SCHOOL GAMES IMPACT AWARDS

Engaging Schools: Wellbeing Champions

Stourport and Chadsgrove SGOs
Objectives: to engage with primary schools in order to improve the mental health of students, promote 60 active minutes and provide opportunities for personal development.

A case study that highlights the importance of engaging schools in the School Games by creating a wellbeing programme. Schools came together for a 'Wellbeing Champions' training session, then, over the academic year, students had a set of tasks to complete, which unlocked rewards. Tasks included delivering an active event, linked to the School Games values, writing an article for their school newsletter, carrying out wellbeing surveys, creating a wellbeing noticeboard and delivering a whole school assembly. Wellbeing Champions also had the opportunity to create sustainable opportunities for their peers.

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Who was the target audience and how were they identified?

The target audience were young people in first, primary and middle schools, who were identified as less active and may have also been struggling with mental health and self confidence. Local insight showed which young people and schools should be targeted. Through consultation with PE leads at each school, the School Games Organisers (SGOs) were able to access this group of young people. Each school nominated a member of staff to support the programme in school, taking on the role of Wellbeing Champion Mentor.

What did they do?

Having seen success with a wellbeing project at secondary level, the importance of early intervention was recognised and a Primary Wellbeing Leadership Programme was conceived. The programme started with a wellbeing training day, co-designed with a child psychologist. Back in their schools, the Champions had a suggested task list to complete over the academic year, which they reported back to the SGO, in order to unlock rewards. Tasks included delivering a whole school assembly, creating a wellbeing noticeboard, carrying out wellbeing surveys, writing an article for the school newsletter and organising a physically active wellbeing event, linked to the School Games values held in the summer term.

What was the impact and how did it relate to the School Games key outcomes?

To date, 26 primary schools have participated out of a possible 52; and each school has 4-15 young people who have completed their training, supported by a staff Wellbeing Champion mentor. The aim of the programme was to promote wellbeing amongst the target group and remove it's negative stigma, however there has been a wider, positive impact on the whole school through book swaps, establishing wellbeing libraries and creating wellbeing gardens. The programme has engaged the school beyond the Wellbeing Champions and enabled the students to positively impact their wider school community.

How did they make it sustainable?

Schools were encouraged to personalise each wellbeing task to meet the needs of their own school and permanent fixtures, such as libraries and gardens, have meant long-term impact. To avoid an entirely new start each academic year, schools are encouraged to recruit new Champions in the summer term, to ensure continuity with year groups leaving. Finally, schools have worked with and signposted to other community providers, as well as establishing a connection with Worcestershire Public Health, to ensure maximum sustainability.

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