

**PWYLLGOR STRATEGAETH A CHYNLLUNIO
STRATEGY AND PLANNING COMMITTEE**

DYDDIAD Y CYFARFOD: DATE OF MEETING:	01 July 2025
TEITL YR ADRODDIAD: TITLE OF REPORT:	Starting and Developing Well Team (Public Health) Impact & Learning Report 2024-25
CYFARWYDDWR ARWEINIOL: LEAD DIRECTOR:	Dr Ardiana Gjini, Executive Director of Public Health
SWYDDOG ADRODD: REPORTING OFFICER:	Ben Williams, Principal Public Health Practitioner Jo McCarthy, Consultant in Public Health

Pwrpas yr Adroddiad (dewiswch fel yn addas)

Purpose of the Report (select as appropriate)

Er Sicrwydd/For Assurance

ADRODDIAD SCAA

SBAR REPORT

Sefyllfa / Situation

The purpose of the report is to present the work over 2024/25 of the Starting and Developing Well (S&DW) Team, who are the Public Health Directorate Leads for work relating to Children and Young People (CYP).

Cefndir / Background

Welsh Network of Health and Wellbeing Promoting Schools (WNHWPS)

The WNHWPS schemes, established in 1999 following a four-year pilot under the European Network of Health Promoting Schools, supports schools in promoting the health and well-being of their entire communities. A 'Healthy School' not only educates pupils about healthy lifestyles but also empowers both students and staff to influence the school environment in ways that support physical, mental, and social well-being. This is achieved through integrated approaches involving policy development, strategic planning, staff training, and a focus on curriculum, ethos, physical surroundings, and community engagement.

Within the Hywel Dda University Health Board (HDdUHB) area, the scheme is delivered through a partnership model. Public Health Wales provides grant funding to the Health Board to implement the programme in Ceredigion and Pembrokeshire, while in Carmarthenshire, the Local Authority takes the lead in delivery. This collaborative approach ensures that the principles of the Healthy Schools initiative are embedded across the region in a way that reflects local needs and structures.

Whole School Approach to Emotional and Mental Wellbeing (WSAEMWB)

Public Health Wales provides grant funding to the Health Board to support the implementation of the Welsh Government's *Whole School Approach to Emotional and Mental Wellbeing* statutory framework, launched in 2021, across the Hywel Dda region. This framework is designed to help schools address the emotional and mental wellbeing needs of all children, young people, staff, and the wider school community. Since its introduction, all secondary schools in the region have completed self-evaluations and are actively developing action plans to enhance pupil wellbeing. Additionally, over 70% of primary schools are now engaged in the action planning process to support emotional and mental wellbeing.

Healthy and Sustainable Pre-School Scheme (HSPSS)

The HSPSS, launched nationally in 2011, builds on the WNHWPS scheme and supports these settings in embedding health and wellbeing into their everyday practice through a whole-setting approach. The scheme is open to a wide range of early years providers, including full day care nurseries, sessional childcare, childminders, playgroups, and Flying Start settings.

HDdUHB is responsible for delivering the scheme across all three counties in its region. Participating settings are supported to implement health improvement activities across four domains: Leadership and Communication, Planning and Delivery, Ethos and Environment, and Family and Community Involvement. These domains are applied to seven key health topics: Nutrition and Oral Health, Physical Activity/Active Play, Mental and Emotional Health, Wellbeing and Relationships, Environment, Safety, Hygiene, and Workplace Health and Wellbeing.

Early Years

In January 2023, the team expanded to include a Senior Public Health Practitioner with a specialism in Early Years. This practitioner subsequently conducted a Health Needs Assessment (HNA) for children aged 0–7 years. The findings from the HNA, along with insights from the Director of Public Health Annual Report 2024, identified several key determinants affecting the health and wellbeing of this age group. These have been translated into operational workstreams, including Infant Feeding, Perinatal Mental Health, and Food, Nutrition and Weaning.

Starting & Developing Well Team

In April 2024, our team's Strategic and Operational Framework was launched, which defines our vision, mission, and long-term strategic objectives. This framework, structured around the Vision, Mission, Objectives, Strategy, and Tactics (VMOST) model, underpins the full scope of the S&DW team's work. It guides our efforts to support CYP from the Early Years through to the end of secondary school across the Hywel Dda region.

Asesiad / Assessment

S&DW Team – Impact & Learning

Significant progress has been made across all programmes and workstreams between April 2024 and March 2025. Appendix 1 outlines the impact, outputs, and outcomes achieved across the range of programme measures, as highlighted below and on page 5 of Appendix 1:

Health Promoting Pre-Schools

- 78 'health aspects' commenced by pre-school settings (142% of target)
- 51 'health aspects' completed by pre-school settings (121% of target)
- 11 settings completed the HSPSS scheme (92% of target)

Health Promoting Schools

- 88% of all schools* engaged in a Health Promoting Schools offer
- 100% secondary schools 'action planning' for WSAEMWB (Wales – 98%)
- 71% primary schools 'action planning' for WSAEMWB (Wales – 81%)

Workforce Development

- 36 training courses provided with a total of 928 participants attending

The report includes six case studies that provide practical and insightful examples of effective practices. These case studies help deepen understanding of system-level interventions aimed at improving outcomes for CYP.

Strategic Context

Over the past 12 months, The strategic context and governance structures, both within the Health Board (eg, the CYP Oversight Group, formerly the CYP Working Group) and across the regional partnership landscape (eg, the Regional Partnership Board (RPB) CYP Board), have continued to evolve, gaining significant momentum in Quarter 1 of 2025/26. Strategic priorities for both groups have been drafted, and a series of workshops and meetings are scheduled to further develop and progress plans over the next 12 months.

DRAFT 20-4-7 Prevention Framework

Strategic alignment between the Supporting and Developing Wellbeing (S&DW) team's framework and the draft '20-4-7' prevention framework are already in place. Equality, particularly in reducing child health inequalities and poverty, is a key strategic theme that aligns with the '20' - ensuring a targeted focus on the 20% most deprived communities and pre-school/school settings across Hywel Dda.

In relation to the '4' risk factors identified within the model - smoking, (unhealthy) nutrition, alcohol, and physical inactivity - the work of the S&DW team intersects with all these areas. Positive, healthy behaviours are promoted through collaboration with partners to ensure that our settings and environments are supportive and conducive to making healthy choices.

Although the team's offer is universal in scope, a progressive universalism approach is applied, ensuring that individuals with the greatest need receive targeted support. CYP are also identified as one of the key cohorts within the '7' priority areas of the framework.

Argymhelliad / Recommendation

The Committee is asked to:

- **RECEIVE ASSURANCE** from the Starting and Developing Well Team (Public Health) Impact & Learning Report 2024-25 and the work of the S&DW Team relating to Children and Young People (CYP).
- **NOTE** the report and the voices of the headteacher and children who have kindly joined us and continue to support our work with CYP across HDdUHB into 2025/26.

Amcanion: (rhaid cwblhau)

Objectives: (must be completed)

Committee ToR Reference: Cyfeirnod Cylch Gorchwyl y Pwyllgor:	3.1.14. Seek assurance on plans, systems and processes to deliver health improvement and increase health equity and seek assurance on the work of the Health Board to reduce avoidable health inequalities.
Cyfeirnod Cofrestr Risg Datix a Sgôr Cyfredol: Datix Risk Register Reference and Score:	Not Applicable
Parthau Ansawdd: Domains of Quality Quality and Engagement Act (sharepoint.com)	7. All apply
Galluogwyr Ansawdd:	6. All Apply

Enablers of Quality: Quality and Engagement Act (sharepoint.com)	
Amcanion Strategol y BIP: UHB Strategic Objectives:	2. Healthier communities
Amcanion Cynllunio Planning Objectives	10 Population health
Amcanion Llesiant BIP: UHB Well-being Objectives: Hyperlink to HDdUHB Well-being Objectives Annual Report 2021-2022	4. Improve Population Health through prevention and early intervention, supporting people to live happy and healthy lives

Gwybodaeth Ychwanegol: Further Information:	
Ar sail tystiolaeth: Evidence Base:	Not Applicable
Rhestr Termau: Glossary of Terms:	Not Applicable
Partïon / Pwyllgorau â ymgynhorwyd ymlaen llaw y Pwyllgor Strategaeth a Chynllunio Parties / Committees consulted prior to Strategy and Planning Committee:	Not Applicable

Effaith: (rhaid cwblhau) Impact: (must be completed)	
Ariannol / Gwerth am Arian: Financial / Service:	Not Applicable
Ansawdd / Gofal Claf: Quality / Patient Care:	Not Applicable
Gweithlu: Workforce:	Not Applicable

Risg: Risk:	Not Applicable
Cyfreithiol: Legal:	Not Applicable
Enw Da: Reputational:	Not Applicable
Gyfrinachedd: Privacy:	Not Applicable
Cydraddoldeb: Equality:	Not Applicable



Starting & Developing Well Team

Public Health Directorate

Impact and Learning Report 2024 - 2025



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board



BACKGROUND

THE TEAM

The Starting & Developing Well (S&DW) team sit within the Public Health Directorate in Hywel Dda UHB.

WHAT WE DO

We aim to improve the health and wellbeing of children and young people while reducing inequalities by working in partnership with key stakeholders across health, education, social care, and the third sector.

Ben Williams, Principal Public Health Practitioner

Nerys Burton, Healthy Preschool Practitioner

Mary Jones, Healthy Preschool Practitioner

Helen Lewis, Healthy Schools and Preschool Practitioner

Liz Western, Senior Public Health Practitioner - Health Promoting Schools

Kelly Davies, Senior Public Health Practitioner - WSAEMWB

Georgia Rowbotham, Senior Public Health Practitioner - Health Promoting Schools

Kate Icton, Senior Public Health Practitioner - Early Years

OUR REPORT

This report highlights the work and impact of the S&W team from April 2024 to March 2025, showcasing innovations and good practice case studies. While it does not cover all work related to children and young people in the Public Health Directorate, further details on key health and wellbeing issues and public health interventions can be found in the [latest DpH Annual Report 2024](#).

OUR STRATEGIC & OPERATIONAL FRAMEWORK

In April 2024, we launched our Team's strategic & operational framework - see Figure 1.

This framework defines our vision, mission, and long-term strategic objectives as a team. Our 'strategies' outlines how we will achieve these objectives. The VMOST framework underpins the full scope of the S&DW team's work, supporting children and young people from Early Years through until the end of secondary school across the Hywel Dda region.



Vision

Every child can thrive and live a happy and healthy life, both now & in the future

Mission

Working in partnership to reduce inequalities and provide the best start in life for Children & Young People (C&YP)

Objectives

- Improving **Early Years** outcomes to enable the 'best start' in life
- Increase the number of C&YP with **healthy behaviours**
- Improve the **mental health & wellbeing** of our C&YP
- Reduce **health inequalities** that exist between C&YP

Strategies

- Work with **Early Years** partners at a systems level to help create the conditions for parents and families to flourish
- Creating **Healthy Pre-school environments** for children to have sustainable, long-term health behaviours & outcomes
- Create **Health Promoting Schools environments** and supportive communities
- Promote and support positive **mental health & wellbeing** amongst our children & young people
- Supporting and developing a **skilled & motivated** early years and children & young people **workforce**
- Reduce health inequalities** between C&YP and lessen the impact of child poverty
- Deliver an **evidence based approach** to strengthen delivery and **raise awareness** across the C&YP landscape

IMPACT IN NUMBERS

05



HYWEL DDA C&YP AT A GLANCE

Healthy Behaviours & Weight	% of young people with 2 or more healthy behaviours (SHRN 2023)	89%
	% of children aged 4 to 5 years with healthy weight (CMP 2023/24)	70%
Mental Health & Wellbeing	% of young people who reported High & Medium wellbeing scores (SHRN 2023)	79%
Reducing Health Inequalities	% of young people with 2 or more healthy behaviours by Low Family Affluence Scale (SHRN 2023)	85%



S&DW PROGRAMME MEASURES



HSPSS	78 'health aspects' commenced, pre-school settings 51 'health aspects' completed, pre-school settings 11 settings completed the HSPSS scheme	
Health Promoting Schools & WSAEMWB	Schools engaged in Health Promoting Schools Offer Secondary schools 'action planning' for WSAEMWB Primary schools 'action planning' for WSAEMWB	88% 100% 71%
Workforce Development	36 training courses provided with a total of 928 participants attending	

HEALTH PROMOTING PRESCHOOLS

06

About the Programme

High quality pre-school care, including nurseries, childminders, and playgroups, can provide play-based childcare and education that support the holistic development of young children – socially, emotionally, cognitively, and physically – promoting wellbeing and lifelong learning.

These settings can support 'School Readiness' by helping children develop confidence, communication abilities, and early literacy and numeracy skills, setting them up for long-term educational success.

The S&DW Team are responsible for the delivery of the Healthy & Sustainable Pre-School Scheme (HSPSS) across all three counties in Hywel Dda. This settings-based approach to public health aims to create supportive environments that promote healthy behaviours with lasting impacts on health outcomes.

The HSPSS builds the capacity of pre-school care providers to provide a health promoting environment, with pre-school practitioners providing support around **seven priority health topics:**

'Health aspects' commenced by pre-school settings

78

51

'Health aspects' completed by pre-school settings

Settings completed the HSPSS scheme

11

24

Settings completed re-accreditation

Settings engaged in the Gold Snack Award

37

- 1 **Nutrition & oral health**
- 2 **Physical activity & active play**
- 3 **Emotional & mental well-being, including relationships**
- 4 **Environment**
- 5 **Safety**
- 6 **Hygiene**
- 7 **Workplace health & wellbeing**

HSPSS WELLBEING EVENTS

The HSPSS aims to enhance awareness and foster collaboration between health professionals, early years settings, and partners through workshops and presentations.

Participation in the scheme has grown across the region, with over 150 settings engaged with the scheme across Carmarthenshire, Pembrokeshire, and Ceredigion.

“Plenty of resources, experts and presentations which are relevant to my role”



In February 2025, each county hosted training days for settings and partners, focusing on key areas such as nutrition, oral health, physical activity, childhood obesity, and immunisations. Supported by HDUHB teams and local authorities, events provided expert guidance and service updates. A networking marketplace allowed attendees to engage with over 30 professional services, fostering collaboration and knowledge-sharing.



Training days were successful, attracting over 85 settings and 60 partners across the region. Feedback was positive; practitioners expressing high satisfaction with presentations and workshops. Most valuable sessions covered oral health, immunisations, and vaccinations. All attendees agreed the training enhanced their practice; many praised the event’s relevance, engaging format, peer learning opportunities.



Collaborative HSPSS event frequency and sustainability are an ongoing challenge within the current financial climate, but addressing this barrier will be crucial to maintaining engagement and accessibility for pre-school settings across the region.



Importance of:

- ongoing regular professional development opportunities
- facilitating knowledge-sharing through discussion groups and site visits
- hosting regional events with CPD elements
- inviting settings to present at events
- incorporating case studies & addressing specific challenges identified before training sessions to strengthen engagement

CEREDIGION TRAFFIC LIGHT TOOL TRAINING

This project aimed to boost staff confidence in managing sexualised behaviour in pre-school settings, and supporting safeguarding practices.

It also supports the Relationships and Sexuality Education (RSE) Code, now a mandatory part of the Curriculum for Wales.



Using Brook's Traffic Light Tool, we delivered 11 training sessions across Ceredigion in partnership with the Flying Start Advisory Teacher.

Sessions were held on setting closure days to maximise accessibility, where a total of 107 staff - including pre-school, family support workers, childminders, and afterschool club staff - were trained and given access to ongoing online resources.



Feedback was overwhelmingly positive, with staff highlighting the tool's value in safeguarding.

Pre- and post-training evaluations showed participant's confidence more than doubled after the training with average score of 9 out of 10. Delivering sessions locally and in partnership contributed to strong attendance.



- the importance of a whole-setting approach to ensure consistent understanding and application of the tool.
- group size also matters for comfort when discussing sensitive topics.
- local and partnership delivery enhanced attendance.

“Because of the Traffic Light Tool, I was able to be confident that I was dealing with the situation in the right way.”

Further sessions are planned to expand staff training across the county.

'GOLD SNACK AWARD' - CARMARTHENSHIRE

The Gold Standard Healthy Snack Award supports nurseries, playgroups, childminders, and after-school clubs in providing quality snack provisions that encourage healthy eating habits.

In Hywel Dda, the award is managed by the Health Board's Public Health Dietetics Team, with implementation support from the Healthy and Sustainable Pre-School Scheme (HSPSS) staff.



The pre-school settings focus on providing healthy snacks and drinks, fostering a positive eating environment, and ensuring food hygiene and safety. By offering snacks lower in sugar, salt, and additives while rich in essential nutrients, the initiative promotes healthy weight, dental health, and ensuring children have the energy they need for activities and play.



Three participating pre-school settings successfully met the award criteria, reinforcing existing good practices while introducing new healthy snack options. Achieving the Gold Snack Award highlights their commitment to improving children's health and embedding positive eating habits within their settings.



Day nurseries faced challenges integrating 'Gold Snack Award' into their routine due to existing meal provisions, but with minor adjustments meet all criteria, demonstrating the flexible and adaptive nature of this initiative.



- **initiative has proven particularly beneficial for sessional day care settings, where requirements can be implemented with minimal disruption**
- **Future efforts will consider this when selecting additional settings across the region, supporting wider adoption to promote healthier early years environments.**



HEALTH PROMOTING SCHOOLS

10

About the Programme

Health promoting schools play a vital role in supporting the wellbeing of pupils, staff, families, and communities. In Hywel Dda, each county runs a programme under the Welsh Network of Health & Wellbeing Promoting Schools (WNHWPS), where local coordinators support schools in areas such as emotional wellbeing, nutrition, and physical activity, helping to shape school culture, environments, and policies. The programme emphasises collaboration across health,

education, and social care to create supportive settings where the whole school community can work together to improve wellbeing.

Hywel Dda operates a mixed delivery model, with the Health Board overseeing schemes in Ceredigion and Pembrokeshire, while the Local Authority manages the programme in Carmarthenshire.

National Standards

Public Health Wales proposed National Standards for Health and Well-being Promoting Schools in Wales, focusing on core principles, including leadership and workforce.

The Standards provide a baseline for schools to achieve and support self-evaluation, improvement planning, and locally informed approaches, and will be accompanied by a suite of tools to help schools undertake in-depth exploration of priority themes (e.g. physical activity or nutrition).

The Standards are currently under consultation with key stakeholders and are expected to launch in the 2025/26 academic year.

WSAEMWB = Whole School Approach for Emotional and Mental Wellbeing

Schools receiving an 'active offer' of support

100%

88%

*Pembs & Ceredigion

schools* engaged in a Health Promoting School offer

Secondary Schools 'action planning' for WSAEMWB

100%

Wales figure 98%

71%

Wales figure 81%

Primary Schools 'action planning' for WSAEMWB

34

Training courses provided

364

Participants engaged in training

PEMBROKESHIRE SECONDARY SCHOOL HEALTH RESEARCH NETWORK

SHARING PRACTICE AND SUPPORT NETWORK

In April 2024, Pembrokeshire secondary schools received their Secondary School Health research Network (SHRN) reports, offering valuable evidence to guide health and wellbeing priorities. A workshop was held to support secondary schools in interpreting and applying their SHRN reports, developing action plans.



Collaboration and best practice sharing were central to the workshop, helping schools effectively interpret their SHRN reports. Afternoon partner presentations focused on substance-related challenges, a pressing issue for Pembrokeshire schools.



The SHRN workshop was well attended, with representation from 75% of Pembrokeshire secondary schools. Feedback was overwhelmingly positive, with all attendees indicating they would participate in similar workshops again. The venue, agenda, and provider effectiveness received the highest possible ratings.

Key strengths included expert insights into the data and interpretation of results, engaging guest speakers, collaborative networking, and presentations from support providers. The event fostered meaningful discussions, strengthened best practice sharing, and reinforced a unified approach to SHRN planning across the county.



To mitigate capacity constraints and competing priorities, supply cover funding and an easily accessible venue helped facilitate attendance. The pre-recorded presentations proved less effective on the day and will be excluded from future workshops to enhance engagement and impact.

PEMBROKESHIRE SECONDARY SCHOOL HEALTH RESEARCH NETWORK

SHARING PRACTICE AND SUPPORT NETWORK

Pupil Health and Wellbeing

FOOD & FITNESS



55%

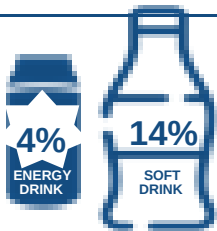
of students eat **BREAKFAST** every weekday



of students eat one portion (or more) of **FRUIT & VEG** every day



of students **DRINK WATER** once a day or more



of students drink one (or more) **SUGARY DRINKS** a day



18%

of students **ARE ACTIVE** for more than 60 minutes 7 days a week

27%

of students **WALK OR CYCLE** to school



41%

of students **EXERCISE** outside of school time at least four times a week

ADVICE & SUPPORT



meiccymru.org

Information presented in this document is based on the responses of secondary age students who took part in the 2023/2024 SHRN survey in XXX school.



- use of SHRN data in secondary schools is growing, with increasing confidence in applying evidence to curriculum design and whole-school health and wellbeing strategies
- schools utilise their reports for development planning, governance, and engagement with learners, feeder schools, and parents, though parental involvement remains a challenge
- infographic tool helps to share data on sensitive topics
- a sharing culture was emphasised in training - schools now have a template for creating infographics, aiding governance and fostering open dialogue

EMOTIONAL & MENTAL WELLBEING

13

About the Programme

Emotional and mental wellbeing are fundamental to the healthy development of children and young people, influencing their ability to learn, build relationships, and navigate life's challenges. Supporting mental health from an early age lays the foundation for resilience and long-term wellbeing.

Recent survey data indicates a concerning decline in the mental wellbeing of young people in Hywel Dda across several indicators. While the majority report reasonable or high mental wellbeing, the proportion reporting low mental wellbeing has increased from around one in six in 2017 to one in five in 2023, despite recent improvements in mental wellbeing reported between 2021 and 2023.

In response, there has been significant work enabling schools in Hywel Dda to implement Welsh Government's Whole School Approach to Emotional and Mental Wellbeing statutory framework launched in 2021.

This aims to guide schools in addressing the emotional and mental wellbeing needs of all children and young people, as well as staff and wider school community.

Since then, all secondary schools have completed self-evaluations and are action planning to improve emotional and mental wellbeing of their pupils.

Secondary Schools
'action planning'
for WSAEMWB

100%

Wales figure 98%

71%

Wales figure 81%

Primary Schools
'action planning'
for WSAEMWB

All schools
'action
planning'

75%

Wales figure 84%

2

Online trauma
informed
courses
provided

564

Participants
engaged in
training

A WHOLE SCHOOL APPROACH

TAVERNSPITE & TEMPLETON PRIMARY SCHOOLS

The Tavernspite/Templeton Emotional and Mental Health and Wellbeing (TEaM) is a pupil-led action group established after the schools joined a WSAEMWB pilot to help identify issues and improve provision for emotional and mental wellbeing.

“It was really helpful writing down my feelings and the things that were worrying me. This was easier than saying them out loud”



Pupil voice played a central role in fostering an open environment where children felt empowered to share their ideas and emotions. Democratically elected representatives from each year formed the TEaM group, which is dedicated to promoting emotional and mental wellbeing across the school. Meeting regularly, the group developed a wellbeing survey to identify social and emotional development needs. They also created a unique brand identity, including a logo and motto, which features on all their communications, reinforcing their presence and purpose within the school community.



The school's strong commitment to health and wellbeing has led to notable improvements in pupils' social and emotional development, driven in part by TEaM's innovative, school-wide initiatives. The group developed an action plan and child-friendly policies to promote inclusion and participation, while also supporting lessons, assemblies, and targeted interventions. Using insights from their wellbeing survey, TEaM introduced individual 'Passports' for children needing additional support, outlining personalised targets and strategies to aid emotional and mental development.



“The TEaM Programme really helped with my confidence”



TEaM has significantly influenced the culture at both schools, fostering a heightened awareness among both staff and pupils about the importance of emotional and mental wellbeing, which is now a mainstream topic within the school community.

Trauma informed training for our community

For young people with Adverse Childhood Experiences (ACEs), having an Emotionally Available Adult (EAA) offers essential safety, trust, and support that can buffer trauma and foster resilience.

Recognising that many young people identify EAAs outside of education - such as in sport - we partnered with the Scarlets Community Foundation and a local grassroots rugby committee to deliver Trauma Informed Schools and Communities Training to coaches and team staff, who often lack access to such support.



In collaboration with Scarlets Community Staff, Carmarthen Quins Minis and Juniors, and education professionals, we identified a need for trauma-informed training. A three-hour session was delivered to around 50 participants at the Carmarthen Quins Pavilion, with additional access provided online for education staff.



Carmarthen Quins now have dedicated Trauma Informed Coaches across multiple age groups ranging between under 9s and under 16s. The Scarlets Community Team, who deliver the Fit, Fed and Fun (FFF) scheme in deprived areas, are now fully trained to apply trauma-informed practices in their community work.



- **The course content, which has been designed for education, health and social care professionals, should be adapted further for face-to-face delivery, with greater practical input and relatable scenarios**
- **This will ensure the content is accessible and relevant to our community-based volunteers such as sports coaches**