

**JOINT MINISTERIAL TASK AND FINISH GROUP ON A WHOLE SCHOOL APPROACH
TO EMOTIONAL WELLBEING AND MENTAL HEALTH
27 JANUARY 2020**

Attendees

Name	Representing
Kirsty Williams, AM (MfE)	Minister for Education
Vaughan Gething, AM (MfHSS)	Minister for Health and Social Services
Lynne Neagle, AM (LN)	CYPE Committee Chair
Steve Davis (SD)	Welsh Gov't Director Education Department
Chris Jones (CJ)	Welsh Government Support for Learners
Dr Elizabeth Davies (ED)	Welsh Gov't Senior Medical Officer (GPs)
Tracey Breheny (TB)	Welsh Gov't Substance Misuse and Mental Health
Dr Dave Williams (DW)	Welsh Gov't CMO Child Psychiatry Advisor
Jo-Anne Daniels (JD)	Welsh Gov't Director of Mental Health, NHS
Albert Heaney	Welsh Gov't Director of Social Services and Integration
Dr Heather Payne (HP)	Welsh Gov't Senior Medical Officer (Paediatrics)
Aled Evans (AE)	Association Directors of Education Wales
Dr Liz Gregory (LG)	Psychology Services
Dr Julie Bishop (JB)	Public Health Wales
Prof Sally Holland (SH)	Children's Commissioner for Wales
Prof Simon Murphy (PSM)	DECIPHer
Paula Vaughan (PV)	Primary Schools representative
Charles Janczewski	LHB Vice Chair representative
Cllr Huw David (HD)	WLGA
Andrew Jarett (AJ)	Directors of Social Services
Debbie Hartevelde (DH)	Regional Education Consortia
Steve Davies (SD2)	Principal Youth Officers Group
Mark Campion (MC)	Estyn
Jason Pollard (JP)	Welsh Government, Secretariat
Ella Sivan (ES)	Welsh Government, Secretariat

Deputy

Karen Jewell (KJ)	For Professor Jean White Chief Nursing Officer
Deb Austin (DA)	T4CYP programme for Carol Shillabeer

Apologies

Name	Representing
Chris Parry	Headteacher Lewis School

Attending for the meeting

Name	Representing
Charlotte Montgomery	Gwent Whole School Approach

1	Welcome, apologies, minutes and actions from 4th November 2019 meeting	
1.1	<p>The MfE welcomed members to the fifth meeting of the Joint Ministerial Task and Finish Group on a Whole School Approach (WSA) to emotional wellbeing and mental health. Chris Jones, who is taking over Ruth Conway's role as Deputy Director for Support for Learners division, was also introduced.</p> <p>The minutes of the previous meeting were discussed and confirmed, all the actions were complete.</p>	
2	ADEW/WG national survey of schools' current practice and provision in relation to emotional wellbeing and mental health – presented by Aled Evans	
2.1	<p>The MfHSS welcomed Aled Evans, who presented key findings from a joint ADEW and WG national survey of schools' current practice and provision in relation to emotional wellbeing and mental health.</p> <p>The presentation discussed the wide variety of universal and targeted interventions and assessment tools used by schools across Wales. A number of difficulties faced by some schools in relation to providing emotional wellbeing and mental health support were also discussed, ranging from funding or timetable issues through to difficult relationship with specialist services and the need for schools to be sufficiently supported in choosing evidence based interventions.</p> <p>Following the presentation, LN commented on the importance of having a range of evidence based initiatives available; the current plethora of initiatives which presents a confusing picture for schools; and enquired on the percentage of responses that were from secondary schools in particular. SH also welcomed the report which fits with her experience of interactions with schools, and noted the importance of having a toolkit that sits alongside the WSA framework guidance to support schools to select the right interventions for them.</p> <p>Both JB and HP found the long list of assessment tools concerning, with the potential of using the tools primarily to 'label' students, which could do more harm than good. HP suggested that the National Screening Committee could be useful in helping schools to make best use of assessment tools. SM noted that schools could utilise SHRN indicators for depression and anxiety within their schools as important context. Moreover, he noted that getting students actively involved in the WSA process and taking ownership of the actions that their school takes is key. Finally, DW considered the importance of having a flexible one-size-doesn't-fit-all approach, allowing local authorities to have different approaches to how centralised interventions are. He also raised the query of how the findings of the ADEW/WG survey can be utilised for staff wellbeing as well as student wellbeing.</p> <p>AE welcomed everyone's comments and confirmed that he will provide the split between primary and secondary schools.</p> <p>MfE noted that schools are not experts, so supporting them to make decisions on which interventions to utilise is particularly important. Joined up thinking between this and other asks of schools is also critical, such as making links between professional learning regarding mental health and professional learning on the needs of vulnerable children that qualify for regional pupil development grants.</p>	Action 1

3	<p style="text-align: center;">Gwent Whole School Approach – presented by Dr Liz Gregory and Charlotte Montgomery</p>	
3.1	<p>The MfE welcomed Dr Liz Gregory and Charlotte Montgomery, who presented learnings from their WSA pilot in Gwent.</p> <p>The discussion highlighted that schools act as a key community for children and young people and thus have the unique potential to support or hinder wellbeing. In particular, fostering positive emotions in every interaction within school is integral to nurturing learning and curiosity. They also expanded on some of the challenges that were faced in setting up the Gwent WSA and the importance of collaboration across different professions and celebrating with schools to create positive relationships that then allow for curiosity and engagement in the process.</p> <p>Following the presentation, the MfE expressed how encouraging it was to hear about the WSA pilot in Gwent, in particular the use of spirals of enquiry which are being used to facilitate a culture of change in other areas of education.</p> <p>SM noted his interest in the possibility of using learning from the Gwent pilot for scaling up to a larger WSA. KJ mentioned she had met with some Gwent school nurses who are excited by the WSA and the support that they are being given, which has given them confidence to do more hands on work such as drop-in clinics.</p> <p>MC was particularly interested in how the work links in with regional consortia and the Welsh Network of Health Schools (WNHSS) scheme. DH expressed how inspiring it was to listen to the presentation, and also agreed that the join up between regional consortia and a WSA is key in giving clarity to schools. CM responded that they have had positive meetings with WNHSS coordinators and discussions are ongoing as to how the WSA and WNHSS scheme can best complement each other and prevent burdening schools with additional work.</p> <p>PV expressed how valuable the work they are doing is, and the importance of creating safety for curiosity. Wellbeing should not be an add-on in a school, but an integral element which is given equal value to teaching hours. With this mind-set time and space for co-production and for both staff and students to reflect is key. MfE built on this point, noting the importance of each school having agency to craft a curriculum that is right for them.</p>	
4	<p style="text-align: center;">T4CYP Whole System Overview – presented by Deb Austin</p>	
4.1	<p>The MfHSS welcomed the extension of the T4CYP programme and confirmed that to increase alignment of the whole system and whole school approach the T4CYP programme will have a slot to report into the T&F Group meetings going forward.</p> <p>Deb Austin was introduced and outlined the T4CYP programme plan and the three work streams that will be their focus.</p> <p>Following on from the presentation, SH confirmed the research being done with RPBs and that a report on work done is expected in March.</p> <p>LN noted that the new structure for the T4CYP programme is an improvement on the previous structure, but that she still had some concerns of fragmentation.</p>	Action 2

5	Any other business and date of next meeting	
5.1	<p>The MfE noted the date of the next two meetings has been set (29 June and 9 November) with diary markers issued. She offered SH an opportunity to speak.</p> <p>SH asked whether the WSA framework guidance would be given statutory status, and if so whether it might fit in the Curriculum and Assessment Bill. The MfE noted that WG is still in the process of considering whether to make the guidance statutory. She confirmed that if it is to be made statutory there are a number of ways to give it that status, without the need to include it in primary legislation, for example the anti-bullying guidance was recently made statutory without requiring primary legislation.</p> <p>The MfE noted that it had been intended to consider the final School Framework Guidance at this meeting, in advance of formal consultation. However, revisions were still being made to the document, which would now be considered at the next Stakeholder Reference Group meeting on 17 February. Whilst it would be impractical to arrange another meeting of this group at short notice, given diary commitments, she offered that officials could meet with any group member to discuss the Framework during February/early March in advance of formal consultation commencing during March.</p> <p>Officials will circulate the latest version in mid-February, with any member who wishes to discuss in advance of consultation to contact the Secretariat.</p> <p>Date of the next meeting: 29th June 2020 (11.30-13.00) Location: Cathays Park 2</p>	Action 3