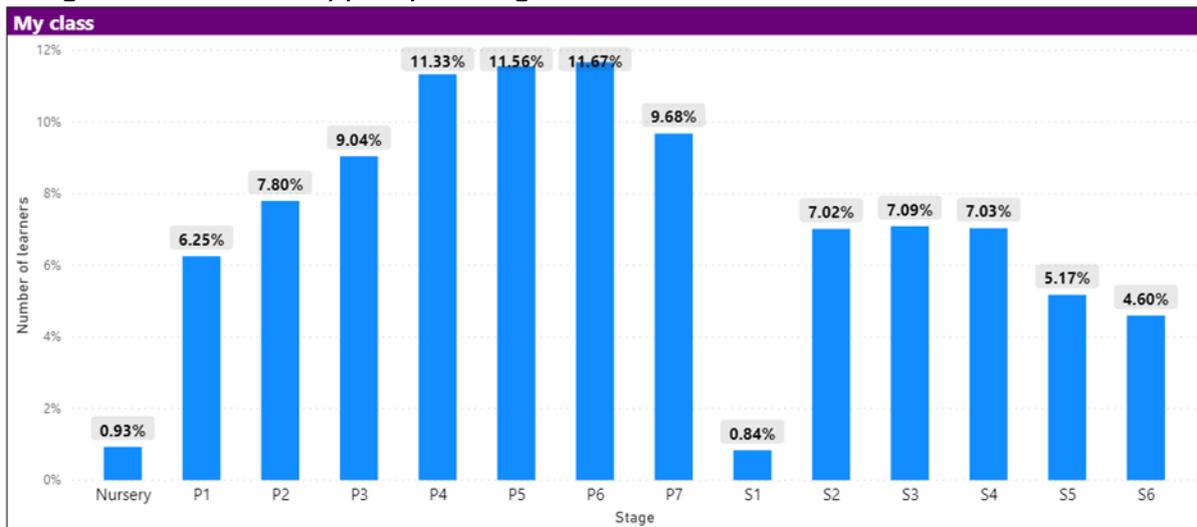


Appendix A. Wellbeing Questionnaire August 2020

An extensive wellbeing questionnaire was issued to all pupils, families and staff associated with Local Authority educational settings to get a sense of how the Lockdown period had impacted wellbeing and how members of the school community were feeling about a return to school buildings.

Learners

5374 children and young people (a return rate of just under a quarter) completed the survey, with responses from pupils in Nursery through to S6. All stages were represented, although the low return rate in S1 should be noted. This is thought to be due to the transition arrangements taking place at the time and school-specific surveys being undertaken to support planning at local level.



Learners were asked to respond to a range of scaling questions linked to the SHANARRI indicators. Generally, responses were positive across all the indicators with most ratings given at 4 or higher.

SAFE

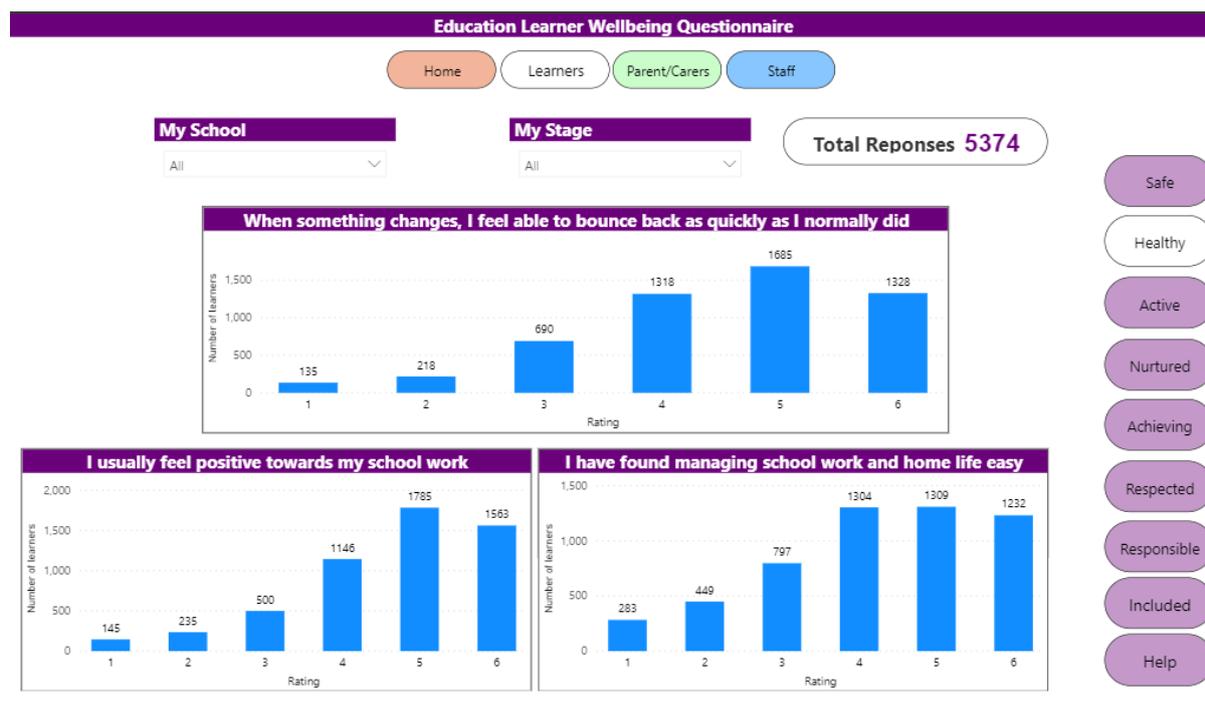


Almost all learners felt very safe learning at home with 75% selecting the highest response and over 97% scoring 4 or above.

This extremely high percentage dipped a little when children and young people were asked how safe they felt about a return to school, with only 80% reporting confidence. Concerns highlighted most frequently included concerns around the sufficiency of COVID controls such as regular hand hygiene, cleaning arrangements and provision of PPE. Concerns around social distancing arrangements were also noted in 754 returns from learners.

To address these concerns significant time will be invested in highlighting the changed procedures in schools as children and young people return to school buildings. A multi-agency response to support social distancing will also be sought to help promote and support social distancing arrangements. This measure of confidence will be regularly checked in addition to daily attendance monitoring.

HEALTHY



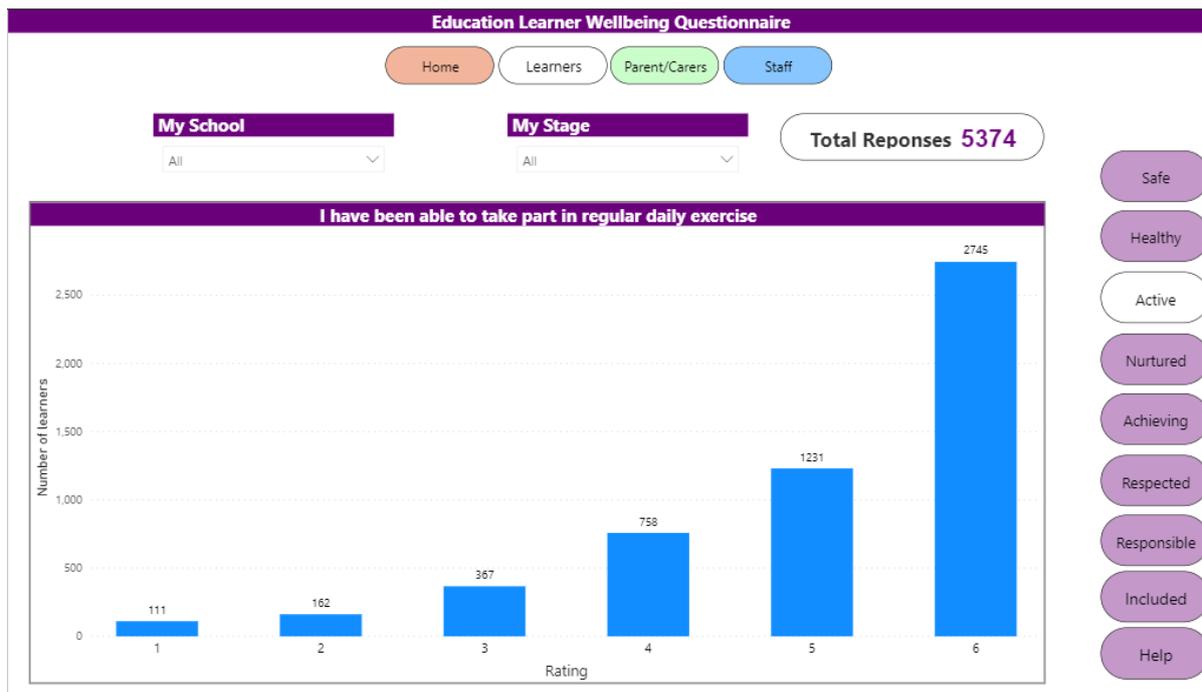
A high level of resilience was reported by most children and young people and the use of ACC resources such as the Resilience Alphabet and The Journey appear to have benefited children and young people. However, around 19% of responses (1043) scaled themselves between 1 and 3. This supports a focus in the new term on health and wellbeing and will be monitored closely as we anticipate changes in the wellbeing of learners over time.

This could be a raw indication of the percentage of children and young people who have been detrimentally impacted by the Lockdown and used to guide our development of Locality Hubs.

85% of children and young people usually feel positive about their schoolwork. Further analysis suggests that young people at secondary are less likely to score a strong 6 but that the trends is reasonably reflective of all year groups.

28% of children and young people report that they found it difficult to manage homework and schoolwork easily. Further analysis suggests that those in the senior phase of secondary feel most acute challenges in this area and uncertainty around SQA grades is likely to have impacted young people considerably. Provision of ICT is thought to be a factor and available resource will be used to ensure adequate provision of chrome books across the senior phase to help reduce levels of anxiety.

ACTIVE



640 (12%) of children and young people have been unable to take part in regular daily exercise. Closer scrutiny of the data highlights how the number unable to take part in regular exercise increases gradually through the primary and secondary stages. This has significant implications for how we support the safe return of both PE in schools and physical activity out with the school day.

NURTURED



18% of respondents report poor sleep. This finding is being flagged up to school nursing colleagues and support from the third sector will be sought to support families in this situation.

Almost all learners report that they have eaten well with only 6% scaling from 1-3. The suggests that the assistance provided to families through ACC's Crisis Line has

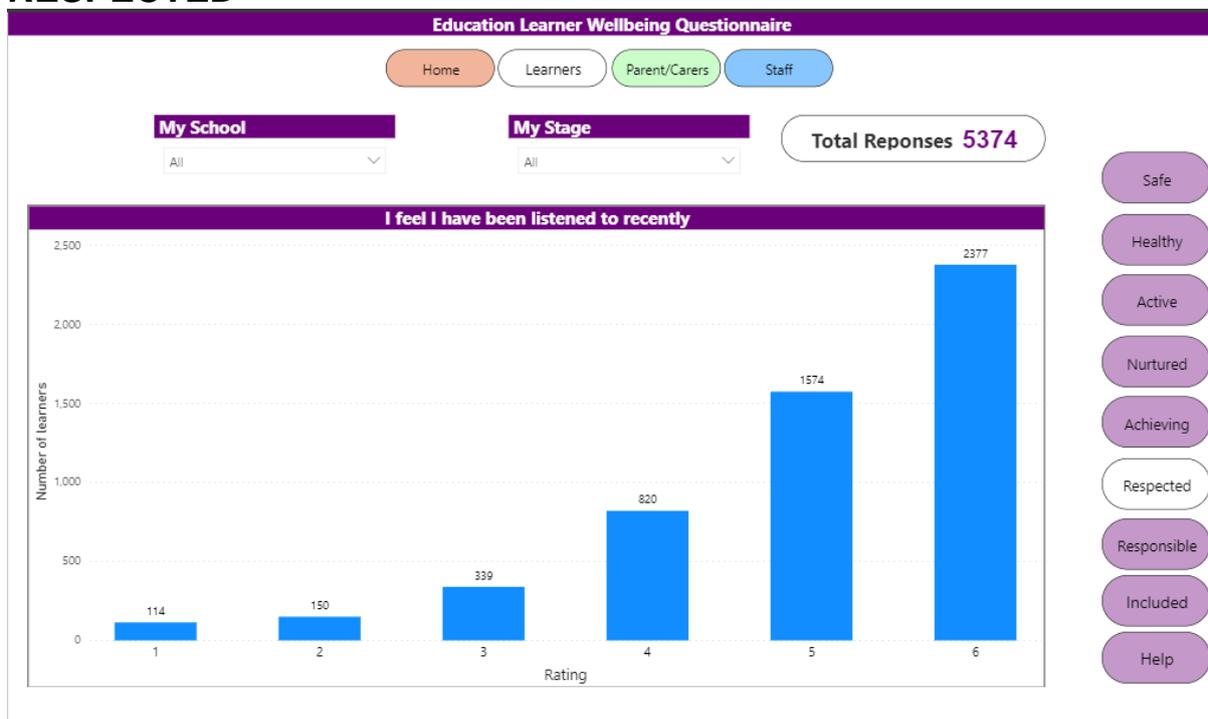
supported families well. However, we should presume that 360 children were hungry during the lockdown period and consider how the education service and wider partnership respond positively. The education service will explore how to establish food pantries linked to schools.

ACHIEVING



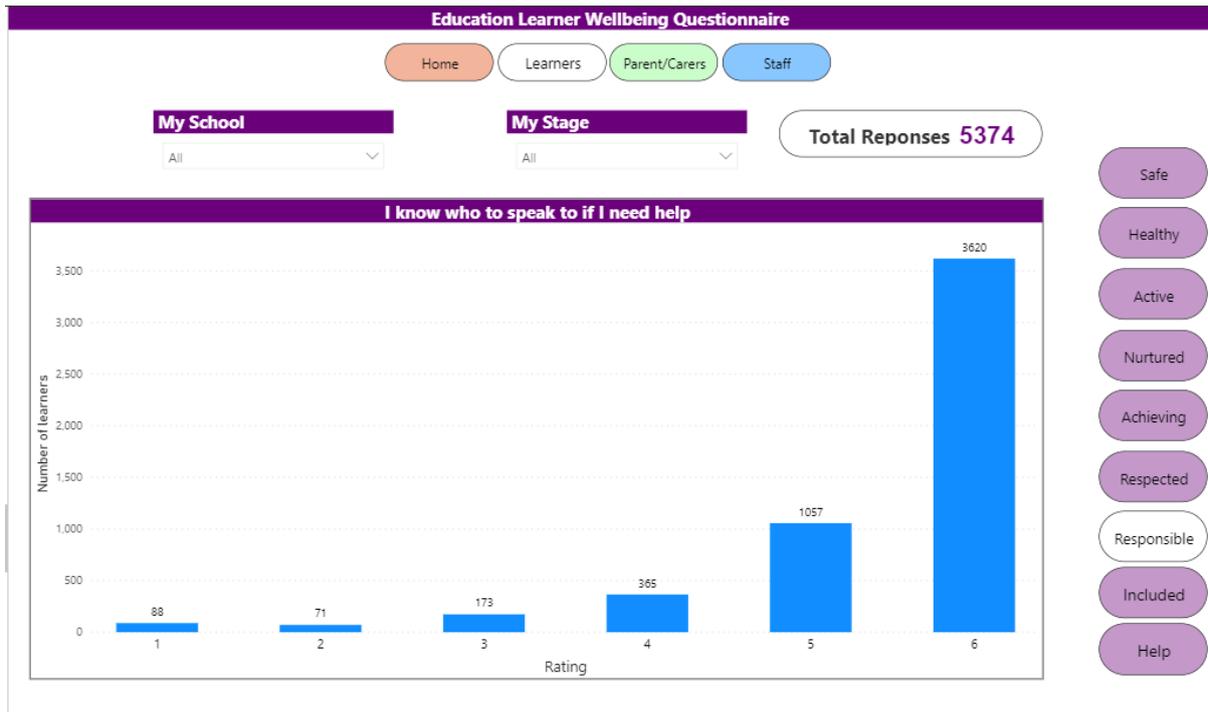
Most children report being able to keep up with schoolwork and report learning many new things. Potential learning loss (and gains) will be explored more fully over term 1.

RESPECTED



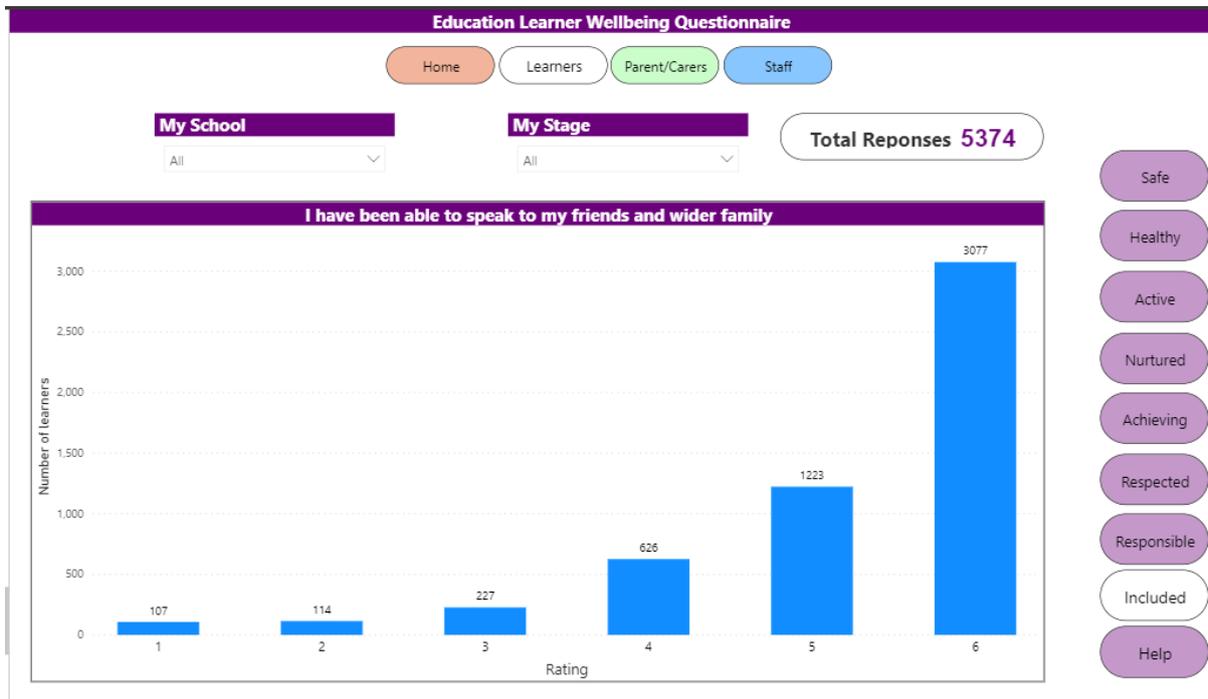
Most learners report being listened to. Further analysis suggests that as young people get older, they are less likely to report that they are listened to. An earlier survey highlighted that some children in need of care and protection were unhappy with decisions being taken, but this would account for only a small number of respondents.

RESPONSIBLE

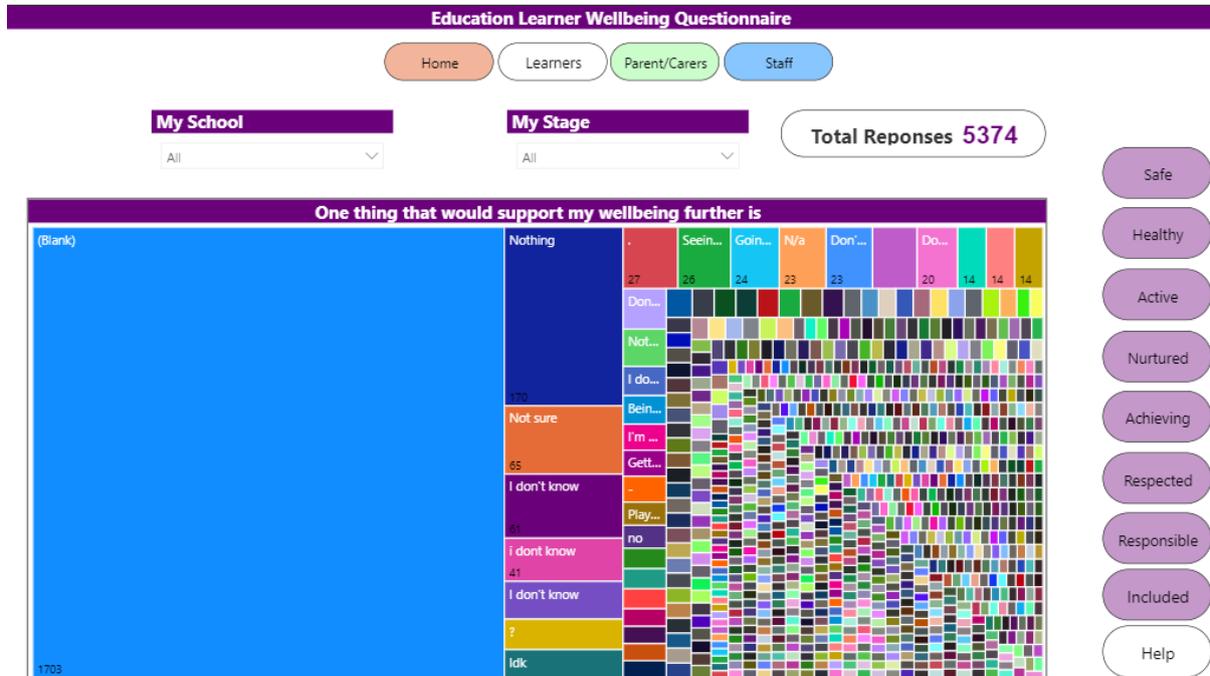


Almost all learners know who to speak to if they need help.

INCLUDED



Almost all have been able to talk with friends and family.

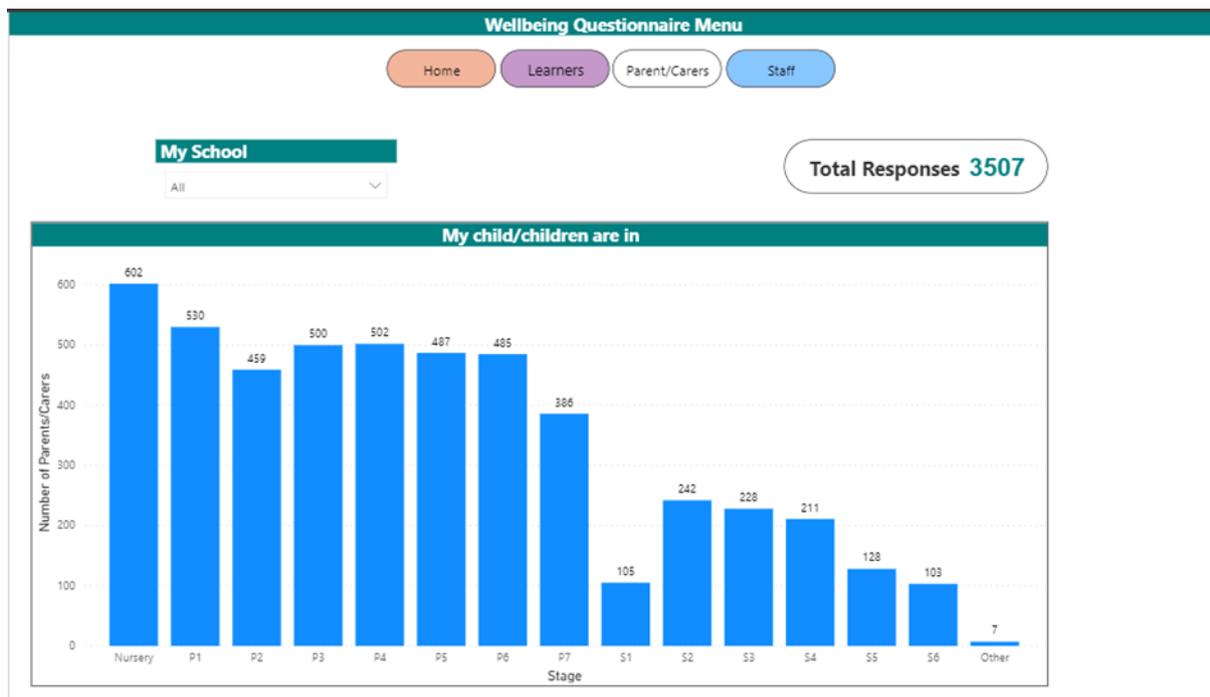


Learners were asked what would support their wellbeing further. Responses were extremely mixed with only a few common themes emerging. These included:

- Seeing friends more often/playing with friends
- Going back to school
- Exercise.

Parent and Carers

3507 parents and carers responded to the questionnaire, again a lower return rate for S1 was apparent. Generally, parents of younger children responded more than those with young people in secondary schools.



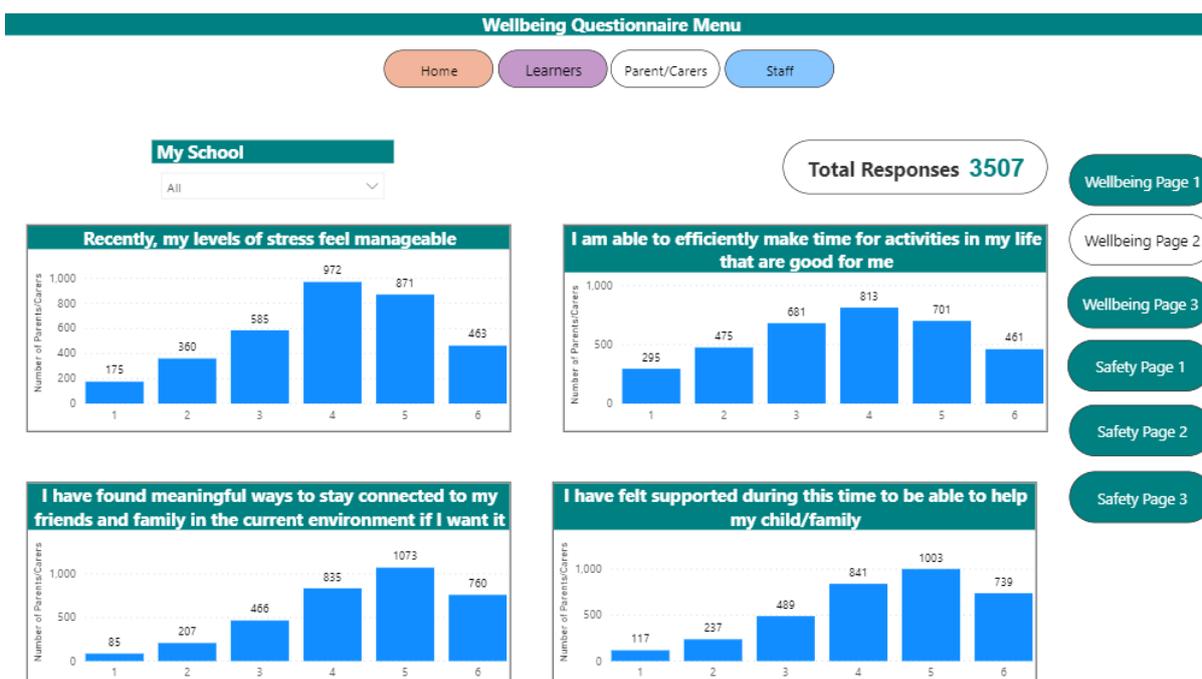
Parents and carers were asked a range of scaling questions to help ascertain how the lockdown period had impacted on their wellbeing.



Although 90% of families reported they felt confident supporting their child during lockdown (suggesting that the supports from schools, the provision of a Digital Hub and access to support through the Virtual School Helpline was effective) just under 10% of respondents didn't. Careful consideration of how best to support these families will be required during future school holiday periods.

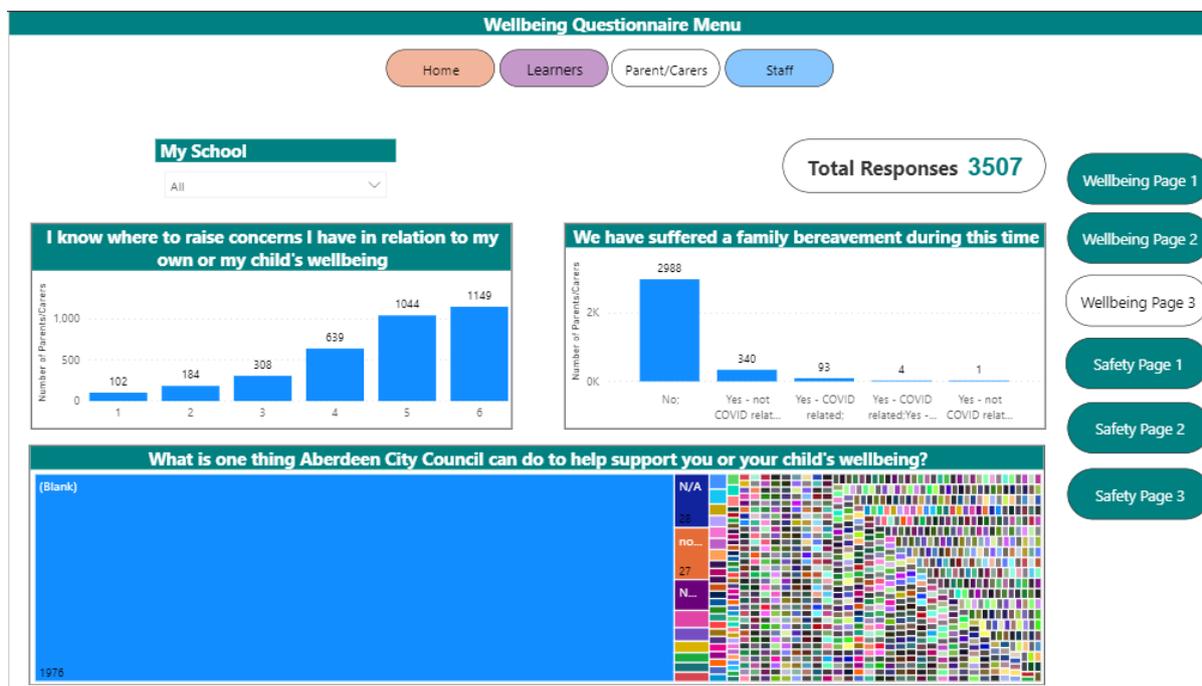
Most parents could see how supporting their child's learning was making a positive difference but around 20% could not. This has implications for how we support families if we enter a lockdown period again and indicates a need to build confidence further.

25% of parents have concerns about how well they themselves will bounce back. This has considerable implications for how we support wellbeing across the whole family. 26% of families have not felt productive. This is further evidence of a need to focus on the mental wellbeing of parents and carers to support the wellbeing of children and young people.



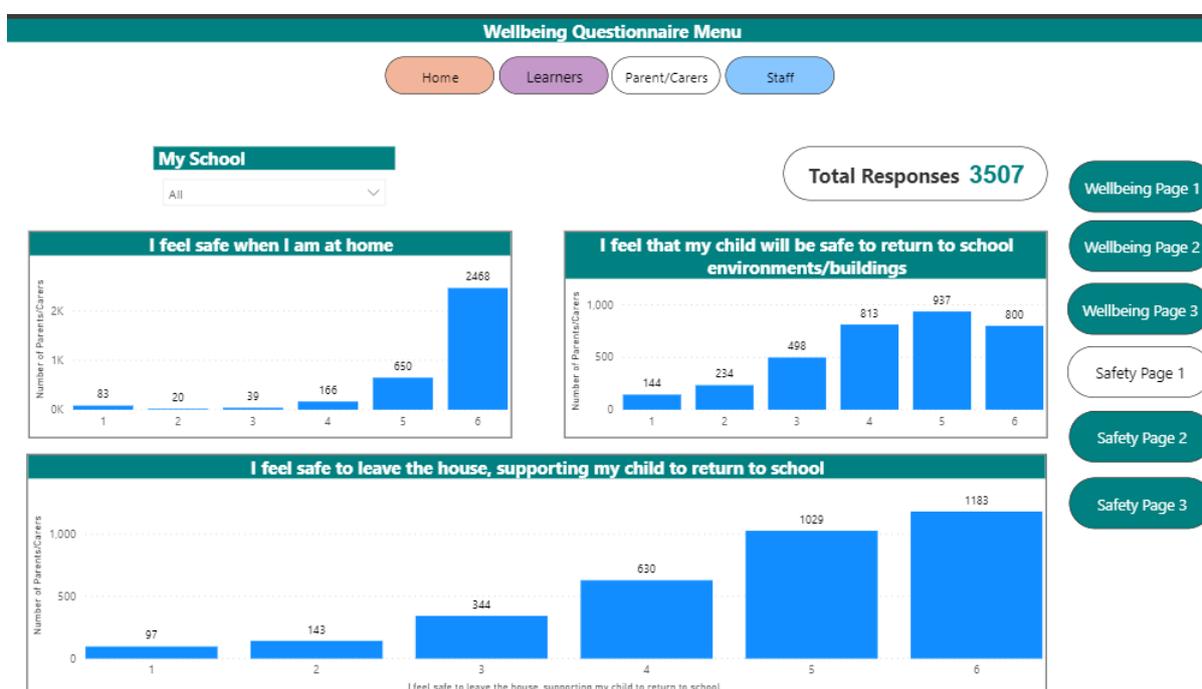
There is further evidence of how the lockdown has impacted families with just under 30% reporting that their stress levels are not manageable and over 40% unable to make time in their lives for activities that are good for them. This needs to be considered as we develop our Locality Wellbeing Hubs.

Just under 20% of respondents struggle to find meaningful ways of staying connected to their friends and family. Further analysis of this would be helpful. This is notably lower than the connection felt by staff and could be an indication of the digital divide. Despite all the challenges, 75% have felt well supported to be able to help their children and family over the lockdown period.



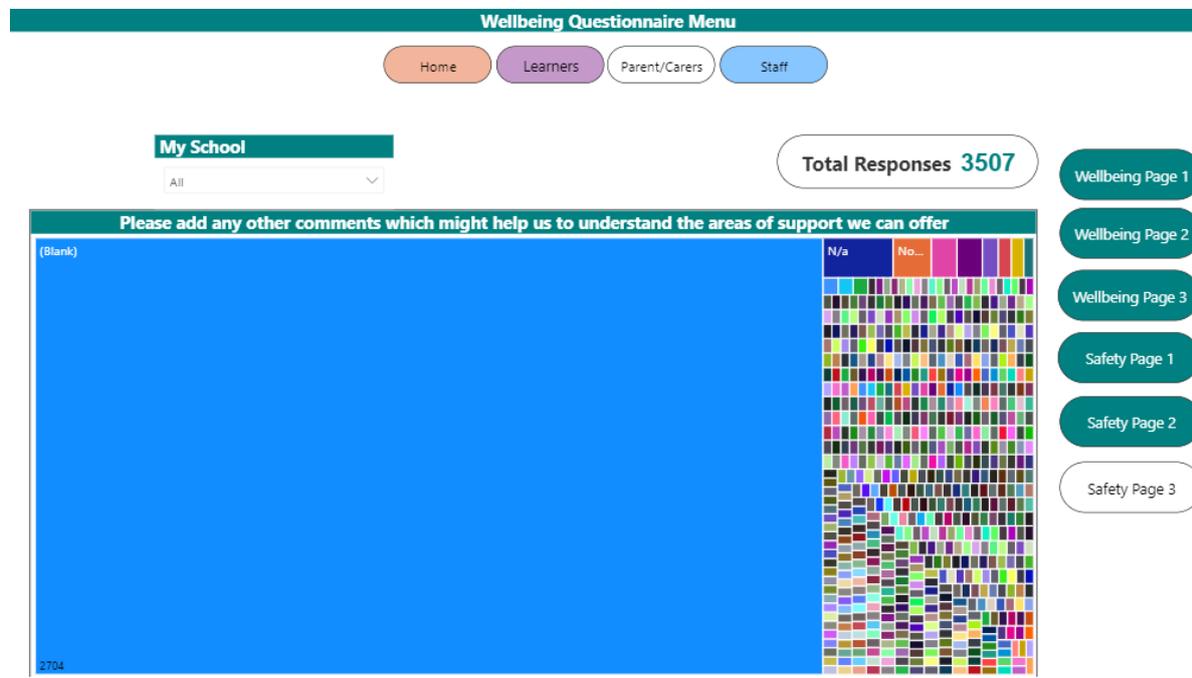
84% of families know how to raise concerns about their child's wellbeing. This suggests that the supports and communications were largely effective but that there is room for improvement.

Around one fifth of respondents have experienced a bereavement over the lockdown period. This will undoubtedly have added to anxiety and stress.



A few parents/carers did not report feeling safe at home. This is worthy of further analysis with children’s social work. Higher levels of anxiety were noted when families were asked how they felt about leaving home to support the return to school buildings.

When asked about the return to school buildings responses were broadly in keeping with those from children and young people, showing further how anxiety in families can translate to their children. This has implications for how we support positive mental wellbeing as we ‘build back better’.



When asked about any further areas of support required the most significant responses related to poverty and changing financial circumstances.

Staff

1439 responses were returned by staff. This represents a return rate of around one third with all roles represented.





Most staff felt positive about their work.

73% of staff feel able to bounce back in these challenging times, suggesting that the support put in place to promote and support resilience has been largely effective. This number is broadly in keeping with the levels of resilience reported by parents and carers.

82% report that they have felt productive during the lockdown period. This is higher than parents and carers.



79% of those who responded know that they are making a positive difference, and this is broadly in keeping with responses from parents and carers.

70% report that their stress levels feels manageable. Again, this is in keeping with responses from parents and carers so may give a general indication of the feelings of the adult population across the city.

Home working arrangements are making it hard to switch off from work to make time for other activities. There is a need to promote a better work/life balance.

92% of staff have found meaningful ways of connecting with friends and family.



78% of staff feel that their wellbeing has been supported with many commenting on the positive support from Officers.

When asked what the Council could do to make staff feel safe about their return to school buildings the largest response was to ensure that effective COVID controls are in place. This will be addressed by ensuring that all staff are involved in the risk assessment process at the start of term.

When asked what would support staff wellbeing a few themes emerged including:

- The need for ongoing positive communication
- The need for webinars to support staff wellbeing
- The need for clear guidance from Scottish Government
- The need for certainty from Scottish Government

The central team continue to work closely with school staff to review updated guidance and build a shared understanding of the implications. People and Organisation are hosting a series of wellbeing webinars to support staff wellbeing and central team remits have been reviewed to increase the focus on staff wellbeing.