

From adversity to wellbeing: how communities thrive

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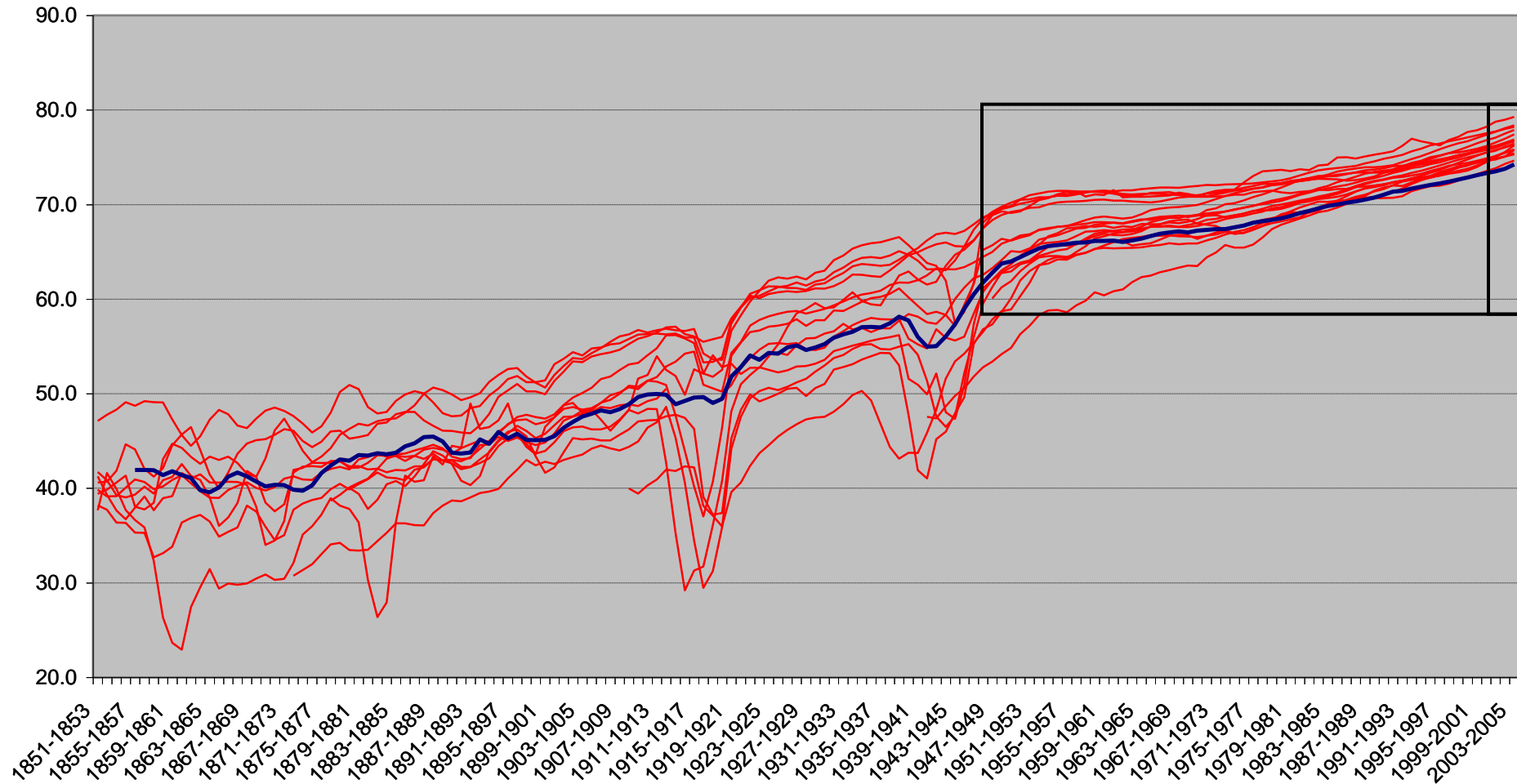
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Scotland's health

Male life expectancy: Scotland & other Western European Countries, 1851-2005

Source: Human Mortality Database

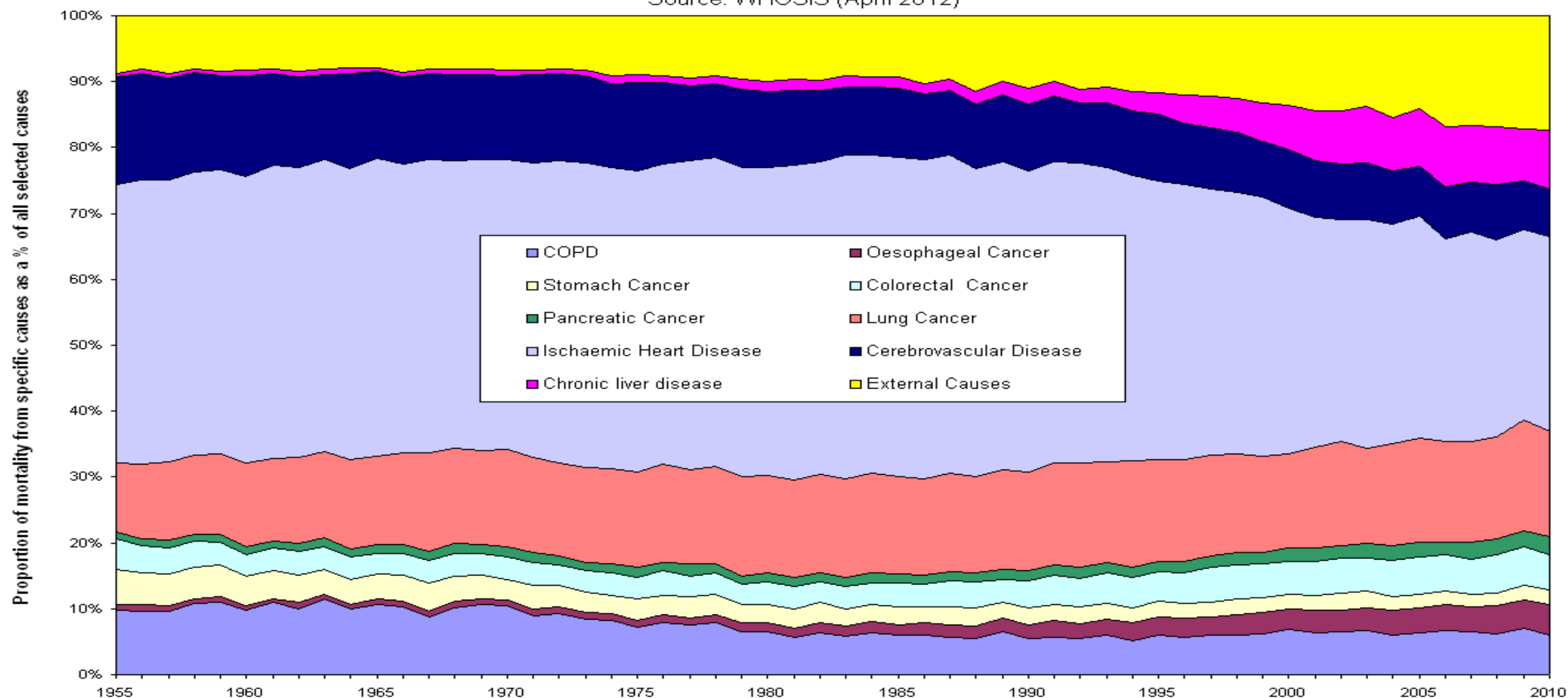


Proportionate Contribution by Cause - Males

Figure S2M

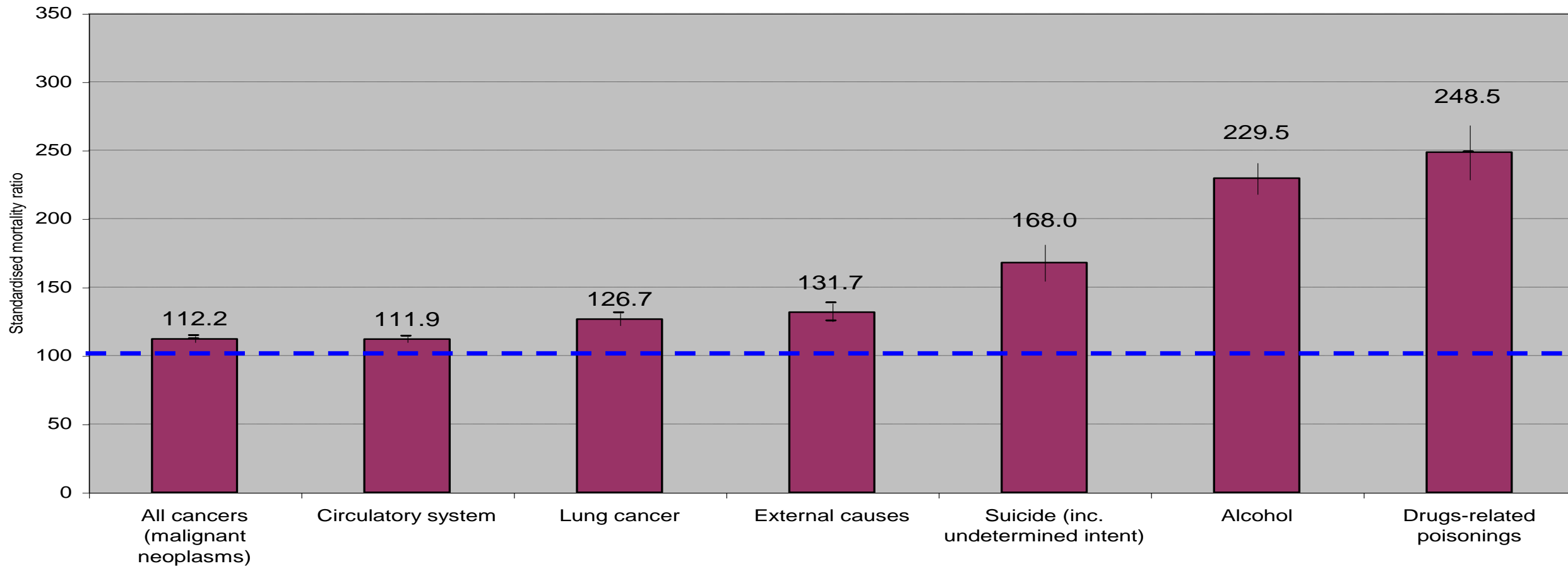
Proportionate contribution of 10 major causes of death as a % of all selected causes among Scottish men aged 15-74 years, 1955-2010

Source: WHOSIS (April 2012)



Mortality by cause, all ages

All ages, both sexes: cause-specific standardised mortality ratios 2003-07, Glasgow relative to Liverpool & Manchester, standardised by age, sex and deprivation decile
Calculated from various sources



Focussing on childhood adversity: why the early years matter

Lifecourse effects of adversity early in life

- There are strong, graded associations between childhood adversity and the risk of adult **drug and alcohol misuse** ... and **suicide** ... and **smoking** ... and **obesity** ... and **physical inactivity** ... and **sexual health** problems ... **mental health** problems ... and adult **diseases** ...
- Childhood trauma is associated with a **lack of empathy**, and the emergence of **behavioural problems**.
- Adults who perpetuate **violence on partners** are more likely to have witnessed violence themselves as children.
- Exposure to adversity in childhood increases the risk of **marrying an alcoholic** partner by up to three times; even in children without alcohol-dependent parents.
- **These are not random effects**, but the predictable consequences of damage done to child development. Advantage and disadvantage accumulate throughout the lifecourse.

Adverse Childhood Experiences (ACEs)

WHAT ARE ACEs?

ACEs are stressful events during childhood and include:



ACEs can affect us all

IMPACTS OF ACEs

Greater risk of poor physical, mental and emotional health throughout the life-course, including:



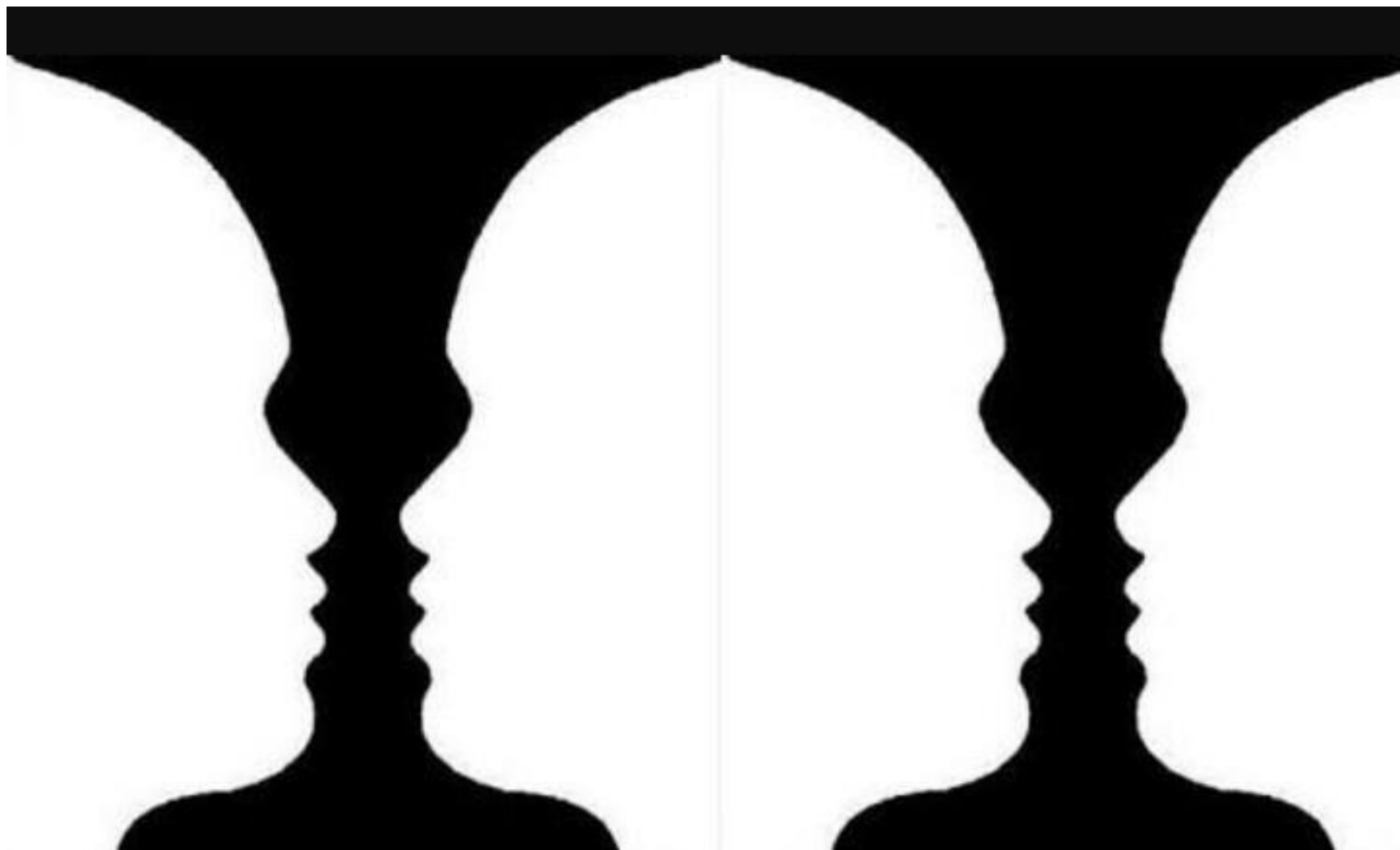
ACEs have a cumulative effect - the more childhood adversity experienced, the greater the risk of harmful effects later in life

However, harm is not inevitable and with the right support, people can overcome adversity



Find out more: search 'ACEs' at www.gcph.co.uk

- Abuse, neglect, household adversity
 - Can affect anyone
 - Range of impacts
 - Cumulative effects
-
- Harm is not inevitable and with the right support, people can overcome adversity



(Some of) the many benefits of a good start in life

- Love and attention matter a lot
- So do parents' income, family housing, and the neighbourhoods where children live
- Children from families with adequate income have fewer social and emotional problems, better reading and maths scores, and are more likely to be 'school-ready' than children from low income families
- There are large differences in early development between children who live in areas perceived by their mothers as unsafe and those living in areas seen as safe
- Children who experience a positive start are likely to do well at school, attain better paid employment and enjoy better health and wellbeing in adulthood

Start young

- A good start in life doesn't guarantee good outcomes, but is associated with a range of personal and social benefits

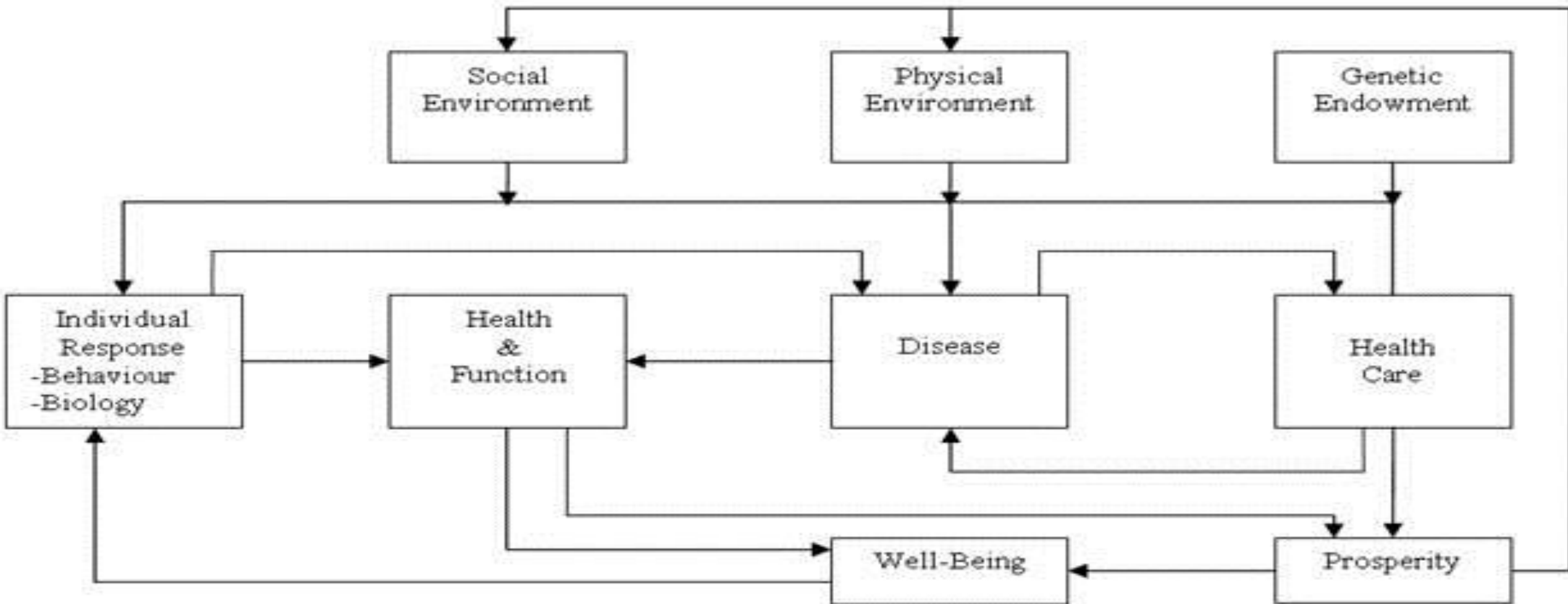


A public health approach

Public health

- The science and art of promoting and protecting health and wellbeing, preventing ill-health and prolonging life through the organised efforts of society.
- Public health is **population based** - concerned with the factors that make populations (e.g. communities, cities, regions, countries) healthier or unhealthier – and **long-term** (e.g. has concern for future populations).
- Public health recognises the role of the **wider determinants of health and disease**, and involves partnership with those who contribute to the health of **current and future populations**.

The system that creates health



With the child at the centre

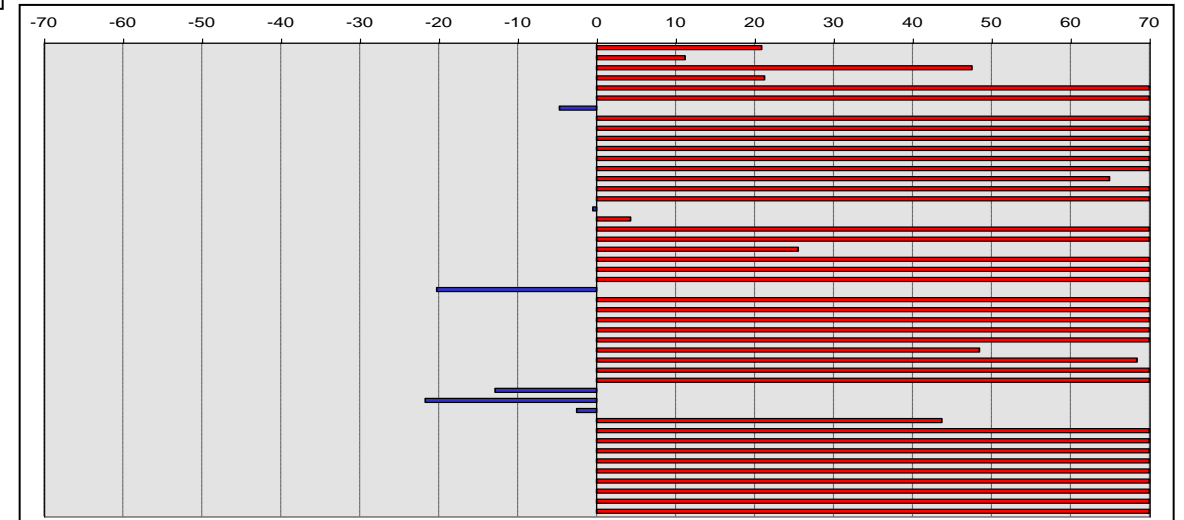
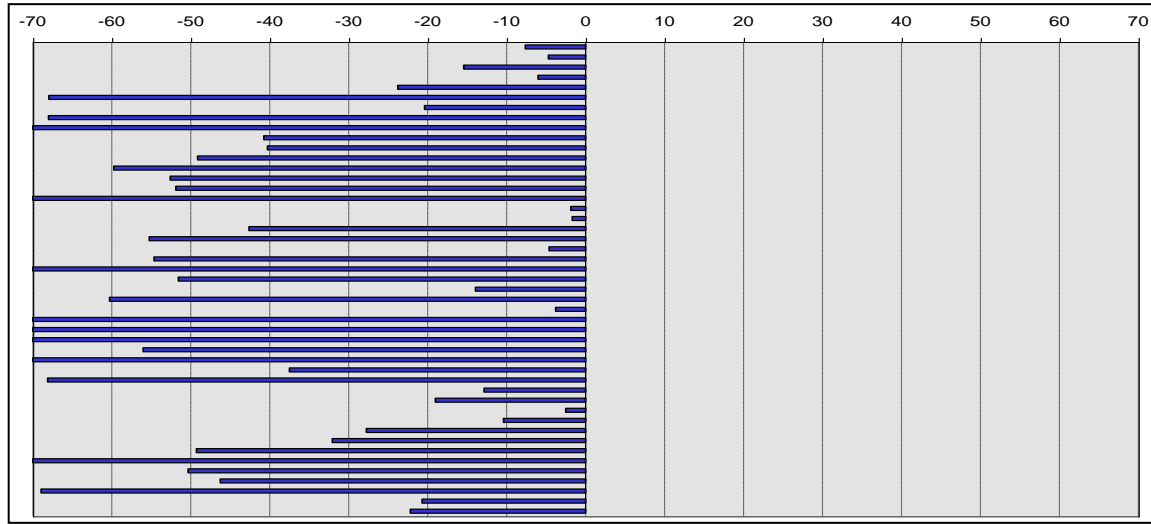


A whole-system approach is needed

What does this mean for our how we move
forward together?

What opportunities are there?

The contrasting experience of communities

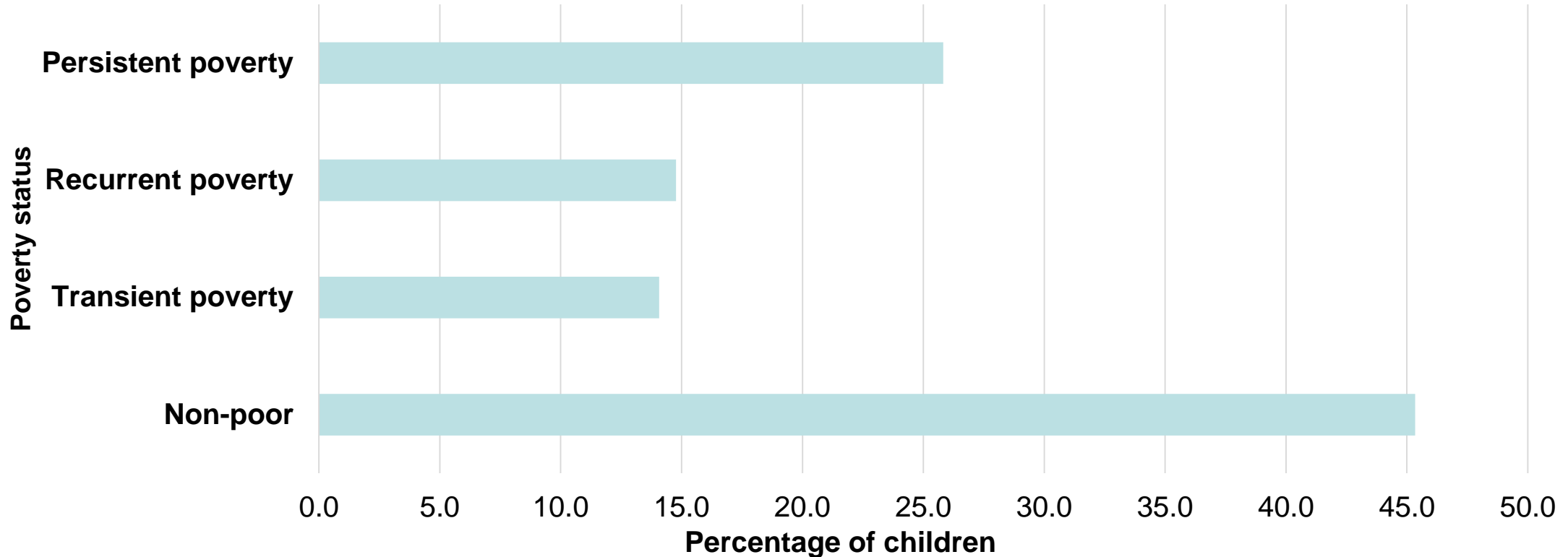


Children's Neighbourhoods Scotland: background

1. The importance of a good start in life, yet limited impact of issue-specific approaches
2. Potential of place-based approaches, yet limited attention to children and young people in regeneration policy and practice
3. Alignment of local and national priorities – eg action on child poverty, childhood adversity, mental health, developing young workforce, etc
4. Recognition of need to hear children's voices and experiences
5. International experience of children's zones, children's communities etc; unrealised potential within Scotland
6. Extensive stakeholder interest and support for developing this approach

Recognising insecurity as well as inequality

Longitudinal poverty status



**Invest in building resilience in
communities, which will support
children, young people and their
families**

Different types of infrastructure are needed for resilience



“The social stuff”: another type of infrastructure



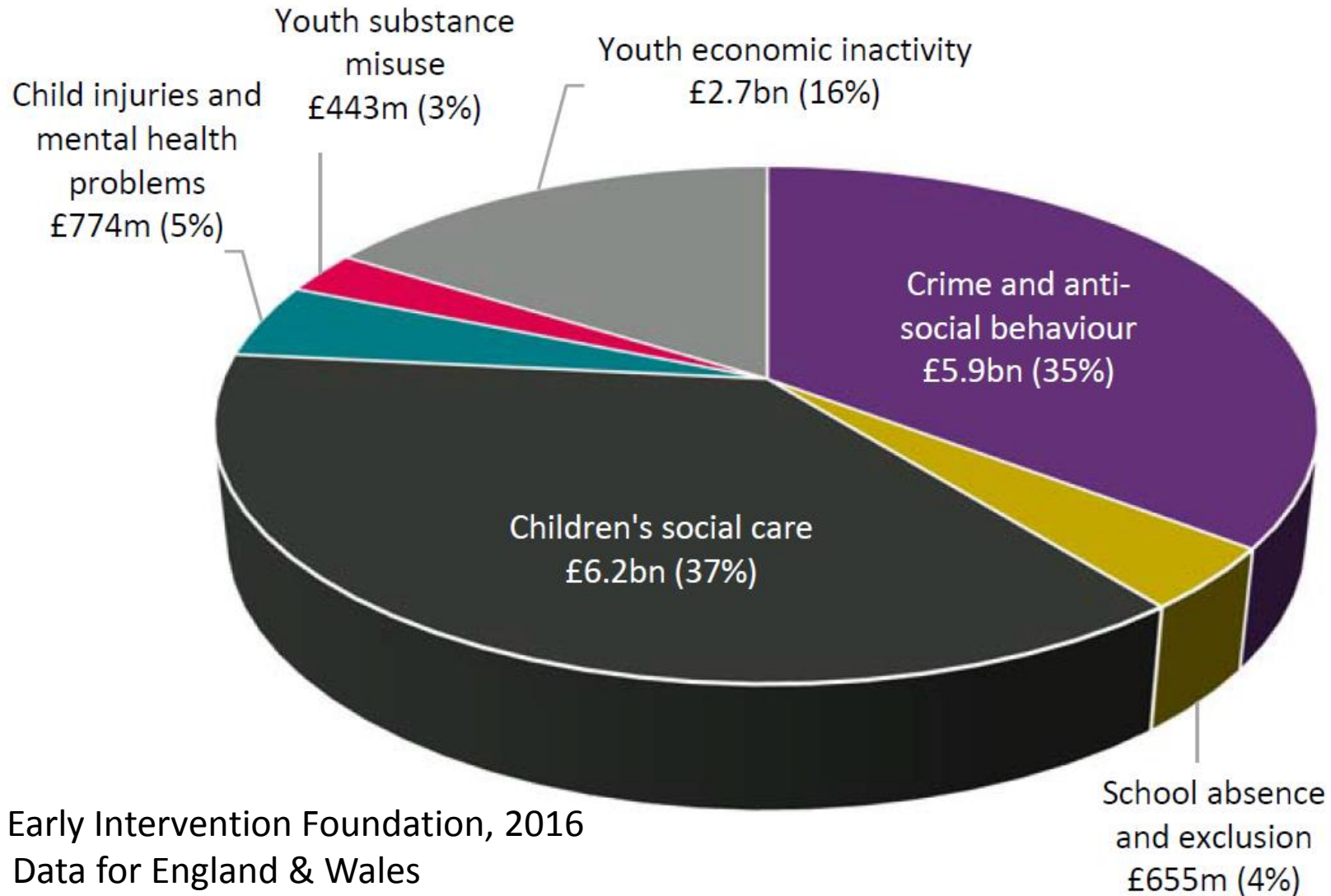
Some principles to apply

1. **Meet basic material needs**: their absence magnifies the impacts of other adversities
2. **Build capacity and engage**: disempowered communities have poorer health and wellbeing, less power to make change, and lower levels of trust. Lived experiences should inform the design and delivery of our approaches.
3. **Coordinate and create linkages**: no one professional group or policy area can 'create' resilient communities and enable children to flourish on its own
4. **Foster social capital**: strengthen social networks, and relationships that allow the provision of support and exchange of information/understanding
5. **Develop governance structures that don't depend on detailed plans**: build trust and communication, transparency and accountability

**Keep a focus on preventing
and mitigating adversity**

LATE INTERVENTION SPEND ON EACH SOCIAL ISSUE

Total annual spend: £16.6bn (2016-17 prices)



Early years, children and young people: What is needed to support a healthy start in life?

Adequate family income and actions to mitigate impacts of poverty and inequalities

Strong bonds and positive relationships with caregivers and across schools and communities

Nurturing approaches to help children heal from adverse experiences

Safe home, school and neighbourhood environments which enable learning and play

Involving children and young people in decisions affecting their lives



Find out more about this research on our website:

www.gcph.co.uk/publications/658_health_and_early_years_children_and_young_people_a_gcph_synthesis

Nurturing approaches to help children heal: service responses

- “...*high-quality early years services, with effects on parenting, can compensate for the effects of social disadvantage on early child development ... the services that support this stage of life are intergenerational and multiprofessional ... and are aimed at parents as well as children*” (WHO, 2013)
- Listening to children’s views on quality: attitude and approach; access to outdoors and stimulating environments; opportunities to make choices.

Safe environments which enable learning and play: a broader view of child protection



Cain £2.00

Choice of 1 Starter (Chicken Fajitas, Mushroom Fajitas, Chicken Chut, Mts Fajitas, Cuban Beef)
Choice of any 2 Special Dishes, from any House Menu
(excludes King prawns & Lobster salad)

The following actions to improve health and reduce health inequalities are required across children's family, learning, neighbourhood and socioeconomic contexts.

SOCIOECONOMIC CONTEXT

- An understanding of difficulties faced by **families living in poverty** (e.g. food, heating, insecure work, parental stress) needs to be embedded into policies and services, including a focus on **gender inequality** and vulnerabilities for **lone parents**.
- Actions are required to **reduce poverty**, as well as **income inequalities** (since differences in children's outcomes operate across the full income spectrum, improving progressively up and worsening progressively down). Such actions include:
 - progressive **tax** of income and wealth and **welfare** in proportion to need
 - adoption of the **Living Wage** and increased income security (e.g. a guarantee of hours)
 - **poverty proofing** national/local policies and practices (e.g. the Cost of the School day recommendations for schools)
 - **services** that are universal and proportionate to need and adopt inequality sensitive practices and income maximisation approaches
 - affordable, high-quality **childcare** and family-friendly employment practices
 - affordable, quality **housing**, free/subsidised transport and support for communities in **disadvantaged areas**.

NEIGHBOURHOOD ENVIRONMENT

- The **welfare of children and young people (CYP)** needs to be integrated into the development and maintenance of the physical and social aspects of neighbourhood environments.
 - CYP need to be involved in the development and delivery of neighbourhood planning and services, in a way that ensures that they have an **influence on decision-making**.
- The provision of **safe, good quality greenspaces** and recreational facilities is essential for increasing physical activity, enabling social friendships and supporting the resilience of CYP.
- The provision of **alternative activities and support to transition to different friendship networks** is important where peer relationships have a negative influence on the health of CYP (e.g. gangs, alcohol/drug misuse).
- A range of measures are needed to enhance **neighbourhood safety** for CYP, including: increasing community connections; tackling alcohol and drug problems for all age groups; maintaining neighbourhood parks and facilities; providing activities for CYP (combined with personal support for vulnerable CYP).



FAMILY AND PARENT ENVIRONMENT

- A focus on the **health and wellbeing of parents** is crucial to efforts to improve outcomes for children.
- **Support for parents** needs to extend beyond parenting advice, linking parents to sources of help for difficult life circumstances and to social networks with other parents.
- A key aim of policy and practice should be to support the development of a **secure attachment** with caregivers and positive **relationships** within families. This is vital for children's healthy development.
- Children and young people with **negative parenting and home experiences** or other **difficult life circumstances** (e.g. young carers) require dedicated support.
- Preventing **adverse childhood experiences (ACEs)** and supporting those with ACEs is important for reducing the prevalence of physical and mental health problems in adulthood and the consequences for subsequent parenting.

LEARNING ENVIRONMENT

- Affordable and high-quality **childcare and early years education** are crucial for enabling children to learn and develop socially; as well as tackling inequalities by supporting children from disadvantaged backgrounds and enabling parents to work.
- **Nurturing approaches** support health and wellbeing and educational attainment, through increasing communication skills, confidence and social development.
- Schools have an important role in enabling children's **social development** and can play a protective role where children experience adversities at home and/or in their communities.
- Actions by schools to **poverty proof** their policies and practices, to support **healthy food** consumption and **active travel** are needed to support children's health and wellbeing.
- **Music programmes** can increase the confidence, achievements and inclusion of children from disadvantaged communities (e.g. Big Noise) and children with disabilities (e.g. musicALL).

Systemic infrastructure

- **Circulatory system:** What needs to flow between components, and how?
- **Nervous system:** What information do we need to collect and process? From where? How will actions be initiated thereafter?
- **Digestive system:** How will our PH system be nourished, kept healthy, and enabled to grow?
- **Musculo-skeletal system:** What structures do we need to hold the PH system together, make it strong but also light on its feet, mobile, etc?
- **Social system:** How will we develop effective relationships, establish common values, and contribute to wider societal goals?
- ...

“The central ambition ... is to create the conditions for people to take control over their own lives. If the conditions in which people are born, grow, live, work, and age are favourable, and more equitably distributed, then they will have more control over their lives in ways that will influence their own health and health behaviours, and those of their families.”

“This link between social conditions and health is not a footnote to the ‘real’ concerns with health – health care and unhealthy behaviours – it should become the main focus.”

Michael Marmot
Fair Society, Healthy Lives (2010)