Every Child Matters in Bristol

2011

A report of the Every Child Matters Survey

Be healthy

Stay safe

Enjoy & Achieve

Make a positive contribution

Achieve economic well-being

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This report arises from a survey of children and young people in primary and secondary schools in Bristol conducted in the Spring and Summer of 2011, following earlier surveys in 2008, 2009 and 2010. It was commissioned by Bristol NHS and delivered in partnership with Bristol City Council.

The primary and secondary questionnaires were designed by advisers in Bristol in collaboration with local teachers and SHEU, based on previous versions of the surveys.

A seminar was offered to all participating schools to explain and discuss administering the survey to pupils, and representatives attended from each school. Further guidance was provided through written material supplied by e-mail and on paper with the questionnaire booklets.

Analysis was carried out by the SHEU using the statistical software package SPSS. Analysis took the form of simple frequency distributions and cross-tabulation.

Schools were invited to take part in a survey of children and young people in years 4, 6, 8 and 10 (aged 8-15 years).

Each primary school was asked to sample all available children in those year groups; each secondary school was asked to provide at least 100 young people per year group (about 4 classes) who are a representative cross-section of their school population.

Findings

The proportion of children and young people in Bristol who ate nothing on the day of the survey is just over 10%; with older pupils more likely to do so.

Fruit and vegetables are the most common foods eaten 'on most days' by children and young people in the sample, even though other figures suggest that these do not add up to the recommended five portions or more daily.

Sweets and chocolate are consumed on most days by over a quarter of pupils.

It is recommended that we all eat at least 5 portions of fruit or vegetables each day; however, only about a quarter of the children and young people in the survey reported that they did so.

The proportion of children and young people who want to lose weight is much higher in older children and young people and among females, reaching 57% of Year 10 females.

Only a minority of children in secondary schools routinely think about health concerns in their choice of food.

The most common sort of drinking was beer or cider drunk at home; if the pupil bought alcohol, it was from an off-licence.

From the responses, we can deduce that just 9% of those who bought alcohol last week said they definitely got asked for an ID card.

16% of primary and secondary pupils said they have tried smoking in the past or smoke now.

In the opinion of the majority of primary pupils, the main reason that young people start smoking is to look hard or cool.

Secondary pupils' awareness of a local drug/alcohol advice service for young people rose to a peak of 22% in 2010 but seems lower in 2011.

Overall, 12% of secondary pupils (Years 8 and 10) said they have taken some form of illegal drug themselves.

The drugs most commonly offered to young people in Bristol were cannabis, laughing gas and poppers; cannabis was also the drug most commonly used.

Young people in Bristol would very often turn to their *parents or carers* when seeking information or support for problems.

82% of primary pupils and 75% of secondary pupils said that they feel happy most of the time.

33% of primary pupils had a high self-esteem score (15 or above), with males scoring higher.

34% of secondary pupils have a high (15+) self-esteem score, with males scoring higher.

School lessons were most commonly identified as the main source of information about sex for secondary school pupils.

46% of secondary pupils said they know where they can get condoms free of charge (55% of Year 10s).

The knowledge of pupils about sexually transmitted infections was best for HIV/AIDS, which, while important, is not a common infection among young people. Their awareness of the most common infection, *Chlamydia*, was patchy at best, especially among boys; less than half of Year 10 girls correctly reported it as treatable and curable.

Year 10 pupils were asked how they might describe their sexual identity. 86% gave straight/heterosexual, 5% gave no response and a further 4% preferred not to say.

63% of primary pupils and 51% of secondary pupils responded that they have been told how to stay safe while chatting online and they always follow the advice they have been given.

It comes as no surprise to find that young people find going out after dark the least safe situation in the area where they live. However, while we might also expect marked sex differences in perceived safety, these are not apparent.

68% of primary pupils feel that their school takes bullying seriously. (This is a lower figure than we have seen in earlier studies).

67% of secondary pupils reported they think their school takes bullying at least *fairly seriously*.

The most common reasons given were *The way you look* and *Size or weight.*

7-8% of primary pupils had *Received a hurtful, unwanted or nasty text, call or voicemail* or seen *Nasty comments made about you on a social networking site* in the last month.

11% of secondary pupils said that hurtful comments have been posted about them on a social networking site in the last month; 8% said someone used / changed a picture to humiliate them.

Pupils mostly say that they would do something constructive if they witnessed bullying. Younger pupils are most likely to say they would tell an adult, while older pupils are more likely to say they would try to stop the bullying.

76% of primary pupils said they often or always feel happy during school playtimes, and 84% said they often or always feel safe.

39% of secondary pupils enjoy all or most of their school lessons.

Lessons about *Physical activity* are considered the most useful on the list overall, while Year 10 females thought that several lessons were more useful than that, headed by *Contraception and pregnancy.*

Illness and other medical matters are the most common causes of absence, but there are reports here of activities of which schools would not approve – shopping and day trips.

20% of the pupils in this survey have a regular paid job during term-time.

62% of primary pupils think their views and opinions are listened to in school.

41% of secondary pupils think their views and opinions are listened to in school at least 'sometimes'.

Key Points

To ensure that we had the opportunity to compare like with like, when comparing Bristol figures from 2011 with those from earlier years, we also examined results from only the schools that conducted the survey exercise in earlier waves of the study.

These 'repeat' schools have had a chance to review and respond to their results, and so changes in these schools may not be seen in the whole Bristol samples (and vice versa).

There must be some concern about the 11-12% of all children and young people who reported consuming <u>no</u> fruit or vegetables yesterday.

The proportion of young people in secondary schools who say they enjoy physical activities must be a signal that there is scope for encouraging more young people to take regular exercise.

1% of secondary pupils drank over the advised weekly limit for adult females of 14 units.

Primary pupils in Bristol in 2011 are more likely to say that they do not drink alcohol (62%) than were those in the same schools in 2010 (58%), which was itself higher than in 2009 (53%).

The figures for secondary pupils were also higher in the more recent waves of the survey (51% and 49% from 47% and 47%).

34% of secondary pupils said that at least one person regularly smokes at home.

There are some indications that secondary pupils are smoking less now than previously – this is certainly true for the Year 10 students, in keeping with national trends, but overall figures are not down.

The gap between offers and use suggests than many young people can and do refuse unwelcome offers of illegal drugs.

The most common responses to having a problem are talk to someone and think about it on my own.

Although they are a small percentage of the whole sample, the 5% of pupils (6% of Year 10 females) who say they cut or hurt themselves when they have a problem are a significant concern.

We are also uneasy with the proportion who use alcohol (4%) or cigarettes (4%) in this context.

The Year 6 pupils have scored consistently higher self-esteem scores since the start of the study.

Primary pupils in Bristol in 2011 are more likely to say they have washed their hands before lunch yesterday (76%) than were those in the same schools in 2010 (70%), which itself was a modest gain on 2009 (68%).

There is a strong association of experiencing bullying with lower self-esteem scores (also seen in 2010).

Year 10 Pupils in Bristol who identify as gay, lesbian or bisexual are three times more likely to have been bullied at school in the last year than are their peers (also seen in 2010).

Low self-esteem is strongly associated with experiences of bullying.

Secondary pupils in Bristol in 2010 are more likely to say they had a regular paid term-time job (35%) than were those in the same schools in 2009 or 2011 (21%).

Secondary pupils in Bristol in 2010 were much more likely to report voting in a mock general election (up to 48% from 17%); this was of course a general election year.

Foreword

Every Child Matters was the White Paper about caring for children from the previous Government. It was based on the largest-ever consultation with young people ever conducted about young people's concerns and priorities, and describes five sets of outcomes for young people.

This report describes results from a consultation exercise with young people where, for each outcome area, they tell us what their lives are like, and how well we are looking after them.

Such a comprehensive data base provides everyone involved with young people, be they parents, professionals or volunteers, with the opportunity to reflect and consider whether service delivery is consistent with the survey findings; it offers opportunity to better engage with students because it improves the probability of relationships based on fact rather than supposition.

It is hoped that this report will encourage a wide-ranging debate that will define the actions required to achieve good health for all the young people within Bristol.

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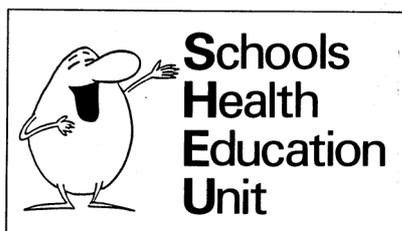
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Introduction

This report arises from a survey of children and young people in primary and secondary schools in Bristol conducted in the Spring and Summer of 2011, following earlier surveys in 2008, 2009 and 2010. It was commissioned by Bristol NHS and delivered in partnership with Bristol City Council.

The Schools Health Education Unit

SHEU is the leading provider of school-based surveys in the areas of PSHE and health education. It was established in 1977 by John Balding, and continues his vision of providing local information to enable better discussion and planning. The Unit originated and developed within the University of Exeter, where it was based until 1998.

The core of their work is the *Health-Related Behaviour Questionnaire* (HRBQ) survey method, which has been used by secondary schools for over 30 years.

SHEU does not just carry out HRBQ surveys, although these are the most important dimension of their work. SHEU also designs and processes questionnaires for other researchers; evaluates educational projects; produces resources for primary and secondary health education, and publishes the annual *Young People . . .* reports as well as the journal *Education and Health*.

SHEU personnel involved with the Bristol survey include:

> **Research Manager**: Dr David Regis

> **Data preparation Manager**: Jim Podbery

Method

The primary and secondary questionnaires were designed by advisers in Bristol in collaboration with local teachers and SHEU, based on previous versions of the surveys.

The draft questionnaires, including new items, were reviewed and a final design produced by SHEU.

Schools fitted this exercise into their scheme of work and, once completed, the questionnaires were sent to SHEU. SHEU collated and analysed the data, and produced the draft that formed the basis of this report. Some schools completed the survey online.

Quality assurance

A seminar was offered to all participating schools to explain and discuss administering the survey to pupils, and representatives attended from each school. Further guidance was provided through written material supplied by e-mail and on paper with the questionnaire booklets.

Each teacher supervising completion of questionnaires was asked to provide feedback on a standard form about the conduct of the sessions. Most of these feedback sheets raised no concerns or made only positive comments.

The questionnaire is a taxing exercise for younger and less able students, although most can complete the questionnaire with adequate time and some support in the classroom.

Importance to pupils

The manner in which the data is collected is also vital. Even with the best possible sample and the best-researched instrument, the value of the data is questionable if the respondent does not enter into the spirit of the enquiry. Numbers of unanswered questions or abused questionnaires would signal a doubtful procedure, but in our experience while there are occasional unengaged young people who misuse the questionnaires, it is very unusual for these to form a significant proportion of responses. In the unlikely event that this happens, the schools will be contacted.

In every school, supervisors can be found who can generate an atmosphere of importance for the task, inspire trust in the confidentiality and anonymity of the exercise, and provide ideal support for the completion of the questionnaire. Such conditions offer the most favourable environment for the collection of valid data.

If the children know that the questionnaires are completely anonymous, that they will immediately be sealed in envelopes to be sent away for processing, and that the results will be returned only as a summary in which no individuals can be identified, their motivation to be honest will be reinforced. If, in addition, they feel that what they are doing is important for themselves — that it will affect the work they do in school to their own benefit — they will answer the questions as conscientiously as possible.

An important strength of the current survey is that it is not administered by or on behalf of an external agency, but by the schools itself, who will be motivated to derive a set of valid results on which to base improvements in the curriculum and elsewhere. If a school volunteers to fit the questionnaire process into its already crowded timetable, then it is serious about the enquiry, and this commitment will be transmitted to the pupils.

Reporting and analysis

Analysis was carried out by the SHEU using the statistical software package SPSS. Analysis took the form of simple frequency distributions and cross-tabulation.

Reporting from the survey has been carried out at different levels:

The commissioners have a set of detailed tables based on the composite data set for the district, and supplementary tables and analysis.

Each school has a similar set of tables, and a 'school report', a summary of their own data next to a summary of the results from the whole Bristol survey, together with a supporting text.

Local context

The Bristol Children and Young People's Trust shares five aspirations for children and young people in Bristol 2011-2014:

1. We want Bristol to be a safe city, where all children and young people can feel secure and confident of their safety at home, at school, in cyberspace and in public space.

2. We want all children and young people to experience good emotional, mental and physical health and to be able to make informed healthy choices for their own lifestyle as they grow up. We want children and young people with chronic or acute health needs to be able to access appropriate support, treatment and opportunities which will maximise their sense of well-being, long-term health outcomes and future self-management of their health care.

3. We want all children and young people to grow up free from the effects of poverty and deprivation, living in homes of a decent standard and with secure tenure, and having access to a good range of positive experiences and opportunities for development.

4. We want children and young people to achieve to their full potential, regardless of their circumstances. We want adults to have consistently high expectations for children and young people's achievement, and for their progression into employment, education or training – and to back up those expectations with a willingness to work in partnership to secure the best outcomes.

5. We want our children and young people to be involved in and to enrich the life of our city and to be recognised and valued citizens. We want the views of children and young people, and their families, to shape the development of services and facilities in Bristol.

Theme 1: Keeping our children and young people safe

Priority 1 – Addressing bullying and harassment - What are we going to do about it?

- Develop a citywide response to street-based crime, based on the outcomes of the Scrutiny Inquiry day in February 2011;

- Maintain a rolling programme of focussing action on the top 20 anti-social behaviour 'hot spots' aligned to the Neighbourhood Delivery Team areas, including addressing bullying and harassment; l

- Take forward the recommendations of the Bristol Youth Select Committee on how children and young people could feel safer at school and in their communities;

- Develop an on-line tool kit to support schools and settings in accessing good practice nationally and locally (including guidance for school governors on ensuring there is good policy and practice within their school on bullying and harassment);

- Ensure that we seek children and young people's views on bullying and harassment as part of our annual survey and develop mechanisms for feeding those views into all partner organisations with a role to play in tackling bullying and harassment;

- Support parents and carers to understand the signs that their child is being bullied and harassed, including via electronic media, and to use appropriate strategies and tools to support their child to tackle it.

Priority 2 – Ensuring that 16 and 17 year olds who are homeless or at risk of homelessness have somewhere safe to live - What are we going to do about it?

- Eliminate the use of Bed and Breakfast accommodation and develop alternative emergency accommodation;

- Embed our new working procedures between housing and children's social care workers to meet the requirements of the 'Southwark judgement';

- Maintain the highly successful Peer Education Scheme within schools to bring home to young people the importance of leaving home in a planned way – avoiding the need for crisis interventions;

- Providing support to families that respond to the needs of children and young people who run away from home;

- Implement the specific recommendations of the Ofsted report around 16 and 17 year old homelessness.

Priority 3 – Increase the awareness of individuals and agencies who work primarily with adults of the need to focus on children and their safety - What are we going to do about it?

- Progress work to increase the awareness and confidence of staff within the adults' workforce around safeguarding children, including targeted training for key staff groups;

- Develop systems for identifying risks and responses for children as part of particular adults' assessments (e.g. in relation to substance misuse);

- Ensure that drug assessment and treatment services can be made available to adults as

appropriate when needs have been identified through the CAF process;

- Ensure that the children's and adults' workforce are able to respond effectively to the needs of those parents and children who are experiencing domestic violence.

Theme 2: Tackling the causes and effects of child poverty

Priority 1 – Tackling poverty of income in Bristol - What are we going to do about it?

- Focus efforts to tackle worklessness on reducing the gap between those neighbourhoods with the highest worklessness rates and the city as a whole;

- Work with the employers of low-paid employees without level 2 qualifications to

- Develop contributory ways of funding skills development for their workforce and thus support progression to better paid/more productive work;

- Identify practitioner roles across the children's workforce who could best support parents in accessing adult learning and enable a larger proportion of training resource to be moved into direct delivery;

- Pilot creative ways of developing community-owned English for Speakers of

- Other Languages (ESOL) provision;

- Develop a streamlined system for improved targeting and more joined-up access to benefits (including housing benefit, free school meals, council tax benefits) so that vulnerable families are only assessed once;

- Ensure that services for families in need of benefits and debt advice (including more specialist advice for families with disabled children) can be effectively signposted by the children's workforce.

Priority 2 – Tackling poverty of experience in Bristol - What are we going to do about it?

- Including through our Parenting Strategy and Emotional Health and Well-being Strategy, join up our parenting support to enable secure family bonding, parental love and responsiveness and clear boundaries, so that we build the emotional health and resilience of our children and young people;

- Continue to target our childcare resources where they are most needed, as identified by children and parents in the Childcare Sufficiency Assessment;

- In moving from Disadvantage Subsidy to Pupil Premium, continue the inclusive principle of buying or subsidising places in existing activities rather than setting up new and separate activities, in

order not to stigmatise poorer children and young people;

- Encourage landlords to improve property conditions for vulnerable tenants (including children and young people under 16) and improve the supply of properties in the city for vulnerable tenants

   http://www.bristol.gov.uk/page/privatehousing-policy-statement

- Identify whether a solution can be found in Bristol to children and young people's concerns about transport costs;

- Improve how we communicate to children and young people about the range of local and accessible activities on offer, actively promoting civil society organisations working to promote young people's life experiences and socialisation.

Priority 3 – Tackling outcomes in relation to poverty in Bristol - What are we going to do about it?

- Consider health inequalities considerations in all policy making relating to children, young people and families, including incorporating health inequalities outcomes in provider contracts;

- Ensure non-stigmatised access to high quality services (eg maternal and child health services, early years education and childcare) to meet needs for children and families as early as possible;

- Support parents and families to give their children the best start in life, reducing infant mortality and low birth weight through early access to antenatal care, reducing maternal smoking and obesity, supporting breastfeeding initiation and continuation and increasing uptake of immunisation;

- Implement as appropriate the recommendations of the Scrutiny Inquiry Day

- on reducing teenage conceptions;

- Continue our focus in schools on narrowing the attainment gap for children in receipt of free school meals, ensuring that performance is tracked and analysed, and that teaching and learning strategies are in place to ensure that

- Children's progress is accelerated so that they achieve expected levels (and see also Theme 3, Priority 1).

Theme 3: Ensuring that all our children and young people achieve to their full potential

Priority 1 –Maintaining our citywide focus on improving attainment through high quality universal education - What are we going to do about it?

- Maintain a citywide emphasis on the progress as learners of pupils across all phases of the Bristol education system;

- Broker agreements with schools around sector-led support to share and support good educational practice which brings about sustainable school to school improvement;

- Support schools in developing arrangements for pooling DSG to commission additional services previously provided by the local authority;

- Maintain the role of the local authority as champion and advocate for all children and particularly to promote shared responsibility for the most vulnerable children, including managing the implications of the SEN green paper.

- Ensure that the broad range of services which can support learning (eg libraries, volunteer networks, museums), as well as developing pathways into services for children and families with additional needs, are clear and accessible to schools and settings;

- Ensure that children and young people's wellbeing supports their readiness to learn, including by:

  • delivering the Healthy Schools agenda and encouraging participation in Healthy Schools Plus to improve health outcomes for specific groups of children and young people;

  • implement our joint Speech, Language and Communication Framework to improve children and young people's ability to access and engage with learning;

  • meeting the emotional health and wellbeing needs of children and young people through evidence-based approaches identified within the Emotional Health and Well-Being Strategy both by supporting parents in pre-school years and within school (eg through the Thrive Programme and Social and Emotional Aspects of Learning)

Priority 2 – Improve post-16 progression for young people in the context of the recession - What are we going to do about it?

- Review curriculum delivery, pre and post-16, in the light of the Wolfe recommendations to ensure young people can be fully prepared for employability in local, national and international contexts;

- Establish Information Sharing agreements and closer integrated working between Work Programme providers, Connexions and Job Centre

Plus to support 18 year olds into employment, education and training;

- Ensure there is a clear and accessible offer of targeted Information, Advice and Guidance to promote young people's progression, including the development of engagement with parents and carers to improve understanding of the education offer and of the new arrangements for funding higher education;

- Monitor the offer of appropriate education and training opportunities through the September Guarantee process;

- Develop an exit strategy for young people beyond the Future Jobs Fund (FJF) and develop a strategy to embed the successful elements of FJF within other programmes – particularly within deprived areas;

- Work closely with employers, particularly within the new growth sectors and including through the Local Economic Partnership, to maximise the range and number of apprenticeships;

- Ensure that any ongoing mainstream resource for supporting young people into work is targeted to the most vulnerable and those underrepresented groups above, including use of regional ESF funding to provide engagement activities for young people not in education, employment or training.

Priority 3 – Improving school attendance levels in Bristol - What are we going to do about it?

- Continue to monitor attendance as a discrete area, analysing patterns and understanding the effects of absence from school in order to help schools address causes;

- Develop a system for promoting attendance from the earliest age, and paying particular attention to points of transition between settings to prevent children and young people from becoming lost to the school system;

- Prioritise persistent absence from school as a trigger for early intervention responses for vulnerable children from appropriate services;

- Continue the focus on family homelessness prevention to avoid disruption of attendance through accommodation moves;

- Improve our tracking of children who move within the education system so that we can quickly identify those who may be at risk;

- Develop an attendance policy which clarifies and enables all parties to undertake their statutory duties in the context of the new school landscape.

Theme 4: Improving our shared understanding and planning for the needs of our children and young people

Priority 1 – Improve our joint understanding and forecasting of demographic change - What are we going to do about it?

- Improve shared intelligence about the current and future child population between partner organisations;

- Analyse, within the overall demographic change, shifting patterns, including in the needs of vulnerable children, young people and their families;

- Investigate options for joining partners' data systems (including the Joint Strategic Needs Assessment) to make best use of existing resources, including at points of transition;

- Develop the focus of the Bristol Partnership Joint Intelligence Group to provide a forum for this work.

Priority 2 – Sharing our intelligence about, and delivery to, particular groups of children and families - What are we going to do about it?

- Form a strategic group (including housing, education, social care and health) to share intelligence and scope service priorities for Gypsy and Roma families;

- Revise the Bristol Inclusion Standard to provide information, advice and guidance for schools on including children from a range of equality groups;

- Implement the Complex Needs Framework and its component strategies, including the development of inter-agency keyworker arrangements to support children with disabilities and complex health needs and ensuring that they go on to be appropriately supported in their transition to adulthood;

- Work together to predict and manage the increased demand for services for children and young people with disabilities and complex health needs, and their families, in order to improve outcomes with our reducing resources;

- Review the pilot work undertaken by Early Years services and good practice nationally with children of offenders to establish best inclusive practice which can be shared with settings, schools and partners.

The priorities above are underpinned by a broad range of measures, indicators and targets. The Children and Young People's Trust Board will publish regular updates on a tighter set of measures, together with reporting on outcomes by children and young people, so that you know if we are making a difference.

- Are we reducing the percentage of children becoming the subject of a child protection plan, including for a second or subsequent time?

- Are we reducing the number of children who need to come into care?

- Is the percentage of children and young people who report that they are afraid to go to school decreasing? And is the percentage of children and young people who think their school resolves bullying issues successfully increasing?

- Is the number of 16 and 17 year olds in bed and breakfast accommodation falling?

- Are we reducing the number of domestic violence incidents where there is a child in the house?

- Have we increased the take up of formal childcare by low-income working families?

- Is attainment improving at Early Years Foundation Stage and all Key Stages? And in particular are we closing the attainment gap between pupils eligible for free school meals, BME pupils, children in care and their peers?

- Is the teenage pregnancy rate falling?

- Have we reduced the number of young people who are not in education, employment or training?

- Are attendance rates increasing at primary and secondary schools and are fewer children and young people persistently absent?

Samples

Schools were invited to take part in a survey of children and young people in years 4, 6, 8 and 10 (aged 8-15 years).

Each primary school was asked to sample all available children in those year groups; each secondary school was asked to provide at least 100 young people per year group (about 4 classes) who are a representative cross-section of their school population.

This means that the survey would be representative of children and young people of similar ages across the county. This does not take into account absentees[1].

The Bristol sample 2011

The completed sample size in the target year groups (excluding blank returns and scripts with inappropriate answers) was around 3000, which is less than a quarter of the total available sample.

39 primary schools and 10 secondary schools took part in the survey in 2011, from the 110 primary and 20 secondary schools in Bristol.

2011	Primary		Secondary		
	Year 4	Year 6	Year 8	Year 10	
	8-9y	**10-11y**	**12-13y**	**14-15y**	**All**
Males	469	519	271	240	1499
Females	456	495	441	346	1738
All	925	1014	712	586	3237

Characteristics of the sample

76% of secondary pupils described themselves as white British.

73% of primary pupils described themselves as white British.

65% of secondary pupils live with both parents.

The proportion of young people from minority ethnic backgrounds in secondary schools in 2011 was 34%, which can be compared with the proportion found in the 2009 survey (25%) and in the 2009 pupil census (PLASC) (24%).

Comparing Bristol figures from earlier surveys

The overall samples from 2011 can be compared with figures from earlier surveys 2008-2010.

Primary	**2008**	**2009**	**2010**	**2011**	**All**
Male	511	719	618	469	2,317
Female	562	737	648	456	2,403
Male	677	759	649	519	2,604
Female	675	803	667	495	2,640
Secondary	**2008**	**2009**	**2010**	**2011**	**All**
Male	385	548	380	271	1,584
Female	434	574	573	441	2,022
Male	440	653	197	240	1,530
Female	474	637	317	346	1,774
All	**4,158**	**5,430**	**4,049**	**3,237**	**16,874**

This total of **16,874** excludes pupils from other year groups.

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1 Absent pupils will include those who are ill and any that habitually miss school. Therefore, some of the data recorded in the surveys may be biased. This will be a feature of any school-based survey. However, staff may already be more familiar with the characteristics of this absentee group than those of the section of the schools population that complete the questionnaire. Moreover, we should not assume that the absentees are all more likely to behave in more health-risky ways; SHEU's work on bullying suggests that a number of shy, well-behaved pupils may be missing school and therefore biasing the results in the other direction.

Schools taking part in previous

Different schools took part in different waves of the survey.

To ensure that we had the opportunity to compare like with like, when comparing Bristol figures from 2011 with those from earlier years, we also examined results from only the schools that conducted the survey exercise in earlier waves of the study.

This was not a problem for the primary schools, but only 3 secondary schools took part in all 4 waves of the study. If we relaxed our criterion to be the last three waves of the study, then we had a sample of 8 schools from across Bristol.

The combined sample of repeating schools was:

Primary		2008	2009	2010	2011	All
Year 4	Male	88	158	178	139	563
	Female	126	151	197	134	608
Year 6	Male	165	179	170	167	681
	Female	152	198	217	161	728
All		**531**	**531**	**686**	**762**	**2580**
Secondary		2008	2009	2010	2011	All
Year 8	Male	50	188	219	204	661
	Female	113	286	428	374	1201
Year 10	Male	95	128	173	203	599
	Female	150	213	291	314	968
All		**408**	**815**	**1111**	**1095**	**3429**

These 'repeat' schools have had a chance to review and respond to their results, and so changes in these schools may not be seen in the whole Bristol samples (and vice versa).

The Bristol primary and secondary questionnaires were also amended before each wave of the study; this ensured that we were asking the most relevant questions but also means that not all questions can be followed through for four years. New and vanished questions are referred to throughout this report.

Completion rates

As we might expect, the proportions of each whole sample answering each question falls as the children and young people progress through the questionnaires. The percentage completing the last unconditional question in the primary questionnaire in 2011 was 94% and in the secondary questionnaire was 86%.

These considerations do not materially affect our estimates of confidence limits.

Reference samples

It is often interesting to compare local figures with results from elsewhere in the country. Each year the Schools Health Education Unit (SHEU) supports surveys in many schools throughout the UK and publishes the total picture for each year in the series *Young People in 1986, 1987, … into 2011*. In this report, the Bristol sample has been compared with the SHEU aggregate sample from 2010 which was published in the report *Young People into 2011*.

The surveys making up the *Young People…* reference samples were carried out throughout the schools year, while the Bristol survey was carried out in the Spring and Summer. Therefore, any differences seen between the Bristol survey and the reference sample may be caused by seasonal factors or the academic calendar. They may also arise from differences in home background seen in the samples.

Not all questions in the Bristol survey could be compared; the Bristol surveys used customised versions of the SHEU questionnaires. Also, contrasting results found in one year of the survey may not be found for other years. In fact, there are no consistent differences between the Bristol and reference samples over the four waves of the sample. Differences given below are for 2011 only.

- Primary school pupils in Bristol are less likely to try to avoid sunburn at least sometimes (79%) than are those in the reference sample (90%).

- Secondary school pupils in Bristol are less likely to try to avoid sunburn at least sometimes (64%) than are those in the reference sample (80%).

- Secondary school pupils in Bristol are less likely to have an alcoholic drink in the last 7 days (33%) than are those in the reference sample (49%).

- Year (10%) school pupils in Bristol are more likely to know about a local drug and alcohol service available locally (24%) than are those in the reference sample (15%).

- Year 8 school pupils in Bristol are more likely to think their school takes bullying seriously (66%) than are those in the reference sample (60%).

- Year (10%) school pupils in Bristol are more likely to think their views and opinions are listened to in school (43%) than are those in the reference sample (25%).

- Year 8 school pupils in Bristol are less likely to feel happy talking to other pupils at school (62%) than are those in the reference sample (75%).

Confidence limits

When we see a figure in this report, how reliable is it? We can calculate the theoretical 'wobble' in each figure.

The table shows that the standard error of proportion for an observation of 50% seen in a samples of a couple of thousand would be about ±1%, and therefore the 95% confidence limits would be about ±2%.

Standard errors of proportion for observations in different sample sizes.

Sample	10%	20%	30%	40%	50%
100	3.0%	4.0%	4.6%	4.9%	5.0%
150	2.4%	3.3%	3.7%	4.0%	4.1%
200	2.1%	2.8%	3.2%	3.5%	3.5%
300	1.7%	2.3%	2.6%	2.8%	2.9%
500	1.3%	1.8%	2.0%	2.2%	2.2%
2000	0.7%	0.9%	1.0%	1.1%	1.1%

The more the percentage observed is different from 50%, the smaller the standard error, so that an observation of 10% has limits of ±1.5%.

Once the samples are divided by sex and year group, the sample sizes fall to a few hundred, and the confidence limits increase to ±5-6%.

These theoretical confidence limits do not take into account any bias in the sampling methods or other procedures.

Significance testing

Comparisons have been made between the Bristol 2011 samples and results from other samples as described above, and statistically significant results are reported throughout the report below. A variety of tests have been used, including chi-squared (χ^2), Student's *t* and analysis of variance (ANOVA).

There are hundreds of items to compare, so that if we take the conventional cut-off of probability (alpha) of 0.05, we would expect several items to show differences large enough to reach this criterion just by chance. These 'false positives' can often be distinguished in practice by their inconsistency with other evidence, but a statistical approach can be used to reduce their frequency.

Until recently, it was usual to seek to control the *Familywise Error Rate* (FWER) – that is, the probability that we reject a true assumption that results are not different (the so-called *null hypothesis*). However, this approach is generally too conservative, so that we will accept many false null hypotheses (in the jargon, it has low power).

The proportion of 'false positives' is called the *false discovery rate* (FDR). Benjamini and Hochberg (1995) have argued that this is the appropriate statistic to control when doing multiple tests and they also suggested a procedure for so doing. Benjamini and Yekutieli (2001) went on to show that the suggested procedure was still appropriate under conditions where the variables being tested may be correlated (as is often the case in surveys). Moreover, this procedure can be implemented using readily available spreadsheets or other software (Thissen, 2002; Watson, 2009). So, for the comparisons in this report, we have adopted this procedure to control the FDR at 0.05, the level advised by Benjamini and Gavrilov (2009).[*]

Further details are available on request from SHEU.

[*] Benjamini Y & Hochberg Y (1995). Controlling the false discovery rate - a practical and powerful approach to multiple testing. *J Roy Stat Soc B Met,* **57**(1): 289-300. [Also available at *http://www.math.tau.ac.il/~ybenja/MyPapers/benjamini_hochberg1995.pdf*]

Benjamini Y & Yekutieli D (2001). The control of the false discovery rate in multiple testing under dependency. *Annals of Statistics*, **29**(4): 1165-1188. [Also available at *http://www.math.tau.ac.il/~ybenja/MyPapers/benjamini_yekutieli_ANNSTAT2001.pdf*]

Thissen D (2002). Quick and Easy Implementation of the Benjamini-Hochberg Procedure for Controlling the False Positive Rate in Multiple Comparisons. Journal of Educational and Behavioral Statistics, 27(1): 77-83.

Benjamini Y & Gavrilov Y (2009). A simple forward selection procedure based on false discovery rate control. *Ann. Appl. Stat.* **3**(1): 179-198.

SHEU gratefully acknowledges the use of the spreadsheet *hierps.xls* made available by Ian Nimmo Smith and Peter Watson of the MRC Cognition and Brain Sciences Unit at *http://imaging.mrc-cbu.cam.ac.uk/statswiki/FAQ/pvs,* version last edited on 23rd June 2009.

Inequalities

Several items in the questionnaires can be related to areas of inequality.

	Year 4	Year 6	Year 8	Year 10
Deprived area (School has >15% Free School Meal entitlement)	23	15	16	11
Ethnic minority	29	25	21	23
Single-parent family (secondary only)	-	-	18	18
Disability or long-term illness	11	15	8	11
Sexual minority (Lesbian, Gay, Bisexual) (Y10 only)	-	-	-	5

We have done some analysis to see if the behaviours we see among young people in Bristol are different if they are to be found under one of the inequality headings above.

Primary profiles: Percentages in each group reporting different behaviours

	All	Male	Female	Ethnic minority	Disability or long-term illness	Deprived area
Year 4						
Eat 5-a-day	26	25	26	23	24	25
Eat chips on most days	18	20	17	16	19	***25**
Ever tried smoking	9	***13**	*5	8	10	11
Drank last week	23	***29**	*18	21	***36**	***32**
High self-esteem	30	34	27	29	22	32
Bullied at school last year	30	31	29	*22	***41**	26
Worry about health	33	34	32	35	37	36
Worry about going to secondary school	40	36	44	39	44	35
Had accident last year	42	43	41	40	***55**	42
Enjoy most school lessons	23	21	25	***29**	29	***30**
N	925	469	456	269	98	208
Year 6						
Eat 5-a-day	25	24	25	25	30	25
Eat chips on most days	13	14	11	13	9	***21**
Ever tried smoking	6	6	5	5	4	4
Drank last week	12	14	11	10	16	***21**
High self-esteem	43	48	37	43	34	36
Bullied at school last year	24	23	25	23	***42**	31
Worry about health	23	22	24	25	31	25
Worry about going to secondary school	38	*30	***45**	38	34	36
Had accident last year	34	35	34	35	44	39
Enjoy most school lessons	11	12	10	14	*20	14
N	1014	519	495	259	85	153

Bold = significantly different, poorer outcome; <u>Underline</u> = significantly different, better outcome
* Differences from whole sample significant at *p* < 0.05, Chi-squared.

Secondary profiles: Percentages in each equality group reporting different behaviours

Year 8	All Y8 pupils	Female	Ethnic minority	Single-parent family	Disability or long-term illness		Deprived area
Eat 5-a-day	22	24	20	*13	33		*9
Eat chips on most days	9	8	4	14	15		*17
Ever tried smoking	21	21	17	33	20		29
Drank last week	21	19	18	27	29		21
Ever offered drugs	11	9	15	12	8		5
Ever taken drugs	5	5	5	7	9		1
High self-esteem	34	33	40	27	32		24
Bullied at school last year	21	23	20	22	*37		17
Can find free condoms	37	34	*27	41	25		61
Had accident last year	32	29	34	34	*54		28
Enjoy most school lessons	69	71	64	65	68		66
Listened to at school	34	34	35	31	28		28
Intend FTE after Y11	64	68	75	57	63		*39
Term-time job	17	*14	21	18	23		14
Keep a problem to myself	48	50	49	50	44		44
N	712	441	145	109	57		117

Year 10	All Y10 pupils	Female	Ethnic minority	Single-parent family	Disability or long-term illness	Sexual minority	Deprived area
Eat 5-a-day	23	23	19	*12	15	33	23
Eat chips on most days	7	5	4	7	8	7	*18
Ever tried smoking	38	39	36	45	49	*67	52
Drank last week	33	33	24	36	*48	*59	27
Ever offered drugs	36	32	34	43	46	*63	33
Ever taken drugs	25	22	26	35	*41	*59	17
High self-esteem	40	*34	42	35	34	*14	43
Bullied at school last year	14	16	14	16	*26	*37	19
Can find free condoms	56	58	54	63	68	48	64
Had accident last year	27	26	20	26	*42	38	24
Enjoy most school lessons	70	67	66	*48	54	62	57
Listened to at school	36	39	29	36	41	42	40
Intend FTE after Y11	80	81	84	71	76	88	63
Term-time job	24	21	20	14	31	33	17
Keep a problem to myself	57	61	62	62	59	63	42
N	586	346	130	82	63	27	65

Bold = significantly different, poorer outcome; <u>Underline</u> = significantly different, better outcome
* Differences from whole sample significant at $p < 0.05$, Chi-squared.

The sample sizes here are not large, but generally the survey findings show that young people from disadvantaged groups may have worse experiences than their peers and may have a more health-risky lifestyle. However, in some cases, we may find the lifestyle of the disadvantaged group includes lower prevalence of a health-risky behaviour.

We will be working with this data set in more detail to explore connections like these which will help us plan services that best meet the needs of all young people in our schools.

Healthy Weight (Healthy Eating and Physical Activity)

Meals

Headlines

6% in the primary survey had nothing for breakfast; while another 5% had at most a drink for breakfast. 7% had a cooked breakfast on the day of the survey.

12% of secondary pupils had nothing for breakfast; while 5% had a cooked breakfast on the day of the survey.

The proportion of children and young people in Bristol who ate nothing on the day of the survey is just over 10%; with older pupils more likely to do so.

47% of primary pupils had an evening meal the night before which was cooked from fresh/frozen ingredients. 27% described their meal as a 'ready meal' or a 'takeaway'.

63% of secondary pupils in this survey had an evening meal the night before which was cooked from fresh/frozen ingredients. 15% described their meal as a 'ready meal' or a 'takeaway'.

Trends

11% of secondary pupils had no lunch yesterday, 36% had a school lunch and 5% bought lunch from a takeaway or shop.

Secondary pupils in Bristol in 2011 are less likely to have a school lunch yesterday (29%) than were those in the same age group from 2010 (36%), which continues the decline seen between 2009 and 2010 but is not different from the 2008 level.

Comparisons

Primary school pupils in Bristol are less likely to report having a school meal for lunch yesterday (32%) than are those in the reference sample (41%).

Secondary school pupils in Bristol are also less likely to report they had a school meal for lunch yesterday (29%) than are those in the reference sample (52%)

Percentage of primary and secondary pupils in 2011 who had nothing at all for breakfast on the morning of the survey, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
☐ Males	6	7	12	13
■ Females	6	6	10	14
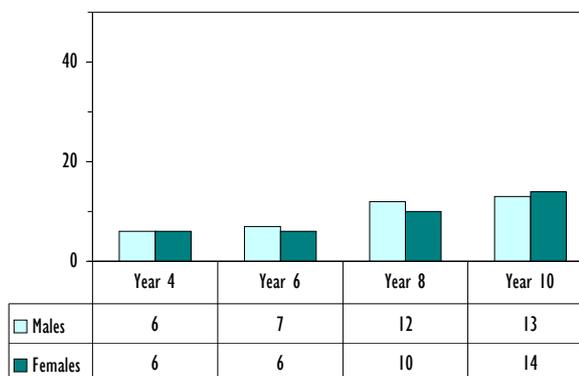
Percentage of secondary pupils who had a school meal yesterday, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
- -✕- - All	34	37	36	30	31	41	36	29
—△— Y8M	34	40	35	22	37	47	38	24
—○— Y8F	60	49	50	51	41	47	45	48
—☐— Y10M	20	20	23	16	25	35	23	18
—◇— Y10F	23	29	25	17	24	35	26	18

Repeat Schools | Whole Sample
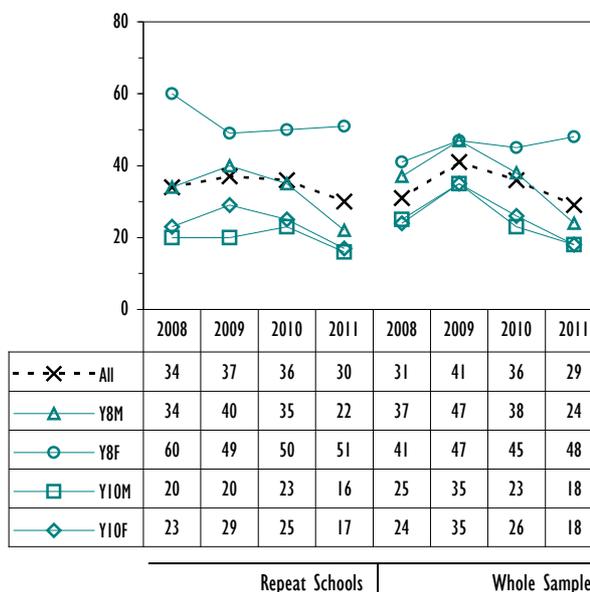
Eating habits

Pupils were asked how often they consumed a variety of foods and drinks.

Q8. Percentage of pupils responding that they eat or drink the following 'on most days' (top 10):

	Primary Boys	%		Primary Girls	%
1	Water	66	1	Water	70
2	Milk	51	2	Fresh fruit	57
3	Fresh fruit	49	3	Milk	46
4	Any 'white' bread	43	4	Vegetables	44
5	Vegetables	35	5	Any 'white' bread	43
6	Any meat	34	6	Any dairy produce	35
7	Any dairy produce	32	7	Any meat	32
8	Sweets, chocolate, choc bars	32	8	Crisps	27
9	Crisps	29	9	Sweets, chocolate, choc bars	27
10	Other fizzy drinks	25	10	Any 'brown' bread	24

	Secondary Boys	%		Secondary Girls	%
1	Water	72	1	Water	78
2	Milk	59	2	Vegetables	62
3	Vegetables	51	3	Fresh fruit	55
4	Any dairy produce	49	4	Any dairy produce	52
5	Any meat	46	5	Milk	44
6	Fresh fruit	46	6	Any meat	43
7	Any 'white' bread	42	7	Any 'white' bread	35
8	Sweets, chocolate, choc bars	33	8	Sweets, chocolate, choc bars	29
9	Crisps	32	9	Any 'brown' bread	23
10	Fizzy drinks	27	10	Crisps	22

Fruit and vegetables are the most common foods eaten 'on most days' by children and young people in the sample, even though other figures suggest that these do not add up to the recommended five portions or more daily.

Sweets and chocolate are consumed on most days by over a quarter of pupils.

25% of primary pupils said that they had at least 5 portions of fruit or vegetables yesterday, while 12% had none at all.

23% of secondary pupils said that they had at least 5 portions of fruit or vegetables yesterday, while 11% had none at all.

It is recommended that we all eat at least 5 portions of fruit or vegetables each day; however, only about a quarter of the children and young people in the survey reported that they did so.

There must be some concern about the 11-12% of all children and young people who reported consuming <u>no</u> fruit or vegetables yesterday.

Percentage of primary and secondary pupils in 2011 who had at least 5 portions of fruit or vegetables yesterday, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
Males	25	24	20	22
Females	26	25	24	23
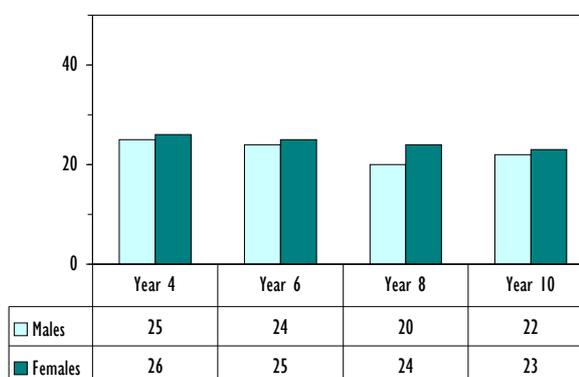
Attitudes to food and weight

Headlines

8% of primary pupils describe themselves as vegetarian.

6% of secondary pupils describe themselves as vegetarian.

28% of primary pupils in this survey said they would like to lose weight while 5% would like to put on weight.

47% of secondary pupils said they would like to lose weight while 8% would like to put on weight.

The proportion of children and young people who want to lose weight is much higher in older children and young people and among females, reaching 57% of Year 10 females.

There are undoubtedly many children and young people who might lose weight for health reasons, but equally much of the motivation for losing weight may be cosmetic. From other work, SHEU have found that a number of those females who want to lose weight are at the lower end of normal weights and may be underweight. This would be a mental health concern if it was only an expressed wish, but we also know that many of the children and young people who say they want to lose weight will be restricting their diet in some way.

49% of secondary pupils said that they 'quite often', 'very often' or 'always' consider their health when choosing what to eat.

Only a minority of children in secondary schools routinely think about health concerns in their choice of food.

Percentage of primary and secondary pupils in 2011 who are vegetarian, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
Males	12	5	1	6
Females	13	8	6	10
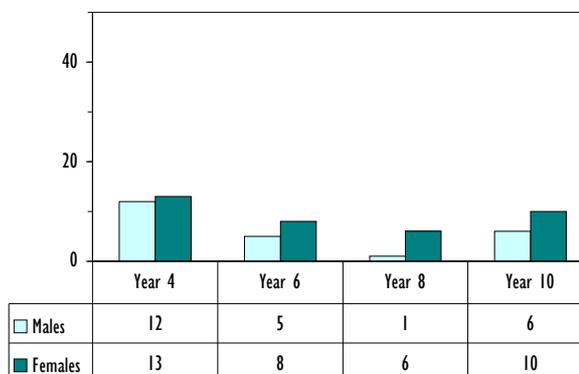
Percentage of primary and secondary pupils in 2011 who want to lose weight by year group and sex.

	Year 4	Year 6	Year 8	Year 10
Males	24	25	32	21
Females	28	35	57	59
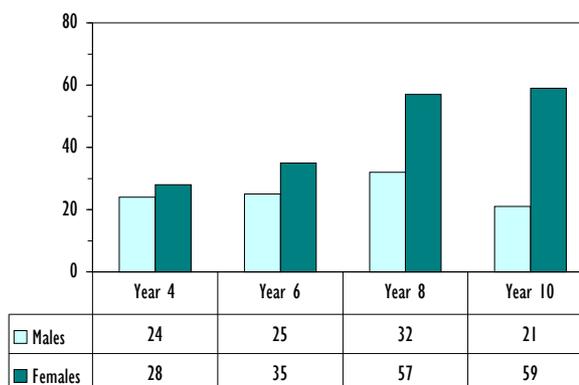
Attitudes to being physically active

Headlines

Children in primary schools were asked how they spend time during school playtimes; they responded that they took part in the following at least *sometimes*:

Chatting	82%
Running games	80%
Ball games	65%
Reading	20%

These figures are almost exactly the same as in 2009.

56% of secondary pupils said that they don't do as much physical activity as they would like because they 'don't have enough time'; 25% said 'it costs too much'.

Q17. Percentage of pupils responding that the following stops them from doing activities as much as they would like (top 10):

	Secondary Boys	%		Secondary Girls	%
1	Don't have enough time	47	1	Don't have enough time	62
2	Places are too far away	16	2	It costs too much to do	32
3	Don't know what to do	15	3	Shy in front of other people	31
4	It costs too much to do	15	4	I … don't know where to go	23
5	Shy in front of other people	13	5	Places are too far away	21
6	I … don't know where to go	13	6	Don't know what to do	16
7	Other	12	7	It costs too much to get there	11
8	Don't like the people who go there	9	8	Don't like the people who go there	10
9	My parents won't let me go	7	9	Other	10
10	Don't like to try new things	6	10	My parents won't let me go	7

Trends

74% of secondary pupils said they enjoy physical activities 'quite a lot' or 'a lot'.

The proportion of young people in secondary schools who say they enjoy physical activities must be a signal that there is scope for encouraging more young people to take regular exercise.

Looking across 4 waves of the study, the impression is more of a high and steady level of enjoyment than anything else.

Percentage of secondary pupils who enjoy physical activities at least 'quite a lot', by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

		2008	2009	2010	2011	2008	2009	2010	2011
- ✕ -	All	76	73	70	75	77	76	71	74
△	Y8M	94	86	85	83	91	88	84	83
○	Y8F	75	69	67	73	74	73	67	71
□	Y10M	91	77	82	88	85	82	81	88
◇	Y10F	62	64	56	63	63	64	57	61

Repeat Schools	Whole Sample
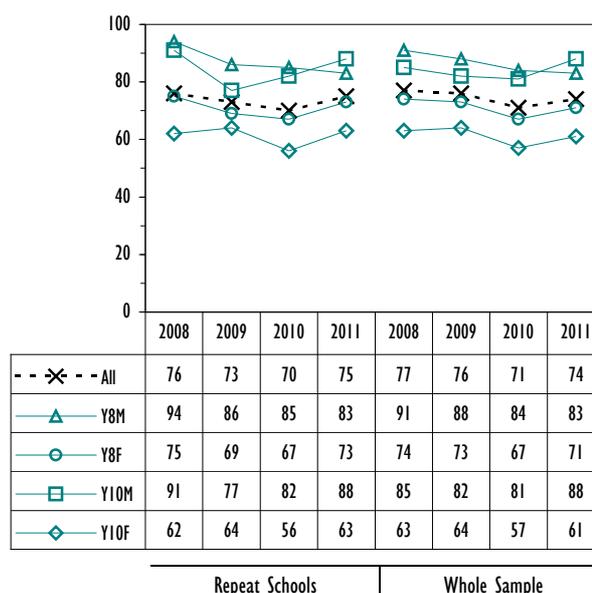
Sporting and other Physical Activities

Pupils were asked how often they took part in a variety of sporting and physical activities.

Q55. Percentage of pupils responding that they do the following sports or activities at least 'once a week':

	Primary Boys	%		Primary Girls	%
1	Ball games (football, hockey, etc.)	68	1	Playing outside (including tag)	60
2	Playing outside (including tag)	57	2	Dancing / keep-fit / gymnastics	46
3	Running for exercise	40	3	Going for walks	44
4	Riding your bike	38	4	Swimming	43
5	Swimming	37	5	Ball games (football, hockey, etc.)	37
6	Going for walks	35	6	Riding your bike	30
7	Dancing / keep-fit / gymnastics	22	7	Running for exercise	30
8	Judo, karate (club)	18	8	Horse-riding	10
9	Roller skating	8	9	Roller skating	10
10	Horse-riding	5	10	Judo, karate (club)	9
11	Other physical sporting activities	4	11	Other physical sporting activities	4
	Secondary Boys	%		Secondary Girls	%
1	Ball games	75	1	Going for walks	63
2	Playing outside	58	2	Ball games	54
3	Going for walks	53	3	Playing outside	48
4	Riding your bike	45	4	Dancing / keep-fit / gymnastics	40
5	Running for exercise	43	5	Running for exercise	33
6	Swimming	21	6	Swimming	24
7	Dancing / keep-fit / gymnastics	15	7	Riding your bike	20
8	Judo, karate (club)	11	8	Horse-riding	10
9	Roller skating	5	9	Judo, karate (club)	5
10	Horse-riding	4	10	Roller skating	4

Walking forms a significant proportion of regular activity for many pupils.

## Substance misuse (Alcohol, Smoking, Illegal Drugs).

Alcohol

Headlines

3% of primary pupils drank alcohol in the last 7 days.

25% of secondary pupils drank alcohol in the last week.

1% of secondary pupils drank over the advised weekly limit for adult females of 14 units.

Percentage of primary and secondary pupils in 2011 who drank alcohol last week, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
☐ Males	5	3	26	34
■ Females	3	1	19	33
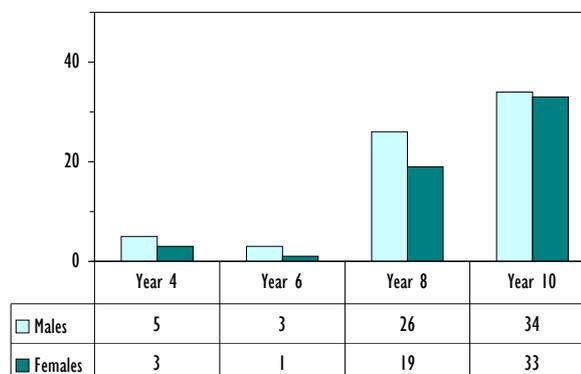
Secondary pupils were asked a series of questions about the when, what, where and how of their drinking.

Year 8 pupils most often said they drank on Saturday and/or Sunday; Year 10 pupils reported Friday and/or Saturday

Q20. Percentage of Year 10 pupils responding that they had the following alcoholic drinks in the last week (top 5):

	Year 10 Boys			Year 10 Girls	
1	Beer or lager	19	1	Cider	5
2	Cider	19	2	Pre-mixed drinks	11
3	Spirits (gin, whisky, vodka, rum)	10	3	Wine	9
4	Pre-mixed drinks	9	4	Spirits (gin, whisky, vodka, rum)	9
5	Wine	3	5	Beer or lager	4

Q21. Where Year 10 pupils report buying alcohol in the last 7 days:

	Year 10 Boys			Year 10 Girls	
1	Off-licence	6		Off-licence	2
2	Supermarket	4		Supermarket	3
3	Pub or bar	2		Pub or bar	2
4	Nightclub	1			

Q22. Where Year 10 pupils report drinking alcohol in the last 7 days:

	Year 10 Boys			Year 10 Girls	
1	At home	19		At home	15
2	At a friend's or relation's	15		At a friend's or relation's	13
3	Outside in a public place	6		Outside in a public place	5
4	At a party or nightclub	6		At a party or nightclub	7
5	At a pub or bar	3		At a pub or bar	1

The most common sort of drinking was beer or cider drunk at home; if the pupil bought alcohol, it was from an off-licence.

Year 8 boys were also most likely to drink beer or cider at home; year 8 girls preferred spirits (as spirits or as alcopops).
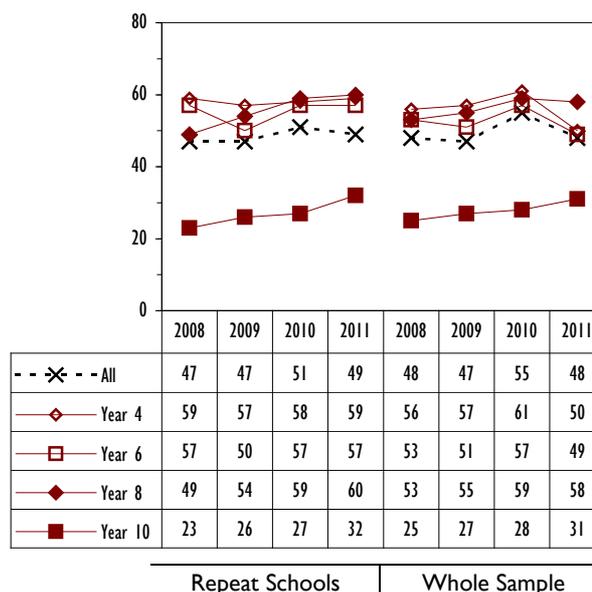
Trends

Primary pupils in Bristol in 2009 were least likely to say that they do not drink alcohol (53%) compared with those in the same schools in other waves of the study.

The figures for secondary pupils abstaining from alcohol were also higher in the more recent waves of the survey (51% and 49% from 47% and 47%).

Comparisons

Secondary school pupils in Bristol are less likely to have an alcoholic drink in the last 7 days (33%) than are those in the ^reference sample (49%).

Percentage of primary and secondary pupils who say they do not drink alcohol, by year group, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	Repeat Schools				Whole Sample			
	2008	2009	2010	2011	2008	2009	2010	2011
All	47	47	51	49	48	47	55	48
Year 4	59	57	58	59	56	57	61	50
Year 6	57	50	57	57	53	51	57	49
Year 8	49	54	59	60	53	55	59	58
Year 10	23	26	27	32	25	27	28	31

10% of primary sample reported that they drink without their parents knowing at least sometimes.

46% of secondary pupils said that they do not drink alcohol. 43% of those who do drink alcohol say that their parents 'always' know, while 33% of drinkers said their parents 'never' or only 'sometimes' know when they drink alcohol.

89% of pupils either didn't drink last week, or didn't buy any alcohol. 8% said they bought alcohol but were not asked for ID.

This works out as 74% of those who bought alcohol last week not getting asked for an ID card.

1% said they bought alcohol last week, and they were asked for an ID card.

From the responses, we can deduce that just 9% of those who bought alcohol last week said they definitely got asked for an ID card.

Smoking

Headlines

16% of primary and secondary pupils said they have tried smoking in the past or smoke now.

Less than 1% of primary pupils smoked at least one cigarette during the last 7 days.

8% of secondary pupils smoked at least one cigarette during the last 7 days.

34% of secondary pupils said that at least one person regularly smokes at home.

Percentage of primary and secondary pupils in 2011 who smoked at least one cigarette during the last 7 days, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
☐ Males	1	1	6	6
■ Females	0	0	6	13
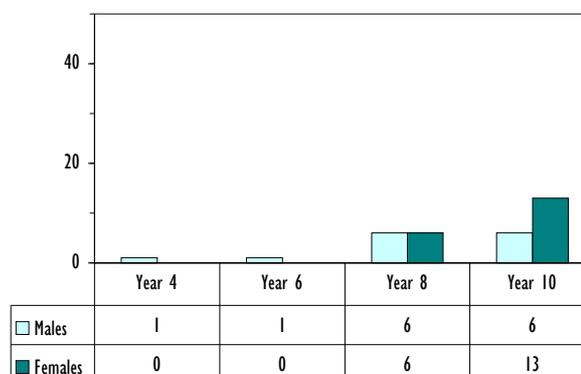
Trends

There are some indications that secondary pupils are smoking less now than previously – this is certainly true for the Year 10 students, in keeping with national trends, but overall figures are not down.

Year 8 pupils in Bristol in 2011 appear more likely to say that they smoke cigarettes at all now (20%) than were those in the same schools in 2010 (14%); among Year 10 pupils, the figures show a steady decline.

Percentage of primary and secondary pupils who have ever smoked by year group, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
- - ✳ - - All	18	18	18	20	20	18	12	16
◇ Year 4	6	1	5	9	6	5	5	9
☐ Year 6	6	8	10	4	8	9	7	6
◆ Year 8	13	15	14	20	23	19	14	21
■ Year 10	46	44	42	36	48	42	42	38

Repeat Schools	Whole Sample
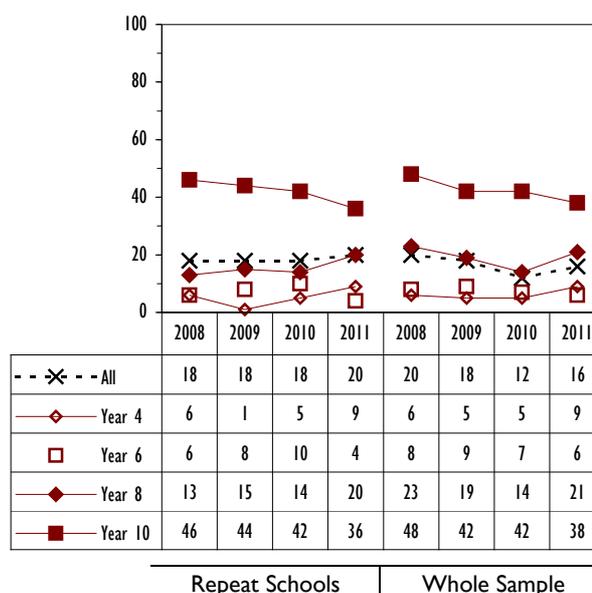
Headlines

Primary pupils were asked about why they thought young people of their age start smoking.

Q32. Top 5 reasons pupils think people of their age start smoking:

	Primary Boys				Primary Girls	
1	To look hard / cool	64	1		To look hard / cool	66
2	To look grown up	35	2		To look grown up	51
3	To be like friends	25	3		To be like friends	34
4	Because family do	23	4		Because family do	26
5	To relax	15	5		To enjoy taste / effects	14

In the opinion of the majority of primary pupils, the main reason that young people start smoking is to look hard or cool.

This was also true in 2010, and for secondary pupils too.

Links

The young people who are current smokers are more likely to emphasise relaxation and enjoyment as reasons for smoking.

We often group the use of tobacco, alcohol and other drugs together, but are the use of these substances related?

There were 208 Year 10 pupils in the survey, 450 of whom answered all the questions about smoking, drinking alcohol and taking other drugs.

- 26% of Year 10 pupils say they smoke,
- 11% of Year 10 pupils drank last week, and
- 25% of Year 10 pupils have ever tried illegal drugs.

By chance, then, we would expect about 0.7% of the Year 10 pupils to fit all three categories – which would be just 1 of them. In fact, we find 21 Year 10 pupils fitting all three categories, which means that if you fit one category, you are more likely to fit the others.
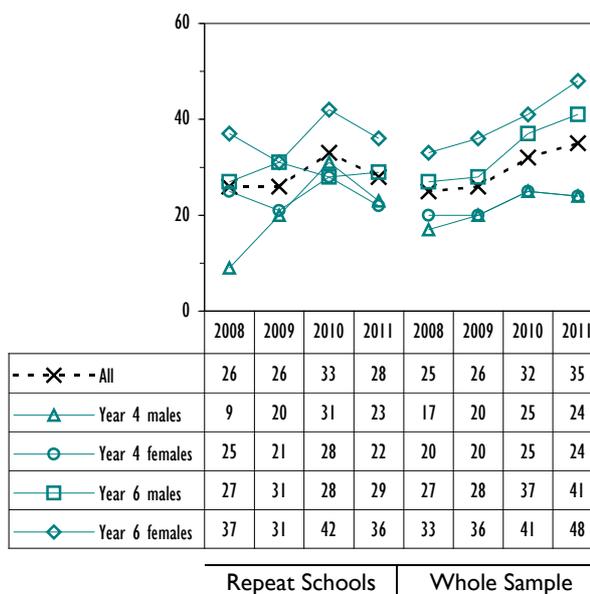
Drugs: Support and advice

Headlines

Primary school pupils were asked who they would like to talk with about drugs:

Q34. Pupils responded that they would like the following people to talk to them about drugs:

	Boys		Girls	
1	Parents / carers	67	Parents / carers	76
2	Teachers / school lessons	33	Teachers / school	35
3	Doctor	25	Doctor	22
4	Friends	17	Friends	20
5	School Nurse	8	School Nurse	11

There looks like an upward trend in the proportion of primary pupils who say they would like to talk to their teachers about drugs, but this is not confirmed in the repeat sample.

Percentage of primary pupils who say they would like to talk to their teachers about drugs, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
- - ✕ - - All	26	26	33	28	25	26	32	35
Year 4 males	9	20	31	23	17	20	25	24
Year 4 females	25	21	28	22	20	20	25	24
Year 6 males	27	31	28	29	27	28	37	41
Year 6 females	37	31	42	36	33	36	41	48

Repeat Schools	Whole Sample

Secondary pupils' awareness of a local drug/alcohol advice service for young people rose to a peak of 22% in 2010 but seems lower in 2011.

Percentage of secondary pupils who aware of a local drug/alcohol advice service for young people, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

Comparisons

Year (10%) school pupils in Bristol are more likely to know about a local drug and alcohol service available locally (24%) than are those in the reference sample (15%).

	2008	2009	2010	2011	2008	2009	2010	2011
- - ✕ - - All	17	18	22	18	20	16	22	18
Y8M	6	15	18	14	12	12	19	15
Y8F	6	12	20	11	14	10	20	12
Y10M	32	30	29	32	25	20	28	32
Y10F	18	23	25	20	26	19	26	19

Repeat Schools	Whole Sample

Drugs: offers and use

Headlines

35% of the Year 10 pupils have been offered cannabis and 20% laughing gas.

20% of Year 10 students have ever taken cannabis and 9% laughing gas.

The discrepancy between offers and experience of using laughing gas suggests that some young people may be referring to dental or medical situations.

Overall, 12% of secondary pupils (Years 8 and 10) said they have taken some form of illegal drug themselves.

The gap between offers and use suggests than many young people can and do refuse unwelcome offers of illegal drugs.

This is the only question about a clearly illegal activity. Local knowledge and experience of supervising the collection of the responses will inform schools' interpretation of the results

Percentage of secondary pupils in 2011 who had ever been offered or had ever taken drugs, by year group and sex.

	Year 8 offered	Year 8 taken	Year 10 offered	Year 10 taken
Females	12	4	39	20
Males	18	5	46	25
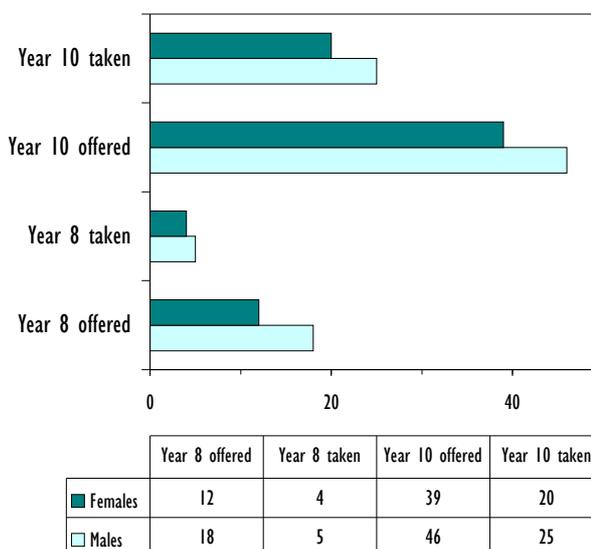
Q39. A summary of drugs young people Year 10 pupils commonly report using

Year 10	Have used in last month	Have used in last year	Have ever used
Amphetamines	1	1	2
Cannabis	11	16	18
Ecstasy	1	3	3
Hallucinogens	1	2	2
Poppers	2	2	3
Solvents	2	2	2
Legal highs	1	2	2

The drugs most commonly offered to young people in Bristol were cannabis, laughing gas and poppers; cannabis was also the drug most commonly used.

Percentage of secondary pupils who had ever used cannabis, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

Trends
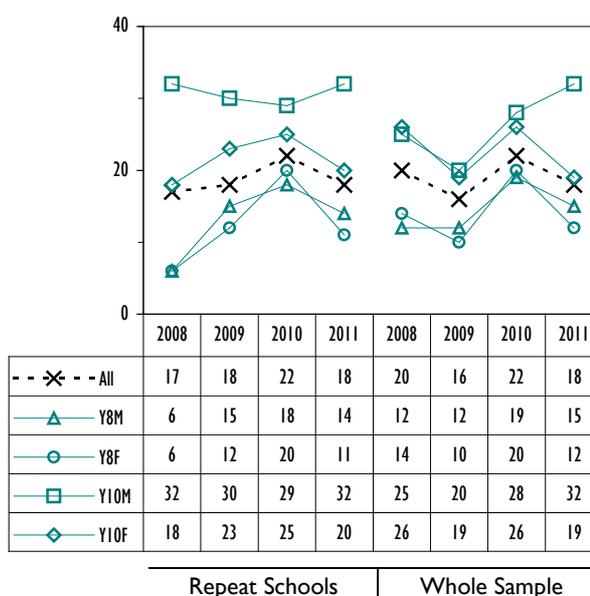
The cannabis offers showed a dip in 2010 but in 2011 has reverted to levels seen previously.

Experimentation with cannabis has been fairly stable in the repeat school sample although there is a suggestion of a drop in the whole school sample.

	2008	2009	2010	2011	2008	2009	2010	2011
All	6	6	6	8	8	9	5	7
Y8M	2	6	5	4	6	6	4	3
Y8F	13	19	13	14	15	16	13	13
Y10M	20	17	17	22	25	20	17	21
Y10F	10	8	11	9	13	11	13	8

Repeat Schools | Whole Sample
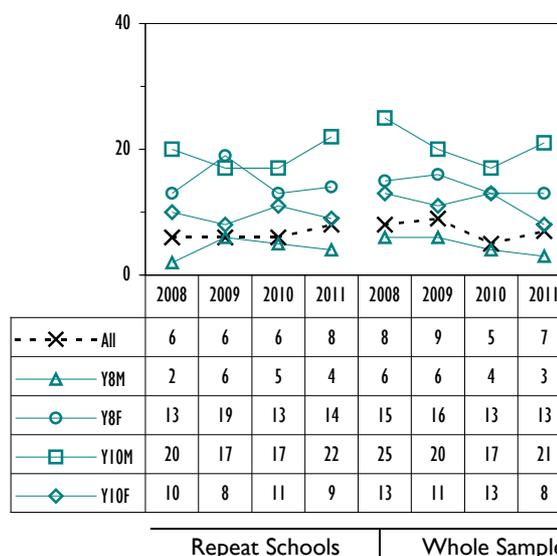
Emotional Health and Wellbeing

Problems

This question was asked of only primary pupils.

Headlines

85% of primary pupils in the survey worry about at least one problem 'quite a lot' or 'a lot'.

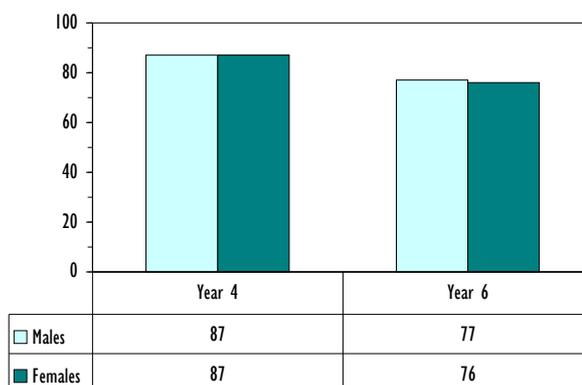Percentage of primary pupils in 2011 who worry about at least one problem 'quite a lot' or 'a lot', by year group and sex.
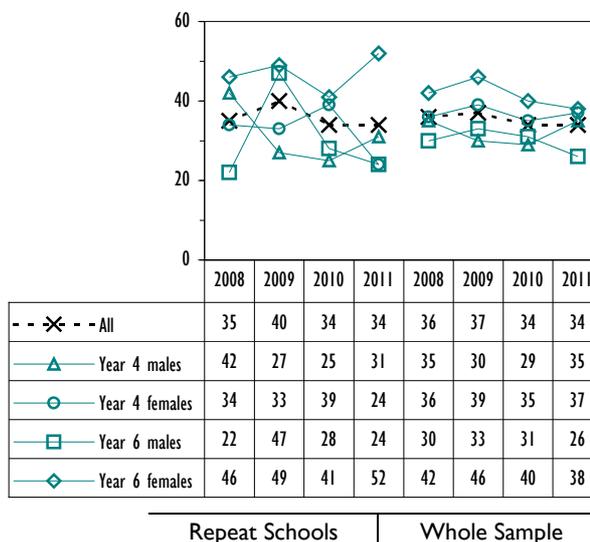

	Year 4	Year 6
☐ Males	87	77
■ Females	87	76

Q37. Percentage of pupils who worry about the following 'quite a lot' or 'a lot' (top 10):

	Boys			Girls	
1	Family	47	1	Family	49
2	Crime	35	2	Moving on to secondary school	42
3	War and terrorists	34	3	SATs / tests	38
4	Moving on to secondary school	31	4	Crime	38
5	SATs / tests	30	5	War and terrorists	36
6	Keeping safe outside	30	6	Keeping safe outside	33
7	Your health	26	7	Falling out with friends	30
8	The environment	25	8	Being bullied	28
9	Falling out with friends	24	9	Growing up	27
10	Keeping safe at home	24	10	Your health	26

Trends

Primary pupils in Bristol in 2009 were more likely to say they often worry about SATS/tests (40%) than were those in the same schools in other waves of the survey (34-35%).

Percentage of primary pupils who often worry about SATS/tests, by year group and sex, in each wave of the survey 2008-2011, for repeating schools and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
- ✕ - All	35	40	34	34	36	37	34	34
△ Year 4 males	42	27	25	31	35	30	29	35
○ Year 4 females	34	33	39	24	36	39	35	37
☐ Year 6 males	22	47	28	24	30	33	31	26
◇ Year 6 females	46	49	41	52	42	46	40	38

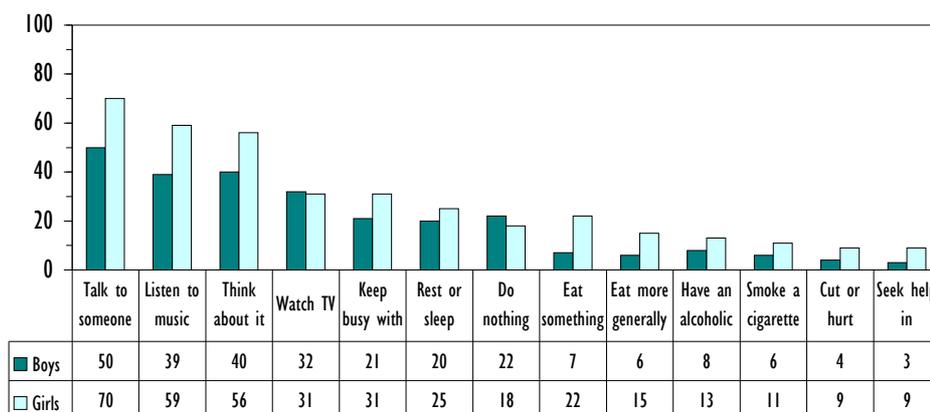| Repeat Schools	Whole Sample

Responses to Problems

This questions were asked of only secondary pupils.

Students were invited to say what they do when they have a problem. Some of these responses are focussed on the problem, and some on the emotional reactions to having a problem. The percentages reporting each response have been ordered for each sex and are shown in full:

Q41. Pupils reported that they do the following when they have a problem (top 10)

	Secondary Boys			Secondary Girls	
	Boys			Girls	
1	Talk to someone about it	50	1	Talk to someone about it	70
2	Think about it on my own	40	2	Listen to music	59
3	Listen to music	39	3	Think about it on my own	56
4	Watch TV	32	4	Keep busy with other things	31
5	Do nothing	22	5	Watch TV	31
6	Keep busy with other things	21	6	Rest or sleep more	25
7	Rest or sleep more	20	7	Eat something sweet	22
8	None of the above (or missing)	8	8	Do nothing	18
9	Have an alcoholic drink	8	9	Eat more generally	15
10	Eat something sweet	7	10	Have an alcoholic drink	13

	Talk to someone	Listen to music	Think about it	Watch TV	Keep busy with	Rest or sleep	Do nothing	Eat something	Eat more generally	Have an alcoholic	Smoke a cigarette	Cut or hurt	Seek help in
Boys	50	39	40	32	21	20	22	7	6	8	6	4	3
Girls	70	59	56	31	31	25	18	22	15	13	11	9	9

The most common responses to having a problem are *talk to someone* and *think about it on my own*.

Although they are a small percentage of the whole sample, the 5% of pupils (6% of Year 10 females) who say they *cut or hurt themselves* when they have a problem are a significant concern.

We are also uneasy with the proportion who use alcohol (10%) or cigarettes (9%) in this context.

Support for Problems

We asked two related questions of primary school pupils:

A friend comes to you with a problem that's really been upsetting them. Their other friends and family can't help them sort it out. Where do you think your friend could go for help?
and
If you went for help for a problem and wanted to speak to someone who wasn't a friend or family, where would you like to get help?

For the first question, the most common choice was *Teacher* (71%), with *Me* and *Telephone Helpline* getting less than 10% of the votes each. For the second question, 59% of pupils responded that if they went for help for a problem, they would prefer to get help one-to-one, while 14% said they would prefer getting help over the phone.

Q62. If you went for help for a problem and wanted to speak to someone who wasn't a friend or family, would you like to get help…?

	Boys			Girls	
1	One to one, face to face	55		One to one, face to face	63
2	In a group	27		In a group	21
3	Over the phone	14		Over the phone	13
4	Over the Internet	4		Over the Internet	3

We asked secondary school pupils, for a variety of problems, who or what would be the first source of help or information that the young people would turn to.

	Mother and father	Mother	Father	Carer	Brother/sister	Friend	Teacher	School nurse	Other adult	Keep it to myself
School-work problems	48	27	10	2	22	46	30	1	6	14
Exams and tests	50	25	11	2	21	42	40	1	6	10
Money problems	50	24	13	2	17	24	2	1	4	17
Bullying	40	20	9	2	18	45	24	2	7	20
Health	46	32	9	2	14	28	6	13	5	14
Problems with friends	29	27	6	1	20	39	9	1	4	23
Family problems	20	10	5	2	17	52	9	1	9	27
The way you look	21	20	3	1	16	40	2	1	3	35
Relationships	16	17	3	1	16	58	1	1	3	24
The environment	34	14	8	3	14	27	18	3	7	33
Crime	40	17	8	2	19	43	10	1	7	23

Young people in Bristol would very often turn to their *parents or carers* when seeking information or support for problems.

Friends were also a common source of support, and were the most important source of all for problems with *relationships* (boxed).

Teachers were a significant source of support for school-related problems (including *bullying*) and the *school nurse* scored most highly for problems about *health* (boxed).

A question for service providers is: how can we best help parents and young people provide the support which will be sought from them?

Esteem and happiness

Headlines

82% of primary pupils and 75% of secondary pupils said that they feel happy most of the time.

Percentage of primary and secondary pupils in 2011 who feel happy most of the time, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
☐ Males	81	84	80	81
■ Females	81	82	76	66

Self-esteem can be described as the attitude we have to ourselves, in particular our sense of worth or value.

This measurement is derived from the responses to a set of ten statements taken from a standard self-esteem enquiry method developed in the UK by Denis Lawrence (Lawrence, 1981). The scale is based on social confidence and relationships with friends. It has a reasonable test-test reliability (that is, it seems to be measuring something enduring about the pupil) and correlates well with other established measures of self-esteem.

33% of primary pupils had a high self-esteem score (15 or above), with males scoring higher.

34% of secondary pupils have a high (15+) self-esteem score, with males scoring higher.

6% or primary pupils and 5% of secondary pupils have a very low (5 or less) self-esteem score.

Percentage of primary and secondary pupils in 2011 who score in the top bracket of self-esteem scores, by year group and sex.

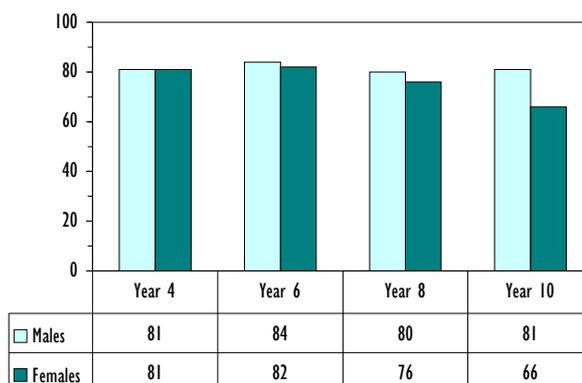|	Year 4	Year 6	Year 8	Year 10
☐ Males	33	45	33	46
■ Females	18	32	30	31

Trends

An apparent overall rise in self-esteem in 2010 has in 2011 reverted to levels seen in earlier waves of the study.

The Year 6 pupils have scored consistently higher self-esteem scores since the start of the study.
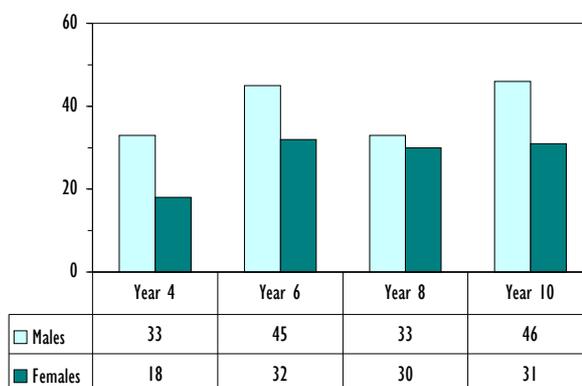
Comparisons

Year 8 school pupils in Bristol are less likely to feel happy talking to other pupils at school (62%) than are those in the reference sample (75%).
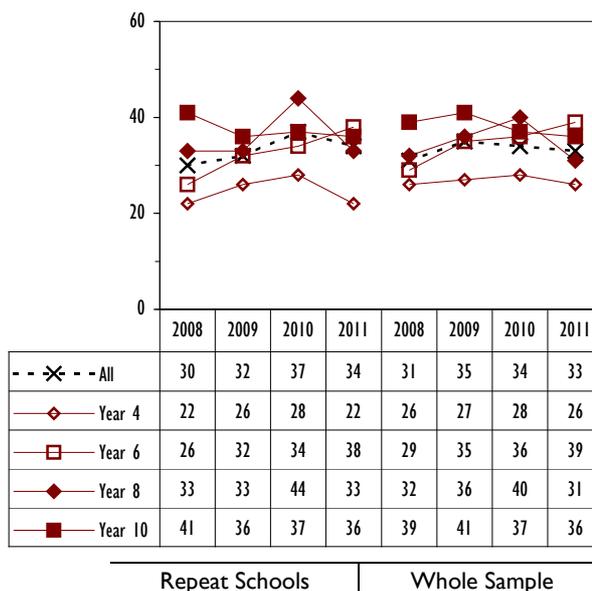
Percentage of primary and secondary pupils who score in the top bracket of self-esteem scores, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
- - ✖ - - All	30	32	37	34	31	35	34	33
—◇— Year 4	22	26	28	22	26	27	28	26
—□— Year 6	26	32	34	38	29	35	36	39
—◆— Year 8	33	33	44	33	32	36	40	31
—■— Year 10	41	36	37	36	39	41	37	36

Repeat Schools	Whole Sample

Sexual Health

Talking About Puberty

Headlines

This question was asked of only primary pupils.

Q35. Pupils responded that they would like the following people to talk to them about growing up and body changes:

Boys			Girls		
1	Parents / carers	67	1	Parents / carers	76
2	Teachers, in school lessons	30	2	Teachers, in school lessons	31
3	Doctor	25	3	Doctor	22
4	Friends	17	4	Friends	20
5	School Nurse	8	5	School Nurse	11

Parents and carers were the people with whom primary pupils would most like to talk about growing up.

Bristol Council is currently producing a pack for parents to support sex and relationships education in primary schools: for information, contact Neil Davidson (SRE Consultant) through neil.davidson@bristol.gov.uk.

Information about Sex

Headlines

This question was asked of only secondary pupils.

Typically there is a contrast between where young people say their main source of information about sex is and where they say it should be. The main source tends to be different for different ages and sexes.

Q44. Main source of information about sex (top 5):

Year 8 Boys			Year 8 Girls		
1	School lessons	55		School lessons	65
2	Friends	43		Friends	61
3	My parents / carers	38		My parents / carers	44
4	TV, Films	27		TV, Films	29
5	Internet	25		Magazines	27
Year 10 Boys			**Year 10 Girls**		
1	Friends	55		Friends	73
2	School lessons	50		School lessons	61
3	TV, Films	39		My parents / carers	39
4	Internet	38		TV, Films	34
5	My parents / carers	27		Brothers, sisters, other close relations	29

School lessons were most commonly identified as the main source of information about sex for secondary school pupils.

40% of pupils responded that they have heard of 4YP Bristol. 10% said they are 'not sure' if they have.

35% of pupils responded that they have heard of Brook. 10% said they are 'not sure' if they have.

51% of pupils said that they have heard of the C-card (condom card). 8% said they are 'not sure' if they have.

All these figures were higher for Year 10 pupils, and these figures are shown in the chart opposite.

These questions were new in 2011.

Percentage of Year 10 pupils in 2011 answering questions about sexual health services, by sex.
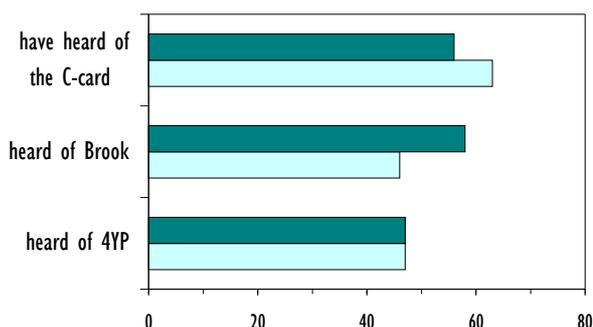
Contraception

Headlines

46% of secondary pupils said they know where they can get condoms free of charge (55% of Year 10s).

47% of secondary pupils said that they know where their nearest contraception advice service for young people is. 23% said they are 'not sure'.

Percentage of secondary pupils in 2011 who know where they can get condoms free of charge, by year group and sex.
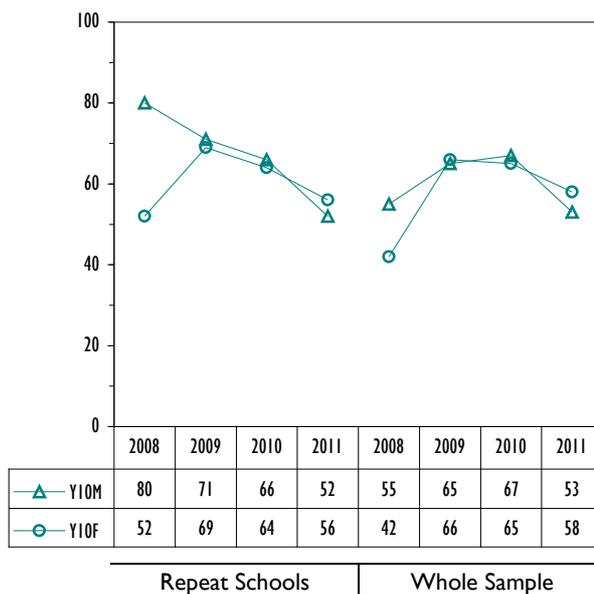

	Year 8	Year 10
☐ Males	43	53
■ Females	34	58
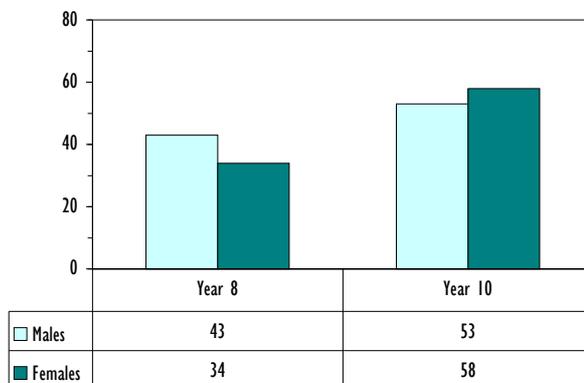
Trends

We have some different signals from the repeat school sample (down from 2009 and 2010) and the whole sample (gains made until 2010).

Increase chart size? Clear enough? [figures provided in table below chart anyway?]

Percentage of Year 10 pupils who know where they can get condoms free of charge, by sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
△ Y10M	80	71	66	52	55	65	67	53
○ Y10F	52	69	64	56	42	66	65	58

Repeat Schools	Whole Sample

Sexually transmitted infections
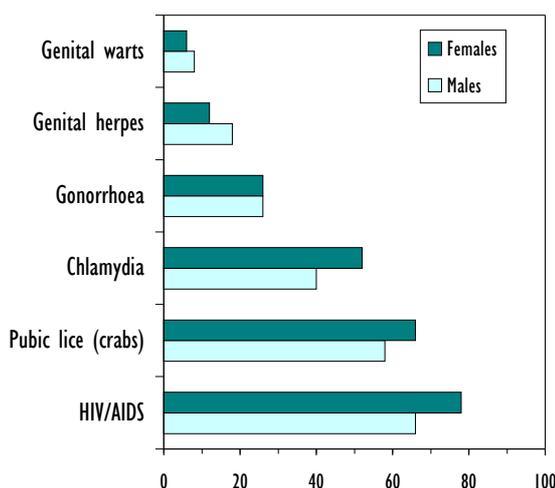
Headlines

In Q50 the pupils were asked about their knowledge of sexually transmitted infections. They were offered four options for each infection: "Never heard of it"; "Know nothing about it"; "Can be treated but not cured"; "Can be treated and cured". The correct answers are that Genital herpes, Genital warts and HIV/AIDS can be treated but not cured whereas Gonorrhoea, Chlamydia and Pubic lice can be cured. The percentages in the table are for those correctly answering whether the condition could be cured or not.

Q50. Knowledge of sexually transmitted infections: percentages correctly answering whether the condition could be cured or not

Year 8 Boys	%	Year 8 Girls	%
HIV/AIDS	44	HIV/AIDS	43
Pubic lice (crabs)	31	Chlamydia	29
Chlamydia	20	Pubic lice (crabs)	24
Gonorrhoea	9	Gonorrhoea	7
Genital herpes	8	Genital herpes	5
Genital warts	6	Genital warts	2
Year 10 Boys		**Year 10 Girls**	
HIV/AIDS	66	HIV/AIDS	78
Pubic lice (crabs)	58	Pubic lice (crabs)	66
Chlamydia	40	Chlamydia	52
Gonorrhoea	26	Gonorrhoea	26
Genital herpes	18	Genital herpes	12
Genital warts	8	Genital warts	6

The knowledge of pupils about sexually transmitted infections was best for HIV/AIDS, which, while important, is not a common infection among young people. Their awareness of the most common infection, *Chlamydia*, was patchy at best, especially among boys; less than half of Year 10 girls correctly reported it as treatable and curable.

Percentage of Year 10 pupils in 2011 correctly answering questions about sexually transmitted infections, by sex.

Sexual Identity

Headlines

Year 10 pupils were asked how they might describe their sexual identity. 86% gave straight/heterosexual, 5% gave no response and a further 4% preferred not to say.

Pupils could tick more than one category.

Q51. Which most closely describes you?

Year 10 Boys		Year 10 Girls	
Straight / heterosexual	86%	Straight / heterosexual	88%
Bisexual	1%	Bisexual	8%
Prefer not to say	4%	Prefer not to say	3%
Not sure	1%	Not sure	2%
Gay / lesbian	1%	Gay / lesbian	2%
Transgender / transexual	1%	Transgender / transexual	1%
Other	1%	Other	0%

Percentage of Year 10 pupils in 2011 answering questions about sexual identity, by year group and sex.
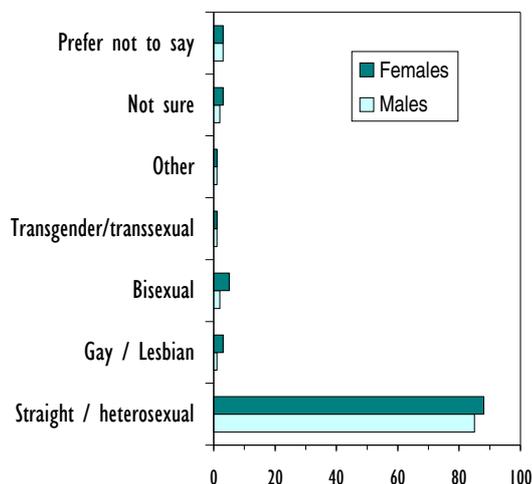
Links

Year 10 Pupils in Bristol who identify as gay, lesbian or bisexual are more likely to have been bullied at school in the last year (37%) than are their peers (14%).

Health and hygiene

Dental Health

83% of primary pupils usually clean their teeth at least twice a day (the recommended frequency).

85% of secondary pupils usually clean their teeth at least twice a day.

89% of secondary pupils reported having visited the dentist in the last 6 months.

Percentage of primary and secondary pupils in 2011 who usually clean their teeth at least twice a day, by year group and sex.
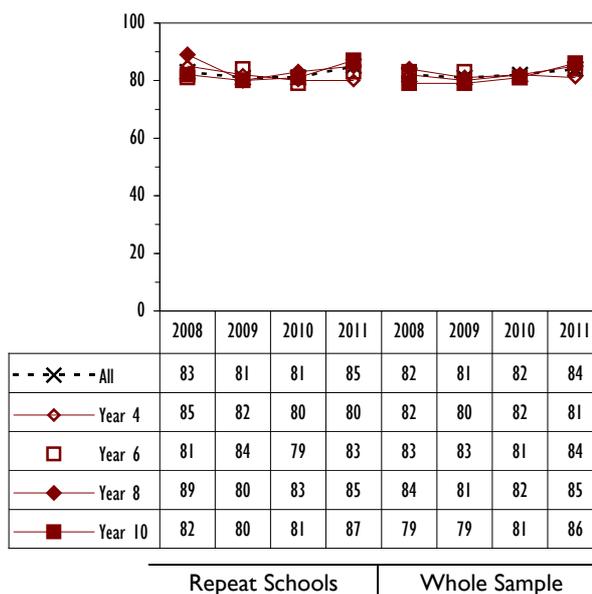

	Year 4	Year 6	Year 8	Year 10
Males	80	81	82	80
Females	83	88	86	90
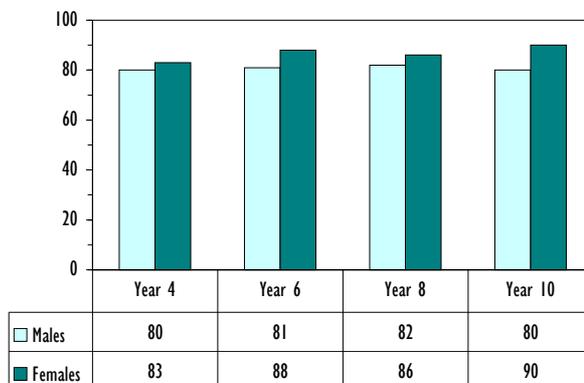
Trends

Toothbrushing in primary and secondary schools is high and stable; the figures seen in 2011 are the highest we have seen so far.

Other information suggests that dental health in young people in Bristol is generally poor, despite these brushing figures; another important factor contributing to tooth decay is the number of times sugar is consumed during the day.

Percentage of primary and secondary pupils who brush their teeth at least twice yesterday, by year group, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

|	2008	2009	2010	2011	2008	2009	2010	2011
All	83	81	81	85	82	81	82	84
Year 4	85	82	80	80	82	80	82	81
Year 6	81	84	79	83	83	83	81	84
Year 8	89	80	83	85	84	81	82	85
Year 10	82	80	81	87	79	79	81	86

Repeat Schools	Whole Sample

Asthma

Headlines

15% of primary pupils reported that they have asthma. 8% said they are 'not sure' if they do.

This item was removed from the secondary questionnaire in 2011.

Percentage of primary pupils in 2011 who have asthma, by year group and sex.

	Year 4	Year 6
☐ Males	16	18
■ Females	13	13
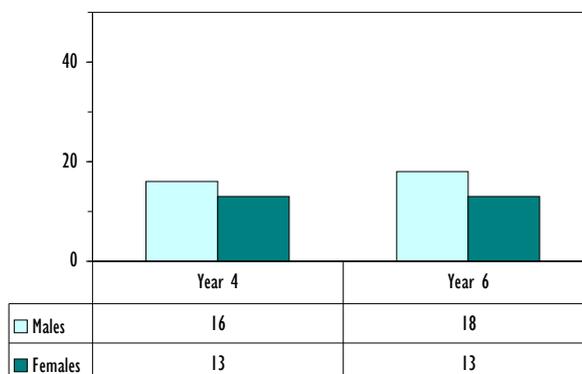
12% reported that they had taken medicine for asthma in the last 7 days.

There is a slight excess of those with asthma when compared with those treating asthma; this is to be welcomed if this represents symptom-free pupils, but it may also represent a degree of under-treatment.

Percentage of primary pupils in 2011 who had taken medicine for asthma, by year group and sex.

	Year 4	Year 6
☐ Males	14	15
■ Females	9	11
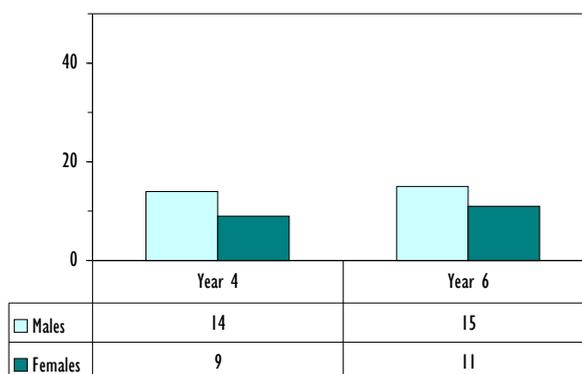
33% of pupils said that they have taken other medicines in the last 7 days.

Percentage of primary pupils in 2011 who had taken other medicines last week, by year group and sex.

	Year 4	Year 6
☐ Males	31	33
■ Females	35	36
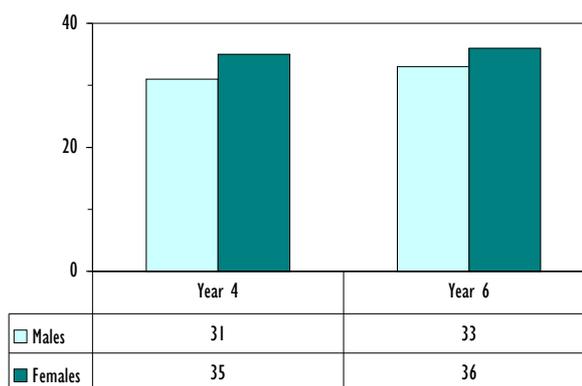
Washing hands

Headlines

64% washed their hands before lunch yesterday.

Percentage of primary pupils in 2011 who washed their hands before lunch yesterday , by year group and sex.

	Year 4	Year 6
☐ Males	63	62
■ Females	66	67

Trends

Primary pupils in Bristol in 2011 are more likely to say they have washed their hands before lunch yesterday (76%) than were those in the same schools in 2010 (70%), which itself was a modest gain on 2009 (68%).
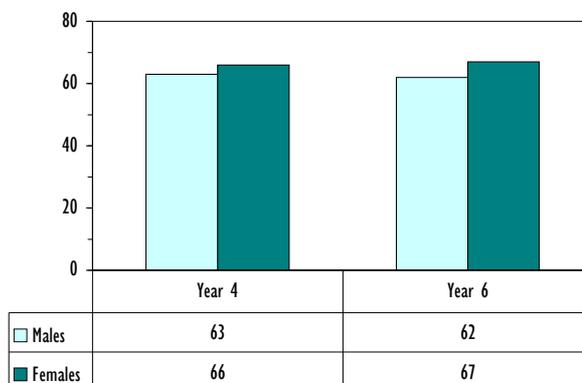
Chart could be spread out only by starting at percentage greater than zero → other problems!

Percentage of primary pupils who say they have washed their hands before lunch yesterday , by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
- - ✕ - - All	69	68	70	76	62	63	68	62
—△— Year 4 males	64	67	65	73	63	63	67	60
—○— Year 4 females	72	68	77	71	62	65	70	66
—☐— Year 6 males	68	70	67	79	62	63	68	58
—◇— Year 6 females	70	66	69	78	61	62	66	65

Repeat Schools	Whole Sample

Safety

Unintentional injury

Headlines

38% of primary pupils reported that they had had an unintentional injury in the last 12 months that was treated by a doctor or nurse.

30% of secondary pupils said they were treated for an unintentional injury by doctor or at a hospital within the last year.
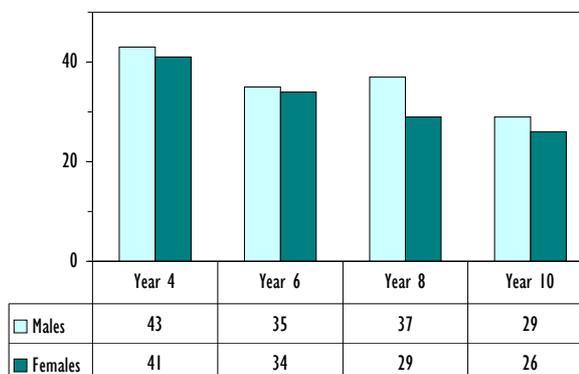
Percentage of primary and secondary pupils in 2011 who had an unintentional injury in the last 12 months that was treated by a doctor or nurse by year group and sex.

	Year 4	Year 6	Year 8	Year 10
☐ Males	43	35	37	29
■ Females	41	34	29	26

Q62. Top 5 types of unintentional injury pupils report experiencing in the last 12 months:

Primary Boys

1	Cut	11
2	Bruise, graze, or sprain	11
3	Broken bone	9
4	Hurt head	9
5	Hurt my teeth, mouth or jaw	5

Primary Girls

1	Bruise, graze, or sprain	11
2	Cut	8
3	Broken bone	8
4	Hurt head	5
5	Burnt / scalded	4

Secondary Boys

1	Broken bone	10
2	Cut	8
3	Bruise, graze, sprain	7
4	Hurt my head	6
5	Other	4

Secondary Girls

1	Bruise, graze, sprain	8
2	Broken bone	7
3	Cut	6
4	Hurt my teeth, mouth or jaw	4
5	Other	4

Q63. Where pupils report being when their most recent unintentional injury happened:

Primary Boys

1	At home	11
2	At school	9
3	Other	9
4	On the street	6
5	In a car	2

Primary Girls

1	At home	14
2	At school	9
3	Other	8
4	On the street	3
5	In a car	2

Secondary Boys

1	Other	9
2	At school	8
3	At home	7
4	On the street	6
5	In a car	1

Secondary Girls

| 1	At home	8
2	At school	7
3	Other	7
4	On the street	3
5	In a car	1

Internet safety

63% of primary pupils and 51% of secondary pupils responded that they have been told how to stay safe while chatting online and they always follow the advice they have been given.

Girls report that they have been told how to stay safe while chatting online more often than do boys.

Secondary pupils were asked much more detailed questions about Internet safety.

Percentage of primary and secondary pupils in 2011 who responded that they have been told how to stay safe while chatting online and they always follow the advice they have been given.

	Year 4	Year 6	Year 8	Year 10
Males	32	49	43	35
Females	41	63	61	53
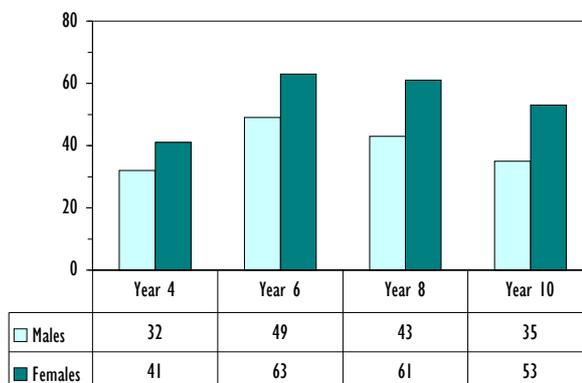
	Year 4		Year 6	
	Males	Females	Males	Females
a. Have you ever chatted on the Internet?	46	41	66	67
b. Have you been told how to stay safe while chatting online?	51	59	68	79
If yes, do you always follow the advice you have been given?	32	41	49	63
If yes, do you know what the CEOP button is for?	10	8	18	13
c. Have you ever met someone in real life whom you first met online?	17	11	14	6

Q69. Percentage of pupils responding 'yes' to the following questions about the Internet:

	Year 8		Year 10	
	Males	Females	Males	Females
Have you ever chatted on the internet?	75	80	75	88
Have you ever been told how to stay safe while chatting online?	65	82	66	82
If yes, do you always follow the advice you have been given?	43	61	35	53
If yes, do you know what the CEOP button is for?	21	24	12	16
Have you ever met someone in real life whom you first met online?	18	16	24	21
Have you ever seen pictures online that were for adults only?	38	21	49	28
Have you ever looked online for adults-only pictures / videos?	29	7	44	12
Have you ever seen pictures online that upset you?	15	25	15	22
Have you ever texted or sent images of yourself that you have later regretted?	4	8	10	12
Has someone who knows you ever texted or sent images of you that you have been embarrassed or upset about?	3	7	8	11
Have you ever received imaged of someone that you felt should not have been taken or sent?	7	14	16	16
If yes, did you send them on to someone else?	1	0	6	2
If yes, did you tell a responsible adult?	1	2	3	3
If yes, did you inform the person in the pictures?	1	4	5	5
If yes, did you delete the images?	5	13	12	12

Sunburn

Headlines

Pupils were asked about precautions against sunburn.

Q57b. Percentage of pupils responding that they do the following 'usually' or 'whenever possible' to avoid sunburn:

	Primary Boys				Primary Girls	
1	Put on sun screen	50	1		Put on sun screen	66
2	Stay in the shade	33	2		Stay in the shade	44
3	Wear a hat	29	3		Wear a hat	30
4	Wear long sleeves	15	4		Wear long sleeves	11
	Secondary Boys				Secondary Girls	
1	Put on sunscreen	34	1		Put on sunscreen	54
2	Stay in the shade	24	2		Stay in the shade	29
3	Wear a hat	16	3		Wear a hat	10
4	Wear long sleeves	12	4		Wear long sleeves	10

Precautions were most often taken by primary-aged girls and least often by secondary-aged boys; sun screen was the most commonly adopted measure.

Comparisons

Primary school pupils in Bristol are less likely to try to avoid sunburn at least sometimes (79%) than are those in the reference sample (90%).

Secondary school pupils in Bristol are less likely to try to avoid sunburn at least sometimes (64%) than are those in the reference sample (80%).

Neighbourhood safety

Headlines

Secondary pupils were asked to rate their safety in different settings on a scale from 'very good' to 'very poor'.

Q73. Percentage of pupils rating their safety at the following times as 'good' or 'very good' in the area where they live:

|	Boys			Girls	
1	Going out during the day	68	1	Going out during the day	79
2	At school	63	2	At school	75
3	Going to and from school	61	3	Going to and from school	70
4	When using public transport	54	4	When using public transport	53

Q73. Percentage of pupils rating their safety at the following times as 'poor' or 'very poor' in the area where they live:

	Boys			Girls	
1	Going out after dark	19	1	Going out after dark	27
2	When using public transport	8	2	When using public transport	10
3	Going out during the day	6	3	Going to and from school	6
4	At school	6	4	At school	4

It comes as no surprise to find that young people find going out after dark the least safe situation in the area where they live. However, while we might also expect marked sex differences in perceived safety, these are not apparent.

8% of secondary pupils said that they have been the victim of violence or aggression in the area where they live in the last 12 months.

Percentage of secondary pupils in 2011 who have been the victim of violence or aggression in the area where they live in the last 12 months , by year group and sex.

	Year 8	Year 10
Males	11	13
Females	6	5
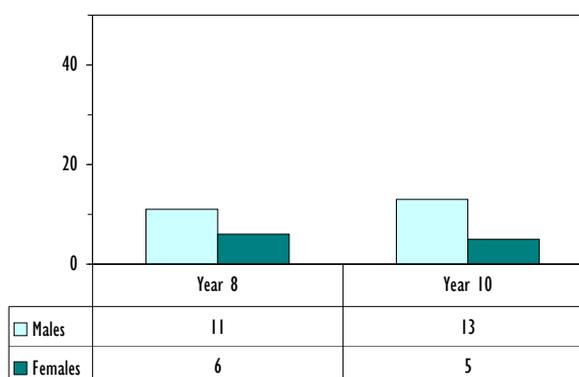
Domestic violence

18% of pupils responded that there has been shouting and arguing at home in the last month that has frightened them. 10% said they 'don't know' if there has been.

10% of pupils responded that there has been violence at home in the last month. 7% said they 'don't know' if there has been.

Relationship violence

These are new questions in 2011.

48% of pupils said that hitting your boy- / girl-friend is always wrong; 40% said that hitting anyone is always wrong.

6% of pupils said that they would think the person probably deserved it if they got hit by their boy- / girl-friend, while 42% would wait to hear more about it before deciding what to think.

Q68. If you heard that someone in your year had been hit by their boyfriend or girlfriend, what might you think?

	I'd wait to hear more about it before deciding what to think	Hitting your boy- / girl-friend is always wrong	They probably deserved it	Hitting anyone is always wrong	Other
☐ Your Boys	41	38	10	24	6
■ Your Girls	42	54	4	51	4
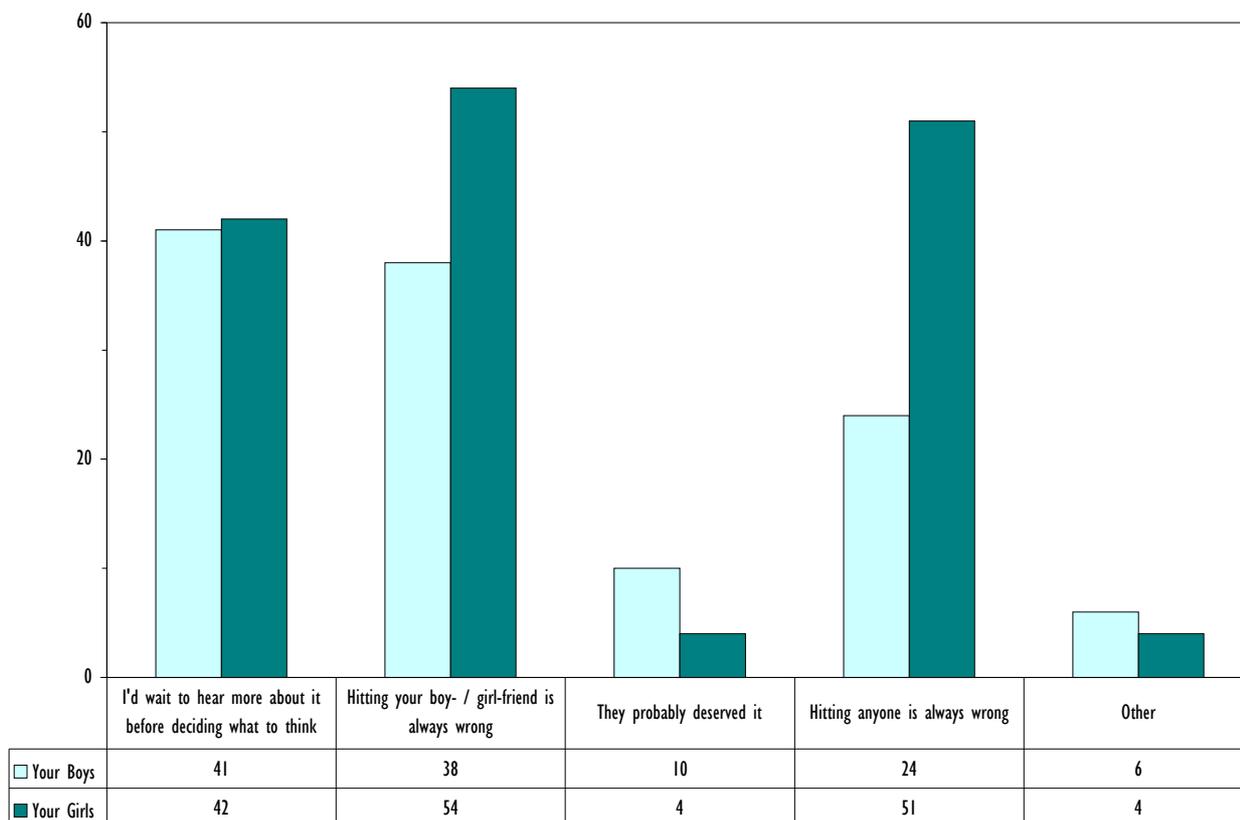
Experience of bullying

Headlines

31% of primary pupils reported they felt afraid of going to school because of bullying at least 'sometimes'.

19% of secondary pupils reported they felt afraid of going to school because of bullying at least 'sometimes'.

There is a marked sex difference seen here, just as in 2010.

27% of primary pupils reported they had been bullied at or near school in the last 12 months.

18% of secondary pupils reported they had been bullied at or near school in the last 12 months.

Again, we see a greater prevalence in females.

68% of primary pupils feel that their school takes bullying seriously. (This is a lower figure than we have seen in earlier studies).

We cannot deduce that all the rest disagreed: 14% feel it doesn't, while 18% are unsure.

67% of secondary pupils reported they think their school takes bullying at least *fairly seriously*.

Comparisons

Year 8 school pupils in Bristol are more likely to think their school takes bullying seriously (66%) than are those in the reference sample (60%).

Links

There is a strong association of experiencing bullying with lower self-esteem scores (also seen in 2010).

The table shows percentages of pupils who experienced bullying in the last year.

|	Values 0-4 (low)	Values 5-9 (med-low)	Values 10-14 (med-high)	Values 15-18 (high)
Year 4	61	45	25	23
Year 6	44	45	25	9
Year 8	46	36	15	11
Year 10	40	25	13	6

This association can be explained by a strongly negative effect on self-esteem by experiences of bullying, but also by young people with existing low self-esteem then becoming the targets of bullying. Of course, these processes might also go on together.

Year 10 Pupils in Bristol who identify as gay, lesbian or bisexual are three times more likely to have been bullied at school in the last year than are their peers (also seen in 2010).

Percentage of primary and secondary pupils in 2011 who felt afraid of going to school because of bullying at least 'sometimes', by year group and sex.

	Year 4	Year 6	Year 8	Year 10
Males	30	20	20	7
Females	44	30	26	17
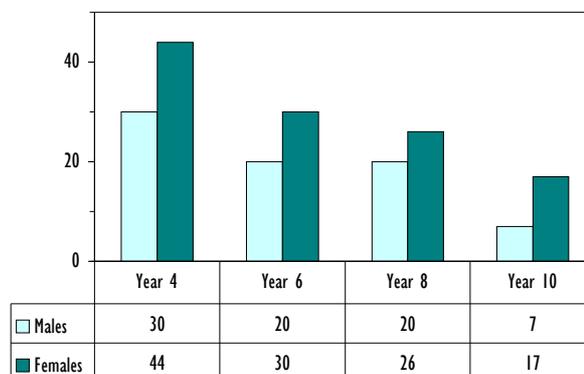
Percentage of primary and secondary pupils in 2011 who had been bullied at or near school in the last 12 months, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
Males	31	23	18	11
Females	29	25	23	16
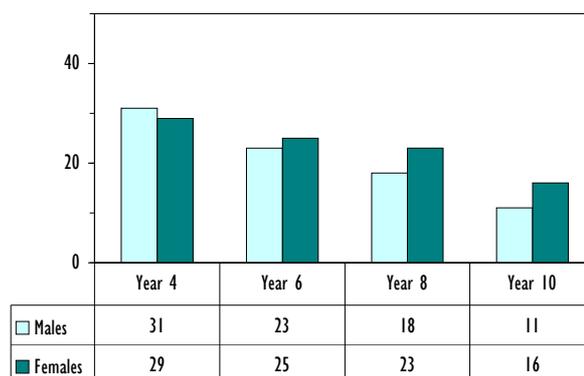
Percentage of primary and secondary pupils in 2011 who think their school takes bullying seriously (primary) / at least 'fairly seriously' (secondary).

	Year 4	Year 6	Year 8	Year 10
Males	63	70	60	68
Females	68	69	70	66
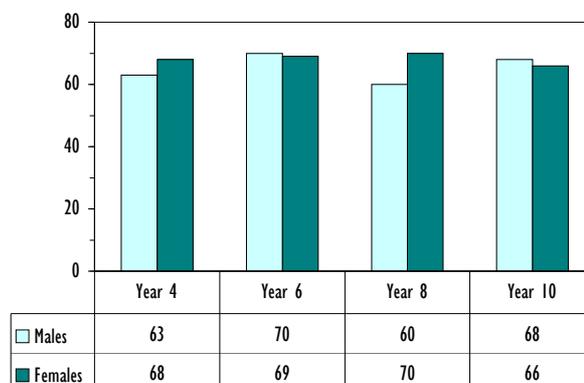
Reasons for being bullied

Children and young people in both primary and secondary schools were asked why they thought they were being bullied or picked on.

Q68. Do you think you are being picked on or bullied for any of the following?

Primary Boys			Primary Girls		
1	Size or weight	15	1	The way you look	17
2	The way you look	15	2	Size or weight	15
3	Other	7	3	Other	8
4	Colour, race or religion	6	4	Clothes you wear	7
5	Clothes you wear	5	5	Colour, race or religion	6
Secondary Boys			**Secondary Girls**		
1	Size or weight	13	1	The way you look	23
2	The way you look	12	2	Size or weight	17
3	Race, colour or religion	5	3	Clothes you wear	7
4	Other	4	4	Other	7
5	Clothes you wear	3	5	Race, colour or religion	5
6	Disability	3	6	Disability	3
7	Your sexuality	1	7	Your sexuality	3

The most common reasons given were *The way you look* and *Size or weight*.

Negative behaviours

Pupils were asked about a variety of bullying and other aggressive behaviours and how often they had experienced them in the last month.

Q69. Percentage of pupils responding that they have experienced the following at least 'sometimes' in the last month:

Primary Boys

1	Called nasty names	38
2	Pushed / hit for no reason	35
3	Teased / made fun of	33
4	Ganged up on	21
5	Threatened for no reason	16

Primary Girls

1	Teased / made fun of	38
2	Called nasty names	38
3	Pushed / hit for no reason	30
4	Ganged up on	23
5	Your belongings taken / broken	19

Secondary Boys

1	Teased / made fun of	36
2	Called nasty names	30
3	Pushed / hit for no reason	27
4	Your belongings taken / broken	10
5	Ganged up on	10

Secondary Girls

1	Teased / made fun of	43
2	Called nasty names	33
3	Pushed / hit for no reason	21
4	Ganged up on	17
5	Your belongings taken / broken	12

7-8% of primary pupils had *Received a hurtful, unwanted or nasty text, call or voicemail* or seen *Nasty comments made about you on a social networking site* in the last month.

New detail is available in the 2011 secondary survey about bullying or aggression using new technology:

11% of secondary pupils said that hurtful comments have been posted about them on a social networking site in the last month; 8% said someone used / changed a picture to humiliate them.

Q58. Percentage of secondary pupils responding that they have experienced the following online / telephonic negative behaviours at least 'sometimes' in the last month:

Boys

1	Received a hoax call	8
2	Hurtful comments were posted about you on a social networking site	6
3	Someone used your identity / password to post false or hurtful things online	5
4	Received a hurtful, unwanted or nasty text or voicemail on your phone	4
5	Someone used / changed a picture to humiliate you	4
6	Received a hurtful, unwanted or nasty email	3
7	Someone published private information about you	2
8	An offensive video clip was taken or posted about you	2
9	Someone had voted for you in an insulting online poll	2
10	A nasty webpage was set up about you	1

Girls

1	Received a hoax call	14
2	Hurtful comments were posted about you on a social networking site	14
3	Received a hurtful, unwanted or nasty text or voicemail on your phone	12
4	Someone used / changed a picture to humiliate you	10
4	Someone published private information about you	8
3	Received a hurtful, unwanted or nasty email	7
2	Someone used your identity / password to post false or hurtful things online	5
2	An offensive video clip was taken or posted about you	2
1	Someone had voted for you in an insulting online poll	1
1	A nasty webpage was set up about you	1

Sites of Negative Behaviours

Pupils who had experienced negative behaviours in the last month were asked where these events had happened.

Q70. Pupils reported experiencing bullying at the following places in the last month (top 5):

Primary Boys			Primary Girls		
1	Outside at school (breaktimes)	21	1	Outside at school (breaktimes)	21
2	In a classroom (breaktimes)	14	2	In a classroom (breaktimes)	15
3	At or near home	12	3	At or near home	11
4	Going to or from school	8	4	During lesson time	8
5	During lesson time	7	5	Going to or from school	7
Secondary Boys			**Secondary Girls**		
1	Outside at school (breaktimes)	12	1	In a classroom (breaktimes)	17
2	In a classroom (breaktimes)	11	2	During lesson time	13
3	At or near home	8	3	Outside at school (breaktimes)	12
4	During lesson time	8	4	At or near home	10
5	In the corridors	8	5	In the corridors	10

The two most common sites for bullying behaviours in primary and secondary schools were, perhaps unsurprisingly, *Outside at school* (playtime / lunchtime) and *In a classroom* (playtime / lunchtime). The third site most commonly mentioned in primary schools was *At or near home* and for secondary school pupils was *During lesson time*.

Links

As noted above (p.38), Year 10 Pupils in Bristol who identify as gay, lesbian or bisexual are more likely to have been bullied at school in the last year than are their peers.

Low self-esteem is strongly associated with experiences of bullying.

Self-esteem scores:	Low (0-9)	Med-low (10-12)	Med-high (13-14)	High (15-18)
Y4 % bullied in last year	61	45	25	23
Y6 % bullied in last year	44	45	25	9
Y8 % bullied in last year	46	36	15	11
Y10 % bullied in last year	40	25	13	6

This association can be explained by a strongly negative effect on self-esteem by experiences of bullying, but also by young people with existing low self-esteem then becoming the targets of bullying. These processes might also go on together.

It is possible to deduce from these two findings that young people in Bristol who are LGB have lower self-esteem, and while the results are consistent with that conclusion, the difference is not statistically significant.

Responses to Seeing Bullying

Headlines

Pupils in primary and secondary schools were asked how they would respond if they saw someone being bullied.

Q72. Top five actions pupils would take upon seeing someone being bullied:

Primary Boys			Primary Girls		
1	Tell an adult	60	1	Tell an adult	78
2	Try to stop the bullying	45	2	Try to stop the bullying	41
3	Call for help	25	3	Call for help	31
4	Comfort the victim	22	4	Comfort the victim	28
5	Get help from other children	17	5	Get help from other children	16
Secondary Boys			Secondary Girls		
1	Try to stop the bullying	42	1	Try to stop the bullying	51
2	Tell an adult	20	2	Tell an adult	44
3	Nothing	18	3	Comfort the victim	44
4	Comfort the victim	16	4	Get help from other children	18
5	Get help from other children	12	5	Call for help	14

Pupils mostly say that they would do something constructive if they witnessed bullying. Younger pupils are most likely to say they would tell an adult, while older pupils are more likely to say they would try to stop the bullying.

There is a proportion who say that they would do nothing, and perhaps that is a more common response in reality than the figures suggest, as we know people often present themselves more positively in regard to hypothetical situations than they behave in practice.

Playtimes

Headlines

76% of primary pupils said they often or always feel happy during school playtimes, and 84% said they often or always feel safe.
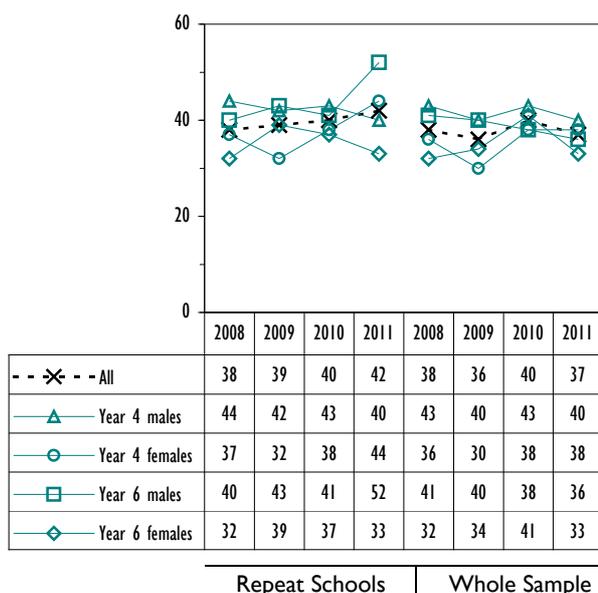
Percentage of primary pupils in 2011 who often or always feel happy during school playtimes, by year group and sex.

	Year 4	Year 6
☐ Males	72	79
■ Females	75	76
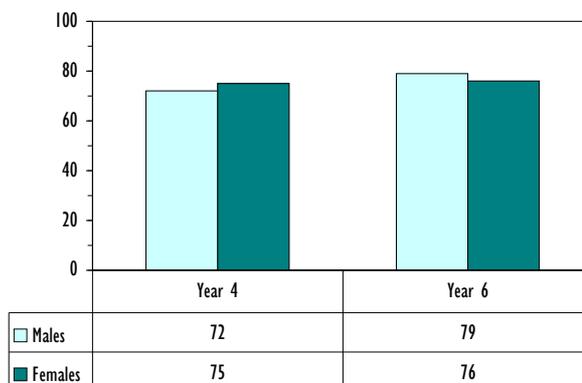
Trends

Primary pupils in Bristol in 2011 are more likely to say they always feel happy during school breaktimes (42%) than were those in the same schools in 2010 (40%) and 2009 (39%).

Percentage of primary pupils who always feel happy during school breaktimes, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	Repeat Schools				Whole Sample			
	2008	2009	2010	2011	2008	2009	2010	2011
- - ✳ - - All	38	39	40	42	38	36	40	37
—△— Year 4 males	44	42	43	40	43	40	43	40
—○— Year 4 females	37	32	38	44	36	30	38	38
—☐— Year 6 males	40	43	41	52	41	40	38	36
—◇— Year 6 females	32	39	37	33	32	34	41	33

Several schools in Bristol have been using **Healthy Schools Plus** as a framework for improving children's experiences at break and lunchtimes.
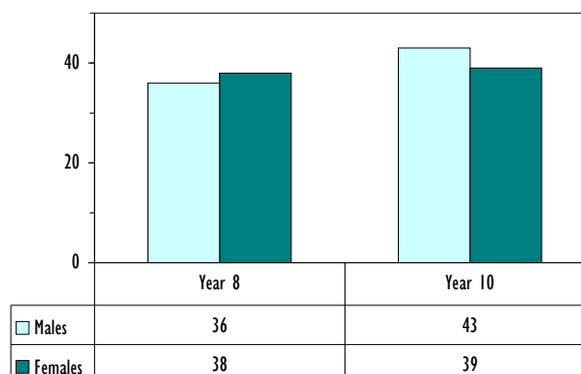
School attitudes and experiences

Enjoyment

Headlines

39% of secondary pupils enjoy all or most of their school lessons.

Percentage of secondary pupils in 2011 who enjoy all or most of their school lessons, by year group and sex.

	Year 8	Year 10
☐ Males	36	43
■ Females	38	39

Useful school lessons

Headlines

Secondary school pupils were asked about topics in PSHE and whether lessons they recalled were at all useful.

Q79. Percentage of pupils responding that they have found school lessons about the following 'quite' or 'very' useful:

	Year 8 Boys			**Year 8 Girls**	
1	Physical activity	45		Safety	56
2	Safety	41		Physical activity	47
3	Drug education	40		Drug education	46
4	Healthy eating	38		Bullying	45
5	Contraception and pregnancy	38		Healthy eating	45
6	Other sex and relationships	37		Contraception and pregnancy	40
7	Sexually transmitted infections	34		Other sex and relationships	37
8	Bullying	34		Emotional health and well-being	36
9	Emotional health and well-being	31		Sexually transmitted infections	34
10	Managing money	22		Citizenship	22
11	Citizenship	21		Managing money	21
	Year 10 Boys			**Year 10 Girls**	
1	Physical activity	40		Contraception and pregnancy	45
2	Sexually transmitted infections	39		Drug education	43
3	Contraception and pregnancy	38		Safety	37
4	Drug education	36		Healthy eating	36
5	Safety	33		Physical activity	36
6	Other sex and relationships	31		Sexually transmitted infections	34
7	Bullying	30		Other sex and relationships	32
8	Healthy eating	30		Bullying	32
9	Emotional health and well-being	29		Emotional health and well-being	27
10	Citizenship	25		Citizenship	17
11	Managing money	20		Managing money	11

Lessons about *Physical activity* are considered the most useful on the list overall, while Year 10 females thought that several lessons were more useful than that, headed by *Contraception and pregnancy*.

It is important not to jump to the conclusion that the remainder consider the lessons useless: for example, just 10% of Year 10 pupils thought their drug education lessons *Not at all useful*, although another 7% *Could not remember any*, which may amount to same judgement.

School Attendance

Primary pupils were asked why they might have been
absent from school in the last month.

Q81. Top 5 reasons primary pupils gave for being absent from school in the last month:

|	Primary Boys			Primary Girls	
1	Ill or injured	36	1	Ill or injured	44
2	Appointments doctor / dentist	27	2	Appointments doctor / dentist	31
3	Day trip / holiday in term time	18	3	Day trip / holiday in term time	19
4	Other	7	4	Other	6
5	Shopping	5	5	Worries about being bullied	4

Illness and other medical matters are the most common causes of absence, but there are reports here of activities of which schools would not approve – shopping and day trips.

We have some figures from 2010 for secondary pupils.

89% of primary pupils think it is important to go to school regularly. 4% don't think it is. Again, we have some figures from 2010 for secondary pupils.

Percentage of primary pupils in 2011 who think it is important to go to school regularly, by year group and sex.

	Year 4	Year 6
Males	82	89
Females	88	94

93% of pupils said that their parents/carers 'always' know if they are away from school; 6% said their parents/carers only 'sometimes' know and 2% said they 'never' know.
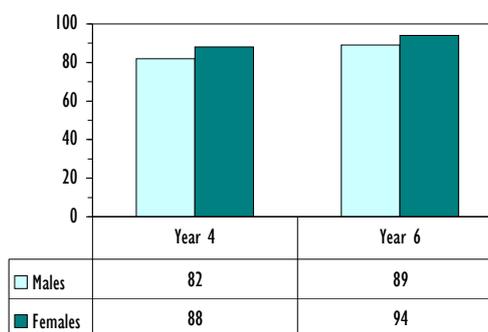
Percentage of primary pupils in 2011 who said that their parents/carers 'always' know if they are away from school, year group and sex

	Year 4	Year 6
Males	86	94
Females	91	98
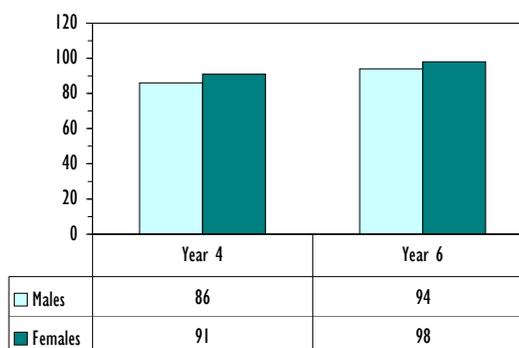
Pupil perceptions

Pupils were offered a list of statements about school and were asked if they agreed or not.

Primary Headlines

Percentage responding 'yes' to the following statements

	Boys	Girls
My work is marked so I can see how to improve it	79	83
The school helps me work as part of a team	71	73
The school encourages everyone to take part in decisions	66	72
The school prepares me for when I leave this school	65	68
I set my own targets and I am helped to meet them	65	63
The school cares whether I am happy or not	61	64
In this school, people with different backgrounds are valued	58	64
The school teaches me how to deal with my feelings positively	60	60
My achievements in and out of school are recognised	59	58
The school encourages me to contribute to community events	52	54

Primary pupils are most likely to agree that *My work is marked so I can see how to improve it* and least likely to agree that *The school encourages me to contribute to community events*, just as in 2010.

Secondary Headlines

Percentage responding 'agree' or 'strongly agree' to the following statements

	Year 8		Year 10	
	Boys	Girls	Boys	Girls
My work is marked so I can see how to improve it	51	63	52	64
In this school, people with different backgrounds are valued	42	59	43	67
I know my targets and I am helped to meet them	48	54	46	49
The school prepares me for when I leave this school	41	55	41	53
The school encourages everyone to take part in decisions	39	57	36	52
The school helps me work as part of a team	41	55	36	50
My achievements in and out of school are recognised	40	39	40	40
The school cares whether I am happy or not	27	43	24	37
The school encourages me to contribute to community events	32	38	28	27
The school teaches me to deal with my feelings positively	30	33	28	22

Secondary pupils are most likely to agree that *My work is marked so I can see how to improve it* and least likely to agree that *The school teaches me to deal with my feelings positively*.

Economic Wellbeing

Employment

All the questions in this section were asked of secondary school pupils only.

Headlines

20% of the pupils in this survey have a regular paid job during term-time.

The average length of time spent working last week by those who have paid work was about 6 hours.

Percentage of secondary pupils in 2011 who have a regular paid job during term-time, by year group and sex.

	Year 8	Year 10
☐ Males	24	29
■ Females	14	21
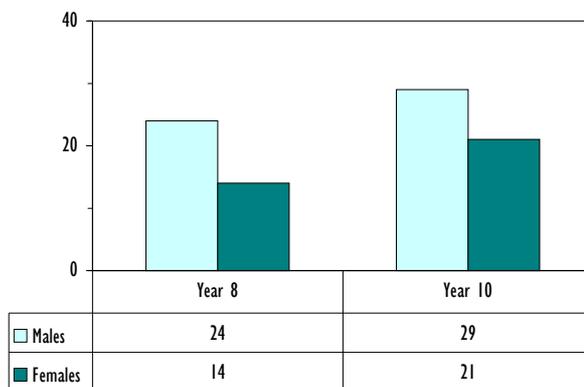
Q101. Most common forms of work (in order):

| Boys		Girls	
Paper/milk round	6	Other work	4
Working in a shop	3	Paper/milk round	3
Other work	3	Babysitting	2

Trends

Secondary pupils in Bristol in 2010 are more likely to say they had a regular paid term-time job (35%) than were those in the same schools in 2009 or 2011 (21%).

Percentage of secondary pupils who had a regular paid term-time job, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.
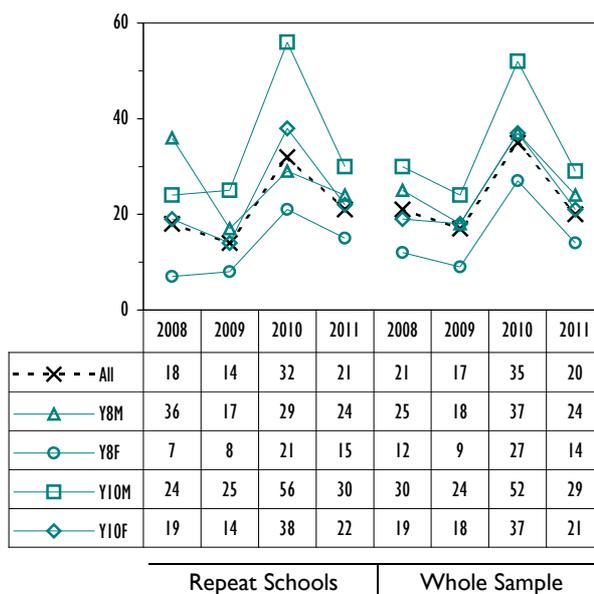
Links

Year 10 Pupils in Bristol from single-parent families are less likely to have a paid term-time job than are their peers.

	2008	2009	2010	2011	2008	2009	2010	2011
- ✗ - All	18	14	32	21	21	17	35	20
Y8M	36	17	29	24	25	18	37	24
Y8F	7	8	21	15	12	9	27	14
Y10M	24	25	56	30	30	24	52	29
Y10F	19	14	38	22	19	18	37	21

Repeat Schools | Whole Sample

Aspirations

Headlines

Pupils were asked what they intended to do after Year 11.

Q98. Pupils reported that they want to do the following at the end of Year 11

Year 8 Boys

Get training for a skilled job	47
Continue in full-time education	38
None of the above (or missing data)	33
Find a job a soon as you can	31
Stay in the neighbourhood where you live	24

Year 8 Females

Continue in full-time education	56
Get training for a skilled job	32
Stay in the neighbourhood where you live	30
None of the above (or missing data)	29
Find a job a soon as you can	27

Year 10 Boys

|	
Continue in full-time education	56
Get training for a skilled job	56
Find a job a soon as you can	37
Stay in the neighbourhood where you live	27
None of the above (or missing data)	16

Year 10 Females

Continue in full-time education	76
Stay in the neighbourhood where you live	43
Find a job a soon as you can	37
Get training for a skilled job	34
None of the above (or missing data)	11

Percentage of Year 10 pupils in 2011 who that they want to do the following at the end of Year 11, by year group and sex.
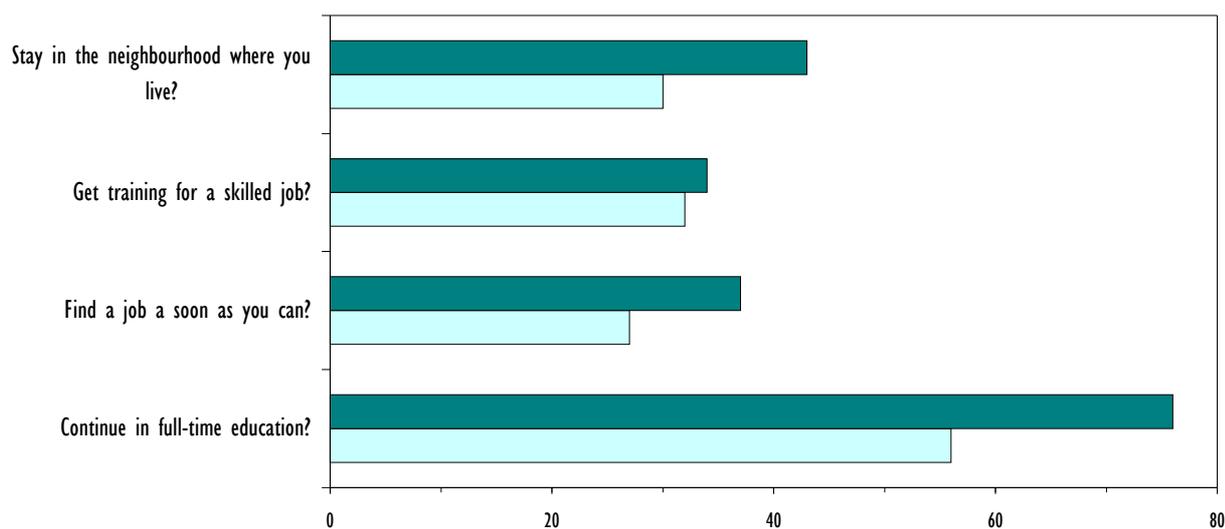
Active Involvement

Participation

Headlines

62% of primary pupils think their views and opinions are listened to in school.

41% of secondary pupils think their views and opinions are listened to in school at least 'sometimes'.

39% of primary pupils think they are listened to through the school council.

49% of secondary pupils said they have had the chance to vote for school/college council members.

53% of primary pupils think that the school encourages them to contribute to community events.

32% of secondary pupils think that the school encourages them to contribute to community events.

Trends

Secondary pupils in Bristol in 2010 were much more likely to report voting in a mock general election (up to 48% from 17%); this was of course a general election year.

This experience had not entirely been forgotten by the following year.

Comparisons

Year 10 school pupils in Bristol are more likely to think their views and opinions are listened to in school (43%) than are those in the reference sample (25%).

Percentage of primary and secondary pupils in 2011 who think their views and opinions are listened to, by year group and sex.

	Year 4	Year 6	Year 8	Year 10
Males	56	64	33	38
Females	63	67	50	36
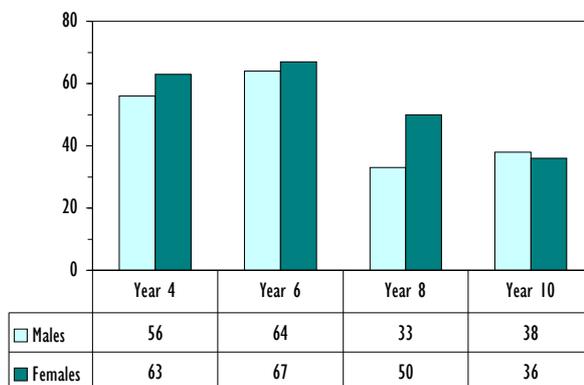
Percentage of secondary pupils who report voting in a mock general election, by year group and sex, in each wave of the survey 2008-2011, for repeating schools only and for the whole sample.

	2008	2009	2010	2011	2008	2009	2010	2011
All	23	17	48	38	13	11	44	34
Y8M	18	18	57	32	13	12	53	28
Y8F	23	19	48	34	13	13	44	30
Y10M	11	12	38	44	11	9	34	42
Y10F	30	15	43	42	15	9	39	39

Repeat Schools	Whole Sample