

JERSEY
CHILDREN AND
YOUNG PEOPLE'S
SURVEY REPORT

2019



Introduction5

 About the survey 5

Chapter 1 – Demographic information.....7

 Gender..... 7

 Ethnicity..... 7

 Parish of residence 10

Chapter 2 - Home and family life12

 Language spoken at home 12

 Family situation 13

 Lack of material belongings..... 15

 Financial status..... 15

Chapter 3 – Wellbeing and self-esteem17

 Health Related Quality of Life (Kidscreen) 17

 Mental Wellbeing (ONS4)..... 18

 Self-esteem..... 20

 Worries..... 21

Chapter 4 – Health and healthy behaviours24

 Health self-assessment..... 24

 Disability..... 24

 Dental hygiene 25

Chapter 5 - Alcohol27

 Consumption 27

 Amount..... 28

 Types of drink 28

 Parental knowledge..... 29

 Drunken-ness 29

Chapter 6 – Smoking.....31

 Passive smoking..... 31

 Cigarette smokers 31

 E-cigarette smokers..... 33

Chapter 7 - Drugs35

 Access to drugs..... 35

 Drug use 36

 Type of drugs..... 36

 Sources of information 37

 Adverse reactions to drugs..... 38

Chapter 8 – Diet.....40

 Breakfast 40

Lunch	41
5-a-day.....	42
Meat and vegetables.....	43
Special diets.....	44
Unhealthy food.....	45
Drinking water.....	46
Chapter 9 – Physical activity	48
Exercise.....	48
Barriers to exercise.....	49
Screen time	50
Chapter 10 – Sex and growing up.....	54
Sources of information	54
Sexuality	55
Confidence to say no to sex	55
Sexual behaviour	56
Contraception.....	57
Chapter 11 – Crime and child sexual exploitation	61
Child sexual exploitation	61
Victim of crime	65
Contact with the police	65
Chapter 12 – Bullying.....	68
Bullying occurrence, fear and school response.....	68
Have you bullied others?.....	71
Why people are bullied	71
Chapter 13 – Being Heard	74
Influence at school	74
Influence in the community	75
Knowledge of children’s rights	77
Respect of children’s rights	78
Chapter 14 – Leisure activities	81
Use of social media.....	81
Online behaviour and e-safety	82
Gambling	86
Volunteering.....	86
Chapter 15 - Active transport.....	88
Transport to school over time.....	88
School bus	89
Annex	92
1. History of the Survey.....	92

2 Response rates 92

3. Confidence intervals..... 92

4. Child centred material deprivation 94

5. KIDSCREEN-10 questions..... 94

6. D. Lawrence self-esteem questionnaire..... 95

Further information..... 95

Introduction

About the survey

This report presents the results of the 2019 Jersey Children and Young People's Survey (formerly the Jersey School 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 2019².

Enabling students to complete the questionnaire in school time ensured high response rates: 86% for Year 4; over 90% for Years 6, 8 and 10; and 75% for Year 12. A total of 4,396 children took part. The survey questionnaires were delivered in electronic format³.

Although broadly similar, each Year group received a different questionnaire. Some sections (e.g. drugs and sex) were not included, or were amended, for the younger children's versions of the questionnaire.

Parents were given the option to preview the questionnaires and to withdraw their children from participating in the survey. Similarly, 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 also 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, Sport Jersey, Public Health Department and children's policy leads in other government departments) to ensure key topics were covered, the aim being to produce a useful data-set 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.

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

² Hence, the survey was run before the global COVID-19 pandemic.

³ Using the Smart Survey online survey tool.

Demographic information

Gender

50% describe themselves as

female



47% describe themselves as

male



3% describe themselves as

other or **rather not say**

Parish type and ethnicity

Parish types children lived in

**suburban (37%),
rural (36%),
urban (28%)**



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 5** 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	48	48	44	48	44	47
Female	49	50	52	48	54	50
Rather not say or other	3	2	4	4	2	3
Total	100	100	100	100	100	100

There were 108 young people who preferred not to specify a gender ('rather not say') and 33 specified 'other'.

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, results should be treated with caution due to the small numbers involved.

Ethnicity

Young people were able to choose as many ethnicities that they considered applied to them. More than three-fifths (62%) identified with a single ethnicity, 28% with two ethnicities, 9% 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 10% of children identify as Portuguese, of whom almost half (46%) 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	70	61
British	34	31
Portuguese	10	46
Other	10	20
Irish	8	15
Madeiran	5	45
French	4	7
Polish	4	41
Mixed	3	52
African	3	22
Asian	2	15
Romanian	1	67

(Percentages are rounded to the nearest integer)

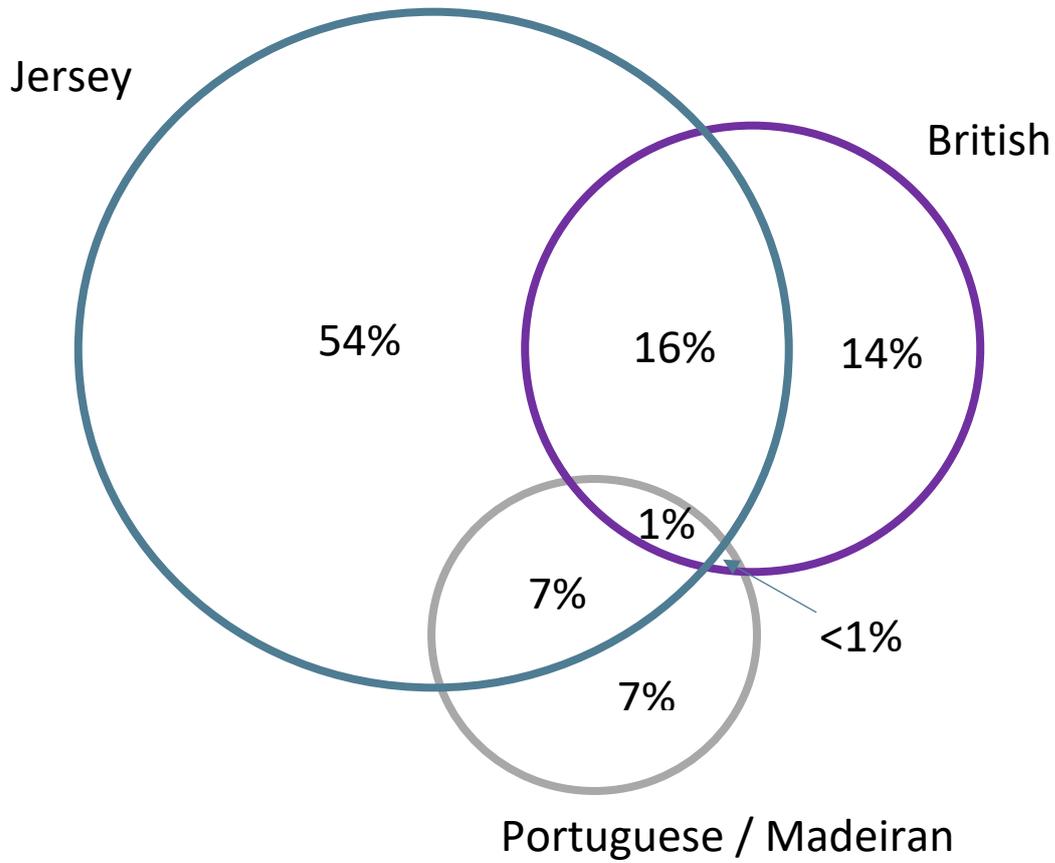
Table 1.3 shows the ethnicities most frequently identified by the young people surveyed (identified by at least 10 young people)

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

Ethnicity	Percentage
Jersey	38
Jersey / British	12
British	10
Other	6
Jersey / Portuguese	5
Portuguese	5
Jersey / British / Other	4
Jersey / Other	3
British / Other	3
Jersey / British / Irish	2
Jersey / Irish	2
Polish	1
Irish	1
Jersey / Polish	1
Jersey / British / Irish / Other	1
Jersey / British / Portuguese	1
Jersey / Portuguese / Other	1
British / Irish	1
Portuguese / Other	0
British / Portuguese	0
Irish / Other	0
Jersey / Irish / Other	0
British / Irish / Other	0
Jersey / British / Polish	0
Groups with fewer than 10 people	1

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

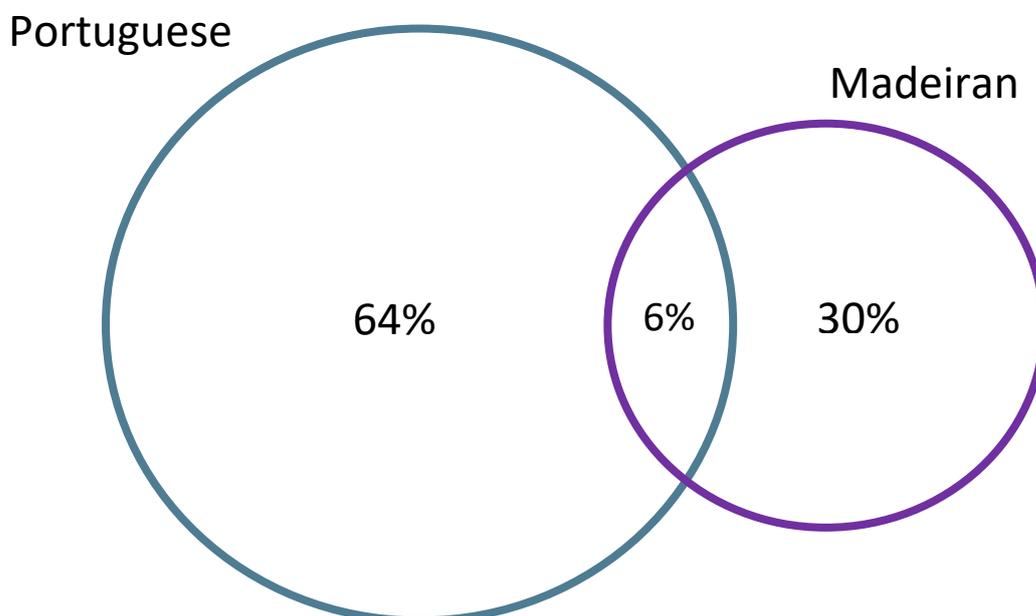
Figure 1.4 Overlap of Jersey, British and Portuguese / Madeiran ethnicities
(as percentage of all young people surveyed)



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

To analyse the largest groupings of ethnicity, Portuguese and Madeiran were combined into a single group in Table 1.3 and Figure 1.4. However, as Figure 1.5 shows, in terms of how those young people identifying as Portuguese and Madeiran saw themselves, the majority (94%) identified as either Portuguese or Madeiran, not both

Figure 1.5 Portuguese and Madeiran ethnicities

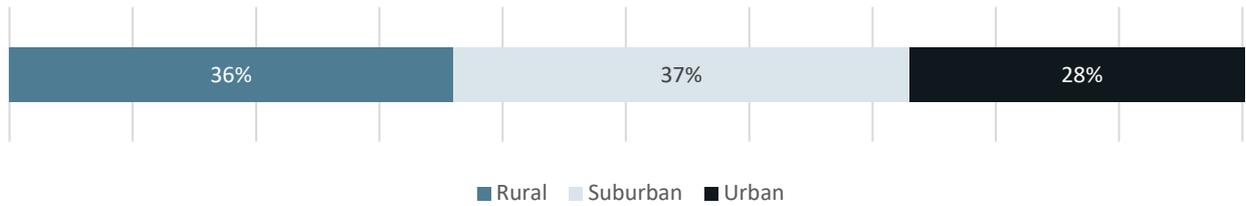


Parish of residence

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

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

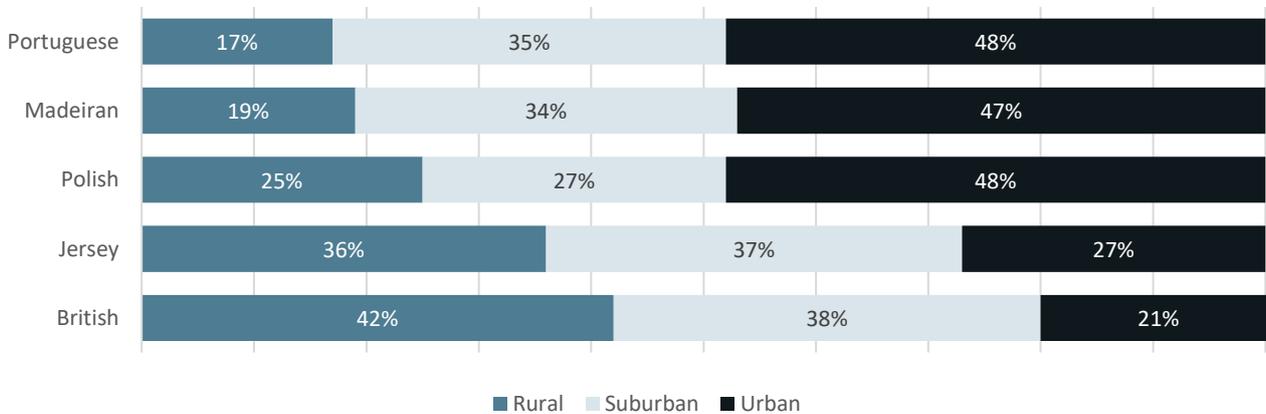
Figure 1.6 Type of Parish of residence: (Years 4, 6, 8, 10 & 12)



- the percentages of young people residing in each Parish type were similar across all Year groups

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

Figure 1.7 Type of Parish of residence by ethnicity: (Years 4, 6, 8, 10 & 12)



- greater proportions of children identifying themselves as Portuguese (48%), Madeiran (47%) or Polish (48%) lived in St Helier compared to children identifying themselves as Jersey (27%) or British (21%)

Home and family life

Family set-up



7 in **10**

lived with their mother and father **together**



1 in **10**

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

Language



5% never or hardly ever

spoke **English** at home

Lacking material items



Out of **100 children** in Jersey

19 lacked **2** or more items

1 lacked **5** or more items

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

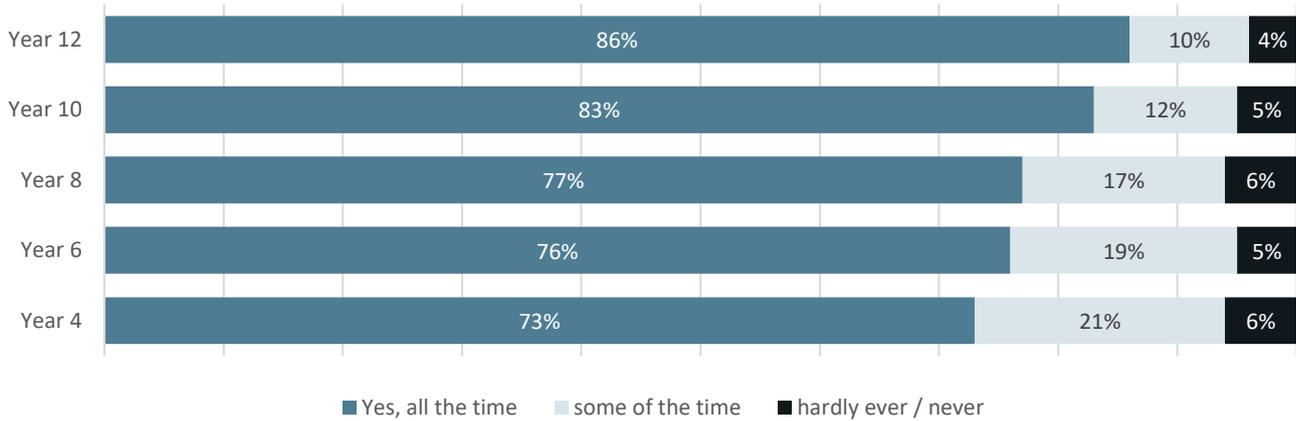
*Based on Children's Society / York University measure

Chapter 2 - Home and family life

Language spoken at home

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

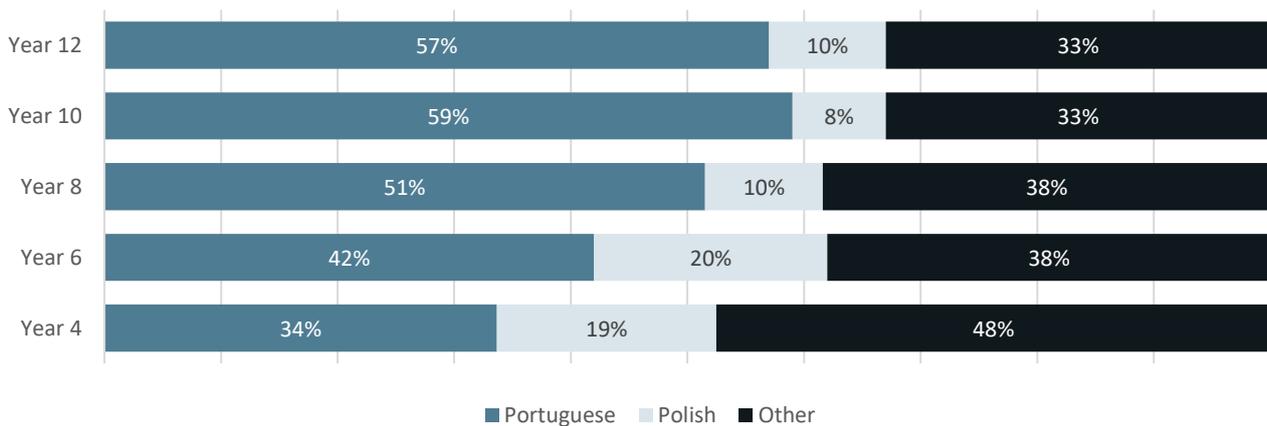
Figure 2.1 Do you speak English at home?



- the proportion of young people who spoke English at home increased with age
- the associated reduction was in the proportion of young people 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 4,396 questionnaires, 33 were completed in Portuguese and 13 in Polish

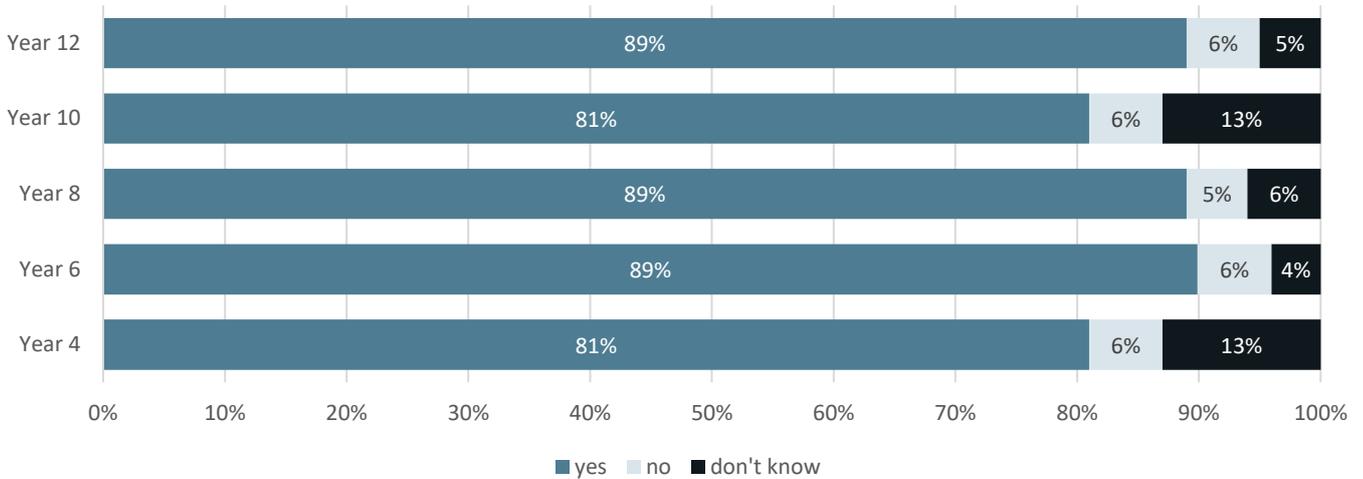
Young people who spoke English at home 'some of the time' or 'hardly ever/never' were given the following two supplementary questions:

Figure 2.2 Which language do you mostly speak at home?



- of the young people surveyed who spoke English at home 'some of the time' or 'hardly ever/never', the largest proportion spoke Portuguese at home
- 44 'other' languages were reported; these included French, German, Hindi, Latvian and Spanish

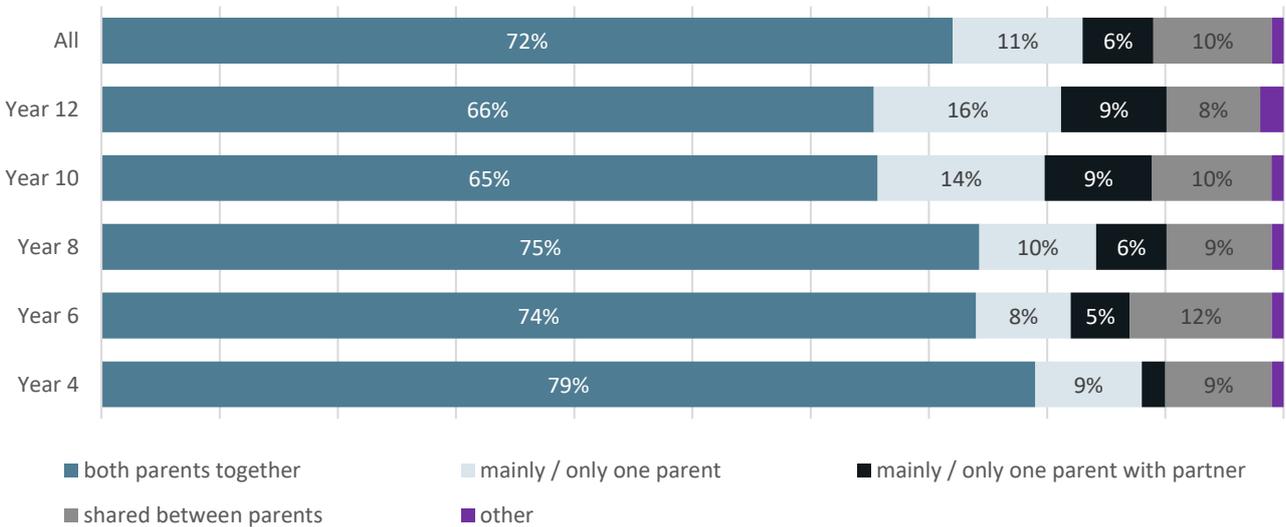
Figure 2.3 Can at least one of your parents / carers read and write in English?



- around 6% of young people reported living with adults who cannot read and write in English; a further 9% said that they did not know
- of those whose parents/carers could not read and write in English, the majority (81%) spoke Portuguese at home

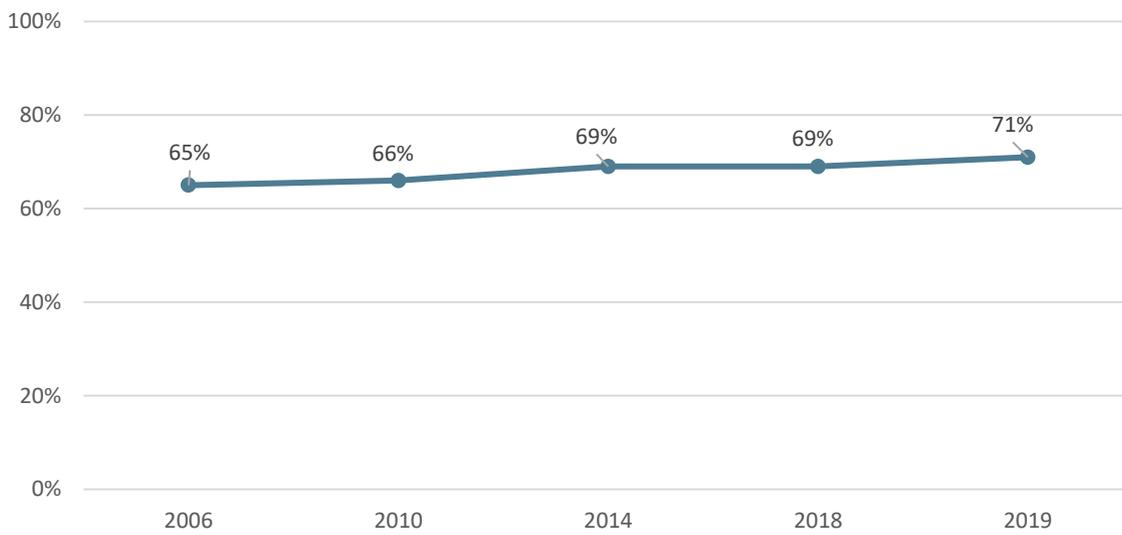
Family situation

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



- overall, more than seven out of ten (72%) young people lived with both parents together
- around three-quarters of Year 4, 6 and 8 young people lived with both parents together
- around two-thirds of Year 10 and 12 young people lived with both parents together

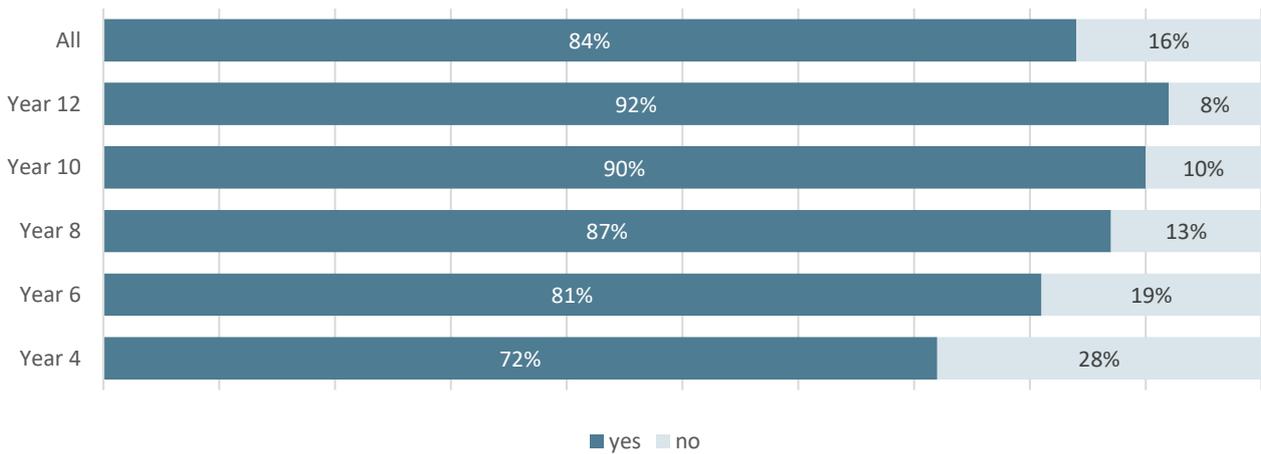
Figure 2.5 Proportion of Year 6, 8 and 10 children living with both parents, 2006 to 2019



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

Share a bedroom

Figure 2.6 Do you have a bedroom to yourself?



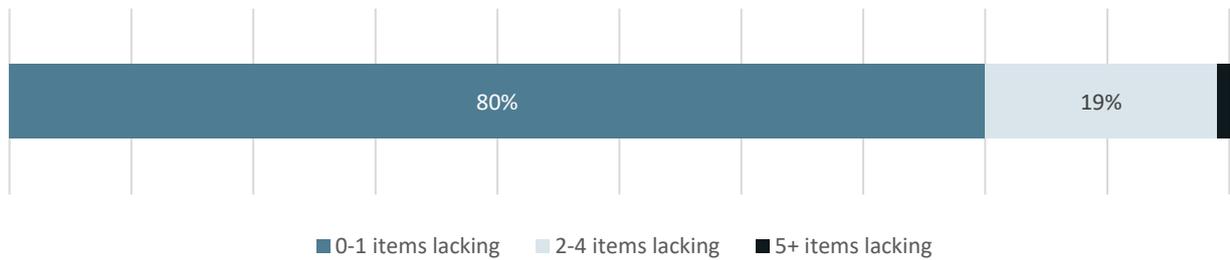
- the majority of young people (84%) do not share a bedroom with anyone else
- of those who do share a bedroom, more than four-fifths reported sharing with one other person

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) ⁴. Young people lacking fewer than two; two to four; and five or more items from the list were grouped for the analysis.

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

Figure 2.7 Young people lacking material belongings: (Years 6, 8, 10 & 12)

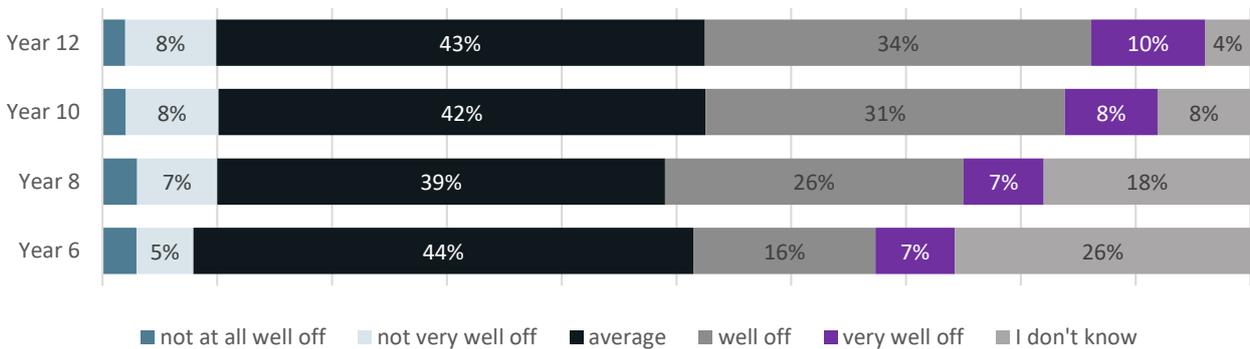


- overall, almost a fifth (19%) lacked 2-4 items and 1% lacked 5 or more items

Financial status

Young people were asked to estimate how well off their family is financially.

Figure 2.8 How well off do you think your family is financially: (Years 6, 8, 10 & 12)



- overall, four out of ten (42%) said that their family was ‘average’ financially
- a third (34%) said that they were ‘well off’ or ‘very well off’

⁴ 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.

Wellbeing and self-esteem

Wellbeing

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



Satisfied

69%

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



Worthwhile

64%

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



Happy

61%

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



Anxious

55%

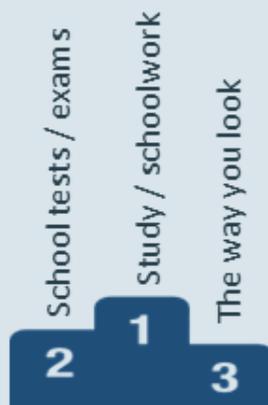
rated themselves as having **low** or **very low** anxiety

Self-esteem



22% 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

A **higher proportion**



of **females** worried than their male counterparts

Chapter 3 – Wellbeing and self-esteem

Health Related Quality of Life (Kidscreen)

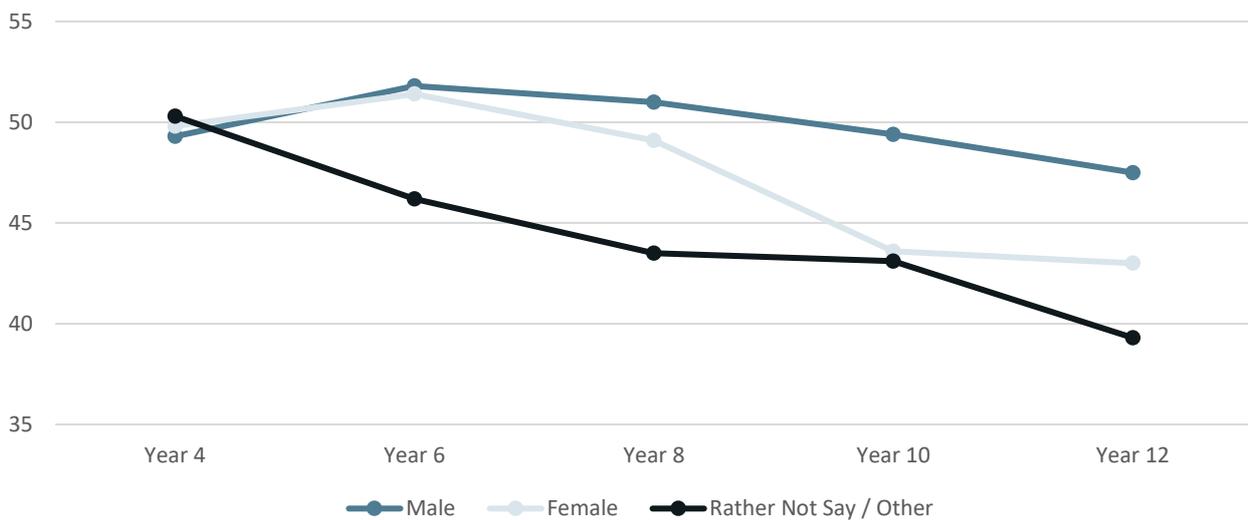
The health-related quality of life (HRQoL) is a concept that relates to an individual's or group's perceived physical and mental health. The Kidscreen-10 Index attempts to measure this concept⁵.

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 final score through an algorithm⁶.

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 3.1 shows the HRQoL scores for children surveyed in this round of the Jersey school survey.

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

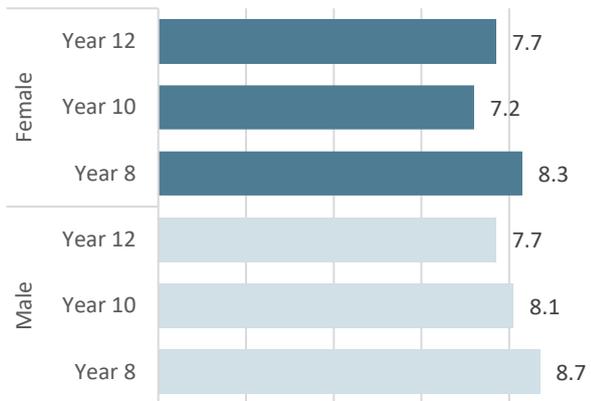


- the HRQoL mean score decreased with age
- females had a lower HRQoL mean score than males in Year groups 8, 10 and 12
- young people who specified a gender other than 'male' or 'female', or who did not wish to specify a gender, had lower HRQoL mean scores than those specifying 'male' or 'female' in Years 6, 8 and 12
- the mean HRQoL scores were higher for Year groups 6, 8 and 10 in 2019 than in 2014 – see Figure 3.2.

⁵ 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.

⁶ Full reference and a list of the Kidscreen-10 questions is given in Annex 5.

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



Percentage with LOW worthwhile score

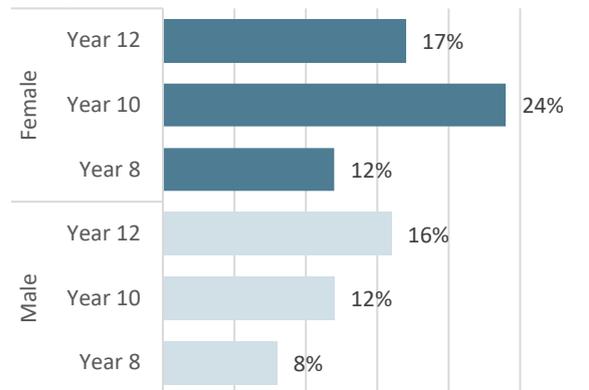
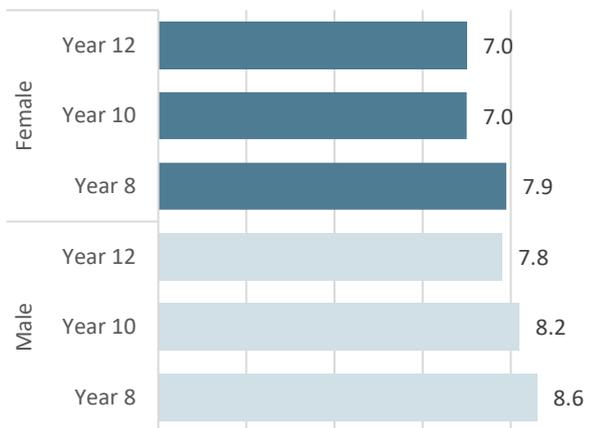


Figure 3.5 ONS4: Overall how HAPPY did you feel yesterday?
 Mean scores



Percentage with LOW happiness score

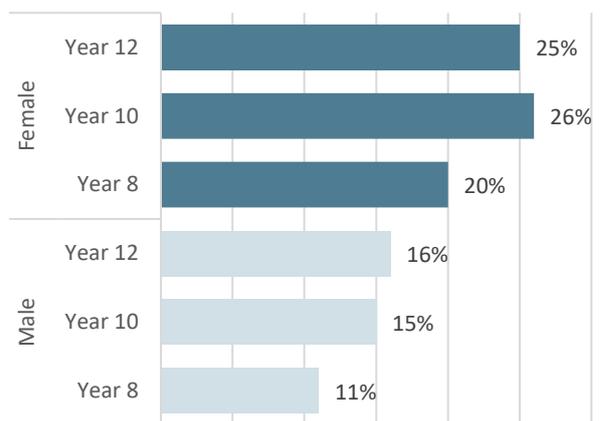
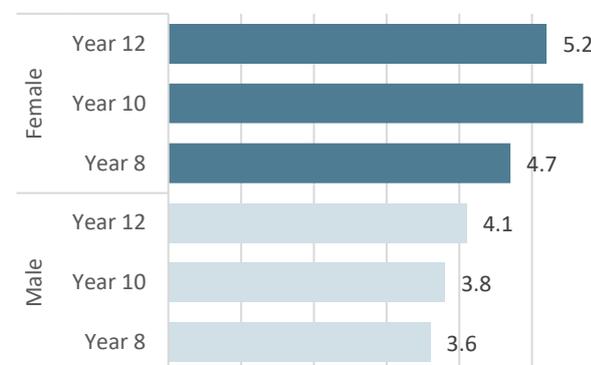
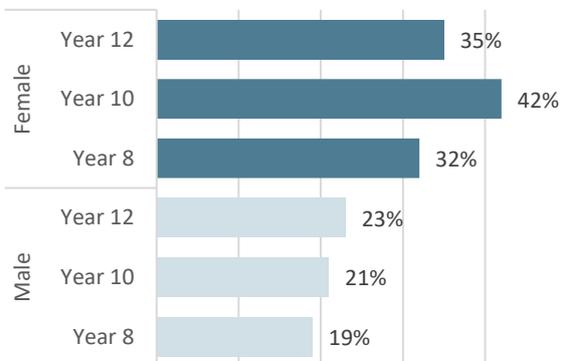


Figure 3.6 ONS4: Overall how ANXIOUS did you feel yesterday?
 Mean scores



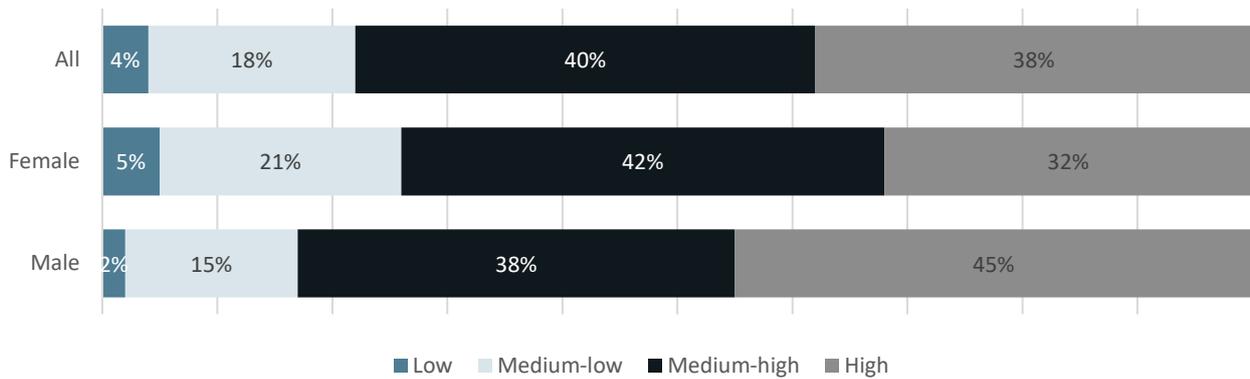
Percentage with HIGH anxiety scores



Self-esteem

This measurement is based on a standard self-esteem enquiry method consisting of responses (agree, disagree, not sure) to nine statements concerning social confidence and relationships with friends⁸. 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.

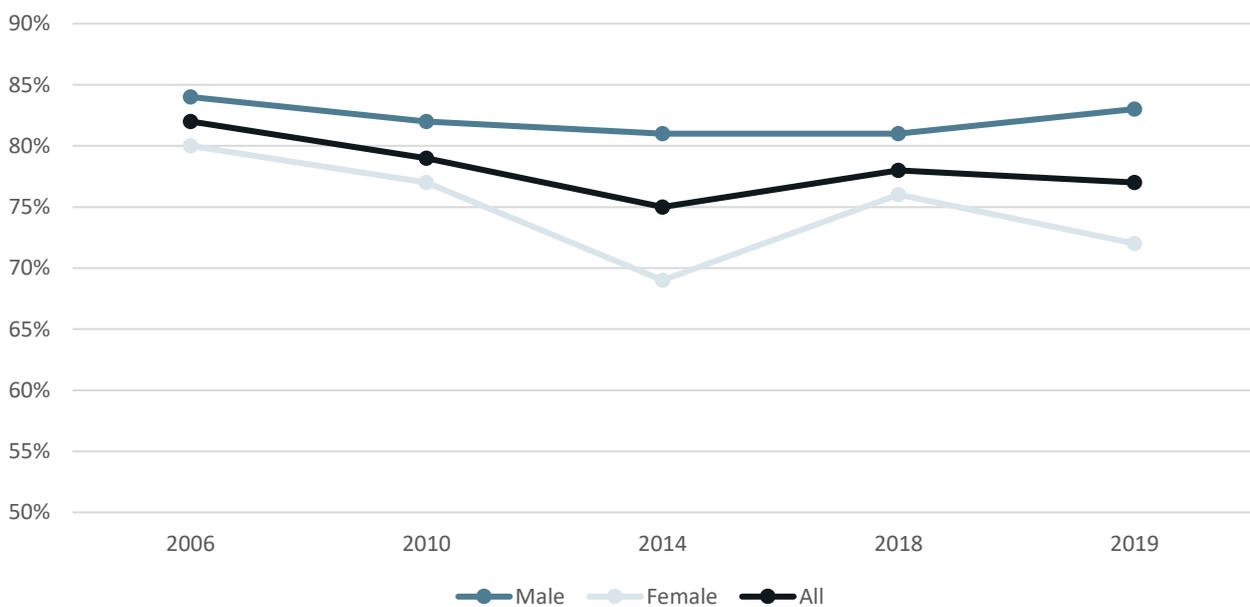
Figure 3.7 Percentages in each self-esteem category: (Years 4, 6, 8, 10 & 12) genders - male, female and all



- overall, almost 8 out of 10 young people (78%) had medium-high or high self-esteem
- 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

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 3.8.

Figure 3.8 Percentage of young people with Medium-High or High self-esteem over time (Years 6, 8 and 10 only)



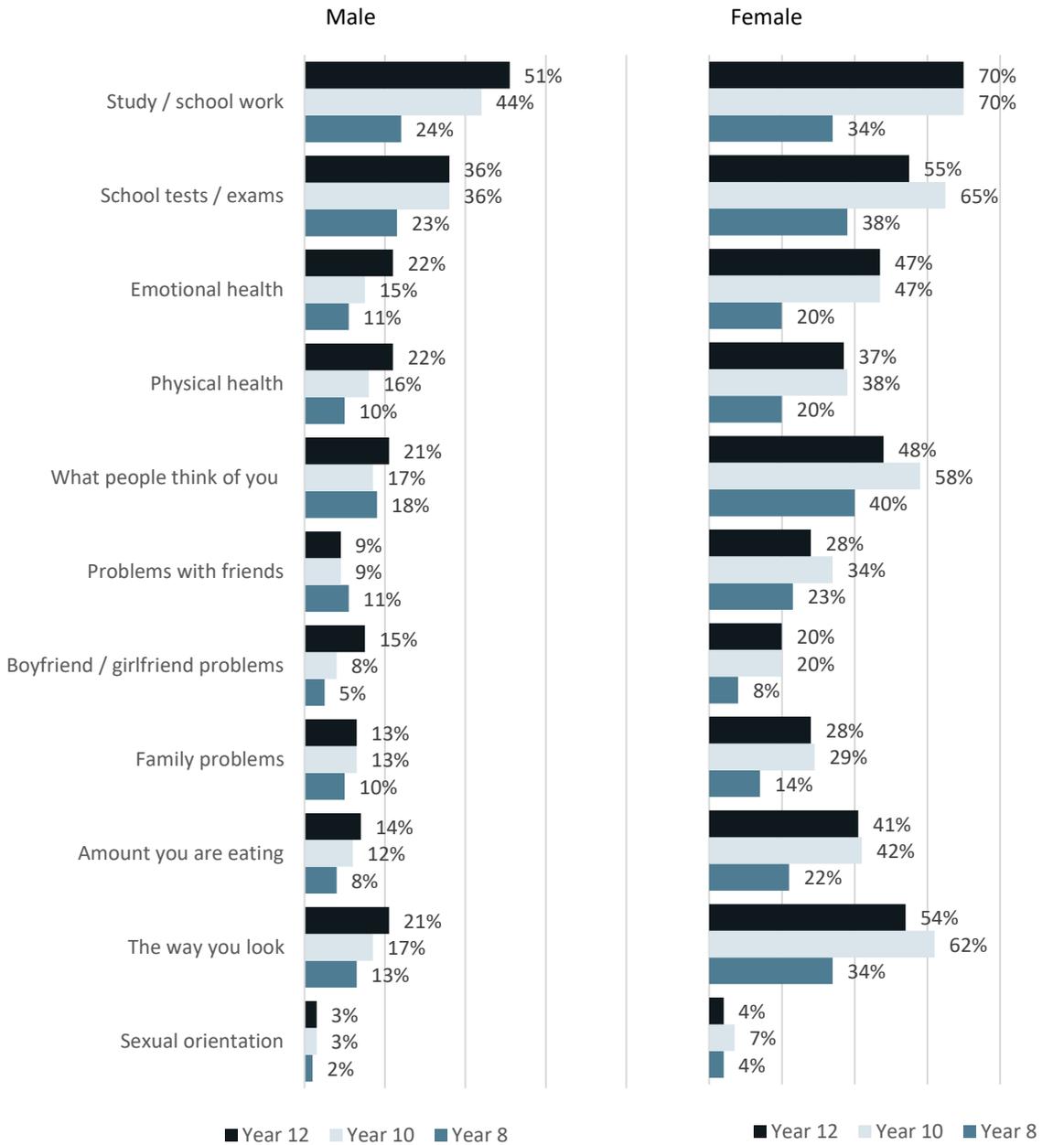
⁸ Lawrence, 1981 - see annex 7 for details

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 3.9 shows the percentages of young people who worried ‘often’ or ‘most days’ about each issue.

Figure 3.9

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

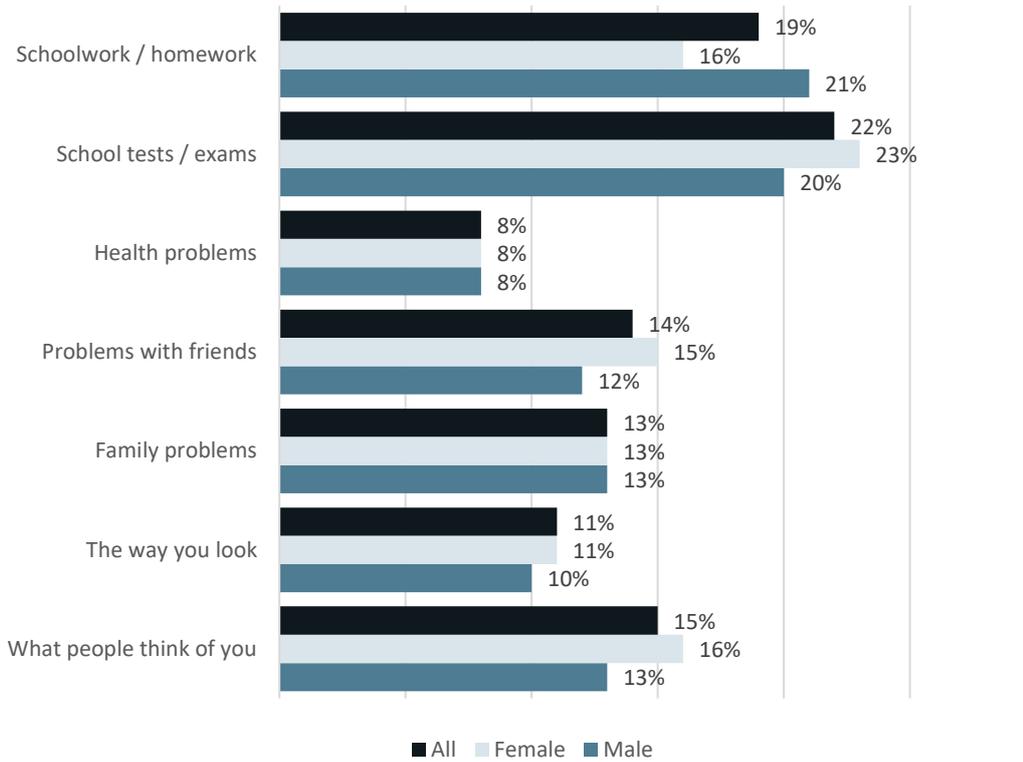


- for most issues, females worried more than males in each Year group
- generally, the frequency of worry increased with age
- the top worries were ‘study/school work’, ‘school tests/exams’, ‘the way you look’, ‘emotional health’, and ‘what people think of you’, similar to those worries reported in the 2018 survey

Young people were also asked how often they worried about gender identity. In Years 8, 10 and 12 around a fifth of young people who identified as a gender other than male or female worried about this issue often / most days, compared to around 1% and 2% of those who identified as male and female.

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

Figure 3.10 Percentage that worry often / most days: (Year 4 and 6)



- the greatest sources of worry for Years 4 and 6 children were schoolwork and tests / exams, similar to the 2018 survey

Table 3.12 Percentages of young people worrying often / on most days: top four worries, 2014 - 2019

	Year 6			Year 8			Year 10		
	2014	2018	2019	2014	2018	2019	2014	2018	2019
Study, work load ⁹	20	21	18	33	34	30	55	58	57
School tests / exams	20	24	23	42	42	31	62	62	51
The way you look	16	14	11	28	29	25	41	38	40
What people think of you	19	16	15	30	30	31	38	35	38

- for Year 6 children, there has been a slight decrease since 2014 in the proportion who worried often or most days about school work, the way they look and what people think of them
- for Years 8 and 10, there has been a decrease since 2014 in the proportion who worried often or most days about school tests / exams

⁹ 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'.

Health and healthy behaviours

Self-assessment



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

... including **87%**
from **Years 4** and **6**



... and **70%**
from **Years 10** and **12**

Disability



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



54% of these
reported their
disability / illness
caused **at least some**
day to day **limitation**

Dental Hygiene



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

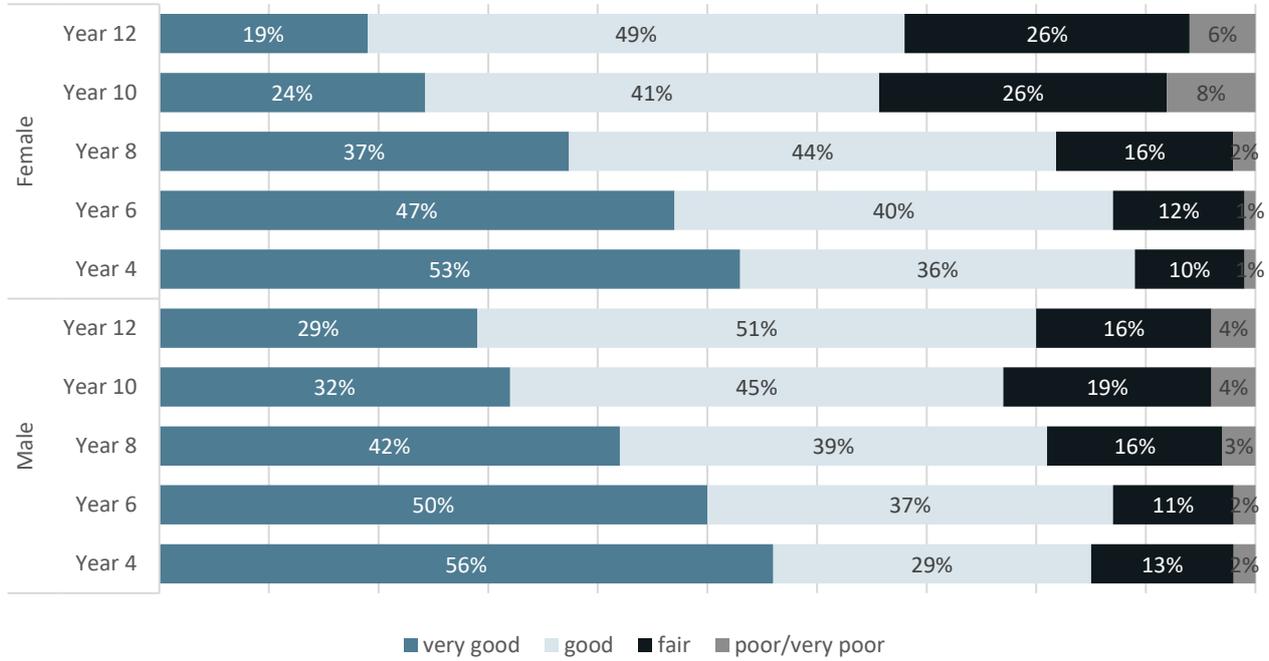
89% have visited
the **dentist**
within the
last year



Chapter 4 – Health and healthy behaviours

Health self-assessment

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



- 87% of Years 4 and 6, 81% of Year 8 and around 70% of Years 10 and 12 reported being in good or very good health
- the 2018 survey saw similar proportions of young people reporting being in good or very good health

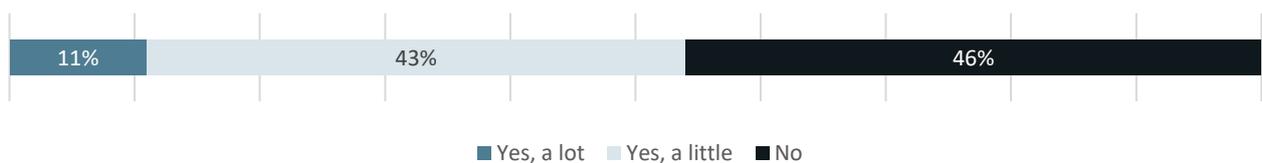
Disability

The 2019 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 8 (13%) young people reported having a disability or long-term illness. Similar proportions across the Year groups reported having a long-term disability or illness.

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

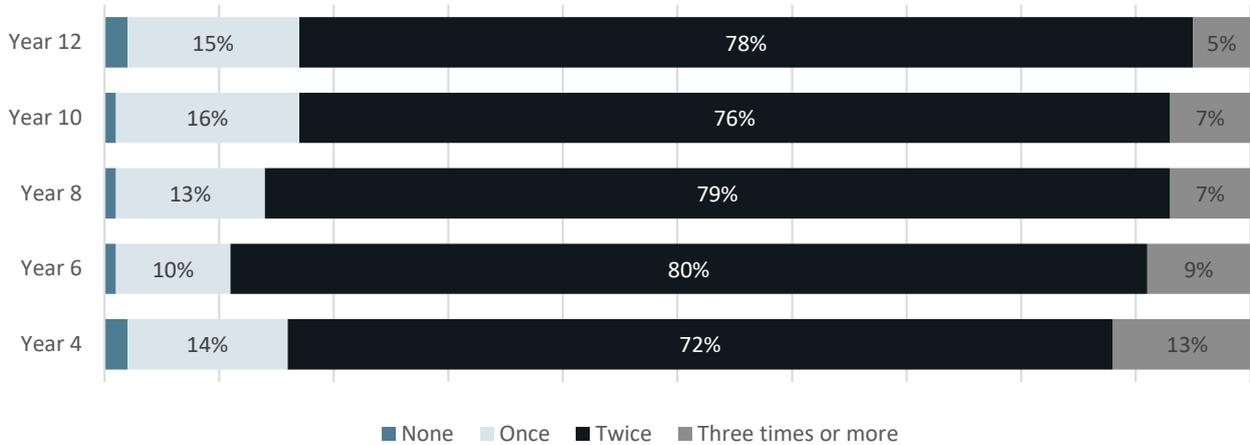
Figure 4.3 Are your day to day activities limited because of your health problem or disability?



- 43% of those with a disability or long-term illness said that their activities were limited ‘a little’; and 11% said that that their activities were limited ‘a lot’
- almost half (46%) of those with a disability or long-term illness said that the condition did not affect their day to day activities
- a smaller proportion of Year 12 students (37%) reported their condition did not affect their day to day activities than in other Year groups

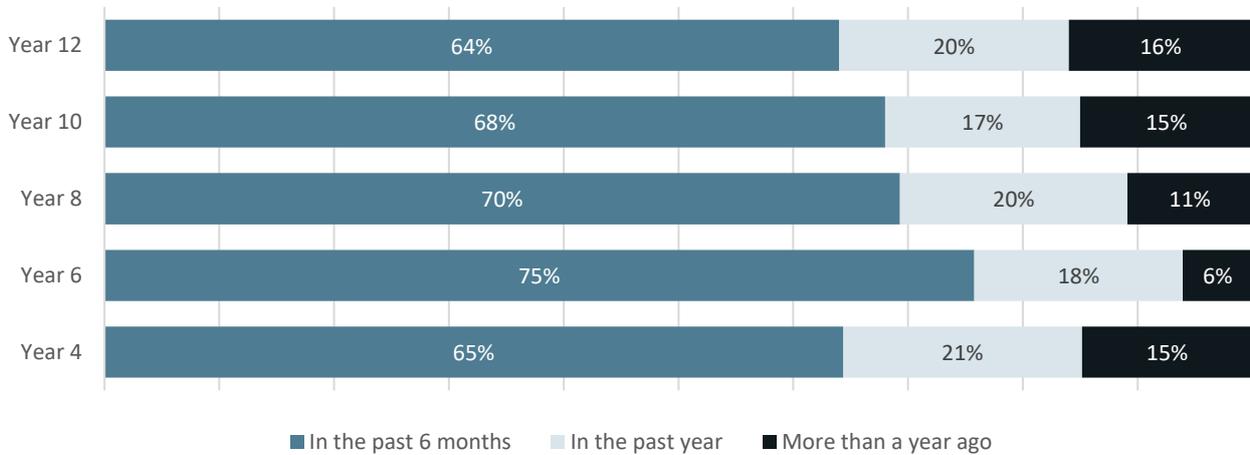
Dental hygiene

Figure 4.4 How many times did you clean your teeth yesterday?



- 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)

Figure 4.5 How long ago did you last visit the dentist?



- overall, 12% of children and young people reported not having visited the dentist within the last year
- 16% of those children materially lacking two or more material items (see Chapter 2) reported not having visited the dentist within the last year compared to 11% of those who lacked fewer than two material items

Alcohol

Consumption

1 in 6
Year 10 children

2 out of 5
Year 12 children



drank alcohol in the last 7 days

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

7% of Year 12 children



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

Parental knowledge



76%

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



Drunken-ness



21% of Year 8



45% of Year 10



71% of Year 12



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

Chapter 5 - Alcohol Consumption

Figure 5.1 Alcohol consumption: which statement best describes you?

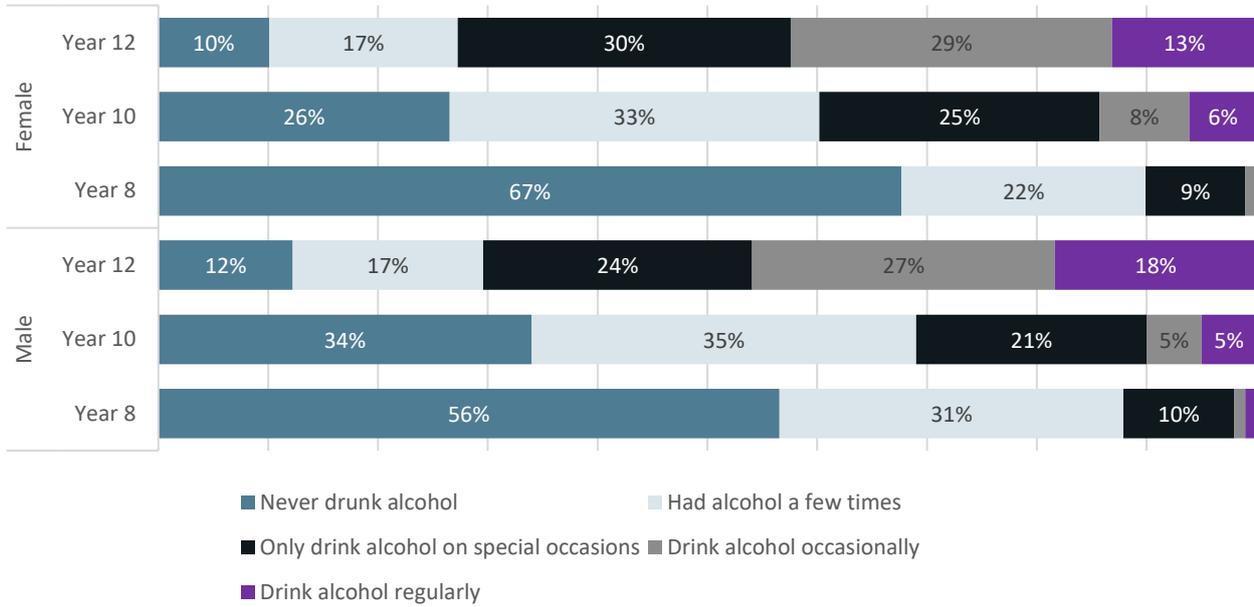
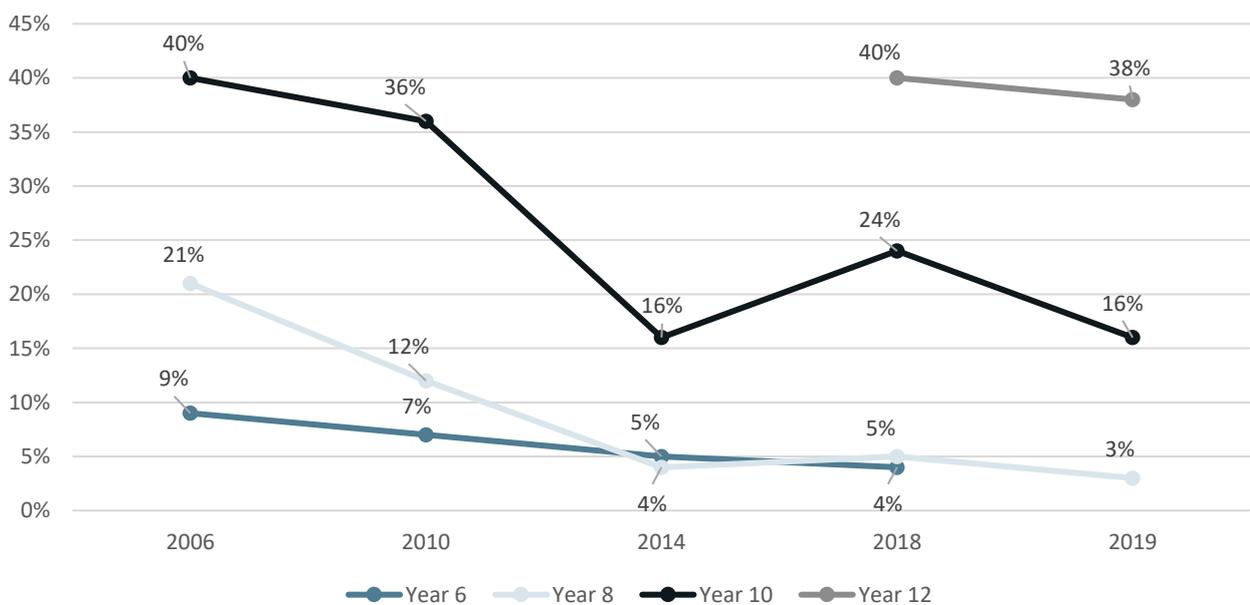


Figure 5.2 Percentage of young people who drank alcohol in the 7 days prior to the survey, 2006 – 2018



- in Years 8 and 10 the percentage of young people who reported drinking alcohol in the 7 days prior to the survey has decreased since 2006

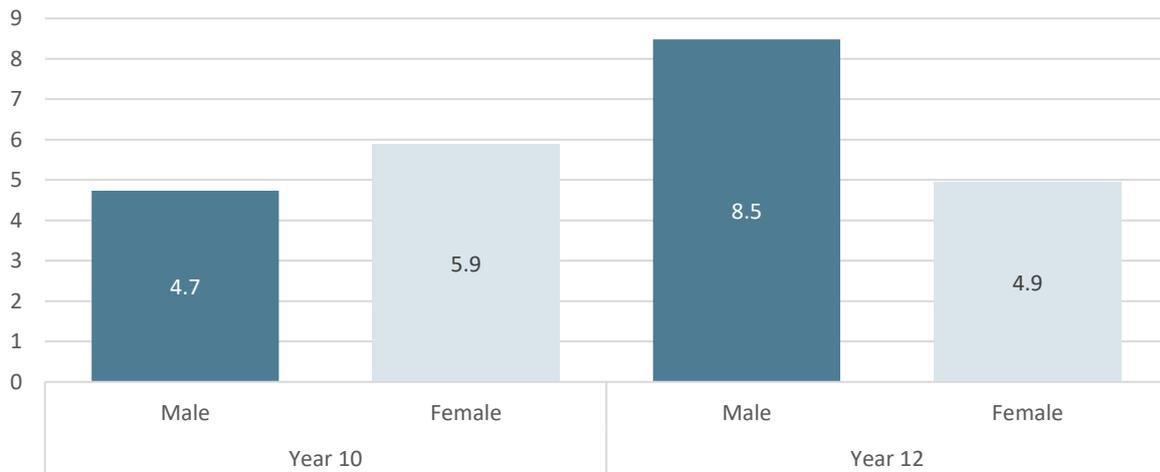
Amount

Table 5.3 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 who drank more than 14 units in previous 7 days	Percentage of drinkers (i.e. those who reported that they have previously drunk alcohol)	~	11	13
	Percentage of entire year group	~	3	7

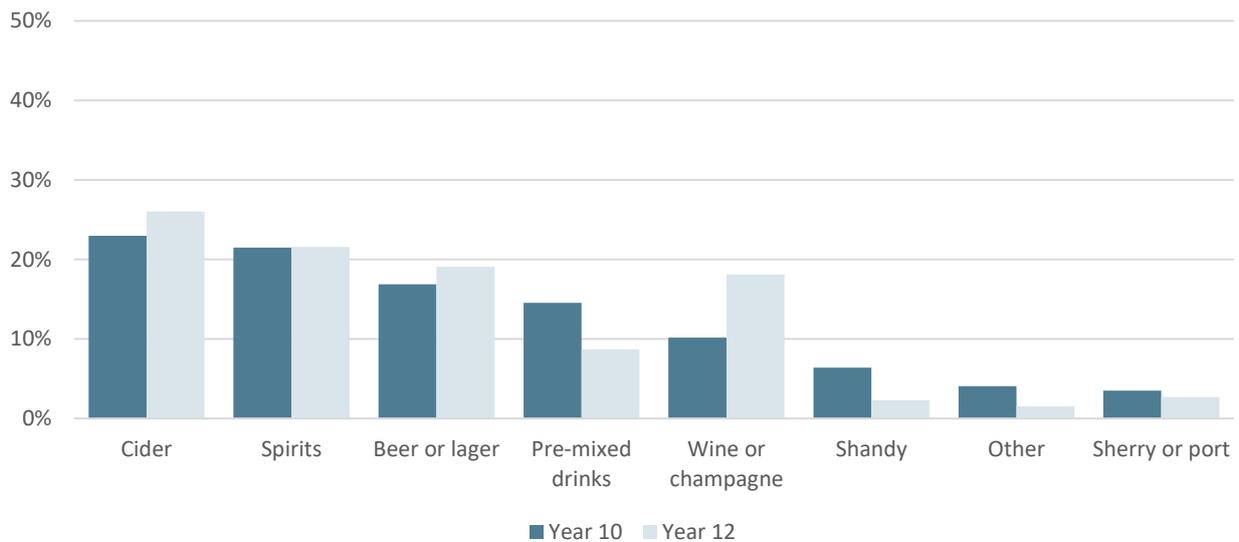
- 7% of young people in Year 12 reported drinking more than 14 units of alcohol the previous week

Figure 5.4 Units consumed per drinker¹⁰



Types of drink

Figure 5.5 In the past 7 days, how much of the following types of alcoholic drink did you drink? Percentage of drinkers consuming each type of drink¹¹



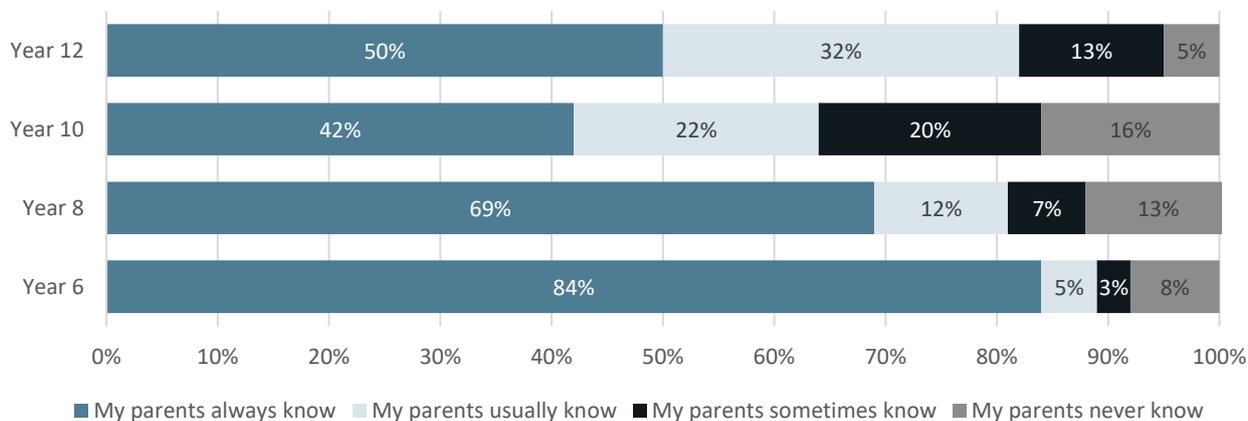
¹⁰ Total units of alcohol consumed, divided by total number of children in that year group who reported having drunk alcohol in the previous 7 days.

¹¹ Total number of children in a year group that consumed that drink type in the previous 7 days, divided by the total number of children in that year group who reported having drunk alcohol in the previous 7 days.

Parental knowledge

The young people who reported that they currently or previously had drunk alcohol were asked whether their parents knew when they drank.

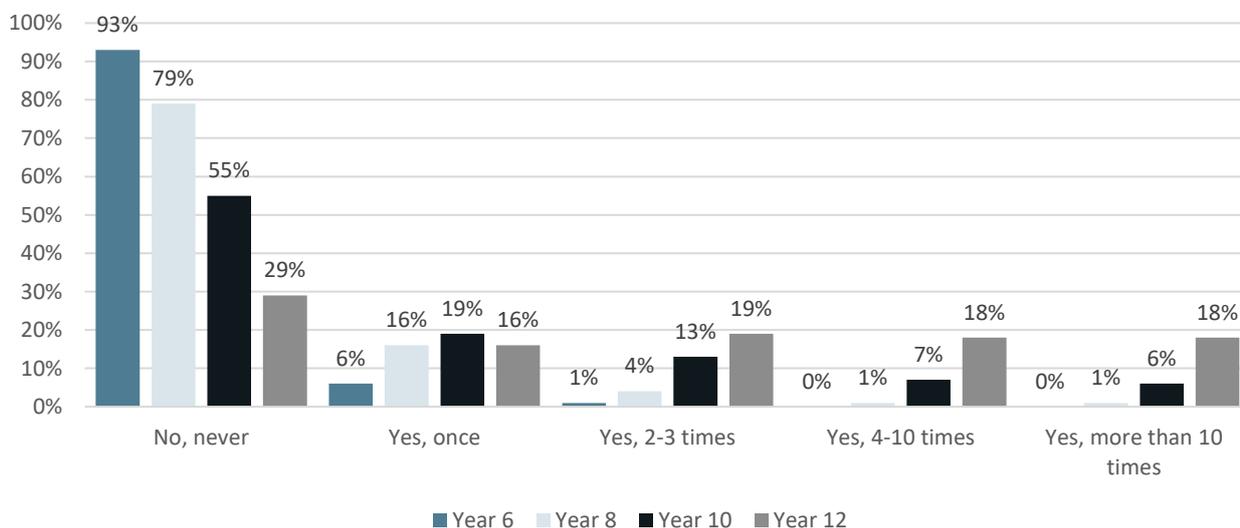
Figure 5.6 Do your parents know when you drink alcohol? (percentage of drinkers)



- three-quarters (76%) of young people surveyed reported that their parents usually or always knew when they drink alcohol; male and female proportions were broadly similar within each Year group

Drunken-ness

Figure 5.7 Have you ever had so much alcohol that you were really drunk?



- nearly half (45%) of young people in Year 10 and seven out of ten (71%) in Year 12 reported having got really drunk at least once

Smoking

Passive smoking

6% of children

reported
someone

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



11% of children

reported
someone

smoking in
their **home**



Never smokers and smokers

98% of Year 6

90% of Year 8

67% of Year 10

44% of Year 12

had **never**
smoked



1% of Year 8

12% of Year 10

23% of Year 12

were **occasional** or
regular smokers



E-cigarettes

12% of Years 8, 10 and 12 children



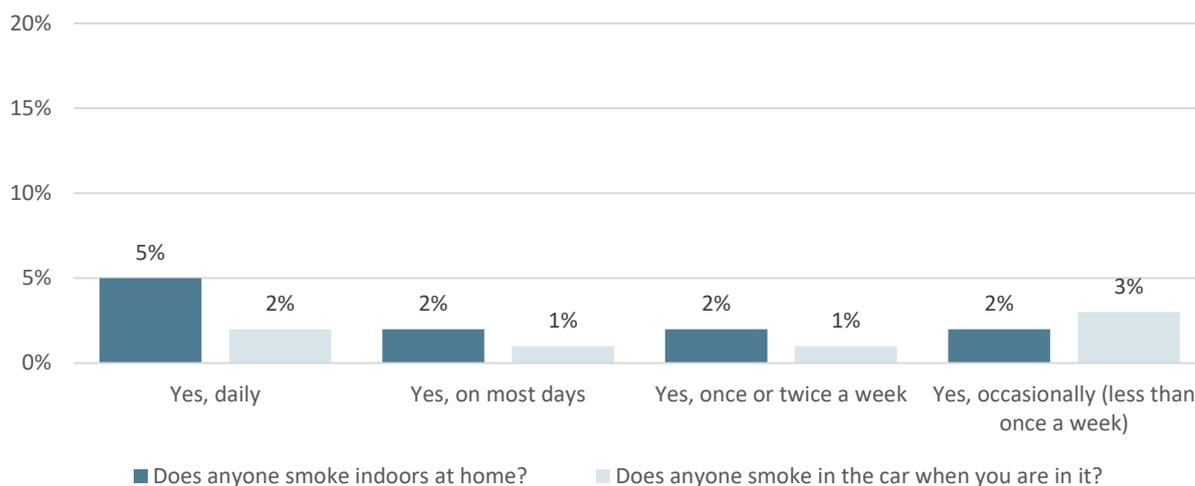
used **e-cigarettes** occasionally or regularly

Chapter 6 – Smoking

Passive smoking

- a quarter (27%) of children reported that their parents smoked, a similar proportion to the 2018 survey
- around one in ten (11%) children reported someone smoking in their home at least occasionally
- around one in twenty (6%) reported someone smoking in their car at least occasionally

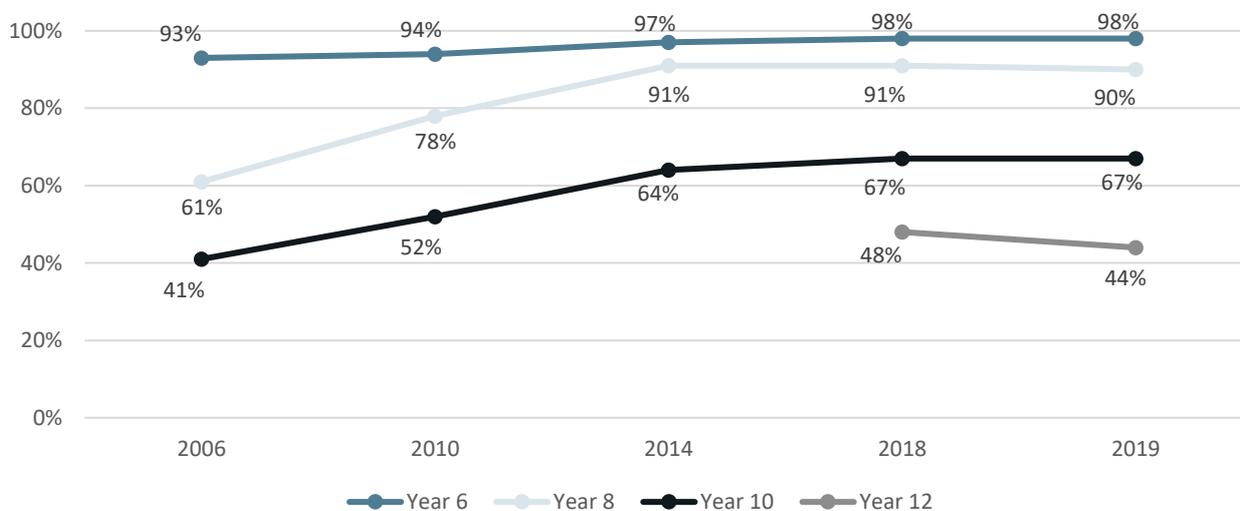
Figure 6.1 Percentage of children exposed to smoke at home / in the car



Cigarette smokers

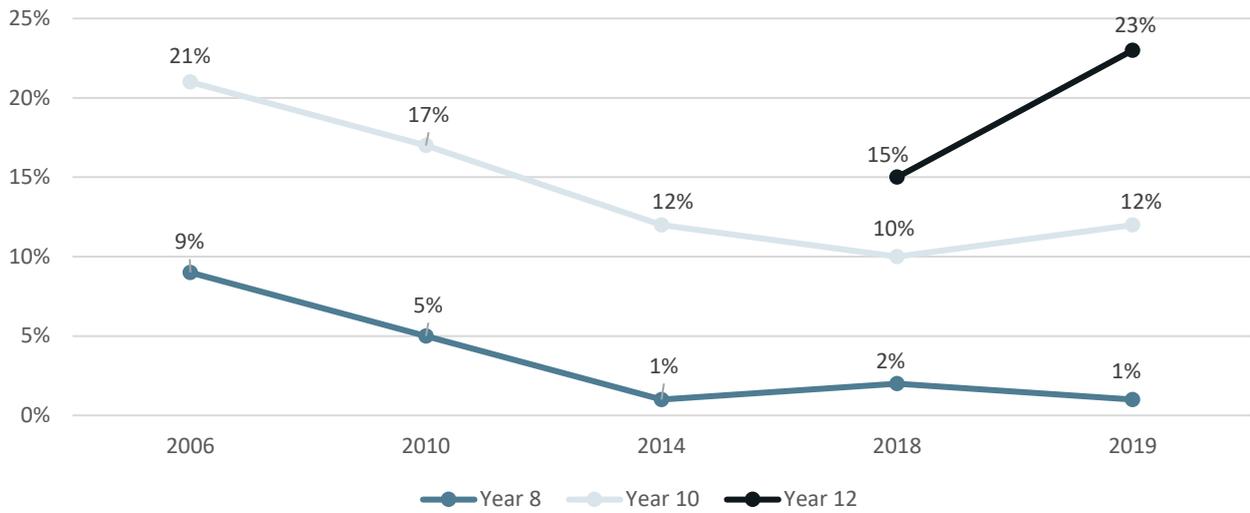
The 2019 survey asked children and young people to select which statement described them best: I have never smoked at all; I have tried smoking once or twice; I used to smoke regularly, but now I don't; I smoke occasionally (less than 1 cigarette per week); I smoke regularly (1 or more cigarette per week) but would like to give up; I smoke regularly and don't want to give up.

Figure 6.2 Percentage of young people who have never smoked, 2006-2019



- the high proportions of 'never smokers' in Years 6 and 8 in 2019 were similar to those in 2018
- two-thirds of Year 10 reported having never smoked, a similar proportion to that in 2018

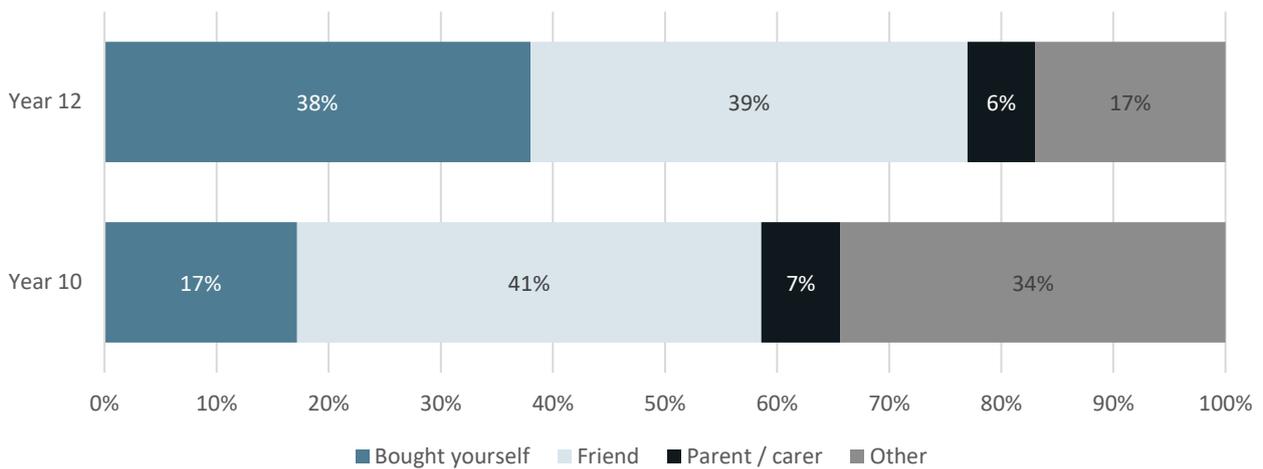
Figure 6.3 Regular and occasional smokers, 2006-2019



- the proportion of current (regular and occasional) smokers was similar for males and females in Years 10 and 12
- fewer than 1% of Year 6 children reported that they currently smoke

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

Figure 6.4 Where did you get / buy your last cigarettes from?

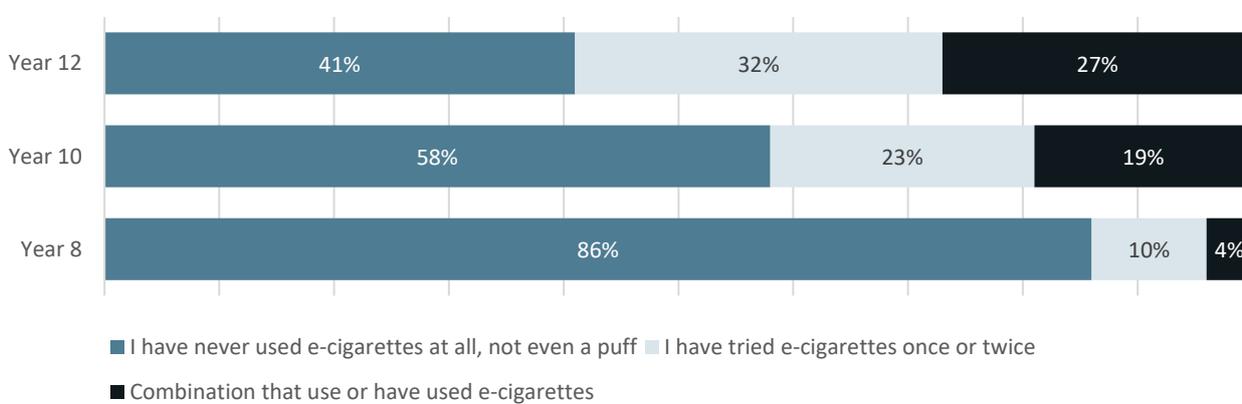


E-cigarette smokers

The survey asked young people about their use of e-cigarettes. The question was the same as for regular cigarettes, with Year 8, 10 and 12 young people being asked to choose the statement that described them best (Year 6 were not asked about e-cigarettes).

The same options as for regular cigarettes were available: I have never used e-cigarettes at all; I have tried e-cigarettes once or twice; I used to use e-cigarettes regularly, but now I don't; I use e-cigarettes occasionally (less than once per week); I use e-cigarettes regularly (once or more per week) but would like to give up; I use e-cigarettes regularly and don't want to give up.

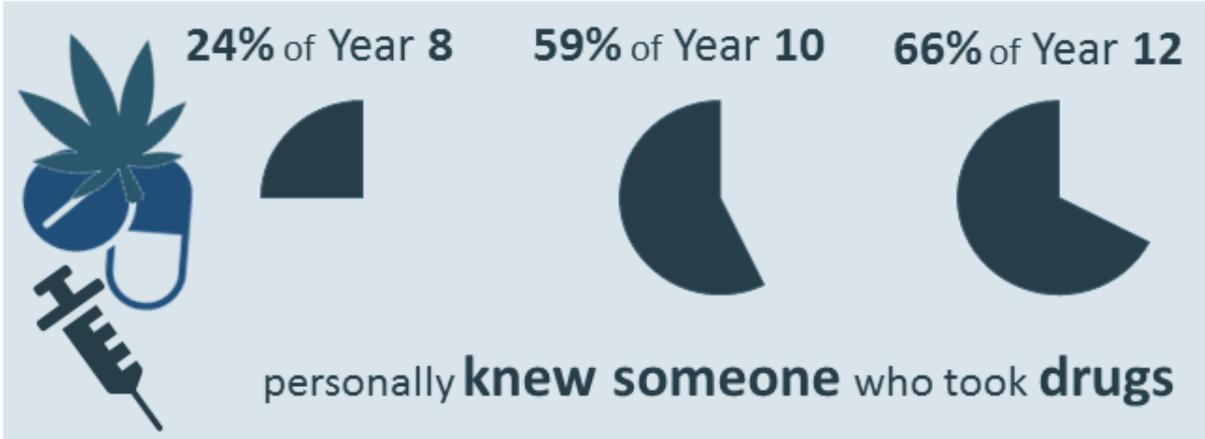
Figure 6.5 Which statement describes you best?



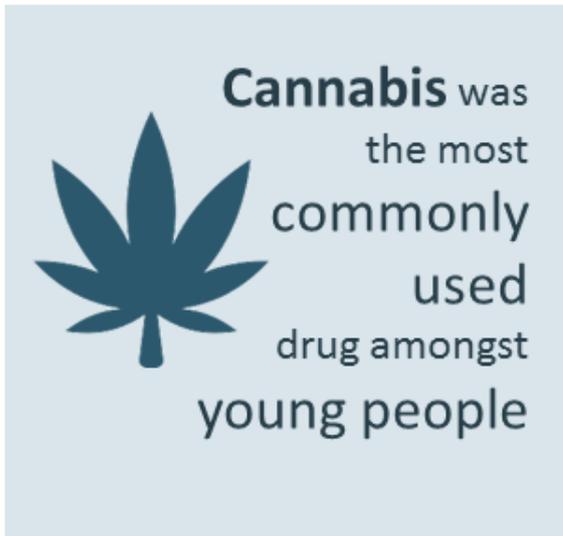
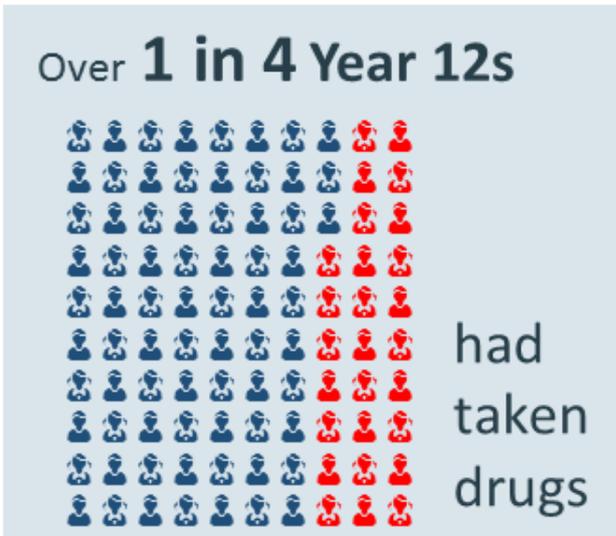
- almost a sixth (14%) of Year 8, more than two-fifths (42%) of Year 10 and nearly than three-fifths (59%) of Year 12 reported using or having tried e-cigarettes

Drugs

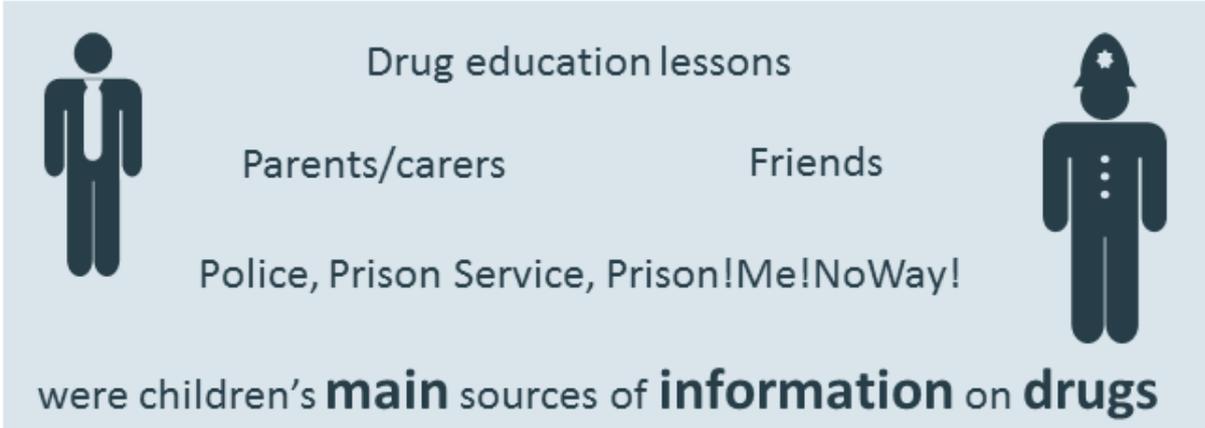
Know someone who takes drugs?



Taken drugs?



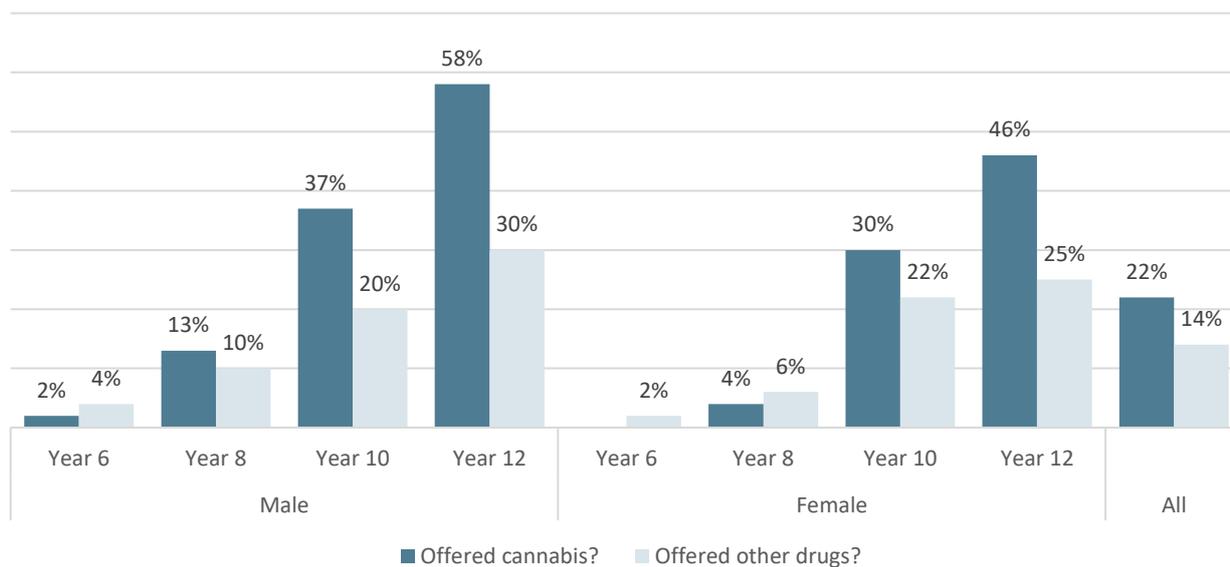
Information



Chapter 7 - Drugs

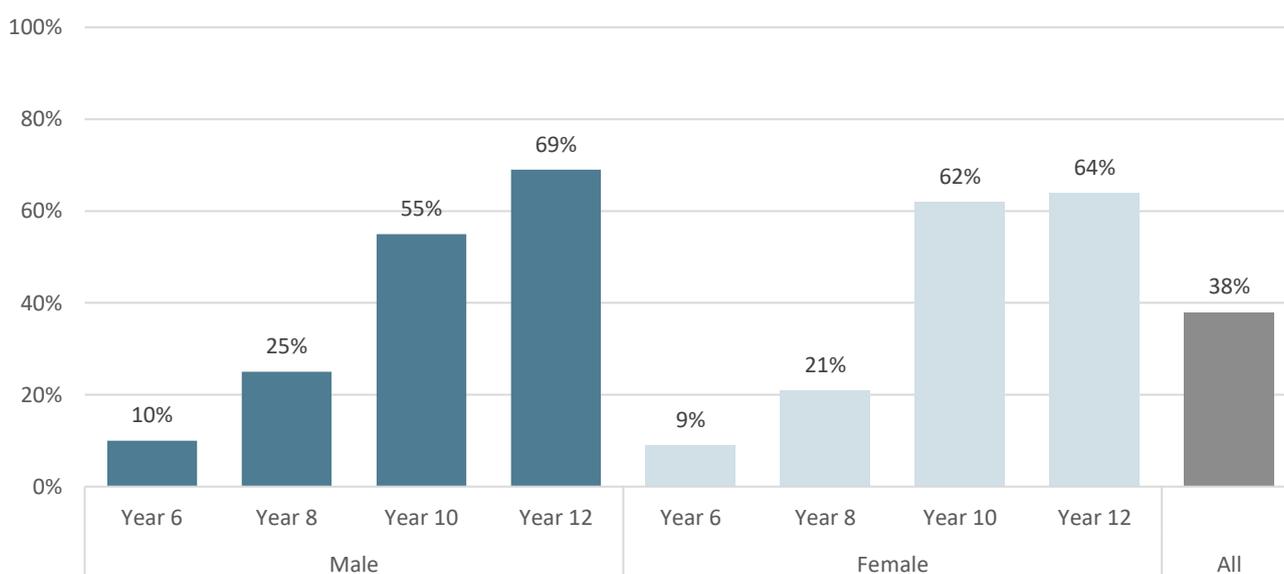
Access to drugs

Figure 7.1 Have you been offered cannabis / other drugs?
(percentage who responded 'yes')



- males were generally more likely than females to have been offered cannabis or other drugs
- males and females were more likely to have been offered cannabis than other drugs (with the exception of Year 6 – numbers in this Year group were very small)

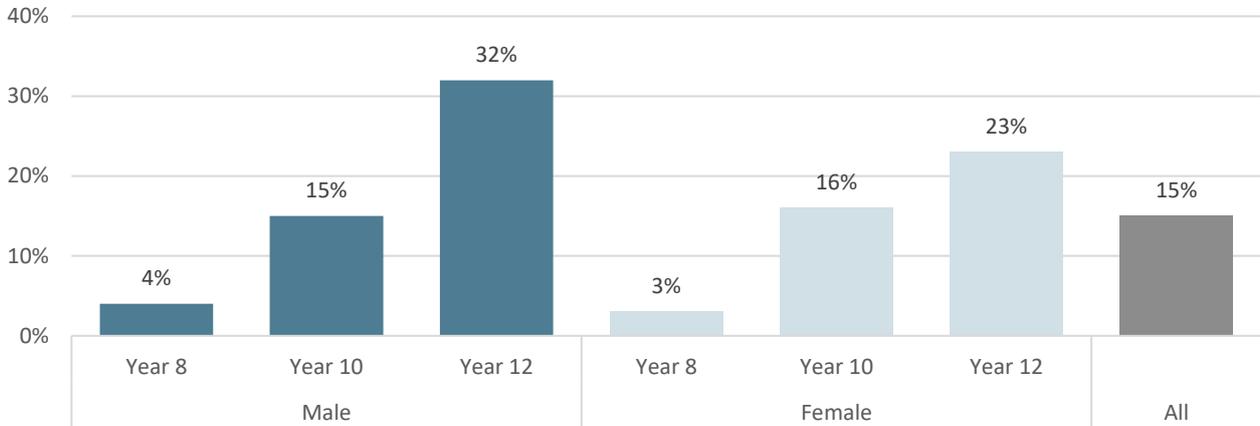
Figure 7.2 Do you know anyone personally who you think takes drugs?
- not cigarettes, alcohol or medicines (percentage who answered 'yes')



- similar proportions of males and females in each Year group knew someone who they thought took drugs

Drug use

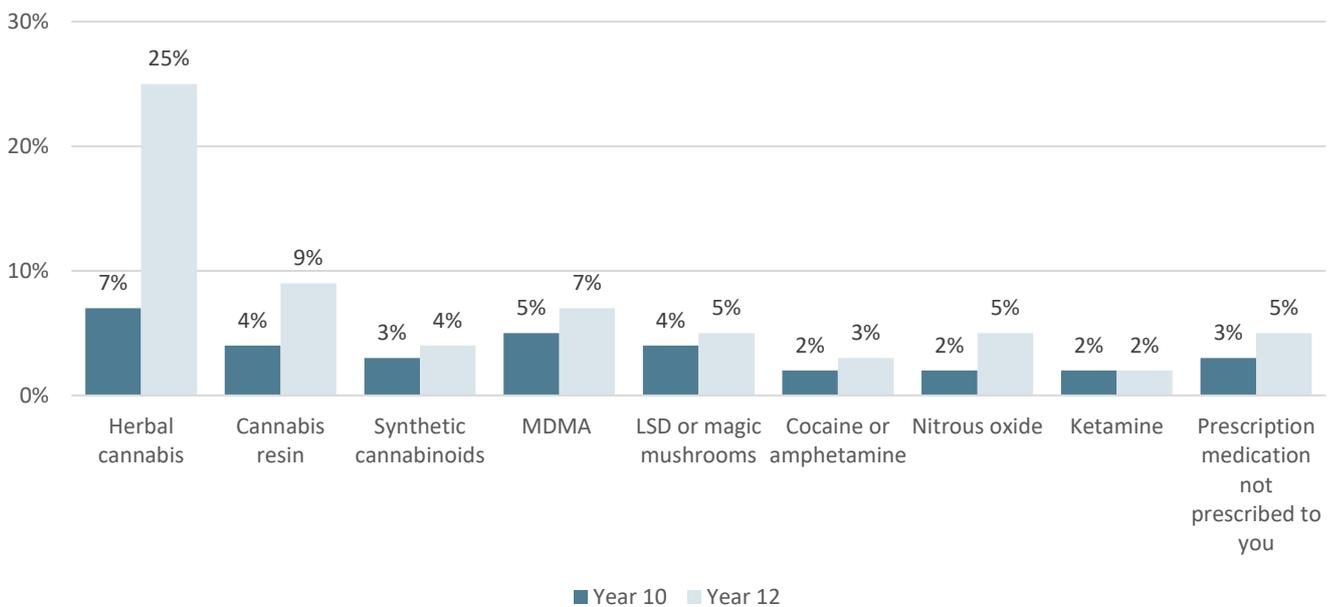
Figure 7.3 Have you ever taken drugs?
- not cigarettes, alcohol or medicines (percentage who answered ‘yes’)



- around a sixth of Year 10 reported ever having taken drugs, similar to that seen in 2018
- more than a quarter (27%) of young people in Year 12 reported ever having taken drugs
- a greater proportion of males than females in Year 12 reported ever having taken drugs

Type of drugs

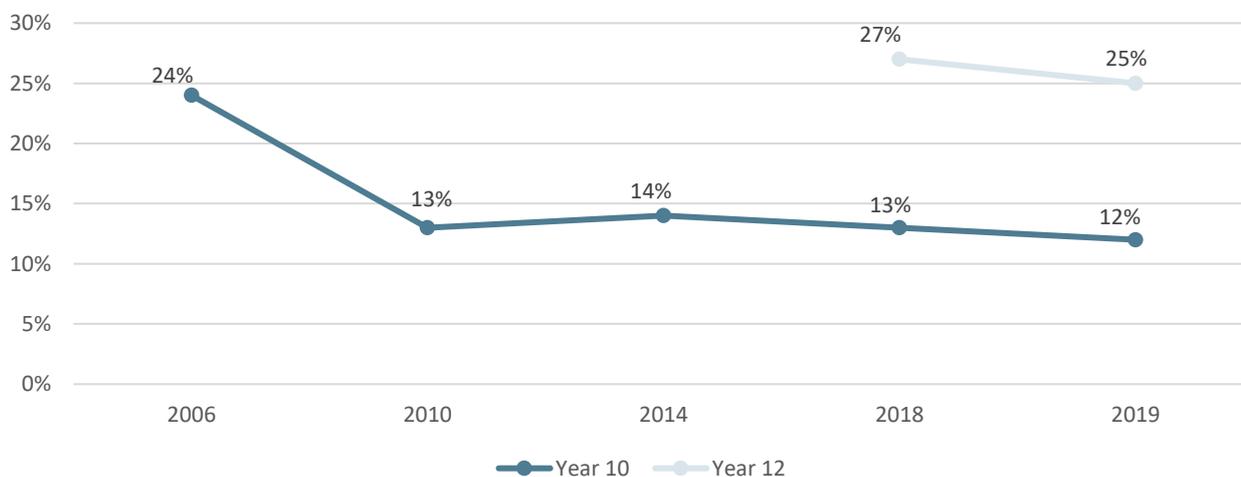
Figure 7.4 What is your experience of drugs? (Percentages shown are of entire year group who reported having EVER taken the drug)



Young people were also asked which drugs they had taken *within the last month*; cannabis in its different forms was the most frequently cited. In Year 12, 14% reported having taken herbal cannabis in the last month, and 4% reported having taken cannabis resin. The proportions in Year 10 were 7% (herbal cannabis) and 4% (cannabis resin) having taken these drugs in the last month.

The 2019 survey asked questions about herbal cannabis and cannabis resin separately. These results were combined in order to enable comparison with previous rounds of the survey in which the question related simply to ‘cannabis’

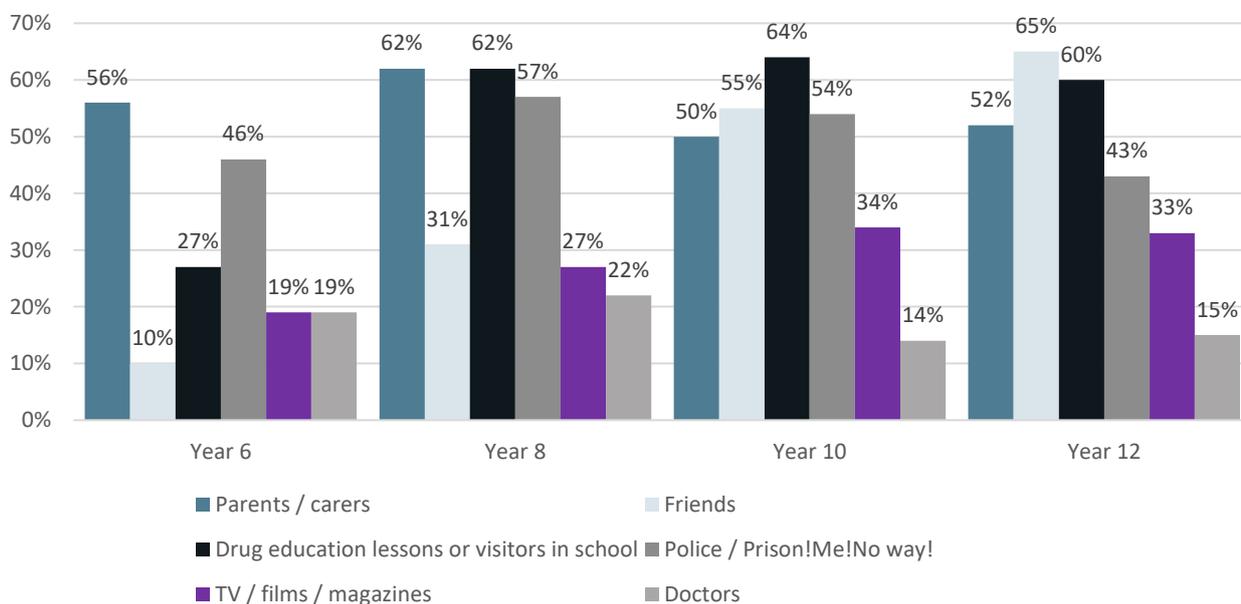
Figure 7.5 Percentage of young people who have ever taken cannabis over time
(Year 10 & Year 12)



- the proportion of Year 10 reporting ever having taken cannabis has been similar since 2010
- a quarter of Year 12 reported having ever taken cannabis, a similar proportion seen in 2018

Sources of information

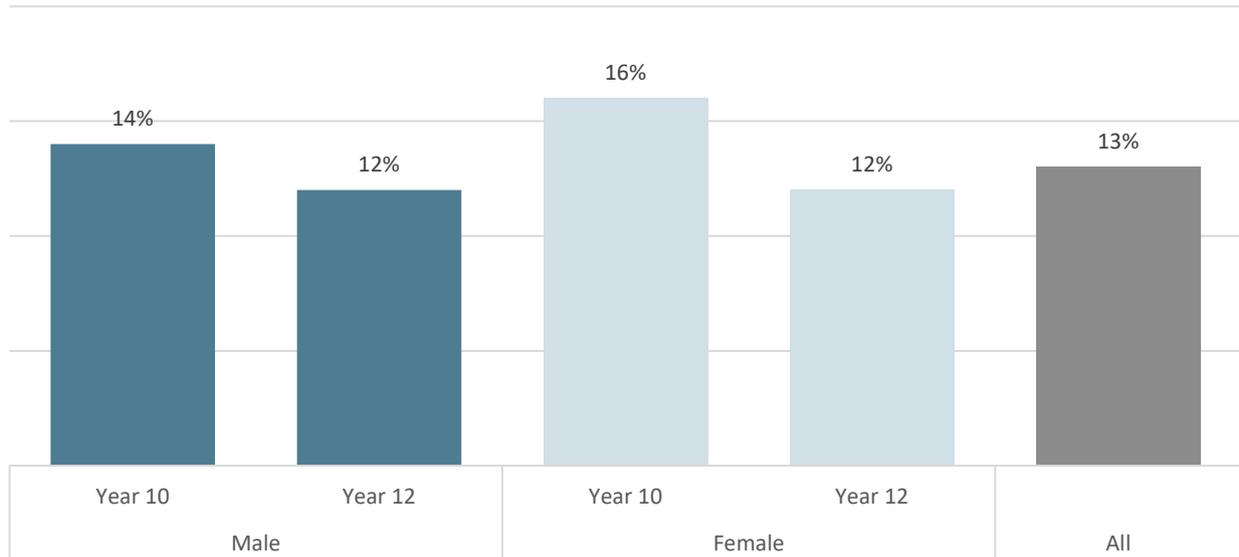
Figure 7.6 Which of these do you use for information about drugs?



- across all Year groups, parents / carers were a main source of information about drugs
- for secondary school students, drug education lessons in school and Prison!Me!NoWay! were main sources of information
- students in Years 10 and 12 also cited friends as a main source of information about drugs
- other options cited included brothers, sisters and close relations; posters / leaflets and reference books / advice centres (e.g. Jersey Youth Enquiry Service – YES); internet websites and social media.

Adverse reactions to drugs

Figure 7.7 Have you ever had a bad reaction to drugs?
(percentage who responded 'yes')



- around 13% of Year 10 and 12 reported having experienced a bad reaction to drugs
- results were similar for males and females and across Year groups
- commonly cited reactions included panic attack / anxiety, loss of consciousness, paranoia and depression

Diet

Breakfast

Nearly **1 in 3** students in
Year 12



had eaten
nothing for
breakfast
before school

Lunch

8% of
Years 8, 10
and 12



reported normally
skipping lunch

5-a-day



2 in 5



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

Special diets



7%

of young people
surveyed are
pescatarian,
vegetarian or
vegan



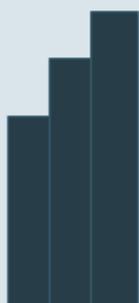
Crisps, sweets and chocolate

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

crisps, sweets and **chocolate**

on most days

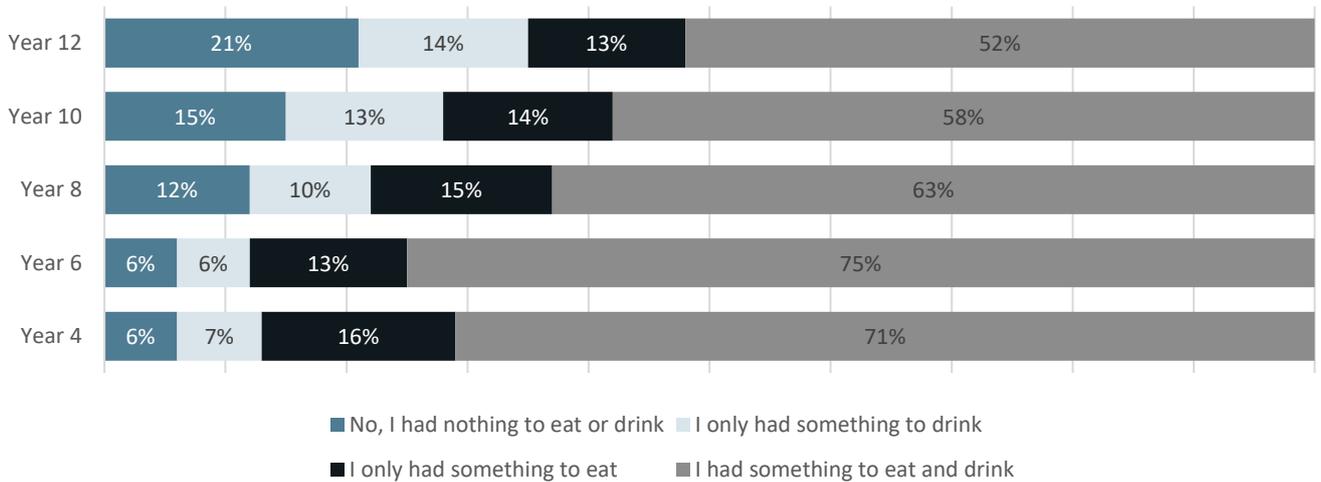
has **increased** since 2010



Chapter 8 – Diet

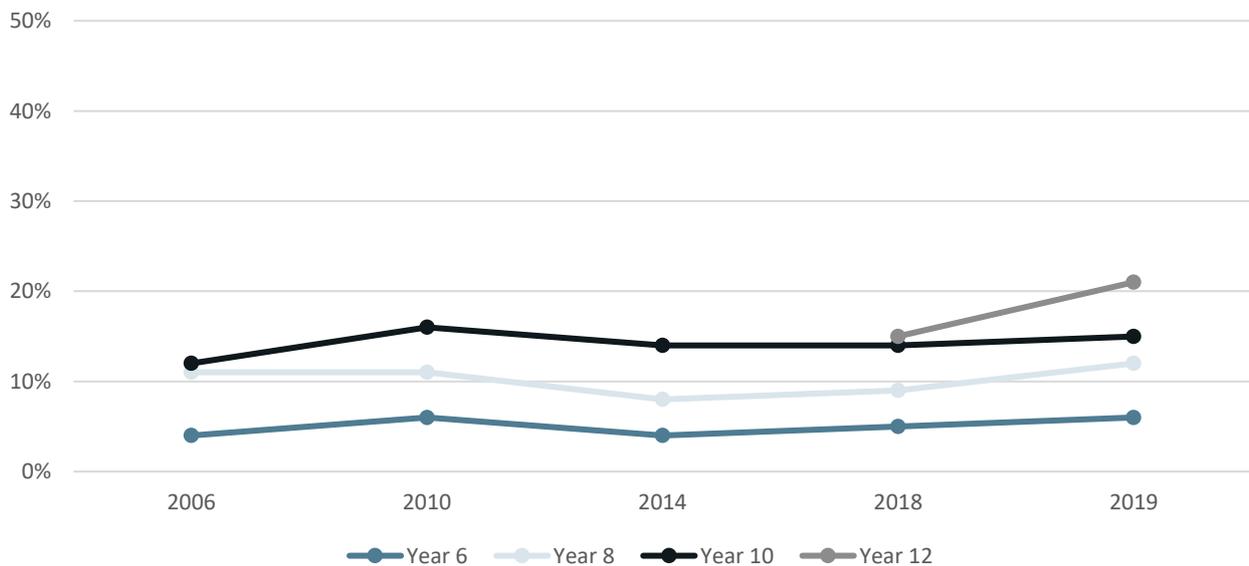
Breakfast

Figure 8.1 Did you eat or drink anything before lessons this morning?



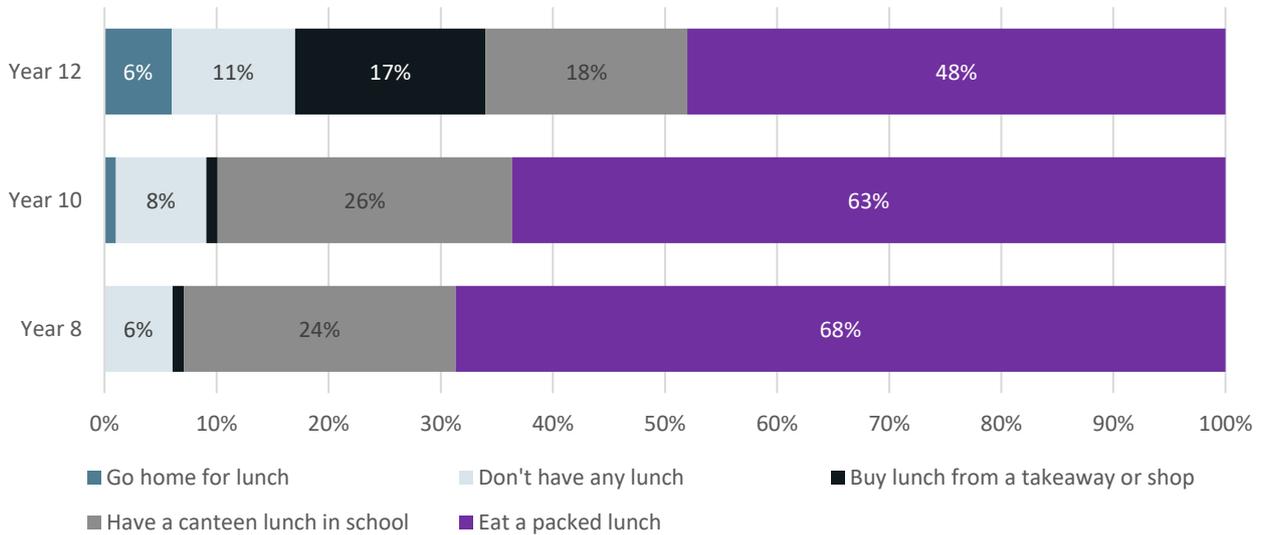
- one in five young people (21%) had nothing to eat before school on the day of the survey
- more than one in three Year 12s (35%) and one in four Year 10s (28%) reported having nothing to eat before school on the day of the survey

Figure 8.2 Percentage of children having nothing to eat or drink before school that morning 2006 - 2019 (Years 6, 8, 10 & 12)



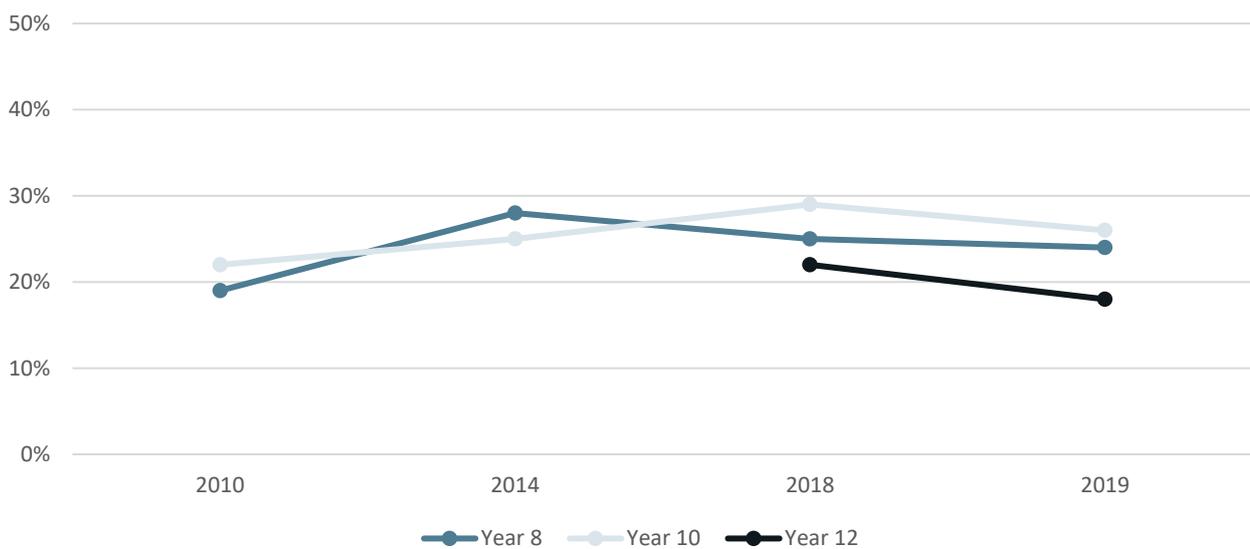
Lunch

Figure 8.3 What do you normally do for lunch on a school day?



- a smaller proportion of Year 12s ate a packed lunch than Years 8 and 10
- 6% of Year 8, 8% of Year 10 and 11% of Year 12 students reported that they don't have any lunch
- one in four (27%) Year 12 males buy their lunch from a takeaway or shop
- a higher proportion of females ate a packed lunch than males

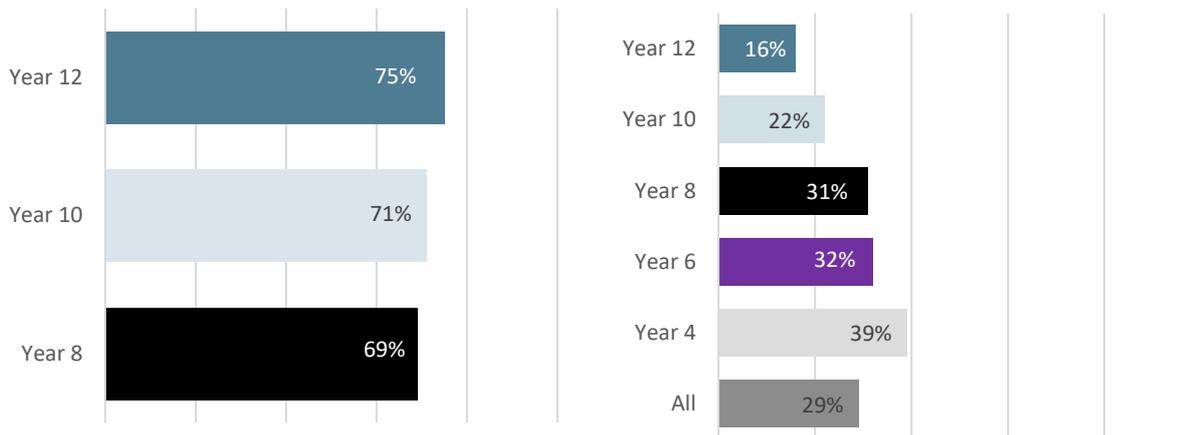
Figure 8.4 Percentage that normally have a school canteen lunch, 2010-2019



5-a-day

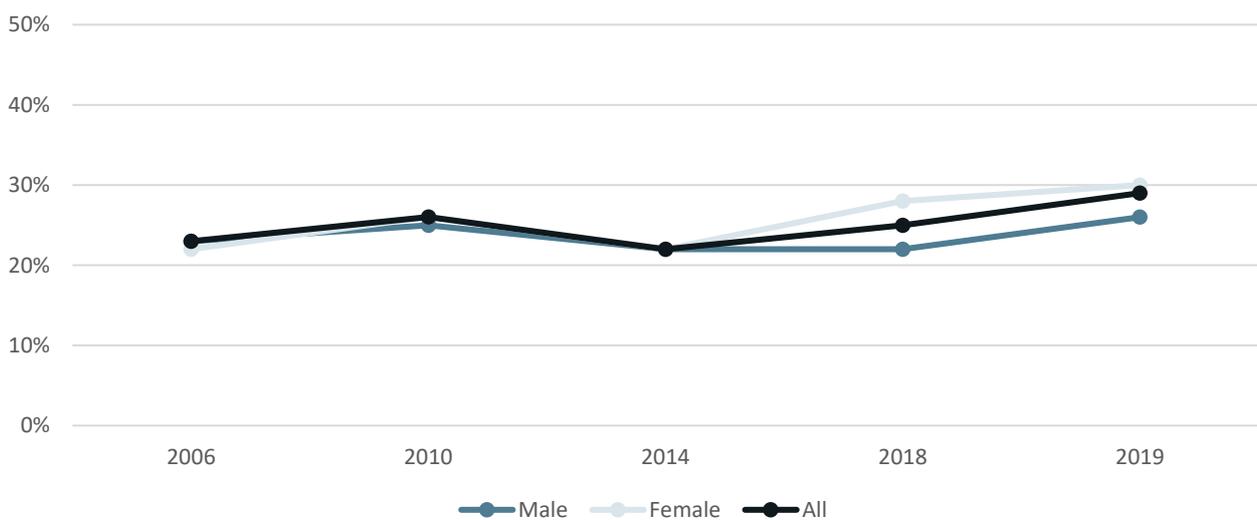
Two questions were asked about young people’s knowledge and practise of eating five portions of fruit and vegetables each day (‘5-a-day’). (Note – Year 4 and Year 6 children were not asked the knowledge question).

Figure 8.5 Knowledge and practise of eating 5-a-day
 (Aware about eating 5-a-day) (Ate 5-a-day yesterday)



- the proportion of young people who were aware about eating 5 portions of fruit and vegetables each day was greater than the proportion that actually ate 5 portions
- the proportion of young people who ate 5 portions of fruit and vegetables decreased with age

Figure 8.6 Proportion of young people eating at least 5 portions of fruit and vegetables each day, over time (Years 6, 8 and 10)



Meat and vegetables

Figure 8.7 How often did you eat the following in the last 7 days
- percentage of young people answering most days (4 or more)

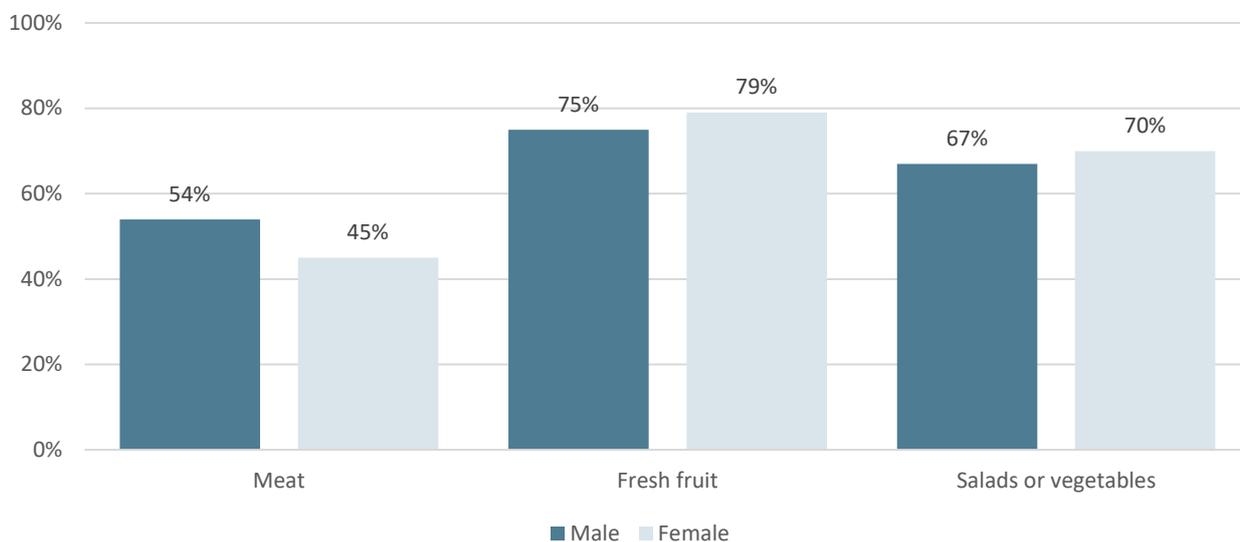
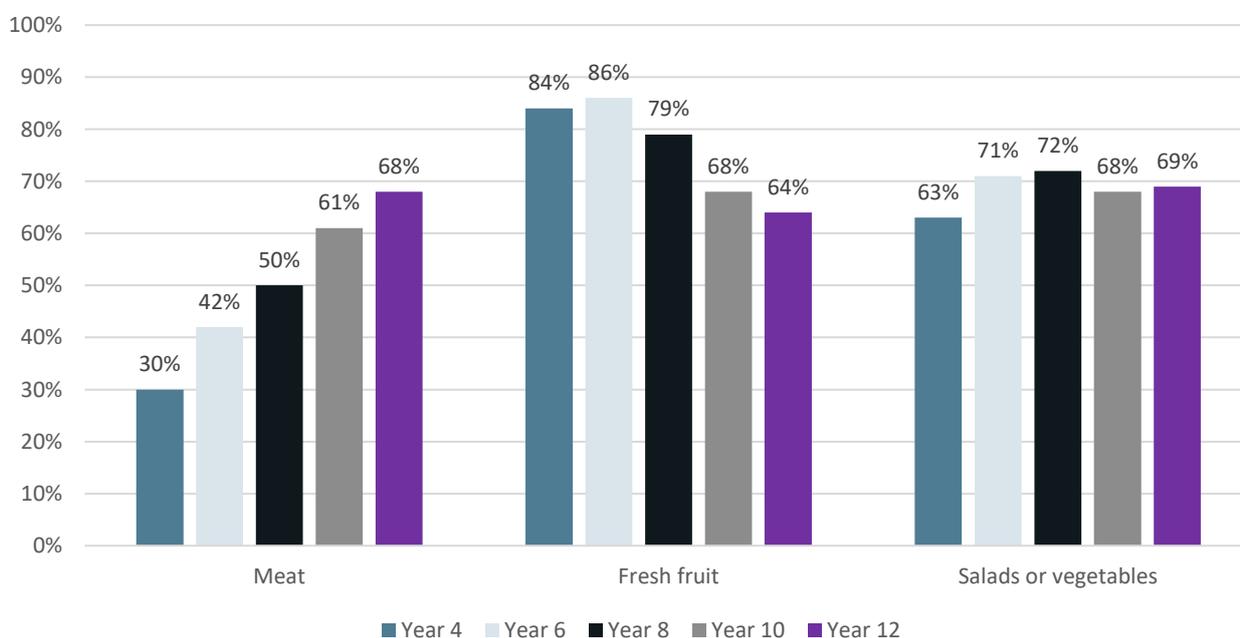


Figure 8.8 How often did you eat or drink the following in the last 7 days?
- percentage of young people answering most days (4 or more) by year group

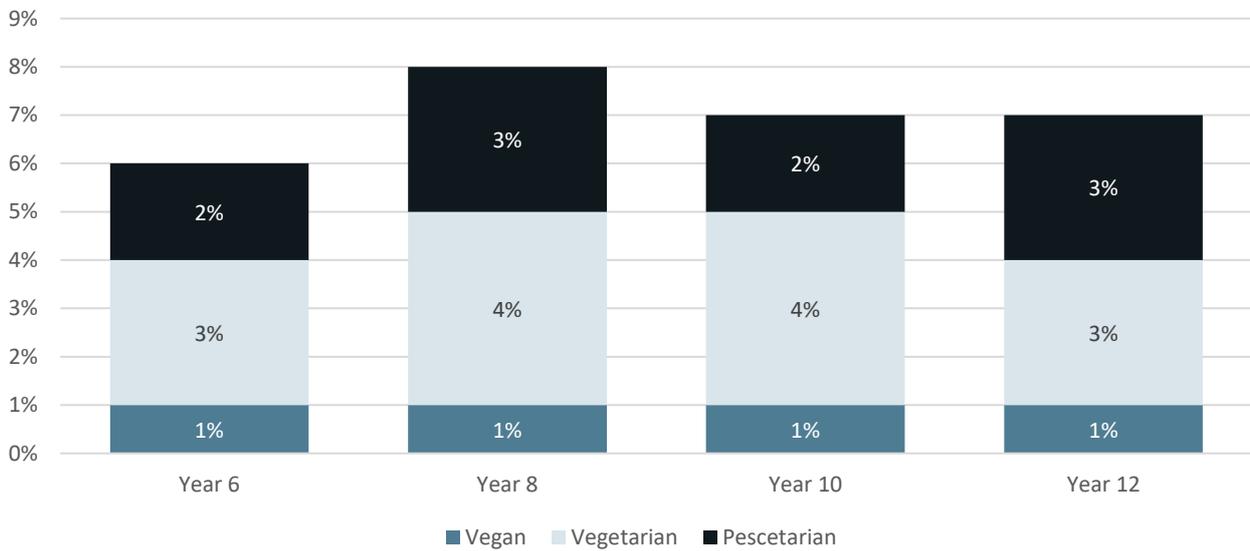


- the proportion of young people who ate meat on most days increased with age, from 30% in Year 4 to 68% in Year 12
- the proportion of young people who ate fresh fruit on most days decreased in higher Year groups

Special diets

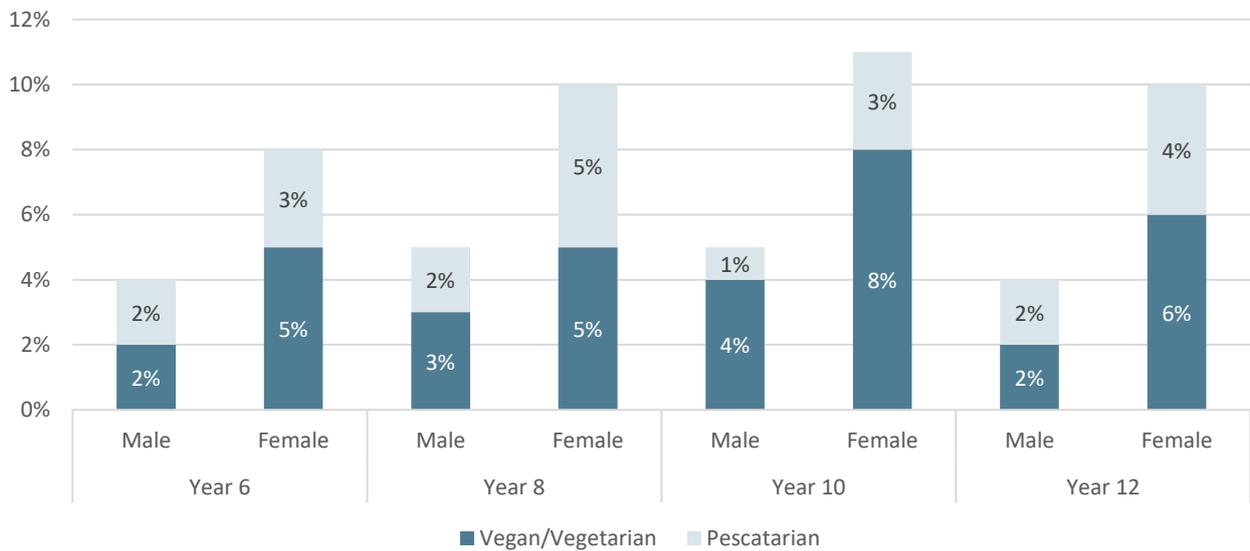
Young people in Years 6, 8, 10 and 12 were asked if they followed any of the following diets: vegan (not eating meat, fish or any animal products); vegetarian (not eating meat or fish); or pescatarian (eating fish but not meat).

Figure 8.9 Are you a vegan, vegetarian or pescatarian? (by Year group)



- the proportions of vegans, vegetarians and pescatarians were similarly small across all Year groups

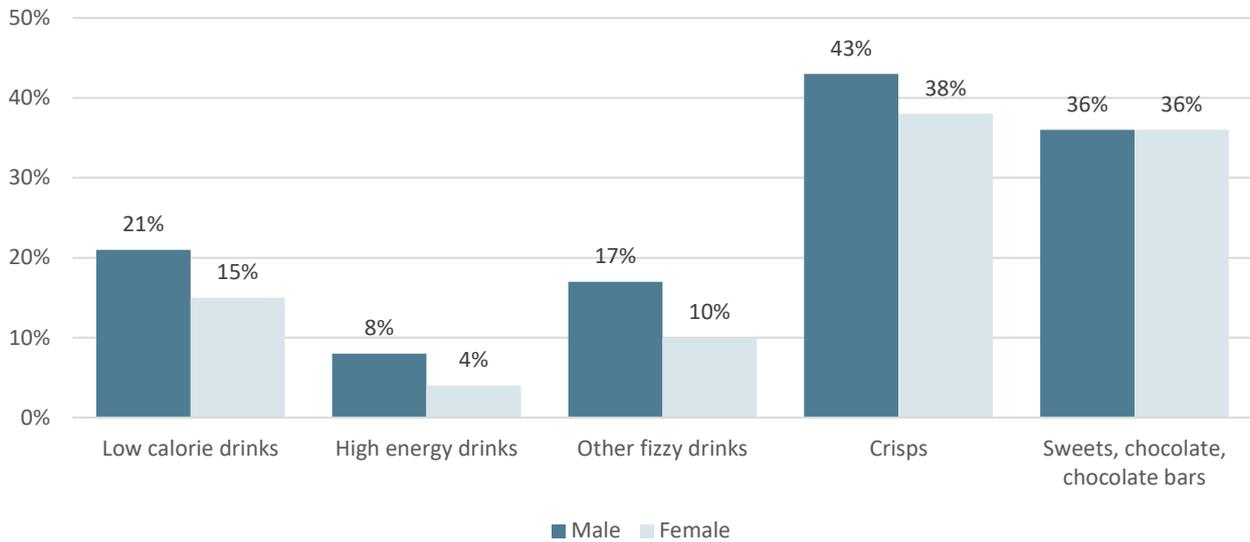
Figure 8.10 Are you a vegan, vegetarian or pescatarian? (by Year group and gender)



- due to the small number of young people who said they ate a vegan diet, vegetarians and vegans were combined into a single category
- a greater proportion of females ate a special diet than males in all Year groups

Unhealthy food

Figure 8.11 How often did you eat or drink the following in the last 7 days?
- percentage of young people answering on 4 days or more by gender



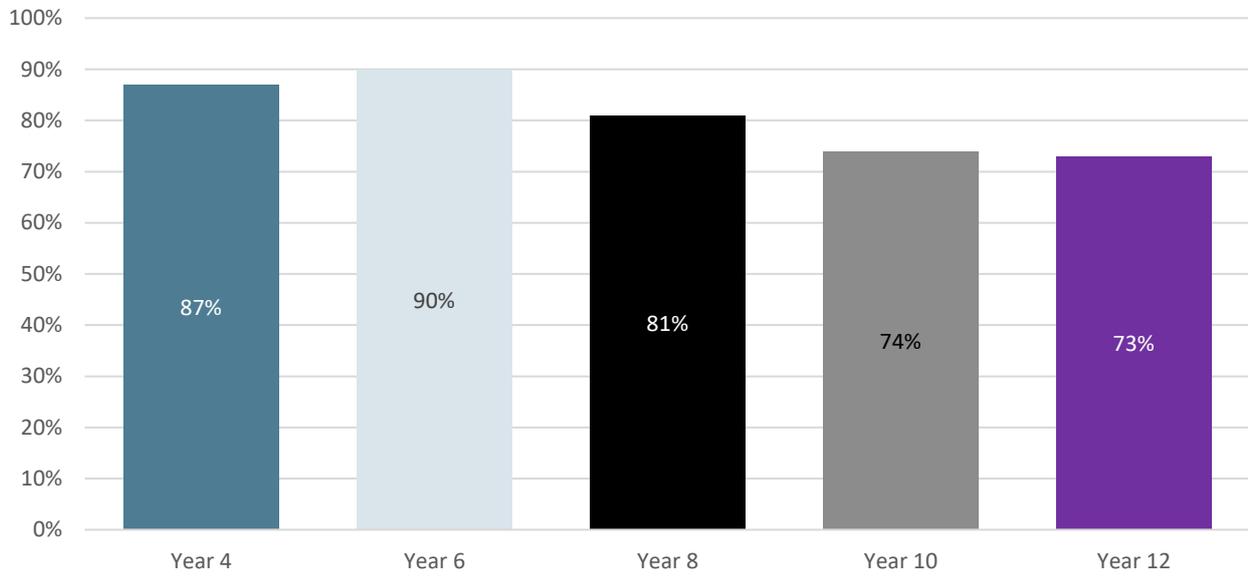
- over a fifth of children and young people surveyed ate crisps, sweets, chocolate and chocolate bars on most days: the proportions of males and females were similar
- a higher proportion of males drank fizzy drinks than females
- the proportions split by Year group showed broadly similar results, the exception being a higher percentage of Year 10 and 12 ate sweets, chocolate and chocolate bars on most days (approximately 45%) compared to other Year groups (approximately 30%)

Figure 8.12 Percentage eating crisps / sweets and chocolate on most days over time
(Years 6, 8 & 10)



Drinking water

Figure 8.13 Did you drink water regularly throughout the day yesterday?
- not squash, just plain water (*percentage who answered 'yes'*)



- the proportion of young people who drank water regularly throughout the day generally decreased with age

Physical Activity

Exercise



81% of all children surveyed

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



Physical activity



45% of young people wish they did more **physical activity**



Screen time

7 out of **10** young people from Years 10 and 12 had at least **3 hours per day** of screen



time

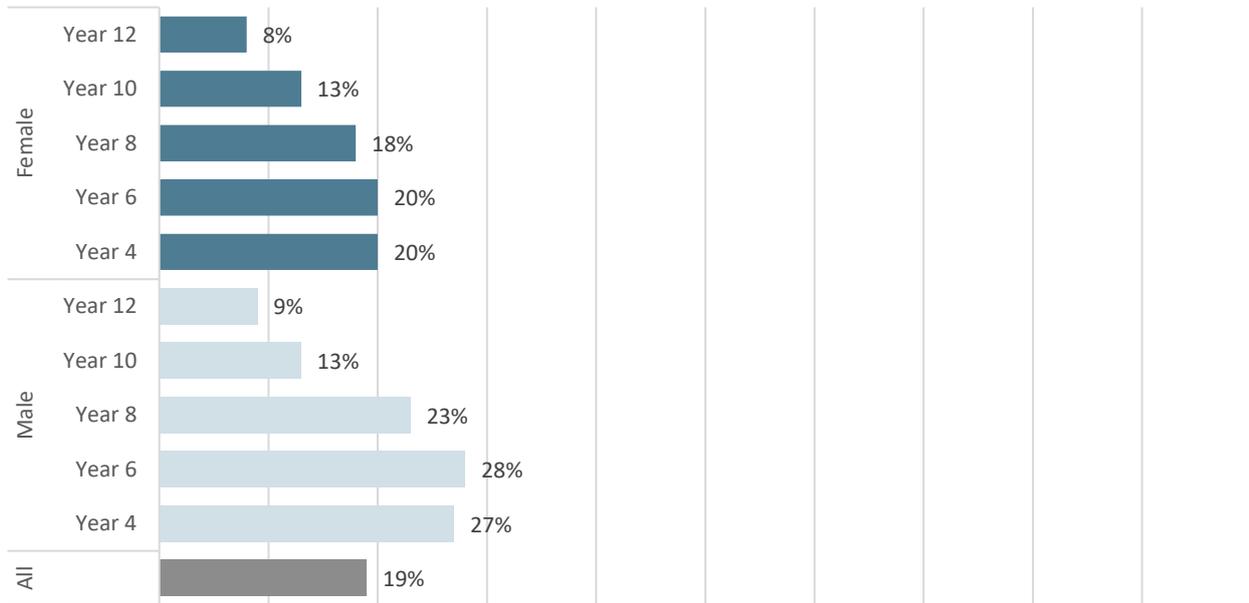


1 out of **3** young people from Years 10 and 12 had at least **5 hours per day** of screen time

Chapter 9 – Physical activity

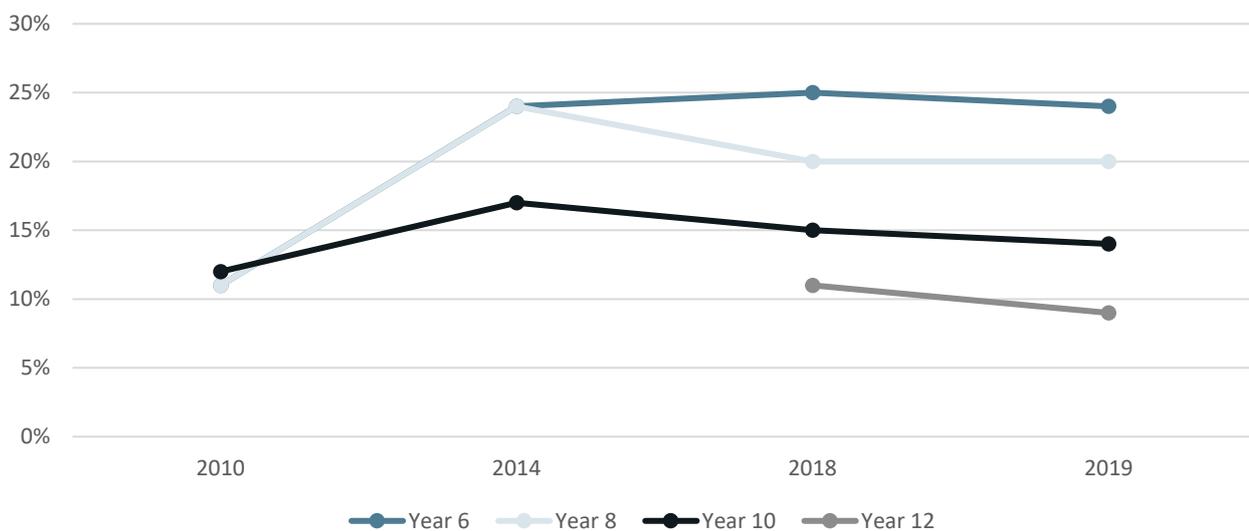
Exercise

Figure 9.1 Percentage of young people meeting the recommended level of physical activity¹² (one hour per day, each day over the last 7 days)



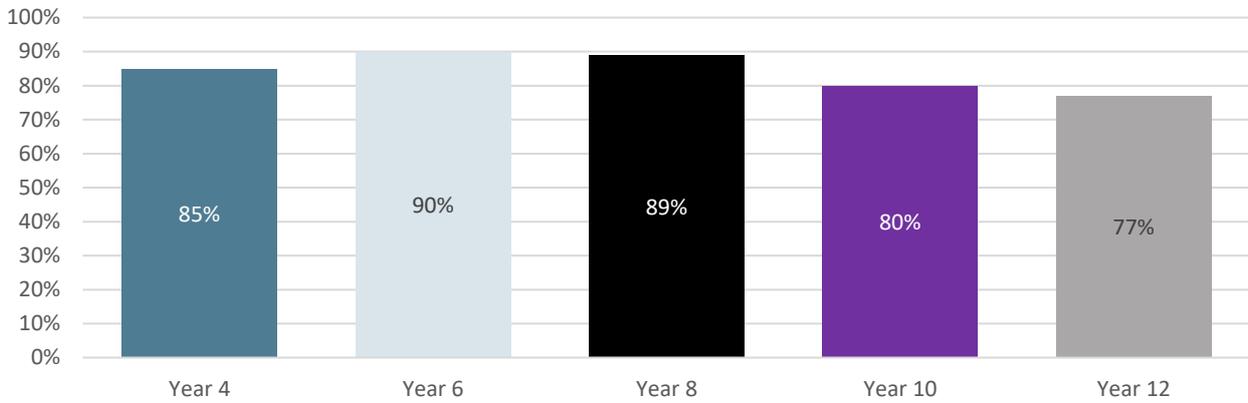
- almost one in five (19%) young people reported being physically active at or above the UK NHS recommended level (at least one hour, on each of the 7 days preceding the survey)

Figure 9.2 Young people meeting the recommended level of physical activity, over time



¹² NHS physical activity guidelines for children and young people.
www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/

Figure 9.3 Do you feel your parents / carers encourage you to be physically active?
e.g. take you to practise, join in with you, pay for activities etc.
(percentage who answered 'yes')



Barriers to exercise

Figure 9.4 Do you wish you did more physical activity?
(percentage who answered 'yes')

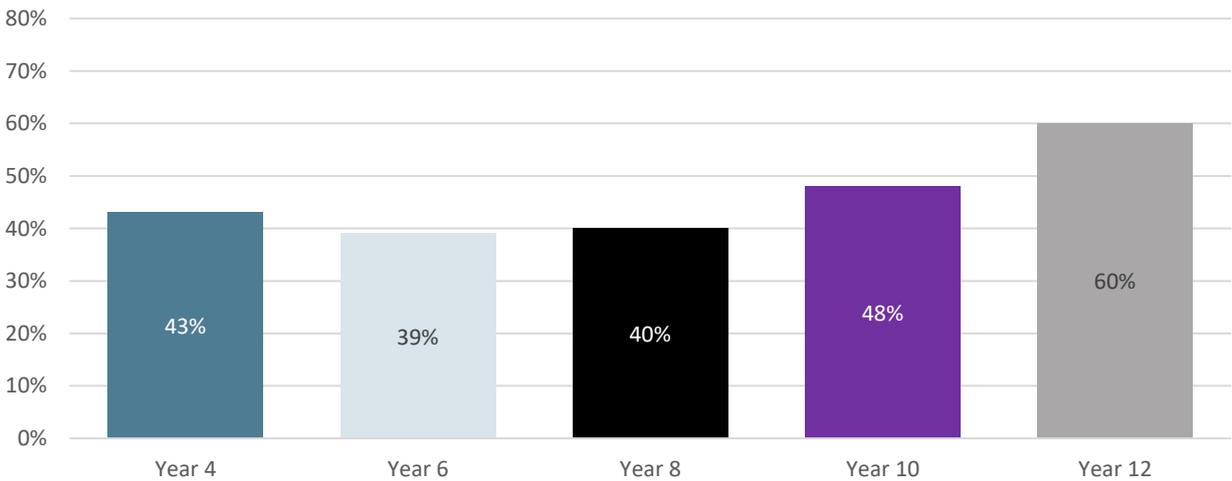
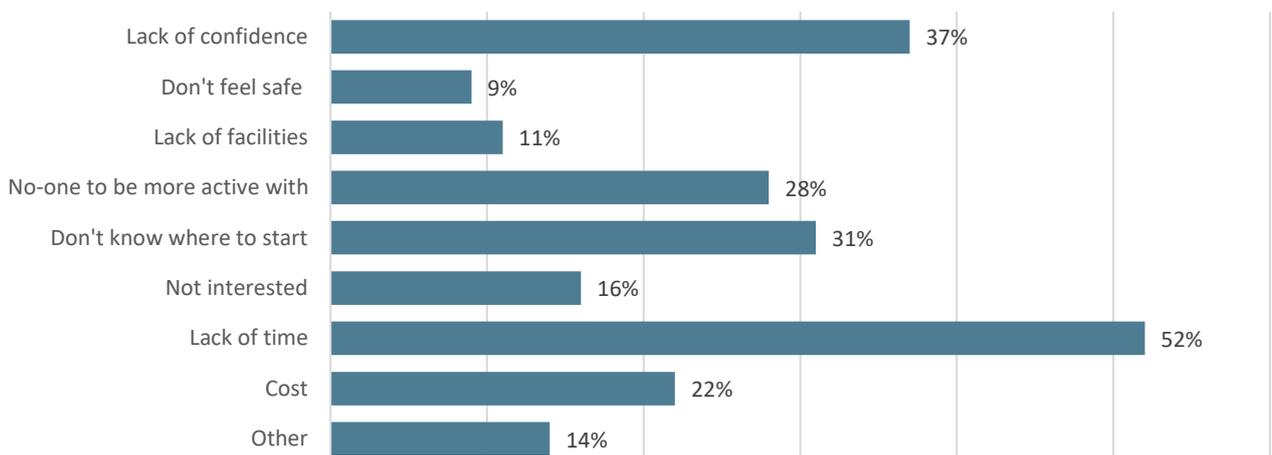


Figure 9.5 Which of the following (if any) are the reasons you don't do more physical activity?



Screen time

How much time did you spend doing the following YESTERDAY¹³ in your free time?

Figure 9.6 Watching TV programmes and movies (including online and DVDs)

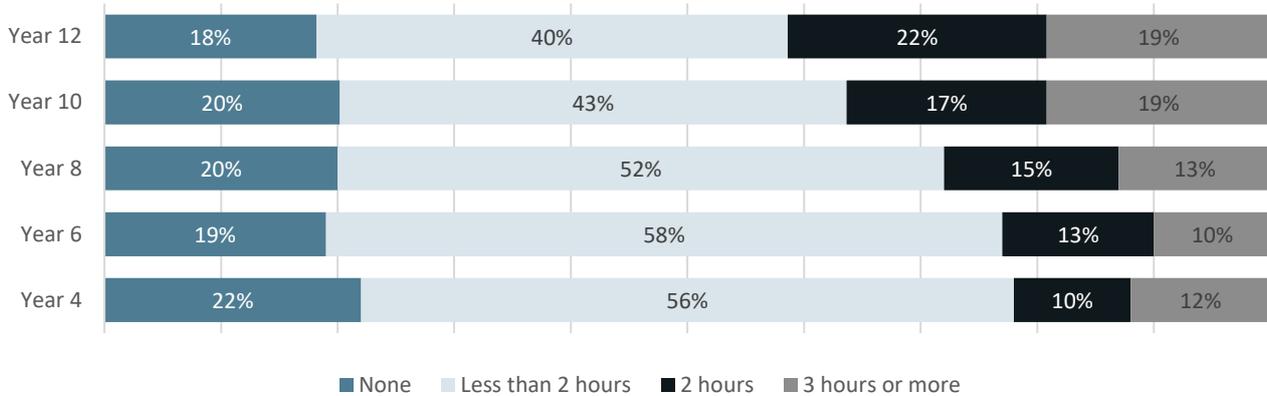


Figure 9.7 Playing games on a computer or games console (PlayStation, Xbox or tablet / smartphone)

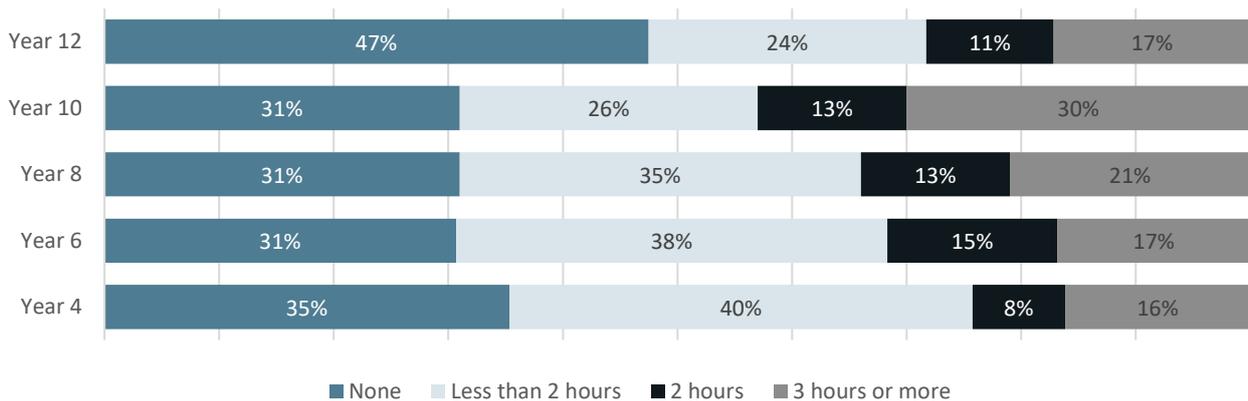
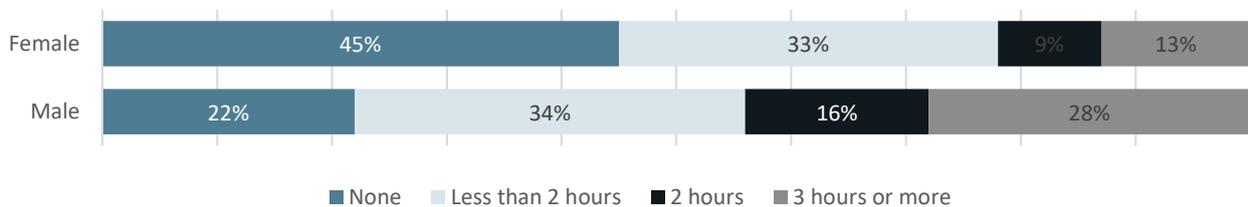


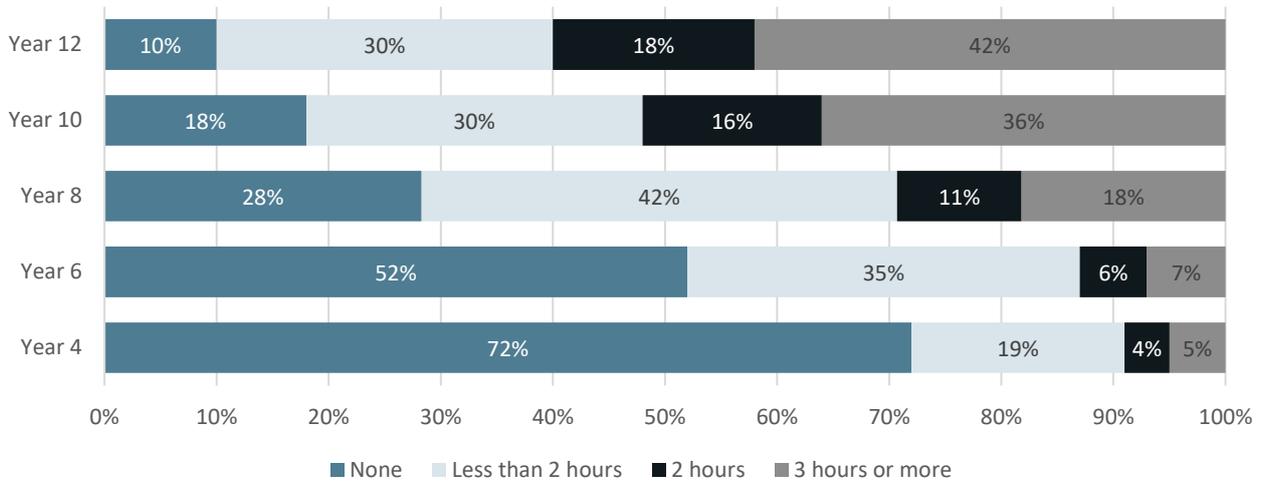
Figure 9.8 Playing games on a computer or games console (PlayStation, Xbox or tablet / smartphone) – male / female



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

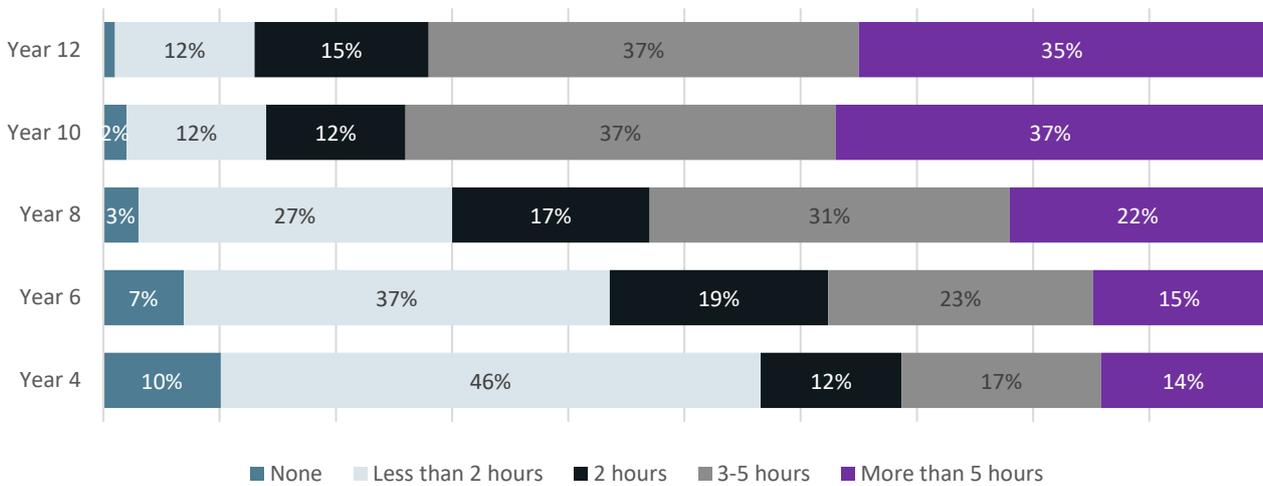
¹³ Responses made on a Monday were excluded – this section reflects mid-week screen time.

Figure 9.9 Using a computer for chatting online, internet, emailing (including on a tablet or smartphone)



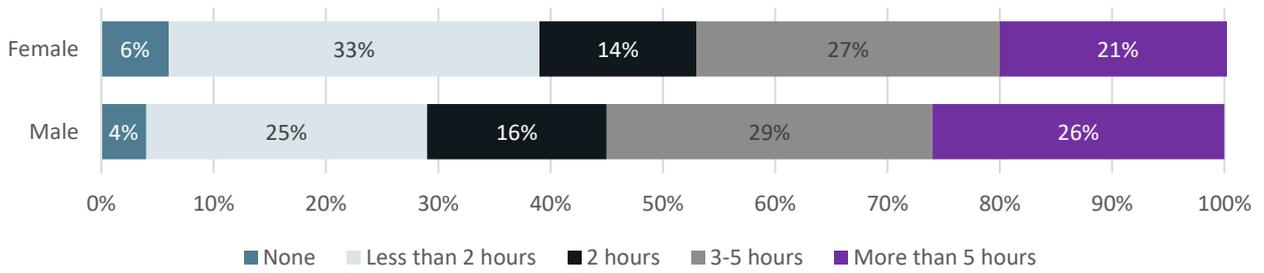
Using the responses from these previous four questions, a combined amount of screen time was calculated for each young person; the proportions by Year group are shown below.

Figure 9.10 Combined screen time



- more than a third of Year 10 (37%) and Year 12 (35%) young people were engaged in screen-based activity for more than 5 hours on the day prior to the survey
- over half of Year 4 (56%) spent less than 2 hours in screen-based activity on the previous day, compared to less than a sixth in Years 10 and 12 (14% and 13% respectively)

Figure 9.11 Combined screen time by gender



- a higher proportion of females (39%) spent less than 2 hours on screens than males (29%); this difference was largely due to the difference in computer / console gaming habits between females and males

Sex and growing up

Sexual attraction

87% of Year 10
and Year 12
males



...were exclusively
attracted to females

75% of Year 10
and Year 12
females



...were exclusively
attracted to males

Sexually active

17% of Year 10 and **47%** of Year 12
reported being currently or previously
sexually active



Contraception

79% in
Years 10 and 12



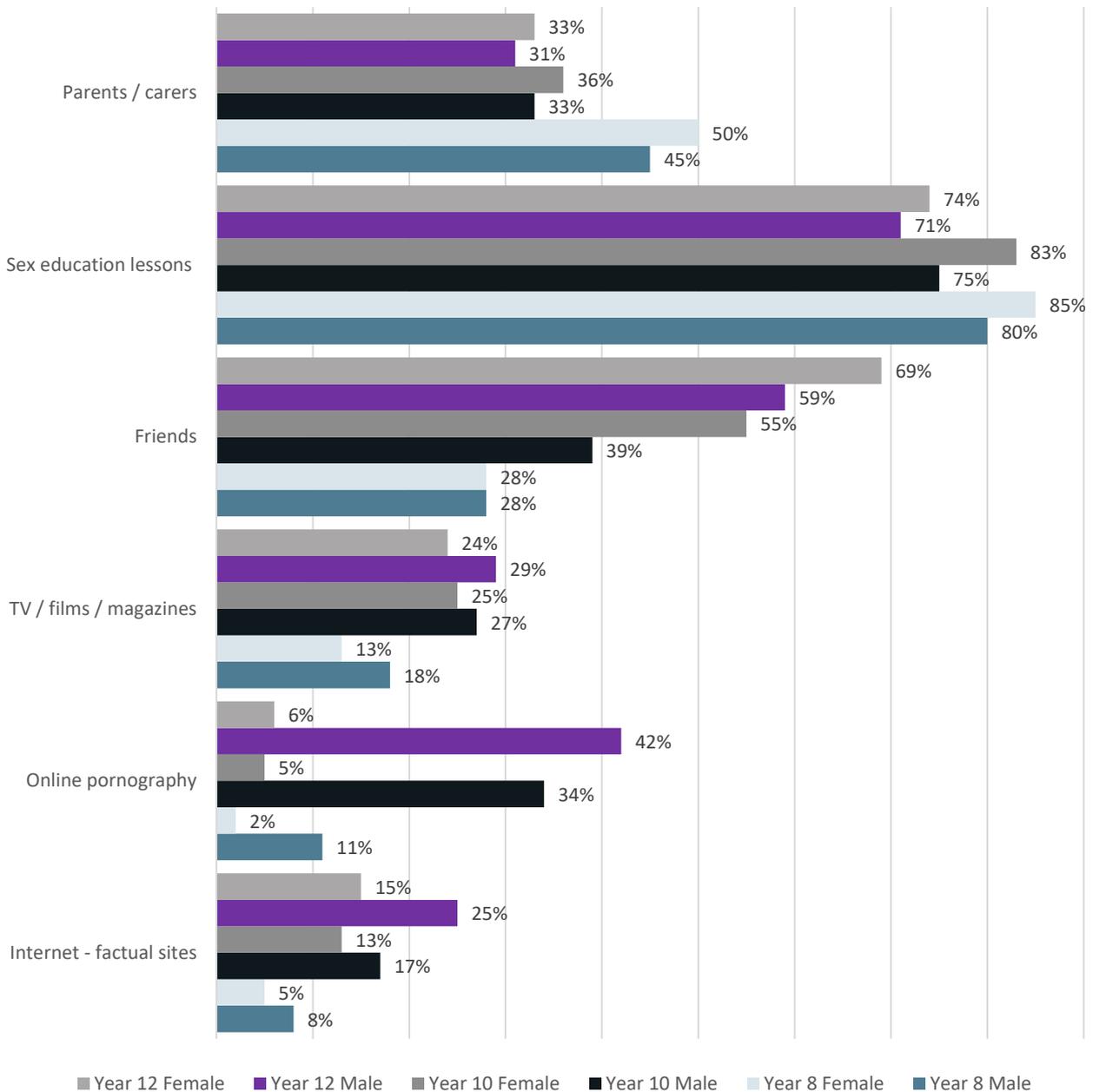
knew where to get
free condoms

53% of Year 10
and
51% of Year 12
used a **condom** the
last time they had sex

Chapter 10 – Sex and growing up

Sources of information

Figure 10.1 Which of these is your main source of information about sex? *Choose all that apply*

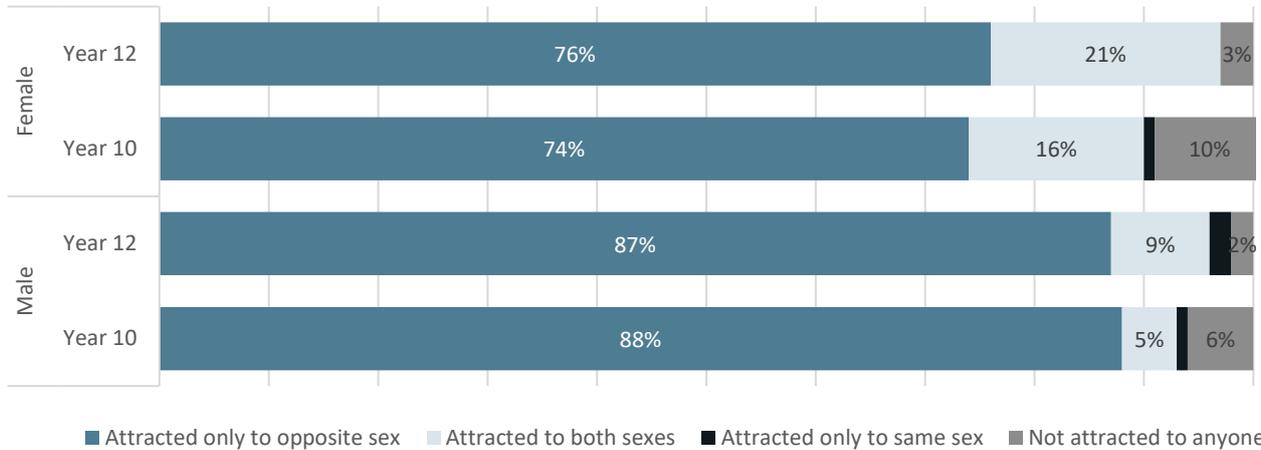


- other options cited were: brothers, sisters or other close relations; advice centres (e.g. YES); posters / leaflets / reference books; doctor / school nurse
- online pornography was a significant source of information about sex for males, cited by two-fifths (42%) of Year 12 males as a main source

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.

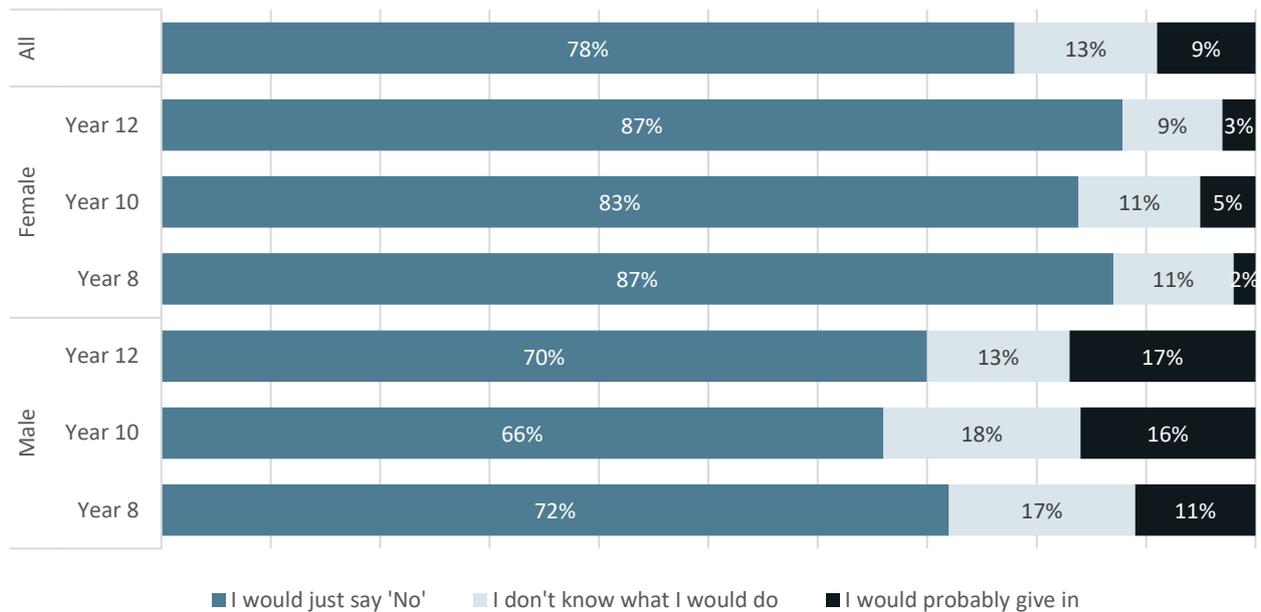
Figure 10.2 Sexuality (Year 10 and Year 12)



- a smaller proportion of females reported being exclusively attracted to males (75%) than males who reported being exclusively attracted to females (87%)

Confidence to say no to sex

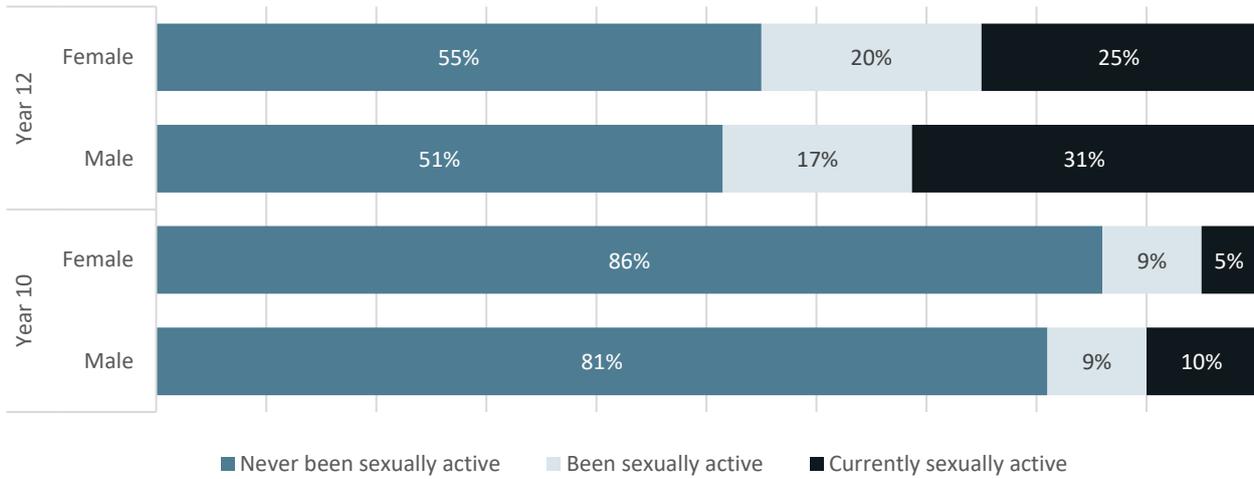
Figure 10.3 If someone you liked wanted to have sex with you, but you really don't want to, what would you do?



- a higher proportion of females than males would say 'no' to sex if they really didn't want to

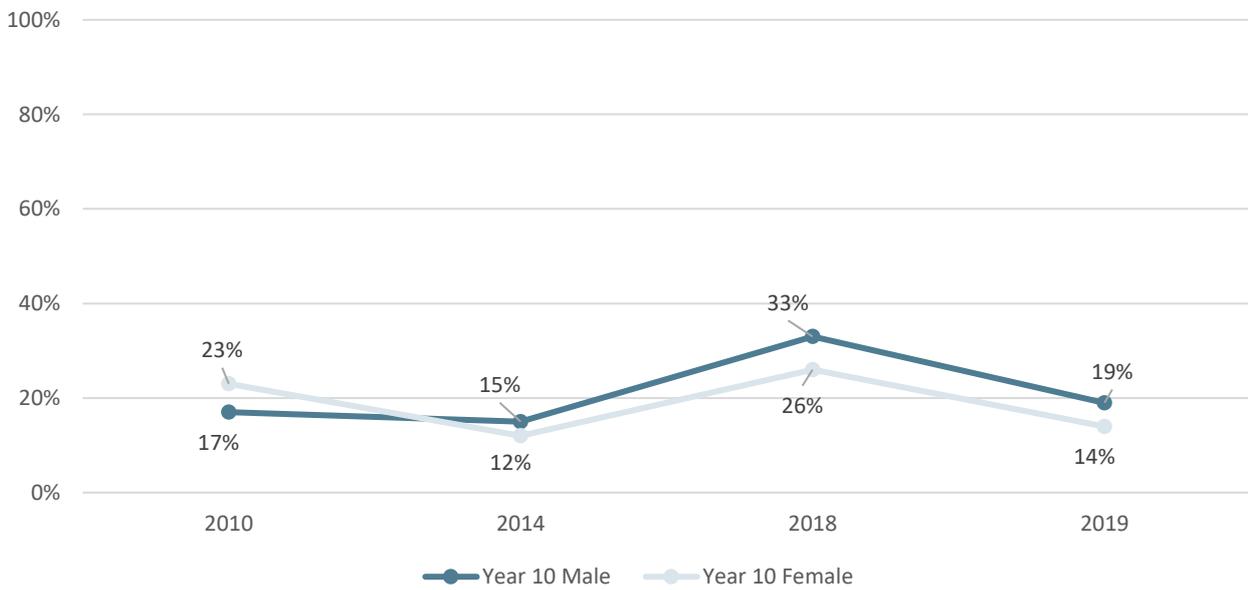
Sexual behaviour

Figure 10.4 Which of the following best describes you?



- nearly half (47%) of Year 12s reported having had sex
- of those young people who were, or had been, sexually active, around one in eight (13%) reported first having sex before the age of 14

Figure 10.5 Have you had a sexual relationship (current or previous)? 2010-2019 (Year 10 only)



Contraception

Figure 10.6 Do you know where you can get condoms free of charge?
(Year 10 and 12)

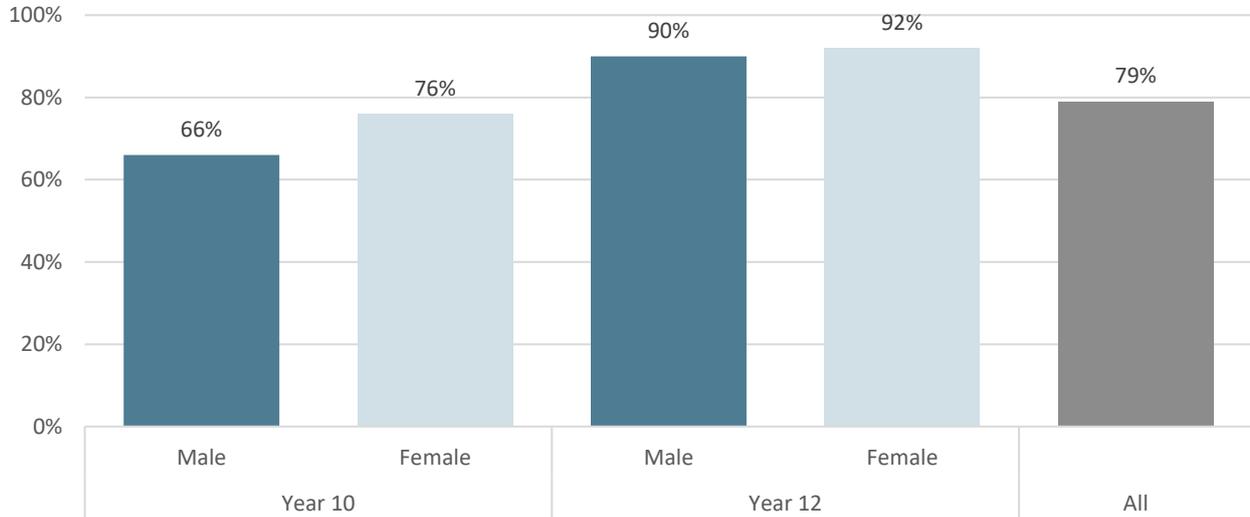


Figure 10.7 Knew where to get condoms free of charge, over time (Years 10)

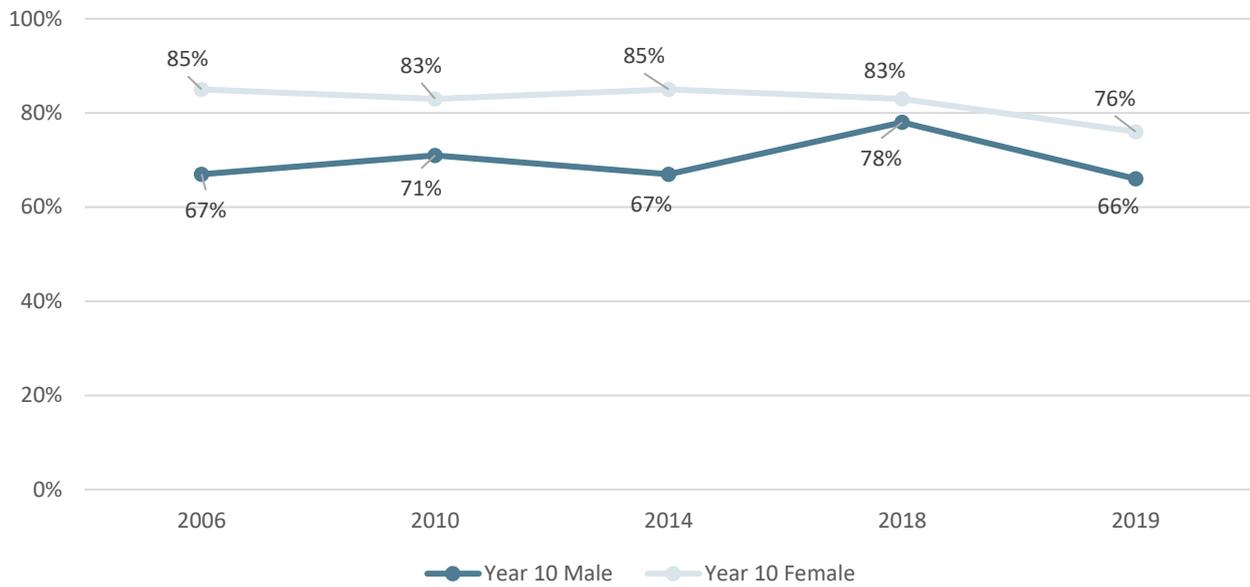
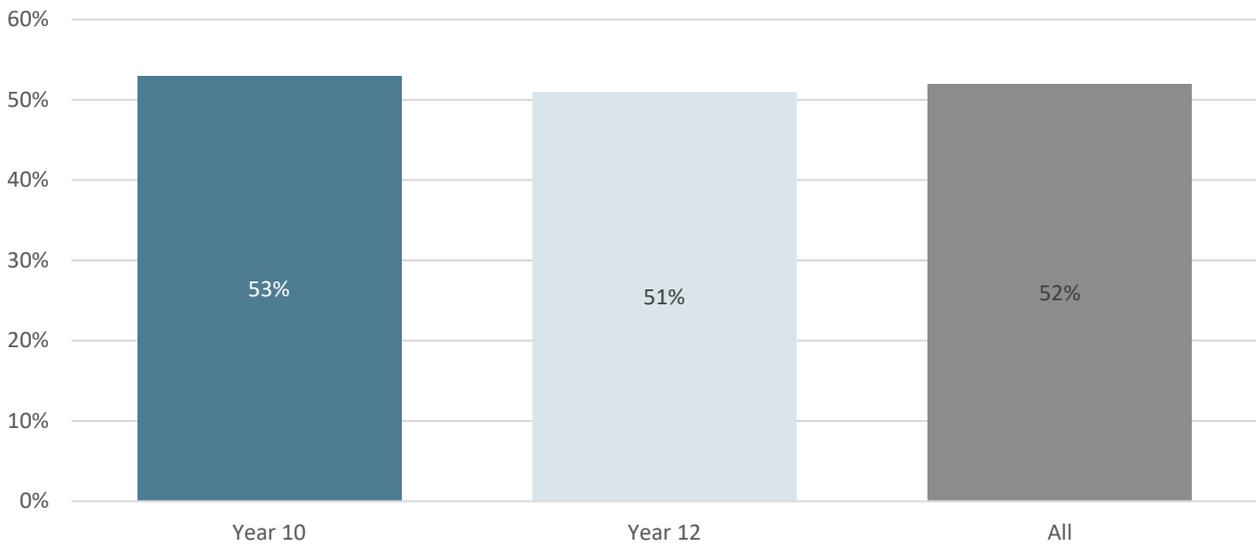
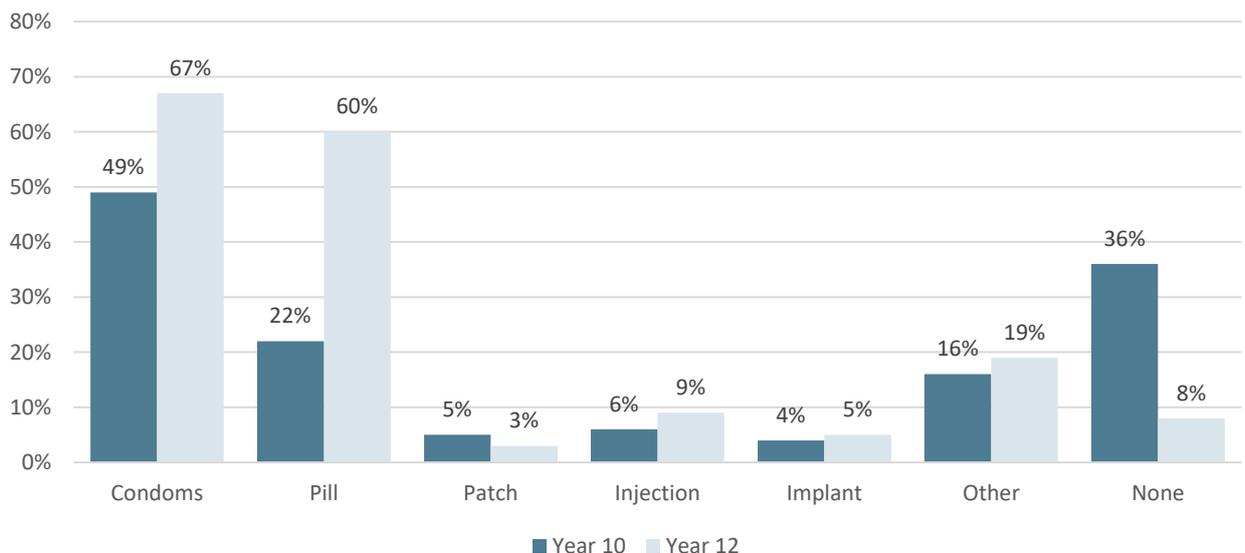


Figure 10.8 Last time you had sex, did you or your partner use a condom?
Percentage who answered 'yes'
(Question to those who are, or have been, sexually active)



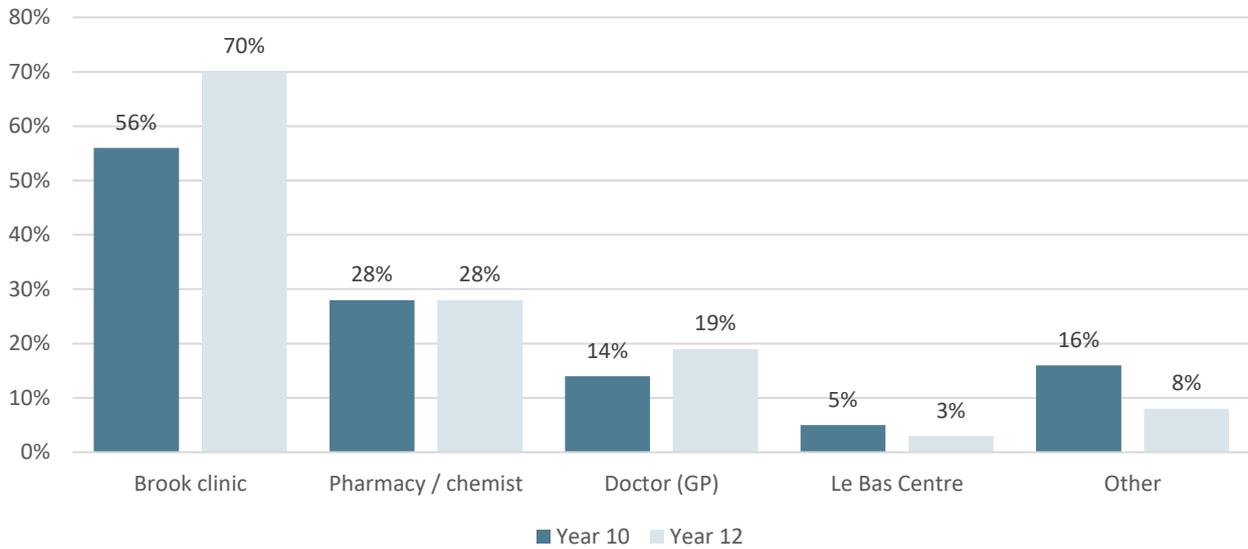
- similar proportions of Year 10 and Year 12 students reported using a condom when having sex
- the proportion of Year 12s who used a condom the last time they had sex was similar to that in 2018
- the proportion of Year 10s who used a condom the last time they had sex decreased from 68% in 2018 to 53% in 2019

Figure 10.9 Have you ever tried any of these methods of contraception?
Please select the methods you have used, or select 'None'
(Question to those who are, or have been sexually active)



- more than a third (36%) of young people in Year 10 who were, or had been, sexually active had not used any contraception, compared with 19% in the 2018 survey
- other contraceptive methods cited were: copper or Mirena coil, vaginal ring, emergency contraception and Caya cap. The numbers of young people citing these contraceptive methods were small.

Figure 10.10 Where did you get this / these (contraceptives) from?
(Question to those who are, or have been, sexually active)



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

Crime and child sexual exploitation

Would you tell someone?

1 in 10 secondary school students
(Years 8, 10 and 12)

would **probably not** or **definitely not**
tell someone if somebody tried to take
advantage of them sexually

Who would you feel comfortable telling?



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

Do you know a victim?

15% of secondary
school students...

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

12% of secondary
school students...

...believed they have
been a **victim** of child
sexual exploitation in the
last 12 months

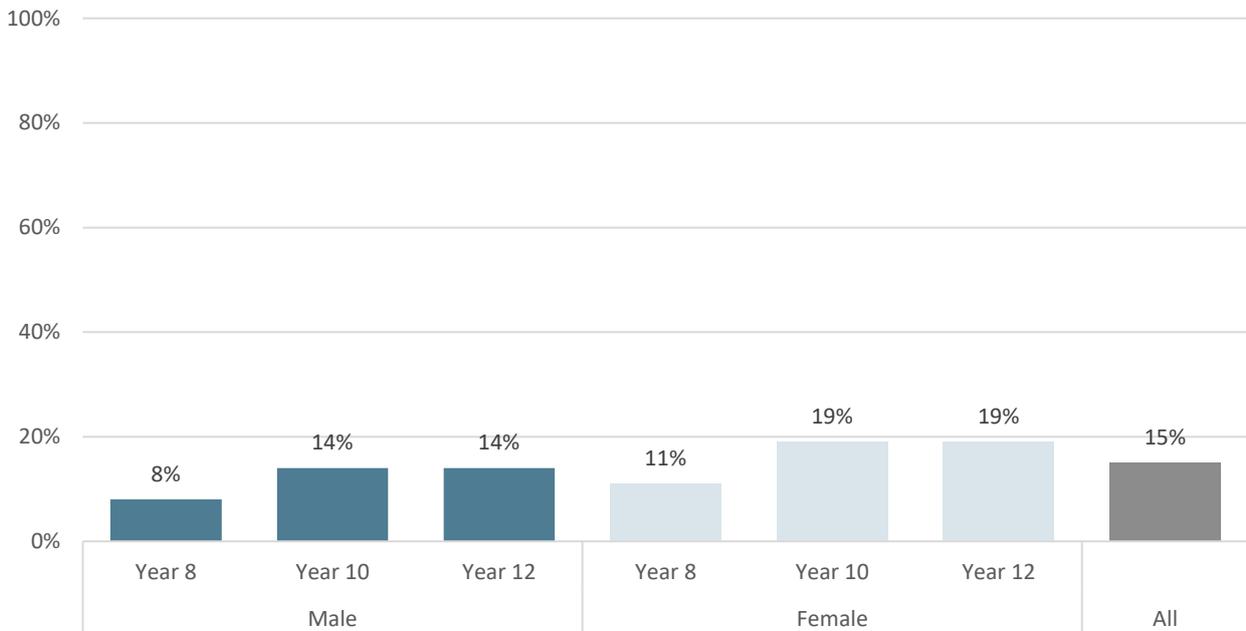
Chapter 11 – Crime and child sexual exploitation

The Jersey Child Safeguarding Board requested the inclusion of 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.

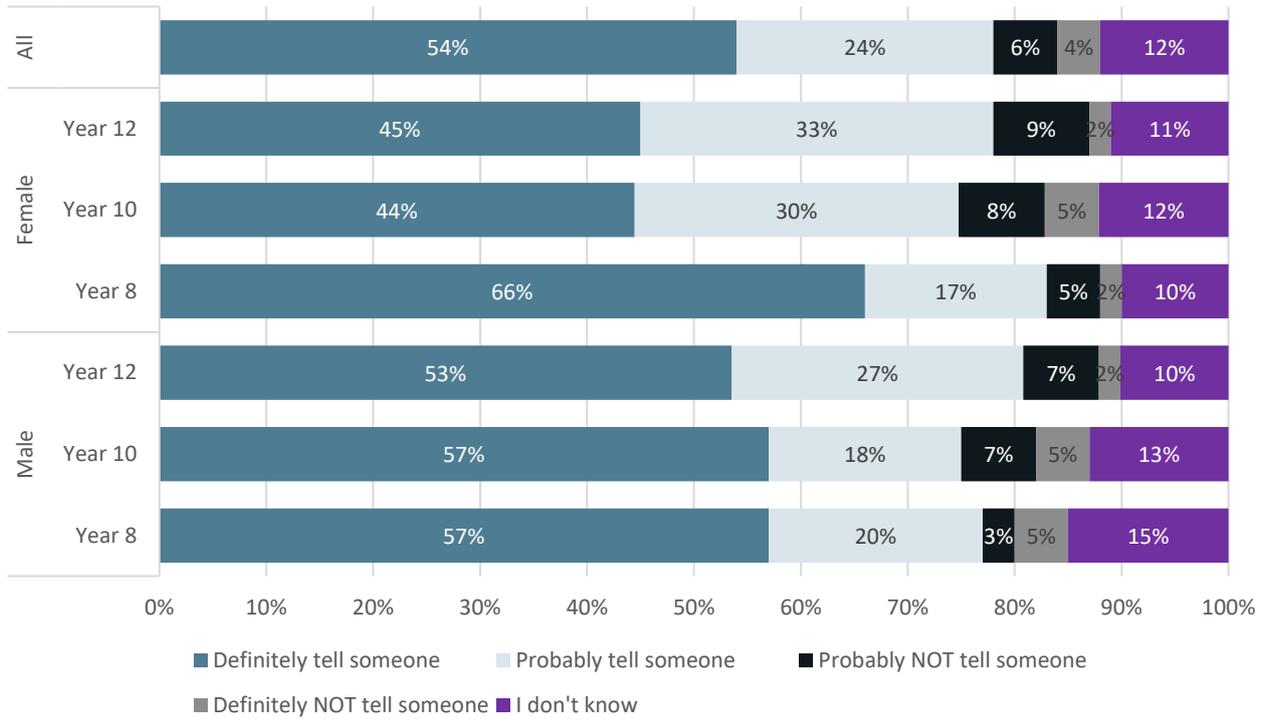
Child sexual exploitation

Figure 11.1 Do you personally know of anyone who has been a victim of child sexual exploitation?



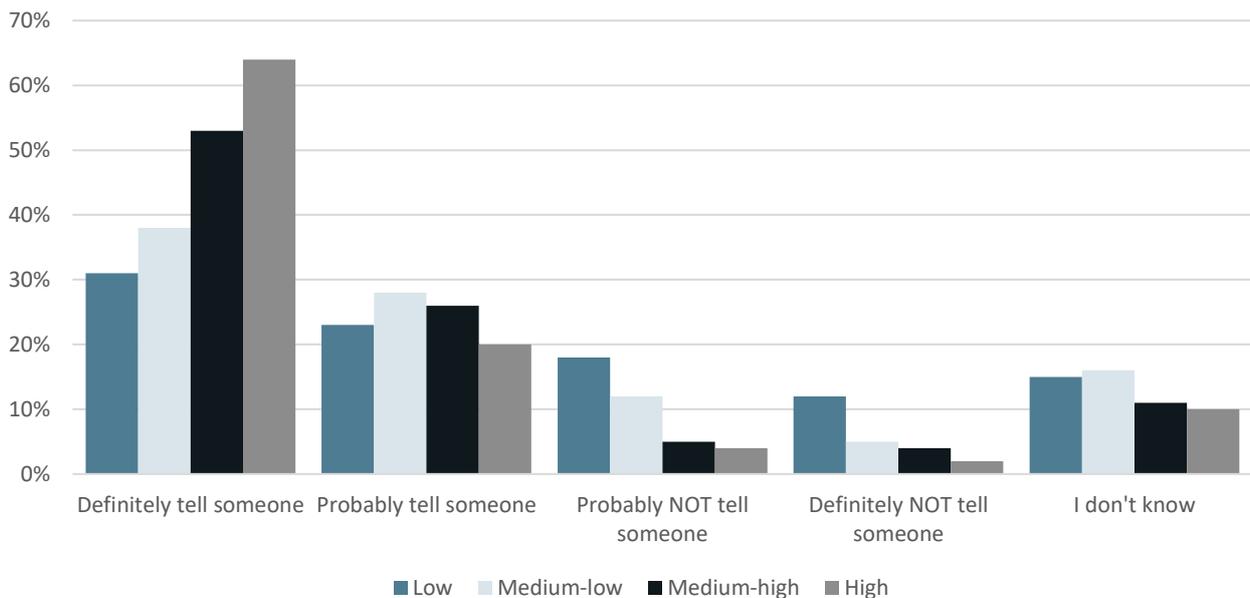
- by Year 10, almost one in five females (19%) reported knowing of someone who had been a victim of child sexual exploitation
- overall, one in eight males (12%) and one in six females (16%) reported that they knew someone who had been a victim of child sexual exploitation

Figure 11.2 If somebody tried to take advantage of you sexually, how likely would you be to tell someone?



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

Figure 11.3 Would you be likely to tell someone: by self-esteem category



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

Figure 11.4 Who would you feel comfortable telling? Choose all that apply (Year 8)

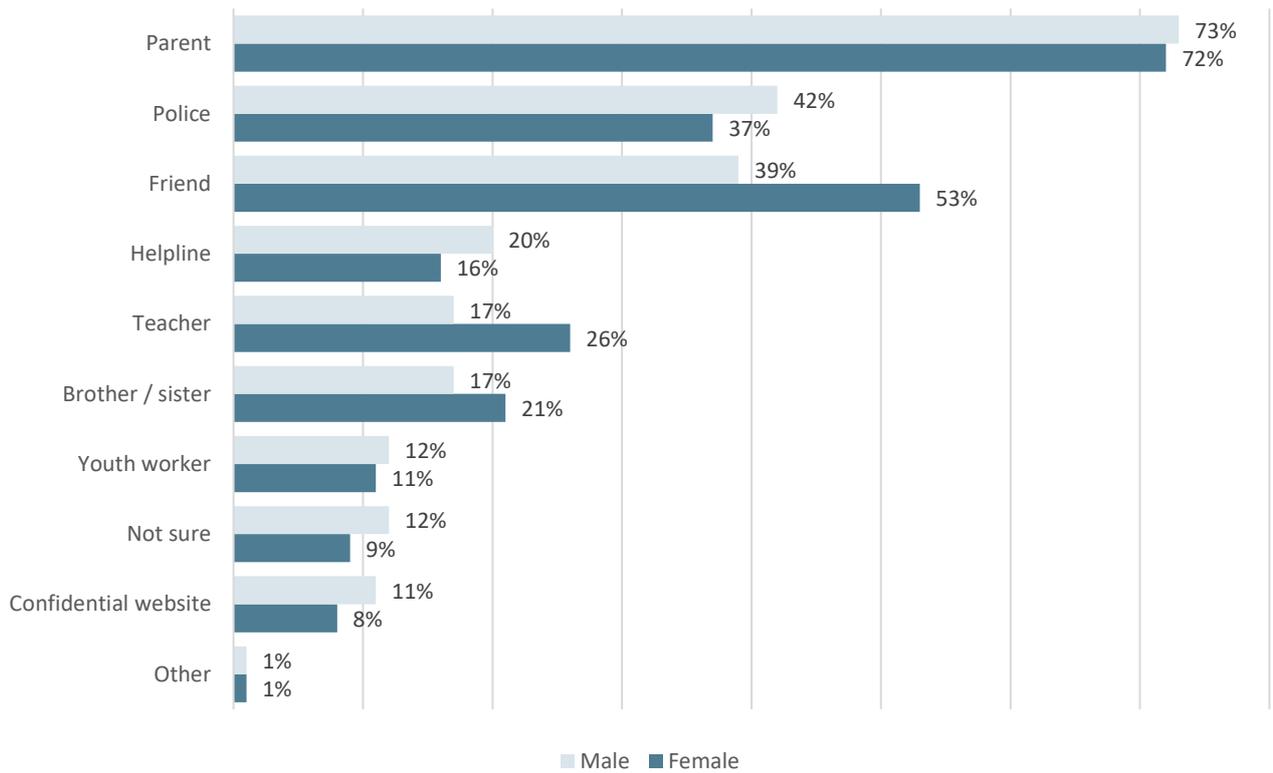


Figure 11.5 Who would you feel comfortable telling? Choose all that apply (Year 10)

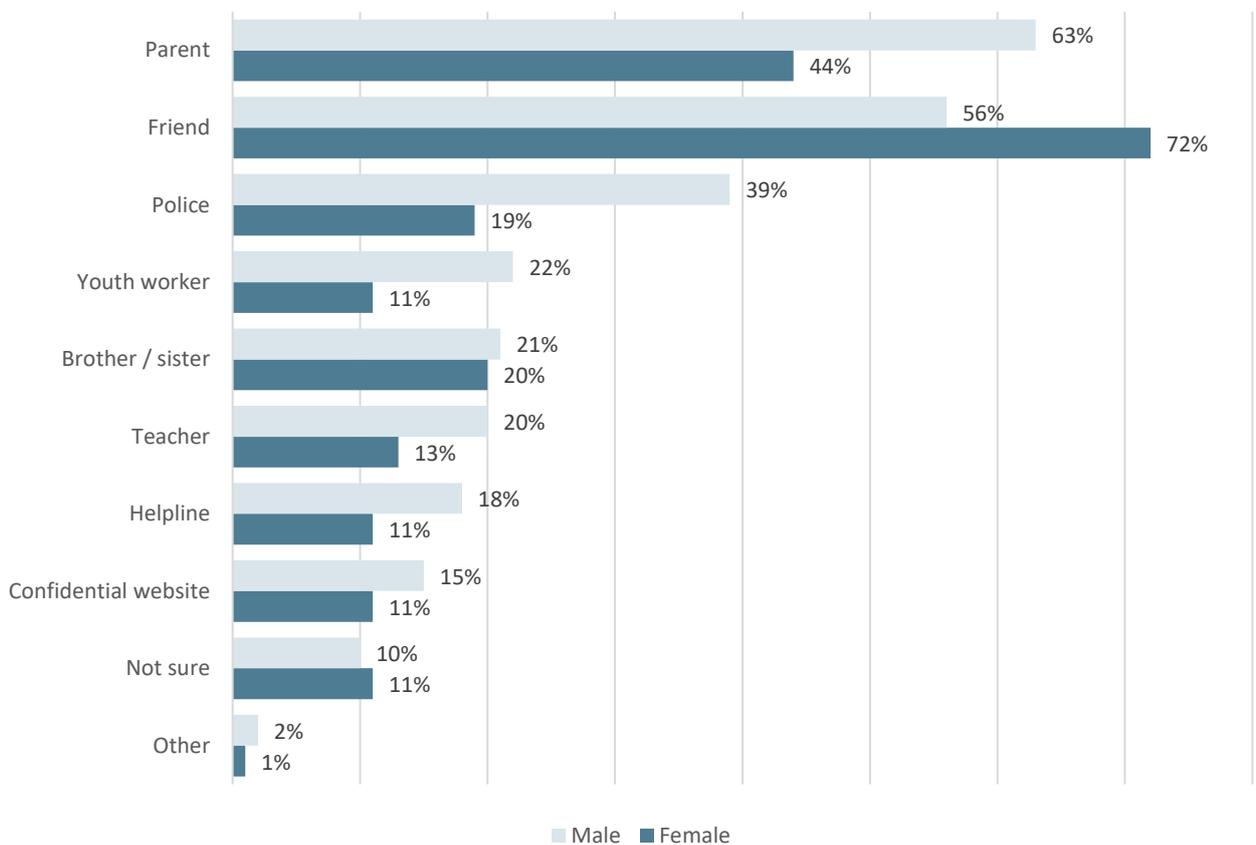
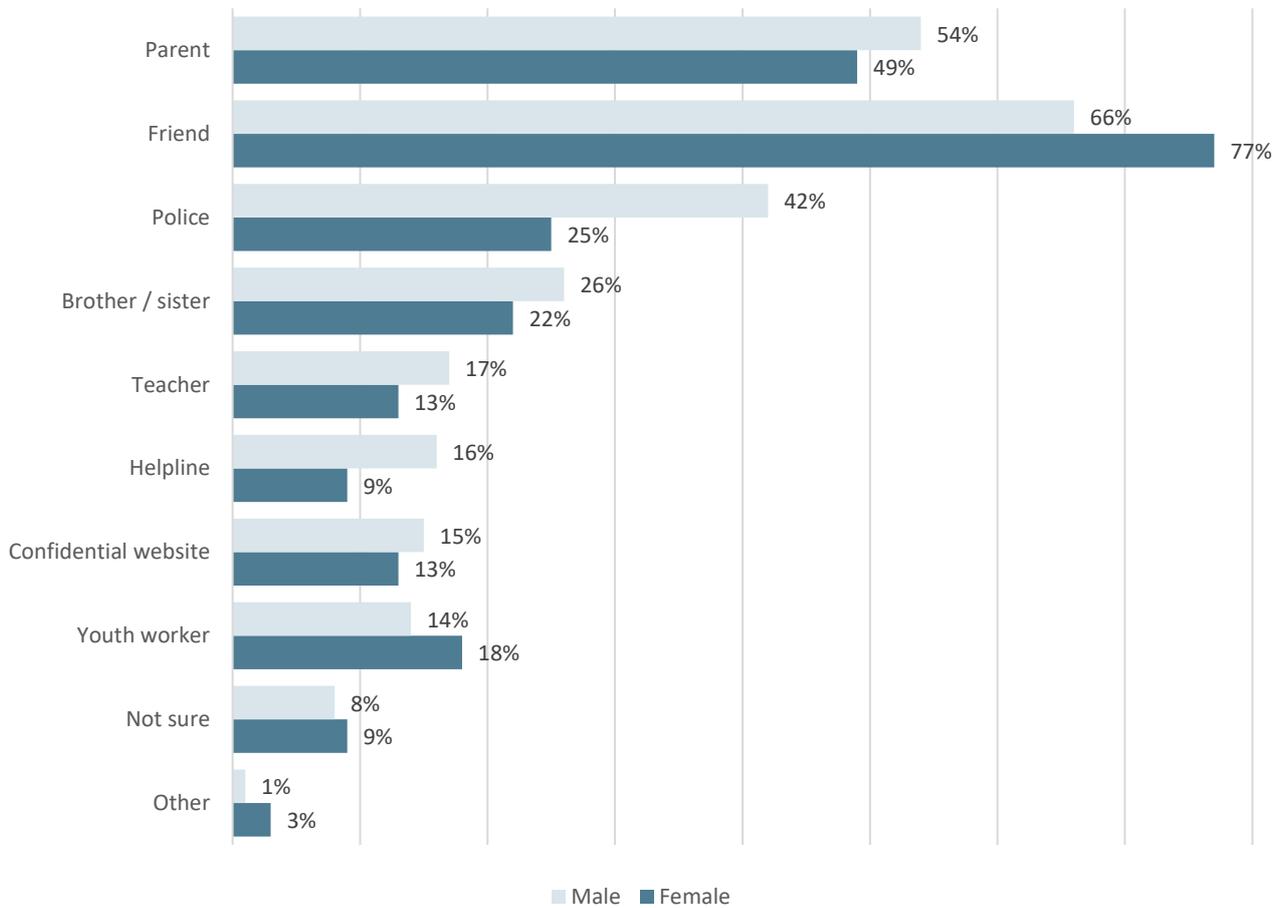


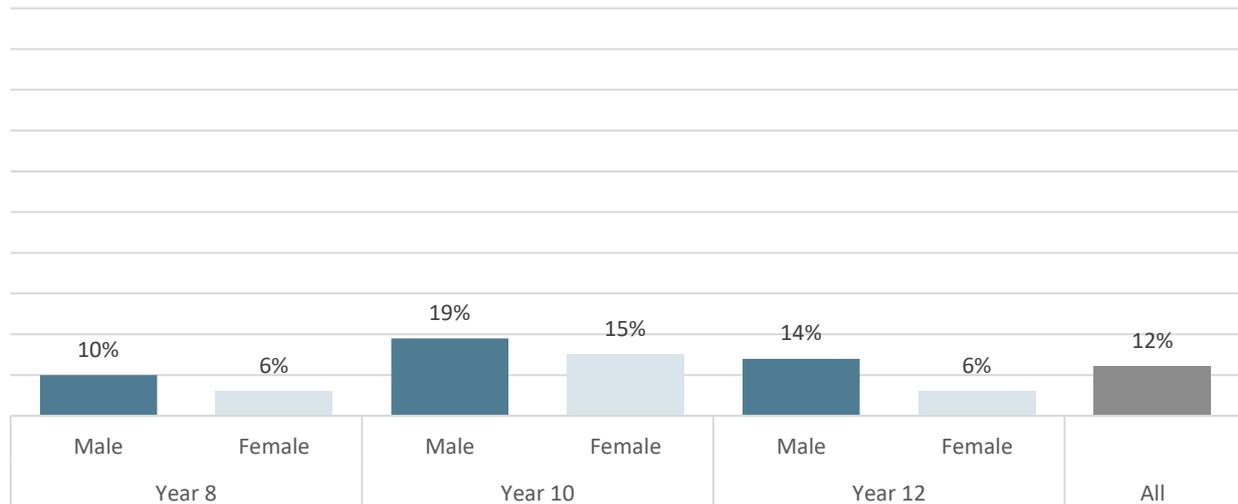
Figure 11.6 Who would you feel comfortable telling? Choose all that apply (Year 12)



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

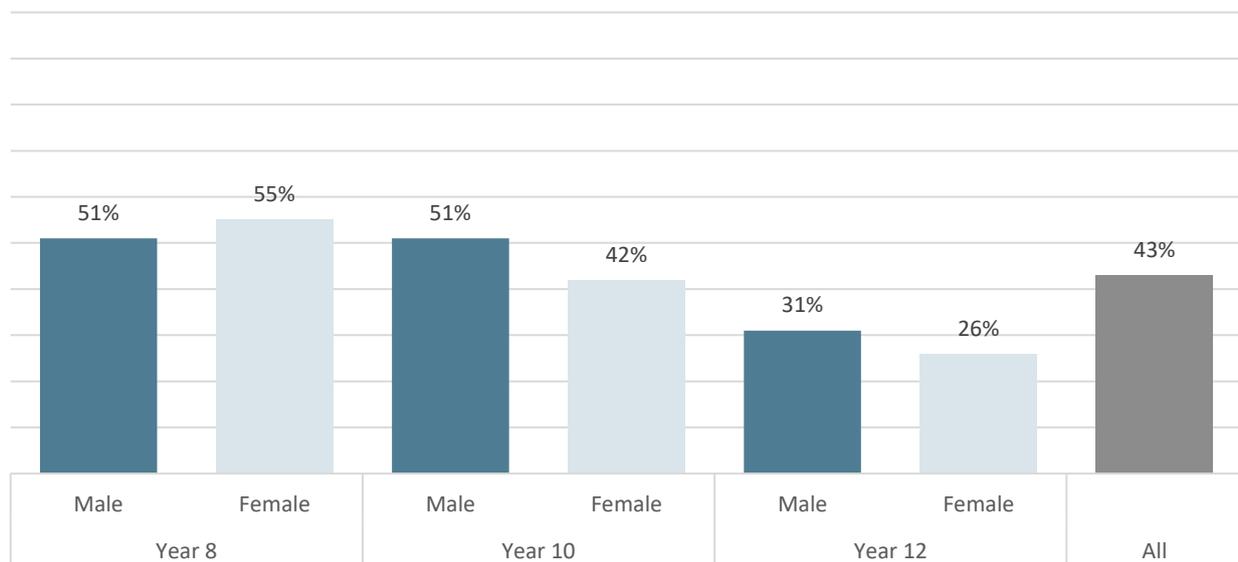
Victim of crime

Figure 11.7 Do you think you have been a victim of crime in the last 12 months?
Percentage who answered 'yes'



Contact with the police

Figure 11.8 Do you know who your Police School's Liaison Officer is?
Percentage who answered 'yes'



- compared with other Year groups, a smaller proportion of Year 12s knew who their Police School's Liaison Officer is

Figure 11.9 Do you know how to contact your Police School’s Liaison Officer?
Percentage who answered ‘yes’

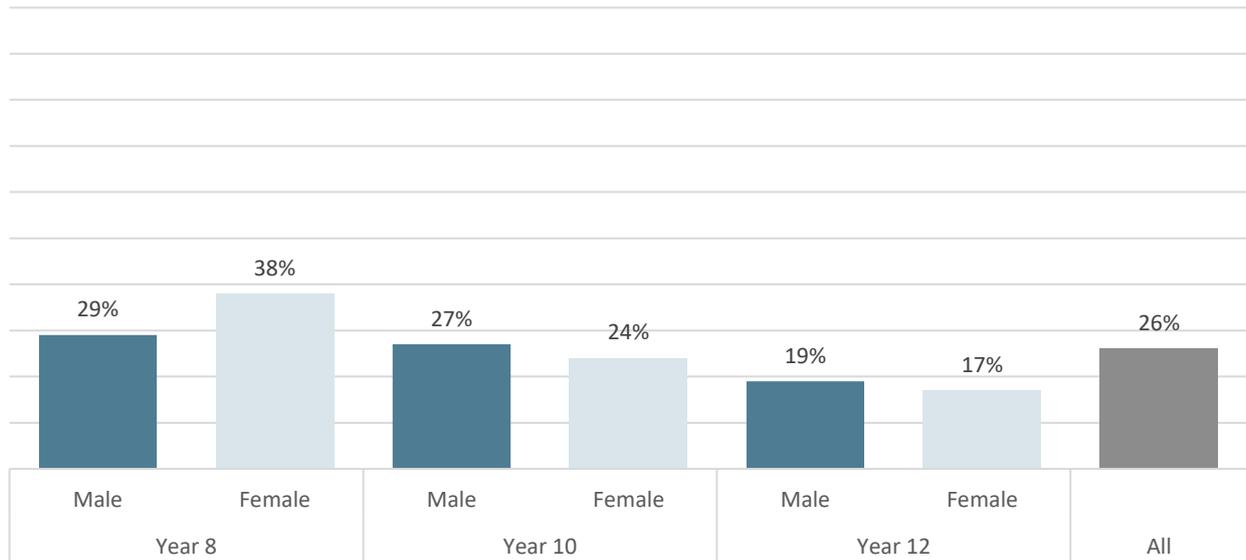
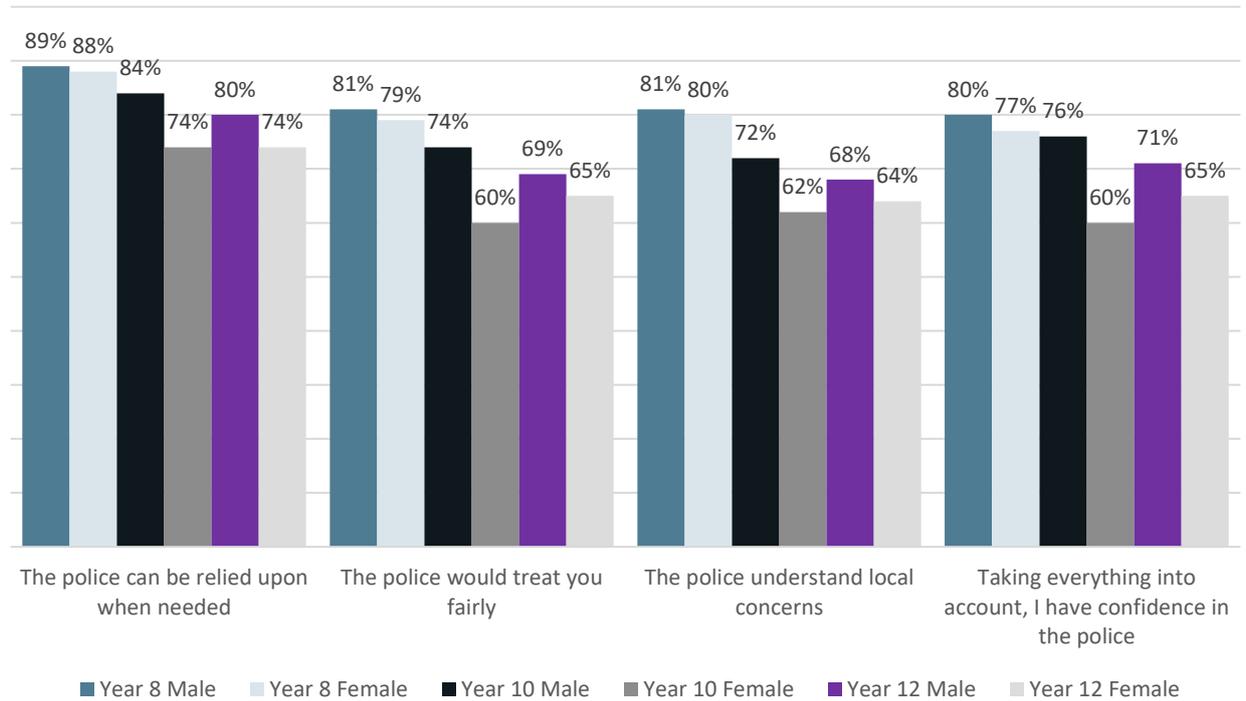


Figure 11.10 Please say whether you agree or disagree with the following statements?
Percentage who answered ‘strongly agree’ or ‘agree’

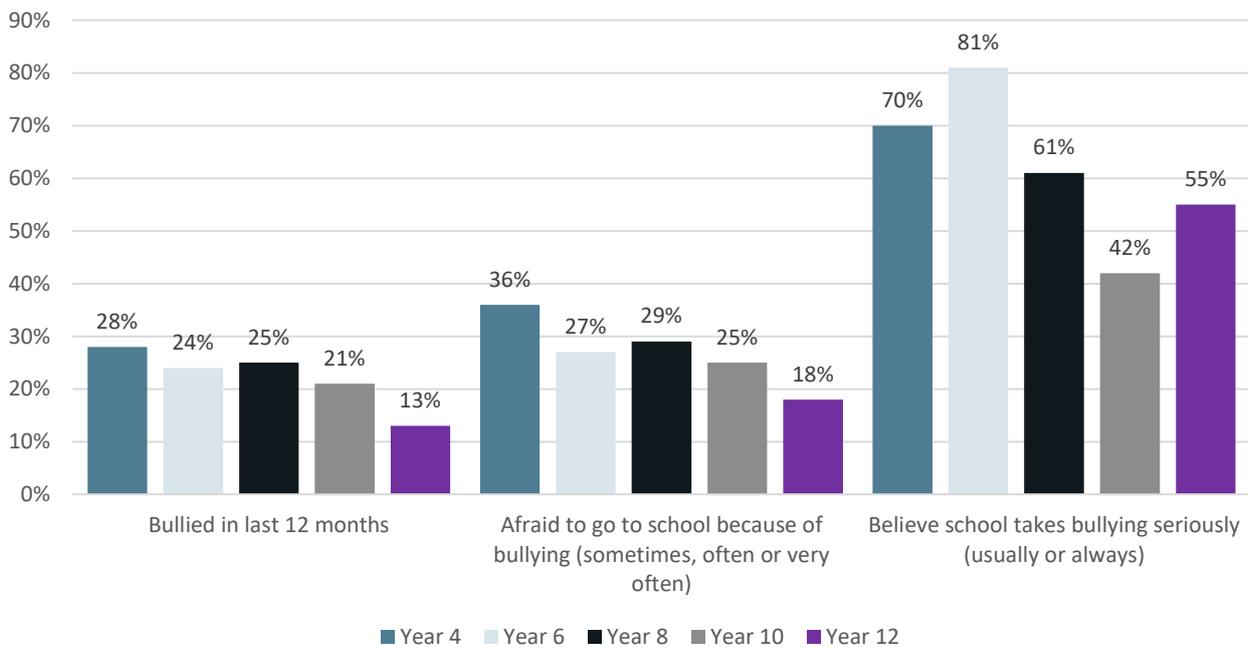


- in general, confidence in the police decreased with age: nearly four-fifths (78%) of Year 8 students stated they ‘strongly agree’ or ‘agree’ that they have confidence in the Police compared with two-thirds (67%) of Year 12s

Chapter 12 – Bullying

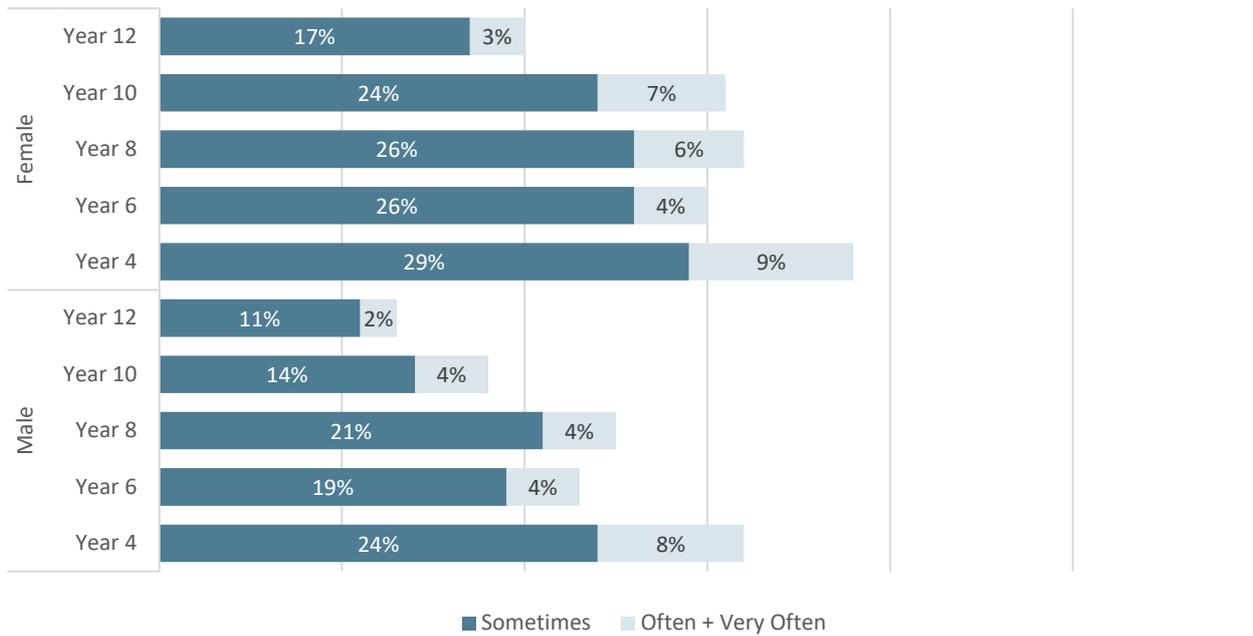
Bullying occurrence, fear and school response

Figure 12.1 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, 6 and 8 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
- four-fifths of Year 6 children believed that their school took bullying seriously, decreasing to three-fifths (61%) of students in Year 8 and two-fifths (42%) in Year 10
- similar proportions of males and females reported having been bullied in the previous twelve months, or believed that their school takes bullying seriously

Figure 12.2 Do you ever feel afraid of going to school because of bullying?



- a higher percentage of females (31%) than males (23%) expressed fear of going to school at least sometimes because of bullying

Figure 12.3 Been bullied in the last 12 months: over time (Years 6, 8, 10 & 12)

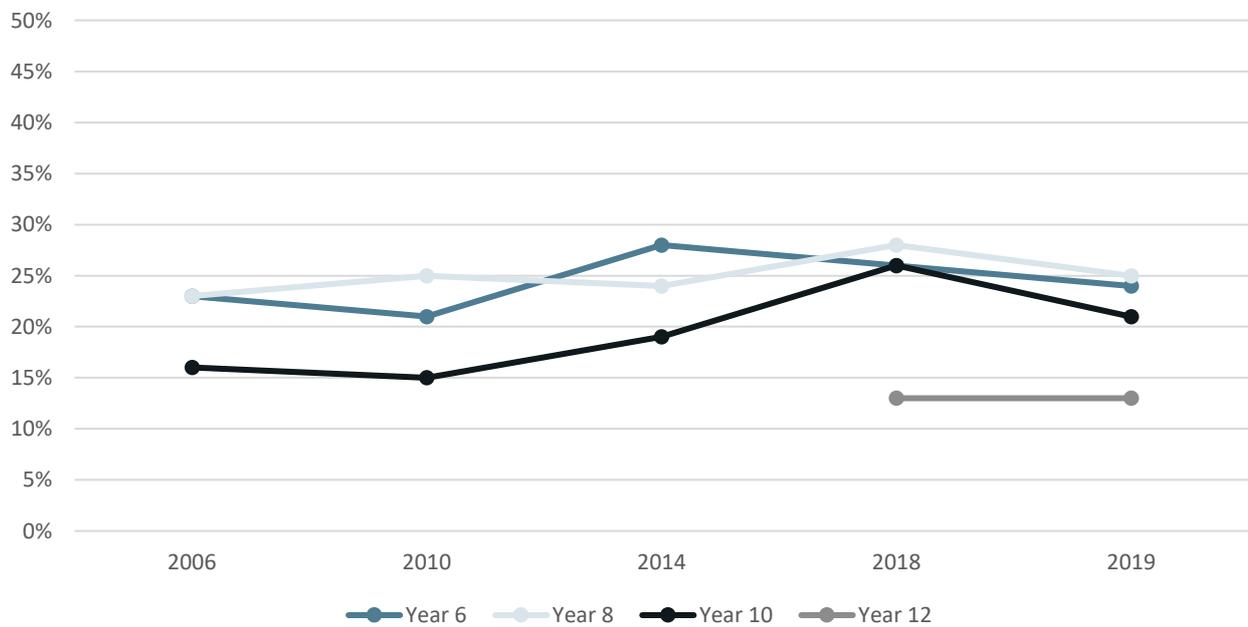
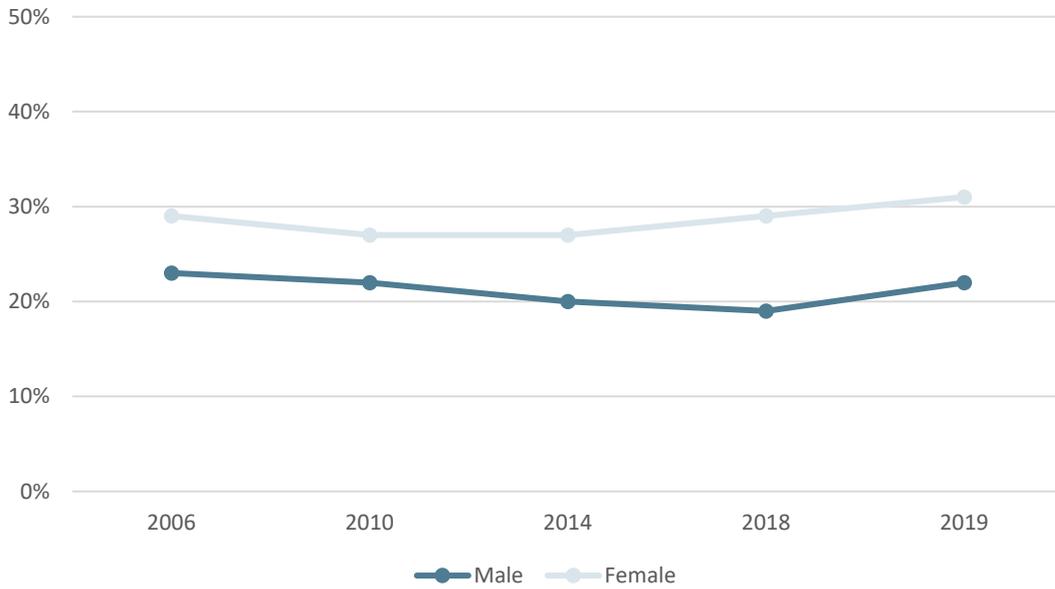
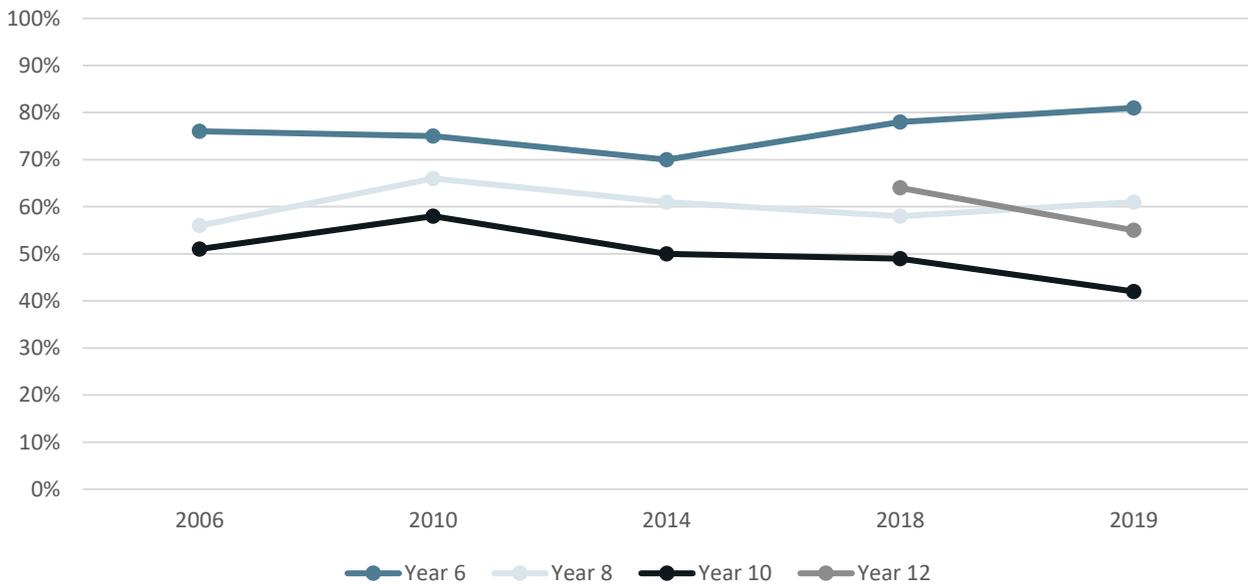


Figure 12.4 Afraid to go to school because of bullying: over time (Years 6, 8 and 10)
Percentage who answered ‘sometimes’, ‘often’ and ‘always’



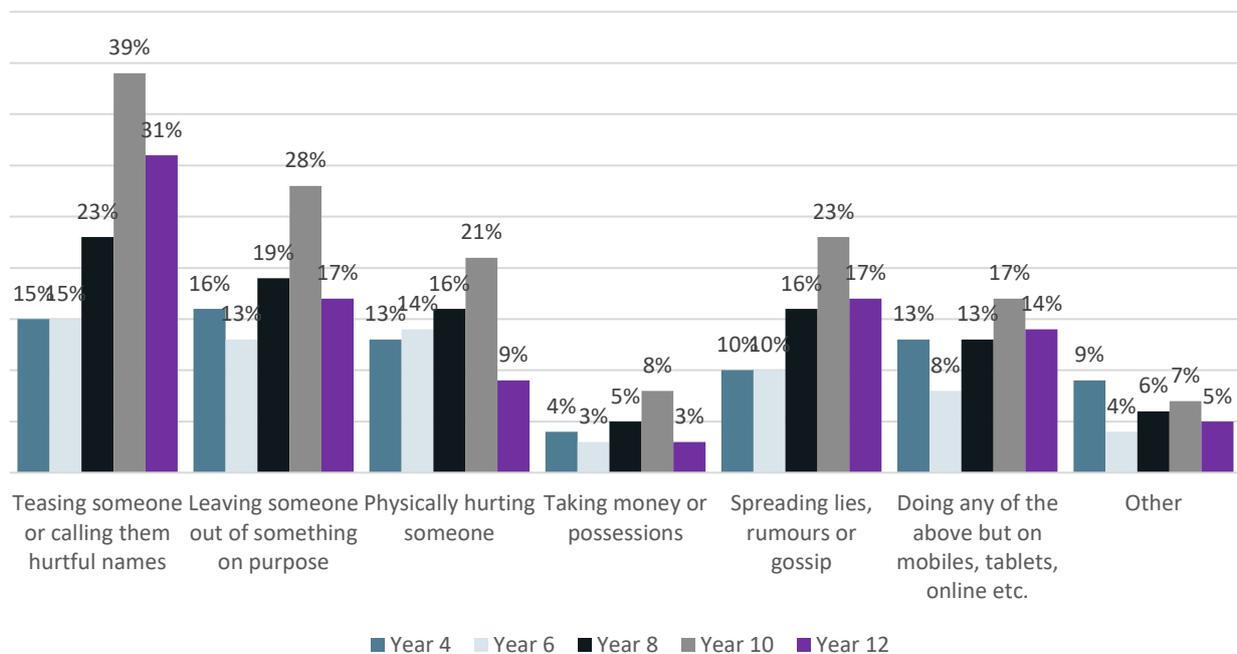
- the proportion of females afraid to go to school because of bullying has been higher than males in all rounds of this survey since 2006

Figure 12.5 Believe school takes bullying seriously (Years 6, 8, 10 and 12)



Have you bullied others?

Figure 12.6 In the last school term, have you been involved in doing any of the following things to someone else (either on your own or as part of a group)?
Percentage who answered 'a few times', 'often' or 'every day'



- the proportion of Year 10 who reported having bullied someone was higher than in other Year groups

Why people are bullied

Figure 12.7 What are the main reasons that some young people you know get bullied? (Year 4)

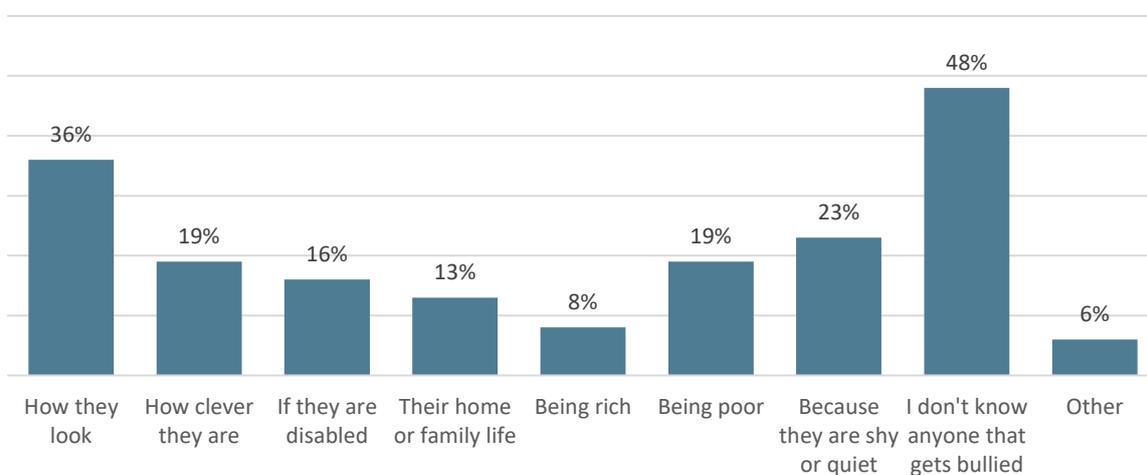
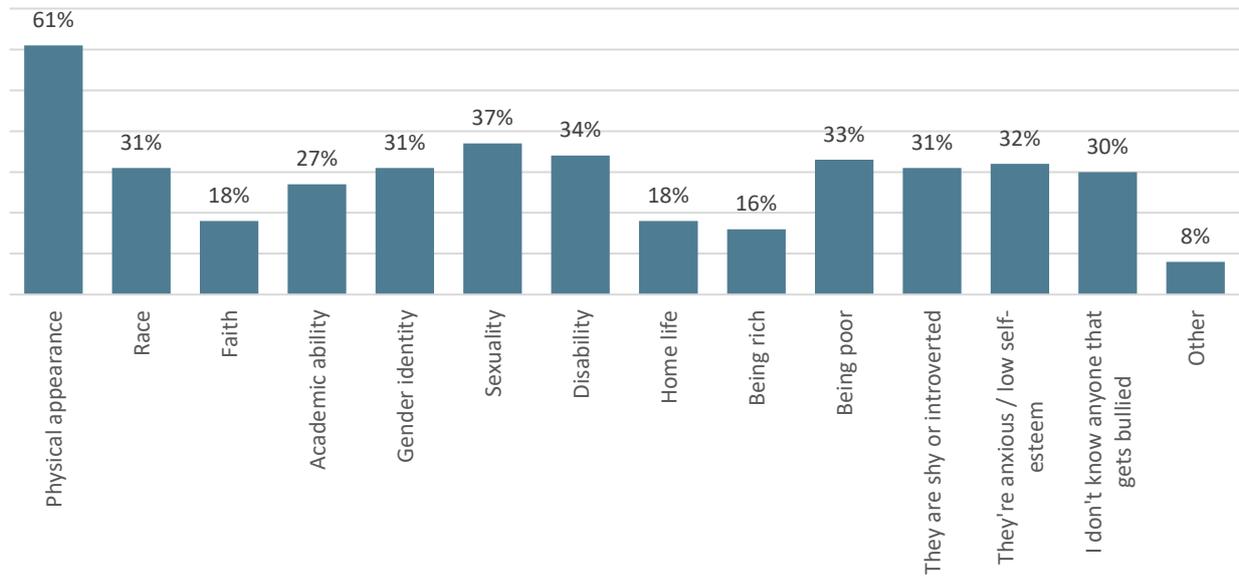


Figure 12.8 What are the main reasons that some young people you know get bullied?
(Years 6, 8, 10 and 12)



Being heard

United Nations Convention

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

52% agreed



I know what my rights are under the United Nations Convention



45% agreed

At school



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

67%

School **listens** to my ideas

50%

School **acts** on my ideas

35%

I would like **more say** at school

51%

agreed
or
strongly
agreed

My community



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

52%

My community **listens** to my ideas

37%

My community **acts** on my ideas

30%

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

42%

agreed
or
strongly
agreed

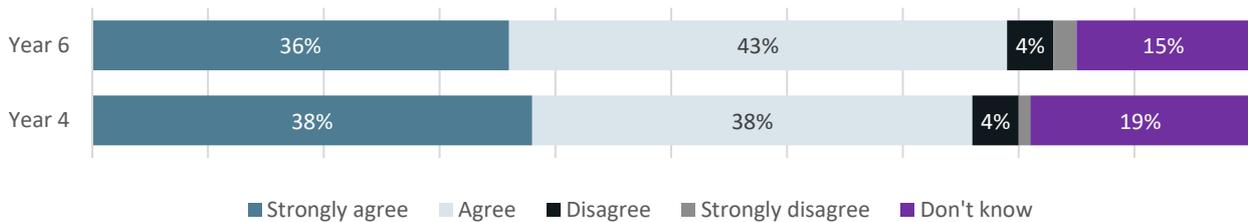
Chapter 13 – Being Heard

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

Influence at school

Years 4 and 6 children were given a single question.

Figure 13.1 There is a clear way for me to **give my opinion or ideas** on how my school is run
(Years 4 and 6)



- a similar proportion of Year 6 and Year 4 children ‘agree’ or ‘strongly agree’ that there is a clear way to give their opinion or ideas on how their school is run

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

Figure 13.2 There is a clear way for me to **give my opinion / ideas** on how my school is run

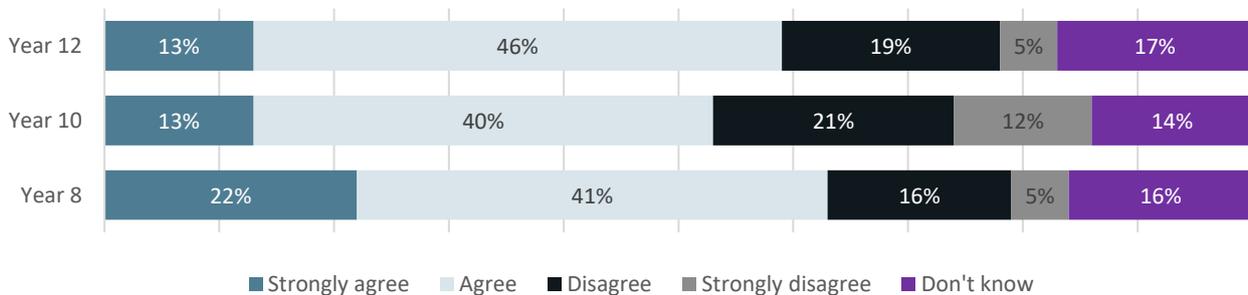


Figure 13.3 If I had ideas about changing the way things are done in my school, my school would **listen** to them

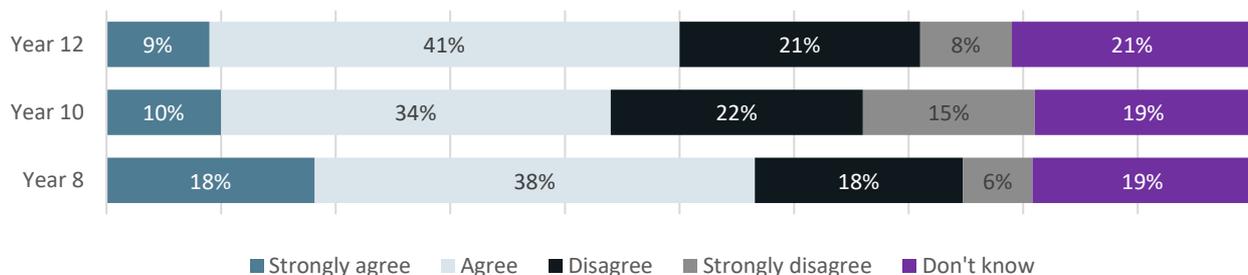


Figure 13.4 If I had ideas about changing the way things are done in my school, my school would **act** on them

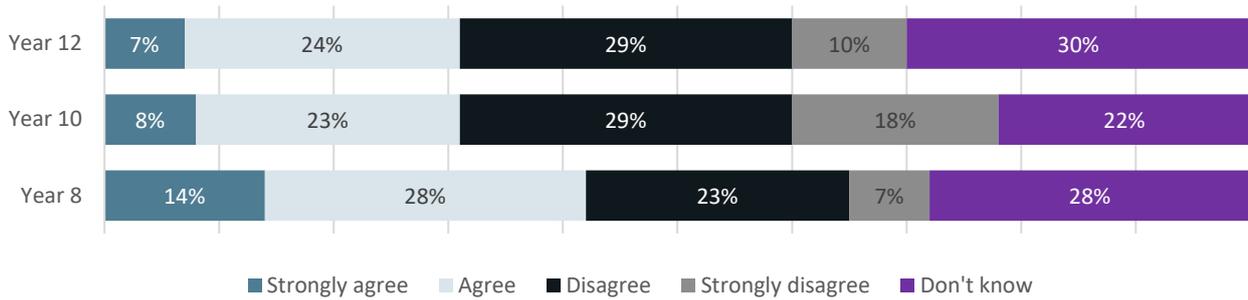
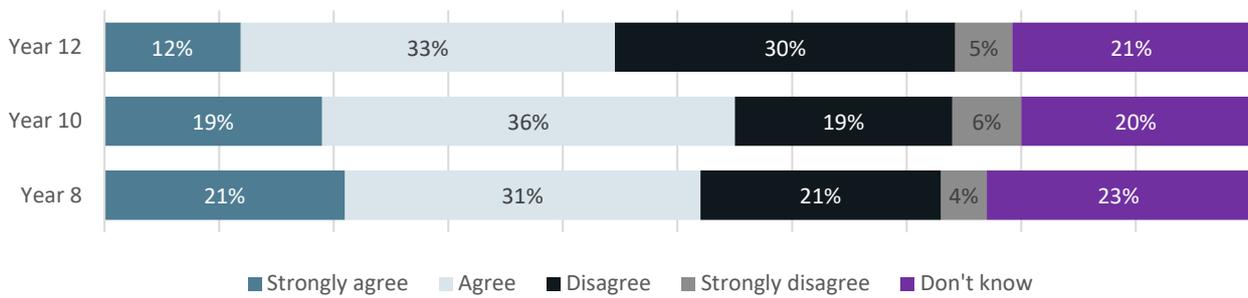


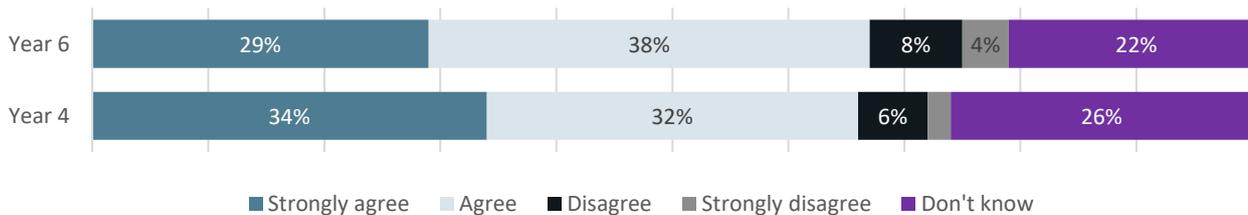
Figure 13.5 I would like to have **more of a say** about the way things are done in my school



Influence in the community

Years 4 and 6 were given a single question.

Figure 13.6 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 13.7 There is a clear way for me to **give my opinion / ideas** on how my community is run

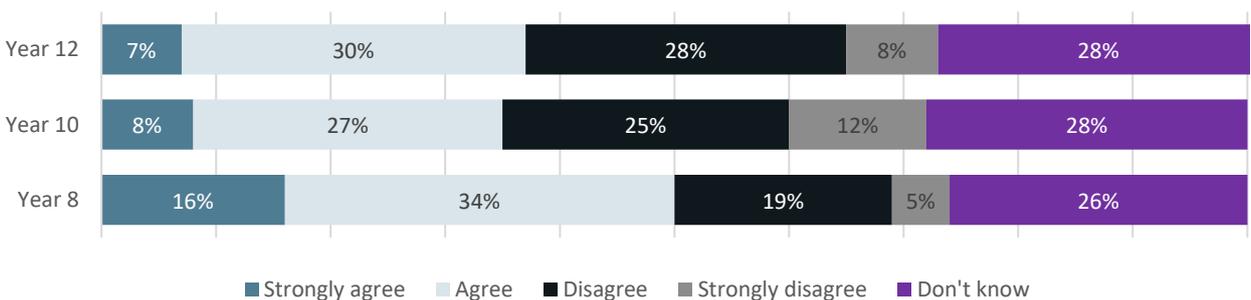


Figure 13.8 If I had ideas about changing the way things are done in my community, my community would **listen** to them

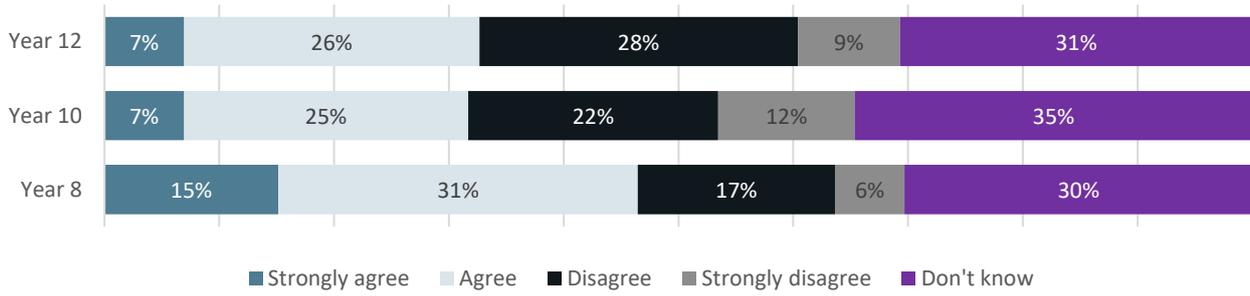


Figure 13.9 If I had ideas about changing the way things are done in my community, my community would **act** on them

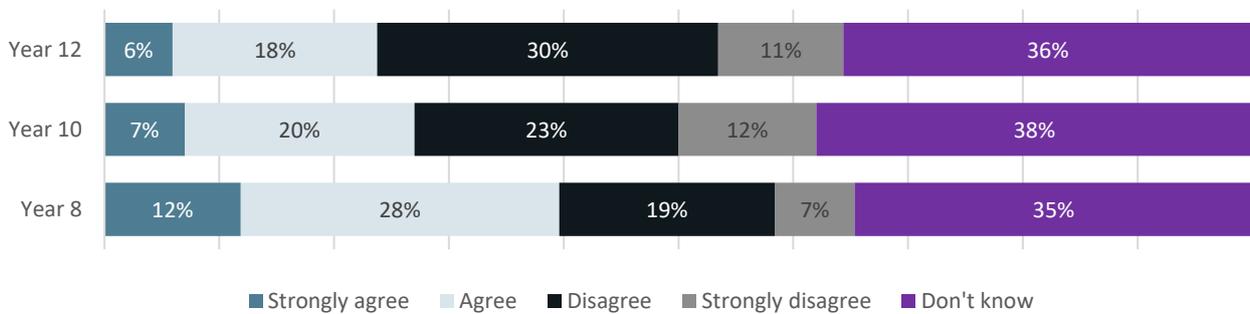
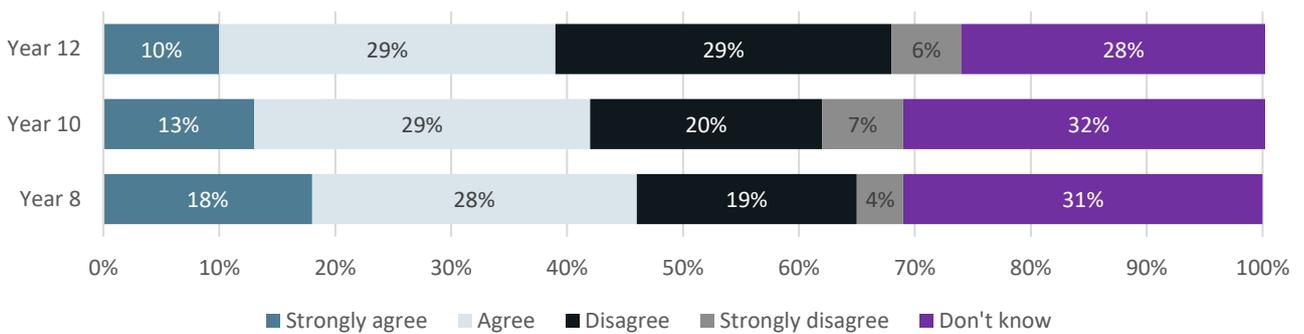


Figure 13.10 I would like to have **more of a say** about the way things are done in my community



- for all four statements, a larger proportion of Year 8 students answered 'strongly agree'

Knowledge of children's rights

Figure 13.11 Have you heard about the United Nations Convention on the Rights of the Child?

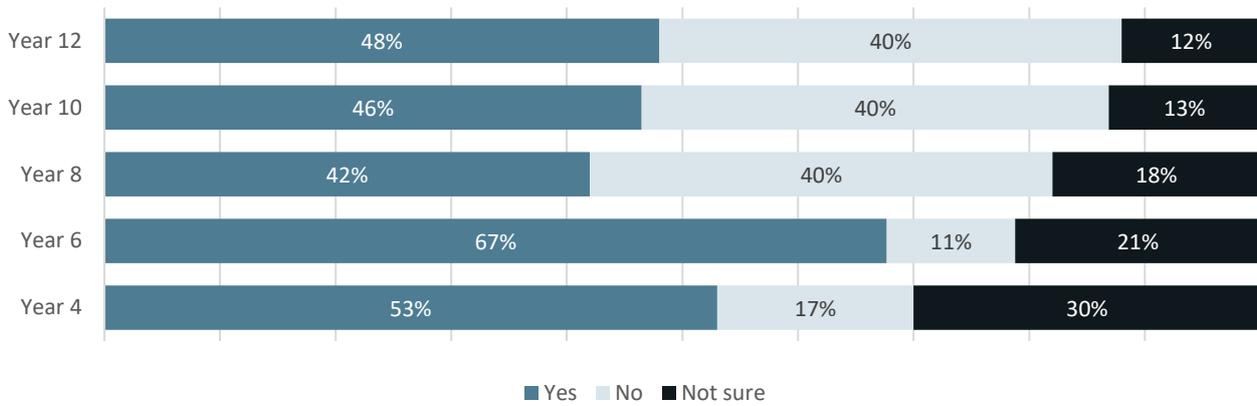
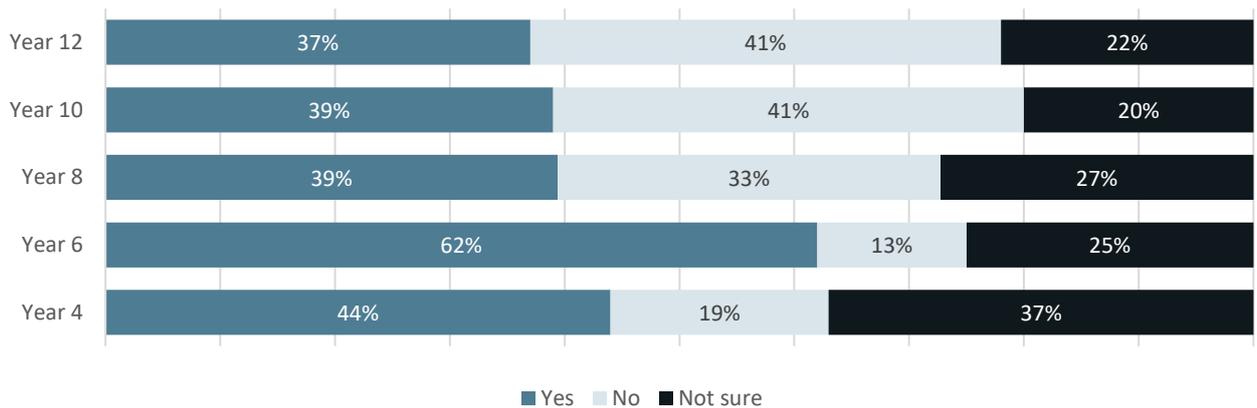


Figure 13.12 Do you know what rights children and young people have under the United Nations Convention?



- a higher proportion of Year 6 children knew what rights young people have under the United Nations Convention than in the other Year groups

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 13.13 Adults in Jersey do as much as possible to keep children and young people safe.

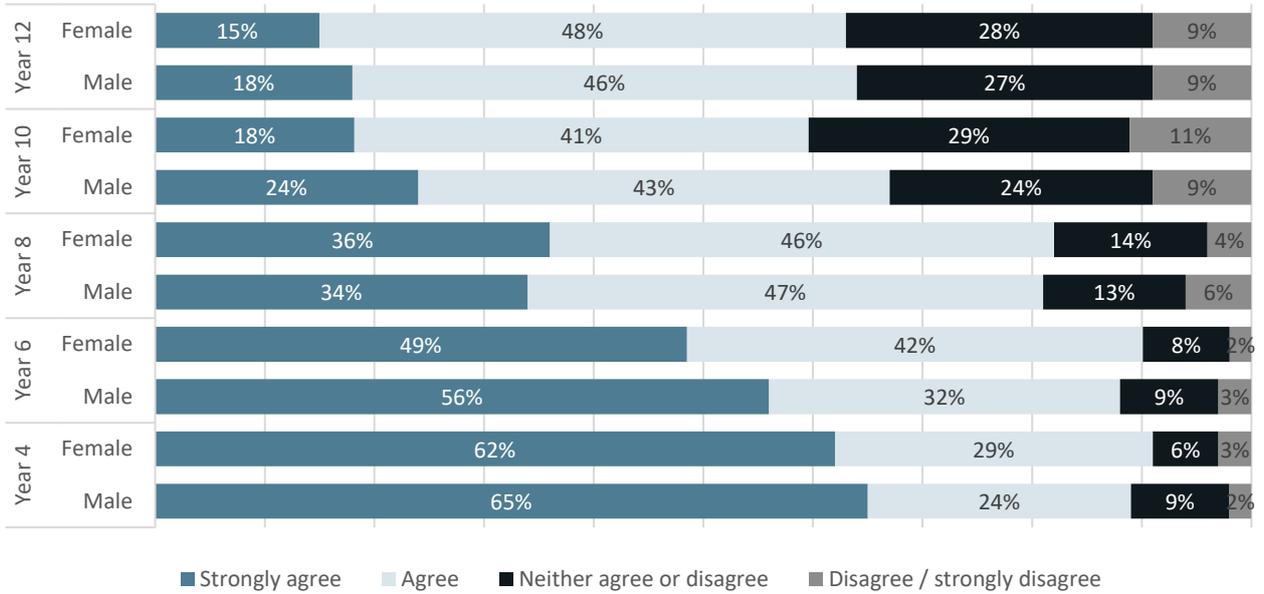


Figure 13.14 Adults in Jersey want to ensure children and young people have their basic needs met.

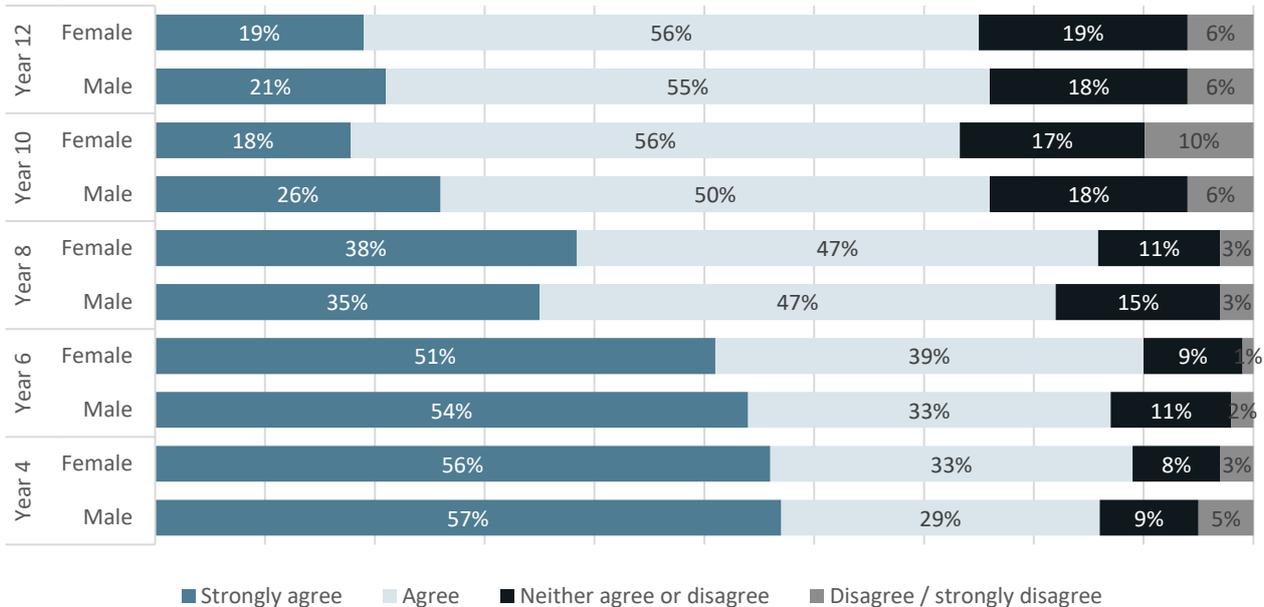


Figure 13.15 Adults in Jersey generally want to hear what children and young people have to say.

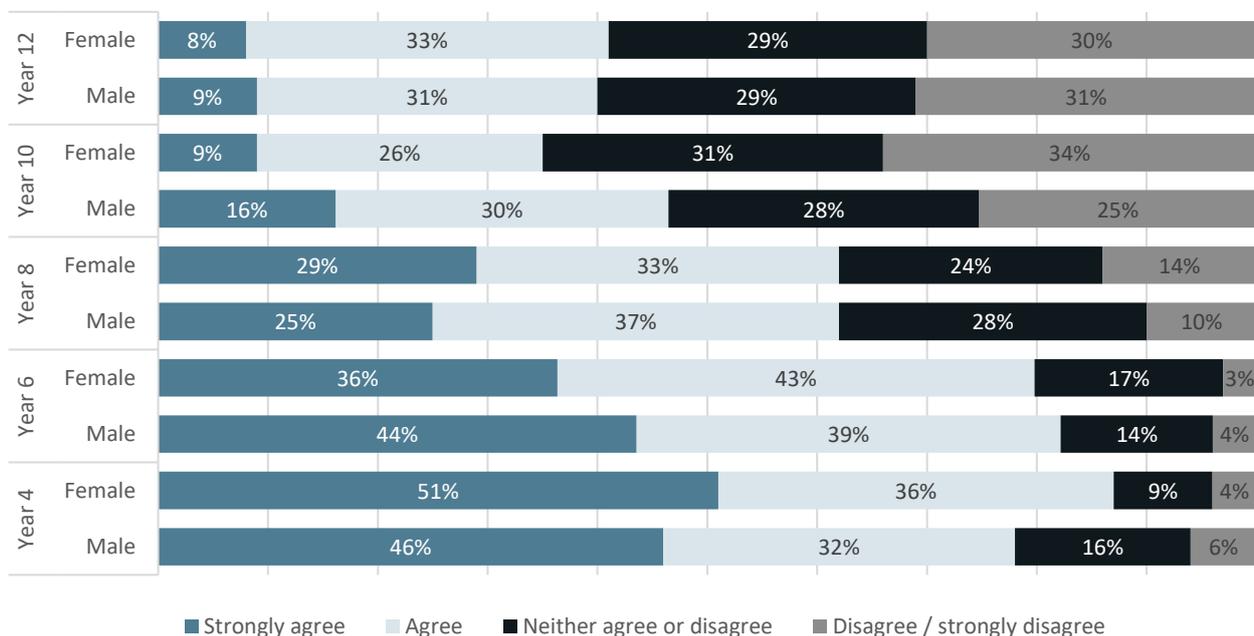
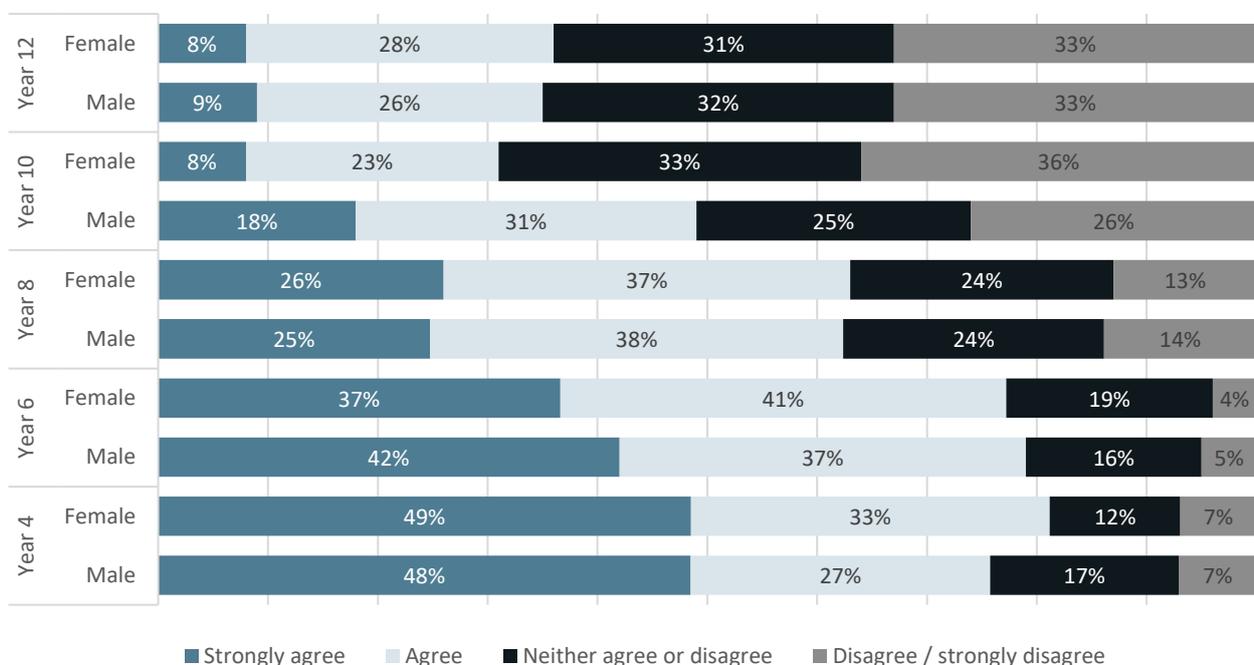


Figure 13.16 Adults in Jersey generally take account of what children and young people have to say.



- 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, except for Year 10 where a higher proportion of males stated they ‘agree’ or ‘strongly agree’ that adults in Jersey generally want to hear and take into account what young people and children have to say

Leisure activities

Use of social media

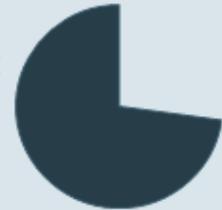


1 in 8
Year 6
children

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

7 in 10

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



Online behaviour

56% of **females**
in Years



10 and 12

felt pressurised
to look a certain
way on social media



11%



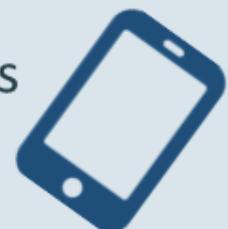
of the secondary
students surveyed
had sent someone a
sexual video or
photo of themselves

Gambling



1 in 7 males in Year 8, 10 and 12

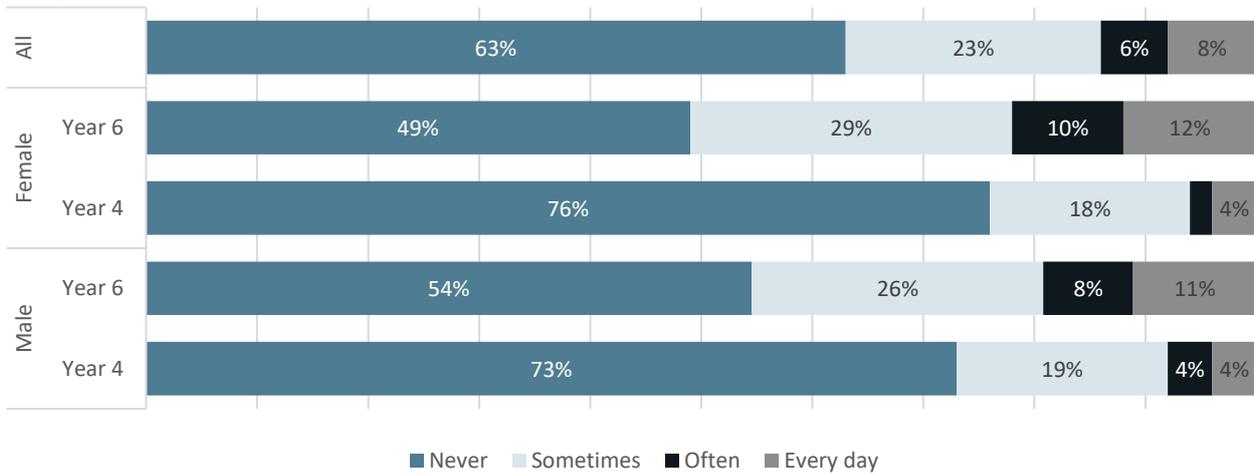
had **gambled** in the last 7 days



Chapter 14 – Leisure activities

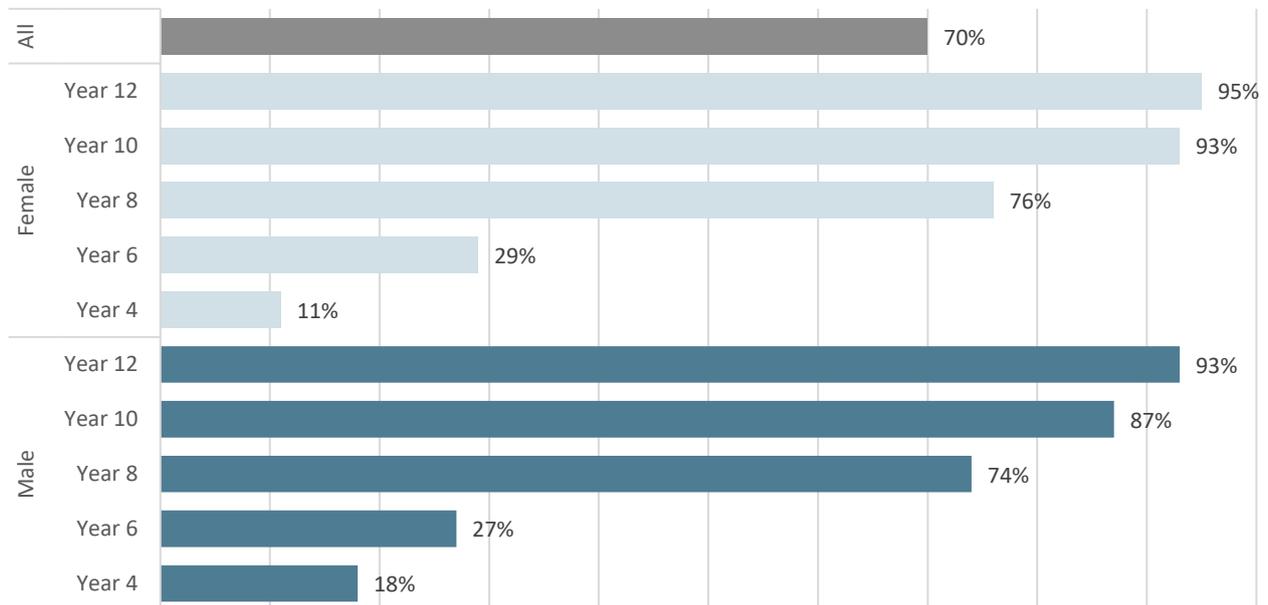
Use of social media

Figure 14.1 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 (26%) to Year 6 (48%)

Figure 14.2 Do you have one or more social media accounts in your own name? (Percent 'yes')



- more than a quarter (28%) of Year 6 children and almost a sixth (15%) of Year 4 children reported having a social media account in their own name

Online behaviour and e-safety

Figure 14.3 Summary of online behaviour (Year 6 – percentage that answered yes)

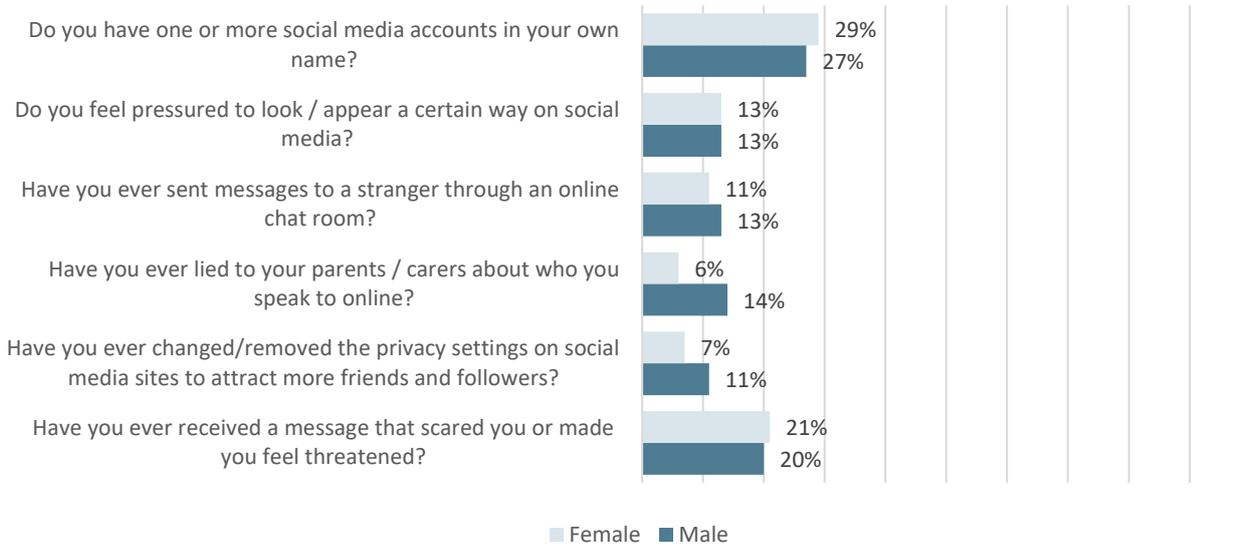
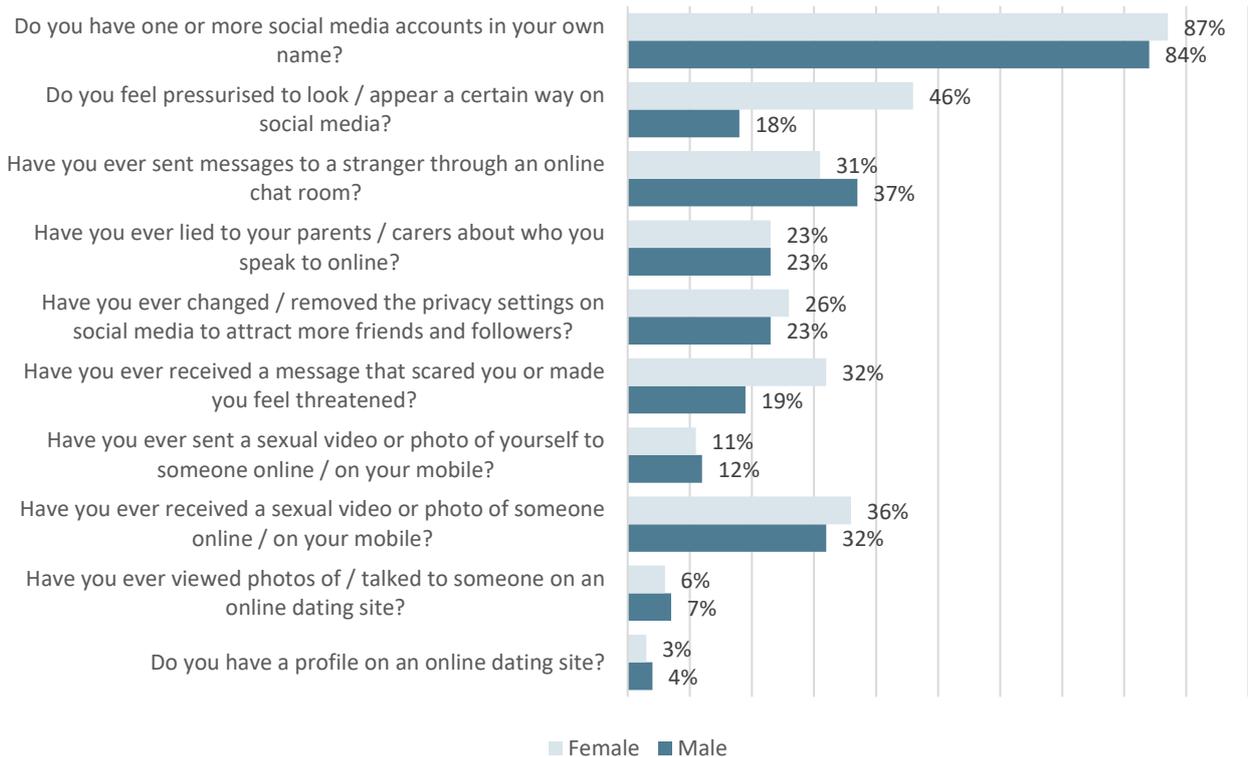
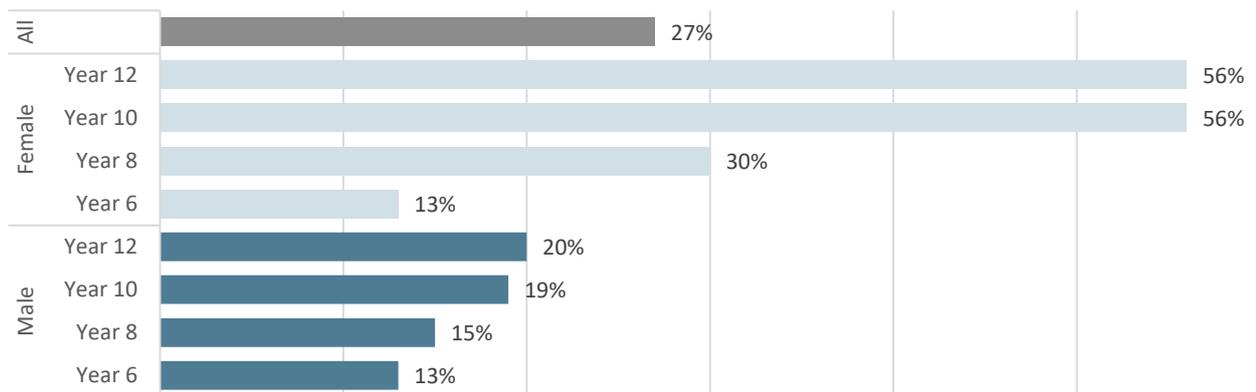


Figure 14.4 Summary of online behaviour (Years 8, 10 and 12 – percentage that answered yes)



- females in Years 8, 10 and 12 were more likely to have received a message that scared them than males

Figure 14.5 Do you feel pressurised to look / appear a certain way on social media?
(percentage that answered yes)



- females (46%) were more than twice as likely as males (18%) to feel pressurised to appear a certain way on social media

Figure 14.6 Have you ever sent a message to a stranger through an online chatroom?
(percentage that answered yes)

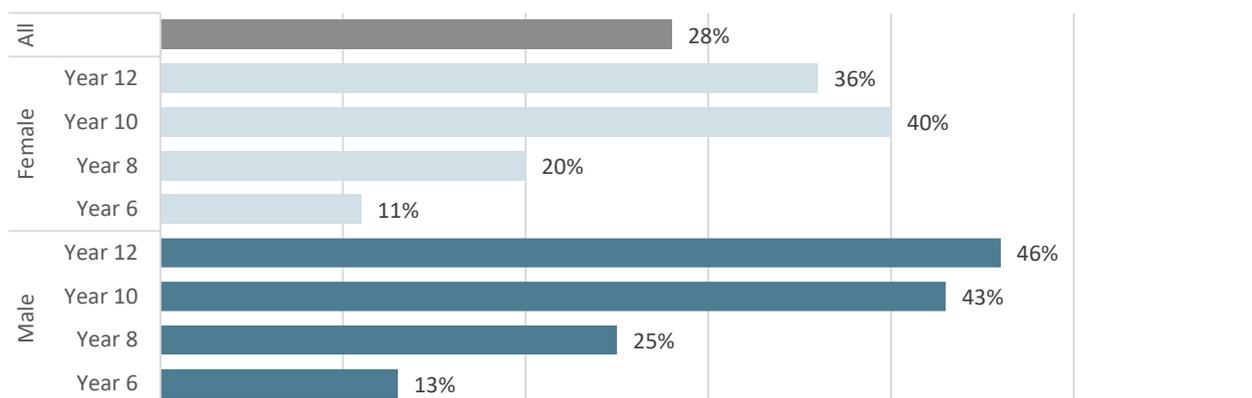


Figure 14.7 Have you ever lied to your parents / carers about who you speak to online?
(percentage that answered yes)

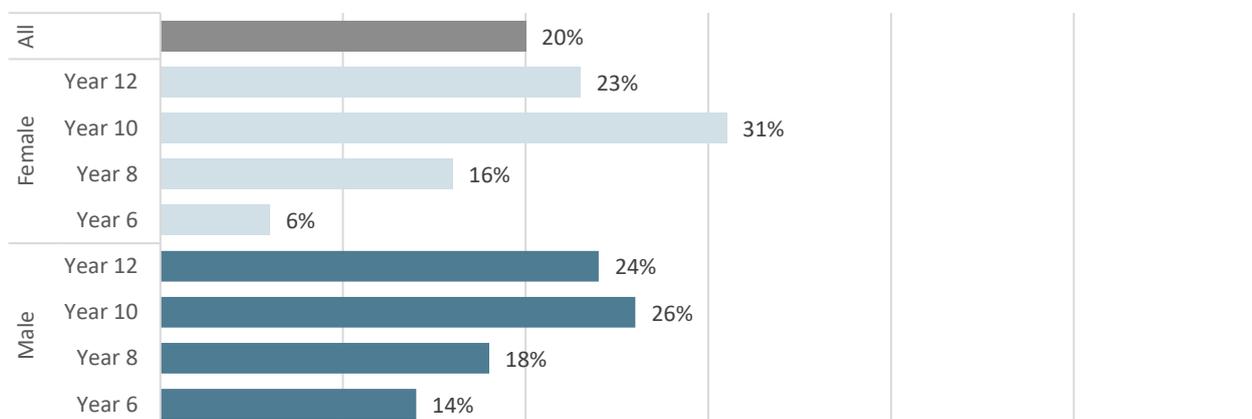
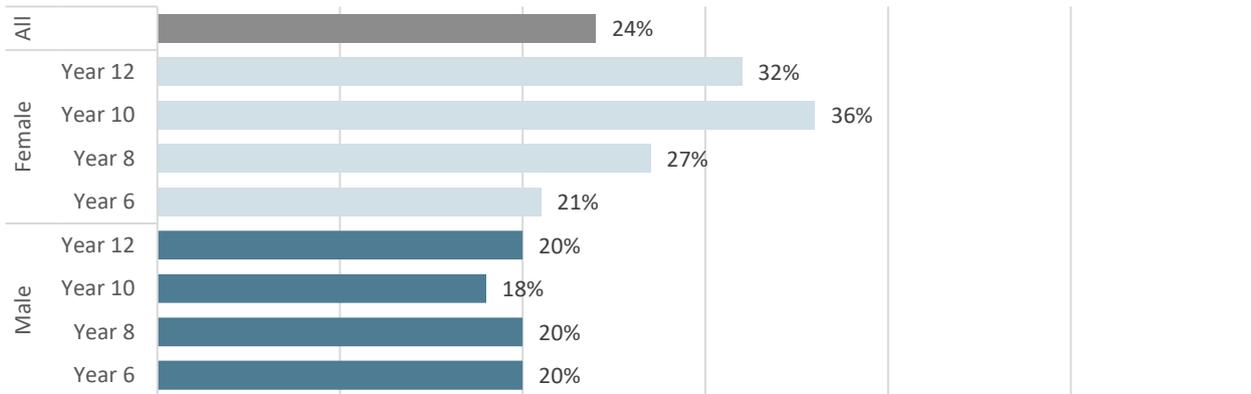
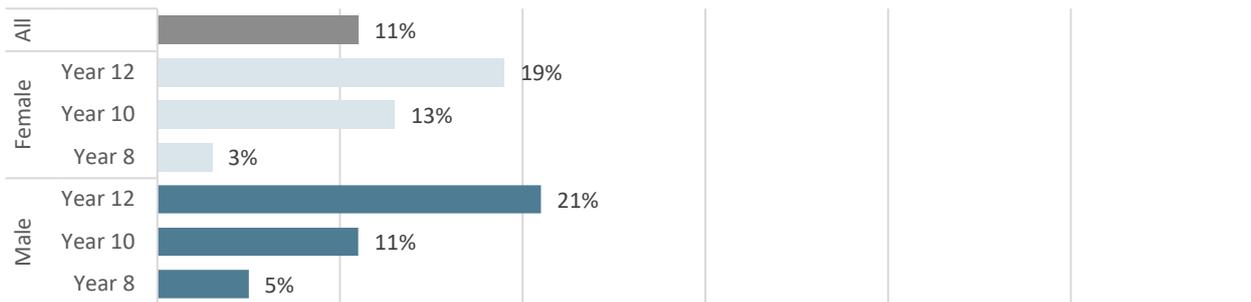


Figure 14.8 Have you ever received a message that scared you or made you feel threatened? (percentage that answered yes)



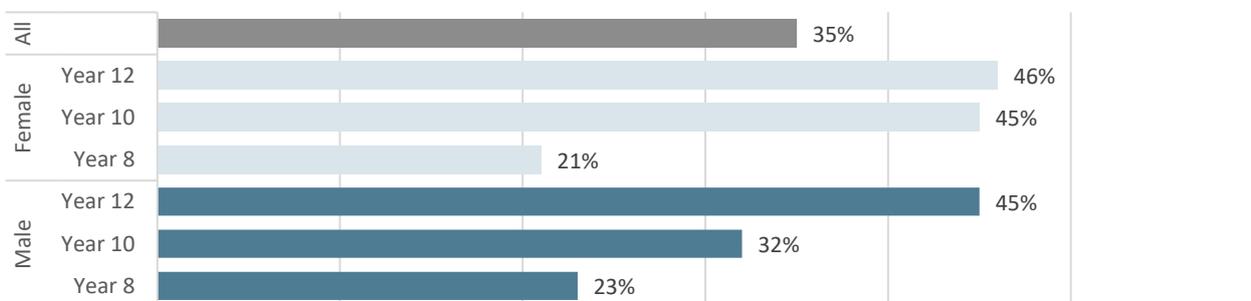
Only Years 8, 10 and 12 were asked the following questions on electronically sending and receiving sexual content.

Figure 14.9 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

Figure 14.10 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 (39%) and Year 12 (45%) reported having received a sexual video or photo of someone online or on their mobile

Figure 14.11 Have you ever viewed photos of / talked to someone on an online dating site? (percentage that answered yes)

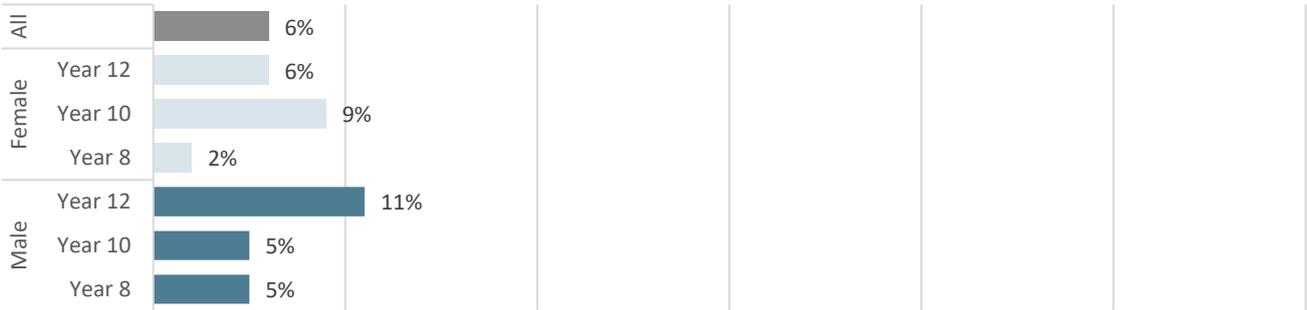


Figure 14.12 Do you have a profile on an online dating site? (percentage that answered yes)

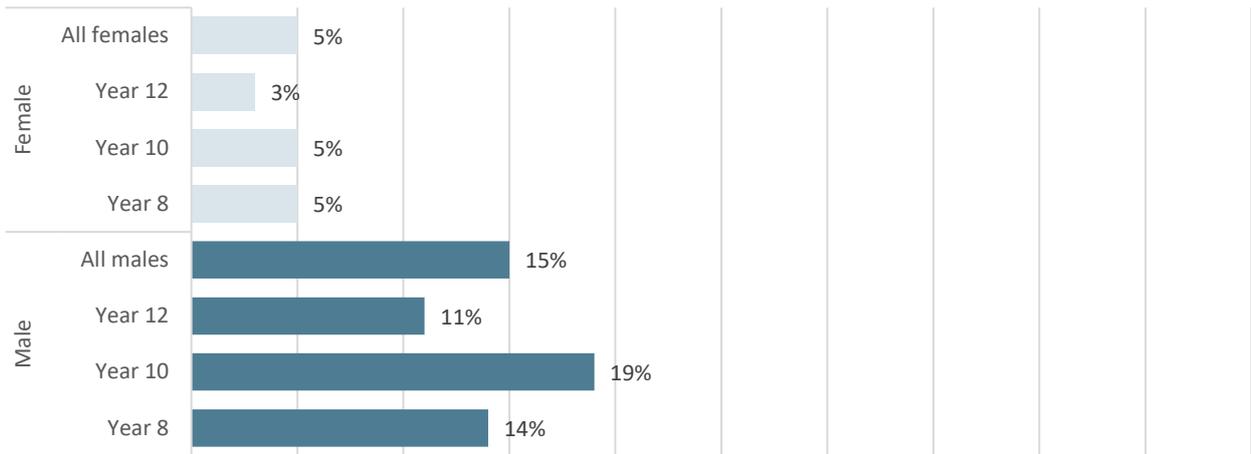


- overall, 4% of secondary school students said that they have a profile on an online dating site

Gambling

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

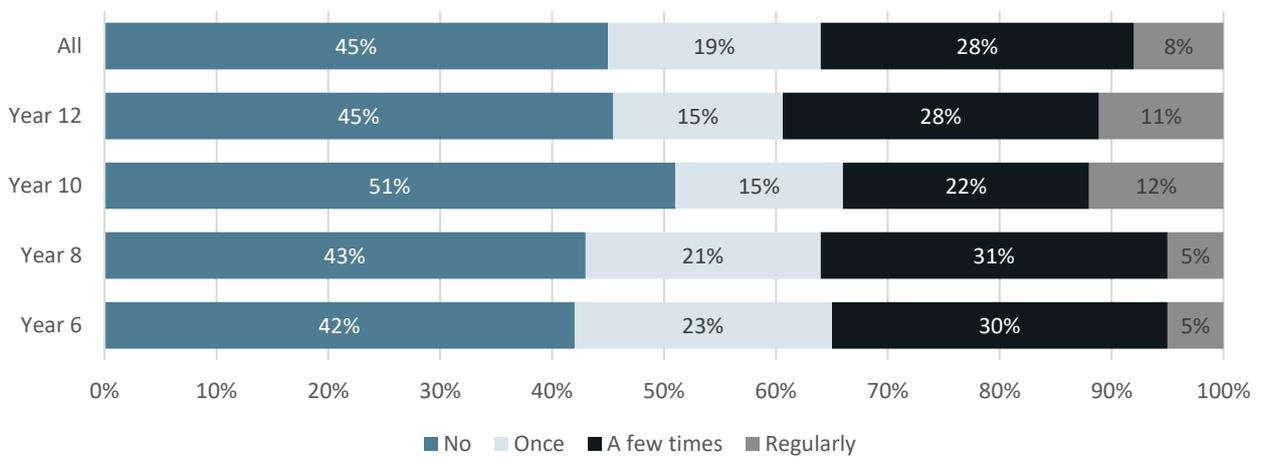
Figure 14.13 Have you spent any of your money on any of the following in the past 7 days (percentage that reported any kind of gambling activity in previous 7 days)



- females were less likely to have gambled for money than males in Years 8, 10 and 12
- of those young people who had gambled, private bets amongst friends was the most frequently cited mode
- 15% of males reported that they had done some form of gambling for money in the last 7 days

Volunteering

Figure 14.14 In the last 12 months, have you done any voluntary work for your community or local or national charities? *Response by year group*



Active transport

Travel to school

54%
travelled to
school by **car**



30%
walked
to school



Travel to school

15%
travelled to school
by **school bus**



3%
travelled to school
by **bicycle**



Taking the bus

The main reasons children did **not like** to take
the bus included...

The behaviour of other
children



Their parents can give
them a lift

They can just walk

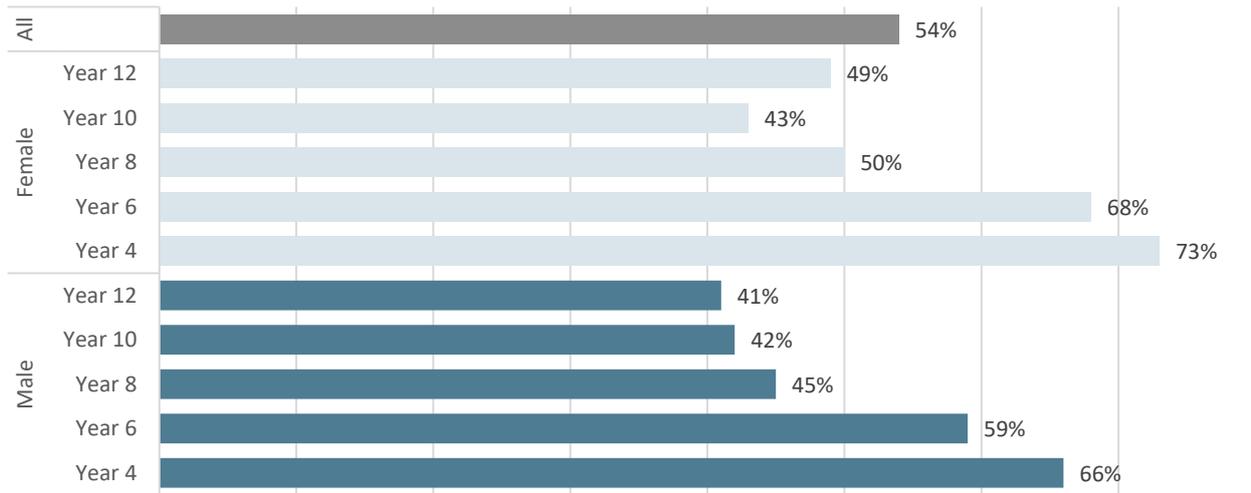


Chapter 15 - Active transport

Transport to school over time

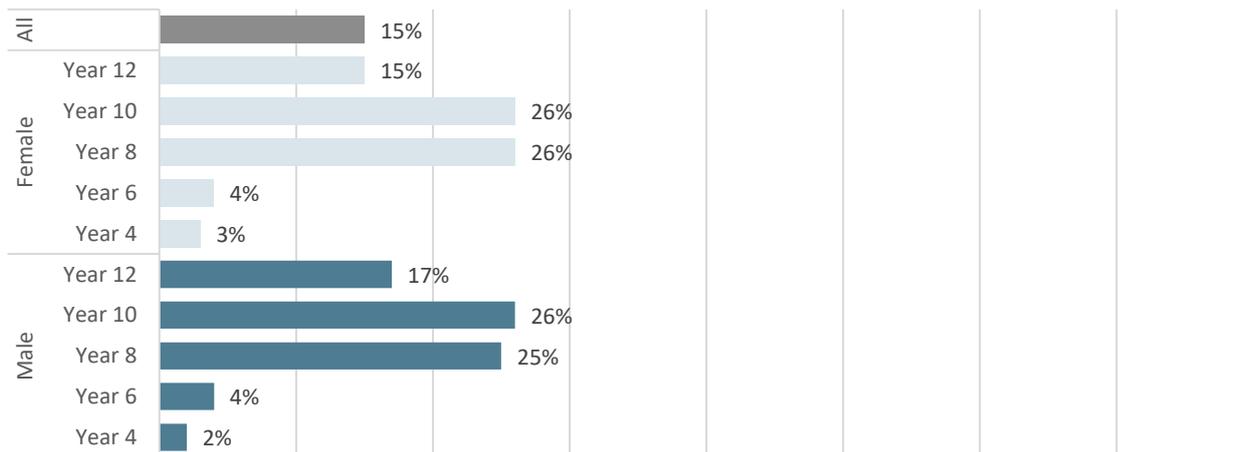
Young people were asked how they had travelled to school that day. They were able to select multiple modes of transport.

Figure 15.1 Percentage of young people who travelled to school by car, van or taxi



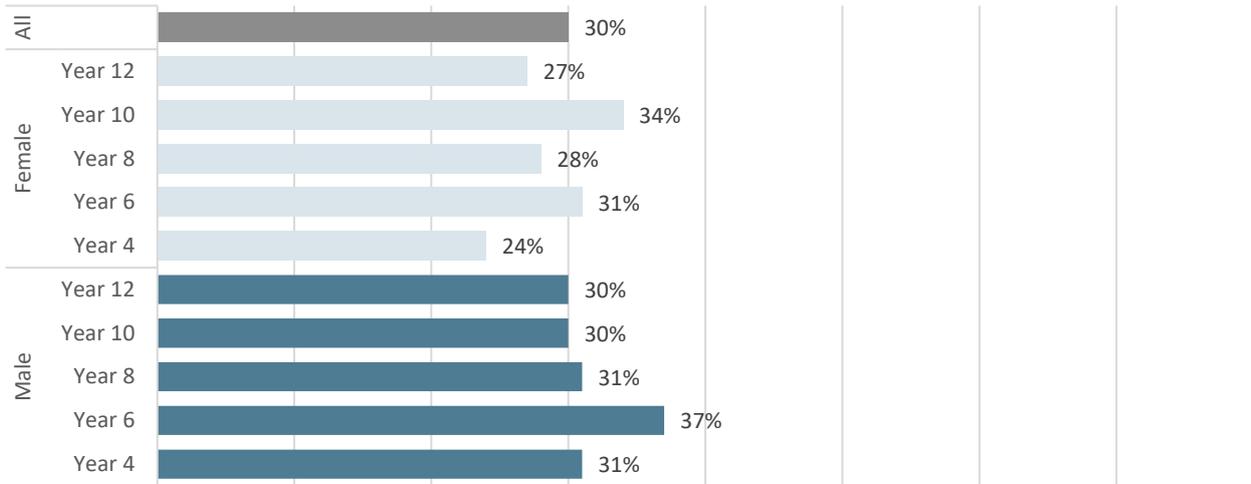
- in general, the proportions of young people who travelled to school by car, van or taxi decreased with age

Figure 15.2 Percentage of young people who travelled to school by school bus



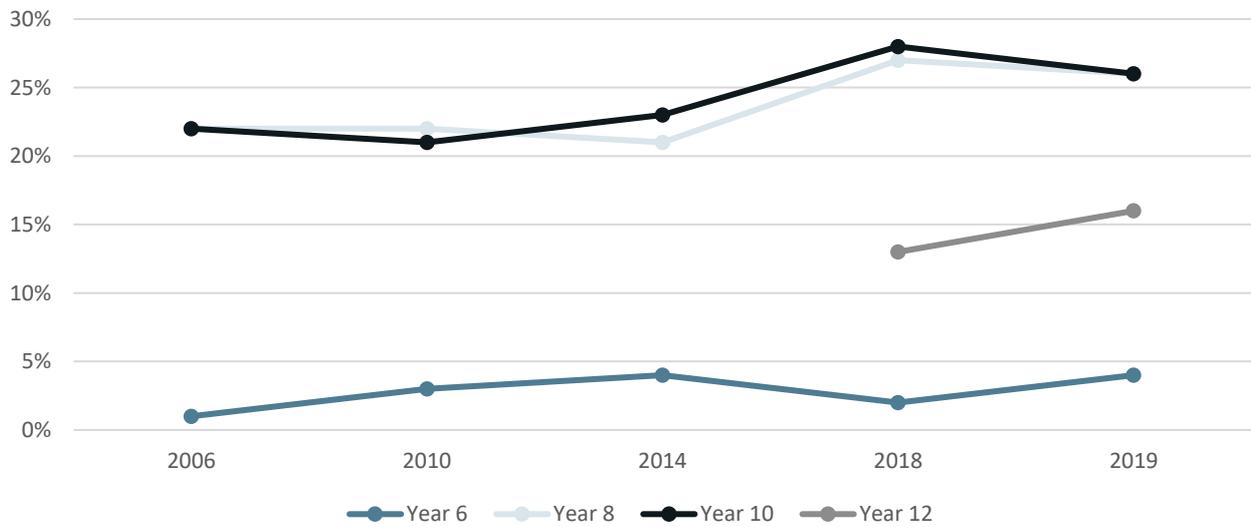
- pupils in Year 8 and 10 were the most likely to travel by school bus

Figure 15.3 Percentage of young people who walked to school



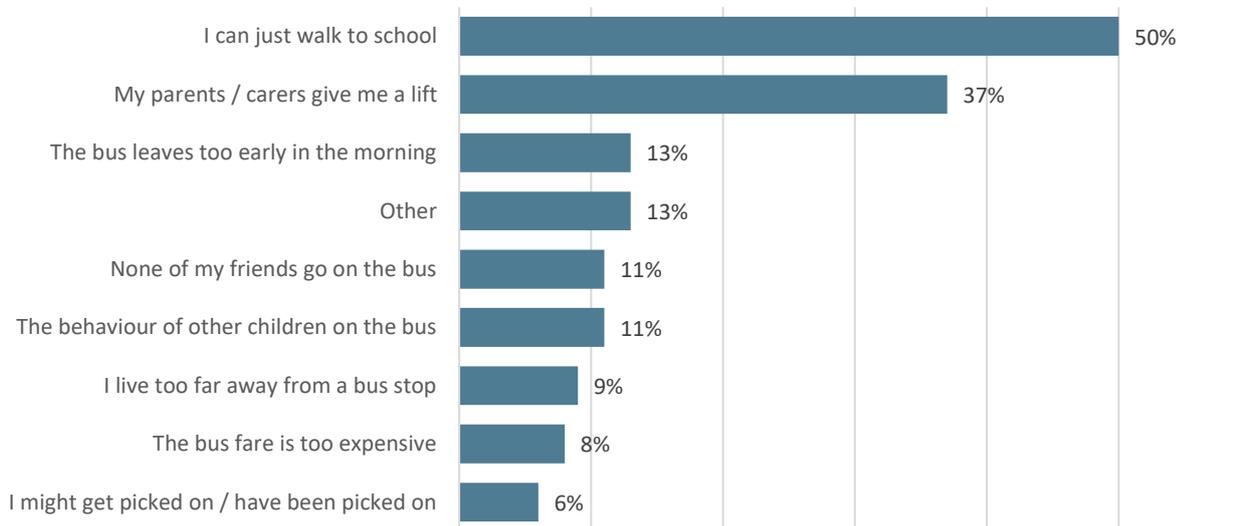
School bus

Figure 15.4 Percentage travelling to school by school bus over time



Young people who did not regularly use the school bus were asked why they don't use it.

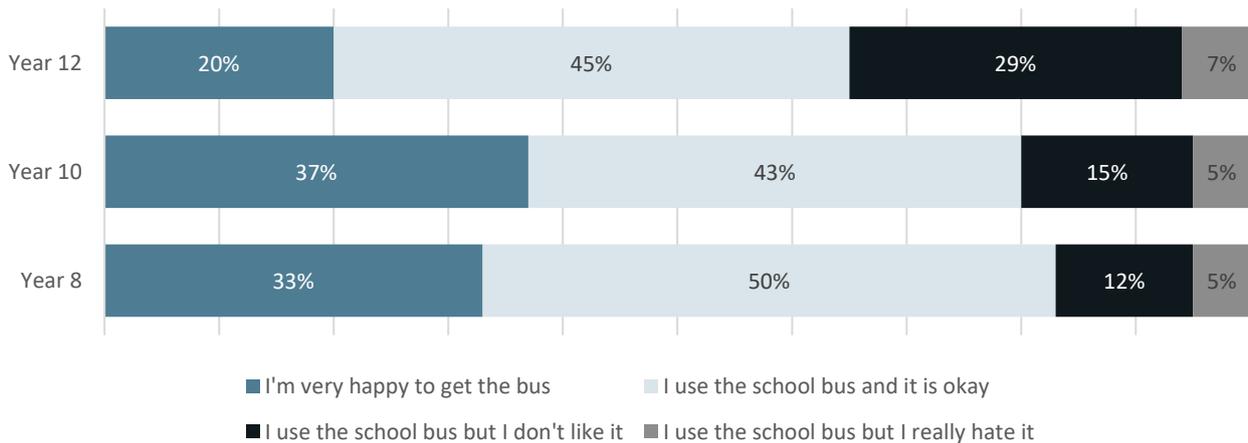
Figure 15.5 Why do you not regularly use the school bus?



- the main reasons given for not regularly taking the school bus were 'I can just walk to school' and 'my parents / carers give me a lift'

Young people who did regularly take the school bus were asked how they felt about getting the bus to and from school.

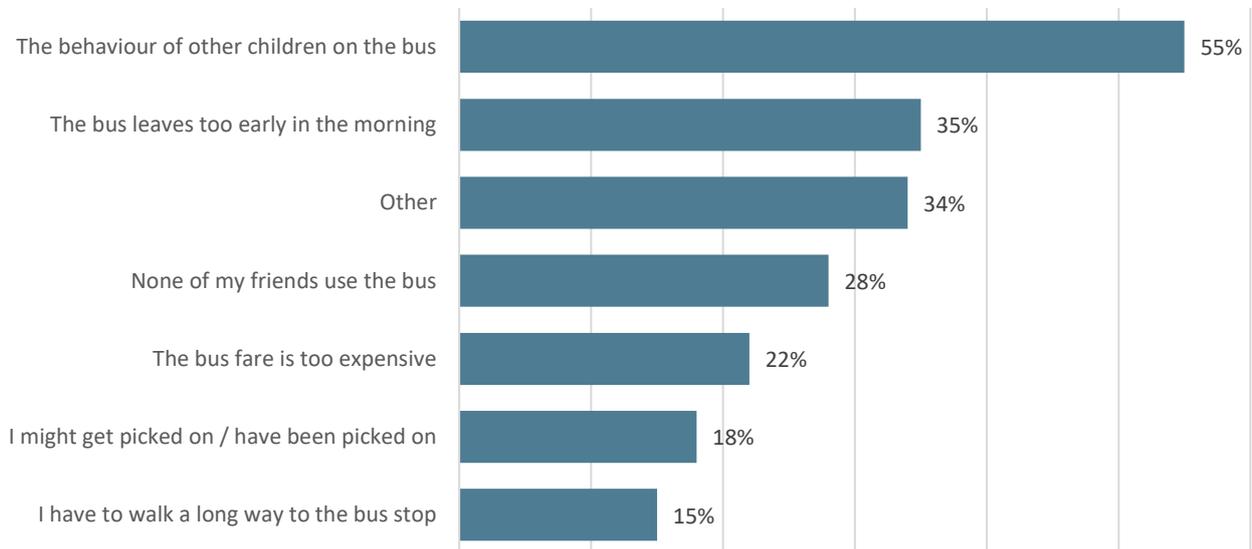
Figure 15.6 Which statement best describes how you feel about getting the school bus to and from school?



- negative attitudes towards taking the school bus increased with age, with a sixth of students in Year 8 stating they 'don't like' or 'really hate' getting the school bus to and from school compared to more than a third (36%) in Year 12

Young people who answered 'I don't like it' or 'I really hate it' were asked why they don't like the school bus.

Figure 15.7 Why don't you like the school bus?



- the behaviour of other children on the bus was the most commonly cited reason why young people did not like the school bus

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. 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	929	1,080	86
Year 6	943	1,018	93
Year 8	950	1,059	90
Year 10	888	985	90
Year 12	686	913	75
All	4,396	5,055	87

The response rate in Year 12 (75%) was lower than in Years 4, 6, 8 and 10 (87%, overall). 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	1	Year 4 all	1
Year 4 female	2	Year 10 female	1	Year 6 all	1
Year 4 other	7	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	6	Year 12 other	13	Years 8 and 10	1
Year 8 male	2				
Year 8 female	1	All male	1	All except Year 12	0.5
Year 8 other	5	All female	1	All	0.5
		All other	3		

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	4	Year 10 other	3
Year 6 male	1	Year 12 male	1
Year 6 female	1	Year 12 female	1
Year 6 other	4	Year 12 other	5
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	0.3	Year 12 male	0.3
Year 8 female	0.3	Year 12 female	0.3
Year 8 other	1.2	Year 12 other	1.9
Year 10 male	0.3		
Year 10 female	0.3		
Year 10 other	1.2		

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 the Statistics Jersey and our publications please visit www.gov.je/statistics