

JERSEY
CHILDREN AND
YOUNG PEOPLE'S
SURVEY

2021





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Chief Statistician's foreword

The Jersey Children and Young People's Survey provides a comprehensive snapshot of life as a child growing up in Jersey. This biennial survey gives every child in education in Years 4, 6, 8, 10 and 12 the opportunity to describe their life and opinions across a wide range of topics. By compiling these individual responses, Statistics Jersey produce a rich dataset which can be used to illustrate the life of children and young people in Jersey in 2021.

This survey has been running under various guises since 1996 which means that we can now compare results over multiple surveys. This data is invaluable to enable evidence-based decisions by any organisation with an interest in children and young people. Government, schools, youth workers, health workers and charities can all use the information produced by this survey to tailor their services to the needs of Jersey children and young people.

Coming as it does after eighteen months of Coronavirus restrictions, this survey is well timed to measure some of the effects of this abnormal period on children's health and wellbeing. There are questions relating specifically to coronavirus, but perhaps of more interest are the responses to the regular questions often repeated since 2010 and the differences in these responses to previous (pre-coronavirus) surveys.

Much work has gone into producing this report. Statistics Jersey and other Government departments have researched the most appropriate questions to include in the questionnaires; Schools, headteachers and their staff have made time within the school day for students to complete the survey; the Office of the Children's Commissioner has given insightful advice; and parents have reviewed the questions and supported their children participating in the survey. However, I would like to particularly thank the children and young people who completed this survey. By investing their time and effort, they have enabled the production of what I hope will prove to be an extremely useful report.

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Introduction

About the survey

This report presents the results of the 2021 Jersey Children and Young People's Survey which was run, analysed and published by Statistics Jersey. Every Jersey child and young person in school Years 4, 6, 8, 10 and 12 was given the opportunity to take part in the survey¹, which was run in the autumn term of 2021.

Enabling students to complete the questionnaire in school time ensured high response rates: 91% for Year 6; over 80% for Years 4, 8 and 10; and 72% for Year 12. A total of 4,361 children took part. The survey questionnaires were delivered and completed online². Although broadly similar, each year group received a different, age-appropriate questionnaire. Some sections (e.g. drugs and sex) were amended or excluded for the younger children's versions of the questionnaire.

Children's privacy and data confidentiality is taken very seriously: the surveys were completely anonymous (names and dates of birth not collected); raw data is only accessible to Statistics Jersey staff (and protected by the Statistics and Census [Jersey] Law 2018), and care has been taken when producing the report not to include any analysis which might prove to be disclosive.

Parents were given the option to preview the questionnaires and to withdraw their children from participating in the survey. Similarly, children were given the option to withdraw themselves from the survey or to skip any questions that they weren't comfortable answering.

Questionnaires were available in Polish and Portuguese, and staff at Mont a l'Abbe school developed a set of resources to enable children with special needs to participate in the survey.

While planning this survey, Statistics Jersey consulted widely with stakeholders across government (including the Education Department, Jersey Youth Service, Jersey Sport, Skills Jersey, Public Health Department, Children's Commissioner and children's policy leads in other government departments) to ensure key topics were covered, the aim being to produce a useful dataset for policy makers and practitioners.

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

About the report

The report is split into 4 sections covering different aspects of the survey: demographics and household; physical wellbeing; mental wellbeing and aspirations; and health-related behaviours. Each of the four sections begins with a table taking a selection of questions from the section and showing the significance of six demographic groupings (gender, ethnicity, parish type, affluence, type of school [fee paying / non fee paying] and self-esteem) on the responses to those questions (i.e. whether these demographic groupings affect the responses to the various questions).

Each section is further split into several chapters, each with its own infographic highlighting the key facts within it.

When analysing by gender, only male and female are generally presented in this report. In the sections where the 'rather not say' / 'other' group have been analysed, these have been grouped together and results should be treated with caution due to the small numbers involved.

¹ One fee paying primary school opted not to take part in the survey.

² Using the Smart Survey online survey tool.

DEMOGRAPHICS AND HOUSEHOLD

This section includes information on the basic make up of the Jersey children and young people participating in the survey, including the numbers of students in each year group, their gender, ethnicity, sexuality (for older children), type of school (fee paying or not) and two questions attempting to quantify affluence.

In addition, the section contains questions on home schooling during the coronavirus pandemic and also identifies children with caring responsibilities.

2021 saw the introduction of a new ethnicity question in this section; in addition to allowing the children to select as many ethnicities as they felt applied to them, we added a supplementary question asking them to choose a single ethnicity that suited them best. This allows further insight into the ethnic make up and the self-perceived ethnicity of children.

Significance test of demographic and household questions

A selection of questions from this section have been tested against six variables relating to the children and young people surveyed³. By using statistical analysis⁴ we can assess whether each of these variables is associated with a significantly different set of responses. For example, in the table below, different ethnicities of children do not exhibit a significantly different response to whether they have a personal electronic device for schooling and homework; but the children attending different types of school (fee paying or non fee paying) do exhibit a different response profile. Please note that this does not signify that the variable causes the difference in response, merely that a difference exists.

The table has been sorted by significance with the questions and variables with most significance being presented first.

Significance of six issues to demographic and household

	Self-Esteem	Lacking 2 or more items	School Type (fee paying / non fee paying)	Parish Type Rural / Suburban / Urban	Ethnicity (Jersey British, Portuguese / Madeiran, Polish, Other)	Gender (male / female only)
How well off (rich) do you think your family is?	Very Significant	Very Significant	Very Significant	Very Significant	Very Significant	Significant
Which adults do you live with?	Very Significant	Very Significant	Very Significant	Very Significant	Very Significant	Not Significant
Lacking 2 or more items that most young people have	Very Significant	-	Very Significant	Very Significant	Not Significant	Not Significant
Does your bedroom have black mould on the walls or ceilings?	Very Significant	Very Significant	Not Significant	Not Significant	Significant	Not Significant
Have a dedicated space at home to do schoolwork	Very Significant	Very Significant	Significant	Not Significant	Not Significant	Not Significant
Have a personal device for home schooling and homework?	Not Significant	Very Significant	Very Significant	Not Significant	Not Significant	Significant

³ The same six variables have been used to test against a selection of questions from each of the four sections in this report.


⁴ Pearson Chi-squared analysis

Demographic information

Family set-up



7 in 10
lived with both parents
together



1 in 10
shared their **time**
between their parents

Ethnicity and language

5%
never or **hardly**
ever spoke
English
at **home**



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

1 in 2 children who
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

Young people were able to choose from ‘male’, ‘female’, ‘rather not say’, and ‘other’. 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 4	Year 6	Year 8	Year 10	Year 12	
Male	45	48	49	44	36 ⁵	45
Female	47	48	46	50	60	50
Rather not say or other	7	4	5	6	4	5
Total	100	100	100	100	100	100

There were 169 young people who preferred not to specify a gender (‘rather not say’) and 64 who specified ‘other’ (out of 4,361) – almost double the number from 2019.

Due to the small numbers specifying ‘rather not say’ or ‘other’, it was generally not appropriate to report these as separate groups for further analysis; when analysing by gender, only male and female are generally presented in this report. In the sections where the ‘rather not say’ / ‘other’ group have been analysed, they have been combined into one category and results should be treated with caution due to the small numbers involved.

Ethnicity

Young people were initially able to choose as many ethnicities that they considered applied to them. Nearly three-fifths (58%) identified with a single ethnicity, 30% with two ethnicities, 10% with three and 2% with more than three.

The ethnicities most frequently chosen are presented in Table 1.2 which shows 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 11% of children identify as Portuguese, of whom one quarter (26%) identify as *only* being Portuguese.

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	71	50
British	35	28
Portuguese	11	26
Other	9	15
Irish	7	11
Madeiran	5	25
French	4	8
Polish	4	35
Mixed	4	58
African	3	22
Asian	2	24
Romanian	1	66

(Percentages are rounded to the nearest integer)

⁵ The proportion of Year 12 males who responded to the survey was lower than in previous years. Where this made a significant difference to the results, a weighting has been applied.

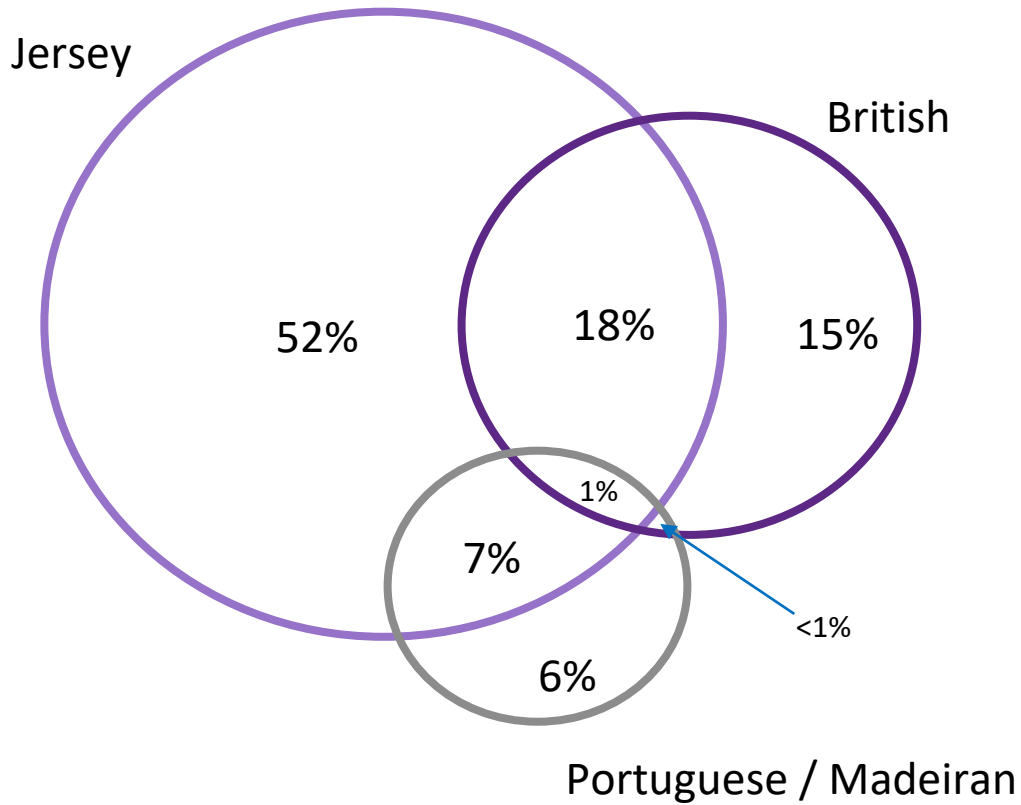
Table 1.3 shows the ethnicities most frequently identified by the young people surveyed (identified by at least 20 young people).

Table 1.3 Single and mixed ethnicities most frequently identified by the young people surveyed (percentages)

Ethnicity	Percentage
Jersey	36
Jersey / British	12
British	10
Jersey / Portuguese	4
Portuguese	3
Jersey / Irish	2
Jersey / British / Other	2
Mixed	2
Jersey / British / Irish	2
Jersey / Polish	2
Polish	2
Other	1
British / Other	1
Madeiran	1
Jersey / Other	1
Jersey / Portuguese / Madeiran	1
Jersey / Madeiran	1
Jersey / British / French	1
Jersey / French	1
Romanian	1
Irish	1
Portuguese / Madeiran	1
Jersey / British / Portuguese	1
British / Irish	1
Jersey / African	1
African	1
Asian	1
Asian / Other	1
Groups with fewer than 20 people	9

- many of the 'Other' ethnicities cited in combination with 'British' were a subset of British (e.g. Scottish, Welsh)

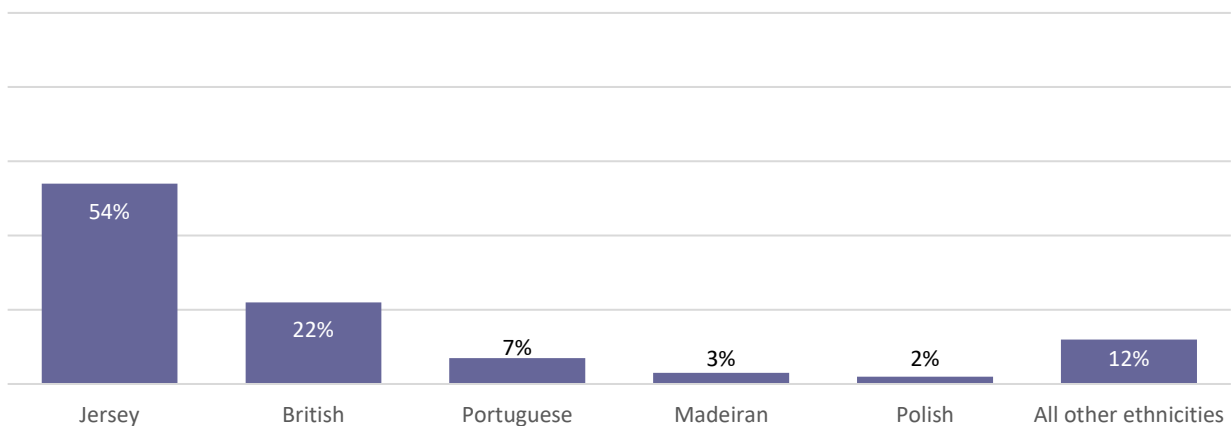
Figure 1.1 Overlap of Jersey, British and Portuguese / Madeiran ethnicities (as percentage of all young people surveyed)



- Nine out of ten (91%) young people surveyed chose at least one of Jersey, British, Portuguese or Madeiran

For the first time, young people in Years 8, 10 and 12 were asked a follow up question where they were asked to select the **one** ethnicity they felt best described them. Ethnicities with more than 50 responses are presented below.

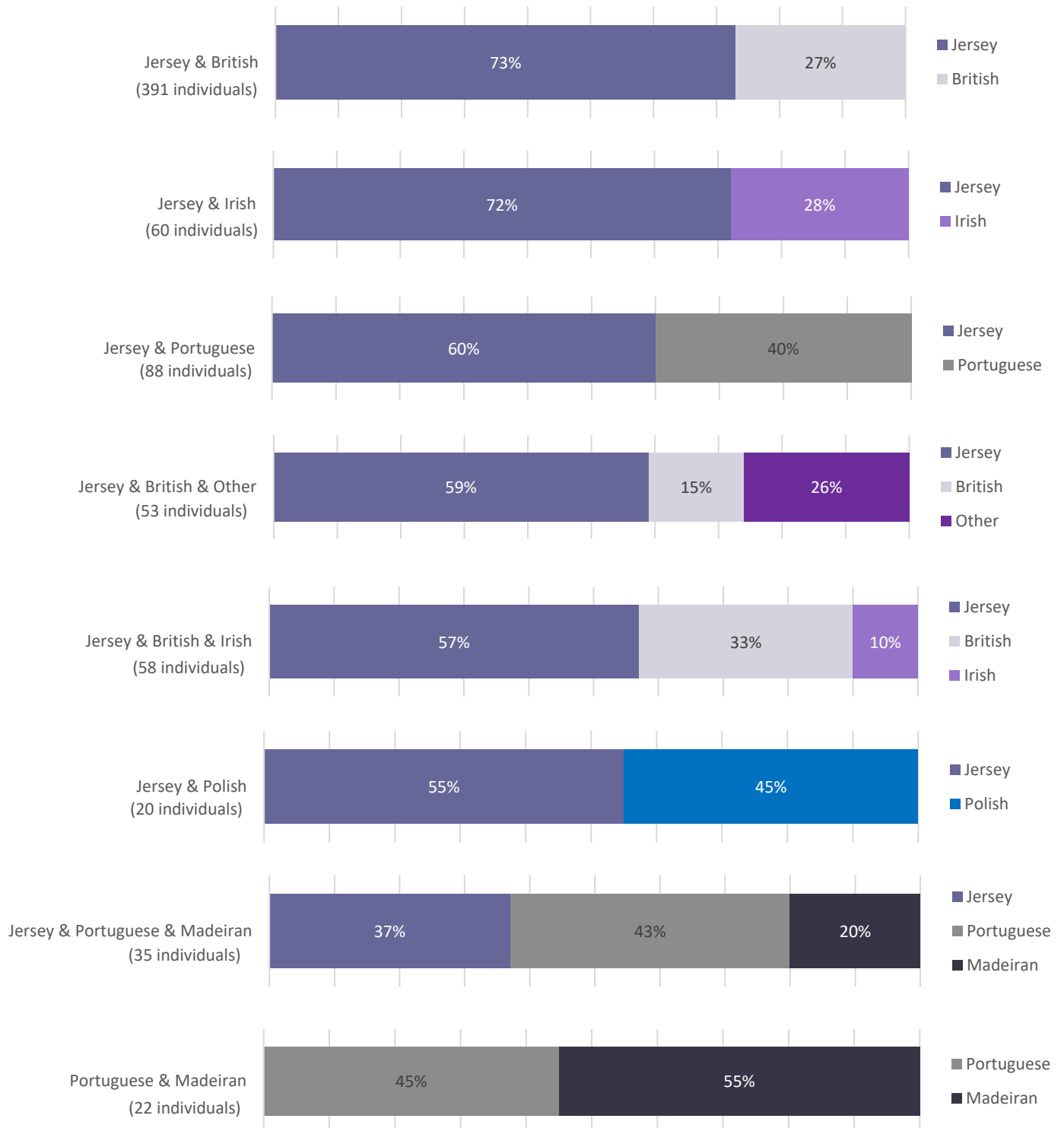
Figure 1.2 Which ethnicity do you feel best describes yourself? (Years 8, 10 and 12)



- nearly half (46%) of young people in Years 8, 10 and 12 selected an ethnicity other than 'Jersey' as the one that best describes them

For young people who selected multiple ethnicities, we analysed which ethnicity they would choose if they could only select one. The proportions are outlined below.⁶

Figure 1.3 Which ethnicity do you feel best describes yourself?: By mixed ethnicity (*Years 8, 10 and 12*)



⁶ A small number of students chose a different ethnicity to best represent them than they selected when they could choose multiple ethnicities. These numbers were too low to be disclosed.

Sexuality

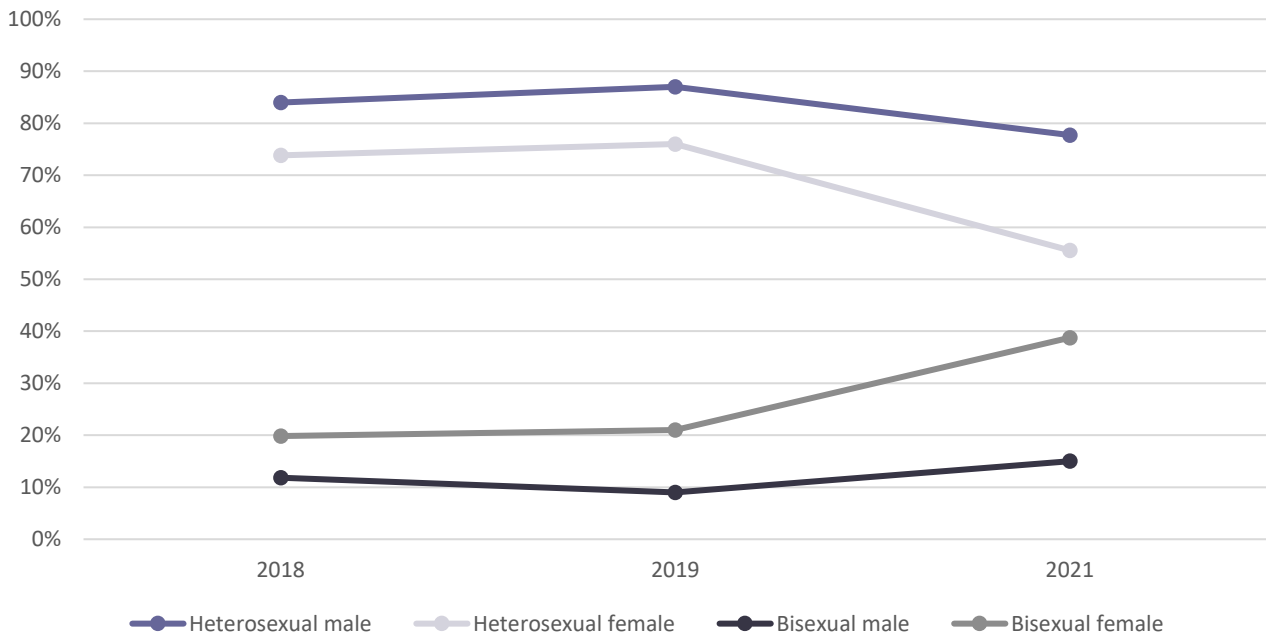
A question on sexual attraction was included for Year 10 and Year 12 students. The question asked whether the young person was attracted exclusively to males or females, to both, or to neither.

Figure 1.4 Sexuality (Year 10 and Year 12)



- a smaller proportion of females reported being exclusively attracted to males (60%) than males who reported being exclusively attracted to females (80%)

Figure 1.5 Sexuality over time: 2018 - 2021 (Year 12)



Parish of residence

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

Roughly one-third of young people surveyed lived in each of the Parish types.

Figure 1.6 Type of Parish of residence

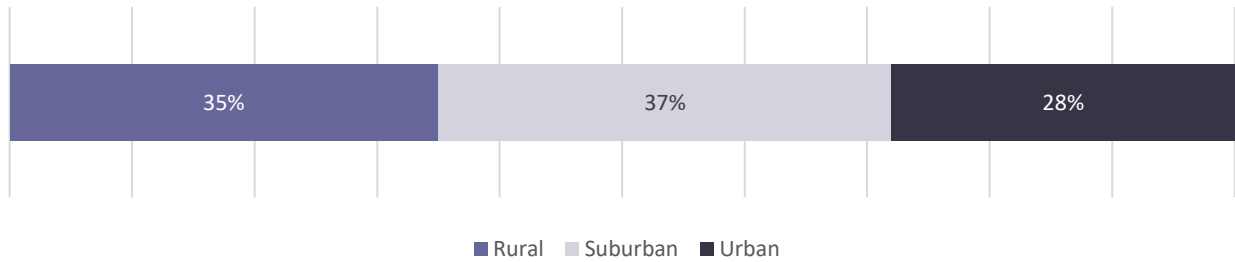
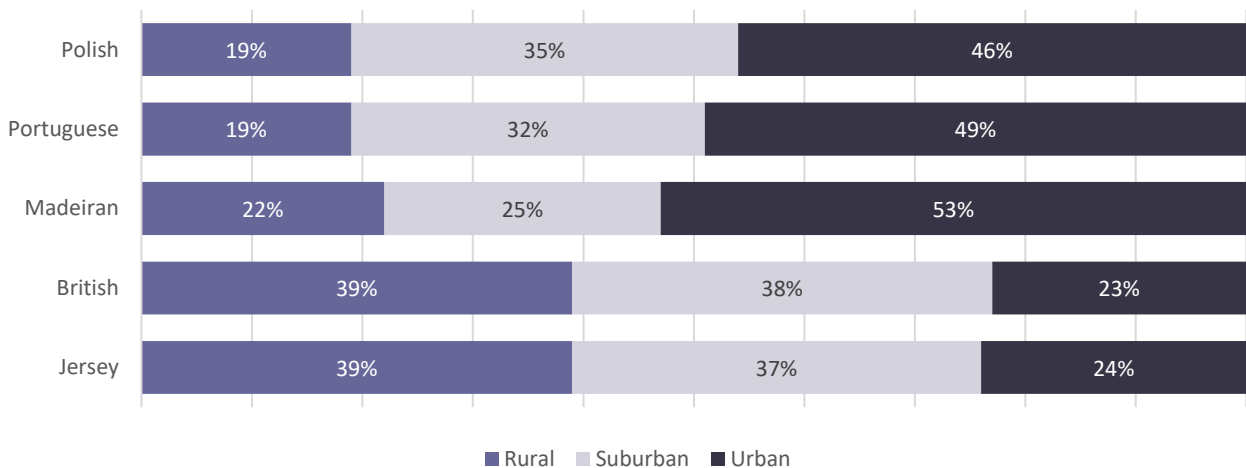


Figure 1.7 shows the breakdown of Parish of residence by ethnicity.

Figure 1.7 Type of Parish of residence by ethnicity⁷



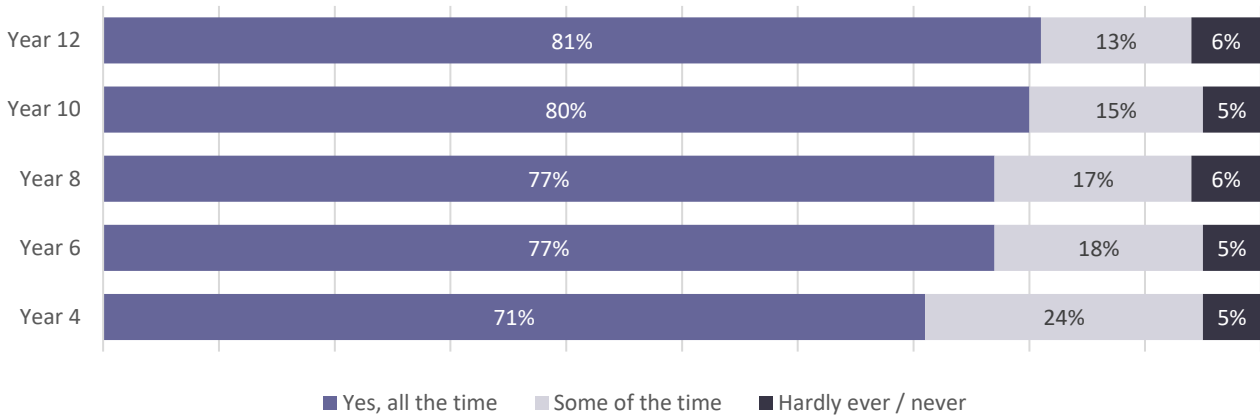
- greater proportions of children identifying themselves as Madeiran (53%), Portuguese (49%) or Polish (46%) lived in St Helier compared to children identifying themselves as Jersey (24%) or British (23%)

⁷ In 2021 this breakdown was created using responses to the question ‘which ethnicity (cultural background) do you feel best describes yourself, if you had to choose only one?’. This question was not asked in previous years and therefore no direct comparisons can be made.

Language spoken at home

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

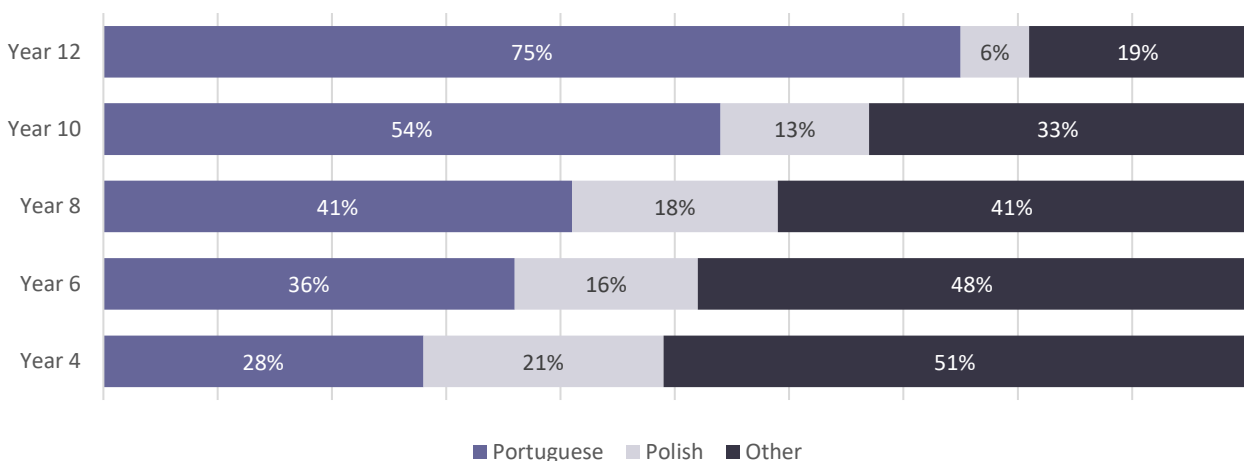
Figure 1.8 Do you speak English at home?



- the proportion of young people who spoke English at home increased with age
- the associated reduction was in the proportion of young people who spoke English 'some of the time'
- the proportion of young people who hardly ever / never spoke English was similar in all year groups, at around 5%
- of the 4,361 questionnaires completed, less than 1% were completed in Portuguese (28 questionnaires) or Polish (17 questionnaires)

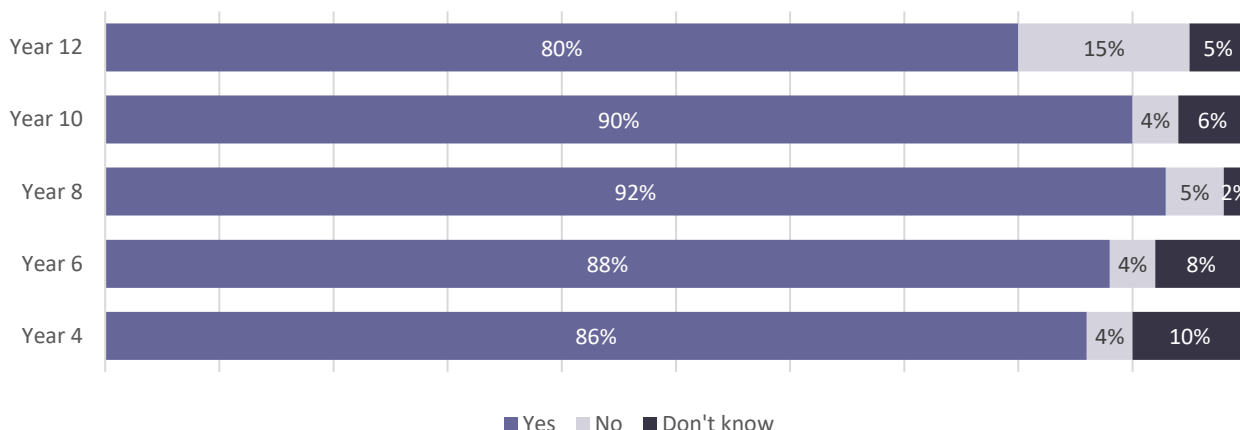
Young people who spoke English at home 'some of the time' or 'hardly ever / never' were given the following two supplementary questions:

Figure 1.9 Which language do you mostly speak at home?



- of the young people surveyed who spoke English at home 'some of the time' or 'hardly ever/never', the largest proportion spoke Portuguese at home
- 48 'other' languages were reported; the most popular languages specified included Romanian, French, Spanish, Hindi and Thai

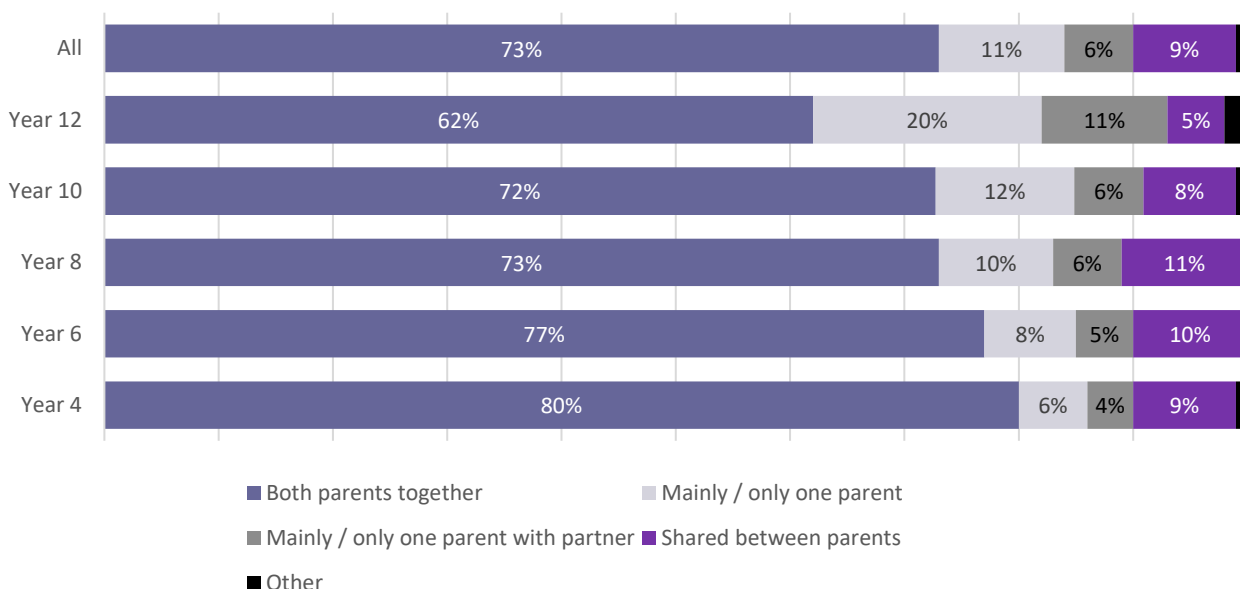
Figure 1.10 Can at least one of your parents / carers read and write in English? (of those who speak English at home some of the time or hardly ever / never)



- around 6% of young people reported living with adults who cannot read and write in English; a further 7% said that they did not know
- over one in seven Year 12 pupils reported living with adults who cannot read and write in English, compared to around one in twenty in other years
- of those whose parents/carers could not read and write in English, the majority (81%) spoke Portuguese at home

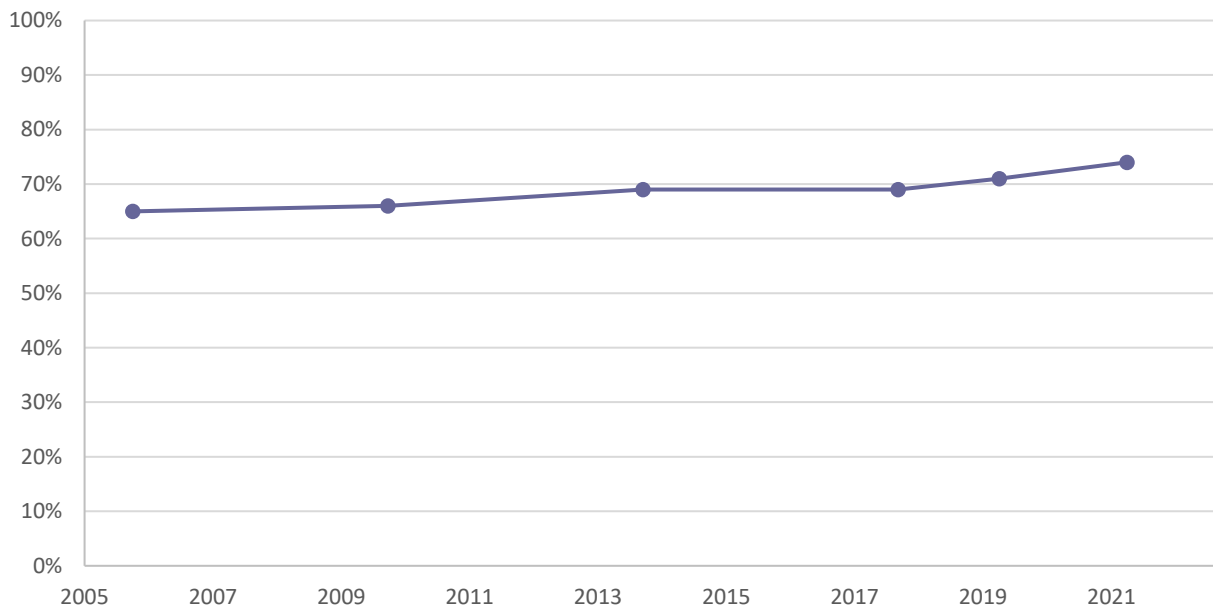
Family situation

Figure 1.11 Which adults do you live with? Please choose the nearest answer



- overall, more than seven out of ten (73%) young people lived with both parents together
- more than three-quarters of young people in Years 4 and 6 lived with both parents together compared to around three-fifths (62%) of Year 12 lived with both parents together
- 84% of students who attended a fee paying school lived with both parents together compared to 69% of public school students
- this question was also significantly correlated with self-esteem, material deprivation, parish type and ethnicity

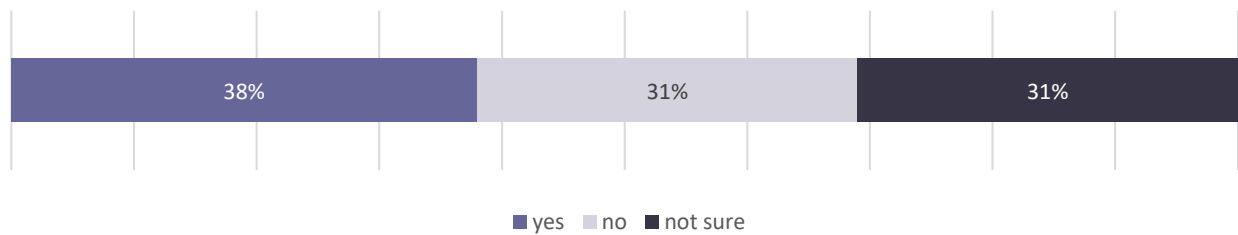
Figure 1.12 Proportion of Years 6, 8 and 10 children⁸ living with both parents: 2006 to 2021



- since 2006 the proportion of children in Years 6, 8 and 10 living with both parents together has increased slightly

Young carers

Figure 1.13 Do you have someone in your family or a friend with a health-related condition?

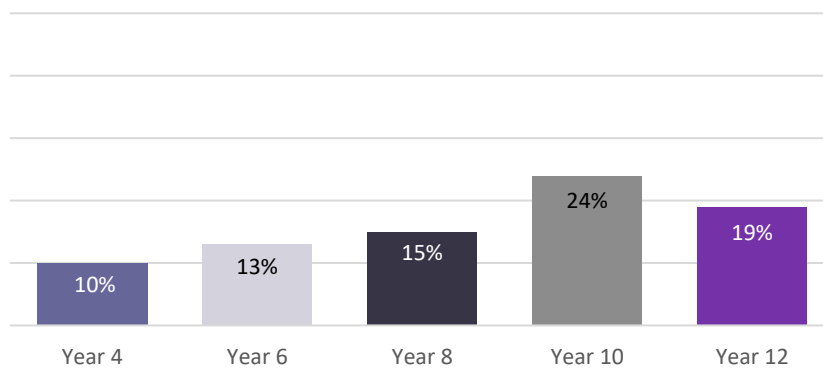


- nearly two-fifths (38%) of young people said they had someone in their family or a friend with a health-related condition
- this proportion increased with age from 23% of Year 4 to 52% of Year 12

⁸ Years 4 and 12 are not included as they were first surveyed in 2019 and 2018 respectively

Young people who had someone in their family or a friend with a health-related condition were asked a follow up question: Do **you** look after, help or support someone in your family, or a friend, who is ill with physical or mental health issues, disabled or misuses drugs or alcohol?

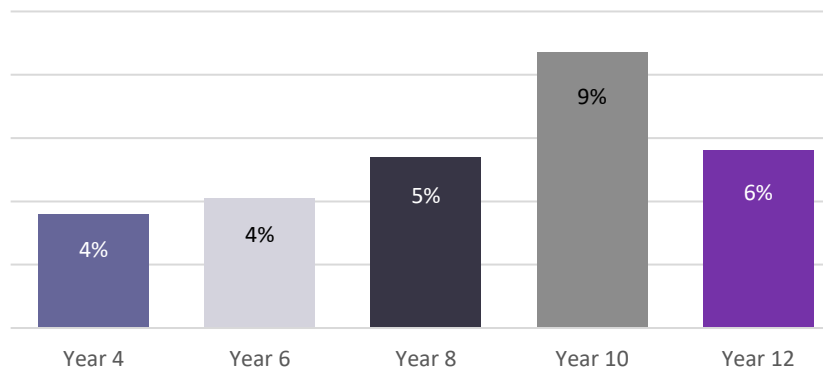
Figure 1.14 Proportion of young people who look after, help or support someone in their family or a friend



- overall, 16% of young people care for a family member or friend
- the proportion of young people caring for family members or friends was consistent among females and males

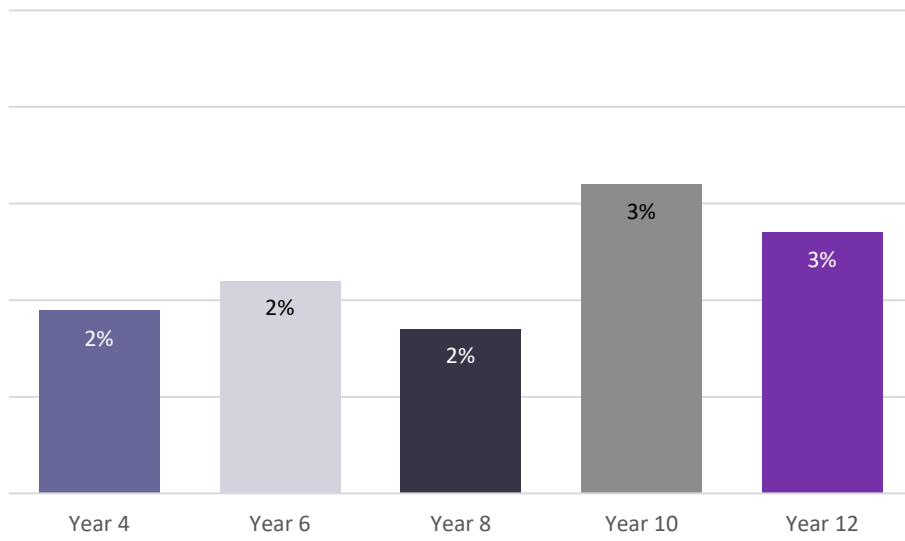
Young people who cared for a family member or friend were asked two follow up supplementary questions on whether they have caring responsibilities.

Figure 1.15 Proportion of young people who spend more than 5 hours during the week caring



- overall, 5% of young people spend more than 5 hours a week caring
- 6% of females and 4% of males spend more than 5 hours a week caring

Figure 1.16 Proportion of young people who are the main carer for their family or friend



- overall, 2% of young people do most of the caring for their family member or friend
- 3% of females and 2% of males answered that they are the main carer

Family finances

Self-assessment



1 in 10

said their family was
not at all or not very
well off



1 in 4



who were lacking **2 or
more items**

said their family was
not at all or not very
well off

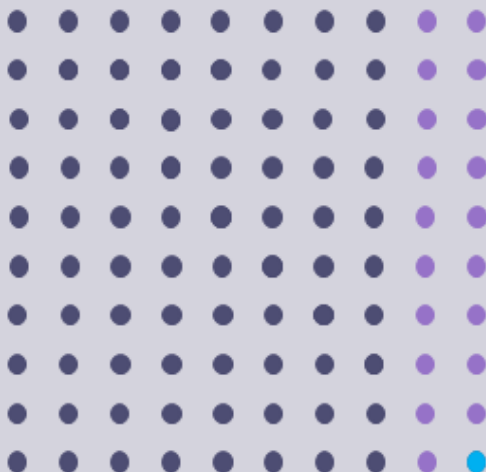
Black mould



6% of young people had
black mould

on their walls and ceilings

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

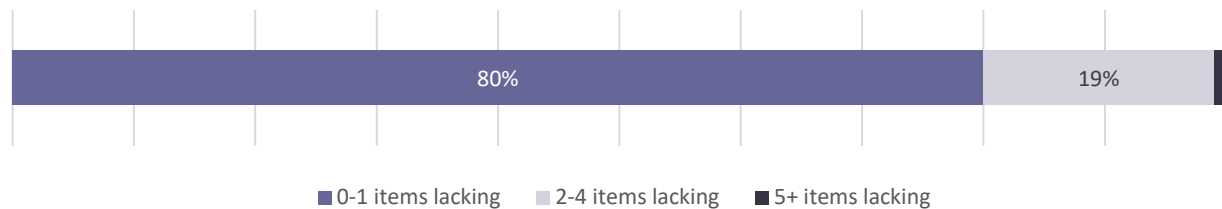
Chapter 2 – Family finances

Lack of material belongings

A series of ten questions 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)⁹. 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 / iPad 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

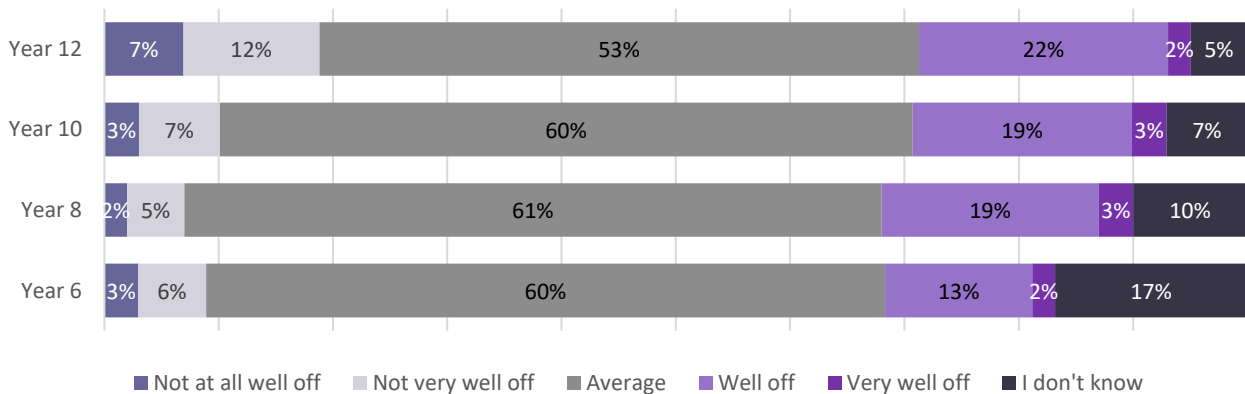
Figure 2.1 Young people lacking material belongings: (Years 6, 8, 10 & 12)



- overall, almost a fifth (19%) lacked 2-4 items and 1% lacked 5 or more items

Financial status

Figure 2.2 How well off (rich) do you think your family is financially?¹⁰

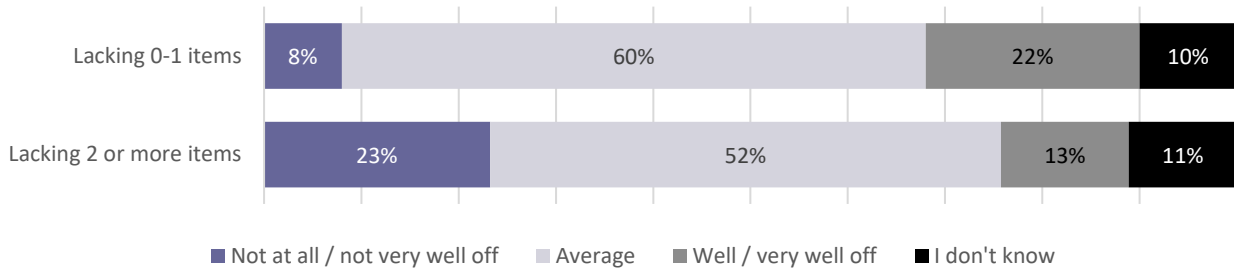


- overall, six out of ten (59%) said that their family was ‘average’ financially
- a fifth (20%) said that they were ‘well off’ or ‘very well off’; this is a decrease from 34% in 2019
- the proportion of young people who said they were ‘not at all well off’ or ‘not very well off’ has remained roughly the same since 2019

⁹ This set of questions resulted from work carried out by the University of York and The Children’s Society in order to try to understand what it means to be poor from a child’s perspective. See Annex 4 for references.

¹⁰ Following feedback from teachers, the wording of the question was changed in 2021 from: ‘how well off do you think your family is financially?’

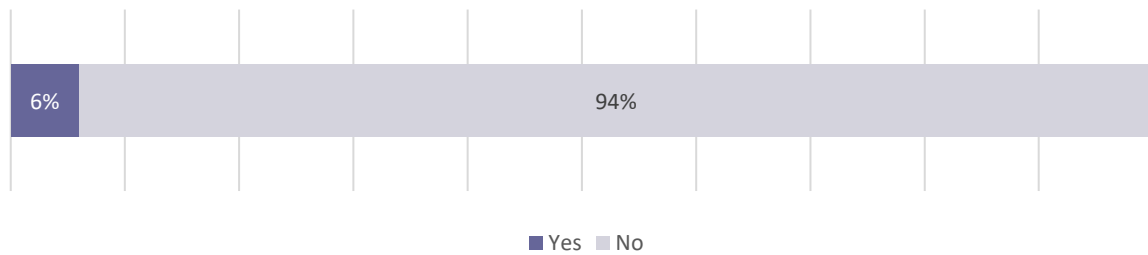
Figure 2.3 How well off (rich) do you think your family is financially?: *by lack of material belongings*



- young people who were lacking 2 or more items were more likely to estimate their family was not at all / not very well off
- this measure was also significantly correlated with school type, with 34% of fee paying pupils estimating their family was well off or very well off compared to 13% of non fee paying pupils

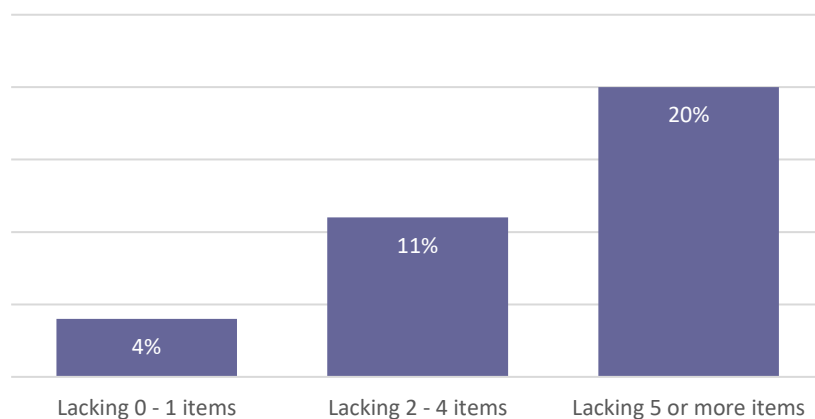
Black mould

Figure 2.4 Young people with black mould on their walls or ceilings (*Years 6, 8, 10 & 12*)



- overall, around one in fifteen (6%) said their walls or ceilings had black mould
- this was significantly correlated with self-esteem with 3% of those with high self-esteem having black mould on their walls and ceilings compared to 11% of those with low self-esteem

Figure 2.5 Young people with black mould on their walls or ceilings: *by lack of material belongings*

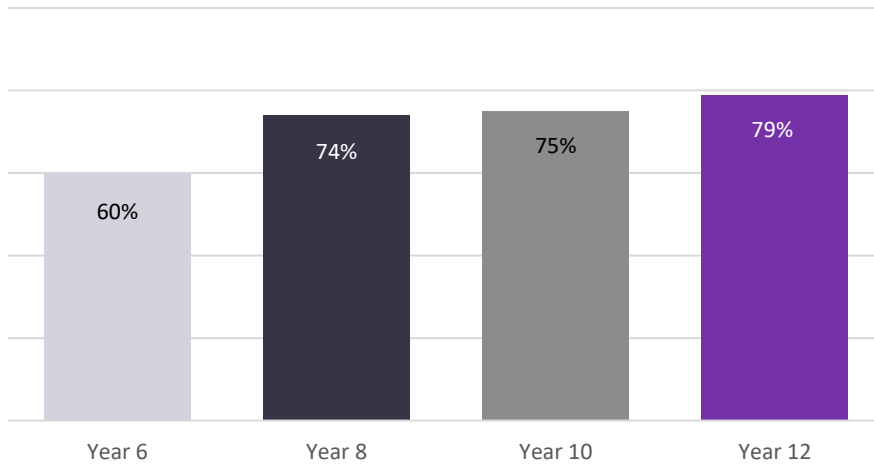


- this was significantly correlated with deprivation with 4% of those lacking 0-1 items saying they had black mould compared to 20% of those lacking 5 or more items

Home schooling

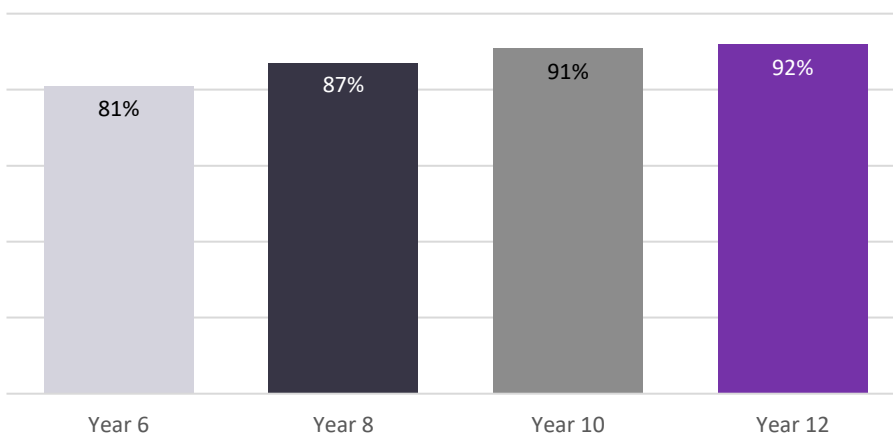
Young people in Years 6, 8, 10 and 12 were asked two questions about their experiences of working from home during the coronavirus pandemic.

Figure 2.6 Do you have a dedicated space at home where you can do your schoolwork?
(proportion who answered 'yes, I have a dedicated space to myself')



- overall, 71% of young people in Years 6, 8, 10 and 12 had a dedicated space to themselves
- nearly four-fifths of Year 12 had a dedicated space to themselves compared to three-fifths of Year 6
- over three-quarters (76%) of young people with high self-esteem had a dedicated space at home to do schoolwork compared to under three-fifths (56%) of young people with low self-esteem
- this was strongly correlated with lack of material belongings, with 75% of those lacking 0-1 items saying they had a dedicated space to themselves compared to 33% of those lacking 5 or more items

Figure 2.7 Do you have a personal device to use for home schooling and homework?
(proportion who answered 'yes, I have my own personal device')



- overall, 88% of young people in Years 6, 8, 10 and 12 had a personal device to use for home schooling
- this was correlated with lack of material belongings, with 90% of those lacking 0-1 items saying they had their own personal device compared to 60% of those lacking 5 or more items

PHYSICAL WELLBEING

This section contains a chapter on Health and Healthy Behaviour including topics such as diet, dental hygiene, sleep, sunburn etc. Most of these questions have been asked in previous surveys.

A question was added to this chapter covering children and young people's experiences of having to self isolate due to coronavirus.

The second chapter in this section on Physical Activity also contains a number of previously included questions but has been expanded to incorporate a series of questions from Jersey Sport around types of exercise children participate in, and barriers to them being more active.

Significance test of physical wellbeing questions

A selection of questions from this section have been tested against six variables relating to the children and young people surveyed¹¹. By using statistical analysis¹² we can assess whether each of these variables is associated with a significantly different set of responses. For example, in the table below, different ethnicities of children do not exhibit a significantly different response to when they last visited the dentist; but the children attending different types of school (fee paying or non fee paying) do exhibit a different response profile. Please note that this does not signify that the variable causes the difference in response, merely that a difference exists.

The table has been sorted by significance with the questions and variables with most significance being presented first.

Significance of six issues to physical wellbeing

	Self-Esteem	Lacking 2 or more items	School Type (fee paying / non fee paying)	Parish Type Rural / Suburban / Urban	Ethnicity (Jersey British, Portuguese / Madeiran, Polish, Other)	Gender (male / female only)
Do you do anything to avoid sunburn	Very Significant	Very Significant	Very Significant	Very Significant	Very Significant	Very Significant
Health self-assessment	Very Significant	Very Significant	Very Significant	Significant	Significant	Very Significant
How many portions of fruit and veg did you eat yesterday?	Very Significant	Very Significant	Very Significant	Very Significant	Significant	Not Significant
How many times did you clean your teeth yesterday?	Very Significant	Very Significant	Very Significant	Not Significant	Significant	Very Significant
Time spent on screens	Very Significant	Not Significant	Very Significant	Very Significant	Significant	Very Significant
How long ago did you last visit the dentist?	Very Significant	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant
Don't do recommended amount of exercise	Very Significant	Very Significant	Very Significant	Very 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
Do you have an inhaler because of asthma or breathing difficulties?	Very Significant	Not Significant	Very Significant	Not Significant	Not Significant	Not Significant
Have you had Covid-19?	Not Significant	Not Significant	Very Significant	Significant	Not Significant	Not Significant

¹¹ The same six variables have been used to test against a selection of questions from each of the four sections in this report.

¹² Pearson Chi-squared analysis

Health and healthy behaviours

Self-assessment and Sleep



77% described their **health** as **good** or **very good**

1 in 4

from **Years 10 and 12**



had less than **5 hours** sleep the previous evening

Disability



15% reported having a mental or physical **disability** or long-term **illness**

Coronavirus

77% have had to **self-isolate** since the pandemic began



*as of October 2021

Dental Hygiene



84% brushed their teeth at least **twice** a day

80% have visited the **dentist** within the **last year...**

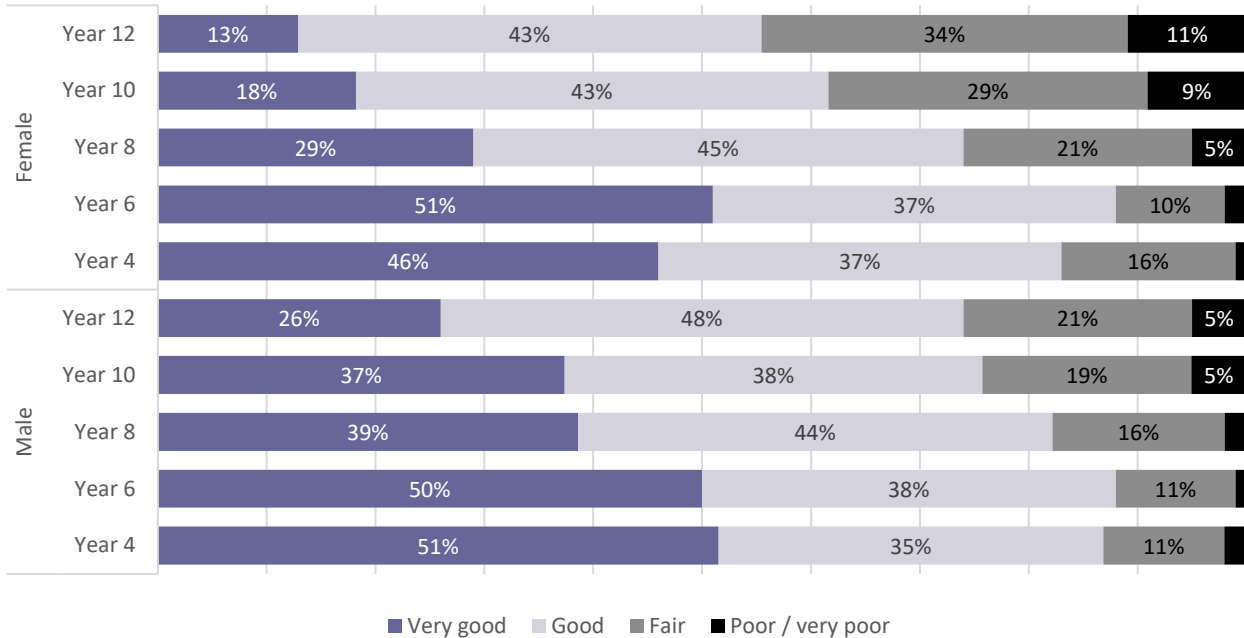


...down from **89%** in 2019

Chapter 3 – Health and healthy behaviours

Health self-assessment

Figure 3.1 In general, how would you say your health is?



- around 85% of Years 4 and 6, 77% of Year 8, 67% of Year 10 and 61% of Year 12 reported being in good or very good health
- the proportion of Year 12 who reported being in good or very good health has decreased from 73% in 2019 to 61% in 2021
- young people with high self-esteem and who were lacking fewer than 2 items (see chapter 2) were significantly more likely to be in very good or good health
- females were almost twice as likely than males (5% compared to 3%) to say their health was poor or very poor

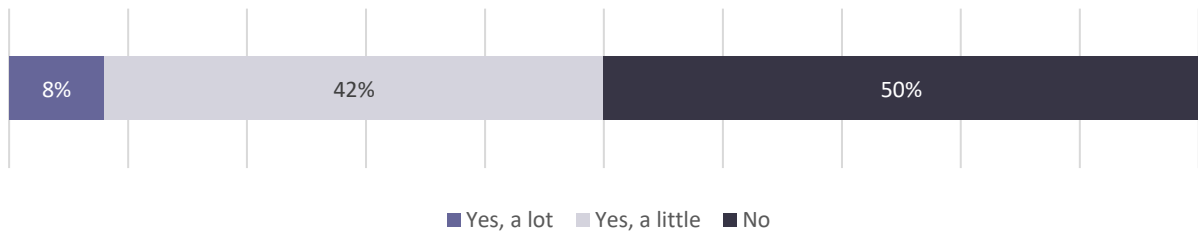
Disability

The 2021 school survey asked a series of questions exploring whether the young people surveyed had a long-term disability or illness and, if so, what effect it had on their life.

Overall, across Years 4, 6, 8, 10 and 12, around 1 in 7 (15%) young people reported having a disability or long-term illness. 11% of Years 4 and 6 reported having a disability compared to 15% of Year 8, 19% of Year 10 and 18% of Year 12.

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

Figure 3.2 Are your day-to-day activities limited because of your health problem or disability?

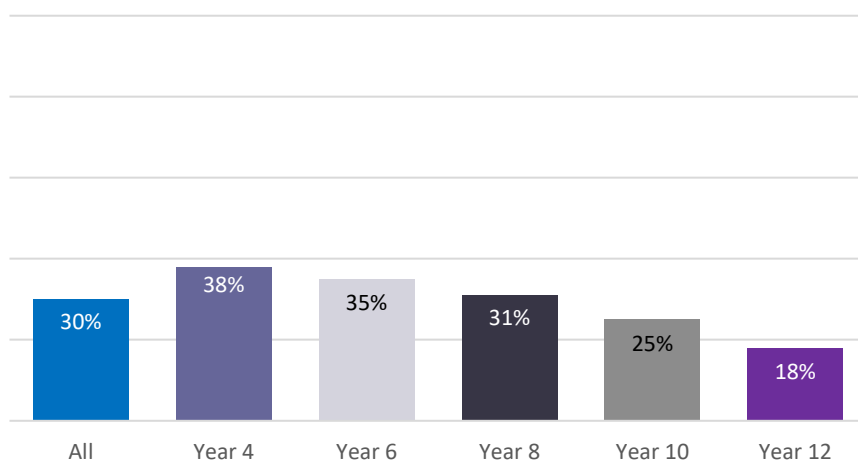


- 42% of those with a disability or long-term illness said that their activities were limited ‘a little’; and 8% said that that their activities were limited ‘a lot’
- half (50%) of those with a disability or long-term illness said that the condition did not affect their day-to-day activities
- a greater proportion of Year 12 students (63%) reported that their condition affected their day-to-day activities than in other year groups

Fruit and vegetables

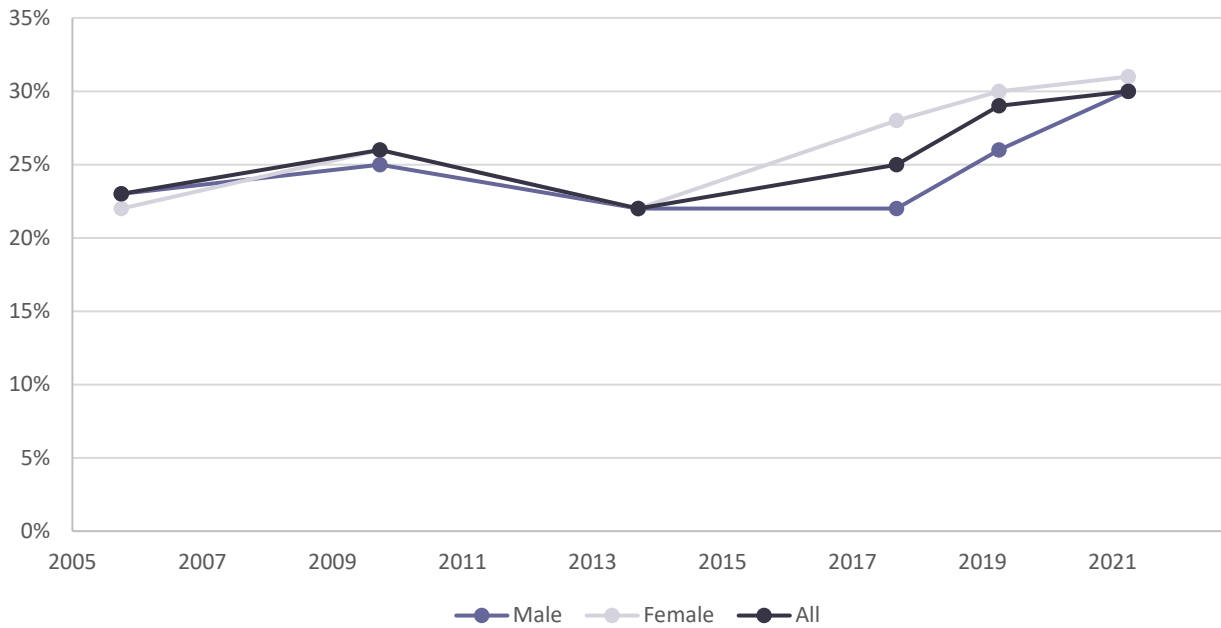
A question was asked about young people’s practice of eating five portions of fruit and vegetables each day (‘5-a-day’).

Figure 3.3 Proportion of young people who ate 5-a-day yesterday



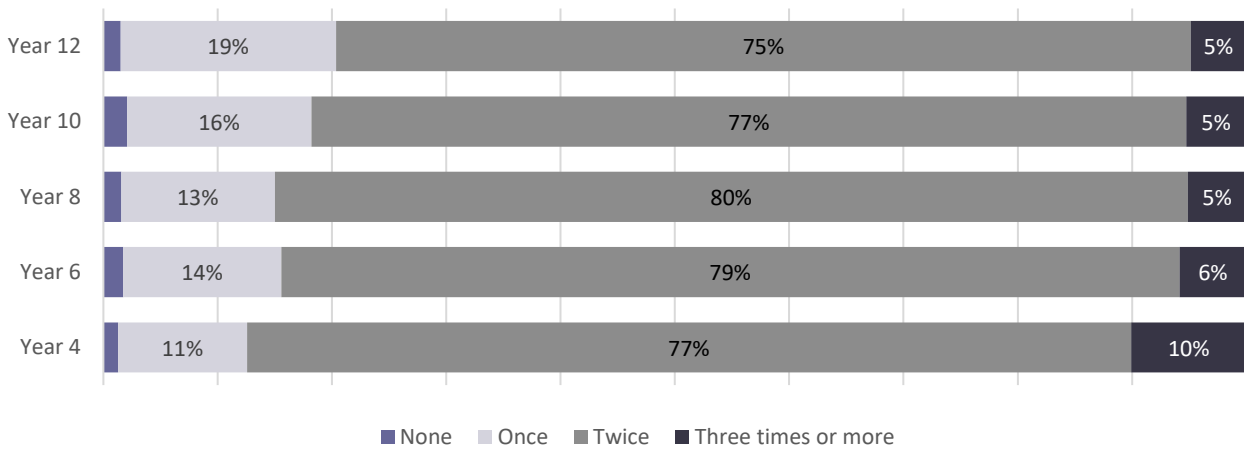
- the proportion of young people who ate 5 portions of fruit and vegetables decreased with age
- pupils in fee paying schools were significantly more likely to have eaten their 5-a-day (38%) compared to pupils in non fee paying schools (27%)
- young people who had high self-esteem, were lacking fewer than 2 items (see chapter 2) and lived in rural parishes were also more likely to have eaten their 5-a-day

Figure 3.4 Proportion of young people eating at least 5 portions of fruit and vegetables each day: 2006 - 2021 (Years 6, 8 and 10)



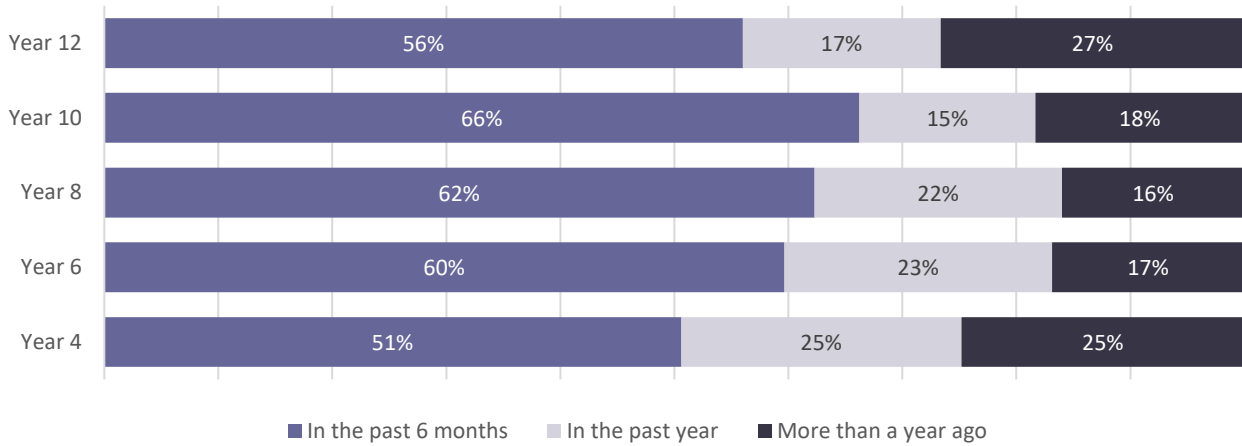
Dental Hygiene

Figure 3.5 How many times did you clean your teeth yesterday?



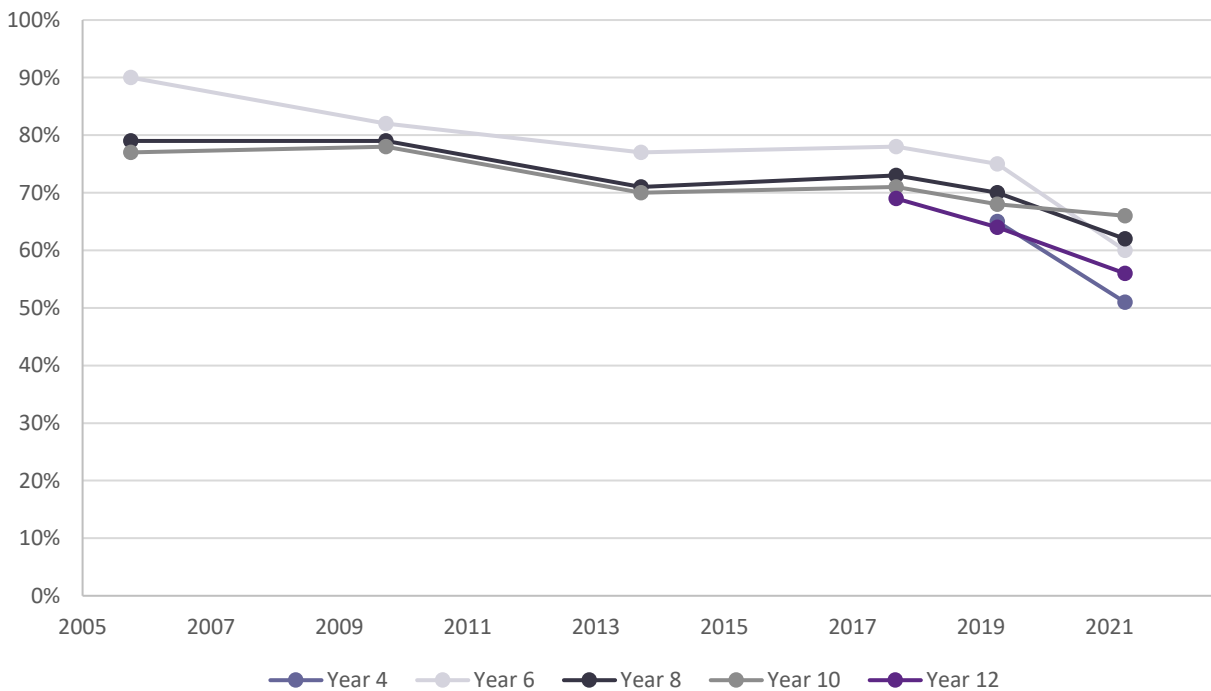
- 84% of young people said they had brushed their teeth two or more times the previous day
- a small percentage of children said that they had not brushed their teeth at all the previous day (between 1% and 2% in each year group)
- 4% of pupils with low self-esteem had not brushed their teeth at all the previous day
- young people who were lacking 5 or more items (see chapter 2) were significantly less likely to have brushed their teeth twice or more the previous day (57%)

Figure 3.6 How long ago did you last visit the dentist?



- overall, 20% of children and young people reported not having visited the dentist within the last year
- 16% of children who thought their family was ‘very well off’ reported not having visited the dentist within the last year compared to 37% of those who thought they were ‘not at all well off’
- pupils who attended a fee paying school, had high self-esteem or lived in a rural parish were more likely to have visited the dentist within the last year

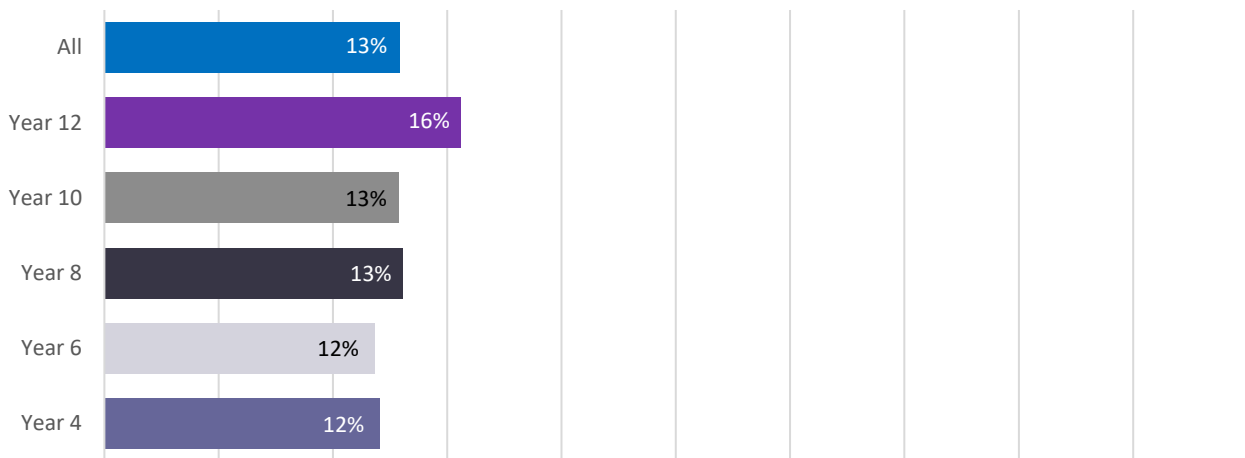
Figure 3.7 Proportion who have visited the dentist in the last 6 months: 2006 – 2021



- the proportion of young people who have visited the dentist in the last 6 months has decreased since 2006

Asthma

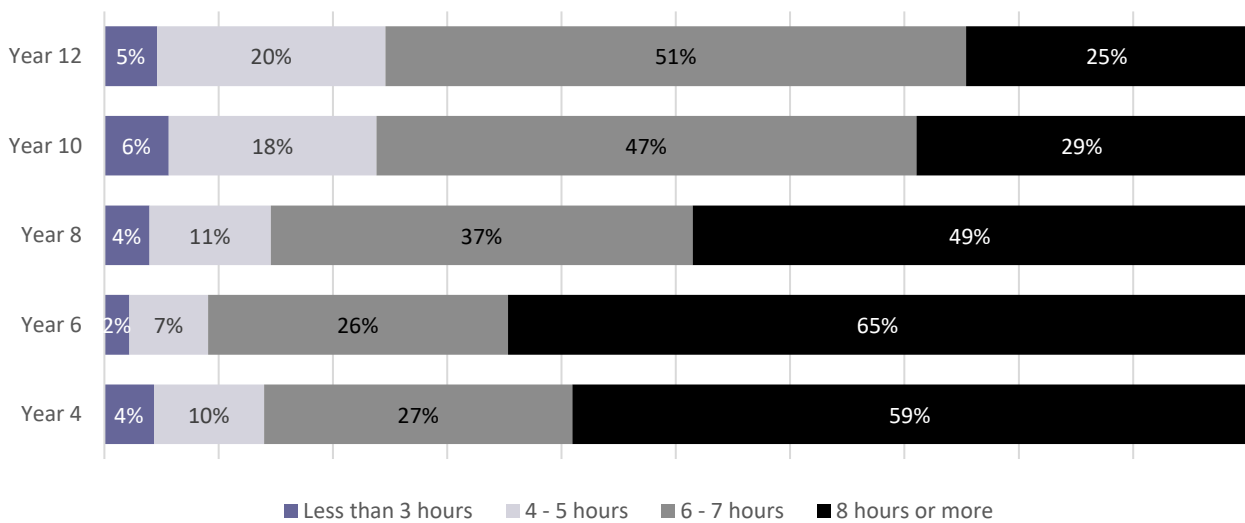
Figure 3.8 Young people requiring an inhaler due to asthma / breathing difficulties



- young people with low self-esteem were twice as likely (20%) to require an inhaler than young people with high self-esteem (10%)

Sleep

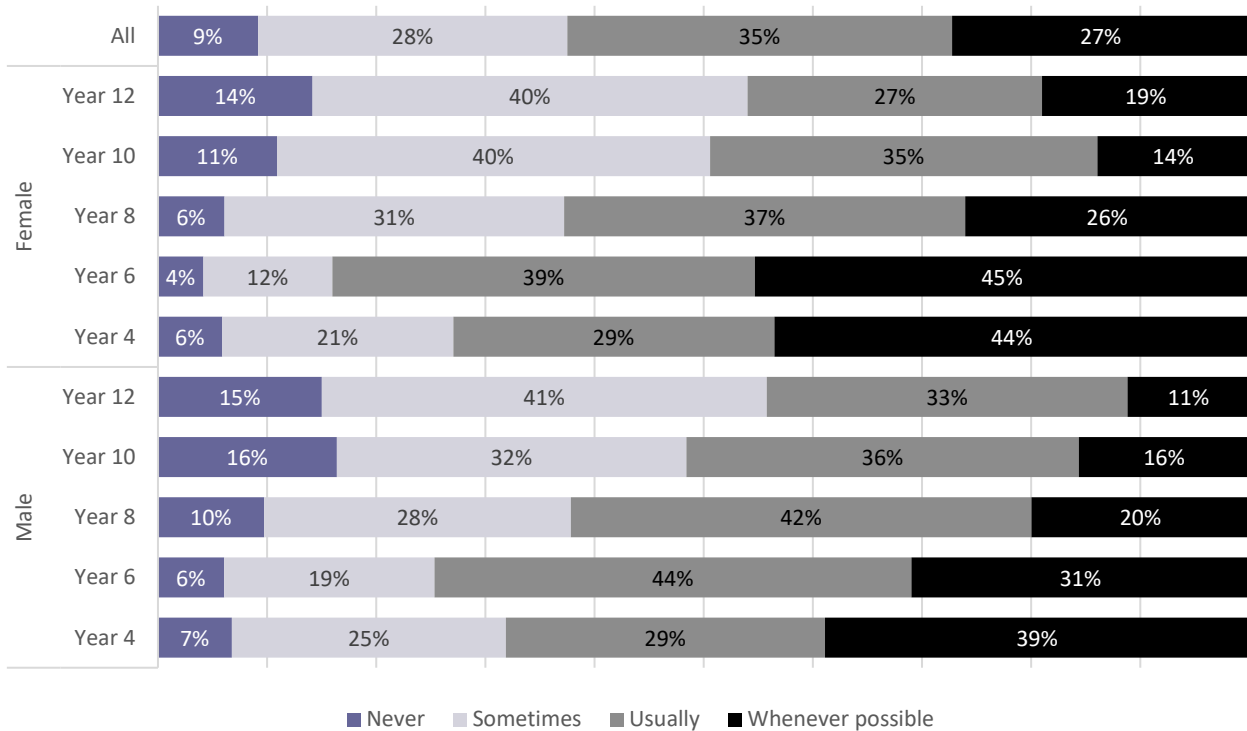
Figure 3.9 How many hours of sleep did you get last night?



- one in four (24%) Year 10 and Year 12s (25%) reported having 5 hours or less sleep the previous evening – a significant increase on 2018
- a similar proportion of children got less than 8 hours sleep the previous night in 2018
- young people who had high self-esteem, were lacking fewer than 2 items (see chapter 2) or who attended a fee paying school were more likely to have got 8 hours sleep the previous night

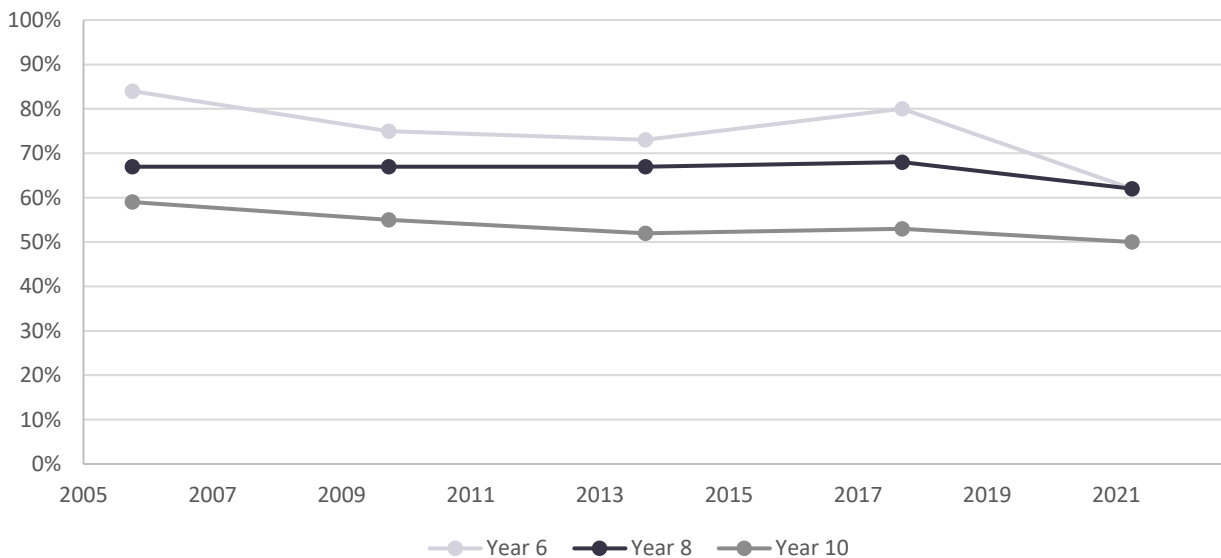
Sunburn and sunbeds

Figure 3.10 Do you do anything to avoid sunburn? (e.g. wear a hat, wear long sleeves, wear sun screen, stay in the shade)



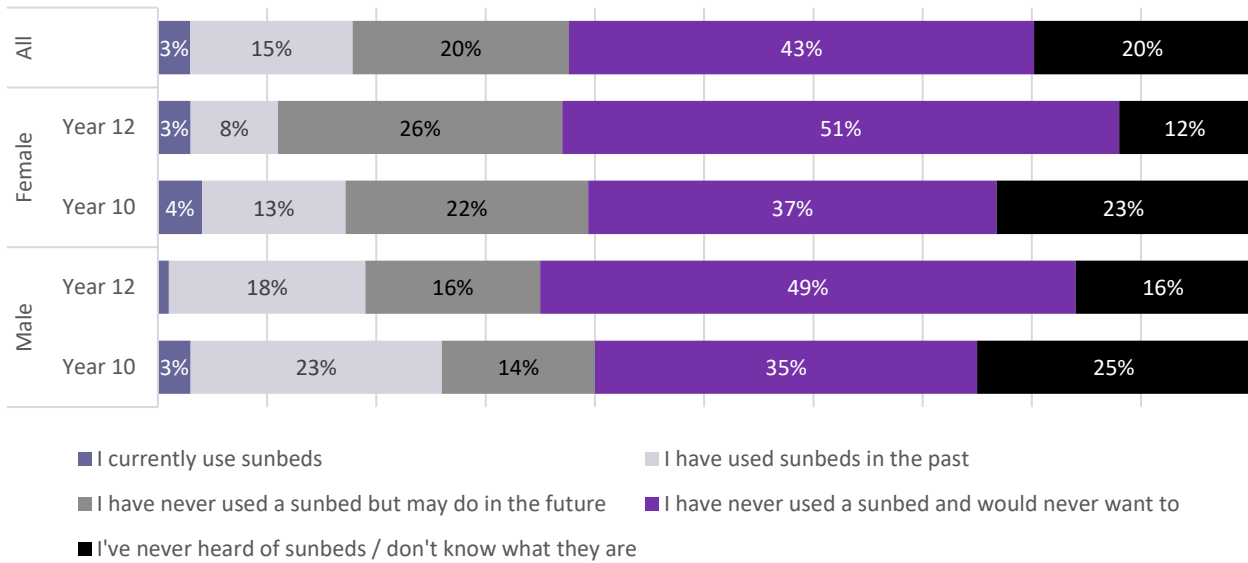
- the proportions of children and young people in secondary school using sun protection at least ‘sometimes’ reduced with age
- a lower proportion of males in Years 6, 8 and 12 used sun protection ‘whenever possible’ or ‘usually’ compared with the females in their year group

Figure 3.11 Percentage of young people that usually / whenever possible take measures to avoid sunburn: 2006 – 2021 (Years 6, 8 and 10)



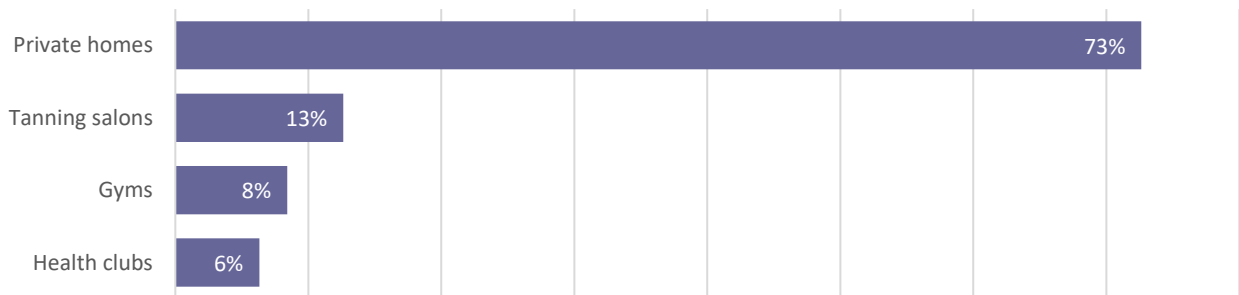
- the percentage young people taking measures to avoid sunburn ‘usually’ or ‘whenever possible’ has decreased since 2018 in Year 6

Figure 3.12 Which of these statements best describes how you use sunbeds?
(Years 10 and 12)



- a small percentage (3%) of the young people surveyed reported that they currently use sunbeds
- an additional 15% reported having used sunbeds in the past
- in both Year 10 and Year 12, a higher proportion of males had used sunbeds than females
- pupils from fee paying schools were significantly more likely to have used a sunbed

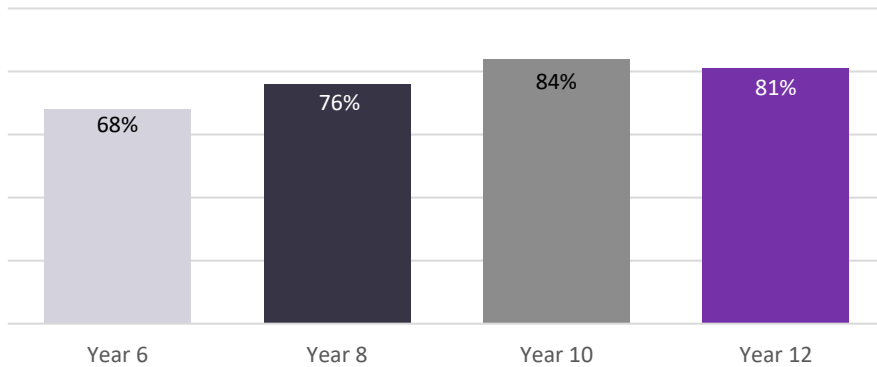
Figure 3.13 Where do you normally use a sunbed? (Of those who use or have used sunbeds)



- private homes were where the majority of young people had used sunbeds

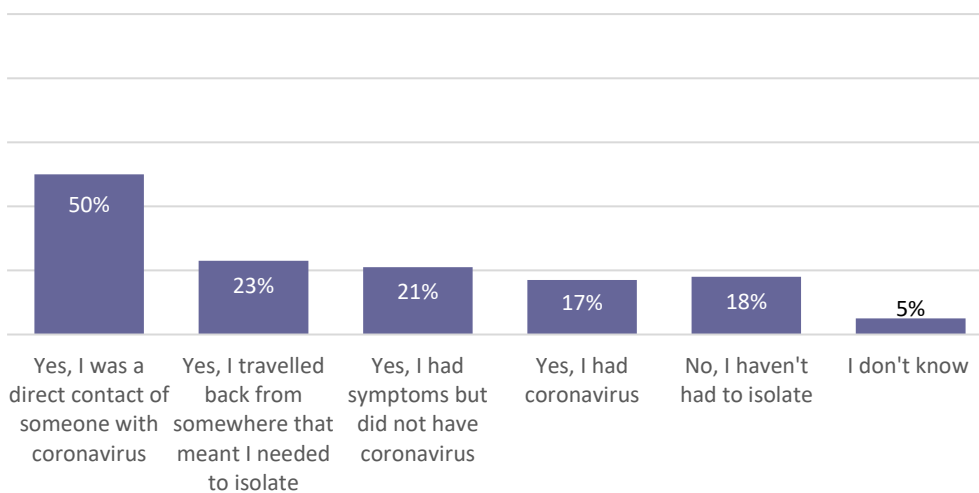
Coronavirus

Figure 3.14 Proportion who have had to self-isolate at any point since the coronavirus pandemic began¹³ (Years 6, 8, 10 & 12)



- Year 10 and Year 12 were more likely to have had to self-isolate than Year 6

Figure 3.15 Did you have to self-isolate at any point since the coronavirus pandemic began¹⁴?



- overall, 77% of Years 6, 8, 10 and 12 have had to self-isolate at some point since the coronavirus pandemic began
- the most common reason for self-isolation was due to being a direct contact
- one in six (17%) young people had tested positive for coronavirus by the end of October 2021 – pupils in fee paying schools were more likely to have tested positive

¹³ As of October 2021

¹⁴ As of October 2021

Physical activity

Exercise



82% of all children surveyed

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



Physical activity

67% of young people want to do more **physical activity**



59% attended a **sports club** in the last **4 weeks**



Screen time

76% of young people from Years 10 and 12 had at least **3 hours per day** of screen time

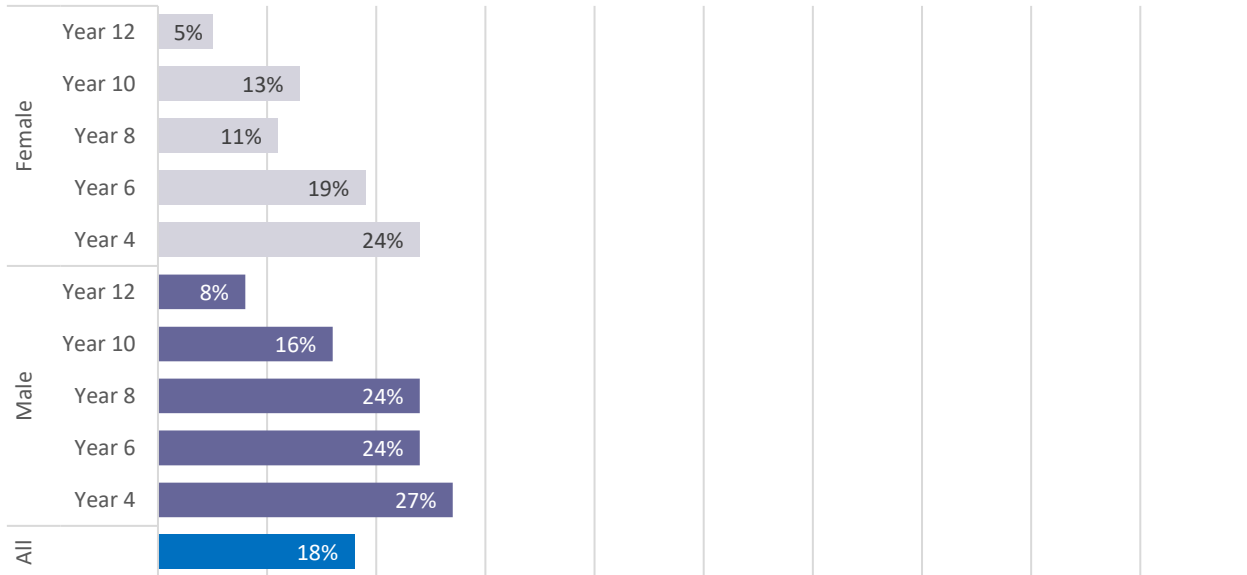


41% of young people from Years 10 and 12 had at least **5 hours per day** of screen time

Chapter 4 – Physical activity

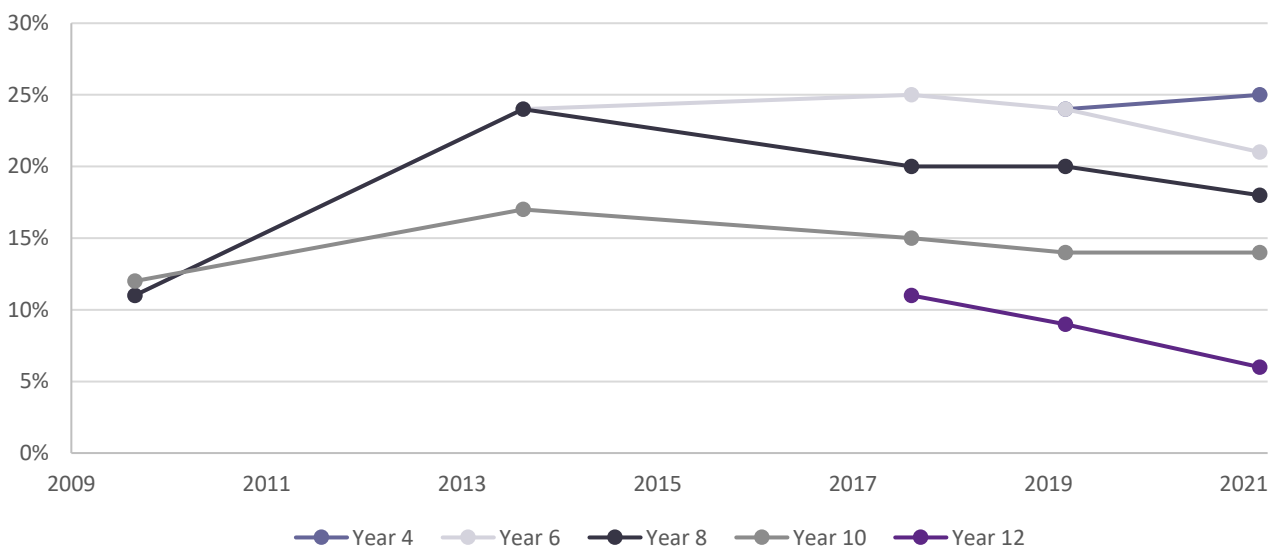
Exercise

Figure 4.1 Percentage of young people meeting the recommended minimum level of physical activity¹⁵ (one hour per day, each day over the last 7 days)



- almost one in five (18%) young people reported being physically active at or above the UK NHS recommended level (at least one hour, on each of the 7 days preceding the survey)
- pupils who attended fee paying schools, lived in rural parishes or had high self-esteem were more likely to have met the recommended level of activity

Figure 4.2 Young people meeting the recommended level of physical activity: 2010 – 2021

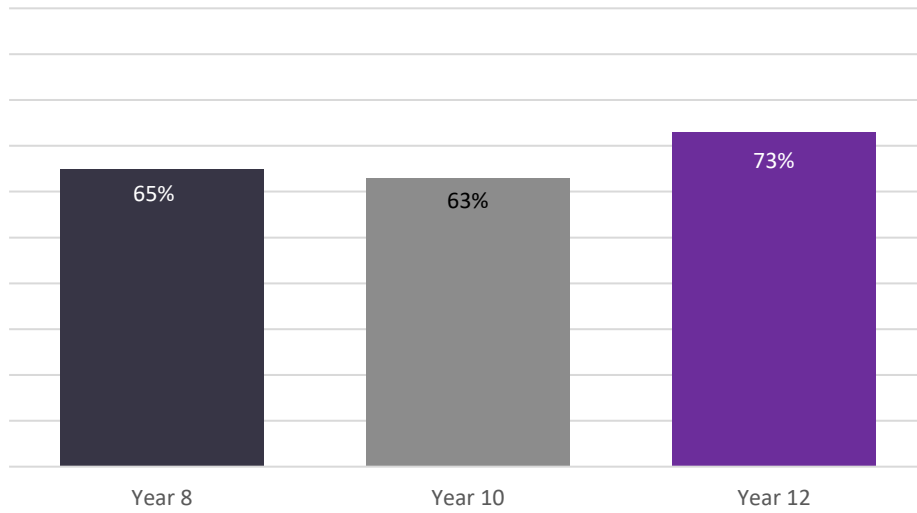


- the proportion of Year 6 and Year 12 meeting the recommended level of activity has decreased since 2018

¹⁵ NHS physical activity guidelines for children and young people.
www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/

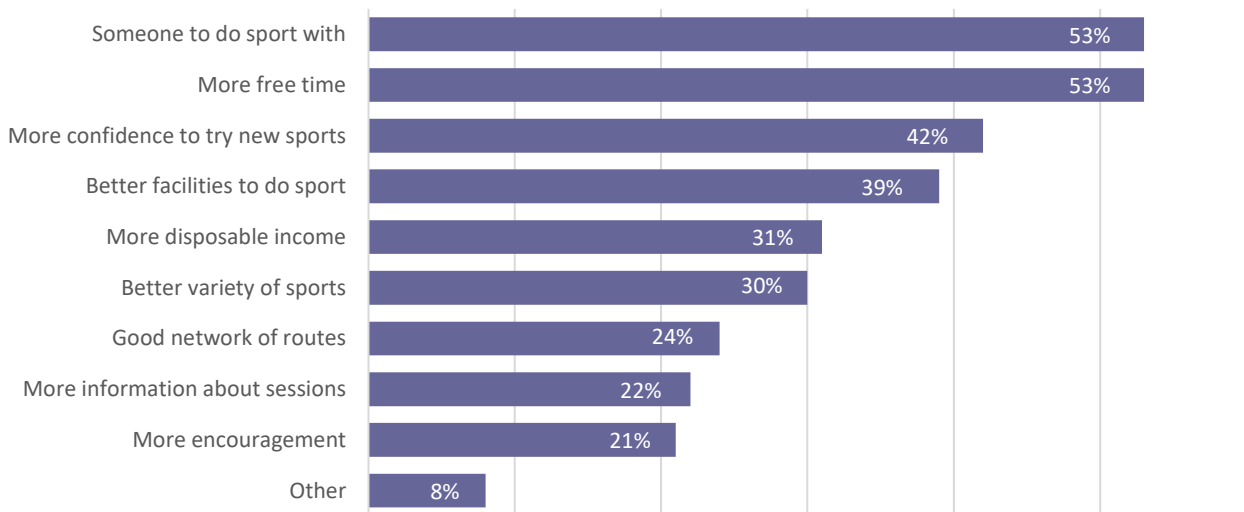
Barriers to exercise

Figure 4.3 In the future, would you like to do more, the same amount or less exercise? (percentage who answered 'more')



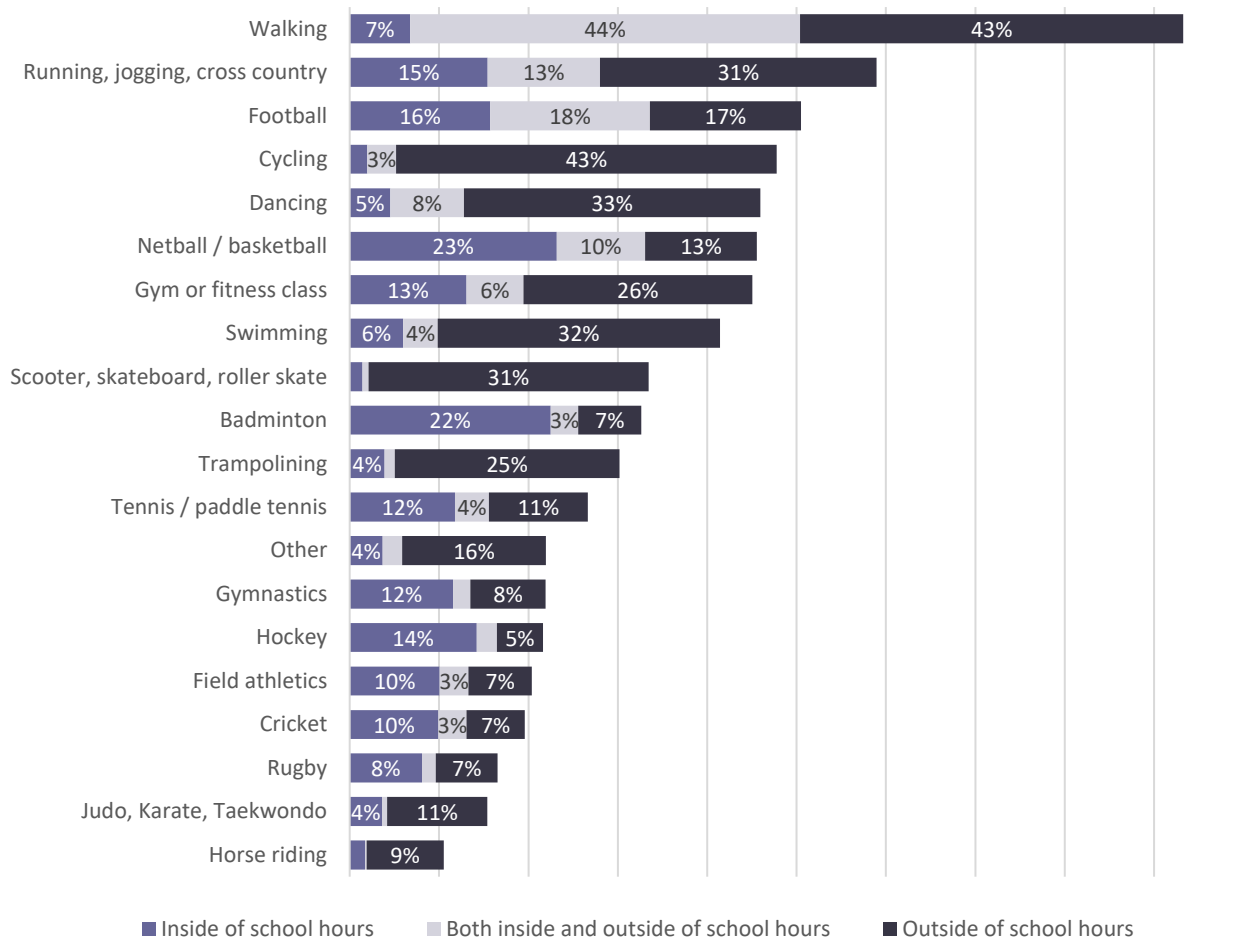
- two-thirds (67%) of young people would like to do more exercise in the future

Figure 4.4 Which of the following (if any) would encourage you to do more exercise? (Years 8, 10, 12)



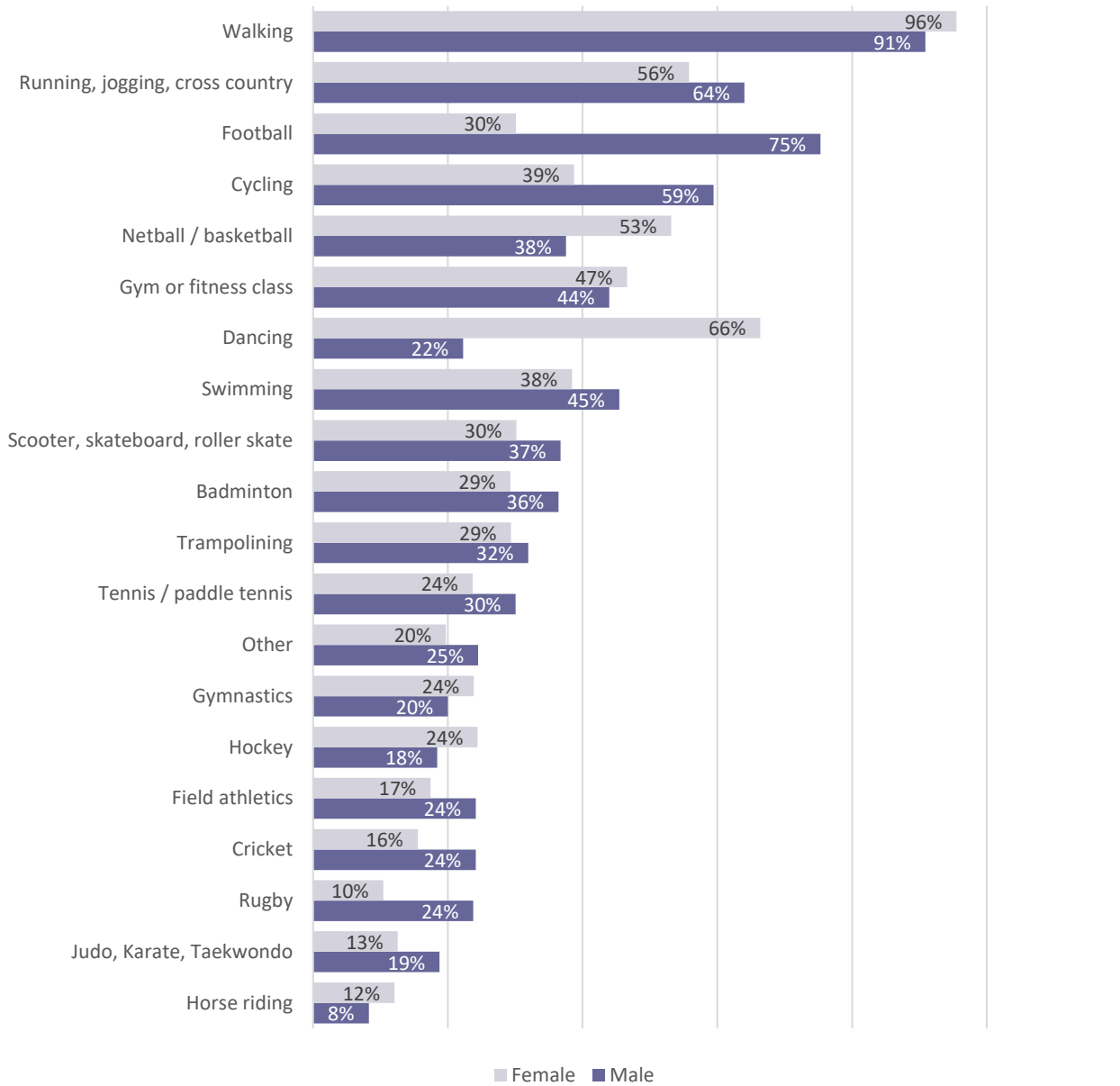
Activities

Figure 4.5 In the last 4 weeks, have you done any of the following sports or exercise activities, either within or outside of school? (Years 8, 10, 12)



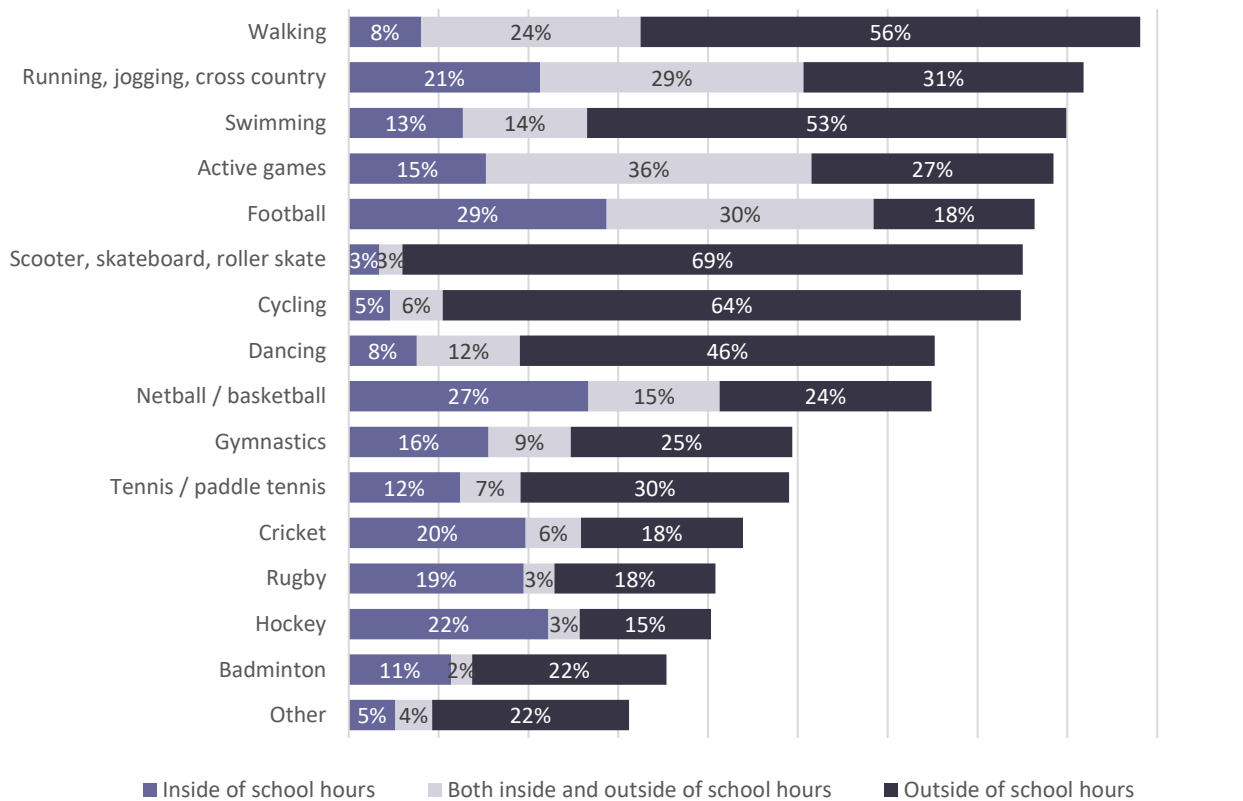
- the most common activities undertaken within school hours included walking, football and netball/basketball
- the most common activities undertaken outside school hours included walking, cycling and running
- dancing, cycling and scootering were more likely to be undertaken outside of school while hockey and badminton were more likely to be done within school hours
- other activities frequently mentioned included climbing, rounders, squash, table tennis and water-based activities

Figure 4.6 Proportion of each gender who have done the following in the last 4 weeks (*Years 8, 10, 12*)



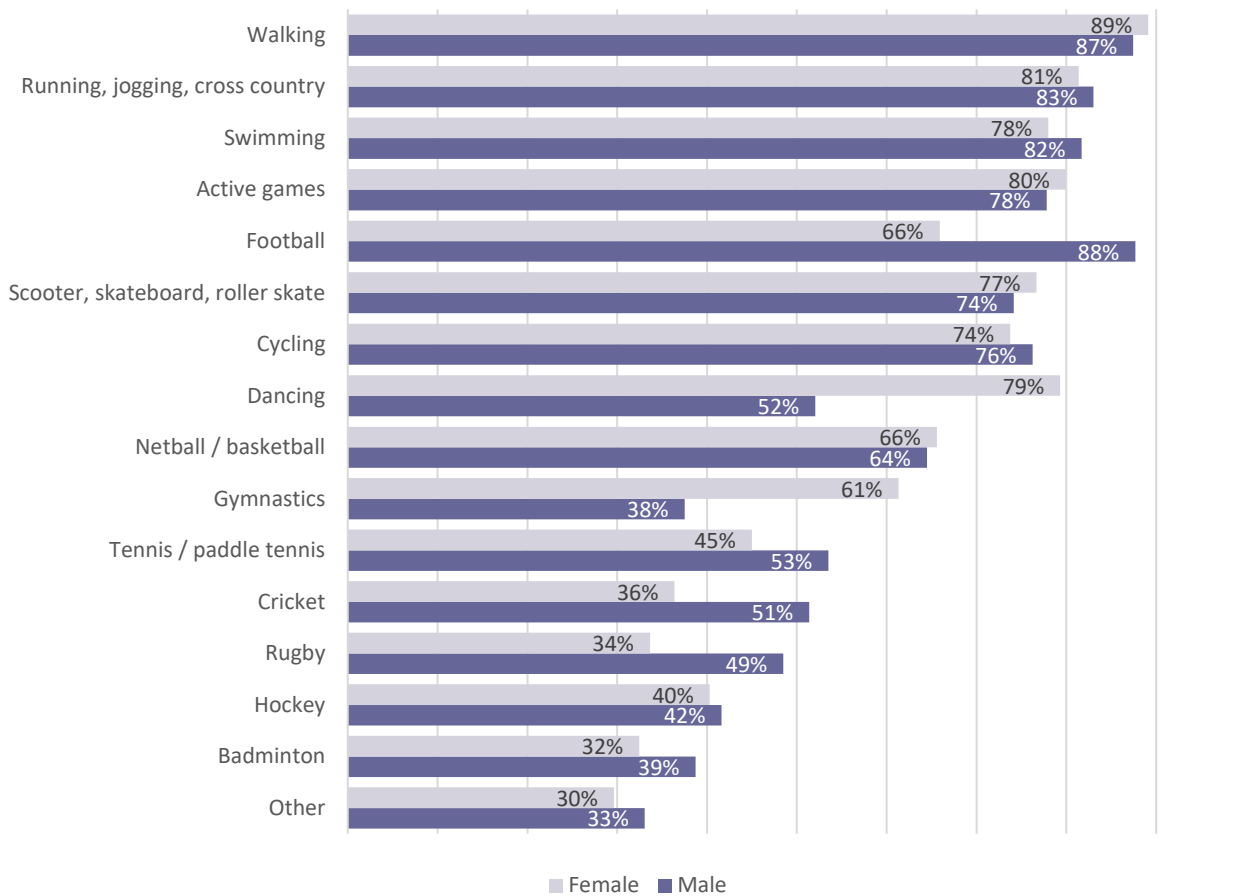
- dancing was more likely to be undertaken by females, while football, cricket and cycling were more likely to be undertaken by males

Figure 4.7 In the last 4 weeks, have you done any of the following sports or exercise activities, either within or outside of school? (Years 4 and 6)



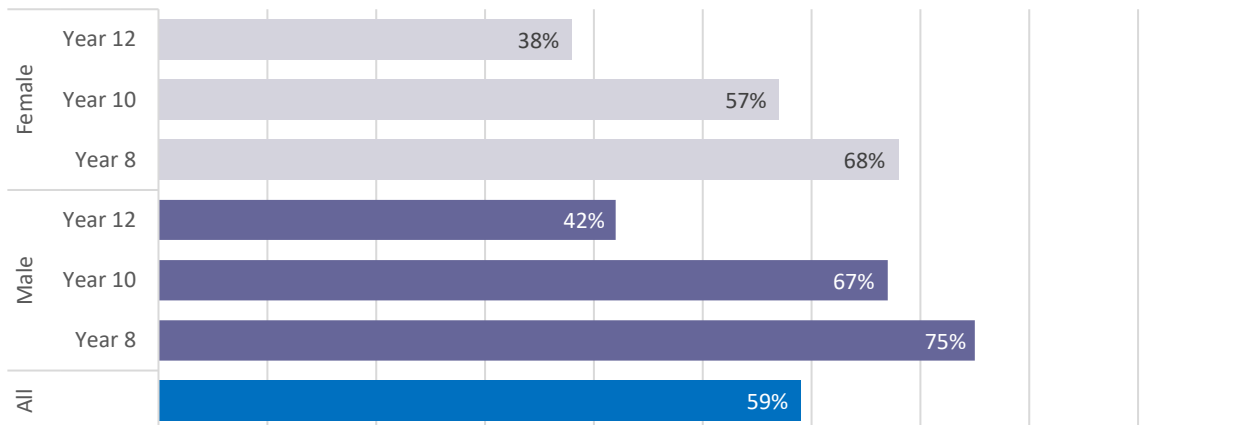
- the most common activities undertaken inside of school included football, active games and running
- the most common activities undertaken outside of school included walking, scootering and cycling
- scootering and cycling were more likely to be undertaken outside of school while football was more likely to be played within school hours
- other activities frequently mentioned included acrobatics, dodgeball, horse riding and water-based activities

Figure 4.8 Proportion of each gender who have done the following in the last 4 weeks (*Years 4 and 6*)



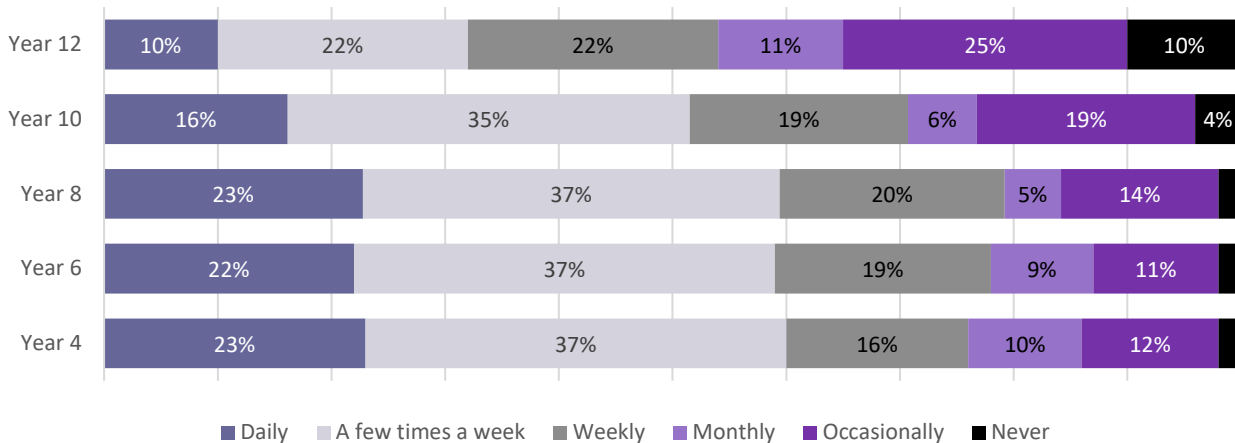
- dancing and gymnastics were more likely to be undertaken by females, while football, cricket and rugby were more likely to be undertaken by males

Figure 4.9 In the last 4 weeks, how often have you attended a sports club or participated in an organised sports session outside of school? (*Proportion who attended at least once*)



- 59% of young people in Years 8, 10 and 12 attended a sports club at least once in the past 4 weeks
- the proportion of young people who attended a sports club decreased with age
- males were more likely (65%) than females (55%) to have attended a sports club at least once

Figure 4.10 How often do you go to a park, beach or other open space to be active?

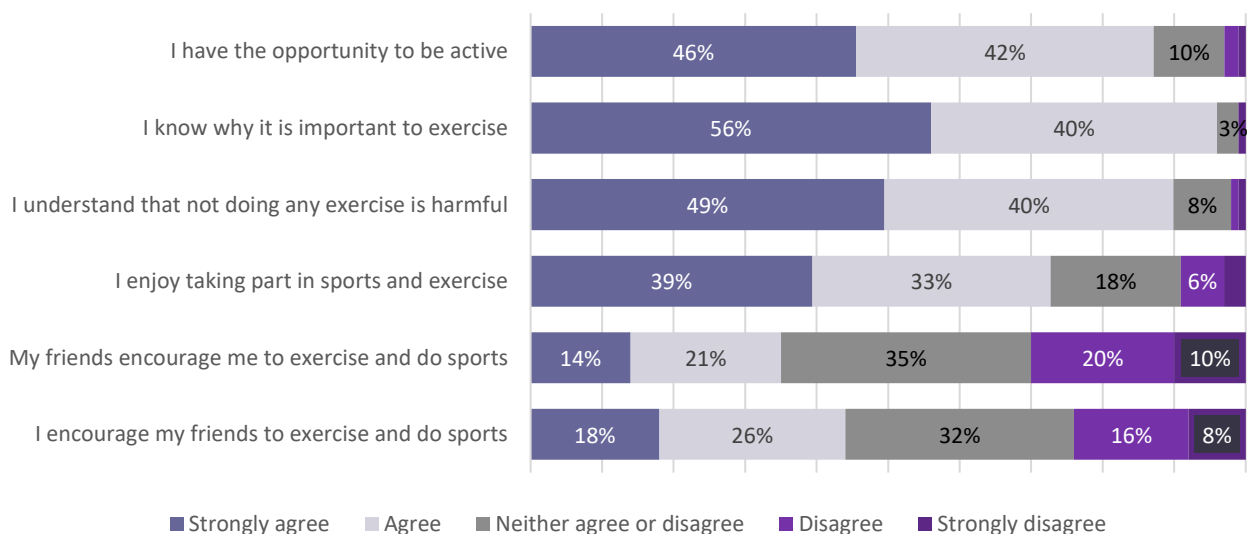


- 73% of young people go to a park, beach or other open space at least weekly
- the proportion of young people in secondary school who go to a park, beach or other open space at least weekly decreases with age

Attitudes

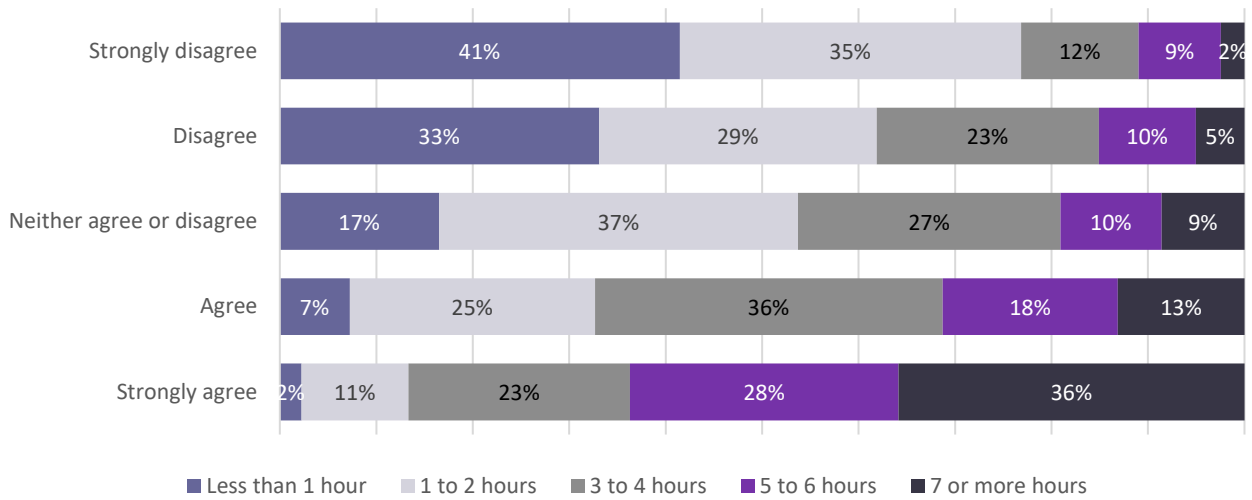
Young people in Years 8, 10 and 12 were asked a series of questions about their attitude to sport and exercise.

Figure 4.11 Attitudes towards sport and exercise



- 96% of young people agreed they knew why it was important to exercise while 88% agreed they had the opportunity to be active and that they understood not doing any exercise is harmful
- the proportion of young people who enjoy taking part in sports and exercise decreased with age
- the proportion of young people who agreed that they encourage their friends to exercise (45%) was higher than the proportion who agreed their friends encourage them to exercise (34%)
- males were significantly more likely to agree that they enjoyed sport and that their friends encourage them to be active

Figure 4.12 I enjoy taking part in sports and exercise: *by hours of exercise done in a normal week*

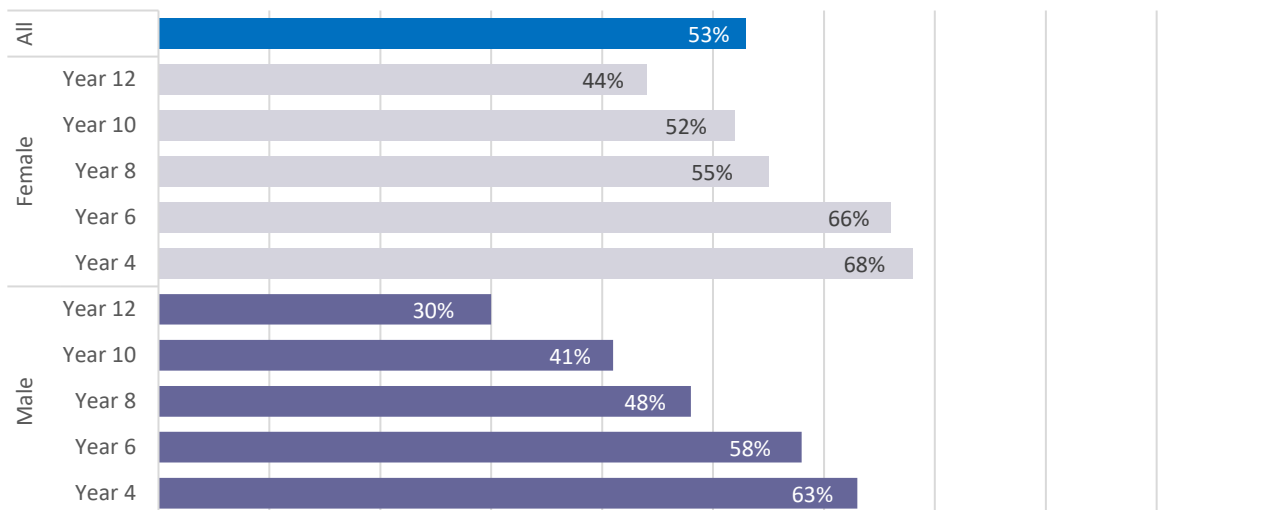


- number of hours of exercise per week was strongly correlated with whether or not young people enjoyed sport; 36% of young people who strongly agreed they enjoyed sport did 7 or more hours of exercise per week compared to 2% who strongly disagreed that they enjoyed sport

Travel to school

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

Figure 4.13 Percentage of young people who travelled to school by car, van or taxi



- the proportions of young people who travelled to school by car, van or taxi decreased with age
- over half (53%) of young people travelled to school by car

Figure 4.14 Percentage of young people who walked to school

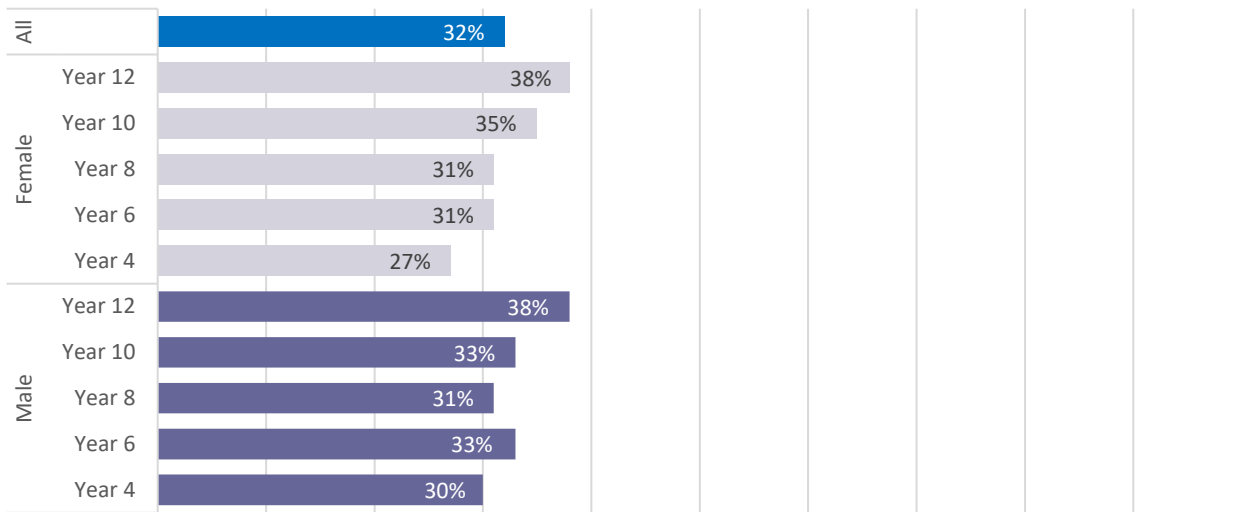


Figure 4.15 Percentage of young people who walked to school: *by parish type*

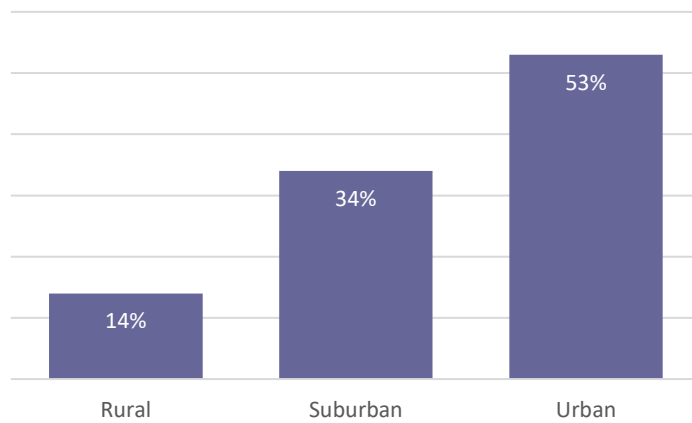
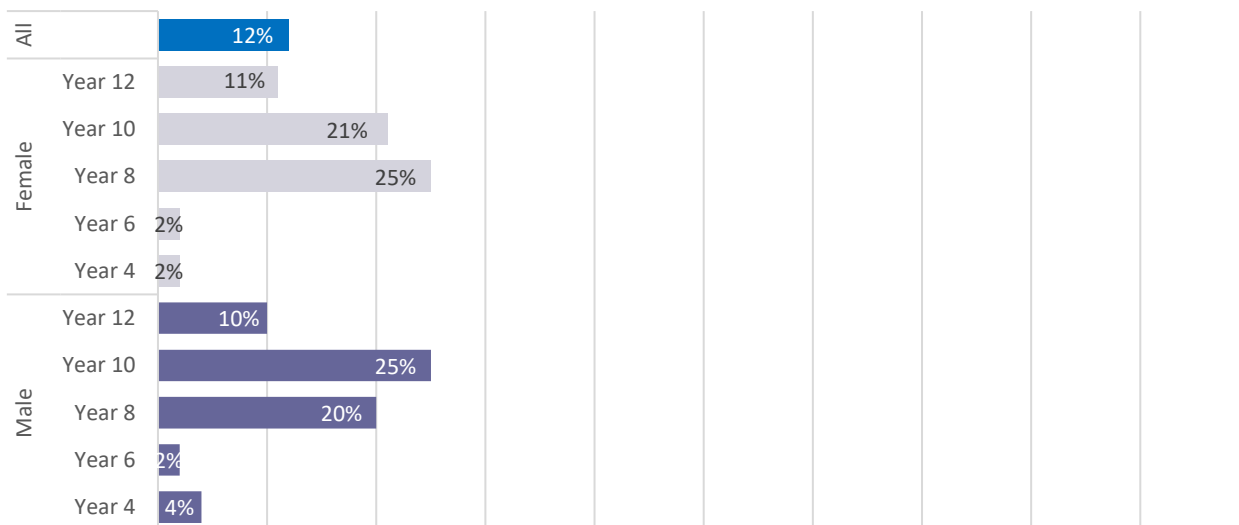
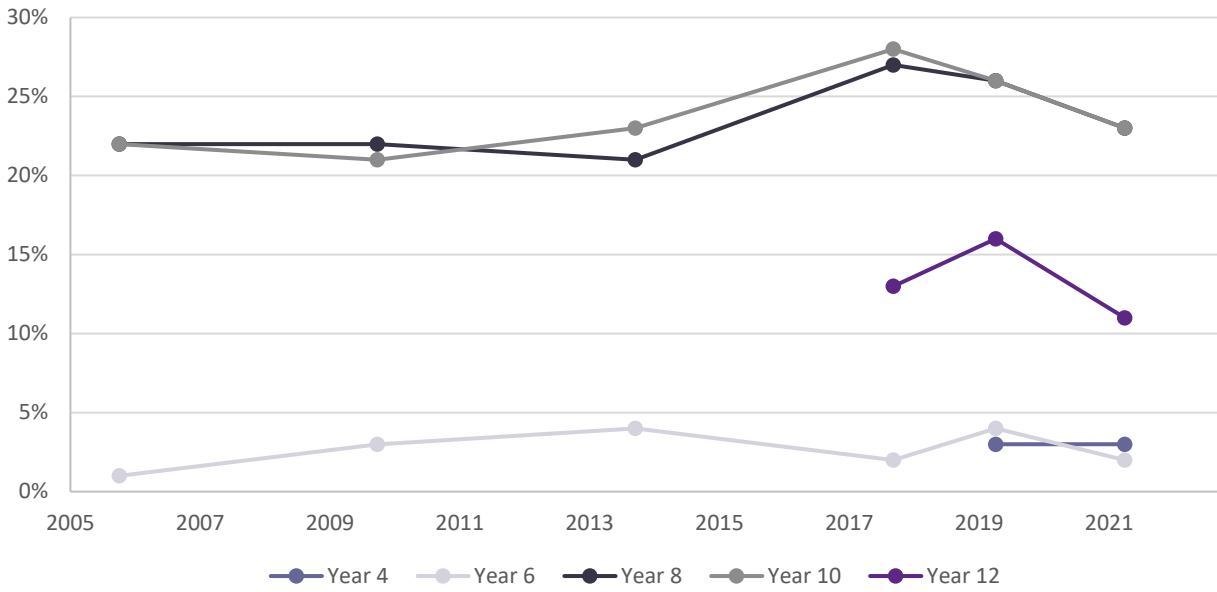


Figure 4.16 Percentage of young people who travelled to school by school bus



- pupils in Years 8 and 10 were the most likely to travel by school bus

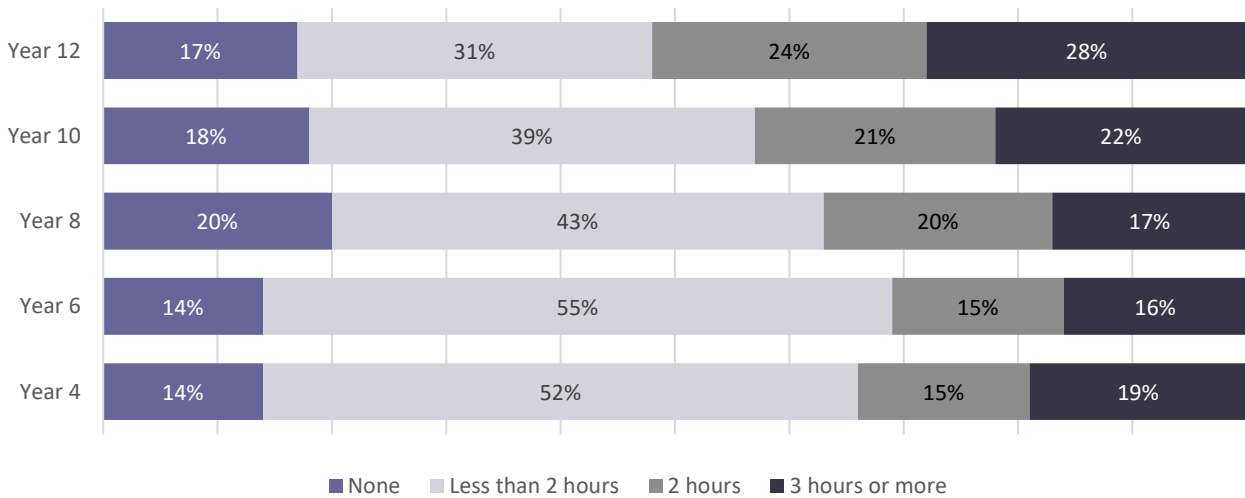
Figure 4.17 Percentage travelling to school by school bus: 2006 - 2021



Sedentary activity

How much time did you spend doing the following yesterday¹⁶ in your free time?

Figure 4.18 Watching TV programmes and movies (including online and DVDs)¹⁷



¹⁶ Responses made on a Monday were excluded – this section reflects mid-week screen time.

¹⁷ Due to differences in male and female behaviour – weighting was applied to account for the low Year 12 male response.

Figure 4.19 Playing games on a computer or games console (PlayStation, Xbox or tablet / smartphone)¹⁸

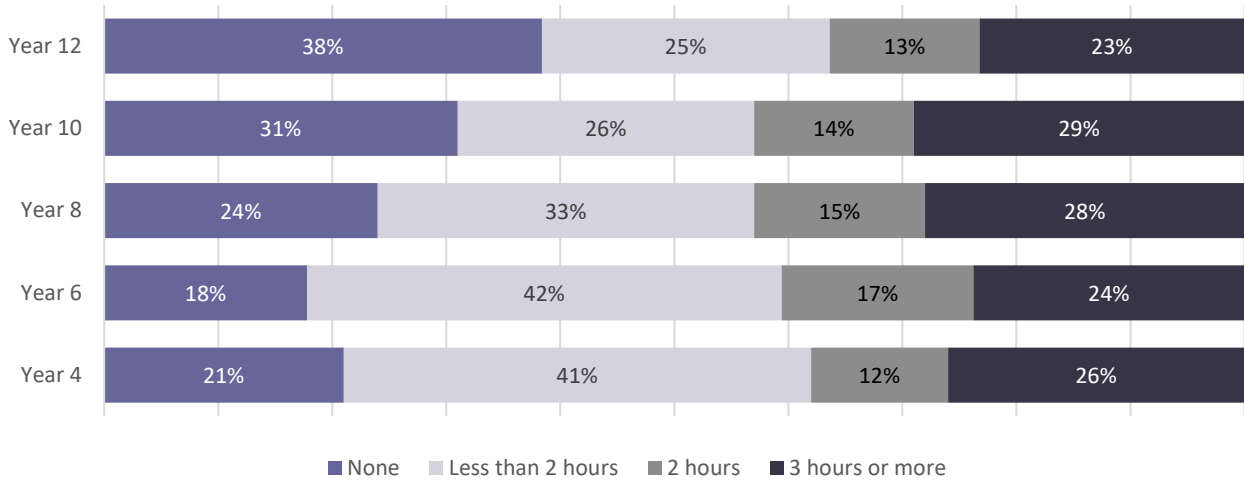
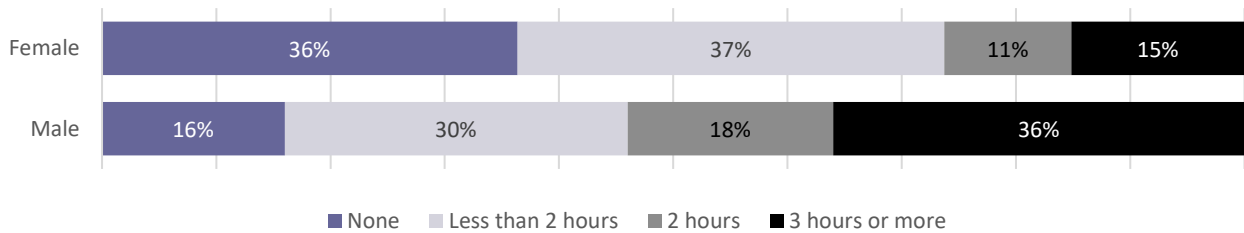
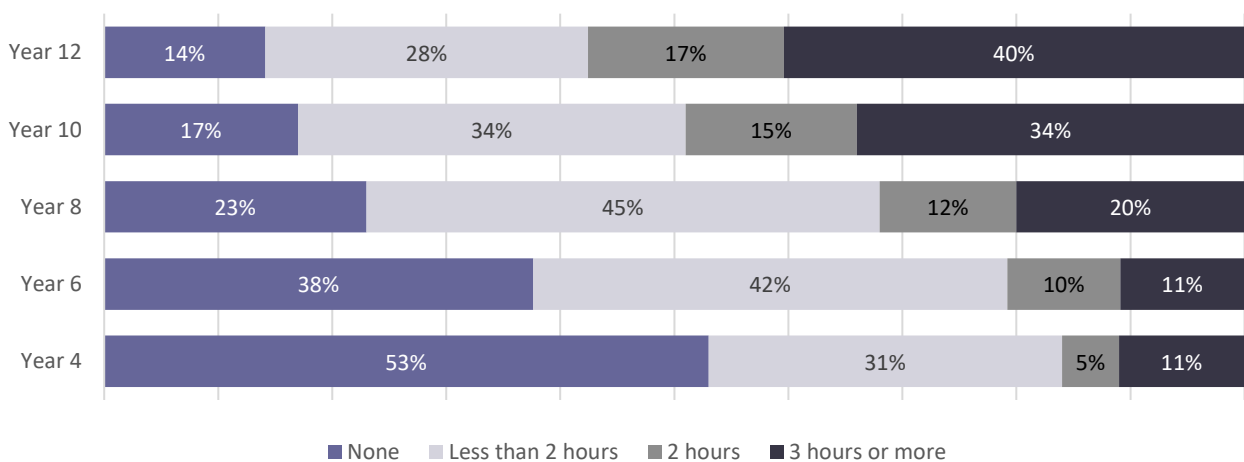


Figure 4.20 Playing games on a computer or games console (PlayStation, Xbox or tablet / smartphone) – male / female¹⁸



- around half the proportion of boys had spent no time the day before playing games on a computer or games console compared to girls

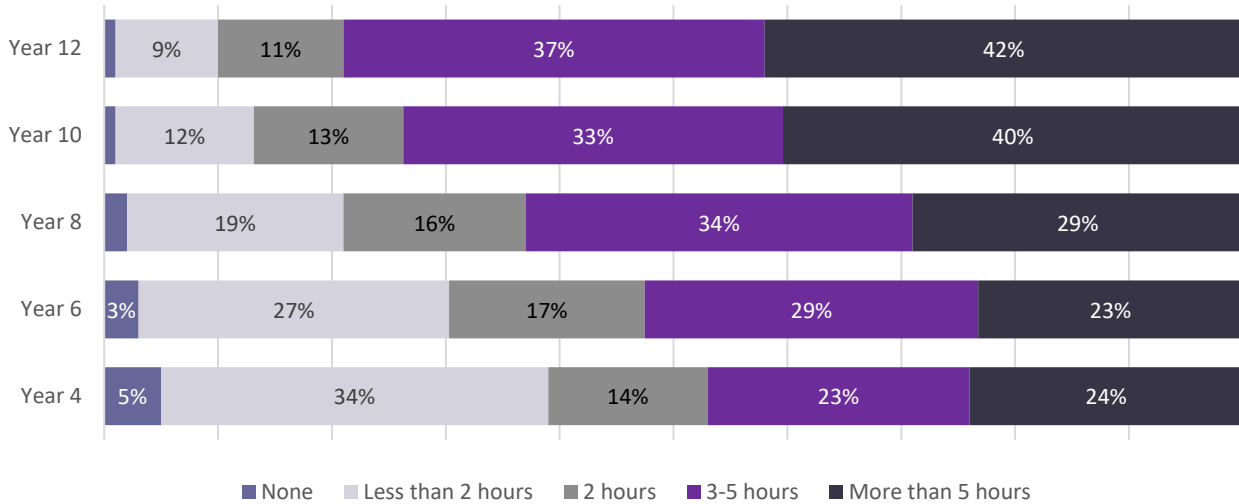
Figure 4.21 Using a computer for chatting online, internet, emailing (including on a tablet or smartphone)¹⁸



¹⁸ Due to differences in male and female behaviour – weighting was applied to account for the low Year 12 male response.

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

Figure 4.22 Combined screen time¹⁹



- four in ten Year 10s (40%) and Year 12s (42%) were engaged in screen-based activity for more than 5 hours on the day prior to the survey
- four in ten (39%) Year 4s spent less than 2 hours in screen-based activity on the previous day compared to one in ten Year 12s (10%)
- a greater proportion of males (35%) spent more than 5 hours in screen-based activity than females (26%); this was largely due to differences in computer gaming habits
- a greater proportion of non fee paying pupils (36%) spent more than 5 hours in screen-based activity than fee paying pupils (21%)
- nearly half (46%) of pupils with low self-esteem had spent more than 5 hours in screen-based activity

¹⁹ Due to differences in male and female behaviour – weighting was applied to account for the low Year 12 male response.

MENTAL WELLBEING AND ASPIRATIONS

This is a wide-ranging section, incorporating chapters on Mental Wellbeing, Belonging and Influence, and Bullying.

The Mental Wellbeing chapter contains many questions which have been asked previously including question sets to provide scores for wellbeing and self-esteem. Two new questions have also been included in the 2021 survey: a question on the children's trust in adults, and a question on whether children had thought about harming themselves or had actually harmed themselves in the previous 12 months. The self-harm questions were championed particularly by the Public Health Department and Children's Commissioner to feed into work on children's support services.

The Belonging and Influence chapter revisits children's ability to be heard in their school and community, and their knowledge of their rights under the UN convention. 2021 also includes new questions on the extent to which children feel they belong to Jersey and their aspirations post compulsory education.

The Bullying chapter again asks a standard set of questions about children's experience of being bullied in the school environment and again asks about young people's experience of child sexual exploitation. In response to concerns earlier in 2021, a question related to 'unwanted sexual attention' was also included in this chapter.

Significance test of mental wellbeing and aspirations questions

A selection of questions from this section have been tested against six variables relating to the children and young people surveyed²⁰. By using statistical analysis²¹ we can assess whether each of these variables is associated with a significantly different set of responses. For example, in the table below, different ethnicities of children do not exhibit a significantly different response to whether they have been afraid of going to school because of bullying; but the children attending different types of school (fee paying or non fee paying) do exhibit a different response profile. Please note that this does not signify that the variable causes the difference in response, merely that a difference exists.

The table has been sorted by significance with the questions and variables with most significance being presented first.

Significance of six issues to mental wellbeing and aspirations

	Gender (male / female only)	Lacking 2 or more items	Self-Esteem	School Type (fee paying / non fee paying)	Ethnicity (Jersey, British, Portuguese / Madeiran, Polish, Other)	Parish Type Rura / Suburban / Urban
Know what rights children have under the UN rights of the child	Very Significant	Very Significant	Very Significant	Very Significant	Very Significant	Very Significant
Does your school take bullying seriously?	Very Significant	Very Significant	Very Significant	Very Significant	Significant	Very Significant
Self-esteem score	Very Significant	Very Significant	-	Very Significant	Significant	Very Significant
Worry about what people think of you	Very Significant	Very Significant	Very Significant	Significant	Very Significant	Not Significant
Worry about workload	Very Significant	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant
In the last 12 months have you done any volunteering?	Very Significant	Not Significant	Not Significant	Very Significant	Very Significant	Very Significant
Afraid of going to school because of bullying?	Very Significant	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant
Pressure to look a certain way on social media	Very Significant	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant
Experienced any inappropriate comments or unwanted sexual attention?	Very Significant	Very Significant	Very Significant	Significant	Significant	Not Significant
Overall, how anxious did you feel yesterday?	Very Significant	Very Significant	Very Significant	Not Significant	Significant	Not Significant
Worry about the way you look	Very Significant	Very Significant	Very Significant	Not Significant	Significant	Not Significant

²⁰ The same six variables have been used to test against a selection of questions from each of the four sections in this report.

²¹ Pearson Chi-squared analysis

MENTAL WELLBEING AND ASPIRATIONS

	Gender (male / female only)	Lacking 2 or more items	Self-Esteem	School Type (fee paying / non fee paying)	Ethnicity (Jersey, British, Portuguese / Madeiran, Polish, Other)	Parish Type Rura / Suburban / Urban
Ability to influence - School would listen to my ideas	Very Significant	Very Significant	Very Significant	Not Significant	Significant	Not Significant
Overall, how happy did you feel yesterday?	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
Ability to influence - Community would listen to my ideas	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
Have you thought about deliberately hurting yourself in any way?	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
Have not been unfairly treated (discriminated against) in last 12 months	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
What do you hope to do after finishing Year 13 at school?	Significant	Not Significant	Not Significant	Very Significant	Significant	Significant
Have you been bullied in the last 12 months?	Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
What do you hope to do after finishing Year 11 at school?	Very Significant	Not Significant	Not Significant	Very Significant	Not Significant	Not Significant

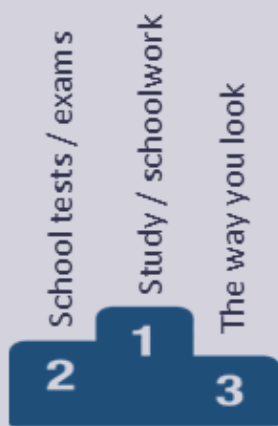
Wellbeing

Self-esteem



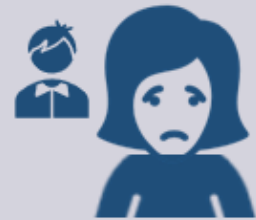
25% of Years 4, 6, 8, 10 and 12 had **low** or **medium-low** self esteem

Worries



Top 3 worries in Years 8, 10 and 12

females worried more than **males** in each year group



Self-harm

1 out of 3 young people from Years 10 and 12 have thought about **self-harm**



females were more than **twice as likely** to have thought about **self-harm**

Support



65% of Years 8, 10 and 12 agreed they **trust adults** to quickly **resolve** any concerns they have



Chapter 5 – Wellbeing

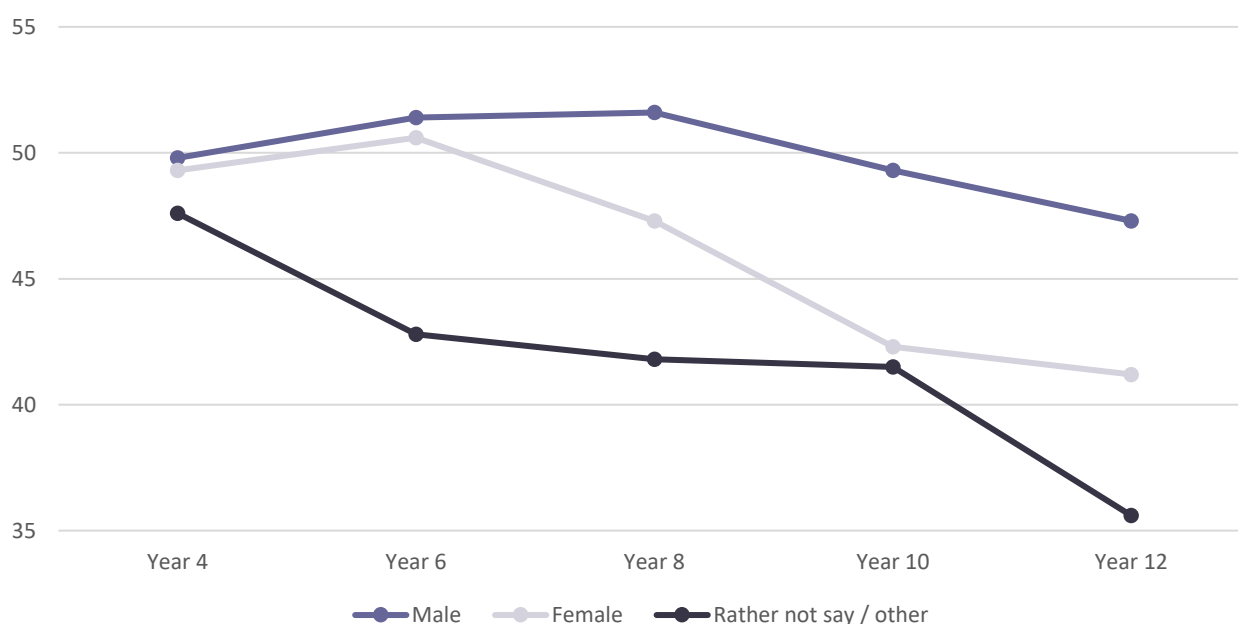
Health Related Quality of Life (Kidscreen)

The health-related quality of life (HRQoL) is a concept that relates to an individual's or group's perceived physical and mental health. The Kidscreen-10 Index attempts to measure this concept²².

Kidscreen-10 consists of ten questions, 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 standardised final score²³.

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

Figure 5.1 Mean HRQoL Score: young people by gender and school Year



- overall, the HRQoL mean score decreased with age
- females had a significantly lower HRQoL mean score than males in Years 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 significantly lower HRQoL mean scores than those specifying 'male' or 'female' in Years 6, 8 and 12
- the mean HRQoL scores were lower in all year groups than in 2019 – see Figure 5.2.

²² 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.

²³ Full reference and a list of the Kidscreen-10 questions is given in Annex 5.

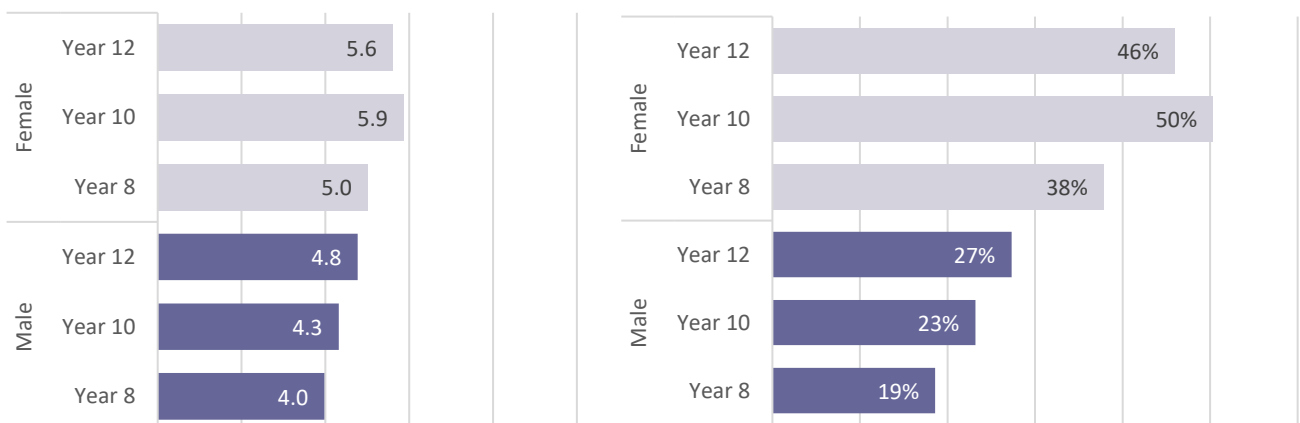
Figure 5.4 ONS4: Overall to what extent do you feel things you do in your life are WORTHWHILE?
 Mean scores Percentage with LOW worthwhile score



Figure 5.5 ONS4: Overall how HAPPY did you feel yesterday?
 Mean scores Percentage with LOW happiness score



Figure 5.6 ONS4: Overall how ANXIOUS did you feel yesterday?
 Mean scores Percentage with HIGH anxiety scores

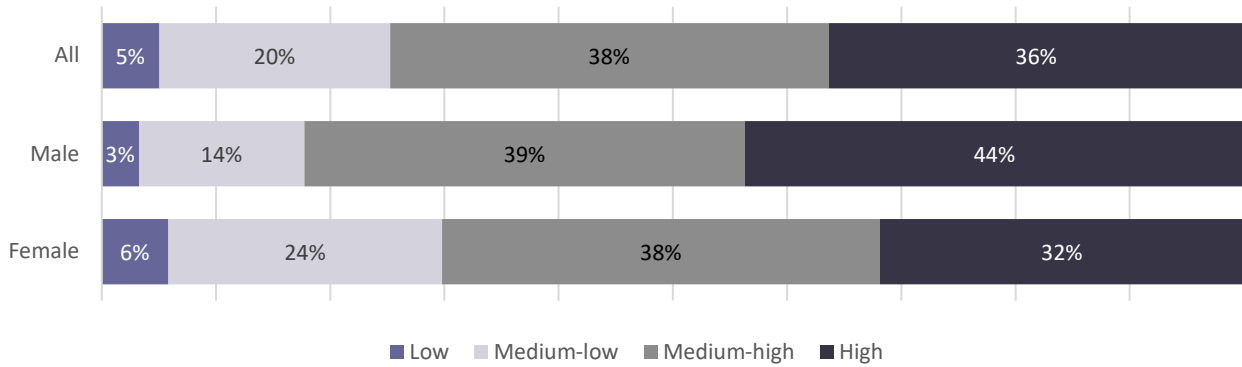


- anxiety has increased in all year groups since 2018, but particularly in Year 12 females

Self-esteem

This measurement is based on a standard self-esteem enquiry method consisting of responses (agree, disagree, not sure) to nine statements concerning social confidence and relationships with friends²⁴. The responses are scored, giving an overall score of between 0 and 18. Scores 0-4 are classified as LOW; 5-9 MEDIUM-LOW; 10-14 MEDIUM-HIGH; and 15-18 HIGH.

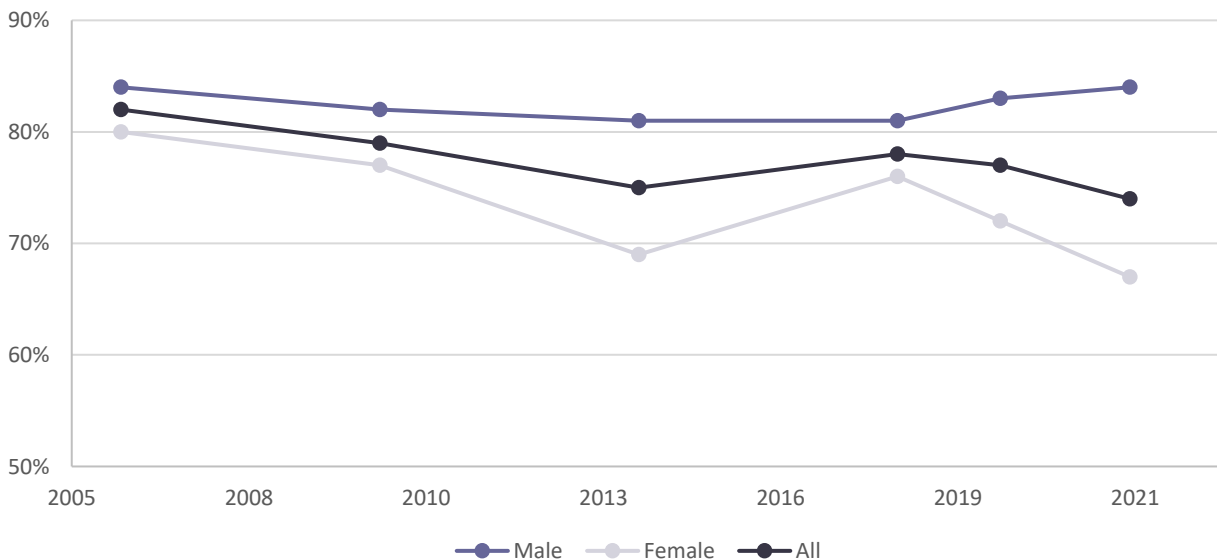
Figure 5.7 Percentages in each self-esteem category by gender



- overall, three quarters of young people (75%) had medium-high or high self-esteem
- young people who attended fee paying schools, lived in a rural parish or were lacking fewer than 2 items (see chapter 2) were significantly more likely to have medium-high or high self-esteem

A higher proportion of males have had medium-high or high self-esteem compared to females in all rounds of this survey since 2006 – see Figure 5.8.

Figure 5.8 Percentage of young people with Medium-High or High self-esteem: 2006 - 2021 (Years 6, 8 and 10)



- in Year 4, a similar proportion of males and females were in the medium-high or high self-esteem category
- in Years 6 and above, a lower proportion of females than males were in the medium-high or high self-esteem categories

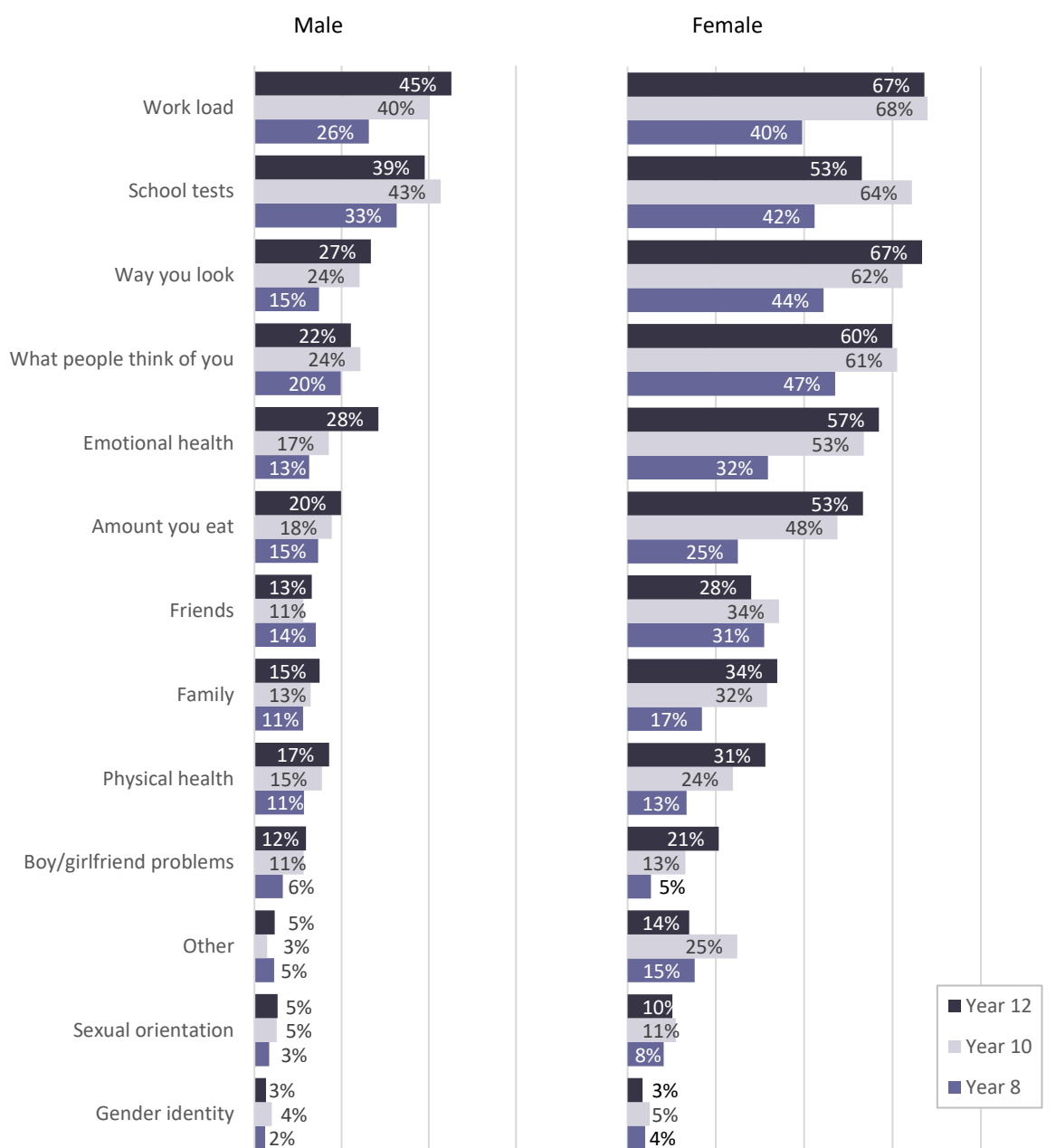
²⁴ Lawrence, 1981 - see annex 7 for details

Worries

The survey presented young people with a series of issues that might be the subject of worry. They were asked how frequently they worried about each issue (never, rarely, sometimes, often, most days). Figure 5.9 shows the percentages of young people who worried 'often' or 'most days' about each issue.

Figure 5.9

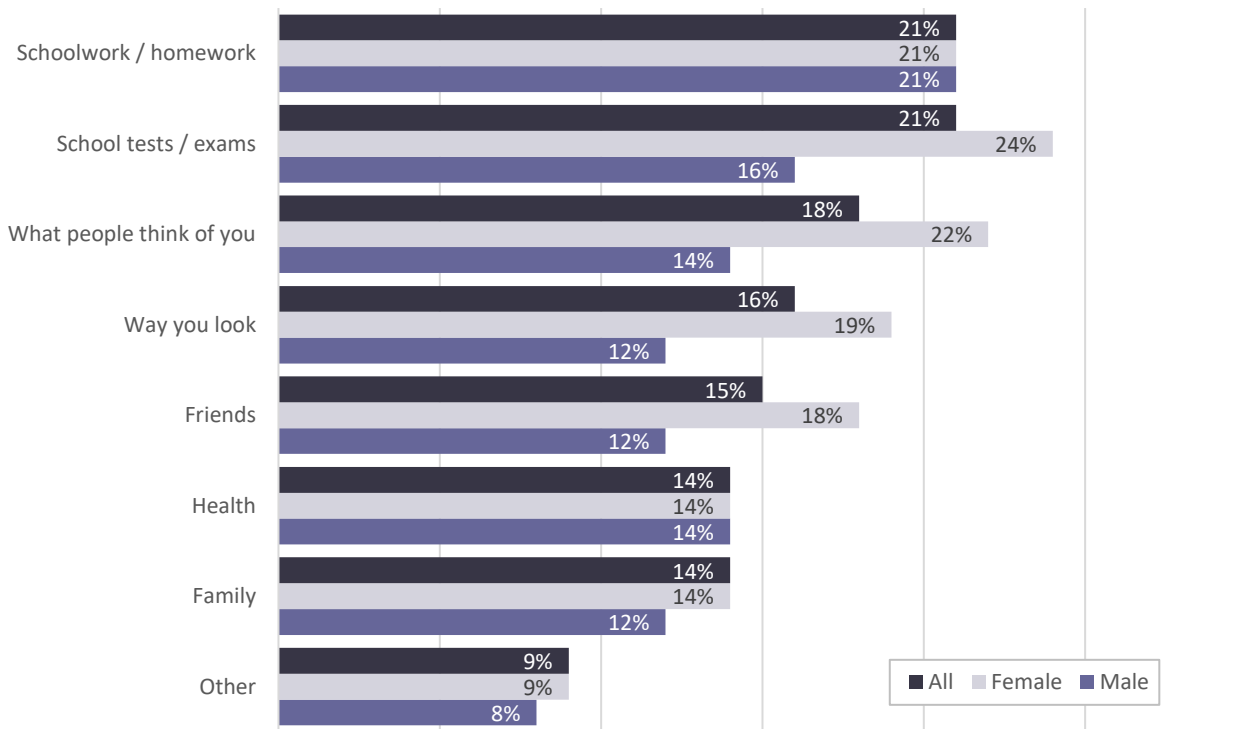
Percentage that worry often / most days: (Years 8, 10 and 12)



- for most issues, females worried more than males in each year group
- generally the frequency of worry increased with age
- the top worries were 'study/work load', 'school tests/exams', 'the way you look', 'what people think of you' and 'emotional health' similar to the top worries reported in the 2019 survey
- in Years 8, 10 and 12 around half of young people who identified as a gender other than male or female worried about gender identity often / most days, compared to around 3% and 4% of those who identified as male or female
- just 2% of young people in Year 10 and 12 who identified as heterosexual worried about their sexual orientation often or on most days compared to 25% of those who identified as bisexual and 31% of those who identified as homosexual

Children in Years 4 and 6 were given a slightly different range of issues that might be the subject of worry, but had the same response options (never, rarely, sometimes, often, most days) to say how frequently they worried.

Figure 5.10 Percentage that worry often / most days: (Years 4 and 6)



- the greatest sources of worry for Years 4 and 6 children were schoolwork and tests / exams, similar to the 2019 survey

Table 5.1 Percentages of young people worrying often / on most days: top four worries, 2018 - 2021

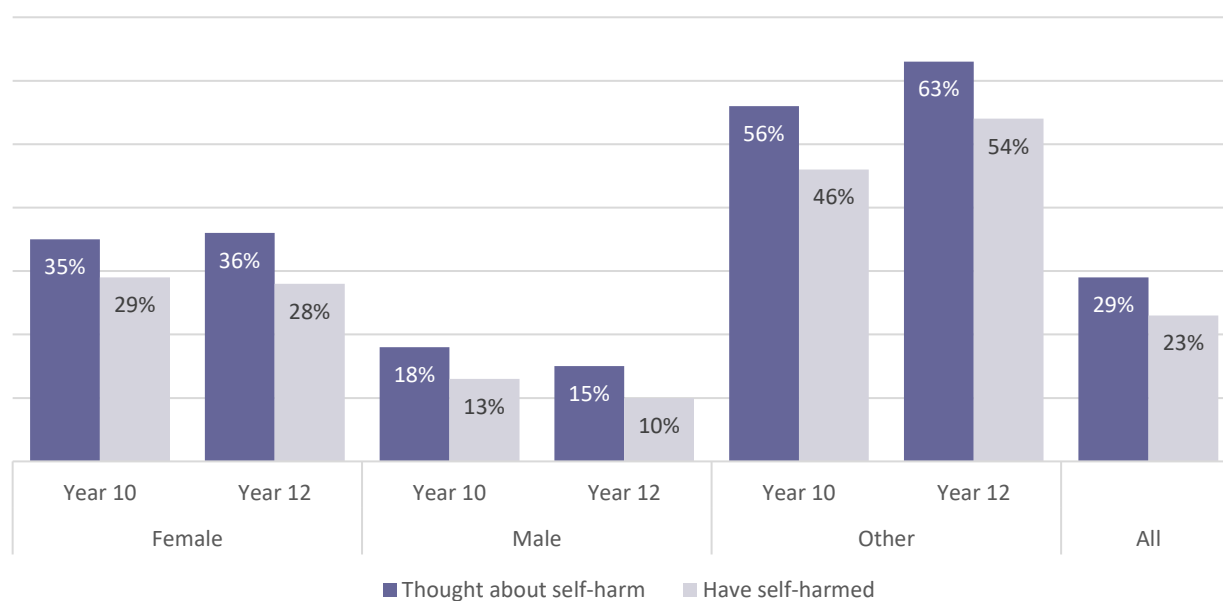
	Year 6			Year 8			Year 10		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
Study, work load ²⁵	21	18	19	34	30	34	58	57	56
School tests / exams	24	23	23	42	31	38	62	51	54
The way you look	14	11	18	29	25	31	38	40	45
What people think of you	16	15	22	30	31	35	35	38	44

- for Years 6, 8 and 10 children, there has been an increase since 2018 in the proportion who worried often or most days about the way they look and what people think of them

²⁵ Note that the questions were worded differently for Year 6 and Years 8 and 10. Year 6 were asked if they worried about 'schoolwork / homework' whereas Years 8 and 10 were asked if they worried about 'study, work load problems'.

Self-harm

Figure 5.11 Proportion who have thought about deliberately hurting themselves or have deliberately hurt themselves in the last 12 months: (Years 10 and 12)

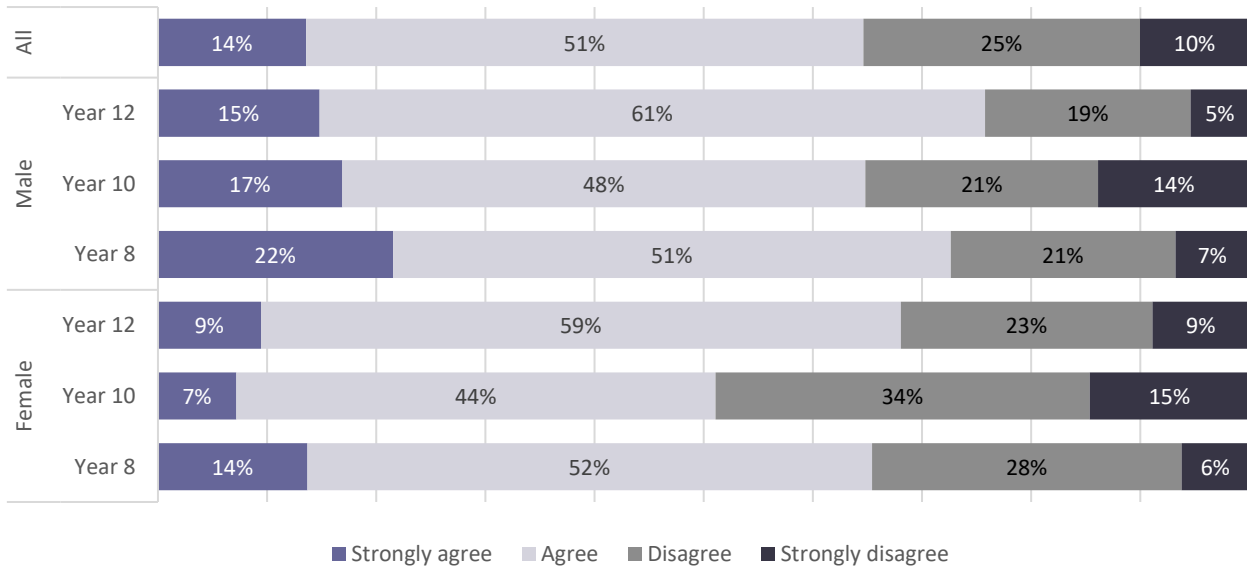


- young people who chose not to specify their gender or specified a gender other than male or female were more likely to have thought about self-harm or to have self-harmed in the last 12 months
- young people with low self-esteem were significantly more likely (58%) to have self-harmed in the last 12 months than pupils with high self-esteem (8%)
- self-harm was also significantly correlated with material deprivation – 38% of young people who lacked 5 or more items (see chapter 2) had self-harmed compared to 20% of those who lacked fewer than 2 items
- overall, 80% of young people that thought about deliberately hurting themselves then went on to actually deliberately hurt themselves. This proportion is reflected across all year groups and genders

Trust in adults

Years 8, 10 and 12 were asked how much they trust the adults in their school to quickly take the right action to solve any concerns they have.

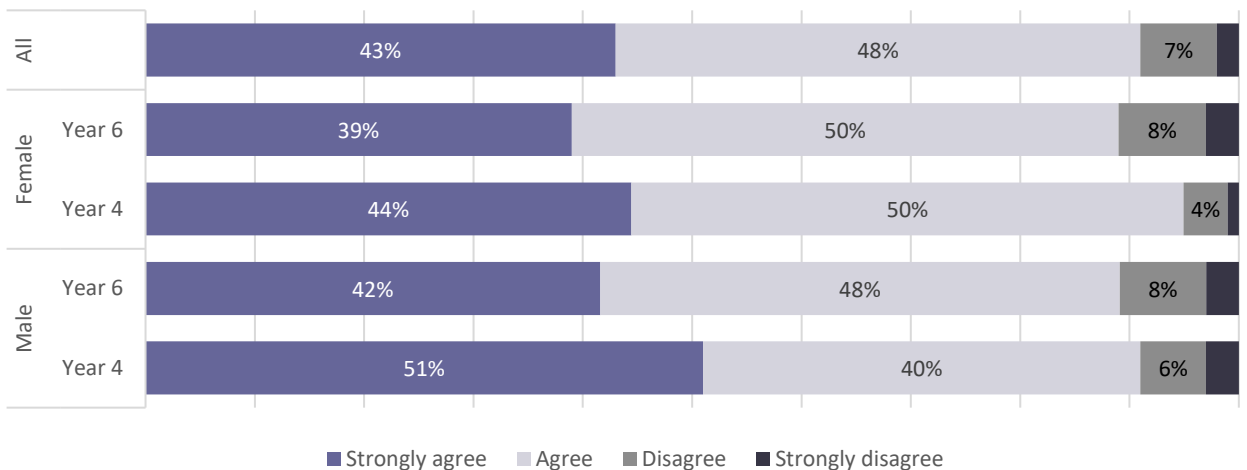
Figure 5.12 I trust the adults in my school to quickly take the right action to resolve any concerns I have: (Years 8, 10 and 12)



- in general, males were more likely to agree with the statement than females; this difference was large due to the difference between those who ‘strongly agree’ and those who ‘disagree’

Years 4 and 6 were asked a slightly different question.

Figure 5.13 I trust the adults in my school to act quickly to solve any worries I have: (Years 4 and 6)



- nine in ten (91%) Years 4 and 6 pupils agreed or strongly agreed with the statement compared to 65% of Years 8, 10 and 12

Belonging and influence

United Nations Convention

I have heard about the United Nations Convention on the Rights of the Child

60% agreed



I know what my rights are under the United Nations Convention



53% agreed

Belonging

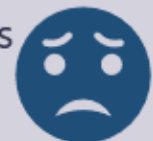
58%

of Years **8, 10** and **12** felt they **belonged** to **Jersey** a *'great deal'* or *'a lot'*



51%

of Years **8, 10** and **12** felt they had been **unfairly treated** in **Jersey** in the last 12 months



Aspirations

51%

of Year 12 females

&

39%

of Year 12 males

wanted to go to **university** off-island after Year 13



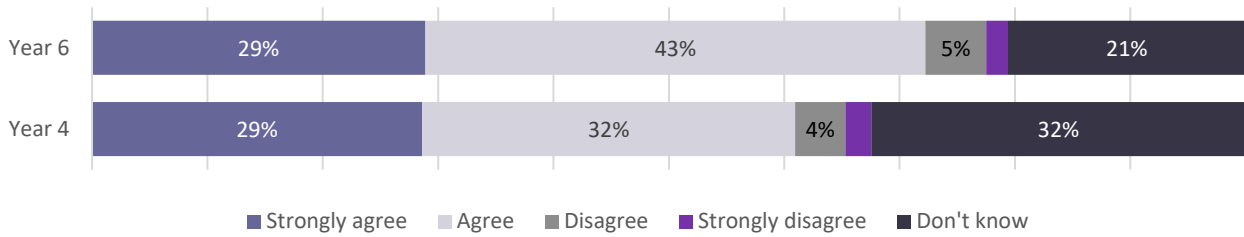
Chapter 6 – Belonging and Influence

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

Years 4 and 6 children were given a single question.

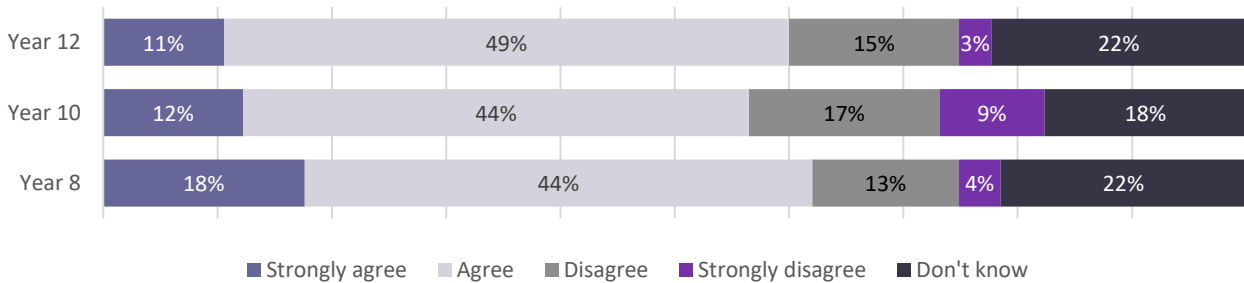
Figure 6.1 There is a clear way for me to **give my opinion or ideas** on how my school is run (Years 4 and 6)



- a larger proportion of Year 6 agreed that there is a clear way to give their opinion or ideas on how their school is run than Year 4

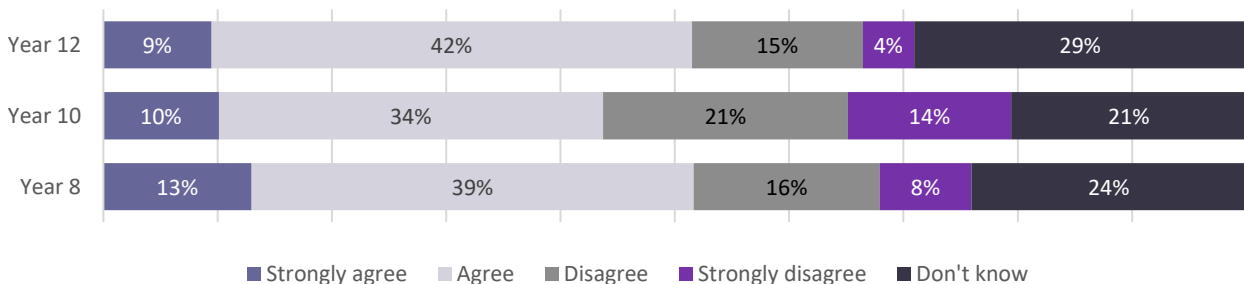
Years 8, 10 and 12 were given a set of questions.

Figure 6.2 There is a clear way for me to **give my opinion / ideas** on how my school is run



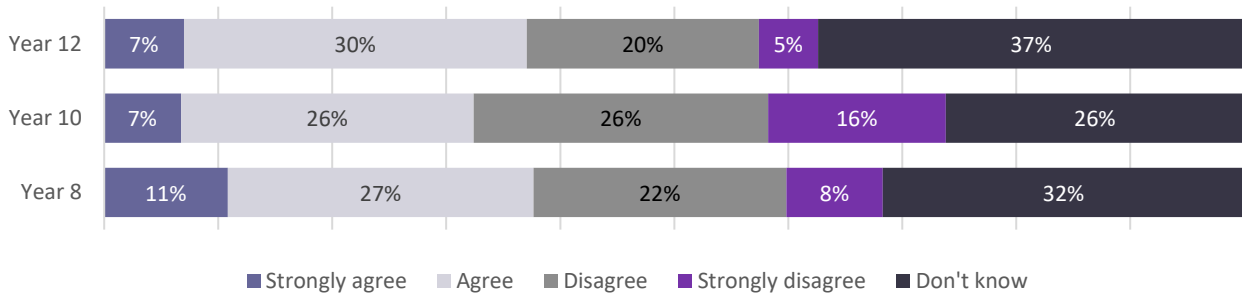
- a significantly smaller proportion of children in secondary school answered that they strongly agree compared to primary aged children

Figure 6.3 If I had ideas about changing the way things are done in my school, my school would **listen** to them



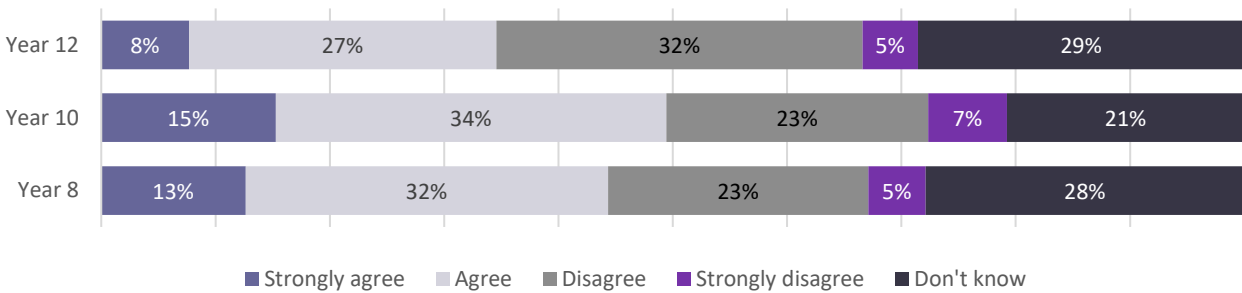
- young people with high self-esteem were significantly more likely to agree or strongly agree

Figure 6.4 If I had ideas about changing the way things are done in my school, my school would **act** on them



- more than four-in-ten Year 10s disagree or strongly disagree that their school would act on their ideas

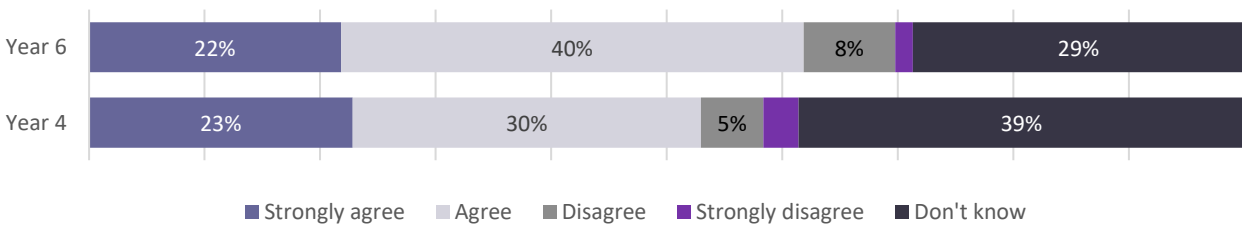
Figure 6.5 I would like to have **more of a say** about the way things are done in my school



Influence in the community

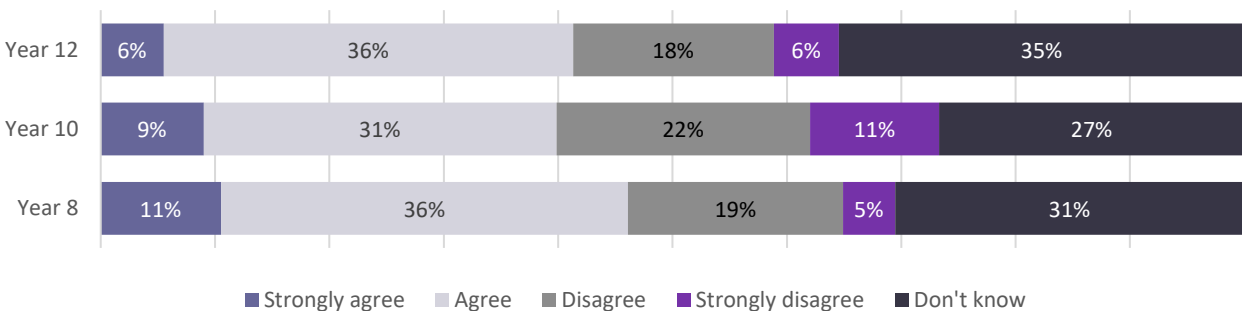
Years 4 and 6 were given a single question.

Figure 6.6 There is a clear way for me to **give my opinion or ideas** on how my community is run (Years 4 and 6)



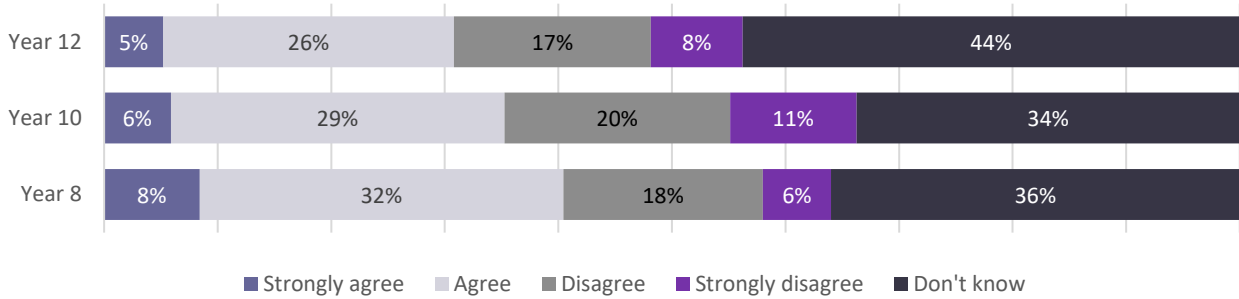
While Years 8, 10 and 12 were given a series of questions.

Figure 6.7 There is a clear way for me to **give my opinion / ideas** on how my community is run



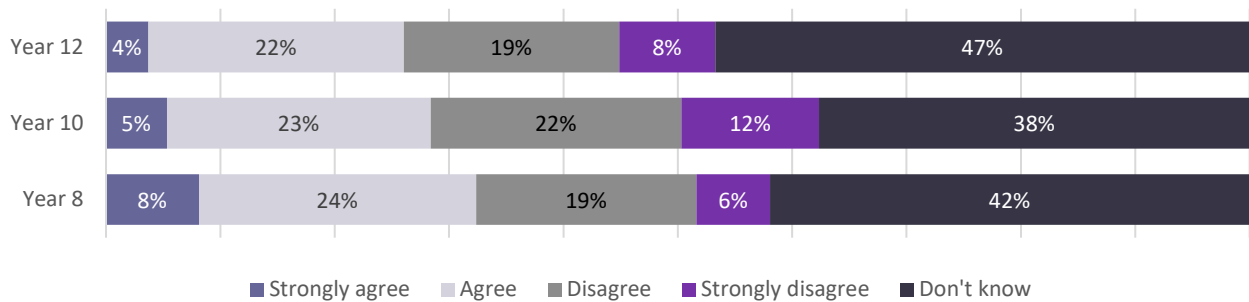
- a significantly smaller proportion of children in secondary school answered that they 'strongly agree' compared to primary aged children

Figure 6.8 If I had ideas about changing the way things are done in my community, my community would **listen** to them



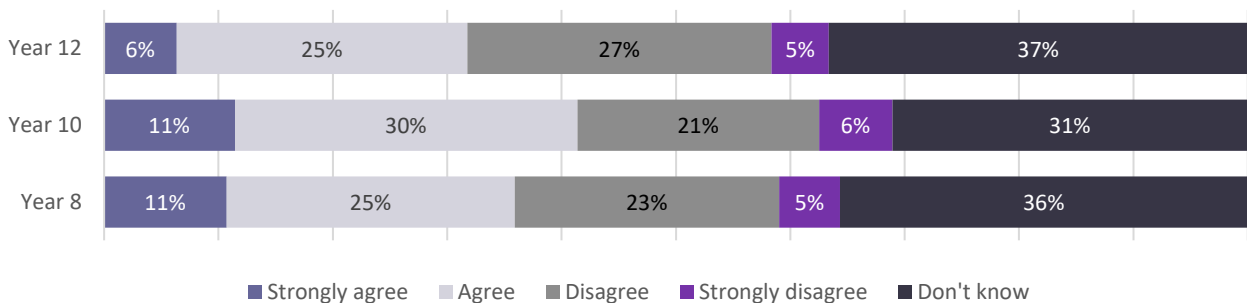
- young people with high self-esteem were significantly more likely to agree or strongly agree
- males (43%) were more likely to agree or strongly agree that their community would listen to their ideas than females (31%)

Figure 6.9 If I had ideas about changing the way things are done in my community, my community would **act** on them



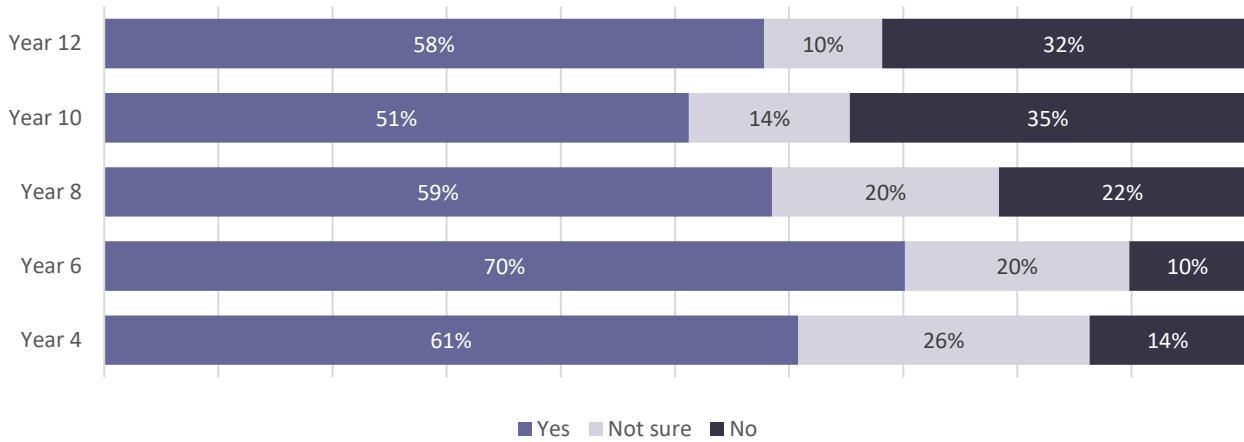
- the proportion of young people who 'strongly agree' or 'agree' that their community would listen to and act on their ideas decreases with age

Figure 6.10 I would like to have **more of a say** about the way things are done in my community



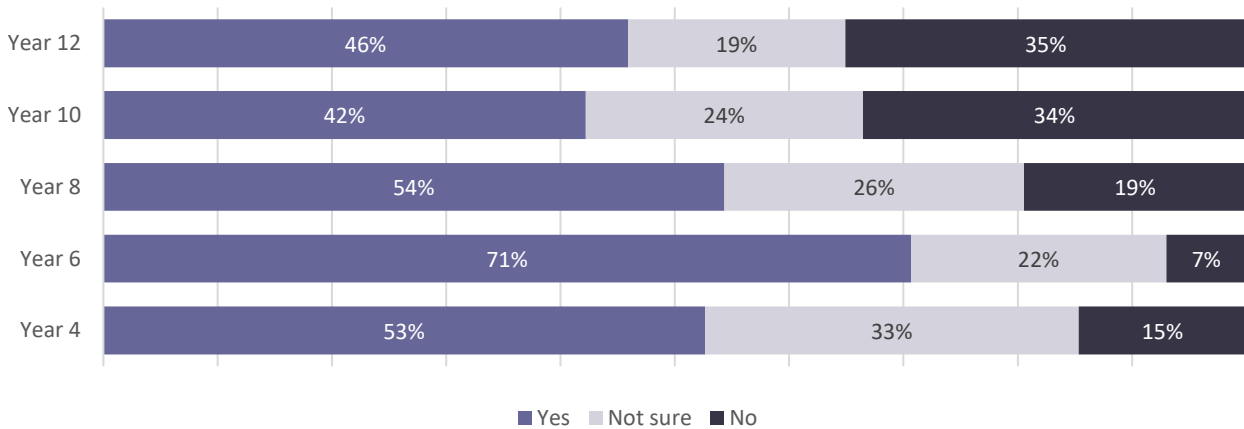
Knowledge of children’s rights

Figure 6.11 Have you heard about the United Nations Convention on the Rights of the Child?



- 60% of young people had heard about the United Nations Convention on the Rights of the Child, a significant increase from 2019 when the figure was 52%.

Figure 6.12 Do you know what rights children and young people have under the United Nations Convention?

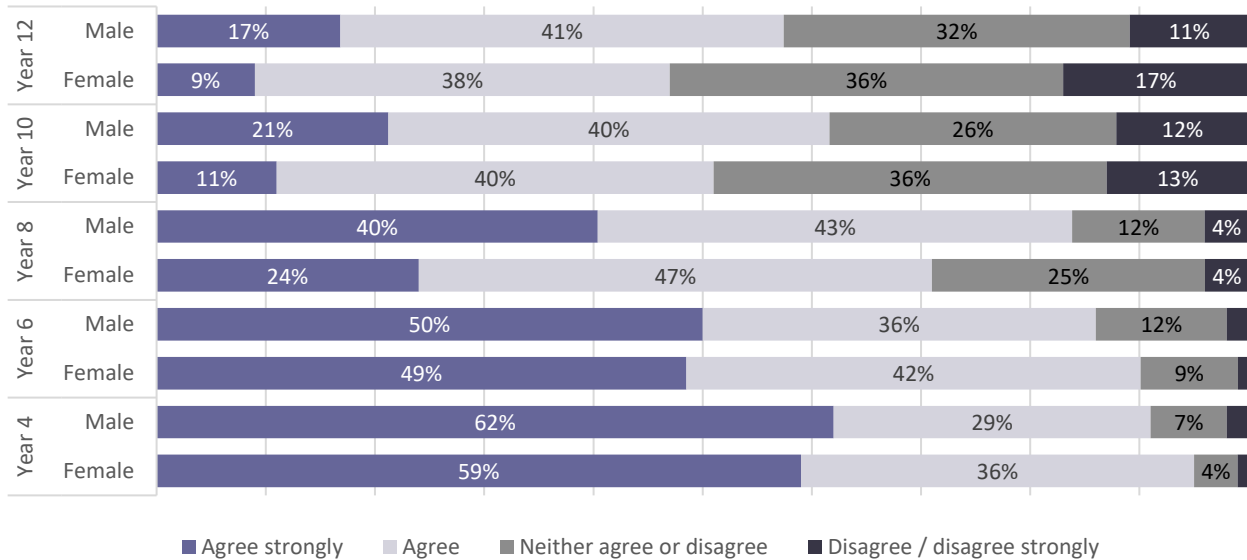


- a higher proportion of Year 6 children knew what rights young people have under the United Nations Convention than in the other year groups. This profile was similar to 2019 where once again Year 6 had the highest proportion of children and young people reporting knowing their rights under the UN convention
- the proportions of children and young people who reported knowing their rights was significantly higher in all year groups than in 2019
- pupils who attended fee paying schools, had high self-esteem or were lacking fewer than 2 items (see chapter 2) were significantly more likely to know what their rights were

Respect of children’s rights

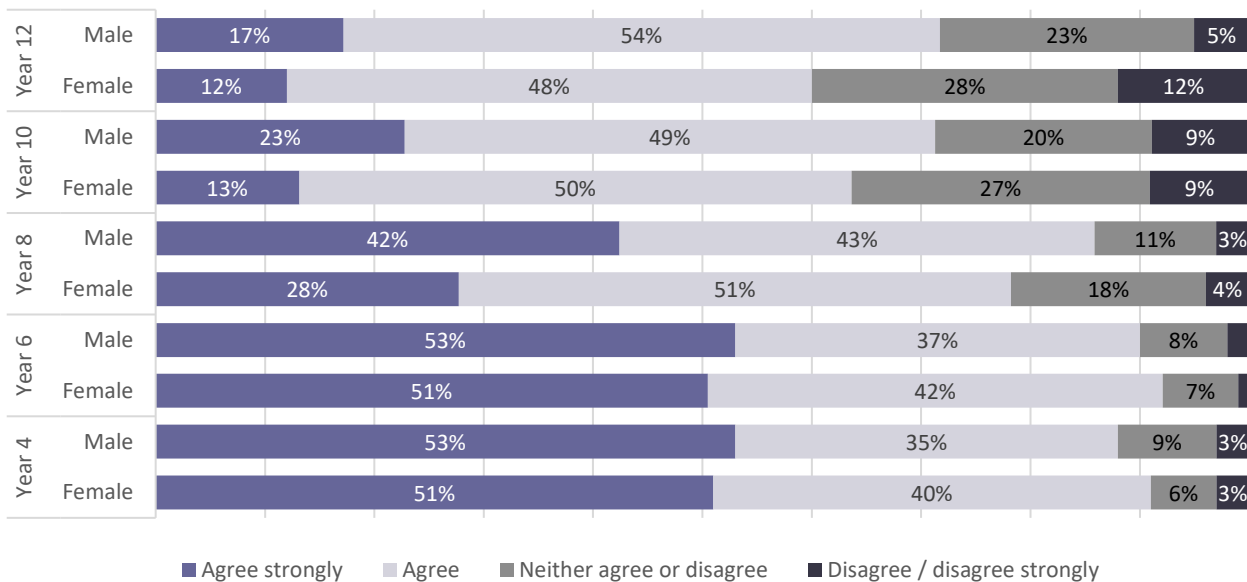
Each year group was given a series of four statements about whether adults respect the rights of children in Jersey; the young people surveyed were asked to state how much they agreed or disagreed with each statement. Due to the small number of students who answered ‘strongly disagree’, these responses were combined with ‘disagree’.

Figure 6.13 Adults in Jersey do as much as possible to keep children and young people safe²⁶.



- the proportion of females in Years 8, 10 and 12 who ‘agree strongly’ or ‘agree’ has decreased since 2019

Figure 6.14 Adults in Jersey want to ensure children and young people have their basic needs met²⁷.



²⁶ Note that question was worded differently for Years 4 and 6. Years 4 and 6 were asked: ‘grown-ups in Jersey do as much as possible to keep children safe’

²⁷ Note that question was worded differently for Years 4 and 6. Years 4 and 6 were asked: ‘grown-ups in Jersey want to make sure children have their basic needs met’

Figure 6.15 Adults in Jersey generally want to hear what children and young people have to say²⁸.

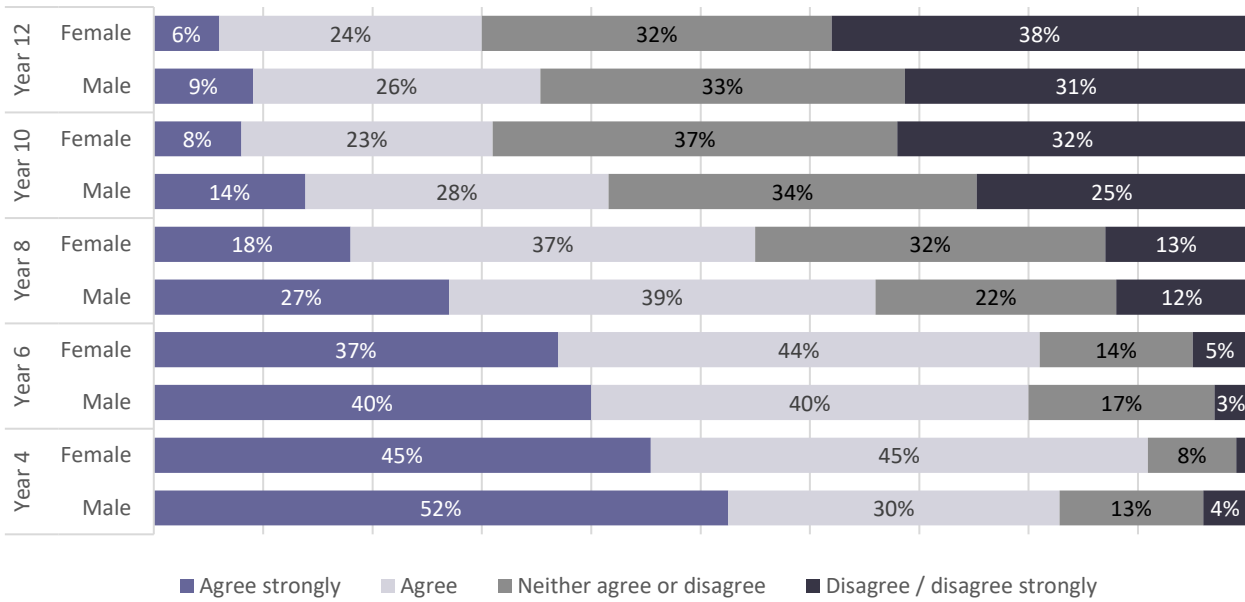
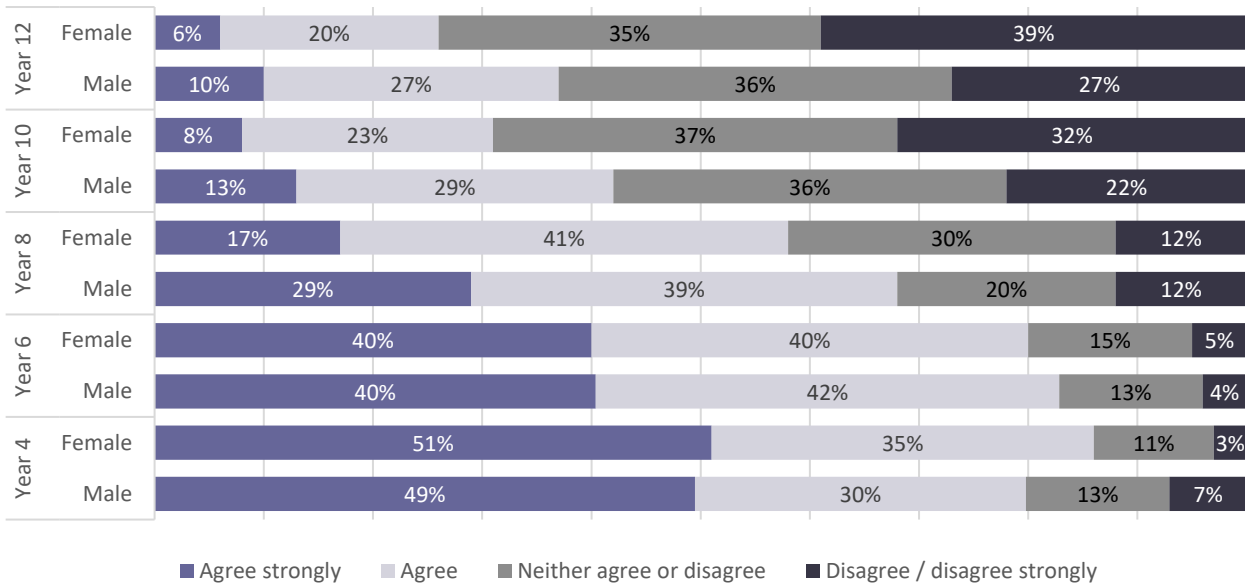


Figure 6.16 Adults in Jersey generally take account of what children and young people have to say²⁹.



- for all four statements, the proportions of students who answered ‘strongly agree’ or ‘agree’ decreased with age
- responses between males and females were broadly the same for Year 4 and Year 6, while females were more likely to ‘disagree’ or ‘disagree strongly’ with the four statements in Years 10 and 12

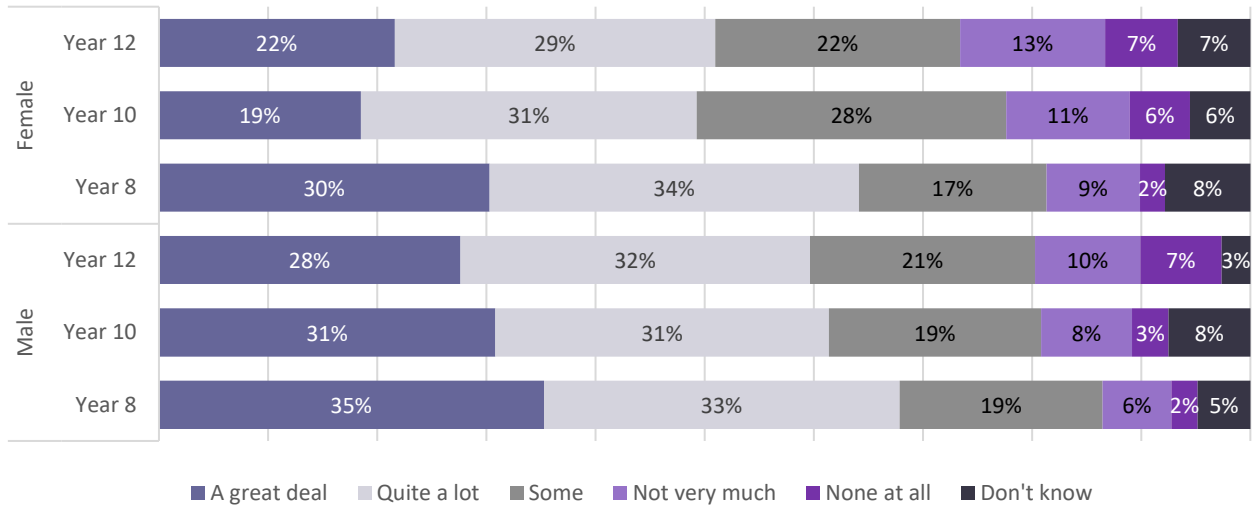
²⁸ Note that question was worded differently for Years 4 and 6. Years 4 and 6 were asked: ‘grown-ups in Jersey want to hear what children have to say’

²⁹ Note that question was worded differently for Years 4 and 6. Years 4 and 6 were asked ‘grown-ups in Jersey take notice of what children have to say’

Belonging

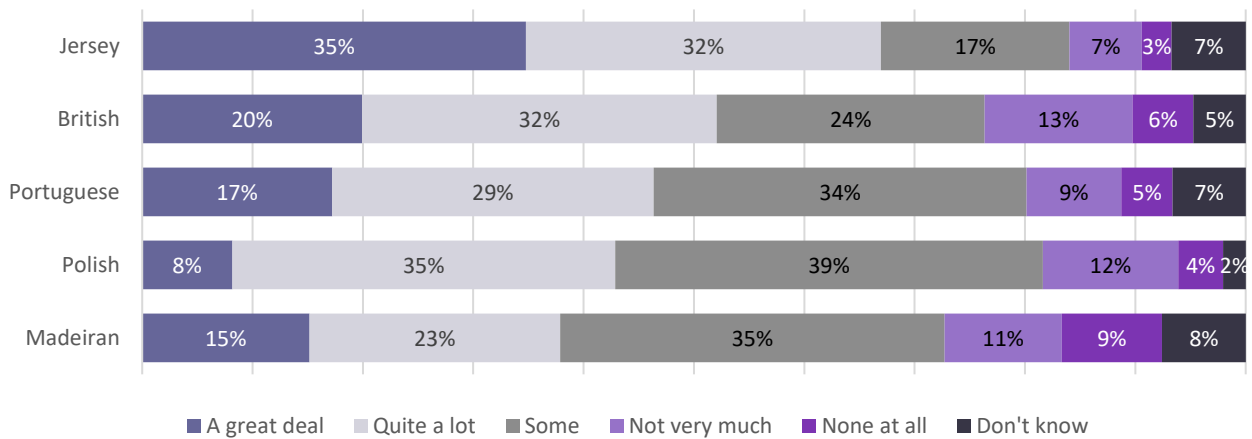
Young people in Years 8, 10 and 12 were asked questions about their experiences of belonging in Jersey.

Figure 6.17 To what extent do you feel like you belong to Jersey? (Years 8, 10 and 12)



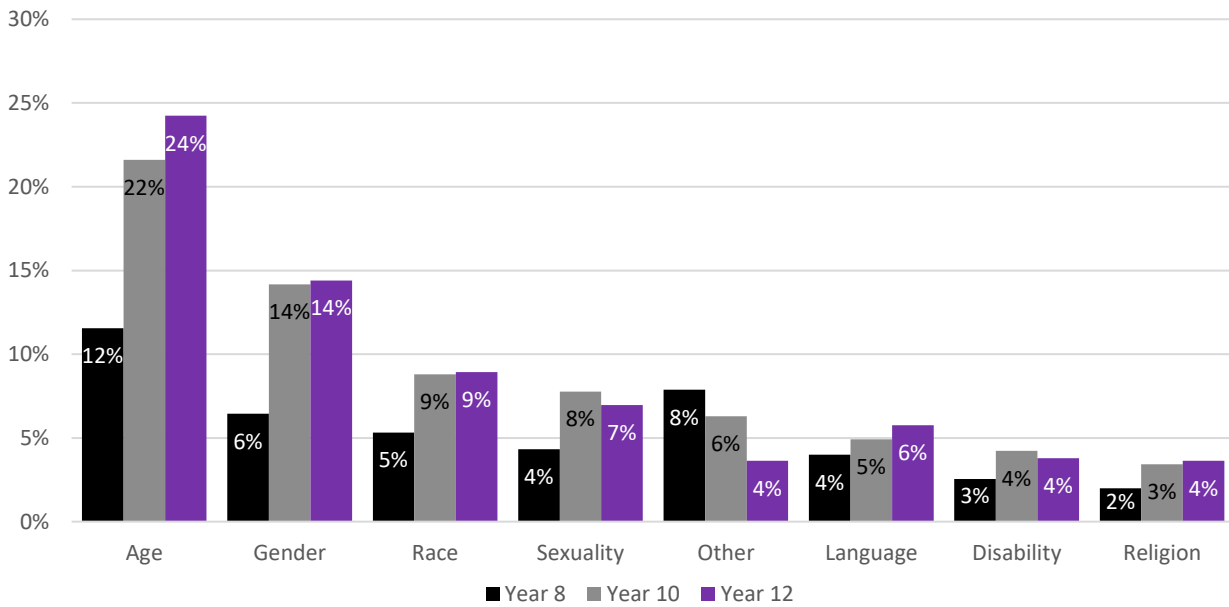
- overall, 58% of young people in Years 8, 10 and 12 felt they belonged to Jersey ‘a great deal’ or ‘quite a lot’
- young people in Year 8 were more likely to say they felt like they belonged to Jersey ‘a great deal’ or ‘quite a lot’ than in Years 10 and 12
- males (64%) were more likely to say they felt like they belonged to Jersey ‘a great deal’ or ‘quite a lot’ compared to females (55%)

Figure 6.18 To what extent do you feel like you belong to Jersey? (by ethnicity)



- 67% of young people in Years 8, 10 and 12 who identified as ‘Jersey’ said they felt they belonged to Jersey ‘a great deal’ or ‘quite a lot’
- this compares to 38% of young people who identified as ‘Madeiran’ who felt they belonged ‘a great deal’ or ‘quite a lot’

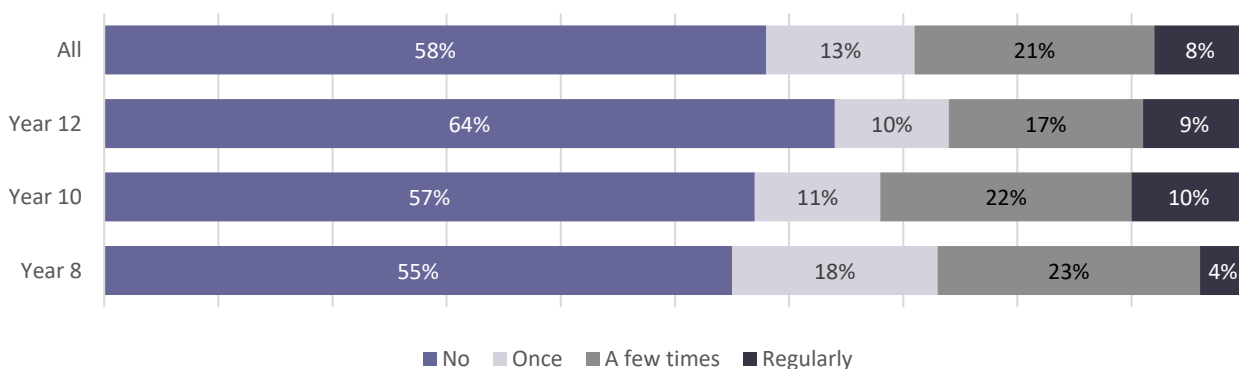
Figure 6.19 Do you think you have been unfairly treated in Jersey for any of these reasons within the last 12 months?



- 51% of young people in Years 8, 10 and 12 felt they had been unfairly treated in Jersey within the last 12 months
- young people with low self-esteem (77%) were more likely to feel they had been unfairly treated than those with high self-esteem (39%)
- the proportion of young people who felt they had been unfairly treated for their age increased with age
- females (14%) were more likely to feel they had been unfairly treated for their gender than males (6%)
- one third (33%) of young people who identified as neither female or male (i.e. chose ‘other’ or ‘rather not say’) felt they had been unfairly treated for their gender
- nearly half of children and young people who described their ethnicity as Asian (46%) and over one quarter that described their ethnicity as African (30%) and Madeiran (28%) felt they had been unfairly treated for their race

Volunteering

Figure 6.20 In the last 12 months, have you done any voluntary work for your community or local or national charities?

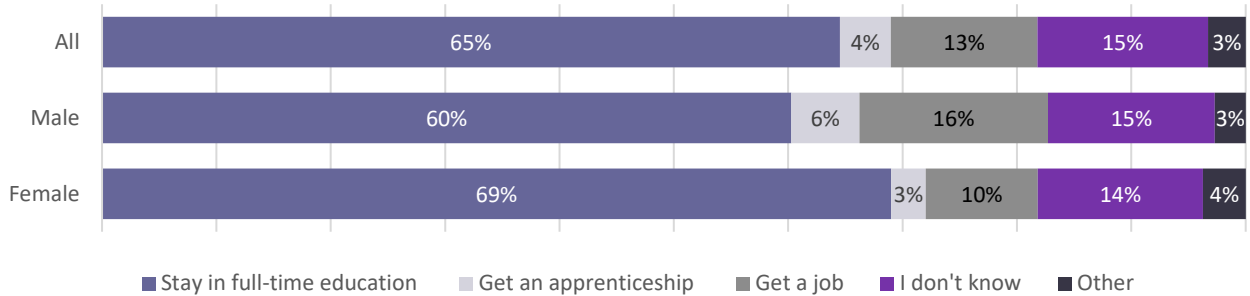


- females (9%) are almost twice as likely to volunteer regularly than males (5%)
- pupils in fee paying schools were more than twice as likely (12%) to volunteer regularly than pupils at non fee paying schools (5%)
- the proportion of young people in Years 8, 10 and 12 who have done voluntary work in the last year has decreased since 2019

Aspirations

Year 10 students were asked what they hoped to do after finishing Year 11 at school.

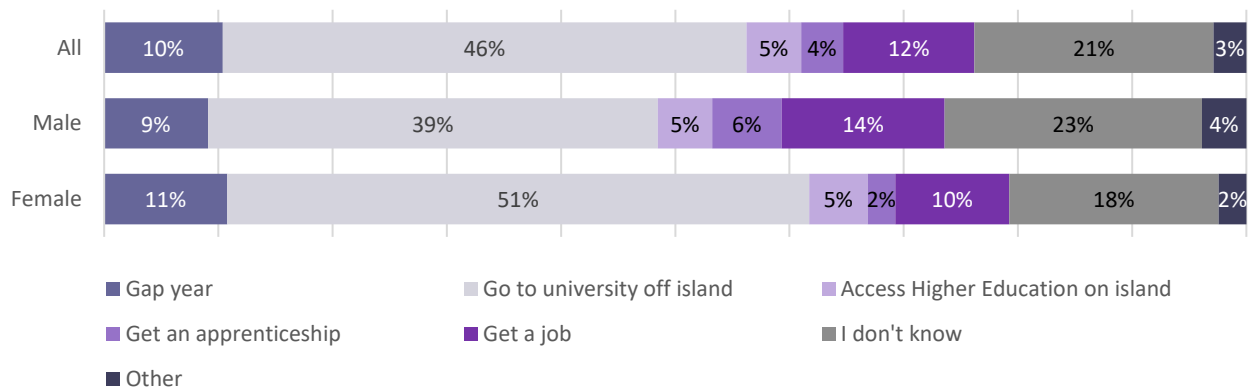
Figure 6.21 What do you hope to do after finishing Year 11 at school?



- overall, 65% of Year 10 wanted to stay in full-time education after they finish Year 11
- females were more likely than males to want to stay in full-time education, while males were more likely to want to get a job after they finish Year 11
- pupils in fee paying schools (72%) were more likely to want to stay in full-time education than pupils in non fee paying schools (60%)

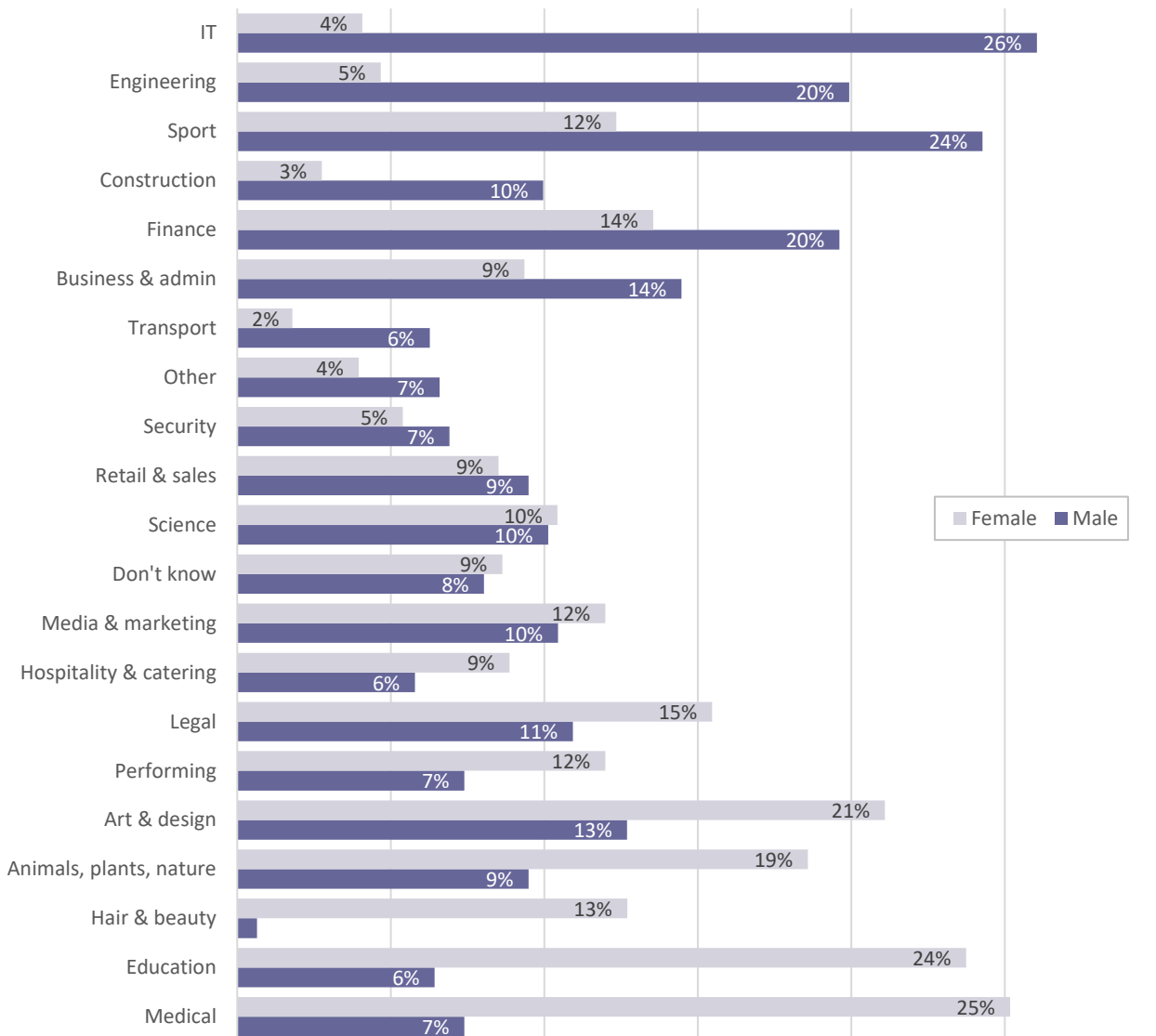
Year 12 students were asked a similar question about their plans after Year 13.

Figure 6.22 What do you hope to do after finishing Year 13 at school?



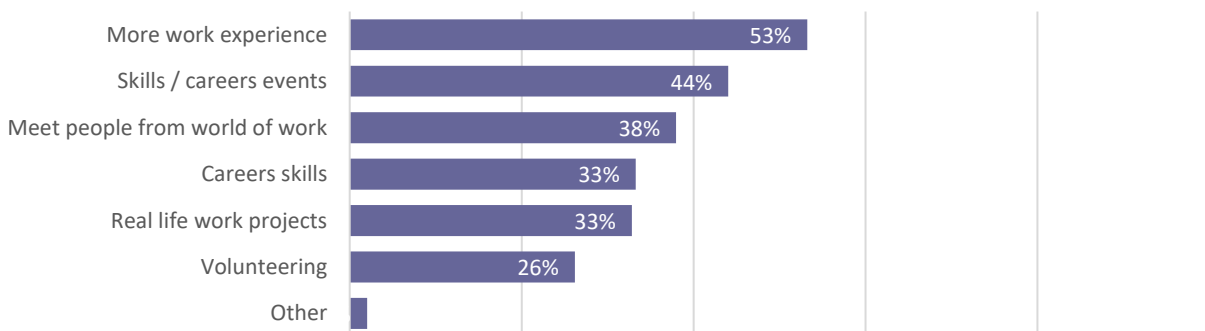
- females (51%) were more likely than males (39%) to want to go to university off-island after Year 13
- pupils in fee paying schools (64%) were more likely to want to go to university off-island after Year 13 than pupils in non fee paying schools (39%)
- overall, 46% of Year 12 wanted to university off-island after Year 13

Figure 6.23 In which industries do your career aspirations / interests lie? (Years 10 and 12)



- males were significantly more likely than females to be interested in IT, engineering and sport, while females were significantly more likely to be interested in medical, education and hair & beauty
- overall, 16% of young people in Years 10 and 12 were interested in the finance industry

Figure 6.24 What other experiences would you like to help you understand the world of work? (Years 10 & 12)



- females (33%) were twice as likely as males (17%) to want to have volunteering experience
- Year 10 were more likely to want skills / careers events than Year 12

Bullying

Been bullied

21% of young people



reported having been **bullied** in the last 12 months

One in twelve (8%)

Year 4 children

stated they were **often** or **very often**

afraid to go to school because of bullying

Does school take it seriously?

More than 4 in 5 (84%) Year 6 children believed that their school took bullying seriously...



this percentage

decreased for Year 8, 10 and 12 children



Inappropriate comments and unwanted attention



35% of females

in Years 8, 10 and 12

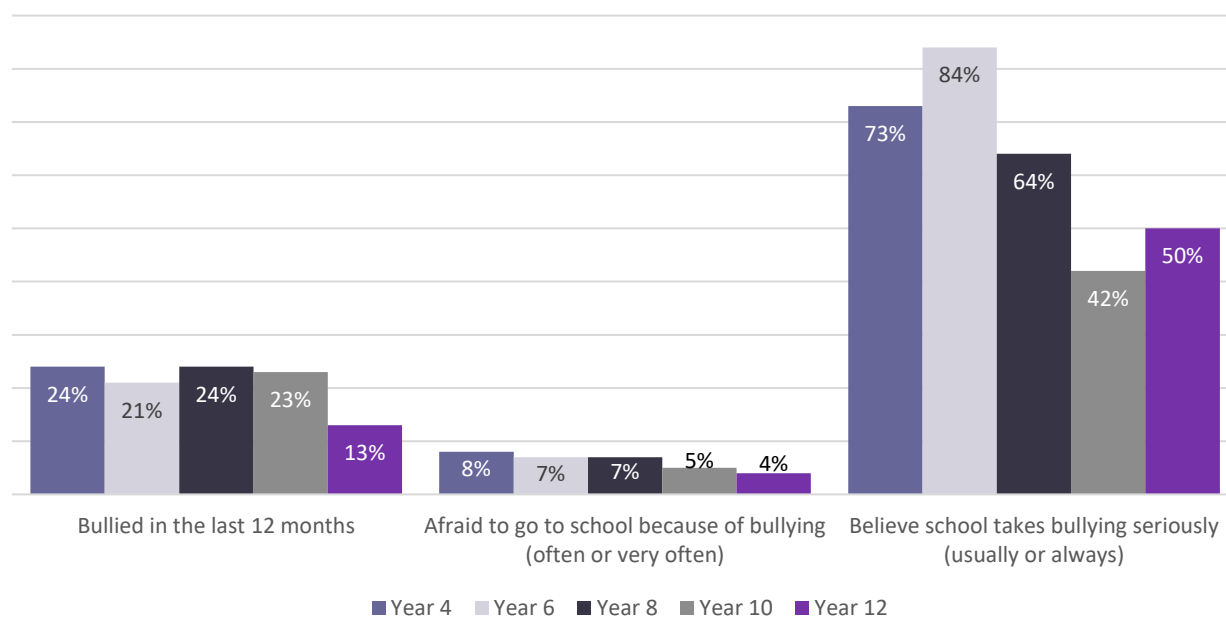
had experienced **inappropriate comments** or **unwanted attention** of a sexual nature in the last year



Chapter 7 – Bullying

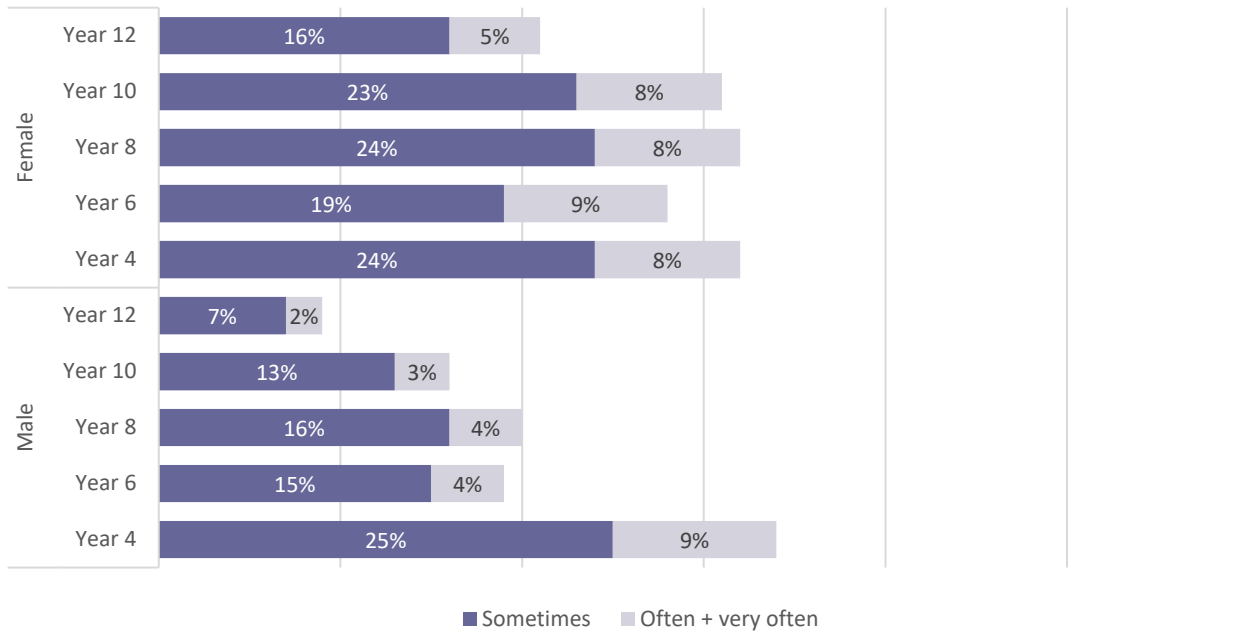
Bullying occurrence, fear and school response

Figure 7.1 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?



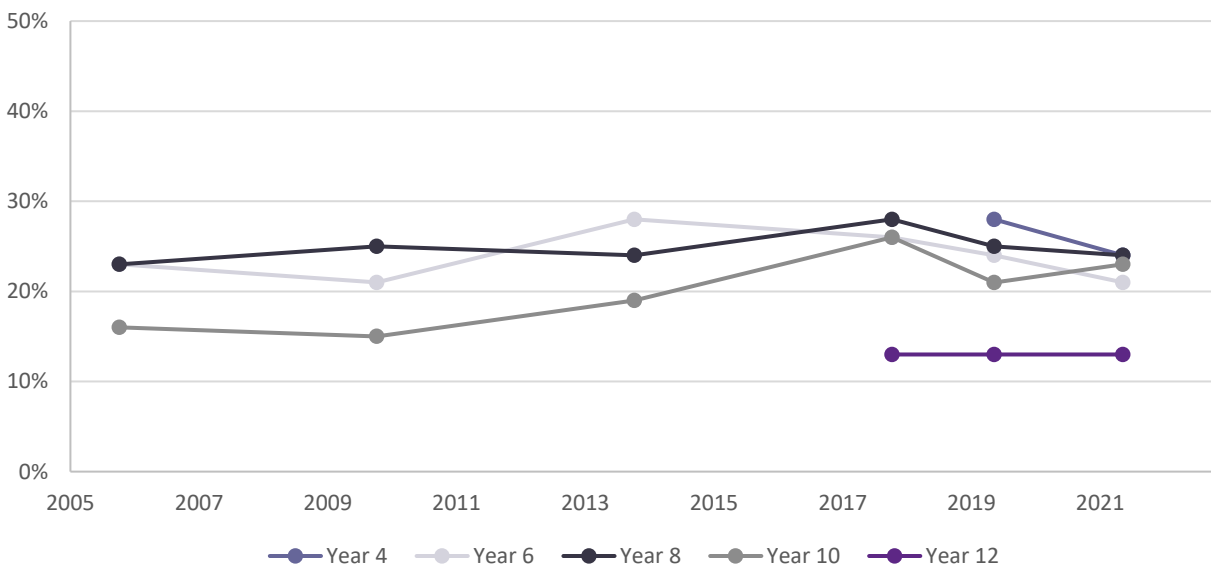
- around one in four children in Years 4, 8 and 10 reported having been bullied at or near school in the previous 12 months
- a lower proportion of Year 12s (around one in eight, 13%) reported having been bullied at or near school in the previous 12 months
- young people who had low self-esteem or who lacked 5 or more items (see chapter 2) were significantly more likely to have been bullied in the previous 12 months
- over four-fifths (84%) of Year 6 children believed that their school took bullying seriously, decreasing to two-fifths (42%) in Year 10 before increasing again to half (50%) of students in Year 12
- similar proportions of males and females reported having been bullied in the previous twelve months, and believed that their school takes bullying seriously. However, males and females give a significantly different response to the question have you been afraid to go to school because of bullying (see figure 7.2)

Figure 7.2 Do you ever feel afraid of going to school because of bullying?



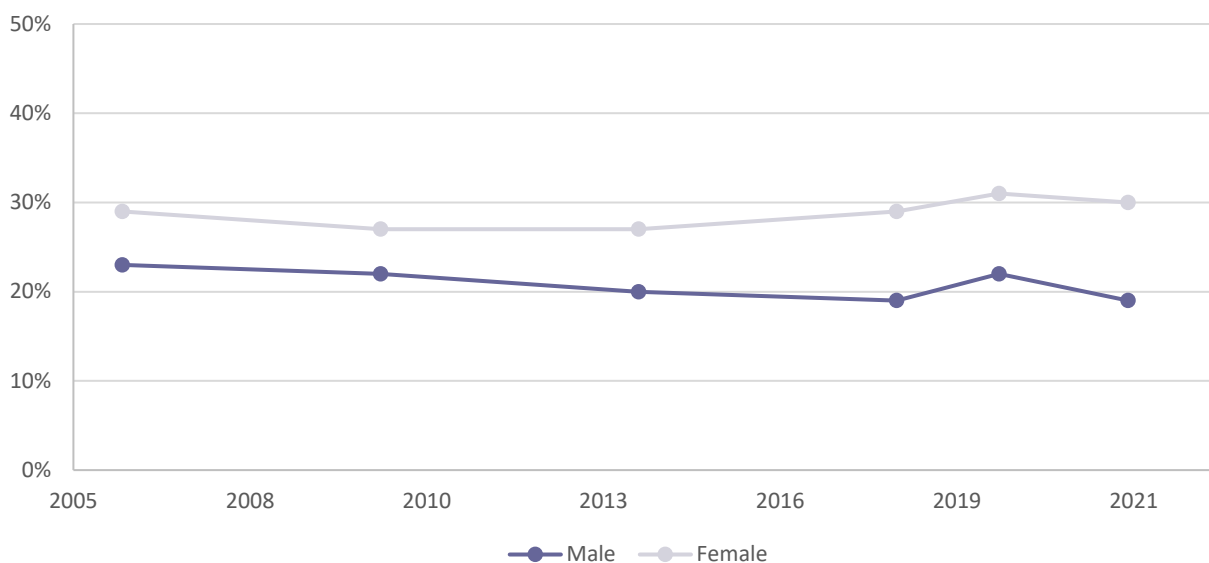
- a higher percentage of females (29%) than males (21%) expressed fear of going to school at least sometimes because of bullying
- one in ten (9%) Year 4 pupils often or very often feel afraid of going to school because of bullying
- pupils who attended a non fee paying school, who lacked 5 or more items (see chapter 2) or had low self-esteem were significantly more likely to express fear of going to school at least sometimes because of bullying

Figure 7.3 Been bullied in the last 12 months: 2006 - 2021



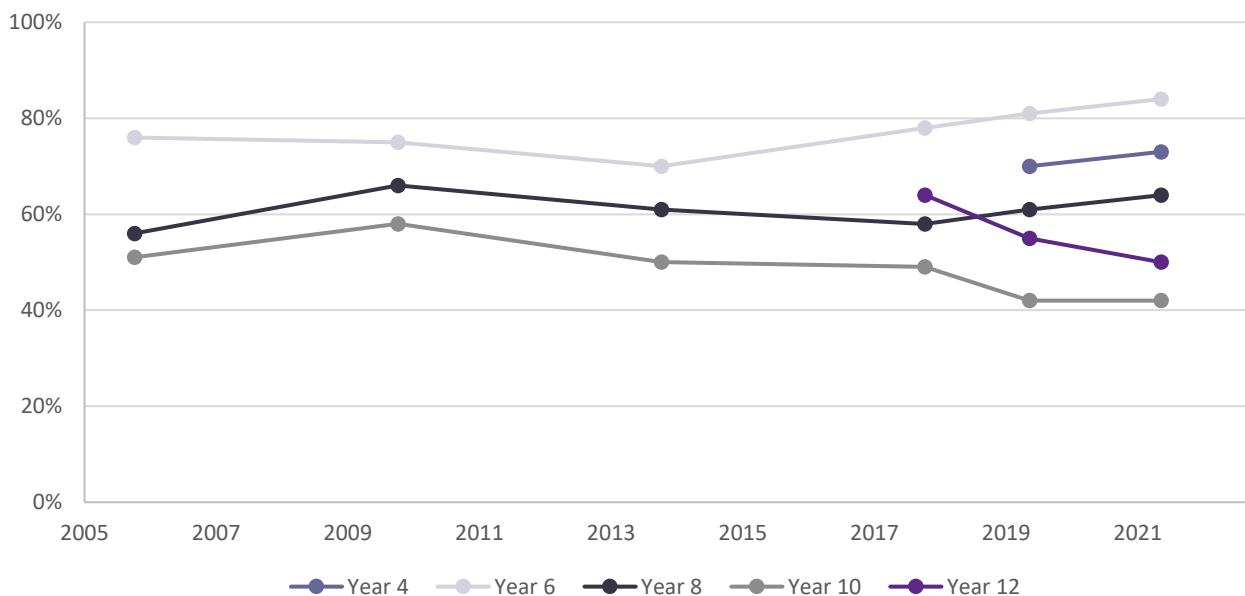
- the percentage of primary school children (Year 4 and Year 6) reporting being bullied in the last 12 months has trended downwards since 2014.
- percentages of Years 8 and 12 young people reporting being bullied remain largely unchanged over the period from 2006 but Year 10 shows an increasing trend over the same period

Figure 7.4 Afraid to go to school because of bullying: 2006 - 2021 (Years 6, 8 and 10)
Percentage who answered 'sometimes', 'often' and 'very often'



- the proportion of females afraid to go to school because of bullying has been higher than males in all rounds of this survey since 2006
- the proportion of males afraid to go to school because of bullying 'often' and 'very often' has remained stable at 4%, while the proportion of females has increased from 6% to 8%

Figure 7.5 Believe school takes bullying seriously usually or always: 2006 – 2021

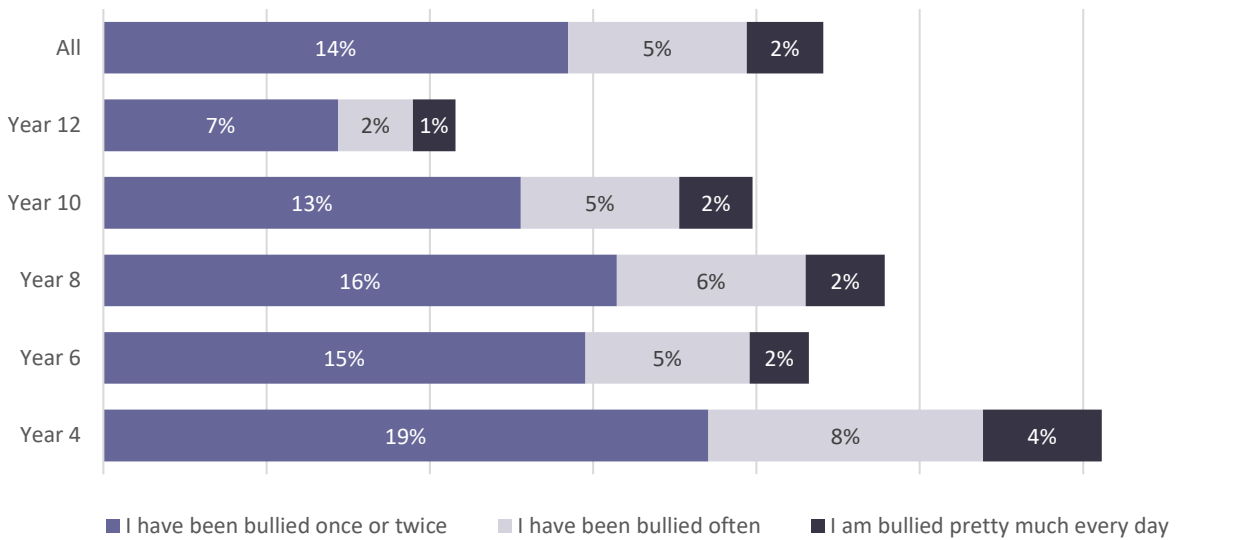


- the proportions of children in Years 4, 6 and 8 who believe their school takes bullying seriously usually or always has trended upwards in recent years
- the proportion of young people in Year 12 who believe their school takes bullying seriously usually or always has decreased since 2018
- the proportion of pupils in fee paying schools who believe their school takes bullying seriously usually or always was higher (68%) than pupils in non fee paying schools (62%)
- three-quarters (75%) of young people with high self-esteem believed their school takes bullying seriously usually or always compared to 45% of young people with low self-esteem

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

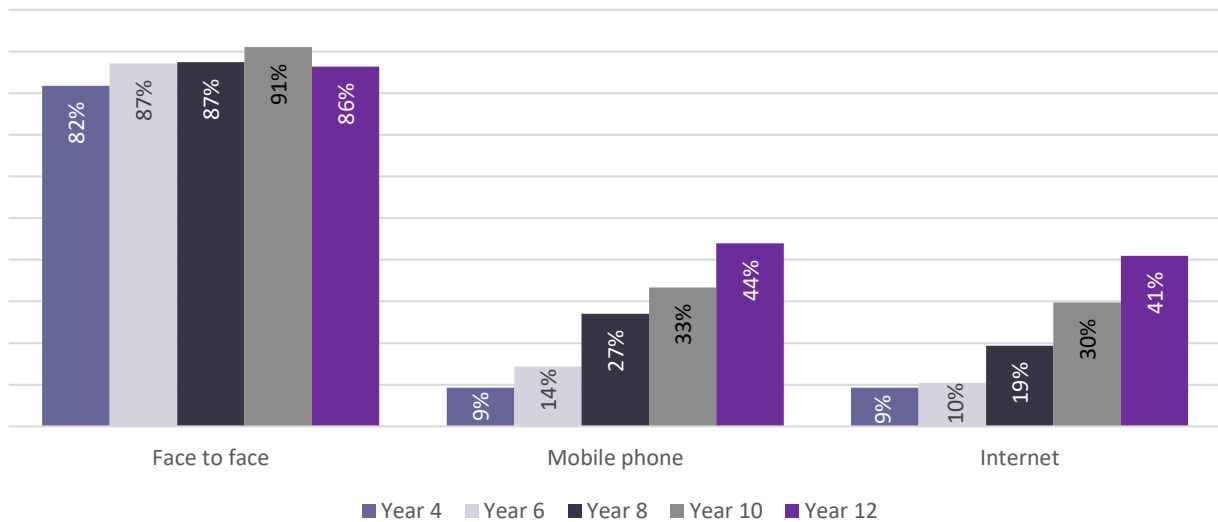
Bullying: frequency, location and method

Figure 7.6 How often have you been bullied in the last 2 months?



- 2% of children in Years 6, 8 and 10 reported having been bullied ‘pretty much every day’

Figure 7.7 How were you bullied? – choose as many as apply (percentage of those bullied in the last 2 months)



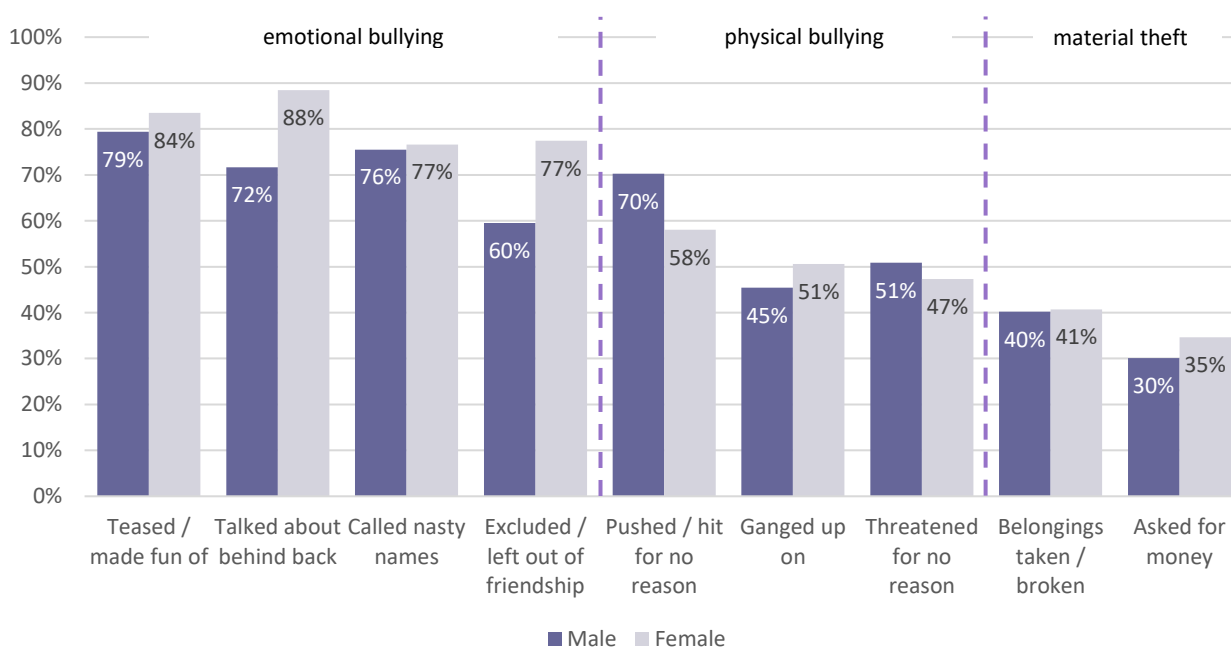
- children reported mostly being bullied face to face
- bullying via the internet and by mobile phone was more prevalent in older year groups

Table 7.1 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	7	67	26
Female	43	20	38

- a lower proportion of children reported being bullied exclusively by the opposite sex

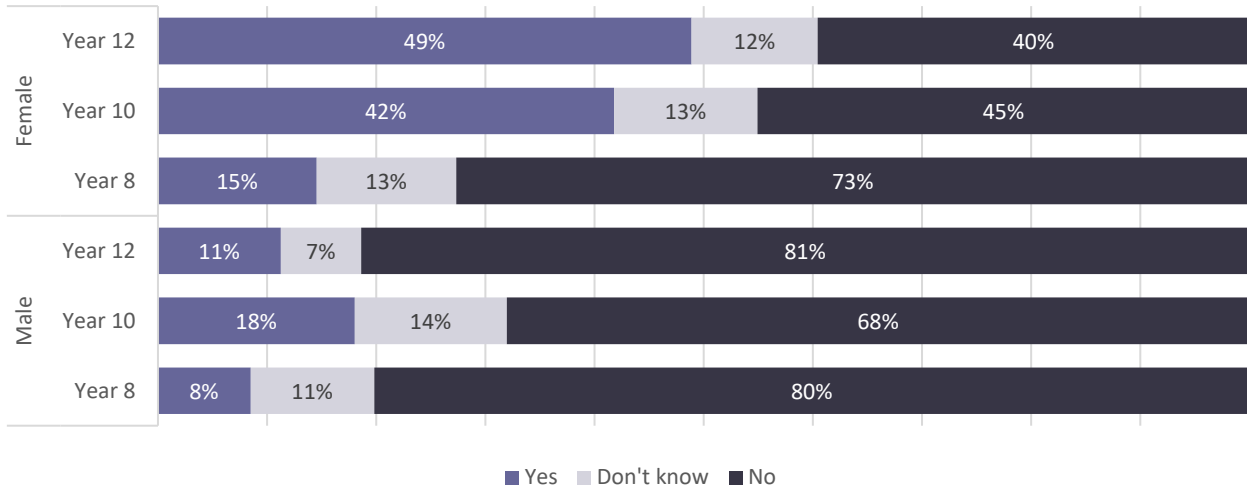
Figure 7.8 What happened to you? (percentage of those bullied in the last 2 months)



- 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, being called nasty names and being talked about behind their back
- over three-fifths of young people who had been bullied in the previous two months reported being pushed or hit for no reason, and two-fifths had their belongings taken or broken

Unwanted sexual attention

Figure 7.9 In the last year, have you experienced any inappropriate comments or unwanted attention of a sexual nature? (Years 8, 10 and 12)



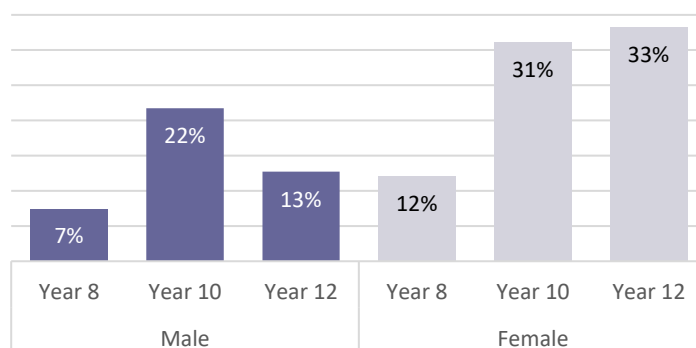
- the proportion of young people who had experienced inappropriate comments or unwanted attention increased with age from 12% of Year 8 to 35% of Year 12
- 35% of females in Years 8, 10 and 12 experienced inappropriate comments or unwanted attention in the last year compared to 13% of males
- pupils in fee paying schools were more likely (28%) to have experienced inappropriate comments or unwanted attention than pupils in non fee paying schools (23%)

Child Sexual Exploitations (CSE)

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:

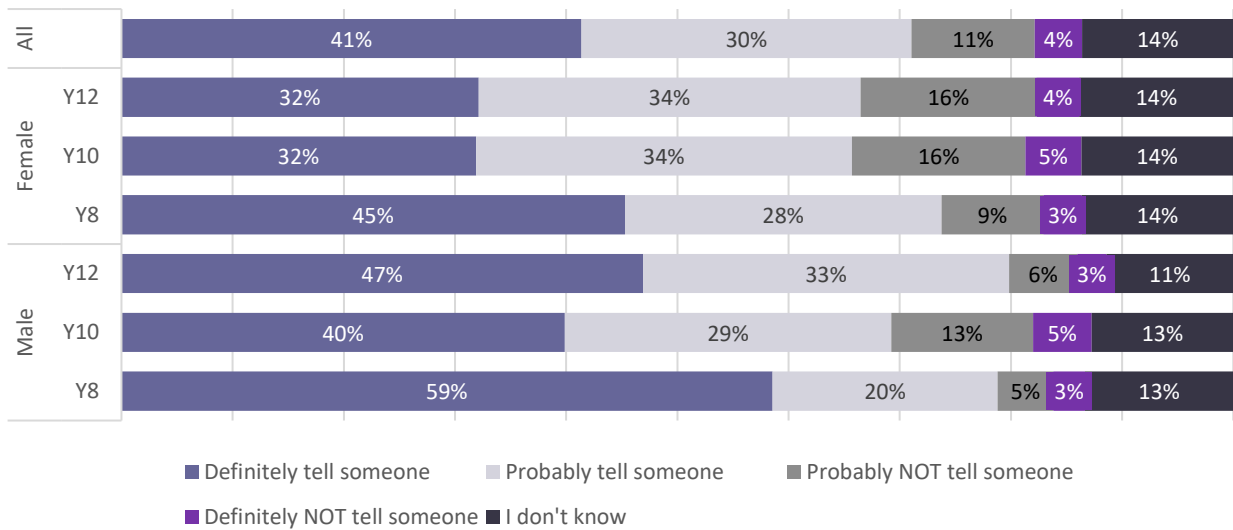
Child Sexual Exploitation (CSE) is a form of abuse where children or young people are tricked, bribed or persuaded to take part in sexual activity in return for something they want or need. This can happen online or offline. The things young people might be given in return can include attention, affection, 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 7.10 Do you personally know of anyone who has been a victim of child sexual exploitation?



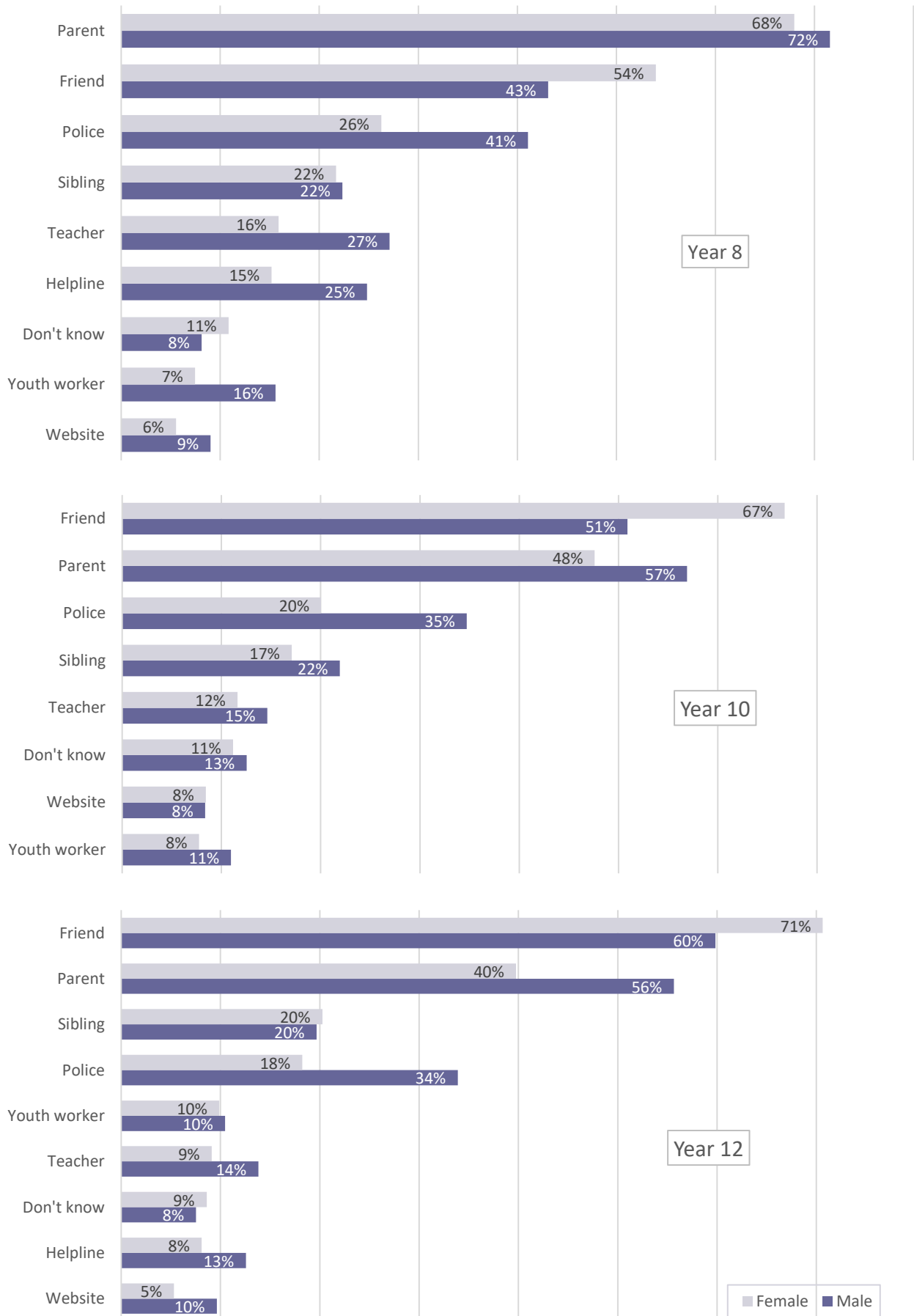
- overall, 21% of all children and young people reported knowing someone who they thought was a victim of child sexual exploitation; this was a significant increase from previous years (15% in both 2018 and 2019)
- the percentage of Year 8 children and Year 12 males reporting that that they knew someone who had been a victim of child sexual exploitation remained similar to previous years: Year 10 and Year 12 females showed a significant increase

Figure 7.11 If someone tried to take advantage of you sexually, how likely would you be to tell someone?



- overall, seven out of ten (71%) young people reported that they would ‘definitely’ or ‘probably’ tell someone if someone tried to take advantage of them sexually. This is significantly lower than the 2018 and 2019 surveys when the figure was almost eight in ten (78%)
- almost one in seven (15%) reported that they would ‘definitely’ or ‘probably’ NOT tell anyone if someone tried to take advantage of them sexually - this is up from 10% in 2019
- as in previous surveys, a lower proportion of females would be likely to tell someone than males
- figure 7.12 shows the adults who young people would feel comfortable telling if they were a victim of child sexual abuse (the young people could choose as many options as were applicable). As in previous surveys, parents / carers are the most popular choice for Year 8 children with friends and the police second and third most popular. For Years 10 and 12, friends become slightly more popular than parents / carers
- in Years 10 and 12, there is a significant difference in males and females that would be comfortable reporting child sexual exploitation to the police

Figure 7.12 If someone tried to take advantage of you sexually, who would you feel comfortable telling?



HEALTH-RELATED BEHAVIOURS

This section contains chapters relating to E-safety, Smoking, Alcohol, Drugs and Sexual Activity.

The only significant change to questions in this section relates to the gambling questions within the E-Safety chapter. Previous surveys have asked about gambling with actual money and has returned very low numbers of young people reporting that they engage in this activity. In 2021, the gambling questions were changed to relate to in-game or in-app gambling online as these are seen as potential precursors to 'real' gambling in later life.

Significance test of health-related behaviours

A selection of questions from this section have been tested against six variables relating to the children and young people surveyed³⁰. By using statistical analysis³¹ we can assess whether each of these variables is associated with a significantly different set of responses. For example, in the table below, different ethnicities of children do not exhibit a significantly different response to whether their parents know when they drink alcohol; but males and females do exhibit a different response profile. Please note that this does not signify that the variable causes the difference in response, merely that a difference exists.

Significance of six issues to risky behaviour questions

	Self-Esteem	Gender (male / female only)	Lacking 2 or more items	School Type (fee paying / non fee paying)	Parish Type Rural / Suburban / Urban	Ethnicity (Jersey, British, Portuguese / Madeiran, Polish, Other)
Does anyone smoke in your house or car when you are in too?	Very Significant	Not Significant	Very Significant	Very Significant	Very Significant	Not Significant
E-cigarette use - have you used e-cigarettes?	Very Significant	Very Significant	Significant	Very Significant	Significant	Not Significant
Do you use internet chat rooms or social media?	Very Significant	Very Significant	Very Significant	Not Significant	Significant	Not Significant
Smoking - have you smoked?	Very Significant	Very Significant	Not Significant	Very Significant	Significant	Not Significant
Alcohol - have you drunk alcohol?	Very Significant	Very Significant	Not Significant	Not Significant	Significant	Very Significant
Resilience to refuse sex if don't want it	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
If someone tried to take advantage of you sexually, would you tell someone?	Very Significant	Very Significant	Very Significant	Not Significant	Not Significant	Not Significant
Have you ever lied to your parents / carers about who you speak to online?	Very Significant	Significant	Very Significant	Not Significant	Not Significant	Not Significant
Do your parents know when you drink alcohol?	Very Significant	Very Significant	Significant	Not Significant	Not Significant	Not Significant
Sexual health - Did you or your partner use a condom last time you had sex	Not Significant	Not Significant	Very Significant	Not Significant	Significant	Not Significant
Have you ever taken drugs?	Not Significant	Not Significant	Not Significant	Very Significant	Not Significant	Not Significant
Sexual Health - Are you sexually active	Not Significant	Significant	Not Significant	Not Significant	Not Significant	Not Significant

³⁰ The same six variables have been used to test against a selection of questions from each of the four sections in this report.

³¹ Pearson Chi-squared analysis

E-safety

Use of social media



1 in 4
Year 6
children

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

6 in 10

children and young people
have a **social
media account**
in their own
name



Online behaviour

57% of **females**
in Years



10 and 12

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



20%

of Year 12

students surveyed

had sent someone a
sexual video or
photo of themselves



Gambling



77%

of males in Year 8, 10 and 12

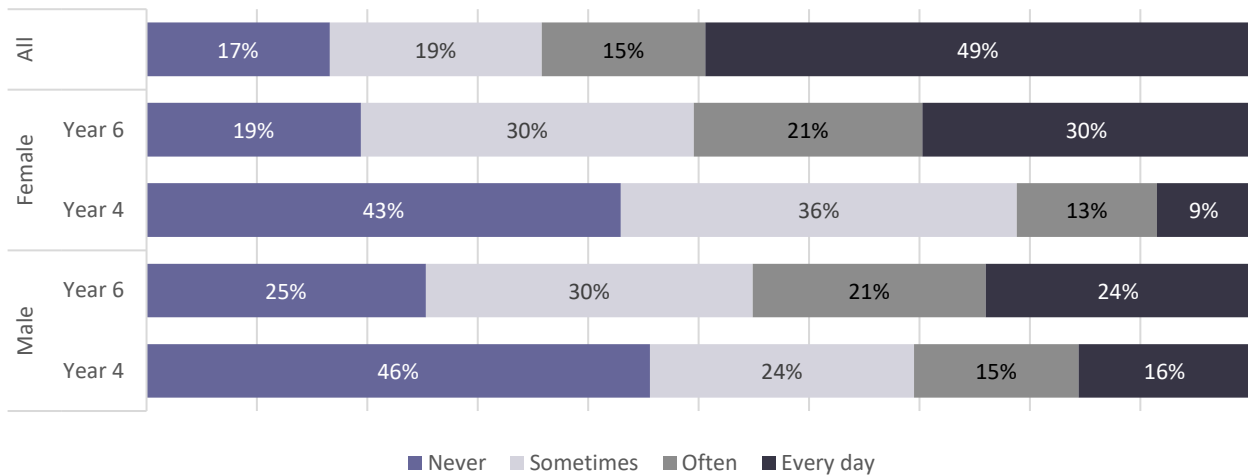
had done some form of **gambling in-game**



Chapter 8 – E-safety

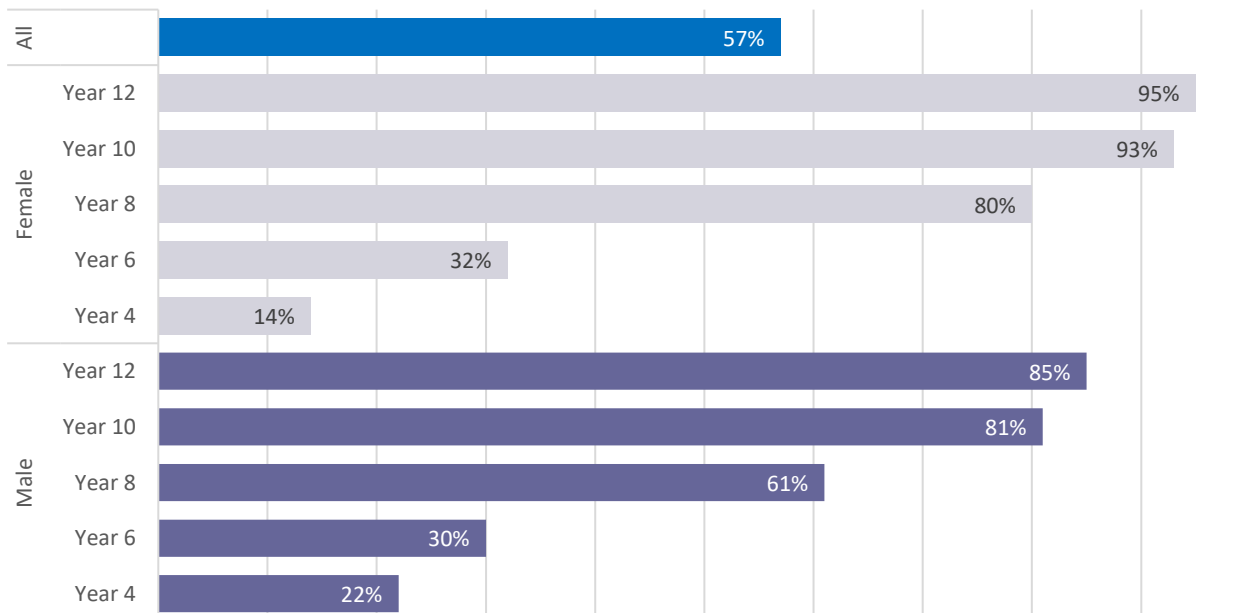
Use of social media

Figure 8.1 Do you ever use internet chatrooms / social networking sites? (Years 4 and 6)



- the proportions using internet chatrooms / social networking sites increased from Year 4 (56%) to Year 6 (77%)
- the proportion of young people using internet chatrooms / social networking sites has increased since the last survey. In 2019 26% of Year 4 and 48% of Year 6 reported using internet chatrooms / social networking sites.
- over one in four (27%) Year 6 children use social networking sites every day – this has doubled from one in eight in 2019

Figure 8.2 Do you have one or more social media accounts in your own name? (Percent 'yes')



- nearly one third (31%) of Year 6 children and over a sixth (18%) of Year 4 children reported having a social media account in their own name

Online behaviour and e-safety

Figure 8.3 Summary of online behaviour (Year 6 – percentage that answered yes)

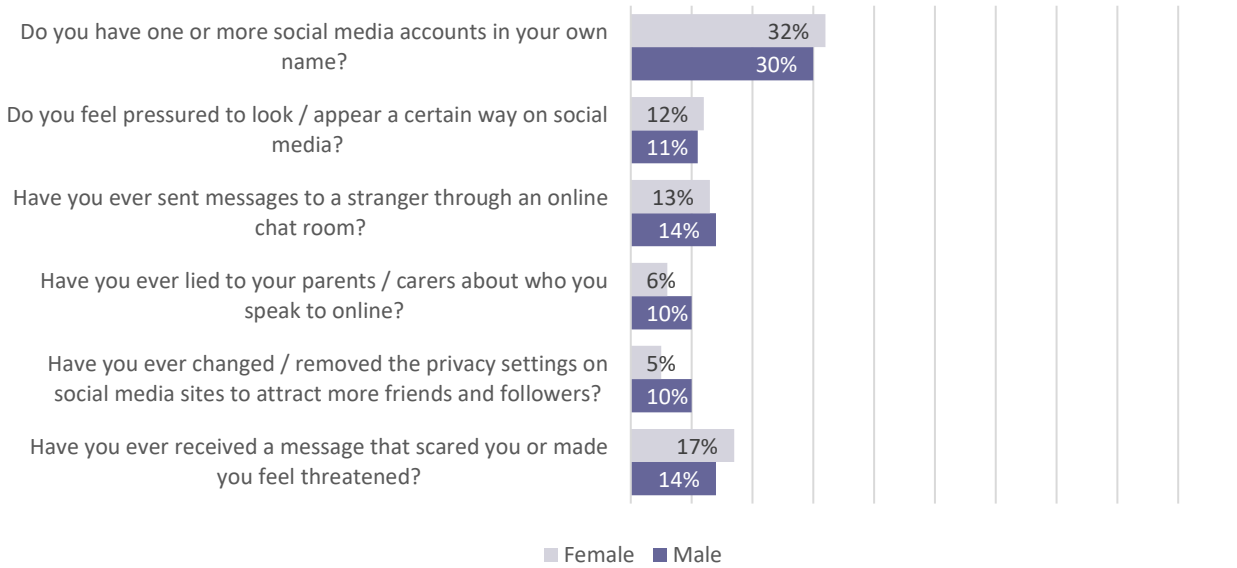
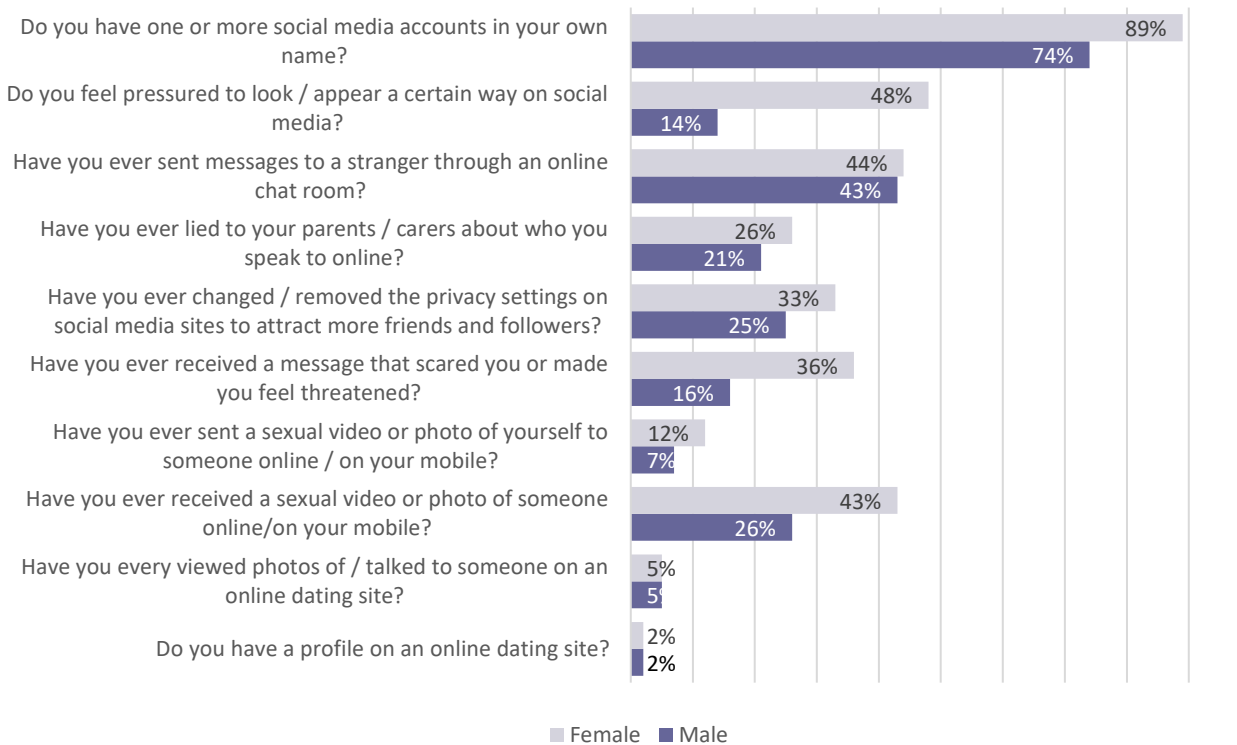
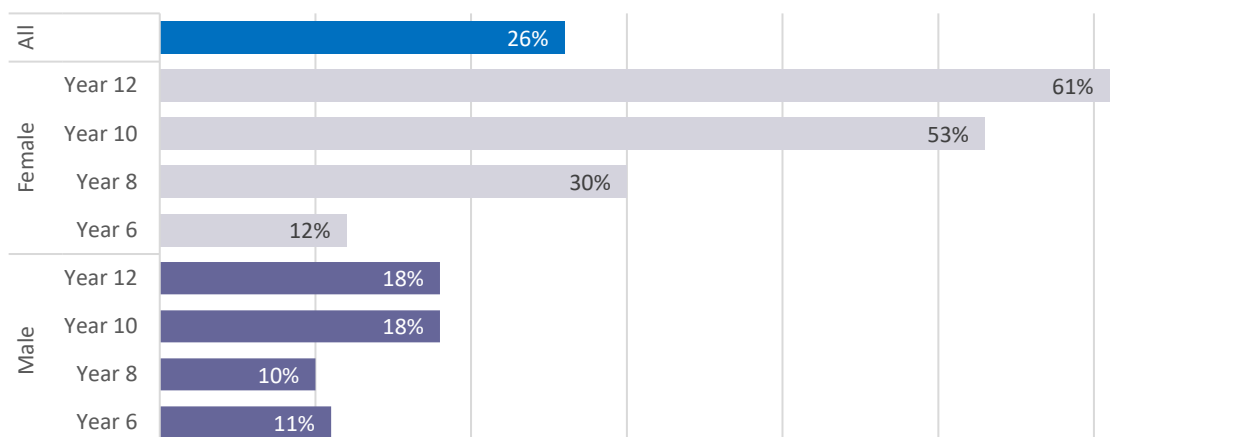


Figure 8.4 Summary of online behaviour (Years 8, 10 and 12 – percentage that answered yes)



- females in Years 8, 10 and 12 were more likely to have received a message that scared them than males; they were also more likely to feel pressured to appear a certain way on social media

Figure 8.5 Do you feel pressurised to look / appear a certain way on social media?
(percentage that answered yes)



- females (38%) were nearly three times as likely as males (13%) to feel pressurised to appear a certain way on social media
- pupils with low self-esteem were significantly more likely to feel pressured to appear a certain way

Figure 8.6 Have you ever sent a message to a stranger through an online chatroom?
(percentage that answered yes)

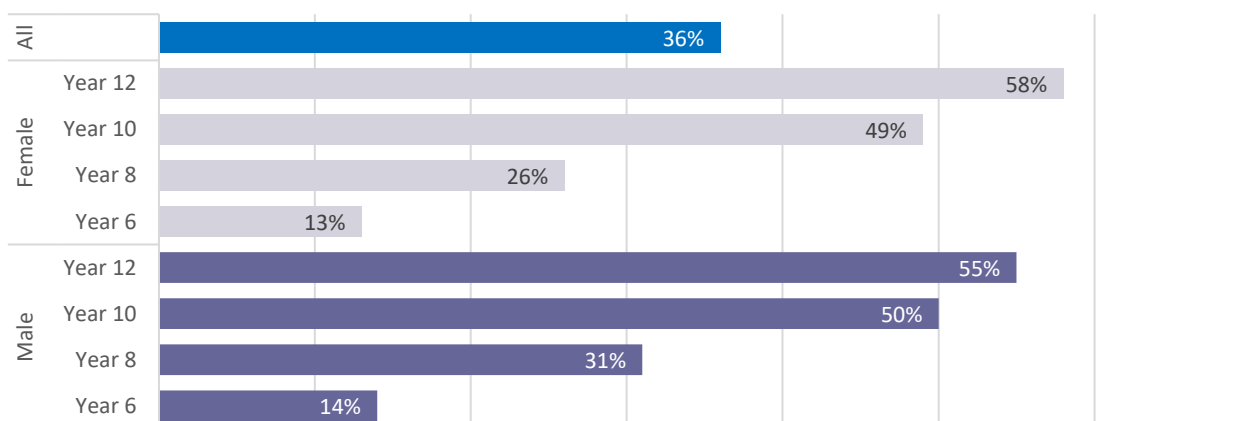
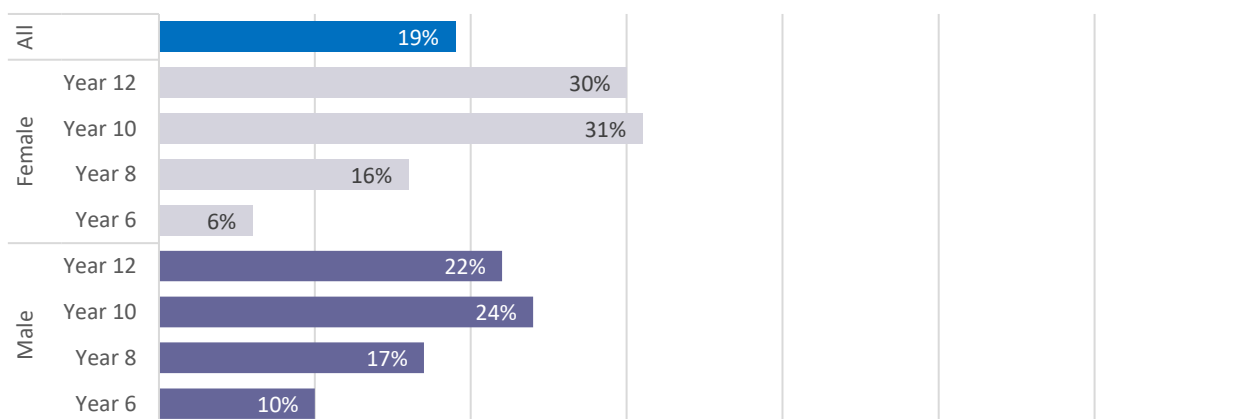


Figure 8.7 Have you ever lied to your parents / carers about who you speak to online?
(percentage that answered yes)



- pupils with low self-esteem were significantly more likely to answer 'yes'

Figure 8.8 Have you ever changed / removed the privacy settings on social media to attract more friends or followers? (percentage that answered yes)

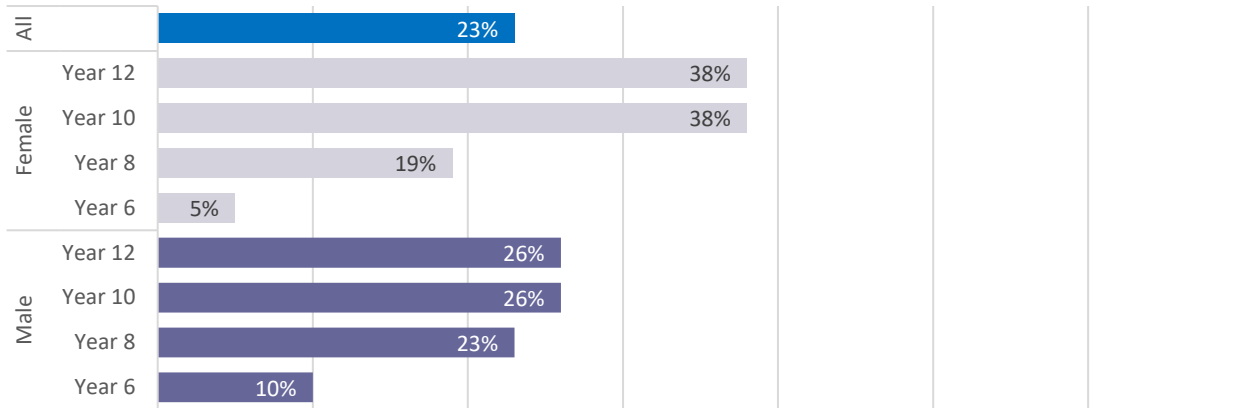
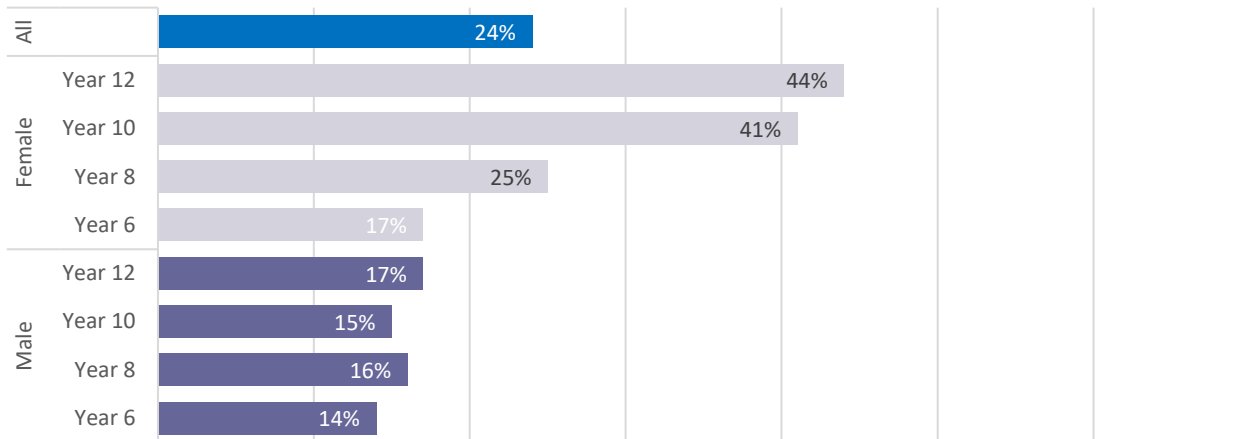
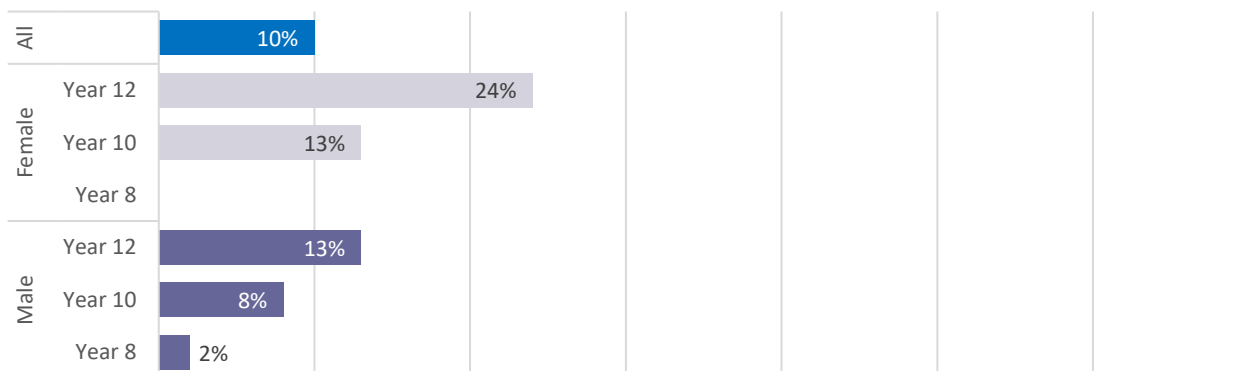


Figure 8.9 Have you ever received a message that scared you or made you feel threatened? (percentage that answered yes)



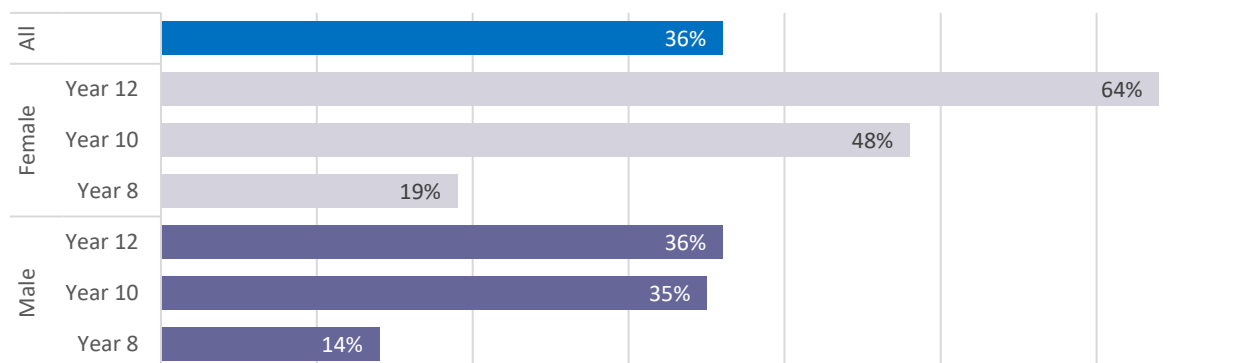
Only Years 8, 10 and 12 were asked the following questions on electronically sending and receiving sexual content.

Figure 8.10 Have you ever sent a sexual video or photo of yourself to someone online / on your mobile? (percentage that answered yes)



- one in five (20%) Year 12 students reported having sent a sexual video or photo of themselves to someone online
- females in Year 12 were almost twice as likely to have sent a sexual video of themselves than males

Figure 8.11 Have you ever received a sexual video or photo of someone online / on your mobile?
(percentage that answered yes)

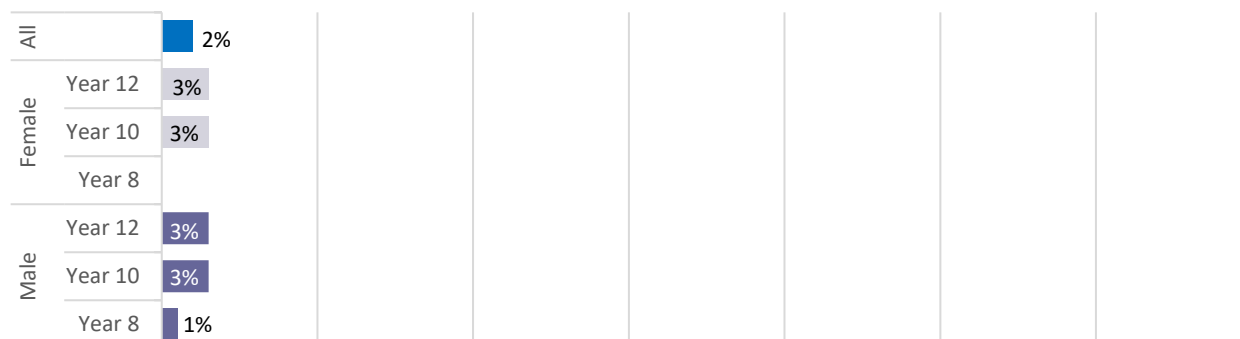


- around two-fifths of Year 10 (42%) and half of Year 12 (53%) reported having received a sexual video or photo of someone online or on their mobile
- females were more likely to have received a sexual video or photo of someone than males

Figure 8.12 Have you ever viewed photos of / talked to someone on an online dating site?
(percentage that answered yes)



Figure 8.13 Do you have a profile on an online dating site?
(percentage that answered yes)

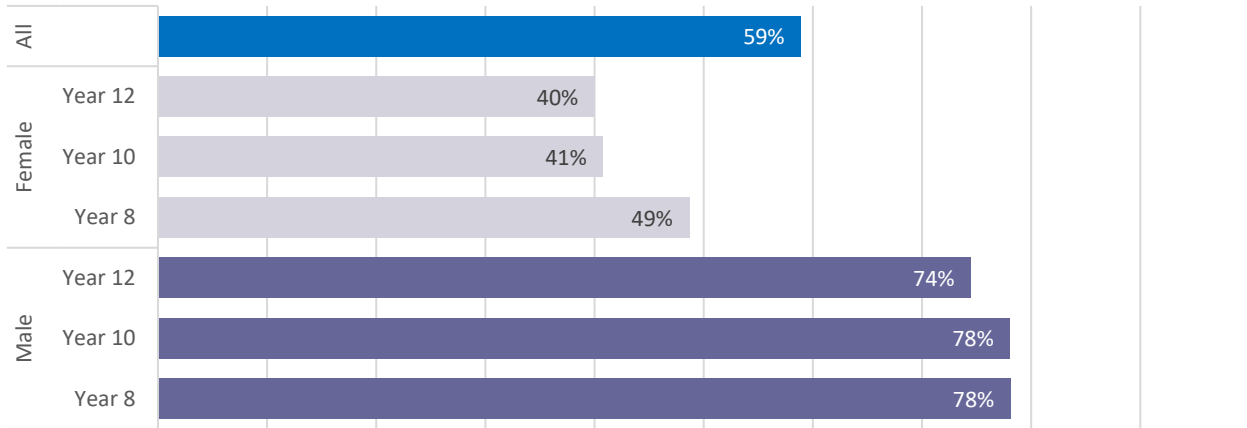


- overall, 2% of secondary school students said that they have a profile on an online dating site

In-game purchases

Years 8, 10 and 12 children were asked if they had ever personally used in-game items or currency in any of the following ways: paid money to buy in-game items; paid money to open loot boxes; bet with in-game items on a website outside the game you are playing.

Figure 8.14 Percentage that reported any in-game purchases



- females were less likely to have made in-game purchases than males in Years 8, 10 and 12
- of those young people who had made in-game purchases, buying in-game items was the most frequently cited mode
- 77% of males reported that they had ever made an in-game purchase

Smoking

Passive smoking

6% of children

reported
someone

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



10% of children

reported
someone

smoking in
their **home**



Never smokers and smokers

98% of Year 6

95% of Year 8

72% of Year 10

49% of Year 12

had **never**
smoked



1% of Year 8

9% of Year 10

20% of Year 12

were **occasional** or
regular smokers



E-cigarettes

13% of Years 8, 10 and 12 children

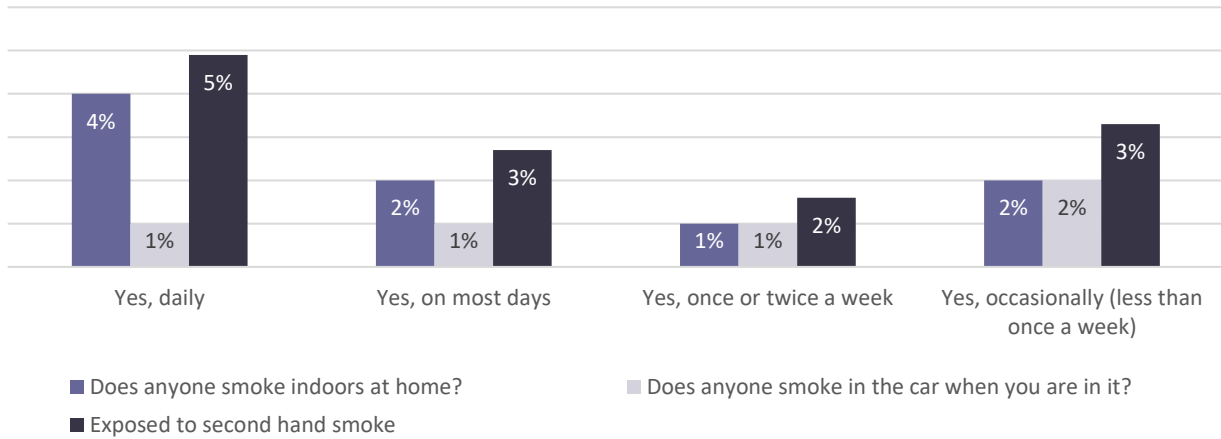


used **e-cigarettes** occasionally or regularly

Chapter 9 – Smoking

Passive smoking

Figure 9.1 Percentage of children exposed to smoke at home / in the car



- a quarter (27%) of children reported that their parents smoked. This has remained unchanged since 2014
- one in ten (10%) children reported someone smoking in their home, and one in twenty (6%) 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

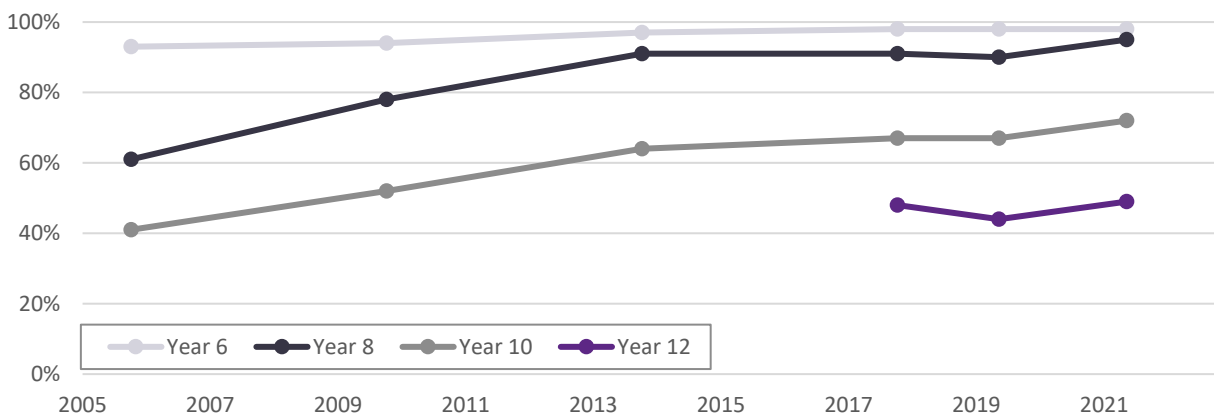
Cigarette Smokers

The 2021 survey asked the children and young people to select which statement described them best from the options:

- 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.

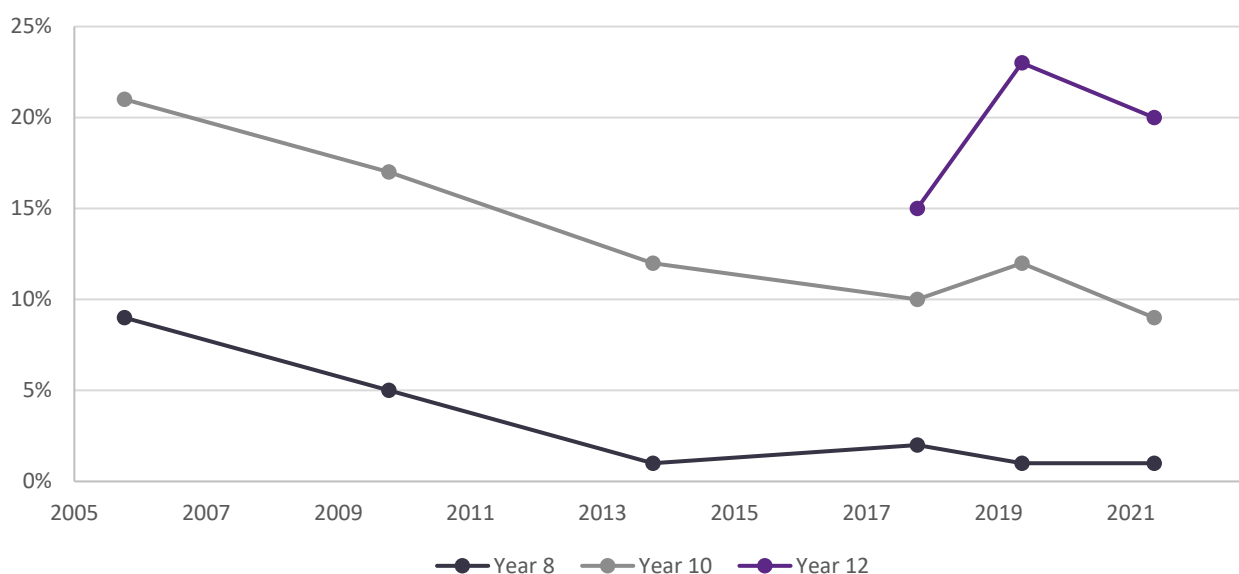
This question has been used consistently since 2006 allowing a like-for-like comparison.

Figure 9.2 Percentage of young people who have never smoked: 2006 - 2021



- the very high proportion (98%) of 'never smoked' in Year 6 has remained stable since 2014
- 19 out of 20 (95%) Year 8 and almost three quarters (72%) of Year 10 children have never smoked: both cohorts continuing an upward trend
- around half (49%) of Year 12 young people have never smoked

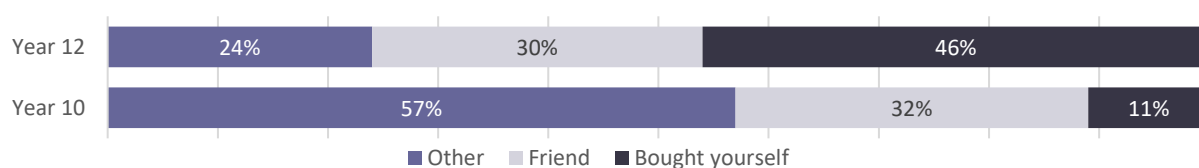
Figure 9.3 Regular and occasional smokers: 2006 - 2021



- the proportion of current (regular and occasional) smokers in Year 8 has remained steady since 2014.
- although we have fewer data points, the proportion of Year 12 young people who currently smoke appears to be trending upwards. The 2021 results, while down slightly on 2019, remain significantly higher than 2018. This figure is higher than the latest figure for the proportion of adults that currently smoke (15%) reported in the 2020 Jersey Smoking profile.
- the number of Year 6 children who reported that they currently smoke was well below 1%
- pupils who attend a non fee paying school or who have low self-esteem are significantly more likely to smoke occasionally or regularly

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

Figure 9.4 Where did you get / buy your last cigarettes from?



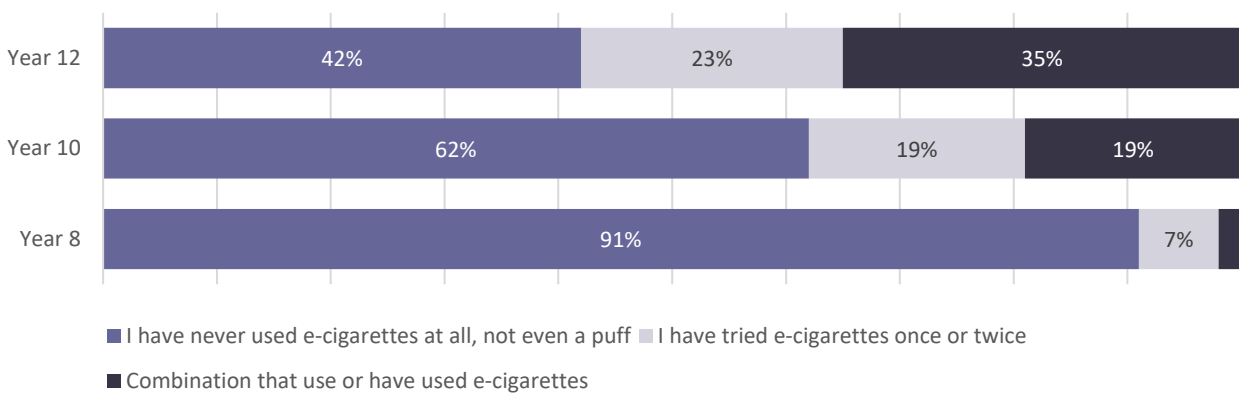
- the proportion of Year 10 children buying cigarettes themselves has reduced to 11% from 27% in 2018

E-cigarette smokers

The survey asked young people about their use of e-cigarettes. The question was the same as for regular cigarettes, with Years 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:

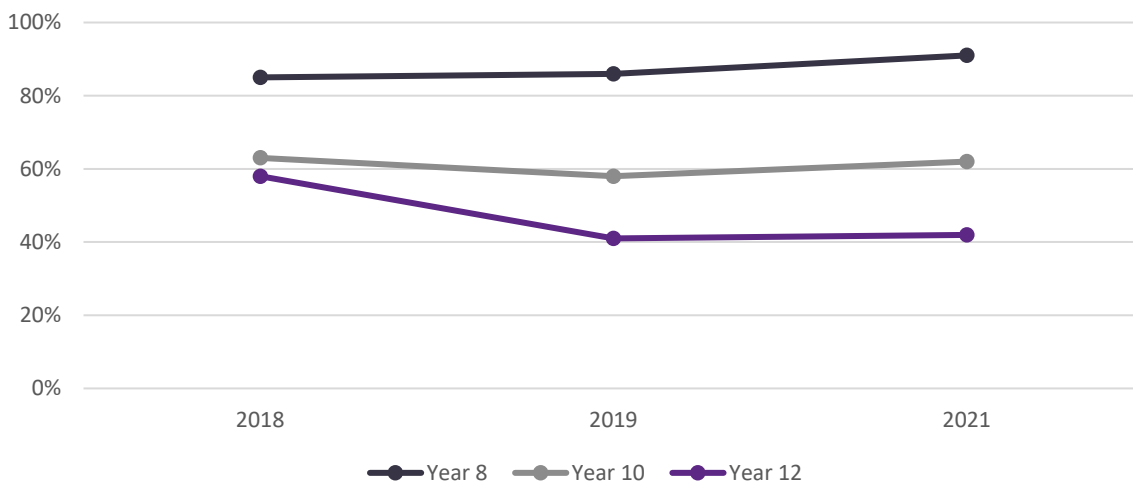
- I have never used e-cigarettes at all
- I have tried e-cigarettes once or twice
- I used to use e-cigarettes regularly, but now I don't
- I use e-cigarettes occasionally (less than once per week)
- I use e-cigarettes regularly (once or more per week) but would like to give up
- I use e-cigarettes regularly and don't want to give up.

Fig 9.5 Which statement describes your use of e-cigarettes?



- nearly three-fifths (58%) of young people in Year 12 have tried e-cigarettes, with nearly three-tenths (29%) using them currently (either occasionally or regularly)
- the proportion of Year 12 young people that have tried e-cigarettes has risen from 42% in 2018 to 58% in 2021 (see figure 9.7). Over the same period, the proportion of Year 10 children that have tried e-cigarettes has remained steady. The number of Year 8 children has decreased slightly from 15% to 9%
- females (11%) were significantly more likely to smoke e-cigarettes regularly than males (5%)

Figure 9.6 Percentage of young people who have never used an e-cigarette: 2018 - 2021



- the fall in Year 12s that had never used an e-cigarette between 2018 and 2019 stabilised at 42% in 2021

Alcohol

Consumption

1 in 6
Year 10 children



1 in 3
Year 12 children



drank alcohol in the last 7 days

Heavy drinking

3% of Year 12 children
drank more than
14 units of
alcohol in the
last **7 days**



Parental knowledge

78%
said their **parents**
usually or
always knew
when they drank
alcohol



Drunken-ness

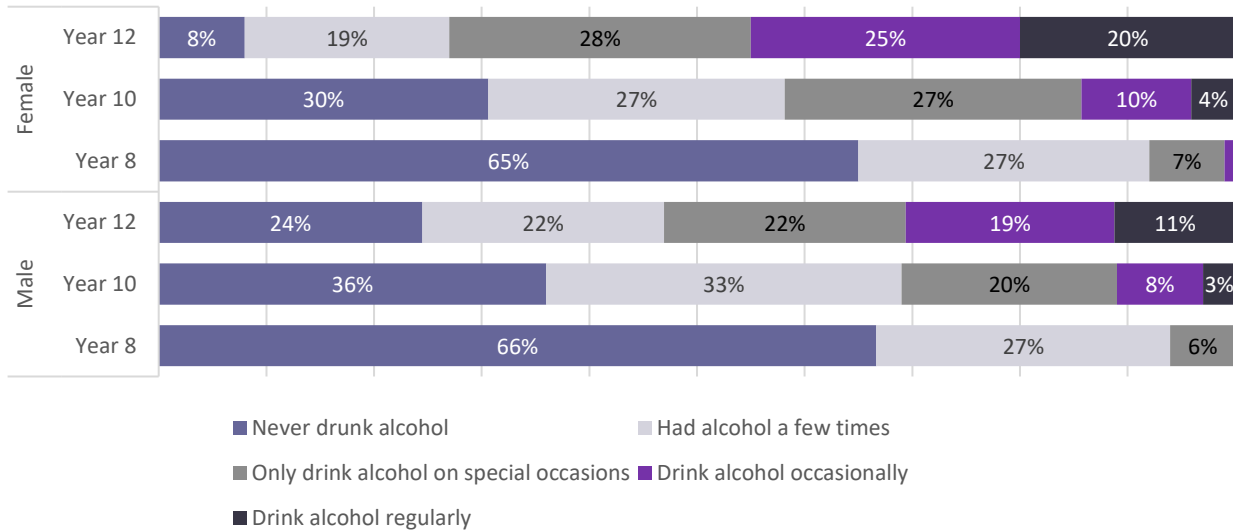
12% of Year 8
42% of Year 10
67% of Year 12
reported having been **really drunk**
at least once



Chapter 10 - Alcohol

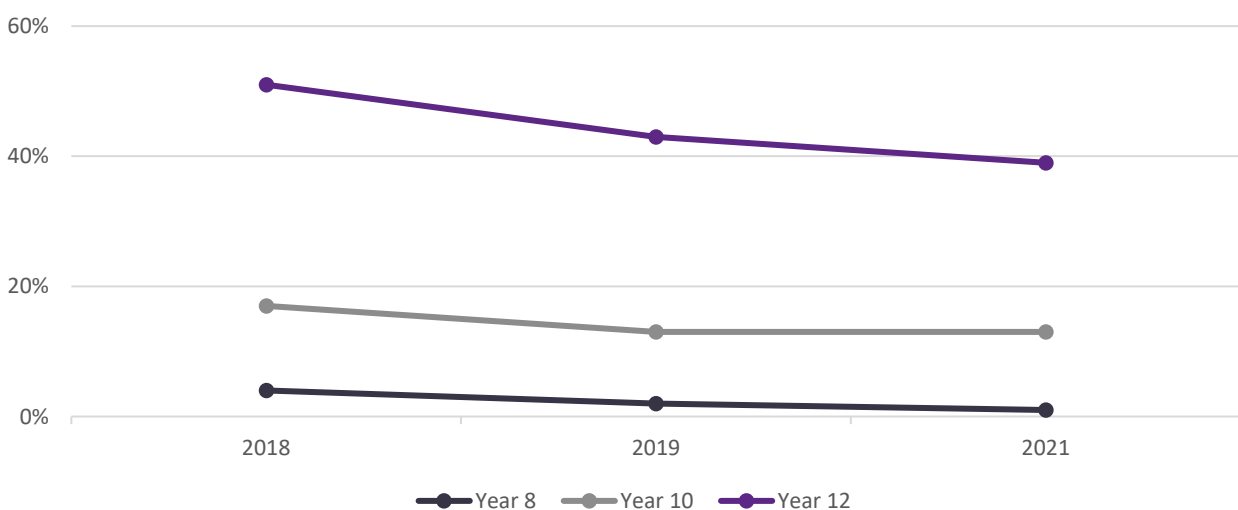
Consumption

Figure 10.1 Alcohol consumption: which statement best describes you?



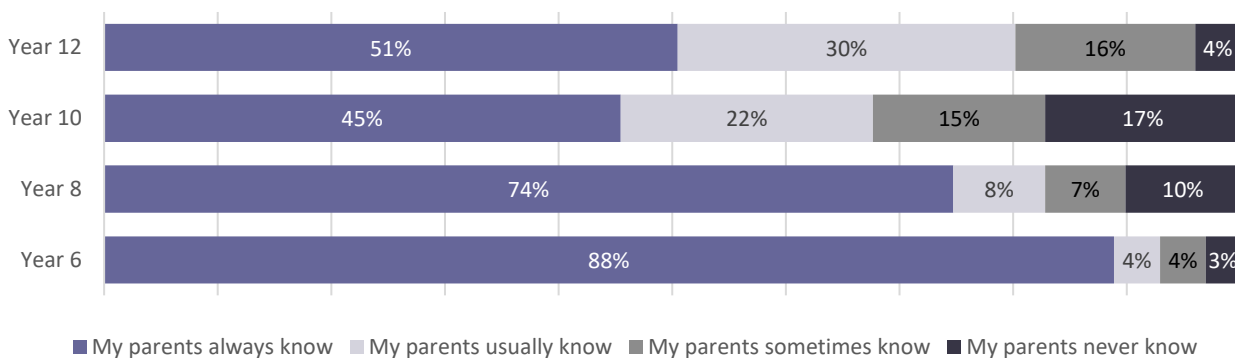
- two-thirds of Year 8 males (66%) report never having drunk alcohol: this is a significant increase from the 2019 report (56% of males)
- a fifth of Year 12 females (20%) report drinking alcohol regularly (at least once a week), up from an eighth (13%) in 2019
- a quarter (24%) of Year 12 males report never having drunk alcohol. This is double the figure of the previous two years and significantly different from Year 12 females (8%). The proportion of Year 12 males taking part in this year’s survey was lower than previously which may be a contributory factor to this large swing
- young people with low self-esteem were significantly more likely to have drunk alcohol

Figure 10.2 Percentage of young people that drink alcohol occasionally or regularly: 2018 - 2021



- the percentage of Years 8, 10 and 12 children that drink alcohol occasionally or regularly has trended down over the period 2018-2021, most notably amongst young people in Year 12

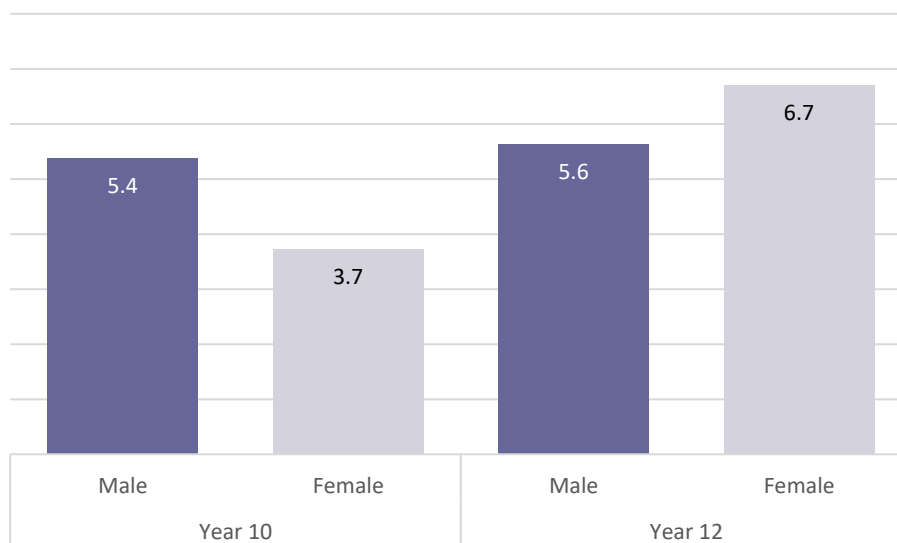
Figure 10.3 Do your parents know when you drink alcohol?



- three quarters (78%) of children surveyed (Years 6, 8, 10 and 12) reported that their parents usually or always knew when they drank alcohol
- almost one in six (17%) Year 10 children report drinking without their parents' knowledge
- these proportions have remained broadly similar since the 2018 survey
- males were more likely to tell their parents when they drank alcohol, as were young people with high self-esteem

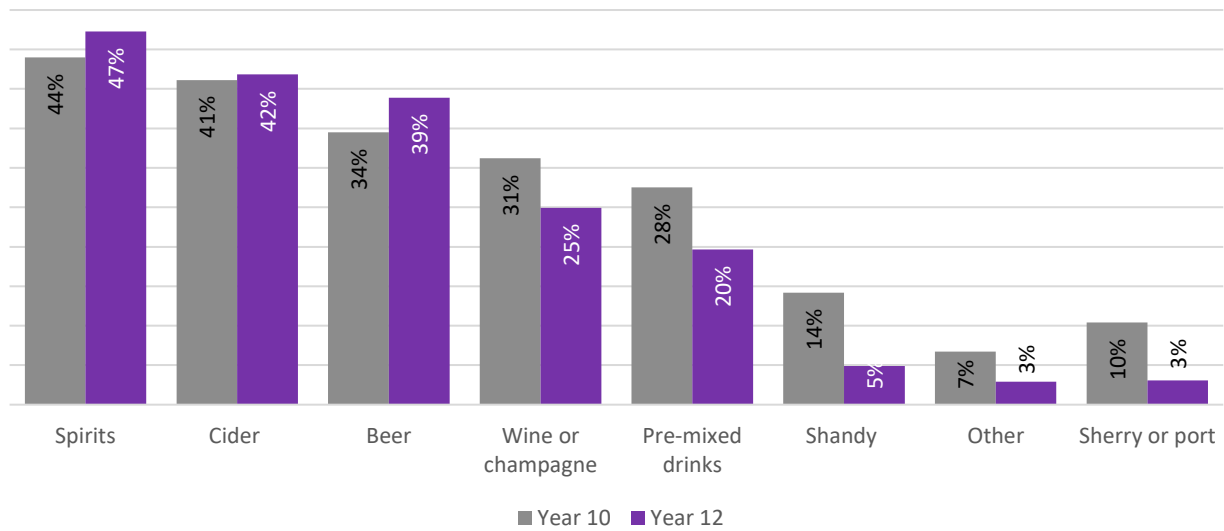
Level and type of drinking

Figure 10.4 Of those who drank alcohol in the previous 7 days, mean average units consumed



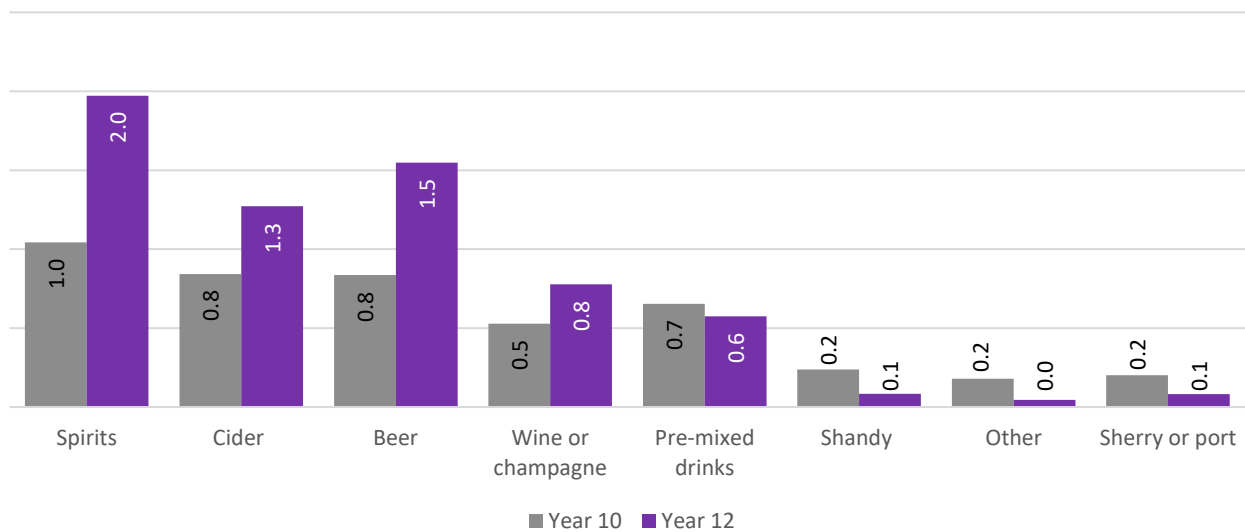
- overall, 16% of Year 10 and 33% of Year 12 had drunk alcohol in the previous 7 days
- in Year 10, of those who drank in the previous 7 days: on [mean] average males (5.4 units) drank more than their female (3.7 units) counterparts
- however, in Year 12 this was reversed, with females (6.7 units) on [mean] average drinking more than males (5.6 units)

Figure 10.5 In the past 7 days: percentage of drinkers consuming each type of drink^{32, 33}



- spirits are the most popular alcoholic drink in both Years 10 and 12. Almost half (47%) of Year 12s that drank alcohol in the previous 7 days drank at least some spirits

Figure 10.6 In the past 7 days: average number of units consumed by drink type^{34, 35}



- both Year 10 and Year 12 young people on [mean] average drank more units of alcohol through spirits than any other type of drink
- overall, Year 12 young people that drank alcohol in the previous 7 days consumed on average 6.4 units; Year 10 young people consumed on average 4.5 units

³² Number of young people drinking that type of drink in the last 7 days divided by the total number of young people that drank any alcohol in the last 7 days.

³³ Due to differences in male and female behaviour – weighting was applied to account for the low Year 12 male response.

³⁴ Total units of each spirit drunk in the last 7 days divided by the total number of young people that drank any alcohol in the last 7 days.

³⁵ Due to differences in male and female behaviour – weighting was applied to account for the low Year 12 male response.

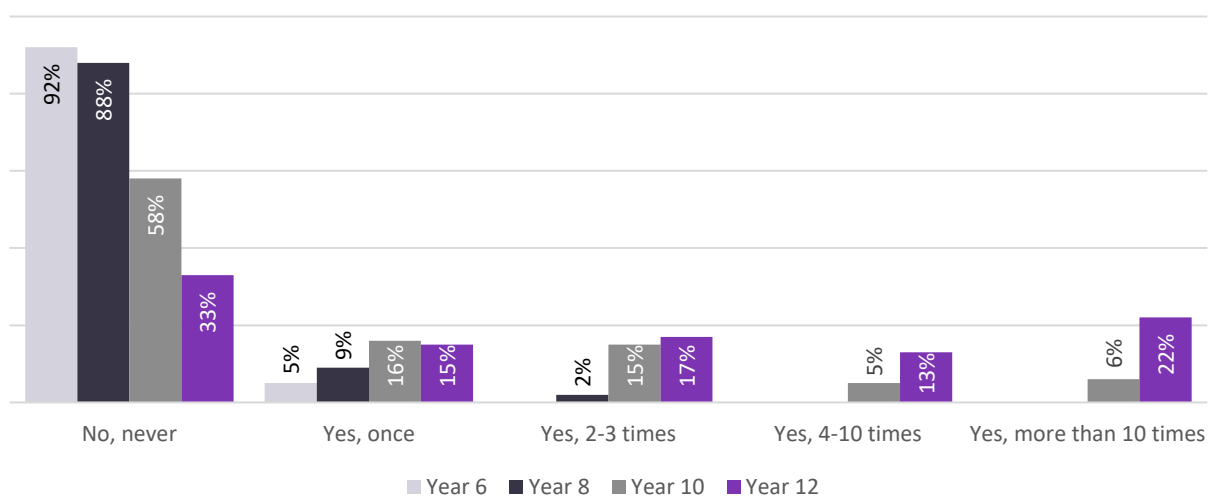
Excessive drinking

Table 10.1 Percentage of young people who 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 in the previous 7 days	Percentage of those that had drunk alcohol in the last 7 days	~	10%	9%
	Percentage of drinkers (i.e. those who reported that they have (ever) previously drunk alcohol)	~	2%	3%
	Percentage of entire year group	~	2%	3%

- 140 Year 10s and 210 Year 12s reported having an alcoholic drink in the previous 7 days. Of these, one in ten had drunk more than the recommended weekly intake for adults (14 units)
- no Year 8 children reported drinking more than 14 units over the course of the previous 7 days

Figure 10.7 Have you ever had so much alcohol that you were really drunk?



- two-fifths (42%) of Year 10 and two-thirds (67%) of Year 12 reported having got really drunk at least once. These figures are significantly lower than 2019
- almost one quarter (22%) of Year 12 report having been really drunk more than ten times

Drugs

Know someone who takes drugs?



12% of Year 8

45% of Year 10

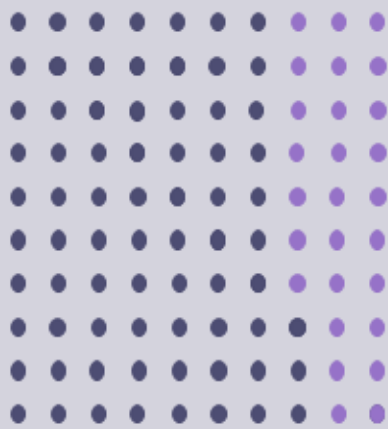
58% of Year 12



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



Drug education lessons

Parents/carers

Friends



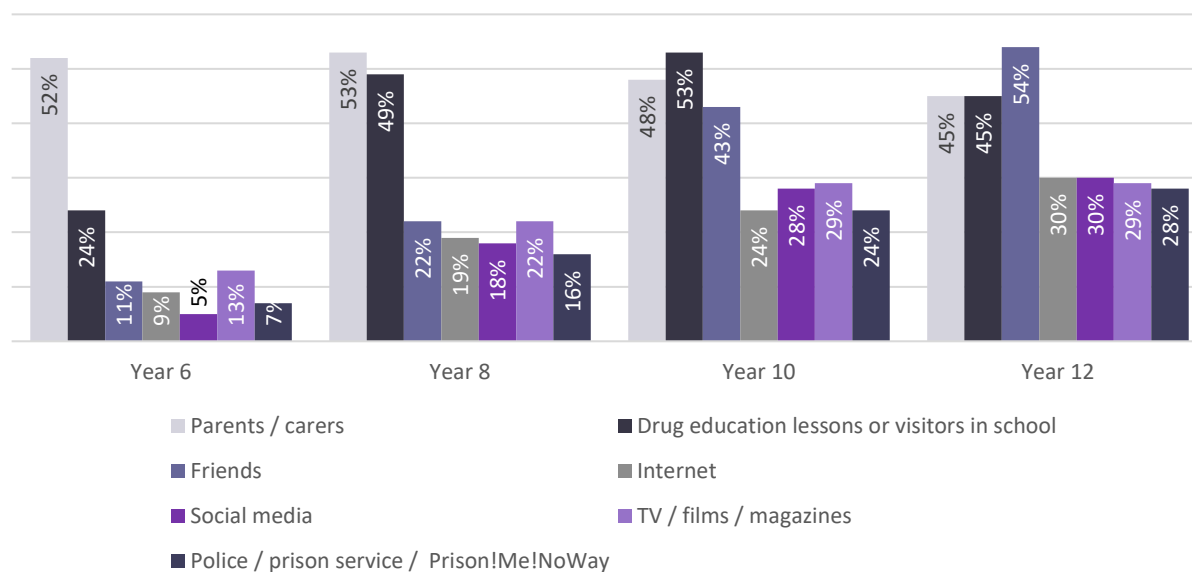
Police, Prison Service, Prison!Me!NoWay!

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

Chapter 11 – Drugs

Information about drugs

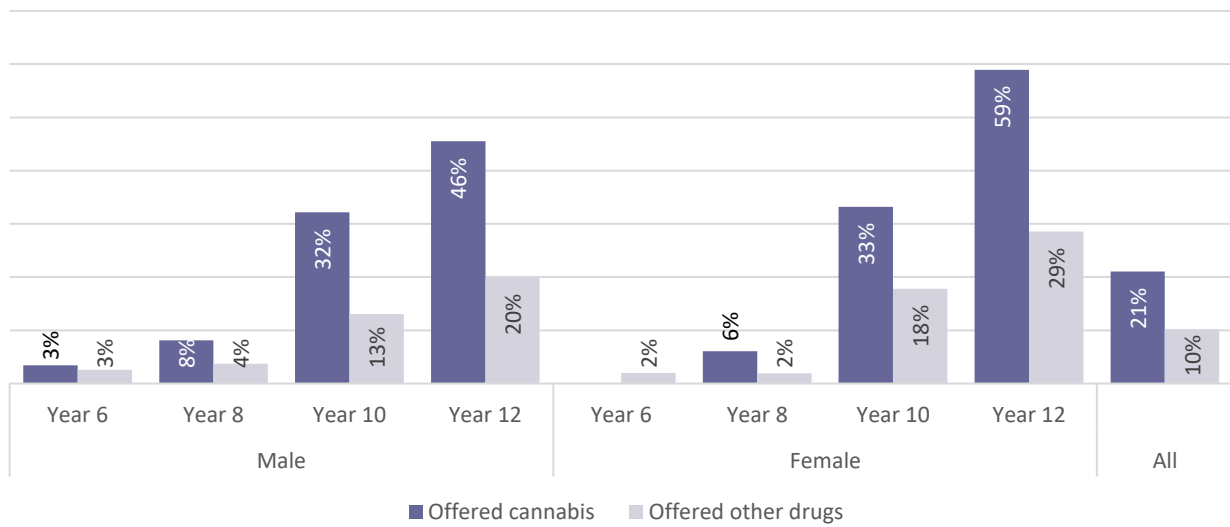
Figure 11.1 Information about drugs



- parents and carers remained a key source of information about drugs across all year groups
- secondary school education on drugs is another key source of information for Year 8 to 12s where similar proportions of children cited drugs education lessons in school as parents / carers
- friends became an increasing source of information as children get older; 11% of Year 6 children got information about drugs from friends, rising to 54% in Year 12 (the largest source of information for Year 12s)
- similarly, an increasing proportion of young people get information about drugs from the internet and social media as they get older

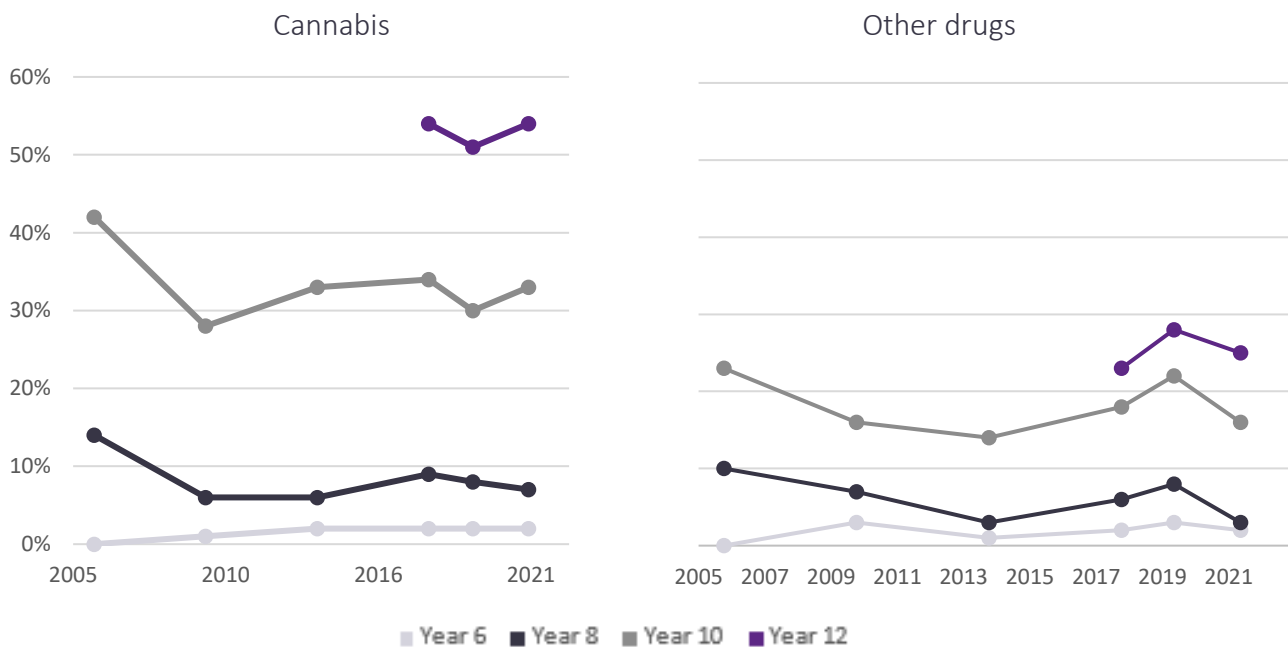
Access to drugs

Figure 11.2 Have you been offered cannabis³⁶ / other drugs? (percentage who responded ‘yes’)



- one in five children and young people reported being offered cannabis (21%); one in ten being offered other drugs (10%)
- Year 10 and Year 12 results show more females being offered cannabis and other drugs than males. This is the reverse of previous surveys and could be skewed by the relatively low response rates from Year 12 males
- these proportions have remained fairly steady over the period 2006 – 2021 (figure 11.3)

Figure 11.3 Been offered Cannabis³⁷ / other drugs: 2006 – 2021

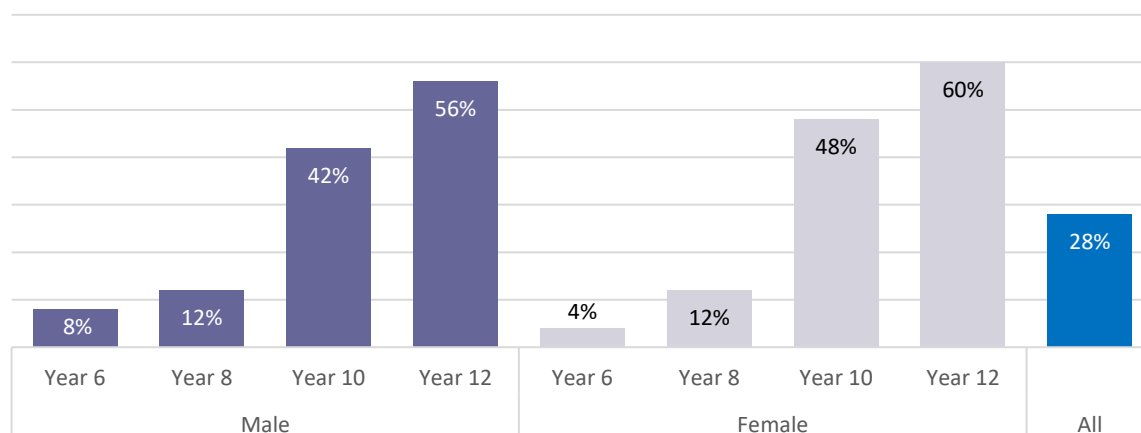


³⁶ Alternative names for cannabis (weed, smoke, green) were included within the question for the first time in 2021.

³⁷ Alternative names for cannabis (weed, smoke, green) were included within the question for the first time in 2021.

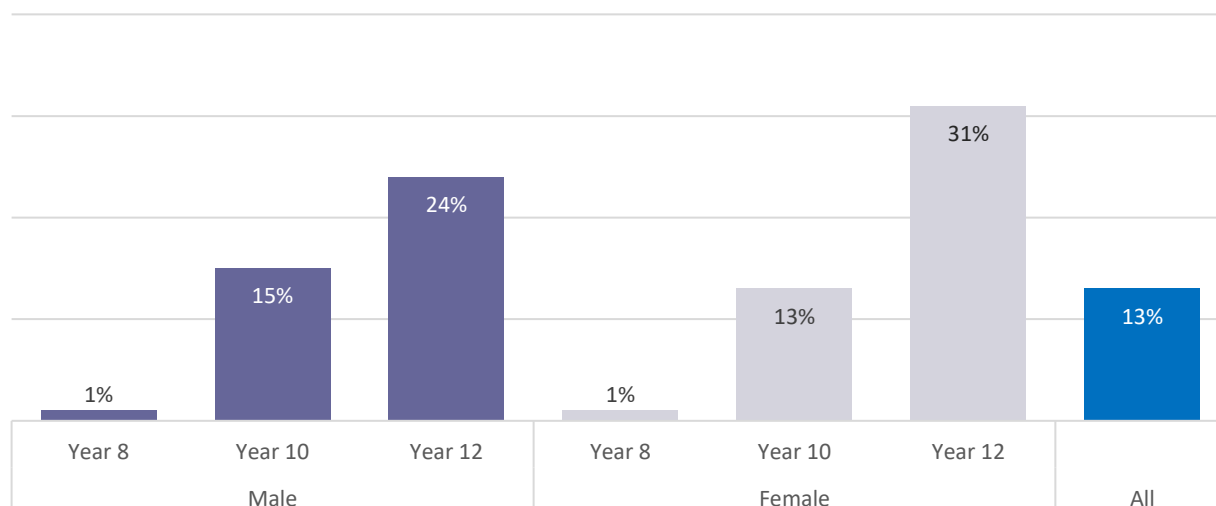
Use of Drugs

Figure 11.4 Do you know anyone personally who you think takes drugs? – not cigarettes, alcohol or medicines (percentage who answered ‘yes’)



- overall, a slightly higher proportion of females (30%) than males (25%) know someone personally who they think takes drugs
- the total percentage of children and young people who know someone that they think takes drugs (28%) has fallen since the 2019 survey (38%)

Figure 11.5 Have you ever taken drugs? – not cigarettes, alcohol or medicines (percentage who answered ‘yes’)



- more than one quarter (27%) of Year 12 young people report having taken drugs; this is similar to 2019 and 2018 surveys
- however, the 2021 survey shows a marked difference between the sexes in Year 12, with almost a third (31%) of females reporting taking drugs compared to a quarter (24%) of males. Again, this figure may be affected by the relatively poor response rate from Year 12 males
- level of drug taking amongst children and young people has remained steady over the period 2010 - 2021 (see figure 11.6)
- pupils in non fee paying schools (15%) were more likely to have taken drugs than pupils in fee paying schools (10%)

Figure 11.6 Have you ever taken drugs?: 2010 - 2021

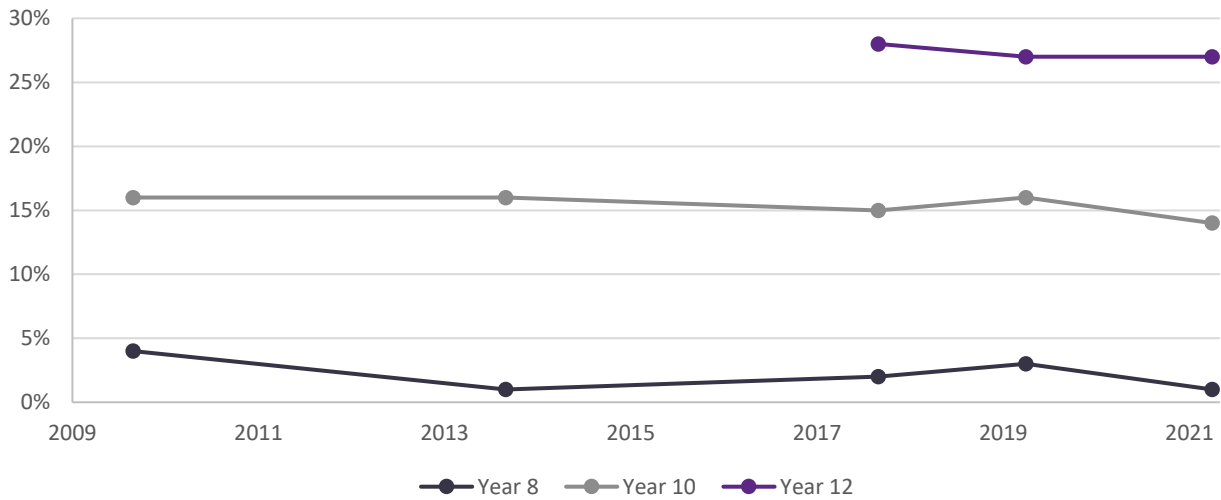
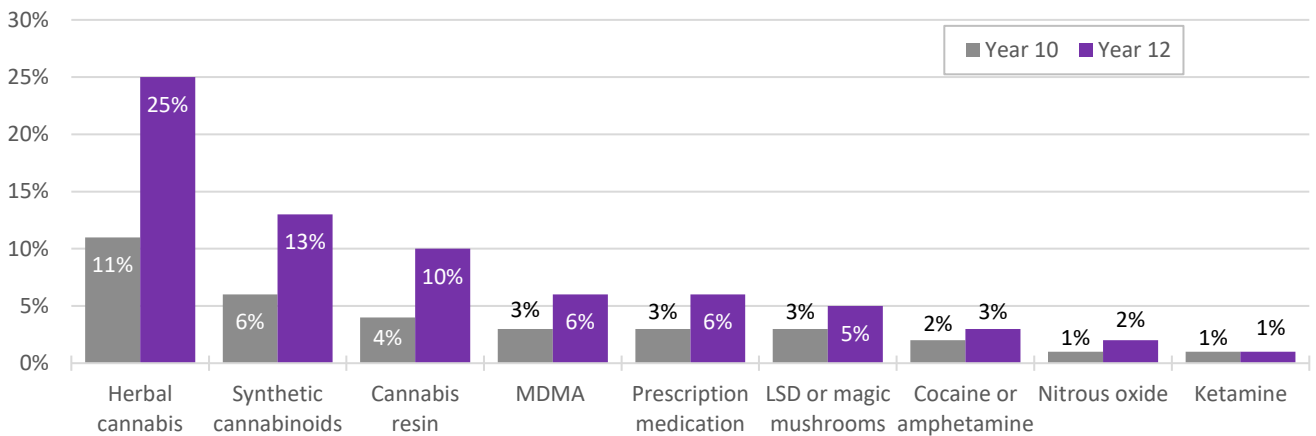
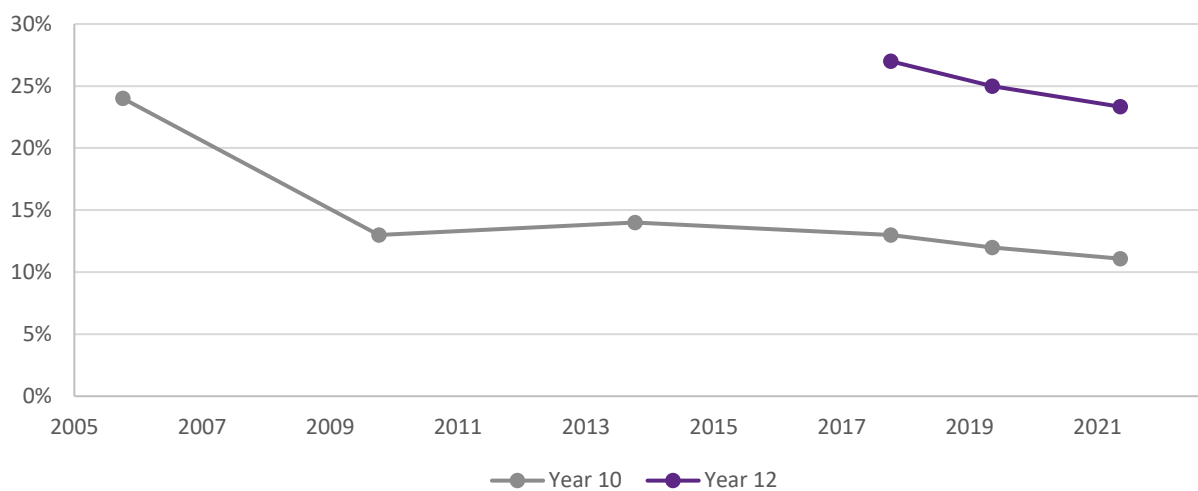


Figure 11.7 What types of drug have you taken? (Percentages shown are of the entire group who reported having EVER taken the drug)



- as in previous surveys, cannabis in its various forms is the main drug used by children and young people in Jersey
- however, the proportion of young people that have tried cannabis is trending downwards over time (see figure 11.8)

Figure 11.8 Proportion of young people who have ever taken cannabis³⁸: 2006 – 2021

From 2018 onwards, the survey asked about herbal cannabis, and cannabis resin individually. These results were combined to compare with previous surveys where the question related simply to 'cannabis'.

³⁸ Alternative names for cannabis (weed, smoke, green) were included within the question for the first time in 2021.

Sexual activity

Unwanted sex

8% of
Year 8, 10 and 12



would 'probably **give in**' to
sex they didn't want

Females in
Year 8 and 10



were more likely than
males to say '**no**' to **sex**
they didn't want

Sexually active

14% of Year 10 and **46%** of Year 12
reported being currently or previously
sexually active



Contraception

70% in
Years 10 and 12

knew where to get
free condoms



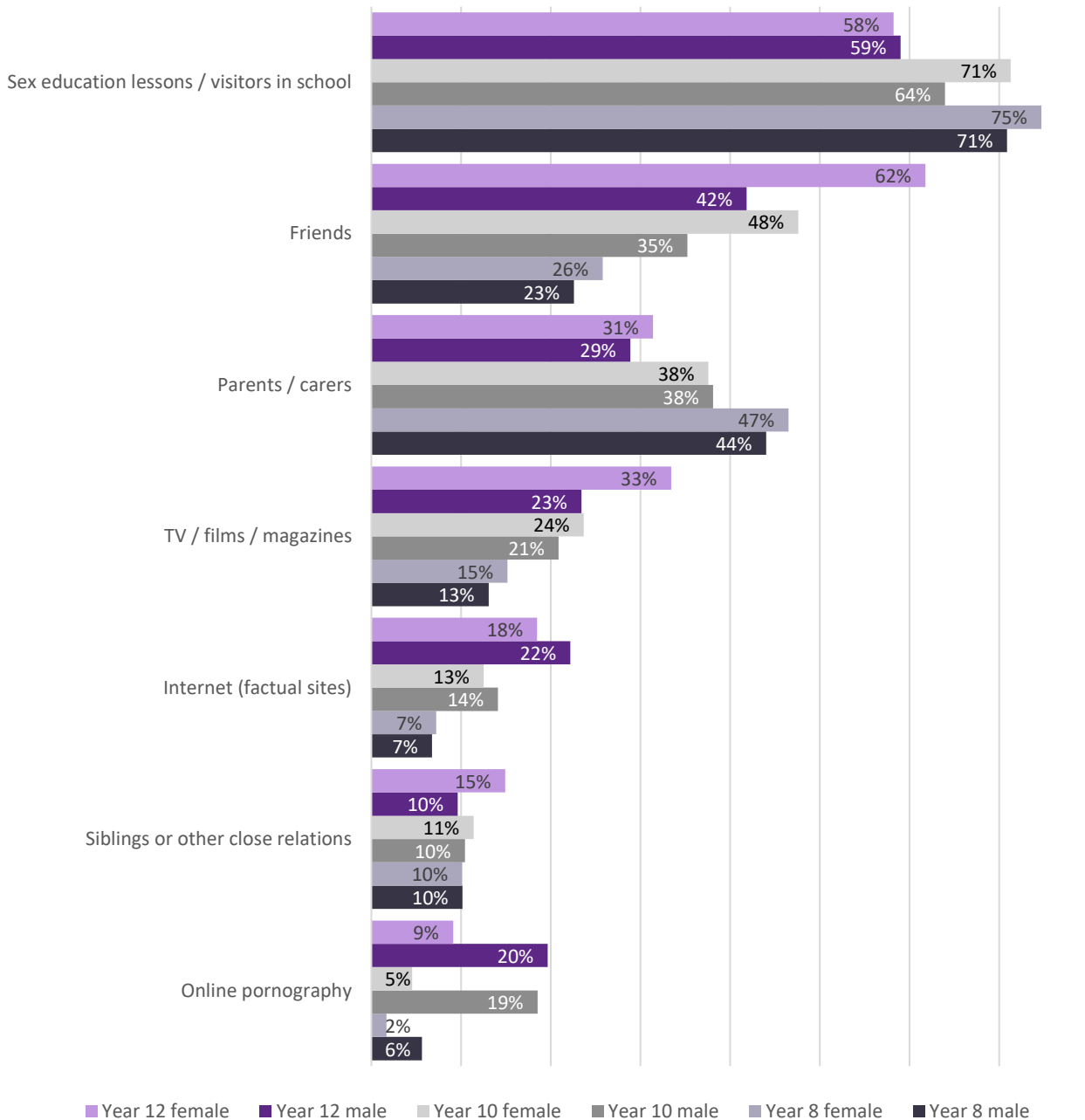
45% of Year 10
and
48% of Year 12

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

Chapter 12 – Sexual activity

Sources of information

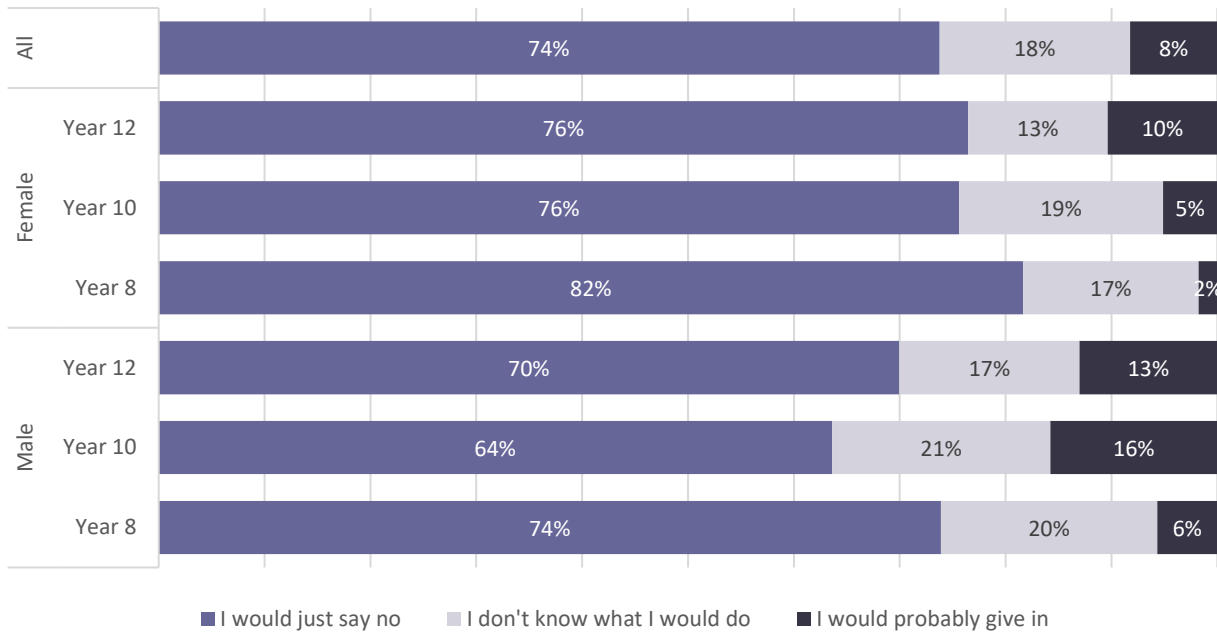
Figure 12.1 Which of these is your main source of information about sex? (Choose all that apply)



- sex education in school remains a source of information to the largest proportion of children
- the chart shows an increasing proportion of children get information from friends as they get older, and a decreasing proportion get information from parents / carers
- other options available were: brothers, sisters or other close relations; advice centres (e.g. YES, Brook), posters / leaflets / reference books; doctor / school nurse. Less than 10% of the children surveyed chose each of these options
- online pornography remains a source of information for one in five males in Years 12 (20%) and 10 (19%). These proportions have decreased from 2019 (42% in Year 12; 34% in Year 10)

Confidence to say no to sex

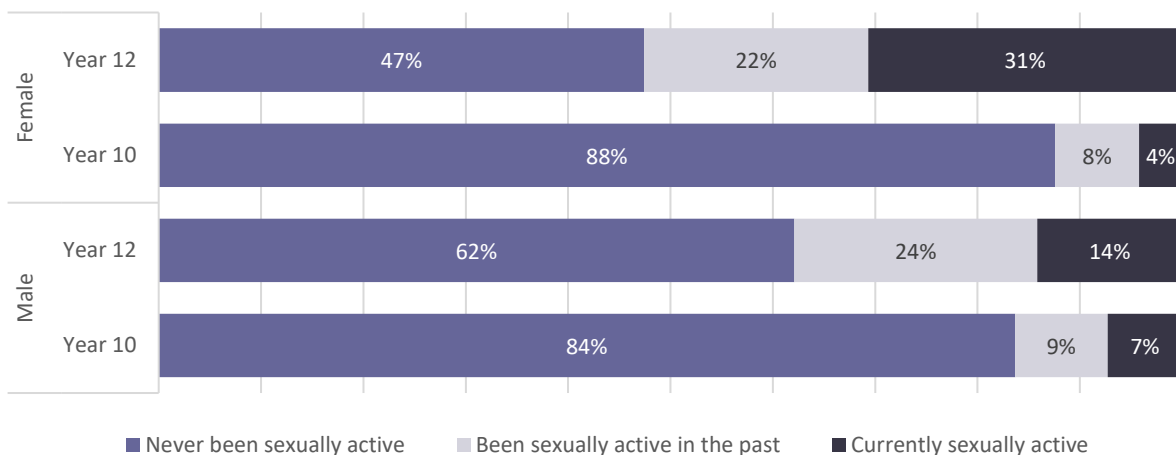
Figure 12.2 If someone you liked wanted to have sex with you, but you really don't want to, what would you do?



- in Years 8 and 10, a higher proportion of females than males would say 'no' to sex if they really didn't want it. The difference between females and males in Year 12 is not statistically significant.
- an increasing proportion of females report that they would 'probably just give in' to unwanted sex in older year groups (2% in Year 8, 5% in Year 10 and 10% in Year 12). The Year 12 figure of 10% is significantly higher than previous surveys (3% in 2018 and 2019)
- young people with low self-esteem were significantly more likely to 'probably just give in'

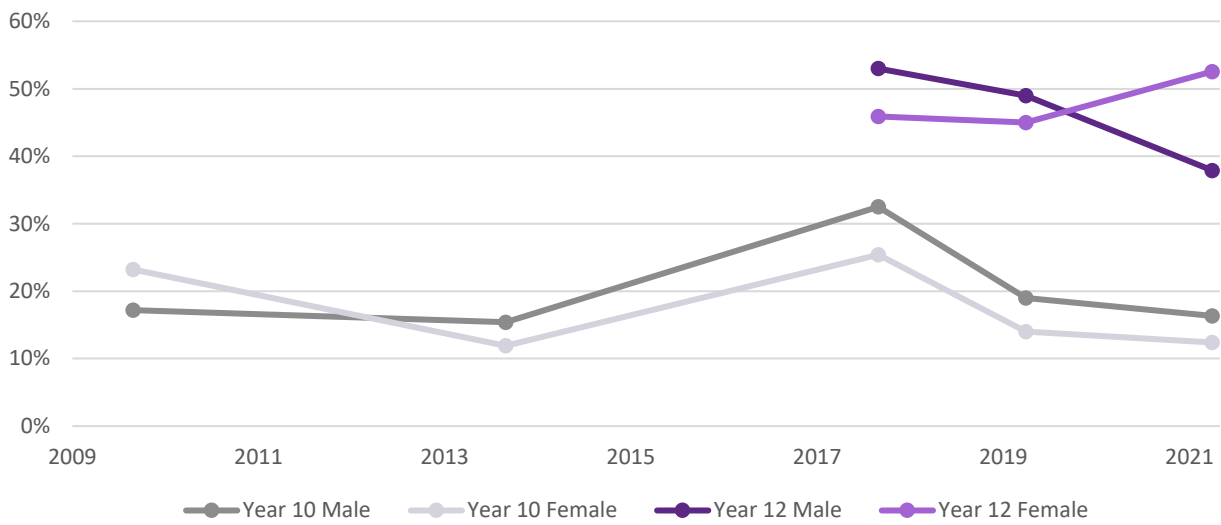
Sexual behaviour

Figure 12.3 Sexual activity



- three in twenty (14%) Year 10 children report either being currently sexually active, or active in the past. This compares to nine in twenty (46%) Year 12 children
- the proportion of Year 10 males and females currently or previously engaged in sexual activity is statistically similar. However, in Year 12, significantly higher proportion of females are currently sexually active (31%) compared to males (14%)

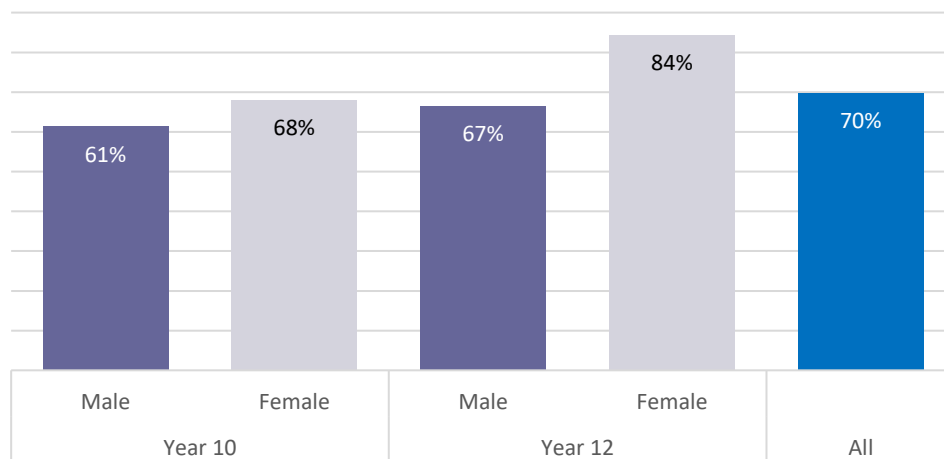
Figure 12.4 Sexual activity (currently or previously): 2010 – 2021



- over the period 2010 – 2021, sexual activity amongst Year 10 children has (excepting a blip in 2018) remained largely the same
- while we have limited data points, figure 12.4 shows a downwards trend in the proportion of Year 12 males that have engaged in sexual activity, whereas the proportion of Year 12 females reporting sexual activity has increased significantly between 2019 and 2021. This could be due to the lower male response

Contraception

Figure 12.5 Do you know where you can get free condoms?
(question to those who are, or have been sexually active)



- within each year group, a higher percentage of females than males knew where to get free condoms
- proportions of children that knew where to get free condoms were significantly lower than in the 2019 survey across all age groups (see figure 12.6)

Figure 12.6 Knew where to get free condoms: 2006 – 2021

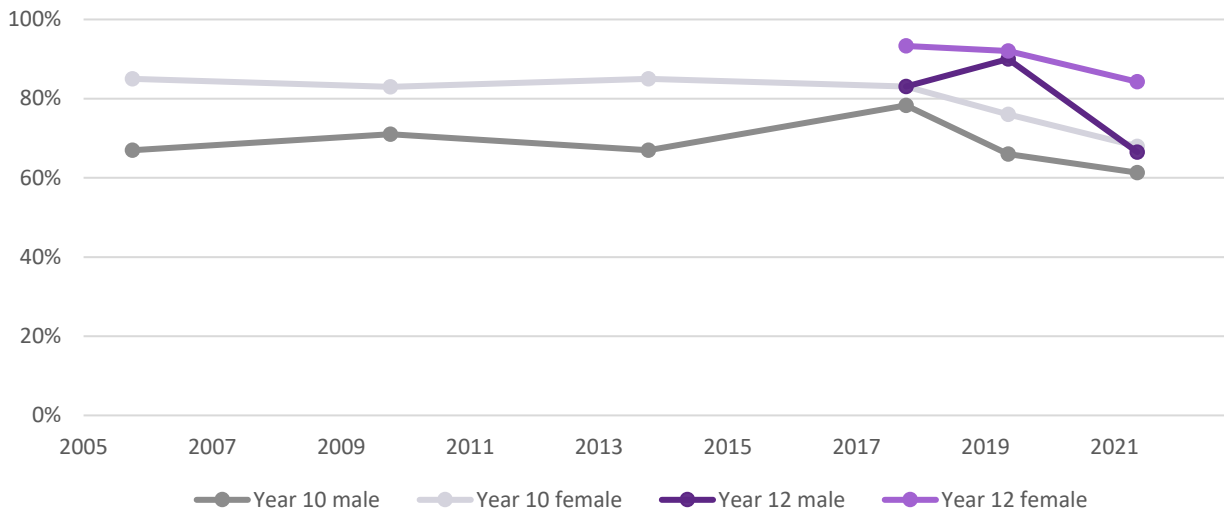
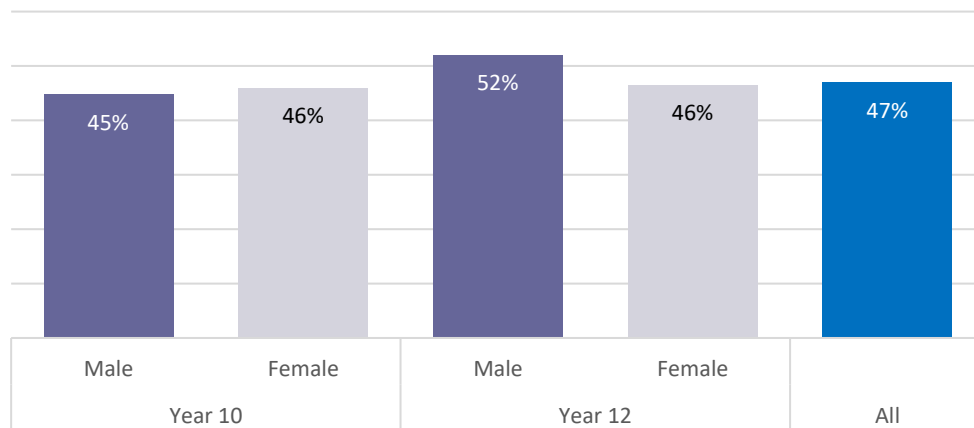


Figure 12.7 Last time you had sex, did you or your partner use a condom? (question to those who are, or have been sexually active)



- statistically similar proportions of male and female Year 10s and 12s reported using a condom the last time they had sex
- the proportion of Year 10 children that reported using a condom the last time they had sex was 45%, a further decrease from previous years (see figure 12.8)
- young people who were lacking fewer than two items (see chapter 2) (51%) were significantly more likely to have used a condom than those who were lacking two to four items (34%)

Figure 12.8 Last time you had sex, did you or your partner use a condom?: 2018 - 2021

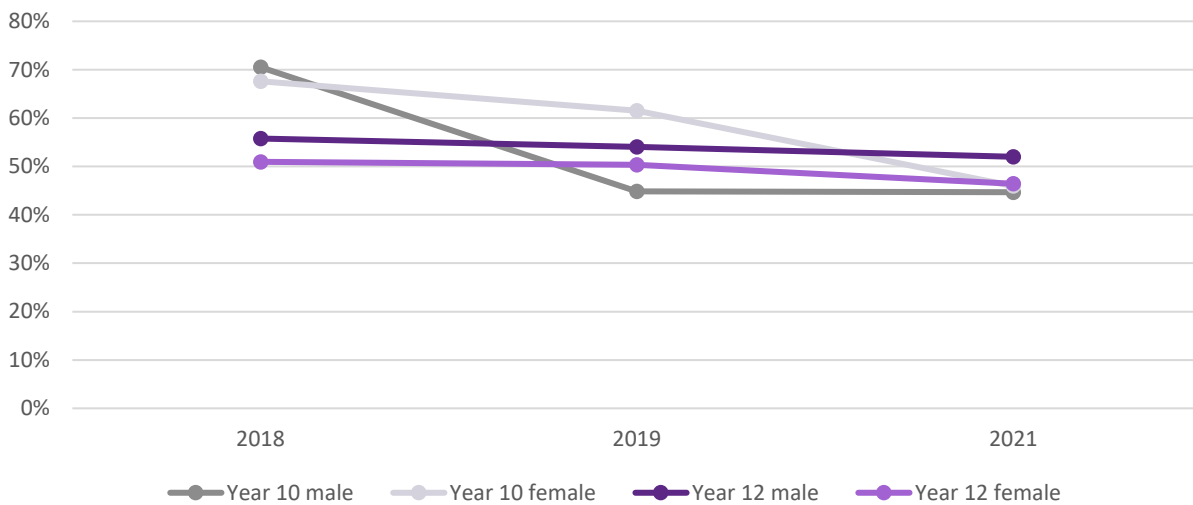
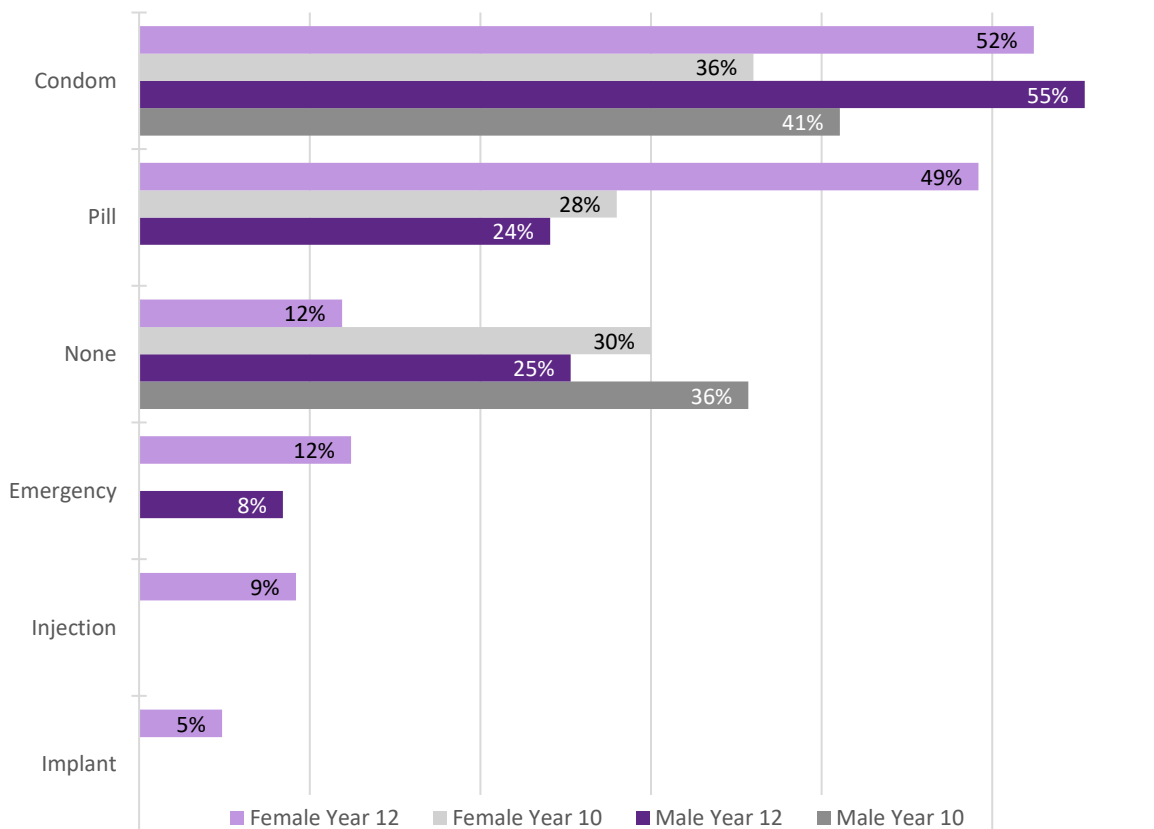


Figure 12.9 Have you or your partner ever tried any of these methods of contraception? (question to those who are, or have been sexually active)



- almost one quarter (22%) of all young people who were or had been sexually active reported having had sex using no form of contraception. Over a third (36%) of Year 10 males and a quarter of Year 12 males (25%) reported having had sex without using contraception
- condoms were reported as the most widely used form of contraception, almost half (49%) of all young people that have had sex used condoms
- numbers of young people using vaginal rings, copper or mirena coils, caya caps or a contraceptive patch were too small to report

Figure 12.10 Percentage of Year 10 and Year 12 Young People that report having had sex without using contraception: 2018 - 2021

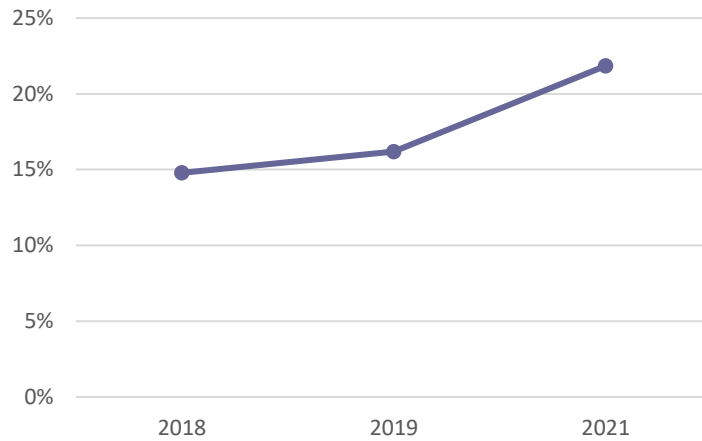
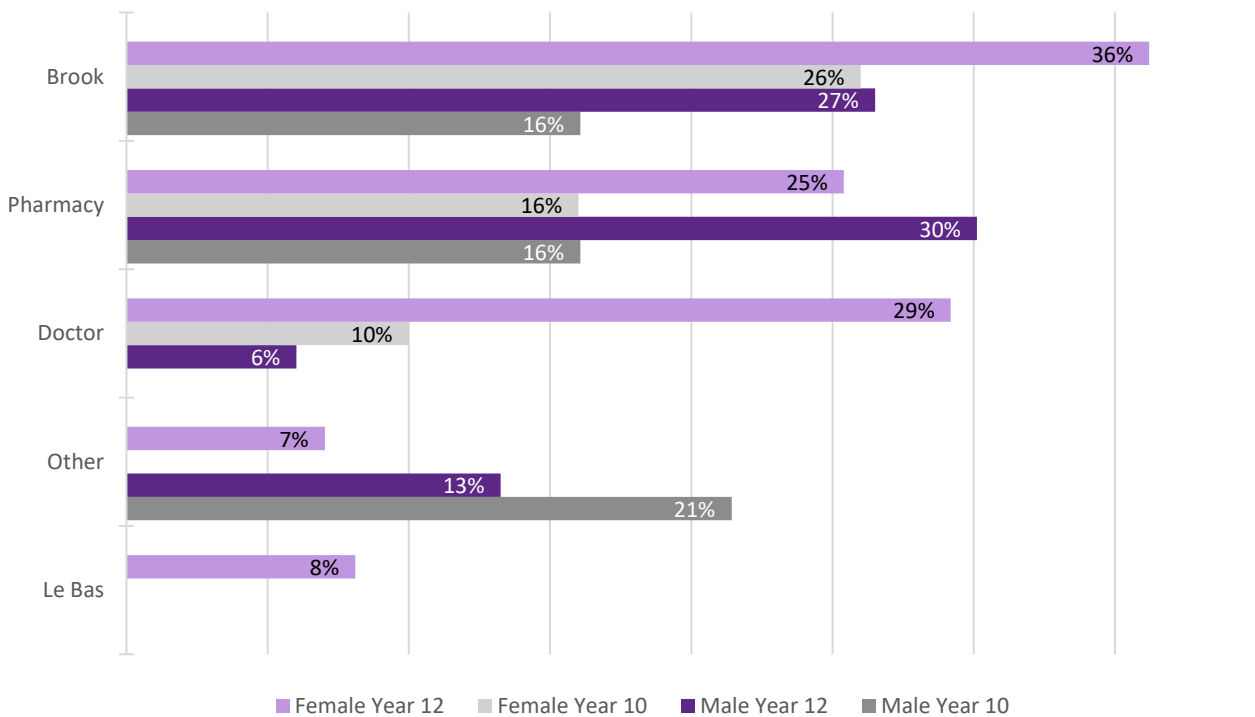
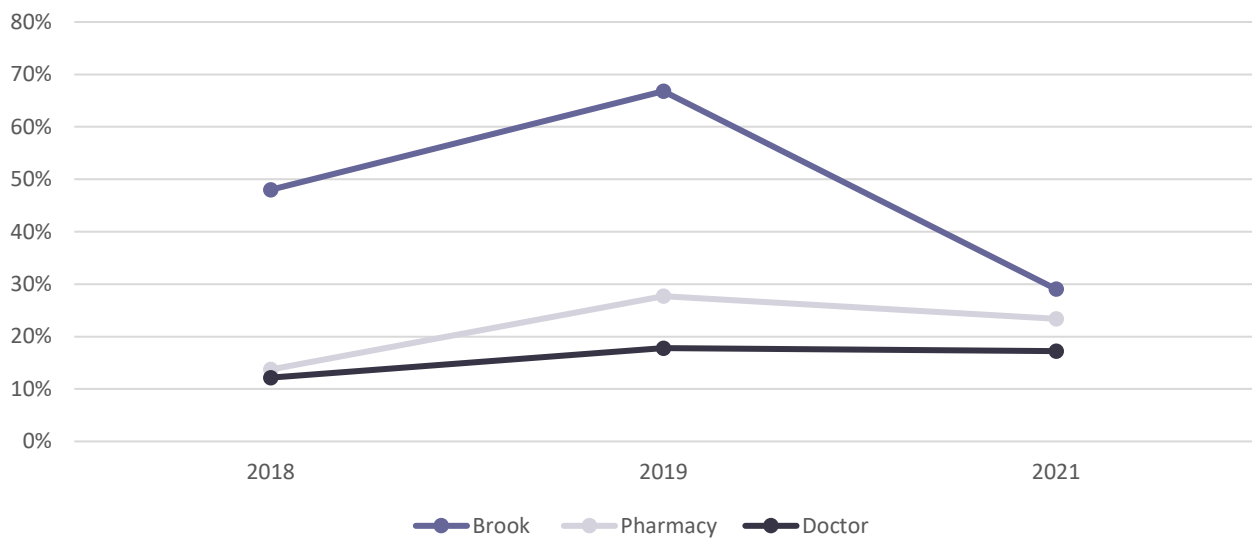


Figure 12.11 Where did you get this / these contraceptives from (question to those who are, or have been sexually active)



- Brook remains the place where the highest proportion of young people obtain their contraceptives, however the proportions are significantly lower than the 2018 and 2019 surveys (see figure 12.12)

Figure 12.12 Where did you get this / these contraceptives from (All Year 10 and 12): 2018 – 2021



Annex

1. History of the Survey

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

The HRBQ was first run by the UK Schools Health Education Unit (SHEU) in 1996 (secondary schools) and 1998 (primary schools). The survey has been run every four years since 1998 and has been run in-house by Statistics Jersey since 2018. In 2019 the decision was made to run the survey every two years. For continuity, SHEU permitted Statistics Jersey to continue using a number of questions in order to measure 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).

2 Response rates

The survey was aimed to be completed by all children and young people in school Years 4, 6, 8, 10 and 12, constituting a census of these year groups. Completion of the survey was not compulsory: some children were withdrawn by their parents; and some themselves opted 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 4	943	1,069	88%
Year 6	987	1,090	91%
Year 8	901	1,024	88%
Year 10	875	1,022	86%
Year 12	660	920	72%
All	4,361	5,125	85%

The response rate in Year 12 (72%) was lower than in Years 4, 6, 8 and 10. The Year 12 denominator does not cover all young people in that age group as some had left full-time education.

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 which should be acknowledged when considering small changes or differences.

The standard error on the estimate of a population proportion p is given by:

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

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 response rate achieved the percentages presented in this report have a 95% confidence interval of ± 1 percentage point.

Table A.2 shows the confidence intervals for proportions in various subgroups of respondents. The small number of pupils identifying their gender as 'other' or 'rather not say' means that the confidence intervals on proportions for these students are particularly wide.

Table A.2 Confidence interval per sub-group

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 4 male	2	Year 10 male	2	Year 4 all	1
Year 4 female	2	Year 10 female	2	Year 6 all	1
Year 4 other	4	Year 10 other	5	Year 8 all	1
Year 6 male	1	Year 12 male	3	Year 10 all	1
Year 6 female	1	Year 12 female	3	Year 12 all	2
Year 6 other	5	Year 12 other	10	Years 8 and 10	1
Year 8 male	2				
Year 8 female	2	All male	1	All except Year 12	1
Year 8 other	5	All female	1	All	1
		All other	2		

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

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

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

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

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 8 male	0.1	Year 12 male	0.1
Year 8 female	0.1	Year 12 female	0.1
Year 8 other	0.4	Year 12 other	0.5
Year 10 male	0.1		
Year 10 female	0.1		
Year 10 other	0.4		

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, researches '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, with the aim of producing 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>

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., Czimbalmo 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?

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 self-esteem enquiry method by Denis Lawrence. The scale is based on social confidence and relationships with friends.

Below is the set of nine 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 Statistics Jersey and our publications please visit www.gov.je/statistics