

# JERSEY SCHOOL SURVEY REPORT 2018

Formerly the 'A Picture of Health' report from the  
'Health Related Behaviour Questionnaire'

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## Introduction

### About the survey

This report presents the results of the 2018 Jersey School Survey, run, analysed and published by Statistics Jersey. Every Jersey child in school Years 6, 8, 10 and 12<sup>1</sup> was given the opportunity to take part. Allowing students to complete the surveys in school time ensured excellent response rates: over 80% for Years 6, 8 and 10, and 58% for Year 12. A total of 3,058 children took part. The survey questionnaires were delivered in electronic format<sup>2</sup>.

Although broadly similar, there were three different questionnaires – one for Year 6, one for Year 8 and a third for Years 10 and 12. Some sections (e.g. drugs and sex) were not included, or were amended, for the younger children's versions of the questionnaire.

Parents were given the option to preview the questionnaires and to withdraw their children from participating in the survey. Similarly, the children were given the option to withdraw themselves from the survey or skip any questions that they weren't comfortable answering. Questionnaires were available in Polish and Portuguese, and staff at Mont a l'Abbe school also developed a set of resources to enable special needs children to participate in the survey.

While planning this survey, Statistics Jersey consulted widely with stakeholders across government (Education Department, Jersey Youth Service, Sport Jersey, Public Health Department and children's policy leads in both the Health and Social Services Department and Constitutional and Community Affairs Department) to ensure key topics were covered, the aim being to produce an effective data-set for policy makers and practitioners.

**Statistics Jersey wishes to thank all the young people who took part in this survey, the Jersey Education department and the staff of all schools that helped to facilitate it.**

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<sup>1</sup> One fee paying primary school did not wish to take part in the survey.

<sup>2</sup> Produced using Smart Survey online survey tool.

## Key findings

### Home life:

- a higher proportion of **Madeiran** (56%), **Portuguese** (50%) and **Polish** (50%) children surveyed lived in **St Helier** compared to **Jersey** (25%) and **British** (21%) children
- one in twenty (5%) children surveyed said they hardly ever / never spoke **English** at home
- one in five (19%) of children surveyed **lacked** at least 2 of a list of items considered normal for children of their age to have; whether or not children lacked at least 2 of a list of items was significantly associated with a number of other variables, such as self-esteem, how happy or anxious they felt, visiting the dentist, and eating some breakfast before school

### Worries and self-esteem:

- one in five (21%) had low or medium-low **self-esteem**
- low or medium-low **self-esteem** was found to be associated with many other behaviours, such as smoking, being bullied, feeling able to influence the school and community
- around one in three (37%) females and one in four (24%) males in Years 10 and 12 reported having **high anxiety** levels
- one in four (24%) Year 6 children expressed that they **worried** about **school tests / exams** 'often' or 'most days', rising to three-fifths (62%) of Year 10s
- one in five (21%) Year 6 children reported **worrying about schoolwork / study** 'often' or 'most days', rising to three-fifths (58%) of Year 10s

### Bullying:

- a quarter (26%) of children in Years 6, 8 and 10 reported having been **bullied** in the last 12 months; a small proportion (2%) reported being bullied pretty much every day
- more than three-quarters (78%) of Year 6 children, and only half (49%) of Year 10 children, believed their school **took bullying seriously**
- the proportion of females (30%) **afraid to go to school** because of bullying was higher than males (20%)

### Social media and screen-time:

- over eight in ten (82%) Year 10 and Year 12 students used **social networking** sites every day
- seven in ten (70%) of Year 10 and 12 students had at least 3 hours a day of '**screen time**' (e.g. playing computer games, emailing, watching TV)

### Healthy behaviours:

- 80% of all children surveyed described their **overall health** as being good or very good
- one in twelve (8%) of Year 6 pupils, and one in six (15%) of Year 12 pupils, reported getting 5 hours of **sleep** or less the previous night
- almost one in three Year 10 and Year 12 pupils hadn't eaten anything for **breakfast** on the school day when they completed the survey
- the proportion of children eating **crisps, sweets or chocolate** on most days has increased since 2010
- three in four children ate less than **5 portions of fruit or vegetables** the day before the survey
- four in five (80%) children did not meet the recommended level of **physical activity** over the previous week
- of all the children surveyed, **1 in 4** reported that they **do not cycle**
- since the introduction of the Cycle Helmet Law, the proportion of pupils surveyed who wear a **cycling helmet** 'whenever possible' has increased
- one in five (19%) of Year 10 and Year 12s have used **sunbeds**

### Alcohol, tobacco, and illegal drugs:

- the proportion of pupils who had **drank alcohol** in the 7 days prior to taking part in the survey has reduced for all year groups since 2006, from 40% of Year 10s and 21% of Year 8s in 2006 to 24% of Year 10s and 5% of Year 8s in 2018
- children in Year 10 and Year 12 consumed more **alcohol** though drinking spirits than any other type of drink
- the proportion of children who have '**never smoked**' in 2018 was similar to 2014, and higher than in 2010
- one in ten (11%) of children surveyed reported **someone smoking** in their home, and one in twenty (5%) reported someone smoking in the car when they were in it
- the proportion of Year 10s who had **ever taken cannabis** in 2018 (13%) remains at a similar level to 2014

### Sexual activity:

- one in four (28%) of Year 10, and half (50%) of Year 12 reported having been **sexually active**
- a third (35%) of Year 12 boys and a quarter (25%) of Year 10 boys list online pornography as a main source of **information about sex**
- one in ten (11%) of Year 8, 10 and 12 students had sent someone a **sexual video or photo** of themselves
- three-quarters (74%) of children surveyed would '**just say no**' if someone wanted to have sex with them and they didn't want to; one in ten (10%) said they would probably give in
- one in ten (11%) of Year 8, 10 and 12 children said they would probably **not** or definitely **not** tell someone if somebody tried to **take advantage** of them sexually

## Demographic information

### Gender

**51%** describe themselves as

**female**



**46%** describe themselves as

**male**



**3%** describe themselves as

**other** or **rather not say**

### Parish type / ethnicity

Parish types children lived in

**suburban (37%),  
rural (36%),  
urban (27%)**



**Over 90%** of children surveyed identify as **Jersey, British, Portuguese** and **Madeiran** (or a combination of those ethnicities)

**1 in 2** children identified as **Polish, Portuguese** or **Madeiran**



live in St Helier



compared to **1 in 4** of those who identified as **Jersey** or **British**



## Chapter 1 – Demographic information

### Gender

Children were able to choose from ‘male’, ‘female’, ‘rather not say’, and ‘other’ options. Those choosing ‘other’ had the option to expand on this in a free text box.

Table 1.1 How do you describe your gender? (Percentage of year group)

	Year group				Total
	Year 6	Year 8	Year 10	Year 12	
Male	46	46	45	48	46
Female	52	50	51	50	51
Rather not say or other	2	4	4	2	3
Total	100	100	100	100	100

There were 50 young people who preferred not to specify a gender and 44 specified ‘other’, of which 18 indicated some type of non-binary gender and 8 left the description box blank. 18 chose ‘other’, and filled in a non-gender related description.

Due to the small numbers of children specifying ‘other’ or ‘rather not say’ it was generally not appropriate to use them as a sub group for analysis: when analysing by gender, only male and female are generally presented. In the sections where the ‘other’ / ‘rather not say’ group have been analysed, results should be treated with caution due to the small numbers involved.

### Ethnicity

In this question young people were able to choose as many ethnicities that they considered applied to them. More than half (56%) of young people identified with a single ethnicity, 30% with two ethnicities, 10% with three and 3% with more than three.

The ethnicities most frequently chosen are shown in Table 1.2, with both the percentage of young people identifying as that ethnicity, and of those identifying with it, the percentage that *only* identify as that ethnicity; for example 70% of children identify as Jersey (to some degree), of which slightly under half identify as *only* Jersey.

Table 1.2 Numbers of Jersey young people identifying with each ethnicity

	Percentage who identify with that ethnicity	Percentage of those identifying with that ethnicity who ONLY identify with that ethnicity
Jersey	70	47
British	41	28
Portuguese	12	41
Other	10	13
Irish	9	13
Madeiran	5	39
French	4	2
Mixed	3	56
Polish	3	53
Asian	2	18
African	2	16
Romanian	0	85

(Percentages are rounded to the nearest integer)

Table 1.2 shows that some of the more recently arrived ethnicities (e.g. Romanian) predominantly identify with only one ethnicity (85% of those choosing Romanian chose only Romanian). More established communities (e.g. Portuguese, Madeiran, and Irish etc.) were less likely to identify as only one ethnicity.

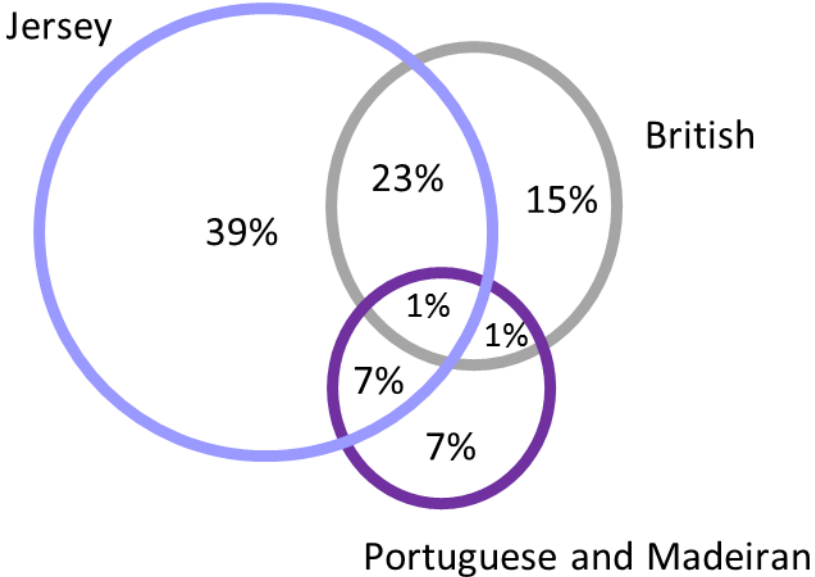
Table 1.3 shows the largest ethnicities identified by the young people surveyed (i.e. those containing at least 10 young people).

Table 1.3 Largest single and mixed ethnicities identified by the young people surveyed  
(Percentage)

Ethnic Group	Percentage
Jersey	33
Jersey / British	15
British	11
Portuguese / Madeiran	6
Jersey / Portuguese / Madeiran	6
Jersey / British / Other	3
Jersey / British / Irish	2
Jersey / Irish	2
Mixed	2
British / Other	2
Polish	1
Irish	1
Other	1
Jersey / British / French	1
Jersey / British / Portuguese / Madeiran	1
Jersey / Other	1
Jersey / French	1
Jersey / Polish	1
Jersey / British / Irish / Other	0
Jersey / African	0
British / Portuguese / Madeiran	0
Asian	0
Romanian	0
African	0
Jersey / British / Irish / French	0
Groups with fewer than 10 people	8

- many of the 'other' ethnicities used in combination with British, were in fact a subset of British (i.e. Scottish, Welsh, Liverpool etc.)

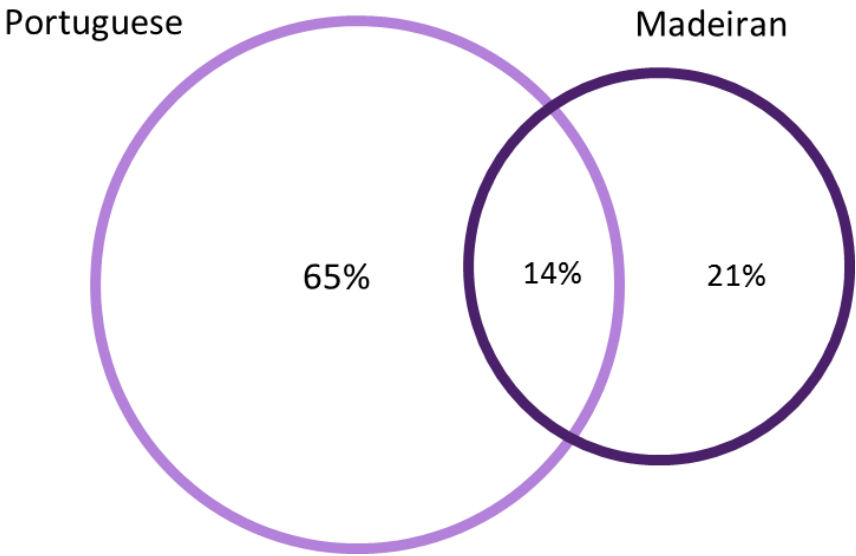
Figure 1.4 Overlap of Jersey / British and Portuguese / Madeiran ethnicities amongst Jersey young people  
(as percentage of all young people)



- More than nine in ten (92%) of young people in Jersey chose at least one of Jersey / British / Portuguese / Madeiran ethnicity

To analyse the largest groupings of ethnicity – Portuguese and Madeiran were combined into a single group (e.g. in Table 1.3 and Figure 1.4). However, as Figure 1.5 shows, in terms of how those young people from Portugal and Madeira saw themselves, the majority (86%) saw themselves as either Portuguese *or* Madeiran, not both.

Figure 1.5 Overlap of Portuguese and Madeiran ethnicities amongst Jersey young people

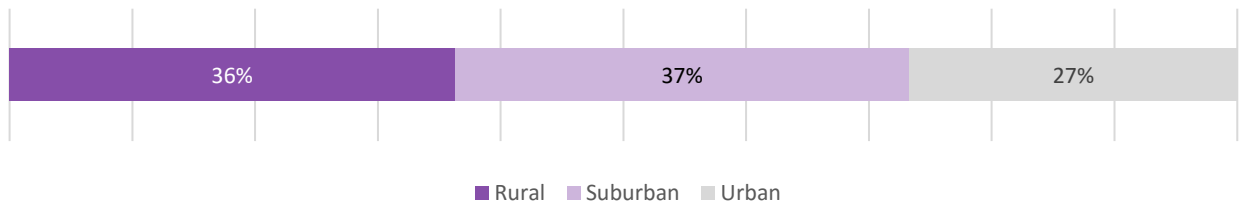


Parish of residence

The parish of residence was classified as ‘urban’ (St Helier), ‘suburban’ (St Saviour, St Clement or St Brelade) or ‘rural’ (all other parishes).

Over a third of young people surveyed lived in rural parishes, a similar percentage in suburban parishes and the remainder, over a quarter, lived in St Helier.

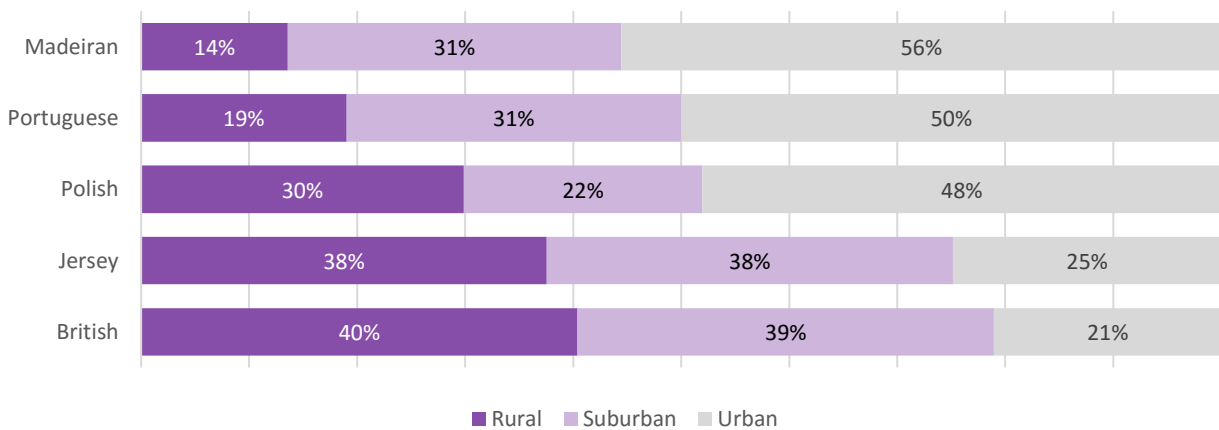
Figure 1.6 Type of parish of residence: all young people (Years 6, 8, 10 & 12)



- percentages of young people residing in each parish type were similar across all year groups

Figure 1.7 shows the breakdown of parish of residence by ethnicity.

Figure 1.7 Type of parish of residence: (Years 6, 8, 10 & 12: by ethnicity)



- higher proportions of Madeiran (56%), Portuguese (50%) and Polish (48%) children in Years 6, 8, 10 and 12 lived in St Helier compared to children identifying themselves as Jersey (25%) and British (21%)

## Home and family life

### Family set-up



**7** in **10**

lived with their mother and father **together**



**1** in **20**

lived with their **time shared** between their mother and father

### Language



**5%** never or **hardly ever**

spoke **English** at **home**

### Lacking material items



Out of **100 children** in Jersey

**19** lacked **2** or more items

**1** lacked **5** or more items

considered **normal** for children of their age to have.

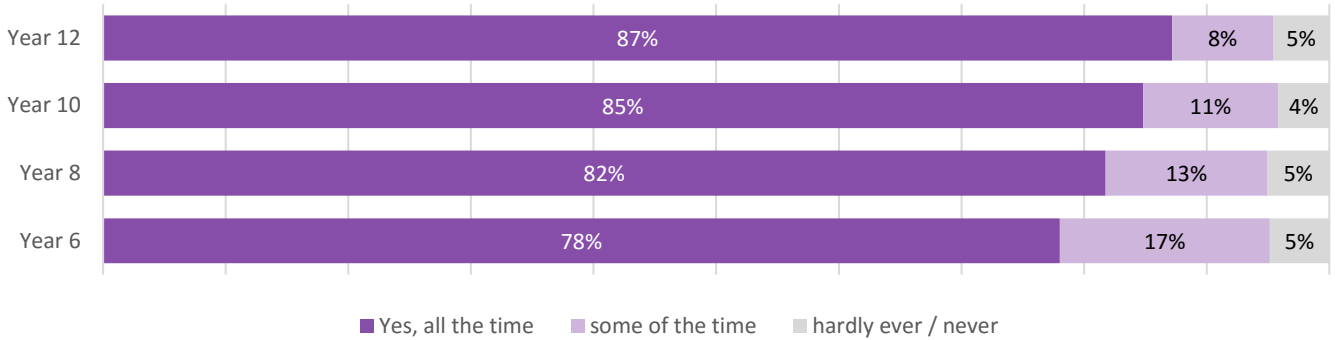
\*Based on Children's Society / York University measure

## Chapter 2 - Home and family life

### Language spoken at home

A series of questions on language explored the main language spoken by the young people at home; which other languages were spoken and their parents' / carers' ability to read and write English.

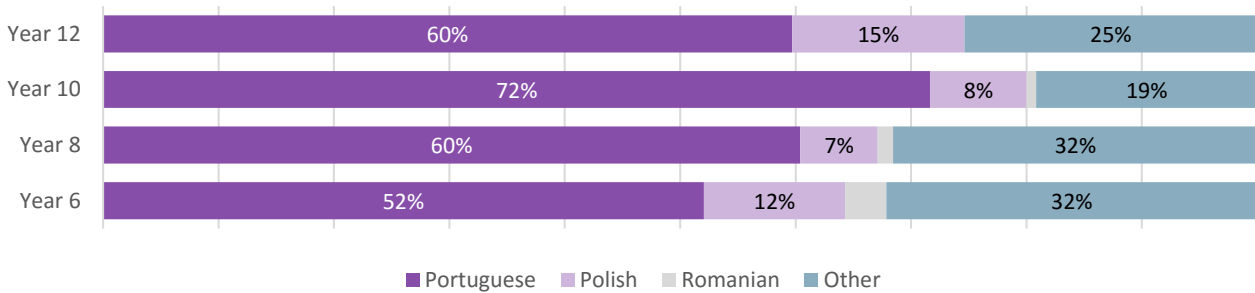
Figure 2.1 Do you speak English at home?



- the proportion of young people who spoke English at home increased with age
- the associated reduction was in the proportion of young people that spoke English 'some of the time'
- the proportion of young people who hardly ever / never spoke English was similar for all year groups at about 5%
- of the 3,058 questionnaires, 33 were completed in Portuguese and 9 in Polish

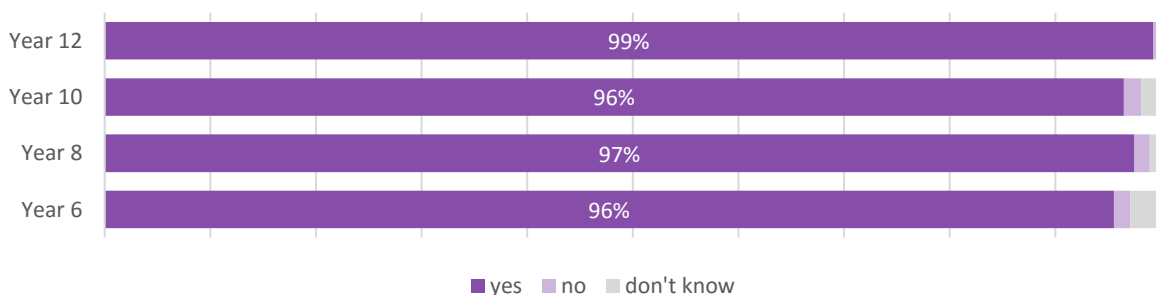
Young people who spoke English at home 'some of the time' or 'hardly ever/never' were given the following two supplementary questions:

Figure 2.2 Which language do you mostly speak at home?



- of those young people surveyed who spoke English at home 'some of the time' or 'hardly ever/never', the highest proportion spoke Portuguese at home
- very few children spoke Romanian at home
- 23 'other' languages were reported, (by 73 children), these included French, Spanish, Hindi, Irish, Latvian and Thai

Figure 2.3 Can at least one of your parents / carers read and write in English?

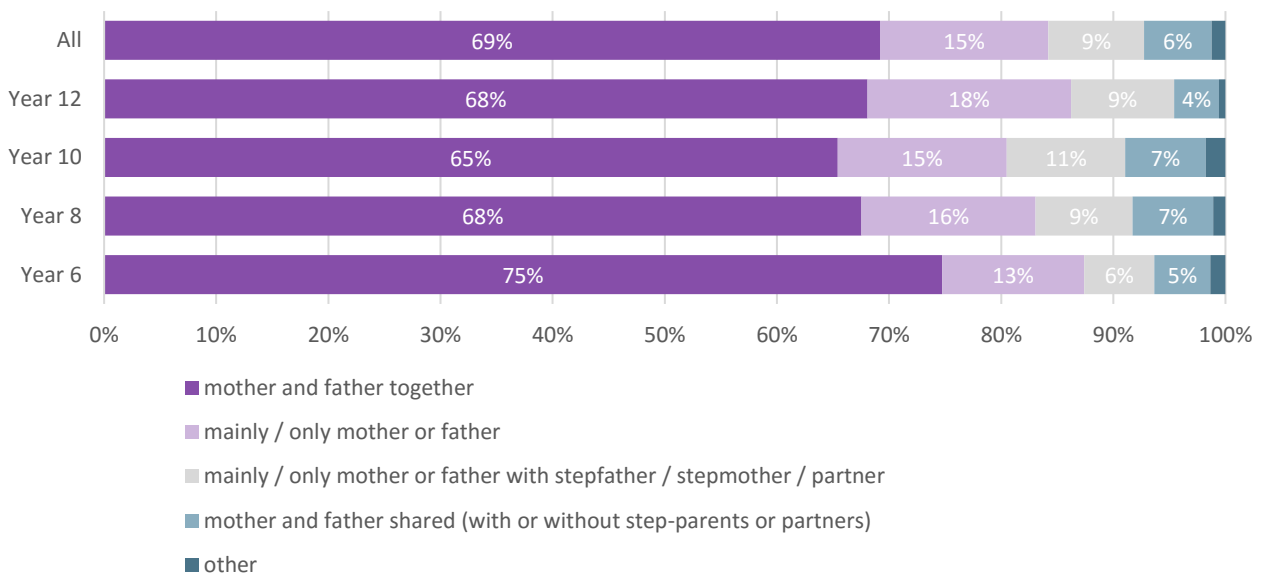


- only a small minority of young people lived with adults who cannot read or write in English. Of those whose parents could not read or write in English, the majority (95%) spoke Portuguese at home

### Family situation

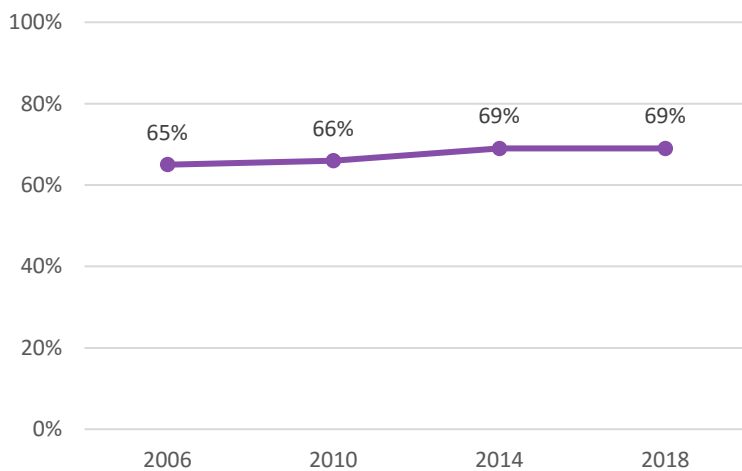
Young people were asked which adults they lived with. In addition to the possible responses listed in Figure 2.4, other options were ‘foster parents’, ‘residential social worker’ and ‘other carer’. However, due to small numbers selecting these options, they were combined into a single ‘other’ category.

Figure 2.4 Which adults to you live with? Please choose the nearest answer (by year group)



- overall, seven out of ten (69%) young people lived with both parents
- three-quarters of Year 6 children lived with both of their parents
- around two-thirds of the other age-groups lived with both parents together

Figure 2.5 Proportion of Year 6, 8 and 10 children living with both parents, 2006 to 2018



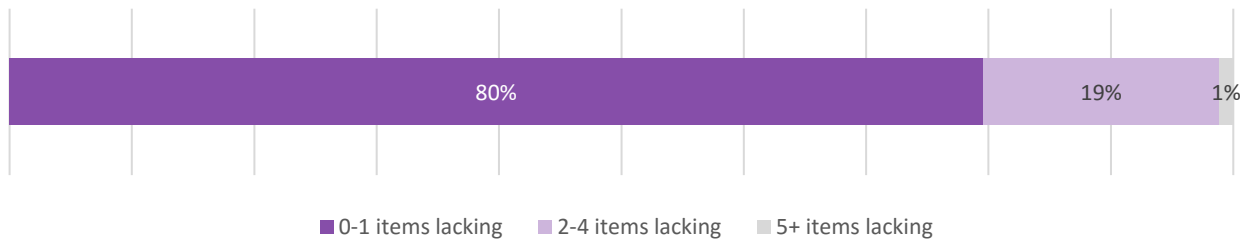
- the school survey has shown that since 2006 the proportion of surveyed children living with both parents together hasn't changed significantly

### Lack of material belongings

A series of ten questions<sup>3</sup> was used to identify young people who lacked particular material belongings or experiences that children and young people think are necessary for a ‘normal kind of life’ (see table below). Young people lacking fewer than two; two to four; and five or more items from the list were grouped for the analysis.

a smart phone	the right kind of shoes / trainers to fit in with peers
a garden or nearby park to play in	smart TV / i-pad or equivalent device
the right kind of clothes to fit in with peers	a car available to the family when needed
trips out with family at least once a month	at least one holiday away from home with family each year
pocket money to spend on yourself each week	money that you can save each month

Figure 2.6 Young people lacking material belongings: (Years 6, 8, 10 & 12)



- the results were similar across the year groups, and across parish of residence
- overall 19% lacked 2-4 items and 1% lacked 5 or more items

<sup>3</sup> This set of questions resulted from work carried out by the University of York and The Children’s Society trying to understand what it means to be poor from a child’s perspective. See Annex 4 for references.



## Wellbeing and self-esteem

### Wellbeing

Years 8, 10 and 12 were asked about their wellbeing...



Satisfied  
**72%**

rated their satisfaction with life  
as **high** or **very high**



Worthwhile  
**65%**

Rated their lives as **highly** or  
**very highly** worthwhile



Happy  
**66%**

rated their happiness as  
**high** or **very high**



Anxious  
**54%**

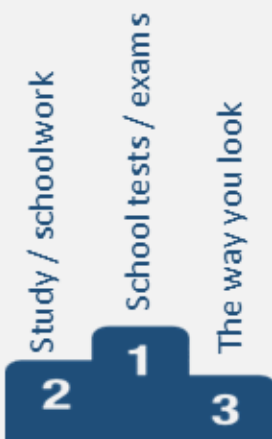
rated themselves as having  
**low** or **very low** anxiety

### Self-esteem



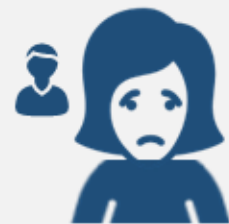
**21%** of Years 6, 8, 10 and 12 had **low**  
or **medium-low** self esteem

### Worries



**Top 3  
worries**  
in Years  
8, 10  
and 12

A  
**higher  
proportion**



of **females** worried than  
their **male** counterparts

## Chapter 3 – Wellbeing and self-esteem

### Health Related Quality of Life

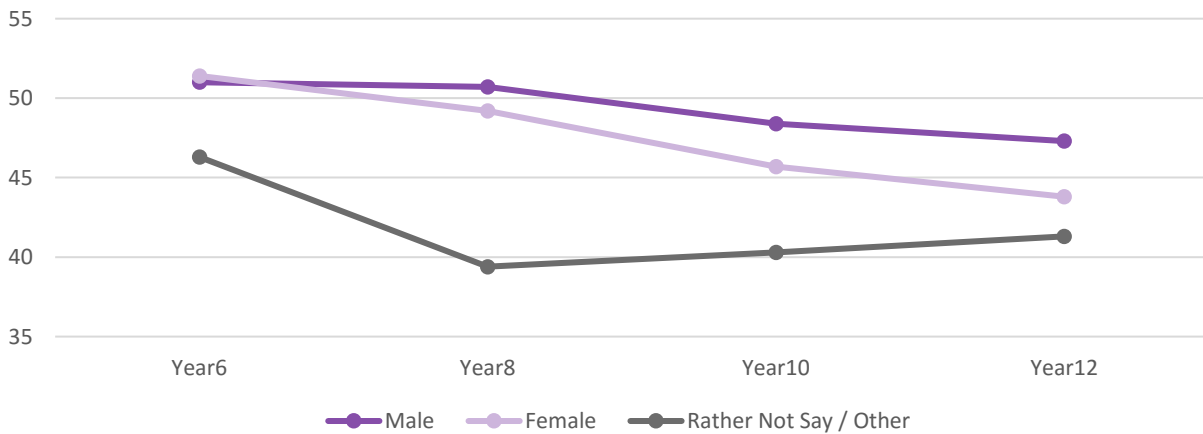
The health related quality of life (HRQoL) is a concept that relates to an individual or group’s perceived physical and mental health. One way of measuring this concept is the Kidscreen-10 Index<sup>4</sup>.

Kidscreen-10 consists of ten questions<sup>5</sup>, each with five possible responses which are scored 1-5. This methodology gives a total raw score of between 10 and 50 which is transformed to a final score through an algorithm.

The mean score for various groupings can be used to compare the HRQoL between groups, and over time. The transformed scores are such that the European mean score for children aged 8-18 years is 50, with a standard deviation of 10.

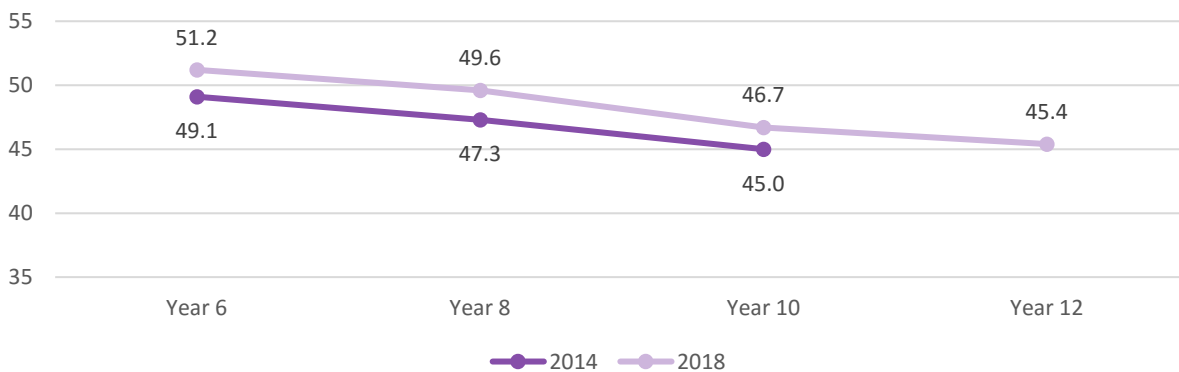
Figure 3.1 shows the HRQoL scores for children surveyed by the school survey.

Figure 3.1 Mean HRQoL Score: young people by gender and school year



- the HRQoL mean score decreased with age
- females had a lower HRQoL score than males in year groups 8, 10 and 12
- young people who specified a gender other than ‘male’ or ‘female’, or who did not wish to specify a gender, had lower HRQoL mean scores than those who specified ‘male’ or ‘female’ – though the numbers were small
- mean HRQoL scores were higher in 2018 than found in the 2014 survey (see Figure 3.2)

Figure 3.2 Mean HRQoL Score - young people by school year over time (2014 and 2018)



<sup>4</sup> The index was developed within a European project “Screening and Promotion for Health-related Quality of Life in Children and Adolescents – A European Public Health Perspective” funded by the European Commission.

<sup>5</sup> Full reference and a list of the Kidscreen-10 questions is given in Annex 5.

### Mental Wellbeing

Mental wellbeing was measured using the UK Office of National Statistics set of questions (ONS4). This measure asks four questions on how ‘satisfied’, ‘worthwhile’, ‘happy’ and ‘anxious’ a person feels (answering with a score from 0-10). Scores were interpreted in two ways: firstly, a mean score was calculated per group for each question, secondly, the scores were grouped into four categories, LOW (scores 0-4), MEDIUM (5-6), HIGH (7-8) and VERY HIGH (9-10). The ONS4 question set has not been asked in previous rounds of this survey.

Figures 3.3 – 3.6 show the mean average and category proportions for each of the four ONS4 questions by year group. Note, the order is reversed for the anxiety question: HIGH ANXIETY (0-4), MEDIUM ANXIETY (5-6), LOW ANXIETY (7-8) and VERY LOW ANXIETY (9-10). The mean scores and percentage of children that reported LOW (HIGH ANXIETY) scores are presented.

The results are split by year group and gender. The ‘Other’ category show below includes children answering ‘other’ and ‘rather not say’ in the initial gender question. The numbers in this ‘Other’ category are small so these results should be treated with caution.

Figure 3.3 ONS4: Overall how SATISFIED are you with your life?

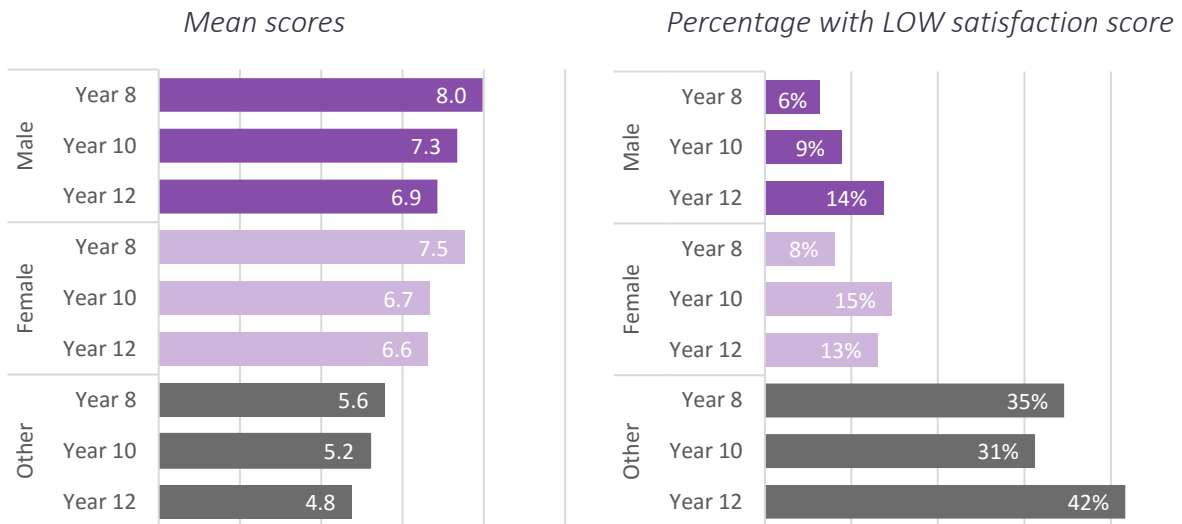


Figure 3.4 ONS4: Overall to what extent do you feel things you do in your life are WORTHWHILE?

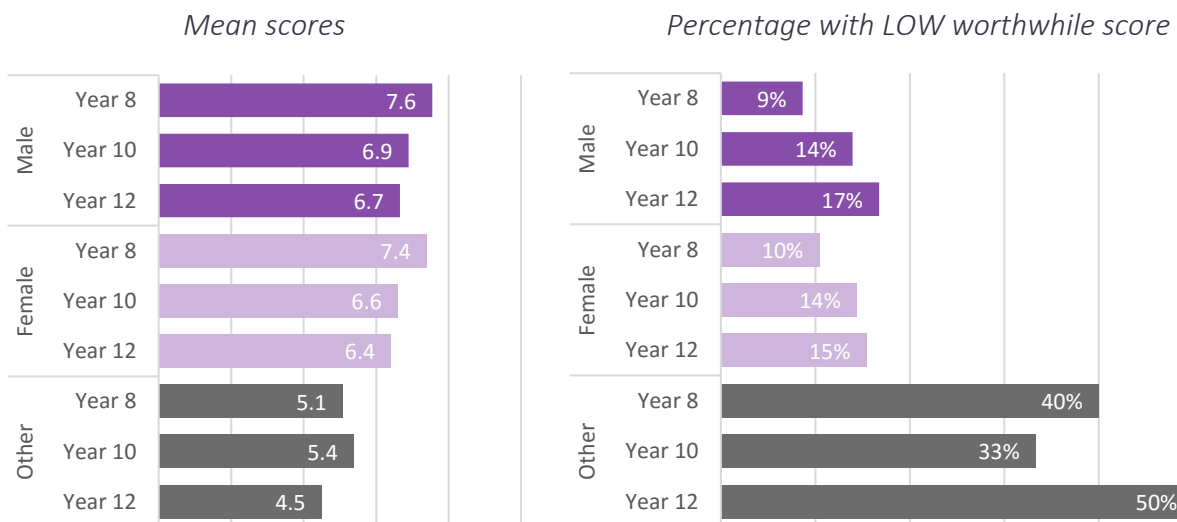


Figure 3.5 ONS4: Overall how HAPPY did you feel yesterday?  
 Mean scores Percentage with LOW happiness score

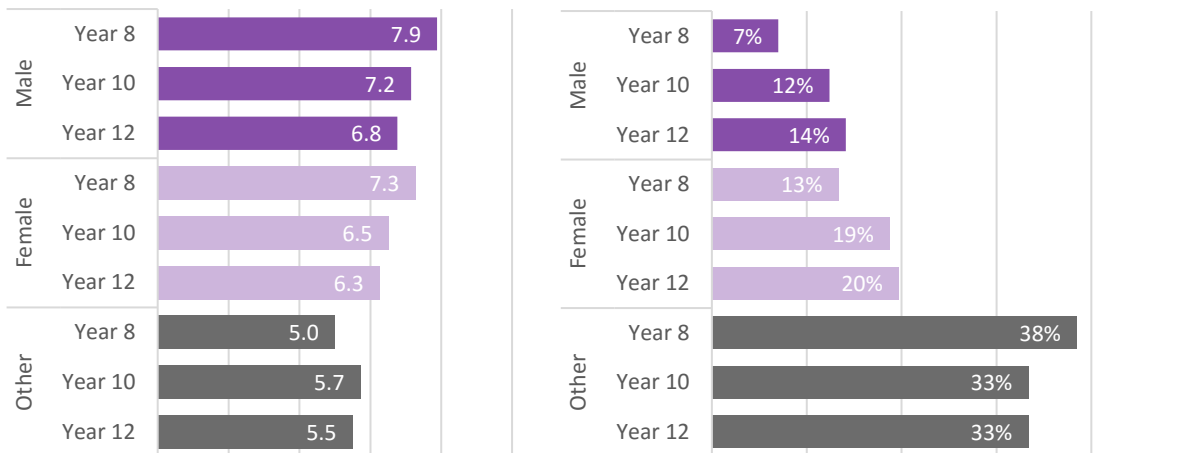
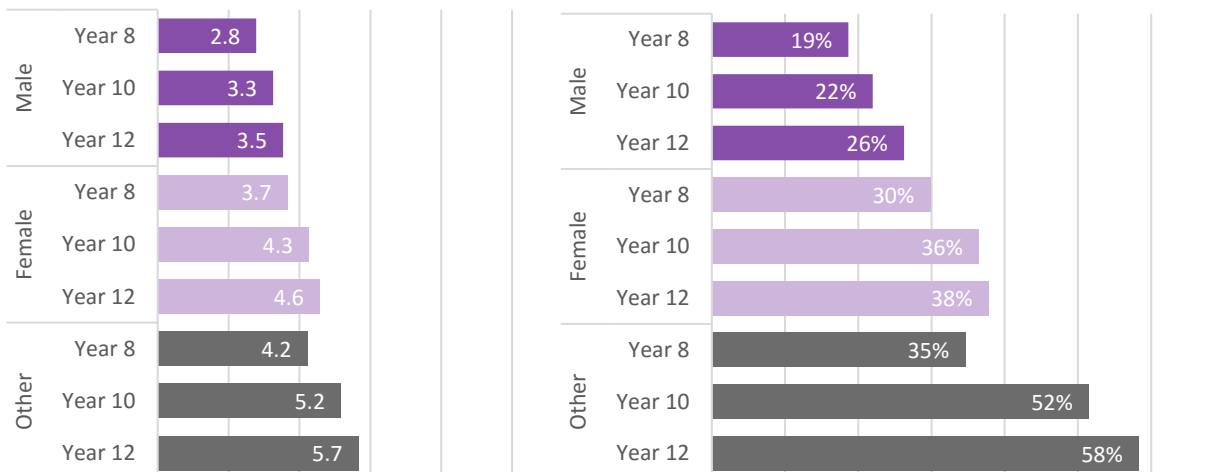


Figure 3.6 ONS4: Overall how ANXIOUS did you feel yesterday?  
 Mean scores Percentage with HIGH anxiety scores

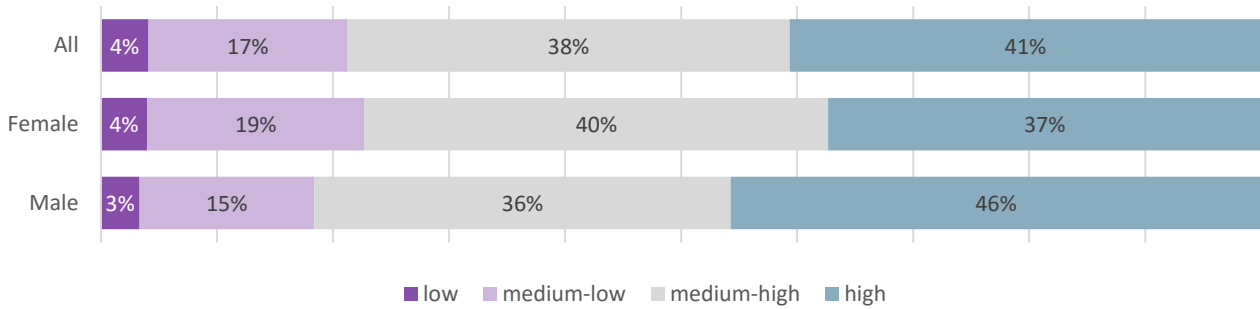


### Self-esteem

This measurement is taken from a standard self-esteem enquiry method (Lawrence, 1981) consisting of responses (agree, disagree, not sure) to nine statements<sup>6</sup> concerning social confidence and relationships with friends. The responses are scored, giving an overall score between 0 and 18. Scores 0-4 are classified LOW; 5-9 MEDIUM-LOW; 10-14 MEDIUM-HIGH; and 15-18 HIGH.

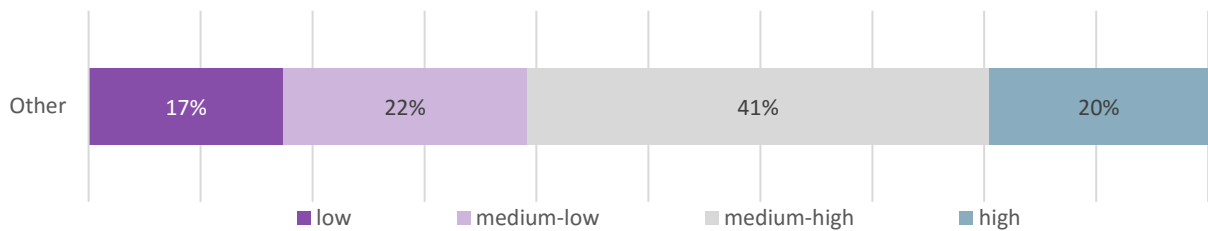
<sup>6</sup> See annex 7 for details

Figure 3.7 Percentages in each self-esteem category: (Years 6, 8, 10 & 12) genders - male, female and all



- overall, almost 8 out of 10 young people (79%) had medium-high or high self-esteem
- in Year 6, a similar proportion of males and females were in the medium-high or high self-esteem category
- in Years 8 and 10, a lower proportion of females were in the medium-high or high self-esteem categories than their male counterparts
- by Year 12, the proportion of males and females with medium-high or high self-esteem was equal

Figure 3.8 Percentages in each self-esteem category: (Years 6, 8, 10 & 12) gender – other (includes ‘other’ and ‘rather not say’)



- the self-esteem scores from young people not defining themselves as either male or female, were markedly different from those defining themselves as male or female, with one in six (17%) of those of ‘other’ or ‘rather not say’ gender having low self-esteem, and only 61% having medium-high or high self-esteem

Figure 3.9 Percentage of young people with Medium-High or High self-esteem over time (Years 6, 8 and 10 only)



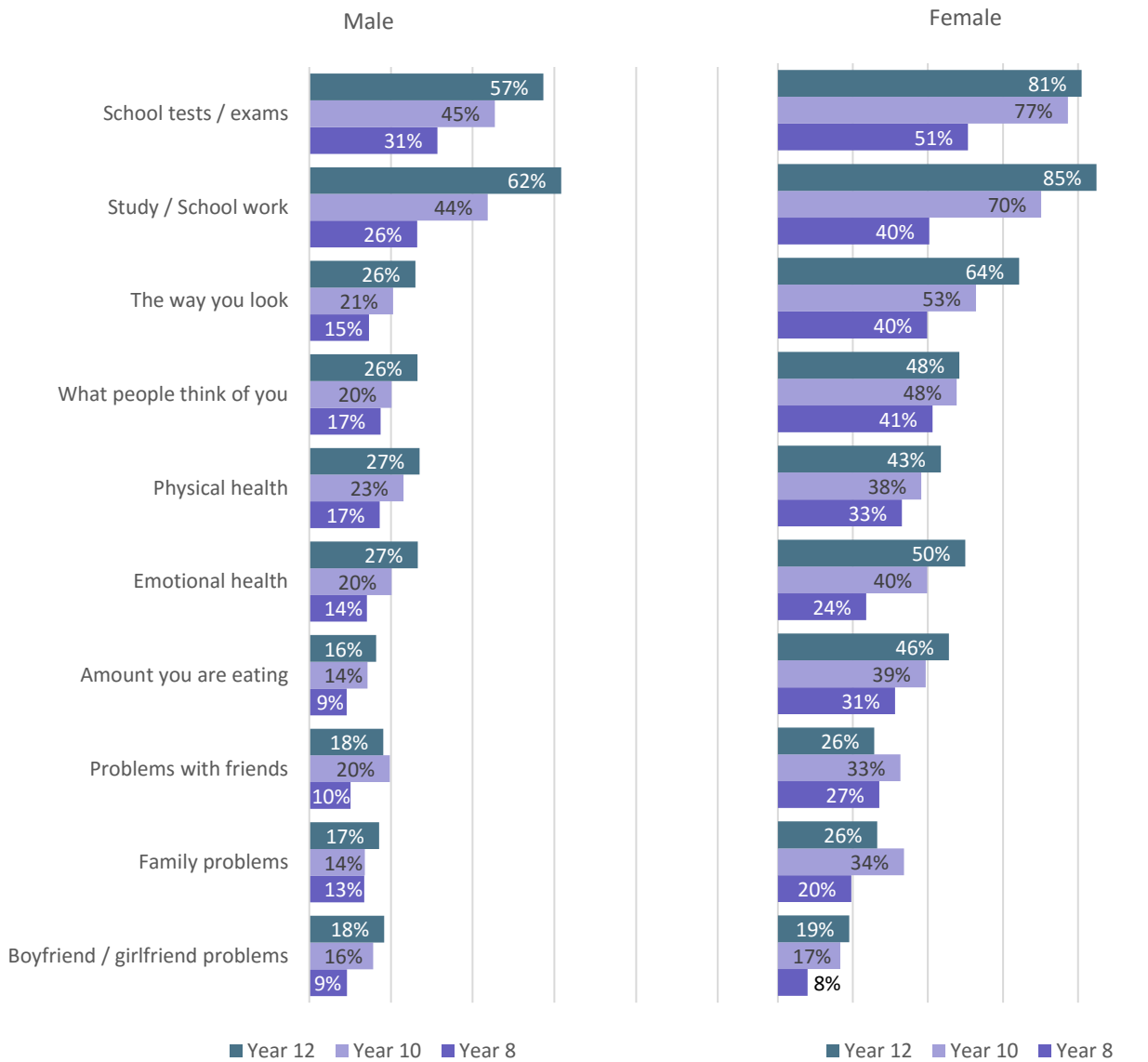
- a higher proportion of males have had medium-high or high self-esteem compared to females for all rounds of the school survey
- in 2018, the percentage of females with medium-high or high self-esteem returned to the level seen in 2010

### Worries

The survey gave young people a series of issues that could be the subject of worry. They were asked how frequently they worried about each issue (never, rarely, sometimes, often, most days). Figure 3.10 shows the percentages of young people who worried ‘often’ or ‘most days’ about each issue.

Figure 3.10

Percentage that worry often / most days: (Year 8, 10 and 12)

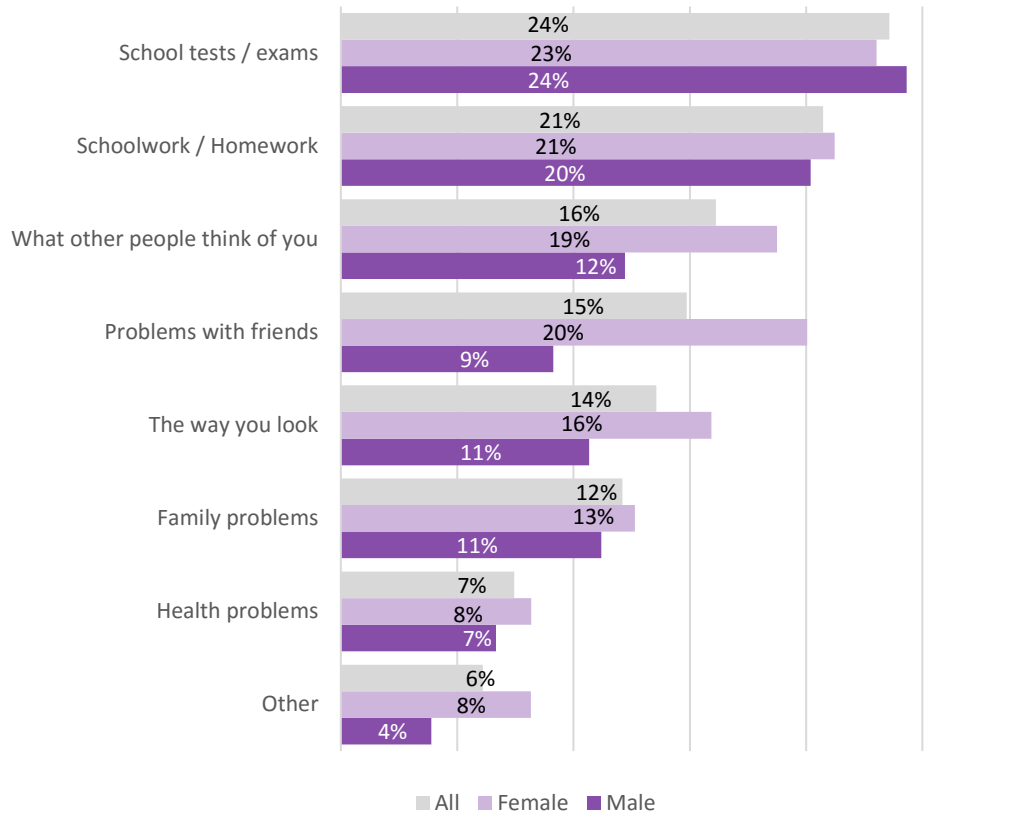


- the survey showed that for most issues, females worried more than males in each school year
- generally the frequency of worry increased with age
- the top worries were ‘study/school work’, ‘school tests/exams’, ‘the way you look’ and ‘what people think of you’, similar to the 2014 survey

Young people were also asked how often they worried about sexual orientation and gender identity. Very low proportions of males and females worried about these issues often / most days. A higher proportion of young people not identifying as male or female worried about these issues: 25% worried about sexual orientation and 31% worried about gender identity often or most days compared to 6% and 3% respectively of male and female children in Years 8, 10 and 12.

Year 6 children were given a slightly different range of issues that could be the subject of worry, but were given the same response options (never, rarely, sometimes, often, most days) to rate how frequently they worried about each issue.

Figure 3.11 Percentage that worry often / most days: (Year 6)



- the largest sources of worry for Year 6 children were schoolwork and tests / exams, cited equally by males and females
- the next largest sources of worry were ‘friends’ and ‘what people think of you’; these were of more concern to females than males

Table 3.12 Percentages of young people worrying often / on most days: top four worries, 2010 - 2018

	Year 6			Year 8			Year 10		
	2010	2014	2018	2010	2014	2018	2010	2014	2018
Study, work load <sup>7</sup>	17	20	21	24	33	34	43	55	58
School tests / exams	17	20	24	27	42	42	53	62	62
The way you look	15	16	14	22	28	30	28	41	38
What people think of you	17	19	16	22	30	30	26	38	36

- for Year 6 children, there was a slight increase in the proportion who worried often or most days about school work and homework and school tests since 2010
- for Years 8 and 10, there was an increase in the proportion who worried often or most days about all four issues since 2010

<sup>7</sup> Note the questions were worded differently for Year 6 and Years 8 & 10. Year 6 were asked if they worried about ‘schoolwork / homework’ whereas Years 8 & 10 were asked if they worried about ‘study, work load problems’

## Health

### Self-assessment



**80%** described their health as **good** or **very good**

### Sleep

**3 in 10** from Year 6

**7 in 10** from Years **10 & 12**



got less than **8 hours sleep**

### Disability



**1 in 8** reported having a mental or physical **disability** or long-term **illness**

**50%** of these reported their **disability / illness** caused **at least some** day to day **limitation**

### Breathing difficulties



**14%** used an inhaler due to **breathing difficulties**

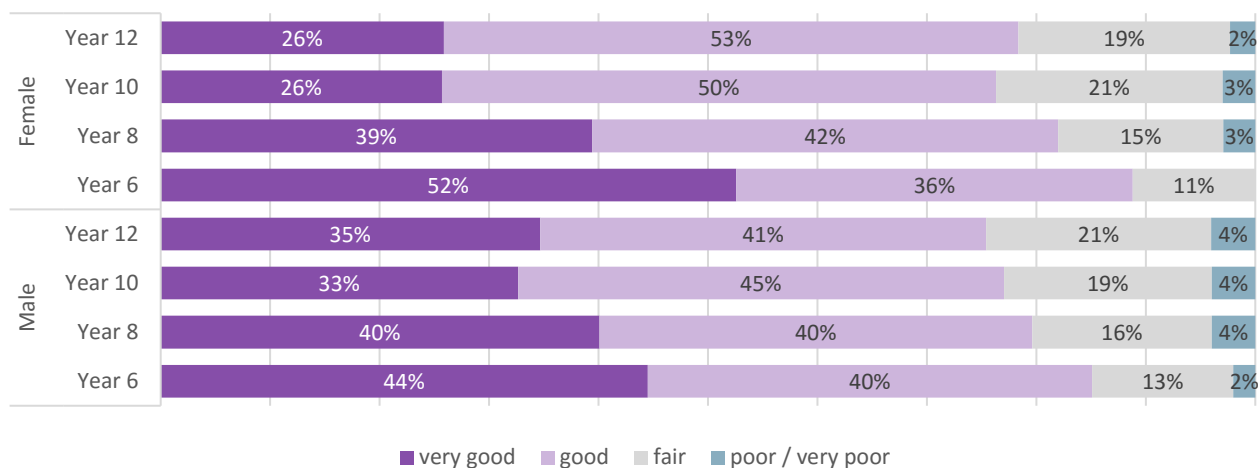
Inhaler use rose to **25%** of those who reported **black mould** on the **walls** or **ceiling** of their **bedroom**



## Chapter 4 - Health

### Health self-assessment

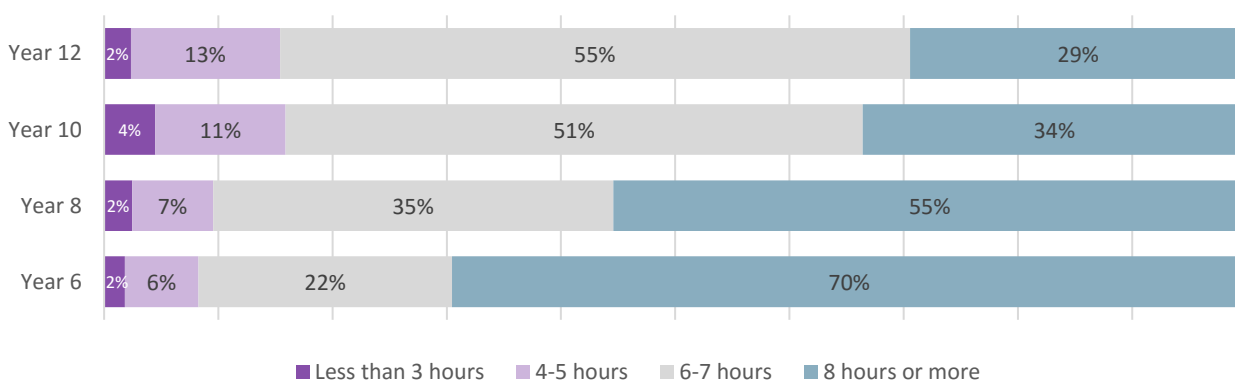
Figure 4.1 In general, how would you say your health is?



- 87% of Year 6 children, 80% of Year 8 and around 75% of Years 10 and 12 children reported being in good or very good health
- this is the first time this question has been asked in the school survey

### Sleep

Figure 4.2 How many hours of sleep did you get last night?

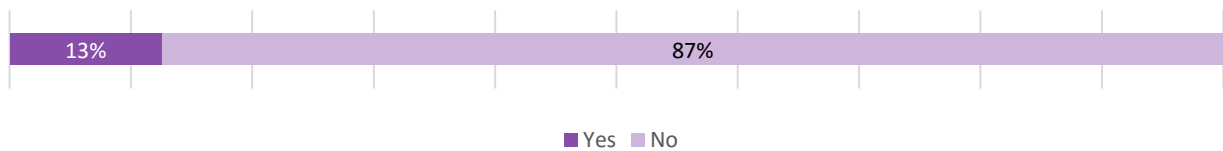


- almost 1 in 6 (16%) of Year 10 and Year 12s reported having 5 hours or less sleep the previous evening
- comparable data from previous surveys is only available for Year 6 children which showed a similar proportion of children (around 30%) getting less than 8 hours sleep the previous night

## Disability

The 2018 school survey asked a series of questions exploring whether the young people had a long-term disability or illness and, if so, what effect it had on their life.

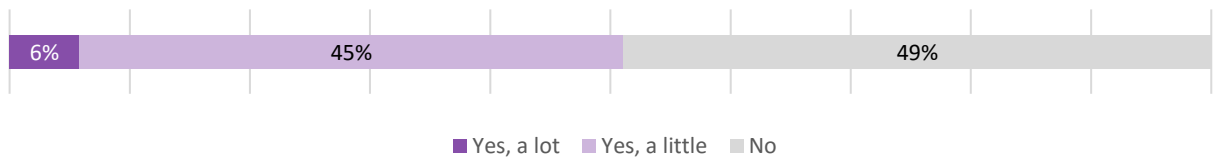
Figure 4.3 Do you have any long-term physical or mental disability or illness?  
(Years 6, 8, 10 & 12)  
(long-term means anything that has lasted, or is expected to last, 12 months or more)



- there was no difference in proportions reporting a long-term disability or illness across the year groups. In total around 1 in 8 (13%) of young people reported having a disability or long-term illness

Young people reporting a long-term illness or disability were asked if the condition limited their day to day activities.

Figure 4.4 Are your day to day activities limited because of your health problem or disability?



- proportions were consistent across all year groups
- for almost half (49%) of those with a disability or long-term illness, the condition did not affect their day to day activities
- 45% reported their activities being limited 'a little'; 6% 'a lot'

## Inhaler / asthma

The States of Jersey Environmental health department expressed interest in obtaining a qualitative understanding of young people's living conditions. Of particular interest was any correlation between children sleeping in mouldy bedrooms and those suffering breathing difficulties<sup>8</sup>.

Figure 4.5 Children requiring an inhaler due to asthma / breathing difficulties? *By year group*

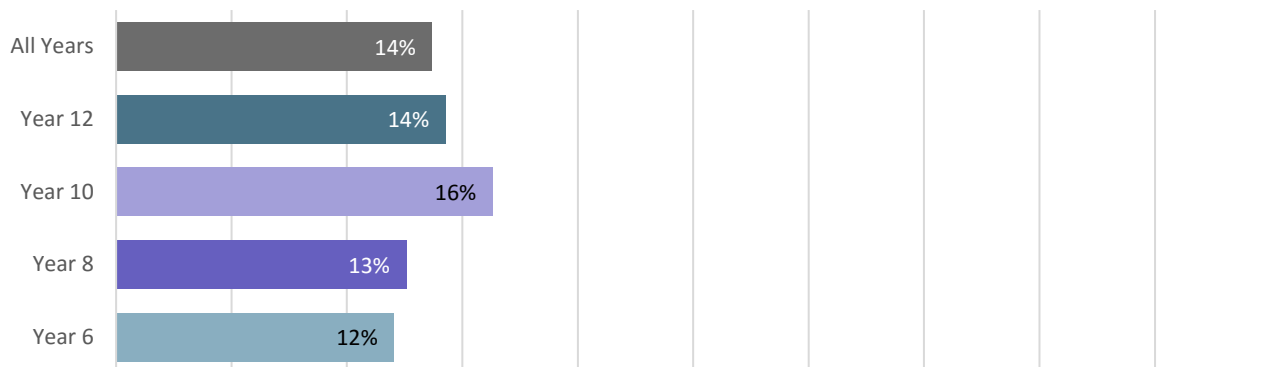
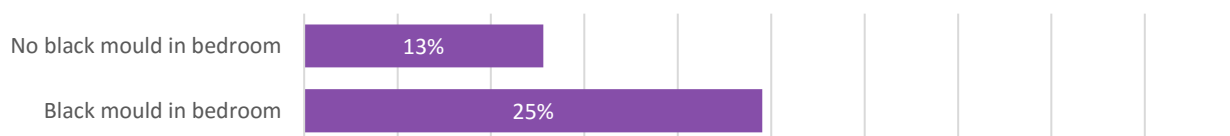


Figure 4.6 Proportion that use an inhaler because of asthma / breathing difficulties? *With / without black mould in bedroom*



- overall, 7% of children reported sleeping in a bedroom with black mould on the walls or ceiling
- of those children using an inhaler (14%), those sleeping in a room with black mould were almost twice as likely to require an inhaler due to asthma or other breathing difficulties (25% of those children with black mould, compared to 13% of those without black mould, had an inhaler)

<sup>8</sup> 'Chance of a Lifetime', Shelter September 2006:

[https://england.shelter.org.uk/\\_\\_data/assets/pdf\\_file/0016/39202/Chance\\_of\\_a\\_Lifetime.pdf](https://england.shelter.org.uk/__data/assets/pdf_file/0016/39202/Chance_of_a_Lifetime.pdf)

## Healthy behaviours

### Dental



**85%**  
brushed their teeth  
at least twice a day



**89%** have visited  
the dentist  
within the  
last year

### Sun protection



**3 in 10** took steps to avoid sunburn  
whenever possible



the proportion reduced  
for older children



### Cycling

**1 in 4**  
children reported that they  
**DO NOT cycle**

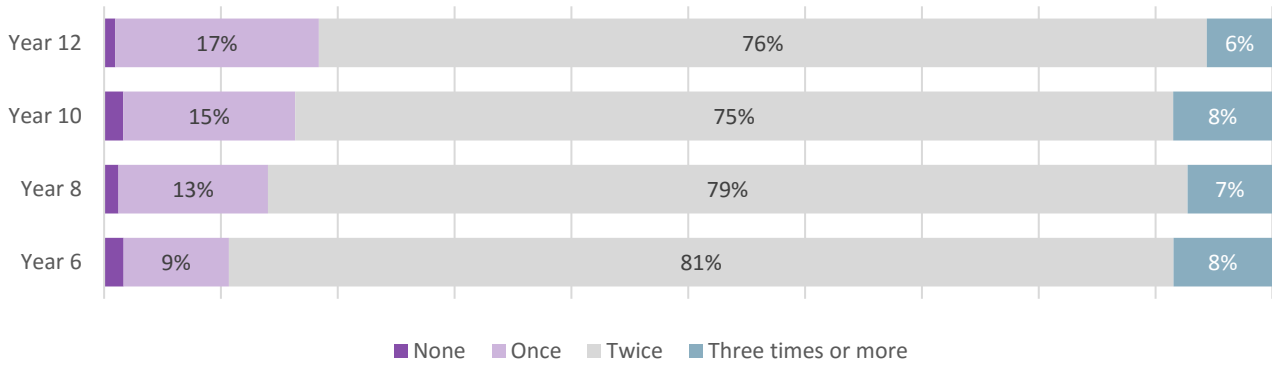


Of the children  
who cycled...  
**70%**  
wore a  
cycling helmet  
“whenever possible”

## Chapter 5 - Healthy behaviours

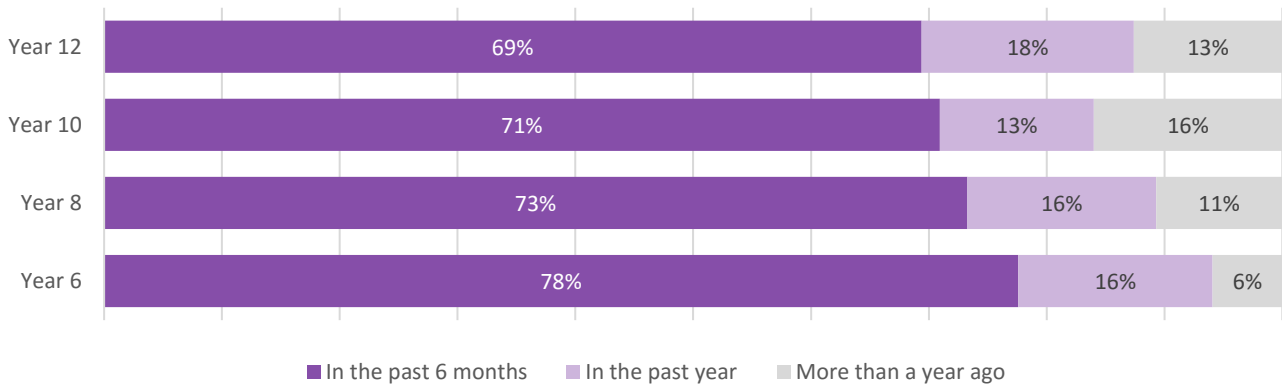
### Dental hygiene

Figure 5.1 How many times did you clean your teeth yesterday?



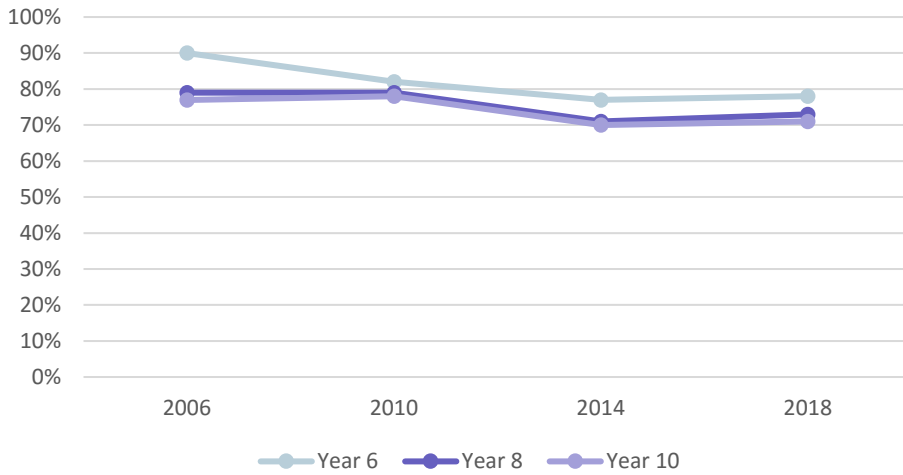
- a very small percentage of children hadn't brushed their teeth at all the previous day (between 1 and 2% in all year groups)

Figure 5.2 How long ago did you last visit the dentist?



- overall, 11% of children and young people haven't seen a dentist within the last year
- 16% of those children materially lacking two or more items (see Chapter 2) hadn't visited the dentist within the last year compared to 10% of those who lacked fewer than two material items

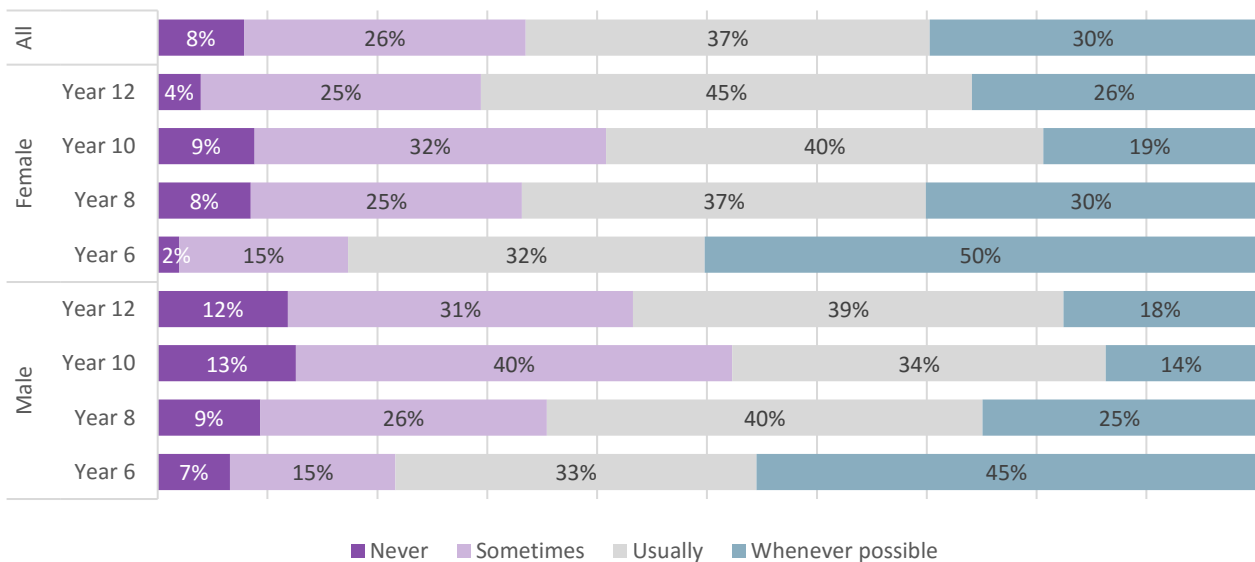
Figure 5.3 Percentage of children that have visited the dentist in the last 6 months over time (Years 6, 8 & 10)



- the percentage of children visiting the dentist in the last 6 months in 2018 was similar to that found in the 2014 survey
- all year groups had a lower proportion of children visiting the dentist in the last 6 months in 2018 than in 2006 and 2010

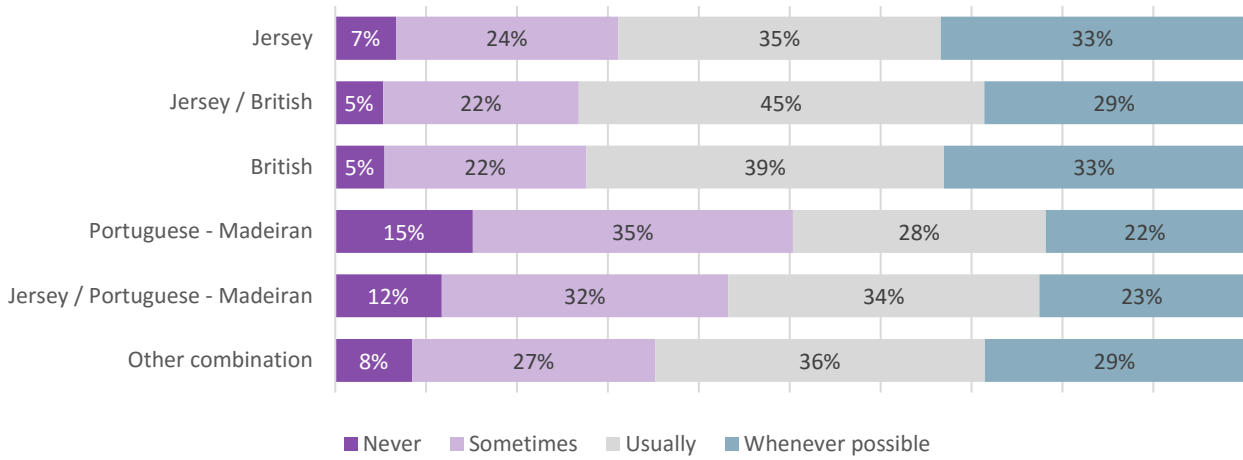
### Sunburn and sunbeds

Figure 5.4 Do you do anything to avoid sunburn? (e.g. wear a hat, wear long sleeves, wear sun screen, stay in the shade): by year group



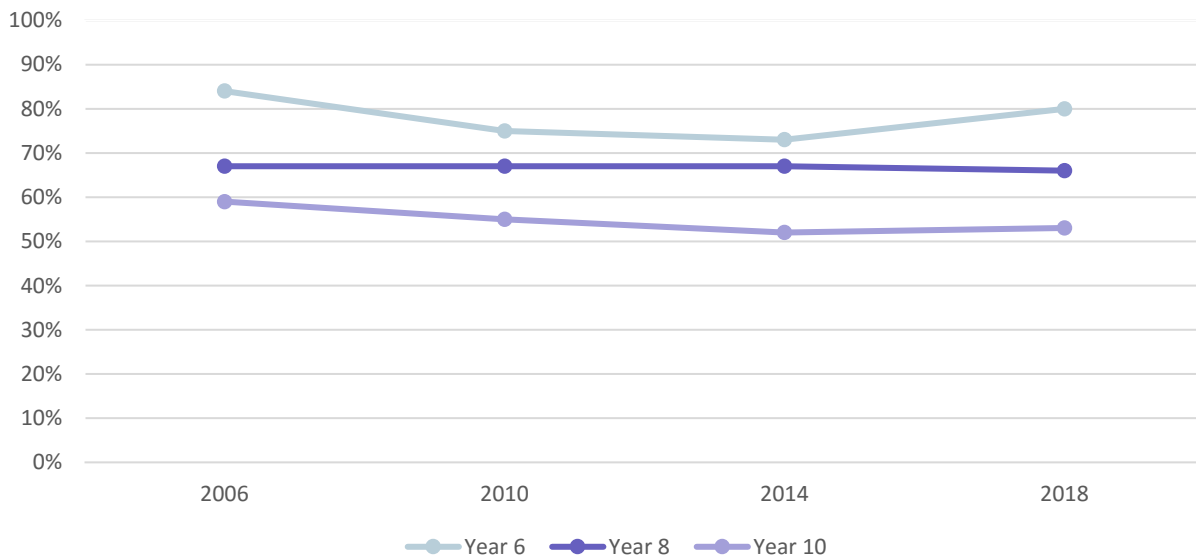
- the proportions of children and young people using sun protection at least ‘sometimes’ reduced from Year 6 to Year 10
- a significantly lower proportion of males in Years 10 and 12 used sun protection ‘whenever possible’ and ‘usually’ compared with the females in their year group

Figure 5.5 Do you do anything to avoid sunburn? (e.g. wear a hat, wear long sleeves, wear sun screen, stay in the shade): by main ethnic groups (see Chapter 1)



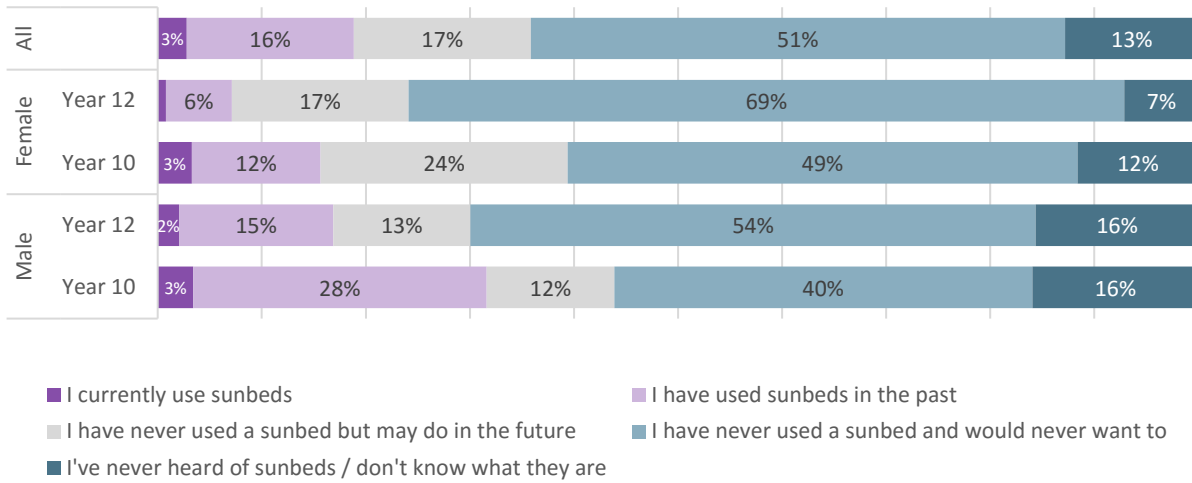
- a significantly lower proportion of children and young people identifying as Portuguese - Madeiran used sun protection ‘usually’ or ‘whenever possible’ (50%) compared to those identifying as Jersey (68%) or British (72%)

Figure 5.6 Percentage of young people that usually / whenever possible take measures to avoid sunburn over time (Years 6, 8 & 10)



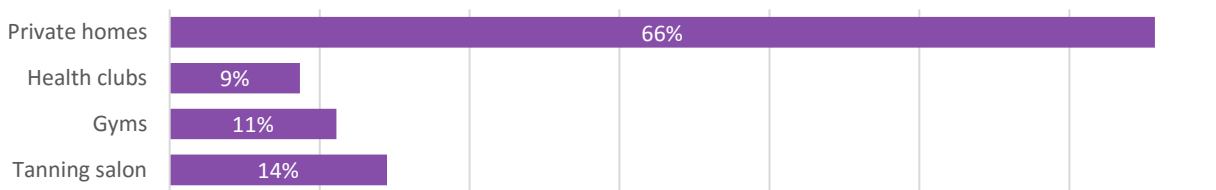
- the percentage of Year 6 children taking measures to avoid sunburn ‘usually’ and ‘whenever possible’ has increased since 2014 following a decline from 2006 to 2014

Figure 5.7 Which of these statements best describes how you use sunbeds?  
(Year 10 and 12 only)



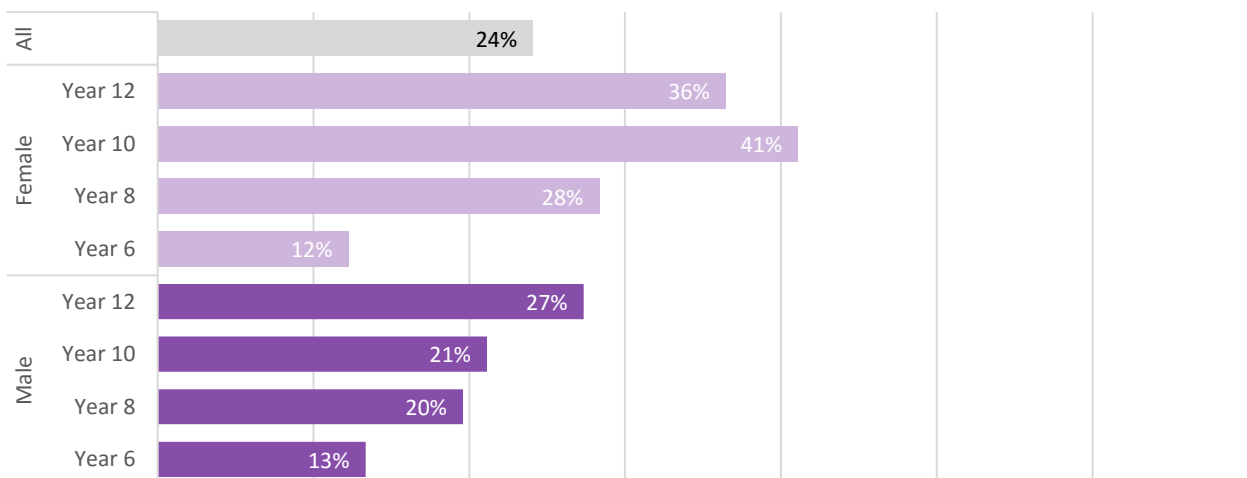
- a small percentage (3%) of the young people surveyed reported that they currently use sunbeds
- an additional 16% reported having used sunbeds in the past
- in both Year 10 and Year 12, a higher proportion of males had used sunbeds than females
- private homes were where the majority of young people had used sunbeds

Figure 5.8 Where do you normally use a sunbed? (Of those who use or have used sunbeds)



### Cycling and use of cycling helmets

Figure 5.9 Percentage of children and young people who DO NOT cycle



- one in four children surveyed reported that they don't cycle; the proportion increased in the older age groups
- once in secondary school (Years 8, 10 and 12), females were significantly less likely to cycle than males



Figure 5.10 Percentage of children and young people who DO NOT cycle: by parish type

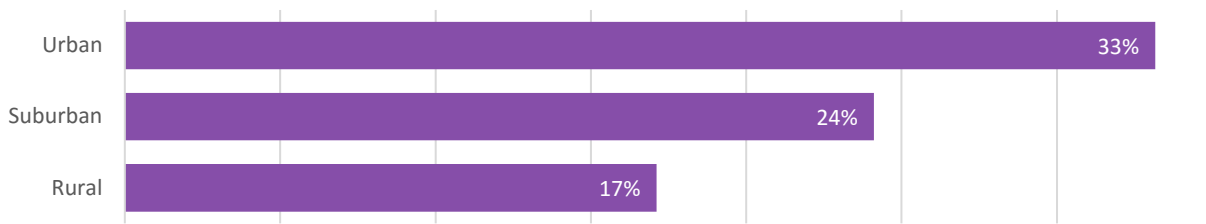
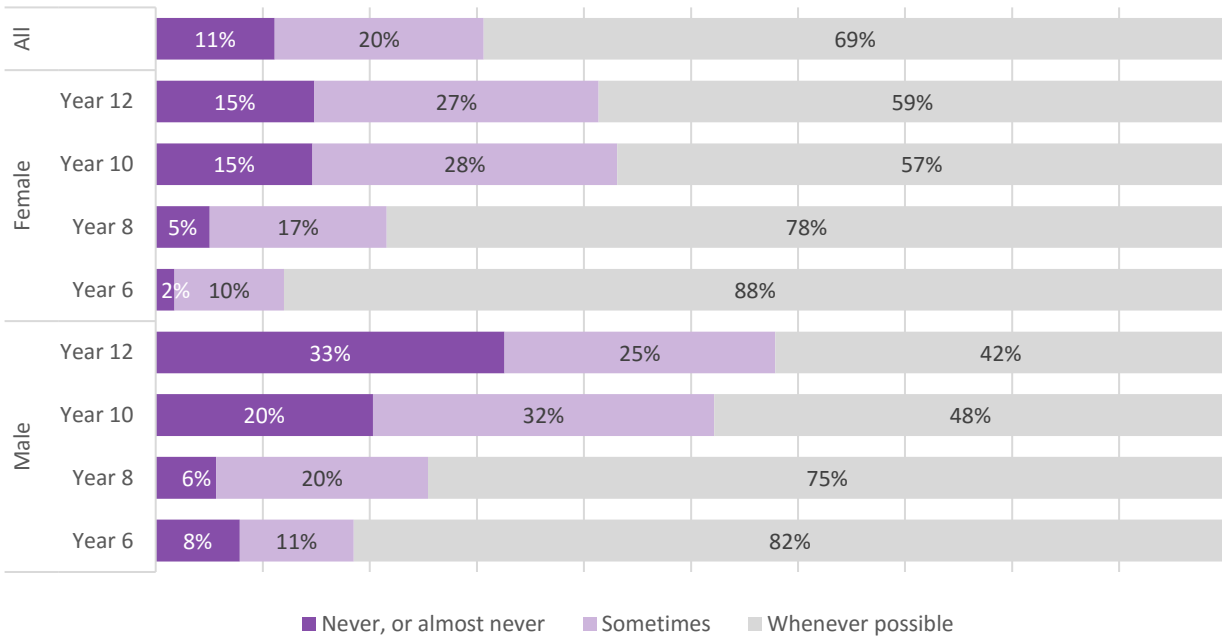
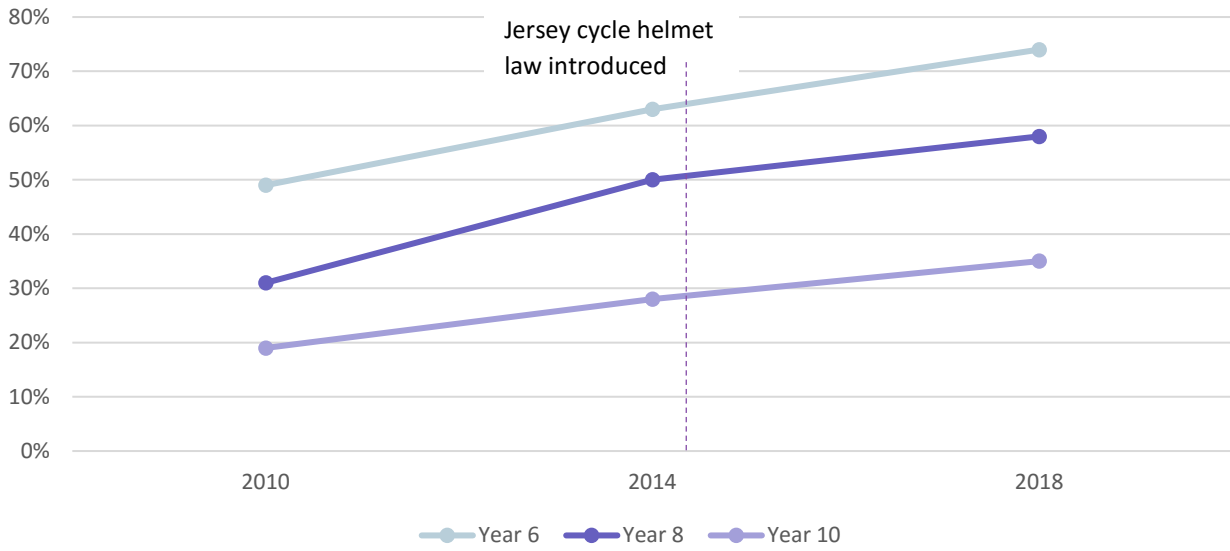


Figure 5.11 Do you wear a safety helmet when cycling? Percentage response of those that cycle



- of those young people that do cycle, almost 70% wore a cycle helmet ‘whenever possible’
- the Jersey Cycle Helmet Law (which came into effect in October 2014) made it mandatory for all children aged 13 years and younger (i.e. all Year 6 and Year 8 children) to wear an approved cycling helmet when riding their bikes on the roads. There was a significant difference in the proportions of Year 6 and 8 children (who are aged 13 or under) who reported wearing a cycling helmet ‘whenever possible’, compared to the proportions of Year 10 and 12 young people
- in Years 10 and 12, around 50% of young people reported that they wore a cycling helmet ‘whenever possible’, with males less likely to have worn a helmet than females

Figure 5.12 Percentage of children and young people who wear a cycling helmet ‘whenever possible’ over time



- over the eight-year period from 2010 to 2018, increasing proportions of children and young people wore a cycling helmet ‘whenever possible’, across all age groups

## Alcohol

### Consumption

**1 in 4**  
Year 10 children

**2 out of 5**  
Year 12 children



drank alcohol in the last 7 days

**Drank more than  
14 units in a week**

**5%** of Year 12 children



drank more than  
**14 units** of  
alcohol in the  
last **7 days**

**Type of drink**



Young people  
consume most  
alcohol through  
drinking

**spirits**

### Drunken-ness



**6%** of Year 8



**33%** of Year 10



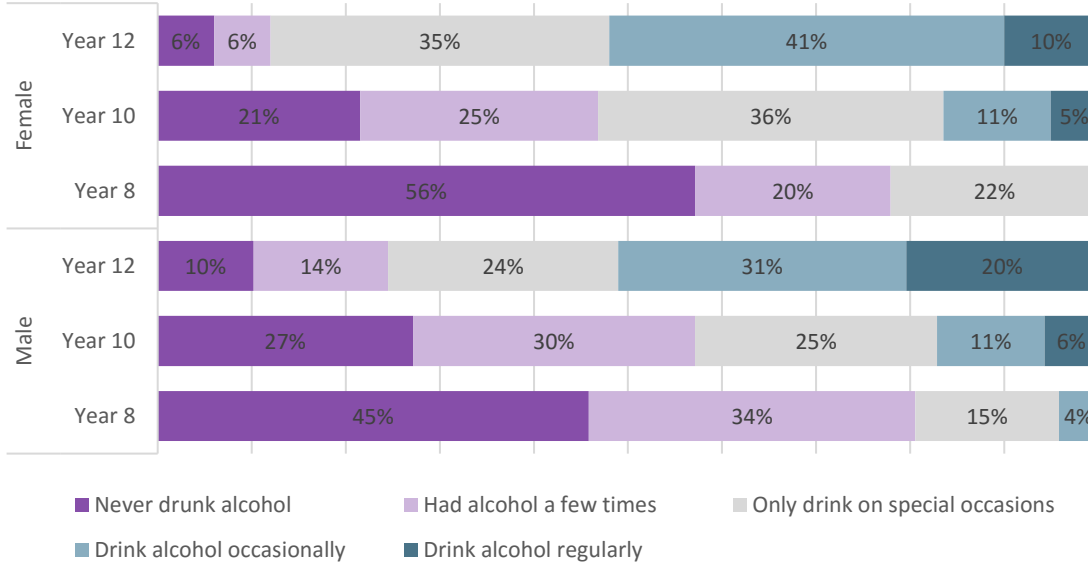
**61%** of Year 12



reported having been **really drunk**  
at least once

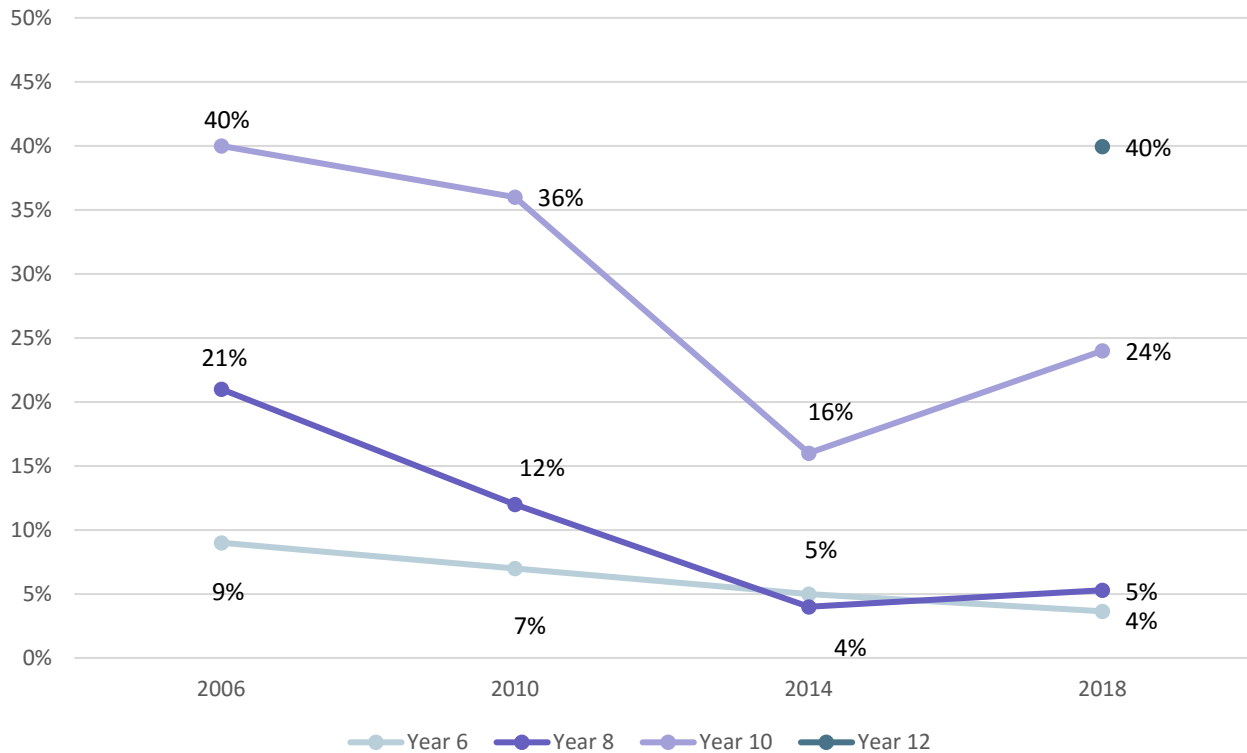
## Chapter 6 - Alcohol Consumption

Figure 6.1 Alcohol consumption: which statement best describes you?



- in Year 12, twice the proportion of males reported drinking alcohol regularly compared to females

Figure 6.2 Percentage of young people that drank alcohol in the 7 days prior to the survey, over time 2006 – 2018



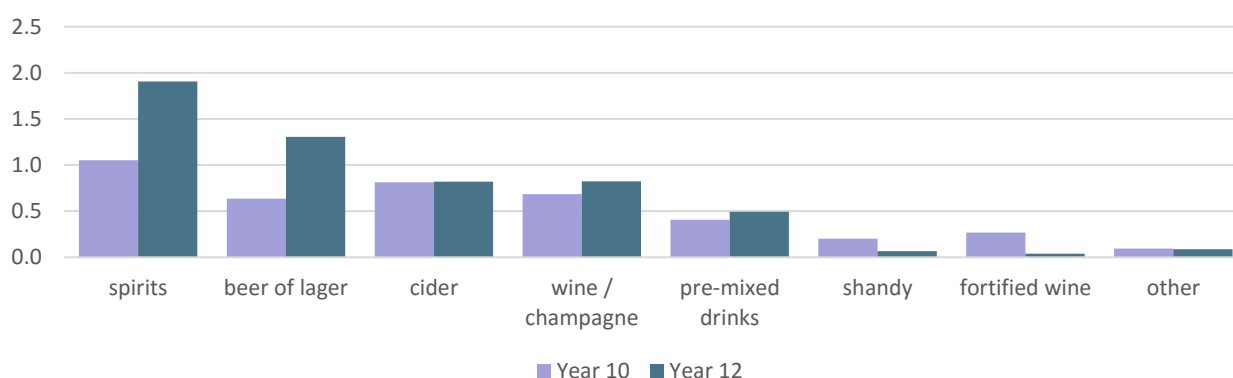
## Amount

Table 6.3 Percentage of young people that drank more than 14 units in the previous 7 days

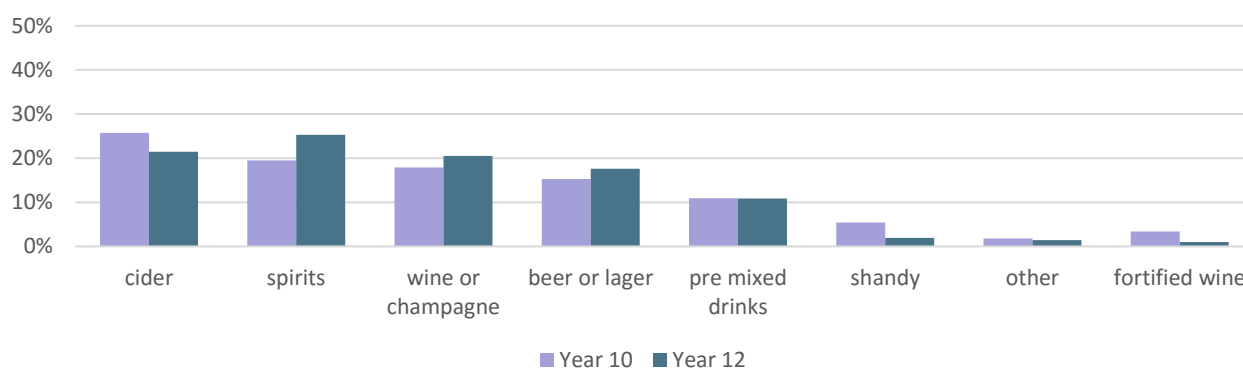
		Year 8	Year 10	Year 12
Percentage of young people that drank more than 14 units of alcohol	Percentage of drinkers (i.e. those who reported that they have previously drunk alcohol)	0	3	9
	Percentage of entire year group	0	1	5

- one in twenty (5%) of young people in Year 12 drank more than 14 units of alcohol the previous week

## Types of drink

Figure 6.4 In the past 7 days, how much of the following types of alcoholic drink did you drink? Units consumed per drinker<sup>9</sup>

- Year 8 data are not presented due to small numbers
- in both year groups, the greatest number of units of alcohol were consumed through drinking spirits
- in Year 10, broadly similar numbers of units of cider, wine / champagne and beer / lager were consumed

Figure 6.5 In the past 7 days, how much of the following types of alcoholic drink did you drink? Percentage of drinkers consuming each type of drink<sup>10</sup>

<sup>9</sup> Total units of alcohol consumed via that drink type, divided by total number of children in that year group that drank alcohol in the previous 7 days.

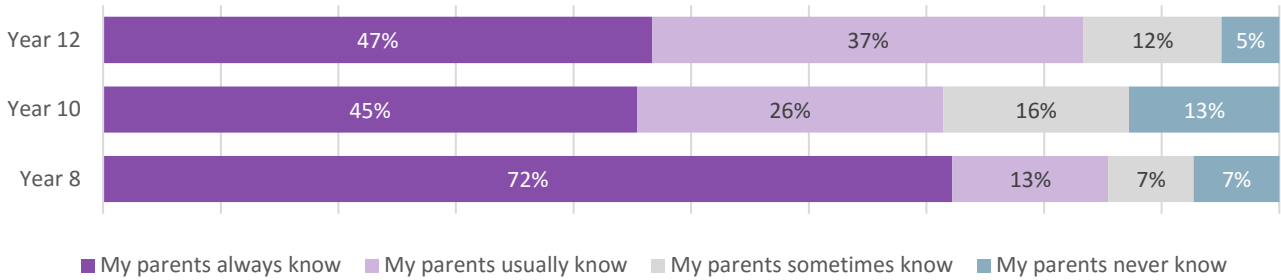
<sup>10</sup> Total number of children in a year group that consumed that drink type in the previous 7 days, divided by the total number of children in that year group that drank alcohol in the previous 7 days.

- cider was the alcoholic drink consumed by the largest number of Year 10 children in the previous 7 days, while the largest number of Year 12 children had consumed spirits in the previous 7 days

### Parental knowledge

The secondary school children who indicated they currently or previously had drunk alcohol were asked whether their parents knew when they drank.

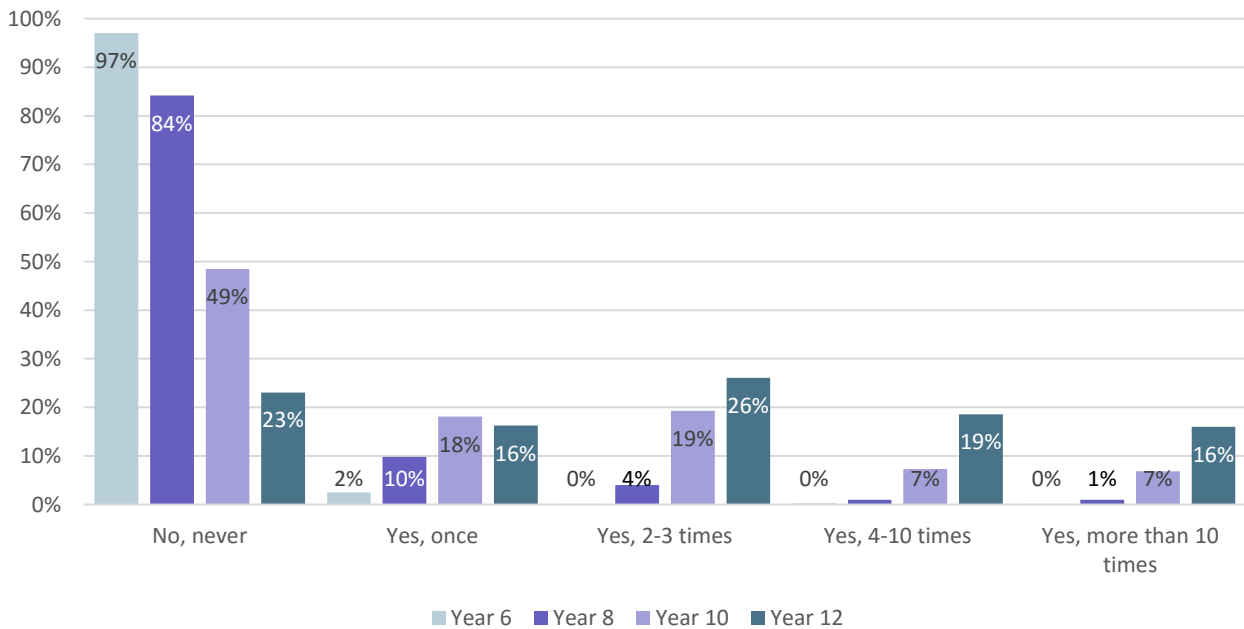
Figure 6.6 Do your parents know when you drink alcohol? (percentage of drinkers)



- for 83% of children surveyed, their parents usually or always knew when they drink alcohol
- male and female proportions were broadly similar within year groups
- all Year 6 children were asked this question (there was no filter question to identify those that had never drunk alcohol): 90% responded that their parents usually or always knew when they drink alcohol

### Drunken-ness

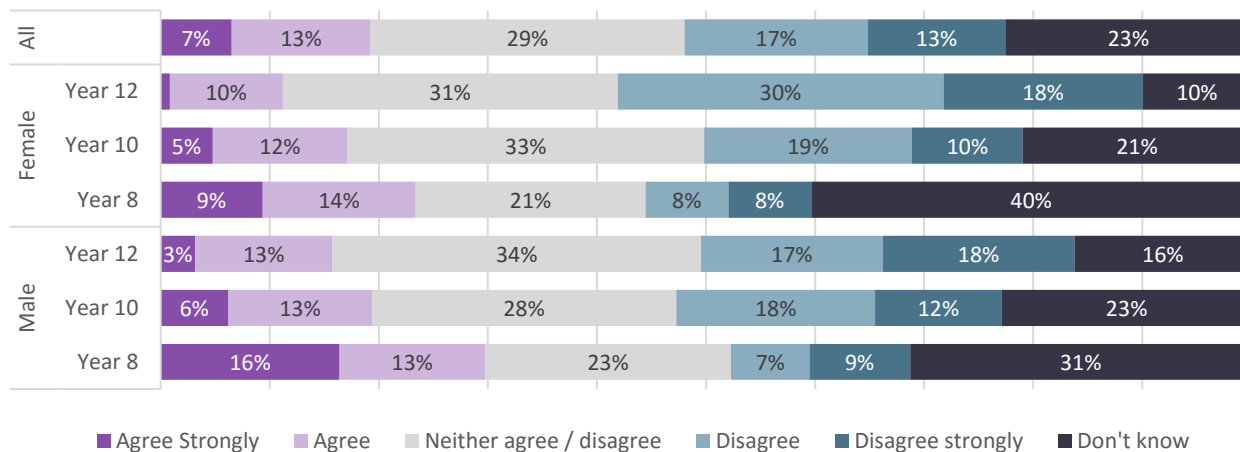
Figure 6.7 Have you ever had so much alcohol that you were really drunk?



- half (51%) of Year 10s and three-quarters (77%) of Year 12s reported having got really drunk at least once

## Alcohol Pricing

Figure 6.8 Please give your reaction to the statement  
“If alcohol were more expensive, I would drink less”



- older children were less likely to agree that “if alcohol were more expensive, I would drink less”
- about one in ten of Year 12 females agreed or strongly agreed that, “if alcohol were more expensive, I would drink less” compared with around one in six Year 12 males

## Smoking

### Passive smoking

**5%** of children

reported someone **smoking** in the **car** when they were in it



**11%** of children

reported someone **smoking** in their **home**



### Never smokers and smokers

98% of Year 6

91% of Year 8

67% of Year 10

48% of Year 12

had **never** smoked



2% of Year 8

10% of Year 10

15% of Year 12

were **occasional** or **regular** smokers



### E-cigarettes



**8%** of Years 8, 10 and 12 children



used **e-cigarettes** occasionally or regularly...  
...of these, **over half** also smoked **regular cigarettes**

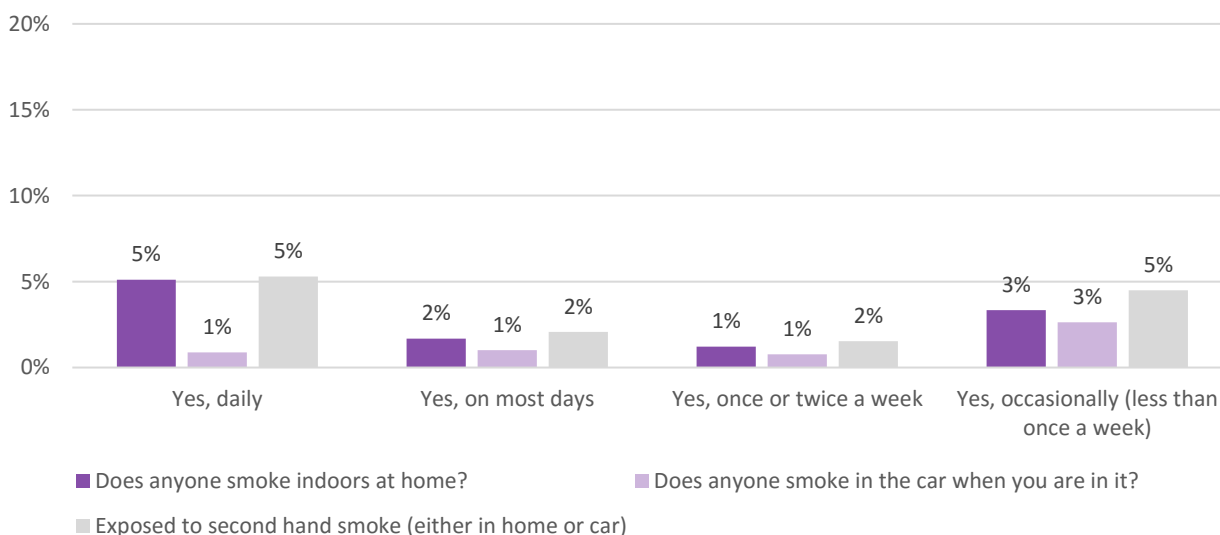


## Chapter 7 – Smoking

### Passive smoking

- a quarter (26%) of children reported that their parents smoked, a similar proportion to the 2014 survey
- one in ten (11%) of children reported someone smoking in their home, and one in twenty (5%) reported someone smoking in their car, at least occasionally
- one in eight (13%) reported being exposed to second hand smoke, either at home or in the car, at least occasionally

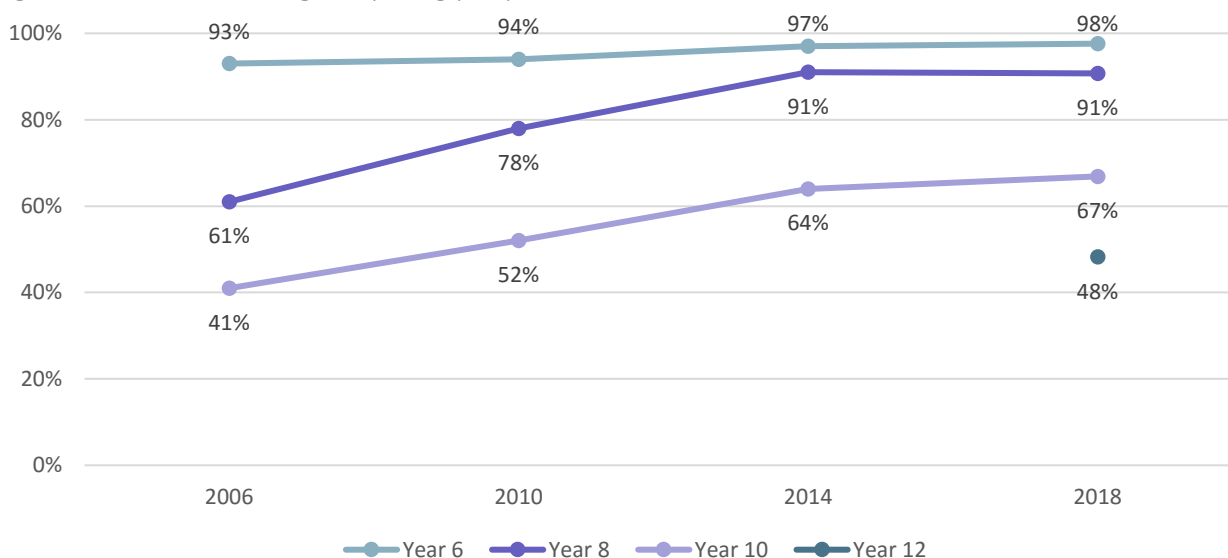
Figure 7.1 Percentage of children exposed to smoke at home / in the car



### Cigarette smokers

The 2018 survey asked the children and young people to select which statement described them best: I have never smoked at all; I have tried smoking once or twice; I used to smoke regularly, but now I don't; I smoke occasionally (less than 1 cigarette per week); I smoke regularly (1 or more cigarette per week) but would like to give up; I smoke regularly and don't want to give up.

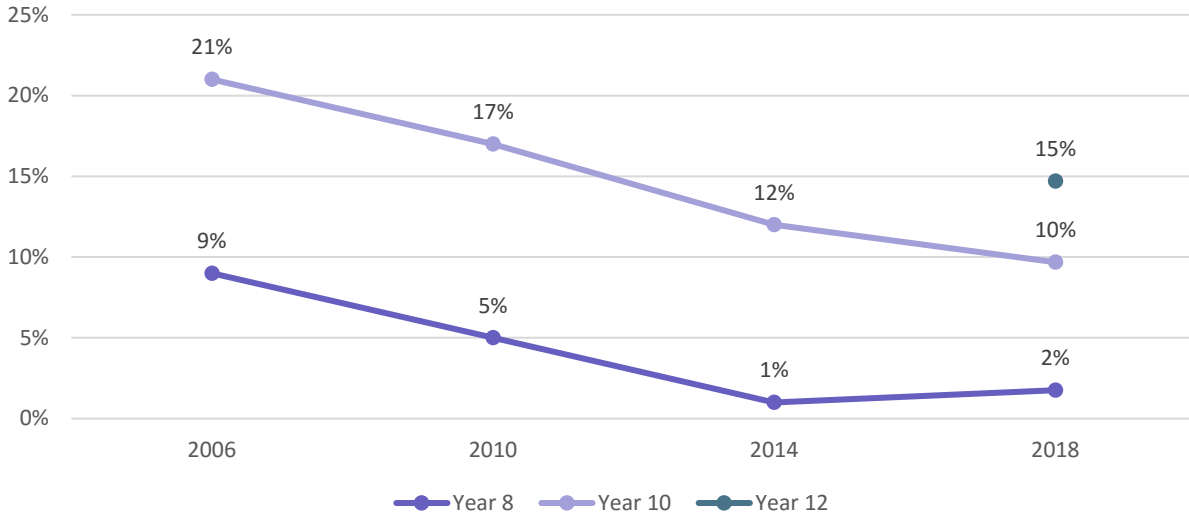
Figure 7.2 Percentage of young people who have never smoked, 2006-2018



- the high proportions of 'never smokers' (over 90%) in Years 6 and 8 in 2018 was similar to 2014
- two-thirds of Year 10s have never smoked, a similar proportion to that seen in 2014

- around half (48%) of Year 12s have never smoked – a similar percentage to the adults (aged 16 and above) reporting that they have never smoked (52%, see 2017 Jersey the Smoking Profile<sup>10</sup>)

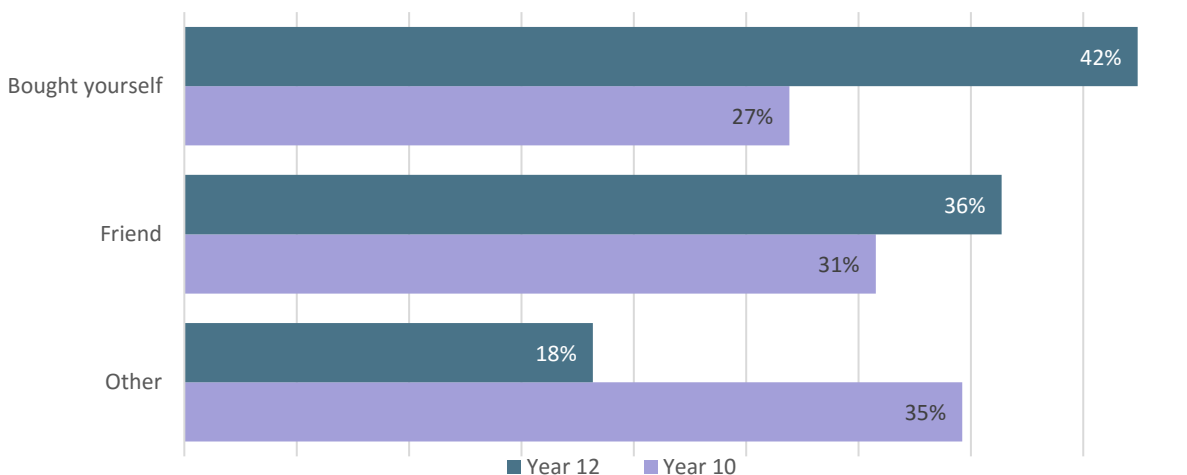
Figure 7.3 Regular and occasional smokers, 2006-2018



- the proportion of current (regular and occasional) smokers was similar for males and females in Years 10 and 12
- the proportion of Year 12 current (regular and occasional) smokers (15%) was similar to the latest proportion of adults reporting that they currently smoked (16%) in the 2017 JOLS (see the Jersey Smoking Profile 2017<sup>11</sup>)
- the number of Year 6 children who reported that they currently smoke was less than 1%

Those young people who reported being occasional or regular smokers were asked where they obtained their last cigarettes. Results from Year 8 were too small to report (fewer than 5). Numbers of young people answering this question from Years 10 and 12 were also fairly small, so the results should be treated with caution.

Figure 7.4 Where did you get / buy your last cigarettes from?



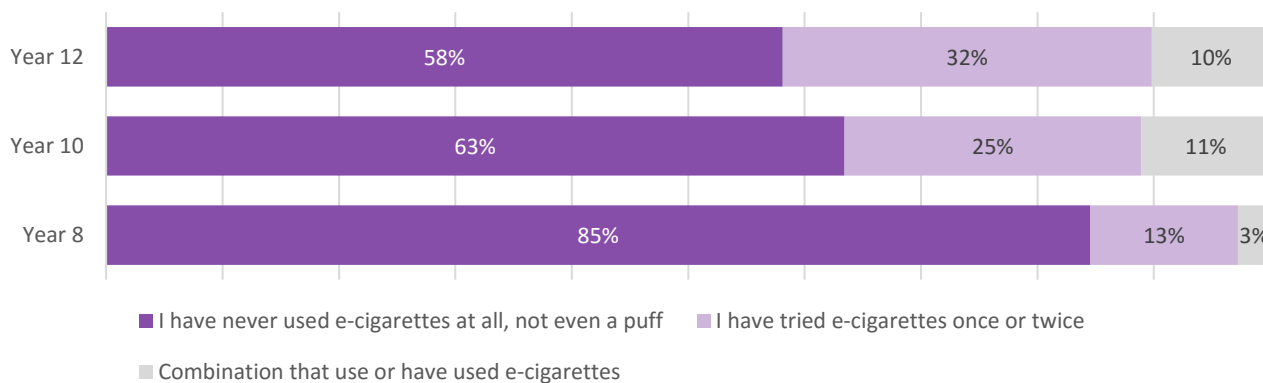
- around one in four (27%) of the Year 10 children who smoked, reported buying their own cigarettes (despite being under 16). However, the actual numbers are very small
- the numbers of children that obtained cigarettes from parents or other family members were very low

<sup>11</sup> <https://www.gov.je/news/2018/pages/smokingprofile2017.aspx>

## E-cigarette smokers

The survey asked young people about their use of e-cigarettes. The question was the same as for regular cigarettes, with Year 8, 10 and 12 children asked to choose the statement that described them best (Year 6 children were not asked about e-cigarettes). The same options as for regular cigarettes were available: I have never used e-cigarettes at all; I have tried e-cigarettes once or twice; I used to use e-cigarettes regularly, but now I don't; I use e-cigarettes occasionally (less than once per week); I use e-cigarettes regularly (once or more per week) but would like to give up; I use e-cigarettes regularly and don't want to give up.

Figure 7.5 Which statement describes your use of e-cigarettes?



- around a sixth (15%) of Year 8, more than a third (37%) of Year 10 and more than two-fifths (42%) of Year 12 have tried or still use e-cigarettes

## Drugs

### Know someone who takes drugs?



1/4 of Year 8



1/2 of Year 10



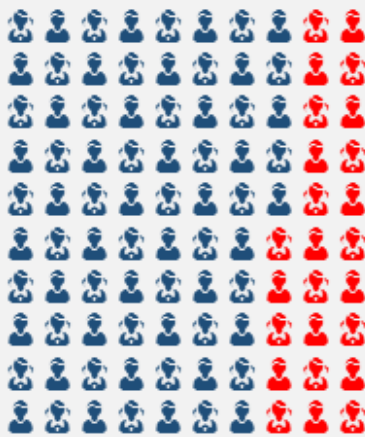
3/4 of Year 12



personally **knew someone** who took **drugs**

### Taken drugs?

Over **1 in 4** Year 12s



had  
taken  
drugs



**Cannabis** was  
the most  
commonly  
used  
drug amongst  
young people

### Information



Visitors to school  
Drug education lessons

Police, Prison Service, Prison!Me!NoWay!

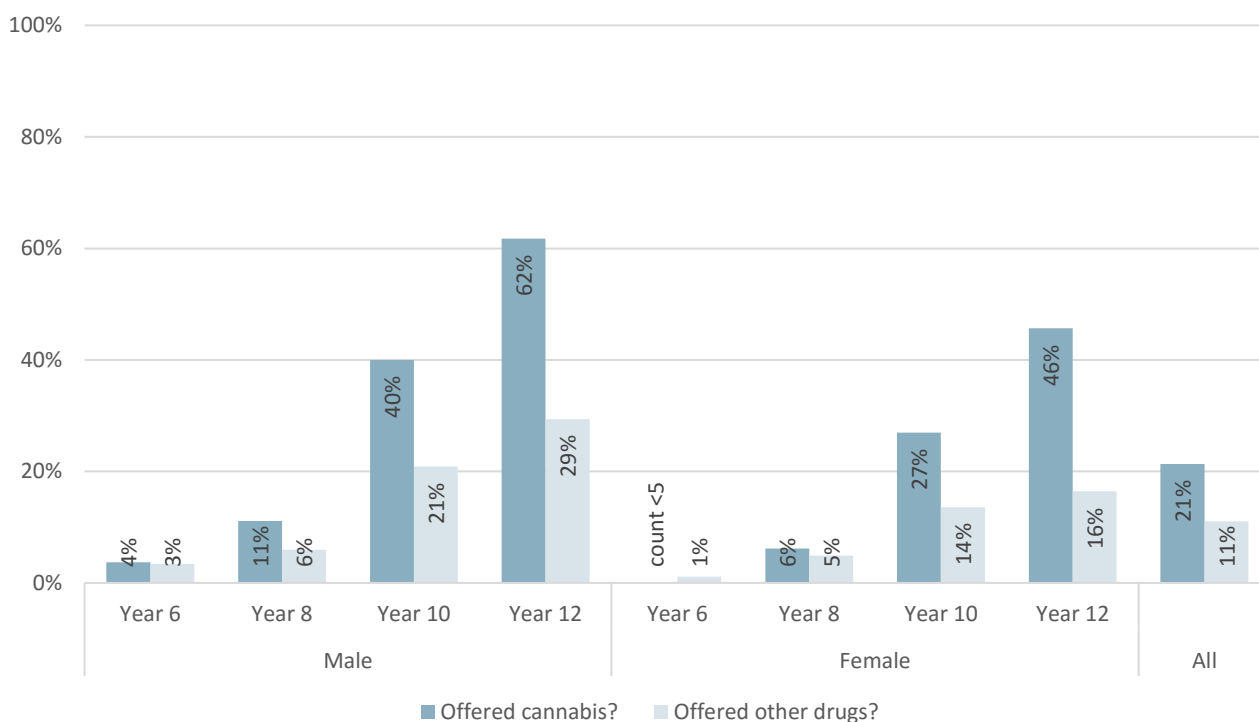


were children's **main** sources of **information** on **drugs**

## Chapter 8 - Drugs

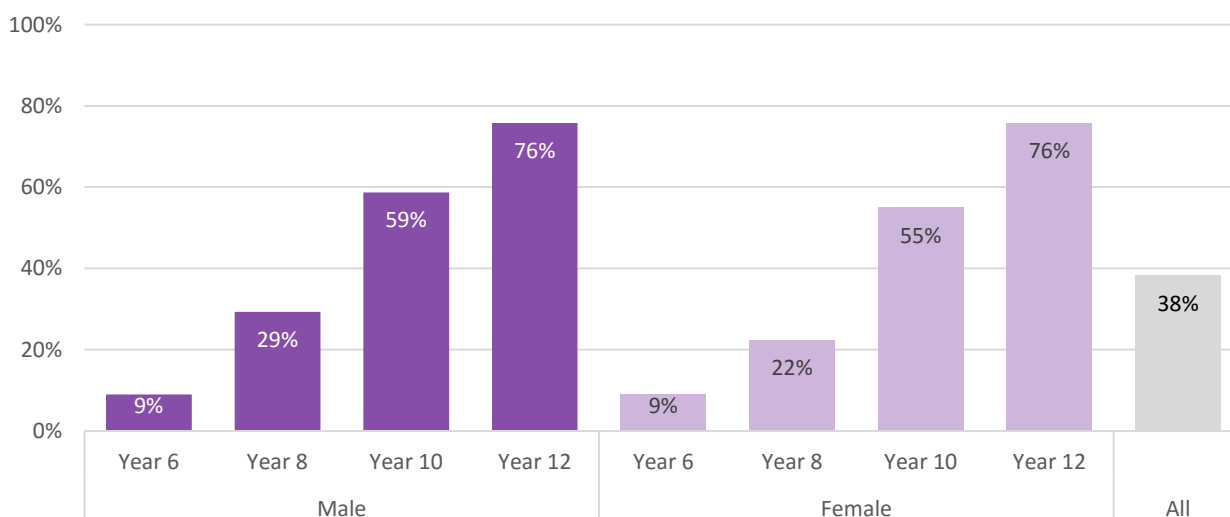
## Access to drugs

Figure 8.2 Have you been offered cannabis / other drugs?  
(percentage who responded 'yes')



- males were significantly more likely than females to have been offered cannabis or other drugs
- males and females were more likely to have been offered cannabis than other drugs (with the exception of Year 6 females – however these numbers are very small)

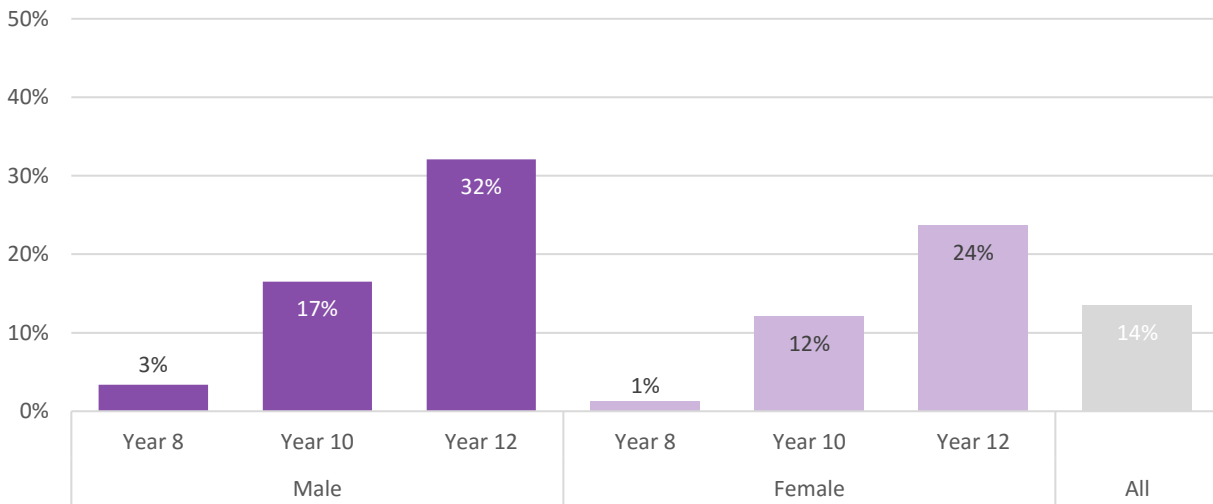
Figure 8.3 Do you know anyone personally who you think takes drugs?  
- not cigarettes, alcohol or medicines (percentage who answered 'yes')



- similar proportions of males compared to females in each year group knew someone who took drugs

### Drug use

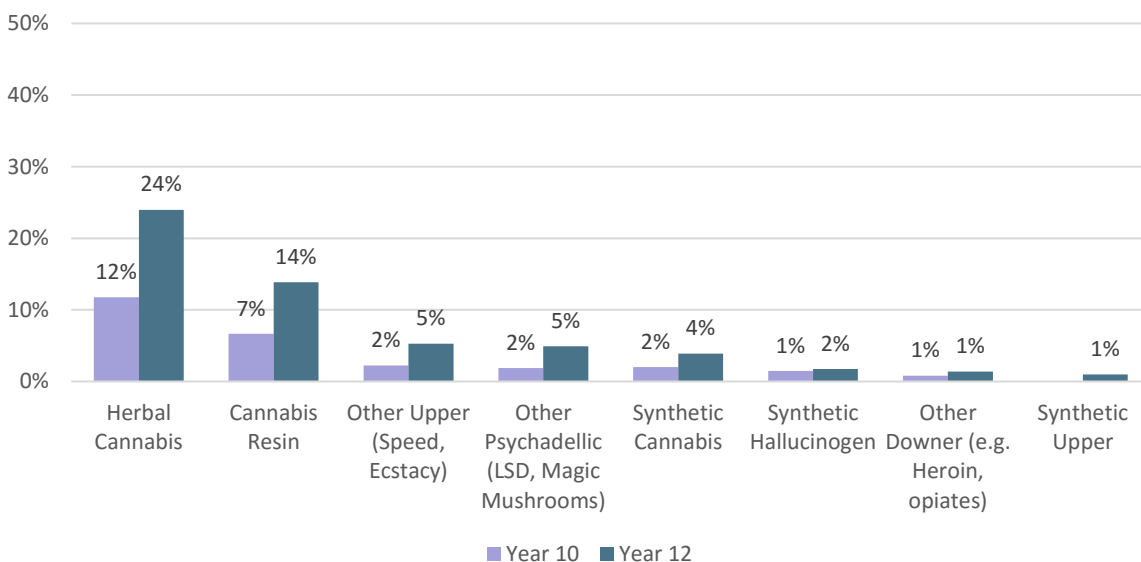
Figure 8.4 Have you ever taken drugs?  
- not cigarettes, alcohol or medicines (percentage who answered ‘yes’)



- around 15% of Year 10 children had taken drugs at least once, similar to the 2014 survey
- more than a quarter (28%) of young people in Year 12 had experience of taking drugs
- males in all year groups were more likely to have taken drugs than females

### Type of drugs

Figure 8.5 What is your experience of drugs?  
(Percentages shown are of entire year group that have EVER taken the drug)

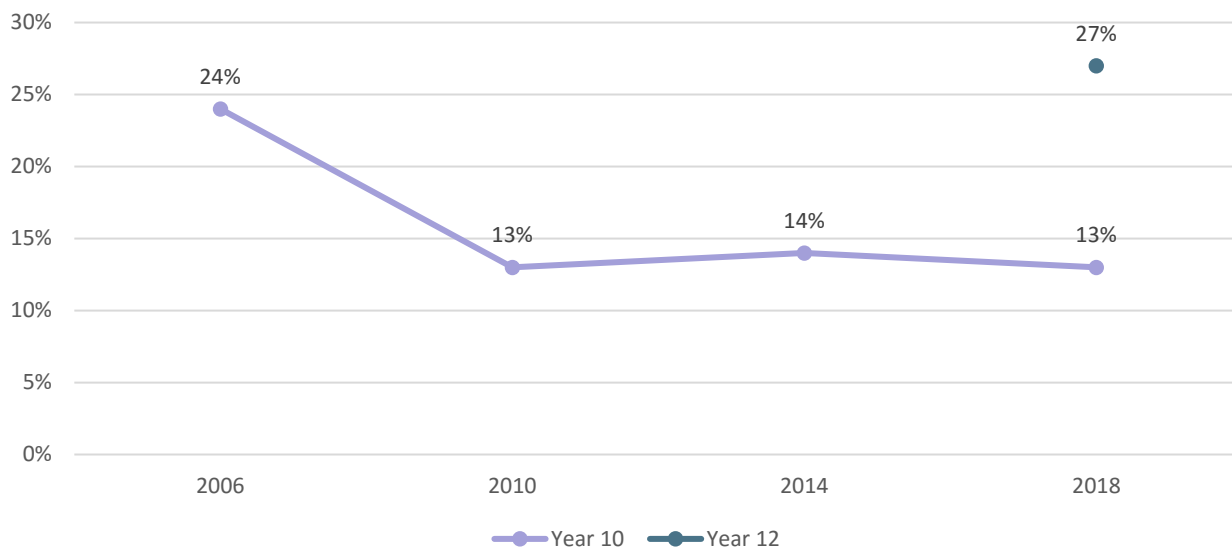


- a greater proportion of Year 10 and Year 12 children had experienced cannabis than any other drug

Young people were asked which drugs they had taken within the last month; only cannabis in its different forms featured significantly. Of Year 12s, 10% had taken herbal cannabis, and 8% had taken cannabis resin in the last month. The proportions in Year 10 were 6% (herbal cannabis) and 3% (cannabis resin) in the last month.

The 2018 survey asked questions about herbal cannabis, and cannabis resin individually. These results were combined to compare with previous surveys where the question related simply to ‘cannabis’.

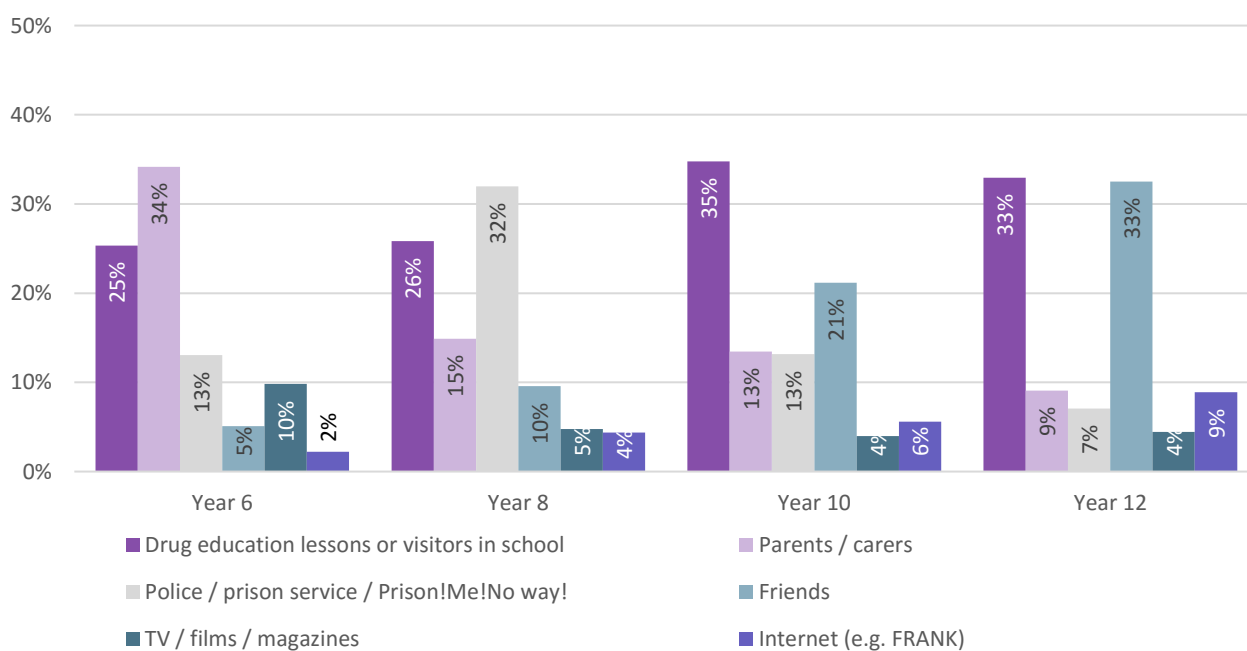
Figure 8.6 Percentage of young people who have ever taken cannabis over time (Year 10 & Year 12)



- the proportion of Year 10 young people reporting ever having taken cannabis has remained similar to 2010
- there is no comparable data for Year 12 from previous surveys. In 2018, a quarter (27%) of Year 12s had ever taken cannabis

### Sources of information

Figure 8.1 Which of these is your main source of information about drugs?



- different year groups obtained their information about drugs from different sources: parents and carers were the main source of information for Year 6 children

- Prison!Me!NoWay! was the main source of drugs information for children in Year 8; drug education lessons in school the main source for Year 10 children
- the Year 12s surveyed reported two main sources of information about drugs: school drug education lessons and friends
- other options included brothers, sisters and close relations; doctors / school nurses; posters / leaflets / reference books; advice centre / youth worker (e.g. Jersey Youth Service – YES). Each of these options were cited by less than 5% of all children



## Diet

### Breakfast

Nearly **1 in 3** students in Years 10 and 12



had eaten **nothing** for breakfast before school

### Lunch

**8%** of Years 8, 10 and 12



reported normally skipping lunch

### 5-a-day



**1 in 4** of all age groups surveyed

Had eaten at least 5 portions of fruit and vegetables the previous day



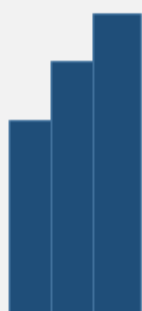
### Crisps, sweets and chocolate

The percentage of children in Years 6, 8 and 10 who ate

**crisps, sweets** and **chocolate**

on most days

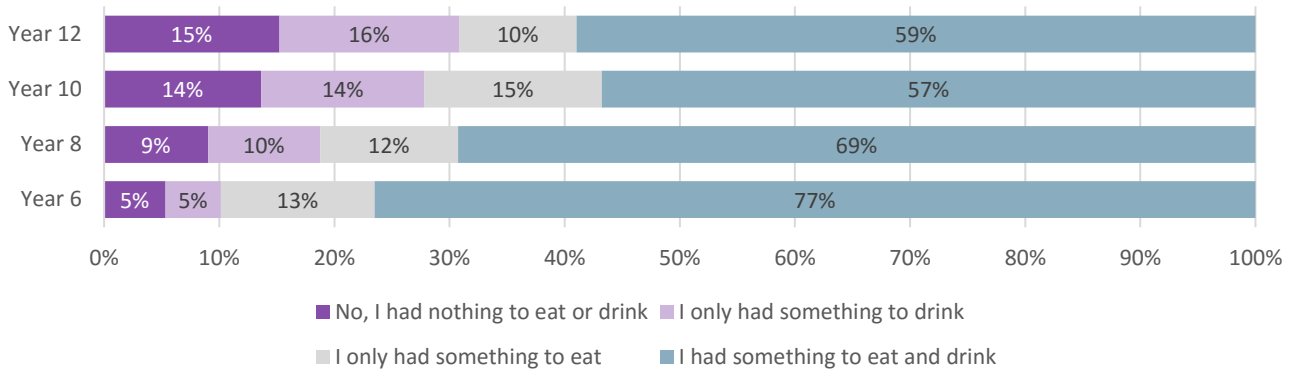
has **increased** since 2010



## Chapter 9 – Diet

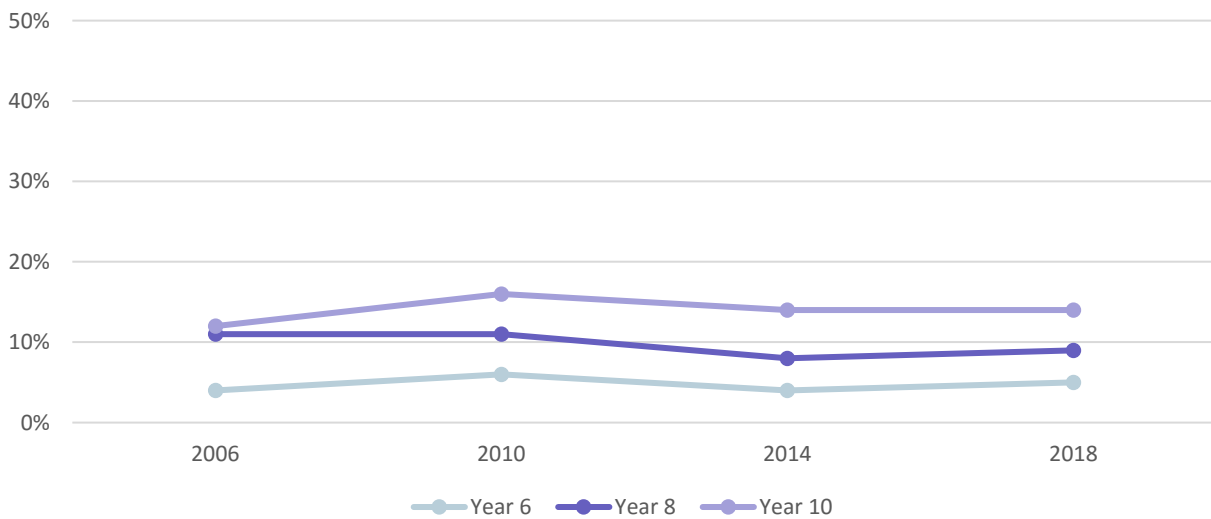
### Breakfast

Figure 9.1 Did you eat or drink anything before lessons this morning?



- nearly one in three of Year 12s (31%) and Year 10s (28%) had nothing to eat before school on the day of the survey

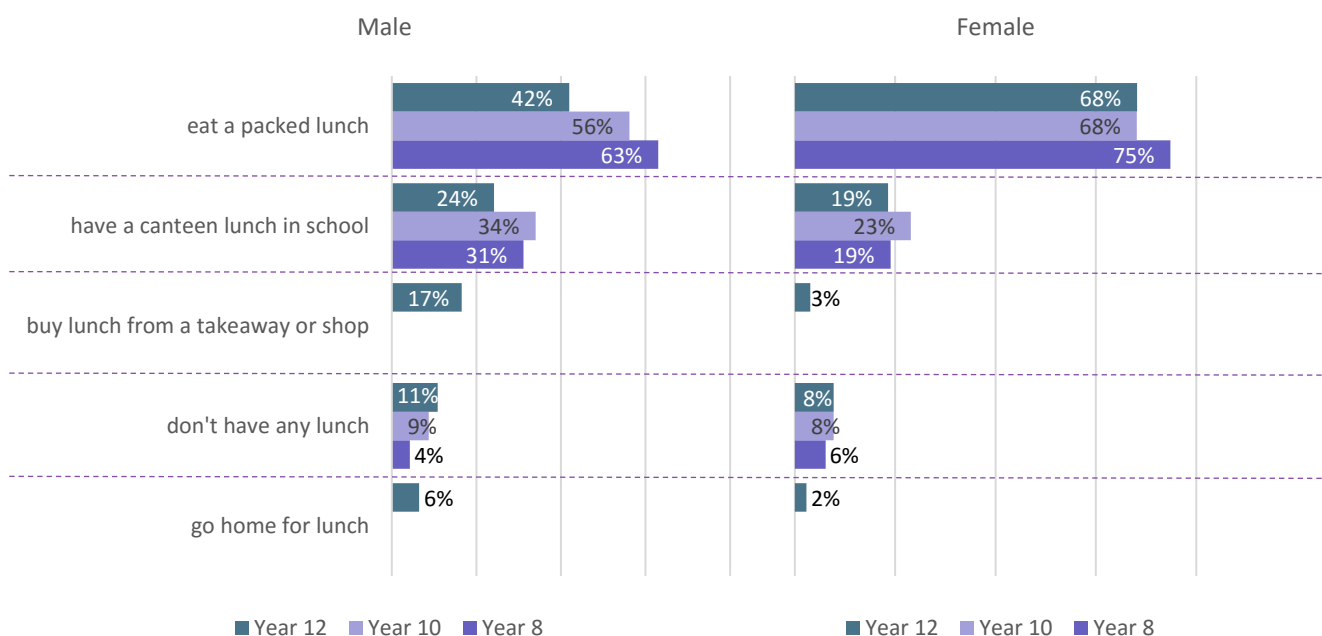
Figure 9.2 Percentage of children having nothing to eat or drink before school that morning 2006 - 2018 (Years 6, 8 & 10)



- the proportions of Years, 6, 8 and 10 having had nothing to eat or drink before school has remained similar since 2006

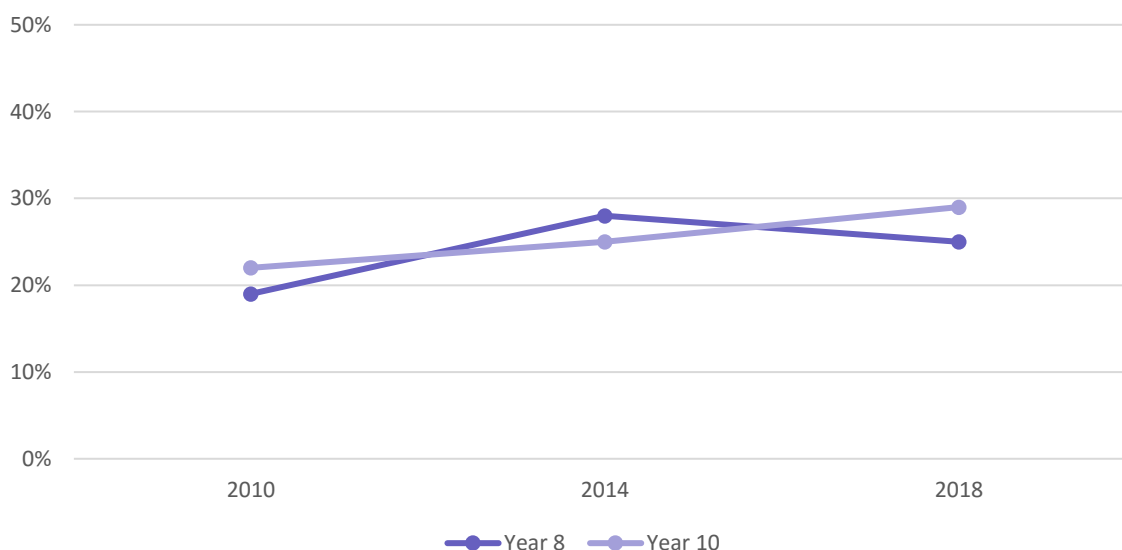
## Lunch

Figure 9.3 What do you normally do for lunch on a school day?



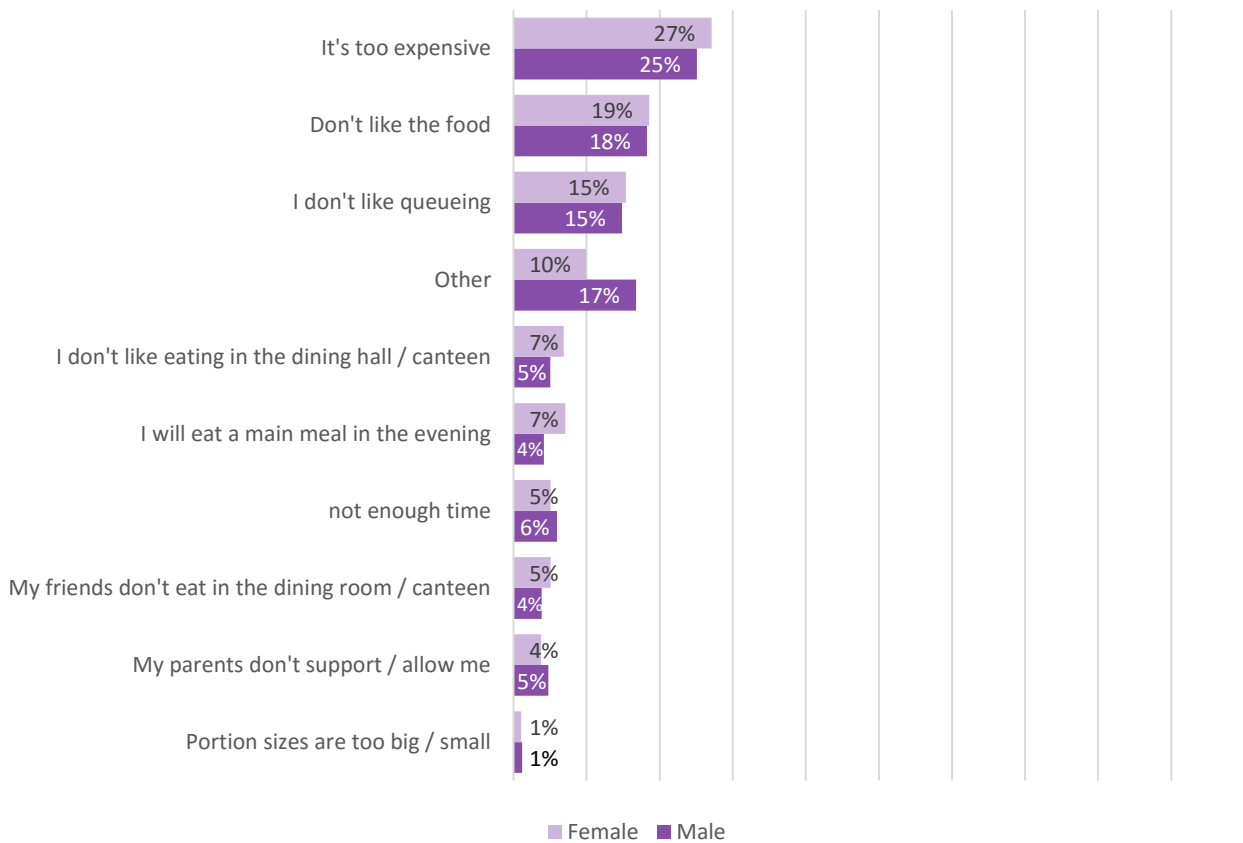
- a higher proportion of females ate a packed lunch than males
- one in four (26%) of Year 8, 10 and 12 students ate a school canteen lunch
- 8% of Year 8, 10 and 12 students surveyed normally didn't have any lunch
- one in six (17%) of Year 12 males buy their lunch from a takeaway or shop

Figure 9.4 Percentage that normally have a school canteen lunch over time



- the percentage of Year 10 children who normally had lunch in the school canteen has risen from 22% in 2010 to 29% in 2018
- the proportion of Year 8 children who normally ate in the school canteen has reduced since 2014 but remains above the 2010 level

Figure 9.5 What is the main reason why you don't normally buy lunch from the school canteen?

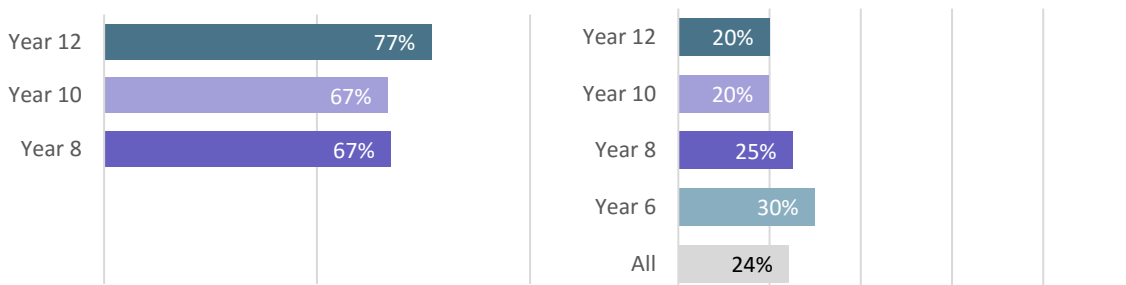


- expense, food quality and queues were the main reasons young people reported for not wanting to use the school canteen
- similar proportions of males and females gave the same reasons for not using the school canteen
- a variety of free text descriptions were given alongside 'Other' responses. The most often used description was along the lines of 'prefer to have a packed lunch'

### 5-a-day

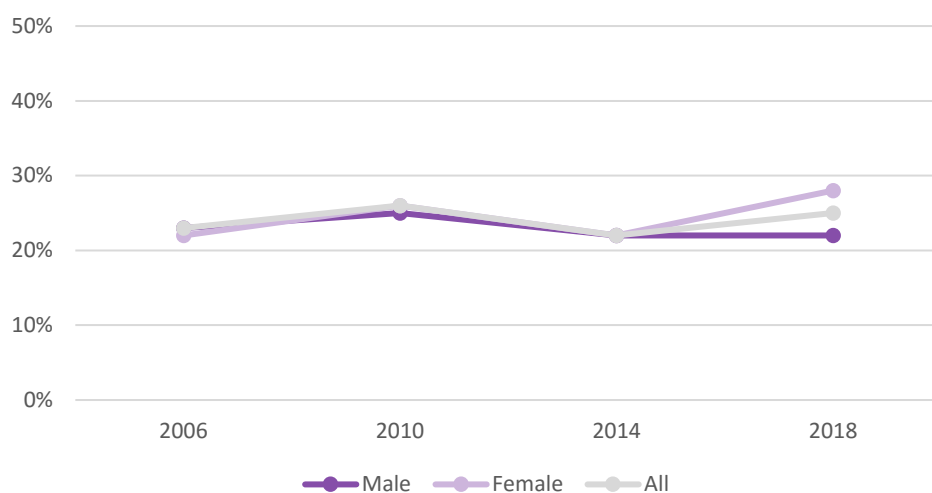
Two questions were asked about young people's knowledge and practise of eating five portions of fruit or vegetables a day ('5-a-day') to remain healthy. (Note – Year 6 children were not asked the knowledge question).

Figure 9.6 Knowledge and practise of eating 5-a-day  
 (Aware they should eat 5-a-day) (Ate 5-a-day yesterday)



- the proportion of young people who knew they should eat 5 portions of fruit and vegetables was considerably greater than the proportion that actually ate 5 portions

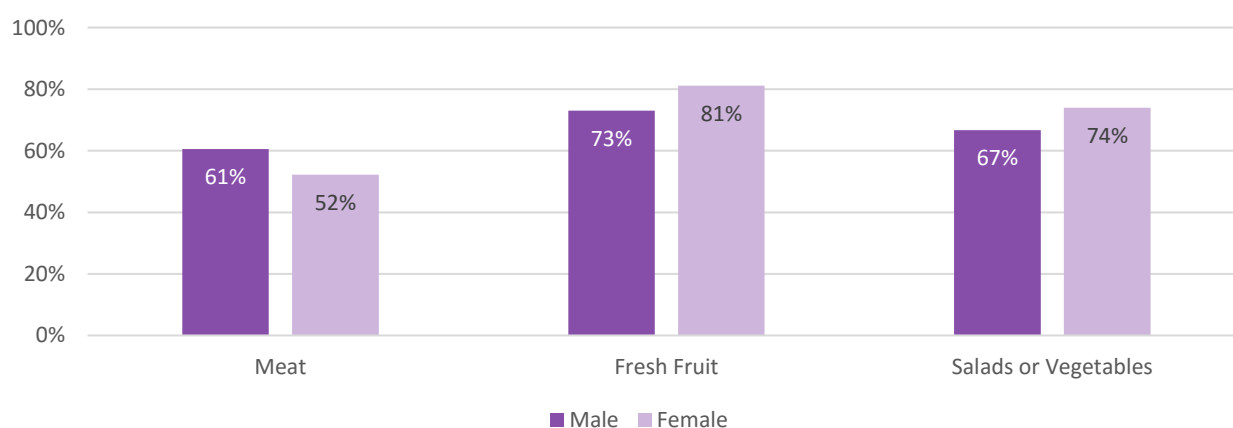
Figure 9.7 Proportion of young people eating at least 5 portions of fruit or vegetables each day over time (Years 6, 8 and 10)



- the proportion of males who ate 5 or more portions of fruit or vegetables per day has remained fairly similar since 2006
- in previous surveys the proportion of females who ate 5 or more portions of fruit or vegetables was similar to that of males. However, in 2018, more females reported that they ate their 5-a-day than compared to their male counterparts

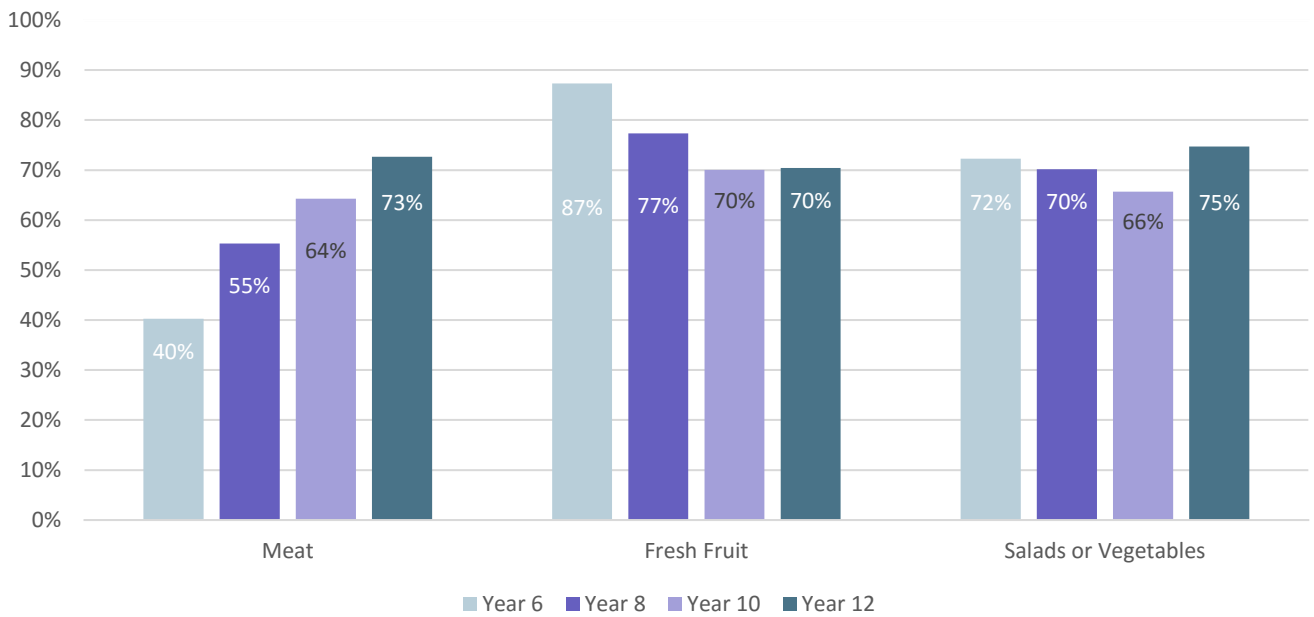
## Meat and Vegetables

Figure 9.8 How often did you eat the following in the last 7 days - percentage of young people answering most days (4 or more) by gender



- a greater percentage of males (61%) ate meat on most days than females (52%)
- a greater percentage of females ate fresh fruit and salads / vegetables on most days than males

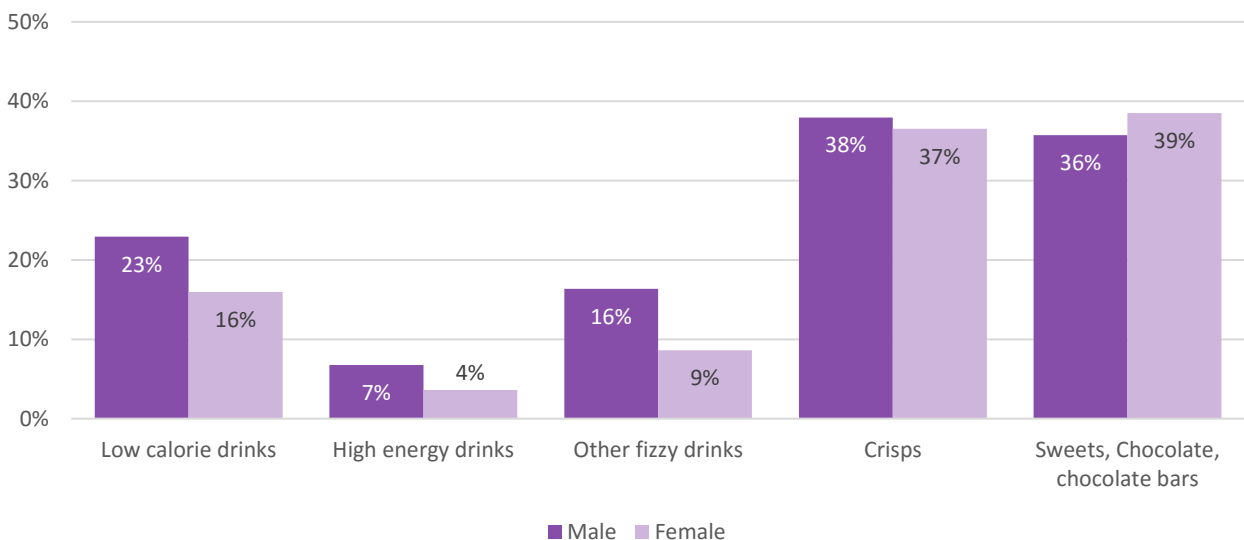
Figure 9.9 How often did you eat or drink the following in the last 7 days?  
 - percentage of young people answering most days (4 or more) by year group



- proportions of young people who ate fresh fruit on most days decreased in higher year groups: 87% in Year 6, 77% in Year 8 and 70% in Year 10. However, the proportions eating fresh fruit on most days in Years 6 and 8 were greater than in 2014 (81 and 66% respectively)

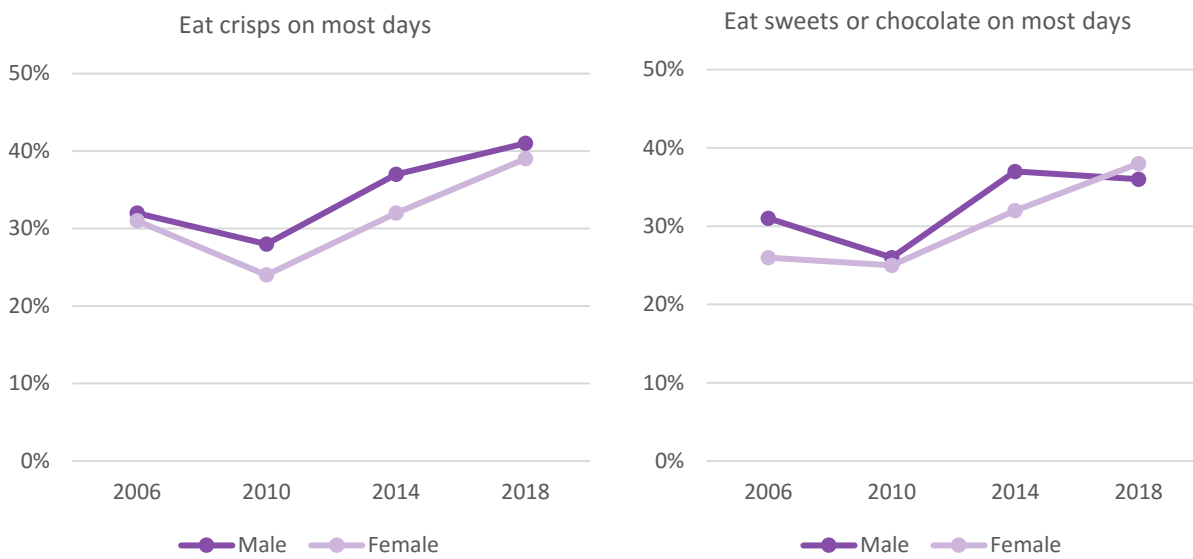
### Unhealthy food

Figure 9.10 How often did you eat or drink the following in the last 7 days?  
 - percentage of young people answering on 4 days or more by gender



- over a third of children and young people surveyed ate crisps, sweets, chocolate and chocolate bars on most days: the proportions of males and females were similar
- a higher proportion of males drank fizzy drinks than females
- the proportions split by year group showed broadly similar results, the exception being a lower percentage of Year 12 ate crisps on most days (23%) compared to other year groups (40% for Years 6, 8 and 10 combined)

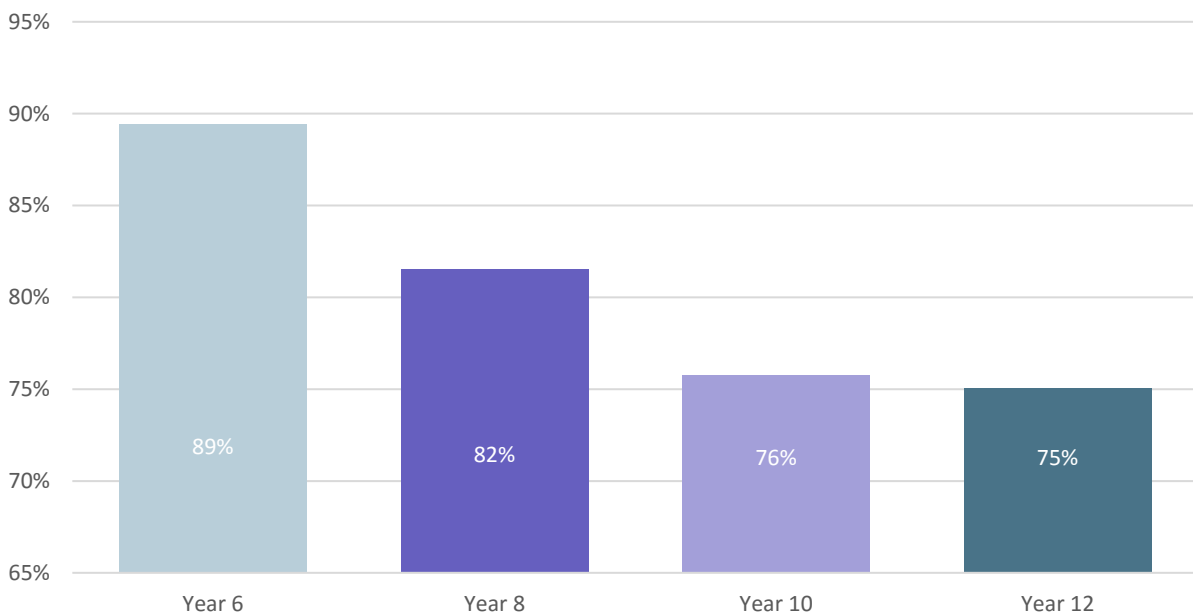
Figure 9.11 Percentage eating crisps / sweets and chocolate on most days over time (Years 6, 8 & 10)



- the proportion of males and females who ate crisps and sweets, chocolate and chocolate bars on most days has increased since 2010

## Drinking water

Figure 9.12 Did you drink water regularly throughout the day yesterday? - not squash, just plain water (percentage who answered 'yes')



## Physical Activity

### Exercise



**80%** of all children surveyed did not meet the recommended level of **physical activity** (one hour each day) over the previous 7 days



### Screen time

**7** out of **10** young people from Years 10 and 12 spent at least **3 hours per day** watching TV or movies, playing computer games, chatting online, emailing or surfing the internet



### Active transport



**52%** travelled to school by **car**

**32%** **walked** to school



**18%** travelled to school by **school bus**



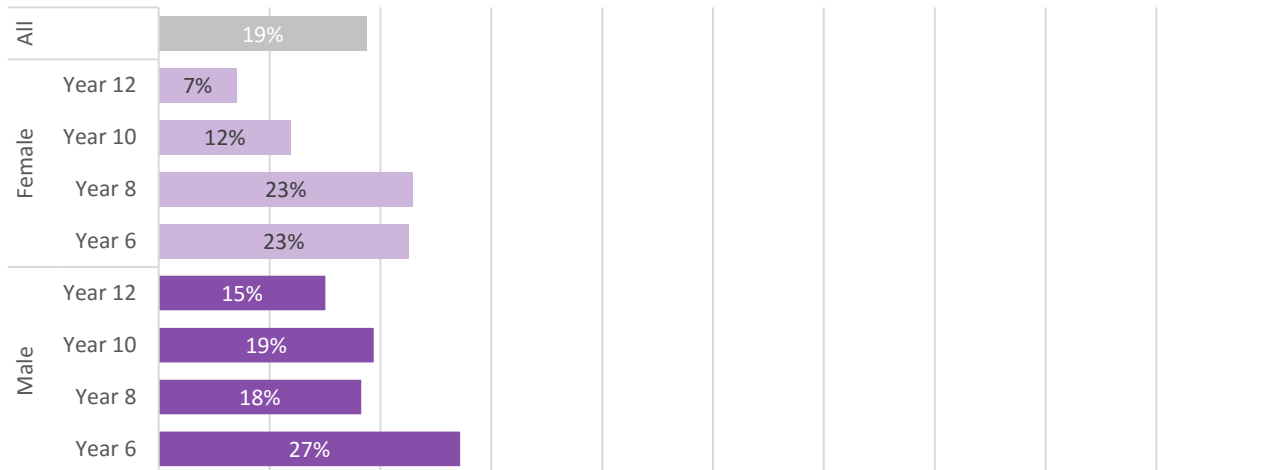
**2%** travelled to school by **bicycle**



## Chapter 10 – Physical activity

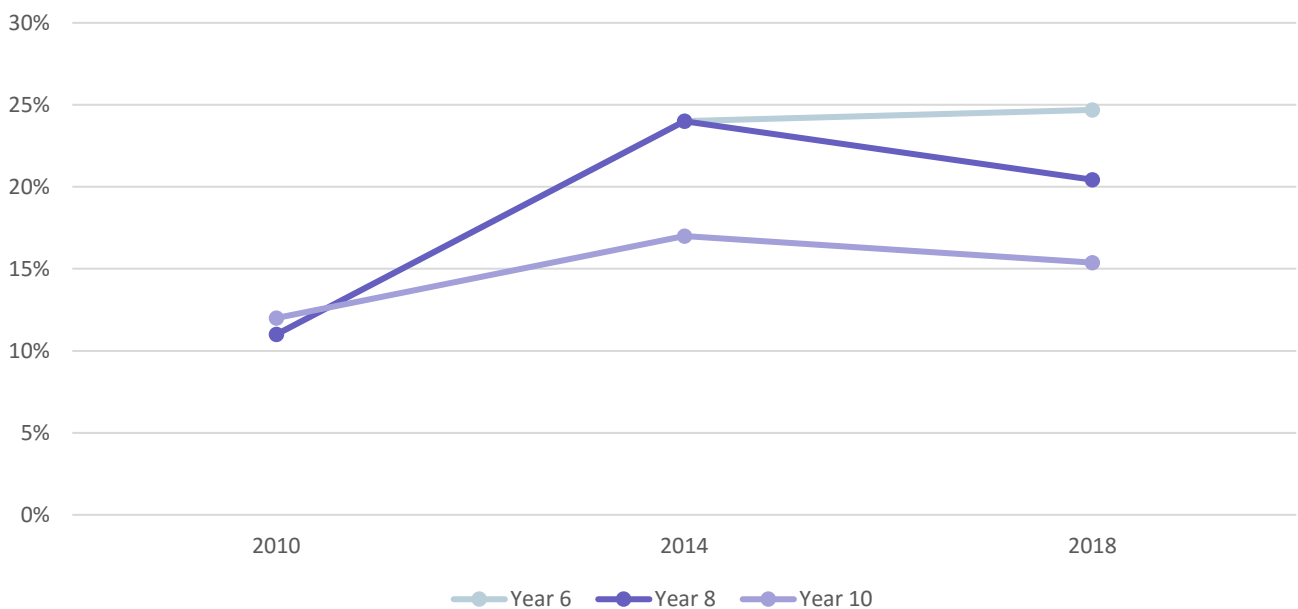
### Exercise

Figure 10.1 Percentage of young people meeting the recommended level of physical activity<sup>12</sup> (one hour per day, each day over the last 7 days)



- almost one in five (19%) young people reported being physically active at or above the national recommended level (at least one hour, on each of the seven days preceding the survey)

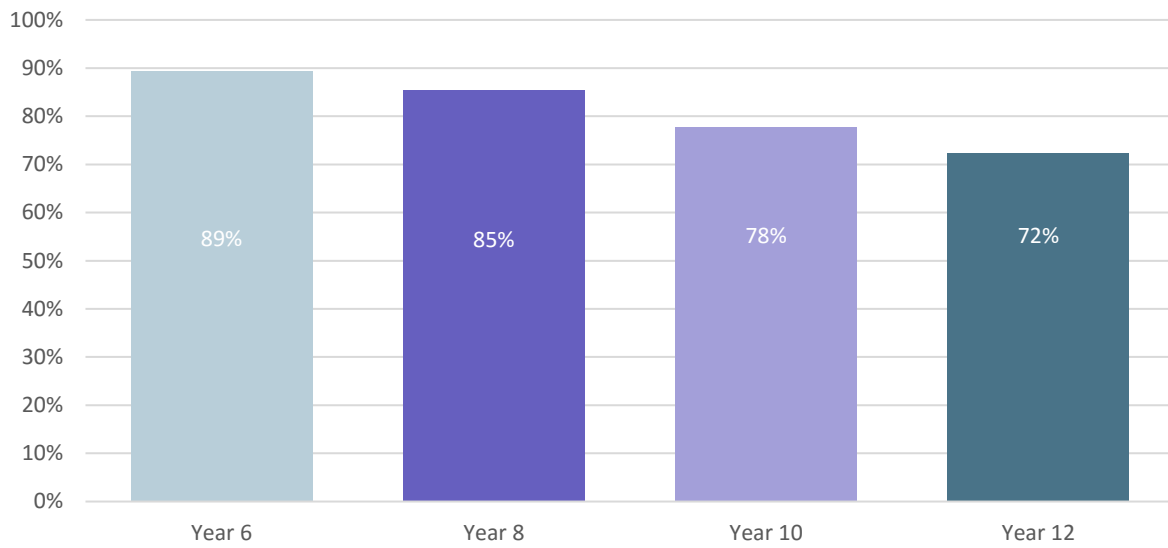
Figure 10.2 Young people meeting the recommended level of physical activity over time



- the proportion of children who reported being physically active at or above the national recommended level has increased for each year group since 2010

<sup>12</sup> NHS physical activity guidelines for children and young people.  
[www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/](http://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/)

Figure 10.3 Do you feel your parents / carers encourage you to be physically active? e.g. take you to practise, join in with you, pay for activities etc. (percentage who answered 'yes')



### Screen time

How much time did you spend doing the following YESTERDAY<sup>13</sup> in your free time?

Figure 10.4 Watching TV programmes and movies (including online and DVDs)

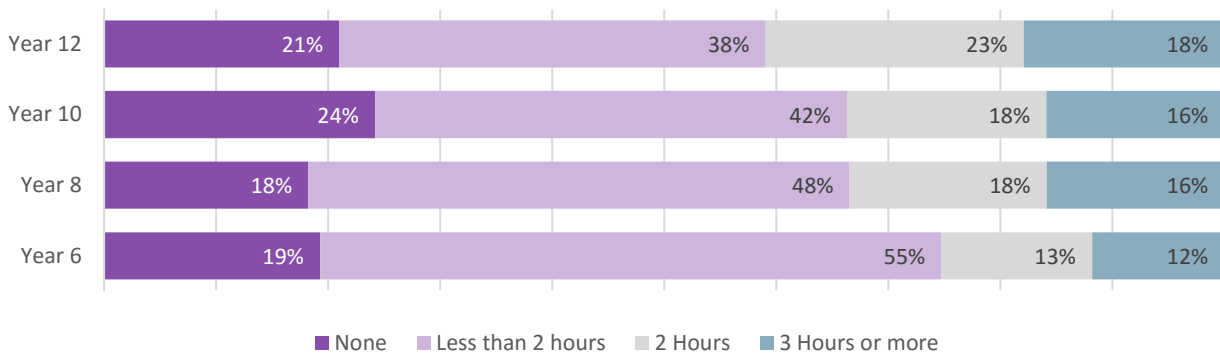
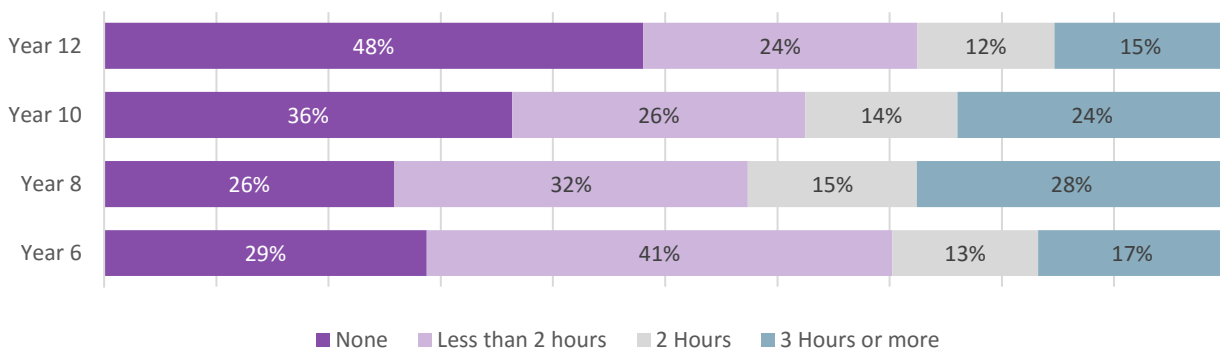
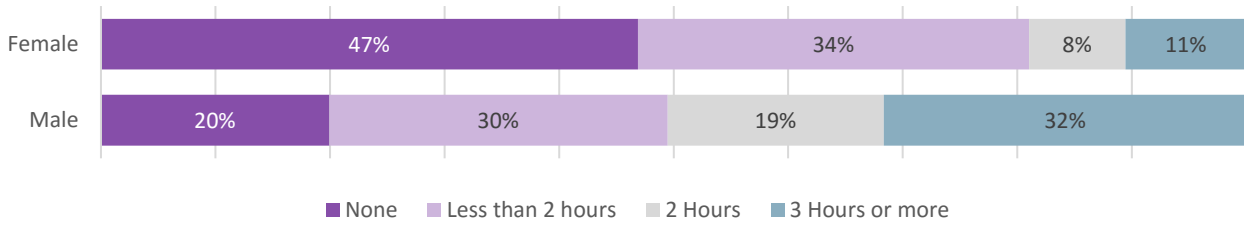


Figure 10.5 Playing games on a computer or games console (Playstation, Xbox or tablet / smartphone)



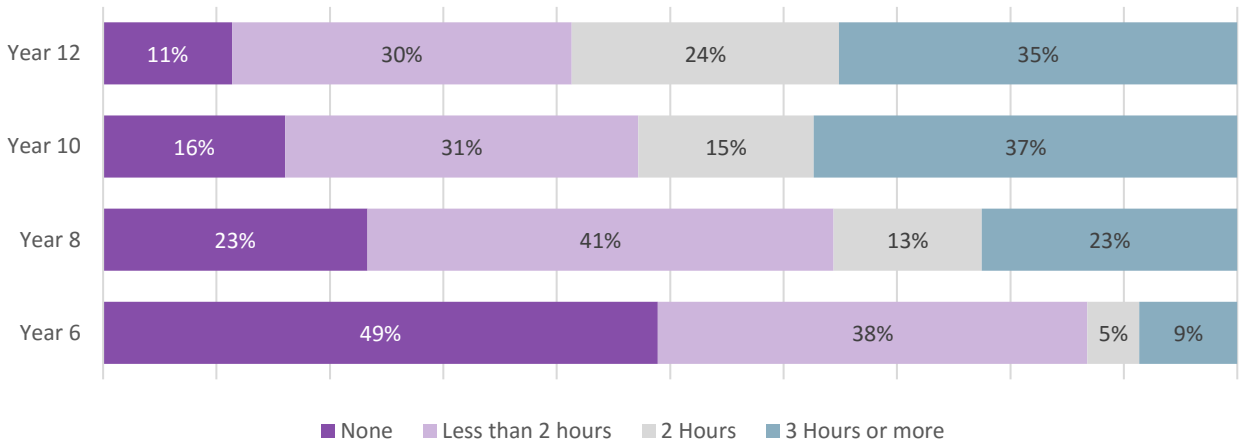
<sup>13</sup> Responses made on a Monday were excluded – this section reflects the situation of mid-week screen time.

Figure 10.6 Playing games on a computer or games console (Playstation, Xbox or tablet / smartphone) – male / female



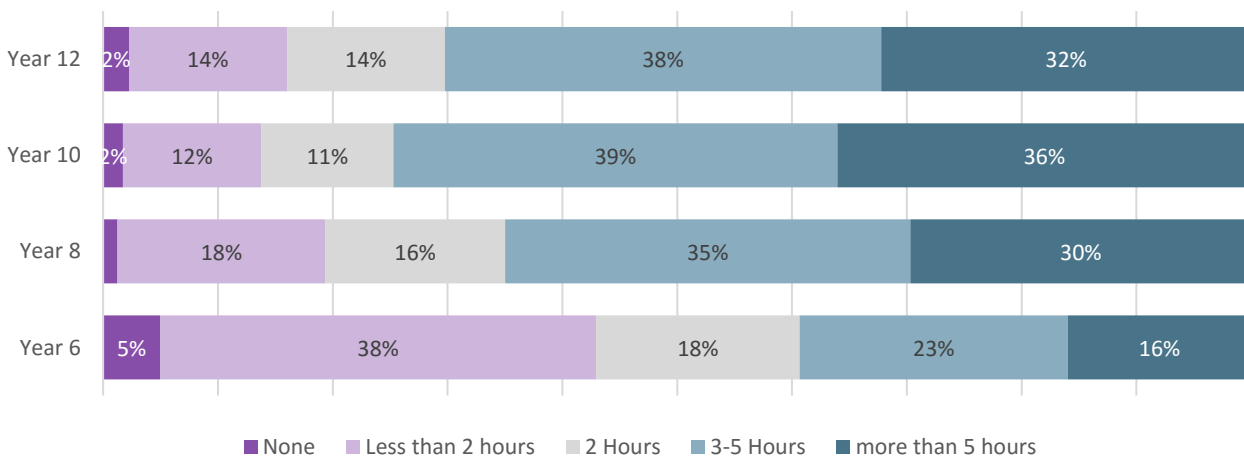
- males and females had broadly similar television and online chatting habits
- higher proportions of boys compared to girls had spent 2 or more hours the day before playing games on a computer or games console

Figure 10.7 Using a computer for chatting online, internet, emailing (including on a tablet or smartphone)



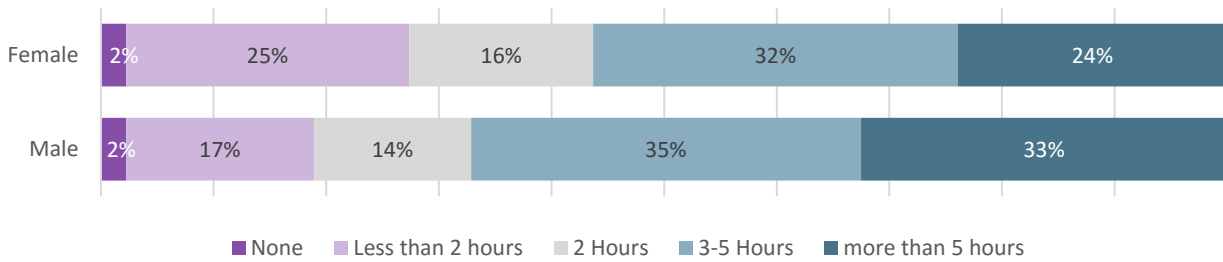
Using the responses from these last four questions, a combined amount of screen time was calculated for each person with proportions by year group shown below.

Figure 10.8 Combined screen time



- a third (35%) of Year 10 and Year 12 young people were engaged in screen based activity for more than 5 hours on the day prior to the survey
- two-fifths (43%) of Year 6 spent under 2 hours in screen based activity on the previous day, compared to less than a fifth in Years 8, 10 and 12 (19%, 14% and 16%, respectively)

Figure 10.9 Combined screen time by gender



- a higher proportion of males (33%) than females (24%) spent 5 hours or more on screens the day before the survey
- conversely, a higher proportion of females (25%) spent less than 2 hours on screens than males (17%)
- much of the difference was due to the difference in male and female computer / consoling gaming habits

### Active Transport

Young people were asked how they travelled to school that day. They were able to select multiple modes of transport.

Figure 10.10 Percentage of young people who travelled to school by car, van or taxi

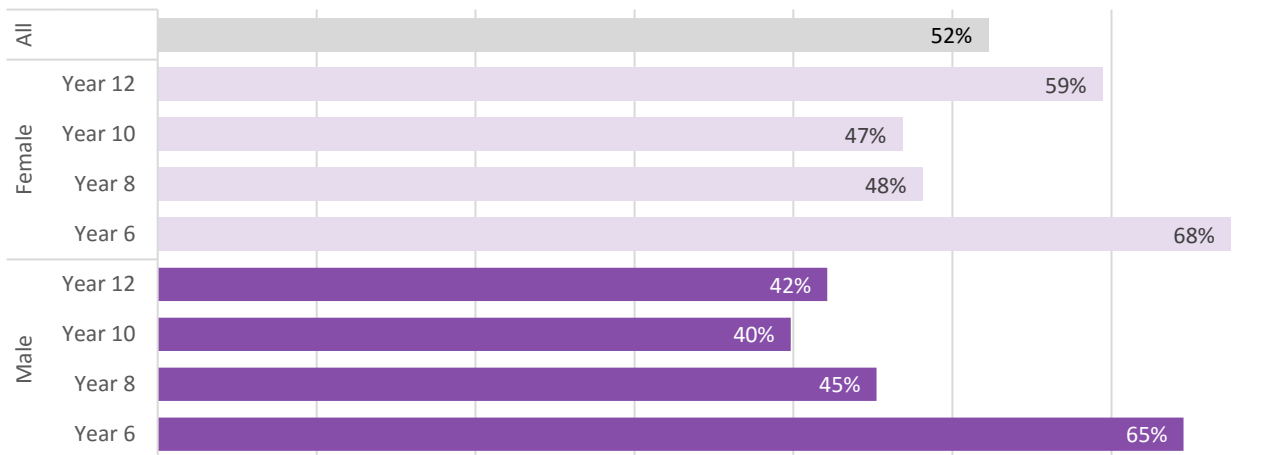


Figure 10.11 Percentage of young people that travelled to school by school bus

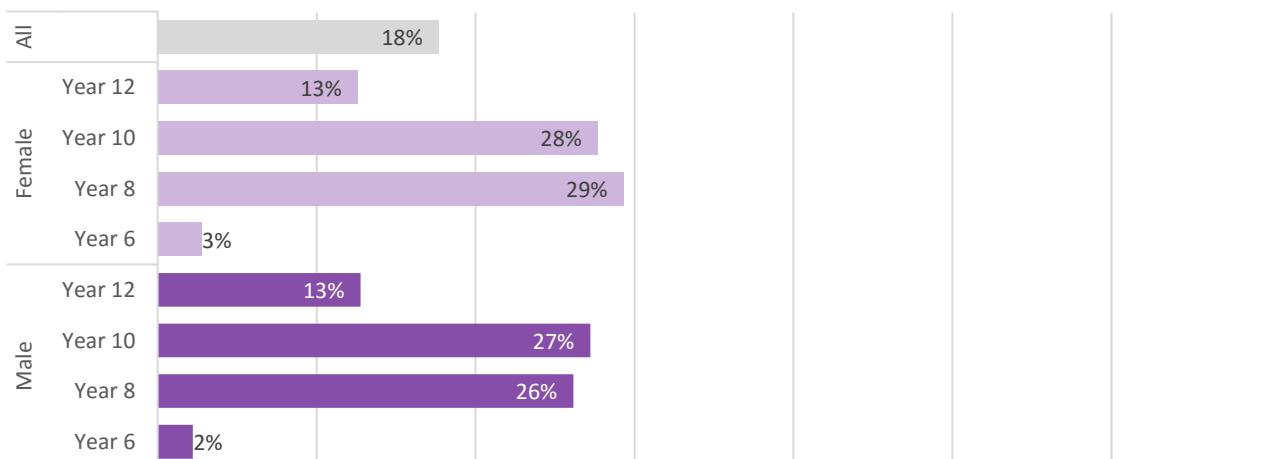


Figure 10.12 Percentage of young people that walked to school

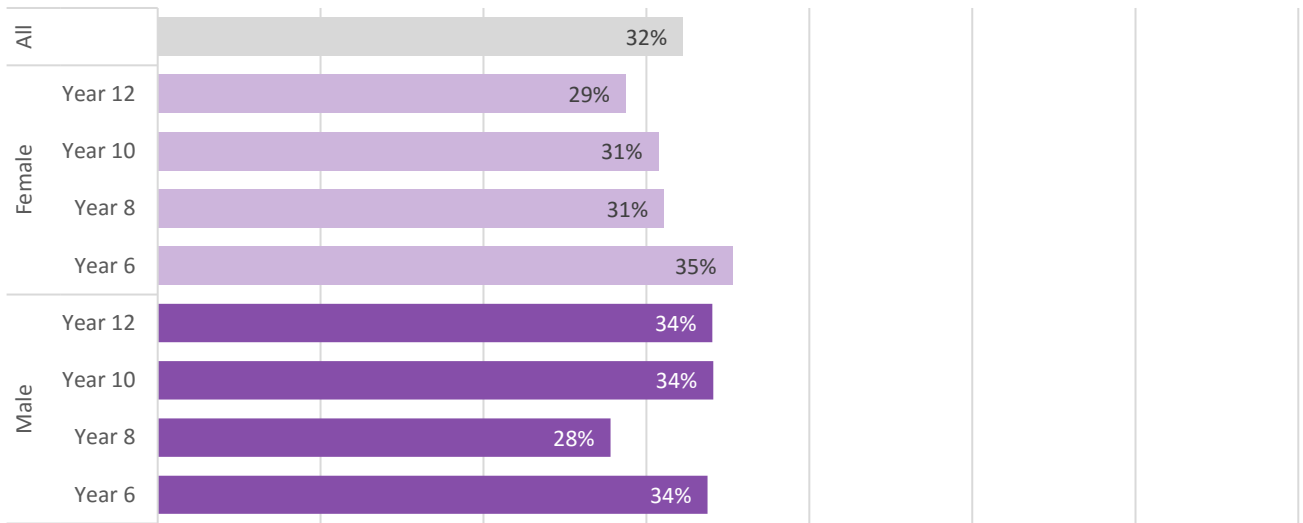
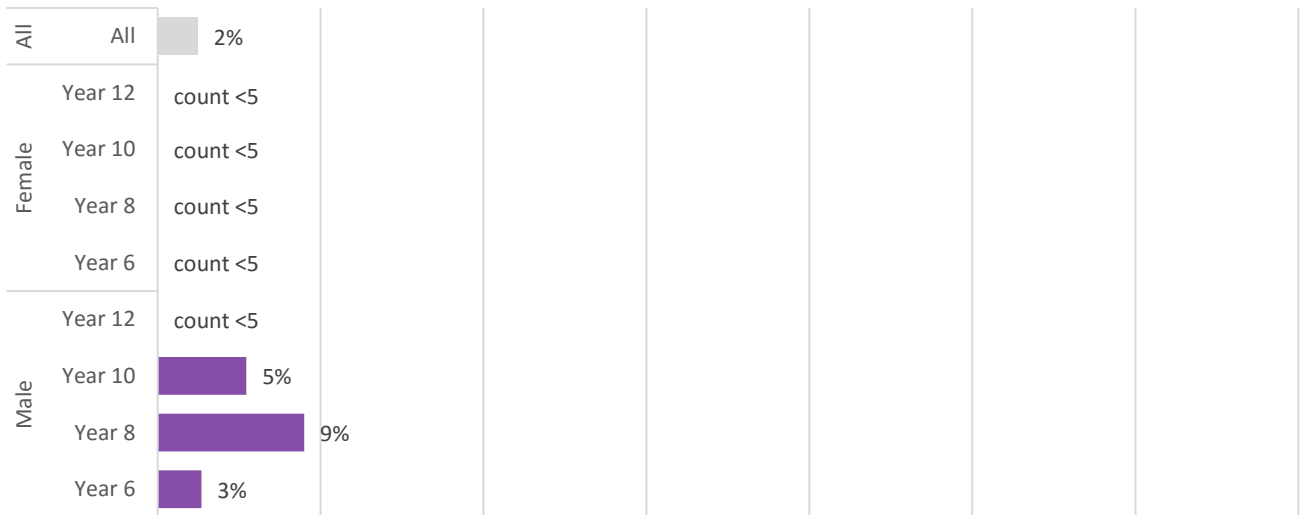
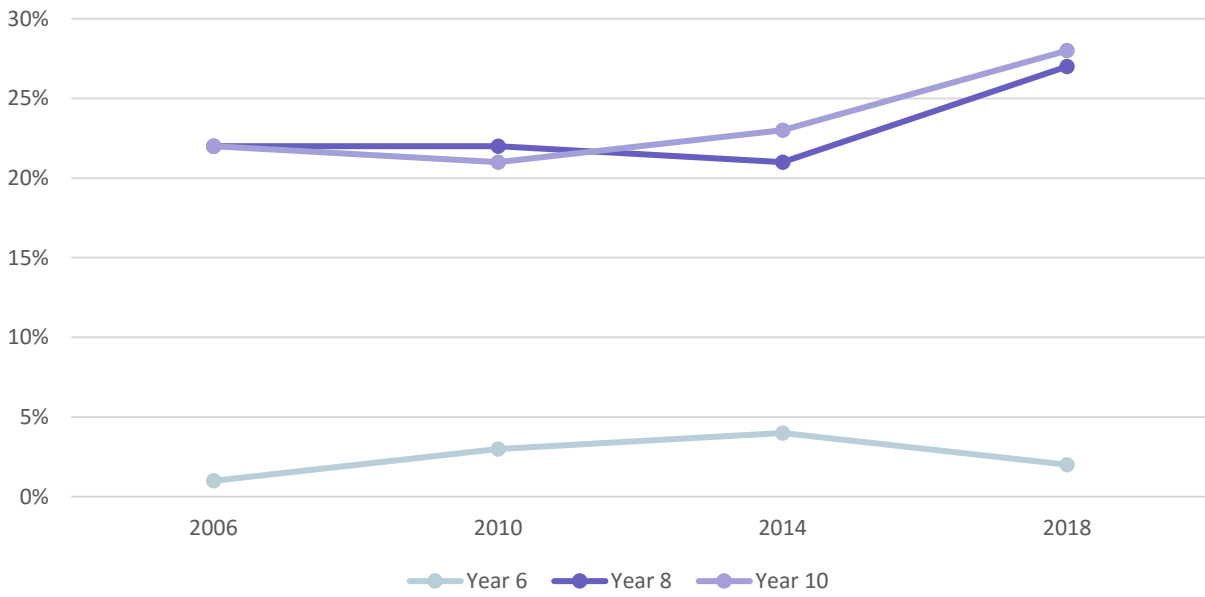


Figure 10.13 Percentage of young people that travelled to school by bicycle



### Transport to school over time

Figure 10.14 Percentage travelling to school by school bus over time




- the proportion of secondary school children using the school bus has increased since 2014

## Sex and growing up

### Sexual attraction

**87%** of Year 10  
and Year 12  
**males**



...were exclusively  
attracted to females

**75%** of Year 10  
and Year 12  
**females**



...were exclusively  
attracted to males

### Sexually active

**28%** of Year 10 and **50%** of Year 12  
reported being currently or previously  
**sexually active**



### Contraception

**84%** of children in  
Years 10 and 12



knew where to get  
free condoms

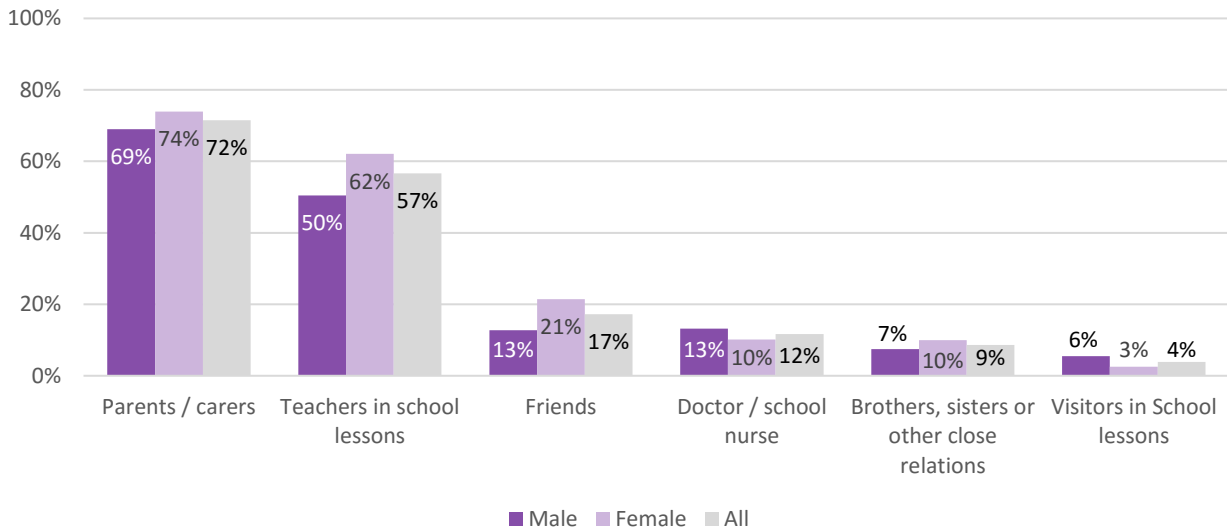
**68%** of Year 10  
and  
**52%** of Year 12

used a **condom** the  
last time they had sex

## Chapter 11 – Sex and growing up

### Body changes (*Year 6 only*)

Figure 11.1 Have any of the following talked to you about how your body changes as you grow?  
*Choose all the answers that apply*

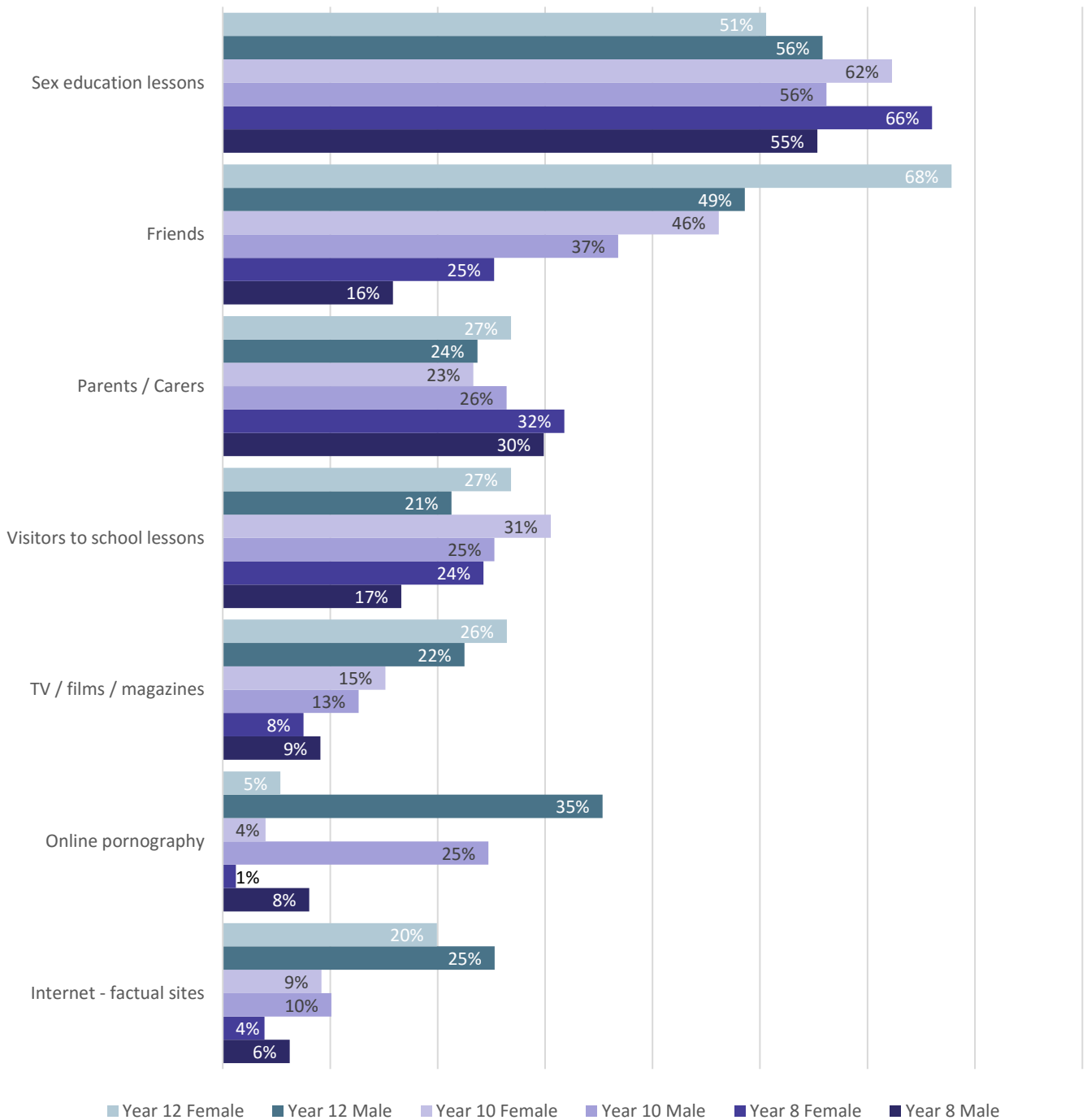


- 84% of Year 6 children reported knowing enough about how their body changes as they grow older, a lower proportion than recorded by the 2014 and 2010 surveys when the proportion was 94%
- as in 2014, parents / carers, teachers and friends were the most frequently cited sources of information for Year 6 children



Sources of information

Figure 11.2 Which of these is your main source of information about sex<sup>14</sup>? Choose all that apply



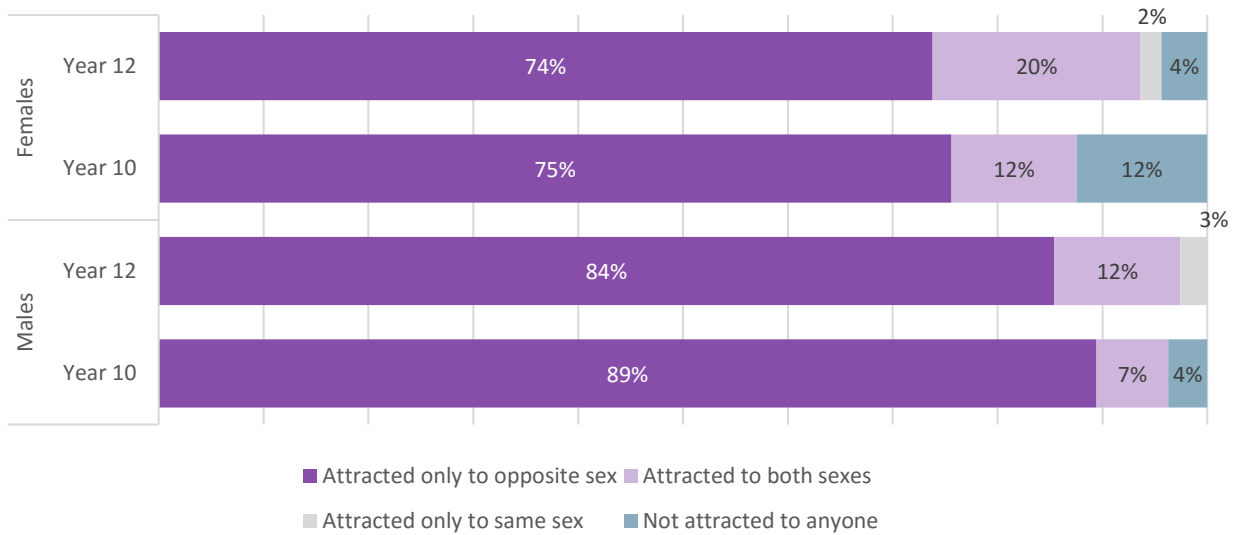
- other options available were: brothers, sisters or other close relations; advice centres (e.g. YES); posters / leaflets / reference books; doctor / school nurse. Less than 10% of the children surveyed chose each of these options
- online pornography was a major source of information about sex for males; cited by a third of Year 12 boys as a main source

<sup>14</sup> This question was structured differently to the 2014 survey – young people were allowed to choose all options that applied.

### Sexuality

A question on sexual attraction was included for Year 10 and Year 12 children. The question asked whether the young person was attracted to males or females, exclusively, mostly or equally to both.

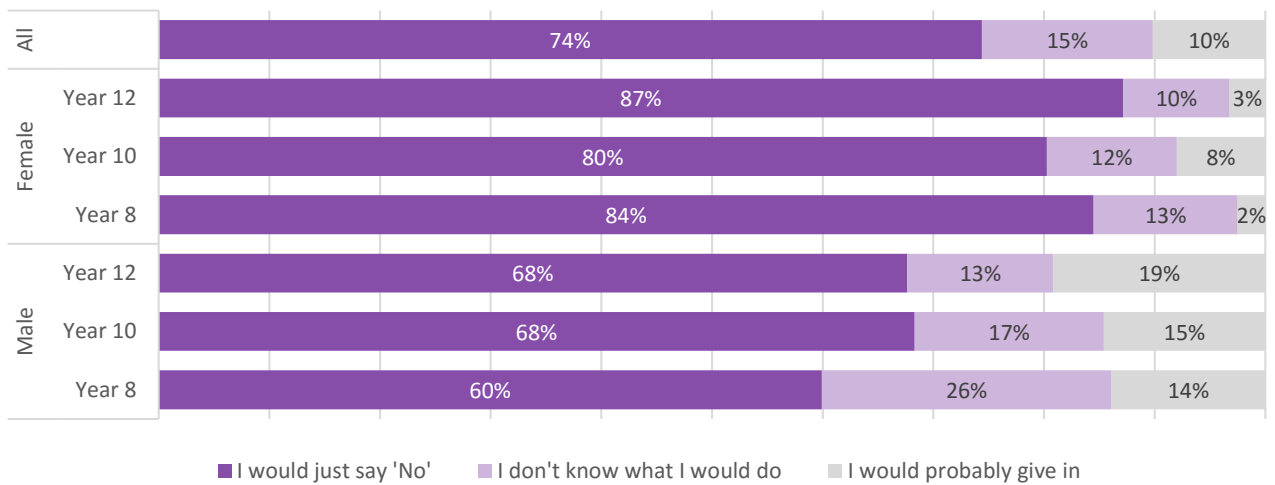
Figure 11.3 Sexuality (Year 10 and Year 12)



- in Year 10, the proportion of males and females attracted exclusively to their own gender was too small to present; by Year 12 a higher percentage (2-3%) identified this way
- a significantly smaller proportion of females reported being exclusively attracted to males (75%) than males that reported being exclusively attracted to females (87%)

### Confidence to say no to sex

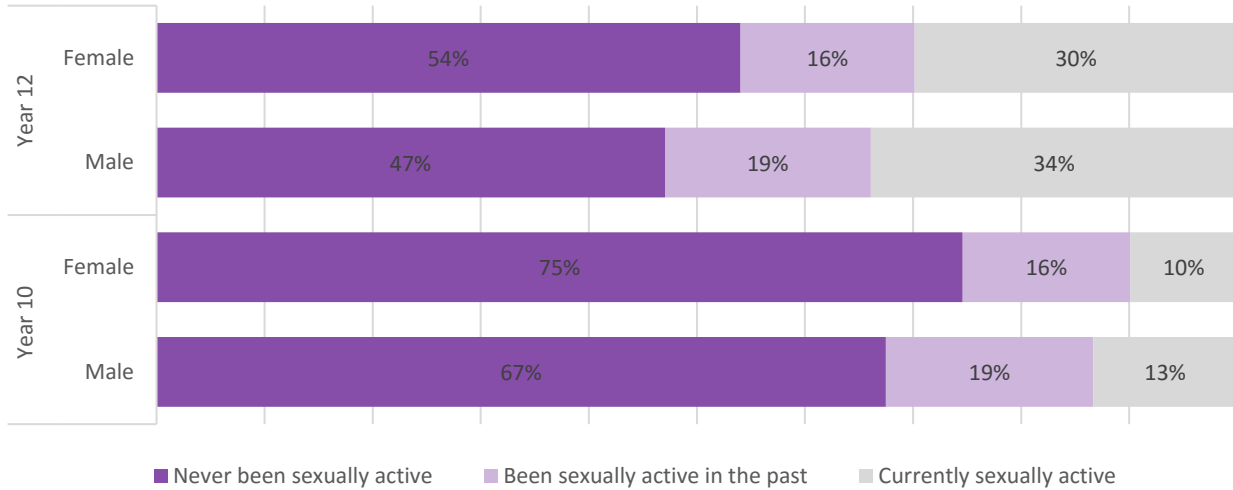
Figure 11.4 If someone you liked wanted to have sex with you, but you really don't want to, what would you do?



- a higher proportion of females would say 'no' to sex than males
- the proportion of males who would to say 'no' to sex has increased since 2014

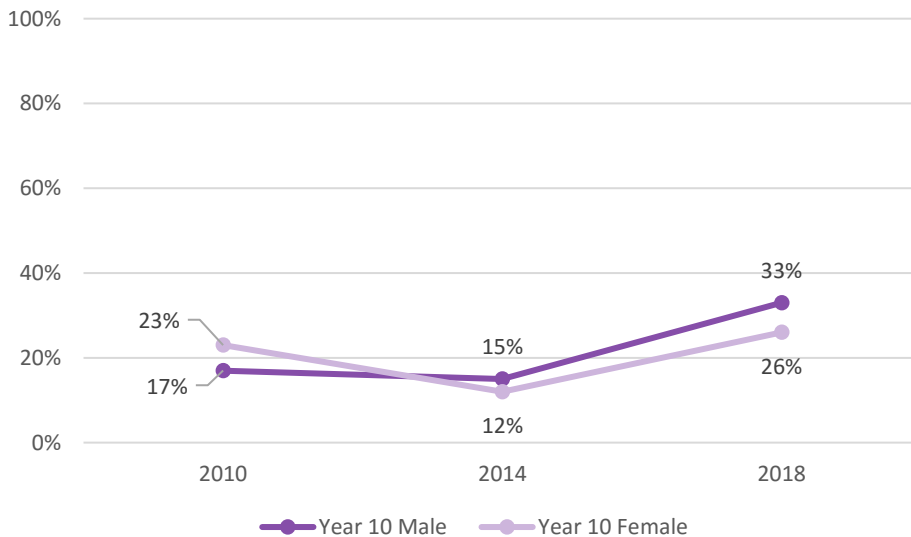
## Sexual behaviour

Figure 11.5 Which of the following best describes you?



- the percentage of Year 10 who reported never having been sexually active has reduced from 86% in 2014 to 72% in 2018
- half of Year 12s reported having had sex
- of those young people who were, or had been, sexually active, 15% reported first having sex before the age of 14

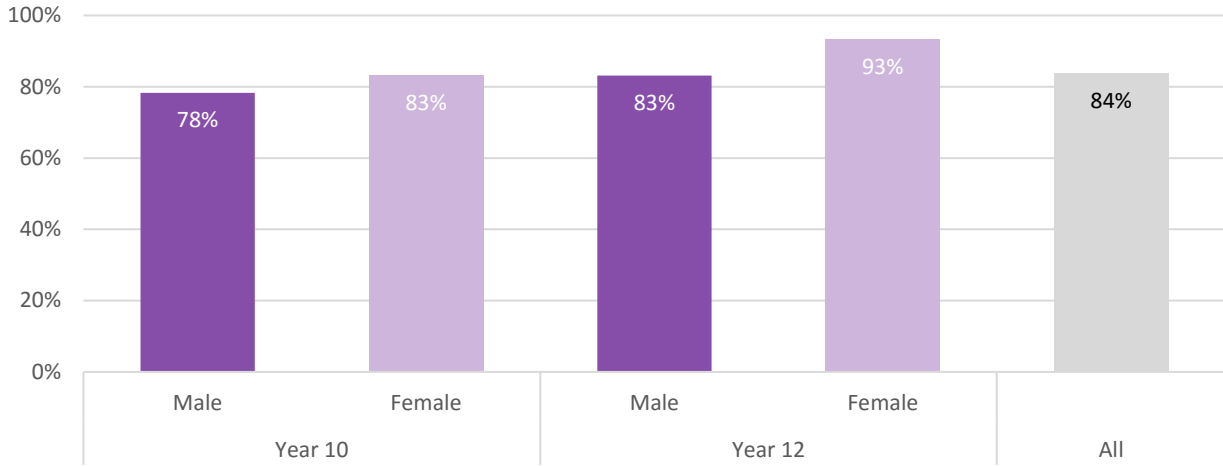
Figure 11.6 Have you had a sexual relationship (current or previous): results over time? (Year 10 only)



- over the period 2014-2018, there has been a significant increase in the proportion of Year 10 males and females who reported having had a sexual relationship. While the proportion of females in 2018 was similar to that in 2010, the proportion of males in 2018 reporting having had a sexual relationship was almost twice that reported in 2014 and 2010

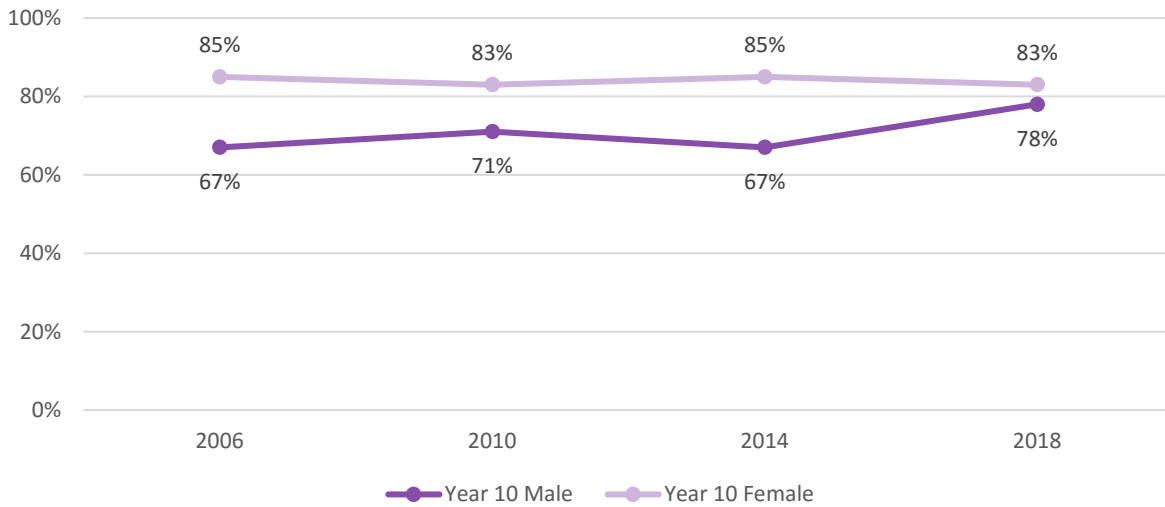
Contraception

Figure 11.7 Do you know where you can get condoms free of charge? (Year 10 and 12)



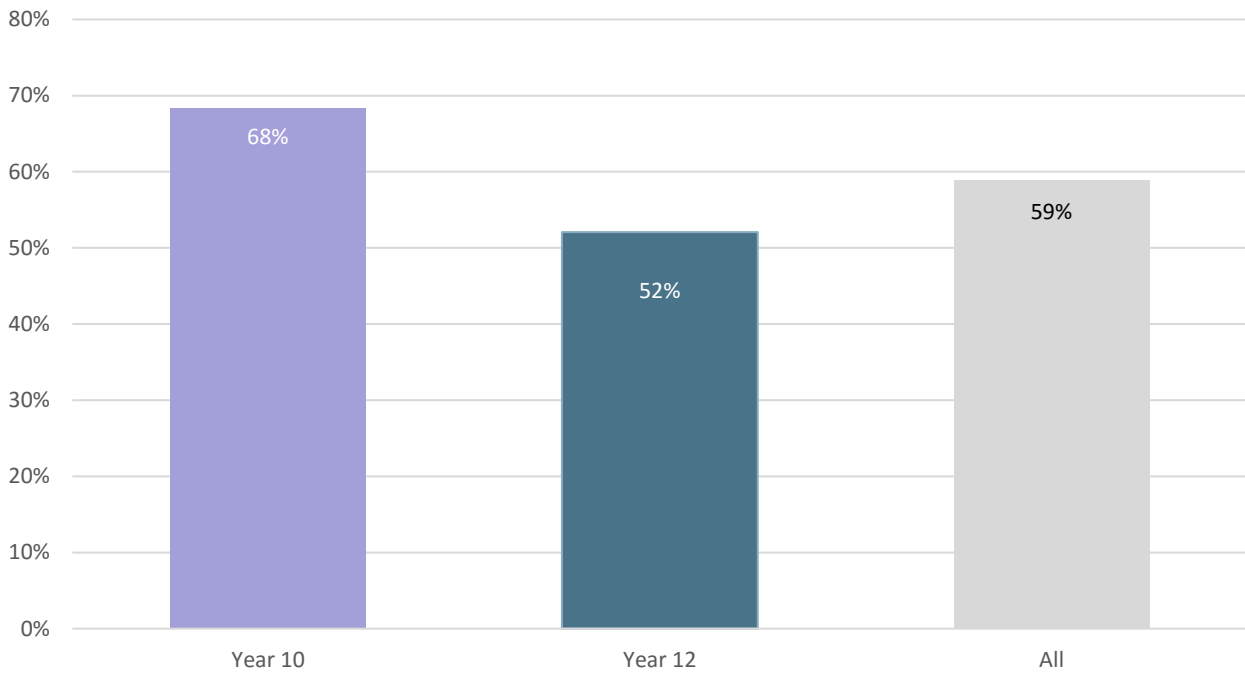
- within each year group, a higher percentage of females knew where to get free condoms than males

Figure 11.8 Knew where to get condoms free of charge: over time (Years 8 and 10)



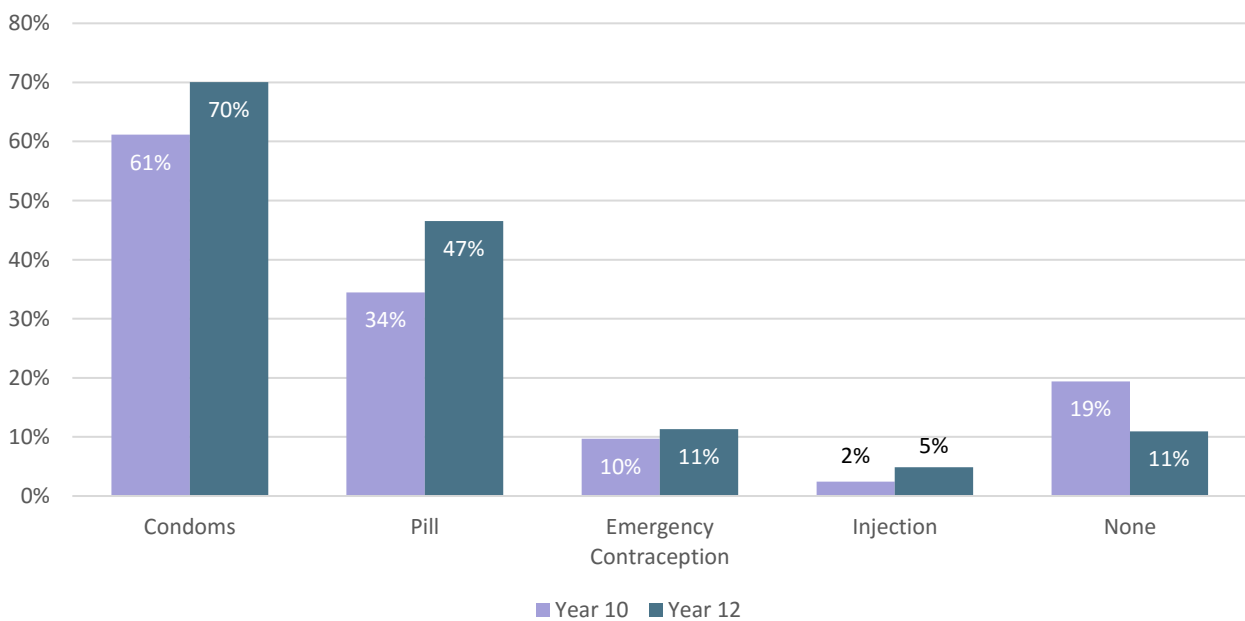
- 81% of Year 10 young people knew where to get free condoms, compared to 76% in 2014
- the proportion of Year 10 females who knew where to get free condoms has remained at a similar level since 2006: the proportion of Year 10 males has increased from 67% to 78% since 2014

Figure 11.9 Last time you had sex, did you or your partner use a condom?  
 Percentage who answered 'yes'  
 (Question to those who are, or have been, sexually active)



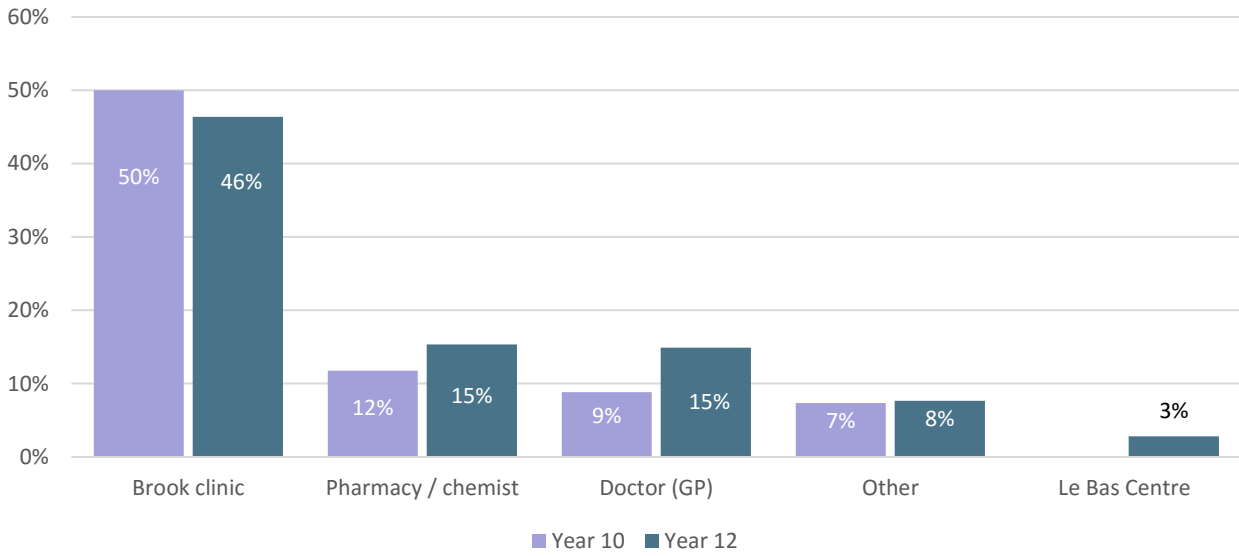
- a lower proportion of Year 12s than Year 10s used a condom when having sex

Figure 11.10 Have you ever tried any of these methods of contraception?  
 Please select the methods you have used, or select 'None'  
 (Question to those who are, or have been sexually active)



- almost one in five (19%) of Year 10 children who were, or had been, sexually active had not used any contraception
- other contraceptive methods listed were: patch; copper or Mirena coil, implant; vaginal ring, and Caya cap. The actual numbers of young people using these contraceptive methods were very small

Figure 11.11 Where did you get this / these (contraceptives) from?  
(Question to those who are, or have been, sexually active)



- a considerably higher proportion of young people accessed contraceptives via the Brook clinic than from any other source

## Child sexual exploitation

### Would you tell someone?

**1 in 10** secondary school children  
(Years 8, 10 and 12)  
would **probably not** or **definitely not**  
tell someone if somebody tried to take  
advantage of them sexually

### Who would you feel comfortable telling?



The **Top 3** people  
Years 8, 10 and 12  
students  
would be  
**comfortable telling**  
of  
sexual exploitation

### Do you know a victim?

**15%** of secondary school children...

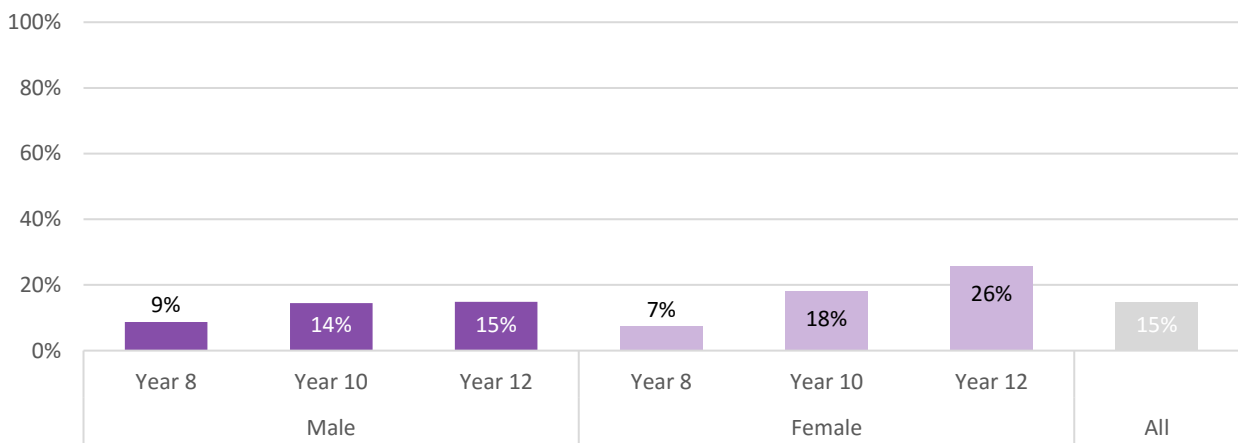
...personally knew of someone who had  
been a **victim** of child sexual exploitation

## Chapter 12 – Child sexual exploitation

The Jersey Child Safeguarding Board requested the inclusion of some questions on child sexual exploitation (CSE). This section was only included in the questionnaires given to Years 8, 10 and 12. The section began with the following explanation of CSE:

*Child Sexual Exploitation (CSE) is a form of abuse where children or young people are tricked, bribed or persuaded to take part in sexual activity in return for something they want or need. This can happen online or offline. The things young people might be given in return can include attention, affection, food, cigarettes, money, drugs, alcohol or somewhere to stay. The sexual activity might include sending or viewing sexual images, sexual conversations, or some kind of sexual contact. The person getting the young person to do this, may be an adult or another young person.*

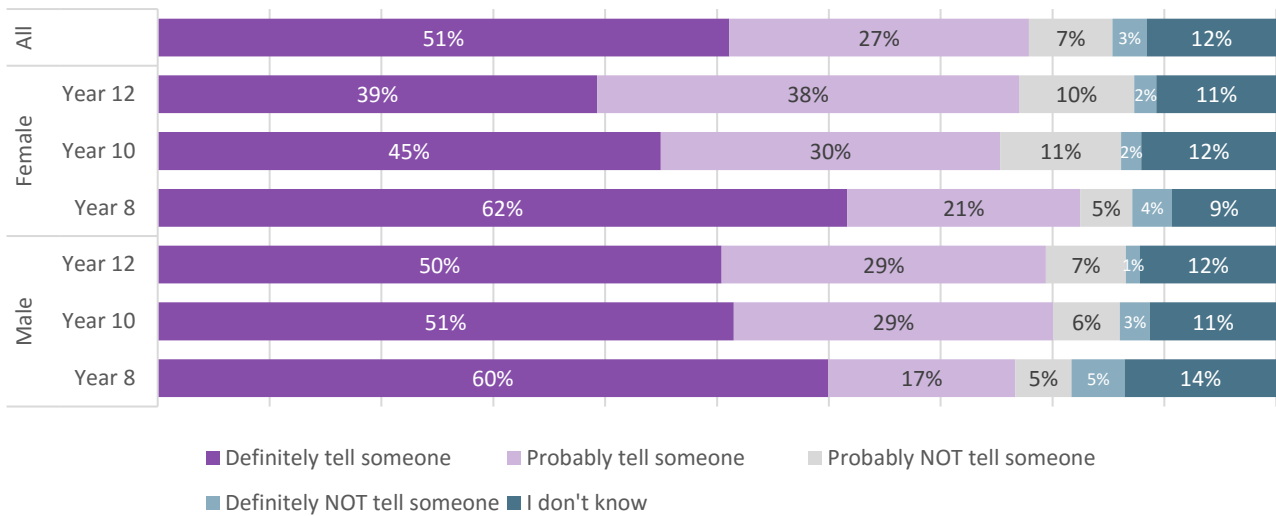
Figure 12.1 Do you personally know of anyone who has been a victim of child sexual exploitation?



- by Year 10, almost one in five females (18%) reported knowing of someone that had been a victim of child sexual abuse; by Year 12 it was one in four females (26%)
- overall, one in eight males (13%) said that they knew someone who had been a victim of child sexual exploitation

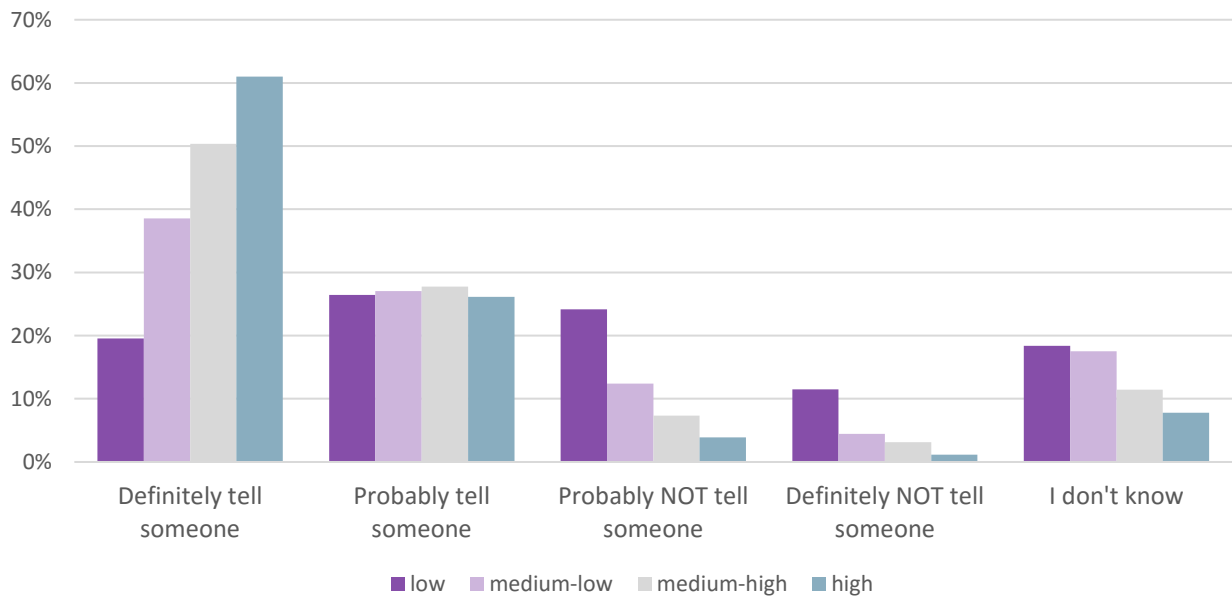


Figure 12.2 If somebody tried to take advantage of you sexually, how likely would you be to tell someone?



- overall, more than three-quarters (78%) of the young people surveyed reported that they would *definitely* or *probably* tell someone, if somebody tried to take advantage of them sexually
- however, one in ten would *definitely* NOT or *probably* NOT tell someone

Figure 12.3 Would you be likely to tell someone: by self-esteem category



- young people with higher self-esteem were more likely to tell someone if somebody tried to take advantage of them sexually

Figure 12.4 Who would you feel comfortable telling? Choose all that apply (Year 8)

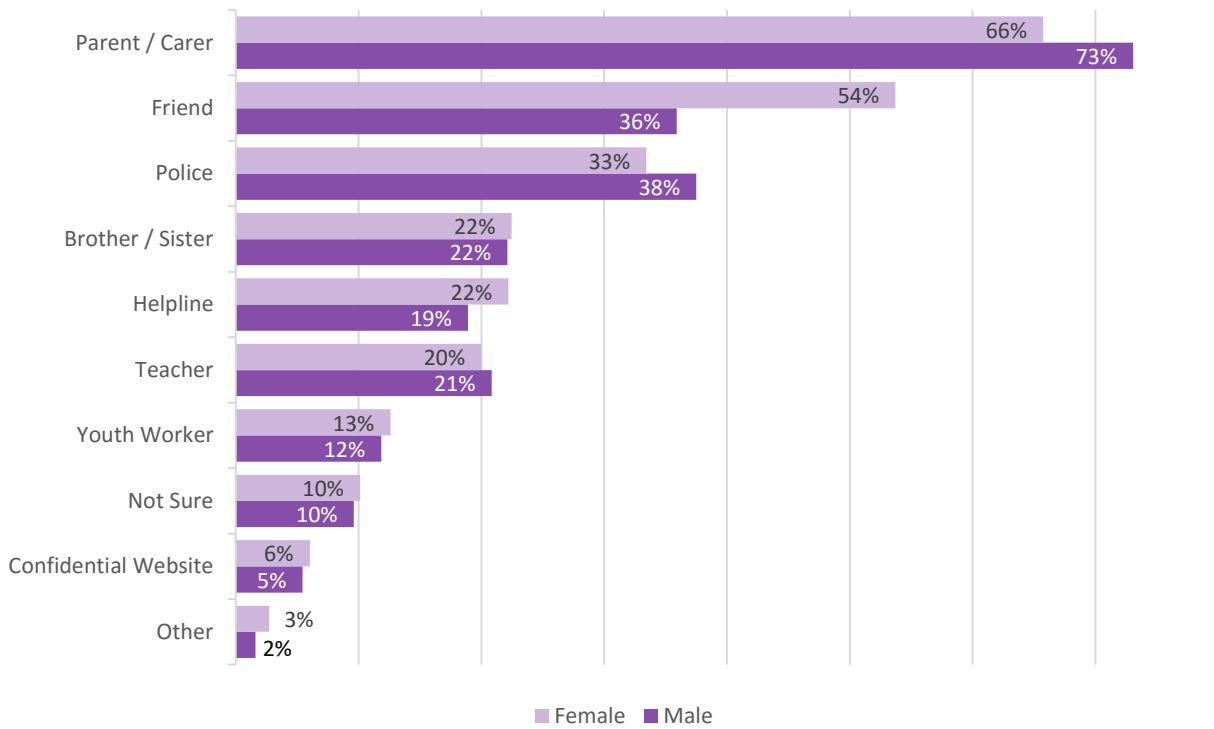


Figure 12.5 Who would you feel comfortable telling? Choose all that apply (Year 10)

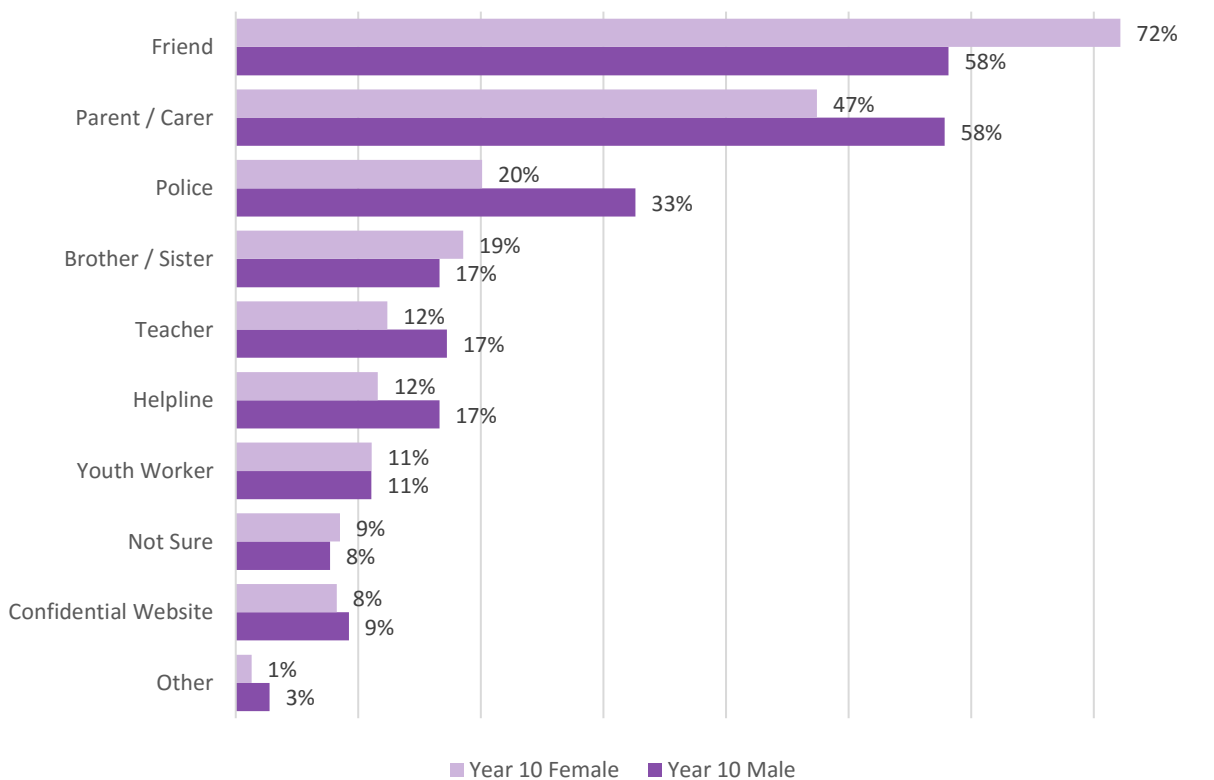
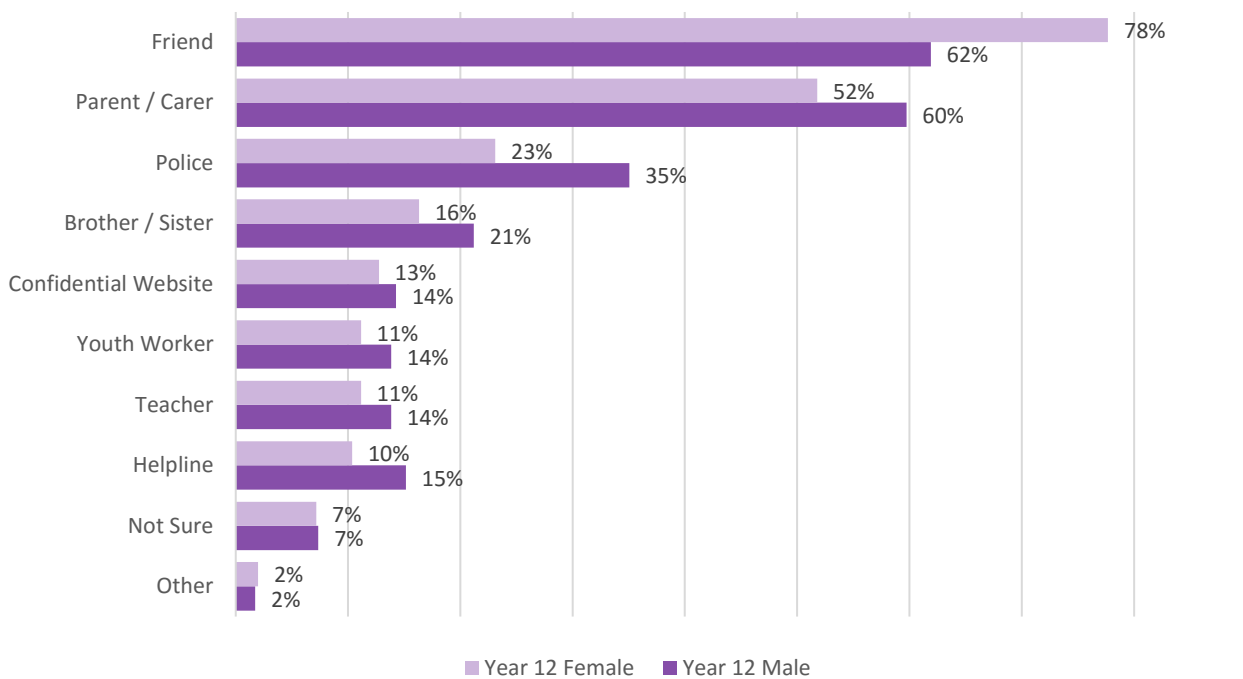


Figure 12.6 Who would you feel comfortable telling? Choose all that apply (Year 12)



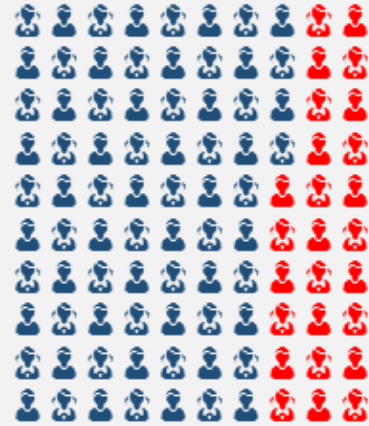
- friends and parents were the people most frequently identified that young persons would be comfortable confiding in
- a significantly lower proportion of females from Years 10 and 12 (compared to Year 8) reported being comfortable telling the police or parents / carers if they had been taken advantage of sexually. However, a higher proportion of these females reported that they would be comfortable confiding in friends

## Bullying

### Been bullied



**A quarter (26%)** of children in Years 6, 8 and 10 reported having been bullied in the last 12 months

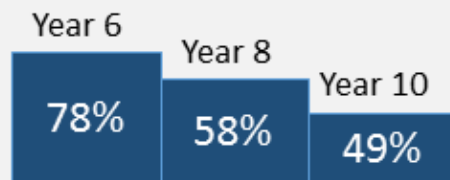


### Does school take it seriously?

**More than 3 in 4 (78%)** Year 6 children believed that their school took bullying seriously...



this percentage **declined** for Year 8 and Year 10 children



### How bullied



Most **bullying**

occurred **face to face**



**Older children**

were more likely to be **bullied** via

**social media**

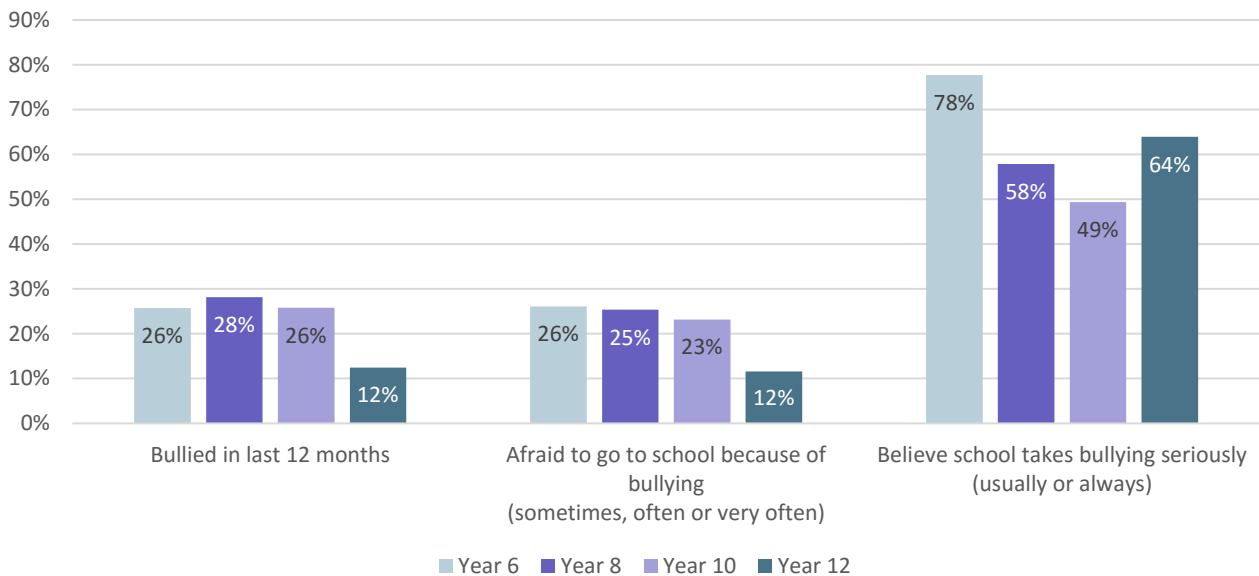
than younger children



## Chapter 13 – Bullying

### Bullying occurrence, fear and school response

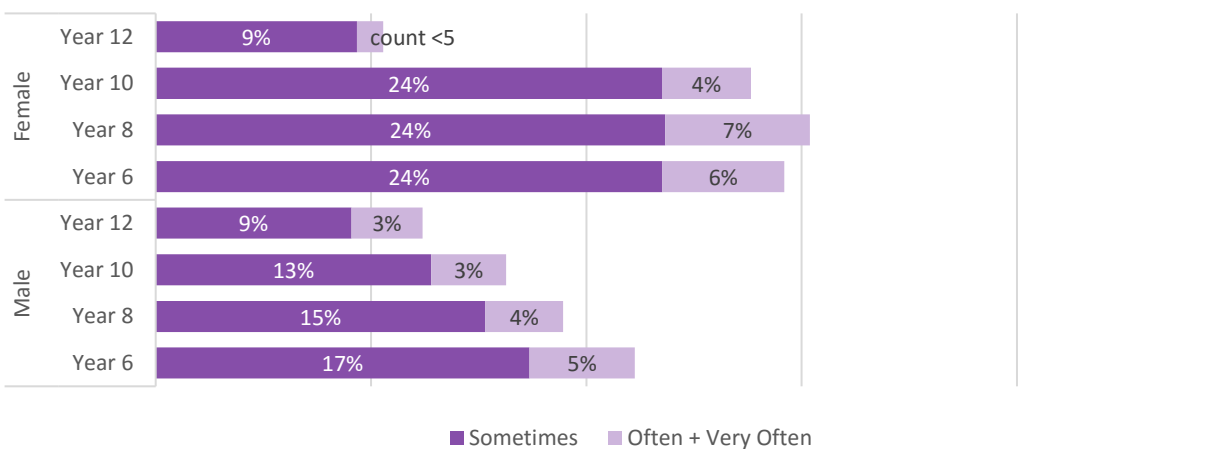
Figure 13.1 Have you been bullied at or near school in the last 12 months? Do you ever feel afraid of going to school because of bullying? Do you think your school takes bullying seriously?



- one in four children in Years 6, 8 and 10 (around 25%) reported having been bullied at or near school in the previous 12 months, and being afraid to school because of bullying at least sometimes
- a lower proportion of Year 12 children (12%) reported being bullied at or near school in the previous 12 months, and being afraid to school because of bullying at least sometimes
- around three-quarters of Year 6 children believed their school took bullying seriously, reducing to three-fifths (58%) of Year 8s and half (49%) of Year 10s

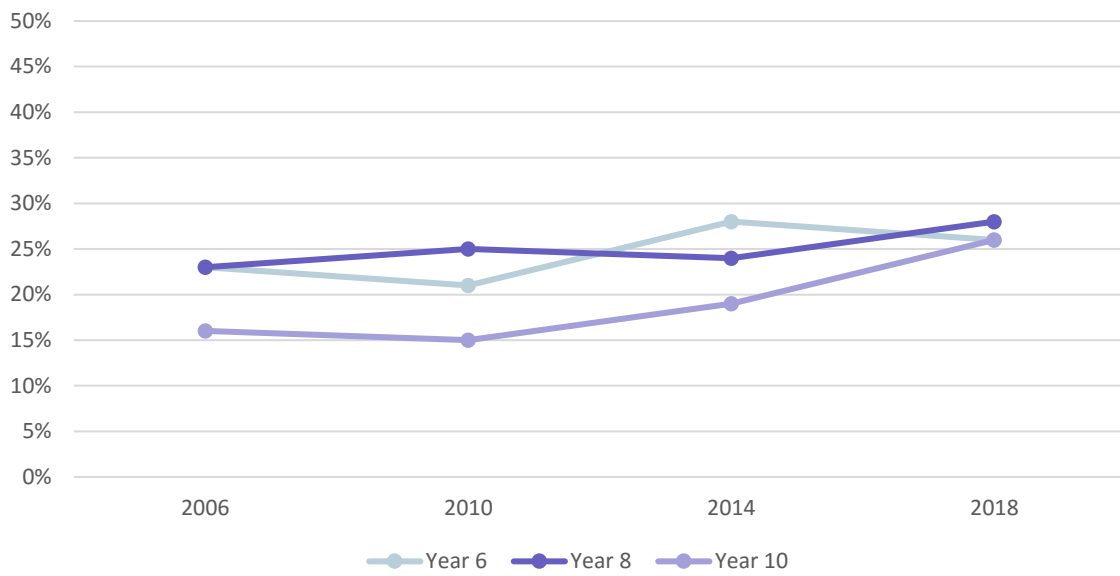
Figure 13.2 Do you ever feel afraid of going to school because of bullying?

### Afraid to go to school due to bullying



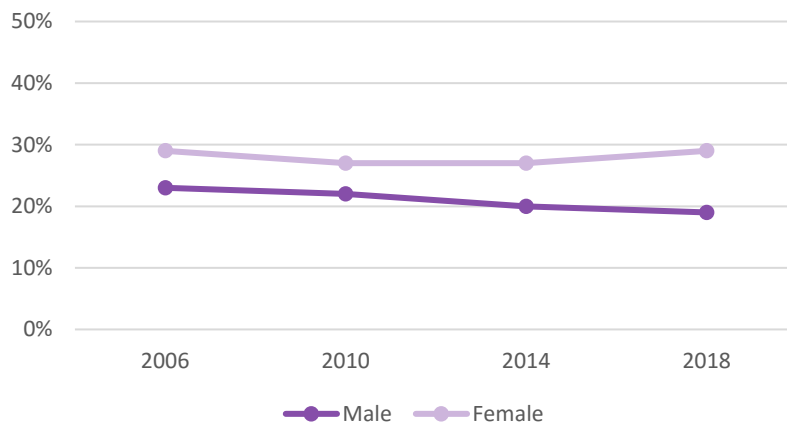
- there was little difference between males and females in terms of percentages of those bullied in the last 12 months, or belief that school takes bullying seriously
- a higher percentage of females (26%) compared to males (18%) expressed fear of going to school at least sometimes because of bullying

Figure 13.3 Been bullied in the last 12 months: over time (*Years 6, 8 and 10*)



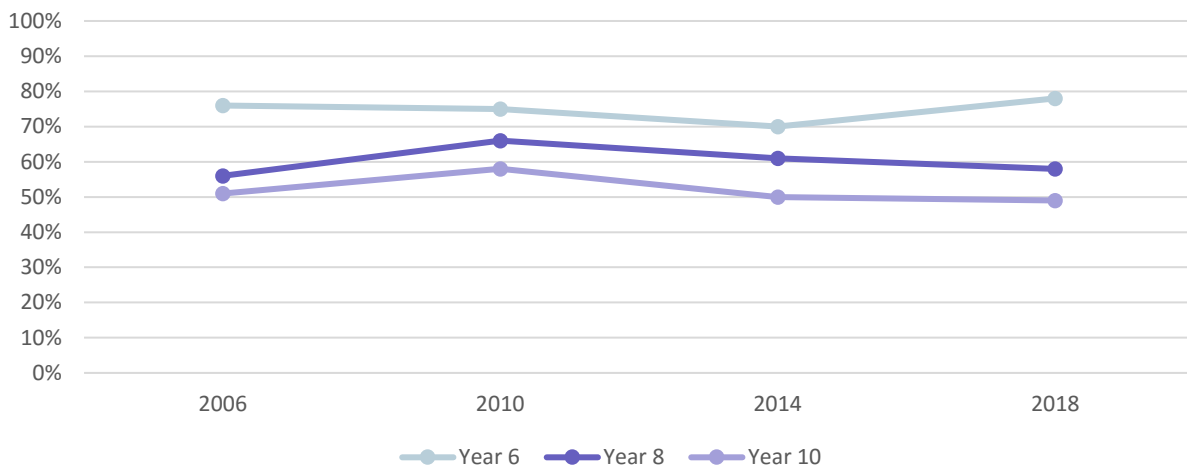
- there was no significant difference in the percentage of males and females experiencing bullying over the period 2006-2018
- there has been a slight increase in the proportion of Year 10 pupils who reported having been bullied in the previous 12 months

Figure 13.4 Afraid to go to school because of bullying: over time (*Years 6, 8 and 10*)



- the proportion of females afraid to go to school because of bullying has been consistently higher than males

Figure 13.5 Believe school takes bullying seriously (Years 6, 8 and 10)

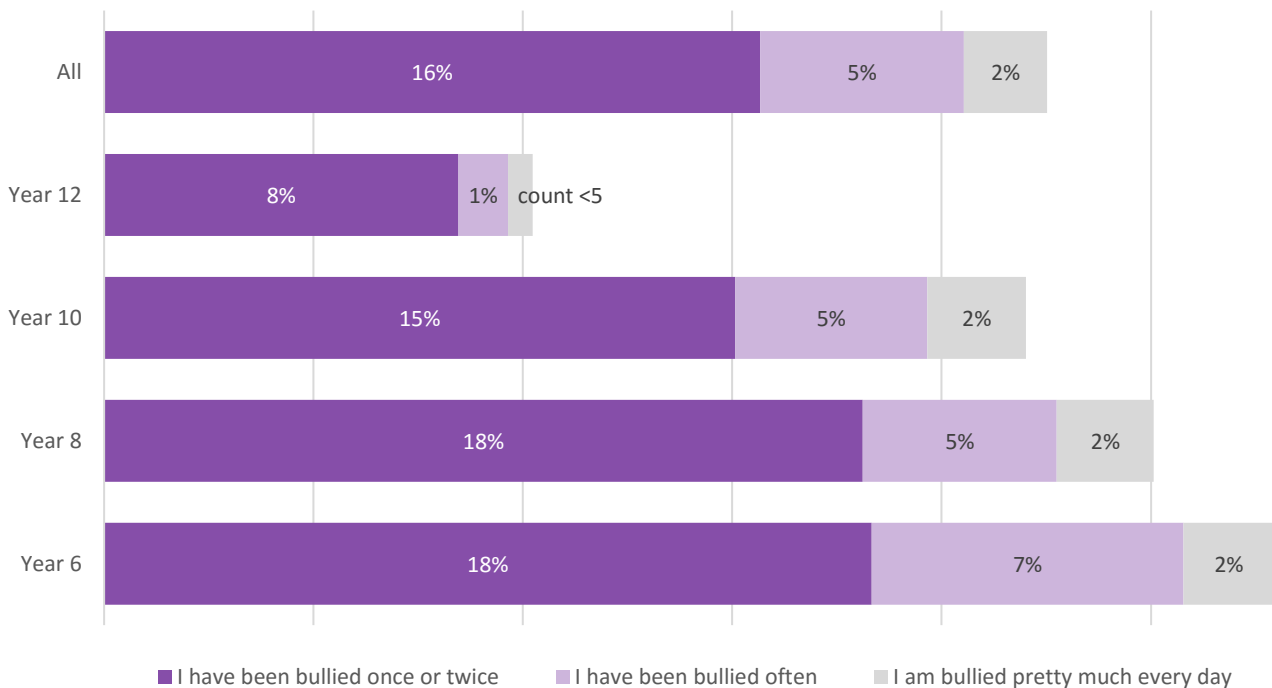


- in 2018, the proportions of children in Year 6, 8 and 10 who believed that their school took bullying seriously has not changed significantly compared to 2006

Recently bullied children (within the last two months) were identified and asked further questions about the frequency and nature of the bullying.

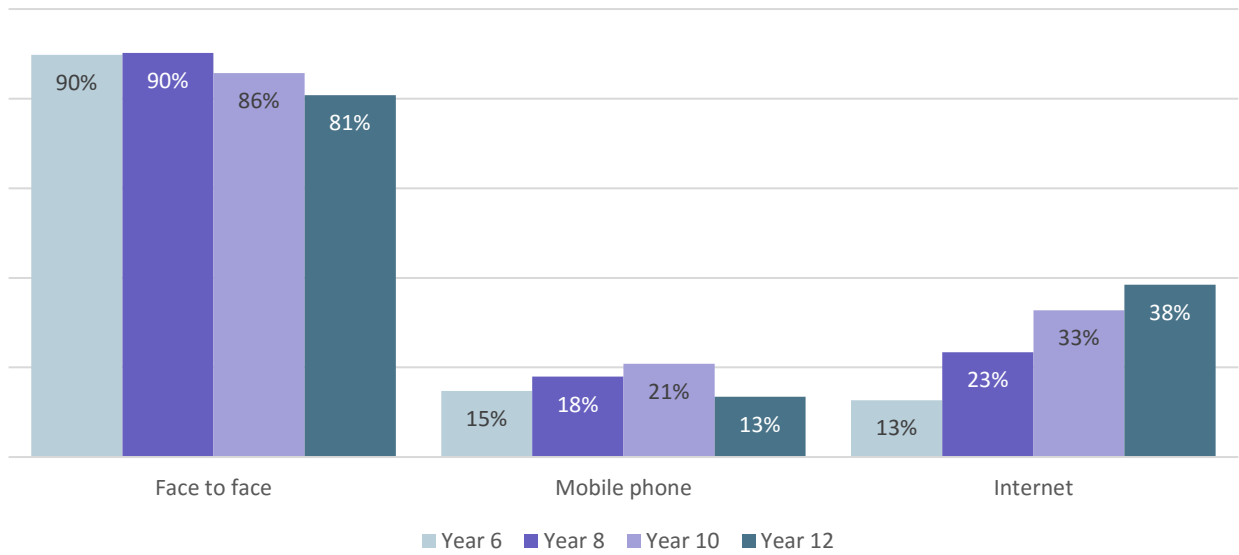
### Bullying: frequency, location and method

Figure 13.6 How often have you been bullied in the last 2 months?  
(Percentage of those bullied in the last 2 months)



- around one in twenty children in Years 6, 8 and 10 (5-7%) reported having been bullied often in the last two months
- 2% of children in Years 6, 8 and 10 reported having been bullied ‘pretty much every day’

Figure 13.7 How were you bullied? – choose as many as apply (percentage of those bullied in the last 2 months)



- children reported mostly being bullied face to face
- bullying via the internet was more prevalent in older year groups

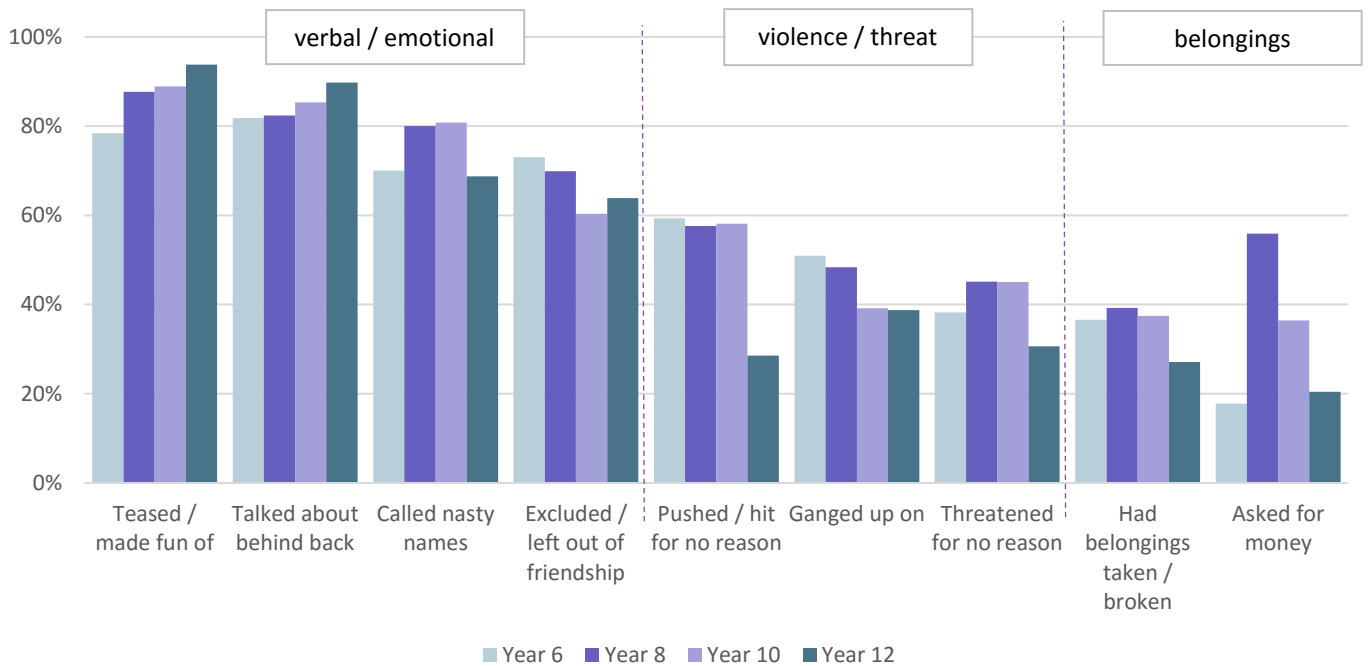
Table 13.8 Who were you bullied by? (percentage of those bullied in the last 2 months)

	Bullied by a girl / girls (%)	Bullied by a boy / boys (%)	Bullied by boys and girls (%)
Male	2	75	23
Female	51	15	34

- bullying was most prevalent within male and female groups
- a lower proportion of children reported being bullied exclusively by the opposite sex



Figure 13.9 What happened to you? (percentage of those bullied in the last 2 months)



- of those who reported being bullied in the previous two months, the most common types of bullying experienced (by over 70%) were being teased or made fun of, and being talked about behind their back
- over half of those in Years 6, 8 and 10 who had been bullied in the previous two months reported being pushed or hit for no reason, and almost two-fifths had their belongings taken or broken

## Being heard

### Year 6

There is a clear way to give ideas to my school

**74%** agreed



There is a clear way to give ideas to my community



**59%** agreed

### Years 8, 10 and 12 - School



There is a **clear way** to give my ideas

**51%**

School **listens** to my ideas

**42%**

School **acts** on my ideas

**31%**

I would like **more say** at school

**54%**

agreed  
or  
strongly  
agreed

### Years 8, 10 and 12 - Community



There is a **clear way** to give my ideas

**33%**

My community **listens** to my ideas

**31%**

My community **acts** on my ideas

**25%**

I would like **more say** in my community

**41%**

agreed  
or  
strongly  
agreed

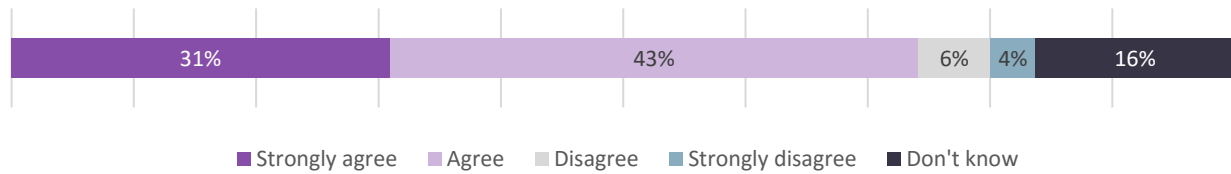
## Chapter 14 – Being Heard

A series of questions were asked to assess whether young people felt they had a voice that was heard in their school or community.

### Influence at School

Year 6 children were given a single question.

Figure 14.1 There is a clear way for me to **give my opinion or ideas** to my school (*Year 6*)



Years 8, 10 and 12 were given a set of questions.

Figure 14.2 There is a clear way for me to **give my opinion / ideas** on how my school is run

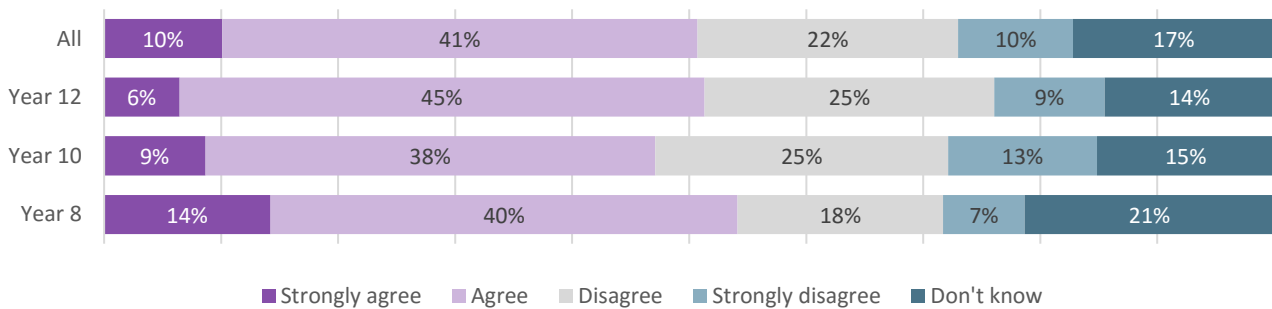


Figure 14.3 If I had ideas about changing the way things are done in my school, my school would **listen** to them

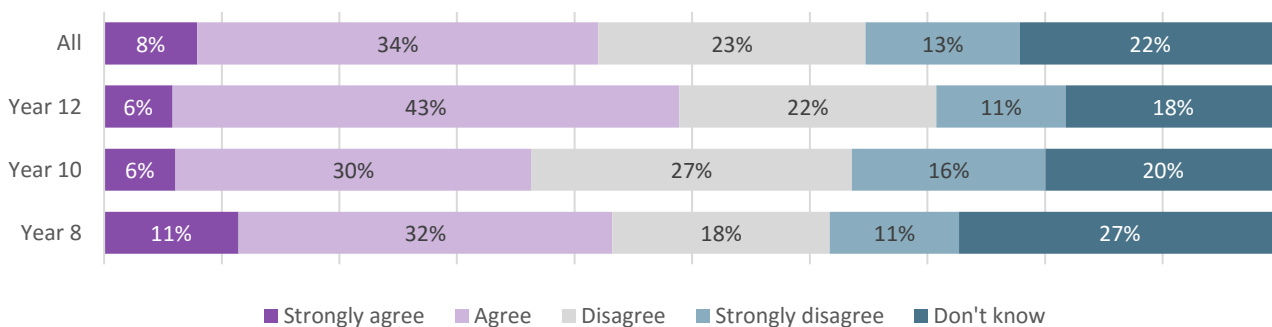


Figure 14.4 If I had ideas about changing the way things are done in my school, my school would **act** on them

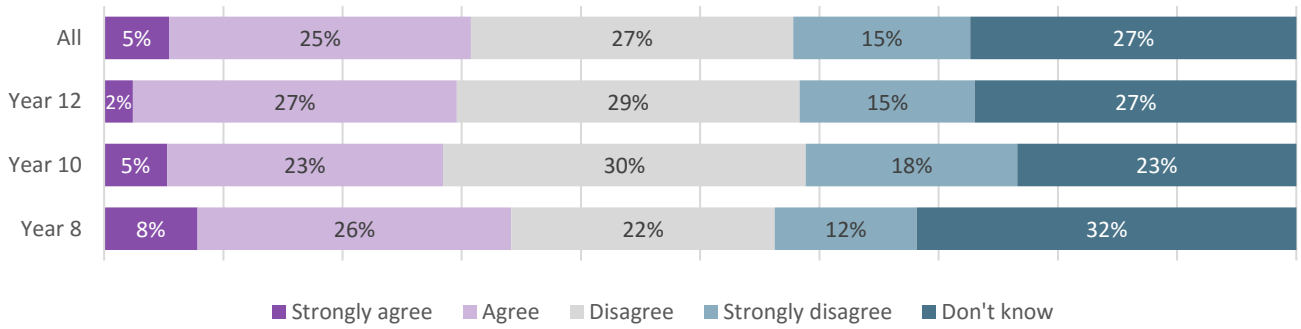
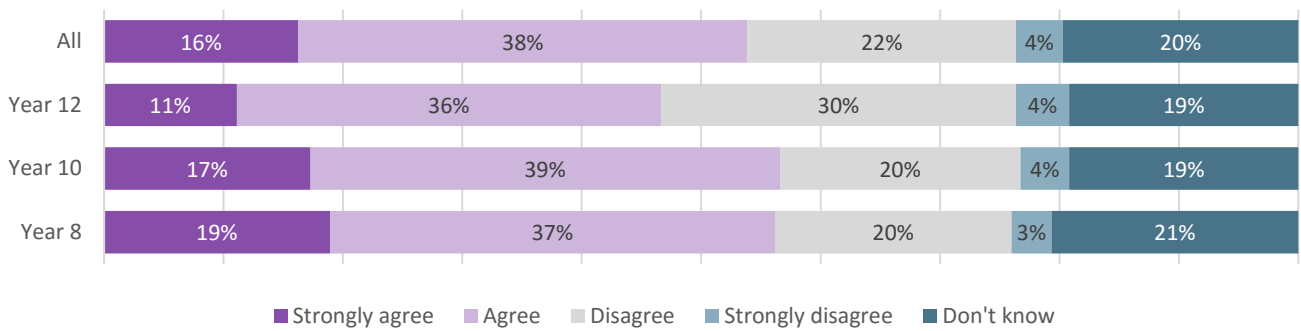
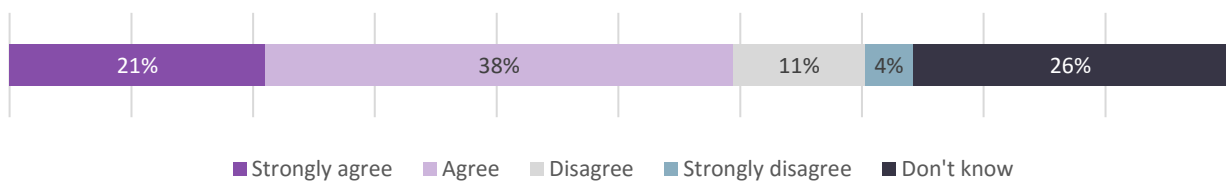


Figure 14.5 I would like to have **more of a say** about the way things are done in my school



Influence in the Community  
 Again, Year 6 was given a single question.

Figure 14.6 There is a clear way for me to **give my opinion or ideas** to my community (Year 6)



While Years 8, 10 and 12 were given a series of questions.

Figure 14.7 There is a clear way for me to **give my opinion / ideas** on how my community is run

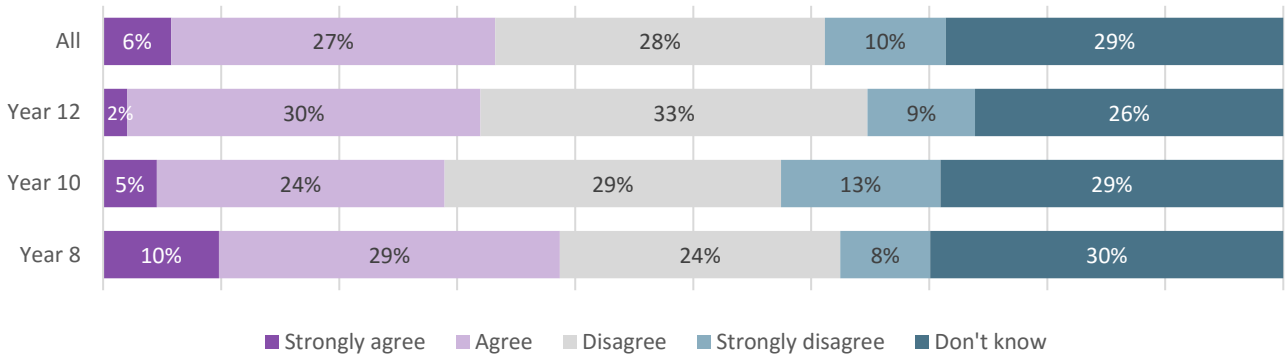


Figure 14.8 If I had ideas about changing the way things are done in my community, my community would **listen** to them

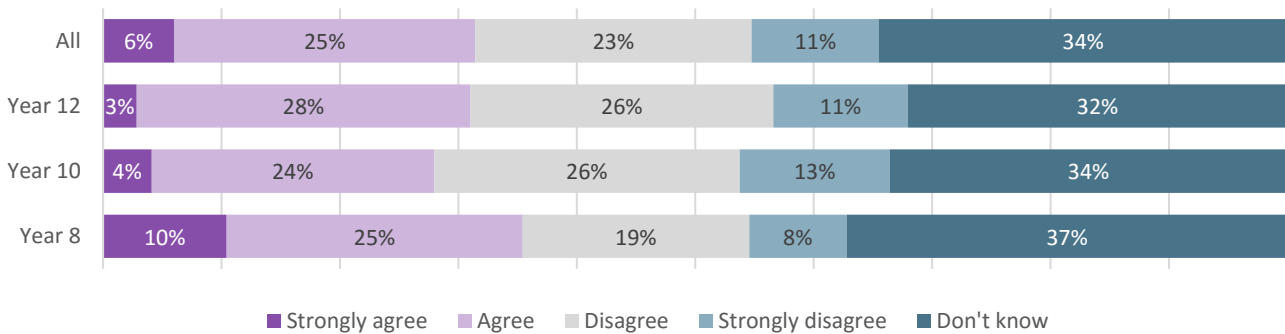


Figure 14.9 If I had ideas about changing the way things are done in my community, my community would **act** on them

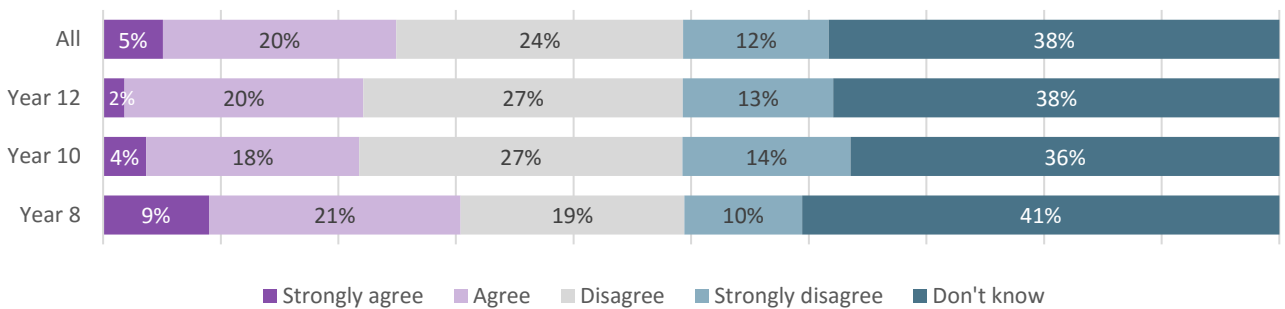
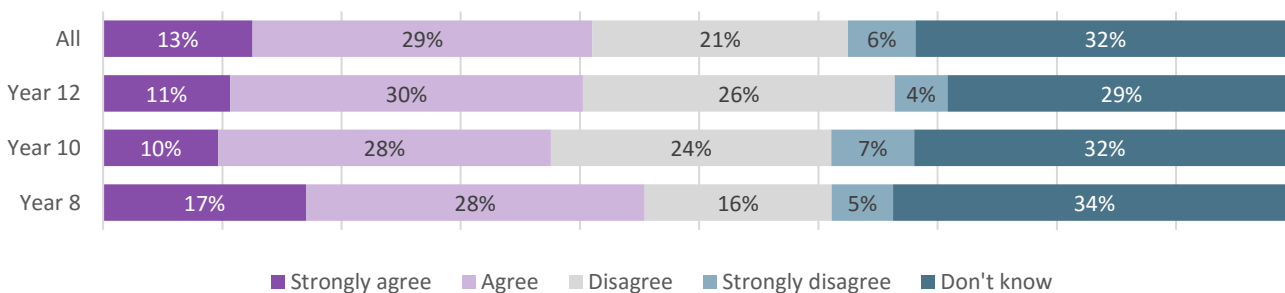


Figure 14.10 I would like to have **more of a say** about the way things are done in my community



## Leisure activities

### Use of social media



**1 in 4**

Year 6  
females

used a **social networking**  
site **every day**

**Over 8 in 10**

Year 10 and Year 12 children  
used **social**  
**networking**  
sites every  
day



### Online behaviour

**46%**

of **females**  
in Years

8, 10 and 12

felt pressurised  
to look a certain  
**way** on social media



**10%**

of the secondary  
students surveyed  
had sent someone a  
**sexual video** or  
**photo** of themselves



### Volunteering



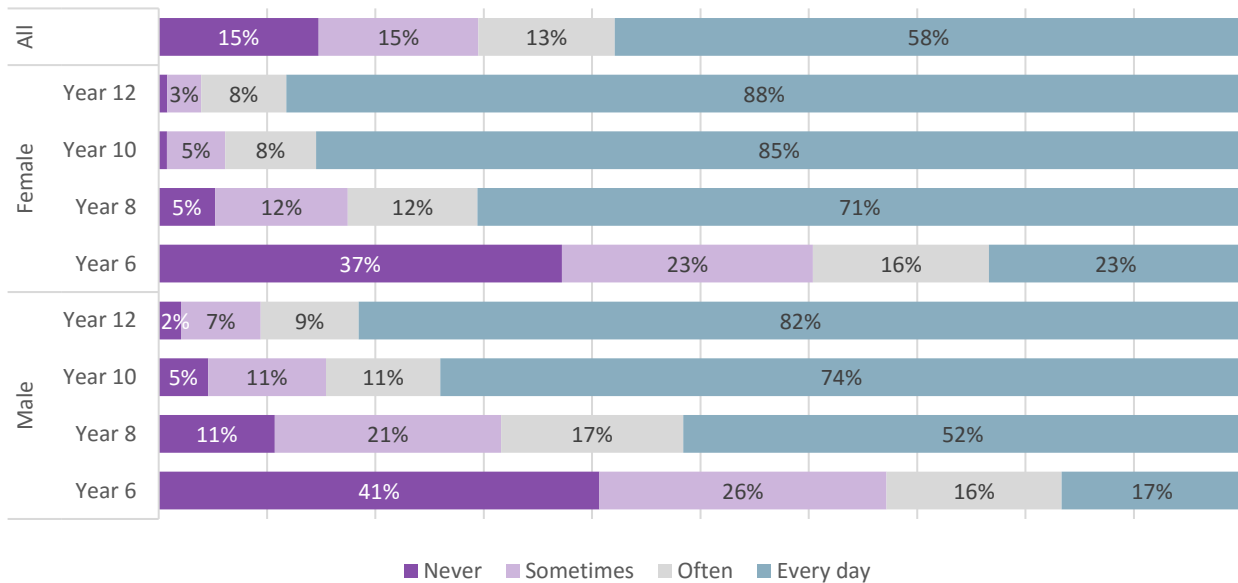
Almost **1 in 10** children

undertook **regular voluntary** or **charity** work

## Chapter 15 – Leisure activities

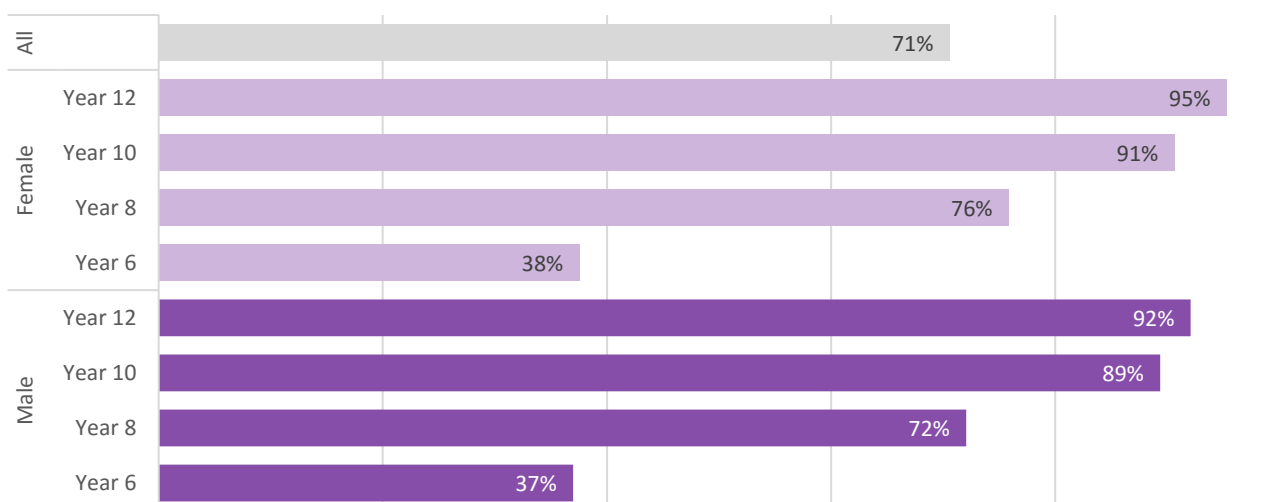
### Use of Social Media

Figure 15.1 Do you ever use internet chatrooms / social networking sites?



- over 95% of all Year 8, 10 and 12 children reported using internet chatrooms / social networking sites at least sometimes
- the proportions using internet chatrooms / social networking sites everyday increases considerably from Year 6 (20%), to Year 8 (62%) to Year 10 (79%)

Figure 15.2 Do you have one or more social media accounts in your own name? (Percent ‘yes’)



- almost four out of ten Year 6 children had a social media account in their own name

## Online behaviour and E-Safety

Figure 15.3 Summary of online behaviour (Year 6 – percentage that answered yes)

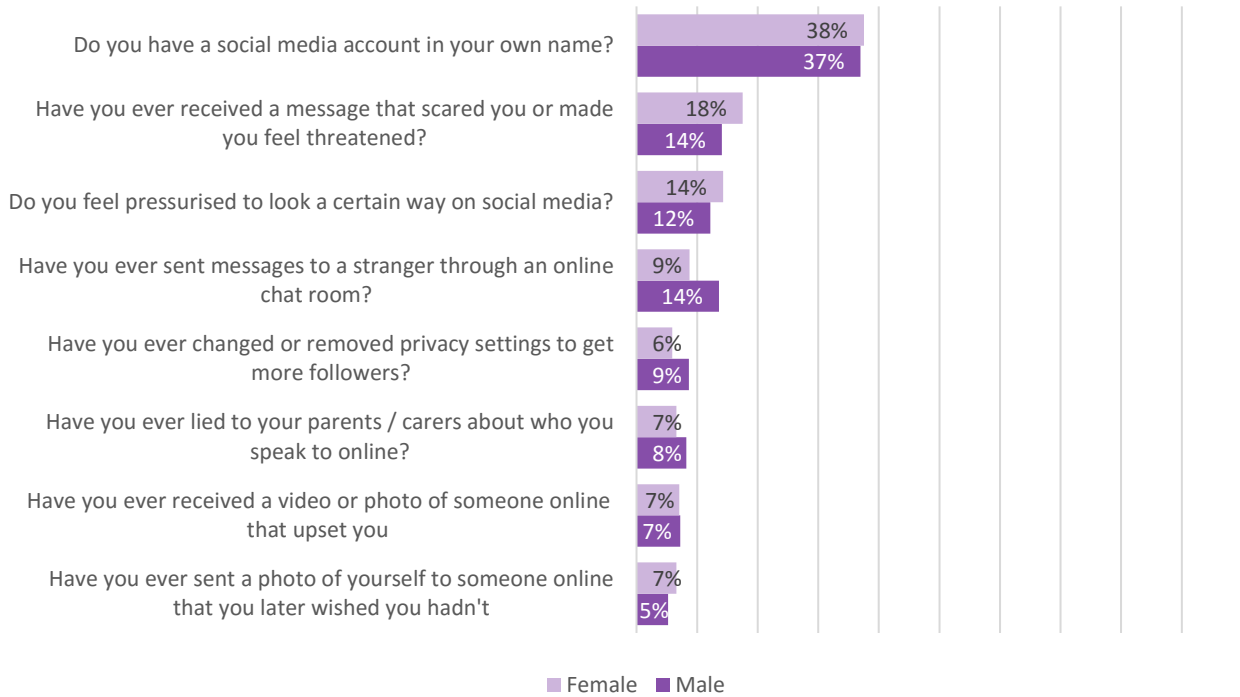


Figure 15.4 Summary of online behaviour (Years 8, 10 and 12 – percentage that answered yes)

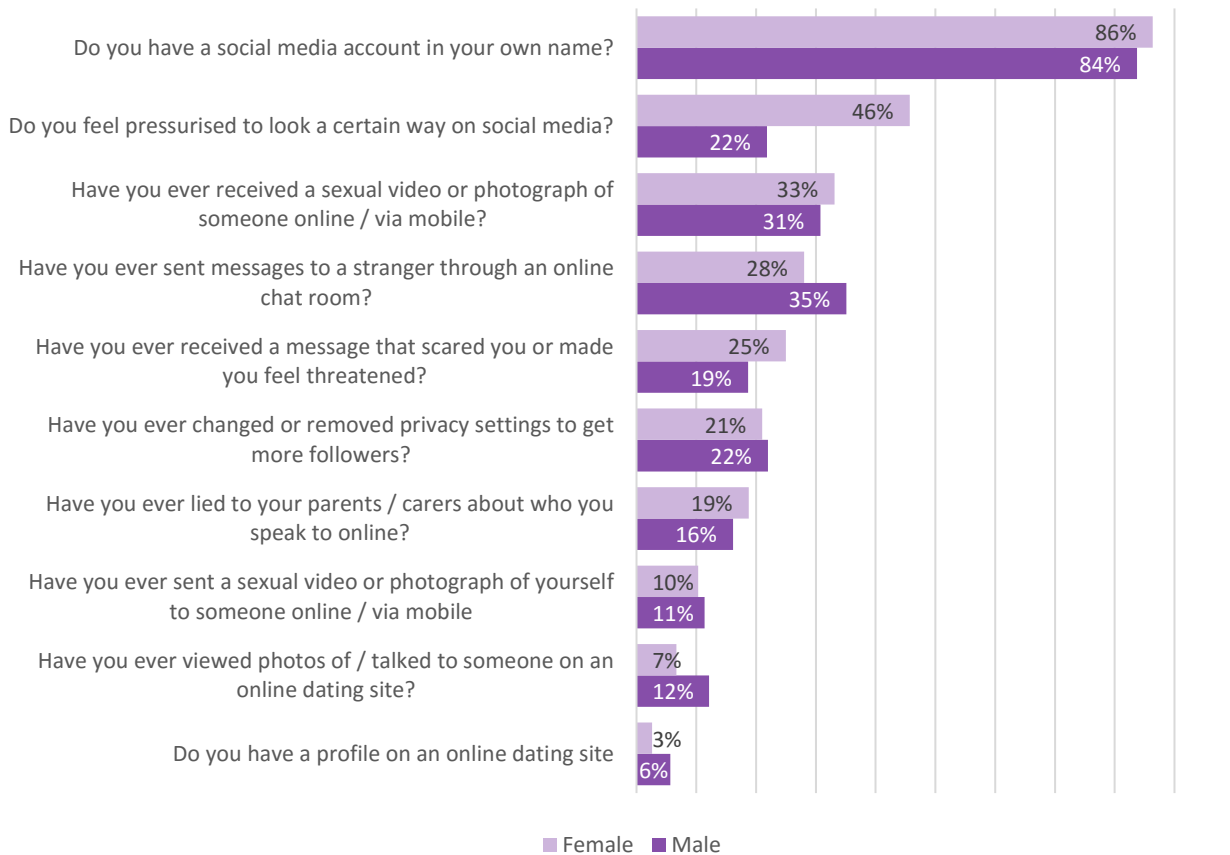




Figure 15.5 Do you feel pressurised to look / appear a certain way on social media?  
(percentage that answered yes)

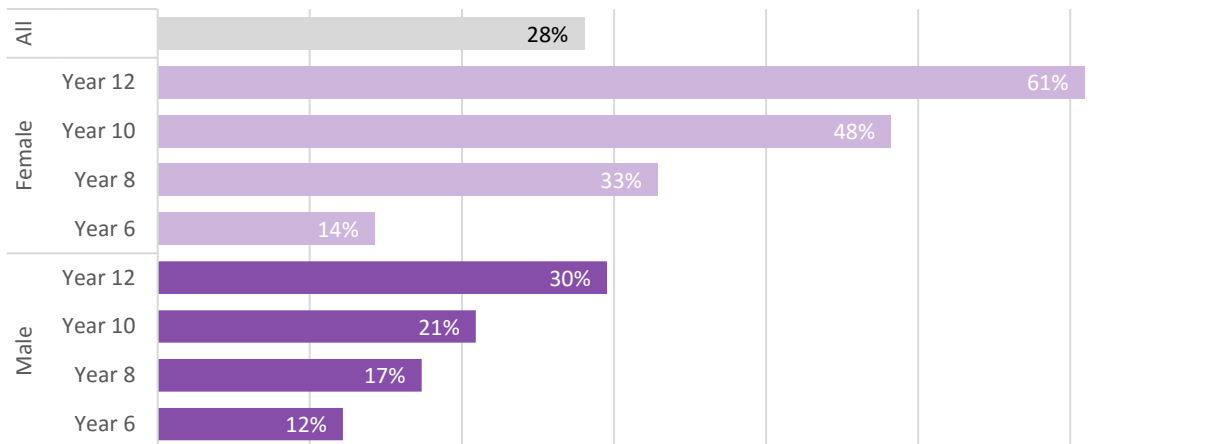


Figure 15.6 Have you ever sent a message to a stranger through an online chatroom?  
(percentage that answered yes)

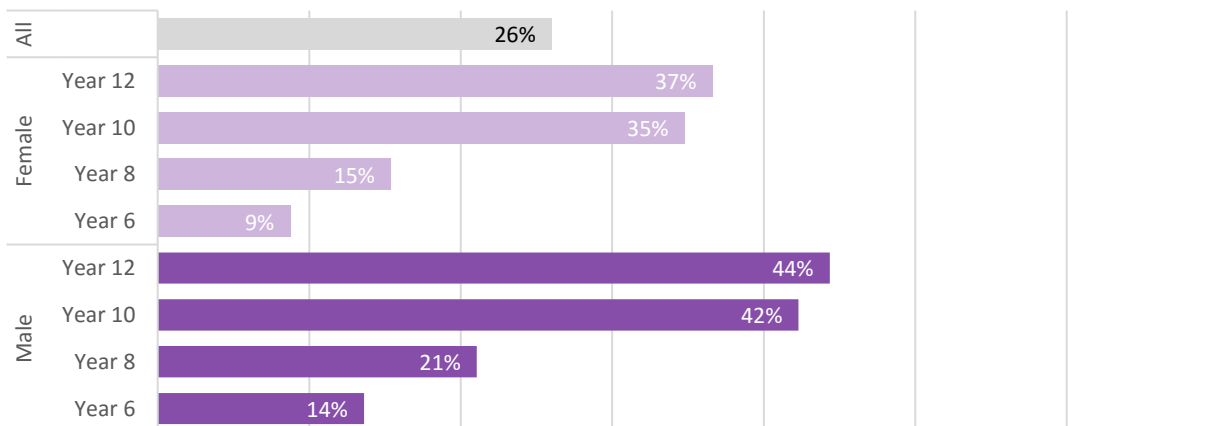


Figure 15.7 Have you ever lied to your parents / carers about who you speak to online?  
(percentage that answered yes)

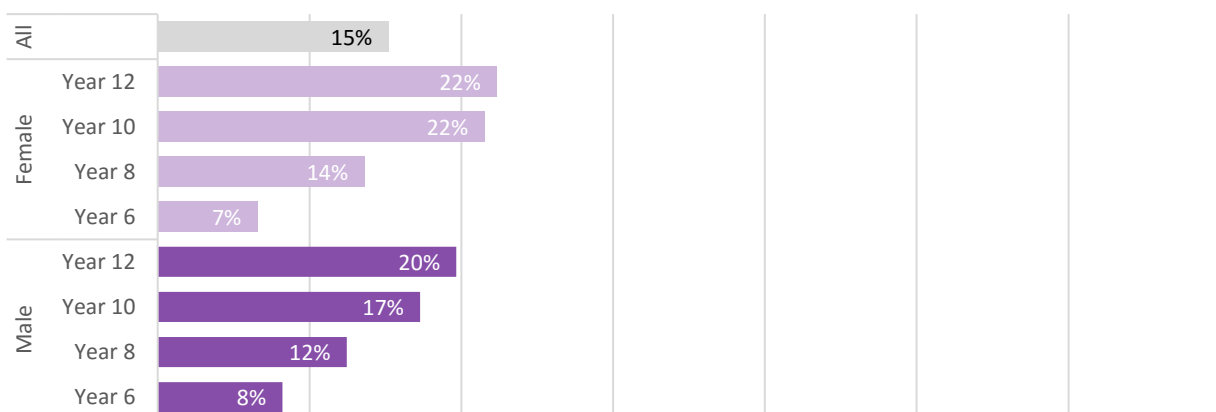
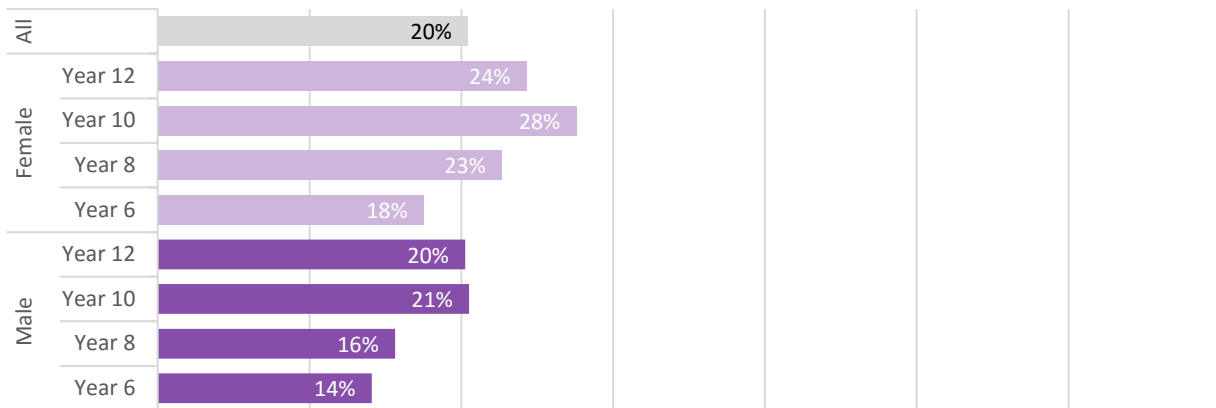


Figure 15.8 Have you ever received a message that scared you or made you feel threatened? (percentage that answered yes)



Only Years 8, 10 and 12 were asked the following questions on electronically sending and receiving sexual content.

Figure 15.9 Have you ever sent a sexual video or photo of yourself to someone online / on your mobile? (percentage that answered yes)

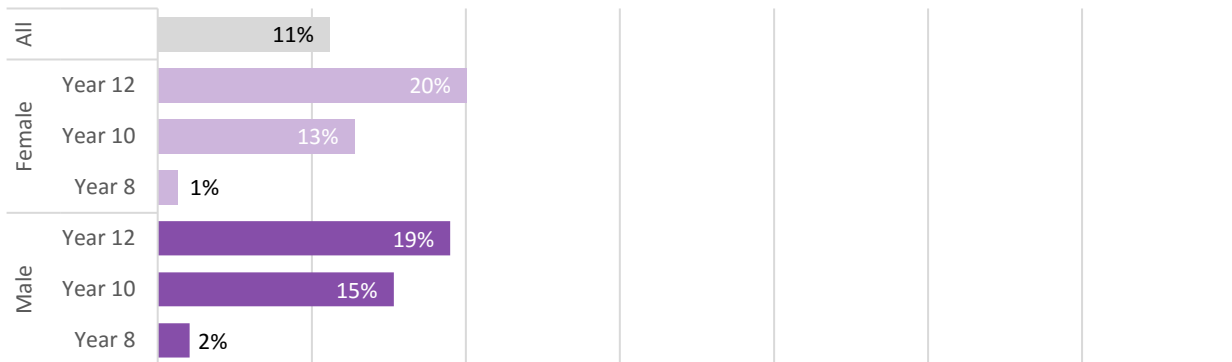
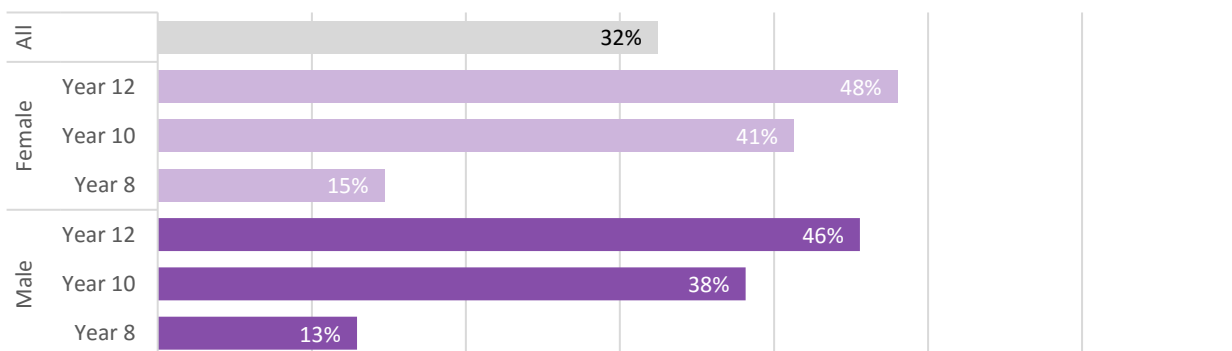


Figure 15.10 Have you ever received a sexual video or photo of someone online / on your mobile? (percentage that answered yes)



Year 6 children were asked age appropriate equivalent questions: 'have you sent a video of photo of yourself to someone that you later regretted' (6% responded yes); and 'have you ever received a video or photo of someone online that upset you' (7% responded yes).

Only Year 10 and Year 12 children were asked the following two questions about online dating sites.

Figure 15.11 Have you ever viewed photos of / talked to someone on an online dating site?  
(percentage that answered yes)

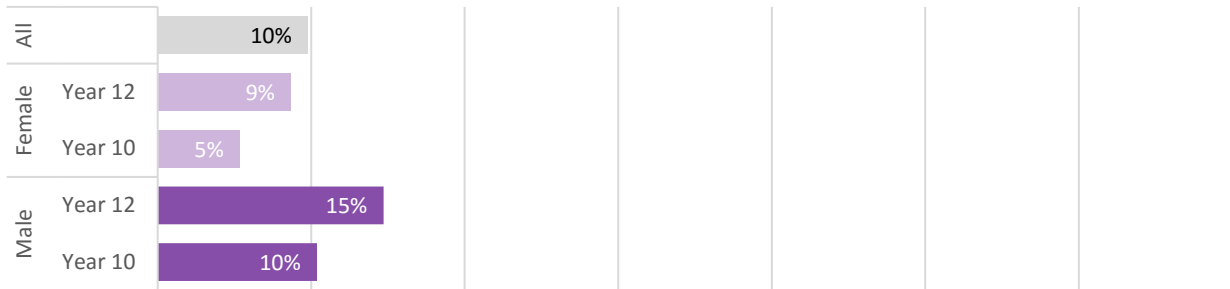
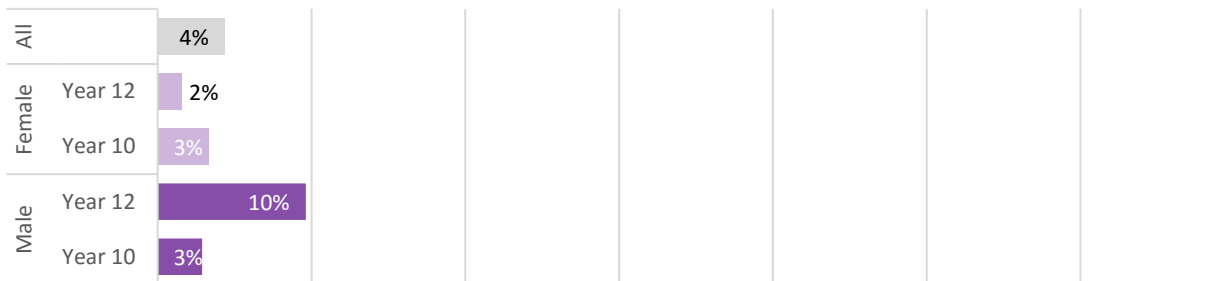


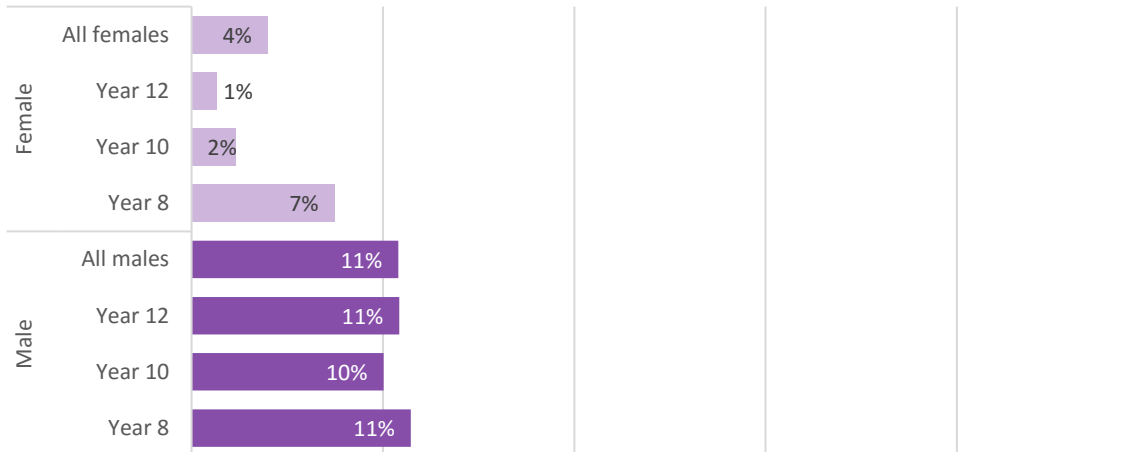
Figure 15.12 Do you have a profile on an online dating site?  
(percentage that answered yes)



## Gambling

Year 8, 10 and 12 children were asked if they had spent any of their own money on the following gambling options over the last 7 days: placing a private bet (e.g. with friends); lottery or lottery scratch cards; playing cards for money; fruit machines; other gambling machines; gambling websites / apps where you can win real money; personally placing a bet in a betting shop; no – I haven’t gambled in the last 7 days; other gambling.

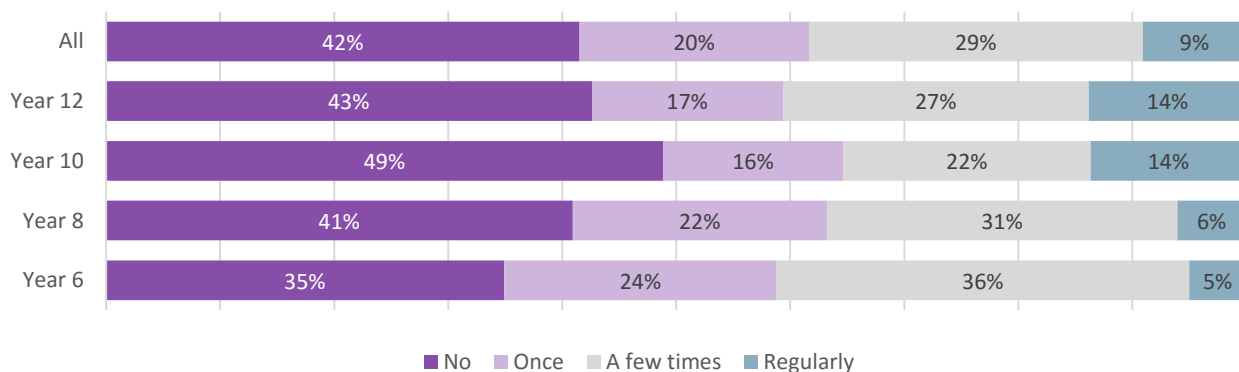
Figure 15.13 Have you spent any of your money on any of the following in the past 7 days (percentage that reported any kind of gambling activity in previous 7 days)



- females were consistently less likely to have gambled for money than their male counterparts
- of young people that had gambled, private bets amongst friends was the most prevalent mode of gambling
- around one in ten males reported some form of gambling for money in the last 7 days

## Volunteering

Figure 15.14 In the last 12 months, have you done any voluntary work for your community or local or national charities? *Response by year group*



- the percentage of children not doing any voluntary or charity work increased from around a third (35%) of Year 6s to half (49%) of Year 10s
- there was an increase in the percentage of children engaged in regular voluntary work between Year 8 (6%) and Year 10 (14%)

## Analysis by sub-group

Analysis was carried out to assess whether the question response pattern for certain questions was significantly related to factors such as gender, ethnicity, school type, self-esteem, lacking material items, and parish type. The Pearson Chi-Square test was used.

Table 16.1 shows where there was a significant ( $p < 0.05$ ) or very significant ( $p < 0.01$ ) relationship between each factor (such as gender or school type) and the pattern of responses

Table 16.1 Significance of analysis by sub-group

Question	Significance of analysis by...					
	Self-Esteem	Lacking 2 or more material items	School Type (fee-paying vs non-fee paying)	Gender (male / female only)	Parish Type (urban / suburban / rural)	Ethnicity (6 largest ethnic groups)
Lacking 2 or more material items	Very significant	X	Very significant	Not Significant	Not Significant	Significant
Self-esteem category	X	Very significant	Very significant	Very significant	Very significant	Not Significant
ONS Overall how HAPPY did you feel yesterday?	Very significant	Very significant	Significant	Very significant	Not Significant	Not Significant
ONS Overall how ANXIOUS did you feel yesterday?	Very significant	Very significant	Not Significant	Very significant	Not Significant	Not Significant
Self-reported health category	Very significant	Very significant	Very significant	Not Significant	Not Significant	Not Significant
How many hours sleep did you get last night?	Very significant	Very significant	Very significant	Not Significant	Not Significant	Not Significant
When was the last time you visited the dentist?	Very significant	Very significant	Very significant	Not Significant	Very significant	Not Significant
Do you do anything to avoid sunburn	Very significant	Very significant	Very significant	Very significant	Very significant	Very significant
Wear a cycling helmet	Very significant	Very significant	Very significant	Very significant	Very significant	Very significant
Does your bedroom have black mould on the walls or ceilings?	Very significant	Very significant	Very significant	Significant	Not Significant	Not Significant

	Self-Esteem	Lacking 2 or more material items	School Type (fee-paying vs non-fee paying)	Gender (male / female only)	Parish Type (urban / suburban / rural)	Ethnicity (6 largest ethnic groups)
Alcohol - experience of alcohol	Not Significant	Not Significant	Very significant	Very significant	Very significant	Very significant
Smoking - have you smoked?	Very significant	Significant	Significant	Not Significant	Not Significant	Not Significant
Ever taken drugs (not Year 6)	Significant	Significant	Very significant	Very significant	Not Significant	Not Significant
Nothing to eat before school	Very significant	Very significant	Very significant	Not Significant	Significant	Not Significant
Sexual Health - Are you sexually active	Not Significant	Not Significant	Very significant	Significant	Significant	Not Significant
Sexual health - Did you or your partner use a condom last time you had sex	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
If someone tried to take advantage of you sexually, would you tell someone?	Very significant	Very significant	Not Significant	Significant	Not Significant	Not Significant
Have you been bullied in the last 12 months?	Very significant	Very significant	Significant	Not Significant	Not Significant	Not Significant
Have you been afraid of going to school because of bullying	Very significant	Very significant	Very significant	Very significant	Not Significant	Not Significant
Does your school take bullying seriously?	Very significant	Very significant	Very significant	Significant	Significant	Very significant
Ability to influence - School would listen to my ideas	Very significant	Very significant	Not Significant	Very significant	Not Significant	Not Significant
Ability to influence Y6 - Clear way to give opinion to school	Very significant	Not Significant	Not Significant	Significant	Not Significant	Not Significant
Ability to influence - Community would listen to my ideas	Very significant	Significant	Not Significant	Very significant	Not Significant	Not Significant
Ability to influence - Y6 Clear way to give opinion to community	Very significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Pressure to look a certain way on social media	Very significant	Significant	Very significant	Very significant	Not Significant	Not Significant

- the level of self- esteem reported by the pupil was more frequently associated with their responses to other questions than their gender and ethnicity
- whether they lacked 2 or more material items, and whether they went to a fee-paying school, was also found to correlate with their responses to other questions more so than other factors such as gender and ethnicity
- a child’s self-esteem was seen to be very significantly related to nearly all the questions response patterns – compared to those with medium and high self-esteem, children with low self-esteem were significantly **more** likely to have reported
  - lacking 2 or more material items
  - being less happy and more anxious
  - having poor health
  - having had less than 5 hours sleep the night before
  - having **not** visited the dentist within the last 6 months
  - taking fewer precautions to avoid sunburn
  - **not** wearing a cycle helmet ‘whenever possible’
  - having black mould on the walls or ceilings of their bedroom
  - having smoked
  - having eaten nothing before school
  - not telling anyone if they had been taken advantage of sexually
  - having been bullied in the last 12 months, and to have been afraid of going to school because of bullying
  - believing their school does not take bullying seriously
  - believing they had **less** ability to influence school and their community
  - feeling a pressure to look a certain way on social media
- children lacking 2 or more material possessions, compared to those lacking only one or none of the listed items, were significantly more likely to have reported:
  - having poor health
  - being less happy and more anxious
  - having low self-esteem
  - having less than 5 hours sleep the night before
  - having **not** visited the dentist within the last 6 months
  - taking fewer precautions to avoid sunburn
  - **not** wearing a cycle helmet ‘whenever possible’
  - having black mould on the walls or ceilings of their bedroom
  - having eaten nothing before school
  - not telling anyone if they had been taken advantage of sexually
  - having been bullied in the last 12 months, and to have been afraid of going to school because of bullying

- believing their school does not take bullying seriously
- believing they had **less** ability to influence school
- children at non-fee-paying schools, compared to those at fee paying schools, were more likely to have reported:
  - lacking 2 or more material items
  - having low self-esteem
  - having poor health
  - having less than 5 hours sleep the night before
  - having **not** visited the dentist within the last 6 months
  - taking fewer precautions to avoid sunburn
  - having black mould on the walls or ceilings of their bedroom
  - drinking **less** alcohol
  - taking drugs
  - having been sexually active
  - having eaten nothing before school
  - have been afraid of going to school because of bullying
  - believing their school does not take bullying seriously
  - feeling **less** pressure to look a certain way on social media
- compared to males surveyed, female pupils were more likely to have reported:
  - having low self-esteem
  - being less happy, and more anxious
  - taking precautions to avoid sunburn
  - wearing a cycling helmet
  - drinking alcohol less regularly
  - not taking drugs
  - being afraid of going to school because of bullying
  - feeling less able to influence community
  - feeling a pressure to look a certain way on social media
- those children living in urban areas (compared to those in rural or suburban areas) were **less** likely to have reported:
  - having high self-esteem
  - having visited the dentist in the last 6 months
  - taking precautions against sunburn



- wearing a cycle helmet 'whenever possible'
- drinking alcohol
  
- those children identifying as Jersey, British or Jersey / British ethnicity were more likely to have reported:
  - taking precautions against sunburn
  - wearing a cycle helmet
  - drinking alcohol
  - believing their school takes bullying seriously

(Note the ethnic groupings used were: Jersey, Jersey / British, British, Portuguese – Madeiran, Jersey / Portuguese – Madeiran, Other)

## Annexes

### Annex 1 – History of the Survey

Formerly known as the Health Related Behaviour Questionnaire (HRBQ), the survey and subsequent report was first run in 1996 to record the attitude and behaviour of children and young people in Jersey, regarding their lifestyle, health and wellbeing.

The HRBQ was first run by the Schools Health Education Unit (SHEU) in 1996 (secondary schools) and 1998 (primary schools). The survey has been run every four years since 1998. Although SHEU no longer run the survey (it is now carried out entirely in-house by Statistics Jersey) they permitted us to continue using a number of their questions to capture changes over time. Some of the questions in the questionnaire are taken from, or based on, the work of John Balding/Schools Health Education Unit, Exeter ([www.sheu.org.uk](http://www.sheu.org.uk)).

### Annex 2 - Methodology

The survey aimed to question all children in school Years 6, 8, 10 and 12; i.e. a census of all children in those years. However, completion of the survey was not compulsory and completion rates were below 100% with some children being withdrawn by their parents and some opting themselves not to complete the survey.

Table A.1 Response rates for each year group

	Actual number of Returns	Expected number of returns	Percentage rate of return
Year 6	906	1050	86%
Year 8	833	1007	83%
Year 10	796	991	80%
Year 12	523	850	62%
All	3058	3944	78%

The rate of return for Year 12 (62%) is lower than for Years 6, 8 and 10 (80%+). Additionally, the Year 12 denominator does not cover all young people in that year group as a proportion have entirely left education. In the previous academic year (2016-17) the Year 11 summer census showed 1001 children, so the 850 children in Year 12 represent only 85% of children in the cohort of that academic year.

### Annex 3 - Confidence intervals

Although the response rates were high, the coverage was less than 100% and therefore there will be an element of statistical uncertainty when looking at small changes or differences as to whether they would have existed if we had sampled the whole population.

The standard error on the estimate of a population proportion  $p$  is calculated using the formula:

$$s.e.(p) = \sqrt{\frac{(p(1-p)(1-f))}{n-1}}$$

Where:

$n$  is the total number of respondents in a sub-group

$f$  is the sampling fraction, equal to  $\frac{n}{N}$  where  $N$  is the population of that sub-group

The 95% confidence interval on any proportion  $p$  is given by:

$p \pm 1.96 s.e.(p)$  and attains a maximum value for  $p=0.5$ , i.e. 50%

With the sample size achieved, we can be 95% confident that the percentages presented in this report accurately represent the whole population percentage to  $\pm 1$  percentage point. Therefore, the report focuses on significant findings, for example where differences between groups remain, even when accounting for the confidence intervals.

Table A.2 provides the confidence intervals for proportions in various subgroups of the sample. The small number of those pupils identifying as 'other' or 'prefer not to say' gender means that the confidence intervals on proportions for this group are particularly wide.

Table A.2 Maximum confidence interval per sub-group used in the report

Year group and gender	95% confidence interval (+/- percentage points)	Year group and gender	95% confidence interval (+/- percentage points)	Year group and gender	95% confidence interval (+/- percentage points)
Year 6 male	2	Year 12 male	4	Year 6 all	1
Year 6 female	2	Year 12 female	4	Year 8 all	1
Year 6 other	10	Year 12 other	18	Year 10 all	2
Year 8 male	2			Year 12 all	3
Year 8 female	2	male	1	Years 8 and 10	1
Year 8 other	8	female	1		
Year 10 male	2	other	5	all except Year 12	1
Year 10 female	2			all	1
Year 10 other	7				

Some of the analyses are based on the mean of numeric values, rather than percentages of the population.

Health related Quality of Life: as this is based on scores standardised to ensure the entire (European) population has a standard deviation of 10, it can be assumed that any subpopulation also has a standard deviation ( $\sigma$ ) of 10. The standard error and 95% confidence intervals can then be calculated using the formulas

$$S.E. = \frac{\sigma}{\sqrt{n}} \quad \text{and} \quad CI = \pm 1.96 \times S.E.$$

Year group and gender	95% confidence interval (+/- percentage points)	Year group and gender	95% confidence interval (+/- percentage points)
Year 6 male	1	Year 10 male	1
Year 6 female	1	Year 10 female	1
Year 6 other	5	Year 10 other	3
Year 8 male	1	Year 12 male	1
Year 8 female	1	Year 12 female	1
Year 8 other	4	Year 12 other	5

95% Confidence intervals for the ONS4 mean scores were calculated using  $CI = \pm 1.96 \times S.E.$

Year group and gender	95% confidence interval (+/- percentage points)	Year group and gender	95% confidence interval (+/- percentage points)
		Year 10 male	0.3
		Year 10 female	0.3
		Year 10 other	1.2
Year 8 male	0.3	Year 12 male	0.4
Year 8 female	0.3	Year 12 female	0.3
Year 8 other	1.2	Year 12 other	1.3

## Annex 4 – Child centred material deprivation

Reference: The Children’s Society report “Missing Out: A child centred analysis of material deprivation and subjective well-being” 2011. Authors Dr Gill Main, Larissa Pople, Gwyther Rees and Jonathan Bradshaw. The report, based on research carried out by the Children’s Society and the University of York, begins to research ‘what it means to be poor from a child’s own perspective’. It asks children and young people about the material items and experiences that they think are necessary for a ‘normal kind of life’ to produce a ‘child centred index of material deprivation’.

<https://www.childrensociety.org.uk/what-we-do/resources-and-publications/publications-library/missing-out-child-centered-analysis-mater>

## Annex 5 – KIDSCREEN-10 questions

Reference: Ravens-Sieberer U., Gosch A., Rajmil L., Erhart M., Bruill J., Duer W., Auquier P., Power M., Abel T., Czemy L., Mazur J., Czimbalmas A., Tountas Y., Hagquist C., Kilroe J. and the European KIDSCREEN Group (2005). KIDSCREEN-52 quality of life measure for children and adolescents. Expert Review of Pharmacoeconomics & Outcomes Research, 5 (3), 353-364.

The KIDSCREEN Group Europe (2006). The KIDSCREEN Questionnaires – Quality of life questionnaires for children and adolescents. Handbook. Lengerich: Pabst Science Publishers

The ten questions that form the basis for the index are below

Thinking about the last week...

- Have you felt fit and well?
- Have you felt full of energy?
- Have you felt sad?
- Have you felt lonely?
- Have you enough time for yourself?
- Have you been able to do the things that you want to do in your free time?
- Have your parent(s) treated you fairly?
- Have you had fun with your friends?
- Have you got on well at school?
- Have you been able to pay attention?

## Annex 6 – D. Lawrence self-esteem questionnaire

Reference Lawrence D., British Journal of Educational Psychology v51, pages 245-251, June 1981. The development of a self-esteem questionnaire (The LAWSEQ Self-esteem Questionnaire)

The self-esteem measurement is derived from the responses to a set of nine statements taken from a standard self-esteem enquiry method by Denis Lawrence. The scale is based on social confidence and relationships with friends.

Below is the set of 9 statements – respondents could answer agree / disagree / not sure to each

- I feel happy talking to other pupils at school
- There are lots of things about myself that I would like to change
- When I have something to say in front of teachers in class, I usually feel uneasy
- I often fall out with other pupils at school
- I often feel lonely at school
- I think other pupils usually say nasty things about me
- When I want to tell a teacher something I usually feel shy
- I often have to find new friends because my old ones are with somebody else.
- I usually feel foolish when I have to talk to my parents

Scores of 0, +1 and +2 are given for the answer to each question, according to Lawrence's scoring key to return an overall score of between 0 and 18. The scores were categorised as follows:

0 - 4	Low
5 - 9	Medium low
10 - 14	Medium high
15 - 18	High

#### Further information

For further information about the Statistics Jersey and access to our publications visit [www.gov.je/statistics](http://www.gov.je/statistics)