

Somerset Schools Health and Wellbeing Survey

Key Findings

November 2023



Somerset
Council

Introduction

Welcome to the results of Somerset Schools Health and Wellbeing Survey 2023. This biannual survey is the largest health and wellbeing survey of its kind in the county, capturing the voice of over 5,000 pupils aged 6-18 in more than 87 education settings. This is a powerful voice, providing a valuable insight into the lives of Somerset school-age children and young people, their experiences, fears and aspirations. The findings contribute to our understanding of the broad range of challenges and unmet need facing children and young people who attend schools in the county.

Questions in the 2023 survey have used, or been based on, reliable and validated self-reporting tools to measure and gain insight into: emotional health and wellbeing, safety, sexual health, relationships, making a positive contribution (school experience), lifestyle (including travel to school) and substance misuse. This report provides an overall picture of the Somerset cohort whereas individual school reports provide insight into how their pupil's responses may differ from the overall Somerset cohort.

The last Somerset Schools Health and Wellbeing Survey in 2021 captured the pupil voice following a series of national lockdowns which disrupted schooling over two academic years. We now know from national surveys that the impact of the pandemic and school closures reached far beyond those two years; this continued effect is likely to be reflected in the responses of survey respondents in 2023.

Several findings from the 2023 Somerset Schools Health and Wellbeing Survey illustrate similar trends and issues for pupils in Somerset to those reported nationally by The Childrens Society 'The Good Childhood Report 2023' and Department for Education (DfE) 'State of the Nation 2022: children and young people's wellbeing'.

This executive summary provides headlines from the 2023 Somerset Health and Wellbeing Survey grouped by; mental resilience (wellbeing, worries and coping); school experience: trauma informed practice (bullying, safety, inclusivity and relationships, behaviour and encouragement); lifestyle: readiness to learn (basic needs, sleep and physical activity, substance misuse).

Used alongside the Somerset Wellbeing Framework and other available data-sets the Somerset Schools Health and Wellbeing Survey is a vital tool enabling schools to understand the experience of their pupil body, to improve the school experience and to support children and young people to be the happiest healthiest and most resilient they can be.

Somerset Schools Health and Wellbeing Survey

Mental Resilience

- Wellbeing
- Worries
- Coping



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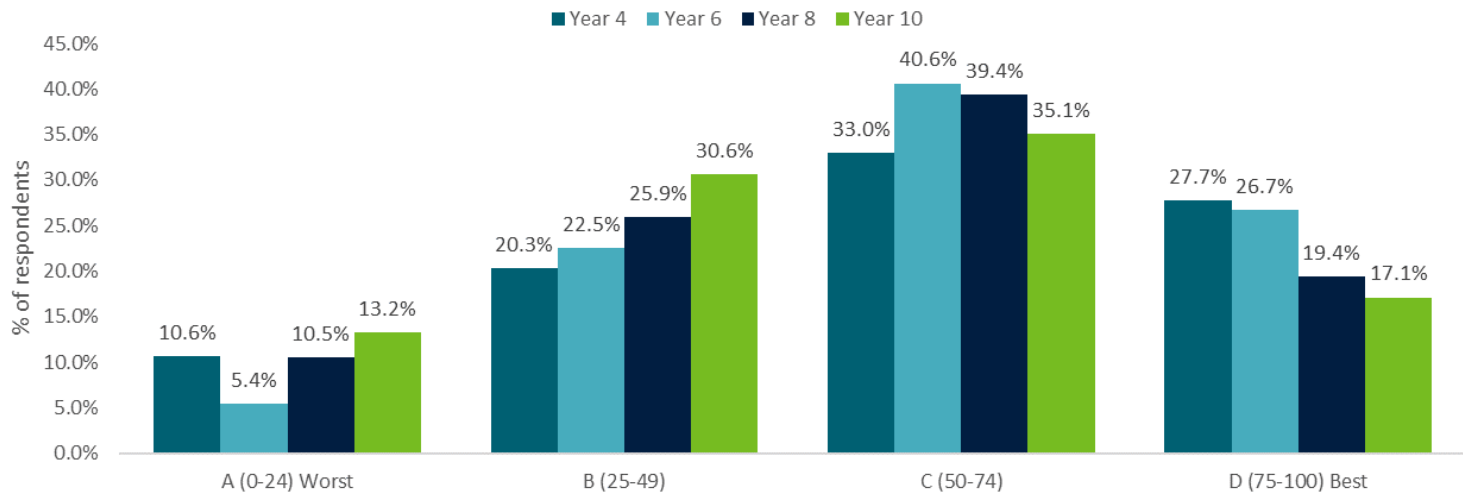
Mental Resilience – Wellbeing

Mental resilience is essential for school pupils' health and wellbeing as it equips them with the emotional regulation, problem-solving abilities, and positive self-image needed to navigate the challenges of school life positively. Mental resilience empowers pupils to handle stressors, build healthy relationships, and persevere through setbacks, preparing them for both academic success and life's challenges. Schools that adopt a systematic "whole school approach" to emotional health show an 8% increase in attainment [Public Health England Report 2016].

- Pupils' **sense of wellbeing decreases with age**, 27.7% of year 4 pupils had the top wellbeing score compared to 17.1% in year 10.
- **1 in 10** pupils in years 4 & 8 and 1 in 8 pupils in year 10 had the **worst wellbeing score** (WHO-5 well-being index).
- **Most pupils in both primary and secondary school had felt cheerful and in good spirits** for more than **half the time in the 2 weeks before the survey** (year 4: 72.1%, year 6: 77.1%, year 8: 74.7% and year 10: 71.0%). This was also reflected in Year 2 where 31.5 % of pupils felt happy always and 64.6% felt happy sometimes.
- Approximately **3 in 10 pupils** across years 6 (28.6%), 8 (30.3%) and 10 (34.1%) had **elevated scores for emotional difficulties** in the Me and My Feelings Index questions.
- **Almost 1/3 of young people** in year 8 and 10 indicated that they **always worry a lot**.
- **Feelings of unhappiness and loneliness increased with age**, 1 in 10 (10.3%) pupils in year 10 always felt unhappy compared to 4.2% in year 6 and 6.9% of pupils in year 8. 9.1% of pupils in year 10 felt lonely, compared to 4.4% of year 6 pupils and 6.3% of year 8 pupils who felt lonely.

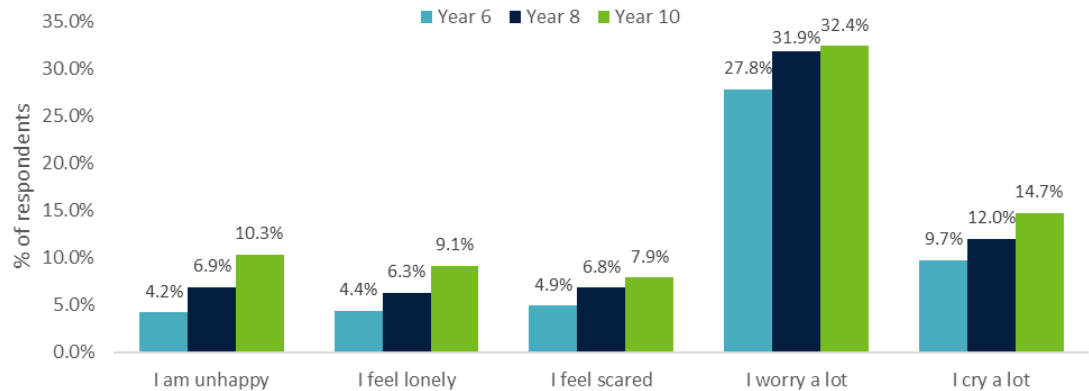
Pupils sense of wellbeing decreases with age, more than 1 in 10 secondary age pupils have the worst World Health Organisation well-being score

World Health Organisation wellbeing index (WHO-5) is a short and generic global rating scale measuring subjective well being.



Feelings of unhappiness and loneliness increased with age

Pupils were asked a series of questions about their feelings, those who responded I Always to the statements are shown below.



1 in 10

Year 8 pupils had the **worst** WHO-5 well-being index score.

3 in 10

pupils in year 8 and 10 worry a lot.

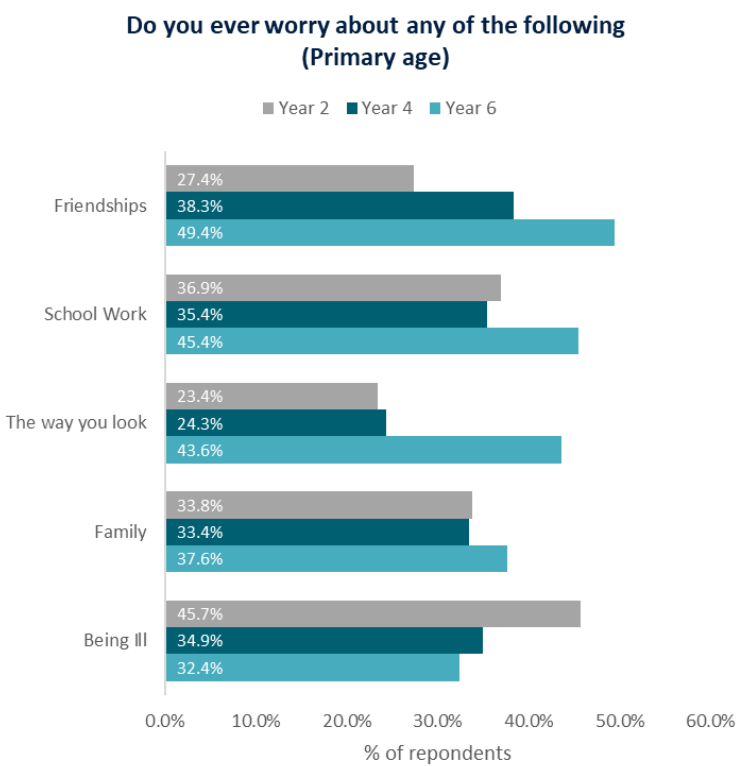
1 in 10

year 10 pupils always feel unhappy.

Mental Resilience - Worries

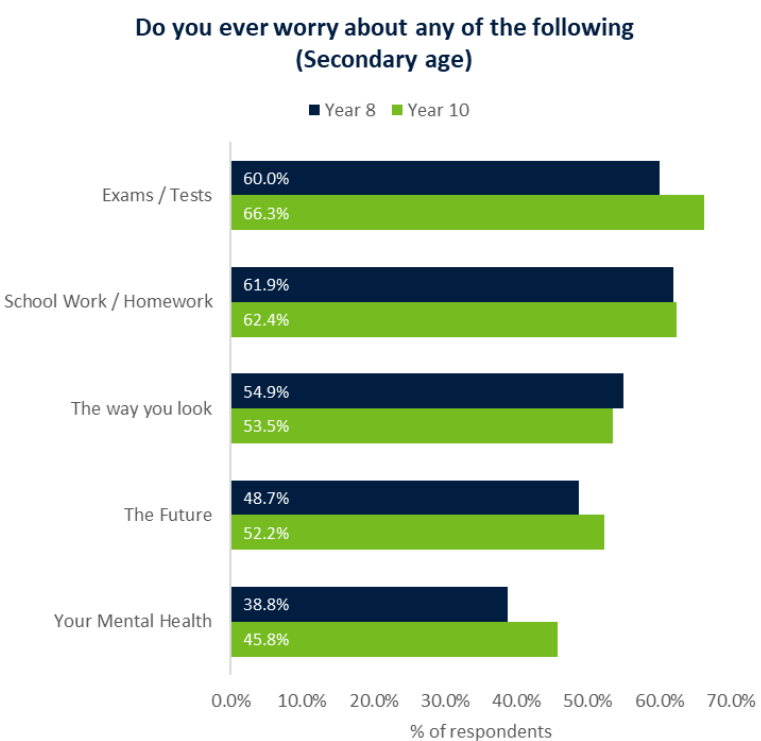
All children and young people feel worried sometimes, and this is a normal part of growing up. As pupils get older, their worries are linked to a greater proportion of internal factors such as the way they look, and their mental health, as opposed to external factors like crime or floods.

- **Younger children worry most about being ill** (45.7% of pupils in year 2 and 34.9% of pupils in year 4), this is perhaps a lasting impact of the COVID pandemic.
- Approximately **one third of pupils in years 2 (36.9%) & 4 (35.4%) worry about schoolwork**, this **increases** to 45.4% in year 6 when children take the year 6 SATS. By year 10, 62.4% of pupils are worried about school and homework These proportions are broadly similar to those in the 2021 survey indicating that **children's worries about schoolwork have been consistent as we have moved out of the COVID-19 uncertainties**.
- The proportion of pupils who **worry about exams and tests increases with age**. Two thirds of pupils in year 10 (66.3%) and 60.0% of pupils in year 8 are worried about exams and tests. This is a slight decrease from the 2021 survey where 72% of year 10 pupils worried about exams and tests.
- Pupils begin to **worry about the way they look from year 2 (23.4%)** with the proportion worried about the way they look increasing to 43.6% in year 6, 54.9% in year 8 and 53.5% in year 10.
- **Worries about friendships increase through primary school peaking in years 6 and 8** where almost **1 in 2 pupils worry about friendships** (49.4% year 6 and 49.4% year 8) .
- **Worries about mental health also increase with age** by year 10, 45.8% of students responded that they were worried about their mental health.
- **Older pupils** indicated that they were **worried about the future** (52.2% in year 10 and 48.7% in year 8).



45.7%
of pupils in year 2 worry about being ill. This worry reduces with age, by year 6, 32.4% of pupils worry about being ill.

1/2
of pupils in years 6 and 8 worry about friendships.



2/3
of year 10 pupils worry about exams and tests.

1 in 2
secondary school pupils worry about the way they look compared to approximately 1 in 4 pupils in years 2 & 4.

Mental Resilience - Coping

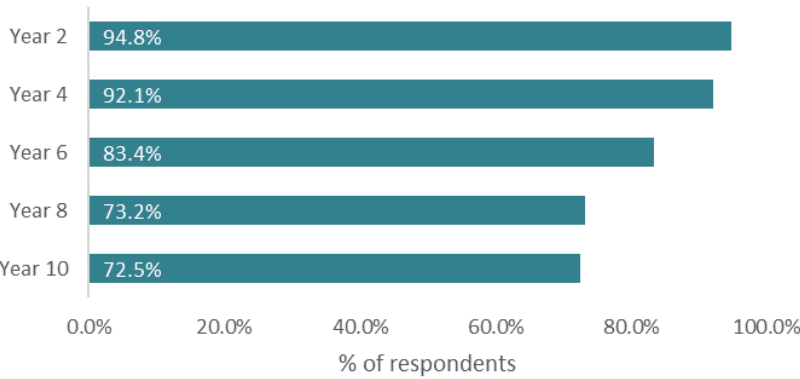
A range of strategies are used by children and young people to manage negative emotional states, these can be strengths-based distraction activities or less functional activities.

Coping mechanisms change as pupils age from positive strategies like social support and problem solving, towards more negative ones such as social withdrawal and resignation.

- **Older pupils are less likely to have someone to talk to** about feelings or worries. 27.5% of pupils in year 10 did not have someone to talk to about worries or feelings compared to 5.2% of pupils in year 2.
- Pupils were asked who they are most likely to talk about feelings or worries. Across both primary and secondary aged pupils, they were **most likely to talk to a parent or carer** (23.0% primary, 21.2% secondary).
- A **small proportion** (1.7%) of pupils in secondary school (year 8 & 10) said they were **most likely to talk to an adult in school** about their worries and feelings compared to 3.1% of primary school pupils (year 4 & 6).
- There is a **decrease in positive coping strategies with age** 37.4% of year 10 and 41.1% of year 8 pupils would talk to an adult about their worries compared to 56.8% of year 6 pupils.
- There is an **increase in more negative coping strategies among secondary school pupils**, 4.9% of pupils in year 10 take drugs when they are worried, an increase from 0.7% of pupils in year 8. The proportion who self-harm when worries increases from 9.1% of pupils in year 8 to 12.0% of pupils in year 10.
- Across all years approximately **3 in 10 pupils get angry** (verbally or physically) when worried (year 6 30.6%, year 8 31.1% and year 10 29.1%).
- 27.9% of year 8 and 26.6% of year 10 pupils expressed a **lack of confidence in getting help when worried or when they have a low mood**.

Older pupils are less likely to have someone to talk to about feelings or worries

Do you have someone to talk to about feelings or worries?



27.5%

of year 10 pupils **do not have someone** to talk to about feelings or worries.

3 in 10

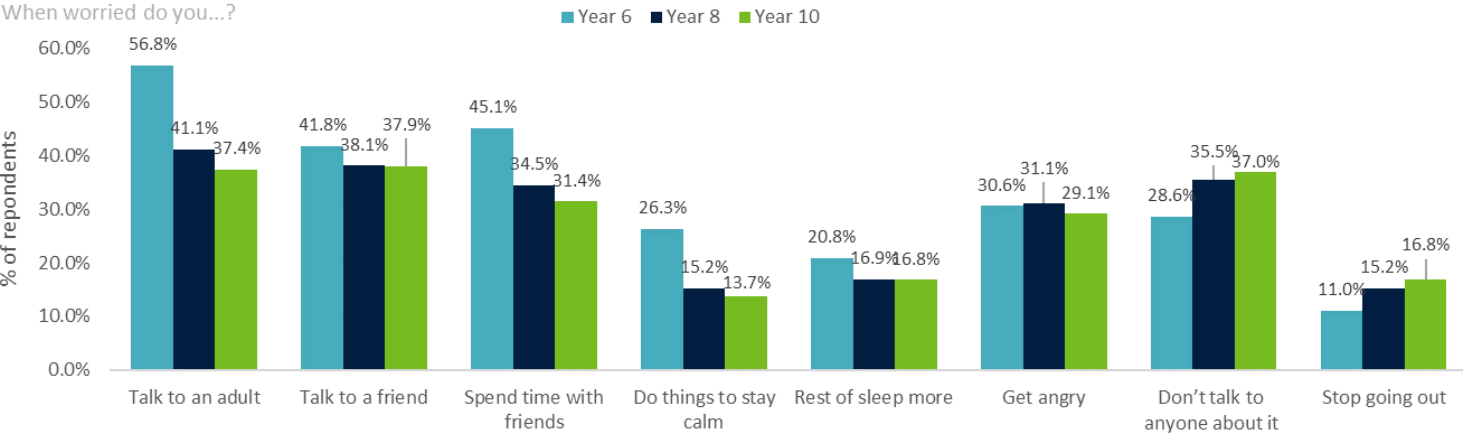
pupils in year 6, 8 & 10 **get angry** (verbally or physically) when worried.

12%

of year 10 pupils and 9.1% of year 8 pupils **self-harm** when worried.

There is a decrease in positive coping strategies, talking to an adult, spending time with friends and doing things to stay calm with age

When worried do you...?



Somerset Schools Health and Wellbeing Survey

School Experience: trauma informed practice

- Bullying
- Safety
- Inclusivity and relationships
- Behaviour and encouragement

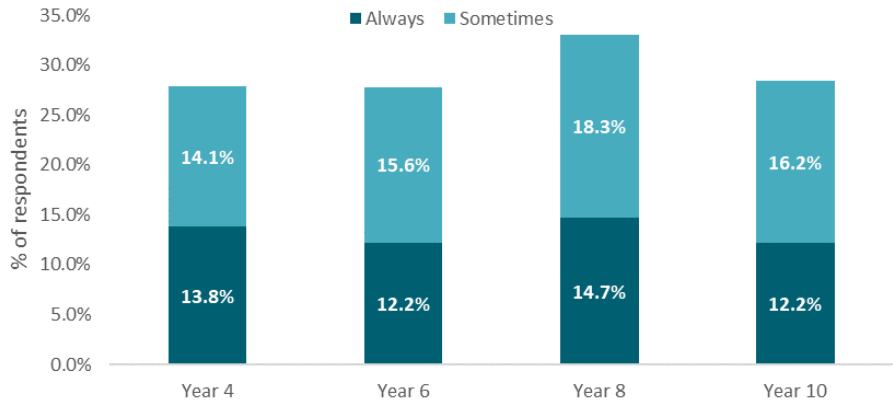


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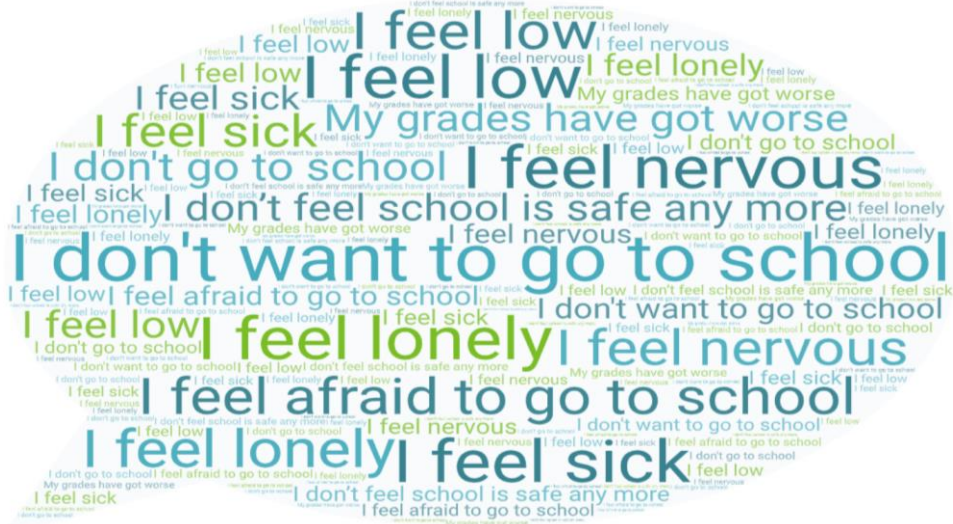
Children and young people come into their education settings with a range of different experiences and histories. Some individuals have experienced significant adversity and challenge, and some will be experiencing trauma, which can impact them in a variety of ways. A trauma informed education setting means that school policy and practice consistently demonstrates understanding of trauma and how individuals can be best supported to thrive and avoid re-traumatisation. Creating a positive trauma-informed ethos in the school can have significant benefits for all children, acting in a preventative manner and supporting positive behaviour and emotional wellbeing.

- More than 1 in 10 pupils (13.4 %) in **year 2** said that **other children had picked on them** in school. This increases in older cohorts where approximately 1/3 of pupils in all age groups reported being bullied 'always' or 'sometimes'.
- **1 in 5 of secondary school pupils** who were **being bullied did not tell anyone** that they were being bullied, (27.6% primary, 20.7% secondary).
- The survey asked pupils **how well they thought school dealt with bullying**. 42.1% of pupils in year 10 and 38.0% of year 8 pupils felt that their school dealt with bullying 'not very well' or 'not at all well' this compares to 10.4% of year 4 pupils and 16.5% of year 6 pupils.
- 40.5% of pupils in year 8 and 36.7% of pupils in year 10 had **been bullied about the way they look** an increase from 20.4% of year 4 pupils and 30.8% of year 6 pupils.
- **1 in 4 pupils in year 10** (25.3%) and in **1 in 5 pupils in year 8** (19.9%) had been **bullied about their weight**, an increase from 1 in 10 (10.2%) of year 4 pupils and 1 in 6 (16.0%) of year 6 pupils.
- Children reported feelings of 'not wanting to go to school', 'feeling lonely', 'nervous' and 'low' because of being bullied. **More than 1 in 10 across all year groups who had been bullied did not feel that school was safe anymore.**

During this school yeeaar how often have you been bullied at school?



Pupils across all years reported not wanting to go to school because of being bullied
Pupils were asked how they felt because of being bullied.



1 in 4

Secondary school pupils did not tell
someone when they were being
bullied.

42.1%

of year 10 pupils and 38.0% of year 8 pupils felt that their school didn't not deal with bullying well. An increase from 10.4% in year 4 and 16.5% in year 6.

40.5%

of pupils in year 10 and 36.7% of pupils in year 8 had been bullied about the way they look an increase from 20.4% in year 4 and 30.8% in year 6.

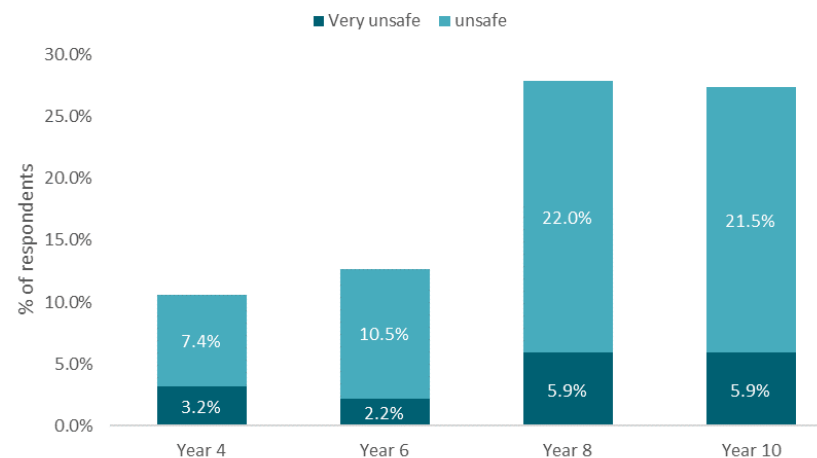
School Experience – Safety

Schools and colleges should be safe environments for pupils and staff and should be places that promote respect and diversity. When a child or young person feels safe and supported, they are more likely to be able to engage in their learning, manage their emotions and ask for support when they need it.

- **Feeling safe at school declines with age**, most children in KS1 felt safe at school 70.6% felt safe 'always / often' and 22.5% felt safe 'sometimes'.
- More than **one quarter of secondary pupils do not feel safe at school** (27.4% year 8 and 27.9% year 10). This is a large increase from the proportion of primary school pupils who do not feel safe at school (10.6% of pupils in year 4 and 12.7% of pupils in year 6).
- **Pupils feel less safe travelling to and from school when they attend a secondary school**, 17.3% of pupils in year 8 and 18.0% of year 10 compared to 11.8% of year 4 pupils and 12.0% of year 6 pupils who feel unsafe travelling to and from school.
- Pupils were asked how much time they spent using a screen outside of school. 1/3 (33.8%) of pupils in year 4 spent 'a lot' or 'all of my time' on a screen, this increased to 41.6% in year 6. In year 8 23.5% of pupils and **26.5% of year 10 pupils were spending more than 6 hours a day on a screen device.**
- **Older pupils are more likely to be upset by something they have seen online**, 42.5% of year 10's reported 'always' or 'sometimes' being upset by things they had seen online compared to 29.7% of pupils in year 2.
- **3 in 10 pupils in all year groups felt online pressure to do something they don't want to do 'always' or 'sometimes'** (35.7% year 4, 34.4% year 6, 32.5% year 8 and 33.4% year 10)
- **Online threats and harassment from other children were relatively consistent across the year groups**, 13.0% of year 4, 10.5% of year 6, 10.3% of year 8 and 11.2% of year 10 pupils reporting online threats and harassment.

Feeling safe at school declines with age with a big increase in feelings of unsafety with the move to secondary school

How safe do you feel at school?



1 in 4

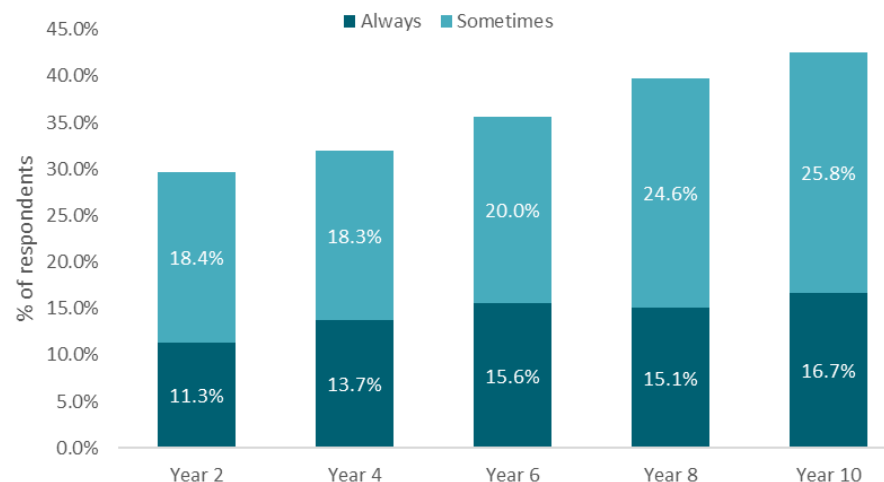
secondary school pupils did not feel safe at school.



Feeling unsafe travelling to school increased with age.

Older pupils are more likely to be upset by something they have seen online

How often have you been upset by something that you have seen or that has happened online?



1/4

of secondary age pupils were spending **more than 6 hours** a day outside of school **on a screen device.**

3 in 10

across all ages had been pressured online by someone to do something that they didn't want to do.

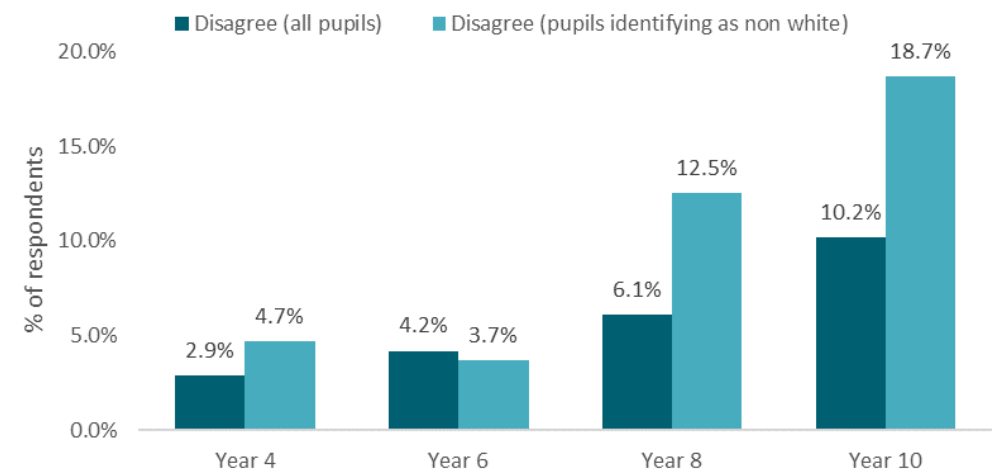
School Experience– Inclusivity and Relationships

Relationships between staff and pupils, and between pupils, are critical in promoting wellbeing and fostering a culture of respect belonging and positive behaviours. Fostering a sense of belonging has been shown to improve student motivation, increase staff wellbeing, reductions in absenteeism and improves academic achievement.

- The proportion of pupils who disagreed with the statement ‘In my school, people with different backgrounds are valued’ was generally **greater in pupils identifying as non-white and those who do not speak English as their main language**.
- Feeling that people with **different backgrounds were valued decreased with age** in all pupils including those who identified as non-white. In year 10, 18.7% of pupils identifying as non-white and 10.2% of all pupils disagreed with the statement ‘In my school, people with difference backgrounds are valued’. This compares to 4.7% of pupils identifying as non-white and 2.9% of all pupils in year 4.
- Pupils who identify as non-white **were more likely across all year groups to have been treated unfairly because of ‘who they are’**.
- Most pupils reported that they had ‘rarely or never’ experienced sexual harassment at school (91.6% of pupils in year 8 and 84.0% of pupils in year 10). However, 6.7% of pupils in year 8 and **13.3% of pupils in year 10 ‘always’ or ‘sometimes’ experienced sexual harassment at school**.
- **One quarter (25.7%) of year 10 pupils felt that school had dealt with sexual harassment ‘not at all well’ or ‘not very well’**.
- **10.7% of pupils in year 8 and 13.4% of pupils in year 10 had been in a relationship where they felt they could not spend time away from their partners without being made to feel bad**. This proportion was higher from pupils who identified as having a disability (16.1% of year 8 pupils ad 23.6% of year 10 pupils).

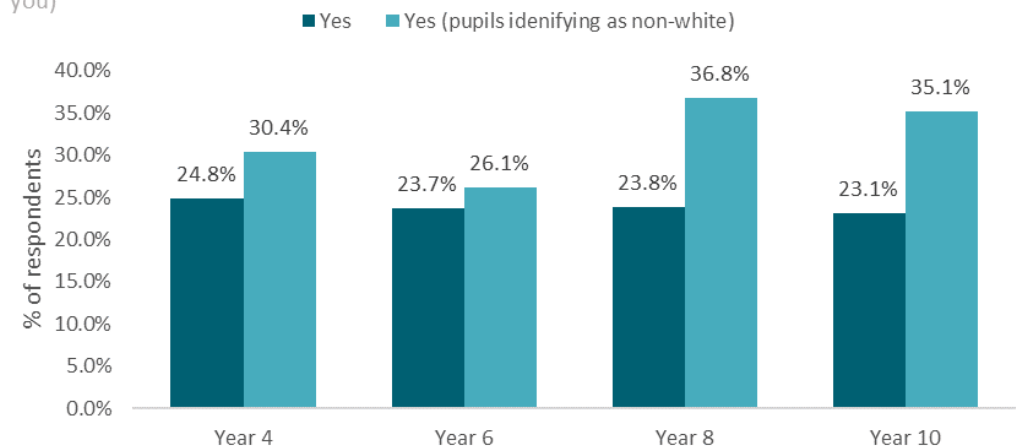
Pupils who identify as non-white were less likely to feel that people with different backgrounds were valued at their school.

In my school, people with different backgrounds are valued?



Pupils who identify as non-white were more likely across all year groups to have been treated unfairly because of who they are

Has anyone ever treated you unfairly because of who you are? (discrimination against you)



Pupils who identify as non-white were more likely to feel that in their school people with different backgrounds were valued.

Pupils who identify as non-white were also **more likely** across all year groups **to be treated unfairly** because of who they are.

More than 1/3

of pupils who identify as non-white in years 8 & 10 had been treated unfairly because of who they are.

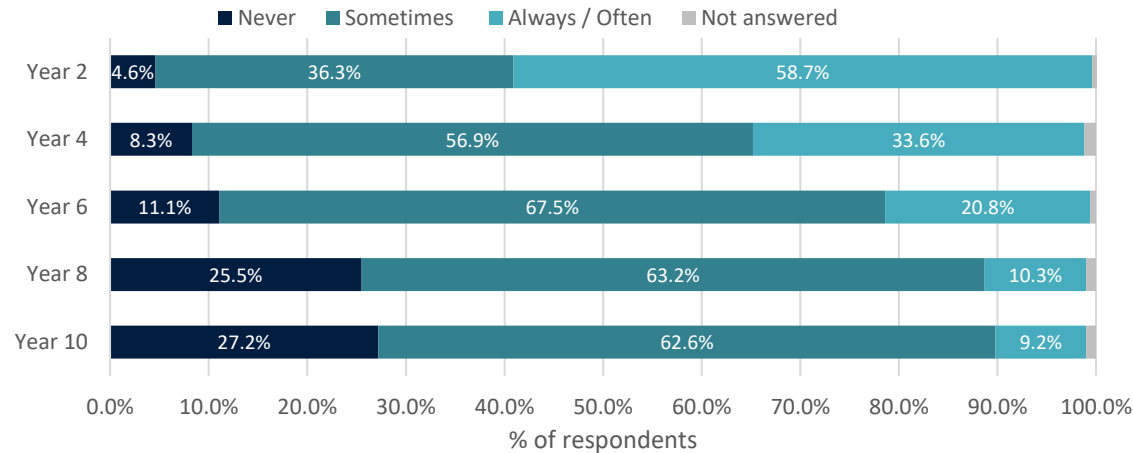
School Experience - Belonging and Enjoyment

Fostering a sense of belonging for children within their school environment is vital for their overall well-being and educational success. When students feel a sense of belonging, they are more likely to engage actively in their studies and form positive connections with teachers and peers. Being seen, valued and heard is fundamental to feeling a sense of belonging in a school community.

- The proportion of pupils who ‘always / often’ enjoy school declines with age.
- In primary school more than half (58.7%) of pupils in year 2 ‘always / often’ enjoy school compared to one third (33.6%) of year 4 pupils, one fifth (20.8%) of year 6 pupils, one tenth (10.3%) of year 8 and year 10 (9.2%)
- The proportion of pupils who ‘never’ enjoy school increases with age. Approximately ¼ of secondary school pupils ‘never’ enjoys school (25.5% year 8 and 27.2% year 10).
- 1 in 5 secondary pupils do not feel part of their school (19.4% year 8, 20.8% year 10). This compares to 8.0% of year 4 pupils and 10.1% of year 6 pupils
- Secondary school pupils have a generally less positive view of school and their school experience, feeling less seen and heard than primary pupils.
- Approximately 3 in 10 secondary pupils (31.2% year 8 and 31.6% year 10) didn’t feel they could be themselves at school.
- 23.4% of pupils in year 8 and 22.5% of pupils in year 10 didn’t feel that most of their teachers really listened to what they have to say.
- Pupils at primary school were more likely to feel that they have opportunities to help decide and plan how their school is run than those at secondary schools. 30.7% of year 10 pupils didn’t feel that they have opportunity to influence how the school is run compared to 12.9% of year 4 pupils.

The proportion of pupils who enjoy school declines with age

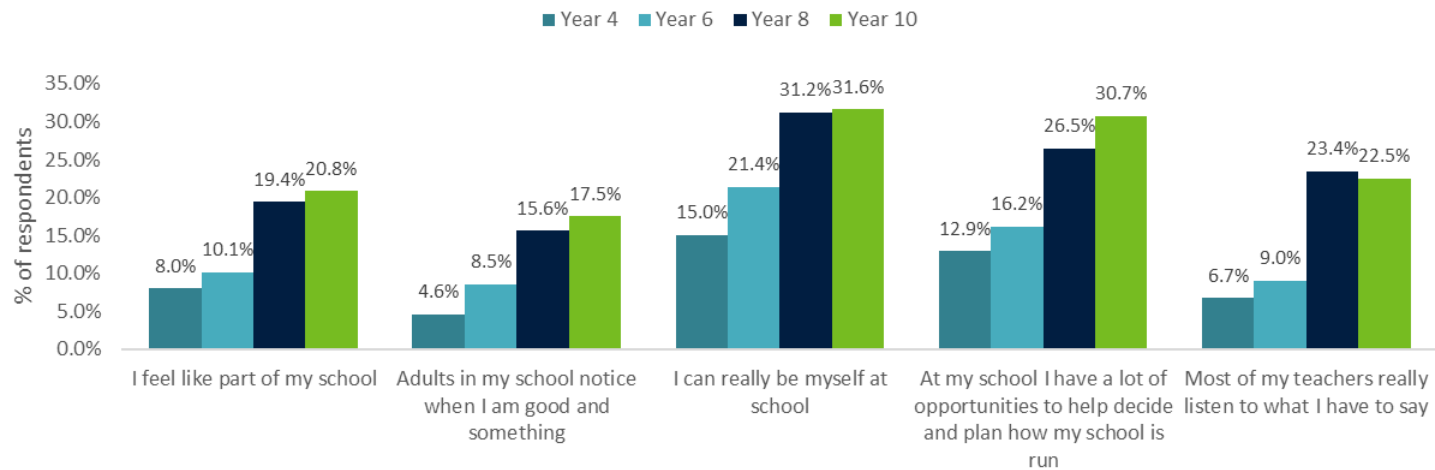
Do you enjoy school?.



1 in 5
secondary school
pupils do not feel
part of their school

Secondary school pupils have a generally less positive view of school and their school experience, feeling less seen and heard than primary pupils

Secondary pupils were asked about their school experience. The proportions who disagreed with each statement are shown.



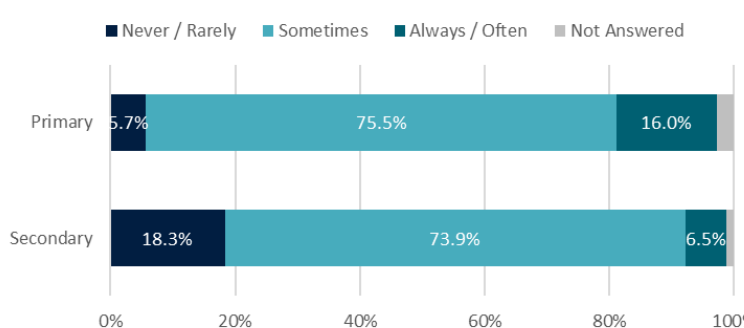
School Experience – Behaviour and Encouragement

By creating a supportive environment that promotes positive relationships and fosters a sense of belonging, schools can encourage children to look after their health and wellbeing.

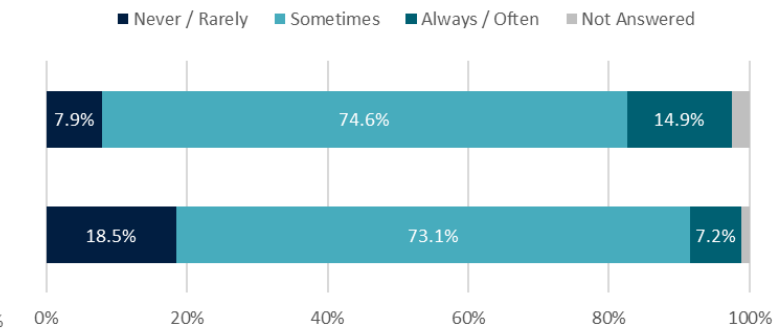
- **Most pupils across both primary** (year 4 & 6) and **secondary** (years 8 & 10) felt that **behaviour both within lessons and around the school** was 'sometimes' or 'always / often' good.
- **Secondary aged pupils had a less positive experience of school behaviour** both within lessons and around the school. 18.5% of secondary school pupils felt that behaviour in lessons was never or rarely good compared to 7.9% of primary age pupils.
- Pupils in **primary schools felt that their school was more encouraging** across the range of encouragement statements on the survey. With the **drop in positive responses being seen from year 8**.
- **Fewer than half of responses from secondary school pupils** (48.8% year 8 and 43.4% year 10) felt that their school encourages them to be **independent and take on responsibilities**.
- **More than one half of primary aged pupils felt that their school helps them deal with change** so that they are **ready to leave their school** (53.0% of year 4 pupils and 56.9% of year 6 pupils). This proportion drops to 29.9% of year 8 pupils and 29.1% of year 10 pupils.
- **Fewer than half of secondary school pupils felt that their school encourages them to look after their emotional and mental health** (42.6% year 8 and 39.6% year 10).
- **Secondary school pupils were less likely to feel that their school encourages them to look after their physical health** than primary school pupils.

Secondary pupils were less likely to feel that the behaviour of other pupils within lessons and around school was good compared to those pupils in primary school.

The behaviour of other pupils around school is good

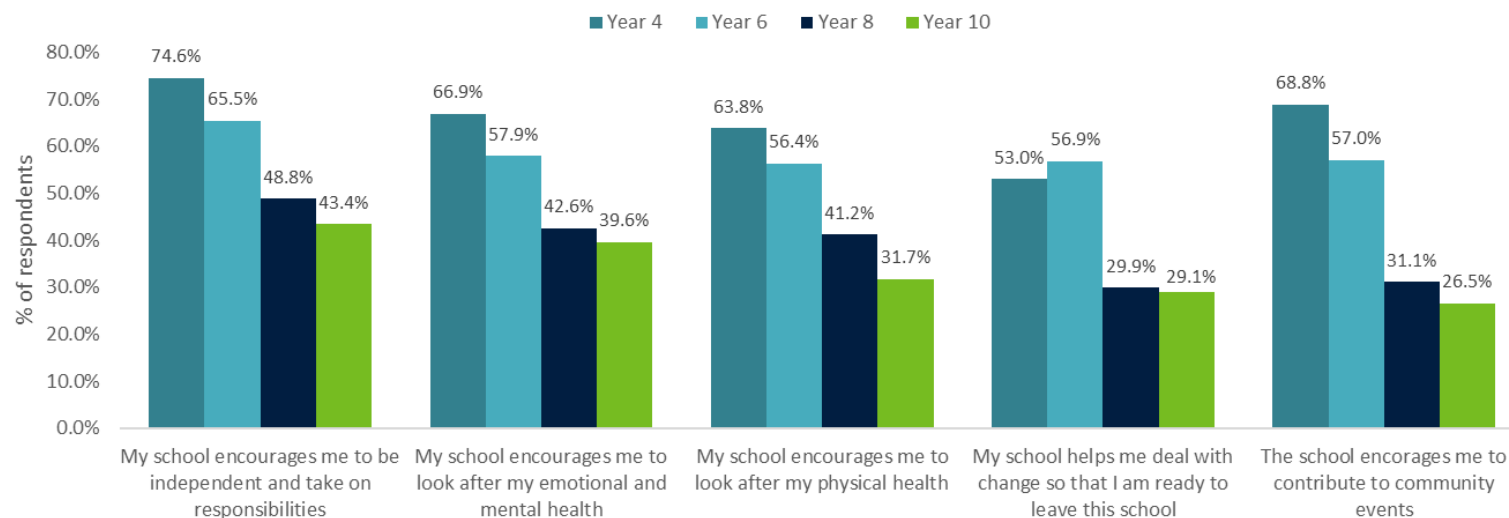


The behaviour of other pupils in lessons good



Primary pupils felt that their school was more encouraging than those in secondary schools.

Pupils were asked a series of questions about their school experience - responses from those who agreed with each statement.



Somerset Schools Health and Wellbeing Survey

Lifestyle: readiness to learn

- Basic needs
- Sleep and physical activity
- Substance misuse



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Lifestyle: Readiness to Learn – Basic Needs

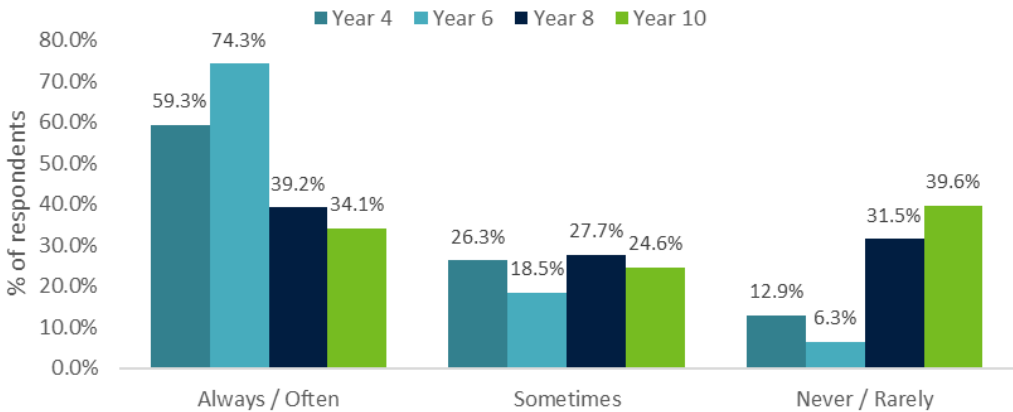
A pupil's readiness to learn when they attend school can be impacted by things they are worrying about or experiences in school. Worries about friendships, safety, low self-esteem, physical distractions like hunger, thirst, tiredness, and needing the toilet can all sidetrack students.

Adequate hydration, food and brief breaks for physical activity in addition to decent toilets when the need arises all contribute to pupils' physical and mental health, helping them stay focused and energised and receptive to curriculum teaching.

- **Older pupils were less likely to eat breakfast** before arriving at school, 21.0% of pupils in year 10 had not eaten breakfast on any day in the last week, compared to 2.1% of pupils in year 2.
- Food poverty is felt across the age groups where for some pupils the **only meal of the day** is the one meal that they eat at school.
- At least **one half of all pupils in all years ate fruit and vegetables** at least once day.
- Approximately **2/5 of all pupils ate sweets, chocolate, crisps or fizzy drinks at least once a day**.
- Most **primary age pupils were able to access and drink water** during lessons if they needed to (59.3% year 4, 74.3% year 6).
- The proportion who 'never / rarely' had access to water increased with age, **31.5% of year 8 and 39.6% of year 10 did not have access to and were not able to drink water when needed**.
- Almost **three quarters** (73.8% year 8 and 72.3%) of **secondary pupils** were **not allowed to use the toilet in lesson time** if they needed to go. They were also more likely to find the toilets unclean than those in primary school (63.3% year 8 and 66.1% year 10).

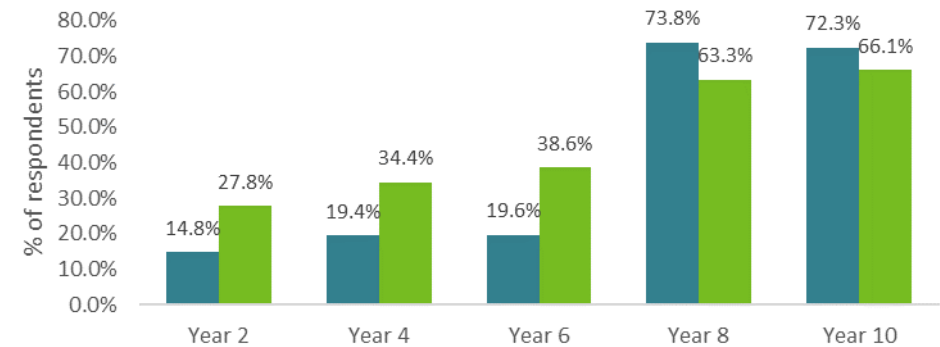
Secondary school pupils are less likely to have access to and be able to drink water during lessons.

Are you able to access and drink water during lesson time if you need to?



Pupils in secondary school were less able to go to the toilet in lesson time if needed, they were were also more likely to find the toilets unclean.

■ Are you allowed to go to the toilet in lesson time if you need to go? (No)
■ How clean do you think the toilets at school are? (unclean / very unclean)



1/5

of pupils in year 10 did not eat breakfast on any day.



1/2

At least ½ of all pupils ate fruit and vegetables at least once every day.



2/5

Approximately 2/5 of all pupils ate sweets, chocolate, crisps or fizzy drinks at least once a day everyday.

Lifestyle: Readiness to learn – Sleep and Physical Activity

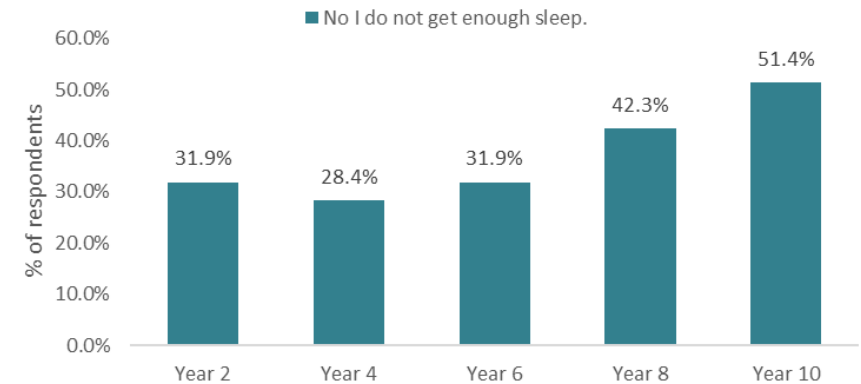
Achieving an adequate amount of sleep is key to healthy development. A lack of quality sleep can impact on a child or young person's ability to concentrate, reducing learning opportunities and ability manage themselves in a classroom situation.

Brief breaks for physical activity contribute to pupils' physical and mental health, helping them stay focused and energised and receptive to curriculum teaching.

- Pupils across all year groups reported **not getting enough sleep** for them to feel awake and to be able to concentrate on their schoolwork.
- **One half (51.4%) of year 10 pupils did not get enough sleep**, which was impacting on their ability to concentrate on schoolwork.
- **Most pupils are active on more than 3 days every week** for more than 1 hour. Activity levels decline with age, however 72.3% of students in year 10 remain physically active on more than 3 days a week.
- Several **barriers to physical activity** were highlighted in the survey. A lack of **confidence** in physical activity increased with age (18.4% of pupils in year 8 and 18.8% of pupils in year 10) in addition to pupils **not feeling comfortable about how they look** (18.5% of year 8 and 19.8% of year 10 pupils) was given as a barrier to physical activity.
- A **lack of time for physical activity** was the primary barrier for pupils across the age groups increasing with age. In year 8 (21.3%) and year 10 (27.8%) did not have enough time for physical activity.
- Approximately ½ of secondary pupils spend more than 4 hours a day on a screen device (49.9% year 8 and 55.5% year 10). One quarter were spending **more than 6 hours a day on a screen device** (year 8 23.5% and 26.5% of year 10).

3 in 10 primary pupils do not get enough sleep to feel awake and concentrate on school work. This increases to in 1 in 2 pupils in year 10.

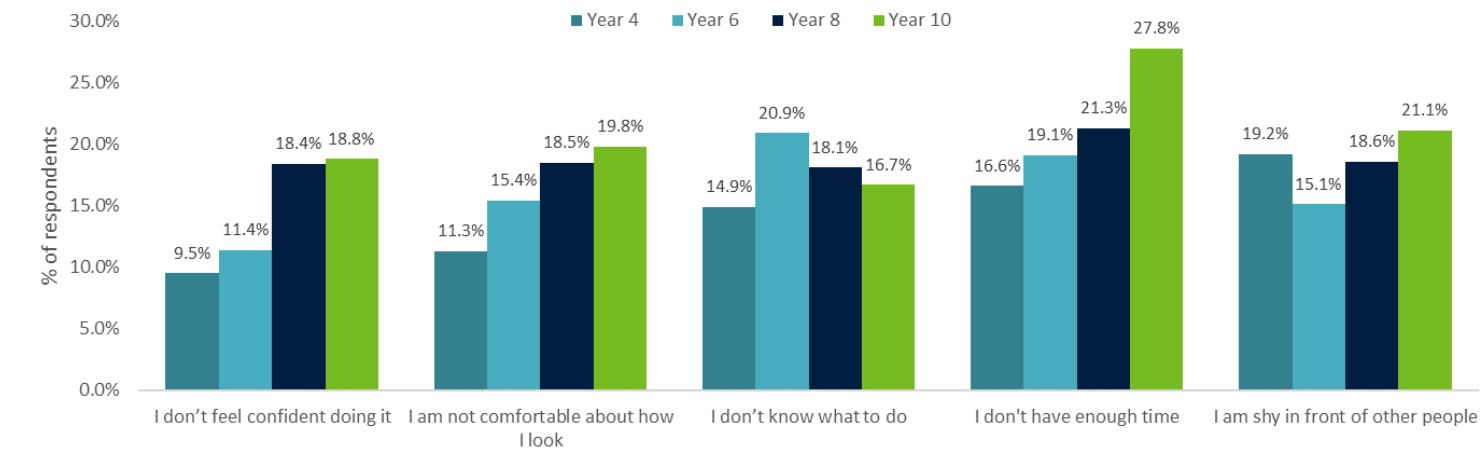
Is the amount of sleep you normally get enough for you to feel awake and concentrate on your school work?



Most pupils are active on at least 3 days a week. However, activity levels slightly decrease with age with more than 8 in 10 primary age pupils being active for more than 3 days a week. This decreases to 7 in 10 pupils by year 10

The main barriers to physical activity among pupils in both primary and secondary school was a lack of time and confidence both in themselves and with other people.

Students were asked about the main barriers to physical activity which stopped them taking part in activities.



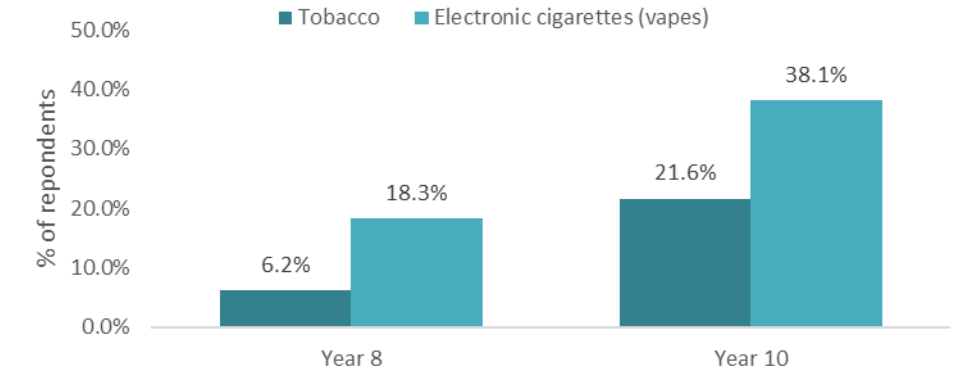
Lifestyle: Readiness to learn – Substance Use

Nationally there has been a decrease in number of school children taking drugs and smoking cigarettes but a rise in vaping. Vaping is defined as 'the action of inhaling and exhaling vapour containing nicotine and flavouring created by an electronic cigarette (e-cigarette) or other vaping device.' Vaping is not completely harmless and is only recommended for adult smokers, to support quitting smoking and staying 'quit'.

- **Most secondary school pupils have never smoked tobacco** (88.9% of year 8 and 74.2% year 10), however a **smaller proportion have never tried electronic cigarettes (vapes)**. Just over ½ of year 10 pupils (57.2%) and ¾ of year 8 pupils (74.2%) have never tried electronic cigarettes.
- **Students were more likely to have tried electronic cigarettes than tobacco**, in year 8 6.2% had tried tobacco compared to 18.3% who had tried vapes. In year 10, 21.6% had tried tobacco compared to 38.1% who had tried vapes.
- Pupils who smoked tobacco and vapes were most likely to have only tried a couple of times. However, **1 in 10 year 10 pupils use electronic cigarettes more than once a week.**
- **Pupils in secondary school were more likely to have friends who used electronic cigarettes than who smoked tobacco.** In year 8, 15.6% of pupils had friends who smoked tobacco and 32.9% had friends who used electronic cigarettes. In year 10, 33.1% had friends who smoke tobacco, and 49.4% had friends who used electronic cigarettes.
- **More than half of pupils in year 10 had tried alcohol** (61.7%) ,the majority of those who drink alcohol had done so only a few times a year.
- **One quarter (25.1%) of year 10 pupils who drink alcohol do so with the intention of 'becoming intoxicated or drunk to the point of losing control'.**

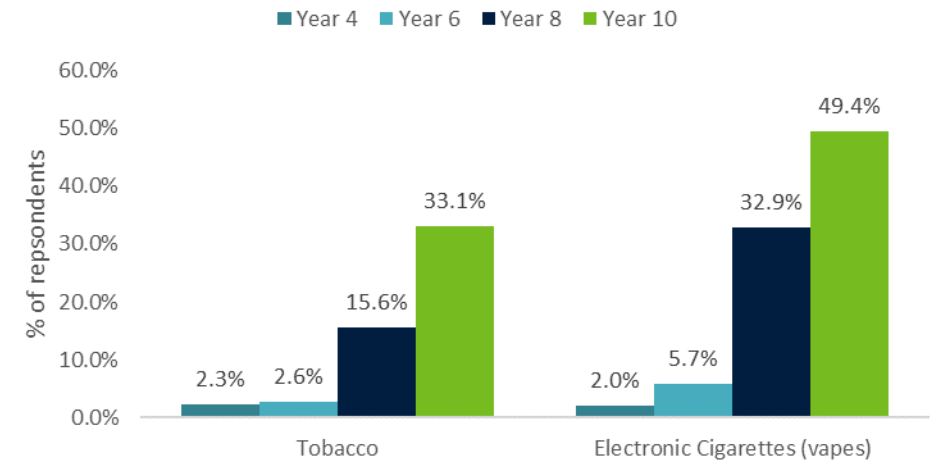
Students were more likely to have tried electronic cigarettes (vapes) than tobacco.

Secondary pupils were asked about their smoking status. Responses from all who had currently smoke to have tried smoking tobacco and vapes. .



Older pupils were more likely to have friends their own age who smoke and vape than younger pupils

Pupils were asked about the smoking status of people close to them.



1 in 10
year 10 pupils use electronic cigarettes regularly (once a week or more).

1/2
of pupils in year 10 had friends who used electronic cigarettes (vapes).



1 in 4
pupils in year 10 who drink alcohol do so with the intention of becoming intoxicated or drunk to the point of losing control.



For more information about the Somerset Wellbeing Framework please email SWF@somerset.gov.uk

For more information about the Somerset Schools Health and Wellbeing Survey please email schoolsurvey@somerset.gov.uk

