

2015 Children and Young People Health & Wellbeing Survey

Emotional Wellbeing

Secondary School Results

March 2016

Joe Prince and Natalia Urry

What the survey is...

The Secondary School Wellbeing Survey is carried out alongside a Primary School Wellbeing Survey every two years. These surveys have been carried out in 2011, 2013 and 2015. They have been developed by Bath and North East Somerset Council (B&NES), in partnership with the Schools Health Education Unit (SHEU).

The Secondary School survey asks B&NES pupils in Year 8 (12 and 13 years old) and Year 10 (14 and 15 years old) about a wide range of issues, such as life satisfaction, worries, eating behaviours and smoking, alcohol and drug use.

The purpose of the survey is to acquire data that can be used to inform decisions, at both a local authority and school level, to improve the wellbeing of pupils in B&NES. It is also used in the classroom as the stimulus for discussion with young people.

Data from the 2015 Secondary School Health & Wellbeing Survey can be particularly useful when considered in conjunction with the following:

- results of previous B&NES CYP Health & Wellbeing surveys, particularly 2011 and 2013;
- results of similar school surveys carried out by SHEU across the country;
- findings from the 2015 Good Childhood Report (Children's Society); and
- findings from the 2014 Smoking, Drinking and Drug use among young people in England report (Health and Social Care Information Centre [HSCIC]).

What the survey is not...

The survey is undoubtedly extremely valuable in helping to understand the issues that affect the health and wellbeing of young people locally. However, it has its limitations and it is important to bear these in mind when interpreting the results.

Firstly, the survey is not statistically representative of all Year 8 and Year 10 pupils as not all schools participated, nor was a random sample selected.

The pupils that completed the survey were those in schools that choose to participate and who were present on the day of the survey. Therefore, it excluded pupils that were not in school on the day of the survey due to illness or exclusion, and in a small number of schools, those that were not able to do the survey due to restricted access to computers.

Due to the fact the survey was for school pupils in Year 8 and Year 10 in B&NES, it excluded children resident in B&NES who go to schools outside B&NES. Therefore, the survey included some children not resident in B&NES.

The survey was designed as an anonymous survey. Names and other personal identifiable information were not collected. Therefore, pupils cannot be identified. Furthermore, due to safeguarding and ethical issues the survey was unable to ask very sensitive personal questions.

Participation

Schools



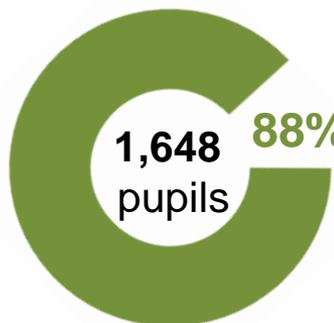
12 out of **13** state funded secondary schools took part.

In terms of the trend data it is important to note that there were **4** secondary schools that did not take part in all three years, 2011, 2013 and 2015.

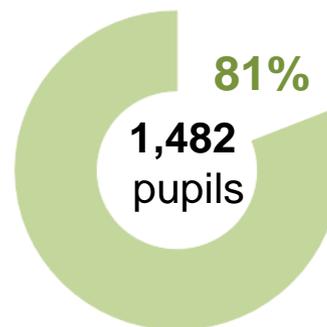
Pupils



Using the January 2015 School Census, estimates have been generated as the proportion of pupils that took part in the survey:



Year 8 pupils took part



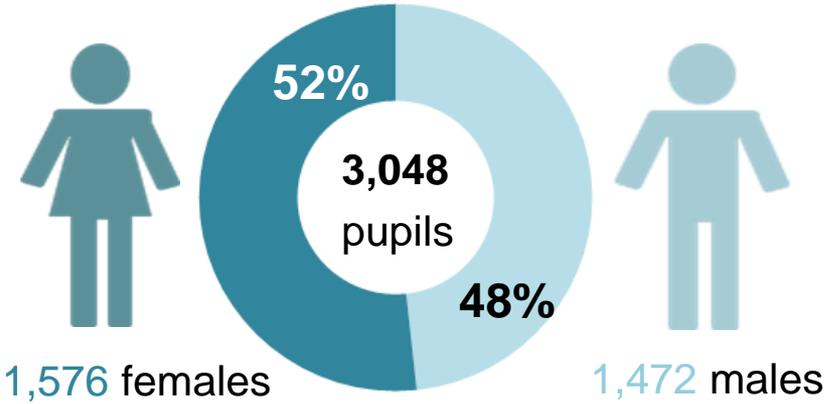
Year 10 pupils took part

This equates to **84%** overall
(**Year 8 and Year 10**)

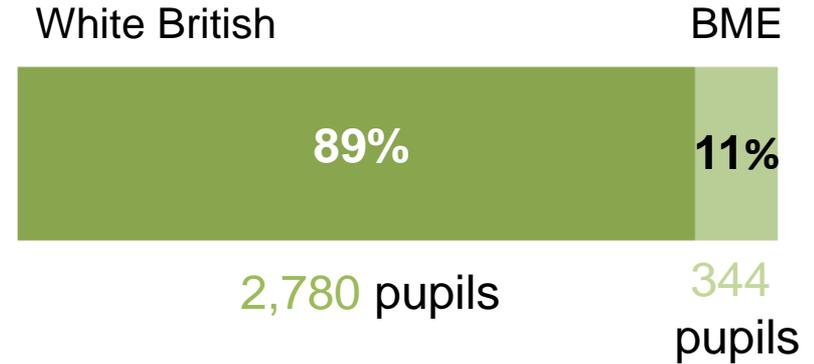
There is however variation in pupil participation, e.g. participation by Year 10 pupils per school ranges from **93%** to **49%**.

Demographics (Year 8 and Year 10)

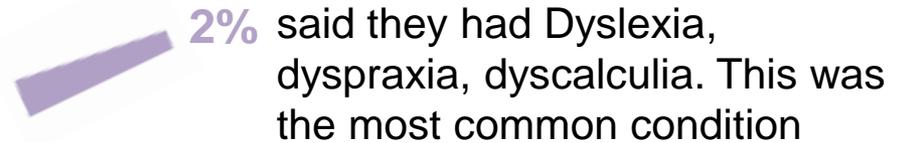
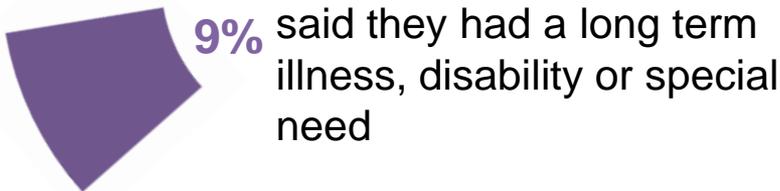
Gender



Ethnicity



Long term illness, disability or special need



11% said they did not know

* All demographics are self-reported by the pupils

Demographics*

Free School Meal Ever 6 (FSMEver6) (Year 8 and Year 10)



18% pupils stated that they had been eligible for Free School Meals in last six years [part of the **Pupil Premium** cohort] (**562** pupils).

Adults at home (Year 8 and Year 10)



65% of pupils live with their Mum and Dad together (**2,027** pupils), **35%** of FSMEver6 pupils compared to **71%** of non-FSMEver6 pupils.

16% of pupils live with mainly or only Mum, **2%** mainly or only Dad (**449** and **62** pupils).

9% of pupils live with Mum and stepdad/partner (**281** pupils)

7% of pupils live with Mum and Dad separately (shared) (**218** pupils)

* All demographics are self-reported by the pupils and all numbers of pupils are approximate.

Demographics*

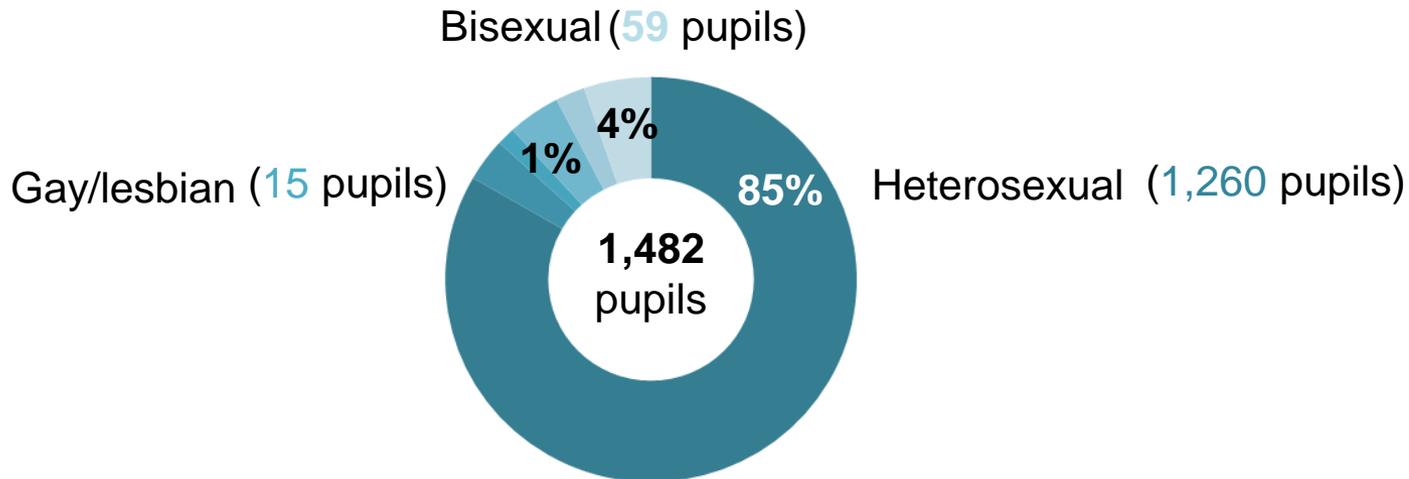
Young carers (Year 8 and Year 10)



6% of pupils said they were young carers (**186** pupils)

*FSMEver6 pupils are almost **3x** more likely (**14%**) to be a young carer (**79** pupils), compared to non-FSMEver6 pupils (**5%**).

Sexuality (YR 10)



* All demographics are self-reported by the pupils and all numbers of pupils are approximate.

Key Findings

Life Satisfaction

- Girls report being less satisfied with their life than boys

School and Aspirations

- The majority of B&NES pupils do not appear to be enjoying most or all of their lessons, particularly Year 10 girls
- Compared to 2013, a significantly higher proportion of pupils feel their views and opinions make a difference to decisions at school
- Less than half of pupils feel their achievements are recognised at school, particularly so for girls
- Aspirations appear to be high, but less than half of FSMEver6 pupils expect to take five or more GCSEs
- More pupils want to stay on in full-time education compared to previous years, but fewer aspire to train for a skilled job at the end of Year 11
- Far fewer pupils want to stay in their neighbourhood at the end of Year 11

Key Findings

Bullying

- Around one in four girls said they had been bullied in the last 12 months, and one in six boys
- A higher proportion of FSMEver6 pupils said they had been afraid of going to school because of bullying compared to non-FSMEver6 pupils
- The top two reasons pupils gave for being picked on or bullied were the way they looked, and their size and weight, this is especially true for girls
- Pupils seem to be less confident that their school is taking bullying seriously compared to 2011 and 2013

Self-esteem

- Girls have a significantly lower level of self-esteem compared to boys
- About half of girls and a quarter of boys say they would like to change lots of things about themselves

Key Findings

Worries

- Girls appear to have a greater level of anxiety and worries compared to boys
- The top worry for both boys and girls is exams and tests
- A much higher proportion of girls worry about the way they look compared to boys
- The survey may not be capturing some of the key things boys worry about though
- A much higher proportion of girls compared to boys seem to keep their problems and worries to themselves
- Around one in eight girls do not feel they have an adult they can trust
- One in ten girls said that they would be likely to self-harm in response to problems that worry them

Sleep

- Almost half of girls, and over a quarter of boys in Year 10, said they find it hard to concentrate at school due to feeling tired or sleepy

Satisfaction with life

Pupils were asked to rate on a scale of 1-10 how satisfied they were with their life nowadays.

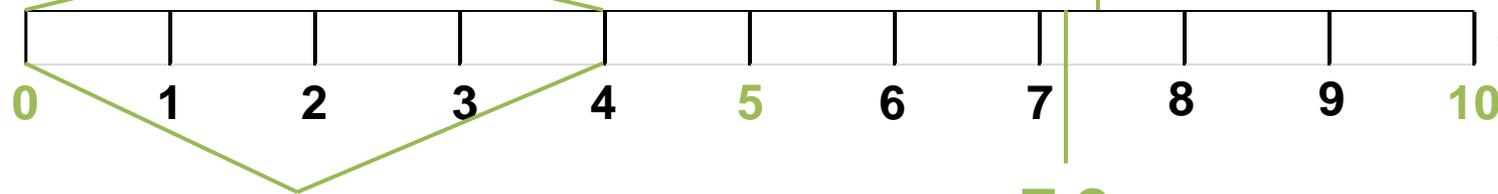
In B&NES a significantly higher proportion of FSMEver6 pupils (**17%**) responded in the lower half of the scale, than non-FSMEver6 pupils (**13%**).

Average score of 10-17 year olds in England (The Children's Society's surveys 2013-15.¹)



not at all satisfied

completely satisfied



In B&NES a significantly higher proportion of girls (**19%**) responded in the lower half of the scale than boys (**8%**) (There appears to be less of a gender difference in England as a whole (girls **7%**, boys **4%***). (*The Children's Society's surveys 2013-15.¹)

Average score for B&NES Year 8 and 10 pupils

7.2

* Results not directly comparable because the age group is different.

Enjoyment of school*

32% (920) of B&NES Year 8 and Year 10 pupils stated that they enjoyed most or all of their lessons. This was lower than the SHEU national result of **40%.**** A further **28%** (805) of pupils said they enjoyed about half of their lessons. This means that **60%** of pupils enjoyed at least half of their lessons.

A smaller proportion (**21%**, 604) of pupils said they enjoyed hardly any or none of their lessons.

In B&NES a significantly lower proportion of FSMEver6 pupils said they enjoyed most or all of their lessons than non-FSMEver6 pupils:

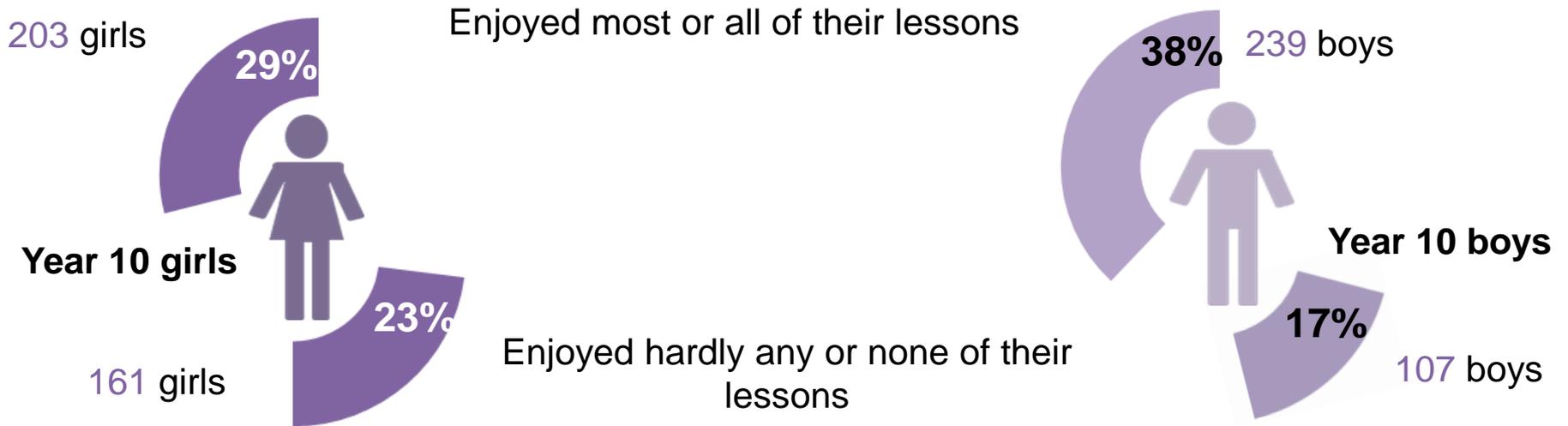


*All numbers of pupils are approximate.

** The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting.

Enjoyment of school - Gender*

In B&NES a significantly lower proportion of Year 10 girls said they enjoyed lessons than boys:

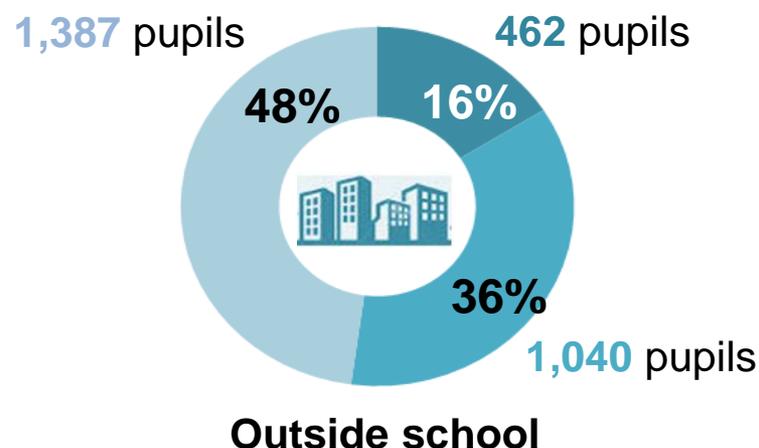
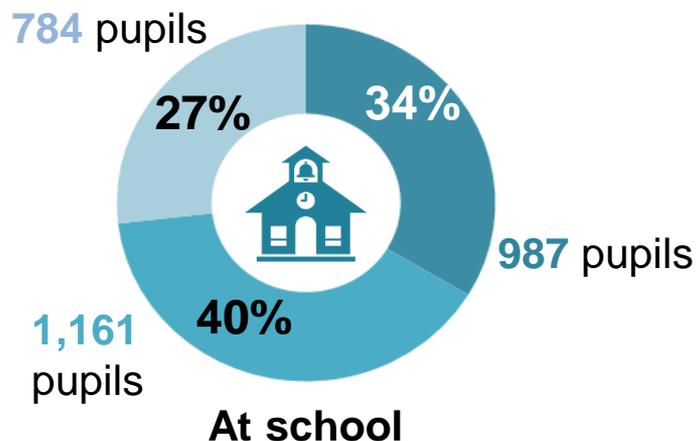


*All numbers of pupils are approximate.

Empowerment *

Proportion of Year 8 and Year 10 pupils that responded that they felt their views and opinions:

	do make a difference to decisions
	do not make a difference to decisions
	do not know whether they make a difference to decisions

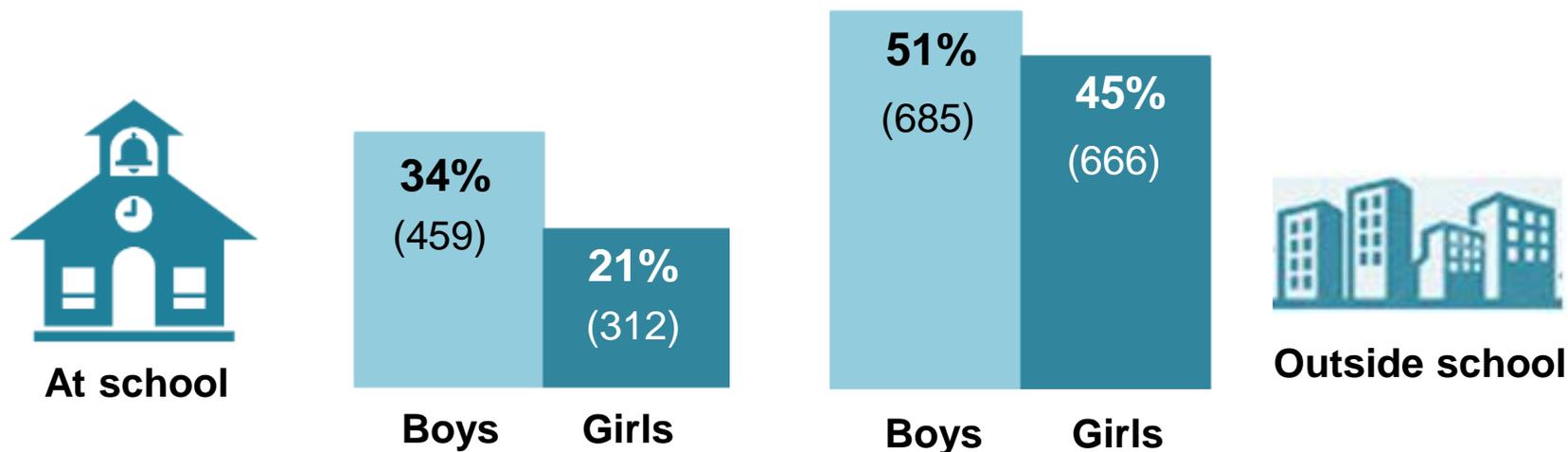


A higher proportion of pupils felt their views and opinions made a difference at school in 2015 (**27%**) compared to 2013 (**18%**).

* All numbers of pupils are approximate.

Empowerment - Gender*

A significantly lower proportion of girls felt their views and opinions made a difference:



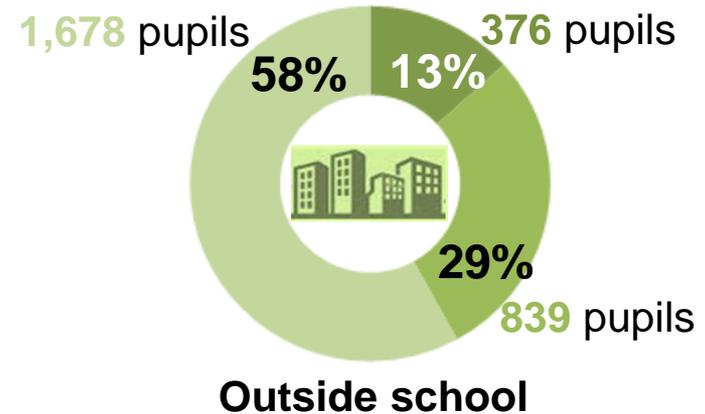
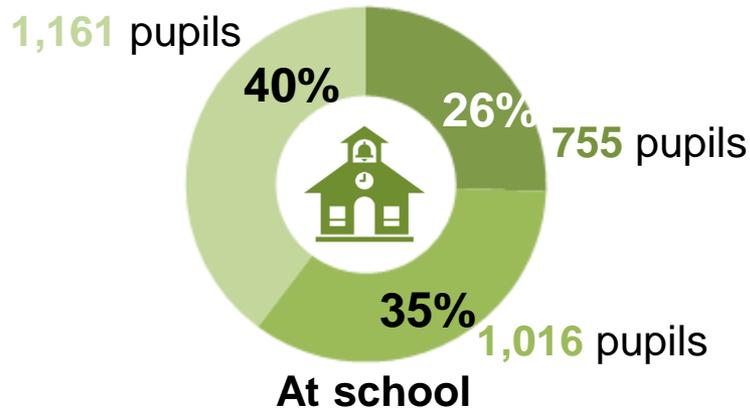
* All numbers of pupils are approximate.

Emotional Wellbeing

Achievements *

Proportion of Year 8 and Year 10 pupils that responded that they felt their achievements:

	are recognised
	are not recognised
	do not know whether they are recognised

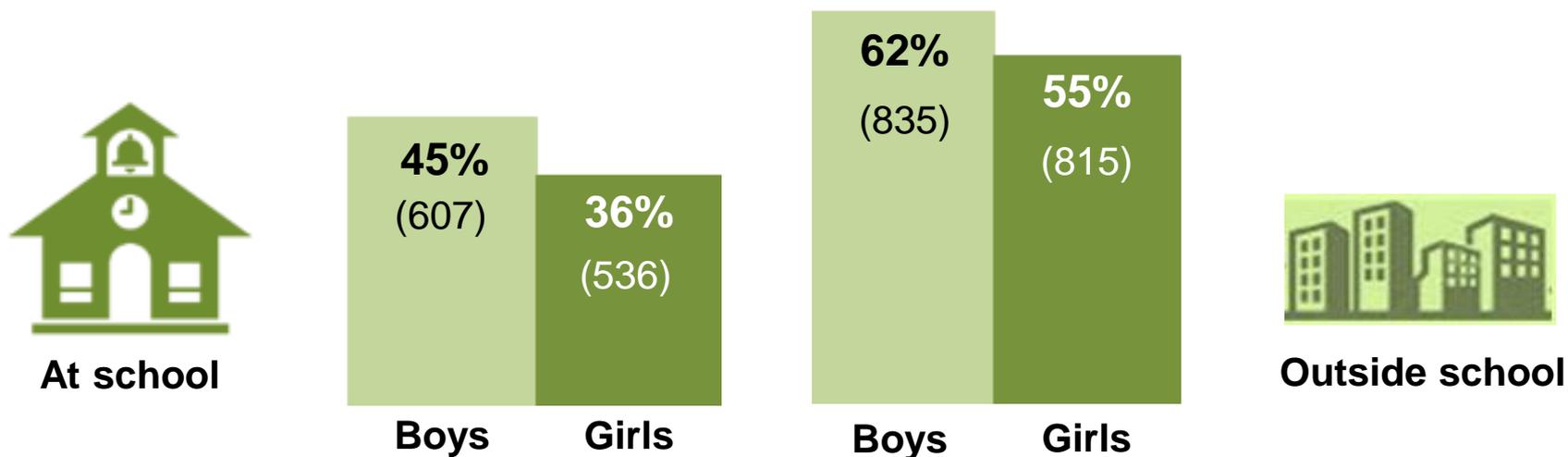


A significantly lower proportion of FSM Ever6 Pupils felt their achievements were recognised outside school (**51%**, 287 pupils) than non-FSM Ever6 pupils (**59%**, 1,510 pupils).

*All numbers of pupils are approximate.

Achievements - Gender *

A significantly lower proportion of girls felt their achievements were recognised:



*All numbers of pupils are approximate.

Emotional Wellbeing

Aspirations *

When the Year 8 and Year 10 pupils were asked how many GCSEs they expected to take:



67% (1,929 pupils) of pupils said that they expected to get mostly good grades (A-C).

FSMEver6 pupils had significantly lower GCSE expectations than non-FSMEver6 pupils:

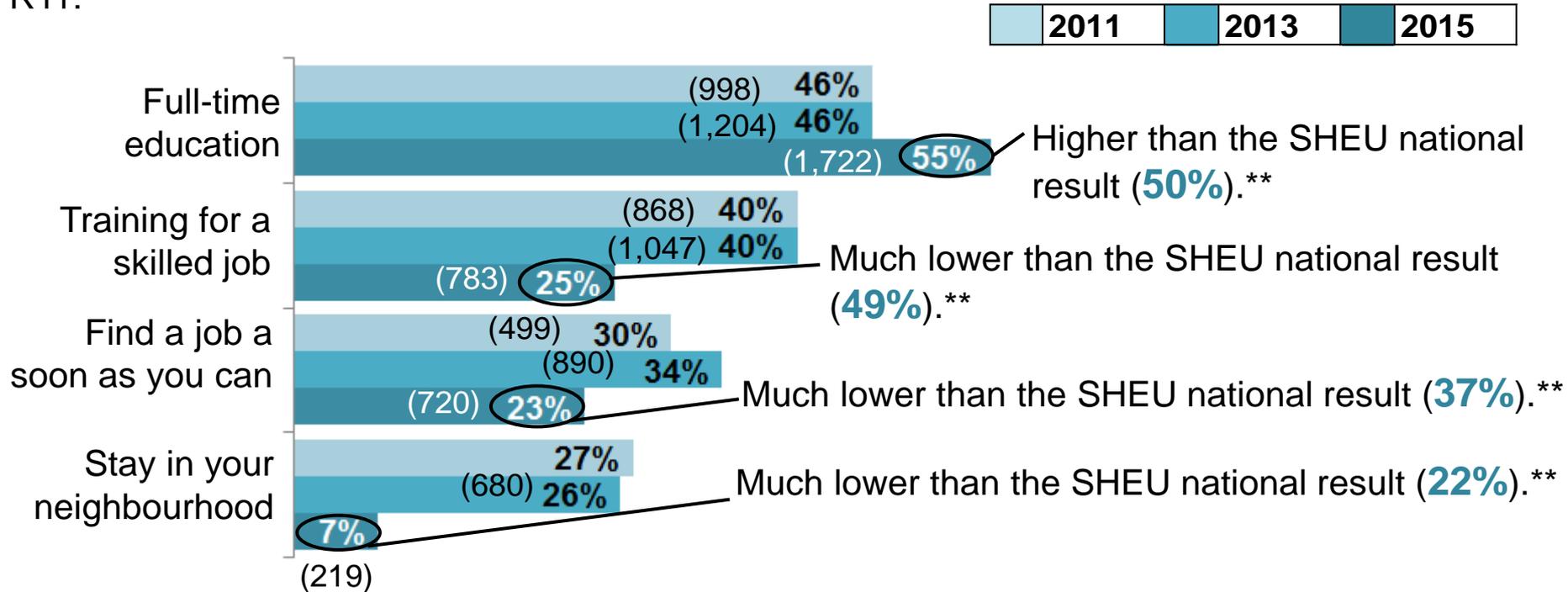


*All numbers of pupils are approximate

Emotional Wellbeing

Aspirations *

When the Year 8 and Year 10 B&NES pupils were asked what they wanted to do at the end of YR11:



* All numbers of pupils are approximate

** The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting.

Aspirations – Gender and FSM Ever6 pupils*

A significantly higher proportion of girls said they wanted to continue in full time education (**60%**, 946 pupils) compared to boys (**51%**, 751 pupils).

A significantly lower proportion of FSMEver6 pupils said they wanted to continue in full time education (**47%**, 264 pupils) compared to non-FSMEver6 pupils (**57%**, 1,459 pupils).

* All numbers of pupils are approximate

Bullying*

Research carried out by The Children's Society over the last 10 years has revealed that bullying is often one of the key obstacles to a young person's wellbeing.¹

35.9% of children who had been bullied four or more times in the last three months had low life satisfaction scores compared to **5.5%** of those children who had not been bullied.¹

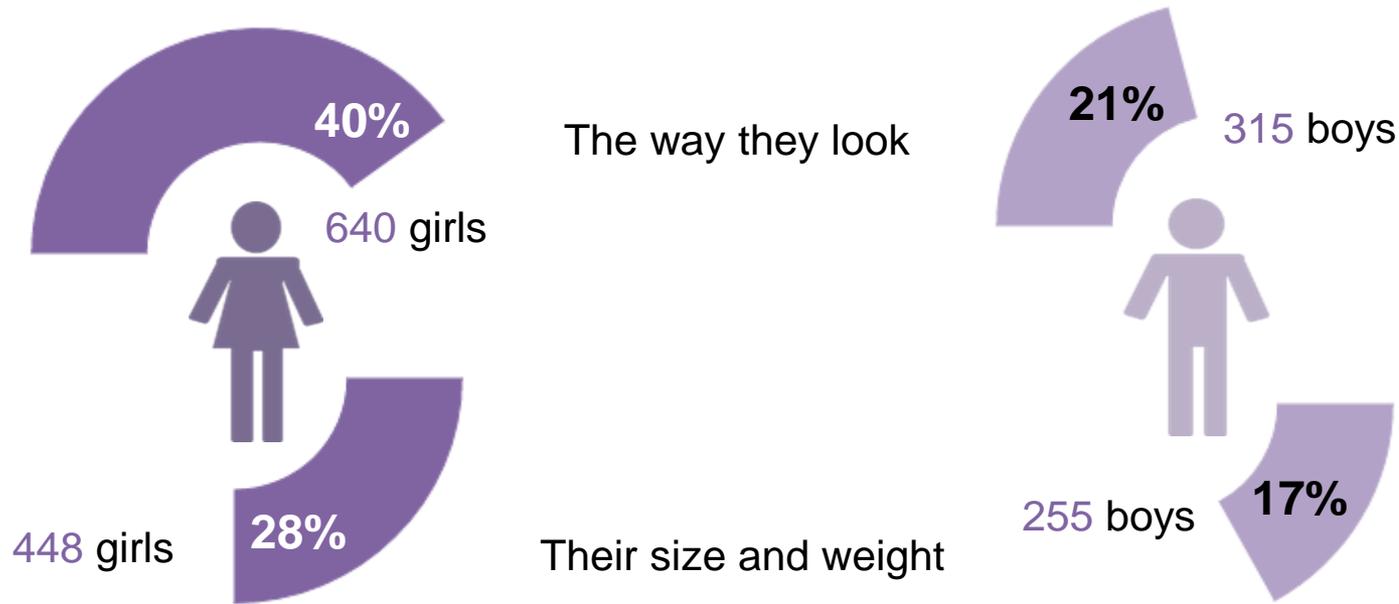
25% (722 pupils) of B&NES Year 8 and Year 10 pupils said they had ever felt afraid of going to school because of bullying, and **21%** (609 pupils) said they had been bullied at school in the last 12 months.

* All numbers of pupils are approximate

Bullying - Reasons*

The main reasons that both girls and boys thought they had been picked on or bullied were **the way they looked** (31%, 970 pupils), followed by **their size and weight** (23%, 720 pupils).

However, a significantly higher proportion of girls stated these as reasons compared to boys:



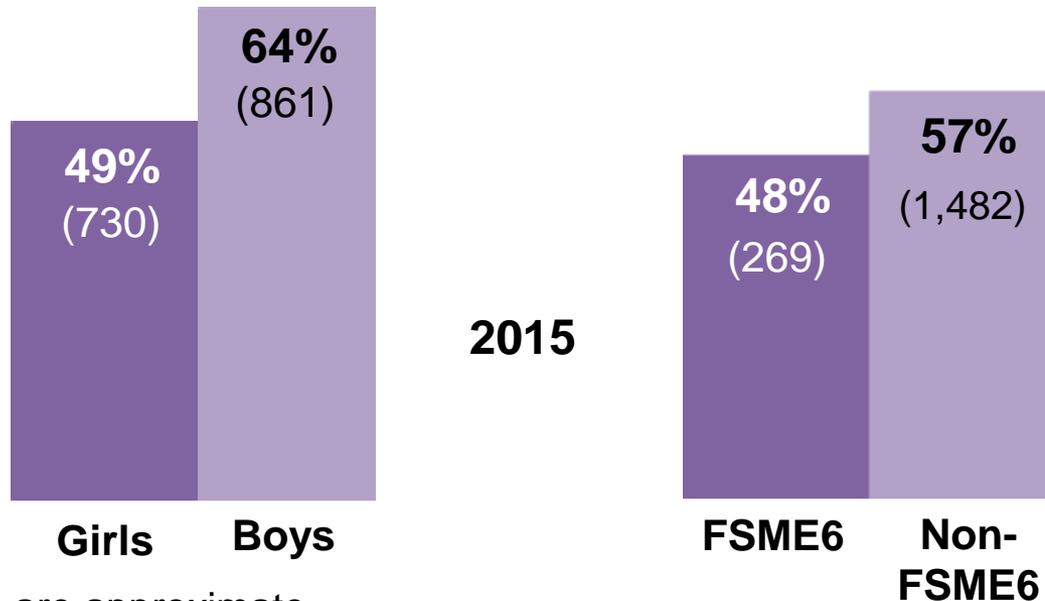
* All numbers of pupils are approximate

Bullying – Tackling bullying *

Research carried out by the Children’s Society concluded that – “*Effectively tackling bullying could have a substantial impact on children’s subjective well-being.*”¹

55% of B&NES pupils (1,596) said they thought their school takes bullying seriously. This is a ↓ compared to 2013 (**59%**) and 2011 (**62%**).

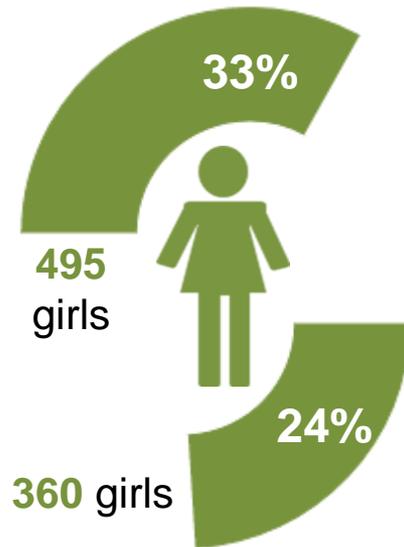
This portion is significantly lower among girls and FSMEver6 pupils:



* All numbers of pupils are approximate

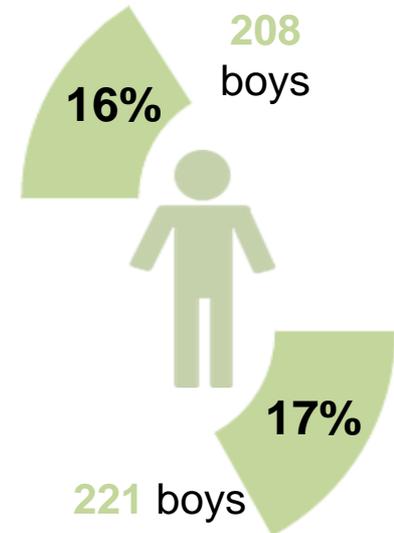
Bullying – Gender and FSMEver6 pupils *

A significantly higher proportion of girls said they...



had ever felt afraid of going to school because of bullying

had been bullied at school in the last 12 months



A significantly higher proportion of FSMEver6 pupils (**32%**, 180 pupils) said they have ever felt afraid of going to school because of bullying compared to non-FSMEver6 pupils (**24%**, 614 pupils).

* All numbers of pupils are approximate

Self-Esteem

The survey posed a series of eleven statements about social confidence and relationships with friends taken from a standard self-esteem enquiry method developed by Denis Lawrence (Lawrence, 1981). The pupils were asked to state whether they agreed or disagreed with these statements and a measurement of self-esteem was derived from their responses.

Emotional Wellbeing

Self-Esteem *

22% (674) of pupils had a med-low self-esteem score, slightly lower than SHEU nationally (**25%**) an **↑** compared to 2011 (**16%**).

40% (1,225) of pupils had a high self-esteem score, slightly higher than SHEU nationally (**37%**) a **↓** compared to 2011 (**46%**)



A significantly **higher** proportion of:

- girls (**28%**, 436 pupils) had a med-low score than boys (**15%**, 215 pupils)
- FSMEver6 pupils (**29%**, 163 pupils) had a med-low score than non-FSMEver6 pupils (**20%**, 512 pupils)

A significantly **lower** proportion of:

- girls (**31%**, 483 pupils) had a high self-esteem score, compared to boys (**52%**, 744 pupils)
- FSMEver6 pupils (**31%**, 174 pupils) had a high score than non-FSMEver6 pupils (**43%**, 1,100 pupils)

* All numbers of pupils are approximate

** The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting.

Self-Esteem

Responses to the individual statements that make up the self-esteem measurement provide a useful indication as to the particular self-esteem issues being experienced by girls and FSMEver6 pupils.

Emotional Wellbeing

Self-Esteem – Gender *

Self-regard



Boys

27%
(756)

Girls

48%
(397)

There were lots of things they would like to change about themselves

Confidence with teachers



Boys

(206) 14%

Girls

(506) 32%

They usually felt shy telling a teacher something

Boys

(324) 22%

Girls

(599) 38%

They usually felt uneasy talking in front of teachers in class

Relationships with other pupils



Boys

(1,222) 83%

Girls

(1,150) 73%

They felt happy talking to other pupils at school

Boys

17% (250)

Girls

24% (378)

They thought other pupils usually say nasty things about them

*All numbers of pupils are approximate

Self-Esteem - Gender

These responses indicate that a much higher proportion of girls compared to boys are unhappy and self-conscious about themselves and therefore less confident in terms of speaking up in class and in their relationships with other pupils. Other survey results linked to body image and bullying provide an indication as to some of the reasons behind these self esteem issues:

A much lower proportion of girls said they were happy with their weight, **34%** compared to **58%** of boys.

A higher proportion of girls said they had been bullied in the last 12 months, **24%** compared to **17%** of boys.

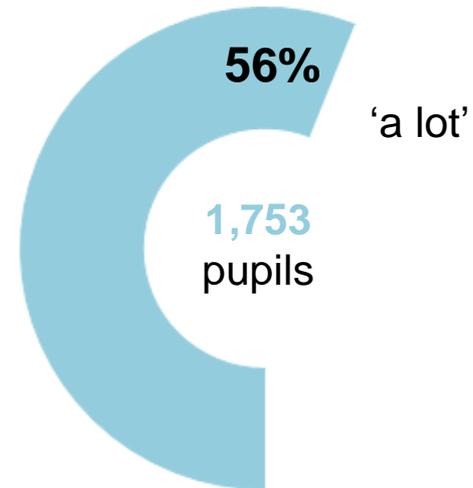
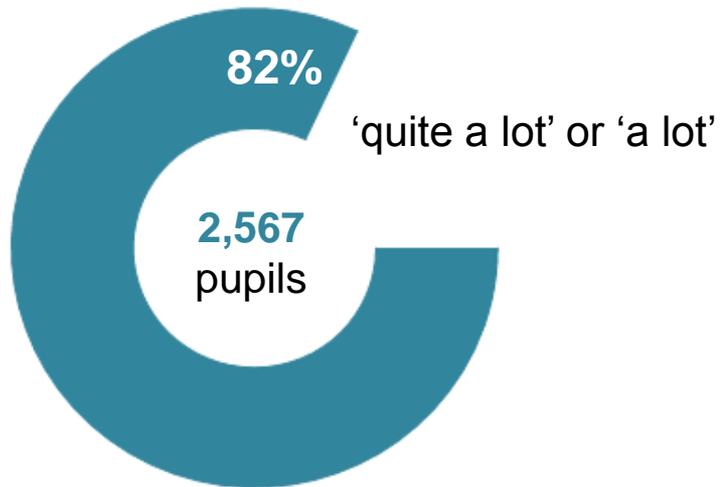
Another possible reason behind the self-esteem issues experienced by girls maybe their significantly higher use of social media. Studies, such as the one by the Cabinet Office's Horizon Scanning Unit in 2015, have made links between the heavy use of social media and higher levels of anxiety and unhappiness.² **80%** of Year 8 and Year 10 girls surveyed in B&NES said they used the internet for social media compared to **62%** of boys.

Worries *

Research carried out by The Children's Society revealed that that a key concern for children was *"the ways in which stress, worry and anxiety could have a negative impact on their well-being."*¹

The survey asked pupils if they worried – a lot, quite a lot, a little, or not at all – about the following issues; school work, exams and tests, health, career, friends, family, money, the way you look, puberty and growing up, being bullied and sex and relationships.

Pupils responded that they worry about at least one of the issues listed...

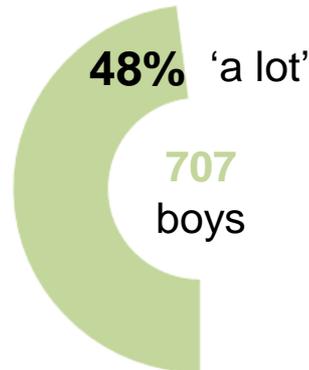
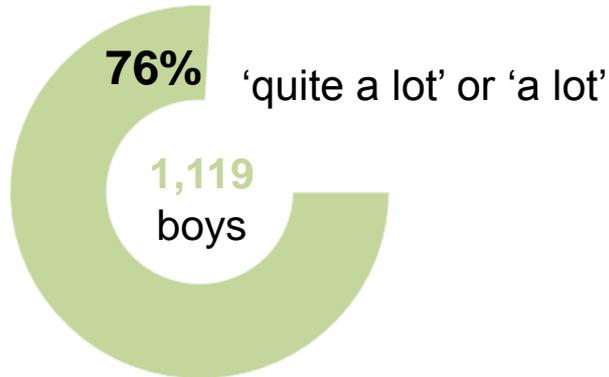
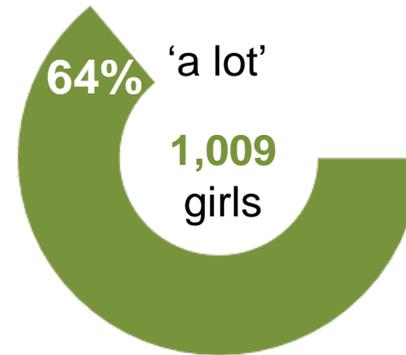
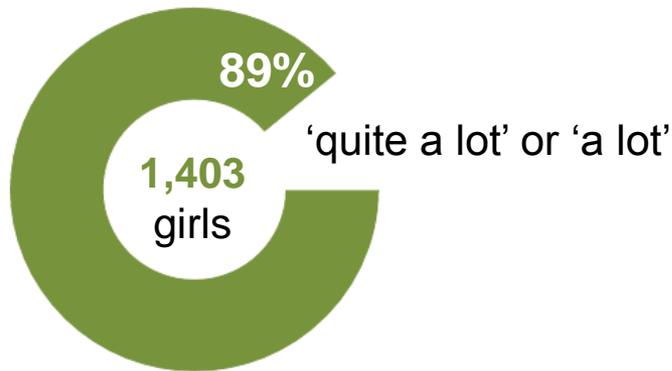


*All numbers of pupils are approximate

Worries - Gender *

A significantly higher proportion of girls stated they were worried about the issues listed in the survey, compared to boys.

Pupils that responded that they worry about at least one of the issues listed...



*All numbers of pupils are approximate

Worries - Gender

The top four issues out of those listed in the survey that girls and boys said they worried 'quite a lot' or 'a lot' about were:



1. Exams and tests
2. The way they look
3. Family
4. Career



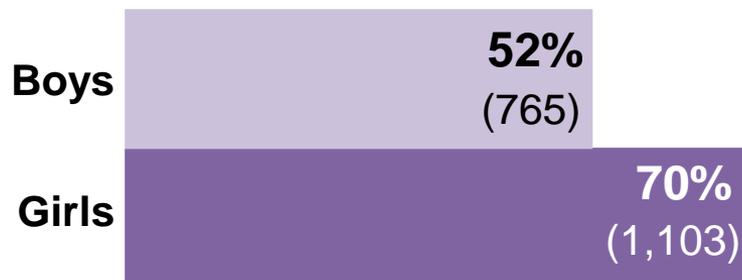
1. Exams and tests
2. Career
3. Family
4. Friends

Worries - Gender *

Out of the issues listed in the survey, **exams and tests** was the one that the greatest proportion of both girls and boys worried 'quite a lot' or 'a lot' about:

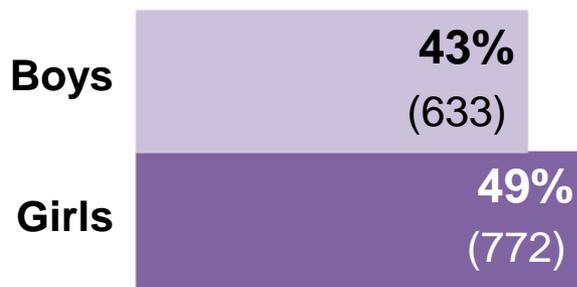


Exams and tests



Over half of both boys and girls said they worried 'quite a lot' or 'a lot' about exams and tests, but the proportion of girls was much higher.

Out of the issues listed in the survey, **family and career** were also in the top 4 issues worried 'quite a lot' or 'a lot' about by both girls and boys:



Family was **3rd** for both girls and boys.



Career was **2nd** for boys and **4th** for girls

*All numbers of pupils are approximate

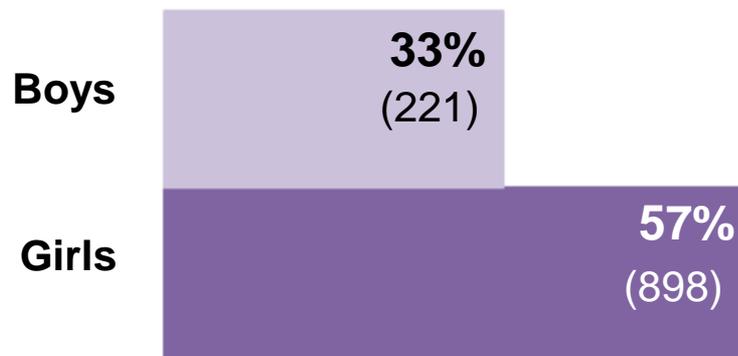
Worries - Gender *

The greatest difference between girls and boys was the extent to which they worried 'quite a lot' or 'a lot' about **the way they looked**.

A much higher proportion of girls said they worried about this compared to boys, and it was **2nd** in the list of girls' worries (out of the list in the survey), but **5th** for boys:



The way they look



This particular concern many girls have with their appearance was also reflected in other results in the survey:

- High proportion (**48%**) that said they wanted to change lots of things about themselves.
- High proportion (**56%**) that said they were unhappy with their weight.

*All numbers of pupils are approximate.

Worries - Gender

Gender difference in terms of concerns over appearance is reflected in national research. In the Good Childhood Index, the greatest difference between girls and boys was in their satisfaction with their appearance. Almost twice as many females (**17%**) as males (**9%**) had low satisfaction with their appearance.* ¹

The higher extent to which girls worry about their appearance in some cases may be linked with their heavy use of **social media**. Research done on behalf of the All Party Parliamentary Group on Body Image indicated that heavy use of social networking sites is exacerbating the importance of appearance.³

* Not directly comparable as the age group is different.

Worries - Gender *

Though out of the issues listed in the survey, **friends** was **4th** in terms of the issues boys said they worried 'quite a lot' or 'a lot' about, and **5th** for girls, a higher proportion of girls said they worried about friends compared to boys:

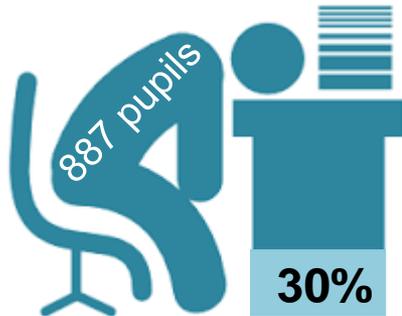


It is important to note that **24%** of boys selected **none of the above**, compared to only **11%** of girls, which suggests that there is a possibility that the survey is missing issues that boys worry or are anxious about.

*All numbers of pupils are approximate

Lack of sleep *

Studies such as the one by the Cabinet Office's Horizon Scanning Unit in 2015 have made links between chronic lack of sleep and mental health issues experienced by young people.²

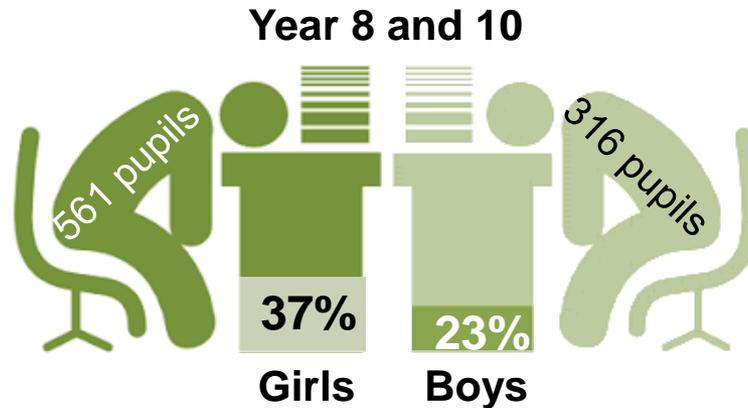


30% of B&NES Year 8 and Year 10 pupils said that they found it hard to concentrate at school due to feeling tired or sleepy on at least 3 days in the week before the survey.

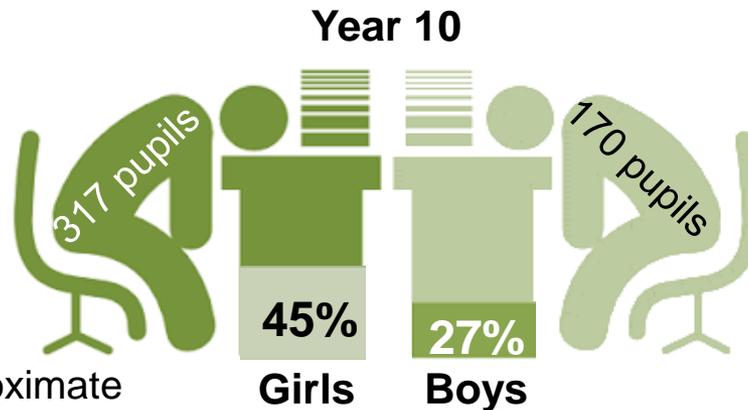
*All numbers of pupils are approximate

Lack of sleep – Gender *

A significantly higher proportion of B&NES girls stated that they found it hard to concentrate at school due to feeling tired or sleepy on at least 3 days in the week before the survey, compared to boys:



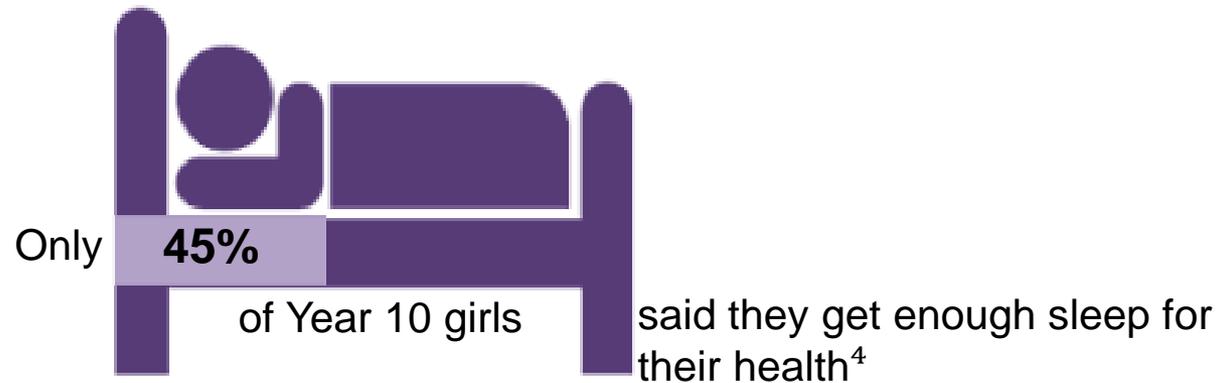
This difference between the genders is even more pronounced amongst Year 10 pupils:



*All numbers of pupils are approximate

Lack of sleep – Gender

The issue of girls not getting enough sleep has also been highlighted in the SHEU national results for Year 10 girls in terms of whether thought they got enough sleep for their health**:



** The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting.

Lack of sleep – Social media

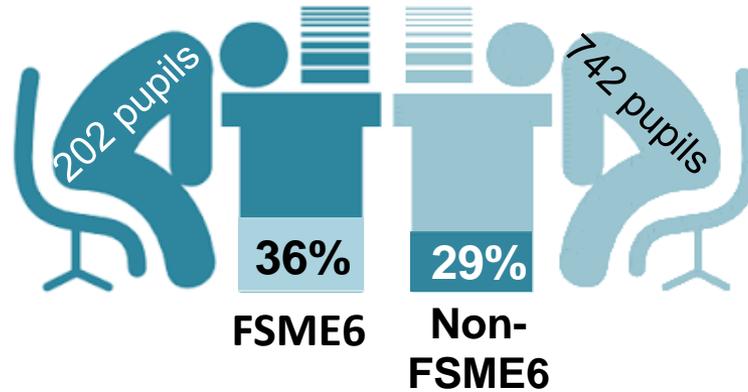
A systematic review from 2014 found that “...screen time is adversely associated with sleep outcomes (primarily shortened duration and delayed timing) in 90% of studies...”⁵

Heavier use of social media might therefore partly explain the issue of not getting sufficient sleep.

** The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting.

Lack of sleep – FSMEver6 pupils *

A significantly higher proportion of FSMEver6 pupils stated that they found it hard to concentrate at school due to feeling tired or sleepy on at least 3 days in the week before the survey, compared to non-FSMEver6 pupils:



* All numbers of pupils are approximate

Coping with problems and worries

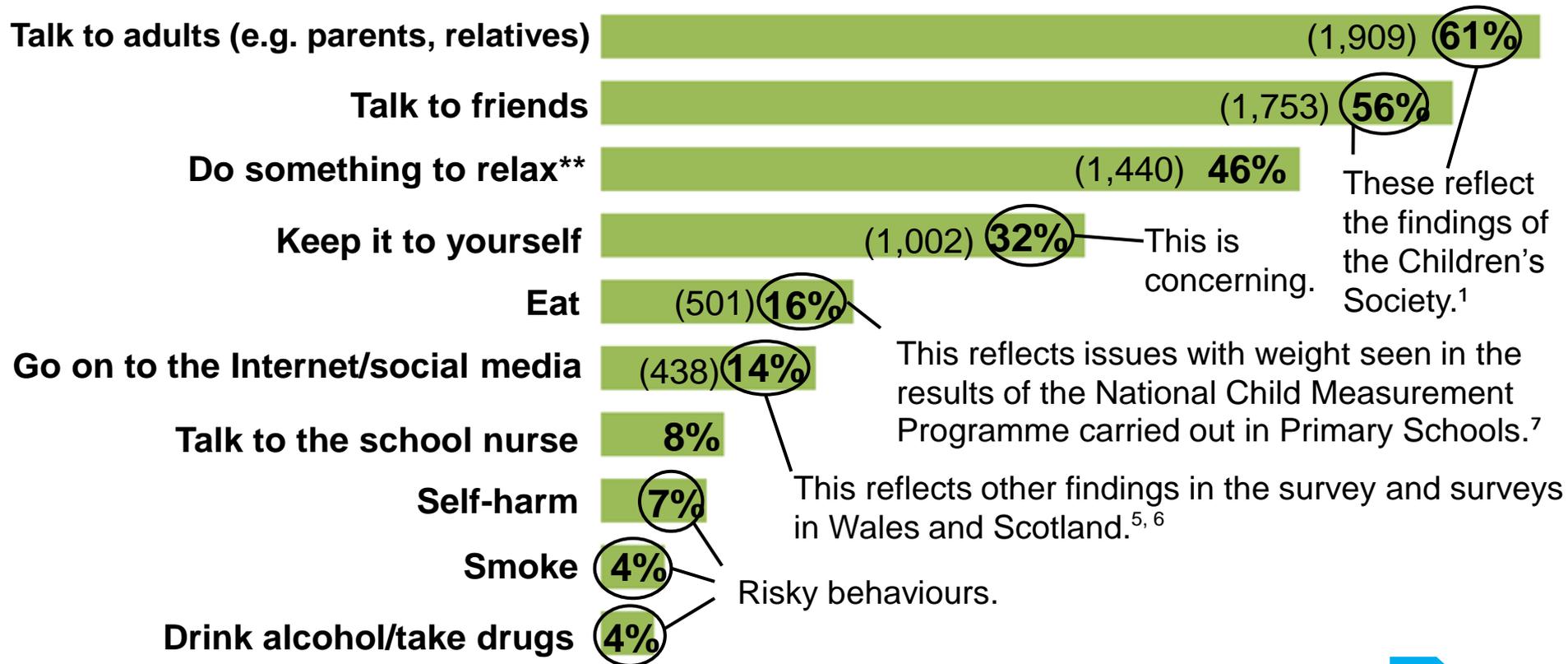
Knowing the ways in which young people respond and try and cope with their problems and worries is essential in not only in understanding how best to help them and where the potential gaps in support are, but also in uncovering other potential problems they may have.

Research by the Children's Society in 2015 revealed that when young people talked about what is important in their lives they highlighted their need for support from family and friends, and to a lesser extent from their school and communities.¹

Emotional Wellbeing

Coping with problems and worries *

B&NES Year 8 and Year 10 pupils were asked when they had a problem that worried them, what were they likely to do:



*All numbers of pupils are approximate

** (e.g. listen to music, exercise)

Coping with problems and worries - Gender *

There were a number of key differences in terms the ways in which the girls and boys said they would respond to problems that worried them:

Seeking support from others



Talk to adults



a greater proportion of boys said they would talk to adults (e.g. parents, relatives)

But...



Talk to friends



a greater proportion of girls said they would talk to friends

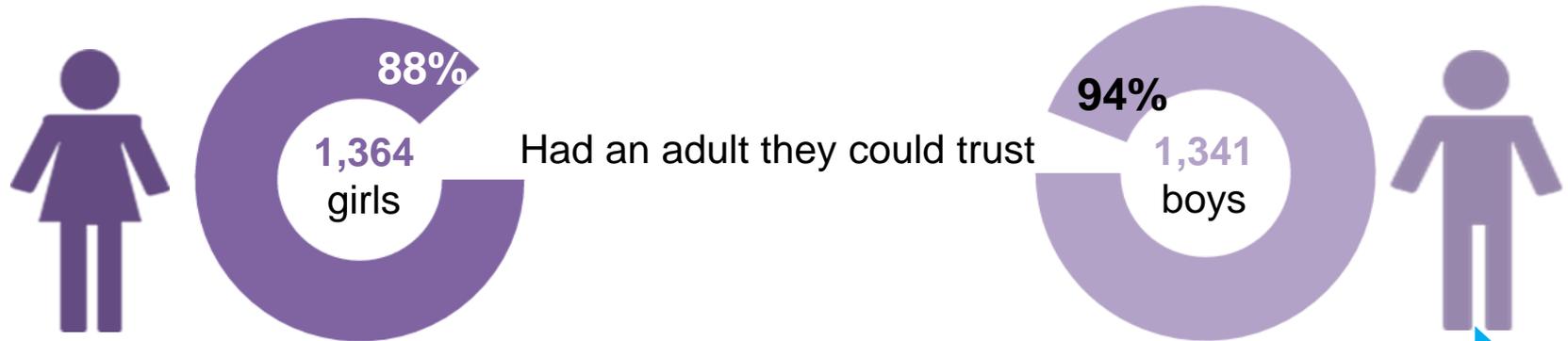
* All numbers of pupils are approximate

Coping with problems and worries – Talking to adults *

One reason why some young people may not speak to adults about their problems is because they do not feel there is an adult they can trust.

Though the vast majority (**91%**) of the B&NES Year 8 and Year 10 pupils that responded to the survey said they had at least one adult they could trust, a small portion did not feel they did (**3%**), or did not know if they did (**6%**).

A significantly smaller proportion of girls not only said they were likely to talk to an adult about their problems compared to boys, but also felt they had an adult they could trust:



*All numbers of pupils are approximate

Coping with problems and worries - Gender *

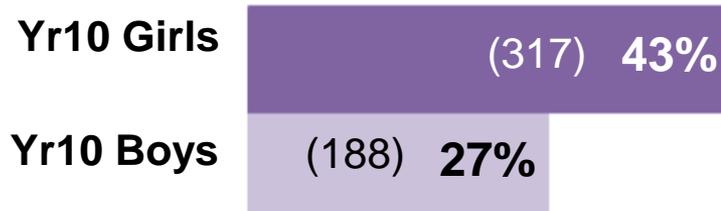
However, what is of particular concern is that ...



**Keep it to
themselves**



a much higher proportion of girls said they would keep problems to themselves



the proportion was even higher amongst Year 10 girls

* All numbers of pupils are approximate

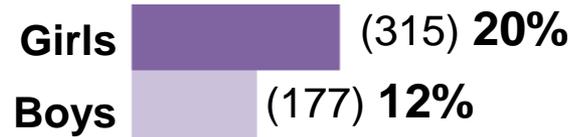
Coping with problems and worries - Gender *

Risky or unhealthy responses

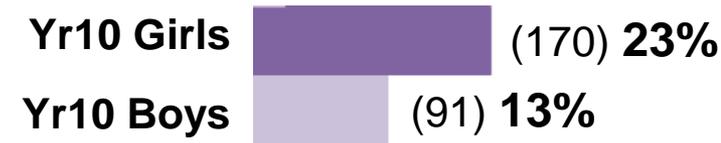


Eat

A much higher proportion of girls said they would be likely to **eat** in response to problems that worried them

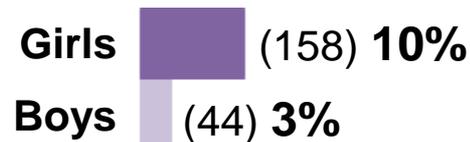


...the proportion was higher amongst Year 10 girls



Self-harm

A much higher proportion of girls said they would be likely to **self-harm** in response to problems that worried them



...the proportion was higher amongst Year 10 girls



*All numbers of pupils are approximate

Coping with problems and worries – Self-harm

Self-harm by young people, and girls in particular, is a national issue. The study by the Cabinet Office's Horizon Scanning Unit in 2015 has indicated that self-harm amongst young people is possibly on the rise and that it is particularly an area of concern for teenage girls; with around **one third** of 15 year old girls reporting they have self-harmed. This Cabinet Office report discusses the role of new technology as one factor affecting the wellbeing and self-harm amongst young people, making specific reference to social media use, including websites promoting self-harm.²

The most severe cases of self-harm by young people result in hospital admissions. During 2013/14 there were **219** emergency hospital admissions of 10-24 year olds in B&NES for intentional self-harm. This converts to a directly standardised rate of **508.3** admissions for self-harm per 100,000 population aged 10 to 24 years, significantly higher than the England average rate of **412.1**.⁸

The majority of hospital admissions due to self-harm in B&NES are for girls/women (approx. **60%**).⁹

For more information see the [Self-Harm](#) section of B&NES's Joint Strategic Needs Assessment

Priorities of the Young Parliament

As part of a Young Parliament held in B&NES in 2015, 11 schools and 55 pupils came together to debate and participate in four workshops around the themes: Curriculum for Life, Preparing for the Next Steps, Ways to Wellbeing, Mind, Body and Soul and Power to the Pupils.

A number of key priorities were identified that reflect some of the issues highlighted by the Child Health and Wellbeing Survey:²³

Emotional Wellbeing

- Young people need to share their experiences of mental health issues and Personal, Social and Health Education (PSHE) lessons should focus more on mental health
- There should be more education around self-harm

Empowerment

- Pupils should be taught about politics in order to increase engagement by young people
- Pupils should be able to take part in staff meetings at school and be involved in the recruitment and ongoing assessment of staff

Achievements

- There should be more support/praise for well-behaved children

Priorities of the Young Parliament

Aspirations

- More vocational options are needed in school, as well as better careers guidance and talks from professionals about their employment experiences

Healthy eating

- Healthy food should be made cheaper and more appealing

Exercise

- Exercise needs to be presented in a more positive light in the media
- There should be fitness videos available for pupils and greater access to gym equipment

Body image

- There needs to be more education and discussion about body image in PSHE lessons

School lessons about sex and healthy relationships

- It is important that sexual health and healthy relationships are discussed in school lessons

- ¹ The Children's Society (2015) The Good Childhood Report, <http://www.childrensociety.org.uk/what-we-do/resources-and-publications/the-good-childhood-report-2015>
- ² Cabinet Office and Department of Health (2015) Children and young people's risk behaviours: discussion paper, <https://www.gov.uk/government/publications/children-and-young-peoples-risk-behaviours-discussion-paper>
- ³ All Party Parliamentary Group on Body Image (2012) Reflections on body image, http://www.ncb.org.uk/media/861233/appg_body_image_final.pdf
- ⁴ PSHE Association (2015) Current trends in health, wellbeing and risky behaviours amongst children and young people: a synthesis of recent evidence, https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=591
- ⁵ Hale, L. and Guan, S. (2014), Screen time and sleep among school-aged children and adolescents: A systematic literature review, *Sleep Medicine Reviews*, **21**:50–58.
- ⁷ B&NES Research and Intelligence Team (2015) Healthy Weight, Joint Strategic Needs Assessment, Bath and North East Somerset Council, <http://www.bathnes.gov.uk/services/your-council-and-democracy/local-research-and-statistics/wiki/obesity>
- ⁸ Public Health England (2015) Child Health Profile June 2015 - Bath and North East Somerset, <http://www.chimat.org.uk/resource/view.aspx?RID=101746®ION=101635> (downloaded 23/09/15)
- ⁹ Research Intelligence Team, Bath and North East Somerset Council (2013) Hospital Inpatient Admissions for Self-Harm in B&NES residents - financial years 2006/07-2012/13, in house analysis of SUS data
- ¹⁰ Health and Social Care Information Centre (2014) National Child Measurement Programme - England, 2013-14 school year [NS], <http://www.hscic.gov.uk/catalogue/PUB16070> (viewed 26/01/2015)

- ¹¹ Jaarsveld, C. and Gulliford, M. (2015), Childhood obesity trends from primary care electronic health records in England between 1994 and 2013: population-based cohort study, Arch Dis Child doi:10.1136/archdischild-2014-307151, http://adc.bmj.com/content/early/2015/01/07/archdischild-2014-307151.full?g=w_ep_open_tab (downloaded 06/02 2015)
- ¹² Public Health England (2013), Breakfast and Cognition: Review of the literature, available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/256398/Breakfast_and_cognition_review_FINAL_publication_formatted.pdf
- ¹³ Association for Young People's Health (2015) Key Data on Adolescence 2015, <http://www.youngpeopleshealth.org.uk/wp-content/uploads/2015/09/KeyData2015.pdf>
- ¹⁴ Public Health England (2013) National Diet and Nutrition Survey Results 2008/09 - 2011/12, Average daily consumption of '5 a day' fruit and vegetable portions in the UK, by age and gender, 2008/09-2011/12, <http://www.youngpeopleshealth.org.uk/wp-content/uploads/2015/09/KeyData2015.pdf>
- ¹⁵ Craig and Mindell (2012), Health Survey for England, Proportion of young people aged 8-15 meeting physical activity recommendations by age and sex, Health Survey for England 2012, <http://www.youngpeopleshealth.org.uk/wp-content/uploads/2015/09/KeyData2015.pdf>
- ¹⁶ Health and Social Care Information Centre (2015) Smoking, drinking and drug use among young people in England in 2014, <http://www.hscic.gov.uk/catalogue/PUB17879/smok-drin-drug-youn-peop-eng-2014-rep.pdf>
- ¹⁷ Health and Social Care Information Centre (2015) Smoking, drinking and drug use among young people in England in 2014, data tables
- ¹⁸ Bath and North East Somerset CCG (2015) SUS Alcohol specific hospital episode statistics in under-18s 2010-15, Bath and North East Somerset CCG cluster, in-house analysis and report
- ¹⁹ Public Health England (2015), Local Alcohol Profiles for England, <http://fingertips.phe.org.uk/profile/local-alcohol-profiles>

- 20 Bath and North East Somerset Council (2015) Bath and North East Somerset Rapid Sexual Health Needs Assessment, http://www.bathnes.gov.uk/sites/default/files/siteimages/Your-Council/Local-Research-Statistics/full_version_rapid_sexual_health_needs_assessment_2015.pdf
- 21 ONS (2015), Conception Statistics, England and Wales, 2013, Table 5 and 6, <http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-348338>
- 22 Public Health England (2015) Health Profiles -Children and Young People's Health, Under 18 conceptions, <http://fingertips.phe.org.uk/profile/healthprofiles/data#page/4/gid/8000073/pat/6/par/E12000009/ati/101/are/E06000022/iid/20401/age/173/sex/2>
- 23 Bath and North East Somerset Council and CCG (2015) Young Parliament 2015, St Marks School, Me, Myself, My School