National Institute for Health and Care Excellence

Social, emotional and mental wellbeing in primary and secondary education

Review questions

NICE guideline <number>

List of review questions

January 2022

Disclaimer

The recommendations in this guideline represent the view of NICE, arrived at after careful consideration of the evidence available. When exercising their judgement, professionals are expected to take this guideline fully into account, alongside the individual needs, preferences and values of their patients or service users. The recommendations in this guideline are not mandatory and the guideline does not override the responsibility of healthcare professionals to make decisions appropriate to the circumstances of the individual patient, in consultation with the patient and, where appropriate, their carer or guardian.

Local commissioners and providers have a responsibility to enable the guideline to be applied when individual health professionals and their patients or service users wish to use it. They should do so in the context of local and national priorities for funding and developing services, and in light of their duties to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and to reduce health inequalities. Nothing in this guideline should be interpreted in a way that would be inconsistent with compliance with those duties.

NICE guidelines cover health and care in England. Decisions on how they apply in other UK countries are made by ministers in the Welsh Government, Scottish Government, and Northern Ireland Executive. All NICE guidance is subject to regular review and may be updated or withdrawn.

Contents

1 Review questions

Review Question A	1.1 What principles or combination of principles of whole-school approaches to promote social, emotional and mental wellbeing are effective and cost-effective? a) in children in primary education b) in children and young people in secondary and further education 1.2 Are whole-school approach interventions to promote the social, emotional and mental wellbeing of children and young people acceptable to • children and young people, • their parents or carers • the teacher and professionals delivering the interventions 1.3 What are the barriers and facilitators to using the whole-school approach to promote social, emotional and mental wellbeing in children and young people?
Review Question B	3.1a What universal classroom-based interventions to promote social, emotional and mental wellbeing in children in primary education are effective and cost effective? 3.1b What universal classroom-based interventions to promote social, emotional and mental wellbeing in children and young people in secondary and further education are effective and cost effective?
Review Question C	3.2 Are universal classroom-based interventions acceptable to the children and young people receiving them, their parents or carers and to those delivering them? 3.3 What are the barriers and facilitators to using universal classroom-based interventions to promote social, emotional and mental wellbeing in children and young people?
Review Question D	2.1 What are the risk factors associated with social, emotional and mental wellbeing?
Review Question E	2.2 What are the barriers and facilitators to identifying children and young people at risk of poor social, emotional and mental wellbeing?
Review Question F	2.3 What is the usefulness (effectiveness and acceptability) of assessment tools to assess need for additional SEMW support in children and young people who have been identified as having poor social, emotional and mental wellbeing using 'soft intelligence' for example behaviours, school attendance, drop off in engagement?
Review Question G	4.1a What is the effectiveness and cost-effectiveness of targeted interventions that aim to promote social and emotional support in children in primary education? 4.1 b What is the effectiveness and cost-effectiveness of targeted interventions that aim to promote social and emotional support in children and young people in secondary and further education? 4.2 Are targeted approaches to promote social, emotional and mental wellbeing acceptable to: • Children and young people receiving them

	• Teachers/practitioners delivering the interventions • Parents/Carers of children and young people receiving the interventions 4.3 What are the barriers and facilitators to using targeted approaches to promote social, emotional and mental wellbeing in children and young people?
Evidence review H	5.1a What is the effectiveness and cost-effectiveness of targeted mental health support approaches for children in primary education? 5.1b What is the effectiveness and cost-effectiveness of targeted mental health support approaches for children and young people in secondary and further education? 5.2 Are targeted mental health support approaches acceptable to • Children and young people receiving them • Teachers/practitioners delivering the interventions • Parents/Carers of children and young people receiving the interventions 5.3 What are the barriers and facilitators to using targeted mental health support?
Evidence review I	6.1 What are effective and cost-effective interventions to support the social, emotional and mental wellbeing of children during periods of transition (such as between schools, life stages or due to traumatic events)? 6.2 Are interventions to support the social, emotional and mental wellbeing of children and young people during periods of transition (such as between schools, life stages or due to traumatic events) acceptable to: • Children and young people • Teachers/practitioners delivering the interventions • Parents/Carers of children and young people receiving the interventions • Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school? 6.3 What are the barriers and facilitators to transition based interventions to promote social, emotional and mental wellbeing in children and young people?