

**National Foundation
for Educational Research**



**Children and Young People of Kent:
Survey 2006/7**

Final Report

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KCC

June 2007

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Executive summary

The National Foundation for Educational Research (NFER) was commissioned by Kent County Council (KCC) to conduct an independent survey of children and young people in Kent. The council and its partner agencies wanted to find out what children and young people thought about a range of issues related to the five *Every Child Matters* (ECM) outcomes. The purpose of the research was to provide information to support self-evaluation and planning for improvement at county, cluster and school level.

The study involved two specifically-designed questionnaire surveys: one for primary pupils (aged 7-11) and one for secondary and college students, including those participating in work-based learning (aged 11-19). Pupils in special schools and pupil referral units were also included in both surveys.

In total, 31,527 children aged 7 - 11 from 382 schools took part in the paper-based primary school survey. It was administered in schools, at a class level, by teachers. A total of 11,305 children and young people aged 11-19 from 98 secondary schools and other educational provision completed the secondary online survey.

The 42,832 children and young people who took part in the survey were generally representative of all children and young people aged 7-19 in Kent according to the following characteristics: gender, looked after children, free school meals, special educational needs, speakers of a first language other than English, and year group. The key findings are presented below under the five ECM outcomes.

Being healthy

Children and young people showed a good awareness of how to be healthy in relation to healthy eating and in relation to the dangers of smoking and drinking alcohol. Their self-reported behaviour, however, suggested that they were not always leading such healthy lifestyles.

- About two-thirds of 7-11s and half the 11-19s reported eating five or more portions of fruit or vegetables on most days. Furthermore, a third of 11-19s reported eating take-away food at least once or twice a week.

- About a quarter of post-16s reported getting drunk at least once or twice a week.
- On the other hand, about three-quarters of 7-11s reported playing sports and half of 11-19s reported exercising for an hour or more on most days.
- Overall, about two-thirds of 11-19s perceived themselves as healthy.

In terms of mental and emotional health, about three-quarters of 7-11s said they usually felt happy and a similar proportion of 11-19s said they enjoyed their life. There were, however, about a quarter of 11-19s who reported feeling sad or depressed at least once or twice a week.

Staying safe

Most children and young people thought that they knew how to stay safe and most reported feeling safe travelling to school or college, in the area they lived, and whilst at school or college. There were, however, a range of factors that concerned children and young people.

- About two-fifths of 7-11s reported that broken glass on the ground and people hanging around made them feel unsafe. The 11-19s reported being concerned about people carrying knives, people on drugs, groups of people hanging around and dark or unlit places.

Bullying was an issue for children and young people from both age groups. A related concern was that there was a small proportion of children and young people who reported that they would not talk to anyone if there was an issue that they could not deal with on their own.

- About half the 7-11s reported that they had been pushed or hit by other children, called names or talked about, or stopped from joining in. About a third of the 7-11s reported that they had been picked on or bullied at school, had their possessions broken or stolen, or been picked on in the area they lived. Similarly, nearly a third of 11-16s reported that they had been bullied in the last year, although, more reassuringly, this proportion halved in the post-16 age group.

In relation to internet safety, while a quarter of 11-19s reported wanting more information about this, over a quarter of 11-16s and over a third of post-16s reported regularly sharing information about themselves on the internet, this may be related to the increase in use of social online networks.

Enjoying and achieving

When asked whether they liked going to school, most 7-11s said that they enjoyed it at least sometimes and around half 11-16s and over two-thirds of post-16s said that they enjoyed going to school or college.

The aspect of school that children and young people enjoyed the most was the social side (seeing friends was the most popular response for all age groups), this was, however, followed by cognitive and skill-based activities and aspects related to the learning process.

- Children (aged 7-11) particularly enjoyed seeing friends, going on trips to visit places, using computers, making things, using the internet, and finding out new things.
- Young people (aged 11-16) also enjoyed seeing their friends and doing sports, drama and music productions.
- The most popular aspects of school or college for post-16s were seeing friends and their lessons.

When asked what helped them to learn, a range of responses were received. However, reading was rated least often (by fewer than half of 11-19s) as something which helped them to learn. Disruptive pupils and not getting feedback on their work was rated by over half of 11-16s and a quarter of post-16s, as a barrier to learning.

Children and young people were asked how well they thought they were doing at school. Most thought that they were doing quite well.

- Two-thirds of 7-11s thought that they were doing well at school but a quarter was not sure.
- Of the 11-16s, three-fifths thought that they were doing 'quite well' and a fifth said 'very well'.
- Over two-thirds of post-16s thought that they were doing 'quite well', compared to a small proportion who said they were doing 'very well'.

Children and young people participated in a range of activities after school and at the weekends. In the main, they spent time at home and with their family and friends.

- Almost all 7-11s said that at least 'sometimes' they spent their time after school doing homework, doing activities with their family, playing with friends and watching television. They most enjoyed playing with friends,

playing computer games and playing football. Attending after-school clubs was the least common activity 7-11s engaged in from the list provided.

- Similarly, 11-19s spent their time after school and their weekends at home, hanging out or at a friend's house. During the week they most often spent their time on the internet, watching television and with their family. At weekends, 11-16s spent time with their friends, shopping, on the internet and watching television. About half of post-16s also undertook paid work at the weekends.

Young people were asked whether there were activities that they currently do not undertake but would like to do. About two-fifths of 11-16s and a third of post-16s said they would like to participate in other activities, most saying they would like to do more sport-related activities. Unfortunately, there were a number of barriers which prevented young people from participating in the activities they would like to do.

- A third of 11-16s and half of post-16s indicated that the cost of activities prevented them doing what they wanted to do. A lack of time, activities not being available locally and a lack of transport were also barriers for between a quarter and half of young people.
- More positively, about a third of 11-16s and a quarter of post-16s said nothing stopped them from doing the activities they wanted to do in their spare time.

Making a positive contribution

The findings suggested that children and young people may need to see how their opinions can contribute to change before a greater proportion will consider giving their opinions or making a difference to their school, college, or local area.

- About half the 7-11s felt that they could have a say on what happens at school and in the area they live. About three-quarters of 11-19s felt they could have a say on school or college issues, although less than half felt they could have a say on issues affecting their local area.
- About half the 11-19s reported that they would not be interested in voting in a school or college election or joining a school or college council.
- Furthermore, about half the 11-19s said they did not feel that they could make a difference to the area in which they lived and about three-fifths did not feel that they could make a difference to world issues.

Children and young people were asked about the contributions they already made to the area they lived and there were mixed responses.

- About three-quarters of 7-11s said they always put litter in the bin and about two-thirds said they helped with recycling. Similarly, about three-fifths of 11-19s reported that they recycled.
- Only about a quarter of 11-19s reported that they had helped a neighbour or helped someone who was being bullied.
- Overall, about four-fifths of 7-11s, about two-thirds of 11-16s and three-quarters of post-16s reported that they did things to help other people.

Achieving economic well-being

Most 7-11s had good financial awareness, understanding that it was good to save money. Only a very small proportion did not think it was good to save money.

The findings suggested that most children and young people (aged 7-19) had positive aspirations for the future.

- Two-thirds of 7-11s said they knew what job they wanted in the future and about a third were unsure or did not know what they wanted to do.
- Of the 11-16s, young people most commonly indicated that they wanted to get a job, go to school sixth form and go to university in the future. Within the post-16 age group, most often they said they wanted to go to university and get a job.

Some young people perceived no barriers to achieving their future aspirations, with about two-fifths of 11-16s and a third of post-16s indicating that nothing was likely to stop them from doing what they wanted to do. However, for others, there appeared to be a range of barriers.

- A quarter of 11-16s and about a third of post-16s said a lack of money and not having the right qualifications were likely to prevent them from doing what they wanted to do.

Children and young people aged 11-19 were asked whether they felt positive about their future. Around two-thirds indicated that they did feel positive, but a very small proportion reported that they did not feel positive about their future.

- About two-thirds of 11-19s thought that they would be able to get the sort of job they wanted, said they knew what sort of job they wanted and thought that they had talent which would help them get it.

Although many young people (about two-thirds) thought that their school/college was giving them useful skills and knowledge for the future, less than half were positive about the careers advice they received.

Living in Kent

Children and young people were asked for their views on the area where they lived. Over three-quarters of 7-11s said they liked their area. The 11-19s were slightly less positive with about two-fifths reporting that their area was a good place to live.

Overall

Overall, the survey findings were relatively positive in relation to the five ECM outcomes. Children and young people had a good understanding of 'being healthy', of the activities, inside and outside of school or college, that they enjoyed participating in and which helped them to learn. They also had a good awareness of economic well-being and had positive aspirations for their future. The main issues appeared to be in relation to two of the five outcomes – staying safe and making a positive contribution – where there were particular areas highlighted that required further attention.

1. Introduction

The *Every Child Matters* (ECM) outcomes framework (DfES, 2005) and the associated Children Act (2004) place increased emphasis on collecting the views of children and young people to inform the review and planning of services by all agencies. This is also reflected in the new Schools Inspection Framework (Ofsted, 2005). The National Foundation for Educational Research (NFER) was commissioned by Kent County Council (KCC) to conduct an independent survey of children and young people in Kent. The council and its partner agencies wanted to find out what children and young people thought about a range of issues related to the five ECM outcomes. The purpose of the research was to provide information to support self-evaluation and planning for improvement at county, cluster and school level.

The approach was piloted in two clusters within Kent last year (2005/6), using two specifically-designed surveys for children and young people in different age groups. This year the survey was open to all schools in Kent (with 7 - 19 year olds), as well as further education (FE) colleges and other education providers. The research provided an opportunity for children and young people to let the council and its partner agencies know what *they* think about their local area and how *they* think it could be improved. The findings of the surveys aim to support the work of the council and its partner agencies in using information about the views of children and young people to inform the review and planning of services.

2. How was the research conducted?

The study involved two specifically-designed questionnaire surveys: one for primary pupils (aged 7-11) and one for secondary and college students, including those participating in work-based learning (aged 11-19). Pupils in special schools and pupil referral units (PRUs) were also included in both surveys. To inform the development of the surveys, KCC and its partner agencies identified areas of focus across the five ECM outcomes. The NFER research team (in collaboration with KCC and its partner agencies) formulated the questions and the instruments as a whole, based on this information and building on the surveys used last year. Both surveys were piloted with the appropriate age groups, focusing on whether children and young people understood how to complete each question and the meaning of each question, as well as whether they felt comfortable completing such a survey. The piloting was conducted by NFER researchers and Connexions in Kent and changes were made accordingly.

During the autumn term 2006, KCC informed all schools (excluding infant schools) of the survey and invited them to take part. In negotiation with the Learning and Skills Council (LSC), four further education (FE) colleges and four providers of work-based learning (WBL) were also invited to participate. A total of 437 primary schools (including first schools, middle deemed primary, special schools and PRUs) indicated that they wanted to take part in the 7-11 survey. This resulted in a total of 46,780 questionnaires being despatched to schools.

A total of 116 establishments (including secondary schools, middle deemed secondary, special schools, PRUs, FE colleges and WBL providers) indicated that they wanted to participate in the 11-19 survey. The survey was available online and between 30 and 50 children and young people from each year group in each mainstream school were invited to take part.

Both questionnaires were available to schools from the middle of January 2007 and schools were initially asked to make arrangements for children and young people to take part before the Spring half term. Some schools expressed

concern at not being able to meet the deadline and, because the response rate from secondary schools (of 53 per cent) was not as high as KCC expected, the completion period was extended by two and a half weeks for primary schools and by seven weeks for secondary schools. KCC also contacted secondary schools during the second half of the Spring term to encourage them to take part. The final cut-off date for primary schools to return their completed questionnaires was 9th March, and for secondary schools to submit online responses, the final cut-off, following the extension, was 30th March (i.e. end of the Spring term). In total, the survey for 7-11 year olds was in the field for five and a half weeks and the survey for 11-19 year olds was in the field for ten weeks.

2.1 Survey of 7 to 11 year olds

The primary school survey was designed for children in years 3 to 6. It was administered in school, at a class level, by teachers. Schools were asked to include one class (up to 30 pupils in each class) in each year group (years 3 to 6 only) giving a total of four classes per school (therefore, approximately 120 pupils per school). In total, 31,527 children aged 7-11 from 382 schools took part in the primary school survey. This represents a school response rate of 87 per cent and a pupil response rate of at least 67 per cent¹.

NFER provided schools with information and guidance on how to administer the survey to ensure consistency between schools. Schools were also provided with letters (to send via pupil post) to inform parents/carers about the survey. This provided parents/carers with an opportunity to withdraw their child from the survey if they wished to. Each participating pupil was provided with a questionnaire booklet (which included a practice sheet, the survey itself and a space at the end to draw a picture related to one of the questions in the survey) and an envelope. Pupils were asked to provide their name and birthday so responses could be matched and analysed by variables taken from the Pupil Level Annual Schools Census (PLASC). A total of 92 per cent of respondents in the 7-11 age group were successfully matched to the PLASC dataset. The questionnaire comprised mostly closed questions but included four open-ended questions. All open-ended responses were coded by the NFER team.

¹ Without knowing the exact numbers of pupils in each of the participating classes, it is not possible to give an accurate pupil-level response rate. This response rate is calculated on the basis of the number of questionnaires despatched, using the general guide of 30 pupils per class.

Clusters were also invited to suggest additional questions for children and young people in their cluster. One cluster (Ashford Rural) chose to add a question to the primary survey; this was an additional open-ended question asking children what job they would like in the future. This information was fed-back at cluster level (rather than at county level).

2.2 Survey of 11 to 19 year olds

The 11-19 survey was designed for young people in secondary schools, FE colleges and WBL. The survey was administered in schools and other education provision by teachers or appropriate staff members. The survey was available online and accessed via a school-level identification number and password.

Secondary schools were asked to include up to 50 pupils in each year group (years 7 to 11 or years 7 to 13 if the school had a sixth form). The colleges were asked to involve up to 250 students and the WBL providers up to 25 learners. A total of 11,305 children and young people aged 11-19 from 98 secondary schools and other educational provision² completed the secondary online survey. This represents a school (and other educational provision) response rate of 84 per cent.

The participating institutions were provided with information and guidance on how to administer the online questionnaire and young people were provided with individual information leaflets to inform them of the purpose of the survey to help them decide whether or not they wished to take part, and to provide instructions on how to log on to the online survey and submit it once complete. As with the 7-11 survey, young people were asked to provide their name and date of birth. For those attending schools, responses were then matched and analysed by variables on PLASC. A total of 92 per cent of respondents in the 11-16 age group and 73 per cent of respondents in the post-16 age group were successfully matched to the PLASC dataset. The questionnaire comprised a mixture of closed and open-ended questions. All open-ended responses were coded by the NFER team.

² Includes four FE colleges and two WBL providers.

Special schools and PRUs were also invited to participate in both the 7-11 and the 11-19 survey, but no additional support beyond that given to primary and secondary schools was provided – it was up to the staff in the special school or PRU to decide on the appropriateness of the survey for their children and young people. A total of 20 special schools and 13 PRUs initially indicated that they wished to take part³. In total, six special schools and seven PRUs participated.

2.3 Were the respondents representative of children and young people in Kent?

In order to check the representativeness of the children and young people who participated in the survey, the characteristics of the participating sample were compared against all children and young people in the age group in Kent at three levels:

- children aged 7-11
- children aged 11-19
- types of schools.

The analysis of the representativeness was conducted by matching schools in Kent to the Register of Schools and by matching children and young people who responded to the survey to PLASC.

³ Special schools and PRUs are included within the numbers of responding primary and secondary schools, as appropriate.

Table 2.1 Representativeness of respondents aged 7-11

Characteristics of children aged 7-11 years:		Across Kent %	Survey respondents %
Gender	Male	51	49
	Female	49	51
Looked after children	Yes	1	<1
	No	99	100
Free school meals	Yes	12	10
	No	88	90
Special educational needs	No SEN	71	74
	School Action	19	17
	School Action Plus	8	7
	Statemented	2	1
Speakers of a first language other than English	Yes	4	3
	No	96	97
Year group	3	24	23
	4	25	25
	5	26	26
	6	25	25
N=		64,151	28,840

- Overall, in the 7-11 age group, the responding sample was representative of Kent across all of the above characteristics, therefore, no weighting is required.
- The only difference between the responding sample of children and the whole of Kent was in the proportion of children without statements. The responding sample included three per cent more children without statements than the proportion in Kent.

Table 2.2 Representativeness of respondents aged 11-19

Characteristics of children and young people aged 11-19 years:		Across Kent	Survey respondents
		%	%
Gender	Male	50	45
	Female	50	55
Looked after children	Yes	1	1
	No	99	99
Free school meals	Yes	8	9
	No	92	91
Special educational needs	No SEN	77	78
	School Action	13	15
	School Action Plus	6	5
	Statemented	4	2
Speakers of a first language other than English	Yes	5	4
	No	95	96
Year group	7	16	20
	8	17	20
	9	17	20
	10	17	18
	11	17	13
	12	9	5
	13	7	3
	14	<1	<1
N=		99,940	11,305

- Overall, in the 11-19 age group, the responding sample was generally representative of Kent across all of the above characteristics, therefore no weighting is required.
- The main differences were that:
 - Ø five per cent more females and five per cent fewer males took part in the survey, compared to the proportions in Kent
 - Ø the response rate from children in key stage 3 was slightly greater than key stage 4 and sixth form.

Table 2.3 Representativeness of responding schools

Types of school:	Across Kent %	Responding Schools %
First schools	2	2
Primary schools	62	69
First and Middle schools	<1	<1
Junior schools	7	8
Middle deemed Secondary schools	1	1
Secondary Modern schools	6	6
Comprehensive to 16 years	<1	<1
Comprehensive to 18 years	5	4
Grammar schools	6	5
Other secondary schools	1	1
Special schools	8	2
Pupil referral units	2	1
FE colleges	1	1
N=	592	465

This table excludes WBL providers.

- Overall, when looking at the schools/colleges that responded, the sample was generally representative of all schools/colleges in Kent.
- The main differences were that:
 - Ø in terms of the proportion of all schools, a slightly greater proportion of the sample was primary schools
 - Ø a slightly lower proportion of special schools (six per cent fewer) took part in the survey compared to the proportion in Kent.

2.4 How are the survey findings presented?

The survey findings are presented in Sections 4 to 9 of the report under each of the five *Every Child Matters* outcomes⁴:

- being healthy (Section 4)
- staying safe (Section 5)
- enjoying and achieving (Section 6)

⁴ The questions within the survey were not clustered under the five outcomes – the questions were presented in a meaningful order for children and young people and therefore avoid any response bias.

- making a positive contribution (Section 7)
- achieving economic well-being (Section 8).

The last section of the survey findings (Section 9) summarises children and young people's perceptions of the area where they live.

Data from the survey responses are split into three key groups: 7-11 year olds; 11-16 year olds and post-16 year olds. As 11-16s and post-16s were asked the same questions (and completed the same survey) the data for these groups are usually presented in the same table. In order to investigate whether there were any differences in responses from groups of children and young people with particular characteristics, cross-tabulations and tests of significance were performed on the following sub-groups (based on those successfully matched to PLASC):

- looked after children (LAC)
- special educational needs (SEN). This included those on School Action, School Action Plus and with statements
- pupils eligible for free school meals (FSM)
- speakers of a first language other than English (from here on, this sub-group will be referred to as EAL)
- gender
- year group (for primary) and key stage (for secondary).

As the numbers of children and young people in the samples were large, there were many apparent statistically significant differences ($p \leq 0.0004$) between sub-groups. Presented in this report, therefore, are the differences that are both significant and meaningful to the particular issue or priority.

Prior to the data being presented, the key findings are outlined in Section 3 of the report.

3. Summary of key findings

3.1 Being healthy

Children and young people's understanding of being healthy

Most children (aged 7-11) thought they knew how to be healthy and seemed to have a good understanding of healthy eating – they recognised that it was healthy to eat five or more portions of fruit or vegetables a day, although they were less sure whether it was healthy to eat different types of food.

Almost all of the younger children (aged 7-11) recognised that it was not healthy to smoke, nor be around people who smoked. Older children and young people (aged 11-19) also showed a good awareness of the dangers of smoking and drinking alcohol.

Older children and young people (aged 11-19) were asked whether they needed more information about aspects of healthy living and nearly half said that they wanted more information about how to get advice on relationships, around a quarter wanted more information on sexual health and a small proportion wanted more information on the effects of smoking and drinking alcohol.

There were some differences between sub-groups of young people. Young people with SEN (aged 11-16) were more likely to think that they did not get enough information about how to get advice about relationships, compared to other young people of the same age. Young people who were looked after (aged 11-16) were more likely to say that they received enough information about sexual health and how to get advice about relationships, compared to other young people. Similarly, young people with EAL (post-16s) were more likely to say that they received enough information about how to get advice about relationships compared to other post-16s.

Children and young people's behaviour in relation to being healthy

Although children and young people seemed to have a good understanding of healthy eating, this did not quite match their self-reported behaviour. Only around two-thirds of children (aged 7-11) reported that they ate five or more portions of fruit or vegetables on most days, and the proportion of children who indicated that they ate sweets or chocolate and crisps on most days was only slightly lower. Only around half of the older children and young people (aged 11-19) reported that they ate five or more portions of fruit or vegetables on most days. Girls, across all three age ranges, were more likely to say that they ate at least five portions of fruit and vegetables on most days compared to boys. Around a third of young people (aged 11-16) reported eating take-away food at least one or two times a week. Within this age group, young people with SEN and those who were looked after were more likely to eat take away food at least once a week compared to other young people.

Despite the good awareness of the dangers of smoking and drinking alcohol, a small proportion of children and young people (aged 11-16) admitted to drinking alcohol and getting drunk at least one or two times a week, and in the older age group (post-16s) the proportion was higher – a quarter said they got drunk at least one or two times a week. Furthermore, a small proportion of 11-19s said that they smoked on most days.

There were some differences between sub-groups of young people. Those with EAL (aged 11-16) were less likely to report that they got drunk compared to other young people, likewise, post-16s with EAL were less likely to drink alcohol regularly or get drunk compared to others of the same age. Post-16s with EAL were also more likely to recognise that getting drunk could be dangerous, compared to other young people.

In relation to physical activity, about three quarters of the younger children (aged 7-11) reported playing sports on most days and a slightly higher proportion indicated that they played outside on most days. In the older age group, around half of the children and young people (aged 11-19) reported exercising for an hour or more on most days. Boys (aged 7-16) were more likely to do exercise on most days compared to girls and the older boys (aged 11-16) were also more likely to report *enjoying* doing sports or exercise, than girls in this age group.

Sleeping patterns also varied with age. Around three quarters of 7-11s indicating that they slept well. About two-thirds of 11-16s said they had eight or more hours of sleep a night, but only around half of the post-16s said they did.

In relation to travelling to school, only about two-fifths of children and young people (aged 7-19) reported that they walked to school. A similar proportion (or a higher proportion in some age groups) reported travelling by car to and from school.

Children and young people's perceptions of themselves in relation to being healthy

Around three quarters of the younger children (aged 7-11) said they usually felt happy, some were unsure, and a small proportion said that they did not usually feel happy. Similarly, around three quarters of older children and young people (aged 11-19) indicated that they enjoyed their life, but again, there was a small proportion who indicated that they did not enjoy their life. Boys (post-16s) were more likely than girls to say that they enjoyed their life.

About a quarter of young people (aged 11-19) reported feeling sad or depressed at least once or twice a week. Looked after children (aged 11-16) and girls (post-16s) were more likely than others to say that they felt sad or depressed.

Around two-thirds of 11-19 year olds perceived themselves as healthy. Within this age group, boys and those who were looked after were more likely to think that they were healthy. Children eligible for FSM (aged 7-11) were less likely to have a good understanding of being healthy and were less likely to have visited the dentist in the last year. Similarly, children with EAL (aged 7-11) were also less likely to have visited the dentist within the past year.

3.2 Staying safe

Children and young people's understanding of staying safe

Overall, most children (aged 7-11) thought they knew how to stay safe. In the older age group, around three-quarters of children and young people (aged 11-19) felt they made choices that helped them to stay safe, some were not sure and a very small proportion did not think that they did. In relation to internet

safety, about a quarter of the older age group (11-19) felt they needed more information on internet safety.

Children and young people's experience of staying safe

On the whole, children and young people (aged 7-19) reported that they felt safe travelling to and from school, in the area they lived and at school, but there was a very small proportion who did not feel safe in these places.

Some groups were more likely to report feeling unsafe in their local area. Girls (aged 7-11 and post-16), young people eligible for FSM (aged 11-16) and post-16s with SEN were more likely than other children and young people to feel unsafe in their local area due to various factors (such as people drinking or people hanging around).

All children and young people were asked to select from a list what makes them feel unsafe in the area they live. Around two-fifths of younger children (aged 7-11) indicated that broken glass on the ground and people hanging around made them feel anxious, but there was also a wide range of other factors that children noted that they worried about. In the older age group (11-19), people carrying knives, people on drugs, groups of people hanging around and dark or unlit places often concerned both children and young people.

Bullying was an issue to children and young people from both age groups. About half of the children (aged 7-11) reported that they had been pushed or hit by other children, called names or talked about, or excluded or stopped from joining in. About a third (aged 7-11) reported that they had been picked on or bullied at school, had their possessions broken or stolen, or been picked on in the area they live. Similarly, within the older age group, nearly a third of 11-16s reported that they had been bullied in the last year, although, more reassuringly, this proportion halved in the post-16 age group. Verbal bullying was the most frequently experienced type of bullying in the 11-19 age group. Bullying most often took place at school or college.

Children and young people with SEN across the three age ranges were more likely than other children and young people to say that they had been bullied. Children with SEN (aged 7-11) and those eligible for FSM (aged 7-16) were more likely to report that they had been bullied in their local area than other children and young people. Young people with SEN (aged 11-16) were more

likely to report having been bullied at school, compared to those without SEN. Furthermore, despite the increased likelihood of children and young people with SEN and those eligible for FSM being bullied compared to other people their age, those aged 11-16 were generally less likely than other young people to say that they would like to help someone who was being bullied.

Children and young people's behaviour in relation to staying safe

Of concern, particularly in relation to the findings on experiences of bullying, was that there was a small proportion of children and young people across the age groups who indicated that they would not talk to anyone if they needed help with something or had an issue that they could not deal with on their own.

In relation to internet safety, while a quarter of children and young people (aged 11-19) reported that they wanted more information about internet safety, over a quarter of 11-16s and over a third of post-16s reported regularly sharing information about themselves on the internet.

3.3 Enjoying and achieving

Children and young people's perceptions of enjoying

The majority of children (aged 7-11) said they enjoyed going to school at least 'sometimes' and about half of 11-16s and two-thirds of post-16s said that they enjoyed being at school/college.

There were some differences in the views of different groups of children and young people. Girls (aged 7-11) were more likely than boys to say that they enjoyed going to school. Children and young people with EAL (aged 7-16) were more likely than other people of the same age to say that they enjoyed being at school. Likewise, children with EAL (aged 7-11) were also more likely than other children to say that they enjoyed lessons and were more likely to spend time doing homework after school.

The aspects of school that children (aged 7-11) said that they enjoyed were seeing their friends, going on trips to places, using the computer (and the internet) and making things. Girls (aged 11-16) were more likely than boys to say that they liked doing drama or music whereas boys preferred doing sport or using IT.

When asked for the one thing they liked doing most at school, most often children said arts and crafts and sports/games (including PE). As with the younger children, 11-16s and post-16s most commonly said they liked seeing their friends at school/college. Even though the social elements of school/college life dominated children and young people's response, cognitive and skills based aspects of school/college were also appreciated.

Children and young people's perceptions of achieving

The methods young people most often said helped them to learn were trips to places and making things/doing practical activities. Post-16s also said using ICT helped them learn 'very much'. Reading was least frequently selected as the method that young people felt helped them to learn.

Approximately half the 11-16s and post-16s felt that other pupils being disruptive made learning difficult. About a quarter of 11-19s indicated that not receiving feedback on how they were progressing was a barrier to learning which suggests opportunities for personalised learning and pupil self-review should be improved within schools/colleges.

When asked whether they felt they were doing well at school, almost two-thirds of children (aged 7-11) felt they were doing well and over three-quarters of 11-19s felt they were doing at least 'quite well' at school/college. Looked after children (aged 7-11) were more likely to report that they were doing well at school, compared to other children.

Children and young people's behaviour in relation to enjoying and achieving

The most common activities children (aged 7-11) took part in after school included homework, activities with their family, playing with friends and watching television. The least common activity, of those listed, which children participated in was after-school clubs. However, looked after children (aged 7-11) were more likely to attend after school clubs compared to other children of the same age. The activities children enjoyed most after school were playing with friends, playing computer games and playing football.

During the evening the most common activities for 11-19s to spend their time doing were using the internet, watching television, and spending time with

their family. At weekends, most commonly young people spent their time hanging out with their friends, shopping, using the internet and watching television. Almost half of post-16s reported that they spent their weekends doing paid work.

During the evening, the most common places for young people to spend their time were at home, just hanging out (only early evening for 11-16s), at a friend's house or (for 11-16s) at a school club. Two-thirds of 11-16s and three-quarters of post-16s indicated that they normally spent their evenings at home. At weekends, the most common places for young people to spend their time were just hanging out, at a friend's house or at home.

About two-fifths of 11-16s and a third of post-16s indicated that they would like to participate in other activities that they currently do not participate in – most of these were sport-related. The barriers most often mentioned as preventing young people from doing the activities they would like to do, included the cost of activities, lack of time, activities being unavailable locally and a lack of transport to get to activities.

3.4 Making a positive contribution

Children and young people's perceptions of themselves in relation to making a positive contribution

When asked whether they felt they had opportunities to contribute their views, half the children (aged 7-11) felt that they could give their opinions on what happens at school and what happens in the area they live. A lower proportion of young people aged 11-19 (less than half) felt that they have the opportunity to have a say about issues affecting the area where they live, compared to the proportion who felt they have a say about school or college issues (about three-quarters). Girls and young people eligible for FSM (post-16s) were more likely than others to report that they had 'never' had a say on school/college issues.

The majority of children (aged 7-11) felt that they could do better in their lessons if they really tried and that they could do things that are hard, if they kept trying. Over three-quarters of 7-11s felt that adults noticed when they worked hard and around three-fifths felt that their ideas were as good as other children's. Similar findings emerged for the 11-19s with the majority

indicating that, if they really tried, they could do better in their lessons. Likewise they felt they could help make a difference to their own life. However, about half of 11-19s did not feel that they could make a difference to the area where they live and about three-fifths did not feel that they could make a difference to world issues. Those with EAL (aged 11-16) were also more likely to think that they could make a difference to the area they lived and to world issues compared to other 11-16s.

Children and young people's behaviour in relation to making a positive contribution

The majority of children (aged 7-11) said that they would help someone who was being bullied by telling an adult, and that they helped other people and helped collect money for charity – these were larger proportions than the older group (aged 11-19). About a quarter of 11-19s said they already helped a neighbour or helped someone who was being bullied. Young people eligible for FSM were more likely than other young people to already be helping their neighbour compared to others. Young people with SEN or those eligible for FSM (aged 11-16) were less likely to say that they ‘would like’ to help a neighbour compared to other young people their age.

Around half of young people aged 11-19 were not interested in voting in school/college elections or joining a school/college council. Young people with EAL (aged 11-16) were more likely to say that they wanted to help a neighbour, vote in a school election or join a school council compared to those without EAL. Similarly, post-16s with EAL were also more likely than others of the same age to *consider* joining a school/college council.

About two-thirds of 11-16s and three-quarters of post-16s said that they do things to help other people. About three-quarters of children (aged 7-11) said that they always put litter in the bin while about two-thirds said they recycle. Of 11-16s and post-16s about three-fifths said they were involved in recycling. Children and young people eligible for FSM (aged 7-16) and looked after 11-16s were less likely than others of the same age to recycle. Similarly, looked after 11-16s were more likely to say that they would *not* consider recycling compared to other 11-16s. However, young people with EAL (aged 11-16) were more likely to say that they ‘would like to’ recycle compared to those without EAL.

Generally, girls were more likely than boys to make a positive contribution to society and to *want* to, by helping other people (7-11s), raising money for charity (post-16s), wanting to do voluntary work (11-16s and post-16s), helping someone who was being bullied (post-16s) and helping a neighbour (post-16s). However post-16 boys were more likely than girls to already be helping a neighbour.

3.5 Achieving economic well-being

Financial awareness

Children (aged 7-11) seemed to have a good understanding of the importance of saving money with the majority saying it was good to save money. However, nine per cent of children were not sure.

Children and young people's plans for the future

Two-thirds of children (aged 7-11) said they knew what job they wanted to do when they grew up. Older children and young people (aged 11-16) were asked what they wanted to do in the future and the most common choices were to get a job, go to school sixth form and go to university. Young people in the post-16 group had similar plans, they wanted to go to university and get a job.

When asked about their views on education and their future, most thought it was not ok to miss school/college if they felt like it and thought qualifications were worthwhile. Looked after children (aged 11-16) were more likely to think that it was ok to miss school/college if they felt like it, compared to other young people. About two-thirds of 11-16s and post-16s thought they would be able to get the sort of job they wanted, that their school or college was giving them useful skills and knowledge, knew what sort of job they wanted and had a talent which would help them get the sort of job they wanted. Children and young people without SEN (aged 11-16) were more likely to think that they would get the sort of job they wanted compared to those with SEN. Looked after 11-16s were more likely to say that they knew what job they wanted in the future compared to other young people. This group of young people were also more likely to think that their school was giving them useful skills and knowledge for the future compared to other young people. Two-fifths of 11-16s thought their school or college was giving them good careers advice but almost a fifth of 11-16s and a quarter of post-16s did not agree with this.

Barriers to achieving future aspirations

Young people (aged 11-19) were asked what, if anything, might prevent them from achieving their future aspirations. About two-fifths of 11-16s and a third of post-16s believed that there was nothing that would be a barrier. However, for about one quarter of 11-16s and a third of post-16s a lack of money and not having the right qualifications was, they thought, *likely* to stop them doing what they wanted.

Perceptions of the future

Children and young people (aged 11-19) were asked whether they felt positive about their future. About two-thirds of 11-16s and post-16s said they felt positive but five per cent of each cohort did not feel positive about their future.

3.6 Living in Kent

Children and young people (aged 7-19) were asked about the area they lived. Over three-quarters of 7-11s said that they liked the area where they lived compared to about two-fifths of those aged 11-19. A further two-fifths thought that the area they lived was an 'ok place to live'. Children eligible for FSM (aged 7-11) were less likely than other children to say that they liked their area in which they lived. Likewise, young people eligible for FSM (aged 11-16) were less likely to think that their local area was a good place to live.

4. What do children and young people think about being healthy?

4.1 Areas covered under 'being healthy'

Children and young people were asked a number of questions covering the area of *being healthy*, in order to find out their perceptions of physical health and healthy lifestyles. The main areas covered included:

- understanding of being healthy
- the types of healthy behaviour in which children and young people participate
- perceptions of smoking and drinking alcohol
- physical health
- being healthy at school/college
- preventative health care
- whether there was a need for more information on healthy living.

4.2 Healthy lifestyles: understanding

Table 4.1 Children's (aged 7-11) understanding of a healthy lifestyle

Whether children thought it was healthy to:	Yes %	Not sure %	No %	No response %
Eat 5 or more portions of fruit or vegetables each day	91	5	2	2
Eat different types of food	61	28	9	3

N=31,527

Source: Primary survey: question 8

A series of single response items

Due to rounding, percentages may not always sum to 100

- Most children seemed to have a good understanding of healthy eating, in terms of eating five portions of fruit or vegetables a day. Some children, however, were not so sure whether it was healthy to eat different types of food (about three-fifths of children indicated that this was healthy).

Differences between groups: FSM (7-11 years)

- Children eligible for FSM were less likely to think it was healthy to eat different types of food (54 per cent), compared to other children (64 per cent).

Differences between groups: year groups (7-11 years)

- Older children were more likely than younger children to think it was healthy to eat different types of food (70 per cent of year 6 compared to 56 per cent of year 3).

Table 4.2 Children’s (aged 7-11) perceptions of their own health

Whether children:	Yes %	Not sure %	No %	No response %
Think they know how to be healthy	91	7	1	1
Usually feel happy	72	17	9	2

N=31,527

Source: Primary survey: question 13

A series of single response items

Due to rounding, percentages may not always sum to 100

- Most children thought they knew how to be healthy and almost three-quarters indicated that they usually felt happy. Seventeen per cent, however, noted that they were not sure if they felt happy and nine per cent indicated that they did not usually feel happy.

Table 4.3 Children and young people’s (aged 11-19) perception of their own health

Statements	Strongly agree %		Agree %		Not sure %		Disagree %		Strongly disagree %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
I enjoy my life	39	36	36	45	10	9	4	3	3	1	9	5
I am a healthy person	26	20	44	49	16	15	4	8	1	2	8	6

11-16 N=10,344
Post-16 N=961

Source: Secondary school/college survey: question 27

A series of single response items

Due to rounding, percentages may not always sum to 100

- Most young people indicated that they enjoyed their life and thought that they were healthy. The post-16s were slightly more positive about their lives than the 11-16s. Between nine and 16 per cent of 11-19s indicated

that they were not sure if they enjoyed their lives or were healthy people. A small proportion indicated that they did not enjoy their life (seven per cent for 11-16 year olds and four per cent for post-16s) and that they did not think they were healthy (five per cent for 11-16 year olds and ten per cent for post-16s).

Differences between groups: looked after children (11-16 years)

- Looked after 11-16s (53 per cent) were more likely to *strongly agree* with the statement ‘I am a healthy person’ compared to other 11-16s (28 per cent).

Differences between groups: gender (11-16 years)

- Boys aged 11-16 were more likely to indicate that they *strongly agree* with the statement ‘I am a healthy person’ (37 per cent) and ‘I enjoy my life’ (50 per cent) compared to girls (22 per cent and 38 per cent respectively).

Differences between groups: gender (post-16 years)

- Boys were more likely to *agree* with the statement ‘I am a healthy person’ (87 per cent) and *strongly agree* ‘I enjoy my life’ (48 per cent) compared girls (71 per cent and 31 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (31 per cent) were more likely to *strongly agree* with the statement ‘I am a healthy person’ compared to those in key stage 4 and post-16s (23 per cent and 21 per cent respectively.)

4.3 Healthy lifestyles: behaviour

Table 4.4 Children’s (aged 7-11) lifestyle

Whether, on most days, children:	Yes %	No %	No response %
Sit down to eat with their family	85	13	2
Sleep well	73	24	3
Eat 5 portions of fruit or vegetables a day	67	30	3
Eat sweets or chocolate	62	35	3
Eat crisps	61	36	3
Watch lots of TV	55	42	3
N=31,527			

*Source: Primary survey: question 9
A series of single response items
Due to rounding, percentages may not always sum to 100*

- A greater proportion of children indicated that, on most days, they ate meals with their family, slept well and ate five portions of fruit or

vegetables a day, compared to the proportion who said they ate sweets, chocolate or crisps and watched lots of television on most days.

Differences between groups: SEN (7-11 years)

- Children with SEN were more likely to say they watched lots of television (65 per cent) compared to children without SEN (53 per cent).

Differences between groups: year groups (7-11 years)

- Older children were slightly more likely to eat crisps (67 per cent of year 6 compared to 58 per cent of year 3) and sweets (68 per cent of year 6 compared to 57 per cent of year 3) than younger children.
- Younger children were more likely to report that they watched lots of television than older children (65 per cent of year 3 compared to 48 per cent of year 6).

Differences between groups: gender (7-11 years)

- Girls were more likely to report eating five or more portions of fruit or vegetables most days (75 per cent) compared to boys (63 per cent).

Table 4.5 Children and young people's (aged 11-19) lifestyle

Whether children and young people:	Most days %		1 or 2 times a week %		1 or 2 times a month %		1 or 2 times a year %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Sit down for a meal with their family	68	61	17	22	6	8	4	5	4	3	1	1
Sleep for 8 hours or more a night	66	47	19	34	6	12	2	2	5	5	2	1
Exercise for 1 hour or more	56	39	34	37	4	14	2	5	4	5	1	1
Eat 5 portions of fruit or vegetables a day	50	42	34	35	7	12	2	3	6	7	1	1
Feel very sad or depressed	11	7	17	15	25	30	23	28	21	20	2	1
Eat take-away food	5	3	25	32	56	56	11	7	3	2	2	1
11-16												
N=10,344												
Post-16												
N=961												

Source: Secondary survey: question 4

A series of single response items

Due to rounding, percentages may not always sum to 100

- Most young people (at least three-quarters) in the age groups 11-16 and post-16 reported taking part in aspects of lifestyle that would be considered positive or healthy *at least one or two times a week*.

- Around two-thirds of 11-16s reported sitting down for meals with their family and sleeping for eight hours or more *on most days*. Around half reported exercising for one hour or more and eating five or more portions of fruit or vegetables *on most days*. The proportion of post-16s who reported doing these things *on most days* was slightly less than the 11-16s.
- Around a third of young people (30 per cent of 11-16s and 35 per cent of post-16s) reported eating take-away food *at least one or two times a week*.
- Around a quarter of young people (28 per cent of 11-16s and 22 per cent of post-16s) reported feeling very sad or depressed *at least one or two times a week*.

Differences between groups: looked after children (11-16 years)

- Looked after children aged 11-16 (49 per cent) were more likely than other 11-16s (29 per cent) to eat take away food *at least once or twice a week* whereas young people who were not looked after (57 per cent) were more likely to eat take away food *once or twice a month* compared to 39 per cent of looked after 11-16s.
- Looked after 11-16s (22 per cent) were more likely to feel sad or depressed *most days* compared to other 11-16s (11 per cent).

Differences between groups: SEN (11-16 years)

- Young people with SEN (39 per cent) were more likely to eat take away food *at least once or twice a week* compared to 11-16s without SEN (27 per cent). Young people without SEN (60 per cent) tended to be more likely to eat take away food *once or twice a month* compared to 11-16s with SEN (46 per cent).

Differences between groups: gender (11-16 years)

- Boys aged 11-16 (63 per cent) were more likely than girls (48 per cent) to do exercise for one or more hours *a day* whereas girls (42 per cent) were more likely to exercise *one or two times a week* compared to boys (25 per cent).
- Girls aged 11-16 were more likely than boys to eat five portions of fruit and vegetable most days (56 per cent and 44 per cent respectively).

Differences between groups: gender (post-16 years)

- Girls were more likely to eat five or more portions of fruit and vegetables (49 per cent) and sit down for a meal with their family (70 per cent) *on most days* compared to boys and (39 per cent and 57 per cent respectively).
- Boys were more likely to say they *never* felt sad or depressed compared to girls (29 per cent and ten per cent respectively). Similarly, girls were more likely to say they felt sad or depressed *at least once or twice a month* compared to boys (64 per cent and 36 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 and key stage 4 (91 and 89 per cent respectively) were more likely to exercise *at least once or twice a week* compared to post-16s (77 per cent).

4.4 Perceptions of smoking and drinking alcohol

Table 4.6 Children's (aged 7-11) understanding of smoking and drinking alcohol

Whether children thought it was healthy to:	Yes %	Not sure %	No %	No response %
Be around people who smoke	1	2	94	4
Smoke	1	1	95	4

N=31,527

Source: Primary survey: question 8

A series of single response items

Due to rounding, percentages may not always sum to 100

- The majority of children understood that it was not healthy to smoke and equally, that it was not healthy to be around people who smoke.

Table 4.7 Frequency of children and young people (aged 11-19) smoking or drinking alcohol

Whether children and young people:	Most days %		1 or 2 times a week %		1 or 2 times a month %		1 or 2 times a year %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Drink alcohol	4	8	12	35	23	37	24	8	36	11	2	1
Get drunk	3	4	6	21	14	35	15	17	61	23	2	1
Smoke	7	15	2	3	2	4	3	5	85	73	1	1

11-16 N=10,344

Post-16 N=961

Source: Secondary survey: question 4

A series of single response items

Due to rounding, percentages may not always sum to 100

- There was a range of responses from young people when asked whether they drink alcohol and whether they get drunk. In the 11-16 age group, 16 per cent admitted to drinking alcohol and nine per cent said they got drunk *at least one or two times a week*. In the post-16 age group, 43 per cent admitted to drinking alcohol and 25 per cent said they got drunk *at least one or two times a week*. At the other end of the scale, 36 per cent of 11-16s said they *never* drink alcohol and 61 per cent said they *never* get drunk. These proportions decreased in the post-16 age group with only 11 per cent saying they *never* drink alcohol and 23 per cent saying they *never* get drunk.

- The majority of young people in the 11-16 (85 per cent) and post-16 (73 per cent) age groups reported that they *never* smoked. Seven per cent of 11-16s and 15 per cent of post-16s said they smoked *on most days*.

Differences between groups: EAL (11-16 years)

- Young people aged 11-16 with EAL (87 per cent) were more likely to say that they had *never* been drunk compared to 11-16s without EAL (61 per cent).

Differences between groups: EAL (post-16 years)

- Post-16s with EAL were less likely to drink alcohol *at least once or twice a week* compared to those without EAL (18 per cent and 44 per cent respectively). Likewise about half the post-16s with EAL (51 per cent) said they had *never* drunk alcohol compared to nine per cent of those without EAL.
- Post-16s with EAL were less likely to have been drunk than those without EAL, with 59 per cent of post-16s with EAL said they had *never* been drunk compared to 20 per cent of those without EAL. Similarly, post-16s with EAL were less likely to get drunk *at least once or twice a week* compared to those without EAL (eight per cent and 24 per cent respectively)

Differences between groups: gender (post-16 years)

- Boys were more likely to drink alcohol *at least once or twice a week* compared to girls (47 per cent and 37 per cent respectively).

Differences between groups: key stage (11-19)

- Young people in key stage 3 (five per cent) were less likely to smoke *at least once or twice a week* compared to young people in key stage 4 and post-16s (16 per cent and 18 per cent respectively).
- Young people in post-16 education were more likely to drink alcohol *at least once or twice a week* (44 per cent) and get drunk (25 per cent) than those in key stage 3 (ten per cent and five per cent) and key stage 4 (28 per cent and 16 per cent respectively).

Table 4.8 Extent to which children and young people (aged 11-19) agreed that smoking and drinking alcohol was unhealthy

Statement	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		No response	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Smoking causes health problems	74	79	21	18	2	2	<1	<1	1	1	2	1
Getting drunk can be dangerous	46	39	39	47	9	7	3	3	2	3	2	1

11-16 N= 10,344

Post-16 N=961

Source: Secondary/college survey: question 5

A series of single response items

Due to rounding, percentages may not always sum to 100

- Young people in both the 11-16 and post-16 age range showed a good awareness of the dangers of smoking and drinking. With regard to smoking, 95 per cent of 11-16s and 97 per cent of post-16s agreed that it caused health problems. With regard to getting drunk, 85 per cent of 11-16s and 86 per cent of post-16s agreed that it could be dangerous.

Differences between groups: EAL (post-16 years)

- Post-16s with EAL were more likely to think that getting drunk could be dangerous compared to those without EAL (98 per cent and 88 per cent respectively).

4.5 Physically healthy

Table 4.9 Children's (aged 7-11) participation in physical activity

Whether, on most days, children:	Yes %	No %	No response %
Played outside	83	15	2
Played sports	77	21	2
N=31,527			

Source: Primary survey: question 9. A series of single response items. Due to rounding, percentages may not always sum to 100

- More than three-quarters of children (77 per cent) indicated that, on most days, they played sports and a slightly greater proportion (83 per cent) indicated that they played outside.

Differences between groups: year groups (7-11 years)

- Older children were more likely to play sports most days compared to younger children (83 per cent of year 6 compared to 73 per cent of year 3).

Differences between groups: gender (7-11 years)

- Boys were more likely to play sports most days (84 per cent) compared to girls (73 per cent).

4.6 Being healthy at school/college

Children and young people were asked to select, from a list, all the methods of transport that they usually used to get to and from school/college. Children and young people were able to select more than one type of transport, therefore the percentages will not total 100.

Table 4.10 Getting to and from school (children aged 7-11)

Transport:	To school %	From school %
Car	56	54
Walk	44	43
Bus	3	3
Bike	2	2
Train	<1	<1
No response	1	3
N=31,527		

*Source: Primary survey: question 5
A multiple response item, therefore percentages do not sum to 100*

- The majority of children either travelled to school in the car or walked to school and similar proportions of children travelled home from school by car or by walking. Very few children indicated that they used the bus or train or cycled to and from school.
- Overall, the car was the most frequently used mode of transport for travelling to and from school, with over half the children indicating that they usually travelled by car.

Differences between groups: looked after children (7-11 years)

- Looked after children were less likely to walk to (32 per cent) and from (30 per cent) school compared to other children (44 and 43 per cent respectively) and more likely to travel by car to school (71 per cent) compared to those not looked after (56 per cent). This is not surprising due to potential changes in care placements resulting in looked after children having to travel further to attend their school.

Differences between groups: FSM (7-11 years)

- Children eligible for FSM were more likely to walk to (57 per cent) and from (57 per cent) school, compared to other children (42 and 42 per cent respectively).

Table 4.11 Getting to and from school/college (children and young people aged 11-19)

Transport:	To school %	From school %	To school/college %	From school/college %
	11-16		Post-16	
Walk	41	45	36	40
Car	37	28	44	37
Bus	27	29	26	28
Train	5	6	13	13
Bike	4	4	3	3
No response	<1	5	1	4
	N=10,344		N= 961	

Source: Secondary school/college survey: question 1
A multiple response item, therefore percentages do not sum to 100

- The majority of 11-16 year olds walked, travelled by car or travelled by bus to school. The proportions were similar for travelling home, although slightly fewer young people travelled home by car.
- The majority of post-16s also walked, travelled by car or travelled by bus to school/college, although a higher proportion of post-16s travelled by car, compared to the 11-16s and a slightly greater proportion of post-16s travelled by train, compared to 11-16s. This is not surprising given that post-16s are likely to need to travel further to school/college/WBL.

Table 4.12 Lunchtime eating habits

Types of lunch:	Primary school survey %	Secondary school/college survey %	
	7-11	11-16	Post-16
Packed lunch from home	68	61	44
School/college meals	29	28	14
Other food/food bought from elsewhere	1	5	35
Nothing to eat	Not asked	6	6
No response	2	<1	0
	N=31,527	N=10,344	N=961

Source: Primary survey: question 6. Secondary/college survey: question 2

A series of single response items

Due to rounding, percentages may not always sum to 100

- Approximately two-thirds of children (aged 7-11) said they took packed lunches to school and almost a third said they ate school meals on most days.
- The lunchtime eating habits of 11-16s were similar to the 7-11s, although a small proportion of 11-16s said they ate food bought from elsewhere or had nothing to eat.
- In the post-16 age group, the responses were rather different. Under half (44 per cent) of young people said they ate packed lunch from home, just over a third said they ate food bought from elsewhere (i.e. not from home or school), and only 14 per cent said they ate school/college meals. Similarly to the 11-16s, a small proportion of post-16s said they had nothing to eat at lunchtimes.

Differences between groups: FSM (7-11 years)

- As expected, children eligible for FSM were more likely to eat school meals for lunch (82 per cent), compared to other children (23 per cent). It is worth noting, however, that almost a fifth of children eligible for FSM (n=512) did not take advantage of free school meals on most days.

Difference between groups: SEN (11-16 years)

- Young people aged 11-16 with SEN (51 per cent) were less likely to eat a packed lunch brought from home compared to other 11-16s (64 per cent), similarly, young people with SEN (36 per cent) were more likely to eat school meals compared to young people without SEN (25 per cent).

Differences between groups: SEN (post-16 years)

- Post-16s with SEN were more likely to have nothing to eat at lunchtime compared to those without SEN (18 per cent and five per cent respectively).

Differences between groups: gender (post-16 years)

- Girls were more likely to eat packed lunch brought from home compared to boys (58 per cent and 42 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in post-16 education (44 per cent) were more likely to buy their lunchtime meal (i.e. not bring a packed lunch or eat school/college meals), compared to those in key stage 3 (four per cent) and key stage 4 (eight per cent) who were more likely to eat packed lunch (61 per cent and 60 per cent respectively) or school meals (30 per cent and 23 per cent respectively).

4.7 Preventative health care

The tables below show the percentage of children and young people who indicated they had visited the doctor or dentist within the past year.

Table 4.13 Children's (aged 7-11) visits to the doctor or dentist in the last year

Medical professional:	Yes %	Not sure %	No %	No response %
Dentist	71	13	13	3
Doctor	57	18	19	6

N=31,527

Source: Primary survey: question 7

A series of single response items

Due to rounding, percentages may not always sum to 100

- Nearly three-quarters of children indicated that they had visited a dentist within the last year compared to 13 per cent who said they had not. (Similarly, 13 per cent were unsure whether or not they had visited a dentist.)
- Nearly three-fifths of children indicated that they had visited a doctor within the last year compared to 19 per cent who indicated that had not. (Similarly, 18 per cent were unsure whether or not they had visited a doctor.)

Differences between groups: EAL (7-11 years)

- Children with EAL were less likely to have visited a dentist in the last year (62 per cent) compared to children without EAL (74 per cent).

Differences between groups: FSM (7-11 years)

- Children eligible for FSM were less likely to have visited a dentist in the last year (65 per cent) compared to other children (75 per cent).

Differences between groups: year groups (7-11 years)

- Older children were more likely than younger children to have visited the dentist and the doctors in the last year (dentist: 80 per cent of year 6 compared to 65 per cent of year 3; and doctors: 66 per cent of year 6 compared to 54 per cent of year 3).

Table 4.14 Children and young people’s (aged 11-19) visits to the doctor or dentist in the last year

Medical professional:	Yes %		Not sure %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Dentist	82	80	7	3	9	14	2	2
Doctor	70	74	11	5	15	18	5	2

11-16 N= 10,344
Post-16 N= 961

*Source: Secondary/college survey: question 3
A series of single response items
Due to rounding, percentages may not always sum to 100*

- Around 80 per cent of young people (82 per cent of 11-16s and 80 per cent of post-16s) indicated that they had visited a dentist within the last year, compared to only nine per cent of 11-16s and 14 per cent of post-16s who said they had not.
- Nearly three-quarters of young people (70 per cent of 11-16s and 74 per cent of post-16s) indicated that they had visited a doctor within the last year, compared to only 15 per cent of 11-16s and 18 per cent of post-16s who indicated that they had not.

Differences between groups: EAL (post-16 years)

- Post-16s with EAL were less likely to have visited a dentist in the past year compared to those without EAL (52 per cent and 86 per cent).

4.8 Accessing information

Table 4.15 Children and young people's (aged 11-19) views on information about healthy living

Do children and young people get enough information on:	Yes %		No %		Not needed %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
The effects of smoking	74	72	11	9	14	18	2	1
The effects of alcohol/drugs	74	70	13	14	12	16	2	1
Sexual health	60	57	26	29	13	14	2	1
How to get advice about relationships	36	30	43	48	20	21	2	1
11-16 N= 10,344								
Post-16 N= 961								

Source: Secondary/college survey: question 6

A series of single response items

Due to rounding, percentages may not always sum to 100

- There appeared to be the greatest need for further information about social or emotional support, rather than factual information.
- Around three-quarters of young people (in the 11-16 and post-16 age groups) thought they received enough information about the effects of smoking and the effects of alcohol and drugs on health. A small proportion (between nine and 14 per cent) reported not receiving enough information.
- Around three-fifths of the young people reported having enough information on sexual health, but around a quarter said they did not get enough information.
- Around a third of young people said they received enough information about how to get advice about relationships, whereas nearly half (43 per cent of 11-16s and 48 per cent of post-16s) said they did not get enough information about how to get advice on relationships.

Difference between groups: SEN (11-16 years)

- Young people with SEN (36 per cent) were less likely to think that they did not get enough information about how to get advice about relationships compared to other 11-16s (49 per cent).

Difference between groups: looked after children (11-16 years)

- It appeared that some non-looked after 11-16s wanted more information about sexual health and how to get advice about relationships compared to those who were looked after. Looked after 11-16s were more likely to say they got enough information about how to get advice about relationships (60 per cent) than other 11-16s (36 per cent). Looked after 11-16s were

also *less* likely than others to think they did *not* get enough information about sexual health (12 per cent and 27 per cent respectively).

Differences between groups: EAL (post-16 years)

- Post-16s with EAL were more likely to think they had enough information about how to get advice about relationships compared to post-16s without EAL (43 per cent and 28 respectively), those with EAL were also more likely to think that they did not need such information compared to post-16s without EAL (33 per cent and 19 per cent respectively).

Differences between groups: gender (post-16 years)

- Boys were more likely than girls to say they did not need information on the effects of smoking (21 per cent), internet safety (20 per cent), sexual health (16 per cent) and advice about relationships (27 per cent) compared to girls (nine per cent, nine per cent, six per cent and 12 per cent respectively).
- Girls were more likely to say they did not get enough information about sexual health (37 per cent) and about how to get advice about relationships (59 per cent) compared to boys (25 per cent and 44 per cent respectively).
- Girls were more likely to say they had enough information about the effects of smoking compared to boys (81 per cent and 71 per cent respectively).

5. What do children and young people think about staying safe?

5.1 Areas covered under 'staying safe'

Children and young people were asked a number of questions covering the area of *staying safe*. The main areas covered included:

- understanding of staying safe
- perceptions of staying safe in the local area
- what makes children and young people feel unsafe
- internet safety
- experiences of bullying
- seeking help.

5.2 Understanding of staying safe

Table 5.1 Whether children (aged 7-11) think they know how to be safe

Statement:	Yes %	Not sure %	No %	No response %
I know how to stay safe	89	8	2	2
N=31,527				

Source: Primary survey: question 13

A single response item

Due to rounding, percentages may not always sum to 100

- The majority of children (aged 7-11) felt that they knew how to stay safe, with eight per cent indicating they were not sure and two per cent saying they did not know how to stay safe.

Table 5.2 Whether children and young people (aged 11-19) know how to stay safe

Statement:	Strongly agree %		Agree %		Not sure %		Disagree %		Strongly disagree %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
I make choices that help me to stay safe	31	26	41	50	14	14	4	4	2	<1	9	6

11-16 N= 10,344

Post-16 N= 961

Source: Secondary/college survey: question 27

A single response item

Due to rounding, percentages may not always sum to 100

- The majority of young people in the 11-19 age range either *strongly agreed* or *agreed* that they made choices that helped them stay safe. Fourteen percent in both the 11-16 and post-16 age ranges said they were not sure. It is likely that the older children and young people were more aware of potential dangers than the younger children (aged 7-11) with regard to staying safe.

Differences between groups: gender (post-16 years)

- Boys were more likely to indicate that they *strongly agreed* with the statement ‘I make choices that help me to stay safe’ (34 per cent and 23 per cent respectively).

5.3 Perceptions of staying safe in the local area

Table 5.3 Whether children (aged 7-11) feel safe

Whether children and young people feel safe:	Yes %	Sometimes %	No %	No response %
Getting to/from school	75	18	5	2
In the area they live	67	22	9	2
At school	65	29	4	2

N=31,527

Source: Primary survey: question 10

A series of single response items

Due to rounding, percentages may not always sum to 100

- Three-quarters of children indicated that they felt safe getting to and from school. (See Table 4.10 for information on the modes of transport children use for travelling to and from school.) Approximately two-thirds indicated

that they felt safe in the area they lived and a similar proportion felt safe at school.

- In all three cases (getting to and from school, in the area children lived, and at school) there was a small proportion of children (between four and nine per cent) who indicated that they did not feel safe.

Table 5.4 Whether children and young people (aged 11-19) feel safe

Whether children and young people feel safe:	Most of the time %		Sometimes %		Not very often %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
In school/college	67	86	24	11	5	1	2	1	2	2
In the area they live	67	70	23	22	5	5	2	1	2	2
Getting to and from school/college	66	75	25	20	4	3	2	1	3	2

11-16 N= 10,344

Post-16 N= 961

Source: Secondary/college survey: question 7

A series of single response items

Due to rounding, percentages may not always sum to 100

- The vast majority of young people said they felt safe in their school or college, the area they lived in and whilst getting to and from school or college either *most of the time* or *some of the time*. A slightly greater proportion of post-16s indicated that they felt safe *most of the time* compared to the 11-16s.
- Two per cent of 11-16s and one per cent of post-16s said they *never* felt safe in each of these places.

Differences between groups: FSM (11-16 years)

- Young people aged 11-16 who were eligible for FSM (60 per cent) were less likely to say that they felt safe in the area they live ‘most of the time’ compared to 11-16s not entitled to FSM (70 per cent).

Differences between groups: key stage (11-19 years)

- Young people in post-16 education were more likely to feel safe *most of the time* at school/college compared to those in key stage 3 and key stage 4 (87 per cent, 67 per cent and 71 per cent respectively).
- Young people in key stage 4 were more likely to feel safe *most of the time* getting to and from school compared to those in key stage 3 (74 per cent and 64 per cent respectively).

5.4 What makes children and young people feel unsafe in their local area?

Table 5.5 What makes children (aged 7-11) feel unsafe

What children worry about in the area they live:	Yes %	Sometimes %	No %	No response %
Broken glass on the ground	45	24	29	3
People hanging around	38	30	29	3
Busy roads/speeding traffic	33	29	35	2
Being on a bus or train	18	23	55	3
Other things	71	N/A		29
N=31,527				

Source: Primary survey: question 11

A series of single response items

Due to rounding, percentages may not always sum to 100

- There was quite a range of views as to whether or not the specified potential dangers were a concern for children in the area that they lived. Generally, the proportion of children who indicated that they worried about each of the potential dangers was similar to the proportion who indicated that they *sometimes* worried and those who indicated that they did not worry about each of the items.
- Broken glass on the ground was the potential danger that was most frequently a worry to children (45 per cent), followed by people hanging around (38 per cent).
- Children were also given the opportunity to write down other things that they worried about in the area they lived and almost three-quarters of children chose to write a response.

Of the 71 per cent of children who wrote about 'other things' they worried about in their local area, the most common responses included:

- nothing (n=3,761)
- a further comment about busy roads or speeding traffic, such as being concerned about people getting run over and car crashes, or being worried about crossing the road and walking on the road (n=2,022)
- teenagers hanging around (n=1,696)
- strangers/other people in the area (n=1,657)
- thieves/robbers/burglars/being mugged (n=1,428)
- bullying (n=1,036)
- if friends/family get hurt or if something happens to them (n=948).

Differences between groups: year groups (7-11 years)

- Younger children were more likely to be anxious about busy roads (43 per cent of year 3 compared to 25 per cent of year 6); and broken glass (60 per cent of year 3, compared to 31 per cent of year 6) than older children.

Differences between groups: gender (7-11 years)

- Girls were more likely than boys to be anxious about (or sometimes anxious about) being on a bus or a train (49 per cent compared to 37 per cent); broken glass (76 per cent compared to 56 per cent); and people hanging around in the area (76 per cent compared to 65 per cent).

Table 5.6 What makes children and young people (aged 11-19) feel unsafe

In the past year:	Most of the time %		Sometimes %		Not very often %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
People carrying knives	39	25	17	19	14	21	27	34	3	2
People on drugs	27	15	22	26	21	29	27	29	3	1
Gangs	26	24	32	32	21	25	19	18	2	1
Groups of people hanging around	24	21	34	39	22	23	18	16	2	1
Dark or unlit places	24	20	32	35	22	24	20	20	2	1
People drinking/being drunk	19	10	27	33	28	34	23	22	2	2
Busy roads/speeding traffic	12	8	28	29	30	34	28	28	2	2
Broken glass or syringes lying around	11	5	21	20	28	30	37	44	3	1
Being on a bus or train	8	5	24	27	30	35	36	32	2	1
Other things	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81	93

11-16 N=10,344

Post-16 N= 961

Source: Secondary/college survey: question 8

A series of single response items

Due to rounding, percentages may not always sum to 100

- People carrying knives, people on drugs, gangs, groups of people hanging around and dark or unlit places were the factors that made the highest proportion (between 24 and 39 per cent) of 11-16 year olds feel unsafe *most of the time* in the past year.

- People carrying knives, gangs, groups of people hanging around and dark or unlit places were the factors that made the highest proportion (between 20 and 25 per cent) of post-16s feel unsafe *most of the time* in the past year.
- Broken glass or syringes lying around and being on a bus or train were the two factors that the fewest young people felt made them feel unsafe in the past year.
- More than half of the 11-16s reported that the following issues had made them *sometimes* feel unsafe in the past year: gangs (58 per cent), groups of people hanging around (58 per cent), people carrying knives (56 per cent), and dark or unlit places (56 per cent).
- More than half of the post-16s reported that the following issues had made them *sometimes* feel unsafe in the past year: gangs (63 per cent), groups of people hanging around (63 per cent), dark or unlit places (55 per cent) and people on drugs (55 per cent).

Differences between groups: SEN (post-16 years)

- Post-16s with SEN were more likely to say they felt unsafe *most of the time* being around people who were drinking/drunk (22 per cent) and people on drugs (31 per cent) compared to post-16s without SEN (eight per cent and 14 per cent respectively).

Differences between groups: gender (post-16 years)

- Boys were less likely to feel unsafe in their local area because of busy roads/speeding traffic, being on a bus/train, broken glass, dark or unlit places, groups of people hanging around, gangs, people drinking/being drunk or people on drugs compared to girls, with boys (38 per cent, 44 per cent, 44 per cent, six per cent, 22 per cent, 29 per cent and 34 per cent respectively) indicating that they had *never* felt unsafe because of these factors compared to girls (14 per cent, 19 per cent, 36 per cent, 31 per cent, 11 per cent, ten per cent and 23 per cent respectively).
- Likewise, only nine per cent of boys said they felt unsafe in dark/unlit places *most of the time* compared to over a quarter of girls (29 per cent)

Differences between groups: key stage (11-19 years)

- Young people in key stage3 were more likely to feel unsafe around people who had been drinking/drunk compared to those in key stage 4 and post-16 education (24 per cent, 11 per cent and ten per cent respectively).
- Young people in key stage3 (45 per cent) were more likely to say they felt unsafe *most of the time* around people carrying knives compared to those in key stage 4 and post-16s (31 per cent and 25 per cent respectively).

5.5 Internet safety

Table 5.7 Frequency of children and young people (aged 11-19) sharing information about themselves on the internet

Whether children and young people:	Most days %		1 or 2 times a week %		1 or 2 times a month %		1 or 2 times a year %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Share information about themselves on the internet 11-16 N= 10,344 Post-16 N= 961	16	18	11	17	8	15	8	12	56	37	2	1

Source: Secondary survey: question 4

A single response item

Due to rounding, percentages may not always sum to 100

- Just under three-fifths of 11-16s and just under two-fifths of post-16s reported that they *never* shared information about themselves on the internet. Over a quarter of 11-16s and over a third of post-16s, however, reported sharing information about themselves on the internet *at least one or two times a week*.

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (63 per cent) were less likely to share information about themselves on the internet compared to young people in key stage 4 and post-16s (45 per cent and 38 per cent respectively).

Table 5.8 Children and young people's (aged 11-19) views on information about internet safety

Whether children and young people receive enough information on:	Yes %		No %		Don't need it %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Internet safety 11-16 N= 10,344 Post-16 N= 961	61	56	24	25	13	17	2	1

Source: Secondary/college survey: question 6

A single response item

Due to rounding, percentages may not always sum to 100

- About a quarter of 11-16s and a quarter of post-16s felt they needed more information on internet safety.

5.6 Experiences of bullying

Table 5.9 Whether children (aged 7-11) have been bullied

Whether children have been:	Yes %	Not sure %	No %	No response %
Pushed or hit by other children	55	11	31	2
Called names or talked about by other children	54	19	26	2
Left out or stopped from joining in	49	17	32	3
Picked on or bullied at school	38	14	44	3
Had their possessions broken or stolen on purpose	33	17	47	3
Picked on in the area they live	27	13	58	2
Picked on going to or from school	13	9	75	3

N=31,527

Source: Primary survey: question 16

A series of single response items

Due to rounding, percentages may not always sum to 100

- Approximately half the children indicated that they had been pushed or hit by other children (55 per cent), called names or talked about (54 per cent), or left out or stopped from joining in (49 per cent).
- Approximately a third of the children indicated that they had been picked on or bullied at school (38 per cent), had their possessions broken or stolen (33 per cent) or been picked on in the area they lived (27 per cent).
- A smaller proportion (13 per cent) indicated that they had been picked on going to or from school (probably related to the finding that less than half of children walked to school – see Table 4.10).

Differences between groups: SEN (7-11 years)

- Children with SEN were more likely to report that they had been picked on in the area they lived (35 per cent) compared to children without SEN (25 per cent).

Differences between groups: FSM (7-11 years)

- Children eligible for FSM were more likely to report that they had been picked on in the area they lived (40 per cent), compared to other children (26 per cent).
- Children eligible for FSM were more likely to report that they had had their things broken or stolen on purpose (43 per cent), compared to other children (32 per cent).

Differences between groups: year groups (7-11 years)

- Younger children were more likely to report that they had been pushed or hit by other children, than older children (63 per cent of year 3 compared to 48 per cent of year 6).

Table 5.10 Whether children and young people (aged 11-19) have been bullied

Whether children and young people have been:	Yes %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
Bullied in the last year	31	14	66	84	3	2
11-16 N= 10,344						
Post-16 N= 961						

Source: Secondary/college survey: question 9
 A single response item
 Due to rounding, percentages may not always sum to 100

- Nearly a third (31 per cent) of 11-16 year olds and 14 per cent of post-16s said they had been bullied in the last year.
- Approximately two thirds of 11-16 year olds and four-fifths of post-16 year olds said that they had not been bullied in the last year.

Differences between groups: SEN (11-16 years)

- Young people with SEN (44 per cent) were more likely to have been bullied in the last year, compared to other 11-16s (29 per cent).

Differences between groups: SEN (post-16 years)

- Post-16s with SEN were more likely to have been bullied in the last year compared to those without SEN (26 per cent and 12 per cent respectively).

Differences between groups: FSM (11-16 years)

- Young people aged 11-16 who were eligible for FSM (42 per cent) were more likely to have been bullied in the last year compared young people not eligible for FSM (31 per cent).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (36 per cent) were more likely to have been bullied in the past year compared to those in key stage 4 or post-16s (24 per cent and 14 per cent respectively).

Table 5.11 Of those who had been bullied: Types of bullying children and young (aged 11-19) have experienced

Types of bullying:	%	
	11-16	Post -16
Verbal	80	89
Being left out	41	44
Physical	38	29
Theft/damage to property	16	17
Would rather not say	14	7
Other	10	7
No response	2	2
	N=3,225	N=136

Source: Secondary/college survey: question 10

A multiple response question, therefore percentages do not sum to 100

Percentages are based only on those who indicated that they had been bullied in the last year

- Of those who said they had been bullied in the last year (31 per cent of 11-16s and 14 per cent of post-16s) the majority of these young people reported that they had experienced verbal bullying.
- Being left out was the second most common form of bullying experienced by 11-16s and post-16s, followed by physical bullying.

Of the ten per cent of 11-16s (n=305) and seven per cent of post-16s (n=10) who had been bullied in the last year and mentioned 'other' types of bullying, the main responses included:

- racism (n=27)
- being threatened (n=22)
- via internet/email/text messaging (n=20)
- sexual harassment (n=18).

Table 5.12 Of those who had been bullied: Frequency of bullying experienced by children and young (aged 11-19)

Where and how often children and young people were bullied:	Most days %		1 or 2 times a week %		1 or 2 times a month %		1 or 2 times a year %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
At school/college	34	27	27	24	16	21	14	18	6	10	3	2
Getting to/from school/college	10	6	10	10	9	8	10	13	54	55	8	7
In the area they live	8	6	8	13	7	12	10	10	60	54	8	7
On line	6	7	6	4	6	10	7	4	66	67	9	7
By mobile phone	5	2	4	6	4	7	7	10	72	67	9	8
Other											92	93
11-16 N= 3,225												
Post-16 N= 136												

Source: Secondary/college survey: question 11

A series of single response items

Due to rounding, percentages may not always sum to 100

Percentages are based only on those who indicated that they had been bullied in the last year

- The most common place young people experienced bullying was at their school or college. Of those who had been bullied in the last year, over three-fifths of 11-16s (61 per cent) and over half of the post-16s (51 per cent) said they had been bullied at school or college *at least once or twice a week*.

Differences between groups: SEN (11-16 years)

- Of those 11-16s who had been bullied, young people with SEN were more likely than others to have been bullied at school (42 per cent and 32 per cent respectively).

Differences between groups: FSM (11-16 years)

- Of the 11-16s who had been bullied, those eligible for FSM were more likely to have been bullied in their local area compared to those not eligible for FSM (48 per cent and 32 per cent respectively).

Of the eight per cent of 11-16s (n=273) and seven per cent of post-16s (n=9) who had been bullied in the last year and mentioned 'other' places where they had been bullied, the main responses included:

- at home (n=24)
- in town (n=17)
- in primary school (n=15)
- at an out-of-school club/hobby (n=12).

5.7 Seeking help

Table 5.13 Whether children (aged 7-11) have someone to talk to if they are concerned about something

Who children talk to when they need help:	Yes %	No %	No response %
An adult at home	88	10	2
A friend	81	16	3
An adult at school	79	18	3

N=31,527

Source: Primary survey: question 12

A series of single response items

Due to rounding, percentages may not always sum to 100

- The majority of children said that they would talk to an adult at home, a friend, or an adult at school, if they needed help. However, between ten and 18 per cent of children indicated that they would not talk to these people
- Overall, two per cent of children (n=644) said they would not talk to an adult at home or at school, or even talk to a friend, if they needed help.

Differences between groups: year groups (7-11 years)

- Younger children were more likely to talk to an adult at their school when they needed help compared to older children (88 per cent of year 3 compared to 73 per cent of year 6).

Table 5.14 Whether children and young people (aged 11-19) have someone to talk to if they are concerned about something

Who children and young people talk to when they cannot deal with issues on their own:	Yes %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
An adult at home	80	76	15	20	6	4
Someone else	68	79	25	17	7	4
An adult at school/college	55	58	37	37	8	5
11-16 N= 10,344						
Post-16 N= 961						

Source: Secondary/college survey: question 12

A series of single response items

Due to rounding, percentages may not always sum to 100

- Four-fifths of 11-16 year olds and three-quarters of post-16 year olds said they would talk to an adult at home when they could not deal with issues on their own.
- About two-thirds of 11-16 year olds and four-fifths of post-16 year olds said they would talk to someone else and over half of both groups said they would talk to an adult at school or college.
- There was, however, a proportion of young people (ranging from 15 per cent to 37 per cent) who said they would not talk to these people when there was an issue that they could not deal with on their own.
- Overall, six per cent of young people (n=565) said they would not talk to anyone if there were issues that they could not deal with on their own.

Differences between groups: SEN (11-16 years)

- Young people aged 11-16 with SEN (65 per cent) were less likely to have someone other than an adult at school/home to talk to compared to 11-16s without SEN (76 per cent).

Differences between groups: gender (11-16 years)

- Girls aged 11-16 were more likely than boys to talk to someone other than an adult at school or home when they had issues that they could not deal with alone (79 per cent and 67 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in post-16 education were more likely to have someone to talk to other than someone at home or school/college than those in key stage 3 (71 per cent and 82 per cent respectively.)

6 What do children and young people think about enjoying and achieving?

6.1 Areas covered under ‘enjoying and achieving’

Children and young people were asked a number of questions covering the areas of *enjoying and achieving*. The main areas covered included:

- enjoyment of school/college
- learning and achieving
- out-of-school/college activities
- barriers to accessing out-of-school/college activities.

6.2 Enjoyment of school/college

Table 6.1 Whether children (aged 7-11) enjoy going to school

Statement:	Yes %	Sometimes %	No %	No response %
I like going to school	44	37	18	2
N=31,527				

Source: Primary survey: question 10.

A single response item

Due to rounding, percentages may not always sum to 100

- Just over two-fifths of children indicated that they enjoyed going to school and just under two-fifths indicated that they sometimes enjoyed going to school, whereas approximately one-fifth indicated that they did not like going to school.

Differences between groups: EAL (7-11 years)

- Children with EAL were more likely to report that they enjoyed going to school (63 per cent) compared to children without EAL (44 per cent).

Differences between groups: year groups (7-11 years)

- Younger children were more likely to report that they enjoyed going to school, compared to older children (54 per cent of year 3 compared to 37 per cent of year 6).

Differences between groups: gender (7-11 years)

- Girls were more likely to report that they enjoyed going to school (51 per cent) compared to boys (38 per cent).

Table 6.2 Whether children and young people (aged 11-19) enjoy school/college

Statement:	Strongly agree %		Agree %		Not sure %		Disagree %		Strongly disagree %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
I like being at school/college	15	17	37	51	22	17	10	7	7	3	9	6
11-16 N=10,344												
Post-16 N=961												

Source: Secondary/college survey: question 27

A single response item

Due to rounding, percentages may not always sum to 100

- Over half of 11-16s and over two-thirds of post-16s reported that they enjoyed being at school or college.
- There were, however, 17 per cent of 11-16s and ten per cent of post-16s who said they did not enjoy being at school or college.

Differences between groups: EAL (11-16 years)

- Young people aged 11-16 with EAL (73 per cent) were more likely to say they enjoyed being at school compared to 11-16s without EAL (47 per cent).

Differences between groups: key stage (11-19 years)

- Post-16s (71 per cent) were more likely to say they enjoyed being at school/college compared to those in key stage 3 and key stage 4 (56 per cent).

Table 6.3 What children (aged 7-11) like about school

Whether children like:	Yes %	Sometimes %	No %	No response %
Seeing their friends	92	6	1	2
Trips to places	90	7	2	2
Using a computer	86	10	2	2
Making things	85	10	3	2
Using the internet	83	12	4	2
Finding out new things	76	19	4	2
After-school clubs	63	21	14	2
Reading	58	27	13	2
Talking about what they learned with their family	58	27	13	2
Lessons	38	51	10	2
Other things about school	61		N/A	39
N=31,527				

Source: Primary survey: question 18.

A series of single response items

Due to rounding, percentages may not always sum to 100

- When children were asked what they liked about school, the most popular aspects were the social aspects, followed by cognitive and skills-based activities, and then the aspects related to learning processes.
- Most children said that they liked seeing their friends and they liked going on trips to visit places.
- More than three-quarters of the children said they liked using computers, making things, using the internet, and finding out new things.
- Approximately three-fifths said they liked after-school clubs, reading, talking about what they had learned with their family and other things about school.

Of the 61 per cent of children who said they liked ‘other things’ about school, the most common responses included:

- the teachers (n=3,474)
- PE/sports games (n=3,426)
- breaktime/lunchtime/playing outside (n=3,050)
- art and craft activities (n=2,514)
- maths/numeracy (n=1,120)
- playing (n=1,053).

Differences between groups: EAL (7-11 years)

- Children with EAL were more likely to report that they enjoyed their lessons (55 per cent) compared to children without EAL (38 per cent).

Differences between groups: year groups (7-11 years)

- Younger children were more likely than older children to report that they liked finding out new things (83 per cent of year 3, compared to 72 per cent of year 6); enjoyed reading (69 per cent of year 3, compared to 49 per cent of year 6); liked talking about the things they learn with their family (67 per cent of year 3 compared to 50 per cent of year 6); and enjoyed their lessons (50 per cent of year 3, compared to 28 per cent of year 6).

All children were also asked to write the one thing they liked doing most of all at school. The table below shows the main types of responses.

Table 6.4 What children (aged 7-11) like doing most at school

Main categories of responses:	%
Art and crafts (inc. drawing, painting, making things, design and technology)	19
PE/sports games/sports clubs	14
Being with/playing with friends	10
Maths/numeracy	9
ICT (inc. using computers/internet/white board)	6
Reading/writing/literacy/English	6
Breaktime/lunchtime/playing outside	3
Playing (generally)	3
Learning/working (generally)	2
Humanities/geography/history	2
No response	10
N=31,527	

Source: Primary survey: question 19

A single response item

Due to rounding, percentages may not always sum to 100

- Art and sports were the most popular activities in school. Other frequently mentioned things that children liked about school included being with their friends, as well as numeracy, ICT and literacy.

Table 6.5 Aspects of school/college that children and young people (aged 11-19) enjoy

Whether children and young people like:	Very much %		Quite a lot %		A little %		Not at all %		Don't do this %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Seeing friends	78	70	13	21	2	3	<1	<1	<1	<1	6	5
Sports	38	14	25	14	18	16	9	7	3	42	7	8
Drama/Music productions	23	7	20	10	20	13	11	10	18	52	8	9
Clubs	17	6	17	8	21	16	9	10	27	52	9	9
Work experience	12	11	14	19	15	19	6	10	40	34	13	7
Lessons	5	8	21	42	47	39	17	7	2	<1	8	5
Something else	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91	96
11-16 N=10,344												
Post-16 N=961												

Source: Secondary/college survey: question 17

A series of single response items

Due to rounding, percentages may not always sum to 100

- Similarly to the 7-11s, when 11-19s were asked what they liked about school/college, the most popular aspects were the social aspects, followed by cognitive and skills-based activities, and then the aspects related to learning processes.
- More than 90 per cent of 11-16s and post-16s reported that they enjoyed (either *very much* or *quite a lot*) seeing their friends at school or college.
- The next most popular aspects of school within the 11-16 group were sports, drama or music productions and clubs. Within the post-16 group over half said they did not participate in drama or music productions or in clubs, and over two-fifths did not take part in sports at school/college.
- Within the post-16 group, the next most popular aspect of school or college (after seeing friends) were lessons – half the post-16s said they enjoyed their lessons (either *very much* or *quite a lot*) compared to a quarter of 11-16s (relating to the post-compulsory education element of choice).

Of the nine per cent of 11-16 year olds and four per cent of post-16 year olds who said they liked ‘something else’ about school/college, the most common responses included comments about:

- enjoying breaktimes/lunchtimes/freetime (n=151)
- not enjoying any aspect of school/college, or enjoying ‘home time’ the most (n=66)

- liking (at least some of) the teachers (n=63)
- enjoying the school/college food (n=61).

Differences between groups: gender (11-16 years)

- Boys aged 11-16 were more likely than girls to say they enjoyed doing sport at school *very much* (58 per cent and 28 per cent respectively). Similarly, girls were more likely than boys to say they enjoyed doing sports at school *a little* (25 per cent and 11 per cent respectively).
- Girls aged 11-16, however, were more likely than boys to say they enjoyed doing drama/music productions ‘very much’ (30 per cent and 18 per cent respectively).

Differences between groups: gender (post-16 years)

- Boys were more likely to enjoy doing sport at school/college than girls with 46 per cent of boys saying they liked doing sports *quite a lot* or *very much* compared to girls (19 per cent). Likewise girls were less likely to do sports at school/college compared to boys, with 54 per cent of girls saying they did not do sports compared to 30 per cent of boys.
- Boys were more likely than girls to like using IT at school/college with 83 per cent of boys saying they liked using IT at least *quite a lot* compared to 71 per cent of girls.

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 were more likely to say they enjoyed seeing their friends at school compared to those in post-16 education (83 per cent and 73 per cent respectively).
- Young people in key stage 3 (73 per cent) were more likely to say they liked sports at school compared to those in key stage 4 and in post-16 (58 per cent and 31 per cent respectively). However, post-16s (45 per cent) were more likely not to do sports at school/college compared to younger young people (two per cent in key stage 3 and six per cent in key stage 4). Likewise, post-16s (57 per cent) were less likely to do drama/music at school/college compared to younger young people (11 per cent in key stage 3 and 38 per cent in key stage 4).
- Young people in key stage 3 were less likely to do work experience than those in key stage 4 and post-16 education with 57 per cent of key stage 3 young people indicating they *don't do* work experience compared to 26 per cent of those in key stage 4 and 36 per cent of post-16s.
- Young people in post-16 education (51 per cent) were more likely to say they liked lessons (very much or quite a lot) compared to those in key stage 3 and key stage 4 (28 per cent respectively).

6.3 Learning and achieving

Table 6.6 What has helped children and young people (aged 11-19) to learn

	Very much %		Quite a lot %		A little %		Not at all %		Don't do this %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Making things/doing practical things	48	39	27	32	13	15	3	4	2	4	7	6
Trips to places	50	36	23	27	12	18	3	3	4	10	7	6
Using ICT	37	36	30	35	20	18	5	3	2	2	7	6
Using their own ideas	30	27	36	45	22	20	4	2	1	<1	7	6
Working as part of a group	30	28	35	44	21	19	5	3	2	1	7	5
Working on their own	22	27	33	44	27	20	8	3	2	<1	7	6
Doing projects that cover more than one subject	25	21	25	33	26	23	9	8	6	9	8	6
Reading	16	14	21	27	31	32	14	13	10	8	9	7
Something else	N/A		N/A		N/A		N/A		N/A		94	97
11-16 N=10,344												
Post-16 N=961												

Source: Secondary/college survey: question 18

A series of single response items

Due to rounding, percentages may not always sum to 100

- More than half of the 11-16s and post-16s felt that all of the above activities, except for reading, had helped them to learn (either *very much* or *quite a lot*).
- The proportion of young people (in both the 11-16 group and the post-16 group) who felt that reading helped them to learn *very much* was similar to the proportion who felt that reading did *not help at all*.

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (56 per cent) were more likely to say they enjoyed making things/doing practical things and going on trips (57 per cent) compared to young people in key stage 4 (45 per cent and 48 per cent respectively) and post-16 education (42 per cent and 38 per cent respectively).

Of the six per cent of 11-16s and the three per cent of post-16s who said that ‘something else’ has helped them to learn, the most common responses included:

- teachers helping them to learn. Some young people named specific teachers and others mentioned specific characteristics, such as patient teachers or good teachers (n=69)
- working with friends (n=59)
- discussing or talking with other people (n=52)
- fun lessons (or lessons that were not boring) (n=34)
- getting help in class (n=34).

Table 6.7 What makes it difficult for children and young people (aged 11-19) to learn

Factors that make learning difficult:	% 11-16	% Post-16
Other pupils being disruptive	54	43
Not getting feedback on how they are doing	24	28
Not getting enough help at school	18	18
Being bullied	10	3
Often being ill	9	8
Not getting help at home	6	7
Not having somewhere to do homework	6	7
Not having a computer at home	6	4
Not having a computer at school/college	2	4
Something else	10	13
Nothing	26	29
No response	8	8
11-16 N=10,344		
Post-16 N=961		

Source: Secondary/college survey: question 19

A multiple response question, therefore percentages do not sum to 100

- Approximately half the 11-16s and post-16s felt that other pupils being disruptive made learning difficult. More positively, just over a quarter indicated that nothing made learning difficult.
- About a quarter indicated that not receiving feedback on how they were doing was a barrier to learning.

Of the ten per cent of 11-16s and the 13 per cent of post-16s who said that ‘something else’ made it difficult for them to learn, the most common responses included comments about:

- teachers (e.g. teachers being absent or disorganised) (n=273)
- young people’s own lack of concentration in class (n=137)

- young people’s own lack of interest, motivation to work or their own laziness (n=131)
- time (e.g. a lack of time or poor time management) (n=76)
- young people’s own behaviour in lessons being poor or naughty (n=51).

Table 6.8 Whether children (aged 7-11) think they are doing well at school

Statement:	Yes %	Not sure %	No %	No response %
I think I am doing well at school	63	28	8	2
N=31,527				

Source: Primary survey: question 13
 A single response item
 Due to rounding, percentages may not always sum to 100

Almost two-thirds of children (63 per cent) felt they were doing well at school. About a quarter (28 per cent) were not sure and a small proportion (8 per cent) did not think they were doing well at school.

Differences between groups: looked after children (7-11 years)

- Looked after children were more likely to report that they were doing well at school (75 per cent), compared to other children (64 per cent).

Table 6.9 Whether children and young people (aged 11-19) think they are doing well at school/college

How well children and young people think they are doing:	11-16 %	Post-16 %
Very well	21	16
Quite well	59	66
Not very well	9	12
Don’t know	5	3
No response	6	4
	N=10,344	N=961

Source: Secondary/college: question 20
 A single response item
 Due to rounding, percentages may not always sum to 100

- Young people’s perceptions of their own achievements at school or college were similar across the two age groups (11-16 and post-16). Twenty-one per cent of 11-16s and 16 per cent of post-16s felt that they were doing *very well* at school or college. A greater proportion (59 per cent of 11-16s and 66 per cent of post-16s) felt that they were doing *quite well* and a

small proportion (nine per cent of 11-16s and 12 per cent of post-16s) did *not* think they were doing very well at school or college.

6.4 Out-of-school/college-hours activities

Table 6.10 Whether children (aged 7-11) engage in out-of-school hours activities

What children do after school:	Yes %	Sometimes %	No %	No response %
Do homework	62	28	7	2
Do things with family	52	36	10	2
Play with friends	51	35	12	2
Watch TV	47	44	7	2
Use the internet	46	31	22	2
Go to an after school club	44	25	29	2
Play computer games	41	34	23	2
N=31,527				

Source: Primary survey: question 20

A series of single response items

Due to rounding, percentages may not always sum to 100

- Homework, activities with family members, playing with friends and watching television were the most common activities, with around 90 per cent indicating that they did these things at least *sometimes*.
- Compared to the other activities, attending an after-school club was the least common activity with 29 per cent of children saying that they did not do this.

Differences between groups: looked after children (7-11 years)

- Looked after children were more likely to report attending an after-school club (65 per cent) compared to other children (45 per cent).

Differences between groups: EAL (7-11 years)

- Children with EAL were more likely to spend time doing their homework after school (74 per cent) compared to children without EAL (63 per cent).

Differences between groups: year groups (7-11 years)

- Younger children were more likely than older children to watch television after school (55 per cent of year 3 compared to 41 per cent of year 6); play computer games (48 per cent of year 3 compared to 37 per cent of year 6); and do things with their family (59 per cent of year 3 compared to 46 per cent of year 6).

Differences between groups: gender (7-11 years)

- Boys were more likely to play computer games after school (55 per cent) compared to girls (29 per cent).

Table 6.11 What children (aged 7-11) like doing most after school

Main categories of response:	%
Playing with/being with friends	12
Playing on the computer/games consoles	11
Football	9
Family-related activities	8
After-school clubs (unspecific)	7
Watching TV (inc. videos/DVDs)	6
Using the internet/computer	4
No response	6
N=31,527	

Source: Primary survey: question 21

A single response item

Due to rounding, percentages may not always sum to 100

- After school, the most popular activity with children was playing with friends, followed by playing computer games and football.

Table 6.12 Whether children and young people (aged 11-19) engage in out-of-school/college hours activities

Where children and young people spend their time:	On weekdays between 4pm and 7pm %		On weekdays from 7pm onwards %		At weekends %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
At home	66	75	55	64	31	39
Just hanging out	39	33	26	36	61	65
At a friend's house	29	26	16	29	59	58
At a school/college club	24	16	7	4	6	3
At work	7	18	4	15	13	41
No response	11	8	27	15	14	8
11-16 N=10,344						
Post-16 N=961						

Source: Secondary/college survey: question 13

A series of multiple response questions, therefore percentages do not sum to 100

- During the early evening (between 4pm and 7pm) the most common places for young people to spend their time were at home, just hanging out, at a friend's house or (for 11-16s) at a school club. Two-thirds of 11-16s and three-quarters of post-16s indicated that they normally spent this time at home.
- During the late evening (from 7pm onwards) the most common places for young people to spend their time were at home, just hanging out or (for post-16s) at a friend's house. Over half of 11-16s and just under two-thirds of post-16s indicated that they normally spent this time at home.
- At weekends, the most common places for young people to spend their time were just hanging out, at a friend's house or at home. Almost two-thirds of 11-16s and post-16s indicated that they normally spent their weekends just hanging out.

Young people were given the opportunity to name other places where they usually spent their time. Overall, 23 per cent of 11-16s and 15 per cent of post-16s chose to name other places. The main responses included spending time:

- with their family (i.e. not necessarily at home) (n=319)
- in town (generally) or another local place (n=233)
- in a specific town or city (n=162)
- with their friends (i.e. not necessarily at a friend's house) (n=159)
- shopping (n=142)
- at football training or with a football team (n=141)
- at the park or recreation ground (n=124)
- at their grandparents' house (n=114).

Table 6.13 Whether children and young people (aged 11-19) engage in out-of-school/college hours activities

What children and young people do:	On weekdays between 4pm and 7pm %		On weekdays from 7pm onwards %		At weekends %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
Use the internet	57	61	54	70	53	61
Watch TV	57	54	61	72	48	54
Spend time with their family	55	53	54	56	42	44
Play computer/ playstation type games	45	33	41	39	44	36
Homework	42	43	27	36	33	37
A sports activity	42	29	21	23	44	37
Hang out with friends	41	39	25	39	69	73
Activities at a club or centre	23	13	16	14	25	15
Help to look after someone	19	14	15	14	26	20
Shopping	18	20	9	8	68	69
Reading	17	15	29	31	21	20
Voluntary work	7	7	4	4	12	9
Paid work	7	18	4	16	17	47
No response	6	5	10	5	7	4
11-16 N=10,344						
Post-16 N=961						

Source: Secondary/college survey: question 14

A series of multiple response questions, therefore percentages do not sum to 100

- During the early evening (between 4pm and 7pm) the most common activities for young people to spend their time doing were using the internet, watching television, and spending time with their family.
- During the late evening (from 7pm onwards) the most common activities for young people to spend their time doing were similar to the early evening – watching television, using the internet and spending time with their family.
- At weekends, the most common activities for young people to spend their time doing were hanging out with their friends, shopping, using the internet and watching television. Almost half of post-16s reported that they spent their weekends doing paid work.

Young people were given the opportunity to name other activities that they usually spent their time doing. Overall, 15 per cent of 11-16s and eight per cent of post-16s chose to name other activities. The main responses included spending time on the following activities:

- music practice or music lessons (n=93)
- caring for a pet (including walking their dog) (n=87)
- dancing (n=72)
- using the telephone or sending text messages (n=59)
- horse riding (n=60).

6.5 Barriers to accessing out-of-school/college-hours activities

Table 6.14 Whether children and young people (aged 11-19) would like to participate in other activities

Whether children and young people would like to:	Yes %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
Participate in other activities	43	33	49	61	7	6
11-16 N=10,344						
Post-16 N=961						

Source: Secondary/college survey: question 15a

A single response item

Due to rounding, percentages may not always sum to 100

- About two-fifths of 11-16s and a third of post-16s indicated that they would like to participate in other activities that they currently do not participate in.

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (52 per cent) were more likely to say there were other activities they would like to do in their spare time compared to those in key stage 4 and post-16s (39 per cent and 35 per cent respectively.)

Young people were given the opportunity to list up to three activities that they would like to participate in. There were a wide range of responses, but the most common types of activities were sport-related and included:

- football (including American football) (n=787)
- swimming (n=681)

- dancing (including ‘hip hop’ and ‘bollywood’) (n=586)
- ice skating (n=490)
- basketball (n=350)
- trampolining (n=284)
- going to a gym or fitness centre (including keep fit and aerobics) (n=259)
- tennis (n=257)
- horse riding (including show jumping) (n=252)
- music (including singing and instrumental lessons) (n=245)
- rugby (including tag rugby and girls rugby) (n=217)
- martial arts (n=216).

Table 6.15 Whether children and young people (aged 11-19) are prevented from participating in activities

Barriers to participating in activities:	11-16 %	Post -16 %
Nothing is stopping them	35	23
Cost	33	51
Lack of time	30	43
Activity is not available locally	27	36
Lack of transport	23	31
Family have safety concerns	11	7
Their health	6	4
Other reason	10	6
No response	7	5
	N=10,344	N=961

Source: Secondary/college survey: question 16

A multiple response question, therefore percentages do not sum to 100

- About a third of 11-16s and a quarter of post-16s reported that nothing was stopping them from participating in other activities.
- About a third of 11-16s and half of post-16s, however, reported that the cost of activities was a barrier.
- A lack of time to participate in other activities was considered a barrier to 30 per cent of 11-16s and 43 per cent of post-16s.
- About a quarter of 11-16s and a third of post-16s felt that activities being unavailable locally and a lack of transport to get to activities were barriers to their participation.

7 What do children and young people think about making a positive contribution?

7.1 Areas covered under ‘making a positive contribution’

Children and young people were asked a number of questions covering the area of *making a positive contribution*. The main areas covered included:

- engaging with the community
- supporting the environment
- self-efficacy.

7.2 Engaging with the community

Table 7.1 Whether children (aged 7-11) engage with the community

Whether children:	Yes %	Not sure %	No %	No response %
Would tell an adult if they saw someone being bullied	81	13	4	2
Help other people	80	15	3	2
Help collect money for charity	44	29	25	2
N=31,527				

Source: Primary survey: question 14

A series of single response items

Due to rounding, percentages may not always sum to 100

- The majority of children (about four-fifths) indicated that they would tell an adult if they saw someone being bullied and a similar proportion indicated that they helped other people.
- A lower proportion (just over two-fifths) indicated that they help collect money for charity, although a further 29 per cent were unsure if they did.

Differences between groups: year groups (7-11 years)

- Younger children were more likely to say that they would tell an adult if they saw someone being bullied than older children (88 per cent of year 3 compared to 76 per cent of year 6).
- Younger children were more likely to report that they help collect money for charity compared to older children (53 per cent of year 3, compared to 39 per cent of year 6).

Differences between groups: gender (7-11 years)

- Girls were more likely to report that they help other people (87 per cent) compared to boys (77 per cent).

Table 7.2 Whether children and young people (aged 11-19) engage with the community

Do/would children and young people:	I do already %		I would like to do %		No, I wouldn't do this %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Help someone who is being bullied	27	22	55	62	9	10	9	5
Raising money for charity	26	25	51	51	18	15	6	9
Help a neighbour	30	25	45	53	16	16	9	6
Do voluntary work	14	20	41	40	35	34	10	6
Vote in a school/college election	19	17	30	31	41	47	10	5
Join a school/college council	11	10	21	20	58	64	10	6
11-16 N=10,344								
Post-16 N=961								

Source: Secondary/college survey: question 25

A series of single response items

Due to rounding, percentages may not always sum to 100

- About a quarter of young people in both age groups (11-16 and post-16) reported that they already helped their neighbours (30 and 25 per cent respectively), raised money for charity (26 and 25 per cent respectively) and people who were being bullied (27 and 22 per cent respectively). Approximately a half said they would like to help someone who was being bullied (55 and 62 per cent respectively), raise money for charity (51 and 51 per cent respectively) and help a neighbour (45 and 53 per cent respectively).
- About 40 per cent of young people would like to do voluntary work, about 30 per cent would like to vote in a school or college election and about 20 per cent would like to join a school or college council. The proportions of young people already participating in these activities were between 10 and 20 per cent.

Differences between groups: SEN (11-16 years)

- Young people with SEN (52 per cent) were less likely to say they would like to help someone who was being bullied compared to 11-16s without SEN (63 per cent).
- Young people aged 11-16 with SEN (41 per cent) were less likely to say they would like to help a neighbour compared to those without SEN (52 per cent).

Differences between groups: FSM (11-16 years)

- Young people aged 11-16 who were eligible for FSM (42 per cent) were more likely to help their neighbour than those not eligible for FSM (32 per cent), however, half of 11-16s (50 per cent) who were not eligible for FSM would like to help their neighbour compared to 40 per cent of young people eligible for FSM.
- Young people aged 11-16 who were eligible for FSM were less likely to help someone who was being bullied (51 per cent) compared to those not eligible for FSM (62 per cent).

Differences between groups: EAL (11-16 years)

- Young people aged 11-16 with EAL were more likely to say they *would like to* do voluntary work (64 per cent), help a neighbour (59 per cent), vote in a school election (45 per cent) and join a school council (42 per cent) compared to 11-16s without EAL (45 per cent, 49 per cent, 33 per cent, 22 per cent respectively).

Differences between groups: EAL (post-16)

- Post-16s with EAL were more likely to consider joining a school/college council compared to post-16s without EAL (47 per cent and 22 per cent respectively).

Differences between groups: gender (11-16 years)

- Girls aged 11-16 were more likely to say they would like to do voluntary work compared to boys (52 per cent and 39 per cent respectively).

Differences between groups: gender (post-16)

- Girls were more likely to say they would like to help someone who was being bullied (74 per cent), help a neighbour (65 per cent) and do voluntary work (52 per cent) compared to boys (59 per cent, 47 per cent and 32 per cent respectively).
- Boys, however, were more likely to already help a neighbour (34 per cent) compared to 19 per cent of girls.
- Boys were more likely than girls to say they would *not* like to do voluntary work (48 per cent) compared to girls (22 per cent).
- Girls were more likely to help raise money for charity compared to boys (35 per cent and 24 per cent respectively). Likewise girls were less likely to say they would not like to raise money for charity (ten per cent) compared to boys (24 per cent).

Table 7.3 Children’s (aged 7-11) perceptions of the opportunities they have to contribute their views

Whether children think they have a chance to say what they think:	Yes %	Not sure %	No %	No response %
about what happens at school	56	28	14	3
about what happens in the area they live	47	28	21	4

N=31,527

Source: Primary survey: question 17

A series of single response items

Due to rounding, percentages may not always sum to 100

- Approximately half the children felt that they had opportunities to give their opinions on what happened at school (56 per cent) and what happened in the area in which they lived (47 per cent).
- Generally, a slightly greater proportion of children felt they could say what they thought about what happens in school, compared to what happens in the area in which they lived.

Table 7.4 Children and young people’s (aged 11-19) perceptions of the opportunities they have to contribute their views

Whether children and young people think they have a chance to say on:	Often %		Sometimes %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
School/college issues	20	18	47	52	25	24	9	6
Issues affecting the area where they live	9	5	28	24	54	65	10	6

11-16 N=10,344

Post-16 N=961

Source: Secondary/college survey: question 26

A series of single response items

Due to rounding, percentages may not always sum to 100

- About a fifth of young people felt that they *often* had the chance to have their say about school or college issues and about half felt that they *sometimes* had this opportunity. There were, however, about a quarter of the young people who felt that they *never* had the opportunity to have their say on school/college issues.
- A lower proportion of young people felt they had the opportunity to have a say about issues affecting the area where they lived, compared to the proportion who felt they had a say about school or college issues. Only a small proportion felt that they *often* had the chance, about a quarter said they *sometimes* had the chance, but more than half (54 per cent of 11-16s

and 65 per cent of post-16s) said they never had the chance to have their say on issues affecting the area where they lived.

Differences between groups: FSM (post-16 years)

- Post-16s eligible for FSM were more likely to say they had *never* had a say on school/college issues compared to other post-16s (66 per cent and 24 per cent respectively).

Differences between groups: gender (post-16 years)

- Girls were less likely to say they *never* had a chance to have their say on school/college issues compared to boys ((20 per cent and 30 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 were more likely say they had a chance to have their say on issues affecting the area they lived compared to others, with 55 per cent selecting *disagree or strongly disagree* compared to 68 per cent of KS4 young people and 69 per cent of post-16s.

Table 7.5 Children and young people’s (aged 11-19) self-perceptions

Statement:	Strongly agree %		Agree %		Not sure %		Disagree %		Strongly disagree %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
I do things to help others	21	18	48	58	19	16	2	2	2	1	9	6
11-16 N=10,344												
Post-16 N=961												

Source: Secondary/college survey: question 27

A single response item

Due to rounding, percentages may not always sum to 100

- About two-thirds of 11-16s and three-quarters of post-16s reported that they did things to help other people. Only a small proportion (four per cent of 11-16s and three per cent of post-16s) indicated that they did not do things to help others.

7.3 Supporting the environment

Table 7.6 Whether children (aged 7-11) support the environment

Do children:	Yes %	Not sure %	No %	No response %
Always put litter in the bin	77	14	7	2
Recycle	67	17	14	2
N=31,527				

Source: Primary survey: question 14

A series of single response items

Due to rounding, percentages may not always sum to 100

- Over three-quarters of children indicated that they always put litter in the bin and over two-thirds said that they recycled. Seven per cent of children admitted to not putting litter in the bin and 14 per cent said they did not recycle.

Differences between groups: FSM (7-11 years)

- Children eligible for FSM were less likely to report that they recycled (59 per cent), compared to other children (69 per cent).

Table 7.7 Whether children and young people (aged 11-19) support the environment

Whether children and young people would consider:	They do already %		They would like to do %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Recycling	56	62	22	25	14	8	9	5
11-16 N=10,344								
Post-16 N=961								

Source: Secondary/college survey: question 25

A single response item

Due to rounding, percentages may not always sum to 100

- About three-fifths of young people (56 per cent of 11-16s and 62 per cent of post-16s) indicated that they already recycle. About a further quarter (22 per cent of 11-16s and 25 per cent of post-16s) reported that they would like to recycle.

Difference between groups: looked after children (11-16 years)

- Looked after 11-16s (51 per cent) were less likely than other 11-16s to recycle (62 per cent), and were more likely to say they would *not* consider recycling (28 per cent) compared to others (14 per cent).

Difference between groups: FSM (11-16 years)

- Young people aged 11-16 not eligible for FSM (62 per cent) were more likely to recycle than those young people eligible for FSM (52 per cent).

Differences between groups: EAL (11-16 years)

- Young people aged 11-16 with EAL (35 per cent) were more likely to say that they *would like to* recycle compared to 24 per cent of 11-16s without EAL.

7.4 Self-efficacy

Table 7.8 Children's (aged 7-11) self efficacy

Do children think...	Yes %	No %	No response %
If they try they can do better in their lessons	93	6	2
They can do things that are hard if they keep trying	91	7	2
Adults notice when they work hard	79	18	3
Their ideas are as good as other children's	61	36	3
N=31,527			

Source: Primary survey: question 15

A series of single response items

Due to rounding, percentages may not always sum to 100

- The majority of children felt that they could do better in their lessons if they really tried (93 per cent) and that they could do things that are hard, if they kept trying (91 per cent).
- Around 80 per cent of children felt that adults noticed when they worked hard and around 60 per cent of children felt their ideas were as good as other children's.

Table 7.9 Children and young people's (aged 11-19) self-efficacy

Do children and young people think that when they really try they can:	Yes %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
Do better in their lessons	88	92	5	3	8	5
Help make a difference to their own life	85	90	7	4	9	6
Help make a difference to the area where they live	43	41	48	53	10	6
Help make a difference to world issues	35	32	55	62	11	7
11-16 N=10,344						
Post-16 N=961						

Source: Secondary/college survey: question 24

A series of single response items

Due to rounding, percentages may not always sum to 100

- The majority of young people (aged 11-19) felt that, if they really tried, they could do better in their lessons and could help make a difference to their own life.

- Approximately two-fifths of young people (aged 11-19) felt that, if they really tried, they could help make a difference to the area where they lived. About half, however, felt did not feel that they could make a difference to the area where they lived.
- About a third of young people (aged 11-19) felt that, if they really tried, they could make a difference to world issues. About three-fifths, however, did not feel that they could make a difference to world issues.

Differences between groups: EAL (11-16 years)

- Young people aged 11-16 with EAL were more likely to think that they could make a difference to the area where they lived (60 per cent) and to world issues (49 per cent) compared to 11-16s without EAL (47 per cent and 39 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (57 per cent) were less likely to think that they could make a difference to world issues compared to those in key stage 4 (69 per cent) and post-16 education (66 per cent).

8 What do children and young people think about achieving economic well-being?

8.1 Areas covered under 'achieving economic well-being'

Children and young people were asked a few questions covering the area of *achieving economic well-being*. The main areas covered included:

- future aspirations
- barriers to achieving future aspirations
- children's financial awareness
- young people's views on education and their future.

8.2 Future aspirations

Table 8.1 Children's (aged 7-11) plans for the future

	Yes %	Not sure %	No %	No response %
Do children:				
Know what job they want when they grow up N=31,527	66	22	11	2

Source: Primary survey: question 13

A single response item

Due to rounding, percentages may not always sum to 100

- Two-thirds of children said they knew what job they wanted when they grow up whereas a third were unsure or did not know what they wanted to do.

Differences between groups: looked after children (7-11 years)

- Looked after children were more likely to indicate that they knew what job they wanted when they grow up (77 per cent), compared to other children (66 per cent).

Table 8.2 Children and young people's (aged 11-19) future aspirations

What children and young people would like to do in the future	11-16 %	Post-16 %
Get a job	54	44
School sixth form	46	7
University	42	59
College	34	10
Not sure yet	13	14
Training scheme or apprenticeship	12	14
Other	12	8
No response	6	5
	N=10,344	N=961

*Source: Secondary/college survey: question 21
A multiple response question, therefore percentages do not sum to 100*

- Within the 11-16 age group, when asked what they would like to do in the future, get a job, go to a school sixth form and go to university were the most popular choices.
- Within the post-16 age group, when asked what they would like to do in the future, go to university and get a job were the most popular choices.

Of the 12 per cent of 11-16s who said that there were other things that they would like to do in the future, generally young people chose to give the job or career that they had in mind. The most common types of responses included:

- following a professional sports career (e.g. a footballer) (n=179)
- following an army/navy career (n=103)
- working with animals (n=59)
- being a sports coach or trainer (n=59)
- working in hair and beauty (n=58)
- working in the police force (n=57)
- following a medical career (including being a doctor, nurse, paramedic, pathologist) (n=55)
- being a teacher (n=55)
- taking a gap year or going travelling (n=54)
- being a professional dancer (n=52)
- being a vet (n=47)

- being an actor or actress (or other theatre-related jobs) (n=47).

Of the eight per cent of post-16s who said that there were other things that they would like to do in the future, the most common types of responses included:

- taking a gap year or going travelling (n=26)
- moving to work or study abroad (n=5)
- being a musician (including in a band or as a singer) (n=5).

8.3 Barriers to achieving future aspirations

Table 8.3 Children and young people’s (aged 11-19) perceptions of barriers to achieving their future aspirations

What is likely to stop children and young people doing what they would like to do in the future:	11-16 %	Post-16 %
Nothing	41	32
Lack of money	25	36
Not having the right qualifications	23	32
Lack of information or advice	14	18
Want to stay in local area	14	16
Lack of transport	13	11
Family responsibilities	7	5
Something else	5	4
No response	11	8
	N=10,344	N=961

Source: Secondary/college survey: question 22

A multiple response question, therefore percentages do not sum to 100

- When young people were asked if there was anything that was likely to stop them doing what they wanted to do in the future, about two-fifths of 11-16 year olds and a third of post-16s said nothing was likely to stop them doing what they wanted to do.
- About a quarter of 11-16s and about a third of post-16s indicated that a lack of money and not having the right qualifications was likely to stop them doing what they wanted to do.

Of the five per cent of 11-16s and the four per cent of post-16s who said that ‘something else’ was likely to stop them doing what they would like to do in the future, the most common responses related to self-perceptions, including:

- lacking ability, not being intelligent or good enough to do what they wanted to do (n=39)
- lacking confidence or self-esteem to do what they wanted to do (n=39)
- lacking motivation, being lazy or not working hard enough to do what they wanted to do (n=38).

Other common responses included not being sure what would stop them doing what they wanted to do, as well as other barriers being mentioned such as age,

health/disability-related barriers, parental pressures and poor schooling/education levels.

8.4 Children's financial awareness

Table 8.4 Whether children (aged 7-11) have financial awareness

Statement:	Yes %	Not sure %	No %	No response %
I think it is good to save money	86	9	3	2

N=31,527

Source: Primary survey: question 13

A single response item

Due to rounding, percentages may not always sum to 100

- The majority of children (86 per cent) thought that it was good to save money, with nine per cent being unsure and three per cent saying 'no'.

8.5 Young people's views on education and their future

Table 8.5 Children and young people's (aged 11-19) job aspirations

Whether children and young people agree with the statements:	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		No response	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
I think I'll be able to get the sort of job I want	24	19	43	45	24	28	1	2	<1	<1	7	5
I think my school/college is giving me useful skills and knowledge	23	16	43	54	19	18	6	5	3	1	8	5
I know what sort of job I want	40	31	26	31	22	23	4	6	2	3	7	5
I think I have a talent which will help me get the sort of job I want	28	21	34	41	26	28	3	4	1	1	7	5
I think my school/college is giving me good careers advice	15	10	28	33	30	27	13	18	6	7	8	5
I think it is ok to miss school/college if I feel like it	5	3	5	8	13	16	33	40	36	28	8	5
Qualifications are a waste of time	3	2	4	3	14	11	29	34	42	45	8	5

11-16 N=10,344
Post-16 N=961

Source: Secondary/college survey: question 23

A series of single response items

Due to rounding, percentages may not always sum to 100

- About two-thirds of 11-16s and post-16s felt that:
 - they will be able to get the sort of job they want
 - their school or college is giving them useful skills and knowledge
 - they know what sort of job they want
 - they have a talent which will help them get the sort of job they want.

- Just over two-fifths of 11-16s and post-16s felt that their school or college is giving them good careers advice, but 19 per cent of 11-16s and 25 per cent of post-16s did not feel that this was the case.
- About three-quarters of 11-16s and post-16s did *not* think that qualifications were a waste of time.
- Over two-thirds of 11-16s and post-16s did *not* think it was okay to miss school or college if they felt like it.

Differences between groups: SEN (11-16 years)

- Almost half of 11-16s without SEN (48 per cent) indicated that they *agree* with the statement ‘I think I will be able to get the sort of job I want’ compared to 38 per cent of 11-16s with SEN.

Differences between groups: looked after children (11-16 years)

- Looked after 11-16s were more likely than other 11-16s to think their school was giving them useful skills and knowledge for the future (82 per cent and 71 per cent respectively), and were more likely to think it was okay to miss school when they felt like it (22 per cent and 11 per cent respectively).

Differences between groups: gender (11-16 years)

- Boys aged 11-16 were more likely than girls to indicate that they *strongly agree* with the statement ‘my school is school giving me useful skills and knowledge’ (30 per cent and 20 per cent respectively).

Differences between groups: gender (post-16)

- Boys were more likely to *agree* with the statement ‘I have a talent which will help me get the sort of job I want’ compared to girls (70 per cent and 57 per cent respectively).
- Boys were more likely to *strongly agree* with the statement ‘I feel positive about my future’ compared to girls (33 per cent and 19 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 were more likely to say they *strongly agreed* with the statements ‘I know what sort of job I want’ (45 per cent) and ‘I have a talent which will help me get the sort of job I want’ (34 per cent) compared to those in key stage 4 (40 per cent and 25 per cent respectively) and post-16s (32 per cent and 23 per cent respectively).

Table 8.6 Children and young people's (aged 11-19) perceptions of their future

Statement	Strongly agree %		Agree %		Not sure %		Disagree %		Strongly disagree %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
I feel positive about my future	33	25	35	42	18	23	3	4	2	1	9	5
11-16 N=10,344												
Post-16 N=961												

Source: Secondary/college survey: question 27

A single response item

Due to rounding, percentages may not always sum to 100

- About two-thirds of 11-16s and post-16s reported that they felt positive about their future.
- Only a small proportion of young people – five per cent of 11-16s (n=570) and five per cent of post-16s (n=53) – indicated that they did not feel positive about their future.

Differences between groups: gender (11-16 years)

- Boys aged 11-16 were more likely to *strongly agree* with the statement ‘I feel positive about my future’ compared to girls of the same age (43 per cent and 32 per cent respectively).

Differences between groups: key stage (11-19 years)

- Young people in key stage 3 (40 per cent) were more likely to *strongly agree* with the statement ‘I feel positive about my future’ compared to those in key stage 4 and post-16s (29 per cent and 26 per cent respectively.)

9 What do children and young people think about living in Kent?

Children and young people were asked about their perceptions of the area where they lived.

Table 9.1 Children's (aged 7-11) perceptions of the area they live

Whether children:	Yes %	Not sure %	No %	No response %
Like the area where they live	77	12	9	2
N=31,527				

Source: Primary survey: question 13

A single response item

Due to rounding, percentages may not always sum to 100

- Over three-quarters of children said they liked the area where they lived. Twelve per cent were unsure and nine per cent of children said they did not like the area where they lived.

Differences between groups: FSM (7-11 years)

- Children eligible for FSM were less likely to report that they liked the area where they lived (68 per cent), compared to other children (80 per cent).

Table 9.2 Children and young people's (aged 11-19) perceptions of the area they live

Statements:	11-16 %	Post-16 %
It's a good place to live	42	39
It's an ok place to live	40	46
It's not a good place to live	8	10
No response	9	5
	N=10,344	N=961

Source: Secondary/college survey: question 28

A single response item

Due to rounding, percentages may not always sum to 100

- When young people were asked about the area they lived, about two-fifths of 11-16s and post-16s felt that it was a good place to live and about a further two-fifths felt that it was an okay place to live. A small proportion did not think it was a good place to live.

Difference between groups: FSM (11-16 years)

- Young people who were eligible for FSM (36 per cent) were less likely to think that their local area was a good place to live compared to those (48 per cent) who were not eligible for FSM.

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