

School Surveys 23/24

Key findings from primary, post-16, staff, and settings surveys

Purpose

Hampshire County Council conducted surveys of pupils and learners in **primary, secondary** ([#BeeWell](#)) and **post-16** education settings across Hampshire. In addition, staff and settings were surveyed to understand health-related provision, policy, and training needs.

The purpose of the survey findings are to understand the experiences of children and young people over time and identify areas where partners can work together to support education staff and settings.

As well as supporting schools and colleges to understand and improve their health and wellbeing, the School Surveys are a key part of our [Public Health Strategy](#) to improve the support we offer to education settings through [Hampshire Health in Education](#) (a partnership between Hampshire Public Health and Education and Inclusion).

We would like to thank everyone who took part in, and supported, these surveys.

For the full reports, please email healtheducation@hants.gov.uk.

Internal Public Health staff: [HLOW School Survey Findings 2023-24 - Full Summary Report.pptx](#)

Click [here](#) to access the #BeeWell data dashboard and [here](#) to read the Headline Findings.

Method

Schools and colleges gave permission for their students to be surveyed, and students could decide whether to take part or not. Parents and carers were informed about the surveys and given the opportunity to opt their child(ren) out.

The surveys ran from over November 2023 to February 2024, following up on School Surveys undertaken in Winter 2021/22, 2019/20, and 2018/19.

[#BeeWell](#) is a programme led by the University of Manchester that is being trialled in Hampshire for three years from Autumn 2023. It surveys secondary school students about their wellbeing and engages them in making improvements.

The surveys were **anonymous** and designed to be **understandable** and **age-appropriate** for children and young people in different age groups. We worked with Speech, Language, and Communication specialists to make the questions as **accessible** as possible.

This was a sample survey, completed by a subset of the target population of children and young people in Hampshire and Isle of Wight education settings. As the sample was self-selecting (as opposed to randomly sampled), results should be treated as **indicative of the views and experiences of students, staff, and education settings**, rather than representative of the whole population.

The surveys asked about the following:



Life at school, including **information** students receive, and experiences of **bullying**



How students spend their **free time**



Students' **diets** and **dental health**



Smoking, vaping, alcohol and **drug use*** amongst students



Students' understanding of **consent, sexual health***, and experiences of **inappropriate behaviour**, both online and offline



The **mental wellbeing** of students, their concerns, and what they enjoy

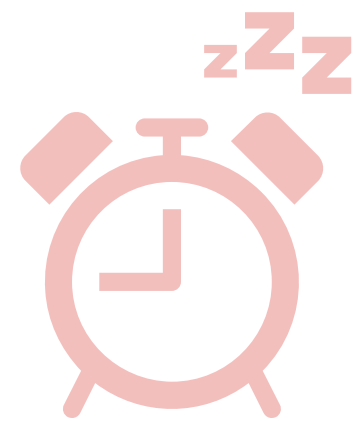
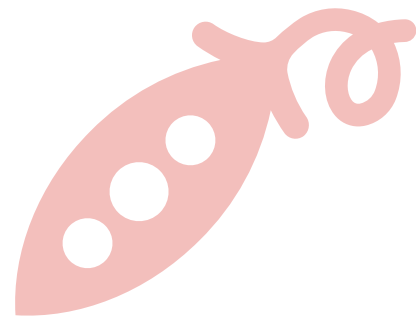
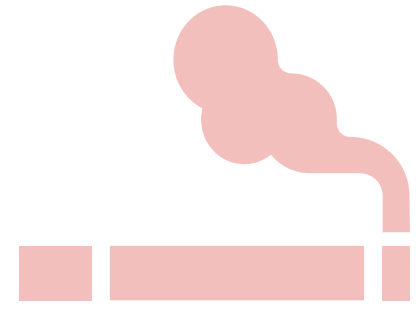


Support available to students, and how **confident staff** are to deliver this



Opportunities for **staff development** that are available, or should be offered


** Only post-16 learners were asked about these topics*




5 KEY RESULTS


Primary

1  **8 in 10 primary pupils said they felt safe all or most of the time at school, and 6 in 10 enjoyed being at school.** They felt their school was better at teaching them to behave well and respect others, compared to teaching them to live healthy lives and express their feelings.

2  **26% reported that they sometimes or regularly share a room, and 16% share a car, with someone who is smoking.** Year 5 pupils were very unlikely to smoke or vape, although rates were higher amongst those living with someone with care needs.

3  **Around 6 in 10 pupils said they ate fruit and vegetables every day of the week,** but this was lower among pupils who received extra help in lessons.

4  Around 8 in 10 pupils said they felt happy and supported by their friends all or most of the time. **The most common emotional wellbeing challenges in Year 5 are worrying, not sleeping well, not feeling confident, and struggling to control frustration.**

5  Schools generally provided good quality information and advice to students, although **over 4 in 10 pupils said the information about bullying, drugs and alcohol, smoking, and vaping* was not helpful** (and a further 2 in 10 said they couldn't remember any). Those with less stable home lives, or who had extra help in lessons, found the advice even less helpful.

**According to [statutory guidance](#), pupils should know facts and risks about these topics by the end of primary school. As part of a spiral curriculum, schools may start with teaching about general topics like peer pressure and decision-making.*

5 KEY RESULTS



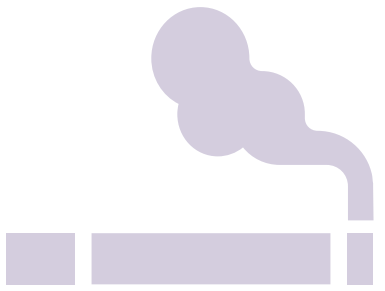
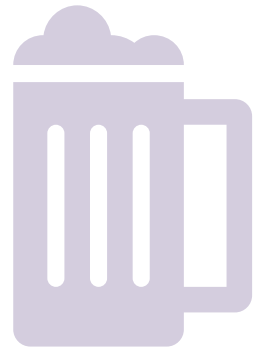
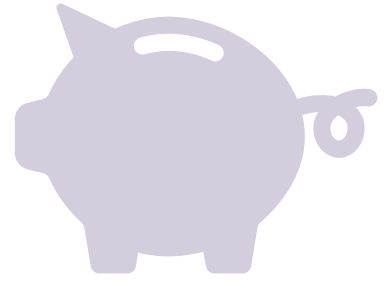
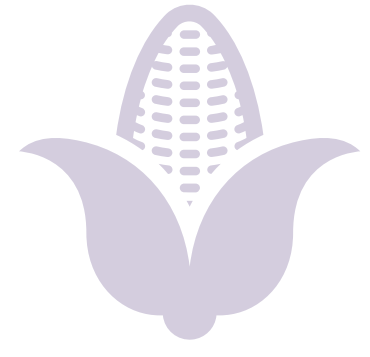
Secondary



#BeeWell Headline Findings

1. **Only 4 in 10 secondary students report meeting the physical activity guidelines** (at least 60 minutes a day). This is lower for girls.
2. **1 in 10 secondary students report using, or having used, vapes or e-cigarettes.** 4 in 10 drink or have drunk alcohol in the past.
3. **1 in 10 say they often or always feel lonely,** higher than the national average.
4. Nearly **half of secondary students say they do not get enough sleep** to feel awake at school and concentrate on their work.
5. More than **4 in 10 have been made to feel bad** about their race, skin colour, or where they were born, gender, sexual orientation, disability, religion or faith.

Click [here](#) to access the #BeeWell data dashboard and [here](#) to read the Headline Findings.



5 KEY RESULTS

Post-16

1



Post-16 learners said their settings promoted good behaviour and safety but were less supportive of healthy lifestyles. They reported eating fruit and vegetables less often (only 3 in 10 ate vegetables every day), and fast food more often, than primary pupils.

2



Information and advice was seen to be of good quality when it was recalled, especially about careers, smoking, and vaping. However, **the majority of learners didn't recall any helpful information about healthy eating, dental health, or money and finances.**

3



By post-16, around **7 in 10 learners said they had tried drinking alcohol.** Parents and carers are the most common source of alcohol, with a quarter saying their parents let them drink as much as they like.

4

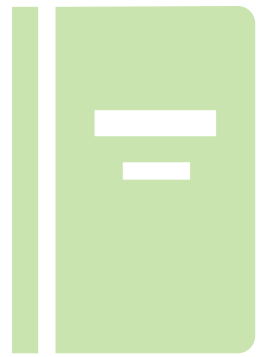
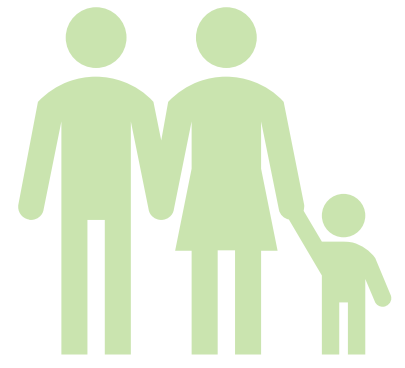


Friends were the most common source of vapes, cigarettes, and drugs. 10% of post-16 learners said they currently smoked, and 15% currently vaped. 8% reported being current users of cannabis.

5



Certain aspects of emotional wellbeing are worse by the time young people get to post-16 education. The rate of young people feeling lonely appears to triple between primary school and post-16 education (from 1 in 10 to 3 in 10), and the rate of worrying a lot doubles (from 3 in 10 to 7 in 10), whereas confidence decreases.



5 KEY RESULTS

Staff and settings

1



Staff felt their area of greatest need was around supporting parents and carers with their children's wellbeing, particularly for younger children in early years or key stage 1. Key stage 5 or post-16 staff asked for opportunities to network with other education settings.

2



Settings frequently reported engaging pupils in choosing priorities and approving policies, but **less frequently said they had policies in child-friendly formats**. For example, only half had a child-friendly version of their anti-bullying policy.

3



Staff highly valued networking with peers in similar roles. However, staff in later phases, and not in leadership roles were less likely to have the time to access these opportunities. **Support staff valued e-learning more and more frequently read communications** (e.g., newsletters, relevant articles, School Comms), compared to classroom teachers.

4



Around 1 in 6 settings said they needed more bike or scooter storage. More settings engaged with short-term active travel initiatives like Walk to School Week and Bikeability, compared to [Modeshift STARS](#), which involves long-term support from Travel Planning.

5



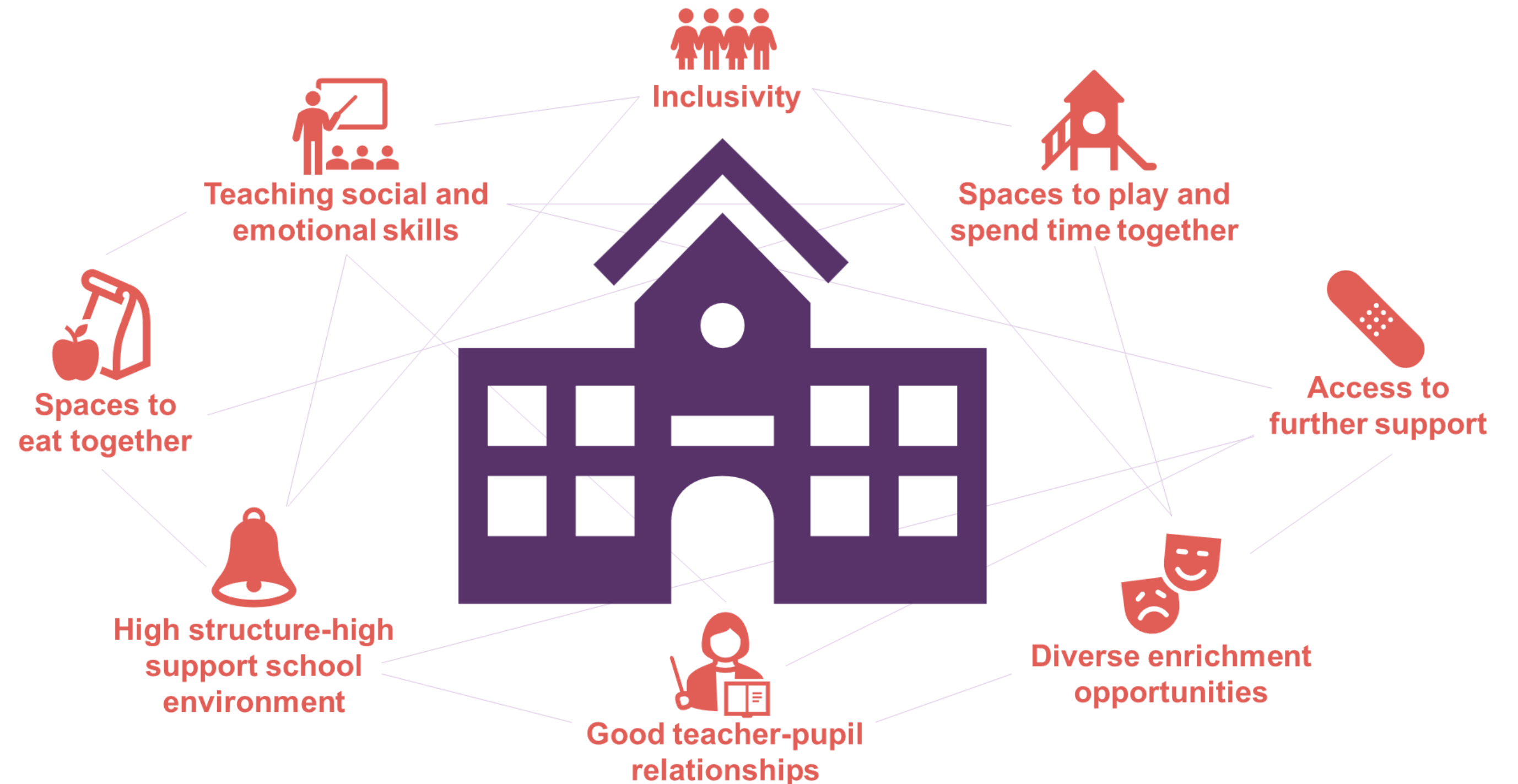
Staff are confident in championing healthy eating and physical activity through policies and role modelling, except in post-16. **However, fewer settings provided after-school/college sessions or teaching on how to cook healthy food at home**.

Conclusion

The surveys help to understand when and how children and young people are exposed to certain risk factors and develop health behaviours through different education phases. The surveys also demonstrate that some populations (e.g., young carers, those not living with parents, children with additional needs) may experience poorer wellbeing.

A Whole Setting Approach (WSA) is an effective way to improve health and wellbeing for everyone in a school or college. It involves embedding health in multiple levels of the education setting, strengthening policy, culture, curriculum, and the environment.

This example shows an evidence-based WSA to reducing loneliness:



Action plan

Schools and colleges who participated in the surveys have received individual reports and may develop their own tailored action plans, which we can support. This overarching action plan is being led by [Hampshire Health in Education](#), working with our key partners such as Children's Services and the NHS.

Our priorities:

- 1. Support education settings, from early years to post-16, take a Whole Setting Approach to healthy weight (physical activity and the food environment), smoking, and vaping.**
- 2. Support education staff from early years to post-16 to feel confident they are “doing PSHE and RSHE right” and improving consistency and quality across the county.**
- 3. Work with Children's Services to support education engagement and improve emotional wellbeing.**

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Where to get more information

Culture, ethos and environment



Policies and practices



Learning and teaching



Partnerships with families and the community



[Hampshire Health in Education \(HHiE\)](#) is a Public Health programme for all education settings in Hampshire, from early years to post-16. We support Whole Setting Approaches (WSA) to promote the health and wellbeing of children, young people, and families. Our aim is to provide resources that are **streamlined, free at the point of access, and practical** in the reality of a nursery, school, or college.

We provide:

- [Evidence-based curriculum and teaching resources](#), signposting, and policy guidance across all education phases and Public Health-related topics
- [Brief e-learning](#) to introduce all education staff (whatever their role) to key Public Health topics and approaches
- [Healthy Early Years Award \(HEYA\)](#) for early years settings to develop their knowledge, skills, and provision for health and wellbeing, and demonstrate their success
- [PSHE Pledge](#) to help settings feel confident they are delivering evidence-based, best practice personal, social, health and economic (PSHE) and relationships and sex education (RSE)

We also support our partners working on WSA to specific areas, such as [Mental Health Support Teams \(MHST\)](#) on emotional wellbeing and [Energise Me](#) on physical activity.