

# **2015 Children and Young People Health & Wellbeing Survey**

## **Health and Body Image**

### **Secondary School Results**

**March 2016**

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## 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



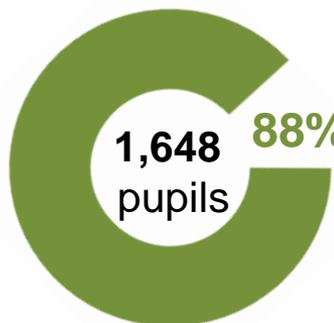
**12** out of **13** state funded secondary schools took part.

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.

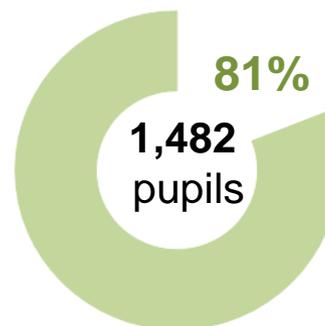
## Pupils



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



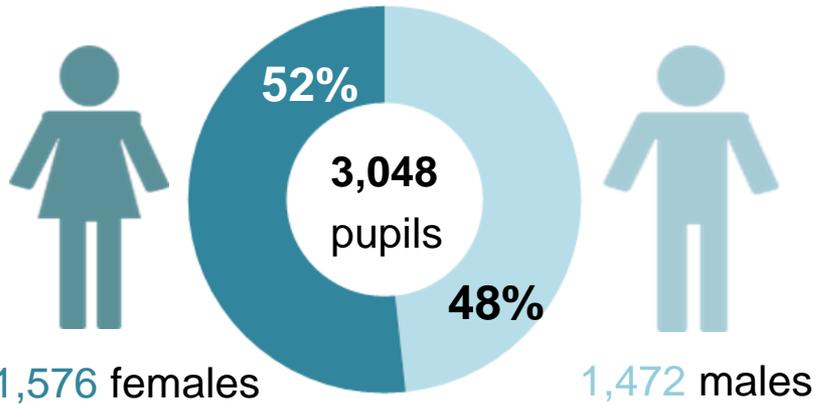
**Year 10** pupils took part

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

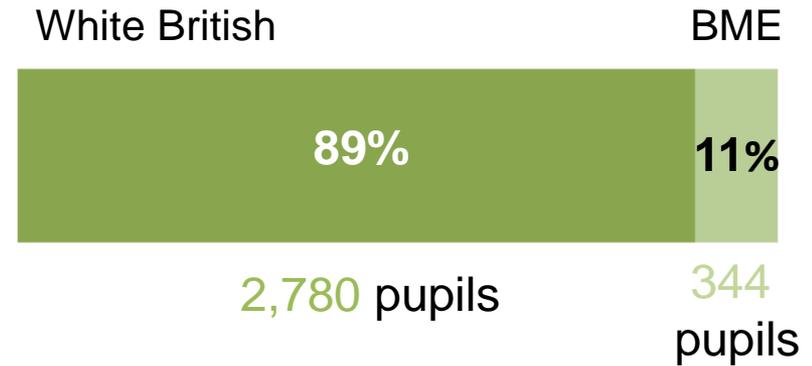
There is however variation in pupil participation, e.g. participation by Year 10 pupils per school ranges from **93%** to **49%**.

# Demographics\* (Year 8 and Year 10)

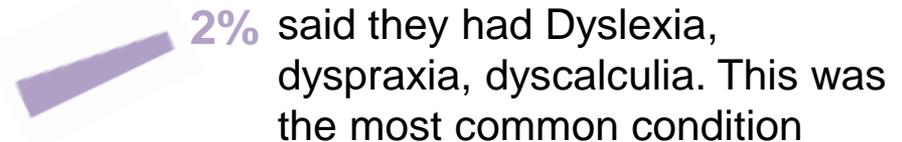
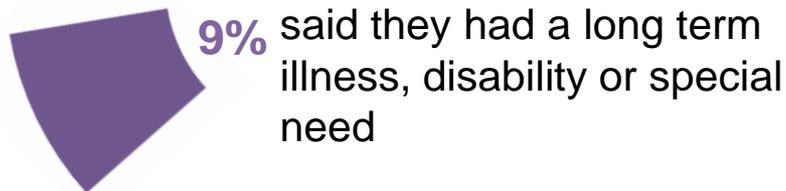
## Gender



## 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\*

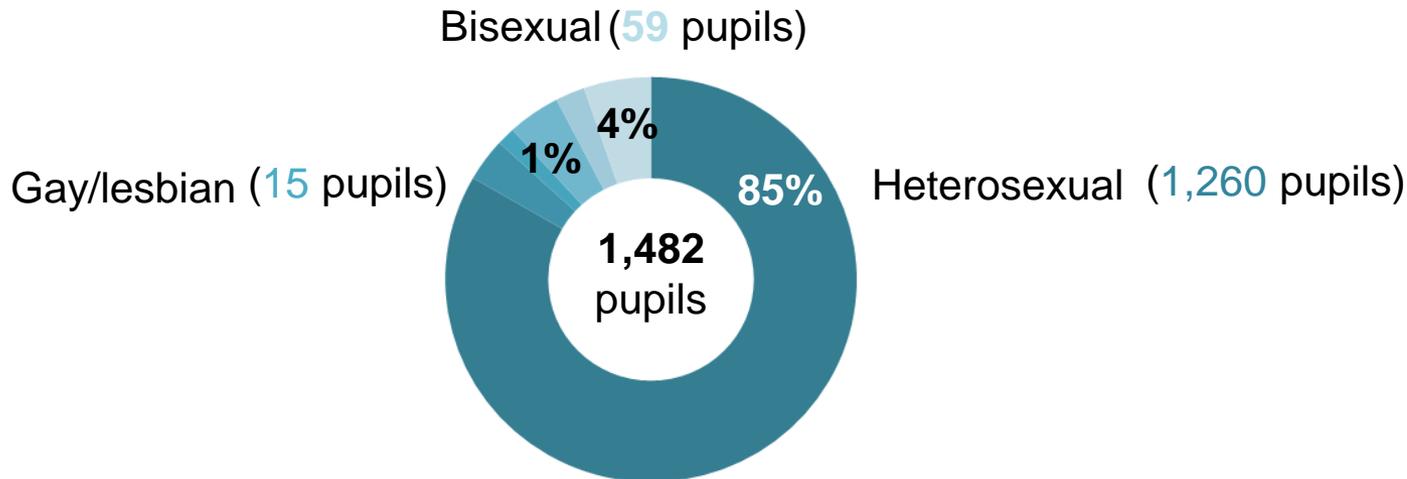
## Young carers (Year 8 and Year 10)



**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

### Healthy weight

- Nearly two-thirds of girls want to lose weight (although it would appear that not this many need to)

### Eating behaviours

- Many more pupils are skipping breakfast compared to results in 2013 and 2011, especially girls
- A higher proportion of girls are also skipping lunch
- Pupils in B&NES appear to have a healthier diet than nationally, and this seems to be improving
- FSMEver6 pupils appear to have a less healthy diet compared to their non-FSMEver6 peers

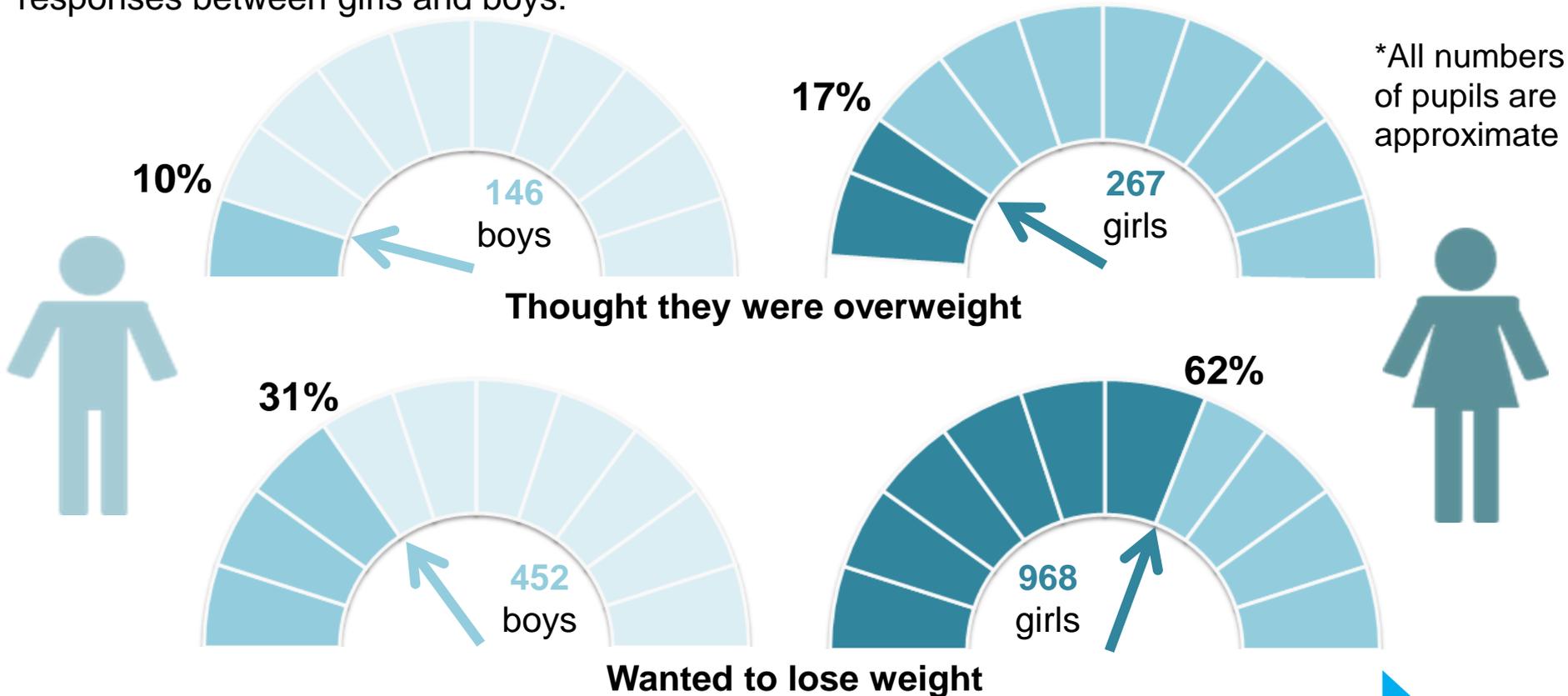
### Physical activity

- The level of physical activity is high, but there appears to have been a recent decline in more intensive physical activity
- Girls appear to be less physically active than boys. Also, pupils became less physically active as they get older, this is especially pronounced for girls

# Health and Body Image

## Perceptions on weight – Gender \*

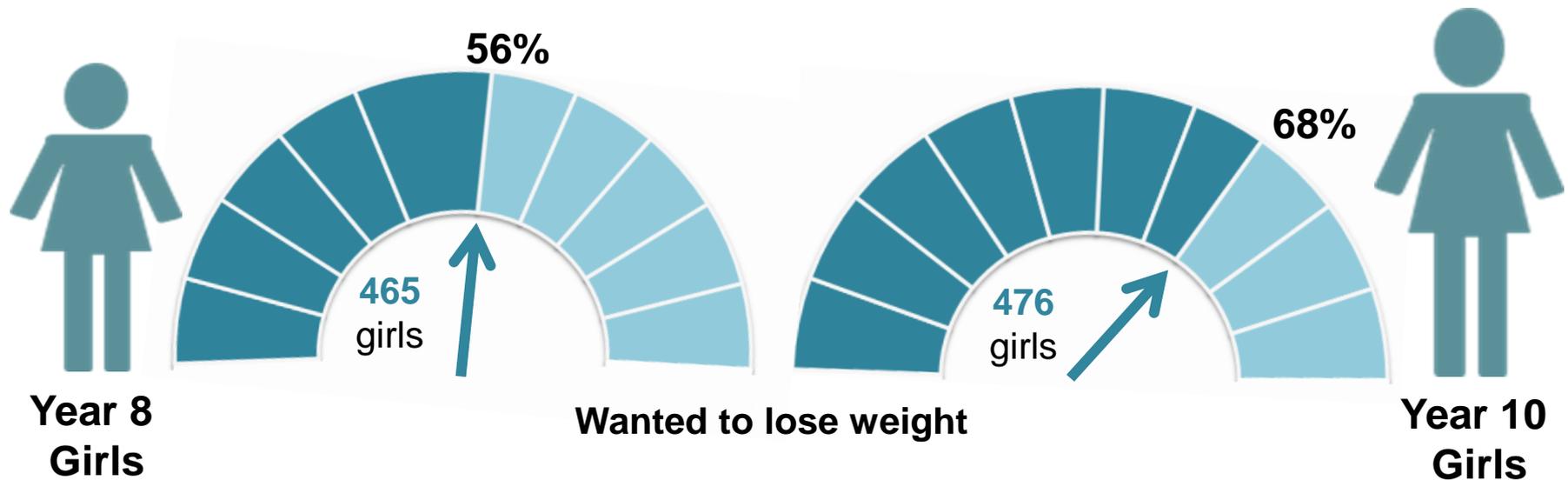
When the pupils were asked about their weight there were significant differences in the responses between girls and boys:



The Children's Society study also found that girls were less satisfied with their body<sup>1</sup> and these results link with the higher proportion of girls with low self esteem.

## Perceptions on weight – Girls and age\*

When the pupils were asked about their weight and whether they wanted to lose any there was significant difference in the response between Year 8 and Year 10 girls:



\*All numbers of pupils are approximate

## Actual weight

The only data we have in terms of pupil's actual weight is for Reception (4-5 years old) and YR6 (10-11 years old) pupils as measured by the National Child Measurement Programme (NCMP). Consequently, these are not directly comparable with the Year 8 and Year 10 pupils surveyed, but the YR6 NCMP data still provides some indication as to the proportion of Year 8 and Year 10 pupils that are likely to be classified as overweight or obese.

According to NCMP  
in the 2013/14  
school year **29.5%**



of YR6 aged children in B&NES  
were overweight or obese<sup>10</sup>

The B&NES NCMP data also shows that pupils are getting more overweight as they get older.<sup>10</sup>

For more information see the [Healthy Weight](#) section of the Joint Strategic Needs Assessment

## Difference between actual weight and perception of weight

Though the figures are not directly comparable because the B&NES NCMP data is for YR6 pupils, comparing the survey results with the NCMP data does provide an indication that pupils are underestimating their weight classification.

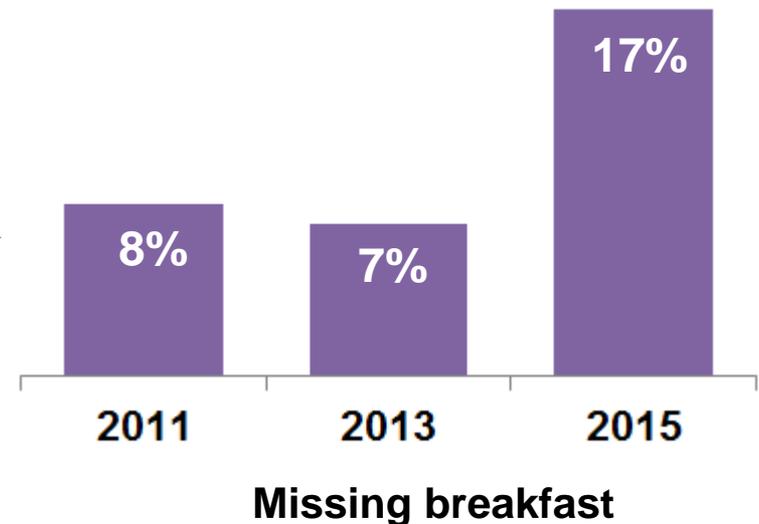
According to the survey of B&NES Year 8 and Year 10 pupils, **17%** of girls and **10%** of boys thought they were overweight (including obese), whereas the NCMP data would suggest a higher proportion are actually overweight (or obese) (**29.5%** of YR6 pupils were overweight or obese in 2013/14).<sup>10</sup> On the other hand, the NCMP data also suggests that a much higher proportion of Year 8 and Year 10 girls want to lose weight (**62%**) than actually need to.

## Eating behaviours – Skipping breakfast \*



When the B&NES Year 8 and Year 10 pupils were asked whether they had anything to eat or drink before lessons on the day of the survey **17%** (532 pupils) of pupils said they had nothing at all. This is higher than the SHEU national result of **11%\*\***.

The proportion of B&NES Year 8 and Year 10 pupils that said they had nothing at all to eat or drink before lessons on the day of the survey has  considerably compared to 2013 and 2011.



\* All numbers of pupils are approximate

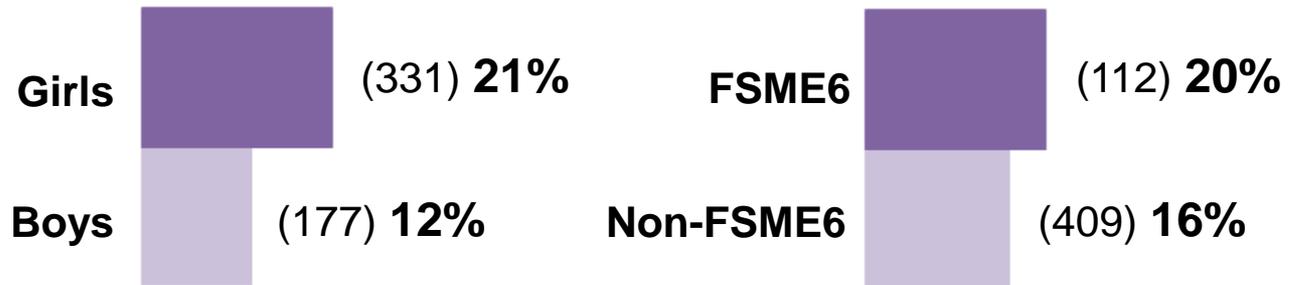
\*\* The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting

## Eating behaviours – Skipping breakfast \*

A significantly higher proportion of girls and FSMEver6 pupils said they had nothing to eat or drink before lessons on the day of the survey:



Skipping breakfast



PHE Evidence Review: “*This literature confirms current advice that breakfast is an important meal and should be encouraged. The literature provides convincing evidence that consuming breakfast compared to skipping breakfast has positive impacts on short term cognition and memory but that these effects may depend on the type of assessment. As such, it is not possible to comment upon the implications for specific learning and longer term attainment.*”<sup>12</sup>

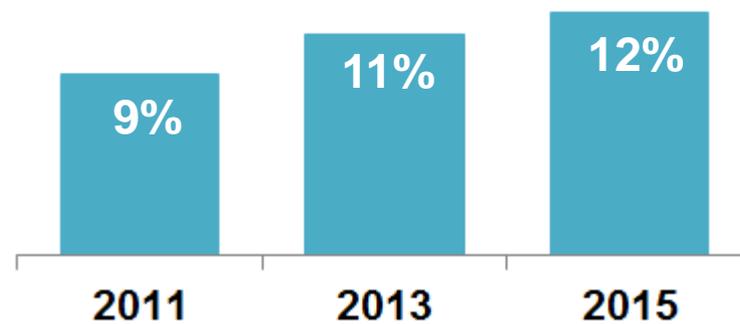
\* All numbers of pupils are approximate

## Eating behaviours – Skipping lunch \*



When the B&NES Year 8 and Year 10 pupils were asked what they did for lunch the day before the survey **12%** (375 pupils) of pupils said they did not have lunch, the same as the SHEU national result.\*\*

The proportion of B&NES Year 8 and Year 10 pupils that said they did not have lunch the day before the survey has  slightly compared to 2013 and 2011.



Missing lunch

\* All numbers of pupils are approximate

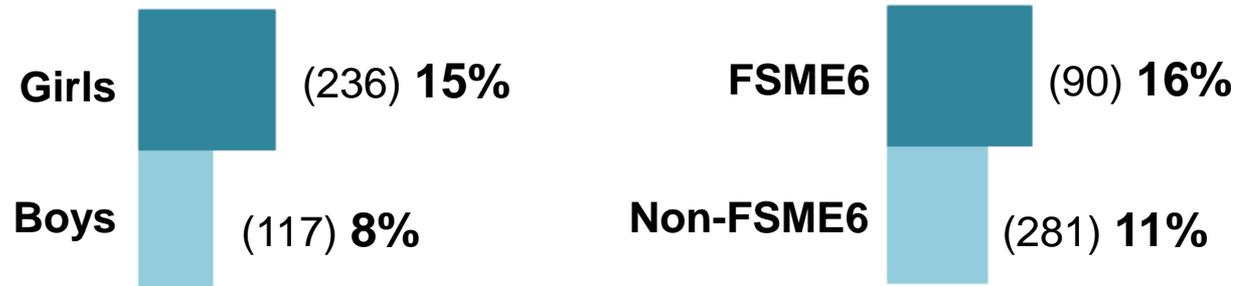
\*\* The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting

## Eating behaviours – Skipping lunch \*

A significantly higher proportion of girls and FSMEver6 pupils said they did not have lunch the day before the survey:



Skipping lunch



A significantly higher proportion of girls said they wanted to lose weight (**62%**) compared to boys (**31%**). Consequently, the significantly higher proportion of girls that said they had skipped breakfast (**21%**) or lunch (**15%**) may be an indication that many girls are acting on their desire to lose weight by skipping meals.

\* All numbers of pupils are approximate

## Eating behaviours – Healthy eating

In its 'Key Data on Adolescence' 2015 report, the Association for Young People's Health highlights the importance of healthy eating for young people.

*“Adolescent nutrition is an area of increasing concern because of the relationship to obesity. Young people have more control over what they consume as they get older. Habits of a lifetime can be formed at this stage and poor nutrition has many implications for both current and future health status.”<sup>13</sup>*

## Eating behaviours – Healthy eating

A higher proportion of B&NES Year 8 and Year 10 pupils said they ate vegetables and fruit on most days compared to the SHEU national results\*\*:



\*\* 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

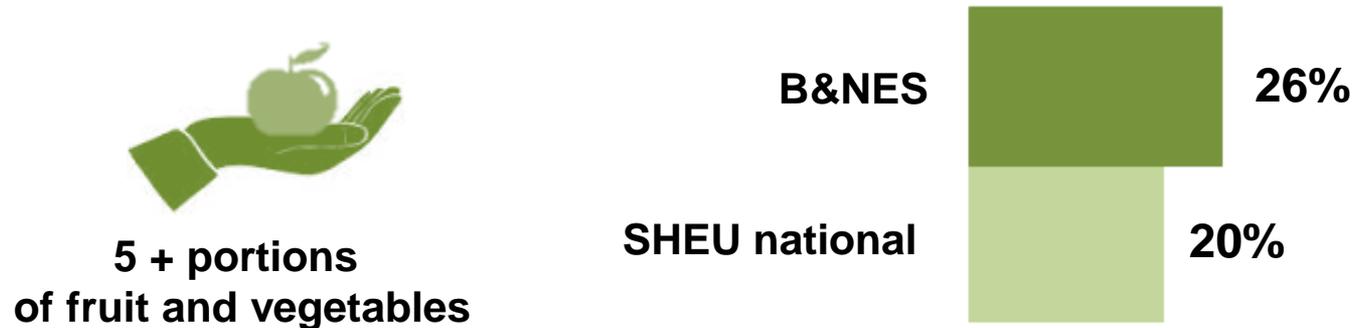
## Eating behaviours – Healthy eating

In its 'Key Data on Adolescence' 2015 report the Association for Young People's Health states that "*consumption of five portions of fruit and vegetables a day has become a marker for good diet*".<sup>13</sup> As outlined in the survey, a portion is considered to be a handful of something, with one of the portions only allowed to be a glass of fruit juice.

According to the Public Health England: National Diet and Nutrition Survey results 2008/09 - 20011/12, the average daily consumption of 'five a day' amongst 11-18 year olds was **2.9** portions.<sup>14</sup>

## Eating behaviours – Healthy eating

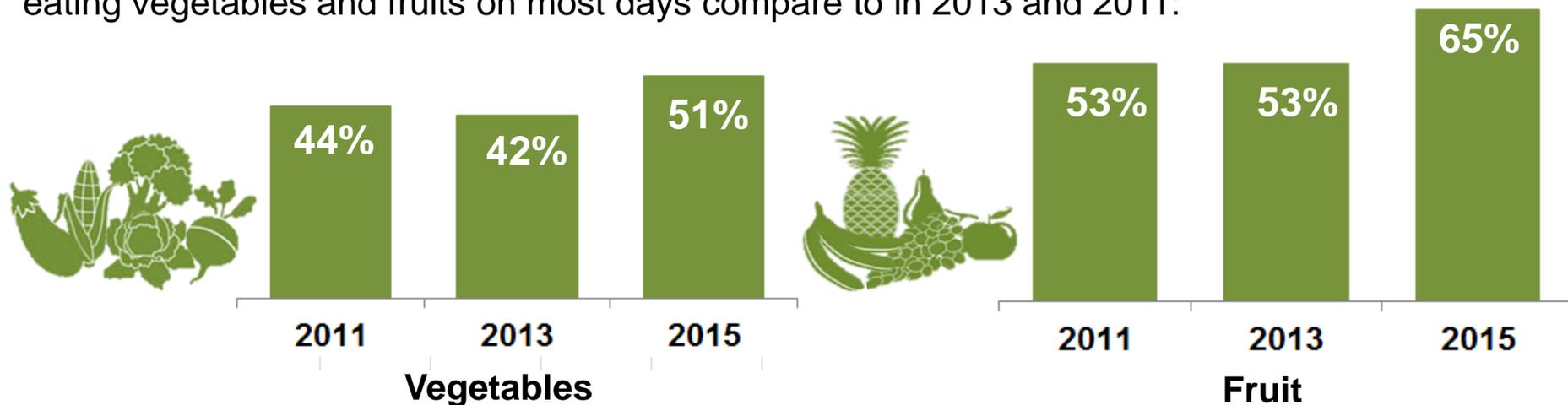
A higher proportion of B&NES Year 8 and Year 10 pupils said they had at least five portions of fruit and vegetables to eat on the day before the survey compared to the SHEU national results\*\*, but the proportion was still low:



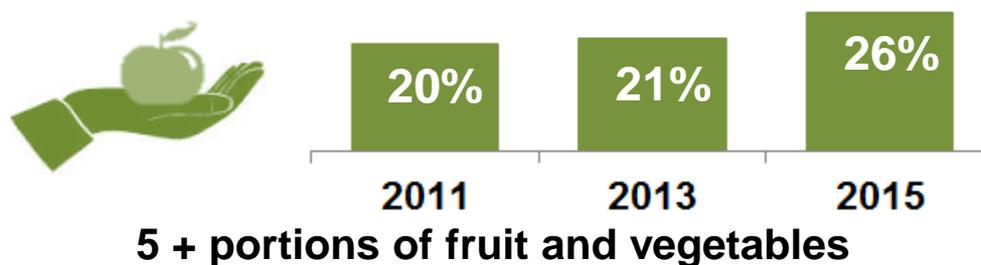
\*\* The pupils surveyed by SHEU nationally are not statistically representative of pupils nationally because not all local authorities participate and those that do are self-selecting

## Eating behaviours – Healthy eating

The survey indicates that a much higher proportion of B&NES Year 8 and Year 10 pupils are eating vegetables and fruits on most days compare to in 2013 and 2011:



A slighter higher proportion of B&NES Year 8 and Year 10 pupils also said they had eaten at least five portions of fruit and vegetables on the day before the survey compared to in 2013 and 2011:

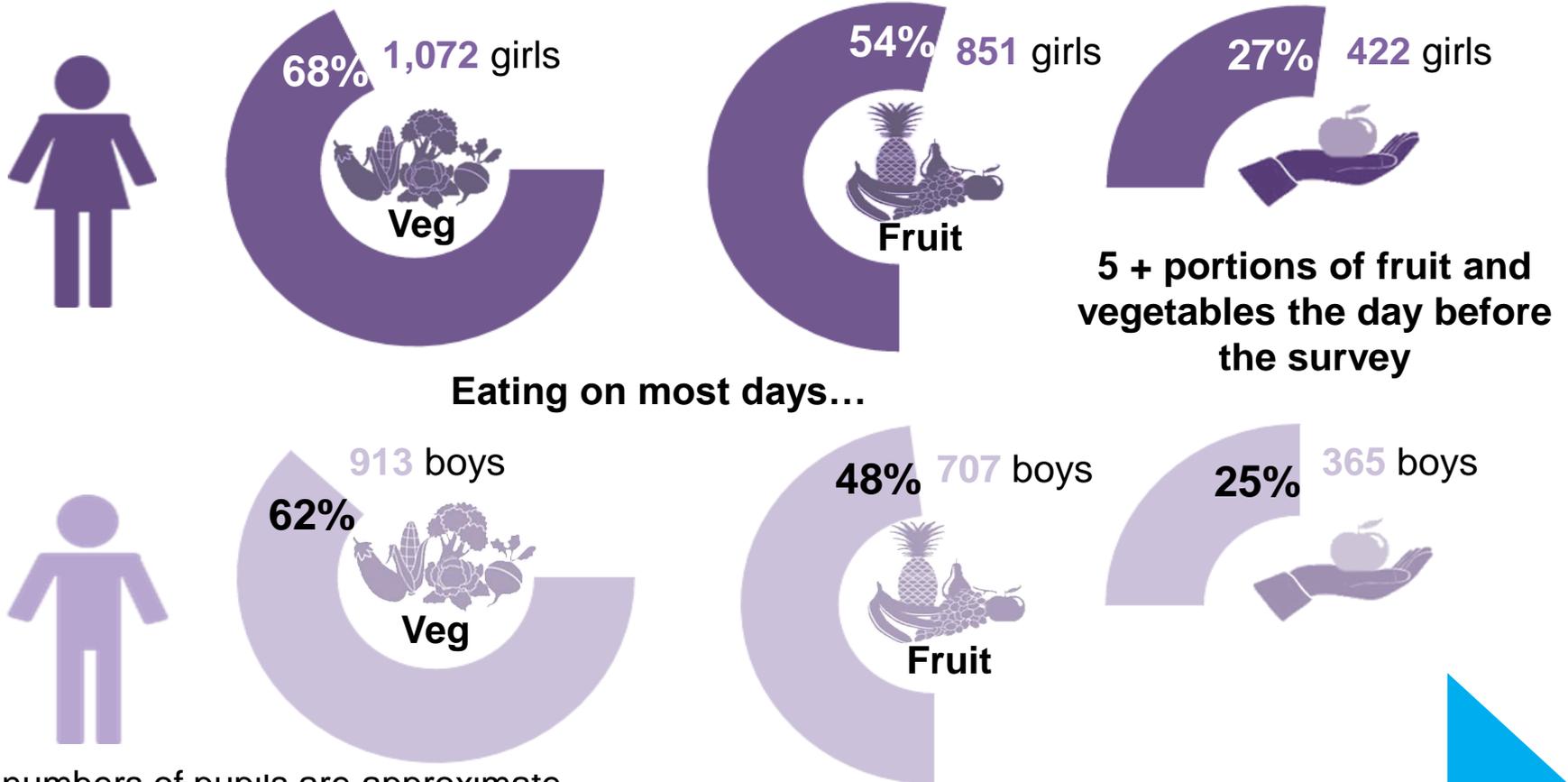


For more information see the [Diet and Malnutrition](#) section of the JSNA.

# Health and Body Image

## Eating behaviours – Healthy eating- Gender \*

The results of the survey suggest that amongst B&NES Year 8 and Year 10 pupils, on the whole the boys are eating fewer vegetables and fruit than the girls:

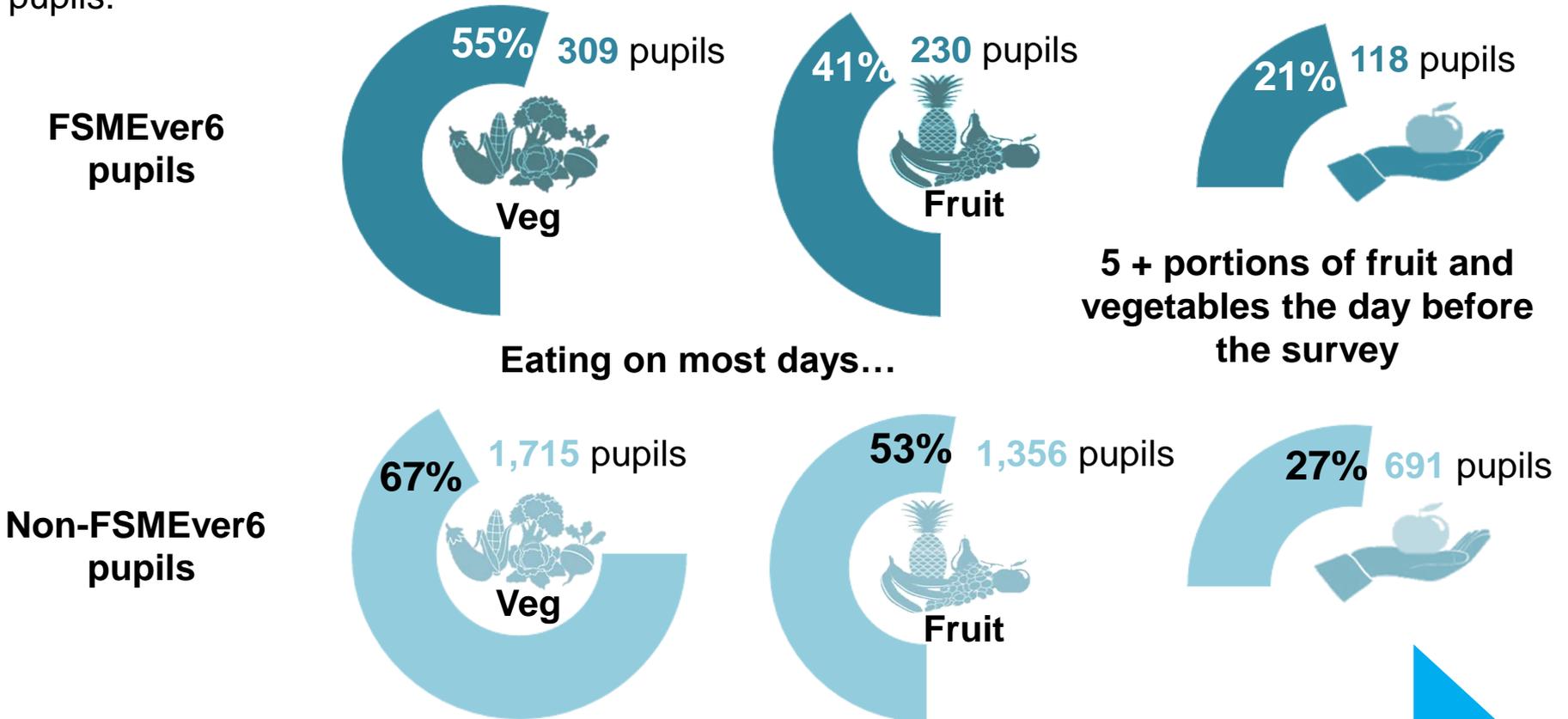


\* All numbers of pupils are approximate

# Health and Body Image

## Eating behaviours – Healthy eating (FSMEver6 pupils\*)

The results of the survey suggest that amongst B&NES Year 8 and Year 10 pupils, on the whole the FSMEver6 pupils were eating fewer vegetables and fruit than the non-FSMEver6 pupils:



\* All numbers of pupils are approximate

## Physical activity - Active for at least 60 minutes \*

The Department of Health has stated that *young people's physical activity levels are critical to their overall health* and has recommended that children and young people should have at least one hour of moderate to vigorous physical activity every day. <sup>13</sup>

According to the Health Survey for England 2012 results, **14%** of 11-15 year olds, on average, did at least one hour of moderate to vigorous physical activity everyday.\*\*<sup>15</sup> This was slightly lower than the proportion of B&NES Year 8 and Year 10 pupils (**19%**) that said they had been active for at least 60 minutes everyday the week before the survey.

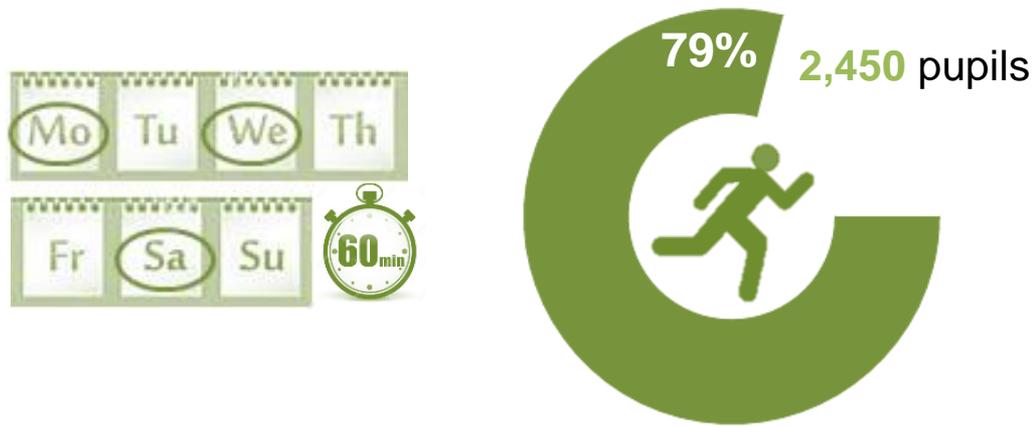
\*\* Results not directly comparable because the survey year age group is different.

For more information see the [Physical Activity](#) section of B&NES's JSNA.

# Health and Body Image

## Physical activity - Active for at least 60 minutes \*

A much higher portion of B&NES Year 8 and Year 10 pupils said that they were active for at least 60 minutes on three or more days in the week before the survey, compared to everyday:



\* All numbers of pupils are approximate

## Physical activity - Active for at least 60 minutes

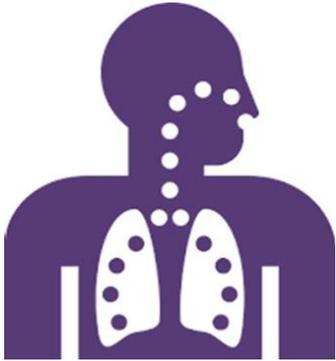
According to the Health Survey for England there has been a decline in the proportion of young people aged between 8-15 years that do at least 60 minutes of physical activity everyday between 2008 and 2012. The only exception was in girls aged 11-12:<sup>\*13</sup>



**Active for at least 60 minutes everyday  
(Health Survey for England)**

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

## Physical activity - Exercising enough to breathe harder and faster \*



**64%** (1,982 pupils) of YR 8 and Year 10 pupils said they had exercised enough to breathe harder and faster on at least three days in the week before the survey. This was higher than the SHEU national result of **58%**.\*\*

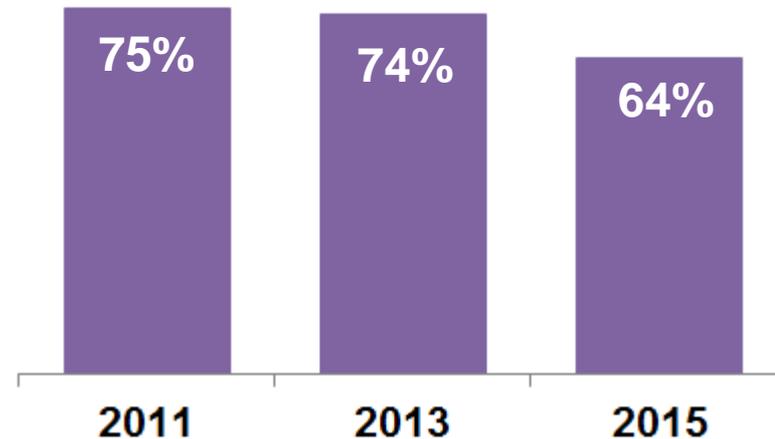
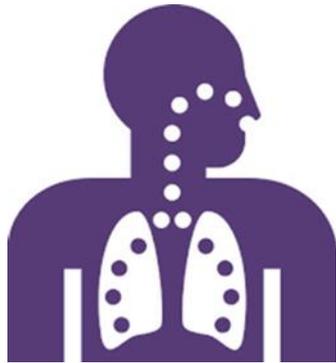
\* All numbers of pupils are approximate

\*\* 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

# Health and Body Image

## Physical activity - Exercising enough to breathe harder and faster

The proportion of B&NES Year 8 and Year 10 pupils that said they had exercised enough to breathe harder and faster on at least three days in the week before the survey has ↓ compared to 2013 and 2011. This reflects the decline in the proportion of young people that said they did 60 minutes of physical activity a day between 2008 and 2012 in the Health Survey for England.<sup>13</sup>

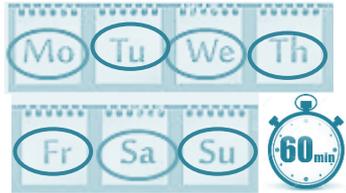


**Exercising enough to breathe  
harder and faster on 3+ days**

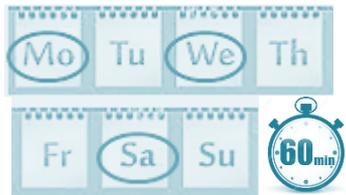
## Physical activity - Gender\*

According to the Health Survey for England 2012 results for 11-15 year olds, a lower proportion of girls (**15%**) do at least 60 minutes of physical activity everyday than boys (**17%**).\*\*<sup>15</sup> This gender difference was not only reflected, but was greater in the B&NES results for Year 8 and Year 10 pupils:

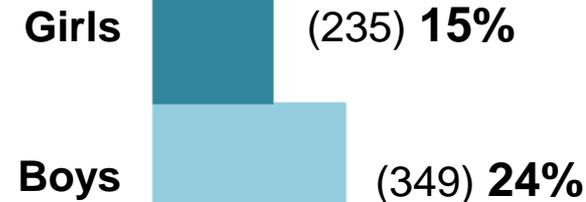
### 60 minutes of physical activity



Everyday



3 + days



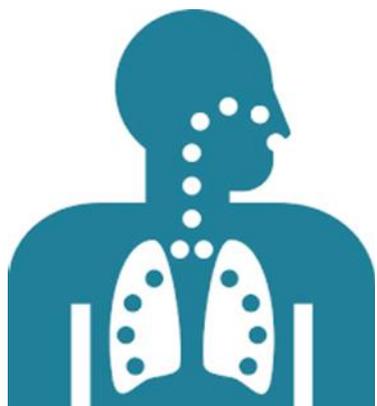
\* All numbers of pupils are approximate

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

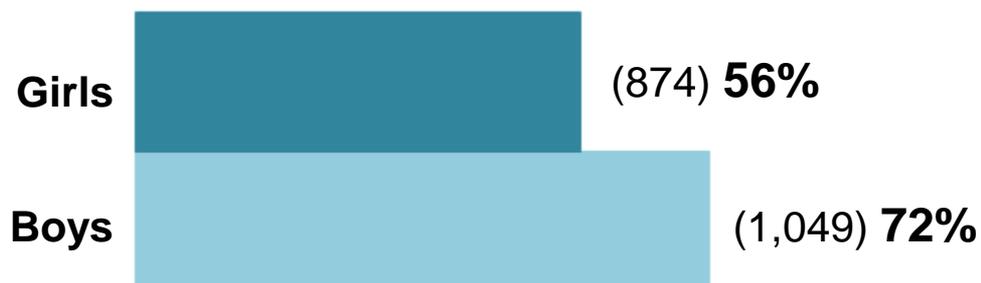
## Physical activity - Gender\*

As with the regularity of doing at least 60 minutes of physical activity, a significantly lower proportion of B&NES girls said they had exercised enough to breathe harder and faster on at least three days in the week before the survey, compared to boys:

### Exercised enough to breathe harder and faster



3 + days



\* All numbers of pupils are approximate

## Physical activity - Age

According to the Health Survey for England 2012 results for 11-15 year olds, the level of physical activity declines as pupils get older. **19%** of boys aged 11-12 and **14%** of girls exercised for one hour a day, but by the age of 13-15, the rates were **14%** for boys and **8%** for girls.<sup>13</sup>

This age difference was reflected in the B&NES results for Year 8 and Year 10 pupils.\*

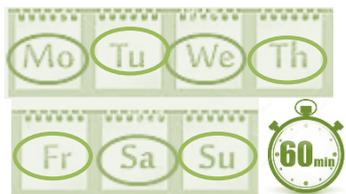
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# Health and Body Image

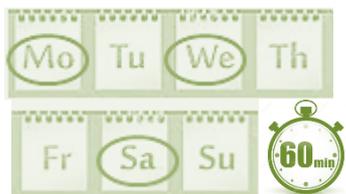
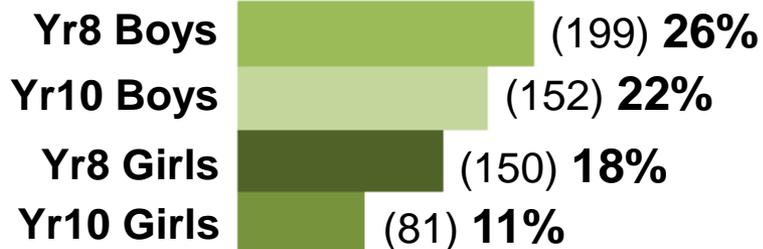
## Physical activity - Age\*

In the B&NES survey this decline in physical activity with age was more pronounced in girls:

### 60 minutes of physical activity



Everyday



3 + days

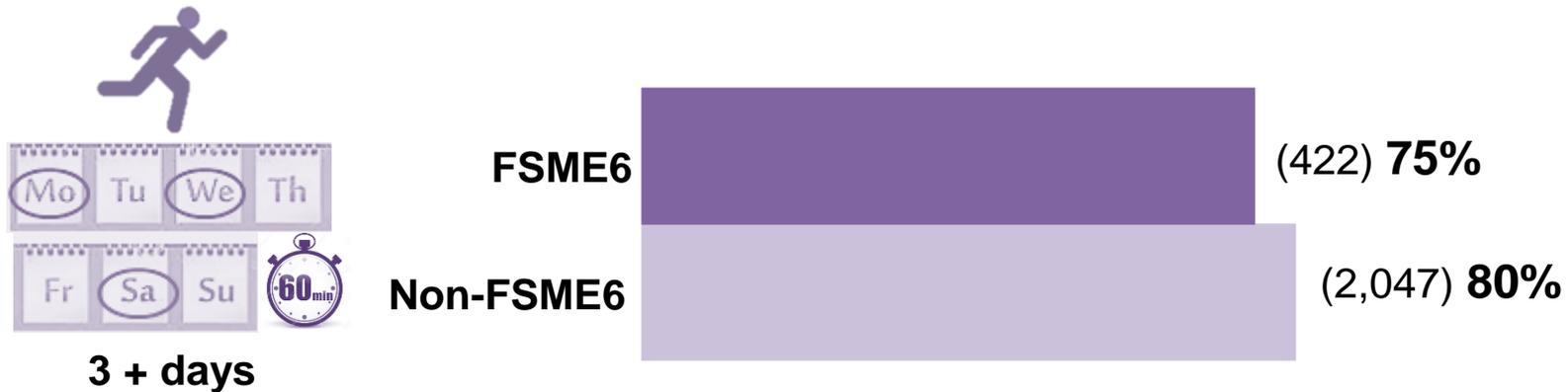


\* All numbers of pupils are approximate

## Physical activity – FSMEver6 Pupils\*

The results of the B&NES survey also indicated that a significantly lower proportion of FSMEver6 pupils were physically active for at least 60 minutes on three or more days in the week before the survey compared to non-FSMEver6 pupils:

### 60 minutes of physical activity



\* All numbers of pupils are approximate

## Physical activity – After school



**Sport/physical activity  
after school**

**60%** of Year 8 and Year 10 B&NES pupils said that they did sport or other physical activity after school on the day before the survey. This was much higher than the SHEU national result of **47%.**\*\*

\*\* 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.

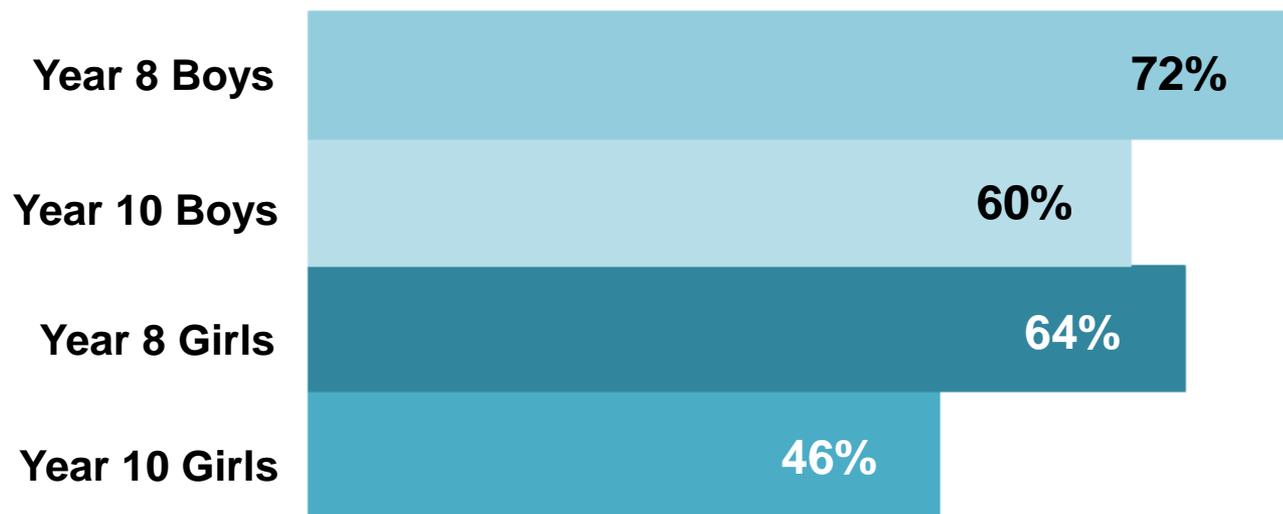
# Health and Body Image

## Physical activity – After school – Gender and age

A significantly lower proportion of B&NES girls said that they did sport or other physical activity after school on the day before the survey, than boys. The proportion for both girls and boys ↓ as they get older:



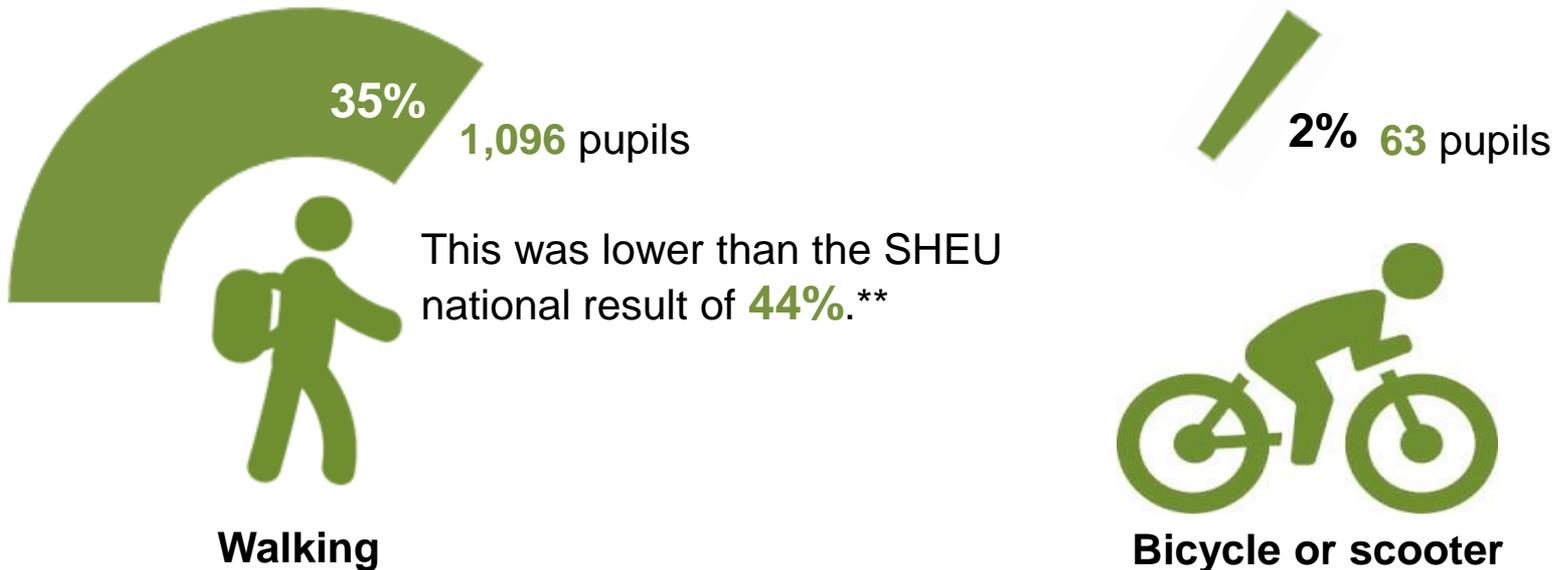
Sport/physical activity  
after school



## Physical activity – Travelling to school\*

Another indication as to the levels of physical activity amongst children young people is whether they walk or cycle to school.

How the B&NES Year 8 and Year 10 pupils said they travelled to school:



\* 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.

# 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:<sup>23</sup>

## **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

- <sup>1</sup> 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>
- <sup>2</sup> 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>
- <sup>3</sup> All Party Parliamentary Group on Body Image (2012) Reflections on body image, [http://www.ncb.org.uk/media/861233/appg\\_body\\_image\\_final.pdf](http://www.ncb.org.uk/media/861233/appg_body_image_final.pdf)
- <sup>4</sup> 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](https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=591)
- <sup>5</sup> 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.
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