

National Institute for Health and Clinical Excellence

Centre for Public Health Excellence

Review Decision

Review of Public Health guidance (PH12) – Social and emotional wellbeing in primary education

1 Background information

Guidance issue date: 2008

3 year review: 2011

2 Review Decision

The updating of this guidance should wait until there is direct input from Public Health England, on its specific requirements. .

3 Process for updating guidance

Public health guidance is reviewed 3 years after publication to determine whether all or part of it should be updated.

The process for updating NICE public health guidance is as follows:

- NICE convenes an expert group to consider whether any new evidence or significant changes in policy and practice would be likely to lead to substantively different recommendations. The expert group consists of selected members (including cooptees) of the original committee that developed the guidance, the review team that produced the original

evidence reviews, and representatives of relevant government departments.

- NICE consults with stakeholders on its proposal for updating the guidance (this review consultation document).
- NICE may amend its proposal, in light of feedback from stakeholder consultation.
- NICE determines where any guidance update fits within its work programme, alongside other priorities.

4 Consideration of the evidence and practice

The expert group met in April and discussed current and ongoing research of relevance to the current recommendations. A range of new and different types of evidence was identified that could provide the basis for more specific and detailed recommendations. It was unlikely that this new evidence invalidated the existing recommendations. However the new evidence would add important clarifications and detail on many aspects of recommendations.

Recommendations

The guidance covered three main recommendations concerning:

- At a strategic level, the requirement for all primary schools to adopt a whole school approach to promoting social and emotional wellbeing

At the level of schools

- the provision of universal approaches for promotion of the social and emotional wellbeing of all children

- the provision of targeted approaches for those at risk of developing social and emotional difficulties and behavioural problems (or those already showing signs of problems).

5 Implementation and post publication (communications) feedback

In total 18 enquiries were received from post-publication feedback, most of which were requests for printed copies or links to related products. A couple of enquirers asked about some of the terminology used in the guidance. General comments were received that discussed the uptake of public health guidance.

No new evidence was identified through the post publication enquiries
No new evidence was identified through post publication enquiries or implementation feedback that would indicate a need to update the guidance

6 Stakeholder consultation

Much support was expressed for this guidance, particularly the support for the whole school approach. Also strong support was expressed for updating the guidance particularly to ensure that the guidance was repositioned within the changing policy context. This included endorsement by the Royal College of Nursing and Royal College of Paediatrics and Child Health. Concern was expressed about the potential detrimental impact of policy changes for sustaining schools' commitment to promoting social and emotional wellbeing. The guidance was viewed as important in maintaining this commitment. Support was also expressed for the proposed inclusion of issues relating to transition and risk assessment.

7 Equality and diversity considerations

There has been no evidence to indicate that the guidance does not comply with anti-discrimination and equalities legislation.

8 Conclusion

Through the review process, it was identified:

- that recommendations could be strengthened by a level of detail of evidence that wasn't available when the evidence for this guidance was originally collated.
- There were a number of others areas that could be included in the guidance or developed separately.
- There was a need to ensure the continuity of programmes aiming to promote the social and emotional wellbeing of children and young people was assured by use of a life course framework. Given other guidance in this area for other age groups, this could be achieved through the pathways project.

Overall, it was agreed that the recommendations still stood. Whilst there was additional evidence available, updating the guidance now would be at a detailed rather than a substantive level. Therefore it has been agreed that updating should wait until we have direct input from Public Health England, on its specific requirements. .

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CPHE, July 2011