

Summary Sheet

NICE Recommendations – Promoting physical activity, active play and sport for pre-school and school-age children and young people in family, pre-school, school and community settings

Abbreviations used:

CYP – Children and Young People

LAA – Local Area Agreements

LSP – Local Strategic Partnership

Recommendation Area	Who should take action	What action should be taken
<p>National Policy</p> <p>Recommendation 1: National Campaign</p>	<ul style="list-style-type: none"> Cross Government Department of Health, Department for Children, Schools and Families and Department for Culture Media and Sport working with all other Government Departments 	<ul style="list-style-type: none"> Deliver a minimum 5 year National campaign to promote physical activity among children and young people. This campaign should be integrated with other health campaigns and strategies to increase play and sport participation and reduce obesity (e.g. Change4Life). <p>The campaign should;</p> <ul style="list-style-type: none"> Use research, consultation with and involvement of CYP in determining the language, messages and media strategies for the campaign for all of the community. Be consistent and sustained and should incorporate key messages such as physical activity is fun, sociable and makes you feel good, involved a wide range of activities, should be regular part of life, an opportunity to try new things and something that parents/carers should incorporate into their lives to set an example. Address child safety concerns Encourage national, regional and local areas to use the same messages and promote local opportunities to be active. – this should include the development of resources and material. Have process, impact and outcome measures put in place to measure delivery
<p>High Level Policy & Strategy</p>	<ul style="list-style-type: none"> Chairs of Children’s Trusts Chairs of Local Strategic 	<ul style="list-style-type: none"> Ensure that Children and young people’s plans, joint strategic needs assessments, local development and planning frameworks and sustainable community plans and strategies explicitly address the need for Children and

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<p>Recommendation 2: Raising awareness of the importance of physical activity</p>	<p>Partnerships</p> <ul style="list-style-type: none"> • Chief Executives of PCTs • Directors of Children's Services • Directors of Public Health 	<p>Young People to be physically active.</p> <ul style="list-style-type: none"> • Ensure that there is a co-ordinated local strategy to increase physical activity among children and young people, their families and carers that links to the delivery of Local Area Agreement (LAA) targets. The strategy should ensure that; <ul style="list-style-type: none"> - There are local indoor and outdoor activity opportunities for CYP - Individuals responsible for increasing physical activity are aware of national and local government strategies and local plans to achieve this. - Partnerships should be established and supported via local physical activity networks, which deliver multi-component interventions involving schools, colleges, children's centres, community groups etc. - Identify and act upon local factors that help or prevent CYP to be physically active. - Co-ordinate local transport and school travel plans so that all local journeys can be carried out using physically active modes of travel • Ensure that initiatives aimed at CYP are regularly evaluated, including measuring the uptake of activities among different groups – this should include changes in physical activity, physical skills and health outcomes. Progress towards LAA targets should be monitored alongside this. • A Senior Council member should be identified to be a champion for CYP's physical activity. They should; <ul style="list-style-type: none"> - Promote the importance of physical activity within the Council's portfolio - Ensure that physical activity is a priority when developing programmes and targets - Promote partnership working across councilmember leads of relevant departments (e.g. transport. Leisure, health etc). - Explain to the public the Local Authorities role in promoting physical activity
<p>Local Strategic Planning</p>	<ul style="list-style-type: none"> • All Local Authority departments and Local Strategic Partnership 	<ul style="list-style-type: none"> • Identify groups of local CYP who are unlikely to participate in at least 1 hour of moderate to vigorous physical activity a day. This could be achieved by

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<p>Recommendation 5: Local Transport Plans</p>	<ul style="list-style-type: none"> • Governors and heads of schools and colleges • Local Transport Authorities and Executives • Police casualty reduction officers • Road Safety Officers • School Travel Advisers • Transport Planners 	<p>and facilities (such as “No ball Games”) to judge the effect on physical activity levels.</p> <p>Also see the NICE Guidance on promoting and creating built or natural environments that encourage and support physical activity.</p> <ul style="list-style-type: none"> • Ensure that local transport and school travel plans continue to be aligned to other plans which may impact on CYP’s physical activity, including LAA, play strategies and healthy school plans. It may be necessary to liaise with the LSP to achieve this. • Ensure that local transport plans are developed in-conjunction with agencies and departments that provide spaces and facilities for CYP to be active. • Ensure that local transport plans acknowledge any potential impact on opportunities for CYP to be active. These plans should aim to increase the number of CYP who regularly walk, cycle or use other modes of active travel. The plans should make provision to support CYP, parents and carers with a disability or impaired mobility. • Continue working with schools to develop, implement and promote school travel plans. • Organise training courses for school travel plan advisers. • Identify any aspects of transport policies which discourage CYP from using active travel methods such as walking and cycling e.g. policies to keep traffic moving may make it difficult to cross the road, and consider how this could be improved to encourage active travel.
<p>Local Organisations</p> <p>Recommendation 6: Responding to Children & Young People</p>	<ul style="list-style-type: none"> • Managers and decisions makers across all sectors that have responsibility or are able to influence opportunities for CYP to be physically active. • Governors and heads of schools and colleges 	<ul style="list-style-type: none"> • Identify local factors that may affect whether CYP are physically active through regular consultation with CYP, their parents and carers. • Identify what physical activity opportunities CYP enjoy and involved them in planning the resulting activities. • Remove locally identified barriers to participation e.g. inadequate lighting, poor facilities, lack of access etc. • Ensure that Dress policies are practical, affordable and acceptable to participants without compromising safety or restricting participation. • Provide and promote regular local programmes and opportunities for CYP to

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<p>Recommendation 7: Leadership and Instruction</p>	<ul style="list-style-type: none"> • Employers or supervisors of people who provide activity programmes or opportunities for CYP who are 18 and under 	<p>be active in a challenging environment (both indoors and outdoors) where they feel safe.</p> <ul style="list-style-type: none"> • Ensure that physical activity programmes are run by people with the relevant training and/or experience. • Ensure that informal and formal physical activity sessions for CYP (including Play) are led by staff or volunteers who have achieved the relevant sector standards or qualifications for working with children. This includes requirements for child protection, health and safety, equality and diversity. • Ensure that staff and volunteers have the skills to design, plan and deliver physical activity sessions (including play) to meet CYP's needs and abilities. The leaders should be inspiring and ensure that the activities are enjoyable. They should work to raise CYP's aspirations about what they can participate in and the level of ability they can achieve and help foster CYP's personal development. • Use community networks and partnerships to encourage, develop and support local communities and volunteers involved in providing physical activities for CYP. • Employers should provide regular and relevant development opportunities for employees and volunteers and monitor the impact of this on the CYP's experience of practitioner performance.
<p>Recommendation 8: Training and Continuing Professional Development</p>	<ul style="list-style-type: none"> • Education & Training organisations 	<ul style="list-style-type: none"> • Establish continuing professional development (CPD) programmes for people involved in organising and running formal and informal physical activity programmes/sessions. The training should enable them to; • Provide information and advice to CYP regarding physical activity, taking into account their needs (e.g. developmental age, ability, medical conditions etc). • Give confidence to CYP and motivate them to be active e.g. goal setting where appropriate • Understand the practical issues and problems that may discourage families or groups of CYP from getting involved. • Develop and foster partnership working to get the local community involved.

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<p>Recommendation 9: Multi-component school and community programmes</p>	<ul style="list-style-type: none"> • Organisations across all sectors that are involved in designing physical activity projects and programmes • Governors and heads of schools and colleges 	<ul style="list-style-type: none"> • Monitor and evaluate the impact of training on practitioner performance • Train people to deliver physical activity CPD programmes • Identify education institutions willing to deliver multi-component physical activity programmes for schools, families and communities. • Identify families, community members and groups and organisations willing to contribute across all sectors. • Develop multi-component physical activity programmes that include; • Education and advice regarding the benefits of activity and increasing CYP's confidence and motivation to get involved. • Policy and environmental change e.g. activity opportunities during breaks • Family interventions that provide advice on how to create a supportive home environment e.g. through homework activities together, school based family activity days • The community e.g. family fun days, activities in parks etc.
<p>Recommendation 10: Facilities and equipment</p>	<ul style="list-style-type: none"> • Manager's and Decision makers (across all sectors) responsible for - or able to influence - opportunities for children to be active including; • Early years providers • Carers of young children (e.g. those involved with nurseries, playgroups and crèches) • School Governors, head teachers and teachers • Those working in children's centres 	<ul style="list-style-type: none"> • Ensure opportunities, facilities and equipment are available to encourage children to develop movement skills, regardless of their ability or disability. • Provide access to environments (and necessary equipment) that stimulate their need to explore and which safely challenge e.g. adventure playgrounds, fun trails, common land etc, to enable CYP to develop their risk awareness and understand their own ability. • Provide opportunities for CYP to explore a range of physical activities to help them to identify those that they enjoy either by themselves or with friends and family. • Provide daily opportunities for participation in active play – providing guidance, support, equipment and facilities. Keep motivation high by varying and updating the activities delivered (e.g. new resources, different environments etc). • Ensure that opportunities are available after school, at weekends and during all school holidays in a range of settings, led by fully qualified

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<p>Recommendation 11: Supporting girls and young women</p>	<ul style="list-style-type: none"> • Managers and decision makers able to influence physical activity facilities, opportunities and programmes for girls and young women, across all sectors 	<p>staff/volunteers.</p> <ul style="list-style-type: none"> • Consult with girls and young women to find out their preferences for physical activity, involve them in the provision of a range of options that could include formal/informal, competitive/non-competitive and may be delivered in single and mixed gender groups. • Offer school based physical activities – including extra curricular. • Provide advice on self monitoring and individually tailored feedback and advice. • Address any psychological, social and environmental barriers to activity, including dress policy that should be practical, affordable and acceptable to participants without compromising their safety or restricting participation.
<p>Recommendation 12: Active and sustainable school travel plans</p>	<ul style="list-style-type: none"> • Governors and heads of schools and colleges • Those involved in governing or leading pre-school and early years education • School travel advisers 	<ul style="list-style-type: none"> • Continue to encourage a culture of physically active travel e.g. walking and cycling. • Develop a school travel plan which has physical activity as a key aim, to encourage CYP to choose active modes of travel throughout their school life. The plan should integrate with other local school and community travel plans. • Ensure schools provide suitable cycle and road safety training. • Encourage CYP, especially those that live within a 2 mile radius of the school/community facility to walk, cycle or use other modes of active travel. • Work with Local Authorities to map safe routes to school and play and leisure facilities. Consult with the local community (including pupils, parents, carers etc) and overcome any barriers identified. • Involve pupils, parents, carers and the community and other agencies in implementing the travel plan. Ensure that a mix of measures are used to promote active travel and work with the school travel plan adviser to aid implementation in the long term. • Set and audit performance targets annually for the plan. These should be linked to the LSP delivery plans and remedial action should be taken if targets are not reached. • Develop parents' and carers' awareness of the wider benefits of active travel

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	parents and carers including; <ul style="list-style-type: none"> - Health practitioners - Local authority personnel - Physical activity professionals in the public and private sector - Teachers and early years providers - Volunteers and staff from community organisations 	physical activity every day, with activities to improve bone health, muscle strength and flexibility at least twice a week. <ul style="list-style-type: none"> • Provide information and advice on the benefits of physical activity, that emphasises how enjoyable activity is and include information regarding local opportunities to be active. • Encourage parents and carers to get involved in physical activities with their Children. • Encourage parents and carers use physically active modes of travel with young children for at least some journeys (or part of a local journey). This should take place on most days of the week to aid the establishment of active travel as a life-long habit. • Encourage parents and carers to allow CYP to become more independent, by gradually allowing them to walk, cycle or use other modes of active travel for short journeys. • Act as a role model by incorporating physical activity into your daily life e.g. choose active travel methods, use the stairs or participate in recreational activity/sport. • Promote active travel for the whole family and raise awareness of how this can contribute to CYP's physical activity levels.