

<u>BLAENAU GWENT COUNTY BOROUGH COUNCIL</u>	
Report to	The Chair and Members of the Education and Learning Scrutiny Committee
Report Subject	Blaenau Gwent DRAFT Well-being in Education Strategy and Good Practice Guide for schools
Report Author	Liz Jones, Principal Educational Psychologist
Report date	July 2017
Directorate	Education Directorate
Executive Portfolio	Cllr C. Meredith, Executive Member Education
Date of meeting	23rd October 2017
Date signed off by Monitoring Officer	N/A
Date signed off by Section 151 Officer	N/A
Date signed off by Chair	11th October 2017
Key words	Learner well-being, school to school working.

Report Information Summary

1.	Purpose of Report
1.1	<p>The Vision for Education in Blaenau Gwent is to secure excellent achievement and well-being through a partnership, school-led, self-improving, school to school, system approach.</p> <p>The purpose of this report is to provide an overview of the well-being in education strategy and how it supports the overall Blaenau Gwent Vision for Education.</p> <p>The report will provide opportunity the Scrutiny Committee to provide comment and feedback prior to it being presented to the Executive Committee for consideration and approval.</p>
2.	Scope of the Report
2.1	The report provides an overview of the DRAFT strategy for Well-being in Education and accompanying guidance for schools to develop good practice for improving well-being outcomes for learners.
3.	Contribution to the National Well-Being Goals – Detail attached as Appendix 1
4.	Recommendation(s) / Endorsement by other groups, e.g. CLT/Committees/Other groups
4.1	<p>Endorsement by other groups:</p> <ul style="list-style-type: none"> • Well-being working party comprising Headteachers • Inclusion Team • Youth Service • Educational Psychology Service • Education DMT
5.	Recommendation/s for Consideration
5.1	<p>It is recommended that members of the Scrutiny Committee:</p> <ul style="list-style-type: none"> • Consider the work undertaken by the well-being working party to date; and • Consider options as detailed in paragraph 6 of the main report to recommend for approval by the Executive Committee

Why this topic is a priority for the Council?							
Single Integrated Plan (SIP)	Council's Well-being Objectives	Performance Management Improvement Framework	Transforming Blaenau Gwent	Relevant legislation	Other (please state)		
√	√	√	√		Changes to the Estyn Framework		
Reporting Pathway							
Directorate Management Team (DMT)	Corporate Leadership Team (CLT)	Audit	Democratic Services Committee	Scrutiny	Executive	Council	Other (please state)
√	√			23/10/17	22/11/17		

Main Report

1.	Background and Context
1.1	<p>Nationally, regionally and locally there are a combination of legislative and key policy changes afoot which require the Education Directorate and schools to modify and improve how we work in order to enhance the well-being of children and young people.</p>
1.2	<p>The Welsh Government has emphasised its commitment to improving the well-being of children and young people through the Well-being of Future Generations Act which became law in April 2015.</p> <p>This Act places new duties on the local authority to promote the seven well-being goals that aim to improve social, economic, cultural and environmental well-being.</p> <p>The 2017 Draft Blaenau Gwent Well-being Assessment states that there is compelling evidence to indicate that action to promote well-being across the population results in a wide range of positive outcomes including: higher educational achievement; reduced unemployment and worklessness; reduced reliance on welfare and disability benefits; higher productivity in the workplace; reduced crime and anti-social behaviour; better social relationships and community involvement and reduced costs to health and social services.</p> <p>The corporate well-being goals for Blaenau Gwent identified through the statutory well-being assessment completed under the Well-being of Future Generations Act are as follows:</p> <ol style="list-style-type: none">1. Create a better and enhanced environment and infrastructure that our communities, businesses and visitors benefit from.2. Continue to improve learner outcomes and well-being so that all children and young people thrive and realise their full potential3. We will be a modern, smart Authority, providing leadership to enable people and communities to thrive4. Take a preventative and early intervention approach to support the most vulnerable ensuring, where appropriate, they are protected and supported to achieve personal outcomes and well-being

	<ol style="list-style-type: none">5. Maximise the employability of local people through skills development at a local and regional level6. Enabling older people to feel valued and empowered to maximise their independence and lead healthy and engaged lives7. Support citizens to take an active role in their communities to provide empowerment and resilience
1.3	<p>In 2015 the Welsh Government commissioned Professor Donaldson to conduct a review of the curriculum and assessment arrangements in Wales and as a result of this Successful Futures was published which recommended far-reaching and significant changes to the current educational system.</p> <p>Donaldson recommends that the importance of health and well-being be recognised as one of the six key areas of learning in his proposals for a new curriculum. The Welsh Government has endorsed all of Donaldson's recommendations and work is currently underway to develop this new curriculum.</p>
1.4	<p>The Common Inspection Framework devised by Estyn, the Welsh education and training inspectorate, makes explicit reference to the expectation that local authorities and schools actively promote children and young people's well-being.</p> <p>Estyn arrive at judgements about the quality of outcomes, provision and leadership of well-being using a combination of objective and subjective measures which broadly encompass aspects of social, physical, emotional and intellectual well-being and how well children and young people are prepared for life after school.</p> <p>Estyn is in the process of preparing a new common inspection framework which will be operational from September 2017 and will strengthen the expectations around developing children and young people's well-being.</p>
1.5	<p>The Education Directorate is determined to improve educational performance across the board and sees enhanced learner well-being as critical to achieving this.</p>

	<p>The Vision for Education in Blaenau Gwent is: <i>To secure excellent achievement and well-being through a partnership, school-led, self-improving, school to school, system approach</i> (Executive Committee 1/3/17).</p> <p>The Education Directorate believes that effective self-improving school to school work, works best where it is truly collaborative and based on mutually shared interests and values and that activities, responsibilities and accountability increasingly shifts from central locations out to schools that are best placed to facilitate further improvements.</p>
1.6	<p>In order to respond to national, regional and local developments to improve learner well-being, in September 2016 a Well-being in Education working party was established with representatives from senior leaders in primary, secondary, special and 3-16 sectors, youth service, inclusion service and educational psychology service.</p> <p>The purpose of the working party was to establish a consistent approach to promoting the well-being of children and young people across the borough and to trial and develop this strategy and a supplementary Good Practice Guide for Schools.</p>
1.7	<p>Blaenau Gwent's DRAFT Well-being in Education Strategy sets out the Education Directorate's plan to promote positive learner well-being in our schools.</p> <p>The strategy recognises the interdependencies between schools, families, communities, the Education Directorate and partners and agencies in promoting learner well-being and providing preventative and supportive services when necessary.</p>
1.8	<p>The strategy provides a framework to enable the development of a self-improving, school led system.</p>
1.9	<p>It identifies how schools and the Education Directorate can work together to support schools to plan and deliver a comprehensive and sustainable programme to promote and meet the identified wellbeing needs of learners from the Foundation Phase through to Key Stage Four.</p>
1.10	<p>The strategy aims to coordinate the planning of services to</p>

	<p>ensure that the resources of the Education Directorate are used in the most effective way to support schools to develop capacity and that the approach taken is informed; responds to current legislation; is coherent and works well in partnership with others in order to improve wellbeing in education in Blaenau Gwent.</p> <p>The strategy enables the Education Directorate and schools to:</p> <ul style="list-style-type: none"> • capture the extent of what is already being done to promote well-being across all aspects of school life; • analyse the quality of provision that is intended to promote well-being at a universal whole-school level as well as identify what is in place to support vulnerable groups and individuals; • map the extent that families/carers, communities, partners, outside agencies and the voluntary sector are utilised by schools to promote learner well-being and provide preventative and supportive services; • evaluate improvements in learner well-being using a range of qualitative and quantitative measures, and • identify needs at a whole authority level as well as at an individual school level so that targeted support can be provided.
2.	Performance Evidence and Information
2.1	<p>Since September the schools involved on the well-being working party have trialled the strategy and continuous self-evaluation activities throughout this academic year has informed the current draft versions of the strategy and Good Practice Guide.</p>
2.2	<p>All schools involved have successfully mapped the curriculum as well as co-curriculum and extra-curriculum activities using the well-being multi-dimensional framework. This has enabled schools for the first time to evidence the breadth and wealth of the provision offered at three different levels, namely at a universal, targeted and focused level. Being able to map provision has also shown clearly where the gaps are which has allowed schools to pro-actively identify improvements which are then incorporated into the School Development Plan.</p>
2.3	<p>Having completed the curriculum provision map the schools are now in the process of mapping the extent that families, partners, community and outside agencies are utilised to enhance</p>

	provision for well-being.
2.4	National research shows that the co-ordination of well-being for leadership and provision across schools is underdeveloped. The schools involved in the well-being working party report that through using the framework and Good Practice Guide it has been possible to identify what is needed to strategically co-ordinate leadership and provision for well-being across the school.
2.5	Joint school and Education Directorate well-being reviews have been conducted in target schools to establish the effectiveness of the framework in mapping the multi-dimensional aspects of well-being across the curriculum. This has proved very useful as a means of quality assuring good practice and has provided a standardised mechanism for reporting to other schools and Education Directorate officers.
2.6	As a result of the joint well-being reviews schools and the Education Directorate are now in a position to signpost to practice worth sharing. School to school work between the schools involved in the well-being working party has already occurred and in one instance a cluster approach has been initiated to develop consistency and continuity for well-being through a cluster improvement plan.
2.7	Strong positive feedback has been received from the pilot schools regarding the Good Practice Guide enabling settings to identify clearly the extent and breadth of what they were already providing as well as identifying ways of improving.
2.8	The schools involved in the working party have provided feedback to BG Head Teachers during a raising awareness event on the good Practice Guide on 23/6/17 and now feel in a position where they are ready to lead other schools across the borough on the strategy and the Good Practice Guide.
2.9	Feedback from the schools involved in the well-being working party suggests that the school-led, school to school approach taken to date has been successful in enabling schools to identify how to continue to improve themselves by working with other schools and partners and how this can be sustained over time.

2.10	<p>All schools involved in the working party report that they feel better prepared to meet the challenges of the new curriculum, the new Estyn framework, the implications of the Well-being of Future Generations Act and the development of school-led, school to school self-improving systems.</p> <p>A lead school within the Well-being working party is currently working with the EAS to ensure that local developments are shared at a regional level.</p>
3.	Risk Implications
3.1	Should the proposed Well-being in Education Strategy not be implemented, there is a risk that schools will not be as well positioned as they might be to improve.
4.	Financial Implications
4.1	Individual school budgets will be impacted as a result of the Education budget savings proposals. In order to maximise use of resources and secure continued improvements individual schools will increasingly need to work closely together.
4.2	There are no financial implications within the Education Directorate. However, through implementing this strategy it is anticipated that better use of officers' time would be possible as support and challenge would be directed more effectively to targeted schools.
5.	Staffing/Workforce Development Implications
5.1	There are no direct negative implications for adopting the Well-being in Education Strategy.
6.	Options for Consideration
6.1	<p>Option 1 – to consult on the strategy and Good Practice Guide and offer constructive comments for improvement prior to recommending consideration and approval by the Executive Committee</p> <p>Option 2 – to reject the opportunity to consult on the strategy and Good Practice Guide.</p>
6.2	Option 1 is the preferred option as it would support the significant work undertaken by the Well-being working party in preparing schools to meet the challenges ahead.

7.	Impact Assessment Against Proposals / Options
7.1	<ul style="list-style-type: none"> • Thinking for the long term The strategy has the potential to future 'proof schools' and to be in a position where they can embrace the anticipated significant changes in the curriculum and the new inspection framework. This strategy could generate improvement activities across groups/clusters of schools which could span many years.
	<ul style="list-style-type: none"> • Taking an integrated approach The Well-being in Education sets out how schools, families, partners, community, outside agencies and the voluntary sectors can work together in a co-ordinated way to enhance well-being of children and young people.
	<ul style="list-style-type: none"> • Taking a preventative approach The emphasis of the Well-being in Education Strategy is on promotion of learner well-being and identifies what co-ordination is necessary in settings to ensure high quality universal provision for children and young people.
	<ul style="list-style-type: none"> • Collaborating The Well-being in Education Strategy advocates a school-led, school to school, self-improving system where schools work effectively together to build capacity to improve the well-being of learners.
	<ul style="list-style-type: none"> • Involvement The strategy and Good Practice Guide has been co-constructed by the schools, and members of the Youth Service, Inclusion Service and Educational Psychology Service involved in the Well-being working party.
7.2	<p>Equality Impact Assessment (EQIA) There are no fundamental positive or adverse impacts to report on the Draft Well-being in Education Strategy which will impact on protected characteristics.</p>
8.	Conclusion*
8.1	In conclusion Blaenau Gwent's Well-being in Education Strategy sets out the Education Directorate's plan to promote positive learner well-being in our schools. The strategy recognises the interdependencies between schools, families, communities, the Education Directorate and partners and agencies in promoting

8.2	<p>learner well-being and providing preventative and supportive services when necessary.</p> <p>The strategy addresses aspects of the Blaenau Gwent well-being assessment as identified under the requirements of the Well-being of Future Generations Act.</p> <p>This strategy supports the Vision for Education in Blaenau Gwent: <i>To secure excellent achievement and well-being through a partnership, school-led, self-improving, school to school system approach.</i></p>
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Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals.		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there anyway to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>Securing the well-being of learners is fundamental in enabling them to capitalise on learning opportunities which lead to increased employability.</p>	<ul style="list-style-type: none"> • Increased school to school practice. • Monitoring of school practice by a dedicated team of Education Directorate officers.
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The Well-being in Education Strategy is compliant with the Education Directorate's Vision for Education which promotes the development of school-led self-improving systems. In turn this develops a sustainable model as there will be less dependency on local authority led initiatives.</p>	<ul style="list-style-type: none"> • Increase school to school working to share good practice • Monitoring of school practice by a dedicated team of Education Directorate officers.
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The Well-being in Education strategy explicitly promotes the development of physical and mental well-being through a primary promotion model at a universal level in all schools. Where direct support is required the strategy details evidenced-based tertiary interventions.</p>	<ul style="list-style-type: none"> • Increase school to school working to share good practice • Monitoring of school practice by a dedicated team of Education Directorate officers.

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The Well-being in Education Strategy promotes pupil centred practice which is a strengths based approach to meeting the needs of individual learners. This ensures that corresponding support is provided whenever it is needed and that no learner is disadvantaged through personal circumstance.</p>	<ul style="list-style-type: none"> • Increase school to school working to share good practice • Monitoring of school practice by a dedicated team of Education Directorate officers.
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The Well-being in Education Strategy recognises the inter-dependency between a school and its wider community. The strategy specifically promotes the involvement of families, carers, employers, providers, wider partners, outside agencies and the voluntary sector.</p>	<ul style="list-style-type: none"> • Increase the use of the Welsh Government guidance <i>FaCE the challenge together: Family and Community Engagement toolkit for schools in Wales</i> • Monitoring of school practice by a dedicated team of Education Directorate officers.
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The Well-being in Education Strategy ensures that schools take a holistic approach to meeting the needs of learners through activities that promote their well-being through extra-curricular and co-curricular opportunities in particular through sport and creative arts.</p>	<ul style="list-style-type: none"> • Increase school to school working to share good practice • Monitoring of school practice by a dedicated team of Education Directorate officers.
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>The strategy identifies a framework for schools to future-proof provision by targeting five dimensions of well-being, namely social, physical, emotional, intellectual and economic well-being, to ensure a positive impact on learner outcomes.</p>	<ul style="list-style-type: none"> • Increase school to school working to share good practice • Monitoring of school practice by a dedicated team of Education Directorate officers.