

Student Health and Wellbeing Report 2015

Tips for Interpretation

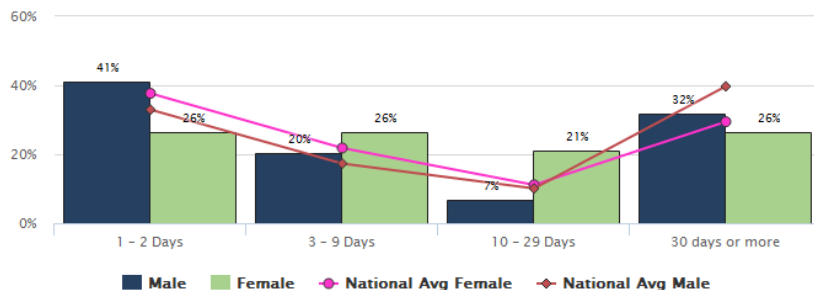
This document provides guidance on interpreting the data in your school's Student Health and Wellbeing Report. Your local Healthy School team will also be able to help you review your report and plan appropriate health and wellbeing actions.

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.

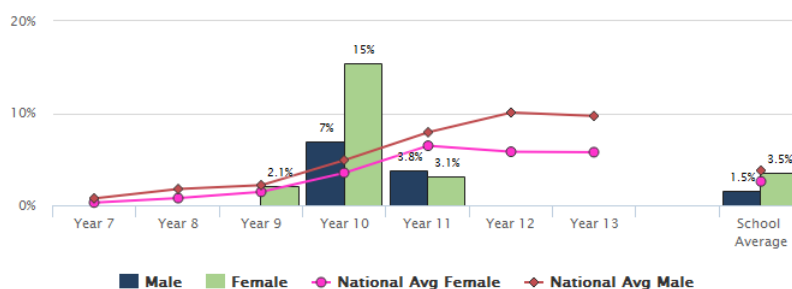
Be aware that some charts include **subgroups of students** only, e.g. year 11 students or students who report a particular behaviour, e.g. regular smoking or being sexually active. This information is in the chart title or noted immediately below the chart. Percentages on these charts may be higher because the base for each percentage (the number of students making up the denominator) is males or females within the subgroup only. Figure 35 (frequency of cannabis use), for example, is based on cannabis users only, not on all students.

Fig. 35 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 34, which presents levels of cannabis use in the school and shows that 1.5% of males in the school have used cannabis in the last 30 days.

Fig. 34 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 13, 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.

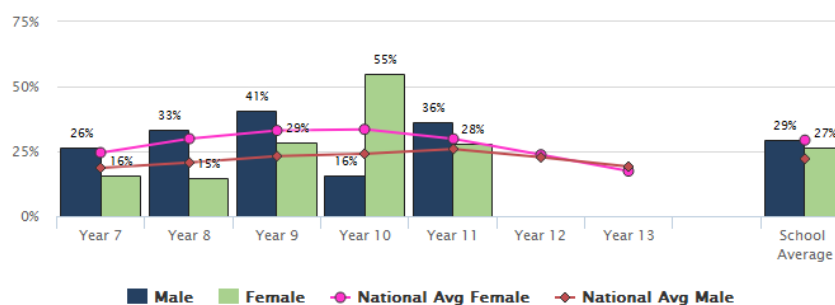
Using the national average data

Alongside your school’s data is data from all 87 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 32, 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. 18, 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. 18 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 and are shown on the right hand side of charts that present data by year group, as in Figure 18 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. 5), body image (Fig. 23). 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.

Low numbers table

Page 4 of your report contains a table which highlights where low numbers occur in your data. The low numbers table is a key part of interpreting your school's data and it is important to read the explanation on page 3.

Comparing charts across reports

If you have been a member of the School Health Research Network since 2013/14 you will already have had one Student Health and Wellbeing Report. This gives you the opportunity to look at how your students' behaviours have changed over the last two years. Please be aware, however, that the content of some charts has changed slightly and you should read the titles and qualifying information carefully to ensure you are comparing like with like. For example, all the 'Age at first...' charts now present data for Year 11 only, not for all year groups, and the 2014 chart showing prevalence of smoking is now split across two charts, showing occasional smokers (Fig. 24) and regular smokers (Fig. 25).

The survey protocol also differed in 2013/14 when only one class per year group took part in the survey. Most schools have surveyed two or more classes in 2015/16 and this larger sample should produce more robust estimates at the year group level. The numbers of students surveyed is shown on page 3 of both reports.

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 48 (or 39, 43, or 44) 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 my charts? To present data for a year group, a minimum of 15 students must have taken part in the survey. Year groups containing 14 or fewer students are not shown.

Why don't my charts show male and female data separately? Where a year group contains fewer than 15 males and/or females, data are shown 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. 38); the subsequent charts (Figs. 39 and 40) only show genders separately if there are at least 15 males and females who are sexually active and who answered the question about the behaviour, e.g. age at first sexual intercourse (Fig. 39).

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 took part, then these charts will not show your school's data.

Some charts are based on students who report a particular behaviour, e.g. Figure 26 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 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	7
2: Students who usually eat one or more portions of fruit or vegetables a day	8a and 8b
3: Students who usually drink one or more energy drinks a day	8c
4: Students who usually drink one or more sugary soft drinks a day	8d
5: Number of days in the week before the survey students were physically active for more than 60 minutes.	12
6: Students whose main part of their journey to school is walking or cycling	14
7: Students viewing an electronic screen in their free time for 7 or more hours on a week day	18-20
8: Students who exercise vigorously outside of school time at least four times a week	13
9: Students who report being satisfied with their life	6
10: Students who "agree" or "strongly agree" that teachers care about them as a person	34b
11: Students who "agree" or "strongly agree" that their ideas are treated seriously in school	34a
12: Students who feel a lot of pressure from the schoolwork they have to do	33
13: Students who usually go to bed at 11.30pm or later when they have school the next day	36
14: Students who felt they were never or hardly ever able to pay attention in the week before the survey	35
15: Students who feel that they can count on friends when things go wrong	38
16: Students who have taken part in bullying another pupil(s) at school in the past couple of months	39
17: Students who have been bullied at school in the past couple of months	40
18: Students who have been cyberbullied in the past couple of months	41

Figure number and title	Survey question number
19: Students who have ever sent someone a sexually explicit image of themselves	42
20: Students who "agree" or "strongly agree" that teachers take action when they hear students calling girls offensive names	37a
21: 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	37b
22: Students who "agree" or "strongly agree" that they would speak to a member of staff at school about violence in a boy/girlfriend relationship	37c
23: Students responses to "Do you think your body is..."	11
24: Students who currently smoke less than once a week	21
25: Students who currently smoke at least weekly	21
26: The age at which Year 11 students smoked their first cigarette	26a
27: Places where students say they often get cigarettes	23
28: Students who report having tried electronic cigarettes	24a
29: Students who report that they drink alcohol	28
30: Students consumption of alcoholic drinks on a typical day when they are drinking	28
31: The age at which Year 11 students drank alcohol for the first time	26c
32: The age at which Year 11 students got drunk for the first time	26d
33: Students who have ever been offered cannabis	29
34: Students who have taken cannabis in the last 30 days	30b
35: Number of days in the last 30 days on which students have taken cannabis	30b
36: The age at which Year 11 students used cannabis for the first time	31
37: Students who have ever tried inhaling laughing gas or taking mephedrone or legal highs	32
38: Students who have ever had sexual intercourse	47
39: The age students had sexual intercourse for the first time	53
40: Contraceptive use in sexually active students	48-52