

Wiltshire Children and Young People's Health and Wellbeing Survey 2017: Emotional health

Part of the JSNA



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Background

The Wiltshire Children and Young People's Health and Wellbeing Survey aims to develop a better understanding of Wiltshire's children and young people's experiences of life, both inside and outside school. The survey helps schools to identify areas for improvement and address particular issues raised by their own pupils and to provide evidence to influence future services provided by Wiltshire Council and their partners that improve the health and wellbeing of our young people. It was commissioned by Wiltshire Council and carried out by Foster and Brown Research Limited.

All schools in Wiltshire were invited to take part in the voluntary survey, which was carried out from January to April 2017. The questionnaire was completed online by pupils in year groups 4, 5, 6, 8, 10 and 12. There were three versions of the questionnaire designed separately for primary, secondary and Year 12/Further Education (FE) college pupils, plus a version for children and young people with special educational needs. The questions covered a wide range of aspects of young people's lives, these were healthy lifestyles, learning experience, relationships, wellbeing, safety, aspirations and support requirements. The survey was carried out in 95 schools and colleges across Wiltshire and just under 10,000 (9,951) pupils responded to the survey. The large number of children and young people involved means that we can have confidence that the responses are representative of Wiltshire's children and young people.

The survey was designed online and took advantage of the additional capabilities online surveys bring including accurate sliding response questions and presenting questions to a respondent based on their previous answers. The survey was also carried out in 2015. This allows us to track how behaviours have changed over time.

Schools have been given access to their own data, which they can compare to a Wiltshire Local Authority average. This means that they can make informed decisions about how to support the health and wellbeing needs of their pupils, and also use the data to monitor the impact of interventions.

This report provides detailed findings surrounding emotional wellbeing from the survey. Where possible comparisons have been made based on the results from the Wiltshire survey to recent national reports that consider similar themes providing a useful benchmark. A number of other topic reports based on the survey findings will be published surrounding risky behaviours, healthy lifestyles and feelings of safety early in 2018.

The report starts by providing a summary of the results. After which detail is given about the demographic of the respondents and then all questions directly relating to emotional wellbeing are presented graphical and with short descriptive text.

Summary

The Wiltshire pupil health and wellbeing survey has shown that Wiltshire children and young people are generally healthy and happy. However, it has highlighted some areas for concern. On many measures of wellbeing such as life satisfaction, young people's scores decline as they get older. There are gender differences in the results, with girls often experiencing poorer outcomes than boys. Vulnerable groups such as young carers, children with special educational needs and disabilities, LGBT, and children with a social worker have poorer outcomes on many questions.

- The majority of children and young people across Wiltshire have good or excellent mental health, ranging from 90% in the primary school to 68% in the year 12/FE sample. However, by year 12/FE nearly a third of the sample reported poor mental health and 13% (just over 1 in 10) indicated that they had extremely poor mental health.
- Overall, 72% of children and young people were satisfied with their life. Whilst it is positive that the majority of Wiltshire children and young people are satisfied, the data also highlights inequalities. For example, satisfaction reduced to 57% for the year 12/FE girls and 39% of LGBT children in secondary school.
- 76% of primary school respondents felt confident about their future, but this falls to 49% of the year 12/FE respondents.
- 71% of the primary school respondents are getting 10 or more hours sleep and 77% of secondary school respondents are getting 8 or more hours sleep.
- Around 23% of children reported being so worried they could not sleep quite often or most nights. A higher percentage of girls than boys reported being frequently worried at night.
- 15% of primary school respondents, 13% of secondary school respondents and 7% of year 12/FE respondents reported being bullied in the last year. Many of the vulnerable groups across the school settings had higher percentages of those being bullied.
- 57% of secondary school respondents and 56% of year 12/FE respondents reported being stressed by school work. This increased to 64% and 71% in the female secondary and year 12/FE respondents.
- 34% of secondary school respondents and 30% of year 12/FE respondents that they would like to know more about stress management.
- 10% of the secondary respondents and 12% of the year 12/FE sample reported that they self-harmed monthly or more frequently. A larger percentage of females' self-harm monthly or more frequently in both school phases. Further, a larger proportion of nearly all the identified vulnerable groups reported that they have self-harmed more often than the Wiltshire average.
- 1 in 4 respondents did not tell anyone about their self-harm.

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Response demographic

There are a number of ways the results can be grouped using the following response demographics.

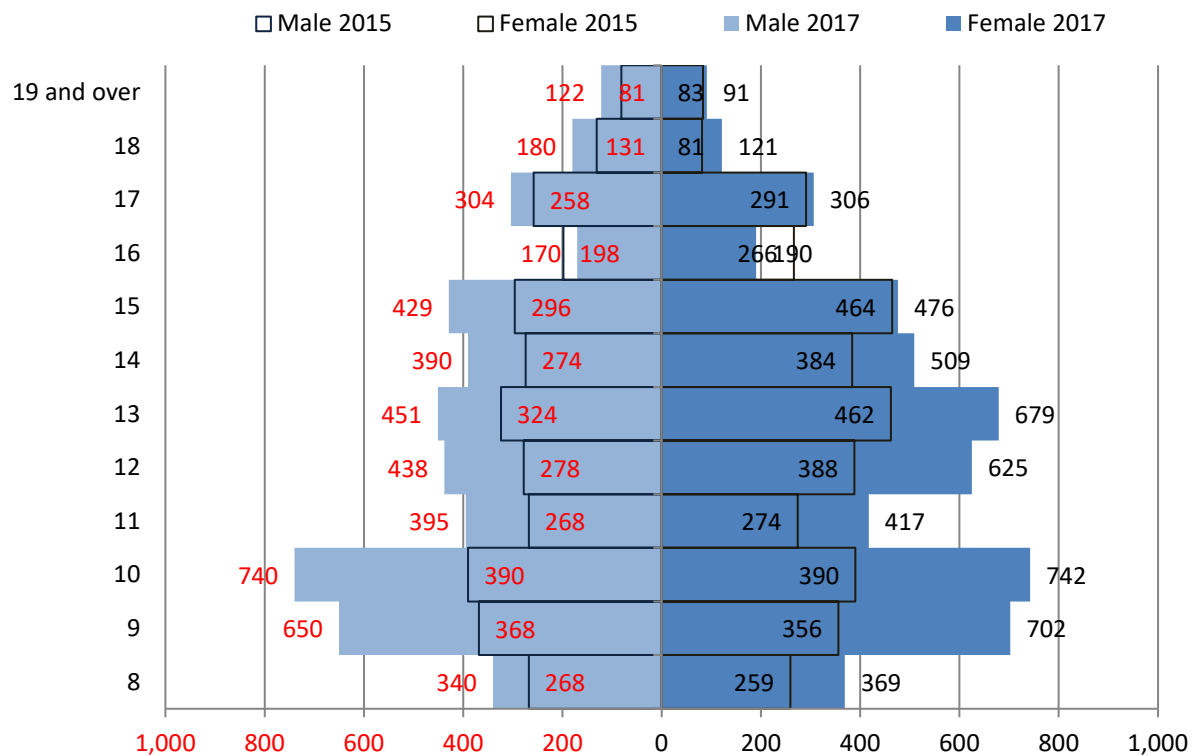
Nearly 10,000 respondents completed the survey, which is 15% percent of the Wiltshire population of 8 to 18 year olds. Table 1 provides a breakdown of what year groups these respondents came from.

Table 1: Overall response

Education level	Primary school				Secondary school			Year 12/FE	Total
School year	Year 4	Year 5	Year 6	Total	Year 8	Year 10	Total	Year 12	
Number	1518	1335	1523	4376	2251	1832	4083	1492	9951

Age and gender information was collected from the respondents and this has been presented in a population pyramid in figure 1 along with the population information from the 2015 survey.

Figure 1: Survey response population pyramid (2017 and 2015)



Nearly all ages responded more in 2017 compared to 2015. However, there were fewer responses from those aged 16. The 2017 survey had a proportionally larger response from those aged 9 and 10. 53% of the sample were female in 2017

The vast majority of respondents in all school phases were White British. Of the ethnic minority groups no single category was large enough to be representative. When compared to the most recent ethnicity information from the 2011 Census, the survey has a lower proportion of respondents identifying as White British (93% of 8-19 year olds were reported as White British in the 2011 Census, compared to 85% in the survey).

Table 2: Ethnicity

	Primary school		Secondary school		Year 12/FE	
White British	3639	83%	3504	86%	1333	89%
Refused/non response	288	7%	81	2%	19	1%
Other	449	10%	498	12%	140	9%

The vast majority of respondents lived with their parents (96%). The percentage does drop with school phase with 97% of primary school respondents living with their parents and 91% of year 12/FE students living with their parents.

A decreasing trend could be seen in the percentage of children with military parents by the school phase, as seen in table 3. 11% of Primary school children had military parents, this fell to 9% in secondary school and 6% in Year 12/FE. This could be a sign that the carers have exited the forces as their child ages.

Table 3: Children with a military carer(s)

	Primary school		Secondary school		Year 12/FE	
With military carer	456	11%	362	9%	94	6%
No military carer	3869	89%	3704	91%	1391	94%

Few respondents reported having a social worker (table 4). The highest proportion of children with a social worker was in Primary school 8%.

Table 4: Social worker involved

	Primary school		Secondary school		Year 12/FE	
Have a social worker	350	8%	236	6%	94	6%
No social worker	3994	92%	3817	94%	1393	94%

In this survey over 200 children reported being either adopted, fostered, child in care, or a looked after child (AFL).

In the 2017 Wiltshire school census 16% of pupils in primary school and 15% of secondary school pupils were classified as having a special education need (SEN). 12% of primary school pupils, 11% of secondary school pupils and 16% of Year 12/FE pupils from the survey reported having a disability or SEN classification (SEND).

Table 5: Special Educational Need and/or disabled

	Primary school		Secondary school		Year 12/FE	
SEND	512	12%	452	11%	236	16%
Non-SEND	3864	88%	3631	89%	1256	84%

In the 2017 Wiltshire school census 8% of pupils in primary school and 7% of secondary school pupils were offered free school meals. 10% of primary school pupils and 9% of secondary school pupils knew they were eligible for free school meals (FSM) in the survey sample.

Table 6: Free School Meals

	Primary school		Secondary school	
Eligible	442	10%	299	9%
Not eligible	2961	69%	3155	74%
Didn't know	890	21%	571	18%

Supporting young carers is important. To help understand a young carers needs respondents were asked whether they were young carers. The question was worded as 'do you take on a caring role or support a family member who is disabled, long term sick, experiences mental ill health or misuses drugs or alcohol?' In the survey there were nearly 700 young carers (table 7). When compared to the most recent information from the 2011 census a much larger proportion of respondents from the survey reported providing unpaid care. The 2011 census reports that 1% of 0-15 year olds and 4% of 16 to 24 year olds provide unpaid care. In the survey 7% of primary school pupils, 8% of secondary school pupils and 5% of year 12/FE students in the survey reported being a young carer.

Table 7: Young carer

	Primary school		Secondary school		Year 12/FE	
Yes	284	7%	332	8%	75	5%
No	4053	93%	3588	92%	1380	95%

In this survey the secondary school and Year 12/FE respondents were asked about their sexual orientation and gender identification. Two categories were used to create a combined group of pupils who reported being lesbian, gay, bisexual and/or trans (LGBT). There were 265 LGBT respondents in the secondary school sample and 144 in the Year 12/FE sample. This represents 10% of the total Year 12/FE respondents and 6% of the secondary school respondents.

Results

61 figures are presented on the following pages describing the results of over 30 questions. All results are broken into school phase; primary, secondary or year 12/FE. For many of the questions gender and vulnerable groups comparisons are presented. Evidence from broader literature has identified certain vulnerable groups which may have poorer health outcomes compared to those who are not from one of these groups. The vulnerable groups included in this report are respondents with a carer in the military, young carers, those with a special education need or disability (SEND), those receiving free school meals (FSM), lesbian, gay, bisexual and/or trans (LGBT), those adopted, fostered or looked after by the local authority (AFL), non-white British and children with a social worker. The questions have been broken down into sections. These are Emotional Wellbeing, Sleep Behaviour, Relationships and Bullying, School Setting, and Self-Harm.

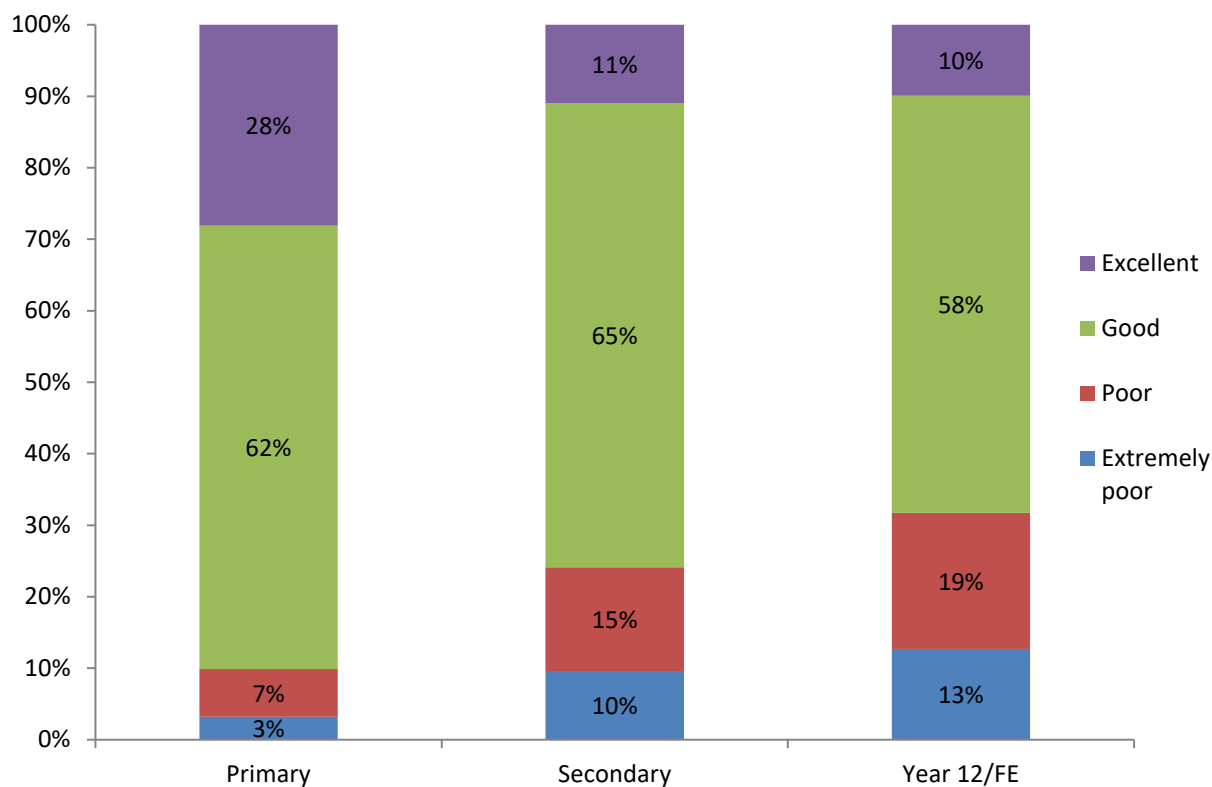
When possible comparisons to the 2015 results have been. However, due to the improved sample size, amendments to question wording and changes in the schools sampled these comparisons should be used with caution. Comparisons were made to national publications when a question with a similar wording could be found. However, caution must be used when comparing to other sources of data as subtle difference in the questions and choices for answers, may lead to comparisons that are misleading.

Emotional wellbeing

The Warwick-Edinburgh Mental Wellbeing Scale was added to the 2017 survey. This is a population measure of mental wellbeing based on 14 positively worded statements. Respondents indicate how much they agree with each statement and the results are summed to create a mental wellbeing score (from 14 to 70). This scale has been validated for use with adolescents and is used nationally as a measure of mental wellbeing.

Figure 2 provides the percentage of children from each setting who, from their responses to the 14 questions, fell into 4 mental wellbeing states. The majority of children and young people across Wiltshire have good or excellent mental health. The majority ranged from 90% in the primary school sample to 68% in year 12/FE sample. However, by year 12/FE nearly a third have poor mental health and 13% (just over 1 in 10) had extremely poor mental health.

Figure 2: Warwick-Edinburgh Mental Wellbeing Scale

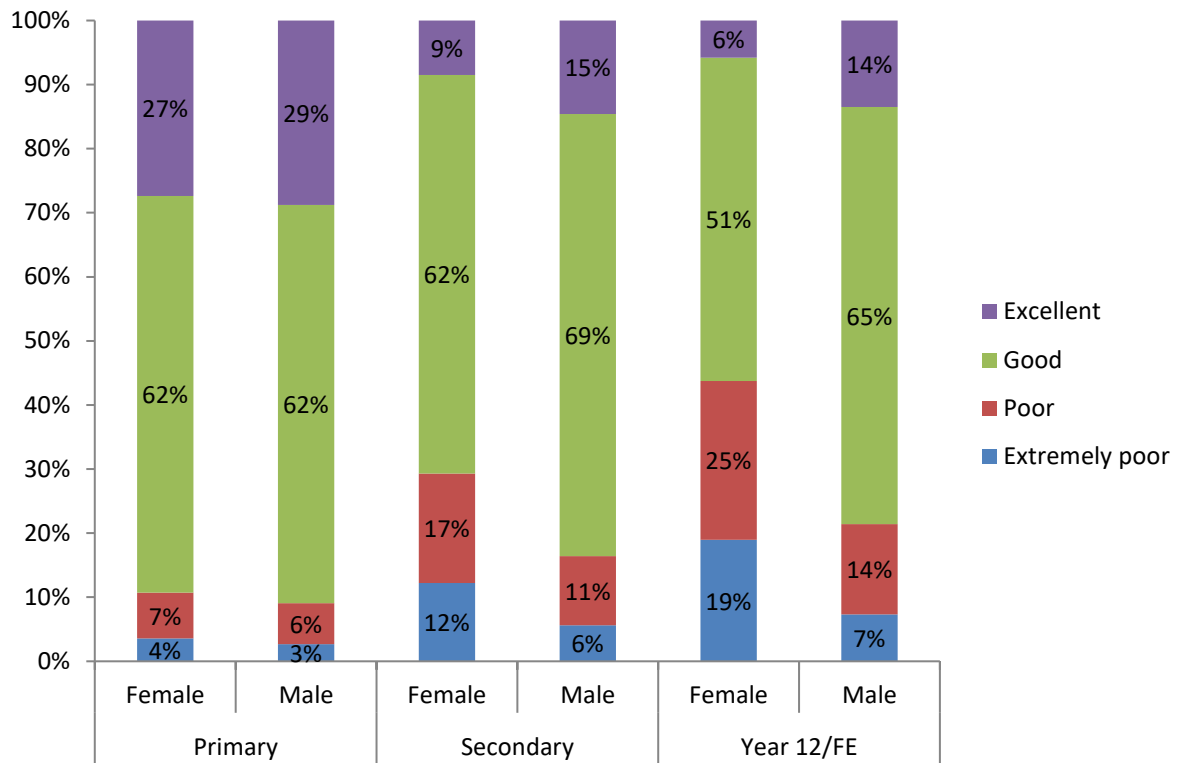


A national survey found a mean score for 15 year olds of 47.6¹. The mean score from Wiltshire's Secondary school children was 47.2. The difference between the Wiltshire figure and the national figure is very small and could be attributed to the slightly different ages included.

¹ What about youth WAY survey, 2014/15

In primary school gender differences in emotional wellbeing are marginal. However, in secondary school and year 12/FE the gender differences are much greater. A larger proportion of females reported a poor or extremely poor mental-wellbeing score compared to the male sample. Figure 3 shows that nearly 30% of secondary school females and over 40% of year 12/FE females had a poor or extremely poor mental wellbeing score compared to around 16% and 20% of males.

Figure 3: Warwick-Edinburgh Mental Wellbeing Scale. Gender



How satisfied someone is with their life is a common question used to gauge someone’s emotional wellbeing. 72% of respondents reported being quite satisfied or satisfied with life. Figure 4 indicates that the majority of primary, secondary and year 12/FE pupils are quite satisfied or satisfied with life (80%, 66% and 61% respectively). In 2015 only secondary school and year 12/FE students were asked this question. The 2015 results showed 71% of the secondary school and 68% for year 12/FE students were quite satisfied/satisfied with life.

A national report by Office of National Statistics² stated that 80.2% of children aged 10 to 15 are highly or very highly satisfied with their life. This age range doesn’t neatly fit a specific school phase as reported normally in the local survey. It is possible to mimic the same age range from the raw data. 72% of the 10 to 15 year olds in Wiltshire are quite satisfied or satisfied.

Figure 4; Question 6.13: Overall, are you basically satisfied with your life?

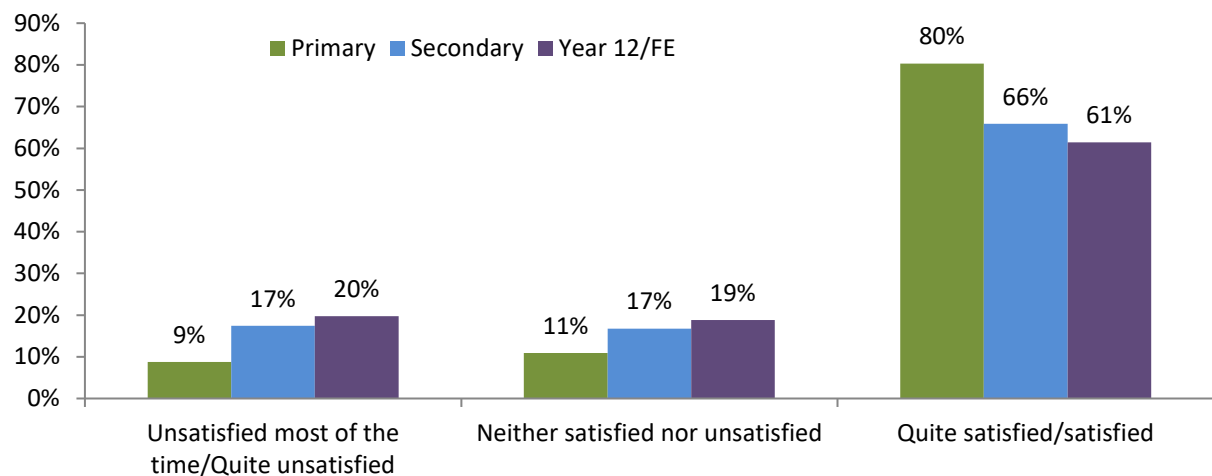
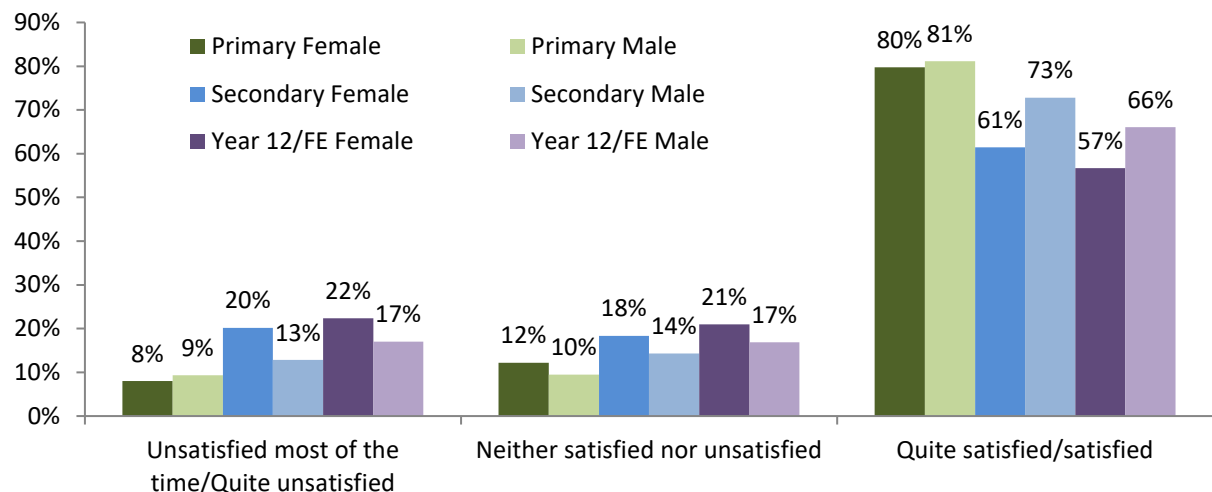


Figure 5 shows that a larger proportion of males in secondary school and males in year 12/FE than females reported being satisfied with life.

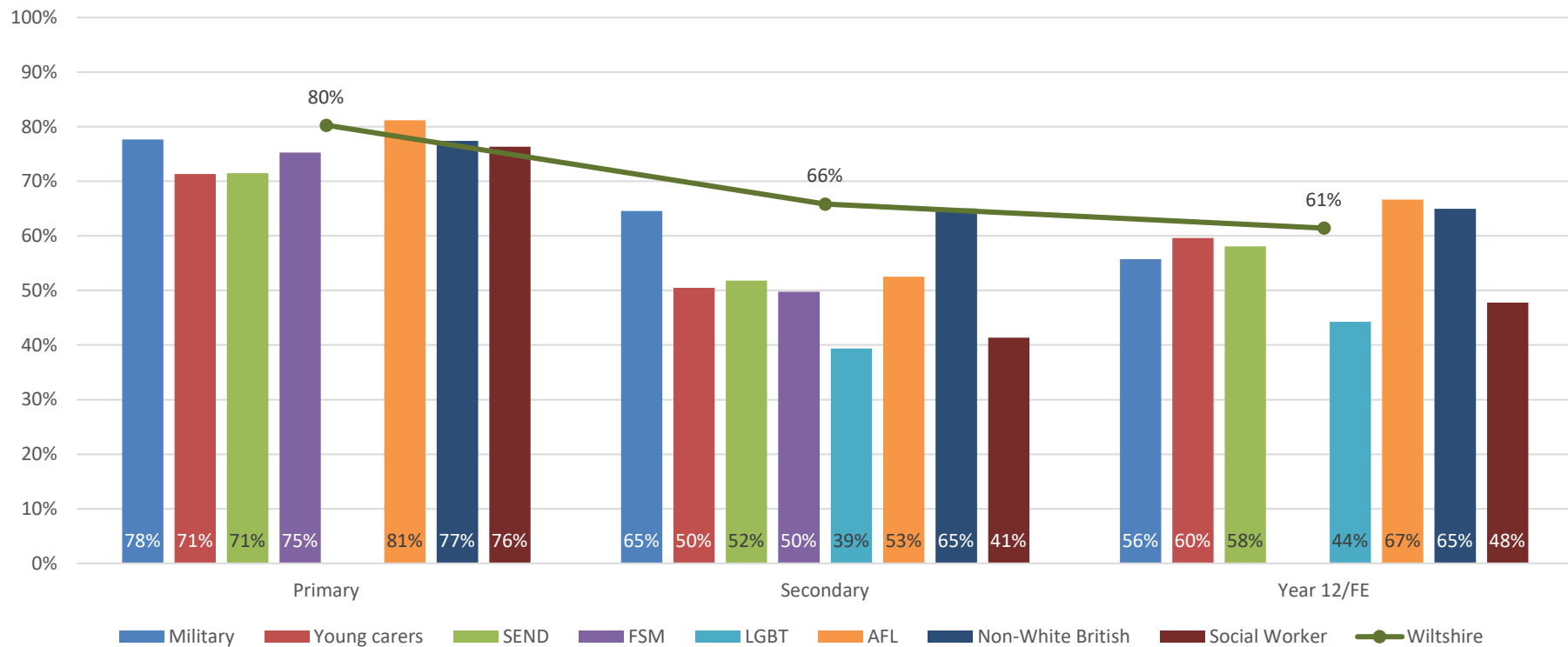
Figure 5; Question 6.13: Overall, are you basically satisfied with your life? Gender



² Children’s Society Household Panel Survey, taken from Children’s Well-being Measures, 2015
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>

When comparing the satisfaction with life of the 8 vulnerable groups a similar age pattern can be seen. However, many of the vulnerable groups have lower levels of life satisfaction than the Wiltshire figure (see figure 6). For example, in the secondary school sample the following vulnerable groups had low percentages of life satisfaction; young carers, those with a special education need and/or disability, those in receipt of free school meals, lesbian, gay, bisexual or transgender, are adopted, fostered or looked after by the local authority and those who have a social worker. The exceptions being children with a military carer and children who identified as non-white British.

Figure 6; Question 6.13: Overall, are you basically satisfied with your life? Vulnerable groups; quite satisfied/satisfied

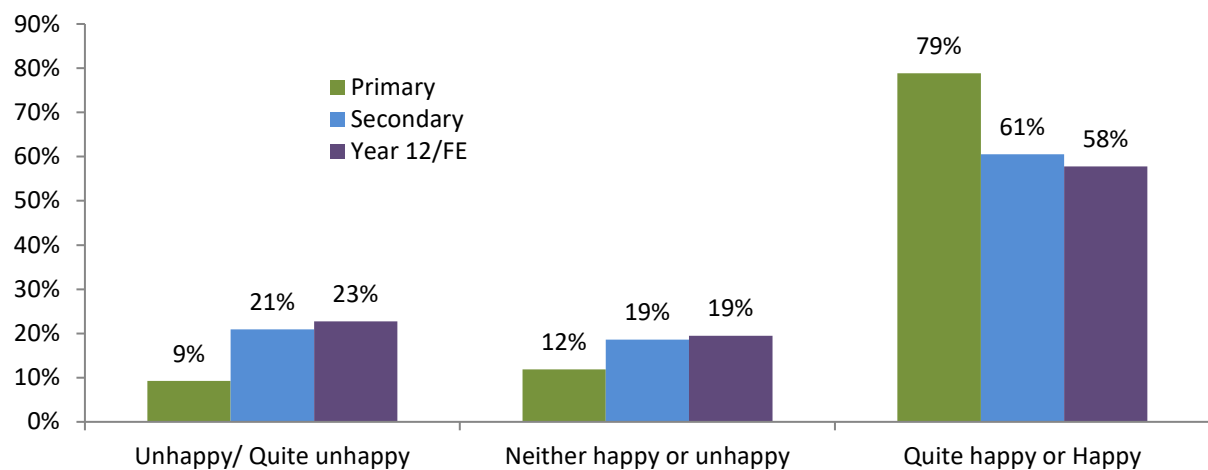


*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

69% of respondents reported being quite happy or happy most of the time in the past week (the same percentage as 2015). 79% of Primary school pupils reported being quite happy or happy, which is more than any other school phases (figure 7). However, 1 in 5 pupils in secondary school and year 12/FE students reported being unhappy or quite unhappy. The 2015 survey presented very similar results.

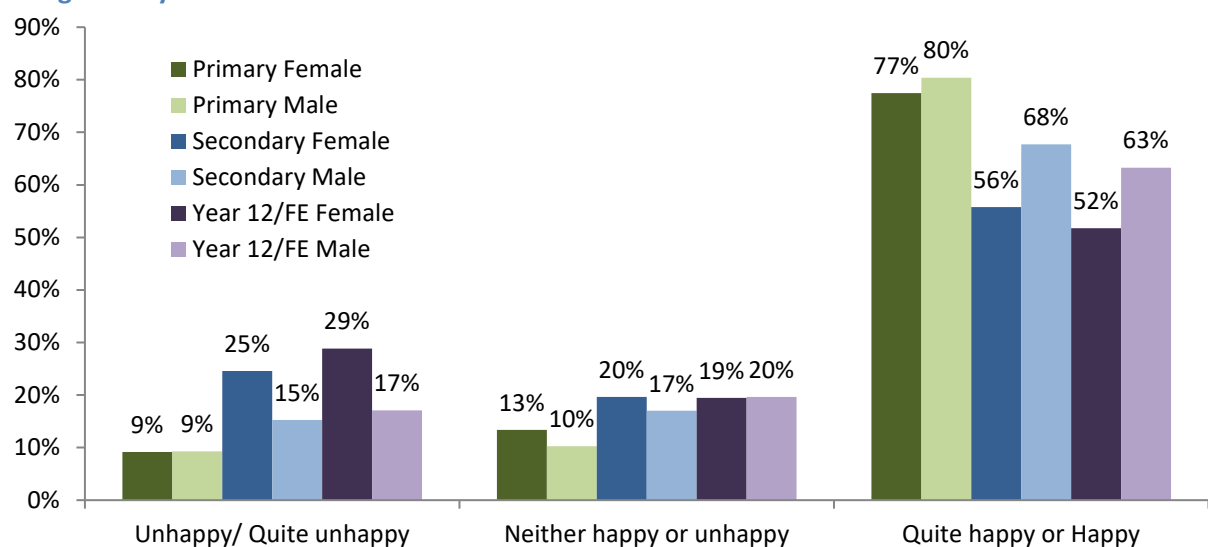
A national report by Office of National Statistics³ stated that 75% of children (10 to 15 year olds) reported high to very high levels of happiness the day before the survey. For the same age range 68% of the respondents reported being quite happy or happy in the local survey.

Figure 7; Question 6.10: Thinking about how you have felt over the past week, would you say you felt generally?



For all school phases, a higher percentage of males reported being quite happy or happy most of the time than females (figure 8). Furthermore, 1 in 4 females in secondary school and nearly 1 in 3 in year 12/FE reported being unhappy most of the time or quite unhappy.

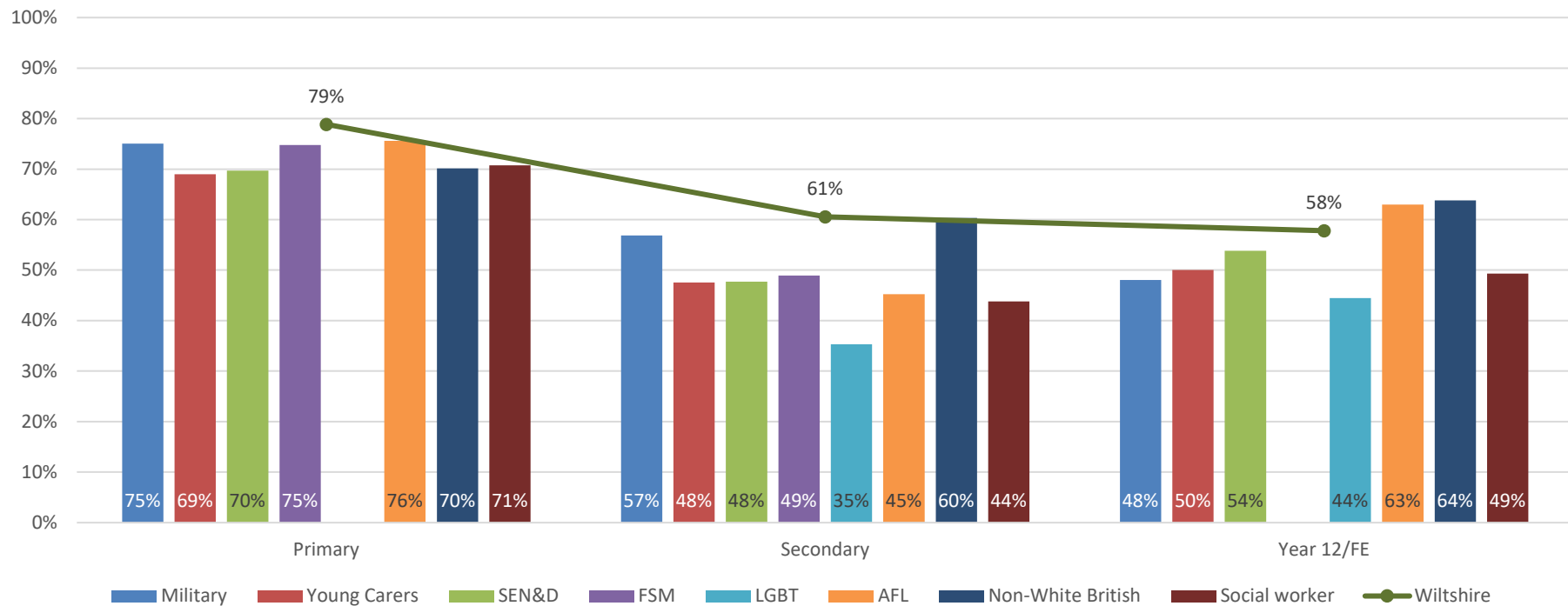
Figure 8; Question 6.10: Thinking about how you have felt over the past week, would you say you felt generally? Gender



³ Children’s Society Household Panel Survey, taken from Children’s Well-being Measures, 2015
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>

When looking at the vulnerable groups, fewer vulnerable groups reported themselves as quite happy or happy most of the time when compared to the Wiltshire average (see figure 9). However, there are some exceptions in particular school phases. In secondary school the non-white British population reported levels of happiness close to the Wiltshire average. In the year 12/FE sample the non-white British and those reporting to be adopted fostered or looked after by the local authority had higher percentages of happiness than the Wiltshire average.

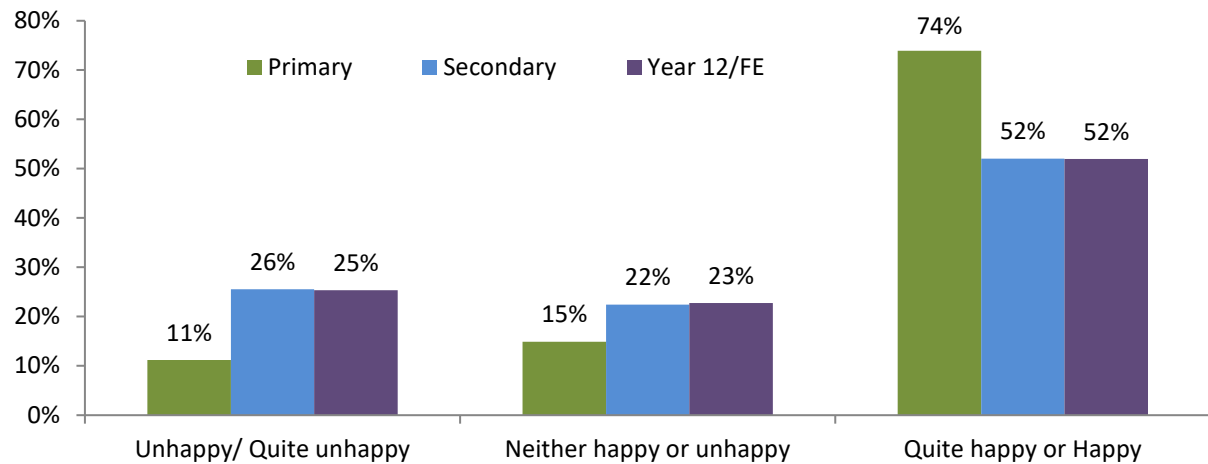
Figure 9; Question 6.10: Thinking about how you have felt over the past week, would you say you felt generally? Vulnerable groups, quite happy or happy



*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

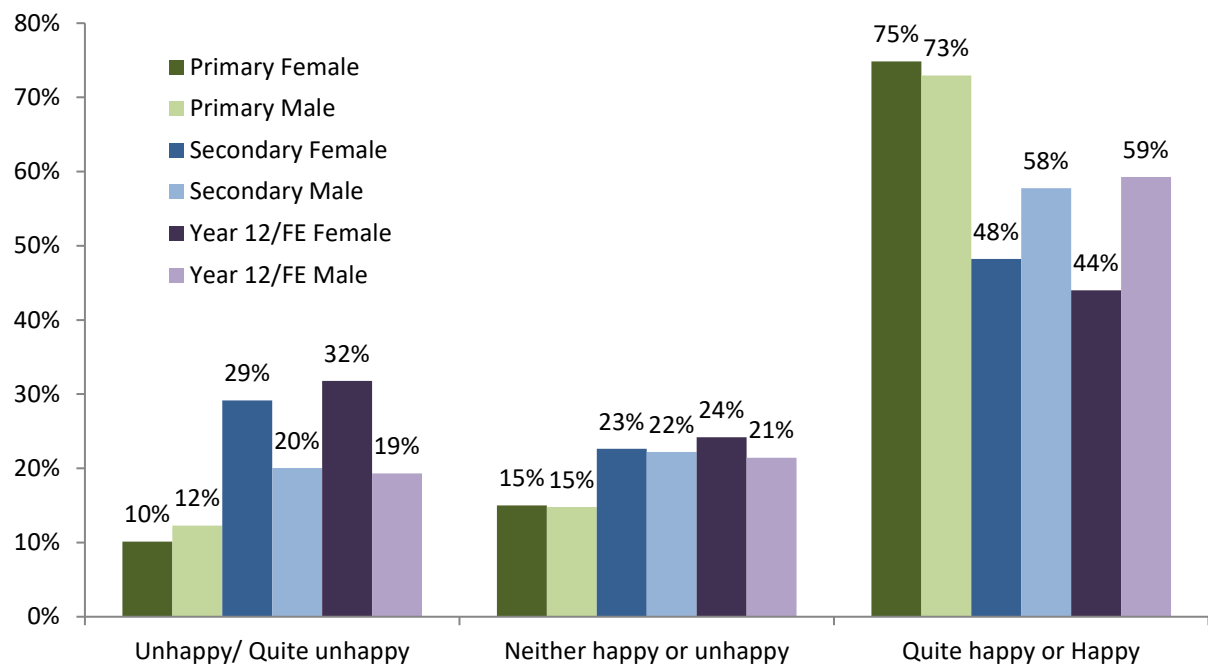
When asked specifically about how they felt about the past week **at school** (figure 10) a similar pattern could be observed as to the previous more general question about how they felt over the past week (figure 7). 62% of all the respondents reported being quite happy or happy most of the time. The primary school sample more frequently reported being quite happy or happy most of the time than the other school phases (74%). The 2015 survey presented very similar results. However, the quite happy or happy groups in all school phases has fallen from 78% (to 74%) in the primary school sample and 59% (to 52%) in the year 12/FE sample.

Figure 10; Question 6.22: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally?



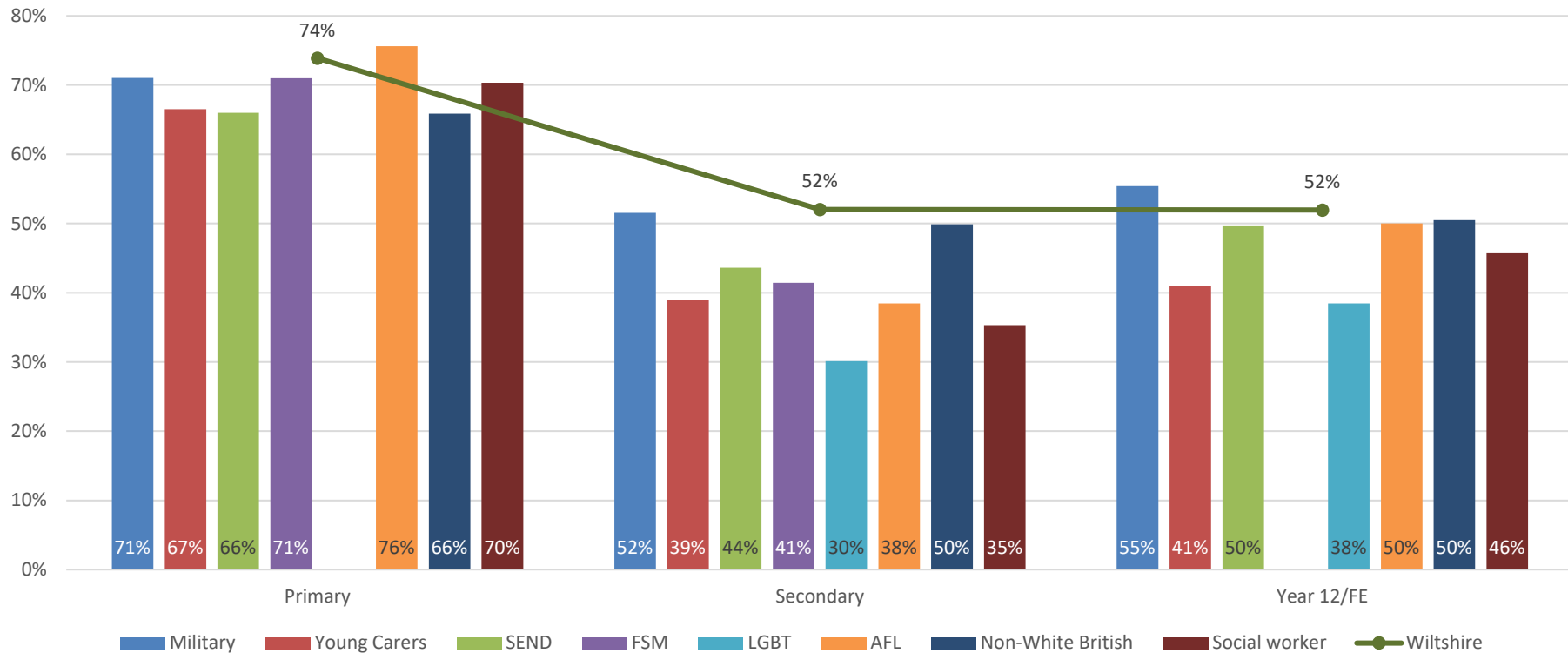
A larger proportion of males reported being quite happy or happy at school most of the time than females in the secondary and year 12/FE samples (figure 11). However, only a small gender difference existed in primary school. 29% of females in secondary school and 32% in year 12/FE reported being unhappy or quite unhappy.

Figure 11; Question 6.22: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally? Gender



When looking at the vulnerable groups, in many occasions a smaller percentage in the vulnerable groups reported themselves as quite happy or happy most of the time at school when compared to the Wiltshire average (see figure 12). In Primary school 3 of the 7 vulnerable groups had smaller percentages to the primary school average. In the secondary school sample 6 of the 8 groups reported smaller percentages than the secondary school average and in the year 12/FE sample 3 of the 7 groups reported smaller percentages to the year 12/FE average.

Figure 12; Question 6.22: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally? Vulnerable groups quite happy or happy

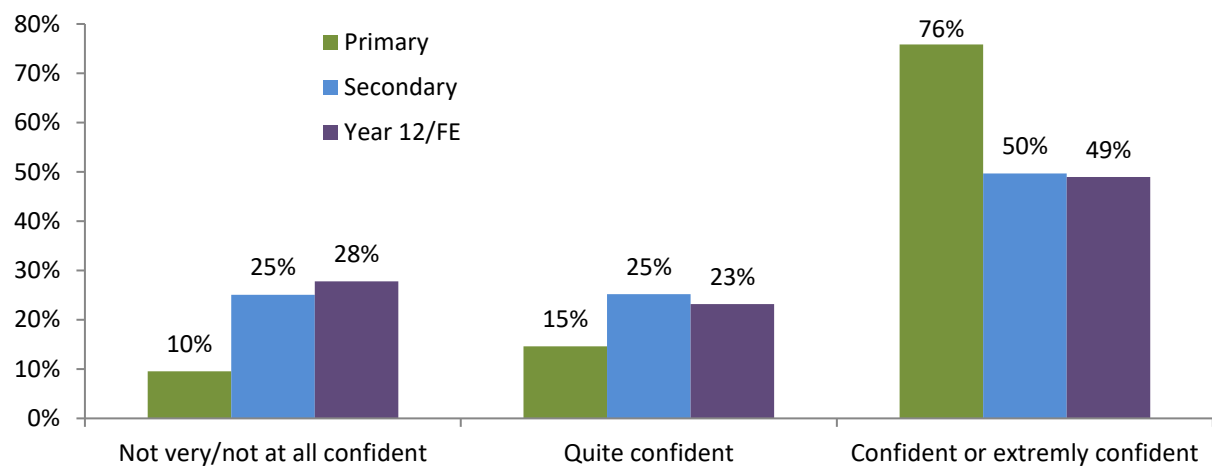


*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

When asked how confident pupils felt about their future 62% of respondents reported being confident or extremely confident. A larger proportion of the primary school sample (76%) reported being confident or extremely confident than the other school phases (figure 13). The 2015 survey presented very similar results. However, the proportion of the secondary school sample confident or very confident in their future has fallen from 58% (to 50%) and the proportion that feel not very or not at all confident has risen from 18% (to 28%).

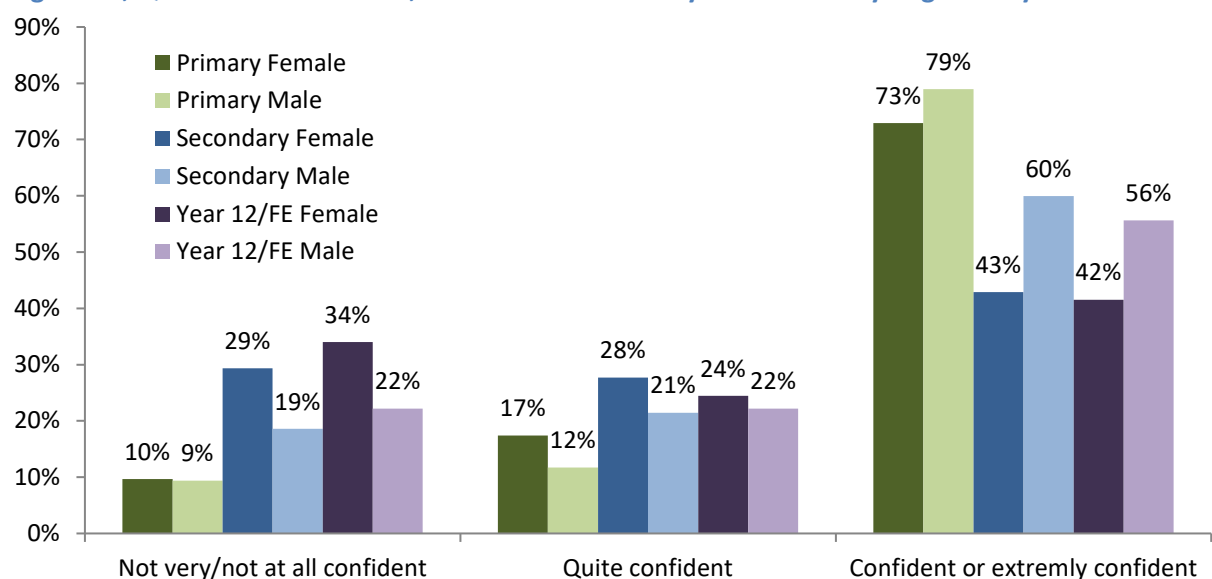
The 2015 Good Childhood report⁴ asked children in year 6 and 8 about their self-confidence and found 12.7% had low self-confidence. 11% of the year 6 and year 8 respondents in the local survey reported that they were not at all or not very confident.

Figure 13; Question 6.16: Overall, how confident about your future do you generally feel?



A larger proportion of males reported being 'confident or extremely confident' than females in all school phases (figure 14). 29% females in secondary school reported being not at all confident or not very confident. This increases to 34% in the year 12/FE sample.

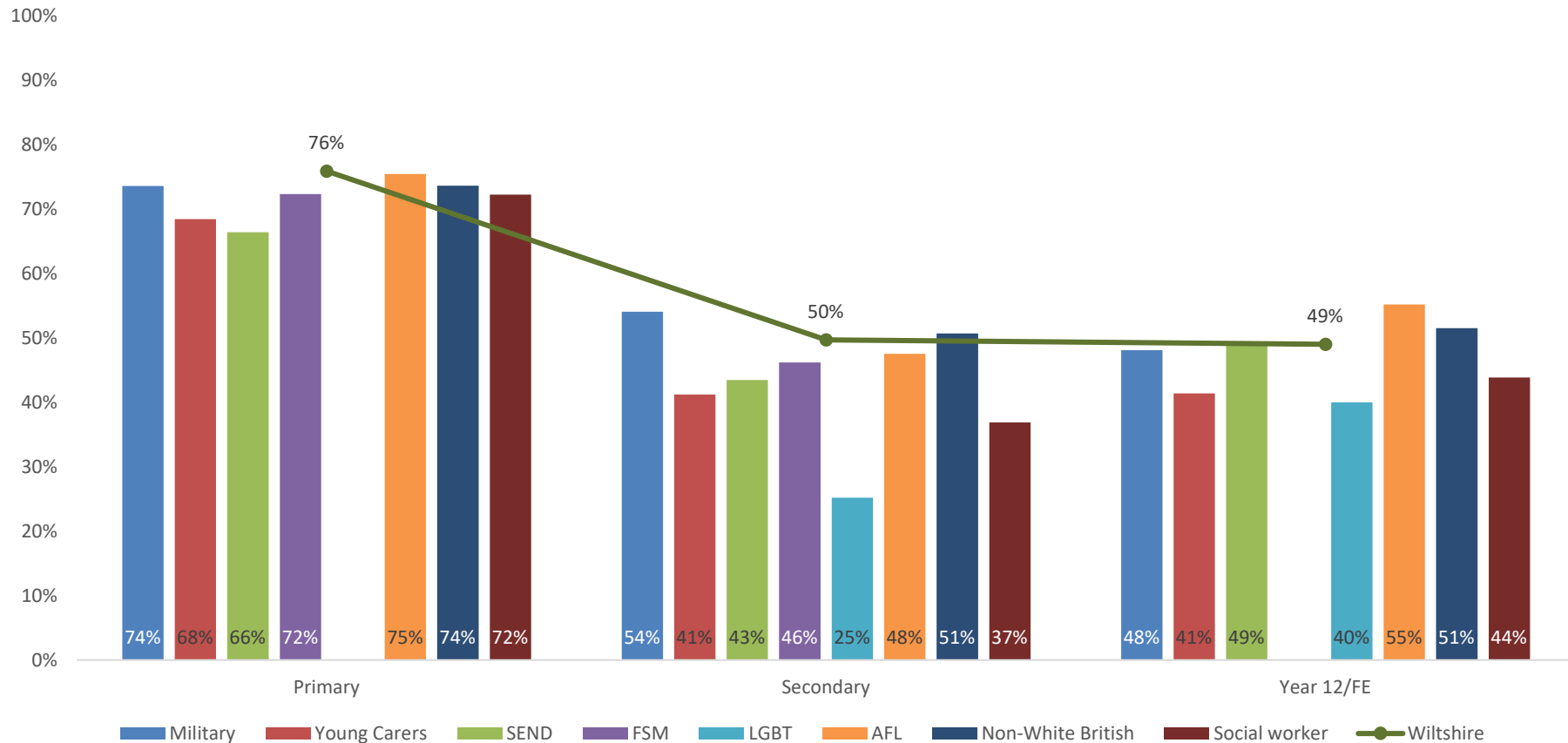
Figure 14; Question 6.16: Overall, how confident about your future do you generally feel? Gender



⁴ <https://www.childrensociety.org.uk/good-childhood-report-2015>

In the primary school sample, most of the vulnerable groups had similar percentages to the Wiltshire average (figure 15). However, 4 of the vulnerable groups in the secondary school sample had smaller percentages of confident or extremely confident respondents (young carers, SEND, LGBT and children with a social worker). In the year 12/FE sample 3 of the 7 groups had lower levels of confidence (young carers, LGBT and children with a social worker).

Figure 15; Question 6.16: Overall, how confident about your future do you generally feel? Vulnerable groups; confident or extremely confident

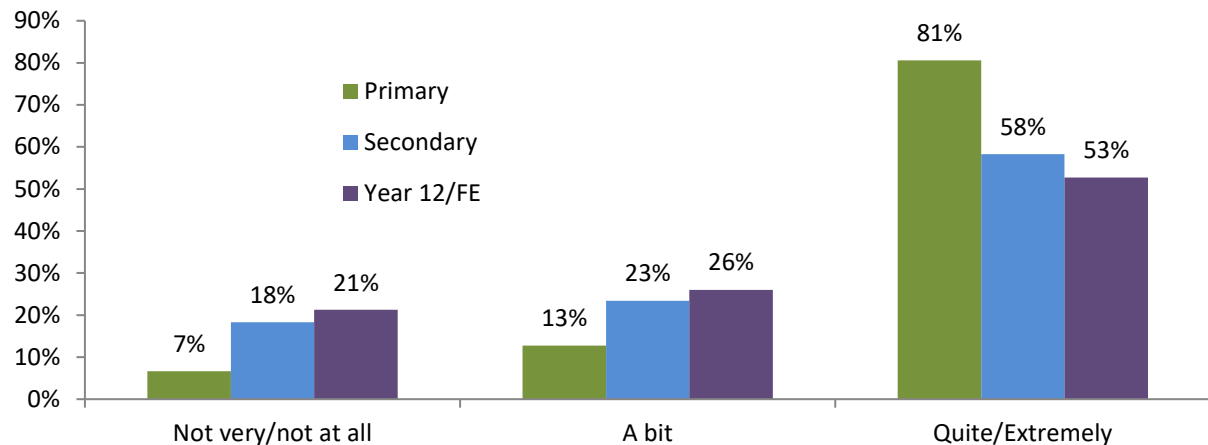


*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

When asked how proud they felt of things they have achieved the majority of primary school children felt quite or extremely proud (81%) to a much lesser extent this was true for the secondary sample (58%) and the year 12/FE students (53%; figure 16). The 2015 survey presented very similar results. However, the proportion of primary school children who felt quite or extremely proud has fallen from 89% to 81%.

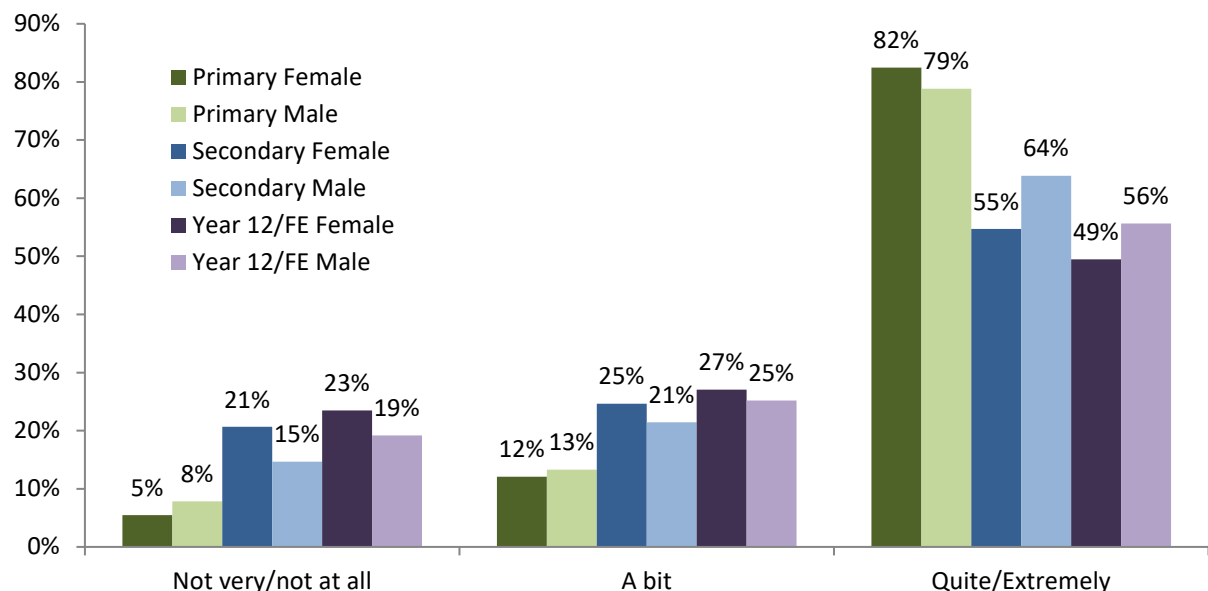
A national report by Office of National Statistics⁵ stated that 76% of 10 to 15 year olds felt the things they did in their lives were worthwhile. In the local survey using the same age range 68% of the respondents were quite or extremely proud of the things they had achieved.

Figure 16; Question 6.43: How proud do you feel of things you have achieved in your life?



In the primary school sample, there is little difference between the genders as to how proud they are. However, in the secondary and year 12/FE samples the percentage of males who feel proud of the things they have achieved is higher than females (figure 17).

Figure 17; Question 6.43: How proud do you feel of things you have achieved in your life? Gender



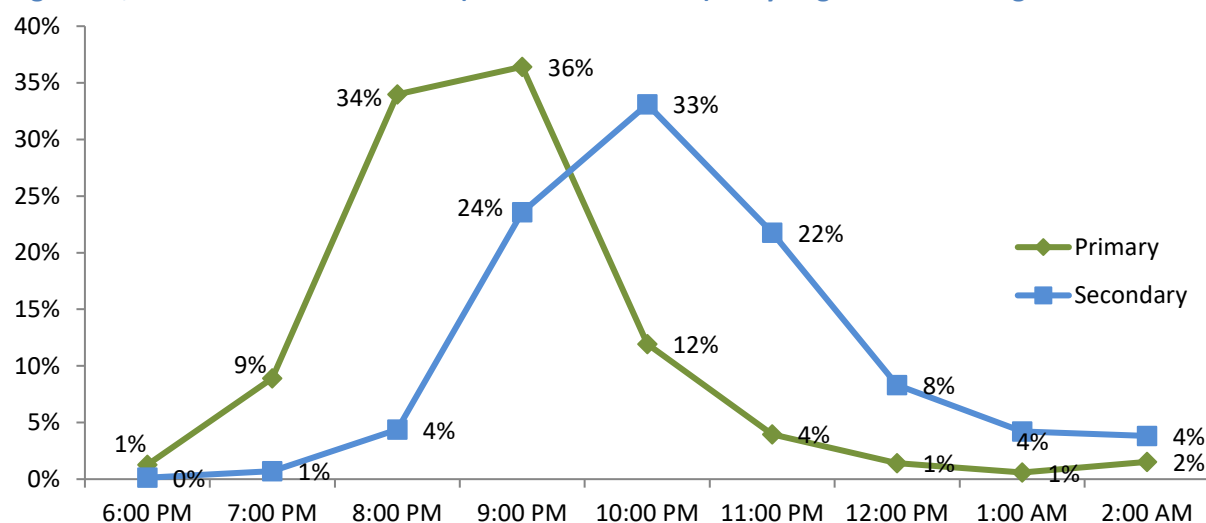
⁵ Children’s Society Household Panel Survey, taken from Children’s Well-being Measures, 2015
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>

Sleep behaviour

Sleep is an important health protecting behaviour and lack of sleep can impact negatively on mental health or can be an indication of poor mental health. Sleep experts recommend that children under 10 need at least 10 hours of sleep a night and from the ages of 10 to 18 they need at least 8 and a half hours.

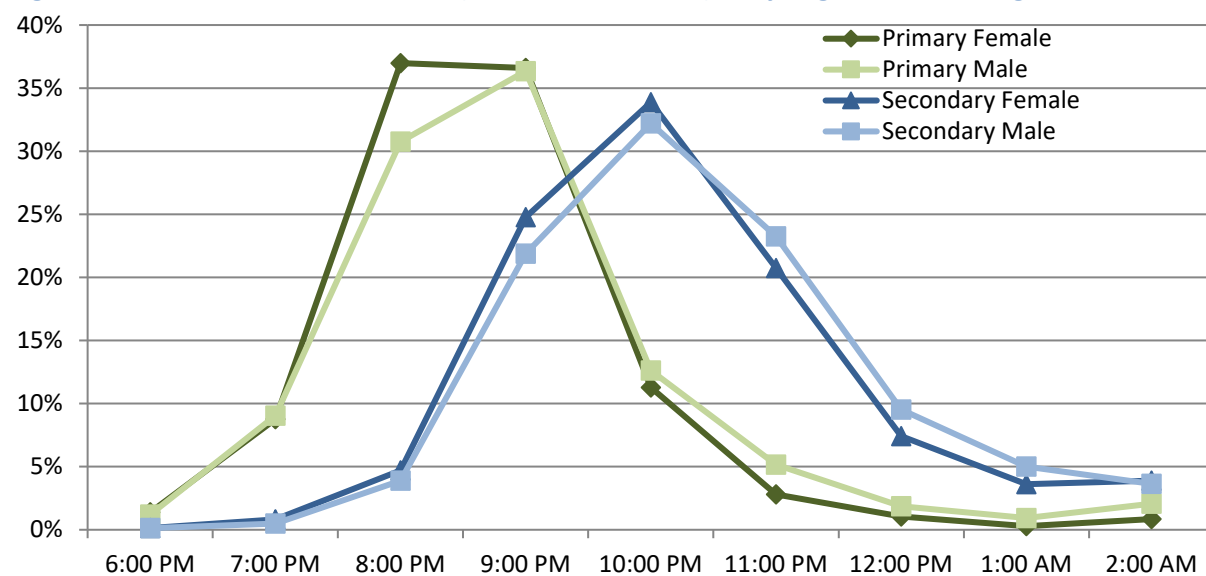
The primary school respondents mainly fell into two time brackets 8pm and 9pm (34% and 36%; figure 18). The secondary school respondents had 3 main times that they went to bed, 9pm (24%), 10pm (33%) and 11pm (22%). This is the same pattern seen in the 2015 survey.

Figure 18; Question 1.20: What time (to the nearest hour) did you go to bed last night?



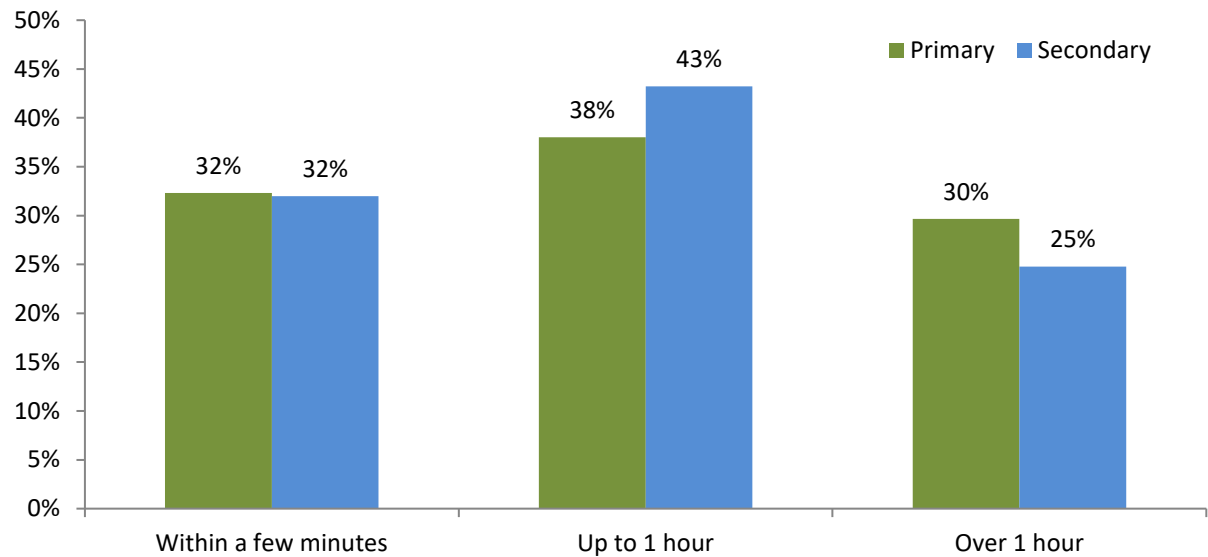
The results indicate that males had a slightly later bedtime than females. Figure 19 shows this pattern.

Figure 19; Question 1.20: What time (to the nearest hour) did you go to bed last night? Gender



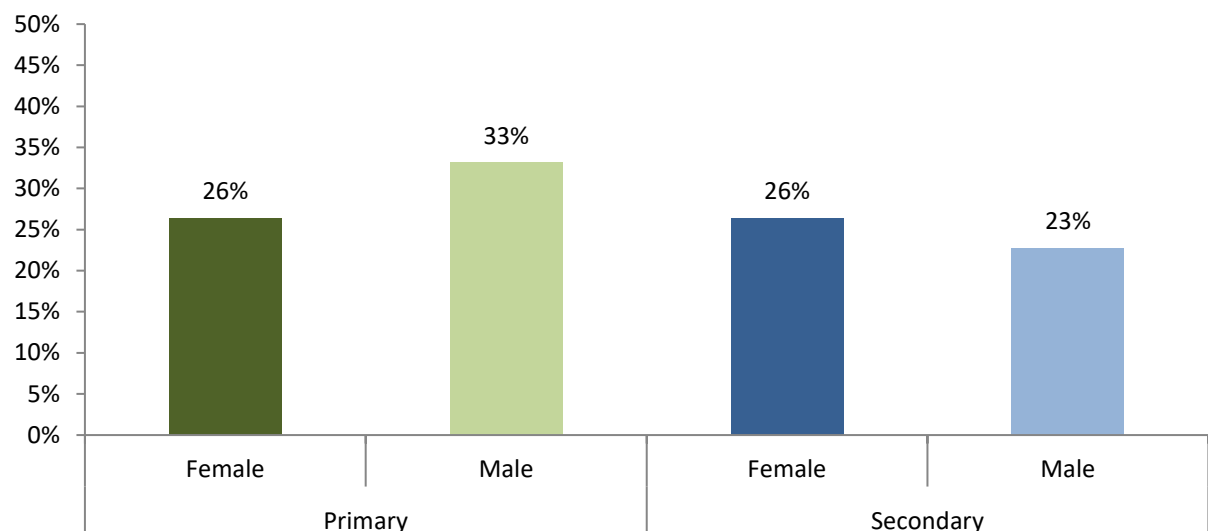
Nearly a third of respondents reported falling asleep within a few minutes (32%; figure 20). In the primary school sample over a third of respondents reported falling asleep within an hour (38%). This increased to 43% in secondary school. However, the percentage of those who took over an hour to fall asleep was higher in the primary school sample. This question changed beyond the ability to compare it to the 2015 survey.

Figure 20; Question 1.21: How long did it take you to get to sleep last night?



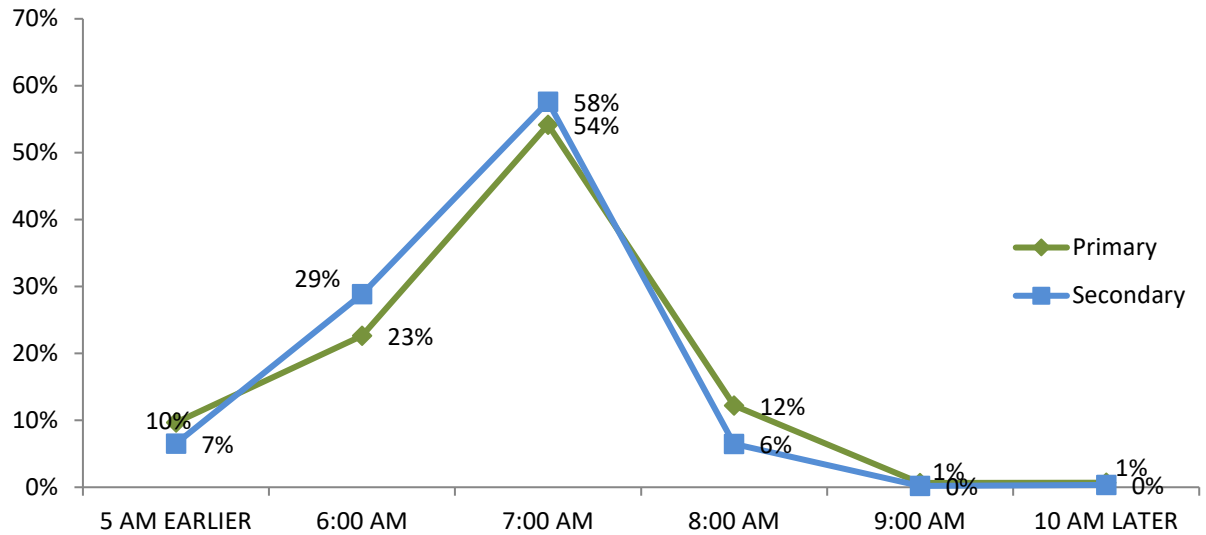
Gender analysis revealed an interesting pattern. In primary school, a larger proportion of males took over an hour to fall asleep than females (figure 21). However, in secondary school there was very little difference between the genders.

Figure 21; Question 1.21: How long did it take you to get to sleep last night? Gender



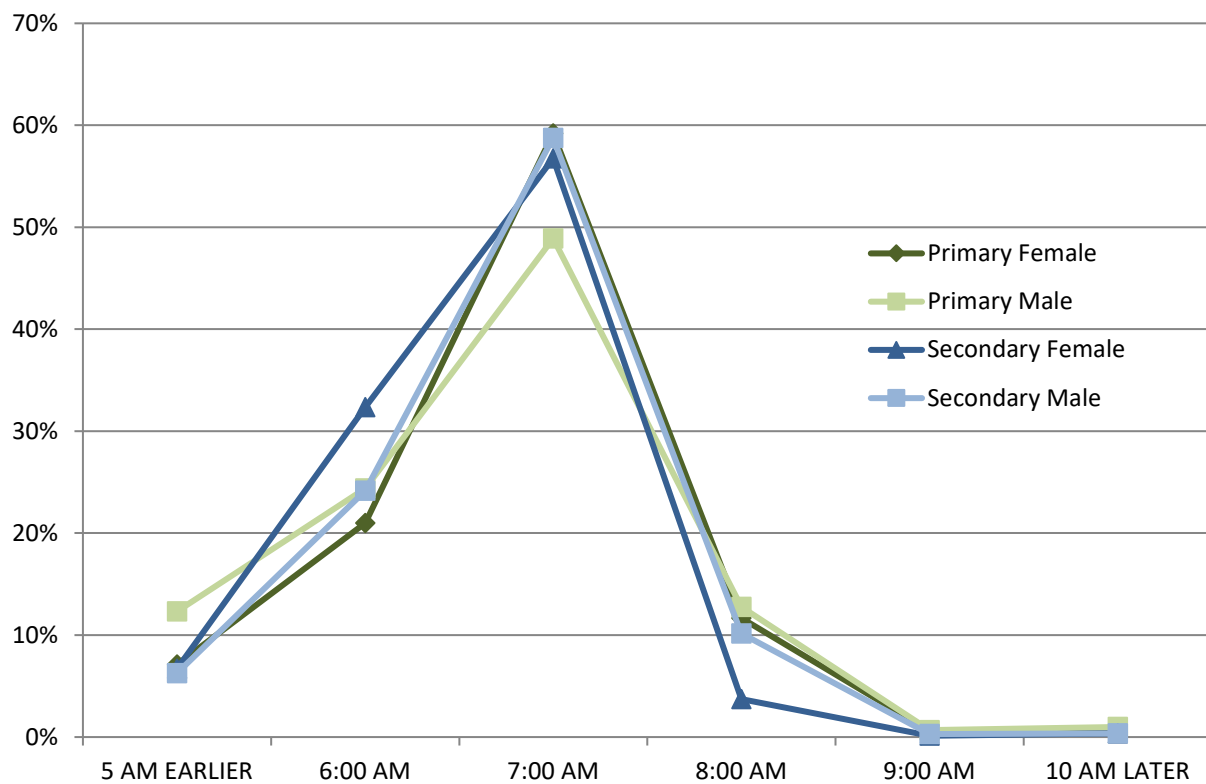
Respondents were also asked what time they woke up. 86% of primary school respondents and 93% of secondary school respondents were awake before or around 7 am (figure 22). This question was not asked in 2015.

Figure 22; Q1.38: What time (to the nearest hour) did you wake up this morning?



There was very little difference between the genders and when they woke up. This can be seen in figure 23.

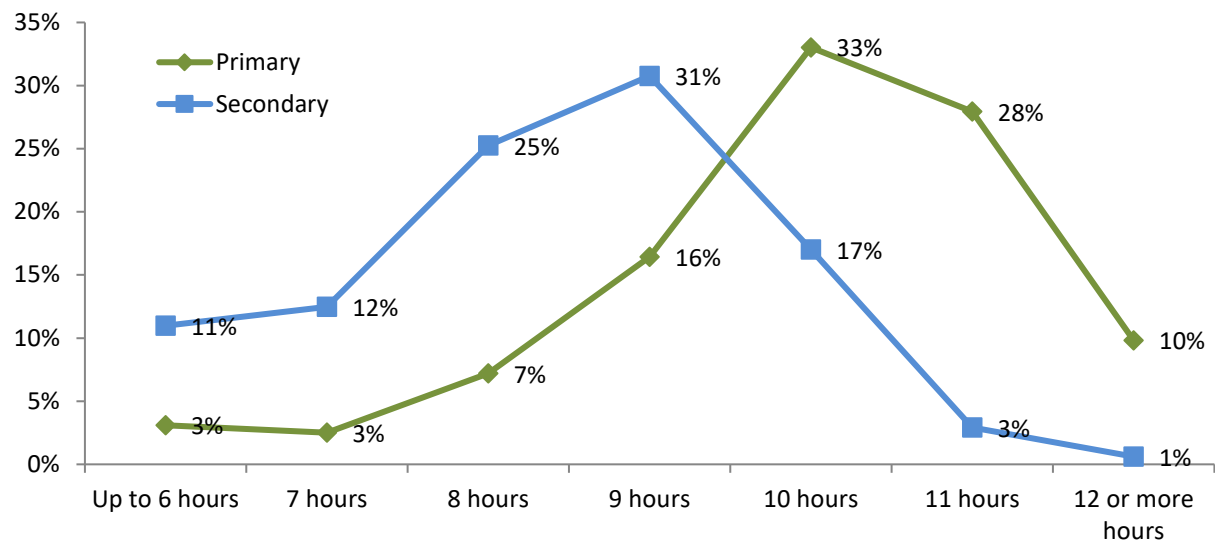
Figure 23; Q1.38: What time (to the nearest hour) did you wake up this morning? Gender



The results from Q1.20 and Q1.38 were used in conjunction with the time that a respondent went to bed to create an estimate of how long respondents had been asleep. 71% of the primary school respondents are getting 10 or more hours sleep and 77% of secondary school respondents are getting 8 or more hours sleep (figure 24). This method of estimation was not possible in the 2015 survey.

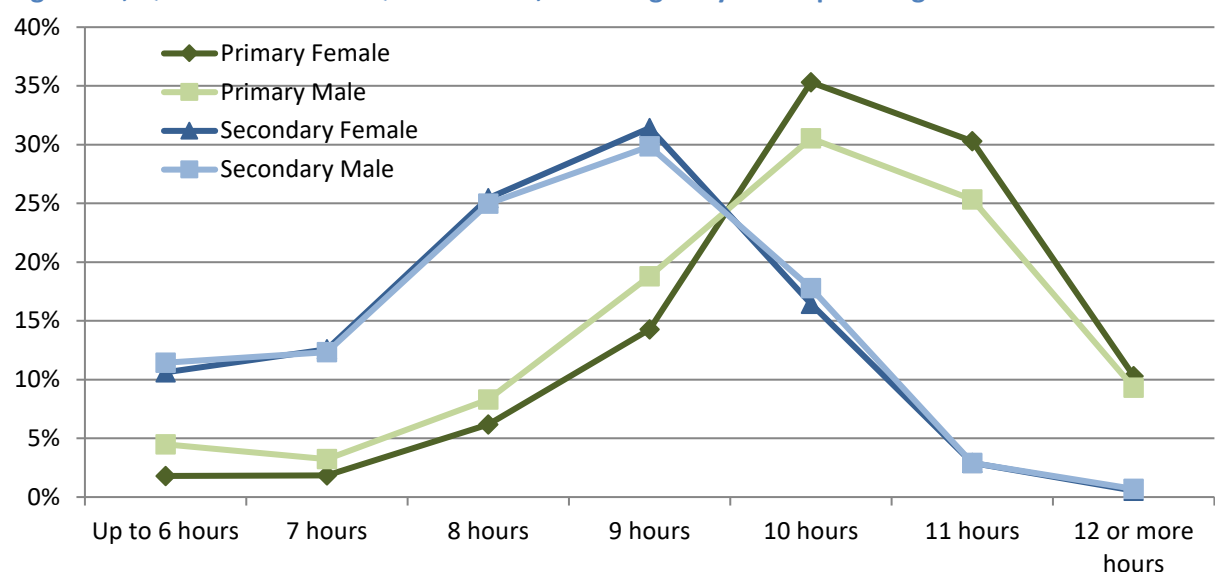
A study published in 2017 by the University of Leeds commissioned by Silentnight⁶ found that 36% of 6-11 year olds in the UK were getting 8 hours or less of sleep. The local survey found 13% of primary school respondents were getting 8 hours or less.

Figure 24; Question 1.20 and Question 1.38, how long did you sleep last night?



The female primary school respondents more frequently reported sleeping 10 hours or more than the male primary school respondents (76% compared to 65%; figure 25). But no noticeable difference could be seen between the genders in secondary school.

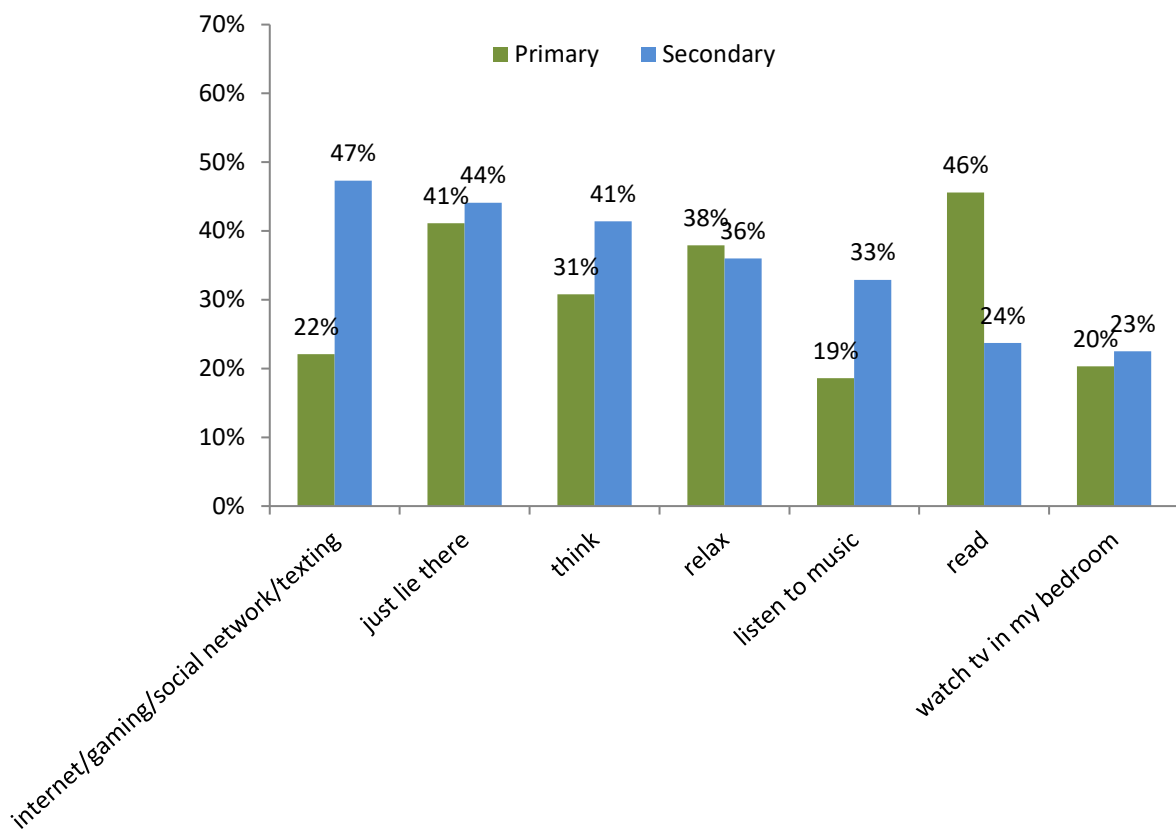
Figure 25; Question 1.20 and Question 1.38, how long did you sleep last night? Gender



⁶ https://www.leeds.ac.uk/news/article/4115/lack_of_sleep_damaging_for_children

What someone does before going to sleep can be an important factor in how quickly they will get to sleep. Respondents were asked what they did between going to bed and falling asleep and could give more than 1 response. Overall responses fell fairly evenly between the activities presented. However, when the respondents were broken down into school phases interesting differences could be seen (figure 26). A larger percentage of Primary school respondents reported that they read between going to bed and falling asleep than the secondary school respondents (46% compared to 24%). There was a larger percentage of secondary school respondents who reported going on the internet/electronic game/social network before going to sleep than primary school respondents (47% compared to 22%). Further, a larger percentage of secondary school children reported listening to music of thinking than the primary school respondents. The 2015 survey presented a very similar pattern.

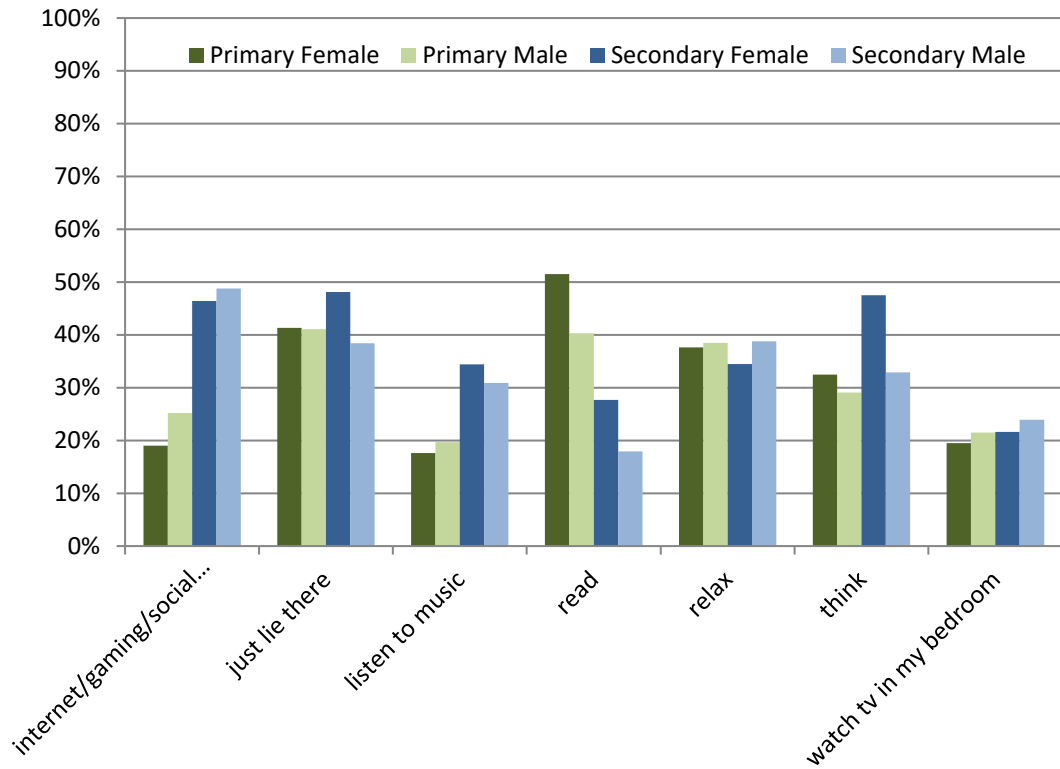
Figure 26; Question 1.22: What did you do between going to bed and going to sleep?



*Respondents could select multiple options.

Boys in primary school more frequently reported being on the internet/gaming/texting than girls. The gap decreased in the secondary school sample (figure 27). Secondary school females were more likely to report just lie there, think, listen to music and read than secondary school boys.

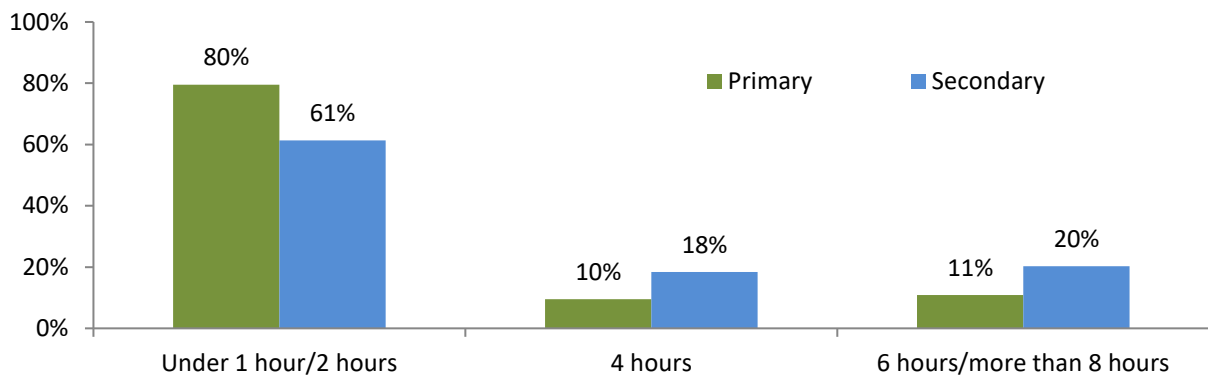
Figure 27; Question 1.22: What did you do between going to bed and going to sleep? Gender



*Respondents could select multiple options.

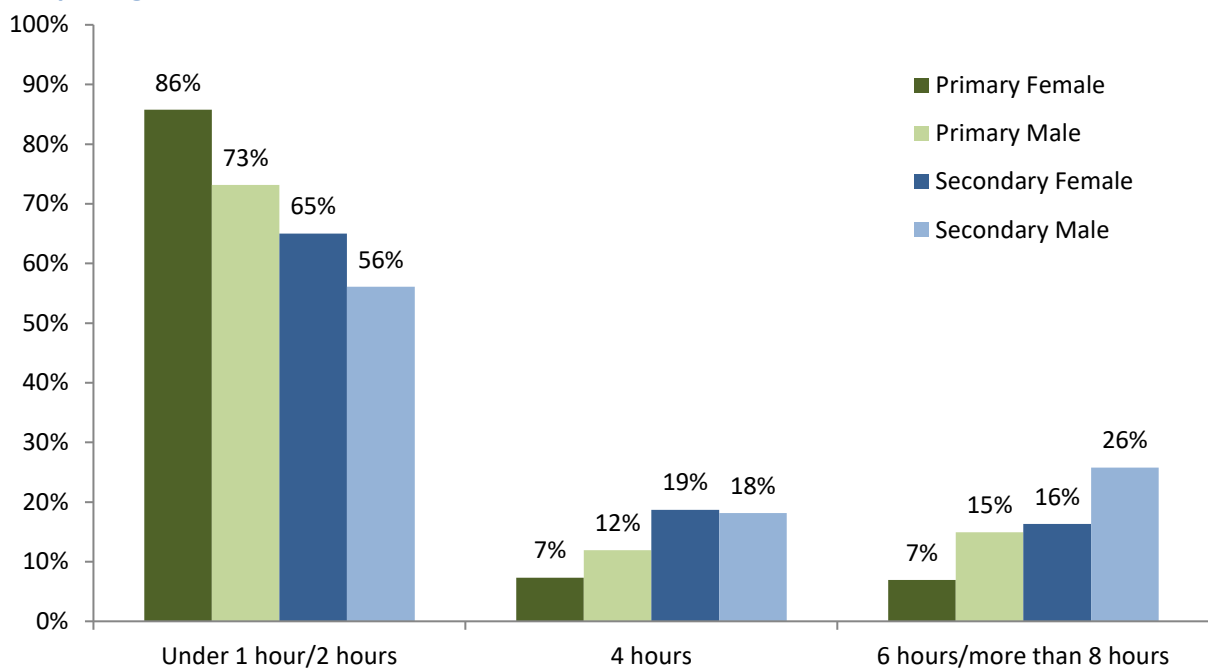
The respondents were also asked how long they spent online or playing computer games last night. Overall the majority of respondents reported only doing these activities for under 1 hour or 2 hours (figure 28). The secondary school respondents appear to spend longer online or playing electronic games than the primary school respondents. 38% of the secondary school sample compared to 21% of the primary school sample spent 4 hours or more online. The 2015 survey presented very similar pattern with primary school respondents spending less time than the secondary school respondents. However, the time online/playing games has fallen. 30% of primary and 45% of secondary spent 4 hours or more online in 2015 compared to 21% and 38% in 2017.

Figure 28; Question 5.37: Approximately how much time did you spend last night online/playing computer games?



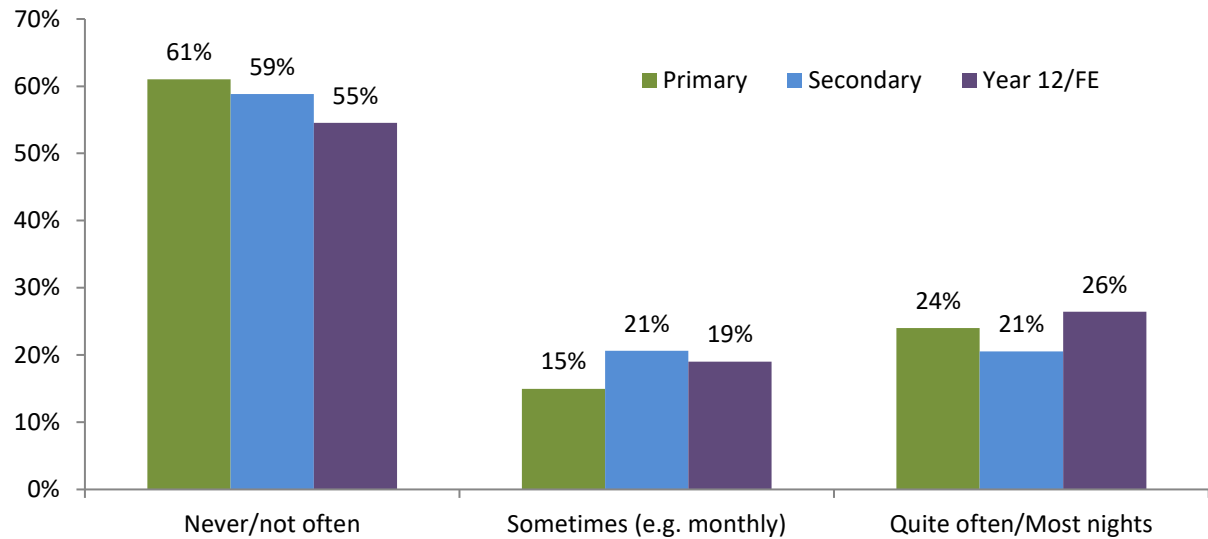
When looking at the gender differences in each school phase a larger proportion of males spend more hours online or playing electronic computer games in all the school phases (figure 29).

Figure 29; Question 5.37: Approximately how much time did you spend last night online/playing computer games? Gender



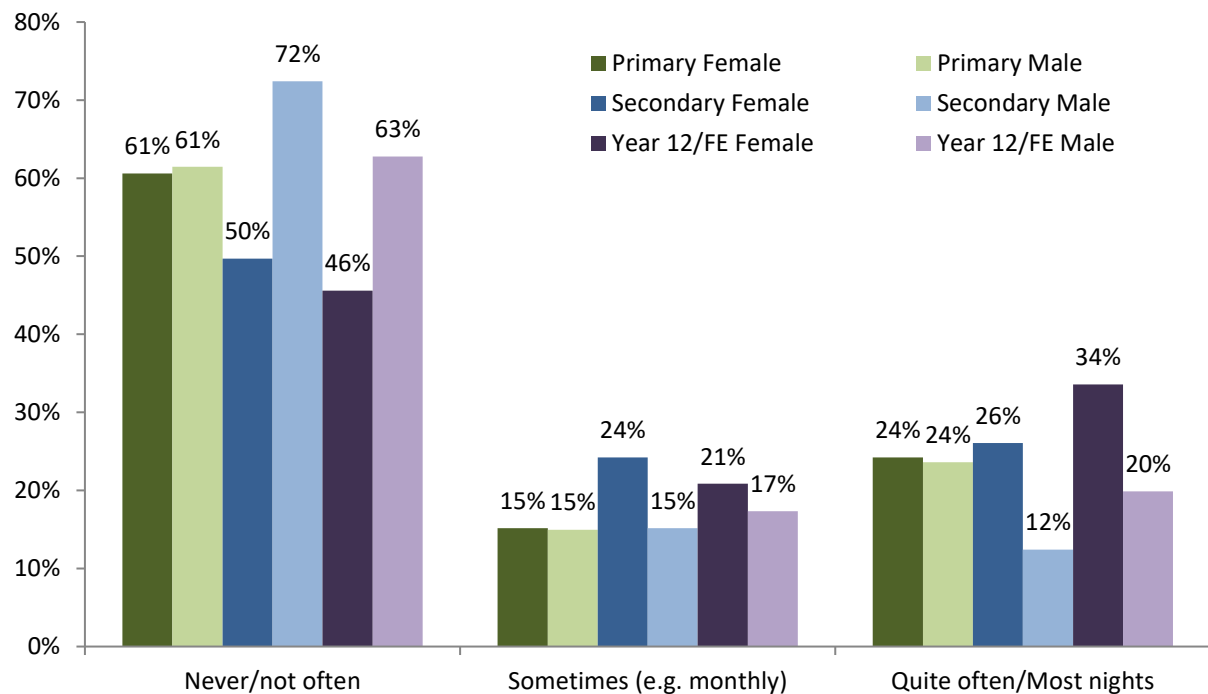
When asked how often pupils have been worried about something so much that they cannot sleep at night 1 in 4 primary school pupils, 1 in 5 secondary school pupils and 1 in 4 year 12/FE students reported quite often or most nights (figure 30). The 2015 survey presented very similar results.

Figure 30; Question 6.52: How often have you been so worried about something you cannot sleep at night?



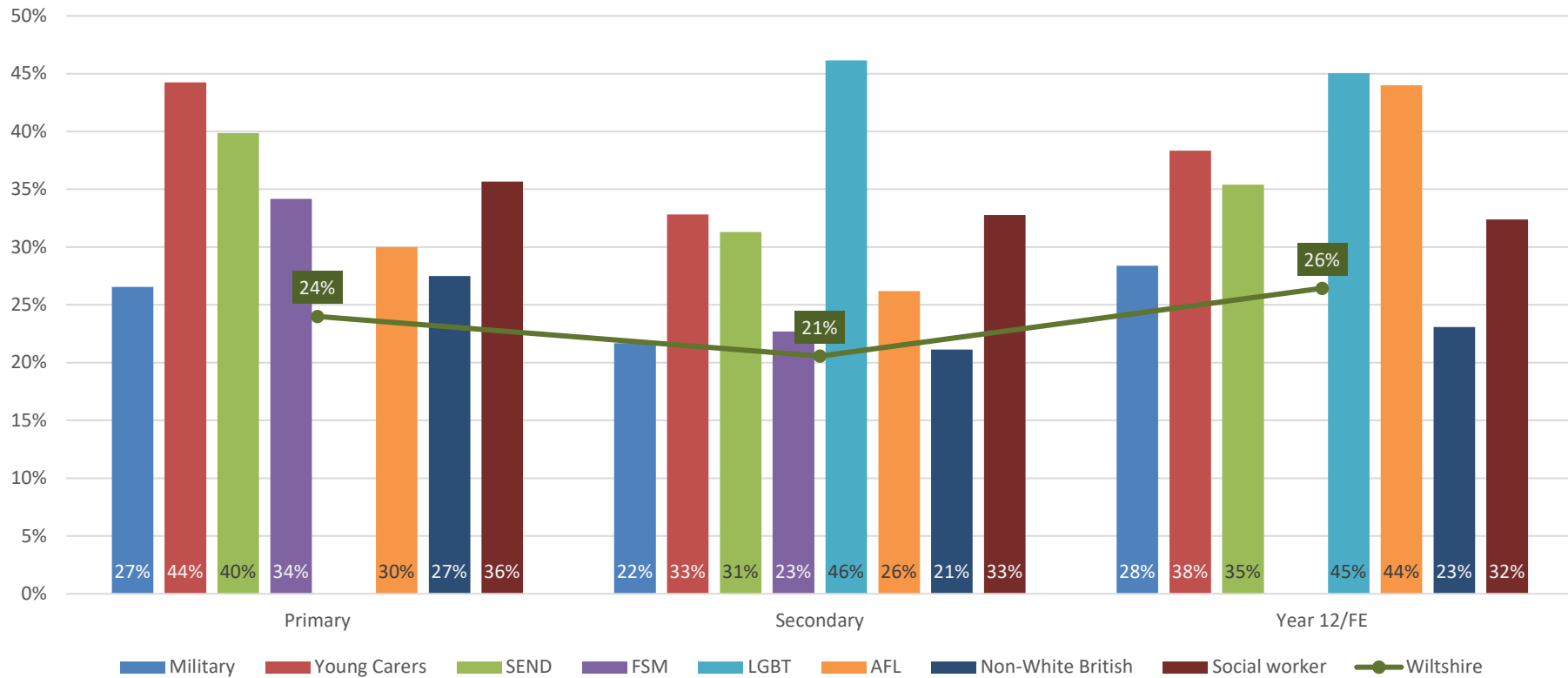
A larger proportion of females reported that they could not sleep at night quite often or most nights than males in secondary and year 12/FE but not in primary school (figure 31).

Figure 31; Question 6.52: How often have you been so worried about something you cannot sleep at night? Gender



In the primary school sample 5 of the vulnerable groups had a higher percentage that cannot sleep at night due to worries than the Wiltshire average (young carers, SEND, FSM, those who are adopted, fostered or looked after by the local authority and children with a social worker). In secondary school 5 of the vulnerable groups had a higher percentage that cannot sleep at night due to worries than the Wiltshire average (young carers, SEND, LGBT, those who are adopted, fostered or looked after by the local authority and children with a social worker). The same vulnerable groups had a higher percentage in the year 12/FE sample.

Figure 32; Question 6.52: How often have you been so worried about something you cannot sleep at night? Vulnerable groups; quite often/most nights

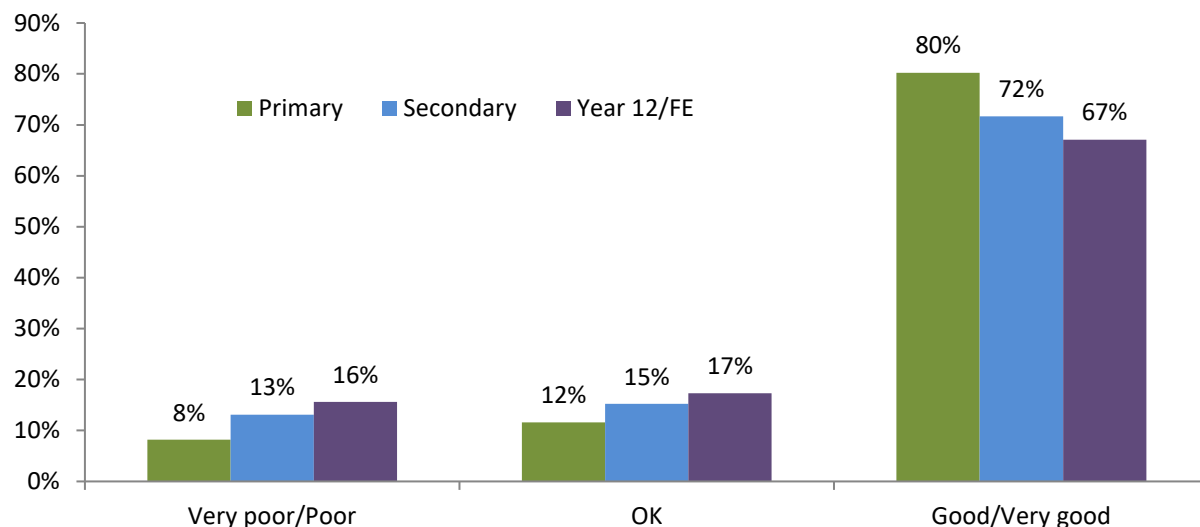


*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

Relationships and Bullying

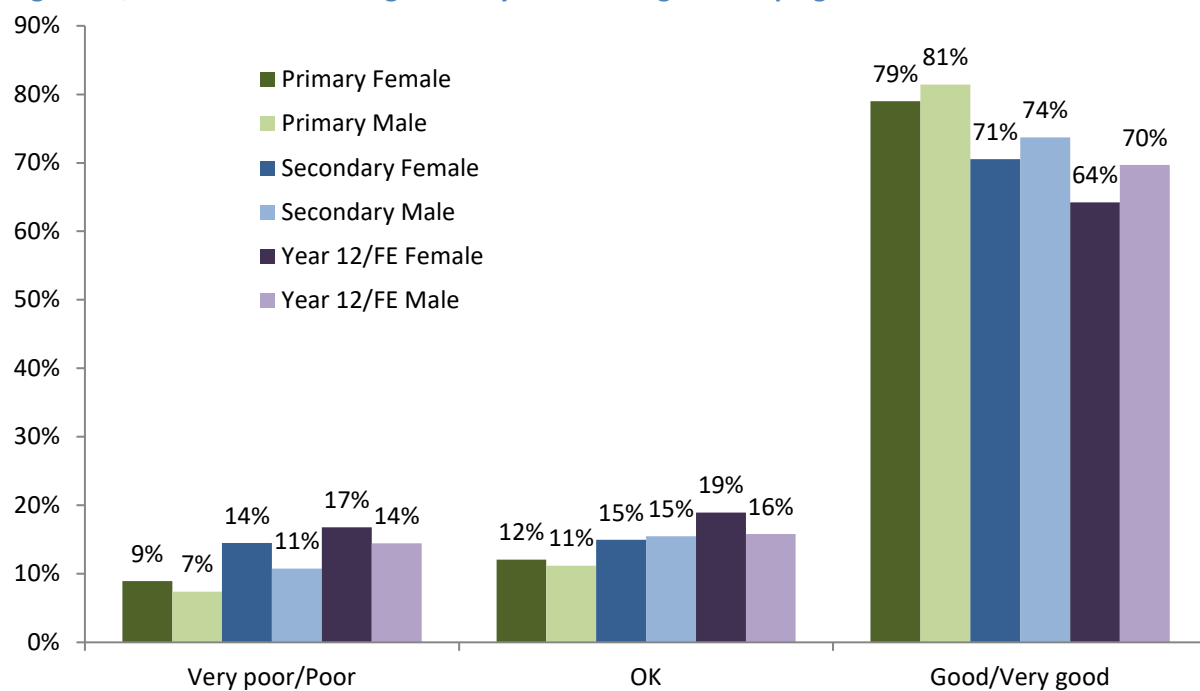
When asked how good they are at making and keeping friends 75% of respondents reported that they are good or very good at making or keeping friends. The proportion of the primary school sample that reported being good or very good (80%) was 8%-13% higher than the other school phases (figure 33). The 2015 survey presented very similar results. However, the percentage of year 12/FE students reported being good or very good at making and keeping friends has fallen from 75% to 67%.

Figure 33; Question 6.32: How good are you at making and keeping friends?



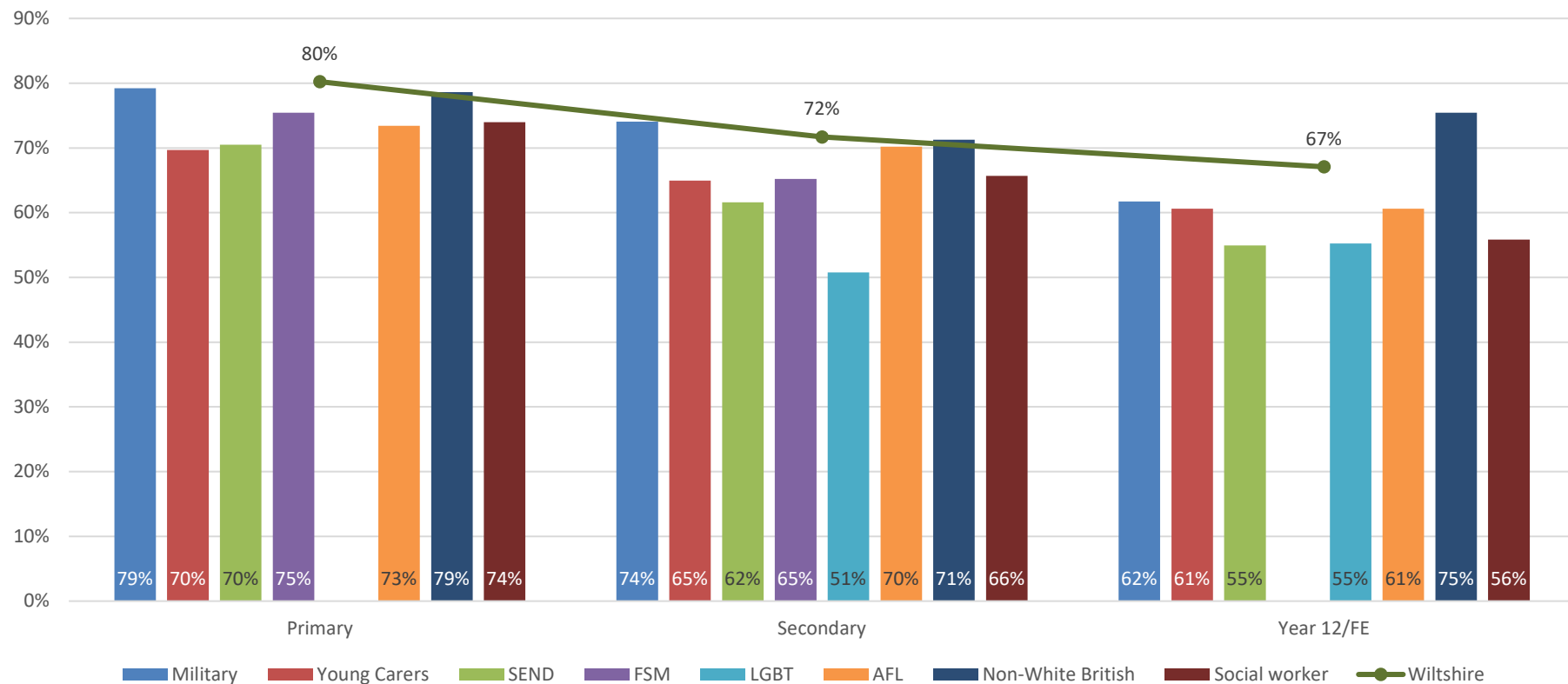
A slightly higher proportion of males reported that they were good or very good at making or keeping friends than females in all school phases (figure 34).

Figure 34; Question 6.32: How good are you at making and keeping friends? Gender



5 of the vulnerable groups in the primary school sample had lower percentages of those who reported to be good or very good at making/keeping friends compared to the primary school average (young carers, SEND, FSM, those adopted, fostered or looked after by the local authority and children with a social worker). In the secondary school sample 5 vulnerable groups had lower than average percentages (young carers, SEND, FSM, LGBT and children with a social worker). In the year 12/FE sample nearly all vulnerable groups (except non-white British) had lower percentages of those how felt they were good at making/keeping friends than the year 12/FE average.

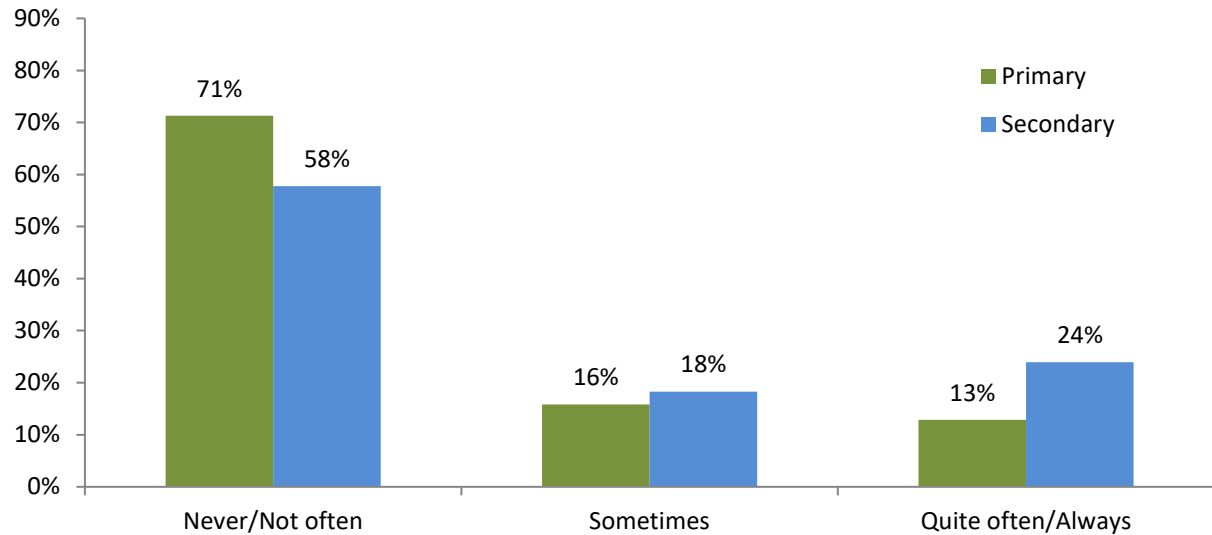
Figure 35; Question 6.32: How good are you at making and keeping friends? Vulnerable groups; good/very good



*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

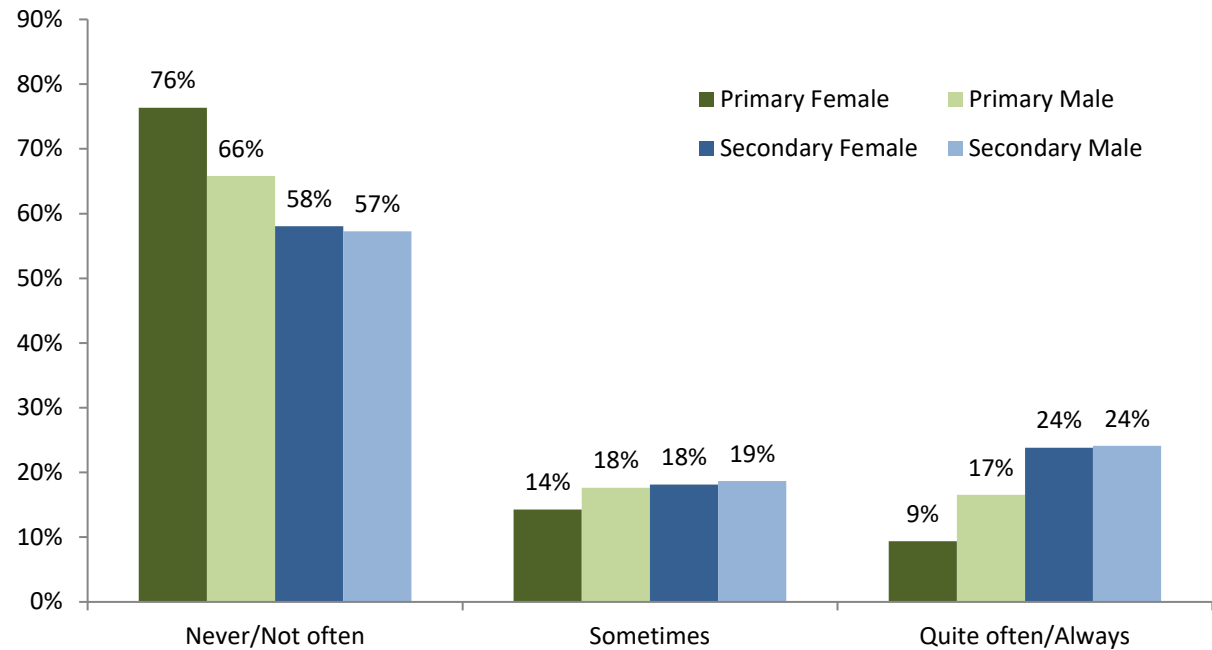
When the respondents were asked if they feel they argue or are criticised about the amount of time they spend online few respondents reported that it happens quite often or always (figure 36). A higher proportion of Secondary school pupils reported feeling criticised quite often or always than the primary school respondents (24% compared to 13%). The 2015 survey presented very similar results

Figure 36; Question 5.41: Do you argue with or feel criticised by friends, parents or carers about the amount of time you spend online?



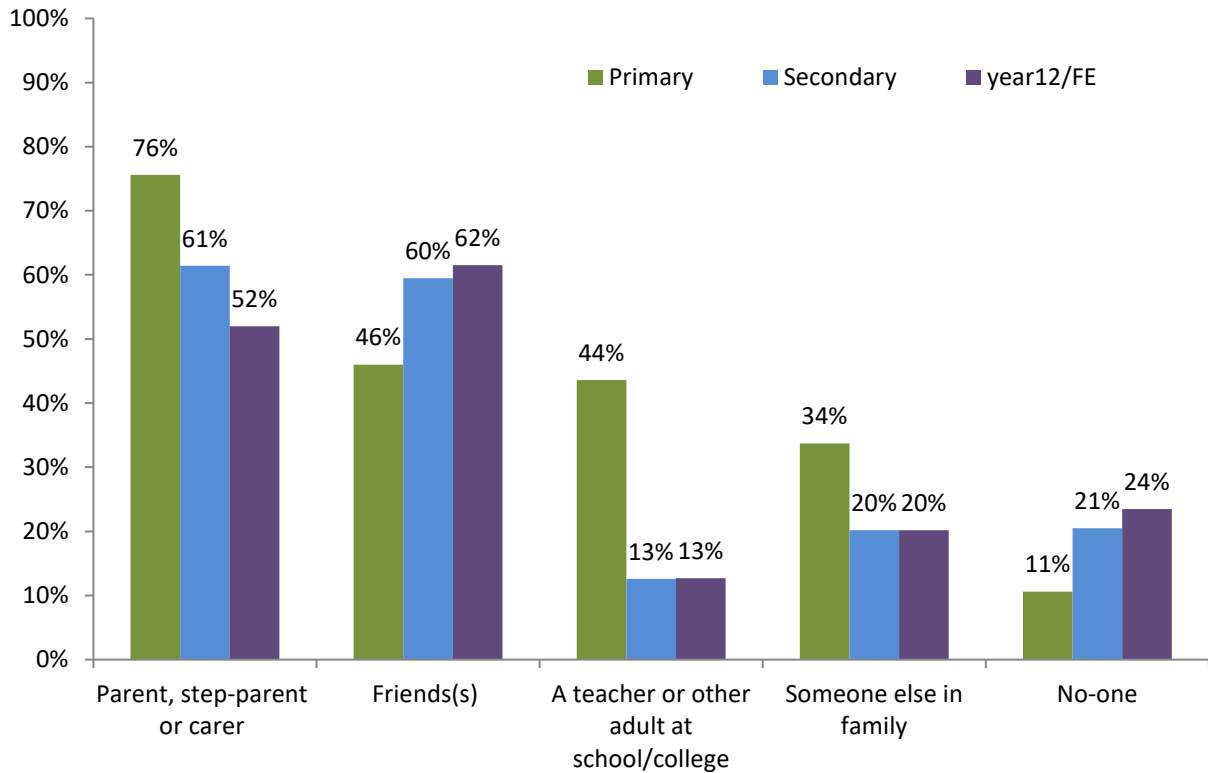
A slightly higher proportion of males reported that they argue or feel criticised than females in the primary school sample but not the secondary school sample (figure 37).

Figure 37; Question 5.41: Do you argue with or feel criticised by friends, parents or carers about the amount of time you spend online? Gender



When asked who they would go to when unhappy or worried 66% of respondents reported they would go to their parent or carer. In the primary and secondary school the most common response was parent or carer (figure 38). In year 12/FE friends was the most common response (62%). In the primary school sample 'a teacher or other adult at school' was a common response (44%). This was not true of the other school phases. The 2015 survey presented a very similar pattern.

Figure 38; Question 6.11: When you are unhappy or worried about a personal issue, who would you go to for help?

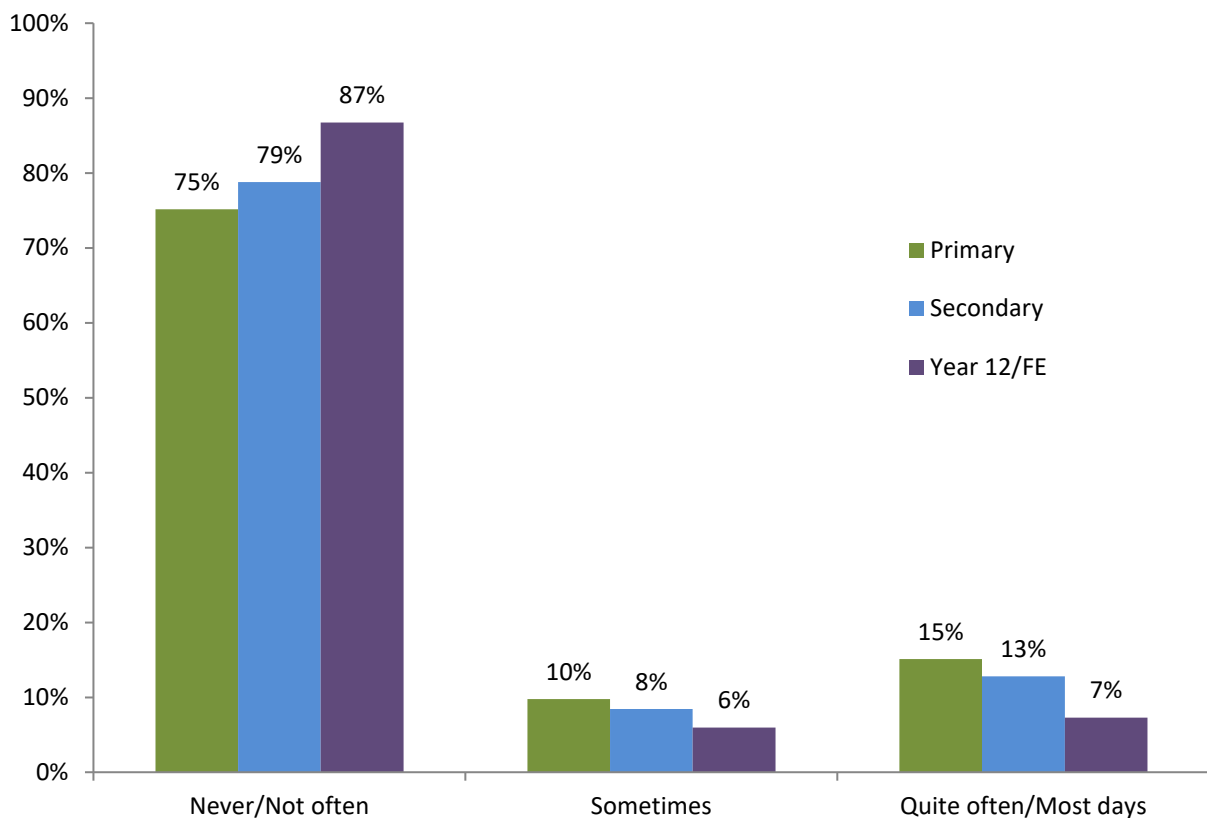


*Respondents could select multiple options.

When respondents were asked if they had been bullied in the last year the majority of respondents from all school phases said no or not often (78%). Interestingly the proportion who reported being bullied quite often or most days fell as school phase progressed (figure 39). 15% of Primary school pupils, 13% of Secondary school pupils and 7% of year 12/FE pupils reported being bullied quite often or most days. This is a similar pattern to the 2015 results. However, the percentage bullied sometimes or more has increased in all school phases. In 2015 18% of primary 14% of secondary and 9% of year 12/FE respondents were bullied sometimes or more frequently, compared to 25%, 21% and 13% in the 2017 results. Caution should be used in interpreting this change. It might be connected to a slight change in the wording of the question as previously the question asked whether respondents had been **seriously** bullied. The removal of the term serious in 2017 may have caused respondents to include a broader definition of bullying that was not being collected in the 2015 survey which means the increase could may not reflect an increase in bullying.

A national report by Office of National Statistics found that 12% of 10 to 15 year olds reported being frequently bullied at school, in the six months prior to interview (2013-14)⁷. For the same age range in the local survey (but with a slightly different question) 21% reported being bullied sometimes or more frequently.

Figure 39; Question 6.07: Have you been bullied in the last year?

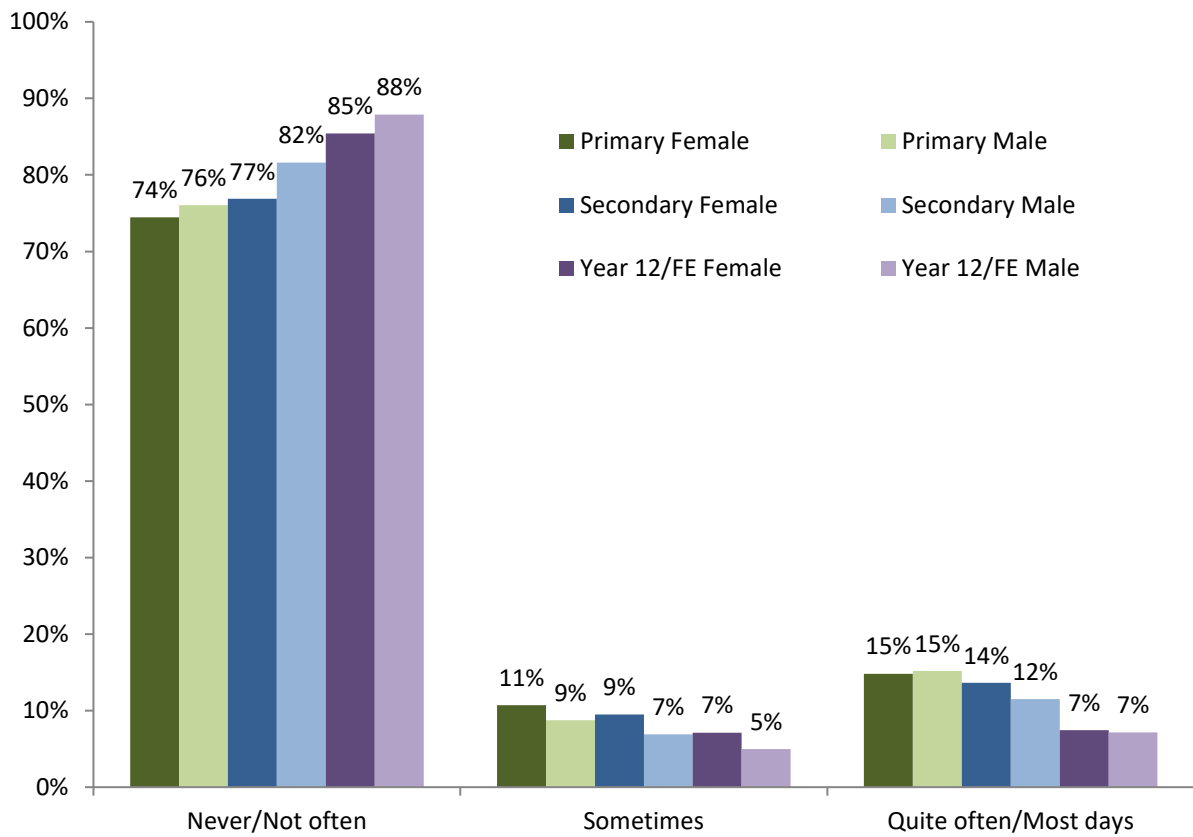


⁷Understanding Society, the UK Household Longitudinal Survey, taken from Children’s Well-being Measures, 2015

<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>

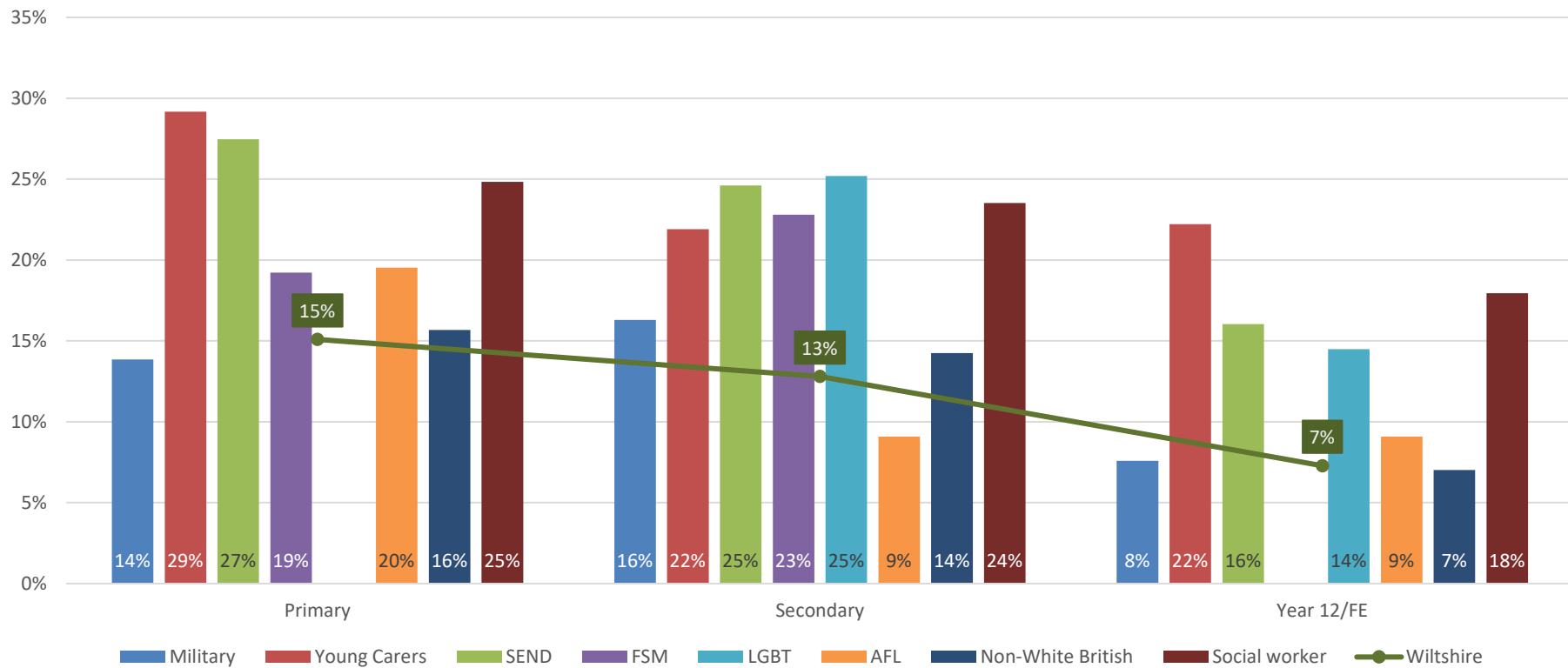
In all school phases a very slightly higher proportion of females than males reported being bullied quite often or most days (figure 40).

Figure 40; Question 6.07: Have you been bullied in the last year? Gender



In the primary school sample 4 vulnerable groups had higher percentages of those who were bullied quite often or most days (young carers, SEND, those adopted, fostered or looked after by the local authority and those with social worker). The list of vulnerable groups with higher than average levels of frequent bullying increased to 5 in the secondary school sample (young carers, SEND, FSM, LGBT, and those with social worker). In the year 12/FE sample 4 groups had higher than average percentage frequencies of being bullied (young carers, SEND, LGBT and those with a social worker).

Figure 41; Question 6.07: Have you been bullied in the last year? Vulnerable groups; quite often/most days

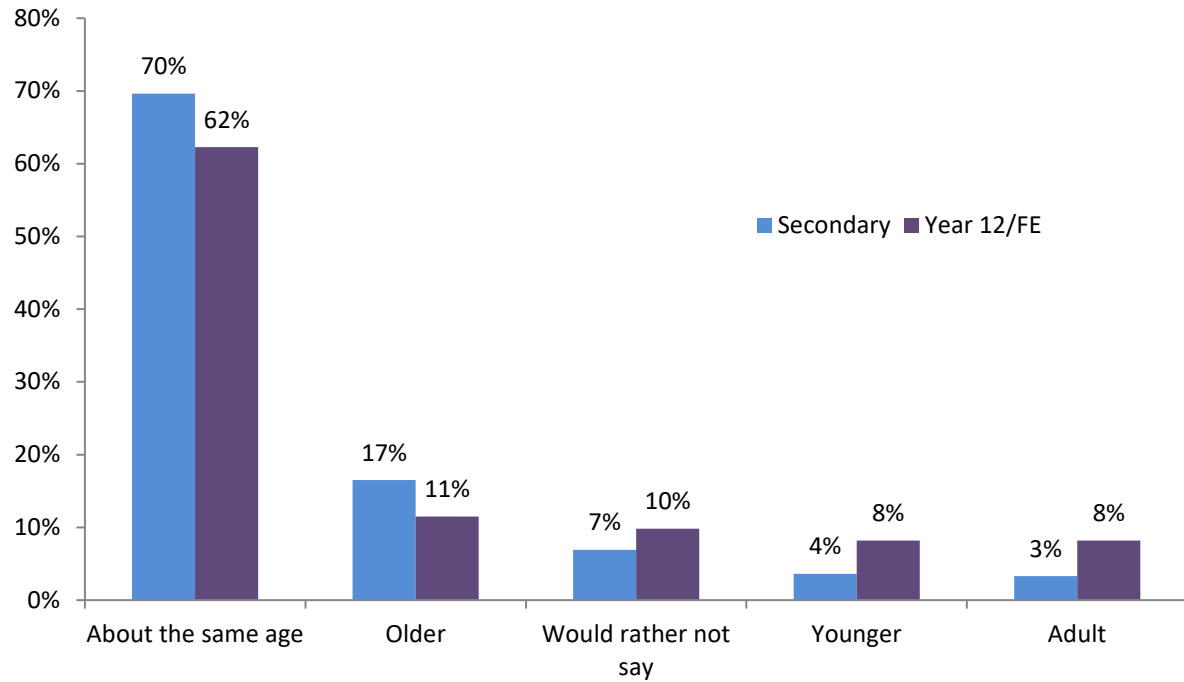


*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

The majority of respondents reported that the bully was the same age for both the secondary school respondents and the year 12/FE students (figure 42). The primary school pupils were not asked this question. The 2015 survey presented very similar results.

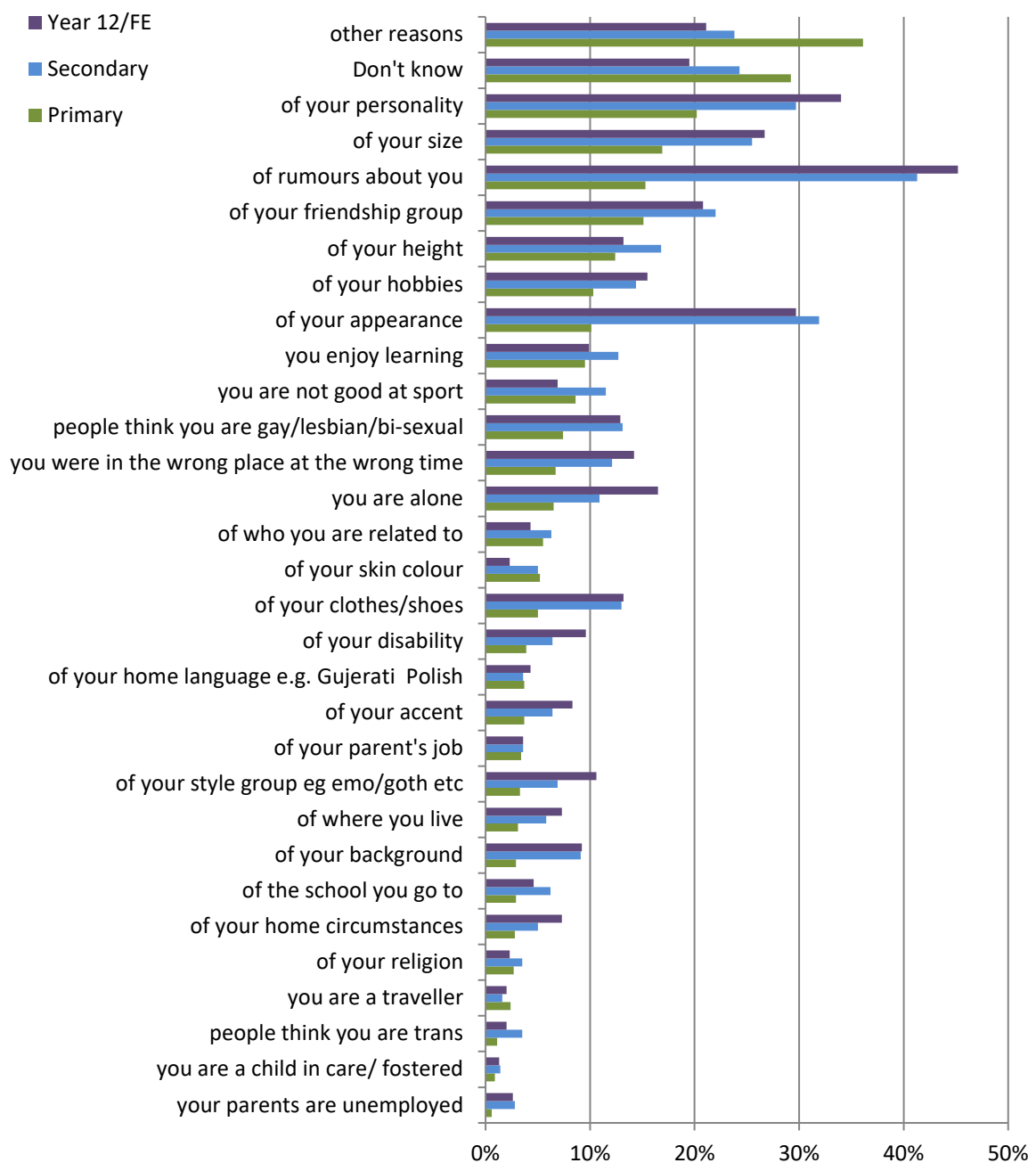
Caution should be taken in interpreting these results as the definition of older or younger is not clear so the perception of the age brackets may change between respondents.

Figure 42; Question 6.39: What age is the bully?



When asked what the focus of the bullying was the different school phases had slightly different major reasons (figure 43). 'Other reasons' (36%), 'Don't know' (29%) and 'of your personality' (20%) were the 3 main reasons given by primary school respondents. The first two were the same reasons highlighted in 2015 but the third highest reason in 2015 was 'of your friendship groups' which is now 6th highest reason. 'Rumours' (41%), 'appearance' (32%) and 'personality' (30%) were the 3 main reasons given by secondary school respondents. These were the same reasons in 2015. 'Rumours' (45%) 'personality' (34%) and 'appearance' (30%) were the 3 main reasons given by year 12/FE respondents. The first two were the same reasons highlighted in 2015 but the third highest reason in 2015 was 'of your size' which is now 4th highest reason.

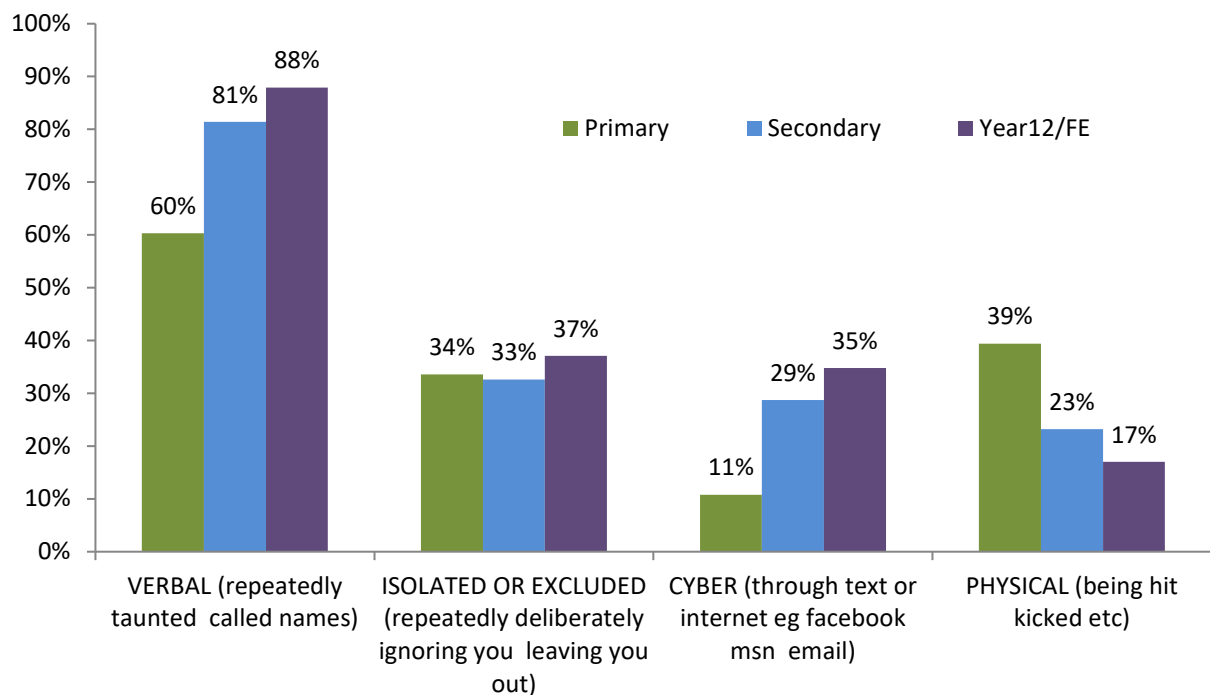
Figure 43; Question 6.30: If you have been bullied in the last year was it because:



*Respondents could select multiple options.

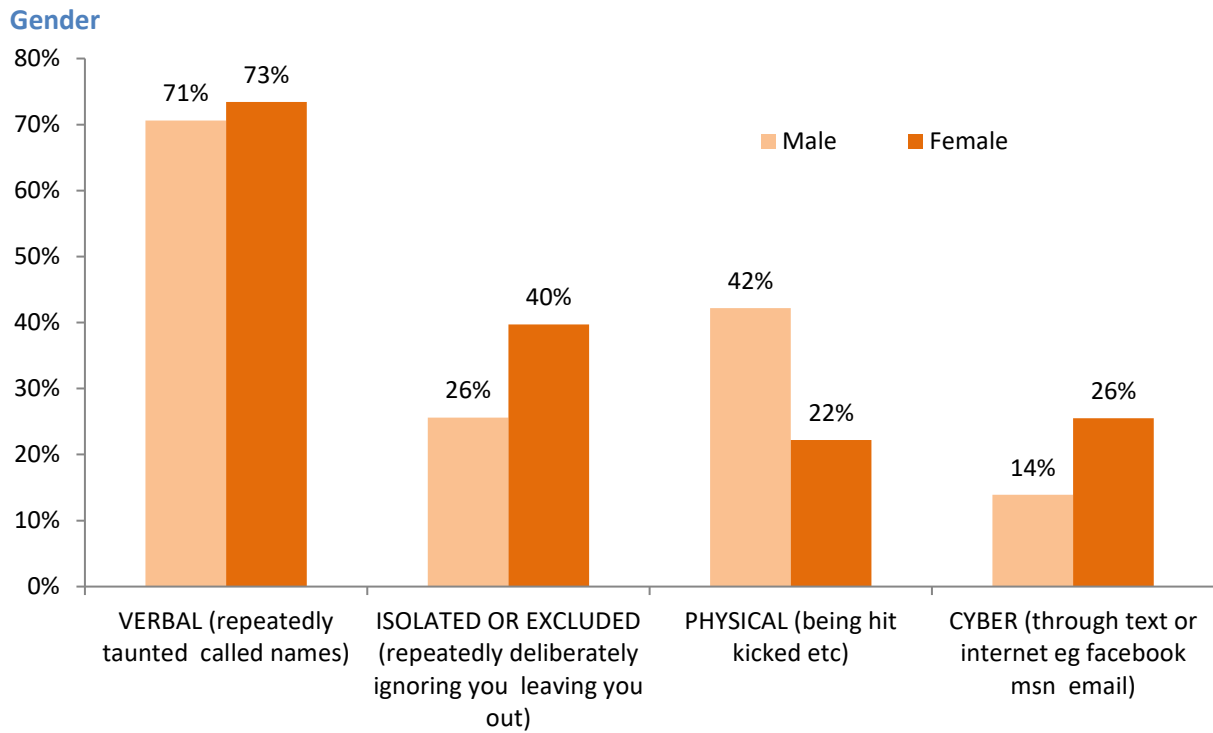
When asked about the forms in which the bullying took the majority of respondents said it was verbal (72%). This was true across the school phases. The primary school sample had a higher percentage of those reporting physical bullying (39%; figure 44) and a lower percentage of those reporting verbal (60%) or cyber bullying (11%) than the other school phase. A larger proportion of year 12/FE respondents reported that the bullying often took place through text or the internet and that they were more often isolated or excluded than the other school phase. The 2015 survey presented a similar pattern. However, the percentage reporting verbal bullying in secondary school and year 12/FE has increased (from 76% and 77% to 81% and 88%) and the percentage of physical bullying in year 12/FE has fallen (from 27% to 17%). Further, cyber bullying and isolation exclusion bullying had fallen as a percentage of types of bullying in year 12/FE (from 45% and 45% to 35% and 37%).

Figure 44; Question 6.31: If you have been bullied in the last year in what way did it happen?



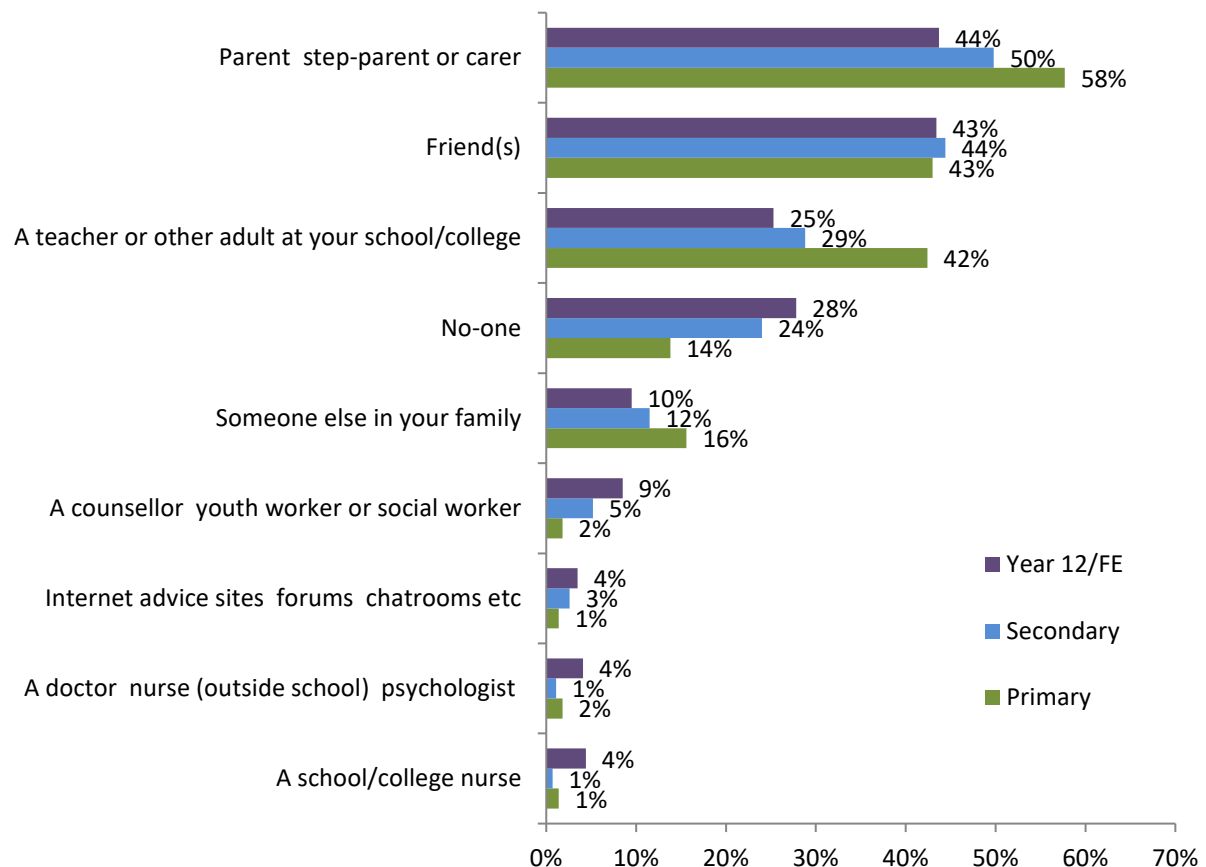
When broken down by gender a larger proportion of females reported cyber bullying than males (26% compared to 14%; figure 45). A larger proportion of males reported being physically bullied than females (42% compared to 22%). Also, a larger proportion of females reported being bullied through isolation and exclusion (40% compared to 26%).

Figure 45; Question 6.31: If you have been bullied in the last year in what way did it happen?



When asked if someone helped deal with the bullying a larger proportion of primary school respondents reported that their parent or carer helped (58%) than secondary school or year 12/FE respondents (50% and 44%). Friends were the second highest group that those bullied reportedly received help from. 42% of the primary school sample reported that a teacher helped deal with the bullying. This is much higher than the percentages from other school phases. A larger proportion of year 12/FE respondents reported that no-one helped (28%; figure 46) than the other school phases. The 2015 survey presented a very similar pattern. However, the proportion telling no-one has fallen in the year 12/FE sample from 36% to 28%.

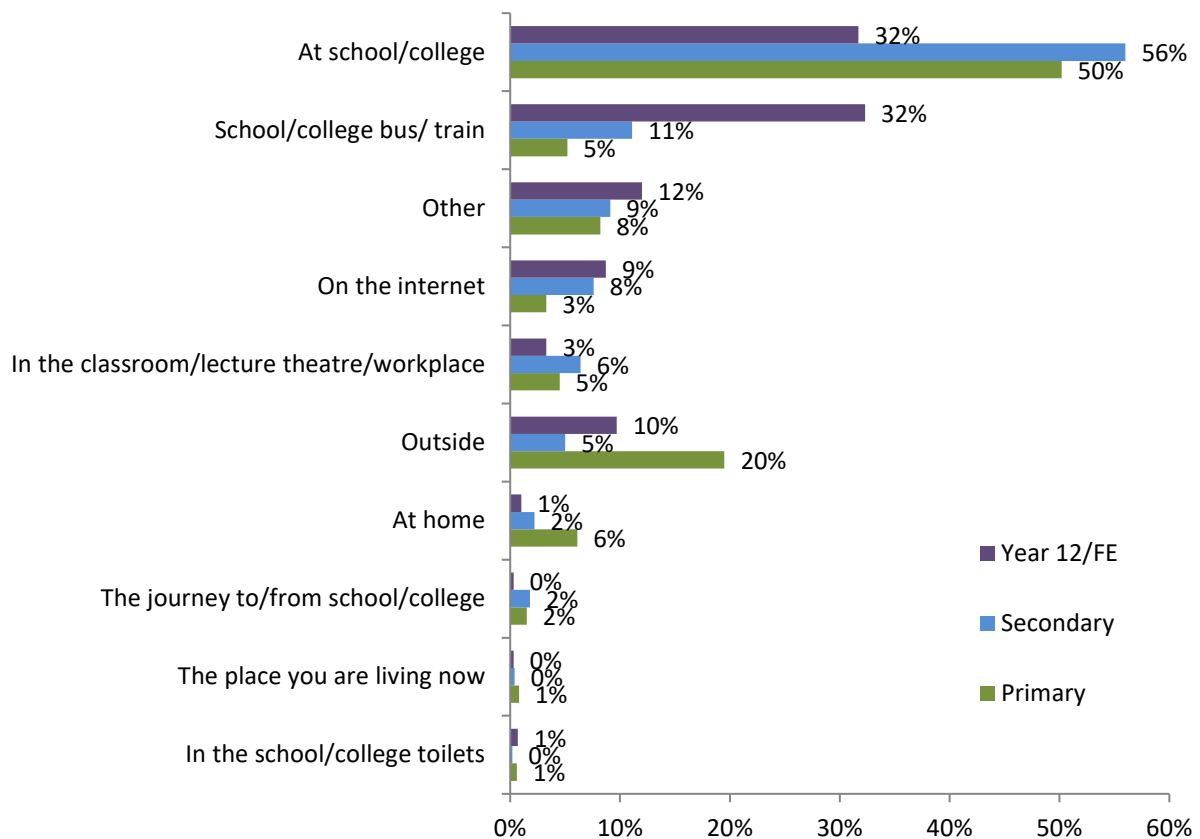
Figure 46; Question 6.51: If you have ever been bullied, did someone help you deal with it?



*Respondents could select multiple options.

For each school phase, a majority of respondents reported that the bullying usually happens at school or college (figure 47). However, the size of this majority changed with each school phase. In primary school 50% of the respondents reported the bullying occurred at school. The second highest location in primary school was outside with 20%. In secondary school 56% reported that it happened at school with the second highest percentage (11%) happening on the school bus. 32% of the year 12/FE students reported that bullying happened at school and 32% reported it happened on the school/college bus. The 2015 survey presented very similar results. However, the year 12/FE sample have seen a sharp fall in bullying at school/college (from around 50% to 32%) but a rise in bullying on school/college bus or train (from around 8% to 32%).

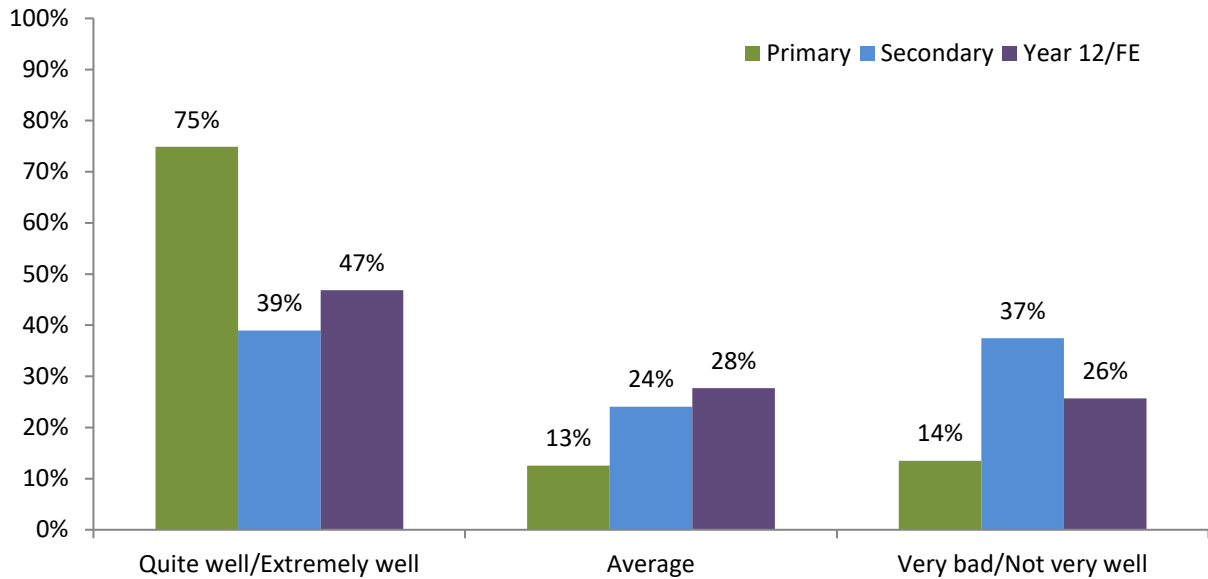
Figure 47; Question 6.42: Where does the bullying usually happen?



*Respondents could select multiple options.

When asked how well respondents felt the school deals with bullying 56% of respondents reported that the school deals quite well or extremely well. Most of the primary school respondents felt the school deals quite well or extremely well (75%; figure 48). 39% of the secondary and 47% year 12/FE respondents felt the school did quite well or extremely well. The 2015 survey presented very similar results. However, the proportion in secondary school who reported quite or extremely well has fallen from 48% to 39%.

Figure 48; Question 6.09: How well do you think your school deals with bullying?

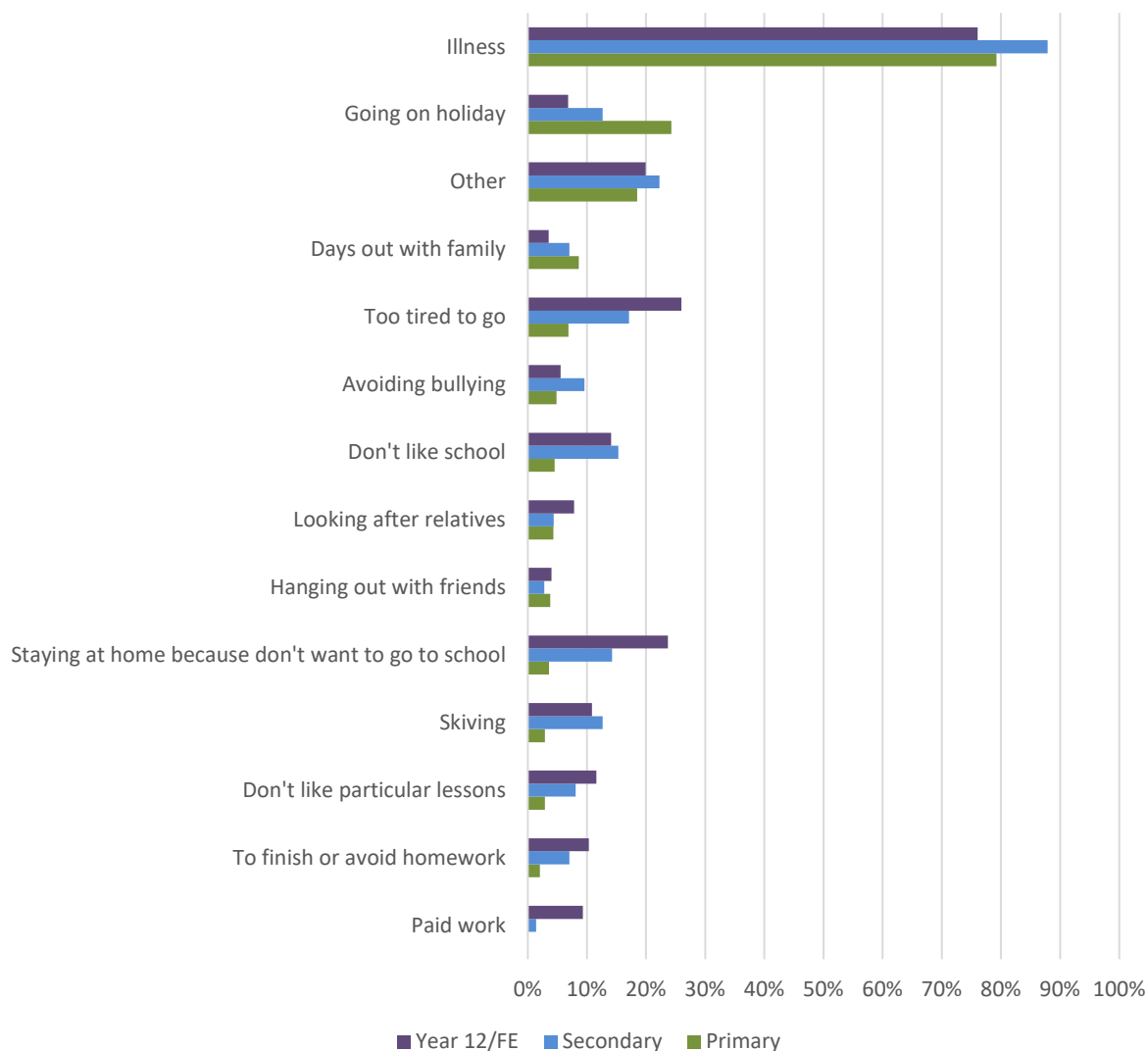


School setting

Around 50% of pupils reported not missing a day at school during the first term of 2017/18. This was similar across the different phases of schools. And was also true in 2015. For primary and secondary school around 12% of respondents had missed 10 or more days of school. In year 12/FE this increased to 16%. Around 20% of the young carers, SEND, FSM, LGBT and children with a social worker had 10 or more absences.

Those who had missed at least a day of school were asked why they missed days of school. The majority of pupils from all school phases reported that they missed school due to an illness (figure 49). A larger proportion of primary school pupils (24%) reported going on holiday as the reason why they missed school than the other school phases. A larger proportion of year 12/FE pupils (26%) reported being too tired as the reason why they missed school than any other school phase. Less than 10% of pupils from all school settings reported that they missed a day of school due to bullying. All these response percentages are very similar to the 2015 results.

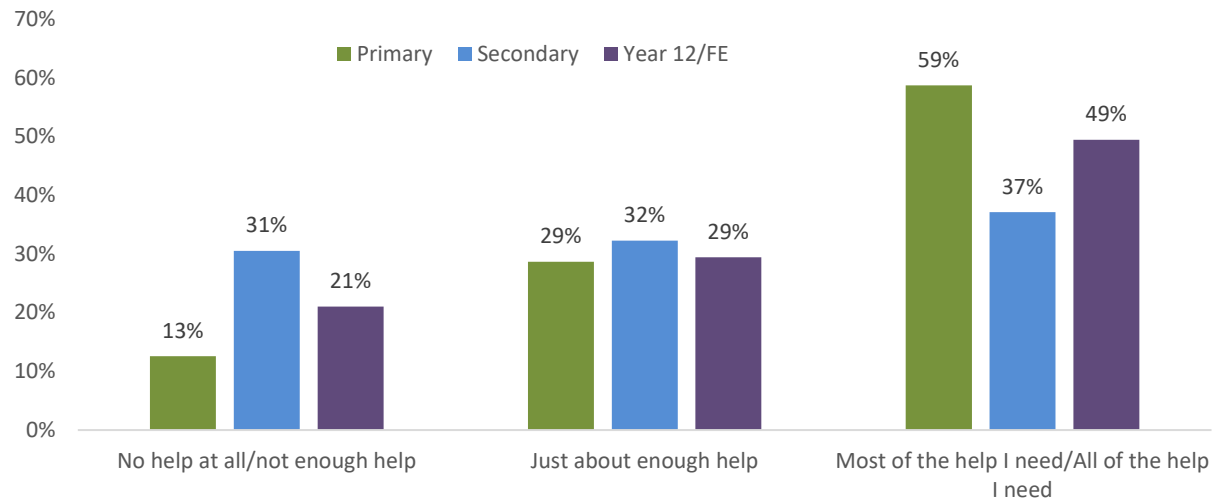
Figure 49; Question 4.27: Why do you miss school?



*Respondents could select multiple options.

When asked how much help and support respondents felt they got at school a larger proportion of primary school pupils felt they got support (59%) than the secondary school and year 12/FE students (figure 50). The 2015 survey presented very similar results. However, there has been an increase of 4%, 5% and 9% in the percentage of students from each consecutive school phase who have most or all of the help they need.

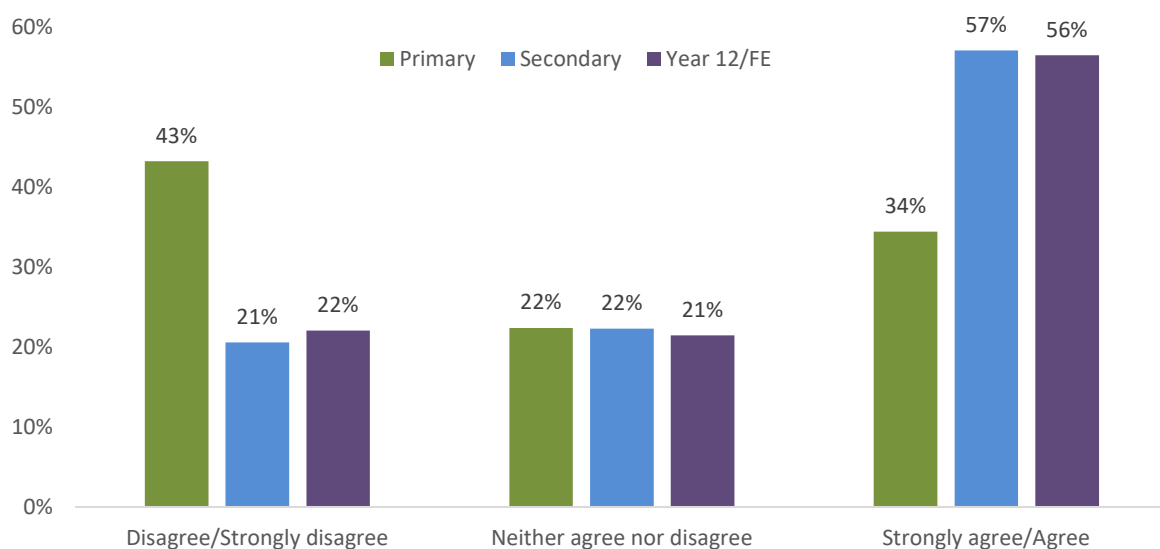
Figure 50; Question 4.18: How much help and support do you feel that you get at school?



How would you describe being at your school?

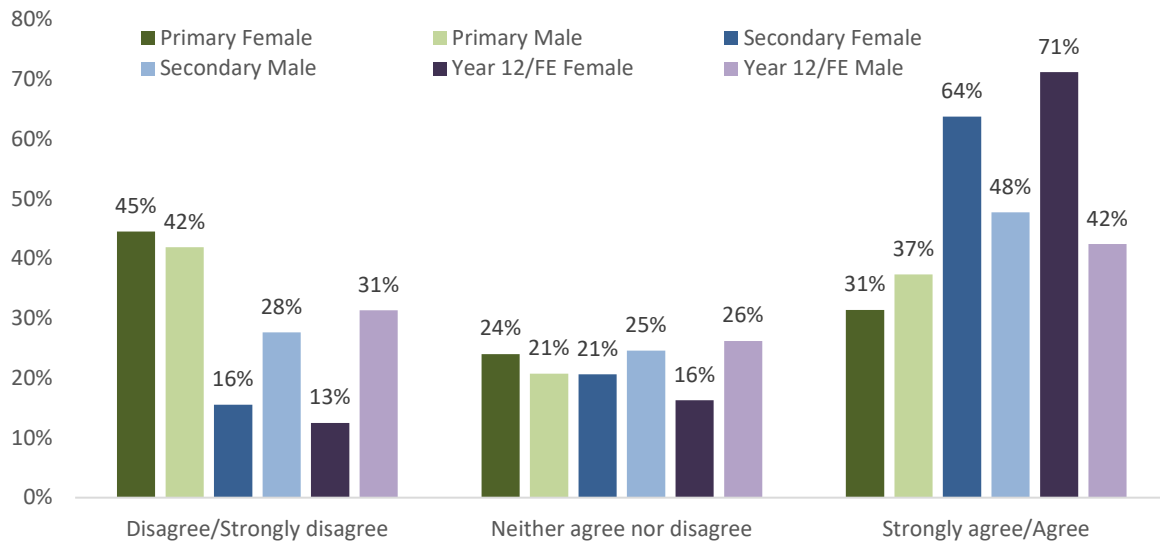
Respondents were asked whether they agreed with a number of descriptions about school. One of the descriptions was 'I feel stressed by school work'. The majority of primary school respondents (42%) strongly disagreed or disagreed with the statement (figure 51). The majority of secondary school (57%) and year 12/FE (56%) agree or strongly agree with the statement. The 2015 survey presented a very similar pattern. However, the percentage of primary school respondents who feel stressed by school work has increased from 23% to 34%.

Figure 51; Question 4.19: How would you describe being at your school? I feel stressed by school work



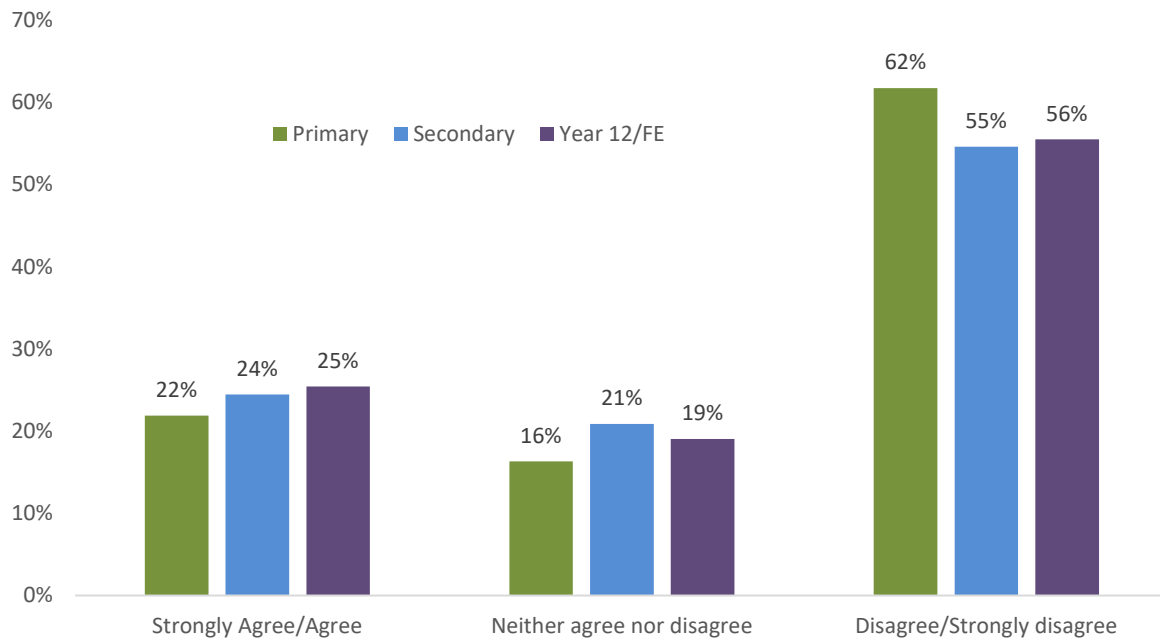
When comparing the feelings of stress by gender a larger proportion of females in secondary school and year 12/FE agreed or strongly agreed that they feel stressed (figure 52). But this is not true in primary school.

Figure 52; Question 4.19: How would you describe being at school? I feel stressed by school work.
Gender



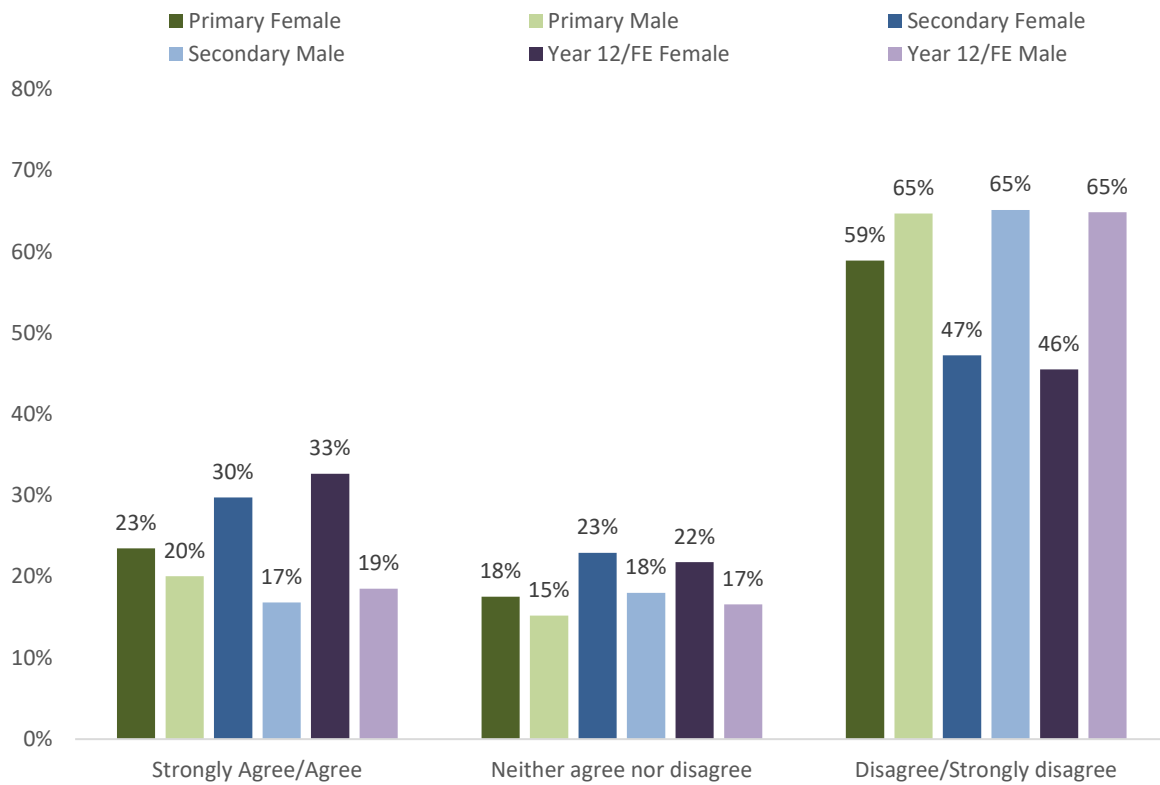
The majority of students from all school phases were not worried about going to school (see figure 53). However, 22-25% of pupils/students were worried.

Figure 53; Question 4.19: How would you describe being at school? I worry about going to school



There was a gender difference in the responses for the secondary and year 12/FE samples. A larger proportion of females reported that they worried about going to school (see figure 54), 30% compared to 17% in the secondary school sample and 33% compared to 19% in the year 12/FE sample.

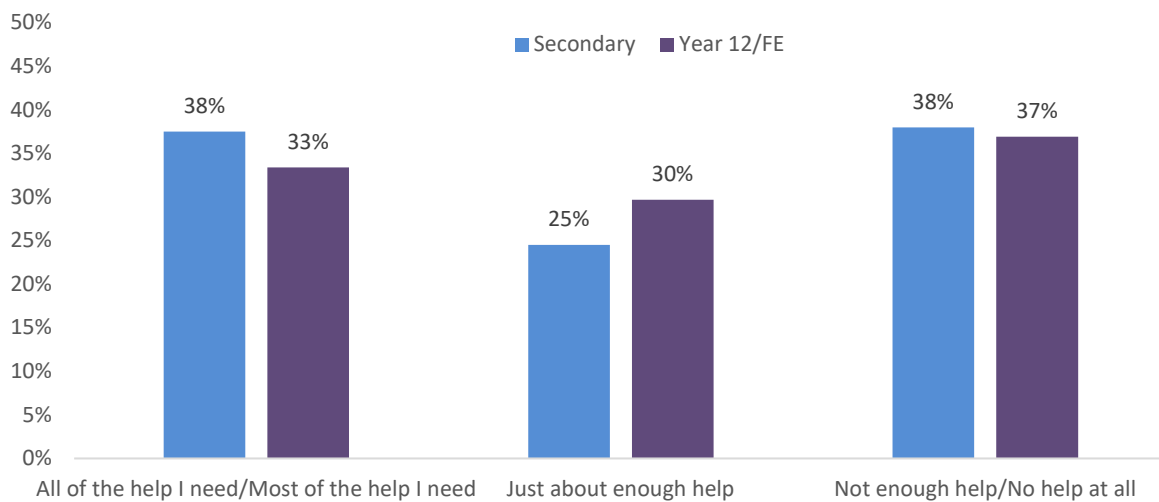
Figure 54; Question 4.19: How would you describe being at school? I worry about going to school. Gender.



How helpful have you found it to learn about the things listed below:

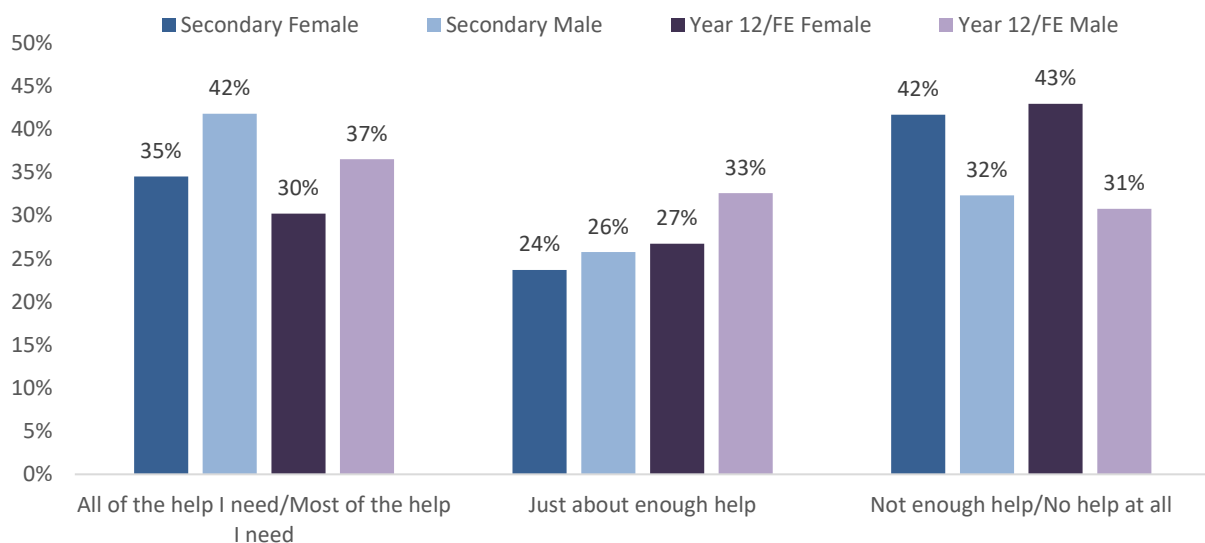
Respondents were asked how helpful it was to learn about a number of items. One of these items was ‘handling your feelings’ (figure 55). This question was not asked of the primary school pupils. The secondary school and year 12/FE students’ proportions were very similar. 38% and 37% felt the education they received on handling their feelings was not helpful or of no help. It is unclear from the survey whether this is due to the content or quality of education or whether respondents felt they did not need help regarding ways to handle feelings. The 2015 survey presented very similar results.

Figure 55; Question 4.20: How helpful have you found it to learn about the things listed below: Handling your feelings?



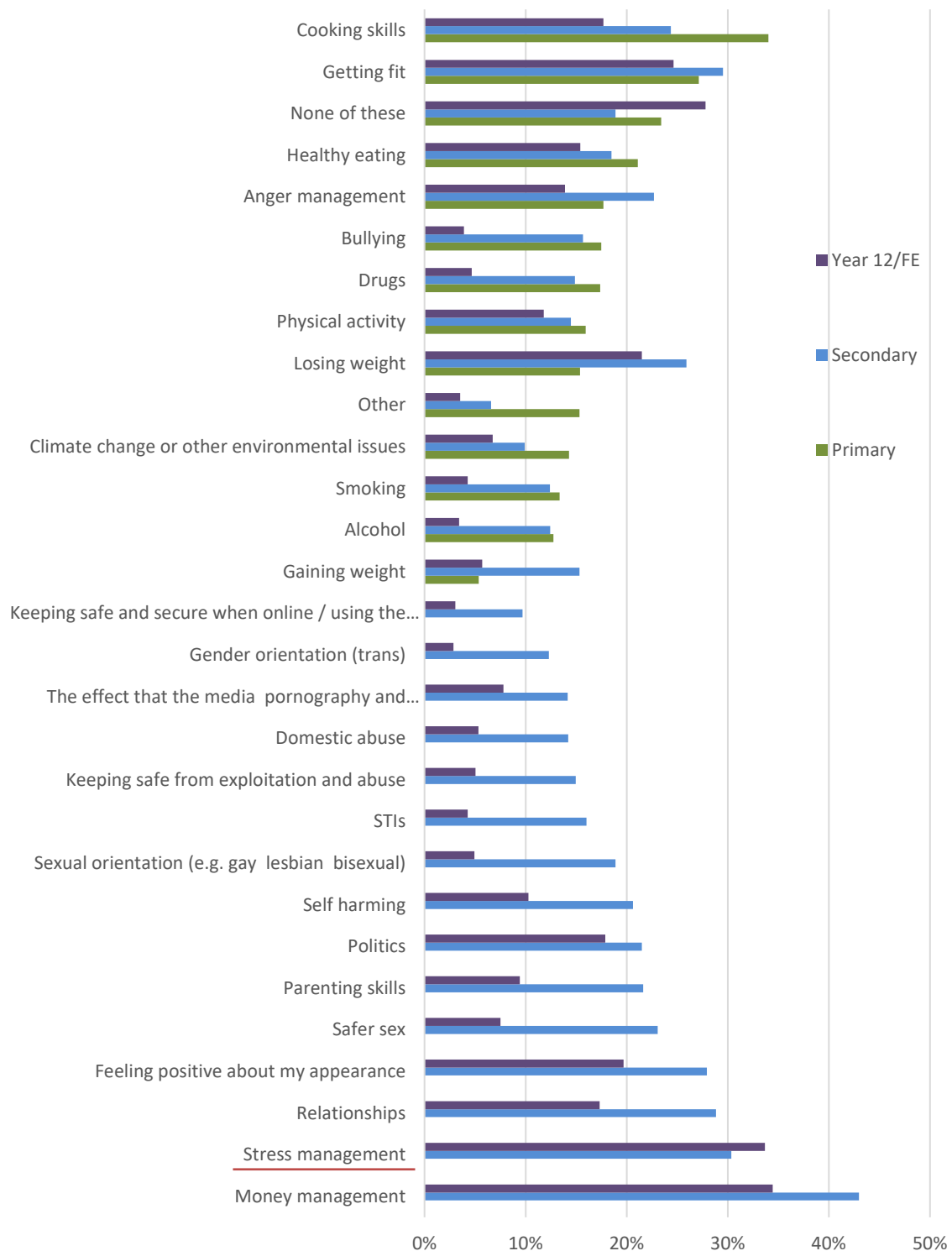
There was a gender difference in the responses with a larger proportion of females in both school phases reporting that they did not receive enough help or no help at all (see figure 56).

Figure 56; Question 4.20: How helpful have you found it to learn about the things listed below: Handling your feelings? Gender



When asked whether there was anything the respondents felt they needed to know more about a large majority of year 12/FE and secondary school respondents reported they wished to know more about stress management (34% and 30%; figure 57). In the 2015 survey the percentages for stress management were 42% for year 12/FE and 34% secondary school.

Figure 57; Question 6.14: Are there any areas in your life that you feel you need more support or knowledge in?



*Respondents could select multiple options.

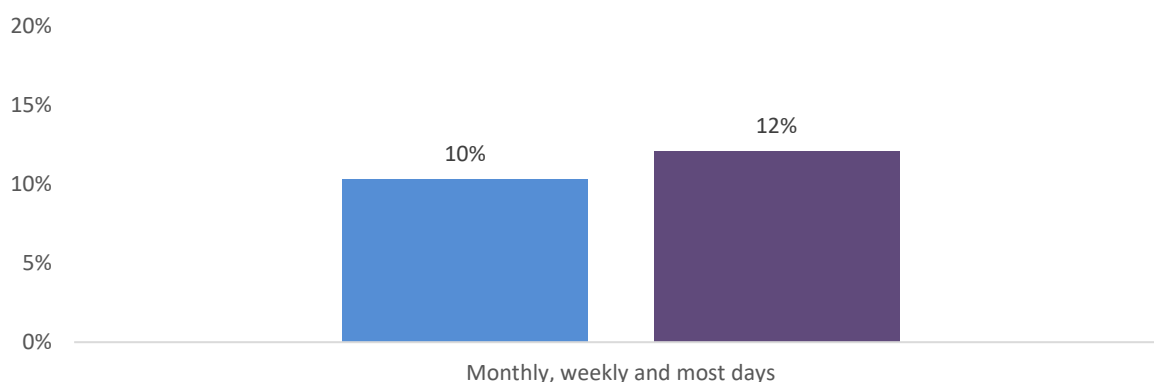
Self-harm

18% of secondary school respondents and 26% of year 12/FE respondents reported that they had at some stage in their past self-harmed. Self-harm questions were not included in the primary school questionnaire.

10% of the secondary school and 12% of the year 12/FE respondents reported self-harming monthly, weekly or most days (see figure 58). In 2015 both school phases had a 9% proportion of those reporting monthly or more frequent self-harming.

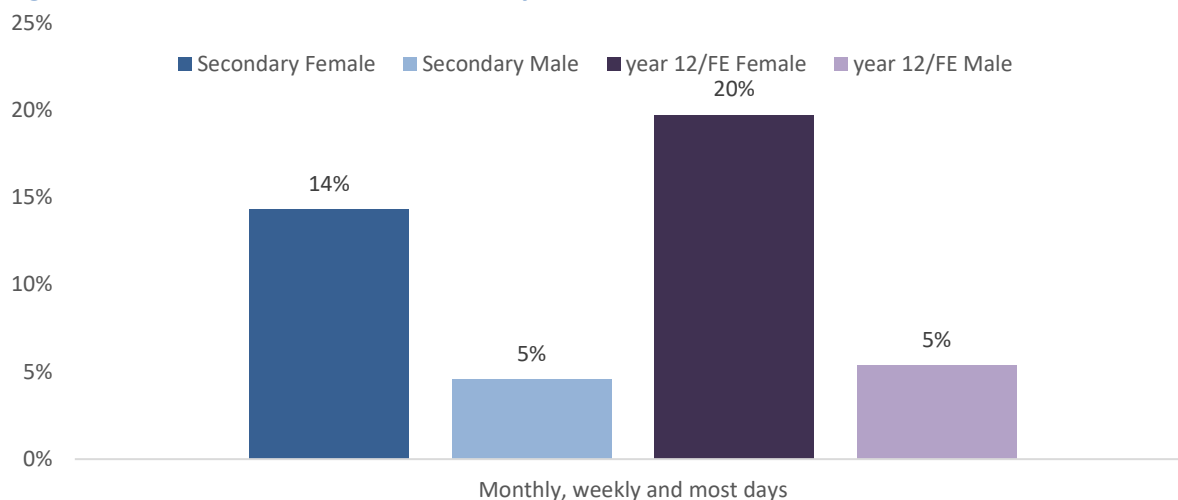
Public Health England published a report called *The mental health of Children and young people in England*⁸ that suggested the national prevalence of self-harm in young people to be around 1 in 10.

Figure 58; Question 5.48: How often have you self-harmed?



A larger proportion of female respondents reported self-harming monthly, weekly or most days than male respondents (figure 59). This was also true in the 2015 results. However, the year 12/FE sample has seen an increase in inequality with 20% of females now reporting to self-harm frequently compared to 12% in 2015.

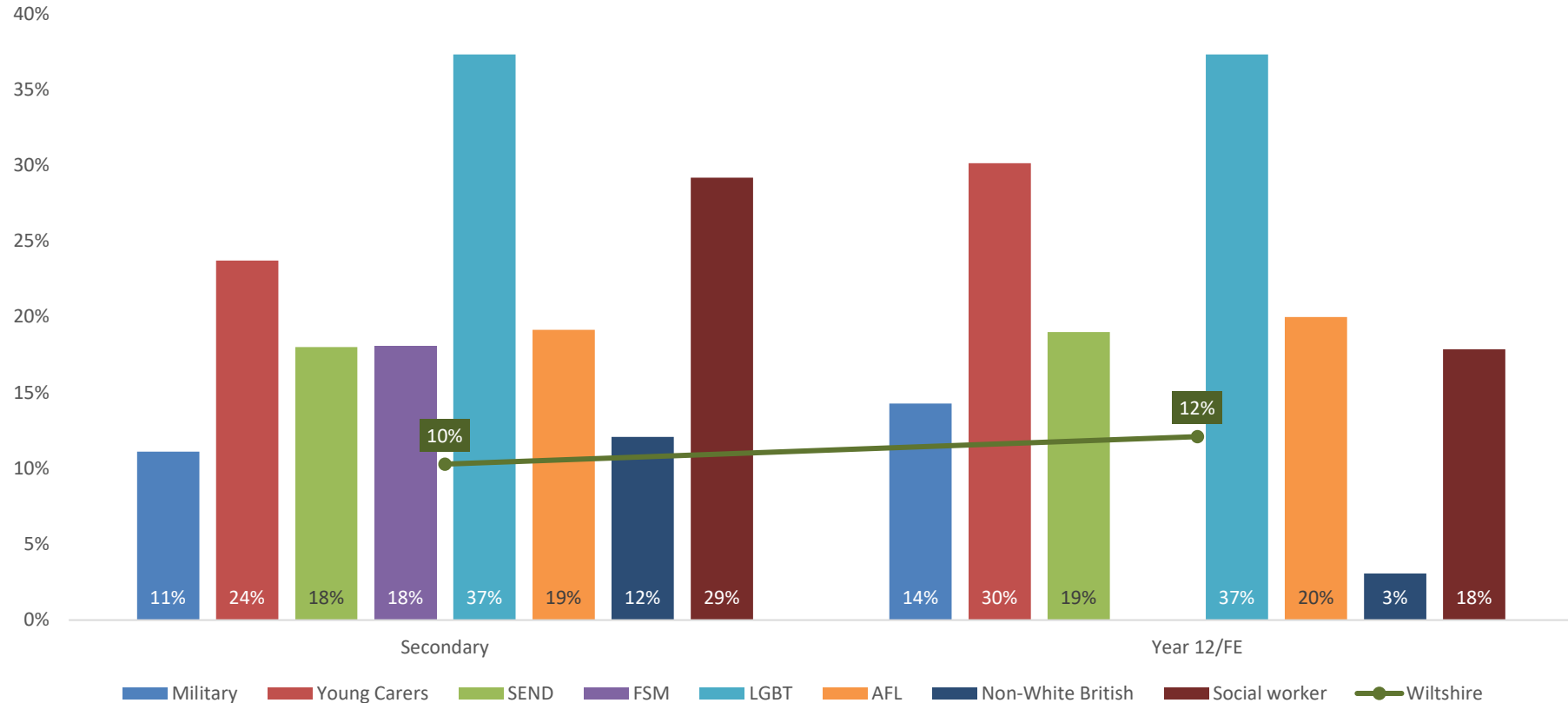
Figure 59; Question 5.48: How often have you self-harmed? Gender



⁸ <http://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/4278314423.pdf>

The proportion that reported self-harming monthly or more was higher in nearly all vulnerable groups for both the secondary school and year 12/FE samples. The exceptions being children with a carer in the military and the non-white British, these groups had similar or lower percentages of self-harm to the Wiltshire average.

Figure 60; Question 5.48: How often have you self-harmed? Vulnerable groups; monthly or more frequently

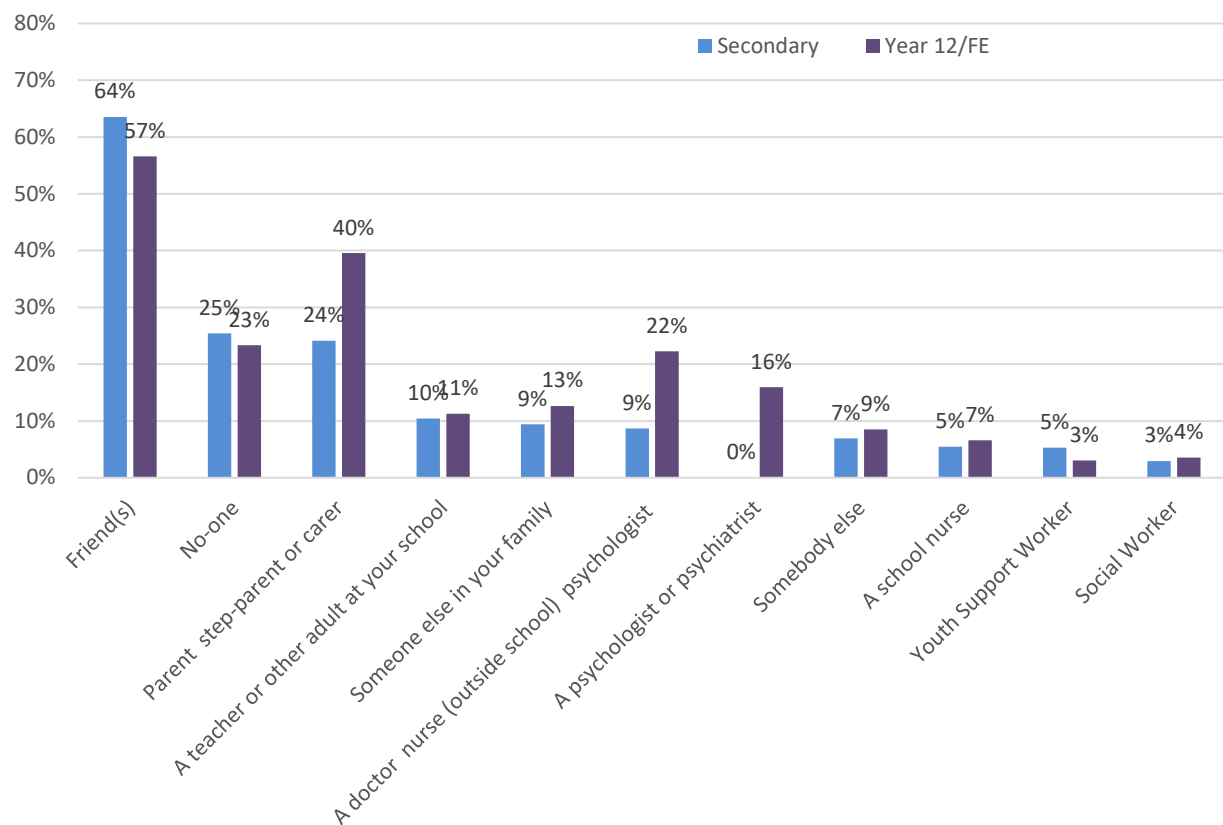


*Primary school children were not asked for their sexual orientation and year 12/FE students were not asked if they were in receipt of free school meals. The AFL group in the secondary and year 12/FE school phases represents a small sample and caution should be used in interpreting the results.

Respondents were given the option to report how they self-harm. Cutting was the most frequently cited method of intentional self-harm. This was also true in 2015.

Of those who self-harmed 75% of the secondary school sample and 77% of the year 12/FE students told some-one about it. This is much higher than the result from 2015 when 53% of secondary school pupils and 50% of year 12/FE respondents reported that they told someone about the incident. In 2017 options were given for who was told. Figure 61 shows that friends were the main group that were told about the self-harm by both the secondary school and year 12/FE group. The year 12/FE group told a parent, step-parent or carer more frequently than the secondary school group, they also more frequently told a doctor, nurse or psychologist.

Figure 61; Question 9.07: Have you ever told anyone about your self-harm/overdose?

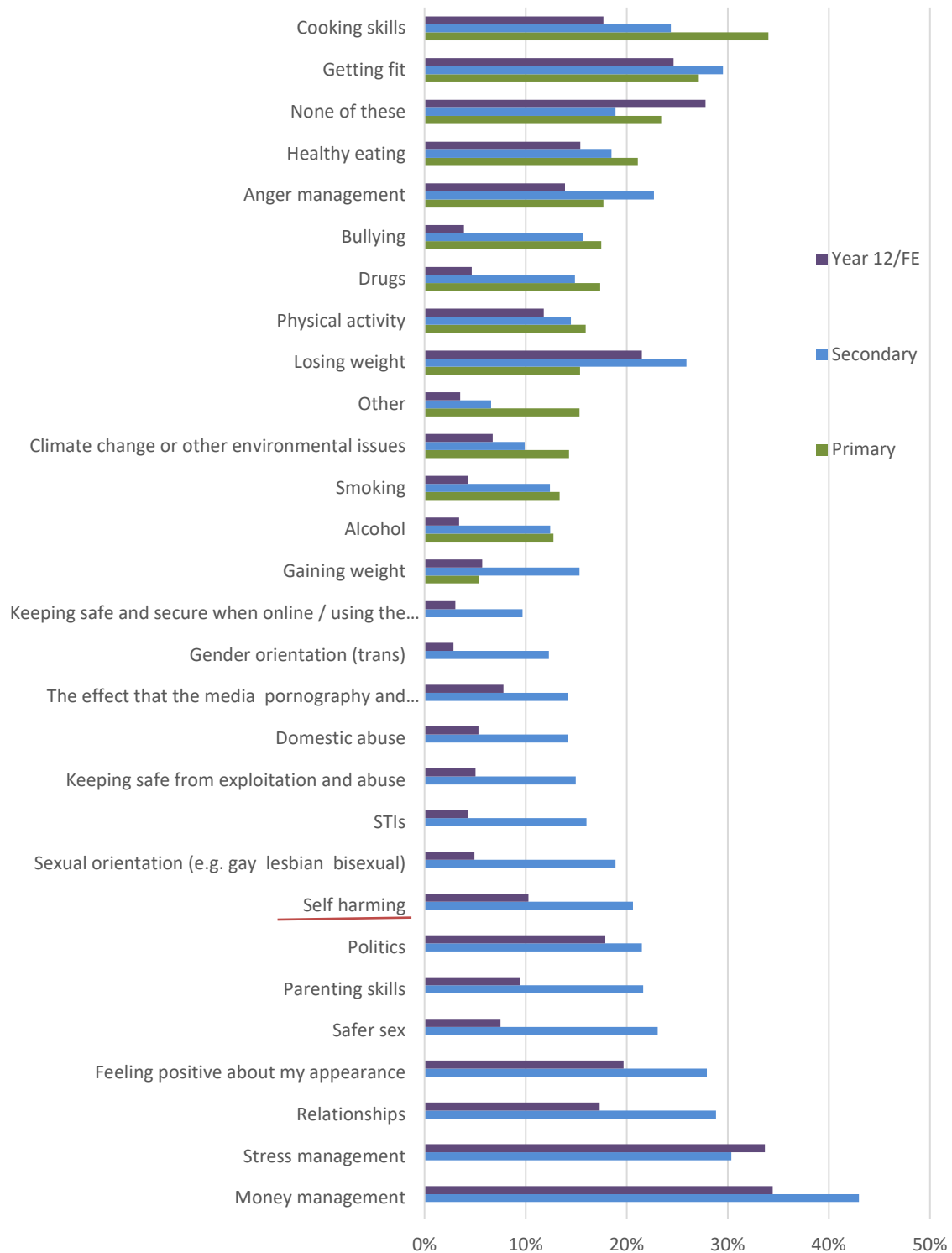


*Respondents could select multiple options.

There is very little difference between genders. However, males are more likely to tell no-one than females. In secondary school 29% of males compared to 24% of females do not disclose their self-harm. In year 12/FE 30% of males and 20% of females tell no-one.

10% of year 12/FE students and 21% of secondary school students wanted more support with regards to self-harm.

Figure 62; Question 6.14: Are there any areas in your life that you feel you need more support or knowledge in?



*Respondents could select multiple options.

Next steps

The data from this report will influence future services provided by Wiltshire Council and their partners that improve the health and wellbeing of children and young people. The data has also been provided to the schools that took part in the survey to help schools to identify areas for improvement and address particular issues raised by their own pupils.

If you wish to discuss the data in this report or the other reports please contact the Public health team at Wiltshire Council.

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