



Resource impact statement

Resource impact

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No significant resource impact is anticipated

This guideline will update NICE guideline PH12 (published March 2008) and NICE guideline PH20 (published September 2009).

We do not expect this update to have a significant impact on resources; that is:

- the resource impact of implementing any single guideline recommendation in England will be less than £1 million per year (or approximately £1,800 per 100,000 population, based on a population for England of 56.3m people) **and**
- the resource impact of implementing the whole guideline in England will be less than £5 million per year (or approximately £9,000 per 100,000 population, based on a population for England of 56.3m people).

This is because most of the recommendations in the guideline reinforce best practice and do not need any additional resources to implement. However, some of the guideline areas and recommendations may represent a change to current local practice. These are:

Identifying children and young people at risk of poor social, emotional and mental wellbeing ([recommendations 1.3.1 and 1.3.2](#))

Identifying children and young people at risk of poor social, emotional and mental wellbeing practice varies nationally and may require additional resources for day-to-day training and support to identify at risk students.

Targeted support ([recommendation 1.4.3](#))

Offering targeted individual or group support to children and young people identified as needing additional support may require additional resources to set up suitable environments for delivering interventions. Providing up-to-date training to ensure the availability of trained experienced practitioners who are competent and who are quality assured to provide support may also require additional resources at a local level. Schools may be expected to use their own resources to fund this support and training.

Universal curriculum content ([recommendation 1.2.7](#))

Depending on current practice there may also be costs at a local level related to a movement from behavioural to relational approaches which may also require additional training.

Any additional costs are not expected to be significant at a national level.

Social, emotional and mental wellbeing services in schools are commissioned by primary and secondary education providers, integrated care systems, the Department for Education and local authorities. Providers include primary and secondary education providers, integrated care systems and third sector organisations.