



Health and Wellbeing

online pupil survey 2017

Summary report

Contents

Executive Summary 1

Introduction 3

Key findings 1. The extent to which pupils feel safe 7

Key Findings 2: Mental health and emotional wellbeing 10

Key Findings 3: The extent to which pupils adopt healthy lifestyles 22

Key Findings 4. School experience and aspirations 32

Key Findings 5: The effectiveness of care, support and guidance 35

Discussion 38

Appendix 1 39

Appendix 2 42

Executive Summary

The Health and Wellbeing Online Pupil Survey (OPS) has run twice in South Gloucestershire and provides an important and comprehensive picture of the needs of children and young people across the region. The children and young people taking part in the survey have provided a powerful vehicle for pupil voice ensuring local politicians and decision-makers recognise how children and young people are feeling and behaving. This should ensure scarcer resources are targeted at areas of most need. The OPS has data from over 6,000 pupils aged 8 to 18 years old, from 56 schools and settings covering over 300 questions and sub-questions.

The opinions and concerns reflected in this survey suggest that the children and young people of South Gloucestershire are in the main, typical of young people across the UK when compared to the national data available. The results of the Health and Wellbeing OPS give a broad portrayal of pupil lifestyles across the local authority and care should be taken when interpreting individual questions as due to the nature of the survey, there are numerous variables to take into account.

Key improvements in 2017 compared to 2014:

Secondary

- More young people report they never or rarely eat unhealthy snacks, up from 17% to 18%
- Fewer young people are drinking fizzy drinks at least once a day, 38% compared to 45% in 2014



- Fewer young people are drinking energy drinks at least once a week, 38% compared to 47% in 2014.



- More young people report they drink still or tap water at least once a day, up from 84% to

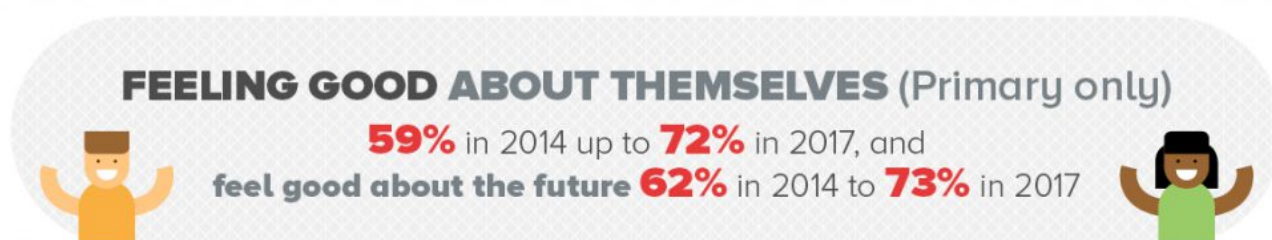
87%

- Fewer young people feel they need more support and knowledge in healthy eating (19% compared to 22% in 2014) and cooking skills (26% compared to 40% in 2014).
- RSE (relations and sex education) has improved; 50% compared to 43% in 2014 say their school RSE is helpful.
- Less young people are spending time online/playing computer games in the evening – 37% compared to 44%



Primary

- More pupils feel they are getting the help and support they need from school up from 51% to 56%
- More pupils feel good about themselves up from 59% to 72%



- More pupils feel good about the future up from 62% to 73%
- More pupils are feeling confident up from 59% to 72%
- More pupils feel they are dealing with problems well up from 56% to 64%
- More pupils feel relaxed up from 55% to 64%
- More primary pupils are taking part in enough physical activity, 43% to 47% report doing 6 hours or more physical activity per week



- Numbers eating breakfast (86%) and snacking on sweets, chocolate, biscuits and crisps (55%) are the same but those drinking fizzy drinks are down from 33% to 31% and those

drinking water is up slightly from 74% to 75%.

- 32% of primary pupils say they are not happy to use their school toilets down from 45%. Only 52% say they are happy to use their school toilets but this is up from 39%.



The detailed results and reports can be accessed using the Lodeseeker site

- <https://sgl2017ls.fabsurveys.co.uk/>.

This is accessed with a user ID and password which may be obtained by contacting the public health and wellbeing partnership officer for health in school settings.

The South Gloucestershire Joint Health and Wellbeing Strategy 2017 – 2021 sets out the vision that;

“All people in South Gloucestershire have the best start in life, live healthy and happy lives and age well in health-promoting communities. They feel encouraged and enabled to take responsibility for their own health and wellbeing and to care for themselves, and have access to health and care services that reflect their needs when required.”

Our Health and Wellbeing Online Pupil Survey provides a comprehensive picture of how children and young people behave and what they really think about a range of health-related issues in South Gloucestershire.

Three schools case stories accompany this summary report (appendix 1). Each demonstrate how the use of data from the OPS in 2014 enabled schools to focus on an area to improve, set realistic healthier behaviour outcomes, target resources and implement a range of interventions. The impact of the targeted work has been demonstrated through analysis of this year’s OPS data.

School Case Story One, improving emotional health and wellbeing in a secondary school

School Case Story Two, increasing school meal take up in a secondary school

School Case Story Three, Increasing physical activity in a primary school

Introduction

The South Gloucestershire Health and Wellbeing Online Pupil Survey (OPS) is funded by the Public Health and Wellbeing Division of South Gloucestershire Council and carried out by a local independent research company Foster and Brown Research Ltd. The survey had many of the same questions as asked in 2014 to allow a time series analysis.

The aim of the OPS is to provide essential information for individual schools, South Gloucestershire Council and other stakeholders to find out how children and young people in South Gloucestershire behave and what they really think about a range of health-related issues. Understanding the data will enable services to target resources more effectively in order to improve the health and wellbeing of our children and young people and develop a better understanding of our young people's experiences of life, both inside and outside school.

The survey is organised into seven sections: demographics, healthy eating, physical activity, substances, citizenship, safety and relationships. The Year 12/FE version also had a section on further education and future prospects. There are three age appropriate versions of questionnaire; primary, secondary and Year 12/FE college pupils, plus a special version for children and young people with learning difficulties.

The survey was carried out from January 2017 to the end of March 2017 and it is envisaged that it will be repeated every 2 years, inviting all schools to take part on a voluntary basis. The questionnaire, which was completed online at school by pupils, was aimed at Year groups 4, 5, 6, 8, 10 and 12. The survey attracted 56 schools: 42 primary settings, 14 secondary settings and 8 VI form colleges across South Gloucestershire. In total 6,370 pupils completed the online questionnaire. The data were cleaned and the final database is from 6,133 children and young people.

This report is a summary of findings from the OPS structured around six themes that also reflect the Joint Health and Wellbeing strategy 2017-2021 for improving our young people's health, wellbeing and future life chances:

1. The extent to which pupils feel safe
2. Mental health and emotional wellbeing
3. The extent to which pupils adopt healthy lifestyles
4. School experience and aspirations
5. The effectiveness of care, support and guidance

The questions covered a wide range of aspects in young people's lives: lifestyles, learning experience, relationships, wellbeing, safety, aspirations and support requirements. All of the demographics were self-reported. Teachers and TA gave assistance where and when needed.

Table 1: Demographics

Key demographics	respondents 2017	respondents 2014
Total number of respondents	6,133	5,982
Year 4 (aged 8 -9)	931	979
Year 5 (age 9 – 10)	1,235	1,243
Year 6 (aged 10 -11)	1,296	1,362
Year 8 (aged 12 -13)	1,140	1,132
Year 10 (aged 13 -14)	1,293	794
Year 12 (age 16+)	238	472
Male	3,061	2,994
Female	3,055	2,910
Ethnicity – White British	5,071	4,981
Ethnicity – Other	851	707
Eligible for free school meals	546	640
Locality 1 (Severnvale)	2,011	2,512
Locality 2 (Yate)	1,773	1,412
Locality 3 (Kingswood)	2,217	2,196
Parents in armed forces	159	179
Children in Care / used to be in care	210	141
SEN (within mainstream settings)	415	440
Disabled	413	319
Young Carer	149	164
School type – Special School/PRU	1	2
School phase - Primary	3,462	3,753
School type - Secondary	2,658	1,926
School phase – Year 12/ FE college	238	472

Table 2: Localities

Ward	Locality code
Almondsbury Ward	1
Bradley Stoke Central and Stoke Lodge Ward	1
Bradley Stoke North Ward	1
Bradley Stoke South Ward	1
Charfield Ward	1
Filton Ward	1
Frenchay and Stoke Park Ward	1
Patchway Ward	1
Pilning and Severn Beach Ward	1

Ward	Locality code
Severn Ward	1
Stoke Gifford Ward	1
Thornbury North Ward	1
Thornbury South and Alveston Ward	1
Boyd Valley Ward	2
Chipping Sodbury Ward	2
Cotswold Edge Ward	2
Dodington Ward	2
Frampton Cotterell Ward	2
Ladden Brook Ward	2
Westerleigh Ward	2
Winterbourne Ward	2
Yate Central Ward	2
Yate North Ward	2
Bitton Ward	3
Downend Ward	3
Emersons Green Ward	3
Hanham Ward	3
Kings Chase Ward	3
Longwell Green Ward	3
Oldland Common Ward	3
Parkwall Ward	3
Rodway Ward	3
Siston Ward	3
Staple Hill Ward	3

Ward	Locality code
Woodstock Ward	3

Key findings 1. The extent to which pupils feel safe

'To have the best start in life, live healthy and happy lives and to promote and enable positive mental health for all'

South Gloucestershire's Joint Health and Wellbeing Strategy 2017 - 2021

Feeling safe at school, at home and from crime

1.1. Results from the pupil survey suggest that the majority of pupils in South Gloucestershire felt safe or very safe at school and at home, with 93% feeling safe at home (3% reported feeling unsafe) and 83% feeling safe at school (6% reported feeling unsafe).

1.2. The proportion of pupils feeling safe or very safe at school is exactly comparable with other schools in neighbouring counties and the proportion of children and young people who feel unsafe is very similar to the regional average (comparison based on primary & secondary pupils).

Figure 1: How safe children and young people in South Gloucestershire feel



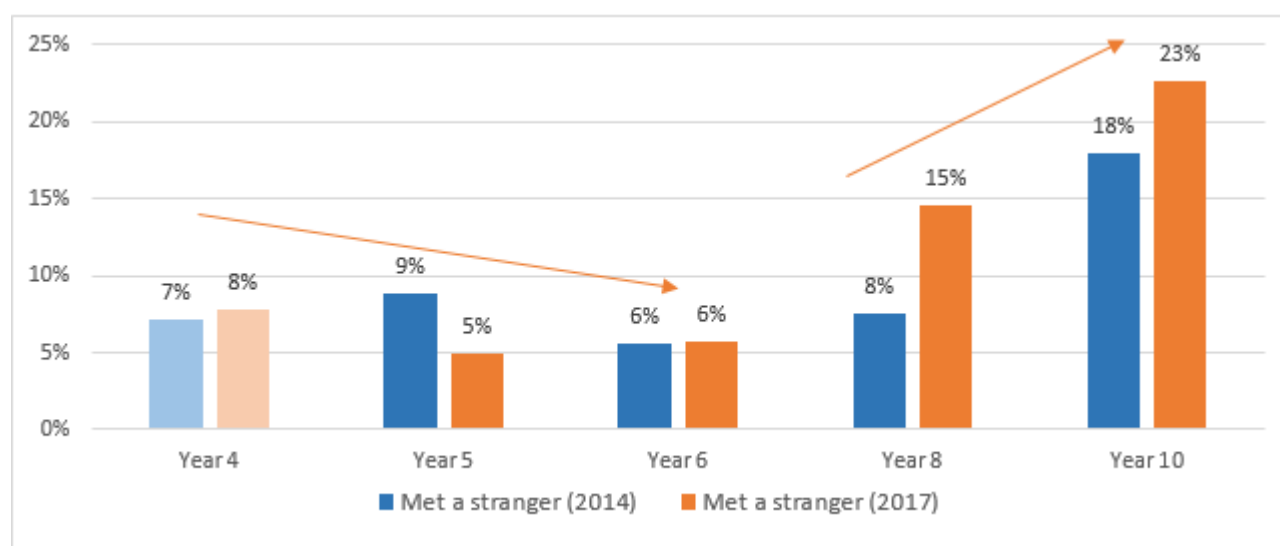
Feeling safe in relationships

1.3. 4.2% of secondary & year 12 reported having been abused by a boyfriend or girlfriend. Of these 19% (36 pupils) said it was still continuing and in nearly half these cases (16 pupils) they reported their abusive partner was older than them.

Grooming

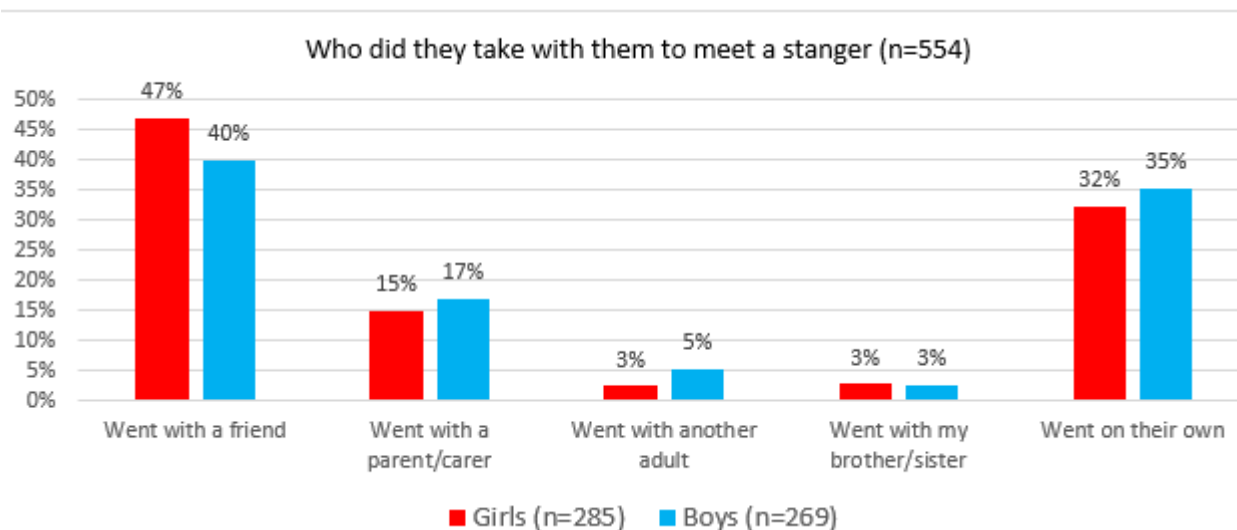
1.4. 11% (581) of pupils said they had met a stranger in the real world that they had first got to know online. 62 (8%) were in year 4. We observed a small overall decrease in primary (7% in 2014 to 6% 2017) and conversely an increase in the incidents nearly doubled from 9.5% in 2015 to 19% in 2017. Most of this increase was in year 8. There was virtually no gender difference.

Figure 2a: % pupils who met a stranger in real life they first got to know online



1.5. The majority (65% overall) took someone with them when they met up with the stranger but a third (34% overall) reported that they went to meet them on their own. These included 22 year 4s (a slight decrease from 2014's 26), 14 year 5s and 16 year 6s.

Figure 2b: Who did they take with them?



Run away

1.6. 3.3% (189) pupils reported they had run away from home or the place where they lived in the past 6 months. This level was fairly consistent across all year groups. There was a gender split - 2.6% girls and 4.0% boys.

1.7. The majority, 58% of the runaways returned by themselves, 12% were returned by the police and 12% were found by parents or carers. 9% were found by other relatives or friends.

In trouble with the police

1.8. 3.2% of young people surveyed, reported that they had been in serious trouble with the police. This was consistent across the year groups and is the same as other regional data.

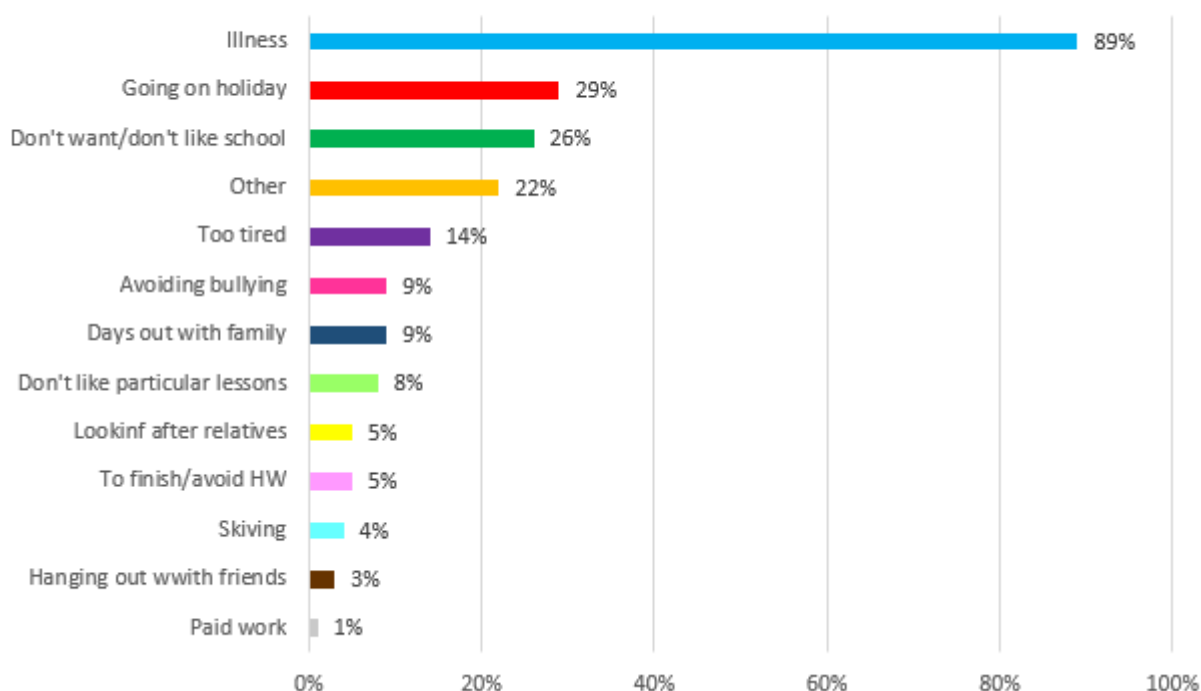
1.9. Boys were nearly twice as likely to have been in serious trouble with the police – 4% compared to 2.3% in girls

School absence

1.10. The average secondary and year 12 pupil missed 3 days of school in the previous term and 13% missed 10 or more days. 84% of these were due to illness – which accounted for 20% of the population.

Figure 3: The reasons why young people missed school

Why Pupils miss school



Key Findings 2: Mental health and emotional wellbeing

'Promote and enable positive mental health for all' - South Gloucestershire's Joint Health and Wellbeing Strategy 2017 - 2021

Positive Mental health and Emotional Wellbeing- Resilience

Feeling happy at school, confident about the future and proud of achievements decrease with age, and follows a similar trend over the two sets of data:

Figure 4: Resilience indicators by age, happiness

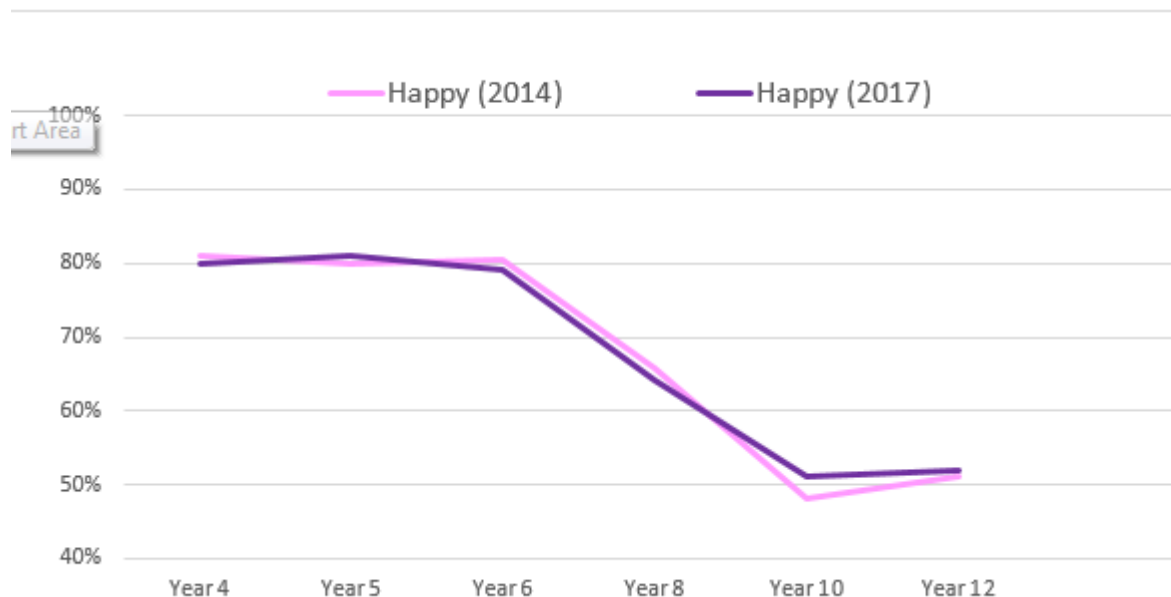
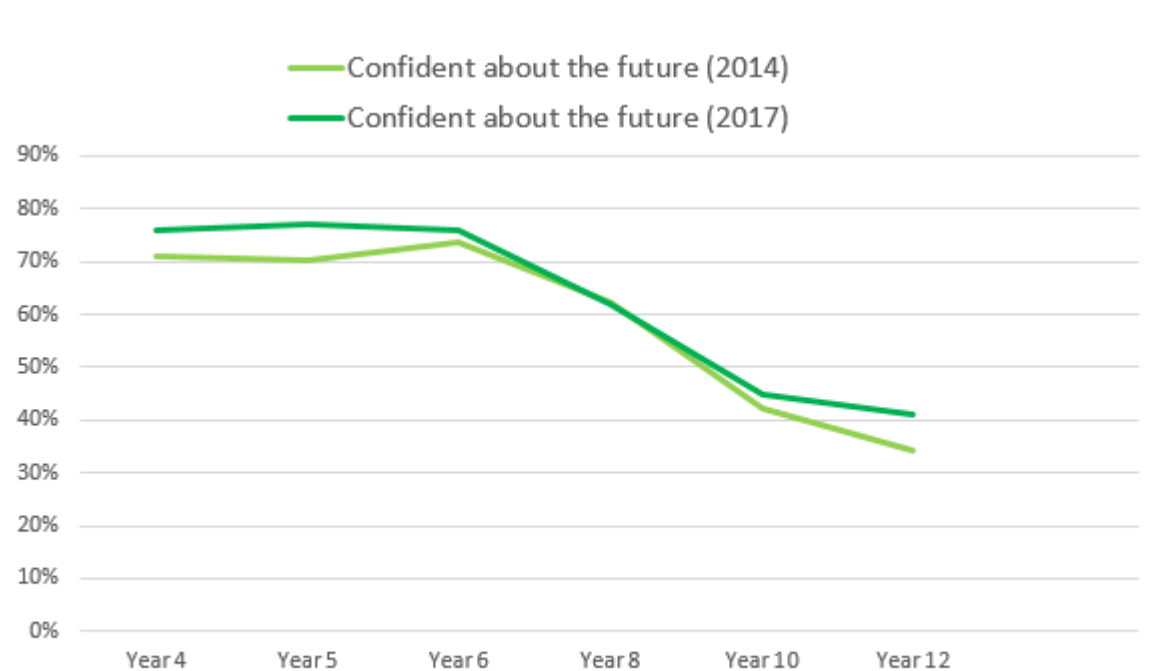
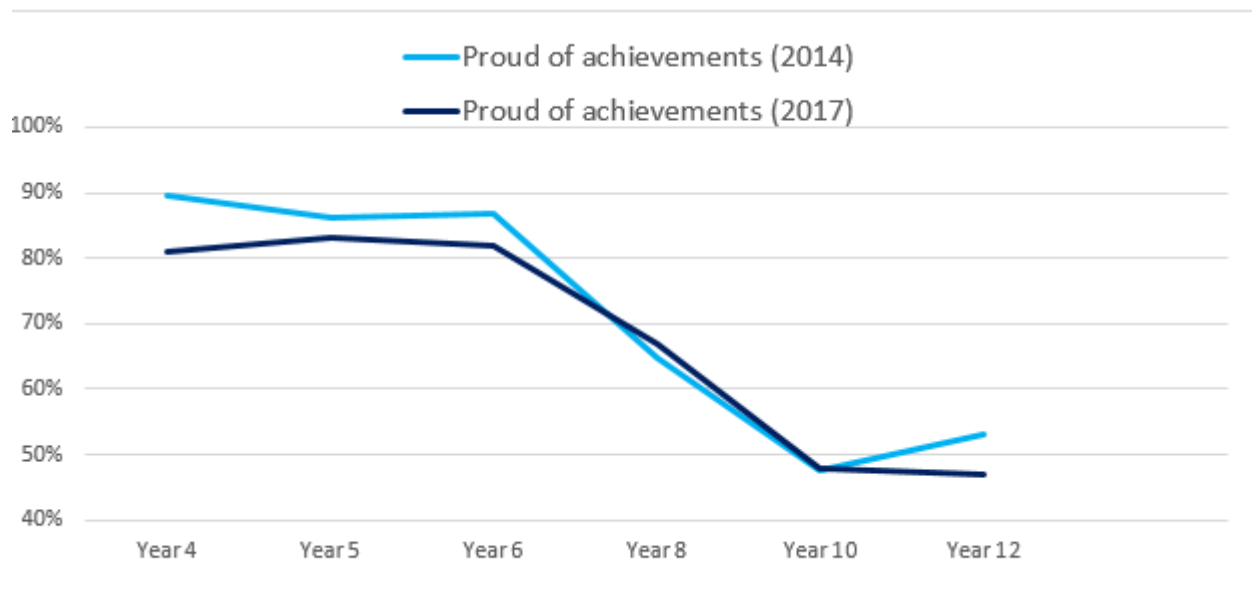


Figure 5: Resilience indicators by age, confidence about the future



Prepared by Pauline Foster, Foster and Brown Research

Figure 6: Resilience indicators by age, proud of achievements



Resilience indicators by age, proud of achievements

2.1. 71 % of all pupils said they were proud of what they have achieved in their life – compared to 78% in the 2014 survey.

Figure 7a: Word frequency matrix of comments of what primary pupils feel they are proud of achieving.

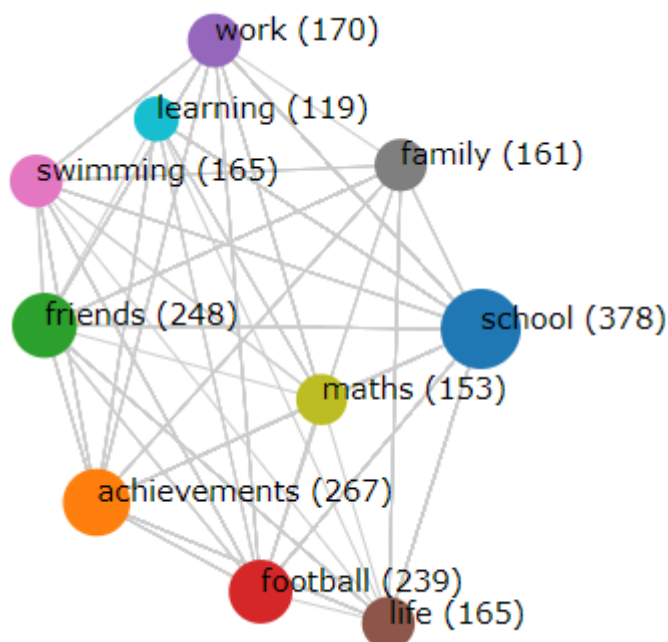
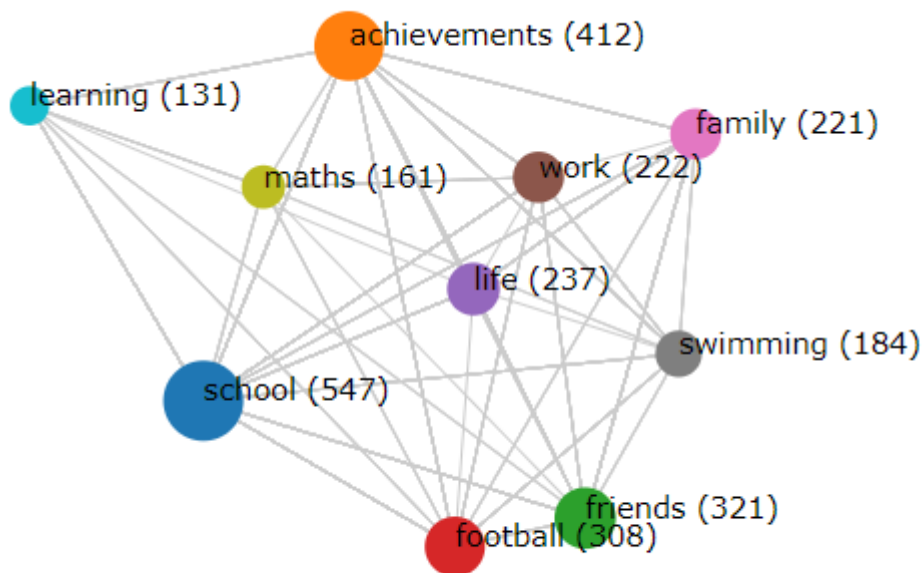
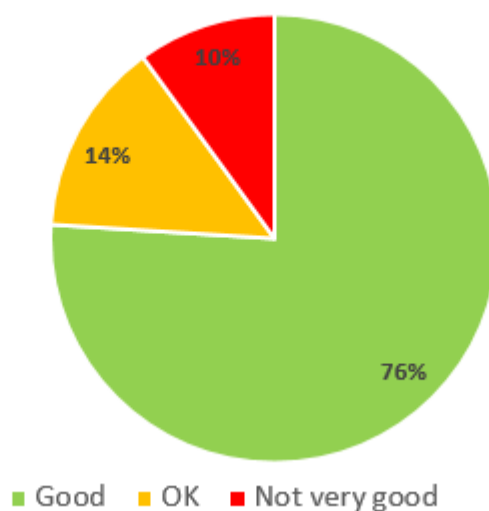


Figure 7b: Word frequency matrix of comments of what the year 8, 10 and 12 pupils in South Gloucestershire feel they are proud of achieving.



2.2 76% pupils said they were good at making & keeping friends

Figure 8: Children and young people who felt they are good at making and keeping friends



2.3. In the primary phase children with parents in the armed forces, those with special educational needs, children in care (CiC) or have been in care, those whose families have a social worker, and those with disabilities are notably less happy than mainstream pupils. In the secondary phase young people with from low income backgrounds (free school meals), children in care, those whose families have a social worker, young carers, and those with disabilities and are notably less happy than mainstream pupils. Young people with parents in the armed forces reported

themselves to be happier. (There are too few year 12/FE in these subgroups for a good comparison).

Figure 9: Differences in good mental health between demographic groups (% pupils who felt happy most or all of the time).

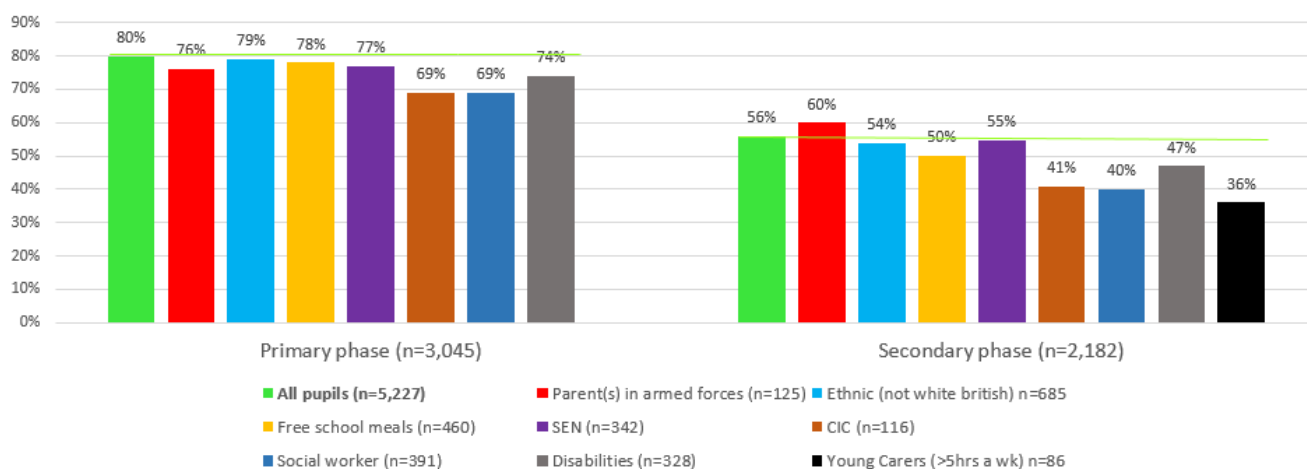
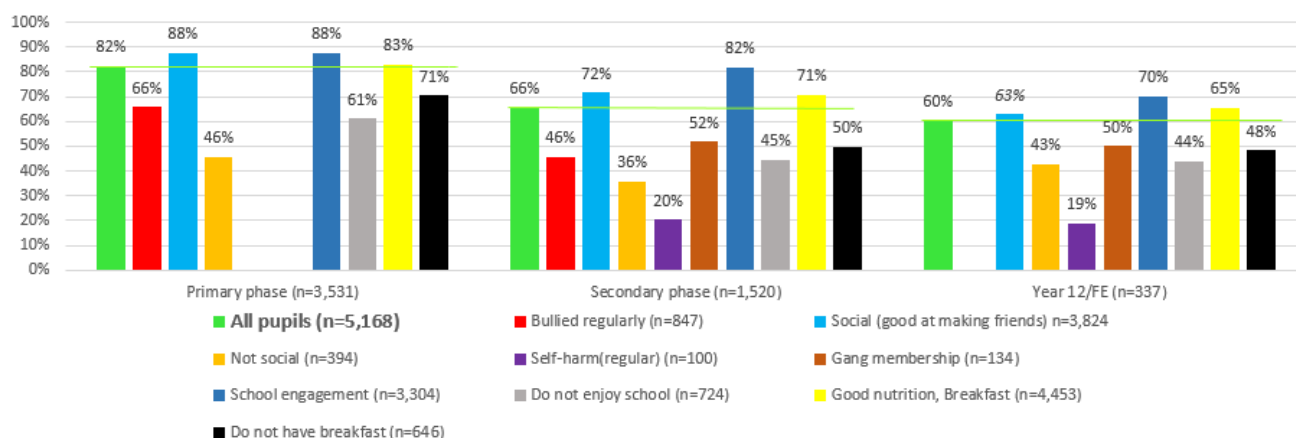


Figure 10: Differences in good mental health between behavioural groups (% pupils who say they felt happy most of the time)

% pupils who say they felt happy most of the time

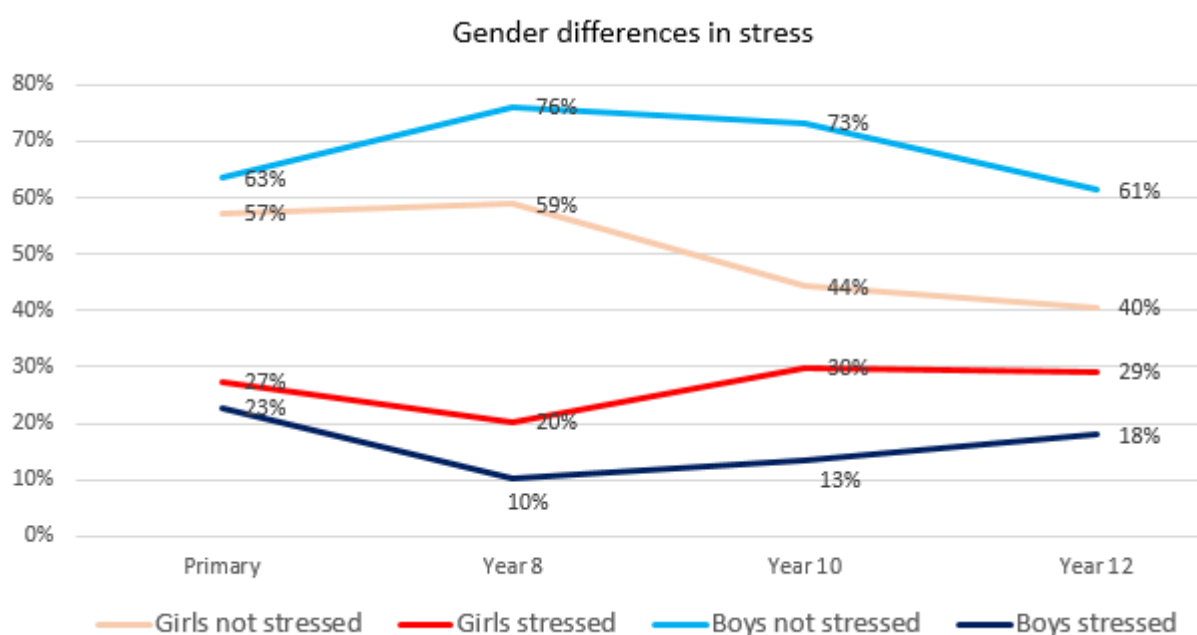


2.4. In the primary phase, children who are not sociable (find making and keeping friends difficult), bullied regularly, have low school engagement and have poor nutrition (do not usually have breakfast) are notably less happy than mainstream primary pupils. Sociable children and those who are engaged and enjoy school are happier. The pattern is the same for young people in secondary and year 12/FE phases. In addition, those who self-harm and are involved with gangs are significantly less happy than young people who do not behave in this way.

Negative Mental health and Emotional Wellbeing- Stress

2.5. Our key stress indicator in the OPS is the question “How often are you so worried about something, you cannot sleep at night?” This is significantly correlated to poor MHEWB indicators across all age groups. We found that 25% of primary and 20% of secondary and Year 12s are often so worried about something that they cannot sleep at night and girls are far more stressed than boys, especially in year 10 (30% compared to 13%).

Figure 11: Stress gender differences; how often are you so worried about something you cannot sleep at night



2.6. Secondary and Year 12/FE were asked if they felt they needed to know more about stress management – nearly a third, 27% (21% of boys and 32% of girls) said that they would. This was one of the most popular requests in the range of options offered.

2.7. Families and relations were the main people that the majority of our pupils would go to when they felt unhappy or worried (69% for girls and 70% of boys, 79% of primary and 56% of secondary) followed by their friends (56% girls and 44% boys, 47% of primary and 55% of secondary). Adults at school, such as teachers also had a key role to play (31% of girls and 32% of boys, 45% of primary and 13% of secondary). 10% of girls and 11% of boys (9% of primary and 13% of secondary) would talk to professionals such as youth workers, medical professionals, social workers about their worries.

2.8. However, 14% of girls and 17% of boys (10% of primary and 23% of secondary) said they had no-one to talk to. Having someone to talk too links in with sociability and data suggest pupils who can make and keep friends appear to be more resilient and have significantly better MHEWB.

Figure 12a: Stress; age & gender differences - stressed by school work (2017)

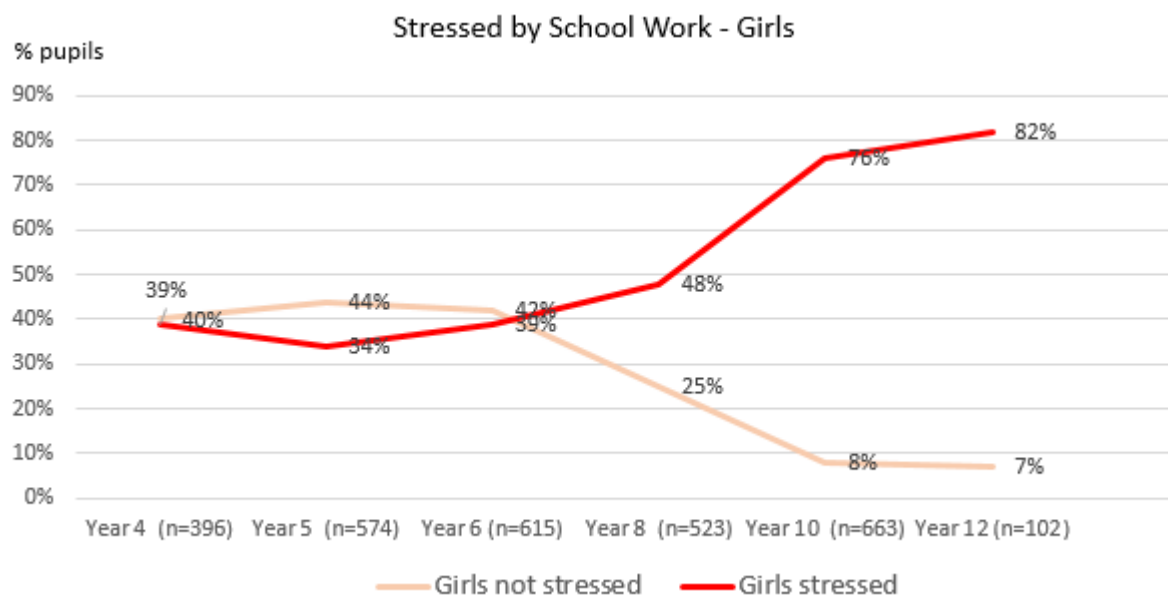
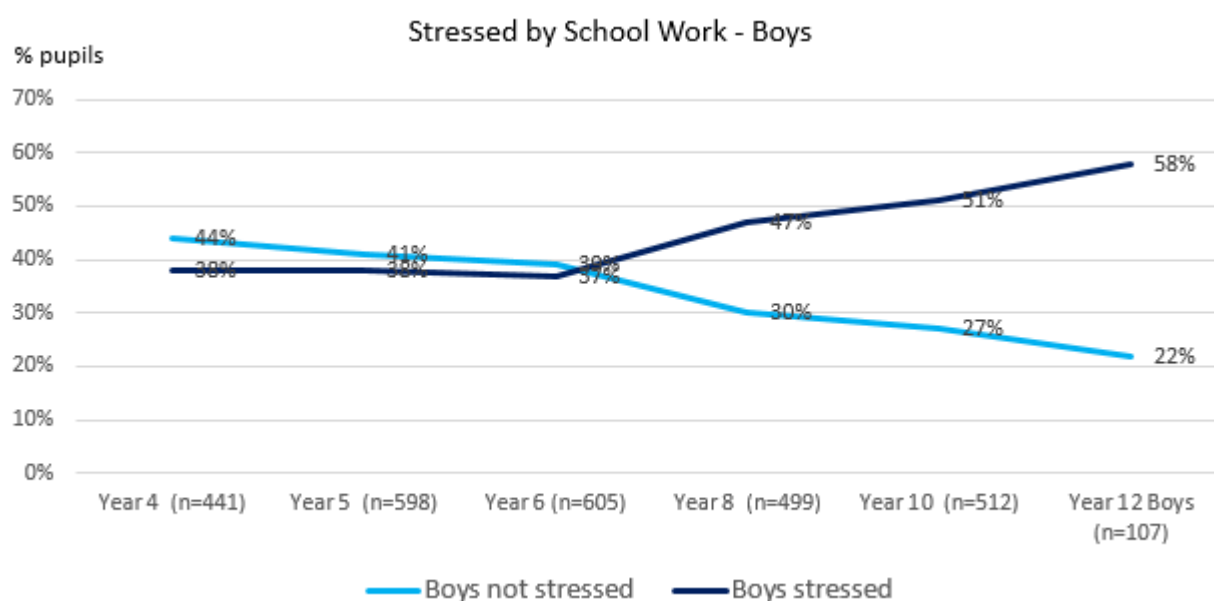


Figure 12b: Stress; age & gender differences - stressed by school work (2017)



Self-harm

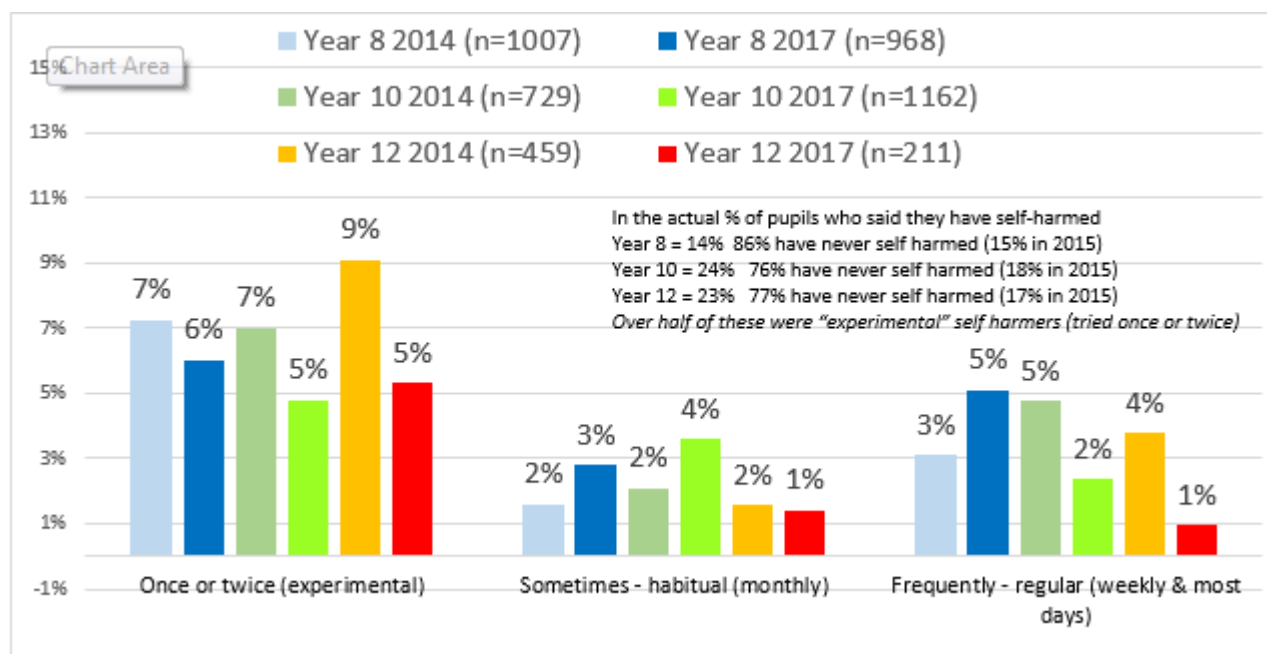
Self-harm is a recognised key indicator of poor MHEWB. Only secondary and year 12/FE pupils were asked about self-harm in this survey. 19.8% (463) compared to 16.3% in 2014 said they have self-harmed and these were then asked a series of questions about their self-harm, the first of which was how often they had self-harmed. 46% of young people who self-harmed (9.5% of all pupils) said they had self-harmed once or twice. Research suggests these tend to be young people who have self-harmed as part of a game or challenge/dare and most did not go onto serious self-harm or have related mental issues. This group of young people are termed as “experimental” self-harmers and are not included in the analysis of habitual self-

harmers. Foster & Brown Research are currently working with Professor Hawton^[1] (Oxford University) and his team (central government advisors in this field) and he supports this approach.

^[1] Professor Hawton is considered a world expert in this field and has written numerous papers and books, for example K.Hawton & K Rodham, *By their own hand. Deliberate Self-harm and Suicidal ideas in Adolescents*. Jessica Kingsley Publishers. 2008. We are currently publishing a joint paper in the Lancet in this area based, in part, on OPS data.

2.9. 19.1% (4% of population) said they self-harmed occasionally (monthly). The number of habitual, regular self-harmers (weekly or more) that we are concerned with in this study was actually 5.3% (122) – this gives us a total of 9.3% who are self-harming. It is very important that this 9% or the 5% figure is quoted when reporting self-harm and not the initial 19% which could be misleading. Experimental self-harmers should be reported as a separate figure.

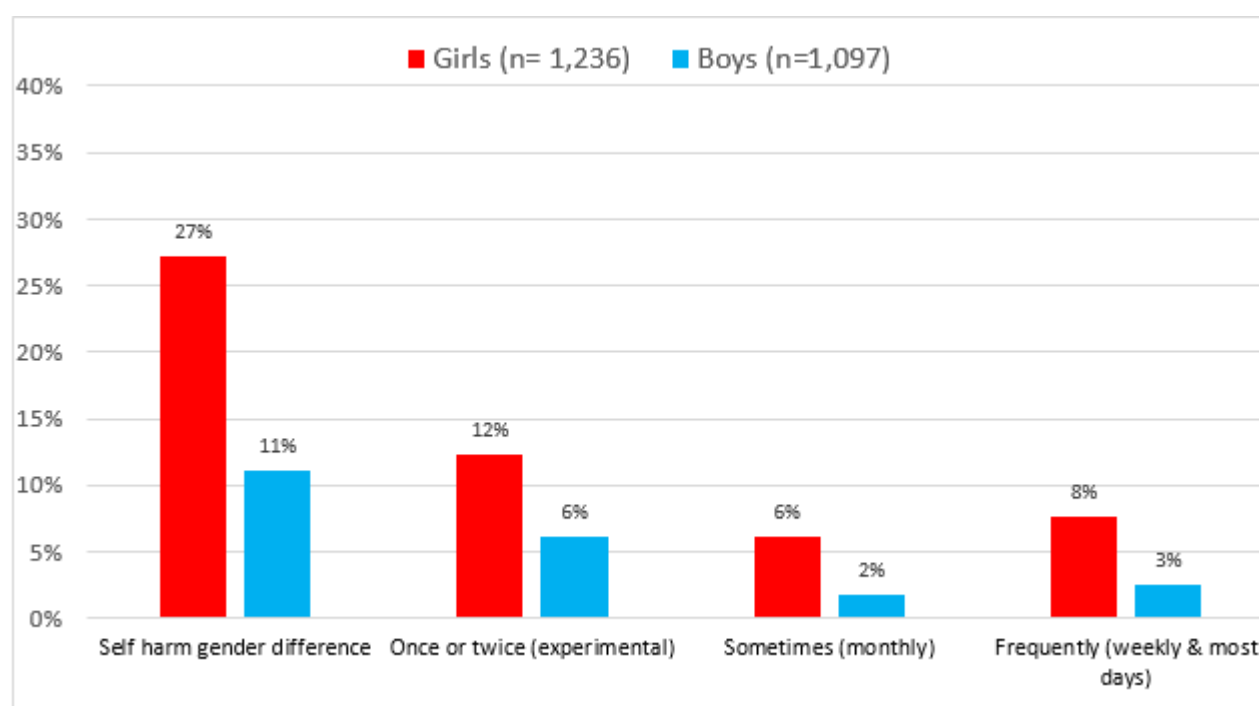
Figure 13: Frequency of self-harm (those who have self-harmed)



^[1] Professor Hawton is considered a world expert in this field and has written numerous papers and books, for example K.Hawton & K Rodham, *By their own hand. Deliberate Self-harm and Suicidal ideas in Adolescents*. Jessica Kingsley Publishers. 2008. We are currently publishing a joint paper in the Lancet in this area based, in part, on OPS data.

2.10. In line with national trends and other local studies (OPS and in and around Bristol) the incidence of regular self-harm is about 3 times more prevalent in girls than in boys, with girls accounting for 71% of all self-harm in this study. Those boys who had self-harmed were more likely to have experimented than girls, and girls were more likely to have been chronic self-harmers than boys. This corresponds to the decline in MHEWB in adolescent girls compared to boys.

Figure 14: Frequency of self-harm (those who have self-harmed), gender differences



2.11. There are also some gender differences in the methods used to self-harm – girls favouring cutting in the main and boys also using more physical means (e.g. punching walls etc.) This again, backs up data from the Bristol study and other national research.

- 21% of young people said they had self-harmed in our study, but nearly half (46% of young people who had self-harmed, 9.5% of the population) were experimental self-harmers (tried once or twice)
- 3% of young people (26% of self-harmers) said they self-harmed weekly or more and would be defined as chronic self-harmers[2].
- 72% of young people who said they had self-harmed or 13% of the population did so within the past year
- Nearly three quarters of all self-harmers in our study (71%,) had told someone about their self-harm. 32% of self-harmers had told their parents/carers.

[2] [http://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366\(17\)30478-9/fulltext](http://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(17)30478-9/fulltext)

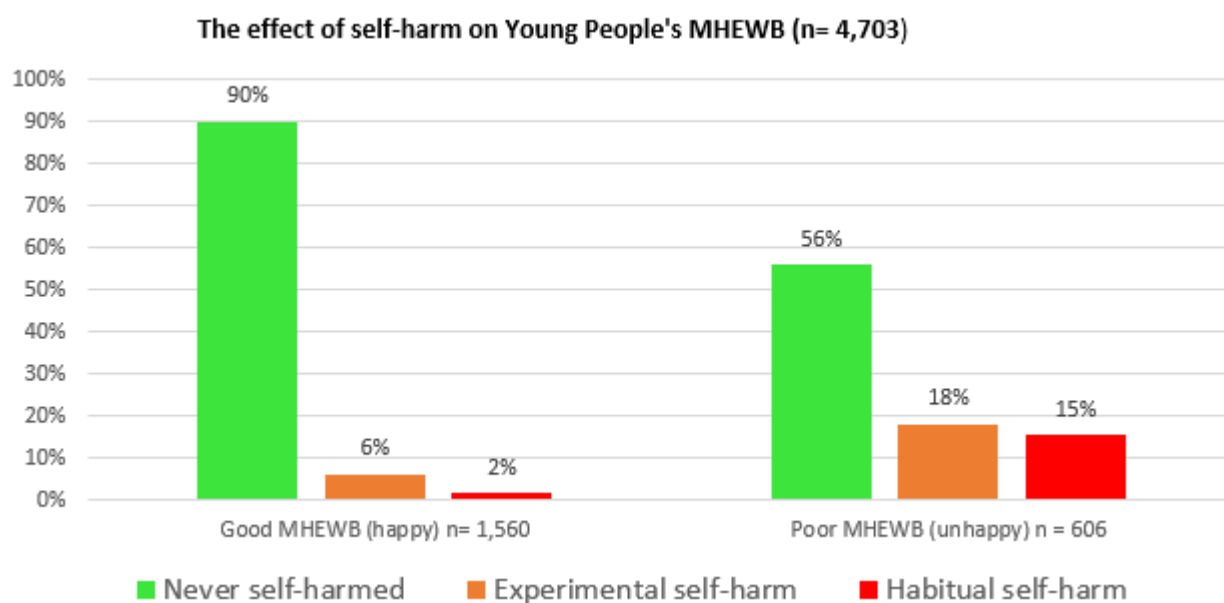
- 12% of all self-harmers (2.3% of the population) , said they had medical treatment for their injury
- Over half (55%) of young people who self-harmed felt they had **no help or not enough help** in handling their feelings to them compared to 27% of young people who do not self-harm
- 22% of young people in our population said they would like more support and knowledge about self-harming.

2.12. As well as self-harm, we asked pupils about overdosing. 3.6% (84) said they had overdosed on one occasion and 1.7% (39) on more than one occasion. 74% of these were within the last

year.

2.13. The MHEWB status of self-harmers compared to young people who have never self-harmed is dramatically illustrated in Figure 15 where there is a 3-4-fold difference in good and poor mental health between those young people who never self-harm and those who are habitual self-harmers.

Figure 15: The effect of self-harm on Young People's MHEWB



Bullying

2.14. We have seen that being bullied and the perception of the school's bullying policy are significant factors in children and young people's MHEWB. Although the majority (61%) of pupils had not been bullied, for those who have it can have a significant detrimental effect on their mental health. In addition reported bullying decreased with age.

Figure 16: Bullying frequency by age

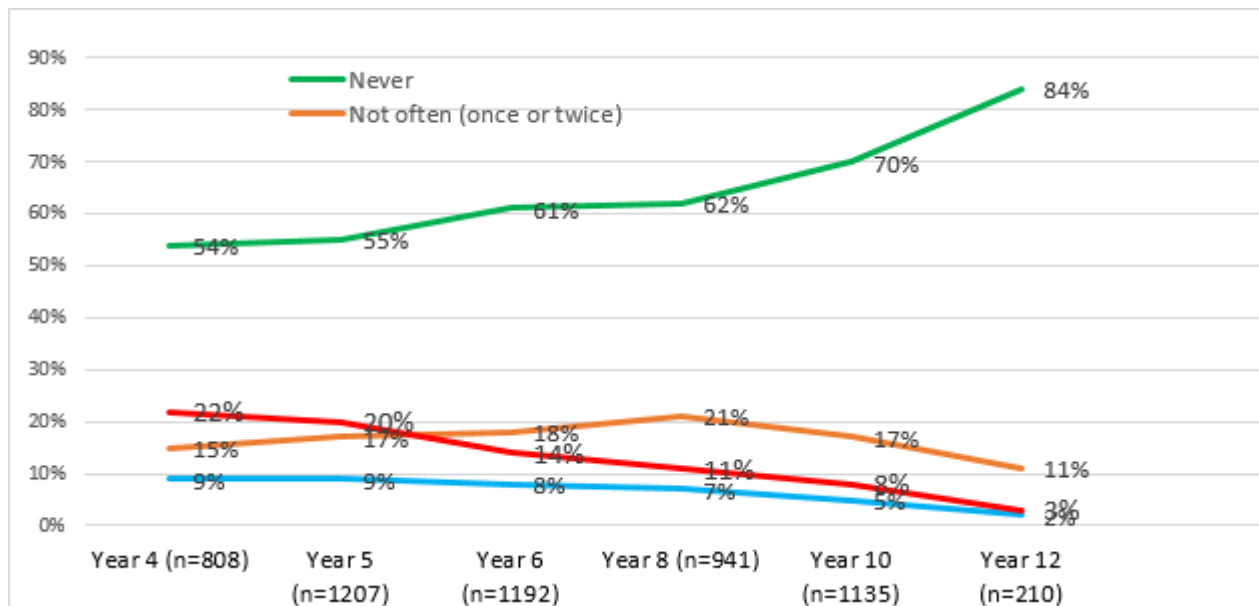


Table 3: Reported bullying decreases as pupils get older but perception of school management in this area gets worse.

% Pupils seriously bullied in the last year	Year 4	Year 5	Year 6	Year 8	Year 10	Year 12
Pupils seriously bullied in the last year, quite often and most days	21.9%	19.9%	13.6%	10.6%	7.6%	3.3%
Pupils who think their school deals with bullying well or extremely well	73.3%	66.6%	64.0%	34.2%	21.2%	36.2%

Figure 17: Changes in bullying reported between 2014 & 2017

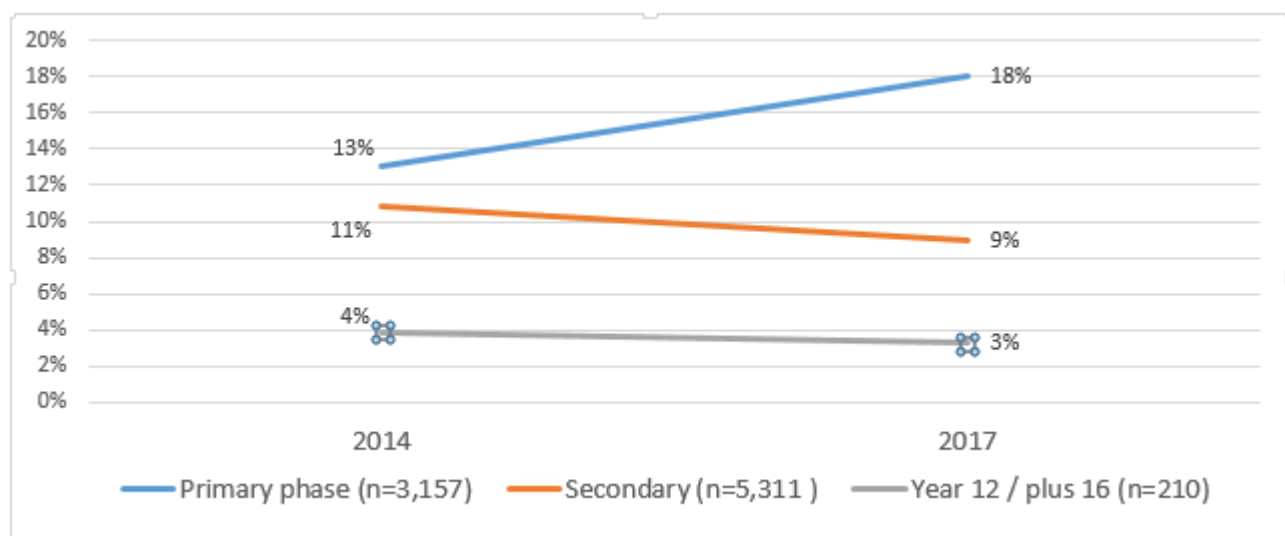
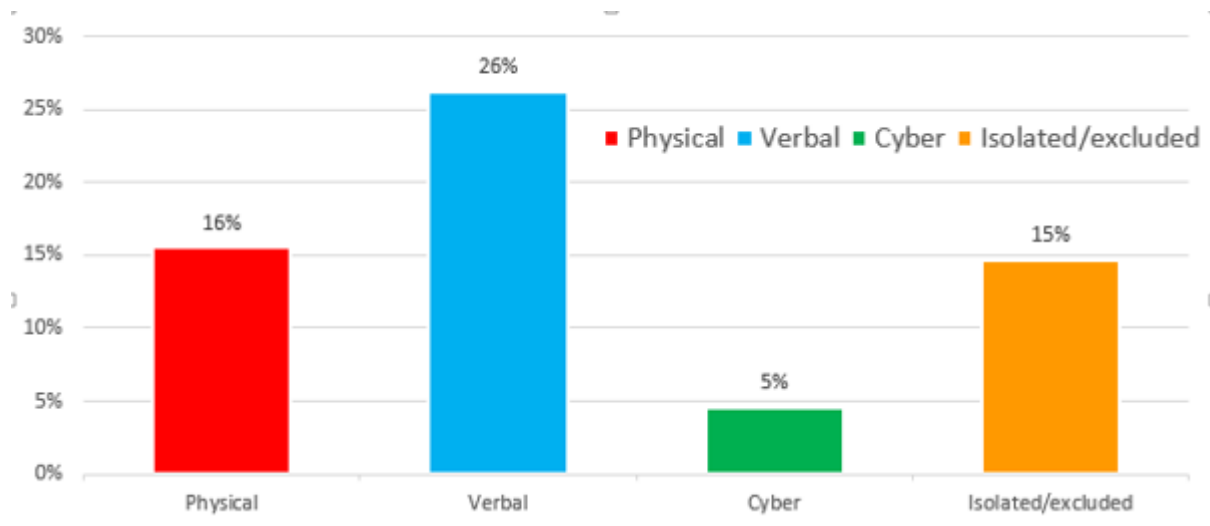
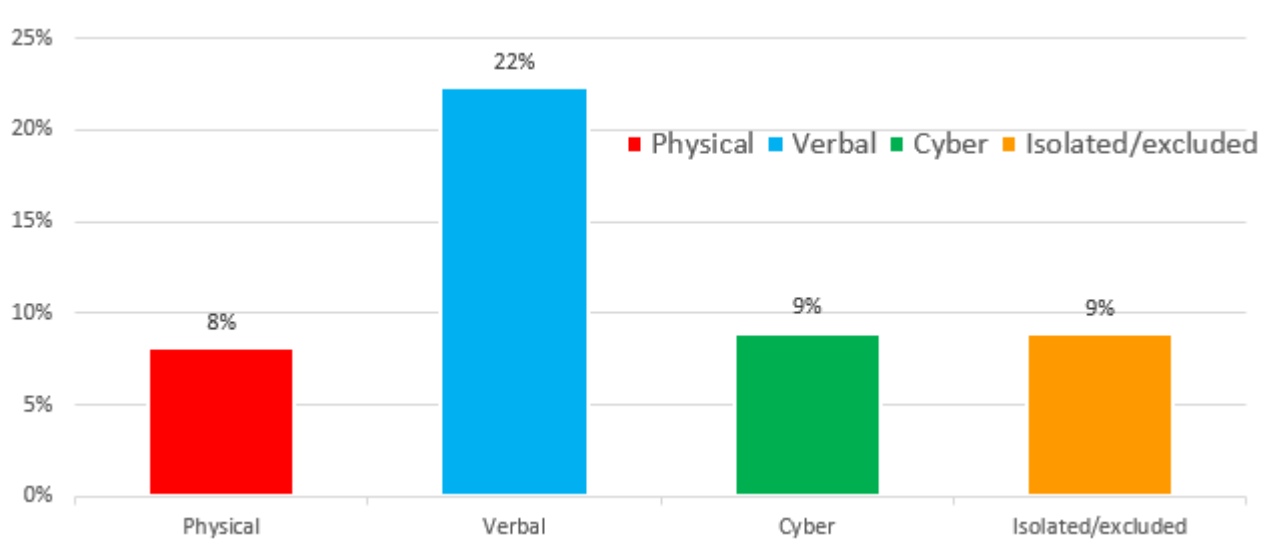


Figure 18: Types of Bullying in Primary (Years 4, 5 & 6 n=1,184 being bullied, total population 2,971)



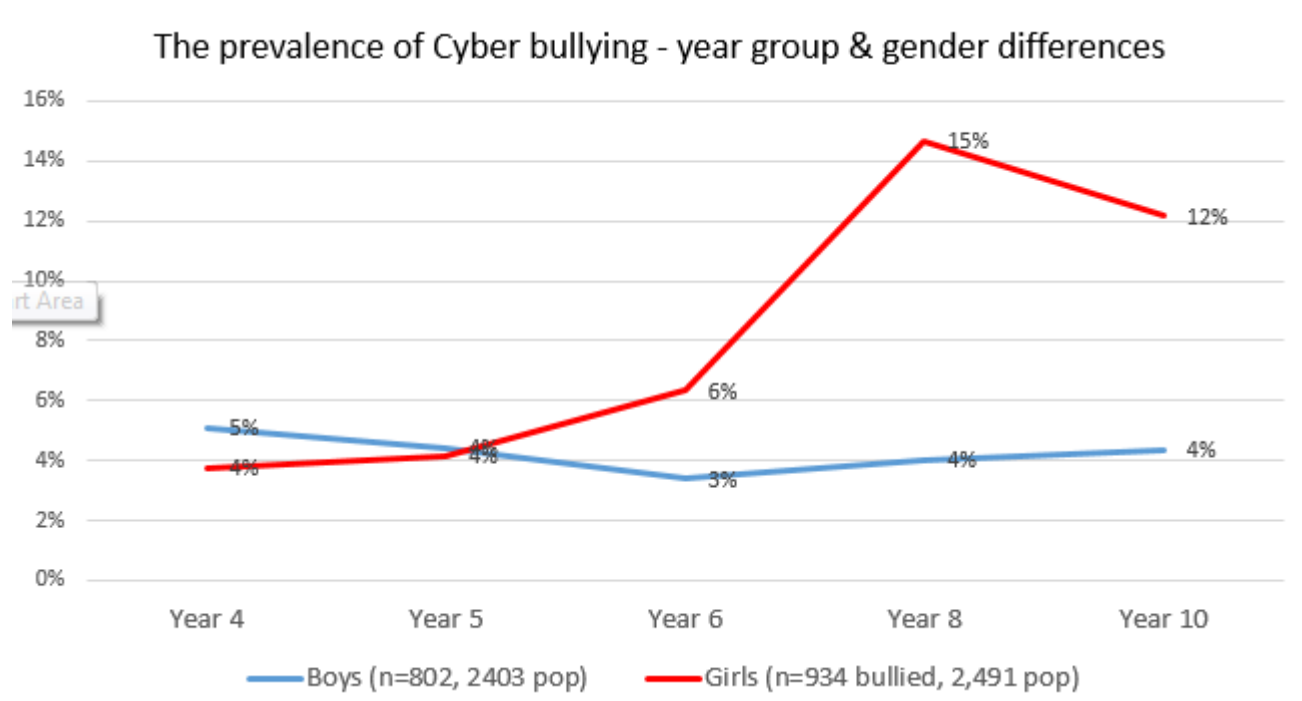
2.15. Verbal bullying accounts for 66% of the bullying reported in the primary phase

Figure 19: Types of Bullying in Secondary (Years 8, 10 & 12, n=586 bullied, population 2,138)



2.16. Verbal bullying accounts for 81% of the bullying reported in the secondary & Year 12 phase

Figure 20: Prevalence of cyber bullying in children and young people (*N.B. Year 12s were not included as there were insufficient numbers.*)



Key Findings 3: The extent to which pupils adopt healthy lifestyles

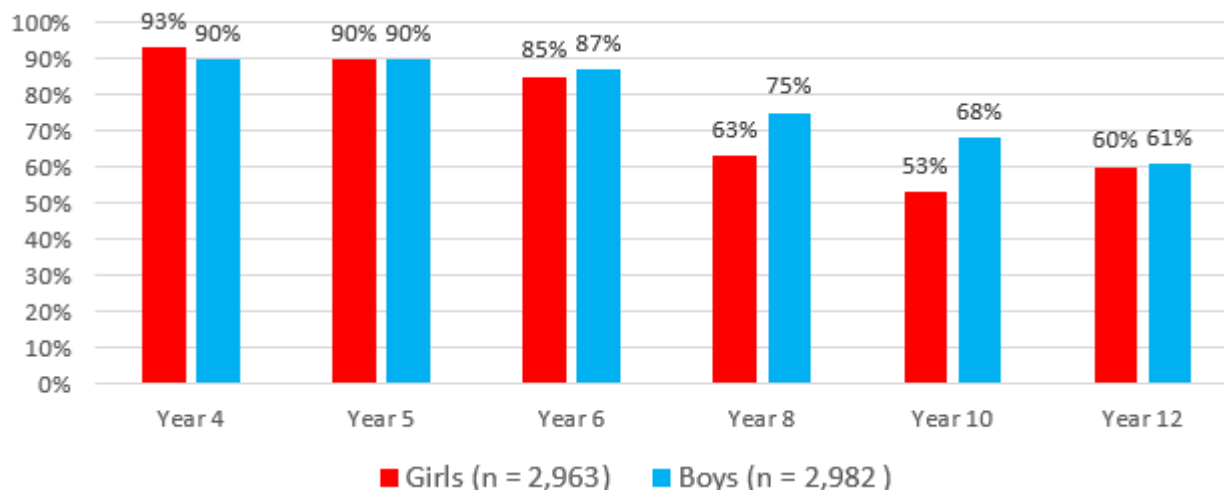
'Promote and enable good nutrition, physical activity and a healthy weight for all.' -South Gloucestershire's Joint Health and Wellbeing Strategy 2017 – 2021

Significant improvements in health could be made by people making relatively small changes to their lifestyles. For example, half of the current heart disease deaths and half of all cancers could be prevented by adopting a healthier lifestyle, particularly by reducing smoking, reducing obesity, increasing physical activity and eating more healthily. Unhealthy eating habits can lead to more cancer incidents through obesity and other complications than smoking and these habits are often set down in childhood.

Healthy eating

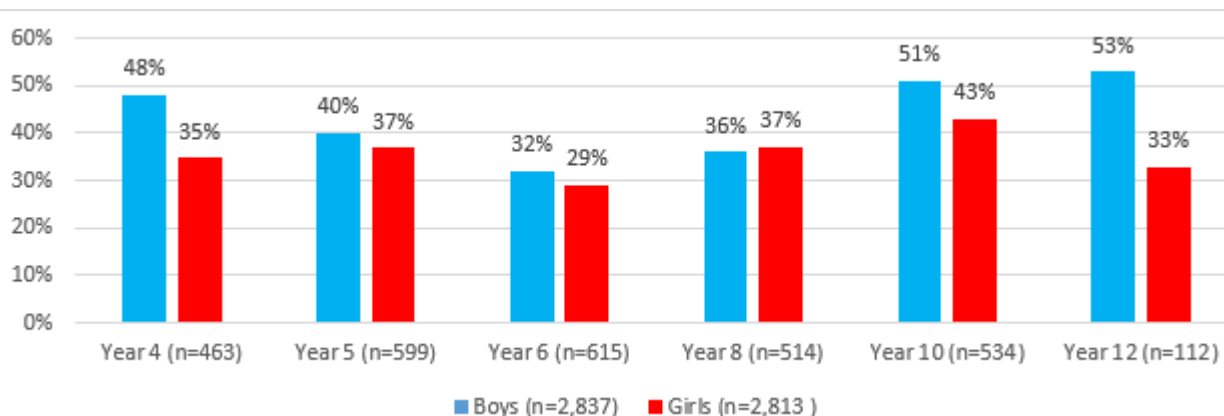
3.1. The survey found that 78% of pupils ate breakfast usually or every morning. This is a slight decrease from 79% in 2014. The number of pupils who ate breakfast declined as pupils got older, especially when they left primary education. Girls consistently ate breakfast less frequently than boys, particularly in year 10 where just over half (53%) of girls reported eating breakfast regularly compared to 68% of boys.

Figure 21: Breakfast habits, % of CYP who eat breakfast every or nearly every day



3.2. 39% of pupils reported having 3 or more snacks every day (e.g. sweets, chocolate, biscuits and crisps), this has increased from 37% in 2014. 22% reported eating snacks once a week or less (which is the same as in 2014).

Figure 22: Snacking habits, % of CYP who eat unhealthy snacks 3 or more times a day

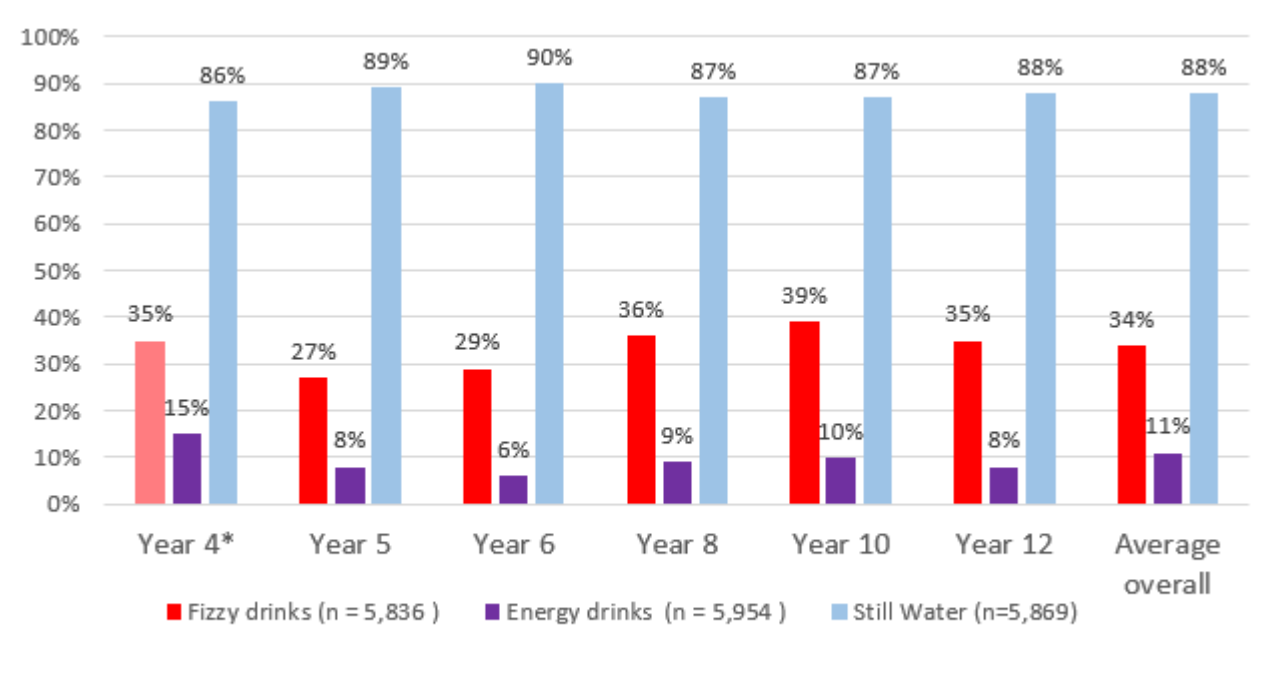


3.3. 16% of secondary and year 12 young people never drink fizzy drinks and a further 46% only once a week. Over a third, 37% of secondary pupils and year 12 young people drink fizzy drinks every day.

3.4. The majority (63%) of secondary and year 12 young people never drank energy drinks and a further 28% only once a week. 9% of secondary pupils and year 12 young people drank energy drinks (such as red bull) every day. This is a decrease in consumption from 2014 when 11% reported drinking energy drinks every day and 64% never drank them. Conversely more are drinking tap or bottled still water 87% at least once a day, compared to 84% in 2014.

Figure 23: Drinking habits (% of CYP who drink fizzy drinks (not water), energy drinks and water at

least once a day or more)



* Treat with caution as some year 4 may not understand what an energy drink is.

3.5. 85% of pupils in the survey said that the food provided at home enabled them to eat healthily usually or most of the time, this is very similar 2014 and to regional data and is reasonably consistent across all year groups.

3.6. The school lunch experience in both primary and secondary levels was just about favourable overall, with the exception of the length of time it took them to queue for their lunch. 58% of primary pupils particularly liked the taste of their school lunches, though this has dropped from 65% in 2014, and (58%) liked how the food looks. However, 30% found the time it took for them to queue for their lunch unsatisfactory, only 36% felt it was satisfactory. There was a similar pattern at secondary level where 45% of pupils particularly liked the taste of their school lunches. However, 68% found the time it took for them to queue for their lunch unsatisfactory (this has increased since the 2014 level of 60%) now only 9% felt the queuing was satisfactory.

Figure 24: School lunch experience at Primary level (year groups 4, 5 and 6)

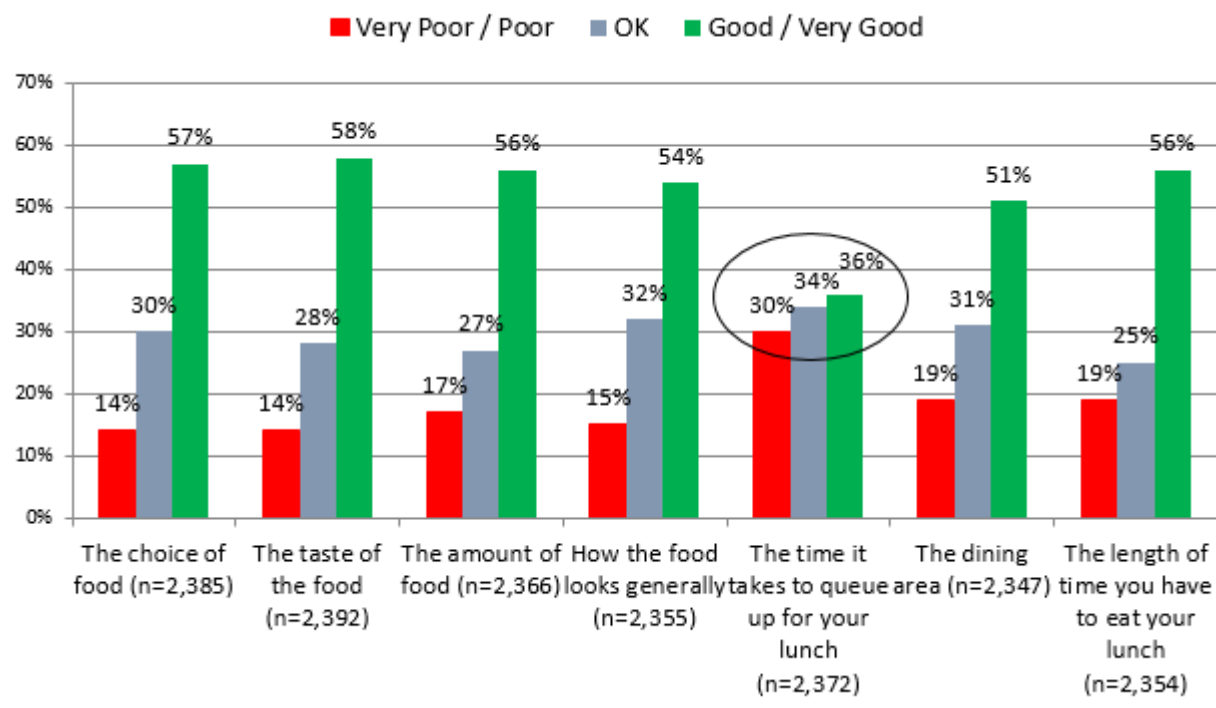
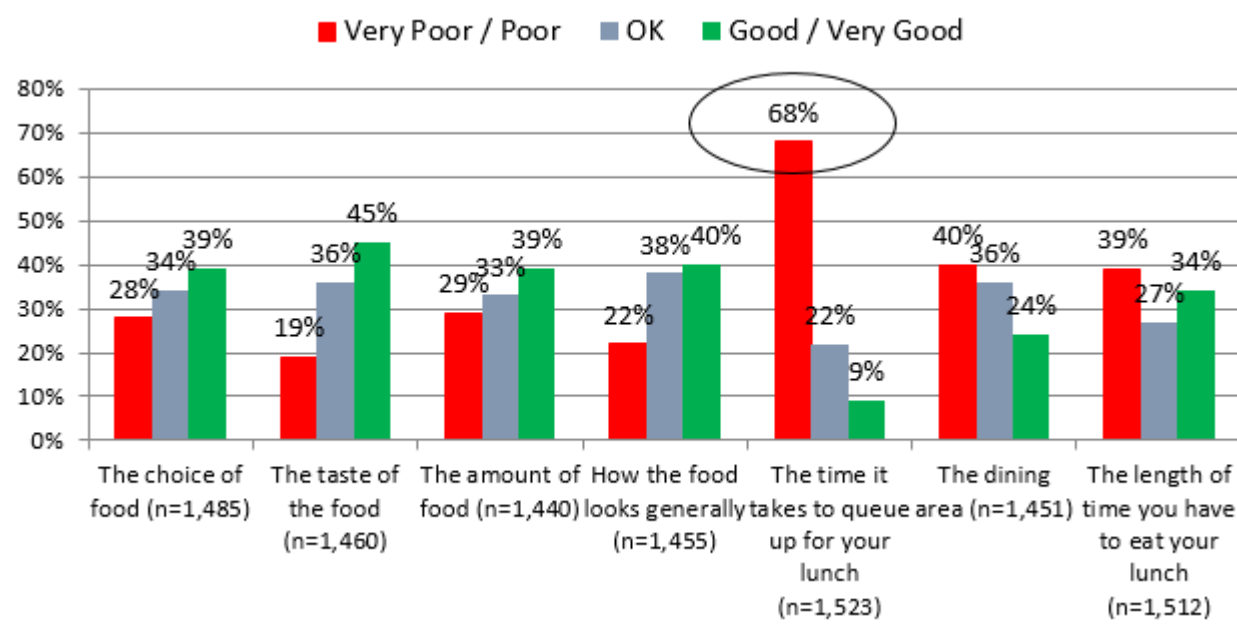


Figure 25: School lunch experience at Secondary level (year groups 8, 10 and 12)



Sleep behaviour

3.7. The average amount of sleep all pupils got the night before the survey was nearly 8 hours – 7 hours and 57 minutes. This was very similar to the 2014 survey average of 8 hours and 23 minutes. In 2017 we also asked what time they got up (average 6.50am) which was 10 mins earlier than our estimate in 2014. Sleep experts recommend that children under 10 need at least ten hours of sleep a night and from the ages of 10 to 18 they need at least eight and half. Our children and young people in South Gloucestershire report having an average of nearly 8 hours 40 mins in primary and nearly 7 hours in secondary.

Figure 26: Sleep behaviour in primary and secondary children and young people

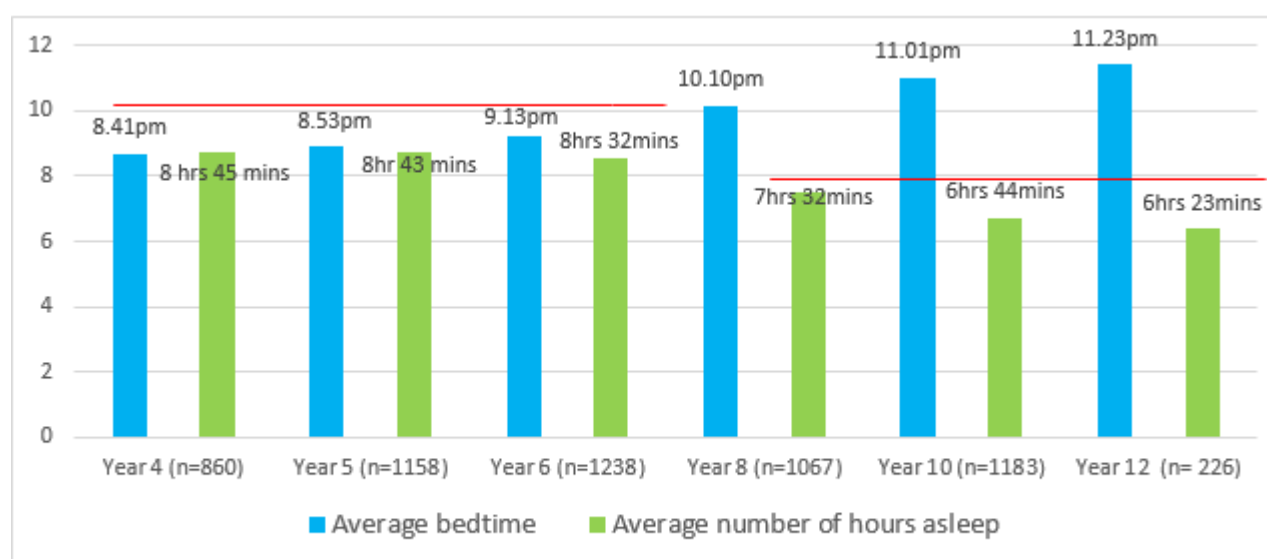
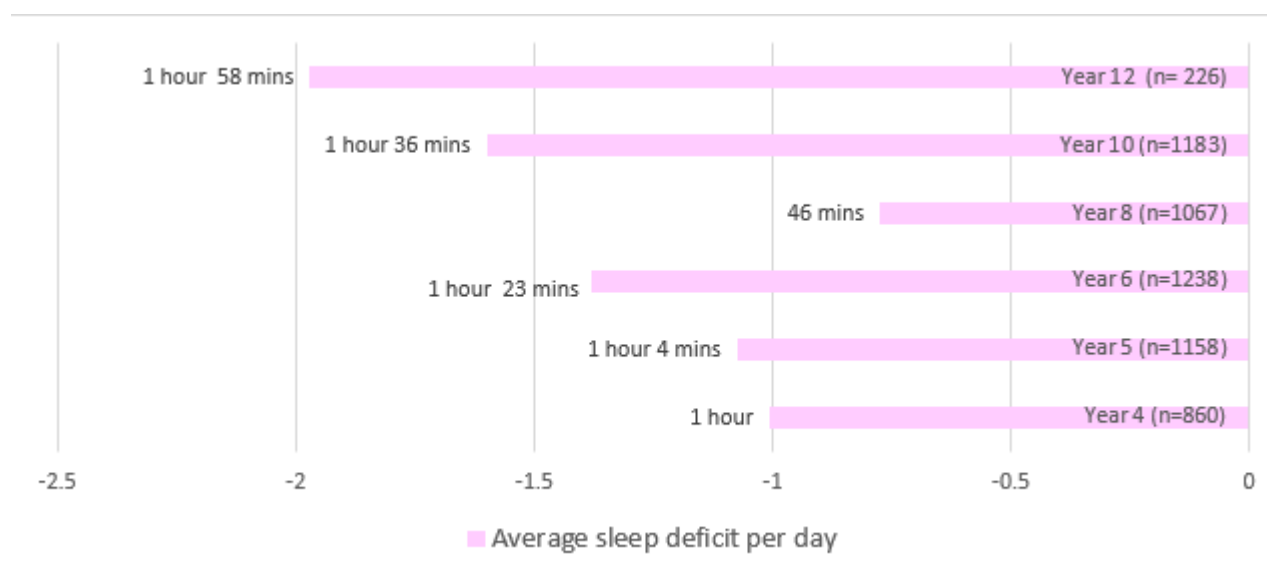


Figure 27: Average sleep deficit per day by year group



3.8. Pupils who reported it took them more than hour between going to bed and actually going to sleep were asked what they did before going to sleep. Most pupils reported that they were relaxing / just lying there or reading. However, 18% of primary and 24% of secondary/Year 12'S were watching TV in their room and 15% of primary and 44% of secondary/Year 12'S were using the internet (e.g. gaming and/or social media) before they went to sleep. Those who took two or more hours before going to sleep had significantly poorer MHEWB.

Figure 28a: What CYP did between going to bed and going to sleep;

Primary

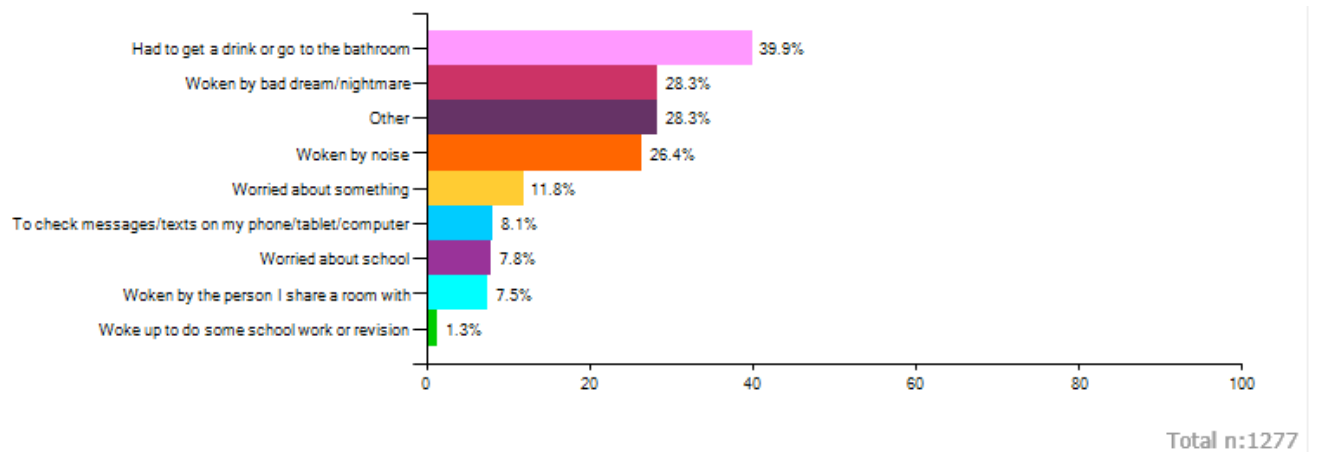


Figure 28b: What CYP did between going to bed and going to sleep;

Secondary

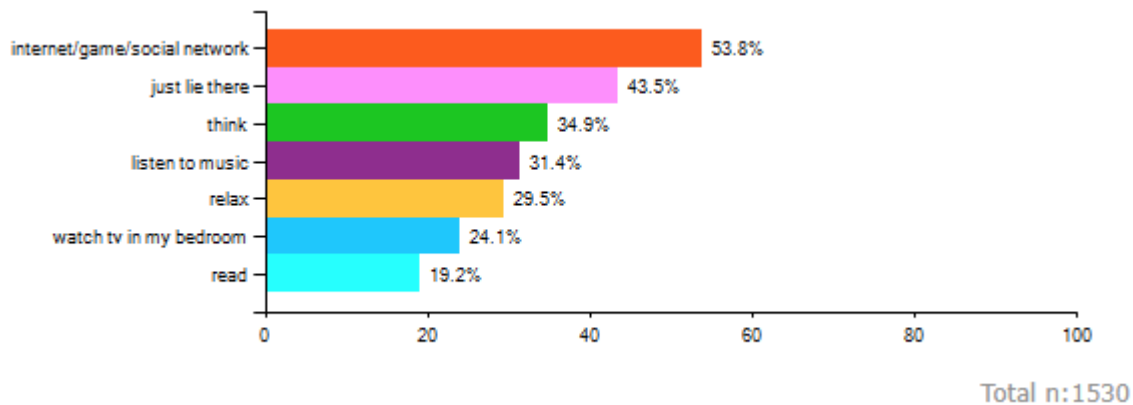
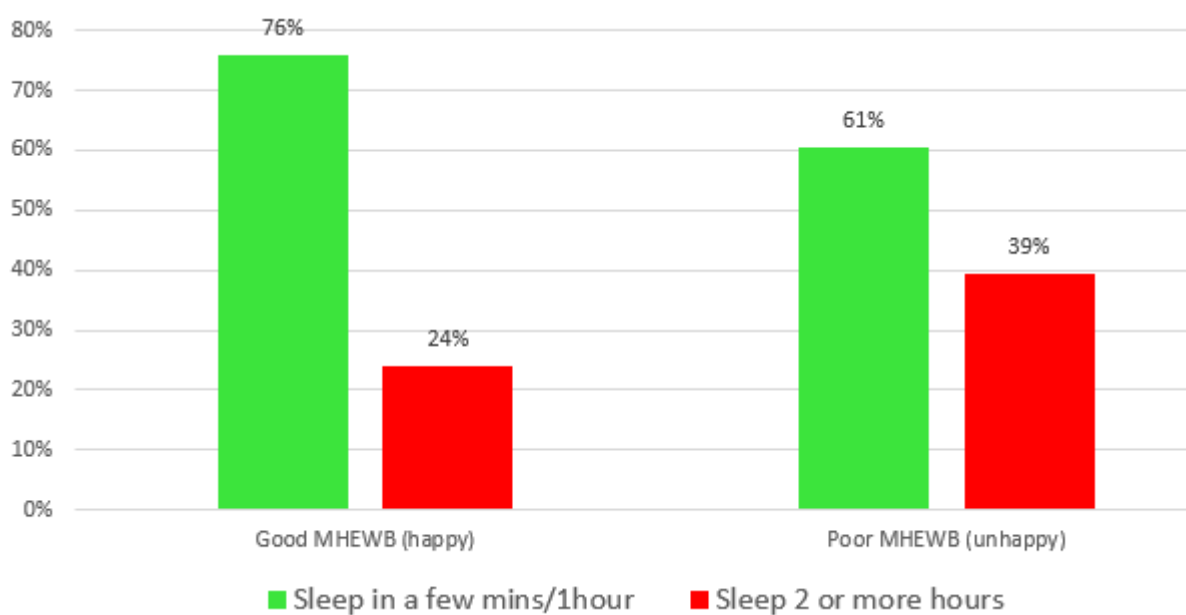


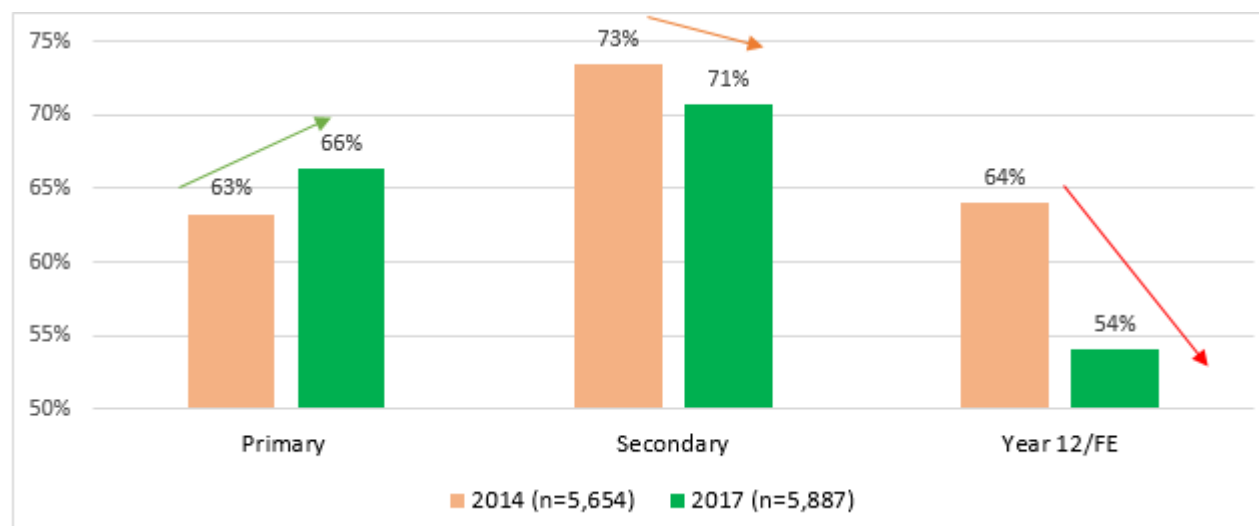
Figure 29: The effect of sleeping habits on primary and secondary CYP's MHEWB (n= 4,230)



Physical activity

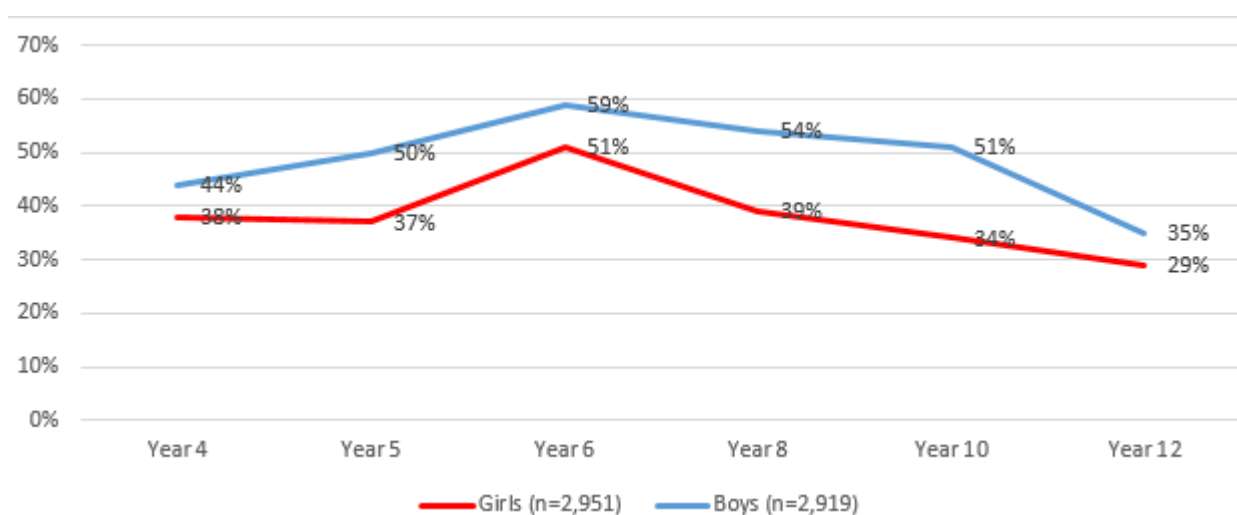
3.9. 68% of pupils (n = 5,887) across all age groups take part in at least 4 hours of physical activity (including play), in and out of school, each week compared to 67% in 2015. 71% of pupils in secondary schools (a drop from 73% in 2015) took part in physical activity for at least 4 hours a week, compared to 66% of primary pupils (a significant improvement from 63% in 2014) and 54% of Year 12's (a significant decrease from 64% in 2015).

Figure 30: Changes in physical activity in phases



3.10. The survey found that the proportion of girls engaged in physical activity each week was lower than for boys overall; 63% of girls compared to 72% of boys did 4 or more hours of physical activity a week. The gender gap is even larger for those who did 6 or more hours a week, 40% of girls and 51% of boys overall.

Figure 31: Gender differences in 6 or more hours of exercise per week 2017



3.11. 67% of pupils overall felt they did enough exercise to keep healthy quite often or always, this is a significant improvement on the 58% who thought the same in 2014. A further 20% felt they did enough sometimes and 13% felt they did not do enough exercise to keep them healthy. Again there was a difference in gender with 63% of girls reporting they felt they did enough exercise and 15% who did not do enough to keep them healthy compared to 67% of boys who felt they did enough and 13% who felt they did not do enough.

3.12. 32% of girls said there was something that would help them do more exercise compared to 26% of boys. The overall total for all pupils was 29%. Later in the survey 25% of pupils cited “getting fit” as an area they wanted more knowledge in.

Figure 32: Reasons children and young people do sport & exercise

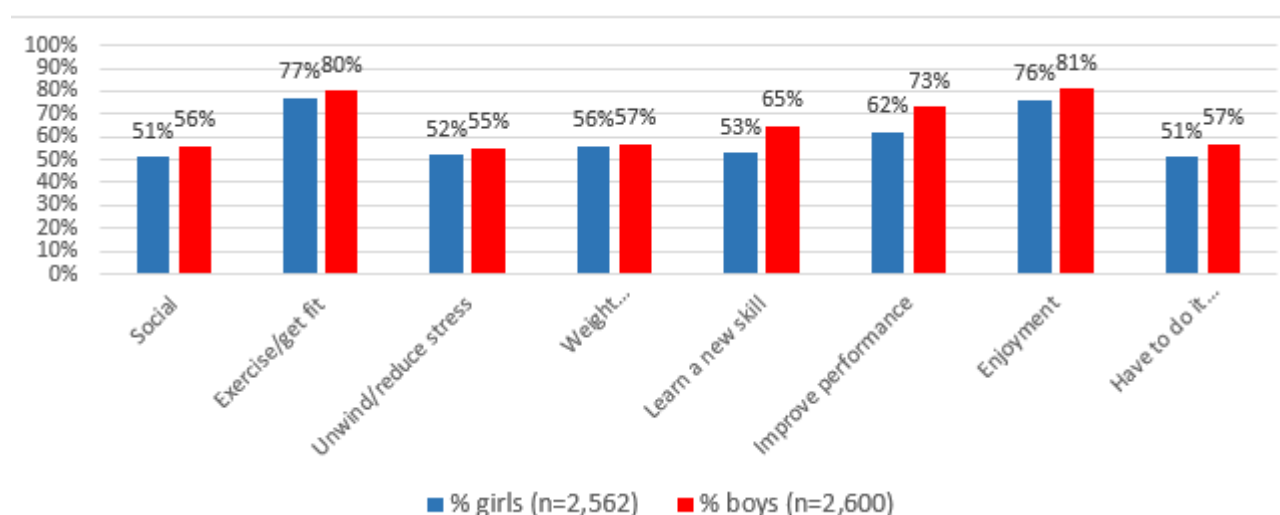
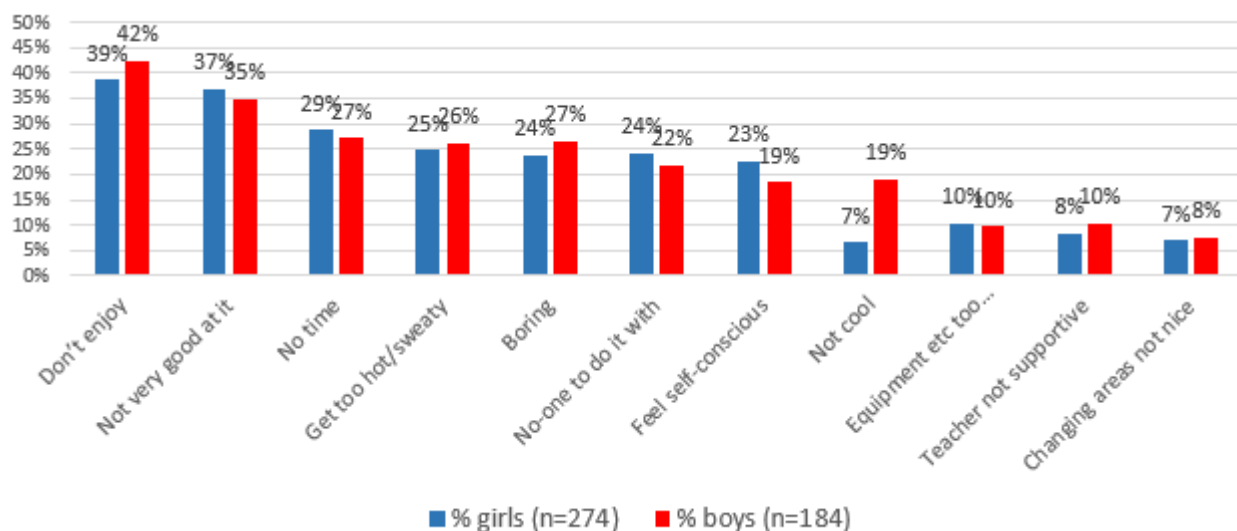


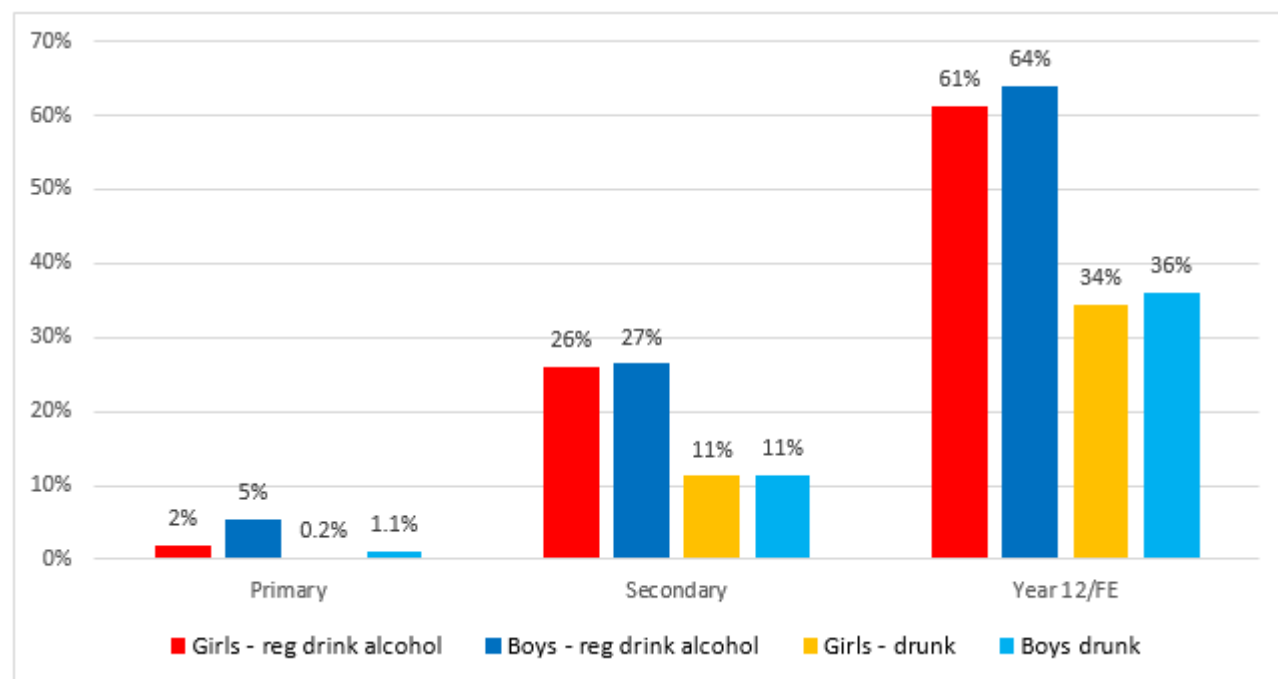
Figure 33: Barriers for children and young people who don't do much sport or exercise



Drinking, smoking and taking illegal drugs

3.13. 74% of secondary pupils and 37% of Year 12 reported that either they had never drunk alcohol or had only tried alcohol once or twice. The differences in age and gender between those who did drink is shown in the graph below. By year 12, a third of young people reported getting drunk regularly (monthly or more).

Figure 34: Children & young people drinking habits



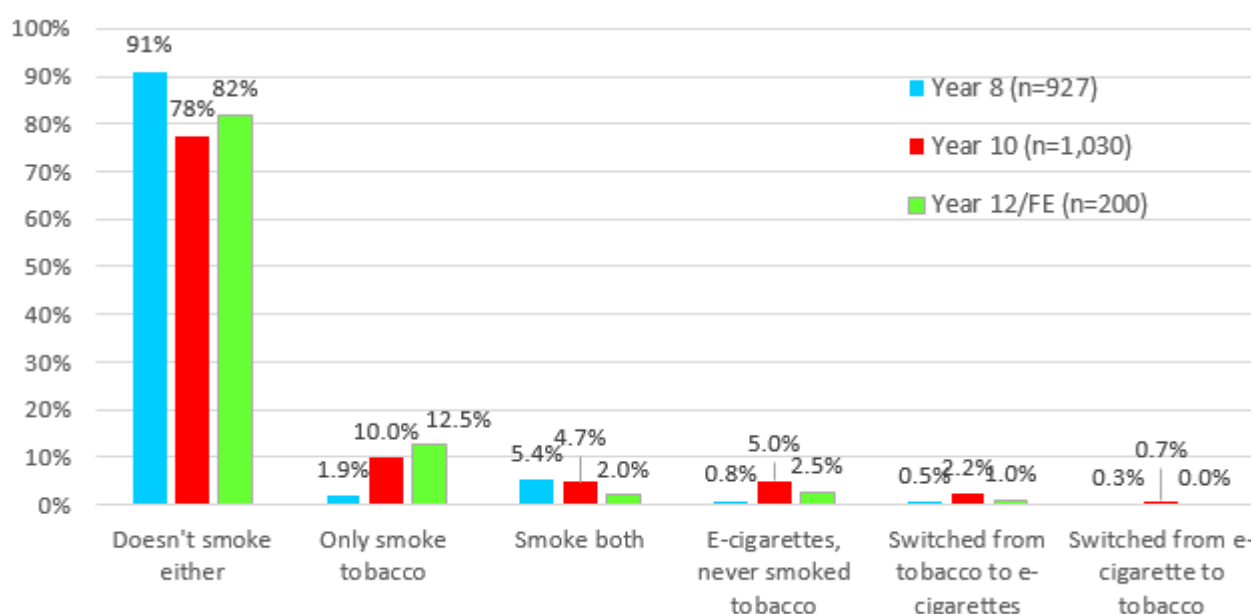
3.14. Over 9 in 10 pupils (91%) had never smoked and 5% had only tried it once or twice. 99% of primary, 92% of secondary pupils and 88% year 12's reported they had never smoked or only tried once or twice.

3.15. Of those who smoke regularly – the average was eight and half cigarettes a week. 48% of the pupils who smoked, said they would like to stop smoking, 43% did not and 14% wanted help in stopping smoking.

3.16. 15% of all pupils would like more information about smoking (16% primary, 13% secondary and 5% Year 12).

3.17. Nearly 9 in 10 pupils (89%) had never used e-cigarettes (vaping) and 7% had only tried it once or twice, 4% vaped monthly or more. 97% of primary, 79% of secondary pupils and 84% year 12's reported they had never vaped. 4.6% of secondary and year 12's vape regularly (weekly or more).

Figure 35: Smoking and vaping behaviour



3.18. There was a similar trend with regard to illegal drugs where more than 88% said they had never tried illegal drugs, although 28% have been offered them. 14% have been offered prescription drugs that were not their own (Pharming) and 11% had tried them.

Figure 36: Drugs behaviour

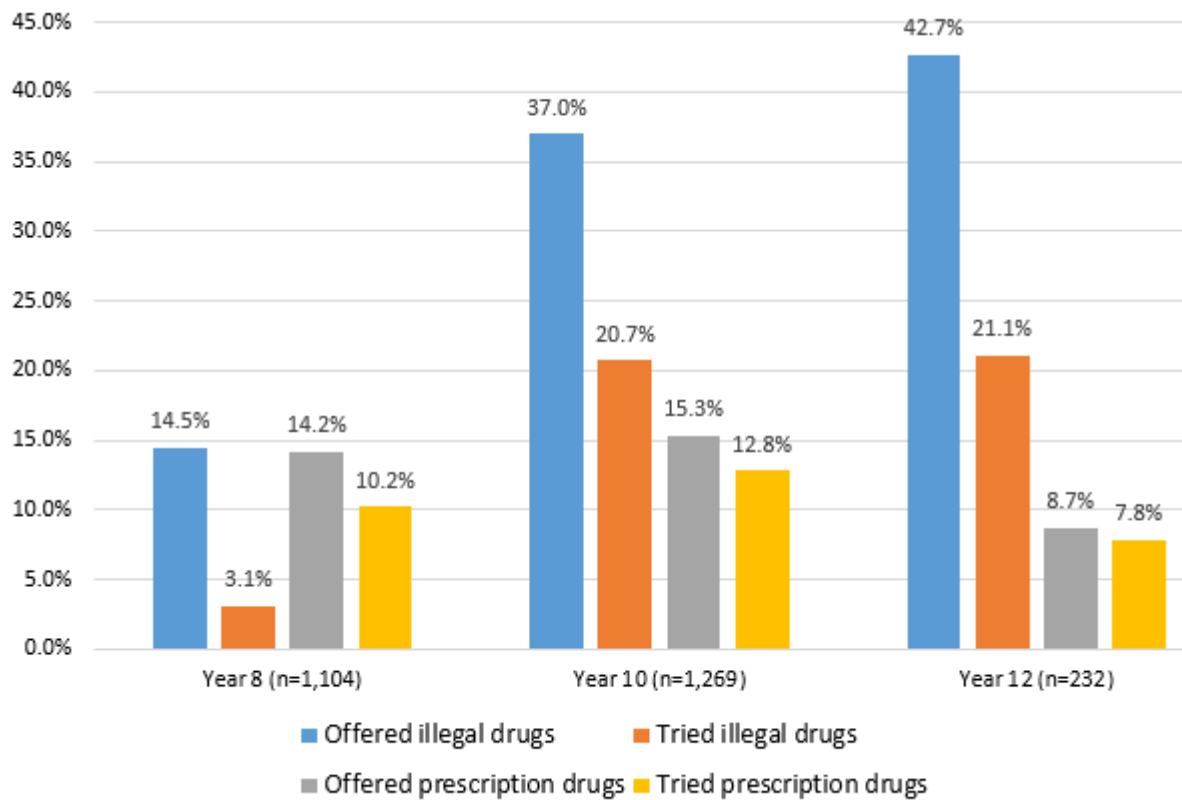
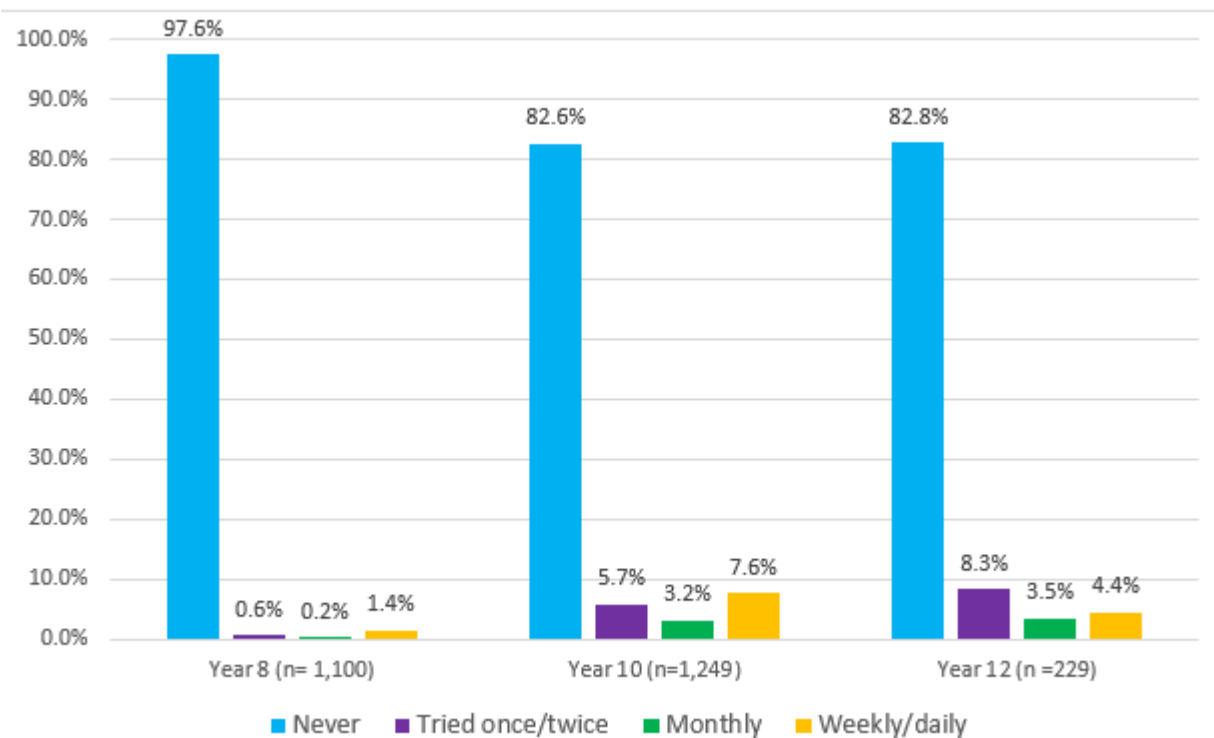


Figure 37: Frequency that young people take cannabis



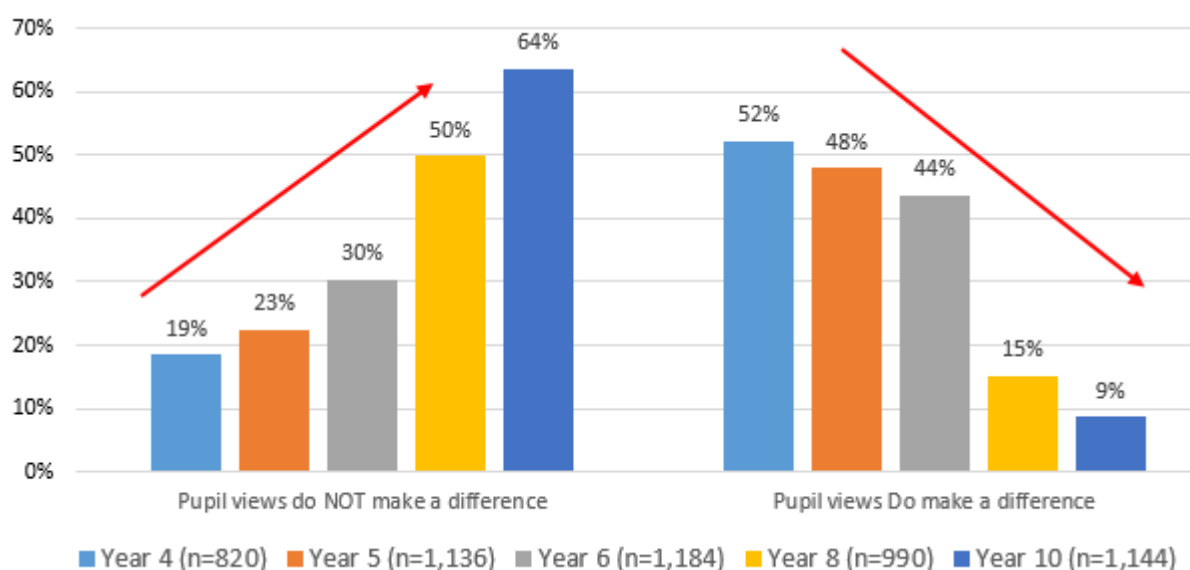
Key Findings 4. School experience and aspirations

'Improve educational attainment of children and young people, and promote their wellbeing and aspirations.' South Gloucestershire's Joint Health and Wellbeing Strategy 2017 – 2021

Pupil Voice

4.1. Only about a third (33%) of children and young people surveyed felt that pupil voice, for example through the school council, makes a difference at their school or college. This has significantly decreased from 46% in 2014. 48% of primary and only 12% of secondary felt this was the case. 31% of pupils did not know. Confidence in pupil voice decreased with age and by year 10 only 9% of pupils felt their school council and pupil views made a difference in their school. The big drop off appears to be the move from primary (where about half the pupils thought their views make a difference) to secondary schools.

Figure 38: School council & pupil views



Work and volunteering

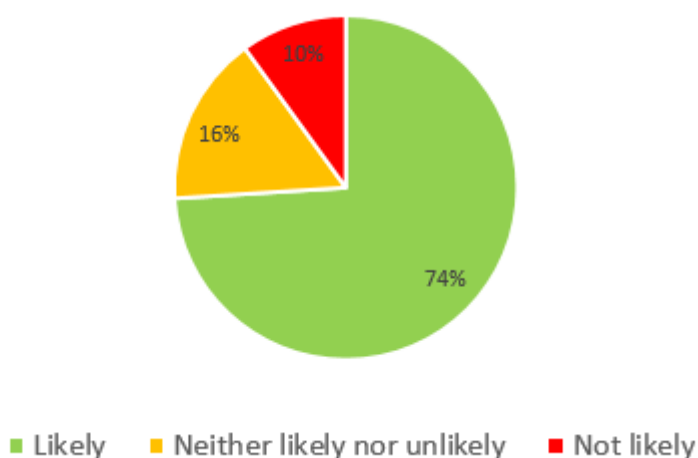
4.2. 12% of secondary and 47% of Year 12's had a paid job outside school. 16% of secondary pupils did voluntary work in their free time and 20% of Year 12's did voluntary work. There was a gender difference with 17% of boys compared to 13% of girls having a paid job in their free time, whereas 18% of girls and 13% of boys do voluntary work.

Aspirations

4.3. 74% of year 8's and 10's expected to go into further education or training next year (77% girls and 70% boys). 11% of year 8's and 10's thought that in the future it was likely that they would become unemployed and NOT go into further education or training, 8% of year 12's also believe this.

4.4. Most young people expect to go into further education or training with 74% of year 8's and 10's feeling it was quite or very likely.

Figure 39: Likely to go into Further education or training

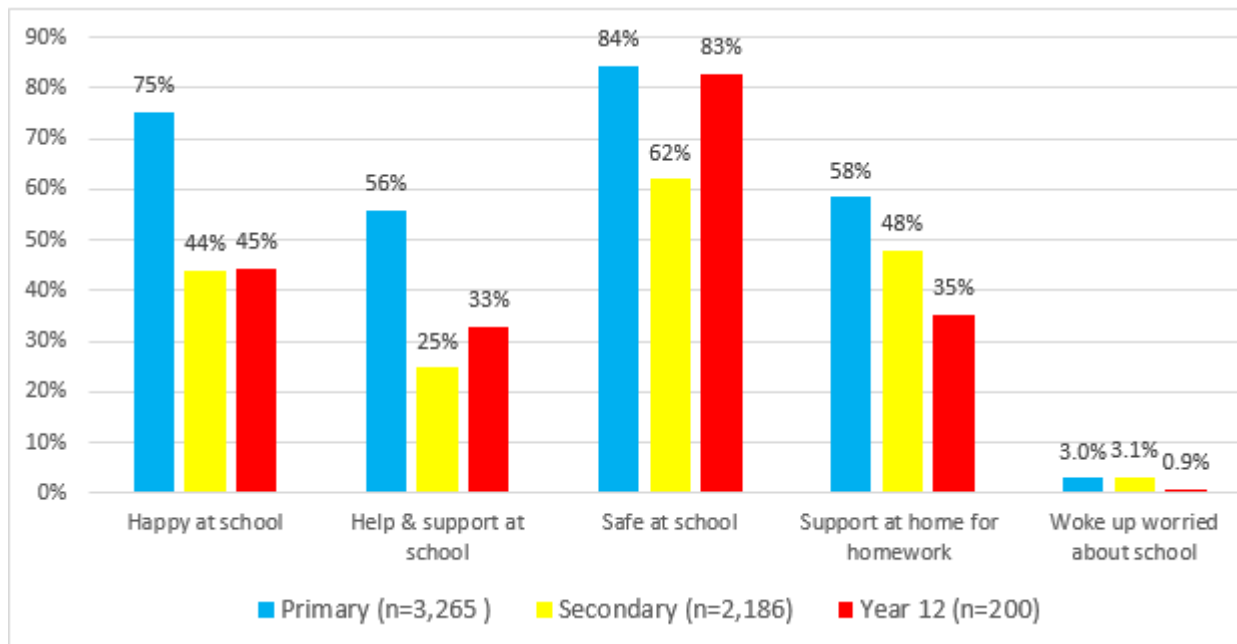


4.5. 42% of secondary and plus 16 pupils felt their careers advice had been helpful and useful in planning for the future. There was a small gender difference, 40% of girls and 44% of boys found the information they had received useful.

Happiness and support

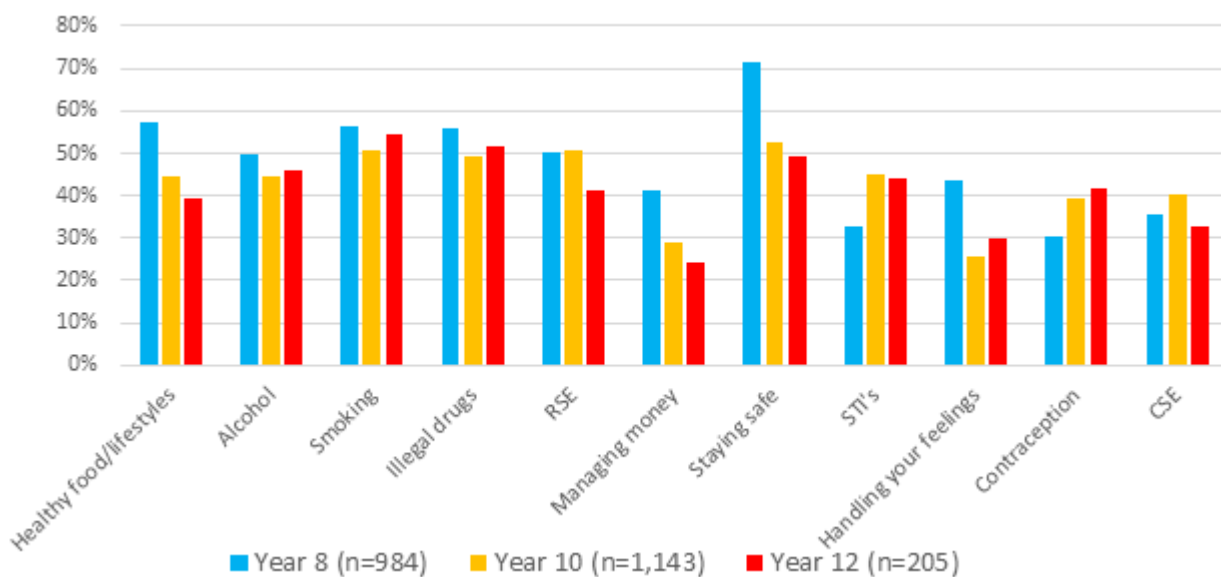
4.6. Primary aged pupils are much happier at school than secondary and FE aged pupils, and feel they get more help and support at home and at school.

Figure 40: how attitudes change about school as children & young people get older



4.7 Young people were asked how helpful they have found it to learn about a range of PSHE topics.

Figure 41: How helpful have young people found PSHE topics



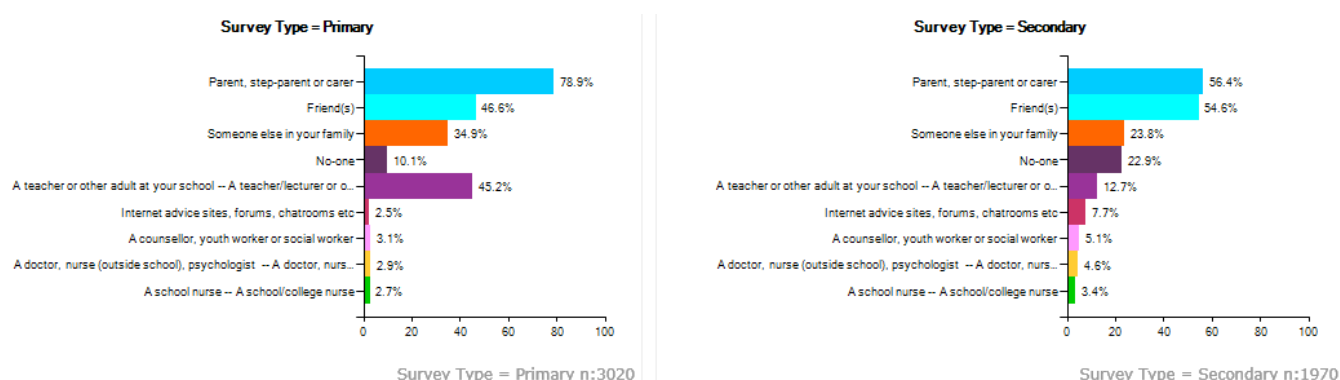
Key Findings 5: The effectiveness of care, support and guidance

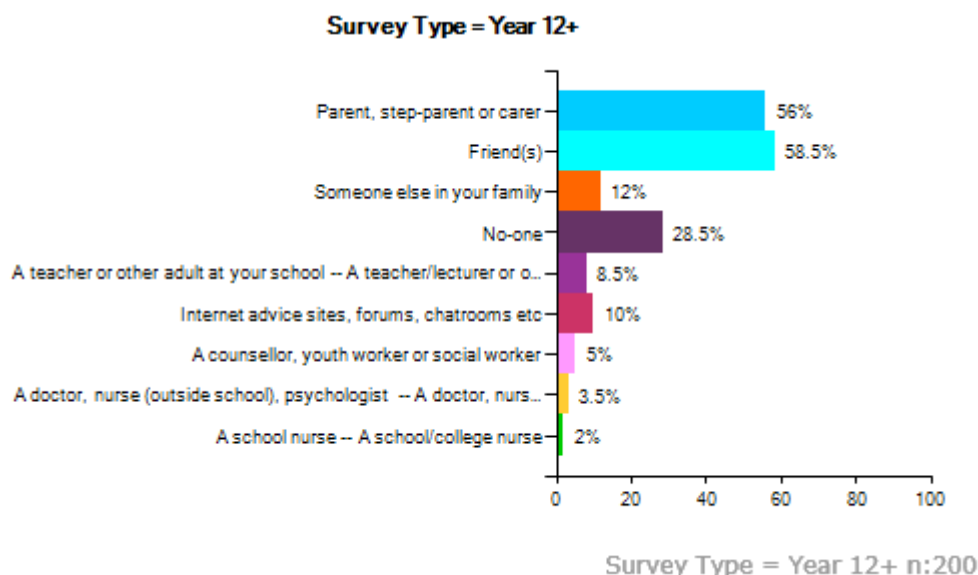
'Improve educational attainment of children and young people, and promote their wellbeing and aspirations.' South Gloucestershire's Joint Health and Wellbeing Strategy 2017 – 2021

One of the aims of the South Gloucestershire OPS was to gather views from our young people on the support and guidance that they had obtained or sought in areas that mattered to them. The findings are important for schools and all agencies to review how effective the care and support is that they currently provide to our young people, and to help identify areas where improvements are needed in the future.

5.1. Secondary and year 12/FE young people were asked who they were most likely to go to for further help and advice when they are unhappy about a personal issue. Family was the main source of support and guidance, but again as pupils got older, friends became the main people they would go to (59% by year 12). Parents, siblings and other family members however still remained key for older pupils (79% in primary phase). 29% of year 12, 23% of secondary phase and 10% in primary reported they had no-one to go to for advice.

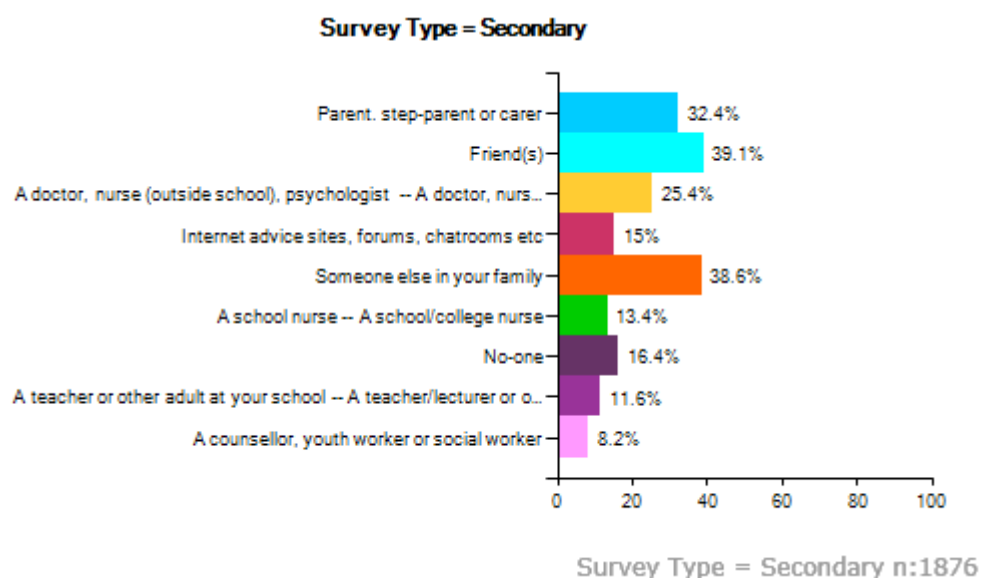
Figure 42: Advice and guidance for young people

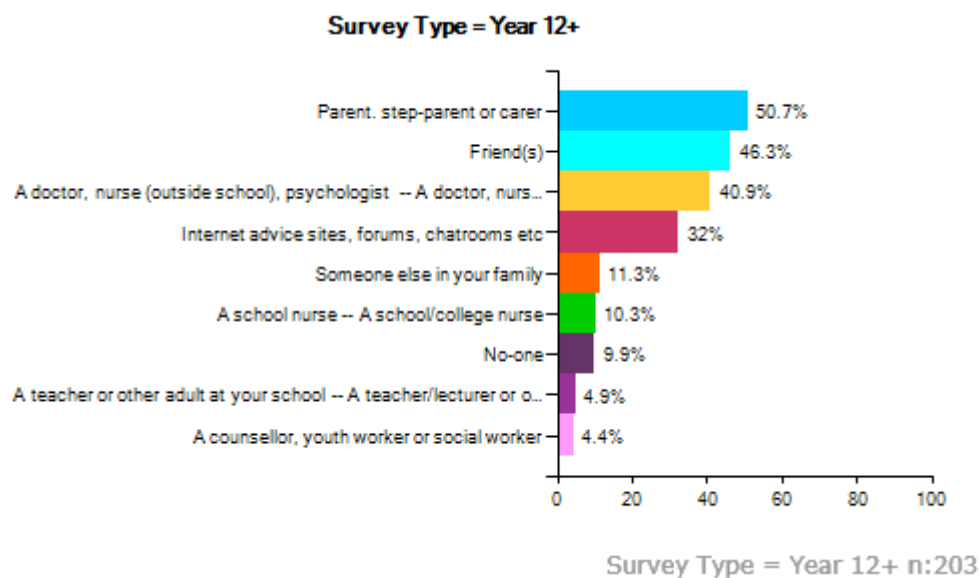




5.2 Secondary and year 12/FE young people were asked who they were most likely to go to for further help and advice about contraception/not getting pregnant or preventing STI's. Again, as with more general personal issues as pupils got older, friends became the main group they would go to for further help or advice about sex and relationships. Parents, siblings and other family members also remained key sources of guidance for older pupils. 16% of year 12 and 10% secondary phase reported they had no-one to go to for advice, this is a significant improvement from 23% from 2014. 47% of secondary and 73% of year 12 said they knew how and where to access contraception advice.

Figure 43: Who young people turn to advice about sexual matters





Discussion

The OPS 2017 has data from 6,133 South Gloucestershire pupils aged 8 to 18 years old, in 56 different schools and settings covering over 300 questions and sub-questions. Many of these relate directly or in-directly to Mental Health and Emotional Well-being.

The South Gloucestershire OPS is based on a similar survey that has been running in Gloucestershire biennially since 2006. Neighbouring local authority Wiltshire have also run the survey since 2014. Overall the results are very similar in most areas – in some cases within a decimal point of the regional neighbours and are following predicted trends that we have observed in longitudinal data in Gloucestershire. It is planned that the survey will be run as an on-going partnership project every 2 years following a cohort of children from year 4 to year 12.

In the 2017 survey a mental health tool, developed by Foster & Brown Research and their academic partners, was included to accurately rate and score individual's mental health. In this study, significant differences have been observed in MHEWB in age groups (CYP became less positive after primary school and as they got older) and in genders (boys have higher MHEWB than girls). The gender gap is significant throughout the survey but becomes wider as pupils enter secondary – with over a quarter of year 10 and year 12/FE girls reporting they are unhappy most of the time. These observations are very similar to findings in neighbouring counties.

When looking at data on healthy lifestyles, there is a slight downward trend in eating unhealthy snacks and drinking fizzy/energy drinks with both primary and secondary pupils drinking more tap or still water. Fewer young people in secondary schools felt they needed more support and knowledge in healthy eating (19% compared to 22% in 2014) and cooking skill (26% compared to 40% in 2014).

More primary school pupils report doing enough physical activity (6 hours or more a week), from 43% in 2014 to 47% in 2017. However, the reverse is true of secondary age pupils with the percentage dropping from 48% to 44%.

Whilst still low, more young people are smoking, up from 4% to 6% and there has been an increase in young people vaping from 4% to 8%. There is also an increase in young people drinking alcohol from 5% to 10% and more young people are being offered illegal drugs, 27% compared to 17% in 2014. This may in part explain why more young people are taking illegal drugs up to 10% from 5% in 2014. Regular Cannabis use has increased from 2% to 5% in 2017.

Primary aged pupils feel they are getting more help and support they need from school up from 51% in 2014 to 56% in 2017. They are also feeling more confident and feel good about the future although there has been a 2% drop (82% - 80%) in the numbers feeling happy and a 5% drop (80% - 75%) in those feeling happy at school. This is also the case with secondary school pupils who feel less happy generally (57% compared to 66% in 2014) and in school (44% down from 57%) and less confident about the future (53% down from 63%).

More young people feel stressed; 20% of secondary and 25% of primary pupils now wake up often in the middle of the night worried about something.

15% of primary school pupils play computer games or use the internet before going to sleep with this rising to 35% at secondary school age.

There is a slight increase if the numbers of secondary aged pupils reporting bullying; up from 8% to 9% and in primary the figure has risen from 13% to 18%. There has also been a drop in the numbers who feel that their school is dealing with bullies well; down from 48% to 27% in secondary pupils and from 74% to 67% in primary pupils.

For further information please contact:

Sarah Godsell

sarah.godsell@southglos.gov.uk

Partnership Officer (Health in school settings)

Public Health and Wellbeing Division

South Gloucestershire Council

Appendix 1

MENTAL HEALTH AND EMOTIONAL WELLBEING CASE STUDY

Bradley Stoke Community School

Silver Awarded

Bradley Stoke Community School identified a need to increase mental health awareness, provision, signposting and support for all students to improve wellbeing.

Using the Online Pupil Survey as a measurement tool, they aimed for an increase in students with positive mental health and emotional wellbeing, and a reduction in those feeling stressed/anxious.

Actions

- Developed peer to peer support initiatives
- New online student support platform
- Personalised year 11 'sessions to success' programme to deliver mindfulness before exam period to help manage stress
- Improve staff skills with bite-sized Continuous Professional Development Opportunities networking opportunities with other schools
- Reduce stigma by talking about mental health in assemblies and across the school
- Focus on vulnerable groups such as the Lesbian, Gay, Bisexual and Transgender (LGBT) community
- Engage parents in the mental health conversation
- Reviewed anti-bullying policy and approaches.

Results

How often have you been so worried about something you cannot sleep at night?



Thinking about the last week, how have you felt generally?



Health in Schools
SILVER AWARD

Next Steps

- Continually update curriculum approaches for students in line with national guidance
- Maintain the online student support platform
- Deliver Mental Health First Aid training
- Review the Olympus Academy's interventions to support wellbeing.

SCHOOL MEALS CASE STUDY

Brimsham Green Secondary School

Silver Awarded

Brimsham Green identified that over half of their students had never eaten a school meal. There were concerns around healthy eating and improving hydration.

Actions

- Year 6 Open Evening after induction days to promote food served at school to parents and carers
- Breakfast deals promoted to students
- Tasters sessions for students
- Hot food takeaway service
- General promotion of the food served in school through newsletter and website with up-to-date menu

Results

Year 8 and Year 10 students who have a school lunch four or more times a week



Percentage of students who have never eaten a school lunch



Health in Schools
SILVER AWARD

Next Steps

- Continue to improve access to water in school
- Monitor Free School Meal take up to ensure entitlement is being met.

PHYSICAL ACTIVITY CASE STUDY

Watermore Primary School

Silver Awarded

Watermore were keen to encourage and promote physical activity beyond the curriculum and develop lifelong learning about the importance of a healthier lifestyle and being less sedentary. The aim was to increase the number of children taking part in more than two hours of physical activity per week.

Actions

- Class 'Daily 10' and child's own 'Daily 10'
- Playtime and lunchtime activities
- Dance DJ / Brain Gym
- Active pupil led clubs
- Physically active school clubs
- Inter school Sports Competitions Bikeability Programme
- Active Outdoor Learning
- Parents (PTFA) helping to fund resources for the 'Daily 10.'

Results

Percentage of children doing more than two hours of physical activity per week



2014 52%
Percentage of children doing six hours or more of physical activity per week



Health in Schools
SILVER AWARD

Next Steps

- Aim to implement year 6 girls ideas for clubs
- PE leaders to develop the teaching of health related education e.g. healthy eating / lifelong health;
- Develop a daily 10 running track

Appendix 2

Schools who took part in the South Gloucestershire 2017 Health and Wellbeing Online Pupil Survey

- Alexander Hosea Primary School
- Almondsbury CE Primary School
- Barley Close Primary School
- Barrs Court Primary School
- Bradley Stoke Community School
- Brimsham Green School
- Cadbury Heath Primary School
- Chipping Sodbury Secondary
- Christ the King Catholic Primary School
- Coniston Primary School
- Courtney Primary School
- The Crossways Federation, Junior School
- Digitech Studio School
- Downend School
- Elm Park Primary School
- Emersons Green Primary School
- Gillingstool Primary School
- Hanham Woods Academy
- Hawkesbury C of E Primary School
- Holy Family Catholic Primary School
- Horton C of E VA Primary School
- Iron Acton C of E Primary School
- John Cabot Academy
- Kings Oak Academy
- Little Stoke Primary School
- Longwell Green Primary School
- Mangotsfield CE Primary School
- Marlwood Secondary School
- Meadowbrook Primary School
- North Road Community Primary School
- Old Sodbury CE Primary School
- Oldbury on Severn C of E Primary School
- Olveston CEVC Primary School
- Pathways Learning Centre
- Pucklechurch C of E VC Primary School
- Rangeworthy Primary School
- Redfield Edge Primary School
- Sir Bernard Lovell School
- St Anne's C of E Primary School
- St Augustine of Canterbury Catholic Primary School

- St John's Mead C of E Primary School
- St Mary's CE VA Primary School, Yate
- St Michael's CE Primary School, Winterbourne
- St Michael's Primary School, Stoke Gifford
- St Stephen's CE Junior School
- Mary's CE VA Primary School, Thornbury
- The Castle School
- The Manor CE Primary School
- Yate International Academy
- The Tynings Primary School
- Tortworth VC Primary School
- Tyndale Primary School
- Watermore Primary School
- Wellesley Primary School
- Wick CE Primary School
- The Ridings Federation Winterbourne International Academy