

**JOINT MINISTERIAL TASK AND FINISH GROUP ON A WHOLE SCHOOL  
APPROACH TO EMOTIONAL WELLBEING AND MENTAL HEALTH  
3 JUNE 2019**

**Attending**

<b>Name</b>	<b>Representing</b>
Minister for Education	
Minister for Health and Social Services	
Dr Dave Williams	Welsh Gov't CMO Child Psychiatry Advisor
Dr Julie Bishop	Public Health Wales
Joanna Jordan	Welsh Gov't Mental Health and Vulnerable Groups
Simon Murphy	DECIPHer
Albert Heaney	Welsh Gov't Social Services
Sally Holland	CCfW
Sarah Ellis	ADEW (deputy for Aled Evans)
Liz Gregory	Psychology Services
J-Anne Daniels	Welsh Gov't Children and Families
Cllr Huw David	WLGA
Charles Janczewski	Local Health Board Vice Chairs
Tracey Breheny	Welsh Gov't Substance Misuse
Lynne Neagle	CYPE Committee Chair
Mark Campion	Estyn
Carol Shillabeer	Local Health Board Chief Exec Mental Health Lead
Debbie Hartevelde	Regional Education Consortia
Dr Heather Payne	Welsh Gov't Senior Medical Officer (Paediatrics)
Karen Jewell	Deputy for Chief Nursing Officer
Steve Davis	Chair, Principal Youth Officer's Group
Ruth Conway	Welsh Gov't Education
Chris Roberts	Knowledge and Analytical Services (KAS)
Jason Pollard	Secretariat
Clare van Bohemen Hunter	Secretariat

**Apologies**

<b>Name</b>	<b>Representing</b>
Steve Davies	Education Department
Andrew Jarret	Directors of Social Services
Dr Elizabeth Davies	Welsh Gov't Senior Medical Officer (GPs)
Paula Vaughan	Primary Schools
Aled Evans	ADEW
Christopher Parry	Secondary Schools

Meeting opened 11:38

### **Item 1**

MfHSS welcomed attendants and read apologies.

MfHSS reviewed the previous actions and agenda for this meeting. He noted that a CAMHS in-reach paper had been intended for this meeting but is still being prepared.

**Action 1: MfHSS and MfE to circulate CAMHS paper when complete to the CYPE Committee and this group.**

**Action 2: CAMHS in-reach to be included as an agenda item in October meeting.**

Group agreed for action 8 from March carried over to next meeting (October 2019) as Aled Evans not present. LN emphasised that the ADEW questionnaire was important not just to see what programmes were in use in schools but to assess which were effective. SE noted that the ADEW questionnaire closes next week and that there will definitely be feedback to present at the next meeting.

### **Item 2**

MfE invited MC to present a verbal update on Estyn's work on mental health and wellbeing, noting that Estyn's remit for 2019/2020 will include a further thematic review with a focus on both universal and targeted mental health initiatives.

MC noted that in addition to this report, a report focusing on ACEs is due to be released in September 2019 which will be of interest to the group.

MC introduced the work Estyn has been doing on the whole school approach, confirming the report is called *Happy and Healthy* and will be released on 12 June 2019. MC summarised the main findings and recommendations of the report.

MfE asked the group if the report findings are captured by the work of this group, and if anything is not currently included.

LN commented on the importance of teacher training and ITE in order to implement the recommendations in the report. LN noted that it was a shame the ITE provider accreditation process had finished and could not be changed to include greater emphasis on mental health and wellbeing and asked how we could address this.

MfE agreed that the accreditation process had finished, but influencing and tweaking of the content offered is an ongoing process. RC added that although it was too late to include any additional content in the ITE courses beginning September 2019, the intention is to include new content in the following year's course.

**Action 3: ITE to be included as an agenda item in October meeting.**

SH asked if issues of physical school environments are considered within the work of this group. MfE committed to considering how work on physical school environments

presently being undertaken relates to the work of this group, noting that best practice in this area is still under debate and being refined.

**Action 4: consider how physical environments are included within the whole school approach work programme.**

CJ asked if the teacher training planned includes leadership development, and if there are plans to encourage schools to have formal induction programmes for new staff that include mental health and wellbeing policies.

MfE confirmed that work was ongoing in terms of leadership development and mental health, and the National Academy for Educational Leadership (NAEL) was into its second cohort of leaders. MfE noted the importance of increasing links with youth work and learning from youth work principles when it comes to building relationships with children and young people, and emphasised the importance of reconnecting schools and youth workers.

SD agreed and noted that although some youth workers are still in schools, they are being asked to deal with 'embarrassing problems' such as SRE or substance misuse lessons, which is outside of their remit.

**Item 3**

MfHSS introduced JB to present on the revised National Quality Award criteria and the School Environment survey.

JB explained the process of stakeholder engagement to develop new criteria for the NQA and why they had chosen to focus on the mental health section first. She noted the strong relationship between staff and pupil mental health that had been mentioned previously by MC and suggested that this was an important piece of work for the programme.

LN welcomed both reports and noted that suicide and self-harm are urgent issues that need to be addressed swiftly. Guidance from WG on addressing suicide and self-harm is currently being finalised.

SM noted that it was interesting to look at the other health issues in the environment survey in conjunction with the mental health issues, as they are all interrelated eg lunch breaks, restorative approaches for bullying.

**Action 5: JB to circulate full WNHSS report**

SH and LN asked for more clarity on the relationship between the NQA criteria and the universal approach work of this group, and sought reassurance that the programme is taking a joined-up view to the various pieces of work.

CS raised whether a structured approach to staff wellbeing is needed, and whether good practice examples from other sectors could be used as inspiration. MC said that staff wellbeing is discussed in the Estyn report (item 2) and JB agreed that staff

wellbeing is an element in WNHSS, though not always given the right amount of attention.

SM noted that the results of the Wellbeing in Secondary Education (WISE) two year study of teacher wellbeing had recently been produced and should be published shortly, which emphasises the connection between staff and pupil wellbeing.

MfE summarised potential actions coming out of this discussion, including improving teacher workload, improved HR systems, ensuring teacher competence and continuing to develop educational leadership.

#### **Item 4**

MfE and MfHSS introduced the newest version of the workplan for discussion.

Secretariat explained the new workplan is now more focused on products, rather than process. The first product is a framework for schools, which will provide an end to end process for implementing and evaluating their whole school approach. The further actions, are individual 'products' in themselves, though are also integral components of the framework. This is not intended to overburden schools and will be joined up and connect interdependent activity together, such as the WNHSS framework, Estyn self-evaluation toolkit and SHRN data.

Teacher wellbeing is currently included alongside student wellbeing but it can be pulled out into its own action, given discussion of its importance today.

#### **Action 6: create a separate action in the workplan to address teacher wellbeing.**

The workplan will define universal offer and more targeted intervention options, including those to address the 'missing middle'. The Sutton Trust Toolkit is being considered as potential vehicle to support schools across a range of targeted support interventions. Whilst in the initial stages of discussion, more there is a piece of work to be done on how it can be developed to be Welsh specific and suitable for this programme. Officials will be working with a group of head teachers and NHS staff for support in this activity.

Physical environment is not yet captured in the workplan – there is a piece of work to be done in seeing how work happening elsewhere in Education on physical school environments can be integrated into the work of the Group.

#### **Action 7: assess work happening elsewhere in Education on physical school environments and how it can be integrated into the work of the Group.**

CR gave a presentation on the logic model and methods of evaluating the programme's performance. The logic model is a framework to pull together data components to assess the performance of programme. It provides transparency about what we're trying to achieve on the programme and measure progress.

LN sought clarification from secretariat on how WNHSS fit in the universal offer, and whether PHW would be leading on the universal approach while WG led on targeted.

Secretariat clarified that new WNHSS criteria fulfilled part of defining part of the universal offer and its accountability system, and it was important for it to fit within wider WG work and that WG would work closely with PHW as this work progresses.

LN emphasised the importance of WG driving the universal offer and making sure it is broad and includes elements discussed previously such as ITE and CPD. LN also noted the importance of producing suicide and self-harm guidance for schools.

CS asked if anything had been removed from the previous workplan and secretariat confirmed that only process had been removed, not substance. CS queried specific actions regarding LPMHSS, RPBs and online counselling. Secretariat confirmed that officials are in close contact with mental health colleagues for LMPHSS work and are engaging with HTW to examine the evidence and develop guidelines for online counselling to ensure consistency across Wales.

The Group discussed the importance of monitoring academic, as well as wellbeing outcomes and confirmed that SAIL links health data to performance data, allowing this to be monitored.

HD reiterated LN's point regarding suicide and self-harm guidance, as well as the training and resources that will accompany it. There is no substitute for face to face training, and it helps make sure it's on school leadership teams' agendas. HD connected this to the importance of accountability and performance measures.

MfE referred to MC's presentation and Estyn's recommendation on accountability and self-evaluation. She discussed the importance of alignment between self-evaluation, challenge advisers, Estyn, and WG expectations.

SH asked if there are plans in place to change current performance measures. MfE confirmed that interim evaluations are in place as the system shifts to self-evaluation. Interim evaluations have a number of features to ensure all children are represented in the evaluations.

Group agreed they would study the logic model and workplan further after the meeting and return comments by email.

**Action 8: circulate logic model and workplan for comment.**

Meeting closed at 13:12. Next meeting will be 11am, 21 October 2019.