

## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education Operational Delivery Committee
<b>DATE</b>	8th September 2022
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Health & Wellbeing Report
<b>REPORT NUMBER</b>	OPE/22/159
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Eleanor Sheppard
<b>REPORT AUTHOR</b>	Gael Simpson
<b>TERMS OF REFERENCE</b>	1.1.1

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### 1. PURPOSE OF REPORT

- 1.1 This report sets out the findings of the recent Health & Wellbeing surveys undertaken within Aberdeen City Schools and the current support in place for wellbeing, both physical and mental.

### 2. RECOMMENDATION(S)

That the Committee:-

- 2.1 notes the content of this report and the data shared within Appendix A;
- 2.2 instructs the Chief Education Officer to consider the findings of the report and plan next steps, including the development of a partnership approach through a multi-agency Health & Wellbeing Summit; and
- 2.3 instructs the Chief Education Officer to report the outcome of the multi-agency health and Wellbeing Summit to Committee as soon as reasonably practicable.

### 3. CURRENT SITUATION

- 3.1 The attached outcome report in Appendix A, is a summary of the findings from two Health & Wellbeing Surveys issued to children and young people within Aberdeen City during March 2022. One with a key focus on physical wellbeing, designed by ACC Education staff and undertaken by pupils in P5-S6 and the other, delivered in partnership with Schools Health Improvement and Research Network (SHINE) with a focus on mental wellbeing for pupils in P6-S6.
- 3.2 The attached report will inform the planning by individual schools, Associated School Groups (ASGs) and central officers to ensure that we have a collective understanding of the data, explore what is currently being done well to

support this and consider next steps and solutions to address areas of concern.

- 3.3 We must consider the following data report with an element of caution. As a local authority we are not an outlier with regards to the data, however, we must also consider and explore this in more depth, within a multi-agency approach and in partnership with Public Health. This will ensure we proceed in a joined-up way to address this, recognising positive approaches already in place and considering collective and sustainable solutions most likely to have the greatest positive impact.
- 3.4 Health & wellbeing is complex and intrinsically linked with many other factors such as poverty, it is essential therefore that this is considered as a whole partnership approach. Many partners work alongside education teams to meet the physical and mental wellbeing needs of children, young people and their families. If we focus on one area in isolation, we are unable to consider the 'big picture', the connectedness and impact of the strengths and skills within each organisation. We must be able to collectively identify the positive outcomes, when things are working well and be truly solution focused with a commitment to explore which solutions will have the greatest and most sustainable impact on the children, young people and families of Aberdeen.
- 3.5 All schools will continue to have access to both surveys twice annually. The data captured can be reviewed by individual schools, Associated School Groups and responded to at a local level as we move through the recovery phase. As you will see from the report in Appendix A, however, we can review this data city wide and sector specific to support strategic decision making.

### **Working in partnership to support Physical Wellbeing**

- 3.6 Within Aberdeen there are strong relationships with Sport Aberdeen, Active Schools, Adventure Aberdeen, Aberdeen Football Club Community Trust and wider sports clubs. Building on these positive relationships, in 2021, we established a Physical Education, Physical Activity and Sport (PEPAS) Oversight group who meet monthly and include the above partners and Sports Scotland and Grampian Disability Trust representatives.
- 3.7 The PEPAS Group takes a lead role, advocates and advises on Physical Education, Physical Activity and Sport on a city-wide basis. By working together around a common purpose the group aims to:
  - keep children, young people and communities safe, healthy and thriving, making the best use of education staff and key partners working across Physical Education, Physical Activity and Sport (PEPAS).
  - to build strong connections across PEPAS and provide all children, young people and families with a rich variety of opportunities for sustained and equitable involvement, developing **healthy bodies** and **healthy minds** within Aberdeen City.

- ensure increasing numbers of children and young people will continue to benefit and achieve success from their participation in a range of sport and physical activities.
  - encourage the making of healthy life choices either through physical education at school or in their daily lives out with the classroom which will be sustained into adult life.
- 3.8 The PEPAS Group have established increased capacity of Active Schools Assistants through a partnership with Sport Aberdeen. The additional resource increases support for physical activity in our playgrounds to encourage healthy choices and offers a range of targeted physical wellbeing interventions at school level. This has been part funded by Sport Aberdeen and supported through funding from the COVID Education Recovery grant. All Active School Activities are free for children and young people to attend which ensures greater uptake and no financial barriers to access. School staff can target some of the spaces available for children with identified support requirements as part of their individualised planning and Looked After Children have priority access also.
- 3.9 The National Improvement Framework, Health & Wellbeing Group comprises Central Officers, Educational Psychology Staff and School Senior Leaders. The group hold responsibility for driving the health and wellbeing improvements contained in the National Improvement Framework Plan. The group have developed an [online platform](#) to support the delivery of the curriculum, signposting to supportive and relevant learning programmes including substance misuse and self-harm support materials. Alongside this the PEPAS group has recently developed a Physical Education (PE) progression to support practitioners who find this area of the curriculum more challenging to deliver, providing consistency across schools where PE specialists are not available.
- 3.10 We encourage all schools to have a school travel plan that encourages active travel to and from school and work in close partnership with ACC I Bike officer and Adventure Aberdeen to support Bikeability and Cycle training.
- 3.11 We are also working in partnership with Tina Faulkner Elders as part of the COVID recovery, focusing on wellbeing, who has designed 'Calm Space for Me'. After 40 years of practising self-cultivation in Qigong, Tai Chi and meditation, Tina developed the programme which provides tools to make a positive impact on individuals by working stress out of the system by using specific movements and breathing techniques.

### **Working in partnership to support Mental Wellbeing**

- 3.12 All schools have completed the SHINE mental wellbeing survey for P6-S6 pupils, receiving their own school report and ASG (Associated Schools Group) report. This allows schools to focus on the strengths and areas of concern at a local level.

- 3.13 We have commissioned Mental Health Aberdeen to support all children from age 10+ with counselling support where required. This can be through referral by school staff or self-referral. Through our last reporting period January 2022 – June 2022, **295** young people have been supported and **100% of the 165** children who have completed an end of session questionnaire have reported an improved outcome following this support.
- 3.14 Schools have engaged with the Compassionate and Connected Communities (CCC) programme. Our **61** CCC trainers have led the multi-session programme with both the central and school staff teams to help all understand the impact on trauma on children and young people and consider how schools can best respond. Almost all of our schools have completed this training over session 2021/22, a small number chose to deliver the course over two years and will conclude delivery 22/23.
- 3.15 'Fitlike Aberdeen' add to the wellbeing supports of families, with one to one work, group work and activities to address early indicators of distress in children and families. The hubs focus on early support to improve mental wellbeing and meet the needs of individuals in the context of the wider family, providing time and space to enable the child/young person to fulfil their potential, thrive at home, in school and in their community. The total number of young people/families engaged with the Fit Like family wellbeing team **468** of which **198 new families between January and July 2022**
- 3.16 ['The Resilience Alphabet'](#) and ['The Journey'](#) were two resources, co-written by colleagues in Aberdeen City with Martha Simpson: Harvey McMillan Associates and endorsed by Education Scotland. There has been significant engagement with both resources during lockdown not only in Scotland but across the world, with many seeking further support in this area. This has provided a key focus on resilience and how we support our learners to develop this in easily defined and simplified steps.
- 3.17 There are currently **90** school staff undertaking training in an accredited Counselling and listening skills course with Aberdeen University. This provides comprehensive training for use in many settings where effective communication is essential. This is also a suitable foundation for further training in the areas of counselling and psychotherapy. The four modules that comprise counselling skills, adhere to BACP (British Association for Counselling & Psychotherapy) Counselling skills competence framework: ensuring high standards and increased professional knowledge and understanding to support children and young people.
- 3.18 Across city schools we have a number of staff, including school nurses who are trained in LIAM (Let's Introduce Anxiety Management) which is delivered by CAMHS (Child and Adult Mental Health Services) staff and this supports children and young people in both primary and secondary schools. This multi-agency collaboration is helping to strengthen the universal offer to children and families.
- 3.19 SAMH (Scottish Association for Mental Health) and Penumbra have worked closely with the Service to provide high quality training on an ongoing basis

for staff across the Education Service with a key focus on Self Harm and Suicide Prevention.

- 3.20 DBI (Distress Brief Intervention) is currently being piloted in 4 of our Secondary Schools in partnership with CAMHS and Penumbra. This programme offers more targeted support for young people who have been identified or self-identify the need for support and helps support some of our most vulnerable learners, allowing for trained staff to provide support and a pathway to support through Penumbra and CAMHS if required.
- 2.21 Our Educational Psychology Service (EPS) deliver several programmes, including Emotion Coaching and Emotional Literacy Support Assistant (ELSA) training. They have also developed a [digital hub](#) to offer supports to pupils, parents and staff.
- 3.22 The Education Service benefit from regular collaboration with health colleagues to ensure that the universal services are aligned and maximising their impact on children, young people and families.

### **Next steps**

- 3.23 All schools will be asked to review the effectiveness of their approach to supporting health and wellbeing as part of the National Improvement Framework Plan for 2022/23. This will allow us to take stock of the considerable investment in this area and determine if any of the interventions should be scaled up further.
- 3.24 A Health and Wellbeing Summit is being proposed for late September / early October to consider the data in Appendix A and determine shared next steps. A summit on the health and wellbeing of Aberdeen Children and Young People presents a different opportunity, to access other “experts” including world experts. We’re aspiring to have a “globally/nationally led summit focused on the children of Aberdeen. We want to tap into all experts, to make sure we’re doing all we can to support wellbeing and where needed, recover from the impacts of the pandemic. Agreed next steps will be presented to Committee in due course.

## **4. FINANCIAL IMPLICATIONS**

- 4.1 There are no financial implications arising from this report. The costs of all improvement actions will be undertaken within existing budgets

## **5. LEGAL IMPLICATIONS**

- 5.1 The Children and Young People (Scotland) Act 2014 provides that children’s services should be provided in a way which best safeguards, supports or promotes the wellbeing of children; ensures that any action to meet needs is taken at the earliest

appropriate time and that, where appropriate, action is taken to prevent needs arising; is most integrated from the point of view of the recipients; and constitutes the best use of available resources.

- 5.2 The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to secure that education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and in carrying out this duty to have due regard to the views of children and young people.
- 5.3 The Education (Additional Support for Learning) (Scotland) Act 2004 places a duty on the Authority to make adequate and efficient provision for supporting children and young people with additional support needs.
- 5.4 The Equality Act 2010 places a duty on the Authority to Advance equality of opportunity between people who share a relevant protected characteristic and those who do not and to take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- 5.5 The ingathering of data from the surveys undertaken and the proposed steps to address the findings of these surveys will assist the Authority to implement these duties more effectively.

## 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 Only positive environmental impacts have been identified. On-going promotion of pupil voice and their participation in decision making will help develop citizens who consider environmental implications in later life.

## 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	Risk of not improving outcomes for children and young people	Data gathered from the wellbeing surveys and the work in schools in response to this is tailored to meet the needs of children and young people at a local level, thereby reducing some	L	Yes

		risk.		
<b>Compliance</b>	No significant risks identified			
<b>Operational</b>	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the educational and well-being needs of young people.	Staff wellbeing surveys are undertaken which help us to understand their needs and respond with an ongoing commitment to delivering support and high-quality professional learning for all.	L	Yes
<b>Financial</b>	Risk of not having sufficient resource.	Ongoing consideration of a multi-agency approach to service delivery and resource, ensures the right support from the right place is timely and we have a more joined up process for children and families.	L	Yes
<b>Reputational</b>	Where single agency support is in place for children and young people to meet their physical and mental wellbeing needs we are unlikely to meet these, causing a reputational risk to the organisation.	Data scrutiny, reporting and strong partnerships enable us to enhance the Council's reputation for strong collaborative and solution focused working.	L	Yes
<b>Environment / Climate</b>	No significant risks identified			

## 8. OUTCOMES

	<b>Impact of Report</b>
<p><b>Aberdeen City Council Policy Statement</b></p> <p>UNICEF Child Friendly accreditation.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p>	<p>The proposals within this report support the delivery of Child Friendly City accreditation as independent inspectors will have made judgements on the extent to which children’s rights inform the work of our schools.</p> <p>External scrutiny provides helpful assurance that there is sufficient focus on helping young people recover from the pandemic and that the school self-evaluation and improvement plan is well positioned to support a closing of the poverty related attainment gap.</p>
<u><a href="#">Aberdeen City Local Outcome Improvement Plan</a></u>	
Prosperous Economy	
Prosperous People – (Children & Young People)	<p>The detail within this report supports the delivery of Children &amp; Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following projects:</p> <ul style="list-style-type: none"> <li>• Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022.</li> <li>• 100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</li> <li>• The number of children and young people with an eating disorder who are identified within 3 months of onset is increased by 50% by 2023.</li> <li>• Increase by 80% the use of digital wellbeing resources for children and young people’s mental health and wellbeing by 2022.</li> <li>• 100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022</li> <li>• Increase the number of care experienced young people by 10% receiving multiagency throughcare/aftercare support by 2023</li> <li>• Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</li> </ul>
Prosperous Place Stretch Outcomes	<ul style="list-style-type: none"> <li>• Increase % of people who walk as one mode of travel by 10% by 2023.</li> </ul>



	<ul style="list-style-type: none"> <li>• Increase % of people who cycle as one mode of travel by 2% by 2023.</li> <li>• Increase the number of community run green spaces by a minimum of 8 that are organised and self-managed for both people and nature by 2023.</li> </ul>
<b>Regional and City Strategies</b> Regional Cultural Strategy Prevention Strategy Children’s Services Plan National Improvement Framework Plan	The universal provision of education is fully aligned to the Prevention Strategy and a key partner to the Children’s Services Plan.

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	Not required
<b>Data Protection Impact Assessment</b>	Not required
<b>Other</b>	None

## 10. BACKGROUND PAPERS

None

## 11. APPENDICES

Appendix A – ACC Health & Wellbeing Report - C&YP (April 2022)

## 12. REPORT AUTHOR CONTACT DETAILS

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