

Body Image QI Project

Background and Rationale

Between February and May 2021, Primary and Secondary schools in Fife registered with the SHINE Network. All pupils in P7, S2 and S4 were invited to take part in the online Mental Health Survey. All 18 secondary schools and almost all primary schools opted to take part with 2567 secondary pupils and 3311 primary pupils participating.

Key themes emerging from the data were low mood and in particular, low mood in relation to appearance for all ages and for both boys and girls.

Each cluster received their SHINE results, 26% of P7 girls and 18% of P7 boys reported low levels of happiness relating to appearance. This increased to 41% of S2 girls and 15% of S2 boys and increased again to 48% of S4 girls and 21% of S4 boys. This generated a sense of urgency at the Wellbeing Collaboratives that more than a quarter of P7 girls and almost a fifth of P7 boys had reported low levels of happiness with their appearance.

In response to this we decided to apply Quality Improvement approaches to test and learn what supported and improved YP's related happiness to body-image.

Our Minds Matter Lead Champion reached out to all primary schools scoping potential collaborations to undertake an improvement project involving P7 pupils to measure their body image happiness and test change ideas to learn 'what worked'.

Three schools noted interest with two (Hill of Beath and Methilhill) agreeing to participate.

In keeping with the SHINE survey, it was decided to use the validated question related to body image from the Good Childhood Index as a standalone improvement measure.

Good Childhood Index: This scale asks young people about their happiness with eleven aspects of life including family, friendships, school, appearance, future, life overall. It is important to pay attention to areas where there are lower levels of satisfaction, which may indicate that additional support is required.

Project proposal was shared and approved by the Network Manager at the Schools Health and Wellbeing Improvement Research Network (SHINE). Advice was also sought from Educational Psychology colleagues surrounding ethical considerations for this piece of improvement work and how best to safeguard and support children.

A Sway was created and disseminated to all P7 pupils' parents and carers with the opportunity for their child to opt out of the project. All pupils were given opportunity to opt out of the process at any point.

It was decided that data would be collected in the morning so it could be integrated into existing emotional check-ins with teachers were then on hand to offer support if required.

Improvement Aim

By June 2022, P7 pupils average score for happiness with their appearance will be 8 or more (across 3 classes / 2 primary schools).

Fife Baseline from Shine Data: Boys 7.0 and Girls 6.2

Baseline from test school 1: Boys 5.7 and Girls 3.5

Baseline from test school 2 P7A: Boys 5 and Girls 3.5

Baseline from test school 2 P7B: Boys 7 and Girls 4.2

Method

- Improvement Team was established including OMM Champion, Improvement Coordinator, P7 teachers and Principal Teachers (Nurture) from participating schools.
- Meetings to plan improvement work were scheduled and diarised (Appendix A).
- Created a collective Driver Diagram capturing our theory of change (Appendix B).
- Prioritised secondary drivers and aligned change ideas.
- Data collection spreadsheet created (data was anonymous).
- Pupils submitted their responses on different coloured paper so data could be segmented in relation to gender (children self-selected colour of paper).
- Collected and displayed data over time in run charts to analyse impact and agree next steps.
- Collaborated and shared ideas across the team.
- Tested change ideas with rigour using PDSA cycles.
- Participating staff undertook Body Image Training – exploring language, values and attitudes of adults working with YP.
- Collate learning and impact into Improvement posters, so this can be shared across the Local Authority (Appendices C&D).

Change Ideas Tested

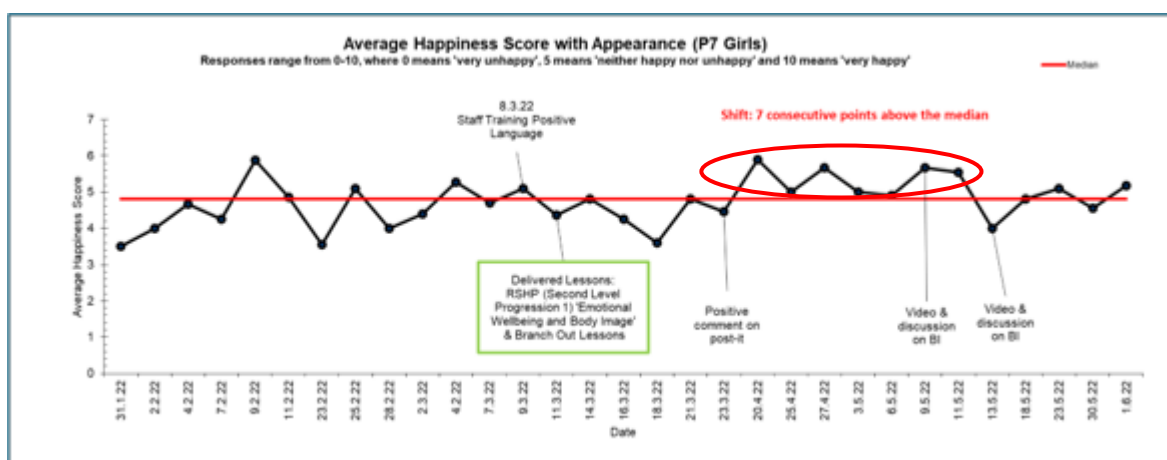
- Emotional Wellbeing Check-ins incorporating the body image question.
- Staff attended body image training session.
- Relationship, Sexual Health and Parenthood resource (RSHP) 2nd level lesson on body image.
- Branch Out - emotional wellbeing curricular resource.
- To provide pupils with personalised compliments unrelated to appearance on a regular basis (positive post-its).

Impact

Delivery of RSHP, branch out sessions and teacher led inputs focused on Body Image did demonstrate a shift in the average happiness score of P7 girls (attending Hill of Beath Primary School). This improvement was not evident for P7 boys in the class.

Despite there not being demonstrable impact for children in participating classes at Methilhill, all teachers involved in the Quality Improvement project provided powerful reflections including rich learning and clear next steps.

Fig. 1 Hill of Beath P7 Girls Data



Key Learning

- The Health and Wellbeing curriculum relating to emotional wellbeing and in particular body image is very inconsistent across Fife Schools.
- Relationships Sexual Health and Parenthood (RSHP) resource is underused.
- Despite knowledge that YP with high subjective wellbeing having more favourable academic outcomes (attendance and attainment) other curricular areas are often prioritised over health and wellbeing experiences and outcomes.
- There is a sense of urgency amongst staff who recognise that YP are struggling their emotions in relation to body image, self-worth and confidence. Staff are keen to learn what makes a difference and attended twilight planning meetings.
- Following training session, staff reported being aware of their own appearance-based language and worked hard to rectify this within the classroom setting.
- Recognition that you can pepper wellbeing activities intermittingly throughout the day (e.g., morning check in, positive post-its).
- Children particularly liked scenario-based learning activities. These opened rich discussions and children felt comfortable talking in the third person.
- Baselines from both schools was significantly lower than the Fife average.

- As expected, collecting data over time demonstrated variation in children's subjective happiness with their appearance.
- Providing context around the topic of body image, pupils responses became more authentic.
- No parents or pupils raised concerns about participating in the project.
- Undertaking quality improvement work during a period of covid recovery proved to be difficult due to staff absence and capacity issues.

Some of the comments from pupils and staff taking part in the project included:

- *"I feel better about myself now because I know there are lots of good things about me. It's not important how I look". (pupil)*
- *"I like that we are all different. It makes us more interesting". (pupil)*
- *"I know that by using certain words to describe people, it can hurt them". (pupil)*
- *"The children became more aware of the language they were using and how the words could affect the way a person feels about themselves. We did activities on being unique and why being unique is a good thing. The class were good at recognising that they were all different". (staff member)*

Recommendations

- Identify and agree core Health and Wellbeing Curriculum delivery relating to body image across all Fife schools.
- Tracking measures put in place to ensure consistent delivery of core sessions as identified.
- Develop a spread plan to deliver training focused on staff values and language around body image within schools.
- Awareness raising of RSHP resource as a core aspect of HWB curriculum, identifying core sessions within each level.
- Further testing required on how to support young people's appearance related happiness.

Next Steps

- Share learning with key strategic groups – OMM Steering Group; Education Managers and QIOs with responsibility for HWB; Curricular lead for PSE; Wellbeing Collaboratives.
- Develop action plan to take forward recommendations.

Appendix A

Timeline	Key Discussion Points
Preliminary Meeting 6.12.21 (3.15-4pm)	Brought teams from participating schools together, to provide background to the project and agreed improvement aims. SWAY for parents/carers was created and disseminated to schools.
11.1.22	Created Driver Diagram.
25.1.22	Reviewed Driver Diagram - prioritised secondary drivers. It was agreed how and when the data would be collected. Baseline data was gathered from the 31.1.22.
8.2.22	Aligned change ideas to prioritised secondary drivers.
22.2.22	Scoping exercise to establish what schools are currently delivering within the curriculum to support positive body image.
8.3.22 (3.15-4.30pm)	Body Image Training – Language, values and attitudes of adults working with YP.
22.3.22	Explored Change Ideas: Relationship, Sexual Health and Parenthood resource. Penumbra – Your body your way. Branch Out - emotional wellbeing curricular resource. Agreed: To deliver RSHP 2 nd Level lesson on body image. To provide pupils with personalised compliments unrelated to appearance on a regular basis. Staff to be mindful of their own language and attitudes based on the training.
26.4.22	Analysing run charts, studying Plan-Do-Study-Act (PDSA) cycles and agreeing next steps.
10.5.22	
24.5.22	Capturing qualitative data from pupils i.e., how they felt about taking part in the project and being asked about their body related happiness.
14.06.22	Professional dialogue around learning and impact. Learning and impact captured in Improvement posters.

Appendix B



Appendix C

Body Image

Improving P7's Reported Happiness with their Appearance

Denise McLean, P7 Class Teacher
Eleanor Boyd, Principal Teacher



Rationale

SHINE Survey highlighted body image as a key concern for Young People.

Aim: By June 2022, P7 pupils average score for happiness with their appearance will be 8 or more.

Pre Baseline: Boys 7.0 and Girls 6.2 (Shine Survey) / Hill of Beath Boys 5.7 and Girls 3.5.

Method

In response to the SHINE Survey results, OMM Lead reached out to schools to initiate improvement work and learning surrounding body image.

Two schools (Hill of Beath and Methilhill PS) agreed to support and lead improvement work.

Hill of Beath formed a School Improvement Team (P7 Class Teacher and Principal Teacher).

A wider Improvement Team met fortnightly with OMM Lead, Improvement Coordinator and colleagues from both to plan improvement work, analyse data and agree next steps.

Process Change



Change Ideas

Improvement Team met fortnightly for 45 minutes to discuss improvement work, progress, analyse data and agree next steps.

Class Teacher and Principal Teacher attended training on Body Positive Language delivered by OMM Development Worker.

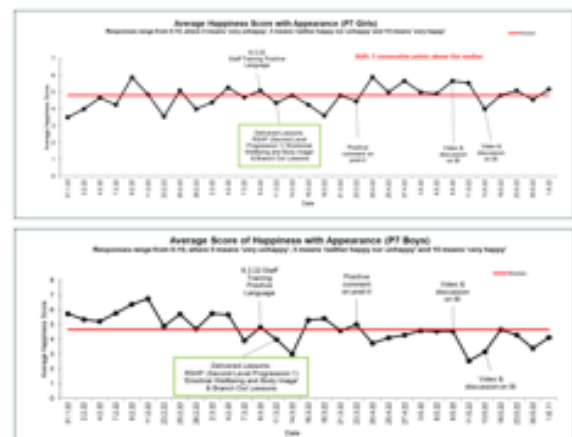
Class Teacher delivered Relationship Sexual Health Programme (RSHP) - Second Level, Progression 1 lessons 'Emotional Wellbeing and Body Image' (My Feelings, My Body and When I feel Sad or Worried).

Class Teacher delivered Fife's Emotional Wellbeing Curricular Programme 'Branch Out'.

Class Teacher left positive strength based post-its on each child's desk in the morning.



Results



Conclusions

Data demonstrated an improvement in Primary 7 Girls reported happiness with their appearance with an increase in average score from 3.5 (baseline) to over 5 (shift in data: 20.4.22-11.5.22).

Highlighting girls character strengths led to improvements in their reported happiness with their appearance.

Primary 7 Boys data continued to be variable.

Key Learning Points

'Body Image – Young People' training for staff made practitioners more conscious of their language. Being mindful not to focus on appearance but individual character strengths.

It was manageable to pepper wellbeing activities throughout the day (e.g. morning check in, positive post-its).

Promoting character strengths was felt to be a quick and easy activity that led to improvements in girls self-reported happiness with appearance.

Baseline data for this cohort of children was significantly lower than the Fife average (SHINE Survey).

We would benefit from further learning on what increases children's perceptions and happiness in relation to appearance.

Next steps

Supporting staff across the school to become more conscious of their use of language creating a positive culture conducive to wellbeing.

To agree curriculum content surrounding body image for next years Primary 7 cohort.

Further information contact: Louise.Stean@fife.gov.uk

Appendix D

Body Image

Improving P7's Reported Happiness with their Appearance

Rachael Aitken, P7 Teacher
Chloe Margaret Hunter, P7 Teacher
Megan Paterson, Principal Teacher



Rationale

SHINE Survey highlighted body image as a key concern for Young People.

Aim: By June 2022, P7 pupils average score for happiness with their appearance will be 8 or more.

Fife Baseline: Boys 7.0 and Girls 8.2 (Shine Survey) / Methilhill P7A: Boys 6 and Girls 3.6. P7B: Boys 7 and Girls 4.2.

Method

In response to the SHINE Survey results, OMM Lead reached out to schools to initiate improvement work and learning surrounding body image.

Two schools (Hill of Beath and Methilhill PS) agreed to support and lead improvement work.

Methilhill formed a School Improvement Team (Two P7 Class Teachers and Principal Teacher).

A wider Improvement Team (OMM Lead, Improvement Coordinator and colleagues from both schools) met fortnightly to plan improvement work, analyse data and agree next steps.

Process Change



Change Ideas

Improvement Team met fortnightly for 45 minutes to discuss improvement work, progress, analyse data and agree next steps. Class Teachers and Principal Teacher attended training on Body Positive Language delivered by OMM Lead.

Class Teachers delivered Relationship Sexual Health Programme (RSHP) Sessions (Part 1 & Part 2 My Body).

Class Teachers delivered Branch Out Sessions

Class Teachers disseminated compliment cards to individual pupils.

Conclusions

None of the change ideas tested led to demonstratable improvement. Further testing and learning is required.

Baseline data for this cohort of children was lower than Fife's average happiness for appearance (Shine Survey), with girls (P7A) reporting significantly lower levels of happiness with their appearance.

Results



Key Learning Points

Incorporating activities on body image little and often has been easier to fit in the curriculum and felt more effective at achieving learning outcomes.

In the early days, girls appeared more reserved to discuss body image whereas boys were more confident reporting high levels of happiness with their appearance.

Issues within the community and on social media has been raised by children as a concern.

Children particularly liked scenario-based learning activities. These opened up rich discussions and children felt comfortable talking in the third person.

It has been challenging to hold check-in conversations in the mornings. The downside of hosting check-ins in the afternoon is it can be tricky to follow up on any concerns.

Next steps

To agree curriculum content surrounding body image for next years Primary 7 cohort.

To focus on RSHP and a focus on body image activities in P7 during terms 1-3 as term 4 tends to be busy with P7 transitions.

Test a drop-in lunchtime club focused on wellbeing.