

Gloucestershire Pupil Wellbeing Survey 2022

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Gloucestershire Pupil Wellbeing Survey 2022 Acknowledgements

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Foreword

Welcome to the Pupil Wellbeing Survey report for 2022. We are pleased to be sharing with you the findings of the 2022 Pupil Wellbeing Survey (PWS). The biennial survey has run since 2006 and has provided a unique and invaluable insight into the experiences and lives of the county's children and young people, both in and out of school.

The voices of 24,077 pupils and students were captured across 268 schools and colleges. The survey covers a number of key aspects of young people's health and wellbeing, from their lifestyle choices and engagement with school through to their emotional wellbeing and aspirations for the future. The survey helps us to understand children and young people's perspectives on many areas of their lives, including whether they enjoy school, whether they feel safe, and their mental health and wellbeing. For the first time, we have surveyed how pupils experienced the pandemic – including the effects on their school work and mental health.

The PWS provides an opportunity to explore the impact of emerging issues on our young people as well as helping us to understand how young people's experiences have changed over time.

A range of positive findings were identified, for example that 95% of secondary pupils reported that they had never smoked or had only tried it once or twice. 81.4% of pupils stated that the food provided at home enables them to eat healthily most of the time. It is interesting to note, 70.9% of pupils are doing at least four hours a week of exercise, but only 50.1% of pupils are doing 6 hours or more. This is an improvement from pre-pandemic and a reversal of a downwards trend since 2012. Initiatives such as the Daily Mile in schools continue to help pupils with their physical activity. We must continue to work together to ensure all children have the best start in life and feel safe and nurtured as they grow up.

In 2022, two thirds of pupils reported feeling happy in the last week. This was despite the Covid-19 pandemic and is in line with trends from 2012. However, mental wellbeing is not so positive for all pupils. During the pandemic, low mental wellbeing of pupils eligible for Free School Meals saw a big increase.

Just under a third of pupils in the 2022 survey (30.2%) said that they found it 'pretty tough to be me' often or all the time. The pandemic has had an impact on mental wellbeing, and we need to continue prioritizing Covid-19 recovery and support for schools going forward.

The 2022 results have already been shared with schools and colleges to help them identify areas for improvement and action; and our colleagues in the Council and our partners are using the findings to inform our work with children and young people. More detailed, 'deep dive', reports on specific subject areas are available to view via Inform Gloucestershire – if you are interested in finding out more, please click [here](#).

We hope you enjoy this report and find its content insightful and useful. It is a unique opportunity to hear from Gloucestershire's young people and we'd like to thank all the participants for sharing their experiences with us.



Siobhan Farmer
Director of Public Health



Kirsten Harrison
Director of Education

Introduction

Background to the Gloucestershire Pupil Wellbeing Survey (PWS). Gloucestershire Pupil Wellbeing Survey (PWS), formerly the Online Pupil Survey (OPS), has taken place every two years since 2006. The latest survey was conducted in the Spring Term of 2022.

The PWS is commissioned by Gloucestershire County Council (GCC) and run by an independent research company.

The purpose of the PWS is to provide information on the health and wellbeing of children and young people attending schools and colleges in Gloucestershire; with the aim of informing work, both in and outside of school, to improve the lives and outcomes of the county's young people.

The PWS uses age-appropriate questionnaires and is carried out in specific year groups in primary (Years 4, 5 and 6), secondary (Years 8 and 10) and post 16 (Year 12/Further Education). There is also a version of

the questionnaire for children and young people with special educational needs.

The questionnaire covers a range of areas, including young people's lifestyle choices and behaviours, emotional wellbeing, relationships, school experience and safety. This year, it also asked pupils questions specifically about their experiences of the pandemic.

The survey has grown over time and participation by educational settings, and individual pupils, remains voluntary. Gloucestershire's Further Education colleges (FE) took part for the first time in 2012 and independent schools joined in 2014.



Snapshot of the 2022 survey sample

24,077

children and young people participated aged between 8 and 18 years.

This is an increase on the 2020 response rate and is equivalent to

57%

of young people in the selected year groups.

This increase was pleasing as there was still considerable disruption in schools due to Covid-19.

The students came from a total of

268

schools, colleges and other educational establishments across the county; representing:

87.1% of the county's primary schools

68.3% of secondary schools

77.8% of Gloucestershire's FE colleges

73.3% of special schools and 'Alternative Provision' Schools.

² Alternative Provision educational establishments are places that provide education for children who are unable to attend mainstream school.

* The remainder didn't give/refused to give an ethnicity

Of the sample of 24,077 young people:

48.8% were male and 48.3% were female, with 2.9% not declared

81.6% of students gave their ethnicity as 'white British' and 17.9% identified themselves as being from another ethnic group. *

55% were attending primary school (Years 4, 5 and 6)

34% were attending secondary school (Years 8 and 10)

11% were in post 16 education (Year 12/FE colleges)

6.9% of participants self-identified as having a disability

9.5% self-identified as having Special Educational Needs (SEN).



Headline findings from the 2022 PWS

It is recommended that young people do at least 7 hours of physical activity a week. 33.2% said they did at least 7 hours or 8+ hours per week. 70.9% of pupils are doing at least four hours a week, and 50.1% of pupils are doing 6 hours or more (this is an improvement from pre-pandemic and a reversal of a downwards trend since 2012).

95% of secondary school and FE pupils have never smoked or only tried it once or twice (the % who smoke regularly has been reducing steadily over the past 10 years); 1 in 6 pupils said they had tried vaping, 4.3% of pupils regularly vape (this has increased during the pandemic period). *

Fewer young people are drinking alcohol. In 2012, 68% of pupils had never tried alcohol, or only tried it once or twice. In 2022, the figure was 82%.

83.9% of secondary pupils have never tried illegal drugs. The number of pupils who have tried illegal drugs has fallen from 17.2% in 2020 to 14.2% in 2022.

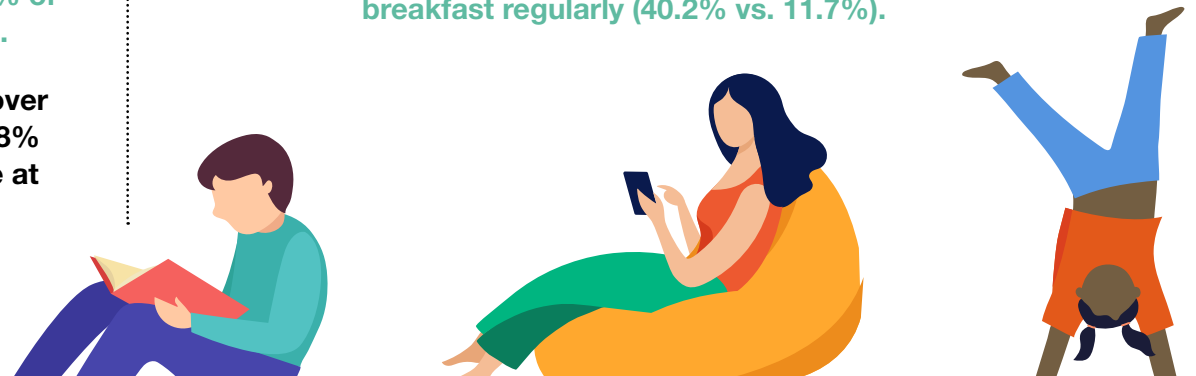
Overall, wellbeing of pupils has significantly reduced since 2020, and is lowest in year 10 girls where almost half of pupils report low mental wellbeing. More positively, 61.7% of pupils reported feeling happy in the last week, and 66% of pupils were satisfied or quite satisfied with their lives.

Overall, pupils perceptions of safety have not changed over time, with 89.2% saying that they feel safe at home, 74.8% feeling safe in school, and 2.4% of pupils feeling unsafe at home and 6.1% feeling unsafe at school.

Overall, 60.3% of pupils reported that they enjoyed school, this has increased since 2012 (57.4%). 68.8% of pupils felt that school gave them useful skills and knowledge, this was a reduction on 2020 but is in line with 2012.

Almost 1 in 4 pupils (23.9%) frequently woke or couldn't sleep because they were worried about something. This has been increasing since 2014, however, the increase is wholly attributable to an increase among girls. This was more common among girls at all ages, and highest for girls in Y10 and Y12.

The proportion of pupils reporting eating '5 a day' has increased significantly since 2012. 8 out of 10 (81.4%) pupils stated that the food provided at home enables them to eat healthily most of the time. This figure has remained stable since 2012 across all age groups. Around a fifth of pupils (19.6%) have three or more unhealthy snacks a day (this is a significant reduction from 2014 (31.4%). Primary school aged boys eat more unhealthy snacks than girls. Pupils who reported Never/Not often eating breakfast were more than twice as likely to report ever drinking energy drinks than those who regularly ate breakfast (42.8% vs. 16.5%). In females, this was even higher, with almost 4 times as many females who didn't eat breakfast reporting drinking energy drinks than those who ate breakfast regularly (40.2% vs. 11.7%).



What is Gloucestershire Healthy Living and Learning (GHLL)?

GHLL was launched in 2012 to support and promote health and wellbeing in schools and colleges across Gloucestershire, with the aim of helping children and young people to achieve their full potential and lead healthy and happy lives.

The GHLL programme, developed by Gloucestershire County Council, provides schools with resources and training for teachers to be able to support their students on issues relating to their physical, emotional and mental wellbeing. GHLL's work with schools and other partners is informed by the findings of the PWS as well as other surveys such as the Oxwell (a survey for children and young people during lockdown) and the Moves/Transitions surveys for year 6s moving to secondary school. Schools and colleges are also supported to work toward the GHLL 'Healthy School' or 'Healthy FE' accreditation which requires schools to demonstrate that they have made a measurable difference to the health and wellbeing of their students. We have 100% engagement with schools and colleges in the county and currently, 50% of schools/colleges in the county have received the award (which is valid for three years); and a further 27% are actively working on their review or reaccreditation.

The Mental Health Champions Award is in addition to the Healthy Schools Award and validates the Whole School Approach. 85% of schools and colleges are actively working toward this award with 59 schools currently having achieved the Mental Health Champions Award. The award, which launched in 2016, was created to acknowledge the commitment and resources that Gloucestershire schools have invested in supporting the mental health and wellbeing of their school community. This award gives schools the opportunity to showcase good practice and identify areas for further development.

Both Healthy Schools/Colleges and the Mental Health Champions work on the Whole School Approach. GHLL worked with educational psychologists to produce the 'Nurturing Schools and Colleges: Whole School Approaches to Supporting Mental Health and Emotional Wellbeing' resource. A whole-school approach is the best way to bring about changes to policy and practice to ensure everyone is fully on board, from governors to classroom assistants, as well as parents and carers. The research tells us that a whole school commitment and ethos, rather than piecemeal approaches, are key to making a difference. This resource seeks to bring together the wealth of available materials, information and research regarding whole-school approaches to supporting wellbeing, so that senior leaders and practitioners working with young people can see a comprehensive overview of what they can do at whole school level to foster relationships, support children and young people's emotional wellbeing and mental health, and also where support can be sought if needed.



Healthy lifestyles and behaviours



Did you know?

The availability of healthy food at home is linked to deprivation: those from the most deprived areas were less likely to have healthy food available at home than those in less deprived areas.

Healthy Eating.

The NHS recommends people eat at least 5 portions of a variety of fruit and vegetables every day. In 2022 the proportion of pupils reporting eating '5 a day' had increased significantly since 2012 to 23.2%. Although generally the proportion of pupils eating '5 a day' reduces as pupils age, the increase was predominantly driven by an increase in older young people saying they ate '5 a day'.

What do the survey results tell us?

Research suggests that children who eat breakfast tend to eat more healthily overall. 68.4% of pupils reported eating breakfast regularly i.e. every or most mornings. The number has remained fairly constant since the 2012 survey, however as pupils get older they are less likely to eat breakfast regularly. Generally, girls eat breakfast less frequently than boys. Overall, 12.6% of boys reported that they never, or did not often, eat breakfast, compared to 20.6% of girls.

It is recommended that children limit their intake of sugary or high fat snacks and fizzy drinks, which tend to be high in calories and low in nutrients. In 2022, 60.5% of pupils reported having snacks every day (for example sweets, chocolate, biscuits and crisps). This is a significant reduction on previous years. Boys in Y4 reported eating more unhealthy snacks than girls, this continued in each year group up to Y10 and Y12 when more girls reported eating unhealthy snacks every day.

One fifth (20.7%) of pupils consumed sugary drinks at least once a day. This appears to be static through primary to secondary school but increases sharply in Y12 to 1 in 4; boys consume more than girls across all age groups. The trend for consumption of sugary drinks has declined since 2014 when over a third of pupils reported drinking sugary drinks daily.

In Gloucestershire, just over 1 in 5 pupils reported ever drinking energy drinks and 3.9% of pupils reported drinking energy drinks every day. Both have been reducing since 2014 when recording began, although there has been a slight increase during the pandemic. Pupils who reported Never/Not often eating breakfast were more than twice as likely to report ever drinking energy drinks than those who regularly ate breakfast (42.8% vs. 16.5%). In females this was even higher, with almost 4 times as many females who didn't eat breakfast reporting drinking energy drinks than those who ate breakfast regularly (40.2% vs. 11.7%).

Positively, 81.4% of pupils stated that the food provided at home enables them to eat healthily most of the time. This figure has remained stable since 2012 across all age groups. Having food available at home that enables you to eat healthily is linked to deprivation, those from the most deprived areas were less likely to have healthy food available than those in less deprived areas. During the pandemic period pupils from special schools had the largest reduction in healthy food availability.

When asked about any support they might need from school, 17.6% of pupils felt they needed more support and knowledge about healthy eating, 20.3% wanted more knowledge about losing weight healthily, and 31.4% wanted more cooking skills.

What are we doing?

It is estimated that the food a child eats at school accounts for a third of their nutritional intake in a day, so it is important that what is provided in school or is brought in is nutritious and balanced. Schools in Gloucestershire support this ethos. Most primary schools for example will have a healthy eating policy and guidelines on preparing a healthy lunchbox.

Schools are supported to promote healthy eating through staff training, the provision of teaching resources and sessions for students and parents.

Schools can also choose to focus on healthy eating interventions as part of their GHLL accreditation. Examples of projects which have been introduced include cooking and tasting sessions with a focus on fruit and vegetables.

Outside of the school setting, a community based weight management offer has been commissioned by GCC since 2019. BeeZee Bodies Ltd (BZB) a specialised behavioural science and weight management provider, with a strong track record of delivering innovative programmes for children and young people, has worked with local families to develop and test a local model of community based weight management support for 7-11 year olds.

The support has been available in Gloucester City and the Forest of Dean throughout 2022 and following a competitive tender, BZB will be building on this experience to extend the offer across more of the county from May 2023 and working with local communities to develop a weight management offer with and for teenagers, and also with families with children 4-7 years of age.

Did you know?

The Government has set a national ambition to halve childhood obesity and significantly reduce the gap in obesity between children from the most and least deprived areas by 2030.



When asked about any support they might need from school



68.4%
of pupils

reported eating breakfast regularly i.e. every or most mornings



81.4%
of pupils

state the food at home enables them to eat healthily



17.6%
of pupils

felt they needed more support and knowledge about healthy eating



20.3%

wanted more knowledge about maintaining a healthy weight



31.4%

wanted more cooking skills

Physical Activity.

The Government recommend that 5-18 year olds undertake at least one hour of physical activity every day for their health and wellbeing. In the 2022 survey half (50.1%) of pupils reported doing at least 6 hours a week. 54.9% of boys reported doing at least 6 hours of physical activity a week, compared to only 45.3% of girls.

What do the survey results tell us?

The proportion of pupils reporting doing at least 6 hours exercise a week has been increasing steadily since 2018, this can mainly be attributed to increases in the exercise levels of females and older pupils (Y10 and Y12).

It is recommended that young people do at least 7 hours of physical activity a week. 33.2% said they did at least 7 hours or 8+ hours per week. 70.9% of pupils are doing at least four hours a week, and 50.1% of pupils are doing 6 hours or more (this is an improvement from pre-pandemic and a reversal of a downwards trend since 2012).

Overall, 64.3% of pupils felt they did enough exercise to keep themselves healthy (59.8% of girls and 69.3% of boys).

Of the pupils who said they were active for only two hours or less a week, 42.6% felt this was enough to keep themselves healthy, this was an increase from 2020. Only 23.2% recognised that they did not do enough.

Girls (who were less active) were more aware than boys that they were not active enough to keep themselves healthy.

The most important reasons that pupils gave for their decision to be more physically active were getting fit, enjoyment and meeting new people. Since 2016 when these questions were introduced, most of the reasons for exercising have remained the same, however spending more time with friends increased as a reason for exercise over the pandemic period.

Pupils who were less active cited lack of ability, not enjoying exercise, disliking getting too hot and sweaty and feeling too self-conscious.



Did you know?

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What are we doing?

Gloucestershire's Daily Mile is a profoundly simple, free programme that gets children walking, jogging or running for 15 minutes each day. The Daily Mile is easy to implement and great fun for both pupils and teachers, with over 2,000 pupils and 170 schools in Gloucestershire already taking part. As a result, teachers have reported that children concentrate better in class and come back from their Daily Mile refreshed and ready to learn, whilst parents have commented that their children are eating and sleeping better.

To encourage more schools to get involved in The Daily Mile, Active Gloucestershire launched "Old Spot's European Trot" to all 246 primary schools in Gloucestershire. The Daily Mile is not just a physical intervention for schools but links to the 5 Ways to Wellbeing, allowing teaching staff to 'walk and talk' with children. Staff have also reported that their own wellbeing is improved by being outside and being active.



54.9% of boys
reported doing at least
6 hours
of physical activity a week



45.3% of girls
reported doing at least
6 hours
of physical activity a week



In 2022
70.9% of pupils
reported doing at least
4 hours
of exercise a week

Smoking.

Smoking of tobacco in children and young people is a serious risk to health. The earlier individuals become regular smokers the more they are likely to go on to smoke as adults, the harder it is for them to quit, and the greater the risk of disease (such as respiratory problems, cancer and heart disease) and death.

Did you know?

Smoking is decreasing. 95% of pupils said they don't smoke, with 2.2% reporting that they are smoking regularly. However, the survey results suggest an increase in the use of vapes, which is a trend that we are investigating.

What do the survey results tell us?

In 2022, 9 in 10 pupils said they had never smoked and 95% said they had *never smoked/tried once or twice*. This was significantly higher than and an improvement on 2012 when only 89.7% of pupils said they had *never smoked/tried once or twice*. Of concern, the current proportion of comparable-age pupils who do not smoke (never smoked/tried once or twice) in Gloucestershire is lower than the 2021 national figure (95% in Gloucestershire versus 96.9% in England).

The proportion of pupils that had ever tried smoking has been declining in the same period from 15.2% in 2012 to 10.0% in 2022 (2,397). Thankfully, the proportion of pupils smoking regularly (Quite Often (Weekly)/Most days) has also been declining, from 4.9% of pupils in 2012 to 2.2% in 2022 (522). Regular smoking increases significantly during the teenage years, but particularly in Y10 and Y12 where 1 in 8 pupils said they smoked regularly.

A third (33.6%) of regular smokers in 2022 said they wanted to stop smoking; this was similar to the figure in 2012 (35.7%) but lower than that in 2020 (41.7%). In 2022 82.3% of pupils reported they had never vaped (used e-cigarettes), this is a reduction on the proportion from 2020 (85.9%). 91% of pupils reported they had *never vaped/tried once or twice*. This figure has reduced from 96% in 2020 (prior to the pandemic). The latest national data available for comparison is from 2021 for pupils in Years 7 to 11.

The proportion of comparable-age pupils who do not vape (never vaped/tried once or twice) in Gloucestershire currently is lower than the national value from 2021 (88.5% in Gloucestershire versus 91.4% in England). In 2016, 1 in 10 pupils said they had ever tried vaping by 2022 this had increased to 1 in 6 (3,932). As with cigarettes the proportion of pupils reporting they have tried vaping increases with age and is highest in Y12 where over half of pupils (51.7%) said they had tried vaping. This is significantly higher than the proportion that have tried cigarettes in Y12 (34.2%).

4.3% of pupils (1,025) said they vaped regularly, but this varied from 0.2% in Y5 pupils to 17.4% of Y12 pupils. Females were significantly more likely to report vaping regularly (5.0%) than males (3.3%). E-cigarettes allow inhalation of nicotine, a chemical that causes addiction, without production of other harmful chemicals found in cigarette smoke such as carbon monoxide and tar. For those who smoke, switching to use of regulated e-cigarettes is much safer. Whilst vaping is less harmful than smoking, and can be used to help adults stop smoking, vaping is not for children and young people under 18. The sale of cigarettes and nicotine containing vapes to under-18s is illegal.

Where pupils had a history of more regular smoking or vaping, they were asked how this had developed. In 2016 42.7% of respondents said *I only smoke tobacco-based cigarettes*; but by 2022 this had reduced significantly to only 6.1% of respondents. In contrast the proportion of respondents reporting *I vape (use e-cigarettes) and I have never smoked tobacco-based cigarettes* has risen from 25.2% of respondents in 2016 to 49.0% of respondents in 2022. This appears to suggest there is a growing vaping culture.

What are we doing?

The County Council commissions a Healthy Lifestyles Service which supports people to quit smoking. This service is available to children and young people aged 12 and above.

The service also delivers a Peer Support Prevention Programme that works with secondary school pupils in years 8 to 10 to build knowledge, skills and understanding relating to risk taking behaviours, including smoking.

The Healthy Lifestyles Schools programme (Thinking about Life - risk taking behaviours), offered to all secondary schools across Gloucestershire, provides learners engaged on the programme with age-relevant information relating to the risk behaviours and their associated impacts on the young person in both the short and long term.

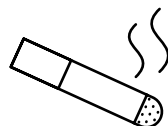
The programme aims to educate young people across a range of considered risk behaviours including smoking, vaping, alcohol, other addictive substances as well as the potential impacts and repercussions of peer pressures and social media using both face-to-face specialist and supported teacher-led delivery. The face-to-face sessions delivered within the school setting provide young people with a safe space to discuss and explore these subjects whilst ensuring they understand how and who to go to to seek help and support.

Following the release of the PWS data, the 2022/2023 academic year programme will see inclusion of additional content including mental and physical wellbeing.



95%
of pupils

have never tried smoking



The smoking trend has
halved since 2012

with only **2.2%** reporting regularly
smoking cigarettes (all year groups) in
2022 compared to **4.9%** in 2012

The inclusion of these learning areas should provide young people with knowledge, information and strategies to help manage their mental and physical health and lead them to make confident and thought through decisions thus reducing risk taking behaviours. Work will also be undertaken with schools and young people to understand the reasons for the increase in vaping and what support might help to address this trend.

Schools will be able to access specific 'quit smoking' interactions during the 2022/2023 academic year. These interactions will provide information on the risks of smoking, answer vaping questions and give young people the opportunity to access the help and support of a Healthy Lifestyles Coach to quit smoking. GHLL also provides smoking resources for teachers - 'A breath of fresh air' and 'Tobacco truths'.



Drugs and alcohol.

It is important that young people have the knowledge and resilience to make informed decisions about alcohol and drugs. Alcohol and drug use during the teenage years is related to a wide range of health and social problems. It can lead to young people taking risks and putting themselves in harmful situations.

What do the survey results tell us?

Between the Pupil Surveys carried out in 2012 and 2022:

- Fewer young people in Gloucestershire are drinking alcohol. The proportion of secondary pupils reporting that they have never/not often tried alcohol has risen from 65.2% to 76.7%.
- There has been a slight decrease in young people reporting that they have never tried illegal drugs between 2012 and 2022, but this has been stable since 2016. In 2022 83.9% of secondary and Post-16 pupils said they had never tried drugs.

For the minority of secondary pupils (Years 8 and 10) who drink alcohol regularly, frequency of alcohol consumption has reduced since 2012, with 16.8% drinking alcohol monthly (vs. 17.9%) and 5.9% (vs. 9.1%) drinking it weekly or daily in 2022.

The most commonly reported source of alcohol for pupils who drink in Years 8 and 10 continues to be 'home with their parents' permission'.

Around a quarter of secondary and FE pupils reported ever being offered drugs in 2022, this is similar to the figure in 2012 but there has been a steady decline since a peak in 2018 when it hit 31.7%.

There has been an increase in secondary and FE pupils who have tried illegal drugs from 12.1% in 2012 to 14.2% in 2022.

However, this masks a rise and fall in the intervening years peaking in 2020 when 17.2% of secondary and FE pupils said they had tried drugs. The proportion using drugs regularly remains low at around 3% (18.4% of those who had ever tried drugs).



When looking across survey years 2012 to 2022, it is clear the proportion of young people in mainstream secondary schools reporting having tried drugs was highest in schools where the majority of pupils lived in quintile 5 (least deprived) and lowest in schools where the majority of pupils lived in quintile 1 (most deprived).



Pupils who have tried
illegal drugs

has fallen from
17.2% in 2020 to
14.2% in 2022

What are we doing?

Despite the fluctuation in reported drug use, the PWS survey results indicate that the majority of the county's students are not taking drugs or drinking alcohol. Gloucestershire Healthy Living and Learning (GHLL) produce a range of teaching resources to support teachers to talk to students about alcohol and drugs, covering issues such as the risks and harms to their health and safety, tackling peer pressure, and the link with emotional wellbeing.

One of these resources includes 'Alcohol: who would risk it?' which includes lesson plans and activities. GHLL also work closely with the Alcohol Education Trust to deliver training for teachers around alcohol and cannabis.

The Gloucestershire Safeguarding Children's Board also provides training for schools and other professionals to help them identify young people who may be engaged in substance misuse; and put them in touch with local sources of support. When schools are concerned about students using substances, they can commission partner

organisations, such as Infobuzz, to deliver tailored workbook interventions, which often lead to better school engagement overall. Schools monitor outcomes from these interventions as part of their pupil wellbeing responsibilities and can analyse how they are doing through GHLL and the Pupil Wellbeing Survey.

Our Young People's Substance Misuse Treatment Service is part of Gloucestershire's Youth Support, where psychosocial interventions are delivered to referred young people by a multiprofessional health team following NICE clinical guidance. Youth Support works restoratively with young people who are the most at risk of not making a successful transition into adulthood, including young offenders and those arrested for drugs offences.



The proportion of secondary school pupils reporting that they have

never tried alcohol,

has risen from

65.2% in 2012 to
76.7% in 2022

Did you know?

Pupils with low mental wellbeing (LMW) were significantly more likely to have tried drugs than those with average and high mental wellbeing.



Emotional wellbeing and relationships



Wellbeing and mental health.

A young person's emotional health and wellbeing has an impact across all other aspects of their life, including educational attainment, their ability to make friends, sleep, eat healthily and keep active. It can also impact on their emotional health and wellbeing as an adult and their opportunities later in life.

What do the survey results tell us?

In 2022 61.7% of pupils reported feeling happy in the last week, this is in line with the proportion in 2012 (61.8%), but slightly lower than in 2020 (65.4%). Over the last 10 years the proportion of pupils reporting feeling happy in the last week has remained fairly stable. PWS data indicates that self-reported happiness tends to decrease as young people get older, and this is most noticeable in girls. Pupils from minority ethnic groups consistently report lower levels of happiness than their white British peers. The gap between these two groups had been narrowing before the pandemic but has since widened again.

The PWS also asks pupils to score themselves against the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). WEMWBS is a validated tool, used nationally, which can provide an insight into emotional wellbeing. Mean WEMWBS scores can give an indication of overall wellbeing, in 2022 the mean score for Gloucestershire pupils was 48.7. The mean WEMWBS score of all pupils has been reducing between 2016 and 2022.

Another way to look at WEMWBS results is to categorize the results into low, average and high mental wellbeing. Low mental wellbeing (LMW) aligns to probable clinical depression and anxiety, so this is a useful measure to assess need. In 2022

1 in 4 (26%) of all pupils reported LMW. This has increased by 9.5 percentage points since 2016 (16.5%). The 6-year trend reveals an increase in the proportion of pupils reporting LMW across all year groups and both sexes. However, the increase is most pronounced in females, particularly those in Y8 and Y10. Pupils identifying as LGBTQ+, young carers and those who are bullied had the highest levels of LMW.

During the pandemic, low mental wellbeing of pupils eligible for Free School Meals (FSM) saw a big increase. Notably, just under a third of pupils in the 2022 survey (30.2%) said that they found it 'pretty tough to be me' often or all the time. Some young people use self-harm as a coping mechanism for emotional distress; the PWS asks secondary school pupils and Year 12/FE students whether they have ever self-harmed.

The proportion of pupils reporting they have ever self-harmed has been increasing steadily since 2016, from 1 in 5 to 1 in 4 pupils. Initiation of self-harming behaviour appears to have been getting younger since 2016. The proportion starting to self-harm at age 12 or younger has increased by 14.3%. In 2022 initiation was most common at age 12. The reduction in age of self-harm initiation suggests young children initiated self-harm as a way of coping with distress during the pandemic period.

What are we doing?

There are a range of initiatives in place both in and outside of schools to support young people with their emotional health and wellbeing.

GHLL provide resources and training to enable school staff to have a wider understanding of mental health issues affecting children and young people. Courses include Mental Health First Aid Youth 2 day course and Mental Health First Aid lite half day which helps teachers to spot signs of mental health distress to support their pupils; as well as courses on self-harm.

Resources are also provided to help teachers support pupils to understand their feelings and improve their resilience. The Mental Health Champions Award has been created to acknowledge the commitment and resources that Gloucestershire schools have invested in to support the mental health and wellbeing of their school community.

Equalities training for staff is regularly offered, as well as all Secondary Schools having Peer Mentoring programme which includes Aspirations talk. GHLL have also offered out to all secondary and FE colleges the 'On the Level Represent' interactive sessions to support all young people. Five Ways to Wellbeing* and the New Hope programme for 16–18-year-olds is also available.

Did you know?

84% of pupils said that they have someone to go to for help when they were worried.



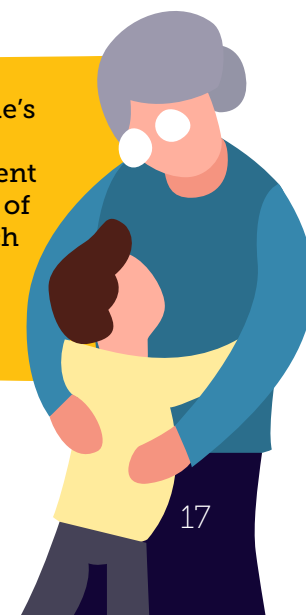
In 2022
61.7%
of pupils
**reported
feeling happy**
in the last week

The TIC+ Chat service is an anonymous, safe, confidential, 1-2-1, support service for young people aged 9-25 living in Gloucestershire.

The Council have invested in providing this support for young people to ensure they are able to receive support for their emotional wellbeing at the earliest stage, without need for referral or appointment. Individuals can chat to trained staff about anything that is troubling them, during the hours of 5pm – 9pm, Sunday – Thursday. TIC+ are also able to link individuals into their own Counselling provision, or the Children and Adolescent Mental Health Service (CAMHS), if this is appropriate.

Young Minds Matter teams support children and young people in over 130 schools across the county, offering low level Cognitive Behavioural Therapy (CBT) interventions to children aged 5 – 18 years, support to school staff and whole school approaches to wellbeing.

A new online resource for children and young people's mental health has been co-developed, called **OnYourMindGlos**. It contains information on different mental health conditions, how to self-manage, a list of services and also a new Online Support Finder, which after filling in a few questions, will give a list of suggested support services that children and young people can access.



Sleep.

A good night's sleep is important for a child's physical and mental wellbeing and development. It is recommended that teenagers get around nine hours sleep a night; increasing to 10 hours for children aged 8 to 10 years. Anxiety and 'screen time' before bed can impact on how well children sleep, and the NHS recommend that young people stop using screens an hour before bed time.

Did you know?

Pupils who get the recommended hours of sleep are less likely to report eating unhealthy food, sugary drinks and energy drinks regularly.

What do the survey results tell us?

In 2018, 60.7% of all pupils reported getting the recommended hours sleep, in 2022 this had fallen significantly to 51.5%. The proportion of pupils getting the recommended hours sleep is lowest in the secondary phase with only a third (36.7%) reporting sleeping the recommended amount in 2022.

Overall, 23.5% of young people reported that they frequently woke or couldn't sleep because they were worried about something. This has been increasing since 2014, however the increase is wholly attributable to an increase in girls. This was more common among girls at all ages and highest for girls in Y10 and Y12; just over a third of whom (36.9 and 34.3% respectively) frequently were woken, or couldn't sleep due to worrying.

51.7% of secondary school pupils and 61.2% of primary school pupils reported taking an hour or longer to fall asleep. In 2022 1 in 4 pupils said they *Watched tv in my bedroom* between going to bed and going to sleep, this was an increase on 2012 when 1 in 5 reported this.

A third of pupils reported they used the *Internet/gaming/social network/texting* between going to bed and going to sleep, this was also an increase on 2012 when 1 in 4 reported this. These two activities linked to screens and the internet were the only activities that saw an increase in what pupils were doing between going to bed and going to sleep between 2012 and 2022.

There was a reduction in pupils saying they *Read/were read to, Listened to music, Thought, Relaxed, Played* between going to bed and going to sleep.



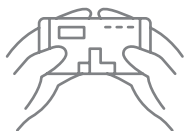
What are we doing?

GHLL have an online resource ('Counting Sleep') dedicated to offering advice about sleep for pupils. There is a downloadable resource pack with a range of hints and tips to achieve good sleep hygiene, and to enable children and young people to get a better night's sleep. Some schools have also used this as an intervention for their Healthy Schools Award where they have found their pupils are coming into school very tired (going to bed very late at night/and or falling asleep/ arriving late at school). This has also required parental support.



23.5%

said they found it hard to sleep because they were worried about something



1/3rd

of pupils reported they used the internet/gaming/social network/texting before going to bed and falling asleep



Relationships and sex.

Lack of knowledge and information about sex and relationships may mean that young people find themselves in harmful situations. It can also lead to unplanned pregnancies and Sexually Transmitted Infections (STIs).

It is important that young people have the understanding and emotional skills they need to form healthy and safe relationships and make informed decisions about sex when the time is right.

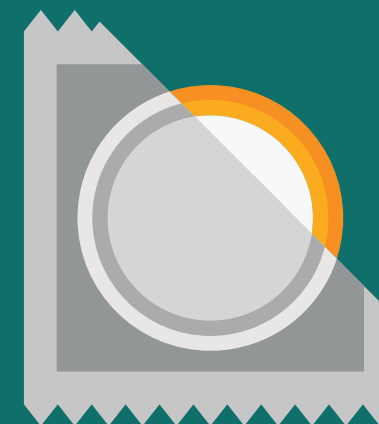
What do the survey results tell us?

86.1% of pupils said they understood consent in 2022, at all ages boys were less likely to understand consent than girls. In 2022 we included questions around sexual harassment/abuse for the first time. Only 1 in 5 (18.6%) pupils reported they had **never** experienced any form of sexual harassment/abuse. In all forms of sexual harassment/abuse females were 2-3 times more likely to report experiencing it regularly (*Quite often (e.g. weekly)/Most days*) than males.

In 2012 only 67.5% of pupils said the Healthy relationships and sex education (RSE) they had received was helpful, positively this had increased significantly in 2022 to 80.8% of pupils. 7.5% of pupils wanted more support with and knowledge about safer sex; this has reduced since 2012 suggesting RSE education is effective.

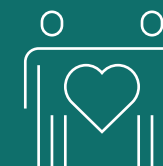
In 2022, 57.5% of pupils said they felt confident using a condom, this was a slight reduction on 2020 (59.4%). The majority of pupils who had intercourse protected themselves by using a condom the last time they had intercourse; however, in 2022 22.7% of pupils who had intercourse reported using no protection and a further 2.1% reported using emergency contraception.

The proportion of pupils reporting they are *heterosexual* in 2022 has reduced since 2020 although not significantly from 77.9% to 70.1%. This has been almost entirely driven by a decrease in females identifying as *heterosexual*. In 2022 we asked pupils about their gender identity, 1.1% reported they identified as transgender (1.5% of biological females and 0.7% of biological males) a further 1.5% of pupils identified as Gender-fluid, and 1.6% identified as Non-binary. 8.5% of pupils wanted more knowledge about or support with sexual identity.



57.5%

of pupils said they felt confident using a condom



80.8%

of pupils said the Healthy relationships and sex education (RSE) they had received was helpful

What are we doing?

There is well established sexual health provision within all Gloucestershire districts. This includes services based at GP Practices as well as a number of dedicated additional sexual health clinics. These additional clinics are held at various locations across the county, are open access and are arranged at times to make attendance convenient for young people (e.g. after 3pm).

Gloucestershire Healthy Living and Learning (GHLL) continue to support all schools to deliver effective Relationship and Sexual Health Education (RSHE), by delivering training for teachers and providing up-to-date resources to accompany lessons. GHLL has developed resources to support primary settings in Gloucestershire to deliver the new statutory Relationships and Health Curriculum, including working with the OPCC and Aardman Animation to produce a short film for primary schools.

The statutory guidance provides end of primary statements for Relationships, Sex and Health Education; it is imperative that schools do not see these as one objective to be delivered in a session or a short series of lessons, but instead as a final objective achieved through a whole school, progressive relationships and health education curriculum. This should be a spiral curriculum, bespoke to each setting, drawn up in full consultation with parents, staff, governors and pupils. GHLL has developed this resource to assist schools in this process.

The GHLL team work closely with schools across the county and are aware that many schools already deliver a wide and comprehensive personal, social, health and economic education curriculum, covering most, if not all, of the statements of the new statutory curriculum. The nature of the schools in Gloucestershire is diverse in terms of cohorts, sizes, settings and facilities. Therefore, the schemes of work developed in schools will be tailored to each individual setting based on the needs of the pupils and any local data (as well as the end of primary objectives) to ensure enough time is being spent on the particular areas of need and relevance for each school's pupils.

Within secondary schools, Relationships and Sex and Health Education is a statutory requirement as of September 2020. RSHE is learning about the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. Topics covered through the GHLL training programme include healthy relationships, and consent, which are supported by resources such as 'Teenage Domestic Abuse', 'Give and Get' and 'Keep Breathing'. Equalities and transgender awareness training through GHLL explores particular steps that could be considered when supporting a young person who is questioning or looking for support with thoughts around their gender.

The Gloucestershire school nursing team

Gloucestershire's school nurses are qualified public health nurses who work with children and young people aged 5 to 19 years, and their families, both in and outside of school. The school nurse team can offer support and advice on a range of health issues, including relationships and sexual health, emotional wellbeing, anxiety, bullying, and healthy lifestyles.

Support is offered face to face through school based 'dropins', in groups or one to one, and digitally via a video platform. The confidential text messaging service called ChatHealth is available to 11-19 year olds to seek support and advice on a range of health and wellbeing issues.

School Nurses are trained to educate young people and enable them to make healthy choices to suit their individual needs. Young people will seek advice from school nurses about relationships and sexual health including; safer sex and use of condoms; contraception and pregnancy; sexually transmitted infections; sexual identity and gender identity.

School nurses play a vital role in supporting pupil's health and wellbeing, and also work closely with partner agencies to keep children and young people safe from harm and exploitation. School nurses aim to provide a service that is visible, accessible and confidential. One young person described the school nurse as 'someone you know you can trust'.



Feeling safe and staying safe

Feeling unsafe has a significant impact on a child's wellbeing, with knock on effects for their mental and physical health in the short and long term.

What do the survey results tell us?

The proportion of pupils saying they feel safe where they live has been increasing since 2012 from 86.0% to 89.2% in 2022, and was similar proportions pre and post pandemic. The vast majority of pupils in Gloucestershire feel safe at school (74.8%). Unfortunately, this is not true for all our young people. A total of 2.4% of pupils said they felt unsafe at home, and 6.1% reported feeling unsafe at school.

National data tell us that 1 in 5 children are exposed to domestic abuse and that these children are more likely to have behavioural and emotional problems.

Just under a third of pupils reported ever witnessing domestic abuse, coercive control or teen relationship abuse in 2022. If this is extrapolated to the current pupil population this equates to around 27,200 pupils across Gloucestershire. 1 in 20 pupils reported regularly (*Quite often(weekly) /Most days*) witnessing domestic abuse.

Around 1 in 6 pupils in 2022 reported ever being a victim of domestic abuse, this is a reduction from 2020 but is in line with values from the 2016 and 2018 surveys.

If this is extrapolated to the pupil population this equates to around 15,000 pupils across Gloucestershire. In 2022 3.3% of pupils reported being a victim of domestic abuse regularly. Again, this is a reduction on the previous year and continues a downward trend from 2018 but could still equate to around 3,000 pupils across the county.

While the internet and social media have introduced new opportunities for young people, they also come with new risks. 16.0% of pupils reported that they had met a stranger in the real world that they had first got to know online. Of these, almost a third (30.7%) said that they went on to meet the stranger on their own. In the vast majority of cases the stranger was about the same age, but in a small number of cases (3.2%) the stranger was an adult.

Did you know?

Pupils who feel safe tend to have better emotional health and are less likely to engage in risky behaviours.



89.2%

said they felt safe where they live



What are we doing?

Keeping children and young people safe is a core part of the curriculum. All schools and colleges in Gloucestershire are required to carry out an annual audit of their safeguarding policies and procedures which is submitted to Gloucestershire's Safeguarding Children's Board (GSCB).

The section 175 audit asks schools about their engagement with their pupils on issues such as healthy relationships, domestic abuse and grooming. GHLL also work closely with the Gloucestershire Safeguarding Children Partnership (GSCP) and professionals working in domestic abuse. GHLL and partners have worked on creating two new training resources for secondary schools focused on teenage relationship abuse and understanding consent ('Give and Get'), as well as 'Keep Breathing', a film accompanied with lesson plans.

The County Lines production shows how young people can become drawn into and exploited by county lines drug gangs. The GSCP (Safeguarding in Education Traded Service Team) make the county lines production available when schools ask for and as the budget permits. In 2022/2023 there were 38 performances offered to Schools and 2 to professionals at the Social Work Academy. As well as the County Lines production, Chelsea's Story, covering Child Sexual Exploitation (CSE), is a theatre-based production which is used in conjunction with the safeguarding curriculum for secondary schools.

For primary schools there is also the GHLL developed programme 'Keeping Myself Safe' which is based on Protective Behaviours and is a school-based resource designed to teach children:

- that they all have the right to be safe all the time
- how to recognise situations where they do not feel safe
- how to manage unsafe situations
- how to recognise their network of support

'Keeping myself safe' is a GHLL school-based resource designed to teach children and young people that they have the right to be safe at all times, and how to recognise and manage unsafe situations. Bullying, name-calling and playground squabbles may be perceived by some adults and parents as trivial problems, but how children deal with them is the learning material that will form their attitudes towards conflict in later life.

STREET (Safe Teenage Relationship Education and Empowerment Team) provide specialist domestic abuse support for young people aged 13-19 experiencing abuse in their own relationships or witnessing domestic abuse in the home, and for young people who may be demonstrating domestically abusive harmful behaviour in their own close relationships with partners, parents, siblings, or other family members.

In addition to this, GDASS (Gloucestershire Domestic Abuse Support Service) provide direct support to young people aged 16+ via their Young Persons Independent Domestic Violence Advisor and provide indirect support to under 16s through support to their parent/carer. STREET and GDASS work closely together to delivery prevention activity including awareness raising and training on domestic abuse and healthy relationships for young people and professionals within schools and other educational and youth settings.



Adverse Childhood Experiences

What are ACEs and why are they important?

Adverse Childhood Experiences (ACEs)* are traumatic events that occur before the age of 18. Different people find different things traumatic, but there are some things that almost everyone will find distressing if they happen to them.

Did you know?

Pupils experiencing 4+ ACEs were much more likely to engage in health harming behaviours such as smoking, trying illegal drugs and getting less than the recommended hours of sleep.

What do the survey results tell us?

Approximately 37% of our Y12 population completed the survey and of those 77.4% answered the ACEs question.

Of those who answered 36.0% of pupils have not experienced any ACEs in their lifetime (27.9% of all Y12+ in the survey) and 25.3% pupils reported having experienced four or more ACEs.

This was significantly higher than in 2018, when a fifth (20.1%) reported 4 or more ACEs. In 2022, 29.8% of girls reported experiencing four or more ACEs compared to 20.5% of boys.

In 2022 there was no significant difference between the proportion of pupils reporting 4 or more ACEs across the districts, although the proportion was highest in Tewkesbury.

Although, experiencing 4 or more ACEs is linked to deprivation, pupils in IMD quintile 1 (most deprived) schools were around 2 and a half times as likely to report 4 or more ACEs than those at independent schools.

Resilience can trump ACEs. Building resilience can help avoid and overcome many of the problems arising from childhood adversity. Resilience is enhanced by the presence of protective factors, building on an individual's strengths and skills and the existence of safe, stable relationships.

Around 3% of young people with 4 or more ACEs recorded high mental wellbeing scores. Despite the adversity these young people report experiencing, their current levels of emotional wellbeing are strong, which is likely to suggest that they have other supportive factors in their lives.



What are we doing?

Action on ACEs continues to work towards our vision of a resilient Gloucestershire through the promotion of Protective Childhood Factors (PCFs), such as access to a trusted person, supportive friends, positive attachments and being engaged in community activities. We have been expanding the focus of our communications from raising awareness of ACEs to increase understanding of how to embed the skills and behaviours needed to take action on ACEs within our schools, organisations and communities, such as through the delivery of our second conference: From ACEs to Resilience (2021).

The Action on ACEs strategy was refreshed in 2021 and is overseen by the Action on ACEs Panel, a unique collaboration between public sector, voluntary and community organisations. The strategy sets out our ambition to expand the ACEs agenda to incorporate trauma informed approaches and relational practice. It has become increasingly important to link an awareness of ACEs with a trauma informed approach; trauma can be thought of as an umbrella term under which ACEs belongs, and it recognises the wider traumatic experiences outside of the conventional ten ACE framework. Being trauma informed is essential to reducing negative outcomes associated with childhood adversity and increasing resilience, while restorative practice is the mechanism to delivering trauma informed approaches in a safe, holistic way.

As the work on Action on ACEs further develops, it will enable schools, professionals, and organisations across the county to move beyond being ACEs aware to adopting trauma informed and restorative practice approaches, enabling them to support people who have been affected by ACEs and trauma more effectively. This includes ensuring the availability of easily accessible resources on trauma and restorative practice, strengthening communications and providing a clear, robust training offer.

The Trauma Informed Relational Practice (TIRP) online training package is being developed and will equip schools, organisations and communities to respond appropriately to ACEs and trauma. It is part of a wider training and leadership programme which has been developed and delivered in collaboration with the Restorative Practice Team within GCC. The leadership programme has initially been aimed at school settings and has been instrumental in supporting the agenda to more inclusive education, a reduction in exclusions, and an increase in overall pupil and staff wellbeing.



Of those who answered the ACEs question

36%

of pupils have not experienced any ACEs in their lifetime



34.8%

of pupils said they would go to an adult in school including a teacher or teaching assistant if they were worried about something



34.8%

said they would go to an adult in school including a teacher or teaching assistant

Case study

Members of the Action on ACEs Panel supported the development of an innovative new county-based mentoring programme, which uses ACEs and trauma as indicators of need. The Gloucestershire Mentoring Programme (GMP) was launched in 2022 and aims to improve resilience and outcomes for girls and young women who are considered at risk of involvement with the criminal justice system.

School life

The PWS includes questions about pupils' school experience.

What do the survey results tell us?

Overall, 60.3% of pupils reported that they enjoyed school, this has increased since 2012 (57.4%). The proportion of pupils enjoying school was highest in Y4 pupils (72.1%); and lowest amongst Y10 pupils where less than half of pupils (42.9%) reported that they enjoyed school.

Bullying has a significant impact on children's emotional wellbeing and their engagement with school. In the 2022 survey, 6.9% of pupils reported being 'seriously bullied' on a regular basis (weekly or daily) in the past year, this has declined since 2012 when it was 9.9%; with verbal bullying remaining the most common form.

The proportion of pupils reporting that they had been seriously bullied decreased as pupils got older. While 8.7% of pupils at primary level reported being bullied; this reduced to 2.5% of students in Year 12.

Bullying on the internet saw the biggest percentage point increase since 2014 (13.6%), followed by bullying at school (9.4%) and then bullying at home (8.3%). During the pandemic period, bullying at home increased by the biggest percentage point (4.8%), followed by bullying on the internet (3.6%), these all reflect the increased time pupils spent at home during lockdowns.

All pupils were also asked how well their school dealt with bullying. Between the 2012 and 2022 surveys there was a decrease from 53.0% to 49.5% in the proportion of pupils who felt their school dealt with bullying well.

The proportion of pupils reporting they feel stressed by school work in 2022 (44.5%) has also been increasing since 2014 when it was around a third (35.9%). Pupils in different phases report differing levels of stress related to school work. In the primary phase there has been a 14 percentage point increase since 2014 and the proportion is now 34%, although only a small part of this occurred during the pandemic.

In the secondary phase there has been a 16 percentage point increase in the period and in 2022 over half (58.5%) of secondary pupils reported being stressed by school work. Around a quarter of this change happened during the pandemic. Girls were notably more likely to feel stressed from school work than boys at all ages (60.7% vs. 40.8% at secondary phase). Overall, 68.8% of pupils felt that school gave them useful skills and knowledge, this was a reduction on 2020 but is in line with 2012.

Schools play a role in helping students feel confident about their futures. Overall, just over three quarters of pupils (77.6%) reported feeling confident or extremely

Did you know?

The proportion of pupils reporting being a victim of physical, verbal and cyber bullying are all significantly lower in 2022 than in 2012.

confident about their future; this is higher than in 2012 when it was 72.0%. Girls were significantly less likely to feel confident about their future than boys and this gap has been widening since 2012.

Confidence in the future declines between primary and secondary/FE pupils. Around two thirds of secondary (69.4%) and Y12 pupils (69.0%) felt confident about their future compared to 84.4% of primary school pupils.



What are we doing?

GHLL and Bespoke Mentoring are working with all Secondary Schools in the county to deliver Peer Mentoring.

Aims of the Intervention are

- To share real life stories of resilience enabling students to copy and adopt new strategies for coping, or boosting their wellbeing
- To introduce a sustainable peer mentoring system that is there to support fellow students in a variety of ways
- To leave students confident, and competent, in their new peer mentoring roles.

There are many interventions that significantly reduce the stress levels in vulnerable children from toxic to tolerable. GHLL's Trusted Emotionally Available Adult (TEAA) provides opportunities to be heard, enabling young people to relax and thrive in a learning environment. For many children, the person supporting these activities will be the teaching and pastoral staff. This universal programme aims to support staff in becoming more aware and assured of what they might experience when supporting someone. There are opportunities to share both practical and therapeutic practices that can be drawn upon with the view of exploring a student's individual needs and improving their overall school experience, including a GHLL toolkit for educational staff to use.



60.3%

of pupils reported they enjoyed school



Overall

68.8%

of pupils felt that school gave them useful skills and knowledge

What happens to the results?

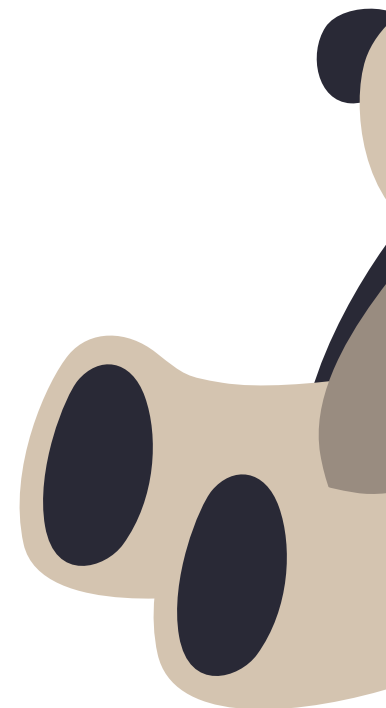
This report presents a summary of some of the main findings from the PWS and we will be taking a further detailed look at the results. We have carried out a range of 'deep dive' analyses on subject areas including diet, exercise, health inequalities and LGBTQ+ identities. The 'deep dive' reviews can be viewed online [here](#).

The 2022 results have already been shared with participating schools and colleges across the county. Schools are able to use the findings to help them identify areas for improvement and action; and work toward their 'Healthy School' or 'Healthy FE' accreditation or Mental Health Champion Award through the GHLL programme.

The findings are also used by the county council and its partners to inform their wider work with children and young people.

This has included;

- modelling the impact of the pandemic on the mental wellbeing of children and young people
- investigating inequalities in access to services for pupils by characteristic
- identifying schools to be included in Young Minds Matter programme, and helping to evaluate commissioned services such as Restorative Practice and the Active Gloucestershire Daily Mile
- helping identify schools with pupils who would benefit from the Early Help transition service
- informing the High Needs programme transformation of children's services for children and young people with Special Educational Needs and Disabilities (SEND).





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