

Healthy weight – reframing our approach through wellbeing

**Keynote presentation for primary PE conference
June 2022**

**Zoe Fish
Whole School Health Lead**



Setting the scene

- **The National Child Measurement Programme (NCMP)** measures the height and weight of children in reception class and year six.
- Having excess weight is a **stigmatising** issue in society and the NCMP process can lead to parents feeling a sense of blame and judgement.



What happens after screening?

- Letter sent to parent or guardian with child's height and weight.
- Proactive call made to families of children identified as underweight or very overweight to offer additional support. More than 1500 calls are made every year.
- One-to-one support offered to families who would like support to make changes (up to six sessions over a 12-week period).

Health weight package of care

Readiness to
change

Back to basics
– Eatwell mat

Physical
Activity and
Sleep Hygiene

Me sized
meals –
portion sizes

Snack swaps

Motivation
and goals

What does the NCMP data show?

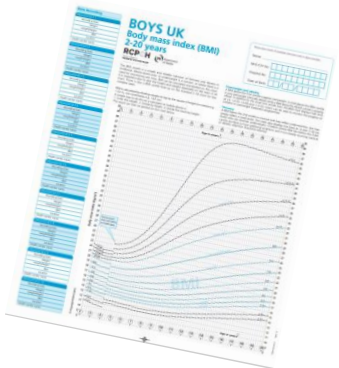


2020/21 headlines

- In reception, obesity prevalence has increased from 9.9% in 2019/20 to 14.4% in 2020/21.
- In year six, obesity prevalence has increased from 21.0% to 25.5% in 2020/21.
- **Boys have a higher obesity prevalence than girls for both age groups** (in reception 14.8% boys were obese compared to 14.1% girls. In year six, 29.2% of boys were compared to 21.7% girls)

BMI classification

Weight Status Category	Approximated BMI centile line on growth chart
Very Underweight	< 0.4 th
Underweight	< 2 nd
Healthy Weight	2 nd – 91 st
Overweight	91 st -98 th
Very Overweight	98 th -99.6 th
Severe Obesity	>99.6 th

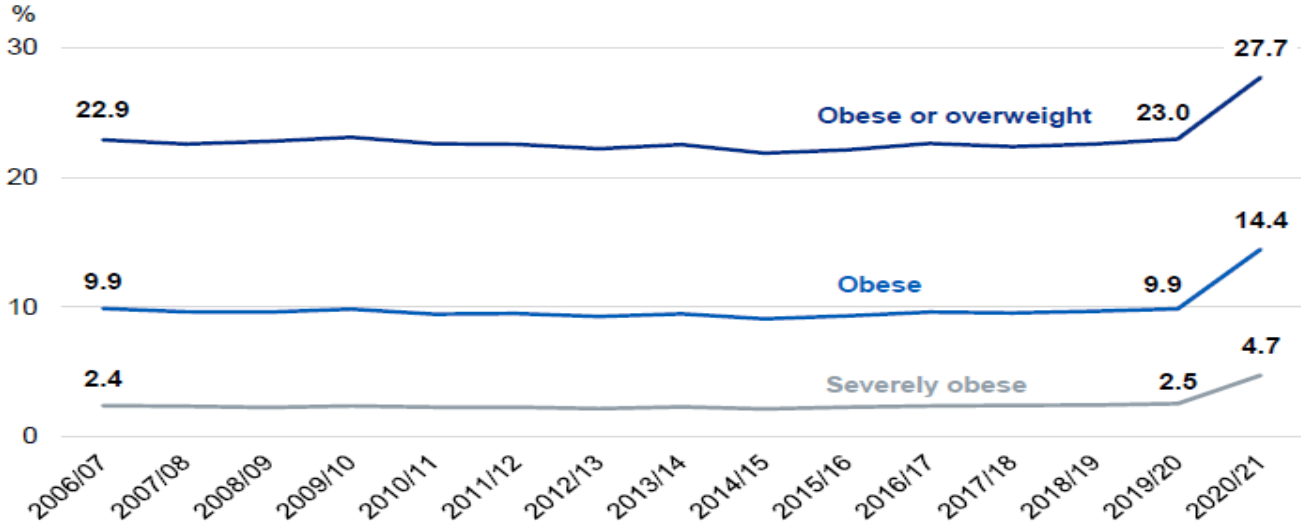


Disparities

- Children living in the most deprived areas were more than twice as likely to be obese, than those living in the least deprived areas.
- 20.3% of reception children living in the most deprived areas were obese compared to 7.8% of those living in the least deprived areas.
- 33.8% of year six children living in the most deprived areas were obese compared to 14.3% of those living in the least deprived areas.
- Prevalence has increased most dramatically among children in the most deprived areas.

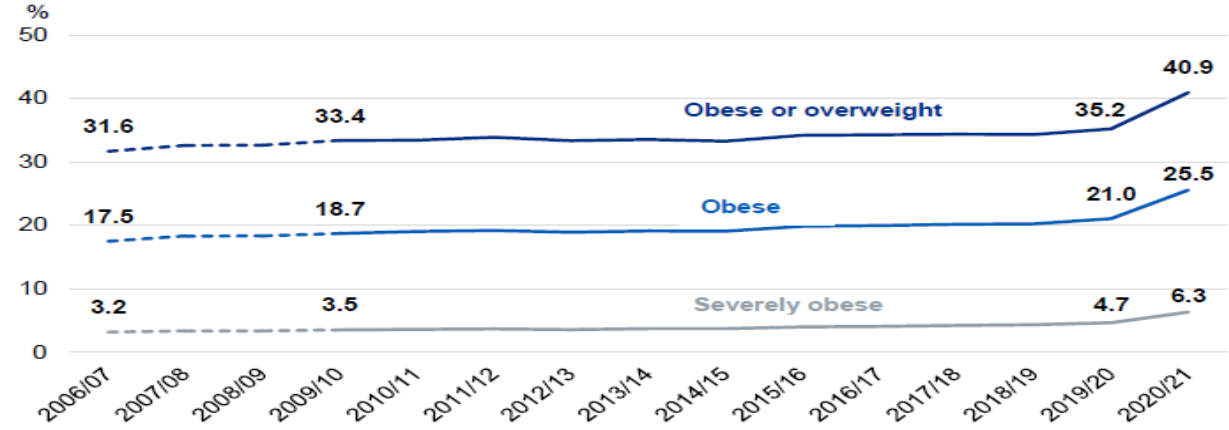
Reception

Figure 1: **Reception** - Trend in prevalence of obesity, severe obesity, and overweight (including obesity) NCMP 2006/07 to 2020/21



Year six

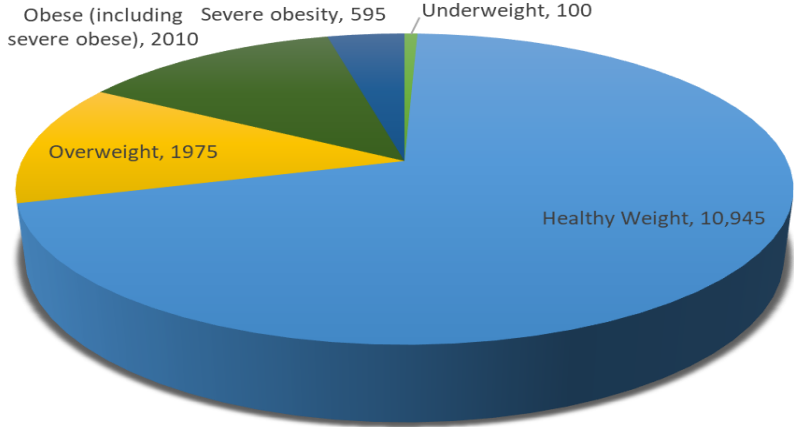
Figure 2: **Year 6** - Trend in prevalence of obesity, severe obesity, and overweight (including obesity)
NCMP 2006/07 to 2020/21



*For Year 6 comparisons are not possible with the first years of NCMP (2006/07 to 2008/09) because obesity prevalence was underestimated due to low participation. This, and the impact of other improvements in data quality, should be considered when making comparisons over time.

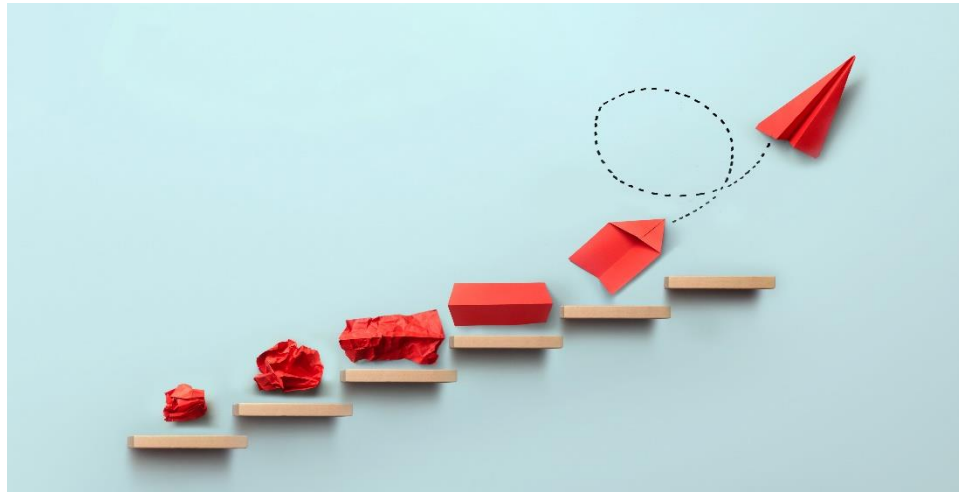
Kent NCMP reception data 2020/21

Total number of children measured 15,030



- Underweight
- Healthy Weight
- Overweight
- Obese (including severe obese)
- Severe obesity
- Overweight (including obese)

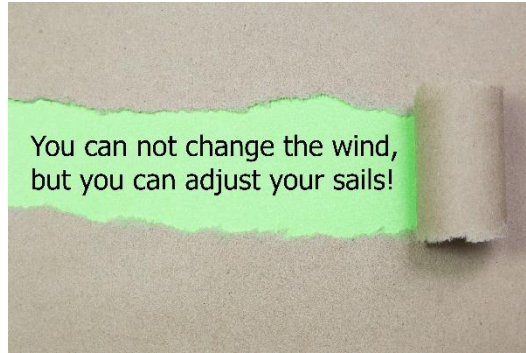
How have we shaped our approach: Kent School Health



Communication

- Research suggests that parents with children above a healthy weight react with anger and upset to the NCMP letter.
- The Royal Society of Public Health (RSPH) recommends that the letter is seen as the beginning of a dialogue with parents, not simply flagging whether a child is obese.
- Phone calls are seen as an opportunity to help parents understanding but practitioners can find this extremely challenging.

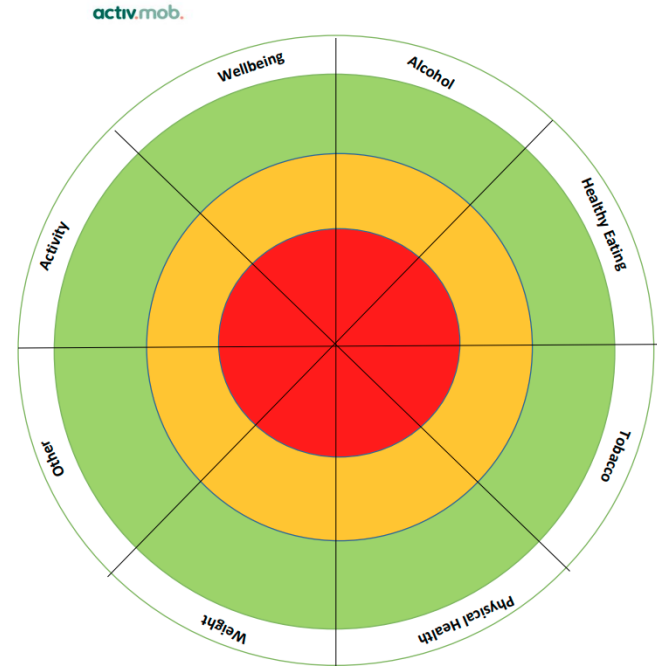
Time to adapt



- Stigmatising words such as 'overweight' and 'obese' were removed from the NCMP results.
- Parents are given their child's height and weight in a neutral way and signposted to the NHS BMI calculator.
- Changes were made to staff training to help improve confidence around discussing weight with parents and increase understanding of the stages of change model.

Time to adapt continued

- The proactive calls ‘script’ was amended to support improved communication between practitioner and parent.
- A three month follow up call was offered in addition to the package of care or as an alternative service.
- A sub-group of practitioners received additional training around the use of a holistic tool called ‘Family Health Wheel’ to see whether this would add benefit to the calls.



Key results



Key aims

- Reduce the blame and stigma felt by parents.
- Increase parental engagement with the School Health Team through increased package of care and three-month follow up calls leading to behaviour changes to support a healthy weight.
- Improve staff confidence and satisfaction in delivering the proactive calls.

Reduce blame and stigma

- There were no complaints made to the School Health Team following receipt of the results letter. The previous year (2019) received a total of 28 complaints.
- 100% of parents felt respected and listened to and had a positive view of the School Health Team.
- 100% of parents felt the person they spoke to was kind, polite and helpful.
- 100% of parents preferred the letter not using words like ‘overweight or obese.’



Increased engagement

Increased uptake of support offer:

- 10% in 2021 compared to 5% parents accepted support in 2019.
- 213 families accepted a three-month follow up call.
- Staff reported having some really good, meaningful conversations with a lot of people.

Linking healthy weight and wellbeing



Reframing our conversations





Six Ways to Wellbeing



Be Active - Go for a walk or run. Step outside. Play a game. Garden. Dance. Exercising makes you feel good. Discover a physical activity that you enjoy.



Keep Learning - Try something new. Rediscover an old interest. Sign up for a course. Learning new things will make you more confident, as well as being fun.



Give - Do something nice for a friend or stranger. Smile. Volunteer your time. See yourself, and your happiness, linked to the wider community it's rewarding.



Connect - with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community.



Take Notice - Be curious. Catch sight of the beautiful. Remark on the unusual. Savour the moment. Be aware of the world around you and what you are feeling.



Care for the planet - Make small changes to your life that will reduce your energy use, recycle more, leave the car at home.

Table top activity

On your tables, there are some colour coded T-shirts.

We would love you to share something with us to add to our washing line:



- Something positive that you have implemented in school to increase physical activity, promote healthy eating or improve wellbeing.
- A personal achievement – something that you are proud of that has improved your health and wellbeing.

Connect, be active, be together

Mental Health Awareness Week
9 - 15 May 2012

Let's Connect!

5 Think of all the **animals** in the world, all different shapes and sizes. Can you move like them? frog (lump) - bear (hands and feet) - crab (sideways) - caterpillar (stretch and shrink). Now choose your own; maybe your favourite animal or one you are most like. Maybe you are strong like an elephant, proud like a peacock, relaxed like a cat.

4 Think of your favourite **colour**. How does it make you feel? Can you move your body in a way that matches how the colour makes you feel? Think of three more colours and move in a way that matches each one. Maybe blue makes you move like gentle waves on the sea, or perhaps yellow makes you stretch and pop like a balloon!

3 Think of three **people** you enjoy spending time with or would like to spend more time with. Can you use your body to spell out their names? Make your body into letter shapes or write their names in the air with different body parts e.g. hand, knee, nose.

2 Think of two **places** you have enjoyed spending time in or you would like to visit. Walk around what you imagine exploring everything about that place. Act out opening doors, looking around corners, looking at the view. What or who can you see? Think of one word to describe each place as you are doing it.

1 Think of one **movement** you can do really well, or something you would like to do better. Can you balance, stretch, catch, skip, dance, swim, touch your toes, hop? Would you like to be able to kick a ball, write beautifully, sing, climb or cycle? Pair up with someone in the room. Did you choose the same or different movements? Tell each other how you learned the movement, or how you could improve.

www.nelft.nhs.uk KentSport 2012

Active Together

Doing something active is great for our mental health. Reflecting on memories and making plans based on shared interests and personal goals can kickstart the positive effects. Make a short list of activities you've done when you felt connected to others. They can be small everyday things. E.g. having a kick about, chatting in the car/on a walk, or singing a song together.

What did you like about those times? Who were you with? How did you feel/think? Why were they meaningful? Could you do similar things in the future? Brainstorm some suggestions as a class. Write down who you could do them with and how you would suggest it to them.

It helps to decide when to do these things so that they go ahead. You could arrange a specific time in the week that works, or add them onto something you already do e.g. after school, before dinner.

General tips for wellbeing – As adults, we can be role models

- **Healthy eating**

Fuel your brain as well as your body - no one can think straight on coffee and chocolate. Eat fresh fruit and vegetables and have a proper breakfast.

- **Sleep well**

Wind down before bed and don't work under the duvet - your bed is a sanctuary, not a desk. Get your eight hours.

- **Keep active**

Nothing de-stresses the mind faster than physical activity, so build it into your timetable.

- **Hobbies and interests**

Spending time doing something that you enjoy helps us to relax, have fun, challenge ourselves and learn new skills.



Kent Community Health
NHS Foundation Trust



Thank You

Contact details:

kentchft@wholeschoolhealth.co.uk





Compassionate



Aspirational



Responsive



Excellent

 In everything we do, **we care** 