Wiltshire Children and Young People's Health and Wellbeing Survey 2015: Emotional health

Part of the JSA family

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Background

The Wiltshire Children and Young People's Health and Wellbeing Survey aims to develop a better understanding of Wiltshire's children and young people's experiences of life, both inside and outside school. The survey helps schools to identify areas for improvement and address particular issues raised by their own pupils and to provide evidence to influence future services provided by Wiltshire Council and their partners that improve the health and wellbeing of our young people. It was commissioned by Wiltshire Council and carried out by Foster and Brown Research Limited.

All schools in Wiltshire were invited to take part in the voluntary survey, which was carried out from January to April 2015. The questionnaire was completed online by pupils in year groups 4, 5, 6, 8, 10 and 12. There were three versions of questionnaire designed separately for primary, secondary and Year 12/FE college pupils, plus a version for children and young people with special educational needs. The questions covered a wide range of aspects of young people's lives, these were healthy lifestyles, learning experience, relationships, wellbeing, safety, aspirations and support requirements. The survey was carried out in 64 schools and colleges across Wiltshire in 19 of the 20 community areas, and 6,912 pupils completed the survey.

The large number of children and young people involved means that we can have confidence that the responses are representative of Wiltshire's children and young people. The survey was designed online and took advantage of the additional capabilities online surveys bring including accurate sliding response questions and presenting questions to a respondent based on their previous answers. It is planned that the survey will be repeated in 2017 and it will be run as an on-going partnership project every 2 years. This approach allows us to track how behaviours are changing over time. Schools have been given access to their own data, which they can compare to a County average. This means that they can make informed decisions about how to support the health and wellbeing needs of their pupils, and also use the data to monitor the impact of interventions.

This report provides detailed findings surrounding emotional health from the survey. Where possible comparisons have been made based on the results from the Wiltshire survey to two national reports. A number of other topic reports will be published surrounding healthy lifestyles, risky behaviours and feelings of safety throughout 2016.

The report starts by providing a single page summary of the results. After which detail is given about the demographic of the respondents and then all questions directly relating to emotional health are presented graphical and with short descriptive text.

Summary

The National Health Behaviours of School Aged Children in England (2015) report, which focuses on the health of 11-15 year olds, tells us that young people are smoking, drinking, getting drunk, and having early sex significantly less than they did in 2002. Whilst this is positive, the report goes on to tell us that young people's eating habits are worse, they don't sleep enough and are not exercising enough. It also warns us, that young people are feeling under pressure to do well and be popular. All of these health behaviours can have negative deterministic effects on emotional wellbeing and mental health of young people.

The Wiltshire pupil health and wellbeing survey has shown that Wiltshire children and young people are generally healthy and happy however, it also highlights areas for concern. On many measures of wellbeing such as life satisfaction, young people's scores decline as they get older. We also see many inequalities in health for vulnerable groups of young people such as special educational needs and disability, free school meals and young carers. There are also gender differences in the results, with girls often experiencing poorer outcomes than boys. Almost 1 in 4 young people are stating difficulty in sleeping, this is of concern as poor sleep behaviour is associated with obesity, poor emotional wellbeing and mental health and performance at school.

It is important that we focus our attention on the people in our communities who are experiencing health inequalities, but it is also important to remember that Wiltshire is a health county, and that 70% of Wiltshire children and young people are satisfied with their life and 76% felt confident about their future.

Emotional wellbeing

Overall, 70% of children and young people were satisfied with their life. Whilst it is positive that the majority of Wiltshire children and young people are satisfied, the data also highlights inequalities. For example, satisfaction reduces to 66% of post-secondary school girls and 56% of children receiving free school meals in secondary school and post-secondary.

76% of primary school respondents felt confident about their future, but this falls to 47% by post-secondary school.

Sleep behaviour

22% of secondary school respondents and 27% of post-secondary school respondents reported being so worried they could not sleep quite often or most nights. This increased to 28% and 35% of girls in secondary school and post-secondary school.

Relationships and Bullying

A larger proportion of those who reported they were good or very good at making friends felt satisfied with life (79%) than those who were ok (64%) or not good (35%) at making friends.

12% of primary school respondents, 8% of secondary school respondents and 6% of post-secondary school respondents reported being seriously bullied last year. A larger percentage of nearly all vulnerable groups across the school settings are seriously bullied.

The main type of bullying experienced was reported as verbal. However, cyber bullying increased with age. Of those who reported being bullied 14% of primary school respondents, 29% of secondary school respondents and 45% of post-secondary school respondents reported that the bully included a cyber element.

School setting

56% of secondary school respondents and 54% of post-secondary school respondents reported being stressed by school work. For girls this increased to 63% and 68%.

It was felt by 34% of secondary school respondents and 42% of post-secondary school respondents that they would like to know more about stress management.

Self-harm

8% of secondary school respondents and 6% of post-secondary school respondents reported that they are still self-harming. Within the last year 9% of respondents reported that they self-harmed monthly or more frequently.

A larger proportion of a number of vulnerable groups reported that they have self-harmed more often than the Wiltshire average.

A large proportion of those who reported not being good at making friends also reported self-harming weekly or most days (48%).

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Response demographic

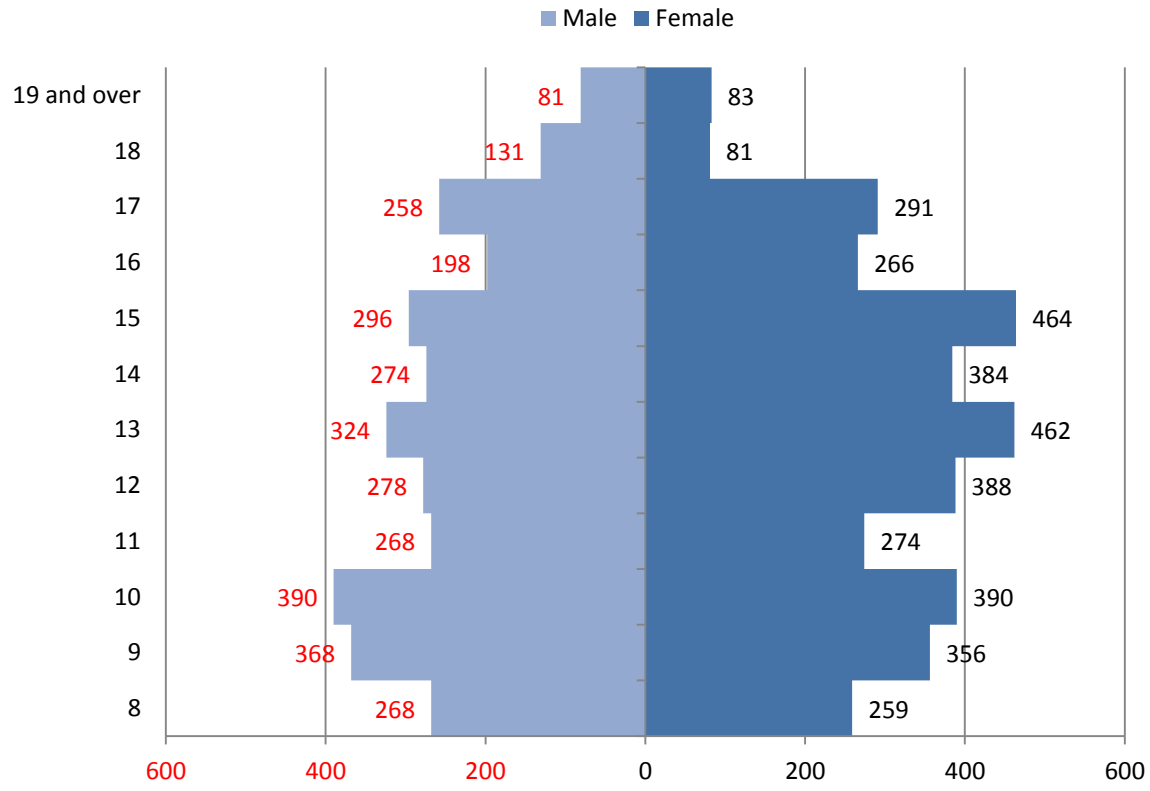
Nearly 7,000 respondents completed the survey, which is 11% percent of the Wiltshire population of 8 to 18 year olds. Table 1 provides a breakdown of what year groups these respondents came from.

Table 1: Overall response

Education level	Primary school				Secondary school			Post-secondary school	Total
School year	Year 4	Year 5	Year 6	Total	Year 8	Year 10	Total	Year 12	
Number	1073	445	1098	2616	1462	1444	2906	1390	6912

Age and gender information was collected from the respondents and this has been presented in a population pyramid in figure 1.

Figure 1: Survey response population pyramid



The vast majority of responses in all school types were White British. Of the minority groups no single category was large enough to be representative. When compared to the most recent ethnicity information from the 2011 census the survey has a lower proportion of respondents claiming to be white British (92% of 0-19 year olds reporting being White British in the 2011 census). This could be a reflection of a more diverse ethnic group responding to the survey or an impact of the non-respondents to the question potentially being White British.

Table 2: Ethnicity

	Primary school		Secondary school		Post-secondary school	
White British	2245	86%	2471	85%	1238	89%
Refused/non response	180	7%	87	3%	27	2%
Other	191	7%	348	12%	125	9%

The vast majority of respondents lived with their parents (95%). The percentage does drop with school type with 98% of primary school respondents living with their parents and 91% of post-secondary school adults living with their parents.

In the 2015 Wiltshire school census 10% of primary school, 6% of secondary school and 7% of post-secondary school pupils reported having a carer in the military. Similar proportions were seen in the survey respondents. A decreasing trend could be seen in the percentage of children with military parents and the school type as seen in table 3. 12% of Primary school children had military parents, this fell to 9% in secondary school and 6% in post-secondary school. This could be a sign that the carer has exited the forces by this time or that less children with a military carer go onto post-secondary school education.

Table 3: Military carers

	Primary school		Secondary school		Post-Secondary school	
Military carer	301	12%	246	9%	89	6%
Non-military carer	2299	88%	2641	91%	1288	94%

Few respondents reported having a social worker (table 4). The highest proportion of children with a social worker was in Primary school 6.4%.

Table 4: Social worker involved

	Primary school		Secondary school		Post-secondary school	
Have a social worker	165	6.4%	114	3.9%	52	3.8%
No social worker	2421	93.6%	2774	96.1%	1330	96.2%

Wiltshire council currently looks after around 400 children. In this survey nearly 100 children reported being either a child in care, a looked after child or a child living with foster parents. This is 1.4% of the survey respondents.

In the 2015 Wiltshire school census 17% of pupils in primary school, 17% of secondary school and 6% of post-secondary school pupils are classified as having a special education need or disability. 11% of primary school pupils, 9% of secondary school pupils and 12% of post-secondary school pupils from the survey reported having a disability or SEN classification.

Table 5: Special Educational Needs and/or disabled

	Primary school		Secondary school		Post-secondary school	
SEN&D	293	11%	262	9%	165	12%
Non-SEN&D	2323	89%	2644	91%	1225	88%

In the 2015 Wiltshire school census 9% of pupils in primary school, 8% of secondary school and 2% of post-secondary school pupils are offered free school meals. 10% of primary school pupils, 8% of secondary school pupils and 9% of post-secondary school pupils knew they were eligible for free school meals in the survey sample.

Table 6: Free School Meals

	Primary school		Secondary school		Post-secondary school	
Eligible	245	10%	235	8%	122	9%
Not eligible	1842	74%	2232	78%	1019	79%
Didn't know	418	17%	380	13%	149	12%

Supporting young carers is important. To help understand a young carers needs respondents were asked whether they were young carers. In the survey there were over 200 young carers (table 7). When compared to the most recent information from the 2011 census a much larger proportion of respondents from the survey reported providing unpaid care. The 2011 census reports that 1% of 0-15 year olds and 4% of 16 to 24 year olds provide unpaid care.

Table 7: Young carer

	Secondary school		Post-secondary school	
Yes	181	7%	64	5%
No	2533	93%	1272	95%
Total	2714		1336	

Results

57 figures are presented on the following pages describing the results of over 30 questions. All results are broken into school phase; primary, secondary or post-secondary. For many of the questions gender and vulnerable groups comparisons are presented. We break the data down into certain groups of people as there is evidence to show that these groups are more likely to experience health inequalities than others. A health inequality is generally regarded as being the health outcome difference observed between and within communities. The differences are not inevitable, but things we can work to change (Marmot, 2005). The vulnerable groups included in this report are those reportedly receiving free school meals, those with a parent or carer in the military, those reportedly caring for someone and those reporting to have a special education need or disability. The questions have been broken down into sections that represent aspects of emotional wellbeing. These are Emotional Wellbeing, Sleep Behaviour, Relationships and Bullying, School Setting, and Self-Harm.

Throughout this document we have highlighted findings from National reports that have asked similar questions. Caution must be used when comparing to other sources of data as subtle difference in the questions, choices for answers and populations who answered, can lead to comparisons that are misleading.

Emotional wellbeing

How satisfied someone is with their life is a common question used to gauge someone's emotional wellbeing. 70% of respondents reported being quite satisfied or satisfied with life. Figure 2 indicates that the majority of secondary and post-secondary school pupils are quite satisfied or satisfied with life (71% and 68% respectively).

A national report by Office of National Statistics[i] stated that 77% of children aged 10 to 15 are moderately to highly satisfied with their life.

Figure 2; Question 6.13: Overall, are you basically satisfied with your life?

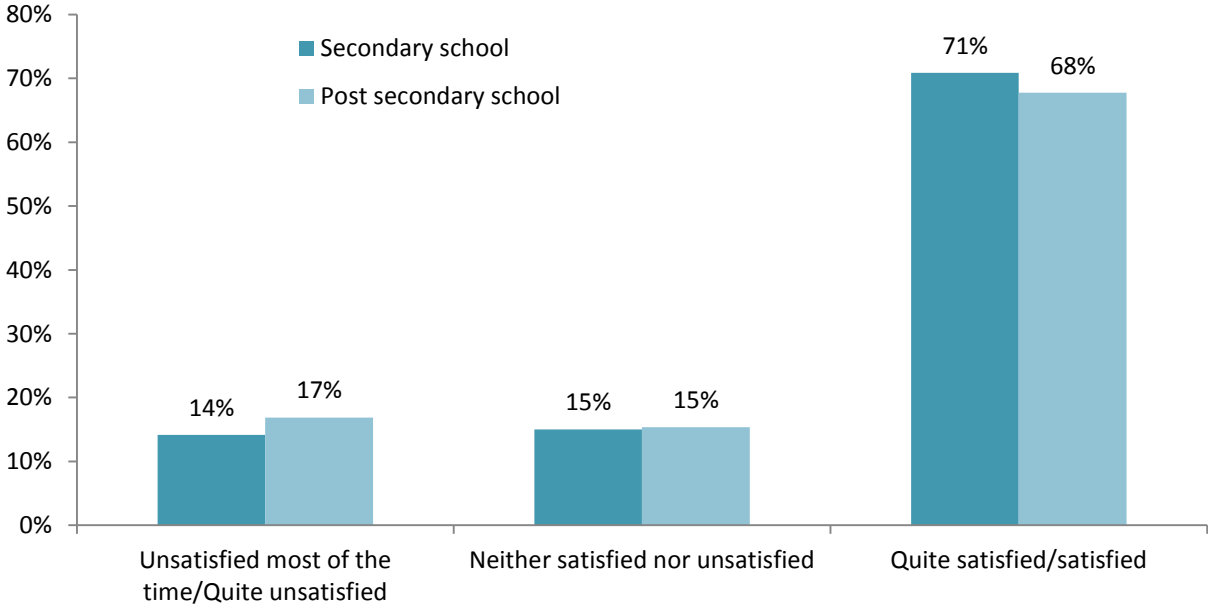
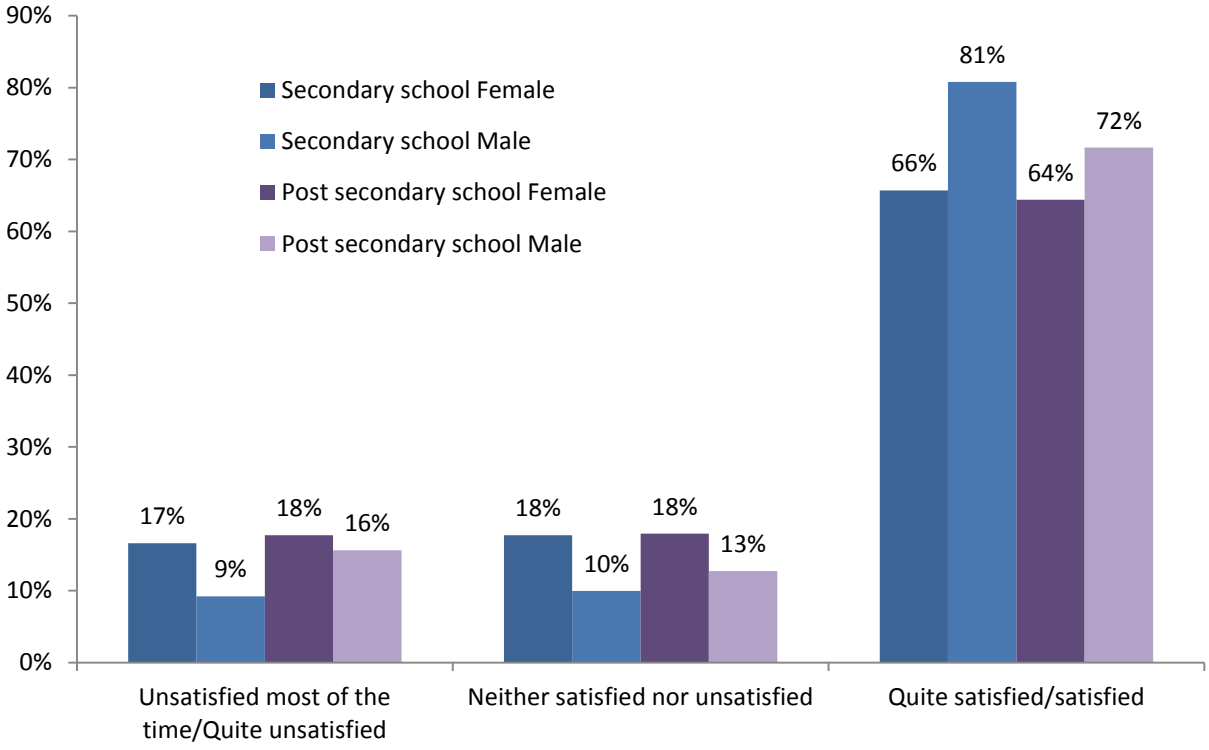


Figure 3 shows that a larger proportion of males in secondary school and males in post-secondary school reported being satisfied with life than females.

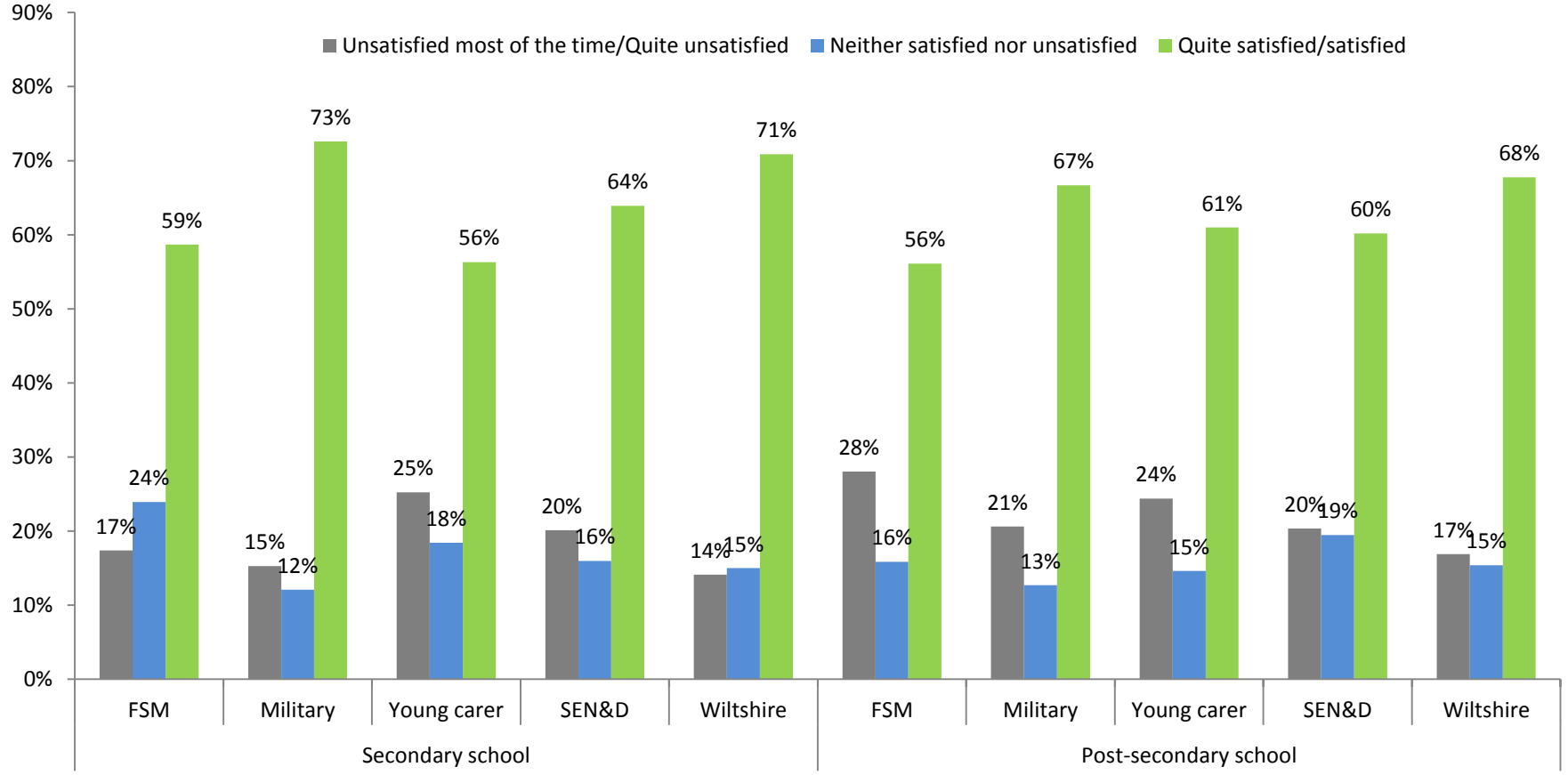
A national report on school aged children published in 2015[ii] reported that 80% of boys and 69% of girls aged 13 reported high scores of satisfaction (7-10 in a 10 point scale), this fell to 74% of boys and 55% of girls aged 15.

Figure 3; Question 6.13: Overall, are you basically satisfied with your life? Gender



When comparing the satisfaction with life of the main vulnerable groups a similar pattern as the total sample can be seen. However, a lower proportion of young carers, those offered free school meals and those with a disability and/or special educational need in secondary school reported being quite satisfied or satisfied with life (Figure 4).This is also true in the post-secondary school sample.

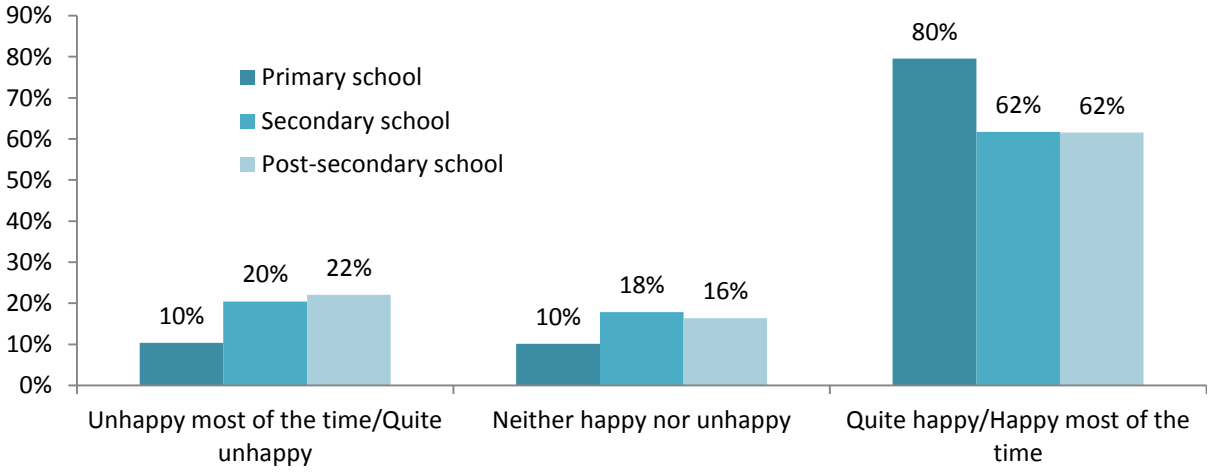
Figure 4; Question 6.13: Overall, are you basically satisfied with your life? Vulnerable groups



69% of respondents reported being quite happy or happy most of the time. 80% of Primary school pupils reported being quite happy or happy most of the time in the past week, which is more than any other school type (62%; figure 5). From the other perspective we can see that in both secondary school and post-secondary school 1 in 5 respondents reported being unhappy most of the time or quite unhappy.

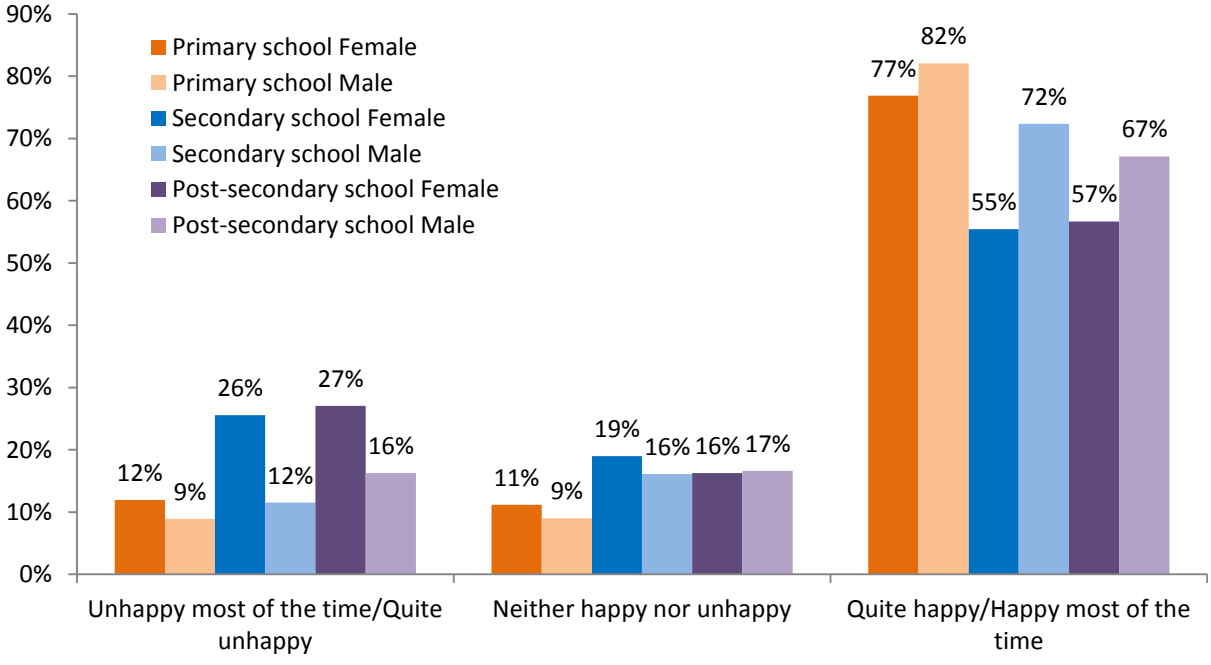
A national report on school aged children published in 2015[i] stated that 74% of children reported moderate to high levels of happiness yesterday.

Figure 5; Question 6.10: Thinking about how you have felt over the past week, would you say you felt generally?



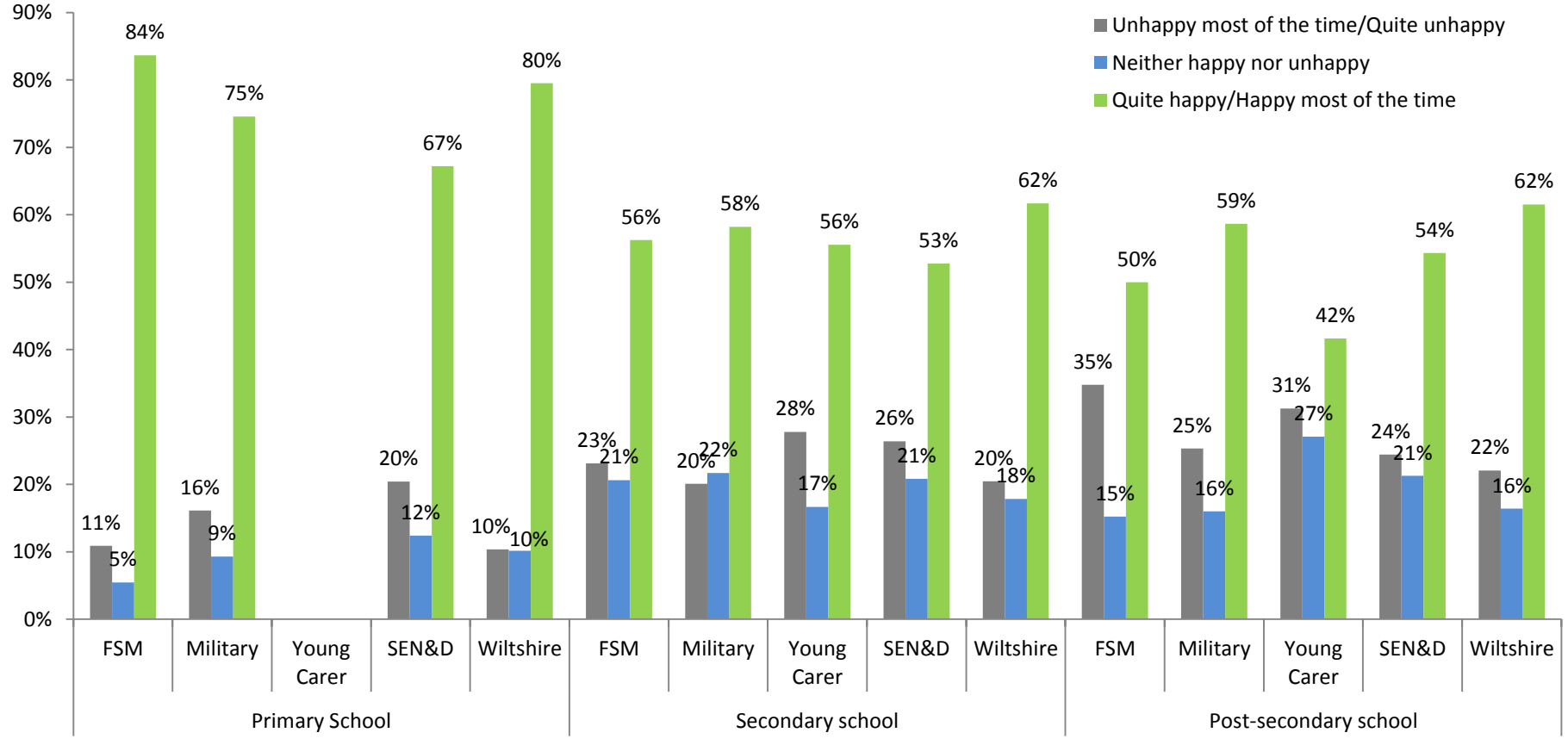
For all school types a higher percentage of males reported being quite happy or happy most of the time than females (figure 6). Furthermore, 1 in 4 females reported being unhappy most of the time or quite unhappy.

Figure 6; Question 6.10: Thinking about how you have felt over the past week, would you say you felt generally? Gender



Generally, we see fewer vulnerable children and young people reporting themselves as quite happy or happy most of the time when compared to the Wiltshire average (80%). The exception is children eligible for free school meals in the primary phase (84%). However, children eligible for free school meals report lower levels of happiness in secondary (56%) and post-secondary phases (50%).

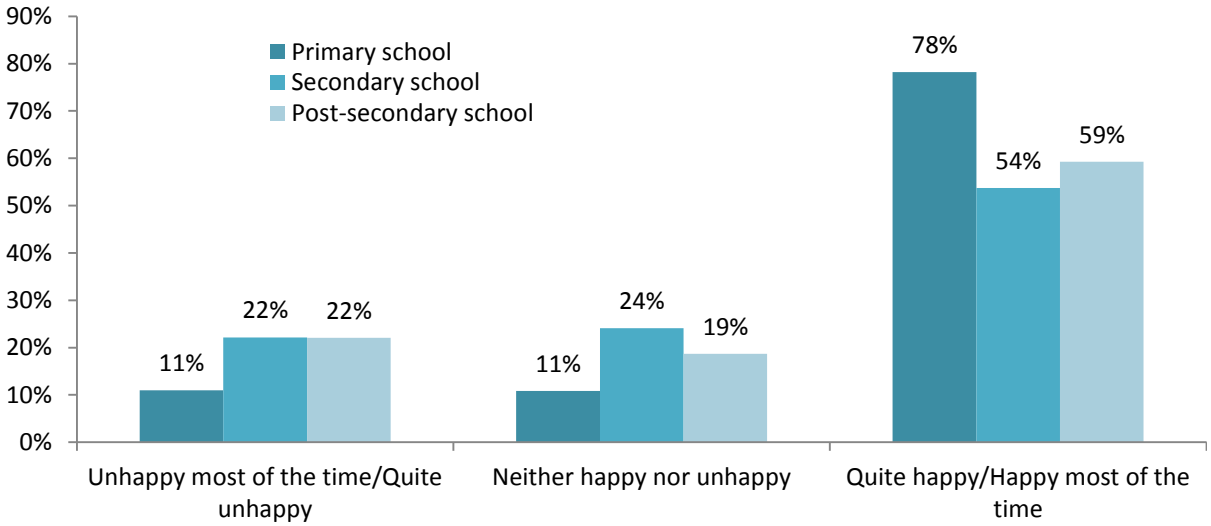
Figure 7; Question 6.10: Thinking about how you have felt over the past week, would you say you felt generally? Vulnerable groups



Primary school pupils were not asked if they were a carer.

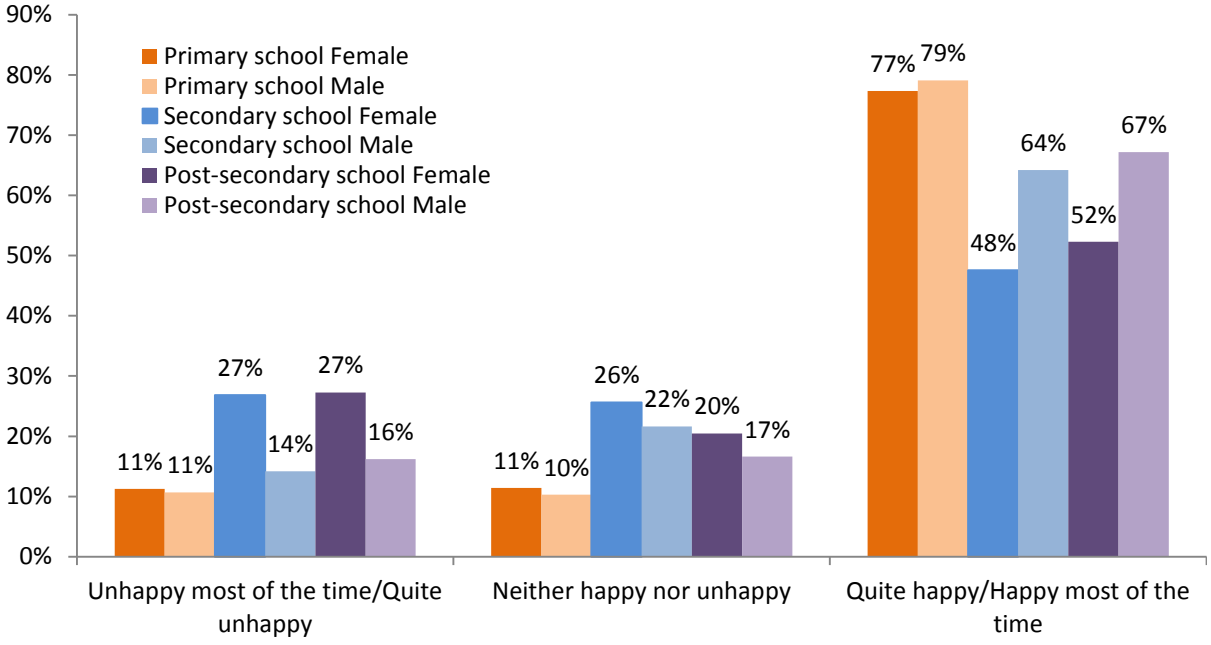
When asked specifically about how they felt about the past week at school (figure 8) a similar pattern could be observed as to the previous more general question about how they felt over the past week (figure 5). The primary school sample more frequently reported being quite happy or happy most of the time than the other school types (78%). When considered as a whole population 65% of the respondents reported being quite happy or happy most of the time.

Figure 8; Question 6.22: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally?



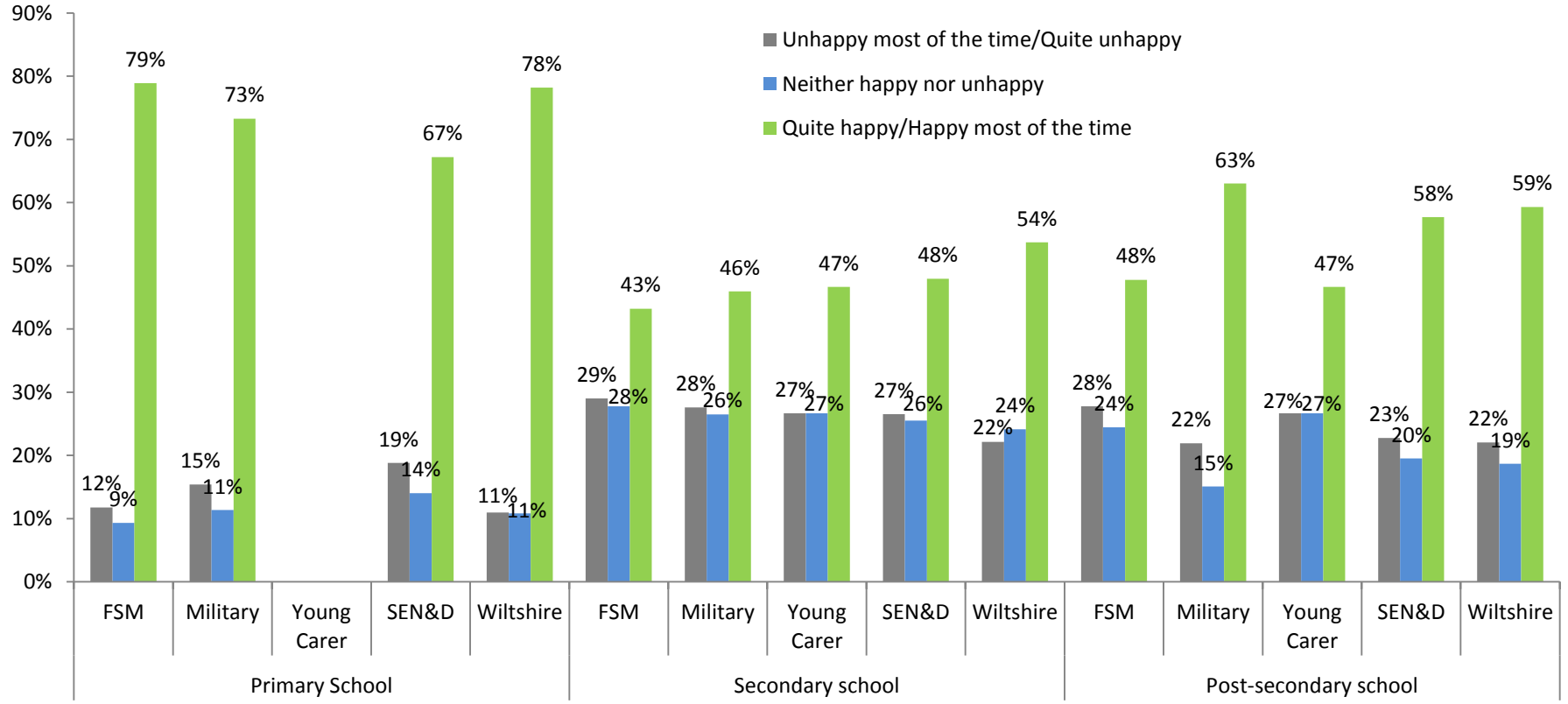
A larger proportion of males reported being quite happy or happy most of the time than females in all school types (figure 9). 1 in 4 females in secondary school and post-secondary school reported being unhappy most of the time or quite unhappy.

Figure 9; Question 6.22: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally? Gender



It is notable that children eligible for free school meals begin their school career at primary phase with a level of happiness which is comparable to their peers (79% to 78%; figure 10). However looking across the school phases this gap widens (43% to 48% in secondary and 48% to 59% in post-secondary). A smaller proportion of SEN&D pupils (67%) reported being quite happy or happy most of the time than the primary school average (78%). In the secondary school sample all the vulnerable groups reported being quite happy or happy most of the time between 6-11% less than the secondary school average. In the post-secondary school sample a smaller proportion of those offered free school meals (48%) and young carers (47%) reported being quite happy or happy most of the time than the post-secondary school average.

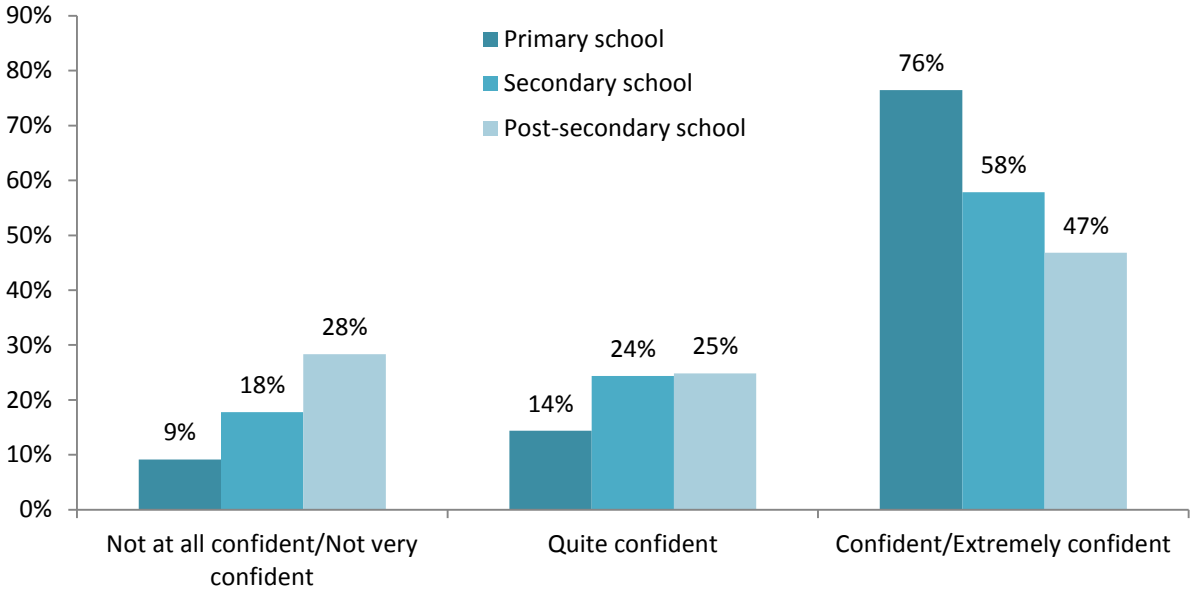
Figure 10; Question 6.22: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally? Vulnerable groups



Primary school pupils were not asked if they were a carer.

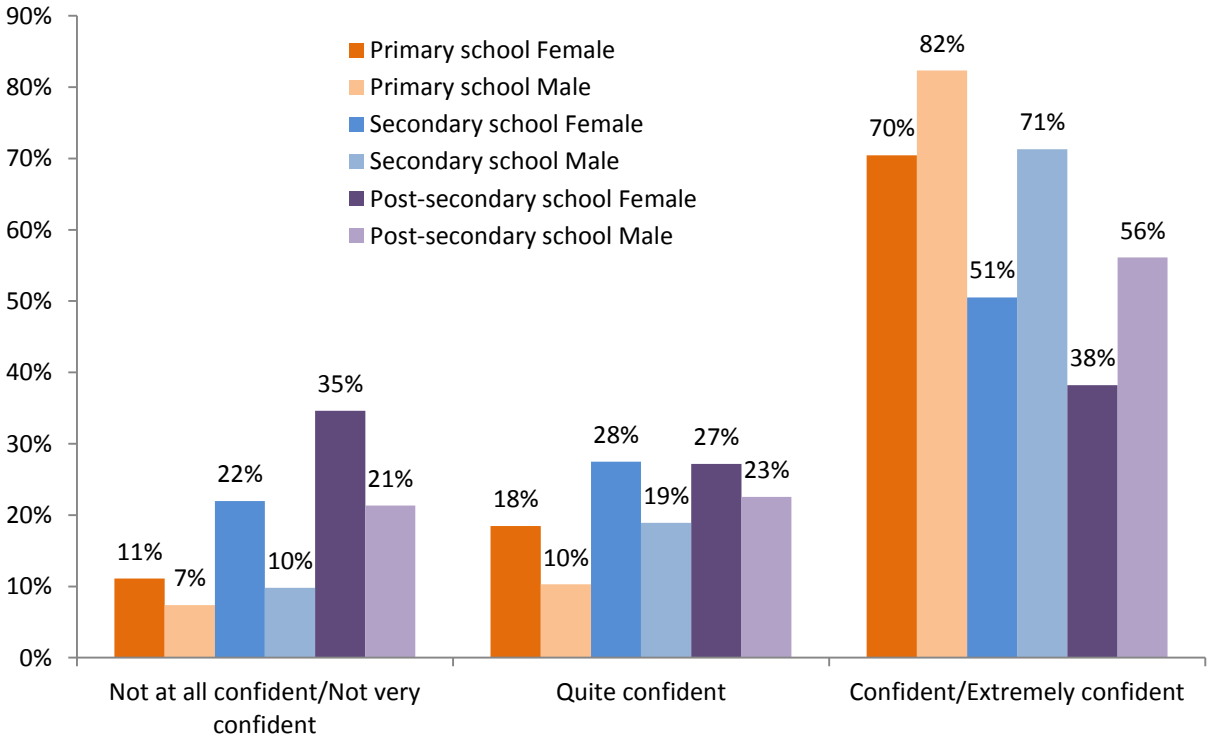
When asked how confident pupils felt about their future 64% of respondents reported being confident or extremely confident. A larger proportion of the primary school sample (76%) reported being confident or extremely confident than the other school types (figure 11).

Figure 11; Question 6.16: Overall, how confident about your future do you generally feel?



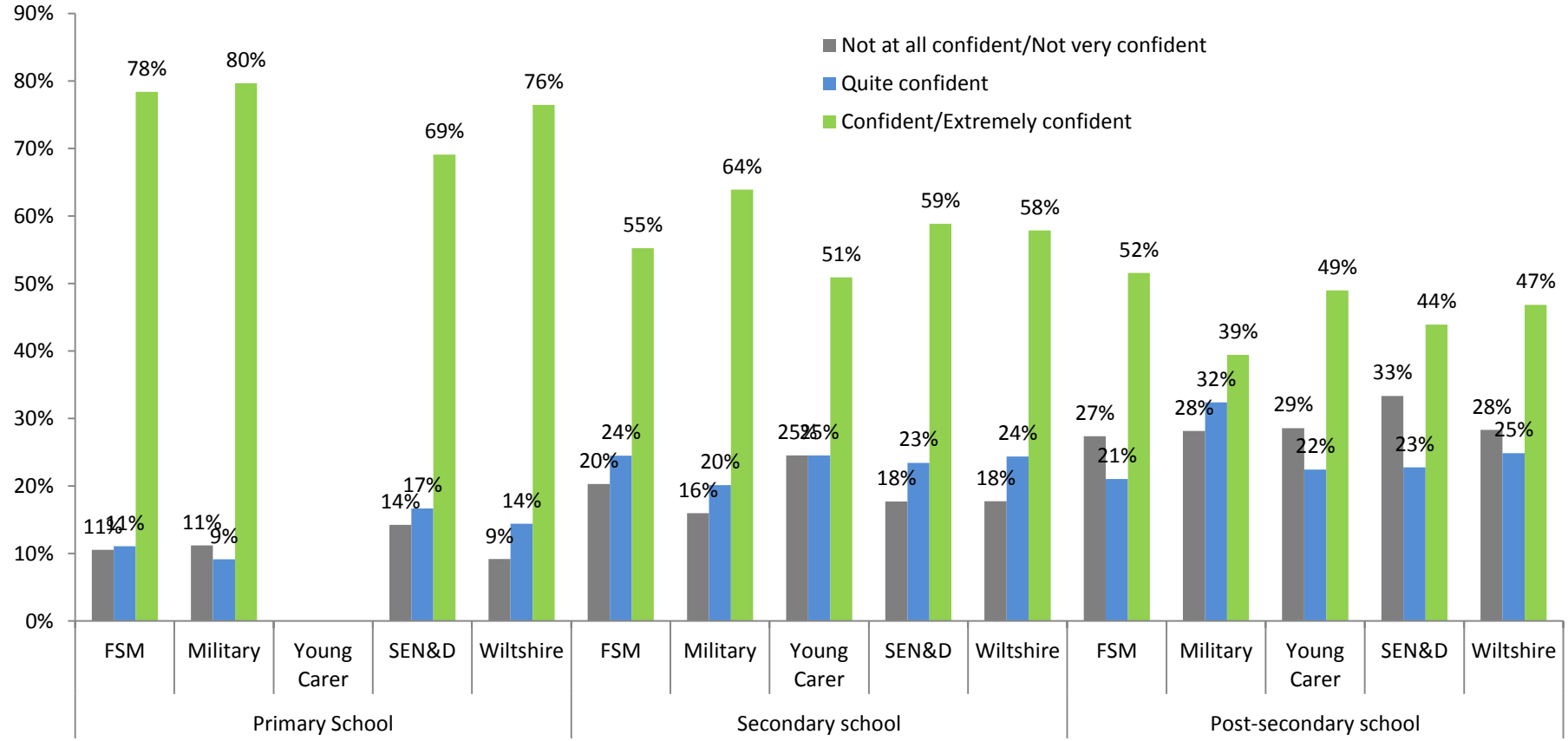
A larger proportion of males reported being 'confident or extremely confident' than females in all school types (figure 12). 1 in 5 females in secondary school reported being not at all confident or not very confident. This increases to 1 in 3 in the post-secondary school sample.

Figure 12; Question 6.16: Overall, how confident about your future do you generally feel? Gender



When comparing the vulnerable groups to the overall average for their school phase, similar patterns can be seen (figure 13). However, in the primary school sample a smaller proportion of SEN&D pupils (69%) reported being confident or extremely confident than the primary school average. In the secondary school sample, a smaller proportion of those offered free school meals (55%) and young carers (51%) reported being confident or extremely confident about their future than the secondary school average . In the post-secondary school sample, a smaller proportion of those with a carer in the military (39%) reported being confident or extremely confident about their future than the post-secondary school average.

Figure 13; Question 6.16: Overall, how confident about your future do you generally feel? Vulnerable groups

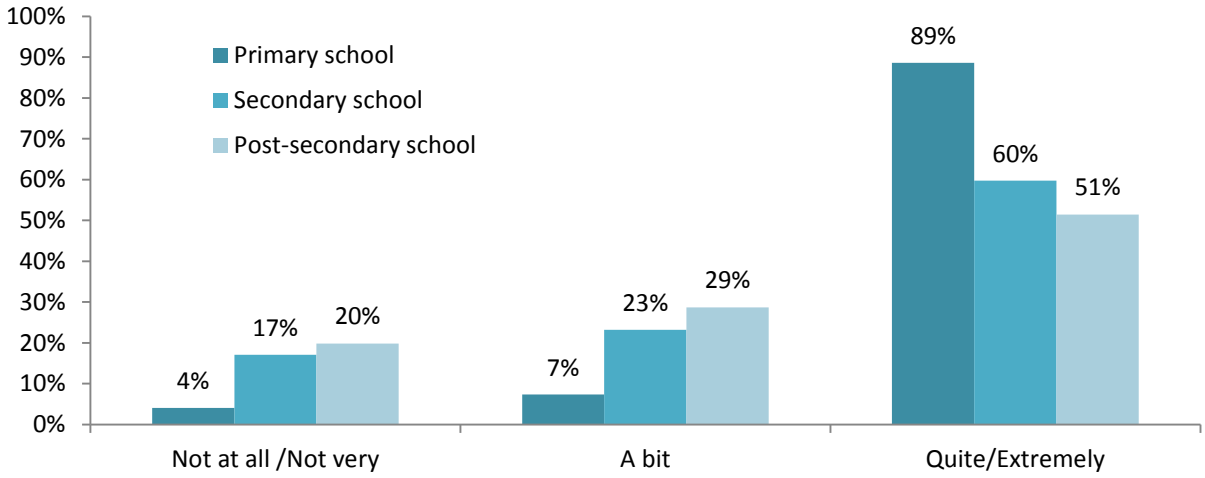


Primary school pupils were not asked if they were a carer.

When asked how proud they felt of things they have achieved the many more primary school children felt quite or extremely proud (89%) than secondary (60%) or post-secondary (51%) young people (figure 14).

A national report on school aged children published in 2015[i] stated 75% of children and young people felt the things they did in their lives were worthwhile.

Figure 14; Question 6.43: How proud do you feel of things you have achieved in your life?

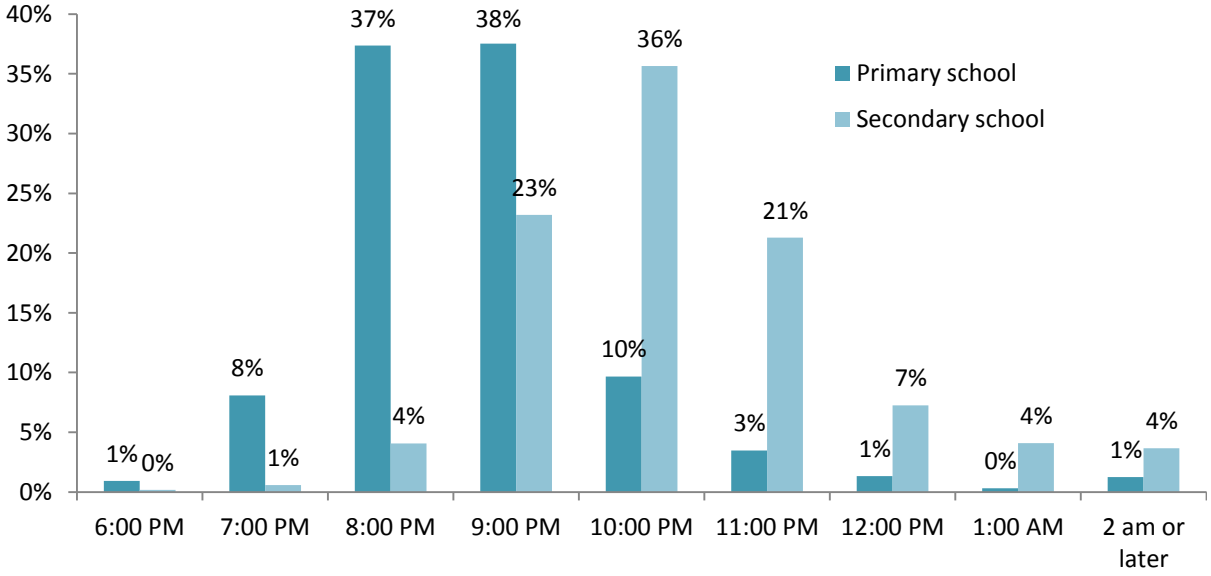


Sleep behaviour

Sleep is an important health protecting behaviour and lack of sleep can impact negatively on mental health. Sleep experts recommend that children under 10 need at least 10 hours of sleep a night and from the ages of 10 to 18 they need at least 8 and a half.

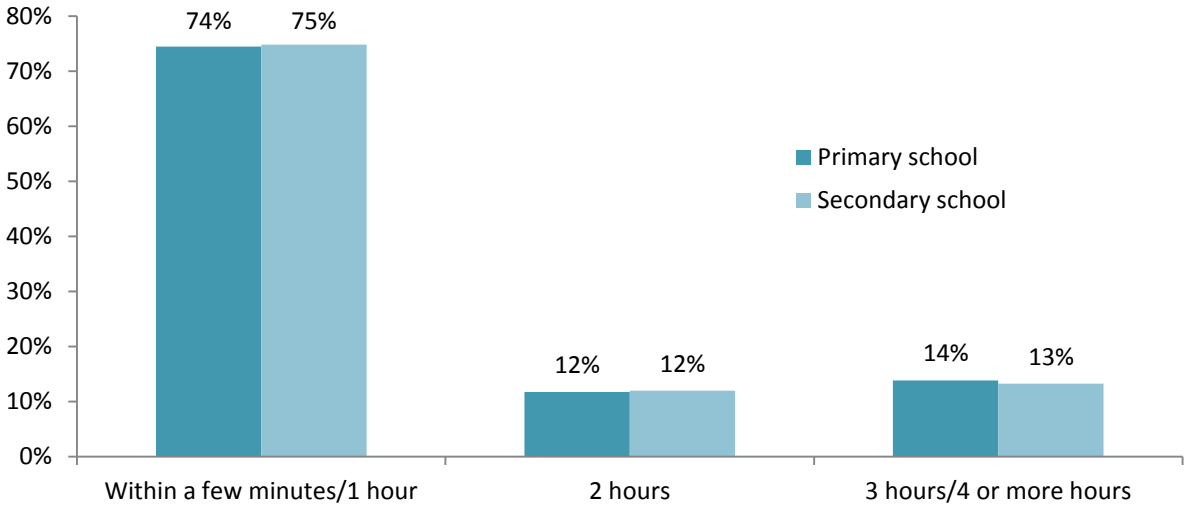
A large majority of respondents reported going to bed at 9 or 10pm (30% and 23%). When the responses were broken down into school phase the primary school respondents mainly fell into two time brackets 8pm and 9pm (37% and 38%; figure 15). The secondary school respondents had 3 main times that they went to bed, 9pm (23%), 10pm (36%) and 11pm (21%).

Figure 15; Question 1.20: What time (to the nearest hour) did you go to bed last night?



The majority of respondents reported falling asleep within a few minutes to an hour (74%). There is no meaningful difference between the primary school and secondary school respondents (figure 16).

Figure 16; Question 1.21: How long did it take you to get to sleep last night?

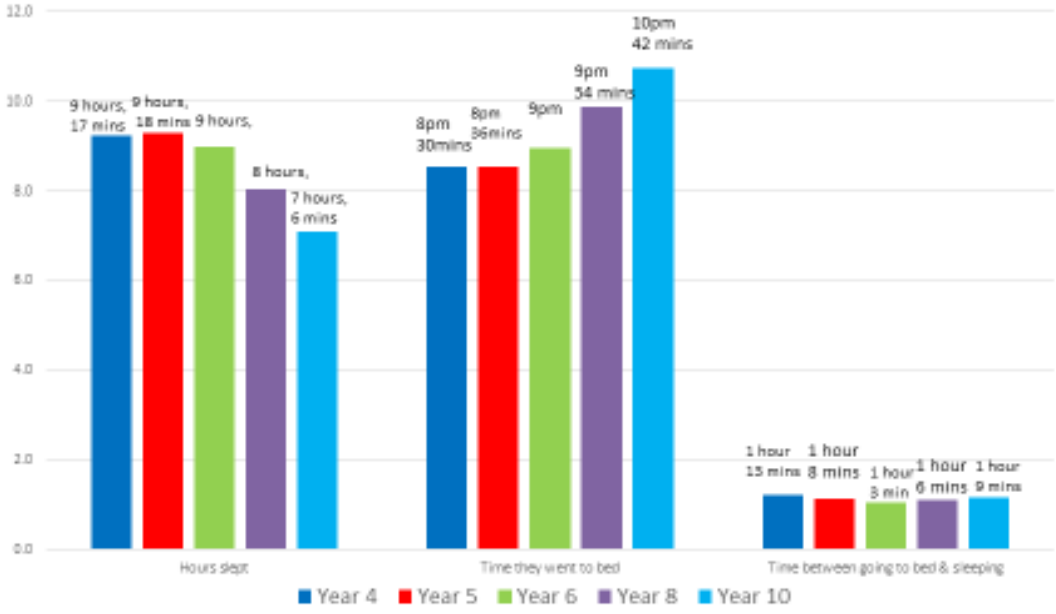


Using respondents reported hour that they went to bed and the length of time it took them to get to sleep, and making the assumption they woke up at 7 am we can create an estimated length respondents slept for. The analysis was performed for Wiltshire Council by Foster and Brown and was presented by year group rather than school phase (figure 17).

The overall average time a respondent slept was 8 hours and 22 minutes. The primary school year groups had the longest lengths of time slept (9 hours or more). The older secondary year group (year 10) had the shortest length of time slept (7 hours and 6 minutes).

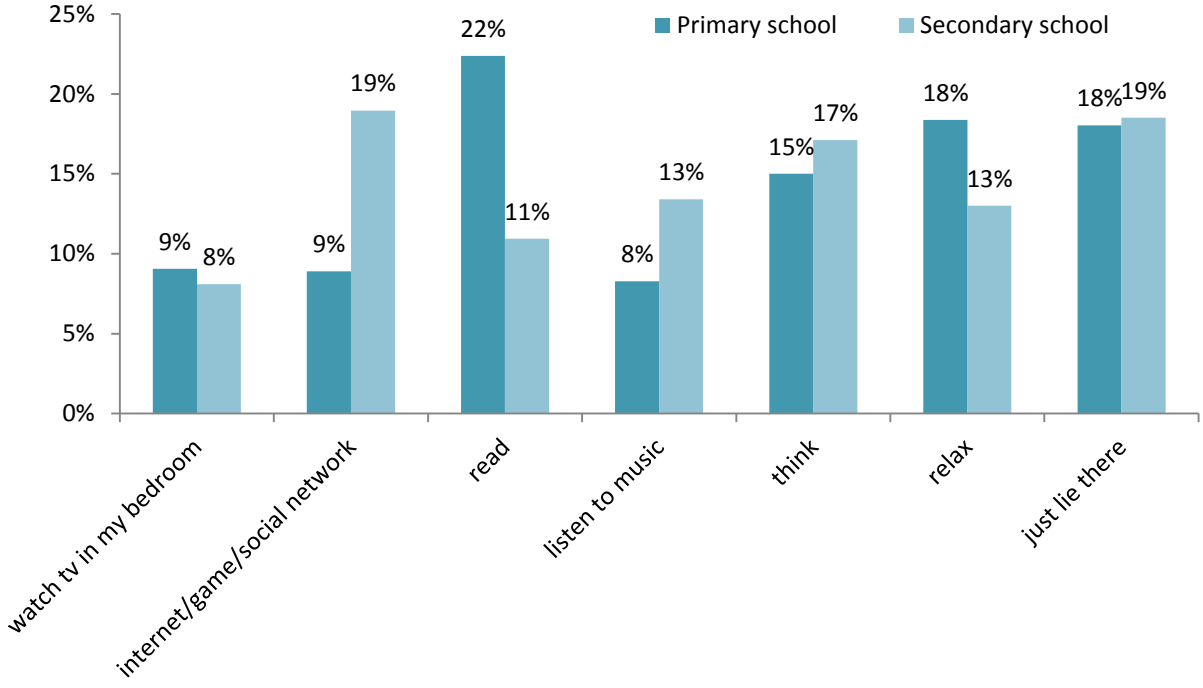
A national report by the World Health Organisation[ii] stated that 93% of boys and girls aged 11, 74% of boys and 73% of girls aged 13 and 48% of boys and 46% of girls aged 15 sleep at least 8.5 hours on a school night.

Figure 17; Question 1.20 and 1.21: Estimation of how long someone slept for



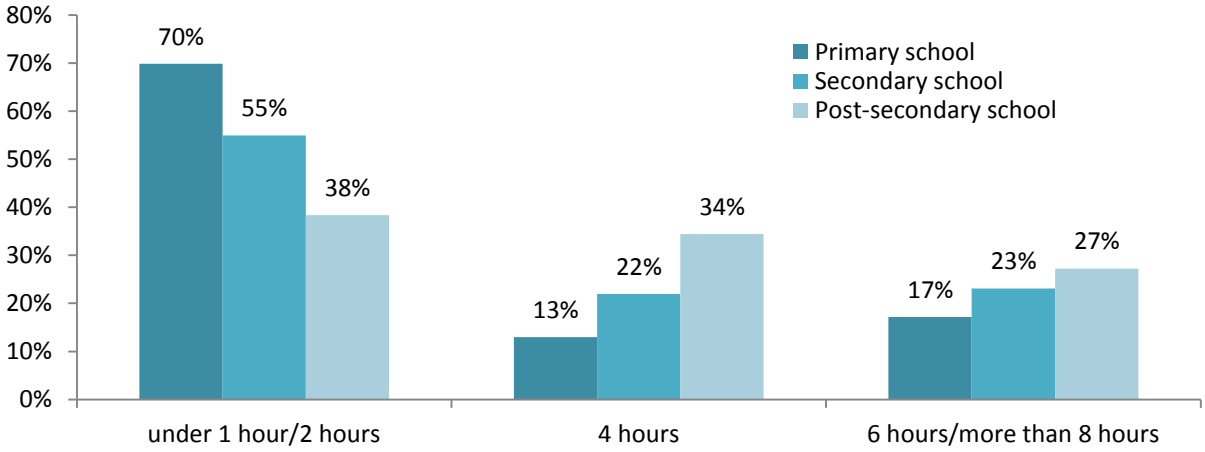
What someone does before going to sleep can be an important factor in how quickly they will get to sleep. Respondents were asked what they did between going to bed and falling asleep and could give more than 1 response. Overall responses fell fairly evenly between the activities presented. However, when the respondents were broken down into school phases interesting differences could be seen (figure 18). A larger percentage of Primary school respondents reported that they read between going to bed and falling asleep than the secondary school respondents (22% compared to 11%). There was a larger percentage of secondary school respondents who reported going on the internet/electronic game/social network before going to sleep than primary school respondents (19% compared to 9%).

Figure 18; Question 1.22: What did you do between going to bed and going to sleep?



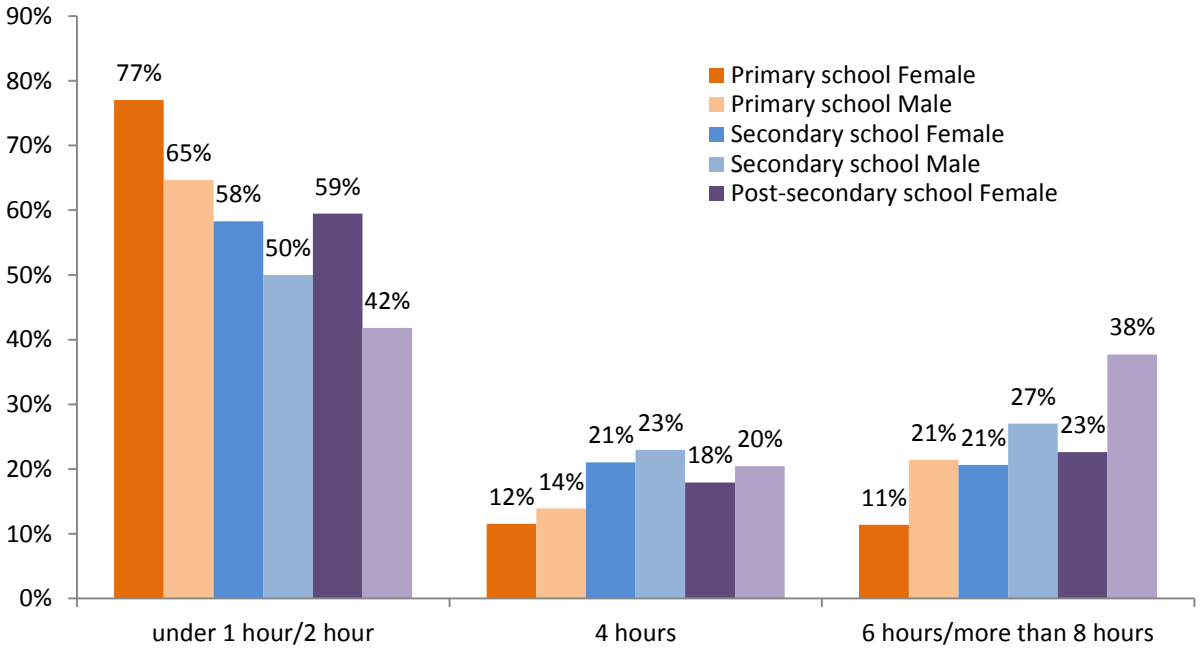
The respondents were also asked how long they spent online or playing computer games last night. Overall the majority of respondents reported only doing these activities for under 1 hour or 2 hours (29% and 29%). When broken down by the school phases a clear gradient can be seen showing an increasing use of online or electronic gaming activity (figure 19).

Figure 19; Question 5.37: Approximately how much time did you spend last night online/playing computer games



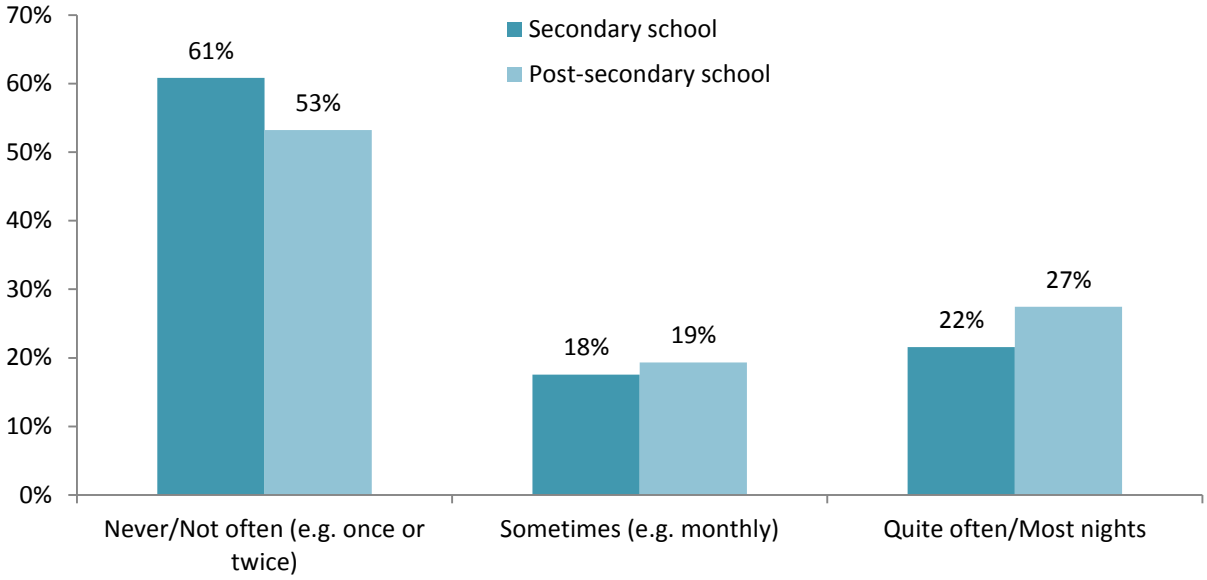
When looking at the gender differences in each school phase a larger proportion of males spend more hours online or playing electronic computer games in all the school phases (figure 20).

Figure 20; Question 5.37: Approximately how much time did you spend last night online/playing computer games? Gender



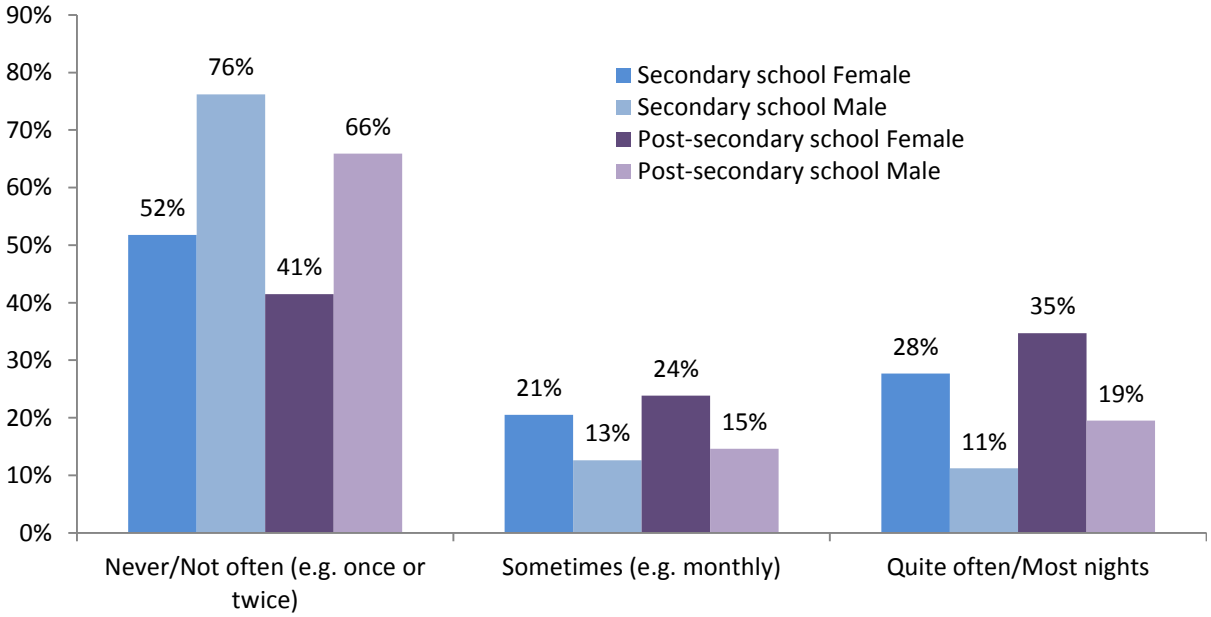
When asked how often pupils have been worried about something so much that they cannot sleep at night 1 in 5 secondary school pupils and 1 in 4 post-secondary school pupils reported quite often or most nights (figure 21).

Figure 21; Question 6.52: How often have you been so worried about something you cannot sleep at night



A larger proportion of females reported that they could not sleep at night quite often or most nights than males in all school types (figure 22).

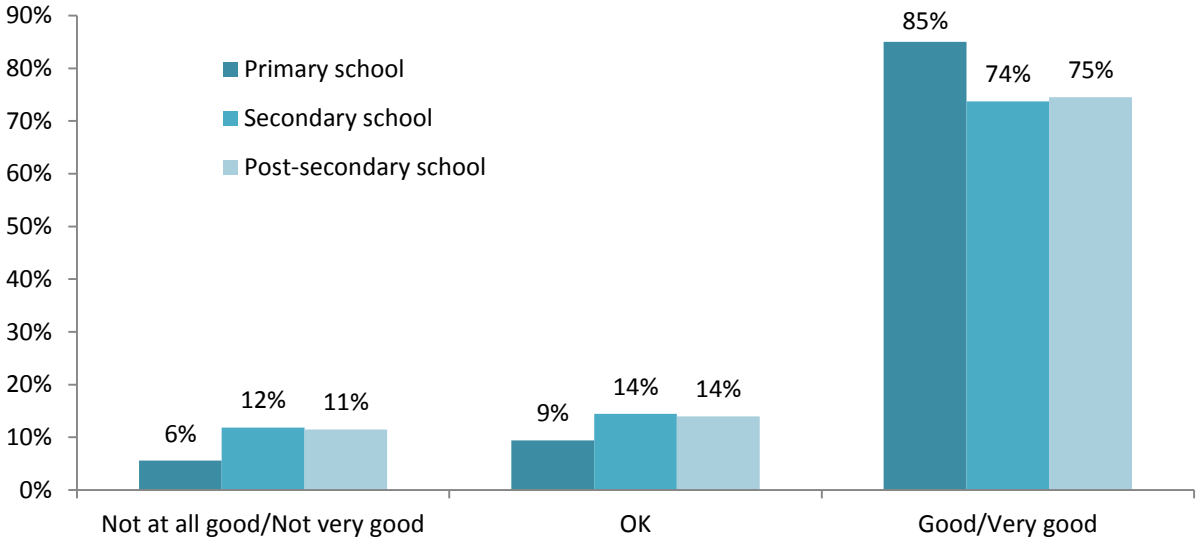
Figure 22; Question 6.52: How often have you been so worried about something you cannot sleep at night? Gender



Relationships and Bullying

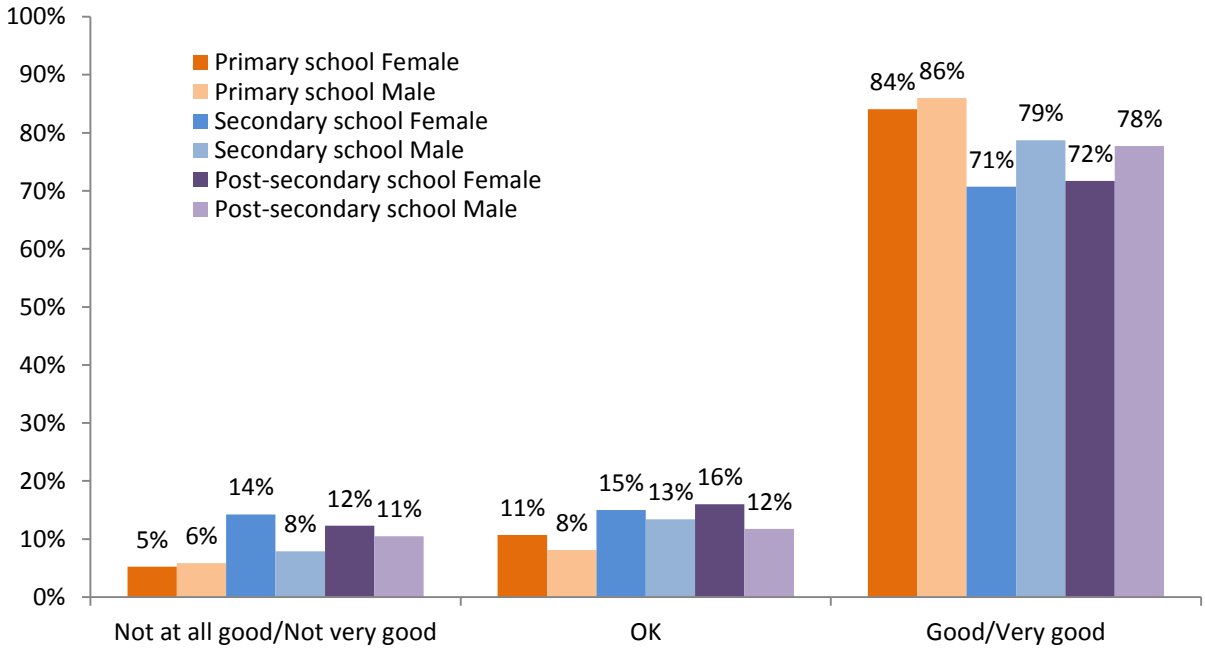
When asked how good they are at making and keeping friends 78% of respondents reported that they are good or very good at making or keeping friends. The proportion of the primary school sample that reported being good or very good (85%) was 10%-11% higher than the other school types (figure 23).

Figure 23; Question 6.32: How good are you at making and keeping friends?



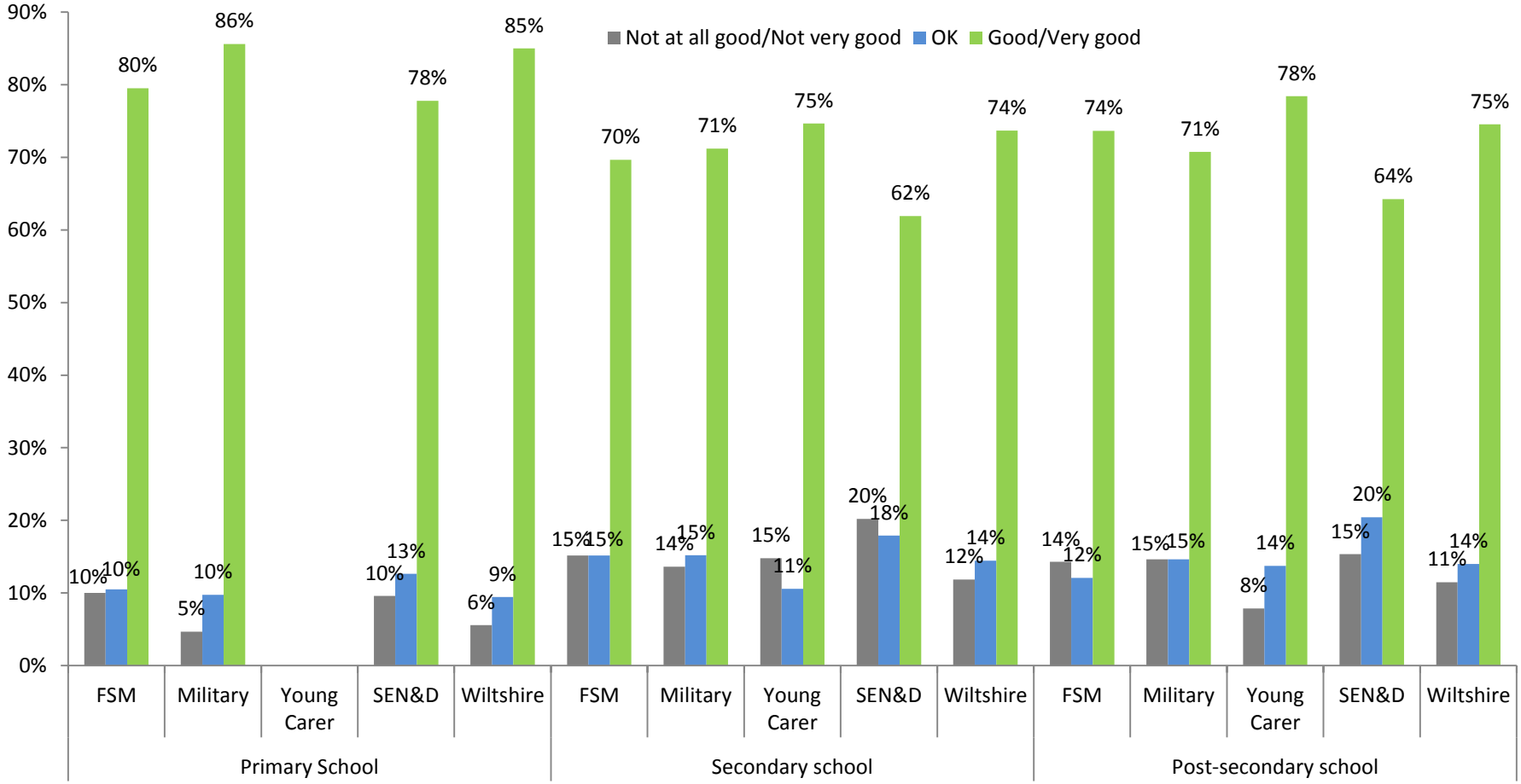
A slightly higher proportion of males reported that they were good or very good at making or keeping friends than females in all school types (figure 24).

Figure 24; Question 6.32: How good are you at making and keeping friends? Gender



When comparing the vulnerable groups to the overall school type similar patterns can be seen (figure 25). However, a smaller proportion of the SEN&D pupils in the primary school sample (78%) reported being good or very good at making or keeping friends than the primary school average. The same is true of the secondary school sample and the post-secondary school sample (62% and 64%).

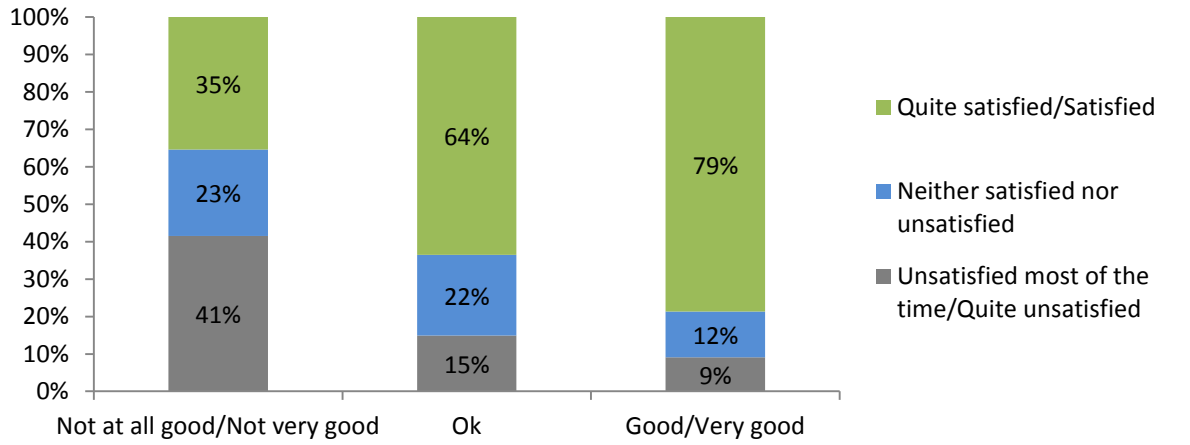
Figure 25; Question 6.32: How good are you at making and keeping friends? Vulnerable groups



Primary school pupils were not asked if they were a carer.

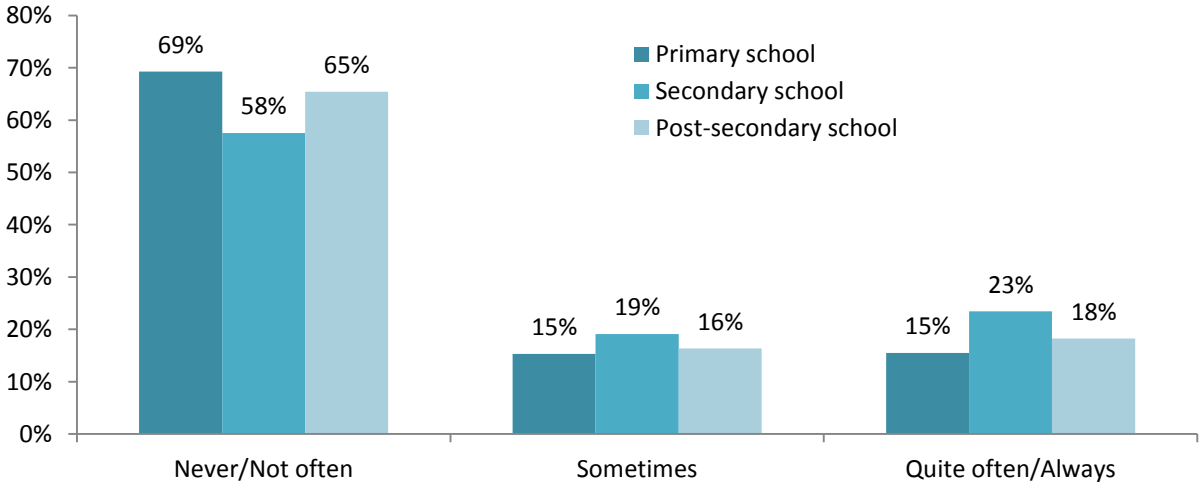
The ‘how good are you at making and keeping friends’ question was compared to the question ‘Overall, are you basically satisfied with your life’ and the results of this are presented in figure 26. This was performed solely for the secondary school sample as it provided the largest number of responses, giving a robust base to perform the analysis. A much higher proportion of those who reported being good or very good at making or keeping friends also reported being quite satisfied or satisfied with life (79%) than those who reported finding it more difficult to make or keep friends (35%).

Figure 26; Question 6.32 and 6.13: How good are you at making and keeping friends? And Overall, are you basically satisfied with your life? For Secondary school pupils



When the respondents were asked if they feel they argue or are criticised about the amount of time they spend online few respondents reported that it happens quite often or always (figure 27). A higher proportion of Secondary school pupils reported feeling criticised than the other school types (23 % compared to 18% and 15%).

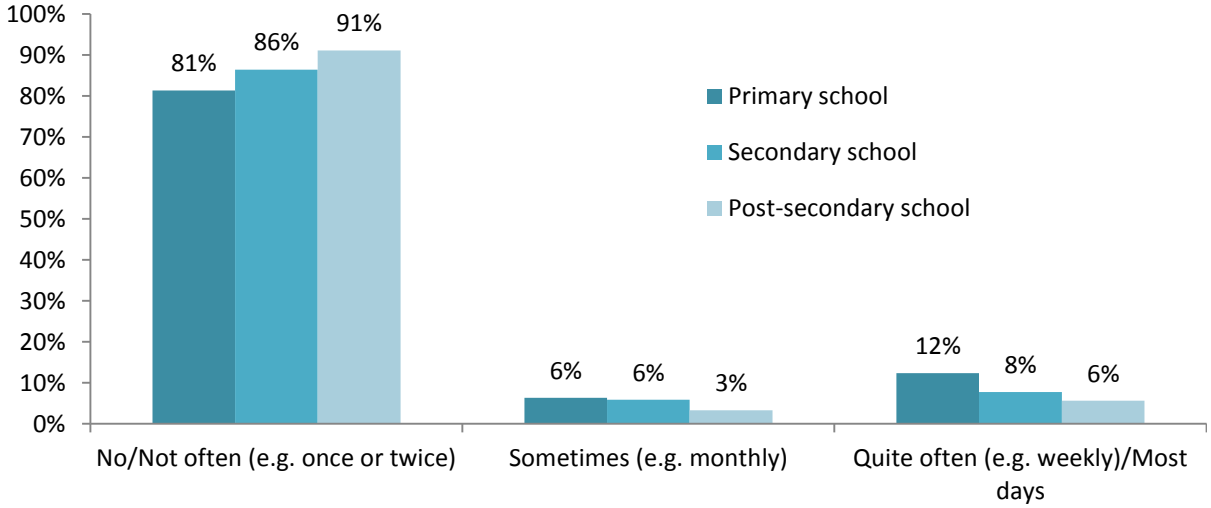
Figure 27; Question 5.41: Do you argue with or feel criticised by friends, parents or carers about the amount of time you spend online?



When respondents were asked if they had been seriously bullied in the last year the majority of respondents from all school types said no or not often (71%). Interestingly the proportion who reported being bullied quite often or most days fell as school type progressed (figure 28). 12% of Primary school pupils, 8% of Secondary school pupils and 6% of post-secondary school pupils reported being bullied quite often or most days.

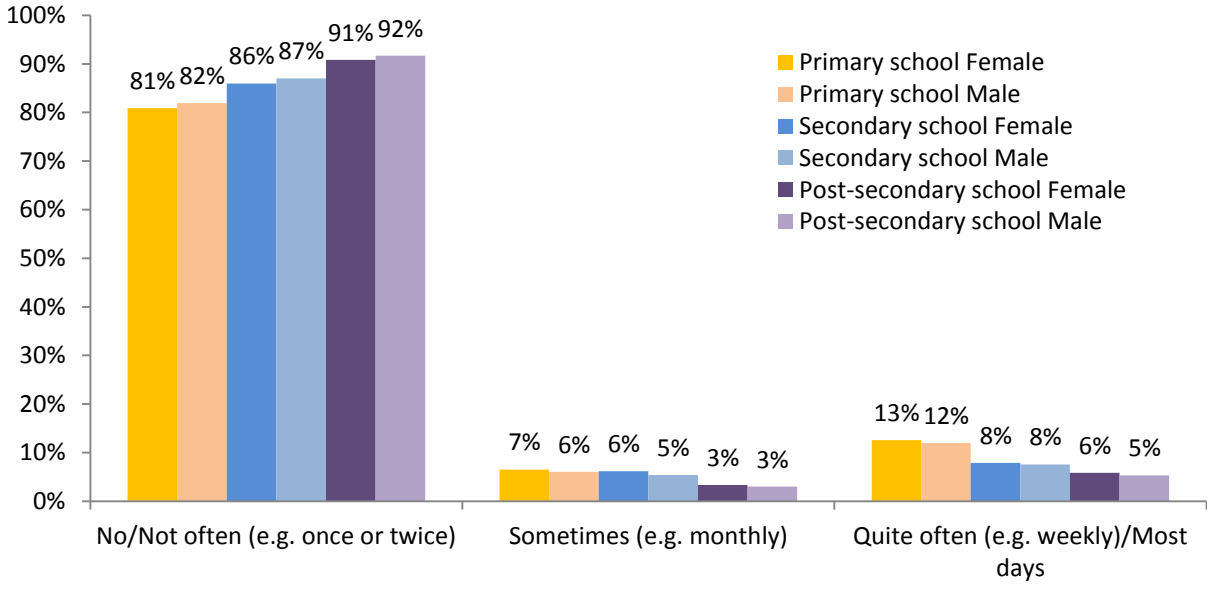
A national report by the World Health Organistaion[ii] stated that 32% of young people reported they had been bullied at school in the past couple of months. A national report by Office of National Statistics[i] found that 12% of 10 to 15 year olds reported being frequently bullied at school, in the six months prior to interview during 2011-12.

Figure 28; Question 6.07: Have you been SERIOUSLY bullied in the last year?



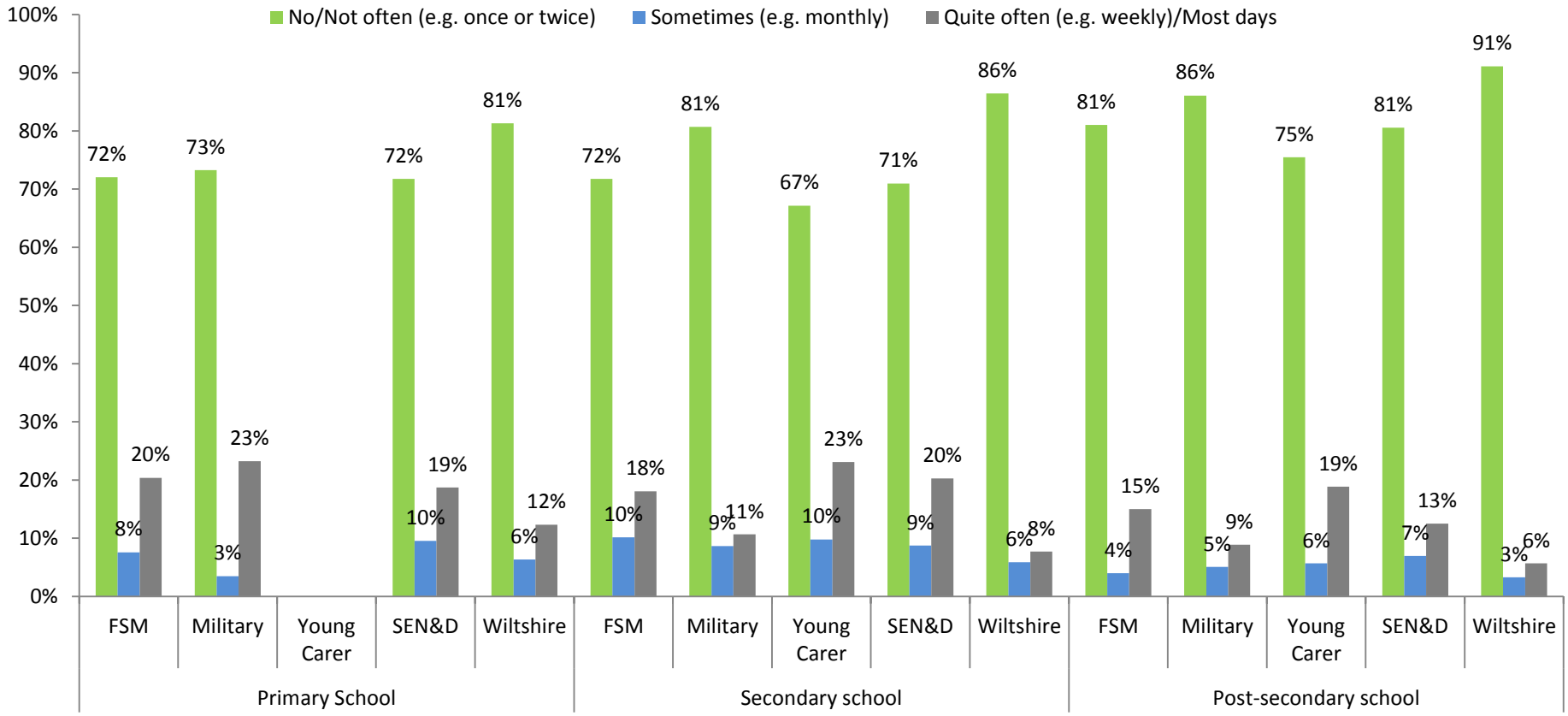
In all school settings a very slightly higher proportion of females than males reported being bullied quite often or most days (figure 29). These findings are similar to a national report[i] which found that slightly more females (34%) reported that they had been bullied than boys (31%) at school in the past couple of months

Figure 29; Question 6.07: Have you been SERIOUSLY bullied in the last year? Gender



When comparing the vulnerable groups to the overall school type similar patterns can be seen (figure 30). All vulnerable groups in the primary school sample reported higher proportions of being bullied weekly or most days than the primary school average. In the secondary school and post-secondary school samples those offered free school meals (18% and 15%), young carers (23% and 19%) and SEN&D (20% and 13%) pupils had meaningfully higher proportions of those reporting having been bullied weekly or most days in the last year.

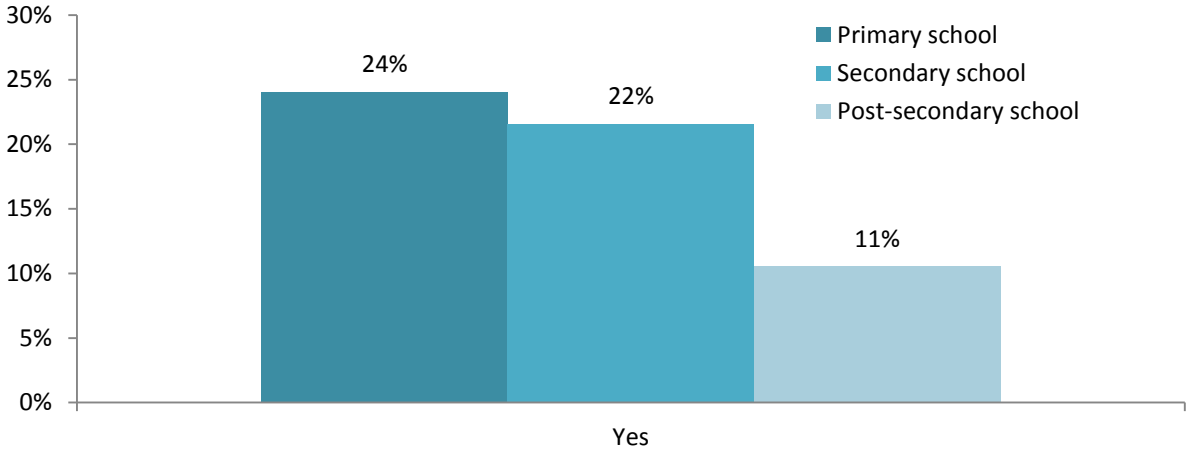
Figure 30; Question 6.07: Have you been SERIOUSLY bullied in the last year? Vulnerable groups



Primary school pupils were not asked if they were a carer.

When asked if the bullying is still happening 21% of respondents reported that it was. The continuation of the bullying was most prominent in the primary school sample with 24% reporting that the bullying is still happening (figure 31). This slightly falls to 22% in the secondary school sample and falls further to 11% in the post-secondary school sample.

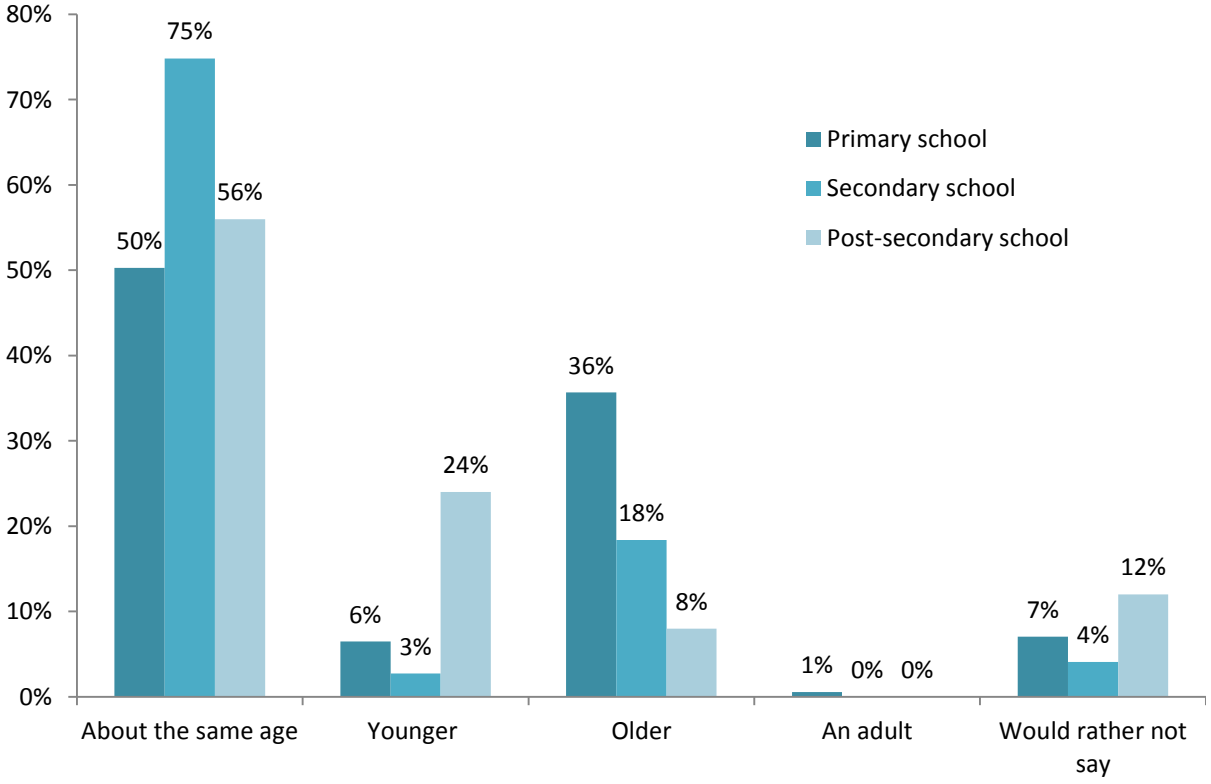
Figure 31; Question 6.38: Is the bullying still happening?



The majority of respondents reported that the bully was the same age. However, a significant minority of the primary school respondents reported the bully was older (36%) and a significant minority of the post-secondary school respondents reported the bully was younger (24%).

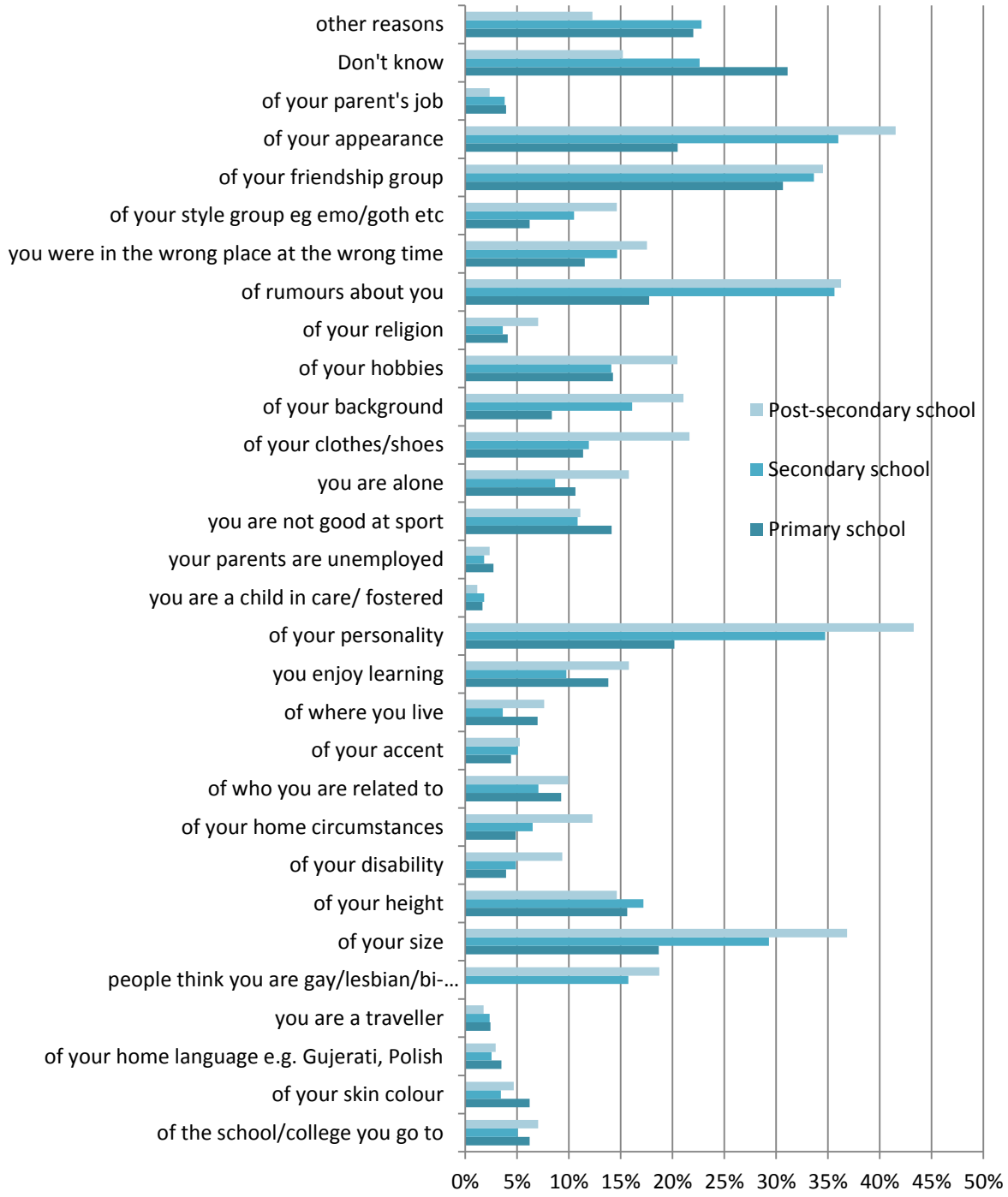
Caution should be taken in interpreting these results as the definition of older or younger is not clear so the perception of the age brackets may change with between respondents.

Figure 32; Question 6.39: What age is the bully?



When asked what the focus of the bullying was the different school settings had slightly different major reasons (figure 33). 'Don't know' (31%), 'friendship group' (31%), and 'other reasons' (23%) were the 3 main reasons given by primary school respondents. 'Appearance' (36%), 'rumours' (36%) and 'personality' (35%) were the 3 main reasons given by secondary school respondents. 'Personality' (43%), 'appearance' (42%) and 'size' (37%) were the 3 main reasons given by post-secondary school respondents.

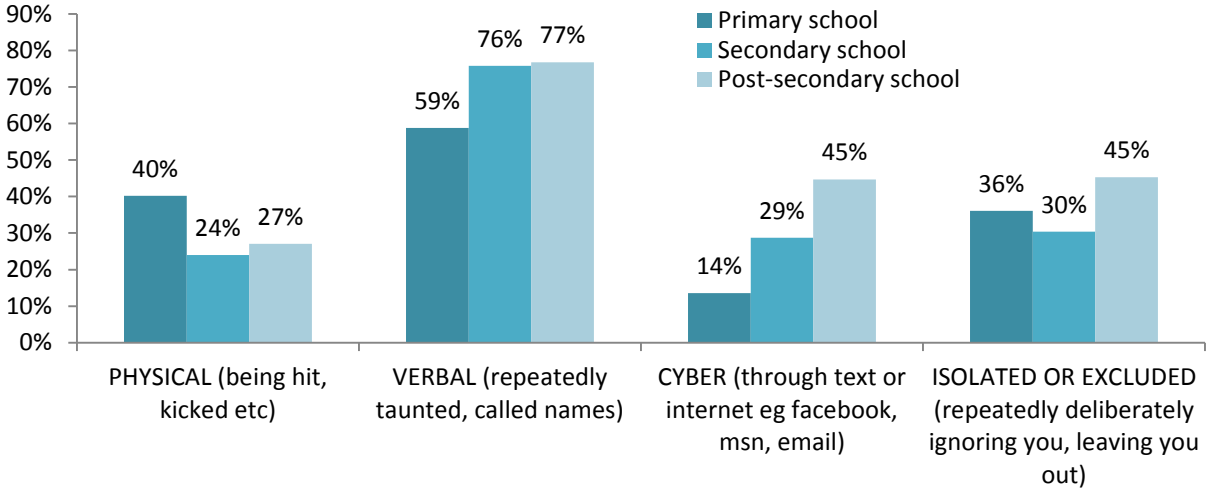
Figure 33; Question 6.30: If you have been SERIOUSLY bullied in the last year was it because:



When asked about the forms in which the bullying took the majority of respondents said it was verbal (68%). The primary school sample had a higher percentage of those reporting physical bullying (40%; figure 34) and a lower percentage of those reporting verbal (59%) or cyber bullying (14%) than the other school types. A larger proportion of post-secondary school respondents reported that the bullying often took place through text or the internet and that they were more often isolated or excluded than the other school types.

A national report[ii] stated 18% of young people reported experiencing cyberbullying in the previous two months.

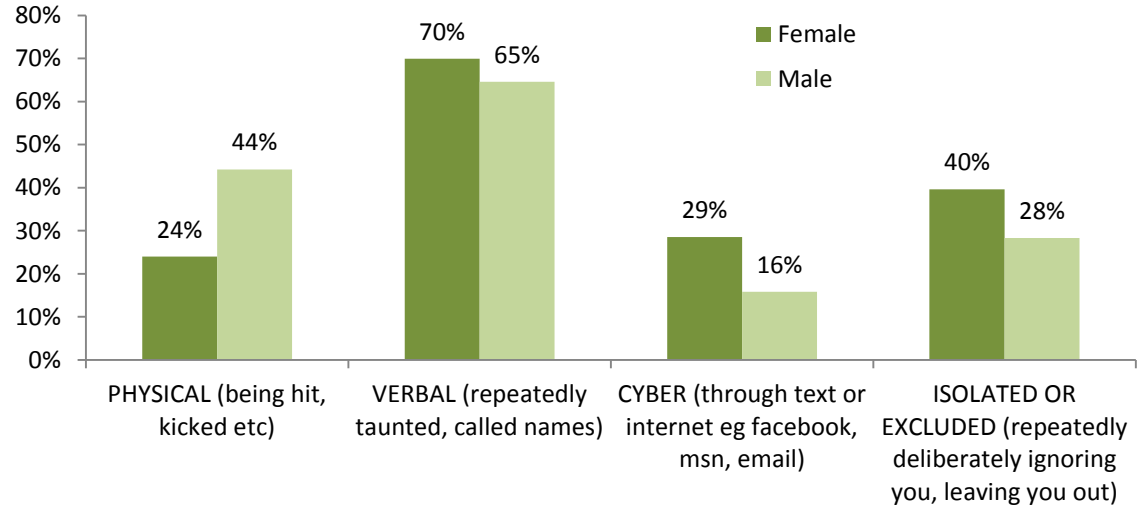
Figure 34; Question 6.31: If you have been SERIOUSLY bullied in the last year in what way did it happen:



When broken down by gender a larger proportion of females reported cyber bullying than males (29% compared to 16%; figure 35). These findings are similar to a national report by World Health Organisation[ii] stated 24% of girls and 12% of boys reported experiencing cyberbullying in the previous two months.

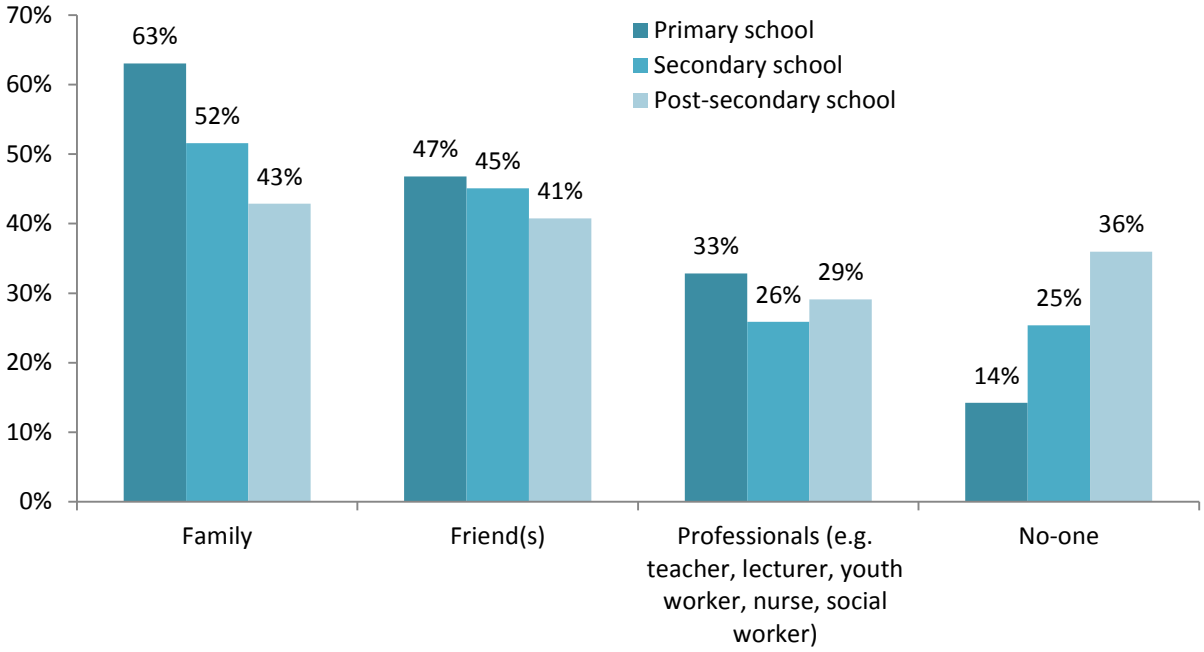
A larger proportion of males reported being physically bullied than females (44% compared to 24%).

Figure 35; Question 6.31: If you have been SERIOUSLY bullied in the last year in what way did it happen by gender:



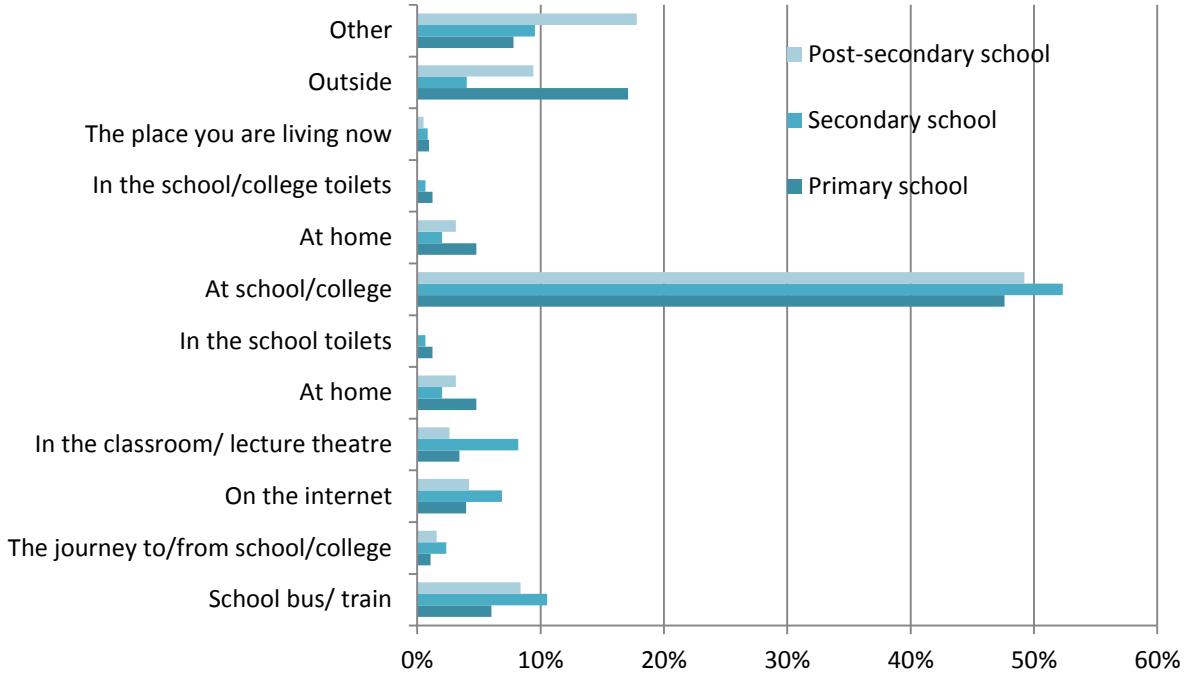
When asked if someone helped deal with the bullying a larger proportion of primary school respondents reported that their family helped (63%) than secondary school or post-secondary school respondents (52% and 43%). A larger proportion of post-secondary school respondents reported that no-one helped (36%; figure 36) than the other school types.

Figure 36; Question 6.51: If you have ever been bullied, did someone help you deal with it?



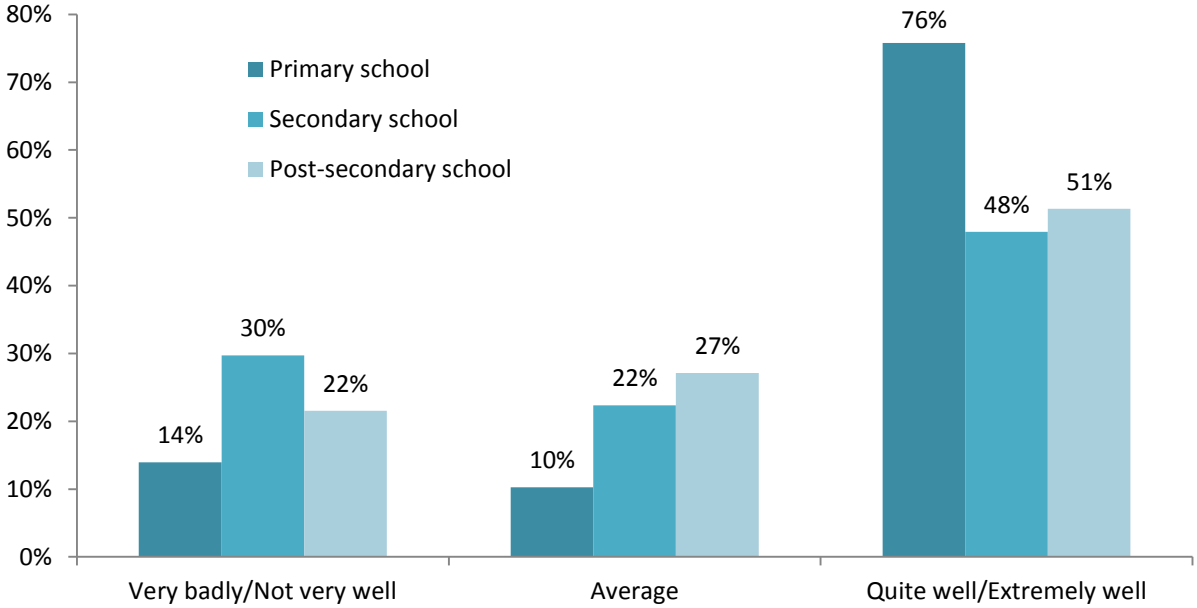
The majority of respondents from all school types reported that the bullying usually happens at school or college. A large minority of the primary school respondents reported that the bullying happened outside (17%). And a large minority of post-secondary school respondents reported that the bullying happened in an 'other' place (18%).

Figure 37; Question 6.42: Where does the bullying usually happen?



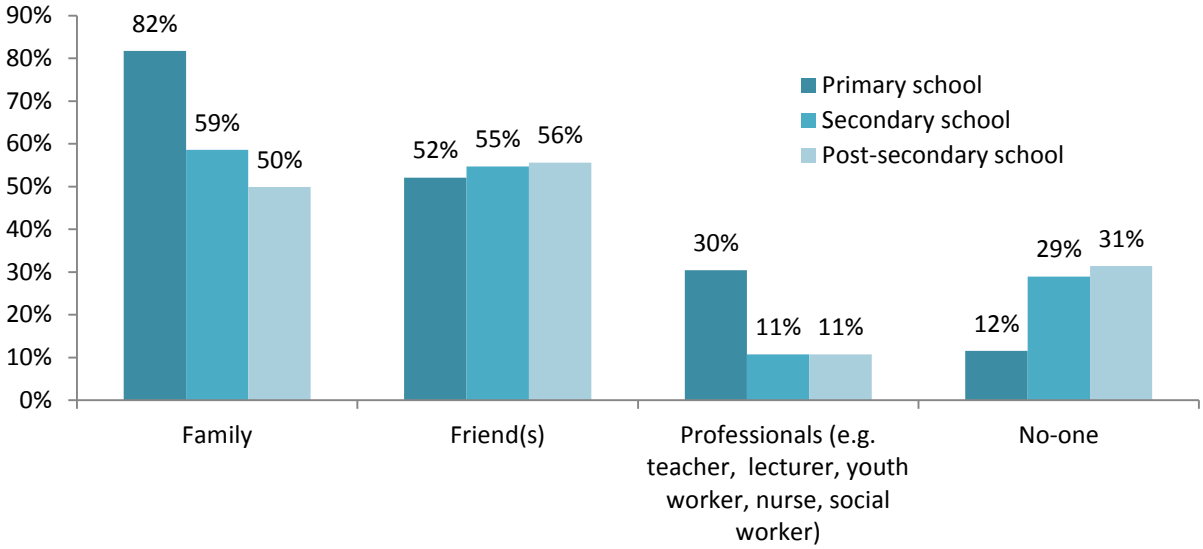
When asked how well respondents felt the school deals with bullying 60% of respondents reported that the school deals quite well or extremely well. Most of the primary school respondents felt the school deals quite well or extremely well (76%; figure 38). Around 50% of the secondary and post-secondary school respondents felt the school did quite well or extremely well.

Figure 38; Question 6.09: How well do you think your school deals with bullying?



When asked who they would go to when unhappy or worried 66% of respondents reported they would go to a family member. In the primary school sample the most common response was family (figure 39). In the secondary school and post-secondary school sample 'no-one' was a common response (29% to 31%). A larger proportion of the primary school sample than the other school types reported that they would go to a professional (30%).

Figure 39; Question 6.11: When you are unhappy or worried about a personal issue, who would you go to for help?

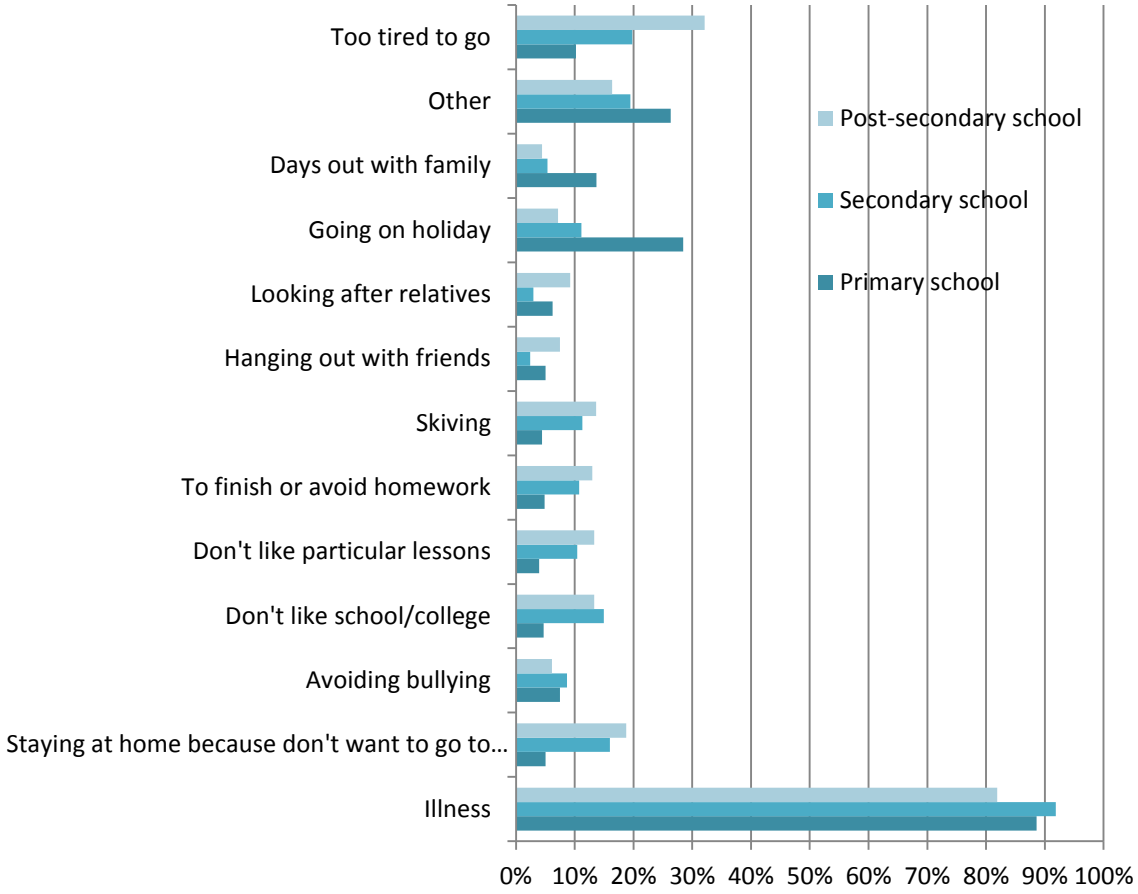


*Respondents could select multiple options.

School setting

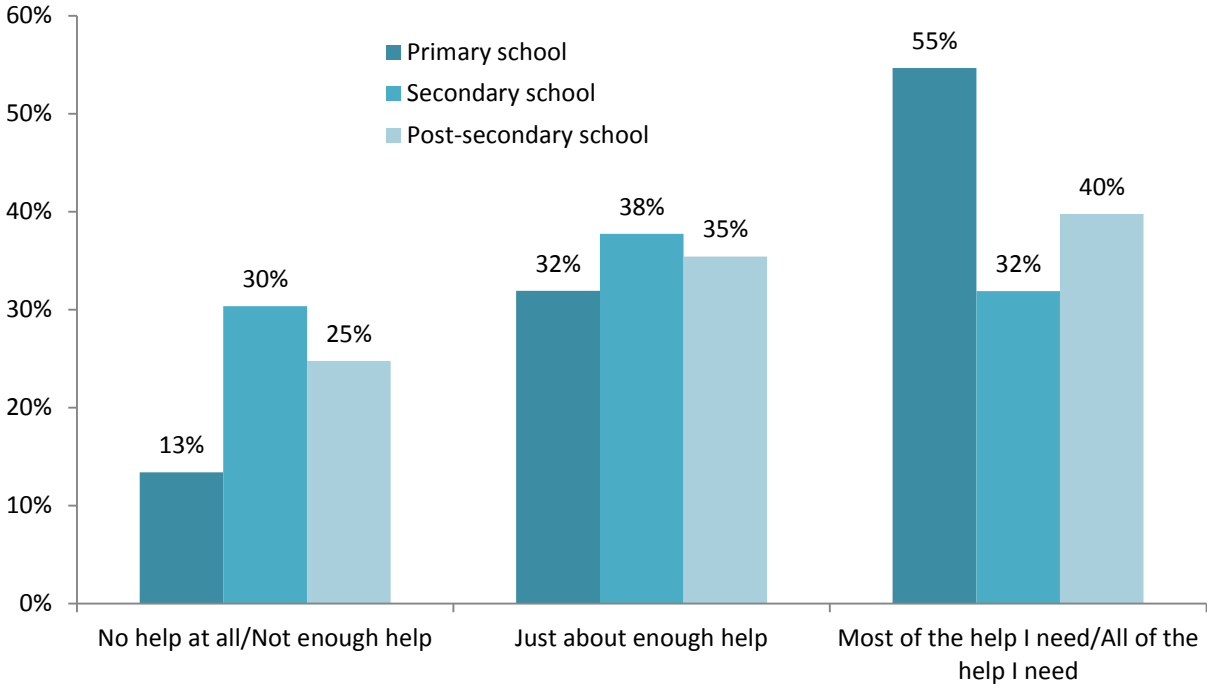
Around 50% of pupils did not miss a day at school during the first term of 2015/16. This is similar across the different types of schools. For all the school types around 10% of respondents had missed 10 or more days of school and a further 36% had missed up to 5 days of school. Those who had missed at least a day of school were asked why they generally missed days of school. The majority of pupils from all school types reported that they missed school due to an illness (figure 40). A larger proportion of primary school pupils (28%) reported going on holiday as the reason why they missed school than the other school types. A larger proportion of post-secondary school pupils (32%) reported being too tired as the reason why they missed school than any other school type. Less than 10% of pupils from all school settings reported that they missed a day of school due to bullying.

Figure 40; Question 4.27: Why do you miss school?



When asked how much help and support respondents felt they got at school a larger proportion of primary school pupils felt they got support (55%) than the secondary school and post-secondary school pupils (figure 41).

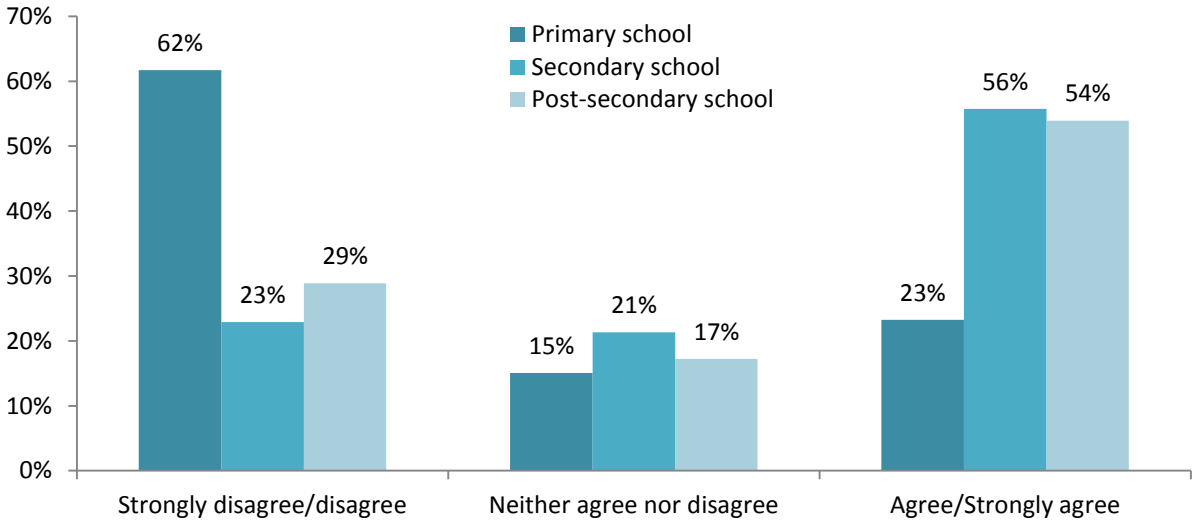
Figure 41; Question 4.18: How much help and support do you feel that you get at school?



How would you describe being at your school?

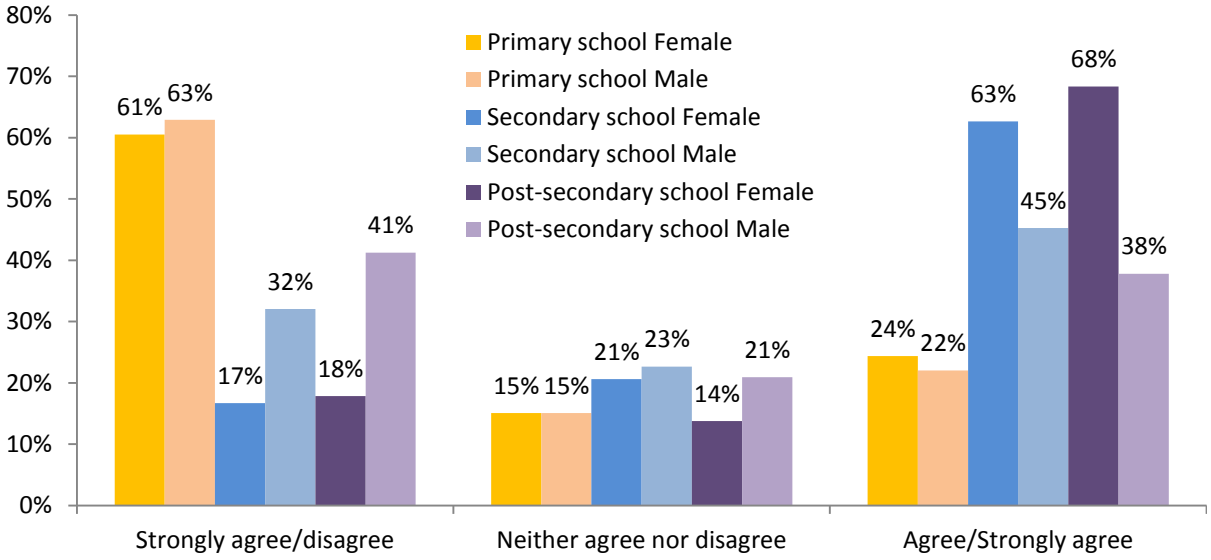
Respondents were asked whether they agreed with a number of descriptions about school. One of the descriptions was 'I feel stressed by school work'. The majority of primary school respondents (62%) strongly disagree or disagree with the statement (figure 42). The majority of secondary school (56%) and post-secondary school (54%) agree or strongly agree with the statement.

Figure 42; Question 4.18: How would you describe being at your school? I feel stressed by school work



When comparing the feelings of stress by gender a larger proportion of females in secondary school and post-secondary school agree or strongly agree that they feel stressed (figure 43).

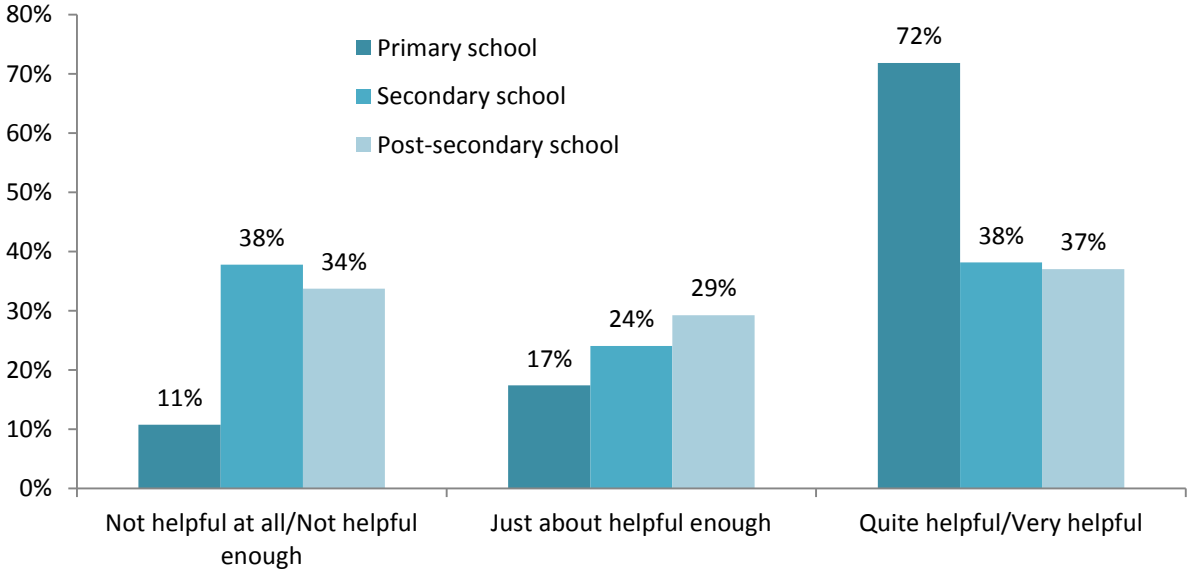
Figure 43; Question 4.18: How would you feel about being at school? I feel stressed by school work by gender



How helpful have you found it to learn about the things listed below:

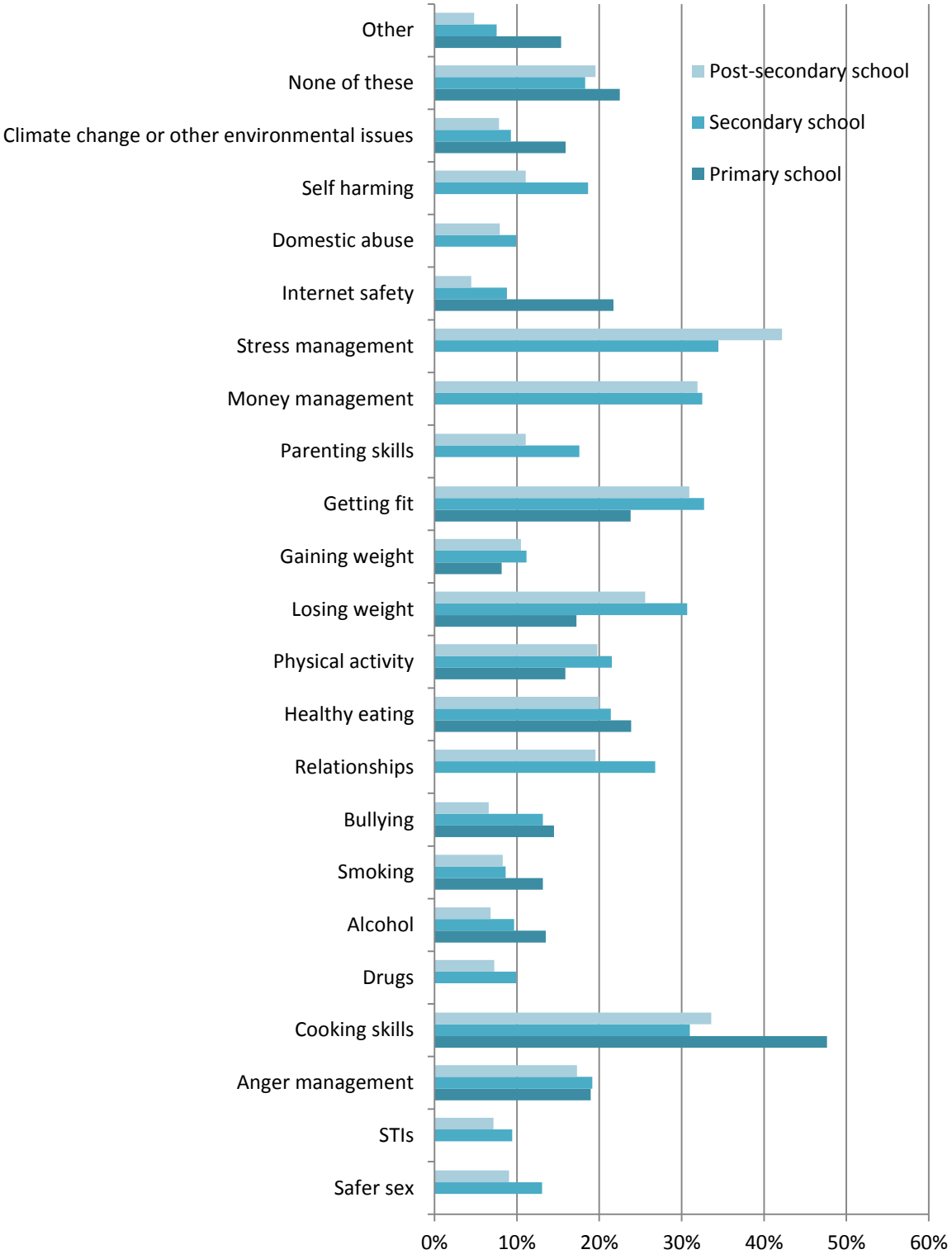
Respondents were asked how helpful it was to learn about a number of items. One of these items was 'handling your feelings' (figure 44). A large majority of primary school children (72%) reported that it was quite helpful or very helpful to learn how to handle their feelings. The secondary school and post-secondary school proportion who felt learning about their feelings was helpful was much lower than the primary school sample (38% and 37%). It is unclear from the survey whether this is due to the content or quality of education regarding ways to handle feelings.

Figure 44; Question 4.20: How helpful have you found it to learn about the things listed below: Handling your feelings?



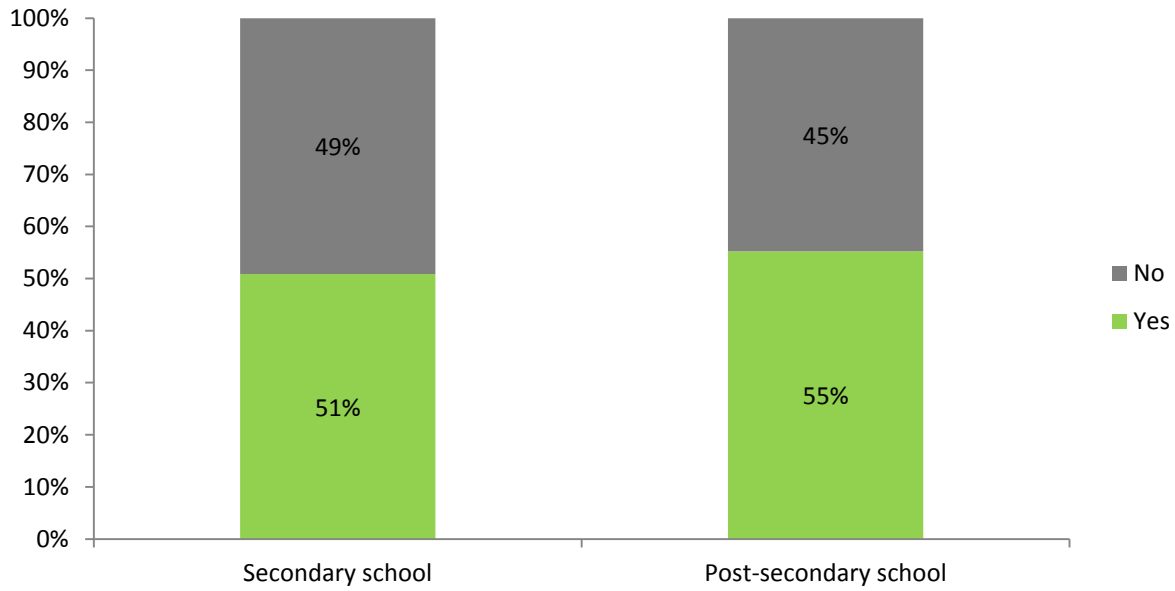
When asked whether there was anything the respondents felt they needed to know more about a large majority of post-secondary school and secondary school pupils reported they wished to know more about stress management (34% and 42%; figure 45).

Figure 45; Question 6.14: Are there any areas in your life that you feel you need more support or knowledge in?



Nearly 50% of secondary school and post-secondary school respondents reported not being clear about where to go for support if they end up not in education, employment or training (figure 46).

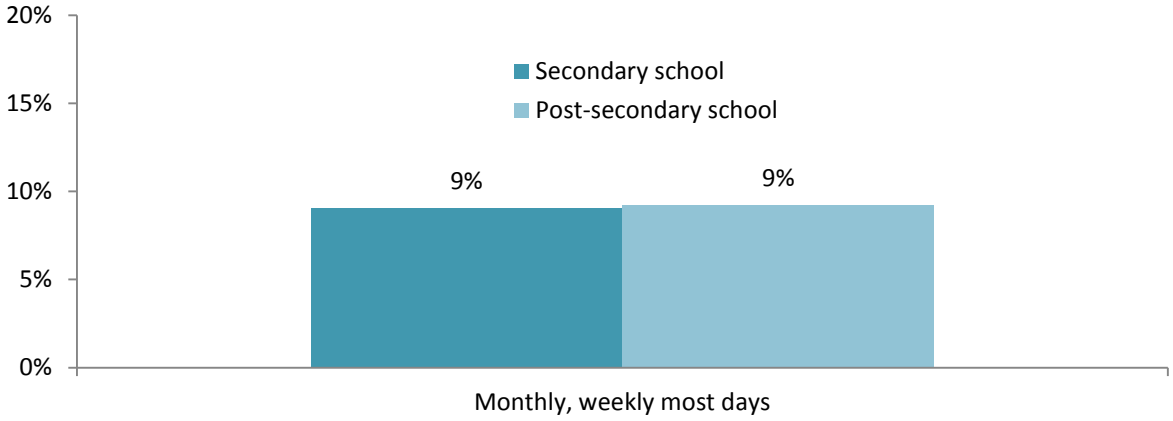
Figure 46; Question 6.54: Are you clear about where to go for support if you end up NOT in education, employment or training?



Self-harm

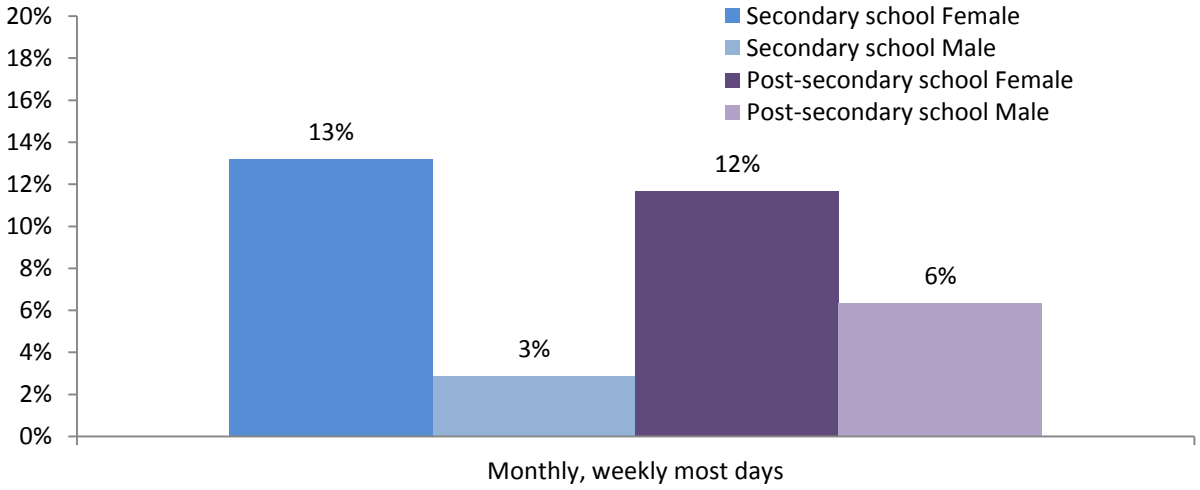
9% of the secondary school and post-secondary school respondents reporting having self-harmed monthly, weekly or most days. Self-harm questions were not included in the primary school questionnaire.

Figure 47; Question 5.48: How often have you self-harmed?



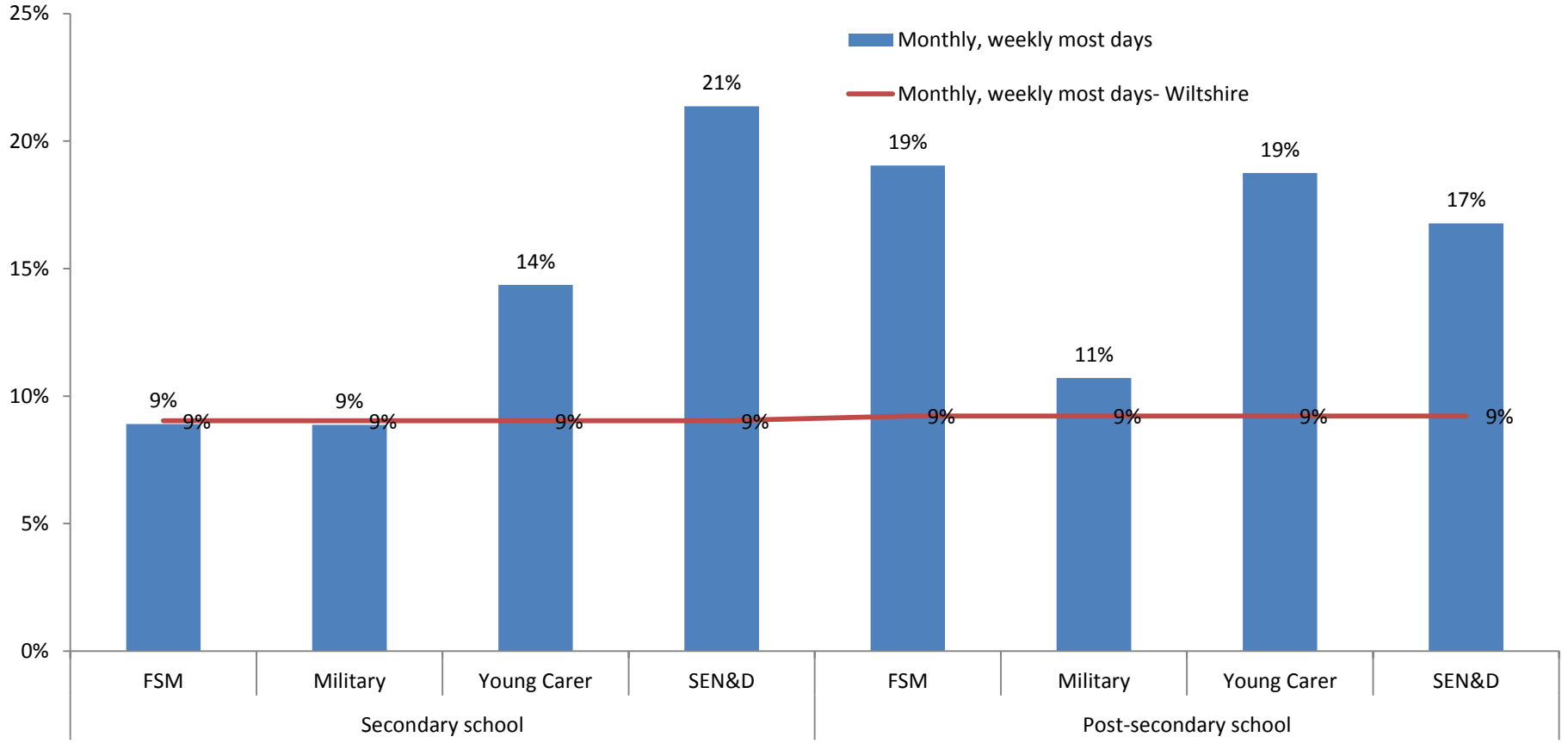
A larger proportion of female respondents reported self-harming monthly, weekly or most days than male respondents (figure 48).

Figure 48; Question 5.48: How often have you self-harmed? Gender



When comparing the vulnerable groups to the overall school types (figure 49) a number of differences are apparent. In secondary school young carers (14%) and SEN&D pupils (21%) have a much higher percentage of monthly, weekly or most day self-harmers than the secondary school average. In post-secondary those offered free school meals (19%), young carers (19%) and SEN&D pupils (17%) have a higher percentage than the post-secondary school respondents.

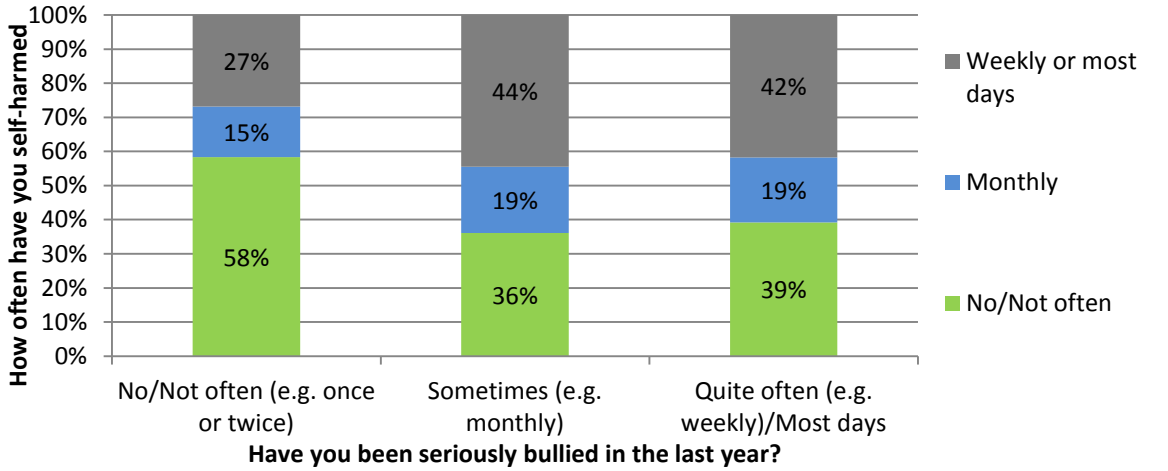
Figure 49; Question 5.48: How often have you self-harmed? Vulnerable groups



Cutting was the most frequently cited method (by over 80% of regular self-harmers) they gave as the method of deliberately hurting themselves. However boys also used more physical methods e.g. punching walls etc.

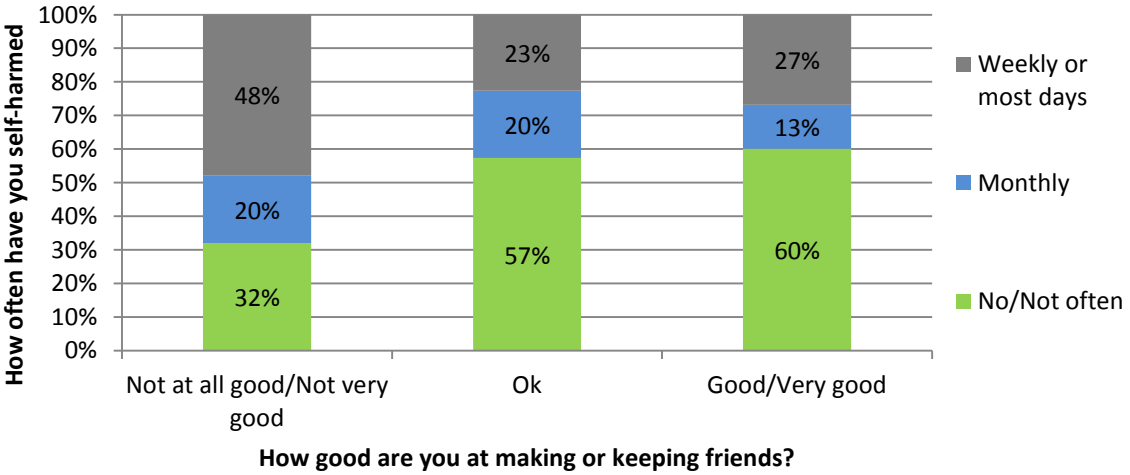
The results from the question 'how often have you self-harmed' were compared to the 'have you been seriously bullied in the last year?' question (figure 50). This was performed solely for the secondary school sample as it provided the largest number of responses giving a robust base to perform the analysis. The population who reported being seriously bullied sometimes and quite often reported much higher levels of self-harm than those not or not often experiencing self-harm.

Figure 50; Question 5.48 and 6.07: How often have you self-harmed? and Have you been SERIOUSLY bullied in the last year?



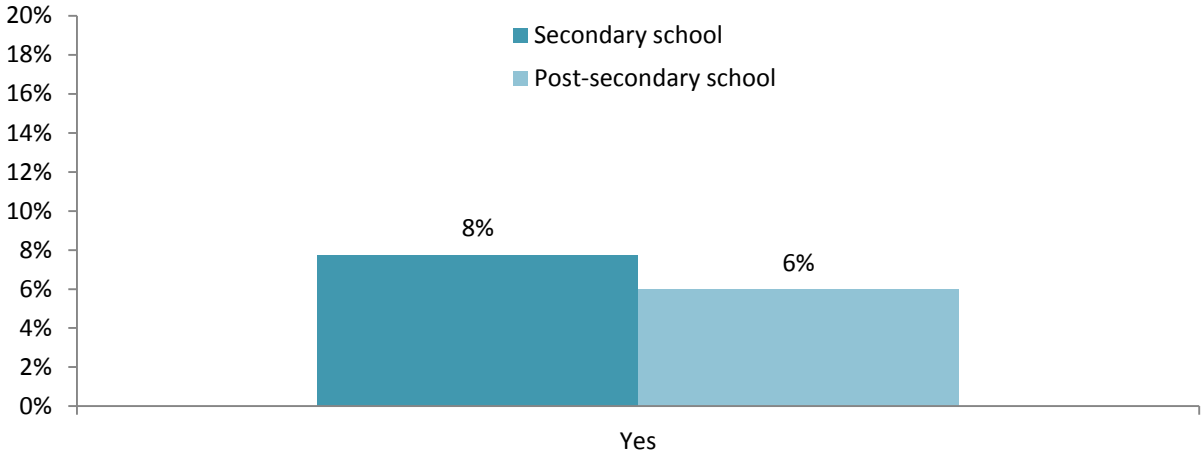
The results of the question 'how often have you self-harmed ?' was compared to the question 'how good are you at making or keeping friends' (figure 51). This was performed solely for the secondary school sample as it provided the largest number of responses giving a robust base to perform the analysis. Nearly 50% of the population who responded that they were 'not at all good' or 'not very good' at making or keeping friends reported self-harming weekly or most days which is much higher than the other groups.

Figure 51; Question 5.48 and 6.32: How often have you self-harmed? How good are you at making and keeping friends?



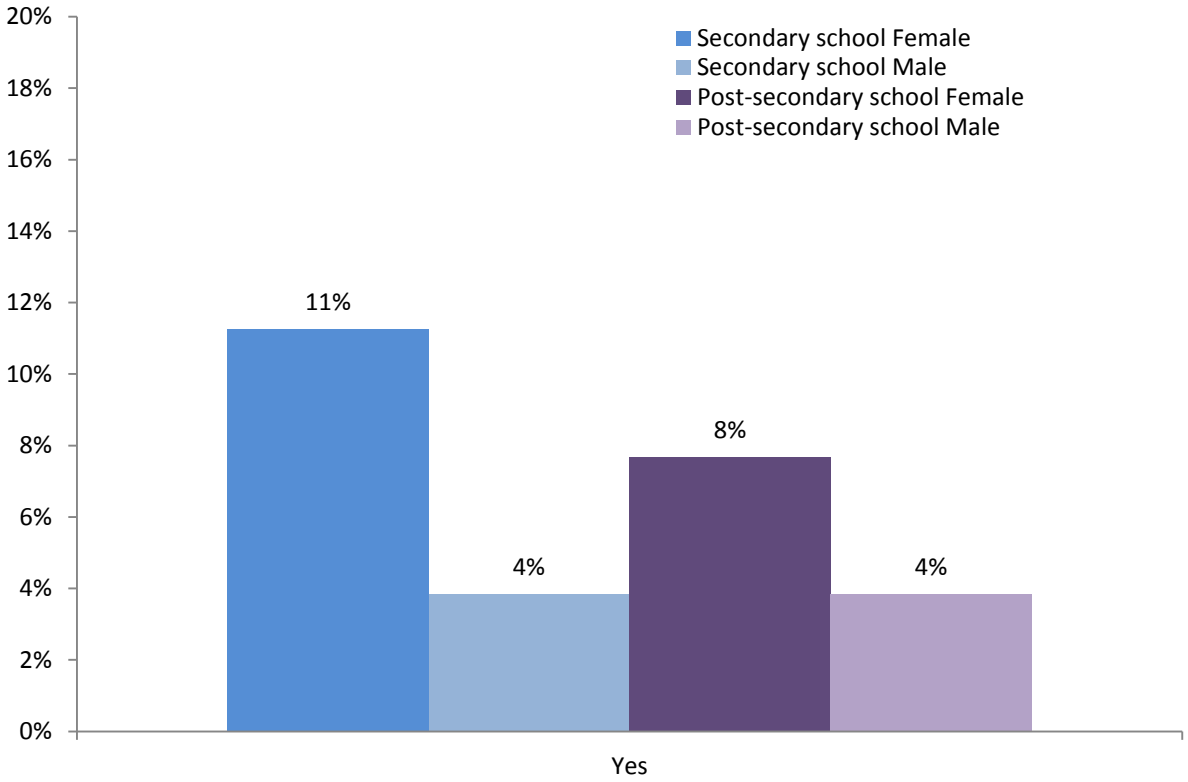
It is important to clarify that though 9% of secondary school and post-secondary school respondents reported self-harming monthly, weekly or most days only 8% of secondary school and 6% of post-secondary school respondents reported that they are still self-harming (figure 52).

Figure 52; Question 5.53: Are you still self-harming?



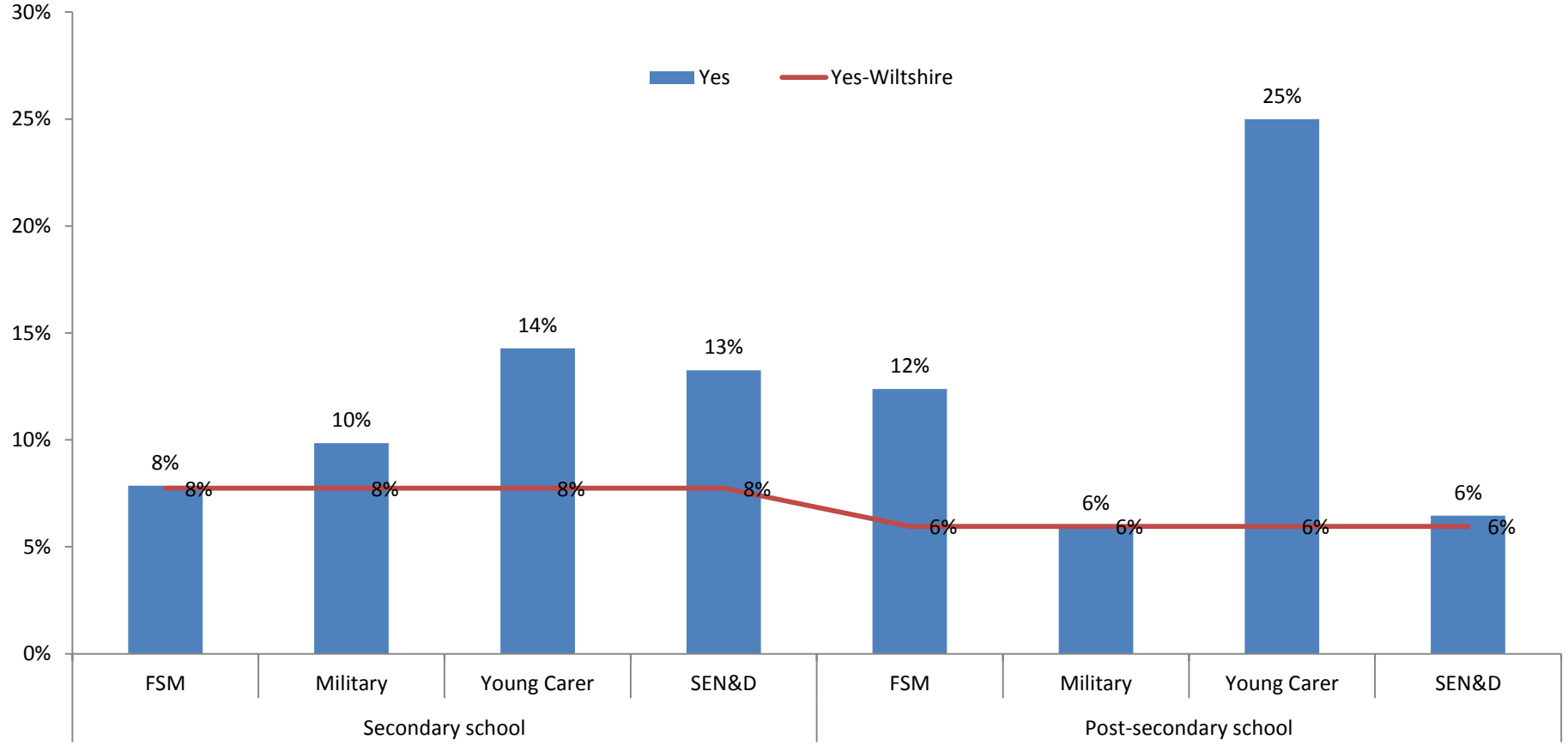
A larger proportion of female respondents in secondary school and post-secondary school reported that they are still self-harming (11% and 8%) than the male respondents (figure 53).

Figure 53; Question 5.53: Are you still self-harming? Gender



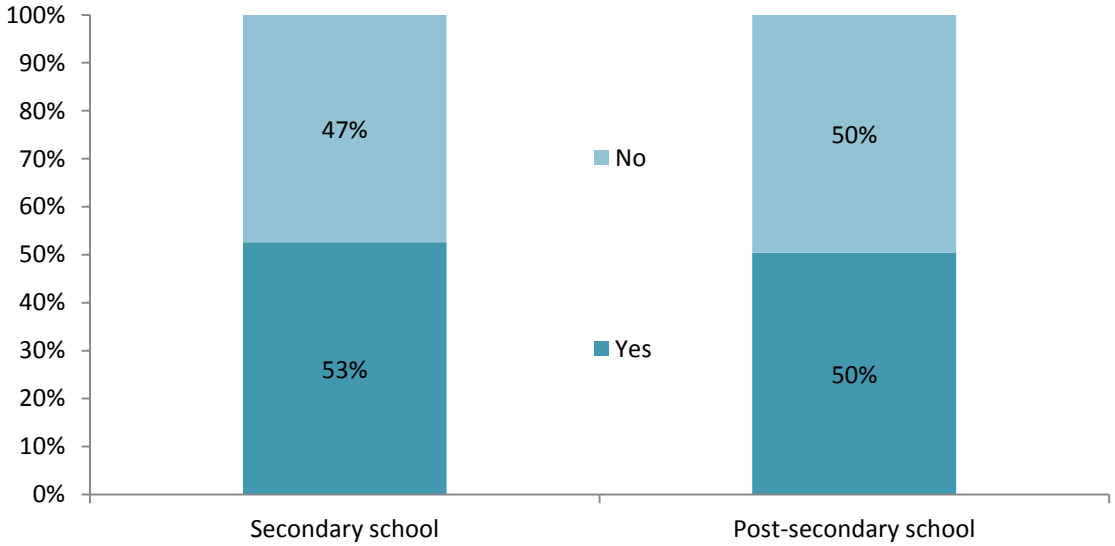
When comparing vulnerable groups in secondary schools, a larger proportion of young carers (14%) and SEN&D pupils (13%) report that they are still self-harming (figure 54). In the post-secondary school sample 25% of young carers and 12% of those offered free school meals reported that they are still self-harming more than the Wiltshire average for that school type.

Figure 54; Question 5.53: Are you still self-harming? Vulnerable groups



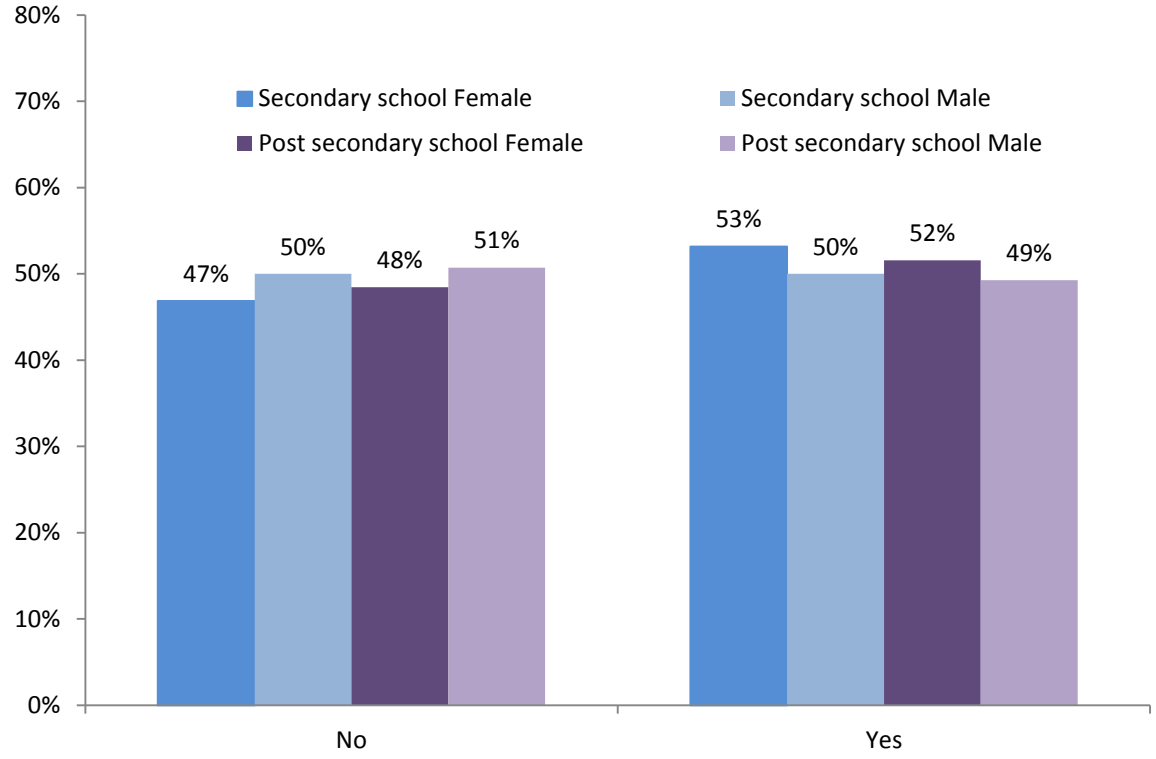
47% of secondary school and 50% of post-secondary school respondents reported that they did not tell anyone about their self-harm incident (figure 55).

Figure 55; Question 5.50: Did you tell anyone about it?



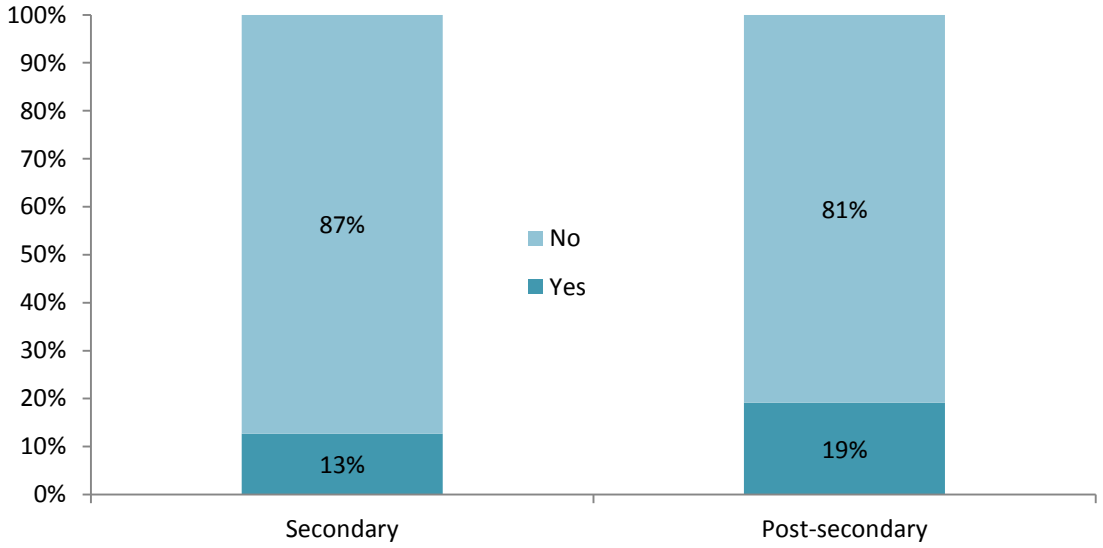
There is very little difference between genders as to whether they would tell anyone about their self-harming event (figure 56).

Figure 56; Question 5.50: Did you tell anyone about it? Gender



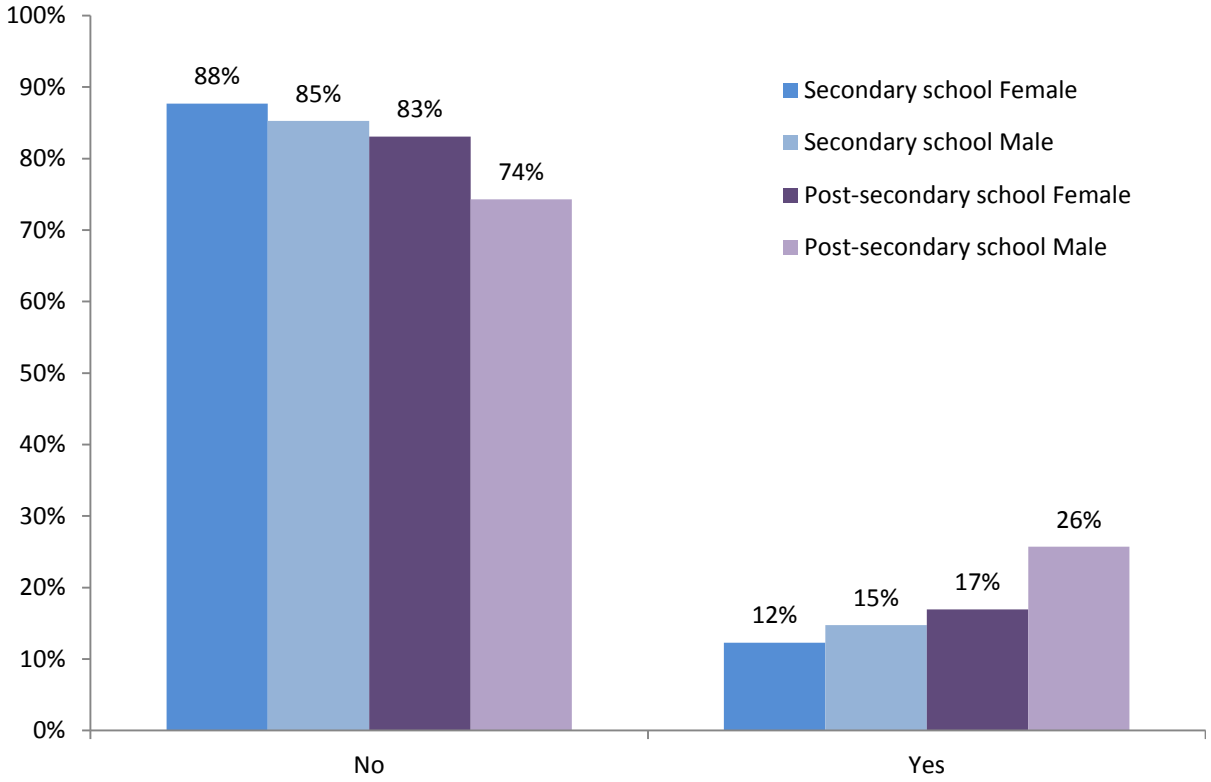
More than 1 in 10 secondary school respondents and nearly 1 in 5 post-secondary school respondents reported that they had medical treatment for their injury (figure 57).

Figure 57; Question 5.51: Did you have any medical treatment for your injury?



A larger proportion of secondary school and post-secondary school males reported that they had medical treatment for their injury than females (figure 58).

Figure 58; Question 5.51: Did you have any medical treatment for your injury? Gender



Next steps

The data from this report will help schools to identify areas for improvement and address particular issues raised by their own pupils and to provide evidence to influence future services provided by Wiltshire Council and their partners that improve the health and wellbeing of our children and young people. The survey will be replicated in 2017 and comparison will then be drawn to this report and the future report.

If you wish to discuss the data in this report or the other reports please contact the Public health team at Wiltshire Council.

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[i] Measuring National Well-being – Exploring the Well-being of Children in the UK, 2014 2014

[ii] Health Behaviour in School-aged Children (HBSC): World Health Organisation Collaborative Cross National Study