



Report of the Cabinet Member for Education Improvement, Learning and Skills

To the Schools Scrutiny Performance Panel – 19 November 2018

Integrated Well-being Strategy and Behaviour Policy

Purpose:	To brief/update the Schools Scrutiny Performance Panel on the development of a Well-being Strategy and Behaviour Policy
Councillors are being asked to:	Consider the information provided and to forward views to the Cabinet Member via a letter from the Panel Convener
Lead Councillor:	Councillor Jennifer Raynor, Cabinet Member for Education Improvement, Learning and Skills
Lead Officer & Report Author:	Mark Sheridan, Head of Vulnerable Learner Service Tel: 01792 636367 E-mail: mark.sheridan@swansea.gov.uk
Financial Officer	Chris Davies, Principal Finance Partner (People)
Legal Officer	Stephen Holland, Senior Solicitor
Access to Services:	Rhian Millar, Consultation Co-ordinator

1. Background

- 1.1 The Behaviour and Well-being Subgroup of the Family Support Continuum Steering Group was set up in the autumn term of 2017 to develop a Behaviour and Well-being Strategy designed to provide a more integrated response to meeting the needs of children at all levels. (Background paper).
- 1.2 This paper outlines the progress made so far and recommends future actions to complete the work of the sub-group.

2. Briefing/Main body of report

- 2.1 The Behaviour and Well-being subgroup met on five occasions between September 2017 and July 2018. A draft Integrated Well-being Strategy for Children and Young People has been produced which includes a description and definition of well-being, a vision statement and principles as well as agreeing priority areas.

2.2 The strategy's vision statement states:

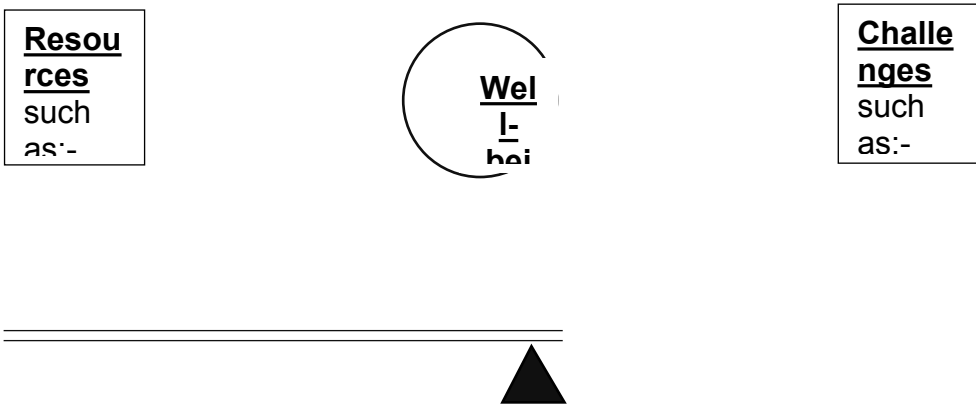
Swansea will promote, support and nurture every child and young person's well-being.

2.3 The strategy aims to offer an integrated approach to well-being through building the skills and capabilities for resilience whilst recognising the impact of adverse childhood experiences (ACEs). It recognises that an integral part of this aim is the promotion and support of the wellbeing of parents and carers, wider family members and the well-being of practitioners who work with children, young people and their families

2.4 The vision and aims have arisen directly out of discussion about the concept of well-being. The strategy promotes the following description of well-being:

Our well-being is made up of different factors at any one time and changes during our lifespan. It is affected by our experiences and background, how we think and feel, our ability to communicate and problem solve as well as our physical and mental health, relationships and sense of belonging in our communities.

2.5 To help understand well-being the strategy uses a balance model:



2.6 To best support the children, young people and young adults that we work with it is important to assess the challenges faced balanced against the resource available to support, promote and nurture their well-being.

2.5 The strategy introduces the Signs of Well-being Framework within the broad Team Around the Family approach already adopted by key teams within Poverty and Prevention and Social Services. Key roles are also described in the strategy including the concept of a named person for pre-school children, school age learners and those in further education. This has been taken from the Scottish policy initiative, Getting It Right for Every Child.

2.6 The strategy has identified the following themes and priorities:

1. Awareness Raising

- a. To promote Swansea's description of well-being
- b. Raise awareness of the impact of adverse childhood experiences across all key stakeholders
- c. To raise awareness of Swansea's Continuum of Need and Signs of Well-being framework
- d. Develop training packages for schools to support the emotional and mental well-being of children, young people and young adults

2. Provision Mapping and Gap Analysis

- a. To map needs and provision across the authority using the Signs of Well-being approach and Continuum of Need
- b. To develop a self-evaluation of well-being tool using the Swansea definition and Signs of Well-being approach
- c. Map good practice and resource currently available that has an evidence based impact on children, young people and young adults well-being

3. Implementation

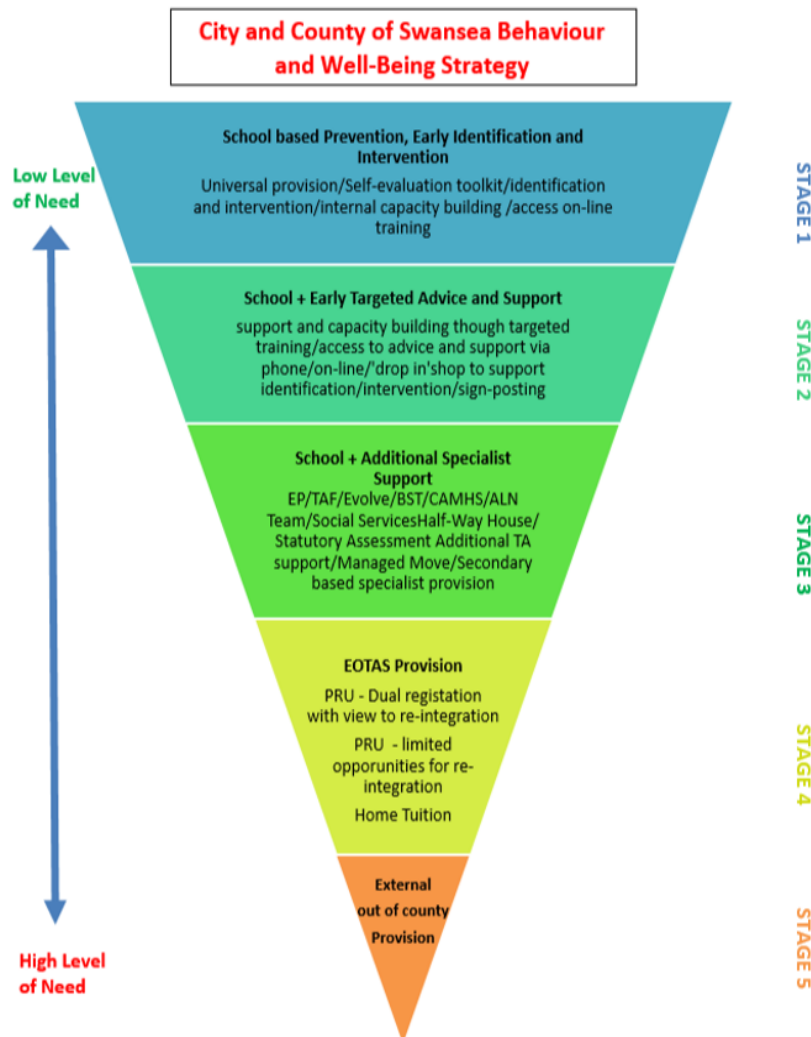
- a. Embed the Signs of Well-being approach to assess well-being needs and co-ordinate integrated, proportionate responses to identified need
- b. Promote the Named Person/Worker and Team Around the Family approach across the continuum
- c. Identify training gaps across the continuum to ensure intervention, particularly at the statutory and specialist levels, integrates with the Signs of Well-being and Signs of Safety frameworks

2.3 Further work is required to develop an action plan based on the themes and priorities set out in the strategy but this is not anticipated to take long. The strategy has also contributed to debate in the People Policy and Development Committee this term who were interested in the impact of ACEs. The committee agreed that the approach as set out in the strategy which emphasises resilience and strength-based, solution focused approaches complimented the ACEs framework.

2.4 The Draft Strategy has also been scrutinised by the Education Otherwise Than at School (EOTAS) Steering Group as well as presented to the Family support Continuum Steering Group where useful comment has been provided. It is now due to be presented with an action plan to the newly formed Getting It Right for Every Child group, which has superseded the Family Support Continuum Steering Group, on 13 November 2018.

2.4 As part of the discussion regarding the Well-being Strategy it became clear that to include a Behaviour Policy in this work was too wide a remit. It was therefore agreed in the Family Support Continuum Steering Group to separate the two tasks and Amanda Taylor, Head of Swansea Pupil Referral Unit (PRU) and Behaviour Support Unit (BSU) was asked to draft a policy based on the work of the EOTAS Steering Group, PRU Management Committee and key teams in the PRU and BSU. A first draft was completed in August 2018 and is now subject to further editing and amendment before it is presented to the EOTAS Steering Group later this term.

2.5 The Draft Behaviour Policy sits within the broader Draft Integrated Well-being Strategy and sets out Swansea’s approach to promoting and supporting positive behaviour in schools and other educational settings. It will detail the continuum of support offered by the Council to support positive behaviour through a staged approach that emphasises early and preventative measures:



2.6 The policy also sets out the ethos adopted by the Council and key principles designed to promote mutual respect and safety in order for learners to reach their potential.

2.6 The draft policy will be presented to the EOTAS Steering Group shortly for further scrutiny and recommendations.

3. Conclusions/Key Points Summary

3.1 In short good progress has been made in the development of an Integrated Well-being Strategy for children and Young People and Behaviour Policy. However there is still further scrutiny required of the draft documents as well as clear action plans to be added which show steps towards the vision and ethos set out in both. It is anticipated that this work will be completed by December 2018.

- 3.2 Subject to approval by the EOTAS Steering Group, Education Strategic Leads Board and Corporate Management Team, the strategy and policy will be subject to consultation with key stakeholders including children and young people, parents/carers, schools and the partner agencies of Health and Social Services.
- 3.3 Both the Draft Integrated Well-being Strategy and Draft Behaviour Policy are designed to provide a broad framework to think about, assess and support learners with complex multi-factorial needs that are affecting their well-being and consequently their behaviour. The strategy and policy recognise that the most effective way of meeting complex emotional, behavioural and mental wellbeing needs is through an integrated multi-agency approach. Therefore, the panel should be aware that both the strategy and policy have broad agreement across Education and Social Services Directorates at senior level and Health colleagues are interested in the approach adopted in the strategy and policy as part of the work of the Western Bay Children and Young People Emotional and Mental Health Planning Group.

4. Legal Implications

- 4.1 Both the strategy and policy presented set out in broad terms how Swansea Council will meet its statutory duties under Section 19 of the Education Act 1996 as well as the local authority's response to promoting positive behaviour in all educational settings.

5. Financial Implications

- 5.1 At present there are no financial implications and the delivery of a continuum of support is already accounted for in the plans for the new PRU structure. There may be efficiency opportunities in the future as current services are mapped to the continuum of need and staged models presented in the strategy and policy.

6. Equality and Engagement Implications

- 6.1 Both the Draft Integrated Well-being Strategy and Draft Behaviour Policy have been subject to Equality Impact Screening and it was determined that both require a full impact assessment. These will be completed after further work has been done on the action plans so that the impact can be better determined.

Background papers:

None