**National Foundation
for Educational Research**

Children and Young People's Survey (2008)

FINAL report to Kent County Council and partners

KCA

September 2008

Contents

1. About the children and young people's survey in Kent

Kent County Council (KCC) and its partners are committed to hearing and acting upon the views of children and young people. KCC wishes to gather the views and experiences of children and young people across a range of issues relating to the five Every Child Matters (ECM) outcomes (DCSF, 2008) and life in Kent, to inform planning, service development and review at strategic level. The Children Act (2004) and The Children's Plan (2007) place increased emphasis on collecting the views of children and young people in order to inform the review and planning of services by children's service providers.

In 2006/07 the National Foundation for Educational Research (NFER) was commissioned by KCC to conduct an independent survey of children and young people in Kent. More than 42,000 children and young people participated in the survey which provided a wealth of information for KCC, the Kent Children's Trust, local children's services partnerships and individual schools on the views and experiences of children and young people in Kent. KCC wished to build on the information gained in the 2006/07 survey through the commissioning of a survey, one year on.

Over 45,000 children and young people have participated in this year's survey. The survey provides children and young people with the opportunity to let the council and its partner agencies hear their views on the local area and to give suggestions about how they think improvements could be made. In addition to informing planning and service development, findings from the survey will also assist KCC in meeting its 2010[1] target to 'listen to young people's views and opinions and develop their ideas to improve education and life in Kent'.

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[1] 'Towards 2010' is a KCC strategic plan which sets out key goals to achieve by 2010.
http://www.kent.gov.uk/council-and-democracy/priorities-policies-and-plans/priorities-and-plans/

2. How was the research conducted?

The Survey involved two specifically-designed questionnaires: one for primary pupils (aged 7-11) and one for secondary and college students (aged 11-19) including those participating in work-based learning (WBL). Pupils in special schools and pupil referral units (PRUs) were also included in the Survey. The questionnaires used in the 2006/07 Survey of Children and Young People in Kent were used as a basis for this year's survey design. The 2008 Survey included additional questions to determine:

- the number of children and young people (aged 7–19) who identified themselves as young carers;
- how young people (aged 11–19) would like to receive information.

The NFER research team worked with KCC on the changes to the 2008 Survey.

In January and February 2008, 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), all seven further education (FE) colleges and four providers of WBL were also invited to participate.

A total of 415 primary schools (including first schools, middle deemed primary schools) were invited to take part in the 7-11 survey and a total of 45,874 paper questionnaires were despatched to schools.

A total of 126 establishments (including secondary schools, middle deemed secondary schools, PRUs, Further Education (FE) colleges and WBL providers) were invited to participate in the 11-19 survey.

A further 25 special schools were invited to take part in either the 7-11 or 11-19 surveys.

Both questionnaires were available to schools from the beginning of March to the beginning of April 2008 and schools were initially asked to make arrangements for children and young people to complete the questionnaires by 4th April. Some

schools were unable to meet the deadline and, because the response rate from both primary and secondary schools did not match the previous years response rate, the completion period was extended by a further four weeks, accommodating the Easter break period. Primary and secondary schools were contacted by both NFER and KCC during the extension, to encourage them to take part. The final cut-off date for completion of primary and secondary questionnaires was 2nd May 2008.

2.1 Survey of 7 to 11 year olds

The primary school survey was designed for children in Year 3 to Year 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).

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. This year there were fewer queries from parents than last year. This is probably due to the fact that letters contained more information on why names and date of birth were requested and how this information would be used i.e. so pupil responses could be matched and analysed by variables taken from the Pupil Level Annual Schools Census (PLASC). Each participating pupil was provided with a questionnaire booklet (which included a practice sheet and the survey itself) and an envelope.

The questionnaire comprised mostly closed questions but included four open-ended questions. All open-ended responses were coded by the NFER team.

In total, 33,187 children aged 7-11 from 389 schools took part in the primary school survey.

Following data cleaning (for example to remove any duplicate questionnaires, or questionnaires identified as being completed by children outside of the 7-11 age group), 33,056 children were included in the analysis.

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 providers. The survey was administered in schools and other education provision by teachers or appropriate staff members. The survey was available online and accessed via an establishment-level unique identifier 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.

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.

The online questionnaire comprised a mixture of closed and open-ended questions. All open-ended responses were coded by the NFER team.

A total of 12,821 young people aged 11-19 from 84 secondary, FE colleges (including WBL) and other educational provision completed the online secondary survey. The response rate from post-16 young people in FE college or WBL[2] was considerably lower this year with 23 respondents, compared to over 200 respondents in 2006/07. KCC and NFER therefore agreed that a separate FE

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[2]   Includes 1 FE college and 1 WBL provider.

college and WBL report would not provide KCC or its partners with significant findings to support planning across the County. Instead, data from these respondents is presented in tables with commentary in a separate appendix[3].

Following data cleaning, a total of 11,790 young people aged 11-16 and 685 post-16 young people were included in the analysis.

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. Staff in the special school or PRU decided on the appropriateness of the survey for their children and young people. A total of 13 special schools and seven PRUs submitted questionnaires[4].

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

The characteristics of the participating sample were compared with 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.

This analysis involved matching schools in Kent to the Register of Schools and matching children and young people who responded to the survey to PLASC.

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[3]   *Appendix A: FE Colleges and Work-based learners*
[4]   Special schools and PRUs are included within the numbers of responding primary and secondary schools, as appropriate.

Table 1.1 Representation of respondents aged 7-11

Characteristics of children aged 7-11 years:		Across Kent %	Survey respondents %
Gender	Male	51	50
	Female	49	50
Child in care	Yes	1	<1
	No	99	100
Free School Meals	Yes	12	10
	No	88	90
SEN	No Special Educational Need	71	74
	School Action	18	17
	School Action Plus	9	8
	Statemented	2	1
English as an Additional Language	Yes	4	4
	No	96	96
Year Group	3	24	23
	4	25	25
	5	25	26
	6	26	25
Ethnicity	Gypsy/Romany/Traveller	1	1
	White British	89	89
	Dual Heritage/Mixed	3	3
	Black or Black British	1	1
	Asian or Asian British	3	3
	Any other ethnic background	1	1
	White other	3	3

Totals are not given in the table as they are different for each characteristic due to missing data

- The responding sample provided a representation of primary children in Kent from a range of different backgrounds, such as children with English as an Additional Language (EAL) and Special Educational Needs (SEN).

- There was a small difference between the responding sample of children and the whole of Kent in the proportion of children without statements. The responding sample included three per cent more children without statements than the proportion in Kent.

Table 1.2   Representation of respondents aged 11-19

Characteristics of children and young people aged 11-19 years:		Across Kent %	Survey respondents %
Gender	Male	50	43
	Female	50	57
Child in care	Yes	1	1
	No	99	99
Free School Meals	Yes	8	8
	No	92	92
SEN	No SEN	77	76
	School Action	13	15
	School Action Plus	6	6
	Statemented	4	3
English as an Additional Language	Yes	3	2
	No	97	98
Year Group	7	16	22
	8	16	21
	9	17	21
	10	17	18
	11	16	13
	12	10	3
	13	8	2
	14	<1	<1
Ethnicity	Gypsy/Romany/Traveller	<1	<1
	White British	88	90
	Dual Heritage/Mixed	2	2
	Black or Black British	1	1
	Asian or Asian British	3	2
	Any other ethnic background	1	1
	White other	4	4

Totals are not given in the table as they are different for each characteristic due to missing data

- The responding sample provided a representation of the 11-19 age group in Kent from a range of different backgrounds, such as young people with EAL and SEN.

- The main differences were that:

  ➢ seven per cent more females and seven per cent fewer males took part in the survey, compared to the proportions in Kent

> ➢ the response rate from children in key stage 3 was slightly greater than key stage 4 and sixth form, and overall, a slightly higher proportion of younger people responded to the survey, compared to the proportions in Kent

Table 1.3   Representation of responding schools

	Across Kent	Responding Institution
	%	**%**
Type of school		
First Schools	2	2
Infant and Junior	66	72
First and Middle	0	0
Junior	6	7
Middle deemed Sec	1	1
Secondary Modern	6	5
Comprehensive to 18	4	4
Grammar	6	4
Other Secondary schools	1	1
Special schools	4	3
Pupil referral units	2	2
FE colleges	1	<1
Single sex/coeducational school		
Boys	4	2
Girls	4	3
Mixed	93	95

This table excludes WBL providers.

- the schools/colleges that responded provided a representation of schools/colleges across Kent.

2.4   How are the survey findings presented?

The survey findings are presented under each of the five *Every Child Matters* outcomes[5]:

- being healthy (Section 4)
- staying safe (Section 5)
- enjoying and achieving (Section 6)
- 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 divided into three key groups: primary children (7-11 year olds); secondary young people (11-16 year olds) and post-16 young people. As 11-16s and post-16 young people 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 in, this sub-group will be referred to as EAL)
- gender
- ethnic group[6]

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5   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.

6   The analysis of the data providing cross-tabulations of each question by ethnicity is presented in a separate appendix: *Appendix B Breakdown of responses by ethnic background*.

- year group (for primary)[7] and key stage (for secondary)
- young carer status (for secondary only)[8]

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

A summary of the key findings from the 2008 surveys is provided in Section 3 of the report.

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[7] Differences across years 3 and 6 were deemed to be the most representative of the primary age group as a whole.

[8] Children and young people were asked whether or not they looked after someone at home who is disabled or has a long-term illness in order to determine young carer status. It is likely that primary children misunderstood the question supporting self-identification of young carer status and therefore cross-tabulations by primary young carer status have not been provided.

3. Summary of key findings

This chapter summarises the main findings which are reported in detail in the following six chapters.

Comparisons are also made with the 2006/7 survey, and reported on where the percentage difference between both surveys is four per cent or more. This was chosen as a cut-off point as there are many differences of three per cent or less, so it is more discriminatory. Significance testing has not been conducted on these differences, and any comparisons made with last year's survey are purely descriptive and should be interpreted **with caution.**

This chapter also makes reference, where possible, to national surveys which have investigated similar issues. The most relevant is the Kent data from the TELLUS(2) survey (Ofsted, 2007). While the findings are generally consistent with the Kent survey, it is important to note that:

- the TELLUS(2) sample for Kent is much smaller with just over 900 respondents, in comparison with a sample of over 45,000 children and young people in this survey
- the age group is different in the TELLUS(2) survey children and young people are aged between ten and 15 years, while the Kent survey includes children who are aged between seven and 19 years)
- the questions are worded differently

For all these reasons, direct comparison is not possible, and it would not be advisable to attempt to find meaning in any differences between the findings of the two surveys. National findings from the Narrowing the Gap review (2008) are also discussed in relation to this survey where relevant.

3.1 Being healthy

Children and young people's understanding of being healthy

The majority of primary children feel that they know how to be healthy, and have a good knowledge of healthy eating. Almost all primary children agree that it is healthy to eat five or more portions of fruit and vegetables a day**,** but only two-thirds believe that it is healthy to eat different types of food. The majority also realise that it is not healthy to smoke, or to be around people who smoke. In general, secondary young people and those who are post-16 also know the dangers of smoking and drinking. However, young people in key stage 3 are more likely to strongly agree that smoking and drinking can be dangerous than older young people. In comparison with last year's findings, there is also a six per cent decrease of post-16 young people who strongly agree that smoking causes health problems.

We asked young people if they wanted further information about aspects of healthy living. Around half feel they do not get enough information about how to get advice about relationships, and a quarter feel that they do not get enough information on sexual health. Looked after secondary young people, and young people with SEN are more likely to feel they have enough information about how to get relationship advice than other secondary young people. A higher proportion of post-16 girls feel that they do not have enough information on sexual health, in comparison with post-16 boys. Slightly more young people feel that they receive enough information about sexual health in comparison to last year. In comparison with TELLUS(2), around 20 per cent less secondary young people in this survey said that they did not get enough information about the effects of alcohol/drugs and smoking.

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

Whilst children and young people appear to have a good understanding of healthy eating, this does not quite match their behaviour. Two-thirds of primary children indicate that they eat five portions of fruit and vegetables on most days, which is around the same proportion of children who report that they eat crisps or sweets

and chocolate on most days. Primary children from a Gypsy, Roma or Traveller ethnic background are more likely than primary children from other ethnic backgrounds to say that they eat crisps or sweets and chocolate on most days. Slightly more children say that they eat sweets and chocolate on most days in comparison with last year.

Around half of secondary young people, and a third of post-16 young people, say that they eat five portions of fruit and vegetables on most days. This compares with only a quarter of secondary young people who say they eat five portions of fruit and vegetables a day in the TELLUS(2) survey. In the current survey, more young people in key stage 3 report eating five portions of fruit and vegetables a day in comparison with post-16 young people. However, five per cent more post-16 young people report eating five or more portions a day this year in comparison with last year.

Just over a quarter of secondary young people, and around a third of post-16 young people report eating take-away food at least one or two times per week. Secondary young people with SEN are more likely to eat take-away food at least once or twice a week in comparison with other young people. Most primary children sit down for a meal with their family on most days, as do around two-thirds of secondary and post-16 young people.

Primary children, secondary and post-16 young people are more likely to take a packed lunch to school than to eat school meals. As would be expected, children eligible for FSM are more likely to eat school meals for lunch compared to other children. It is worth noting, however, that just over a fifth of children and young people eligible for FSM in Kent, do not take advantage of free school meals on most days.

The prevalence of regular smoking and drinking amongst secondary young people is low, with just under ten per cent of secondary young people saying that they smoke or get drunk at least once or twice a week. The prevalence of regular smoking and drinking is higher among post-16 young people than secondary young people. Around a quarter of young people who are post-16 indicate that they get drunk at least once or twice a week, and a fifth that they smoke at least once or twice a week. Post-16 young people from White British ethnic

backgrounds are more likely than other secondary young people to drink alcohol once or twice a week. White British post-16 young people are also more likely than post-16s from other ethnic groups to get drunk once or twice a week. Secondary young people and post-16s from Asian or Asian British ethnic backgrounds are the most likely to say that they never drink alcohol or get drunk. Secondary young people from Asian or Asian British ethnic backgrounds are also more likely than secondary young people from other ethnic groups to say that they never smoke. In comparison to the TELLUS(2) findings, more secondary young people in this survey said that they had never smoked a cigarette, and the same percentage reported that they never drink alcohol. The prevalence of young people reporting smoking and drinking remained the same in 2008 as in 2006/7 (any difference was three per cent or less). Nationally, levels of smoking have remained the same between 2003-2006, and the proportion of young people who drink alcohol has reduced over the same period (Morris *et al.,* 2008).

In relation to physical activity, the majority of primary school children indicate that they play sports and play outside on most days. Primary boys are more likely to play sports on most days than primary girls. Primary children with a Gypsy, Roma, or Traveller ethnic background are more likely than children from other ethnic groups to say they play outside on most days. Just over half of secondary young people, and a third of post-16 young people indicate that they exercise for an hour or more on most days. This compares with around a third of young people in the TELLUS(2) survey who said they exercised for half an hour or more, for at least six out of the past seven days. A higher proportion of secondary and post-16 boys report that they exercise for at least an hour on most days, in comparison with girls.

In relation to sleeping, younger children sleep better than older young people. Three-quarters of primary children indicate that they sleep well on most nights, as do two-thirds of secondary young people, and less than half of post-16s. Secondary young people at key stage 3 are more likely to sleep for eight hours or more than those in key stage 4.

Regarding travelling to school, just over half of primary children travel to and from school by car, and less than half walk. Only a small proportion of children either take the bus or cycle to school. Primary children eligible for FSM are more

likely to walk to and from school than other children, while looked after children are more likely to travel by car. Secondary young people are most likely to walk to and from school, while post-16 young people are most likely to travel by car. Primary children, secondary young people and post-16 young people from a Black or Black British ethnic background are the most likely to travel to and from school by bus. Compared with last year, there is a six per cent increase in post-16 young people travelling to school or college by car, and a decrease in train travel.

Around three-quarters of primary children report visiting the dentist in the past year, and just over half report visiting a doctor. Children in year 6 are more likely to have visited the dentist and doctors in the past year than those in year 3. Children eligible for FSM are less likely to have visited a dentist in the past year compared to other children. Over three-quarters of secondary and post-16 young people have visited a dentist in the past year. Approximately two-thirds of secondary young people and three-quarters of post-16 young people have seen a doctor in the past year. Secondary and post-16 young people eligible for FSM are less likely to have visited a dentist in the past year compared to other young people.

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

Around three-quarters of primary children say that they usually feel happy. Some are unsure, and a small percentage said that they do not usually feel happy. A similar proportion of young people indicate that they enjoy their life, in contrast with only five per cent who say they do not. Young people in key stage 3 are more likely to say that they enjoy their life than those in post-16 education. Around a quarter of secondary young people and a fifth of post-16 young people indicate that they feel very sad or depressed *at least* one or two times a week.

Almost all primary children think they know how to be healthy, with a small proportion who are unsure. Around three-quarters of young people perceive themselves as healthy. Looked after secondary young people, and boys in post-16 education are more likely to perceive themselves as healthy, compared with other secondary young people and post-16 girls respectively. In comparison to

TELLUS(2), ten per cent less young people in this survey agree or strongly agree that they are healthy.

3.2 Staying safe

Children and young people's understanding of staying safe

Overall, the majority of primary children think they know how to stay safe. In the older age group, nearly three-quarters of secondary and post-16 young people feel they make choices that help them to stay safe, some are not sure and a small proportion do not think that they know how to make choices that help them to stay safe. In comparison to 2006/7, there has been a five per cent decrease in the proportion of post-16 young people who feel that they make choices that help them to stay safe.

In relation to internet safety, about a quarter of secondary and post-16 young people feel they need more information on internet safety, although more secondary young people feel that they receive enough information on internet safety now, compared to 2006/7. A quarter of secondary and post-16 young people report that they would like more information about internet safety, while over a quarter of secondary young people and over a third of post-16 young people reported regularly sharing information about themselves on the internet.

Children and young people's experience of staying safe

Overall, children and young people report that they feel safe travelling to and from school/college, at school/college and in the area they live. However, there are a very small proportion of children and young people who do not feel safe in these places. Primary children from a Gypsy, Roma or Traveller background are the most likely to say that they feel safe in the area where they live, and travelling to and from school, compared with children from other ethnic groups. In comparison, the TELLUS(2) survey indicated more children and young people felt safe going to and from school with most (87 per cent) reporting that they felt very/quite safe. Most (84 per cent) children and young people from TELLUS(2) said they felt very safe when they were in school and nearly three quarters (71 per

cent) also reported feeling very safe around their local area. The TELLUS(2) survey highlighted just over a quarter (26 per cent) of children and young people who felt unsafe around their local area.

Analysis of national data for vulnerable groups indicates that children and young people from low socio-economic groups were least likely to report feeling safe, compared to other children (Morris *et al.,* 2008).

Looked after primary children are more likely to feel safe in their local area and are less worried about factors such as people hanging around or being on the bus or train compared to other children.

Some groups are more likely to report feeling unsafe in their local area. Secondary young people eligible for FSM, secondary and post-16 young people with SEN and post-16 girls are more likely to feel unsafe in their local area than other children and young people. There were also differences noted across key stages. Young people in post-16 education are more likely to feel safe at school/college compared to those in key stage 3 and key stage 4. Post-16 young people are also more likely to feel safe getting to and from school/college than young people in key stage 3. In comparison to 2006/7, a higher proportion of post-16 young people in 2008 now feel safe getting to and from school/college.

Around two-fifths of primary children indicate that broken glass on the ground and people hanging around make them feel anxious, but there are also a wide range of other factors that children indicate they worry about. For secondary and post-16 young people, people carrying knives, people on drugs, gangs, groups of people hanging around and dark or unlit places often concern young people.

Primary children are less likely to feel anxious about broken glass on the ground and being on a bus/train compared to 2006/7. Post-16 young people are less likely to feel unsafe about gangs, people carrying knives and people drinking or being drunk in their local area compared to 2006/7.

Bullying is an issue for children and young people. Around half of the primary children report that they have been pushed or hit by other children, called names or talked about, and been excluded by their peers or stopped from joining in.

About a third report that they have been picked on or bullied at school, had their possessions broken or stolen, or been picked on in the area they live.

Nearly a third of secondary young people report that they have been bullied in the last year. This proportion is more than halved in the post-16 age group. Verbal bullying is the most frequently experienced type of bullying among both secondary and post-16 young people. Post-16 young people are now less likely to have experienced verbal bullying, physical bullying, being left out and to have experienced theft or damage to their property, compared to 2006/7.

For 11-19 year olds bullying most often takes place at school or college. Nearly a third of secondary and post-16 young people who have been bullied in the last year, are bullied at school or college on *most days*. Seven per cent of the children and young people surveyed for TELLUS(2) said they had been bullied *most days* in school in the last four weeks.

Children and young people with SEN across the three age ranges are more likely than other children and young people to say that they have been bullied. Primary children from Black or Black British ethnic backgrounds are the most likely to have experienced being left out, and to have experienced physical and verbal bullying. Primary children eligible for FSM are more likely to report that they have been bullied in their local area and had their things broken or stolen than other children. Secondary and post-16 young people who are young carers and secondary young people eligible for FSM are more likely to have been bullied than other children and young people. Primary children were less likely to have been picked on in their local area compared to 2006/7. However, amongst post-16 young people, bullying has increased by four per cent since 2006/7.

In terms of where bullying is experienced most frequently, the most significant changes between 2006/7 and 2008 are amongst post-16 young people. Young people in this age group were more likely to be bullied in the area they live, at their school/college and while going to and from their school/college, compared to 2006/7. A higher proportion of post-16 young people (12 per cent) are now bullied by mobile phone in 2008, compared to 2006/7 (two per cent).

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

Of concern, particularly in relation to the findings on experiences of bullying is that although most children and young people would speak to someone if they need help or have an issue, there is a small proportion across all the age groups who indicate that they would not talk to anyone. Similar proportions of children and young people surveyed for TELLUS(2) state that they would not talk to anybody if they had a problem at home.

3.3 Enjoying and achieving

Children and young people's perceptions of enjoying

Most children and young people in Kent enjoy going to school. Over 80 per cent of primary children enjoy going to school at least some of the time. Groups of primary children who particularly enjoy school are girls, those with English as an additional language, children with an Asian or Asian British ethnic background and younger children. More than half of secondary young people and post-16 young people enjoy going to school. Looked after and Asian or Asian British secondary young people enjoy going to school more than other secondary young people. Slightly fewer young people in this survey said that they enjoy school in comparison with the TELLUS(2) survey. Analysis of enjoyment outcomes across three international studies indicate that young people from low socio-economic groups were less likely to enjoy school compared to other groups (Morris *et al.,* 2008).

Children and young people appreciate many different aspects of school and college. The most enjoyable aspect of school for children and young people of all age groups is the social aspect, in particular seeing friends. This is followed by cognitive and skills based activities (such as ICT) and then by aspects related to the learning process. The least popular aspect of school, for all age groups, are the lessons themselves.

A smaller proportion of young people in post-16 education enjoyed school in 2008 compared with 2006/7 (44 per cent and 51 per cent respectively). There has also been a seven per cent increase in the percentage of post-16 young people who

do not like lessons *at all* compared with last year (14 per cent and seven per cent respectively).

There are some differences between groups regarding enjoyment of particular aspects of school. Primary children from an Asian or Asian British ethnic background are more likely than children from other ethnic groups to say that they like reading, school lessons, finding out new things and talking about what they have learned with their family. Looked after secondary young people are more likely to enjoy lessons and school clubs compared to other secondary young people. Secondary boys enjoy sports and school clubs more than secondary girls, whereas secondary girls prefer seeing their friends, and music and drama productions. Post-16 boys also enjoy sports more than girls, while girls prefer seeing their friends.

Children and young people's perceptions of achieving

Secondary and post-16 young people agree that a number of methods help them to learn; the most common responses being going on trips and doing practical activities. However reading is seen as the least useful activity in facilitating the learning process. In comparison with last year, fewer secondary and post-16 young people said that ICT and using their own ideas helped them to learn. Looked after secondary young people are more likely than other secondary young people to agree that reading helps them to learn. Both secondary and post-16 boys, in comparison with girls, are more likely to feel that ICT helps them to learn. In comparison with secondary young people from other ethnic groups, Black or Black British secondary young people are more likely to feel that working on their own, using their own ideas and going on trips to places helps them to learn.

The most common barriers to learning are disruptive pupils (affecting around half of young people) and not getting enough feedback (affecting around a quarter of young people). Young people at key stage 4 are more likely to respond that other pupils being disruptive acts as a barrier to learning than post-16 young people. A quarter of young people, however, feel that nothing prevents them from learning. Post-16 young people from an Asian or Asian British ethnic background are more

likely than post-16 young people from other ethnic groups to say that nothing makes it difficult for them to learn.

Most children and young people feel that they are doing well at school or college. Two thirds of primary children feel that they are doing well at school, while only seven per cent feel that they are not doing well. However, a quarter of primary children are not sure. Primary children from a Black or Black British, or Asian and Asian British ethnic background are the most likely to think that they are doing well at school. Eighty-two per cent of secondary young people and 77 per cent of post-16 young people feel that they are either doing *very well* or *quite well* at school or college.

There has been a decrease in the proportion of post-16 young people who think that they are doing well at school compared to 2006/7, and a five per cent increase in those who feel that they are *not doing very well*.

Children and young people's behaviour in relation to achieving

After school, the most common activities for primary children include homework, activities with family members, playing with friends and watching television. Around 80 to 90 per cent of primary children engage in these activities at least some of the time. The least common activity for primary children to participate in is after school clubs. Primary children with SEN are more likely to play computer games, play with friends and watch television after school than those without SEN. Primary children from a Gypsy, Roma or Traveller background are more likely than children from other ethnic groups to say that they play with their friends after school, and do things with their family. On the other hand, primary children from an Asian or Asian British ethnic background are more likely than other primary children to do their homework after school, and those from a Black or Black British background are the most likely to use the internet. In an open-ended response question, primary children indicated that the activities they enjoy doing most after school are seeing their friends, playing computer games and playing football.

On weekday evenings, secondary and post 16 young people are most likely to stay at home, while at weekends they are more likely to go to a friend's house, or go

shopping. During the evenings, most young people spend their time using the internet, watching TV, and with their families. At weekends, most secondary and post-16 young people spend their weekends shopping, hanging out or with friends, although watching television and using the internet are still frequent weekend activities. Half of post-16 young people also spend their weekends doing paid work. Post-16 young people from a White British ethnic background are more likely than post-16 young people from other ethnic backgrounds to spend their weekends doing paid work, while post-16 young people from an Asian or Asian British ethnic background are more likely to spend their weekends at home.

There is a five per cent decrease in the number of post-16 young people who say that they spend their weekends hanging out or at home compared to 2006/07, and a five per cent increase in those who spend their weekends in paid work.

In comparison with last year's survey, fewer secondary young people report that they would like to participate in other activities. Around a third of secondary and post-16 young people indicate that there are other activities that they would like to participate in. These are mostly sports-related activities, such as swimming, football and dancing. Young people in key stage 3 are more likely to say there are other activities they would like to do in their spare time compared to those in key stage 4 and post-16 young people. Secondary young people from a Black or Black British background are more likely to want to participate in other activities compared to young people from other ethnic groups, while secondary young people from a White British background are less likely to want to participate in other activities.

Some of the barriers preventing young people from participating in these activities are cost, lack of transport and lack of time. Similarly, in the TELLUS(2) survey, children and young people cited the most common barriers to participation were not having activities available in their local area, lack of time and the cost (26 per cent, 25 per cent and 24 per cent respectively). Secondary young people with SEN are more likely than other secondary young people to say that lack of time prevents them from doing what they want to do. Secondary and post-16 girls are more likely than boys to feel that cost is a barrier. Secondary young people from an Asian or Asian British ethnic background are more likely to say that their family's safety concerns prevent them from doing what they want

to do than secondary young people from other ethnic backgrounds. Post-16 young people from White other ethnic backgrounds are more likely than post-16 young people from other ethnic groups to say that cost, lack of time, and activities not being available locally stops them from doing the activities they would like to do. Furthermore, twice as many secondary young people in this survey report no barriers to participating in activities compared to the TELLUS(2) survey (32 per cent and 16 per cent respectively).

3.4 Making a positive contribution

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

We asked young people if they felt that they had opportunities to contribute their views about what happens at their school and the area where they live. Around three-quarters of secondary and post-16 young people feel that they can have their say about school issues, and approximately a third feel they can have their say about the area where they live. Post-16 young people are more likely to say that they never have a chance to have their say on issues affecting the area they live, compared to young people in key stage 3. Nearly half of young people in the TELLUS(2) survey feel that their views about the running of the school are never listened to, in comparison with a quarter of secondary young people in this survey who feel that they never have a chance to have their say on school issues.

Almost all primary children feel that if they really try they can do better in their lessons, and can do things that are hard. Over three-quarters feel that adults notice when they work hard. Looked after children are more likely to feel that adults notice when they work hard, compared to other primary children. Two-thirds of primary children feel that their ideas are as good as those of other children.

The majority of secondary and post-16 young people feel that if they try, they can do better in their lessons and help make a difference in their own life, but only around a third feel they can make a difference to world issues. Just over half of secondary young people, and nearly two thirds of post-16 young people do not feel that they can make a difference to the area in which they live. Secondary

young people from a Black or Black British background are more likely to feel that they can make a difference to the area where they live, and also to world issues. The TELLUS(2) survey asked children and young people how much they felt their views about decision making in the local area are listened to, and over half (58 per cent) felt that their views were not listened to much, or at all.

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

The majority of primary children indicate that they would help other people, tell an adult if they see someone being bullied, and always put litter in the bin. Three-quarters of primary children recycle, and just under half help collect money for charity. Compared to children in year 6, children in year 3 are more likely to tell an adult if they see someone being bullied, and are also more likely to raise money for charity. Primary girls are also more likely than boys to say that they would tell an adult if they see someone being bullied. Primary children from a Gypsy, Roma or Traveller background are less likely than children from other ethnic groups to say that they always put litter in the bin, recycle and help to collect money for charity. There is an eight per cent increase in the number of primary children who say that they recycle compared to 2006/7.

Approximately three-quarters of secondary and post-16 young people feel that they do things to help others. Looked after secondary young people are more likely to agree that they do things to help others than other secondary young people.

Around a quarter of secondary and post-16 young people already help someone who is being bullied, raise money for charity or help a neighbour. An additional two-thirds of secondary and post-16 young people would like to help someone who is being bullied, and around half would like to raise money for charity or help a neighbour. A smaller proportion of young people either do, or would like to do voluntary work. Secondary girls are more likely than secondary boys to do, or consider doing voluntary work; and to help or consider helping someone who is being bullied. Young people in key stage 4 are more likely to say that they would not consider doing voluntary work than post-16 young people. Young people in

the TELLUS(2) survey were asked if they had done anything in the last year to help raise money for charity, and two-thirds said that they had, which is much higher than the quarter of young people in the current survey who say that they help raise money for charity.

Around two-thirds of secondary and post-16 young people say that they recycle. Secondary young people eligible for FSM are less likely to recycle than other secondary young people. Post-16 girls are more likely to recycle than post-16 boys. There is a seven per cent increase in the number of post-16 young people who recycle compared to last year.

Approximately two-thirds of secondary and post-16 young people would not be interested in joining a school council, and just under half would not vote in a school/college election. Looked after secondary young people are more likely to be a member of a school council than other secondary young people. Secondary young people from a Black or Black British ethnic background are more likely to be a member of a school council, and to vote in school elections than secondary young people from other ethnic backgrounds. In the TELLUS(2) survey, nearly half the young people said that they had voted in a school, class or year group election, in comparison to just under a fifth of secondary young people in the current survey. A similar percentage of secondary young people report that they have been on a school council in both the TELLUS(2) survey and the current survey. In comparison with the 2006/7 survey, there are increases in post-16 young people who say they are a member of a school/college council, and who vote in school or college councils.

3.5   Achieving economic well-being

Financial awareness

Primary children seem to have a good understanding of the importance of saving money, with the majority thinking it is good to save money. However, a small proportion of children are not sure.

Children and young people's plans for the future

Nearly two-thirds of primary children said they know what job they want to do when they grow up. Secondary young people were asked what they want to do in the future and the most common choices they gave were to get a job, go to the school sixth form, go to University and to go to college. A small proportion were either not sure yet or wanted to join a training or apprenticeship scheme. Almost two thirds of young people in the post-16 group would like to go to University, with the next most common choice being to get a job. More post-16 young people in 2008 would like to go to University in the future and fewer want to get a job after school/college, compared to 2006/7. The TELLUS(2) survey asked children and young people what they hoped to do when they leave school, and the most common choices were to study and go to University, get a job at 16 and to study and get a job at 18.

Looked after children in the secondary age group are less likely to want to go to sixth form and University in the future, compared to other children and young people. Likewise, secondary young people who are eligible for FSM and those with SEN are also less likely than other children to want to go to sixth form and University in the future. Secondary girls are more likely to want to go to sixth form and University, compared to boys. Post-16 young carers are more likely than other post-16 young people to want to get a job in the future. Secondary young people from a White other or White British ethnic background are less likely to want to go to University than secondary young people from other ethnic backgrounds.

When asked about their views on education and their future, secondary and post-16 young people do not think it is 'OK to miss school/college' if they feel like it, and most also think qualifications are worthwhile. However, secondary young people with SEN are more likely to think that qualifications are a waste of time compared to those without SEN.

Around two-thirds of secondary and post-16 young people think they will be able to get the sort of job they want, that their school/college is giving them useful skills and knowledge, that they know what sort of job they want and think they have a talent which will help them get the kind of job they want. Secondary young

people who are looked after and those with SEN are less likely to think that they will get the kind of job they want, and are more likely to agree that their school gives them good careers advice, compared to other secondary young people.

Similar proportions (35 per cent) of children and young people from the TELLUS(2) survey think that the information and help they get about planning their future is 'good enough', or that they 'need a little more or better information and advice'. Eighteen per cent of children and young people from TELLUS(2) said they needed 'a lot more or better information and advice', which was similar to the finding of 14 per cent of secondary young people in the current survey, who disagreed that their school gave them good careers advice.

Secondary and post-16 boys are more likely to strongly agree that they will be able to get the job they want, and to think that they have a talent that will help them get the kind of job they want, compared to secondary and post-16 girls.

Barriers to achieving future aspirations

Secondary and post-16 young people were asked what, if anything, might prevent them from achieving their future aspirations. About two-fifths of secondary young people and nearly a third of post-16 young people believe that there is nothing that would be a barrier. However, for about one quarter of secondary young people and over a third of post-16 young people, a lack of money and not having the right qualifications was *likely* to stop them from doing what they want to. More post-16 girls are likely to cite a lack of money as a barrier which prevents them from doing what they want to do compared to post-16 boys. More secondary young people from a Gypsy, Roma or Traveller background and post-16 young people from an Asian or Asian British ethnic background say that nothing is preventing them from achieving their future aspirations, compared to those from other ethnic groups.

While there has been no significant rise in the proportion of children and young people who cite lack of money as a barrier to achieving their future aspirations, the survey data suggests that this is an area which should be addressed to encourage more children and young people to meet their aspirations and to

continue to narrow the gap between the poorest and wealthiest children. Encouragingly however, national findings indicate that child poverty and the proportion of young people living in 'unsatisfactory' housing has decreased between 1994/95 and 2004/05 (Morris *et al.,* 2008).

Perceptions of the future

Secondary and post-16 young people were asked whether they feel positive about their future. About two-thirds of secondary and post-16 young people said they feel positive, although a fifth of children and young people from both groups are not sure that they feel positive about their future.

Post-16 young carers are less likely to *strongly agree* that they feel positive about their futures, compared with other post-16 young people. There are also differences across the key stages, with young people in key stage 3 more likely to *strongly agree* that they feel positive about their futures compared to those in key stage 4 and those who are post-16.

3.6 Living in Kent

Children and young people were asked about the area they live in. Over three-quarters of primary children said that they like the area they live. In comparison to 2006/7, a higher proportion of primary school children like the area where they live.

Primary children who are eligible for FSM are less likely than other children to say that they like the area in which they live. Similarly, secondary young people who are eligible for FSM are less likely to think that their local area is a good place to live.

Around two-fifths of secondary and post-16 young people like the area where they live; with around a further two-fifths who think it is an 'OK place to live'. Contrastingly, almost three quarters (72 per cent) of children and young people from the TELLUS(2) survey thought that living in their local area was very good.

There are also differences across the key stages. Young people who are in key stage 3 are more likely to think that the area they live is a good place to live, compared to those in key stage 4 and those post-16. In comparison to 2006/7, post-16 young people were less likely to think they lived in a good place in 2008.

Overall, the analysis in 2008 again raises a number of questions about local areas and the wellbeing and safety of particular groups of children and young people. Further investigation of the issues raised would support KCC's target setting process.

The 2008 surveys were commissioned as a repeat exercise from the previous 2006/7 surveys and therefore the analysis of data by basic frequencies and cross-tabulations were required in order to offer comparisons across the time period. Cross-tabulations measured the significant differences between the identified sub-groups e.g. between those eligible for FSM and those who are not, between all SEN categories grouped together and those who are not recognised on the register of SEN.

It is possible for spurious results to arise when comparing the impact of different background characteristics which may be related. For example, if we assume FSM and LAC status were both found to have a significant effect on a particular outcome; if LAC are more likely to be eligible for FSM, it could be that the effect of LAC is due solely to the association of FSM, and that LAC in itself does not have an effect on the outcome.

To investigate the impact of a range of such related variables, it is necessary to carry out more sophisticated statistical analysis, which can take multiple variables into account and distinguish the impact of each. NFER would suggest consideration be given to more sophisticated analysis of the data in the future to inform further planning and commissioning of services.

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

4.1 Areas covered under 'being healthy'

We asked children and young people a number of questions covering the area of *being healthy*. The main areas covered by the questions are:

- perceptions of a physically healthy lifestyle
- behaviours relating to a physically healthy lifestyle
- perceptions of a mentally and emotionally healthy lifestyle
- behaviours relating to a mentally and emotionally healthy lifestyle.

4.2 Healthy lifestyles: perceptions

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

	Yes	Not sure	No	No response
	%	%	%	%
Is it healthy to eat 5 or more portions of fruit or vegetables each day?	92	5	2	1
Is it healthy to eat different types of food?	67	24	7	2
N=33,056				

Source: Primary survey: question 8
A series of single response items
Due to rounding, percentages may not always sum to 100

A large proportion of primary children in Kent (92 per cent) think it is healthy to eat five or more portions of fruit and vegetables each day, while only five per cent are not sure and two per cent think it is not healthy to do so.

Most primary children (67 per cent) think it is healthy to eat different types of food. Nearly a quarter of children (24 per cent) are unsure. A minority of children do not think it is healthy to eat different types of food (seven per cent).

Differences between groups: gender (primary children)

- Girls are more likely to report eating five or more portions of fruit or vegetables most days (74 per cent) compared to boys (63 per cent).

Differences between groups: year groups (primary children)

- Older children are more likely than younger children to think it is healthy to eat different types of food (78 per cent of year 6 children, compared to 60 per cent of year 3).

Differences between 2006/7 and 2008 survey: (primary children)

- Primary children in 2008 are more likely than children in 2006/7 to think that it is healthy to eat different types of food (67 per cent and 61 per cent respectively).

Table 4.2   Children's (aged 7 – 11) perceptions of their own health

	Yes	**Not sure**	**No**	**No response**
	%	**%**	**%**	**%**
Do you know how to be healthy?	93	6	1	1
Do you usually feel happy?	73	18	8	1
N=33,056				

Source: Primary survey: question 14
A series of single response items
Due to rounding, percentages may not always sum to 100

Almost all primary children (93 per cent) think they know how to be healthy and most (73 per cent) children are happy. However, 18 per cent of children are not sure whether they usually feel happy, and six per cent are unsure whether or not they know how to be healthy.

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

	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	31	37	50	11	11	3	3	2	2	7	4
I am a healthy person	25	17	46	52	16	15	4	10	2	2	7	4

11-16 N=11,790
Post-16 N=685

Source: Secondary school/college survey: question 28
A series of single response items
Due to rounding, percentages may not always sum to 100

The majority of secondary and post-16 young people enjoy life and perceive themselves as healthy. Post-16 young people are slightly more positive about their lives than secondary young people - 81 per cent of post-16 young people *strongly agree* or *agree* that they enjoy their life compared to 76 per cent of 11-16s. A small number of young people do not enjoy their life (five per cent of 11-16s and five per cent of post-16 young people) or believe they are not healthy (six per cent of 11-16s and 12 per cent of post-16 young people).

Differences between groups: gender (post-16s)

- Boys in post-16 education are more likely to *strongly agree* with the statement 'I am a healthy person' (29 per cent) compared to girls (11 per cent).

Differences between groups: key stage (secondary young people and post-16s)

- Young people in key stage 3 are more likely to *strongly agree* with the statement 'I am a healthy person' compared to those post-16 (30 per cent and 18 per cent respectively). They are also more likely to *strongly agree* with the statement 'I enjoy my life' than those post-16 young people (45 per cent and 32 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	1
Sleep well	75	23	2
Eat 5 portions of fruit or vegetables a day	67	31	2
Eat sweets or chocolate	66	32	2
Eat crisps	64	34	2
Watch lots of TV	54	44	2
N=33,056			

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

A large proportion of primary children eat meals with their family (85 per cent). Around two-thirds of children (67 per cent) eat five portions of fruit or vegetables a day. Similar proportions also eat sweets or chocolate and crisps most days. Just over a half of primary children (54 per cent) say they watch lots of television.

Although most sleep well, nearly a quarter of primary children (23 per cent) do not.

Differences between groups: SEN (primary children)

- Children with SEN are more likely to say they watch lots of television (63 per cent) compared to children without SEN (52 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely to report that they watch 'lots of television' than older children (64 per cent of children in year 3, compared to 47 per cent of children in year 6).

Differences between 2006/7 and 2008 survey: (primary children)

- Primary children in 2008 are more likely than children in 2006/7 to eat sweets or chocolate on *most days* (66 per cent and 62 per cent respectively).

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	60	18	21	6	9	3	5	4	5	1	0
Sleep for 8 hours or more a night	66	45	20	32	6	15	2	3	5	5	1	0
Exercise for 1 hour or more	55	36	35	38	4	17	1	3	3	5	1	1
Eat 5 portions of fruit or vegetables a day	48	40	36	40	7	12	2	2	6	5	1	0
Feel very sad or depressed	10	7	16	14	25	32	23	27	24	19	2	0
Eat take-away food	4	4	24	33	58	55	11	6	3	3	1	1

11-16 N=11,790

Post-16 N=685

Source: Secondary survey: question 5
A series of single response items
Due to rounding, percentages may not always sum to 100

On *most days*, just over two-thirds of secondary young people (68 per cent) and 60 per cent of post-16 young people sit down for a meal with their family.

Two thirds of secondary young people (66 per cent) sleep for eight hours or more a night most of the time, compared to fewer than half of post-16 young people (45 per cent).

Just over a half of secondary young people (55 per cent) and around a third of post-16 young people (36 per cent) exercise for an hour or more, most days.

Just over a quarter of secondary young people (28 per cent) and around a third of post-16 young people (37 per cent) eat take away food at least *one or two times a week*.

Around a quarter of secondary young people (26 per cent) and a fifth of post-16 young people (21 per cent) indicate that they feel very sad or depressed *at least one or two times a week.*

Differences between groups: SEN (secondary young people)

- Young people with SEN tend to be more likely to eat take away food at least *once or twice a week* (37 per cent) compared to secondary young people without SEN (24 per cent).

Differences between groups: gender (secondary young people)

- Secondary boys are more likely to exercise for one hour or more on *most days* than girls (70 per cent and 47 per cent respectively). Girls are more likely to say they exercise *one or two times a week* (43 per cent) than boys (25 per cent).
- Secondary girls are more likely than boys to eat five portions of fruit and vegetables most days (54 per cent and 42 per cent respectively).
- Secondary girls are more likely to feel depressed at least *one or two times a week* (31 per cent) than boys (20 per cent).

Differences between groups: gender (post-16)

- A higher proportion of boys than girls exercise for more than one hour most days (52 per cent compared to 27 per cent).
- Girls are more likely to feel sad or depressed *at least once or twice a month* compared to boys (62 per cent and 40 per cent respectively).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 3 are more likely to sit down for a meal with their family *on most days* than post-16 young people (71 per cent and 61 per cent respectively).

- Young people in key stage 3 are the most likely to sleep for eight or more hours per night *on most days* (71 per cent) followed by pupils at key stage 4 (57 per cent) and then by those post-16 young people (45 per cent).

- Young people in key stage 3 and key stage 4 (59 and 50 per cent respectively) were more likely to exercise *on most days* compared to post-16 young people (36 per cent).

- Half of young people in key stage 3 indicate that they eat five portions of fruit or vegetables *on most days* in comparison with 40 per cent of post-16 young people.

- Post-16 young people are more likely to eat take-away food at least *one or two times a week* (37 per cent) than young people in key stage 3 (27 per cent).

Differences between 2006/7 and 2008 survey: (post-16)

- More post-16 young people eat five portions of fruit or vegetables a day at least *1 or 2 times a week* in 2008, compared to those in 2006/7 (40 per cent and 35 per cent respectively).

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	95	2
Smoke	1	1	96	2
N=33,056				

Source: Primary survey: question 8
A series of single response items
Due to rounding, percentages may not always sum to 100

Almost all primary children understand that it is not healthy to be around people who smoke (95 per cent), or to smoke cigarettes (96 per cent).

Table 4.7 Extent to which children and young people (aged 11-19) agree that smoking and drinking alcohol is 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	72	73	21	21	3	3	1	0	2	1	2	1
Getting drunk can be dangerous	45	37	38	48	10	8	3	2	2	3	2	1
11-16 N= 11,790												
Post-16 N=685												

Source: Secondary/college survey: question 6
A series of single response items
Due to rounding, percentages may not always sum to 100

Almost all secondary and post-16 young people are also aware that smoking causes health problems (93 per cent of 11-16s and 94 per cent of post-16 young people). Similarly, most young people understand the dangers of getting drunk (83 per cent of 11-16s and 85 per cent of post-16 young people).

Differences between groups: gender (post-16)

- Girls are more likely than boys to *strongly agree* that getting drunk can be dangerous (42 per cent compared to 31 per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are more likely to *strongly agree* that getting drunk can be dangerous (67 per cent) than secondary young people without EAL (46 per cent).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 3 are more likely to *strongly agree* with the statement 'Smoking causes health problems' than those in key stage 4 (76 per cent 66 per cent respectively). They are also more likely to *strongly agree* with the statement 'Getting drunk can be dangerous' (51 per cent) than young people in key stage 4 (36 per cent) and those post-16 (38 per cent).

Differences between 2006/7 and 2008 survey: (post-16)

- A slightly lower proportion of post-16 young people in 2008 *strongly agree* that smoking causes health problems, compared to 2006/7 (73 per cent and 79 per cent respectively).

Table 4.8   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	3	6	12	38	21	40	23	6	39	10	1	0
Get drunk	2	3	6	21	13	37	13	16	64	22	1	0
Smoke	7	14	2	3	2	6	3	6	85	72	1	0

11-16 N= 11,790

Post-16 N= 685

Source: Secondary survey: question 5
A series of single response items
Due to rounding, percentages may not always sum to 100

The prevalence of regular smoking and drinking amongst secondary young people is relatively low, but nine per cent of secondary young people smoke *at least once or twice a week*, and eight per cent say they get drunk *at least once or twice a week.*

The prevalence of regular smoking and drinking is higher among post-16 young people than secondary young people. Around a quarter of post-16 young people

(24 per cent) get drunk *at least once or twice a week,* 17 per cent smoke *at least once or twice a week.*

Differences between groups: key stage (secondary young people and post-16)

- 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 at least *once or twice a week* (25 per cent) than those in key stage 3 (ten per cent and four per cent) and key stage 4 (28 per cent and 16 per cent respectively).

- Post-16 young people and young people in key stage 4 are more likely to indicate that they smoke *on most days* (14 per cent) than young people in key stage 3 (four per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are more likely to say that they *never* drink alcohol (71 per cent) and they *never* get drunk (85 per cent) than secondary young people without EAL (40 per cent and 65 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	84	14	1
Played sports	79	20	2
N=33,056			

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

A majority of primary children (84 per cent) play outside most days, and a slightly lower proportion (79 per cent) play sports.

Differences between groups: gender (primary children)

- Primary boys are more likely to play sports most days (85 per cent) compared to girls (75 per cent).

4.6   Being healthy at school or college

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

Transport:	To school %	From school %
Car	55	53
Walk	45	44
Bus	2	3
Bike	2	2
Train	0	0
No response	1	3
N=33,056		

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

We asked children and young people how they travel to and from school or college. Over half of primary children travel to and from school by car (55 per cent and 53 per cent respectively). A slightly lower proportion of primary children walk to school and from school (45 per cent and 44 per cent respectively). Only a small number of primary children either cycle or take the bus to and from school. None travel by train.

Differences between groups: looked after children (primary)

- Looked after children are less likely to walk to (32 per cent) and from (27 per cent) school compared to other children (45 and 44 per cent respectively) and are more likely to travel by car to school (71 per cent compared to 55 per cent).

Differences between groups: FSM (primary)

- Children eligible for FSM are more likely to walk to (57 per cent) and from (55 per cent) school, compared to other children (both 43 per cent respectively). Children eligible for FSM are less likely to travel to (41 per cent) and from (40 per cent) school by car than other children (57 per cent and 54 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	40	45	33	41
Car	37	28	50	39
Bus	29	32	28	30
Train	7	7	7	7
Bike	4	4	2	3
No response	<1	3	<1	3
	N=11,790		**N= 685**	

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

Secondary young people are most likely to walk to and from school (40 per cent and 45 per cent respectively). Just over a third (37 per cent) travel to school by car (37 per cent). A slightly higher proportion travel from school by bus than by car (32 per cent compared to 28 per cent).

Half of the young people in post-16 education (50 per cent) travel to school or college by car, a third walk (33 per cent), and a slightly lower proportion take the bus (28 per cent). Post-16 young people are more likely to walk home from college (41 per cent) than go home by car (39 per cent) or bus (30 per cent).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 4 are more likely to walk to school (45 per cent) than post-16 young people (33 per cent). Half of post-16 young people travel to school by car, in comparison with 38 per cent of young people in key stage 3, and 34 per cent of young people in key stage 4. Post-16 young people are also more likely to return from school by car (39 per cent) than young people in key stage 4 (24 per cent).

Differences between 2006/7 and 2008 survey: (post-16s)

- Post-16 young people were more likely to travel to school/college by car in 2008 (50 per cent), compared to 2006/7 (44 per cent).

- Fewer post-16 young people travel by train to school/college in 2008 (seven per cent), compared to those who travelled by train to school/college in 2006/7 (13 per cent).

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	69	58	47
School/college meals	29	30	13
Other food/food bought from elsewhere	<1	5	33
Nothing to eat	Not asked	7	7
No response	2	0	0
	N=33,056	**N=11,790**	**N=685**

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

Primary children (69 per cent), secondary young people (58 per cent) and post-16 young people (47 percent) are more likely to take a packed lunch to school, than eat school meals.

A third of post-16 young people get lunch from somewhere other than home or school.

Seven per cent of secondary and post-16 young people have nothing to eat for their lunch.

Differences between groups: FSM (primary children)

- As would be expected, children eligible for FSM are more likely to eat school meals for lunch (79 per cent), compared to other children (23 per cent). It is worth noting, however, that just over a fifth of children eligible for FSM in Kent, do not take advantage of free school meals on most days.

Differences between groups: EAL (primary children)

- Primary children with EAL are more likely to eat school meals for lunch (38 per cent compared to 28 per cent) than primary children without EAL.

Differences between groups: SEN (secondary young people)

- Secondary young people with SEN were less likely to eat packed lunch brought from home (53 per cent) compared to other secondary young people (63 per cent).

Differences between groups: FSM (secondary young people)

- Unsurprisingly, secondary young people who are eligible for FSM are more likely than those not entitled to FSM to have lunch at school (78 per cent compared to 24 per cent). However, 198 secondary young people who are eligible for FSM do not have lunch at school. Fifteen per cent of those eligible bring lunch from home, three per cent get lunch from somewhere other than home or school, and four per cent have nothing to eat.

Differences between groups: gender (post-16)

- Girls are more likely to eat packed lunch brought from home compared to boys (53 per cent and 38 per cent respectively). Boys are more likely than girls to get food for their lunch from somewhere other than school or home (43 per cent compared to 28 per cent).

Differences between groups: key stage (secondary young people and post-16)

- Young people in post-16 education (34 per cent) are 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 (seven per cent) who are more likely to eat packed lunch (58 per cent and 59 per cent respectively) or school meals (32 per cent and 26 per cent respectively).

4.7　Preventative healthcare

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	14	12	3
Doctor	57	18	20	5
N=33,056				

Source: Primary survey: question 7
A series of single response items
Due to rounding, percentages may not always sum to 100

Almost three-quarters of primary children (71 per cent) have visited a dentist within the past year. Just over half of primary children have been to see a doctor (57 per cent).

Differences between groups: FSM (primary children)

- Children eligible for FSM are less likely to have visited a dentist in the last year (64 per cent) compared to other children (75 per cent).

Differences between groups: year groups (primary children)

- Older children are more likely than younger children to have visited the dentist and the doctor in the last year (dentist: 81 per cent of year 6, compared to 65 per cent of year 3; and doctors: 65 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	81	7	4	8	13	2	2
Doctor	69	76	11	6	16	16	4	2

11-16 N= 11,790

Post-16 N= 685

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

Over 80 per cent of young people (82 per cent of secondary young people and 81 per cent of those post-16) have visited a dentist in the past year. Around two thirds of secondary young people (69 per cent) and approximately three quarters (76 per cent) of post-16 young people have seen a doctor in the past year.

Differences between groups: FSM (secondary young people)

- Secondary young people eligible for FSM are less likely to have visited a dentist in the last year (74 per cent, compared to 86 per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are less likely to have visited a dentist in the last year (71 per cent) than secondary young people without EAL (85 per cent).

Differences between groups: gender (post-16)

- More girls than boys have visited a doctor in the last year (82 per cent compared to 70 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	75	75	10	10	13	15	1	0
The effects of alcohol/drugs	75	72	12	14	12	14	1	0
Sexual health	64	58	24	29	11	12	1	0
How to get advice about relationships	36	28	42	50	21	22	1	0
11-16 N= 11,790								
Post-16 N= 685								

Source: Secondary/college survey: question 6a
A series of single response items
Due to rounding, percentages may not always sum to 100

Around three-quarters of young people feel they receive enough information about the effects of smoking (75 per cent of secondary and 75 per cent of post-16 young people) and alcohol or drugs (75 per cent of secondary and 72 per cent of post-16 young people). Around 60 per cent of young people feel they have enough information about sexual health (64 per cent of secondary and 58 per cent of post-16 young people).

However, half of post-16 young people and just over 40 per cent of secondary young people do not feel they currently receive enough information about accessing relationship advice.

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are more likely to feel they have enough information about how to get advice about relationships than other secondary young people (54 per cent compared to 36 per cent).

46

Differences between groups: SEN (secondary young people)

- Young people with SEN are more likely to feel that they get enough information about how to get advice about relationships than those without SEN (44 per cent and 34 per cent respectively).

Differences between groups: gender (secondary young people)

- Secondary girls are more likely to respond that they do not get enough information about how to get relationship advice than boys (48 per cent and 36 per cent respectively).

Differences between groups: gender (post-16)

- Boys are more likely than girls to say they *do not need* information on sexual health (21 per cent) and advice about relationships (32 per cent) compared to girls (seven per cent 16 per cent respectively).

- Girls are more likely to say they *do not* get enough information about sexual health (34 per cent) and about how to get advice about relationships (57 per cent) compared to boys (21 per cent and 39 per cent respectively).

Differences between 2006/7 and 2008 survey: (secondary young people)

- Just under two thirds of secondary young people (64 per cent) receive enough information on sexual health in 2008, compared to 60 per cent in 2006/7.

Table 4.16   Children and young people's (aged 11-19) views on how they prefer to receive information about healthy living

How children and young people prefer to receive healthy living information:	11-16 %	Post-16 %
Friends	43	41
Through schools or colleges	32	31
Leaflets and booklets	17	25
Emails	21	20
Websites	15	19
Local newspaper or magazine	8	12
Posters	7	9
Special events for young people	7	9
Text messages	15	7
Local radio	3	4
Other ways	6	3
No response	3	1
11-16 N= 11,790		
Post-16 N= 685		

Source: Secondary/college survey: question 6b
A multiple response question, therefore percentages do not sum to 100

We asked young people how they would prefer to receive information about healthy living. The most common response was from their peers (43 per cent of secondary and 41 per cent of post-16 young people). Nearly a third (32 per cent of secondary and 31 per cent of post-16 young people) of young people would like to receive information through their schools or college, and similar proportions of both age groups would prefer to receive information by email (21 per cent of secondary and 20 per cent of post-16 young people). More secondary young people (15 per cent) would like to receive information by text compared to post-16 young people (seven per cent).

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 by the questions are:

- 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	92	6	1	1
N=33,056				

Source: Primary survey: question 14
A single response item
Due to rounding, percentages may not always sum to 100

Most primary children feel they know how to stay safe (92 per cent). Six per cent are unsure, and one per cent say they do 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	28	21	42	53	17	16	4	4	2	2	7	4
11-16 N= 11,790 **Post-16 N= 685**												

Source: Secondary/college survey: question 28
A single response item
Due to rounding, percentages may not always sum to 100

Nearly three quarters of young people (70 per cent of secondary and 74 per cent of post-16 young people) say they make choices that help them to stay safe. A similar proportion of young people in both age groups are unsure (17 per cent of secondary and 16 per cent of post-16 young people). Six per cent of young people from both age groups feel that they do not make choices that help them to stay safe.

Differences between groups: gender (post-16)

- Boys are more likely than girls to *strongly agree* with the statement 'I make choices that help me to stay safe' (30 per cent and 18 per cent respectively). Girls are more likely than boys to *agree* with this statement (61 per cent compared to 47 per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are more likely to *strongly agree* with the statement 'I make choices that help me to stay safe' (44 per cent) than secondary young people without EAL (31 per cent).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 3 are more likely to *strongly agree* that 'I make choices to help me to stay safe' (34 per cent) than those in key stage 4 and post-16 young people (23 per cent and 22 per cent respectively).

Differences between 2006/7 and 2008 survey: (post-16)

- Slightly fewer post-16 young people (21 per cent) *strongly agree* that they know how to stay safe in 2008, compared to 2006/7 (26 per cent).

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	77	17	4	1
In the area they live	66	24	9	1
At school	66	29	4	1
N=33,056				

Source: Primary survey: question 10
A series of single response items
Due to rounding, percentages may not always sum to 100

Over three quarters (77 per cent) of primary children feel safe getting to and from school. Two thirds of children (66 per cent) feel safe at school, and in the area they live.

Differences between groups: looked after children (primary children)

- Looked after children are more likely to feel safe in the area where they live (81 per cent) than other children (67 per cent).

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	70	86	22	10	4	1	2	1	2	1
In the area they live	68	72	23	23	5	3	2	1	2	1
Getting to and from school/ college	67	80	25	16	4	2	2	1	2	1

11-16 N= 11,790
Post-16 N= 685

Source: Secondary/college survey: question 7
A series of single response items
Due to rounding, percentages may not always sum to 100

The majority of young people feel safe *most of the time*:

- in their school or college (70 per cent of 11 to 16 year olds and 86 per cent of post-16 young people)

- in the area where they live (68 per cent of 11 to 16 year olds and 72 per cent of post-16 young people)

- getting to and from school/college (67 per cent of 11-16s and 80 per cent of post-16 young people).

Differences between groups: SEN (secondary young people)

- A smaller proportion of secondary young people with SEN feel safe in their school *most of the time* (62 per cent) than young people without SEN (75 per cent).

Differences between groups: FSM (secondary young people)

- Secondary young people eligible for FSM are less likely than other secondary young people to feel safe at school *most of the time* (62 per cent compared to 73 per cent).

Differences between groups: SEN (post-16)

- Post-16 young people with SEN are less likely than those without SEN to report that they feel safe at their school/college *most of the time* (73 per cent compared to 89 per cent).

Differences between groups: gender (post-16)

- Boys are more likely than girls to say that they feel safe *most of the time* in the area where they live (79 per cent compared to 69 per cent). Girls are more likely than boys to say that they 'sometimes' feel safe (28 per cent compared to 15 per cent).

Differences between groups: key stage (secondary young people and post-16)

- Young people in post-16 education are 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, 69 per cent and 74 per cent respectively).

- Post-16 young people are more likely to feel safe *most of the time* getting to and from school compared to those in key stage 3 (81 per cent and 66 per cent respectively).

Differences between 2006/7 and 2008 survey: (post-16)

- A higher proportion of post-16 young people feel safe getting to and from school/college *most of the time* in 2008, compared to 2006/7 (80 per cent and 75 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	41	25	32	1
People hanging around	37	32	30	1
Busy roads/speeding traffic	31	29	38	1
Being on a bus or train	15	23	61	1
N=33,056				

Source: Primary survey: question 11
A series of single response items
Due to rounding, percentages may not always sum to 100

Around two-fifths of primary children worry about broken glass on the ground (41 per cent). A slightly lower proportion are worried about people hanging around (37 per cent) in the area where they live. Just over 30 per cent are concerned about busy roads or speeding traffic. Primary children are least likely to be worried about being on a bus or a train, although this is a concern for 15 per cent of children.

Differences between groups: looked after children (primary children)

- Looked after children are less likely to worry about being on a bus or a train (74 per cent did not worry compared to 62 per cent) and people hanging around (43 per cent compared to 30 per cent) than other children.

Differences between groups: gender (primary children)

- Girls are more likely than boys to be anxious about (or sometimes anxious about) being on a bus or a train (44 per cent compared to 33 percent); broken glass (73 per cent compared to 62 per cent); and people hanging around in the area (76 per cent compared to 63 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely to be anxious about busy roads (40 per cent of year 3 compared to 23 per cent of year 6), and broken glass on the ground (57 per cent of year 3, compared to 27 per cent of year 6) than older children.

Differences between 2006/7 and 2008 survey: (primary children)

- Primary children in 2008 are less likely to feel unsafe about broken glass on the ground, compared to 2006/7 (41 per cent and 45 per cent respectively).

- More primary children feel safe being on a bus/train in 2008 (61 per cent), compared to 2006/7 (55 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	37	21	19	18	15	22	28	38	2	1
People on drugs	26	13	23	25	21	31	28	31	2	1
Gangs	25	18	31	33	22	25	20	23	2	1
Groups of people hanging around	22	19	35	36	24	27	18	17	2	1
Dark or unlit places	22	17	32	37	23	27	21	18	2	1
People drinking/being drunk	19	9	27	29	29	37	24	23	2	1
Busy roads/ speeding traffic	11	6	28	31	31	36	29	26	2	1
Broken glass or syringes lying around	11	6	21	19	28	30	38	44	2	1
Being on a bus or train	7	5	23	25	31	38	37	31	2	1
Other reason	8	4	5	3	3	3	24	23	60	68

11-16 N=11,790
Post-16 N= 685

Source: Secondary/college survey: question 8
A series of single response items
Due to rounding, percentages may not always sum to 100

In the past year, over a third of secondary young people (37 per cent) and around a fifth of post-16 young people (21 per cent) have felt unsafe about people carrying knives *'most of the time'*. The next most commonly cited concerns, which have made young people feel unsafe *'most of the time'* are:

- people on drugs (26 per cent of 11 to 16 year olds, 13 per cent of post-16 young people)

- gangs (25 per cent of 11 to 16 year olds, 18 per cent of post-16 young people)

- groups of people hanging around (22 per cent of 11 to 16 year olds, 19 per cent of post-16 young people)

- dark or unlit places (22 per cent of 11 to 16 year olds, 17 per cent of post-16 young people).

A small proportion of 11 to 16 year olds (15 per cent) and post-16 young people (five per cent) gave other factors which had made them feel unsafe in the past year. See appendices 4 and 5 for full details of young people's responses. The most common 'other reasons' given by secondary young people for feeling unsafe most of the time are:

- the people around them (n=144)
- gun crime (n=112)
- people arguing and swearing (n=98)
- being followed (n=98).

The responses most frequently given by the post-16 young people are:

- the people around them (n=5)
- paedophiles and perverts (n=3)

Differences between groups: gender (secondary young people)
- Secondary boys are more likely to indicate that they *never* feel safe on busy roads or roads where there is speeding traffic (37 per cent) than secondary girls (23 per cent)

- Secondary girls are more likely to say that they *sometimes* feel unsafe on a bus or a train (28 per cent) than secondary boys (18 per cent). On the other hand, secondary boys are more likely to say that they *never* feel unsafe on a bus or train than girls (47 per cent and 30 per cent respectively).

- Secondary girls are more likely to say that they feel unsafe in dark or unlit places than secondary boys *most of the time* (28 per cent and 15 per cent respectively) or *some of the time* (37 per cent and 28 per cent respectively). Conversely, secondary boys are more likely to say that they *never* feel unsafe in dark or unlit places (31 per cent) than secondary girls (14 per cent).

Differences between groups: gender (post-16s)
- Girls are more likely than boys to report that they *'sometimes'* feel unsafe in their local area:

➢ because of busy roads (36 per cent, compared to 24 per cent)

➢ on a bus or a train (31 per cent, compared to 16 per cent)

➢ in dark or unlit places (43 per cent, compared to 27 per cent).

- Boys are more likely than girls to report that they *'never'* feel unsafe in their local area:

  ➢ because of busy roads (37 per cent compared to 20 per cent)

  ➢ on a bus or a train (47 per cent compared to 22 per cent)

  ➢ in dark or unlit places (36 per cent compared to eight per cent)

  ➢ because of groups of people hanging around (29 per cent compared to 11 per cent)

  ➢ because of gangs (32 per cent compared to 18 per cent)

  ➢ because of people drinking or being drunk (33 per cent compared to 18 per cent),

  ➢ because of people on drugs (41 per cent compared to 26 per cent).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 3 are more likely to feel unsafe *most of the time* around people who have been drinking or are drunk, compared to those in key stage 4 and post-16 education (23 per cent, 13 per cent and nine per cent respectively). They are also more likely to feel unsafe *most of the time* because of people on drugs than those in key stage 4 and post-16 young people (31 per cent, 18 per cent and 13 per cent respectively).

- Young people in key stage 3 are also more likely to feel unsafe *most of the time* due to people carrying knives (42 per cent) compared to those in key stage 4 and post-16 young people (28 per cent and 21 per cent respectively).

Differences between 2006/7 and 2008 survey: (post-16)

- Fewer post-16 young people (21 per cent) feel unsafe about people carrying knives in their local area *most of the time* in 2008, compared to a quarter (25 per cent) who felt unsafe in 2006/7.

- Fewer post-16 young people (18 per cent) feel unsafe about gangs in their local area *most of the time* in 2008, compared to nearly a quarter (24 per cent) who felt unsafe in 2006/7.

- Post-16 young people in 2008 were less likely to feel unsafe *sometimes* about people drinking/being drunk, compared to 2006/7 (29 per cent and 33 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	17	22	12	20	9	18	8	7	53	33	2	0

11-16 N= 11,790

Post-16 N= 685

Source: Secondary survey: question 4
A single response item
Due to rounding, percentages may not always sum to 100

Over half of secondary young people (53 per cent) and a third of post-16 young people *never* share information about themselves on the internet. Just over a fifth of post-16 young people (22 per cent) share information about themselves on the internet *most days*, as do 17 per cent of secondary young people. Almost twice the proportion of post-16 young people compared to the proportion of 11 to 16 year olds share information about themselves either *once or twice a week* (20 per cent compared to 12 per cent) or *once or twice a month* (18 per cent compared to nine per cent).

Differences between groups: SEN (secondary young people)

- Secondary young people with SEN are more likely to respond that they *never* share information about themselves on the internet compared to those without SEN (61 per cent and 51 per cent respectively).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 3 were less likely to share information about themselves on the internet *on most days* (14 per cent) compared to young people in key stage 4 and post-16 young people (25 per cent and 22 per cent respectively).

Differences between 2006/7 and 2008 survey: (post-16s)

- More post-16 young people (22 per cent) share information about themselves on the internet *most days* in 2008, compared to the proportion who shared information about themselves in 2006/7 (18 per cent).

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	69	59	17	25	12	16	1	0

11-16 N= 11,790
Post-16 N= 685

Source: Secondary/college survey: question 6a
A single response item
Due to rounding, percentages may not always sum to 100

Most young people feel they have enough information about internet safety (69 per cent of 11 to 16 year olds and 59 per cent of post-16 young people). However, a quarter of post-16 young people (25 per cent) feel they need more information, as do 17 per cent of 11 to 16 year olds.

Differences between groups: gender (post-16)

- Boys are more likely than girls to say they *do not need* information on internet safety (26 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 3 are more likely to agree that they get enough information about internet safety (72 per cent) than post-16 young people (59 per cent).

Differences between 2006/7 and 2008 survey: (secondary young people)

- Secondary young people feel that they receive more information on internet safety in 2008 compared to 2006/7 (69 per cent and 61 per cent respectively).

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	33	1
Called names or talked about by other children	54	19	26	1
Left out or stopped from joining in	49	16	34	1
Picked on or bullied at school	37	15	47	1
Had their possessions broken or stolen on purpose	32	17	50	1
Picked on in the area they live	25	12	62	1
Picked on going to or from school	12	9	78	1
N=33,056				

Source: Primary survey: question 18
A series of single response items
Due to rounding, percentages may not always sum to 100

Around half of primary children have been:

- pushed or hit by other children (55 per cent)
- called names or talked about by other children (54 per cent)
- been left out or stopped from joining in (49 per cent).

About a third of primary children have been picked on or bullied (37 per cent) or had their things broken or stolen on purpose (32 per cent).

A quarter of primary children have been picked on in the area where they live and a smaller proportion of children have been picked on, going to or from school (12 per cent).

Differences between groups: SEN (primary children)

- Children with SEN are more likely to report that they have been picked on in the area they lived (32 per cent) compared to children without SEN (22 per cent).

Differences between groups: FSM (primary children)

- Children eligible for FSM are more likely to report that they have had their things broken or stolen on purpose (41 per cent), compared to other children (31 per cent).

- Children eligible for FSM are more likely to report that they have been picked on in the area they live (40 per cent), than other children (23 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely to report that they have been pushed or hit by other children, than older children (61 per cent of year 3 compared to 50 per cent of year 6).

Differences between 2006/7 and 2008 survey: (primary children)

- A higher proportion of primary children have not been picked on in their local area in 2008, compared to 2006/7 (62 per cent and 58 per cent respectively).

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	29	11	67	88	4	2

11-16 N= 11,790
Post-16 N= 685

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

About 30 per cent of secondary young people and around ten per cent of post-16 young people have been bullied in the past year.

Differences between groups: SEN (secondary young people)

- Secondary young people with SEN are more likely to have been bullied in the last year (42 per cent) compared to other young people (26 per cent).

Differences between groups: FSM (secondary young people)

- Young people aged 11 to 16 who are eligible for FSM are more likely than secondary young people not entitled to FSM to have been bullied in the last year (43 per cent compared to 29 per cent).

Differences between groups: young carers (secondary young people)

- 11 to 16 year old young carers were more likely than other 11 to 16 year olds to have been bullied in the last year (45 per cent compared to 26 per cent).

Differences between groups: SEN (post-16s)

- Post-16 young people with SEN are more likely to have been bullied in the last year compared to those without SEN (22 per cent and nine per cent respectively).

Differences between groups: young carers (post-16)

- Post-16 young carers are more likely than other post-16 young people to have been bullied in the past year (22 per cent compared to nine per cent).

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 3 are the most likely to have been bullied in the past year (34 per cent) followed by those in key stage 4 (23 per cent) and then by post-16 young people (11 per cent).

Differences between 2006/7 and 2008 survey: (post-16)

- More post-16 young people said they were not bullied in 2008 (88 per cent), compared to 2006/7 (84 per cent).

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

Types of bullying:	11-16 %	Post -16 %
Verbal	77	78
Being left out	38	36
Physical	34	27
Theft/damage to property	13	11
Would rather not say	16	15
No response	2	5
	N=3,450	**N=73**

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 have been bullied in the past year, most have experienced verbal bullying (77 per cent of 11 to 16 year olds and 78 per cent of post-16s). Similar proportions of young people from both age groups have experienced being left out (38 per cent of 11 to 16s and 36 per cent of post-16s). A slightly lower proportion of young people have experienced physical bullying in the last year (34 per cent of 11 to 16 year olds and 27 per cent of post-16s).

Differences between groups: FSM (secondary young people)

- Of all secondary young people who have been bullied in the past year, those eligible for FSM are more likely to have been physically bullied than those not entitled to FSM (43 per cent compared to 32 per cent).

Differences between groups: gender (secondary young people)

- Secondary boys are more likely to be subject to physical bullying than girls (47 per cent and 24 per cent respectively). On the other hand, girls are more likely to say that they are left out than boys (46 per cent and 28 per cent respectively).

Differences between 2006/7 and 2008 survey: (secondary and post-16 young people)

- Fewer secondary young people (34 per cent) have been physically bullied in 2008, compared to 2006/7 (38 per cent).
- Notably, a lower proportion of post-16 young people (78 per cent) have experienced verbal bullying in 2008, compared to 2006/7 (89 per cent).

- Post-16 young people in 2008 are less likely to feel left out, compared to those in 2006/7 (36 per cent and 44 per cent respectively).

- Fewer post-16 young people (11 per cent) have experienced theft/damage to their property in 2008, compared to 2006/7 (17 per cent).

Table 5.12   Of those who had been bullied: Frequency of bullying experienced by children and young people (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	33	32	28	16	16	21	14	14	6	15	3	3
Getting to/from school/college	9	12	10	7	8	8	10	11	56	53	7	8
In the area they live	8	11	7	11	8	5	10	12	60	55	7	5
Online (email etc)	6	8	7	3	6	8	9	7	64	67	7	7
By mobile phone	5	12	3	4	4	4	8	7	73	66	7	7

11-16   N= 3,450

Post-16 N= 73

Source: Secondary/college survey: question 11
A series of singe 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

Young people, who have been bullied in the past year, are most likely to have been bullied at school or college. Around a third of young people who have been bullied in the last year have been bullied at school or college *most days* (33 per cent of 11-16s and 32 per cent of post-16s).

Differences between groups: key stage (secondary young people and post-16)

- Young people in key stage 3 are more likely to indicate that they are bullied at least *one or two times a week* at school (65 per cent) than those in post-16 education (49 per cent).

Differences between 2006/7 and 2008 survey: (post-16)

- A slightly higher proportion of post-16 young people (32 per cent) are bullied at school/college on *most days* in 2008, compared to those who were bullied at school/college in 2006/7 (27 per cent).

- Post-16 young people are far more likely to be bullied by mobile phone in 2008, compared to 2006/7 (12 per cent and two per cent respectively).

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	11	1
A friend	81	17	2
An adult at school	80	18	2
N=33,056			

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

Most primary children feel they can talk to an adult at home (88 per cent), an adult at school (80 per cent) or a friend (81 per cent) if they are concerned about something or need help.

Differences between groups: year groups (primary children)

- Younger children are more likely to talk to an adult at their school when they need help compared to older children (89 per cent of year 3 compared to 74 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 can not 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	78	14	18	6	4
Someone else	67	78	24	17	9	5
An adult at school/college	55	59	36	34	9	7
11-16 N= 11, 790						
Post-16 N= 685						

Source: Secondary/college survey: question 12
A series of single response items. Due to rounding, percentages may not always sum to 100

The majority of young people have someone to talk to if they are unable to deal with issues on their own.

Differences between groups: SEN (secondary young people)

- A smaller proportion of secondary young people with SEN feel that there is someone other than an adult at home or school who they can talk to (65 per cent) compared to young people without SEN (77 per cent).

Differences between groups: gender (secondary young people)

- Secondary girls 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 (81 per cent and 65 per cent respectively).

Differences between groups: key stage (secondary and post-16 young people)

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

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

6.1 Areas covered under 'enjoying and achieving'

We asked children and young people a variety of questions covering the areas of enjoying and achieving. The main areas covered in the survey are:

- 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	38	16	1
N=33,056				

Source: Primary survey, question 10
A single response item
Due to rounding, percentages may not always sum to 100

Most primary children enjoy going to school (44 per cent) or *'sometimes'* enjoy going to school (38 per cent). Only 16 per cent of primary children in Kent do not like going to school.

Differences between groups: EAL (primary children)

- Children with English as an additional language (EAL) are more likely to report that they enjoy going to school (63 per cent) compared to children without EAL (43 per cent).

Differences between groups: gender (primary children)

- Girls are more likely to report that they enjoy going to school than boys (51 per cent compared to 38 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely to report that they enjoy going to school, compared to older children (55 per cent of year 3 compared to 36 per cent of year 6).

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	14	39	44	22	21	10	13	7	5	8	5

11-16   N=11,790
Post-16 N=685

Source: Secondary/college survey, question 28
A single response item
Due to rounding, percentages may not always sum to 100

Most secondary young people either agree or strongly agree with the statement 'I like being at school' (54 per cent). Slightly more post-16 young people agree or strongly agree that they enjoy being at college (58 per cent). Only 17 per cent of secondary young people and 18 per cent of post-16 young people do not enjoy going to school or college.

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are more likely than other secondary young people to *strongly agree* with the statement 'I like being at school' (34 per cent compared to 17 per cent).

Differences between groups: gender (post-16)

- Boys were more likely than girls to *strongly agree* with the statement 'I like being at school' (21 per cent compared to 11 per cent). Girls were more likely to *agree* with this statement (51 per cent compared to 38 per cent).

Differences between 2006/7 and 2008 survey: (post-16)

- Post-16 young people in 2008 were less likely to agree that they like being at school/college, compared to 2006/7 (44 per cent and 51 per cent respectively).

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	1
Trips to places	90	7	1	1
Using a computer	87	10	2	1
Making things	85	11	3	1
Using the internet	84	12	3	1
Finding out new things	75	20	4	1
After-school clubs	62	22	14	1
Reading	59	27	13	1
Talking about what they learned with their family	56	29	14	1
Lessons	38	52	9	1
N=33,056				

Source: Primary survey, question 19
A series of single response items
Due to rounding, percentages may not always sum to 100

Primary children are most likely to enjoy the social aspects of school, followed by cognitive and skills based activities, and then aspects relating to the learning process.

The social aspects of school include seeing friends (92 per cent) and going on school trips (90 per cent). Cognitive and skills-based activities include using computers (87 per cent), making things (85 per cent), using the internet (84 per cent) and finding out new things (75 per cent).

Aspects of school related to the learning process include after-school clubs (62 per cent) reading (59 per cent) and talking about what they have learned with their family (56 per cent). The statement that primary children are least likely to agree with is that they enjoy school lessons (38 per cent), although only nine per cent say that they do not enjoy their lessons at all. Just over half of children enjoy their lessons some of the time (52 per cent).

Differences between groups: looked after children (primary children)

- Looked after children are more likely than other children to say that they like talking about what they have learnt at school with their family (74 per cent compared to 56 per cent).

Differences between groups: EAL (primary children)

- Children with EAL are more likely to report that they enjoy their lessons (51 per cent) compared to children without EAL (37 per cent).

Differences between groups: gender (primary children)

- A higher percentage of girls than boys like reading at school (66 per cent compared to 52 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely than older children to report that they like finding out new things (82 per cent of year, compared to 71 per cent of year 6); enjoy reading (69 per cent of year 3, compared to 49 per cent of year 6); like talking about the things they learn with their family (66 per cent of year 3 compared to 47 per cent of year 6); and enjoyed their lessons (51 per cent of year 3, compared to 28 per cent of year 6).

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)	21
PE/sports games/sports clubs	15
Being with/playing with friends	10
Maths/numeracy	10
ICT (inc. using computers/internet/white board)	7
Reading/writing/literacy/English	7
Breaktime/lunchtime/playing outside	3
Learning/working (inc learn new things)	2
Playing (generally)	2
Humanities/geography/history	2
Science	2
Other	20
No response	4
N=33,056	

Source: Primary survey: question 20
A single response item
Due to rounding, percentages may not always sum to 100

We asked primary children what they enjoy most at school. This was an open-ended question and the responses we received were coded by the research team and are shown in Table 6.4. The most common response was arts and crafts activities (21 per cent). Many primary children also enjoy sports and games (15 per cent), being with friends (ten per cent), maths (ten per cent), reading and writing (seven per cent) and ICT (seven per cent).

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	14	20	2	5	0	1	1	2	5	3
Sports	36	16	26	15	19	17	10	10	4	39	6	4
Drama/Music productions	23	12	20	11	20	14	11	12	18	47	7	5
Clubs	16	6	18	9	21	17	9	12	29	51	8	5
Work experience	11	12	13	21	15	19	7	9	43	34	11	5
Lessons	5	5	20	34	49	43	17	14	2	1	7	3

11-16 N=11,790
Post-16 N=685

Source: Secondary/college survey: question 18
A series of single response items

As with primary children, secondary young people and post 16 young people also enjoy the social aspects of school the most, followed by cognitive and skills based activities, and then aspects relating to the learning process. Over 90 per cent of secondary young people and post 16 young people enjoy seeing their friends (either *very much* or *quite a lot*) at school or college. The next most popular aspects of school that are enjoyed either *very much* or *quite a lot* are: sports (62 per cent of secondary young people and 31 per cent of post 16s), drama/music productions (43 per cent of secondary young people and 23 per cent of secondary young people), clubs (34 per cent of secondary young people and 15 per cent of post 16 young people), and work experience (14 per cent of secondary young people, and 33 per cent of secondary young people). Only a quarter of secondary young people and 39 per cent of post 16 young people enjoy their lessons either *very much* or *quite a lot.*

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are more likely to enjoy lessons than other secondary young people (18 per cent of looked after 11 to 16s say that they enjoy their lessons *'very much'* compared to five per cent of other 11 to 16s). Looked after young people are also more likely to enjoy school clubs (35

per cent of young people say that they enjoy school clubs *'very much'*, compared to 17 per cent of other young people).

Differences between groups: gender (secondary young people)

- Secondary boys are more likely to state that they enjoy doing sports activities *very much* (56 per cent) than secondary girls (26 per cent).

- More secondary girls say they enjoy school drama and music productions (29 per cent) than secondary boys (19 per cent).

- More secondary girls indicate that they enjoy seeing their friends at school than secondary boys, both *very much* (88 per cent versus 74 per cent) and *quite a lot* (21 per cent versus 10 per cent).

- Secondary boys are more likely to enjoy school clubs *very much* (23 per cent) than secondary girls (13 per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are more likely to report that they *very much* enjoy their lessons (16 per cent) than secondary young people without EAL (five per cent).

- Young people with EAL are less likely to report that they like seeing their friends at school *very much* (73 per cent) than secondary young people without EAL (83 per cent).

Differences between groups: gender (post-16)

- Boys are more likely than girls to say that they like sport (31 per cent of boys like sport *'very much'* and 22 per cent *'quite a lot'*, compared to nine per cent and eleven per cent of girls respectively). Girls are more likely than boys to like seeing friends (79 per cent of girls like seeing friends *'very much'* compared to 60 per cent of boys).

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 3 are more likely to say they like sports at school *very much* (44 per cent) compared to those in key stage 4 and in post-16 education (29 per cent and 17 per cent respectively). However, post-16 young people (40 per cent) are more likely not to do sports at school/college compared to young people in key stages 3 and 4 (two per cent and seven per cent respectively).

- Similarly, more young people in key stage 3 say they enjoy drama very much (29 per cent) than those in key stage 4 (16 per cent) and post-16 education (12 per cent). However, secondary young people in key stage 4 (75 per cent) were

less likely than those in key stage 3 (38 per cent) and post-16 education (47 per cent) to do drama/music at school/college.

- Post-16 young people are also less likely to go to school clubs (54 per cent) than young people in key stages 3 and 4 (27 per cent and 39 per cent respectively).

- Young people in key stage 3 are more likely to like seeing their friends at school very much (83 per cent) compared to post-16 young people (72 per cent).

- Young people in key stage 3 were less likely to do work experience than those in key stage 4 and post-16 education with 58 per cent of key stage 3 young people indicating they don't do work experience compared to 30 per cent of those in key stage 4 and 36 per cent of post-16 young people.

- Young people in post-16 education are more likely to say they like their lessons quite a lot (35 per cent) compared to those in key stage 3 (21 per cent) and key stage 4 (21 per cent).

Differences between 2006/7 and 2008 survey: (post-16s)

- Forty-seven per cent of post-16 young people do not do drama/music productions in 2008, compared to 52 per cent who did not do drama/music in 2006/7. Of those that do drama/music productions, 12 per cent like it *very much* in 2008, compared to seven per cent in 2006/7.

- Fewer post-16 young people like lessons *quite a lot* in 2008, compared to 2006/7 (34 per cent and 42 per cent respectively). More young people do not like their lessons *at all* in 2008, compared to 2006/7 (14 per cent and seven 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	47	36	29	30	13	20	4	7	2	4	6	4
Trips to places	50	36	23	28	12	18	3	6	5	8	6	4
Using ICT	33	26	31	36	22	25	6	6	2	3	6	4
Using their own ideas	26	25	36	41	26	26	5	4	2	1	6	4
Working as part of a group	30	26	35	41	23	23	5	5	2	1	6	4
Working on their own	20	29	32	44	30	21	9	3	2	1	6	3
Doing projects that cover more than one subject	24	14	26	31	27	31	10	11	7	9	7	4
Reading	15	15	19	28	32	32	15	11	10	9	7	5

11-16 N=11,790
Post-16 N=685

Source: Secondary/college survey: question 19
A series of single response items
Due to rounding, percentages may not always sum to 100

We asked secondary and post 16 young people to indicate from a list, the activities and ways of working which help them learn. Around half of secondary school and post 16 young people feel that all the activities listed help them to learn. The only exception to this is 'reading', where responses are more mixed. The proportion of young people in both groups who feel that reading does *not help at all* is similar to the proportion of young people who feel reading helps them *very much*.

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are more likely than other young people to say that reading helps them to learn (34 per cent of looked after secondary young people find that reading helps them *very much*, compared to 17 per cent of other young people).

Differences between groups: gender (secondary young people)

- Secondary boys are more likely to feel that ICT has helped them to learn *very much* (42 per cent) than secondary girls (30 per cent).

Differences between groups: gender (post-16)

- A higher proportion of boys than girls agree that using ICT in lessons has helped them learn *very much* (41 per cent compared to 20 per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are more likely to report that they find working on projects which cover more than one subject area helps them to learn *very much* (35 per cent) than secondary young people without EAL (25 per cent).
- Young people with EAL are also more likely to report that they find reading helps them to learn *very much* (32 per cent) than secondary young people without EAL (17 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- Post-16 young people are more likely to feel that working on their own helps them to learn *quite a lot* than young people in key stage 3 (45 per cent and 33 per cent respectively).

- Young people in key stage 3 are more likely to say that making things/ doing practical things helps them to learn *very much* (53 per cent) compared to young people in key stage 4 and post-16 education (42 per cent and 37 per cent respectively).

- Young people in key stages 3 and 4 are more likely to find that projects covering more than one subject helps them to learn *very much* (28 per cent and 21 per cent respectively) than those in post-16 education (15 per cent).

- Young people in key stages 3 and 4 are also more likely to find that trips to places helps them to learn *very much* (56 per cent and 48 per cent respectively) than post-16 young people (38 per cent).

- More young people in key stage 3 find that using ICT helps them to learn *very much* (39 per cent) compared to those in key stage 4 and post-16 education (28 per cent).

Differences between 2006/7 and 2008 survey: (secondary and post-16 young people)

- A third (33 per cent) of secondary young people feel that their learning has been helped by ICT *very much* in 2008, compared to 37 per cent in 2006/7.

- Slightly fewer secondary young people in 2008 have been helped by using their own ideas, compared to 2006/7 (26 per cent and 30 per cent respectively).

- Fewer post-16 young people said they have been helped by using ICT *very much* in 2008, compared to 2006/7 (26 per cent and 36 per cent respectively).

- Fewer post-16 young people (14 per cent) said they have been helped *very much* by doing projects that covered more than one subject in 2008, compared to 21 per cent in 2006/7.

- Slightly fewer post-16 young people are helped *quite a lot* by using their own ideas in 2008, compared to 2006/7 (41 per cent and 45 per cent respectively).

- Just under a quarter (23 per cent) of post-16 young people are helped a little by working as part of a group in 2008, compared to 2006/7 (19 per cent).

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	52	42
Not getting feedback on how they are doing	22	26
Not getting enough help at school	16	21
Being bullied	9	2
Often being ill	9	9
Not getting help at home	5	6
Not having somewhere to do homework	5	10
Not having a computer at home	5	4
Not having a computer at school/college	2	4
Something else	6	9
Nothing	25	27
No response	8	7
11-16 N=11,790		
Post-16 N=685		

Source: Secondary/college survey: question 20
A multiple response question, therefore percentages do not sum to 100

We asked secondary and post 16 young people *'what makes it difficult for you to learn?'* Around half of secondary and post-16 young people told us that the disruptive behaviour of other pupils makes it difficult for them to learn. Around a quarter of secondary young people and post 16 young people indicate that they do not get feedback about how well they are doing and that this makes it difficult for them to learn. Sixteen per cent of secondary young people and 21 per cent of post-16 young people feel that they do not get enough help at school or college. However, around a quarter of all young people feel that nothing makes learning difficult.

Differences between groups: key stage (secondary and post-16 young people)

- Young people at key stage 4 are more likely to respond that other pupils being disruptive acts as a barrier to learning than post-16 young people (55 per cent and 42 per cent respectively).

Small percentages of secondary young people (nine per cent), and post 16 young people (12 per cent) told us that 'something else' makes it difficult for them to learn. See appendices 4 and 5 for full details of young people's responses. The most common responses for secondary young people are:

- teachers (e.g. being absent, disorganised or over-reacting) (n = 211)
- young people's own lack of concentration in class (n = 87)
- having too much homework or coursework (n = 61).

The main barriers to learning for post-16 young people include:

- young people's own lack of interest, motivation to learn or laziness (n = 18)
- teachers (e.g. being absent, disorganised or over-reacting) (n = nine)
- time (e.g. a lack of time or poor time management) (n = nine)

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	66	26	7	1
N=33,056				

Source: Primary survey: question 14
A single response item
Due to rounding, percentages may not always sum to 100

Two-thirds of primary children feel that they are doing well at school. Only a relatively small percentage (seven per cent) feel that they are not doing well. A quarter of primary children are not sure.

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	15
Quite well	59	62
Not very well	9	17
Don't know	5	4
No response	5	3
	N=11,790	**N=685**

Source: Secondary/college, question 21
A single response item
Due to rounding, percentages may not always sum to 100

Eighty per cent of secondary young people and 77 per cent of post-16 young people feel that they are either doing *very well* or *quite well* at school or college. Nine per cent of secondary young people and 17 per cent of post 16 young people feel that they are not doing well.

Differences between groups: key stage (secondary and post-16 young people)

- A quarter of young people in key stage 3 think they are doing *very well* at school, in comparison with 15 per cent of post-16 young people .

Differences between 2006/7 and 2008 survey: (post-16)

- Fewer post-16 young people (62 per cent) think they are doing *quite well* in 2008, compared to a third (66 per cent) in 2006/7.

- More post-16 young people in 2008 feel they are not doing very well, compared to 2006/7 (17 per cent and 12 per cent respectively).

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	59	32	8	1
Do things with family	52	37	10	1
Play with friends	51	34	13	2
Watch TV	47	46	6	1
Use the internet	49	32	18	1
Go to an after school club	42	27	30	2
Play computer games	40	36	23	2
N=33,056				

Source: Primary survey: question 21
A series of single response items
Due to rounding, percentages may not always sum to 100

After school the most popular activities for primary children are: doing homework, activities with family members, playing with friends and watching television. Around 80 to 90 per cent of primary children engage in these activities at least some of the time. Going to an after-school club is the least common activity, with 30 per cent of primary children saying that they do not go to one.

Differences between groups: SEN (primary children)

- Children with SEN are more likely to say that they play with friends after school (62 per cent) than children without SEN (48 per cent).

- Children with SEN are more likely to report that they watch television after school (56 per cent) compared to children without SEN (44 per cent).

- Children with SEN are more likely to report that they play computer games after school (52 per cent) than children without SEN (36 per cent).

Differences between groups: FSM (primary children)

- Children eligible for FSM are more likely to play with friends after school (62 per cent) than other children (51 per cent).

Differences between groups: EAL (primary children)

- Primary children with EAL are more likely to do homework after school than children without EAL (71 per cent compared to 60 per cent).

Differences between groups: gender (primary children)

- More boys than girls watch TV (52 per cent compared to 42 per cent) and play computer games after school (52 per cent compared to 29 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely than older children to watch television after school (53 per cent of year 3 compared to 42 per cent of year 6); and do things with their family after school than older children (59 per cent of year 3, compared to 44 per cent of year 6).

Differences between 2006/7 and 2008 survey: (primary children)

- A slightly higher proportion of primary children (32 per cent) do homework *sometimes* after school in 2008, compared to 28 per cent in 2006/7.

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

Main categories of response:	%
Playing with/being with friends	13
Playing on the computer/games consoles	11
Football	9
Family-related activities	8
Watching TV (inc. videos/DVDs)	6
After-school clubs (unspecific)	6
Playing/going out (unspecific)	4
Using the internet/computer	3
Other	33
No response	2
N=33,056	

Source: Primary survey: question 22
An open-ended question

We asked primary children what they like doing most after school. This was an open-ended question and Table 6.11 shows the main categories of response that were coded by the research team. Most primary children enjoy playing with friends (13 per cent) followed by playing computer games (11 per cent) and then football (nine per cent).

Differences between 2006/7 and 2008 survey: (primary children) Table 6.10

- More primary children (49 per cent) said they use the internet after school in 2008, compared to 2006/7 (46 per cent).

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	64	73	54	62	30	34
Just hanging out	39	28	24	34	59	60
At a friend's house	28	26	14	28	60	59
At a school/college club	27	19	7	5	6	4
At work	7	19	4	15	14	46
No response	10	7	27	13	12	6
11-16 N=11,790 **Post-16 N= 685**						

Source: Secondary/college survey: question 13
A series of multiple response questions, therefore percentages do not sum to 100

Most secondary and post 16 young people spend their evenings at home. However, at weekends young people are more likely to spend their time at a friend's house (60 per cent of secondary young people and 59 per cent of post-16 young people) or just hanging out (59 per cent of secondary young people, and 60 per cent of post 16 young people).

Overall, 28 per cent of secondary young people, and 22 per cent of post 16 young people report spending their time out-of-school 'somewhere else'. See appendices 4 and 5 for full details of young people's responses. For secondary young people, the most commonly cited places include:

- with their family (i.e. not necessarily at home, for example visiting grandparents) (n = 504)
- in town or a local place (n=344)
- with their friends (i.e. not necessarily at a friend's house) (n=264)
- in a specific town or city (n=225)
- at football training or with a football team (n=218)
- at the park or recreation ground (n=215)
- shopping (n=215).

For post-16 young people, the most commonly cited places include:

- at their boyfriend or girlfriend's house (n=31)
- drinking (n=20)
- at a nightclub (n=17)
- at the gym (n=12)

Differences between 2006/7 and 2008 survey: (post 16)

- Fewer post-16 young people (34 per cent) are at home on the weekends in 2008, compared to those in 2006/7 (39 per cent). A slightly higher proportion (46 per cent) work on the weekend in 2008, compared to 2006/7 (41 per cent).
- A lower proportion of post-16 young people (60 per cent) like to hang out at the weekend in 2008, compared to nearly a third (65 per cent) that did in 2006/7.

During the evenings, most secondary young people and post-16 young people spend their time using the internet, watching TV, and being with their families. This is the same for the early evening (between 4pm and 7pm) and the later evening (after 7pm).

At weekends, watching TV, using the internet, and spending time with the family are still common activities. However, most secondary young people and post-16

young people spend their weekends shopping or with friends. Half of post-16 young people also spend their weekends in paid work.

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	60	61	56	73	54	58
Watch TV	58	53	62	68	48	47
Spend time with their family	55	52	56	54	43	44
Play computer/ playstation type games	46	28	43	36	46	32
Homework	39	45	27	38	33	32
A sports activity	42	32	20	21	44	31
Hang out with friends	41	36	24	39	69	75
Activities at a club or centre	23	14	16	15	24	13
Shopping	16	17	8	9	70	68
Reading	17	14	29	32	20	18
Voluntary work	6	8	4	6	12	8
Paid work	7	20	4	18	17	49
No response	5	4	10	6	7	5

11-16 N=11,790
Post-16 N=685

Source: Secondary/college survey, question 14
A series of multiple response questions, therefore percentages do not sum to 100

Fifteen per cent of secondary young people and eight per cent of post-16 young people also spend their time doing other activities. See appendices 4 and 5 for full details of young people's responses. The main 'other activities' for the secondary young people include:

- horse riding (n = 90)
- caring for a pet, including walking their dog (n=80)

- music practice or lessons (n =80)

- dancing (n=61)

- going out (n=61)

Differences between 2006/7 and 2008 survey: (post-16)

- Fewer post-16 young people play computer games on weekdays between 4pm-7pm in 2008, compared to the proportion in 2006/7 (28 per cent and 33 per cent respectively).

- Just over two thirds (68 eight per cent) of post-16 young people watch TV on weekdays from 7pm onwards in 2008, compared to nearly three quarters (72 per cent) in 2006/7.

- Fewer post-16 young people (47 per cent) watch TV at weekends in 2008, compared to 2006/7 (54 per cent).

- Post-16 young people are less likely to play computer games on the weekend in 2008, compared to 2006/7 (32 per cent and 36 per cent respectively).

- Nearly a third of post-16 young people (32 per cent) do their homework on the weekend in 2008, compared to 37 per cent of young people in 2006/7.

- Post-16 young people in 2008 are less likely to do a sports activity on the weekend, compared to 2006/7 (31 per cent and 37 per cent respectively).

- Twenty eight per cent of post-16 young people like to hang out on weekdays between 4pm-7pm in 2008, compared to a third (33 per cent) in 2006/7.

6.4   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	39	30	53	65	8	5
11-16 N=11,790 **Post-16 N=685**						

Source: Secondary/college survey: question 15a
A single response item
Due to rounding, percentages may not always sum to 100

Thirty-nine per cent of secondary young people and 30 per cent of post-16 young people indicate that there are other activities that they would like to participate in.

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 3 are more likely to say there are other activities they would like to do in their spare time (46 per cent) compared to those in key stage 4 and those post-16 young people (36 per cent and 32 per cent respectively).

Differences between 2006/7 and 2008 survey: (secondary and post-16 young people)

- Over half of secondary young people in 2008 (53 per cent) said that they would not like to participate in any additional out of school/college activities, compared to 2006/7 (49 per cent).

- Nearly two thirds (65 per cent) of post-16 young people in 2008 said they would not like to participate in any additional out of school/college activities, compared to 61 per cent in 2006/7.

Young people were given the opportunity to list up to three activities that they would like to participate in. See appendices 4 and 5 for full details of young people's responses. For secondary young people, the most popular activities include:

- swimming (n=652)
- football (including American football) (n=638)
- dancing (including 'hip hop' and 'Bollywood') (n=625)
- ice skating and ice hockey (n=357)
- racket sports (including tennis, badminton and squash) (n=332)
- going to the gym (including keeping fit, aerobics and gymnastics) (n=323)
- horse-riding (including show-jumping) (n=281)
- basketball, Slamball (n=279)
- music (including singing and dancing) (n=273)
- trampolining (n=261)
- rugby (n=218)
- boxing, fighting and wrestling (n=204)
- drama and acting (n=197)

For the post-16 young people, the most common responses are:

- dancing (including 'hip hop' and 'Bollywood') (n=28)
- going to the gym (including keeping fit, aerobics and gymnastics) (n=23)
- swimming (n=21)
- martial arts (n=19)
- sports and athletics (non-specific) (n=18)
- racket sports (including tennis, badminton and squash) (n=16).

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	32	22
Cost	31	49
Lack of time	27	46
Activity is not available locally	24	32
Lack of transport	21	29
Family have safety concerns	10	5
Their health	5	4
Other reason	7	5
No response	7	4
	N=11,790	**N=685**

Source: Secondary/college survey: question 16
A multiple response question, therefore percentages do not sum to 100

Nothing is stopping around a third of secondary young people and a quarter of post 16 young people from participating in activities. Where barriers do exist, the main issue is cost. Cost prevents around a third of secondary young people, and nearly half (49 per cent) of post 16 young people from doing the activities they would like to do. Other barriers include: lack of transport (21 per cent of secondary young people, and 29 per cent of post 16 young people); lack of time (27 per cent of secondary young people, and 46 per cent of post 16 young people); and activities not being available locally (24 per cent of secondary young people, and 32 per cent of post 16 young people).

Differences between groups: SEN (secondary young people)

- Secondary young people without SEN are more likely to say that lack of time prevents them from doing the activities they want to do (30 per cent) than young people with SEN (20 per cent).

Differences between groups: gender (secondary young people)

- Cost is more likely to prevent secondary girls from doing the activities that they want to do (36 per cent) than secondary boys (25 per cent).

Differences between groups: gender (post-16)

- Boys are more likely than girls to say that nothing stops them from doing the activities they want to do (32 per cent compared to 16 per cent). Girls are more likely to say that the cost of activities (55 per cent compared to 41 per cent) and a lack of time (53 per cent compared to 35 per cent) stops them from doing the kinds of activities they want to do.

Differences between groups: key stage (secondary and post-16 young people)

- More young people in key stage 3 say that nothing is stopping them from doing the activities that they would like to do (34 per cent) than post-16 young people (22 per cent). Barriers stopping post-16 young people from doing the activities that they would like to do, in comparison with young people in key stage 3 include:
  - ➢ cost (49 per cent and 28 per cent respectively)
  - ➢ lack of transport (29 per cent and 18 per cent respectively)
  - ➢ the activities not being available locally (32 per cent and 21 per cent respectively)

Differences between 2006/7 and 2008 survey: (post-16)

- Fewer post-16 young people in 2008 said that out of school/college activities not being available locally acted as a barrier to taking part in activities, compared to 2006/7 (32 per cent and 36 per cent respectively).

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 relating to the area of *making a positive contribution*. The main areas covered by the questions include:

- engaging in decision making
- supporting the community and environment
- self-efficacy.

7.2 Engaging in decision-making

Table 7.1   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	22	49	50	23	24	8	5
Issues affecting the area where they live	8	5	28	25	54	65	9	5

11-16 N=11,790
Post-16 N= 685

Source: Secondary/college survey: question 27
A series of single response items
Due to rounding, percentages may not always sum to 100

Most secondary young people (69 per cent) and post-16 young people (72 per cent) feel they can have a say on school or college issues at least some of the time. However, around a quarter of secondary young people (23 per cent) and post-16 young people (24 per cent) feel that they never have this opportunity.

90

A minority of secondary young people (36 per cent) and post-16 young people (30 per cent) feel that they can have a say on issues affecting the area where they live at least *sometimes*. Just over a half of secondary young people (54 per cent) and almost two-thirds of post-16 young people say they *never* have a say on issues affecting their area.

Differences between groups: key stage (secondary and post-16 young people)

- Post-16 young people are more likely to say that they *never* have a chance to have their say on issues affecting the area they live in (68 per cent) compared to young people in key stage 3 (57 per cent).

7.3   Supporting the community and environment

Table 7.2   Whether children (aged 7-11) support the community and environment

Whether children:	Yes %	Not sure %	No %	No response %
Would tell an adult if they saw someone being bullied	81	13	4	1
Help other people	81	15	3	1
Always put litter in the bin	79	14	7	1
Recycle	75	14	10	1
Help collect money for charity	46	29	24	1
N=33,056				

Source: Primary survey: question 15
A series of single response items
Due to rounding, percentages may not always sum to 100

Just over 80 per cent of primary children say that they help other people and the same proportion would tell an adult if they saw someone being bullied.

Approximately three-quarters of primary children put their rubbish in the bin (79 per cent). A similar proportion of primary children (75 per cent) recycle.
Just under a half of primary children (46 per cent) say they help collect money for charity.

Differences between groups: FSM (primary children)

- Children eligible for FSM are less likely to report that they recycle things (67 per cent), compared to other children (77 per cent).

Differences between groups: gender (primary children)

- Girls are more likely to say that they would tell an adult if they saw someone being bullied, than boys (87 per cent compared to 77 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely than older children to say that they would tell an adult if they saw someone being bullied (87 per cent of year 3, compared to 76 per cent of year 6).
- Younger children are more likely to report that they help collect money for charity compared to older children (54 per cent of year 3, compared to 41 per cent of year 6).

Differences between 2006/7 and 2008 survey: (primary children)

- Three quarters (75 per cent) of primary children recycle in 2008, compared to 67 per cent that did in 2006/7.

Table 7.3   Whether children and young people (aged 11-19) engage with the community

Do/would 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
Recycle	66	69	15	19	12	7	7	4
Help someone who is being bullied	26	21	57	66	10	9	8	4
Raising money for charity	26	31	50	53	16	11	8	4
Help a neighbour	28	25	46	55	17	15	8	5
Do voluntary work	12	20	41	45	38	30	9	5
Vote in a school/college election	18	20	31	32	42	43	9	5
Join a school/college council	12	14	21	20	59	62	8	5

11-16 N=11,790
Post-16 N= 685

Source: Secondary/college survey: question 26
A series of single response items
Due to rounding, percentages may not always sum to 100

We asked young people whether they did or would consider doing a range of community activities. The most commonly cited activities that young people *already do* are: recycling (66 per cent of secondary young people, 69 per cent of post-16s); raising money for charity (26 per cent of secondary young people, 31 per cent of post-16s); and helping a neighbour (28 per cent of secondary young people and 25 per cent of post-16s).

In relation to community activities that young people would like to do, the most common response was helping someone who is being bullied. Sixty-six per cent of post-16 young people and 57 per cent of secondary young people say they would like to help someone in this situation.

Joining a school or college council was the least popular community-related activity. Fifty-nine per cent of secondary young people and 62 per cent of post-16 young people say they would not do this.

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are more likely to be a member of a school or college council than other secondary young people (24 per cent compared to 12 per cent).

Differences between groups: FSM (secondary young people)

- Secondary young people not eligible for FSM (73 per cent) are more likely to recycle than young people eligible for FSM (62 per cent).

Differences between groups: gender (secondary young people)

- Secondary girls are more likely than boys to help or consider helping someone who is being bullied (94 per cent and 84 per cent respectively).

- Secondary girls are more likely to say they *already do* or *would like to do* voluntary work compared to boys (65 per cent and 51 per cent respectively). Secondary boys are more likely to say that they would *never* consider raising money for charity (25 per cent) than secondary girls (11 per cent).

Differences between groups: EAL (secondary young people)

- Young people with EAL are less likely to report that they *already* recycle (61 per cent) than secondary young people without EAL (72 per cent).

Differences between groups: gender (post-16)

- Girls are more likely than boys to recycle (77 per cent compared to 65 per cent).

- Girls are more likely than boys to say that they help or would like to help someone who is being bullied (94 per cent compared to 84 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 4 are more likely to say that they would not consider doing voluntary work than post-16 young people (43 per cent and 31 per cent respectively).

Differences between 2006/7 and 2008 survey: (post-16)

- A higher proportion of post-16 young people *already do* recycle in 2008, compared with those that did in 2006/7 (69 per cent and 62 per cent respectively).

- Of the post-16 young people who were asked about raising money for charity, 31 per cent in 2008 said that they already do, compared to 25 per cent who did in 2006/7.

- More post-16 young people have already joined a school/college council compared to those that had in 2006/7 (14 per cent and ten per cent respectively). Post-16 young people are also more likely to vote in their school/college council in 2008, compared to 2006/7 (20 and 17 per cent respectively).

Table 7.4   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	19	16	49	60	20	15	2	3	2	1	7	4
11-16 N=11,790 **Post-16 N= 685**												

Source: Secondary/college survey: question 28
A single response item
Due to rounding, percentages may not always sum to 100

The majority of secondary young people (68 per cent) and post-16 young people (76 per cent) feel that they do things to help other people.

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are more likely than other secondary young people to *strongly agree* with the statement 'I do things to help others' (37 per cent compared to 21 per cent).

7.4 Self-efficacy

Table 7.5   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	1
They can do things that are hard if they keep trying	92	7	1
Adults notice when they work hard	80	18	2
Their ideas are as good as other children's	63	35	2
N=33,056			

Source: Primary survey: question 17
A series of single response items
Due to rounding, percentages may not always sum to 100

The majority of primary children feel that they can do better in their lessons if they really try (93 per cent) and that they can do things that are hard if they keep trying (92 per cent).

Eighty per cent of primary children think that adults notice when they work hard and around 60 per cent think that their ideas are as good as other children's.

Differences between groups: looked after children (primary children)

- Looked after children are more likely than other children to think that adults notice when they work hard (91 per cent compared to 81 per cent).

Differences between groups: year groups (primary children)

- Younger children are more likely to think that adults notice when they work hard (86 per cent of year 3, compared to 76 per cent of year 6).

Table 7.6   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	89	92	5	4	6	4
Help make a difference to their own life	86	88	7	8	8	4
Help make a difference to the area where they live	41	43	50	52	9	5
Help make a difference to world issues	35	35	56	60	9	5
11-16 N=11,790 **Post-16 N= 685**						

Source: Secondary/college survey: question 25
A series of single response items
Due to rounding, percentages may not always sum to 100

Most secondary and post-16 young people feel that when they really try they can do better in their lessons (89 per cent and 92 per cent respectively).

The majority (86 per cent of secondary young people and 88 per cent of post-16 young people) feel that if they really try they can make a difference to their own life.

Around 40 per cent of secondary and post-16 young people feel they can make a difference to the area where they live, just over a third (35 per cent) think they can help make a difference to world issues.

7.5   Young carers

Table 7.7   Frequency of primary children (aged 7-11) who are young carers

Statement:	Yes %	No %	Not sure %	No response %
I help to look after someone at home who is disabled or has been ill for a long time	49	16	34	2
N=33,056				

Source: Primary survey, question 16
A single response item
Due to rounding, percentages may not always sum to 100

Whilst 49 per cent of primary children identified themselves as young carers, it should be noted that this is a greater proportion than would be expected and it is therefore likely that the children did not fully understand the meaning of the question and instead interpreted it to relate to instances where they helped out at home, for example looking after a sibling.

Table 7.8   Frequency of children and young people (aged 11-19) who are young carers

Do young people:	Yes %		Not sure %		No %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
Help to look after someone at home who is disabled or has a long-term illness?	13	7	11	6	72	83	5	3
11-16 N= 11,790								
Post-16 N= 685								

Source: Secondary/college survey: question 17
A single response item
Due to rounding, percentages may not always sum to 100

We asked young people if they helped to look after someone at home who is disabled or has a long-term illness in order to determine self-identification of young carer status. Less than a fifth of secondary and post-16 young people identified themselves as young carers (13 per cent and seven per cent

respectively). The proportion of secondary young people identifying themselves as young carers decreased with age (from 16 per cent in Year 7 to ten per cent in Year 11). The proportion of secondary young people responding 'not sure' also declined with age (from 15 per cent in Year 7 to seven per cent in Year 11) which suggests that younger secondary people had problems with interpreting the question.

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

8.1 Areas covered under 'achieving economic well-being'

We asked children and young people questions that related to *achieving economic well-being*. The main areas covered by these questions are:

- financial awareness
- young people's views on education and their future
- young people's perceptions of their future
- future aspirations

8.2 Financial awareness

Table 8.1   Whether children (aged 7-11) have financial awareness

Statement:	Yes %	Not sure %	No %	No response %
I think it is good to save money	86	10	3	1
N=33,056				

Source: Primary survey: question 14
A single response item
Due to rounding, percentages may not always sum to 100

The majority of primary children (86 per cent) think it is good to save up for things. Only a small proportion (three per cent) do not think it is good to save money.

8.3   Young people's views on their education and their future

Table 8.2   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	22	20	45	41	24	32	2	2	1	2	6	4
I think my school/college is giving me useful skills and knowledge	20	14	44	51	20	19	6	9	3	2	7	4
I know what sort of job I want	38	32	27	30	23	22	4	6	2	5	6	4
I think I have a talent which will help me get the sort of job I want	26	24	34	33	28	32	4	5	2	2	6	4
I think my school/college is giving me good careers advice	14	9	29	28	31	29	14	20	6	9	7	5
I think it is ok to miss school/college if I feel like it	5	4	6	7	13	14	33	47	36	24	7	4
Qualifications are a waste of time	3	2	4	2	14	9	29	34	43	47	7	4

11-16 N=11,790
Post-16 N= 685

Source: Secondary/college survey: question 24
A series of single response items
Due to rounding, percentages may not always sum to 100

Most secondary young people (65 per cent) and post-16 young people (62 per cent) know what sort of job they want to do in the future and think they will be able to get it (67 per cent and 61 per cent respectively). Fewer than half,

however, (43 per cent of secondary young people and 37 per cent of post-16 young people) think that their school or college gives good careers advice.

Just under two-thirds of secondary young people (64 per cent) and post-16 young people (65 per cent) think that their school or college is giving them useful skills and knowledge for work. Sixty per cent of secondary young people and 57 per cent of post-16 young people think they have a talent that will help them get the sort of job they want.

Relatively small proportions of secondary young people and post-16 young people think it is OK to miss school or college if they feel like it (eleven per cent for both groups) and think that qualifications are a waste of time (seven per cent and four per cent respectively).

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are less likely than other secondary young people to *strongly agree* or *agree* that they will be able to get the sort of job they want (61 per cent compared to 72 per cent).

- Looked after secondary young people are more likely than other secondary young people to think that their school or college is giving them good careers advice (38 per cent compared to 14 per cent).

Differences between groups: SEN (secondary young people)

- Just over half of secondary young people without SEN (51 per cent) *agree* with the statement 'I think I will be able to get the sort of job I want' compared to 40 per cent of young people with SEN.

- Young people with SEN are more likely to *strongly agree* with the statement, 'I think my school/college is giving me useful careers advice,' than young people without SEN (22 per cent and 12 per cent respectively).

- Secondary young people with SEN appear to value qualifications slightly less than those without. Thirty-nine per cent of secondary young people with SEN *strongly disagree* with the statement 'Qualifications are a waste of time,' compared to just under half of secondary young people without SEN (49 per cent). Similarly, a slightly higher proportion of secondary young people with SEN also *strongly agree* with this statement, compared to those without SEN (seven per cent and two per cent respectively).

Differences between groups: gender (secondary young people)

- Secondary boys are more likely than girls to indicate that they *strongly agree* with the statement 'My school is school giving me useful skills and knowledge' (27 per cent and 17 per cent respectively).

- Secondary boys are more likely to *strongly agree* with the statement, 'I think I'll be able to get the job I want,' than secondary girls (30 per cent and 19 per cent respectively). They are also more likely to *strongly agree* that 'I think I have a talent which will help me get the sort of job I want,' than girls (35 per cent and 22 per cent respectively).

Differences between groups: gender (post-16)

- Boys are more likely than girls to *strongly agree* that they will be able to get the sort of job they want (31 per cent compared to 15 per cent). Girls are more likely than boys to *agree* with the statement (47 per cent compared to 35 per cent).

- Boys are more likely than girls to strongly agree with the statement 'I have a talent which will help me get the sort of job I want' (32 per cent compared to 22 per cent). Girls are more likely than boys to say that they are unsure (37 per cent compared to 26 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- A quarter of pupils at key stage 3 strongly agree with the statement that 'School/college is giving me useful skills/knowledge' in comparison with 15 per cent of post-16 young people.

8.4 Future aspirations

Table 8.3   Children's (aged 7-11) ideas for the future

Do children:	Yes %	Not sure %	No %	No response %
Know what job they want when they grow up N=33,056	65	22	12	1

Source: Primary survey: question 14
A single response item
Due to rounding, percentages may not always sum to 100

Two-thirds of primary children say that they know what job they want to do when they are grown up.

Table 8.4   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	37
School sixth form	44	10
University	43	65
College	34	13
Not sure yet	12	12
Training scheme or apprenticeship	11	11
Other	7	6
No response	6	3
	N=11,790	**N=685**

Source: Secondary/college survey: question 22
A multiple response question, therefore percentages do not sum to 100

Within the secondary age group, the most popular choices for the future are to: get a job (54 per cent), go to a school sixth form (44 per cent) and go to university (42 per cent).

Amongst post-16 young people, the most popular plans for the future are: go to university (65 per cent) and get a job (37 per cent).

Differences between groups: looked after children (secondary young people)

- Looked after secondary young people are less likely than other secondary young people to want to go to sixth form in the future (36 per cent compared to 46 per cent) and to want to go to university (23 per cent compared to 45 per cent).

Differences between groups: SEN (secondary young people)

- Secondary young people without SEN are more likely to want to go to school sixth form (52 per cent) than young people with SEN (30 per cent). They are also more likely to want to go to university than young people with SEN (51 per cent and 27 per cent respectively).

Differences between groups: FSM (secondary young people)

- Secondary young people who are eligible for FSM are less likely than those who are not entitled to FSM to want to go to sixth form (35 per cent compared to 47 per cent) and university in the future (33 per cent compared to 46 per cent).

Differences between groups: gender (secondary young people)

- Secondary girls are more likely to want to go to sixth from (50 per cent) than secondary boys (37 per cent). They are also more likely to want to go to university than boys (49 per cent and 36 per cent respectively).

Differences between groups: SEN (post-16)

- Post-16 young people with SEN are less likely than post-16 young people without SEN to say they would like to go to University in the future (53 per cent compared to 69 per cent).

Differences between groups: young carers (post-16)

- Post-16 young carers are more likely than other post-16 young people to want to get a job in the future (51 per cent compared to 37 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 4 are more likely to indicate they are likely to want to go on to sixth form than pupils in key stage 3 (51 per cent and 41 per cent respectively). Two-thirds of post-16 young people indicate that they would like to go to university (65 per cent) in comparison with less than half of pupils in key stage 3 (43 per cent) and key stage 4 (44 per cent).

Differences between 2006/7 and 2008 survey: (post-16)

- Nearly two thirds (65 per cent) of post-16 young people in 2008 would like to go to University in the future, compared to 59 per cent in 2006/7.

- Post-16 young people in 2008 were less likely to want to get a job after school/college, compared to 2006/7 (37 per cent and 44 per cent respectively).

Seven per cent of secondary young people told us that there are other things that they would like to do in the future. Generally these young people chose to give the job or career that they had in mind. The most common types of responses include:

- following a professional sports career (e.g. a footballer) (n=137)
- following an army/navy/RAF career (n=123)
- being an actor or actress (or other theatre-related jobs) (n=98).
- being a musician (including in a band or singer) (n=85)
- working in hair and beauty (n=71)
- being a teacher (n=67)
- working with animals/birds (n=60)

- being a professional dancer (n=56)
- being a sports coach or trainer (n=54)
- working in the police force (n=54)
- taking a gap year or going travelling (n=51)
- being a vet (n=48)

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

- taking a gap year or going travelling (n=12)
- following an army/navy/RAF career (n=6)
- working in the police force (n=5)
- being an actor or actress (or other theatre-related jobs) (n=4).

8.5   Barriers to achieving future aspirations

Table 8.5   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	31
Lack of money	24	36
Not having the right qualifications	22	35
Lack of information or advice	12	13
Want to stay in local area	12	12
Lack of transport	12	10
Family responsibilities	6	4
Something else	3	4
No response	9	6
	N=11,790	**N=685**

Source: Secondary/college survey: question 23
A multiple response question, therefore percentages do not sum to 100

Around 40 per cent of secondary young people and approximately 30 per cent of post-16 young people feel that nothing is likely to stop them from doing what they want to do.

However, lack of money and not having the right qualifications are concerns for about a quarter of secondary young people (24 per cent and 22 per cent respectively) and around a third of post-16 young people (36 per cent and 35 per cent respectively).

Of the three per cent of secondary young people and the four per cent of post-16 young people who say that 'something else' was likely to stop them doing what they would like to do in the future, the most common responses relate to self-perceptions, including:

- lacking ability, not being intelligent or good enough to do what they wanted to do (n=56)
- lacking confidence or self-esteem to do what they wanted to do (n=34)
- lacking motivation, being lazy or not working hard enough to do what they wanted to do (n=32).

Other common responses include 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 and parental pressures. See appendices 4 and 5 for full details of young people's responses.

Differences between groups: gender (post-16)

- Girls are more likely than boys to say that a lack of money will stop them from doing what they want to do in the future (40 per cent compared to 30 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- More young people at key stage 3 indicate that nothing is stopping them doing what they want to in the future (43 per cent) than post-16 young people (31 per cent). Barriers preventing post-16 young people from doing what they would like to do, in comparison with young people in key stage 3 are lack of money (36 per cent and 22 per cent respectively) and not having the right qualifications (35 per cent and 19 per cent respectively).

8.6 Young people's perceptions of their future

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	31	22	36	43	20	22	3	6	2	2	7	5
11-16 N=11,790 **Post-16 N= 685**												

Source: Secondary/college survey: question 28
A single response item
Due to rounding, percentages may not always sum to 100

About two-thirds of secondary young people (67 per cent) and post-16 young people (65 per cent) feel positive about their future. A fifth of secondary young people and a similar number of post-16 young people (22 per cent) are unsure of their feelings about the future. A relatively small proportion of young people do not feel positive about their future (five per cent of secondary and eight per cent of post-16 young people).

Differences between groups: young carers (post-16)

- Post-16 young carers are less likely to '*strongly agree*' with the statement 'I am positive about my future' than other post-16 young people (16 per cent compared to 25 per cent).

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 3 are more likely to *strongly agree* with the statement 'I feel positive about my future' (38 per cent) compared to those in key stage 4 and post-16 young people (26 per cent and 23 per cent respectively).

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

We asked children and young people what they thought of the area they lived in.

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

	Yes %	Not sure %	No %	No response %
I like the area where I live	81	11	7	1
N=33,056				

Source: Primary survey: question 14
A series of single response items
Due to rounding, percentages may not always sum to 100

Just over 80 per cent of primary children like where they live. Eleven per cent were unsure of how they feel and seven per cent do not like where they live at all.

Differences between groups: FSM (primary children)

- Primary children eligible for FSM are less likely to report that they like the area where they live (71 per cent), compared to other children (83 per cent).

Differences between 2006/7 and 2008 survey: (primary children)

- A higher proportion of primary school children (81 per cent) like the area they live in, compared to 2006/7 (77 per cent).

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

What do you think about the area where you live?	11-16 %	Post-16 %
It's a good place to live	44	36
It's an OK place to live	41	49
It's not a good place to live	8	10
No response	8	4
	N=11,790	**N=685**

Source: Secondary/college survey: question 23
A multiple response question, therefore percentages do not sum to 100

We asked secondary young people what they thought of the area they lived in. Responses are fairly evenly split between those who think their area is a good place to live (44 per cent) and those who think it is OK (41 per cent).

Post-16 young people are more likely to think their area is an OK place to live (49 per cent) than a good place to live (36 per cent).

Differences between groups: FSM (secondary young people)

- Young people who were eligible for FSM (37 per cent) are less likely to think that their local area was a good place to live compared to those (50 per cent) who were not eligible for FSM.

Differences between groups: key stage (secondary and post-16 young people)

- Young people in key stage 3 are more likely to think that the area they live is a good place to live (51 per cent) compared to those in key stage 4 and post-16 young people (40 per cent and 37 per cent respectively).

Differences between 2006/7 and 2008 survey: (post-16)

- Fewer post-16 young people in 2008 agreed that their local area was a good place to live, compared to 2006/7 (36 per cent and 39 per cent respectively).

Table 9.3   What children (aged 7-11) feel is the best thing about the area where they live

Main categories of responses:	%
Lots of young people in area/friends live nearby	18
Green places/trees/parks/commons/woods/fields nearby	15
Area is very quiet/pleasant/relaxing	8
My home/things at home (e.g. house/garden/bedroom)	6
People are kind/welcoming/friendly	5
You feel safe/most places are safe	4
Local amenities (e.g. shops/restaurants)	4
Places to play/explore/playgrounds	3
Not a lot of traffic	3
Other	27
No response	4
N=33,056	

Source: Primary survey: question 12
A single response item
Due to rounding, percentages may not always sum to 100

We asked primary children what they liked best about the area where they live. This is an open-ended question and Table 9.3 shows the main responses we received.

The most common response was that a large number of other young people and friends live in the area (18 per cent). Many primary pupils also like the local countryside and green areas (15 per cent), and the area being quiet and relaxing (eight per cent).

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Appendix 1   7 to11 Questionnaire

Practice questions

When you have decided what your answer will be, please tick ✔ the box which is closest to what YOU think.

For question 1, you need to decide whether or not you like cats and dogs. If you like cats tick the green 'yes' box ☐ but if you do not like cats, tick the red 'no' box ☐ .

Now, you need to decide whether or not you like dogs.

Question 1

	Yes	No
I like cats	☐	☐
I like dogs	☐	☐

For question 2, if you think it will rain tomorrow, tick the green 'yes' box ☐ .
If you are not sure if it will rain tomorrow, tick the blue 'not sure' box ☐ .
If you think it will not rain tomorrow tick the red 'no' box ☐ .
Now, you need to decide whether or not you think it will snow tomorrow.

Question 2

I think ...	Yes	Not sure	No
..it will rain tomorrow	☐	☐	☐
..it will snow tomorrow	☐	☐	☐

When your teacher tells you to, turn the page.

Don't forget to answer all the questions truthfully and remember there are no right or wrong answers.

No-one will see your answers except the people who work for NFER and they will not tell anyone what you say.

The information will be used by Kent Council, to help make things better in this area, but Kent Council won't be given your name.

1 First name: [   ] Last name: [   ]

2 How old are you? |_|_|

3 When is your birthday? Day: |_|_| Month: [   ]

4 Are you a … boy? ☐ girl? ☐

5 How do you get to school and home again on most days?

To get to school

walk ☐1   bike ☐2   bus ☐3   train ☐4   car ☐5

Going home

walk ☐1   bike ☐2   bus ☐3   train ☐4   car ☐5

6 What do you usually eat for lunch on school days?

packed lunch from home ☐   school meals ☐   other food ☐

7 In the last year have you gone to:

	Yes	Not sure	No
a dentist?	☐	☐	☐
a doctor?	☐	☐	☐

8 I think…

	Yes	Not sure	No
…it is healthy to eat 5 or more portions of fruit or vegetables each day	☐	☐	☐
…it is healthy to eat different types of food	☐	☐	☐
…it is healthy to be around people who smoke	☐	☐	☐
…it is healthy to smoke	☐	☐	☐

Most days...

	Yes	No
... I play outside	☐	☐
... I play sports	☐	☐
..I eat 5 or more portions of fruit or vegetables	☐	☐
... I eat crisps	☐	☐
... I eat sweets or chocolate	☐	☐
... I sit down to eat with my family	☐	☐
... I watch lots of TV	☐	☐
... I sleep well	☐	☐

	Yes	Sometimes	No
I feel safe at my school	☐	☐	☐
I feel safe in the area where I live	☐	☐	☐
I feel safe getting to and from school	☐	☐	☐
I like going to school	☐	☐	☐

In the area where I live...

	Yes	Sometimes	No
... I worry about busy roads or speeding traffic	☐	☐	☐
...I worry about being on a bus or train	☐	☐	☐
.. I worry about broken glass on the ground	☐	☐	☐
... I worry about people hanging around	☐	☐	☐

The best thing about the area where I live is ....

	Yes	No
When I need help I talk to an adult at home	☐	☐
When I need help I talk to an adult at my school	☐	☐
When I need help I talk to a friend	☐	☐

4

14

	Yes	Not sure	No
I know how to be healthy	☐	☐	☐
I know how to stay safe	☐	☐	☐
I usually feel happy	☐	☐	☐
I think I am doing well at school	☐	☐	☐
I like the area where I live	☐	☐	☐
I know what job I want when I grow up	☐	☐	☐
I think it is good to save money	☐	☐	☐

15

	Yes	Not sure	No
I always put litter in the bin	☐	☐	☐
I recycle	☐	☐	☐
I help other people	☐	☐	☐
I help collect money for charity	☐	☐	☐
If I saw someone being bullied I would tell an adult	☐	☐	☐

16

	Yes	Not sure	No
I help to look after someone at home who is disabled or has been ill for a long time	☐	☐	☐

17 Do you think...

	Yes	No
... if you try you can do better in your lessons?	☐	☐
... your ideas are as good as other children's?	☐	☐
... you can do things that are hard if you keep trying?	☐	☐
... adults notice when you work hard?	☐	☐

	Yes	Not sure	No
I have been picked on in the area I live	☐	☐	☐
I have been picked on going to or from school	☐	☐	☐
I have been called names or talked about by other children	☐	☐	☐
I have been pushed or hit by other children	☐	☐	☐
I have been left out or stopped from joining in	☐	☐	☐
I have had my things broken or stolen on purpose	☐	☐	☐
I have been picked on or bullied at school	☐	☐	☐

What I like about school...

	Yes	Sometimes	No
I like lessons	☐	☐	☐
I like seeing my friends	☐	☐	☐
I like after-school clubs	☐	☐	☐
I like reading	☐	☐	☐
I like trips to places	☐	☐	☐
I like using a computer	☐	☐	☐
I like using the internet	☐	☐	☐
I like finding out new things	☐	☐	☐
I like talking about what I've learned with my family	☐	☐	☐
I like making things	☐	☐	☐

Please write down <u>one</u> thing you like doing <u>most</u> at school?

21 After school...

	Yes	Sometimes	No
I watch TV	☐	☐	☐
I play computer games	☐	☐	☐
I play with my friends	☐	☐	☐
I do things with my family	☐	☐	☐
I use the internet	☐	☐	☐
I do homework	☐	☐	☐
I go to an after school club	☐	☐	☐

22 Please write down <u>one</u> thing you like doing <u>most</u> after school?

Thanks for your time.

7

If your teacher says there is time, you can use the space below to write about or draw a picture.

In the area I live I wish there could be ...

My picture is called ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

We will not show your questionnaire to anyone else but would like to show your picture to other people. Would it be ok if we let other people see your picture?

Yes ☐   No ☐

Thank you!

Appendix 2   11 to 19 Questionnaire

Have your say!

This survey gives young people in Kent an opportunity to have a say on issues that are important to them.

What you tell us is very important. Your answers to the survey will help us to understand what young people think. This will help your school or college and the Children's Trust to plan better services for children and young people in the area where you live.

Please tell us what **you** think and feel, without discussing it with those next to you. There are no right or wrong answers.

Kent County Council has asked NFER, a research company, to ask young people what they think. NFER is independent and the survey is confidential. No one except the NFER research team will see your name and your answers, unless your response raises concerns about your safety.

No one will be named in any report written as a result of this study. The information will be used by Kent County Council to find out what issues are important to young people from different backgrounds.

If you have any questions about this questionnaire, please telephone Karen Lewis on 01753 637297 or email kcc@nfer.ac.uk

Thank you for your help!

About you:

First name: …………………………… Last name: ……………………….

Date of Birth: ……………………….. Year Group (if at school): ……..

Are you: male   female?

Only NFER will see this information. It will be kept confidential. We are asking for this information so we can find out what issues are most important to young people from different backgrounds.

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1. **How do you usually get to and from school/college?**

Please select all that apply

	To school/college	Return home
Walk		
Cycle		
Bus		
Train		
Car		

2.

Most lunchtimes do you have:	*Please select one box only*
packed lunches from home?	
school/college meals?	
food bought from elsewhere?	
nothing to eat?	

3. **In the last year have you visited:**   *Please select one box on each row*

	Yes	No	Not sure
a dentist?			
a doctor?			

4. **We are interested in whether you do these sorts of things. Please answer truthfully. We promise that your answers are confidential. They will not be shown to *anyone* you know.**

How often, if ever, do you:

Please select one box on each row that's closest to what you do

	Most Days	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
exercise for 1 hour or more?					
eat 5 or more portions of fruit or vegetables a day?					
eat take-away food?					
sit down for a meal with your family?					
smoke?					
drink alcohol?					
get drunk?					
watch TV or play computer games (playstation etc) for 2 hours or more?					
share information about yourself on the internet					
feel very sad or depressed?					
sleep for 8 hours or more a night?					

5. **How much do you agree with the following statements?**

Please select one box on each row

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Smoking causes health problems					
Getting drunk can be dangerous					

6a. **Do you get enough information about:**

Please select one box on each row

	Yes	No	Don't need it
the effects of smoking?			
the effects of alcohol/drugs?			
internet safety?			
sexual health?			
how to get advice about relationships?			

6b. **How do you prefer to receive information about the issues in the previous question?**

Please select the <u>two</u> best ways.

	Please select <u>two</u> boxes only
Emails	
Friends	
Leaflets and booklets	
Local newspaper or magazine	
Local radio	
Posters	
Special events for young people	
Text messages	
Through schools or colleges	
Websites	
Other ways (please write what)	

7. **Generally, I feel safe:**

Please select one box on each row

	Most of the time	Sometimes	Not very often	Never
in my school/college				
in the area where I live				
getting to and from school/college				

8. **In the past year, how often have the following things made you feel unsafe where you live?**

Please select one box on each row

	Most of the time	Some-times	Not very often	Never
Busy roads/speeding traffic				
Being on a bus or train				
Broken glass or syringes lying around				
Dark or unlit places				
Groups of people hanging around				
Gangs				
People drinking/being drunk				
People on drugs				
People carrying knives				
other …please write what _____				

9. **Over the past year, have you been bullied?**

Please select one box only

ο Yes   ο No [Filter question: go to Q12]

10. **What kind of bullying was it?**

Please select all that apply

Verbal (e.g. name calling, spreading rumours, threats)	
Physical (e.g. being hit or kicked)	
Being left out	
Theft/damage to property	
Would rather not say	

11. **Where and how often were you bullied?**

Please select one box on each row

	Most Days	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
At school/college					
In the area where you live					
Getting to and from school/ college					
On-line (email, etc)					
On your mobile phone					

[Filter ends]

12. **Is there someone who can help when you can't deal with issues on your own?**

Please select one box on each row

	Yes	No
An adult at school/college?		
An adult at home?		
Someone else?		

For the next two questions, please select all that apply to you in each column

13. **I normally spend my time…**

Please select all that apply in each column

Where?	On weekdays between 4pm and 7pm	On weekdays from 7pm onwards	At weekends
…at home			
…at a friend's house			
…at a school/college club			
…at work			
…just hanging out			
…somewhere else: please write where: _____			

14**. I normally spend my time…**

Please select all that apply in each column

Doing what?	On weekdays between 4pm and 7pm	On weekdays from 7pm onwards	At weekends
…doing homework			
…hanging out with friends			
…being with my family			
….shopping			
…doing a sports activity			
…doing activities at a club or centre			
…doing voluntary work			
…at paid work			
…reading			
…watching TV			
…playing computer/playstation type games			
…using the internet			
…doing something else (apart from sleeping/eating): please write what _____			

15a. **Are there any other activities you would like to do?**

Please select one box only

o Yes   o No

15b. If you answered 'yes', Please write up to 3 activities you would like to do

_____

_____

_____

16. **Is there anything that stops you doing activities you would like to do?**

Please select all that apply

Nothing is stopping me	
Cost	
Lack of transport	
Lack of time	
Not available locally	
My family have safety concerns	
My health	
Other reason…….please write here	

17. Do you help to look after someone at home who is disabled or has a long-term illness?

Please select one box

Yes	Not sure	No

18. **What do you like about school/college?**

Please select one box on each row

	Very much	Quite a lot	A little	Not at all	Don't do this
Lessons					
Sports					
Drama/Music productions					
Seeing friends					
Clubs					
Work experience					
Something else (please write what):					

19. **What has helped you to learn?**

Please select one box on each row

	Very much	Quite a lot	A little	Not at all	Don't do this
Working as part of a group					
Working on my own					
Using my own ideas					
Making things/doing practical things					
Doing projects that cover more than one subject					
Trips to places					
Reading					
Using ICT					
Something else (please write what):					

20. **What, if anything, is making it difficult for you to learn?**

Please select all that apply

Nothing	
Other pupils being disruptive	
Not having a computer at home	
Not having a computer at school/college	
Not getting enough help at school	
Not getting feedback on how I am doing	
Being bullied	
Not getting help at home	
Not having somewhere to do homework	
Often being ill	
Something else (please write what):	

21. **How well do you think you are doing at school/college?**

Please select one box

Very well	Quite well	Not very well	Don't know

22. **What would you like to do in the future?**

Please select all that apply

School sixth form	
College	
Training scheme or apprenticeship	
Get a job	
University	
Not sure yet	

Other …please write what

_____

23. **What, if anything, is likely to stop you doing this?**

Please select all that apply

Nothing	
Lack of money	
Lack of transport	
Lack of information or advice	
Family responsibilities	
Want to stay in local area	
Not having the right qualifications	
Something else …please write what _____	

24. **How much do you agree with the following statements?**

Please select one box on each row

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I think I'll be able to get the sort of job I want					
I know what sort of job I want					
I think I have a talent which will help me get the sort of job I want					
Qualifications are a waste of time					
I think my school/college is giving me useful skills and knowledge					
I think my school/college is giving me good careers advice					
I think it is ok to miss school/college if I feel like it					

25. **When you really try, can you…**

Please select one box on each row

	Yes	No
…do better in your lessons?		
…help make a difference to the area where you live?		
…help make a difference to world issues?		
…help make a difference to your own life?		

26. **Do you or would you consider…**

Please select one box on each row

	I do already	I would like to do	No, I wouldn't do this
recycling?			
helping someone who's being bullied?			
helping a neighbour?			
doing voluntary work?			
raising money for charity?			
joining a school/college council?			
voting in a school/college election?			

27. **Do you have the chance to have a say on:**

Please select one box on each row

	Often	Sometimes	Never
…school/college issues?			
…issues affecting the area where you live?			

28. **How much do you agree with the following statements?**

Please select one box on each row

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I am a healthy person					
I enjoy my life					
I make choices that help me to stay safe					
I like being at school/college					
I do things to help others					
I feel positive about my future					

29. **What do you think about the area where you live?**

Please select one box

It's a good place to live	**It's an ok place to live**	**It's not a good place to live**

Many thanks for your time.

Help and advice

Sometimes people can sort out a problem on their own, but sometimes they can't. If you have a worry you can't cope with, don't bottle it up. It can really help if you talk to someone in your family, a carer, one of your friends or maybe a teacher. Or you can call ChildLine. This is a free helpline for children and young people in the UK. Children and young people can call ChildLine on 0800 1111 at any time to talk about any problem.