

Student Health and Wellbeing Report 2017/18

Tips for Interpretation

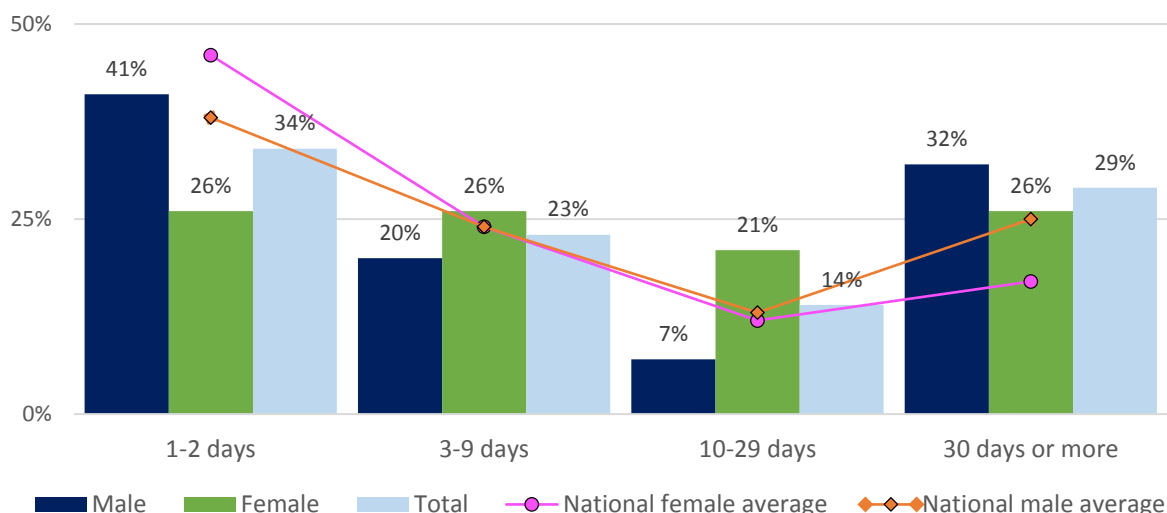
This document provides guidance on interpreting the data in your school's Student Health and Wellbeing Report. Your local **Healthy School team** will also be able to help you review your report and plan appropriate health and wellbeing actions.

Look carefully at what each chart shows

Read **chart titles and any qualifying information** carefully so you understand exactly what data is being presented and about whom.

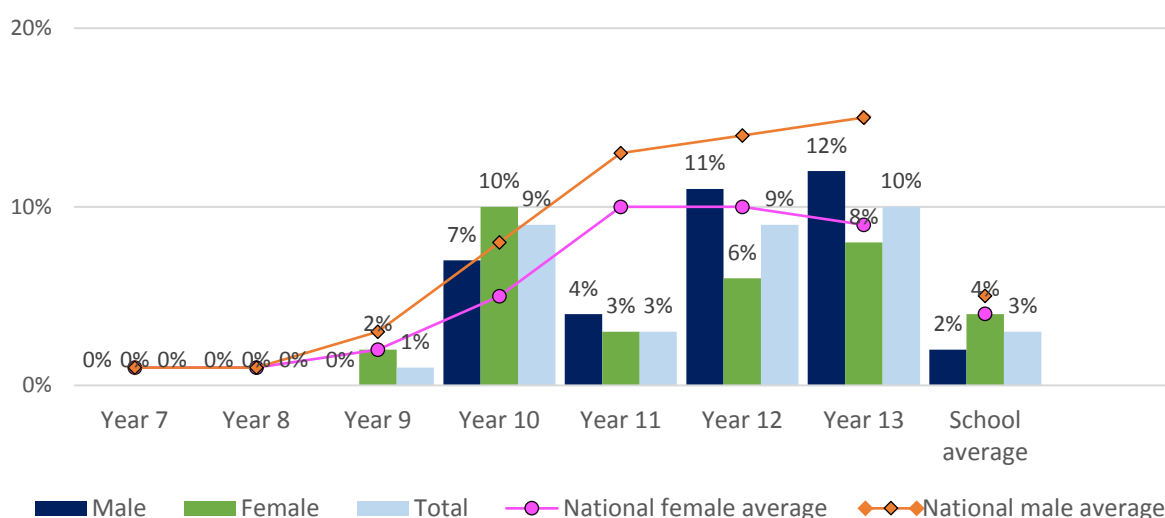
Be aware that some charts include **subgroups of students** only, e.g. year 11 students or students who report a particular behaviour, e.g. regular smoking or being sexually active. This information is in the chart title or noted immediately below the chart. Percentages on these charts may be higher because the base for each percentage (the number of students making up the denominator) is males or females within the subgroup only. Figure 40 (frequency of cannabis use), for example, is based on cannabis users only, not on all students.

Fig. 40 Number of days in the last 30 days on which students have taken cannabis



Whilst 32% of current male cannabis users take cannabis daily, this should be considered alongside Figure 39, which presents levels of cannabis use in the school and shows that 2% of males in the school have used cannabis in the last 30 days.

Fig. 39 Students who have taken cannabis in the last 30 days



It is also helpful to look at [the question that each chart is based on](#) (see the Appendix for a list of charts and corresponding survey questions). Figure 15, for example, asks students what time they go to bed, but this does not necessarily equate to the time they go to sleep!

[Supplementary information](#) around the charts can also help you to interpret your school’s data. Figure 2, for example, presents the percentage of students who usually eat at least one portion of fruit or vegetables a day, but public health advice is for at least five portions a day.

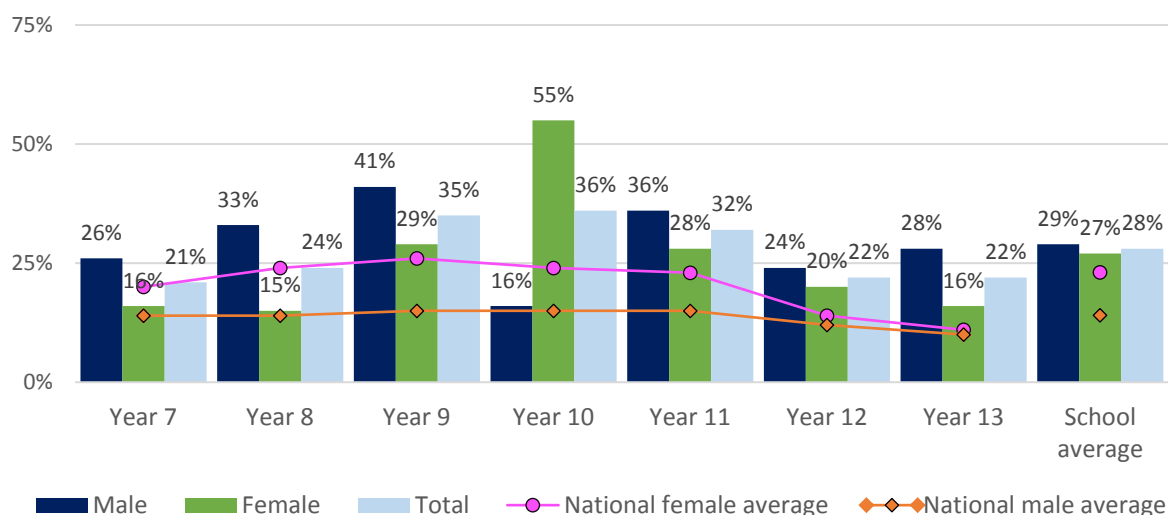
Using the national average data

Alongside your school’s data is data from all 193 schools that took part in the survey. This national average data is a useful comparison, but there are some things to bear in mind when using it:

Benchmarking against the national average It can be interesting and informative to see how your students’ behaviours compare to the national picture, but when doing this think carefully about what the national average is telling you. Nationally, for example, only 45% of girls report a daily breakfast; a benchmark to substantially exceed, not to aim for!

Looking at patterns in the national average It can also be useful to look at how the pattern of your school’s data compares to that in the national data and to think about why your school’s data is different. Does your data peak, rise and fall in the same way as the national data? In Figure 37, for example, is the peak in age at which year 11 students first got drunk (15 years old) reflected at your school? Another example is for cyber-bullying (Fig. 21, below) where in years 7 to 11, national averages are consistently higher in females than they are for males; is this gender pattern the same in your school?

Fig. 21 Students who have been cyberbullied in the past couple of months



Comparing your whole school averages to the national average Figures for *all* males and *all* females in your school are shown on the right hand side of charts that present data by year group, as in Figure 21 above. These school-level averages are accompanied by national averages for all males and all females in the survey. The national averages are derived from *all* year groups (i.e. years 7 to 13) so if your school is years 7 to 11 only or if you did not survey all year groups, it is not quite a like-for-like comparison with your school data. This also applies where data is presented other than by year group, e.g. physical activity (Fig. 6), body image (Fig. 28). All national average data on these charts is derived from students in years 7 to 13.

How much difference can your school make? When thinking about which health and wellbeing areas to prioritise and what actions you might take in response to your school’s report, it is of course important to remember that young people’s behaviour is influenced by many social, economic, cultural and geographic factors. Survey data and guidance in the report are best used in combination with knowledge and understanding of the local context, as together these will build a more comprehensive understanding of where to act and with whom.

Comparing charts across reports

If you joined the School Health Research Network before 2017 you may already have had one or two Student Health and Wellbeing Reports. This gives you the opportunity to look at how your students’ behaviours have changed over the last two or four years. Please be aware, however, that the content of some charts has changed slightly between surveys and you should read the titles and qualifying information carefully to ensure you are comparing like with like. For example, the ‘Age at first sexual intercourse’ chart (Fig. 44) now presents data for Year 11 only, not for year groups 11-13, and the categories of where young people purchase cigarettes have changed slightly since 2015/16 (Fig. 32).

The survey protocol has also differed slightly between surveys: in 2013/14 only one class per year group took part in the survey and in 2015/16 most schools surveyed two or more classes per year group. In 2017/18 schools tried to survey all their students and these larger samples should produce more robust estimates at the year group level. The numbers of students surveyed is shown on page 3 of the report.

Remember to look at report as a whole

Supportive text is provided to help your school make the most of your report. To ensure actions taken as a result of the data are most beneficial to the health and wellbeing of students, suggestions for support are given for all members of the school community. This links activities to the Healthy Schools approach. Current research findings and signposting to national agencies should also prove helpful. The diagram on page 53 provides a model for introducing, evaluating and embedding actions.

Presentation of year groups and gender in the charts

Why are some year groups missing from some of my charts? To present data for a year group, a minimum of 15 students must have answered the question which the chart is reporting, excluding any students who answered 'I do not want to answer'. Where 14 or fewer students gave an answer, the year group is omitted from the chart.

Why don't all my charts show male and female data separately? Where the number of males and/or females who answer a question is less than 15, data are shown only for both genders combined. This is done to avoid presenting percentages of small numbers, which are less likely to be representative.

The same principle is followed for charts that include only students who report a particular behaviour, e.g. being sexually active (Fig. 43). Fig. 44 (age at first sexual intercourse) will only show genders separately if there were at least 15 males and 15 females in Year 11 who said they were sexually active and who answered the question about age at first sexual intercourse. Likewise Fig. 45 (contraceptive use) will only show genders separately if there were at least 15 males and 15 females who said they were sexually active in the year groups that saw the sexual behaviour questions and who answered the questions about contraceptive use.

Why isn't my school's data shown on some charts? Some charts are based on Year 11 students only (chart titles make clear where this is the case). If you did not include Year 11 or if fewer than 15 Year 11 students answered the relevant question, then these charts will not show your school's data.

Some charts are based on students who report a particular behaviour, e.g. Figure 31 includes only Year 11 students who say they smoke at least weekly. If this equates to fewer than 15 students, the school's data is not shown on the chart to avoid presenting percentages of small numbers.

For behaviours such as smoking or taking cannabis, it is positive for the charts not to show your school's data as it means small numbers of students are engaging in these behaviours.

Appendix

The table below shows which question from the 2017 Student Health and Wellbeing Survey is used for each chart in your report.

Figure number and title	Survey question number
1: Students who usually eat breakfast every weekday	26
2: Students who usually eat one or more portions of fruit or vegetables a day	27a and 27b
3: Students who usually drink tap or bottled water once a day or more	27g
4: Students who usually drink one or more energy drinks a day	27f
5: Students who usually drink one or more sugary soft drinks a day	27e
6: Number of days in the week before the survey students were physically active for more than 60 minutes.	22
7: Students whose main part of their journey to school is walking or cycling	24
8: Students who usually spend 7 or more hours of their free time on a week day sitting down	32
9: Students who exercise vigorously outside of school time at least four times a week	30
10: Students who report being satisfied with their life	14
11: Students who "agree" or "strongly agree" that teachers care about them as a person	74b
12: Students who "agree" or "strongly agree" that their ideas are treated seriously in school	73c
13: Students who feel a lot of pressure from the schoolwork they have to do	71
14: Students who "agree" or "strongly agree" that there is support at school for students who feel unhappy, worried or unable to cope	77b
15: Students who usually go to bed at 11.30pm or later when they have school the next day	121
16: Students who look at an electronic screen at 11.30pm or later when they have school the next day	122
17: Students who feel that they can count on friends when things go wrong	91b
18: Students who have ever joined a social networking site or an instant messaging service	96b
19: Students who have taken part in bullying another pupil(s) at school in the past couple of months	82

Figure number and title	Survey question number
20: Students who have been bullied at school in the past couple of months	83
21: Students who have been cyberbullied in the past couple of months	85
22: The three most common reasons students think people in their year group are bullied	86
23: Students who have ever sent someone a sexually explicit image of themselves	87
24: Students who "agree" or "strongly agree" that teachers take action when they hear students calling girls sexually offensive names at school	76a
25: Students who "agree" or "strongly agree" that teachers take action when they hear students calling boys sexually offensive names at school	76b
26: Students who "agree" or "strongly agree" that they have been taught at school about who to go to if they or a friend experience violence in a boy/girlfriend relationship	76c
27: Students who "agree" or "strongly agree" that they would speak to a member of staff at school about violence in a boy/girlfriend relationship	76d
28: Students responses to "Do you think your body is..."	19
Young carers	113
29: Students who currently smoke less than once a week	35
30: Students who currently smoke at least weekly	35
31: The age at which Year 11 students smoked their first cigarette	63a
32: Places where students say they often get cigarettes	38
33: Students who report having tried electronic cigarettes	44
34: Students who report that they drink alcohol	57
35: Students consumption of alcoholic drinks on a typical day when they are drinking	57
36: The age at which Year 11 students drank alcohol for the first time	63d
37: The age at which Year 11 students got drunk for the first time	63e
38: Students who have been offered cannabis in the last 12 months	60
39: Students who have taken cannabis in the last 30 days	62b
40: Number of days in the last 30 days on which students have taken cannabis	62b

Figure number and title	Survey question number
41: The age at which Year 11 students used cannabis for the first time	63c
42: Students who have ever tried inhaling laughing gas or taking mephedrone or legal highs	61e-g
43: Students who have ever had sexual intercourse	97
44: The age at which Year 11 students had sexual intercourse for the first time	103
45: Contraceptive use in sexually active students and their partners	98-102