

**REPORT TO:** Health and Wellbeing Board

**DATE:** 10<sup>h</sup> July 2024

**REPORTING OFFICER:** Director of Public Health

**PORTFOLIO:** Health and Wellbeing

**SUBJECT:** Public Health Annual Report 2024

**WARD(S)** Borough wide

## 1.0 PURPOSE OF THE REPORT

The purpose of this report is to provide some background information for the presentation on the Public Health Annual Report (PHAR) for the period 2023- 24 Healthy Start. Healthy Future.

## 2.0 RECOMMENDATION: That the Board:

- i) note the contents of the report; and**
- ii) supports the recommendations.**

## 3.0 SUPPORTING INFORMATION

- 3.1 Since 1988 Directors of Public Health (DPH) have been tasked with preparing annual reports - an independent assessment of the health of local populations. The annual report is the DPH's professional statement about the health of local communities, based on sound epidemiological evidence, and interpreted objectively.
- 3.2 The annual report is an important vehicle by which a DPH can identify key issues, flag problems, report progress and, thereby, serve their local populations. It will also be a key resource to inform local inter-agency action. The annual report remains a key means by which the DPH is accountable to the population they serve.
- 3.3 For 2023-2024 the Public Health Annual Report focusses the impact of empowered young people who have embraced key messages from the Personal, Social and Health Education (PSHE) curriculum, who are inspired to promote change within their school community. The children and young people are supported to make this change through the work of the Healthy school's team in collaboration with schools and other partners. Annually this culminates in an event where the different programmes that they have developed are shared and their contributions celebrated.

- 3.4 *“Early childhood is a critical time for development of later life outcomes, including health. Evidence shows that positive experiences early in life are closely associated with better performance at school, better social and emotional development, improved work outcomes, higher income and better lifelong health, including longer life expectancy” (The Marmot Review 10 Years On).* In recognition of the importance of this window of opportunity in our children and young people’s lives, The Public Health teams’ Healthy Schools Program works with schools and colleges to help create a healthy school environment that builds lifelong health enhancing habits.
- 3.5 The report highlights some of the key health challenges as well as some of the ways that the healthy schools programme tackles these. Empowering young people with essential life skills contributes to a healthier population and better healthcare outcomes. By shaping healthier behaviours, preventing risky choices and enhancing overall wellbeing, health education can lead to long-term cost savings in health and social care cost. When schools adopt whole-school approaches to health and wellbeing, children can naturally develop healthier habits.
- 3.6 The report cannot, by its nature, cover the work done in every school but its highlights several schools and educational settings showcasing approaches to vaping on school grounds, peer led health messaging, role modelling to parents around health food and physical activity, five ways to wellbeing and an intergenerational approach to reducing loneliness.
- 3.7 Finally, all the work has been designed by children and young people locally, including these Halton Children’s Top Tips for a healthy life:
1. Oliver, Y12, Ashley School: “Have a good routine and focus on mindful activities to promote mental wellbeing. Talk to someone.”
  2. Liam, Y12, Ashley School: “Get outside for a short time every day – anything from 5 minutes to an hour walking or cycling.”
  3. Dougie, Year 5, Windmill Hill Primary: “Eating less junk food can help you to stay healthy.”
  4. Isabella, Year 5, Windmill Hill Primary: “Build up activity 5-10 minutes at a time and get your friends involved so it’s more fun.”
  5. Hannah, Year 5, Windmill Hill Primary: “Set goals for yourself, like being active every day... and include your friends.”
  6. Poppy and Isla, Year 2, Widnes Academy: “Don’t smoke or vape in front of children.”
  7. Oliver, Year 6, Westfield Primary: “To be healthy in your mind, try to stay positive and think about the 5 ways to wellbeing”.
  8. Max, year 5, St Michaels “Spending time with others and learning new things are really important and can really improve your health and wellbeing.”
- 3.8 Copies of the report are available in a range of formats

#### 4.0 **POLICY IMPLICATIONS**

4.1 The Public Health Annual Report should be used to inform commissioning plans and collaborative action for the NHS, the council and other key partners as appropriate.

#### 5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified at this time

#### 6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### 6.1 **Children & Young People in Halton**

Improving the Health and Wellbeing of Children and Young People is a key priority in Halton. The report will highlight the Children's JSNA, which is a key piece of work for commissioners.

##### 6.2 **Employment, Learning & Skills in Halton**

The above priority is a key determinant of health. Therefore, improving outcomes in this area will have an impact on improving the health of Halton residents

##### 6.3 **A Healthy Halton**

This is a central tenet of the annual Public Health Annual report

##### 6.4 **A Safer Halton**

Many of the children in the healthy schools who participated described the need for safe environments in which to grow up.

##### 6.5 **Halton's Urban Renewal**

The environment in which we live, and the physical infrastructure of our communities has a direct impact on our health and wellbeing.

#### 7.0 **RISK ANALYSIS**

7.1 Developing the PHAR does not present any obvious risk

#### 8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 This report was produced in line with all equality and diversity issues in Halton.

#### 9.0 **CLIMATE CHANGE IMPLICATIONS**

9.1 None

**10.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF  
THE LOCAL GOVERNMENT ACT 1972**

None under the meaning of the Act.