



## Summary

Healthy Home Tutors is one of three models for the Way of Life programme. Tutors aim to increase healthy eating and physical activity by delivering advice and support programmes for children and their families. This guide will help you design a Healthy Home Tutors 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 Home Tutors projects train and support teams of tutors to work with hard-to-reach children and families. Tutors work with them in both their homes and local communities. Following a programme designed to meet families' needs, tutors will deliver a series of sessions on home-based physical activity, play and healthy eating. They will use a practical and informal approach that involves children and their families trying out different activities. These should be easily accommodated in daily routines. Healthy Home Tutors will also signpost children and their families to a wide range of existing opportunities in the local community.

So that Healthy Home Tutors projects succeed, it will be essential for them to engage with the organisations that already have established links with hard-to-reach children and families, such as social services and Surestart schemes, for example. This will help them to identify families to work with.

This model is suitable where issues include:

- lack of interest in organised healthy living activities
- other barriers to participation such as lack of transport, time or childcare facilities
- limited knowledge among children and families about healthy lifestyles
- a lack of awareness of local opportunities.

Because of Healthy Home Tutors projects there will be:

- increased awareness of a wide variety of enjoyable approaches to healthy eating, activity and play in a home setting
- increased positive attitudes towards healthy eating and exercise
- increased integration of healthy eating and activity and play in daily routines
- increased joint-working by local agencies.

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

# Needs and solutions

This section highlights key policies in Wales, especially where they are relevant to developing skills and building ability to deliver training and activities. It also looks at the types of problems and solutions that may be addressed locally.

## Strategic drivers

The accompanying research brief details the strategic drivers for the Way of Life programme. All models are developed within this context. Projects need to complement the national, regional and local strategy priorities for nutrition and physical activity. Healthy Home Tutors contributes to the skills development and training aspects of these policies:

- ▶ ‘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 develop skills to enable children and young people to take part in physical activity and prepare healthier foods.
- ▶ ‘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. The key objectives for Active Young People and developing active communities are relevant to this model.

## Local needs

Healthy Home Tutors aim to improve children’s and families’ lifestyles through healthy eating and activity in, and close to, the home. There can be barriers that stop families in areas with high levels of obesity accessing activities that can help them lead healthier lifestyles.. Families may also lack knowledge about what is already available to help them locally, and the action they can take in their own homes. Healthy Home Tutors aim to change this. The research brief that accompanies this guide provides more background on the thinking behind the approach.

Figure 1 below 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><b>Obesity in children is high and still growing because of unhealthy family lifestyles</b></p> | <p>Families are not aware of what they can do or what is available</p>                    | <p>"I don't have time to find out."</p>  | <p>Tutors arrange times to suit families</p>  |
|  |   | <p>"I don't know where to go for exercise."</p>                                | <p>Advice and support for home-based activity with signposting to other opportunities</p>   |
|  |   | <p>"We don't know what we could do at home ourselves."</p>                     | <p>Practical advice and support, including cooking, activity and play demonstrations</p>  |
|  | <p>Families don't find living healthily important and think it would be too difficult</p> | <p>"We like the things we do and eat."</p>                                     | <p>Tutors show how much fun exercise can be and how good healthy food can taste</p>   |
|  |   | <p>"My kids wouldn't eat healthy food."</p>                                    |   |
|  |   | <p>"It's too much effort to take part in exercise."</p>                        | <p>Tutors show how simple things in and around the home can make a difference</p>   |
|  |   | <p>"We don't have enough money."</p>   | <p>Joint shopping trips for healthy meals and practical ideas for cheap and simple games and exercises</p>  |
|  |   | <p>"I don't want strangers to come here and tell us what to do."</p>           | <p>Ideally families know and trust tutors already</p> <p>Tutors receive training on building relationships with families</p> <p>Work with agencies, individuals and organisations that already have links to the families, like health visitors for example.</p> <p>Tutors can deliver activities to groups of families in familiar settings to build up trust before giving one-to-one support</p> |
|  | <p>Families lack initiative to change their behaviour</p>                                 | <p>"We know it's important – we just haven't got round to doing anything."</p> | <p>Tutors motivate families and give them incentives to get active</p>  |
|  |   | <p>"I would do something if there were cheap and simple ways."</p>             | <p>Tutors encourage through hands-on sessions that show that physical activity and healthy eating can be done on a budget</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.

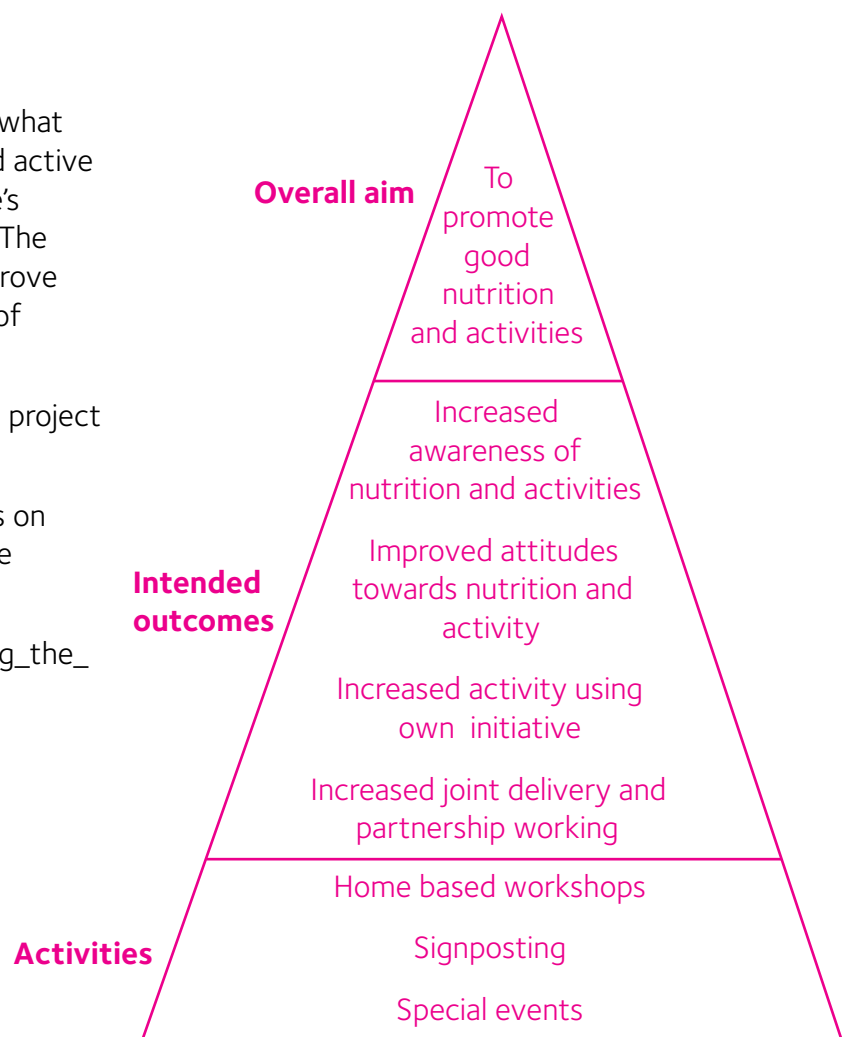
All Big Lottery Fund-supported projects focus on outcomes, as described in BIG's 'Explaining the Difference' guide:

[www.biglotteryfund.org.uk/er\\_eval\\_explaining\\_the\\_difference.pdf](http://www.biglotteryfund.org.uk/er_eval_explaining_the_difference.pdf)

Way of Life projects must help 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 towards 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 Home Tutors projects will achieve these outcomes at a family level. They will provide an opportunity to develop a joined up approach as well as promoting behaviour change within 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 actual 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 Home Tutors 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 Home Tutors 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 develop increased understanding and awareness of healthy eating and activity. They will be able to explain why they are important and how the two link. They should also know how they can build on this interest both within their own home, for example through play, and in their local community.

In this case the most effective way of measuring change will be through tutors' records and "before and after" questionnaires.

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

- a 100 per cent increase in awareness of the number of healthy meal options available to a family on a budget

- increased awareness of games and activities leading to improved well-being for family members by March 2009
- an increased ability by children to match pictures of food types with their role in nutrition.

Measurement tools could include:

- simple questionnaires
- observation and noting of discussion by the tutor
- picture based matching games
- narratives written by children.

The outcomes you set should be realistic as some families may be starting out with little experience of good nutrition or healthy activities. Small changes can be effective and important. Healthy Home Tutors may be able to agree specific targets with each family as part of their approach.

### Positive attitude changes

As a result of engagement with Healthy Home Tutors children and families will display increased positive attitudes to healthy eating, activity and play. This may lead to behavioural change 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.

Again the most effective way of measuring change will be through tutors' records and before and after questionnaires. In this case the questions are likely to be in the form of rating scales or comparisons. For comparisons it may be possible to use picture cards with children rather than purely written or spoken questions.

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

- an increase in the priority assigned to healthy eating over past diet
- a change in ranking of celebrity role models that places higher value on those demonstrating healthy lifestyles

- demonstrating increased desire to change lifestyle in family discussions.

Measurement tools will be as for awareness outcomes – so you can combine tracking progress on the two types of outcomes into one tool.

### **Behaviour change**

Having practised various activities with their tutor, children and families will be more motivated to lead healthier lifestyles at home and elsewhere. So they will build healthy eating, physical activities and active play into their family routine. They will be more likely than before to undertake home based physical activity and to buy, cook and eat healthier food. They will also access opportunities available outside their home.

The most effective ways of measuring changes will be through families recording their own activity – which will reinforce the behaviour change as well as measuring it.

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

- a 20 per cent increase in the number of healthy meals families eat per week on average
- a 20 per cent increase in the amount of fruit and vegetables consumed
- a 25 per cent increase in the number of times a week individual family members meet daily activity targets (60 minutes for children; 30 minutes for adults).

Measurement tools could include:

- simple activity logs – paper or computer-based
- Regular simple questionnaires
- the Rickter Scale® - a type of rating scale tool that tutors could use to set goals and measure progress towards them.
- You could also use things like pedometers to measure tangible changes in health indicators.

### **Increased links**

Healthy Home Tutors projects will involve joint delivery by various partners, focused on providing and promoting family based activities, especially those that already work with 'hard-to-reach' children and families. This will mean supporting links with interested organisations and joint working with communities and relevant bodies. You should think about ways of measuring increased links through, for example, monitoring the number of participating organisations and agencies.

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 day-to-day basis to deliver services.

Your target outcomes might be, for example:

- an increase in the number of partners for each agency by 50 per cent 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 could be one suitable 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 Home Tutors projects will:

- work with other relevant organisations to engage families but also signpost them to existing opportunities
- recruit and train teams of tutors who will then work with families in their homes, a suitable community setting or both
- disseminate positive messages and increase awareness of physical activity and nutrition through tailored tutoring sessions
- involve the target beneficiaries in new healthy behaviours that they can build on in their everyday lives and in the community
- provide a programme of ongoing support for tutors and families.

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

## Target beneficiaries

The Way of Life programme is aimed at children under 12 years old. But the programme recognises that families are important in the lives of children so Healthy Home Tutors projects will focus on both children and their families. Remember that children have a wide range of family relationships so think about making activities available to grandparents or older siblings. Families include single parent families, foster parents, carers and other guardians.

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. Babies, toddlers, pre-school, 5 to 8-year-olds, and 9 to 11-year-olds have different needs, interests and participation in their family. Your project will need to have different approaches for each.

## Researching local need

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

- who is willing to work with you to create the solutions? Look carefully at the organisations in your local area that are already working to improve

the lives of children and families and would be interested in the support your project could offer.

- what similar services or activity programmes already exist in the area?
- what is available locally that raises awareness about healthy lifestyles? And is there a significant uptake by local residents?
- do people have access to the cooking equipment they need to make healthy food? And do they have adequate guidance on meals that only require limited equipment (for example one saucepan)?
- how well does public transport link your target communities to sources of fresh fruit and vegetables, such as a local food co-operative, or to local leisure activities?
- does a lack of local facilities increase the need for home-based activities? What links can be made to existing facilities such as local play projects?
- what prevents children and families from changing behaviour? For example, people might believe that 'fast food' means less cooking time at the end of a busy day. In such a case you could demonstrate very quick meals.
- what is already available locally but not well-used? For example, you may find that opening times at a local centre exclude a certain population, or that activity programmes do not provide for the whole family. Are there any cycle routes in the area that may encourage cycling? Are paths to local facilities appropriately lit? And do people feel safe when using them in the evening?

## 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. If this model does not fit with local plans then you might want to consider one of the other two models that are available.

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

- Surestart schemes
- the Flying Start programme

- established and planned community dietetic programmes
- established organised NOCN Community Food and Nutrition Skills training programmes to provide training for healthy home tutors
- Healthy Living Centres
- Integrated Children's Centres
- Cymru Cooks programme
- local Get Cooking courses
- schools involved in The Class Moves!®
- 'Food and Fitness' grant funded activity in the area, especially those projects running event based activities and targeting children and families
- local projects funded by Active Lifestyle funding or healthy lifestyle initiatives funded by Community Chest grants;
- visits to local schools by the Cooking Bus
- national events such as National Play Day
- the pilot programme in seven local authorities to improve catering in leisure settings
- 'BIG's Child's Play Programme' supported by Play Wales: [www.playwales.org.uk/](http://www.playwales.org.uk/)
- Communities First Partnerships
- families targeted through the Healthy Start programme
- other national or local programmes with similar goals to Healthy Home Tutors.

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 Home Tutors projects will need to bring together partners with expertise in:

- nutrition
- physical activity
- engaging with hard-to-reach groups
- training and developing people to deliver programmes
- disability and BME issues if appropriate for your target communities
- managing and leading staff.

Projects should involve existing community dieticians and those with experience in delivering activity instruction. Also consider including existing service providers, such as healthy living institutions and local sports clubs. Include partners with strong links to the target beneficiaries, such as schools, GPs and health visitors. With suitable training and support, volunteers can bring valuable skills and time to a project and help deliver particular activities.

### Identifying families

The strategic links that you make with organisations that already work with hard-to-reach children and families will help you to identify the families you want to involve in the project. There are many groups and

organisations such as Barnardos, Women's Aid and local authority social service departments already working with families from hard-to-reach sections of the population. There are also networks of organisations – for example, Parenting UK, the Family Caring Trust and Positive Parenting – that support groups and agencies providing services to parents.

### **Supporting parents**

Providing peer support for parents can also be an effective way of engaging and encouraging parents. You should create opportunities for parents who are working with healthy home tutors to get together to exchange experiences and keep each other motivated.

### **Home Tutor activities**

Healthy Home Tutors projects will focus on activities in or around families' homes. The model is principally designed for a home setting but there is scope for projects to deliver activities in suitable community settings. Families may feel uncomfortable with the idea of a tutor visiting them in their own homes. So projects should be aware of issues concerning potential stigmatisation. Projects might want to consider initially working with groups of families in familiar settings to overcome this barrier until they felt confident enough to receive one to one support. Research the local need to ensure that you understand local preferences for the delivery of this model.

Community facilities are an alternative for those families who wish to take part in the project but who would prefer to meet outside the home. Suitable locations could include:

- playgroups
- community centres
- healthy living centres
- health care settings
- Integrated Children's Centres.

Tutors should also signpost families to relevant community-based opportunities and sources of further information. Programme activities could also expand on existing healthy living initiatives. And projects may want to develop their own wider local events or activities within the programme to increase the positive impacts. Whatever the location for activities, families will be engaged in a supportive manner and in a friendly environment.

### **Working with families**

This model involves interested families committing to a series of home and community-based sessions at times that suit them. These may start with an audit of the family's knowledge, needs and resources available. Based on this the tutor can develop a suitable programme of sessions. Depending on individual needs and time available, tutors could draw up a 'contract' with the family that includes a nutrition, play and activity plan.

These sessions could:

- provide opportunities for the family to try out different forms of activity, play and food
- learn about the benefits of changing their 'Way of Life'
- offer opportunities such as local visits to a sports centre, a farmers' market, or a leisure centre
- include an element of progression for the family in knowledge and skills. For example, a family should progress from having a meal cooked for them to being able to plan, shop and cook a series of meals.

The support from Healthy Home Tutors should:

- include support for the progress a family makes
- include help on self-motivation
- provide opportunities to ask questions
- link with other families interested in similar activities
- offer opportunities to try out activities in the local area
- give post-participation support
- provide information about further support services and learning opportunities in the local area.

## Programme ideas

Home-based sessions are at the core of Healthy Home Tutors projects' activities. Each project will develop different sessions according to the needs of the individual children and families engaged. Below are some ideas for children's activities as a starting point.

**Figure 2 Sample Healthy Home Tutor activities**

|   |   |
|---|---|
| Fruit faces and vegetable animals           | Dancing to music  |
| 5-a-day charts                              | Home obstacle course                                    |
| Skipping                                    | Kneading and shaping bread                              |
| Food preparation skills                     | Visit to leisure centre                                 |
| Tasting panel                               | Balloon games   |
| Family favourite meals, charts and pictures | Designing and setting the table for meals               |
| Farmers' market visit                       | Window sill gardens: cress, herbs, tomatoes, sunflowers |

Remember to ensure that your sessions appeal to children of different ages. And do not forget to involve adults. Consider special events at which families have the chance to meet and swap experiences. Other ideas include recipe competitions and the production of a recipe book to distribute locally.

## Promoting your project

The success of each project depends on its ability to engage with organisations that already work with hard-to-reach children and families. You will identify some of these organisations as project partners. If you want your project to reach as many families as possible you will also need to promote it to other organisations who have this access. You will identify the right organisations to approach as part of researching local need, but they will include organisations and individuals such as:

- Surestart schemes
- Flying Start
- social services
- midwives
- health visitors
- family doctors
- charities working with children and young people, like Barnardos
- local education authority welfare officers
- Women's Aid
- mother and toddler groups
- the probation service

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

Projects could enhance or add value to the existing work of these organisations 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 and families 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 organisations you will also need to think about how you can inform and engage the families that you want to work with. This will involve speaking to potential beneficiaries directly, probably supported by a trusted individual from one of the organisations you have linked up with.

# 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 per cent of your planned budget for capital costs. This could include, for example, basic portable cooking equipment and portable sporting and play equipment, but not vehicles.

## Revenue costs

You will need to develop your detailed costs as part of your application. Remember to include:

- business plan development costs (up to 1 per cent of the total grant);
- website costs
- training for tutors – initial and follow-up
- transport for tutors to visit families and other travel expenses
- foods and materials for demonstration purposes
- insurance
- evaluation.

## Human resources

Successful Healthy Home Tutors projects depend on effective recruiting and training of a suitable number of tutors. Ideally these come from among the groups of families you want to reach. And they need a good understanding of the target community. They will also need to have or develop skills in working with children and families.

You will need to establish through local research whether you are likely to find enough suitable individuals to work as tutors – paid or as volunteers. Experience elsewhere has shown that this type of project can work using volunteers. A core team of paid full-time tutors supported by volunteers might be an effective and economical solution.

How you manage human resources will depend on the project partnership. In addition to the tutors you will have to consider people to deliver a number of key tasks:

- project development and management
- linking with partners and other healthy family

related work nationally and locally

- training and support for staff and volunteers.

Training for tutors should be provided through an accredited training course. Below are some examples of what is on offer:

- Fitness Wales provides a wide range of training for people working in fitness or seeking a career in the health and exercise arena. People trained to Level 3 can include a module on healthy eating and weight management ([www.fitnesswales.co.uk](http://www.fitnesswales.co.uk)).
- The Open College Network Wales ([://www.ocnwales.org.uk](http://www.ocnwales.org.uk)) offers courses in nutrition, healthy eating, healthy activity, sports, leisure and play. Courses include: 'Healthy lifestyles' and 'Healthy living'; 'Children playing, adults learning' and 'The healthy child'.
- CYQs (Central YMCA Qualifications: [www.cyq.org.uk](http://www.cyq.org.uk)) currently include courses such as 'Health related exercise for children' and 'Nutrition and weight management' courses.
- The BBC learning page offers a UCLA Extension course in 'Exercise and Sports Nutrition': ([www.bbclearning.com/course/details.aspx?CourseID=3064](http://www.bbclearning.com/course/details.aspx?CourseID=3064)).

Other useful sources of information and accreditation include:

- City and Guilds ([www.city-and-guilds.co.uk/](http://www.city-and-guilds.co.uk/)) who offer a wide range of courses and qualifications including their own qualifications and others such as NVQs
- Learndirect, which provides post-16 learning opportunities outside the traditional learning and teaching sector (see: [www.learndirect.co.uk/](http://www.learndirect.co.uk/)).

You could also contact your local university, college or community school to see what else is available in your area. And talk to organisations such as the Community Dieticians in Wales (CDiW). They often have links with educational or training organisations such as the Open College Network and have worked to develop specialist courses.

# Safety and risk management

Project leaders or coordinators 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 – including food hygiene
3. Child protection
4. Lone working

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

## Managing risks

As with any project, things can go wrong. So it is important that your project design includes identifying risks and plans for reducing 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   |
|--|---|
| Tutors drop out after they have been trained                               | Use salaried full time tutors<br>Continually look for potential volunteers, and have a budget for training<br>Select people carefully |
| Tutors become less active once the project is underway                     | Keep the team interested through regular networking meetings, mentoring and so on   |
| Gaps exist in tutors' awareness of links and support                       | Make the project coordinator the first point of contact for other partners and update tutors regularly                                |
| Families are afraid of being patronised                                    | Choose your tutors from the target families' peer group where possible<br>Deliver activities in a group setting to reduce stigma      |
| Families lose momentum after early enthusiasm                              | Do a series of visits to the same families<br>Use ideas such as 'dish of the month' to keep up interest                               |
| Tutors work more with enthusiastic families, neglecting those most in need | Monitor carefully and offer extra support to tutors if necessary  |
| Risks to tutors' personal safety   | Tutors visit families in pairs  |
| Disclosure checks lead to delays   | Start recruiting staff and volunteers as early as possible to allow for disclosure check  |

## Further help

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 Home Tutors Adviser at Hall Aitken on 0141 204 3183, or email: [healthyhometutor@hallaitken.co.uk](mailto:healthyhometutor@hallaitken.co.uk)

A website has been set up for the programme to help you apply. You can find this at: [www.bigwayoflife.com](http://www.bigwayoflife.com)

You can also contact the Big Lottery Fund directly on:

029 2067 8200

### General Information

- ▶ [www.wales.gov.uk/](http://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'
- ▶ Welsh Assembly Government (2005) 'Play Policy Implementation Plan'

### Way of Life Programme

- ▶ [www.biglotteryfund.org.uk/](http://www.biglotteryfund.org.uk/)
- ▶ [www.bigwayoflife.com](http://www.bigwayoflife.com)

### Child's Play

- ▶ [www.playwales.org.uk/](http://www.playwales.org.uk/)
- ▶ [www.biglotteryfund.org.uk/](http://www.biglotteryfund.org.uk/)

### Nutrition and Activity

- ▶ Foods Standard Agency: [www.food.gov.uk/wales/](http://www.food.gov.uk/wales/)
- ▶ Welsh Network of Healthy School Schemes [new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en](http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en)
- ▶ National Nutrition Network for Wales [www.nutritionnetworkwales.org.uk](http://www.nutritionnetworkwales.org.uk)
- ▶ Physical Activity Network for Wales [www.wales.nhs.uk/sites3/home.cfm?orgid=626](http://www.wales.nhs.uk/sites3/home.cfm?orgid=626)
- ▶ Sure Start [www.surestart.gov.uk/](http://www.surestart.gov.uk/)
- ▶ Local GP Practices
- ▶ Health Challenge Wales Voluntary Sector Grant Scheme:
  - ▶ [new.wales.gov.uk/funding/fundgrantareas/healthfund/healthimpfund/?lang=en](http://new.wales.gov.uk/funding/fundgrantareas/healthfund/healthimpfund/?lang=en)
- ▶ Welsh Participation Consortium
- ▶ [cypi.carnegieuktrust.org.uk/cypi/our\\_work/sharing\\_good\\_practice/wpc](http://cypi.carnegieuktrust.org.uk/cypi/our_work/sharing_good_practice/wpc)
- ▶ [www.foodinschools.org](http://www.foodinschools.org)
- ▶ [www.foodandhealthnw.org](http://www.foodandhealthnw.org)
- ▶ Healthy Start [www.healthystart.nhs.uk/](http://www.healthystart.nhs.uk/)
- ▶ Local dieticians: [www.cnguk.org](http://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](http://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 instance 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](http://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 on equality within your projects. 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](http://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 ethnic minority 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](http://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](http://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](http://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](http://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](http://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](http://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 partner 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/](http://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/](http://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](http://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
- use of cooking equipment
- food and drink hygiene
- physical activities in the home
- reporting of incidents
- lone workers.

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](http://www.hse.gov.uk/index.htm)

The HSE provides guidance on these and other topics. For example on the subject of lone working the HSE recommends that you talk to your lone workers to ensure that you have identified all the possible risks that your workers may face and that you are able to put into place the appropriate 'control measures'. You will need to examine issues such as the potential of harm to women working alone; provision of regular contact and procedures designed to raise the alarm if an emergency arises.

Food hygiene is of particular importance to this model. Healthy Home Tutors 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. This is a topic which should be included within the training you provide for the tutors.