

Meeting of:	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of Meeting:	12 OCTOBER 2023
Report Title:	WHOLE-SCHOOL APPROACH TO EMOTIONAL AND MENTAL WELLBEING
Report Owner / Corporate Director:	CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT
Responsible Officer:	MICHELLE HATCHER GROUP MANAGER LEARNER SUPPORT
Policy Framework and Procedure Rules:	There is no effect upon the policy framework or procedure rules.
Executive Summary:	THIS REPORT PROVIDES BACKGROUND INFORMATION ON THE STATUTORY WELSH GOVERNMENT GUIDANCE DOCUMENT. IT ALSO PROVIDES INFORMATION HOW THIS HAS BEEN IMPLEMENTED WITH BRIDGEND SCHOOLS AS A WHOLE-SCHOOL APPROACH.

1. Purpose of Report

- 1.1 The purpose of this report is to update Subject Overview and Scrutiny Committee 1 on the progress on the whole-school approach to emotional and mental wellbeing.

2. Background

- 2.1 Welsh Government issued guidance on a Framework on embedding a whole-school approach to emotional and mental wellbeing in March 2021 (see **Appendix 1**).
- 2.2 This framework is issued as statutory guidance to governing bodies of maintained nursery, primary, secondary, middle, pupil referral units (PRUs), and special schools and local authorities in Wales. It is also intended for use by the range of partners who work in and with schools to support the emotional and mental well-being of learners and staff. While written primarily for schools, much of the content and the focus on well-being is equally applicable in other settings such as childcare settings that deliver the Foundation Phase, further education (FE) and higher education (HE).
- 2.3 This framework is aimed at the needs of school-age learners and the workforce supporting their learning and well-being needs. However, much of the content is also applicable in other settings that deliver education where children and young people require well-being support to fully engage in their learning and to develop.

There is a range of intended audiences and partners involved in delivering this framework, set out on page 11 of the statutory guidance framework.

- 2.4 The framework is intended to support schools, including pupil referral units (PRUs) and education settings, in reviewing their own well-being landscape and in developing plans to address their weaknesses and build on their strengths. It recognises that the school alone cannot meet all the needs of a complex population of children and young people, and sets out the role of regional bodies, the NHS and others such as the third sector, in supporting the school. It is meant to support and complement the new national Curriculum for Wales and in particular the Health and Wellbeing Area of Learning and Experience.
- 2.5 Schools and local authorities are required to have regard to this framework when developing action plans, strategies and other policies that impact on the well-being of learners, staff and others working within the school environment. In addition, local authorities should have regard to this framework when organising or delivering education other than at schools (EOTAS) provision.

3. Current situation / proposal

- 3.1 The report on the Whole-School Approach to Emotional and Mental Wellbeing Welsh Network of Healthy School Scheme Self-Assessment Tool for Bridgend is attached at **Appendix 2**. This report highlights the level of engagement from schools in Bridgend County Borough Council (BCBC) between June 2021 and September 2023. The data illustrating the schools' involvement can be found in **Appendices 3 to 6**, which highlight the different phases and stages reached.
- 3.2 Phase 1 began in June 2021 where pathfinder schools began with the self-evaluation tool. This phase concluded in April 2022. These schools completed the scoping, action planning and implementation stage.
- 3.3 Phase 2 began in April 2022 and concluded in July 2022. These schools completed the scoping and action planning stage.
- 3.4 Phase 3 began in September 2022 and concluded in April 2023. These schools completed the scoping stage.
- 3.5 Phase 4 began in April 2023 and ran to September 2023. The schools attended an initial awareness session with a Healthy School Practitioner supporting schools in Bridgend. The In-school coordinator was given time to familiarise themselves with the self-evaluation tool and the process. The next step will be the scoping exercise.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality

impacts as a result of this report.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 The report contributes to the following goals within the Well-being of Future Generations (Wales) Act 2015:

- a prosperous Wales;
- a resilient Wales;
- a Wales of cohesive communities; and
- a globally responsive Wales.

Long-term	Supports the long-term view of creating resilient, healthy and happy children, young people and adults.
Prevention	Ensures that that the whole school communities thrives and are attending and engaged in learning and teaching.
Integration	Encourages integration of the whole school community which promotes cohesiveness.
Collaboration	Develops collaboration throughout the school community and beyond.
Involvement	Promotes the involvement of key stakeholder from within the school community, local community, other communities within Bridgend, multi-agency working.

6. Climate Change Implications

6.1 There are no climate change implications arising from this information report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 The local authority receives the whole-school approach to emotional and mental wellbeing grant which is available from Welsh-Government.

8.2 The grant awards for the last three years are as follows:

2021-2022

Activity	£
Counselling	84,187
Intervention	28,857
Training	19,502
Total	132,546

2022-2023

Activity	£
Interventions & Training	70,270
Counselling	115,622
PRU EOTAS	19,645
Total	205,537

2023-2024

Activity	£
Interventions & Training	52,581.28
Counselling	105,784.77
PRU EOTAS	9,454.24
Total	167,820.29

9. Recommendation(s)

- 9.1 It is recommended that Subject Overview and Scrutiny Committee 1 considers the progress made and provides any feedback as necessary.

Background documents

None