

Health and wellbeing among P5 to P7 pupils in Braes School Cluster

Findings from the Children's Wellbeing Survey

Introduction

In 2016, Falkirk joined the Realigning Children's Services (RCS) programme – an initiative sponsored by the Scottish Government to support effective design and commissioning of children's services, including those provided through the education system.

A key aim of RCS is to improve the availability and use of evidence about local needs and services. Although local planners often have access to good information about those already in contact with targeted or specialist services, less is generally known about the characteristics, needs and perceptions of the wider population of children and young people. To help fill that gap, RCS carried out an online survey of the health and wellbeing of P5 to P7 pupils in Falkirk and one other participating CPP area in 2017. Three further CPPs participated in 2015/2016. This online survey (the Children's Wellbeing Survey) was carried out between January 2017 and April 2017.

In total, 435 pupils in Braes School Cluster¹ took part and agreed for their data to be used, 80% of the P5 to P7 population at these schools. This consisted of 151 pupils in P5, 140 in P6, and 140 in P7; 211 boys and 223 girls took part². The figures included in this report are for pupils who took part, and are not necessarily representative of the whole of the school cluster³.

In this report, you can find summary results for the pupils in your school cluster for a number of key health and wellbeing measures⁴. The findings are organised around three broad themes: personal, social and place.

Where appropriate, we have provided a basic breakdown of results by gender and by year group. A more detailed breakdown is not possible because of the relatively small numbers within each sub-group and the need to ensure that individual pupils cannot be identified.

Where possible, we have also provided some broad points of comparison with Falkirk as a whole. These should help you to gauge how pupils in your school cluster are doing and where there may be issues worth exploring further. There is also a more detailed report for Falkirk CPP which you may find useful in terms of wider context. This report is available from your local Programme Manager and provides a much more in-depth look at wellbeing in children across the CPP including a perspective on need and service use as well as a wider range of questions⁵.

You may wish to consider ways of feeding back results to staff and pupils as a means of generating further information and ideas about possible next steps. The RCS local Programme

¹ This comprised pupils from Avonbridge Primary, California Primary, Drumbowie Primary, Maddiston Primary, Shieldhill Primary and Wallacestone Primary

² Note that all base sizes have been rounded to avoid possible risk of disclosure. Further detail will be made available in the technical report which will be published on the RCS website:

<http://www.gov.scot/Topics/People/Young-People/realigning-childrens-services>

³ Across the CPP (Community Planning Partnership) 4194 pupils took part in this survey. Note that throughout this report there may be some minimal variation in the size of this CPP sample that answered individual questions. See the CPP level report for demographics at CPP level.

⁴ Summary measures were generally created by numbering responses to individual items, reversing the numbering for positive items to ensure consistency with negative items, and deriving a total score for each participant.

⁵ CPP figures in this report are based on unweighted data and should be treated as provisional; they may differ slightly from those which will be included in the CPP report, which will be weighted to be representative of the P5 to P7 population across the CPP.

Manager is happy to support such activities to help you get more out of the survey. Question prompts are included at the end of this report as starter points for discussion around improvement and further evidence.

Personal Wellbeing

Mental Wellbeing

Child mood and emotions

Table 1 Child Mood and Emotions Items, Braes School Cluster, 2017

%	Always	Often	Sometimes	Never	<i>Unweighted base⁶</i>
How often do you feel happy?	23	60	17	0	420
How often do you worry about what will happen to you?	11	19	51	19	410
How often do you feel sad?	1	13	78	8	420
How often do you feel afraid or scared?	2	12	62	24	410
How often do you laugh?	46	41	12	0	420
How often do you lose your temper?	4	16	55	24	415

When asked about positive emotions, 23% said they always felt happy and 46% said they always laugh, compared with 24% and 47% respectively across Falkirk. In addition, 19% said they never worry about what will happen to them (22% in Falkirk), 8% that they never feel sad (9%), 24% that they never feel afraid or scared (29%) and 24% that they never lose their temper (25%).

The proportion that said they felt happy sometimes or never was 18%, and 12% said that they laughed only sometimes or never (compared with 22% and 13% in Falkirk). The proportion of pupils saying they always or often experience negative emotions was 30% for worrying about what will happen to them, 15% for feeling sad, 14% for feeling afraid or scared and 20% for losing their temper (compared with 34%, 18%, 18% and 25% in Falkirk).

⁶ This is the total number of pupils in this school cluster that answered these questions (applies to each table). Note that all base sizes have been rounded to avoid possible risk of disclosure. Further detail will be made available in the technical report which will be published on the RCS website: <http://www.gov.scot/Topics/People/Young-People/realigning-childrens-services>

Chart 2

Mood and emotions score, by gender and year group, and at CPP level, 2017

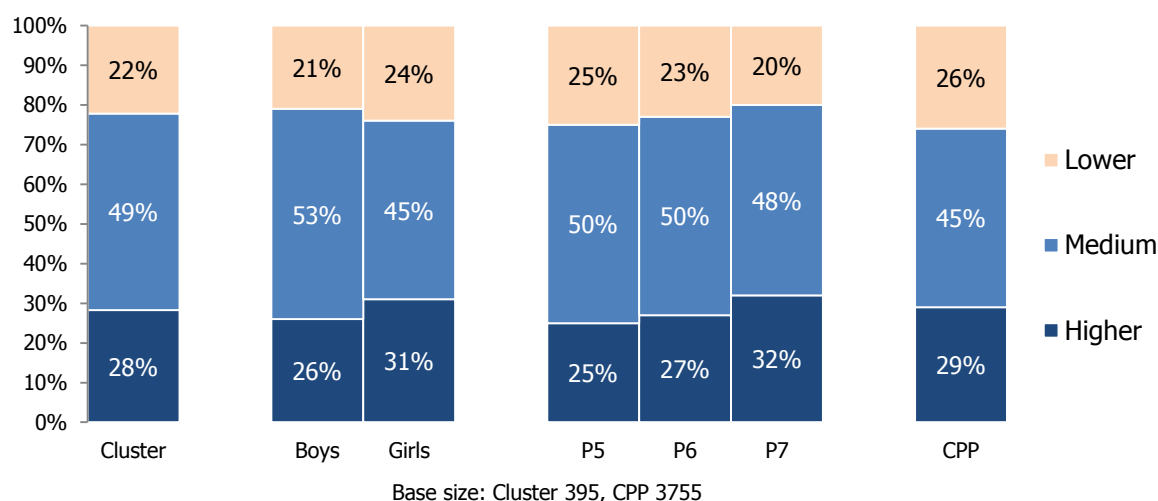


Chart 2 contains a summary measure⁷ of the child mood and emotions variables described above. Overall, 28% reported 'higher' mood (indicating greater emotional wellbeing) and 22% 'lower' mood, compared with 29% and 26% respectively for Falkirk as a whole.

Physical Health

Healthy living

Table 3 Healthy Living, Braes School Cluster, 2017

%	Every day	Most days	Some days	Rarely	Never	Unweighted base
How often child is active	49	35	12	3	1	415
How often do you eat fruit?	50	31	16	3	1	420
How often do you eat vegetables, not including potatoes and chips?	34	35	18	9	4	410
How often do you drink fizzy drinks, for example coke, lemonade, Fanta and Irn Bru?	7	19	37	27	10	420

49% of children in the school cluster said that they are active every day, 50% said that they eat fruit every day, 34% that they eat vegetables (excluding potatoes and chips) every day and 37% that they drink fizzy drinks rarely or never. Results for Falkirk were 47%, 42%, 29% and 37% respectively.

⁷ This measure was designed to allow an easy comparison between different groups, summarising responses to all six questions. The 'Higher' (positive mood) category consists of children who scored 20-24, by answering the six mood and emotion questions mostly in a positive way; the 'Medium' category are those who scored 17-19 and the 'Lower' category those who scored less than 17

Social wellbeing

Learning Environment

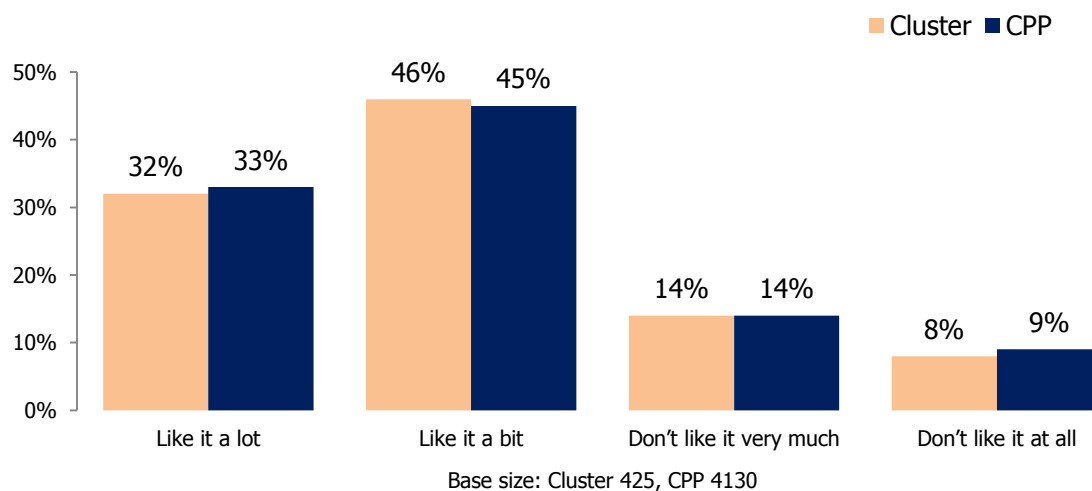
Skipping school

5% of children in Braes School Cluster said they had ever skipped school (even when their parents didn't know, even if only for half a day or a while), compared with 8% across Falkirk as a whole.

School enjoyment

Chart 4

Enjoyment of school, 2017



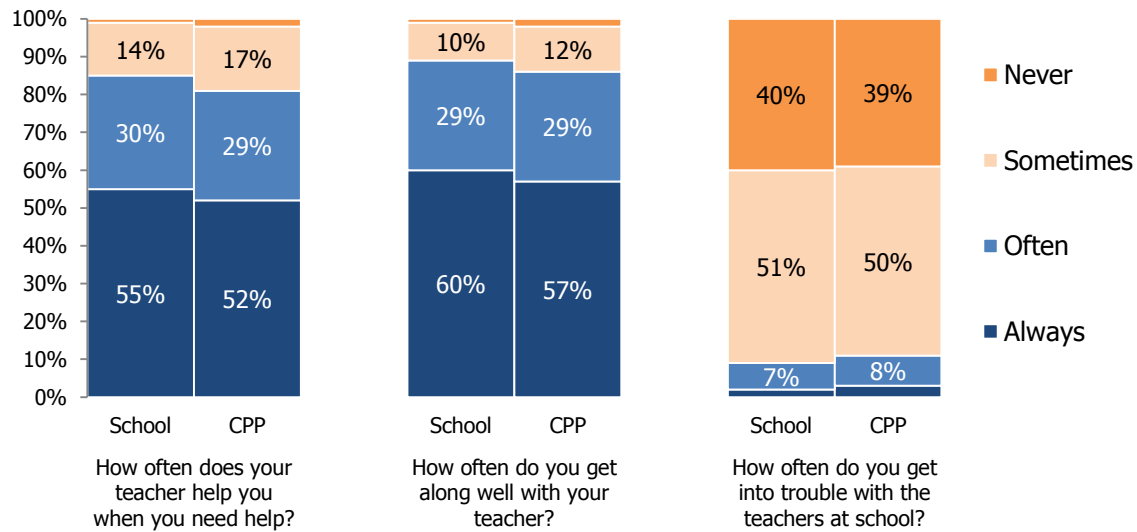
32% of children said they like school a lot (33% in Falkirk), 46% that they like it a bit (45%), 14% that they don't like it very much (14%) and 8% that they don't like it at all (9%).

Educational environment

55% said their teacher always helped them when they needed help and 60% that they always get along well with their teacher. The respective figures for Falkirk as a whole were 52% and 57%. When asked how often they get into trouble with teachers at school, 40% said never (compared to 39% in Falkirk) and 51% said sometimes (compared to 50% in Falkirk).

Chart 5

Educational Environment, 2017



Base size: school 425, CPP 4120

Worry about school performance

When asked how much they worry about not doing well at school, 15% said they worry a lot, 21% quite a lot, 46% not very much and 17% not at all. This compared with figures for Falkirk of 17%, 23%, 44% and 16%.

Friendships and Peer Relationships

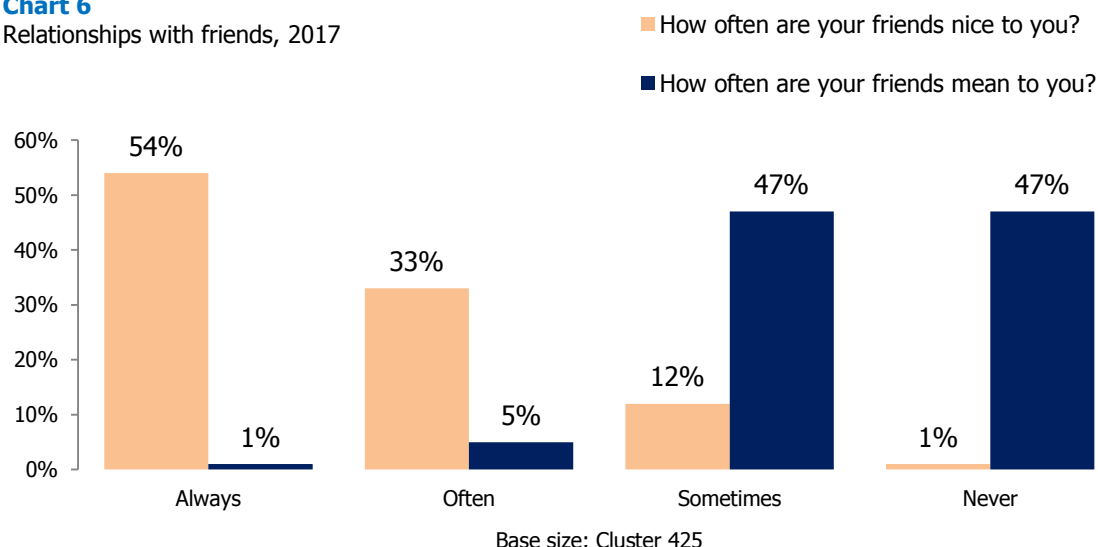
Number of close friends

69% of participating pupils in Braes School Cluster said they had three or more close friends, compared with 61% across Falkirk. A further 20% in Braes School Cluster said they had two close friends, 9% said they had one, and 2% that they didn't have any (23%, 13% and 3% respectively in Falkirk).

Relationships with friends

Chart 6

Relationships with friends, 2017



54% of children said their friends are always nice to them, with the remainder either saying that their friends were often (33%), sometimes (12%) or never nice to them / don't have any friends (1%). This compared with figures for the CPP as a whole of 50%, 31%, 16% and 2% respectively. In contrast, when asked how often their friends were mean to them, 1% said always, 5% often, 47% sometimes and 47% never. Falkirk figures were 2%, 7%, 45% and 46% respectively.

Experience of bullying

Table 7 Bullying, Braes School Cluster, 2017

%	Most days	About once a week	About once a month	Every few months	Never	Unweighted base
How often do other children pick on you by calling names or making fun of you in a way you don't like?	9	12	7	27	45	425
How often do other children pick on you by leaving you out of games and chats?	10	8	12	21	49	425
How often do other children pick on you by shoving, pushing, hitting or picking a fight with you?	6	7	4	17	66	420
How often do other children pick on you by sending emails, text messages or posting something online?	3	2	2	9	85	425
And how often do you hit, kick or punch other children at your school?	1	2	2	8	87	425
How often are you mean to other children at school or call them hurtful names?	0	1	2	9	88	415

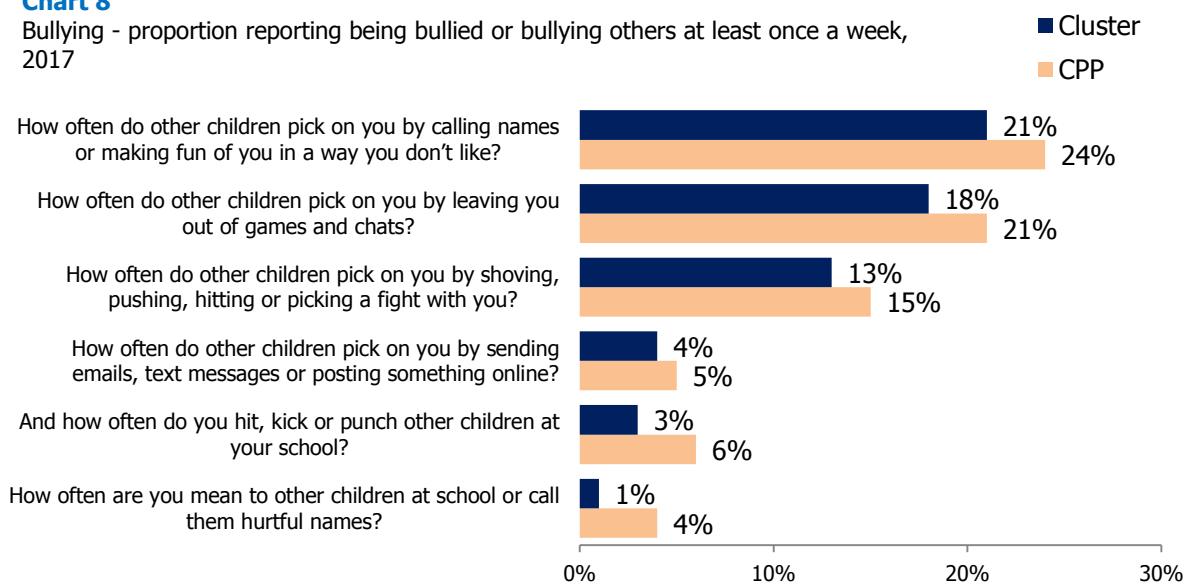
In Braes School Cluster, 21% of pupils said that about once a week or more often, they were picked on by being called names or being made fun of, 18% by being left out of games and chats, 13% by being shoved, pushed, hit or having a fight picked with them, and 4% by having

e-mails or text sent about them or something being posted online. The respective figures for Falkirk were 24%, 21%, 15% and 5%.

When asked about their experience of bullying others, 3% (compared to 6% in Falkirk) said they hit, kicked or punched other children at school about once a week or more often, and 1% (4% in Falkirk) that they were mean to other children at school or called them hurtful names about once a week or more often.

Chart 8

Bullying - proportion reporting being bullied or bullying others at least once a week, 2017



Base size: Cluster 425, CPP 4090

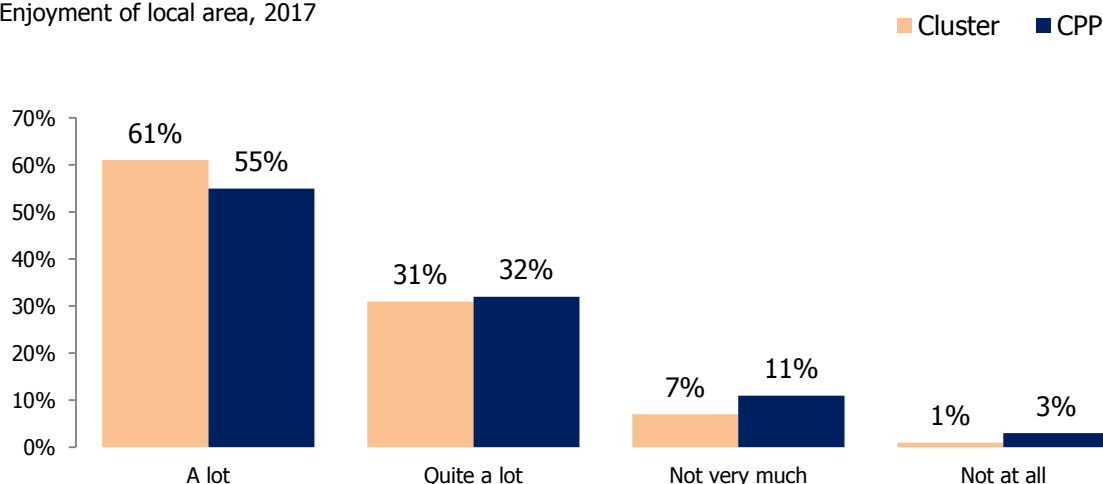
Place and wellbeing

Local Area

Views on local area

Chart 9

Enjoyment of local area, 2017



Base size: Cluster 415, CPP 3985

In total, 61% said they like their local area a lot (55% in Falkirk), 31% that they like it quite a lot (32%), 7% that they don't like it very much (11%), and 1% that they do not like it at all (3%).

Access to Greenspace

Nearby places to play outdoors

When asked if there were places near their home, apart from their garden, where they could play outdoors, 59% of children said that there were lots, 38% that there were some and 3% that there were no such areas. Figures for Falkirk were 58%, 39% and 3% respectively.

Some questions to end on...

In reflecting on these findings, you may find it useful to consider the following questions:

- Is there anything in the results you find particularly surprising, encouraging or concerning?
- What do the patterning of results by year group and gender suggest in terms of priorities and emphases in trying to maximise wellbeing within the school cluster?
- Are there particular issues of behaviours that might be worth exploring further in terms of the potential for a programme or initiative within the school cluster? How might the survey (and any subsequent follow up) be used to assess progress in relation to those?
- For those groups of pupils for whom results are less positive – for example this may be the 13% who report that they are shoved pushed or hit at least once a week, or the 2% who indicate that they have no close friends – are you confident that you know what support to provide and how to target it?
- What might the results suggest in terms of planning for the transition from primary to secondary school and anticipating the needs of different groups of S1 pupils?
- How might the results of the survey be shared with pupils and/or used to aid teaching and discussion?
- What questions do these findings leave you with? Is there additional information that would help you to make sense of the implications for your school cluster? Are there ways you might wish to explore any issues further, either within the school cluster or by working further with the other local services?