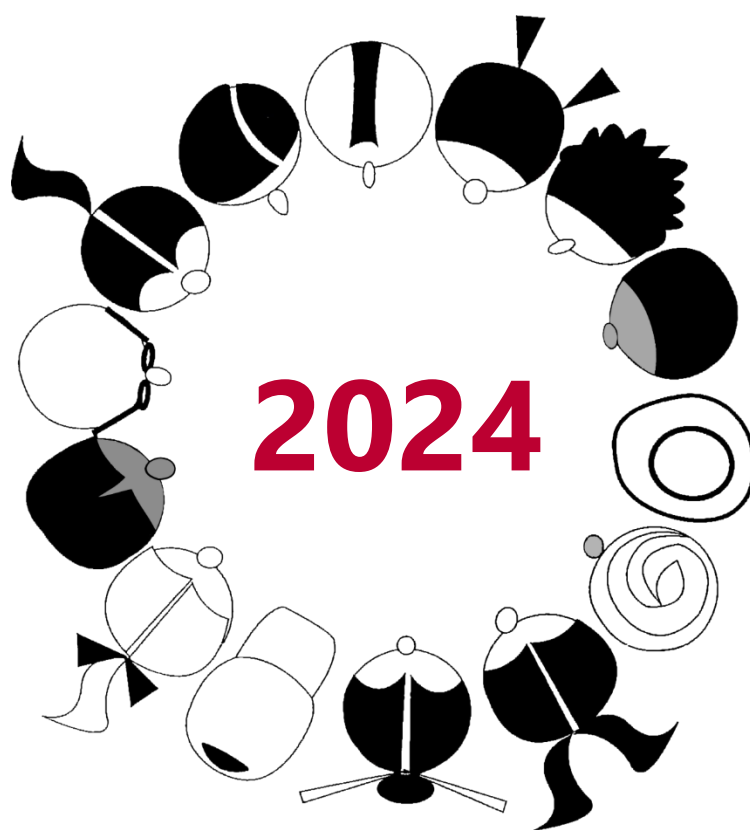




The Bristol Pupil Voice Report



FOOD AND NUTRITION



HEALTH PROTECTION



DENTAL HEALTH



PHYSICAL ACTIVITY



UNDERSTANDING SUBSTANCES



MENTAL HEALTH AND WELLBEING



PSHE



BRISTOL IDEAL

This report has been compiled to provide an overview of the Pupil Voice Survey results for Bristol. All participating schools have received their own results and reports from the collated evidence.

[This page is included for neater booklet printing]

Bristol Pupil Voice Survey 2024

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1 Introduction

What is 'Bristol Pupil Voice' and why do we do it?

The Bristol Pupil Voice survey is commissioned and facilitated by Bristol Healthy Schools, part of the Public Health team, at Bristol City Council. The Pupil Voice Survey was first commissioned in Bristol in 2008 and was repeated in 2009, 2010, 2011, 2013, 2015, 2019, 2022 and 2024 – nine waves of the study in all.

The surveys for primary and secondary school pupils ask questions across a similar and broad range of topics relating to health and wellbeing, although there are some differences in the style of questions and topics covered where appropriate to the age-group in question.

The survey provides those planning and delivering services a detailed insight into the behaviours, attitudes and concerns of young people, and an opportunity to assess the success of projects and initiatives that have already been commissioned.

All participating schools receive an analysis of the responses from their pupils with appropriate comparisons.

This report presents a selection of findings from the latest Pupil Voice survey conducted in Bristol during the 2023-24 academic year. It combines the pupil responses from all participating schools in the focus academic years (4, 6, 8 and 10) to create a very large dataset for more powerful, detailed and complex analyses of the overall respondent population, and the report provides an opportunity to share some of the results and findings more widely.

More information has been collected than can be reported here, so there may be more findings and analysis that are available or could be requested for particular topics. – See section 14.10 for contacts.

Where appropriate, comparisons to data from previous years of the survey as well as comparisons to a broadly representative national dataset derived from similar surveys conducted by the same provider (referred to as the 'reference group' in this report) are included.

Participation, coverage, data quality and pupil feedback in 2024: Summary points (more detail in section 14)

- All primary and secondary schools in the city (including special schools, alternative providers and private schools) are invited to take part in the survey, and in 2024 35 of them participated, which is approximately 22% of all schools in the city. Participation rates were highest this year amongst mainstream secondary schools where approximately 45% were involved.
- Slightly more schools participated in 2024 (35) than 2022 (31), but rather fewer than in 2019 (69 schools). It is likely that the disruption and extra challenges for schools created by the COVID epidemic, as well as a 3 year pause to the survey post-2019 that will have contributed to this lower level of participation. Nonetheless, over 4,000 pupils responded, including approximately 1-in-10 of all pupils in state funded Bristol schools.
- As in previous years, the majority (93% of the response this year) was received from mainstream state funded primary and secondary schools in the city.
- The survey is designed primarily for academic years 4, 6, 8 and 10 and a little over 60% of the response in 2024 came from those year groups, but all key stage 2, 3, and 4 year groups (years 3 to 11) can participate. All the results presented in this report relate to the focus year groups (4, 6, 8 and 10) as coverage is highest for these year groups and it allows for better comparisons with previous years of the survey, and between groups within the responding cohort.

- An estimated 14% of all pupils in the focus year groups (4, 6, 8 and 10) in Bristol mainstream state funded primary and secondary schools participated in Pupil Voice in 2024.
- 45% of all pupils in the focus year groups (4, 6, 8 and 10) in participating Bristol mainstream state funded primary and secondary schools responded to Pupil Voice in 2024.
- The gender and ethnicity profile of pupils that participated in Pupil Voice in 2024 in the focus year groups 4, 6, 8 and 10, was broadly similar to that for all pupils in these year groups in Bristol mainstream state primary and secondary schools. A wide range of ethnicities were reported by pupils and all broad ethnic groups were represented in reasonable numbers within the overall response. The response cohort is self-selecting and not engineered to be representative of the total pupil population of the city, beyond offering the survey to all schools. However, based on these comparisons and given the large numbers of respondents, we believe that the statistics derived from respondents should be reasonably representative of the city more widely in respect of these demographic factors.
- Using regularly collected pupil census data from all schools in Bristol, and the standard Indices of Multiple Deprivation (IMD 2019) score for small areas of the city, we are able to assign deprivation scores to each school based on the average for where their pupils live. Comparing these scores for the schools that participated in Pupil Voice in 2024 to all schools in the city, we can get an approximate indication of whether the responding schools are more or less deprived than the city average. This aspect of the response should be borne in mind when trying to infer results from the survey to the wider population of the city, particularly where the issue of interest is highly associated with deprivation (as many public health concerns are).
- Overall, in 2024 there was a good level of representation from across the deprivation range amongst the participating schools. However, in so much as we can ascertain it, there is a slight skew likely in the overall response towards a slightly higher average level of deprivation than would apply to the pupil population across the city as a whole in the appropriate academic years. This skew is very slight for the primary school responses, but more pronounced in the secondary school responses. There is more information and analysis of this aspect of the response in the 'methods and analysis' section at the end of the report.
- The survey asks for pupil feedback in respect of how they have found the experience of completing the questionnaire and a wide range of opinions are reported. Overall, the experience appears to be a positive one for most pupils with 60% of respondents in the focus year groups reporting more positive than negative feelings about the process. The majority of pupil respondents (82% in years 4 and 6, 70% in years 8 and 10) told us that all their responses were honest, and less than 10% reported that they were not. Please see the 'methods and analysis' section of the report for further information on pupil feedback to the survey.
- The Pupil Voice survey is a detailed and fairly lengthy questionnaire. The survey provider asks us to remind readers that question completion rates tend to decline towards the end of the questionnaire. Towards the end of the secondary questionnaire for instance, the questions were completed by only about 2/3 of the available sample, and figures should be interpreted with this in mind. This may have reduced data quality for topic matter nearer the end of the questionnaire and this report. Again, the precise effects cannot be predicted from such potential sources of error, but it is important to bear in mind that the results presented from the overall response cohort cannot necessarily be seen as representative of Bristol as a whole for this and other reasons already explained.

The Pupil Voice survey is part of the Bristol Healthy Schools offer, which supports schools in adopting a whole-school approach to health and wellbeing for pupils, staff, and the wider school community. Schools can participate in the free Healthy Schools award scheme or subscribe to the monthly newsletter for updates on local and national training, resources, webinars, network meetings, and upcoming Healthy Schools offers. To learn more or get involved, visit the Bristol Healthy Schools website (www.bristol.gov.uk/bristol-healthy-schools), or contact the team at healthy.schools@bristol.gov.uk.

This report is organised by health topics, indicated by the icons below. The Bristol Healthy Schools team offers support and resources for each area.



2 Background of Respondents

There is a set of questions in the surveys that give a sense of the family background and circumstances of the students. The questions in the primary and secondary surveys overlap, but the questions in the primary survey may be simpler or missing altogether.

Some of these questions are used to derive analytical sub-groups used in the variation charts found throughout the report and described in more detail in the 'methods and analysis' chapter at the end of this report (section 14.4). These charts present key indicators or measures across the range of topic matter included in the report, and how they vary within the overall cohort that responded to the survey. In doing so they provide important clues as to who may be at higher risk of negative outcomes. The tables below and on the following pages describe the demographics and circumstances of participants based on their responses to these questions, and how some of their answers were used to derive the analytical sub-groups presented in the variation charts.

Where '%' is referred to in the following tables it refers to the percentage of the responses from either the primary school focus years (years 4 and 6) or the secondary school focus years (years 8 and 10) as appropriate. In all instances the denominator for percentages excludes pupils that did not respond to the relevant question in the survey but does include those selecting response options such as 'don't know', 'not sure' or 'don't want to say'. In this way the percentages presented do not exclude unknowns but are only based on pupils that chose to respond to the relevant question.

Tables 1 to 14: Demographics and circumstances of survey respondents

	Primary	Secondary	Analytical sub-groups
Year 4	742 (48%)		→ Primary
Year 6	794 (52%)		
Year 8		626 (56%)	→ Secondary
Year 10		485 (44%)	

	Primary	Secondary	Analytical sub-groups
Female/girl	740 (48%)	547 (50%)	→ Female
Male/boy	737 (48%)	514 (47%)	→ Male
Transgender	<10 (<1%)		→ Gender diverse*
Non-binary	<10 (<1%)	<10 (<1%)	
Not sure	<10 (<1%)	15 (1%)	
Something else	<10 (<1%)	<10 (<1%)	
Don't want to say	33 (2%)	12 (1%)	

Table 3: Numbers and % by gender identity by response to: Would you describe or recognise yourself as any of the following? (Asked of secondary school pupils only - *Analytical sub-group derived for secondary pupils only)

	Secondary	Analytical sub-group
Trans/transgender	17 (2%)	
Gender diverse	20 (2%)	→ Gender diverse*
Difference of sexual development (DSD/Intersex)	<10 (<1%)	

Table 4: Numbers and % by ethnicity

	Primary	Secondary	Analytical sub-groups
White British	968 (63%)	529 (48%)	
White Irish	22 (1%)	13 (1%)	
White Traveller of Irish heritage	<10 (<1%)	<10 (<1%)	
White Romany or Gypsy	<10 (<1%)	<10 (<1%)	→ White minority ethnicity
White Polish	21 (1%)	35 (3%)	
Any other White background	55 (4%)	58 (5%)	
White and Black Caribbean	24 (2%)	27 (2%)	
White and Black African	20 (1%)	19 (2%)	→ Mixed ethnic heritage
White and Asian	15 (1%)	25 (2%)	
Any other mixed background	25 (2%)	33 (3%)	
Asian British	27 (2%)	29 (3%)	
Indian	26 (2%)	28 (3%)	
Pakistani	40 (3%)	32 (3%)	→ Asian or Asian British
Bangladeshi	<10 (<1%)	<10 (<1%)	
Chinese	<10 (<1%)	32 (3%)	
Any other Asian background	<10 (<1%)	11 (1%)	
Black British	42 (3%)	33 (3%)	
Black Caribbean	11 (1%)	17 (2%)	
Somali	37 (2%)	52 (5%)	→ Black or Black British
Other Black African	23 (2%)	29 (3%)	
Any other black background	<10 (<1%)	<10 (<1%)	
Middle Eastern/West Asian	11 (1%)	19 (2%)	
Other background	21 (1%)	25 (2%)	
Don't know	71 (5%)	21 (2%)	
Don't want to say	44 (3%)	16 (1%)	

Chart 1: Percentage of respondents by selected ethnicity categories and school stage.

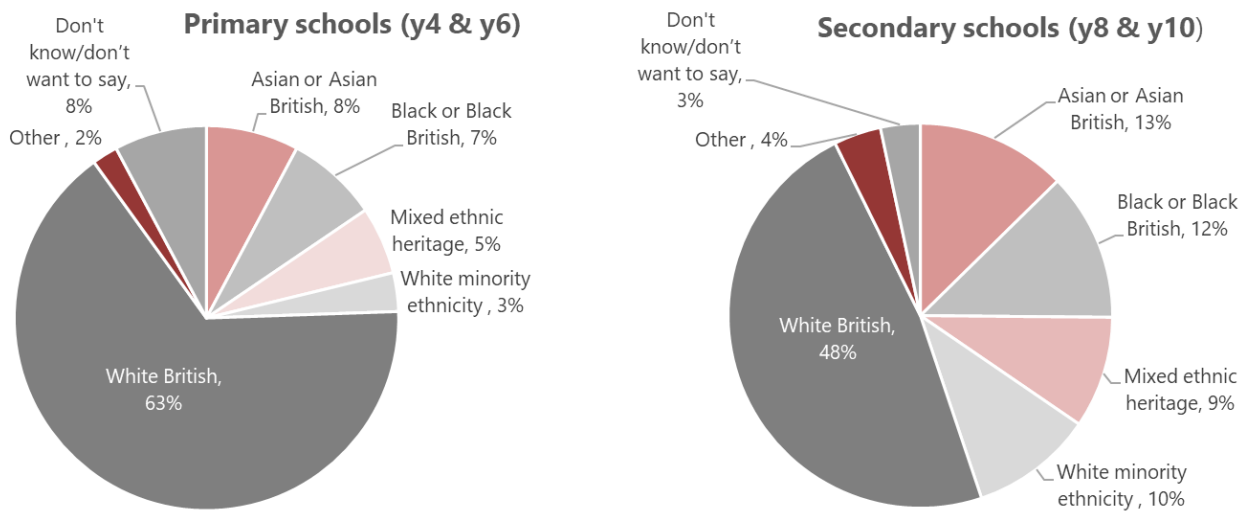


Table 5: Numbers and % by sexual identity (Asked of secondary school pupils only - *Analytical sub-group derived from secondary pupils only)

	Primary	Secondary	Analytical sub-group
Straight/heterosexual		869 (80%)	
Gay/Lesbian		32 (3%)	
Bisexual		74 (7%)	
Other		22 (2%)	→ LGBTQ+*
Questioning		36 (3%)	
Not sure		55 (5%)	
Don't want to say		36 (3%)	

Table 6: Numbers and % by response to: Do you get free school meals or vouchers for meals?

	Primary	Secondary	Analytical sub-group
No	806 (53%)	741 (67%)	
Not sure	440 (29%)	74 (7%)	
Yes	273 (18%)	290 (26%)	→ In receipt of free school meals

This question was amended for the 2021-22 survey and subsequently but should be comparable to the previous waves of the study.

Table 7: Numbers and % by response to: Has anyone you live with ever been sent to prison?

	Primary	Secondary	Analytical sub-group
No	1214 (80%)	889 (80%)	
Not sure	150 (10%)	64 (6%)	
Yes	152 (10%)	134 (12%)	→ Family / household member been in prison
Don't want to say		20 (2%)	

Table 8: Numbers and % by response to: Do you live in temporary accommodation? (Only asked of secondary school pupil respondents - *analytical sub-group derived for secondary pupils only)

	Primary	Secondary	Analytical sub-group
No		962 (87%)	
Not sure		72 (6%)	
Yes		51 (5%)	→ Temporary accommodation*
Don't want to say		21 (2%)	

Table 9: Numbers and % by response to: Which adults do you live with? (Only asked of secondary school pupil respondents - *analytical sub-groups derived for secondary pupils only)

	Primary	Secondary	Analytical sub-groups
Mother & father together		733 (66%)	
Mainly or only mother		164 (15%)	→ Single parent household*
Mainly or only father		25 (2%)	
Mother and father shared		72 (6%)	
Mother and stepfather		50 (5%)	
Father and stepmother		<10 (<1%)	
Mother and mother		<10 (<1%)	
Father and father		<10 (<1%)	
Mother & partner		22 (2%)	
Father & partner		<10 (<1%)	
Foster parents		<10 (<1%)	→ Looked after children*
Other relatives		11 (1%)	
Carer in a Residential School/Home		<10 (<1%)	
Other carer		<10 (<1%)	

Table 10: Numbers and % by response to: Are you a young carer?

	Primary*	Secondary	Analytical sub-group
No	1,140 (75%)	963 (87%)	
Not sure	218 (14%)	68 (6%)	
Yes	168 (11%)	57 (5%)	→ Young carer
Don't want to say (secondary only)		18 (2%)	

*The survey had slightly different response options for the primary and secondary students.

Table 11: Numbers and % by response to: Do you have a disability?

	Primary	Secondary	Analytical sub-group
No	1,017 (67%)	817 (74%)	
Not sure	308 (20%)	171 (15%)	
Yes	143 (9%)	95 (9%)	→ Disabled
Don't want to say	58 (4%)	24 (2%)	

Table 12: Numbers and % by response to: Do you have a long-standing illness?

	Primary	Secondary	Analytical sub-group
No	1,141 (75%)	902 (82%)	
Not sure	245 (16%)	120 (11%)	
Yes	107 (7%)	59 (5%)	→ Long-standing illness
Don't want to say	28 (2%)	20 (2%)	

Table 13: Numbers and % by response to: Do you have a special educational need or a learning difficulty?

	Primary	Secondary	Analytical sub-group
No	943 (62%)	768 (69%)	
Not sure	320 (21%)	170 (15%)	
Yes	216 (14%)	150 (14%)	→ Special educational needs / Learning difficulty
Don't want to say	43 (3%)	18 (2%)	

Table 14: Numbers and % by response to: Do you identify as having any of the following conditions? (Only asked of secondary school pupil respondents - *analytical sub-groups derived for secondary pupils only)

	Primary	Secondary	Analytical sub-group
Diabetes		<10 (<1%)	
Asthma		128 (12%)	
Epilepsy		<10 (<1%)	
ADD/ADHD (attention deficit disorders)		118 (11%)	
Autism/ASD/ASC (Autistic Spectrum Disorder/Condition)		81 (7%)	→ Neurodivergent*
Dyslexia, Dyspraxia or Dyscalculia		88 (8%)	
Neurodivergent		31 (3%)	
Visual impairment or difficulty		33 (3%)	
Hearing impairment or difficulty		14 (1%)	
Multi-sensory impairment (MSI)		<10 (<1%)	
Physical impairment		<10 (<1%)	
Other		42 (4%)	
None		519 (47%)	
Not sure		189 (17%)	
Don't want to say		35 (3%)	

*The use of the term **neurodivergent** for the analytical sub-group described above is based on the widespread use of the term to capture a range of conditions and attributes including those listed and does not imply that all those included would necessarily identify themselves as neurodivergent, but they have reported that they have one or more of the conditions/traits listed.



3 Food and Nutrition

3.1 Breakfast

Primary and Secondary schools

This question changed in 2024.

11% of primary pupils responded that they had **nothing to eat or drink before lessons** on the day of the survey, while 25% of secondary pupils said the same. Within the secondary school response female pupils were more likely to report missing breakfast, and this disparity appears to increase with age. By year 10 female pupils were almost twice as likely to miss breakfast as male pupils (35% vs 18%).

Trends over time

There are no clear trends among the figures across the earlier waves of the survey, but the primary and secondary figures for 2024 are the highest we have seen (following a record high for secondary in 2022).

Comparisons

27% of Year 10 pupils responded that they didn't have anything to eat or drink for breakfast on the day of the survey, which is similar to the 23% seen in the national reference sample in 2023; Bristol findings were higher in 2022 (19% vs 15%) and in 2015 (15% vs 10%).

Chart 2: Percentage of primary and secondary pupil respondents in 2024 who reported having nothing at all for breakfast on the morning of the survey, by year group and gender.

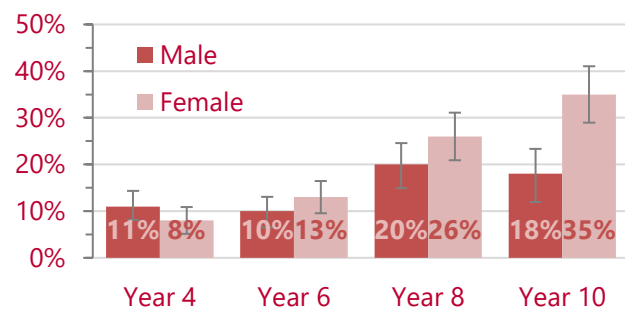
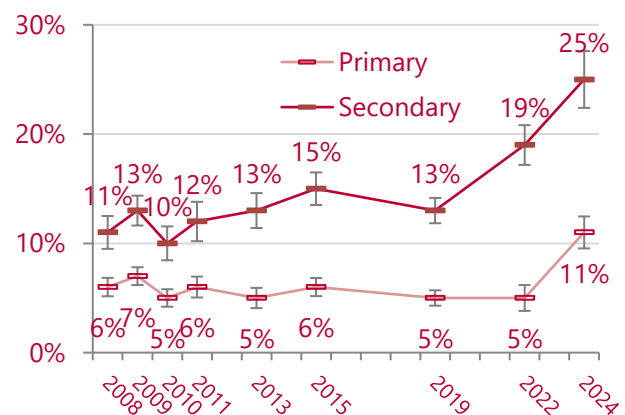


Chart 3: Percentage of primary and secondary pupil respondents in 2024 who reported having nothing at all for breakfast on the morning of the survey, by phase.



Reasons for not eating or drinking before school

A follow-up question offering a selection of potential explanations of why pupils had not eaten or drunk anything before school on the day of the survey elicited a wide range of responses, shown in table 15.

Within the primary school response data, the reasons cited by female and male pupils were relatively similar, with the main difference that female pupils were seemingly less likely to want to eat before school.

Within the secondary school response data there was more disparity in the reasons cited by female and male pupils, as there is in the proportion of pupils reporting that they did not eat or drink before lessons. Male pupils were more likely to report a lack of time as the reason for missing breakfast, whereas female pupils were more likely to report that they did not want to eat for a variety of reasons.

Overall, a lack of time was the most commonly reported cause, followed by a number of reasons that reflected not wanting to eat before school or not really minding if that happened. The option was not offered to primary school respondents, but around 20% of secondary school pupils that had missed breakfast cited wanting to lose weight as a motivation (28% of females, 12% of males). A lack of food in the house was the least likely reason cited, and by just a very small proportion of respondents.

Uptake of breakfast clubs

Of those that did tell us that they ate before school, 86% of primary school respondents and 78% of secondary school respondents told us that they did this at home. Again, there was more disparity to be found between female and male pupils within the secondary school response; 74% of female pupils and 81% of male pupils.

Within the primary school response overall, 6% of pupils told us that they had eaten breakfast that day at a breakfast club at school, compared to 11% that had not eaten or drunk before lessons.

Among the secondary school respondents, just over 2% reported having breakfast at a school-based club, compared to 25% that had not eaten or drunk before lessons.

Variation in Bristol - Pupils not eating or drinking before school

Chart 4 on the next page indicates that within the Bristol survey response in 2024, a large number of the groups identified in the chart were more likely on average to have not eaten or drunk anything before their lessons. Statistically significantly higher proportions were found for; pupils from households where someone had been to prison (28%), amongst young carers (25%), pupils in receipt of free school meals (23%) and

Table 15: Percentage of pupils in 2024 responding that they did not eat or drink before school on the day of the survey, by the potential reasons selected from a list presented in the questionnaire.

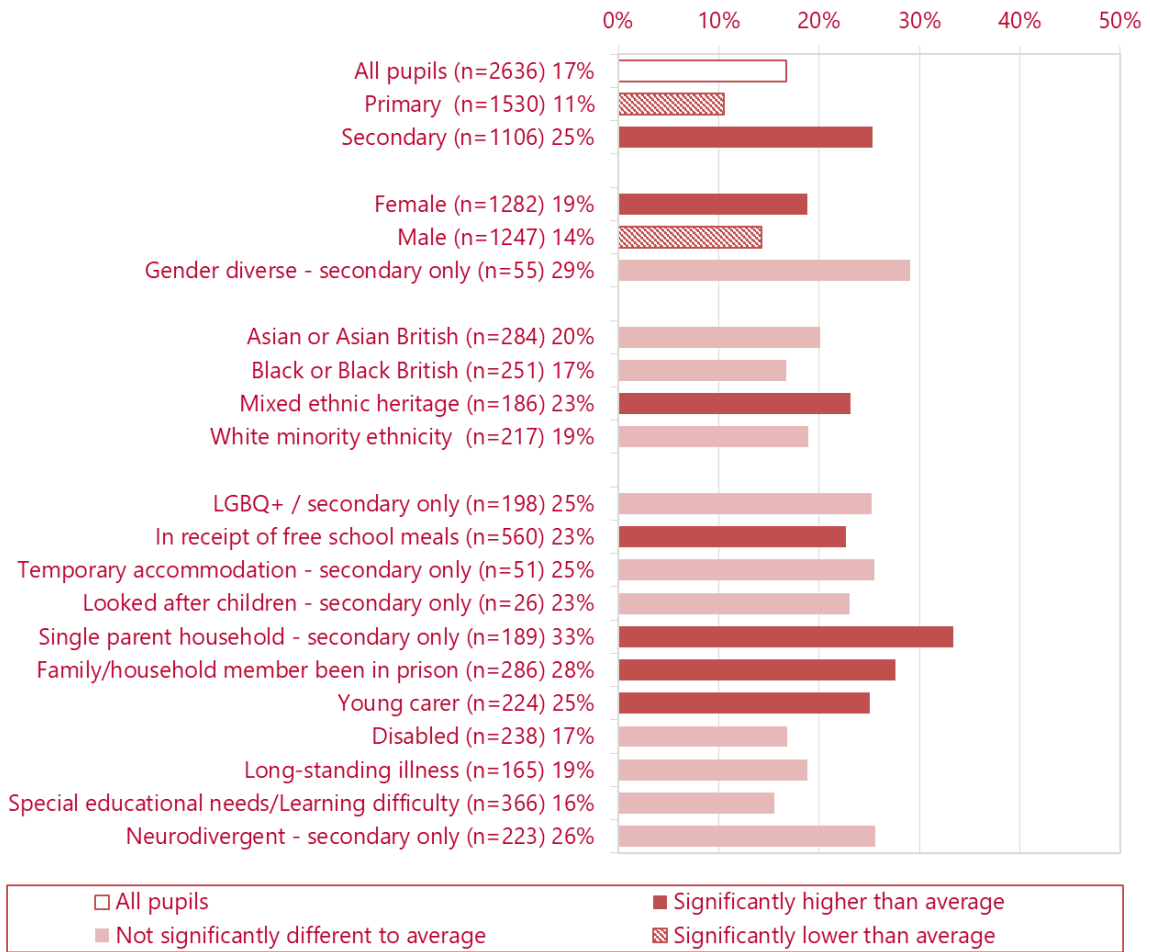
*Option not offered in primary school questionnaire

Primary school respondents		Female	Male
1	I didn't have time	52%	47%
2	I wasn't hungry	32%	25%
3	I don't care if I don't eat breakfast	18%	17%
4	Eating too early makes me feel ill	17%	8%
5	Other	11%	12%
6	No food in the house	1%	3%

Secondary school respondents		Female	Male
1	I didn't have time	34%	44%
2	I wasn't hungry	49%	27%
3	I don't care if I don't eat breakfast	29%	18%
4	I'm trying to lose weight*	28%	12%
5	Eating too early makes me feel ill	26%	10%
6	Other	11%	12%
7	No food in the house	4%	0%

pupils of mixed ethnic heritage (23%), compared to the all schools average of 17%. Within the groups identified only within the secondary school response a statistically significantly higher proportion was found for; pupils from single parent households (33%), compared to the secondary school average of 25%.

Chart 4: Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); pupils reporting that they had nothing to eat or drink before lessons on the day of the survey.



3.2 Lunch

Primary and secondary schools

2% of primary school pupils and 15% of secondary pupils reported that they had **no lunch** on the day before the survey.

43% of primary school pupils and 44% of secondary school pupils reported having **had a school lunch**. The responses from a large all female privately funded school within the secondary school cohort do tend to skew the secondary school statistic for this measure as the proportion eating lunch at that school is more than double the average for the state-funded secondary schools surveyed, which vary from 20% to 52%. The overall average for secondary school pupil respondents excluding the private school responses is 39%, closer to the results from previous iterations of the survey.

The inclusion of results from this school also appears to be largely responsible for the finding apparent among older pupils, whereby females are more likely to have a school lunch than are males.

Trends over time

The most recent figures show a reversal of the respective recent trends among primary pupils (small decrease in 2024) and secondary students (large increase in 2024), even adjusting for the inclusion of the large private school in the results.

Chart 5: Percentage of primary and secondary pupil respondents in 2024 who reported having a school lunch on the day before the survey, by phase.

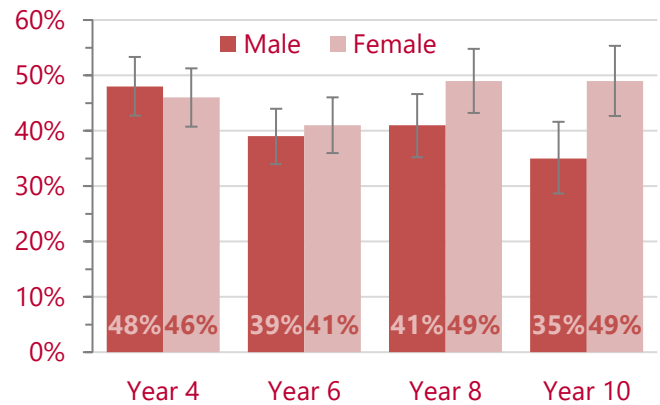
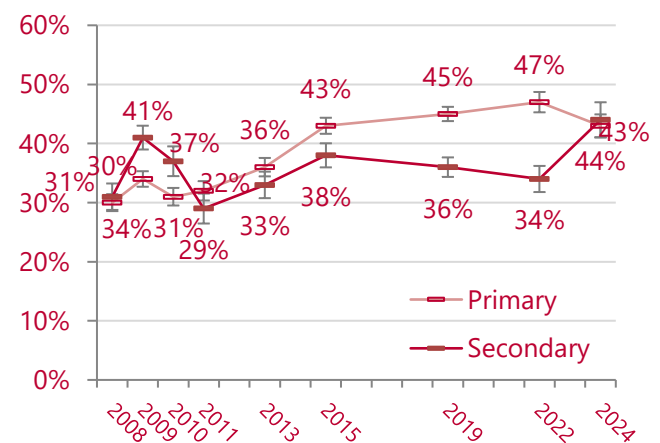


Chart 6: Percentage of primary and secondary pupils who reported having had a school meal on the day before the survey, in each wave of the survey 2008-2024.



Reasons for not eating a school lunch

Among those pupils that did not report having a school lunch, the choice of food was the most common complaint amongst primary school pupils with 37% of respondents wanting more food on offer they liked to eat.

This was an issue for 17% of secondary school pupils too, but cost was a more common complaint for this group and a lack of time was a more frequent comment (12%) than amongst primary school pupils.

Other factors were cited by less than 5% of pupils in scope; being able to eat with their friends, the availability of healthy or more culturally appropriate options and their perception of safety in the lunch area.

Table 16: Percentage of pupils in 2024 responding that they 'never have a school lunch' by their responses to a follow-up question; 'what might encourage you to have them' selected from a list presented to them in the questionnaire, by school stage.

		Primary school	Secondary school
1	More food that I like	37%	17%
2	Cheaper food	5%	23%
3	If lunch was less rushed	4%	12%
4	Something else	5%	8%
5	Being able to talk with friends	5%	3%
6	If it was healthier	3%	4%
7	If lunchroom felt safer	2%	3%
8	More food that I am allowed to eat or I am used to from my culture	1%	2%

3.3 Evening meal

Pupils were asked whether or not they ate a meal after school on the previous week-day evening. The majority (**68% of primary school pupils and 76% of secondary school pupils**) told us they had eaten a meal that was '**home-made (cooked using mostly fresh/raw/whole ingredients)**'.

This proportion was a little lower amongst pupils in receipt of school meals, young carers, disabled pupils, those with a long-standing illness, or a special educational need / learning difficulty, and lowest for pupils with a family or household member who had been in prison (55% vs 71% all school average). The proportion was higher than average for pupils from Asian and white minority ethnic backgrounds.

15% of primary school pupils and 10% of secondary school pupils reported eating a **ready-meal** at home, and around **10% of all pupils ate a take-away meal** for their evening meal.

This was least common amongst pupils of Asian ethnicity (5%), but slightly more common than average for those in receipt of free school meals (13%) and young carers (15%). Again, the most extreme statistic was reported by pupils with a family or household member who had been in prison (21%).

It was rare for a pupil to report **not eating at all during the previous evening** but was the case for **3% of primary school pupils and 4% of secondary school pupils**.

This was most likely to be reported by pupils that are young carers (6%), pupils with a long-standing illness (7%) and those with a family or household member who had been in prison (9%). It was three times more likely amongst pupils living in temporary accommodation than the secondary school average (12% vs 4%).

3.4 Eating habits

Primary and secondary schools

Pupils were asked how often they consumed a variety of foods and drinks.

Fruit and vegetables are among the **most common foods eaten reported as 'on most days'** by children and young people in the sample, even though we have seen that these do not always add up to the recommended five portions or more daily. Sweets, chocolate and crisps are reported to be consumed on most days by about a quarter of primary and secondary school pupils.

Fruit consumption in particular appears to decrease as children move from primary to secondary schooling.

Trends over time

There are no clear trends among the figures across the successive waves of the survey.

Comparisons

These results are about the same as those seen in the reference sample using similar questions.

Views on healthy eating lessons

36% of secondary pupils said that **school lessons on healthy eating** have been 'quite' or 'very' useful (a rise from 29% in 2022 but a drop from 42% in 2019) while 16% said 'not at all' useful.

5-a-day; portions of fruit and veg

27% of primary pupils said that they had at least **5 portions of fruit or vegetables yesterday**, while 12% reported having had none at all.

18% of secondary pupils said that they had at least **5 portions of fruit or vegetables yesterday**, while 12% reported having had none at all.

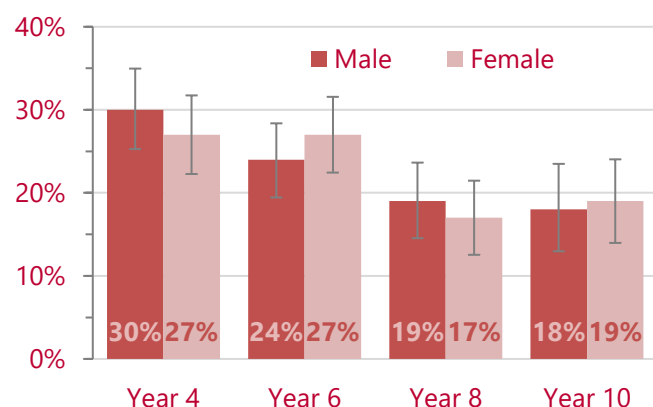
Overall, nearly a quarter of all pupils said that they had at least **5 portions of fruit or vegetables yesterday**, while 12% reported having had none at all.

Table 1: Percentage of pupils in 2024 responding that they eat or drink the following 'on most days' (top 10):

Primary Boys		Primary Girls		
1	Water	86%	Water	84%
2	Milk	52%	Fresh fruit	63%
3	Fresh fruit	52%	Vegetables	57%
4	Vegetables	49%	Bread	49%
5	Bread	49%	Snack veg	45%
6	Crisps	41%	Milk	43%
7	Edible dairy	38%	Edible dairy	39%
8	Snack vegetables	33%	Crisps	36%
9	Sweets, choc bars	32%	Sweets, choc	33%
10	Meat	32%	Cereal	26%

Secondary Boys		Secondary Girls		
1	Water	88%	Water	87%
2	Bread	63%	Vegetables	59%
3	Any meat	60%	Fresh fruit	54%
4	Edible dairy	55%	Bread	50%
5	Milk	54%	Any meat	49%
6	Vegetables	52%	Edible dairy	47%
7	Fresh fruit	43%	Milk	40%
8	Crisps	31%	Sweets, choc	31%
9	Cereal – sugary	30%	Snack veg	26%
10	Sweets, chocolate,	29%	Crisps	24%

Chart 7: Percentage of primary and secondary pupils in 2024 who reported having had at least 5 portions of fruit or vegetables yesterday, by year group and gender.

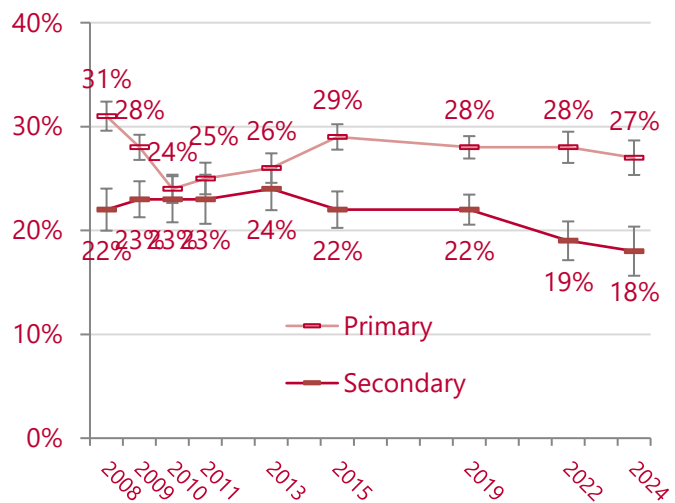


The statistics on the previous page tell us that secondary school pupils were less likely on average to report that they are eating 5 or more portions of fruit and/or vegetables per day. This was the case for 82% of respondents, slightly higher than the all-school average of 77%.

A number of the other analytical sub-groups within the overall response were also more likely to report this on average; pupils of black ethnicity (85%), pupils in receipt of free school meals (80%), pupils living in single-parent households (88%) and pupils where a household or family member has been to prison (83%).

When it comes to pupils that report not eating any fruit or vegetables during the day before the survey, this was also more often reported by pupils of black ethnicity (19%), pupils in receipt of free school meals (18%), pupils living in single-parent households (19%) and pupils where a household or family member has been to prison (17%). It was also more common than the all-school average for male pupils overall (13%), young carers (17%) and disabled pupils (16%). These statistics compare to an average of 12% for the pupil response overall.

Chart 8: Percentage of primary and secondary pupils who reported having eating at least 5 portions of fruit/veg on the day before the survey, in each wave of the survey 2008-2024.



Trends over time

There are no consistent trends among the figures across the successive waves of the survey since 2008, but reported intake of 5-a-day appears to have been declining a little overall over the last decade.

Comparisons

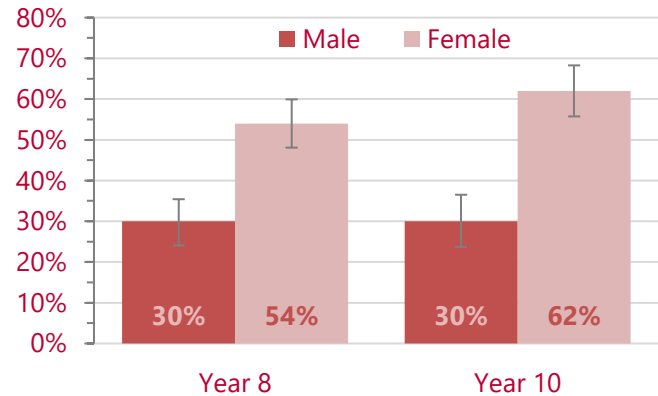
These results are very similar to those seen in the reference sample.

3.5 Attitude to weight – Secondary pupils (not asked in primary)

The majority of female secondary school respondents (58%) told us that they **would like to lose weight**, as well as a sizeable but smaller proportion of male pupils (30%). Gender diverse, LGBTQ+ and pupils living in temporary accommodation were also on average more likely to report wanting to lose weight than the secondary school average.

Wanting to gain weight was a less frequently reported answer, but true for 17% of male respondents and 7% of female respondents within the secondary school response. This was also more commonly reported on average by pupils of black ethnicity, neurodivergent pupils, disabled pupils and pupils from a family/household where someone had been to prison.

Chart 9: Percentages of secondary pupils in 2024 that reported wanting to lose weight, by year group and sex.



Trends

The figure for Year 10 females wanting to lose weight rose from 52% to 62% between 2022 and 2024.

Comparisons

62% of Year 10 females responding to the Bristol survey, reported wanting to lose weight, which is statistically similar to the 56% seen in the national reference sample.



4 Physical Activity

Recommendations about physical activities for adults ask for at least half an hour a day of moderate physical activity (recommendations for children suggest an hour).

For more information see: [Physical activity guidelines for children and young people - NHS](#)

We approach this issue with young people through a sequence of increasingly specific criteria.

6% of primary pupils and **6%** of secondary pupils responded that they **weren't active** enough to breathe harder and faster or feel hot and sweaty, for at least half an hour **on a single day in the week** before the survey. See chart 10 below.

76% of primary pupils and **77%** of secondary pupils responded that they **were active** enough to breathe harder and faster or feel hot and sweaty for at least half an hour on **at least three days**, in the week before the survey.

50% of primary pupils and **43%** of secondary pupils responded that they **were active** enough to breathe harder and faster or feel hot and sweaty for at least half an hour on **five or more days**, in the week before the survey. See chart 11 below.

Overall, the tendency reflected in the response data is that female pupils are less likely to be physically active than male pupils on average. The majority of male pupils report physical activity on 5 or more days per week, compared to 4 or more days per week for female pupils. The disparity between rates of physical activity for males and females is more marked for older students and for higher levels of exercise.

Chart 10: Percentage of pupils in 2024 answering that they weren't active enough to breathe harder and faster or feel hot and sweaty, for at least half an hour on a single day in the week before the survey, by year group and sex.

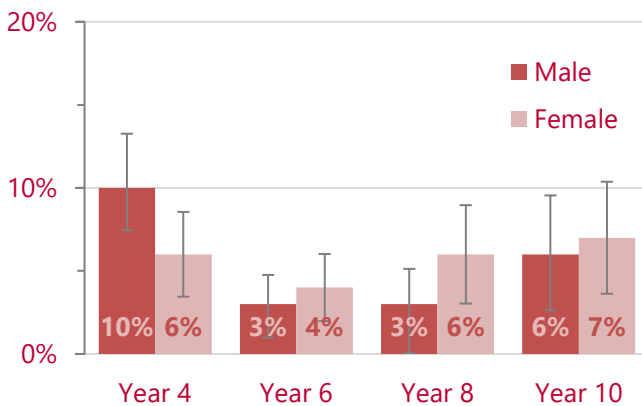
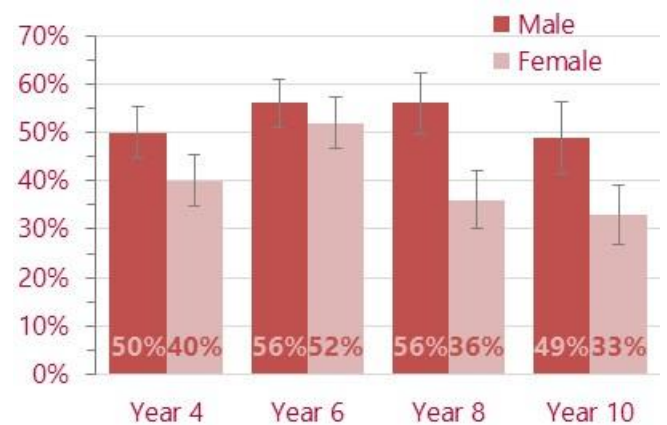
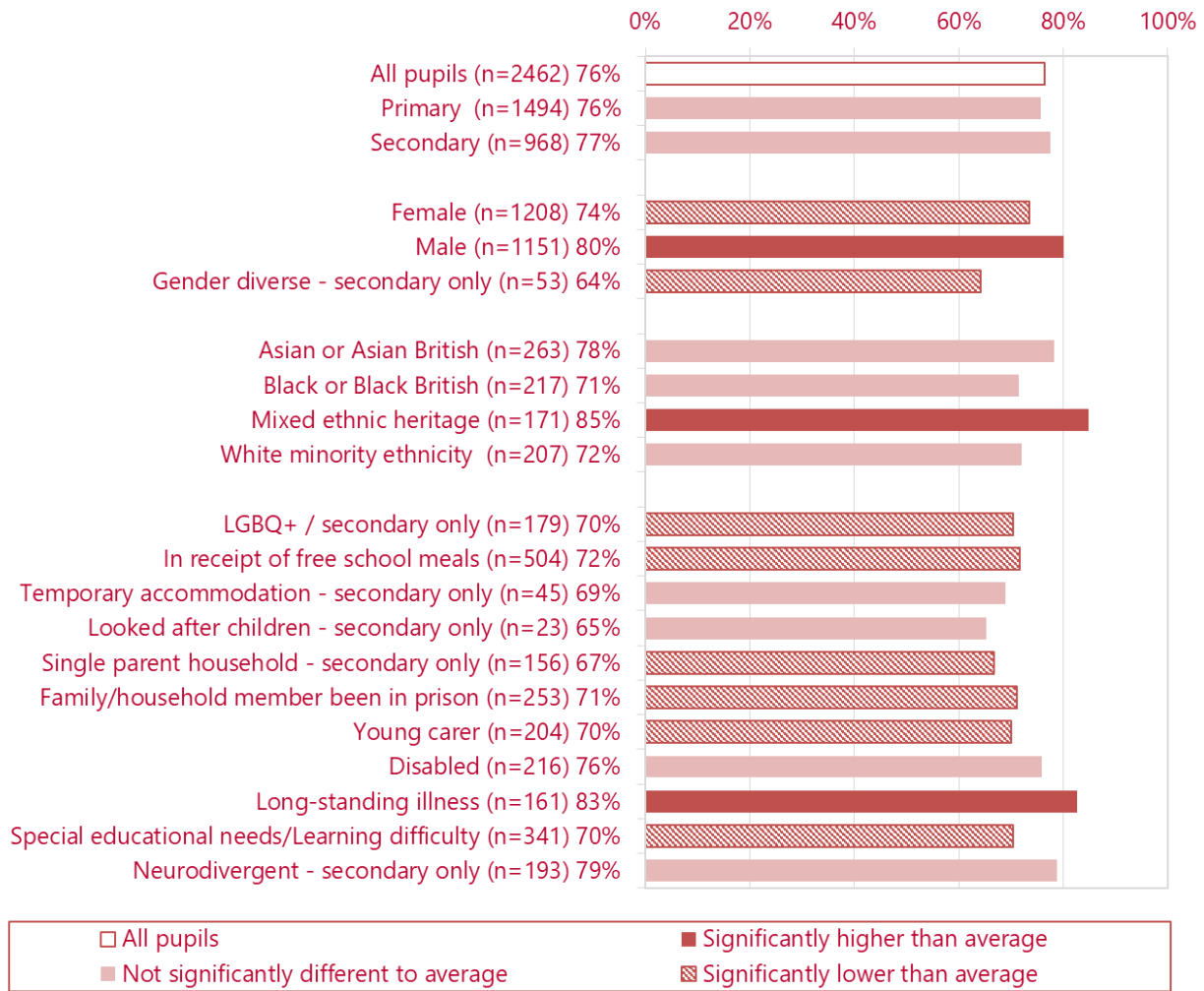


Chart 1: Percentage of pupils in 2024 answering that they were active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on five or more days, in the week before the survey, by year group and sex.



Variation in Bristol - Physically active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on three or more days, in the week before the survey

Chart 2: Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); pupils reporting that they had been physically active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on three or more days, in the week before the survey.



Pupils were asked how often they took part in a variety of **sporting and physical activities**.

Table 2: Percentage of pupils in 2024 responding that they do the following sports or activities at least 'once a week' (top 10):

Primary Boys			Primary Girls		
1	Ball games (e.g. football, hockey)	77%	1	Playing outside (including tag games)	68%
2	Playing outside (including tag games)	72%	2	Walking to school, shops, see friends	59%
3	Walking to school, shops, see friends	56%	3	Dancing/keep-fit/gymnastics	57%
4	Going for walks (for fun/exercise)	48%	4	Ball games (e.g. football, hockey)	51%
5	Running for exercise (e.g. jogging)	45%	5	Going for walks (for fun/exercise)	49%
6	Cycling/scooter/wheeling	43%	6	Swimming	46%
7	Swimming	40%	7	Running for exercise (e.g. jogging)	39%
8	Riding your bike (for fun)	34%	8	Cycling/scooter/wheeling	39%
9	Roller skating and scootering (for fun)	25%	9	Roller skating and scootering (for fun)	28%
10	Martial arts e.g. judo, karate, boxing	24%	10	Riding your bike (for fun)	27%

Secondary Boys			Secondary Girls		
1	Walking to school, shops, see friends	85%	1	Walking to school, shops, see friends	86%
2	Ball games (e.g. football, hockey)	79%	2	Going for walks (for fun/exercise)	67%
3	Going for walks (for fun/exercise)	69%	3	Ball games (e.g. football, hockey)	62%
4	Organised games/activities outside	51%	4	Dancing/keep-fit/gymnastics	42%
5	Cycling/scooter/wheeling	49%	5	Running for exercise (e.g. jogging)	36%
6	Running for exercise (e.g. jogging)	47%	6	Organised games/activities outside	33%
7	Riding your bike (for fun/exercise)	41%	7	Cycling/scooter/wheeling	26%
8	Dancing/keep-fit/gymnastics	25%	8	Swimming	19%
9	Other physical activities	24%	9	Other physical activities	16%
10	Martial arts (e.g. judo, karate, boxing)	20%	10	Riding your bike (for fun/exercise)	12%

96% of primary pupils and **98%** of secondary pupils responded that they play or do one or more of the physical activities listed **at least 'once a week'**; these figures are similar to those seen in the 2022 sample.

64% of primary pupils and **70%** of secondary pupils responded that they play **ball games** in their own time or in school clubs **at least 'once a week'** (a little higher than in 2022).

Walking forms a significant proportion of regular activity for many pupils, particularly for secondary school pupils.

4.1 Active playtimes

Primary schools

Children in primary schools were asked how they spend time during **school playtimes**; they responded that they took part at least *sometimes* in the activities shown in the chart.

Most primary pupils report doing some sort of **physical activity at playtimes** at least 'sometimes'.

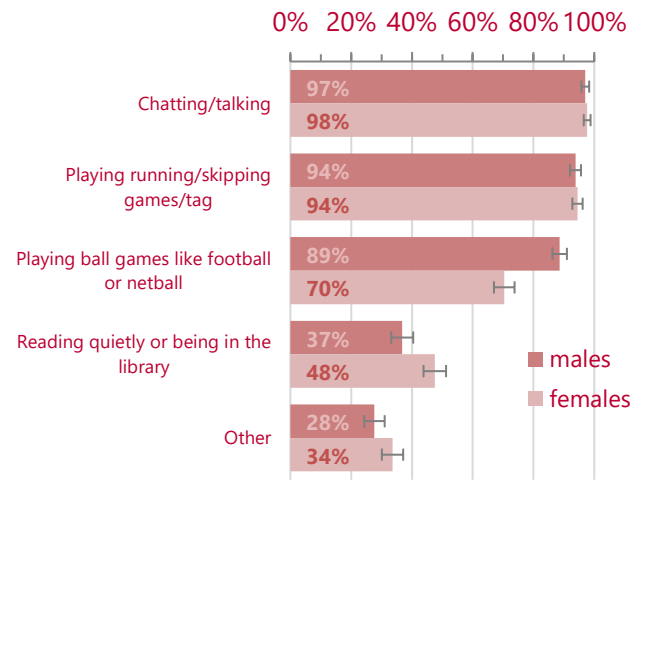
Most of these figures are very much the same as in previous years, although reading has risen from its lowest point of 24% in 2011 to 37-48% in 2024.

Male pupils are significantly more likely to report participating in ball games, **female** pupils more likely to report quiet reading or spending time in the library. This may contribute to the lower proportion of female pupils reporting physical activity described in the previous section.

Comparisons

These results are similar to those seen in the national reference sample.

Chart 3: Percentage of primary pupils in 2024 who reported that they take part in the following activities during playtimes at least 'sometimes', by gender.



4.2 Barriers to exercise

Secondary schools

We asked pupils if there was **anything that stopped them from doing physical activities as much as they would like**. A wide range of factors were reported, summarised in table 18 below.

Table 3: Percentage of secondary pupils in 2024 that selected one or more of the reasons below from a list of potential factors presented as potential answers to the question; 'does anything stop you from doing physical activities as much as you would like' (top 10), by gender (male and female only):

Secondary Males			Secondary Females	
1	I don't have enough time	18%	I don't have enough time	31%
2	I am shy about doing things in front of other people	9%	I am shy about doing things in front of other people	30%
3	I don't know what to do	8%	I am shy about how I look	19%
4	It costs too much to do	6%	I don't know what to do	18%
5	Places are too far away	6%	I don't like getting hot and sweaty	14%
6	I am shy about how I look	6%	It costs too much to do	13%
7	Other	6%	I know what I want to do but I don't know where to go	11%
8	I don't like getting hot and sweaty	5%	I don't like to try new things	9%
9	I don't like to try new things	4%	Places are too far away	9%
10	I know what I want to do but I don't know where to go	4%	I don't like the people who go there	8%

25% of secondary pupils responded that they don't do as much physical activity as they would like because they **'don't have enough time'**. 21% of secondary pupils responded that they were **'shy about doing things in front of other people'**. 10% told us that activities **'cost too much to do'**.

Perceived barriers to participation in physical activity were far more likely to be reported by female than male pupils on average; the average number of barriers reported by female pupils was more than double the average for male pupils.

LGBQ+ pupils were the most likely to tell us that they did not have enough time for physical activity, that they did not know how to access the activities, and that feeling shy doing things in front of other people represented a barrier to physical activity. **Gender diverse** pupils reported the highest average numbers of barriers to physical activity (citing 3 each on average), three times more than male pupils and 50% more than female pupils (citing 2 each on average). This group was the most likely to tell us that feeling shy about how they looked was a barrier to participation in physical activity.

Pupils from **single parent households** were more likely than the secondary school average, to report that the cost of activities was prohibitive, and that they felt shy about trying activities in front of other people, and about the way they looked. **Young carers** were more likely than the secondary school average, to report that they did not know how to access opportunities for physical activity, and that the cost was prohibitive. **Pupils in receipt of free school meals** were also more likely to report that they did not know how to access opportunities for physical activity, and that they felt shy doing things in front of other people.

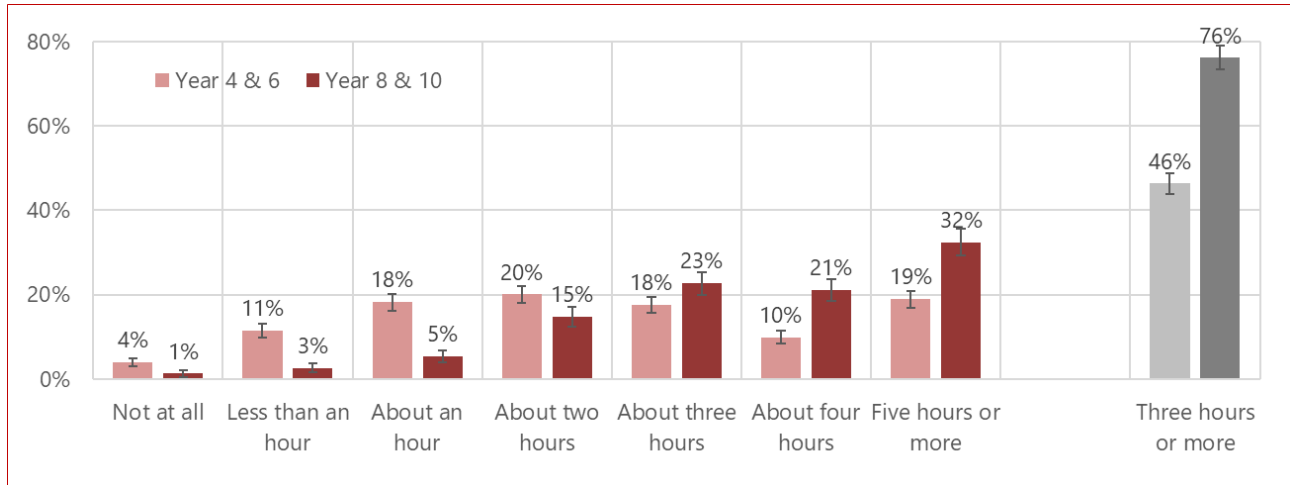
Comparisons

25% of secondary pupils (Years 8 & 10) responded that they don't do as much physical activity as they would like because they **'don't have enough time'**, which is similar to the 23% seen in the reference sample.

4.3 Screen time.

Pupils were asked How long did you spend looking at a device screen yesterday? (Including computer, iPad, TV, games console, other handheld devices), in total (see chart 14 below) and in relation to a list of different purposes (see chart 15 below).

Chart 14: Percentage of pupils in 2024, by how long **in total** they reported looking at a device screen the day before the survey (including computer, iPad, TV, games console, other handheld devices), by school stage.



Compared to the results from the 2022 survey, overall screen-use duration is similar. Comparisons to earlier surveys are not possible due to changes in the way these questions were asked from 2022 onwards. There was a slight increase 2022 to 2024 in the proportions of primary and secondary pupils using screens in excess of three hours (43% to 46% for primary school pupils and 74% to 76% for secondary school pupils) but these increases were not statistically significant.

Primary schools

In years 4 and 6 (primary school), the majority of respondents reported at least an hour of screen use during the previous day. Boys were more likely to report three or more hours of usage on some activity or another, which was most often playing video games.

Secondary schools

In years 8 and 10 (secondary school), the majority of respondents reported more than two hours' screen use during the previous day. Females are more likely than males to spend more than three hours using social media (53%, higher than 2022). As observed for primary school age respondents, male respondents were more likely to report three hours or more playing games (52%).

Chart 15: Percentage of pupils in 2024 spending time on different activities on a device screen yesterday, by year group and gender (primary: at least 'an hour or two', secondary: 'three hours or more').

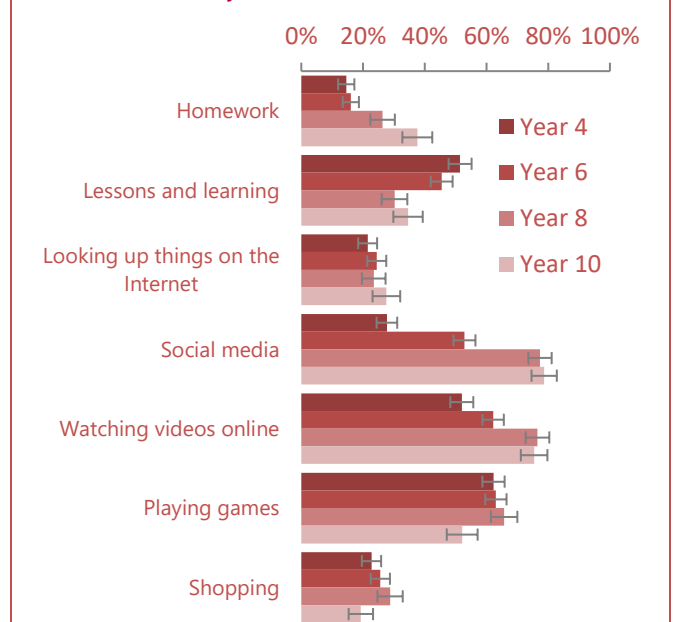


Chart 16: Trend over time 2019 to 2024 of percentage of pupils in that reported looking at a device screen for three hours or more the day before the survey; for most popular purposes reported.

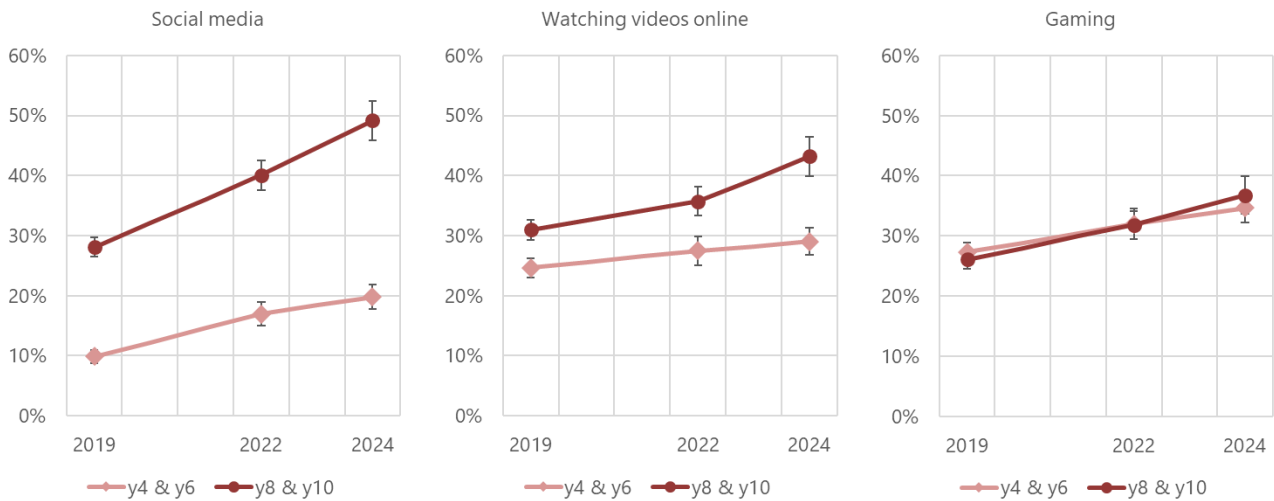
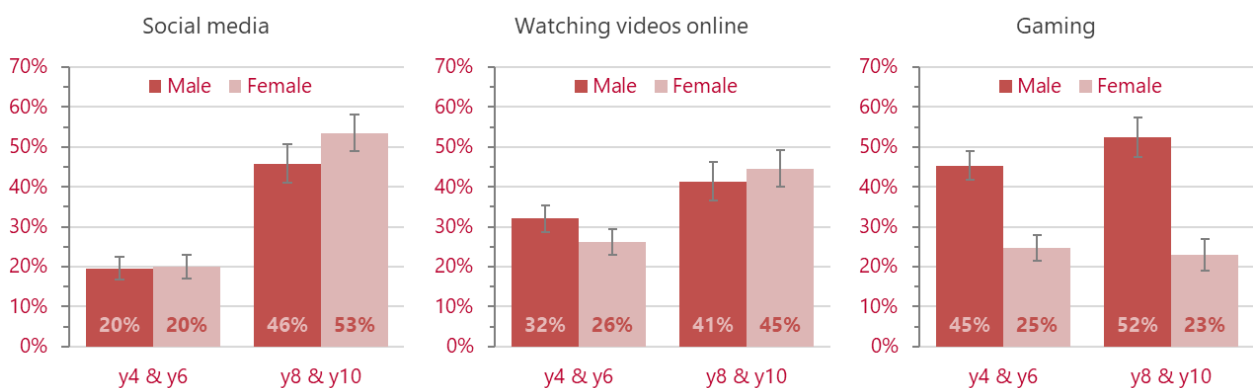


Chart 16 above shows that the proportions of pupils, in primary and secondary schools telling us that they used a screen-based device for three or more hours the day prior to the survey, for solely the purposes of social media, watching videos online, or gaming, have all grown over time since the relevant questions were first posed in 2019. The growth is most marked in relation to social media use, and growth greater for pupils in secondary school in relation to social media use and watching videos (since 2022).

Chart 17 below provides further breakdown for the latest survey results by gender (female and male only). The proportions of female and male pupils using a screen for three or more hours for social media or watching videos online, are statistically similar. When it comes to gaming, we find that male pupils in primary and secondary schools are much more likely to report three or more hours screen-use during the previous day.

Chart 17: Percentage of pupils in 2024 that reported looking at a device screen for three hours or more the day before the survey; for most popular purposes reported, by gender (female and male only).

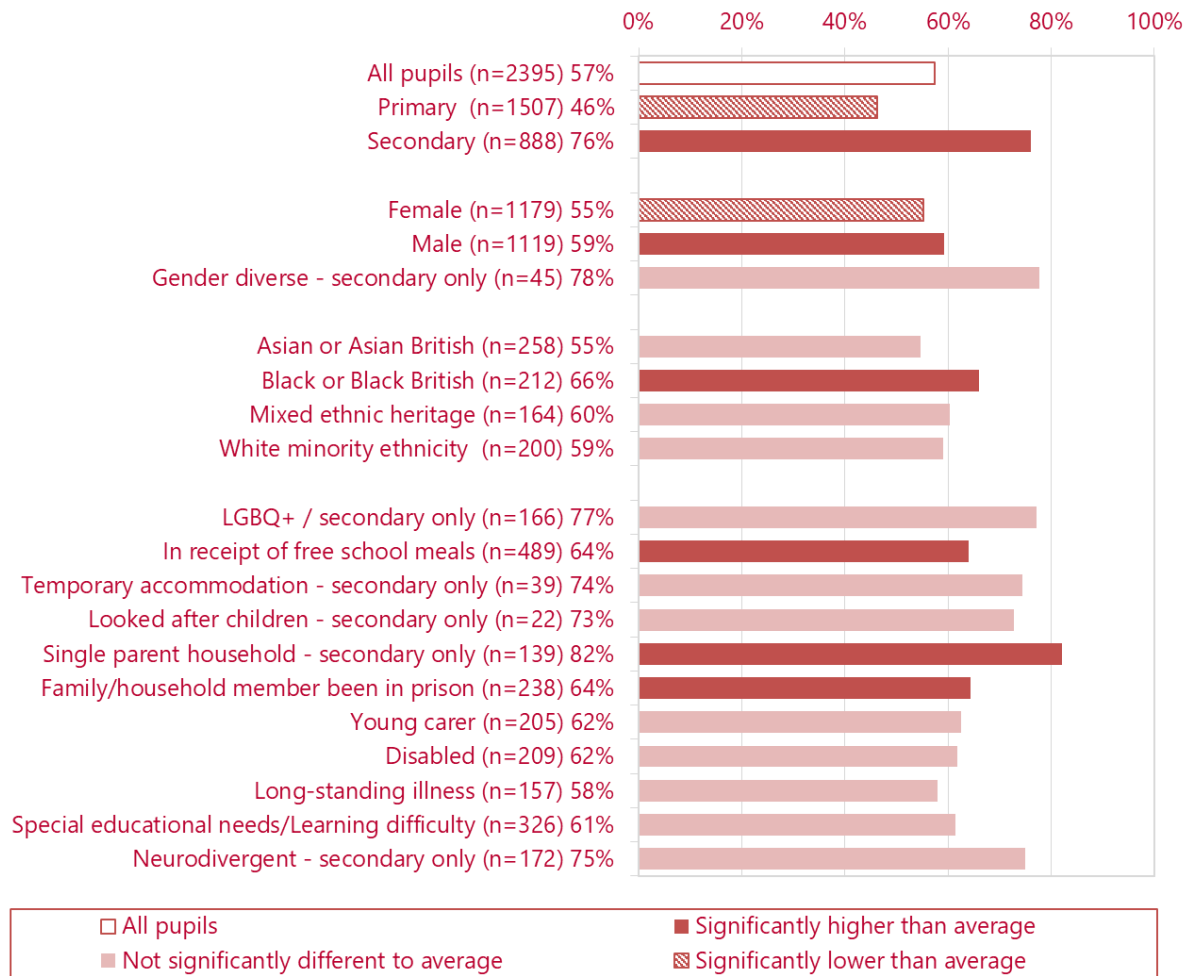


There was also a distinct gender difference among secondary school pupils when it came to the perception of whether their screen-use was excessive or not. One-third of secondary pupils reported that they felt their screen use time was 'too long', although male respondents were less likely to feel that this was the case for them (males 28%, females 38%).

Primary school pupils were asked about their time 'online' rather than screen-use more generally, in terms of how much they worry about a range of potential issues of concern to them. 18% of primary school respondents reported that they worry 'a lot' or 'quite a lot' about 'spending too much time online'. There was little difference between female and male pupils in their responses to this question.

Variation in Bristol - Overall screen-use for three or more hours during the day prior to the survey

Chart 18 - Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); pupils reporting overall screen-use for three or more hours during the day prior to the survey.



The chart above indicates that within the response cohort to the 2024 survey, male pupils, pupils of black ethnicity, pupils in receipt of free school meals, pupils from single parent households and pupils from a household where someone has been to prison, were significantly more likely to report overall screen-use the day prior to the survey for three hours or more. Female pupils overall reported a lower than average tendency in respect of this measure.

The proportion of pupils overall reporting **three or more hours of screen-use for just social media** was 31%. In relation to this usage, female pupils (33%), pupils of black ethnicity (41%), pupils in receipt of free school meals (38%), pupils from single parent households (secondary only, 57%), pupils with a family/household member that had been to prison (secondary only, 44%) and young carers (37%), reported significantly higher averages. Male pupils (29%), gender diverse pupils (secondary only, 31%) and LGBQ+ pupils (secondary only, 40%) reported significantly lower than average statistics.

The proportion of pupils overall reporting **three or more hours of screen-use for just watching videos online** was 34%. In relation to this usage, pupils of mixed ethnic heritage (44%), pupils in receipt of free school meals (43%), pupils with a family/household member that had been to prison (secondary only, 50%) young carers (44%), disabled pupils (48%), pupils with a long-standing illness (43%), and pupils with a special educational need/learning difficulty (44%) had a significantly higher average tendency to report three or

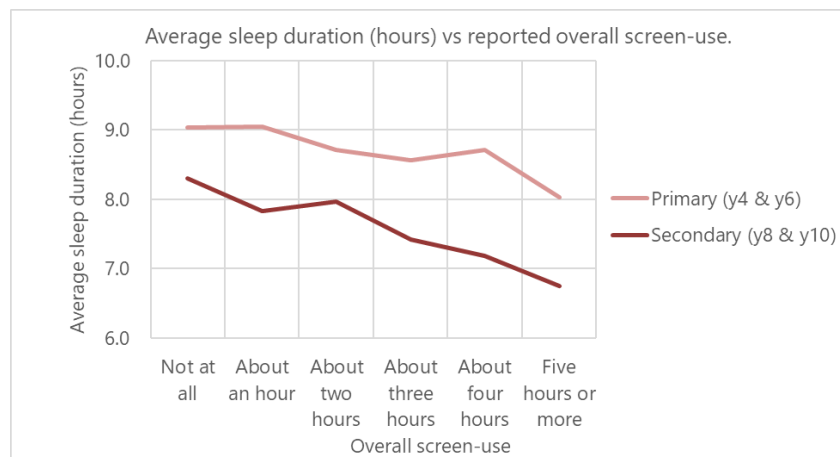
more hours screen-use. Pupils of Asian ethnicity (27%) and looked after pupils (secondary only, 14%) reported significantly lower than average statistics.

Screen-use for three or more hours the day prior to the survey specifically for **gaming** was reported by 35% of pupils overall but was twice as common amongst male pupils (48%) than female pupils (24%). It was also significantly more frequent for pupils in receipt of free school meals (46%), pupils from single parent households (secondary only, 46%), pupils with a household/family member that has been to prison (secondary only, 51%), young carers (49%), disabled pupils (45%), pupils with special educational needs/learning difficulties (44%) and neurodivergent pupils (secondary only, 47%). Three or more hours screen-use for gaming was significantly less common amongst pupils of Asian ethnicity (25%).

Association – Screen time and sleep

By combining the responses to the questions on screen-use and sleep duration from the pupil questionnaires we can explore whether there is an 'association' between these factors, i.e. whether average sleep duration appears to vary in a consistent way to how much screen-use a pupil reports. Such an analysis cannot prove that one factor necessarily causes the variation in the other (causation) and does not take account of all the other aspects of a pupil's experience that might interact with one or both of the factors focussed on (confounding), but it may provide clues as to the impact of one behaviour on other outcomes for pupils. It may also help to support or disprove pre-existing beliefs and generalisations in relation to behaviours such as screen-use.

Chart 19: Average sleep duration by overall screen-use duration reported for the day prior to the survey.



In relation to overall screen-use, there is an association between more screen-use and less sleep on average. There does not appear to be a consistent dose response between these factors, but the association is apparent across the range of screen-use durations reported overall, for both primary and secondary school pupils but more so for the secondary school respondents.

The shape and nature of the apparent relationships between duration of sleep and duration of screen-use when we focus on more specific types of usage show considerable variety. Overall, it still appears to be true that very long durations of social media use, video watching or gaming are associated with less sleep on average but any negative effects on sleep appear to happen at differing levels of usage duration. For instance, the apparent decline in sleep duration happens after a shorter duration of social media use than watching videos online or playing games. This could be an effect of the activity in scope but might also reflect differences between the populations that tend to prefer each of these activities on screens.

Charts 20 and 21 below and on the next page focus on the relationship between screen-use and mental health and wellbeing. Chart 20 uses an average derived from the scores calculated for each pupil from their responses to a series of questions designed to gauge their overall mental health and wellbeing. Chart 21 identifies the proportion of pupils reporting a low mental wellbeing score. For primary school pupils this is achieved using the Stirling Children's Wellbeing Scale³ questions and for secondary school pupils we use the Warwick-Edinburgh Mental Wellbeing Scale⁴ questions, referred to in the chart as SCWBS and WEMWBS. For more information on these scales please see section 14.7 in the methods and analysis section at the end of the report. Please note that these two scales and scores are not comparable to one another so the primary and secondary school results presented in the chart below should be viewed in isolation.

As was the case for overall screen-use vs average sleep duration, across the full range of overall screen-use duration presented above we mainly see an association between more screen-use overall and poorer average mental wellbeing scores. However, the apparent dose response or even the direction of the association between these factors is not consistent across the range of overall screen-use durations reported. For instance, for secondary pupils the average mental wellbeing score was slightly higher on average for those reporting 'about two hours' overall screen-use compared to those reporting a little less 'about an hour'.

The analysis of the association between more specific types of screen-use and mental wellbeing presented in chart 21 on the next page suggests a more complex and nuanced relationship between screen-use duration and mental wellbeing. In most cases we find the poorest mental wellbeing scores are associated with no screen-use at all in respect of the purposes listed, as well as the very highest durations of use (typically three hours or more). The exception to the rule seems to be for primary school pupils and social media use where the relationship appears to be a simpler and more consistent more-social-media relates to a poorer mental wellbeing type of result. Where the happy medium appears to sit for various types of screen-use varies, but apart from the social media and the primary school pupil's exception described all of them are found in the 'less than an hour' or 'about an hour or two' categories of screen-use. In all cases, usage for three hours or more is associated with a decline in average mental wellbeing score in this analysis. In chart 21 on the next page, the 'happy medium' presents itself as a dip; a lower prevalence of poorer mental wellbeing associated with the middling levels of screen-use.

Chart 20: Approximate average mental wellbeing score by reported overall screen-use duration reported for the day prior to the survey.

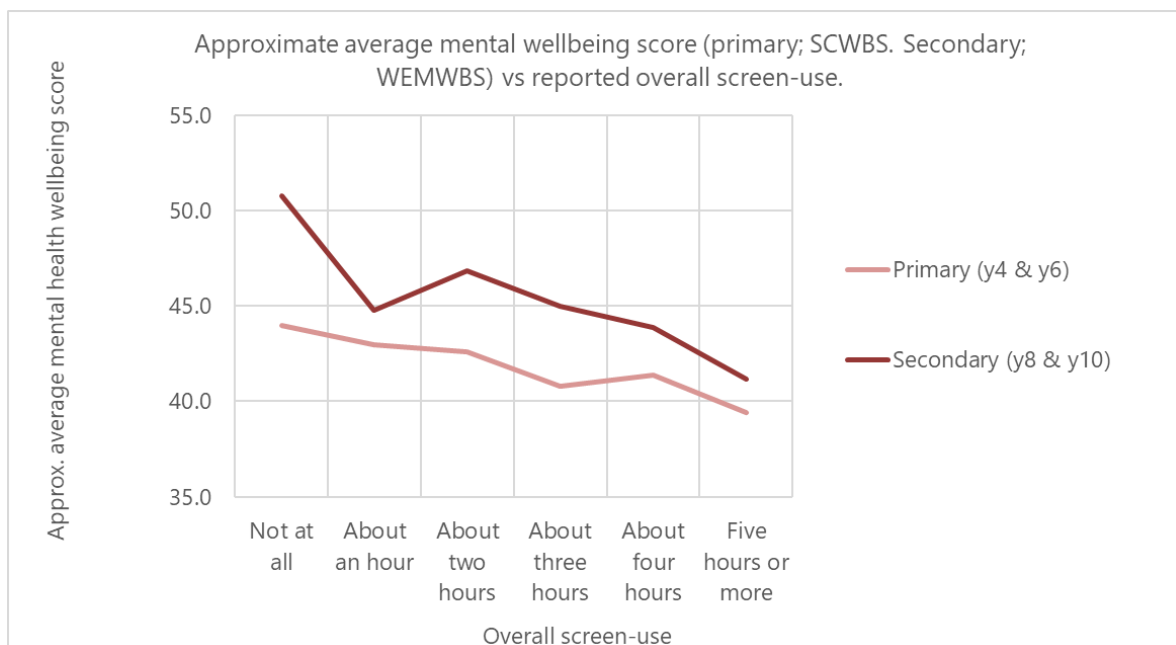
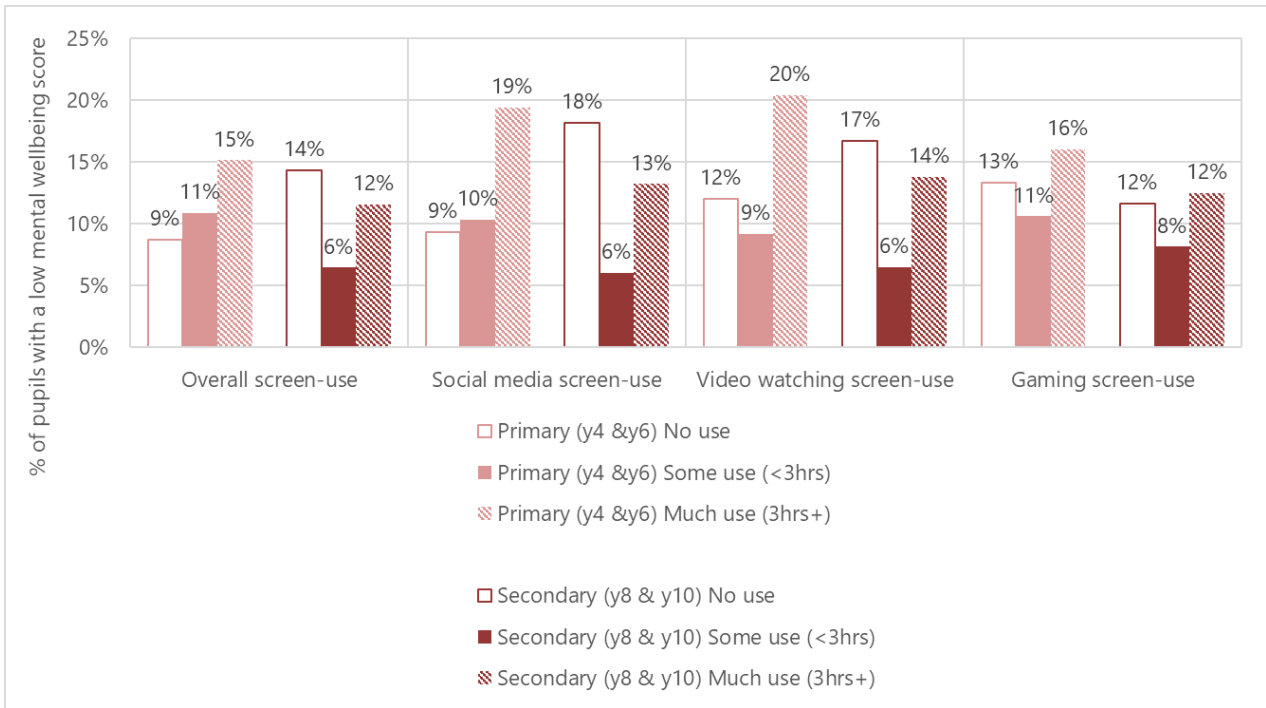


Chart 21: Percentage of pupils with a low mental wellbeing score by reported screen-use duration reported for the day prior to the survey, overall and purpose-specific (social media, watching videos online and playing games).

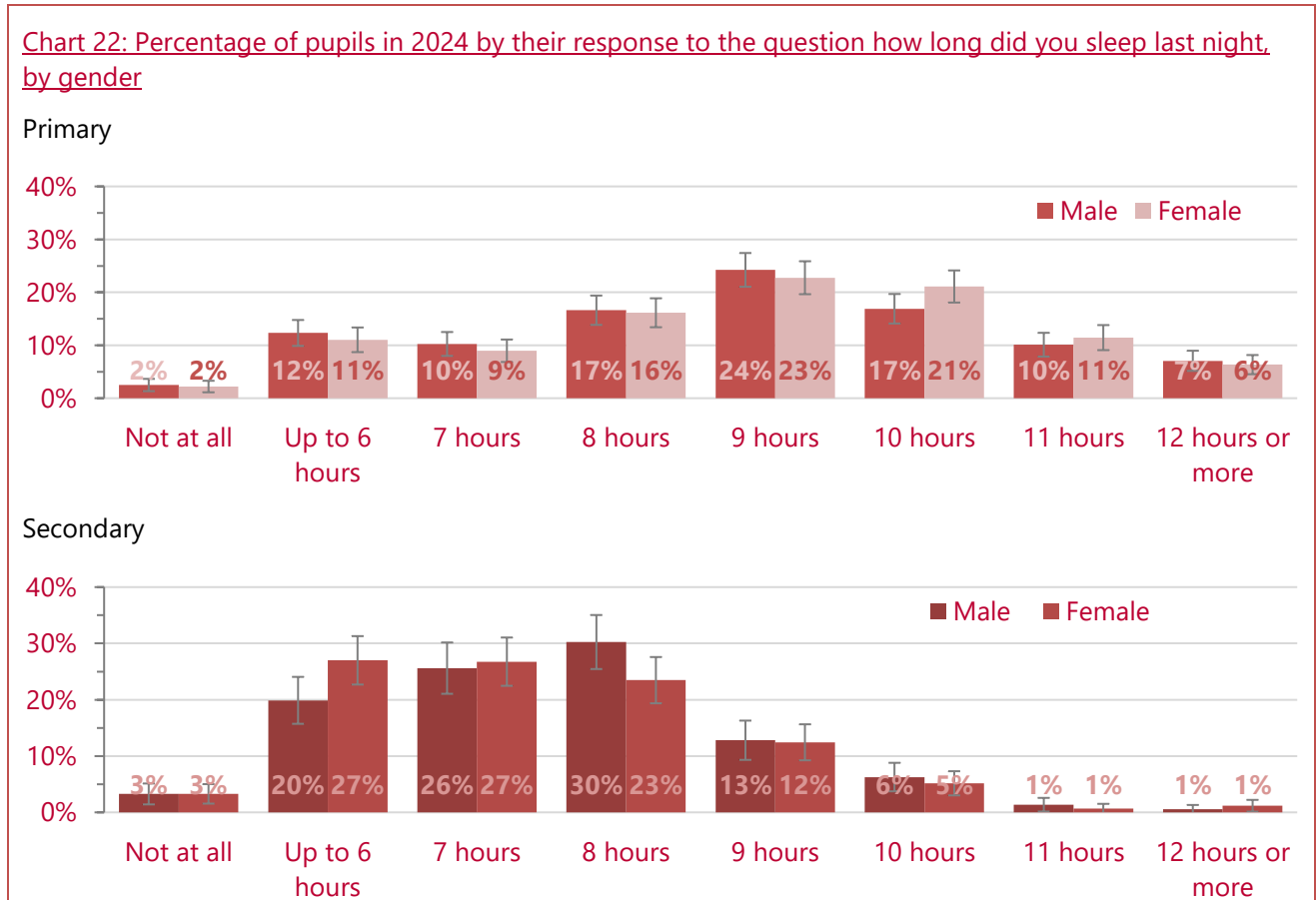


4.4 Sleep duration

Sleep is important for children’s mental and physical health and wellbeing. The NHS use recommendations for children and teenagers adopted from the American Academy of Sleep Medicine¹, which suggest that school-age children between the ages of 6 and 12 should sleep no less than 9 to 12 hours per night on average, while older children (13 to 18 years of age) should sleep no less than 8 to 10 hours per night on average.

Primary and secondary schools

Pupils were asked to state how many hours of sleep they had the previous night.



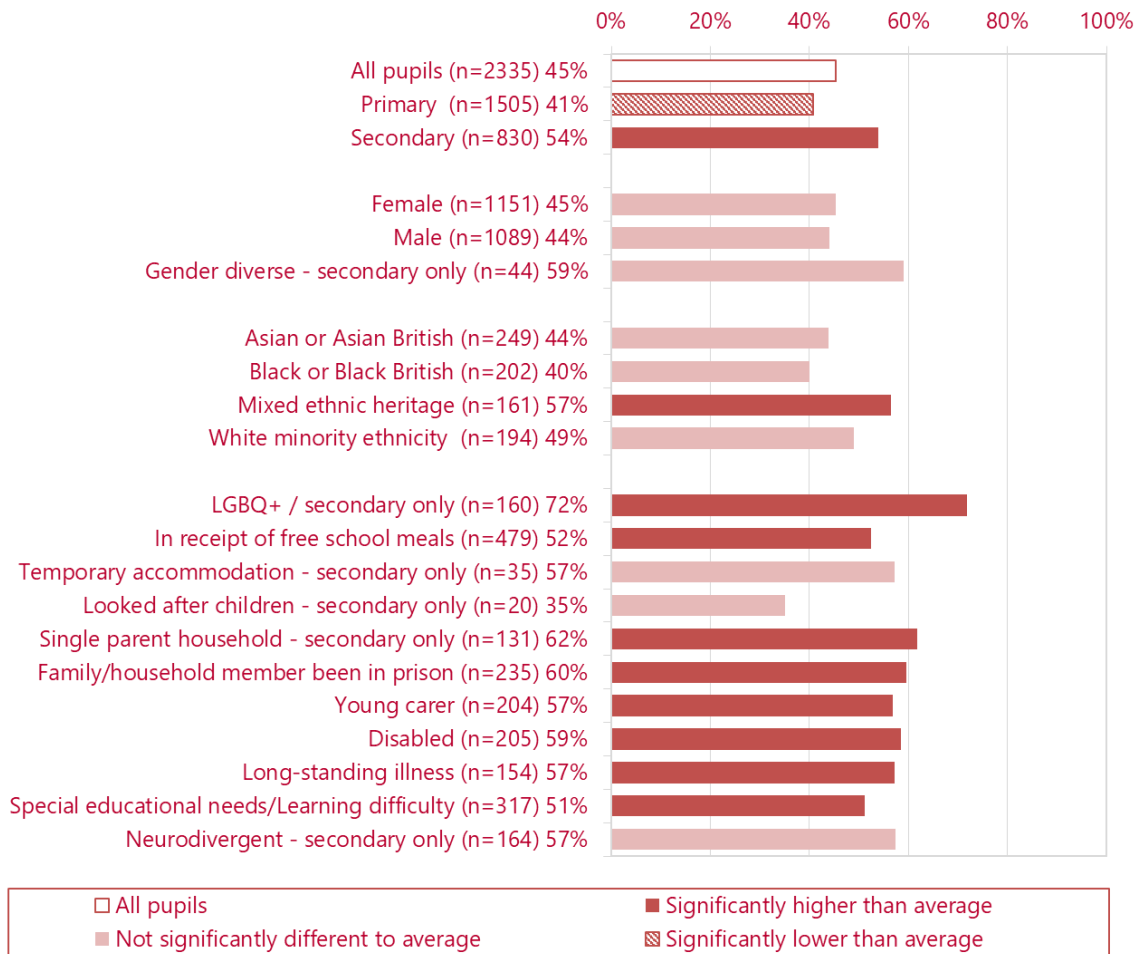
The responses to this question indicate a considerable variation of sleep duration within the population. More than a third of the primary school respondents reported sleeping for 10 hours or more the previous night, but less than a third of secondary pupils reported 9 hours or more. Female respondents of primary school age were slightly more likely to report longer sleep duration than the male respondents from primary schools.

A large proportion of the pupils responding to the survey reported a duration of sleep less than the recommended levels for their age; 41% of primary school pupils (<9 hours) and 54% of secondary school pupils (<8 hours).

Chart 23 on the next page indicates that even larger proportions of many of the groups identified within the chart are, on average, not getting the recommended duration of sleep, significantly more likely than the appropriate all pupils average; pupils of mixed ethnic heritage, LGBQ+ pupils, pupils in receipt of free school meals, pupils living in single parent households, pupils in a household/family where someone has been to prison, young carers, disabled pupils, pupils with a long-standing illness and pupils with a special educational need and/or learning difficulty.

Variation in Bristol - Pupils who get less than the recommended duration of sleep (<9 hours for primary school pupils and <8 hours for secondary school pupils)

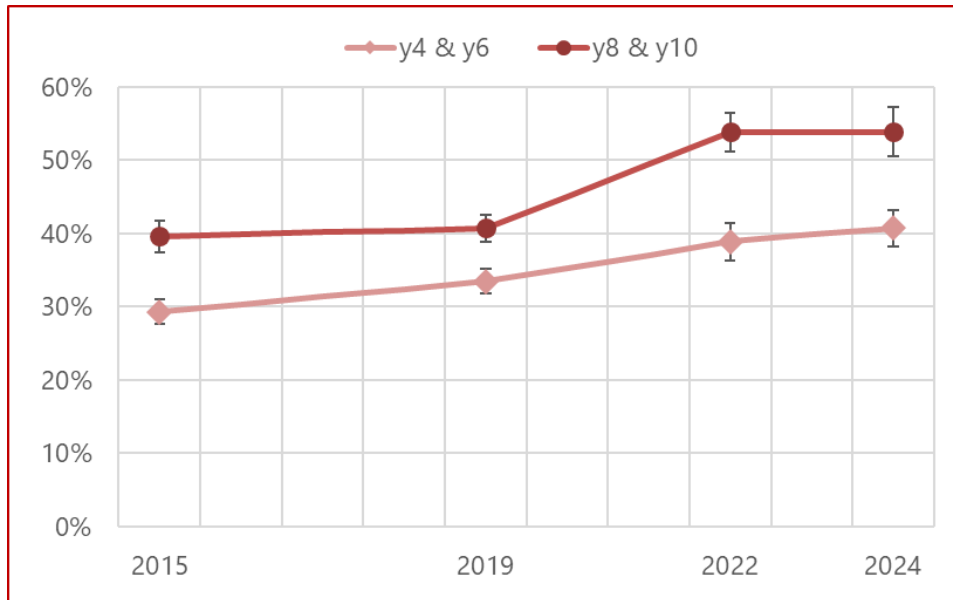
Chart 23 - Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); pupils reporting they got less than the recommended duration of sleep (<9 hours for primary school pupils and <8 hours for secondary school pupils).



Trends over time - Sleep

Chart 24 on the next page suggests that the proportion of pupils not getting the recommended amount of sleep (i.e. less than 9 hours for primary school pupils and less than 8 hours for secondary school pupils), has increased markedly over the past 9 years, since the first survey when this question was asked in 2015. For primary school pupils there appears to have been a relatively steady increase over time from around 30% of pupils in 2015 to more than 40% of pupils in the 2024 results. For secondary school pupils there was an increase from around 40% in 2015 to 54% in 2024, but the bulk of the increase appears to have taken place between 2019 and 2022 and given that timing it is possible that effects of the pandemic may have played their part in changing sleep habits. We have already seen in the previous section of the report that there is an association apparent within the survey response between more time spent on screens and less sleep, and that the proportion of pupils using a screen for various purposes for more than three hours has increased since 2019. It would seem likely therefore that changes in screen-use habits may have contributed to the trend of reducing sleep duration over that time as a result.

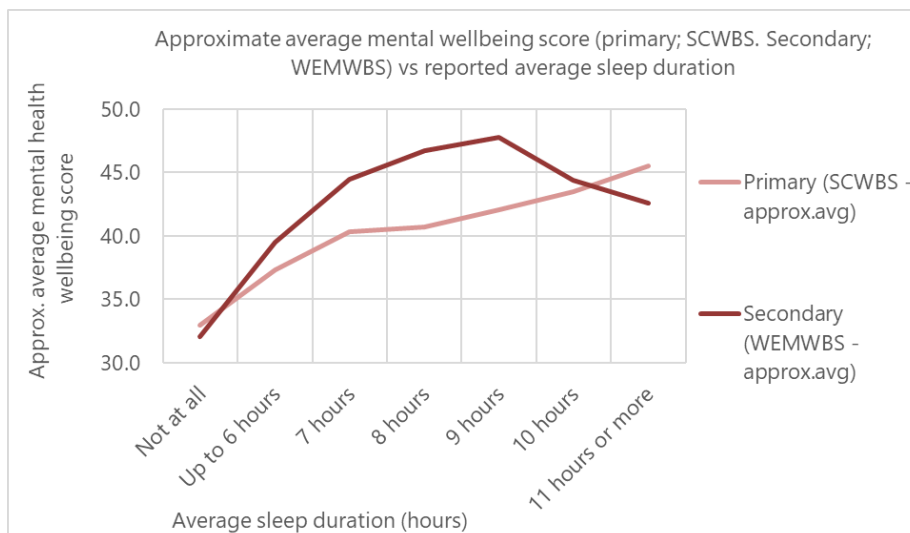
Chart 24: Trends over time 2015 to 2024, in the proportion of pupils reporting that they do **not** get the recommended amount of sleep (<9 hours for primary school pupils and <8 hours for secondary school pupils).



Association –Sleep and mental wellbeing

In the previous section the analyses explored the relationship between screen-use and sleep, and screen-use and mental wellbeing. Quality of rest is important for mental wellbeing, duration of sleep being one aspect of this. It is likely that the importance of good sleep for good mental wellbeing is part of the reason why activities such as excessive screen-use can impact on mental wellbeing, through their impact on sleep. Chart 25 below explores the relationship within the pupil response data between the duration of sleep reported, and the approximate average mental wellbeing score calculated for the pupils with similar durations of sleep. As in chart 21 previously the mental wellbeing scores are derived from the Stirling Children’s Wellbeing Scale³ questions for primary school pupils, and for secondary school pupils we use the Warwick-Edinburgh Mental Wellbeing Scale⁴ questions, referred to in the chart as SCWBS and WEMWBS. These scales are not comparable and so the results for primary and secondary pupils should not be compared directly in terms of the scores.

Chart 25: Approximate average mental wellbeing score by reported sleep duration the night prior to the survey.



For primary school pupils we see a fairly consistent increase in average mental wellbeing score, the more sleep reported by the pupil. For secondary school pupils we see the same up to around 9 hours sleep duration, and a decline in average mental wellbeing score as duration increases beyond this level. This may indicate that within this age-group more than 9 hours sleep has some detrimental effect on their mood, or alternatively that a low mood might be motivating going to bed early or sleeping later in the morning.

5 Sexual Health

5.1 Sources of information about sex and relationships

Primary schools

Primary school children in Year 6 were asked who they **have talked to** and who they **would like to talk to them** about **body changes and growing up**, with the option to pick as many as were appropriate from a list of eight:

- Doctor
- Friends
- Older brothers / sisters / siblings
- Parents/carers
- School Nurse
- Teachers, in school lessons
- Visitors or speakers in school lessons
- None of these

Parents and carers came out very strongly as the people children would most like to talk to, with more than half of pupils choosing this option. Parents and carers were also the group children were most likely to have already talked to about body changes and growing up, with around 70% of pupils giving this response.

Teachers (in school lessons) were not a very popular option in terms of who children wanted to talk to about these issues (chosen by only around 15% of pupils) but were the next most commonly reported source after parents/carers in terms of those that had actually talked to them, with around 40% of pupils giving this response.

Friends were a common response to both of these questions for female pupils, but not for male pupils who were less than half as likely to report this option as female pupils. **Doctors** were selected by less than 10% of pupils for either part of the question but were much more popular an option than either **visiting speakers** or **school nurses**, suggested by just 2% of pupils overall.

Table 4: Percentages of Year 6 pupils in Bristol in 2024 who responded that they would **like** the following people to talk to them about growing up and body changes, by year group and gender (top 5):

	Y6 males		Y6 females	
1	Parents/carers	51%	Parents/carers	62%
2	None of these	44%	Friends	30%
3	Friends	12%	None of these	27%
4	Older siblings	12%	Teachers	19%
5	Teachers	11%	Older siblings	16%

Table 5: Percentages of Y6 pupils in Bristol in 2024 who responded that they **have** talked with the following people about growing up and body changes, by year group and gender (top 5):

	Y6 males		Y6 females	
1	Parents/carers	64%	Parents/carers	84%
2	Teachers	35%	Teachers	43%
3	None of these	20%	Friends	38%
4	Friends	16%	Older siblings	17%
5	Older siblings	15%	Doctor	9%

It seems apparent from the relatively large proportion of pupils choosing 'none of these' as an alternative to the options suggested, that a proportion of year 6 pupils and especially boys, are more comfortable getting their information in other ways than the face-to-face options suggested. This is a theme that also emerges from the equivalent analysis for secondary school pupils that follows.

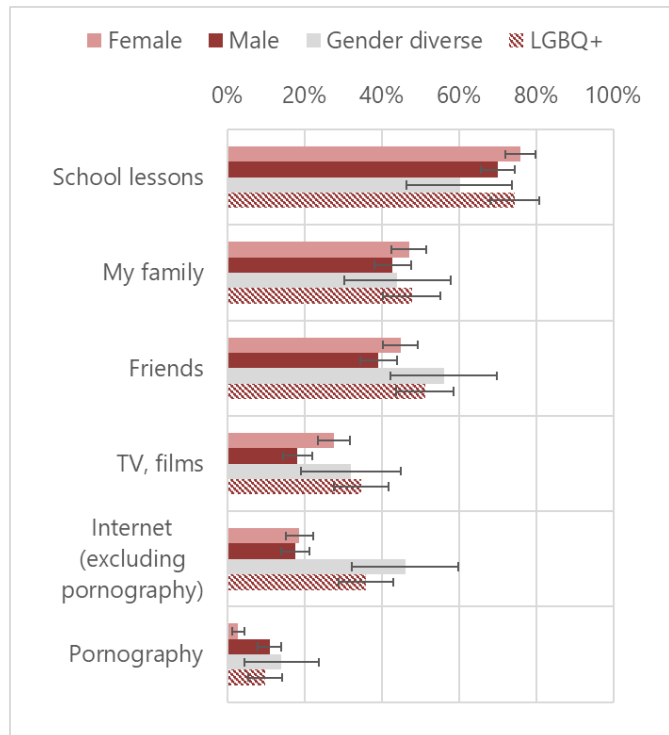
Secondary schools

Secondary school pupils were asked about their **sources of information about sex and relationships**, with the option to pick as many as were relevant from the list below:

- School lessons
- My family
- Friends
- TV, films
- Internet (excluding pornography)
- Pornography
- Doctor
- School nurse
- Advice centre
- Magazines, leaflets, posters, books
- Youth Workers
- Telephone helpline
- Other

Approximately 20% of secondary school respondents did not choose any of the options available, but we cannot be sure whether this means that none apply or that they chose to skip the question for other reasons. All statistics presented on this page are percentages of pupils that chose at least one of the options on offer in this question.

Chart 26: Top 6 main sources of information about sex and relationships reported by year 8 & year 10 pupils (% of those identifying any options from the list provided), by gender (female, male and gender diverse group*, plus pupils identifying as LGBTQ+*.



School lessons were the most commonly identified source of information, with 73% of pupils overall choosing this (69% in 2022). **Family and friends** were the next most commonly cited sources, identified by more than 40% of respondents.

In these respects, the responses from secondary school pupils resembled the preferences expressed by year 6 pupils, presented in the previous section. As they did also in terms of the very small proportion of pupils identifying **doctors or school nurses** as a source of information, identified by less than 5% of responding pupils.

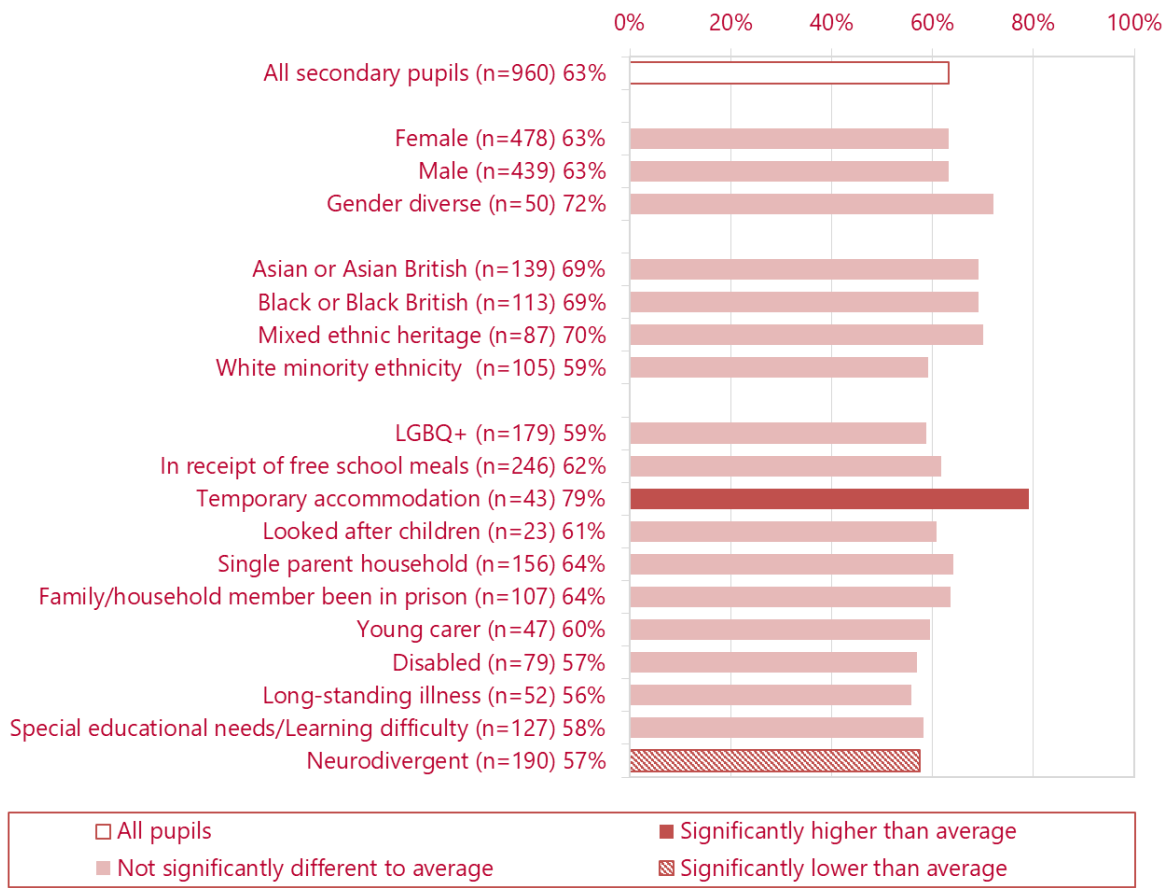
Secondary school pupils were offered a greater range of non-face-to-face options in their questionnaire, with **TV, films and the internet (not including pornography)** cited by more than 20% of respondents. These options were much more frequently cited by pupils identifying as either gender diverse* and/or LGBTQ+ (*see chapter 2 for the derivation of these analytical groups in the report). These pupils were twice as likely to report the internet as a main source of information than the overall secondary school average.

10% or more of Male pupils, LGBTQ+ pupils and gender diverse pupils identified **pornography** as a source of information, in contrast to less than 3% of female pupils.

Asked if they would know where to go for **advice on contraception or sexually transmitted infections**, the majority of year 8 (69%) and year 10 pupils (56%) told us they were unsure or did not know. Chart 28 on the next page shows that while this proportion varies across the respondent population (from 56% of pupils with a long-standing-illness to 79% of pupils living in temporary accommodation), it represents the majority of all of these groups across the population. The overall secondary school average statistic of 63% in the latest survey is similar to the results close to 60% in all the surveys since 2015.

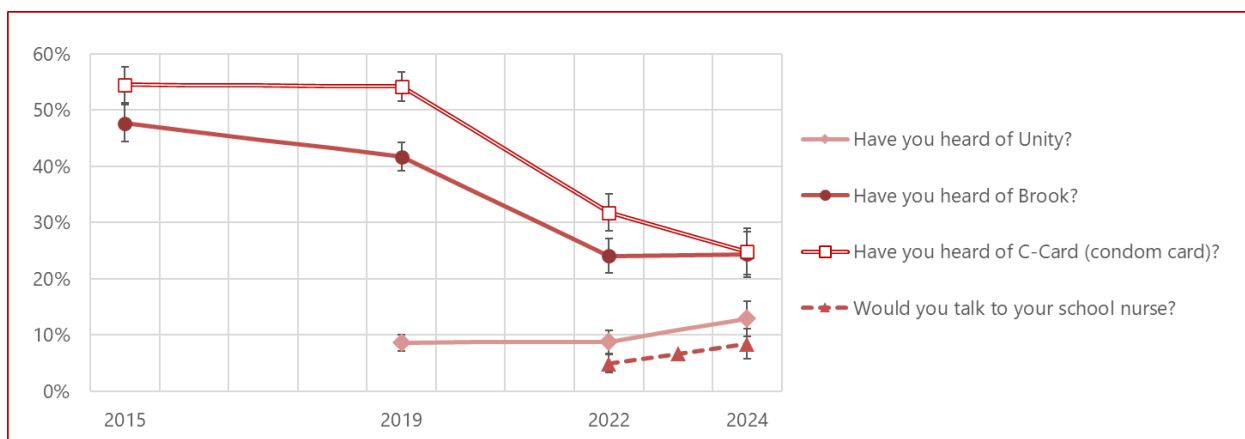
Variation in Bristol – Pupils (secondary only) who did not know or were not sure of where to go for sexual health advice (e.g. on contraception or sexually transmitted infections)

Chart 27 - Variation chart: percentages of pupils (year 8 and year 10), all and by group (followed by sample size and statistic); pupils reporting that they **did not know or were unsure** of where to go for sexual health advice (secondary school pupils only).



Asked about their awareness of a number of local services providing help with sexual health issues, only a quarter of year 10 pupils told us they had heard of either **Brook**, or the **C-Card (condom card)**. Chart 29 below suggests that there has been a considerable decline in the awareness of these services since pre-pandemic times. Awareness of **Unity** was even lower, around half the proportion aware of Brook and the C-Card scheme at 13%, as was the awareness that they could **talk to a school nurse** about sexual health concerns (8%), but this represents a slight improvement since the survey in 2022.

Chart 28: Trends over time 2015 to 2024, in the proportion of pupils (year 10 only) reporting awareness of a range of local services relating to sexual health issues; Unity, Brook, C-Card and their school nurse. NB: Question relating to Unity added in 2019 and question relating to school nurses added in 2022.





6 Understanding Substances

6.1 Drinking alcohol

Primary and secondary schools

Trends over time

Y6 pupils in Bristol in 2022 were the most likely to say that they **do not drink alcohol** (87%) compared with other waves of the study; the lowest figure was 54% in 2009.

The figures for secondary pupils abstaining from alcohol were also among the highest in the most recent waves of the survey (72% in 2022).

The indication from these trends is that fewer pupils are drinking alcohol than was the case just a few years previously.

7% of Y6 pupils reported that they had drunk alcohol in the last 4 weeks.

17% of secondary pupils drank alcohol in the last 4 weeks.

These statistics are very similar to those reported in the 2022 survey in Bristol.

Comparisons

85% of year 6 pupils in Bristol reported that they do not drink alcohol in the 2024 survey, which is similar to the 90% seen in the reference sample; Year 10 figures are 58% in Bristol and 41% in the reference sample (just as in 2022).

Drinking at home

Primary school pupils were asked how much they worry about a range of potential issues of concern to them, including substance use. 20% of primary school respondents reported that they worry 'a lot' or 'quite a lot' about 'someone in the family drinking alcohol'

Chart 29: Percentage of Y6 and secondary pupils who reported they **do not drink alcohol**, by phase, in each wave of the survey 2008-2024.

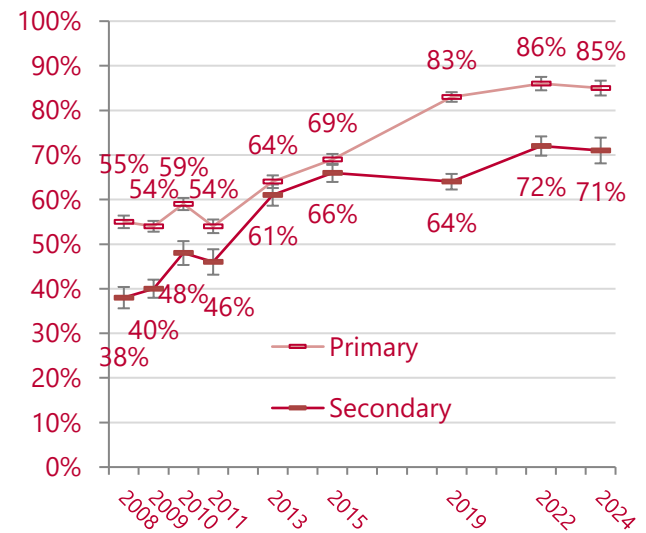
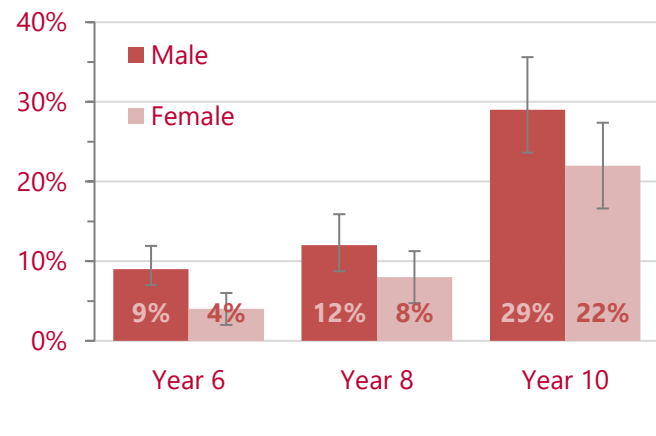
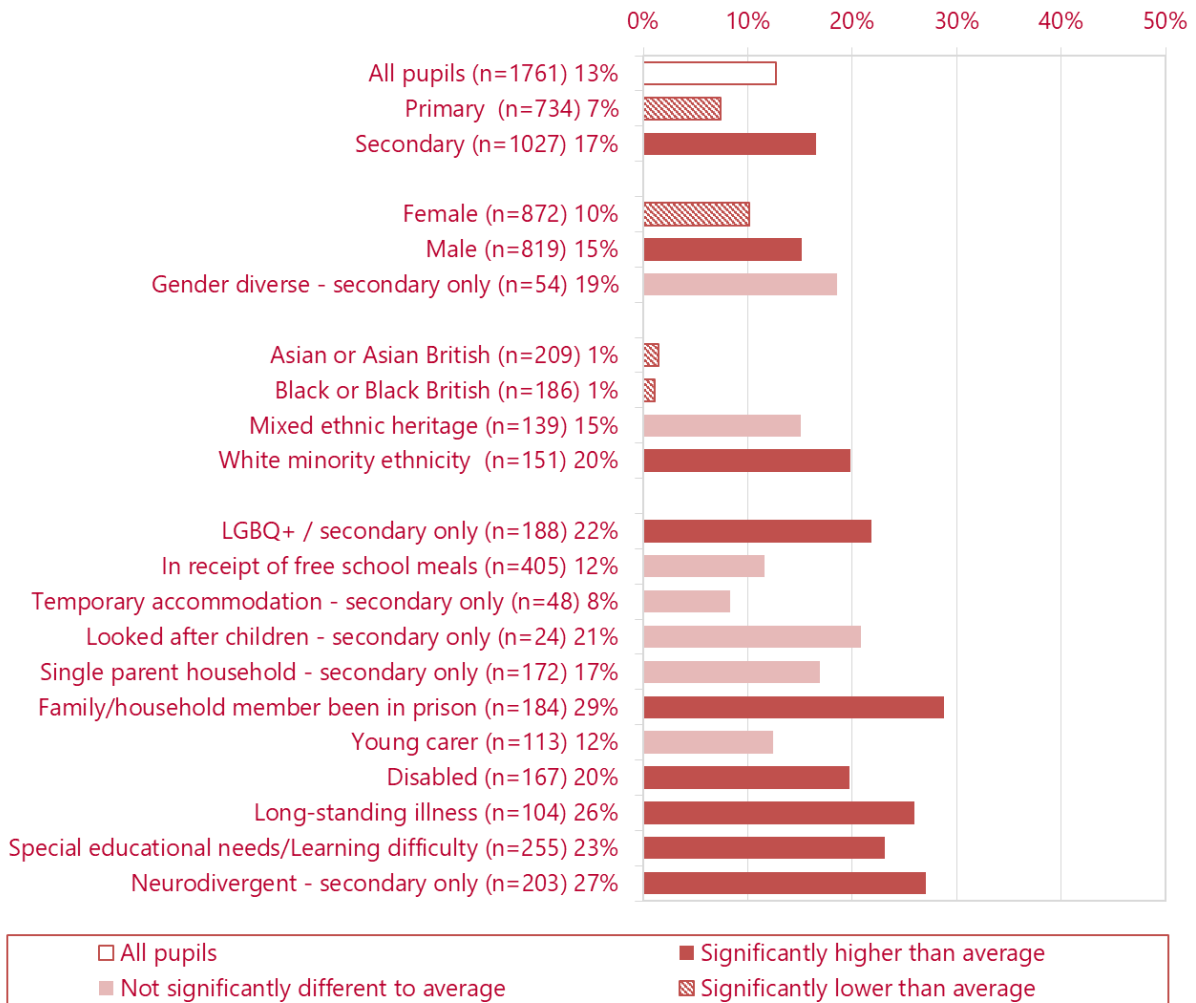


Chart 30: Percentage of Y6 and secondary pupils in 2024 reporting they drank alcohol in the last 4 weeks, by year group and gender.



Variation in Bristol - Drank alcohol in the last 4 weeks

Chart 31 - Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); who reported drinking alcohol in the last 4 weeks, all and by group (NB: Year 4 pupils excluded from analysis).



Compared to the all pupils (y6, y8 and y10) average (13%); primary (just year 6) school pupils (7%), female pupils (10%), pupils of Asian or Asian British ethnicity (1%) and pupils of black or black British ethnicity (1%), were on average significantly less likely to have drunk alcohol during the previous 4-weeks. Male pupils (15%), pupils of white minority ethnicity (20%), pupils with a family/household member that had been to prison (29%), disabled pupils (20%), pupils with a long-standing illness (26%) and pupils reporting a special educational need or learning difficulty (23%), were all significantly more likely on average to have drunk an alcoholic drink in the previous 4-weeks.

Compared to the secondary school pupil average (17%); LGBQ+ pupils (22%) and pupils reporting a neurodivergent condition (27%) were significantly more likely on average to have drunk an alcoholic drink in the previous 4-weeks.

6.2 Smoking cigarettes and vaping / using e-cigarettes

Primary and secondary schools

Trends over time

Pupils responding to the latest Pupil Voice survey were the least likely to report smoking tobacco cigarettes since the survey began.

Less than 1% of year 6 pupils reported that they had ever tried a conventional cigarette in the 2024 survey, and no year 6 pupil reported smoking them regular (i.e. weekly or more often), compared to approximately 1% in response to the surveys in 2015 to 2022.

We have more consistent trend data for secondary school pupils and chart 32 below shows the marked decline in the proportion of pupils that had either tried cigarettes or were regular smokers (weekly or more) over the period from 2009 to 2024.

From 2015 onwards the survey began to ask about e-cigarette use / vaping, initially just secondary school pupils but year 6 primary school pupils too in the latest survey. Chart 32 shows that in 2015 around the same proportion of secondary pupils reported they had tried vaping as had tried conventional cigarettes (approximately 16%), but that proportion has increased since to 20% or more since 2022. In 2024, 5% of year 6 pupils reported that they had tried vaping too. The proportion of secondary school pupils reporting that they regularly vaped (weekly or more often) in 2024 was around 5%, 8 times more than the proportion reporting regular cigarette smoking.

Chart 32: Percentage of secondary pupils (y8 and y10) who reported they had ever tried conventional cigarettes, vaping/e-cigarettes, or used them regularly (weekly or more often) by phase, in selected waves of the survey 2009-2024 where comparable data was available.

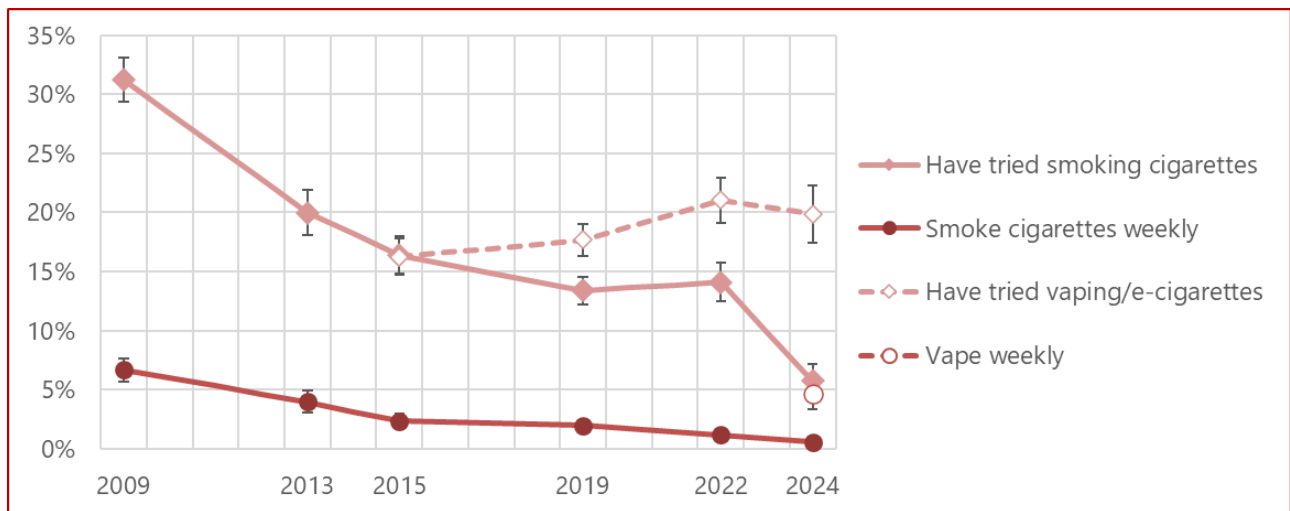
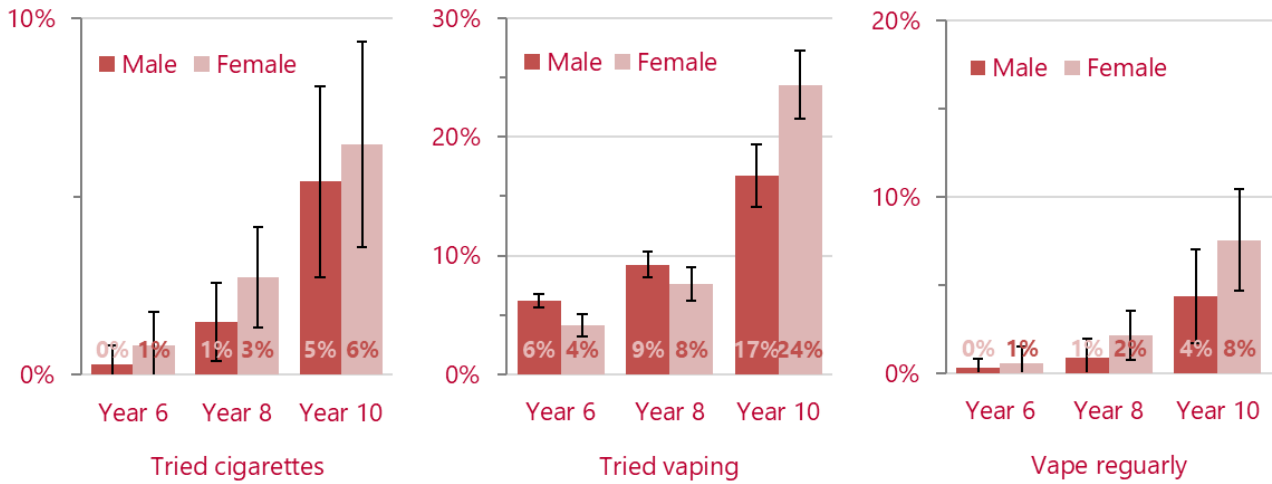


Chart 33 on the next page shows that in 2024 we found that the average prevalence of cigarette smoking and vaping/using e-cigarettes, increased with age, and that with only a few exceptions (having ever vaped in year 6 or year 8) was higher for female pupils than male respondents. In only one instance (having ever vaped in year 10) was this difference statistically significant.

Chart 33: Percentage of pupils who reported they had ever tried conventional cigarettes, vaping/e-cigarettes, or vaped/used e-cigarettes regularly (weekly or more often) by gender (female and male only) and year (year 6, year 8 and year 10), 2024. NB: Numbers of regular cigarette smokers were too low to present in this analysis.



Association between smoking and vaping – Secondary school

An analysis of the survey response data shows that the prevalence of cigarette smoking is associated with the prevalence of vaping/e-cigarette use, i.e. if a pupil is a cigarette smoker then on average, they are more likely to vape/use e-cigarettes than the all pupils average, and vice-versa.

The numbers of regular cigarette smokers within the secondary school response were relatively few, but they were far more likely to also regularly vape than other pupils, as were pupils reporting that they had ever smoked cigarettes albeit to a lesser extent. This is illustrated in chart 34 to the right.

The majority of the pupils that told us they vape regularly (weekly or more often), were neither regular cigarette smokers or had even tried conventional cigarettes, but they were more likely to have done so than less frequent vape users and those that had never tried a vape, to smoke cigarettes.

Of regular vape/e-cigarette users...

42% had tried smoking conventional cigarettes

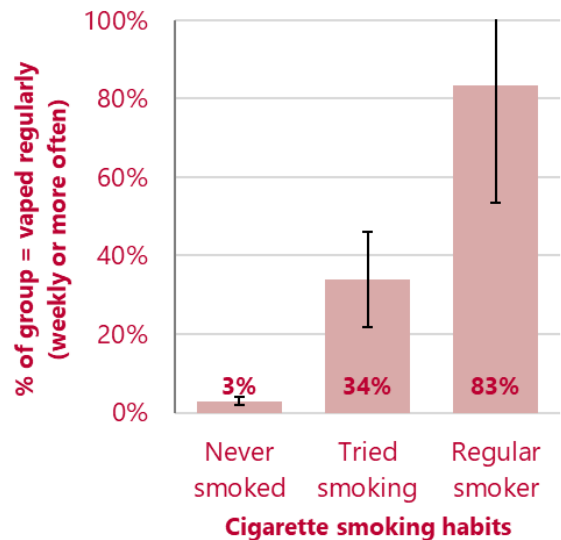
(compared to **4%** among other pupils)

&

10% were regular cigarette smokers

(compared to **0.1%** among other pupils)

Chart 34: Percentage of secondary school pupils (year 8 and year 10) that reported being a regular vape/e-cigarette user (weekly or more often), by their cigarette smoking category, 2024.

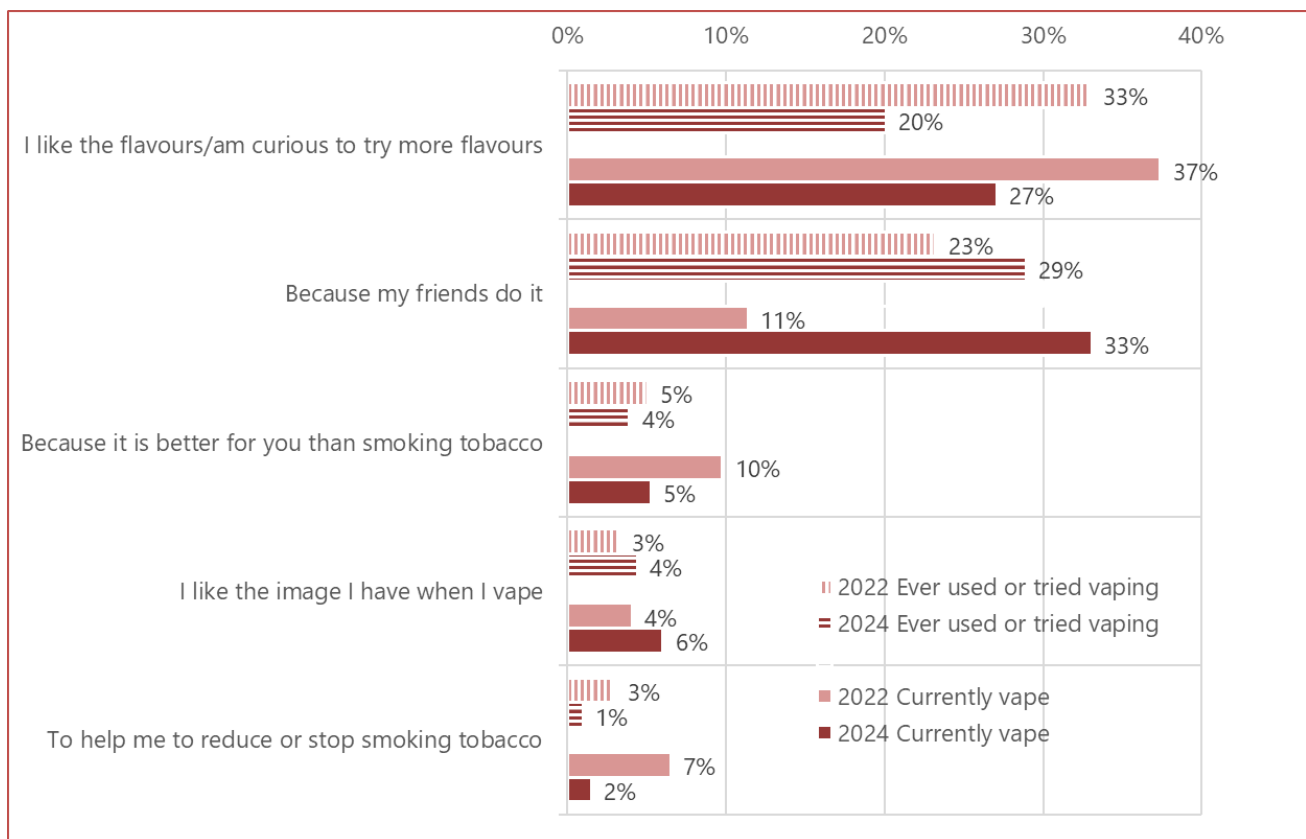


Secondary pupils; motivations for vaping/e-cigarette use

As an emerging issue, growing in popularity amongst young people for several years it is important to appreciate why pupils are increasingly choosing to vape/use e-cigarettes. Since the 2022 Pupil Voice survey secondary school pupils (if they have ever vaped) have been asked to choose the most relevant to them from a list of potential motivations for vaping/using e-cigarettes from a list of options shown below. In the 2024 survey 60% of those that had ever tried vaping/e-cigarettes cited one of these 5 reasons, and of those that vape/use e-cigarettes regularly (monthly, weekly or more often) 75% cited one of them.

- To help me to reduce or stop smoking tobacco
- Because it is better for you than smoking tobacco
- I like the flavours/am curious to try more flavours
- Because my friends do it
- I like the image I have when I vape

Chart 35: Percentage of respondents that have ever used or tried e-cigarettes or vapes? Year 8 & 10: 'was it for any of the following reasons?', 2022 & 2024 surveys.



In both 2022 and 2024, *curiosity about the flavours* and *wanting to fit with their friends* were by far the most frequently cited motivations. In 2022 it was the flavours that were the most important factor for pupils, but in the 2024 results we find that it is no longer the most common option selected and that fitting with in their friends is now the most often reported motivation for vaping from the list of options. As the numbers pupils vaping has grown over this period so it seems quite plausible that the social aspect of the activity may have increased quite naturally, while the novelty of the flavours may have waned through familiarity.

Vaping as a means to *reduce the harms of cigarette smoking* was not a very popular option in 2022, but has diminished further in the 2024 results. This may be a reflection to a certain extent of the fact that the proportion of pupils smoking cigarettes, whether vaping or not as well, has declined greatly over this period.

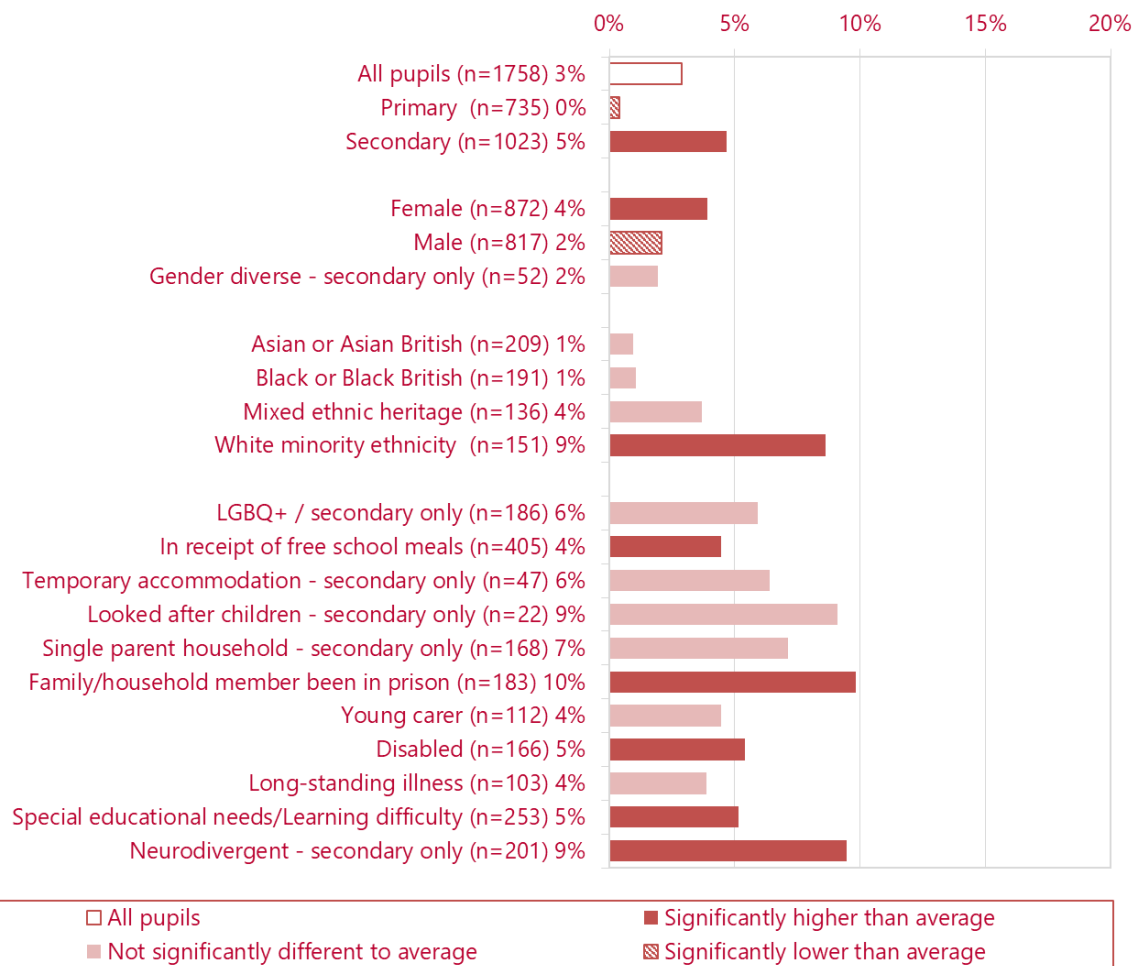
The *attraction of the image of vaping* remains a fairly marginal choice from the list, cited by a similar proportion of pupils in 2024 as 2022. It is however an important aspect for more than 1-in-20 regular vape users in 2024, and more relevant to them than cigarette harm reduction.

Variation in Bristol – Regular vaping / e-cigarette use

Chart 36 shows that on average 3% of pupils in year 6, 8 and 10 reported regular vaping (weekly or more frequently). Year 6 pupils (<1%) and male pupils (2%) were on average significantly less likely to report this. Female pupils (4%), pupils of white minority ethnicity (9%), pupils in receipt of free school meals (4%), pupils with a family/household member that had been to prison (10%), disabled pupils (5%) and pupils reporting a special educational need or learning difficulty (5%), were all significantly more likely on average to report being a regular vape user.

Compared to the secondary school pupil average (5%); only pupils reporting a neurodivergent condition (9%) were significantly more likely on average to report being a regular vape user.

Chart 36 - Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); who reported vaping/using e-cigarettes regularly (i.e. weekly or more often), all and by group (NB: Year 4 pupils excluded from analysis).



Smoking in the home

27% of Y6 pupils and 31% of secondary pupils reported that their **parents/carers smoke** (not including vaping), and an analysis of the 2024 survey response data suggests (as in previous years) that there is an association between the prevalence of parental/household smoking and the pupil reporting that they are a smoker themselves. Pupils reporting that their parents/carers smoke were more than twice as likely on average to report either having tried smoking cigarettes or smoking them regularly, than pupils that reported their parents/carers did not smoke.

8% of Y6 pupils and **13%** of secondary pupils said that **someone regularly smokes indoors at home in rooms that they use**. This is more often reported by many of the groups that were identified in chart 35 as being more likely on average to vape regularly; female pupils, pupils of white minority ethnicity, pupils in receipt of free school meals, pupils with a family/household member that had been to prison, disabled pupils and neurodivergent pupils (secondary only). It was also more commonly reported by pupils living in single parent households and young carers too. It was significantly less frequently the case for male pupils, and pupils of Asian or black ethnicity.

Similar proportions, **8%** of Y6 pupils and **13%** of secondary pupils, told us that **someone smokes in a car when they are in it too** (N.B. now illegal). This was most common in a very similar selection of groups as were identified above in respect of smoking in the home.

Shisha (waterpipe smoking)

48% of secondary school pupil respondents to the Pupil Voice survey in 2024, were at least *aware of the practice*, but just **3%** of them had ever *tried it*. A very small number (<1%) of pupils told us they regularly or occasionally participated in the use of shisha.

6.3 Drugs: offers and use

Secondary school pupils were offered a list of drugs against which to report their experiences. The complete list was:

- Amphetamines (e.g. speed, sulph, whizz, uppers)
- Benzodiazepines (e.g. benzos, vallies)
- Cannabis (e.g. hash, grass, pot, skunk, dope, edibles)
- Cocaine (e.g. snow, Charlie, coke)
- Crack cocaine
- MDMA / Ecstasy (e.g. E, Pingers, Molly, Mandy)
- Muscle-building steroids
- LSD, magic mushrooms
- Heroin (e.g. H, smack, brown)
- Poppers (e.g. Liquid Gold, Rush, TNT)
- Solvents used as drugs (e.g. glue, gas refills, aerosols)
- Ketamine (e.g. Ket, Special K, Vitamin K)
- Laughing gas (e.g., Balloons, Nitrous Oxide, Nos, Chargers)
- Mephedrone (m-cat, meow meow)
- NPS ('new psychoactive substances', used to be called 'legal highs' e.g. 2CB)
- Other drugs (e.g. purple drank, lean, lizzup)

In 2024, **16%** of secondary pupils (year 8 and year 10) reported that they had **been offered** one or more of the substances on the list of illegal drugs (15% in 2022). **13%** reported being offered cannabis in some form, **5%** laughing gas/nitrous oxide and **3%** cocaine and a similar proportion MDMA/ecstasy.

11% of secondary pupils (year 8 and year 10) reported that they had **ever taken** one or more of the substances on the list of illegal drugs (10% in 2022). **7%** reported that this was within the last year, and **4%** within the last month.

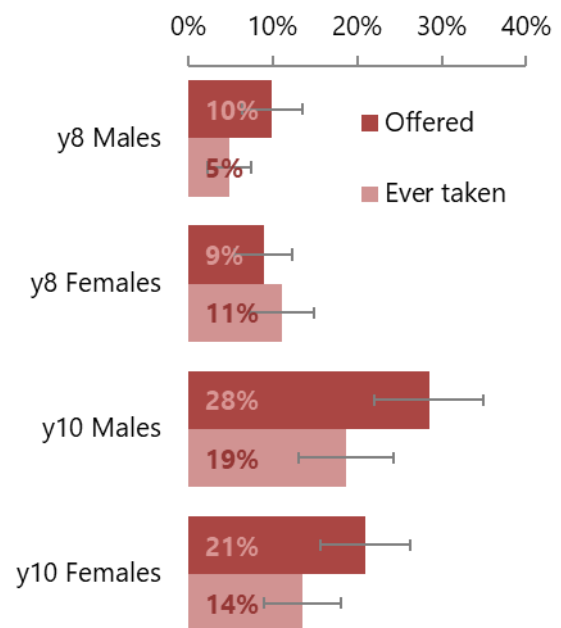
Only cannabis and laughing gas/nitrous have **ever been taken** by more than 1% of those year 8 and year 10 pupils that responded to the latest survey, and these substances have been the most commonly reported illegal drugs for many years of the survey.

In 2024, **8%** of secondary pupils reported having ever used cannabis, and approximately **4%** reported using it during the previous month.

In 2024, **4%** of secondary pupils reported having ever used laughing gas/nitrous oxide, and approximately **1%** reported using it during the previous month.

Across the full range listed on the previous page the proportion of pupils offered these substances was broadly similar to that seen in 2022. The proportion of pupils reporting the offer of illegal drugs has tended to decline since the 2015 survey, at its lowest level in 2022 but with a little increase for some substances since then (cannabis, MDMA/ecstasy, heroin, laughing gas/nitrous oxide). None of these increases are either statistically significant, or appear to be associated with a notable rise in reported usage.

Chart 37: Percentage of secondary pupils in 2024 who reported being **offered or ever taking any illegal drug**, by year group and gender.



NB: Drug offers and drug use are asked about in two separate questions in the secondary pupil questionnaire. A slightly different cohort of respondents have answered each question fully, and this and different interpretations of the questions can occasionally give rise to the apparent anomaly of a higher percentage of pupils reporting that they have ever taken illegal drugs than have ever been offered them. This is the case for year 8 female pupils in the chart above. In all instances in this report the analyses are reported as per the responses provided by the pupils and not adjusted post-hoc to 'correct' for what might appear to be anomalies like this.

The **drugs most commonly offered** to young people in Bristol were cannabis, laughing gas, and ecstasy/MDMA, among a wide range of substances.

Cannabis was the drug most commonly used.

Table 21: Percentage of year 8 and year 10 pupils that report being offered or using the most commonly used drugs (those offered to more than 1%)

Year 8 & 10 pupils	Offered	Have ever used	Have used in last year	Have used in the last month
Cannabis	13%	8%	6%	4%
Laughing gas	5%	4%	2%	1%
MDMA/ecstasy	3%	1%	1%	<0.5%
Cocaine	3%	<0.5%	0%	0%
Heroin	2%	0%	0%	0%
Magic mushrooms	2%	<0.5%	<0.5%	<0.5%
Ketamine	1%	<0.5%	0%	0%
Crack cocaine	1%	0%	0%	0%

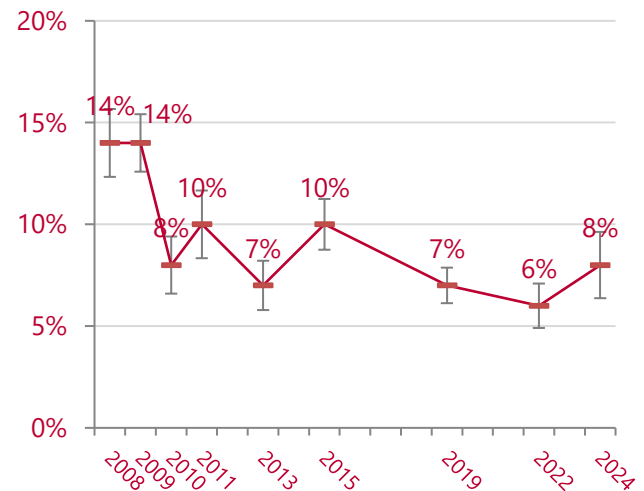
Trends over time

The trends over time in the proportion of secondary school pupils reporting that they have ever used cannabis are very similar to those described on the previous page in relation to the proportion of pupils offered illegal drugs. There is some volatility between surveys, but mainly the picture is one of declining use up to the previous survey in 2022. There has been a small increase in apparent use between then and 2024 but in more precise statistical terms we can consider use from 2019 to 2024 to have been at effectively at a stable level.

Drugs at home

Primary school pupils were asked how much they worry about a range of potential issues of concern to them, including substance use. 21% of primary school respondents reported that they worry ‘a lot’ or ‘quite a lot’ about ‘someone in the family using drugs’

Chart 38: Percentage of secondary pupils who reported ever using cannabis, in each wave of the survey 2008-2024.



Variation in Bristol – Ever taken illegal drugs (secondary only)

Chart 39 - Variation chart: percentages of pupils (year 8 and year 10 only), all and by group (followed by sample size and statistic); who reported ever using any of the list of illegal drugs/substances presented to them in the questionnaire.

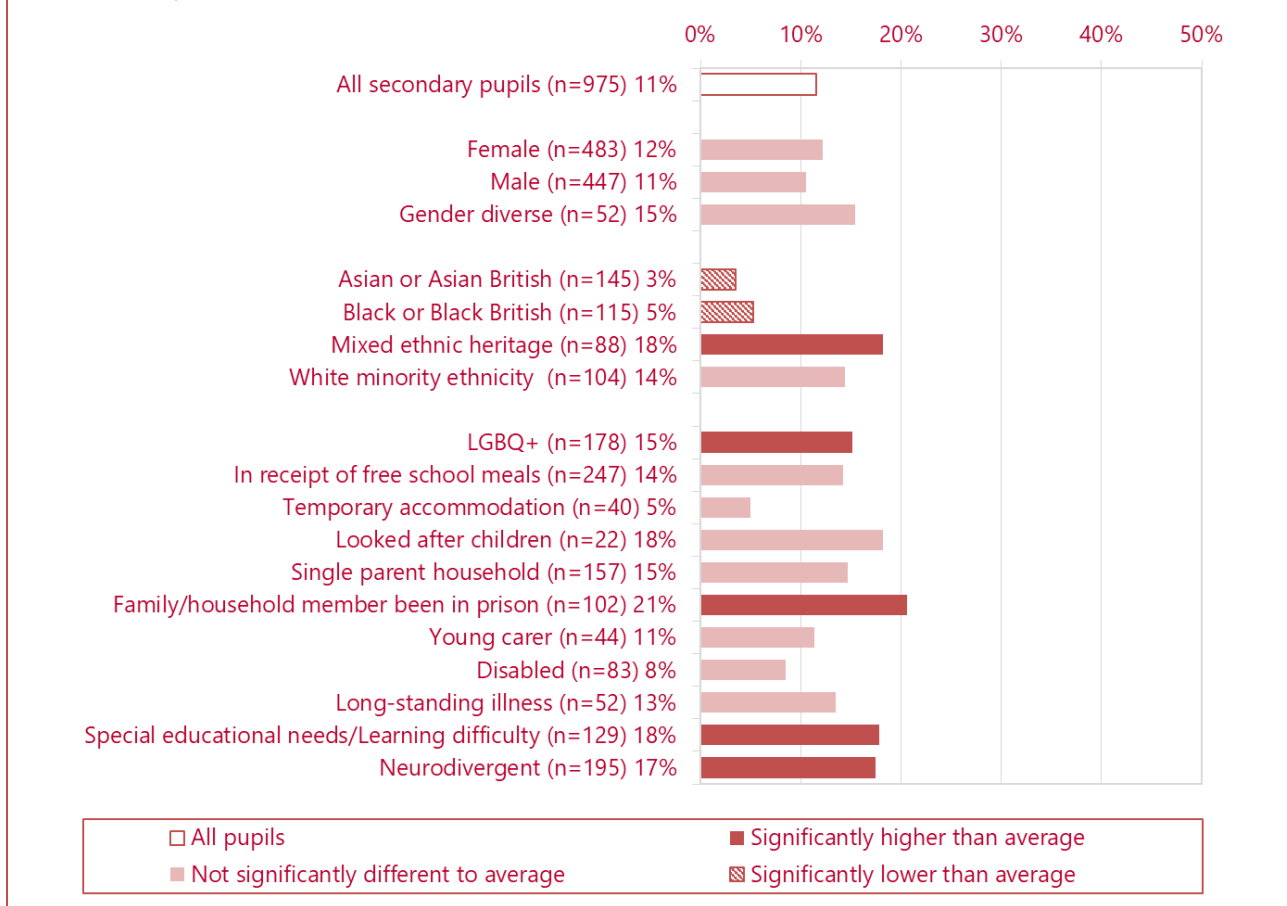


Chart 39 above indicates that within the secondary school response cohort, pupils of mixed ethnic heritage (18%), LGBQ+ pupils (15%), pupils with a family/household member that has been to prison (21%), pupils with special educational needs/learning difficulties (18%) and neurodivergent pupils (17%), were on average more likely to report drug use than the secondary school average of 11%.

Pupils of Asian (3%) or black ethnicity (5%) were on average less likely to report using illegal drugs within this cohort.

6.4 Alcohol, smoking/vaping and drug use association

We have already seen in section 6.2 that cigarette smoking and vaping/e-cigarette use are associated behaviours, i.e. that if a pupil reports one of them they are more likely on average to report the other, and vice-versa. Tables 22 and 23 below and on the next page extend this sort of analysis to all of the substances addressed in this section of the report; vaping/e-cigarette use, cigarette smoking, alcohol consumption and illegal drug use, to look for associations between all of them.

Table 22 on the following page splits the secondary school response cohort by one substance use behaviour (on the left of the table) and then presents the average prevalence for these two groups for the three other substance use behaviours. For example, the top rows of the table shows that of pupils that vape weekly, 10% also smoke cigarettes weekly, 71% drank alcohol during the past month and 36% used illegal drugs during the past month. The comparison group in the row directly below (those that do not vape weekly) shows us that 0% of them smoke cigarettes weekly, 14% drank alcohol during the past month and 2% used illegal

drugs during the past month. Weekly vape users report much higher prevalences of the other three substance use behaviours in this comparison to non-weekly vape users, suggesting the existence of an association or coincidence of these substance use behaviours. Where the statistics are presented in bold text there is a statistically significant difference between the groups being compared, and in the example described for weekly vape users, all of the comparisons showed significant differences to the non-weekly vaping group and so we can have additional confidence in the apparent association identified.

Table 22: Percentages of secondary school pupils (year 8 and year 10) reporting a range of substance use behaviours, comparing groups identified by another substance use behaviour. Bold %s identifies a statistically significant difference between the two groups in the comparison.

	% Vape weekly	% Smoke cigarettes weekly	% Drank alcohol during past month	% Used drugs during the past month
Vape weekly		10%	71%	36%
Do not vape weekly		0%	14%	2%
Smoke cigarettes weekly	83%		67%	40%
Do not smoke cigarettes weekly	4%		16%	4%
Drank alcohol during past month	20%	2%		18%
Did not drink alcohol during past month	2%	0%		1%
Used drugs during the past month	42%	5%	73%	
Did not use drugs during the past month	3%	0%	14%	

Table 23 below presents what is called the ‘relative risk’ between the two groups being compared in each instance in table 22, essentially the heightened risk in one group compared to the other expressed as a ratio of the prevalence %s from table 22. This is simplest to explain in terms of the example of comparing weekly vape users to non-weekly vape users again:

Pupils that report weekly vape use were **102 times more likely to report that they also smoked cigarettes weekly**, compared to those that did not use vapes weekly.

Pupils that report weekly vape use were **5 times more likely to report that they had drunk alcohol during the past month**, compared to those that did not use vapes weekly.

Pupils that report weekly vape use were **15 times more likely to report that they had used illegal drugs during the past month**, compared to those that did not use vapes weekly.

All of these relative risks were based on statistically significant differences, and we can have additional confidence in the associations they indicate exist between the two substance use behaviours in each instance.

Table 23: The relative risk between the substance use prevalence percentages presented in table 22, comparing groups identified by another substance use behaviour. Bold relative risk multiples identify a statistically significant difference between the two groups in the comparison.

		RELATIVE RISK			
		% Vape weekly	% Smoke cigarettes weekly	% Drank alcohol during past month	% Used drugs during the past month
Vape weekly	vs Do not vape weekly		x 102	x 5	x 15
Smoke cigarettes weekly	vs Do not smoke cigarettes weekly	x 20		x 4	x 10
Drank alcohol during past month	vs Did not drink alcohol during past month	x 12	x 10		x 13
Used drugs during the past month	vs Did not use drugs during the past month	x 14	x 16	x 5	

The analysis presented in tables 22 and 23 for secondary school respondents to the survey in 2024 provide evidence of associations between:

Vaping + cigarette smoking / alcohol consumption / illegal drug use

Cigarette smoking + vaping / alcohol consumption

Alcohol consumption + vaping / illegal drug use

Illegal drug use + vaping / alcohol consumption

Where a statistically significant difference was not identified in the analyses above it does not preclude the existence of an association, it simply entails that one cannot be reasonably proved with the data available.

6.5 Drugs: Support and advice

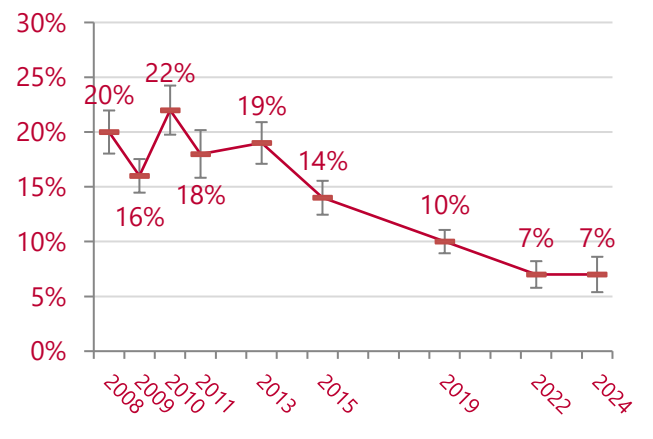
Trends over time & other comparisons

Secondary pupils' awareness of a **local drug/alcohol advice service for young people** is at its lowest among all waves in 2022 and 2024, at 7% of respondents.

Secondary pupils reporting that they drink alcohol or have ever taken illegal drugs, were more than twice as likely than pupils that had not, to report awareness of drug and alcohol support services.

In 2024, year 10 pupils were more likely to be aware of support services than year 8 pupils (8% vs 6%) but were much more likely (twice as likely) to be drinkers or drug users in year 10 compared to year 8. Awareness of relevant support services does not appear to keep pace with the higher prevalence of these behaviours in the older age group.

Chart 40: Percentage of secondary pupils reporting awareness of a local drug/alcohol advice service for young people, in each wave of the survey 2008-2024.



7 Mental health and wellbeing



7.1 Emotional Health and Wellbeing

Worries and Problems

Primary schools

86% of primary pupils responding to the survey told us they **worry about at least one problem** 'quite a lot' or 'a lot'. **67%** worried about one or more of the issues listed below 'a lot'.

From the list shown in table 24 below right, primary school pupils were asked what they worry about and how often. Pupils could select as many as were relevant, not just the most important to them.

The most common source of worry for primary girls was **falling out with friends (49%)** and for boys was **family (43%)**, while overall these two issues plus **the environment** and **moving on to secondary school** were the most worried about of the list presented.

Overall, girls were more likely to report worries than boys and were significantly more likely in respect of; **falling out with friends, moving on to secondary school, growing up, 'the way you look' and school-work and tests**. There was no issue where boys reported a significantly higher proportion of worried pupils.

The list above captured the vast majority of issues that children were worried about, but issues cited in the 'other' category included: death and bereavement, kidnapping/abduction and sleep problems.

Chart 41: Percentage of primary pupils in 2024 who reported they worry about at least one problem 'quite a lot' or 'a lot', by year group and gender.

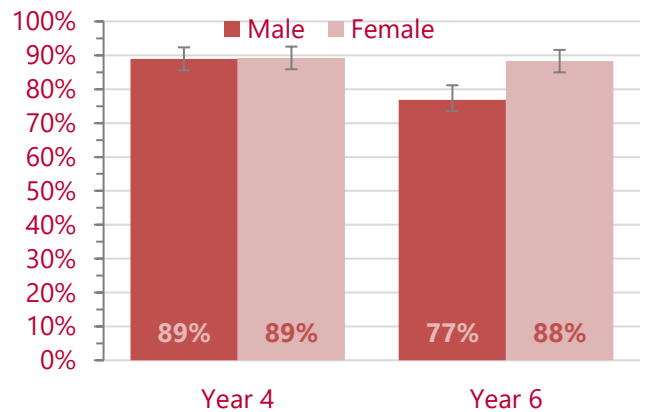


Table 6: Percentage of primary school pupils reporting they worry about the following 'quite a lot' or 'a lot':

		Male	Female
1	Family	43%	48%
2	The environment	38%	41%
3	Falling out with friends	28%	49%
4	Moving on to secondary school	30%	47%
5	War and terrorists	32%	32%
6	Crime	29%	33%
7	Growing up	25%	36%
8	Keeping safe outside	28%	33%
9	The way you look	19%	41%
10	Your health	25%	30%
11	Being bullied	18%	31%
12	Keeping safe at home	23%	26%
13	School-work/homework/tests	19%	29%
14	Keeping safe online	21%	24%
15	Having enough to eat	23%	22%
16	Someone in family using drugs	22%	20%
17	Someone in family drinking alcohol	19%	20%
18	Spending too much time online	18%	19%

Bold %s = significantly higher proportion than males

Trends over time

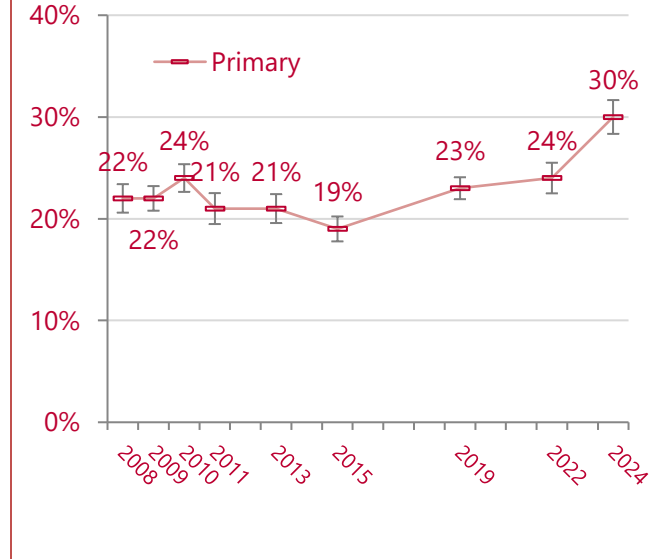
A number of issues were added to the list presented to pupils in the Pupil Voice questionnaire for 2024, but for the 13 that have remained consistent we can look for trends over time.

Overall, while the precise ranking has changed a little, the top six in table 24 on the previous page are the same issues that were most worried about in the 2022 survey results also.

The proportion of pupils reporting worries about the following issues (5 of the top 6) have declined since 2022; **family, the environment, moving on to secondary school, war and terrorists** and **crime**.

The proportion of pupils reporting worries about **growing up** and **'the way you look'** have increased since the survey in 2022. Chart 41 shows how worries about the latter issue have been increasing since the survey in 2015 after a period of relative stability.

Chart 42: Percentage of primary pupils reporting they worry at least 'quite a lot' about the way they look, in each wave of the survey 2008-2024.



7.2 Responses to Problems

Secondary schools

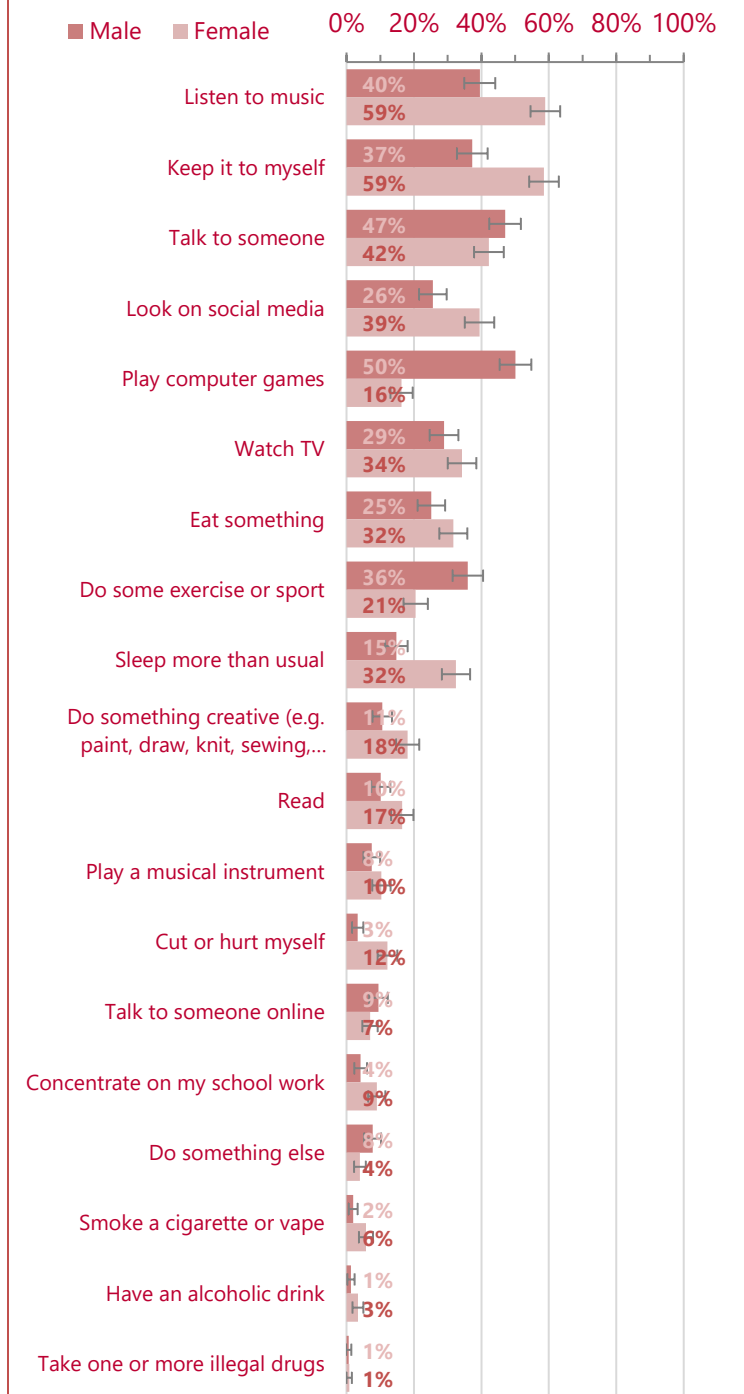
Students were invited to say what they do when they have a problem. Some of these responses are focussed on the problem, and some on the emotional reactions to having a problem. Some we would generally consider positive, healthy and constructive, others less so and of concern. The percentages reporting each response have been ordered and are shown in full:

The most common **responses to having a problem** are *listen to music*, *talk to someone* and *keep it to myself*.

There are large gender differences for several responses; female pupils were significantly more likely to report that they *listen to music*, *keep it to themselves*, *look to social media for help*, *sleep more than usual*, *do something creative*, *read*, *concentrate on schoolwork* or *cut/hurt themselves in response to their problems*.

Male pupils were significantly more likely to report that they *play computer games* or *do some exercise or sport*.

Chart 43: How secondary school pupils tell us they deal with problems (%).



Primary and secondary schools

We asked primary and secondary school pupils who would be their source of support for a variety of problems. Primary age pupils were asked for the first person that the young people would turn to, while secondary age students were able to pick more than one person.

In table 25 to the right the most popular option is shown in **bold text**, and the next most popular is highlighted.

Primary school pupils in Bristol would most often turn to their **parents or carers** when seeking information or support for problems. **Teachers** were the next most suggested option for issues at school, problems with friends and bullying. When it came to family or health-related problems the second most common option reported by primary pupils was to **keep it to themselves**.

For all but problems relating to relationships, secondary school pupils told us that **parents/carers** would be their first or second most likely choice of response/source of support. **Keeping it to themselves** was the first or second most common choice for all but problems relating to school-work.

When it came to problems with relationships, secondary school pupils were almost as likely to seek advice/support from their friends (37%) than parents/carers (32%). Overall, apart from issues relating to school primarily (school-work and bullying), teachers were one of the least consulted options for secondary school pupils.

In general, the responses to these questions in the 2024 survey were similar to those seen in the last survey in 2022.

Table 7: Pupil responses to: 'If you had a problem, whom would you share it with first?' (Primary) and 'If you wanted to share any of the problems listed below, to whom would you probably turn?' (Secondary).

Primary	Parent/carer	Brother/sister/sibling	Friend	Teacher	Other adult	Keep it to myself
Problem with school	53%	4%	10%	17%	1%	14%
Family problem	40%	9%	12%	10%	4%	24%
Health problem	71%	2%	4%	2%	4%	16%
Problem with friends	42%	7%	12%	20%	2%	18%
Bullying problem	47%	5%	6%	26%	2%	14%

Secondary	Parent/carer	Brother/sister/sibling	Friend	Teacher	Other adult	Keep it to myself
School-work	57%	18%	29%	23%	2%	24%
Money	64%	10%	10%	1%	2%	30%
Bullying	49%	15%	25%	19%	3%	32%
Health inc. mental health	47%	11%	20%	4%	3%	43%
Friends	42%	19%	28%	7%	2%	33%
Family	33%	14%	26%	5%	4%	40%
The way you look	28%	8%	20%	1%	1%	59%
Relationships	32%	12%	37%	1%	1%	42%
Environment	40%	11%	18%	7%	2%	43%
Crime	49%	14%	22%	7%	6%	34%

7.3 Emotional wellbeing

Measuring emotional wellbeing

Mental and emotional wellbeing is a concept that is challenging to quantify, and to compare between individuals or groups within the population. A number of survey tools have been developed for this purpose and two were used in the Pupil Voice survey in 2019, both widely used and recognised to be reliable for their target age-groups. A series of positive statements (see section 15.5) are used to derive a mental wellbeing score for the respondent, with higher scores indicating higher wellbeing, and these scores enable their mental wellbeing to be compared to others, or a change over time to be assessed. Neither survey tool is a clinical screening device, although lower scores may indicate poor mental health and results correlate with other tools designed for that purpose.

Primary schools

Stirling Children's Wellbeing Scale (SCWBS)

Please refer to the methods and analysis chapter for more information on the SCWBS.

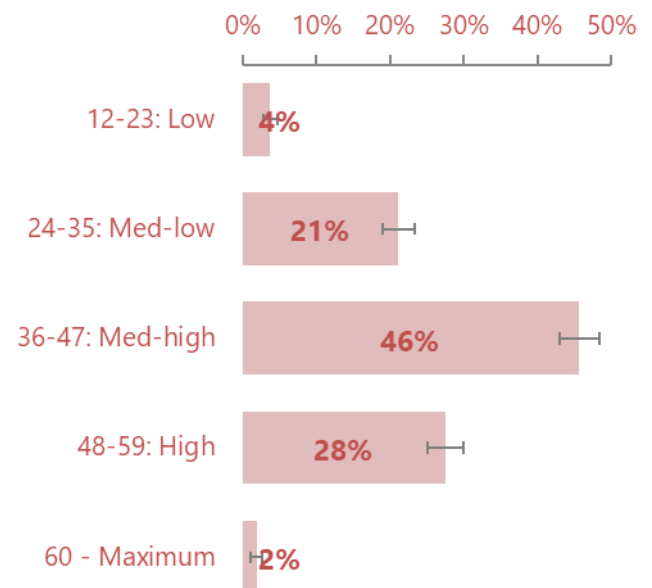
4% of pupils had a low score (12 – 23), **21%** had a med-low score (24 – 35). The proportions were 2% and 17% respectively in 2022.

13% of pupils had a score of 12 – 30; Liddle & Carter (2010) suggest that scores in this range may indicate poor mental health. This proportion was 10% in 2022.

The 2024 results indicate that on average, 4 primary school children in each class of 30 surveyed may suffer from poor mental health.

29% of primary pupils had a high or maximum score (48 – 60) on the SCWBS scale (33% in 2022).

Chart 44: % of primary school respondents in 2024 in each category of SCWBS scores.



Secondary schools

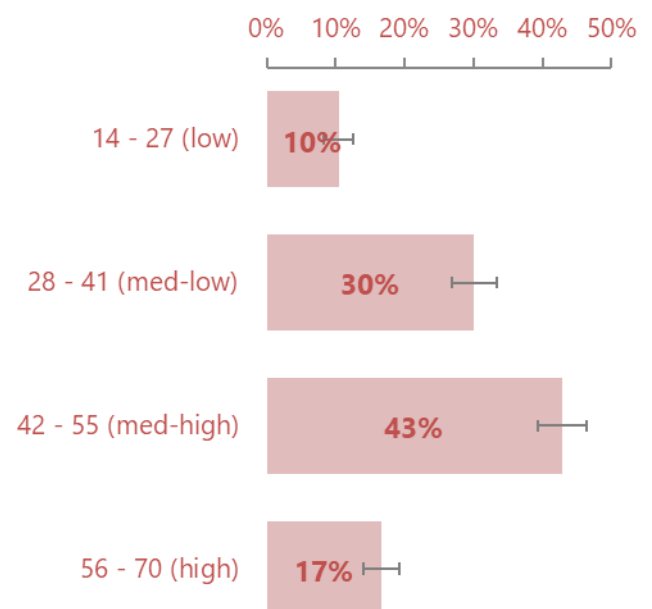
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

Please refer to the methods and analysis chapter for more information on the WEMWBS.

10% of students had a low score (<28) on the WEMWBS scale. In 2022, this proportion was 14%.

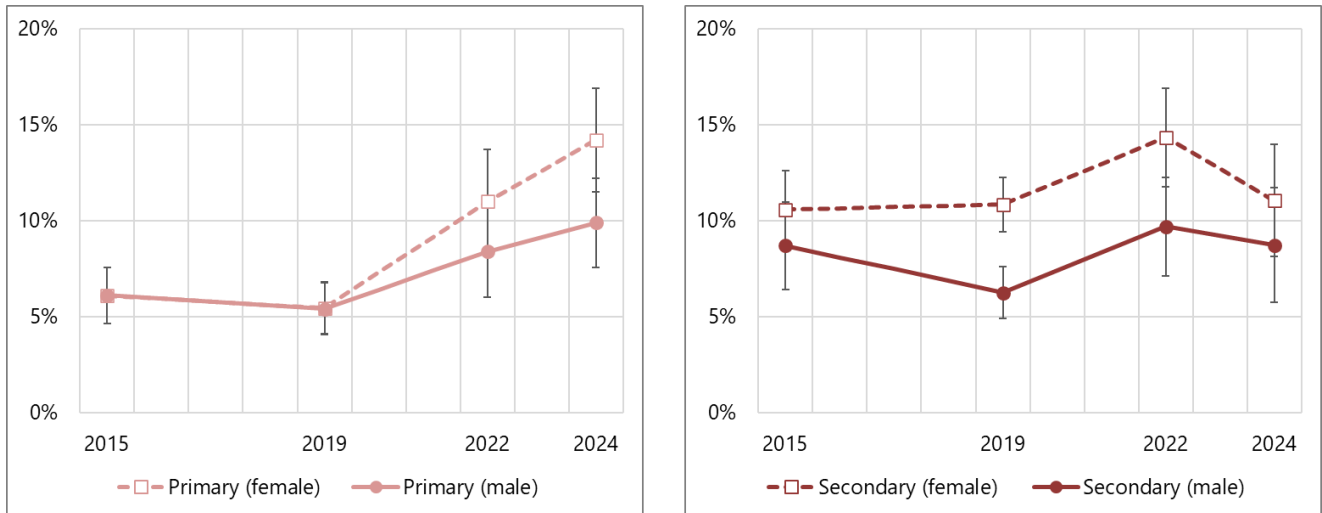
17% of students had a high score (>55) on the WEMWBS scale. In 2022, this proportion was 14%.

Chart 45: % of secondary school respondents in 2024 in each category of WEMWBS scores.



Trends over time in emotional wellbeing

Chart 46: Trends 2015 to 2024 in the percentages of pupils (primary y4 and y6, secondary y8 and y10 separately) with a **low mental wellbeing score**; Primary using SCWBS = 30 or less and Secondary using WEMWBS = 27 or less, by gender (only female and male in this analysis).

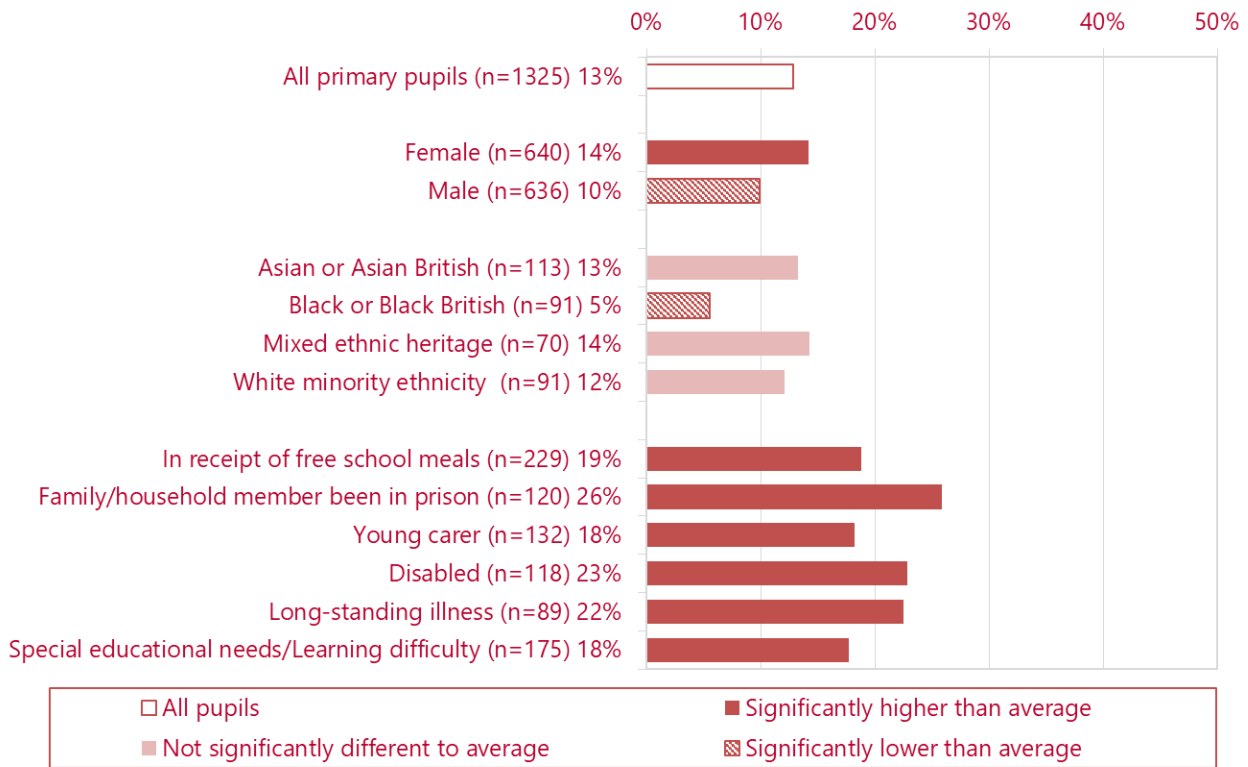


The participating schools and pupil cohort vary between each iteration of the Pupil Voice survey and so cannot be considered entirely representative or comparable year to year, but the trends in chart 46 tell us that the proportion of pupils reporting low mental wellbeing scores has grown over the period during which we have been collecting these scores in the survey, since 2015. Both primary and secondary cohorts show an increase in the frequency of low mental wellbeing scores after 2019, with some recovery apparent in 2024 for secondary school pupils, but not for primary school pupils who saw a further increase 2022 to 2024.

The data for secondary school pupils shows a higher proportion of female than male pupils reporting low mental wellbeing scores across the entire timeframe, the gender gap is seemingly consistent, but the difference is only statistically significant when the survey response was largest, in 2019. In 2022 and 2024 a similar gender gap is apparent in the primary school data also but is not statistically significant in these survey years.

Variation in Bristol - Primary pupils with a low wellbeing (SCWBS) score <=30

Chart 47 - Variation chart: percentages of primary school pupils (year 4 and year 6 only), all and by group (followed by sample size and statistic); with a low wellbeing score (SCWBS = 30 or less), all and by group.

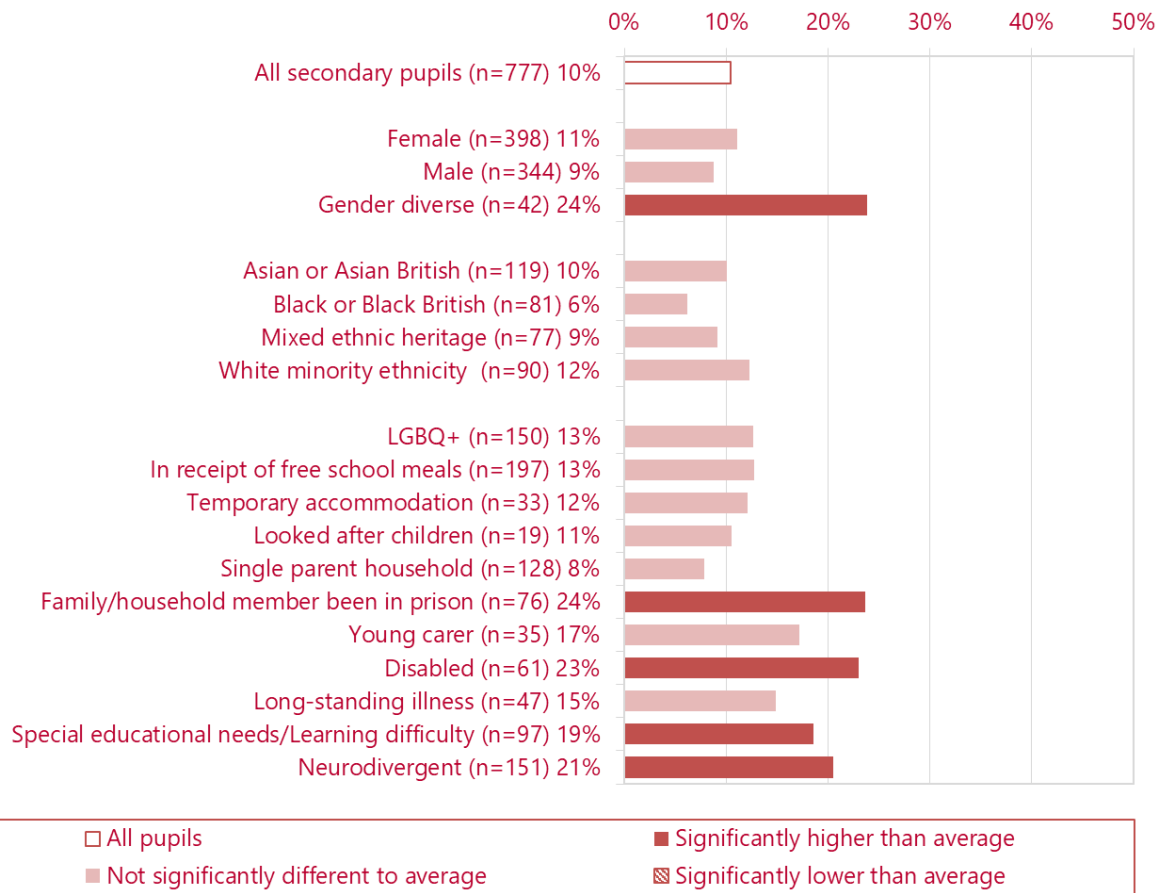


In the analysis presented in chart 47 above it is shown that compared to the primary school average proportion of 13%, male primary school pupils (10%) and those of black or black British ethnicity (5%) were significantly **less likely** on average to report a low mental wellbeing score based on the SCWBS questions.

Female pupils (14%) and all of those in the groups identified towards the bottom of the chart; pupils in receipt of free school meals (19%), pupils with a family/household member that has been in prison (26%), young carers (18%), disabled pupils (23%), pupils with a long-standing illness (22%) and pupils reporting special educational needs and/or a learning difficulty (18%), were on average significantly **more likely** to report a low mental wellbeing score than the primary school average.

Variation in Bristol - Secondary pupils with a low wellbeing (WEMWBS) score

Chart 48 - Variation chart: percentages of secondary school pupils (year 8 and year 10 only), all and by group (followed by sample size and statistic); with a low wellbeing score (WEMWBS = 27 or less), all and by group.



In the analysis presented in chart 48 above it is shown that compared to the secondary school average proportion of 10%, gender diverse pupils (24%), pupils with a family/household member that has been in prison (24%), disabled pupils (23%), pupils reporting special educational needs and/or a learning difficulty (19%) and neurodivergent pupils (21%) were on average significantly **more likely** to report a low mental wellbeing score based on the WEMWBS questions.

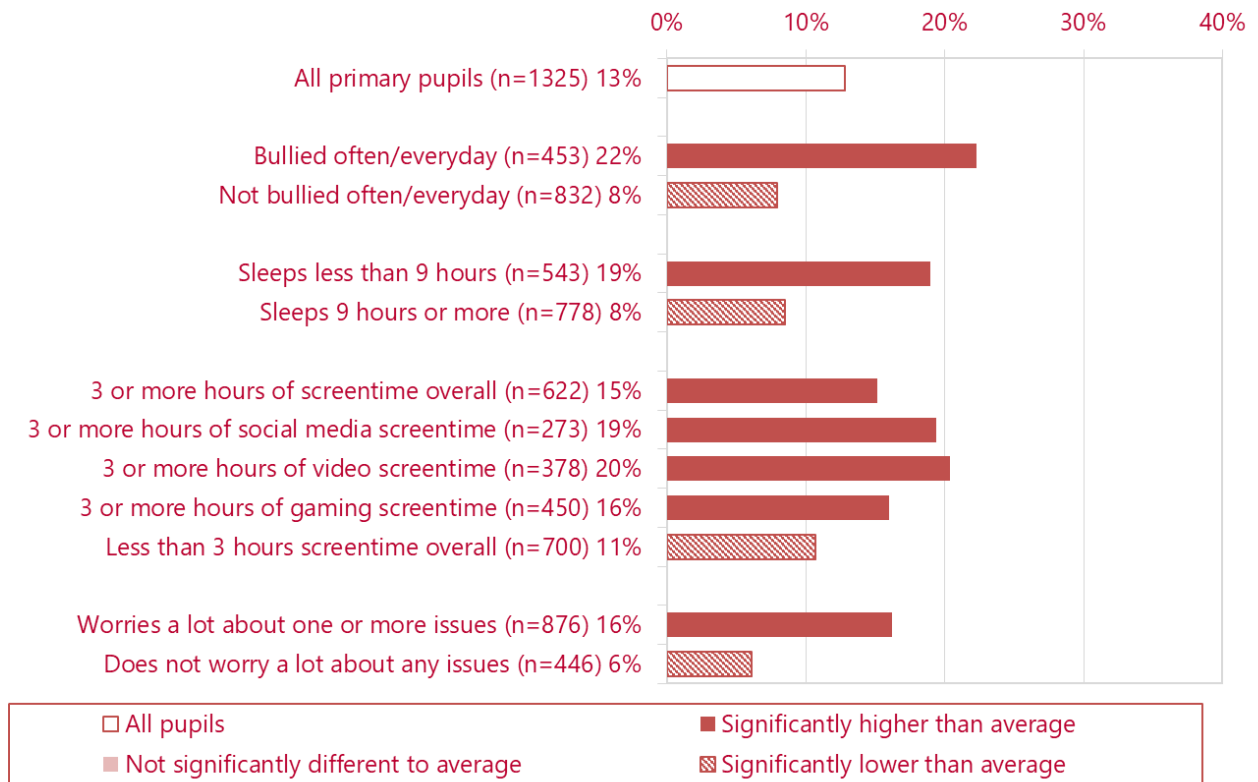
Primary school - Associations between potential stressors and a low mental wellbeing

Using a similar approach and presentational style to the ‘variation charts’ presented throughout this report we can compare groups identified by their responses to questions relating to a number of the potentially health-affecting behaviours and experiences we examine in the report and look for associations between these potential stressors and the frequency of lower mental wellbeing among our responding pupils.

In relation to primary school pupils, we focus specifically here on; bullying, sleep, screen-use duration and worry.

When considering an ‘association’ between two measures it is important to clarify that where one is identified it proves only that two phenomena coincide and may indicate that they are related somehow. In some instances, the presence of one factor causes an increase or decrease in the other, i.e. there is a ‘causal’ relationship, but identifying an association is not in itself proof of this. Neither does identifying an association necessarily tell us which causes the other if there is such a causal relationship between the two factors being studied, or whether their apparent relationship is the result of a more important external factor associated with both phenomena independently.

Chart 49 - Percentages of primary school pupils (year 4 and year 6 only), all and by group (followed by sample size and statistic); with a low wellbeing score (SCWBS = 30 or less), all and by group. – Groups identified in relation to bullying, sleep, screen-use duration and worry.



Bullying: The analysis presented in chart 49 above suggests that those pupils reporting daily or often being bullied are significantly more likely on average to report a low mental wellbeing score, 22% of them compared to the primary school average of 13% and the average for pupils that did not report these frequent bullying experiences of 8%, significantly lower than the primary school average.

Sleep: We have already seen in chapter 4 of this report how longer sleep durations appear to be associated with a higher average SCWBS mental wellbeing score for primary school pupils. The analysis in chart 48 is simplified and allows some comparisons to the other issues presented. Here we see that pupils reporting less than the recommended 9 hours or more of sleep were significantly more likely to report a low mental wellbeing score (19%) than either the primary school average (13%) or the average for pupils reporting sleep

of 9 hours or more (8%), whose risk of reporting a low SCWBS score was significantly lower than the primary school average.

Screentime: That very long durations of screen-use were associated with poorer mental wellbeing scores for primary school pupils has also been explored previously in chapter 4 of the report, but again it is included here in a simplified way and to allow comparisons with other stressors more easily. In chart 48 we can see that screen-use of all the types presented in excess of three hours appears to be associated with a higher frequency of pupils reporting a low SCWBS mental wellbeing score. 15% of pupils with overall screen-use in excess of three hours, reported a low score compared to the primary school average of 13%. More than three hours of purpose-specific screen-use was associated with higher proportions; gaming (16%), social media (19%) and watching videos online (20%). Those primary school pupils reporting less than three hours overall screen use were significantly less likely than the primary school average to report a low mental wellbeing score at 11%.

Worry: Earlier in this section it was reported that the response to the 2024 survey showed that a very large proportion of primary school pupils (67%) told us that they worry 'a lot' about one or more issues. 16% of this sizeable cohort also reported a low SCWBS mental wellbeing score, a significantly higher proportion than the primary school average of 13%, or the 6% of pupils that did not tell us they worry 'a lot' about any of the issues presented to them in the questionnaire whose proportion was significantly lower than the primary school average.

Secondary school - Associations between potential stressors and a low mental wellbeing

In relation to secondary school pupils, we can look at a larger range of potential stressors and exposures/behaviours of interest. The focus here also includes bullying, sleep and screen-use duration, but replaces worry with the use of a variety of substances (vaping/e-cigarette use, drinking alcohol and illegal drug use) and experiences of negative behaviours at home; shouting/arguments and/or violence in the home.

Bullying: The analysis presented in chart 50 on the following page above suggests that those pupils reporting daily or often being bullied are significantly more likely on average to report a low WEMWBS mental wellbeing score, 19% of them compared to the secondary school average of 10% and the average for pupils that did not report these frequent bullying experiences of 5%, significantly lower than the secondary school average.

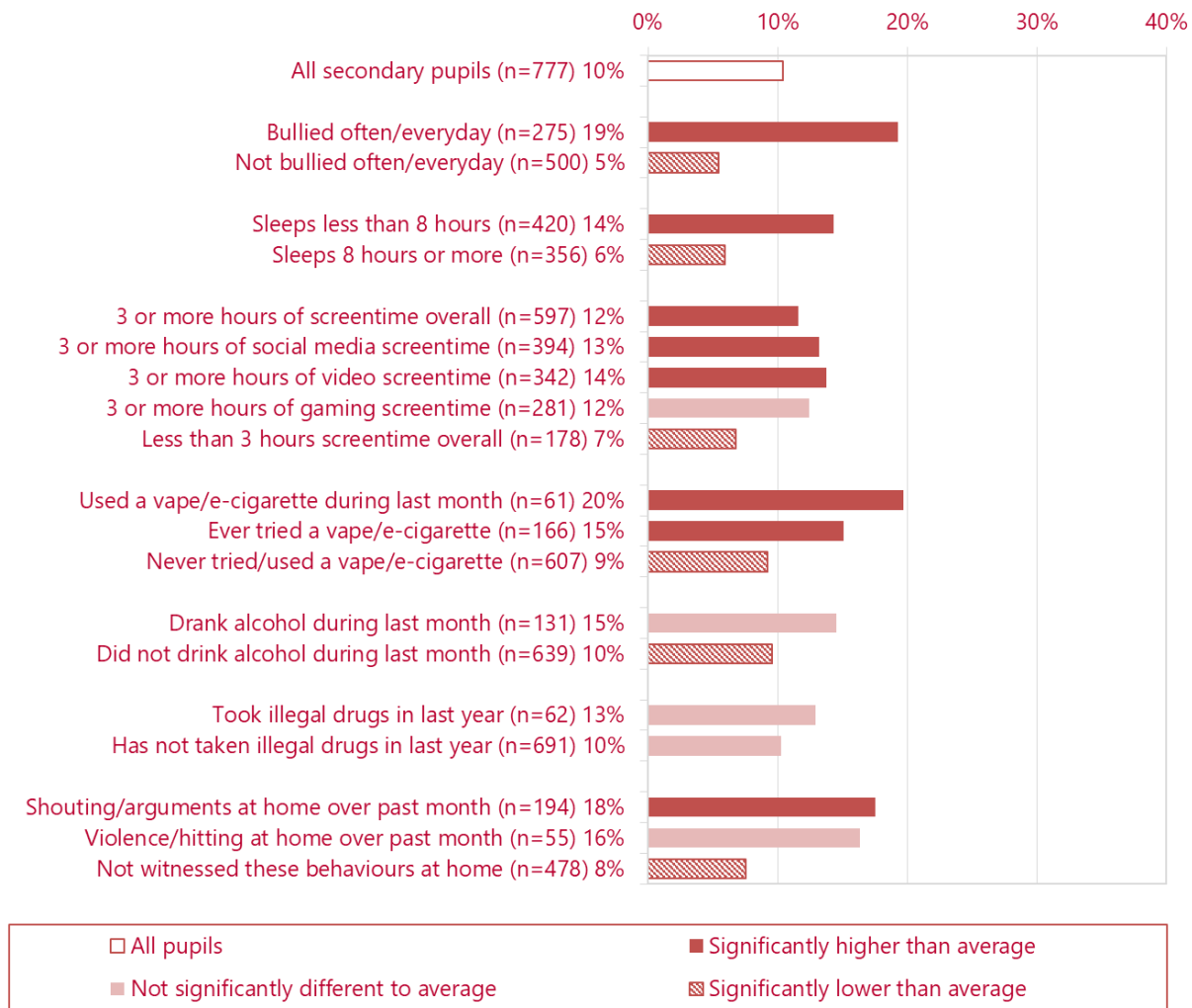
Sleep: The analysis in chart 50 shows that pupils reporting less than the recommended 8 hours or more of sleep were significantly more likely to report a low mental wellbeing score (14%) than either the secondary school average (10%) or the average for pupils reporting sleep of 8 hours or more (6%), whose risk of reporting a low WEMWBS score was significantly lower than the secondary school average.

Screentime: In chart 50 we can see that screen-use of all the types presented in excess of three hours appears to be associated with a significantly higher frequency of pupils reporting a low WEMWBS mental wellbeing score apart from three or more hours of gaming. 12% of pupils with overall screen-use in excess of three hours, reported a low score compared to the secondary school average of 10%. More than three hours of purpose-specific screen-use was associated with similar proportions; social media (13%) and watching videos online (14%). Those secondary school pupils reporting less than three hours overall screen use were significantly less likely than the secondary school average to report a low mental wellbeing score at 7%.

Vaping/e-cigarette use: Not very many pupils reported using a vape or e-cigarette during the past month (n=61), but 20% of them also reported a low WEMWBS mental wellbeing score, double the secondary school average of 10%. Interestingly the larger cohort of pupils that had ever tried one, whether they were still currently using one also reported a significantly higher proportion with low mental wellbeing scores (15%) than the secondary school average. Never having tried a vape/e-cigarette was associated with a significantly lower proportion of pupils with a low mental wellbeing score (9%) than the secondary school average.

Drinking alcohol: Secondary school pupils that reported drinking alcohol during the past month reported a higher proportion of low mental wellbeing scores (15%) than the secondary school average (10%), but this difference was not statistically significant. Those that did not report drinking alcohol in the past month had a significantly lower risk of a low mental wellbeing score, but the difference to the secondary school average was very small.

Chart 50 - Percentages of secondary school pupils (year 8 and year 10), all and by group (followed by sample size and statistic); with a low wellbeing score (WEMWBS = 27 or less), all and by group. – Groups identified in relation to bullying, sleep, screen-use duration, substance use (vaping/e-cigarette use, drinking alcohol and illegal drug use) and experiences of shouting/arguments and/or violence in the home.



Illegal drug use: There was not a significant variation in the proportion of secondary school pupils reporting a low WEMWBS mental wellbeing score when comparing pupils that reported using illegal drugs in the last month, to either the secondary school average or the average for pupils that did not report using drugs in the past month.

Experiencing shouting/arguments/violence in the home: Secondary school pupils reporting that they had witnessed shouting and arguments in the home during the past month were significantly more likely to report low WEMWBS mental wellbeing scores (18%) than the secondary school average of 10%. Pupils reporting witnessing violence in the home were also more likely to report low mental wellbeing scores but not to a statistically significant extent. This may have been related to the smaller cohort that reported this (n=55) which would make it harder to identify a significant difference. Pupils that had not witnessed any behaviours of these types in the home in the past month were significantly less likely to report a low mental wellbeing score than the secondary school average, at 8%.



8 Dental Health

Primary and Secondary schools

80% of primary and secondary pupils responded that they **cleaned their teeth at least twice on the day** before the survey. Only 3% of pupils reported not brushing their teeth on the day before the survey.

88% of primary and secondary pupils responded that they have their teeth **checked by a dentist**.

41% of primary pupils responded that they have had **teeth filled or removed**, while the equivalent statistic for secondary pupils was 48%.

Trends

The proportion of pupils reporting that their **teeth were checked by a dentist** was 94% in the 2015 and 2019 Pupil Voice surveys but fell to 88% by 2022 and 2024.

There also appears to have been a slight decline in the proportion of pupils reporting that they **brush their teeth twice a day or more often**, since 2013, which seems to have continued to 2024, from a peak of 86% to 80%.

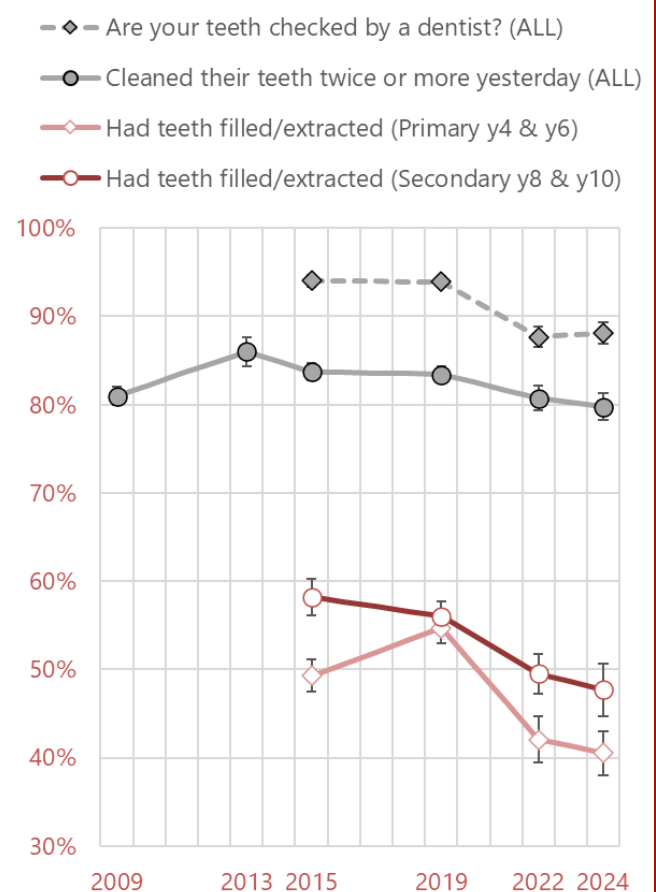
Over the period since 2015 for secondary school pupils, and since 2019 for primary school pupils, we have seen the proportion of pupils reporting they have had **teeth filled or extracted** fall, from 55% to 41% for primary school pupils, and from 58% to 48% for secondary school pupils. At face value this would appear to be a positive development but as it occurs over a period during which contact with dental care seems to have declined also it may relate in part at least to this reduced contact with the services that would perform these procedures.

Brushing vs filled/extracted teeth

Not surprisingly perhaps there was some variation within the statistics on the prevalence of pupils reporting that they had teeth filled and/or extracted when compared to their tooth brushing habits.

51% of pupils that reported **cleaning their teeth once or not at all the day prior to the survey**, also reported that they had **teeth filled/extracted**. This proportion was significantly higher than the **42%** of pupils that reported **cleaning their teeth twice or more the day prior to the survey**.

Chart 51: Percentage of pupils reporting that (1) they brushed their teeth at least twice on the day before the survey, (2) have their teeth checked by a dentist and (3) have had teeth filled or extracted, by wave of study 2009-2024 (where data collected).

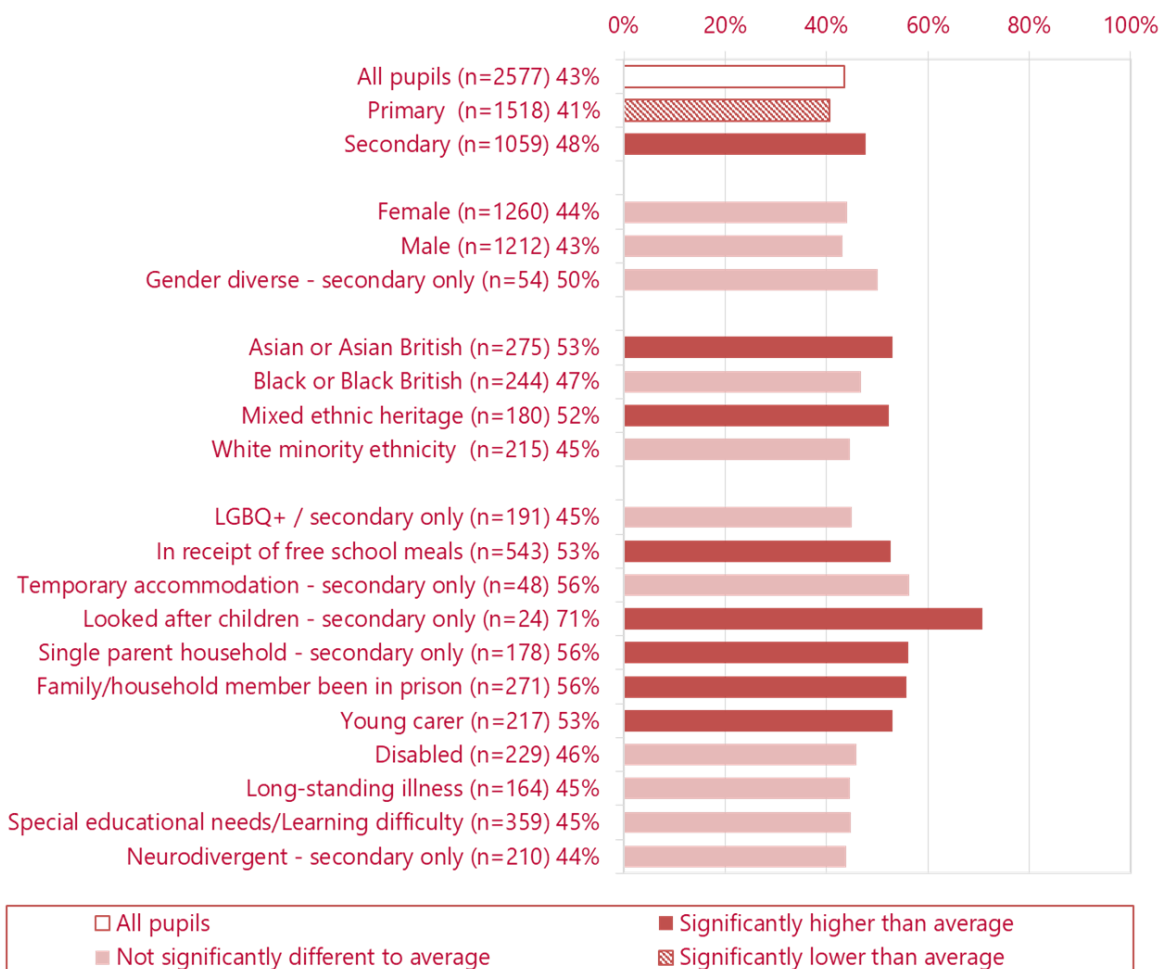


Variation in Bristol - Pupils with filled or extracted teeth

As described previously, there is a complicated relationship between the measures of pupils that have had **teeth filled or extracted** and those that report their **teeth were checked by a dentist**, so it is important when using the former to compare groups (or analyse trends as above) that we also pay attention to the variation in access to dentistry too, as a potential explanatory factor in addition to the state of oral health and diet that are more obvious causes of a variation in the number of teeth filled and/or extracted.

Chart 52 below identifies a number of groups of pupils with a significantly higher frequency of tooth filling and/or extraction. Compared to the all schools average of 43%, this included; pupils of Asian ethnicity (53%), pupils of mixed ethnic heritage (52%), pupils in receipt of free school meals (53%), pupils with a family/household member that has been to prison (56%) and young carers (53%). All of these groups either had a fairly typical prevalence for their contact with a dentist to check their teeth, or (as in the case of pupils in receipt of free school meals and pupils with a family/household member that has been to prison) were significantly less likely than the average to have had their teeth checked by a dentist. So, for these 5 groups we would not suggest that relatively high levels of access to dentistry helps explain their higher than average tendency to have required and received dental extractions and fillings.

Chart 52: Variation chart - Percentages of pupils, all and by group (followed by sample size and statistic); percentages of respondents who reported that they have had teeth filled or removed.



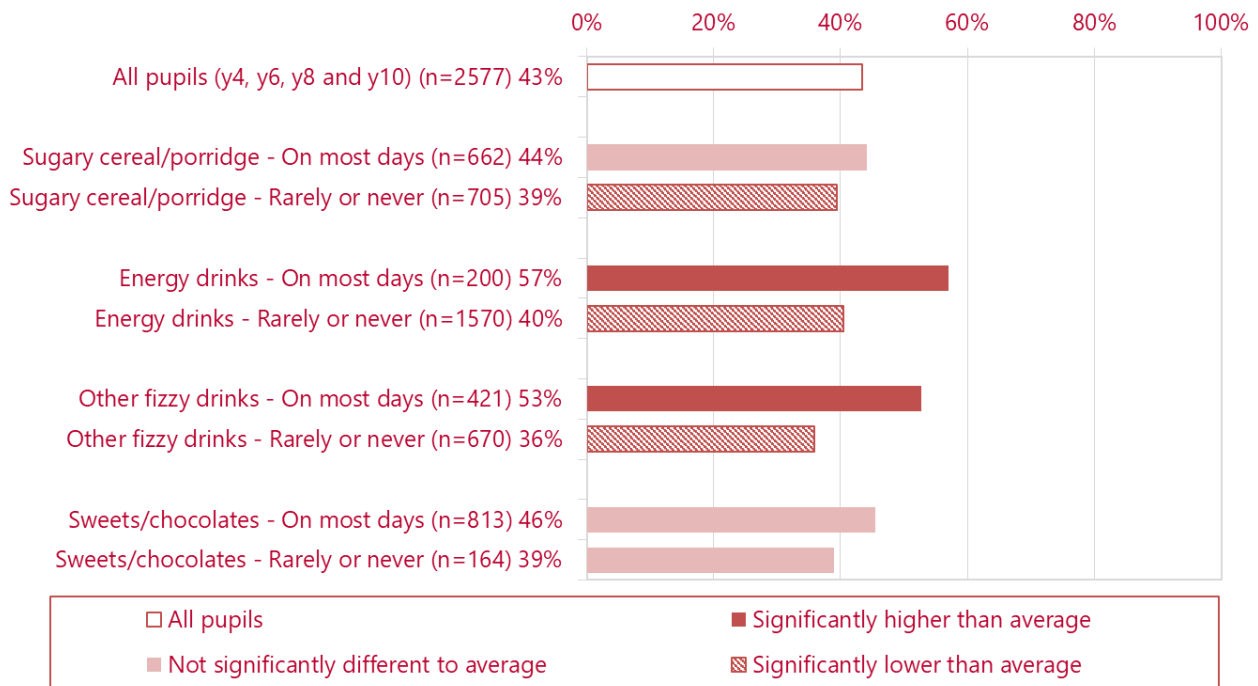
Compared to the secondary school average of 48%, we identify that looked after children had the highest frequency of extractions/fillings at 71%, but this should be read in context of them also reporting the highest frequency of contact with a dentist for checks (92% vs average of 88%). Pupils living in single parent households reported a fairly typical level of access to dental checks on average, but also a significantly higher frequency of extractions and fillings (56%) and their statistics in this respect do not seem to be explained by better than average of access to dental care.

Association between filled or extracted teeth & frequent consumption of sugary food/drinks

It is common knowledge that a diet high in added sugar can contribute to a higher risk of dental caries (decay) at all ages. There is no need to prove this accepted relationship, but it is useful to illustrate what the magnitude of effect is using the data collected in our survey. It is not possible to quantify the precise amount of added sugar consumed by pupils from the data we collect but we can compare the proportion of pupils reporting that they have had teeth filled/extracted, with their responses to the dietary questions already reported in chapter 3 of this report. Chart 53 below does this in a similar style to the 'variation charts' in the report, but identifies groups of pupils for comparison to the average (and one another) by whether they told us they consume the following sugary food/drink groups either 'on most days' or 'rarely or never':

- Cereal - sugary/chocolate cereal/porridge with sugar
- "Energy" drinks (e.g., Relentless, Monster, Prime)
- Other fizzy drinks
- Sweets, chocolate, choc bars

Chart 53 - Percentages of pupils, all and by group (followed by sample size and statistic); percentages of respondents who reported that they have had teeth filled or removed, all and by group. – Groups identified in relation to whether they reported eating a variety of sugary food/drink groups 'on most days' or 'rarely or never'.



Compared to the average of 43%, pupils reporting that they consumed energy drinks or other fizzy drinks on most days were significantly more likely to have had teeth filled or extracted; with proportions of 57% and 53% respectively.

Pupils that reported eating sugary cereal (44%) or sweets/chocolates (46%) on most days were slightly more likely to report tooth extractions and fillings than the average, but not to a significant extent. There was a marked difference in those proportions and those pupils that reported consuming the same food/drink groups just rarely or never; sugary cereal (39%) and sweets/chocolates (39%).

The reverse, i.e. a significantly lower than average proportion of pupils reporting tooth extraction/filling is apparent in relation to rarely or never eating sugary cereals (39%), drinking energy drinks (40%) and other fizzy drinks (36%). The lower 'risk' associated with eating sweets/chocolates rarely or never (39%) was not found to be significantly different to the average.



9 Health Protection

9.1 Unintentional injury

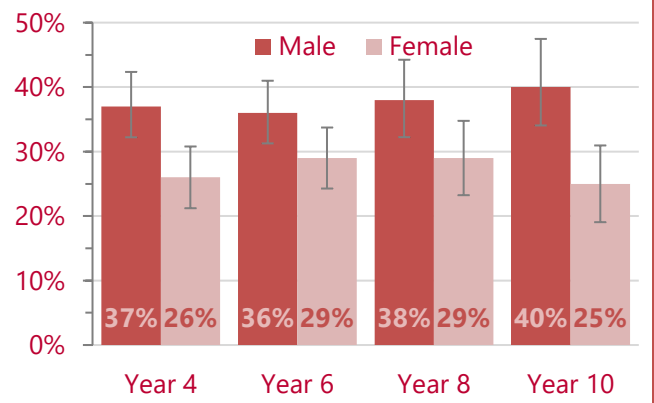
Primary and secondary schools

32% of primary pupils reported that they had had an **unintentional injury in the last 12 months** that was treated by a doctor or nurse.

32% of secondary pupils said they were treated for an **unintentional injury** by doctor or at a hospital **within the last year**.

In all year groups, males are more likely to have reported such an injury, to a statistically significant degree.

Chart 54: Percentage of primary and secondary pupils in 2024 reporting an unintentional injury in the last 12 months that was treated by a doctor or nurse, by year group and gender.



The most common **cause of unintentional injury** reported by primary and secondary school pupils were **sports injuries**.

Sport injuries were rather more common amongst male respondents in primary and secondary schools.

Table 8: Top 5 types of unintentional injury pupils report experiencing in the last 12 months:

Primary Males			Primary Females		
1	A sports injury	14%	A sports injury	8%	
2	A fall, trip or slip	8%	A fall, trip or slip	6%	
3	Other	6%	Other	5%	
4	Cut	4%	Cut	4%	
5	Animal bite or sting	1%	Animal bite or sting	2%	
Secondary Males			Secondary Females		
1	A sports injury	18%	A sports injury	12%	
2	A fall, trip or slip	6%	A fall, trip or slip	7%	
3	Other	5%	Other	5%	
4	Cycling injury	3%	Cut	2%	
5	Cut	3%	A burn or scald	1%	

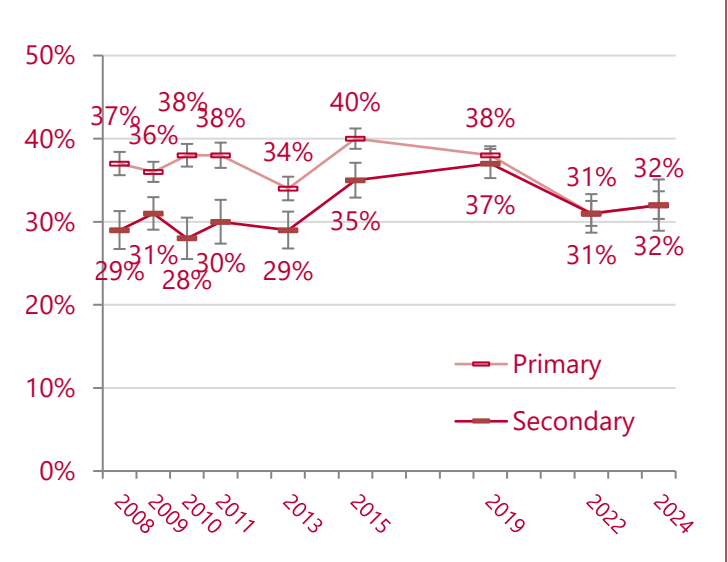
Trends

The percentage of pupils reporting an unintentional injury in 2022 and 2024 was quite similar, but both years were significantly lower than 2019. The 2022 rate of 31% was the lowest recorded for primary school pupils since the survey began. Rates have been lower in the past (2008 to 2013) for secondary school pupils.

Comparisons

33% of Year 6 pupils reported that they had had an unintentional injury in the last 12 months that was treated by a doctor or nurse, which is similar to the national reference sample statistic (31%); the figures for Y8 and Y10 pupils are 32% and 32% respectively.

Chart 55: Percentage of primary and secondary pupils in 2024 reporting an unintentional injury in the last 12 months that was treated by a doctor or nurse, by wave 2008-2024.



Variation in Bristol - Pupils reporting an unintentional injury in the last year

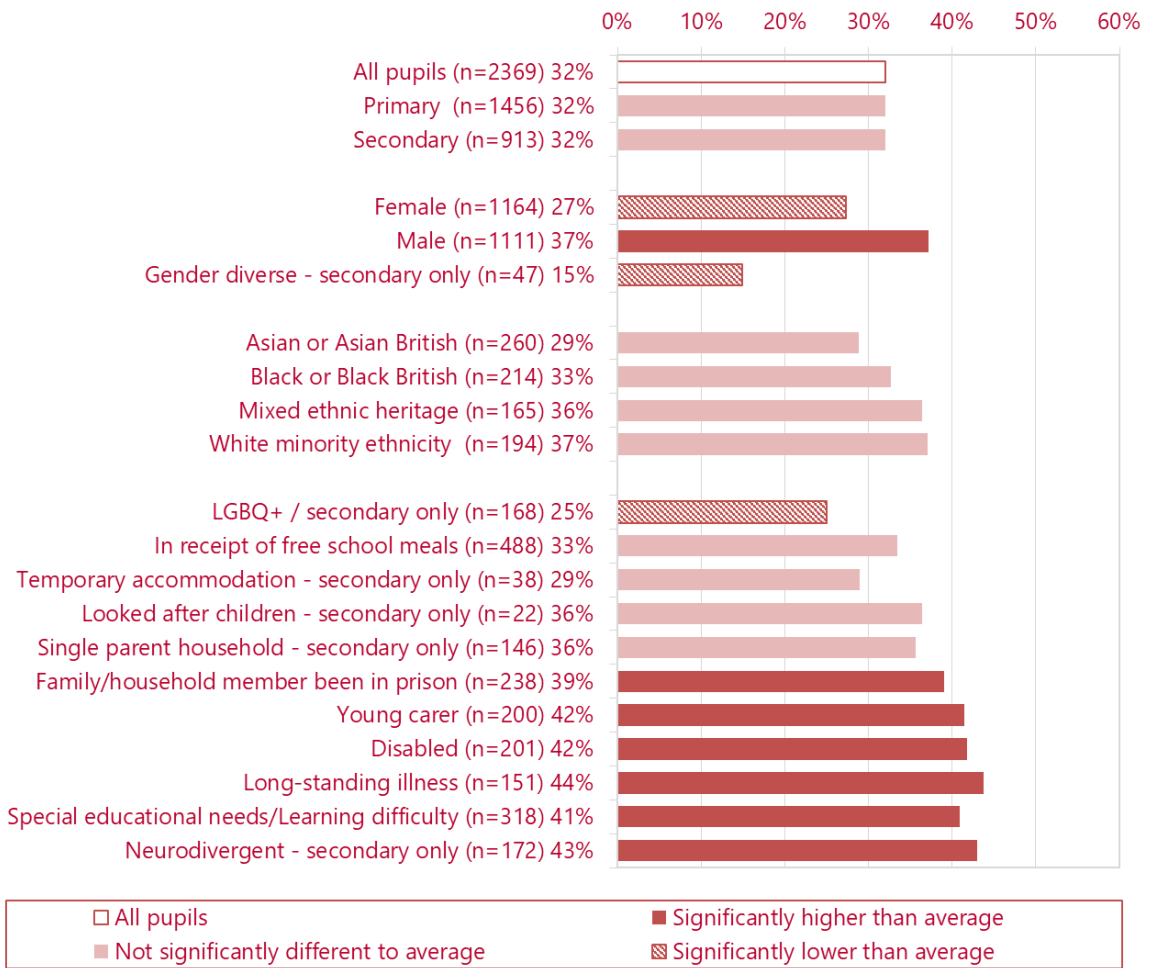
Chart 56 on the next page shows that a significantly lower prevalence of unintentional injury than the average (32%) was reported on average by; female pupils (27%), gender diverse pupils in secondary school (15%) and LBGQ+ pupils in secondary school (25%). These three groups were also significantly less likely on average to report that they had been physically active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on three or more days, in the week before the survey (presented in variation chart 12 in chapter 4 of this report). It is possible that their lower apparent average risk of unintentional injury may to a certain extent relate to a lower level of exposure to injury risk through less physical activity.

The opposite may be true to a degree for pupils with a long-standing illness, who reported a significantly higher average prevalence of unintentional injury to the average (44% vs 32%). This group reported a significantly higher than average level of physical activity in chart 12 and therefore be at elevated risk of injury partly due to this.

Those groups that reported a significantly lower average level of physical activity in chart 12 and have a significantly higher prevalence of unintentional injuries back this supposed correlation and are potentially of more concern as a result of suffering more injuries despite less physical activity. Young carers (42%) and pupils with a family/household member that has been in prison (39%) fit this description.

Disabled pupils (42%) and neurodivergent secondary school pupils (43%) also reported a significantly higher average prevalence of unintentional injuries than the average, with fairly typical levels of physical activity on chart 12.

Chart 56: Variation chart - Percentages of pupils, all and by group (followed by sample size and statistic); percentages of respondents who reported an unintentional injury in the last year.



9.2 Internet safety

Primary and secondary schools

86% of primary pupils and 92% of secondary pupils responded that they have **been told how to stay safe while chatting online**; 66% and 65% respectively say they **always follow the advice they have been given** (slightly up from 2022 figures).

Among **primary school** pupils, similar proportions of **boys and girls** report that they have been told how to stay safe while chatting online, while female pupils are slightly more likely to report that they always follow this advice.

Among **secondary school** respondents, female pupils were more likely to recall receiving this advice, and to follow the advice they have been given.

Secondary pupils were asked much more detailed questions about internet safety (see following table).

Chart 57: Percentage of primary and secondary pupils in 2024 who responded that they have been told how to stay safe while chatting online and always follow the advice they have been given (as a % of all pupils).

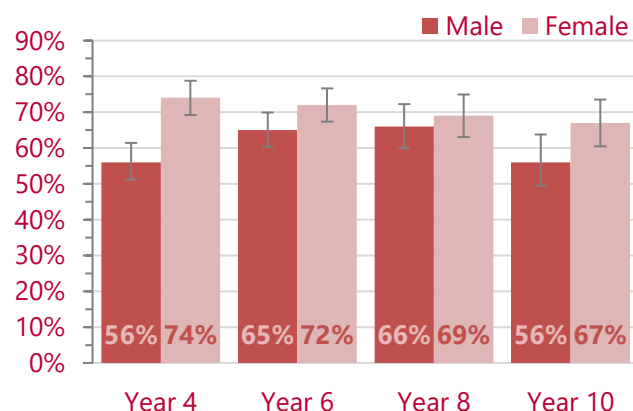


Table 9: Percentage of pupils responding 'yes' to the following questions about the Internet, by year group and gender (male and female only):

PRIMARY

a. Have you ever chatted online?

b. Have you ever been told how to stay safe while chatting online?

If yes, *do you always follow the advice you have been given?*

c. Have you ever met someone in real life whom you first met online?

Year 4		Year 6	
M	F	M	F
68%	64%	87%	85%
77%	88%	89%	92%
56%	74%	65%	72%
28%	18%	23%	14%

SECONDARY

a) Have you ever chatted on the Internet?

b) Have you ever been told how to stay safe while chatting online?

If yes, *do you always follow the advice you have been given?*

c) Have you ever met someone in real life whom you first met online?

If yes, *were they quite a bit older than you?*

d) Have you ever looked online at pornography?

e) Have you ever seen pictures online that upset you?

f) Have you ever sent sexual images of yourself ('sexting')?

g) Has someone who knows you ever sent 'sexting' images of you?

h) Have you ever received 'sexting' images?

If so, what did you do about it?

Sent them to someone else

Told a responsible adult

Informed the person in the picture

Deleted the images

Did nothing (ignored it)

Year 8		Year 10	
M	F	M	F
87%	83%	88%	82%
88%	92%	94%	94%
66%	69%	56%	67%
26%	19%	25%	22%
9%	2%	6%	6%
14%	9%	44%	11%
24%	35%	36%	47%
2%	1%	7%	8%
2%	2%	2%	5%
11%	19%	28%	32%
1%	0%	1%	1%
2%	1%	2%	1%
0%	0%	2%	0%
3%	8%	6%	9%
6%	13%	13%	22%

9.3 Neighbourhood safety

Secondary schools

Secondary pupils were asked to rate their safety in different settings on a scale from 'very good' to 'very poor'.

Young people find **going out after dark** the least safe situation in the area where they live, with less than half of pupils reporting that they felt their safety was good or very good in those circumstances and approximately a quarter of pupils reporting that their safety was poor or very poor going out after dark.

There is greater dissatisfaction with neighbourhood safety among female pupils compared with males, for almost every measure shown in the tables to the right.

Table 28: Percentage of secondary pupils rating their safety at the following times as 'good' or 'very good' in the area where they live:

	Male		Female	
1	Safety when going out during the day	83%	Safety when going out during the day	76%
2	Safety when going to and from school	75%	Safety when going to and from school	67%
3	Safety at school	68%	Safety at school	61%
4	Safety when using public transport	63%	Safety when using public transport	38%
5	Safety when going out after dark	45%	Safety when going out after dark	31%

Table 29: Percentage of pupils rating their safety at the following times as 'poor' or 'very poor' in the area where they live:

	Male		Female	
1	Safety when going out after dark	22%	Safety when going out after dark	30%
2	Safety when using public transport	10%	Safety when using public transport	17%
3	Safety at school	8%	Safety at school	10%
4	Safety when going to and from school	6%	Safety when going to and from school	6%
5	Safety when going out during the day	2%	Safety when going out during the day	4%

Trends over time

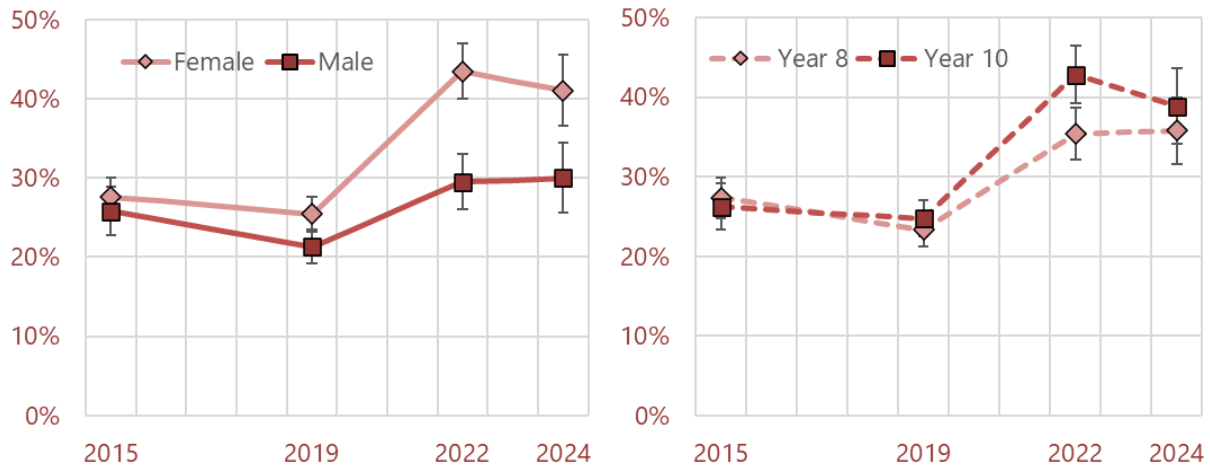
Chart 58 on the next page presents the trends over time for a composite measure of the percentage of pupils that reported their perception of their safety as being 'poor' or 'very poor' in any of the 5 settings listed in table 28 and 29 above, as an overall indication of how safe they feel outside the home.

What is apparent for all the groups of pupils presented on the charts and all secondary pupils surveyed is a significant increase in the percentage reporting their safety outside the home as 'poor' or 'very poor', between 2019 and 2022, across the period of the Covid-19 pandemic. Before and after this period, the trends are flatter or declining slightly but the statistics reported in 2024 remain well above those reported in 2015 and 2019 suggesting a marked and so far, persistent change for the worse in the pupil perception of their safety outside the home.

From 2015 to 2019 the statistics reported by year 8 and year 10 were very similar, and those for female pupils were slightly worse than those reported by male pupils, but the difference was not significant. The post-2019 changes have affected all groups in the charts but female pupils and year 10 pupils more so with the result that female pupils in 2022 and 2024 were significantly more like than male pupils to report 'poor' or 'very poor' safety (as commented on above in reference to table 29 appears to relate to all settings). In 2022 year 10 pupils were significantly more likely to report 'poor' or 'very poor' safety outside the home than year 8 pupils, but by 2024 this disparity reduced and their statistics are now similar again.

Overall, for year 8 and year 10, between 2015-2019 and 2022-2024, the proportion of pupils reporting 'poor' or 'very poor' safety in any setting, grew from 25% to 38%, a 52% increase in proportional terms.

Chart 58: Percentage of secondary pupils 2015 to 2024 reporting their safety as 'poor' or 'very poor' in any setting; going out during the day, going out after dark, going to and from school, using public transport or at school by academic year (y8 and y10) and gender (only female and male).



Variation in Bristol – Secondary pupils reporting their safety as 'poor' or 'very poor' in any setting; going out during the day, going out after dark, going to and from school, using public transport or at school

Chart 59: Variation chart - Percentages of pupils, all and by group (followed by sample size and statistic); Secondary pupils reporting their safety as 'poor' or 'very poor' in any setting; going out during the day, going out after dark, going to and from school, using public transport or at school.

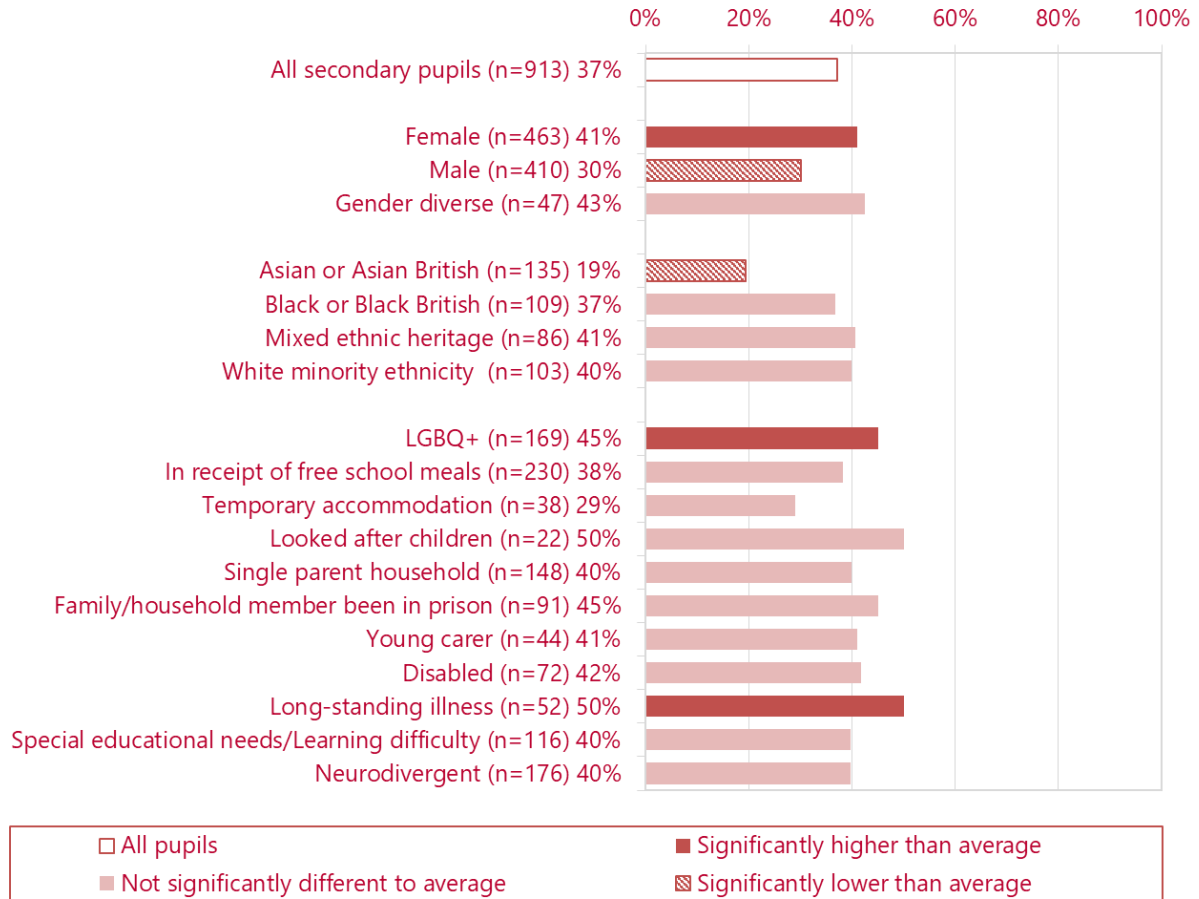


Chart 59 on the previous page indicates that in comparison to the secondary school average for this measure of 37%, female pupils (41%), LGBTQ+ pupils (45%) and pupils with a long-standing illness (50%) were significantly more likely to report that their perception of safety in any of the settings/circumstances listed in the tables above, was 'poor' or 'very poor'.

Male pupils were on average (30%) were significantly less likely to report this, as were pupils of Asian or Asian British ethnicity (19%), almost half as likely in fact as pupils of any other ethnic group.

Looked after children had a very high likelihood of reporting that their safety was 'poor' or 'very poor' (50%) but the relatively small sample of responding pupils in secondary school in this group (n=22) may have limited the possibility of identifying a significant result.

9.4 Carrying a knife (or other weapon) outside the home

For the first time in the Bristol Pupil Voice survey secondary school pupils were asked the following questions relating to the carrying of weapons in the 2024 survey;

- Has anyone you know ever carried a knife (or other weapon) outside their home?
- Have you ever carried a knife (or other weapon) outside your home?

The answer options to both of these questions were: no, not sure, yes or 'don't want to say'

It is very important to offer the option of non-response (i.e. not sure or don't want to say) when the subject matter is contentious or potentially criminal, to avoid any sense of coercion or compulsion to respond and to set the resulting findings in proper context. In the event, just 6% of pupils told us they were not prepared to respond to the question relating to 'anyone you know' and 4% to the question relating to themselves. The question relating to 'anyone you know' had a fairly large proportion of don't knows (26%) and this should be borne in mind when interpreting the 'yes' answers to that question. There were relatively few in response to the question relating to themselves (3%) so the 'yes' proportion to that question is likely to be a more precise finding. See chart 60 on the next page for the precise response percentages to these questions, by response option.

In summary:

23% of secondary pupils told us that **they, or someone they know** had carried a knife or other weapon outside of the home.

21% of secondary pupils told us **someone they knew** had carried a knife or other weapon outside of the home.

The proportion was higher for male than female pupils on average (24% vs 17%) but the difference was not statistically significant. The proportion was also higher (but not significantly so) for year 10 pupils than year 8 pupils (25% vs 18%).

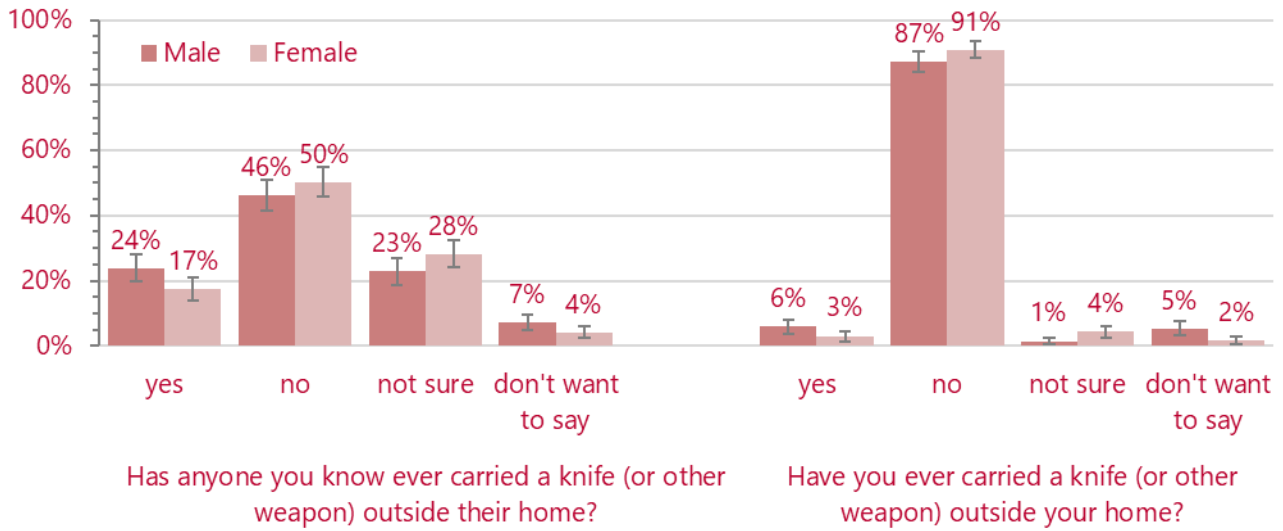
5% of secondary pupils told us **they** had carried a knife or other weapon outside of the home.

The proportion was higher for male than female pupils on average (6% vs 3%), but the difference was not statistically significant. The proportion was also higher (but not significantly so) for year 10 pupils than year 8 pupils (5% vs 4%).

Compared to the secondary school average of 21%, we found that pupils reporting their safety as 'poor' or 'very poor' in any setting (see previous section 9.3) were more likely on average to tell us that someone they knew had carried a knife or other weapon outside the home (27%). This difference was not statistically significant but may help explain their heightened perception of the risk to their safety outside of the home to a certain extent potentially. This group were no more likely to report carrying a knife or other weapon themselves than the average.

Pupils who reported that they were experiencing any form of bullying behaviours on a daily or frequent basis, were also more likely on average to tell us that someone they knew had carried a knife or other weapon outside the home (32%), and this was significantly higher than the secondary school average statistic of 21%. They were also more likely to report carrying a knife or other weapon themselves (7% vs 5% average), but this difference was not statistically significant.

Chart 60: Percentages of secondary pupils (year8 and year 10) by their responses to; Has anyone you know/have you ever carried a knife (or other weapon) outside the home.





10 Domestic and sexual violence

10.1 Experiences of violence or aggression

Secondary schools

Domestic violence and aggression

24% of secondary pupils responded that there was shouting and arguing at home in the month before the survey that worried them, while 11% said they 'don't know' if there was.

6% of pupils responded that there has been bullying/controlling behaviour at home in the month before the survey that worried them, while 9% said they 'don't know'.

7% of secondary pupils responded that there was violence at home in the month before the survey, while 8% said they 'don't know' if there was.

For all three of the behaviours reported, female pupils were more likely to report witnessing them, and in the case of shouting/arguments the difference between the female statistic (28%) and male statistic (17%), was statistically significant.

Trend over time

The Bristol Pupil Voice survey has been asking about shouting/arguments and violence witnessed in the home, since 2013 with an additional question on bullying/controlling behaviours included from 2019 onwards.

Chart 62 to the right shows that the frequency of secondary pupils reporting shouting or arguing in the home that worried them has grown markedly and fairly consistently with every survey since 2013, from 14% to 24% in 2024.

The prevalence of reports of violence in the home were very consistent 2013 to 2019 at around 6% but increased around the pandemic in the results of the 2022 survey to 8%, before declining a little more recently to 7%. The prevalence of pupils reporting bullying/controlling behaviours in the home follow a similar track 2019 to 2024.

Chart 61: Percentage of secondary pupils in 2024 who reported that there was 'shouting and arguing', 'bullying/controlling behaviour' and/or 'violence' at home in the month before the survey, by gender.

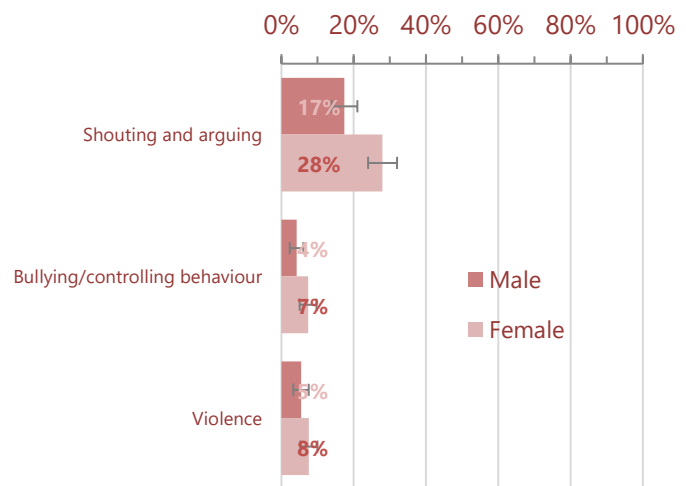
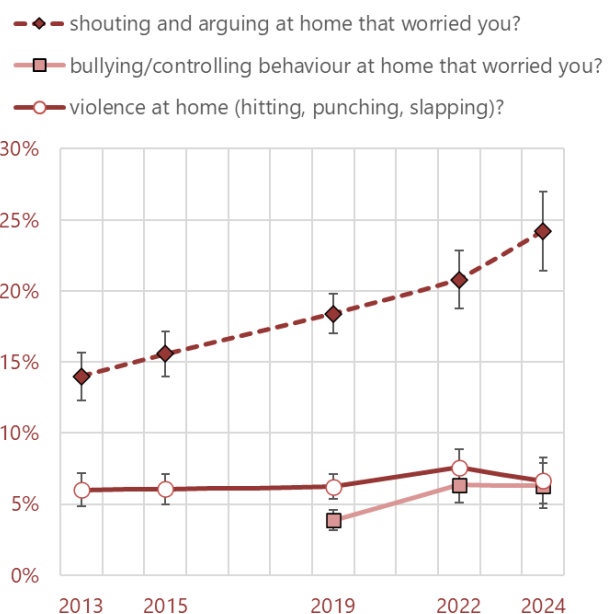


Chart 62: Percentage of secondary pupils 2013-2024, who reported that there was 'shouting and arguing', 'bullying/controlling behaviour' and/or 'violence' at home in the month before the survey.



Relationship violence

48% of secondary pupils in 2024 said that hitting your boy/girl friend is always wrong; **41%** said that hitting anyone is always wrong.

There is a large disparity in responses from boys and girls to these questions, as the chart adjacent illustrates.

5% of secondary pupils responded that they would think **the person probably deserved it** if they got hit by their boy/girlfriend, while 34% would wait to **hear more about it before deciding** what to think.

Comparisons

44% of secondary pupils responded that they have found **school lessons about safety** 'quite' or 'very' useful (39% in 2022); rather higher than the 27% that we see in the national reference sample.

10% have found the lessons 'not at all useful' and 11% couldn't remember any.

Trends over time - relationship violence attitudes

There appears to be something like an inverse relationship apparent in chart 64, between a tolerance or acceptance of relationship violence and violence more generally.

The proportion of secondary pupils agreeing that 'that hitting your boy/girlfriend is always wrong' peaks at 52% in 2013, then falls to 46% for three surveys (2015 to 2022) before rising a little to 48% in 2024.

Over the same period the proportion of secondary pupils agreeing 'that hitting anyone is wrong' does almost the opposite, rising to its peak of 52% in 2015 from 47% in 2013, but then does tend to decline gradually over time to a low of 40% in 2024.

In 2015 and 2019 a significantly higher proportion of secondary pupils agreed that *hitting anyone is wrong*, than agreed *hitting your boy/girlfriend is always wrong*. The reverse is true in the 2024 survey results.

Chart 63: If you heard that someone in your year had been hit by their boyfriend or girlfriend, what might you think?

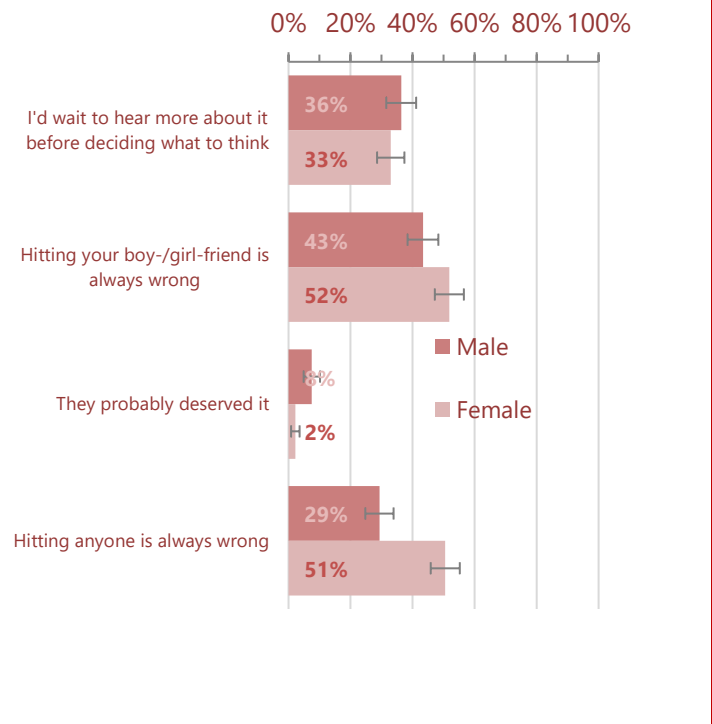
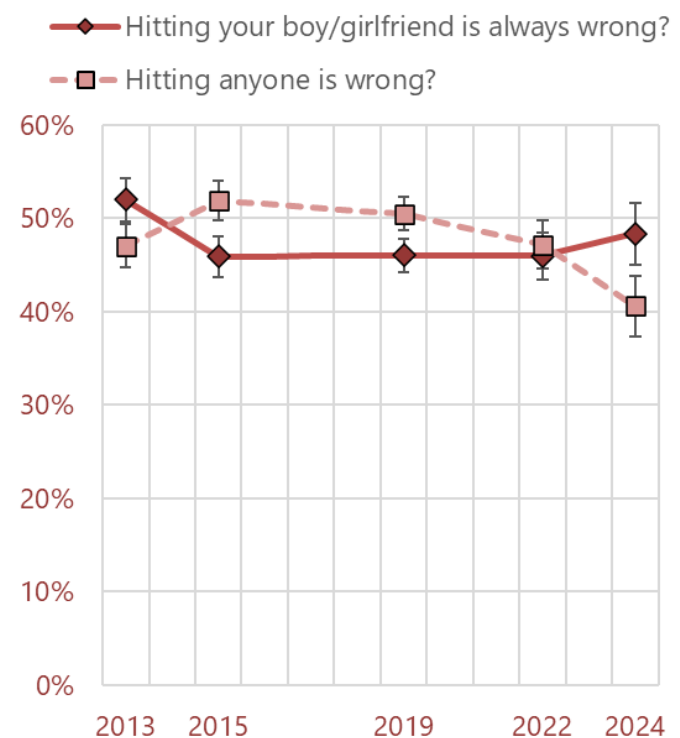


Chart 64: If you heard that someone in your year had been hit by their boyfriend or girlfriend, what might you think?
Trends in selected responses 2013 to 2024.



11 Bullying

11.1 Perceptions of bullying

Primary and secondary schools

39% of primary pupils reported they felt **afraid of going to school because of bullying** at least 'sometimes'. Female pupils were more likely to report this than male pupils and this difference was statistically significant for primary school pupils overall (Females = 45%, Males= 32%)

20% of secondary pupils responded that they **didn't want to go to school because of bullying** at least 'sometimes' in the month before the survey. As observed for primary school pupils, female pupils were more likely to report this than male pupils and this difference was statistically significant for secondary school pupils overall (Females = 25%, Males= 12%).

Comparisons

39% of primary pupils reported they felt **afraid of going to school because of bullying** at least 'sometimes', which is similar but slightly higher than the 36% seen in the national reference sample. This difference was also found in previous reports.

Trends

The proportion of primary school respondents reporting that they felt afraid to go to school (at least sometimes) due to bullying was between 30% and 33% from 2008 to 2013, but since then has consistently been significantly higher (37% to 43%). There does not seem to have been a change in the style or wording of the question over that period that might help explain this.

Over the same period, the prevalence of these views amongst secondary school respondents fell from 21% in 2009, slowly but consistently to 14% in 2019, before increasing significantly since then to 19% in 2022 and 21% in 2024. The latest year of the survey has seen the highest values overall (combining primary and secondary responses) for this measure since the survey started in 2008.

Chart 65: Percentage of primary and secondary pupils in 2024 who reported feeling afraid of going to school because of bullying at least 'sometimes' (secondary: 'in the last month'), by year group and gender.

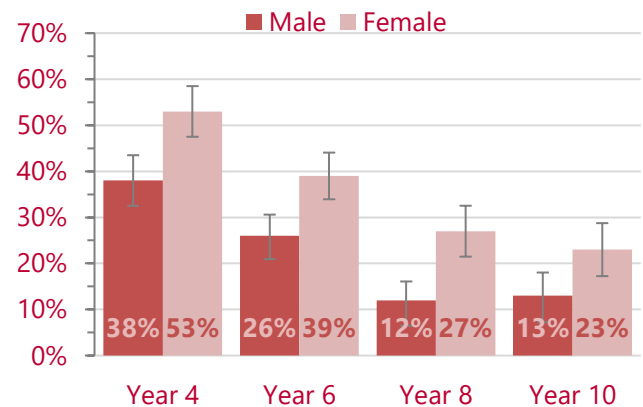
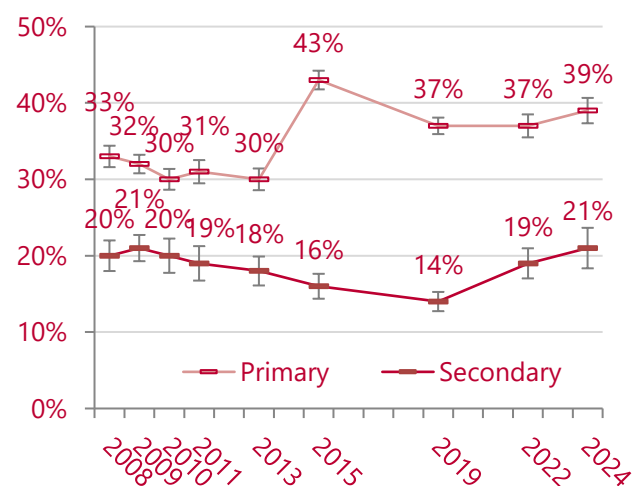


Chart 66: Percentage of primary and secondary pupils in 2008-2024 who reported feeling afraid of going to school because of bullying at least 'sometimes' (secondary: 'in the last month'), by phase.



11.2 Experience of bullying

Primary and secondary schools

We offered primary and secondary pupils a list of behaviours associated with bullying.

The wording in the primary questionnaire was 'a few times' and in the secondary questionnaire 'sometimes'.

Table 30: Percentage of pupils responding that they have experienced the following at least a 'few times'/'sometimes' in the last month (top 10):

Primary Boys			Primary Girls		
1	Pushed/hit	53%	Pushed/hit	54%	
2	Called nasty names	39%	Teased/made fun of (in a way you didn't like)	45%	
3	Teased/made fun of (in a way you didn't like)	38%	Called nasty names	44%	
4	Your belongings taken/broken	28%	Your belongings taken/broken	37%	
5	Ganged up on	27%	Touched in ways you didn't like	28%	
6	Called 'gay' in a nasty way (whether you are gay or not)	25%	Ganged up on	26%	
7	Touched in ways you didn't like	25%	Nasty comments were made about your body size/weight	24%	
8	Nasty comments were made about your body size/weight	21%	Received a hurtful, unwanted or nasty text, call or voicemail on your 'phone	22%	
9	Threatened in other ways	20%	Threatened in other ways	19%	
10	Received a hurtful, unwanted or nasty text, call or voicemail on your 'phone	14%	Called 'gay' in a nasty way (whether you are gay or not)	16%	

Secondary Males			Secondary Females		
1	Teased/made fun of (in a way you didn't like)	43%	Teased/made fun of (in a way you didn't like)	57%	
2	Called nasty names	37%	Called nasty names	42%	
3	Pushed/hit	37%	Pushed/hit	37%	
4	Called 'gay' in a nasty way (whether you are gay or not)	31%	Nasty comments were made about your body size/weight	35%	
5	None of the above (or incomplete)	31%	Received a hurtful, unwanted or nasty message	27%	
6	Nasty comments were made about your body size/weight	28%	None of the above (or incomplete)	26%	
7	Your belongings taken/broken	18%	You didn't want to go to school because of bullying	25%	
8	Received a hoax/prank call	18%	Received a hurtful, unwanted or nasty text, call or voicemail on your 'phone	25%	
9	Someone used/changed a picture to humiliate you	14%	Received a hoax/prank call	24%	
10	Experienced sexual comments, jokes, gestures (in a way you didn't like)	14%	Experienced sexual comments, jokes, gestures (in a way you didn't like)	21%	

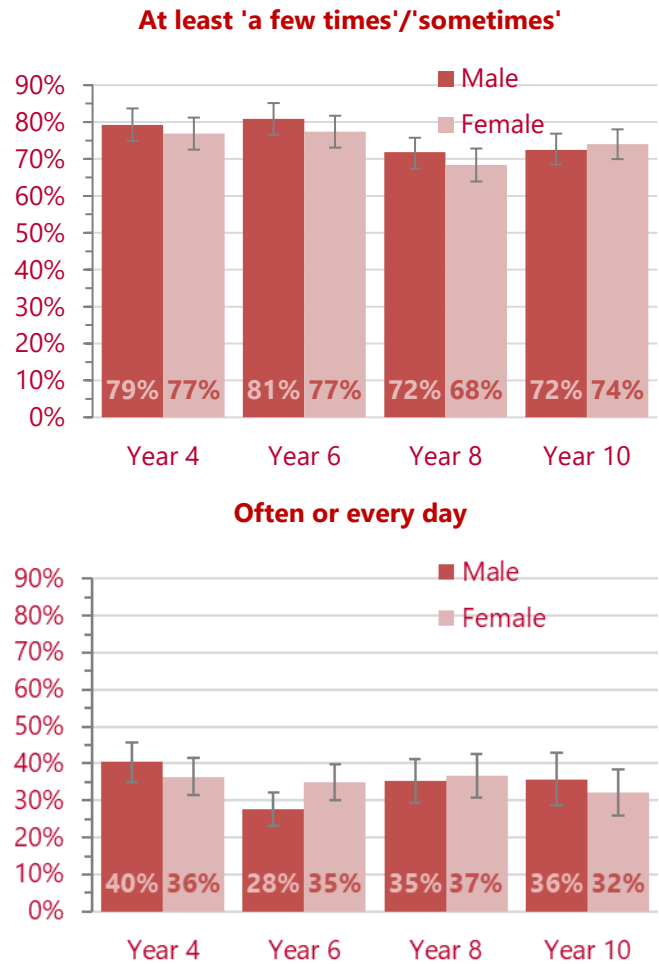
79% of primary pupils and 72% of secondary pupils reported they had **experienced at least one of these bullying or aggressive behaviours** in the last month, either 'a few times'/'sometimes' or more often.

Around half of this group, 36% of both primary and secondary pupils reported that these experiences were *often or every day*.

There is some difference to be seen here between the results reported by female and male, but the difference is not statistically significant and the direction not consistent. We can consider the reported incidence of bullying experiences to be statistically similar for female and male pupils based on these results.

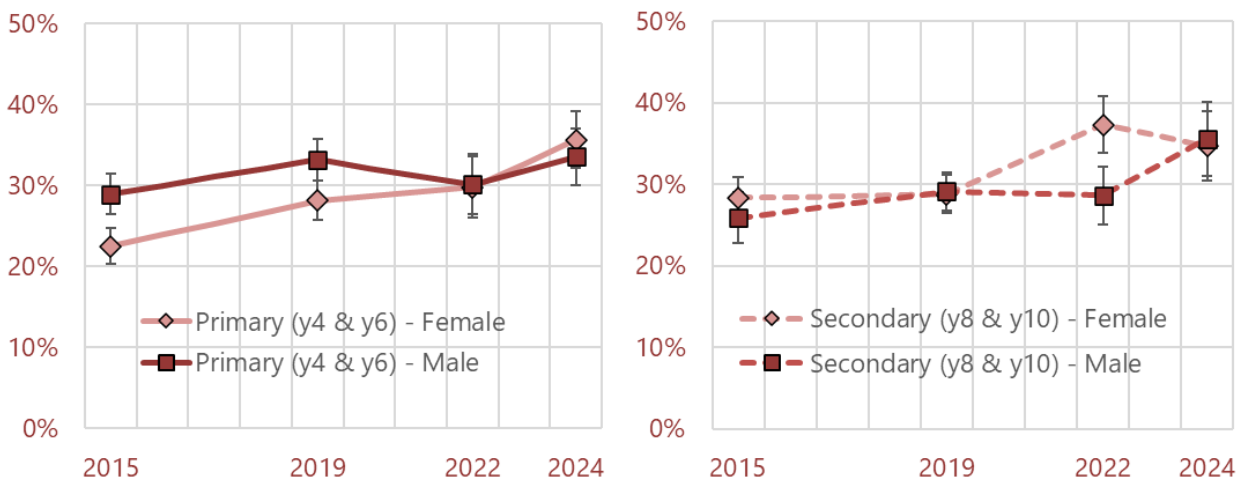
This is at odds with the disparity in pupil responses to the effect that they were afraid to go to school, where female pupils were much more likely to report this. There appears therefore to be a considerable gendered difference in the response to/perception/impact of these experiences, and/or in the willingness to report that they are leading to fear about attending school.

Chart 67: Percentage of primary and secondary pupils in 2024 reporting experience of behaviours associated with bullying, in the last month, by year group and gender.



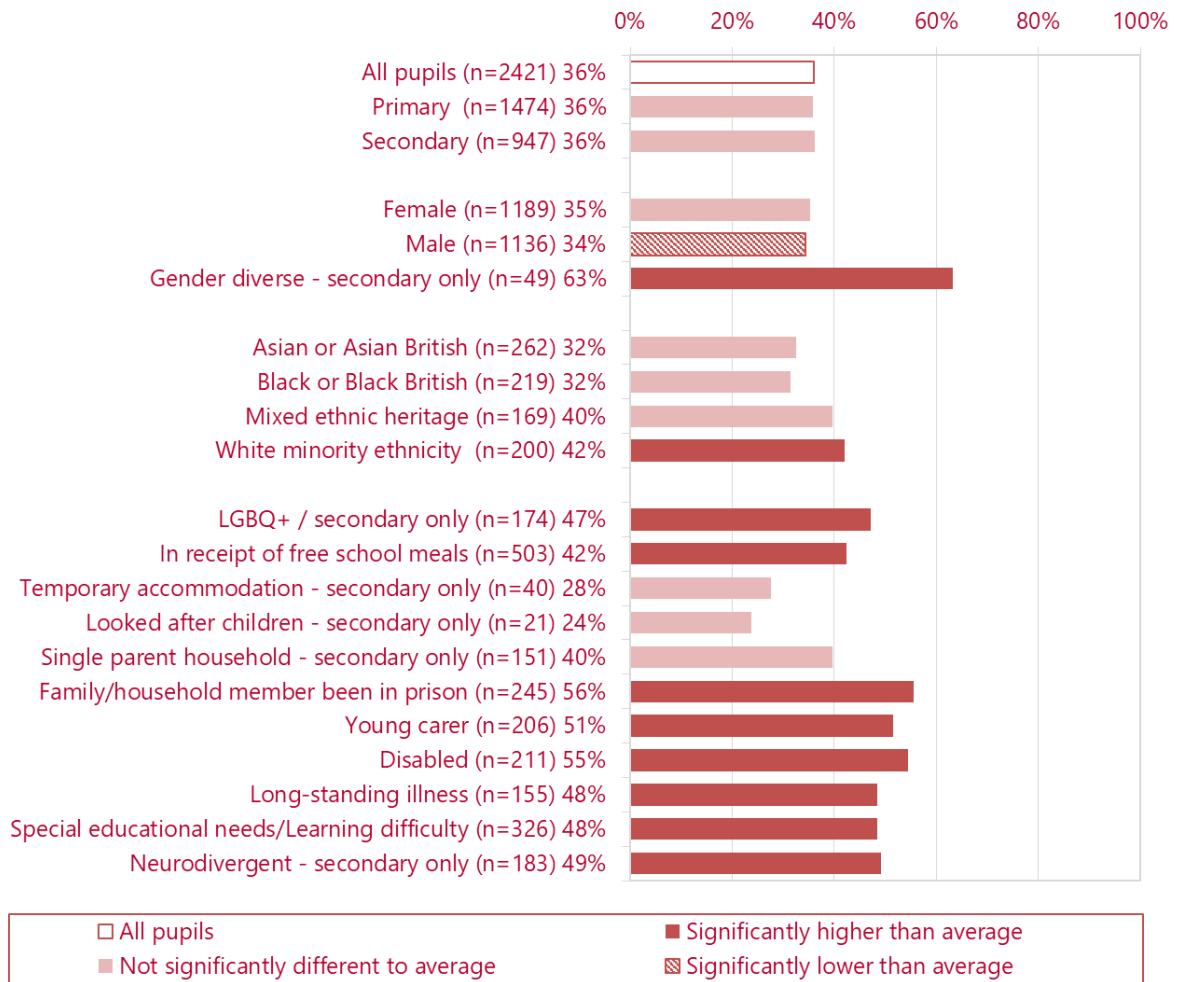
The trends presented in chart 68 below indicate that the prevalence of frequent bullying experiences reported by pupils in the period since 2015 has gradually increased for female pupils in primary school. There is an increase apparent since 2019 for female and male pupils in secondary school also, with a significant rise for female pupils between 2019 and 2022, and marked (but non-significant one) for male pupils 2022 to 2024.

Chart 68: Percentage of primary and secondary pupils 2015 to 2024 reporting experience of behaviours associated with bullying, **often or every day** in the last month, by school stage and gender (only female and male).



Variation in Bristol - Pupils reporting experiences of bullying often/daily in the last month

Chart 69: Variation chart - Percentages of pupils, all and by group (followed by sample size and statistic); reporting they were bullied often/daily in the last month, all and by group.



The analysis presented in chart 69 above shows that overall, only male pupils on average were significantly less likely to report that they were experiencing frequent bullying, but the difference was small (34% vs average of 36%).

In contrast, a relatively large number of the groups included for comparison in this analysis were significantly more likely to report frequent bullying experiences than the average of 36%, and some of them by a relatively large margin of difference; gender diverse pupils in secondary schools (63%), pupils of white minority ethnicity (42%), LGBQ+ pupils in secondary schools (47%), pupils in receipt of free school meals (42%), pupils with a family/household member that has been to prison (56%), young carers (51%), disabled pupils (55%), pupils reporting a long-standing illness (48%), pupils with a special educational need/learning difficulty (48%) and neurodivergent pupils in secondary schools (49%).

11.3 Schools' response to bullying

Primary and secondary schools

54% of primary pupils responded that their **school takes preventing bullying seriously**, 18% said their school does not. A further 20% were unsure.

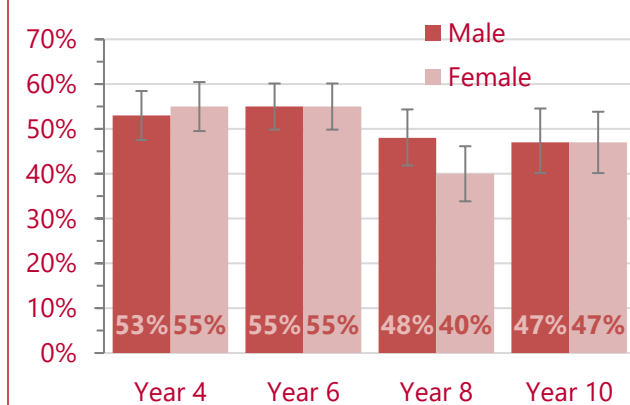
This measure has declined significantly since 2015 (73%) and 2019 (80%) but is similar to the 2022 result (58%).

43% of primary pupils in 2024 that reported *frequent bullying experiences (often/daily)* reported that their school takes preventing bullying seriously.

45% of secondary pupils reported they think their **school takes bullying at least fairly seriously** (41% in 2022, 53% in 2019, 51% in 2015).

33% of secondary pupils in 2024 that reported *frequent bullying experiences (often/daily)* reported that their school takes preventing bullying seriously.

Chart 70: Percentage of primary and secondary pupils in 2024 who reported their school takes preventing bullying 'seriously' (primary) / school takes bullying 'fairly' or 'very seriously' (secondary).



Comparisons

31% of secondary pupils (years 8 and 10) responded that they have found school lessons about bullying 'quite' or 'very' useful, which is identical to the 31% seen in the national reference sample.

11.4 Responses to Bullying

Primary & Secondary schools

48% of primary pupils responded that they told a *parent/carer* about the negative behaviour they have experienced (another 12% their sibling). Approximately a quarter would talk to a *friend*, while 18% said they told a *member of staff at school*. 20% of primary boys and 12% of primary girls said they would tell *no-one at all*.

Around a quarter of secondary school pupils told us they reported their experiences to a *parent or carer*, and a similar proportion would tell a *friend* or *no-one at all*. Less than 10% told us they would share their experience with *school staff*.

Table 31: Percentage of primary and secondary pupils in 2024 responding that they told the following people about the negative behaviour they experienced (top 5):

	Primary Males	Primary Females
1	Parent/carer 47%	Parent/carer 50%
2	No-one 20%	A friend 31%
3	A friend 19%	School staff 21%
4	School staff 15%	Brother/sister 13%
5	Brother/sister 11%	No-one 12%

	Secondary Males	Secondary Females
1	No-one 27%	A friend 32%
2	A friend 22%	Parent/carer 30%
3	Parent/carer 22%	No-one 22%
4	School staff 7%	Brother/sister 13%
5	Brother/sister 6%	School staff 9%

11.5 Association Bullying & Mental Wellbeing

Comparing the responses to the question on the frequency with which bullying behaviours were experienced, with the scores achieved for mental and emotional wellbeing*, allows us to investigate the association between bullying and wellbeing. There is a simplified example of this in charts 49 and 50 in section 7.3 of the report, which showed that pupils reporting frequent bullying (often/daily) were significantly more likely on average to also report a low mental wellbeing score. In other words, frequent bullying is associated with low mental wellbeing. The analysis on this page looks at the association in more ways and more detail.

Within the survey response data there is a marked and consistent association between lower wellbeing scores and experience of bullying behaviours, where individuals experiencing more frequent bullying are more likely to achieve lower wellbeing scores and less likely to attain higher scores. This is what is known as a 'dose response' and this adds weight to there being a causal relationship between bullying and mental wellbeing. It is not in itself absolute proof however.

On the chart opposite, the dotted lower wellbeing lines generally climb, and the solid higher wellbeing lines fall, as the frequency of bullying increases from left to right.

It is not possible to determine from these figures if bullying has a detrimental effect on wellbeing, or if pupils with poor emotional wellbeing are more likely to be bullied, or both occur to different degrees.

*Secondary pupils were assessed using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) and primary pupils the Stirling Children's Wellbeing Scale (SCWBS).

Chart 71: Percentages of pupils with 'medium-low' or 'medium-high' wellbeing scores in 2024, by frequency of bullying experiences and year group.





12 School (PSHE & Absence)

12.1 Useful school lessons

Secondary schools

Secondary school pupils were asked about topics in PSHE and whether lessons they recalled were at all useful.

Table 32 presents a summary of their responses with the topics ordered by overall usefulness derived from combining the choices into a single score.

There was a wide variety of feelings in respect of all the lesson topics, but for all but lessons relating to 'managing money' the majority of pupils found them of 'some use' or more.

Lessons about *safety*, *physical activity*, *drug education* and *mental health and well-being* are considered the most useful on the list overall. Lessons relating to *managing money* had the lowest usefulness ratings by some margin compared to the other topics.

Year 10 pupils also rated their lessons about *Sexually transmitted infections* and *Contraception and pregnancy* highly (which Y8 pupils would likely not yet have received).

Table 32: Percentage of all secondary pupils (ages 12-15y) in 2024 rating the usefulness of school lessons on different topics – Most popular option highlighted.

	Can't remember any	Not at all useful	Some use	Quite useful	Very useful
Physical activity	13%	10%	28%	28%	20%
Safety	11%	10%	34%	27%	17%
Mental health and well-being	13%	18%	31%	25%	12%
Drug education (including alcohol and tobacco)	15%	15%	34%	26%	10%
Inclusion (e.g. gender, ethnicity, impairment, attainment and background)	18%	16%	28%	21%	15%
Healthy eating	17%	16%	31%	24%	11%
Cooking	24%	13%	24%	22%	16%
Environment/sustainability/ climate change	18%	16%	31%	21%	12%
Contraception and pregnancy	20%	17%	28%	26%	9%
Other aspects of sex and relationships	20%	18%	29%	25%	8%
Bullying	16%	23%	30%	20%	10%
Sexually transmitted infections	25%	16%	28%	23%	8%
Managing money	43%	20%	22%	7%	7%

Associations – Drug education and illegal drug-use

In 2024, 72% of Bristol secondary school respondents that reported never having used illegal drugs also told us that they rated their drug education lessons as being of at least some use. Pupils that had ever taken illegal drugs were significantly less likely to report this (59%) and those that reported drug use during the latest month even more so (55%).

A similar association is found in other data sets and areas (<http://sheu.org.uk/content/page/report-drugs>); this could indicate that pupils who rate their drug education lessons as 'useful' to some extent are much less likely to use drugs, although the direction of causation may be that users do not consider such lessons useful.

Variation in Bristol – Usefulness of lessons on PSHE topics

76% of secondary school respondents found their lessons on the PSHE topics presented in table 32 (on the previous page), at least of ‘some use’ for 6 or more topics. There was relatively little statistically significant variation in this measure between the demographic, ethnic and other groups that we identify within the overall response cohort.

The only exceptions were three groups with significantly lower proportions for this measure which may indicate that the lessons are not as accessible or perceived as relevant for these groups. They included pupils in receipt of free school meals (67%), pupils where a family/household member had been to prison (62%) and neurodivergent pupils (67%).

12.2 Absence from school

Methodological note

The way in which the questions on pupil absence from school are presented in the Pupil Voice survey and the self-completed nature of the survey more generally, means that blank responses to all or part of the question on days missed from school over the last month can be interpreted in a variety of ways; as a question not answered, or a blank meaning zero days of absence, but it is not possible to be certain of the correct interpretation post-hoc.

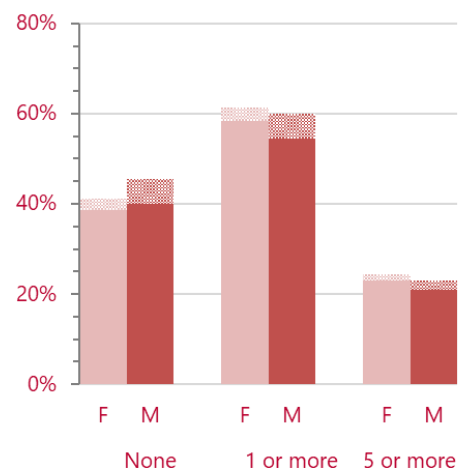
Throughout the analyses presented in this report pragmatic decisions are employed to account for this aspect of survey response data to ensure the statistics are a reasonable reflection of the response collected and the resulting statistics meaningful. In the case of the question on school absence there is more than one reasonable way to interpret non-response, and these interpretations can have a significant effect on the resulting statistics. So, the statistics on the percentage of pupils reporting one or more days of total absence from school during the month prior to the survey are presented as a range based on two slightly differing approaches to inclusion of pupils in the calculation of statistics. For the purposes of this report, we can treat these as a conservative estimate (including more pupils) and a more precise estimate (but which includes fewer pupils), but it is important to appreciate the uncertainty in the estimates that follow.

Primary school

Table 33: Percentage of **primary** pupils (y4 & y6) by the number of days they reported missing school during the month prior to the survey.

Primary (y4 & y6)			
	ALL	Female	Male
None	39% - 43%	39% - 41%	40% - 45%
1 or more days	57% - 61%	58% - 61%	54% - 60%
5 or more days	22% - 24%	23% - 24%	21% - 23%

Chart 72: Percentage of **primary** pupils (y4 & y6) by the number of days they reported missing school during the month prior to the survey; female and male pupils (as per table 33).



Approximately **57% to 61%** of primary pupils told us that they had been absent from school for one or more days in the month prior to the survey. **22% to 24%** reported missing 5 or more days.

There appears to be relatively little difference in these statistics between female and male pupils.

The majority of primary pupils (around 2/3) reported that they missed no days, or 1 or 2 days of school during the month prior to the survey. Around 1-in-10 pupils reported missing 6-10 days, and around 1-in-15 more than 2 weeks in the month.

Reasons for absence

Table 34 below shows that the most commonly cited reasons for taking a day off school, reported by primary school pupils in 2024 were *illness and injuries*, *medical appointments* and *day trips or holidays in term time*. This is very similar to the results in 2022.

Illness and/or injury was the reason for the absence of more than 1/3 of pupils during the month prior to the survey, and accounted for a similar proportion of the total days of absence reported by all primary school pupils responding to the survey.

Medical appointments were behind the absence of around 1/4 of pupils, but as these typically tend to require only a day or part-day of absence to attend they are only responsible for 13% of the overall total absence days.

In contrast, *day trips and holidays in term time* were reported by fewer pupils (18%-19%) but due to longer durations of absence for holidays probably, they contributed 20% of the overall total of absence days reported.

These three reasons accounted for around 2/3 of all absence reported by primary pupils. Of the remainder *worries about school or bullying* more specifically were responsible for almost another 20% of the overall total of absence days reported once combined. More than 5% of pupils took time off school for *shopping or birthdays*, and a little more (6%-7%) took off time to *help someone at home*.

Mainly, there were not large differences to be found between the proportion of female and male pupils reporting school absence for most of the reasons cited. Female pupils were more likely to report absence for *medical appointments* and *worries relating to school or bullying*.

Table 34: Percentage of total school absence reported by **primary** school pupils during the month prior to their completion of the Pupil Voice survey, and the percentage of pupils reporting one or more days absence (all/female/male), by the reason for the absence.

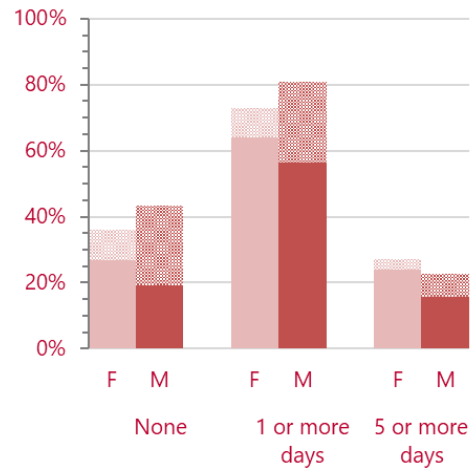
Reason for absence	% of total days of school absence	% of pupils reporting one or more days absence for this reason		
		ALL	Female	Male
Ill or injured	35%	35% - 38%	37% - 38%	34% - 38%
Day trip / holiday in term time	20%	18% - 19%	20% - 21%	17% - 19%
Appointments doctor/dentist	13%	24% - 26%	27% - 28%	21% - 23%
Worries about school	10%	9% - 10%	12%	6% - 7%
Worries about being bullied	8%	6% - 7%	7% - 8%	5%
Helping or looking after someone at home	4%	6% - 7%	6% - 7%	6% - 7%
Shopping	4%	5% - 6%	5%	6% - 7%
My birthday	3%	6% - 7%	7%	6%
Other	3%	2%	2%	2% - 3%
I had my period	1%	1%	3%	

Secondary school

Table 35: Percentage of **secondary** pupils (y8 & y10) by the number of days they reported missing school during the month prior to the survey.

Secondary (y8 & y10)		
ALL	Female	Male
None	27% - 36%	19% - 43%
1 or more days	64% - 73%	57% - 81%
5 or more days	20% - 25%	16% - 23%

Chart 73: Percentage of **secondary** pupils (y8 & y10) by the number of days they reported missing school during the month prior to the survey; female and male pupils (as per table 35).



Approximately **61% to 77%** of secondary pupils told us that they had been absent from school for one or more days in the month prior to the survey. **20% to 25%** reported missing 5 or more days.

Due to the varying estimates we get for these statistics it is not possible to confidently identify a difference in these statistics between female and male pupils.

The majority of secondary school pupils (57%-67%) told us they missed no days, or 1 or 2 days of school during the month prior to the survey. Around 1-in-8 pupils reported missing 6-10 days, and around 1-in-14 more than 2 weeks in the month.

Reasons for absence

Table 36 on the following page shows that the most commonly cited reasons for taking a day off school, reported by secondary school pupils in 2024 were *illness and injuries*, *medical appointments*, *day trips or holidays in term time* and *issues related to periods* for female pupils. This is very similar to the results in 2022.

Illness and/or injury was the reason for the absence of approximately 40% to 50% of pupils during the month prior to the survey and accounted for a similar proportion (40%) of the total days of absence reported by all secondary school pupils responding to the survey.

Medical appointments were behind the absence of 27% to 34% of pupils, but as these typically tend to require only a day or part-day of absence to attend they were only responsible for 13% of the overall total absence days.

In contrast, *day trips and holidays in term time* were reported by fewer pupils (12%-15%) but due to longer durations of absence for holidays they contributed a similar proportion (14%) of the overall total of absence days reported.

These three reasons accounted for almost 70% of all absence reported by primary pupils. Of the remainder *worries about school or bullying* more specifically were responsible for 17% of the overall total of absence days reported once combined. Around 5% of pupils took time off school for *shopping or birthdays*, and a similar proportion took off time to *help someone at home*. Issues relating to *periods* accounted for 5% of the overall absence of all secondary pupil respondents, and more specifically affected 18% of female pupils and contributed 9% of their total school absence.

Female pupils were more likely to report absence for *medical appointments* and *worries relating to school*. Male pupils a little more likely to be absent due to *illness and/or injury*.

Table 36: Percentage of total school absence reported by **secondary school pupils during the month prior to their completion of the Pupil Voice survey, and the percentage of pupils reporting one or more days absence (all/female/male), by the reason for the absence.**

Reason for absence	% of total days of school absence	% of pupils reporting one or more days absence for this reason		
		ALL	Female	Male
Ill or injured	41%	40% - 51%	39% - 45%	41% - 59%
Day trip / holiday in term time	14%	12% - 15%	13% - 15%	10% - 14%
Appointments doctor/dentist	13%	27% - 34%	29% - 33%	24% - 34%
Worries about school	10%	10% - 12%	11% - 13%	6% - 9%
Worries about being bullied	7%	5% - 6%	5% - 6%	4% - 6%
I had my period	5%	9% - 11%	17% - 19%	
Helping or looking after someone at home	3%	5% - 6%	5%	5% - 6%
Other	3%	2% - 3%	2%	3% - 4%
Shopping	2%	4% - 5%	4% - 5%	3% - 5%
My birthday	1%	4% - 5%	3% - 4%	5% - 6%

School absence due to periods – primary and secondary

Previously in this section we have seen that *issues relating to periods* had led to approximately 3% of female primary school respondents and 17% to 19% of female secondary school respondents missing one or more days of school in the month prior to the survey.

Year 6 and secondary pupils are asked additional questions on this topic, in response to which 9% of female year 6 pupils and 40% of female secondary pupils told us that they had missed school at some time due to their periods and issues arising from them.

Almost all (94%) of the secondary pupils that had missed school for this reason reported that '*pain and not feeling well*' was their main motivation, and 17% of them reported that they '*didn't want to do games/PE*' during their period. Very few (<5%) reported that a lack of access to sanitary items (towels/tampons) was one of their contributory factors for missing school.

Of the year 6 pupils that reported missing school due to their periods, the motivations were more varied. Around 30% reported that *embarrassment* to come to school was a factor in their decision, and a similar proportion '*didn't want to do games/PE*' during their period. 23% cited *pain and feeling unwell* as a motivation. *Lacking access to sanitary items (towels/tampons) or not being able to afford them* was among the least often cited factors for year 6 pupils, but slightly more common than for secondary pupils with these two reasons reported by 6% (each) of the year 6 female pupils that had missed school due to periods.

Variation in Bristol - Pupils reporting 5 or more days absence during the last month

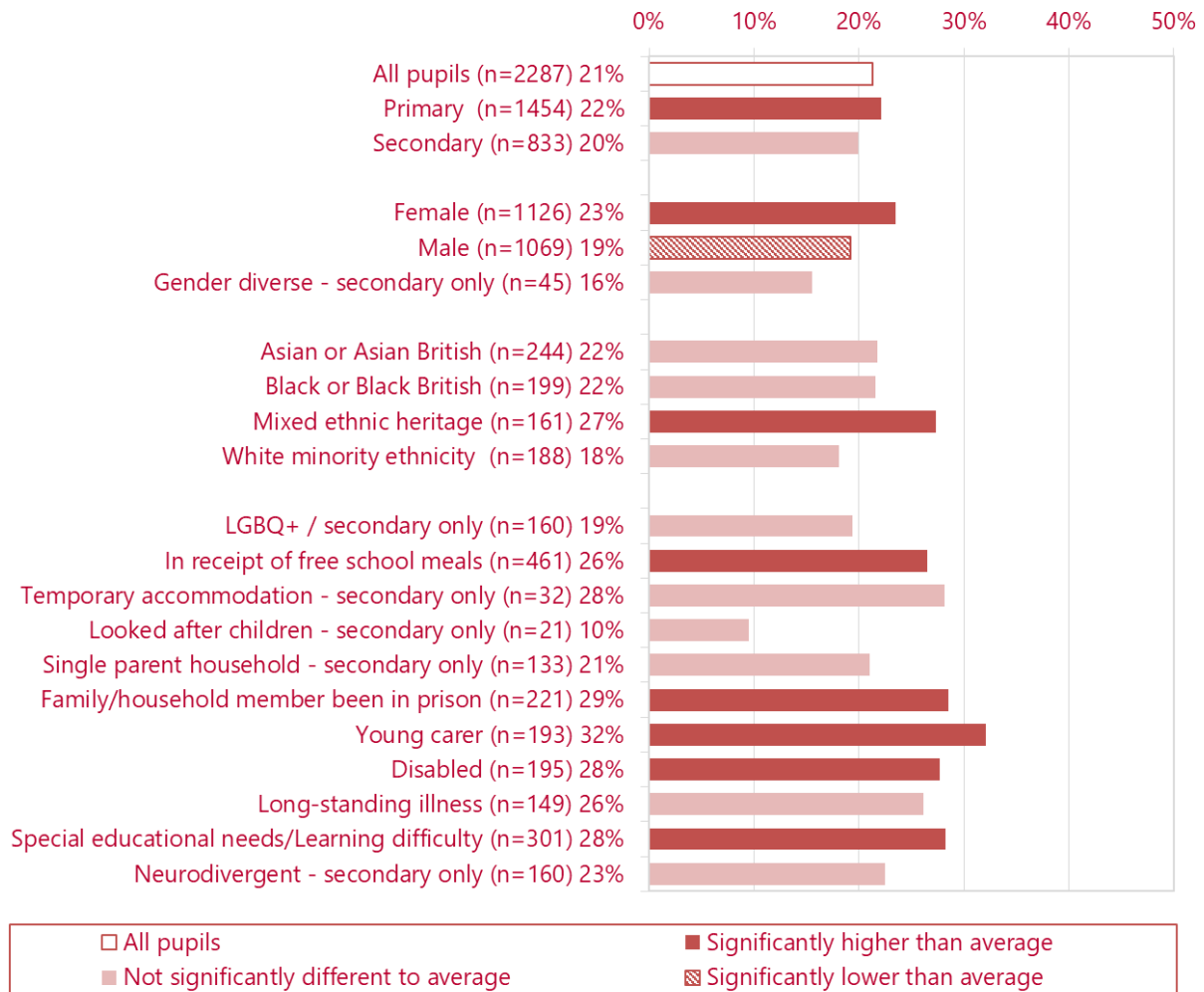
Chart 74 on the following page indicates that there is just one pupil group significantly less likely than the all schools average (21%) to have reported missing 5 or more days of school during the month prior to the survey; male pupils (19%) but the difference is relatively small.

In relation to the all schools average (21%), female pupils overall (23%) and primary school pupils overall (22%) were on average more likely to report missing 5 or more days of school, but again the difference to the average is relatively small albeit statistically significant.

Other groups identified in the chart presented a greater and significantly elevated average 'risk' of reporting 5 or more days absence from school during the last month, all of them compared to the all school average of 21%; pupils of mixed ethnic heritage (27%), pupils in receipt of free school meals (26%), pupils with a

family/household member who has been to prison (29%), young carers (32%), disabled pupils (28%) and pupils with a special educational need/learning difficulty (28%).

Chart 74: Variation chart - Percentages of pupils, all and by group (followed by sample size and statistic): reporting 5 or more days absence from school during the month prior to the survey. NB: This chart uses the more conservative (more inclusive) approach to incomplete responses to the absence questions.



Associations between potential stressors and reporting 5 or more days absence during the last month

We can compare groups identified by their responses to questions relating to a number of the potentially health-affecting behaviours and experiences examined in the report and look for associations between these potential stressors and school absence, in terms of the proportion of pupils reporting 5 or more days absent from school during the previous month.

In the analysis presented in chart 75 on the next page, the more conservative and inclusive approach to incomplete responses to the school absence questions is used for groups identified in relation to the presence or lack of the following factors:

Injury in the last 12m – This refers to pupils that reported any accidents or injuries that needed attention from a doctor or a nurse during the last 12 months.

3 or more hours screen time / 5 or more hours screentime – Refers to pupils reporting overall device screen-use during the previous day, of 3 hours or more / of 5 hours or more.

Less than the recommended sleep duration – Refers to primary school pupils reporting less than 9 hours sleep and secondary school pupils reporting less than 8 hours sleep, during the previous night.

Frequent bullying experiences – Refers to pupils reporting any bullying type experiences ‘often’ or ‘every day’.

Low mental wellbeing (primary only) – Refers to pupils with a score of 30 or less on the Stirling Children’s Wellbeing Scale (SCWBS).

Low mental wellbeing (secondary only) - Refers to pupils with a score of 27 or less on the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).

As ever when considering an ‘association’ it is important to clarify that where one is identified it proves only that two phenomena coincide and may be related. It may provide a clue suggesting a causal relationship between these phenomena, but it is not proof of this. In addition, it cannot necessarily tell us which causes the other or whether the apparent relationship the result of a more important external factor associated with both phenomena independently that is the more meaningful cause of them both being better or worse.

Chart 75: Percentages of pupils, all and by group (followed by sample size and statistic); reporting 5 or more days absence from school during the month prior to the survey, all and by group, NB: This chart uses the more conservative (more inclusive) approach to incomplete responses to the absence questions.

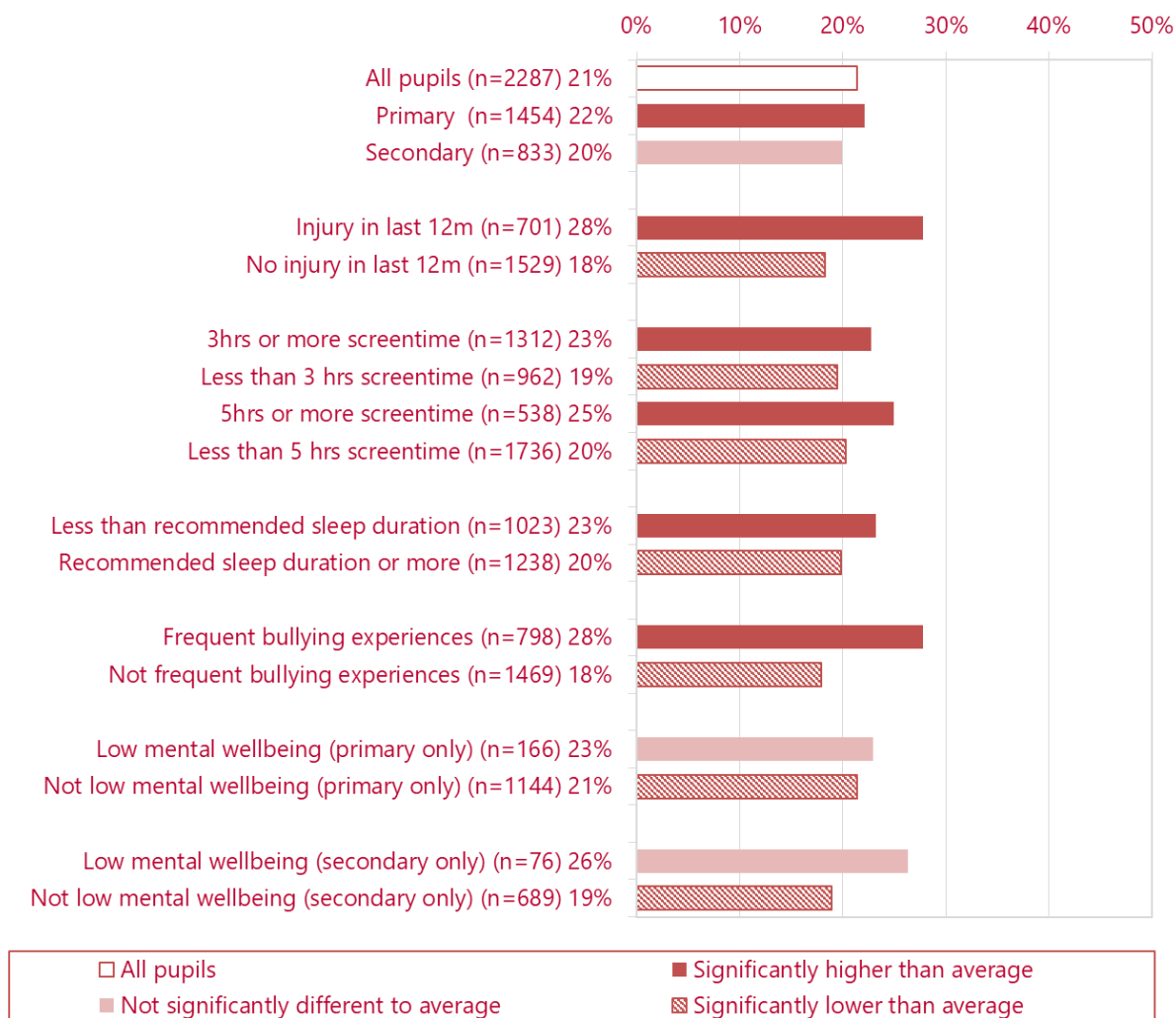


Chart 75 indicates that there are statistically significant associations between a number of the factors identified and the likelihood of a pupil having reported missing 5 or more days of school during the month prior to the survey.

Not surprisingly perhaps, pupils reporting an *injury or accident* requiring medical care during the past year were considerably more likely to have missed 5 or more days of school during the past month (28% vs all school average of 21%). Those that did not report such an injury or accident were significantly less likely to report missing 5 or more days of school (18%).

Overall screen use during the day prior to the survey of 3 hours or more, fairly modest by the standards of the responding pupils to the survey in 2024, was also associated with a significantly higher proportion of pupils reporting 5 or more days of school absence in the past month, but the difference was smaller (23% vs all school average of 21%). Less than 3 hours of overall screen use was associated with a slightly lower proportion of pupils reporting 5 or more days school absence (19%), again this difference was statistically significant.

Overall screen use during the day prior to the survey of 5 hours or more, increased the proportion of pupils reporting 5 or more days school absence to (25%) and this difference was also significant.

Not having the recommended amount of sleep (9 or more hours for primary school pupils, 8 or more hours for secondary school pupils) was also found to have a significant association with the proportion of pupils reporting 5 or more days school absence during the past month (23% vs the all school average of 21%). Sleeping for the recommended duration or longer was associated with a lower proportion, just slightly (20%) but the difference was statistically significant.

Low mental wellbeing – For these comparisons we have looked at primary school and secondary school pupils separately as the mental wellbeing measures applied to each group are different and to combine the results would not be appropriate. For both populations though a low mental wellbeing score was associated with a higher proportion of pupils reporting 5 or more days school absence during the past month (primary school pupils = 23% vs primary school average 22%, secondary school pupils = 26% vs secondary school average 20%). However, the differences observed between those with low mental wellbeing scores and the appropriate average, were not statistically significant. A medium or high mental wellbeing score (i.e. all other pupils than those with a low score) was significantly associated with a lower proportion of pupils reporting 5 or more days absence than the appropriate average. In each instance the difference was small (primary 21% vs 22%, secondary 19% vs 20%), but was statistically significant.

Screen use, sleep and mental wellbeing are associated with one another, as we have seen from the analyses previously in this report, so the fact that all these factors appear to have some association with the same school absence outcome is not surprising. Disentangling which is more important if they do have an impact on school attendance, would be complicated and it is quite possible they work independently and together in different ways to influence school attendance. Either way, they all appear to be relevant.

13 Economic Wellbeing

13.1 Employment

Secondary schools

11% of the secondary school pupils responding to the survey have a **regular paid job** during term-time. Male pupils were more likely to report paid work than female pupils (15% vs 8% in year 8 and year 10 overall). These results are quite similar to those seen in 2022.

The average length of time spent working last week by those who have paid work and worked in the week prior to the survey was around 3 to 4 hours.

Babysitting, paid housework, and paper/milk rounds were the most frequently mentioned by female pupils. It was similar for male pupils but with slightly more also mentioning 'manual work' and 'shop work'.

60% of the secondary pupils reporting paid work got paid more than £10 in the week before the survey, which approximates to between 5% and 7% of the secondary pupils that responded to the survey in 2024. This result is also similar to 2022.

14% of pupils responded that they have found school lessons about managing money 'quite' or 'very' useful; 20% said they have found them 'not at all useful' and 43% couldn't remember any.

Trends over time

There was a marked and unexplained peak of regular earning among secondary school pupils in 2010 (35% of pupils), but the results of last five iterations of the study subsequently have been lower than this and probably on a decreasing trend.

Variation within the response cohort

Within the cohort of secondary pupils that responded to the survey in 2024, we found that *disabled* pupils (20%) and *neurodivergent* pupils (17%) were significantly more likely to report paid employment than the average for secondary pupils (11%). Pupils of *Asian or Asian British* ethnicity were the only group identified that were significantly less likely to report paid term-time employment with just 5% reporting paid work.

Chart 76: Percentage of secondary pupils in 2024 who reported they have a regular paid job during term-time, by year group and gender.

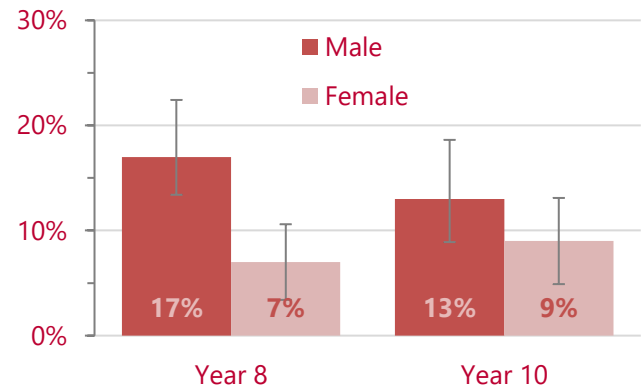
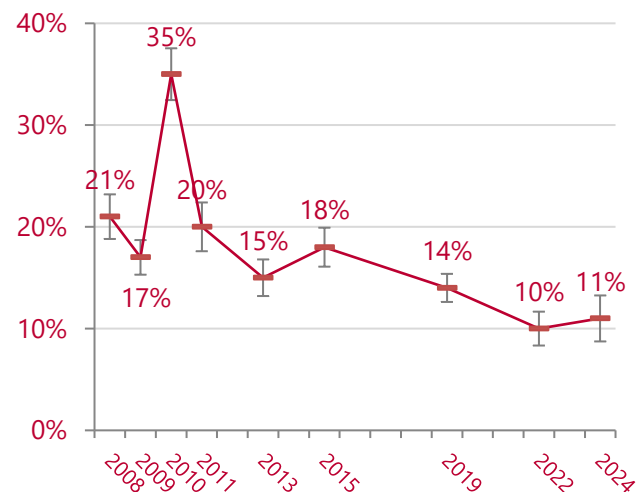


Chart 77: Percentage of secondary pupils who reported regular paid term-time job, in each wave of the survey 2008-2024.



13.2 Aspirations

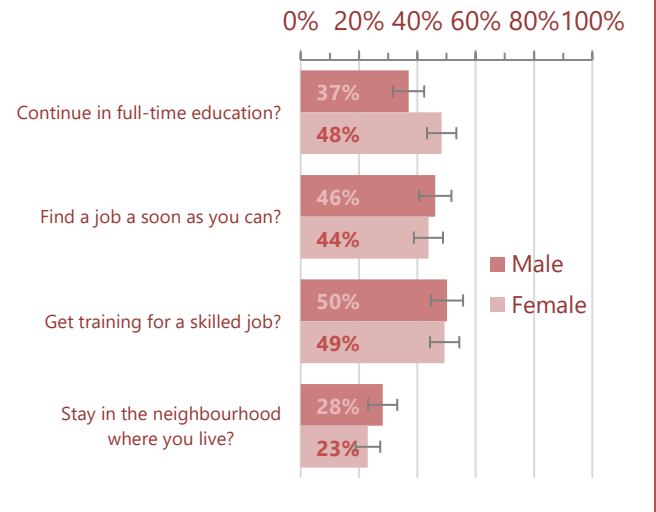
Secondary schools

Pupils were asked what they intended to do once they can leave school.

46% of Year 10 pupils wanted to **stay in full-time education**, an aspiration more common among female than male pupils (female = 53%, male = 37%). 38% of Year 10 pupils reported that they would find a job as soon as possible.

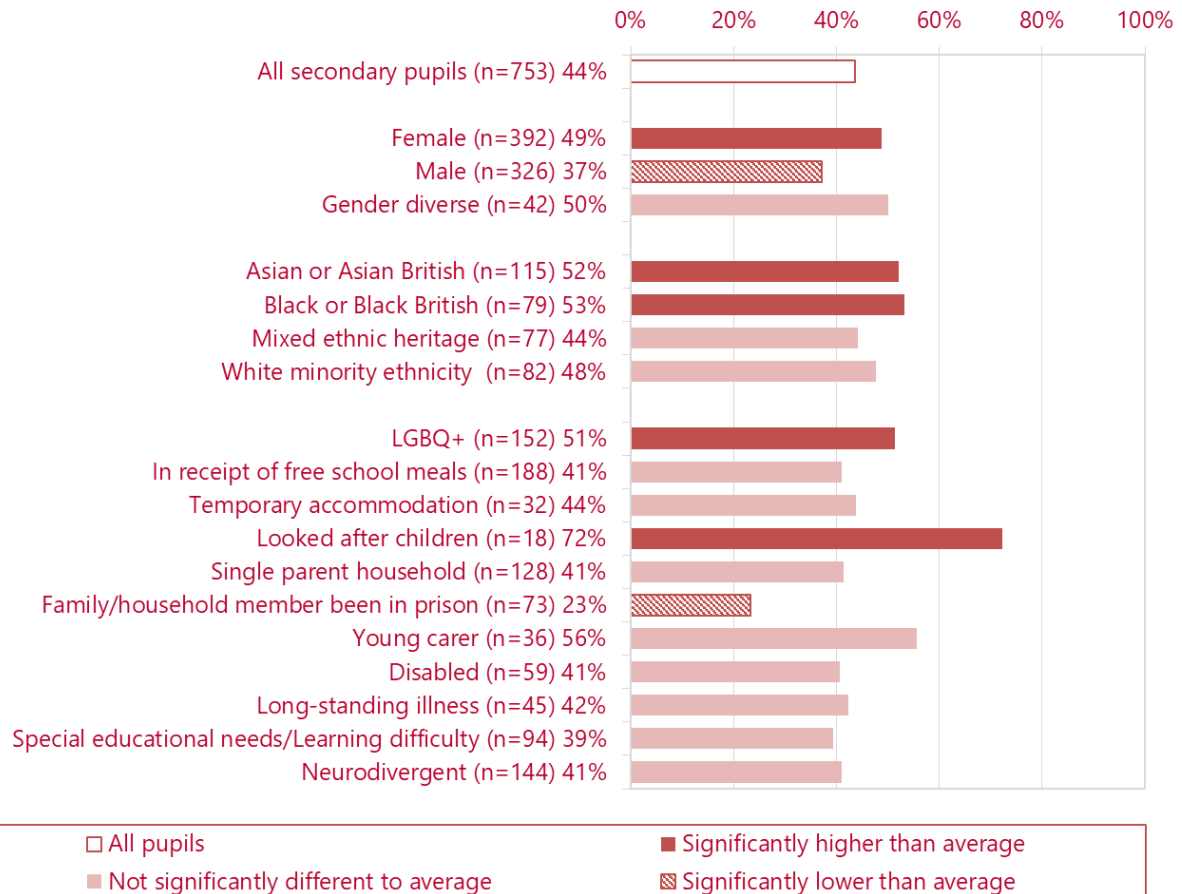
Chart 79 below shows that compared to the secondary school average (44%); female pupils (49%), pupils of Asian or Asian British ethnicity (52%), pupils of Black or Black British ethnicity (53%), LGBTQ+ pupils and looked after children (72%), were all on average significantly more likely to report that they were planning to stay in full-time education after the end of year 11. Male pupils (37%) and pupils with a family/householder member that had been in prison (23%) were on average significantly less likely than the secondary school average to report this.

Chart 78: Percentage of Year 10 pupils in 2024 by response to the question: 'Once you can leave school, what do you want to do?', by year group and gender.



Variation in Bristol - Pupils intending to stay in education – Secondary only

Chart 79: Variation chart - Percentages of pupils (year 8 and year 10), all and by group (followed by sample size and statistic); reporting they intend to stay in full-time education at the end of secondary school.



14 Methods and analysis

14.1 Pupil Voice respondents in 2024

The report arises from a survey of children and young people in primary and secondary schools in Bristol conducted in the academic year 2023-24, following eight earlier surveys in 2008, 2009, 2010, 2011, 2013, 2015, 2019 and 2022.

Over 4,000 young people in total took part in the 2024 survey from 35 schools, including 2,500 pupils from year groups 4, 6, 8 and 10, that attend participating schools in Bristol.

These year groups are the focus for this report to ensure consistency with previous iterations of this report with a similar focus to allow for an appreciation of change over time.

In addition to this report, all schools participating in the Pupil Voice survey receive a report based on the responses of their pupils with comparisons to relevant averages.

14.2 External validity; participation, coverage, and representation

This survey is not designed from the outset to generate representative results, i.e. findings that can be considered to be likely to represent the responses we would find among the wider population of year 4, 6, 8 and 10 pupils in all Bristol schools. That would require a very different approach to sampling the pupil population, the likely adjustment of results to ensure that the characteristics of responding pupils matched the wider population, and a very large sample to maximise the statistical precision of the exercise.

All schools in the city are offered the opportunity to participate in the Pupil Voice survey, but participation is entirely at their discretion and with many other priorities and pressures on their time it is not surprising that we generally find only a proportion can take part each time. For this iteration of the survey the response numbers are comparable to the previous survey in 2022 but lower than some of the previous iterations in pre-pandemic years. See section 14.5 for the trend data in response numbers.

Where a survey is not designed to be representative from the outset, as in this instance we can still analyse the nature of the response and compare it to what we know about the wider pupil population of the city's schools and this can help us build a sense of how representative or not it might be of that wider population of the city, and what to bear in mind when interpreting the results. This is described as the 'external validity' of the findings, as opposed to the 'internal validity', which deals with whether the results are a good reflection of the responding pupils.

The rest of this section provides a summary of analyses and statistics designed to describe the nature and size of the response to the Pupil Voice survey in 2024, with comparisons where appropriate to the wider pupil population of the city's schools.

Participating schools

All Bristol schools with key stage 2 to 4 pupils (academic years 3 to 11) are eligible to participate in the Pupil Voice survey. Approximately 22% of Bristol schools participated in 2024.

All types of schools in the city are eligible to participate in the Pupil Voice survey (including private schools and alternative/special provision) but the majority of the response (93%) came from mainstream state-funded schools. This has tended to be the case in the previous years of the survey also (97% in 2019, 99% in 2022).

One private school participated and 3 establishments that would be described as special/alternative provision took part in 2024.

Approximately 20% of mainstream state-funded primary schools and 45% of mainstream state-funded secondary schools in Bristol participated in Pupil Voice 2024, a very similar proportion to that seen in 2022.

The term ‘state-funded’ is used in this report to describe all types of school that receive their funding from either their responsible local authority, or central government directly. This includes community (aka local authority maintained) schools, foundation schools, voluntarily aided/controlled schools, academies, free schools and some grammar schools. It does not include private schools (also known as ‘independent schools’) which charge fees to attend instead of being funded by the government.

Participating pupils - Coverage

Detailed demographic data is only available to Bristol City Council for state-funded school pupils, therefore comparisons of responders and non-responders, at a school or pupil scale are restricted to these schools.

Chart 80: Response to Pupil Voice Survey 2024, % of pupils responding by school type.

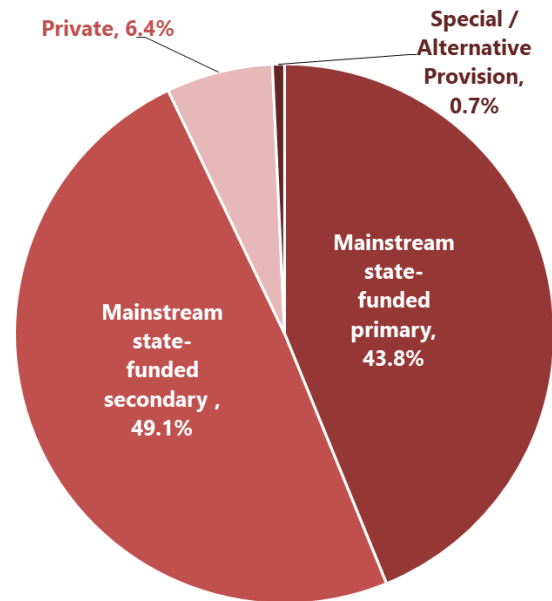
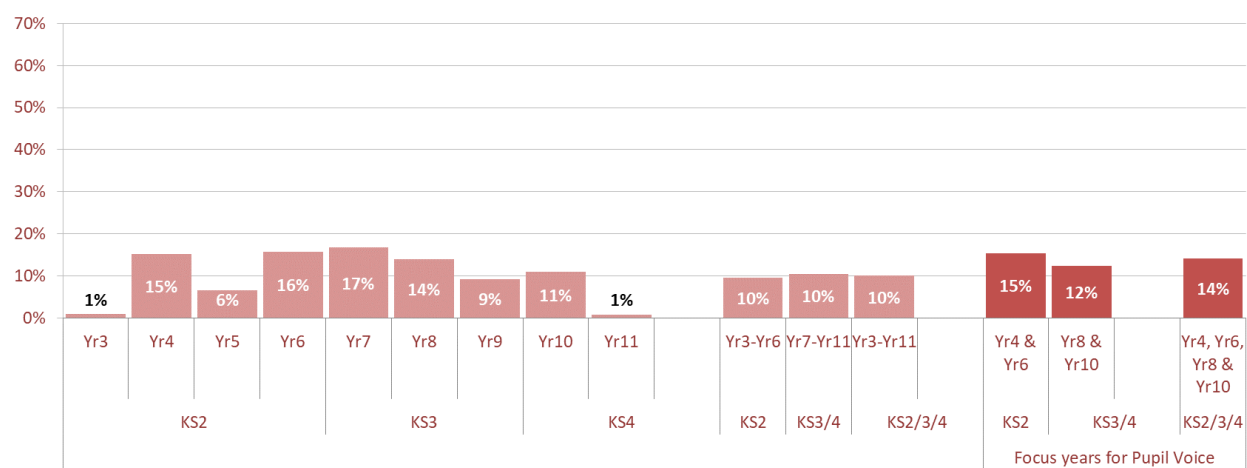
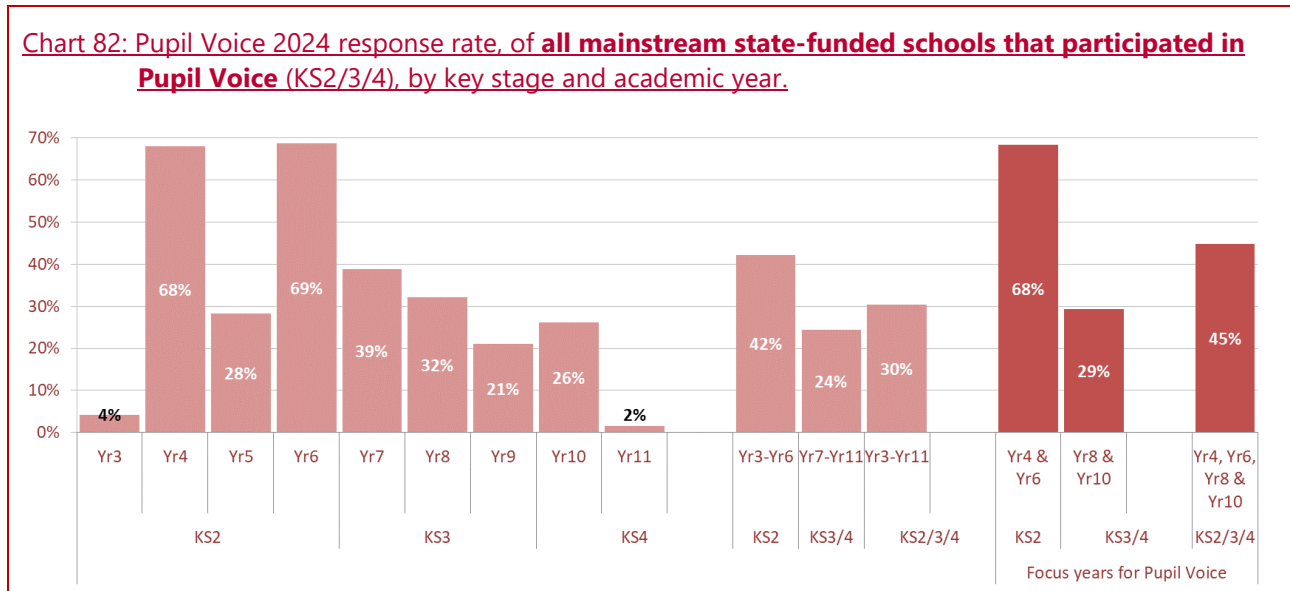


Chart 81: Pupil Voice 2024 response rate, of all mainstream state-funded schools in scope for Pupil Voice (KS2/3/4), by key stage and academic year.



Approximately 10% of all key stage 2 to 4 pupils in mainstream state-funded schools in Bristol responded to the Pupil Voice survey in 2024. A higher proportion (14%) responded overall from the four academic years that the survey is designed to focus on (years 4, 6, 8 and 10). The response to the survey was markedly down

on pre-pandemic levels in 2019 where the coverage statistics were 20% and 38% respectively, but close to the coverage achieved in the previous survey in 2022 (11% and 18%).

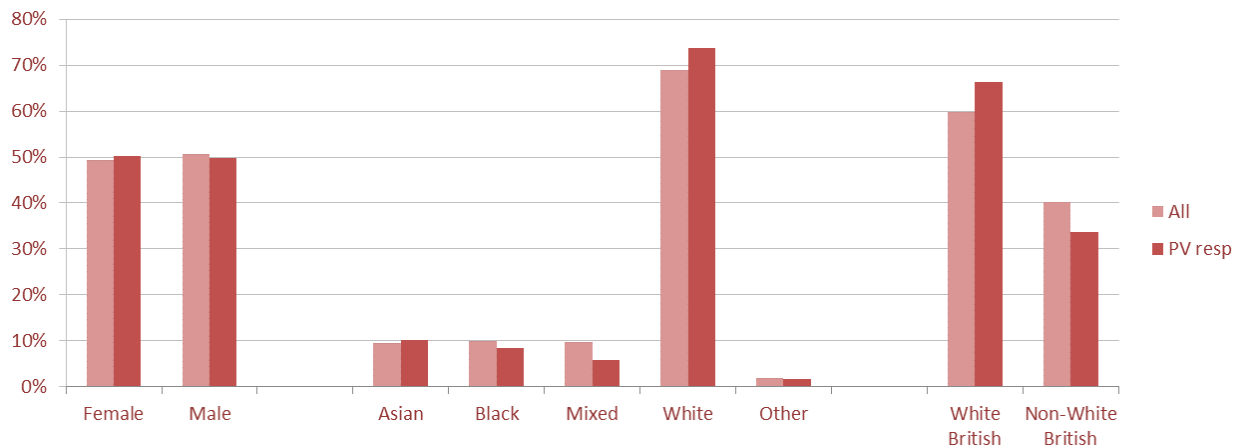


Within the **participating** Bristol mainstream state-funded schools overall, approximately 30% of all key stage 2 to 4 pupils responded to the Pupil Voice survey in 2024. In the focus years for the survey (years 4, 6, 8 and 10), in participating schools that response rate rose to 45%. This is lower than the 57% achieved in 2022, and 74% achieved in 2019, but still a reasonable level of participation and coverage from which to draw wider conclusions with some care.

Participating pupils & Wider pupil population – Gender and ethnicity

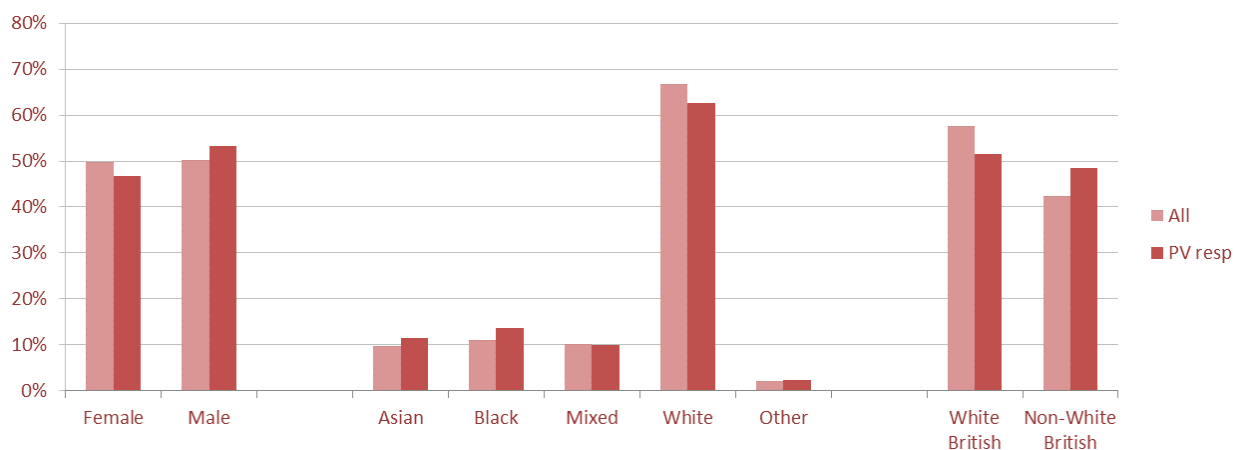
The charts on the next page compare the gender and ethnicity of respondents to the Pupil Voice survey in 2024, to what is known about the total pupil population of mainstream state-funded schools in Bristol from the regular pupil census, using results from the January and May 2024 censuses. In addition to considering the levels of coverage, exploring the similarities (or otherwise) between the distribution of demographic characteristics in the responding pupil cohort, and the total pupil population provides useful indications as to whether it is reasonable to assume that inferences taken from the survey response may also apply to the wider pupil population in the city. Almost all the statistics and analyses presented in this report are based on pupils from just years 4, 6, 8 and 10 so the analyses that follow focus on them also.

Chart 83: Comparing gender and ethnicity characteristics of Pupil Voice respondents to all pupils in Bristol mainstream state-funded primary schools (KS2 – y4 & y6).



By and large, the respondent population in primary schools can be considered broadly similar in terms of the gender and ethnicity breakdown (presented in the chart above) to the wider pupil population and all broad ethnicity groups were represented within the response. However, within the primary school response there was a marginal overrepresentation of white (mainly White British) respondents at the expense of an underrepresentation of those with a mixed ethnic heritage, and slightly so of those of black ethnicity also.

Chart 84: Comparing gender and ethnicity characteristics of Pupil Voice respondents to all pupils in Bristol mainstream state-funded secondary schools (KS3/4 – y8 & y10).



It would be fair to say that the secondary school response to the Pupil Voice survey in 2024 was also broadly similar in terms of the gender and ethnicity breakdown (presented in the chart above) to the wider pupil population and all broad ethnicity groups were represented within the response. Within the secondary school response cohort there was a slight overrepresentation of pupils from Asian and Black ethnic backgrounds, at the expense of a small underrepresentation of white (mainly White British) pupils, in comparison to the proportions in the school population overall. There was also within the secondary school response to the survey a slight overrepresentation of male respondents.

The variation charts (explained in section 14.4 that follows) present ethnic minority and gender category specific statistics for a selection of important measures and indicators within this report. These should help the reader make some assessment of whether there are meaningful differences between the White British and non-White British pupils for those issues covered, and between female and male respondents also, and thus whether the apparent skew to the response is likely to have influenced the overall statistics in one direction or other.

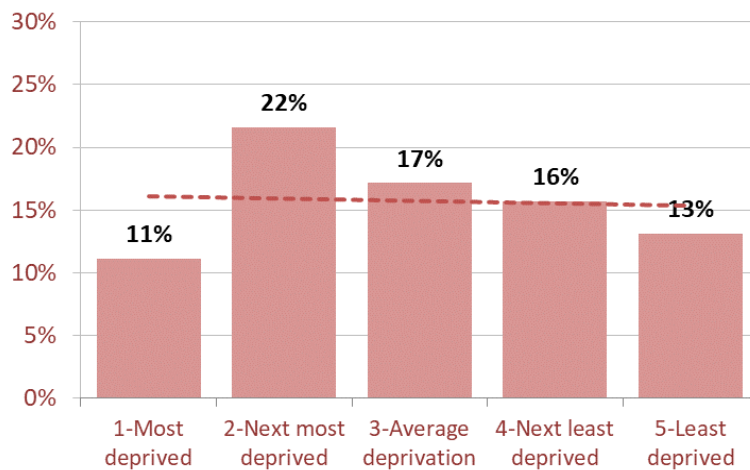
Participating schools & Wider pupil population – Deprivation

Deprivation is associated with the prevalence of many (but not all) public health problems and risk factors. Typically, and on average at the population scale, those living in areas of higher deprivation will tend to experience higher levels of risk and poorer outcomes. So, it is important to bear this aspect of the respondents’ circumstances in mind when interpreting the survey results.

In Bristol, for public health analysis purposes, mainstream state-funded schools are allocated a deprivation quintile, based on the average deprivation score (IMD 2019) for the pupils recorded as attending each school on the latest pupil census. This is derived from the lower super output area (LSOA) of residence for each pupil. Charts 85 and 86 provide an indication of the pupil coverage rates by deprivation quintile.

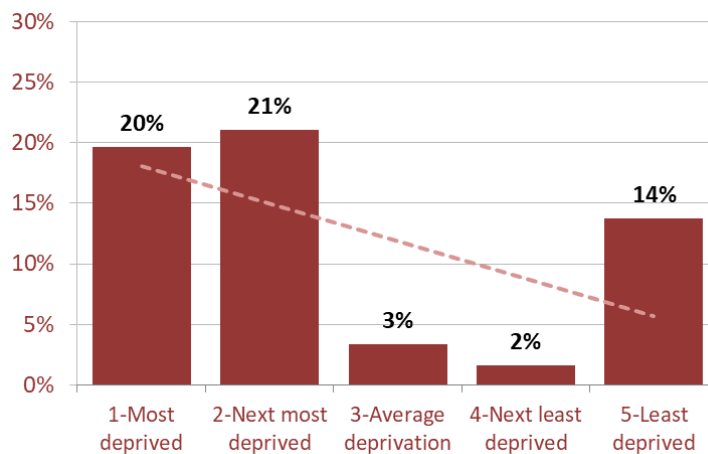
These charts provide an approximate indication of whether the participating schools can be considered to represent the spectrum of deprivation across the city’s schools more broadly. It should be borne in mind though that associating responding pupils with the average deprivation measure assigned to their school overall in this way can only be a very approximate guide to the deprivation affecting an individual pupil. In the absence of a more precise measure for the individual pupil respondents it is the best indicator available.

Chart 85: Estimated % of pupils in all mainstream state-funded primary schools (y4 & y6) in Bristol responding to Pupil Voice 2024, by deprivation quintile of school (average pupil IMD 2019 deprivation score).



In broad terms, and in the context of a comparison and method used here that can only ever provide an approximation, overall for the mainstream state-funded primary schools in Bristol, there is a reasonably even distribution of pupil participation across the deprivation range. There is a slight overrepresentation of deprivation quintile #2 within the survey response, and underrepresentation of pupils in the most deprived quintile, but the overall centre of gravity for the resulting distribution overall is almost flat. This indicates that the pupil respondents within years 4 and 6 should be reasonably representative overall of all pupils in these year groups in state funded mainstream schools across the city, in respect of deprivation.

Chart 86: Estimated % of pupils in all mainstream state-funded secondary schools (y8 & y10) in Bristol responding to Pupil Voice 2024, by deprivation quintile of school (average pupil IMD 2019 deprivation score).



The distribution shown in the chart above of Pupil Voice survey responses from year 8 and 10 pupils in mainstream state-funded secondary schools in Bristol is much less evenly distributed across the deprivation range than was the case for primary school respondents. There is a concentration of response coverage in the two most deprived quintiles (#1 and #2), and to a slightly lesser extent in the least deprived quintile (#5). There is very little response coverage in schools that we would assign to the deprivation quintiles in between (#3 and #4). This would indicate that we are likely to find a skew in the Pupil Voice survey responses from pupils in these year groups towards the experiences, outcomes and opinions of pupils more deprived on average than the wider population of pupils in these year groups in all Bristol mainstream state-funded secondary schools. In this respect we can expect their responses to be less than representative of the wider population they relate to.

Given the importance of deprivation as a factor in poorer public health outcomes, this potential skew to the responses needs to be borne in mind when interpreting survey results, especially if attempting to draw conclusions from them to apply to the wider pupil population, or city as a whole. Because of the varied and complex relationships between deprivation and the issues investigated in this report, and other factors at play, it is not possible to adjust precisely for these aspects of the response, but some clues to the influence of deprivation on some of the indicators presented in this report can be found in the statistics for pupils in receipt of free school meals, presented in the 'variation charts' explained in section 14.4 on the next page. The eligibility of children for free school meals in academic years 3 or above is usually determined by their parent/s or carers' receipt of one or more means tested benefits and is therefore a guide to households with a low level of income.

14.3 Analyses by year-group and gender in the Bristol survey

Throughout the analyses presented in this report there are many charts and tables where the statistics are presented by year-group and gender. In these instances where we have split the sample by sex/gender, we have excluded all but the boy/male and girl/female groups. It is important to note that this is a decision driven by statistical considerations only and in no way aims to marginalise pupils with other gender identities.

Typically, the numbers of pupils identifying with gender identities other than female or male (approximately 4% of the total number of responding pupils once all of them are combined for years 4, 6, 8 and 10) would not be sufficiently large to generate precise statistics and that lack of precision could tend to potentially misleading statistics. Instead, for some measures you will find an equivalent statistic for the 'gender diverse' group which includes only secondary school pupils identifying as trans/transgender, non-binary, gender diverse and intersex, or responding that they are 'not sure' when asked about their gender identity. Therefore, pupils not identifying as female or male are included in the analysis as part of that broader aggregated group.

14.4 Variation in the Bristol survey

For every headline figure it is likely that important variation exists underneath. For example, when you look at the proportion of pupils not eating breakfast there may be differences between boys and girls, between ethnic groups, or between pupils in single-parent families and their peers. It can help us identify those groups within the overall pupil population more vulnerable or prone on average to negative outcomes or elevated risk. Throughout the report we have selected key measures and looked at the variation in those behaviours between a large number of population sub-groups, identified for this analytical purpose.

These analytical sub-groups within the population responding to the Pupil Voice survey are described in more detail on pages 8 to 12 of this document and summarised in the tables that follow on the next two pages.

Table 37: Frequency of analytical sub-groups - (sec) denotes groups identified amongst secondary pupils only.

	Year 4	Year 6	Year 8	Year 10	All
Primary	742	794			1536
Secondary			626	485	1111
Female	358	382	298	249	1287
Male	352	385	306	208	1251
Gender diverse (sec)			21	34	55
Asian or Asian British	60	66	96	63	285
Black or Black British	48	66	85	53	252
Mixed ethnic heritage	35	49	63	41	188
White minority ethnicity	60	43	57	57	217
LGBQ+ (sec)			92	107	199
In receipt of free school meals	123	150	195	95	563
Temporary accommodation (sec)			32	19	51
Looked after children (sec)			11	15	26
Single parent household (sec)			104	85	189
Family / household member been in prison	74	78	76	58	286
Young carer	102	66	29	28	225
Disabled	57	86	57	38	238
Long-standing illness	56	51	33	26	166
Special educational needs / Learning difficulty	91	125	84	66	366
Neurodivergent (sec)			125	98	223
Total Sample (Count)	742	794	626	485	2647

The groups of respondents within these categories are not mutually exclusive. Individual pupils may be a member of several of these groups depending on their answers to the demographic filter questions in the survey, and all pupils will be included in the 'all pupils' and primary or secondary group statistics presented at the top of the chart where the statistics are presented.

The variation charts (example on page 101) provide the overall figure for all available respondents (first bar) followed by the percentages for the measure or behaviour for each sub-group. In a small number of instances, where a variation chart refers to just primary or just secondary pupils, the average for 'all pupils' and the sub-groups presented on the chart refers just to these academic years. In all other instances the average for 'all pupils' refers to primary and secondary school responses combined.

Table 38: Description of Analysis Groups – (sec) denotes groups identified amongst secondary pupils only.

• Primary	Year 4 and Year 6
• Secondary	Year 8 and Year 10
• Female	Responded with 'girl' or 'female'
• Male	Responded with 'boy' or 'male'
• Gender diverse (sec)	Pupils identifying as 'non-binary', 'trans/transgender', 'gender diverse', 'difference of sexual development (DSD) or intersex', 'something else' or 'not sure' in response to questions on gender identity
• Asian or Asian British	All ethnicities within the broad Asian or Asian British group of detailed ethnicities
• Black or Black British	All ethnicities within the broad Black or Black British group of detailed ethnicities
• Mixed ethnic heritage	All ethnicities within the broad mixed ethnic heritage group of detailed ethnicities
• White minority ethnicity	All ethnicities within the broad White ethnic group of detailed ethnicities other than White British
• LGBTQ+ (sec)	Responded with 'Gay/Lesbian', 'Bisexual', 'Questioning', 'Other' or 'not sure' to a series of questions on sexual identity
• In receipt of free school meals	Currently receiving free school meals
• Temporary accommodation (sec)	Responded with 'yes' to this question
• Looked after children (sec)	Live with foster carers, in residential care or other non-parental care
• Single parent household (sec)	Live mainly or only with Mum, or Live mainly or only with Dad
• Family / household member been in prison	'Yes' response to relevant question and/or identified a family/household member in the follow-up question
• Young carer	Identify as 'young carer' in response to question
• Disabled	Responded 'yes' to Do you consider yourself to have a disability?
• Long-standing illness	Responded 'yes' to Do you have a long-standing illness?
• Special educational needs / Learning difficulty	Responded 'yes' to Do you have a special educational need or a learning difficulty?
• Neurodivergent* (sec)	Responded with 'yes' to one or more of the following: ADD/ADHD (attention deficit disorders), Autism/ASD/ASC (Autistic Spectrum Disorder / Condition), Dyslexia/Dyspraxia or Dyscalculia, and Neurodivergent

*The use of the term **neurodivergent** for the analysis group described above is based on the widespread use of the term to capture a range of conditions and attributes including those listed and does not imply that all those included would necessarily identify themselves as neurodivergent, but they have reported that they have one or more of the conditions/traits listed.

For sub-groups identified within both the primary and secondary school response cohorts the comparison is to the 'all pupils' average, but where the sub-group is identified only within the secondary school response cohort the comparison is to the secondary school average as is appropriate. For a small number of these

charts the measure is only collected for primary or secondary school pupils and in those charts all comparisons are to the primary or secondary school average as appropriate.

Statistical significance in the variation charts

The bars representing each analytical sub-group's statistic in the variation charts are colour coded to provide an indication of the 'statistical significance' of the difference between the statistic for the sub-group and the relevant all pupil average to which it should be compared. This provides an indication of the precision of the statistics, where a 'statistically significant' result is less likely to have arisen as a result of chance variation and we can have more confidence in the difference observed.

This is determined as part of the calculation of the statistics presented in the charts and depends largely on the size of the difference and number of responses involved.

It is common practice to set the level of precision for these statistical tests to $p < 0.05$, whereby the odds of the difference identified having arisen by chance is estimated to be less than 0.05 or 1-in-20. Because the variation charts include up to 20 different comparisons (1 for each analytical sub-category presented in the chart) there is an elevated risk of a chance result through repetition, and so as a precaution a higher level of statistical significance is applied in these charts. Bars highlighted as being 'significantly higher than average' or 'significantly lower than average' identify analytical sub-groups where the difference from the average was found to be statistically significant at the enhanced level of $p < 0.025$, where the odds of the difference identified having arisen by chance is estimated to be less than 0.025 or 1-in-40.

Just because a result is statistically significant does not necessarily mean that it is an absolute or universal truth but does give us more confidence that the result is true of the population in scope for the survey, i.e. similar to pupils in Bristol schools more widely.

Small sample sizes (such as those for 'looked after children') are liable to produce less precise and more extreme results. Comparisons with these groups should be interpreted carefully and in context of these relatively small sample sizes. The 'n=' figure presented against each category in the variation chart represents the number of valid pupil responses within each category, the effective sample size for that group's statistic in the comparison.

A small sample size makes it less likely that a statistically significant result can be identified, but the lack of such a result does not necessarily mean that the difference identified was wrong. Rather that we have less confidence that the result could not have arisen by chance, and it may not always be true of similar pupils that were not included in the survey. The result will be true of those surveyed, but we can be less sure of its wider validity.

Measures presented on 'variation' chartsTable 39: List of variation charts

Section	Variation chart indicator
Food & Nutrition	Had nothing to eat or drink before lessons (on the day of the survey)
Physical activity	Active enough to breathe harder and faster or feel hot and sweaty for at least half an hour on five or more days, in the week before the survey. Less than 9 hours' sleep last night.
Sexual Health	More than 3 hours of screen time on the day before the survey Did not know (or were unsure) how to access sexual health services (secondary only)
Substance misuse	Drank alcohol in the last 4 weeks Vape weekly Ever taken illegal drugs
Emotional health & wellbeing	Assessed with a low mental wellbeing score (SCWBS for primary school pupils and WEMWBS for secondary school pupils separately)
Health & Hygiene	Teeth filled or removed
Safety	Unintentional injury in the last year Report poor or very poor safety outside the home
Bullying	Bullied often/daily
PSHE	Found PSHE lessons on 6+ topics at least 'some use' Pupils reporting 5 or more days absence from school during the month prior to the survey
Economic wellbeing	Intend to stay in full-time education
Methods & Analysis	Pupils that reported more positive than negative feedback in respect of the Pupil Voice 2024 questionnaire

Worked example of a variation chart (based on chart 88 on the next page)

In the variation chart on the next page, we can see that primary school pupils (where less than 0.5% of pupils reported weekly vaping) were less likely to be vaping weekly or more often than the all pupils average of 3%. In contrast, secondary school pupil respondents (5% of whom reported weekly vaping) were more likely to be vaping weekly or more often than the all pupils average of 3%. Both these results were statistically significant at the higher level of confidence ($p < 0.025$) and are colour coded accordingly. These differences were unlikely to have arisen through chance variation or through repetition of the comparisons in the chart.

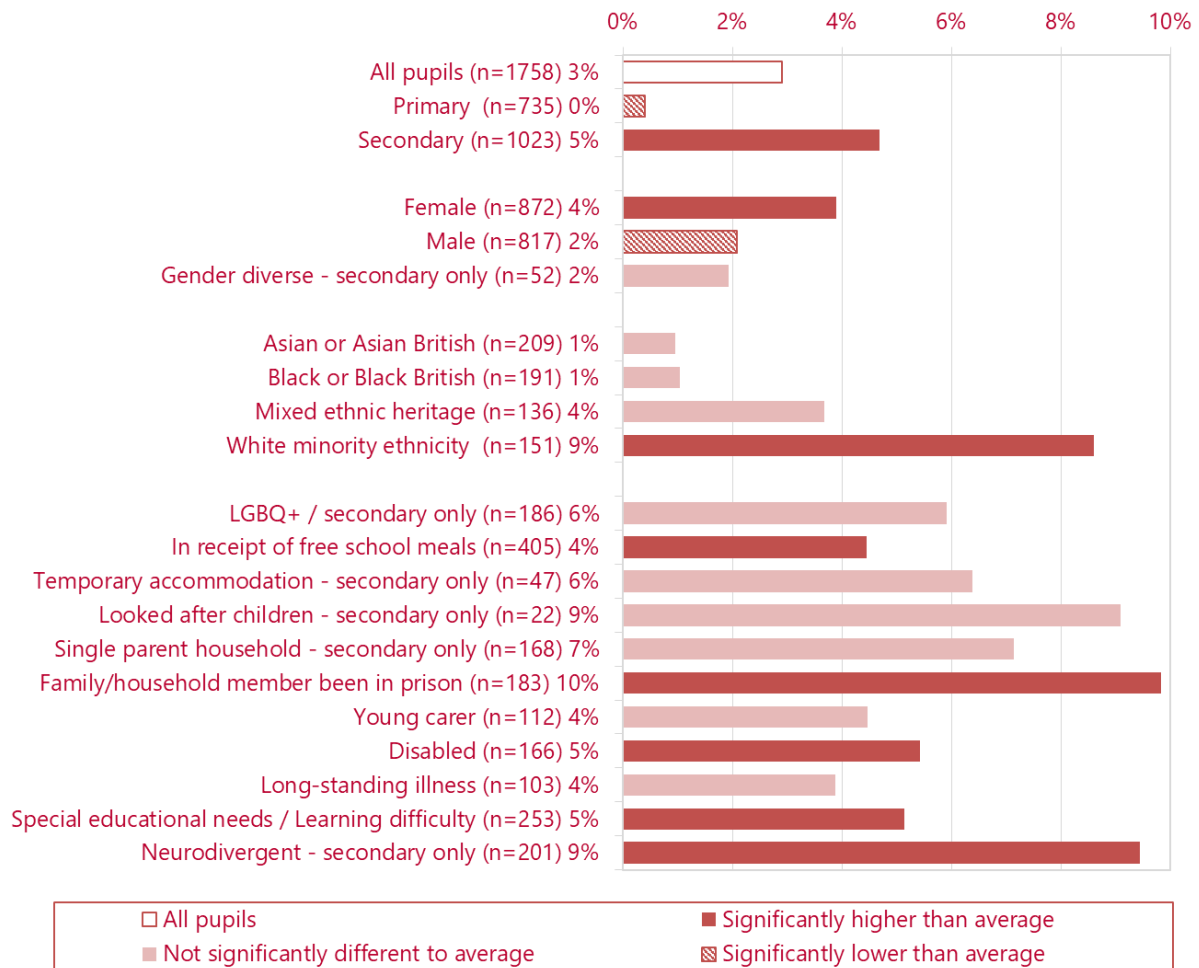
Female pupils, pupils in receipt of free school meals, pupils where a family or household member had been in prison, disabled pupils and pupils with a special educational need/learning difficulty, were all on average more likely to report that they vaped weekly or more often, than the all pupils average. These results were also statistically significant at the higher level of confidence ($p < 0.025$).

Pupils reporting one or more neurodivergent conditions were more likely on average to report vaping weekly or more often (9%), but in this instance as the group is identified only within the secondary school pupil cohort, the comparison is to the secondary school average (5%). This difference was statistically significant at the higher level of confidence ($p < 0.025$).

Male pupils were on average less likely to report that they vaped weekly or more often (2%), than the all pupils average (3%). This difference was statistically significant at the higher level of confidence ($p < 0.025$).

One of the groups with the highest apparent prevalence of weekly vaping was looked after children, where 9% reported vaping weekly or more frequently. However, their estimate is not statistically significantly different to the appropriate secondary school average (5%). The number of pupils within this group is relatively small (n=22), and the statistical reliability of the estimate derived from the group is relatively low, so we would need a larger difference and/or a larger number of respondents within the group before we would know with sufficient certainty that the prevalence in this group is higher than the secondary school average to a meaningful extent and unlikely to be the result of random variation.

Chart 87: Variation chart: (EXAMPLE) percentages of pupils, all and by group (followed by sample size and statistic); % of pupils reporting that they vape (use e-cigarettes) at least weekly.



14.5 Trends over time

This survey follows eight previous similar exercises since 2008.

The sample sizes for each wave of the study are shown in the table. Over 40,000 young people have taken part in the survey from 137 schools, including more than 38,000 pupils from the year groups shown in the table.

The figures from the most recent study can be compared with figures from previous surveys, and where the question has remained consistent and comparable trends over time can be presented.

For instance, the proportion of primary pupils in Bristol in 2022 who had a school lunch on the day before the survey was 47%, which is a slight increase from the 2019 figure of 45%. We can see this increase in the context of previous results for primary and secondary pupils, and these are shown on the chart.

The differences between (say) 2019 and 2022 are not large but are judged by a statistical test to be likely to reflect a genuine change in the tendency to choose a school meal and not random fluctuation in the results from the two surveys. We have marked on the charts the 95% confidence intervals, but just as important is the representativeness of each year's sample, as a different selection of schools took part in the survey in each wave. Statistical testing cannot account for differences in the characteristics of those schools that responded, compared to all schools in the city. This applies to all trends shown in this report.

Table 40: Sample sizes in each wave of the survey 2008-2024.

	2008	2009	2010	2011	2013	2015	2019	2022	2024
Yr 4	1073	1456	1266	925	1034	1373	1584	704	742
Yr 6	1352	1562	1316	1014	1002	1631	1687	687	794
Yr 8	819	1126	981	716	844	1323	1866	1079	626
Yr 10	914	1290	514	586	931	994	1555	815	485
Total	4158	5434	4077	3241	3811	5321	6692	3285	2647

Chart 88: Percentage of primary and secondary pupils who reported having had a school meal on the day before the survey, in each wave of the survey 2008-2022.

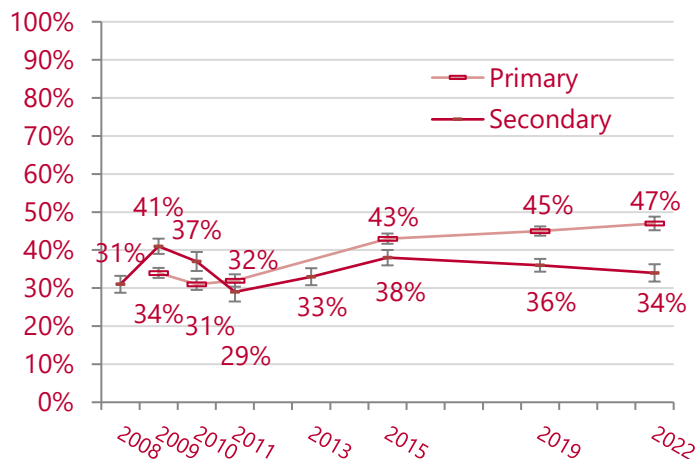
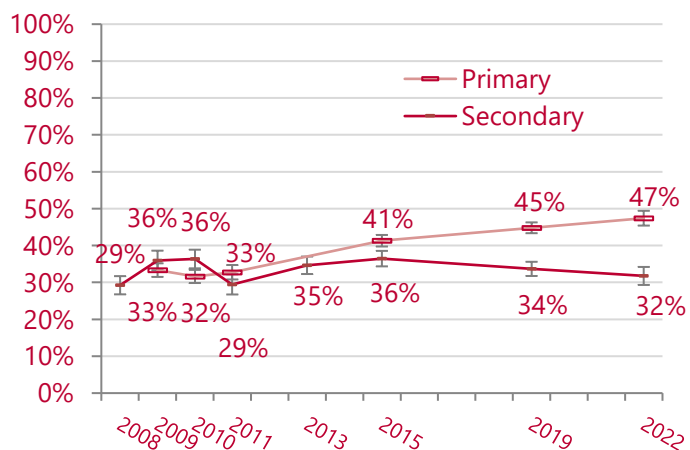


Chart 89: Percentage of primary and secondary pupils who reported having had a school meal on the day before the survey, in each wave of the survey 2008-2022 (repeat schools only).



14.6 Comparisons

The Bristol figures have been compared, where possible, with a reference sample of 62,000 responses, comprised of a compilation of survey areas that have completed similar versions of the questionnaire in 2023, comprising information from over 1000 schools. This is the sample used for the SHEU publication *Young People into 2023*².

Table 41: Reference sample numbers (and year groups) from 2023, used for comparisons to the results from the 2024 Bristol Pupil Voice survey.

Year group	Males	Females	Total
Y4 (8–9y)	6654	6410	13064
Y6 (10–11y)	10034	9781	19815
Y8 (12–13y)	7184	7463	14647
Y10 (14–15y)	6150	6568	12718
Totals	30022	30222	60244

Each year, the Schools Health Education Unit (SHEU) produce a report of aggregate school survey results using similar surveys in their *Young People* series, often referred to by news media as 'national data'. The studies that give rise to the reports are large, numerous, and from many parts of the United Kingdom, but they do not form a deliberately selected sample. The origin and structure of these surveys is described fully in each annual report.

The local authorities that took part in studies in 2023 were:

Table 42: List of local authorities contributing to the 2023 reference sample

Buckinghamshire	Luton Borough
Cambridgeshire	Northumberland
Central Bedfordshire	Nottingham City
Cornwall	Nottinghamshire
Derbyshire	Royal Borough of Greenwich,
Ealing London Borough	Southwark Borough
Guernsey Education Authority	Sunderland City
Haringey	Wirral Public Health
Herefordshire	Wolverhampton Education Authority
Leicestershire	

Despite the 'accidental' nature of the sample, the characteristics of the schools in the overall resulting dataset is reasonably similar to the population of all schools nationally and the results seen in the SHEU annual data sets typically matches survey outcomes from other data-collection agencies using structured or random sampling. Evidence supporting this claim can also be found in the SHEU reports.

For the purposes of the comparisons in this summary report between statistics for Bristol and the reference sample it is fair to assume that the reference sample is reasonably representative of national average values.

For more details, please contact the Schools Health Education Unit (www.sheu.org.uk).

14.7 Measuring emotional wellbeing

Mental and emotional wellbeing is a concept that is challenging to quantify, and to compare between individuals or groups within the population. A number of survey tools have been developed for this purpose and two are employed in the Pupil Voice survey, both widely used and recognised to be reliable for the age-groups in question. They are similar in construction and purpose, designed and validated for their target populations. A series of questions are used to derive a mental wellbeing score for the respondent and enables their mental wellbeing to be compared to others, or a change over time to be assessed. Neither survey tool is a clinical screening device, although lower scores may indicate poor mental health and correlate with other tools designed for that purpose.

Table 43: Wellbeing scale items

Primary schools

Stirling Children's Wellbeing Scale (SCWBS).

The Stirling Children's Wellbeing Scale³ was developed by the Stirling Council Educational Psychology Service (UK) as a holistic, positively worded measure of emotional and psychological wellbeing in children aged eight to 15 years. It was designed by Ian Liddle and Greg Carter for Stirling and Clackmannanshire Councils and was published in 2010 (*ibid.*).

The survey tool requires respondents to report how frequently they have felt the following in the previous two weeks, and scores the responses:

- I think good things will happen in my life
- I have always told the truth
- I've been able to make choices easily
- I can find lots of fun things to do
- I feel that I am good at some things
- I think lots of people care about me
- I like everyone I have met
- I think there are many things I can be proud of
- I've been feeling calm
- I've been in a good mood
- I enjoy what each new day brings
- I've been getting on well with people
- I always share my sweets
- I've been cheerful about things
- I've been feeling relaxed

Secondary schools

Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).

The Warwick-Edinburgh Mental Wellbeing Scale⁴ was developed by colleagues at the Universities of Warwick and Edinburgh as a holistic, positively worded measure of emotional and psychological wellbeing for adults. The full version has been tested and authorised for use with school pupils as young as 13.

The survey tool requires respondents to report how frequently they have felt the following in the previous two weeks, and scores the responses:

- I've been feeling optimistic about the future
- I've been feeling useful
- I've been feeling relaxed
- I've been feeling interested in other people
- I've had energy to spare
- I've been dealing with problems well
- I've been thinking clearly
- I've been feeling good about myself
- I've been feeling close to other people
- I've been feeling confident
- I've been able to make up my own mind about things
- I've been feeling loved
- I've been interested in new things
- I've been feeling cheerful

14.8 Acceptability and pupils' opinions of completing the survey

Most pupils will normally complete the Pupil Voice survey in a classroom environment, in the company of other pupils and with the support of their teachers and/or other classroom staff. The surveys begin with a check that the pupil understands that their responses will be treated as confidential* and that they are content to participate, and if not, they are asked to raise their hand to discuss this with their teacher or other classroom staff. In this respect the pupil respondents are informed and consenting participants in the survey and there should be no coercion to participate beyond support to address queries where they arise. In all circumstances a pupil may decide to miss any questions that they are not comfortable to respond to.

*All the response data is treated as confidential throughout and is non-identifiable at any stage of the processing and reporting of responses. If any response/s raise concerns around the safety or wellbeing of an individual pupil respondent or group of responding pupils, then the School Health Education Unit (responsible for the operation of the survey) will communicate with the school to let them know. Even though the data is anonymised, they can identify which year group it came from so that school staff are made aware and can address any concerns accordingly.

In addition to these safeguards there are a number of questions posed at the end of the questionnaires designed to gauge the pupil's feelings about the questionnaire process and their responses to the questions that can help us appreciate whether the survey is likely to be collecting truly valid responses from the participants and whether the process is reasonably acceptable to them. A selection of the findings from an analysis of the responses to these questions is presented below.

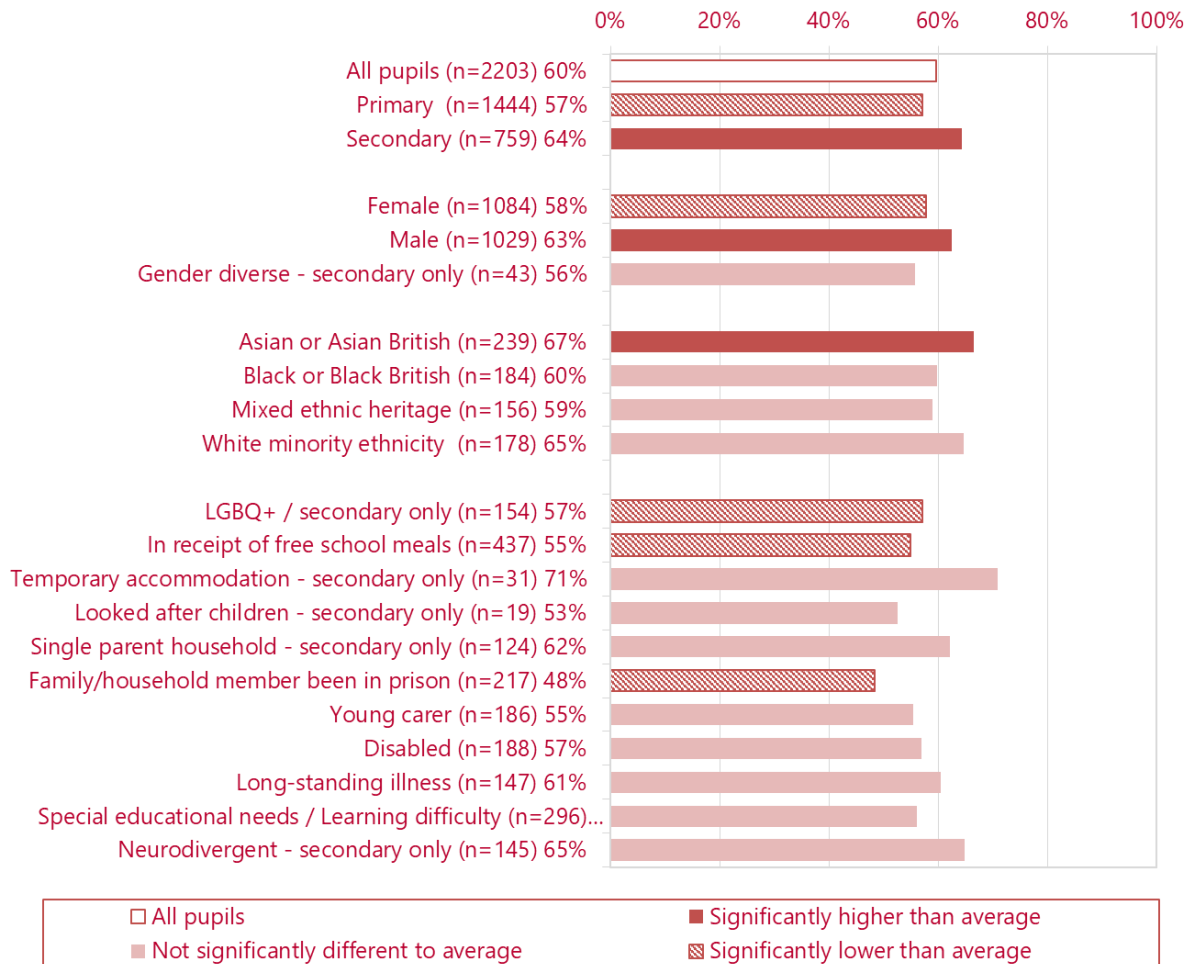
How did pupils feel about completing the Pupil Voice survey in 2024

There was a wide range of feelings expressed by pupils about this year's Pupil Voice survey, from a list of possible options presented to them; *'boring'*, *'easy'*, *'embarrassing'*, *'enjoyable'*, *'hard to fill in'*, *'interesting'*, *'made me think'*, *'nosey'*, *'OK'*, *'too long'*, *'too short'* and *'useful'*, with pupils able to select as many as they feel are appropriate.

By and large the proportions of pupils reporting each of these sentiments were similar to those reported in relation to the previous iteration of the survey in 2022. Compared to pre-pandemic times, among primary school respondents a higher proportion are now reporting that they find the survey *'too long'* (31% vs 17%), and fewer report it being an *interesting* experience than was the case in response to the survey in 2018 (16% vs 35%). The proportion of secondary school respondents reporting that the survey is *'too long'* has not increased since 2018, but fewer report that it has been an interesting experience (12% vs 28%). Striking a balance between the length of the survey and covering all of the topics of interest is always a challenge and these trends will be borne in mind when designing the next Bristol school survey.

Overall though, in every year of the survey including the current one the overall balance of feedback has been positive. In 2024, 60% of all responding pupils in the focus years (y4, y6, y8 and y10) reported a positive balance of feelings and feedback from their experience of completing the survey. The variation chart on the next page based on the same measure shows that in all but one of our analytical sub-groups within the response population, the overall balance of feedback was positive for most respondents (i.e. more than 50%), suggesting that the survey is a positive experience for the majority of pupils.

Chart 90: Variation chart: percentages of pupils, all and by group (followed by sample size and statistic); % of pupils that reported more positive than negative feelings and feedback in respect of their experience of completing the Pupil Voice 2024 questionnaire.



Honesty and validity of the responses to the Pupil Voice survey in 2024

82% of all responding pupils in the primary school focus years (y4 and y6) reported that all their survey answers were honest, very similar to 2022 (81%) and 2018 (82%). 70% of all responding pupils in the secondary school focus years (y8 and y10) reported that all their survey answers were honest, a little lower than in 2022 (72%) and 2018 (78%).

Only 5% of primary school respondents to the 2024 survey and 8% of secondary school respondents stated that their responses were not entirely honest, the remainder did not know.

There was more uncertainty in the opinions around whether classmates were answering honestly, but of all those pupils reporting a yes or no answer to this question the majority believed their classmates were being honest; 55% of primary school respondents (y4 & y6) and 69% of secondary school respondents (y8 & y10).

Participants are asked to respond as honestly as they can to the survey, but in a self-completed questionnaire survey of this type we are very reliant on each individual’s interpretation and understanding of the questions, and their recollection of facts when a question asks about a behaviour or events over previous days, weeks or months. We must take responses at face value and there is no absolute means to verify whether what is reported is truly the reality of events, but it is a very positive indication of the likely validity of the results that the vast majority of respondents believe their responses are honest to the best of their abilities and that

mainly their classmates are doing the same. Ultimately this survey is designed to report the 'pupil's voice', whether right or wrong and in that respect, it is an accurate report of what the pupils are telling us in their questionnaire responses.

14.9 References

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If you would like further information about the support of the Bristol Healthy Schools team, please contact:

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For technical support to use the statistics presented within this report, or to explore other potential uses of the data collected as part of the survey, please contact:

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