

# Education, Children and Families Committee

10am, Tuesday, 27 April 2023

## Health and Wellbeing Update

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the achievements and next steps in Health and Wellbeing in City of Edinburgh schools.
  - 1.1.2 Note the continued hard work of teams across departments within City of Edinburgh, our staff in schools and partners to support the health and wellbeing of our children and young people

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## Health and Wellbeing Update

### 2. Executive Summary

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- 2.1 This report summarises the main areas of focus and approaches to supporting the health and wellbeing of children, young people and staff teams, across City of Edinburgh's schools. Supporting mental and emotional wellbeing continues to be a priority across all settings. Refreshing and planning for all areas of the Health and Wellbeing (HWB) the curriculum was a focus in School Improvement Planning Guidance 2022/23. The HWB National Census has provided detailed feedback from our learners in relation to HWB. We are in the process of analysing this in relation to the national level data recently shared by Scottish Government

### 3. Background

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- 3.1 Developing the health, wellbeing and resilience of learners and staff teams in Edinburgh schools is a fundamental part of Edinburgh Learns Strategy to raise attainment for all learners. This aligns with the NIF priority of Improving children and young people's health and wellbeing.
- 3.2 We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire, the Secondary Pupil Survey and the National HWB Census. We use this data at strategic and school level to inform next steps.
- 3.3 Each year our schools evaluate themselves against the HGIOS? 4 Quality Indicator This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. This provides additional information regarding the strengths and areas for improvement for Health and Wellbeing. These indicator values are submitted annually by schools in their Standards and Quality Report in June.

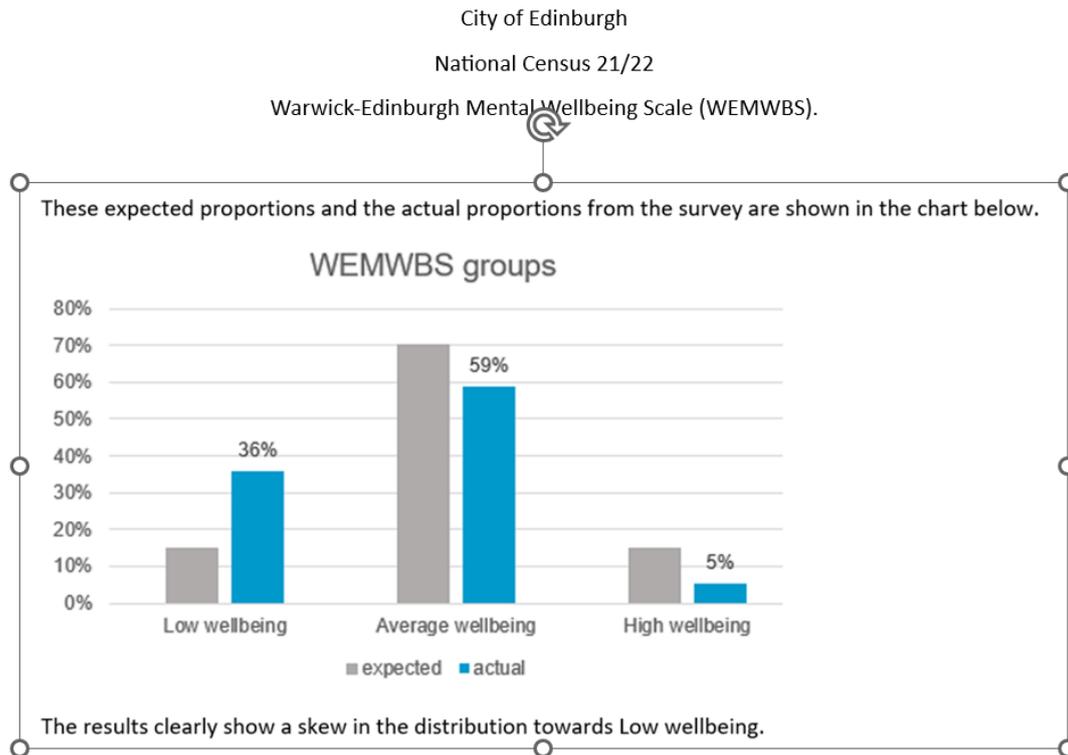
#### Quality Indicator Values

##### Session 22/23

Sector	3 Satisfactory	4 Good	5 Very Good	6 Excellent
Primary	5	57	25	2
Secondary	1	12	9	1
Special	3	8	1	

This session three HMIE published reports have reviewed this QI and each performed very well –with gradings of excellent, very good and good.

- 3.4 Our HWB Framework and A5 booklet (Appendix 1) provides key information to schools regarding CEC expectations and consistency of approach in relation to HWB.
- 3.5 The impact of covid on children and young people’s HWB is well documented. For some, coping with school life presents significant challenges and creates anxiety which schools are working hard to support.



## 4. Main report

- 4.1 Supporting the Health, wellbeing and resilience of school communities has been a main priority for senior leaders, and staff teams. A wide range of supports, resources and training have been made available to schools to facilitate this work e.g. sign posting to CEC and third sectors supports, in house training, NHS training etc
- 4.2 Individual school data from the National Health and Wellbeing Census and collated sector specific data was shared with all schools. Sessions were provided for school leaders and HWB networks to support analysis of this data and implementation of next steps. In addition, signposting to resources and training for key areas where initial analysis suggested support might be required, such as developing resilience, learner voice, connectedness and physical wellbeing were also shared. A short life working group has been set up to further analyse the CEC data in comparison to

the national data. Key priorities will be identified and follow up actions will be taken to the HWB Strategic Group to inform the HWB Action Plan for 23/24.

- 4.3 New resources across a range of HWB organisers have been provided this year. These include a new toolkit for secondary schools to support a planned, progressive Personal and Social Education curriculum. Within this toolkit is further support and guidance for schools on developing a whole school approach towards Gender Based Violence and Harmful Sexual Behaviours. Our Mentors in Violence Prevention training programme supports this work and the Stop it Now! pilot project will provide further evidence-based practice to share. The new young Minds Matters resource provides a progressive approach from our primary Building Resilience programme to teach mental and emotional skills to young people., which is critical for supporting wellbeing and attendance.
- 4.4 High quality Professional learning, delivered within the Local Authority and with Partner agencies, has been effective in upskilling practitioners across various aspects of HWB. This has included train the trainer sessions for both Mental Health Matters and for the Relationships, Sexual Health and Parenting programme.
- 4.5 A HWB Map has been developed for schools to facilitate a holistic approach to HWB. It signposts to key resources, supports and training and clarifies the key areas integral to ensuring settings are meeting the HWB needs of their learners.
- 4.6 A minimum expectation for evaluating progress in HWB responsibility of all at individual and whole school level has been developed. This aspect of HWB is not supported by benchmarks as it is recognised that a learner's progress in relation to their mental, emotional and social wellbeing is dependent on a variety of factors and life circumstances which can change quickly. It is, however, essential that establishments can show evidence of the progress children and young people are making in relation to their health and wellbeing. This resource will support schools to reflect and act on the wellbeing needs of their individual learners and broader school community.
- 4.7 A strong commitment to collaboration across the Local Authority and with partners has strengthened the development of particular areas of work. Our focus on responding to the increase in the proportion of Primary 1 children who are at risk of overweight or obesity has brought together a range of partners to look more broadly at developing a positive food and physical activity culture across our service. A pilot project has been set up in one learning community and an authority wide commitment to focussing on the development of PEPAS(Physical Education, Physical Activity and Sport) groups in each learning community both support this agenda.
- 4.8 The HWB National Census asked S2 and 4 pupils if they had ever vaped. The results showed that approximately 400 pupils, or 9%, of S2 and S4 respondents had used an e-cigarette/vape. This was 6% in S2 and 13% in S4.A report on vaping was shared with CCWP. (Appendix 2) Preliminary steps have been taken to develop a citywide approach/policy to vaping in collaboration with children/young people, school staff, parents and partners to provide consistency across the school estate. This group will meet in May 2023 to take this forward.

- 4.9 £2.5 million has been allocated to fund Wellbeing Hubs in all of our mainstream secondary schools. Wellbeing Hubs support young people from S1 – S3 and provide enhanced transition into S1 for learners from P6 upwards. The tailored interventions strengthen young people to develop their Health and Wellbeing, build positive relationships with peers, and thrive in mainstream settings. High quality professional learning and networking is ensuring staff are informed, motivated and have the necessary skills to support learners.
- 4.10 Our Head Teachers, Primary and Secondary HWB Networks, alongside our Pupil Support Lead and DHT Networks continue to shape and support our HWB work across the city. Their views and experiences feed into the HWB Strategic Group.
- 4.11 We continue to collaborate within the SEIC to find synergies, share good practice and work collaboratively on projects pertinent to HWB. One of our primary schools was the first to achieve the SEIC Mental and Emotional Health and Wellbeing Award.

## **5. Next Steps**

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- 5.1 Align all HWB strategic actions to Edinburgh Learns for Life goals; Transform, Connect, Empower
- 5.2 Reflect on citywide data from National HWB Census in comparison to national data and plan next steps. Plan and implement CEC HWB surveys for session 23/24.
- 5.3 Progress work on vaping through collaboration with children/young people, school staff, parents, and partners based on national research and guidance (ASH)
- 5.5 Progress city-wide whole school universal and targeted nurture approaches.
- 5.6 Progress positive food and physical activity pilot, reflect on impact and plan next steps.
- 5.7 Provide high quality professional learning responsive to professional learning needs, where appropriate, with partners.
- 5.8 Review and refresh Primary HWB Progression Pathways.
- 5.9 Continue to support the HWB of school leaders and staff.
- 5.10 Provide clear strategic direction on evaluating improvement in health and wellbeing in conjunction with the city-wide tracking and monitoring solution.

## **6. Financial impact**

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- 6.1 There are no financial implications contained in this report.

## **7. Stakeholder/Community Impact**

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- 7.1 We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire, the Secondary Pupil Survey and the National HWB Census
- 7.2 Each year our schools evaluate themselves against the HGIOS? 4 Quality Indicator. This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. This provides additional information regarding the strengths and areas for improvement for Health and Wellbeing. These indicator values are submitted annually in June.
- 7.3 Edinburgh Learns Health & Wellbeing Board meets each term. All sectors, and a range of partners, are represented in the membership of this Board to ensure effective collaboration in the continued development of the overall strategy, together with performing an effective governance function.

## **8. Background reading/external references**

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- 8.1 [How good is our school? - HGIOS 4 | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)

## **9. Appendices**

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- 9.1 Appendix 1 Health and Wellbeing Framework
- 9.2 Appendix 2 Secondary Citywide Census Data

# Health and Wellbeing

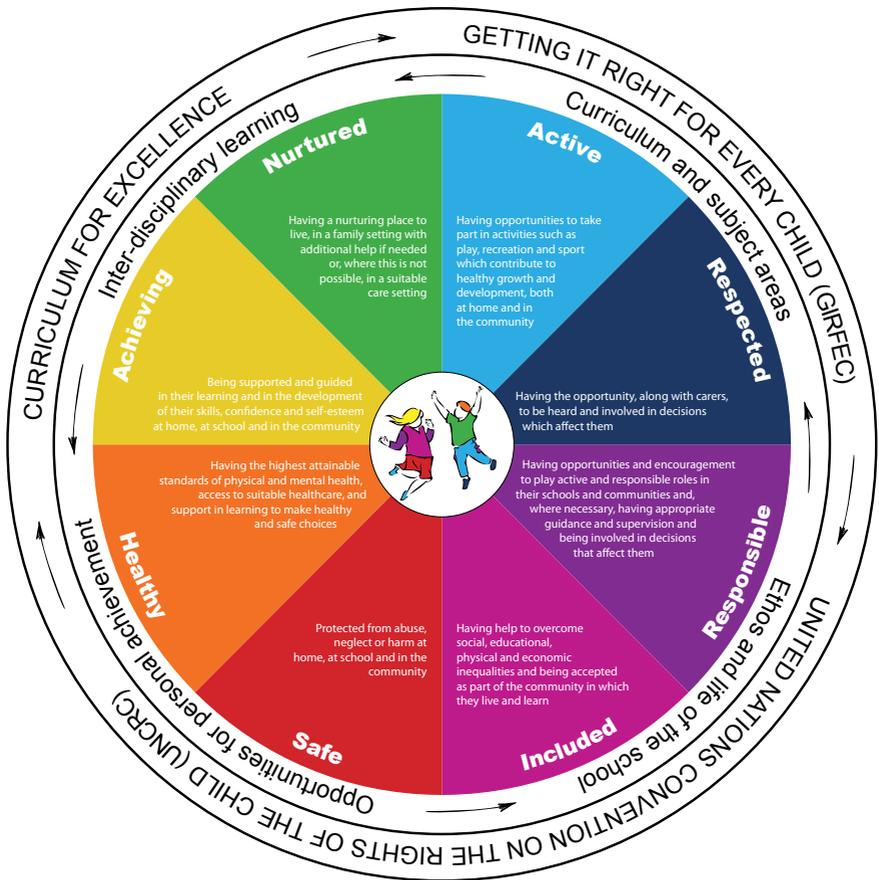
EdinburghLearns



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THE CITY OF EDINBURGH COUNCIL

'Everyone within a learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual in the school and the wider community'

*Curriculum for Excellence: Health and wellbeing Principles and Practice*



Establishments should know and be able to demonstrate that across the four contexts for learning, all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and learners should know, understand and use the wellbeing indicators as an integral part of school life.

*How good is our school? 4th Edition*

# Safe

## Values

The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum

Restorative approaches begin with the ethos of positive relationships, rights and respect

Restorative approaches are for all members of the school community regardless of role

## Practice

Strong culture of partnership working and joint planning across the learning community

Regular planned opportunities for 1:1 dialogue with learners

Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 dialogue with learners

Regular time created for staff to discuss learners' HWB needs

Safe spaces in the establishment

Supported lunch/break activities

# Healthy

## Values

Health and wellbeing is valued and seen as a priority

The key adult role is a crucial component in a child's resilience – we believe that any of us can be that key adult

## Practice

Planned curricular opportunities for learners to develop resilience

All staff demonstrate HWB is central to their practice

High quality meals which meet nutritional requirements

Planned progressive HWB curriculum, shaped by learner voice and local context

We develop individual attributes and supports that promote resilience including making sure every child has at least one 'good adult'

# Achieving

## Values

All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap

We look for opportunities for personal and wider achievement to highlight and build on individual strengths

## Practice

Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning

Achievement across the 4 contexts for learning is celebrated and valued

Transitions are carefully planned, they support HWB and progression in learning

Learners self-report in their own progress in HWB and are supported to identify next steps

We use the Getting It Right for Every Child approach to work together with children and their families

We effectively track and monitor learners to ensure progression and target pupils at risk

# Nurtured

## Values

Positive relationships are crucial to developing successful learning communities

Ethos of respect and trust where learners can and do voice their concerns and are listened to

Restorative, solution orientated approaches used to promote positive behaviour

Learners know staff care about them and feel confident to seek support

We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections

## Practice

Staff act as positive role models to learners

Staff demonstrate high expectations and ambition for all learners

We are all available and approachable – if a child or young person wants to connect with us at an unsuitable time we always offer an alternative

We provide nurture groups and support a culture of nurture

# Active

## Values

Daily physical activity is encouraged and valued

Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment

## Practice

Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty

Positive relations with Active Schools link with a programme which is shaped by learner voice

Frequent opportunities for outdoor learning, in the playground, local community and beyond

Daily physical activity

Tracking and monitoring systems identify learners who need to be more active and we plan for this

Planned progressive learning experience for PE across the cluster

Active travel promoted across the learning community

# Respected

## Values

All learners should feel listened to and valued

Children's rights are core to the ethos and values of the school

Relationships are based on mutual trust and respect

We support everyone's right to access the support they need to achieve their potential

## Practice

Views of learners are sought, valued and lead to change

Learners participate fully in the life of the school

Diversity is celebrated and discrimination challenged

We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)

# Responsible

## Values

We show care and respect for others and model this behaviour

We all have a responsibility to offer support to repair relationships

Strong culture of learner voice, where views are listened to and acted upon

## Practice

Learners co design their own learning in HWB and participate in delivery of some programmes

Learners contribute to the wider life of the school and take on responsibilities, eg on committees, buddies

Learners have opportunities to develop skills across the 4 contexts for learning

Restorative, solution orientated approaches used to promote positive behaviour

We know there are consequences for decisions and actions that have had a negative impact on the rights of others but consequences are proportionate and support us to develop behavioural awareness and ownership

# Included

## Values

All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap

The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded

## Practice

Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom

Equal access to opportunities, regardless of income

Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community.

All learners have access to a key adult they know and can trust to discuss any issue or worry

Strong culture of learner voice

The 4 Rs underpin our practice;  
Relationships  
Rights Respecting  
Resilience Building  
Restorative





## Vaping in schools

### Background

We are aware that vaping is becoming an issue in schools with some evidence suggesting young people are vaping in class, corridors and in school toilets. Vaping is not for children. While it can help people quit smoking, the advice is, if you don't smoke don't vape. However, most children who try vaping, have also tried smoking, and vaping is far less harmful than smoking, which kills up to two thirds of smokers.

Vaping is not permitted in Council premises. It is illegal for young people under 18 to buy vapes or for someone to buy a vape for a young person under 18.

Currently we do not have a consistent policy on vaping in our schools.

### Data

The HWB Census administered last session asked the following question to S2 and S4 pupils;

*How often do you use e-cigarettes/vape at present?*

4691 responses were given to this question across the city.

	Every day	At least once a week, but not everyday	Less than once per week	I do not use e-cigarettes/vape	Prefer not to say
S2	43	57	65	2,460	160
S4	89	66	87	1,566	98

Around 400 pupils, or 9%, of S2 and S4 respondents had used an e-cigarette/vape. This was 6% in S2 and 13% in S4.

The latest national (UK) data shows the proportion of children vaping is rising, up from 4% in 2020 to 7% in 2022, alongside the growing popularity of disposable vapes. The number of children who admit to ever trying vaping has risen from 14% in 2020 to 16% in 2022. However, the vast majority of under 18s who have never smoked, have also never vaped, and only 1.9% have vaped more frequently than once or twice. (ASH guidance on developing school policies on vaping)

### Curriculum

The Health and Wellbeing curriculum supports children and young people to assess and manage risk, to understand about topics such as vaping and any impacts on health. It also supports them to access practical and emotional help. Specifically, children and young people learn the following in relation to substance misuse;

- The impact of substances on health - positive and negative and legal implications (E – 4<sup>th</sup> level)
- Pressures (peer/culture/media) and substance use (2<sup>nd</sup> - 4<sup>th</sup> level)
- The impact of substances on behaviour and decision making (2<sup>nd</sup> – 4<sup>th</sup> level)
- Assessing and managing risk in relation to substance use (2<sup>nd</sup> – 4<sup>th</sup> level)

- The impact of substance use on health (2<sup>nd</sup> – 4<sup>th</sup> level)

## Resources

Currently we sign post to two main resources for primary/secondary/special schools to use to support this aspect of the curriculum.

[Young people and vaping | ASH Scotland](#)

- Information on young people and vaping
- Activities and resources
- Training opportunities
- Workshops and resources for young people

[I Am Me Scotland Learning Platform \(iammescotlandeducation.org.uk\)](http://iammescotlandeducation.org.uk)

This is a new substance misuse toolkit developed by Renfrewshire Council . This has been shared with secondary PSE Network via new PSA toolkit and to primary schools via the HWB Network. The lead for this resource is to present at the next Primary HWB Network meeting. This will then enable us to update our HWB Early to Second Level progression frameworks to include this resource.

## NHS Support

Karen Holmes, Clinical Nurse Manager, Health Visiting West & School Nursing Service , is aware of the need to provide support to schools in this area.

The following information was recently shared with our School Nurse leads in preparation for potentially supporting schools as part of their early intervention/prevention work.

[New national vaping guidance for schools released by Action on Smoking and Health - ASH](#)

[ASH-guidance-for-school-vaping-policies.pdf](#)

[Young people and vaping | ASH Scotland](#)

[young-people-and-vaping.pdf \(ashscotland.org.uk\)](#)

[ASH Scotland eLearning \(ashscotlandmoodle.org.uk\)](#)

School nurses are keen to work in partnership with schools, supporting health prevention programmes as part of the CFE and I aim to look at our Health Promotion programmes early in the New Year and look to support schools.

Robbie Preece, Health Improvement Lead Tobacco Control, NHS Lothian

NHS Lothian agree that vaping is not for children, but that as a public health approach, it is supporting the reduction of combustible nicotine use which is the number one cause of ill health in the UK. In terms of risk-taking behaviour, vaping is considerably less harmful than other behaviours young people experiment with, therefore a proportionate approach to this issue is advised.

A careful selection of resources are advised to ensure a balanced approach to the curriculum. ASH Scotland (as opposed to ASH) resources are considered to be slightly out of sync with academic research.

Useful signposting from NHS Lothian

[New national vaping guidance for schools released by Action on Smoking and Health - ASH](#)

[ASH-guidance-for-school-vaping-policies.pdf](#)

NHS Health are keen to work with us to help develop a consistent approach to the issues and are happy to be involved in a SLWG.

### **Children's Partnership**

- Janice Watson is attending their next meeting to discuss collaboration, next steps and an agreed approach to this issue in schools.

### **Next steps**

Reflect on the new national vaping guidance for schools released by Action on Smoking and Health.

Develop a citywide approach/policy to vaping in collaboration with children/young people, school staff, parents and partners(NHS Health, Fast Forward, School Nursing Service) to provide consistency across the school estate.

Provide consistent information to schools to share with children/young people, staff, parents and the wider school community.

Update HWB curriculum to include new and relevant resources

Work with other LA teams to support this agenda e.g. Lifelong Learning, Trading Standards

Share above via a HT Briefing