

Wrexham

Students' Health and Wellbeing in 2017/18



Welsh Network of Healthy School Schemes



Cynlluniau Ysgol Iach - Rhwydweith Cymru



CONTENTS

The School Health Research Network	2
Your Local Authority Feedback Report	3
Food and Fitness: Food	6
Breakfast	6
Fruit and vegetables	6
Water	7
Energy drinks	7
Sugary soft drinks	8
Food and Fitness: Physical Activity	8
General physical activity	8
Active travel to school	9
Sedentary behaviour	9
Outside school hours	10
Wellbeing and Emotional Health	10
School connectedness	11
Sleep	13
Friendship and bullying	14
Respectful relationships	17
Body image	19
Young carers	20
Substance Use and Misuse	20
Smoking	20
E-cigarettes	22
Alcohol	23
Cannabis	25
New psychoactive substances	27
Sex and Relationships	27
Appendix	29

The School Health Research Network



The School Health Research Network is a partnership between Welsh Government, Public Health Wales, Cancer Research UK, the Wales Institute of Social and Economic Research, Data and Methods (WISERD) and Cardiff University. School membership in 2017/18 was 212, including all maintained secondary and middle schools in Wales. The Network is led by the Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement (DECIPHer) at Cardiff University.

The Network aims to improve young people's health and wellbeing by:

1. Providing robust health and wellbeing data for local, regional and national stakeholders;
2. Working with policy-makers and practitioners from health, education and social care to co-produce high quality school based health and wellbeing research for Wales;
3. Facilitating the translation of school health and wellbeing research evidence into practice; and
4. Building capacity for evidence informed practice within the school health community

The Student Health and Wellbeing Survey underpins the Network's first aim and takes place every two years. In the same school year, Network schools also complete a School Environment Questionnaire to provide data on school health policies and practices. The content of both surveys reflects current policy, practice and research data needs. All schools that take part in the student survey receive a Student Health and Wellbeing Report, examples of which can be downloaded here:

www.shrn.org.uk/benefits-for-schools/

Member schools and local Healthy School teams also have access to termly research-focused webinars and newsletters and to school health research evidence briefings.

The Network collaborates closely with the Welsh Network of Healthy School Schemes and schools are advised to contact their local Healthy School team when they receive their Student Health and Wellbeing Report. The reports are aligned with the Model for School Health that the Welsh Network of Healthy School Schemes uses (see p5).

Further information about the Network can be found on our website: www.shrn.org.uk

Your Local Authority Feedback Report

We are delighted to provide you with this tailored report of student health and wellbeing in Wrexham. The report uses students' responses to the 2017/18 School Health Research Network Student Health and Wellbeing Survey to report on the following areas of health and wellbeing:

- Food, fitness and physical activity
- Wellbeing and emotional health
- Substance use and misuse
- Sex and relationships

Its format has been inspired by the reports developed at the University of Waterloo, Canada, for the School Health Action, Planning and Evaluation System (SHAPES). It is intended that the report will help identify health issues relevant to young people in your authority.

Student Health and Wellbeing Survey

The survey asks students about a range of health behaviours and outcomes as well as their age, gender and how they feel about school. Questions on sexual behaviour were visible to years 11 to 13 only, unless schools requested they be visible to years 9 and/or 10 as well. Most questions in the survey come from the World Health Organization's Health Behaviour in School-aged Children (HBSC) Survey.

Schools are asked to survey all students in years 7 to 11. Schools could include students in years 12 and 13 if they chose to, but this report considers only year groups 7 to 11.

Schools took part in the survey from September to December 2017 and all that did so received a Student Health and Wellbeing Report for their school in April 2018.

For any queries relating to this report or to the School Health Research Network, please contact Joan Roberts, Manager of the School Health Research Network on 029 2087 9609 or SHRN@cardiff.ac.uk

About your report

The following tables show the total number of students and schools in your authority that contributed data to each year group and the average percentage of students entitled to free school meals in schools that did and did not take part in the survey.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total number of students taking part	794	770	695	550	445	3254
% of student roll in Wrexham	61%	63%	60%	48%	43%	55%
Number of schools	7	7	7	7	7	7

	Number of schools	Average level of free school meal entitlement
Schools in Wrexham taking part in survey	7	16%
Schools in Wrexham not taking part in survey	2	11%

Reading the charts

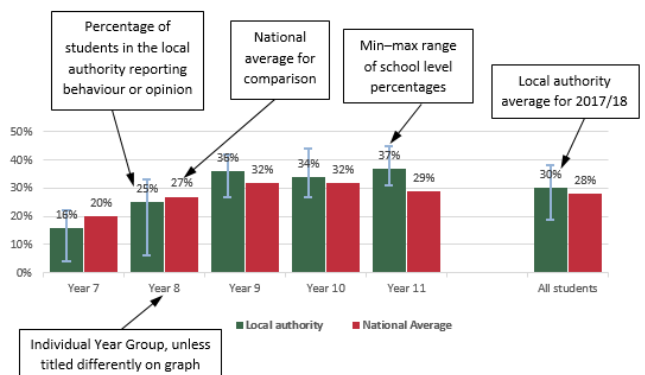
Data is shown in bar charts, usually by year group with national averages alongside, for comparison. The national averages come from all Year 7 to 11 students in Wales who took part in the 2017/18 Student Health and Wellbeing Survey. **Please note that not all students will have answered all the questions in the survey.**

Each bar on a chart shows the percentage of Wrexham students in a year group who engage in the behaviour in question, e.g. consume breakfast every weekday. To avoid schools which surveyed large numbers of students dominating this percentage, it is calculated by taking the average of the school-level percentages for that year group. This gives each school equal weight in the Local Authority percentage.

To calculate the 'All students' percentage for the Local Authority, an 'all students' percentage is first calculated for each school. This is the average of the percentages for its five year groups and gives each year group equal weighting within each school. The average of these school-level 'all students' percentages then gives the Local Authority level 'All students' percentage.

Averages can hide wide variation between schools so the charts also show the range of the school-level percentages for each year group. The blue I-bars and the table below each chart show the percentages at the schools in the Authority with the highest and lowest percentages.

At one participating school in Wrexham, most students in years 10 and 11 who started the survey did not complete it. This means that the sample of year 10 and 11 students in that school is small for some survey questions and its school-level percentages for those year groups are more likely to be very high or very low. Where charts show a minimum-maximum range of school level percentages (the blue I-bars) with a very high maximum or a very low minimum, those ranges should be treated with caution.



Model for School Health

There are many influences on the health and wellbeing of young people such as government policies, media influences, their friends, families and where they live and go to school. However, schools are uniquely positioned to influence the health and wellbeing of young people in a positive way, including through partnerships with families and the local community. The Welsh Network of Healthy School Schemes recognises both the wide range of factors influencing health and also the multiple options for addressing these. These are described in the table below.

<i>Attention to each of these aspects will ensure a greater influence on the health and wellbeing of all members of the school community</i>	
Leadership and Communication	Health related policies Training for staff Involvement in local/national initiatives
Curriculum	Schemes of work across the curriculum Resourcing of curriculum Out of school hours provision
Ethos and Environment	Student participation Staff participation School environment, ethos and informal curriculum
Family and Community Involvement	Involvement of parents and families Involvement of local community Collaboration with appropriate statutory and voluntary external agencies

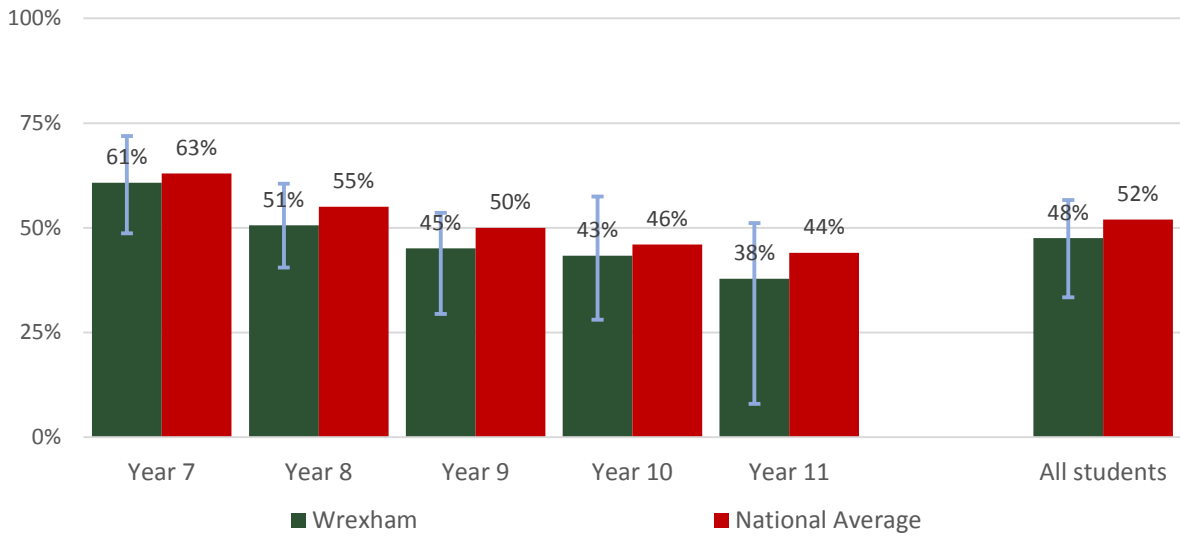
It is envisaged that the data presented in this feedback report could be used to support local authorities' work on the following:

- Welsh Network of Healthy School Schemes National Quality Award
- Self-evaluation of local authority education services or services for children and young people
- The United Nations Convention on the Rights of the Child (UNCRC)
- Planning for the Well-being of Future Generations Act
- Prosperity for All: the National Strategy *Taking Wales Forward* and Well-being Statement
- New school curriculum for Wales

Food and Fitness: Food

Breakfast

Fig. 1 Students who usually eat breakfast every weekday

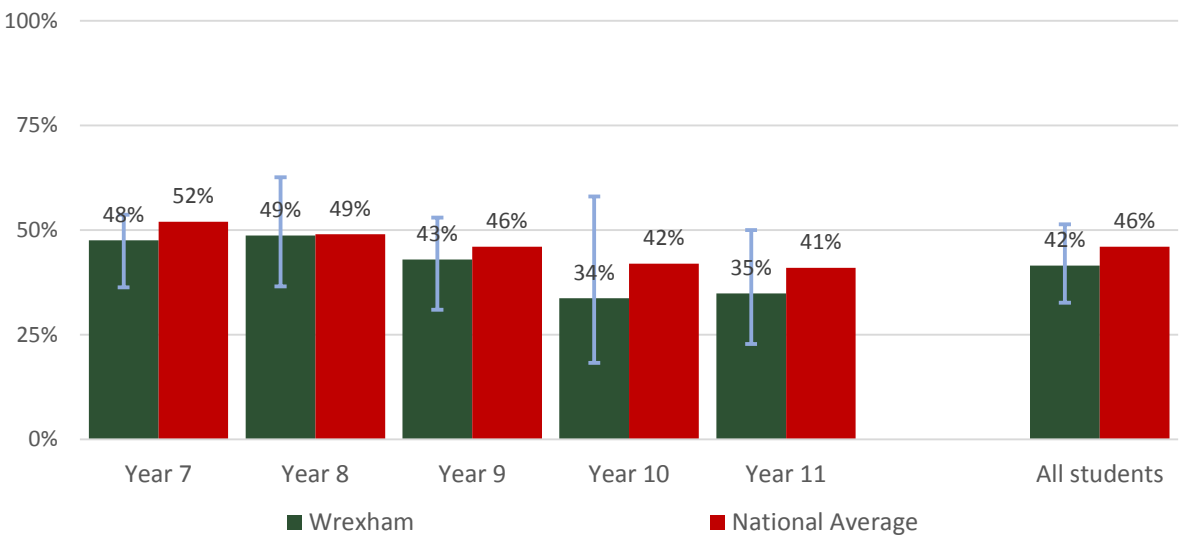


Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
	Max	72%	61%	54%	58%	51%		57%
	Min	49%	40%	29%	28%	8%		33%

Fruit and vegetables

Fig. 2 Students who usually eat one or more portions of fruit or vegetables a day

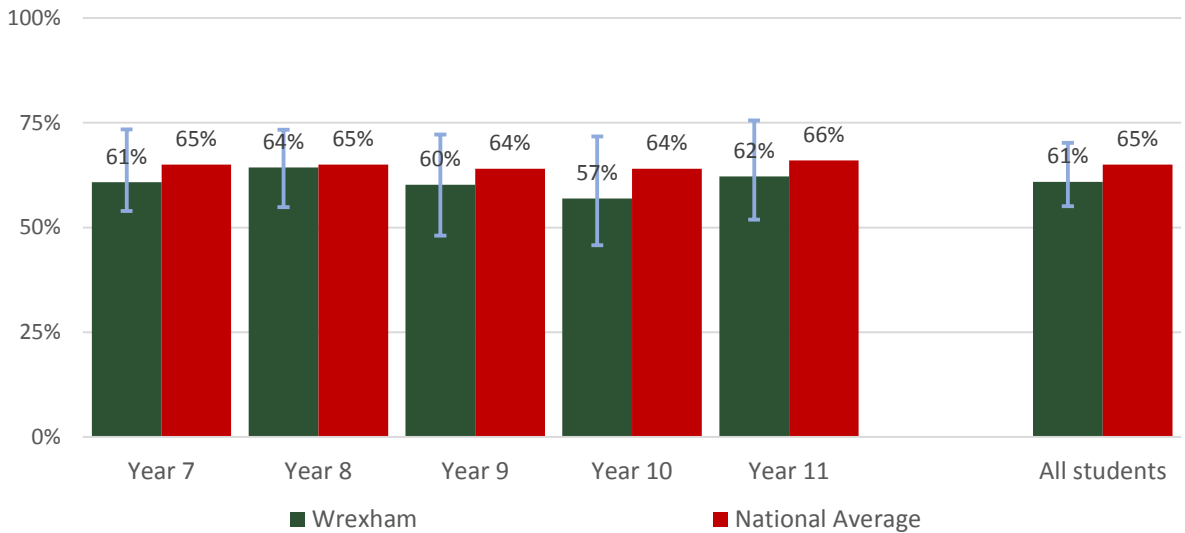


Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
	Max	54%	63%	53%	58%	50%		51%
	Min	36%	37%	31%	18%	23%		33%

Water

Fig. 3 Students who usually drink tap or bottled water once a day or more

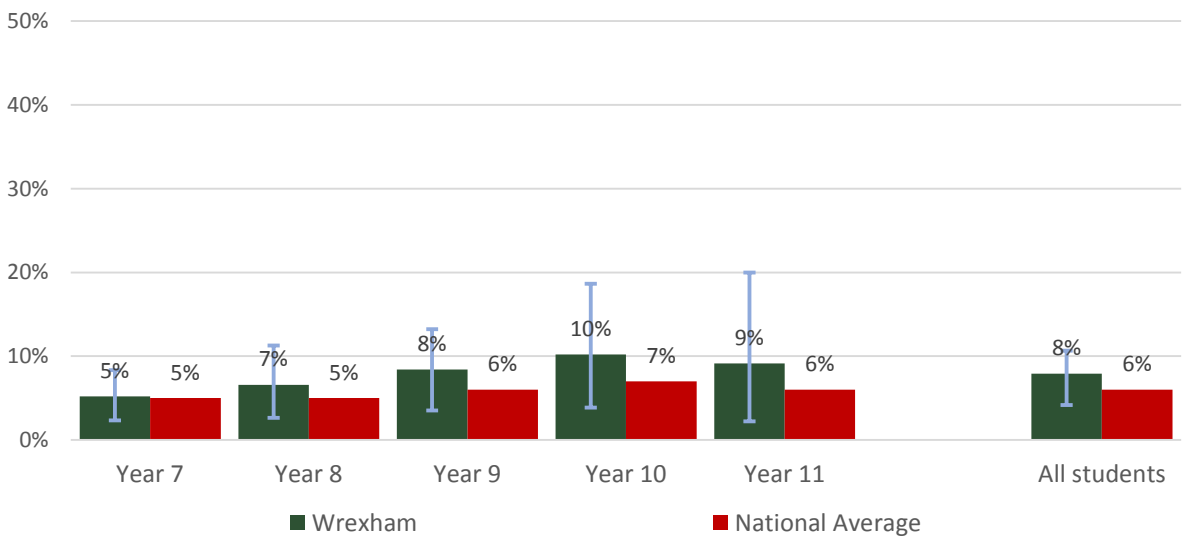


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	73%	73%	72%	72%	76%	70%
Min	54%	55%	48%	46%	52%	55%

Energy drinks

Fig. 4 Students who usually drink one or more energy drinks a day

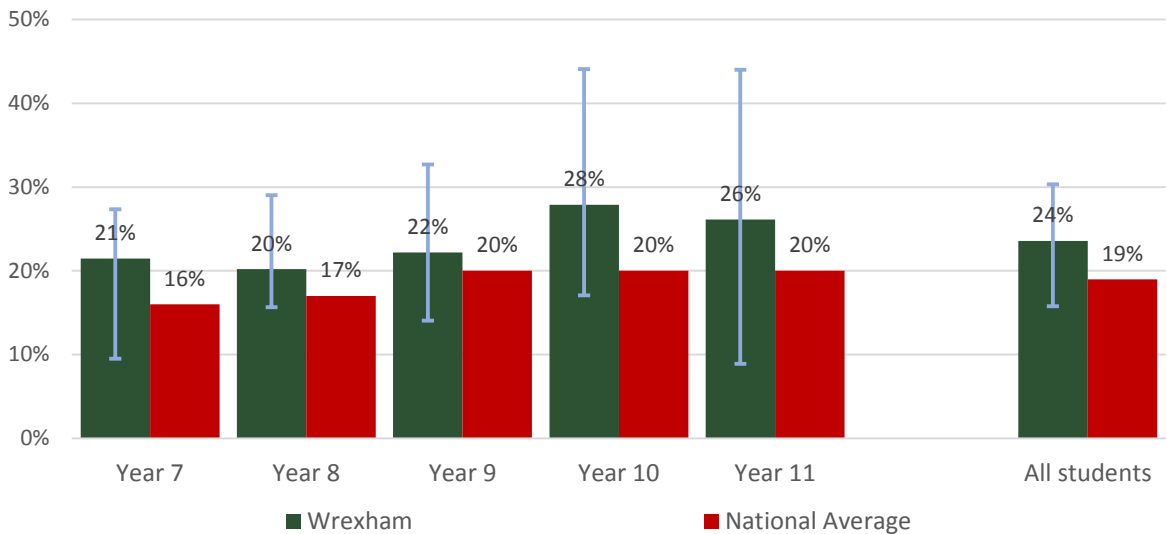


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	8%	11%	13%	19%	20%	11%
Min	2%	3%	4%	4%	2%	4%

Sugary soft drinks

Fig. 5 Students who usually drink one or more sugary soft drinks a day



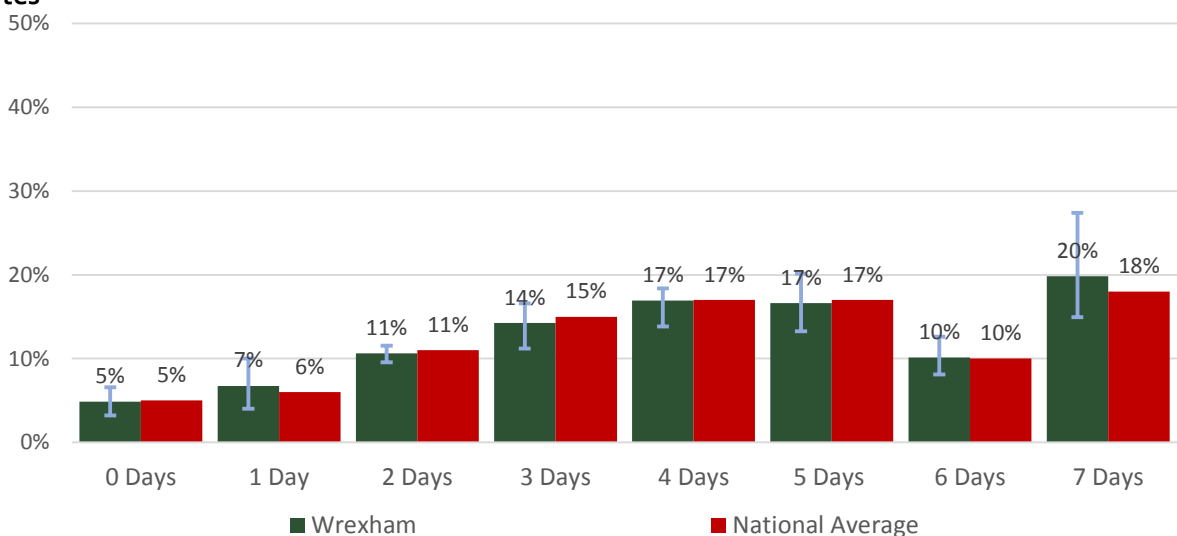
Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	27%	29%	33%	44%	44%		30%
Min	10%	16%	14%	17%	9%		16%

Food and Fitness: Physical Activity

General physical activity

Fig. 6 Number of days in the week before the survey students were physically active for more than 60 minutes

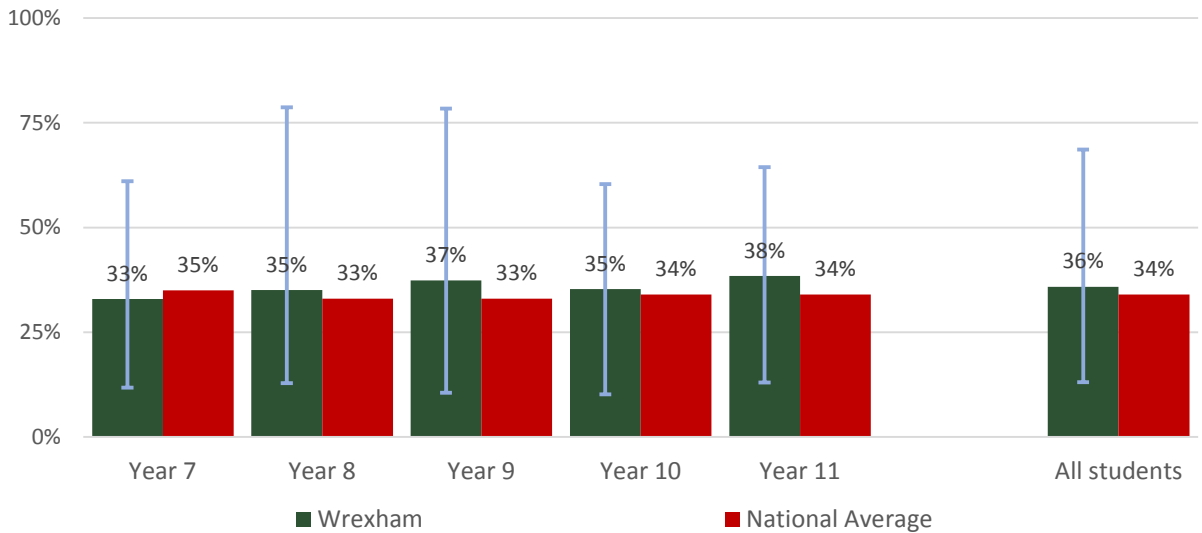


Range of school-level percentages:

	0 Days	1 Day	2 Days	3 Days	4 Days	5 Days	6 Days	7 Days
Max	7%	10%	12%	17%	18%	20%	13%	27%
Min	3%	4%	10%	11%	14%	13%	8%	15%

Active travel to school

Fig. 7 Students whose main part of their journey to school is walking or cycling

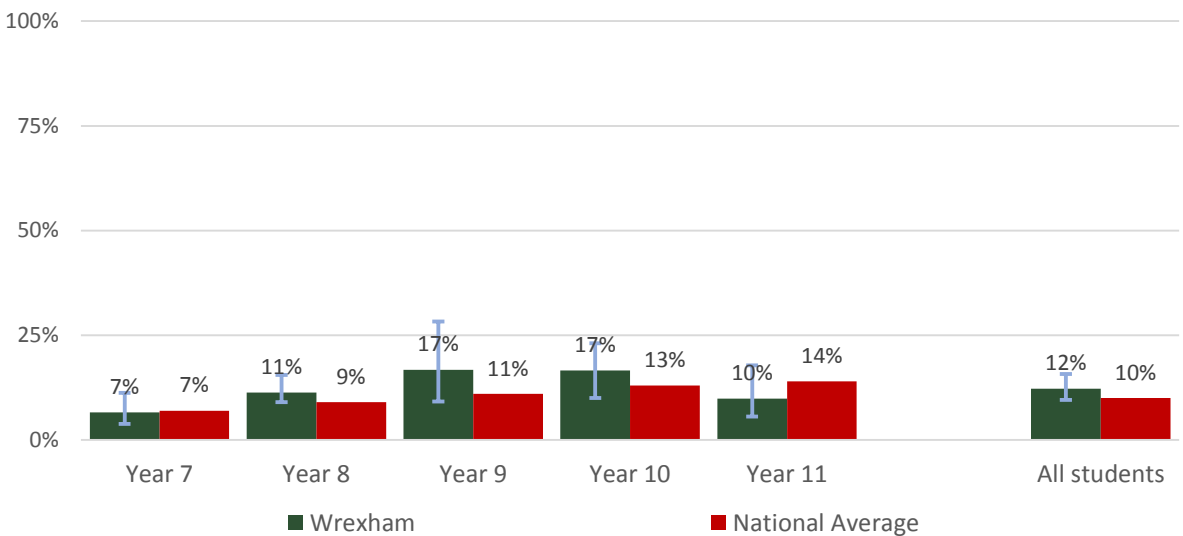


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	61%	79%	78%	60%	64%		69%
Min	12%	13%	11%	10%	13%		13%

Sedentary behaviour

Fig. 8 Students who usually spend 7 or more hours of their free time on a week day sitting down

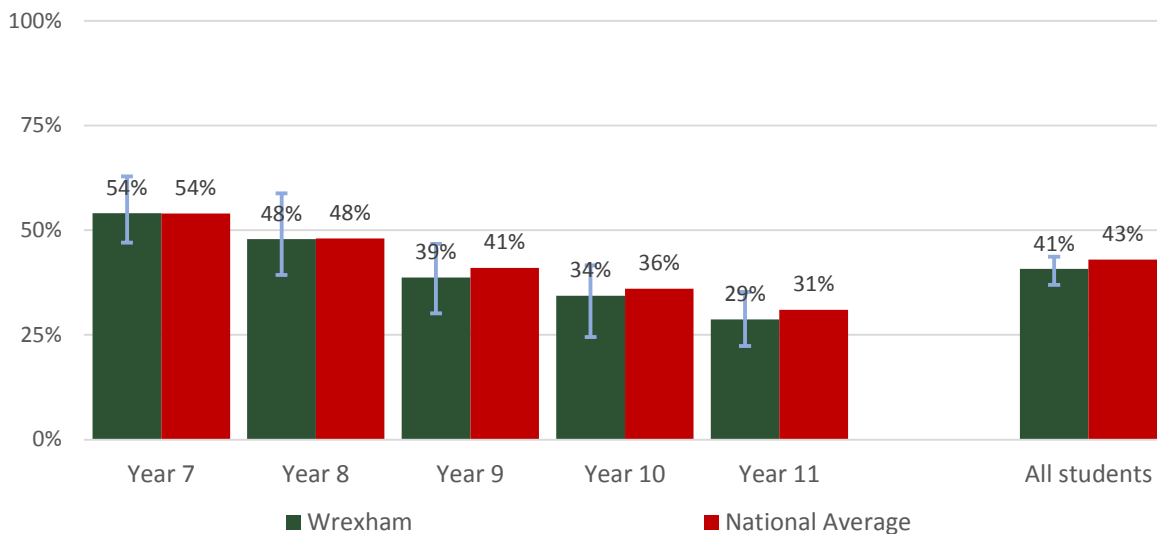


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	11%	16%	28%	23%	18%		16%
Min	4%	9%	9%	10%	6%		10%

Outside school hours

Fig. 9 Students who exercise vigorously outside of school time at least four times a week

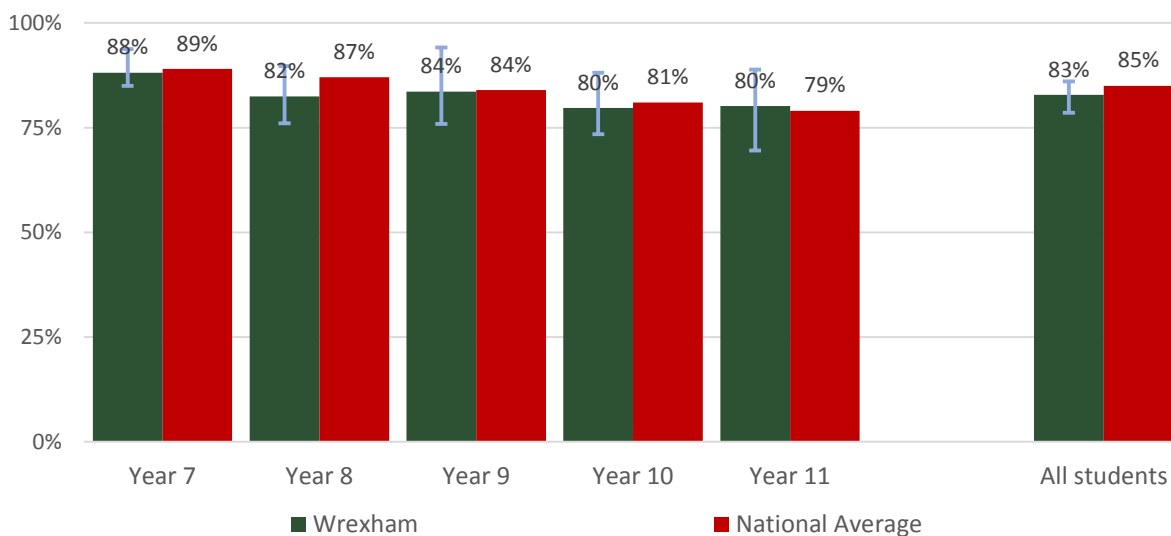


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	63%	59%	47%	42%	35%	44%
Min	47%	39%	30%	24%	22%	37%

Wellbeing and Emotional Health

Fig. 10 Students who report being satisfied with their life*



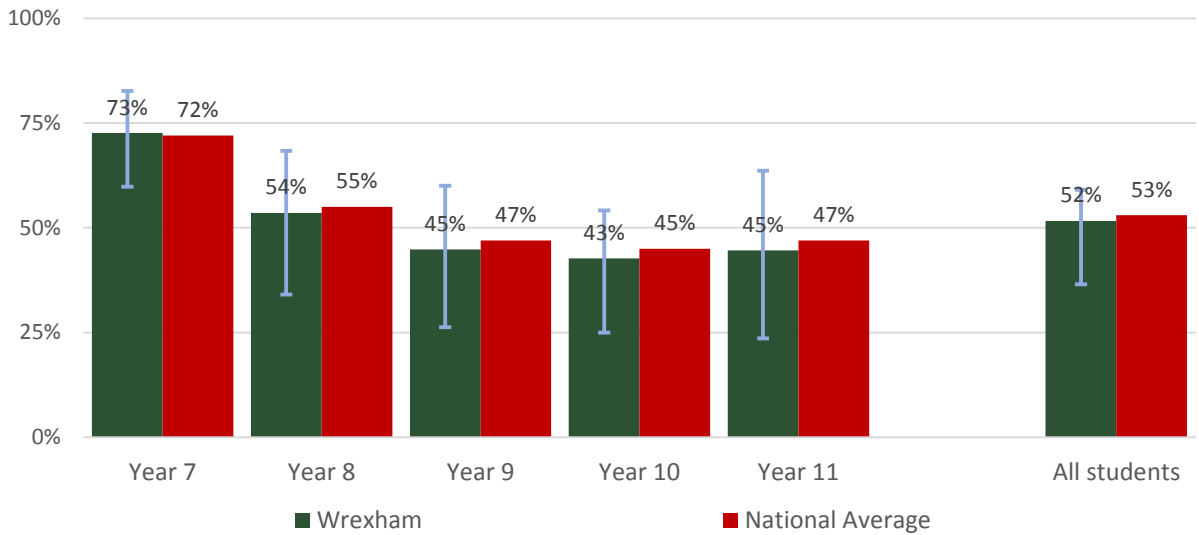
*Students were given a picture of a ladder where the top of the ladder '10' is the best possible life and the bottom is '0', the worst possible life. They were asked to tick the number that best describes where they stand. This is a widely used measure. This chart shows those students who opted for 6 and above.

Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	94%	90%	94%	88%	89%	86%
Min	85%	76%	76%	73%	70%	79%

School connectedness

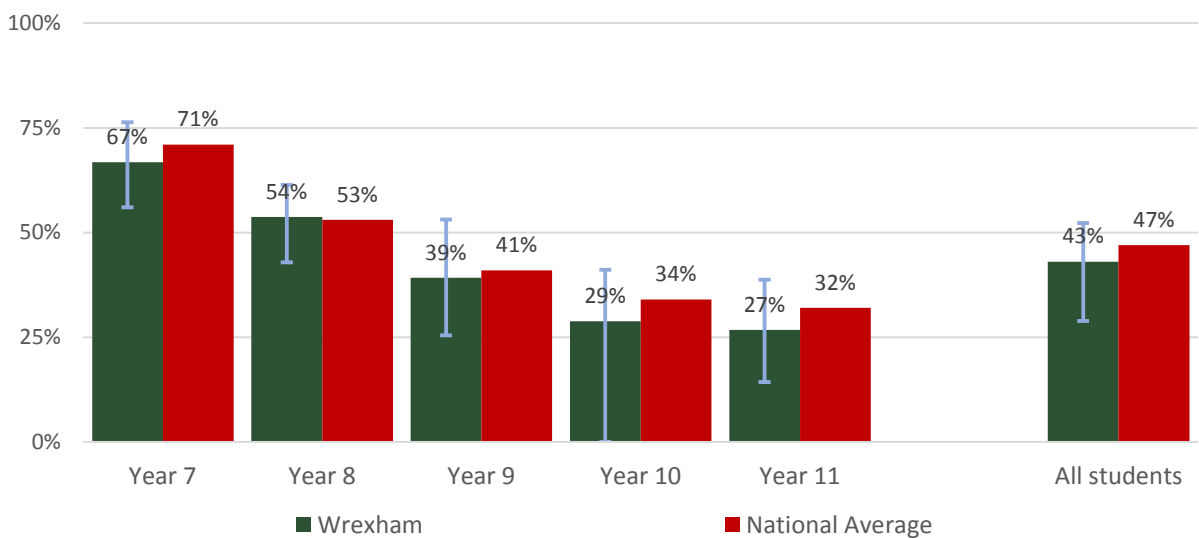
Fig. 11 Students who “agree” or “strongly agree” that teachers care about them as a person



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	83%	68%	60%	54%	64%		59%
	Min	60%	34%	26%	25%	24%		37%

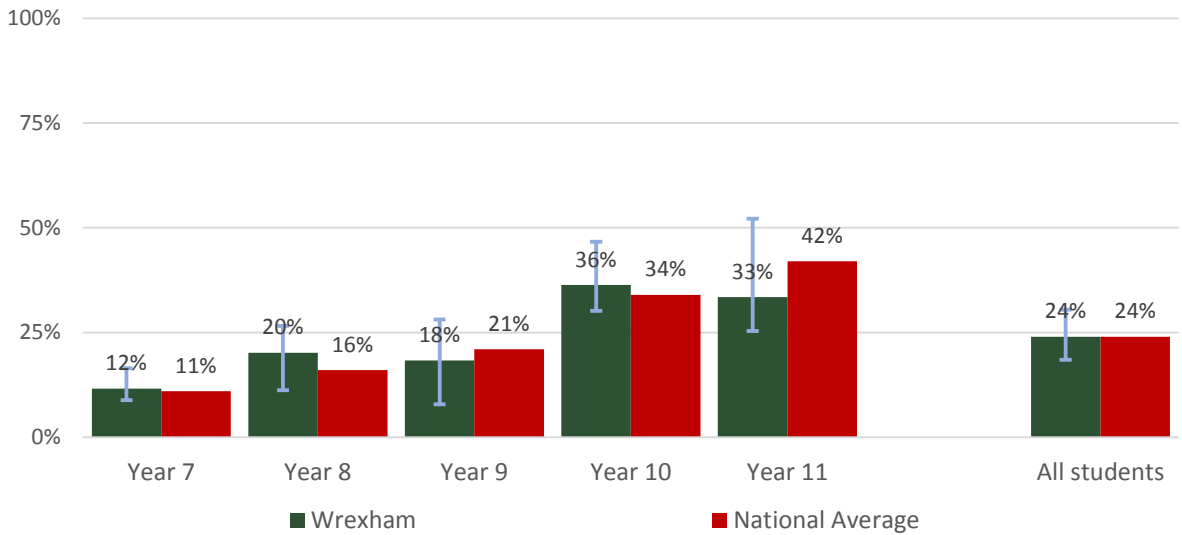
Fig. 12 Students who “agree” or “strongly agree” that their ideas are treated seriously in school



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	76%	61%	53%	41%	39%		52%
	Min	56%	43%	25%	0%	14%		29%

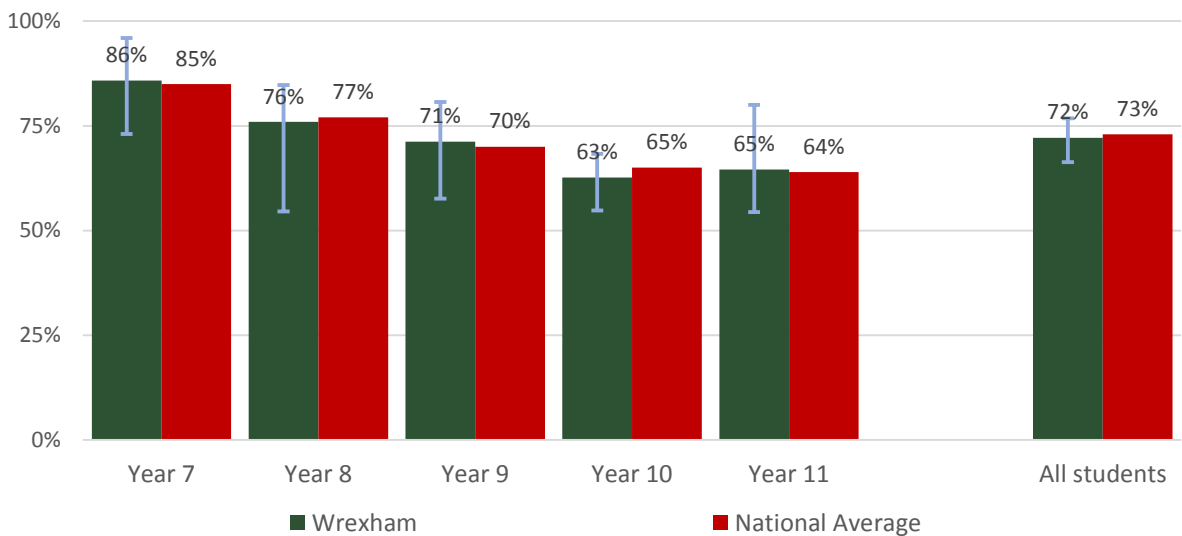
Fig. 13 Students who feel a lot of pressure from the schoolwork they have to do



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	16%	27%	28%	47%	52%		30%
	Min	9%	11%	8%	30%	25%		18%

Fig. 14 Students who “agree” or “strongly agree” that there is support at school for students who feel unhappy, worried or unable to cope

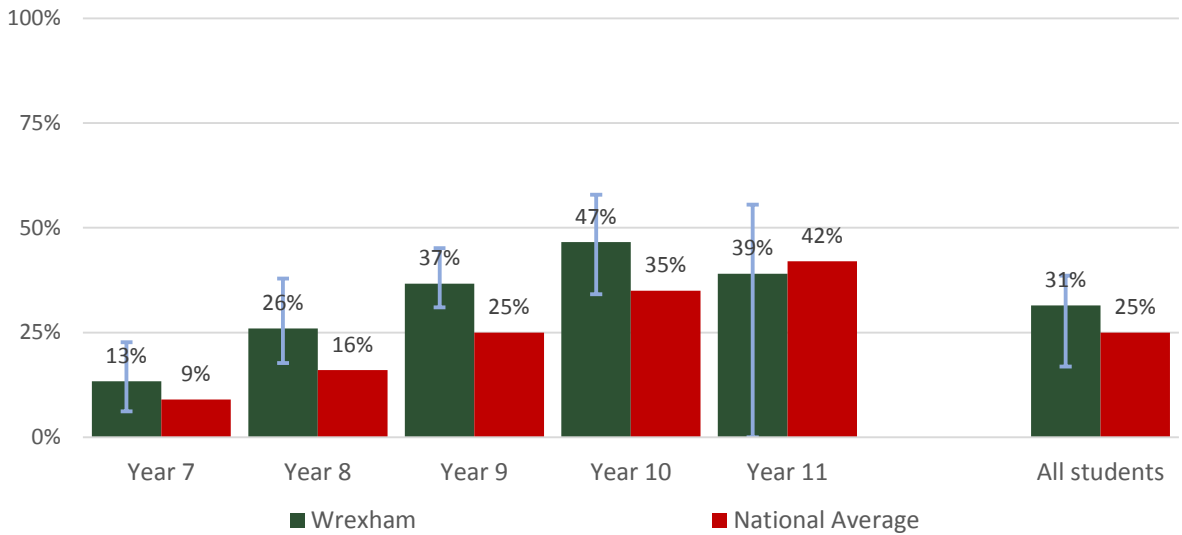


Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	96%	85%	81%	68%	80%		77%
	Min	73%	55%	58%	55%	54%		66%

Sleep

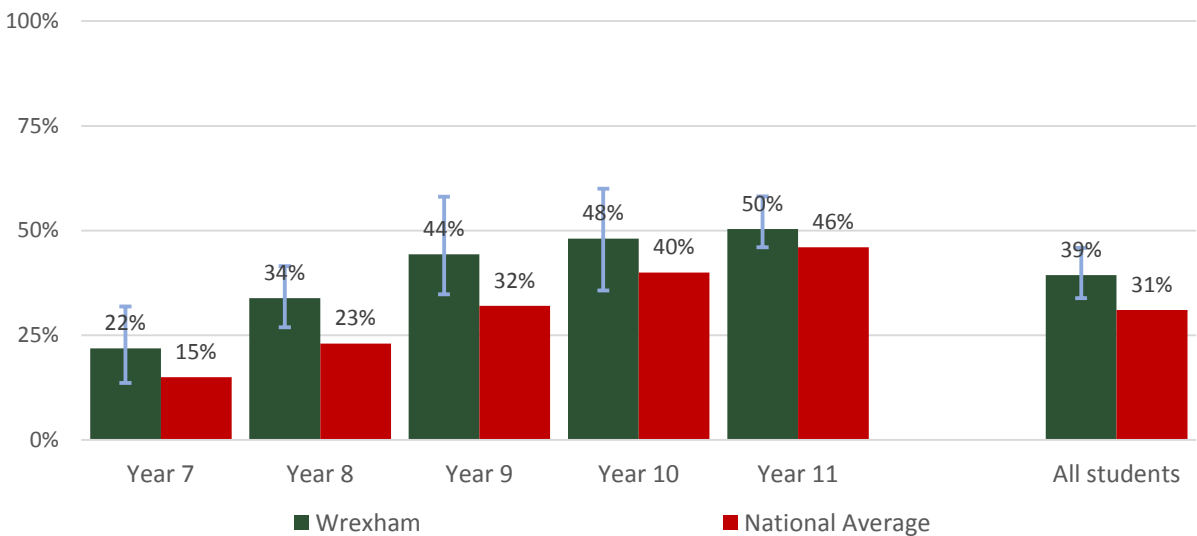
Fig. 15 Students who usually go to bed at 11.30pm or later when they have school the next day



Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	23%	38%	45%	58%	56%	39%
Min	6%	18%	31%	34%	0%	17%

Fig. 16 Students who look at an electronic screen at 11.30pm or later when they have school the next day

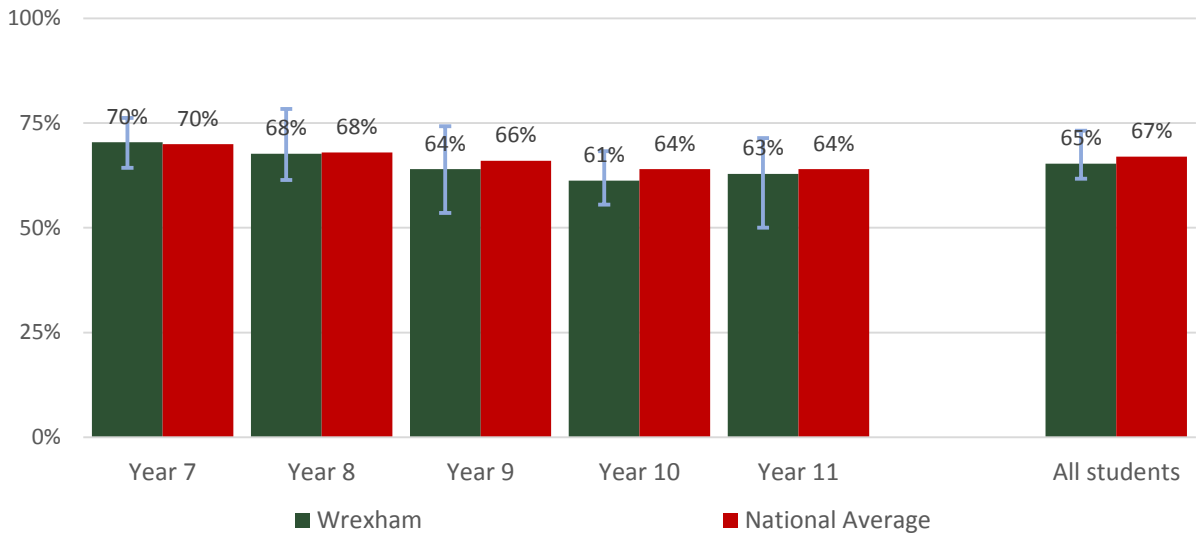


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	32%	42%	58%	60%	58%	46%
Min	14%	27%	35%	36%	46%	34%

Friendship and bullying

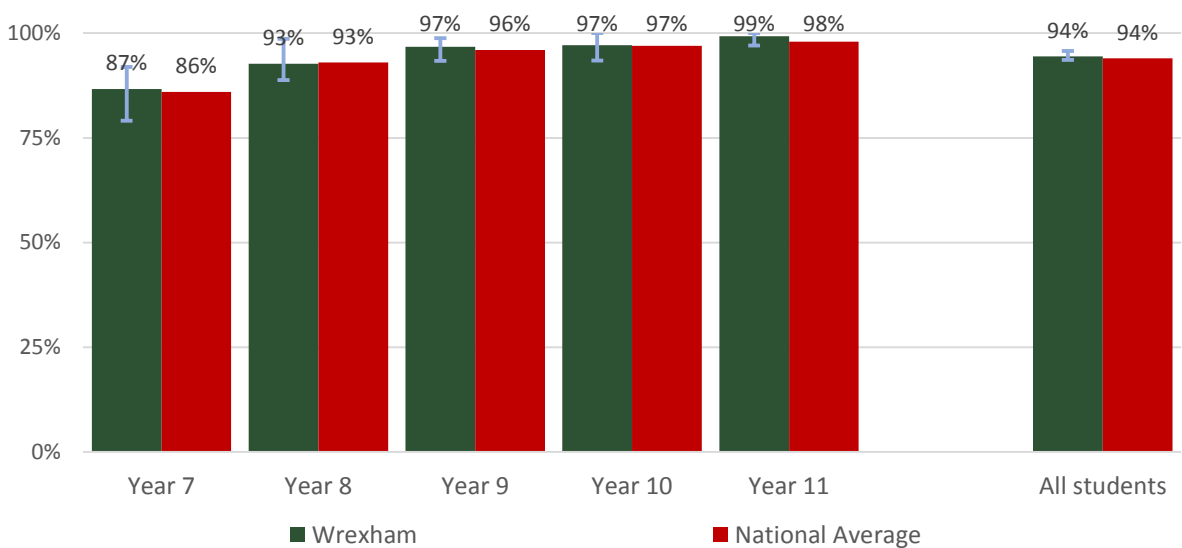
Fig. 17 Students who feel that they can count on friends when things go wrong



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	76%	78%	74%	68%	71%		73%
	Min	64%	61%	54%	56%	50%		62%

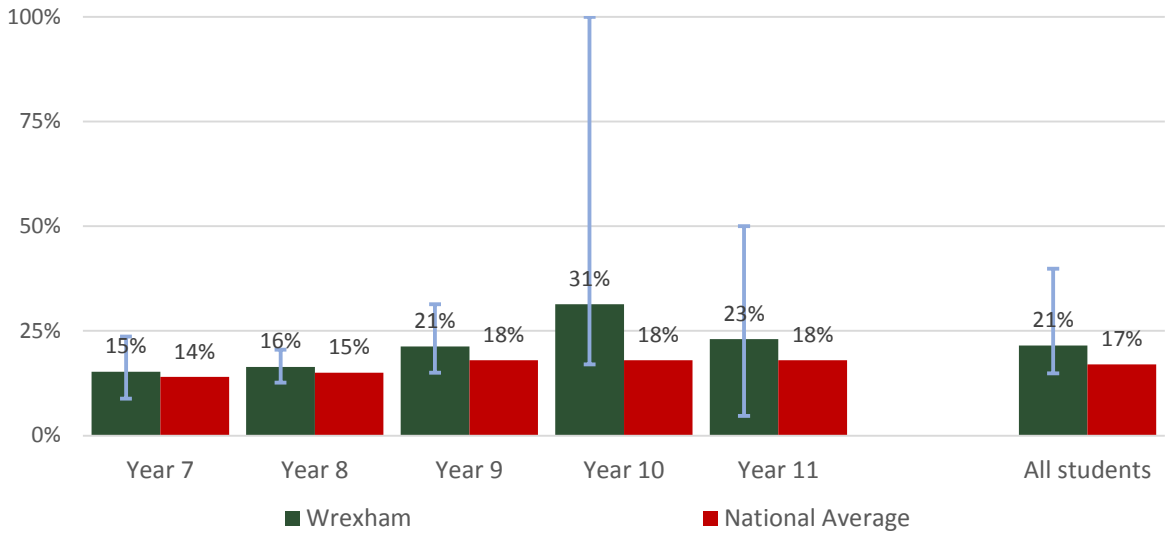
Fig. 18 Students who have ever joined a social networking site or an instant messaging service



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	92%	99%	99%	100%	100%		96%
	Min	79%	89%	93%	93%	97%		94%

Fig. 19 Students who have taken part in bullying another student(s) at school in the past couple of months*

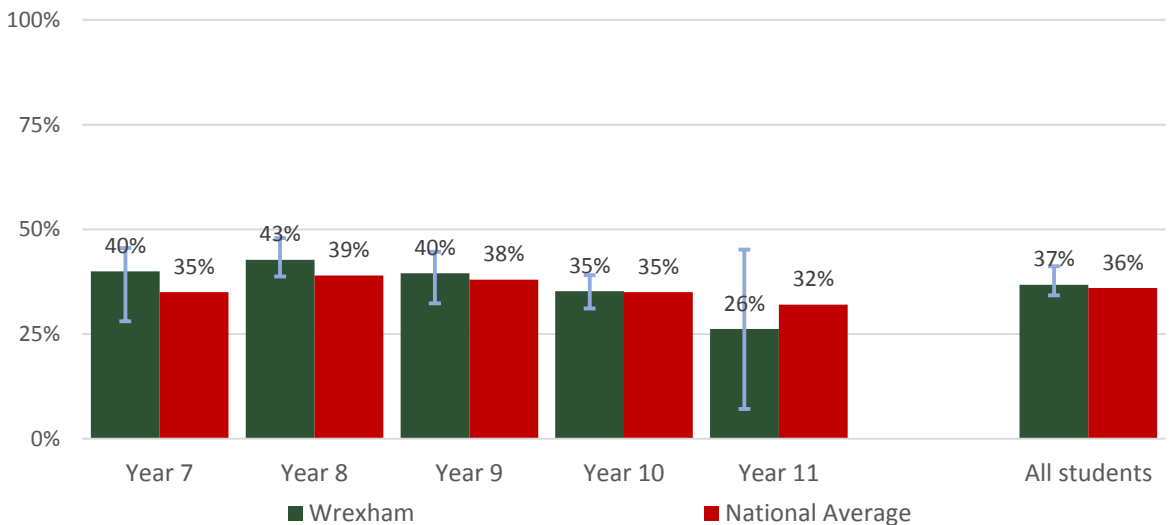


* Includes students who have taken part in bullying once or more in the past couple of months

Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	24%	21%	31%	100%	50%		40%
	Min	9%	13%	15%	17%	5%		15%

Fig. 20 Students who have been bullied at school in the past couple of months^Ω

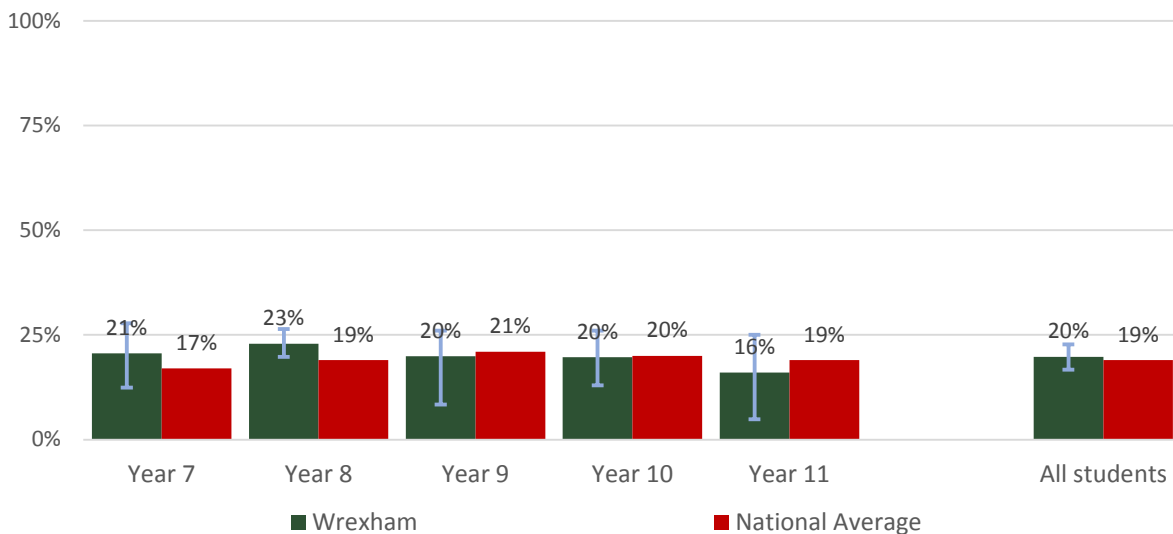


^Ω Includes students who have been bullied once or more in the past couple of months

Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	46%	48%	45%	39%	45%		41%
	Min	28%	39%	32%	31%	7%		34%

Fig. 21 Students who have been cyberbullied in the past couple of months*



* Includes students who have been bullied once or more in the past couple of months

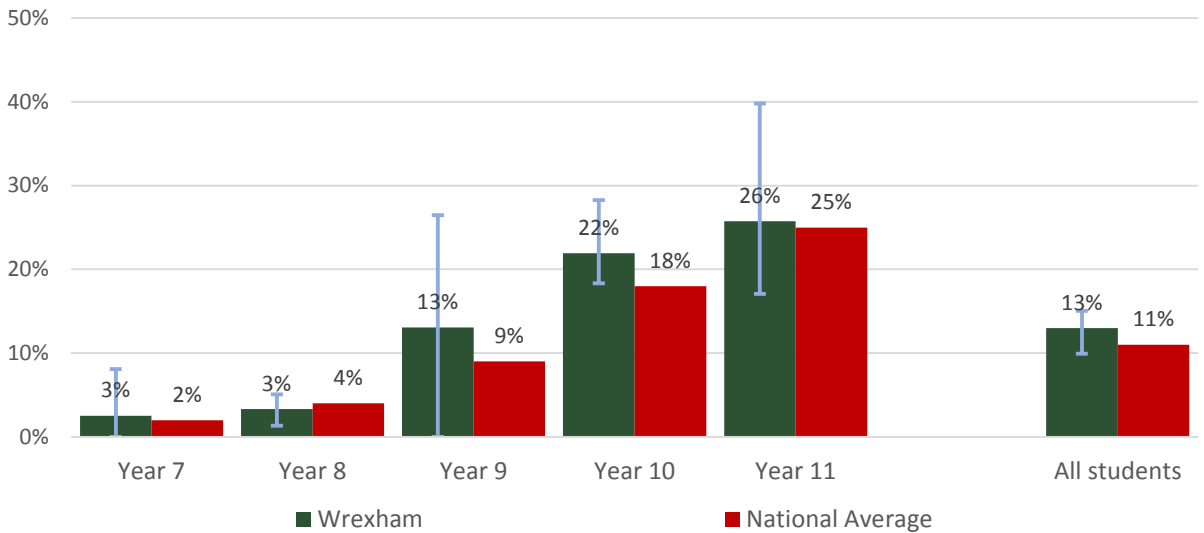
Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
	Max	28%	26%	26%	26%	25%		23%
	Min	12%	20%	8%	13%	5%		17%

Fig. 22 The three most common reasons students think people in their year group are bullied

	Total across authority	Proportion of students who selected this reason in year group:				
		7	8	9	10	11
Because of their weight	58%	54%	61%	59%	56%	56%
Because they are gay, lesbian or bisexual	37%	34%	37%	34%	33%	46%
Because they have a disability	25%	24%	22%	23%	23%	29%

Fig. 23 Students who have ever sent someone a sexually explicit image of themselves

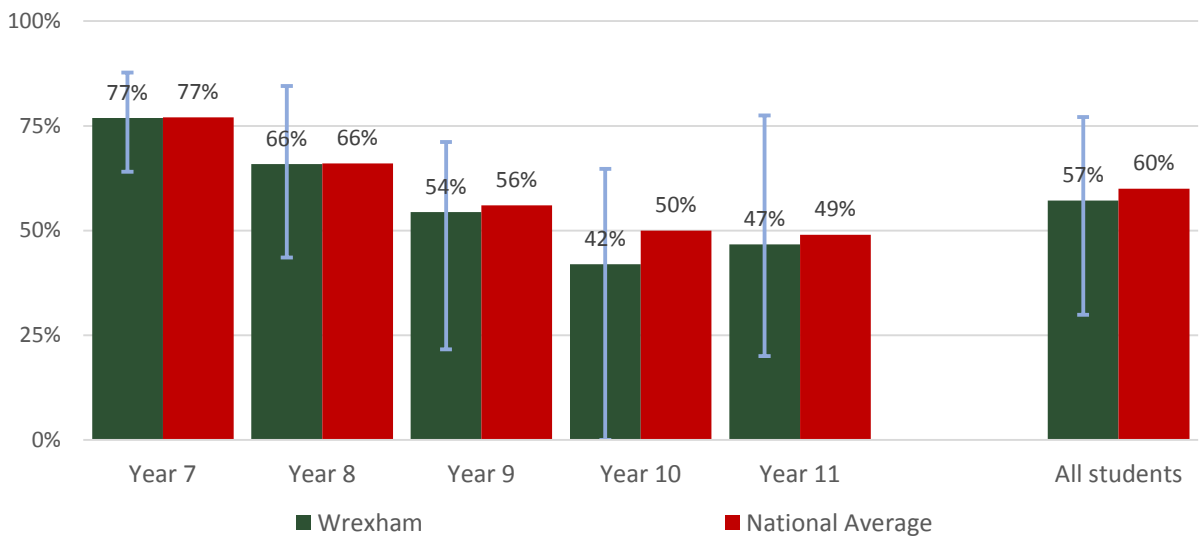


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	8%	5%	26%	28%	40%		15%
Min	0%	1%	0%	18%	17%		10%

Respectful relationships

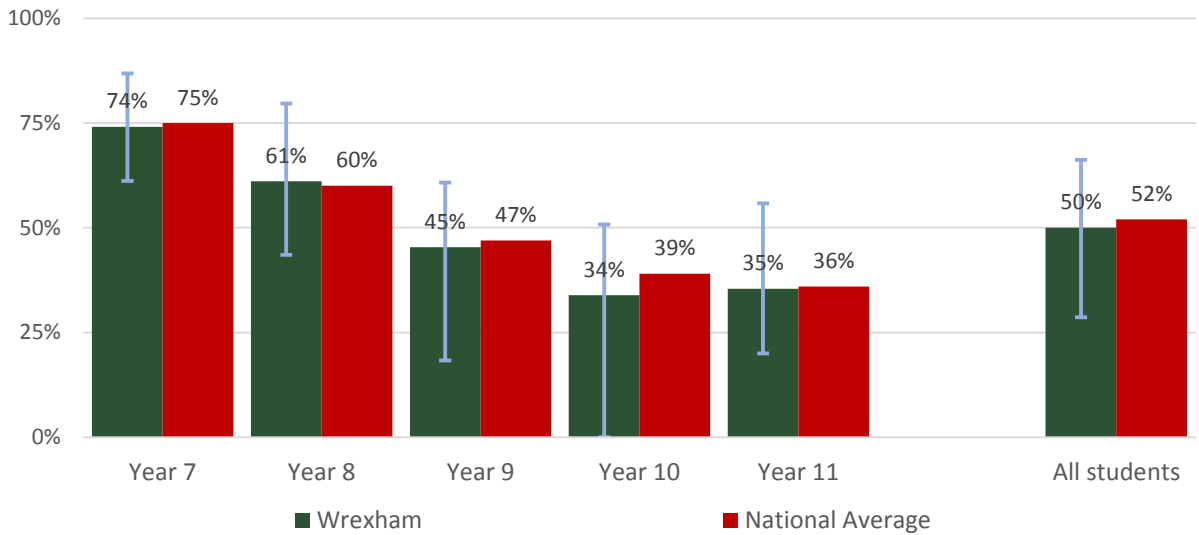
Fig. 24 Students who “agree” or “strongly agree” that teachers take action when they hear students calling girls sexually offensive names at school



Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	88%	84%	71%	65%	77%		77%
Min	64%	44%	22%	0%	20%		30%

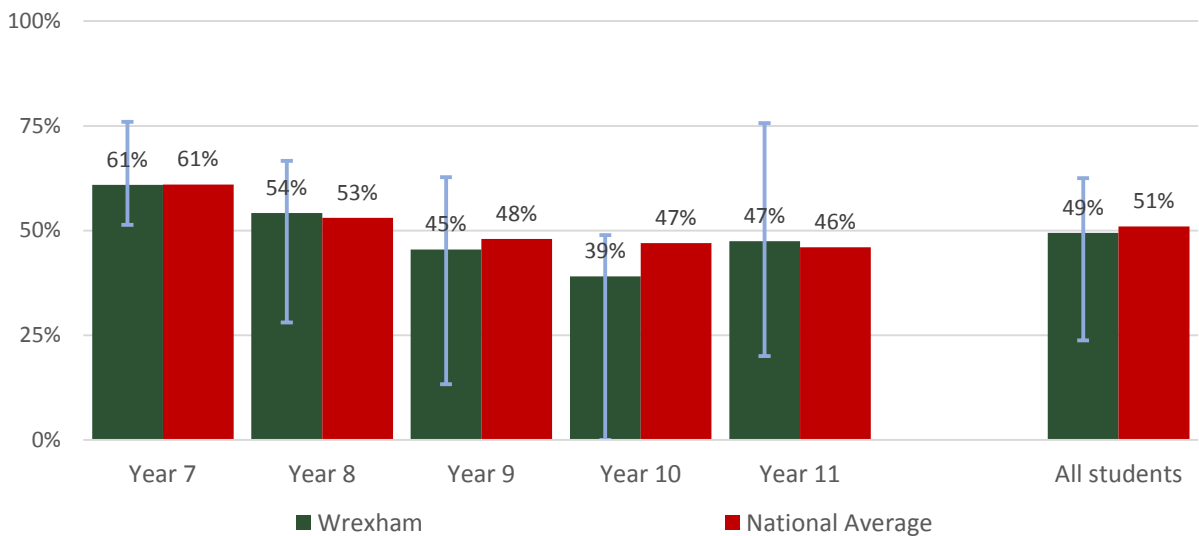
Fig. 25 Students who “agree” or “strongly agree” that teachers take action when they hear students calling boys sexually offensive names at school



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	87%	80%	61%	51%	56%		66%
	Min	61%	44%	18%	0%	20%		29%

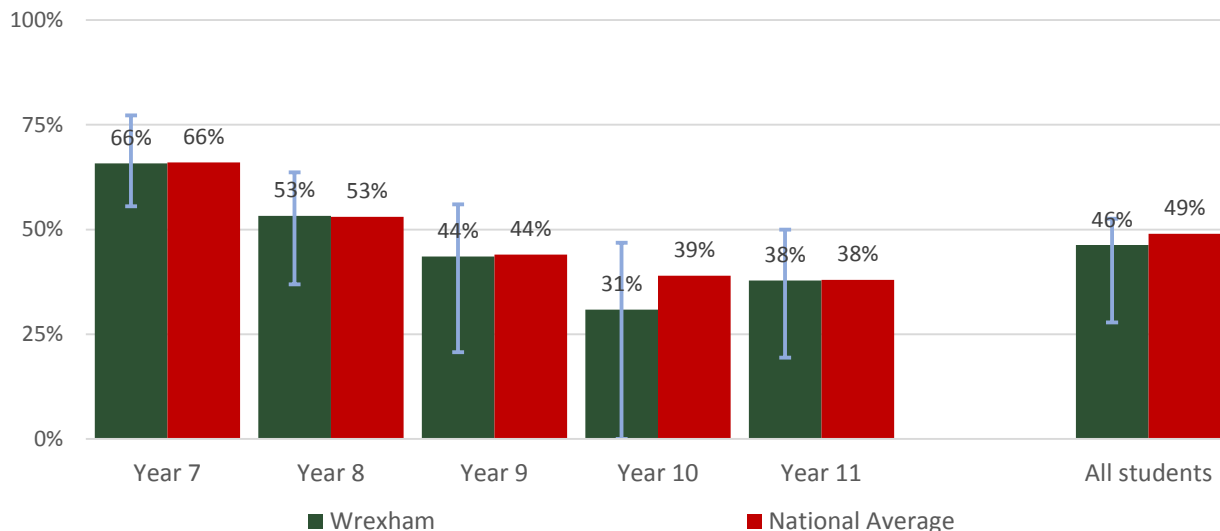
Fig. 26 Students who “agree” or “strongly agree” that they have been taught at school about who to go to if they or a friend experience violence in a boyfriend/girlfriend relationship



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	76%	67%	63%	49%	76%		63%
	Min	51%	28%	13%	0%	20%		24%

Fig. 27 Students who “agree” or “strongly agree” that they would speak to a member of staff at school about violence in a boy/girlfriend relationship

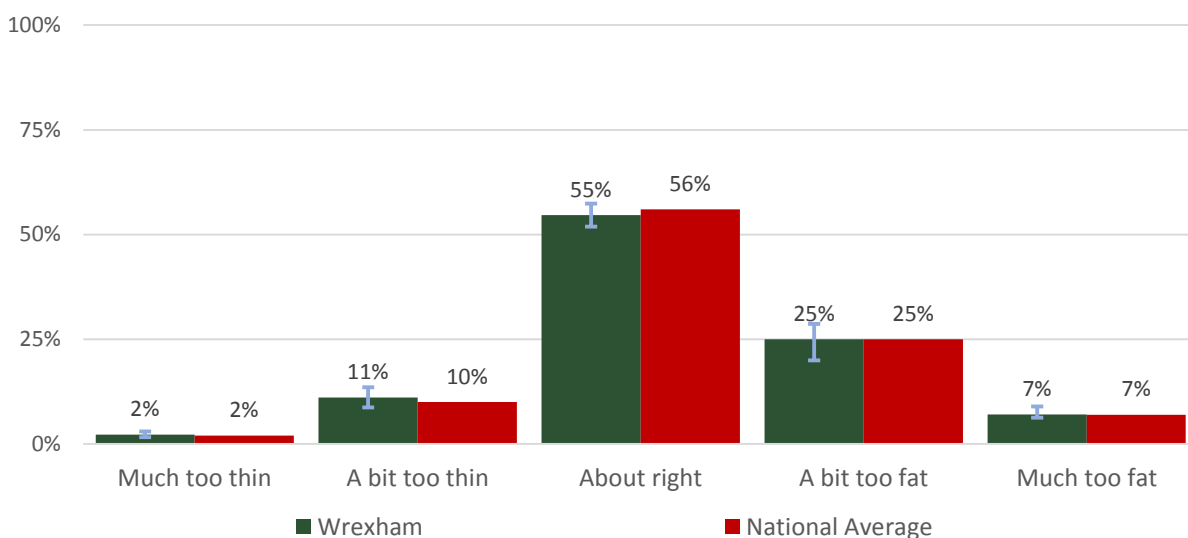


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	77%	64%	56%	47%	50%	53%
Min	56%	37%	21%	0%	19%	28%

Body image

Fig. 28 Students’ responses to “Do you think your body is...”



Range of school-level percentages:

	Much too thin	A bit too thin	About right	A bit too fat	Much too fat
Max	3%	14%	57%	29%	9%
Min	2%	9%	52%	20%	6%

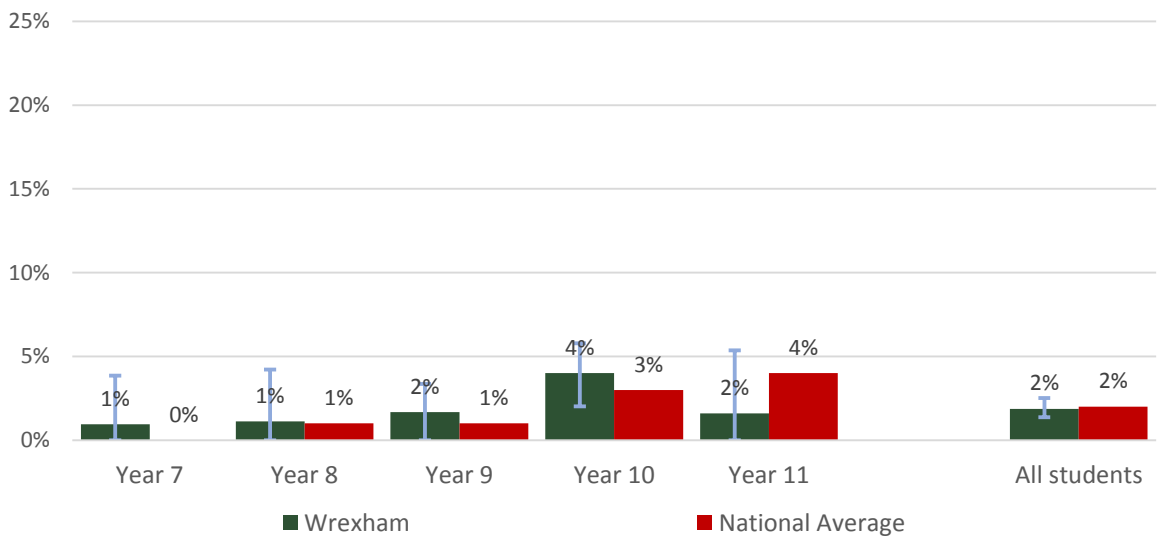
Young carers

Young carers in Wrexham	18% of students say they help look after one or more people in their family
School-level percentages (range)	16-19%

Substance Use and Misuse

Smoking

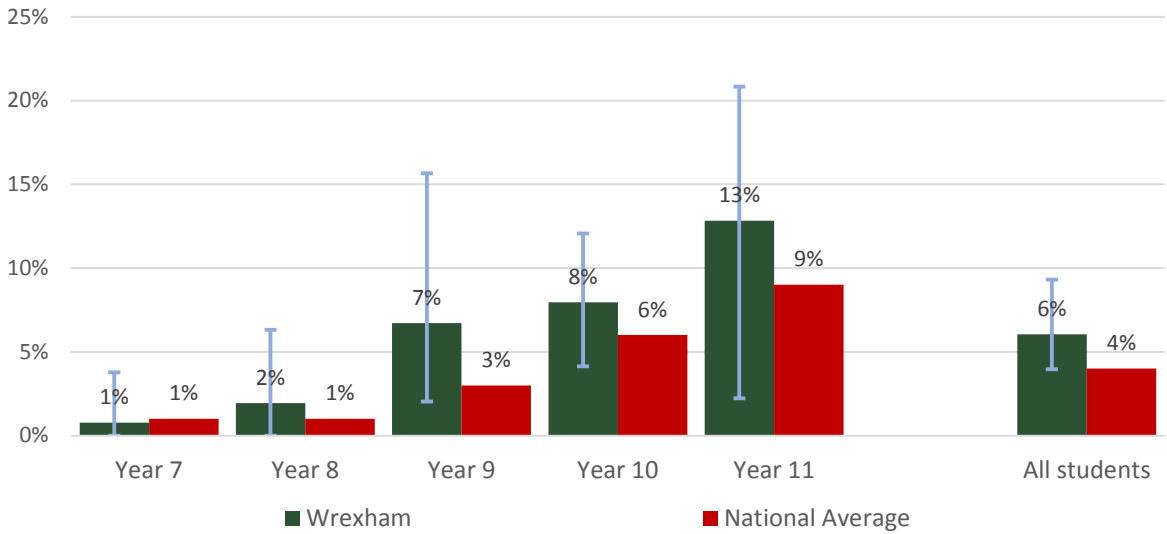
Fig. 29 Students who currently smoke less than once a week



Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	4%	4%	3%	6%	5%	3%
	Min	0%	0%	0%	2%	0%	1%

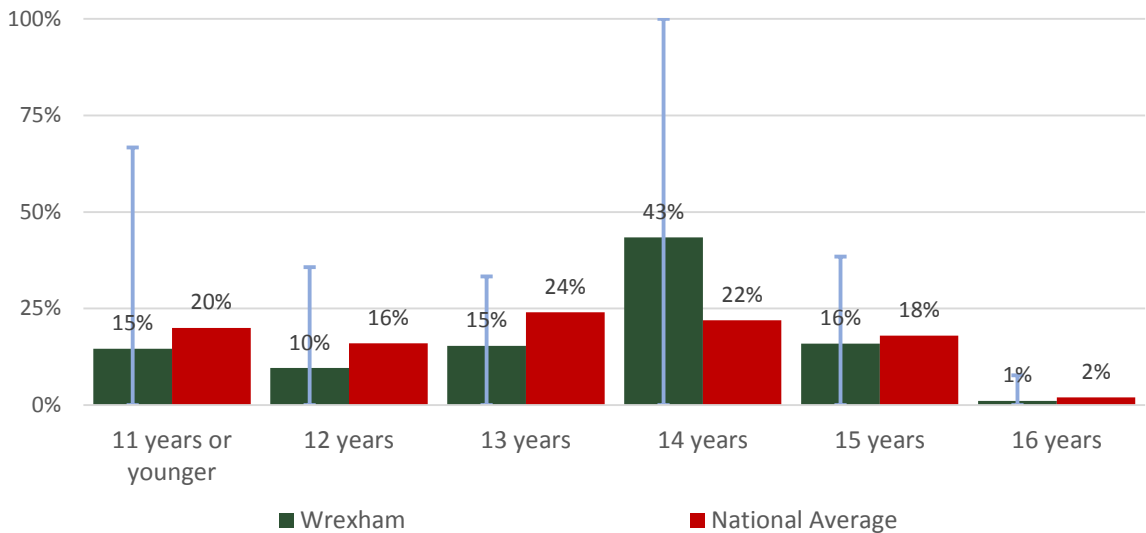
Fig. 30 Students who currently smoke at least weekly



Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	4%	6%	16%	12%	21%		9%
Min	0%	0%	2%	4%	2%		4%

Fig. 31 The age at which Year 11 students smoked their first cigarette[∞]

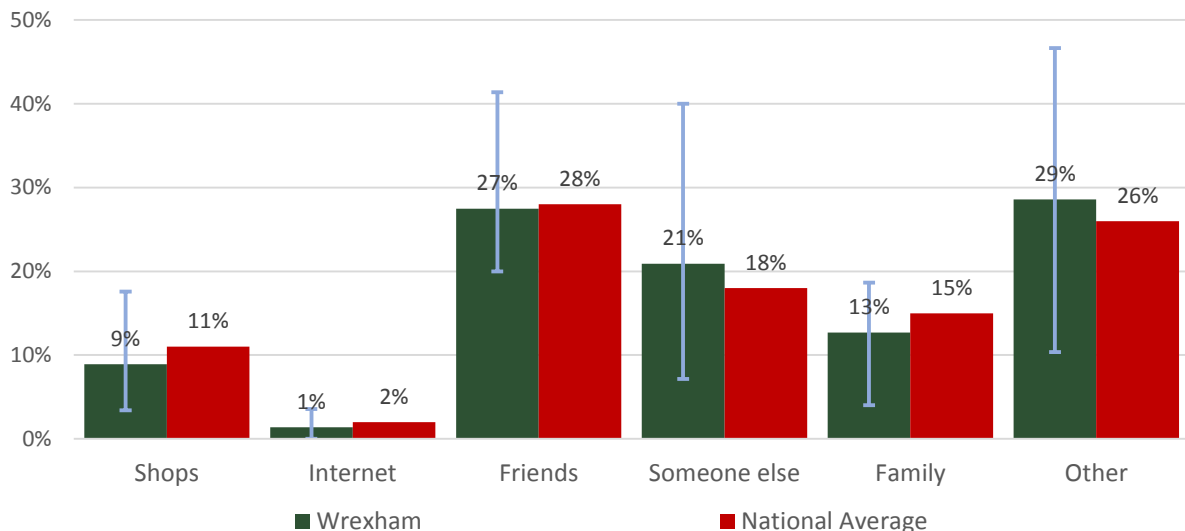


[∞] Chart includes only students who *currently smoke at least weekly*

Range of school-level percentages:

	11 years or younger	12 years	13 years	14 years	15 years	16 years
Max	67%	36%	33%	100%	38%	8%
Min	0%	0%	0%	0%	0%	0%

Fig. 32 Places where students say they often get cigarettes*



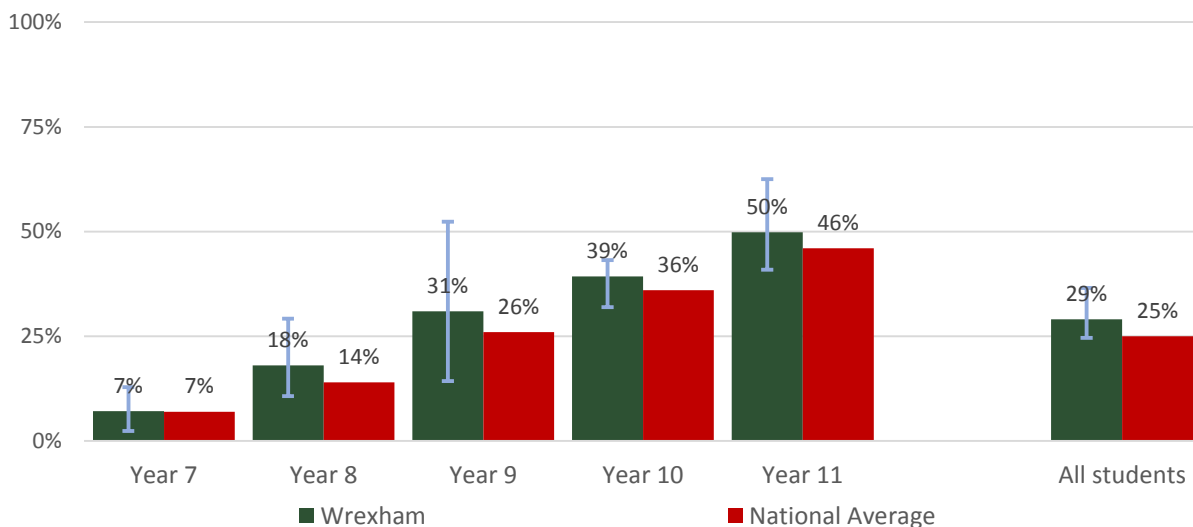
*Students could select more than one source of cigarettes. These percentages indicate the proportion of all acquisitions of cigarettes, not the proportion of students.

Range of school-level percentages:

		Shops	Internet	Friends	Someone else	Family	Other
I	Max	18%	4%	41%	40%	19%	47%
	Min	3%	0%	20%	7%	4%	10%

E-cigarettes

Fig. 33 Students who report having tried e-cigarettes

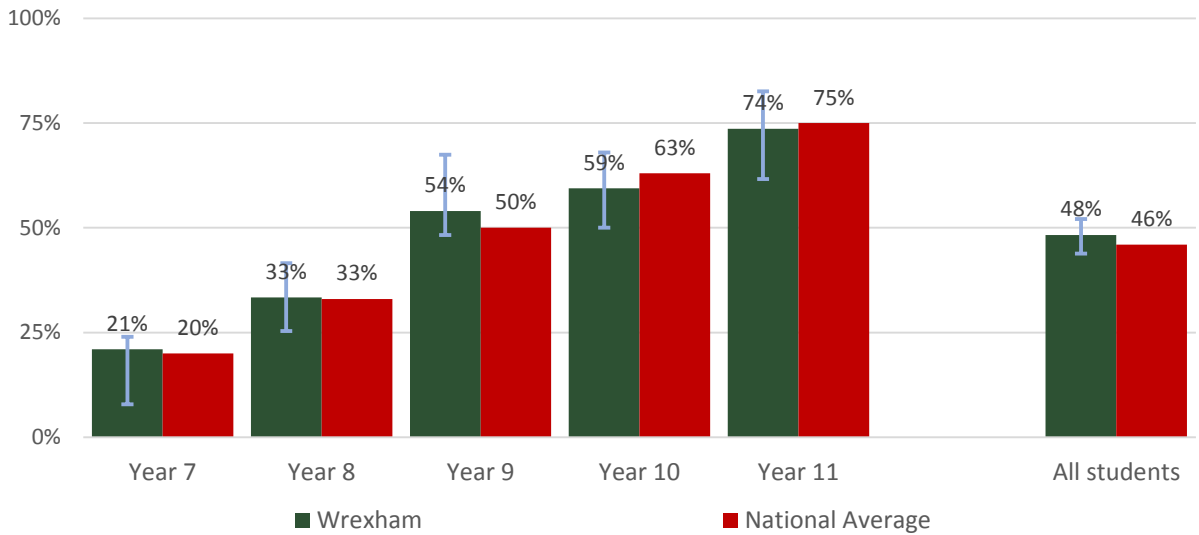


Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11	All students
I	Max	13%	29%	52%	43%	63%	37%
	Min	2%	11%	14%	32%	41%	25%

Alcohol

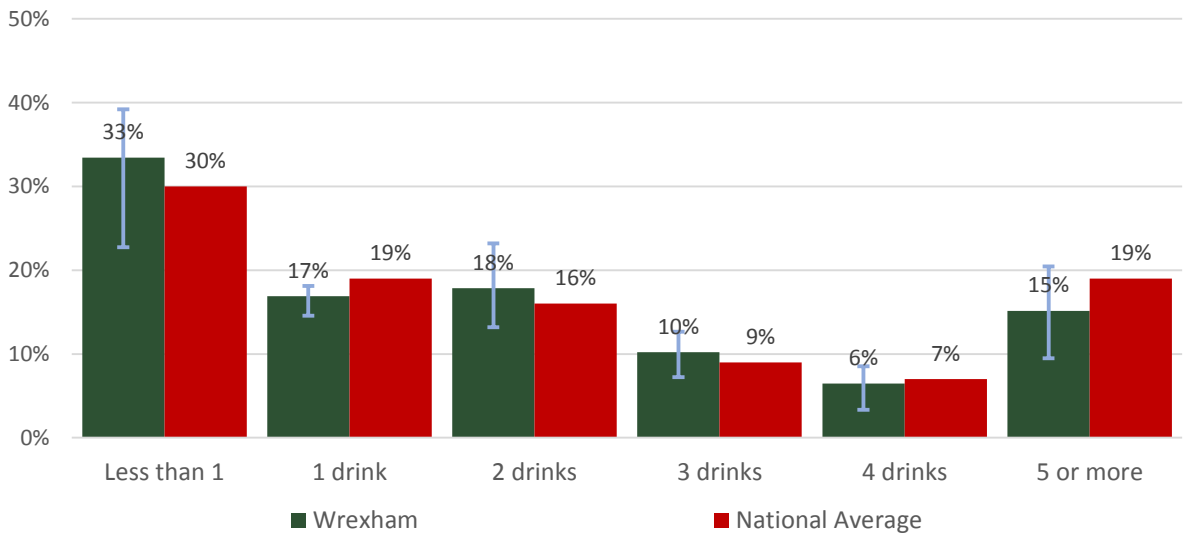
Fig. 34 Students who report that they drink alcohol



Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11	All students
Max	24%	42%	67%	68%	83%	52%
Min	8%	25%	48%	50%	62%	44%

Fig. 35 Students' consumption of alcoholic drinks on a typical day when they are drinking*

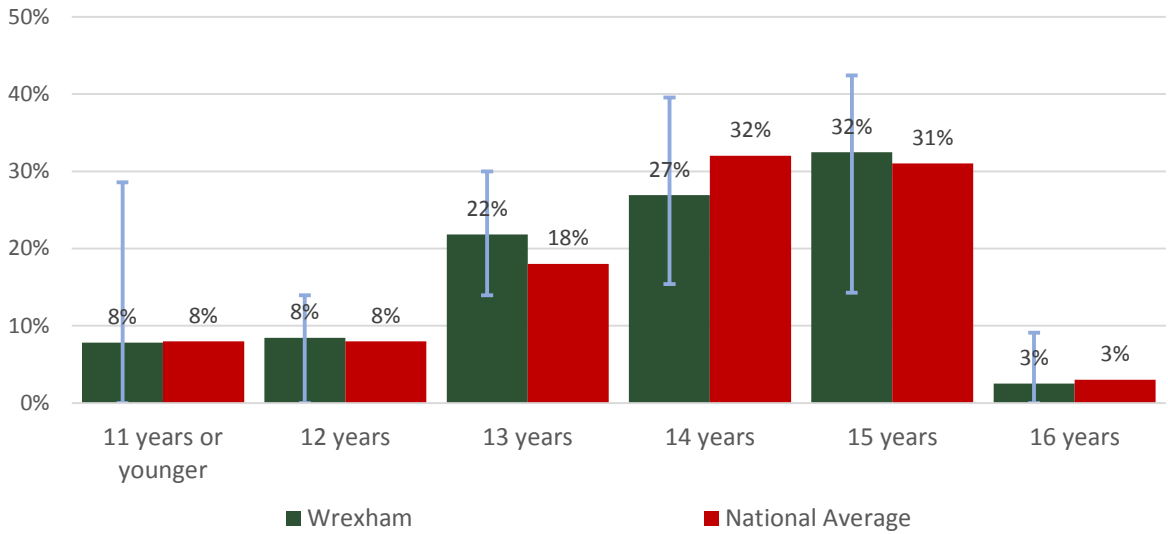


* Chart includes only students who report that they drink alcohol

Range of school-level percentages:

	Less than 1	1 drink	2 drinks	3 drinks	4 drinks	5 or more
Max	39%	18%	23%	13%	9%	20%
Min	23%	15%	13%	7%	3%	9%

Fig. 36 The age at which Year 11 students drank alcohol for the first time*

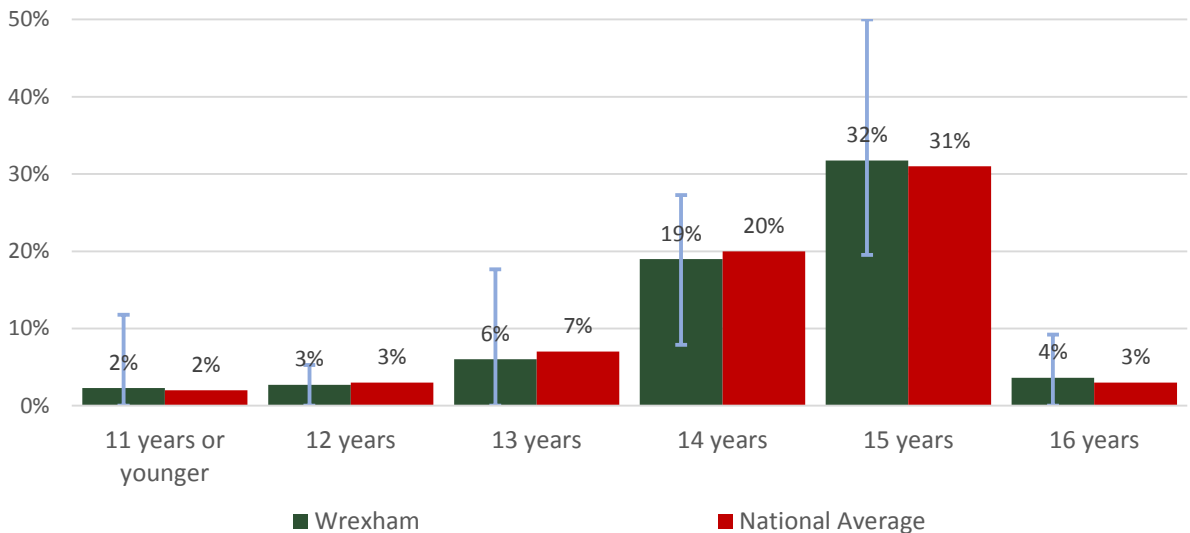


* Chart includes only students who report that they drink alcohol

Range of school-level percentages:

		11 years or younger	12 years	13 years	14 years	15 years	16 years
I	Max	29%	14%	30%	40%	42%	9%
	Min	0%	0%	14%	15%	14%	0%

Fig. 37 The age at which Year 11 students got drunk for the first time^Ω



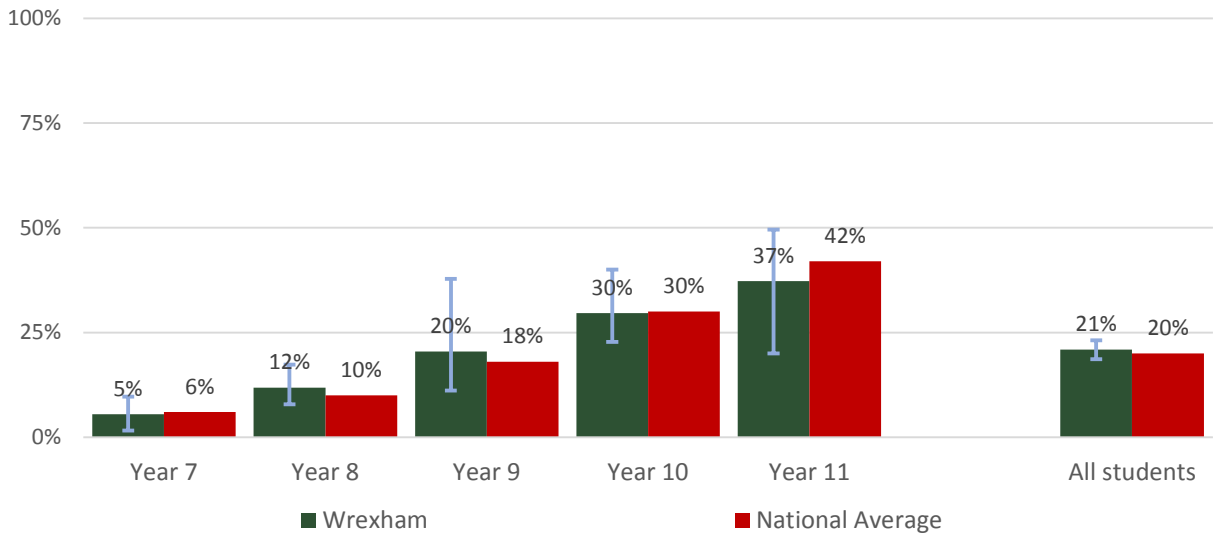
^Ω Chart includes only students who report that they drink alcohol

Range of school-level percentages:

		11 years or younger	12 years	13 years	14 years	15 years	16 years
I	Max	12%	5%	18%	27%	50%	9%
	Min	0%	0%	0%	8%	20%	0%

Cannabis

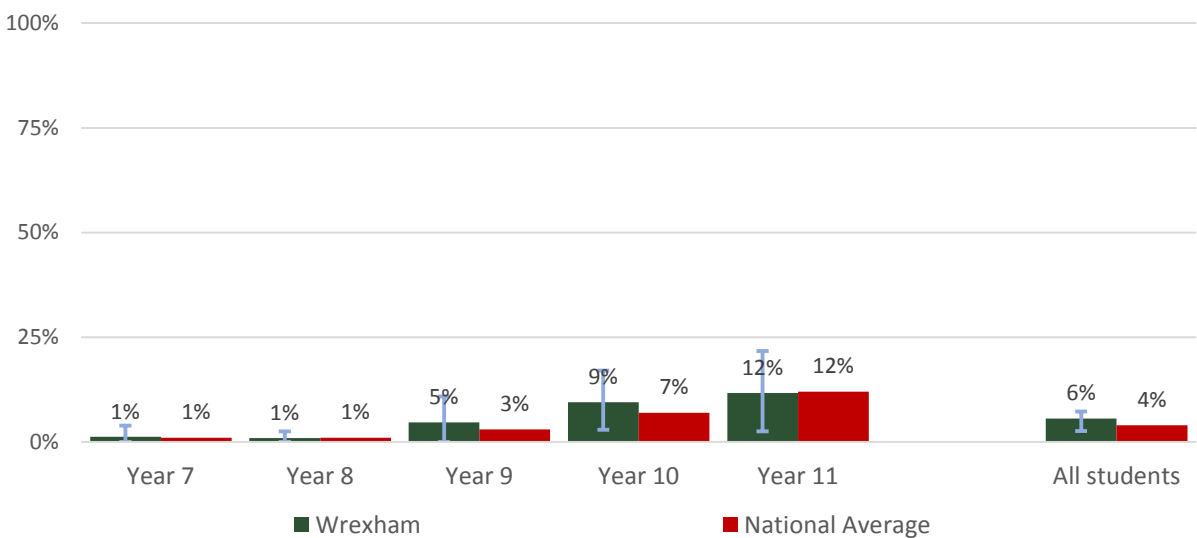
Fig. 38 Students who have been offered cannabis in the last 12 months



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	10%	17%	38%	40%	50%		23%
	Min	2%	8%	11%	23%	20%		19%

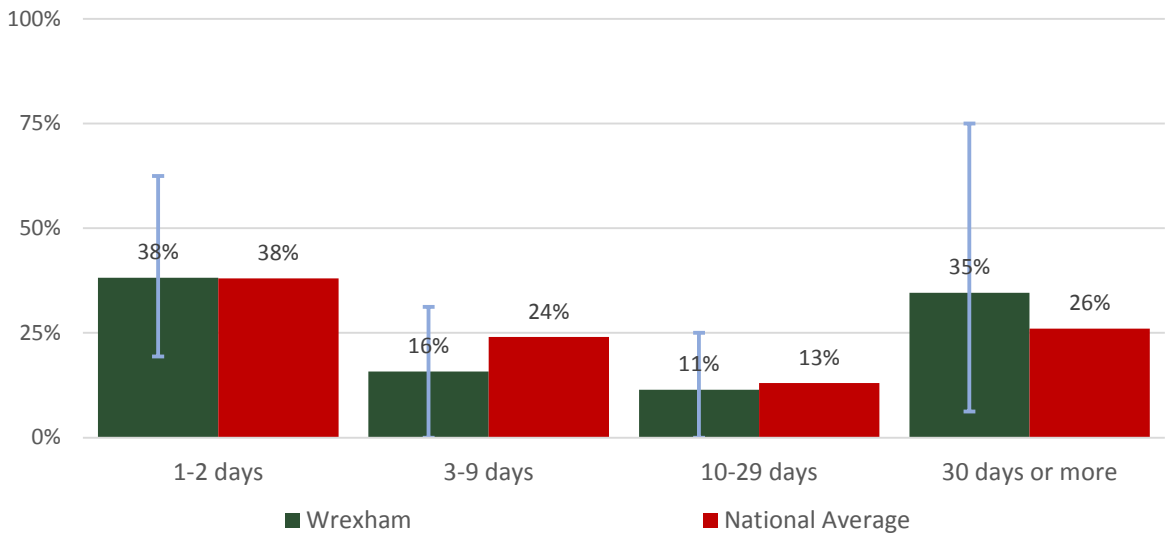
Fig. 39 Students who have taken cannabis in the last 30 days



Range of school-level percentages:

		Year 7	Year 8	Year 9	Year 10	Year 11		All students
I	Max	4%	3%	11%	17%	22%		7%
	Min	0%	0%	0%	3%	3%		3%

Fig. 40 Number of days in the last 30 days on which students have taken cannabis^α

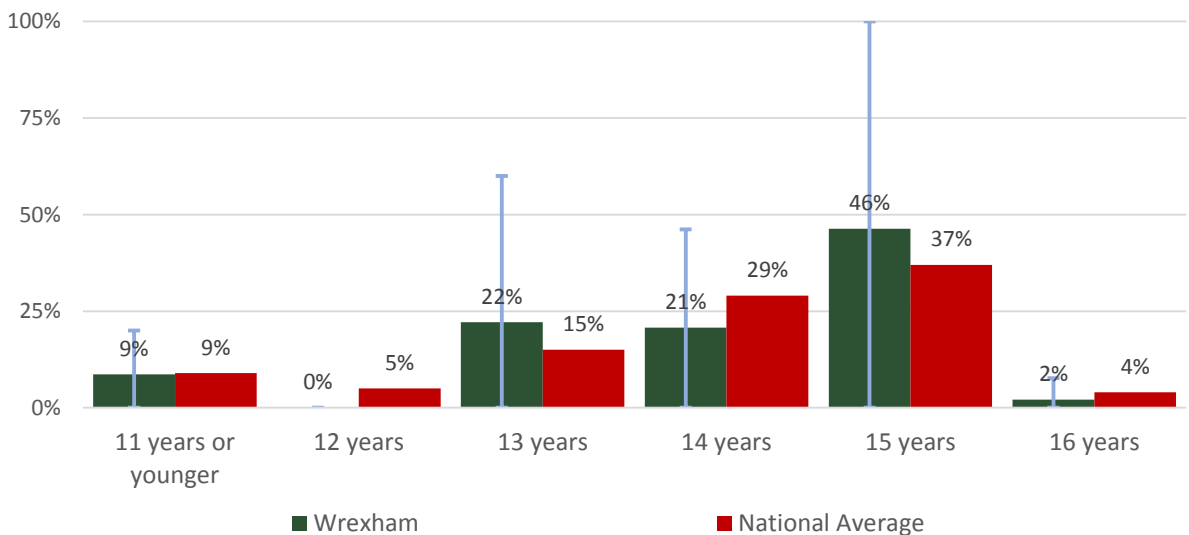


^α Chart includes only students who report that they currently use cannabis

Range of school-level percentages:

		1-2 days	3-9 days	10-29 days	30 days or more
I	Max	63%	31%	25%	75%
	Min	19%	0%	0%	6%

Fig. 41 The age at which Year 11 students used cannabis for the first time^Ω



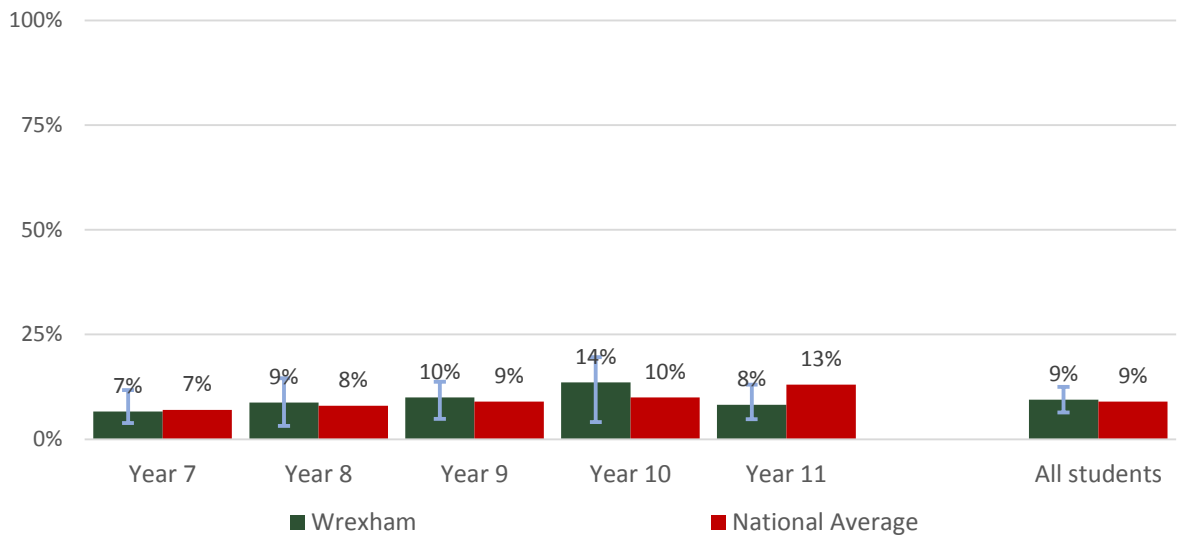
^Ω Chart includes only students who report that they currently use cannabis

Range of school-level percentages:

		11 years or younger	12 years	13 years	14 years	15 years	16 years
I	Max	20%	0%	60%	46%	100%	8%
	Min	0%	0%	0%	0%	0%	0%

New psychoactive substances

Fig. 42 Students who have ever tried inhaling laughing gas or taking mephedrone or 'legal highs'

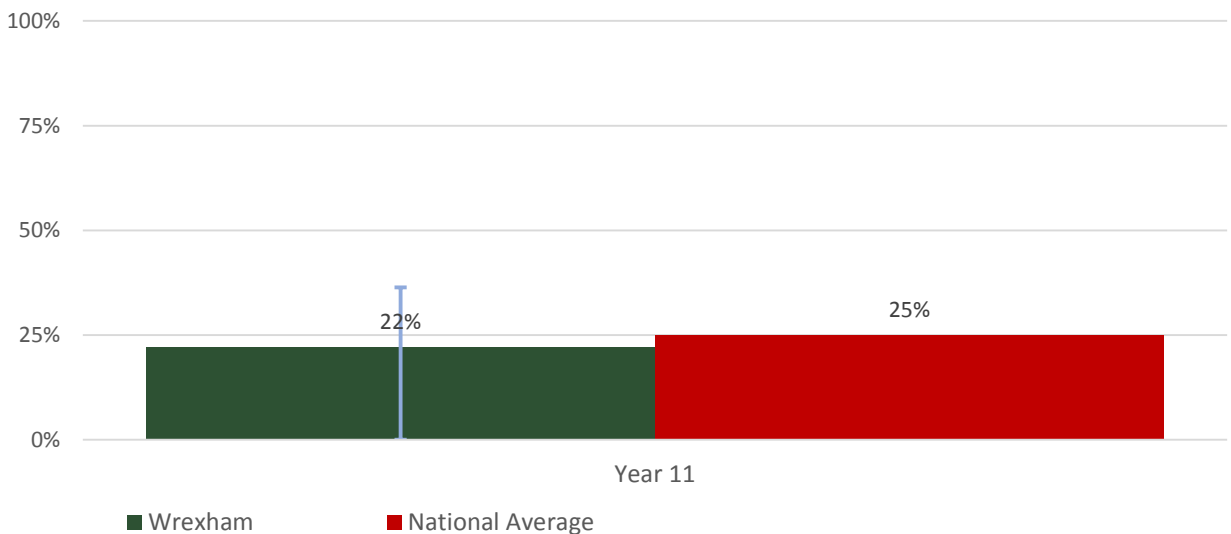


Range of school-level percentages:

	Year 7	Year 8	Year 9	Year 10	Year 11		All students
Max	12%	15%	14%	20%	13%		13%
Min	4%	3%	5%	4%	5%		6%

Sex and Relationships

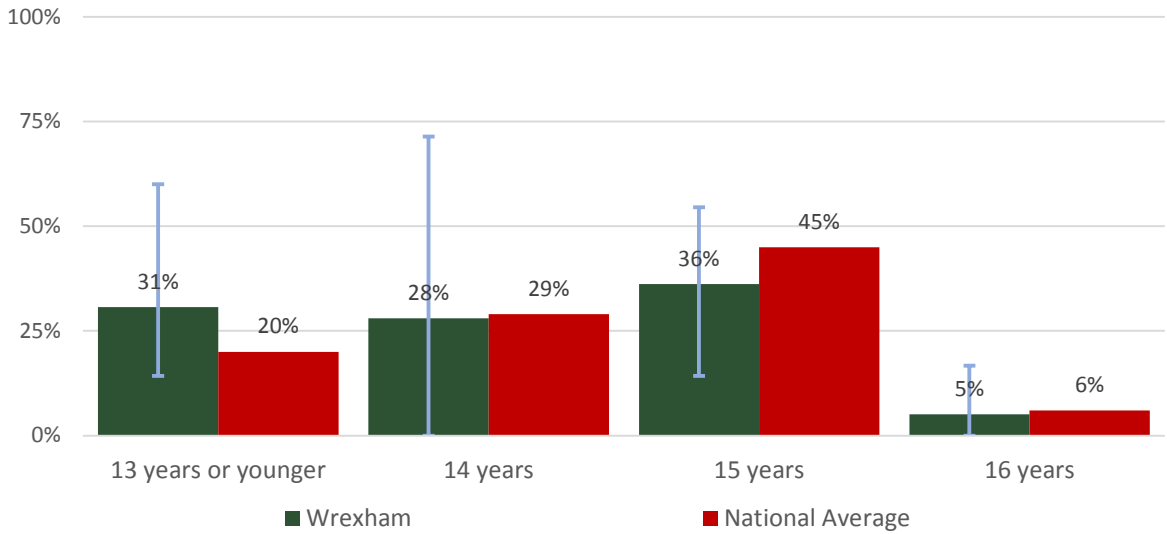
Fig. 43 Year 11 students who have ever had sexual intercourse



Range of school-level percentages:

	Year 11
Max	36%
Min	0%

Fig. 44 The age at which Year 11 students had sexual intercourse for the first time*

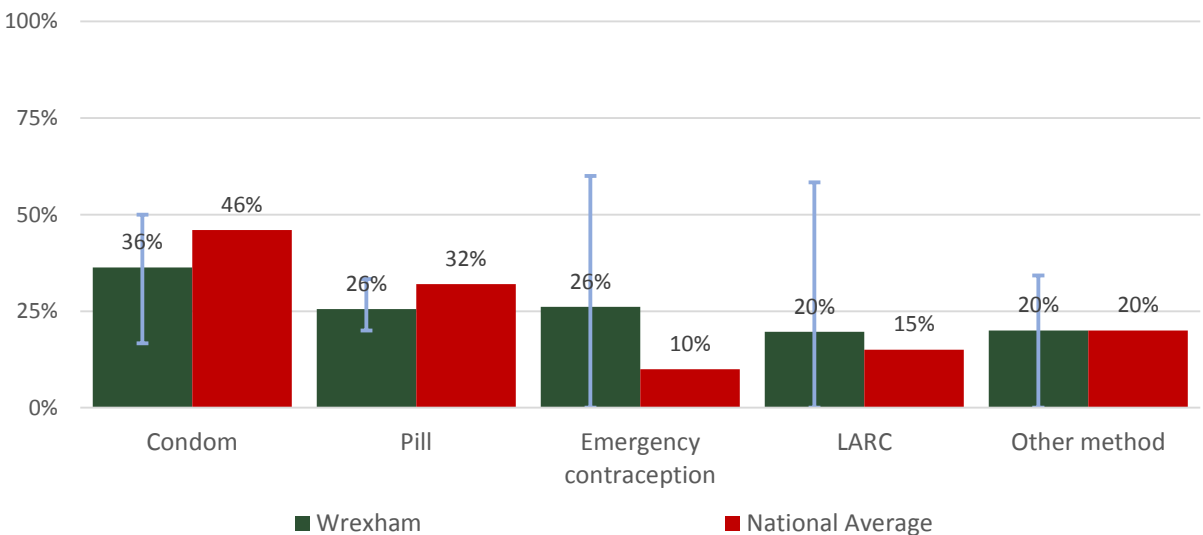


* These are percentages of sexually active students only, not of all students

Range of school-level percentages:

		13 years or younger	14 years	15 years	16 years
I	Max	60%	71%	55%	17%
	Min	14%	0%	14%	0%

Fig. 45 Contraceptive use in sexually active Year 11 students and their partners^Ω



^Ω These are percentages of sexually active students only, not of all students

Range of school-level percentages:

		Condom	Pill	Emergency contraception	LARC	Other method
I	Max	50%	33%	60%	58%	34%
	Min	17%	20%	0%	0%	0%

Appendix

The table below shows the question and response options upon which each chart is based. (All questions had an additional response option of 'I do not want to answer'.) Highlighted response options are presented in the charts.

Figure number and title	Survey question
1: Students who usually eat breakfast every weekday	<p>How often do you usually have breakfast (more than a glass of milk or fruit juice) on weekdays?</p> <ul style="list-style-type: none"> <input type="radio"/> I never have breakfast during the week <input type="radio"/> One day <input type="radio"/> Two days <input type="radio"/> Three days <input type="radio"/> Four days <input type="radio"/> Five days
<p>2: Students who usually eat one or more portions of fruit or vegetables a day</p> <p>3: Students who usually drink tap or bottled water once a day or more</p> <p>4: Students who usually drink one or more energy drinks a day</p> <p>5: Students who usually drink one or more sugary soft drinks a day</p>	<p>How many times a week do you usually eat or drink...</p> <p>Fruits? Vegetables?</p> <p>Tap or bottled water (do not include flavoured water or squash)?</p> <p>Energy drinks (such as Red Bull, Monster, Rockstar)?</p> <p>Coke or other soft drinks that contain sugar?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Less than once a week <input type="radio"/> Once a week <input type="radio"/> 2-4 days a week <input type="radio"/> 5-6 days a week <input type="radio"/> Once a day, every day <input type="radio"/> Every day, more than once

Figure number and title	Survey question
<p>6: Number of days in the week before the survey students were physically active for more than 60 minutes.</p>	<p>Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, school activities, playing with friends, or walking to school. Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, netball, basketball, football, and rugby. For this next question add up all the time you spend doing physical activity each day.</p> <p>Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?</p> <ul style="list-style-type: none"> <input type="radio"/> 0 days <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 days
<p>7: Students whose main part of their journey to school is walking or cycling</p>	<p>On a typical day, is the main part of your journey TO school made by.... ?</p> <ul style="list-style-type: none"> <input type="radio"/> Walking <input type="radio"/> Bicycle <input type="radio"/> Bus, train, tram, underground or boat <input type="radio"/> Car, motorcycle or moped <input type="radio"/> Other means
<p>8: Students who usually spend 7 or more hours of their free time on a week day sitting down</p>	<p><u>Outside school hours</u>: How many hours a day do you usually spend time sitting in your free time (for example, watching TV, using a computer or mobile phone, travelling in a car or by bus, sitting and talking, eating, studying)? Please be aware that if activities take place at the same time, these only count once.</p> <ul style="list-style-type: none"> <input type="radio"/> None at all <input type="radio"/> About half an hour a day <input type="radio"/> About 1 hour a day <input type="radio"/> About 2 hours a day <input type="radio"/> About 3 hours a day <input type="radio"/> About 4 hours a day <input type="radio"/> About 5 hours a day <input type="radio"/> About 6 hours a day <input type="radio"/> About 7 or more hours a day

Figure number and title	Survey question
<p>9: Students who exercise vigorously outside of school time at least four times a week</p>	<p><u>Outside school hours</u>: How often do you usually exercise in your free time so much that you get out of breath or sweat?</p> <ul style="list-style-type: none"> ○ Every day ○ 4 to 6 times a week ○ 2 to 3 times a week ○ Once a week ○ Once a month ○ Less than once a month ○ Never
<p>10: Students who report being satisfied with their life</p>	<p>Here is a picture of a ladder. The top of the ladder '10' is the best possible life for you and the bottom '0' is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?</p> <p>Figure 10 shows all responses of 6 and above.</p>
<p>11: Students who "agree" or "strongly agree" that teachers care about them as a person</p> <p>12: Students who "agree" or "strongly agree" that their ideas are treated seriously in school</p>	<p>How much do you agree or disagree with the following statement?</p> <p>I feel that my teachers care about me as a person.</p> <p>At our school pupils' ideas are treated seriously.</p> <ul style="list-style-type: none"> ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
<p>13: Students who feel a lot of pressure from the schoolwork they have to do</p>	<p>How pressured do you feel by the schoolwork you have to do?</p> <ul style="list-style-type: none"> ○ Not at all ○ A little ○ Some ○ A lot
<p>14: Students who "agree" or "strongly agree" that there is support at school for students who feel unhappy, worried or unable to cope</p>	<p>How much do you agree with the following statement?</p> <p>There is support at my school for pupils who feel unhappy, worried or unable to cope.</p> <ul style="list-style-type: none"> ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

Figure number and title	Survey question
<p>15: Students who usually go to bed at 11.30pm or later when they have school the next day</p>	<p>When do you usually go to bed if you have to go to school the next morning?</p> <ul style="list-style-type: none"> <input type="radio"/> No later than 9pm <input type="radio"/> 9.30pm <input type="radio"/> 10pm <input type="radio"/> 10.30pm <input type="radio"/> 11pm <input type="radio"/> 11.30pm <input type="radio"/> Midnight <input type="radio"/> 12.30 am <input type="radio"/> 1am <input type="radio"/> 1.30am <input type="radio"/> 2am or later
<p>16: Students who look at an electronic screen at 11.30pm or later when they have school the next day</p>	<p>What is the latest time you usually look at an electronic screen (TV, computer, tablet or phone) before you go to sleep on a school night?</p> <ul style="list-style-type: none"> <input type="radio"/> No later than 9pm <input type="radio"/> 9.30pm <input type="radio"/> 10pm <input type="radio"/> 10.30pm <input type="radio"/> 11pm <input type="radio"/> 11.30pm <input type="radio"/> Midnight <input type="radio"/> 12.30 am <input type="radio"/> 1am <input type="radio"/> 1.30am <input type="radio"/> 2am or later
<p>17: Students who feel that they can count on friends when things go wrong</p>	<p>We are interested in how you feel about the following statement. Please show how much you agree or disagree.</p> <p>I can count on my friends when things go wrong.</p> <ul style="list-style-type: none"> <input type="radio"/> 1 Very strongly disagree <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 Very strongly agree

Figure number and title	Survey question
<p>18: Students who have ever joined a social networking site or an instant messaging service</p>	<p>How old were you when you first joined a social networking site (e.g. Facebook) or an instant messaging service (e.g. Whatsapp, Snapchat, Facebook messenger)?</p> <ul style="list-style-type: none"> <input type="radio"/> 11 years old or younger <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old <input type="radio"/> Never <p>Figure 18 combines all highlighted responses into 'ever'.</p>
<p>19: Students who have taken part in bullying another student(s) at school in the past couple of months</p>	<p>Here are some questions about bullying. We say a person is BEING BULLIED when another person or a group of people repeatedly say or do unwanted nasty and unpleasant things to him or her. It is also bullying when a person is teased in a way he or she does not like or when he or she is left out of things on purpose. The person that bullies has more power than the person being bullied and wants to cause harm to him or her. It is NOT BULLYING when two people of about the same strength or power argue or fight.</p> <p>How often have you taken part in bullying another person(s) at school in the past couple of months?</p> <ul style="list-style-type: none"> <input type="radio"/> I have not bullied another person(s) at school in the past couple of months <input type="radio"/> It has happened once or twice <input type="radio"/> 2 or 3 times a month <input type="radio"/> About once a week <input type="radio"/> Several times a week
<p>20: Students who have been bullied at school in the past couple of months</p>	<p>How often have you been bullied at school in the past couple of months?</p> <ul style="list-style-type: none"> <input type="radio"/> I have not been bullied at school in the past couple of months <input type="radio"/> It has happened once or twice <input type="radio"/> 2 or 3 times a month <input type="radio"/> About once a week <input type="radio"/> Several times a week

Figure number and title	Survey question
21: Students who have been cyberbullied in the past couple of months	<p>In the past couple of months, how often have you been cyberbullied (e.g. someone sent mean instant messages, email or text messages, wall postings, created a website making fun of you, posted unflattering or inappropriate pictures of you online without permission or shared them with others)?</p> <ul style="list-style-type: none"> <input type="radio"/> I have not been cyberbullied in the past couple of months <input type="radio"/> It has happened once or twice <input type="radio"/> 2 or 3 times a month <input type="radio"/> About once a week <input type="radio"/> Several times a week
22. The three most common reasons students think people in their year group are bullied	<p>Below are some reasons why people are bullied. What are the most common reasons people in your year group are bullied? Please tick up to 3 reasons.</p> <ul style="list-style-type: none"> <input type="radio"/> Because of their weight <input type="radio"/> Because of their interests or hobbies <input type="radio"/> Because of who their friends are <input type="radio"/> Because they get high grades <input type="radio"/> Because they get low grades <input type="radio"/> Because of their family's income <input type="radio"/> Because they have a disability <input type="radio"/> Because of their race <input type="radio"/> Because their family came to Britain from another country <input type="radio"/> Because they are gay, lesbian or bisexual <input type="radio"/> Because of their religion <input type="radio"/> Because of their gender identity or expression <input type="radio"/> Because of other reasons <input type="radio"/> I don't know
23: Students who have ever sent someone a sexually explicit image of themselves	<p>Have you ever sent someone a sexually explicit image of yourself?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Once <input type="radio"/> More than once

Figure number and title	Survey question
<p>24: Students who "agree" or "strongly agree" that teachers take action when they hear students calling girls sexually offensive names at school</p> <p>25: Students who "agree" or "strongly agree" that teachers take action when they hear students calling boys sexually offensive names at school</p> <p>26: Students who "agree" or "strongly agree" that they have been taught at school about who to go to if they or a friend experience violence in a boy/girlfriend relationship</p> <p>27: Students who "agree" or "strongly agree" that they would speak to a member of staff at school about violence in a boy/girlfriend relationship</p>	<p>How much do you agree with the following statements?</p> <p>My teachers take action when they hear pupils calling girls sexually offensive names at this school.</p> <p>My teachers take action when they hear pupils calling boys sexually offensive names at this school.</p> <p>My school teaches you about who to go to if you or a friend experience violence within a boy/girlfriend relationship.</p> <p>I would speak to a member of staff at my school about boy/girlfriend relationship violence if it was happening to me or anyone I know.</p> <ul style="list-style-type: none"> <input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
<p>28: Students responses to "Do you think your body is..."</p>	<p>Do you think your body is.... ?</p> <ul style="list-style-type: none"> <input type="radio"/> Much too thin <input type="radio"/> A bit too thin <input type="radio"/> About the right size <input type="radio"/> A bit too fat <input type="radio"/> Much too fat
<p>Young carers</p>	<p>Some young people have to help look after other people in their family because they are disabled, physically or mentally unwell or have a problem with alcohol or drugs. Is there anyone in your family that you regularly look after or give special help to for these reasons?</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, one person in my family <input type="radio"/> Yes, two or more people in my family
<p>29: Students who currently smoke less than once a week</p>	<p>How often do you smoke tobacco at present?</p> <ul style="list-style-type: none"> <input type="radio"/> Every day <input type="radio"/> At least once a week, but not every day <input type="radio"/> Less than once a week <input type="radio"/> I do not smoke

Figure number and title	Survey question
30: Students who currently smoke at least weekly	<p>How often do you smoke tobacco at present?</p> <ul style="list-style-type: none"> <input type="radio"/> Every day <input type="radio"/> At least once a week, but not every day <input type="radio"/> Less than once a week <input type="radio"/> I do not smoke
31: The age at which Year 11 students smoked their first cigarette	<p>At what age did you first do the following things?</p> <p>Smoke a cigarette (more than a puff)</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> 11 years old or less <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old

Figure number and title	Survey question
<p>32: Places where students say they often get cigarettes</p>	<p>Where do you often get your cigarettes or rolling tobacco from?</p> <p>Please select more than one option if you often get cigarettes from different people or places.</p> <p><i>Shops</i></p> <ul style="list-style-type: none"> ○ I buy them myself from a shop (e.g. a newsagent, supermarket or petrol station) ○ I buy them myself from another retailer like a street market or an ice cream van <p><i>Internet</i></p> <ul style="list-style-type: none"> ○ I buy them myself through the internet <p><i>Friends</i></p> <ul style="list-style-type: none"> ○ I buy them myself from a friend or other young person (less than 18 years old) ○ I get a friend or other young person (less than 18 years old) to buy them for me ○ A friend or other young person (less than 18 years old) gives them to me <p><i>Someone else</i></p> <ul style="list-style-type: none"> ○ I buy them myself from another adult ○ I get another adult to buy them for me ○ Another adult gives them to me <p><i>Family</i></p> <ul style="list-style-type: none"> ○ I buy them myself from a parent or other adult relative (over 18 years old) ○ I buy them myself from my brother or sister (less than 18 years old) ○ I get a parent or other adult relative (over 18 years old) to buy them for me ○ I get a my brother or sister (less than 18 years old) to buy them for me ○ A parent or other adult relative (over 18 years old) gives them to me ○ My brother or sister (less than 18 years old) gives them to me <p><i>Other</i></p> <ul style="list-style-type: none"> ○ I take them without asking ○ I get them in some other way

Figure number and title	Survey question
33: Students who report having tried e-cigarettes	<p>The next question is about electronic cigarettes. An electronic cigarette is any device that a person uses to breath in a vapour. This is sometimes called 'vaping'. The vapour often contains nicotine or is flavoured. Electronic cigarettes can be called e-cigarettes, e-cigs, e-pens, e-fags, vapes, e-shisha or hookah pens. They may look like a conventional cigarette with a glowing tip or they may look like a pen or a small bottle (a 'tank').</p> <p>Have you ever tried electronic cigarettes (sometimes called an 'e-cigarette')?</p> <ul style="list-style-type: none"> <input type="radio"/> I have never tried e-cigarettes <input type="radio"/> I have tried e-cigarettes once <input type="radio"/> I have tried e-cigarettes more than once
<p>34: Students who report that they drink alcohol</p> <p>35: Students consumption of alcoholic drinks on a typical day when they are drinking</p>	<p>On days when you drink alcohol, how many drinks (e.g. cans of cider, cups of wine) do you usually have?</p> <ul style="list-style-type: none"> <input type="radio"/> I never drink alcohol <input type="radio"/> Less than one drink <input type="radio"/> 1 drink <input type="radio"/> 2 drinks <input type="radio"/> 3 drinks <input type="radio"/> 4 drinks <input type="radio"/> 5 or more drinks <p>Figure 34 combines all highlighted responses into 'any drinking'.</p>
<p>36: The age at which Year 11 students drank alcohol for the first time</p> <p>37: The age at which Year 11 students got drunk for the first time</p>	<p>At what age did you first do the following things?</p> <p>Drink alcohol (more than a small amount)</p> <p>Get drunk</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> 11 years old or less <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old
38: Students who have been offered cannabis in the last 12 months	<p>Have you been offered cannabis (Weed, Marijuana, Dope, Pot, Hash, Grass, Bud, Skunk, Spliff/ Joints) in the last 12 months?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No

Figure number and title	Survey question
<p>39: Students who have taken cannabis in the last 30 days</p> <p>40: Number of days in the last 30 days on which students have taken cannabis</p>	<p>Have you ever taken cannabis (Weed, Marijuana, Dope, Pot, Hash, Grass, Bud, Skunk, Spliff/Joints)?</p> <p>In the last 30 days</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> 1 – 2 days <input type="radio"/> 3 – 5 days <input type="radio"/> 6 – 9 days <input type="radio"/> 10 – 19 days <input type="radio"/> 20 – 29 days <input type="radio"/> 30 days or more <p>Figure 39 combines all highlighted responses into 'any recent cannabis use'.</p>
<p>41: The age at which Year 11 students used cannabis for the first time</p>	<p>At what age did you first do the following things?</p> <p>Use cannabis</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> 11 years old or less <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old
<p>42: Students who have ever tried inhaling laughing gas or taking mephedrone or legal highs</p>	<p>When was the last time you ever tried, used or took any of the following?</p> <p>Inhaling laughing gas (nitrous oxide, nos, 'whippits'; DO NOT include breathing in helium from party balloons or nitrous oxide from your doctor or dentist)</p> <p>Mephedrone ('M-cat', 'meow meow', Bubble, Charge, Drone, 4MMC)</p> <p>New psychoactive substances (previously called 'legal highs', such as pep stoned, BZP, black mamba, spice)</p> <ul style="list-style-type: none"> <input type="radio"/> In the last month <input type="radio"/> In the last 12 months <input type="radio"/> More than 12 months ago <input type="radio"/> Never <p>Figure 42 combines all highlighted responses to the three questions into 'ever tried'.</p>

Figure number and title	Survey question
43: Year 11 students who have ever had sexual intercourse	<p>Have you ever had sexual intercourse (sometimes this is called "making love," "having sex", or "going all the way")?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
44: The age at which Year 11 students had sexual intercourse for the first time	<p>How old were you when you had sexual intercourse for the first time?</p> <ul style="list-style-type: none"> <input type="radio"/> 11 years old or younger <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old
45: Contraceptive use in sexually active Year 11 students and their partners	<p>The last time you had sexual intercourse, did you or your partner use a condom?</p> <p>The last time you had sexual intercourse, did you or your partner use birth control pills ('the Pill')?</p> <p>The last time you had sexual intercourse, did you or your partner use a Long Acting Reversible Contraception (LARC), for example a contraceptive implant (a 'rod'), a contraceptive injection or IUCD/IUS (a 'coil')?</p> <p>The last time you had sexual intercourse, did you or your partner use emergency contraception ('morning after pill')?</p> <p>The last time you had sexual intercourse, did you or your partner use any other form of protection?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know