

Health & Wellbeing Survey Analysis

April 2024



Approach

This report provides an overview of the insight from our analysis of health and wellbeing data gathered at the end of 2023 compared to that gathered in December 2022 and March 2022. This report provides the beginnings of trend data over 3 points between March 2022 and December 2023. Officers have compared year group survey responses to those from previous years in order to continue to determine if the actions taken to date have positively impacted pupil wellbeing. Comparisons with national data sets have been made where possible. Please note, current data is included in **bold**, November 22 in plain, and March 22 in *italics*.

The surveys undertaken are anonymous (which prohibits matching to SIMD profile), therefore, The Family Affluence Scale (FAS) has been used. The FAS asks questions about material assets with the answers given, summed to create an overall score to enable analysis. Young people who didn't want to respond to particular questions were able to disregard them and **743 (20.1%)** of primary school pupils and **982 (14.7%)** of secondary school pupils are not included in the analysis by family affluence due to incomplete responses. This is thought to be a sufficiently high response rate to have confidence in the insights gleaned.

Gender can be a strong influence on mental health and wellbeing outcomes. Girls (from the onset of puberty) self-report higher emotional difficulties than boys whilst boys are more likely to exhibit behavioural traits. National data also shows that those who are transgender or non-binary are more likely to report adverse health outcomes as a result of 'minority stress' and exposure to stigma and discrimination. **104 (2.8%)** primary and **207 (3.1%)** secondary pupils chose not to record or disclose their gender when asked. We cannot make assumptions about the reasons for pupils selecting 'In another way/Prefer not to say'. Not disclosing gender could indicate that some young people did not see the relevance of the question and chose to disregard it, or that a young person may identify as being transgender (identify as a gender different to their sex at birth). This may also indicate young people who identify as being non-binary (those that do not or do not fully identify as either male or female) or a range of other potential scenarios.

Background

During November / December 2023, **10,382** children and young people from P6-S6 completed the Mental Health & Wellbeing Survey developed by the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE), this was a higher return rate than the previous year (9803). In real terms this means that we have returns from **69%** of all pupils from P6 to S6 with a higher proportion of returns from younger year groups.

Year group	% of returns March 2022	% of returns November 2022	% of returns November 2023
P6	81%	81%	80%
P7	80%	85%	86%
S1	67%	77%	68%
S2	64%	68%	68%
S3	72%	64%	63%
S4	46%	49%	58%
S5	44%	43%	56%
S6	41%	42%	50%

Note: this Table column from 2023, does not include those pupils who did not provide their year group (n=48 in primary and n=29 in secondary)

The influence of larger cohort sample sizes and response rates means that the confidence level exceeds 95% for respondents. As a result, we can have confidence in the data.

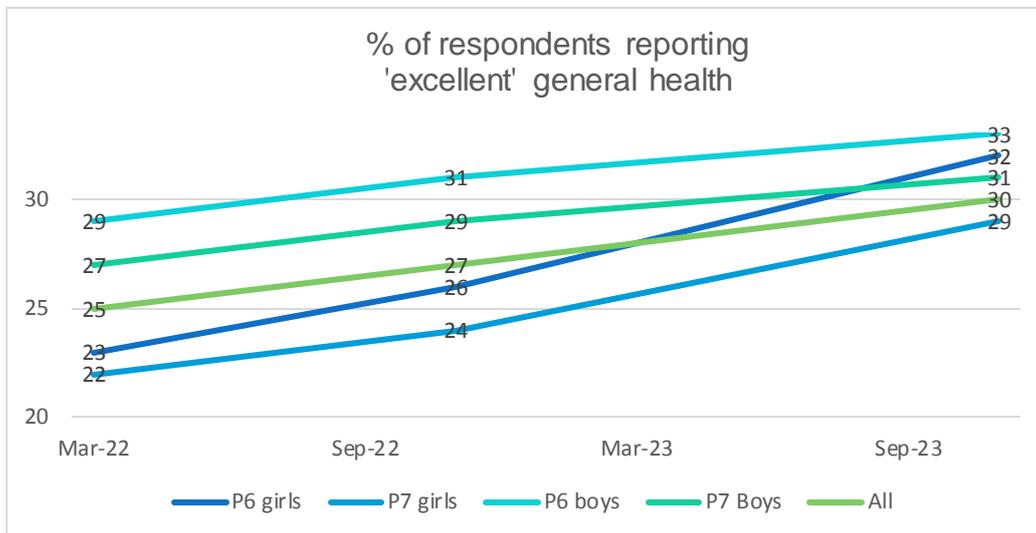
Children and young people from P5-S6 also had the opportunity to undertake a Physical Health & Wellbeing survey developed by the Local Authority. Questions within this were drawn from previous local surveys, national lines of enquiry and the clarification sought to support effective local planning based on the working knowledge of school leaders. **8916** pupils completed this survey in November/December 2023, an increase of 1923 from the previous year.

The analysis of both surveys provides an opportunity to reflect on our current approaches and identify appropriate next steps to address emerging health needs. This report will be shared with key partners so that it can be used to inform work in delivering against the Children's Services Plan 2023-26, and will be considered as the National Improvement Framework Plan for 2024-25 is being developed.

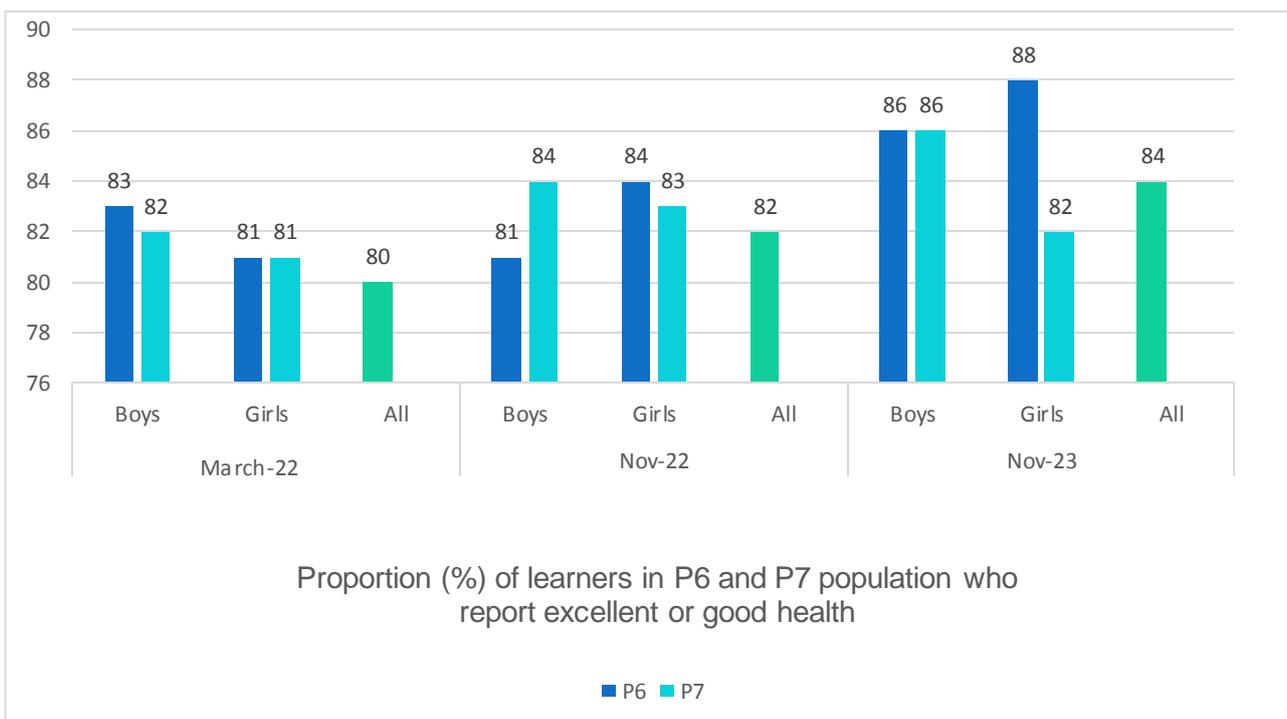
SHINE Mental Health Survey results - Primary 6 & 7

3561 pupils from P6 and P7 completed this survey with **87 pupils** not providing details of their gender and **48 pupils** not identifying their year group.

Young people were asked about their happiness with eleven aspects of life including family, friendships, school, appearance, future, and life overall.



84% 2991 (82%, 2897; 80% 2616) of learners in primary 6 and 7 who responded, reported that their health was excellent or good. This means that **14% 498** (17%, 601; 18%, 633) of learners reported that their general health was fair and **1%, 35** (2%; 70, 2%,65) stated their general health was poor. The proportion of pupils self-reporting Excellent Health in particular has increased consistently over time and more noticeably for girls.



Based on Scottish Government data reports from February 2023, the Scottish average for excellent and good health in P6/7 is 78.4% compared to the Local P6 & 7 average of 84%. As a result, local data exceeds the Scottish average and suggests that we are taking appropriate steps to mitigate risk and improve pupil health and wellbeing.

Across general health and confidence levels, we continue to see a consistent positive improvement in outcomes. Those in the low family affluence group, however, continue to be more likely to report a range of negative outcomes across nearly all the measures within the survey. This is also seen nationally in the Scottish Government Data and in the health outcomes of adults living in areas of deprivation. This should continue to be considered more fully as we work to address the poverty related attainment and health gap.

Family affluence – General Health			
Primary pupils	Low	Medium	High
% Excellent or good health	77 (73, 72)	85 (83, 81)	92 (89, 84)
% Feeling always or often confident	53 (49, 45)	62 (58, 55)	72 (66, 57)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

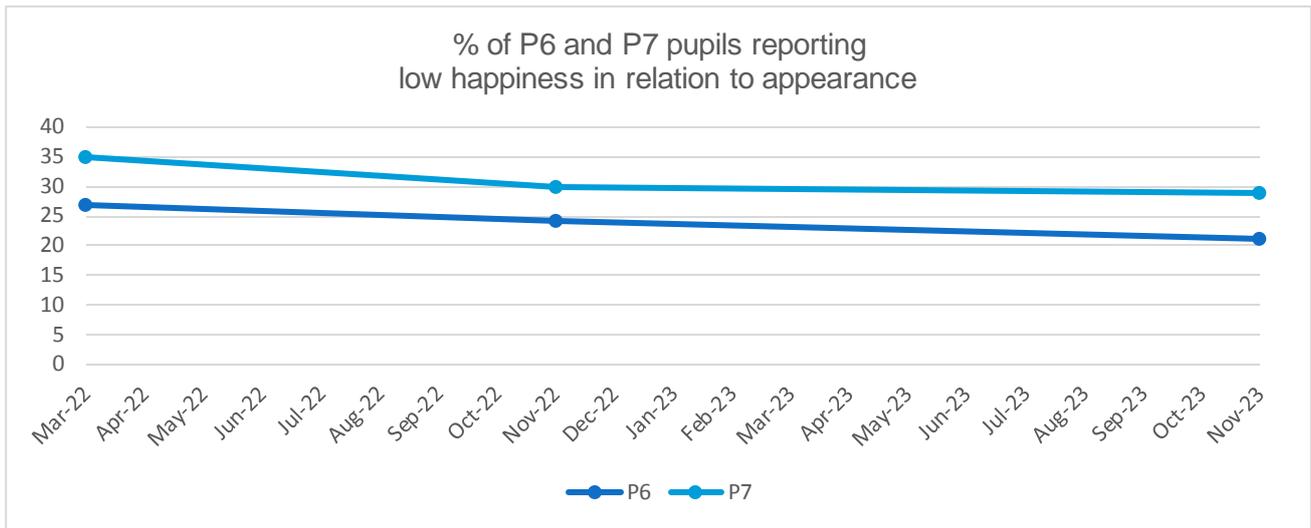
Amongst both primary and secondary school pupils, those young people who did not disclose their gender remain more likely to report a range of negative outcomes and feelings across nearly all measures, although improvement is evident from last year. We continue to work with schools and partner organisations to address any emerging patterns from this data and other data sets regarding gender.

Gender – General Health			
Primary pupils	Boy	Girl	Did not disclose
% Excellent or good health	85 (82, 82)	85 (84, 81)	66 (61, 50)
% Feel always and often confident	68 (65, 61)	56 (50, 45)	32 (27, 26)

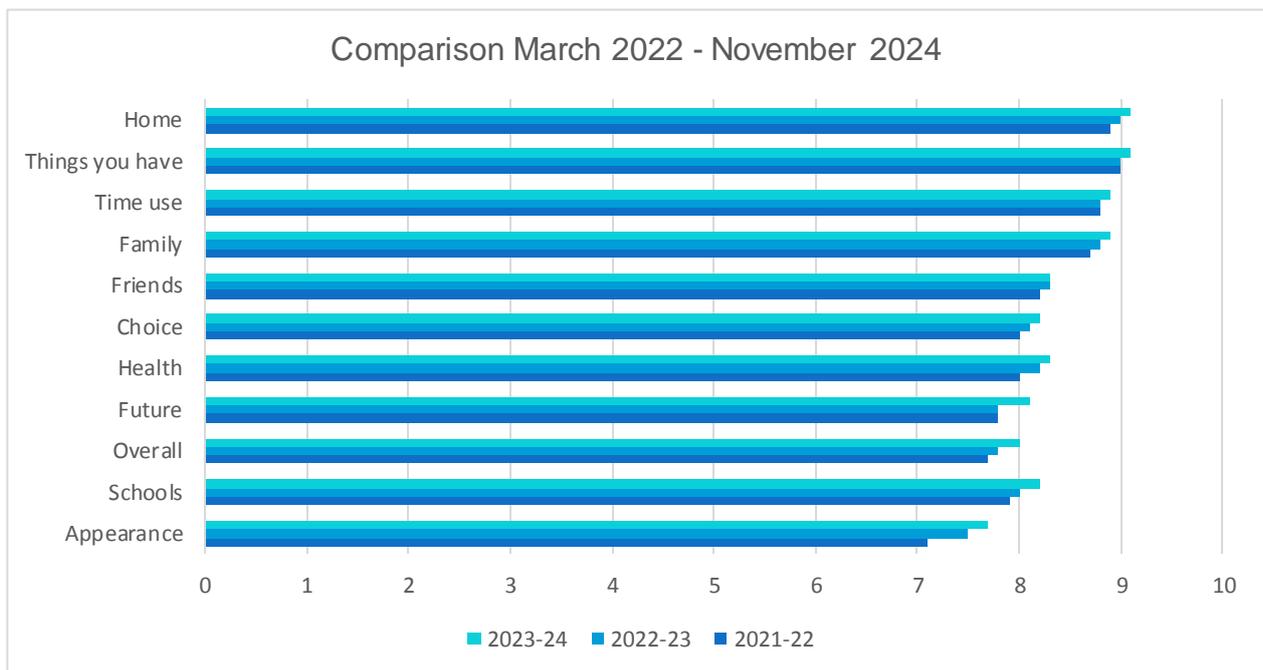
Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Happiness

Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'. Similar to last year, on the whole boys were slightly more positive than girls, however, this was the opposite when asked specifically about school. This is broadly to be expected given what we know about how young people grow and develop and are impacted by puberty.



Across P6 and P7, learners were positive about many aspects of their lives. We have seen a decrease in the number of learners reporting low happiness in relation to their appearance which is positive. However, across both age groups and gender categories, 'Appearance' was still lower than other aspects, with **21% 352** (24%, 405; 27%, 444) of P6 learners and **29% 546** (30%, 504; 35% 568) of P7 learners noting appearance as a concern.



November 2023 survey data indicates an overall reduction of 5 percentage points in those concerned about Appearance compared to March 2022. This suggests that work in this area continues to have a positive impact.

Young people in the lowest family affluence group were more likely to report low levels of happiness across a range of life domains than their more affluent peers at both primary and secondary school level. Those in the lowest group were more than twice as likely to report

low levels of happiness with life as a whole, the home they live in, choices available to them, friendships, appearance, their future and school than their peers in the least deprived cohort. There continues to be a reduction in the self-reporting of low happiness for those in the Lowest Affluence group, but this goes alongside a reduction for all, meaning the poverty gap itself isn't actually being reduced. This continues to have implications for how we work to address the poverty related attainment gap and more effectively target our interventions at those most in need. Data from Scottish Government shows this is a strong theme across Scotland and remains a focus nationally as well as a local priority.

Family affluence – Report of low happiness			
Primary pupils	Low	Medium	High
% Life as a whole	9 (12, 13)	6 (7, 8)	2 (5, 6)
% Family relationships	6 (5, 7)	3 (3, 4)	3 (1, 4)
% Home you live in	5 (5, 6)	1 (2, 3)	1 (2, 3)
% Choice in life	7 (9, 7)	5 (6, 6)	3 (4, 5)
% Friendships	9 (9, 7)	5 (5, 7)	4 (3, 5)
% Things you have	5 (3, 4)	1 (2, 2)	1 (1, <1)
% Health	8 (9, 10)	4 (6, 7)	2 (2, 5)
% Appearance	19 (19, 25)	14 (12, 16)	9 (7, 12)
% Future	10 (12, 8)	5 (7, 9)	4 (5, 5)
% School	9 (12, 11)	7 (8, 10)	6 (5, 8)
% Free time	5 (3, 4)	2 (2, 3)	1 (2, 2)

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

Reviewing the data by gender shows that those who did not disclose their gender were nearly 6 times more likely to be negative about life as a whole than their peers and 5 times more likely to report poor health. There is an 8% reduction in the number of those who did not disclose their gender reporting low happiness in their appearance to **41%** this year. This is in line with overall reduction in reporting of low happiness around appearance for all groups. This group still has a noticeable disparity compared to other school populations, and we need to continue to carefully consider how we address this.

Increases in low happiness were reported by those who did not disclose gender in most other categories, including school and family relationships compared to last year. This group were almost 4 times as likely to report low happiness than boys and girls in primary.

Gender - Report of low happiness			
Primary pupils	Boy	Girl	Did not disclose
% Life as a whole	4 (6, 7)	7 (7, 8)	29 (29, 28)
% Family relationships	2 (3, 3)	3 (4, 5)	18 (10, 15)
% Home you live in	1 (2, 4)	2 (2, 3)	12 (8, 9)
% Choice in life	4 (6, 5)	5 (6, 5)	21 (20, 19)
% Friendships	3 (5, 5)	7 (7, 7)	18 (16, 18)
% Things you have	2 (2, 2)	2 (2, 2)	8 (5, 6)
% Health	4 (5, 6)	5 (7, 5)	21 (25, 23)
% Appearance	9 (10, 12)	16 (17, 20)	41 (49, 55)
% Future	5 (7, 8)	6 (7, 6)	23 (21, 20)
% School	8 (10, 11)	7 (7, 7)	27 (20, 18)
% Free time	2 (2, 2)	3 (3, 3)	7 (3, 9)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

The focused consideration around self-esteem including the impact of social media has had a positive impact in reducing the high levels of low happiness in relation to appearance in this year's return. This work will continue and we hope to see further reductions in next years survey.

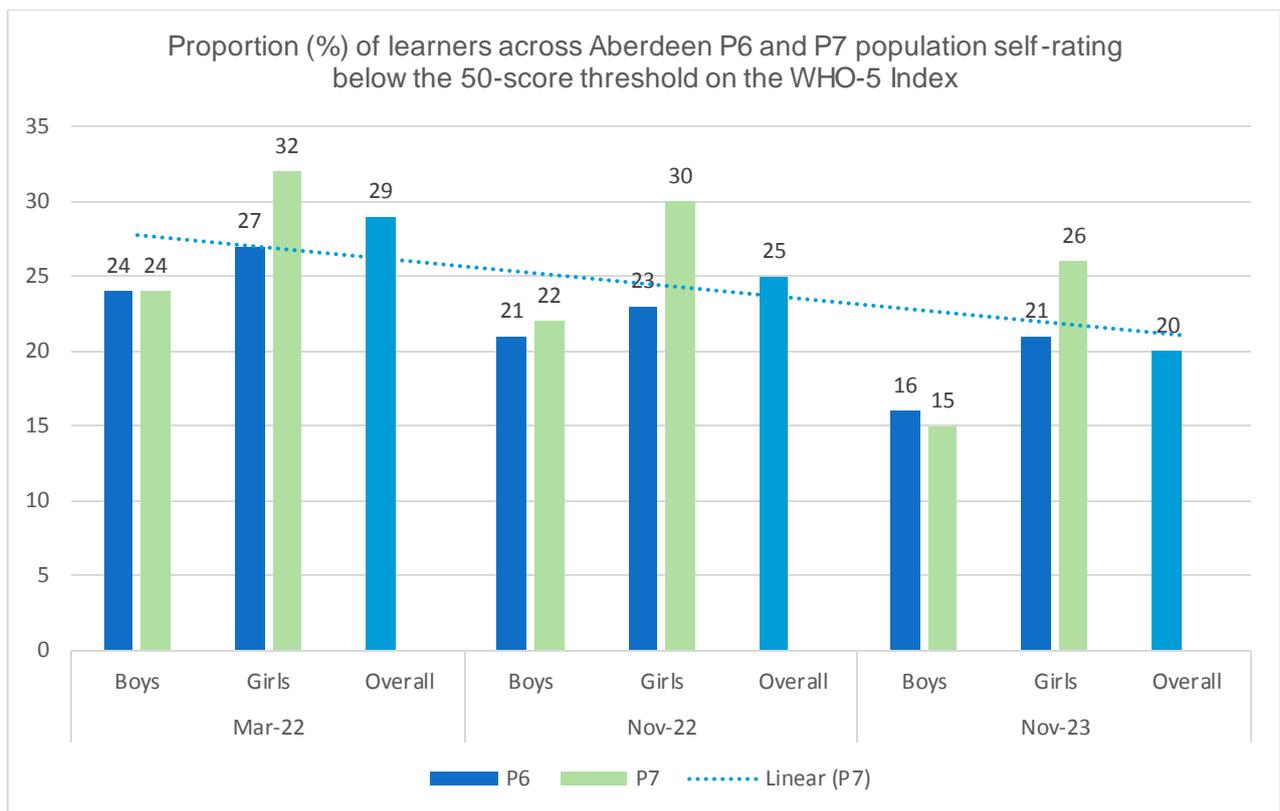
The WHO-5 Wellbeing Index is a five item scale which provides a measure of emotional functioning. Items are summed to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood

80% (2848) of those in Primary 6 and 7 didn't show evidence of low mood. This is an increase of 9% since March 2022. As a result, **20%, 712** (25%, 883) learners across Aberdeen P6 and P7 population self-rated below the 50-score threshold, showing a decrease in those reporting low mood.

These are lower than the 28% for girls and 18% for boys Scottish figures reported in the national comparable data.

We are confident that a continuing focus on supporting the mental wellbeing of learners through counselling, LIAM (Let's Introduce Anxiety Management), DBI (Distress Brief Intervention), ELSA (Emotional Literacy Support Assistants), Connected & Compassionate Classrooms and Emotion Coaching approaches, is impacting positively on pupils.

The longitudinal outcome for girls (from P6 in March 2022 to P7 in November 2023) shows an increase in the proportion of learners self-reporting low mood which is an outlier in terms of the outcomes for each of the other cohorts and worthy of further exploration at school and community level. This could indicate that girls are generally more concerned about upcoming transitions than boys.



Low mood was more prevalent amongst young people from the least affluent group, for example, amongst primary school children, **31%** of pupils from the low affluence group reported low mood compared with **18%** in the medium affluence group and **11%** of those in the most affluent group. The difference between outcomes for those deemed to be at risk of depression was more prevalent with those identified as being least affluent nearly 5 times more likely to be at risk compared to those deemed the most affluent.

Family affluence – Low Mood			
Primary pupils	Low	Medium	High
% Low mood	31 (34, 34)	18 (23, 28)	11 (15, 23)
% Risk of depression	10 (11, 13)	4 (7, 8)	2 (3, 5)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Low mood also varied by gender amongst both primary and secondary school pupils with girls more likely to report low mood than boys, but with those who did not disclose their gender more than twice as likely to have low mood than their peers. Those who did not disclose were four times as likely to report being at risk of depression. There is a need to work with Community Planning Partners to consider this more fully.

Gender – Low Mood			
Primary pupils	Boys	Girls	Did not disclose
% Low mood	16 (22, 25)	24 (26, 30)	51 (51, 59)
% Risk of depression	4 (7, 8)	8 (7, 9)	28 (15, 21)

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Emotional and Behavioural scale

There continues to be a higher percentage of girls than boys in P6, **35%**, **295** (41%, 345; 44%, 349) and in P7 **38%**, **387** (42%, 333; 44%, 325) (compared to boys **21% & 22%**) showing elevated responses within the Emotional Scale. This is an improvement of **6%** since March 2022. Whilst the responses for Behavioural aspects were similar for both boys and girls with an average **14%**, **498** (16% 565; 17%, 573) of responses being elevated, similar to last year but an overall decrease from March 22. Data from Scottish Government also shows a gender bias, national data shows mental wellbeing for girls to be poorer than for boys overall in Scotland. Broad alignment between local and national data is therefore observed.

Family affluence - Emotional and Behavioural scale			
Primary pupils scoring as expected	Low	Medium	High
% Emotional	62 (57, 57)	72 (67, 65)	80 (71, 69)
% Behavioural	81 (80, 78)	87 (84, 83)	89 (90, 86)

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Amongst primary school pupils, those who did not disclose gender were **20-30%** less likely to score “as expected” on the emotional and behavioural scales. However this year a **9%** increase compared to last year was seen for that population in scoring as expected on the Emotional scale, this is still 30% lower than their peers. The percentages of pupils scoring as expected in the Behavioural scale have remained consistent with last years data.

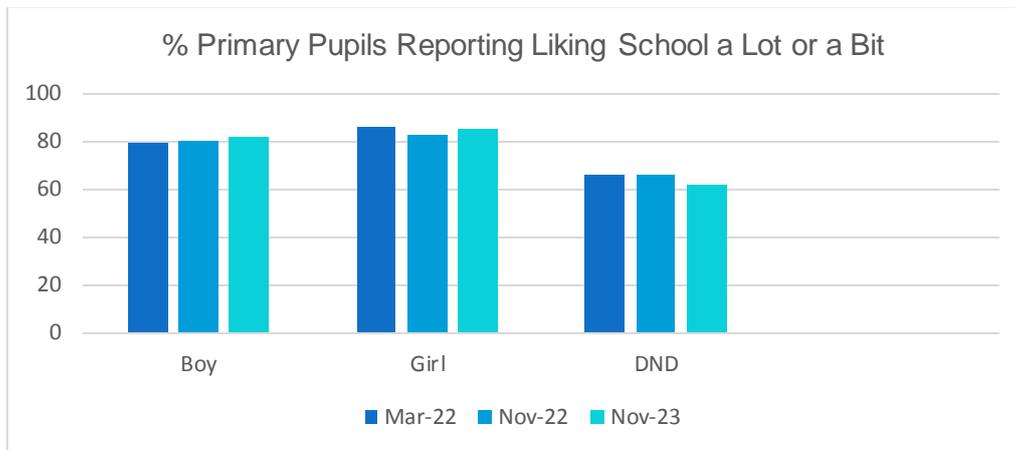
Gender - Emotional and Behavioural scale			
Primary pupils scoring as expected	Boys	Girls	Did not disclose
% Emotional	79 (73, 72)	63 (59, 56)	42 (33, 28)
% Behavioural	85 (83, 81)	87 (87,87)	66 (66, 66)

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Liking School

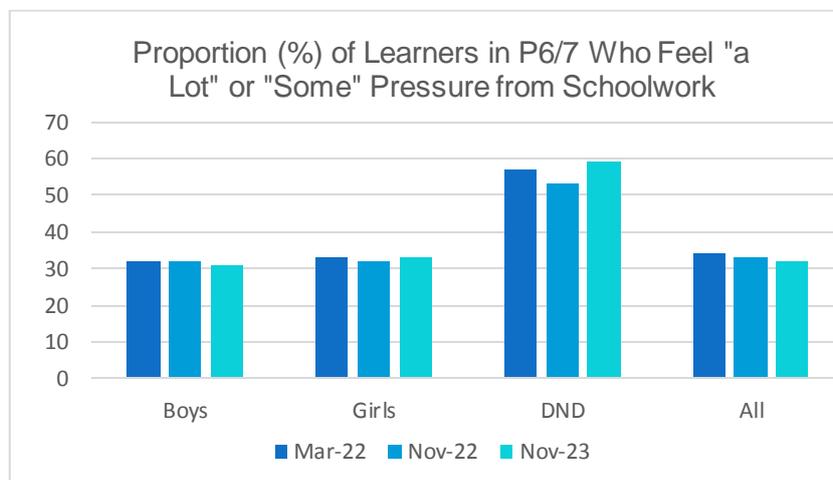
The number of P6 & 7 learners reporting that they like school shows a continued year on year slight overall increase, **84% 2991** (82%, 2897, 80%, 2811) who like school a bit or a lot, which compares to **17% 605** (18%, 606, 20%, 703) who rated not liking school very much or at all. A trend had been observed last year of girls reporting liking school more than boys in both P6 & P7. This has not been replicated for P6 this year, although still observed in P7 with 6% difference.

The P6 and P7 learners who did not disclose their gender, reported the lowest levels of 'liking school a lot or a bit' compared to boys and girls with **62%** (girls **85%**, boys **82%**). Additionally unlike boys who saw a small increase each year, and girls who kept within a range of 85, there was a decrease this year of **4%** for the DND group.



Pressured by Schoolwork

12%, 444 (12%, 404; 12%, 422) of P6/7 learners stated that they felt pressured by schoolwork a lot. Shine report the HBSC Scotland national average being the same as Aberdeen's percentages for boys, but the national average of girls feeling pressure by school work is more than 5% higher than Aberdeen's. **26%, 961** (26%, 876; 24%, 843) of respondents highlighting that they did not feel pressured by schoolwork at all.



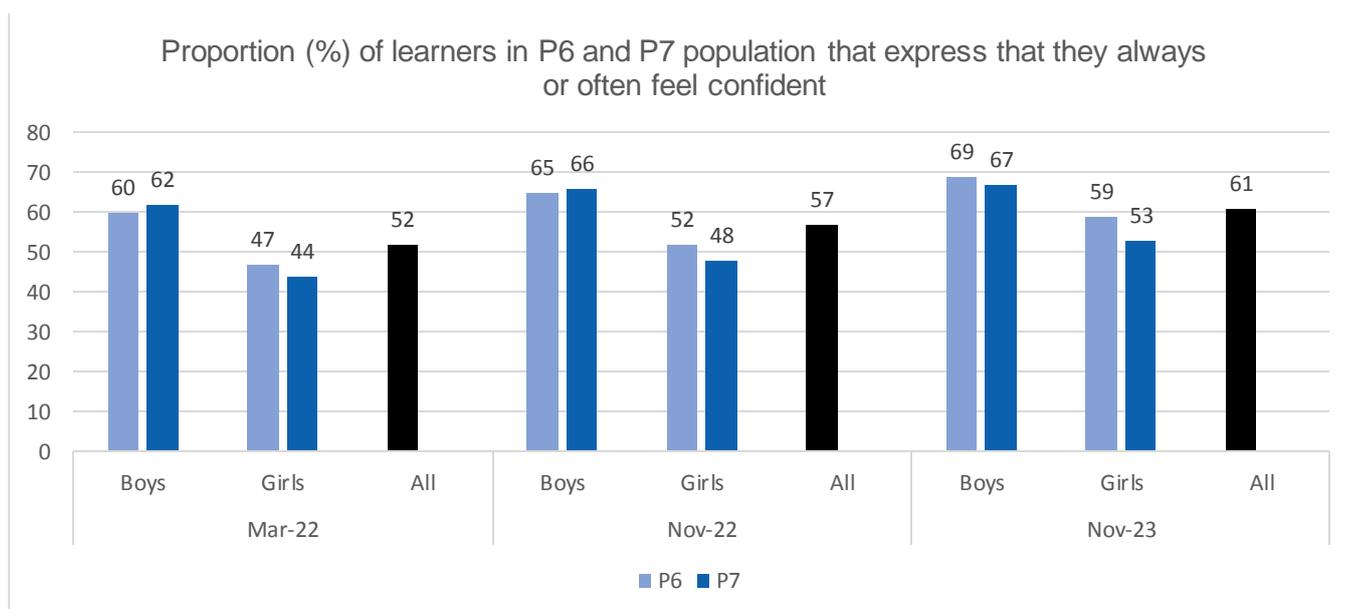
When considering gender, the proportion of learners who feel a lot or some pressure from schoolwork shows us that the figures have remained quite static. With those children who DND gender feeling the most pressure from schoolwork, compared to their peers even in Primary school. Individual schools have access to this information at a more localised level to understand if there are any particular groups most impacted.

Some of the school experience data did not vary by family affluence. For example, feeling a lot or a bit of schoolwork pressure did not vary by family affluence amongst secondary pupils and liking school (a lot or a bit) did not vary by affluence amongst primary pupils.

Self Confidence

Learners were asked about how confident they felt in themselves.

61% 2172 (57%, 2013, 52%, 1827) of P6 and P7 pupils stated that they always or often felt confident. This has increased year on year towards the pre-pandemic national averages based on the data in March 2022. SHINE compares our data to HBS National data for Scotland. This shows around **10% more** of our P6&7 learners who rate their confidence positively compared to national reporting.



Overall, expressed confidence levels between March 22 to November 23 sample points reflect statistically meaningful improvement by gender and phase, resulting in a seen increase in self-reported confidence levels among all pupils and higher than the Scottish comparison.

We still observe a gender difference between boys and girls, but the difference has reduced, for example from 18 percentage point between P7 girls and boys in March 22 to 14 percentage points in November 23. The percentage improvement rate for girls is still slightly higher than for boys. Scottish data for all school stages show a strong gender difference with girls reporting lower confidence levels than boys. Overall the percentage for our primary pupils who DND their gender reported 29 points less confidence levels than the median

percentage (**32** compared to **61**). Although this discrepancy remains higher than we would like there are signs that this has decreased, from a difference of 35% in March 22 and 30 in November 22.

In terms of Family Affluence, the lowest to the highest groups had a difference of **19** in percentage of Primary 6/7 children reporting 'feeling away or often confident' (**53** to **72**). We are seeing some signs of this difference gradually increasing, 12 in March 22, 17 in Nov 22, and needs to be tracked carefully.

The Social Emotional Health Survey (SEHS) measures different aspects of a child's social and emotional wellbeing: Gratitude, Zest, Persistence and Optimism. All these aspects are positive character traits and are linked to having more positive mental health and greater school engagement.

Gratitude is associated with increased life satisfaction and social interaction including perception of support and providing support to others as well as academic achievement.

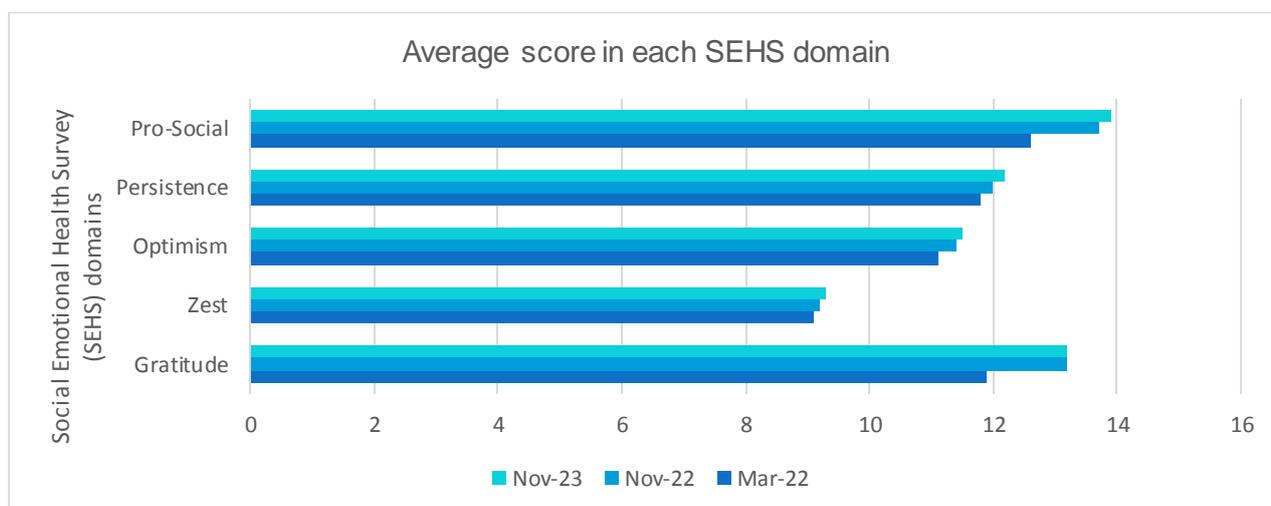
Optimism is associated with greater interest in school, persistence and coping as well as more positive social relationships.

Zest has a positive association with relationships with others, improved emotional wellbeing and autonomy.

Persistence has been shown to increase learning, mediating the relationship between motivation and performance.

The co-occurrence of multiple positive psychological traits from these 4 areas is called (covitality) they are associated with increased resilience, pro-social behaviour, school engagement (which is a key determinant in school attendance) and satisfaction.

The responses to this section of the survey provide scores out of 16 within these four domains and then are collated to create an overall covitality score, out of 64.

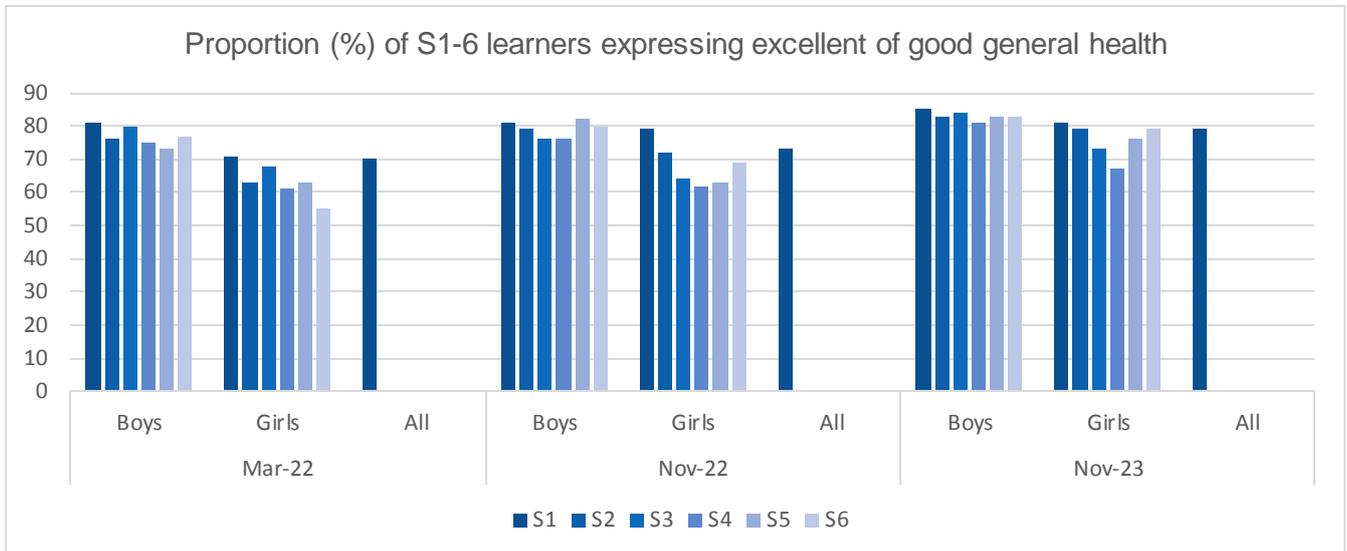


Across gender groups and year groups responses since March 22 have continued to gradually increase across all aspects of this, showing a positive picture for all. Increasing

the overall pro-social scores of both boys and girls. For the overall positive mental health score for primary pupils (“covitality”) those who did not disclose gender had the lowest score (**46.3** boys/**46.9** girls versus **39.3** DND) and there was no significant difference between boys and girls.

SHINE Mental Health Survey (Secondary 1-6)

6686 62% (59% 6270, 60%, 5914) of learners from S1-S6 completed the secondary survey with **207** (292 & 237) learners choosing not to provide details of their gender and 29 (98, 93) learners not identifying their year group.



The data suggests that boys continue to be more confident about their general health.

Continuing the trend from November 22, a higher percentage of both male and female learners in S1 state that their general health is Excellent or Good. However, this continues to be slightly lower than the levels reported by children at the primary 7 stage.

For both boys and girls, there is an appreciable increase in self-reported general health between survey points with the whole cohort outcome rising from **73% to 79%**.

Gains are seen across all phases of Secondary, and unlike last year, gains have been seen in S3 (which previously was the only stage without growth), showing increases in reported health. From the data, the outcomes for both boys and girls in S3 raised by 8 and 9 points respectively. The Scottish comparison data shows that ACC data tracks to around the same percentages with the exception of S4 girls where there is over 12% negative differential seen. This cohort that started Secondary school in the 2020-21 School year, and were not able to have the usual transition processes or experiences as peers in the years above or below them.

The differential between boys and girls, although closing with each data set, continues to show a gap of more than seven percentage points. The difference between the average percentage for all compared to those who DND gender is 34 percentage points.

The graphs above show that self-reporting of good health is improving with each data set. But there are lower levels of reporting for the current S4 cohort, but improvements from their reporting levels when they were in S3.

Reporting good or excellent health was associated with family affluence at both primary and secondary school level, for example, **88%** of secondary pupils in the high family affluence group rated their health as good or excellent compared with **71%** of those in the low family affluence group, a difference of 17 percentage points. This has come down slightly from the 20 percentage points difference from last year. Although not a directly comparable measure, review of national data from last year (no figures for this year) shows a **10%** difference between the lowest and highest affluence groups. The local difference is greater suggesting a need for continued focus on this area.

Family affluence			
Secondary pupils	Low	Medium	High
% Excellent or good health	71 (61, 59)	79 (74, 70)	88 (81, 80)
% Feel always or often confident	36 (34, 27)	45 (41, 35)	50 (48, 44)
% Feel lonely all or most of the time	23 (29, 32)	16 (19, 24)	13 (17, 19)
% Has self-harmed at least once in lifetime	22 (25, 25)	18 (19, 23)	17 (17, 21)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Young people in the low family affluence group were more likely to report lower levels of confidence at both primary and secondary school. We can see that the 2023 survey showed increased confidence levels, but the Family Affluence Scale (FAS) gap remains the same.

Young people in the low family affluence group were more likely to report feeling lonely (all or most of the time) compared with those in the high family affluence (**23%** versus **13%**).

Girls were consistently more likely to report more negative outcomes than boys, with greater differences between boys and girls emerging amongst secondary pupils. Improvements were observed, for girls across the four areas.

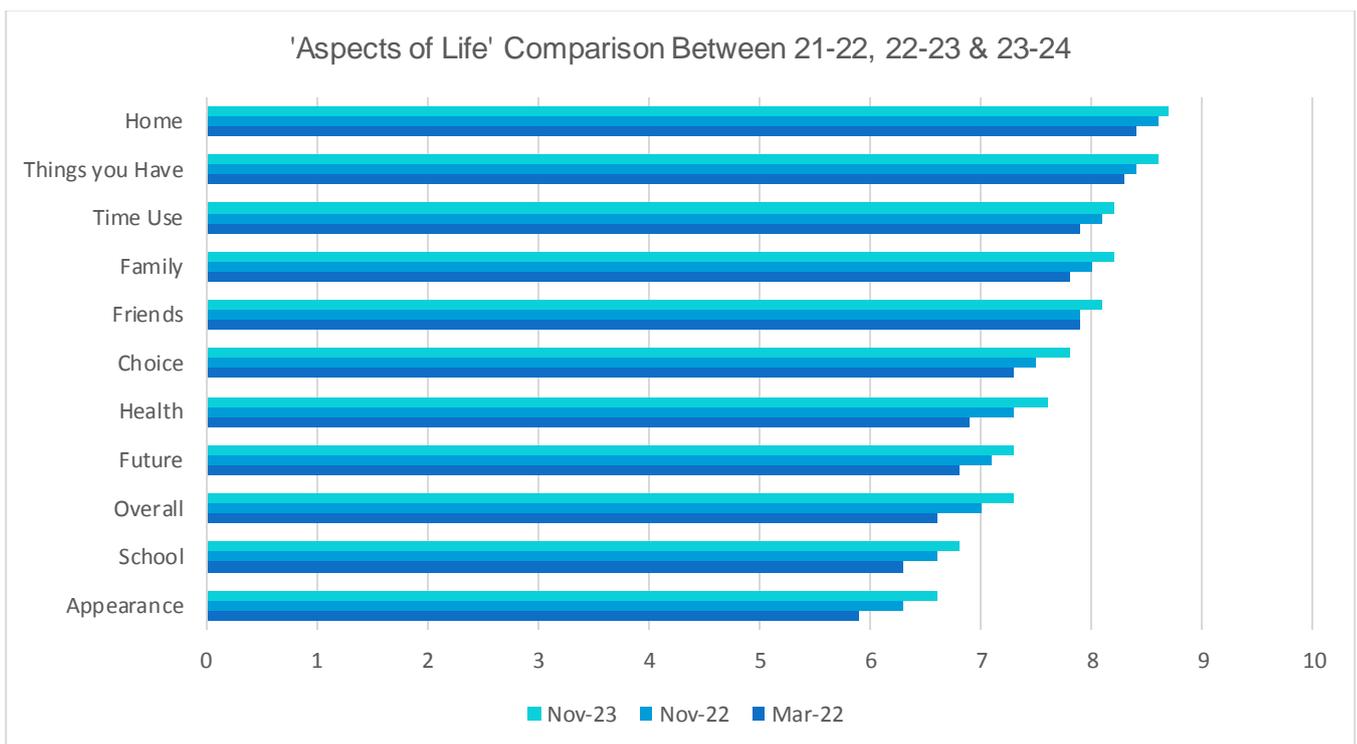
Prevalence of self-harming varied by gender, with nearly four in ten (**38%**) of those who did not disclose their gender reporting that they had self-harmed at least once in their lifetime, compared with **20%** of girls and **16%** of boys. We did see a reduction across each gender in terms of self-harming with the greatest reduction seen in the DND group (reduction of 10% compared to March 22). This area will continue to require careful consideration by the Mental Health Improvement Collaborative. A Scottish Government Strategy for Self-Harm has been published and has been shared with all schools. Outcomes in these measures were poorer for those who DND their gender, compared to both Boys and Girls. Self-reported confidence levels for those that DND gender fell (-7), but increased for both Girls (+5) and Boys (+2).

Gender			
Secondary pupils	Boy	Girl	Did not disclose
% Excellent or good health	83 (79, 77)	76 (69, 65)	45 (39, 39)
% Feel always and often confident	57 (55, 49)	33 (28, 23)	17 (24, 20)
% Feel lonely all or most of the time	15 (17, 17)	20 (23, 30)	46 (46, 52)
% Has self-harmed at least once in lifetime	16 (15, 18)	20 (21, 24)	38 (38, 48)

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'.

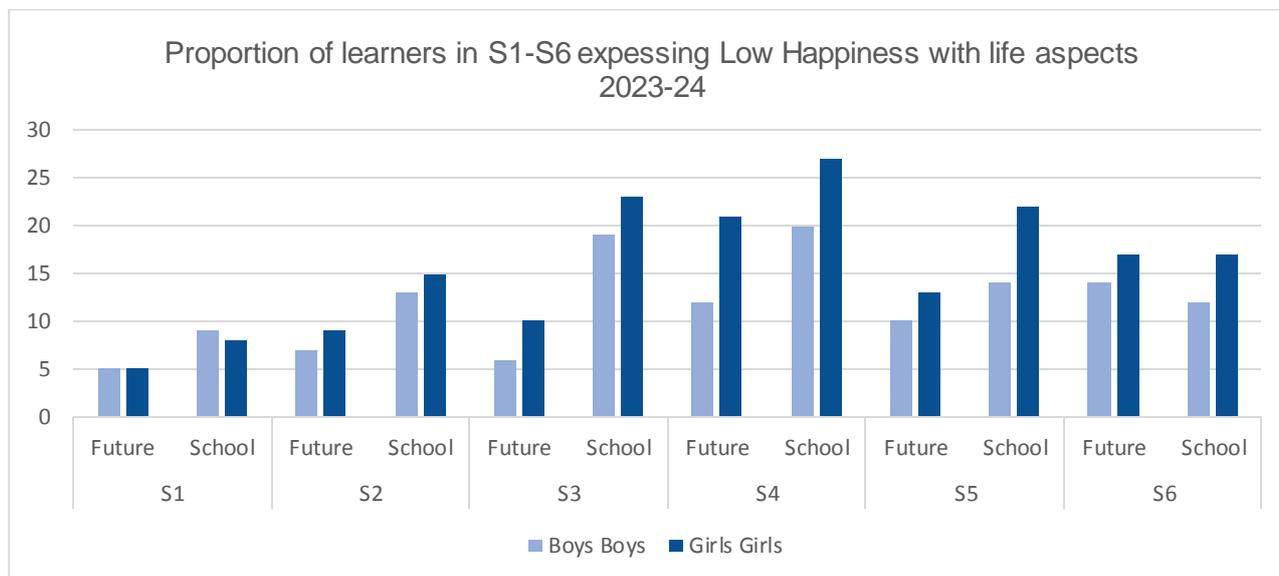
Within Secondary Schools, it was again clear that the aspects of their lives learners were most happy with are: home, things they had, time use, friends and family, with school and appearance consistently receiving lower scores. With our current S4's again reporting the lowest levels of happiness with these 2 areas.



Overall, 21% (a continued reduction of 10%) of learners since March 2022 report low happiness linked to 'Appearance' and 17% (a continued reduction of 6%), linked to 'School'. There is a continued trend of reduction in both areas. There continues to be, however, an increase in the number of primary to secondary learners who report low happiness regarding school (8% to 17%).

There is a gender difference in girls reporting more low happiness aspects of life views compared to boys across the spectrum, this continues to be seen in their perceptions of School compared to boys. But all low happiness has decreased for each aspect, and the

gender gap has decreased noticeably in relation to School. Girls consistently express lower happiness than boys regarding the Future, that continues on a mainly deteriorating trend up to S6.



Family affluence heavily influences happiness at the secondary phase. Those in the low affluence group were more than twice as likely to be unhappy with life in general than those in the highest affluence group. Those in the lower affluence group were 8 times more likely to express unhappiness with the home they live in. Those in the lowest affluence group's low ratings have decreased, but so have the other affluence groups, therefore the gap hasn't decreased between groups to the extent we would hope.

Family affluence (% of Low Happiness with... by Gender)			
Secondary pupils	Low	Medium	High
% Life as a whole	16 (20, 25)	10 (15, 17)	7 (10, 13)
% Family relationships	11 (12, 18)	5 (8, 10)	4 (5, 7)
% Home you live in	8 (10, 12)	3 (4, 5)	1 (2, 3)
% Choice in life	10 (14, 15)	6 (9, 10)	4 (6, 8)
% Friendships	7 (10, 10)	5 (6, 7)	3 (5, 6)
% Things you have	7 (8, 10)	2 (4, 4)	1 (2, 2)
% Health	15 (19, 22)	9 (13, 16)	6 (9, 11)
% Appearance	30 (33, 38)	20 (25, 30)	15 (18, 23)
% Future	16 (17, 22)	10 (13, 15)	7 (9, 10)
% School	23 (27, 29)	16 (18, 21)	14 (15, 18)
% Free time	7 (9, 12)	5 (6, 7)	2 (4, 5)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

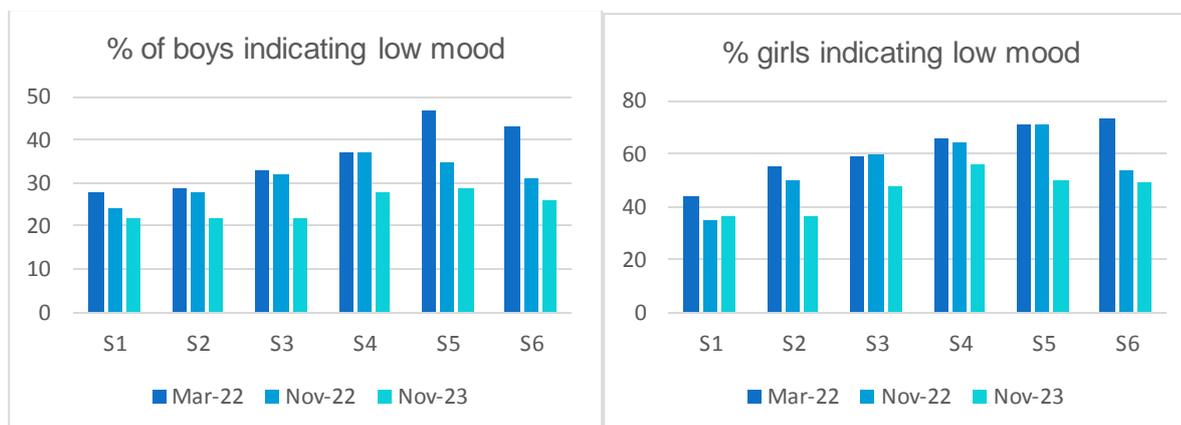
In terms of low happiness with life, across nearly all of the measures, pupils who didn't disclose their gender expressed the most unhappiness at both secondary and primary level. Some noticeable improvements were observed in these areas. Reporting of low

happiness in relation to ‘Life as a Whole’, ‘Family Relationships’, ‘Choice in Life’, ‘Health’, and ‘Appearance’ all reduced by more than 10 percentage points for the DND gender group. But as the table below shows they were still reporting much lower positivity than their peers in most areas, in all ‘aspects’ they were at least twice as likely than their peers to report low positivity in each.

Percentage reporting Low Positivity by Gender			
Secondary pupils	Boy	Girl	Did not disclose
% Life as a whole	8 (10, 11)	13 (18, 20)	36 (44, 50)
% Family relationships	3 (4, 6)	8 (11, 13)	20 (27, 30)
% Home you live in	3 (3, 3)	4 (6, 7)	14 (13, 22)
% Choice in life	6 (7, 7)	8 (10, 13)	21 (26, 33)
% Friendships	4 (5, 5)	6 (9, 8)	14 (18, 17)
% Things you have	3 (3, 3)	3 (5, 6)	9 (12, 13)
% Health	7 (9, 10)	11 (15, 20)	33 (36, 44)
% Appearance	13 (15, 17)	28 (33, 41)	50 (56, 61)
% Future	8 (8, 10)	12 (15, 19)	35 (36, 39)
% School	15 (16, 16)	18 (23, 27)	39 (37, 44)
% Free time	3 (2, 4)	6 (8, 11)	14 (12, 14)

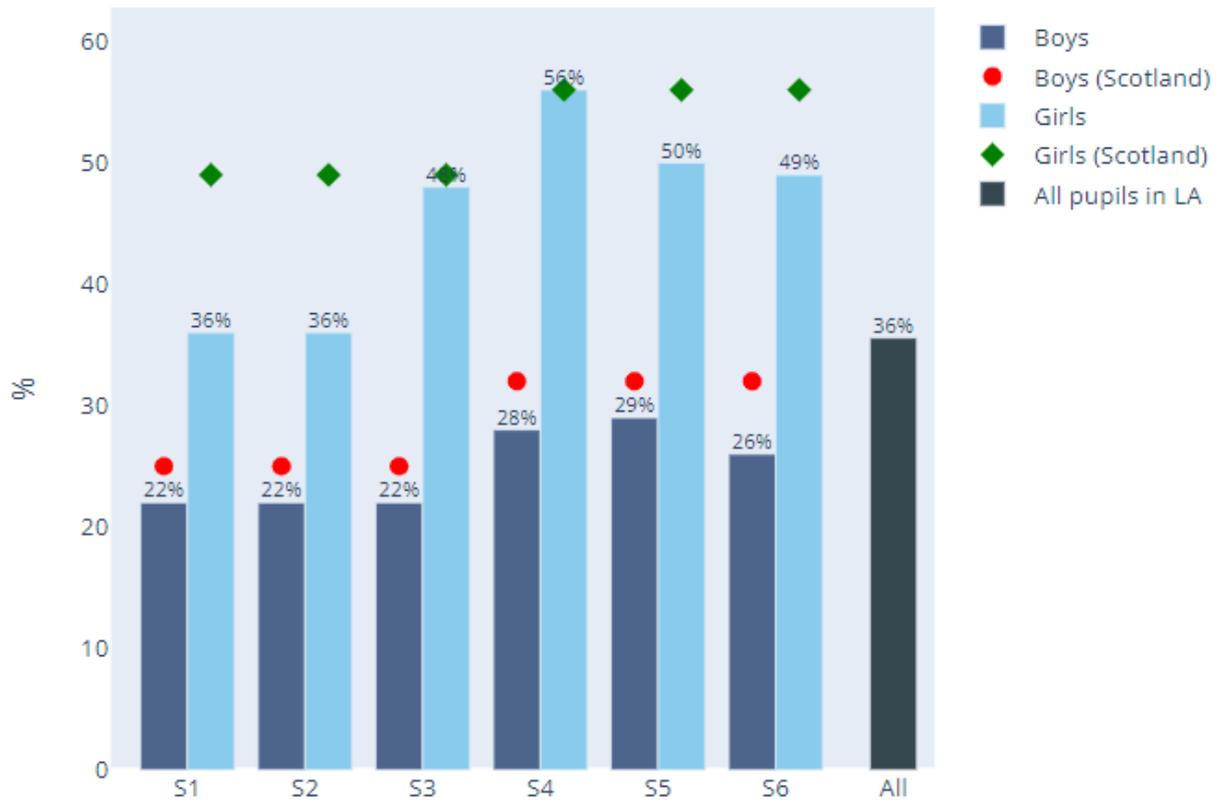
Bold=Nov '23, **plain**=Nov '22, **italics**=Mar '22

The WHO–5 Wellbeing Index is a five-item scale which provides a measure of emotional functioning. Answers are collated to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood.



The proportion of learners across S1-S6 self-rating below the 50-score threshold on the WHO Wellbeing Index is showing continued signs of improvement across each phase, and for all learners in this cohort.

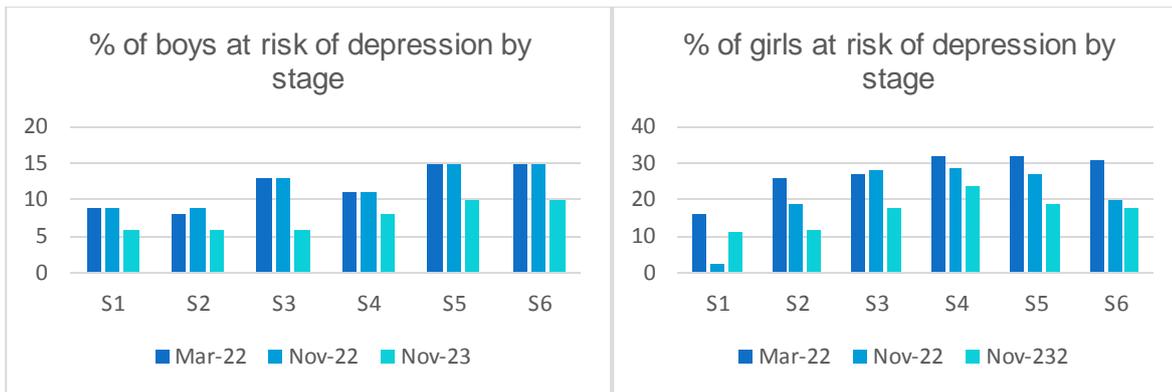
Table Showing ACC Low Mood compared to SHINE Scottish Average



Encouragingly for all stages and gender, except Girls in S3 & 4 (where we report the same levels), we report lower percentages than the indicated Scottish Average provided by SHINE (chart above provides visual) although boys are reporting closer to the average than girls in ACC. Additionally we now have the same distribution curve as the Scottish comparison, which is a reduction after rising in S3 and S4, whereas in March 22 the percentages continued to rise.

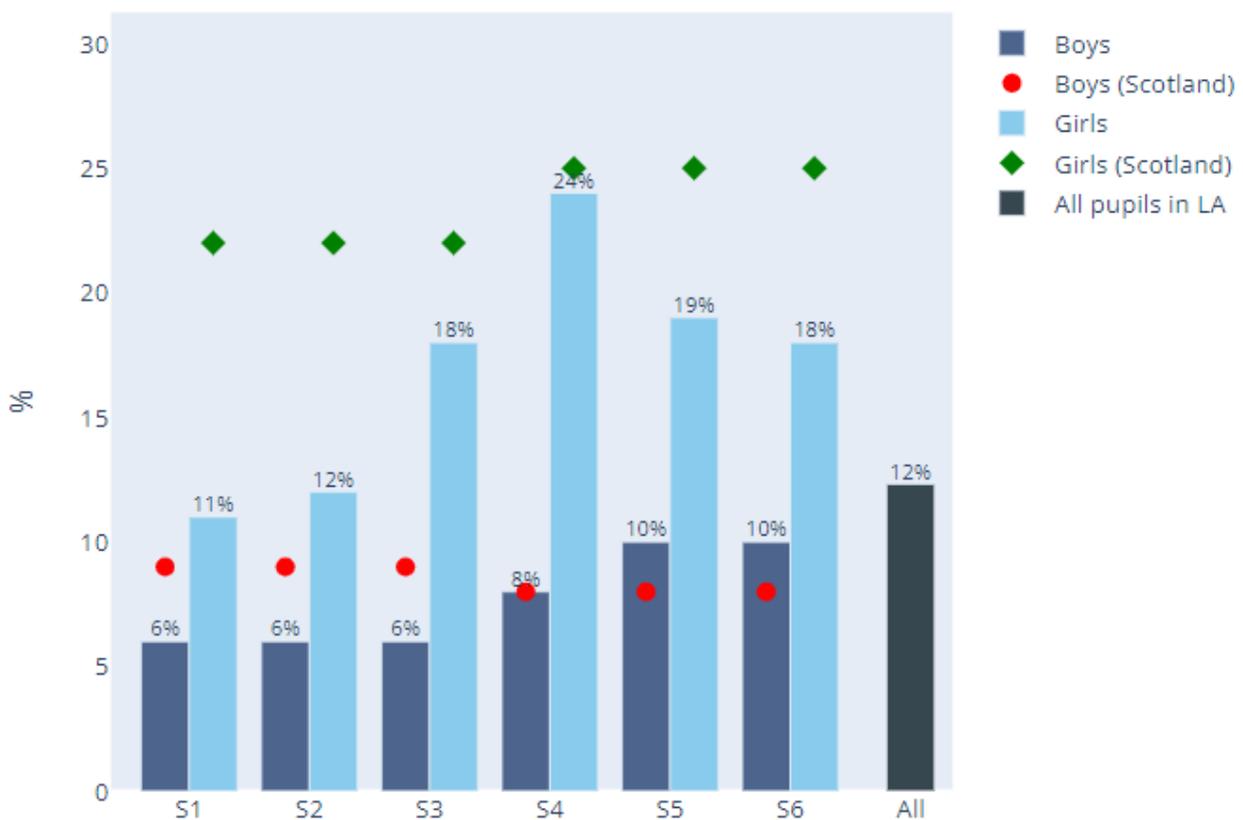
The graphs above indicate an overall positive picture towards the reduction of low mood in both boys and girls from March 2022. Overall, there has been a **6%** reduction of learners indicating low mood (added to last year's previous reduction of 5%). This equates to 200 learners.

The graphs below highlight the proportion of those scoring 28 or less and are classified as at risk of depression. We see a reduction in the number of learners at risk of depression in both gender groups and every year group.



Concerns for the wellbeing of girls compared to that of boys remains. However ACC Secondary Girls are self-reporting levels at around half of the SHINE Scottish Average. So although we see a difference in more girls than boys being at Risk of Depression, we have lower figures in this area than the Scottish Average. This is illustrated in the graph below. Our S4 girls cohort remains a year group of focus, as they are closer to the Scottish Average than the other stages. ACC Secondary Boys are just above the reported Scottish Average in S5 & S6 so these year groups might need some consideration.

Table Showing ACC At Risk of Depression compared to SHINE Scottish Average



Family affluence strongly influences low mood and a risk of depression. As with for primary schools, this will have to be considered carefully as interventions are being planned and continued to continue to address equity across the City.

Family affluence			
Secondary pupils	Low	Medium	High
Low mood	43 (50, 56)	34 (42, 47)	28 (33, 38)
Risk of depression	18 (24, 25)	11 (15, 20)	7 (10, 13)

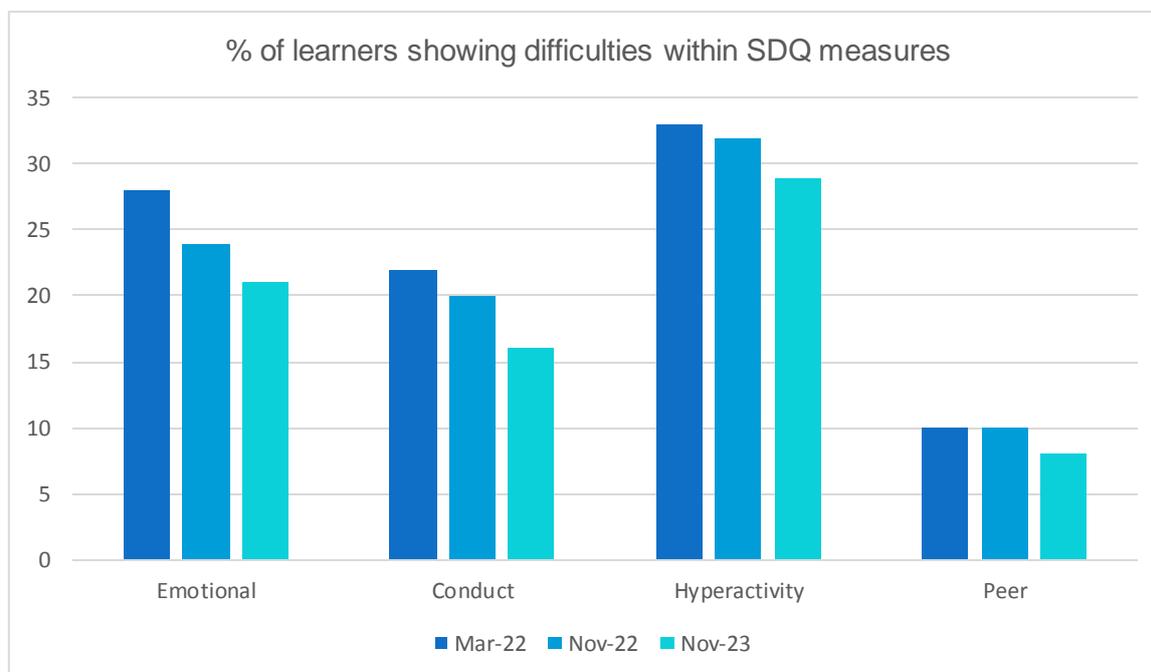
Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Those who did not disclose their gender are far more likely to self-report low mood and be considered at risk of depression than their peers..

Gender			
Secondary pupils	Boys	Girls	Did Not Disclose
Low mood	24 (30, 34)	45 (53, 58)	70 (73, 78)
Risk of depression	7 (10, 11)	17 (21, 26)	29 (37, 44)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

The Strength and Difficulties Questionnaire (SDQ) measures mental health difficulties in different areas: emotional symptoms, conduct, hyperactivity and peer relationships.



Reviewing all year groups there is still a very clear, high percentage of girls showing difficulties with hyperactivity and emotions. There is an overall slight decrease across all measures since March 22.

Although at first glance the high percentage of learners showing difficulties is of concern, data for Aberdeen City mirrors Scottish Government data on differences between genders:

“Girls were more likely to agree they wish they had a different kind of life; there are lots of things they worry about in their life; they often or always feel lonely; they sometimes, often or always feel left out of things; and their body and the way they look affects how they feel about themselves. Girls were also more likely to have problematic social media use than boys.” Scottish Government, Health & Wellbeing Census, February 2023

Encouragingly, Aberdeen City wellbeing data for both genders is ahead of last year’s national data reported by the Scottish Government. There is still a need to continue to put a local focus on effectively meeting the emotional wellbeing needs of girls across all year groups, especially the current S4. This extends to considerations around community supports. Further consideration should be given to what opportunities there are to provide support as our local data highlights this area.

Secondary school pupils in the high family affluence group were less likely to report mental health difficulties, as scored by the Strengths and Difficulties Questionnaire (SDS). Overall, **66%** of those in the most affluent group scored within the expected normal range on this scale, compared with **53%** of those in the low family affluence group.

Family affluence			
Secondary pupils scoring as expected	Low	Medium	High
% Emotional	62 (58, 53)	70 (66, 62)	73 (70, 66)
% Conduct disorder	70 (66, 63)	75 (71, 67)	74 (73, 68)
% Hyperactivity	54 (51, 49)	60 (55, 56)	62 (59, 59)
% Peer relations difficulties	65 (59, 59)	76 (71, 70)	82 (78, 77)
% Pro-social	72 (70, 70)	77 (74, 72)	80 (80, 78)
Overall SDQ score	53 (45, 42)	63 (56, 53)	66 (62, 59)

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

A quarter (**21%**) of those who did not disclose gender scored within the “as expected” normal range in the overall Strength and Difficulties Questionnaire (SDQ) score compared with **54%** of girls and **70%** of boys. Both girls and boys reported higher scores but DND group reported lower scores this year overall.

Gender			
Secondary pupils scoring as expected	Boys	Girls	Did not disclose
% Emotional	85 (83, 81)	56 (53, 45)	35 (36, 29)
% Conduct disorder	73 (71, 69)	74 (70, 65)	60 (52, 48)
% Hyperactivity	65 (61, 62)	56 (53, 51)	31 (29, 31)
% Peer relations difficulties	74 (71, 73)	74 (70, 68)	42 (41, 40)
% Pro-social	69 (68, 68)	82 (79, 78)	62 (62, 55)
% Overall SDQ score	70 (65, 64)	54 (46, 43)	21 (24, 19)

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

At secondary school, those who did not disclose gender were more likely to have lower scores in the domains of belief in self and belief in others but there were no significant differences between DND and girls in emotional competence.

Sleep

Secondary learners were asked to complete the adolescent sleep wake scale that measures sleep quality. Higher scores indicate better sleep quality.

Boys in all year groups continue to indicate that they have a better sleep quality than girls. The average sleep score from March 2022 and this survey, has changed a reduction from 38 to **37**.

All pupils, however, would benefit from increased sleep quality to positively impact on their mental and physical health. We should consider the links between social media and the use of digital technology and the potential impact this has had on the measures noted. There is a range of data around the increased need for sleep in the teenage years, with teenagers having a different biological circadian rhythm to adults, or younger children.

Family affluence			
	Low	Medium	High
Mean sleep quality score	36 (35, 35)	38 (37, 37)	40 (39, 38)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Young people in the high family affluence group continued to report higher sleep quality than those in the other affluence groups. Those who did not disclose their gender continued to report poorer sleep than all other groups.

Gender			
	Boy	Girl	Did not disclose
Mean sleep quality score	40 (39, 39)	37 (36, 35)	29 (30, 29)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Loneliness

There are links between high loneliness, other areas of wellbeing and decreasing positive life outcomes. Learners were asked how often they felt lonely in the past week. **38%** feeling more positive about this aspect of their life, showed an increase between March and November 2022 of **4%** more learners feeling lonely *none* of the time, in addition to the rise of 5% last year. However **28%** of learners stated that they felt lonely most or all the time which is an increase of 7% compared to last year. Last year's lifting of final restrictions re social distancing and socialising, could have perhaps caused a temporary increase in the last survey.

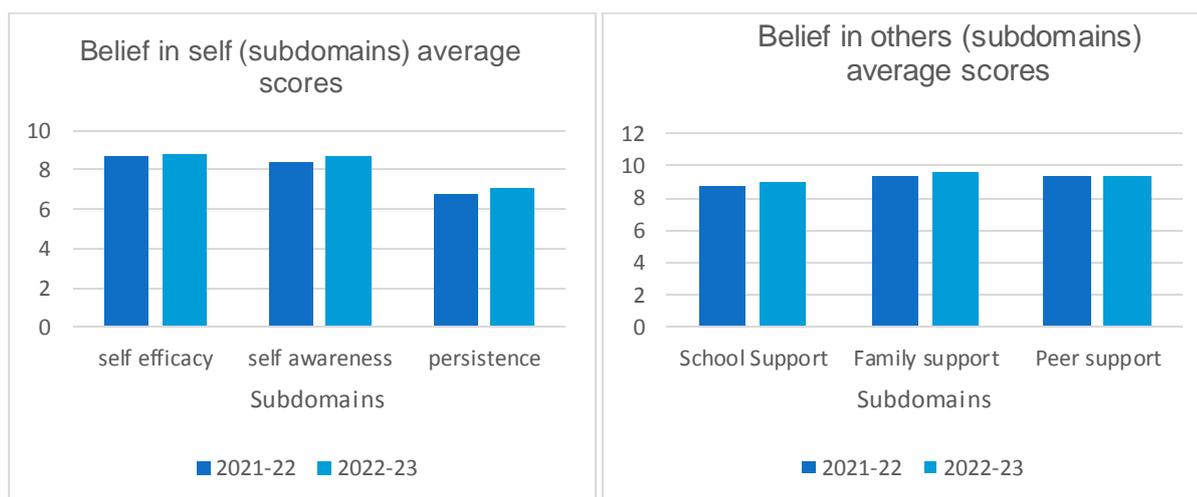
Research on loneliness in teenagers tells us that teenagers report higher levels of loneliness than any other age group in society. Additionally, their self-reports of feelings of loneliness are related to their need to feel socially connected, particularly to groups. Even a short time away from a strong positive group can make them feel lonely. Many secondary school's activities and clubs, outdoors sporting clubs to a lesser extent, were suspended in line with the range of restrictions from the Covid-19 pandemic. As these are re-established, we hope to see these figures around loneliness continue to decrease. There are ways we can incorporate more social learning across the secondary curriculum which can also support this area, supporting wellbeing more generally. These outcomes should be explored by leaders and pastoral care in our Secondary settings.

Social Emotional Health

This measures different competencies of positive socio-emotional health, which are fundamental for young people to develop to live engaging and meaningful lives.

In all year groups, boys show higher levels of self-efficacy, self-awareness, and persistence, with self-efficacy rating higher in most year groups. Since March 2022, there has been a positive increase in all 3 areas of a range of 3-5 in relation to the summed average scores of belief in self.

Learners overall are showing a positive response to belief in others with an increase in the areas of school support and family support. Data for boys suggests that school support and family support are better than peer support and for girls, peer support is significantly higher at all year groups. This gender difference is again in-line with national data from Scottish Government, that boys and younger children self-report higher positive perceptions of those they live with. Teenagers, especially females seek more peer support and acceptance from peers than their family members, as a function of the teenage brain.



Emotional regulation, empathy and self-control are reviewed to understand Emotional competence. The results are pretty static from November 2022. Self-control continues to be lower than the other 2 subdomains within this section the only increase from November 22 was in the domain of Empathy. This data is as expected due to the processes ongoing in the teenage brain. At this time, we see a reduction in a teenager's ability to correctly

recognise emotions in others (if not related to themselves) and increased self-consciousness.

Overall, learners' levels of optimism are also rising with a less notable dip at S3 and S4 this year compared to last. This may be linked to a change in curriculum delivery and expectations with consideration of the exam schedule at this stage. Local data is at odds, in a positive way, with the national data which shows a declining picture up to S5 and S6.

Gender			
Secondary pupils level of optimism	Boys	Girls	Did not disclose
Optimism	8.6 (8.3, 8.0)	7.6 (7.3, 6.9)	6.1 (6.1, 5.6)

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

We can again see poorer outcomes for those who did not disclose gender.

Liking School

Learners were asked to select whether they liked school from a scale of, a lot to not at all. **36%** (compared to 42% last year) of learners indicating that they don't like school very much or at all, there is a need for us to consider carefully how this might be improved. Scottish Government data reports the low trend in attitudes across S1 – S4, improving in S5 and 6. This pattern can now be seen within our data set, with stronger ratings now seen for S5&S6. However % of pupils who like school (a lot or a bit) remains what appears low across secondary stages, but are very much in line and ahead of - the HBSC Scotland national average provided by Shine .

Pressured by Schoolwork

The number of pupils who feel pressured by school work has gone up by one point to **55%**, (54%, 58%). This remains a high figure and we haven't seen any further reduction this year. Secondary Head Teachers and their staff will explore this further.

28% (31%, 31%) of all S1-S6 learners expressed that they felt pressured by schoolwork a lot with **12%** (15%, 12%) highlighting that they did not feel pressured by schoolwork at all.

There is also not a significant change in the proportion who noted that they felt 'Some' and 'A Little' pressure.

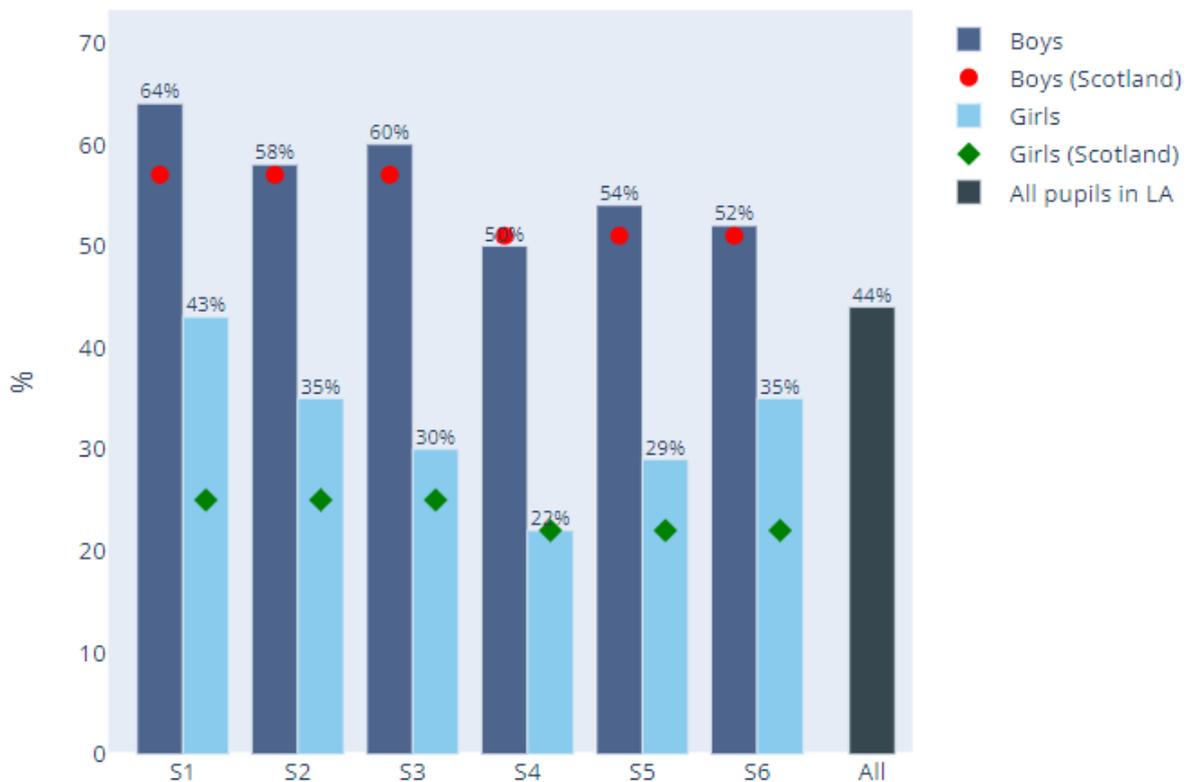
There is a continuing gender gap between boys and girls that, as in last year, statistically develops as learners progress through the phases. Looking forward, the outcome of the on-going education reforms, most notably the Hayward Review, may impact positively here as less reliance is put on single high stake exams which are known to disproportionately affect those living in areas of deprivation. Given that these two measures show poorer local outcomes against the national average outcome, they are worthy of further consideration.

In the context of gender, there are some limited indications that the gap between boys and girls has closed between survey points.

Self Confidence

The proportion of all S1-S6 pupils who express that they always or often feel confident has risen by three percentage points from November 2022. .

We can see from the graph, Senior Stages by Gender Expressing 'Always or Often Confident' below that we are ahead of the Shine reported Scottish Average for most stages, especially for girls. This is an improvement on last year, particularly for our S3 & S5 cohorts. Our current S4 cohort, again shows lower levels of reporting of confidence. There are clear differences between girls and boys reporting in this area, with boys averaging reporting twice as much confidence in girls overall, with some variations by year.



Self-Harm

Based on previous responses **5949** pupils were asked if they had ever hurt themselves on purpose, **19%** said yes, which is the same figure as November 2022. There is a difference between the responses from girls and boys with **16%** of boys stating they had hurt themselves on purpose and **20%** of girls. This gender difference is seen nationally, and for all ages of the Scottish Population.

16% a reduction of 3% from last year of all learners from S1-S6 choose 'prefer not to say' with 10% of boys selecting this option and 20% of girls.

This was even across year groups, and out of those reporting yes, **20% (a reduction of 16%)** suggesting they had done this between 1-10 times, and **20% (a reduction of 2%)** suggesting that they had done this more than 10 times over the past year. This data, although a reduction in learners self-harming 1-10 times and 10 or more times in the past year, these figures are higher than we would like. This area continues to need significant focus through partnership approaches to support young people. National and UK wide data pre-pandemic showed that self-harm was on the increase, with teenage girls and those identifying in the LGBTQA+ most at risk at using this coping strategy as a way of managing mental health. The Scottish Government Self-Harming strategy aims to support understanding around Self-Harm behaviours and promotes early intervention around mental health indicators.

Summary

We are pleased to see improvements across much of the wellbeing picture in Aberdeen City compared to the previous two years of data sets. For example we can observe a reduction in levels of pupils with low mood and at risk of depression. We also see increases in terms of performance on items such as the Strengths and Difficulties Questionnaire (SDQ) which measure mental health difficulties and in higher reporting of self-confidence levels.

Where we have been provided with the SHINE National Scottish Average we can see we are either tracking alongside this, or performing better than the reported Scottish average.

Two areas of concern for us, reports of self-harming and happiness with appearance have both improved in this year's data. Including with our 'Did Not Disclose' gender group, and with girls. Work continues in these areas as we hope to see increased progress.

What remains of concern is the gap between the Family Affluence Scale Groups (low, medium and high) , even though individually each group is showing reductions in key areas, we like the picture across wider Scotland, are struggling to 'close the poverty related gap'.

We still see lower positivity towards school especially between primary and secondary, but we have seen improvements against feelings of pressure in relation to schoolwork, and higher reporting of liking school. Work will continue in these areas.

Girls continue to report poorer mental health and wellbeing than boys, given what we know about the teenage brain and the broader picture in society this is to be expected, but we have some areas of focus within this. Our cohort of S4 girls (our S3 group last year) are continuing to show poorer self-reporting of mental health measures. This is the cohort that would have been most directly impacted by Covid school and community closures. There are wider impacts and consideration when thinking about this cohort, some of them will be leaving school at the end of this year. As well as school community supports, services such as Skills Development Scotland alongside school pastoral care and school staff will

need to work in partnership together to plan for positive destinations and pathways beyond school.

The small group (29 Secondary & 96 Primary) who 'Did Not Disclose' their gender are reporting poorer mental health outcomes. This is seen particularly for the small Secondary group in relation to measures of happiness; loneliness; feelings about their future, and school; low mood and risk of depression, and lowest scores on all the Strengths and Difficulties areas (SDQ) which measure mental health difficulties.

Physical Wellbeing Survey Results (P5-S6)

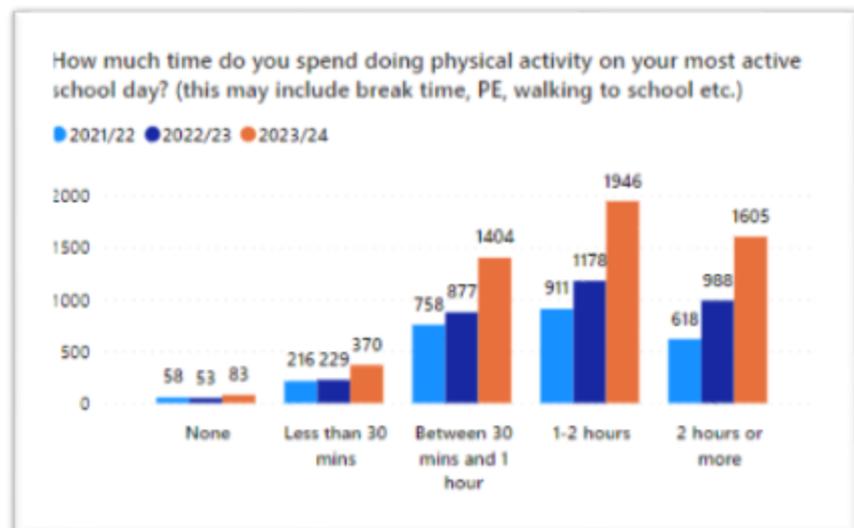
9916, compared to 6993 last year, learners from P5-S6 completed the Physical wellbeing survey in November and December 2023. This is a further increase of 2923, (20%), pupils from November/December 2022 (on top of an increase of 800, 11.4% seen the previous year). Similar to the Mental Wellbeing survey, learners were asked to identify how well they thought their general physical health was.



The majority of learners, **84%** continued to identify their general health as good or excellent, with a **6%** increase in this area since November 2022, on top of the 3% last year. **16%** (a reduction of 1%) felt their general health was fair with a further **2% (152)** of learners stating that their general health was poor. This shows an improvement across general physical wellbeing. This still presents as being more positive for primary pupils than secondary.

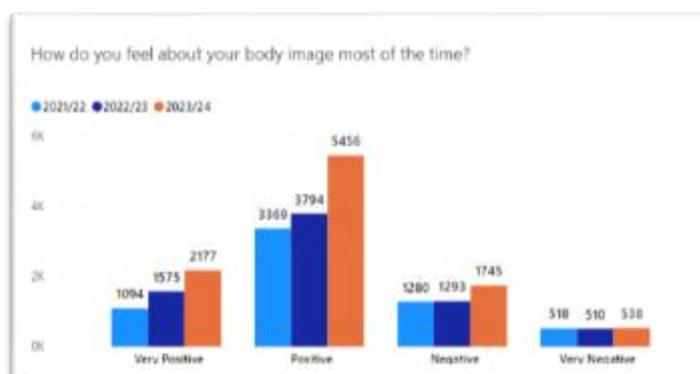
Physical Health and Body Image

NHS physical activity guidelines suggest that on average children and young people between 5 – 18 should aim for at least 60 minutes of moderate or vigorous intensity, physical activity a day across the week. **61%** (69% last year) of learners who completed this survey meet the national health standards set above. This was still higher for primary pupils than secondary, evidencing the need for us to continue focusing on increased physical activity at the early stages of pupil development and considering a range of options and opportunities at Secondary.



77% (75%, 71%) of learners feel positive or very positive about their body image, showing a further increase of 2% from November 2022. As with the mental wellbeing survey, however **23%** (25%, 29%) of learners reported that most of the time they felt negative or very negative about their body image. Out of the **538** pupils who stated they felt very negative about their body image, **109** of those pupils were in Primary School.

The Mental Health Foundation have reported that 35% of 13–19-year olds said their body image causes them to ‘often’ or ‘always’ worry. They also stated that 37% of young people said they felt upset, and 31% said they felt ashamed about their body image. This shows that nationally poor body image and worries about appearance are commonplace amongst young people and must remain a focus for improvement and support.



Relationships with others

Throughout our lives, the number and strength of relationships can affect our mental and physical wellbeing. The benefits of social interactions and good mental health are significant. Proven links include lower rates of anxiety and depression, higher self-esteem, more positive physical health outcomes, greater empathy, and more trusting and cooperative relationships.

Being available to listen to children and young people, is essential for supporting individual needs and understanding fully what is required. Learners were asked if they had an adult in their lives that listens to them about how they are feeling. **70%**, (6909) (68%, 64%) positively shared that they always did, showing a further increase of 2%, an overall growth of 6% from March 2022. **4% (421)** also stated no, they did not have an adult in their life that listens to them about how they are feeling. This is a reduction of 1% from November 2022 which was static at 5% for March 2022 and November 2022.

94% (93%, 95%) of learners identified that overall, their relationships with other people were positive some, most, or all of the time. Continued focus on wellbeing, equality, equity and real inclusion will support us to continue to build a positive culture for our learners to thrive at home, school and in their local community.

The numbers of pupils who felt included across their life has also increased as seen in the table below.

	Always or often felt included			
	March 22	November 22	November 23	Difference (since March 22)
At home	81%	83%	85%	+4%
In the classroom	75%	76%	78%	+3%
At break / lunch times in school	82%	82%	84%	+2%
Online	72%	73%	76%	+4%

Feeling Safe

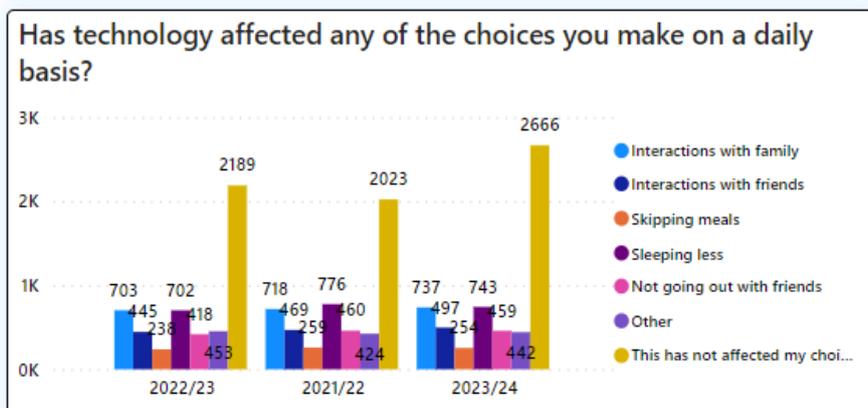
Learners were asked to consider how safe they felt within various environments and across all schools and year groups, the majority of learners reported that they felt safe always or most of the time in their communities, at home and in school, however there is a percentage of learners who feel that they rarely or never feel safe in these environments. We will continue to work with the Health & Wellbeing Youth Group, we will delve further to understand this better and address this both at local level and city wide. Where appropriate we will involve the Community Planning Partnership with this.

	Feeling safe always or most of the time			
	March 22	November 22	November 23	Difference (since March 22)
In the community	86%	87%	88%	+1%
At home	96%	96%	97%	+1%
At School	79%	81%	80%	+1%
Online	76%	76%	79%	+3%

Sleep

The NHS advises that teenagers between the age of 13-18 should have a recommended 8 hours sleep. Although research into Teenage brain development recommends that 12+ year olds actually need more than 10 hours due to the complex brain processes they are undertaking. Learners were asked about their usual sleep patterns and the number of hours they slept the night before completion of the survey. **8%** (11%) of learners reported that they had 5 hours sleep or less with **2%** (2.5%) learners saying that they had less than 3 hours sleep. 109 (187, 257) Primary aged pupils reported that they usually went to bed after midnight showing a further reduction of **78** (70) pupils from November 2022.

The most popular time of going to sleep for P5-P7 pupils is shared equally between 9pm and 10pm, and 10pm. Secondary pupils selecting between 11pm-midnight. We will continue to work with parents through our Stronger Families Series to support positive choices around sleep as this data suggests that the most popular bedtimes are shifting to later than last year.

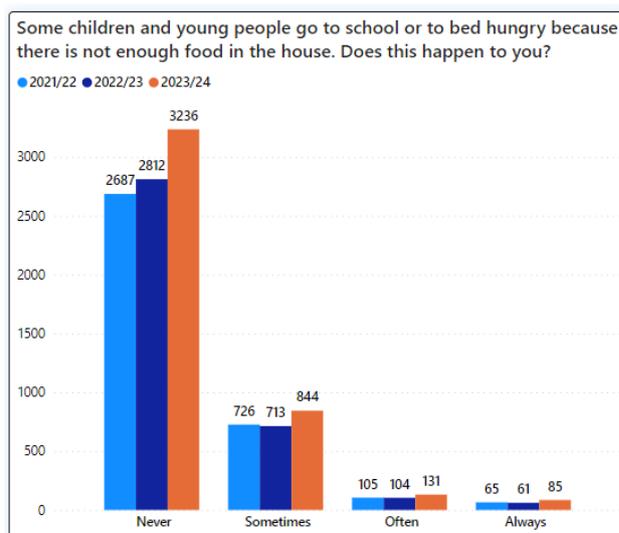


28% (27%, 30%) of learners feel that technology has affected the choices that they make, showing a reduction of 2% since March 2022, but an increase of 1% from last year. **45%** (43%) learners reported that on school days they can spend more than 3 hours on technology during free time and this increases to **65%** (63%) at the weekend with **28%** (27%) stating that they spend more than 6 hours on technology at the weekend. 946 of these are Primary stage learners. As this is a slight increase on last year in terms of time spent on technology, consideration should be given for encouraging healthy choices for learners, and their families. Through in school curriculum and wellbeing sessions, and using the Stronger Families series, communications with families, and school or ASG level events to support.

Food and Drink

Establishing good eating habits is vitally important to support positive weight management. We have seen a continued increase of learners eating breakfast daily during the school week **62%** (61%, 59%). Only 51% (50%) of secondary pupils eat breakfast daily on a school day with 75% (71%) of primary pupils having breakfast before going to school. The number of learners who reported starting the day with breakfast was varied when you compared school days and weekends with 74% (75%) eating breakfast daily at the weekend. 16% (15%) of all surveyed children are regularly attending school, however with no breakfast.

There are times where children and young people do not have the right access to food to meet their nutritional needs. With the impact on the cost of living currently this may also affect this. **3%, 238** (3.7%, 256) learners who completed the survey, reported that they often or always went to bed hungry because there was not enough food at home. This has remained a static amount. Continued review of this data at local level will help us identify where food parcels, foodbanks, breakfast clubs and other such resources would help us address this and target our support.



Substance Use / Misuse

Smoking

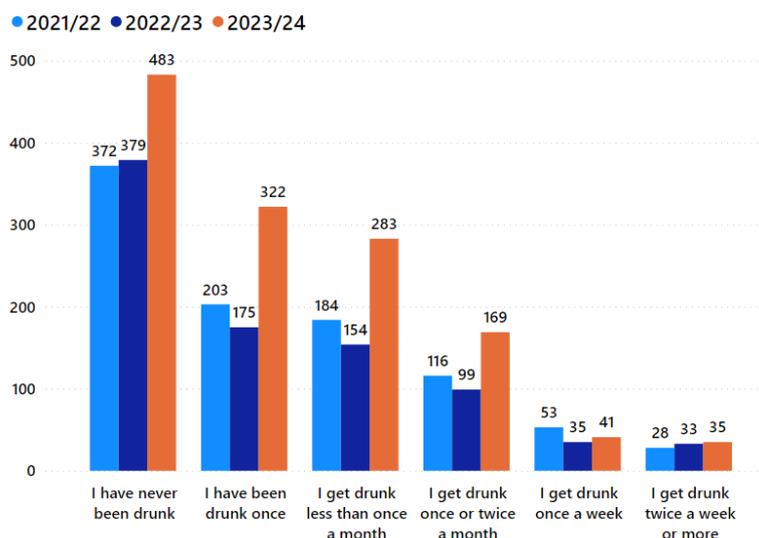
8%, 771 (6.7%, 473, 8% 477) of learners reported that they have tried smoking cigarettes or e-cigarettes going back to the percentage from March 22. **30** (19) young people smoking between 1-20 cigarettes a week and 25 (29) learners smoking more than 20.

The number of young people reporting that they use e-cigarettes or vapes, is **2.4%, 235 (2%, 149)** reporting that they use e-cigarettes or vapes once a week or more. This is a slight increase of vaping, this is reflected in discussions more widely in society regarding how e-cigarettes and vaping is viewed, how they are marketed with young appealing flavours/packaging/names, and lack of clarity re health risks. We will continue to raise awareness across school communities and continue to work with partners to ensure this is being addressed and schools are supported to manage this.

Alcohol

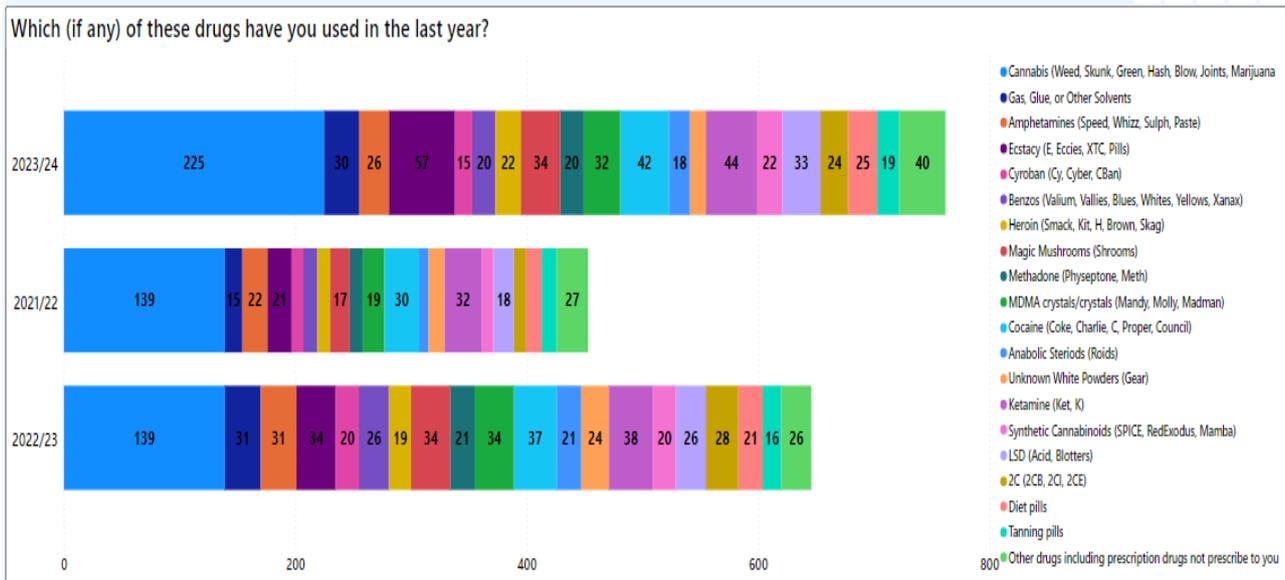
Learners were asked about alcohol consumption, regularity and type of alcoholic drinks consumed. **87%, 8582** (88%, 6137; **84.64%, 5242**) learners stated that they had never had a drink of alcohol. **76** (62, 80) learners shared they get drunk more than once a week with Cider, Spirits and Alcopops highlighted as those most often selected for regular consumption.

How often would you say you get drunk?



Drugs

9641, 97% (6848) stated that they had never done this. **3%, 275** (2%, 145) of our learners reported that they have taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed for them. **43** (21) of our learners also stated that they use drugs daily with the largest number of responses linked to cannabis, followed by Ecstasy, Ketamine, Prescription Medicines and Cocaine. There is a jump in Ecstasy use this year, which will be tracked, and discussed with community partners.



Summary:

- Improvements have been observed including a higher number of returns, an increase of over 30% from March 2022.
- Areas of improvement have been observed in more learners reporting they:
 - Feel *safer* across all aspects of their life
 - Feel more *included* across all aspects of their life
 - Have increased overall *good health*
 - Have increased positive feelings about *body image*
 - Feel *listened to* by those in their life
 - *Slept* more than 5 hours a night
- Areas requiring further consideration and continued support, including engaging with community partners, more learners reporting they:
 - Spend more hours per day using *technology*
 - Have been impacted *by technology* affecting the *choices* that they make, relating to and *impacting their sleep*
 - Are having *later bed times* compared to last year, in both Primary & Secondary settings
 - At a high level (49%) in Secondary are *not eating breakfast* daily
 - Are *trying* cigarettes, e-cigarettes more and *increasing* in use of e-cigarettes/vaping
 - Remain consistent in their usage of *alcohol*
 - At a *slightly* higher number have *tried illegal substances*

Summary of Overall Next Steps

Through the LOIP and associated Children’s Services Plan we will link with the Mental Health Collaborative to review any identified trends and consider how to address these.

There will continue to be an increased focus on poverty and how this impacts health and educational outcomes. We are pleased to see improvements in lowering the numbers associated with this but are mindful that the poverty gap is not reducing, even if overall numbers are.

Work continues in regard to the area of physical appearance to build upon the gains observed in this year's data. We will need to consider carefully our support for girls in particular, and those who did not disclose their gender identity, who have shown greater challenges with regards to mental health. We know that community and parenting approaches are needed alongside school level work.

We will continue to promote healthy choices and build confidence in our young people and parents and carers, to support good decisions in areas such as sleep, exams, understanding of teenage development, use of technology and misuse of substances.

We will continue to monitor trends carefully and report on a yearly basis to ensure that we are targeting the right supports in the right areas. Existing supports will continue and be adapted based on feedback on outcomes and areas arising in this report.