

December 2015

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Key findings from the 2015 Secondary School electronic Health Needs Assessment (eHNA)

Years 7 & 10

Executive Summary

The electronic Health Needs Assessment is an annual survey of the health and wellbeing of children and young people in Calderdale. This is the sixth year secondary school students have been surveyed, and we have also surveyed primary schools for the last four years as well as Year 12s for the last two.

The primary school survey covers three core themes:

- Healthy behaviours
- Avoiding harms
- Emotional health and wellbeing

2015 saw an almost identical uptake to last year, with all mainstream secondary schools in Calderdale taking part once again (13 out of 13). The survey is undertaken in Years 7 and 10 in participating schools with over 3800 students taking part covering three quarters of Years 7 and 10 students in Calderdale as a whole.

Some of the most notable findings from the 2015 survey can be summarised as follows:

Things that remain positive:

- Almost all students rate their health positively
- A high proportion of children take part in regular sports and exercise
- Fewer students than ever regularly smoke or drink alcohol

Things that have improved significantly since last year:

- More students would like to stay at school as long as they can
- More students trust their school staff for advice or information
- More students take part in strenuous sport or physical activity at least twice a week, and more do so every day
- More students report never trying tobacco and alcohol
- Fewer students have had sex

Things that are significantly worse than last year:

- More students report low self-esteem
- The proportion of students that have been bullied in the last month is higher
- More students are bullied because of their gender, religion or beliefs, race or ethnicity, sexuality or disability
- More students feel unsafe where they live because of knives, gangs, racial tension, crime and road traffic
- More students have nothing to eat or drink before their first lesson
- Fewer students have an annual dental check-up

Things that remain a cause for concern:

- A substantial minority of students eat or drink nothing before the first lesson
- 1 in 5 students still have five or more unhealthy snacks per day
- More than a third of all students want more information about the harms of smoking, drinking and taking drugs
- Bullying remains a problem, with almost half of students saying they have ever been bullied

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1 Background

There has been an electronic survey of the health and wellbeing of secondary school students in Calderdale since 2010, a primary school survey since 2012 and a Year 12 survey since 2014. Using an anonymous online survey, students answer questions relating to a wide range of health and well-being issues. It is completed in about 20 minutes and within a school lesson period of 30 to 40 minutes.

The secondary school survey of Years 7 (11-12 year olds) and 10 (14-15 year olds) is open to all secondary schools and their students, and is designed to be age and understanding appropriate. Some questions are asked only of Year 10 students as a result.

The survey has been adapted over the years, with the help of students themselves and with input from secondary schools. This ensures the questions remain current and relevant.

The coverage of the secondary school survey has extended every year since we started in 2010, with this year being almost identical to last year and representing all secondary schools and 74% of students in Years 7 & 10 across Calderdale. This report details the findings for the participating schools in 2015 and compares them to 2014 and prior years.

The survey covers three core themes:

- Healthy behaviours
- Avoiding harms
- Emotional health and wellbeing

Under those three core themes, a range of topics are explored in more detail.

- Physical wellbeing
- Alcohol, tobacco and drugs
- Exercise and diet
- Emotional wellbeing
- Bullying
- Self-harm and safety
- Home, school and community

The results of the survey are used to inform the way health and wellbeing services for children and young people are commissioned and delivered in Calderdale.

Schools are encouraged to use the results to inform the way they provide health and wellbeing support for their students and students, in line with OFSTED recommendations. Calderdale Public Health Team work with schools to help them develop health and wellbeing plans based on their results and tailored to meet the needs of their students.

2 Participation

All Calderdale primary schools with Years 7 and 10 are invited to participate in the survey, with thirteen schools requesting to undertake the survey during the 2015 summer term.

There were usable responses from 3813 students from the thirteen secondary schools, which covers about 74% of Years 7 and 10 students in Calderdale as a whole, according to the January 2015 school census.

Uptake within schools was varied. One school provided 16% of the total responses received, whilst at the opposite end of the scale another school provided only 0.7% of total responses. Those schools with the highest participation rates get the best picture of life in their school from the voice of their students.

Given the sample size, the survey can be regarded as a true reflection of the picture in Calderdale.

3 Key findings

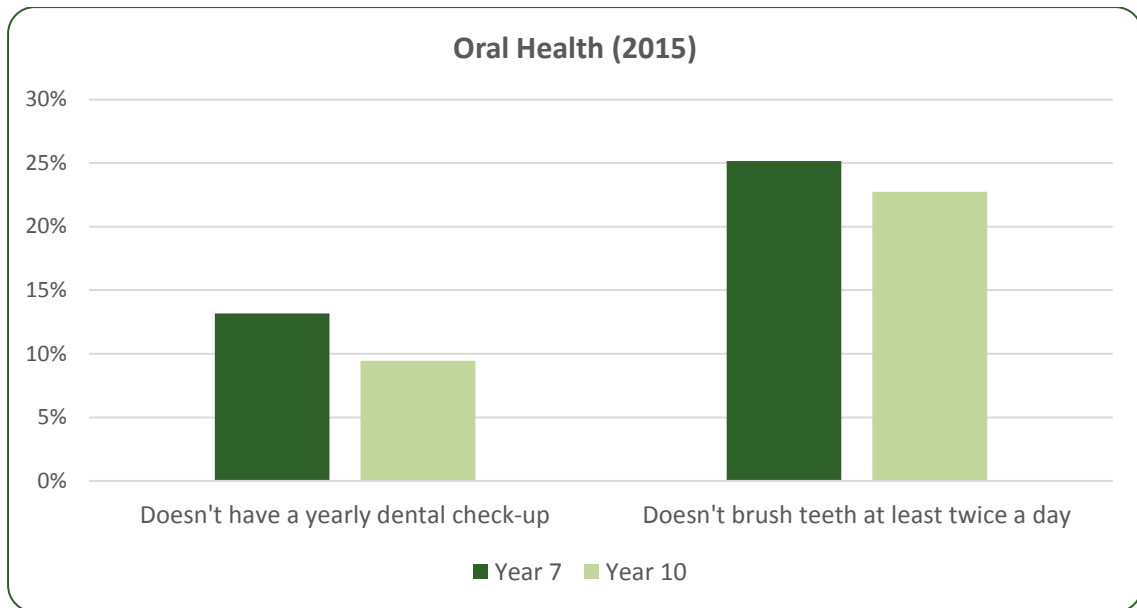
3.1 Healthy behaviours

3.1.1 Physical wellbeing

- Almost all students (96.2%) report their health as either “good” or “ok”, and those reporting health as ‘good’ (64.3%) has not changed significantly since last year.
- 1 in 25 (3.8%) rated their health as poor (range for secondary schools: 1.4% to 7.6%), similar to 2014. A greater proportion of girls than boys said their health was ‘poor’, particularly Year 10 girls.
- Some students report serious problems with eyesight (11.1%) and hearing (3.6%).
- Around 1 in 9 (11.5%) have one or more common disabilities. Approximately 1 in 20 (5.1%) state they have a learning difficulty or disability: a greater proportion of boys (6.5%) than girls (3.6%). Other disabilities listed are speech difficulty (1.9%), blindness (1.5%), deafness (1.5%), difficulty walking (1.1%) and other (4.1%). There was no significant difference when compared with 2014 results.
- 6.5% of students worry about missing school because of their poor health and 4.1% of students worry about not being able to do the job they want to do because of it.
- Other worries experienced by students were about physical development (9.8%), higher for Year 10 students, and changing from a boy to a man, or girl to a woman (7.3%), higher for Year 7 students.
- A fifth of students (19.5%) often have less than 6 hours sleep a night (noticeably higher in year 10 girls where it is nearly a third (29.8%)) and more than 1 in 7 students (14.9%) have bad headaches. Almost a tenth of students (8.6%) often have bad dreams and a few (2.1%) need medication to help them sleep. Sleeping difficulties and headaches are related and sleeping difficulties are significantly more of a problem for regular tobacco or drug users and those who often need medication to help them sleep.

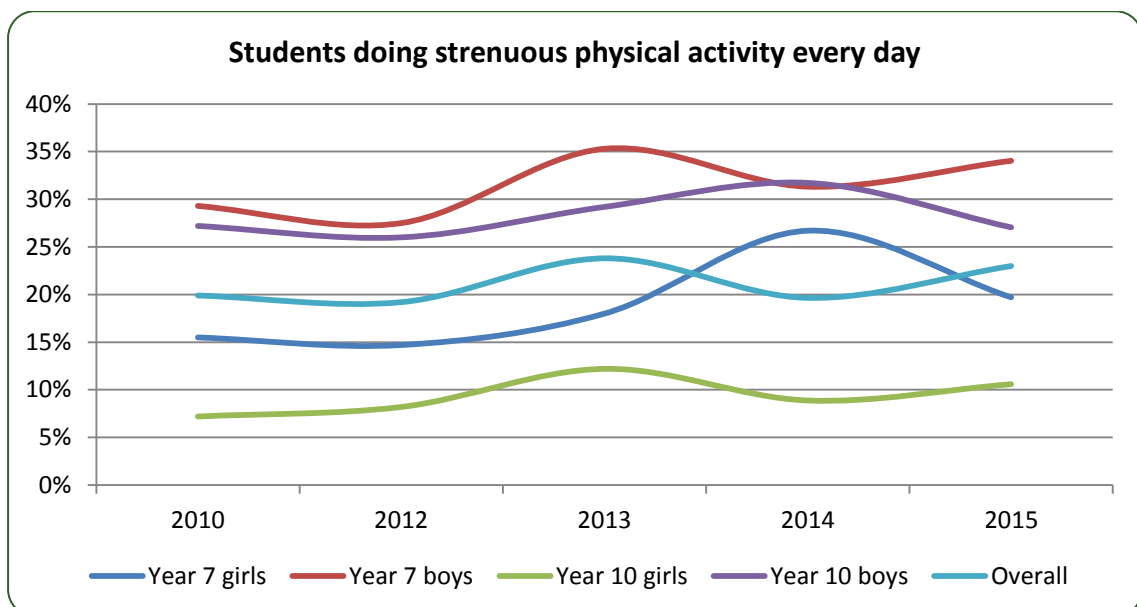
3.1.2 Oral health

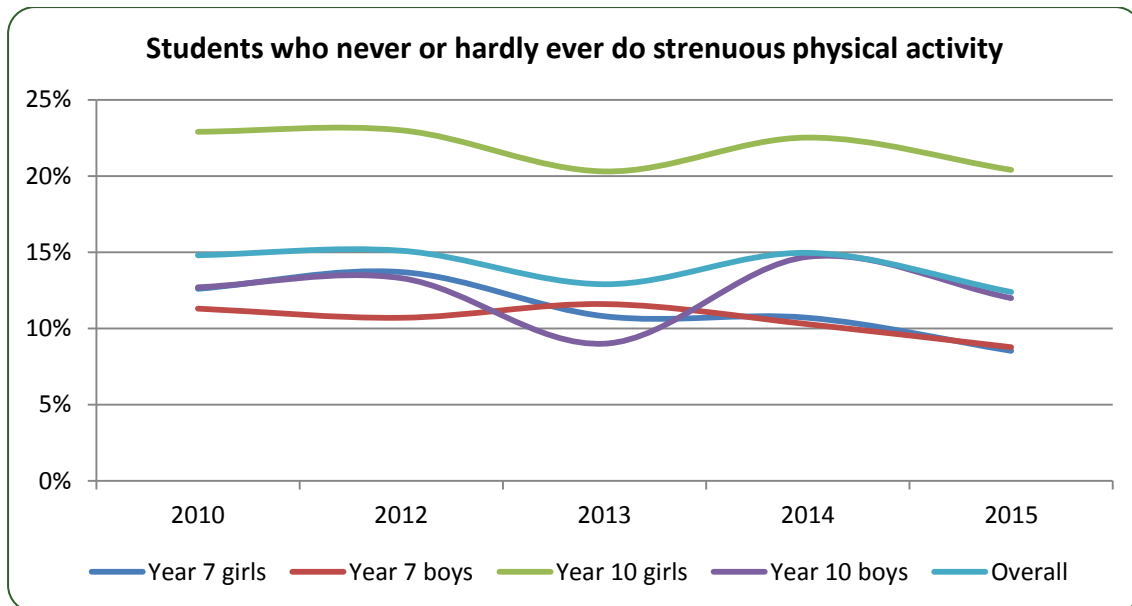
- The proportion reporting access to dentists (88.6%) is significantly lower than last year, with 1 in 20 students not having an annual dental check-up.
- Some students report serious problems with their teeth (3.7%). Three-quarters (76.1%) of students brush their teeth two or more times a day but almost 1 in 25 don’t brush their teeth on a daily basis (3.7%). Students having serious problems with their teeth were less likely to brush their teeth regularly.



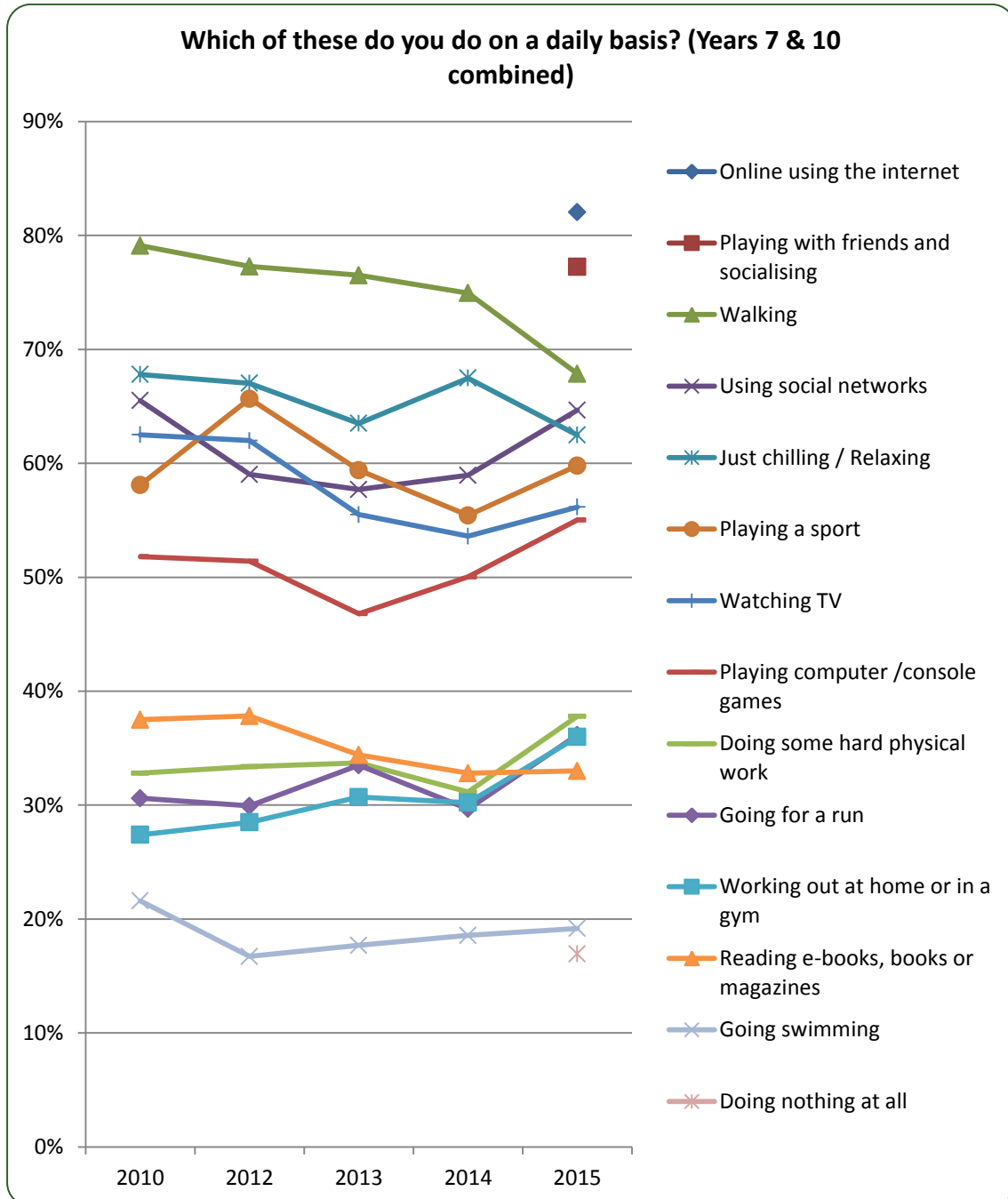
3.1.3 Exercise

- There has been both a significant increase in the proportion of young people doing daily strenuous physical exercise (23%) and a significant decrease in the proportion of young people who never or rarely do physical exercise (12.4%) when compared to 2014.



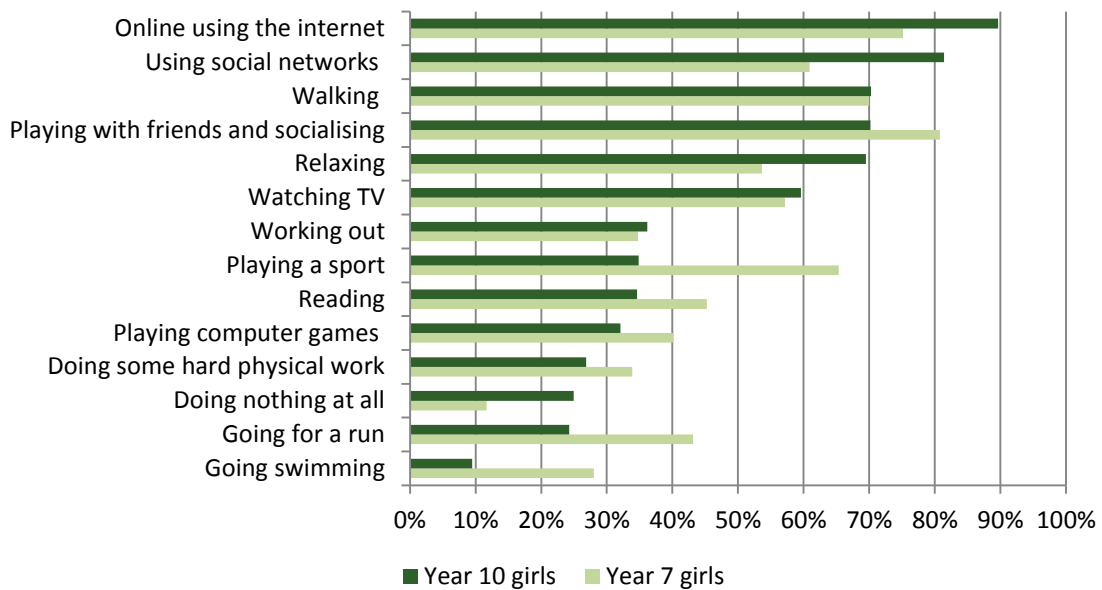


- More than two-thirds (71.6%) of students do strenuous physical activity at least twice per week (school range 57% to 82%). This is significantly higher than last year. The most common reason specified for not doing so was that they “couldn’t be bothered” (41.9%). In addition, more than a quarter (27.5%) felt there were more important or fun things to do, 1 in 12 (8.5%) said it was because they didn’t have enough money and 1 in 8 (12.2%) because there was nowhere to go where they lived; overall, this equates to 1.1% of Calderdale students not exercising because of insufficient money, and 1.7% Calderdale students not exercising because of nowhere to go.
- Only half (54.6%) of Year 10 girls do strenuous physical activity at least twice a week and the main reasons they give for not doing so are: they can’t be bothered (53%); they don’t have time (34.8%); there are more important or fun things to do (33.8%); they don’t like doing it (32.5%); and because they feel embarrassed (27.6%)
- Almost a quarter (23%) of students do strenuous physical activity daily and this has increased significantly since 2014. Boys are most likely to do strenuous physical activity on a daily basis. Whilst last year exercise levels in boys in Years 7 & 10 were similar, we have seen a divergence this year with activity levels in Year 10 boys dropping whilst it rose for Year 7 boys.
- 1 in 8 (12.4%) ‘never/hardly ever’ do strenuous physical activity. This is highest for girls in Year 10 (20.4%). Interestingly, all age groups showed an improvement on last year, which led to a statistically significant improvement overall compared to last year.
- Students were asked how much time spent on different types of activity in a typical day. This year, we added three new categories (playing with friends and socialising; online using the internet; doing nothing at all). Of the activities done ‘quite a lot/a lot’, going online using the internet was the most popular (82%). Playing with friends and socialising was the next most popular (77.2%) the least popular is doing nothing at all (17%).



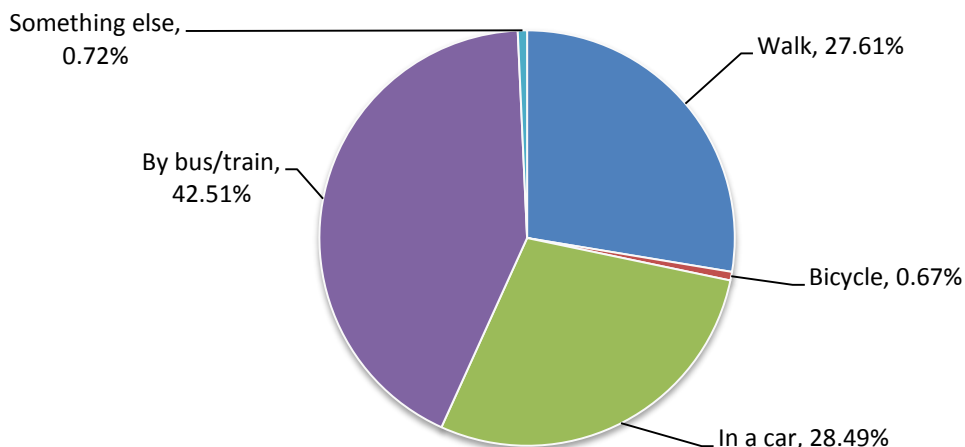
- There were differences between age and sex in popularity of specific activities: many of the more physical activities become less popular for older girls, but use of technology (e.g. using internet or playing computer games) and other sedentary activities goes up.

Types of activity done 'quite a lot/a lot' by female pupils



- For the first time this year we asked how students travelled to school. The most popular way for both sexes and both age groups is by train or bus. The most popular is by bicycle. Year 10 boys are by far the most likely to cycle to school but still only account for 1 out of every 66 journeys to school.

How do you travel to school? (Years 7 & 10 combined)

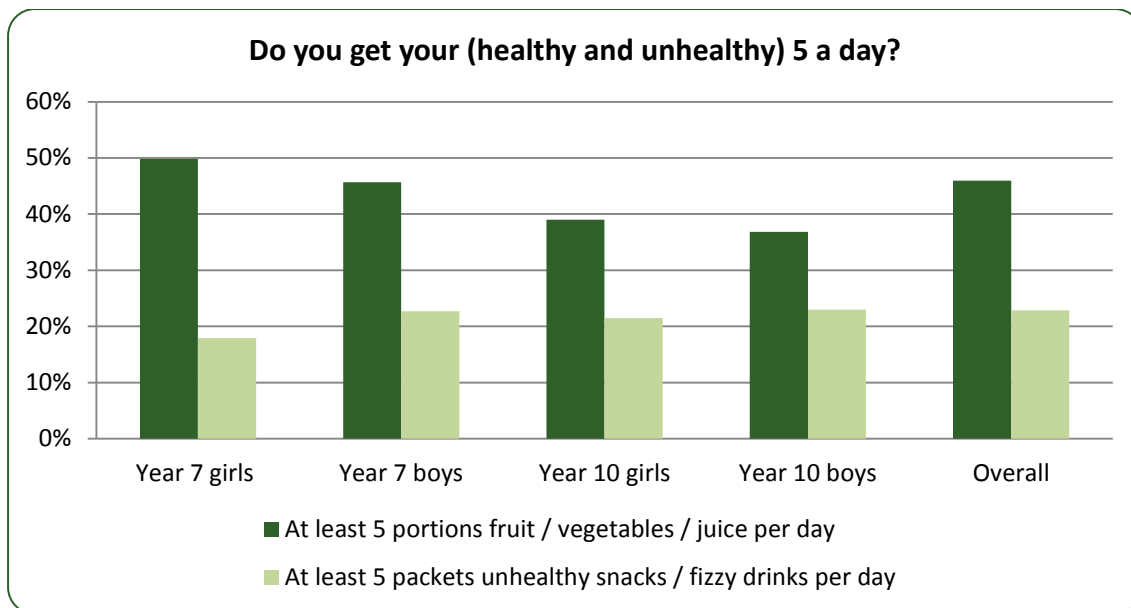


3.1.4 Diet

- Most young people (56.1%) report having three meals per day, which is significantly lower than last year. As was found in 2014, those receiving Free School Meals were significantly more likely to have three or more

meals per day than those not receiving Free School Meals. However, in 2015 those receiving Free School Meals were significantly less likely to have 3 or more meals per day.

- Nearly a quarter (22.1%) of students ate or drank nothing before their first lesson, which is significantly higher than last year. This was more common amongst girls (26.8%) than boys (17.4%) and in Year 10 (28.3%) than Year 7 (15.9%) but has increased across the board. It is highest amongst Year 10 girls (34.3%). Even when students did have something, it could be minimal: 6.8% of students only had a snack (such as crisps, chocolate or sweets) and a third (34%) had a drink only (excluding energy drinks). Worryingly, more than 1 in 20 students (6.1%) had an energy drink before school. The school range for the proportion skipping breakfast in 2015 is 12.1% to 40.8% whereas in 2014 it was 10.0% to 42.7%.
- About a sixth (17.1%) of students often skip meals, which is not significantly different to last year. Nevertheless, there are still around 1 in 20 students having no meals or only one meal per day (0.7% and 4.9% respectively) and 1 in 12 (8.7%) having nothing to eat at all some days.
- Of those skipping meals / not eating, most do so because they are not hungry (69.4%) but a third (34%) do so because they want to lose weight or are too busy (35.5%). Girls were more likely to skip meals / not eat at all, particularly in Year 10 where over a quarter (27.6%) often skip meals, with nearly half of those trying to lose weight (46.7%).
- Of those skipping meals, some do so because they do not have enough money to buy food (6.7%) or because there is no food at home (4.4%); of the Year 7/10 students overall, 1 in 60 (1.1%) miss meals because of insufficient money and 1 in 100 (0.8%) students miss meals because there is no food at home. Some of these children are the same as those answering that they are not exercising because of insufficient money.
- Almost half (46%) of students eat at least 5 portions of fruit and vegetables a day (including fresh fruit juice drink) and this is higher in Year 7 compared to Year 10. The range for schools is 31.5% to 64.3%.
- Students have on average 3.9 unhealthy snacks / drinks (packets chocolate, sweets, crisps and fizzy drinks) per day. Nearly a quarter of students (22.9%) have at least 5 unhealthy snacks / fizzy drinks per day although this is a significant decrease since last year. The school range for the proportion of unhealthy snacks/drinks per day is 2.7% to 45.5%; this compares to a school range of 5.1% to 29% in 2014.



- 1 in 7 (13.3%) students reported receiving Free School Meals (FSMs). Those students receiving FSMs are significantly more likely to have more than five unhealthy snacks / drinks than those who don't. This has changed from last year when there was no difference. The reverse is also true in that those students having more than five unhealthy snacks are more likely to have FSMs.

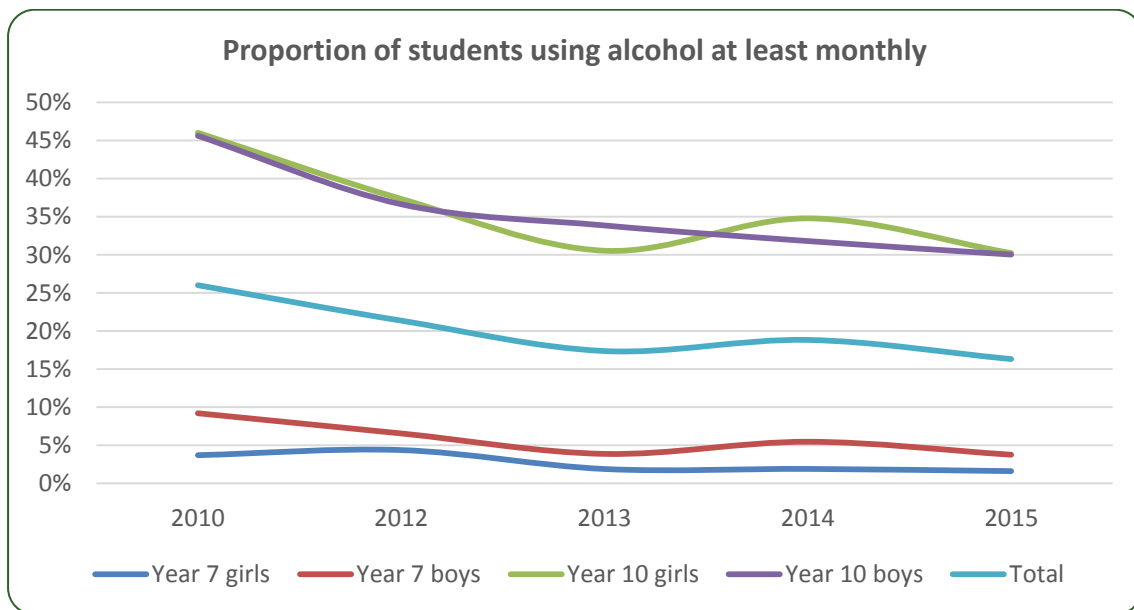
3.2 Avoiding harms

3.2.1 Drugs, alcohol and tobacco

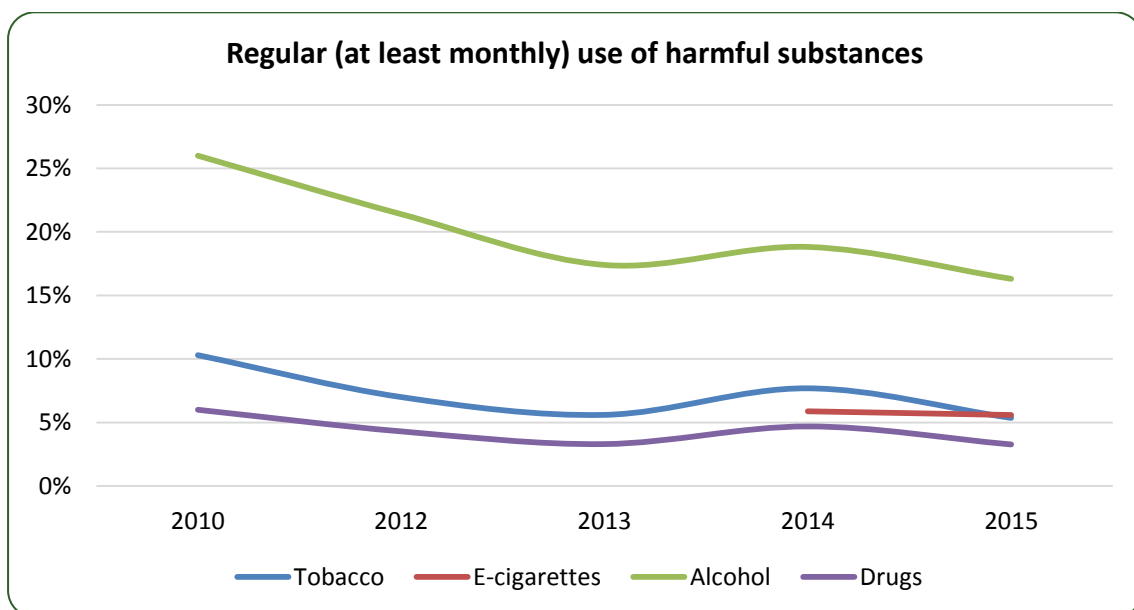
- In 2015 we have seen significant decreases in the proportion of children who have ever tried alcohol or tobacco and a non-significant decline in those who have tried drugs.
- Alcohol is the substance most frequently tried by young people: Compared to 2014, when over half (54.8%) of students had tried it, less than a half (48.9%) have tried it this year – a significant improvement.
- Tobacco use has also dropped significantly, with the proportion who have tried it in 2015 (16.2%) only three quarters that of 2014 (21%).
- Drug use shows a downward trend, although that is non-significant. In 2015 1 in 11 (9.1%) had tried drugs compared to 1 in 9 (11.1%) in 2014. As per previous years, that is usually cannabis.
- The proportion of students that have never tried alcohol or tobacco has increased significantly since 2014. Nationally, 64% of students tried alcohol at the age of 15, 24% had tried tobacco and 11% had tried cannabis with a further 2% trying other drugs at least once in 2014 (latest figures).¹

¹ HSCIC (2015) Health and Wellbeing of 15-year-olds in England - Main findings from the What About YOUTH? Survey 2014 <http://www.hscic.gov.uk/>

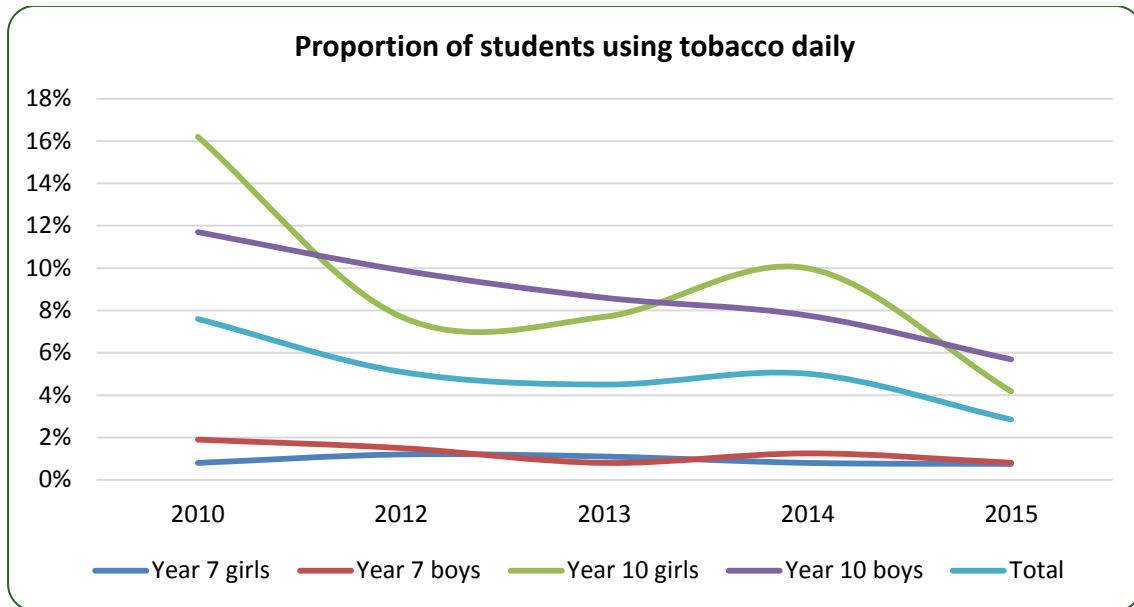
- The proportion of young people using alcohol, drugs and tobacco daily has dropped significantly, for all three compared to last year.
- Alcohol is the substance most frequently used regularly (monthly, weekly or daily) with 16.3% students regular users compared to tobacco (5.4%) or illegal drugs (3.3%). Year 10 girls continue to be the highest regular drinkers. Regular alcohol use is the lowest it has been in Calderdale in total and when broken down by both year group and gender.



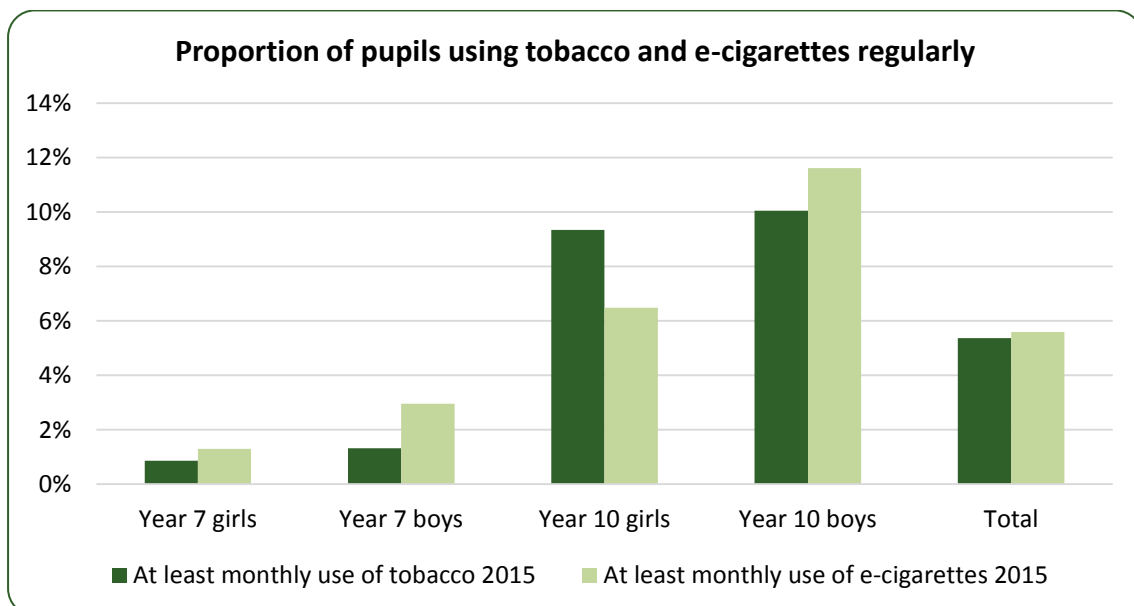
- The proportion regularly using tobacco or drugs has decreased significantly since 2014. Regular use of tobacco, alcohol and drugs in 2015 is lower than it has ever been for all three behaviours. E-cigarette use has also dropped slightly since last year (which was the first year we included questions about them).



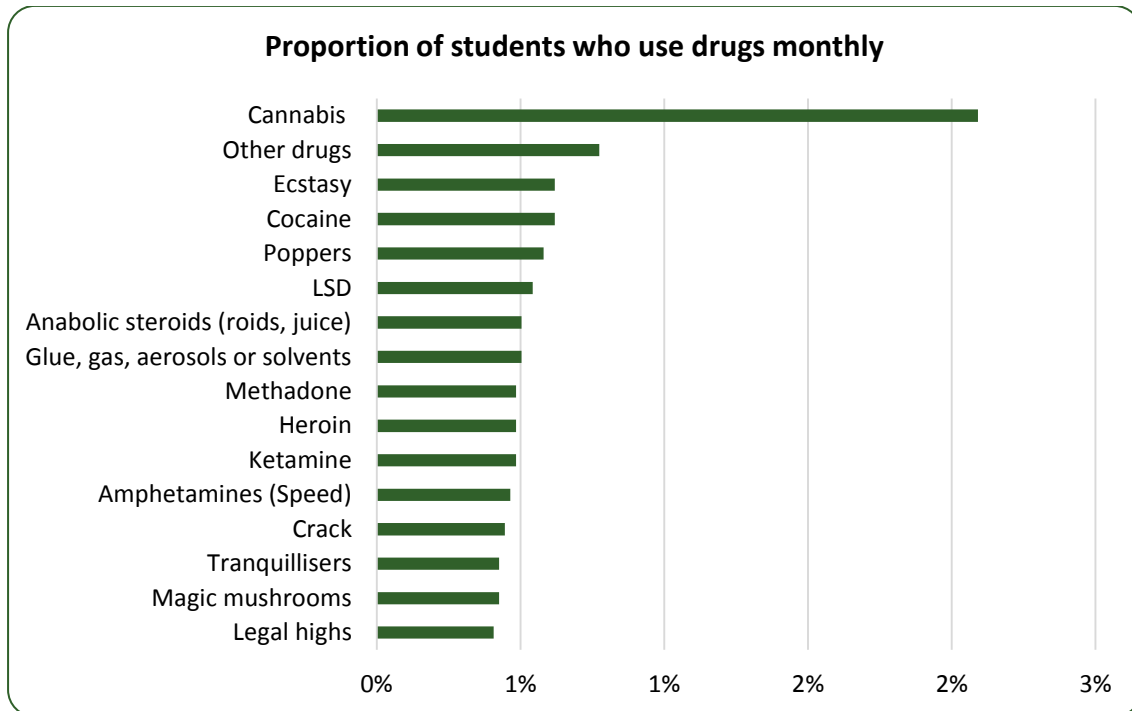
- Daily tobacco use has dropped significantly since last year, in fact by almost a third. Around 1 in 30 (2.9%) of students now using tobacco daily compared to 1 in 20 last year. This decrease has been particularly marked in Year 10 girls (a 42% reduction since last year). Year 10 boys are now the highest daily users of tobacco.



- This year, for the first time, regular use of e-cigarettes has overtaken that for tobacco. More young people have tried e-cigarettes than tobacco: 1 in 6 (17.5%) had tried e-cigarettes compared with 10.9% having tried tobacco. For each Year, boys were more likely than girls to use e-cigarettes. Over half (57%) of regular tobacco users also use e-cigarettes at least monthly. 1 in 9 students (11%) who have never even tried tobacco have tried e-cigarettes and a further 1% of those who have never tried tobacco used e-cigarettes regularly (at least monthly).



- Cannabis is the main substance used by regular drug users. Calderdale use of cannabis and solvents is significantly lower than found nationally in a similar survey² of similar age groups whereas ecstasy use is significantly higher in Calderdale than nationally for the same overall age groups (although very low).

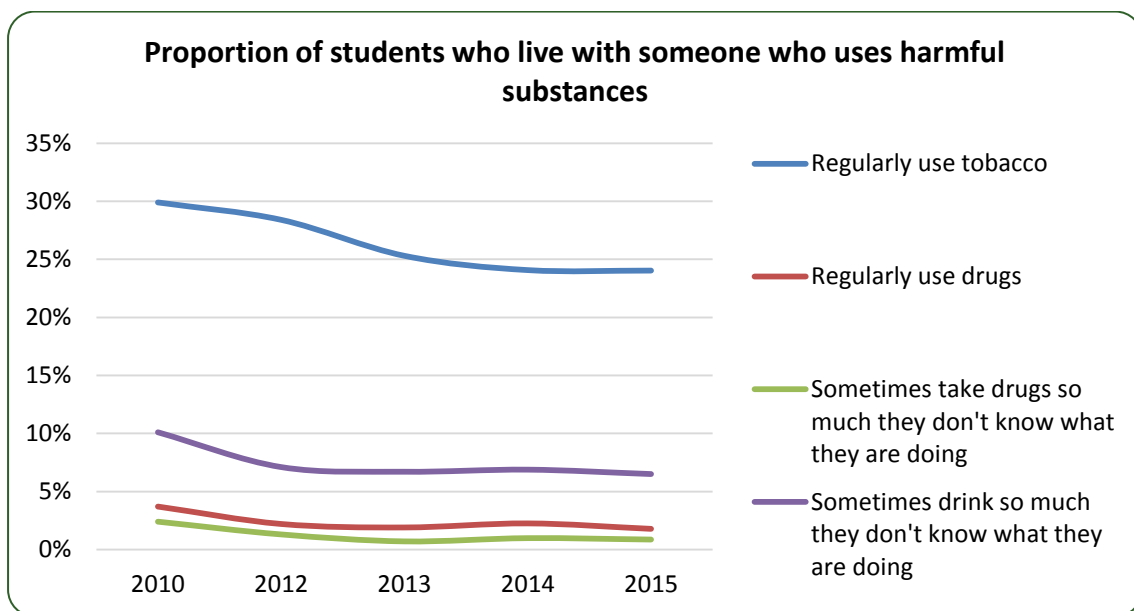


- Of those who used alcohol regularly, two-fifths (44.3%) had drunk so much that they did not know what they were doing, girls more than boys. Of the regular drug users, two-fifths (51.3%) had taken so much that they did not know what they were doing. It should be noted that the actual numbers of regular drug users are relatively small, so the data is more likely to be subject to variation.
- The students who drink or use drugs to excess seem to be largely the same. 92% of students who use drugs to excess also use alcohol to excess. Those who report using drink or drugs excessively in this way are more likely to report living with adults who also do the same.
- Over three-quarters (82%) of students who regularly use drugs also regularly use alcohol. On the other hand, only a fifth (21.6%) of regular drinkers are also drug users.
- A high proportion of students have had access to information about alcohol, drugs and tobacco although this differs by school (73% to 95%) and is slightly lower for tobacco. Around one-third wanted more information on substances, specifically on drugs (35.9%), alcohol (34.5%) and tobacco (35.1%). These are all higher than last year.
- Approaching half (43.4%) use drugs for the excitement and over a quarter to know what it feels like (26.7%), because they are bored

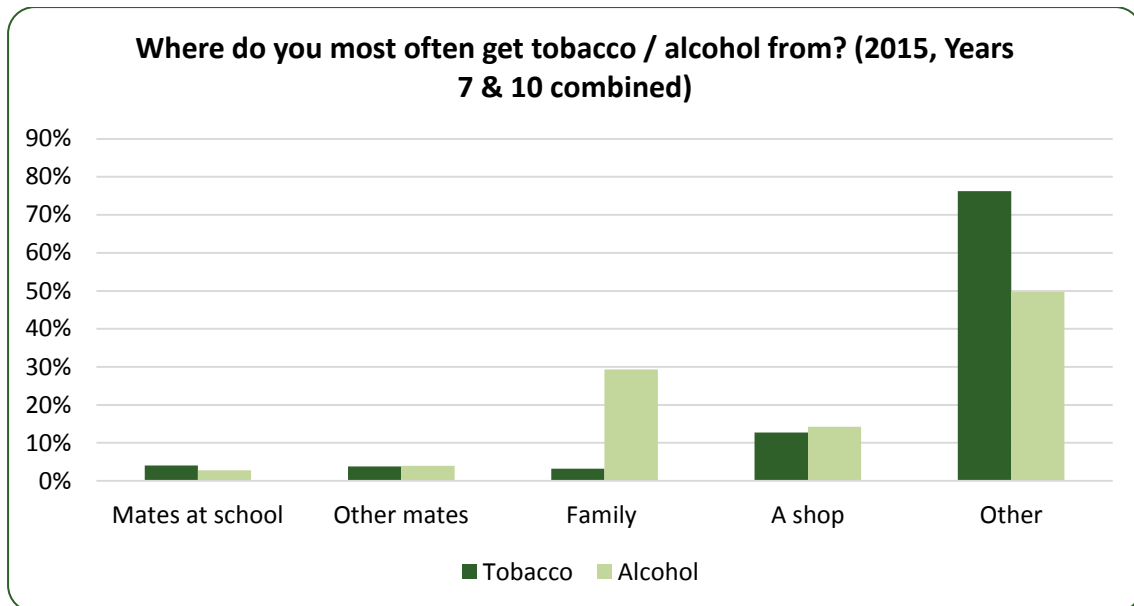
² ibid

(33%) and because it makes them feel better about themselves (30.2%). Not being able to give up is the main reason for using tobacco (33.8%), along with being bored (33.8%) and because it makes them feel better about themselves (32.1%). Excitement is still the main reason for alcohol use (46.3%), a significant increase from last year.

- Students think the main reason for starting alcohol, drugs or tobacco are because friends do it (67.1%) although this has reduced significantly since 2014. We asked about peer pressure this year, and this is the second highest reason given (62.5%). The proportion that felt it was because they were easier to get hold of increased significantly since last year (21.7%).
- Less than a quarter of students (24%) now live with adults who regularly use tobacco and 1 in 50 students (1.8%) live with people who regularly take drugs. This is the same as last year.

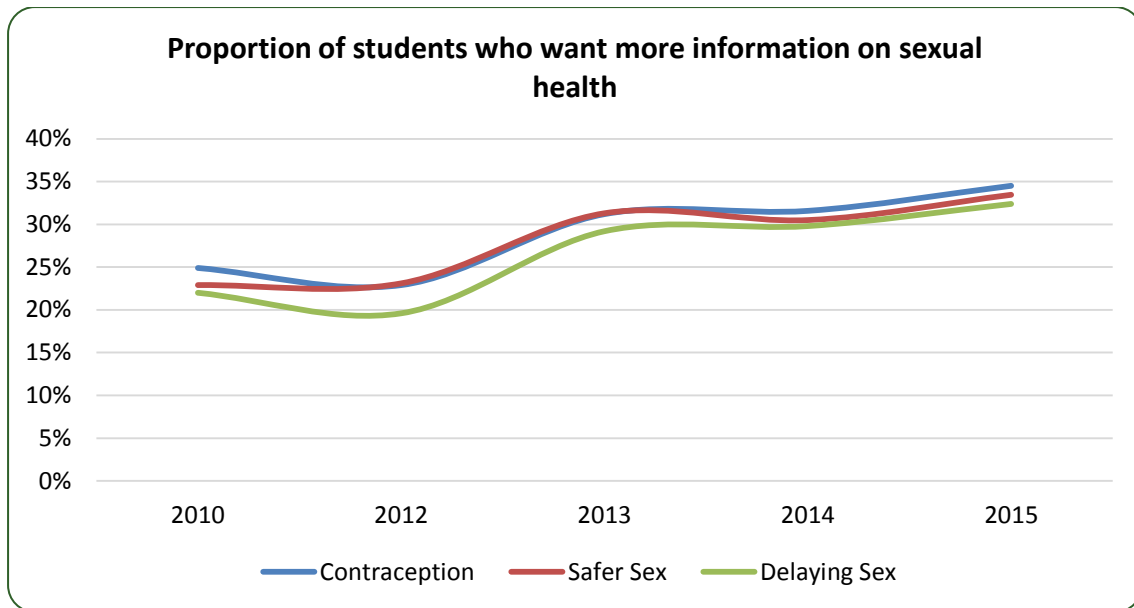


- This year for the first time, we asked where young people got tobacco and alcohol from. The most popular answer for both was 'other'. This needs further exploration and refinement for next year.



3.2.2 Sexual health and parenthood

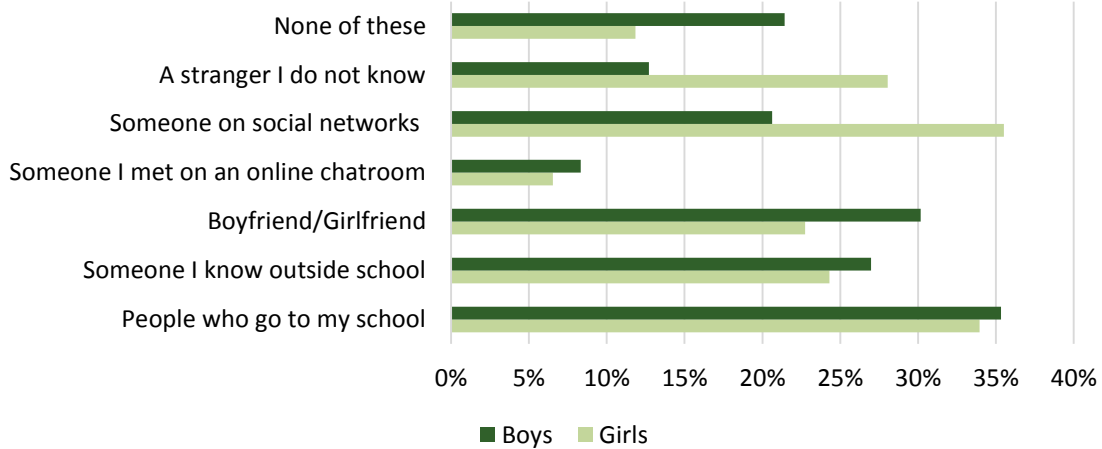
- Around 1 in 12 (8.5%) students claim to have ever had sex, significantly lower than last year. The figures is higher for Year 10 students (14.9%) than year 7 (2.1%).
- Of those that claim to have had sex, 1 in 4 (24.5%) never used contraceptives and only a third (32.7%) used them sometimes.
- Of those having sex and using contraception, condoms were the most used method (83.5%) overall, reported more by males (88.3%) than females (77.8%) and significantly higher than last year. The contraceptive pill was used by about a third (30.5%) of students, reported by 47% of females. 1 in 6 of females (16.3%) using contraception were using an injection/implant/depo method. 1 in 6 (16.7%) of those in Year 7 who claimed to have ever had sex reported using some other form of contraception, not specified.
- Around 1 in 6 students say they have not had information about contraception (17.3%), delaying sex (16.1%) or safer sex (14.3%), and similar proportions don't know if they have had such information (contraception 20.6%; safer sex 11.8%; delaying sex 15.5%). The proportion that has had information on safer sex and delaying sex have both increased significantly since last year.
- Around 1 in 3 students want information about contraception (34.5%), delaying sex (32.4%) or safer sex (33.5%). Significantly more want information about contraception than last year. For all three, Year 7s have a higher level of expressed need than Year 10s. The school range for all three is fairly similar, from around 24% to 44%.



3.2.3 Sexting

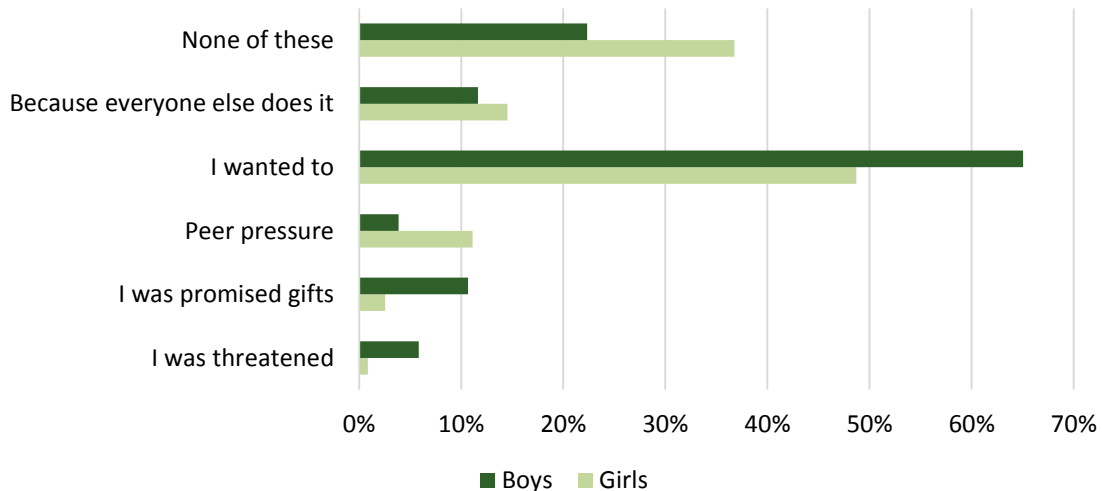
- This year for the first time we asked Year 10 students a range of questions relating to 'sexting' – that is sending and/or receiving explicit sexual content via mobile phones or computers.
- 1 in 9 Year 10 students receive indecent messages or images at least monthly (11.7%), 1 in 10 are asked to send indecent messages or images of themselves at least monthly (10.5%) and 1 in 20 actually send indecent messages or images of themselves at least monthly (5%).
- Girls are twice as likely to be asked to send messages, but boys are more likely to actually do so.
- Worryingly, more than a quarter of year 10 girls who received indecent messages or images received them from a stranger they did not know (28%)

Who is it who mainly sends you indecent messages or images? (Year 10 only)



- 1 in 9 of girls who sext do so because of peer pressure (11.1%), whereas a similar proportion of boys did so because they were promised gifts (10.7%). Less than half of girls became involved because they wanted to.

Why did you become involved in sexting? (Year 10 only)



- Nearly three quarters of young people have had information about the dangers of sexting (72.9%) but nearly a quarter would like more information (23.1%).

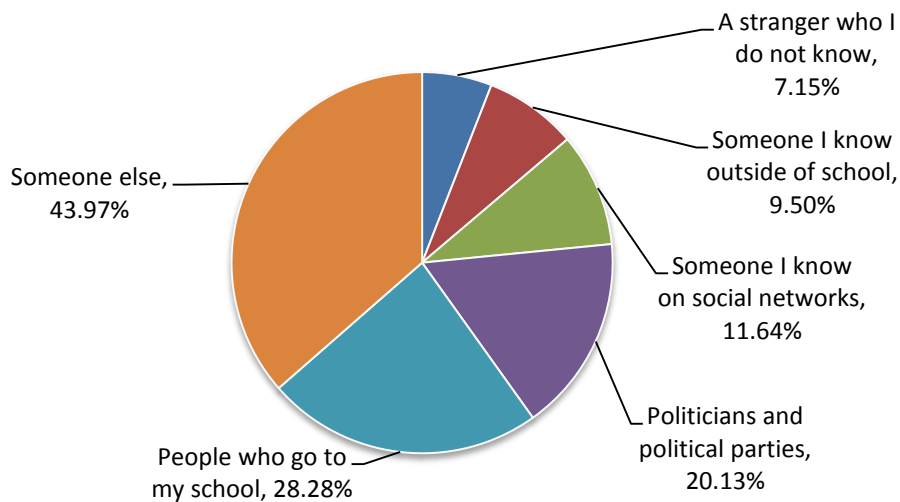
3.2.4 Extremism

- We also asked a series of questions to explore issues of extremism and radicalisation in this year's survey for the first time. These questions were about promotion of extremist views, defined here as

when people have ideas and goals about culture, religion and politics, which are very different to most other people and which go against what most people think is right.

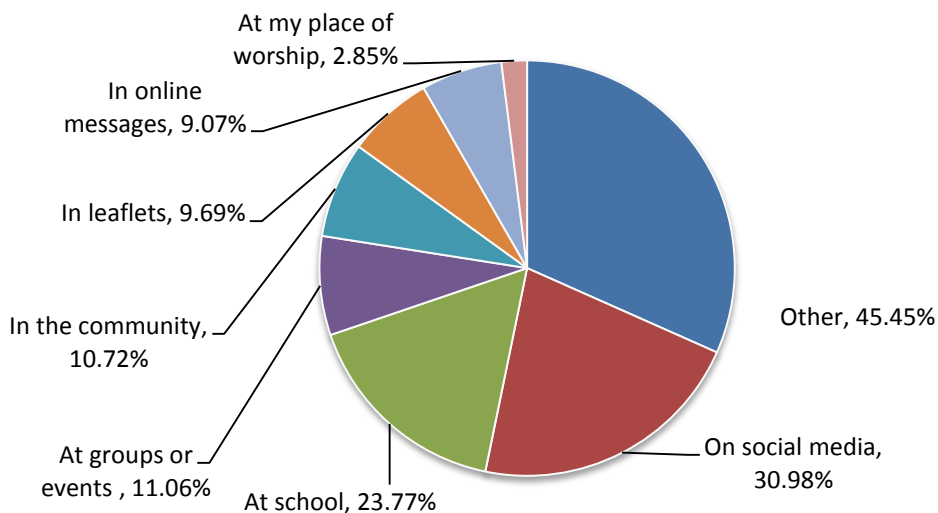
- 1 in 8 felt that they were encouraged by others to adopt extreme views at least monthly (13.4%). It is more common in males than females. Three quarters have never been encouraged to adopt such views (74.8%)
- It is not clear who is encouraging those views, with ‘someone else’ accounting for nearly half of all responses (44%). Next most popular was people who went to the same school (28%), accounting for over a quarter.

Who is it who mainly communicates with you about views that some would consider extremist?



- Once again, we are not clear on how those views are being communicated, with ‘other’ accounting for almost half of responses once more (45.5%)

How are these extremist views being communicated?



- Less than half have had information about the dangers of extremism (41%) about the same proportion would like more information (39.5%).

3.3 Emotional health and wellbeing

3.3.1 Emotional wellbeing

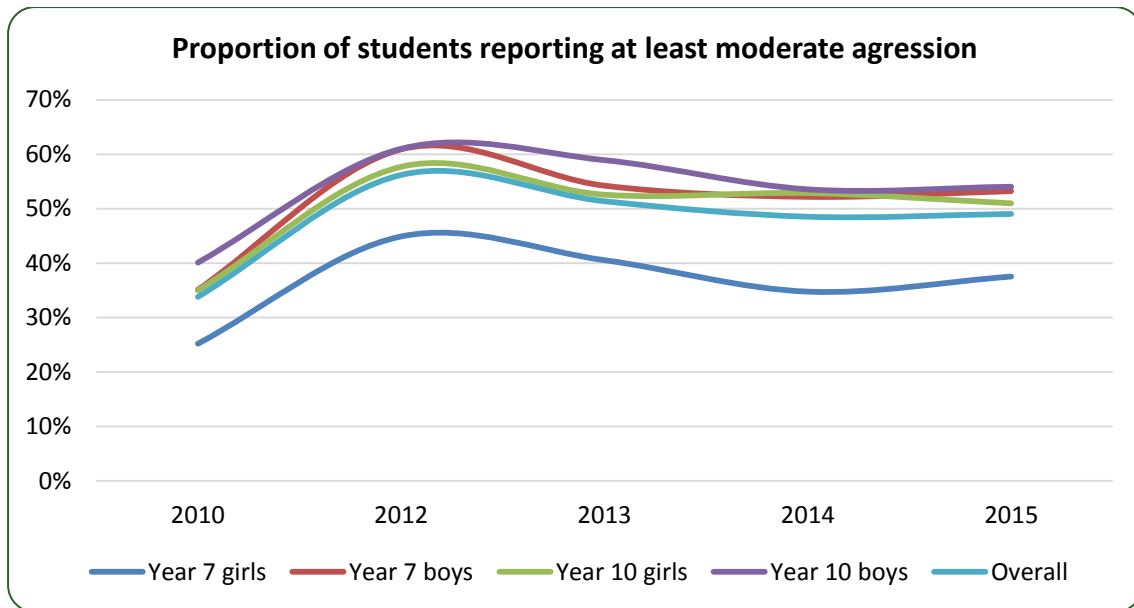
- The vast majority of young people (97.2%) have at least moderate self-esteem, which shows a non-significant increase since 2014.
- The proportion (2.1%) reporting low /fairly low self-esteem has not changed substantially over the years; it is more likely to be reported in students who report having been bullied and / or self-harming.
- 1 in 6 (17.6%) are upset 'all the time / quite often' because someone close to them has died and because they have lost contact with someone close (17.2%).

3.3.2 Self-image

- Over half of students (57.5%) think they are 'just right' (neither 'too fat' nor 'too thin') and two-thirds of students (68.5%) are happy with how they look. Dissatisfaction is highest in Year 10 girls (56.8%).
- 1 in 3 students (32.4%) think they are 'too fat' and almost half of all students would like to lose weight (48.9%). This is particularly marked in Year 10 girls, with over half thinking they are too fat (50.9%) and more than two-thirds wanting to lose weight (68.6%). The proportion of young people that want to lose weight has increased significantly since 2014.
- Note that the National Childhood Measurement Programme found that around a third (31.1%) of Calderdale Year 6 students (aged 10-11 years) were overweight/obese in 2012-2013 (latest figures), and two-thirds (67.4%) were a healthy weight; both of these were better than the national average.

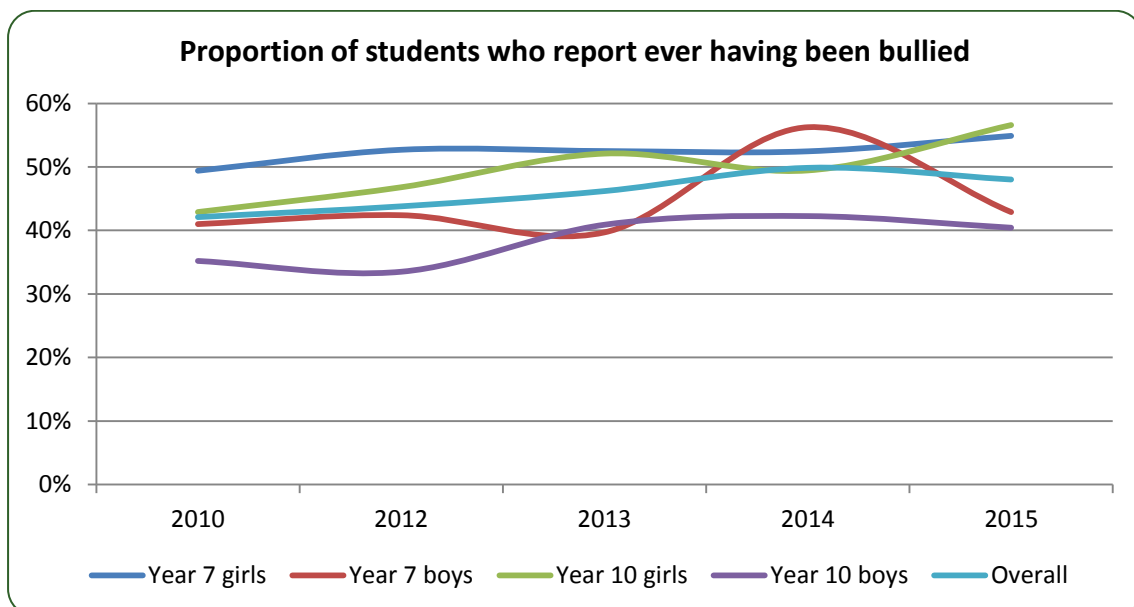
3.3.3 Aggression

- Almost half of students (49%) have at least moderate aggression. This is similar to last year. In Year 7, boys have significantly higher levels of aggression than girls, but girls are much closer to boys in Year 10.

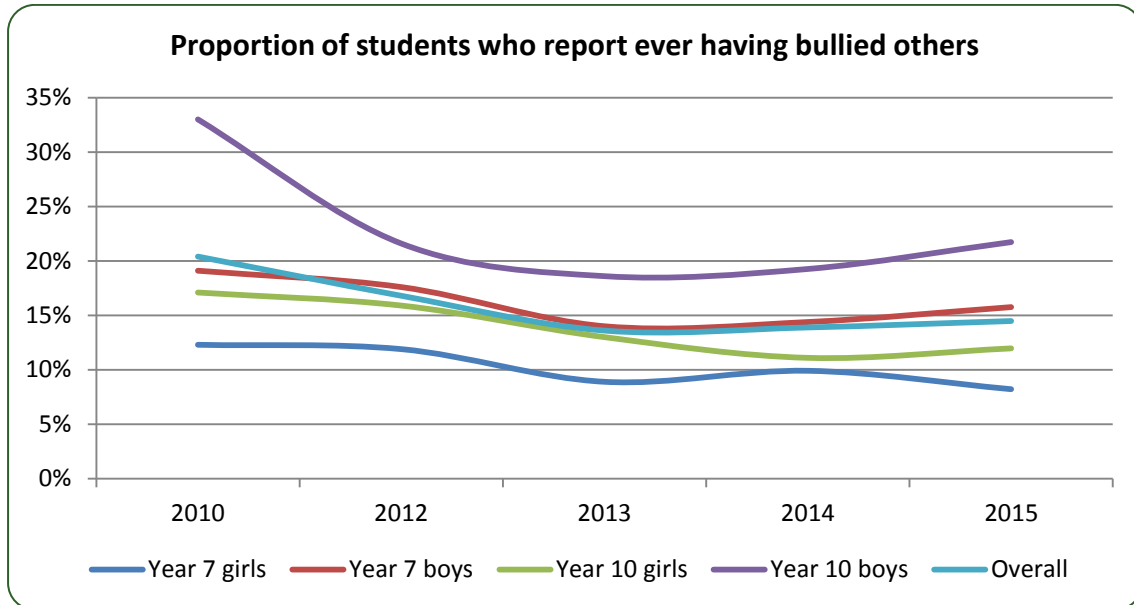


3.3.4 Bullying

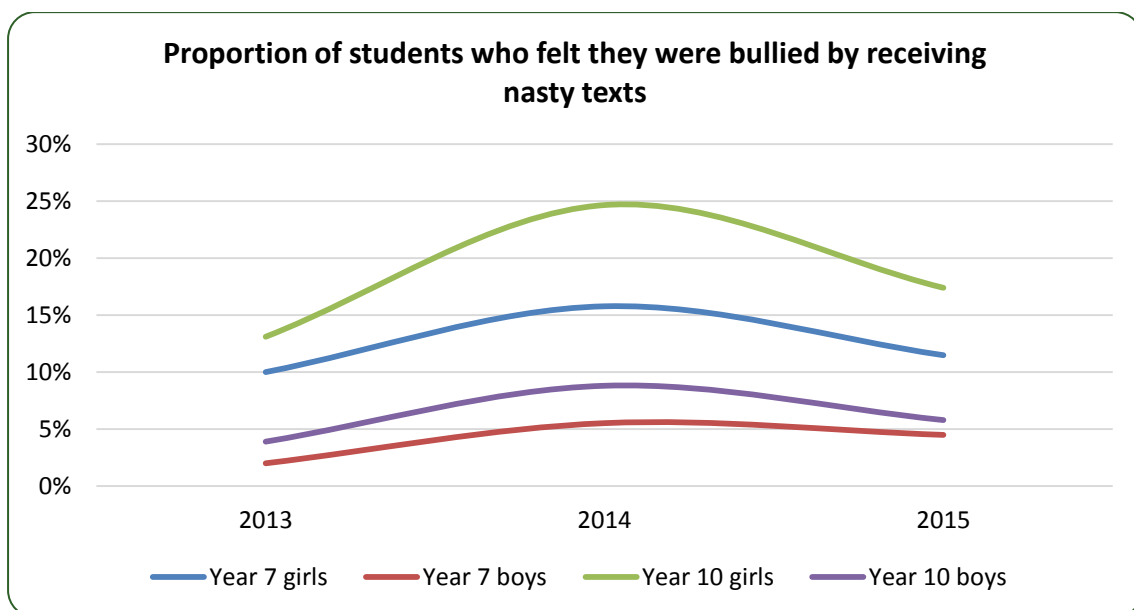
- Half (48.6%) of young people report ever having been bullied, much the same as last year. The school range is 33.3% to 57.0%. Reports of ever having been bullied, have decreased significantly in Year 7 boys compared to last year but there are no significant changes for the other age/sex groups. It is noticeable that for the first time it is Year 10 girls that are showing the highest level of ever being bullied.

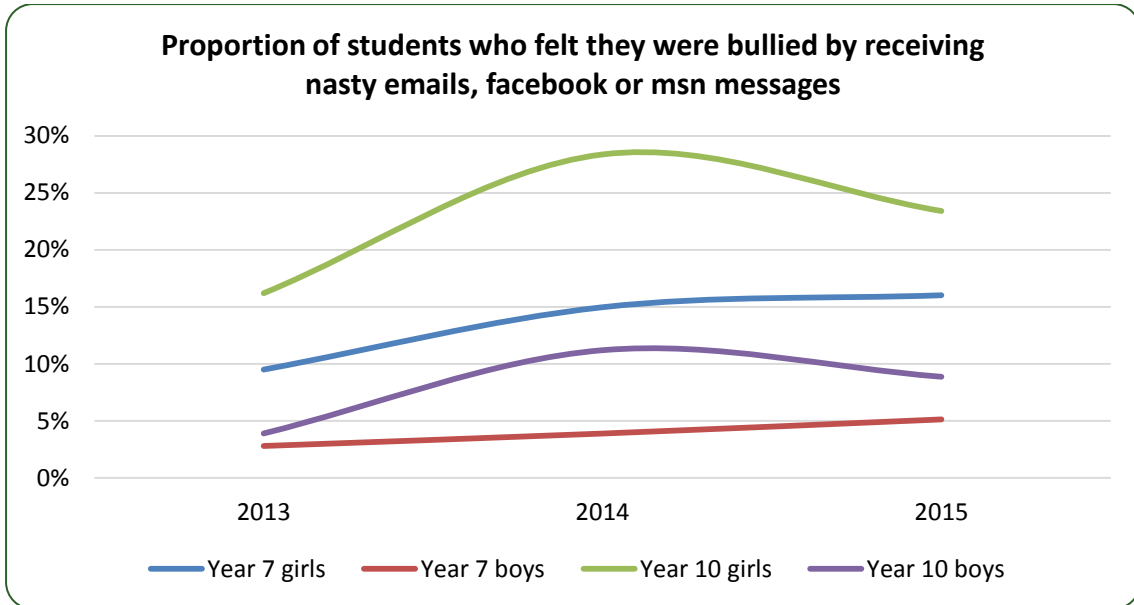


- The proportion of students that report that they have bullied others (14.5%) is similar to the 2014 level. There is a, almost threefold range between schools (8.7% to 23.1%). There is a slight reduction in the proportion who bully others since 2014 but this is not statistically significant.

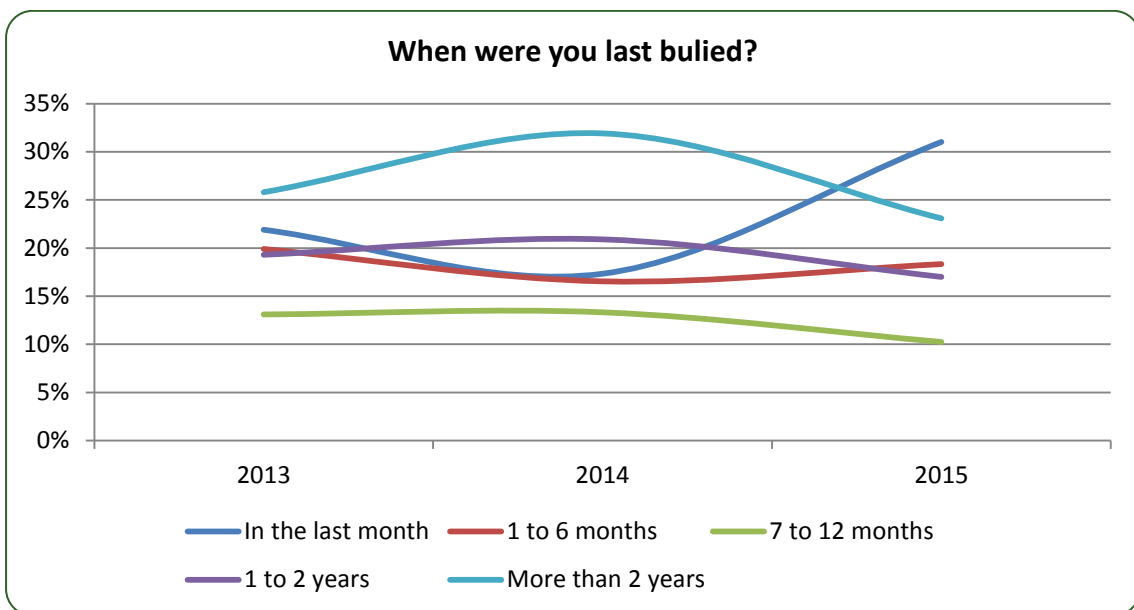


- Of those bullied, students' report the most common forms of bullying to be people saying cruel things about them (32.5%) or about their family / friends (21.2%) but both have reduced since 2014. About 1 in 6 (16.5%) are bullied by not being allowed to join in or take part (girls more than boys), and around 1 in 8 (12.3%) experience physical bullying (boys more than girls).
- Of all students, 1 in 10 (10.3%) have experienced being bullied by being sent nasty messages on social networks. This is significantly lower than last year. A similar proportion (9.7%) had received nasty texts, and a much smaller proportion (2.9%) were bullied through nasty emails. All three forms are more prevalent in girls, particularly in Year 10. It is noticeable that cyberbullying through social media is on the rise in Year 7s.





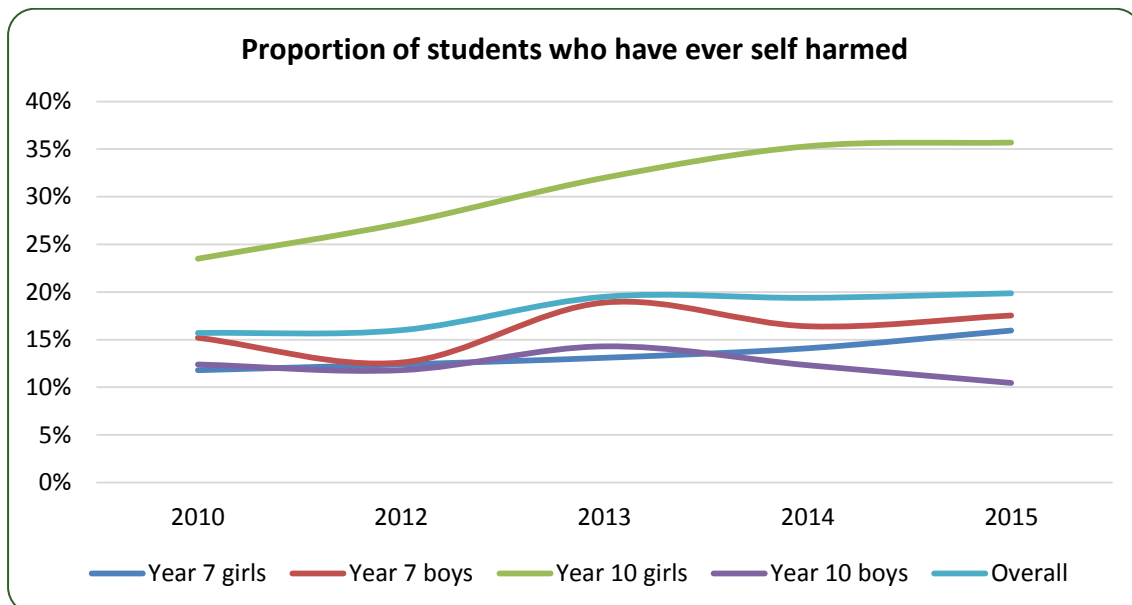
- 1 in 20 (4.6%) were bullied because of race or ethnicity and 1 in 30 because of disability (3.1%) or religion/belief (3.3%). 1 in 40 were bullied because of their sexuality (2.7%), or gender (2.7%), but most thought they were not bullied for any of these reasons (77.5%).
- This was a new question in 2014 and the results in 2015 are similar to last year other than for race and ethnicity, which have decreased significantly, an encouraging trend.
- Of those bullied, around a third (31%) had been bullied in the last month, a significant increase over last year; the school range for bullying in the last month is 17.8% to 51.9% so it is three times more likely in some schools than others. Overall, compared with 2014, experience of being bullied was more likely to be recent (in the last month) and less likely to be historic (more than two years ago). Recent bullying is more likely in Year 7 than in Year 10.



- 1 in 8 (13.2%) don't know where to get help if they are being bullied, higher in Year 10 than Year 7. This is similar to previous years' findings.

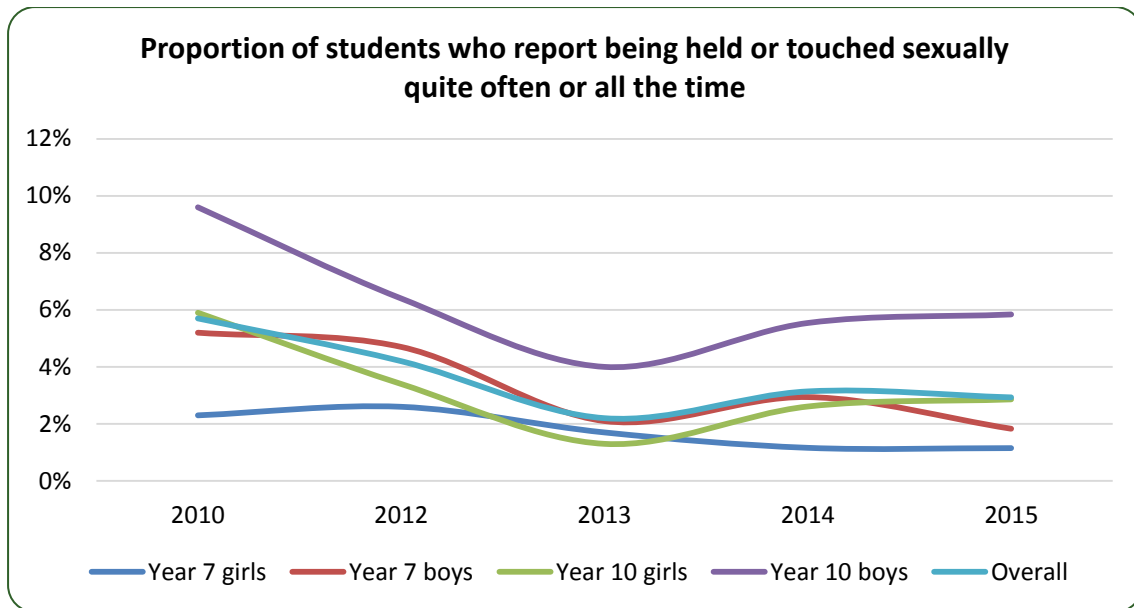
3.3.5 Self-harm

- One-fifth (19.9%) of students have ever self-harmed, which is similar to 2014. The range by school is 13.3% to 26.4%, so twice as high in some schools than others. A third (35.7%) of girls in Year 10 report ever self-harming. Self-harm is more likely if students have ever been bullied (29.9%) and more likely still if students have been bullied in the last month (42.0%)

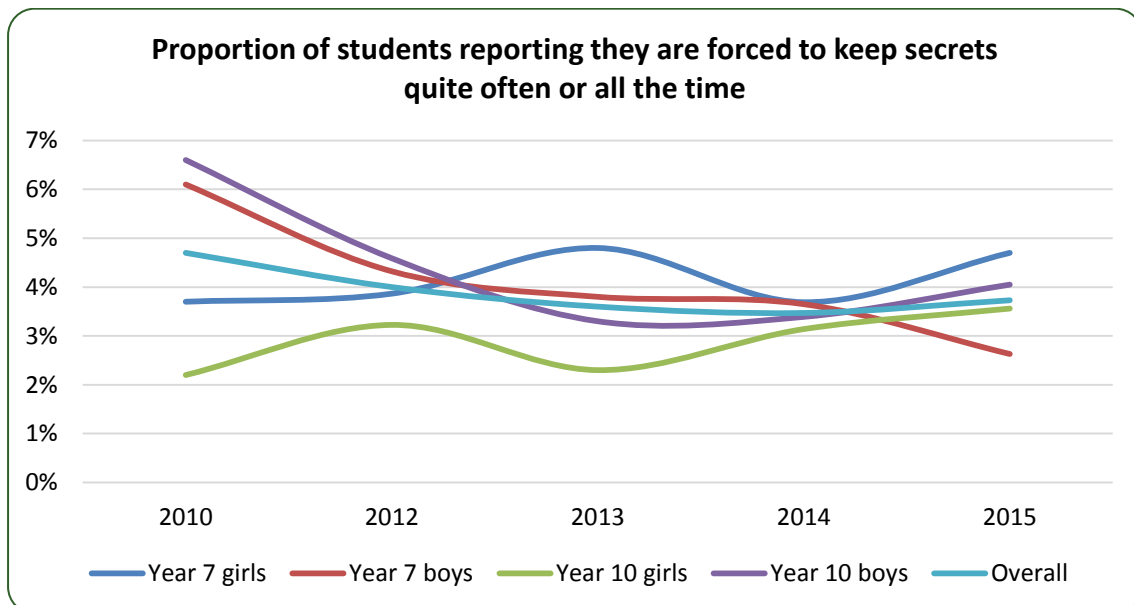


3.3.6 Sexual harm

- 1 in 30 students (2.9%) report being held or touched sexually 'quite often/all the time' (school range 1% to 12%). This is not significantly different to 2014 and is still much lower than 2010 levels. Reported levels are higher in boys than girls and still highest in Year 10 boys (5.8%).



- Just less than half (47.5%) of those being held or touched sexually were also being forced to keep secrets. Overall, 1 in 30 students (3.7%) are being forced to keep secrets about bad things being done to them 'quite often/all the time' (similar to previous years). The school range overall is 1.8% to 10.8%.



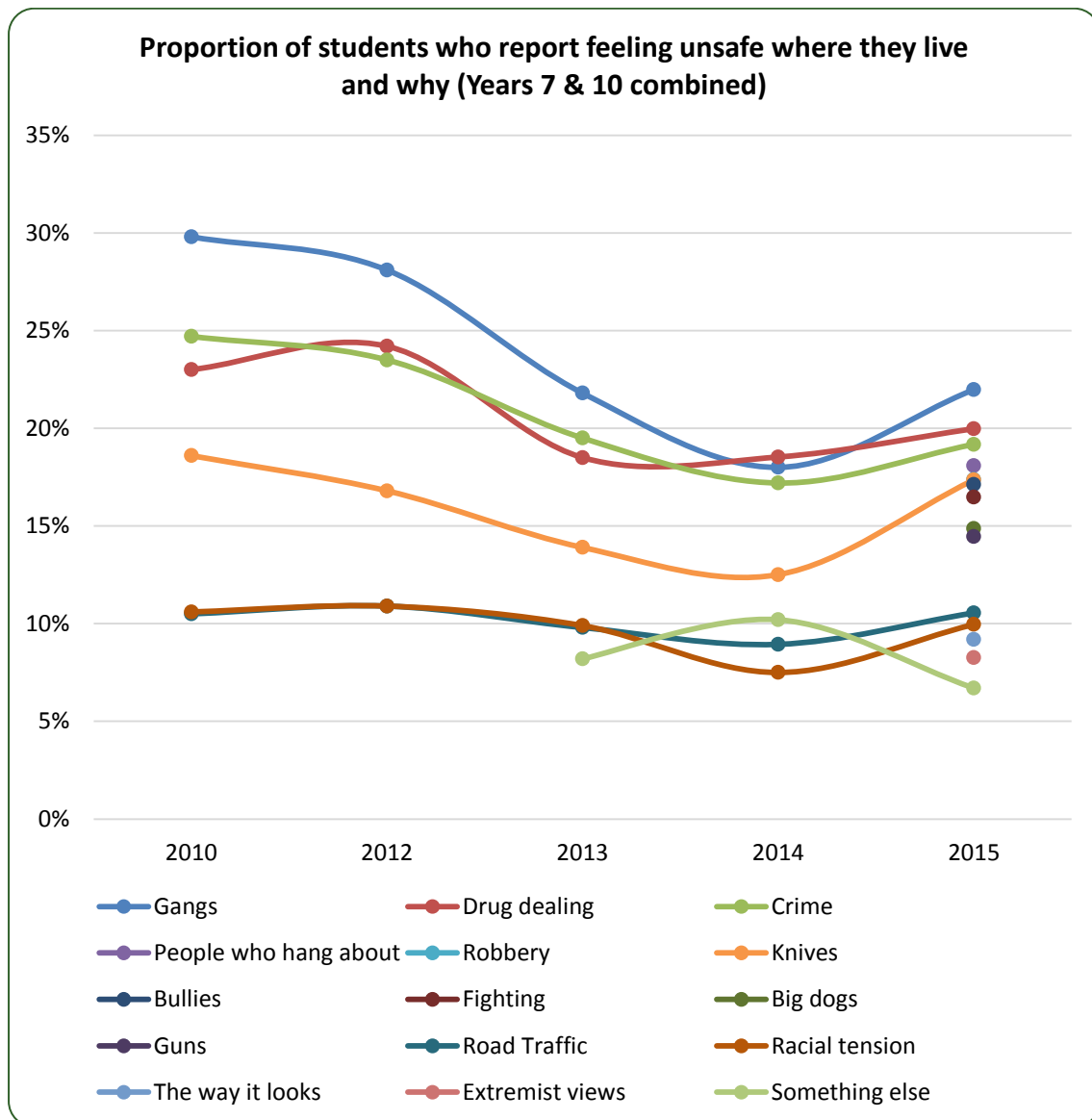
3.3.7 Physical harm and threats

- 1 in 20 students (5%) experience being pushed, hit, choked, punched or harmed 'quite often/all the time' at home; a similar proportion (5.4%) observe this happening to others. There is no significant difference with previous years for either of these; both experiences are higher for boys than girls.

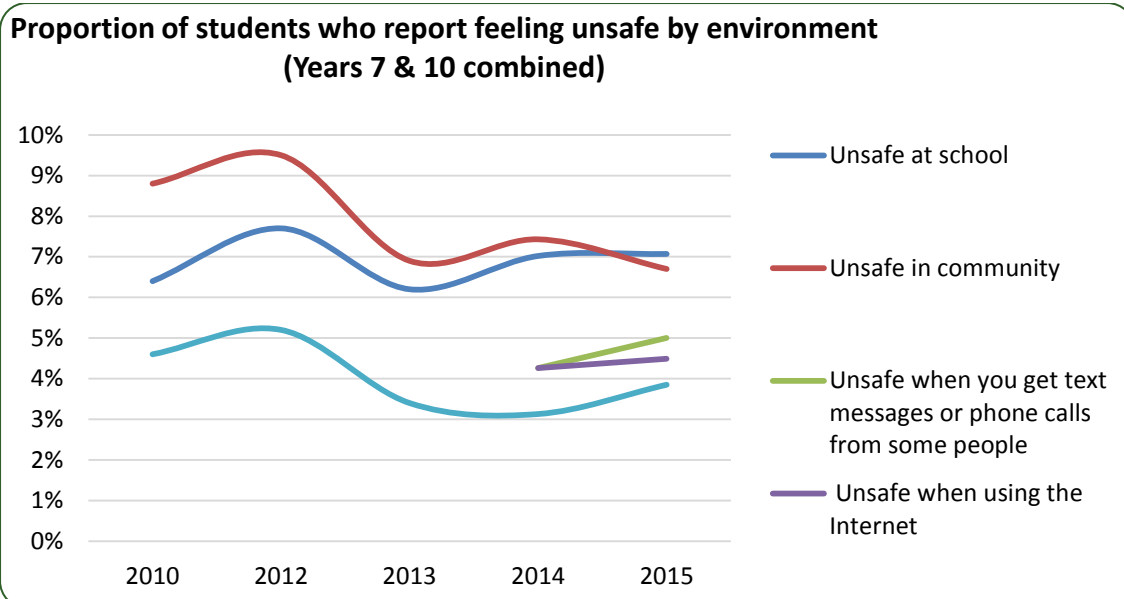
- 1 in 20 students (5.8%) experience someone threatening to hurt them 'quite often/all the time' at home; a similar proportion observe threats 'quite often/all the time' to someone else at home (5.7%) or the people or things they care about (5%). This has not changed significantly since 2013 and has remained fairly similar over the last few years.

3.3.8 Home, school and community

- 1 in 14 (6.7%) feel unsafe in the community 'quite often /all the time' but there has been no significant change since 2013. Feeling unsafe in a neighbourhood is most often due to gangs, crime and drug-dealing. Feeling unsafe because of gangs and crime has increased significantly since 2014, as has feeling unsafe because of racial tension, road traffic or knives.



- We added further categories to the above list this year. There are other factors about 1 in 5 picked out as making them feel unsafe where they lived: people who hang about, robbery, bullies and fighting.
- 1 in 25 (3.9%) feel unsafe at home 'quite often/all the time' with a school range of 1.3% to 8.8%. There was no significant change overall since 2014.
- 1 in 13 (7.1%) feel unsafe at school 'quite often/all the time', with no significant change since 2014. Feeling unsafe 'quite often/all the time' varied by school from 3.2% to 10.7% of students.
- Overall, the trends have been for a reduction in feeling unsafe at home or in community since 2010 but feeling unsafe at school has actually increased slightly over time and is now the leading place given for feeling unsafe.



- 1 in 25 (4.3%) feel unsafe 'quite often /all the time' when they receive text messages or phone calls from some people and a similar proportion (4.3%) feel unsafe 'quite often/all the time' when using the internet. There is no significant change since 2013 in these findings.

3.3.9 Young carers

- The proportion of students (5.7%) who spend a lot of time looking after a parent /carer who is disabled or ill (6.5%) is similar to 2014, and a similar proportion (6.9%) look after another relative or adult at home. More than a quarter (28.7%) of students look after a sibling or other children at home for a lot of the time, which is significantly higher than last year.
- Some students have multiple caring responsibilities. Of those who look after a parent / carer, almost half (48%) also look after siblings and a quarter (26%) also look after other relatives. Of those who look after siblings, around a tenth (10.8%) also look after a parent / carer and 1 in

9 (11.8%) also look after other relatives. Of those who look after other relatives, a quarter (24.6%) also look after a parent / carer and half (49.2%) also look after siblings.

- Students who are caring for parents / carers / others are more likely to get less sleep and have bad dreams compared to those who are not.
- Students who are carers for parents / carers / others are more likely to have self-harmed than those who are not carers.
- Carers for parents / carers / others are more likely to have asthma and less likely to have none of the illnesses than non-carers.
- Carers for parents / carers are more likely to live with people who take drugs so much they don't know what they are doing than non-carers.

3.3.10 Home life

- The majority of young people live with their parents (94.9%) and most students (91.1%) get on well with the people they live with most or all of the time; a small proportion of students (0.8%) say they live alone, most being boys in year 10. A very small proportion live with 'mates' (0.3%).
- 1 in 17 students (5.8%) had run away from home and stayed away for more than a day; about a third of these (32.1%) had stayed on the street on at least one occasion when they had done so. Students who have self-harmed were nearly seven times more likely to have run away from home for more than a day than those who had not self-harmed. Students experiencing harm and feeling unsafe 'quite often /all the time' are also more likely to have run away – and vice versa.
- Around three-quarters (71.5%) of students say that there is an adult at home who is interested in things about them and their school 'quite often /all the time' and a similar proportion (75.5%) have an adult at home who supports them with their studies when needed 'quite often /all the time'.

3.3.11 School life

- Two thirds of students (67%) say they get on well with teachers and other staff at school 'quite often /all the time' and three quarters (76.1%) get on well with other students 'quite often /all the time'. Less than half (42.7%) like to take part in extra activities such as teams and clubs quite often or all the time.
- More than half (55.3%) state they never or sometimes don't like to be at school (school range 31% to 70%) and a quarter (27.3%) of students want to leave school as soon as they can 'quite often or all the time'. 1 in 12 (8.4%) report that they don't go to school when they should 'quite often /all the time' (school range 4.3% to 13.5%). Disliking school and wanting to leave school are correlated.

3.3.12 Trust

- Parents/carers are seen as the person who year 7 and 10s can trust for information or help with anything (81.7%). Friends and other relatives are next in-line for them to go to, closely followed by their Teachers.

4 Next steps

This report, that contains data aggregated at a Calderdale level, is shared with participating and other schools. Participating schools also receive a detailed breakdown of the results in their school, and their relative position compared to the range of results elsewhere in Calderdale. It is important to note we do not prepare 'league tables', and the school level data given to each participating school only identifies their schools data. We encourage schools to share the findings in this report widely, with their students, their staff and their governors.

This aggregated level report will be shared widely within the Council, including within the Public Health team and the Children & Young People's Services, with a view to supporting joint working and the prioritisation of work. Further analysis is on occasion undertaken on topics of particular interest.

The findings of the report will also be incorporated into the Joint Strategic Needs Assessment and inform the Health and Wellbeing Strategy for Calderdale, as well as the CYP Strategic Commissioning for children and young people and other relevant local strategies and action plans.

In addition, the results will be presented to the Calderdale Children and Young People's Partnership Executive (CYPPE) and Calderdale Safeguarding Board for Children (CSBC), and to other relevant groups as required and requested.

Once schools have their results, our Public Health in Schools Coordinator Helen Saunders is on hand to support schools in the development of a bespoke health and wellbeing action plan. The aim of this action plan is to meet the health and wellbeing needs of the students in the school that are identified in the eHNA. It is owned by the school and on their terms, and should contribute to the delivery of OFSTED requirements, particularly in terms of 'personal development, behaviour and welfare'.

We recognise the eHNA is not an appropriate way of establishing the needs of all of the young people in Calderdale, and in particular is not appropriate for use in special schools. We will explore options for capturing the needs of pupils and students in special schools over the next year and aim to develop an appropriate way of doing so in time for next year's eHNA.

5 Further information

If you would like further information about the eHNA, have any questions about the process or would like to be take part in the future please contact:

Helen Saunders, Public Health in Schools Co-ordinator
helen.saunders@calderdale.gov.uk

Ben Leaman, Consultant in Public Health
ben.leaman@calderdale.gov.uk