

**NATIONAL INSTITUTE FOR HEALTH AND CARE
EXCELLENCE**

**School-based interventions: health promotion
and mental well-being**

NICE quality standard

Draft for consultation

11 September 2018

This quality standard covers interventions in primary and secondary education to promote the health and mental wellbeing of children and young people, including those in alternative provision. It is intended to support the delivery of a whole-school approach, which extends beyond learning and teaching to promoting health and mental wellbeing throughout all aspects of children and young people's primary and secondary education. The quality standard describes high-quality care in priority areas for improvement.

It is for commissioners, education providers, education practitioners, health, public health and social care practitioners, and the public.

This is the draft quality standard for consultation (from 11 September to 9 October 2018). The final quality standard is expected to publish in February 2019.

Quality statements

[Statement 1](#) Children and young people in primary and secondary education have the opportunity to contribute to approaches to promoting social and emotional wellbeing.

[Statement 2](#) Primary and secondary education providers work in partnership with parents and carers to promote children and young people's physical and mental wellbeing.

[Statement 3](#) Children and young people in primary and secondary education are provided with a range of opportunities for daily physical activity.

[Statement 4](#) Children and young people in primary and secondary education are provided with activities that help develop their social and emotional skills.

[Statement 5](#) Children in primary education, who are identified as showing early signs of anxiety, emotional distress or behavioural problems have tailored support.

This topic may cover a wide range of conditions and diseases. Other relevant quality standards should be considered when commissioning or providing school-based interventions to promote health and mental wellbeing.

A full list of NICE quality standards is available from the [quality standards topic library](#).

Questions for consultation

Questions about the quality standard

Question 1 Does this draft quality standard accurately reflect the key areas for quality improvement?

Question 2 Are local systems and structures in place to collect data for the proposed quality measures? If not, how feasible would it be for these to be put in place?

Question 3 Do you think each of the statements in this draft quality standard would be achievable by local services given the net resources needed to deliver them? Please describe any resource requirements that you think would be necessary for any statement. Please describe any potential cost savings or opportunities for disinvestment.

Local practice case studies

Question 4 Do you have an example from practice of implementing the NICE guideline(s) that underpins this quality standard? If so, please submit your example to [NICE local practice case studies](#) on the NICE website. Examples of using NICE quality standards can also be submitted.

Quality statement 1: Involving children and young people

Quality statement

Children and young people in primary and secondary education have the opportunity to contribute to approaches to promoting social and emotional wellbeing.

Rationale

Encouraging children and young people to get involved in shaping approaches to promoting social and emotional wellbeing also supports the likelihood of them engaging with it and having the motivation to learn. Emotional wellbeing in childhood is an important predictor of emotional wellbeing in adulthood.

Quality measures

Structure

a) Evidence of activities that give children and young people opportunity to contribute to organisation-wide approaches that promote social and emotional wellbeing in primary education.

Data source: Local data collection, for example information included in lesson plans.

b) Evidence of partnership working with young people in secondary education when designing, implementing and evaluating organisation-wide approaches to promoting social and emotional wellbeing.

Data source: Evidence of engagement through local structures, for example school councils, youth councils, youth parliament, personal, social, health and economic education (PSHE) lessons and young commissioners.

Outcome

a) Children and young people's self-reported social and emotional wellbeing.

Data source: Local data collection, for example, surveys of children and young people.

b) Children and young people's satisfaction with involvement in developing approaches to promoting social and emotional wellbeing.

Data source: Local data collection, for example, surveys of children and young people.

What the quality statement means for different audiences

Service providers (primary and secondary schools and alternative education settings) ensure that they give children and young people opportunities to contribute to developing approaches that promote social and emotional wellbeing. Teachers and practitioners are trained to engage with children and young people to gather their views and feedback.

Head teachers, governors, teachers, support staff and other practitioners working with young people in primary and secondary education work with children and young people to help them contribute to developing approaches that promote social and emotional wellbeing.

Commissioners (for example local authorities, national commissioner and regional schools commissioners) ensure that schools and alternative education settings give children and young people opportunities to contribute to developing approaches that promote social and emotional wellbeing.

Children and young people in primary and secondary education work with their teachers or other staff helping them with their learning to design activities that help them to feel healthy and satisfied and to decide how well these work. There are different ways that they can get involved and have their say about the things that matter to them.

Source guidance

[Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, consideration 3.5

[Social and emotional wellbeing in secondary education](#) (2009) NICE guideline PH20, recommendation 5

Equality and diversity considerations

Steps should be taken to ensure that activities to understand the views of children and young people are suitable for children and young people with different needs and their families and carers.

Quality statement 2: Working with parents and carers

Quality statement

Primary and secondary education providers work in partnership with parents and carers to promote children and young people's physical and mental wellbeing.

Rationale

When schools and parents and carers work consistently and positively together, they are able to share knowledge and learning to support children and young people to stay as physically and mentally healthy as possible. Working together in this way helps schools and parents and carers to identify issues affecting children and young people's physical and mental wellbeing both at home and at school so that these can be addressed.

Quality measures

Structure

a) Evidence of initiatives to help parents and carers develop their parenting skills.

Data source: Local data collection, for example outlines of programmes to help parents and carers develop their parenting skills.

b) Evidence of local arrangements to work in collaboration with parents and pupils to ensure that the ethos of all primary and secondary education policies helps children and young people to maintain a healthy weight, eat a healthy diet and be physically active.

Data source: Local data collection, for example an audit of policies in primary and secondary education settings.

c) Evidence of local arrangements to give policies on promoting social and emotional wellbeing and preventing mental health problems to all parents.

Data source: Local data collection.

Outcome

Parent and carer satisfaction with involvement in promoting health and mental wellbeing in primary and secondary education.

Data source: Local data collection, for example surveys of parents and carers.

What the quality statement means for different audiences

Service providers (primary and secondary schools and alternative education settings) ensure that they work in partnership with parents and carers to promote children and young people's physical and mental wellbeing and offer parents and carers access to support to develop their parenting skills. They work with parents and pupils to assess the whole school approach and ensure that the ethos of all primary and secondary education policies helps children and young people to maintain a healthy weight, eat a healthy diet and be physically active.

Head teachers, governors, teachers, support staff and other practitioners working with young people in primary and secondary education work with parents and carers to promote children and young people's physical and mental wellbeing. They offer parents support to develop their parenting skills, and work with parents and pupils to help children and young people maintain a healthy weight, eat a healthy diet and be physically active.

Commissioners (for example local authorities, national commissioner and regional schools commissioners), ensure that schools and alternative education settings work in partnership with parents and carers to promote children and young people's physical and mental wellbeing, offer parents support to develop their parenting skills and assess the whole school approach to ensure that the ethos of all primary and education policies helps children and young people to maintain a healthy weight, eat a healthy diet and be physically active.

Parents of children and young people in primary and secondary education are able to work in partnership to help their child feel secure, confident and be physically active. They can get support to make sure they can carry on their child's learning about health and wellbeing at home.

Source guidance

[Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, recommendation 2

[Social and emotional wellbeing in secondary education](#) (2009) NICE guideline PH20, recommendation 4

Equality and diversity considerations

Steps should be taken to ensure that partnership working with parents and carers (and wider families where they are involved) is suitable for people with different needs. Consideration should be given to ensuring that schools take into account changes to placements of looked-after children and ensure they work with all carers if children move between placements.

Quality statement 3: Daily physical activity

Quality statement

Children and young people in primary and secondary education are provided with a range of opportunities for daily physical activity.

Rationale

Having a varied programme of physical activity means that children and young people have the opportunity to explore which activities interest them. It also helps them to identify those that they can enjoy alone or with friends and family. Children and young people are more likely to engage in and benefit from physical activity if it is of interest to them and they find it enjoyable. Physical activity has many benefits for children and young people, including maintaining fitness, developing movement skills and promoting social and emotional wellbeing and mental health.

Quality measures

Structure

Evidence that children and young people in primary and secondary education are provided with guidance and support and a range of equipment and facilities for daily varied physical activity.

Data source: Local data collection, for example inspections of equipment and activities.

Outcome

a) Children and young people's participation in physical activity.

Data source: Local data collection, for example from children and young people's progress reports.

b) Children and young people's reported enjoyment of physical activity in primary and secondary education.

Data source: Local data collection, for example surveys of children and young people.

What the quality statement means for different audiences

Service providers (primary and secondary schools and alternative education provisions) ensure that they provide guidance and support, equipment and facilities for children and young people to be able to take part in daily physical activity. The way that physical activities are delivered is updated and varied to support choice and motivation.

Head teachers, governors, teachers, support staff and other practitioners working with young people in primary and secondary education ensure that they provide opportunities for children and young people to take part daily in varied physical activity.

Commissioners (for example local authorities, national commissioner and regional schools commissioners) ensure that they commission organisations that provide guidance and support, equipment and facilities for children and young people to be able to take part in daily varied physical activity.

Children and young people in primary and secondary education can take part in daily physical activity. Activities are set up to meet the interests of local children and young people.

Source guidance

[Physical activity and the environment](#) (2018) NICE guideline NG90, recommendations 1.5.1 and 1.5.2

[Obesity prevention](#) (2015) NICE guideline CG43, recommendation 1.1.5.6

[Physical activity for children and young people](#) (2009) NICE guideline PH17, recommendations 4, 6 and 10

Definitions of terms used in this quality statement

Daily physical activity

Children and young people should undertake a range of activities at moderate to vigorous intensity for at least 60 minutes over the course of a day.

Opportunities for moderate to vigorous physical activity include everything from competitive sport and formal exercise to active play and other physically demanding activities (such as dancing, swimming or skateboarding). They also include some of the actions that can be involved in daily life (such as walking, cycling or using other modes of travel involving physical activity).

Active play is freely chosen, personally directed, intrinsically motivated behaviour (an internal factor, such as an interest in learning a skill or the desire for further personal development) that actively engages the child. Active play involves physical activity.

[Adapted from [physical activity for children and young people](#) (2009) NICE guideline PH17 definitions and glossary, which reference [Play England](#), adapted from the [Playwork Principles](#) 2004]

Equality and diversity considerations

Steps should be taken to ensure that physical activities are suitable for children and young people with different needs (and their families where they are involved in activities), particularly those from lower socioeconomic groups, people from minority ethnic groups with specific cultural requirements and people who have a disability. This involves making sure that groups are represented in decisions about and evaluations of activities and that they are accessible to them.

[[Physical activity for children and young people](#) (2009) NICE guideline PH17, recommendation 4]

Quality statement 4: Social and emotional skills

Quality statement

Children and young people in primary and secondary education are provided with activities that help develop their social and emotional skills.

Rationale

Supporting children to develop social and emotional skills is important for their individual mental wellbeing, helping them to build resilience in childhood. Having strong emotional and social skills can support children and young people to make healthy choices and reduce participation in risky behaviour. It can also contribute to a whole school approach to building a healthy school environment, reducing disruptive behaviours and bullying.

Quality measures

Structure

a) Evidence that the development of social and emotional skills are integrated within all subject areas throughout the curriculum in primary and secondary education.

Data source: Local data collection, for example an audit of lesson plans and homework activities.

b) Evidence that development of social and emotional skills in secondary education is tailored to the developmental needs of young people and builds on learning in primary education.

Data source: Local data collection, for example evidence of extracurricular activities based on feedback from children and young people's progress reports.

Process

Proportion of children and young people whose end of year progress report includes information about development of social and emotional skills.

Numerator – the number in the denominator that include information about development of social and emotional skills.

Denominator – the number of end of year progress reports of children and young people.

Outcome

Children and young people's self-reported social and emotional wellbeing.

Data source: Local data collection, for example surveys of children and young people.

What the quality statement means for different audiences

Service providers (primary and secondary schools and alternative education settings) ensure that the development of social and emotional skills is integrated in all subject areas throughout the curriculum, and is tailored to specific age groups and understanding. Teachers and practitioners receive training to deliver this curriculum effectively, including how to teach pupils to manage behaviours and how to build successful relationships.

Primary and secondary school teachers and practitioners ensure that they include activities in lesson plans and homework that support the development of social and emotional skills that are tailored to the needs of children and young people.

Commissioners (for example local authorities, national commissioner and regional schools commissioners) ensure that services integrate the development of social and emotional skills in all subject areas throughout the curriculum.

Children and young people in primary and secondary education are helped to learn skills at school that support their health and wellbeing.

Source guidance

[Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, recommendation 2

[Social and emotional wellbeing in secondary education](#) (2009) NICE guideline PH20, recommendation 3

Definitions of terms used in this quality statement

Social and emotional skills

These skills include motivation, self-awareness, problem-solving, coping, collaborative working, conflict management and resolution, understanding and managing feelings, and how to manage relationships with parents, carers and peers. This could include how children and young people manage interactions on social media.

[Adapted from [Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, recommendation 2; [Social and emotional wellbeing in secondary education](#) (2009) NICE guideline PH20, recommendation 3 and the [Internet Safety Strategy green paper](#) (2017)]

Quality statement 5: Early intervention

Quality statement

Children in primary education who are identified as showing early signs of anxiety, emotional distress or behavioural problems have tailored support.

Rationale

Identifying children who are showing early signs of problems with their emotional wellbeing provides an opportunity to work with the child and their parents or carers to provide the support they need. Early intervention can help deal with problems before they escalate. It can also benefit society as a whole by reducing the impact of mental health problems.

Quality measures

Structure

a) Evidence of local arrangements to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary school children.

Data source: Local data collection, for example from school policies.

b) Evidence of local arrangements to discuss the options for tackling early signs of anxiety, emotional distress and behavioural problems with the child and their parents or carers.

Data source: Local data collection, for example from school policies.

c) Evidence of a range of interventions to address early signs of anxiety, emotional distress and behavioural problems as part of a multi-agency approach to support children and their families.

Data source: Local data collection, for example details of available interventions and links to specialist services in schools and other settings.

Process

Proportion of children identified as showing early signs of anxiety, emotional distress and behavioural problems who receive support from the school.

Numerator – the number in the denominator who received support from the school.

Denominator – the number of children identified as showing early signs of anxiety, emotional distress and behavioural problems.

Outcome

a) Children and young people's self-reported social and emotional wellbeing.

Data source: Local data collection, for example surveys of children and young people in primary and secondary education.

b) Parent and carer satisfaction with support given to their child to deal with early signs of anxiety, emotional distress or behavioural problems.

Data source: Local data collection, for example surveys of parent and carers of children and young people in primary and secondary education.

c) Education practitioner views of support available for children and young people with early signs of anxiety, emotional distress or behavioural problems

Data source: Local data collection, for example surveys of education practitioners working in primary and secondary education.

What the quality statement means for different audiences

Service providers (primary schools and alternative education settings) ensure that they identify and assess early signs of anxiety, emotional distress and behavioural problems in children. Plans are developed with children and their parents or carers and appropriate interventions agreed. Teachers and practitioners are trained to identify early signs, to assess children and to request specialist input where appropriate.

Primary school teachers and practitioners ensure that they identify and assess early signs of anxiety, emotional distress and behavioural problems in children. They

seek specialist input when appropriate and develop plans with children, their parents and carers.

Commissioners (for example local authorities, NHS commissioners, national commissioner and regional schools commissioners) ensure that education providers have processes in place to identify and assess early signs of anxiety, emotional distress and behavioural problems in children, and to ensure that interventions are provided that are based on action plans developed with children and their parents or carers.

Children in primary education who feel anxious or might be finding it difficult to cope are helped by the school to talk about and manage any problems they have. This might include getting help from other services.

Source guidance

[Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, recommendation 3

Definitions of terms used in this quality statement

Early signs of anxiety, emotional distress or behavioural problems

These could be experienced, for example, by children who have poor peer relations, low self-esteem, are withdrawn or have behavioural problems. Children who are exposed to difficult situations such as bullying or racism, or who are coping with socially disadvantaged circumstances are at higher risk. They may include: looked after children (including those who have subsequently been adopted), those living in families where there is conflict or instability, those who persistently refuse to go to school, those who have experienced adverse life events (such as bereavement or parental separation) and those who have been exposed to abuse or violence.

[Adapted from [Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, recommendation 3]

Tailored support

This should include a range of interventions that have been proven to be effective, according to the child's needs. Interventions should be part of a multi-agency approach to support the child and their family and may be offered in schools and other settings. Where appropriate, they may include:

- problem-focused group sessions delivered by appropriately trained specialists in receipt of clinical supervision. These specialists may include educational psychologists or those working in child and adolescent mental health services (at tiers 1 and 2)
- group parenting sessions for the parents or carers of these children, run in parallel with the children's sessions.

[[Social and emotional wellbeing in primary education](#) (2008) NICE guideline PH12, recommendation 3]

Equality and diversity considerations

Steps should be taken to ensure that parenting sessions are suitable for children and young people with different needs (and their families or carers, where they are involved).

About this quality standard

NICE quality standards describe high-priority areas for quality improvement in a defined care or service area. Each standard consists of a prioritised set of specific, concise and measurable statements. NICE quality standards draw on existing NICE or NICE-accredited guidance that provides an underpinning, comprehensive set of recommendations, and are designed to support the measurement of improvement.

Expected levels of achievement for quality measures are not specified. Quality standards are intended to drive up the quality of care, and so achievement levels of 100% should be aspired to (or 0% if the quality statement states that something should not be done). However, this may not always be appropriate in practice. Taking account of safety, shared decision-making, choice and professional judgement, desired levels of achievement should be defined locally.

Information about [how NICE quality standards are developed](#) is available from the NICE website.

See [quality standard advisory committees](#) on the website for details of standing committee 2 members who advised on this quality standard. Information about the topic experts invited to join the standing members is available on the [quality standard's webpage](#).

This quality standard has been included in the NICE Pathways on [social and emotional wellbeing for children and young people](#) and [physical activity](#), which bring together everything we have said on a topic in an interactive flowchart.

NICE has produced a [quality standard service improvement template](#) to help providers make an initial assessment of their service compared with a selection of quality statements. This tool is updated monthly to include new quality standards.

NICE produces guidance, standards and information on commissioning and providing high-quality healthcare, social care, and public health services. We have agreements to provide certain NICE services to Wales, Scotland and Northern Ireland. Decisions on how NICE guidance and other products apply in those countries are made by ministers in the Welsh government, Scottish government, and

Northern Ireland Executive. NICE guidance or other products may include references to organisations or people responsible for commissioning or providing care that may be relevant only to England.

Improving outcomes

This quality standard is expected to contribute to improvements in the following outcomes:

- emotional wellbeing
- physical health
- pupil absence
- quality of life
- school attainment
- school attendance
- people aged 16–18 years not in education, employment or training
- social wellbeing

It is also expected to support delivery of the Department of Health and Social Care outcome frameworks:

- [Adult social care outcomes framework](#)
- [NHS outcomes framework](#)
- [Public health outcomes framework for England](#).

Resource impact

NICE quality standards should be achievable by local services. The potential resource impact is considered by the quality standards advisory committee, drawing on resource impact work for the source guidance. Organisations are encouraged to use the resource impact products for the source guidance to help estimate local costs.

Diversity, equality and language

During the development of this quality standard, equality issues were considered and [equality assessments](#) are available. Any specific issues identified during development of the quality statements are highlighted in each statement.

Commissioners and providers should aim to achieve the quality standard in their local context, in light of their duties to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Nothing in this quality standard should be interpreted in a way that would be inconsistent with compliance with those duties.

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