

Rhaglen Gweithredu Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol: Tair Blynedd yn Ddiweddarach

Whole School Approach to Emotional and Mental Well-being Implementation Programme: Three Years On

Lorna Bennett

Ymgynghorwr Iechyd Y Cyhoedd –
Gwella Iechyd

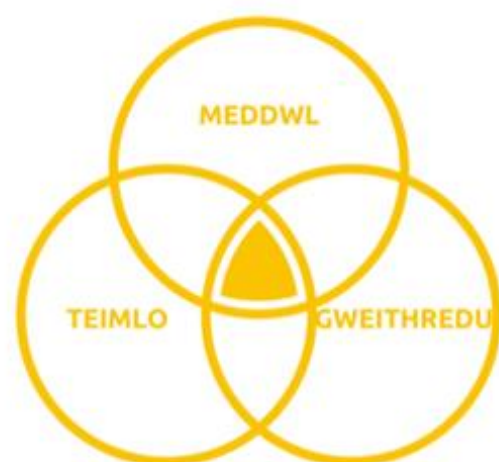
20 Chwefror 2025

Consultant in Public Health –
Health Improvement

20 February 2025

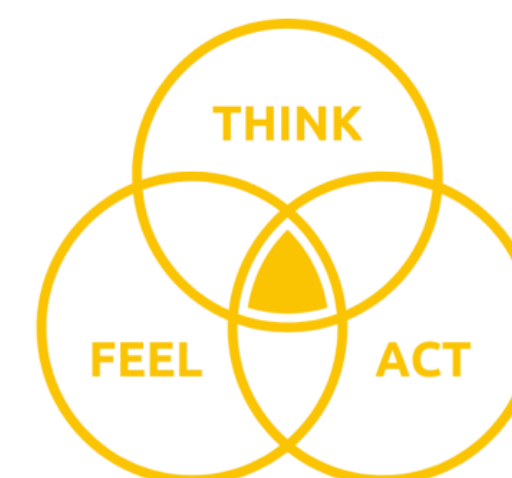
Yr hyn rydw i'n bwriadu sôn amdano y bore yma

- Cefndir i'r Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol (WSAEMWB)
- Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol (WSAEMWB) – cylch o welliant
- Ffyrdd yr ydym yn mesur effaith WSAEMWB
- Data Monitro a Gwerthuso



What I plan to cover this morning

- Background to the Whole School Approach to Emotional and Mental Well-being (WSAEMWB)
- WSAEMWB – a cycle of improvement
- Ways in which we are measuring impact of WSAEMWB
- Monitoring and Evaluation data



Pam dull ysgol gyfan ar gyfer llesiant emosiynol a meddyliol?

meddyliol?

- Mae'n ymddangos bod iechyd meddwl plant a phobl ifanc yn gwaethygu
- Pwysau ar Wasanaethau Iechyd Meddwl Plant a'r Glasoed (CAMHS)
- Mae'r rhan fwyaf o blant a phobl ifanc yn treulio llawer o'u hamser mewn addysg brif ffrwd
- Ysgolion fel safleoedd ar gyfer darparu ymyriadau sy'n hybu llesiant emosiynol da ac i atal anawsterau iechyd meddwl rhag gwaethygu.
- Mae ymyriadau iechyd mewn ysgolion yn fwyaf tebygol o achosi newid wrth eu cymhwyso ar draws y system ysgol gyfan (Cochrane/WHO, 2014)

Why a whole school approach to emotional and mental well-being?

- Children and young people's mental health is appearing to worsen
- Pressures on Child and Adolescent Mental Health Services (CAMHS)
- Most children and young people spend much of their time in mainstream schooling
- Schools as sites for delivering interventions that promote good emotional well-being and to prevent the escalation on mental health difficulties.
- School-based health interventions are most likely to bring about change when applied across the whole school system (Cochrane/WHO, 2014)

“Nid oes unrhyw system addysg yn effeithiol oni baimae'n hybu iechyd a lles ei myfyrwyr, ei staff, a'r gymuned”

WHO, UNESCO.

“No education system is effective unless it promotes the health and well-being of its students, staff, and community”

WHO, UNESCO.

Beth yw Ysgol Iach?

‘Dull Ysgol Gyfan’

Mae ysgol iach yn “**ysgol sy’n cryfhau ei chapasiti’n gyson fel lleoliad iach ar gyfer byw, dysgu a gweithio**”.

Mae’r cysyniad o ysgolion iach yn ymgorffori dull ysgol gyfan (WSA) o hybu iechyd a chyrhaeddiad addysgol mewn cymunedau ysgol drwy ddefnyddio potensial trefniadol ysgolion i feithrin amodau ffisegol, cymdeithasol-emosiynol a seicolegol ar gyfer iechyd yn ogystal ag ar gyfer canlyniadau addysg cadarnhaol.

***Sefydliad Iechyd y Byd (WHO) /
UNESCO, 2021***



What is a Health Promoting School?

‘A Whole School Approach’

A health-promoting school is “***a school that is constantly strengthening its capacity as a healthy setting for living, learning and working***”.

The concept of health-promoting schools embodies a whole-school approach to promoting health and educational attainment in school communities by using the organizational potential of schools to foster the physical, social–emotional, and psychological conditions for health as well as for positive education outcomes.

WHO/UNESCO, 2021



Leadership



**Understanding
of the needs**



**Involves,
engages and
communicates**



Workforce



Curriculum



Environment



**Help and support
services**





Arweinyddiaeth



**Dealltwriaeth o'r
anghenio**



**Yn Cynnwys,
Yn Ymgysylltu ac
yn Cyfathrebu**



Y Gweithlu



Cwricwlwm



Yr Amgylchedd



**Gwasanaethau
Cymorth a
Chefnogaeth**



Fframwaith Llywodraeth Cymru ar gyfer gwreiddio Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol

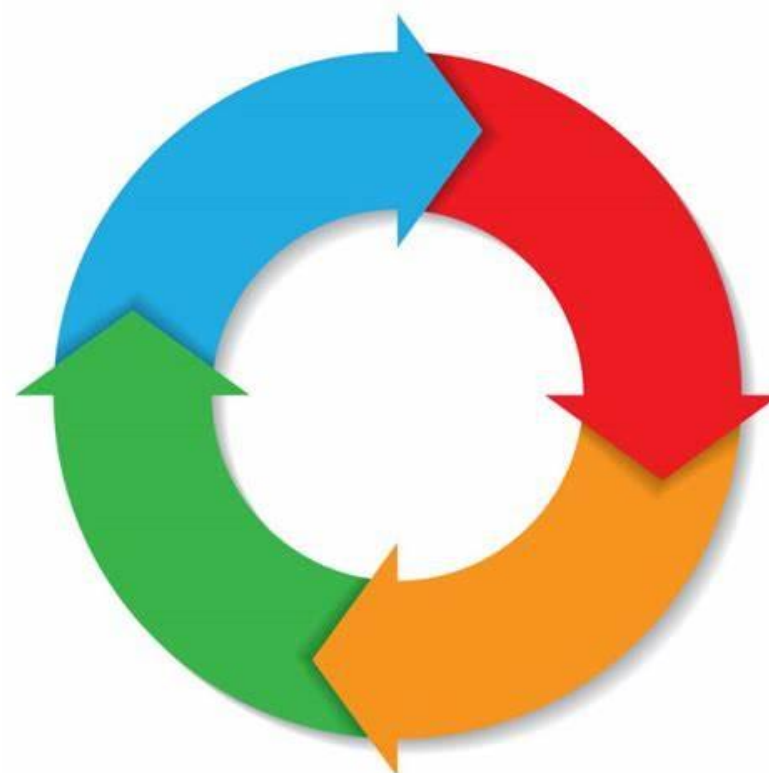
- Mis Mawrth 2021 cyhoeddodd Llywodraeth Cymru y fframwaith sefydlu dull ysgol gyfan ar gyfer llesiant emosiynol a meddyliol fel canllawiau statudol
- Cydnabod y gall pob agwedd ar fywyd ysgol effeithio ar iechyd a lles
- Mae'n ystyried pob agwedd ar angen
- Amlygu rôl pawb yng nghymuned yr ysgol i ystyried eu hymdeimlad eu hunain ac eraill o'r canlynol:
 - Perthyn
 - Effeithiolrwydd
 - Llais
- Yn annog ysgolion i feddwl am yr hyn sydd ganddynt ar waith i gefnogi llesiant emosiynol a meddyliol
- Cefnogir ysgolion i deilwra eu dull o ymdrin â llesiant meddyliol i ddiwallu anghenion dysgwyr a staff

The Welsh Government Framework for embedding a WSA to Emotional and Well-being

- March 2021 Welsh Government issued the framework for *embedding a whole-school approach to emotional and mental well-being* as statutory guidance
- Recognises that every aspect of school life can impact on health and wellbeing
- Considers all aspects of need
- Highlights the role for everyone in the school community to consider their own and others sense of:
 - Belonging
 - Efficacy
 - Voice
- Encourages schools to think about what they have in place to support emotional and mental well-being
- School supported to tailor their approach to mental well-being to meet the needs of learners and staff

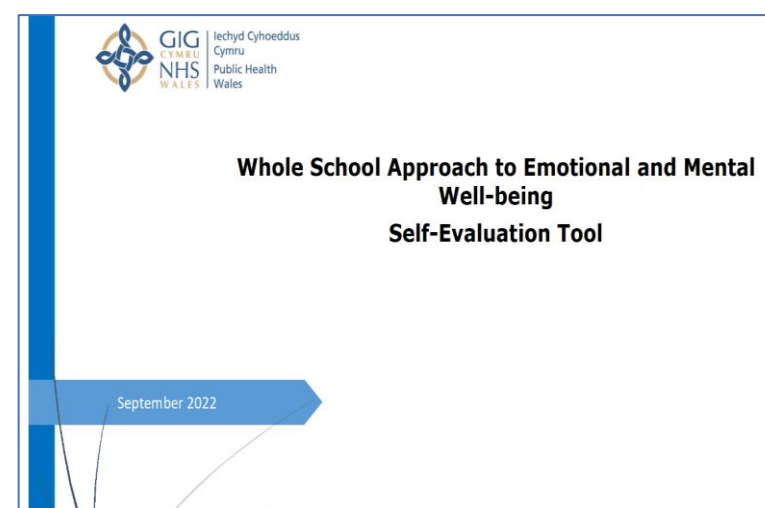
Gwelliant parhaus

- Darperir canllawiau ac adnoddau i gefnogi ysgolion i; hunanwerthuso eu hanghenion a'u cryfderau; cynllunio a gweithredu gweithredu; ac yn gwerthuso.
- Ar hyn o bryd mae Iechyd Cyhoeddus Cymru yn integreiddio rhaglenni cymorth i ysgolion sy'n canolbwyntio ar wreiddio dull ysgol gyfan o ymdrin ag iechyd a lles.



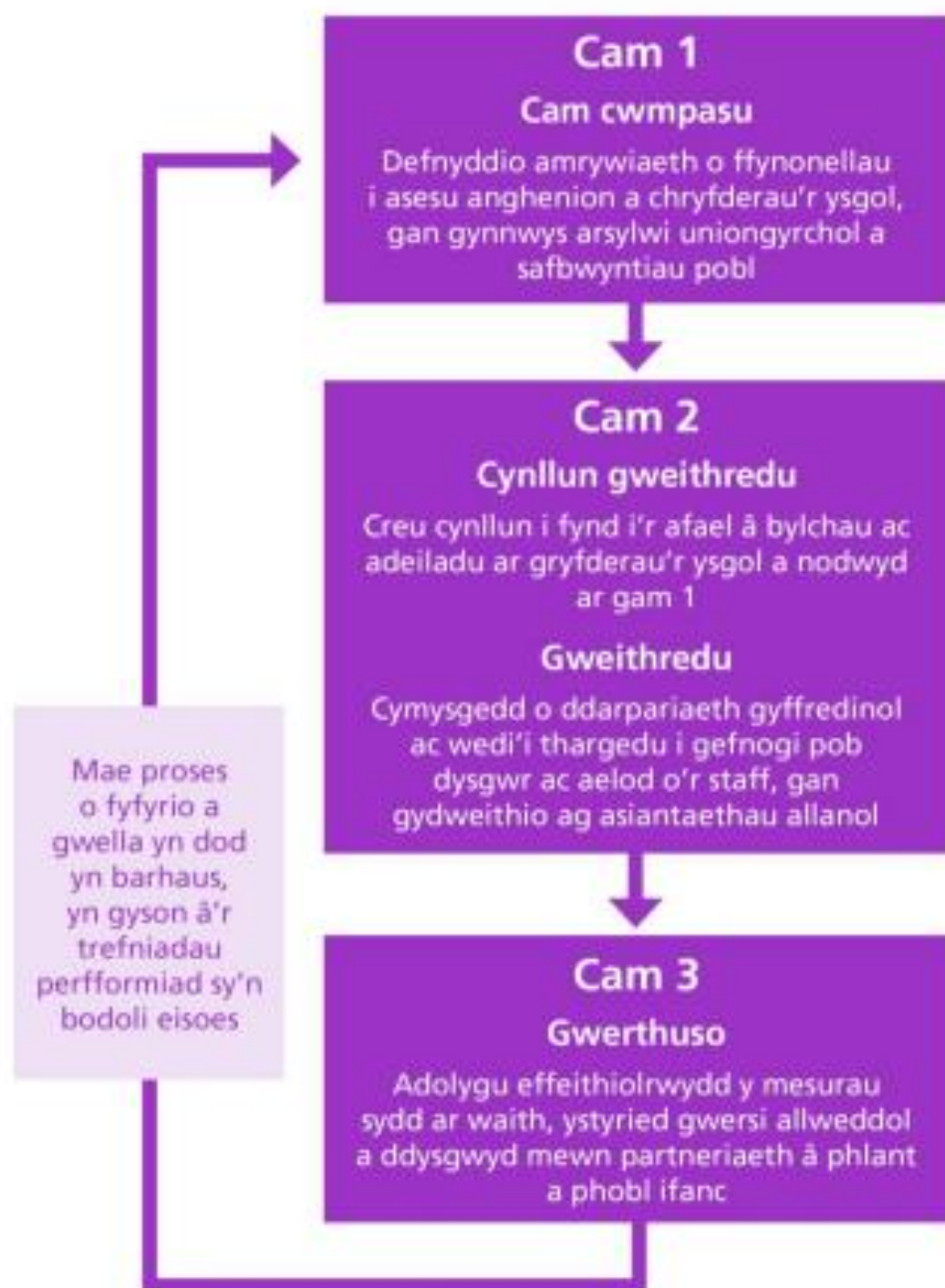
Continuous improvement

- Guidance and resources are provided to support schools to; self-evaluate their needs and strengths; plan and implement action; and evaluate.
- Public Health Wales is currently integrating programmes of support for schools that focus on embedding a whole school approach to health and well-being.



Cyflawni'r dull ysgol gyfan

Rhydd broses ddiffiniedig i ysgolion ddatblygu a sefydlu eu dulliau ysgol gyfan eu hunain sy'n gyson, yn deg i ddysgwyr a staff, ac na fwriedir iddynt fod yn orfiwrocataidd, gan yn hytrach gyfateb i brosesau gwella ysgolion sydd eisoes ar waith. Mae a wnelo â thanlinellu'r pethau da y dylai pob un ohonom fod yn eu gwneud fel mater o drefn.



Flow diagram illustrating process for embedding a whole-school approach to mental health and emotional well-being



Sut mae WSAEMWB yn cael ei fesur ar gyfer ei effaith?

- Data Monitro
- Gwerthusiadau Proses ICC:
 - Cam 1: Disgrifiad o'r gweithredu
 - Cam 2: Hunanwerthuso
 - Cam 3: Cynllunio a gweithredu
- Gwerthusiad Annibynnol a gynhelir gan Decipher (2022-26 a ariennir gan Ganolfan Wolfson ar gyfer Iechyd Meddwl Pobl Ifanc)
 - [Yn ddiogel fel... ysgolion? Ble a gyda phwy mae disgyblion yn teimlo'n fwyaf diogel?](#)
 - [Newidiadau a heriau: Sut brofiad o les sydd gan athrawon ysgol?](#)

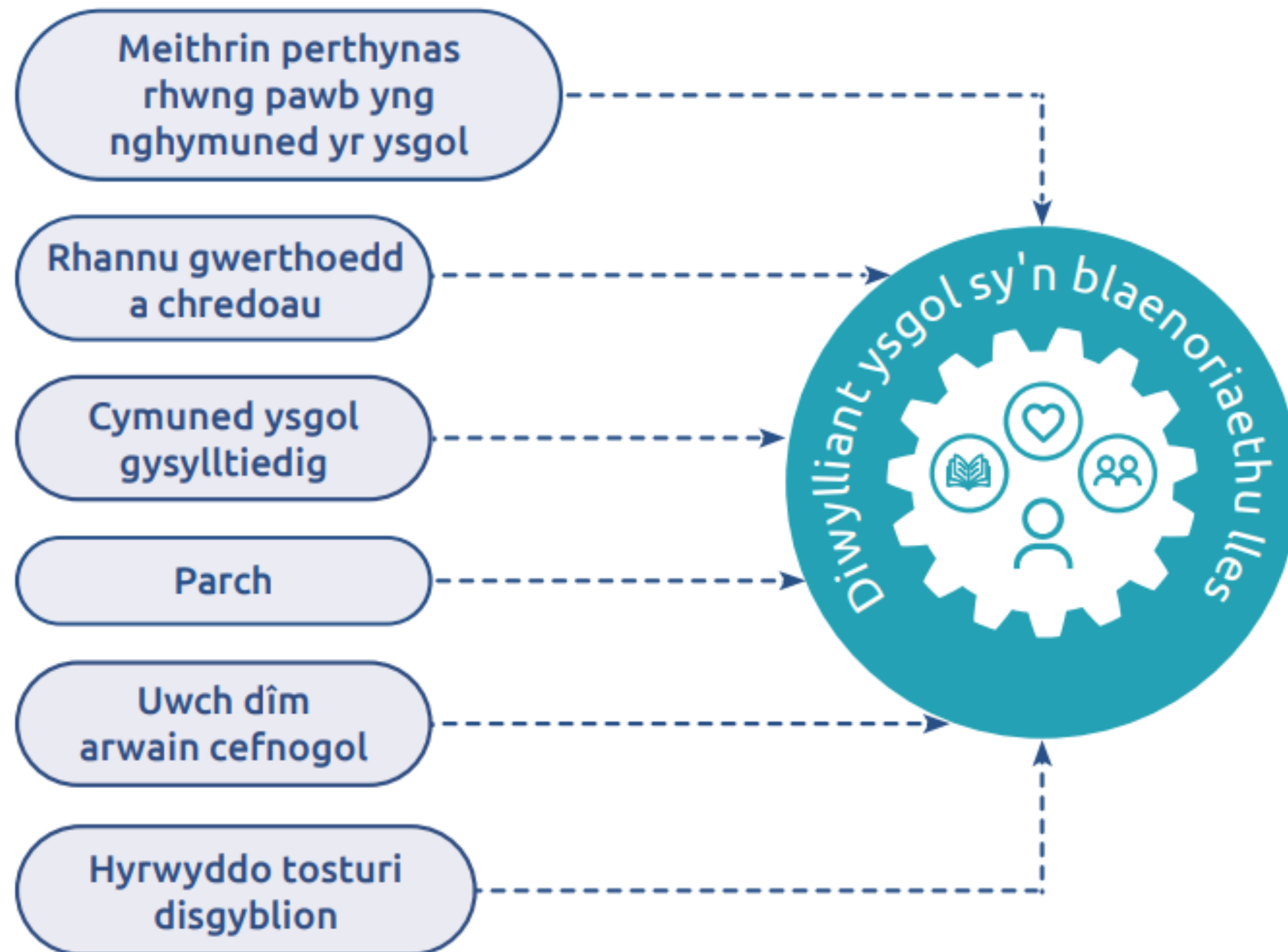
How is the WSAEMWB being measured for impact?

- Monitoring data
- PHW Process Evaluations:
 - Phase 1: A description of implementation
 - Phase 2: Self-evaluation
 - Phase 3: Planning and implementing action
- Independent Evaluation being undertaken by Decipher (2022-26 funded by the Wolfson Centre for Young People's Mental Health):
 - [Safe as... schools? Where and with whom do pupils feel most secure?](#)
 - [Changes and challenges: How are teachers experiencing wellbeing in schools?](#)

Diwylliant ysgol sy'n blaenoriaethu lles

Dangoswyd bod diwylliant ysgol sy'n blaenoriaethu lles yn bwysig iawn i helpu ysgolion i gynllunio a gweithredu camau lles yn llwyddiannus.

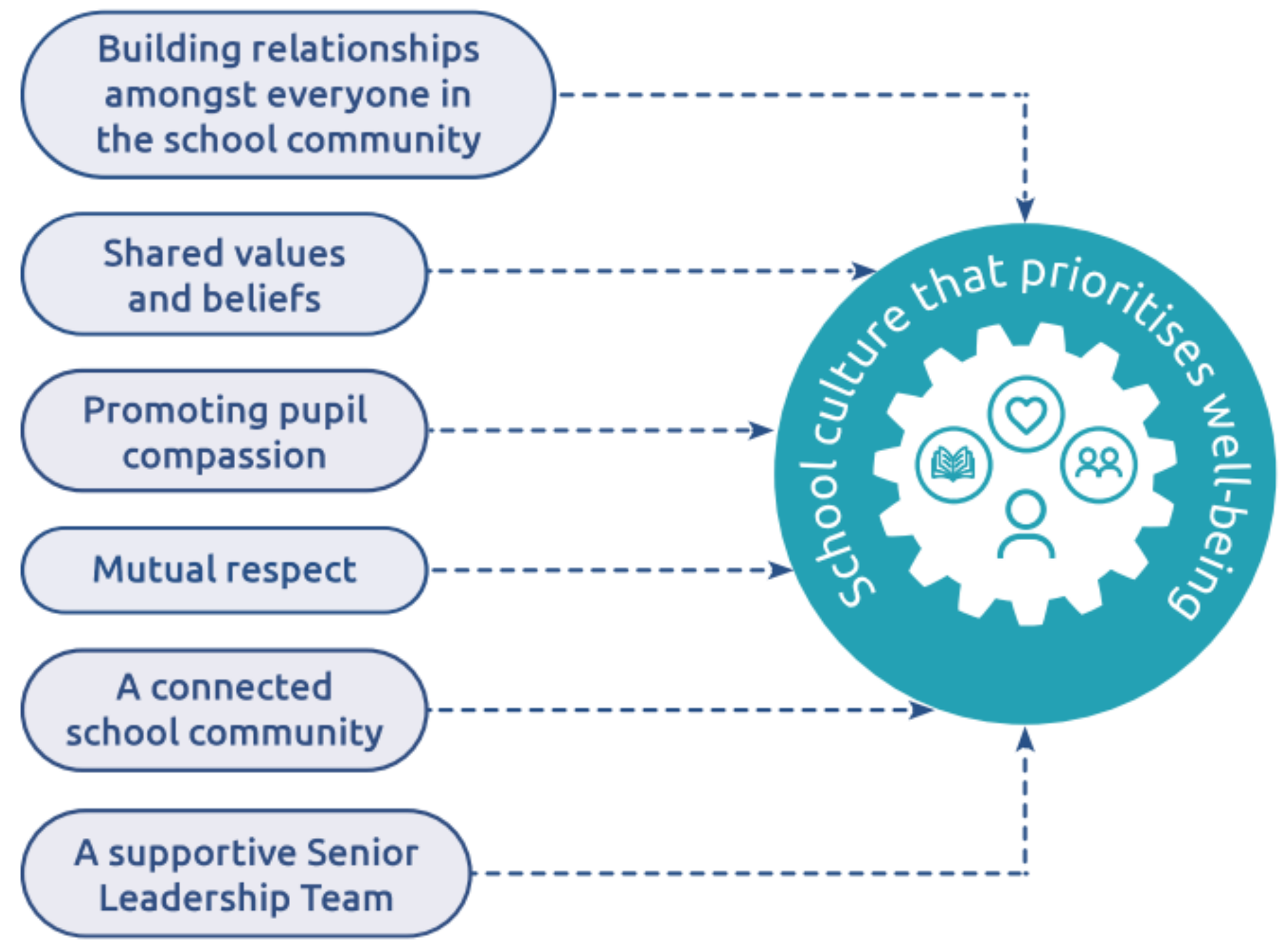
Mae rhai o'r ffyrdd y mae ysgolion wedi datblygu diwylliant sy'n blaenoriaethu lles i'w gweld yn y diagram isod:



School culture that priorities well-being

A school culture that prioritises well-being was found to be very important in helping schools to successfully plan and implement well-being actions.

Some of the ways schools have developed a culture that prioritises well-being are shown in the diagram below:



Canfyddiadau athrawon o newidiadau a heriau i les mewn ysgolion

Yn rhan o werthuso'r 'Dull Ysgol Gyfan o ymdrin â llesiant emosiynol a meddyliol', cyfvelon ni â 36 aelod o staff mewn ysgolion gwahanol i ofyn y canlynol iddyn nhw: **ers Covid, sut mae anghenion y disgyblion wedi newid o ran eu llesiant?** Er bod y rhan fwyaf o ddisgyblion yn ymdopi'n dda, daeth ambell i her amlwg i'r golwg. Isod, ceir crynodeb o'r hyn a ddywedodd staff yr Ysgolion Cynradd:



Newidiadau datblygiadol:

Dywedodd y staff eu bod wedi sylwi ar **gynnydd mewn achosion o broblemau datblygiadol** ymhlith rhai o'u dysgwyr iau. Roedd y rhain yn cynnwys anawsterau lleferydd ac iaith, ynghyd â chynnydd mewn problemau wrth frwsio dannedd a defnyddio'r tŷ bach.

Newidiadau cymdeithasol:

Bu'r staff yn trafod y cynnydd a welwyd yn nifer y dysgwyr a oedd yn ei chael hi'n **anoddach gweithio mewn grwpiau a chyfathrebu â'i gilydd**. Dywedodd eraill bod mwy o ddysgwyr yn ymddangos eu bod wedi colli hyder wrth siarad o flaen eraill yn y dosbarth.



Llesiant meddyliol ac emosiynol:

Dywedodd y staff fod **mwy o ddysgwyr yn dweud eu bod nhw'n dioddef o orbryder yn yr ysgol** yn gyffredinol neu mewn sefyllfaoedd penodol – yn aml mewn mannau prysur. Roedd mwy yn wynebu **heriau o ran rheoleiddio eu hemosiynau a theimlo gorlwytho synhwyraidd**, ac eisiau cefnogaeth, amser a lle penodol i allu rheoli hyn.



Teacher perceptions of changes in and challenges to wellbeing in schools

In 2023, we interviewed 36 school staff as part of our evaluation of the Whole School Approach to Emotional and Mental Wellbeing, and asked them **how pupil wellbeing needs had changed since Covid**. While most pupils were functioning well, there were some clear challenges. Below is a summary of what **Primary School** staff said:



Developmental changes:

Staff said that they had seen an **increase in developmental issues** in some of their younger learners. This included things like speech and language difficulties, as well as an increase in challenges with teeth brushing and toilet training.

Social changes:

Staff discussed an increase in learners who were finding it **more difficult to work and communicate in groups**. Others said that more learners seemed to have lost confidence in speaking up in class in front of others.



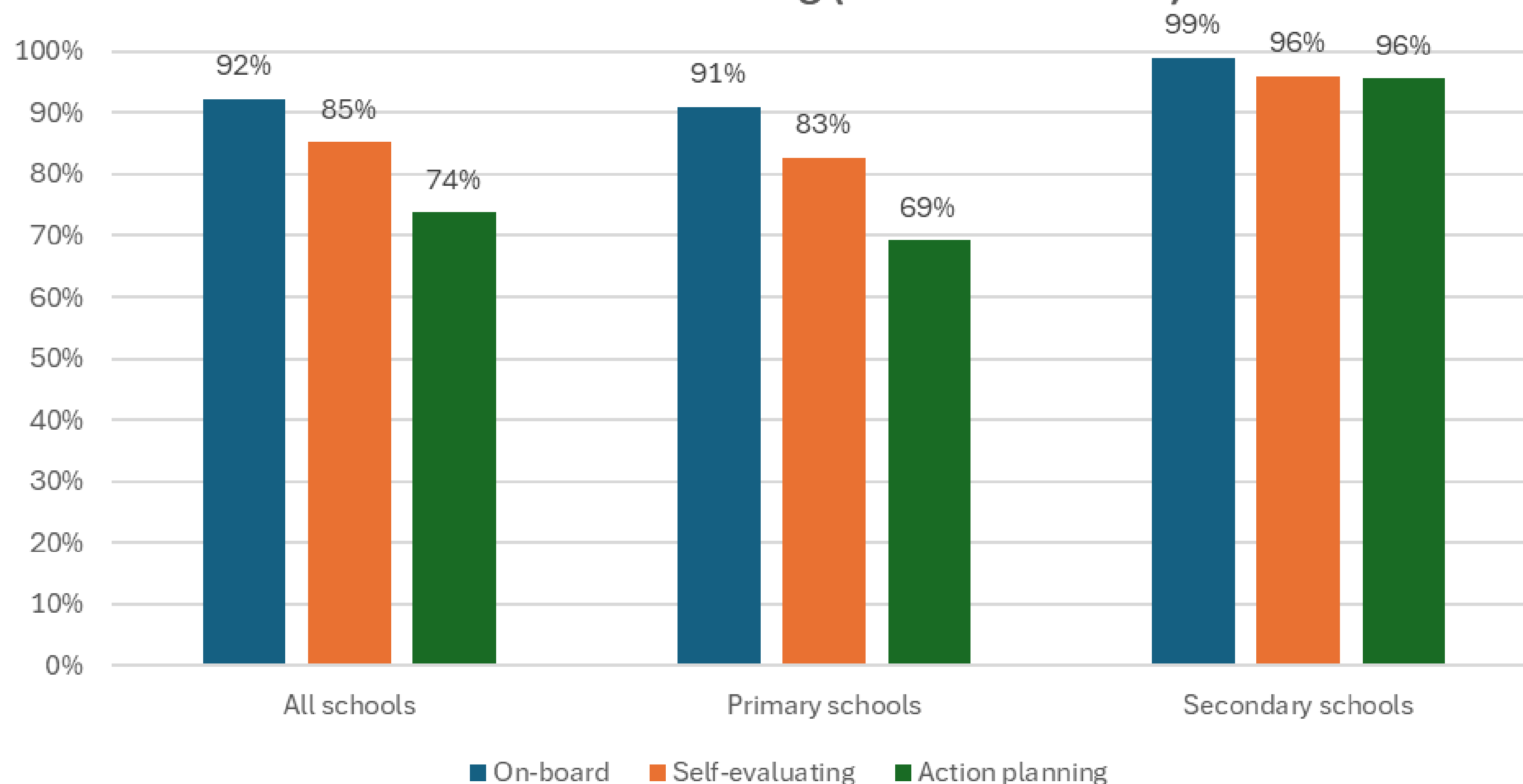
Mental and emotional wellbeing:

Staff said that **more learners were describing themselves as experiencing anxiety at school** in general or in certain – often crowded – situations. More were experiencing **challenges in emotional regulation and sensory overload**, needing support, time and space to manage this.



School engagement with WSAEMWB

Proportion of schools 'on board' self-evaluating, or action planning as part of their Whole School Approach to Emotional and Mental Well-being (data as at 4.2.25)



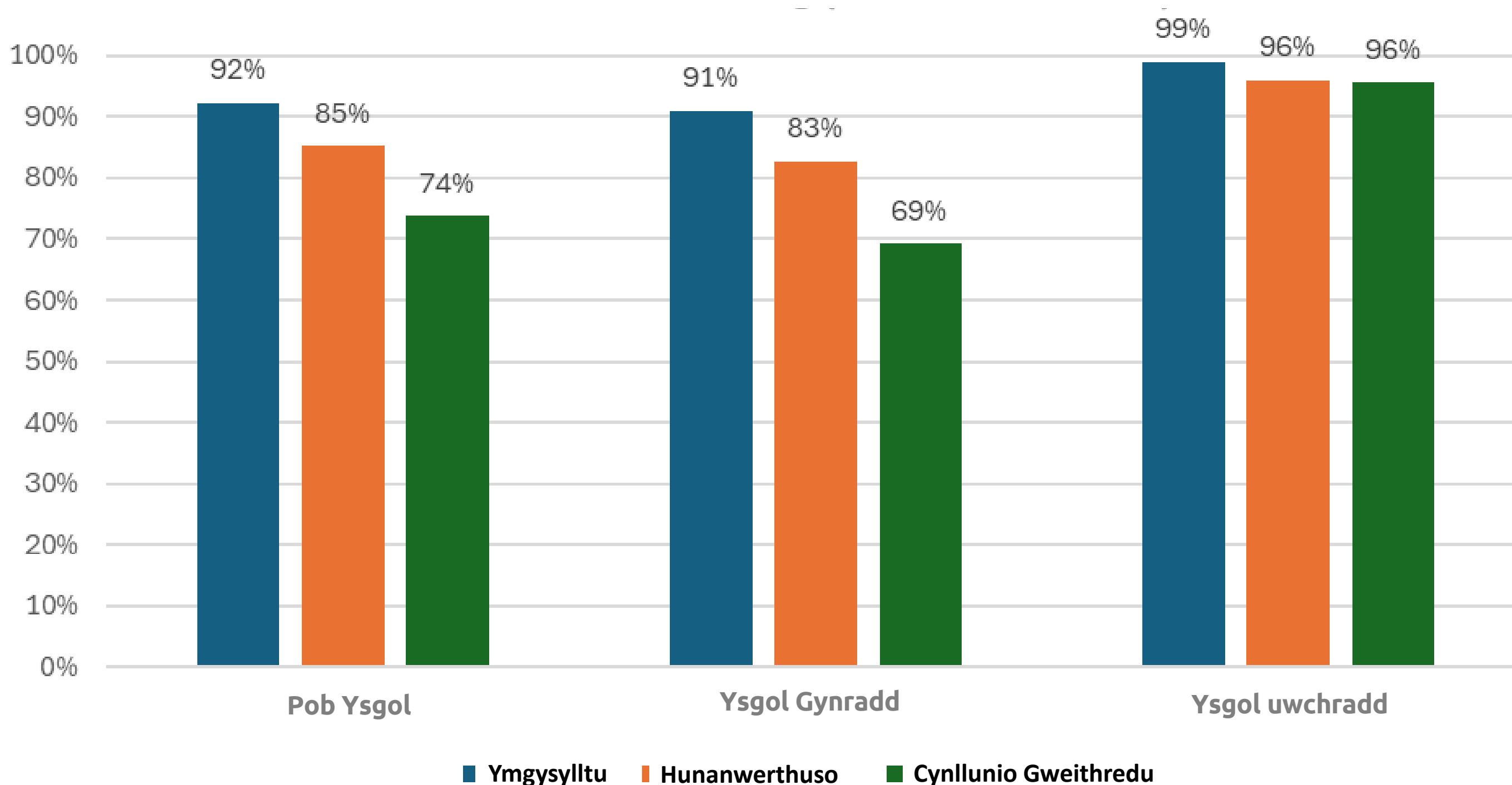
'On-board' is where a school has responded to an active offer of support, started to engage with their Implementation Coordinator (or Healthy Schools Coordinator) and has had the process of self-evaluating explained (it does not necessarily mean that they have started self-evaluating).

'Self-evaluating' means the school has started either the PHW self-evaluation tool (SET) or another tool.

'Action Planning' is where a school has entered a continuous improvement and planning cycle. The schools continually review the SET, develop their action plans and then add/remove actions when needed. It is a continuous process.

Ymgysylltiad Ysgolion â WSAEMWB

Cyfran yr ysgolion sydd 'wedi ymgysylltu', hunanwerthuso, neu sy'n cynllunio ar gyfer gweithredu fel rhan o'u WSAEMWB (data 4.2.25)



'Ymgysylltu' yw pan fydd ysgol wedi ymateb i gynnig gweithredol o gymorth, wedi dechrau ymgysylltu â'i Chydlynnydd Gweithredu (neu Gydlynnydd Ysgolion Iach) ac wedi cael esboniad o'r broses hunanwerthuso (nid yw o reidrwydd yn golygu eu bod wedi dechrau hunanwerthuso).

Mae **'Hunanwerthuso'** yn golygu bod yr ysgol wedi dechrau defnyddio naill ai offeryn hunanwerthuso ICC neu adnodd arall.

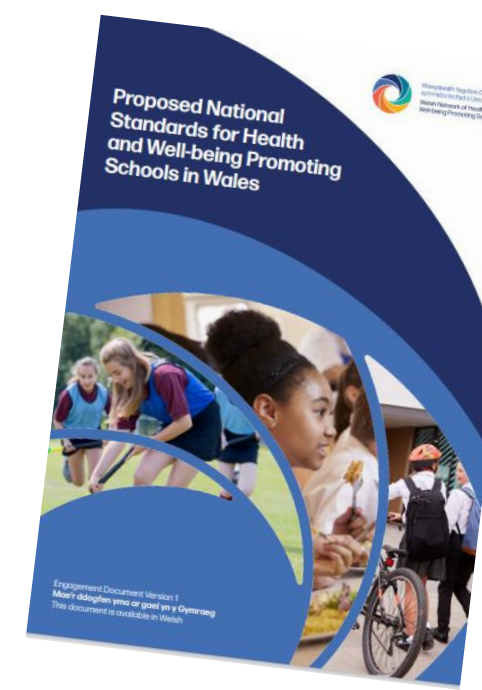
'Cynllunio Gweithredu' yw pan fydd ysgol wedi cychwyn ar gylchred gwella a chynllunio parhaus. Mae'r ysgolion yn adolygu'r offeryn hunanwerthuso yn barhaus, yn datblygu eu cynlluniau gweithredu ac yna'n ychwanegu/dileu camau gweithredu pan fo angen. Mae'n broses barhaus.

Y Camau Nesaf

- Parhau i ymgorffori dull ysgol gyfan ar gyfer llesiant emosiynol a meddyliol trwy ddull gwelliant parhaus
- **Dros y tymor hwy, integreiddio Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol â rhaglen Rhwydwaith Ysgolion Cymru sy'n Hybu Iechyd a Llesiant**
- Set newydd arfaethedig o Safonau ar gyfer Ysgolion sy'n Hybu Iechyd a Llesiant

Next Steps

- Continue to embed a whole school approach to emotional and mental well-being through a continuous improvement approach
- **Over the longer term, to integrate WSAEMWB with the Welsh Network of Health and Well-being Promoting Schools programme**
- A new proposed set of Standards for Health and Well-being Promoting Schools





GIG
CYMRU
NHS
WALES

Iechyd Cyhoeddus
Cymru
Public Health
Wales

Diolch yn fawr! / Thank you!

Lorna.Bennett3@wales.nhs.uk