



**EDUCATION AND LIFELONG LEARNING
DIRECTORATE**

WELLBEING AND BEHAVIOUR STRATEGY

2019-2022

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1. Introduction & Background

Aims of the document

Rhondda Cynon Taf's Wellbeing and Behaviour Strategy sets out the Local Authority's plan to promote positive wellbeing and behaviour in our schools. It recognises the central role that schools, the Education and Inclusion Service Directorate and partner agencies have, both individually and collaboratively, in promoting staff and pupil wellbeing and supporting engaged and effective learners.

We recognise the sizeable challenge of meeting the complex social, emotional and behavioural needs of pupils whilst retaining high expectations for educational improvement and a focus on academic achievement. However, it is our belief that these elements are in fact interdependent and equally important to pupils flourishing. As such, it is important that our policies and practices reflect this perspective.

Our strategy is based on the central premise that placing individuals' wellbeing at the core of school improvement is not only important in its own right but also because it affects the physical health, cognitive functioning, social relationships and behaviour of individuals across a life course (Clarke et al. 2015). In addition, we believe that a positive transformation in even a single individual's wellbeing can lead to the improved functioning of school and family systems and ultimately produce thriving communities able to respond effectively to the complex challenges facing our society (e.g. climate change, poverty, health inequalities and jobs and growth).

Herein we set out a holistic and comprehensive wellbeing approach which deeply considers the differing cultural and contextual needs of each of our schools and which respects the perspectives of the individuals, families and communities which they serve. By doing so, we aim to enable every school in RCT to draw upon their unique strengths and resources to overcome and transform the bespoke challenges they may face.

Our strategy also seeks to complement existing policy and guidance outlining the wellbeing goals and objectives of the Welsh Assembly Government (Wellbeing of Future Generations Act 2015) and Cwm Taf Public Service Board (Cwm Taf Well-being Plan 2018-2023). In addition, it endeavours to effectively prepare schools across RCT to meet the four core purposes of upcoming curriculum reform (ambitious capable learners, ethical informed

citizens, healthy confident individuals, enterprising creative contributors) and to meet the requirements of a new common inspection framework (Estyn, September 2017).

Contextual factors

Social and Emotional Learning in Schools

There is a growing body of research demonstrating the various positive long-term outcomes associated with healthy social and emotional development in childhood (e.g. adult life satisfaction, mental health, family formation and labour market success (Goodman et al. 2015; Clarke et al., 2015). Furthermore, findings also indicate that the development of effective social and emotional skills can serve to prevent individuals engaging in a wide range of harmful behaviours such as substance misuse, anti-social behaviour and risky health and sexual behaviours (Weare & Nind, 2011).

It is now widely recognised that, in addition to promoting pupils' cognitive and academic development, schools provide an important social context that can shape the trajectories of children's future emotional wellbeing and health. School pupils are required to navigate interpersonal relationships with both adults and peers and to learn a wide range of skills related to well-being outcomes (persistence, resilience, collaboration etc.). As such, it is argued that schools provide a unique setting to embed wellbeing intervention. (Clarke et al 2015).

A number of initiatives across Wales have focused on the promotion of pupil wellbeing (Social and Emotional Aspects of Learning, Healthy Schools and Super Ambassadors Scheme) and various interventions have been introduced into schools to help support the emotional wellbeing of pupils (Emotional Literacy Support Assistance; ELSA, Thrive, Mindfulness in Schools Project MiSP, R-Time, and Nurture Groups Restorative Approaches). Research into the efficacy of such approaches indicates that school-based interventions that promote Social Emotional Aspects of Learning can promote long-term benefits for young people, including improved mental health, social functioning, academic performance and positive health behaviours (Clarke et al., 2015; Barry et al., 2013). However, despite such encouraging findings, it continues to be very challenging for schools to integrate effective wellbeing support into an already busy timetable. This is demonstrated in findings from the 2017/18 Students Health and Wellbeing Survey which revealed that only 52 % of secondary

aged pupils in Rhondda Cynon Taf (RCT) think that teachers care about them as a person and only 46 % feel their ideas are treated seriously.

To support schools in this endeavour, Banerjee et al. 2016 conducted a synthesis of the academic research and policy evaluations relating to school-based wellbeing strategies and revealed clear guidelines for how schools can effectively embed well-being into the entire school ethos, the curriculum, and staff training and professional development.

The key guidelines are;

- Wellbeing should be treated as a whole school approach not merely an intervention that happens outside of the classroom
- Wellbeing must be considered as everyone's responsibility and not just that of a few trained individuals
- Wellbeing interventions need to be proactive rather than reactive in nature
- Wellbeing approaches in schools should consider/include all learners and not just those with externalised problems
- Approaches to wellbeing need to underpin school policy and reflect the overall experience of learners (e.g. cognitive, motivational, relationships etc.)
- Wellbeing intervention should be a collaborative process and include action research.
- Wellbeing interventions should be rooted in a strong evidence base.

Rhondda Cynon Taf's Wellbeing and Behaviour Strategy seeks to respond effectively to the findings of such research and to support schools and services across the LA to deliver effective intervention and support for the wellbeing of staff and pupils.

Curriculum Reform in Wales

It has been argued that the current reform of the Welsh curriculum presents a once-in-a-generation opportunity to truly embed effective support for mental health and wellbeing in educational practice. Health and Wellbeing has been identified as one of the six core Areas of Learning and Experience (AoLE) within the new curriculum for Wales (WAG 2017). As such, it will be a separately structured part of the curriculum for the first time offering schools the chance to embed wellbeing within the fabric of teaching and learning.

Under the proposed changes, schools will be asked to consider five key concepts considered central to this AoLE. They are;

1. Development of physical confidence and competence

2. Understanding the impact of life experiences and developing appropriate responses
3. Recognising how decisions and actions influence the health, personal safety and quality of life of learners as well as wider society.
4. Considering and understanding the interdependencies of the health and well-being of individuals, society and environments
5. Awareness of a diverse range of different relationships including friend, familial, romantic, sexual, professional and spiritual relationships

In addition to its importance within the new curriculum, 'Wellbeing and attitudes to Learning' also forms one of the five Inspection Areas under Estyn Common Inspection Framework (Estyn 2017). Under the current framework, schools are required to demonstrate their ability to promote positive wellbeing throughout the school through various means (e.g. Effective leadership and vision, positive relationships, cultural identity, embedding the UNCRC Rights of the Child, focus on staff wellbeing, self-evaluation and policy). This increased emphasis on wellbeing offers schools the chance to celebrate good practice and provides much needed credence to its role as an educational priority.

In light of these changes, Rhondda Cynon Taf's Wellbeing and Behaviour Strategy seeks to support schools and LA services to respond effectively to forthcoming curriculum reform and to fully meet the requirements set out in the common inspection framework.

Adverse Childhood Experiences

Influential research conducted by Public Health Wales since 2016 has revealed the widespread prevalence of Adverse Childhood Experiences (ACEs; traumatic events experienced before the age of 18) within the Welsh Population. It has also identified the potentially harmful impact these events can have across an individual's lifespan. The 9 Adverse Childhood Experiences are;

- Verbal Abuse
- Physical Abuse
- Sexual Abuse
- Parental separation
- Domestic violence in household
- Mental illness in household
- Alcohol abuse in household
- Drug abuse in household

- Incarceration of parent

A recent survey (2018) conducted by the Youth Engagement and Participation Service (YEPS) in RCT (4869 young people) found that 48% of respondents had experienced parental separation, 19% lived with a family member suffering from mental health difficulties, 7% lived with a family member with alcohol dependency and 4% had experienced parental incarceration.

Increased exposure to ACEs has been found to significantly increase an individual's risk of engaging in various health-harming behaviours (e.g. Underage sex, high-risk drinking, drug use and involvement in violence (Public Health Wales, 2016) and to develop various health difficulties in adulthood (e.g. Type 2 diabetes, heart disease, and respiratory disease; 2018). ACEs have also been shown to negatively impact people on a variety of mental health indicators, (e.g. reduced optimism, lower perceived closeness to others, impaired clarity of thought; Public Health Wales, 2017) with individuals experiencing 4 or more ACEs found to be 6.1 times more likely to receive treatment for mental illness in adulthood and 9.2 times more likely to have experienced suicidal ideation or engaged in non-suicidal self-injury.

In addition to the longer-term correlates of ACEs in adulthood, a recent report (Public Health Wales, 2018) has also found that increased exposure to ACEs in childhood significantly increased the likelihood of school absenteeism and health issues in childhood (e.g. allergies, headaches, asthma and digestive problems).

Although much of the research to date identifies the potentially harmful impact of ACEs for individuals, more recent findings have promoted a more optimistic outlook in this area. A 2018 study by Public Health Wales found that by enhancing the resilience of both children and adults it is possible to significantly mediate the negative impact of ACEs. Protective factors in childhood included trusted adult relationships and regular participation in sports.

In light of the ACEs research findings Rhondda Cynon Taf's Wellbeing and Behaviour Strategy strongly supports the objectives of Public Health Wales to enable all schools and services to prevent, respond to and mitigate the harm from ACEs and to build protective factors and resilience across the school population. To do so, we recognise the need to engage in extensive collaboration with our partners in Health, Social Services and Third Sector agencies.

Mental Health of Children and Young People

The mental health of children and young people has been a rising concern over recent years with it now estimated that three children in an average size UK classroom will have a mental health problem (Young minds report, 2017). A recent investigation by an alliance of leading Welsh mental health charities suggested that 1 in 10 children in Wales show evidence of a diagnosable mental illness with particular concerns being raised regarding the rise of stress and anxiety related issues in young people, an increasing prevalence of self-harm and the potentially negative impact of social media on children and young people's mental health (WAG, 2018). It is therefore unsurprising that mental health is the most commonly raised issue with the Children's Commissioner for Wales by children, young people, their parents and carers.

Within RCT, a recent YEPS survey (2018) found that 16% of respondents (aged 11-25) reported having experienced mental health issues. Similarly, the Schools Health and Wellbeing Survey found that 16% of pupils aged 11-16 reported being unsatisfied with their life, with perceived satisfaction ratings dropping considerably between years 7-11 (89%-78%).

Despite such worrying child and adolescent mental health statistics, the negative consequences of mental distress are not inevitable and research indicates that with appropriate and timely intervention and support, many children and young people suffering from mental ill-health can go on to live happy, productive and fulfilling lives. In particular, children's distress can be greatly reduced through the right care and support in schools. The development of preventive measures that promote pupil resilience and healthy coping mechanisms combined with better identification and early intervention programmes can play a pivotal role in transforming the negative trajectory of children and young people's mental health. However, enhanced support is also required outside the school environment with effective collaboration between health, education, social services, youth work, and the third sector required to develop lasting change.

The RCT Wellbeing and Behaviour Strategy outlines the LA's firm commitment to raising healthy, resilient individuals who are able to overcome any of life's challenges. The strategy seeks to enhance the capacity of schools and LA services to identify, prevent and respond to the mental health needs of children and young people. It also aims to promote effective and efficient multi-agency working to generate creative and innovative solutions to overcome the problems facing young people today.

Behavioural Issues

For most children and young people, the care and protection they receive from within their family, school and/or community networks provides them with the security and stability required to regulate their emotional and behavioural responses in order to successfully integrate within society. However, for some children and young people, such networks can form unpredictable, risky and dangerous settings which require them to display alternative behavioural responses to adapt and survive. Sadly, such behaviours (e.g. aggression, defiance, withdrawal and hypervigilance etc.) are often maladaptive within mainstream school and social settings and can lead young people to experience a range of detrimental future outcomes (e.g. absenteeism, exclusion, radicalisation, exploitation).

Unfortunately, such problematic behaviours and their related outcomes are all too prevalent across RCT, Wales and the UK. The rates of permanent and fixed term exclusion from schools across Welsh schools have shown notable increases over recent years (WAG 2017). Within RCT schools there has been an increase in the number of permanent exclusions over the past year and a significant increase of 14.3% in the number of fixed term exclusions with figures at their highest for the past 5 years. There has also been an increase in the number of repeat exclusions across the LA at 46% of the overall number of exclusions during 2018/19.

Incidents of reported bullying remains high in Wales (one in ten secondary pupils). Likewise, within RCT data from the 2017/18 Schools Health and Wellbeing Survey found that 37% of secondary aged pupils reported perceived bullying within the last month and 20% reported experiencing cyber bullying. The data suggests that pupils mainly experience bullying related to their weight (61%), sexuality (41%) or disability (22%).

Following a period of relative stability, there has also been a recent rise in the number of unauthorised pupil absences in both primary and secondary schools in Wales (WAG 2018). Attendance figures across RCT schools have shown a downward trend in both primary and secondary schools.

In addition to school based behavioural issues, there are now growing concerns over the increased exploitation (e.g. child criminal exploitation, county lines activity, child sexual exploitation and radical extremism) of vulnerable young people as a consequence of their discontent and instability. Findings from the YEPS survey 2018 indicates that 22% of young

people aged 11-25 have witnessed or been a victim of crime in last month. Furthermore 10 % of respondents stated that they felt unsafe or very unsafe in their community.

Although traditional behaviourist approaches (e.g. reward and punishment) may be effective in altering the conduct of the majority of pupils, they are not successful with all. This can be especially true for pupils who have experienced adverse childhood experiences, trauma and loss, including vulnerable groups such as Children Looked After (CLA). For these pupils such approaches often serve to re-traumatise them and fail to teach them how to express their emotions in a more appropriate manner. As such, there is a clear requirement for schools to adopt alternative approaches to tackling challenging behaviour to help meet the needs of all pupils.

The RCT Wellbeing and Behaviour Strategy promotes a shift towards viewing behaviour as a communication of an unmet need (cognitive, motivational, relational or emotional) and responding accordingly. By placing pupils' needs and feelings at the core of our interactions rather than their behaviour itself, we can apply a non-judgmental and empathic attitude towards behaviour. This approach does not minimise the need to maintain clear boundaries and expectations around behaviour recognises that in order to help pupils feel safe, their educational environment needs to be high in both nurture and structure, providing predictable routines, expectations and responses.

The current strategy also advocates the central importance of secure relationships to developing effective behavioural regulation. It suggests that by developing, maintaining and repairing relationships between staff, pupils and their parents/carers we are able to build stable communities that foster connection, inclusion, respect empathy and self-learning.

Staff Wellbeing

Although much of the focus in schools centres on supporting and responding to pupil needs, there are now growing calls to consider the emotional experiences of staff as equally important (Taylor 2017).

School staff are facing increasingly challenging and complex work demands in an environment of diminished resources and increased expectations (Garland et al. 2018). As a consequence we are unsurprisingly seeing considerable increases in the number of teachers leaving the profession, being absent from work (short term and long term) and reporting mental health concerns (Anna Freud Centre Report 2018). As such, it is clear that identifying and supporting the emotional needs of staff requires increased consideration, not only for the sake of

individual staff members but also to promote positive mental health more widely across schools, to reduce staff absence and to improve productivity which will ultimately enhance pupil wellbeing and attainment.

The RCT Wellbeing and Behaviour Strategy seeks to support schools to recognise and respond effectively to the emotional needs of staff and endeavours to aid school leadership to build a culture of respect and trust where school staff feel valued, can be open about their health and wellbeing and know how to access support if they need it.

2. Defining & Conceptualising Wellbeing

The following section outlines the key conceptual frameworks underpinning the RCT Wellbeing and Behaviour Strategy.

Ecological Systems Theory

The RCT Wellbeing and Behaviour Strategy is underpinned by a systemic approach to understanding and promoting pupil wellbeing. The Ecological Systems Theory (Bronfenbrenner) explains how individual traits and characteristics interact with environment factors to influence how individuals develop and behave. As such, the model stresses the importance of moving from a within-child approach to viewing children's wellbeing and behaviour in the context of multiple, interrelated environments (e.g. family, peer group, school, community and culture) in order to help understand his/her development.

In essence, such a systemic approach suggests that effective intervention and support for pupil wellbeing requires consideration of various systemic factors (e.g. home life, peer group relations, school life, community issues). It also promotes the importance of collaborative problem solving and preventative action that brings together individuals/professionals from diverse sectors and settings to create multi-layered support for individuals in need.

Graduated response

The RCT Wellbeing and Behaviour Strategy adheres to and promotes a graduated response to wellbeing support/intervention. Such an approach recognises that effective intervention for wellbeing must plan for the needs of all learners, providing increasingly targeted and specialist support to those pupils/groups in most need. This approach can be considered as a tiered

system of support which considers the need for intervention/support at the whole school, group and individual level.

By regularly assessing, planning for and reviewing the wellbeing needs of a school across various levels (e.g. policy, teacher training, school based intervention and external support) schools are better able to implement preventative and proactive support measures that can impact a large number of pupils. They can also enable early identification of need and provide appropriate and timely support to pupils of increasing concern. Lastly, through building wellbeing capacity of across a school the graduated approach enables more efficient and appropriate access to specialist support and provision if and when required.

Dynamic Equilibrium Model

The scientific study of 'Wellbeing' has led to much confusion and misunderstanding over how the term is defined and applied in different contexts. This is certainly true within education with terms such as happiness, health and wellbeing, social and emotional development and resilience often being used interchangeably. As such, the RCT wellbeing and behaviour strategy seeks to provide schools with a clear, consistent and usable definition of wellbeing that is applicable across all schools and services.

Our approach is based on some key assumptions regarding the definition of wellbeing. Firstly, that wellbeing is not a unitary construct, and therefore cannot be adequately measured as such. Instead, we believe that 'wellbeing' should be thought of as a multifaceted concept which fluctuates and differs across various contexts.

Secondly, wellbeing is dynamic in nature and cannot be measured in a linear fashion. Wellbeing is a fluctuating phenomenon that corresponds to the interplay between our personal/social resources (internal and external) and the challenges one faces at any given time (Dodge et al. 2016). As such, the measurement of wellbeing is therefore most useful and/or meaningful when contextual information is taken into consideration and when the unique challenges a person is facing is understood.

With these tenants in mind, our strategy is based on a definition of wellbeing proposed by Rachel Dodge (2016). The Dynamic Equilibrium Model as it is known considers wellbeing simply to be the balance point between the resources and the challenges of an individual. For example, if a person faces a high level of challenge with not enough resources then they will become stressed and overwhelmed. In contrast, if a person faces limited challenges despite ample resources then they will become bored and de-motivated. Within the theory, resources

and challenges refer to various/multiple factors including cognitive, emotional, physical, financial and social elements.

A particular strength of the approach is its flexibility to account for the impact that various life domains can have on subjective wellbeing. The model seeks to explore the unique strengths and challenges being faced by an individual in an attempt to understand their current wellbeing. The approach is also easily applicable to wider school systems, as it accounts for the unique resources and difficulties facing each schools/services across the LA.

Positive Psychology and PERMA

In addition to the challenge of defining wellbeing, researchers have also struggled to agree on a usable framework and measure that can be applied across various settings. In the field of psychology, there has been a historical predominance to focus on wellbeing as the absence of negative features that impact individuals' functioning (e.g. problematic emotional and behavioural patterns). However, in recent times there has been an increasing shift towards considering wellbeing in terms of more positive dimensions (e.g. life satisfaction, happiness and resilience) both generally and in the context of school education (Seligman et al., 2009). Rather than focussing solely on reducing pupils' deficits/issues and barriers to learning, the field of positive psychology advocates the need to focus on identifying pupils' character strengths and virtues which they can apply in their learning and transfer throughout their lives.

Embedded in Positive Psychology, Seligman's PERMA model is suggested as an effective framework for understanding and promoting wellbeing as a multidimensional and dynamic construct. Furthermore, the PERMA profiler (measure linked to the framework) is suggested as an easily understood measure which can assess various dimensions of pupil wellbeing and can account for fluctuations in wellbeing over time.

According to Seligman's PERMA model **Positive emotions** refer to hedonic feelings of happiness (e.g. feeling joyful, content, and cheerful). **Engagement** refers to psychological connection to activities or organizations (e.g. feeling absorbed, interested, and engaged in life). **Relationships** include feeling socially integrated, cared about and supported by others, and satisfied with one's social connections. **Meaning** refers to believing that one's life is valuable and feeling connected to something greater than oneself. **Accomplishment** involves making progress toward goals, feeling capable to do daily activities, and having a sense of achievement. Seligman proposes that these five pillars contributing to individual well-being,

are important areas that people pursue for their own sake, and can also be defined and measured independently of one another.

There are a number of potential benefits to schools using the PERMA model. Firstly, it offers a simple, coherent and consistent language through which to discuss wellbeing both internally and across agencies. Secondly, it accounts for the multifaceted nature of wellbeing and provides holistic information about a person's wellbeing profile at any one time. It therefore allows wellbeing intervention and strategy to be more effectively targeted to the specific aspect of wellbeing most in need of attention. Thirdly, it recognises that pupil achievement/accomplishment and positive emotions are interrelated and therefore cannot be separated when considering the holistic wellbeing of a person. This enables us to see that much of the work we do in schools to promote 'achievement' also has a large part to play in raising pupil wellbeing. Finally, through its underpinnings in positive psychology, the PERMA model offers us a way to reflect on pupil wellbeing in an optimistic, proactive manner and to focus on pupil strengths as well as areas for development.

3. Practical Application of the RCT Wellbeing and Behaviour Strategy

a. Consistent Wellbeing Framework

The RCT Wellbeing and Behaviour strategy advocates the use of the PERMA model as a central framework for viewing/discussing wellbeing across RCT schools. As such, schools will be encouraged to consider how they promote and support the wellbeing of pupils and staff across various systemic levels (whole school, group and individual) using the PERMA framework as a guide.

To assist schools in this process, the LA will provide schools with various tools, including;

- Headteacher, Teacher and Whole School PERMA training
- PERMA self-reflection tool to support Provision Mapping and an effective graduated response for each area of wellbeing.
- PERMA resource bank for Senior Leadership Team and teachers offering strategies to support the embedding of PERMA strategies within teaching and learning.
- Online teacher and pupil PERMA profiler (wellbeing measure) to help schools identify the bespoke wellbeing needs of individuals and groups and to measure the specific impact of intervention strategies.

b. Identification of need (Effective Measurement Tools)

The RCT Wellbeing and Behaviour strategy advocates the use a triangulated approach to identifying the wellbeing needs of staff and pupils. As such, schools will be requested to consider wellbeing data from various sources. Through using a triangulated approach to measuring wellbeing, schools will be able to obtain rich and meaningful information about the wellbeing of staff and pupils and to consider prevalent issues from various perspectives (e.g. pupil, staff, LA). Sources of information may include;

Teacher/Staff Perception – Boxall Profile, Thrive Assessment, Generic Children’s Quality of Life Measure (GCQ), Behavioural and Emotional Rating Scale (BERS).

Pupil Voice – PERMA Profile, Warwick Edinburgh Mental Wellbeing Scale, Stirling Children’s Wellbeing Scale (SCWS), Pupils Attitudes to School Survey (PASS), qualitative pupil feedback

Teacher Voice – PERMA profile, Assessing Wellbeing in Education Measure

Objective Wellbeing Data – Vulnerability Profile, attendance data, exclusions data, bullying returns, counselling returns, staff absences

c. Multi-Agency Collaboration and Partnership Planning

The RCT Wellbeing and Behaviour strategy considers multi-agency and partnership working as a vital component of wellbeing support for schools. The breadth and depth of support/provision required to meet the wellbeing needs of school communities far exceeds the capacity of any one service or organisation. As such, it is crucial to collaborate and pool resources in order to develop innovative solutions to the issues facing our schools today.

As such, school leaders will be requested to engage in regular multi-agency planning meetings to jointly consider appropriate wellbeing intervention based on the wellbeing data obtained by schools. External agencies supporting school should also provide wellbeing data relevant to their role in order to support the planning process. Such multi-agency planning seeks to develop unity of purpose, provide role clarity and avoid duplication of responsibilities and to identify appropriate expertise required to implement identified strategies.

Wellbeing Innovation Plans should be drawn up to identify the key areas of focus, (using PERMA as a guide), the actions required to meet such need and roles and responsibilities of those carrying out required actions. Evidence based intervention should be employed wherever possible and consideration will also need to be given to appropriate methods of evaluation and success criteria for identified actions. This model of collaborative action research ensures accountability for all relevant partners and encourages schools and services to engage in reflective professional practice in relation to wellbeing and to develop as learning organisations.

Agencies that may be included within Collaborative Planning Meetings are;

- Attendance & Wellbeing Service
- School Improvement
- Education Psychology Service
- Behaviour Support Team
- Youth Engagement & Participation Service
- Youth Offending Service
- Eye to Eye (Counselling Service)

d. Effective Evaluation and Monitoring

Schools and services will be encouraged to develop rigorous systems for the evaluation and monitoring of Wellbeing Action Plans. However, they will not be expected to measure wellbeing in a purely linear fashion (e.g. wellbeing increased or decreased over time). Rather, progress should be considered as an iterative process which accounts for the multifaceted and fluctuating nature of wellbeing.

Schools and services should ensure that monitoring of agreed actions is time limited and that evaluation methods target the specific areas of wellbeing identified within the Wellbeing Action Plan.

By regularly monitoring and revisiting wellbeing data, schools/services will be able to account for and respond effectively to the fluctuating wellbeing needs of staff and pupils. Providing regular impact evaluation also offers schools across the LA the chance to celebrate and share good practice in relation to wellbeing support. Over time, this will enable schools to compile their own evidence base regarding the interventions/strategies that are most effective in responding to various wellbeing needs.

4. Key Priorities for Improvement

1. To develop more effective strategic and collaborative approaches to meeting the wellbeing needs of learners, their families and their schools.
2. To improve the outcomes for all cohorts of learners by effectively utilising all data sets to inform decision making.
3. To review and improve continuum of provision for all learners particularly vulnerable groups.
4. To work with schools to mitigate against the effects of Adverse Childhood Experiences (ACEs).

5. Monitoring Arrangements

The strategy will run for a 3 year period. Following an initial consultation period during July 2019, the strategy will be finalised in November 2019. A Wellbeing Steering Committee will be established to agree an action plan for implementation involving all relevant partners from Autumn Term 2019. The action plan will be monitored and reviewed annually. The success of the strategy will be demonstrated by an evaluation of a range of measures including:

- the number of schools which are identified as having 'good' leadership and management in school inspections
- the number of schools adopting effective whole school approaches to the development of pupil wellbeing and behaviour and achieve 'good' outcomes in relation to wellbeing in inspections and are deemed to provide 'good' support, care and guidance
- incidents of school to school support
- the number of schools using a range of effective wellbeing measures to identify priorities for development and to evaluate the effectiveness of school based interventions
- reduction in incidents of exclusion, bullying, time out and positive physical intervention in schools and improved attendance
- the impact of school wellbeing initiatives as identified via Wellbeing Action Plans
- progress in the development of in-house provisions to meet the needs of vulnerable youngsters

- evidence of effective provision mapping in schools and high quality interventions for learners with emotional, social and behavioural needs at early years actions plus/school action plus
- involvement in joint school/community based approaches to addressing disadvantage with improved outcomes
- the impact of services (e.g. Behaviour Support Service and Youth Engagement and Participation Service etc) on outcomes
- outcomes of learners attending specialist provisions for their social, emotional and behavioural needs.
- the number of young people who are NEET at post 16.
- an increase in the range of formal and informal qualifications acquired by those most at risk of disengagement.

6. Consultation on the Wellbeing and Behaviour Strategy

Schools views on this strategy and associated proposals have been consulted upon and have been important in shaping the strategic direction within the Local Authority. A task and finish group has been established to develop an action plan for the 2019/20 academic year.

Reference

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