

**PERTH AND KINROSS COUNCIL**  
**LEARNING AND FAMILIES COMMITTEE**

**15 MARCH 2023**

**SCOTTISH GOVERNMENT HEALTH AND WELLBEING CENSUS**

**Report by Executive Director (Education and Children's Services)**  
**(Report No. 23/89)**

**1. PURPOSE**

- 1.1 This report presents key findings from the Health and Wellbeing Census developed by the Scottish Government and undertaken in Perth and Kinross schools during academic year 2021/22.

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee:
- Notes the background to, and results of, the Health and Wellbeing Census, and that the Scottish Government published figures for all local authorities on 28 February 2023;
  - Notes the planned actions for use of the collated census results; and
  - Notes the plans for revisiting certain topics/questions with surveys in schools.

**3. STRUCTURE OF REPORT**

- 3.1 This report is structured over the following sections:
- Section 4: Background
  - Section 5: Census Results
  - Section 6: Conclusion and Next Steps
  - Appendices

**4. BACKGROUND**

- 4.1 The Scottish Government designed the [Health and Wellbeing Census](#), with input from a variety of stakeholders, for delivery across schools in academic year 2021/22. The census survey is designed for young people from stages P5 through to S6, with each stage receiving questions appropriate for that age group. The survey is based on a self-report questionnaire. On 28 February 2023, the Scottish Government published summary information for the 16<sup>1</sup> local authorities that collected data (of 32 nationally).

---

<sup>1</sup> The following local authorities participated and provided data for the national publication: Angus, Clackmannanshire, Dumfries & Galloway, Dundee, East Renfrewshire, Edinburgh City, Falkirk, Glasgow, Moray, North Ayrshire, Perth & Kinross, Renfrewshire, Scottish

Because of the way the census was undertaken and the potential variations across the 16 local authorities, much care is needed in making comparisons between them. Only initial indications are provided in this report based on the high level information published to date.

- 4.2 Health and wellbeing under Curriculum for Excellence, is organised into six areas, all of which are covered within the census, as appropriate to the age/stage of the respondent:
- Mental, emotional, social and physical wellbeing;
  - Planning for choices and changes;
  - Physical education, physical activity, and sport;
  - Food and health;
  - Substance misuse; and
  - Relationships, sexual health and parenthood.
- 4.3 Questions were developed for each of these areas by a national stakeholder group, drawing on existing established and ethically approved survey instruments and questions previously used in other national surveys such as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), Growing up in Scotland and the Health Behaviour in School-aged Children (HBSC) survey. Perth and Kinross Council (PKC) used all the questions without any adjustment or omission. An additional set of questions for S4 pupils covered substance use/misuse only, without gathering individual school data; these are reported for the local authority only.

## **Methodology**

- 4.4 The census was administered by primary and secondary schools across Perth and Kinross. Fairview School carried out a survey using an adapted version of the census and used the results separately (special schools were not included in the Scottish Government data sharing agreement). The secondary pupil survey was carried out chiefly in Term 2 (November and December 2021), with some additional collection in Term 3 in to 2022. Primary school fieldwork was carried out in Term 3 of 2022 (January to April).
- 4.5 Schools managed the administration of the survey fieldwork, ensuring pupils undertook the correct survey for their stage and used their Scottish Candidate Number as the identifier for data linkage. Note, that this identifier is used solely for data linkage purposes and the individual responses of young people are not accessible by schools nor used centrally.

## **Dissemination of Results**

- 4.6 As well as this PKC level report providing a high-level summary, detailed information has been made available to schools to assist with their school improvement planning activities, and to understand more generally the health

---

Borders, Shetland, South Ayrshire and Stirling. The 134000 responses received is 28% of the Scotland P5-S6 roll. For this reason, where a comparison is made, this is referred to as the "Census overall" rather than "National".

and wellbeing of children and young people within each school community. Only aggregated statistics are provided - no information about any individual is available.

Reports for wider dissemination of results to parents and school communities will be published on the PKC website. Some smaller schools will have limited information available or be combined with other schools to avoid disclosing information about individuals.

- 4.7 Schools are provided with PowerBI analytical dashboards to understand their overall school results, as well as consider them in more detail and looking at different characteristics.
- 4.8 Further detailed topic reports will be prepared in areas of greatest interest, with comparisons with published figures for other authorities. It should be noted that figures published by the Scottish Government may differ slightly from those in this report due to slightly different approaches to use of the survey data, for example how the “Prefer not to say” options are used.
- 4.9 A briefing session for Elected Members will be arranged to consider results in detail, including information published by the Scottish Government for all participating local authorities.

### **Summary of Findings**

- 4.10 The census covers a wide range of topics asked of children and young people. Many topics gather comprehensive data for the first time and further benchmarking and investigation will be required to understand potential strengths and areas for greatest focus for all organisations working with children, young people, and their families. Initial benchmarking indicates that PKC figures are similar to the overall average figures for the 16 participating local authorities. Any notable variations are tentatively highlighted in this report and will be subject to further analysis as more information becomes available.
- 4.11 Encouraging messages are seen in terms of positive attitudes towards school and the importance of their education to them and their parents. Confidence of young people is generally good, and a high proportion have a trusted adult to talk to about problems. The majority have two or more close friends and young people were generally very positive about relationships with their friends, and also girlfriends/boyfriends, where they are reported. Primary aged children are fairly active and all ages report feeling overall healthy. The vast majority of young people usually have meals together with their families and are also positive about the safety and quality of the place they live.
- 4.12 From the initial results, and without detailed benchmarking carried out as yet, areas for particular focus include the confidence to speak up in class and share opinions, as well as having a choice in what is learnt at school. In terms of mental health, overall indicators show a deterioration on previous measures of wellbeing, especially for secondary aged girls, and this highlights a key focus. Some measures indicated concerns around worry and fearfulness, as

well as being left out and lonely at times. There are lower levels of belief that adults are good at listening to young people and taking into account what they say. Older young people find it difficult to talk to some adults about things that bother them.

- 4.13 Smoking levels were generally low, but e-cigarettes are increasing in use. Consumption of alcohol at a fairly high frequency is reported for a small but still substantial proportion. 1 in 10 S4 young people report use of illegal drugs, although a third of those just once.
- 4.14 It is perhaps unsurprising that high levels of social media use are reported, with up to a fifth indicating that it impacts on their lives. This is likely to have impacts on sleep duration reported, especially for secondary age young people. A related topic, fewer than half of secondary school respondents were happy with their body and the way they look. The reported levels of bullying by young people are much higher than recorded by other means and require careful consideration.

## **5. CENSUS RESULTS**

### **Response**

- 5.1 The census took place in a school year that continued to be impacted by COVID-19 related absence and combined with ongoing demands in schools to recover from the effects of the pandemic, not all young people could take part. Pupils could choose not to take part in the census or be opted out of taking part by their parents/carers. Overall, the number of responses achieved in the census provide a high level of certainty in overall results. In secondary schools, the response rate varied from 68% in S1 to 37% in S6. Overall, response was well over half of the secondary roll. The response in primary settings was higher, from 69%-79% with just fewer than three-quarters of the P5-P7 roll taking part.
- 5.2 Full details of the census results are provided in Appendix 1. A selection of key topics are highlighted in this report. Further consideration and analysis of census results will continue, particularly after the recent publication of results for all participating authorities by the Scottish Government.

### **Summary of Findings of Perth and Kinross Census Results**

#### **5.3 Attitudes to School and Learning**

- Young people have a positive attitude to school; 9 out of 10 state that getting an education is important to them and that their parent or carers really care about it also. Those at primary are generally more positive than those at secondary. Respondents were less certain about having a choice about what is learnt in school, and also speaking up in class and sharing opinions;

- 70% of primary and 51% of secondary state that most of the time they are happy at school (18% and 27% respectively say they neither agree nor disagree);
- Some young people may feel pressured (stressed) about schoolwork. 39% of P7 felt some or a lot of pressure and 65% of S1-S4s felt similar. This is higher than figures seen in the 2018 national HBSC survey, especially for younger learners;
- 80% of primary and 65% of secondary state that they have an adult to talk to at school if they are worried about something; and
- 87% of primary and again, 65% of secondary feel that their teachers treat them fairly.

5.3.1 **Analysis:** While attitudes to school by children and young people are generally positive, there are areas around the ownership of learning by young people which could be improved. This triangulates with other evaluative activities that have been ongoing in session 2022/23. For this topic area of the census, PKC results are similar to Census Overall results.

5.3.2 **Actions:** The strategy for Learner Participation and the refreshed guidance for effective learning and teaching will both have a focus on ensuring that children and young people have increased opportunities to contribute to what they learn. There will be professional learning opportunities and resources for school staff in relation to these.

## 5.4 Neighbourhood and Life at Home

- Children and young people were positive about their neighbourhoods, with 91% of primary and secondary feeling safe in the place they live in always or most of the time. 98% of primary and 97% secondary felt it was a good place to live;
- 97% of primary and S1 and S2 pupils have access to places to play outdoors near where they live; and
- Almost all primary children, 98%, have an adult in their life that they can trust and talk to about personal problems; this reduced to 94% of secondary-aged young people.

5.4.1 **Analysis:** The results regarding neighbourhoods align well with (adult) Scottish Household Survey 2019 for PKC where 3% of respondents rated their neighbourhood as a poor/very poor place to live as the health and wellbeing results have 3% as not good. They are also similar to those seen in the latest (2018) HBSC survey for Scotland, although a slightly lower proportion of P7/S2/S4 felt safe always in their local area (57%) compared to the 2018 national figure of 61%. For this topic area of the census, PKC results are largely similar to Census Overall results.

5.4.2 **Actions:** The results will be shared widely across community planning partners and other parts of the Council concerned with the issues identified. Wider comparison with national figures is required for further analysis.

## 5.5 Mental Health and Wellbeing

- The confidence of young people is generally good; 85% of primary children report that they have been feeling confident some of the time or more often. 74% of secondary children and young people report this;
- Considering involvement in decision-making, 90% of primary children say adults are good at listening to what they say, and 81% are good at taking that into account. At secondary, this reduces to 60% and 51% respectively;
- In terms of peer relations, the vast majority state they have two or more close friends. 7% of primary children feel left out often or always (11% at secondary). Respondents were generally very positive about relationships with their friends. 50% of primary and 42% of secondary hardly ever or never felt lonely but 10% and 18 % respectively often felt this;
- Resilience of S2-S6 respondents is reasonable. 52% agree that they will be 'ok' even if having a difficult time, 29% are unsure<sup>2</sup>. A very high proportion - 97% in primary and 94% in secondary, report they have a trusted adult to talk to about problems. Friends and family members were most likely to be easy to talk to;
- Mental Wellbeing (as reported by WEMWBS - the Warwick-Edinburgh Mental Wellbeing Scale) for S2-S6 at 45 is lower than the 2018 SALSUS and HBSC results<sup>3</sup>, indicating lower mental wellbeing. S4 has the lowest figures of all stages. Using the Strengths and Difficulties Questionnaire (SDQ), 59% of S2-S6 are in the normal range, 19% are borderline and 22% abnormal, with this again peaking in S4. The emotional and hyperactivity/inattention difficulties show lower 'normal' levels, especially for girls; and
- Considering self-perception and body image, 54% of P7s are happy with their body and the way they look, with 41% for secondary-aged young people. For these older respondents, over half agreed that their body and the way they look affects how they feel about themselves, with almost a fifth strongly agreeing.

5.5.1 **Analysis:** Social well-being appears good in Perth and Kinross, with positive responses about peer relationships and general levels of self-confidence. Although low numbers report isolation and loneliness, these are indicators that

---

<sup>2</sup> In the Young People in Scotland (YPIS) national survey (Feb-April 2021), 55% agreed.

<sup>3</sup> SALSUS - an average of 50 for S2/S4 in 2018. HBSC – 47. In addition, a 2011 study of 1650 13 to 16 year olds in six schools in Scotland and England indicated a mean score of 49. In the Young People in Scotland (YPIS) survey (Feb-April 2021), the mean was also 45. Caution is required when comparing scores between different surveys.

require close monitoring. It is also encouraging that the vast majority feel that they have a trusted adult to speak to. The lower reporting of mental wellbeing and satisfaction with body image, for S4 and for girls in particular, along with this group least likely to feel listened to at secondary, is of concern.

While the figures are still reasonable, there appears to be a related reduction in resilience with previous national data for secondary young people, however, primary figures remain steady. Resilience at Secondary, and the rise in emotional difficulties and a sense of increased hyper-activity within teenage girls in particular, requires close attention. As with other areas, PKC figures are largely similar to the Census overall figure ie, largely in the middle of the range of participating authorities. For S4, PKC has a lower WEMWBS mean score than most participating authorities.

- 5.5.2 **Actions:** Work is underway to develop and work with schools on a Relationships Framework. This will support the on-going phasing in of the whole school Nurturing Relationships programme and development of related professional learning and guidance for all staff. Focussing on relationships ensures that the ethos of schools supports the foundations of positive mental health and personal growth in schools.

Bounce Back is a long-established whole school programme for the development and promotion of resilience and personal coping skills and has been delivered in primary schools in PKC since 2010. Four secondary schools are now involved in piloting secondary level materials. Liaison is ongoing with NHS Tayside to determine agreed need and jointly support mental health through, for example, targeted programmes for parents. The Community Mental Health Programme is in the process of commissioning a pilot dance project which will help children and young people explore the relationship they have with their body.

The Parenting & Family Learning Team offer the following programmes to support parents with children and young people: Teen Triple P (12-16) gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behaviour, and prevent problems developing. Teen Triple P Fear Less offers parent-focused intervention for parents of children aged 6 to 14 years to help them recognise and cope effectively with their anxiety and fears.

## 5.6 **Food and Health, Physical Education, Physical Activity and Sport; Sleep**

- At primary, 7% report they never have breakfast on a weekday or weekend. At secondary, this rises to 24% (weekdays) and 16% (weekends). Around 8-9% report that they always or often go to school or bed hungry;
- Primary aged children are fairly active; 73% get out of breath/sweat 2 to 3 times per week or more, often out of school and 84% say their general health is excellent or good. Similarly, 77% are active at secondary and 74% report excellent or good health. Secondary age young people are

fairly sedentary, however; 72% are sitting for 4 hours or more per day at weekends, 51% on weekdays; and

- At primary, 72% go to bed at 10pm or earlier on a school night. At secondary, 49% report going to bed at 11pm or later. The majority report getting 6-8 hours or more of sleep, but 14% report getting 5 hours or less.

**5.6.1 Analysis:** Healthy eating is essential for good health and wellbeing. Adolescence is a key period because many healthy eating habits that are established during the adolescent years are maintained into adulthood. The majority of children and young people who responded to the survey exercise regularly and report that they are in good health. The level of activity decreases among older children. Figures are similar to the 2018 National HBSC survey. Less than 10% of those who responded reported that they go to bed hungry. Overall, results for this area indicate that PKC is in the higher range of reporting local authorities and above the Census Overall figure.

**5.6.2 Actions:** The Physical Activity Physical Education and Sport board (PEPAS) have a plan in place to increase participation in physical activity through local authority further action within the board's plan. The Parent & Family Learning Team offer support to parents with sleep hygiene issues through their training in Sleep Awareness – Sleep Scotland.

## **5.7 Experience of Bullying**

- In primary, 42% of respondents said they had experienced bullying in the last year. In secondary (S1-S3), this reduced to 31%. Bullying at school is most common (over twice as likely as somewhere else or online);
- For P7-S3 respondents, 23% indicated that they are picked on via email, messages or something else online, once a month or more. 54% said they had never experienced this and 23% said it happened every few months; and
- The prevalence of bullying recorded in schools (using SEEMiS, the school MIS system) is much lower than these figures indicate. In primary schools, there were 30 recorded incidents in 2021/22 (0.3% of roll) and in secondary there were 257 (3% of roll).

**5.7.1 Analysis:** These self-reported figures are of concern. They are higher than suggested by other data sources (including the 2018 HBSC national survey) and there is work required to understand these differences. The incidence of bullying reported is slightly above that of the Census overall figure. There are a range of actions planned around this data and in the wider arena of relationships in schools.

**5.7.2 Actions:** There is currently a consultation process on the revised PKC anti-bullying strategy which will be complete by April 2023. This will inform the finalisation of the anti-bullying strategy and actions moving ahead. This work will be aligned to the Relationships Framework and include a related training programme for education staff.

## 5.8 Substance Misuse and Gambling

These sets of questions were asked of S2 and S4 pupils only to align with previous national surveys such as SALSUS.

- Across S2 and S4, 96% reported not smoking ever, and 89% not using e-cigarettes. This compares to 77% for not smoking in the 2018 SALSUS survey and 72% for e-cigarettes;
- 55% reported never having an alcoholic drink; 8% reported having an alcoholic drink once a week or more often. For S4, this is 14%, slightly less than the 2018 HBSC National figure of 16%;
- In the ancillary and more detailed S4 substance use survey, 10% report having taken illegal drugs, legal highs, solvents or prescription drugs meant for someone else. Cannabis is by far the most common. 31% of these said they only took drugs once and 9% indicated they do not take them anymore; and
- 34% of S3, S5 and S6 had spent some money on some form of gambling in the last month; private betting between friends, lotteries and fruit machines were most commonly reported.

**5.8.1 Analysis:** While incidence of smoking/vaping is reducing, reported alcohol consumption remains concerning. For this topic area of the Census, PKC results are largely similar to Census Overall results.

### 5.8.2 Actions:

- Education & Children's Services (ECS), Trading Standards and Safer Communities are working to plan collaborative actions in respect of vaping;
- NHS Tayside's Health Promotion Team are reviewing the census data and plan to reintroduce the health promoting drama & dance programme to address the most relevant areas of concern;
- The Alcohol and Drug Partnership plan to review one case study of substance use in schools to inform learning and relevant actions; and
- The Substance Misuse Education Framework is being reviewed.

## 5.9 Relationships and Sexual Health

These questions were asked only of S4-S6 young people. 24% indicated they had a girlfriend or boyfriend and behaviours relating to these were mostly overall positive and healthy. 56% indicated no sexual experience, and 14% (1 in 7) indicated experience of penetrative sex. 21% reported not finding it easy to ask for help around sexual health issues.

5.9.1 **Analysis:** For this topic area, PKC results are also largely similar to Census Overall results. The HBSC survey in 2018 indicated that around 20% of 15 year olds across Scotland had had sexual intercourse, with a downward trend since the early 1990s. The closest comparable S4 figures from the Health and Wellbeing Census indicate a much lower 7%.

5.9.2 **Actions:**

- NHS Tayside's Health Promotion workers will continue to share appropriate information and other resources with educational establishments;
- Relationships, sexual health, and parenthood (RSHP) resources will continue to be reviewed and updated;
- Continue to support the National Society for the Prevention of Cruelty to Children (NSPCC) 'Bold Girls Ken' work with a group of girls (from three schools and college) who will bring recommendations for PKC work on consent;
- An NSPCC group for young males around healthy relationships, which is in its early stages, will also be supported; and
- The Parenting & Family Learning Team offer Speakeasy, a preventative community education programme which helps parents to tackle the complex and often difficult issues around children growing up, including body changes, safety and relationships & sexual health.

## 6. CONCLUSION AND NEXT STEPS

- 6.1 The 2021/22 Health and Wellbeing Census has provided helpful information, gathered directly from children and young people. Relevant information will be shared widely across services who work with children, young people and families, with the intention of supporting greater collaboration and planning to improve outcomes. The recently published results for all local authorities taking part in the Census will be considered closely, with further benchmarking of PKC figures in key areas after publication of more details at a local authority level by the Scottish Government in May 2023 (provisionally announced).
- 6.2 The results from the census will be used by the Scottish Government and other stakeholders for a variety of purposes, for example the National Performance and Children, Young People and Families Outcomes Frameworks, and therefore, gathering of similar information at future points is likely to be requested by the Scottish Government, although this is not currently confirmed.
- 6.3 Local authorities can revisit topics within schools at a frequency of their choosing. A number of topic areas are suggested for revisiting via surveys in schools to monitor progress. Examples of these are:

- Annual: Attitudes to School, Mental Health and Wellbeing, Bullying;
- Triennial: Substance Use/ Sexual Health; and
- Other areas are subject to further consideration.

### Summary of Next Steps

6.4 The next steps, following this report and publication of participating authorities' information, can be summarised as:

- Further use of recent and future Scottish Government publications to compare and benchmark PKC results;
- Use of the information to inform strategy development and related actions, such as the Health and Wellbeing Strategy;
- Share more detailed information and planning with Elected Members in a briefing session;
- Disseminate results to parents and the school community through parent councils and the PKC website;
- Share relevant information with key services across the Council and with partner agencies to inform improvement planning; and
- Plan to repeat relevant aspects of the survey to review the views of children and young people, and to measure the impact of planned improvement actions.

### Author

Name	Designation	Contact Details
Paul Davison	Corporate Research and Information Manager	<a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a> 01738 475000

### Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	1 March 2023

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes/None</b>
Community Plan/Single Outcome Agreement	Yes
Corporate Plan	Yes
<b>Resource Implications</b>	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
<b>Assessments</b>	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
<b>Consultation</b>	
Internal	Yes
External	Yes
<b>Communication</b>	
Communications Plan	Yes

### 1. Strategic Implications

#### Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (iv).

#### Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (iv).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Health and Wellbeing

## 2. Resource Implications

### Financial

- 2.1 N/A

### Workforce

- 2.2 N/A

### Asset Management (land, property, IT)

- 2.3 N/A

## 3. Assessments

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act; however, no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.

- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A

#### Legal and Governance

3.4 N/A

3.5 N/A

#### Risk

3.6 N/A

### **4. Consultation**

#### Internal

4.1 ECS Service Managers have been consulted.

#### External

4.2 N/A

### **5. Communication**

5.1 Communication of the survey results for each school will be undertaken via the Council website pages for each school.

### **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

### **3. APPENDICES**

3.1 Appendix 1 – PKC Scottish Government Health and Wellbeing Census  
2021/22 - Overall Results