

Health and Wellbeing in Schools

Delegation from the Netherlands

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The Scottish Government
Riaghaltas na h-Alba

Health and Wellbeing in Schools

- Education Legislation
- Children and Young People Act
- Health and Wellbeing –
Responsibility of All



Education legislation

- **Education Scotland Act 1980**
 - “it shall be the duty of every education authority to secure that there is made for their area adequate and efficient provision of school education and further education”
- **Standards in Scottish Schools Act 2000**
 - “it shall be the duty of the authority to secure that the 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”
- **Additional Support for Learning Act 2004**
 - “every education authority must, in relation to each child and young person having additional support needs for whose school education the authority are responsible, make adequate and efficient provision for such additional support as is required by that child or young person”
- **Health Promotion and Nutrition Act 2007**
 - Local authorities must “endeavour to ensure that public schools are health-promoting.”
 - A school is 'health promoting' “if it provides (whether on its own or in conjunction with Health Boards, parents or any other person) activities, and an environment and facilities which promote the physical, social, mental and emotional health and wellbeing of pupils in attendance at the school”



The Children and Young People (Scotland) Act 2014



Getting it Right for Every Child (GIRFEC)

GIRFEC is the national approach to improving the wellbeing of children and young people. Through policy and the delivery of services at both national and local level, the GIRFEC approach:

- puts the best interests of the child at the heart of decision making;
 - takes a holistic approach to the wellbeing of a child;
 - works with children, young people and their families on ways to improve wellbeing;
 - advocates preventative work and early intervention to support children, young people and their families; and
 - believes professionals must work together in the best interests of the child
- The Children and Young People (Scotland) Act 2014 (CYPA) is rooted in the GIRFEC approach, and puts a number of key initiatives into statute, including the Named Person and the single Child's Plan.



Process for Implementation of the Act

- CYPA received Royal Assent in March 2014
- Guidance is being developed for the Named Person and Child's Plan provisions of the Act (Parts 4 and 5)
- A full public consultation of the guidance will take place in the first quarter of 2015, with the intention of publishing the final guidance in summer 2015
- Orders for Parts 4 and 5 will be laid at end 2015/beginning 2016
- Commencement for Named Person and Child's Plan provisions of the Act (Parts 4 and 5) is planned for August 2016



Named Person

- **Experience shows you need one trusted person with the full picture who can pick up early signs**
- Reports over past 20 years on serious child protection cases show that bringing together information relevant to a child's wellbeing could prevent crisis and harm.
- **The Named Person – usually a health visitor and then a head or guidance teacher - will have an overview of a child's wellbeing.** They are the single point of contact for every child so that no-one that needs it is left without support.
- For most children, their parents and carers will be the key adults who look after them. The Named Person will work in partnership with the child and parents and families.



Named Person – it works!

- The Named Person role is **already being implemented in parts of Scotland e.g. Highland, Edinburgh, Angus, Ayrshires, Falkirk with positive results and experiences.**
- The independent evaluation – conducted by academics from Edinburgh University - of the Highland Pathfinder (2006–09) looked at the experiences of about 100 children and young people who used a Named Person. **This showed that parents and families, once they understood and had experience of the role, welcomed the approach and understood why and how help was to be delivered.**
- We have invited parents' organisations to help with informing parents and in the development of guidance.





Health and wellbeing in schools

- Responsibility of all staff working with children and young people
- 6 'organisers'
 - Mental, emotional, social and physical wellbeing
 - Planning for choices and changes
 - Physical education, physical activity and sport
 - Food and health
 - Substance misuse
 - Relationships, sexual health and parenthood



Physical Education, Physical Activity and Sport

2011 - SNP Manifesto Commitment

- 'by 2014 our aim is to deliver at least two hours of PE in primary schools and at least two periods of PE in secondary schools in S1-S4'
- In 2011 66% of schools are providing the target level of PE provision

2012- Joint Commitment with COSLA to deliver the PE commitment by 2014

- This commitment was supported by £5.8m funding from the Scottish Government

2013 - Scottish Government announce additional £5.8m of funding support for PE over 2014-16

2014 - Healthy Living Survey, statistics published in June, showed that 96% of schools are meeting the target, rising to 98% from August 2014



Better Movers and Thinkers

- Designed to develop young people's ability to move and think in an integrated way.
- Focuses on a series of movement skills, aimed at developing physical literacy, while also developing cognitive skills, and key personal qualities.
- Supports the connection between learning in the classroom and learning in the gym.



School Food Journey

- Hungry for Success 2003
- Schools (Health Promotion and Nutrition) (Scotland) Act 2007
- The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008
- Curriculum for Excellence, 2010
- Better Eating, Better Learning, 2014



Relationships, Sexual Health and Parenting

- Early primary through to S4-S6
- Intended to enable children and young people to build positive relationships as they grow older and should present facts in an objective, balanced and sensitive manner within a framework of sound values and an awareness of the law on sexual behaviour
- RSHP Guidance – coming soon!



Substance Misuse

- Children and young people will learn about a variety of substances including alcohol, medicines, drugs, tobacco and solvents. They will explore the impact risk taking behaviour has on life choices and health.
- Choices for Life
- Scottish Adolescent Lifestyle and Substance Use Survey (SALSUS)



Behaviour and Relationships

- ‘Better Relationships, Better Behaviour, Better Learning’ – assets-based approach
- National Approach to Anti-Bullying
- Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS)



- “Research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term.”

	SG/SAGBIS/ RSW Team	Local Authorities	Heads of Establishments	All staff	Partners
Priority Actions					
Supporting Policies					
Review, develop, plan and implement policy frameworks to support a focus on positive relationships and behaviour	✓	✓	✓	✓	✓
Develop and deliver a full range of training to support a focus on positive relationships and behaviour	✓	✓			
Continue towards fully embedding current positive approaches to relationships and behaviour across Scotland (e.g. use of readiness checks; sustainable training models which build capacity; systematic review; evidence of impact)	✓	✓	✓	✓	✓
Develop a shared understanding of wellbeing and everybody's responsibility to promote and support it	✓	✓	✓	✓	✓
Ensure children's rights are considered within all aspects of the life of the establishment		✓	✓	✓	✓
Whole school communities continue to work together to support the development of relationships within a positive ethos and culture					
As one of the four contexts for learning, the ethos and life of the establishment should have a focus on the Mental, Emotional, Social and Physical Wellbeing of staff and pupils			✓	✓	
Continue to use a wide range of strategies which encourage positive relationships and behaviour and focus on the promotion of wellbeing (e.g. restorative approaches)	✓	✓	✓	✓	
Peer-to-peer aggression is explored through opportunities for pupils to engage with the positive approaches (e.g. Solution or Cool in School)	✓		✓	✓	✓
Every school should include a statement about culture, ethos and values and aspirations in their School Handbook			✓	✓	✓
Important Role of Support Staff					
Support staff should be fully included in the school's strategic approach to promoting positive behaviour and relationships, including access to staff training		✓	✓		
The training pack for support staff will be updated to take account of current policy and to provide advice on effective use of support staff as part of the class team	✓				
Role of Mobile Technology, Social Networking and Internet Safety					
Develop and publish guidance on the safe and responsible use of personal mobile technology in schools, which will recognise the role that social networking plays in people's lives, and take into account wider issues of internet safety and the 2013 ICT Excellence Group report	✓				
SG/SAGBIS guidance should be used to develop LA/school policies on the safe and responsible use of personal mobile technology with the involvement of whole school communities (staff, pupils and parents)		✓	✓		
The Scottish anti-bullying service, respectme, will continue to raise awareness of bullying and will provide training for organisations on how it can be tackled					✓
Vital Role of Parents and Carers					
Parents and carers should be engaged as partners in ensuring the consistency of approach to promoting positive relationships and behaviour between home and the learning environment	✓	✓	✓		✓

Any questions?

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