

PREVENTION

CHILDREN & FAMILIES SCRUTINY

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Definition of Prevention

‘Actions aimed at eradicating, eliminating or minimizing the impact of disease and disability’ – or other poor outcomes

Primary prevention – stopping a behaviour or exposure that leads to a poor outcome or promoting positive behaviours.

Secondary prevention – the early detection and prompt intervention to minimize poor outcomes (screening)

Tertiary prevention – measures aimed at softening the impact of long term disease/disability or situation, such as being in care = cardiac rehabilitation post heart attack

The Intervention Ladder

Eliminate choice

Restrict choice

Guide choice by disincentives

Guide choice by incentives

Guide choice by changing the default policy

Enable choice

Provide information

Do Nothing

The Somerset Wellbeing Framework



Fiona Moir & Jameelah Ingram

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Promoting children and young people's emotional health and wellbeing: A whole school approach (PHE, 2015).

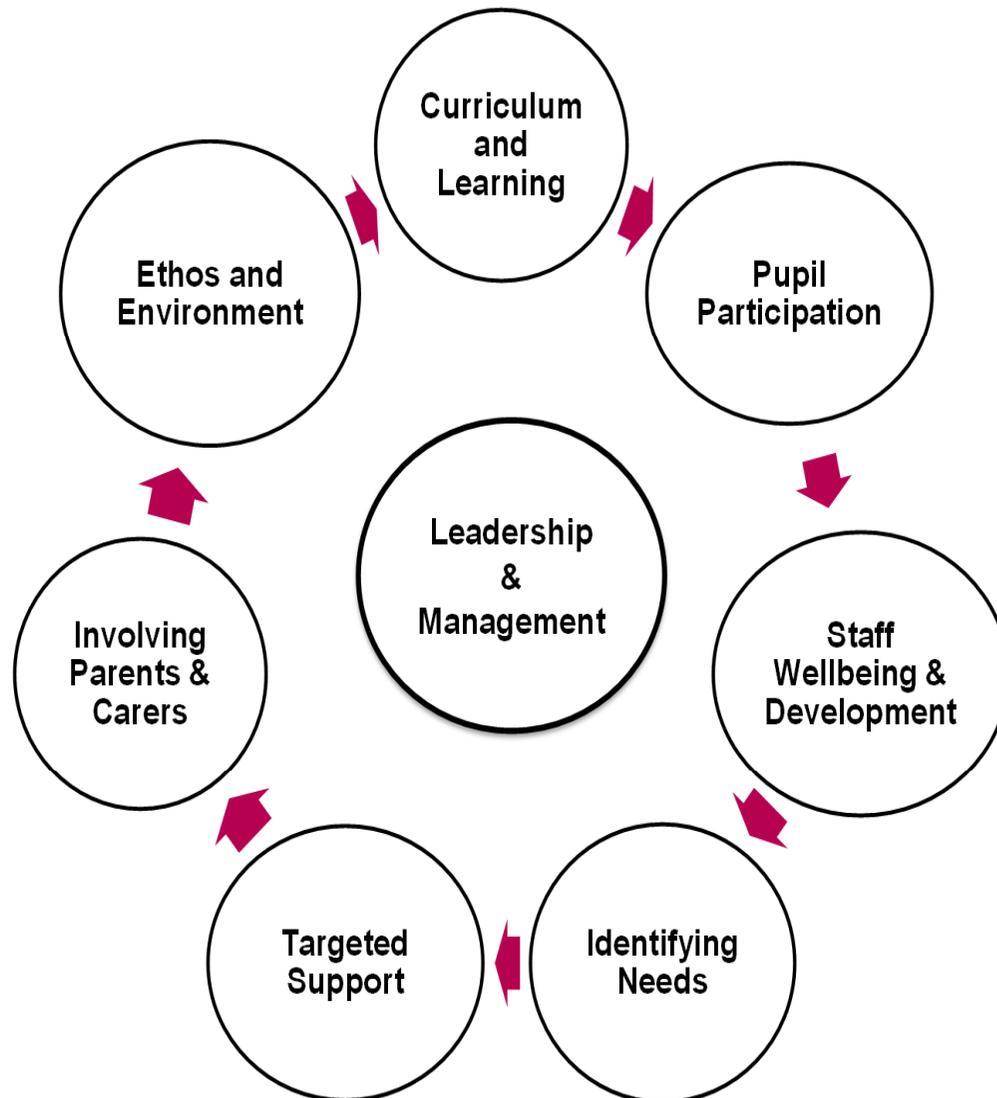


Pillars of Wellbeing

Belonging

Relationships

**Lifestyle:
Diet, Activity
& Sleep**



**Children & Young People's
Mental Health Coalition**

hosted by  mental
health
foundation

The Framework will provide schools with the 'how to'...



- Engaging the whole-school community in the importance of mental health awareness
- Capturing the views of parents, pupils and teachers on mental health issues
- Offering school-based provision and interventions that match the needs of its pupils and staff
- Ensuring mental health problems are identified early and appropriate support provided

Further details:

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Team Around the School (TAS)

A mechanism for schools to meet with family support services and other key partners on a regular basis in order to have shared conversations about children and young people where concerns have been identified and plan the delivery of and monitor the impact of support (aimed at Level 2 'Additional' need).

To build trust and improve communication across agencies.

To ensure Early Help resources from all agencies involved are utilised in the most effective way.

To reduce exclusions and improve attendance, educational outcomes and overall wellbeing.

- Most TAS groups follow a pyramid model based around a secondary school along the community learning partnership layout.
- Engages with the Police One team approach in areas of overlap to remove duplication and ensure the right resources are deployed appropriately.
- Local ground level networks that feed directly to SCC allow better understanding and development of services to meet need.
- Able to use TAS networks to further compliment and enhance other agencies work including Public Health prevention strategies.

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References:

<https://www.birmingham.ac.uk/Documents/research/policycommission/Investing-in-a-Resilient-Generation-Executive-Summary-and-Call-to-Action.pdf>

www.riseabove.org.uk

<https://www.cypsomersethealth.org/>

The Intervention ladder

<http://nuffieldbioethics.org/report/public-health-2/policy-process-practice>

The Behavioural Insights Team work for government and beyond

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