Stage 5
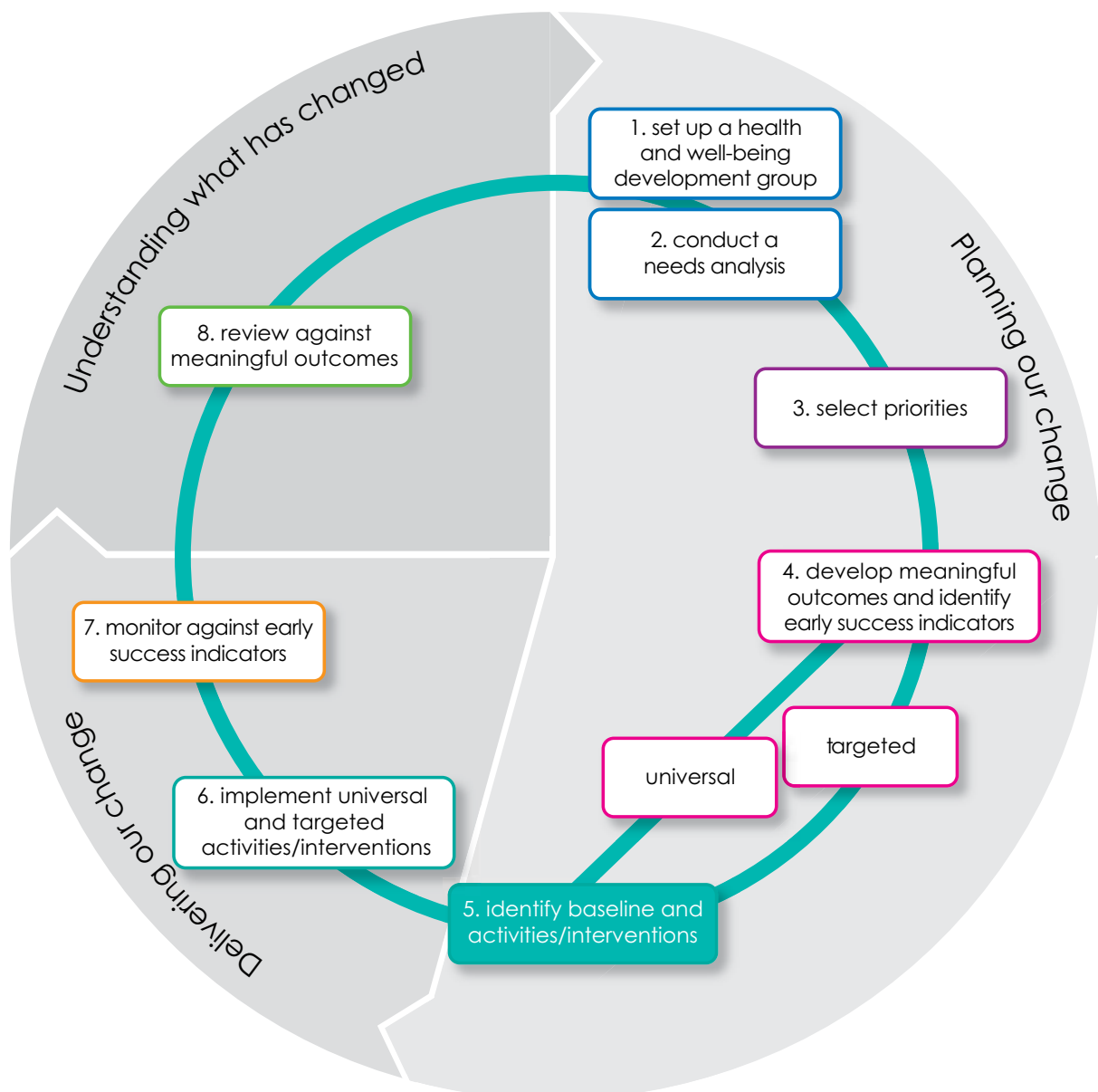
How to identify baseline and activities/interventions

This guide is to help your school identify baseline and activities/interventions as part of the Healthy Schools enhancement model. It focuses on the process your schools should follow in order to develop good practice.

Throughout this guide the term **activities/interventions** is used – meaning the actions or interventions which will take place in your school to achieve early success indicators and meet meaningful outcomes. These activities/interventions will lead to physical or emotional health and well-being change in children and young people.

Understanding what has changed

Planning our change

Delivering our change

1. set up a health and well-being development group

2. conduct a needs analysis

3. select priorities

4. develop meaningful outcomes and identify early success indicators

universal

targeted

5. identify baseline and activities/interventions

6. implement universal and targeted activities/interventions

7. monitor against early success indicators

8. review against meaningful outcomes

Choosing activities/interventions

Once your school has identified early success indicators (ESIs) and developed meaningful outcomes, the next step is to select activities/interventions to bring about change in health and well-being behaviour. Where possible schools should select activities/interventions which are informed by evidence – these will have been tested and proven to work elsewhere.

The National Institute for Health and Clinical Excellence (NICE) provides advice to schools on a number of health and well-being issues, including working through obesity[1]; building social and emotional well-being[2] and reducing alcohol use[3].

You should also check the latest Department for Children, Schools and Families (DCSF) advice relating to the activity/intervention you are working on. For example, the DCSF provides advice about the role of schools in tackling bullying[4], preventing alcohol and drug use[5] and PSHE education, including sex and relationship education (SRE)[6].

It will not always be possible for your school to go for an evidence informed approach. Sometimes you will find that firm evidence does not exist because an activity/intervention hasn't yet been tried elsewhere. Often activities/interventions are not systematically evaluated and so do not make it into evidence reviews. When this is the case, your school should base its choices on good practice principles. This simply means that you should carefully consider how a particular activity/intervention will enable you to achieve ESIs and meet meaningful outcomes. There is a decision informing framework later in this guide to help with this. As part of the enhancement model you are encouraged to match activities/interventions to the needs of children and young people identified in your data analysis.

[1] National Institute for Health and Clinical Excellence (2006) Obesity Guidance on the prevention, identification, assessment and management of overweight and obesity in adults and children

[2] National Institute for Health and Clinical Excellence (2008) Social and emotional well-being in primary education

[3] NICE (2007) School based interventions on alcohol, www.nice.org.uk/Guidance/PH7-in-england-2007

[4] DCSF (2007) Safe to Learn: embedding anti-bullying work in schools

[5] DCSF (2004) Drugs: Guidance for Schools www.governornet.co.uk/cropArticle.cfm?topicAreaId=9&contentId=892&mode=further
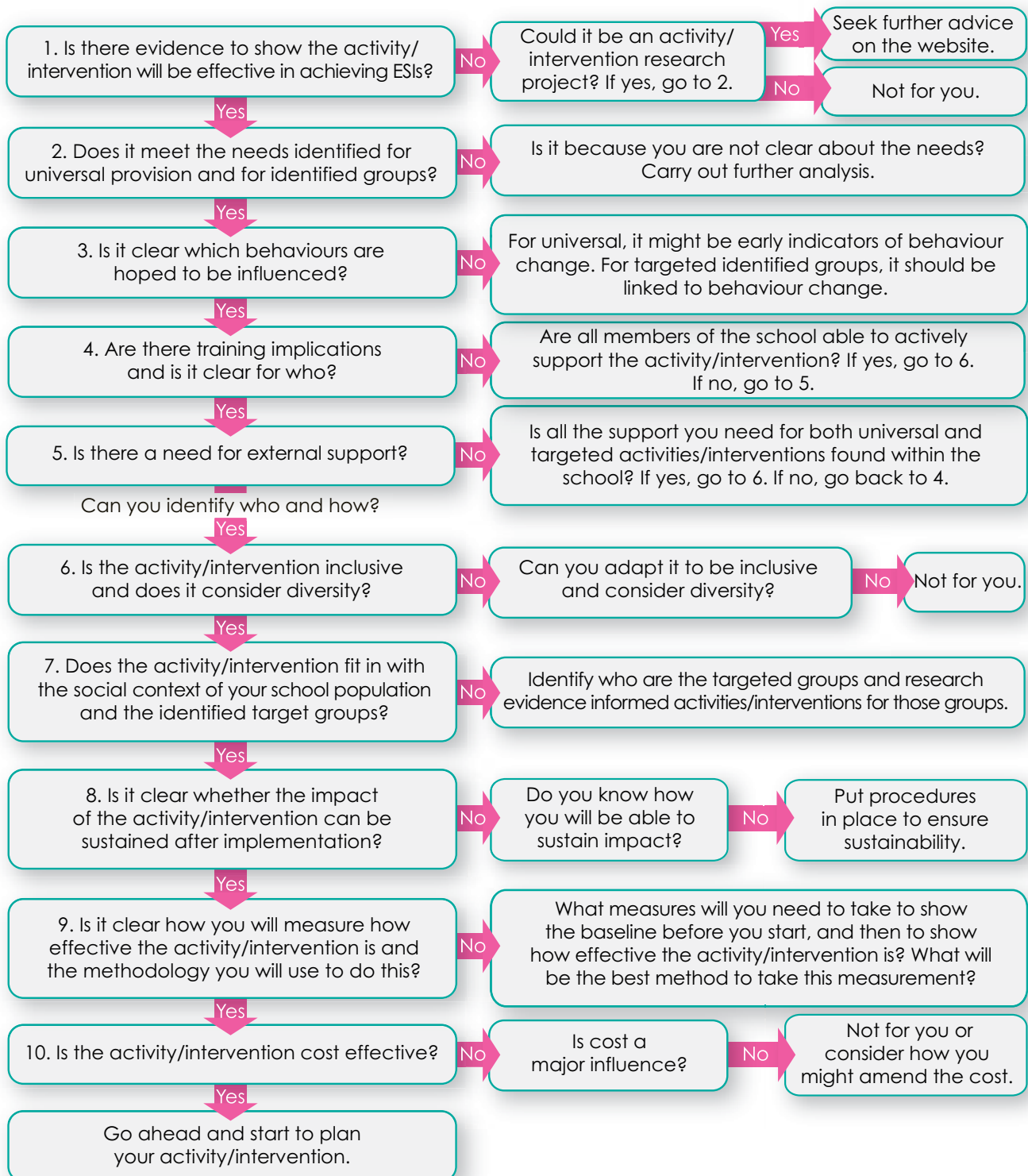
[6] DCSF (2005) Teenage Pregnancy Strategy Evaluation: Final Report Synthesis www.dcsf.gov.uk/rsgateway/DB/RRP/u014562/index.shtml

Decision informing framework to help you select your school's activities/interventions

The following decision forming framework will take you through a series of questions to help you decide whether particular activities/interventions are right for your school, particularly if there is limited evidence available around the activity/intervention you are considering.

It will enable you to focus on a number of key issues before making a decision. These include:

> how the activity/intervention will fit with the culture and ethos of your school

> how the activity/intervention might result in physical or emotional health and well-being behaviour change in children and young people

> who will be involved in the activity/intervention including partners

> what training needs are required to successfully implement the activity/intervention

> whether the activity/intervention is suitable for targeted groups and/or the whole school population.

1. Is there evidence to show the activity/ intervention will be effective in achieving ESIs? — No → **Could it be an activity/ intervention research project? If yes, go to 2.**
- Yes → **Seek further advice on the website.**
- No → **Not for you.**

↓ Yes

2. Does it meet the needs identified for universal provision and for identified groups? — No → **Is it because you are not clear about the needs? Carry out further analysis.**

↓ Yes

3. Is it clear which behaviours are hoped to be influenced? — No → **For universal, it might be early indicators of behaviour change. For targeted identified groups, it should be linked to behaviour change.**

↓ Yes

4. Are there training implications and is it clear for who? — No → **Are all members of the school able to actively support the activity/intervention? If yes, go to 6. If no, go to 5.**

↓ Yes

5. Is there a need for external support? — No → **Is all the support you need for both universal and targeted activities/interventions found within the school? If yes, go to 6. If no, go back to 4.**

Can you identify who and how?

↓ Yes

6. Is the activity/intervention inclusive and does it consider diversity? — No → **Can you adapt it to be inclusive and consider diversity?** — No → **Not for you.**

↓ Yes

7. Does the activity/intervention fit in with the social context of your school population and the identified target groups? — No → **Identify who are the targeted groups and research evidence informed activities/interventions for those groups.**

↓ Yes

8. Is it clear whether the impact of the activity/intervention can be sustained after implementation? — No → **Do you know how you will be able to sustain impact?** — No → **Put procedures in place to ensure sustainability.**

↓ Yes

9. Is it clear how you will measure how effective the activity/intervention is and the methodology you will use to do this? — No → **What measures will you need to take to show the baseline before you start, and then to show how effective the activity/intervention is? What will be the best method to take this measurement?**

↓ Yes

10. Is the activity/intervention cost effective? — No → **Is cost a major influence?** — No → **Not for you or consider how you might amend the cost.**

↓ Yes

Go ahead and start to plan your activity/intervention.

Planning to implement the activity/intervention within your school

Once you have selected activities/interventions to help achieve your early success indicators and therefore meet your meaningful outcomes, you will need to plan how to implement them.

There are a number of key elements you should consider. The following key questions will help you get started with this:

1. Is there effective support from the senior leadership team (SLT)?

2. Are all staff confident and competent to support the activity/intervention and ensure it is effective?

3. Were children and young people involved in planning the activity/intervention?

4. How will partners be involved? Will it be the same for universal and targeted children and young people?

5. What elements of the activity/intervention need to be taught through the curriculum? Is it the same for universal and targeted groups?

6. What barriers will need to be overcome for the activity/intervention to be effective?

7. Are there clear baseline measures that can be used to measure impact of the activity/intervention?

The questions in the following grid will help you plan the implementation of the activities/interventions. It is broken down into the four planning areas below:

Context – what is happening now on which you can build

Engagement – this refers to workingwith others to ensure engagement of the whole school community

Capacity – issues such as human and material resources

Evaluation – a crucial element to build into planning an activity/intervention including the gathering of baseline measures.

The answers which you put into this planning grid should lso be included in the school development plan.

	Who	What	When
Context	Who is best placed to lead on this activity/intervention?	What are the reasons for doing this activity/intervention? What barriers will need to be overcome for the activity/intervention to be effective? Does the culture of our school totally support the messages that are part of the activity/intervention?	When is the best time to start this activity/intervention?
Engagement	Is there support for the activity/intervention from the SLT? Which children, young people, staff, parents/carers and governors are the most appropriate to be involved in the health and well-being development group (HWDG) for this activity/intervention? Who should be involved from within the school in the planning and implementation of the activity/intervention? Which partners can best help us to plan and successfully implement this activity/intervention? Who needs to benefit from this activity/intervention?	What do we want from the HWDG? What policies and procedures do we need to review to ensure the engagement of the whole school community with this activity/intervention? How can we ensure that all members of the school community understand their individual roles? How can we communicate the thinking behind the implementation of activities/interventions to groups within the whole school community? How can we ensure that all the needs of the identified groups of children and young people will be met through the targeted activity/intervention? How will we involve children and young people in planning the activity/intervention? How shall we involve parents/carers in planning the activity/intervention? How shall we involve parents/carers in the activity/intervention being effective? How will the activity/intervention be implemented across the curriculum?	When should we develop the HWDG for this activity/intervention? When will we share our plans with the relevant partners of the school?

	Who	What	When
Capacity	Do we have the relevant expertise for this activity/ intervention within our HWDG or will we need to include external experts? Who will be responsible for ensuring the appropriate resources (time, space and finances) are available to support this activity/ intervention? Who will need to be the contact for partners of the school?	How can our curriculum provision support the successful implementation of this activity/intervention? How can our school ethos, including policies and procedures, support the successful implementation of this activity/intervention? How will the school provide additional support for individuals and groups of children and young people? How do we ensure that all staff are confident to support the activity/intervention and ensure it is effective? What will be the involvement of partners? Will it be the same for universal and targeted children and young people?	Do we need to delay the start in order to ensure that we have the capacity to implement this activity/ intervention?
Evaluation	Who should be responsible for collecting and analysing data relevant to this activity/ intervention? Who should be involved in collecting and analysing data?	What baseline data needs to be in place so we can measure impact? What are the best methods to gather baseline measurements and long term evaluation to show effectiveness? How can we have a system for collecting data relevant to this activity/intervention which will help us identify when we have achieved our ESIs? How can we best share and celebrate with each of the groups represented within the whole school community? How do we involve parents/ carers in evaluating the effectiveness of the activity/ intervention?	How frequently should we monitor this activity/ intervention and when should it be reviewed?

Baseline measures

It is important that you have baseline measures in place so that progress of activities/interventions can be monitored effectively. Some baseline measures will overtly link to early success indicators (ESIs) and will come from the needs analysis (stage 2).

You may also need to take new baseline measures at this stage which relate to the activities/interventions you are about to implement. These will help you measure the impact of specific activities/interventions. You will need to take into account the complexity of the activity/intervention selected before deciding whether you need additional baseline measures. The overall aim should be to have sufficient baseline measures in place to demonstrate the impact of the activity/intervention you are undertaking.

Next steps

You should enter the information about the activities/interventions you have selected and baseline measures on the health and well-being improvement tool.

The next stage is to consider the implementation of the activities/interventions (stage 6) and then monitoring against ESIs (stage 7).

*There is more information on stage 6 in the **Handbook for schools** and on stage 7 in the guide: **How to monitor early success indicators**.*

Healthy Schools

For further information...
please contact your Local Programme Co-ordinator. Their contact details and more information about Healthy Schools can be found on our website: **www.healthyschools.gov.uk**

department for children, schools and families

NHS

Department of Health

Healthy Schools is a joint Department of Health and Department for Children, Schools and Families initiative