

Welcome!



flourish

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

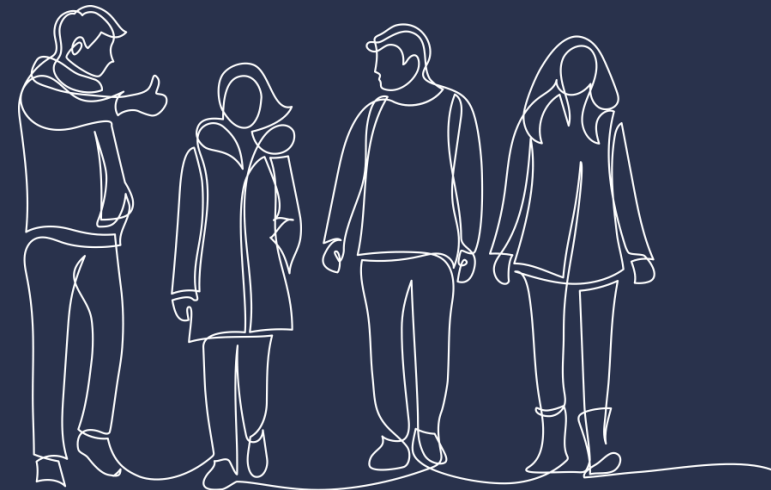
You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

The link to the feedback form will be put in the chat.

Please do take the time to complete it after the session.

This session is being recorded and will be made available to wider audiences after practice week.

Thank you!



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Exploring the impact of inequalities on Children and Young People's Opportunities

Everybody in this workshop will have experienced some form of inequality that impacted on an opportunity when they were growing up.

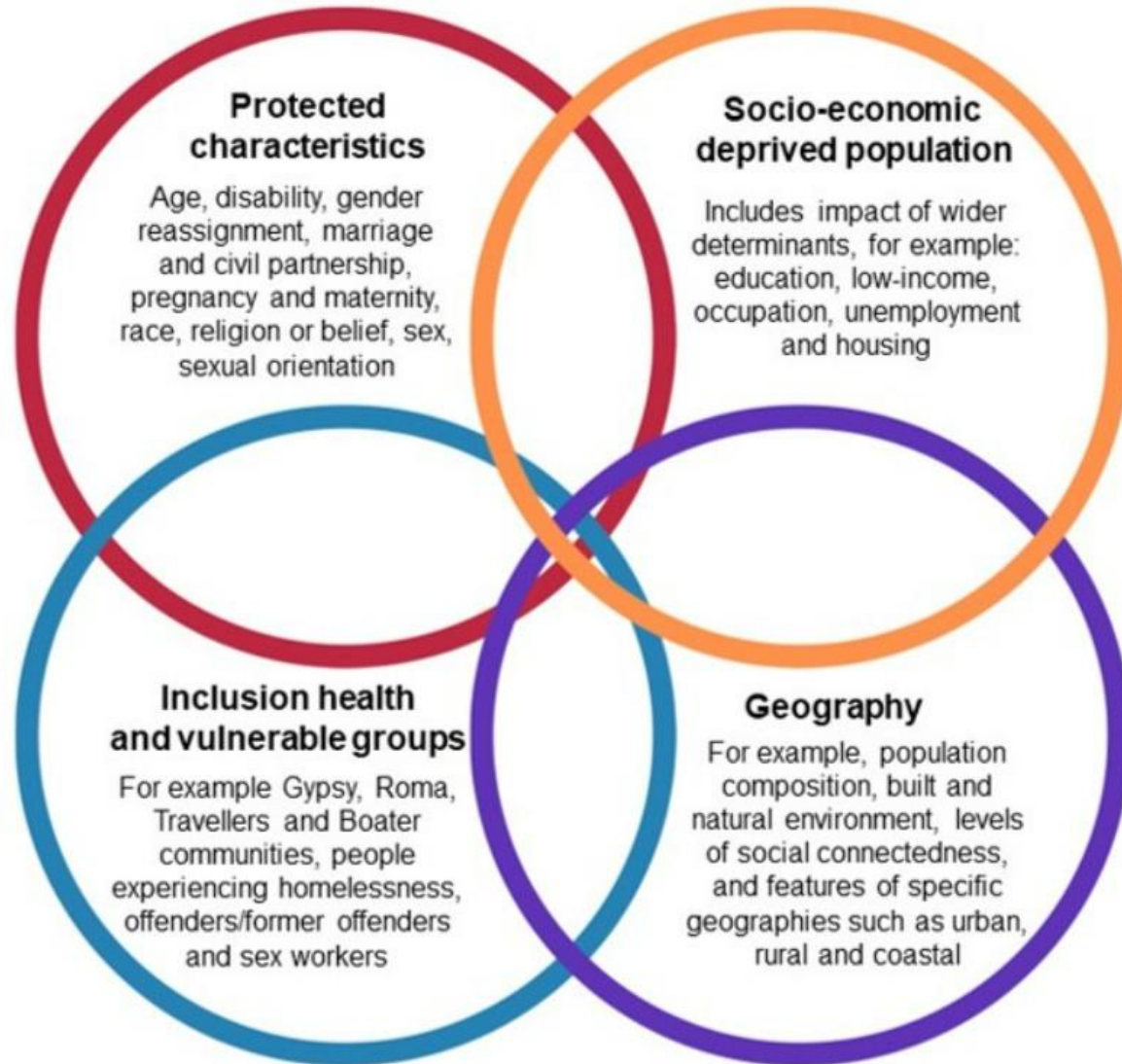
Anne-Louise Schofield: Public Health Principal Children and Young People
Kathy Lamacraft: Road Safety Coordinator
Laura Partridge: Road Safety Manager

Inequalities in education



Inequalities

Health disparities and health inequalities: applying All Our Health - GOV.UK

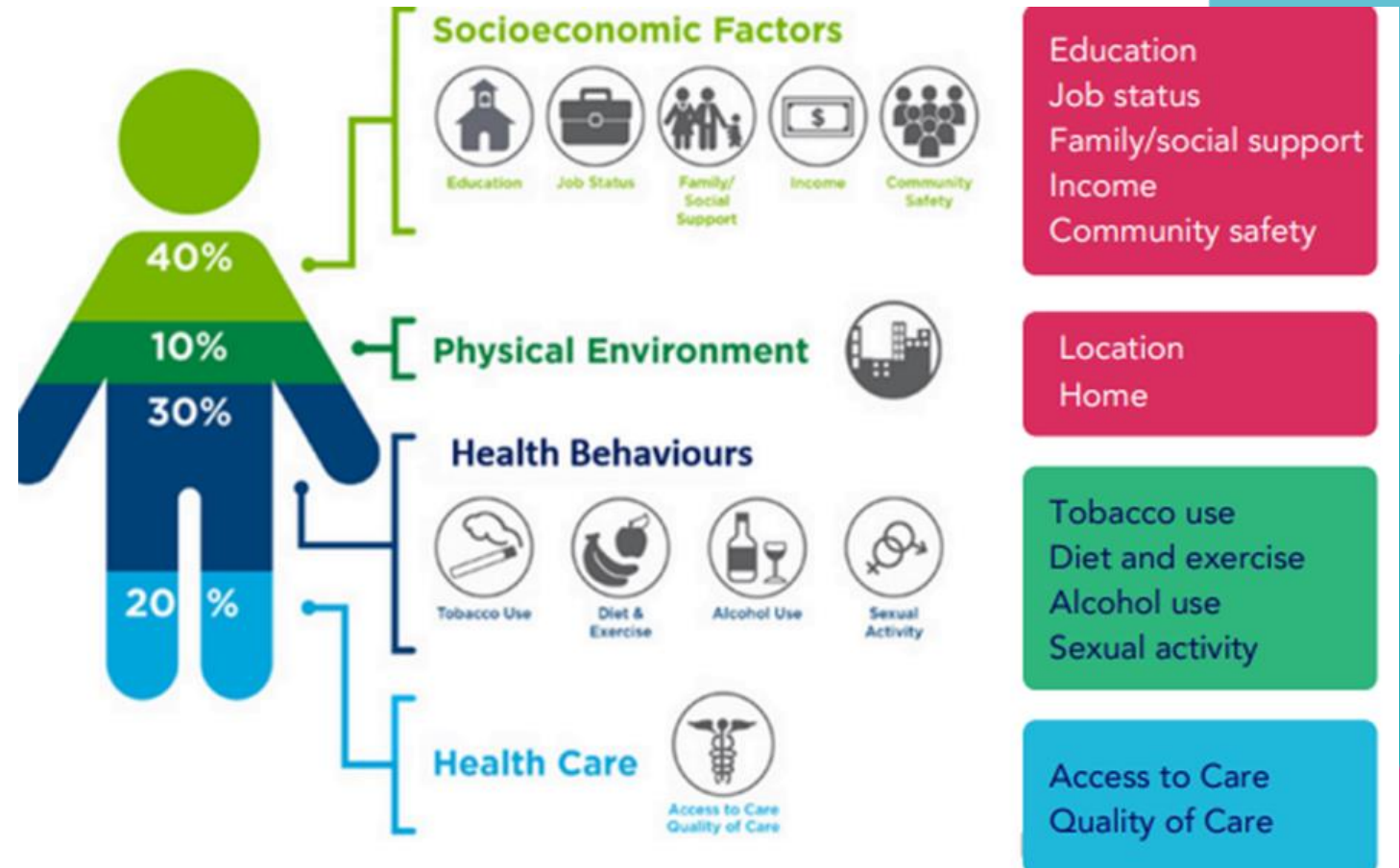


What are health inequalities?

Health inequalities are unfair and avoidable differences in health across the population, and between different groups within society. Health inequalities arise because of the conditions in which we are born, grow, live, work and age.

Addressing health inequalities is everybody's business. This is because our physical and mental health depends upon so many things, not just health and care services, but economic factors, such as whether we have decent work or enough money, our environment, if we have close family and friends, and of course our own lifestyles.

[Health Inequalities - Norfolk & Waveney Integrated Care System \(ICS \(\[improvinglivesnw.org.uk\]\(http://improvinglivesnw.org.uk\)\)\)](#)



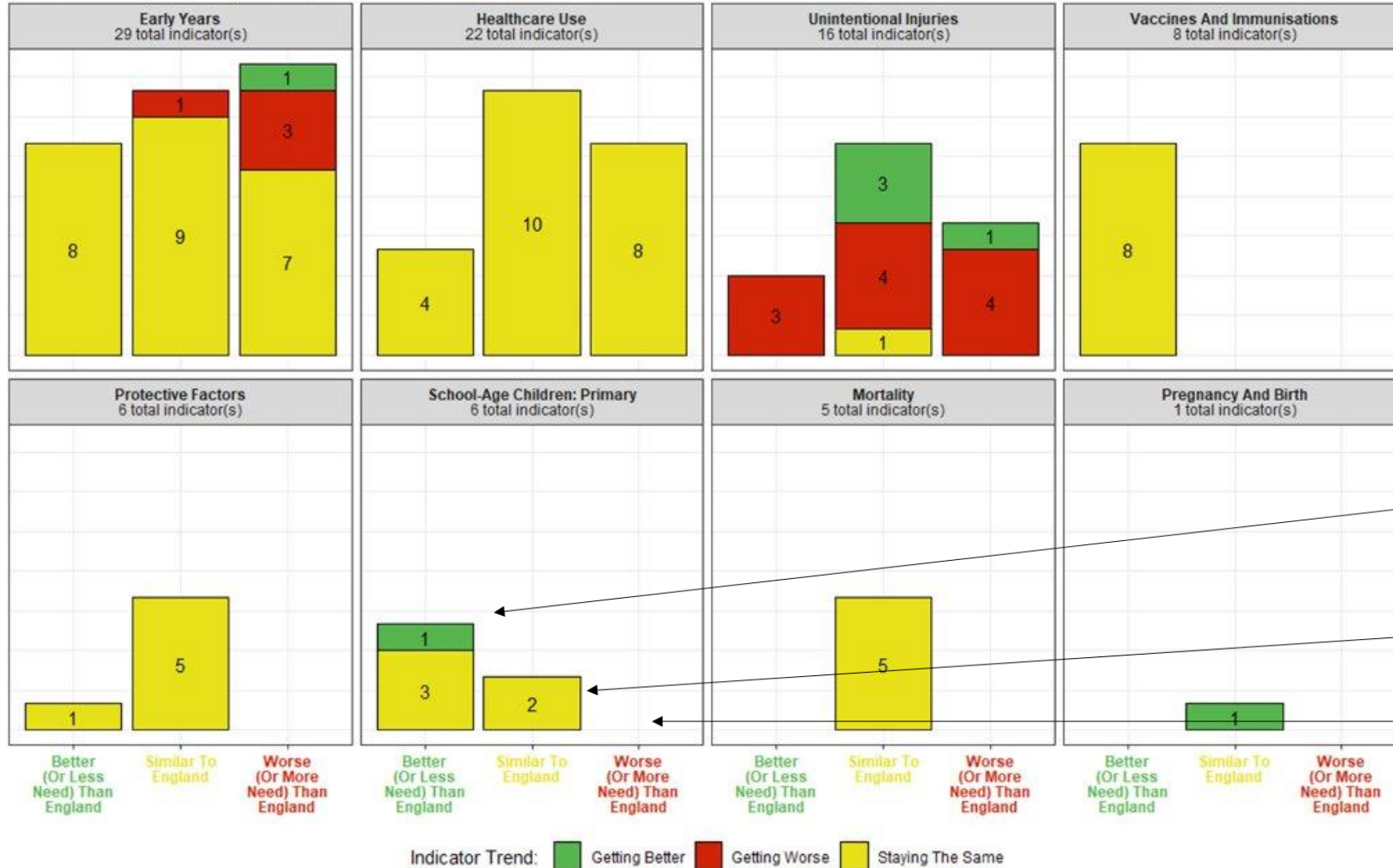
CYP Health Inequalities in Norfolk



This chart compares OHID fingertips indicators relating to children for Norfolk with England (bar position) with their trend compared to the recent year (colour of bar).

How is Norfolk performing in different domains of child health?

The number of **child health indicators** in each domain that are **better** or **worse** compared to England, and whether they are getting **better**, getting **worse**, or **staying the same**



For the early year's domain, 11 indicators are significantly worse than England, and for 3 of those, the trend is also getting worse.

E.g in the **School-Age Children: Primary** child health domain, there are 6 indicators in total for 0-5 year olds.

4 are **better** (or have less need) than England, and based on their trend, 3 of them are **staying the same**, while 1 is **getting better** over time.

2 are **similar** to England, and **both** are **staying the same** over time.

0 are **worse** (or have more need) than England.



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What does the word opportunity mean to you?

Opportunity - an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something.

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What impact do inequalities have on children's opportunities?

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**What can you do in your role
to support
reducing inequalities of
children in Norfolk?**

Marmot Review report – 'Fair Society, Healthy Lives

6 policy objectives and to the highest priority being given to the first objective:

1. giving every child the best start in life
2. enabling all children, young people and adults to maximize their capabilities and have control over their lives
3. creating fair employment and good work for all
4. ensuring a healthy standard of living for all
5. creating and developing sustainable places and communities
6. strengthening the role and impact of ill-health prevention.



Click here to watch the video:
[How Kids Make Things Fair | Oxfam GB - YouTube](#)

We asked some children how they felt about road safety outside their school. This is what they said.....

'When we can't see safely to cross the road because of parked cars or its too busy I don't feel safe.'

'Driving and parking around my school is bad. Cars often turn around in middle of the road.'

'Some children don't wear a helmet or use lights when riding in the dark.'

'When parents are in a rush to drop children off, they stop where they shouldn't.'

'Driving to school mean pollution levels go up and we breathe this in. It is not good for our health.'

'There are always sooooo many cars'

'Driver's speed or sometimes use their phone and that can feel scary'



Over the last 40 years the number of children walking or cycling to school as increased or decreased?

- a) Increased
- b) Decreased

b) Decreased

Active Travel Survey

**Norfolk to be the place where everyone can start life well, live well and age well,
and where no one is left behind.**

Children have the right to safe roads when they travel.

Research and data demonstrates road risk inequalities increases across children particularly in areas of deprivation.

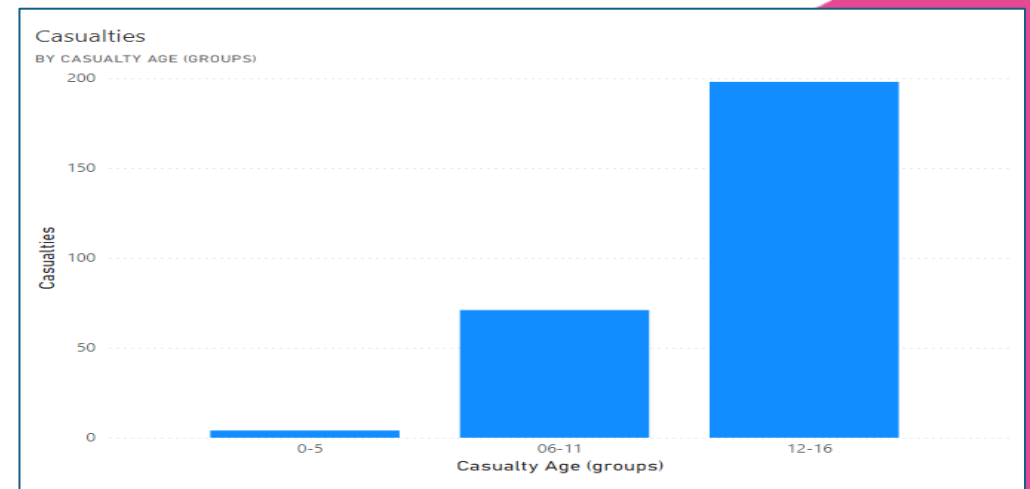
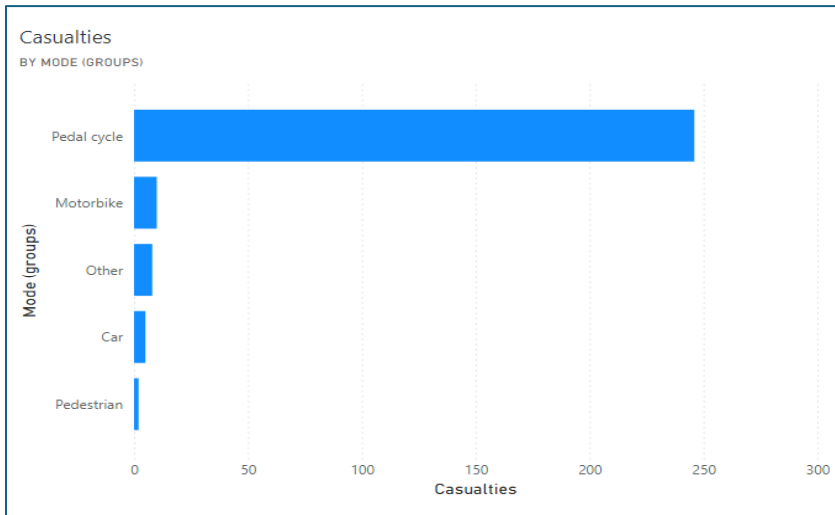
Interventions like the Active Travel Survey can:

1. Offer all children the opportunity to understand and imbed safe travel habits.
2. Empower schools to be creative and include road safety and active travel across their policies, PSHE and curriculum lessons.
3. Enable schools to overcome barriers or attempt to reduce some inequalities with the opportunity of accessing a grant.
4. Includes voices of children, parents, staff and their local communities to create tailored and needs led solutions.

1. How many schools are not currently engaging in free cycle training across Norfolk?

- a) 166
- b) 66
- c) 366

a) 166



Understanding road safety inequalities/risk data that impacts on opportunities for children to travel safely

Gender: Males

Mode of travel: Pedal cycles

Age: 12-16

Accessibility: 41% Norfolk schools fed back that children were unable to take part in cycle training due to not having access to a bike.

Cultural and language barriers: Different cultural backgrounds may not have access to information and education about active travel and road safety in their preferred language.

Inclusive learning opportunities: meeting the learning needs of all children so learning and practise can be adapted encouraging safe and independent travel.

Active Travel Survey

- Primary and high schools invited to express their interest in this £5,000 grant opportunity. [MI Sheet 36/24](#).
- 74 schools registered their motivation to improve active travel and road safety across their school environment.
- Secured funding enabling 17 schools the opportunity to engage in this intervention.
- Round one used a random selection and round two used a data led approach where schools in areas indicating higher than average health profiles. (deprivation, air quality, collision data).
- Power of a conversation to understand barriers, needs and translate them into an action plan of activities and solutions.
- Coaching and support offered.
- School has 6 months to spend the money.
- Pre and post data collection to understand impact and change.
- Plan to review sustainability in 12 months' time.

Intended outcomes and opportunities for schools and pupils

Promote travel independence within the school environment

Outcomes.

Schools will have a clear action plan of solutions and strategies imbedded into their policies and academic plans.

Reduce obesity, improve mental and physical health by choosing to be more active.

Increase the number of families and children who choose to walk, wheel, cycle, or scoot to school.

Reduce carbon emissions and improve air quality outside the school gates.

Children will feel more skilled and confident at demonstrating safe travel behaviours.

Outcomes translated into opportunities.

An opportunity to reflect and imbed active travel and road safety as part of a school's daily routine.

Accessibility to bikes, safety equipment and offers the opportunity to children so they can participate in learning to ride or an opportunity to choose to walk, cycle with appropriate clothing or safety equipment.

Inclusive opportunities for all children to participate in safe travel with tailored support that best meet their needs.

Data collected from the original 10 schools in phase one of the Active Travel Survey said they felt confident parents and carers were aware of the road safety and active travel initiatives being delivered in their child's school?

- a) 9 out of 10
- b) 8 out of 10
- c) 5 out of 10
- d) 2 out of 10

d) 2 out of 10

Case study – John Grant School

Schools' motivation to engage in this opportunity:

Our children are practicing independent travel e.g. safe road crossing, and catching a bus, to meet their needs and we wanted to develop a resource so all children can practice.

Activity and Impact:

Installed a pedestrian crossing so children can practice safe road crossing behavior's, installed a bus stop near the road markings on the playground together with a bus sign and created a timetable to practice catching a bus. Also purchased high vis tabards to be bright when walking nearby the school.

Increased children's confidence in a safe and controlled learning environment.

Growth and Development:

Children felt important whilst also learning about the green cross code, how to act as a pedestrian, understanding road signs and safe places to cross. As a school we now feel better equipped to go out into the community to travel together.

Inspiring others:

This intervention has been very supportive, and the grant funding invaluable . It allowed us the opportunity to access resources to practice independent travel with our children.

"It is helping me to understand road safety"



I've learnt to look left and right. I look and listen"



"I've got better at crossing the road."

"I look out for cars"



Why is travelling actively to and from school so important?

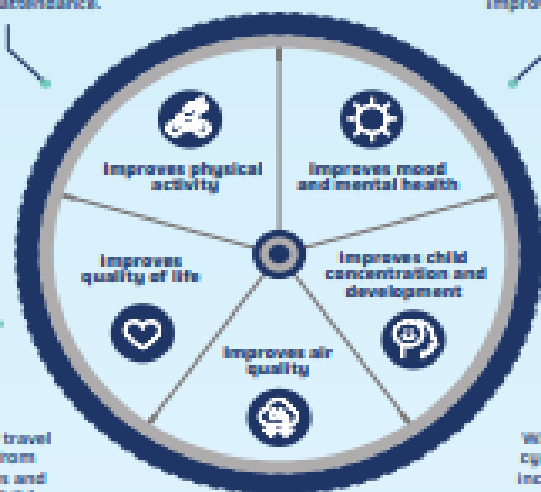
- a) Reduces stress and anxiety.
- b) Increases mental alertness.
- c) Teachers find pupils arrive more relaxed.
- d) Potentially reduces costs associated with school travel budgets.

All of them

Why do we promote active travel in our school?

Being physically active helps to maintain a healthy body weight, reduces ill health and could lead to improved attendance.

Spending time outside is great for our wellbeing. It can reduce feelings of stress and anxiety and improve sleep.



Children learn travel behaviours from parents, carers and teachers. Help children by setting positive behaviours and inspire them to FLOURISH.

Prioritising time to walk, wheel or cycle can help to improve air quality. This creates a healthier environment which benefits everyone in the local area.

Walking, wheeling cycling or scooting increases focus and attention which helps us to do better in school.

How to stay safe around our school

Remember children learn travel behaviours from parents, carers and teachers.

Comply with road signs and park responsibly during drop off and pick up times.

Maintain a speed that is safe and legal. Encourage us to be focused and teach us to look and judge speed before stepping out into the road.



Help is always at hand for those involved in a road traffic collision. If someone is injured, call 999.

Walk, wheel, cycle, or scoot to and from our school when you can. Don't forget to always wear a helmet when cycling or scooting and ensure you have working lights at all times.

Always wear a seatbelt or use a child seat for all your journey when travelling in a vehicle. It's the law.

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**Where could you promote Road Safety
and Active Travel within your roles?**

Please let us know what you think



<https://forms.office.com/e/PqVNki3HUA>

