

National Institute for Health and Clinical Excellence

Centre for Public Health Excellence

Review proposal: October 2012

Consideration of an update of the public health guidance on Promoting young people's social and emotional wellbeing in secondary education (PH20)

1 Background information

Guidance issue date: September 2009

Intervention

3 year review

The current guidance can be found at: <http://guidance.nice.org.uk/PH20>

2 Process for updating guidance

Public health guidance is reviewed 3 years after publication to determine whether all or part of it should be updated (see process manual for further details: <http://publications.nice.org.uk/the-nice-public-health-guidance-development-process-third-edition-pmg5/updating-public-health-guidance>)

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

- NICE convenes an expert panel to consider whether any new evidence or significant changes in policy and practice would be likely to lead to substantively different recommendations. The expert panel consists of selected members (including co-optees) 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.
- 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.

3 Consideration of the evidence and practice

The expert group considered information from the NICE implementation team and discussed current and ongoing research of relevance to the current recommendations. Some evidence was identified that was relevant to universal provision of social and emotional wellbeing in secondary education. This included evaluation of Social and Emotional Aspects of Learning (SEAL) in a sample of UK schools and reviews of Mindfulness ('mindful awareness') interventions in schools.

The group discussed policy and system reforms as well as evidence, including the implementation of SEAL. It considered each recommendation from PH20 and whether changes in context of secondary education or evidence may significantly alter or invalidate recommendations.

Changes in the policy context; education and health systems and practice were highlighted as having important implications for the promotion of social and emotional wellbeing of children and young people.

The panel noted evidence on limited impact of SEAL on key outcomes and the importance of intervention fidelity in delivering desired outcomes. The panel considered experience from the 'Achievement for All' programme, which although not universal (the programme focuses on pupils with a Special Education Need), does include school-wide activities and outcomes relevant

to social and emotional wellbeing. It noted that the 'scale-up' of the programme includes prescriptive guidance on what intervention must (as a minimum) include in order to support implementation fidelity.

The expert panel considered the idea of 'Mindfulness' (the intentional cultivation of moment-by-moment, non-judgmental focused attention and awareness) and noted increasing interest in the approach and a developing evidence base. The panel noted that Mindfulness is one of a group of interventions aimed at developing social and emotional wellbeing and, potentially, supporting other schooling outcomes. It agreed that no changes to the guidance were necessary in respect to this particular intervention.

The panel did note if the guidance was to be updated some redrafting to the wording used in recommendation 4 (*Working with parents & carers*) would be useful to emphasise the notion of partnership when working with parents and carers. They also felt that more prominence should be given to working in partnership with young people themselves by moving recommendation 5 up to the beginning of the section.

However, the panel agreed that opportunities for continued implementation of existing recommendations would benefit from:

- Revisions to the policy and 'who should take action' sections given the substantive changes to the public health system.
- Assessment of evidence related to other outcomes (for example academic achievement)
- Development of tools to support audit by teaching staff

The panel supported the possibility of updating the policy and organisational sections of the guidance through other NICE products (for example NICE Pathways and Local Government briefings) should the guidance not be updated at this time.

4 Equality and diversity considerations

No equality issues were identified which were considered relevant to this update review.

5 Recommendation

Defer the update for a further 3 years.

6 Next steps

Following consultation on this draft review proposal, the final recommendations will be made to NICE's Guidance Executive. Following that the decision of the Guidance Executive will be made available on the website

Mike Kelly, CPHE Director

Antony Morgan, Associate Director - CPHE

Ruaraidh Hill, Analyst - CPHE