



Appendix A

Central Bedfordshire Pupil Health and Wellbeing Survey 2017

Introduction	Emotional Wellbeing	Healthy lifestyles
<p><b>The Schools Health Education Unit (SHEU) survey is commissioned biennially to gather pupil’s perceptions of their own health and wellbeing. All participating schools receive their own report and their pooled data informs the main report, summarised here.</b></p> <p><b>Data from 2 previous surveys in 2014 and 2015 provide information on trends and comparisons are drawn with the SHEU reference sample of 92,193 pupils across the UK.</b></p> <p><b>Who took part?</b></p> <ul style="list-style-type: none"><li>❖ 5502 pupils from 36 Lower and primary and 19 middle and upper schools across Central Bedfordshire. The largest sample we have ever surveyed.</li><li>❖ An even number of males and females from years 4, 6, 8,10 and 12.</li><li>❖ 17% Non white British, 4% Young Carers, 2% LAC and 5% LGB.</li></ul>	<ul style="list-style-type: none"><li>✓ Self Esteem scores are higher in Central Bedfordshire pupils than in the wider SHEU sample.</li><li>✓ Numbers of year 6 pupils reporting high levels of happiness has risen since 2014.</li><li>✓ Pupils reporting high self esteem has risen since 2014. Boys scores are higher than girls.</li><li>✓ The majority of pupils go to their family for information and support on most issues.</li></ul> <ul style="list-style-type: none"><li>➢ More pupils have a low measure of resilience compared to the wider SHEU sample.</li><li>➢ 251 (9%) older pupils cut or hurt themselves when they have a problem of feel stressed.</li><li>➢ Since 2014 and 2015, an increasing number of pupils report sometimes worrying about their looks.</li><li>➢ Younger pupils are less likely to be helped to manage their feelings in school and they are less likely to feel listened to in school compared to the wider SHEU sample.</li><li>➢ Compared to the wider sample, Central Bedfordshire children are more likely to report being unhappy with their lives.</li><li>➢ A quarter of pupils go nowhere for information and support on growing up and body changes.</li><li>➢ A quarter of older pupils go nowhere for information and support on social media problems.</li><li>➢ 27% of younger pupils and 30% of older pupils/students responded that worry ‘sometimes’ stops them concentrating on or enjoying other things; 10% and 11% respectively of pupils said they find it hard to concentrate on anything due to worries.</li><li>➢ 10% of older pupils have regularly made themselves sick.</li></ul> <div></div>	<ul style="list-style-type: none"><li>✓ More pupils are happy with their weight than the wider SHEU sample.</li><li>✓ The majority of pupils got more than 8 hours sleep the night before the survey.</li><li>✓ Almost all younger pupils and the vast majority of older pupils have never smoked and three quarters have never tried vaping.</li><li>✓ More than two thirds of pupils reported exercising hard on 2 days the week before the survey.</li></ul> <ul style="list-style-type: none"><li>➢ Since 2014 and 2015 fewer younger pupils report that their school helps them to be physically active.</li><li>➢ A third of younger pupils had not visited the dentist in the last 6 months.</li><li>➢ 17% of older students got less than 6 hours sleep the night before the survey (mid week). 15% say the usual amount of sleep they get isn’t enough to concentrate or feel awake at school.</li></ul>
Staying Safe	Vulnerable groups	
<ul style="list-style-type: none"><li>✓ Compared to the wider sample, more Central Bedfordshire pupils have been told how to stay safe online.</li></ul> <ul style="list-style-type: none"><li>➢ The number of year 10 pupils who are sometimes afraid of going to school due to bullying has increased since 2014 and 2015</li><li>➢ More pupils are sometimes afraid of going to school due to bullying than in the wider SHEU sample.</li><li>➢ 15% of younger pupils and 31% of older pupils/students responded that someone has written or shown things online to hurt or upset them (with text, pictures or video).</li></ul>	<ul style="list-style-type: none"><li>✓ Fewer pupils who are non white British are bought alcohol by their parents than white British pupils.</li></ul> <ul style="list-style-type: none"><li>➢ Young carers are more likely to have low self esteem and be afraid of bullying.</li><li>➢ More non white British pupils report being told by their girlfriend/boyfriend who they can and cant see, compared to white British pupils and more LGB pupils have have had possessive or jealous relationships.</li><li>➢ Pupils with SEND and who are LGB are more likely to be picked on, and less likely feel happy with their lives or have lower self esteem.</li><li>➢ Young carers and pupils from single parent families are less likely to get enough sleep and are more likely to live with a smoker.</li></ul>	
Healthy relationships	What we need to do	
<ul style="list-style-type: none"><li>✓ More pupils in Central Bedfordshire say that, at school, people from different backgrounds are valued compared to the wider SHEU sample.</li></ul> <ul style="list-style-type: none"><li>➢ 21% of older pupils have experienced physically hurtful behavior at home.</li><li>➢ A quarter of younger pupils feel unable to say no to a friend if asked to do something they don’t want to do. This is worse than the wider SHEU sample.</li><li>➢ Compared to wider the SHEU sample fewer older children feel able to always say no to a friend if asked to do something they don’t want to do.</li><li>➢ Fewer older children have 10 adults they can trust compared to the wider SHEU sample. Girls have fewer than boys.</li></ul>	<ul style="list-style-type: none"><li>❖ To fully implement the Central Bedfordshire Emotional Health, Wellbeing and Resilience Action Plan.</li><li>❖ To encourage senior leaders in all schools and colleges to provide appropriate policies, resources and adequate curriculum time for high quality and purposeful Personal, Social, Health Education including Drug and Alcohol and Relationship and Sex Education.</li><li>❖ To share the results of the report widely amongst schools, colleagues and partners including the CCG and service providers.</li><li>❖ To encourage all those in contact with children and young people to consider what the findings mean for them and what actions they may be able to take to improve children and young people’s health, wellbeing and resilience.</li></ul>	