



EDUCATION SCRUTINY COMMITTEE – FOR INFORMATION

**SUBJECT: EXAMPLES OF SUPPORT FOR WELLBEING DURING THE
PANDEMIC**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND
CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 To share information with members with information regarding the role of services and the support available for the wellbeing and mental health of children in Caerphilly during and the pandemic.

2. SUMMARY

- 2.1 Inclusion and wellbeing is a priority for the Local Authority and has been a particular focus over the period of the pandemic.
- 2.2 Inclusion and School Improvement teams provided a range of support and intervention for children and young people.
- 2.3 Support for inclusion and wellbeing is a focus within the new Inclusion Compendium and aligns with the Welsh Government framework for a whole school approach.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of the report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Supporting wellbeing is a critical area of focus and it is important that Members are aware of the support available.

5. THE REPORT

- 5.1 Welsh Government defines a Healthy School as one which “Actively promotes the physical, mental and social health of its community through positive action by such

means as policy, strategic planning and staff development, with regard to its curriculum, ethos, physical environment and community relations.”

- 5.2 At Government level there is a significant focus on the development of mental health and wellbeing linked to the CAMHS transformation agenda such as a whole school approach to mental health which focuses on wellbeing at all levels of a system, and with a common goal of developing a sense of belonging, safety, efficacy and agency. These aims are consistent with the recommendations outlined in Estyn’s (2019) report: Healthy and happy: school impact on pupils’ health and wellbeing and with the ‘Mind Over Matter’ (2018) report.
- 5.3 At a local level the Local Authority works in partnership with Health, Social Care and Youth Offending Service in relation to several regional groups these include the children and young people workstream (developing an integrated trauma pathway and training), the Early Help and Enhanced Support Workstream, CAMS transformation steering group, integrated and multi-agency safeguarding hub, early intervention and prevention arrangements, and Space wellbeing and early help panel.
- 5.4 Services provide extensive support to children and young people as outlined in Appendix 1.
- 5.5 During the pandemic a significant range of work was undertaken by services to support schools, children and families as outlined in Appendix 2.
- 5.6 Services across the education department provide a range of interventions for schools, children and young people with a focus on wellbeing. These align with the development of the new Inclusion Compendium and the Welsh Government agenda for supporting wellbeing (see Appendix 3).
- 5.7 The Educational Psychology Service and School Based Counselling team also support the wellbeing of staff such as the EPS provides a whole-school wellbeing training package for school staff, which is accompanied by a 39-week wellbeing programme. There is ongoing discussion regarding providing supervision for head teachers. A school based counsellor provides .b Mindfulness Foundations course for teaching staff. This course teaches school staff to become more self-aware and equips them with the skills to manage negative emotions more effectively and reduce stress.
- 5.8 **Conclusion**
- 5.9 Aspiration and engagement for our young people is a key focus for the Education Directorate. Within this context supporting wellbeing is critical.
- 5.10 During the pandemic services have provided a range of support and intervention and this continues to be a focus of work across departments.

6. ASSUMPTIONS

- 6.1 No assumptions have been felt to be necessary in this report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 This report provides information and therefore an integrated impact assessment has not be completed at this time.

8. FINANCIAL IMPLICATIONS

8.1 There are no financial implications associated with this report.

9. PERSONNEL IMPLICATIONS

9.1 There are no specific staffing implications linked to this approach.

10. CONSULTATIONS

10.1 The report reflects the views of the consultees based on consultations undertaken to date.

11. STATUTORY POWER

11.1 Education Act (1996)
Equality Act (2010)
United Nations Convention on The Rights Of The Child
Inclusion and Pupil Support Guidance Welsh Government (2016)
Additional Learning Needs and Tribunal Act (2018)
Framework on embedding a whole school approach to emotional and mental wellbeing (2021)

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Councillor Ross Whiting, Cabinet Member for Learning and Leisure
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services & S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager
Lynne Donovan, Head of People Services
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Business Improvement Officer
Kath Bevan, Lead for Wellbeing & Equity (EAS).

Appendix 1 Role of Service

Appendix 2 Support for vulnerable learners during pandemic

Appendix 3 Intervention for schools, children and young people