Sosu and Ellis (2014) and Burns (2011) state that inequalities start in the early years of a child’s life. To reduce the number of inequalities, policies have been put in place to support the improvement of child health (Geddes et al, date). The Scottish Government have responded by introducing initiatives such as the Early Years Collaborative and the Getting it Right for Every Child (GIRFEC) approach, to ensure that the needs of all children are met (McCall et al, 2015; Sosu and Ellis, 2014).

Within the Curriculum for Excellence (CfE), Health and Wellbeing (HWB) aims to develop life skills for healthy living and aims to improve student well-being, contributing to a better quality of life (McCall et al, 2015; Porciani, 2014). In order for HWB to be effective, it needs to be central to school life and part of a whole school approach. responsibility of all which means that schools and partners need to work collaboratively to ensure that they have a shared vision on how to help support the needs of individuals (Education Scotland, 2006). The vision from each learning community will differ depending on the local needs of individuals however it is essential that everyone in the learning community has a clear understanding and a clear focus on how they can effectively support their children (Education Scotland, 2006). However Sosu and Ellis (2014) suggest that more research needs to be done to evaluate the policies and ensure that they are being implemented effectively and appropriately.