



Summary

Healthy Friends is one of three models for the Way of Life programme. It aims to increase healthy eating and physical activity by using older children as mentors for younger children. They will be supported by adult mentors, parents, carers and guardians. This guide will help you design a Healthy Friends project. Use it with the programme application form and guidance notes to develop your proposal. There is also a research brief available on BIG's website explaining the background to this model.

Healthy Friends projects will use positive peer support to spread knowledge and practice among children with help from adults. Healthy Friends are older children (10-11 years) at primary school who engage with younger children of primary school age (7-8 years) and their families. Healthy Friends are paired with one or two other children. Adult mentors (Healthy Helpers) support Healthy Friends and are responsible for engaging parents. The project involves formal and informal activities designed to engage children, such as:

- play and exercise sessions
- audio-visual and practical sessions about healthy eating, cooking and activity;
- accompanying the younger child to, for example, swimming sessions or dance classes, on walks or cycling
- developing wider support for, and interest in, activity, exercise and sport by attending athletics meetings, sports championships, dance competitions and other events.

So that Healthy Friends projects succeed, it will be essential for them to engage with the organisations and groups that are attended by children such as brownies and cubs, sports clubs and schools, for example.

Healthy Helpers will engage parents and families through evening or weekend sessions and signpost them to other services and activities.

The Healthy Friends model is suitable where:

- children lack confidence or motivation to change their eating habits or take part in a physical activity
- children feel isolated (for example because they have special needs)
- children fear standing out and not 'being cool'.

Because of Healthy Friends projects there will be:

- increased awareness of healthy eating and exercise
- increased positive attitudes towards healthy eating and exercise
- increased participation in healthy activity with friends and family
- increased joint delivery.

The rest of this guide outlines the basis for the model, its outcomes, practicalities and further help.

Needs and solutions

This section highlights the key policies in Wales, especially where they are relevant to the local community. It also looks at the types of problems and solutions which may need to be addressed locally.

Strategic drivers

The accompanying research brief details the strategic drivers for the Way of Life programme. All models have been developed within this context. Projects need to complement the national, regional and local strategy priorities for nutrition and physical activity listed below. 'Food and Fitness (2006) – Promoting Healthy Eating and Physical Activity for Children and Young People in Wales – five-year implementation plan'. This links work across Wales in schools and communities. A key aim is to provide an environment encouraging children and young people to access physical activity and healthy eating opportunities. Other relevant actions focus on developing skills and training to provide better access to activities.

- ▶ 'Food and Well-being in Wales' (2003) – the national nutrition strategy for Wales. This provides a framework for local action and identifies priority groups – including children and young people.
- ▶ 'Climbing Higher' (2004) and 'Climbing Higher - Next Steps' (2006) – the Strategy for Sport and Physical Activity. Key objectives around Active Young People and developing active communities are relevant to this model.
- ▶ Welsh Network of Healthy Schools Schemes (WNHSS). This network comprises a partnership between health and education. Healthy School Co-ordinators help local schools identify where they need to develop policies and practices to encourage schoolchildren to follow healthy lifestyles. Support is provided to implement appropriate action. Several initiatives are linked to the overall Healthy Schools programme.

Projects will need to ensure that they work closely with Healthy Schools in their area. However, you must ensure that you understand the priorities of local schools and that activities you propose complement rather than conflict with what is already happening.

Local Needs

Healthy Friends aims to influence children's and families' lifestyles through peer support and role models. Areas with high levels of obesity often have a community culture of unhealthy eating and inactivity, reinforced by peer pressure. Healthy Friends aims to change that. The research brief that accompanies this guide provides more background on the thinking behind the approach.

Figure 1 on the next page summarises the links from the overall problem through to a proposed solution. The suggestions in this table are for example only.

Figure 1 Identifying needs and solutions

Overall problem	Understanding the reasons	Examples of barriers	Potential solutions
<p>Obesity in children is high and still growing because of unhealthy family lifestyles</p>	<p>Children are not aware of what they can do or what is available</p>	<p>"I don't know what to eat."</p>	<p>Healthy Friends talk about their own eating</p> <p>Healthy Friends and the younger child watch DVDs, try different foods and prepare meals</p>
		<p>"I don't know where to go for exercise."</p>	<p>Healthy Friends lead on games in parks, playgrounds and informal settings to raise awareness</p> <p>Healthy Friends and children visit sports and exercise locations under the supervision of Healthy Helpers</p>
	<p>Children and parents worry or feel unmotivated</p>	<p>"It's not cool to exercise and eat healthy food."</p>	<p>Healthy Friends act as role models</p>
	<p>Children and parents worry or feel unmotivated</p>	<p>"I don't want my child going out on his or her own."</p>	<p>Healthy Friends and Healthy Helpers accompany other children</p>
	<p>Families are not aware of community support</p>	<p>Inadequate publicity</p> <p>Services and activities not joined up</p>	<p>Information sheets introduce families to the Healthy Friends scheme</p> <p>Healthy Helpers help organise open evenings and weekend events to engage families</p> <p>Healthy Helpers invite parents to lead some of the activities</p>

Monitoring and evaluation

BIG expects all projects to undertake self-evaluation. Producing robust evidence about the impact of your project is a requirement for the Way of Life programme. So you must build in resources and plans to do this. Hall Aitken will provide support and guidance throughout the application process, and during project delivery.

A key part of this will be 'benchmarking' or 'base-lining'. This simply means recording the starting point for your outcomes. Where possible you should measure or estimate these as part of your application. You can then show your outcome targets as changes over time.

By 'benchmarking' and monitoring your progress against your outcomes you will build up the evidence that you need for your self-evaluation.

Aims and outcomes

The main aim of Way of Life is to learn about what makes children and families adopt healthy and active lifestyles that lead to improvements in people's overall health and wellbeing in the long term. The programme seeks to raise awareness and improve attitudes towards healthy lifestyles as a way of producing sustained changes in behaviour.

Outcomes are the results or changes that the project aims to achieve.

All Big Lottery Fund-supported projects focus on outcomes, as described in the Fund's 'Explaining the Difference' guide:

www.biglotteryfund.org.uk/er_eval_explaining_the_difference.pdf

Way of Life projects must deliver the overall programme outcomes, which are:

1. Increased awareness of healthy eating and exercise among children and families
2. Positive changes in attitude and behaviour toward healthy eating and exercise among children and families
3. Strategic links developed to promote a joined-up approach to nutrition, physical activity and play.

Healthy Friends projects will achieve these outcomes through peer support. They will also provide an opportunity to develop a joined up approach as well as promoting behaviour change among children and families.



Setting targets and measuring change

Your planning should start with defining the specific outcomes for your project. This will mean working out how you will measure change in awareness, attitudes, behaviour and joint working. Then you can go on to set targets for these measures. Because this is a pilot programme you may find that your achievements differ from your targets. But the key is to define the outcomes you hope to achieve and how you will know what progress you are making.

A shared approach to outcomes

If your project is funded, part of the support available will include networking with other projects using the Healthy Friends model. An early part of this networking will be an opportunity to share and refine thinking on outcomes, targets and in particular effective measurement.

The text below suggests possible outcomes you can use and approaches to measurement suitable for Healthy Friends projects – discussing awareness, attitudes, behaviour and joint working in turn. This should help you consider how to set outcome targets for your project proposal.

Increased awareness outcomes

Children and their families will become more aware of how others use nutrition and physical activity to lead healthy lifestyles. They should also become aware of their own attitudes to nutrition and activity and how they might change these.

Healthy Friends involves one-to-one and small group contact, which provides an ideal opportunity to track changes as part of the project activity. It should be possible to build measurement in as part of the project activity, for example. Turn a question and answer process into a game, for example.

So your outcome targets might be one or more of, for example:

- a 30 per cent increase in healthy food and activity awareness among target groups, measured by a simple questionnaire, for example a Food Intake Questionnaire (FIQ) using pictures and prompts

- an increase in requests for healthy lifestyle information to Healthy Helpers of 10 per cent each month for a year
- an increased ability to identify enjoyable activity options available locally in a discussion with Healthy Helpers.

Measurement tools could include:

- simple questionnaires
- pictures or stories about food and activity completed by children as part of their activities with Healthy Friends and Helpers, compared for differences over time; and
- involving Healthy Friends in tracking activity by asking them to record and track changes using visual tools such as wall charts or on computers.

Positive attitude changes

As a result of contact with Healthy Friends, children of primary school age will develop improved attitudes towards good nutrition and physical activity. This may lead to behaviour changes but there is good evidence that attitudes in this field can change without, or at least before, changes in behaviour. So it is useful to target specific attitude change outcomes and measure these separately.

As with awareness outcomes, the most useful way of assessing attitude change will be through interactions between Healthy Friends and younger children, and between Healthy Helpers and children and families.

So your outcome targets might be one or more of, for example:

- an increase in ranking of physical activity compared to other leisure options
- a change in ranking of celebrity (or local) role models that places higher value on those demonstrating healthy lifestyles.

Measurement tools will be as for awareness outcomes and it will often be possible to combine the two into one activity.

Behaviour change

Children will increase the proportion of healthy food they eat and their amount of physical activity. Some of this will be through changed patterns of play – for example more active play and food preparation involving play.

The most direct way of measuring increased participation is through the numbers of Healthy Friends and younger children participating. But this will only show part of the picture, taking no account of what they do in the contact time – or wider changes to their lifestyles. As with the earlier outcomes the contact between Healthy Friends, other children and Healthy Helpers provides an ideal way of measuring change.

So your outcome targets might be one or more of, for example:

- the number of Healthy Friends
- the number of children on waiting lists to enrol in Healthy Friends either as Healthy Friends or as participants
- changes in diet and physical activity levels recorded in a diary format on a weekly basis.

You could also develop detailed case studies based on a few Healthy Friends relationships. This will provide an opportunity to follow attitudinal and behaviour change more closely. You could track changes to individuals involved through regular interviews. You will receive help in approaches to case study development.

Increased links

Healthy Friends will involve joint delivery by various partners. The goal is to increase the amount and quality of partnership working on healthy eating and physical activity.

Increased partnership or joint working can mean working with more partners. But it can also mean increasing the effectiveness of joint working in three ways:

- strategic partnership – consulting with others to ensure fit between services
- management partnership – contributing to each other's decision-making
- delivery partnership – working together on a day-to-day basis to deliver services.

Your target outcomes might be, for example:

- a 50 per cent increase in the number of partners for each agency over two years
- an increase in partners' rating of the effectiveness of delivery partnership by 15 per cent each year.

An activity survey every six months may be one way of measuring these changes. In addition you could build a bank of short case studies to a standard format to provide some qualitative understanding of crude survey data.

Practicalities

Healthy Friends projects will:

- engage with organisations and groups that are attended by children
- develop a programme using positive peer support
- attract and recruit new Healthy Friends
- train Healthy Friends and Healthy Helpers
- engage younger children and provide early information to their families
- engage beneficiaries through a series of formal activities
- engage in wider outreach work.

This section provides some practical suggestions and checklists as a starting point for your plans.

Target beneficiaries

Projects should appeal to, and provide opportunities for, different age ranges of children and other family members to promote interest, inclusion and active involvement. Different age ranges vary widely: 7 to 8-year-olds, and 9 to 11-year-olds, have different needs, interests and ways of engaging with their community. Healthy Friends projects will focus on 7 to 11-year-olds and you will need to respond to the different demands within this age group.

The relationship between Healthy Friends and younger children is at the core of this model. Projects could also benefit from encouraging children to work together in other combinations. Opportunities for group work for healthy friends should also be explored. Using peer support to spread healthy messages is key.

Engaging with parents and families

Healthy Friends projects will focus on children between the ages of 7-11. But the home environment is important too. Eating habits and attitudes towards physical activity are formed and reinforced at home. To strengthen the impact of Healthy Friends projects it is essential that they also involve the whole family. They will need to be kept informed about Healthy Friends activities, and should be directly involved in project delivery where possible.

Remember that children have a wide range of family relationships to think about so make sure that you include grandparents and older siblings where relevant. Families include single parent families, foster parents, carers and other guardians.

Providing peer support for parents can also be an effective way of engaging and encouraging parents to take part. For example:

- ▶ Parents could be invited along to Healthy Friends' activities. While the children are engaged in their activities a Healthy Helper could give a presentation to the parents explaining how they can support their children to lead healthier lifestyles, as well as themselves.

You should also actively try to recruit Healthy Helpers from the parents of those involved in the project. This will help to reinforce the link with home.

Researching local need

Research the local needs and barriers to healthy eating, physical activity and play in the community. For example:

- who is willing to work with you to create and deliver the solutions? Look carefully at the organisations and groups in your local area that not only want to join in, but already have the links to children that will help you deliver this project.
- are there already peer support-based projects working locally?
- what groups and activities already run in your area? What after-school initiatives run?
- do children have access to healthy food such as vegetables or fruit and to opportunities to try different activities? What is available at school canteens, at leisure centres and at extra-curricular activities?
- what prevents children and families from changing behaviour? For example, children might think that physical activity only covers organised sport and does not include taking part in dancing or games.

Making the links

Projects should fit with the priorities of local Community Plans, Health Social Care and Well Being Strategies and local action plans on nutrition and physical activity.

Depending on what is available in the area you should also consider linking with:

- local schools taking part in the Healthy Schools initiative
- Children and Young People's Framework Partnerships
- Integrated Children's Centres
- local authority services for children and families
- relevant voluntary groups like Cubs and Brownies
- Healthy Living Centres
- after-school activity schemes
- organised activities provided in leisure centres and other formal facilities
- programmes that bring young people together in groups for physical activity or nutrition-based activities – for example Dragon Sport programmes
- local sports clubs and other formal organisations with social networks
- youth clubs
- dance schools and movement classes
- Food and Fitness grant-funded activity in the area, especially those projects running group based activities and targeting children and families
- relevant local projects funded by Active Lifestyle funding or healthy lifestyle initiatives funded by Community Chest grants
- The Child's Play Programme managed by Play Wales: www.playwales.org.uk/;
- Communities First Partnerships
- Surestart schemes
- other national or local programmes with similar goals to Healthy Friends.

You can find more information on these in the research brief that accompanies this model.

Project partners

Way of Life is a strategic programme with a limited budget that seeks a co-ordinated approach to test out models for promoting healthy lifestyles. BIG expects organisations to work together to develop and deliver their projects. In order to facilitate this approach, BIG requires the projects and lead applicant to be identified through the Health, Social Care and Well-being Partnerships (HSCWBP).

In taking a strategic approach to planning, developing and delivering projects, it is essential to consider which of the three models best suits the needs of the local area. It is essential to identify suitable partners with relevant expertise in public health, play, nutrition and physical activity. It is important to involve bodies that already work with children and families, and liaise with the Children and Young People's Framework Partnerships. There should be a partnership agreement setting out the roles and responsibilities of each organisation involved.

This is a competitive application process and BIG expects to fund between 15 and 20 projects in total. Only the best applications will be successful. BIG welcomes both local and regional applications, however it will limit the number of applications that each HSCWBP area can be involved with to two.

Healthy Friends projects will need to bring together partners with expertise in:

- nutrition
- physical activity
- project management and leadership
- child engagement and development including working with children with special needs. If appropriate for your target communities you should also work with BME groups
- monitoring and evaluation.

Consider the capacity and resources currently available within existing services and partner organisations. Part of your research should include an audit of the skills and staff resources that project partners can offer. Find out what is already available and highlight gaps where extra staff may be needed. This may include:

- referral agents to signpost children and their families who are harder-to-reach (for example, health visitors, teachers or school assistants)
- people who can help deliver and organise the schemes, motivate the children (for example, children who have already been involved in a buddy scheme, or parents of children who are involved)
- what other peer support schemes exist in or out of schools.

With suitable training and support, volunteers will bring valuable skills and time to a project and can help deliver particular activities.

Locations for Healthy Friends schemes

Several settings may be suitable for the projects, but you will need to consider the following.

- indoor and outdoor facilities – Healthy Friends should be able to take the younger child to places where they can exercise, whatever the weather and location. So locations will include both indoor and outdoor settings and flexible programming options
- accessibility – schemes will need to be easily accessible for target groups. Children need to be able to use local facilities. If they go to a school that is far from their home and attend extra curricular activities they may need transport after school hours. You should consider providing extra transport to fit in with the later activities
- familiar places – using places that children already use will make the activities feel accessible. You could include obvious settings such as schools, after-school clubs and holiday clubs.

Setting up a Healthy Friends scheme

At the start of each project, recruit and train several Healthy Helpers. Depending on project location, Healthy Helpers could be teachers, leaders of extra curricular activities or the parents of children who are likely to be involved in the project. Their role will include:

- ensuring that Healthy Friends and younger children are matched
- motivating Healthy Friends
- ensuring that Healthy Friends and younger children get access to equipment and physical activity opportunities
- organising any events that attract the families of Healthy Friends and younger children.

Healthy Helpers may need suitable training in, for example:

- healthy lifestyles – healthy eating and taking part in physical activity
- communication skills including listening and talking skills
- leadership, mentoring and coaching skills
- games to promote physical activity and healthy eating
- use of new technology such as text messaging
- engaging parents
- resources that they can use and introduce to the Healthy Friends.

Healthy Helpers could choose Healthy Friends from among children who already attend an activity, for example among children who take part in a sports team. You will then need to match Healthy Friends with a peer or a younger child who is of similar family circumstances; possibly of the same sex; and possibly coming from a similar geographical location (for example, the same village).

You might need to consider giving incentives to Healthy Friends to encourage them to take part and maintain their interest. This could be something like an award or a small gift for committing to the scheme for a fixed period, for example.

Healthy Friends may need to receive training in, for example:

- healthy lifestyles – healthy eating and taking part in physical activity
- communication skills including listening and talking skills
- leadership and mentoring skills
- games to promote physical activity and healthy eating.

Programme ideas

Once Healthy Friends have been matched to a young child, there are several ways of engaging peers or younger children and families. These are some ideas as a starting point:

Figure 2 Sample Healthy Friends ideas

Play sessions with physical games such as tag, dodge the ball, hide-and-seek, dance, hopscotch	Healthy Friend accompanies the younger child to organised activities
Healthy Friend encourages the younger child to eat healthy snacks	Healthy Friend partners the younger child to a café or canteen after activity
Organised walks involving Healthy Friends, younger children and families	Trips to the cinema or other events and treats will help sustain motivation
Smoothie Sleepovers – children bring ingredients along to a 'sleepover' party	Cooking opportunities
Healthy Friend motivates the younger child through chats, phone calls and messaging	Healthy Friends praised for their work during school assemblies or other public occasions

Although the main emphasis of Healthy Friends is on one-to-one contact between Healthy Friends and younger children, you should also consider group-based activities. This could be appropriate when the groups involved in the project are based around team-based activities, such as a sports club, for example.

Promoting your project

The success of each project depends on its ability to engage with the groups that already work with and provide services for children. You will identify some of these groups through your project partners. If you want your project to reach as many children as possible you will also need to promote it to other groups who already have these relationships in place. You will identify these groups as part of researching local need, but they will include organisations and individuals such as:

- relevant voluntary groups like local Scouts, Cubs, Guides and Brownies;
- after-school activity schemes
- local education authorities
- organised activities provided in leisure centres and other formal facilities
- programmes that bring young people together in groups for physical activity or nutrition-based activities – for example Dragon Sport programmes
- local sports clubs and other formal organisations with social networks
- youth clubs
- dance schools and movement classes.

Remember to engage with local Healthy Schools schemes if it is appropriate.

It is unlikely that a general promotional campaign will create interest in your project and without the support of such groups you will find it difficult to engage with the target beneficiaries.

Projects could enhance or add value to the existing work of these groups and your promotional campaign will need to stress this. In particular, you will need to promote the added value that your project could bring to the health and well being of children such as:

- raising awareness of the benefits of healthy living – such as more energy, better sleep, reduced stress, better concentration, increased self-esteem, wider social opportunities
- raising awareness of the basics of healthy eating, physical activity and play;
- promoting community activities
- encouraging play, giving physical activity and healthy eating a more fun image.

Once you have established your links with the right groups you will need to think about how you can reach potential Healthy Friends, younger children, parents and Healthy Helpers. You will need to think about the design and distribution of suitable promotional material amongst the groups. This will vary and you may need to tailor your approach to suit each group you are working with. It may include:

- using printed materials
- working with sports and health professionals to spread information about your project
- using other media routes such as the internet and SMS (text) messaging.

Budget and resources

Capital costs

The Way of Life programme is mainly a revenue programme. However, you may need equipment to run activities, and you can use up to 5% of your planned budget for capital costs. This could include, for example, expenditure on stickers and bookmarks and other items and portable sporting and play equipment, but not vehicles.

Revenue costs

Develop your detailed costs through the business planning stage, but remember:

- business plan development costs (up to 1% of the total grant)
- website costs
- local transport or public transport subsidies for children to meet their Healthy Friends
- camcorders or other technologies such as DVD players
- insurance
- storage.

Human resources

The success of projects depends on effective recruiting and training of a suitable number of Healthy Friends and Healthy Helpers. Ideally these people will come from the groups of families you want to reach and have a good understanding of the target community. You will need to find out, through research in your local area, if you are likely to find enough suitable individuals.

Audit existing resources and services that you can use amongst your project partners. Highlight gaps and any extra help needed. Explore professional staff availability (for example, community dieticians) and the involvement you need from them.

The key tasks you need to consider will be:

- programme development, management and evaluation
- outreach to, and support for, groups such as Brownies and Cubs, sports and youth groups
- identification of, and training for Healthy Helpers, discussed in more detail below.

Healthy Helpers

Healthy Helpers are volunteers who already work with children or are involved in organising and delivering children's extra-curricular activities. They may also be family members of the children who will benefit from the project.

Their role will include:

- leading Healthy Friends
- co-ordinating Healthy Friends and matching them with a younger child
- signposting Healthy Friends, children and families to services and activities
- collecting basic monitoring and evaluation data
- reviewing Healthy Friends.

Safety and risk management

Any project organiser must pay close attention to legal requirements and good practice guidelines. Further guidance on each of the following appears in the appendices, and you must comply with them all:

1. Equal opportunities and diversity
2. Health and safety
3. Child protection

You will also need to consider disability access, access to medical care, first aid services, staffing and insurance.

Managing risks

As with any project, things could go wrong. Make sure that your project design includes identifying risks and plans for minimising them. We have highlighted a sample of the risks involved and possible methods to avoid them.

Figure 3 Possible risks and solutions

Risk	Possible ways to address the risk
Not enough volunteers are available in the area to be Healthy Helpers	Deliver the project using paid staff and budget for this
Healthy Friends and Healthy Helpers drop out or become less active after training	Identify extra children and adults who could step in and budget for extra training Select children and adults carefully Sustain motivation through mentoring by Healthy Helpers Set up a rewards scheme (for example giving out T-shirts)
Gaps in Healthy Helpers' awareness of established links and existing support	Make the project co-ordinator the first point of contact for other partners and update Healthy Helpers regularly
Families are afraid of letting their children out of the house	Most of the mentoring will be part of, or linked to, an organised activity such as after-school care or Cubs or Brownies groups
Younger children or Healthy Friends lose momentum after early enthusiasm	Consider offering a new buddy or suggest change of activities
Risk to child's personal safety	First meeting could include parents
Risk to Healthy Friends' personal safety	Meetings part of organised and supervised activities with Healthy Friends present Projects must have a child protection and a health and safety policy

Further help

Healthy Friends is one of three models for projects funded under the Way of Life programme. All Healthy Friends projects need to fit within the parameters of this model description. This section lists sources of further help and information you can use in developing your proposal to the Way of Life Programme. This list is not exhaustive and there may be more organisations suitable to your location or your community. The Big Lottery Fund has engaged Hall Aitken to provide support for applicants – they will help you to develop your project and support you in putting together your application.

You can contact:

The Healthy Friends Adviser at Hall Aitken on

0141 204 3183, or email

healthyfriends@hallaitken.co.uk

A website has been set up for the programme to help you apply. You can find this at: www.bigwayoflife.com

You can also contact the Big Lottery Fund directly on: 029 2067 8200

General Information

- ▶ www.wales.gov.uk/
- ▶ Welsh Assembly Government (2003) 'Health and Well-Being for Children and Young People'
- ▶ Welsh Assembly Government (2005) 'Health Challenge Wales – action on food and fitness for children and young people'
- ▶ Welsh Assembly Government (2006) 'Food and Fitness Implementation Plan'
- ▶ Welsh Assembly Government (2005) 'Climbing Higher'
- ▶ Welsh Assembly Government (2006) 'Climbing Higher – next steps'
- ▶ Welsh Assembly Government (2002) 'Play Policy'.

Way of Life Programme

- ▶ www.biglotteryfund.org.uk/
- ▶ bigwayoflife.com

Child's Play programme

- www.playwales.org.uk/
- www.biglotteryfund.org.uk

Nutrition and Activity

- ▶ Foods Standard Agency: www.food.gov.uk/wales/
- ▶ Welsh Network of Healthy School Schemes new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en
- ▶ National Nutrition Network for Wales www.nutritionnetworkwales.org.uk
- ▶ Physical Activity Network for Wales www.wales.nhs.uk/sites3/home.cfm?orgid=626
- ▶ Sure Start www.surestart.gov.uk/
- ▶ Local GP Practices
- ▶ Health Challenge Wales Voluntary Sector Grant Scheme: new.wales.gov.uk/funding/fundgrantareas/healthfund/healthimpfund/?lang=en
- ▶ Welsh Participation Consortium cypi.carnegieuktrust.org.uk/cypi/our_work/sharing_good_practice/wpc
- ▶ www.foodinschools.org
- ▶ www.foodandhealthnw.org
- ▶ Healthy Start www.healthystart.nhs.uk/
- ▶ Local dieticians: www.cnguk.org

Appendix A Equal opportunities

The Big Lottery Fund's expectations

We expect projects to meet the Big Lottery Fund's equality principles (www.biglotteryfund.org.uk/wales/about-wal/equalities.htm). This means that you should have an equal opportunities policy in place and:

- promote accessibility to the services the project provides, so all families in the target group can use them
- value cultural diversity by recognising that people have different needs, beliefs, values and abilities and respecting these
- promote participation, for example of vulnerable lower income families
- promote equality of opportunity when recruiting tutors and targeting the service
- promote inclusive communities by encouraging families to get involved in community activities
- reduce disadvantage and exclusion by working with families at greatest risk of disadvantage and exclusion.

Project resources and materials must be available in English and Welsh. You are expected to follow the guidance set out in the Big Lottery Fund's Welsh Language scheme at: www.biglotteryfund.org.uk/welsh_language_scheme.pdf

You also need to take account of the linguistic needs of your project beneficiaries. If you are targeting a community whose first language is neither English nor Welsh make sure that you have enough resources to enable you to undertake the project.

Equality issues

This section reviews briefly the issues you should consider around equality within your project. This list has been taken from the Welsh Assembly Government's equality and diversity information pages which can be accessed at: new.wales.gov.uk/topics/equality/rightsequality/?lang=en

Equality issues will apply to both your staff and the families that your project targets. Your project will need to consider the following issues: age, black and minority ethnic groups, people with disabilities, faith, gender and sexual orientation.

Age

New age discrimination legislation has recently been passed and you should comply with this. This encourages organisations to develop a workforce with people of varied ages. Further information can be found at www.agepositive.gov.uk

Black and minority ethnic (BME) communities

Depending on the nature of your target community you may need extra support and advice on diversity issues. Further information is available on the following website: new.wales.gov.uk/topics/equality/rightsequality/Race/?lang=en

People with disabilities

Your project will also need to ensure that people with disabilities have equal access to the same opportunities as the majority population. Further information including information on accessible venues guidance is available from: new.wales.gov.uk/topics/equality/rightsequality/disability/?lang=en

Faith

The Welsh Assembly Government states that:

“Promoting good relations between all faith community groups in Wales is an important part of our agenda. Wales has a proud history as a tolerant, multi-faith and multi-cultural society where people of many cultures and religions have lived side-by-side for generations.” To help you achieve these goals the Welsh Assembly Government has listed various sources of information and support. These are at: new.wales.gov.uk/topics/equality/rightsequality/Faith/?lang=en

Gender

People should not be discriminated against because of gender. Further information is available on the following website: new.wales.gov.uk/topics/equality/rightsequality/GenderEquality/?lang=en

Sexual Orientation

Projects should treat people with different sexual orientations equally. A good source of information is Stonewall Cymru, the advisory body for the Assembly. Their website address is: www.stonewallcymru.org.uk/cymru/default.asp

Appendix B Child protection

All projects funded under this model need a suitable child protection policy in place. This needs to ensure that projects:

- recruit safely
- reduce risks
- have a named person who deals with any potential incidents involving children;
- have a code of behaviour for all staff
- ensure your organisations also have suitable procedures in place.

The NSPCC has developed the guidance document Stopcheck, a step-by-step guide for organisations to safeguard children. The guide and other resources are available on www.nspcc.org.uk/.

Through its disclosure (police check) service, the Criminal Record Bureau (CRB) can help you identify candidates who may be unsuitable for working with children (www.crb.gov.uk/). All personnel involved in delivering the project should be subject to a CRB check.

Safeguarding Vulnerable Groups Act 2006

The Safeguarding Vulnerable Groups Act lays the foundation for a new vetting and barring scheme that will be phased in from autumn 2008. The act will:

- provide employers with a more effective and streamlined vetting service for potential employees
- bar unsuitable individuals from working or seeking to work with children and vulnerable adults.

Further information is available at:
www.everychildmatters.gov.uk/socialcare/safeguarding/vettingandbarring

Appendix C Health and safety

Projects should be aware of the health and safety implications of their work. This includes, but is not restricted to, the following issues:

- first aid
- food and drink hygiene
- reporting of incidents
- safety in organising games
- bullying.

A good place to start looking for help and information about health and safety is the website for the Health and Safety Executive (HSE): www.hse.gov.uk/index.htm

Where food is being provided participants should be aware of and follow basic hygiene rules including the identification of food safety hazards, personal hygiene, practices which help to prevent food contamination and the use of cooking equipment.

Other useful sites include:

- www.childalert.co.uk/
- www.rosipa.co.uk/ - the Royal Society for the Prevention of Accidents