

CHILDREN & YOUNG PEOPLE HEALTH & WELLBEING **SURVEYS**

"... it is important to collect specific local information on various aspects of young people's behaviour...SHEU carries out similar surveys across England each year using standard questions. Thus responses from local pupils can be compared to the average response across England in any given year. Aggregate results are sent to participating schools and to NHS (*name*). In this way, findings can influence health policy and strategy at both school and district level." Joint Strategic Needs Assessment

LOCAL SCHOOLS SURVEYS
BaNES, Bedfordshire, Bolton, Bradford, Bristol, Cambridgeshire, Camden
Cornwall, Croydon, Devon, Doncaster, Dudley, Ealing, Essex, Gateshead
Greenwich, Guernsey Haringey, Hertfordshire, Isle of Wight, Islington
Kingston, Kirklees, Knowsley, Lambeth, Leicester, Newcastle, Norfolk
North Yorkshire, Northumberland, Oldham, Peterborough, Plymouth
Redcar, Richmond, Rochdale, Solihull, Somerset, Southwark, Stockton
Stoke, Suffolk, Sunderland, Surrey, Wakefield, Warrington, Wolverhampton

"... I was involved in taking part in a city wide health and wellbeing survey over a period of six years. Completing the survey every two years grew in importance year on year, with the final cycle having a major impact on our SDP, PHSE curriculum, Ofsted outcomes and governor understanding. The reports produced give graphical analysis of a wide range of issues. As a result of the survey we increased the number of PSHE workshop days for students to address issues such as smoking, drug and alcohol awareness, anti-bullying workshops. The surveys helped Governors make a positive informed decision to allow Brook Advisory Clinic nurses on site to support students. As a result of taking part and using the evidence provided we were able to offer more support for students which had a direct impact on improved attendance and outcomes." Deputy Head Secondary School

Online seminars

We have always thought that it's important to help teachers think through the process of conducting a survey in their schools, but we recognise that time is ever in shorter supply and that attending a meeting is not always convenient for teachers. Schools taking part in our surveys are now able to attend a virtual seminar on our website. We can also support a drop-in online question-and-answer session.



LOCAL SURVEYS

Authorities, who have been commissioning SHEU surveys since 1977, are faced with difficult decisions to achieve effective public health spending for their young people. Obesity levels; physical in-activity; reducing alcohol consumption; promoting wellbeing ... are just a few of the competing concerns. SHEU are nationally-recognised as the specialist provider of reliable local survey data about young people's health and wellbeing. We support education and health professionals in their work to meet the needs of children and families. Our surveys provide a wealth of invaluable information to improve services for young people, particularly vulnerable groups.

PAPER/ONLINE SURVEYS

The local nature of SHEU's lifestyle survey services can often mean that we work with small numbers of schools involving 300 young people or larger surveys involving 10,000 young people. For some schools, handing out paper questionnaires may be the easiest way to conduct the lifestyle survey.

An increasing number are keen to survey online. SHEU's website runs online surveys for schools and colleges. We have found that our surveys give robust data via online or paper-based questionnaires. Often the final decision about which survey method to use can depend on the availability and ease of access of computers in schools and colleges.

For more information please visit:

<http://sheu.org.uk/content/page/online-surveys>

LOCAL REQUIREMENTS

We can adapt the content of the questionnaire to suit any local requirements you may have. We usually suggest that authorities aim to survey Years 4 and 6 in the primary schools and Years 8 and 10 in the secondary schools so that we can give you good comparative data against our wider data banks but you may have something else in mind.

COSTS

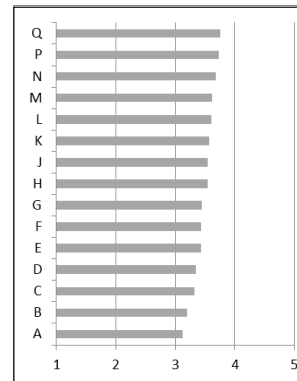
Online survey costs are £150 per primary school and £500 per secondary school for as many pupils/year groups as you like. If schools opt for the paper-based version, costs are £4 per primary questionnaire and £5 per secondary questionnaire (approx. £240 per primary school and £1000 per secondary).

“I would like to take this opportunity to thank you for your work regarding writing and compiling the sex education survey. The survey was well executed and the schools have found their individual reports very helpful. The results of the survey have enabled the Local Campaign Group to justify the need for young men's campaigns and given us invaluable insight as to the thoughts and experiences of this target group. Teenage Pregnancy Strategy Manager”

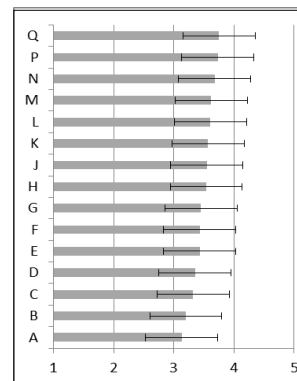
For more details please contact Angela Balding email: angela.balding@sheu.org.uk Tel: 01392 667272

Significant differences

We have just seen a report online which has many charts that look like this:



Imagine these are ratings for your school: how would you feel if you were in school A, or school Q? As it happens, we ask a set of similar questions in our own work, and are able to put an estimate of 'wobble' (standard deviation) to the sorts of sample sizes that we see in the report.



How do you feel now? In case the point isn't obvious, the range of 'wobbles' expected in these measures (due to random effects in the sampling) is much larger than the difference between the top and bottom school.

In fact, to pass the criterion for statistical significance, the differences between schools need to be twice the standard deviation.

Please be reassured that in all our reports we will test any differences using rigorous statistical techniques, and we will tell you what we have done too.

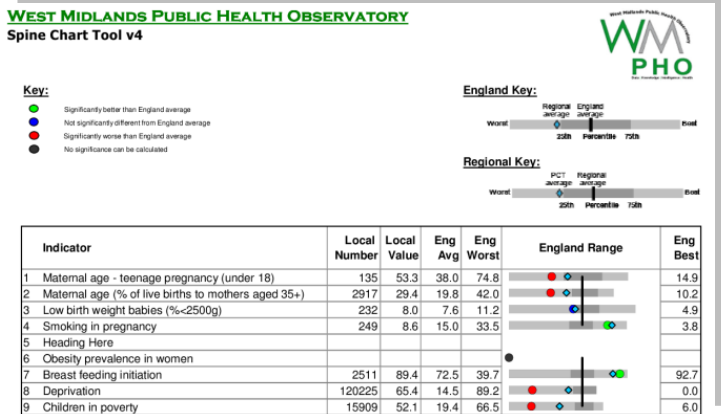
It's an absolute pleasure to work with you

Following a meeting packed with health and education professionals we were delighted to receive this ...

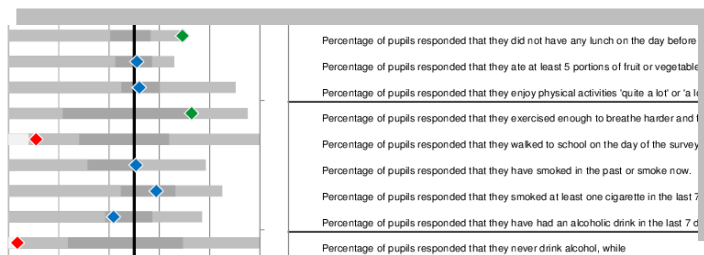
"Thank you both ever so much for such an informative and helpful session this week ... We have had some really positive feedback and you really demonstrated how valuable and comprehensive the (SHEU survey) data is ... This is also an opportunity for me on behalf of (authority) to express our sincere thanks for all the work you do to support (us) ... We are constantly impressed by the speed and efficiency of your responses as well as the quality of data and information you provide. It's an absolute pleasure to work with you."

SPINE CHARTS

We've been running out spine charts for schools in various local authorities for a while now, and have some thoughts. The official way of doing a spine chart looks like this (outlying figures are highlighted in dark grey/colour):



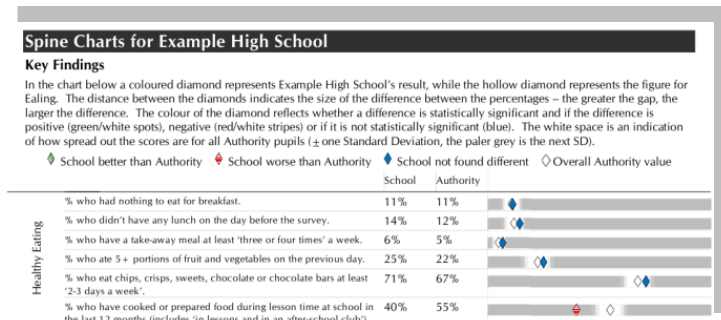
Not a problem, we can do that for you:



(We like diamonds as you can find the centre of the figure more easily.) However, there are a few things we hesitate about spine charts:

- The re-scaling can make a figure of 70% look less than a figure of 17%
- Reversals of the scale mean you need to pay very careful attention to the wording, as sometimes the low end is shown on the right

If all the figures are supplied (and read!), then perhaps there is less of a problem, but we prefer this style (a dislocated spine?):



All the percentages are in line, so if it's further to the right, the figure really is higher. We think these are less easy to misinterpret! What do you think?

E & H

EDUCATION and HEALTH

Published since 1983, E & H is now available as an **open access online journal**.

<http://sheu.org.uk/eh>

Recent articles:

Screen time and crime: The Crime Substitution Hypothesis revisited

Uptake, retention and engagement of children participating in the cluster randomised controlled trial of the Healthy Lifestyles Programme (HeLP)

Sexpression:UK - A new vision for comprehensive sex and relationship education

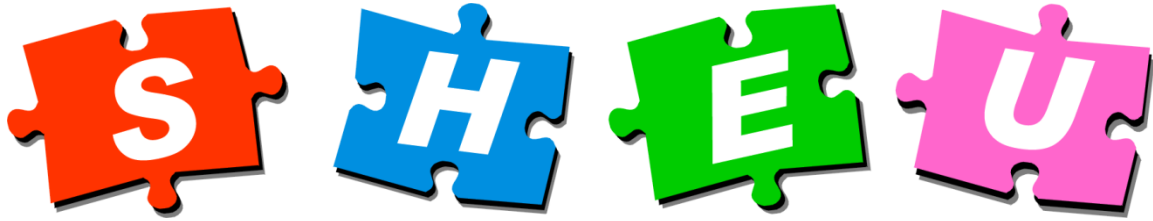
Guided self-help: is it relevant to emotional wellbeing promotion in high schools?

School meals: the need to evaluate the impact of the investment in universal free school meals for infants

Too much, Too soon? Or Too little, Too late? The case for Sex and Relationships Education in Primary Schools

To submit an article, up to 3000 words, please email the Editor:
David McGeorge

All issues, since 1983, are available to read on the website. We look forward to your company in the next issue.



SHEU surveys support schools and colleges promoting health and wellbeing through behaviour change
For more information about our work go to <http://sheu.org.uk/>

ARE YOU HAPPIER THAN AN 8-YEAR-OLD?

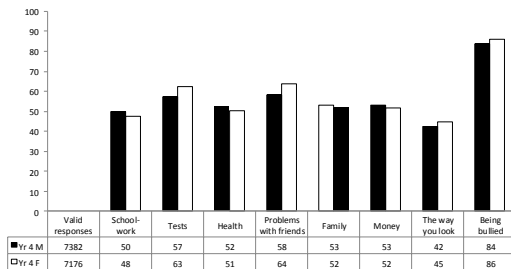
As we write, the newspapers are reporting an international study of 8-year-olds, carried out by Professor Jonathan Bradshaw of the University of York and his colleagues, which shows the 990 English youngsters to be among the least happy and confident of the children from all the 16 countries involved. (These pupils would be in Years 3 and 4 in England.)

English pupils in the study were among the least likely to be happy with things like **the way they look** and how they are **getting on at school**.

<http://www.york.ac.uk/inst/spru/news/childworld.html>

How do their findings square with our own?

We have available a large sample of Year 4 pupils (aged 8-9) in the sample which will go towards our forthcoming *Young People into 2016* book. These were all the 16,803 pupils who took part in SHEU surveys in 2015. What do they say they are worried about? (14,558 were asked this.)

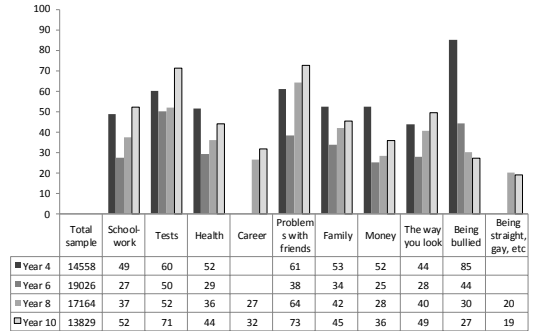


We can see that the most common concerns among this group of pupils include **school work** (particularly tests) and **the way they look**, just as the York study suggests, but we have not found these worries to be outstanding in the list. Friends and bullying are at least as important.

We can say a bit more about these young people.

Firstly, these concerns about school and their looks are very much in keeping with the results we see for older pupils.

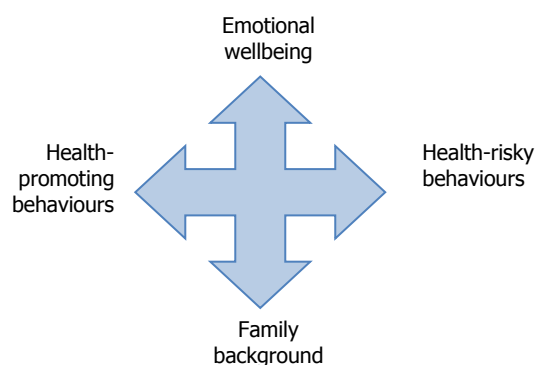
However, pupils in the middle years (Year 6 and Year 8, aged 10-11 and 12-13 respectively) are less worried about most topics than either the Year 4 pupils or the Year 10 pupils. Also, the Year 4 pupils are the group most likely to worry about being bullied – a worry which markedly declines with age.



Secondly, those Y4 pupils who worry most – about school work, the way they look and other matters – are less likely to eat vegetables on most days, are more likely to have had an accident in the last year, and are also less likely to live with both parents.

	Worry about school	
	Not at all/ A little	Quite a lot/ Very much
% Eat veg. 'on most days'	45%	37%
% Accident in last year	30%	37%
% Live with both parents	73%	68%

We can thus see connections between their emotional wellbeing and other aspects of lifestyle, including family background.



Bradshaw (2016) is careful to add that over 90% of the children in his English sample are mostly happy with their lives, and we can chime in to say that 66% of the Y4 pupils in our sample are at least 'quite' happy with their lives in general.

Balding, A.D. & Regis, D. (forthcoming) (2016). *Young People into 2016*. SHEU: Exeter.

Bradshaw, J. (2016). *What goes on in eight-year-olds' heads: at last, a really clear picture* *Guardian* Wednesday 17 February 2016 17.09 GMT <http://www.theguardian.com/commentisfree/2016/feb/17/happiness-survey-children-england-90-per-cent-happy-bullying-friends-family>

Rees, G., Andresen, S. & Bradshaw, J. (eds.) (2016) *Children's views on their lives and well-being in 16 countries: A report on the Children's Worlds survey of children aged eight years old, 2013-15*. York, UK: Children's Worlds Project (ISCWeB)