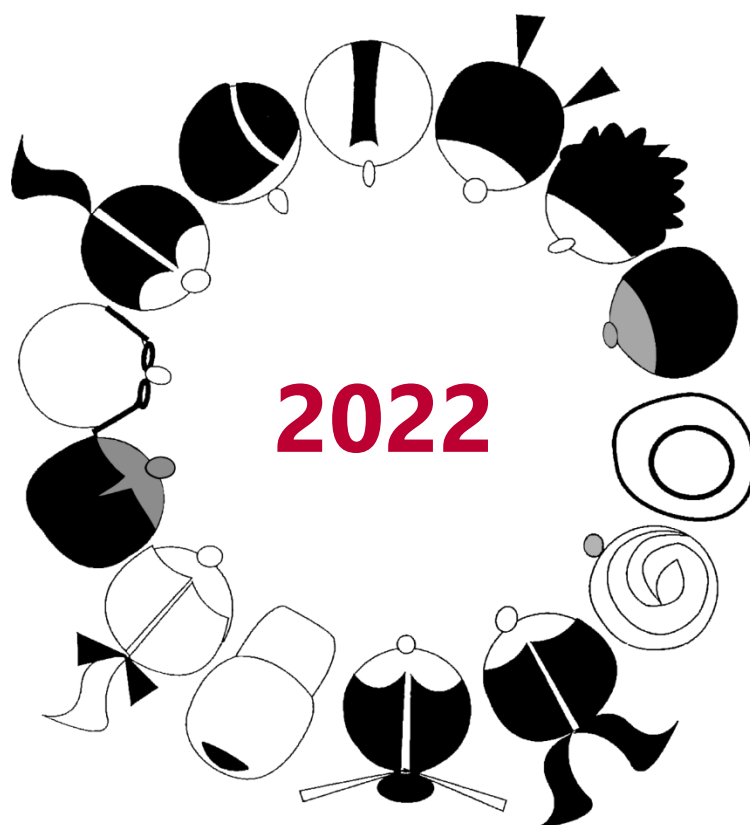




The Bristol Pupil Voice Report



FOOD AND NUTRITION



HEALTH PROTECTION



DENTAL HEALTH



PHYSICAL ACTIVITY



UNDERSTANDING
SUBSTANCES



MENTAL HEALTH
AND WELLBEING



PSHE



BRISTOL IDEAL

This report has been compiled to provide an overview of the Pupil Voice Survey results for Bristol.

All participating schools have received their own results and reports from the collated evidence.

[This page is included for neater booklet printing]

Bristol Pupil Voice Survey 2022

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1 Introduction

What is 'Bristol Pupil Voice' and why do we do it?

The Bristol Pupil Voice Survey was first commissioned in 2008 and was repeated in 2009, 2010, 2011, 2013, 2015, 2019 and 2022 – eight waves of the study in all.

The surveys for primary and secondary school pupils ask questions across a similar and broad range of topics relating to health and wellbeing, although there are some differences in the style of questions and topics covered where appropriate to the age-group in question.

The survey provides those planning and delivering services a detailed insight into the behaviours, attitudes, and concerns of young people, to appreciate the variation across the city and an opportunity to assess the success of projects and initiatives that have already been commissioned.

This report presents a selection of findings from the latest year of the survey conducted in Bristol during the 2021-22 academic year and provides an opportunity for some of the results and findings to be shared more widely. After all, the pupil population whose voices are heard in this report represent a significant proportion of the population of the city as a whole.

More information has been collected than can be reported in a short report, so there may be more findings and analysis that are available or could be requested for particular topics. – See section 15.7 for contacts

Where appropriate, comparisons to data from previous years of the survey as well as comparisons to a broadly representative national dataset derived from similar surveys conducted by the same provider (referred to as the 'reference group' in this report) are included.

Participation, response, coverage, and data quality in 2022: Summary points (more detail in section 15)

- All primary and secondary schools in the city (including special schools and other providers) are invited to take part in the survey, and in 2022 31 of them participated, which is around 20% of all schools in the city. Participation rates were highest this year amongst mainstream secondary schools where approximately 45% were involved.
- However, rather fewer schools participated in 2022 than the previous survey in 2019 (69 schools). It is likely that the disruption and extra challenges for schools created by the COVID epidemic, as well as a 3 year pause to the survey (also impacted by the pandemic) will have contributed to this lower level of participation. Nonetheless, over 4,500 pupils responded, which is more than 1-in-10 of all pupils in all Bristol schools.
- As in previous years, the majority (99% of the response this year) were mainstream state primary and secondary schools in the city.
- The survey is designed primarily for academic years 4, 6, 8 and 10 and just over 70% of the response in 2022 came from those year groups, but all key stage 2, 3 and 4 year groups (years 3 to 11) can participate. The majority of results presented in this report relate to the focus year groups (4, 6, 8 and 10) as coverage is highest for these year groups and it allows for better comparisons with previous years of the survey, and between groups within the responding cohort.
- 18% of all pupils in the focus year groups (4, 6, 8 and 10) in Bristol mainstream state primary and secondary schools participated in Pupil Voice in 2022.
- 57% of all pupils in the focus year groups (4, 6, 8 and 10) in participating Bristol mainstream state primary and secondary schools responded to Pupil Voice in 2022.

- The gender and ethnicity profile of pupils that participated in Pupil Voice in 2022 in the focus year groups 4, 6, 8 and 10, was broadly similar to that for all pupils in these year groups in Bristol mainstream state primary and secondary schools. A wide range of ethnicities were reported by pupils and all broad ethnic groups were represented in reasonable numbers within the overall response. The response cohort is self-selecting and not engineered to be representative of the total pupil population of the city, beyond offering the survey to all schools. However, based on these comparisons and given the large numbers of respondents, we believe that the statistics derived from respondents should be reasonably representative of the city more widely in respect of these demographic factors.
- Using regularly collected pupil census data from all schools in Bristol, and the standard Indices of Multiple Deprivation (IMD 2019) score for small areas of the city, we were able to assign deprivation scores to each school based on the average for where their pupils live. Comparing these scores for the schools that participated in Pupil Voice in 2022 to all schools in the city, we can get an approximate feel for whether the responding schools are more or less deprived than the city average. This aspect of the response should be borne in mind when trying to infer results from the survey to the wider population of the city, particularly where the issue of interest is highly associated with deprivation (as many public health concerns are).
- Overall, in 2022 there was a good level of representation from across the deprivation range amongst the participating schools, and results based on both primary and secondary pupil responses should be reasonably representative of the average deprivation of Bristol schools. However, there is a slight skew to the responses of just primary school pupils towards the less deprived end of the scale, and amongst secondary school pupils towards the more deprived end of the scale. It is impossible to relate this precisely to impacts on the findings, but the skew is fairly marginal and there is representation across the range in both cases.
- The Pupil Voice survey is a detailed and fairly lengthy questionnaire. The survey provider asks us to remind readers that question completion rates tend to decline towards the end of the questionnaire. Towards the end of the secondary questionnaire for instance, the questions were completed by only about 2/3 of the available sample, and figures should be interpreted with this in mind. Even if as a whole the results should be reasonably representative of the pupil population more widely, this may have reduced data quality for topic matter nearer the end of the questionnaire and this report. Again, the precise effects cannot be predicted from such potential sources of error.

Table 1: Sample sizes in the Pupil Voice Survey 2022, by year group and gender

2021-2022	Primary		Secondary	
	Year 4	Year 6	Year 8	Year 10
Ages	8-9yrs	10-11yrs	12-13yrs	14-15yrs
Boy / Male	310	350	492	316
Girl / Female	335	299	495	432
Transgender	6	5	26	22
Non-binary	6	7	27	19
Not sure	5	8	13	15
Something else	2	3	14	10
Don't want to say	13	14	27	15
[Not specified]	27	1	11	8
Total	704	687	1079	815
% of sample	21%	21%	33%	25%

The topic areas from the Bristol Healthy Schools scheme are shown in the appropriate sections. Schools received a report with sections using the same topic symbols.



2 Background of Respondents

There is a set of questions in the surveys that give a sense of the family background and circumstances of the students. The questions in the primary and secondary surveys overlap, but the questions in the primary survey may be simpler or missing altogether. For example, primary school pupils were not asked about family composition, but secondary school pupils were. The table below gives a summary of the background information we have about the pupils in the survey.

Table 2: Background of respondents

% of respondents in 2022 reporting the following characteristics	Primary	Secondary
Ethnicity described themselves as White British.	56%	50%
Family responded that they live with their mother and father together.		64%
responded that they live 'mainly or only' with their mother		18%
said they live 'mainly or only' with their father.		2%
Temporary Accommodation responded that they live in temporary accommodation		4%
'don't want to say'.		3%
Disability / Special educational needs responded that they have a long-standing illness or disability	7%	6%
said they are 'not sure' if they do.	14%	12%
responded that they have a special educational need or learning difficulty	11%	10%
said they are 'not sure' if they do.	15%	14%
Young carers responded that they are a 'young carer',	9%	5%
said they are 'not sure' if they are	13%	7%
didn't want to say.		2%
responded that they are a 'young carer' and their school knows	2%	2%
said their school doesn't know.	3%	2%
responded that being a young carer takes up at least an hour each day		2%
said it takes up less than an hour.		1%
Sexual / gender identity responded that they are straight/heterosexual		74%
said they are gay/lesbian.		5%
trans/transgender		3%
gender diverse		3%
Free school meals responded that they get free school meals or vouchers for meals	17%	19%
said they are 'not sure' if they do.	25%	7%

These are mostly very similar to the 2018-19 sample although the proportion of pupils describing themselves as 'straight/heterosexual' has dropped by 10%.

Some of these questions have been used to derive the sub-groups used in the variation charts found throughout the report and described in more detail in the 'methods and analysis' chapter at the end of this report (15.2). How the responses were used to make up each group is described on the following pages.

Disability**Table 3: % of respondents by response to: Do you have a long-standing illness or disability?**

	Primary *	Secondary	
No	79%	79%	
Not sure	14%	12%	
Yes	7%	6%	⇒ Long-standing illness or disability group
Don't want to say (secondary only)	n/a	3%	

*The survey had slightly different response options for the primary and secondary students.

Ethnicity**Table 4: % of respondents by response to: Which of the following most nearly describes you?**

	Primary	Secondary	
White British	56.3%	50.0%	
Asian British	2.4%	3.7%	⇒ Ethnic minority group
Bangladeshi	0.6%	1.3%	
Indian	1.3%	2.6%	
Pakistani	3.0%	4.0%	
Any other Asian background	0.2%	1.1%	
Black British	3.6%	2.8%	
Black Caribbean	0.4%	1.4%	
Somali	5.3%	4.4%	
Other Black African	1.7%	2.4%	
Any other Black background	0.5%	0.9%	
White and Asian	0.6%	2.3%	
White and Black African	0.8%	1.2%	
White and Black Caribbean	1.8%	4.0%	
Any other mixed background	3.9%	2.5%	
White Irish	0.5%	0.9%	
White Traveller of Irish heritage		0.6%	
White Romany or Gypsy	0.1%	0.4%	
White Polish	2.8%	3.1%	
Any other White background	3.1%	4.5%	
Chinese	0.8%	0.4%	
Middle Eastern/West Asian	0.7%	1.1%	
Other background	0.9%	1.6%	
Don't know	5.8%	1.4%	
Don't want to say	2.7%	1.4%	

The use of an aggregated grouping of all ethnic identities other than 'White British' for analytical purposes in this report is an expedient means of generating indicative statistics only and is not designed to replace a more precise understanding of the variation in risks and outcomes that are associated with ethnicity. The authors acknowledge that there is a wide variation in experience and circumstances between the ethnic groups listed within the 'ethnic minority group' and the use of the aggregated group in the variation charts within this report is designed as an initial flag only to identify where ethnicity may be an influential factor and further thought and investigation may be warranted.

Sexual/gender identity (secondary only)

We have a combined LGBT+ group for analysis.

Table 5: % of respondents by response to: Which of the following best describes how you think about yourself?

	Primary*	Secondary	
Straight/heterosexual		74%	
Gay/Lesbian		5%	⇒ Sexual minority group
Bisexual		9%	
Other		3%	
Not sure/Questioning		6%	
Prefer not to say		5%	
None of the above (or missing data)		0%	

Table 6: % of respondents by response to: Which of the following most nearly describes your gender?

	Primary	Secondary	
Boy / Male	48.5	42.7	
Girl / Female	45	48.9	
Transgender	0.9		⇒ Sexual minority group
Non-binary	0.9	2.4	
Not sure	0.9	1.5	
Something else	0.4	2.2	
Don't want to say	1.9	1.3	
[Not specified]	1.6	1	

Many of the analyses in this report present statistics for male and female respondents separately, but not the other gender identities listed above. This is the result of technical aspects of the calculation of population statistics. Typically, the numbers of pupils identifying as other than female or male would not be sufficiently large to generate precise statistics and that lack of precision could tend to potentially misleading statistics. In some of the instances where female and male specific statistics are presented (e.g. variation charts) you will find an equivalent statistic for the 'sexual minority group' which includes pupils identifying as trans/transgender, non-binary, gender diverse and intersex. These pupils are included in the analysis as part of that broader aggregated group. More details on this can be found in section 15.3 'Addressing sexual and gender identity in the analyses', later in this report.

Table 7: % of respondents by response to: Would you describe or recognise yourself as any of the following?

	Primary	Secondary	
Trans/transgender		3	⇒ Sexual minority group
Gender diverse		3	
Intersex		1	
Something else		1	

As was explained on the previous page in relation to the grouping of ethnic backgrounds into an aggregated category for analytical purposes, sometimes simplification such as this is a necessary means to generate indicative statistics through creating a larger group of pupils, but does entail a loss of detail and does not imply commonality throughout the aggregated larger group. There are similar considerations to bear in mind in relation to the combination of pupils identifying as gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex, into the 'sexual minority' group explained in the tables above. There are compromises in doing this that are not ideal but necessary for the current report. A full explanation of how and why the decisions were made in relation to this grouping and plans for future surveys can be found in section 15.3 'Addressing sexual and gender identity in the analyses'.

Special educational needs**Table 8: % of respondents by response to: Do you have a special educational need or a learning difficulty?**

	Primary*	Secondary	
No	74%	75%	
Not sure	15%	14%	
Yes	11%	10%	⇒ Special education needs or learning difficulty group
Don't want to say (secondary only)		2%	

*The survey had slightly different response options for the primary and secondary students.

Young carers**Table 9: % of respondents by response to: Are you a young carer?**

	Primary*	Secondary	
No	78%	86%	
Not sure	13%	7%	
Yes	9%	5%	⇒ Young carers group
Don't want to say (secondary only)		2%	

*The survey had slightly different response options for the primary and secondary students.

Family composition (secondary only)

Two groups were derived from this question.

Table 10: % of respondents by response to: Which adults do you live with?

	Secondary	
Mother & father together	64%	
Mainly or only mother	18%	⇒ Single-parent family group
Mainly or only father	2%	
Mother and father shared	6%	
Mother and stepfather	4%	
Father and stepmother	1%	
Mother and mother	0%	
Father and father	0%	
Mother & partner	2%	
Father & partner	0%	
Foster parents	1%	⇒ Children in care group
Other relatives	1%	
Carer in a Residential School/Home	0%	
Other carer	1%	

This question was not asked in primary schools.

Free School Meals**Table 11: % of respondents by response to: Do you get free school meals or vouchers for meals?**

	Primary	Secondary	
No	58%	75%	
Not sure	25%	7%	
Yes	17%	19%	⇒ Free School Meals group

This question was amended for the 2021-22 survey but should be comparable to the previous waves of the study.



3 Food and Nutrition

3.1 Breakfast

Primary and Secondary schools

5% of primary pupils responded that they had **nothing to eat or drink before lessons** on the day of the survey, while 4% said they had a cooked breakfast.

19% of secondary pupils responded that they didn't have anything to eat or drink for breakfast on the day of the survey, while 4% had a cooked breakfast.

Toast or bread, as well as cereals were the most commonly reported breakfast foods. More than half of the pupils reporting they ate cereal on the morning of the survey were referring to a sweetened or chocolate flavoured variety, and just over 5% of all pupils reported eating biscuits, cake, chocolate or sweets at breakfast that day. A slightly higher proportion (8%) reported eating fruit at breakfast.

The proportion of children and young people in Bristol who reported eating nothing for breakfast on the day of the survey (even if they had a drink) was 13%; with older pupils more likely to do so.

An approximation of the result for all Bristol state schools using the survey results, would be slightly lower but still in excess of 10%.

Trends over time

There are no clear consistent trends among the figures across the successive waves of the survey, but the reported proportion of secondary school pupils skipping breakfast in 2022 are the highest we have seen.

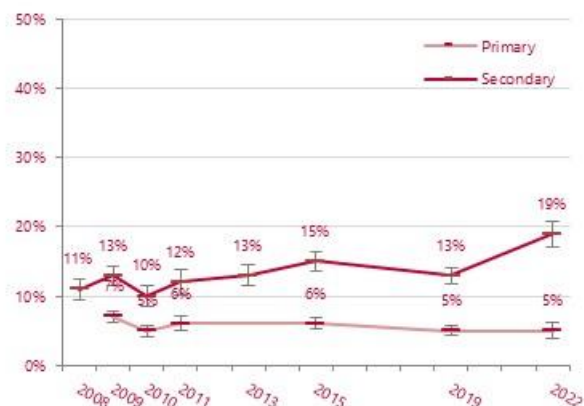
Comparisons

19% of secondary pupils (years 8 and 10) responded that they didn't have anything to eat or drink for breakfast on the day of the survey, which is a little higher than the 15% seen in the national reference sample in 2020-21; in 2015, Bristol findings were also higher (15% vs 10%).

Chart 1: Percentage of primary and secondary pupil respondents in 2022 who reported having nothing at all for breakfast on the morning of the survey, by year group and gender.



Chart 2: Percentage of primary and secondary pupil respondents in 2022 who reported having nothing at all for breakfast on the morning of the survey, by phase.



3.2 Lunch

Primary and secondary schools

1% of primary school pupils and 14% of secondary pupils reported that they had **no lunch** on the day before the survey.

47% of primary school pupils and 34% of secondary school pupils reported having **had a school lunch** while 5% of secondary school pupils reported buying lunch from a takeaway or shop.

Trends over time

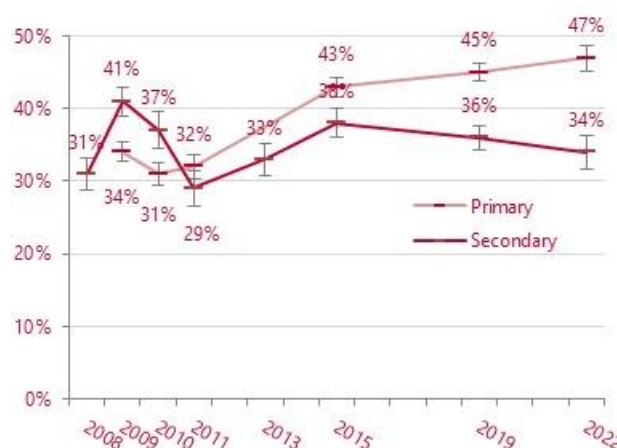
The proportion of primary pupils in Bristol in 2022 who reported having a school lunch on the day before the survey (47%) shows a further increase on the 2019 figure (45%), which was itself the high point of a previous trend. The trend for secondary school pupils is in the opposite direction, but the proportion having a school lunch is still higher than reported in several years prior to 2015.

Comparisons

47% of primary pupils in the Bristol survey reported having **had a school lunch**, higher than the 36% in the national reference sample.

Amongst the secondary school year groups (years 8 and 10), 34% of respondents in Bristol **had a school lunch**, similar to the 38% in the national reference sample.

Chart 3: Percentage of primary and secondary pupils who reported having had a school meal on the day before the survey, in each wave of the survey 2008-2022.



3.3 Fruit and veg – 5 a day

Primary and secondary schools

28% of primary pupils told us they had at least **5 portions of fruit or vegetables yesterday**; 10% reported having had none at all.

19% of secondary pupils said that they had at least **5 portions of fruit or vegetables yesterday**; 12% reported having had none at all.

About a quarter (23%) of all pupils said that they had at least **5 portions of fruit or vegetables yesterday**, while 11% reported having had none at all.

Chart 4: Percentage of primary and secondary pupils in 2022 who reported having had at least 5 portions of fruit or vegetables yesterday, by year group and gender.



Trends over time

There are no clear trends across the successive waves of the survey, although reported intake of 5-a-day may have been slipping in secondary schools over the last decade.

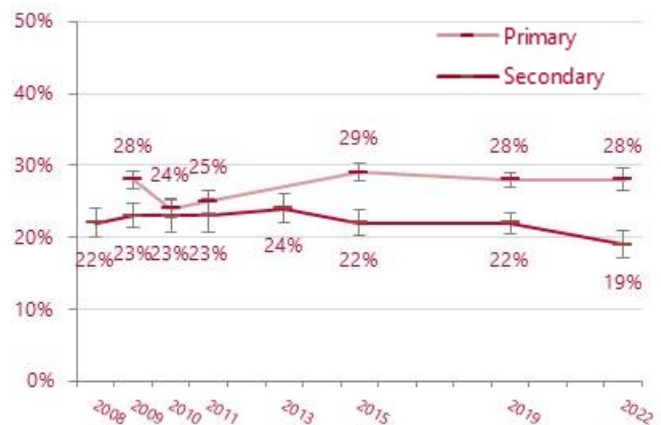
Comparisons

These results are similar to the reference sample.

Variation in Bristol

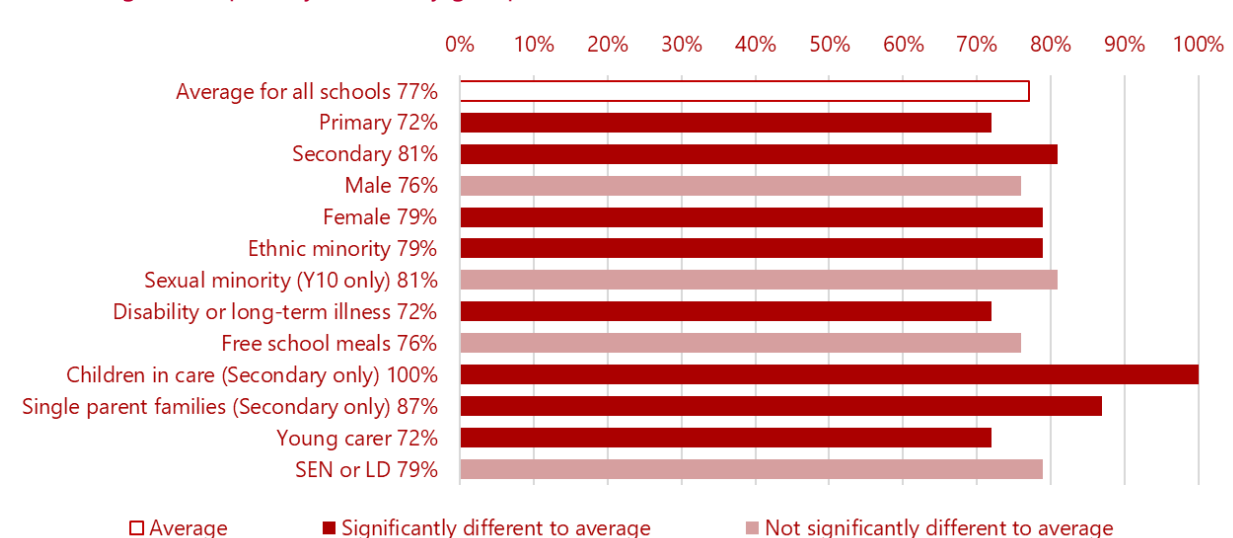
Secondary school pupils that live with just one parent were significantly more likely on average not to report eating 5 portions of fruit or vegetables per day; 87% vs 81% (secondary school average).

Chart 5: Percentage of primary and secondary pupils who reported eating at least 5 portions of fruit/veg on the day before the survey, in each wave of the survey 2008-2022.



Variation in Bristol - Pupils not getting their 5-a-day fruit and veg

Chart 6: Variation chart: percentages of pupils responding that they eat fewer than 5 portions of fruit and/or vegetables per day, all and by group



3.4 Eating habits

Primary and secondary schools

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

Fruit and vegetables are among the **most common foods eaten reported as 'on most days'** by children and young people in the sample, even though we have seen that these do not always add up to the recommended five portions or more daily. Sweets, chocolate, and crisps are reported to be consumed on most days by about a quarter of primary and secondary school pupils.

Fruit consumption in particular appears to decrease as children move from primary to secondary schooling.

Trends over time

There are no clear trends among the figures across the successive waves of the survey.

Comparisons

These results are similar to those seen in the reference sample.

Views on healthy eating lessons

29% of secondary pupils said that **school lessons on healthy eating** have been 'quite' or 'very' useful (a marked drop from 42% in 2019) while 21% said 'not at all' useful.

Table 12: Percentage of pupils in 2022 responding that they eat or drink the following 'on most days' (top 10):

Primary Boys			Primary Girls	
		%		%
1	Water	85	Water	84
2	Fresh fruit	55	Fresh fruit	65
3	Milk	51	Vegetables	59
4	Vegetables	51	Any bread	51
5	Any bread	49	Milk	38
6	Crisps	35	Edible dairy	36
7	Edible dairy	32	Crisps	32
8	Any meat	32	Any meat	28
9	Sweets, choc	30	Sweets, choc	28
10	Cereal - sugary	26	Cereal - sugary	25

Secondary Boys			Secondary Girls	
		%		%
1	Water	78	Water	82
2	Any bread	62	Any bread	53
3	Any meat	54	Vegetables	52
4	Edible dairy	52	Fresh fruit	48
5	Milk	51	Edible dairy	47
6	Vegetables	46	Any meat	42
7	Fresh fruit	42	Milk	35
8	Cereal - sugary	28	Sweets, choc	29
9	Crisps	27	Crisps	25
10	Sweets, choc	26	Salads	20

3.5 Attitude to weight – Secondary pupils (not asked in primary)

55% of males and 41% of females responded that they are **happy with their weight** as it is.

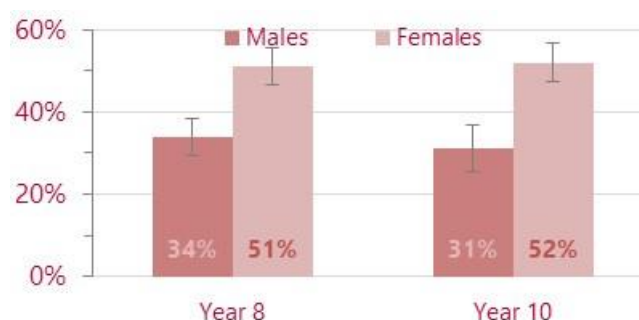
32% of boys and 51% of girls responded that they **would like to lose weight**.

The statistics for male respondents are similar to the response in 2019, but the proportion of female respondents wanting to lose weight has risen, significantly so for year 8 female pupils (2022 51% vs 2019 42%).

Comparisons

52% of Year 10 females responding to the Bristol survey, reported wanting to lose weight, which is similar to the 56% seen in the reference sample.

Chart 7: Percentages of secondary pupils in 2022 that reported wanting to lose weight, by year group and sex





4 Physical Activity

Primary and Secondary schools

Recommendations about physical activities for adults ask for at least half an hour a day of moderate physical activity (recommendations for children suggest an hour).

We approach this issue with young people through a sequence of increasingly specific criteria.

5% of primary pupils and 5% of secondary pupils responded that they **weren't active** enough to breathe harder and faster or feel hot and sweaty, for at least half an hour on a single day in the week before the survey.

78% of primary pupils and 71% of secondary pupils responded that they were **active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on at least three days**, in the week before the survey.

52% of primary pupils and 41% of secondary pupils responded that they were active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on **five or more days**, in the week before the survey.

The disparity between rates of physical activity for males and females is more marked for older students and for higher levels of exercise.

Chart 9: Percentage of pupils in 2022 answering that they were active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on at least three days, in the week before the survey, by year group and sex.

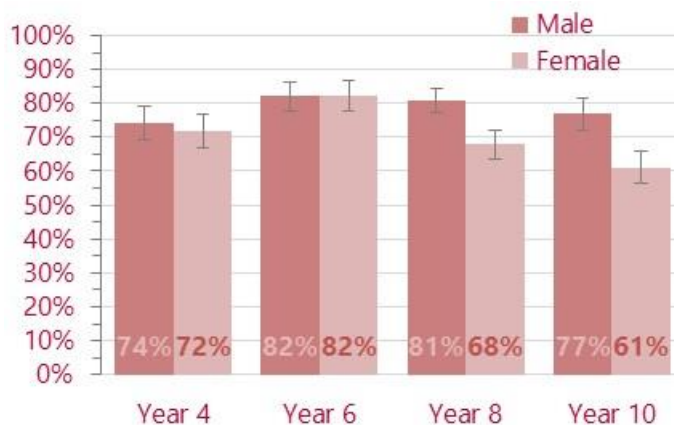


Chart 8: Percentage of pupils in 2022 answering that they weren't active enough to breathe harder and faster or feel hot and sweaty, for at least half an hour on a single day in the week before the survey, by year group and sex

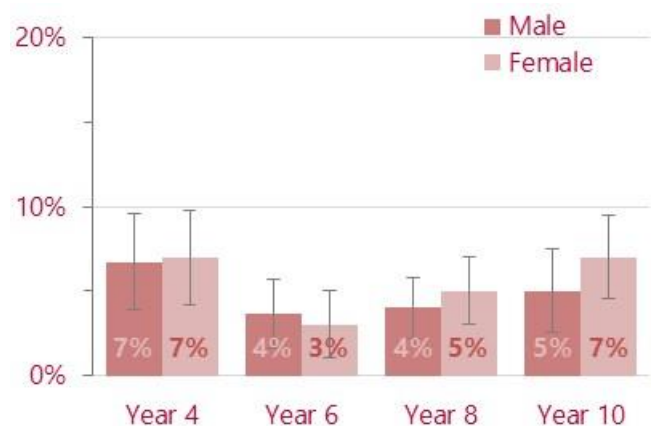
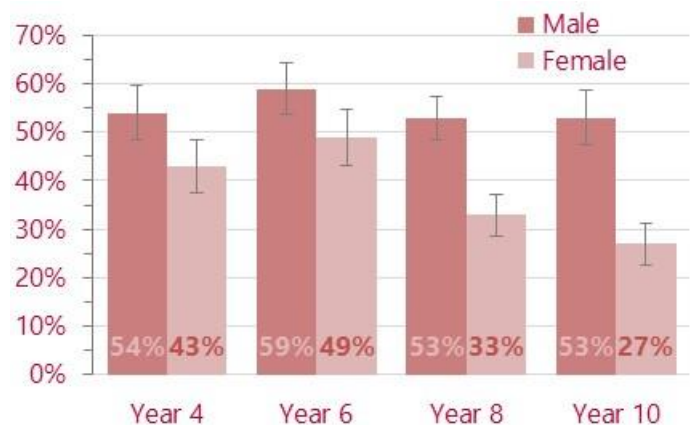


Chart 10: Percentage of pupils in 2022 answering that they were active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on five or more days, in the week before the survey, by year group and sex.



There was a noticeable decline in the reported physical activity rates for pupils in 2022 compared to the previous survey in 2019, in respect of higher levels of physical activity (i.e., 5 or more days per week).

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

Table 13: Percentage of pupils in 2022 responding that they do the following sports or activities at least 'once a week':

Primary Boys			Primary Girls		
		%			%
1	Ball games (football, hockey etc.)	71		Playing outside (including tag games)	64
2	Playing outside (including tag games)	69		Going for walks	52
3	Running for exercise	48		Dancing/keep-fit/gymnastics	52
4	Going for walks	46		Ball games (football, hockey etc.)	45
5	Swimming	40		Swimming	44
6	Riding their bike	27		Running for exercise	39
7	Roller skating and scootering	25		Roller skating and scootering	33
8	Martial arts (e.g. judo, karate, boxing)	25		Riding their bike	26
9	Dancing/keep-fit/gymnastics	23		Other physical activity	20
10	Other physical activity	22		Martial arts (e.g. judo, karate, boxing)	17

Secondary Boys			Secondary Girls		
		%			%
1	Ball games	76		Walking/hiking	71
2	Walking/hiking	65		Ball games	57
3	Running for exercise	55		Running for exercise	44
4	Organised games/activities outside	40		Dancing/keep-fit/gymnastics	38
5	Cycling	34		Organised games/activities outside	28
6	Other activities	19		Swimming	15
7	Martial arts	18		Other activities	14
8	Swimming	17		Roller skating, scootering, skateboarding	13
9	Dancing/keep-fit/gymnastics	16		Cycling	11
10	Roller skating, scootering, skateboarding	14		Martial arts	11

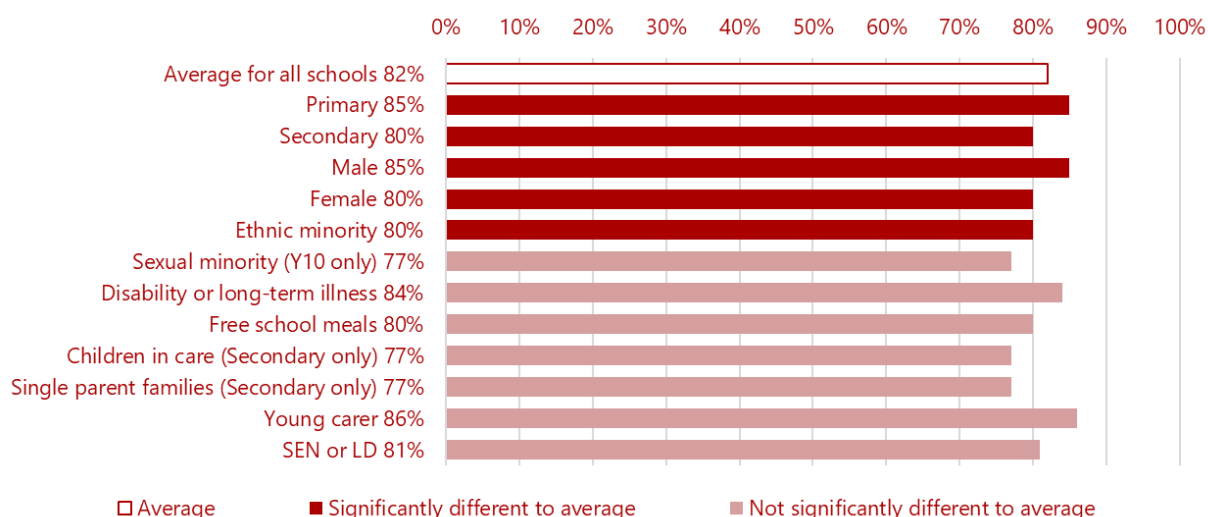
95% of primary pupils and **95%** of secondary pupils responded that they play or do one or more of the physical activities listed **at least 'once a week'**; these figures are identical to those seen in the 2019 sample.

58% of primary pupils and **64%** of secondary pupils responded that they play **ball games** in their own time or in school clubs **at least 'once a week'** (also similar to 2019).

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

Variation in Bristol - Sporting and/or physical activities more than once per week, in addition to school lessons.

Chart 11: Variation chart: percentages of respondents who reported Sporting and/or physical activities more than once per week, in addition to school lessons, all and by group.



4.1 Active playtimes

Primary schools

Children in primary schools were asked how they spend time during **school playtimes**; they responded that they took part at least *sometimes* in the activities shown in the chart.

Most primary pupils report doing some sort of **physical activity at playtimes** at least 'sometimes'.

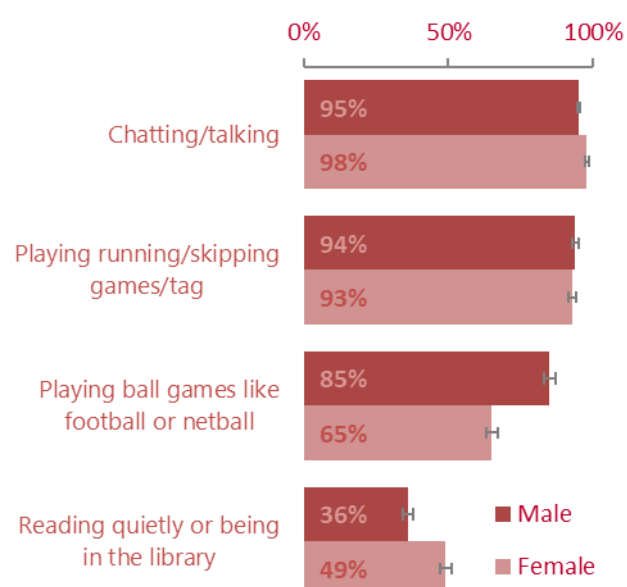
Most of these figures are very much the same as in previous years, although reading has risen from its lowest point of 24% in 2011 to 36-48% in 2022.

Male pupils are significantly more likely to report participating in ball games, female pupils more likely to report quiet reading or spending time in the library. This may contribute to the lower proportion of female pupils reporting physical activity 5 or more days per week described in the previous section.

Comparisons

These results are similar to those seen in the national reference sample.

Chart 12: Percentage of primary pupils in 2022 who reported that they take part in the following activities during playtimes at least 'sometimes', by gender



4.2 Barriers to exercise

Secondary schools

We asked pupils if there was **anything that stopped them from doing physical activities** as much as they would like.

30% of secondary pupils responded that they don't do as much physical activity as they would like because they '**don't have enough time**', with rather more girls saying so; 11% said that 'it costs too much to do'.

The results for this question are very similar to those seen in the previous survey (2019).

Comparisons

30% of secondary pupils (Years 8 & 10) responded that they don't do as much physical activity as they would like because they '**don't have enough time**', which is higher than the 20% seen in the reference sample (which includes a lot of data collected during or near lockdowns).

Table 14: Percentage of pupils in 2022 responding that the following stops them from doing activities as much as they would like (top 10):

Secondary Boys			Secondary Girls	
		%		%
1	Don't have enough time	21	Don't have enough time	35
2	Shy about doing things in front of other people	13	Shy about doing things in front of other people	33
3	Don't know what to do	10	Shy about how I look	21
4	Shy about how I look	9	Don't know what to do	17
5	Places are too far away	7	Don't like getting hot and sweaty	17
6	Know what I want to do but don't know where to go	7	It costs too much to do	14
7	Don't like getting hot and sweaty	7	Know what I want to do but don't know where to go	11
8	Don't like to try new things	6	Don't like to try new things	10
9	It costs too much to do	6	Places are too far away	10
10	Other	6	Don't like the people who go there	9

4.3 Screen time

Pupils were asked **how long did you spend looking at a device screen yesterday? (Including computer, iPad, TV, games console, other handheld devices).**

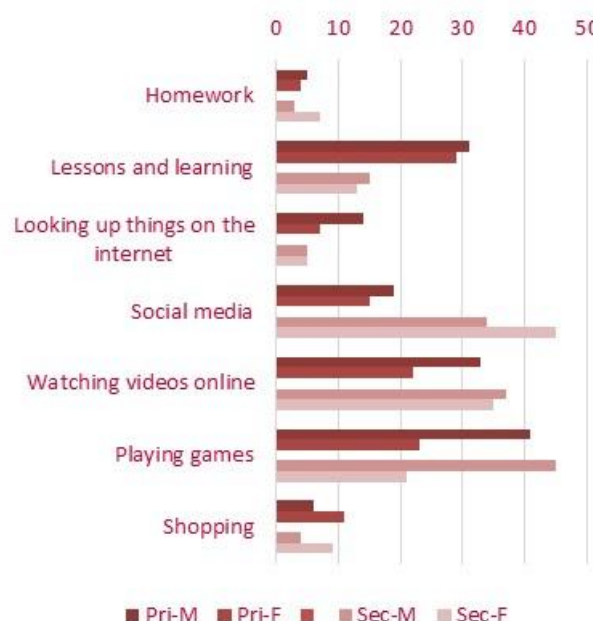
Primary schools

In years 4 and 6 (primary school), the average duration of use reported was 1 to 2 hours. 18% of respondents reported 5 or more hours of use. Boys were more likely to report three or more hours of usage on some activity or another, which was most often playing games (41%).

Secondary schools

In years 8 and 10 (secondary school), the average duration of use reported was just over 3 hours. 31% of respondents reported 5 or more hours of use. Females are more likely than males to spend more than three hours using social media (45%), and there is far more social media use reported by secondary pupils than those in primary school. As observed for primary school age respondents, male respondents were more likely to report three hours or more playing games (45%).

Chart 13: Percentage of pupils in 2022 spending 3h or more on different activities on a device screen yesterday, by phase and gender



Nearly one-third of secondary pupils reported that they felt their screen use time was 'too long', although male respondents were less likely to feel that this was the case for them (males 25%, females 36%).

Associations – Screen time, sleep, wellbeing and exercise

We can find the overall amount of time spent in front of a screen from the responses to a related question asked in both phases and explore links between screen time and reported time asleep, wellbeing scores (for detail on these scores, see Section 7) and days reported with at least half-an-hour of exercise last week (see charts below).

Chart 14: Average reported sleep time of pupils in 2022 by minimum time spent on a device screen yesterday, by phase

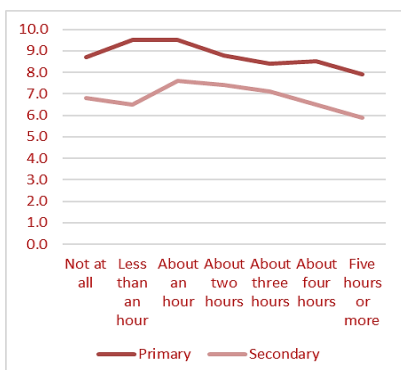


Chart 15: Average wellbeing scores of pupils in 2022 by minimum time spent on a device screen yesterday, by phase

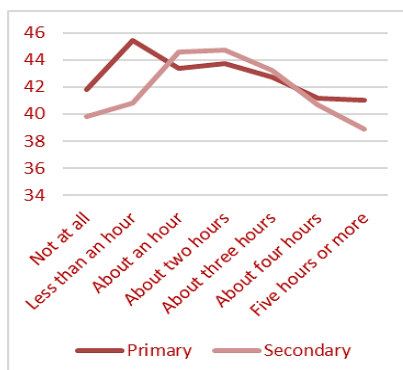
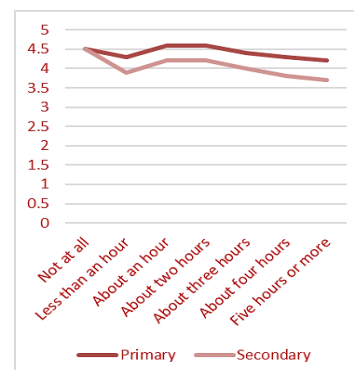


Chart 16: Average days with at least 30m exercise in 2022 by minimum time spent on a device screen yesterday, by phase



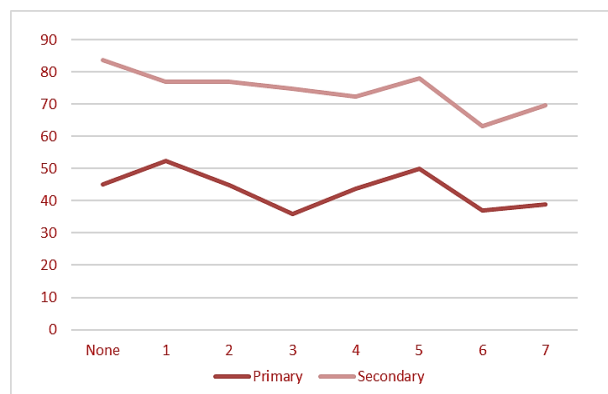
Greater screen time is associated with slightly worse sleep and poorer mental wellbeing and is also associated with a more sedentary week among secondary pupils. However, no screen time at all is also

associated with shorter sleep and lower mental wellbeing scores among secondary pupils. (These findings echo those seen in 2019, and this 'humped' pattern has often been reported in the research literature.)

We can show the data underlying the last chart in another way, treating the number of days exercising as the independent variable (chart on right).

As the number of days exercising increases, the likelihood of spending at least 3 hours on a device screen decreases, in primary pupils at least, but the trend is neither steep nor smooth.

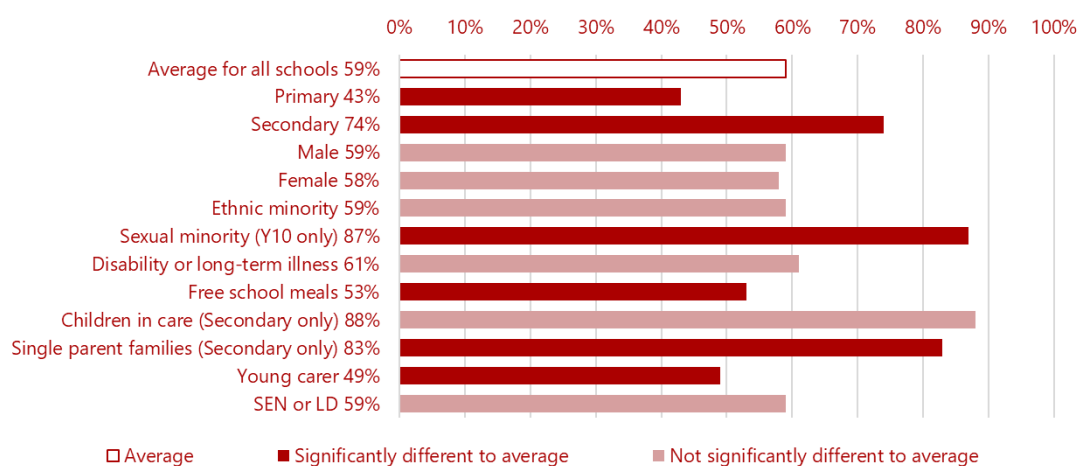
Chart 17: Percentage of pupils in 2022 spending 3h or more on different activities on a device screen yesterday, by phase and number of days exercising for at least half an hour last week.



What constitutes excessive screen use for children and young people is unclear and the evidence for its wellbeing implications is mixed. A 2019 commentary on the available evidence¹ from the UK Chief Medical Officer at that time, Sally Davies, acknowledged that there was good evidence for an association between prolonged screen-use and certain negative impacts on mental health, sleep, physical activity and diet, with screen use potentially displacing some healthy behaviours. Despite a lack of evidence for a clear causal link between screen use and negative health impacts, the commentary supported a precautionary approach: recommending parents and carers set boundaries for screen-use, know what their children are doing online, and take care that screen use does not impact on other health promoting activities such as sleep, diet, keeping active and spending time together face-to-face. The exposure to potentially harmful content via social media is included in section 9.2 on Internet Safety.

Variation in Bristol - More than three hours' daily screen time

Chart 18: Variation chart: percentages of respondents who reported spending more than 3 hours using an electronic screen-based device on the day before the survey, all and by group.



Secondary school pupils in the 'sexual minority' group (identifying as gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex), as well as those living with just one of their

parents were significantly more likely to report more than three hours screen use, than the secondary school average (87% and 83% respectively, compared to 74%).

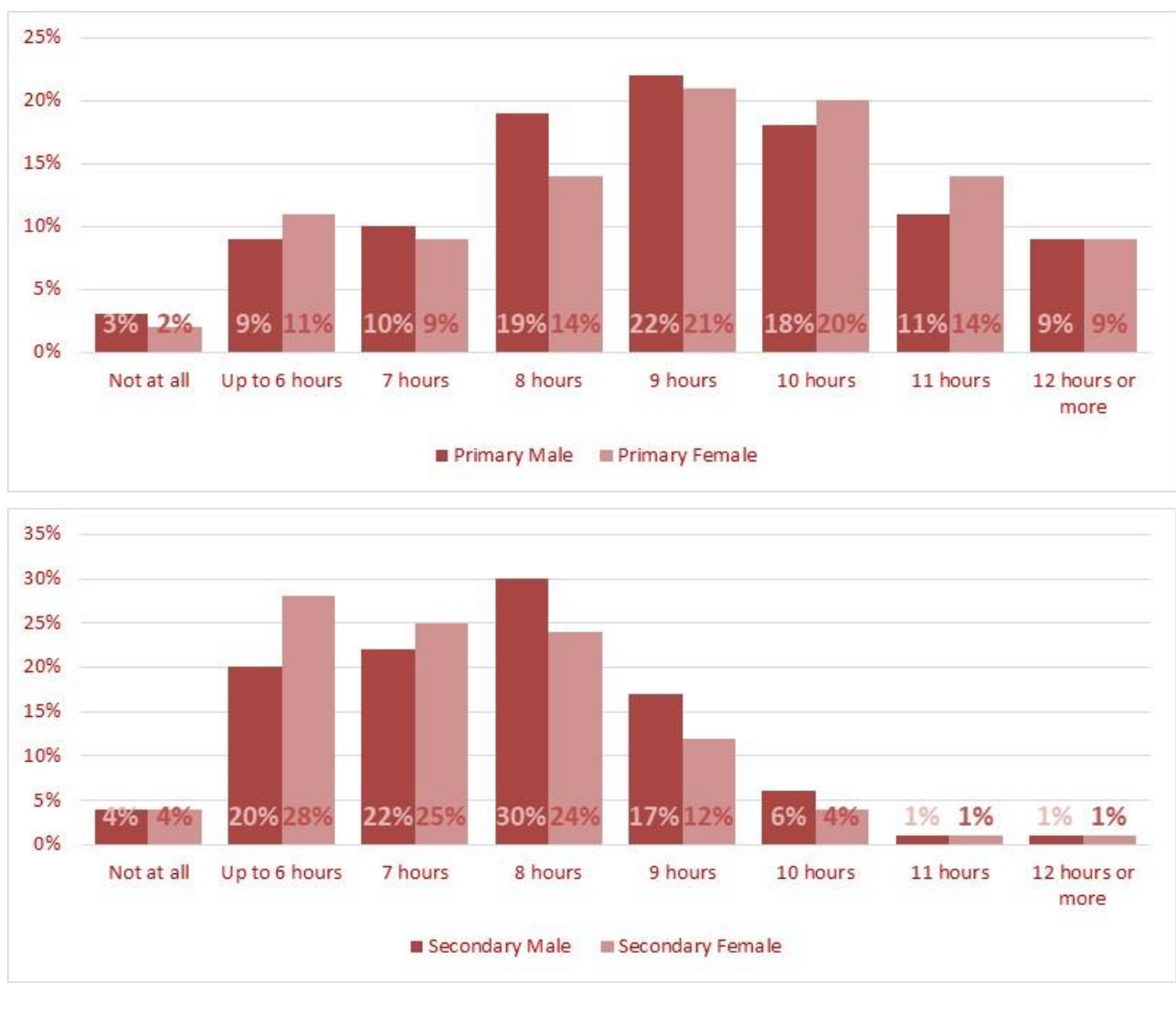
4.4 Sleep duration

Evidence shows that sleep is important for children's health and wellbeing². The NHS publish recommendations for children and teenagers, which for the cohorts responding to the Pupil Voice survey vary from no less than 10 hours per night for Year 4 pupils, to no less than 9 hours per night for Year 10 pupils³. For convenience, 9 hours has been used as the benchmark for the variation chart on the following page.

Primary and secondary schools

Pupils were asked to state **how many hours of sleep they had the previous night**.

Chart 19: Percentage of pupils in 2022 by their response to the question how long did you sleep last night, by gender



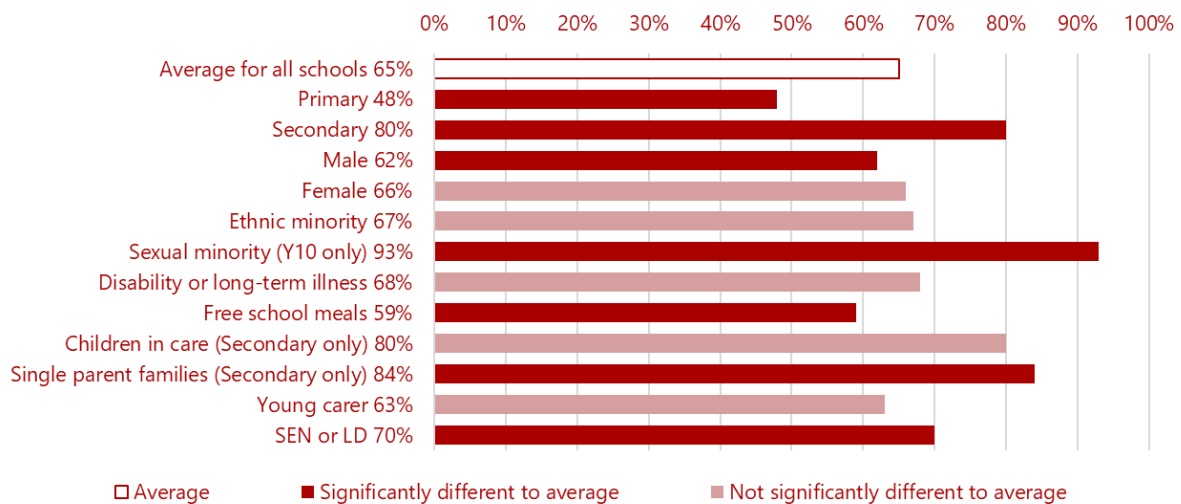
The responses to this question indicate a considerable variation of sleep duration within the population. More than a third of the primary school respondents reported sleeping for 10 hours or more the previous night, but less than a third of secondary pupils reported 9 hours or more. Female respondents of primary school age were more likely to report longer sleep duration than the male respondents from primary schools.

In secondary schools, the situation appears to be reversed, with secondary females were more likely than male peers to report no more than 6 hours' sleep. The same pattern was found in 2015 and 2019.

A large proportion of the pupils responding to the survey reported a duration of sleep less than the recommended levels for their age; 60% of primary school pupils (<10 hours) and 79% of secondary school pupils (<9 hours). The average sleep durations reported appear to have decreased noticeably since the previous survey in 2019. The proportions reporting less than 9 hours sleep have increased from 33% to 48% (year 4 & 6 pupils) and from 69% to 80% (year 8 & 10 pupils).

Variation in Bristol - Pupils who get less than 9 hours sleep

Chart 20: Variation chart: percentages of respondents reporting they got **less than 9 hours** sleep last night, all and by group.



5 Sexual Health

5.1 Sources of information about sex and relationships

Primary schools

Primary school children in Year 5 and above were asked **who they would like** to talk to them about **body changes and growing up**, with the option to pick more than one item from a list. Parents and carers came out very strongly as the people children would most like to talk to, with nearly half of pupils choosing this option. The 'None of these' option, was more commonly reported than friends, teachers or older siblings indicating that either pupils feel they do not need further advice on this issue, or they are uncomfortable talking about them potentially.

Parents and carers were also the group children were most likely to have **already talked to** about **body changes and growing up**, with over 60% of pupils giving this response. A significant contribution from teachers in school lessons was more apparent in response to this question.

Table 15: Percentages of Year 6 pupils in Bristol in 2022 who responded that they would **like** the following people to talk to them about growing up and body changes, by year group and gender (top 5):

Y6 boys			Y6 girls		
1	None of these	50	Parents/carers	54	
2	Parents/carers	40	None of these	35	
3	Friends	11	Friends	19	
4	Teachers, in school lessons	10	Teachers, in school lessons	13	
5	Older brothers or sisters	7	Older brothers or sisters	11	

Table 16: Percentages of Y6 pupils in Bristol in 2022 who responded that they **have** talked with the following people about growing up and body changes, by year group and gender (top 5):

Y6 boys			Y6 girls		
1	Parents/carers	54	Parents/carers	70	
2	Teachers, in school lessons	28	Teachers, in school lessons	33	
3	None of these	28	Friends	24	
4	Friends	14	None of these	17	
5	Older brothers or sisters	10	Older brothers or sisters	11	

Secondary schools

Secondary school pupils were asked about their **sources of information about sex and relationships**, with the option to pick more than one item from a wide range of options. School lessons were the most commonly identified source, with 69% of pupils choosing this (76% in 2019).

Family and friends were the next most commonly cited sources, with friends for Year 10 pupils, and family for Year 8 pupils.

Around 1-in-5 secondary pupils reported TV and/or films as one of their main sources of advice. A similar proportion of year 8 pupils reported that the internet was a main source, and more than a third of year 10 pupils. The precise nature of the content referred to on the internet is not specified in these responses.

12% of male secondary school pupils reported that 'pornography' specifically was one of their main sources for information on sex and relationships.

Table 17: Percentages of secondary pupils in Bristol in 2022 responding that the following sources were one of their main sources of information about sex and relationships, by year group and gender (top 5):

Year 8 Males			Year 8 Females		
1	School lessons	70	School lessons	72	
2	My family	46	My family	45	
3	Friends	29	Friends	39	
4	Internet	19	TV, films	24	
5	TV, films	14	Internet	21	

Year 10 Males			Year 10 Females		
1	School lessons	68	School lessons	65	
2	Friends	47	Friends	61	
3	My family	43	My family	47	
4	Internet	34	Internet	34	
5	TV, films	22	TV, films	27	

47% of Year 10 pupils said they know where they would go if they needed a contraception/sexual health service (54% in 2019).

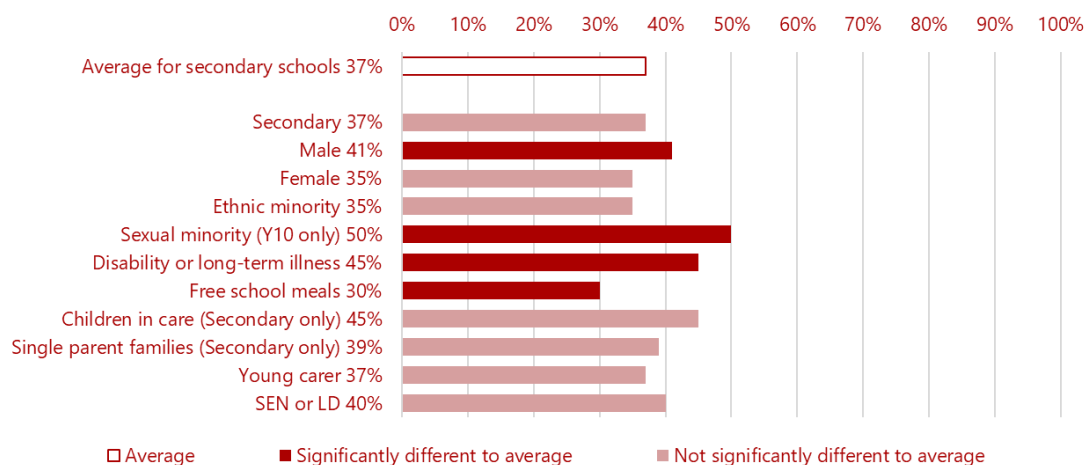
24% of all year 10 pupils were aware of local Brook sexual health services (41% in 2019), and rather fewer (less than 10%) of Unity Bristol (new for the 2019 questionnaire).

29% of secondary pupils responded that they have found **school lessons on sexually transmitted infections** 'quite' or 'very' useful, while **26%** said the same of school lessons on **other aspects of sex and relationships** (both lower than in 2019; 35% and 36% respectively)

Just over **18%** of pupils found these lessons '**not at all useful**' (15% in 2019), and more, around 1-in-4, could not recall lessons on each of these topics.

Variation in Bristol - Pupils who know where to go for sexual health advice

Chart 21: Variation chart: percentages of respondents who responded that know where to go for sexual health advice (secondary only), all and by group.



Secondary pupils eligible for free school meals were significantly less likely than the secondary school average (30% vs 37%) to report they knew where to go for sexual health advice.



6 Understanding Substances

6.1 Drinking alcohol and home

Primary and secondary schools

86% of Y6 pupils and 72% of secondary pupils said that they **do not drink alcohol**.

2% of the Y6 sample and 8% of the secondary sample reported that they **drink without their parents knowing** at least sometimes.

Trends over time

Y6 pupils in Bristol in 2022 were the most likely to say that they **do not drink alcohol** (86%) compared with other waves of the study; the lowest figure was 54% in 2009.

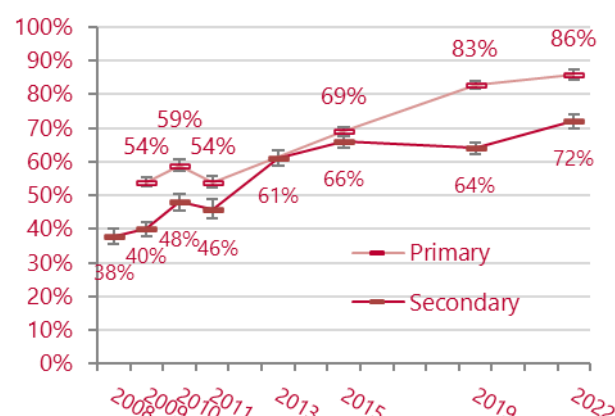
The figures for secondary pupils abstaining from alcohol were also among the highest in the most recent waves of the survey (72% in 2022).

The indication from these trends is that fewer pupils are drinking alcohol than was the case just a few years previously.

Comparisons

86% of year 6 pupils in Bristol reported that they do not drink alcohol, which is similar to the 87% seen in the reference sample; Year 10 figures are 60% and 57% respectively

Chart 22: Percentage of Y6 and secondary pupils who reported they do not drink alcohol, by phase, in each wave of the survey 2008-2022



This question was not asked of Y4 pupils in 2019 or 2022, so Y4 pupils have been excluded for all waves on this chart

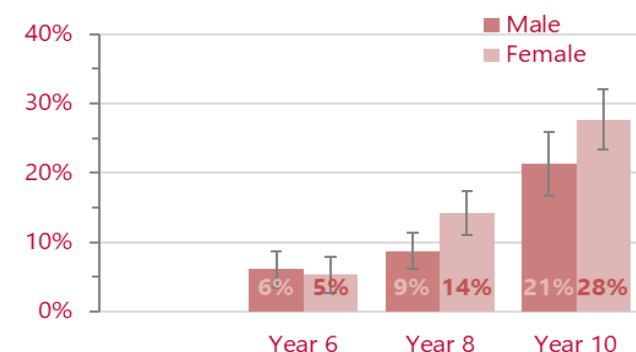
6.2 Drank alcohol in the last 4 weeks

Primary and secondary schools

6% of Y6 pupils **drank alcohol in the last 4 weeks**.

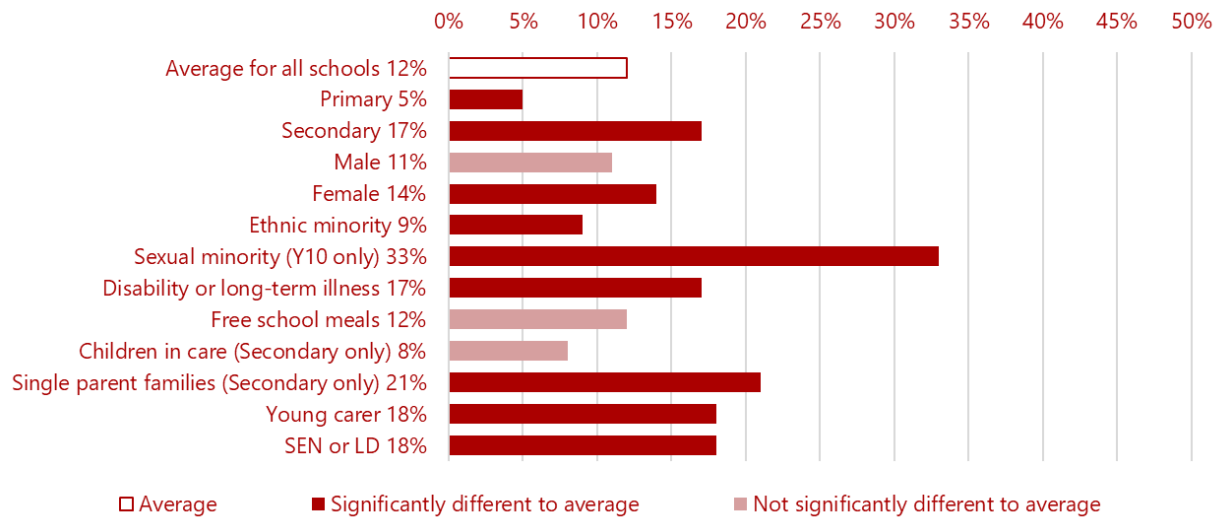
17% of secondary pupils **drank alcohol in the last 4 weeks**, this is considerably fewer than the 25% of this group that reported the same in 2019.

Chart 23: Percentage of Y6 and secondary pupils in 2022 reporting they drank alcohol in the last 4 weeks, by year group and gender.



Variation in Bristol - Drank alcohol in the last 4 weeks

Chart 24: Variation chart: percentages of respondents who reported drinking alcohol in the last 4 weeks, all and by group.



Secondary school respondents in the 'sexual minority' group (identifying as gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex), were on average nearly twice as likely to report they had drunk alcohol in the previous 4 weeks than the average for all secondary school respondents (33% vs 17%).

6.3 Exposure to cigarette smoke

Primary and secondary schools

25% of primary pupils and 30% of secondary pupils responded that **their parents/carers smoke**. These proportions are down a little on their 2019 values, indicative probably of smoking trends more generally in the population.

5% of primary pupils and 10% of secondary pupils said that **someone regularly smokes indoors at home** in rooms that they use.

6% of primary pupils and 9% of secondary pupils responded that **someone smokes in a car when they are in it too** (N.B. now illegal).

The statistics on smoking in the home and/or in the car, have changed relatively little since 2019.

Association: smoking at home and pupil smoking

Smoking last week was much more likely to be reported by pupils if they also reported smoking by parents.

In the 2008-2013 data, we saw a stronger association of smoking with smoking by close friends (no longer asked).

Table 18: Percentages of pupils in 2022 who report smoking last week, by smoking at home, by year group

	Smoking if parents/carers don't smoke	Smoking if parents/carers smoke
Year 6	3%	5%
Year 8	3%	7%
Year 10	3%	11%

6.4 Smoking and vaping

Primary and secondary schools

Age when smoking was first tried

14% of secondary pupils responded that they have smoked in the past or smoke now.

Considering just the 250 secondary pupils who have smoked, they were on average 12 years old when they first started smoking. Among the Year 8 pupils who have ever smoked, the age was 10 for boys and 11 for girls.

Of the Y6 pupils who have ever smoked, they were on average 8 years old when they first tried smoking.

There are no clear trends in the age that smoking commenced for any of the year groups.

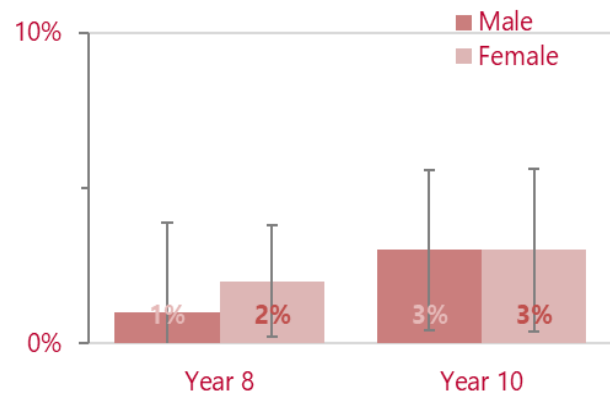
Chart 25: Mean age that pupils started smoking regularly, by year group, in each wave of the survey 2009-2022.



Secondary schools

2% of secondary pupils **smoked at least one cigarette** during the last 7 days.

Chart 26: Percentage of secondary pupils in 2022 reporting they smoked at least one cigarette during the last 7 days, by year group and gender.



E-cigarettes

21% of secondary pupils responded that they have **tried e-cigarettes** in the past or use one currently (17% in 2019).

Association between smoking and vaping

The vast majority of this 21% did not report regularly smoking tobacco (pie chart below: just 5% of them smoked regularly), but the relatively small number of tobacco smokers in the sample were far more likely to be e-cigarette users than their non-smoking peers (chart, right).

41% of the secondary pupils that reported they had used or currently use e-cigarettes, had never smoked a conventional tobacco cigarette.

More than 70% of secondary pupils that described themselves as smoking tobacco 'sometimes', weekly, or more frequently, also use e-cigarettes (bar chart opposite).

Chart 27: Percentages of secondary phase pupils reporting different tobacco cigarette smoking habits within those who have tried or use e-cigarettes, 2022

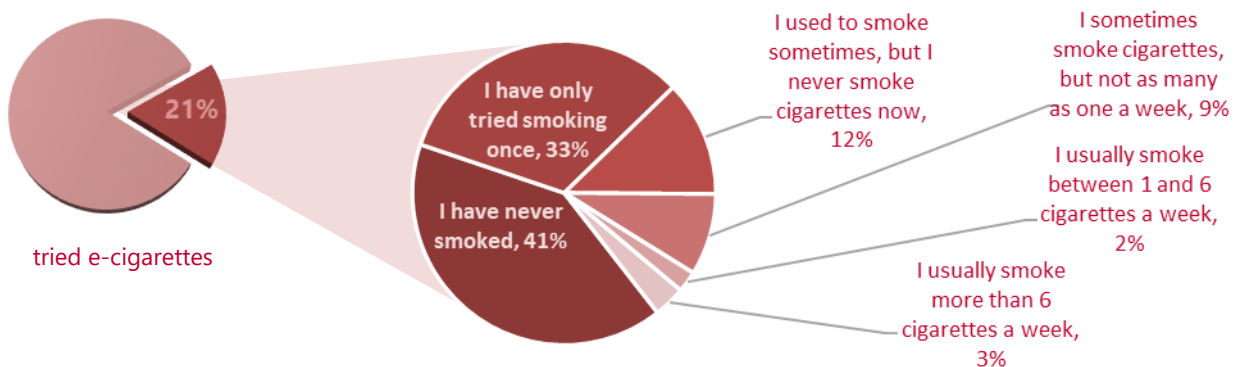
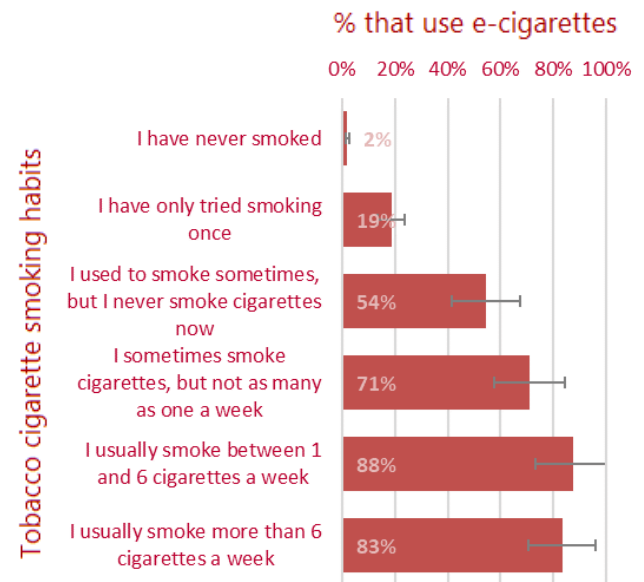


Chart 28: Percentage of secondary pupils reporting they use e-cigarettes, by reported tobacco cigarette smoking habits, 2022



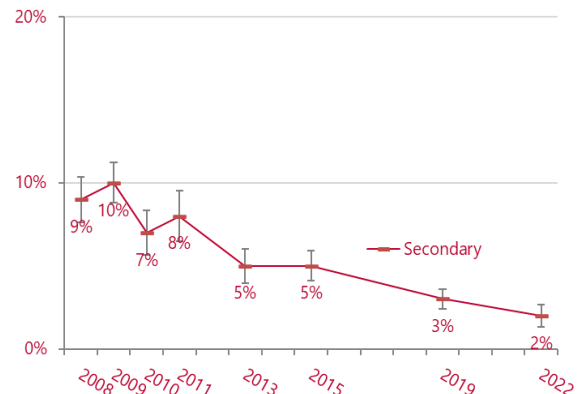
Trends over time

Secondary school pupils are **less likely to smoke cigarettes** in 2022 than in any previous wave of the study.

Comparisons

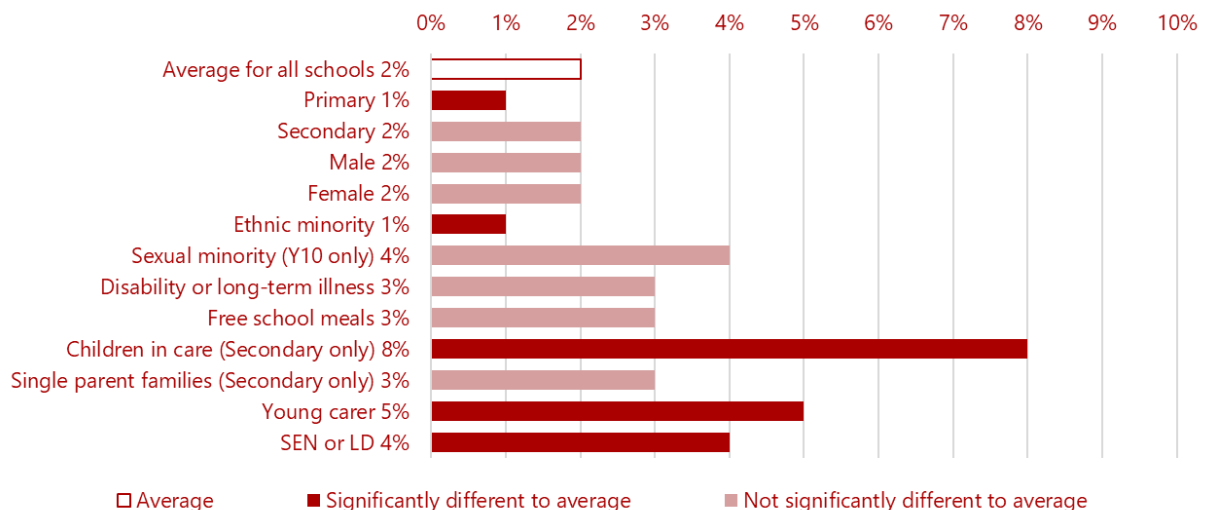
2% of secondary pupils (years 8 and 10) reported smoking at least one cigarette during the last 7 days, which is similar to the level seen in the reference sample.

Chart 29: Percentage of secondary pupils who reported smoking cigarettes last week, in each wave of the survey 2008-2022.



Variation in Bristol – Smoked (cigarettes) in the last week

Chart 30: Variation chart: percentages of respondents who reported that they smoked (tobacco cigarettes) in the last week, all and by group.



Pupils in foster care, or other care of the local authority (the 'children in care' sub-group for analysis) were significantly more likely to report that they smoked regularly than the secondary school average (8% vs 2%). Pupils reporting that they were 'young carers' or had special educational needs or learning disability, were also significantly more likely to be regular smokers. Pupils with an ethnic background other than White British, were significantly less likely on average to report that they were a regular smoker, than the average for all pupils.

Association of smoking with other behaviours

The use of tobacco, alcohol and illegal drugs are often analysed together, but are the use of these substances related?

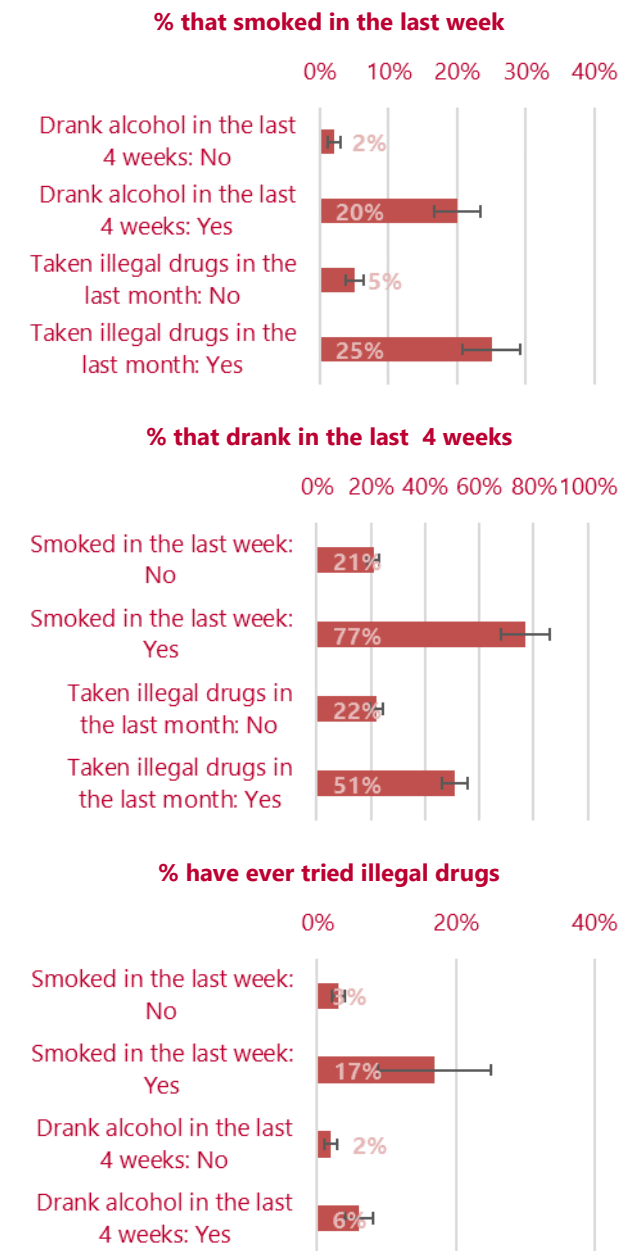
3% of Year 10 pupils said they smoked in the last week,

25% of Year 10 pupils drank in the last 4 weeks, and

16% of Year 10 pupils have ever taken illegal drugs, 7% in the last month.

The charts to the right illustrate the strength of the association between each of these risky behaviours and the likelihood of the respondent reporting another of them. For example, we see from the top chart that, of the year 10 pupils that reported drinking alcohol in the last 4 weeks, 20% had smoked in the previous week, compared with just 2% of year 10 pupils that did not report drinking in the previous 4 weeks. The drinkers were 10 times more likely to also be smokers. They were also 3 times more likely to report having ever taken illegal drugs. These associations exist between each pair of these three behaviours listed under consideration.

Chart 31: Relationships between risky behaviours reported by Year 10 pupils in the 2022 survey



6.5 Drugs: offers and use

Secondary schools

Secondary school pupils were offered a list of drugs against which to report their experiences. The complete list was:

Amphetamines (e.g., speed, sulph, whizz, uppers)	Heroin (e.g., H, smack, brown)
Benzodiazepines (e.g., benzos, vallies)	Poppers (e.g., Liquid Gold, Rush, TNT)
Cannabis (e.g., hash, grass, pot, skunk, dope)	Solvents used as drugs (e.g., glue, gas refills, aerosols)
Cocaine (e.g., snow, Charlie, coke)	Ketamine (e.g., Special K, Vitamin K)
Crack cocaine	Laughing gas (nitrous oxide)
MDMA / Ecstasy (e.g., E)	Mephedrone (m-cat, meow meow)
Muscle-building steroids	New Psychoactive Substances (used to be called 'Legal Highs')
LSD, magic mushrooms	

20% of Year 10 pupils have been **offered cannabis** and 6% **laughing gas**.

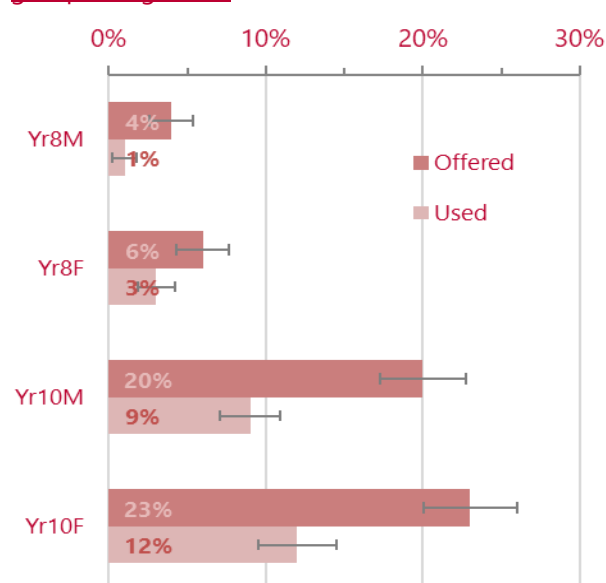
11% of Year 10 students have **ever taken cannabis** and 6% **laughing gas**.

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

The difference between the percentage of offers and the percentage of use suggests that many young people can and do refuse offers of illegal drugs.

The responses to the 2022 survey indicate a lower level of illegal drug use than was reported in 2019 for secondary school pupils.

Chart 32: Percentage of secondary pupils in 2022 who reported being offered or taking cannabis, by year group and gender.



The **drugs most commonly offered** to young people in Bristol were cannabis, laughing gas, cocaine and ecstasy/MDMA, among a wide range of substances.

Cannabis was the drug most commonly used.

While apparent use has fallen since the previous survey in 2019, the selection of illegal substances of choice remains similar.

Table 19: Percentage of year 10 pupils that report using the most commonly used drugs.

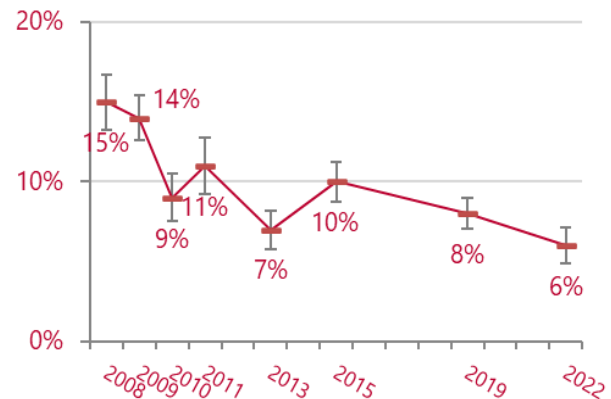
Year 10	Have used in last month	Have used in last year	Have ever used
Cannabis	7	10	11
Laughing gas (nitrous oxide)	2	4	6
LSD, magic mushrooms	0	1	2
MDMA/Ecstasy	0	1	2
Poppers	1	1	1
Solvents	0	1	1
Benzodiazepines	0	0	1
Amphetamines	0	0	1
New Psychoactive Substance	0	0	1

Trends over time

Experimentation with cannabis has been lowest over the last rounds of the survey, in keeping with national trends.

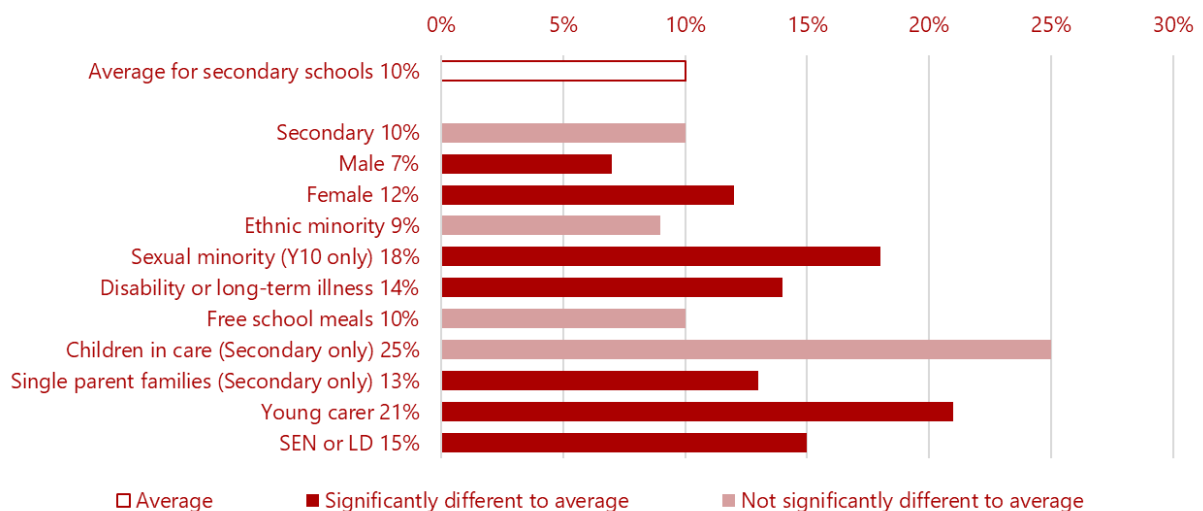
The drugs questions have been subject to changes in wording and in the treatment of missing values over the waves of the survey, so have been recalculated for this report.

Chart 33: Percentage of secondary pupils who reported ever using cannabis, in each wave of the survey 2008-2022.



Variation in Bristol – Ever taken illegal drugs

Chart 34: Variation chart: percentages of respondents who reported ever taking illegal drugs, all and by group (secondary schools only)



Several of the analysis sub-groups identified in the chart above were significantly more likely to report ever taking illegal drugs than the secondary school pupil average for the survey in 2022. The highest likelihood was associated with pupils in the 'sexual minority' and 'young carer' groups, around twice as likely to report this than the secondary school pupil average. Pupils with a disability, long term illness, special educational needs and/or learning disability, as well as those living solely or mainly with just one parent, were also more likely to report ever taking illegal drugs on average, but to a lesser extent than the aforementioned groups.

6.6 Drugs: Support and advice

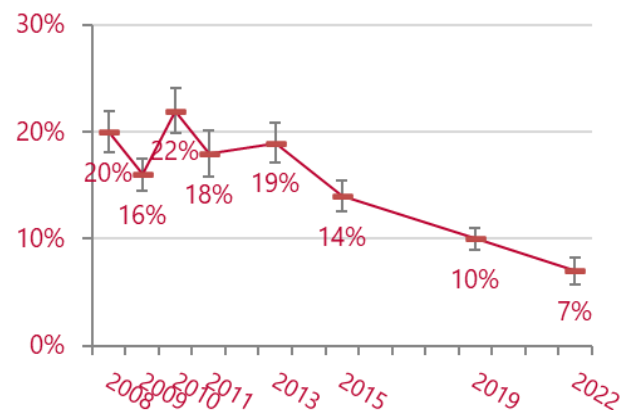
Trends over time & other comparisons

Secondary pupils' awareness of a **local drug/alcohol advice service for young people** is at its lowest among all year groups in 2022, at 7% of respondents.

Secondary pupils reporting that they drink alcohol or have ever taken illegal drugs, were more than twice as likely than pupils that had not, to report awareness of drug and alcohol support services.

In 2022, year 10 pupils were more likely to be aware of support services than year 8 pupils (8% vs 6%), but were much more likely (twice as likely) to be drinkers or drug users in year 10 compared to year 8. Awareness of relevant support services does not appear to keep pace with the higher prevalence of these behaviours in the older age group.

Chart 35: Percentage of secondary pupils reporting awareness of a local drug/alcohol advice service for young people, in each wave of the survey 2008-2022.





7 Mental health and wellbeing

7.1 Emotional Health and Wellbeing

Worries and Problems

Primary schools

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

From the list below, primary school pupils were asked what they worry about and how often:

Non-COVID:

- School work/ homework/ tests
- Moving on to secondary school
- The way you look
- Being bullied
- Your health
- Family
- Falling out with friends
- Growing up
- Keeping safe at home
- Keeping safe outside
- The environment
- War and terrorists
- Crime
- Other

COVID-related:*

- Understanding school work
- Catching up with school work
- COVID-19 spreading at school
- Mixing with people at school again
- Starting up activities again
- Parents worry about school work
- You or your family being lonely or not getting help because of distancing isolation

*For a similar analysis of Covid-related worries see section 14 'Coronavirus', later in this report.

Chart 36: Percentage of primary pupils in 2022 who reported they worry about at least one problem 'quite a lot' or 'a lot', by year group and gender.

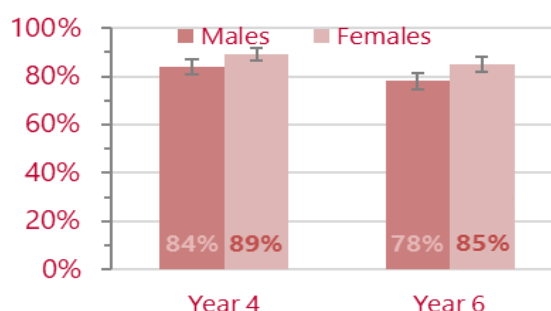


Table 20: Percentage of primary school pupils reporting they worry about the following 'quite a lot' or 'a lot' (Non-Covid concerns only)

Boys			Girls	
1	The environment	46%	Family	51%
2	Family	45%	Moving on to secondary school	48%
3	War and terrorists	40%	The environment	45%
4	Moving on to secondary school	37%	Falling out with friends	43%
5	Crime	34%	War and terrorists	40%
6	Falling out with friends	32%	Crime	38%
7	Your health	29%	Keeping safe outside	32%
8	Keeping safe outside	27%	The way you look	31%
9	Keeping safe at home	20%	School work/ homework/tests	31%
10	Growing up	20%	Growing up	30%
11	School work/ homework/tests	20%	Being bullied	29%
12	Being bullied	18%	Your health	26%
13	The way you look	14%	Keeping safe at home	25%
14	Other	9%	Other	11%

Pupils responded separately to each item on the list, so the columns on the table add up to more than 100%.

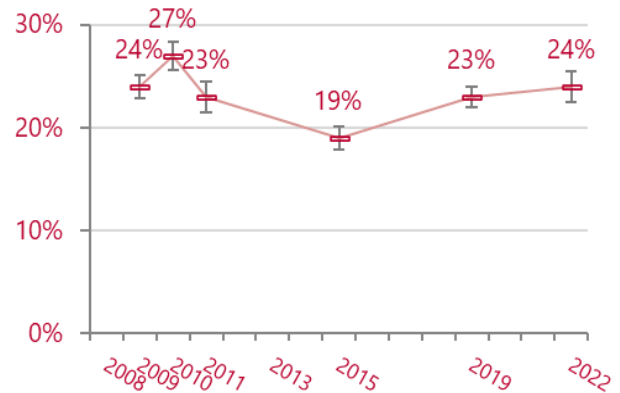
The **most common topics of worry** overall for primary girls and boys were **family, crime, war/terrorists and moving on to secondary school** (similar levels in 2019) and the **environment**. Environmental concerns were slightly higher overall in 2022 (46%) than in 2019 (42%). Falling out with friends was a greater source of concern to female pupils (43%) than male pupils (32%), as was being bullied (female 29% vs male 18%).

Trends over time

Changes in the wording of the question have meant that some items tracked in previous editions of this report cannot be used now.

One item of which the wording has been constant is **worrying about the way you look**, which was recorded at its lowest level in 2015, and has grown as an apparent source of worry since then.

Chart 37: Percentage of primary pupils reporting they worry at least 'quite a lot' about the way they look, in each wave of the survey 2008-2022.



7.2 Responses to Problems

Secondary schools

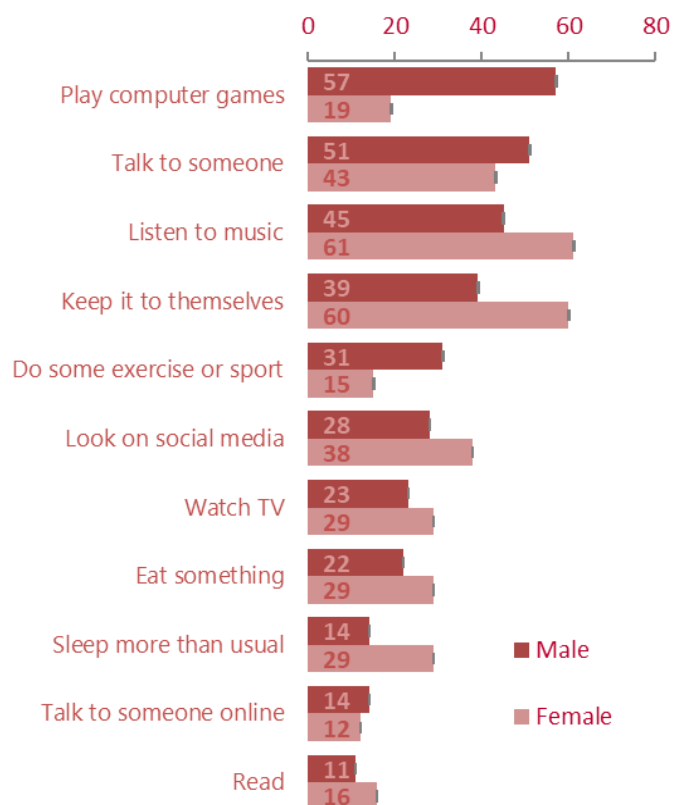
Students were invited to say what they do when they have a problem. Some of these responses are focussed on the problem, and some on the emotional reactions to having a problem. The percentages reporting each response above 10% have been ordered and are shown in full:

The most common **responses to having a problem** are *listen to music*, *talk to someone* and *keep it to myself*.

There are large gender differences for several items, with *computer games* being a favourite comfort for many boys.

4% of male pupils and 10% of female pupils reported that they 'cut or hurt' themselves in response to problems.

Chart 38: How secondary school pupils tell us they deal with problems (%)



Primary and secondary schools

We asked primary and secondary school pupils who would be their source of support for a variety of problems. **Primary** age pupils were asked for the **first person** that the young people would turn to, while secondary age students were able to pick more than one person.

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

Friends were more commonly referred to by **secondary** age students and were the most common source of support for *relationships*. A large proportion of secondary school respondents reported keeping problems to themselves, and it was the most common response to issues relating to, family, appearance, and relationships.

Table 21: Pupil responses to: 'If you had a problem, whom would you share it with?' by phase (First choice only for primary school respondents, as many as apply for secondary school respondents)

Primary	Mum and/or Dad	Brother or Sister	Friend	Teacher/School staff	Other adult	Keep it to myself
Problem with school	57%	4%	9%	15%	1%	13%
Family problem	47%	10%	10%	7%	3%	23%
Health problem	75%	2%	3%	2%	3%	15%
Problem with friends	42%	8%	10%	16%	1%	21%
Bullying problem	47%	4%	6%	26%	1%	14%

Secondary	Mum and/or Dad	Brother or sister	Friend	Teacher/School staff	Other adult	Keep it to myself
School work	60%	19%	26%	24%	2%	22%
Money	62%	8%	7%	2%	2%	28%
Bullying	50%	14%	25%	20%	4%	29%
Health inc. mental health	47%	11%	20%	6%	3%	39%
Family	32%	15%	26%	5%	5%	38%
Friends	41%	17%	24%	7%	3%	34%
The way you look	26%	10%	18%	1%	2%	58%
Relationships	28%	12%	33%	1%	2%	42%
Environment	39%	12%	20%	10%	4%	39%
Crime	50%	13%	21%	8%	6%	31%

7.3 Emotional wellbeing

Measuring emotional wellbeing

Mental and emotional wellbeing is a concept that is challenging to quantify, and to compare between individuals or groups within the population. A number of survey tools have been developed for this purpose and two were used in the Pupil Voice survey in 2022; both widely used and recognised to be reliable for their target age-groups. A series of positive statements (see section 15 for further explanation) are used to derive a mental wellbeing score for the respondent, with higher scores indicating higher wellbeing. The resulting scores enable their mental wellbeing to be compared to others, or a change over time to be assessed. Neither survey tool is a clinical screening device, although lower scores may indicate poor mental health and results correlate with other tools designed for that purpose.

Primary schools

Stirling Children's Wellbeing Scale (SCWBS)

Please refer to the methods and analysis chapter for more information on the Stirling Children's Wellbeing Scale.

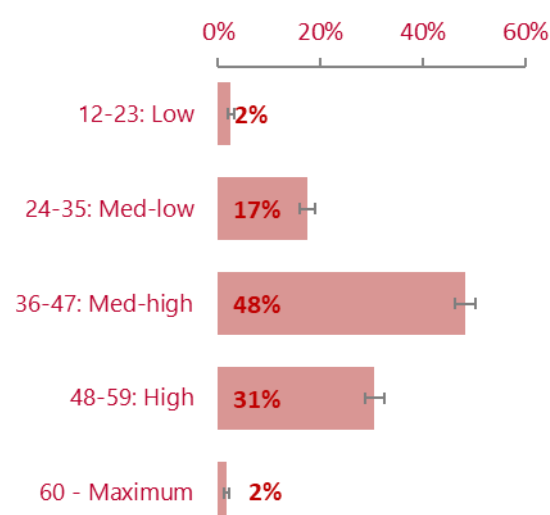
2% of pupils had a low score (12 – 23) on the Stirling Children's Wellbeing Scale; 17% had a med-low score (24 – 35).

10% of pupils had a score of 12 – 30; Liddle & Carter (2010)⁴ suggest that scores in this range may indicate poor mental health. This proportion was 5% in 2019.

That would indicate that on average, 3 primary school children in each class of 30 surveyed may suffer from poor mental health.

33% of primary pupils had a high or maximum score (48 – 60) on the Stirling Children's Wellbeing Scale (47% in 2019).

Chart 39: % of primary school respondents in 2022 in each category of SCWBS scores



Secondary schools

Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

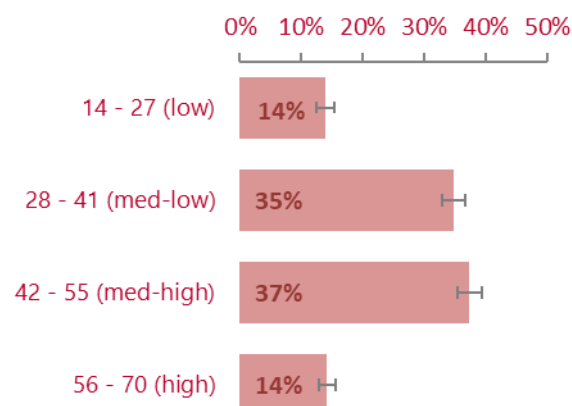
Please refer to the methods and analysis chapter for more information on the Warwick-Edinburgh Mental Wellbeing Scale

14% of students had a low score (<28) on the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).

14% of students had a high score (>55) on the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).

In the 2019 survey, 9% of secondary pupils had a low score, and 18% had a high score.

Chart 40: % of secondary school respondents in 2022 in each category of WEMWBS scores

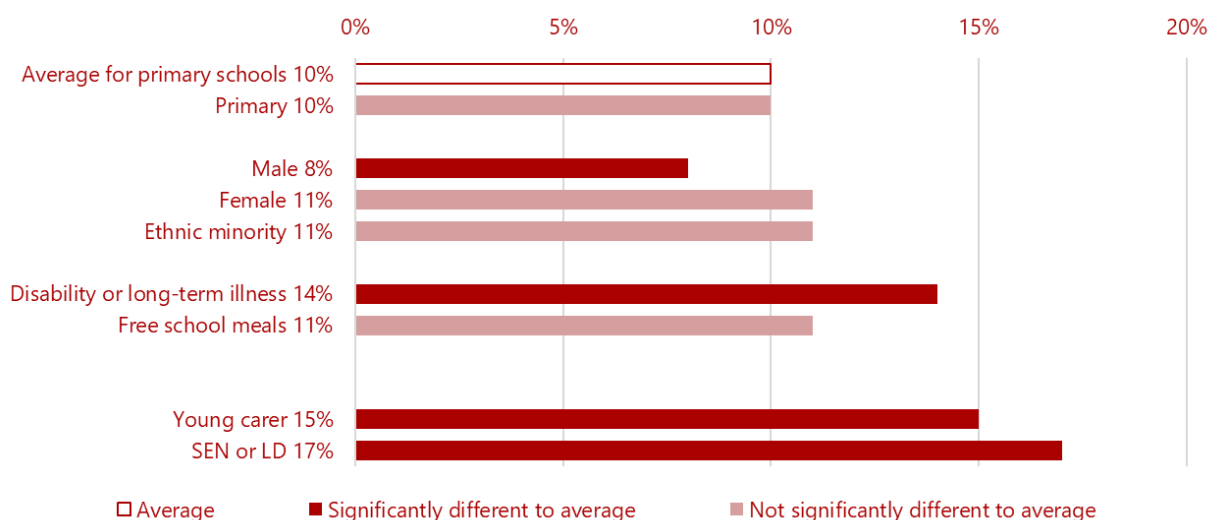


There are indications from the results above for both primary and secondary school pupils that **mental wellbeing has worsened** between 2019 and 2022.

Variation in Bristol - Primary pupils with a low wellbeing (SCWBS) score ≤ 30

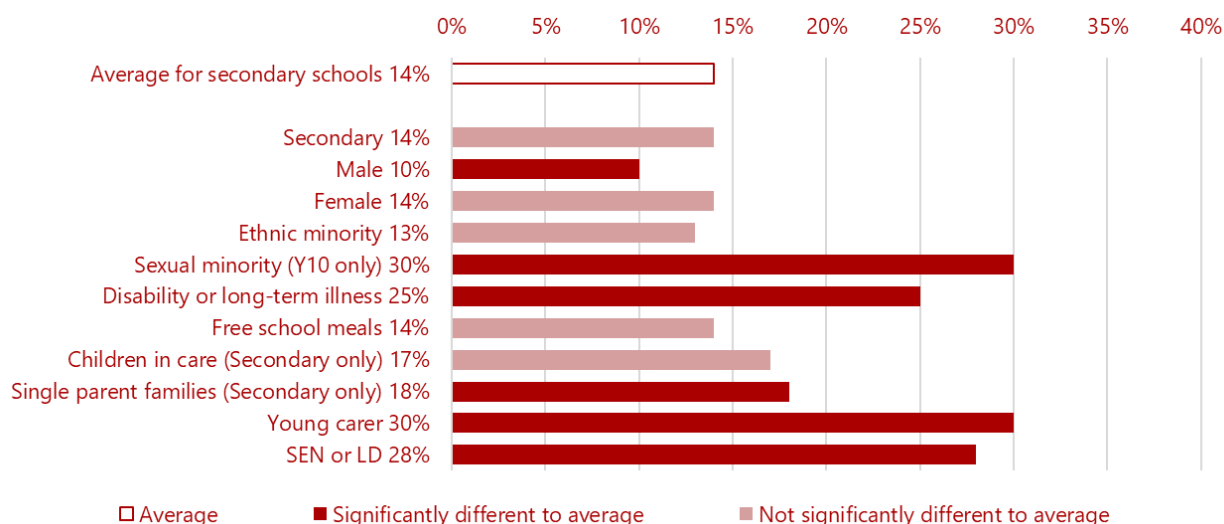
Liddle & Carter (*ibid.*) suggest a score of 30 or less for SCWBS may indicate poor mental health.

Chart 41: Variation chart: percentages of primary pupil respondents with a low wellbeing score (SCWBS), all and by group.



Variation in Bristol - Secondary pupils with a low wellbeing (WEMWBS) score

Chart 42: Variation chart: percentages of secondary pupil respondents with a low wellbeing score (WEMWBS), all and by group.



In the charts above for both primary and secondary school respondents, male pupils are **less likely** on average to report low levels of mental wellbeing. Pupils with a caring responsibility, and those reporting a disability, long term health condition, special educational needs and/or learning disability, were all significantly **more likely** on average to report a low mental wellbeing score within the primary and secondary school cohorts. Compared to the secondary school average, pupils describing themselves as gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex (the 'sexual minority' sub-group for analysis) were **more than twice as likely** on average to report a low mental wellbeing score.

Many of these associations identified from the 2022 survey results are similar to those seen in the previous survey, however unlike in 2019 in neither the primary school or secondary school cohorts, was deprivation (as indicated by eligibility for free school meals) found to be a statistically significant factor associated with low mental wellbeing scores in 2022.



8 Dental Health

Primary and Secondary schools

80% of primary pupils and 81% of secondary pupils responded that they **cleaned their teeth at least twice on the day** before the survey.

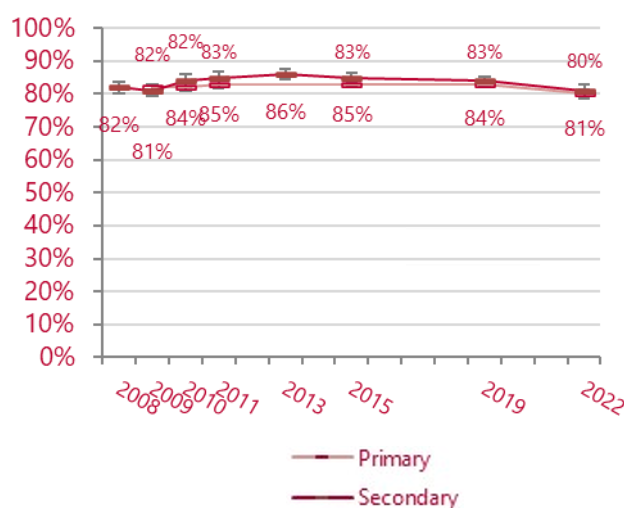
85% of primary pupils responded that they have their teeth **checked by a dentist** (93% in 2019), while 42% of primary pupils responded that they have had **teeth filled or removed** (54% in 2019). The figures for secondary pupils were 90% and 50% respectively (both down from 2019).

Trends

Toothbrushing frequency in primary and secondary schools seems high and stable; this question was not included in the primary school survey for 2013.

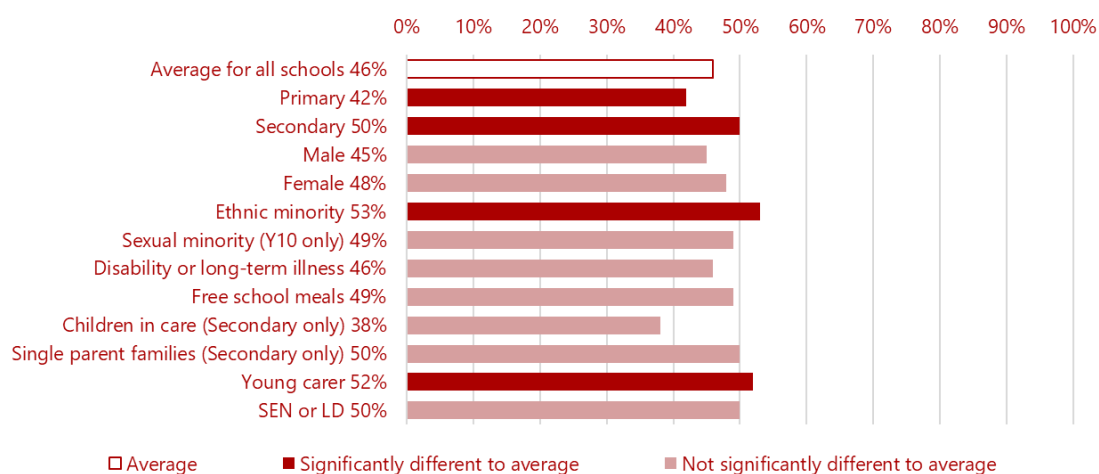
Other information sources suggest that dental health in young people in Bristol is relatively poor, despite these brushing figures; another important factor contributing to tooth decay is the number of times sugar is consumed during the day, and access to NHS dentistry.

Chart 43: Percentage of pupils reporting that they brushed their teeth at least twice on the day before the survey, by wave of study and by phase 2008-2022



Variation in Bristol - Pupils with filled or extracted teeth

Chart 44: Variation chart: percentages of respondents who reported that they have had teeth filled or removed, all and by group.



There is **relatively little variation** across the pupil population in this measure, although pupils with caring responsibilities and those of an ethnic background other than White British, were on average slightly more likely to report such interventions. Requiring such treatment at a young age is a clear indication of poor oral health, but access to treatment can be a positive sign, therefore this measure requires careful interpretation.



9 Health Protection

9.1 Unintentional injury

Primary and secondary schools

31% of primary pupils reported that they had had an **unintentional injury in the last 12 months** that was treated by a doctor or nurse.

31% of secondary pupils said they were treated for an **unintentional injury** by doctor or at a hospital **within the last year**.

In all year groups, males are more likely to have reported such an injury, to a statistically significant degree in year 8.

Compared to the results from the previous survey in 2019, the frequency of unintentional injuries was lower for all year groups. For primary school respondents the statistic was 38% in 2019 (31% in 2022), and for secondary school respondents 37% in 2019 (31% in 2022). Fewer injuries are a positive finding of course but may indicate a lower level of outdoors and active activities.

The most common **cause of unintentional injury** reported by primary and secondary school pupils were **sports injuries**. Sport injuries were twice as common amongst male respondents in primary and secondary schools.

Comparisons

32% of Year 6 pupils reported that they had had an unintentional injury in the last 12 months that was treated by a doctor or nurse, which is similar to the national reference sample statistic (27%).

Chart 45: Percentage of primary and secondary pupils in 2022 reporting an unintentional injury in the last 12 months that was treated by a doctor or nurse, by year group and gender.

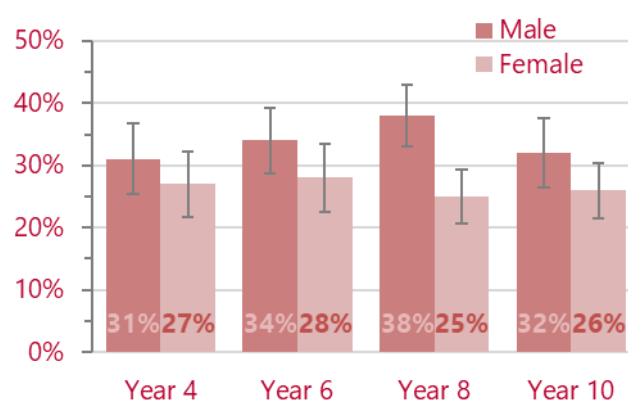


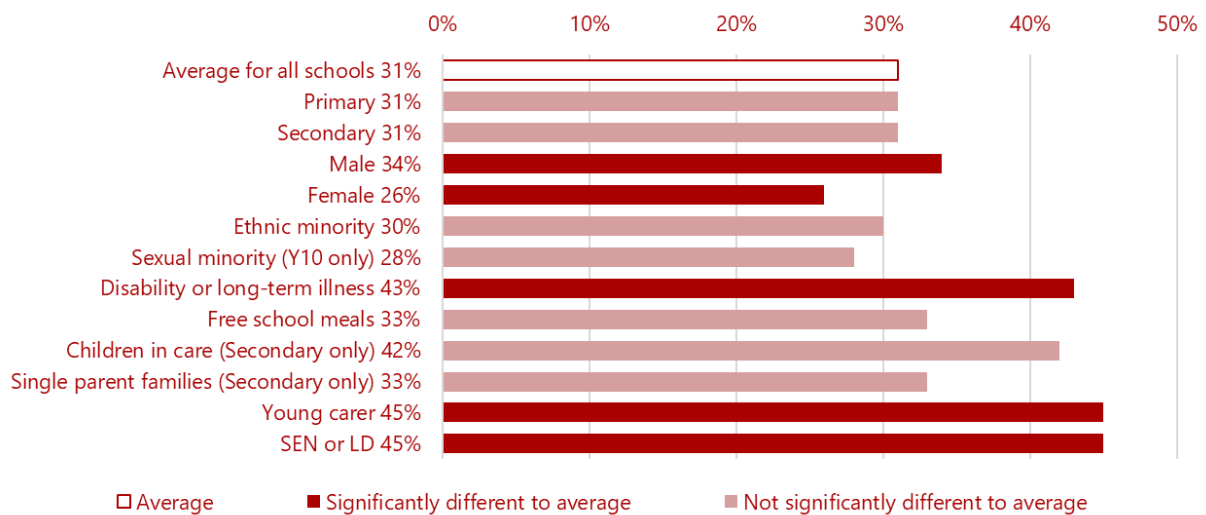
Table 22: Top 5 types of unintentional injury pupils report experiencing in the last 12 months:

Primary Boys			Primary Girls		
1	A sports injury	12	A fall, trip, or slip	7	
2	A fall, trip, or slip	9	Other	7	
3	Other	5	A sports injury	5	
4	Cut	2	Cut	4	
5	A burn or scald	1	Cycling injury	1	

Secondary Boys			Secondary Girls		
1	Sports injury	18	Sports injury	9	
2	Fall, trip, or slip	5	Fall, trip, or slip	6	
3	Other	4	Other	3	
4	Cut	2	Cut	3	
5	Cycling injury	1	Burn or scald	1	

Variation in Bristol - Pupils reporting an unintentional injury in the last year

Chart 46: Variation chart: percentages of respondents who reported an unintentional injury in the last year



Pupils describing themselves as a young carer, and those with a disability, long term illness, special educational need and/or learning disability, were significantly more likely on average (around 50% more likely) to report an unintentional injury during the last year compared to the average for all respondents.

9.2 Internet safety

Primary and secondary schools

83% of primary pupils and 92% of secondary pupils responded that they have **been told how to stay safe while chatting online**, while 67% and 64% respectively say they **always follow the advice they have been given** (slightly down from 2019 figures).

Among **primary school** pupils, similar proportions of **boys and girls** report that they have been told how to stay safe while chatting online, while female pupils are slightly more likely to report that they always follow this advice.

Among **secondary school** respondents, female pupils were more likely to recall receiving this advice, and to follow the advice they have been given.

Secondary pupils were asked much more detailed questions about internet safety. Please refer to tables 23 and 24 on the following page for more detail.

Chart 47: Percentage of primary and secondary pupils in 2022 who responded that they have been told how to stay safe while chatting online and always follow the advice they have been given (as a % of all pupils)

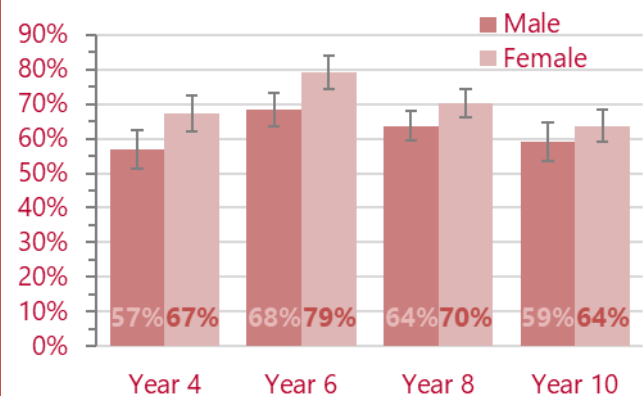


Table 23: Percentage of PRIMARY pupils responding 'yes' to the following questions about the Internet:

	Year 4		Year 6	
	Males	Females	Males	Females
a. Have you ever chatted online?	72%	64%	86%	82%
b. Have you ever been told how to stay safe while chatting online?	73%	83%	85%	94%
<i>If yes, do you always follow the advice you have been given?</i>	57%	67%	68%	79%
c. Do you know what the CEOP button is for?	5%	5%	9%	5%
d. Have you ever met someone in real life whom you first met online?	33%	20%	22%	13%

Table 24: Percentage of SECONDARY pupils responding 'yes' to the following questions about the Internet:

	Year8		Year10	
	Males	Females	Males	Females
a) Have you ever chatted on the Internet?	84%	77%	87%	83%
b) Have you ever been told how to stay safe while chatting online?	88%	93%	89%	94%
<i>If yes, do you always follow the advice you have been given?</i>	64%	70%	59%	64%
Do you know what the CEOP button is for?	7%	10%	10%	9%
c) Have you ever met someone in real life whom you first met online?	25%	18%	27%	25%
<i>If yes, were they quite a bit older than you?</i>	5%	2%	6%	5%
d) Have you ever looked online at pornography?	16%	7%	44%	19%
e) Have you ever seen pictures online that upset you?	24%	33%	33%	53%
f) Have you ever sent sexual images of yourself ('sexting')?	3%	2%	7%	10%
g) Has someone who knows you ever sent 'sexting' images of you?	3%	4%	4%	6%
h) Have you ever received 'sexting' images?	9%	11%	29%	40%
<i>And if so, what did you do about it?</i>				
<i>Sent them on to someone else</i>	1%	1%	2%	1%
<i>Told a responsible adult</i>	2%	2%	1%	3%
<i>Informed the person in the picture</i>	1%	1%	2%	1%
<i>Deleted the images</i>	6%	12%	8%	12%
<i>Did nothing (ignored it)</i>	4%	10%	17%	22%

Comparisons

83% of primary pupils and 92% of secondary pupils responded that they have **been told how to stay safe while chatting online**, while 67% and 64% respectively say they **always follow the advice they have been given**.

The equivalent figures in the reference sample for being given advice were 90% and 84%, while the figures for following advice were 62% and 57%.

Most of the responses in the table above are similar to those found in the 2019 survey. There are indications of increased social media activity amongst the younger year groups in the later survey (year 4 and year 8), and an increased reports of meeting people in person first met online.

9.3 Neighbourhood safety

Secondary schools

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

Young people find **going out after dark** the least safe situation in the area where they live.

Overall, while comparisons between these settings appear to be unchanged since the previous survey in 2019, in most instances the perception of safety outside the home appears to have declined between 2019 and 2022.

There is some greater dissatisfaction with neighbourhood safety among female pupils compared with males. This disparity appears to have increased since the previous survey in 2019.

9% of female secondary school respondents, and 8% of male secondary school respondents, reported that they felt their safety was poor or very poor at school. 10% of female respondents and 5% of male respondents felt similarly about their journey to/from school.

Table 25: Percentage of secondary pupils rating their safety at the following times as 'good' or 'very good' in the area where they live:

Boys			Girls		
1	Going out during the day	80	Going out during the day	69	
2	Going to and from school	74	At school	60	
3	At school	66	Going to and from school	58	
4	When using public transport	55	When using public transport	36	
5	Going out after dark	42	Going out after dark	28	

Table 26: Percentage of pupils rating their safety at the following times as 'poor' or 'very poor' in the area where they live:

Boys			Girls		
1	Going out after dark	21	Going out after dark	32	
2	When using public transport	10	When using public transport	18	
3	At school	8	Going to and from school	10	
4	Going to and from school	5	At school	9	
5	Going out during the day	4	Going out during the day	4	



10 Domestic and sexual violence

10.1 Experiences of violence or aggression

Secondary schools

Domestic violence and aggression

21% of secondary pupils responded that there was shouting and arguing at home in the month before the survey that worried them, while 12% said they 'don't know' if there was.

6% of pupils responded that there has been bullying/controlling behaviour at home in the month before the survey that worried them, while 11% said they 'don't know'.

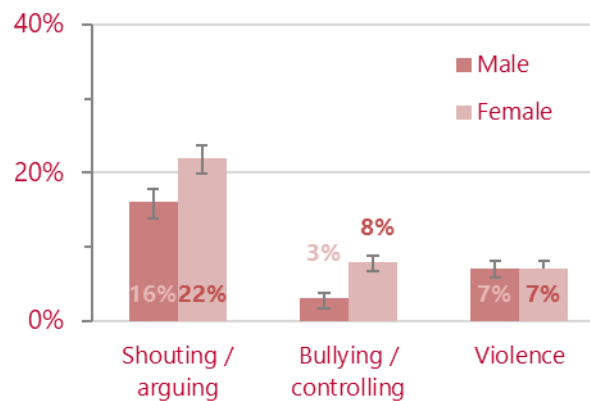
The proportion of female respondents reporting they witnessed shouting, bullying, or controlling behaviours in the home, was significantly higher than the response from male pupils in the same year groups.

8% of secondary pupils responded that there was violence at home in the month before the survey, while 7% said they 'don't know' if there was.

More than 1 in 20 male and female secondary pupils reported witnessing violence in the home during the previous month, and there was little variation between the female and male proportions for this measure.

The proportions of pupils reporting these behaviours in the home were a little higher in the 2022 survey than those found in the 2019 survey. This could reflect a 'real' increase in prevalence, but also greater awareness on the part of the pupils reporting that they have witnessed the events. If the latter were true, you might expect the proportion of 'don't know' responses to decrease, and this was not the case.

Chart 48: Percentage of secondary pupils in 2022 who reported that there was 'shouting and arguing', 'bullying/controlling behaviour' and/or 'violence' at home in the month before the survey, by gender.



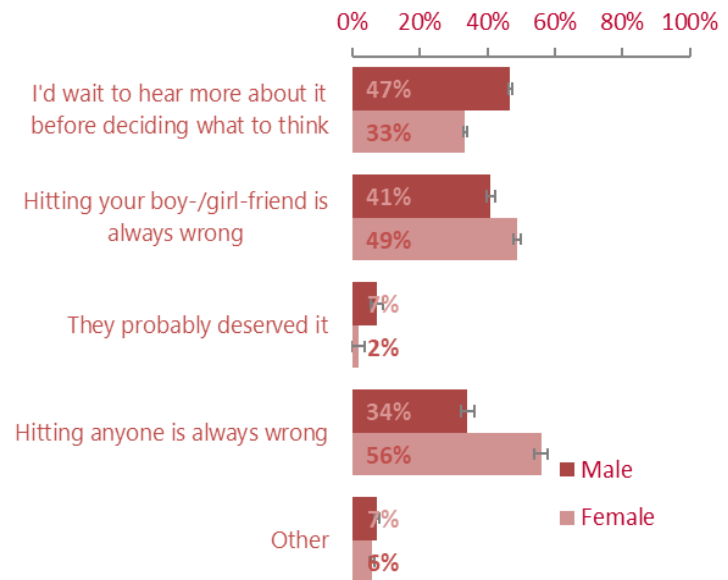
Relationship violence

46% of secondary pupils in 2022 said that hitting your boy/girl friend is always wrong; 47% said that hitting anyone is always wrong.

There is a large disparity in responses from boys and girls to these questions, as the chart adjacent illustrates.

4% of secondary pupils responded that they would think **the person probably deserved it** if they got hit by their boy/girlfriend, while 39% would wait to **hear more about it before deciding** what to think.

Chart 49: If you heard that someone in your year had been hit by their boyfriend or girlfriend, what might you think?



School lessons on safety

39% of secondary pupils responded that they have found school lessons about safety 'quite' or 'very' useful (54% in 2019); 14% have found them 'not at all useful' and 14% couldn't remember any.

Comparisons

39% of secondary pupils (years 8 and 10) responded that they have found school lessons about safety 'quite' or 'very' useful, which is similar to the 37% that we see in the reference sample.

Associations

Identifying an association between two findings does not necessarily imply a causative relationship between these things, but particularly where the difference observed is large and statistically significant, it provides an indication of such links and/or that these two issues may be connected to or exacerbated by another common factor affecting the pupil.

Students who said there was violence at home were more likely to agree that someone hit by a boy/girlfriend 'probably deserved it'.

Secondary pupils reporting that they had witnessed shouting, arguing and/or violence in the home, that worried them, during the previous month, were significantly more likely to also report lower mental and emotional wellbeing scores, than their peers.

A significant association was also found between witnessing shouting, arguing, violence and/or bullying/controlling behaviours in the home, during the previous month, and the likelihood of reporting hurting or cutting themselves as a means of responding to problems. Pupils witnessing any of these issues in the home were more than twice as likely to report self-harming behaviour.

Table 27: Percentage of pupils agreeing that someone in their year who had been hit by their boyfriend or girlfriend 'probably deserved it'

	Males	Females
Experienced violence at home	11%	5%
No violence at home	6%	1%

Table 28: Percentage of secondary pupils reporting a low mental and emotional wellbeing score (WEMWBS 14-27), by their responses to the conflict in the home questions

All year 8 & 10 pupils	14%
Witnessed shouting/arguments	27%
Witnessed bullying/controlling behaviours	39%
Witnessed violence/hitting	34%

Table 29: Percentage of secondary pupils reporting that they hurt or cut themselves in response to problems, by their responses to the conflict in the home questions

All year 8 & 10 pupils	10%
Witnessed shouting/arguments	24%
Witnessed bullying/controlling behaviours	34%
Witnessed violence/hitting	29%

11 Bullying

11.1 Perceptions of bullying

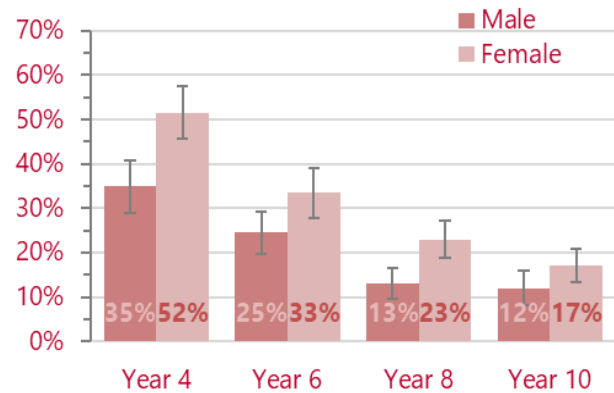
Primary and secondary schools

37% of primary pupils reported they felt **afraid of going to school because of bullying** at least 'sometimes'. Female pupils were more likely to report this than male pupils and this difference was statistically significant for primary school pupils overall (Females = 43%, Males= 29%)

18% of secondary pupils responded that they **didn't want to go to school because of bullying** at least 'sometimes' in the month before the survey. As observed for primary school pupils, female pupils were more likely to report this than male pupils and this difference was statistically significant for secondary school pupils overall (Females = 20%, Males= 12%).

The questions asked of primary and secondary pupils were slightly different, but in general terms there appears to be an increased fear of bullying reported by younger pupils, compared to older year groups responding to the survey, which is consistent with SHEU aggregate data where the questions are the same in both phases.

Chart 50: Percentage of primary and secondary pupils in 2022 who reported feeling afraid of going to school because of bullying at least 'sometimes' (secondary: 'in the last month'), by year group and gender.



Comparisons

37% of primary pupils reported they felt **afraid of going to school because of bullying** at least 'sometimes', which is slightly higher than the 33% seen in the reference sample.

This difference was also found in 2015 and 2019.

11.2 Experience of bullying

Primary and secondary schools

We offered primary and secondary pupils a list of behaviours associated with bullying.

The wording in the primary questionnaire was 'a few times' and in the secondary questionnaire 'sometimes'.

The range of bullying behaviours reported are relatively similar to those reported in 2019, although there are some that appear to have increased in prevalence for secondary school pupils; activities relating to mobile phone and social media use, sexual comments/jokes (female pupils) and the use of 'gay' as an insult.

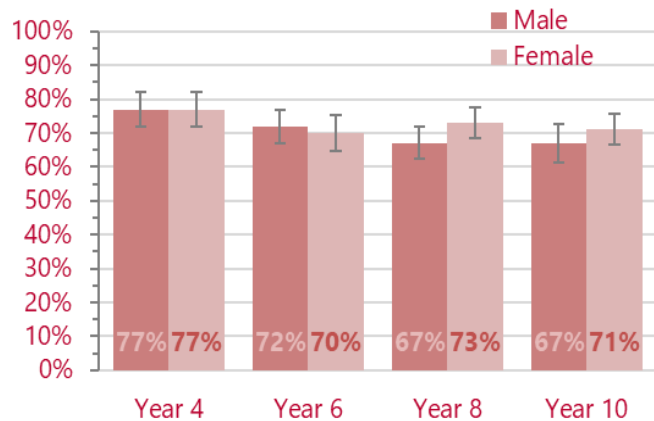
Table 30: Percentage of pupils responding that they have experienced the following at least a 'few times'/'sometimes' in the last month (top 10):

Primary Boys			Primary Girls		
1	Pushed/hit	52	Pushed/hit		45
2	Teased/made fun of (in a way they didn't like)	39	Teased/made fun of (in a way they didn't like)		37
3	Called nasty names	37	Called nasty names		36
4	Ganged up on	25	Their belongings taken/broken		28
5	Touched in ways they didn't like	22	Touched in ways they didn't like		25
6	Their belongings taken/broken	21	Ganged up on		24
7	Called 'gay' in a nasty way (whether they are gay or not)	20	Threatened in other ways		18
8	Threatened in other ways	17	Called 'gay' in a nasty way (whether they are gay or not)		14
9	Received a hurtful, unwanted or nasty text, call or voicemail on their phone	12	Received a hurtful, unwanted or nasty text, call or voicemail on their phone		12
10	Nasty comments made about them on a social networking site	8	Nasty comments made about them on a social networking site		10
Secondary Boys			Secondary Girls		
1	Teased/made fun of (in a way they didn't like)	41	Teased/made fun of (in a way they didn't like)		49
2	Pushed/hit	37	Called nasty names		38
3	Called nasty names	32	Pushed/hit		32
4	Called 'gay' in a nasty way (whether they are gay or not)	30	Received a hurtful, unwanted or nasty message		26
5	Their belongings taken/broken	17	Experienced sexual comments, jokes, gestures (in a way they didn't like)		25
6	Ganged up on	16	Received a hurtful, unwanted or nasty text, call or voicemail on their phone		24
7	Received a hurtful, unwanted or nasty text, call or voicemail on their phone	14	Their belongings taken/broken		20
8	Received a hurtful, unwanted or nasty message	14	Ganged up on		18
9	Experienced sexual comments, jokes, gestures (in a way they didn't like)	13	Called 'gay' in a nasty way (whether they are gay or not)		17
10	Threatened for some other reason	13	Someone used/changed a picture to humiliate them		15

An increase in the frequency with which sexual comments and jokes were reported, as well as the use of 'gay' as an insult, may in part reflect a greater awareness that these behaviours are unacceptable as well as a 'real' increase in these behaviours.

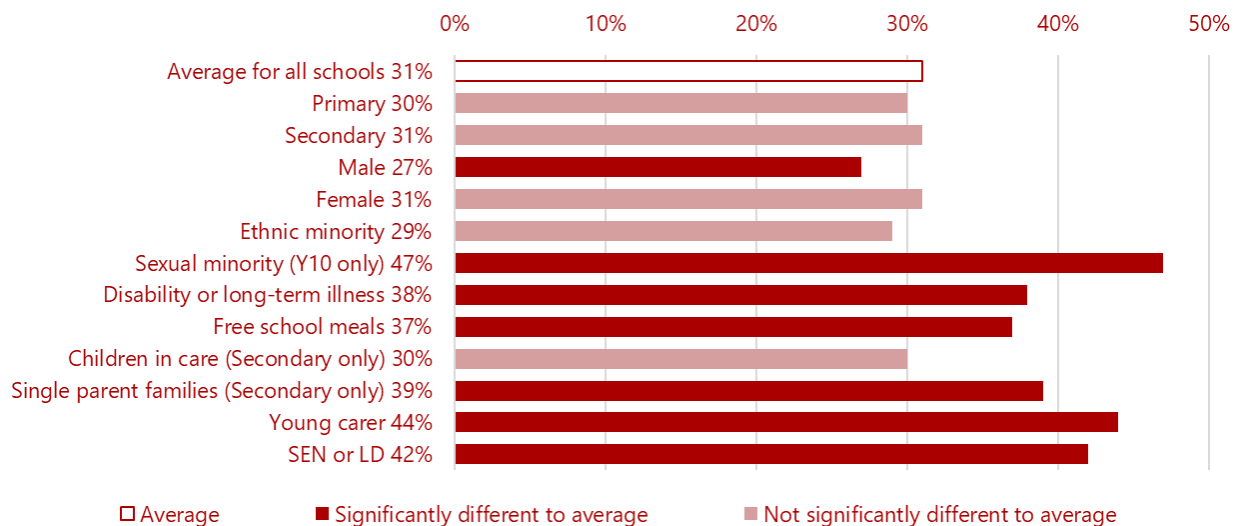
74% of primary pupils and 71% of secondary pupils reported they had **experienced at least one of these bullying or aggressive behaviours** in the last month, either 'a few times'/'sometimes' or more often.

Chart 51: Percentage of primary and secondary pupils in 2022 reporting experience of behaviours associated with bullying, in the last month, at least 'a few times'/'sometimes', by year group and gender.



Variation in Bristol - Pupils reporting experiences of bullying often/daily in the last month

Chart 52: Variation chart: percentages of respondents reporting they were bullied often/daily in the last month, all and by group.



A number of sub-groups within the pupil population were significantly more likely on average to report frequent bullying experiences. Nearly half (47%) of secondary school pupils in the 'sexual minority' group (identifying as gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex) reported such experiences compared to the secondary school average of 31%. Young carers, pupils living solely or mainly with one parent, pupils from poorer households (as indicated by eligibility for free school meals), and those reporting a disability, long term illness, special educational need and/or learning disability, were all significantly more likely on average to be experiencing frequent bullying behaviours than the average.

11.3 Schools' response to bullying

Primary and secondary schools

58% of primary pupils responded that their **school takes preventing bullying seriously (80% in 2019)**, while 14% said their school doesn't think it is. The rest (28%) are unsure.

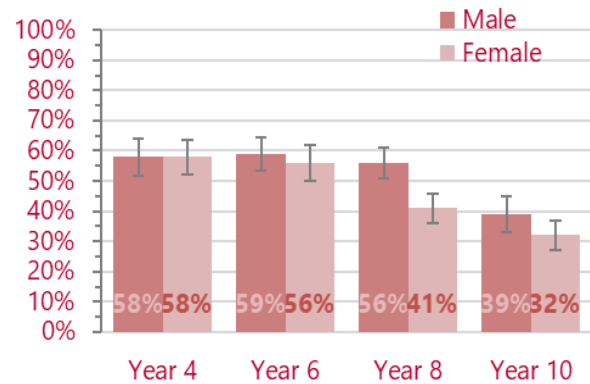
41% of secondary pupils reported they think their **school takes bullying at least fairly seriously** (53% in 2019).

26% of secondary pupils responded that they have found school lessons about bullying 'quite' or 'very' useful (39% in 2019); 27% have found them 'not at all useful' and 15% couldn't remember any.

Comparisons

26% of secondary pupils (years 8 and 10) responded that they have found school lessons about bullying 'quite' or 'very' useful, which is a little lower than the 31% seen in the reference sample.

Chart 53: Percentage of primary and secondary pupils in 2022 who reported their school takes preventing bullying 'fairly' or 'very seriously' (primary) / school takes bullying 'fairly' or 'very seriously' (secondary).



Associations - Bullying & Wellbeing

Comparing the responses to the question on the frequency with which bullying behaviours were experienced, with the scores achieved for mental and emotional wellbeing*, allows us to investigate the association between bullying and wellbeing.

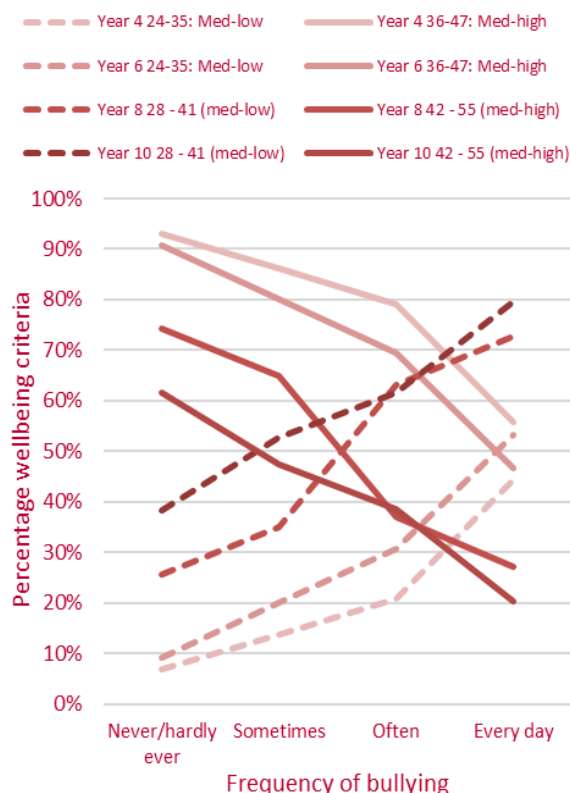
Within the survey response data there is a marked and consistent association between lower wellbeing scores and experience of bullying behaviours, where individuals experiencing more frequent bullying are more likely to achieve lower wellbeing scores and less likely to attain higher scores.

On the chart opposite, we can see the dotted lower wellbeing lines generally climb, and the solid higher wellbeing lines fall, as the frequency of bullying increases from left to right.

We cannot tell from these figures if bullying has a detrimental effect on wellbeing, or if pupils with poor emotional wellbeing are more likely to be bullied, or both.

*Secondary pupils were assessed using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) and primary pupils the Stirling Children's Wellbeing Scale (SCWBS).

Chart 54: Percentages of pupils with 'medium-low' or 'medium-high' wellbeing scores in 2022, by frequency of bullying experiences and year group



11.4 Responses to Bullying

Primary schools

41% of primary pupils responded that they **told a parent/carers** about the negative behaviour they have experienced, while 12% said they **told a member of staff at school** (18% in 2019).

Table 31: Percentage of primary pupils in 2022 responding that they told the following people about the negative behaviour they experienced (top 5):

Primary Boys			Primary Girls		
1	Parent/carers	37	Parent/carers	46	
2	No-one	23	A friend	24	
3	A friend	18	Brother/sister	13	
4	A member of staff at school	11	No-one	12	
5	Brother/sister	8	A member of staff at school	12	



12 Personal Social and Health Education

12.1 Useful school lessons

Secondary schools

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

They were offered the following options:

- Can't remember any
- Not at all useful
- Some use
- Quite useful
- Very useful

Lessons about *Safety*, *Physical activity* and *Mental health and well-being* are considered the most useful on the list overall. (*Safety* and *Physical activity* were also in the top three in 2019 and 2015.)

Year 10 pupils also rated well their lessons about *Sexually transmitted infections* and *Contraception and pregnancy* (which Y8 pupils would likely not yet have received).

Table 32: Percentage of all secondary pupils (ages 12-15y) in 2022 rating the usefulness of school lessons on different topics

	Can't remember any	Not at all useful	Some use	Quite useful	Very useful
Managing money	50%	20%	19%	6%	4%
Citizenship	45%	18%	23%	10%	3%
Drug education (including alcohol and tobacco)	19%	16%	35%	21%	8%
Contraception and pregnancy	23%	17%	30%	22%	7%
Sexually transmitted infections	29%	17%	24%	22%	7%
Other aspects of sex and relationships	24%	17%	31%	20%	6%
Mental health and well-being	14%	23%	29%	22%	11%
Bullying	15%	27%	30%	17%	9%
Healthy eating	18%	21%	30%	19%	10%
Cooking	25%	18%	23%	19%	13%
Physical activity	14%	14%	30%	24%	16%
Safety	14%	14%	31%	22%	16%

Comparisons

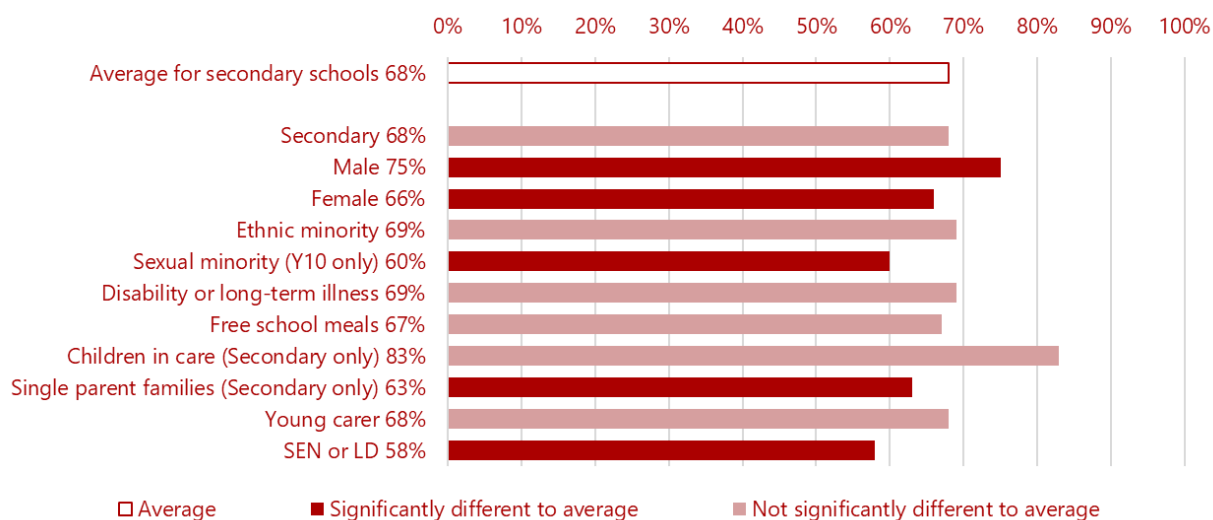
Comparing the 2019 and 2022 survey results for this question we find that recollection and perceived usefulness has declined for all topics between these surveys, most notably in relation to drug and other substance use, safety, healthy eating, and cooking.

Associations

Taking the response data at face value, pupils who rate their drug education lessons as 'quite useful' or 'very useful' were on average much less likely to report that they were drug users, a finding seen in other local authority data sets (<http://sheu.org.uk/content/page/report-drugs>). The direction of causation here is not clear; it is possible that those pupils finding these lessons most useful are subsequently less likely to use illegal drugs as a result, but it may well also be the case that pupils already using these substances are find the lessons less relevant to them. Either of these mechanisms would create the association observed in the data.

Variation in Bristol - Pupils who found PSHE lessons on 6+ topics at least of some use – Secondary pupils only

Chart 55: Variation chart: percentages of respondents in years 8 & 10 only, who found PSHE lessons on 6+ topics at least of 'some use', all and by group.



Pupils in the 'sexual minority' group (identifying as gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex), pupils living solely or mainly with one parent, and pupils with special educational needs and/or learning disabilities, were significantly less likely on average to have found half or more of their PSHE lessons of some or more use, than the secondary school average in the 2022 survey.

12.2 Pupil perceptions

Primary and secondary schools

Absence from school

55% of primary pupils and 51% of secondary pupils said they had been absent from school in the last month.

In the primary and secondary school responses, female pupils were more likely to report an absence from school during the previous month, but the disparity was much greater for secondary school respondents.

Pupils were asked about reasons for absence, and illness or injury came top of the list for both primary and secondary pupils with about a third of all pupils giving this reason.

Table 33: Percentage of primary pupils responding that they have been away from school due to the following reasons in the last month (top 5):

	Boys		Girls	
1	Ill or injured	32	Ill or injured	36
2	Appointments doctor/dentist	17	Appointments doctor/dentist	26
3	Day trip/holiday in term time	15	Day trip/holiday in term time	16
4	Shopping	7	Helping or looking after someone at home	7
5	Their birthday	7	Shopping	7

Table 34: Percentage of secondary pupils responding that they have been away from school due to the following reasons in the last month (top 5):

	Boys		Girls	
1	Ill or injured	35	Ill or injured	45
2	Appointments doctor/dentist	14	Appointments doctor/dentist	25
3	Day trip/holiday in term time	6	I had my period	16
4	Other	4	Worries about school	10
5	Worries about school	3	Day trip/holiday in term time	7

'Ill or injured' is rather higher in 2022 among secondary females than in 2019 (45% vs 36%).

16% of secondary females has been absent in the last month because they had their period, this figure was 10% in the previous survey in 2019.

One aspect which was investigated in more detail in the survey was in relation to 'period poverty' – the situation where school absence arises among young women who cannot afford sanitary products. A supplementary question was asked of females, *If you ever missed school because of having a period, why was this?* The figures in the following table are asked of those who said they had been absent because of a period but have been given as a percentage of all females in each phase.

Affordability was among the least frequent of all reasons with 1% of secondary females reporting this as a reason, although another 1% reported not having a sanitary towel or tampon.

Table 35: Percentage of females in 2022 who said that they have missed school because of having a period giving the following details (by phase):

		Pri	Sec
1	They were in pain and not feeling well	8	47
2	They didn't want to do PE/Games	1	14
3	They were embarrassed to come to school	2	3
4	Didn't have a sanitary towel/tampon	0	1
5	Other reason	1	1
6	Can't afford to buy sanitary towel/tampons	0	1

13 Economic Wellbeing

13.1 Employment

Secondary schools

10% of the pupils in this survey have a **regular paid job** during term-time.

The average length of time spent working last week by those who have paid work was about 4 hours.

Among types of work, **babysitting** was reported most often by girls.

4% of secondary pupils responded that they got paid more than £10 in the week before the survey from their regular paid work (less than in 2019).

10% of pupils responded that they have found school lessons about managing money 'quite' or 'very' useful (less than in 2019); 20% said they have found them 'not at all useful' and 50% couldn't remember any.

Trends over time

There was a marked and unexplained peak of regular earning among secondary school pupils in 2010, but figures in the last three waves of the study have been lower than this and possibly on a decreasing trend.

Chart 34: Percentage of secondary pupils in 2022 who reported they have a regular paid job during term-time, by year group and gender.

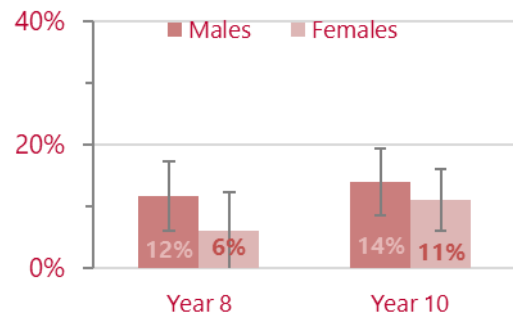
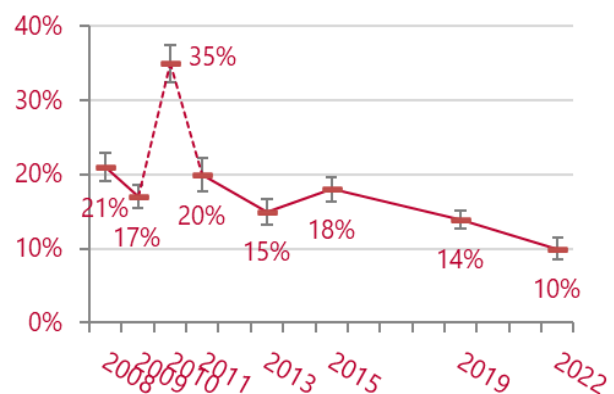


Table 36: Most common forms of work (in order), % of all respondents:

Boys			Girls		
1	Other work	4	Babysitting	2	
2	Paid housework	2	Other work	2	
3	Shop work	1	Paid housework	1	

Chart 56: Percentage of secondary pupils who reported regular paid term-time job, in each wave of the survey 2008-2022.



13.2 Aspirations

Secondary schools

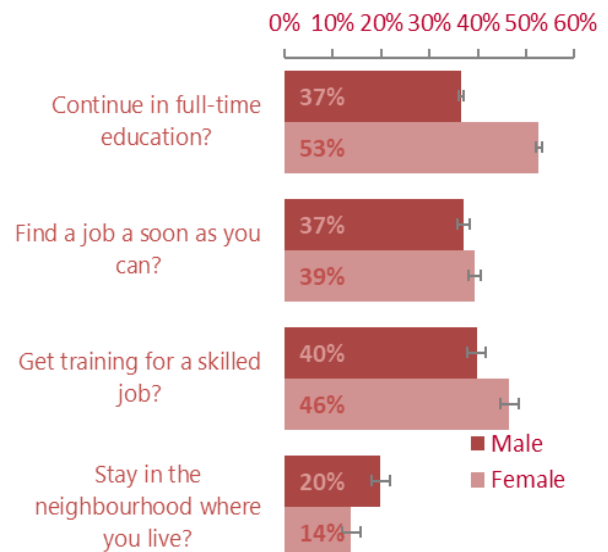
Pupils were asked what they intended to do once they can leave school.

47% of Year 10 pupils wanted to **stay in full-time education**, an aspiration more common among female than male pupils (female = 53%, male = 37%). 38% of Year 10 pupils reported that they would find a job as soon as possible.

A lower proportion of pupils reported that they planned to get training for a skilled job beyond the end of school, in 2022 (44%) compared to the 2019 survey (56%).

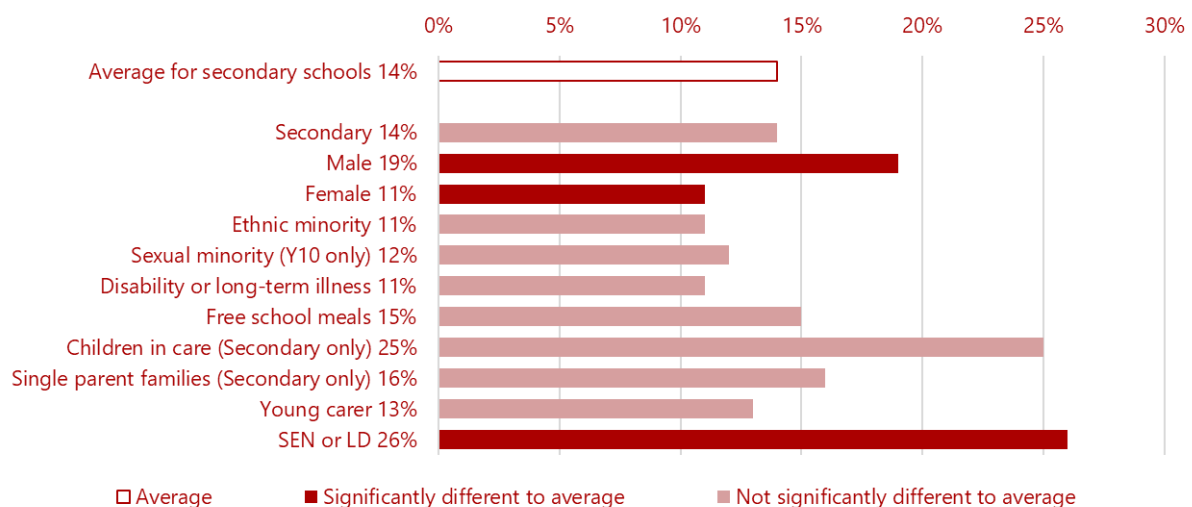
The proportion of pupils specifying that they **did not intend to remain in full-time education** at the end of school, was similar to that reported in 2019. Male pupils and pupils with special educational needs and/or a learning disability were significantly more likely on average to report this.

Chart 57: Percentage of Year 10 pupils in 2022 by response to the question: 'Once you can leave school, what do you want to do?', by year group and gender.



Variation in Bristol - Pupils not intending to stay in education – Secondary only

Chart 58: Variation chart: percentages of respondents reporting they **do not** intend to stay in full-time education at the end of secondary school, all and by group.



14 Coronavirus

14.1 Coronavirus and home study

Primary and secondary schools

The majority of pupils spent some time studying at home during the year prior to the 2021/22 Pupil Voice survey due to lockdown school closures and limited access arrangements.

Access to somewhere quiet to study was an issue reported by 42% of primary school respondents 'at least sometimes', and 29% of secondary school respondents.

Getting online to access lessons was another problem for many pupils, reported by 48% of primary school respondents 'at least sometimes', and 36% of secondary school respondents.

Table 37: Home study experiences, % of all respondents:

Primary		Secondary	
Studied at home last year	87	Studied at home last year	96

Did you have somewhere quiet to study? % of all respondents:

Primary		Secondary	
Not at all	17	Not at all	8
Sometimes	25	Sometimes	21

Did you have to share devices to get online for lessons and homework? % of all respondents:

Primary		Secondary	
Every day/most days	24	Every day/most days	15
Sometimes	24	Sometimes	21

14.2 Coronavirus worries

Primary and secondary schools

Pupils were presented with a list of potential Covid-19/pandemic related concerns (see page 37 in section 7.1 for the list) and asked to select how much and often these had been a worry for them if applicable.

69% of primary pupils and 63% of secondary pupils responded that they worried about at least one of the school and coronavirus-related issues listed 'quite a lot' or 'a lot'.

33% of primary pupils and 37% of secondary pupils responded that they worried about catching up with school work 'quite a lot' or 'a lot'.

Table 38: Most common worries about coronavirus (in order), % of all respondents:

Primary Boys			Primary Girls		
1	Understanding school work	37	Understanding school work	39	
2	Catching up with school work	31	Catching up with school work	35	
3	COVID-19 spreading at school	27	COVID-19 spreading at school	32	
4	Mixing with people at school again	25	Parents worry about school work	23	
5	Starting up activities again	25	Starting up activities again	21	
Secondary Boys			Secondary Girls		
1	Understanding school work	26	Understanding school work	47	
2	Catching up with school work	26	Catching up with school work	43	
3	Parents worry about school work	20	Parents worry about school work	27	
4	COVID-19 spreading at school	15	COVID-19 spreading at school	21	
5	Mixing with people at school again	9	Mixing with people at school again	15	

Understanding their school work, and parental/carer concerns about their school work were also high in the list of concerns. Worry about catching Covid-19 at school appears to have been a major concern for primary school pupils (30%), but a little less so for those in secondary school (18%).

14.3 Coronavirus experiences

23% of primary boys and 26% of girls agreed that they have struggled to maintain their friendships during the coronavirus pandemic; the figures in secondary schools were 14% and 30% respectively.

58% of primary boys and 49% of girls agreed that they have felt generally quite positive/happy during the pandemic; the figures in secondary schools were 56% and 33% respectively.

16% of primary pupils and 11% of secondary pupils 'agree' or 'strongly agree' that they have felt less safe within their home because of increased family tensions.

42% of primary pupils 'agreed' or 'strongly agreed' that life during the coronavirus has improved their relationship with their family and 52% agreed that they have found easy ways of communicating with people; the figures in secondary schools were 34% and 66% respectively.

**Table 39: Experiences about life during coronavirus
% responding 'agree' or 'strongly agree': in 2022**

	Pri	Sec
It has improved my relationship with my family	42%	34%
I have struggled to maintain my friendships	25%	24%
I have found easy ways of communicating with people (e.g. via Internet)	52%	66%
I have felt less safe within my home because of increased family tensions	16%	11%
I have struggled to maintain my relationships with family who I don't live with	22%	18%
I have felt generally quite positive/happy	53%	42%
I have struggled to maintain my relationships with family I live with	15%	10%
I have felt closer to my friends	38%	33%

14.4 Coronavirus hardship

2% of primary pupils said their household hasn't been able to get enough food for everyone 'at all', while 6% said it only 'sometimes' has; the figures in secondary schools were 1% and 3% respectively.

92% of primary pupils said their family has been able to get enough food for everyone 'most days' or 'every day/almost every day'; the figure in secondary schools was 96%.

24% of primary pupils said their household has used 'food banks' or similar sources of free or subsidised food at some point, while 13% said it at least 'sometimes' does; the figures in secondary schools were 12% and 5% respectively.

15 Methods and analysis

15.1 The respondents in 2022

The report arises from a survey of children and young people in primary and secondary schools in Bristol conducted in the academic year 2021-22, following seven earlier surveys in 2008, 2009, 2010, 2011, 2013, 2015 and 2019.

Over 4,500 young people took part in the 2021-22 survey from 31 schools, including 3,285 pupils from the year groups shown in the table, on which this report is based.

Where we have split the sample by sex/gender, we have excluded all but the boy/male and girl/female groups. The rationale for this decision is explained in section 2 of the report (page 10).

This means that the total available sample is more than the numbers of boys and girls reported, and year group totals cannot be calculated by taking the average of boys and girls.

Table 40: Response to Pupil Voice Survey 2022 by year group

2021-2022	Primary		Secondary	
	Year 4	Year 6	Year 8	Year 10
Ages	8-9yrs	10-11yrs	12-13yrs	14-15yrs
Boy / Male	310	350	492	316
Girl / Female	335	299	495	432
Transgender*	6	5	26*	22*
Non-binary	6	7	27	19
Not sure	5	8	13	15
Something else	2	3	14	10
Don't want to say	13	14	27	15
[Not specified]	27	1	11	8
Total	704	687	1079	815
% of sample	21%	21%	33%	25%

*Please note that secondary pupils were asked whether they considered themselves 'transgender' separately to describing their gender identity, therefore the figures in the year 8 and year 10 columns of the adjacent table do not add up to the pupil totals for those year groups.

External validity; participation, coverage, and representation

Whether the results of this survey can be taken to represent a true reflection of the feelings, opinions, and lifestyles of the pupils in Bristol schools more widely, depends in part on the quality of survey and question design, but also the number of respondents, the proportion of schools and pupils that participated and whether those responding can reasonably be considered to represent the population of interest. In this case; key stage 2 to 4 pupils attending Bristol schools.

The rest of this section provides a summary of analyses and statistics designed to describe the nature and size of the response to the Pupil Voice survey in 2022. Where possible comparisons are made between what we know about the survey respondents, and the wider school population of Bristol. This information should allow for a consideration of the merits of the survey response in terms of how representative or not it might be of that wider population of the city, and what to bear in mind when interpreting the results.

Participating schools

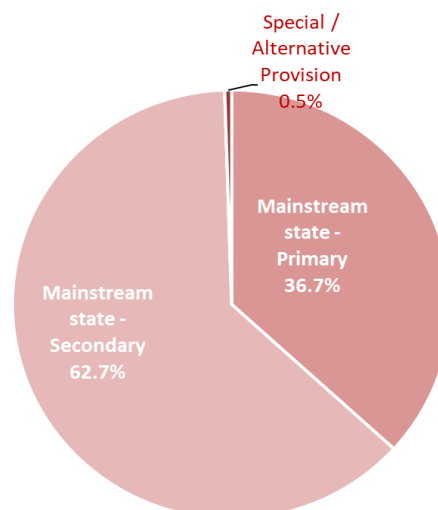
All Bristol schools with key stage 2 to 4 pupils (academic years 3 to 11) are eligible to participate in the Pupil Voice survey. Approximately 20% of Bristol schools participated in 2022.

All types of schools in the city are eligible to participate in the Pupil Voice survey (including independent/private schools and alternative/special provision) but the majority of the response (99%) came from mainstream state schools. This has tended to be the case in the previous years of the survey also (97% in 2019).

No independent/private schools participated and only 2 establishments that would be described as special/alternative provision took part in 2022.

Approximately 20% of mainstream primary schools and 45% of mainstream secondary schools in Bristol participated in Pupil Voice 2022.

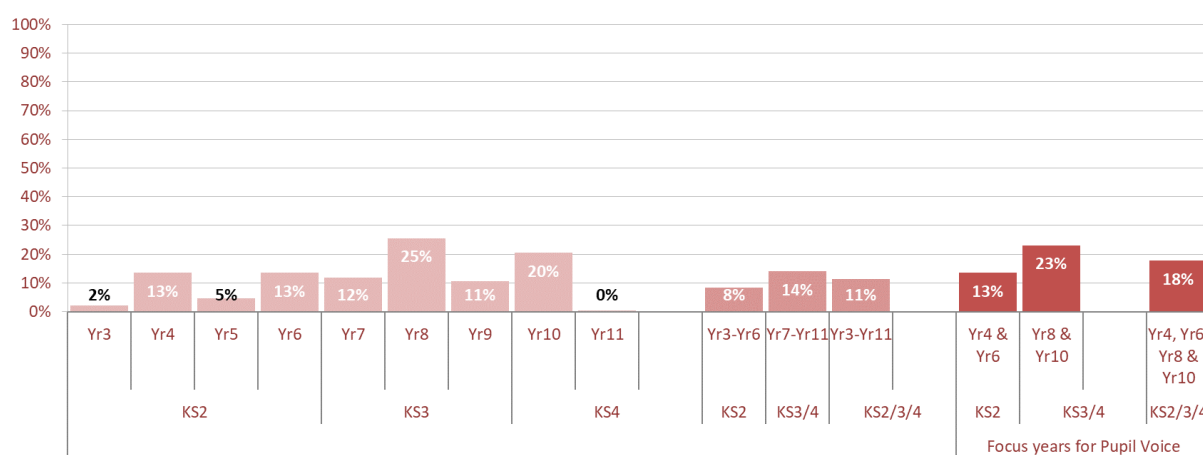
Chart 59: Response to Pupil Voice Survey 2022, % of pupils responding by school type



Participating pupils - Coverage

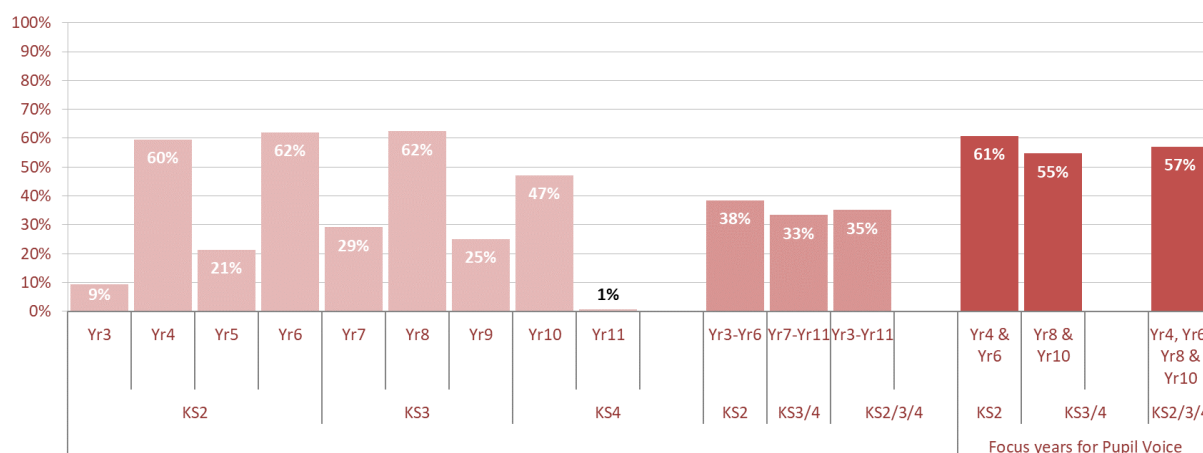
Detailed demographic data is only available within Bristol City Council on mainstream state school pupils, therefore comparisons of responders and non-responders, at a school or pupil scale are restricted to these schools.

Chart 60: Pupil Voice 2022 response rate, of all mainstream schools in scope for Pupil Voice (KS2/3/4), by key stage and academic year



Approximately 11% of all key stage 2 to 4 pupils in mainstream state schools in Bristol responded to the Pupil Voice survey in 2022. A higher proportion (18%) responded overall from the four academic years that the survey is designed to focus on (years 4, 6, 8 and 10). The response to the survey was markedly down on the levels in 2019 where the coverage statistics were 20% and 38% respectively. It is likely that pandemic-related disruption will have contributed to this lower response through its impact on schools and diverting the work of the public health team within the local authority.

Chart 61: Pupil Voice 2022 response rate, of all mainstream schools that participated in Pupil Voice (KS2/3/4), by key stage and academic year

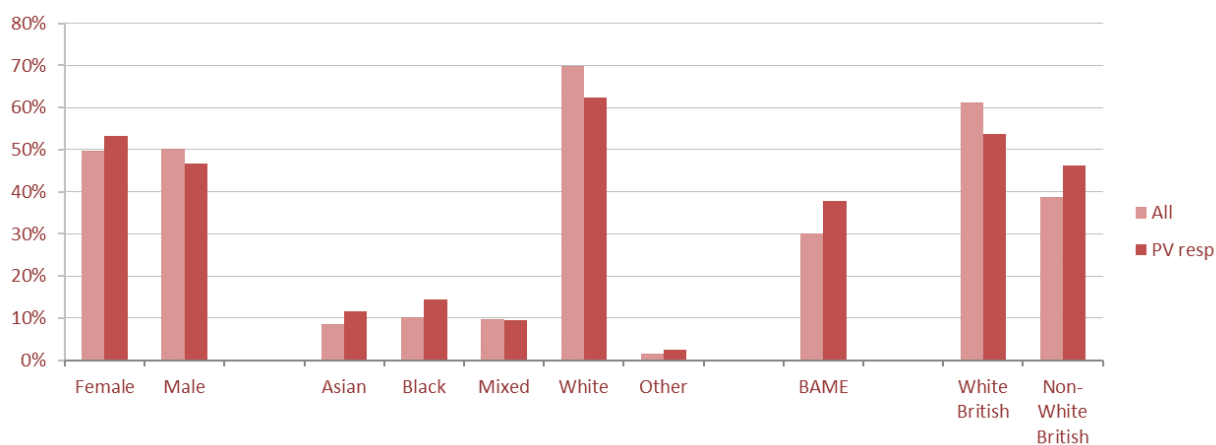


Within the **participating** Bristol mainstream state schools overall, approximately 35% of all key stage 2 to 4 pupils responded to the Pupil Voice survey in 2022. In the focus years for the survey (years 4, 6, 8 and 10), in participating schools that response rate rose to 57%. This is lower than the 74% achieved in 2019, but still a reasonable level of participation and coverage from which to draw wider conclusions with some care.

Participating pupils & Wider pupil population – Gender and ethnicity

The charts below compare the gender and ethnicity of respondents to the Pupil Voice survey in 2022, to what is known about the total pupil population of mainstream state schools in Bristol from the regular pupil census, using results from the May 2022 census. In addition to considering the levels of coverage, exploring the similarities (or otherwise) between the distribution of demographic characteristics in the responding pupil cohort, and the total pupil population provides useful indications as to whether it is reasonable to assume that inferences taken from the survey response may also apply to the wider pupil population in the city.

Chart 62: Comparing gender and ethnicity characteristics of Pupil Voice respondents to all pupils in Bristol mainstream state schools (KS2/3/4)



By and large, the respondent population can be considered broadly similar in terms of the gender and ethnicity breakdown presented in the chart above, to the wider pupil population and all groups were represented within the response to some degree. However, there was some overrepresentation of female and non-White British respondents within the secondary school response particularly.

The participation of a large female-only secondary school is mainly behind the issue relating to female respondents, and the resulting 56:44 split may create marginally female skewed overall statistics for

secondary school pupils, but as most findings are presented split into female and male responses the impact on the validity of findings presented in this report should be relatively limited.

Within the secondary school response cohort there was an overrepresentation particularly of pupils from Asian and Black ethnic backgrounds, in comparison to the proportions in the school population overall. On the whole, the resulting split of secondary pupil responses was close to 50:50 for White British vs Non-White British respondents, when the split in the total school population is approximately 60:40. This may introduce a slight non-White British skew to overall statistics presented within this report, which should be borne in mind when relating the results for secondary pupils particularly to the wider population.

The variation charts (explained in section 15.2 that follows) present ethnic minority specific statistics for a selection of important measures and indicators within this report. These should help the reader make some assessment of whether there are meaningful differences between the White British and non-White British pupils for those issues covered and thus whether the skew to the response is likely to have influenced the overall statistics in one direction or other.

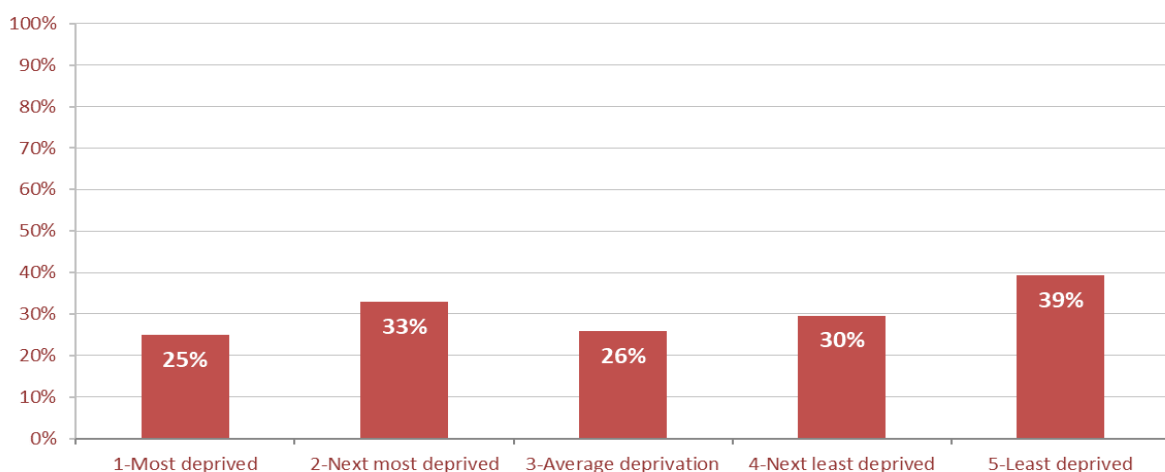
Participating schools & Wider pupil population – Deprivation

Deprivation is associated with the prevalence of many (but not all) public health problems and risk factors. Typically, and on average at the population scale, those living in areas of higher deprivation will tend to experience higher levels of risk and poorer outcomes. So, it is important to bear this aspect of the respondents' circumstances in mind when interpreting the survey results.

In Bristol, for public health analysis purposes, the mainstream state schools are allocated a deprivation quintile, based on the average deprivation score (IMD 2019) for the pupils recorded as attending each school on the latest pupil census. This is derived from the lower super output area (LSOA) of residence for each pupil. Charts 62, 63 and 64 provide an indication of the school participation rates by deprivation quintile. The analysis is weighted by the pupil population of the schools involved to allow for the variation in the sizes of schools across the city.

These charts provide an approximate indication of whether the participating schools can be considered to represent the spectrum of deprivation across the city's schools more broadly.

Chart 63: % of schools responding to Pupil Voice 2022, by deprivation quintile of school (average pupil IMD 2019 deprivation score), mainstream Bristol state primary and secondary schools - Weighted by pupil numbers



In broad terms, and in the context of a comparison and method used here that can only ever provide an approximation, overall for the mainstream state primary and secondary schools in Bristol (chart 62), there is a reasonably even distribution of school participation across the deprivation range. However, there is a slight gradient in terms of around 10% higher participation of schools at the least deprived end of the range overall, and around double that in the same direction examining the primary schools in isolation (chart 63 overleaf).

This means in effect that the overall and primary school specific statistics presented in this report will be based on an overrepresentation of the views and responses of pupils living with less deprivation on average than the school population of the city as a whole. This skew should be marginal for combined primary and secondary school statistics but may be more pronounced for primary school specific statistics, and should be borne in mind when interpreting them. These results may tend to be more positive than the probable average across the school population of the city more widely for those issues where deprivation is an important factor.

Considering the secondary schools in isolation (chart 64) there is again representation from all deprivation quintiles, but the levels are uneven. Overall, though the gradient across the scale is relatively flat and unless a measure or response is peculiar to pupils living in 3rd and 4th quintiles, or 2nd and 5th quintiles, secondary school overall statistics should be reasonably representative of the total secondary school population of the city as a whole.

Given the importance of deprivation as a factor in poorer public health outcomes, this potential skew to the responses needs to be borne in mind when interpreting survey results, especially if attempting to draw conclusions from them to apply to the wider pupil population, or city as a whole. Because of the varied and complex relationships between deprivation and the issues investigated in this report, and other factors at play, it is not possible to adjust precisely for these aspects of the response, but some clues to the influence of deprivation on some of the indicators presented in this report can be found in the statistics for pupils eligible for free school meals presented in the 'variation charts' explained in section 15.2 overleaf.

Chart 64: % of schools responding to Pupil Voice 2022, by deprivation quintile of school (average pupil IMD 2019 deprivation score), mainstream Bristol state **primary schools** - Weighted by pupil numbers

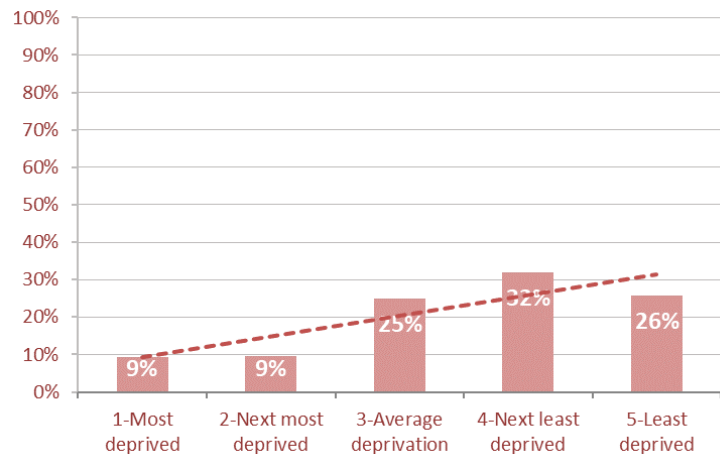
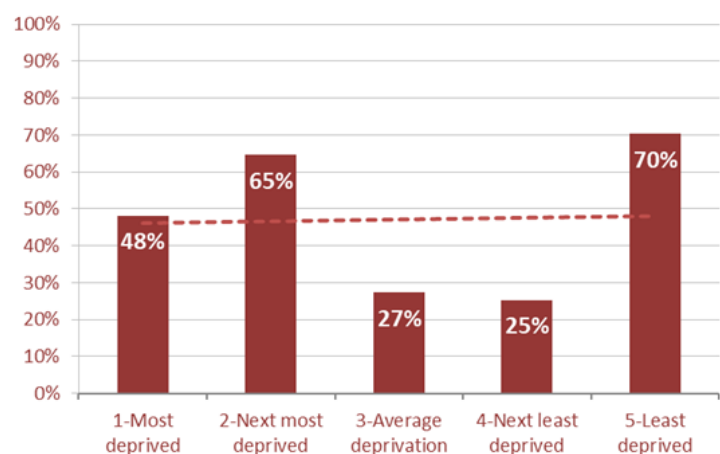


Chart 65: % of schools responding to Pupil Voice 2022, by deprivation quintile of school (average pupil IMD 2019 deprivation score), mainstream Bristol state **secondary schools** - Weighted by pupil numbers



15.2 Variation in the Bristol survey

For every headline figure it is likely that important variation exists underneath. For example, when you look at numbers not eating enough fruit and vegetables there may be differences between boys and girls, between ethnic groups, or between pupils in single-parent families and their peers. Throughout the report we have selected key behaviours and looked at the variation in those behaviours between important sub-groups.

These sub-groups within the population responding to the Pupil Voice survey are described in more detail in section 2 of this document, and summarised in the next two tables:

Table 41: Description of Analysis Groups

Primary	Year 4 and Year 6
Secondary	Year 8 and Year 10
Male	Responded with 'boy' (primary) or 'male' (secondary)
Female	Responded with 'girl' (primary) or 'female' (secondary)
Ethnic minority	Any group given other than White British
Sexual minority (Year 10 only)*	Gay, lesbian, other (sexual orientation), trans/transgender, non-binary, gender diverse and/or intersex
Disability or long-term illness	Responded 'yes' to Do you have a long-standing illness or disability?
Free school meals	Currently receiving free school meals
Children in care (Years 8 & 10 only)	Live with foster carers or in residential care
Single parent families (Years 8 & 10 only)	Live mainly or only with Mum, or Live mainly or only with Dad
Young carers	Identify as young carer
Special educational need or learning difficulty (SEN or LD)	Responded 'yes' to Do you have a special educational need or a learning difficulty?

**For more explanation of this group see section 15.3*

Table 42: Sample/response sizes for each analysis group:

	N
All respondents	3,285
Primary	1,391
Secondary	1,894
Male	1,468
Female	1,561
Ethnic minority	1,358
Sexual minority (Y10 only)	144
Disability or long-term illness	216
Free school meals	579
Children in care (Secondary only)	15
Single parent families (Secondary only)	367
Young carer	219
SEN or LD	339

For charts referring to both primary and secondary school pupils, an individual respondent will be a member of at least two of the above sub-groups, and possibly several more, depending on their answers to the demographic filter questions in the survey. These categories are not therefore mutually exclusive. All the sub-groups will be part of the 'all respondents' or 'average for all schools' response group presented at the top of the chart.

Small sample sizes (such as those for children in care) are liable to produce more extreme results. Comparisons with these groups should be interpreted carefully and in context of these relatively small sample sizes.

Behaviours

The results from these analyses are given as 'variation charts' in each section, which appear as below:

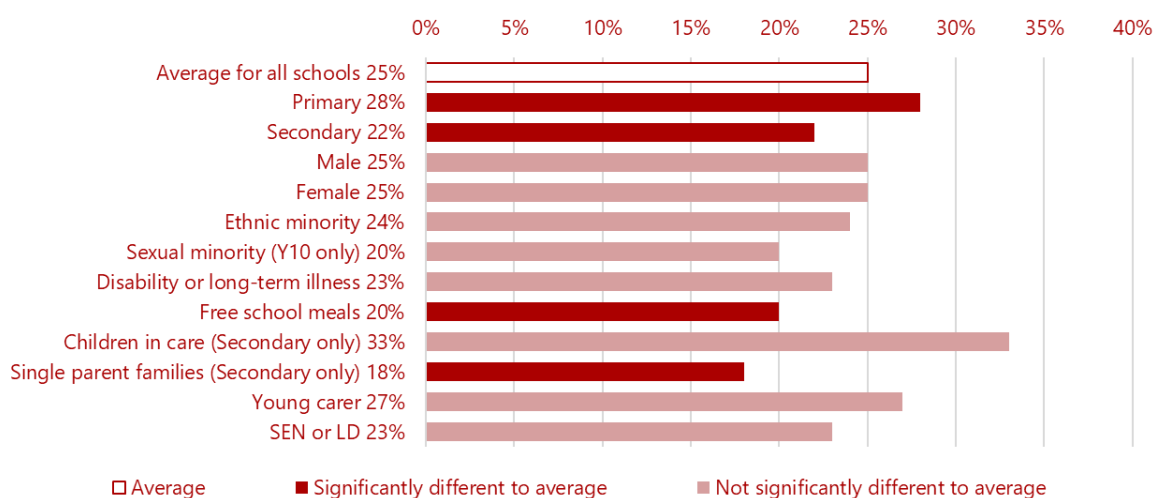
Table 43: List of analysis charts

Section	Variation chart indicator
Food & Nutrition	Eat fewer than 5 portions of fruit and/or vegetables per day (on the day before the survey)
Physical activity	Sporting and/or physical activities more than once per week, in addition to school lessons. Less than 9 hours' sleep last night.
Sexual Health	More than 3 hours of screen time on the day before the survey Know how to access sexual health services (secondary only)
Substance misuse	Drank alcohol in the last 4 weeks Smoked in the last week Ever taken illegal drugs
Emotional health & wellbeing	Assessed with a low mental wellbeing score
Health & Hygiene	Any teeth filled or removed
Safety	Unintentional injury in last year
Bullying	Bullied often/daily
Economic wellbeing	Do not intend to stay in full-time education

These charts provide the overall figure for all available respondents (first bar) followed by the percentages for the behaviour for each sub-group. In a small number of instances, where a variation chart refers to just primary or just secondary pupils, the 'average for all schools' and the sub-groups presented on the chart refers just to these academic years. In all other instances the 'average for all schools' refers to primary and secondary school responses combined.

Statistical significance testing (at $p < 0.05$) has been performed, and where a group has an average value for the indicator that is significantly different to the average for all respondents, this is indicated by a slightly darker tone on the bar.

Chart 66: Variation chart: (EXAMPLE) percentages of pupils, all and by group



N.B. In this example, the value for children in care is the largest of all, but is not marked as statistically significantly different, and indeed it is not. The number of children in care is small, and the reliability of that figure is relatively low, so we would need an even higher figure for us to declare with sufficient certainty that the prevalence in this group is higher.

15.3 Addressing sexual and gender identity in the analyses

As explained in the previous section, for the purposes of examining the variation in risks and outcomes across the pupil population based on a variety of potentially influential aspects of their demographics, health status and family situation, some of the analyses in this report use pupil categories.. How pupils are assigned to these groups is explained in section 2 of this report, but the derivation and rationale for the 'sexual minority' group benefits from further explanation as it is a more complex grouping (based on a number of questions relating to gender identity and sexual orientation) and relates to an area of identity that is developing very quickly, and where a wide variety of viewpoints and interpretations can be found. It is therefore important to explain how and why the choices made with this grouping were made, to acknowledge that there are other interpretations, and explain the plans to address this with expanded analyses in future iterations of this survey.

Tables 5, 6 and 7 in section 2 of this report show how pupils identifying as and/or with any of the following are grouped within the 'sexual minority' category for the purposes of variation analyses:

Question: Which of the following best describes how you think about yourself?

- Gay/lesbian
- Bisexual
- Other

Question: Which of the following most nearly describes your gender?

- Transgender
- Non-binary

Question: Would you describe or recognise yourself as any of the following?

- Trans/Transgender
- Gender diverse
- Intersex

It may be rightly argued that lesbian, gay and bisexual (LGB) young people have a very different status to transgender (T) young people, but the transgender group is not large enough to analyse usefully by itself, and where differences are to be found between the transgender group and the whole population, they tend to be similar to the differences we see in the LGB group. As was stated in relation to the aggregation of ethnic groups in section 2, such groupings are sometimes a matter of analytical necessity and compromise to generate indicative statistics, to identify important and large differences between this group and other pupils and does not suggest that the constituent identities grouped here are necessarily very similar to one another in all respects.

The growing awareness apparent amongst young people in respect of a more diverse appreciation of gender identity and sexual orientation is clear from the increasing proportion of pupil respondents to the survey describing themselves as other than male, female and/or heterosexual. In 2019, 7% of secondary school respondents described themselves as gay, lesbian, bisexual or other, in 2022 that proportion was 17% and while the questions around gender changed slightly between the iterations of the survey it appears the proportion that reported they were transgender more than doubled.

This growing and increasingly nuanced range of identities and the related terminology that describes them, are capturing a much greater and more detailed range of degrees of difference from the more traditional male/female and heterosexual identities. After some consideration of the response data to the 2021/22 survey, and investigation of the alternatives, the analyses in this report are not including those pupils within the 'sexual minority group' for analysis that described themselves as 'something else' or 'not sure/questioning' in response to the questions around gender and identity. It was felt that we could not confidently interpret what the responses along these lines meant precisely in respect of gender and identity, and that it risked making the interpretation of the resulting statistics more ambiguous.

However, it is important to acknowledge this expanding range of gender and sexual identities, and understand how it may or may not be associated with specific risks and outcomes. The Pupil Voice survey is an important means of investigating new and emerging themes in children and young peoples' health and wellbeing so we will be working with the survey provider to ensure the next Pupil Voice survey (2023/24) will be purpose designed from the outset to capture a greater range of gender and sexual identities. Our intention will be to present statistics for both the existing LGBT group and an expanded more inclusive grouping also, with more confidence and precision.

15.4 Trends over time

This study follows seven previous similar exercises since 2008.

The sample sizes for each wave of the study are shown in the table. Over 40,000 young people took part in the survey from 137 schools, including 36,000 pupils from the year groups shown in the table.

The figures from the most recent study can be compared with figures from previous surveys, and it may be possible to see trends. In total, responses from 3,285 pupils are shown in this report.

For instance, the proportion of primary pupils in Bristol in 2022 who had a school lunch on the day before the survey was 47%, which is a slight increase from the 2019 figure of 45%. We can see this increase in the context of previous results for primary and secondary pupils, and these are shown on the chart.

The differences between (say) 2019 and 2022 are not large, but are judged by a statistical test to be likely to reflect a genuine change in the tendency to choose a school meal and not random fluctuation in the results from the two surveys. We have marked on the charts the 95% confidence intervals, but just as important is the representativeness of each year's sample, as a different selection of schools took part in the survey in each wave. Statistical testing cannot account for differences in the characteristics of those schools that responded, compared to all schools in the city. This applies to all trends shown in this report.

Where a trend has been reported, we have checked it in a reduced data set which includes only those schools that have taken part in at least 4 of the 8 waves of the study. Where we see a similar pattern in both data sets, we can have more confidence in it.

Table 44: Sample sizes in each wave of the survey 2008-2022.

	2008	2009	2010	2011	2013	2015	2019	2022
Yr 4	1073	1456	1266	925	1034	1373	1584	704
Yr 6	1352	1562	1316	1014	1002	1631	1687	687
Yr 8	819	1126	981	716	844	1323	1866	1079
Yr 10	914	1290	514	586	931	994	1555	815
Total	4158	5434	4077	3241	3811	5321	6692	3285

Chart 67: Percentage of primary and secondary pupils who reported having had a school meal on the day before the survey, in each wave of the survey 2008-2022.

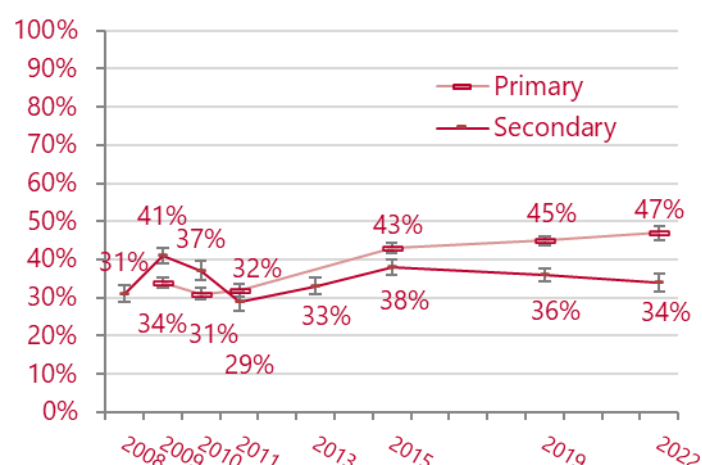
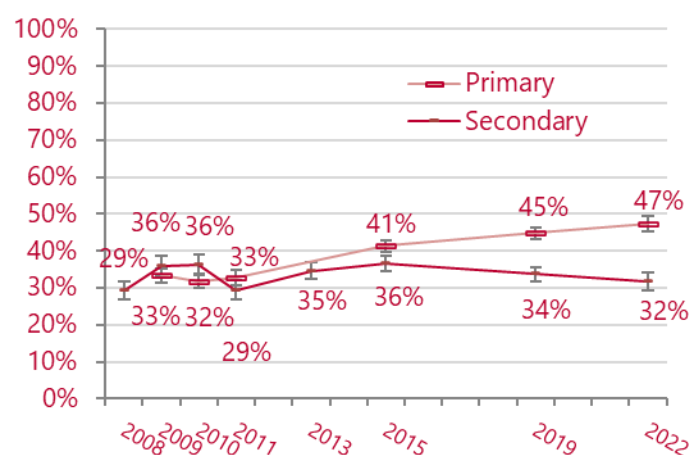


Chart 68: Percentage of primary and secondary pupils who reported having had a school meal on the day before the survey, in each wave of the survey 2008-2022 (repeat schools only)



15.5 Comparisons

The Bristol figures have been compared, where possible, with a reference sample, comprised of a compilation of survey areas that have completed similar versions of the questionnaire in 2020 and 2021, comprising information from over 1000 schools. This is the sample used for the forthcoming SHEU publication *Young People into 2022*⁵.

Table 45: Reference sample numbers (and year groups) from 2020-21, used for comparisons to the results from the 2022 Bristol Pupil Voice survey.

Year group	Males	Females	Total
Y4 (8–9y)	8,873	8,750	17,899
Y6 (10–11y)	16,075	15,412	32,196
Y8 (12–13y)	13,763	13,524	33,327
Y10 (14–15y)	10,983	11,829	27,859
Totals	49,694	49,515	111,281

Each year, the Schools Health Education Unit (SHEU) produce a report of aggregate school survey results using similar surveys in their *Young People* series, often referred to by news media as 'national data'. The studies that give rise to the reports are large, numerous, and from many parts of the United Kingdom, but they do not form a deliberately selected sample. The origin and structure of these surveys is described fully in each annual report.

The local authorities that took part in studies in 2020-21 were:

Table 46: List of local authorities contributing to reference sample

[Bristol]	Bedfordshire	Bradford	Cambridgeshire
Camden	Derbyshire	Devon	Dudley
Essex	Greenwich	Haringey	Herefordshire
Islington	Kingston	Leicester	Leicestershire
Luton	North Yorkshire	Northampton	Norwich
Plymouth	Solihull	Southend	Sunderland
Thurrock	Wolverhampton	Worcestershire	

Despite the 'accidental' nature of the sample, the characteristics of the schools in the sample is reasonably similar to the population of all schools nationally and the results seen in the SHEU annual data sets typically matches survey outcomes from other data-collection agencies using structured or random sampling. Evidence supporting this claim can also be found in the SHEU reports.

For the purposes of the comparisons in this summary report between statistics for Bristol and the reference sample it is fair to assume that the reference sample is reasonably representative of national average values.

For more details, please contact the Schools Health Education Unit (www.sheu.org.uk).

15.6 Measuring emotional wellbeing

Mental and emotional wellbeing is a concept that is challenging to quantify, and to compare between individuals or groups within the population. A number of survey tools have been developed for this purpose and two were used in the Pupil Voice survey in 2022, both widely used and recognised to be reliable for the age-groups in question. They are similar in construction and purpose, designed and validated for their target populations. A series of questions are used to derive a mental wellbeing score for the respondent, and enables their mental wellbeing to be compared to others, or a change over time to be assessed. Neither survey tool is a clinical screening device, although lower scores may indicate poor mental health and correlate with other tools designed for that purpose.

Table 47: Wellbeing scale items

Primary schools

Stirling Children's Wellbeing Scale (SCWBS)

The Stirling Children's Wellbeing Scale was developed by the Stirling Council Educational Psychology Service (UK) as a holistic, positively-worded measure of emotional and psychological well-being in children aged eight to 15 years. It was designed by Ian Liddle and Greg Carter for Stirling and Clackmannanshire Councils and was published in 2010 (*ibid.*).

The survey tool requires respondents to report how frequently they have felt the following in the previous two weeks, and scores the responses:

- I think good things will happen in my life
- I have always told the truth
- I've been able to make choices easily
- I can find lots of fun things to do
- I feel that I am good at some things
- I think lots of people care about me
- I like everyone I have met
- I think there are many things I can be proud of
- I've been feeling calm
- I've been in a good mood
- I enjoy what each new day brings
- I've been getting on well with people
- I always share my sweets
- I've been cheerful about things
- I've been feeling relaxed

Secondary schools

Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

The Warwick-Edinburgh Mental Wellbeing Scale⁶ was developed by colleagues at the Universities of Warwick and Edinburgh as a holistic, positively-worded measure of emotional and psychological well-being for adults. The full version has been tested and authorised for use with school pupils as young as 13.

The survey tool requires respondents to report how frequently they have felt the following in the previous two weeks, and scores the responses:

- I've been feeling optimistic about the future
- I've been feeling useful
- I've been feeling relaxed
- I've been feeling interested in other people
- I've had energy to spare
- I've been dealing with problems well
- I've been thinking clearly
- I've been feeling good about myself
- I've been feeling close to other people
- I've been feeling confident
- I've been able to make up my own mind about things
- I've been feeling loved
- I've been interested in new things
- I've been feeling cheerful

- ¹ United Kingdom Chief Medical Officers' commentary on 'Screen-based activities and children and young people's mental health and psychosocial wellbeing: a systematic map of reviews'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777026/UK_CMO_commentary_on_screentime_and_social_media_map_of_reviews.pdf (Accessed 08 Aug 2019)
- ² Matricciani,L *et al.* (2013). Children's Sleep Needs: Is There Sufficient Evidence to Recommend Optimal Sleep for Children? *Sleep*, **36**(4), pp.527–534, <https://doi.org/10.5665/sleep.2538>
- ³ NHS Choices (2017). *How much sleep do kids need?* Available at:
<http://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx>. [Accessed 26 May 2017]
- ⁴ Liddle,I & Carter,G (2010). *Emotional and Psychological Wellbeing in Children: The Standardisation of the Stirling Children's Wellbeing Scale*. Stirling: Stirling and Clackmannanshire Councils.
- ⁵ Balding,AD & Regis,D (2022). *Young People into 2022*. Exeter: SHEU.
- ⁶ Tennant,R Hiller,L Fishwick,R Platt,S Joseph,S Weich,S ... & Stewart-Brown,S (2007). 'The Warwick-Edinburgh mental well-being scale (WEMWBS): development and UK validation.' *Health and Quality of Life Outcomes*, **5**(1), p.63

15.7 Acknowledgements

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If you would like further information about the work of the Bristol Healthy Schools team please contact:

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For technical support to use the statistics presented within this report, or to explore other potential uses of the data collected as part of the survey, please contact:

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