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# Report on the Have Your Say Survey, 2010

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## Introduction

The Have Your Say questionnaires were developed in 2009 as part of consultation activities to evaluate services provided to children and young people by the Essex Children’s Trust. They were completed between February and October 2010 and included targeted groups of Traveller children and looked after children, plus a range of pupils in primary schools, secondary schools and FE colleges.

In total, 724 children and young people answered the Have Your Say questionnaires during 2010, of whom 185 were at primary school, 256 at secondary school and 283 at FE college.

The total number of respondents who are looked after or who have special needs is sufficient to be able to analyse these two groups in comparison to all respondents. It is also possible to look qualitatively at the findings for young carers and primary pupils from a Traveller of Irish heritage background, although some caution must be taken in interpreting the results.

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## Executive summary

The main conclusions to be drawn from this analysis are as follows:

- Most respondents rated doctors and nurses as helpful in keeping them healthy, but the proportion who have not seen a health professional in the last year rises with age, and more boys than girls have not seen one.
- While almost all primary pupils rated sports and exercise opportunities/information on healthy food and drinks as good, secondary and FE students were less positive.
- A significant proportion of pupils in all education phases thought that information on substance misuse and sexual health/relationships is not good, or even not relevant.
- The proportion of secondary and FE students saying that teachers make them feel safe is considerably lower than for primary pupils.
- The proportion of pupils saying they have been bullied at school falls according to age, with four in ten primary pupils saying this compared to two in ten secondary pupils and just one in ten FE students. Over one in ten of these are bullied every day and another three in ten are bullied a few times a week.
- Two in ten pupils said their school/college does not deal well with bullying.
- Just three quarters of secondary pupils said they feel able to do their best at school/college, compared to almost all primary pupils and FE students.
- Three quarters of pupils said that parents, whom national research shows are an important influence on the attainment of young people, help them to do well at school. Nearly nine in ten respondents said that teachers help them. The influence of friends is less than that of parents and teachers, with just two thirds saying they help them do well.
- Most of the students who have had experience of mentors, Connexions personal advisers and youth workers rated them positively, particularly mentors.
- Over seven in ten like the area where they live, with fewer than one in ten liking it 'not at all', although this figure was slightly higher for FE and secondary students than for primary pupils.
- The proportion belonging to a club/group falls considerably by education phase, with two thirds of primary pupils, over half of secondary pupils but just a quarter of FE students saying they do.
- A significant number of students wanted better information about what is available, more interesting clubs or groups, cheaper clubs or groups and more clubs or groups closer to where they live.
- Around eight in ten students said that parents and teachers/teaching staff have been helpful in the last year in helping them plan their future.
- Four in ten secondary pupils and nearly three in ten FE students have not seen either a careers adviser or a Connexions personal adviser, although the proportion does decline with age. However, those who had seen one generally rated them as helpful in planning their future.
- Seven in ten students said that they know where to go for information and help on managing their money, going to college/university and getting a job/training but just four in ten know where to get help and information on claiming benefits and paying bills and just five in ten on getting somewhere to live.
- Few students have ever needed advice about housing or having somewhere to live.

The number of looked after children and pupils with special needs surveyed is robust enough to be able to analyse the specific findings for these vulnerable groups of young people. There is also a sufficient number of Traveller primary pupils and young carers to be able to make some qualitative observations about them compared to the whole sample.

**Looked after children** were more positive about the helpfulness of health professionals than the whole sample and more have seen one. More looked after children have seen a counsellor and they were more positive about their helpfulness. They were significantly more negative than the whole sample about how safe their parents make them feel, whether parents help them do well at school and how helpful parents have been in the last year in helping them plan their future. However, most said that foster carers make them feel safe, help them do well at school and have helped them plan for the future. A higher proportion of looked after children said this about teachers/school staff than the whole sample.

There is little difference between looked after children and all pupils in terms of whether they have been bullied in school in the last year, and if so how often. However, significantly more looked after children said that their school deals well with bullying than all pupils. A higher percentage of looked after children like the area where they live 'a lot' and slightly more said that they belong to a club/group.

More looked after children than the whole sample said that they know where to go to get help and information on managing money. However, fewer said they know where to go for help and information on all of the other issues asked about, with significantly fewer knowing where to get help/information on going to college/university or getting a job/training.

**Pupils with special needs** were more likely to rate all of the professionals as having been helpful in keeping them healthy in the last year than all pupils. Three in ten pupils with special needs have been bullied in school in the last year, compared to two in ten of all pupils: of those who had been bullied, significantly more pupils with special needs were bullied every day than all pupils. There were few other differences with the whole sample.

**Traveller children** were more likely to say that doctors and nurses have been 'very helpful' in keeping them healthy in the last year than all primary pupils. They appeared more likely to say their parents, other family members and friends make them feel safe. Although the same proportion of Traveller children said they have been bullied in school in the last year, twice the proportion (six in ten) said they had been bullied outside school. Traveller children were more likely than all primary pupils to say that parents, other family and friends help them do well at school. Fewer than four in ten Traveller children said that they belong to a club/group, compared to over six in ten of all primary pupils. There were few other differences with the whole sample.

More **young carers** said they have been bullied in school than the whole sample, but there were few differences in the frequency of bullying or their rating of how well their school deals with bullying. Young carers appeared to be more positive than all secondary pupils about how helpful parents have been in the last year in helping them

plan their future. There was little difference in terms of how helpful teachers have been, but fewer appear to have seen careers advisers in school and Connexions personal advisers. It appears as though fewer young carers than all secondary pupils know where to go for help/information on managing money, claiming benefits, paying bills and getting a flat/somewhere to live.

## 1. Help in keeping healthy

Respondents were asked how helpful certain professionals had been in the last year in keeping them healthy. The majority rated doctors, nurses and hospital doctors as helpful, although two in ten had not seen a doctor in the last year, four in ten had not seen a nurse and half had not seen a hospital doctor. The proportion of respondents saying they have not seen one of these health professionals in the last year rises with their age, and more boys than girls said they have not seen one. Girls were more likely than boys to rate doctors and nurses as helpful. The majority of respondents also rated school nurses as helpful, although over half have not seen one in the last year – rising from 35% of primary pupils to 72% of FE students.

<b>Doctor</b>	<b>Very helpful</b>	<b>Quite helpful</b>	<b>Not very helpful</b>	<b>Not helpful</b>	<b>I have not seen this person</b>
Primary	54.4%	27.5%	2.3%	1.2%	14.6%
Secondary	35.3%	38.6%	6.2%	3.7%	16.2%
FE	26.9%	40.7%	7.4%	2.8%	22.2%
Total	37.6%	36.3%	5.6%	2.7%	17.8%

<b>Nurse</b>	<b>Very helpful</b>	<b>Quite helpful</b>	<b>Not very helpful</b>	<b>Not helpful</b>	<b>I have not seen this person</b>
Primary	44.2%	19.8%	4.7%	1.7%	29.7%
Secondary	21.3%	32.6%	5.4%	1.7%	38.9%
FE	15.9%	31.7%	5.8%	1.9%	44.7%
Total	25.8%	28.8%	5.3%	1.8%	38.3%

Just 14% of respondents had not seen a dentist in the last year (7% of primary pupils and 16% of both secondary and FE students) and the majority rated them as helpful in keeping them healthy. The majority rated chemists as helpful, although four in ten had not seen one in the last year.

Three quarters of respondents had not seen a counsellor in the last year (with similar numbers across all phases of education) but of those who had seen them most rated them as helpful. 92% of secondary and FE students had not seen an adolescent mental health worker or a drug and alcohol misuse worker in the last year. 74% had not seen a sexual health worker and 82% had not seen a health worker at a drop in

clinic. For all of these professionals, the numbers rating them are too small to be able to report on but generally most rated them as helpful.

## 2. Opportunities and information for healthy living

Almost all primary pupils thought that the sports and exercise opportunities in school are good. Secondary and FE students were less positive, with around two in ten rating them as not good. Two in ten FE students said that the opportunities are not relevant to them and one in ten secondary pupils said the same. Boys were more positive about sport and exercise opportunities than girls.

<b>What do you think of sports and exercise opportunities in school or college?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
Primary	69.4%	26.7%	1.7%	2.2%	n/a
Secondary	36.8%	35.1%	12.8%	4.5%	10.7%
FE	17.8%	38.6%	11.9%	7.4%	24.3%
Total	40.1%	33.8%	9.3%	4.8%	12.0%

<b>What do you think of sports and exercise opportunities outside of school or college?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
Primary	65.1%	26.9%	5.7%	2.3%	n/a
Secondary	34.6%	36.2%	11.5%	6.2%	11.5%
FE	31.1%	37.4%	8.3%	7.3%	16.0%
Total	42.0%	34.0%	8.8%	5.4%	9.8%

Most primary pupils thought the information on healthy food and drinks in school is good, although they were slightly less positive about information outside of school. Two in ten secondary pupils thought the information inside and outside of schools is not good (plus one in ten think it is not relevant) while two in ten FE students rated the information in college as not good and three in ten rated the information outside of college as not good (plus nearly one in ten thought it is not relevant). Boys were slightly more positive than girls about the information on healthy food and drinks.

<b>What do you think of information on healthy food and drinks in school or college?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
Primary	69.7%	22.3%	5.7%	2.3%	n/a
Secondary	30.2%	40.1%	14.9%	5.8%	9.1%
FE	19.2%	51.9%	16.3%	3.4%	9.1%
Total	37.6%	39.0%	12.8%	4.0%	6.6%

<b>What do you think of information on healthy food and drinks outside of school or college?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
Primary	58.8%	28.8%	10.0%	2.4%	n/a
Secondary	27.9%	40.0%	14.6%	7.5%	10.0%
FE	18.3%	45.0%	18.3%	10.4%	7.9%
Total	33.3%	38.6%	14.5%	7.0%	6.5%

Between three and four in ten primary pupils thought the information on what smoking cigarettes and drinking alcohol does to their health – provided inside and outside of school - is not good. There was little difference between the views of boys and girls.

<b>Primary only</b>	Very good	Quite good	Not very good	Not good
Smoking and health – in school	48.1%	15.4%	13.0%	23.5%
Smoking and health - outside school	50.3%	21.7%	9.9%	18.0%
Alcohol and health – in school	48.1%	16.9%	10.4%	24.7%
Alcohol and health - outside school	48.1%	27.2%	7.6%	17.1%

Around two in ten secondary and FE students thought that the information on substance misuse – both in and out of school/college) is not good, and up to another two in ten thought it is not relevant. There was little difference in the views by gender.

<b>What do you think of the information on smoking, alcohol and drug misuse in school or college?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
Secondary	39.2%	32.4%	9.9%	5.0%	13.5%
FE	20.0%	45.7%	14.3%	3.8%	16.2%
Total	29.9%	38.9%	12.0%	4.4%	14.8%

**What do you think of the information on smoking, alcohol and drug misuse outside of school or college?**

	Very good	Quite good	Not very good	Not good	Not relevant
Secondary	29.5%	36.8%	11.8%	4.5%	17.3%
FE	16.8%	37.6%	18.8%	9.9%	16.8%
Total	23.5%	37.2%	15.2%	7.1%	17.1%

A similar pattern can be seen in terms of the information on sexual health and relationships, where two in ten secondary and FE students thought it is not good and nearly two in ten thought it is not relevant. A higher proportion of boys than girls rated this information as not relevant and fewer boys thought that it is good (by up to ten percentage points).

**What do you think of the information on sexual health and relationships in school or college?**

	Very good	Quite good	Not very good	Not good	Not relevant
Secondary	32.0%	33.3%	12.8%	8.7%	13.2%
FE	24.2%	39.6%	15.9%	2.9%	17.4%
Total	28.2%	36.4%	14.3%	5.9%	15.3%

**What do you think of the information on sexual health and relationships outside of school or college?**

	Very good	Quite good	Not very good	Not good	Not relevant
Secondary	30.6%	33.8%	14.4%	5.4%	15.8%
FE	25.4%	36.3%	14.9%	5.0%	18.4%
Total	28.1%	35.0%	14.7%	5.2%	17.0%

### 3. Feeling safe

Respondents were asked how safe a range of different people make them feel. Most said that their parents make them feel safe – especially the primary pupils – but there were a few who do not say this. Most also said that friends make them feel safe. There was little difference by gender in terms of parents making them feel safe, but girls were more likely than boys to say that friends make them feel safe.

<b>Parents</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	85.7%	2.4%	4.8%	3.0%	4.2%
Secondary	66.7%	12.5%	7.1%	6.7%	7.1%
FE	71.2%	11.2%	8.4%	2.3%	7.0%
Total	73.4%	9.3%	6.9%	4.2%	6.3%

<b>Friends</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	56.2%	30.3%	7.9%	2.2%	3.4%
Secondary	52.9%	34.0%	9.7%	1.7%	1.7%
FE	37.1%	38.1%	17.6%	1.9%	5.2%
Total	48.6%	34.3%	11.8%	1.9%	3.4%

While almost all of the primary pupils said that teachers make them feel safe either 'a lot' or 'quite a lot', the proportion of secondary and FE students saying this was considerably lower. A similar pattern was seen for police officers, with a significant proportion of secondary and FE students responding 'not relevant'. Girls were slightly more likely than boys to say that teachers and police officers make them feel safe.

<b>Teachers</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	72.6%	17.3%	8.4%	0.0%	1.7%
Secondary	29.7%	32.2%	20.3%	5.1%	12.7%
FE	17.5%	44.5%	27.0%	2.8%	8.1%
Total	37.9%	32.1%	19.2%	2.9%	8.0%

<b>Police officers</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	66.5%	13.9%	7.5%	4.0%	8.1%
Secondary	29.4%	19.7%	18.1%	12.2%	20.6%
FE	14.8%	22.9%	18.6%	12.4%	31.4%
Total	34.8%	19.2%	15.3%	10.0%	20.8%

#### 4. Bullying

Two in ten of all respondents said that they have been bullied at school in the last year. However, the proportion falls according to age, with four in ten primary pupils saying this compared to two in ten secondary pupils and just one in ten FE students. Just over one in ten respondents have been bullied outside of school in the last year, again with the proportion declining with age. There were no significant differences by gender.

	<b>Bullied at school</b>			<b>Bullied outside school</b>		
	No	Yes	Not relevant	No	Yes	Not relevant
Primary	59.8%	40.2%	n/a	73.7%	26.3%	n/a
Secondary	70.7%	20.7%	8.7%	81.0%	10.5%	8.4%
FE	83.9%	9.5%	6.6%	87.8%	5.6%	6.6%
Total	72.1%	22.3%	5.6%	81.1%	13.4%	5.5%

The proportion of pupils saying they have been bullied is very similar to the 38% of primary and 18% of secondary pupils in the SHEU survey who said they are afraid to go to school because of bullying at least sometimes.

Over one in ten of those who have been bullied in the last year said they are bullied every day while another three in ten said they are bullied a few times a week. Although it appears that more FE students are bullied every day than primary pupils, the number of FE students answering this question is small (as few of them are bullied) so that caution should be used in interpreting the figures in this way. Again, there were no significant differences by gender.

	Every day	Few times a week	Few times a month	Few times a year
Primary	13.4%	36.1%	18.6%	32.0%
Secondary	14.8%	32.1%	19.8%	33.3%
FE	17.9%	35.9%	17.9%	28.2%
Total	14.7%	34.6%	18.9%	31.8%

When asked about their experiences of bullying, a range of things were mentioned. Pupils have mostly experienced name calling or physical attacks (eg being kicked, punched or pushed over), although there were fewer secondary pupils reporting physical abuse than primary pupils and few comments made by FE students. However, a few have also been bullied by friends when they fall out. A number of respondents said they are no longer bullied as they have moved school – sometimes this is due to moving up to secondary school or college but for others it would appear they have had to move to another school in the same education phase.

“Sometimes I get kikt [kicked] on the leg. Sometimes I get could [called] name like you’re a pig, you’re stupid.” (primary pupil)

“Children at the school normally pushing me and calling me rude names like stinky and smelly, bottom head, pea brain, and also kicking and punching. It really hurts!!!” (primary pupil)

“Rumours were spread which hurt my feelings but I ignored it and my friends helped me feel better.” (secondary pupil)

“I am alternative, therefore 'name calling' is often.” (secondary pupil)

When asked how well their school/college deals with bullying, six in ten respondents said that they deal with it well. However, two in ten said that their school/college does not deal well with bullying with slightly more secondary pupils saying this and fewer FE students. There were no significant differences by gender.

	Very well	Quite well	Not very well	Not well	Don't know
Primary	43.2%	30.7%	11.4%	8.5%	6.3%
Secondary	29.2%	29.2%	15.7%	14.0%	11.9%
FE	26.2%	41.5%	7.7%	4.9%	19.7%
Total	32.4%	33.4%	11.9%	9.6%	12.6%

A number of comments were made by those who do not feel their school deals well with bullying, mainly about whether their school was prepared to tackle the issue:

“I was a victim, but the case was not taken care of and I was made to be left out and drop out of that year group to repeat a year.” (secondary pupil)

“Teachers have no actual power therefore students take the matter into their own hands = gang culture.” (secondary pupil)

The proportions saying their school/college deals well with bullying are higher (particularly for secondary pupils) than those in the SHEU survey, which does have a more robust sample although it does not include FE students.

## 5. Achieving at school or college

When asked if they feel able to do their best at school or college, almost all primary pupils and FE students said that they do. However, just three quarters of secondary pupils said they feel able to do their best. There was no difference by gender.

	No	Yes	Not relevant
Primary	6.2%	93.8%	n/a
Secondary	16.0%	75.8%	8.2%
FE	2.8%	95.8%	1.4%
Total	8.8%	87.5%	3.6%

The main reasons given for not doing their best are about not getting enough help or support (including some pupils with particular learning needs) or the disruptive effect of other pupils. A number of respondents said they are bored in lessons.

“I need help with my work. Staying at my work and not forgetting. I play with the wrong children and get into trouble.” (primary pupil)

“Various difficulties in keeping concentration and feeling aggressive toward particular staff.” (secondary pupil)

“Other students/pupils being disruptive which means the teachers attention is more focused towards unruly students and not those who need help or a little push in the right direction.” (secondary pupil)

“Lazy - Did not bother with schoolwork until high school, never relised.” (secondary pupil)

The majority of primary pupils and FE students said that they have somewhere good to do their homework, but again three quarters of secondary pupils said they do not. The two findings are not correlated as most of the secondary pupils who said they do not feel able to do their best at school do have somewhere to do their homework. There was no difference between the two genders.

	No	Yes	Not relevant
Primary	5.6%	94.4%	n/a
Secondary	7.9%	73.8%	18.3%
FE	4.7%	93.4%	1.9%
Total	6.2%	86.2%	7.6%

Most of the comments made about why pupils do not have somewhere good to do their homework were about lack of space or privacy at home. A number of secondary pupils also said that they do not get homework.

“I live in a 1 bedroom flat with my mum, dad and baby sister, it is very cramped and I don’t have anywhere to have quiet time or any room.” (primary pupil)

“Not quiet at home and not own space.” (secondary pupil)

“Where I live is very noisy.” (FE student)

Respondents were asked whether a range of people help them do well at school or college. Three quarters said that parents, whom national research shows are an important influence on the attainment of young people, help them ‘a lot’ or ‘quite a lot’ and just 6% said that they do not. Girls were slightly more positive about help from parents than boys. Nearly nine in ten respondents said that teachers help them ‘a lot’ or ‘quite a lot’ and seven in ten said that teaching assistants help (this is nine in ten of primary pupils, perhaps reflecting that they are more widely used in primary schools). There was little difference by gender in terms of the help from teachers and teaching assistants. The influence of friends is less than that of parents and teachers, with just two thirds saying they help them do well ‘a lot’ or ‘quite a lot’. Girls were significantly more likely than boys (by nearly 20 percentage points) to say that friends help ‘a lot’ or ‘quite a lot’. Boyfriends or girlfriends are not relevant to half of the secondary and FE students in terms of this question, but most were positive about their help.

<b>Parents</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	69.8%	16.0%	4.3%	5.6%	4.3%
Secondary	46.4%	21.5%	11.0%	8.0%	13.1%
FE	62.1%	16.8%	9.8%	3.7%	7.5%
Total	58.1%	18.4%	8.8%	5.9%	8.8%

<b>Teachers</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	85.3%	9.6%	4.5%	0.0%	0.6%
Secondary	53.9%	24.5%	11.2%	2.9%	7.5%
FE	50.7%	37.9%	6.6%	0.5%	4.3%
Total	61.7%	24.8%	7.8%	1.3%	4.5%

Friends					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
Primary	55.1%	21.0%	13.8%	7.8%	2.4%
Secondary	35.1%	28.0%	18.8%	9.2%	8.8%
FE	26.7%	31.1%	27.2%	7.3%	7.8%
Total	37.7%	27.1%	20.3%	8.2%	6.7%

Although over half of the secondary and FE students said that mentors, Connexions Personal Advisers and youth workers are not relevant to them, the majority of those who have had experience of these professionals rated them positively – particularly mentors, with girls being more positive about mentors than boys.

## 6. Leisure activities

When asked how much they like the area where they live, over seven in ten respondents said they like it 'a lot' or 'quite a lot'. Fewer than one in ten liked it 'not at all', although this figure was slightly higher for FE and secondary students than for primary pupils. There were no differences by gender.

	A lot	Quite a lot	A little	Not at all
Primary	63.3%	23.9%	10.0%	2.8%
Secondary	34.3%	32.7%	25.7%	7.3%
FE	25.8%	40.8%	23.9%	9.4%
Total	39.7%	32.9%	20.7%	6.7%

Most comments on where they live made by primary pupils were positive about the area, mostly because it is where their friends and family are and has a park or playground nearby. The negative comments were about rubbish and graffiti in existing facilities or the lack of facilities nearby.

"I like the area I live because I know some people and there is a good park and I also have family in the area."

"Not a lot of things to do. Some parks are very untidy and messy."

"Although I can have friends to play safely at my house, there is nowhere outside of my home I can play. There are no accessible play facilities anywhere locally."

Secondary and FE students made more negative comments than positive ones about where they live. The main negative issue was that they are bored as there is nothing to do, especially when they are not near friends. The other main negatives were the

amount of crime or anti-social behaviour in the area, that the area is run down or that it is too isolated/rural with little transport.

“Nothing for us teenagers to do when not in school.” (secondary pupil)

“It’s associated with being a 'trampy' place to live.” (secondary pupil)

“Not much to do... so have to pay travel to go to better places.” (secondary pupil)

“It’s full of teenagers drinking and doing drugs.” (FE student)

“My area is boring and not a lot to do for my age group.” (FE student)

The positive comments made by young people were about the area they live in being safe and quiet, having good facilities or good transport links, and being close to friends and family.

“It’s quiet but good transport links if I do want to go out.” (secondary pupil)

“Quiet, not much violence.” (FE student)

“Because it’s a good place to hang out.” (FE student)

Almost all primary pupils and the majority of secondary and FE students said that they have a safe place in school to meet and be with friends, although boys were slightly less likely to say this than girls. A similar pattern was seen for having somewhere safe to meet friends outside of school and at weekends/holidays, although the percentages are slightly smaller.

When asked if they belong to any clubs or groups outside of school, college or work, around a half of all respondents said that they do. However, the proportion falls considerably by education phase with two thirds of primary pupils and over half of secondary pupils but just a quarter of FE students saying that they belong to a club or group. Boys were 13 percentage points more likely to say they belong to a club or group than girls.

	No	Yes	Not relevant
Primary	34.8%	65.2%	n/a
Secondary	33.5%	57.0%	9.5%
FE	64.9%	25.6%	9.5%
Total	44.4%	48.8%	6.8%

Secondary and FE students were also asked what might help if they would like to belong to more or different clubs outside of school. Between six and seven in ten wanted better information about what is available, more interesting clubs or groups, cheaper clubs or groups and more clubs or groups closer to where they live. Around five in ten wanted better public transport so they can get to clubs or groups. Slightly more secondary pupils wanted all of these things than FE students. The main differences by gender were that more girls than boys wanted cheaper clubs/groups and that more boys than girls wanted better public transport.

	Better information about what clubs/groups are available	More interesting clubs/groups	Cheaper clubs/groups	Better public transport so I can get to clubs/groups	More clubs/groups closer to where I live
Secondary	67.9%	66.0%	64.1%	52.6%	62.8%
FE	56.3%	57.8%	53.9%	42.2%	56.3%
Total	62.7%	62.3%	59.5%	47.9%	59.9%

Seven in ten respondents felt that it is 'very' or 'quite' easy for them to do voluntary work. However, a third of primary pupils answered 'don't know' to this question. There were no differences between the genders for this question.

	Very easy	Quite easy	Quite difficult	Difficult
Primary	32.0%	22.5%	5.3%	7.7%
Secondary	36.5%	37.3%	12.0%	13.3%
FE	19.6%	51.3%	19.1%	10.1%
Total	29.6%	37.8%	12.5%	10.6%

[The percentages above do not add up to 100% as there was also an option of don't know or not relevant.]

The main reason given why primary pupils do not volunteer is that they are too young. For secondary and FE students the reasons are more varied, but the main ones are the lack of information about opportunities, the lack of time and that they are too young. Some students were honest in that they do not want to volunteer, are too lazy or that they do not want to work for no money. For some young parents and young carers it is the fact that they are caring "24/7".

"I am not aware of any volunteering schemes I can join." (secondary pupil)

"There is not enough information given out to know what voluntary work is available to do." (FE student)

"But I have signed up for voluntary work. It is difficult as I am currently juggling work + college + home-work." (FE student)

"Because you can hardly do it or get one and you don't get paid. Where you should for using your time." (secondary pupil)

## 7. Planning for the future

These questions were only asked of the secondary and FE students.

Respondents were asked how helpful a range of people have been in the last year in helping them plan their future. Over eight in ten students said that parents are 'very' or 'quite' helpful and nearly eight in ten said the same about teachers/teaching staff. There were no significant differences by gender.

<b>Parents</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
Secondary	55.9%	24.4%	6.1%	8.0%	5.6%
FE	66.7%	23.3%	2.4%	3.8%	3.8%
Total	61.2%	23.9%	4.3%	5.9%	4.7%

[NB: Most of the respondents saying they have not seen parents are those who are/were in care.]

<b>Teachers or teaching staff</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
Secondary	33.2%	41.0%	10.1%	3.7%	12.0%
FE	25.7%	55.8%	7.8%	2.9%	7.8%
Total	29.6%	48.2%	9.0%	3.3%	9.9%

Four in ten secondary pupils and nearly three in ten FE students have not seen either a careers adviser or a Connexions personal adviser. Few secondary pupils aged 12-13 have seen a careers adviser compared to six in ten of those aged 14-15 who have seen one and seven in ten of those aged over 17. A similar pattern can be seen for Connexions personal advisers, although with a lower proportion of younger pupils saying they have seen one.

Students who have seen a careers or Connexions adviser generally rated them as helpful in planning their future, although over 10% rated them as not helpful. There were no differences by gender.

<b>Careers adviser in school/college</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
Secondary	21.6%	21.1%	7.0%	8.5%	41.8%
FE	20.9%	41.3%	7.8%	2.9%	27.2%
Total	21.2%	31.0%	7.4%	5.7%	34.6%

<b>Connexions personal adviser</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
Secondary	16.5%	16.0%	4.7%	5.2%	57.5%
FE	10.3%	16.2%	7.8%	4.4%	61.3%
Total	13.5%	16.1%	6.3%	4.8%	59.4%

Eight in ten secondary pupils and five in ten FE students have not seen a college worker, but almost all of those who have rated them as helpful in planning their future. Nine in ten of both have not seen a university worker in the last year. Five in ten secondary pupils and nine in ten FE students have not seen a youth worker, but almost all of the secondary pupils who have seen one rated them as helpful.

## 8. Help and information

When asked if they know where to go to get help and information on a range of issues, seven in ten said that they do for managing their money, going to college/university and getting a job/training. However, just four in ten know where to get help and information on claiming benefits and paying bills and just five in ten on getting somewhere to live. A higher percentage of FE students than secondary pupils knew where to get help and information on all these issues, perhaps reflecting the higher age range of the cohort. Some 8-9% fewer girls than boys said that they knew where to get help and information on managing money, claiming benefits and paying bills, but there was little difference between the genders for the other issues.

	Managing your money	Claiming benefits	Paying bills	Going to college or university	Getting a job or training	Getting a flat/somewhere to live
Secondary	65.5%	38.0%	36.1%	68.6%	70.2%	43.8%
FE	71.6%	50.2%	49.3%	83.1%	74.4%	53.4%
Total	68.4%	43.9%	42.5%	75.6%	72.2%	48.5%

Just over one in ten secondary and FE students said that they have ever needed advice about housing or having somewhere to live. The numbers therefore rating the advice provided are too small for robust analysis, but it would appear that the students mostly found it helpful.

	No	Yes	Not relevant
Secondary	55.5%	13.2%	31.4%
FE	66.7%	11.9%	21.4%
Total	60.9%	12.6%	26.5%

	Very helpful	Quite helpful	Not very helpful	Not helpful	Not relevant
Secondary	5.8%	12.0%	4.7%	2.1%	75.4%
FE	10.3%	14.5%	3.0%	3.6%	68.5%
Total	7.9%	13.2%	3.9%	2.8%	72.2%

## 9. Other comments

A number of comments were made that do not necessarily fit into the sections above, so they are repeated verbatim here.

“What would be done about the problems I have written down in the booklet? Will this be able to convince my mum and dad to let me play at the park with my friends after school, only on some days.” (primary pupil)

“I think it is a great booklet, especially bringing up the bullying and homework and safety. I think this is a great way for people to say what they need to say. And they have you to help about it or change something.” (primary pupil)

“Please give some extra time to those children who don’t no [know] English or those children who can't read the book properly so I want that my daughter get some extra time or extra help from teachers.” (primary pupil)

“I would love my son to be involved in more clubs however due to his needs there are few areas that will involve him. He was excluded at cubs and I have to pay for private tuition just to help him on a 1 on 1 basis which is costly.” (primary pupil parent)

“I have been to many events put on by Social Services: I loved the Royal Opera House and the Beach hut days in the summer. I also enjoy Danbury outdoors and lively Training.” (secondary pupil)

“I like the idea on the next page, about the 'email agony aunt'. I think it would be helpful and useful. Things that I have marked 'not relevant', I can ask my carer about if I want to know.” (secondary pupil)

“Stop wasting money on these surveys and do some work !!! Ps more young people jobs.” (secondary pupil)

“MORE Apprentiships in Basildon because there certain subject such as (catering) to get a good Apprentship you have to go all the way to London.” [unhappy face] (secondary pupil)

“More awarenes should be made of the Chelmsford Youth Council as it is the main conduit for young people voicing their problems, but little use is made of it.” (secondary pupil)

“I think in our school we need a waste food bin because so much food is thrown away. Also I think there should be recycling bins around the school and the high street where you could put in your rubbish paper and cans.” (secondary pupil)

## 10. Looked after children

106 respondents said that they are in care, or 15% of the total sample, which means that the figure is high enough to be able to analyse the findings for them. Half of the looked after children are primary pupils and half secondary pupils (fewer than five are FE students). Due to the very small number of looked after children in the FE phase of education, their findings are compared to those for primary and secondary pupils only, in order to reduce any distortions produced by the different responses by education phase and age range.

Looked after children were more positive about the helpfulness of doctors, nurses, school nurses and dentists than for the whole sample of respondents. Fewer looked after children had not seen a nurse, school nurse or dentist than for the whole sample (ie a higher percentage had presumably seen one) although the proportions not seeing a doctor were similar.

<b>Doctors</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
LAC	53.4%	27.2%	1.0%	1.0%	17.5%
Total	43.2%	34.0%	4.6%	2.7%	15.5%

<b>Nurses</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
LAC	45.1%	23.5%	2.0%	0.0%	29.4%
All pupils	30.9%	27.3%	5.1%	1.7%	35.0%

While fewer looked after children said they had not seen a counsellor (ie a higher percentage had presumably seen one), those who had seen one were more positive about their helpfulness than the whole sample. There was little statistical difference in the results for looked after children compared to the whole sample in terms of whether they have seen an adolescent mental health worker, drug and alcohol misuse worker, sexual health worker or health worker at a drop in clinic, and how helpful they are.

Looked after children were significantly more positive than the whole sample about sports and exercise opportunities inside and outside school.

<b>What do you think of sports and exercise opportunities in school?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
LAC	67.6%	24.8%	3.8%	1.9%	1.9%
All pupils	50.7%	31.5%	8.1%	3.6%	6.2%

<b>What do you think of sports and exercise opportunities outside school?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
LAC	62.7%	22.5%	2.0%	5.9%	6.9%
All pupils	47.4%	32.3%	9.1%	4.5%	6.7%

Looked after children also rated the information on healthy food and drinks (both inside and outside school) more positively than the whole sample.

<b>What do you think of information on healthy food and drinks in school?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
LAC	55.2%	32.4%	6.7%	2.9%	2.9%
All pupils	46.8%	32.6%	11.0%	4.3%	5.3%

<b>What do you think of information on healthy food and drinks outside school?</b>					
	Very good	Quite good	Not very good	Not good	Not relevant
LAC	65.0%	27.0%	3.0%	2.0%	3.0%
All pupils	40.7%	35.4%	12.7%	5.4%	5.9%

Although the numbers per question are small, it appears as though looked after children rated the information on substance misuse (both inside and outside school) more positively than the whole sample. However, their ratings of the information on sexual health and relationships were similar to those of the whole sample.

Perhaps not surprisingly, two in ten looked after children could not rate how safe their parents make them feel. Those who did rate their parents were significantly more negative than the whole sample, with 14% saying their parents make them feel safe 'not at all'. However, nearly nine in ten said that foster carers make them feel safe 'a lot'.

<b>Parents</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
LAC	46.2%	7.7%	13.2%	14.3%	18.7%
All pupils	74.5%	8.3%	6.1%	5.1%	5.9%

A significantly higher proportion of looked after children said that teachers/school staff make them feel safe than the whole sample.

<b>Teachers or school staff</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
LAC	60.2%	30.1%	6.8%	1.9%	1.0%
All pupils	48.2%	25.8%	15.2%	2.9%	8.0%

Six in ten looked after children said that social workers make them feel safe 'a lot' while a further two in ten said they make them feel safe 'quite a lot'. They were also more likely to rate police officers and fire officers as making them feel safe 'a lot' than the whole sample. There was little difference between looked after children and the whole sample in terms of how safe friends, other family and boyfriends/girlfriends make them feel.

Three in ten looked after children said they have been bullied in school in the last year, very close to the percentage of all pupils, while slightly fewer said they have been bullied outside school. Of those who have been bullied, around half said they are bullied 'a few times a week' or 'every day', close to the figures for the whole sample. Eight in ten looked after children said that their school deals 'very well' or 'quite well' with bullying, nearly 20 percentage points higher than the average for all pupils.

There was little difference between looked after children and the whole sample in terms of whether they do their best at school or not.

	No	Yes	Not relevant
LAC	17.1%	81.9%	1.0%
All pupils	11.9%	83.4%	4.8%

There was also little statistical difference for looked after children in the proportion saying they have somewhere good to do their homework.

	No	Yes	Not relevant
LAC	3.0%	94.1%	3.0%
All pupils	6.9%	82.5%	10.5%

Fewer looked after children said that parents help them do well at school – mainly since a quarter said parents were not relevant. However, eight in ten (81%) said that foster carers help ‘a lot’ and 13% said they help ‘quite a lot’. There was little difference between looked after children and the whole sample in terms of help from friends, boyfriends/girlfriends and other family.

<b>Parents</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
LAC	31.8%	13.6%	6.8%	22.7%	25.0%
All pupils	55.9%	19.3%	8.3%	7.0%	9.5%

A higher proportion of looked after children said that teachers help them do well at school than the whole sample.

<b>Teachers</b>					
	A lot	Quite a lot	A little	Not at all	Don't know/Not relevant
LAC	76.9%	16.3%	4.8%	1.9%	0.0%
All pupils	67.2%	18.2%	8.4%	1.7%	4.5%

Just over half said that social workers help them do well at school ‘a lot’ or ‘quite a lot’ while another quarter said they help them ‘a little’. Four in ten looked after children had not seen a mentor and six in ten had not seen a Connexions personal adviser or youth worker, but those who had seen one were generally positive.

A higher percentage of looked after children like the area where they live ‘a lot’ than the whole sample.

	A lot	Quite a lot	A little	Not at all
LAC	59.6%	28.8%	8.7%	2.9%
All pupils	46.6%	28.9%	19.1%	5.4%

However, some looked after young people do not like the fact that they are not near to their friends or family.

“Because it's not my family and I'm not with my mates and girlfriend.” (secondary pupil)

“The home don't give me enough chance to meet people and staff get on my nerves!” (secondary pupil)

A similar proportion of looked after children said that they have a safe place to meet and be with friends as the whole sample, both in and out of school and at weekends/holidays. Seven in ten looked after children said that they belong to a club or group,

compared to six in ten of the whole sample. In terms of what might help if they would like to belong to more or different clubs outside of school, more looked after children wanted better information about what clubs and groups are available, more interesting clubs/groups and more clubs and groups closer to where they live than the whole sample. Fewer wanted better public transport so they can get to clubs or groups. There was little difference in the proportions wanting cheaper clubs/groups.

There was little difference in the proportion of looked after children saying it is 'very easy' or 'quite easy' to do voluntary work.

Looked after children were less positive than the whole sample about how helpful parents have been in the last year in helping them plan their future, with two in ten saying they have not seen them and nearly a quarter saying they are 'not very helpful' or 'not helpful'. However, over eight in ten rated foster carers as being 'very helpful' and another one in ten as 'quite helpful'. Half rated social workers as 'very helpful' and two in ten as 'quite helpful', although 15% (all of whom were over the age of 15) said they had not seen one.

<b>Parents</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
LAC	41.2%	15.7%	7.8%	15.7%	19.6%
All pupils	55.9%	24.4%	6.1%	8.0%	5.6%

Looked after children were more positive about how helpful teachers have been than the whole sample. They were also slightly more positive about careers advisers in school and Connexions personal advisers.

<b>Teachers or teaching staff</b>					
	Very helpful	Quite helpful	Not very helpful	Not helpful	I have not seen this person
LAC	49.1%	26.4%	17.0%	5.7%	1.9%
All pupils	33.2%	41.0%	10.1%	3.7%	12.0%

More looked after children than the whole sample said that they know where to go to get help and information on managing money. However, fewer said they know where to go for help and information on all of the other issues asked about, with significantly fewer knowing where to get help/information on going to college/university or getting a job/training.

	Managing your money	Claiming benefits	Paying bills	Going to college or university	Getting a job or training	Getting a flat/somewhere to live
LAC	77.8%	25.9%	33.3%	51.9%	56.6%	40.7%
All pupils	65.5%	38.0%	36.1%	68.6%	70.2%	43.8%

Just over one in ten looked after children said that they have ever needed advice about housing or having somewhere to live, close to the proportion in the whole sample. The numbers therefore rating the advice provided are too small for analysis.

## 11. Children with learning difficulties or special educational needs

90 respondents said that they have learning difficulties or special educational needs, 12% of the total sample. A quarter of these were at primary school, 40% at secondary school and a third at FE college. This number is just about high enough to be able to analyse the findings for them compared to the total sample of primary, secondary and FE students.

Pupils with special needs were more likely to rate all of the professionals as having been helpful in keeping them healthy in the last year than all pupils.

Three in ten pupils with special needs said they have been bullied in school in the last year, compared to two in ten of all pupils, but there was no difference in the number saying they were bullied outside of school. Of those with special needs who had been bullied, significantly more were bullied every day than all pupils.

In terms of what might help if they would like to belong to more or different clubs outside of school, more pupils with special needs wanted better information about what clubs/groups are available, cheaper clubs/groups, better public transport so they can get to clubs/ groups and more clubs/groups closer to where they live than the whole sample. Slightly fewer wanted more interesting clubs/groups.

There appears to be little significant difference between pupils with special needs and the whole sample in terms of:

- Rating sports/exercise opportunities and information on healthy eating, although they were slightly more positive about information on substance misuse and sexual health than all pupils.
- Rating how safe a range of different people make them feel.
- The proportion saying that their school deals well with bullying.
- Having somewhere good to do their homework and rating whether a range of people help them do well at school. However, slightly fewer pupils with special needs said that they do their best at school
- Whether they like the area where they live (although they were slightly more likely to say they belong to a club or group), having a safe place to meet and be with friends and the ease of doing voluntary work.
- How helpful parents have been in helping them plan their future, although they were slightly more likely to rate teachers/teaching staff, careers advisers in schools and Connexions personal advisers as helpful than all pupils.
- Knowing where to go to get help and information on a range of issues and needing advice about housing or having somewhere to live.

## 12. Traveller children

38 respondents described their ethnicity as being Traveller of Irish Heritage and although this number can not provide a robust analysis of the findings for this group of children, it can be used qualitatively to see if there are any significant differences between them and the whole sample. Since all but one of these pupils were at primary school, their findings are compared only to those of all primary pupils.

Traveller children were more likely to say that doctors and nurses have been 'very helpful' in keeping them healthy in the last year than all primary pupils. There appears to be little significant difference for other professionals.

In terms of how safe a range of different people make them feel, Traveller children appeared slightly more likely to say that their parents make them feel safe 'a lot' than all primary pupils. They were also more likely to say this about other family members and friends. There was no difference for how safe teachers make them feel, but slightly more Traveller children said that police officers make them feel safe.

Four in ten Traveller children said they have been bullied in school in the last year, the same as all primary pupils. However, six in ten said they had been bullied outside school, twice the proportion of all primary pupils.

In terms of whether a range of people help them do well at school, Traveller children were more likely than all primary pupils to say that parents, other family and friends help them 'a lot'. There was no difference for teachers and teaching assistants.

Fewer than four in ten Traveller children said that they belong to a club or group, compared to over six in ten of all primary pupils.

There were no significant differences between Traveller children and all primary pupils in terms of:

- How they rated sports and exercise opportunities, information on healthy eating and information on what smoking and drinking does to their health.
- The frequency of bullying and how well they feel their school deals with bullying.
- Doing their best at school and whether they have somewhere good to do their homework.
- Whether they like the area where they live, have a safe place to meet and be with friends, and how easy it is to do voluntary work.

### 13. Young carers

54 respondents described themselves as a young carer, of whom 22 were at primary school, 27 at secondary school and 5 at FE college. Although this sample can not provide a robust analysis of the findings for young carers, it can be used qualitatively to see if there are any significant differences between them and the whole sample. Due to the very small number of young carers at FE college, the findings for young carers are compared against the whole sample of primary and secondary pupils only, in order to reduce any distortions produced by the different responses by education phase and/or age range.

More young carers said they have been bullied in school than the whole sample (there was no significant difference for being bullied out of school), but there were few differences in the frequency of bullying or their rating of how well their school deals with bullying.

Young carers appeared to be more positive than all secondary pupils about how helpful parents have been in the last year in helping them plan their future. There was little difference in terms of how helpful teachers have been, but fewer appear to have seen careers advisers in school and Connexions personal advisers.

It appears as though fewer young carers than all secondary pupils know where to go for help/information on managing money, claiming benefits, paying bills and getting a flat/somewhere to live.

There appears to be little significant difference between young carers and the whole sample in terms of:

- Rating the helpfulness of a range of health professionals.
- Rating sports/exercise opportunities and information on healthy eating, substance misuse/its effect on their health and sexual relationships.
- Rating how safe a range of different people make young carers feel.
- Doing their best at school, having somewhere good to do their homework and rating whether a range of people help them do well at school.
- Whether they like the area where they live, having a safe place to meet and be with friends, belonging to a club or group and the ease of doing voluntary work.
- Needing advice about housing or having somewhere to live.

## Sample achieved

A total of 724 children and young people answered the Have Your Say questionnaires – 185 at primary schools, 256 at secondary schools and 283 from FE colleges. The demographical breakdown is as follows.

Age	Primary	Secondary	FE	Total
5-6	34			5.2%
7-11	149			20.3%
12-13		34		13.7%
14-16		93		37.3%
17+		122		49.0%
Up to 16			85	13.1%
17-19			95	14.7%
20+			36	5.6%
Unknown	2	7	67	
<b>Total</b>	<b>185</b>	<b>256</b>	<b>283</b>	<b>724</b>

Gender	Primary	Secondary	FE	Total
Boy	49.5%	43.5%	35.4%	41.8%
Girl	50.5%	56.5%	64.6%	58.2%

Ethnicity	Primary	Secondary	FE	Total
White British	67.4%	86.6%	83.9%	80.6%
White Irish	1.1%	1.2%	1.1%	1.1%
Traveller of Irish Heritage	20.4%	0.4%	0.0%	5.3%
Gypsy	1.7%	2.0%	0.4%	1.3%
Black British	1.1%	0.4%	0.7%	0.7%
Black Caribbean	0.0%	0.8%	0.4%	0.4%
Black African	1.1%	0.0%	2.9%	1.4%
British Asian	0.0%	0.8%	1.4%	0.8%
Indian Asian	0.0%	0.8%	0.0%	0.3%
Pakistani Asian	0.6%	0.0%	0.0%	0.1%
Bangladeshi Asian	0.6%	0.4%	0.0%	0.3%
Other	5.5%	2.4%	3.9%	3.8%
Unknown	0.0%	2.4%	0.7%	1.1%
Prefer not to say	0.6%	2.0%	4.7%	2.7%

The table below shows how many respondents had particular circumstances.

<b>Number</b>	<b>Primary</b>	<b>Secondary</b>	<b>FE</b>	<b>Total</b>
Learning difficulties or SEN	23	37	30	90
Physical disability/ sensory impairment	5	7	2	14
In care	50	53	3	106
Used to be in care	6	6	3	15
Young carer	22	27	5	54
Young parent	n/a	8	12	20

The total number of respondents who are looked after and who have learning difficulties is sufficient to be able to analyse these two groups in comparison to all respondents. It is also possible to look at the findings for the 54 young carers and the 37 primary pupils from a Traveller of Irish heritage background, although some caution must be taken in interpreting the results as the sample sizes are still relatively small for analysis.

**This booklet is issued by**

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