

Beth Nawr, 2019

The survey results and analysis of the experiences and worries of children and young people in Wales and their priorities for the Children's Commissioner.

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Introduction

To enable the Children's Commissioner for Wales (the Commissioner) to set her priorities for the second part of her term, surveys were designed to enable children, young people, parents/carers and professionals to contribute their views. The content of these surveys was informed by the results of the previous [Beth Nesa survey](#), the findings of an evidence review commissioned by the Commissioner on the [human rights of children in Wales](#), and qualitative research undertaken by the Commissioner's team in Spring/Summer 2018. This qualitative research asked children, young people, parents/carers and adults working with or for children what they thought the main issues facing children and young people in Wales were.

About the Survey

The survey consisted of a self-completion survey which was mostly completed by children online. Paper versions were also available on request and some surveys were completed in this format. The surveys were separated into two parts. The first focused on children's and young people's experiences and worries, aiming to gain a picture of the issues facing children and young people. The second section looked at their views and opinions on what the Commissioner should focus upon in her second term. They were first asked a multiple choice question, to enable them to select each issue they thought was important. They were then asked which one of the issues they had selected they thought was most important. The options for this question were often based on the issues raised by children in the qualitative strand of the research. Children and young people were also asked what they thought was the best way to address some of these issues.

Five bilingual versions of the survey were produced:

- 7-11 year olds survey (with British Sign Language (BSL) option)
- 11-18 year olds (with BSL option)
- Accessible Widgit symbol version for 7-18 year olds
- Professionals (people working with or for children and young people in Wales)
- Parents and carers (Parents/carers)

The same topics were discussed in each survey; however, the language and items differed. This was to help ensure that the questions were appropriate for respondents' levels of understanding, and that they addressed issues that were likely to be relevant to each group.

Information about the survey, including links to the online surveys themselves were promoted and circulated as widely as possible within Wales. This involved utilising the Commissioner's existing links with a wide variety of stakeholders who work with and for children and through the [Commissioner's Schools and Community Ambassador Schemes](#). Information was circulated via email and social media was also used to promote the survey directly to children, young people and adults.

The Commissioner's staff also promoted the survey whilst undertaking their other face to face work with children, young people and adults.

Introduction

For the first time a QR code (Quick Response Code) was also created which meant that smart phone users could scan the code on their phone and it would send the person straight to the survey webpage without typing in a website address. Completing the survey was voluntary and it could be completed at any time.

The survey was open for completion for 5 weeks in the autumn of 2018 and included a period which fell in the school holidays.

Structure of report and presentation of findings

In this report, separate sections have been produced outlining the findings of each survey, although some comparison is made between them where appropriate.

Each section begins with an overview about who completed the survey including how many completed the survey (sample size). It then broadly follows the structure of the survey questions;

- experiences and worries
- views and opinions about the Commissioner's work and what might work best to address certain issues facing children and young people

For the purpose of this report the term children and young people is used interchangeably to describe anyone under 18 years of age.

This survey consisted of questions where respondents could select one response or more than one.

For single response choice questions all percentages have been rounded to the nearest one percentage point, so totals for questions may not add up to exactly 100 per cent.

For questions where respondents could select more than one response the total percentages will not add up to 100 per cent.

The final section of the report provides an analysis of the differences between sub-groups of children and young people.

Representativeness

The representativeness of the sample was calculated using data about the number of pupils in each year group in each region from the Pupil-Level Annual School Census (PLASC). This was then compared with the proportion of children in our sample who said that they lived in each region. Pupils who answered 'don't know' were excluded from the analysis, and so the 'true' proportions will be slightly different to those shown in Table 1 below. Only 36 children completed the accessible version of the survey, and so it was not possible to calculate the representativeness of the sample by region for this group.

Table 1: Proportion of pupils in the sample as compared to the population

	7-11s		11-18s	
	Proportion of sample	Proportion of population	Proportion of sample	Proportion of population
North Wales	16.8	22.0	6.0	21.6
South West and Mid Wales	33.8	27.2	18.0	27.9
Central South Wales	34.4	31.4	37.4	31.3
South East Wales	15.1	19.4	38.6	19.1

Representativeness

The proportion of children in the population within each region was broadly similar to the achieved sample for the 7-11 survey, although the proportions in the sample in the South West and Mid Wales and Central South Wales were slightly larger than in the population. The South West was over-represented in the sample for the 11-18s, and the proportion from North Wales was very low for the 11-18 year old survey.

We cannot calculate how representative the sample is by material deprivation as there is no national information available that is comparable to the measurement used in this survey. The Material Deprivation score is calculated by adding up the number of items children say they are missing; a higher score indicates a higher level of deprivation. For some items in the scale, the levels of reported deprivation were particularly high. For example, over half of children in the 7-11 group reported missing a mobile phone, iPod, money to spend and money to save. However, given that the scale asked about the presence rather than affordability of an item, these items may have been missing due to parenting choices. Because of this, we decided to exclude these items from the analysis. The measurement technique and exclusion of items means that the final scale we used is not directly comparable with any other scale. Therefore, this measure only tells us how deprived our respondents are in comparison with other children in the sample, not in comparison with the whole population of children in Wales.

7-11 year olds

There were 6902 responses to the survey for 7-11 year olds. Of these:

- 61 per cent were 9 or younger.
- 47 per cent were female and 50 were male. 3 per cent preferred not to say.
- 99 per cent of participants went to school, but 1 per cent did not. The majority of those who did not were home-schooled or excluded from school.
- 5 per cent reported that they were disabled, and 12 per cent were unsure.
- 28 per cent spoke Welsh at home.
- 34 per cent said that they went to a Welsh-medium school and 9 per cent said that they attended a bilingual school.

Learning

In the qualitative phase of the Beth Nawr research, a number of the children and young people told the Commissioner's team that there were topics they wanted to learn more about at school, and so an open-ended question was included in the survey to identify children's views on this.

The top five subjects are presented below, in order of popularity.

1. Mathematics
2. Art
3. History
4. Science
5. Physical education

The majority of responses to this question were one word answers, and so it was not clear whether children wanted to learn more mathematics because they found it challenging and wanted to improve, or because they enjoyed the subject. The few responses that did include more explanation indicated that pupils' reasons were mixed:

"I need more help with Maths." (Boy, 10)

*"Rwyn hoffi Neud mathemateg."
(I like doing maths) (Girl, 9)*

The responses regarding art were also generally one-word answers, although a number of pupils wrote that they wanted more art as they did not do much in school already.

*"Rydw i yn hoffi gwneud art ond ni ddim yn gwneud e lot so please ydyn ni yn gally neud mwy."
(I like doing art but we don't do it much so please can we do more) (Girl, 10)*

7-11 year olds

Within history, the World Wars were often named as topics children would like to learn more about, and for science, several children said that they would like to learn more about the human body or space.

Children who were home educated were asked if there was anything else they would like to learn about at home. Of the 15 who responded, most were positive and indicated that there was nothing else they would like to learn about.

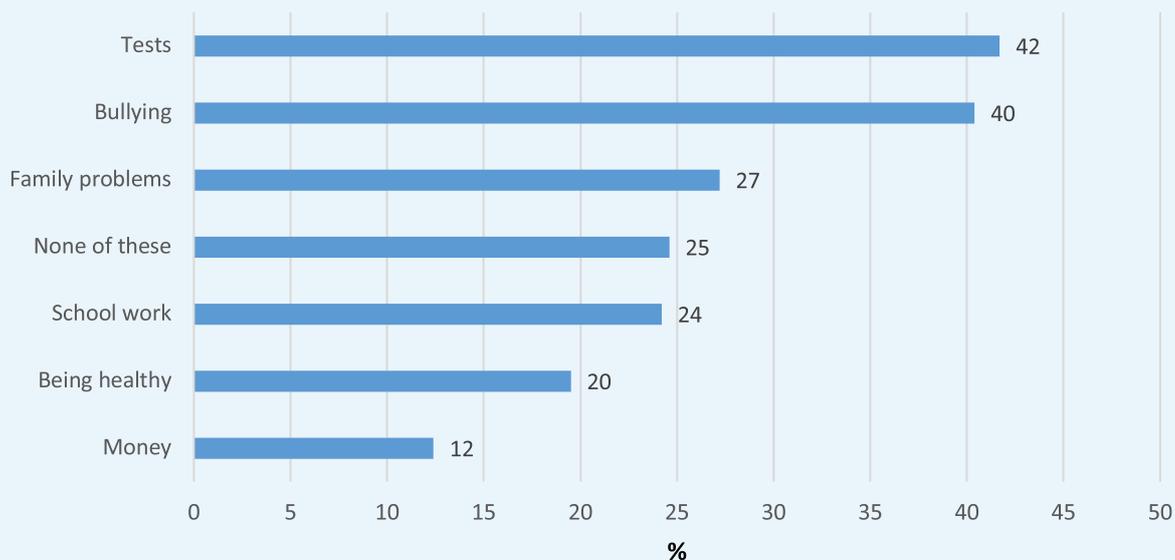
"I have a wide range of subjects wider than what I would have access to at school. "(Boy, 8)

Three pupils said they would like to learn more about Science topics.

Worries of children

Children aged 7-11 years old were asked a multiple choice question about their worries. They were provided with a list of issues and asked to select which ones they worried about. The items were based on the kinds of responses that children raised in the qualitative research in Phase 1 of the Beth Nawr project. The results of the first question are shown in Figure 1 below. The data show that tests and bullying are the issues that the children surveyed worried about most.

Figure 1: Concern about issues (7-11s)



7-11 year olds

Following this question, children were asked whether there was anything else that worried them. Table 2 below presents the most common

responses in order, with examples. Many of these issues reflected those asked about in the closed question above:

Table 2: Concerns of 7-11s: open-ended responses

Theme	Example
Family issues such as illness and death, parental separation and conflict between family members	<p>"Dad being ill." (Boy, 8)</p> <p>"I get worried that my dad will leave our family again." (Girl, 10)</p> <p>"My parents are getting divorced and I am scared that we might not be happy." (Boy, 10)</p>
Bullying, including online bullying	<p>"Bullying in school like people say mean things about skin colour." (Girl, 9)</p> <p>"People being mean to me online" (Boy, 9)</p> <p>"Rydw in poeni am bwlio oherwydd rydw in cael eu bwlio pob dydd trwy dydd." (I worry about bullying because I'm being bullied every day all day.) (Girl, 10)</p>
Schoolwork and tests	<p>"The thing I worry about is if I put my hand up what will happen if I get it wrong." (Girl, 10)</p> <p>"About what level I will get at the end of the year." (Boy, 10)</p> <p>"I sometimes worry about tests as I am under a lot of pressure." (Girl, 9)</p>
Issues relating to friends, including lack of friends, arguments with friends and anxieties about not fitting in.	<p>"does neb isho chware hefo fi." (No one wants to play with me) (Boy, 7)</p> <p>"That I don't fit in well." (Girl, 10)</p> <p>"ambell waith byddaf ffrindiau yn fod yn gas." (Sometimes friends will be nasty) (Girl, 11)</p>

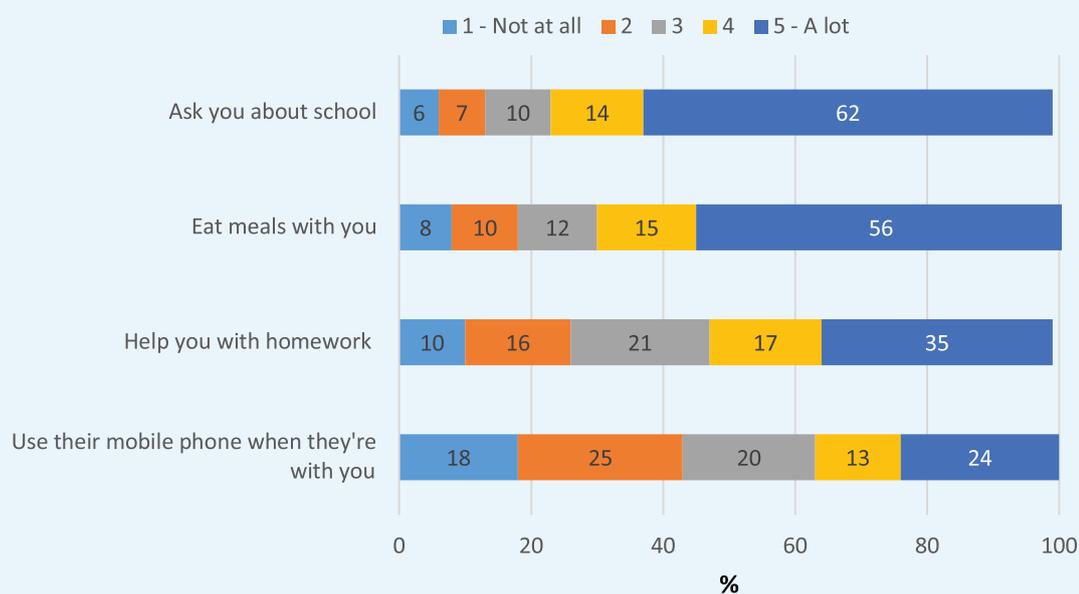
7-11 year olds

The responses show that having healthy and stable relationships with friends, family and peers was very important to the children we surveyed. Any disturbance to family life such as parental separation or family illness was particularly worrying for children. They were also very concerned about their performance at school, with test anxiety a major issue. It is likely that the tests children refer to are the annual National Reading and Numeracy tests for children aged 7-14 in Wales.

Parent/Carer engagement in children's lives

Children were asked the extent to which their parent or carer (parent/carer) engaged in particular activities with them on a scale of 1-5 where 1= not at all and 5= a lot (Figure 2).¹

Figure 2: Amount of time children report parent/carer spent on various activities (7-11s)



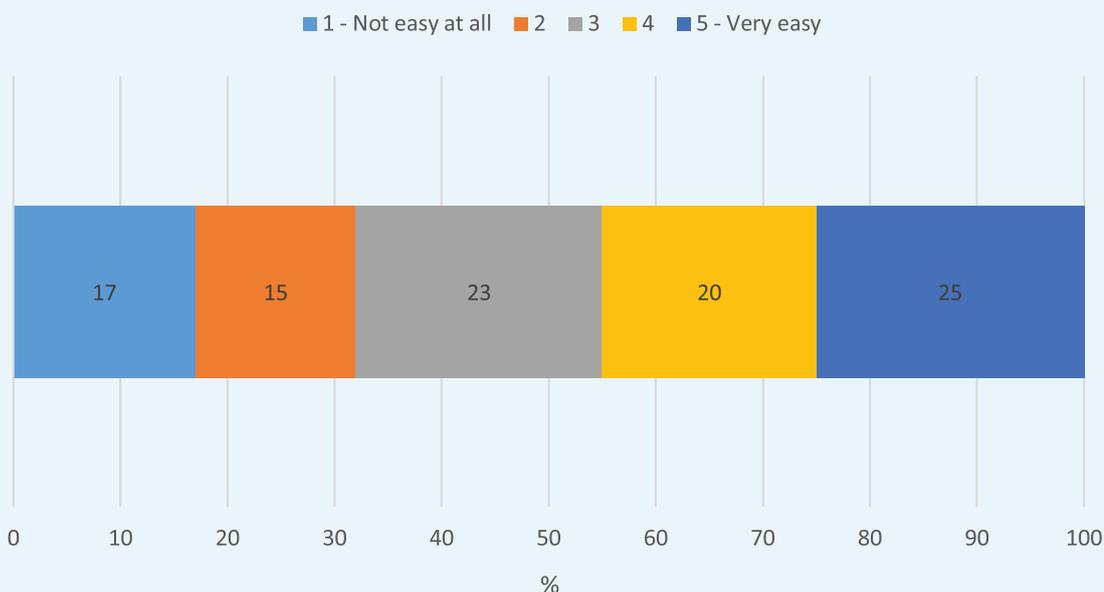
¹ Figures do not all total 100 due to rounding

7-11 year olds

The majority of children reported that their parent/carer often asked them about school and ate meals with them. Over a third said that they received help with homework from their parent/carer when required. The results on parents'/carers' use of mobile phones are more mixed, with 37 per cent selecting 4 or 5 to this question, and 43 per cent selecting 1 or 2.

A further question asked children how difficult they found it to obtain their parents'/carers' attention when they were using their mobile phones. As shown in Figure 3 below, the responses to this question were also mixed. 45 per cent selected 4 or 5, indicating that they found it easy, while 32 per cent selected 1 or 2, suggesting that they found it more difficult.

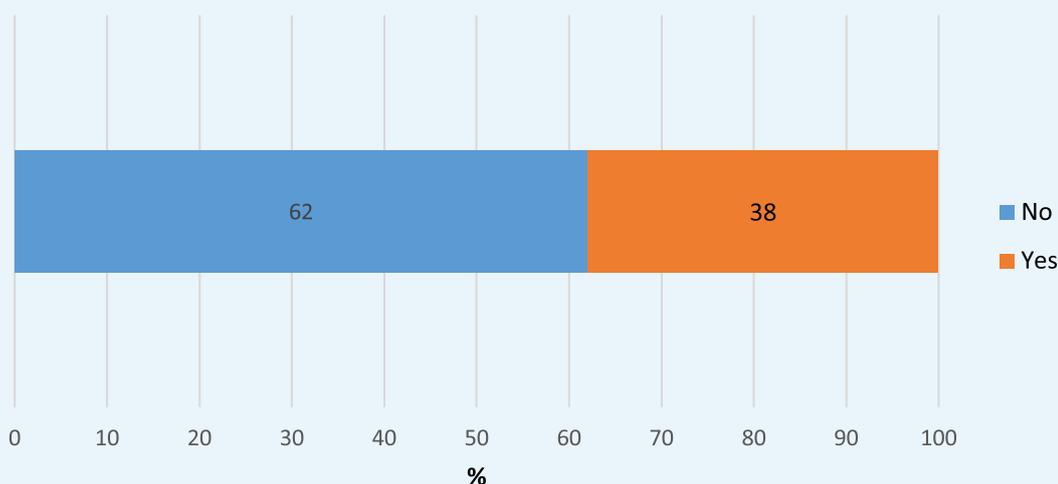
Figure 3: Ease of obtaining parents' /carers' attention during mobile phone use (7-11s)



7-11 year olds

A follow up question asked whether children had ever asked their parent/carer to stop using their mobile phone in their presence (Figure 4). 38 per cent of 7-11 year olds said that they had asked a parent to stop.

Figure 4: Whether they have ever asked a parent/carer to stop using a mobile phone (7-11s)



Those who selected yes to this question were asked an open-ended question asking them to explain why. The majority of the responses indicate that wanting more attention from their parent was the main reason. Several children stated that their parent/carer were less responsive to them when they used their phones and many complained that their parent/carer used them excessively. Examples are presented below:

"...because they won't listen to me or anything or attend to my needs when they are on their mobile phone." (Girl, 10)

"...because they spend more time on their phones than spending time with me." (Girl, 9)

"..because she was on it nonstop through the day." (Boy, 7)

Often, children reported frustration at the use of a phone interrupting family time, such as during a meal time or family activity.

7-11 year olds

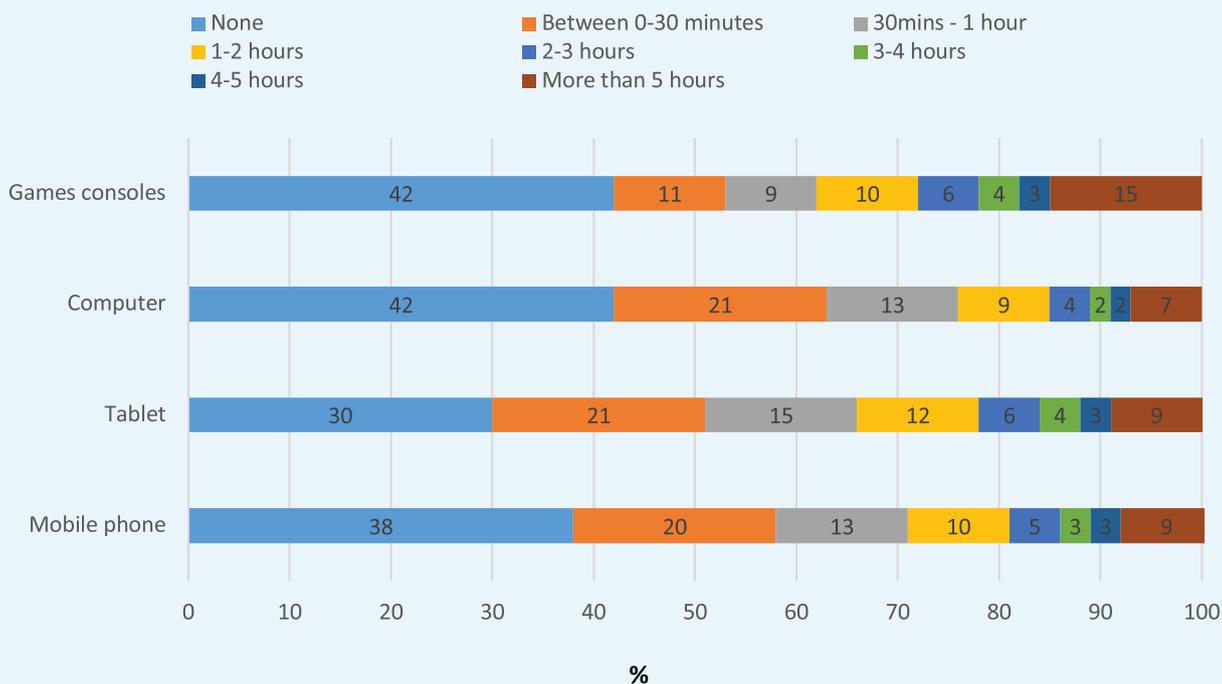
"...because he is always on it even when we're eating" (Boy, 9)

"When we have family game night my dad is always on his phone I try to talk to my parents but they're always busy on their phones." (Girl, 10)

Children's use of technology

Children were also asked about their own use of technology. The question asked how long they had spent using mobile phones, tablets, computers or games consoles within the last 24 hours (Figure 5).

Figure 5: Amount of time spent using devices in last 24 hours (7-11s)



A relatively high proportion did not use any of these devices. This may be because their parents/carers considered them too young to use them. However, a considerable minority of 7-11 year olds reported that they had used their devices for several hours a day. In particular, 15 per cent of the children stated that they had used a games console for more than five hours during the last 24 hour period.

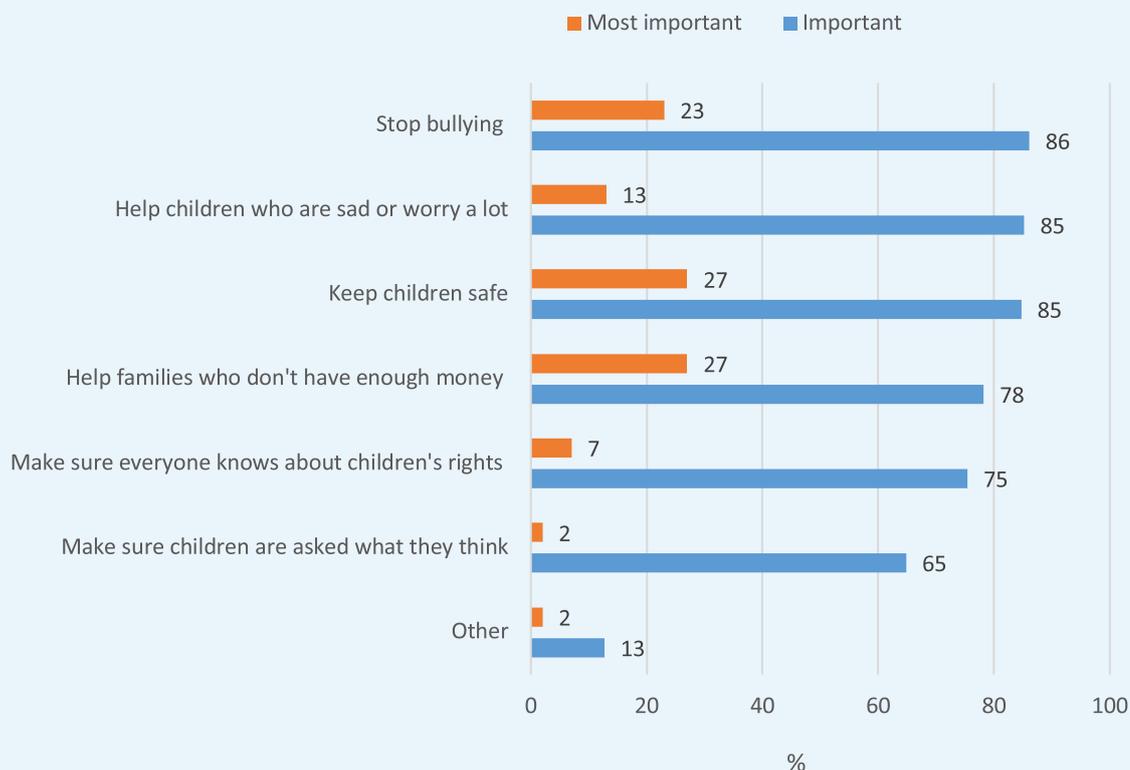
7-11 year olds

Opinions on priorities of the Commissioner

The next section of the survey asked children their opinions on what the Commissioner should do to improve children's lives. They were first asked a multiple choice question, to enable them to select each issue they thought was important. They were then asked which one of the issues they had selected they thought was most important. The options for this question were based on the issues raised by children in the qualitative strand of the research.

As shown in Figure 6 below, the most popular option in the multiple choice question was to stop bullying, reflecting children's priorities in [Beth Nesa](#). Keeping children safe and helping children who are sad or worry a lot were also selected by a large proportion of 7-11 year olds.

Figure 6: Views on what the Commissioner should do to make children's lives better AND what she should prioritise to improve children's lives (7-11s)



7-11 year olds

In the question about what's most important, keeping children safe and helping children who do not have enough money were the top priorities, followed closely by stop bullying.

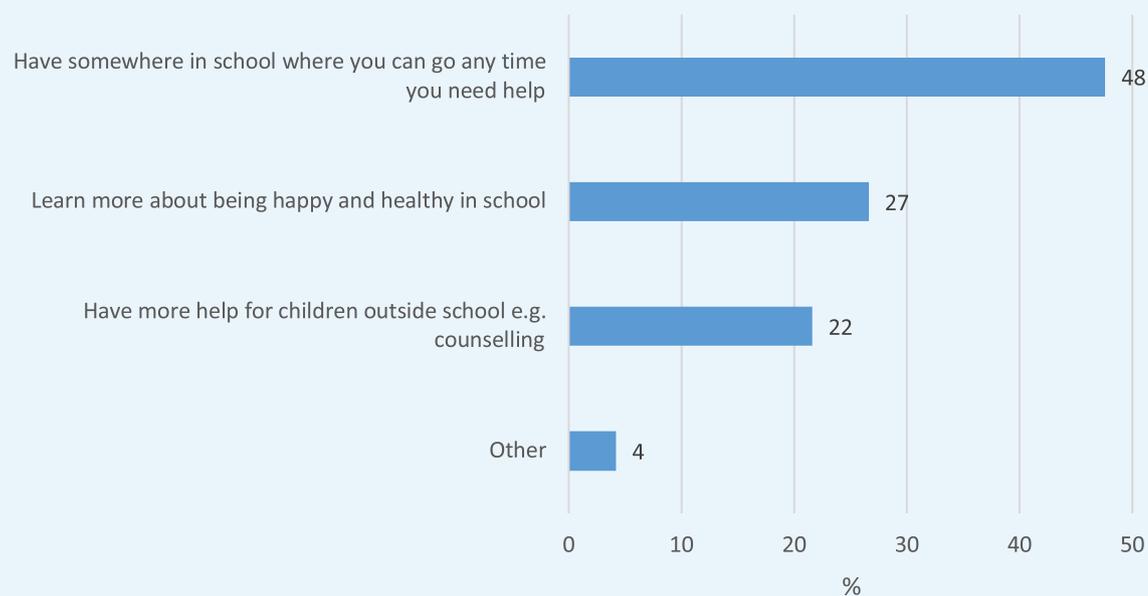
What could help children?

In the qualitative phase of the Beth Nawr research, a number of the children and adults told the

Commissioner's team that mental health/wellbeing and bullying were key issues and continue to present challenges in terms of providing support.

Children age 7-11 were asked more detailed questions in the survey about what they thought should be done to help children who are who are sad or worry a lot (Figure 7), and children who are bullied (Figure 8).

Figure 7: Best ideas to help children who are sad or worry a lot (7-11s)



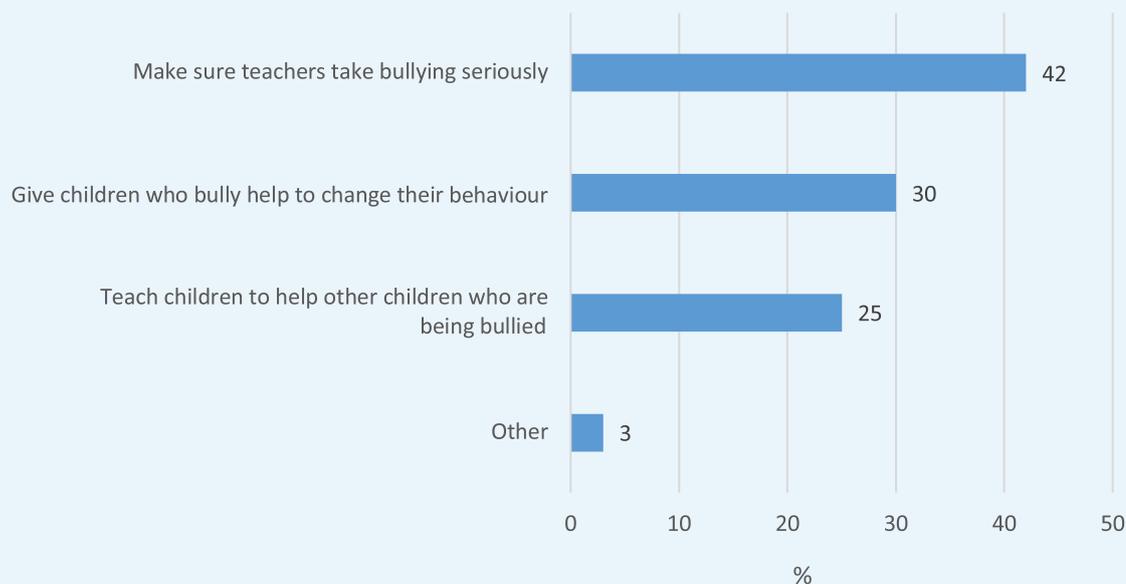
7-11 year olds

The options chosen by the majority of children suggest that they would like school to be at the centre of interventions to promote children's mental wellbeing. The most popular option was to ensure that there was a place in school that all children could visit when they needed help, and over a

quarter of children wanted lessons about being 'happy and healthy' in school.

The main priority for stopping bullying was to ensure that teachers take bullying seriously, as shown in Figure 8 below.

Figure 8: Best ideas to stop bullying (7-11s)

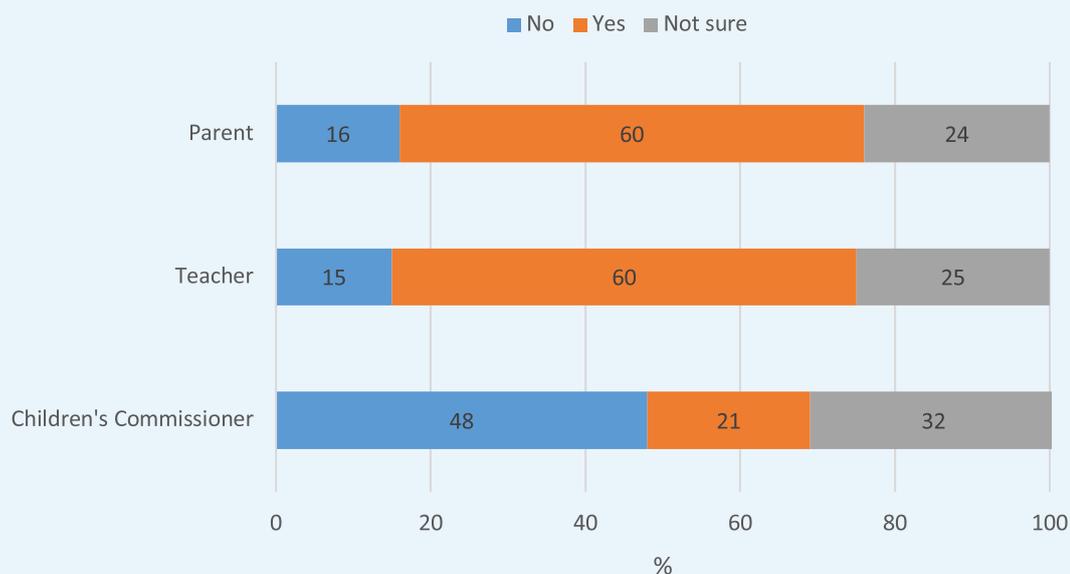


7-11 year olds

Opportunities for children to give their views

In the next section, children were asked whether they had ever been asked their views by the Children's Commissioner, a teacher or a parent/carer. Their responses are presented in Figure 9 below:

Figure 9: Proportion of children reporting being consulted by consultation type (7-11s)



Almost two-thirds of children surveyed said that they had been asked their views by a teacher or parent. Only 21 per cent said that the Commissioner had asked their views, although a high number said they were unsure. This may be because some children only selected yes if they had been asked their views in person.

11-18 year olds

2300 young people completed the 11-18 version of the survey. Of these:

- 71 per cent were 14 or younger.
- 49 per cent were female and 47 per cent were male. 1 per cent were transgender.
- 2 per cent of the young people did not go to school, for reasons such as home-schooling, exclusion or poor health.
- 83 per cent were white.
- 16 per cent spoke Welsh at home.
- 23 per cent reported that they went to a Welsh medium school and 14 per cent said that they went to a bilingual school.
- 7 per cent reported that they had a disability.

Learning

A question asking whether there was anything else they would like to learn more about at school was included in an open-ended question in the 11-18 year old survey. The top five choices are presented in order of frequency below:

1. Life skills
2. Science
3. Physical Education
4. History
5. Computing and ICT

Life skills was by far the most popular choice for this age group. Several respondents who answered the open ended question said they wanted to learn more about financial topics such as budgeting, paying bills, taxes and mortgages.

"I would like to learn about the topics that apply to me after leaving school, such as how to deal with finances, tax etc." (Boy, 15)

Others wanted to know more generally about what life would be like after school, and to learn practical skills such as how to write CVs and care for a child:

"Real life experiences, like getting jobs, looking after kids etc." (Girl, 13)

Most of those who answered that they wanted to learn more science did not give any further details about the kind of science lessons they wanted. However, a minority wrote that they would like to learn more about topics such as the human body and space. The majority of those who said they wanted to study a particular historical period chose the world wars. The most popular topic amongst those who wrote that they wanted more computing or ICT lessons was coding.

The young people who were home-schooled were asked if there was anything else they would like to learn about at home. The majority were happy with their learning at home, although one said that they could not find a Welsh tutor and so could not learn Welsh at home.

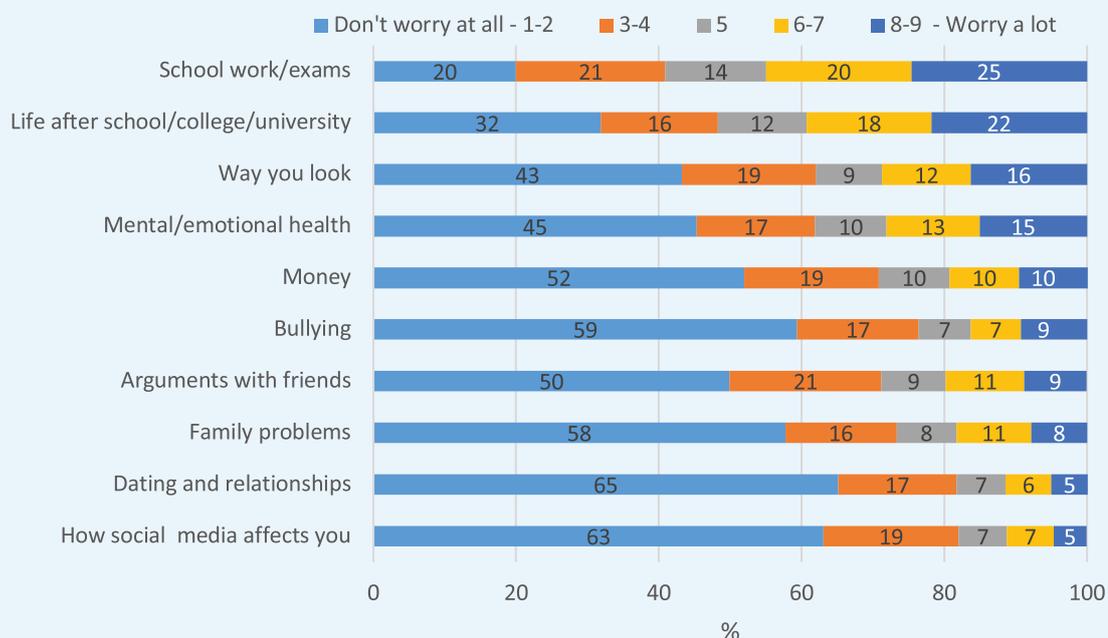
11-18 year olds

Worries of young people

The young people were asked about the extent to which they worried about a series of issues on a scale of 1-9 where 1=not at all and 9= a lot (Figure 10). Additional options were included for this group that were not included in the survey for the younger children, reflecting the wider range of possible issues facing the older cohort, such as their future prospects as they near the end of their school careers.

The key issue for both children and young people was their school work and tests/exams. However, for 11- 18 year olds, worries about their life after school, college or university, and their physical appearance were prevalent.

Figure 10: Level of concern about issues in young people's lives (11-18s)

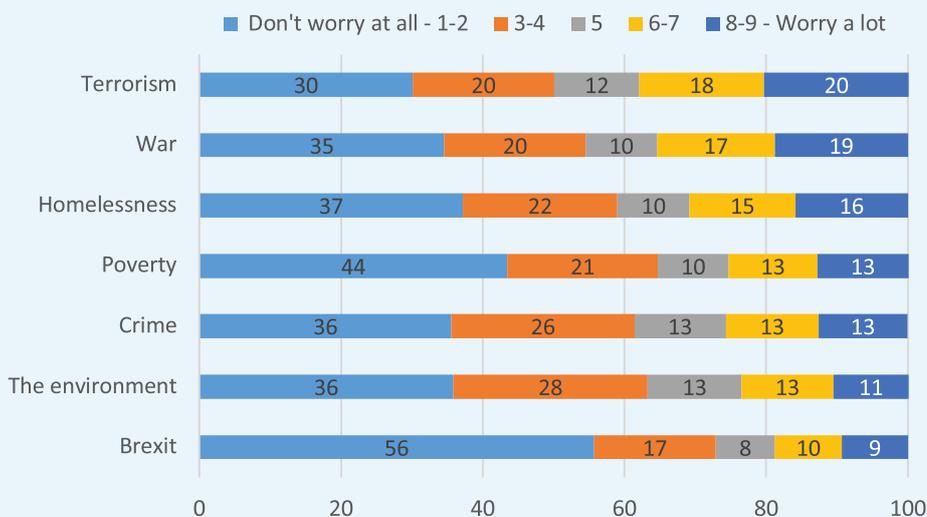


11-18 year olds

The 11-18 year olds were also asked whether they worried about broader issues in the world, such as the environment and terrorism (Figure 11). This question was included as these kinds of issues were raised by children consulted by the Commissioner's team in the qualitative strand of the Beth Nawr project.

Terrorism was the main concern for the young people we surveyed, followed by war and homelessness.

Figure 11: Level of concern about world issues (11-18s)



11-18 year olds

Young people in the 11-18 survey were also asked an open-ended question about whether they had any other worries. The main responses in descending order of frequency are provided Table 3 below.

Table 3: Concerns of 11-18s: open-ended responses

Worry	Example
Family issues, such as illness, conflict and parental separation	<p><i>"Bydd I byth yn mynd I gweld fy Dad eto." (Boy, 11) (I will never see my Dad again).</i></p> <p><i>"My mum being ill." (Girl, 13)</i></p> <p><i>"Losing my parents and family members." (Boy, 12)</i></p>
General worries, including responses about how many situations make them anxious	<p><i>"In general, I worry a lot about many things on a day to day basis." (Girl, 14)</i></p> <p><i>"Everything." (Boy, 11)</i></p> <p><i>"I worry about worrying." (Girl, 15)</i></p>
The environment and natural world	<p><i>"Global warming." (Boy, 15)</i></p> <p><i>"The extinction of animal and plant species." (Girl, 17)</i></p> <p><i>"Di-goedwigo." (De-forestation) (Boy, 14)</i></p>

11-18 year olds

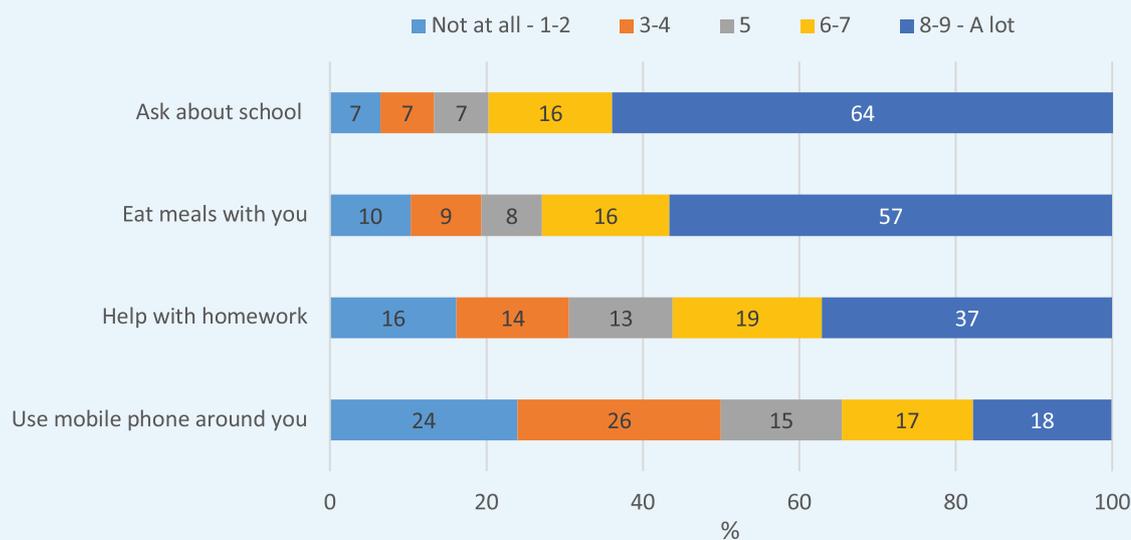
Politics and world events	<p><i>"Our generation having to deal with the world's problems, and making the issues better, not worse." (Girl, 12)</i></p> <p><i>"Genocide in Myanmar. Donald Trump." (Boy, 14)</i></p> <p><i>"Donald trump. Vladmir Putin. Bomiau." (bombs) (Girl, 12)</i></p>
Future prospects	<p><i>"I worry a lot about my future" (Girl, 12)</i></p> <p><i>"Not being able to get a job when I'm bigger coz I have learning problems and understanding problems." (Boy, 14)</i></p> <p><i>"Not being able to get a good job and not being able to afford things" (Girl, 13)</i></p>
School, including worry about exams and homework	<p><i>"school; having to rush your homework, getting loads of homework, studying for test etc." (Girl, 12)</i></p> <p><i>"I'm worried mostly about GCSEs." (Boy, 11)</i></p> <p><i>"Not doing good at school." (Boy, 13)</i></p>
Bullying	<p><i>"Being cyber bullied by other people" (Girl, 11)</i></p> <p><i>"Os ydw i methu wneud rhywbeth a bydd plant yn creu hwyl ar na fi." (if I can't do something and children make fun of me) (Boy, 11)</i></p>

11-18 year olds

Parent/carer involvement in young people's lives

The 11-18 year olds were also asked a question about the extent to which their parent/carer engaged in particular activities with them.

Figure 12: Amount of time young people report parent/carer spent on various activities (11-18s)

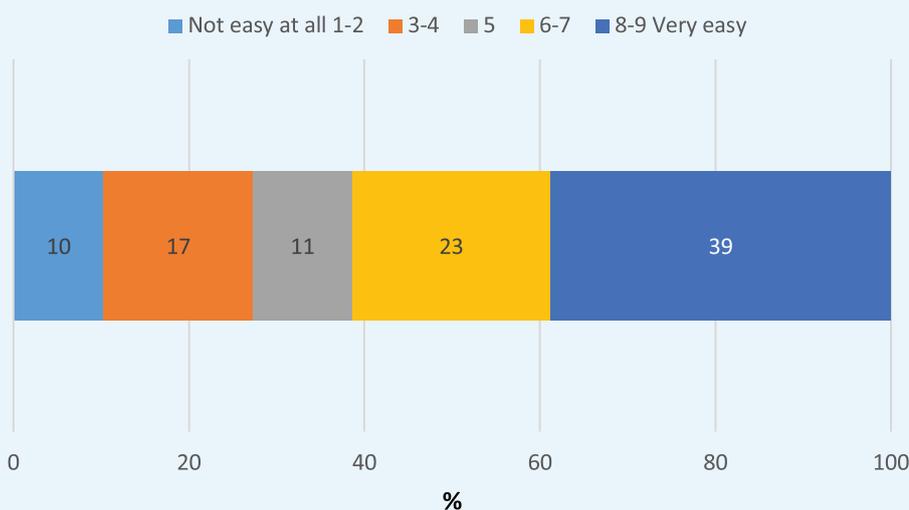


The results show that the majority of young people were asked about school, ate meals with their parent/carer and were helped with their homework when required. They were less likely to report that their parent/carer used their phones around them a lot, with 36 per cent selecting between 6 and 9 on the 1-9 scale (where 9= a lot).

11-18 year olds

The 11-18 year olds were asked how easy they found it to obtain their parents'/carers' attention while they were using their mobile phones on a scale of 1-9 where 1=not easy at all and 9 = very easy (Figure 13).

Figure 13: Ease of obtaining parents'/carers' attention during mobile phone use (11-18s)



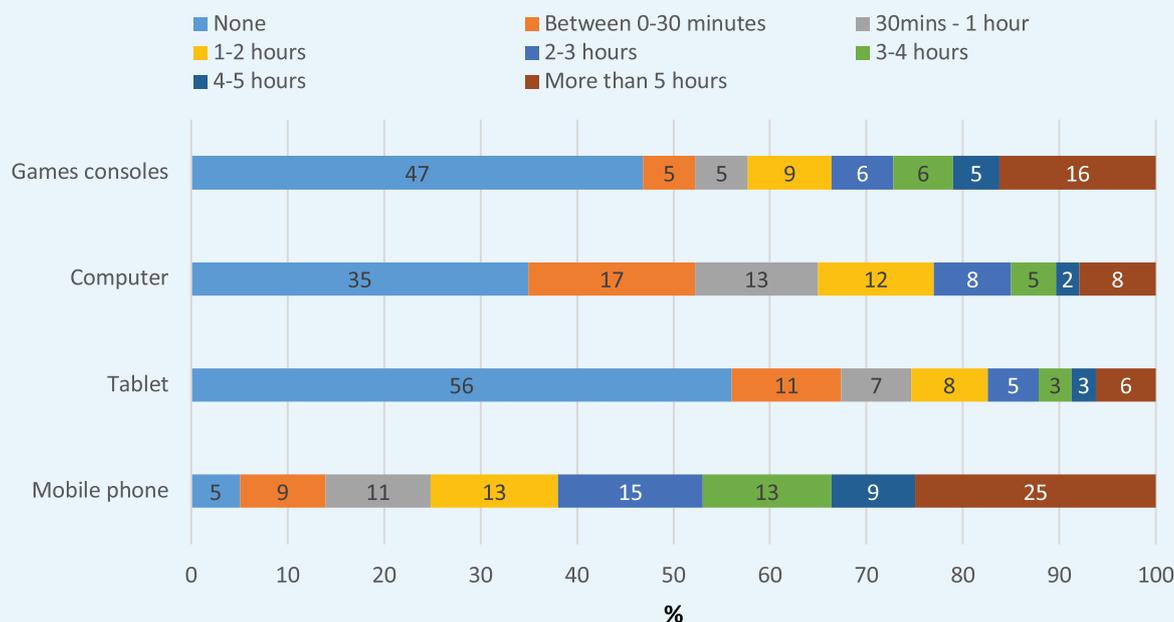
The majority of 11-18 year olds in the study, 62 per cent, selected between 6-9 for this question, indicating that they did not often experience difficulty when trying to obtain their parents'/carers' attention. However, 27 per cent selected answers between 1 and 4, suggesting that they did find it challenging.

11-18 year olds

Young People's use of technology

Following the questions about their parents'/carers' use of technology, 11-18 year olds were asked about how much they themselves had used mobile phones, tablets, computers and games consoles within the last 24 hours (Figure 14).

Figure 14: Amount of time spent using devices in last 24 hours (11-18s)



The data show that mobile phones were the most heavily used device amongst respondents, with only a quarter saying that they had used a phone for an hour or less during the last 24 hours, and a quarter indicating that they had spent more than 5 hours on it during this time. 47 per cent had used it for 3 hours or more.

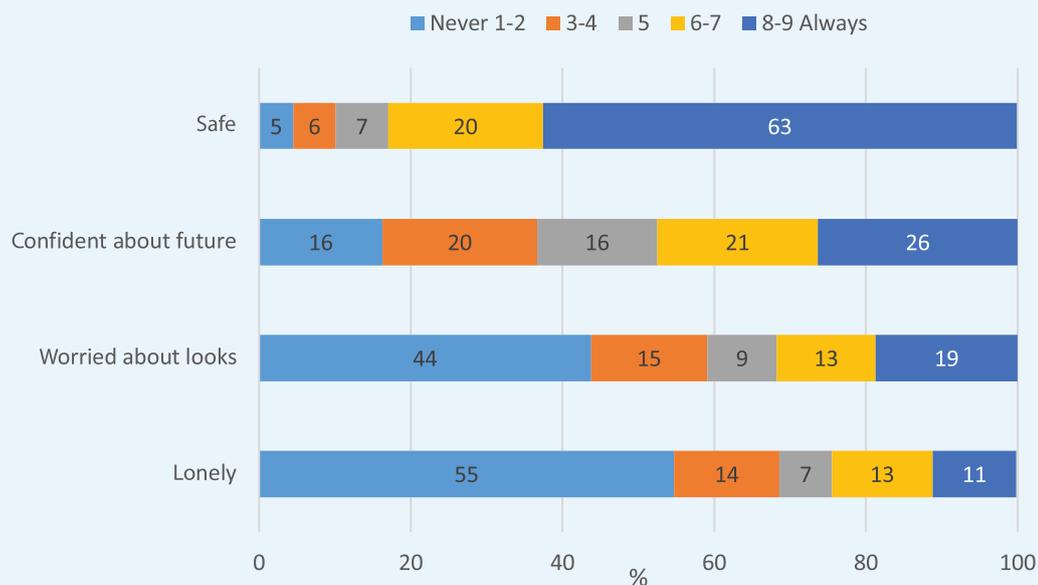
The use of tablets was least common, with 56 per cent reporting that they had not used one during this period. This may be because fewer young people own tablets. While 47 per cent had not used a games console at all, 16 per cent of respondents had used it for more than five hours.

11-18 year olds

Confidence, safety and loneliness

Young People were asked how often they felt safe, lonely, worried about the way they look and confident about their futures (Figure 15).

Figure 15: Frequency of positive and negative feelings about certain issues (11-18s)



36 per cent of young people selected between 1 and 4 when asked how often they were confident about their future, indicating that they often lacked confidence. 32 per cent selected between 6 and 9 to the question about how often they worried about their looks. The vast majority indicated that they rarely felt lonely, and that they often felt safe.

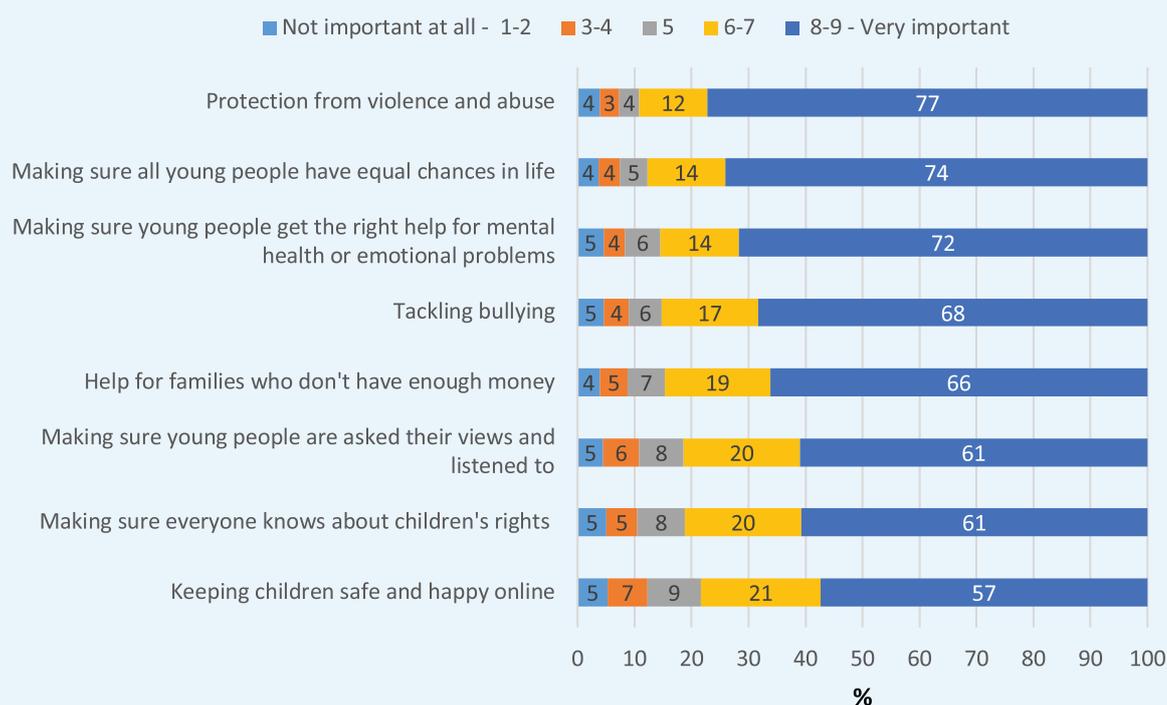
11-18 year olds

Opinions on priorities of the Commissioner

11-18 year olds were presented with a list of issues and asked how important it was that the Commissioner worked on them on a scale of

1-9, where 1= not important at all, and 9 = very important. This was a questions that allowed participants to choose more than one answer. The responses are shown in Figure 16 below:

Figure 16: Importance of potential issues for the Commissioner to prioritise (11-18s)

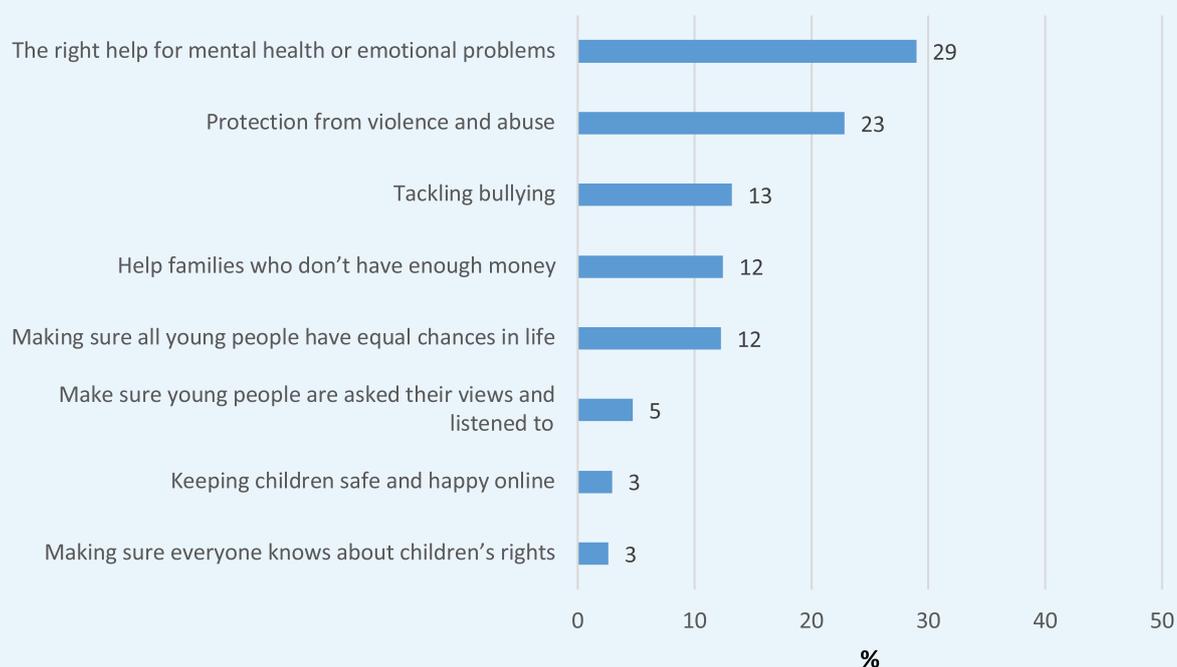


The most important issue for 11-18 year olds was protection from violence and abuse. 77 per cent selected 8 or 9 for this issue. The second was ensuring that all young people have equal chances in life, for which 74 per cent selected 8-9. Ensuring that young people obtain the right support for mental health or emotional problems was also a popular choice, with 72 per cent selecting 8 or 9 for this question.

A further question allowing them to choose which of these options they believed was the 'most important' issue for the Commissioner to work on was then asked (Figure 17). 'Ensuring that children receive the right help for mental health or emotional problems' was considered the most important focus for 11-18 year olds, an option selected by 29 per cent of participants. Protection from violence and abuse was the second most popular option (23 per cent).

11-18 year olds

Figure 17: Most important priorities for the Commissioner (11-18s)

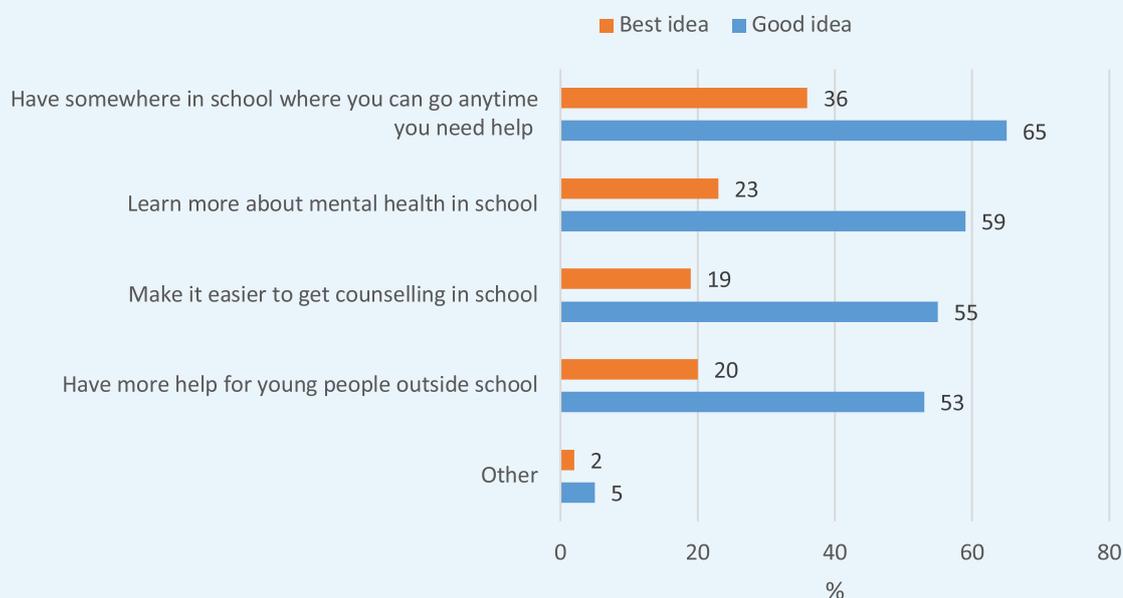


Young people were then asked a series of more detailed questions about each of the topics which they had rated 2 or higher in terms of importance for the question 'How important is it that the Commissioner works on the following things for children and young people?' (Figure 16 above). For each of these questions, young people were asked to select all options they thought were a good idea in an initial multiple choice question, and then asked to select which of their selected options they thought was the best idea.

11-18 year olds

The first of these questions asked 'Which of these are a good idea to help young people who have mental or emotional health problems?' (Figure 18). The responses show that having a space in school which pupils can visit any time they need support was the most popular option. It was selected by 65 per cent of respondents, and was chosen as the best idea by 36 per cent. This was also the most common answer amongst children age 7-11.

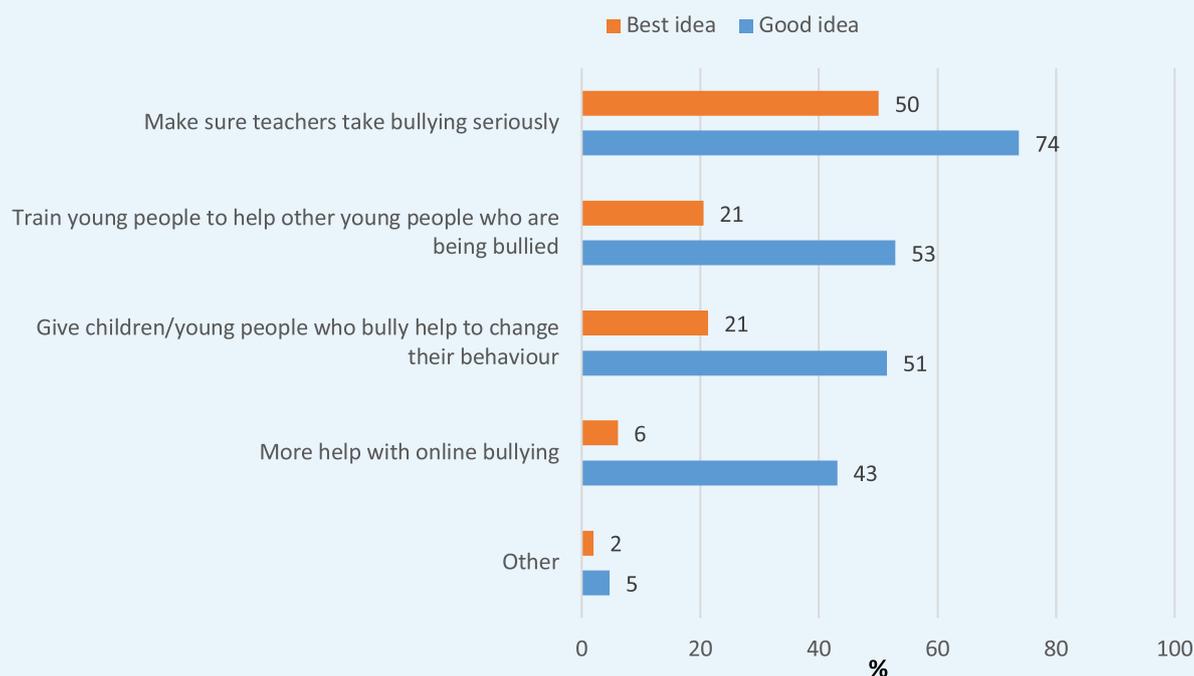
Figure 18: Level of support for ideas to help children with mental health or emotional problems (11-18s)



11-18 year olds

The next question was on bullying (Figure 19). The most popular option was to ensure that teachers take bullying seriously. Of the 11-18 year olds who participated, almost three-quarters (74 per cent) selected this option for the multiple choice question, and half of them chose this as the best idea.

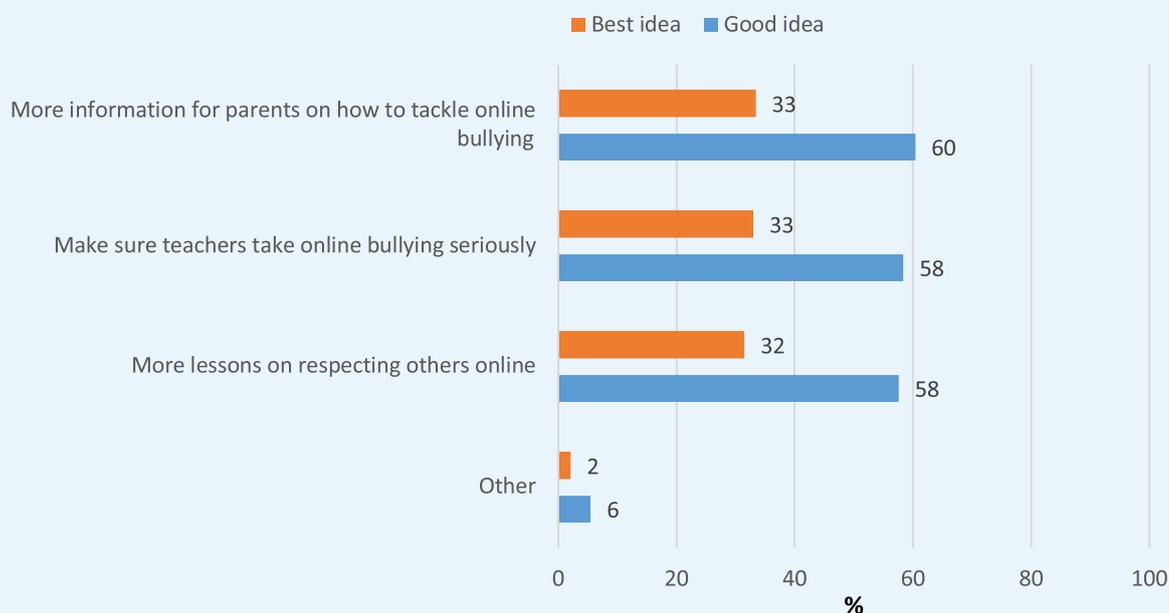
Figure 19: Level of support for ideas to tackle bullying (11-18s)



11-18 year olds

The following question probed further by asking what young people thought should be done to tackle online bullying (Figure 20). There was little variation in young people's responses to this question. Around 60 per cent selected all three options provided, with more information for parents narrowly the most popular option. In response to which option was the 'best idea' views were almost split equally between the 3 suggested idea, with only 2 per cent selecting the 'other' option.

Figure 20: Level of support for ideas to tackle online bullying (11-18s)

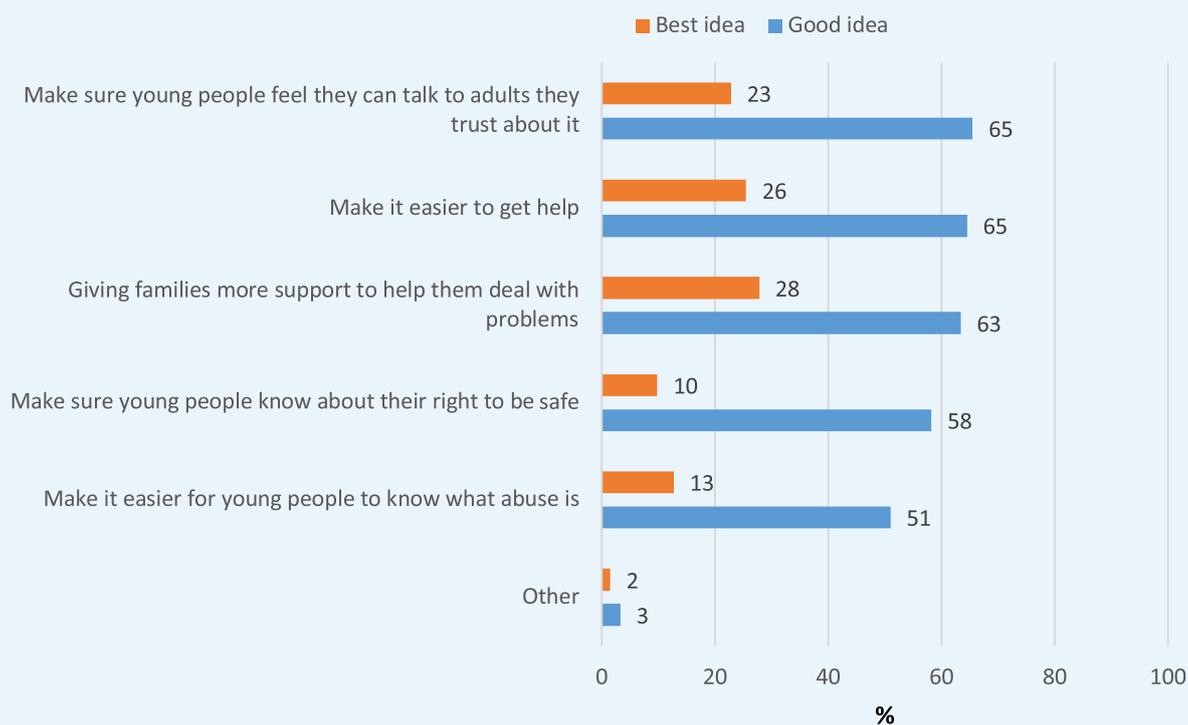


11-18 year olds

The most popular choices for the next question on reducing violence and abuse in the home were ones around gaining support (Figure 21). The two most common options in the multiple choice question, selected by 65 per cent of respondents, were 'making sure young people feel they can talk

to adults they can trust about it' and 'make it easier to get help.' However, 'Giving families more support to help them deal with problems' was the most common 'best idea', chosen by 28 per cent of 11-18 year olds.

Figure 21: Level of support for ideas to reduce violence and abuse in the home (11-18s)

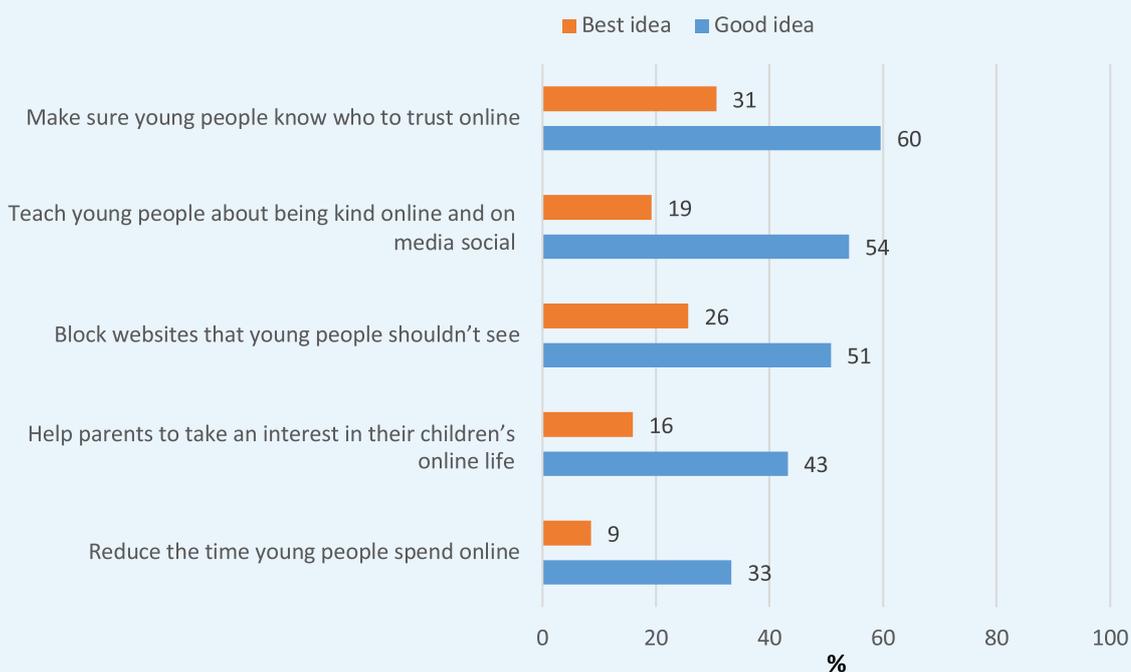


11-18 year olds

The following question also focused on young people's safety and wellbeing, looking at what could be done to keep them safe and happy online (Figure 22). The most popular option, chosen by 60 per cent of young people in the study was 'making

sure young people know who to trust online.' This was also selected as the 'best idea' (31 per cent), followed by blocking websites that young people shouldn't see (26 per cent).

Figure 22: Level of support for ideas to keep children safe and happy online (11-18s)

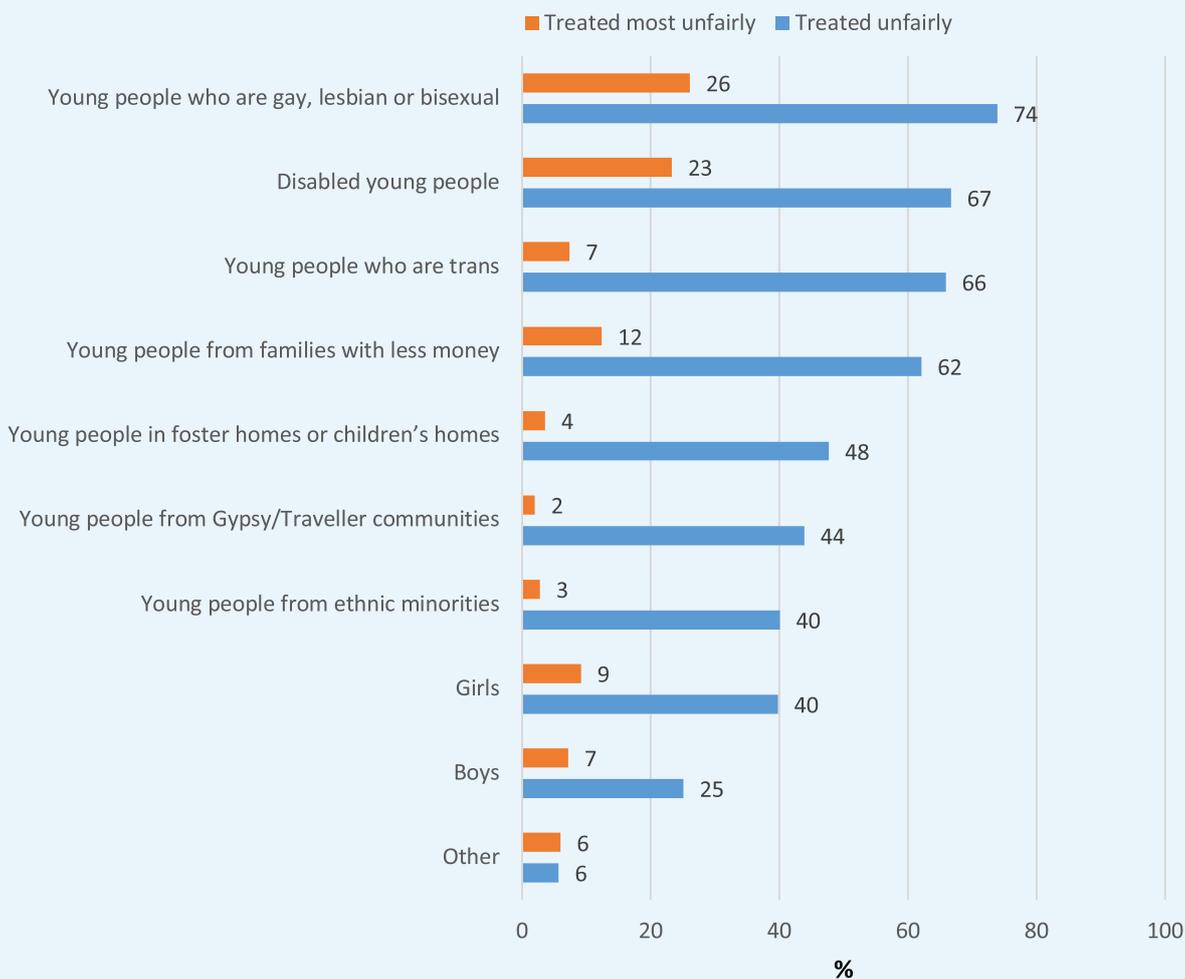


11-18 year olds

Young people in the 11-18 survey were asked which groups of young people they thought were treated unfairly (Figure 23). Almost three-quarters (74 per cent) of young people thought that young people who are gay, lesbian or bisexual are subject to discrimination, followed by disabled young people (67 per cent), young people who are transgender

(66 per cent) and young people from families with less money (62 per cent). Just over a quarter of young people identified young people who are gay, lesbian and disabled young people as being treated the 'most unfairly,' similarly disabled young people.

Figure 23: Groups of young people who are treated unfairly (11-18s)

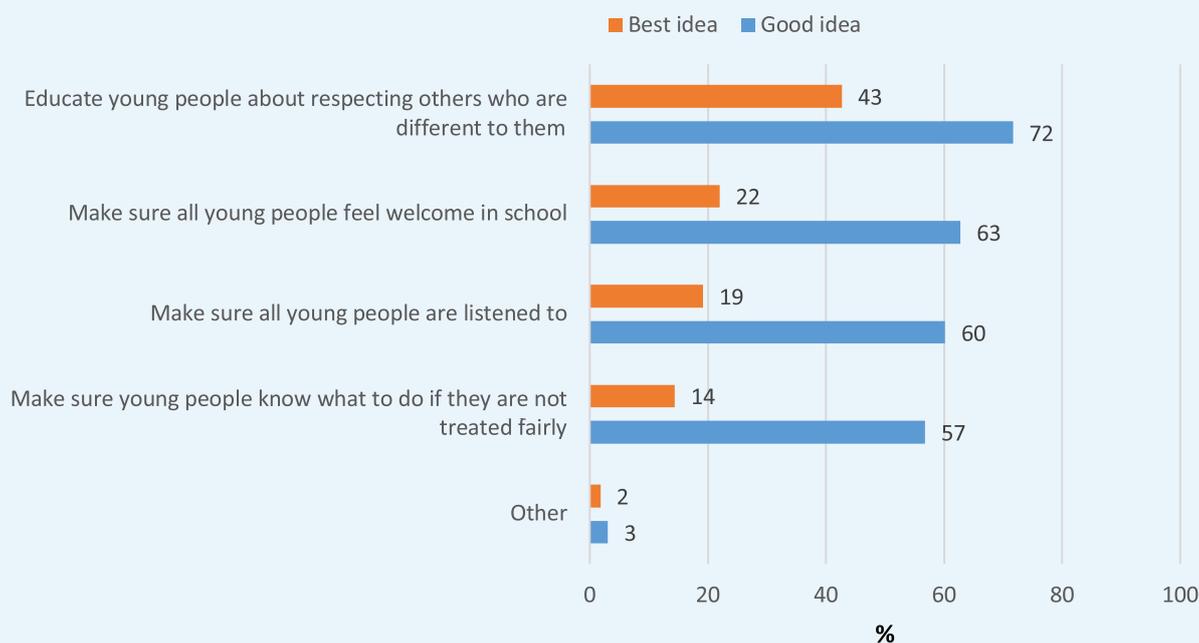


11-18 year olds

Follow up questions were then asked what young people thought could be done to ensure that all young people are treated fairly in schools (Figure 24). The most popular option for both the multiple choice question (72 per cent) and the best idea question (43 per cent), was ensuring that schools educate young people about respecting those who

are different to them. The ethos of the school was also important, with 63 per cent of participants selecting the option about ensuring that everyone feels welcome in school.

Figure 24: Level of support for ideas to ensure all young people are treated fairly in schools (11-18s)



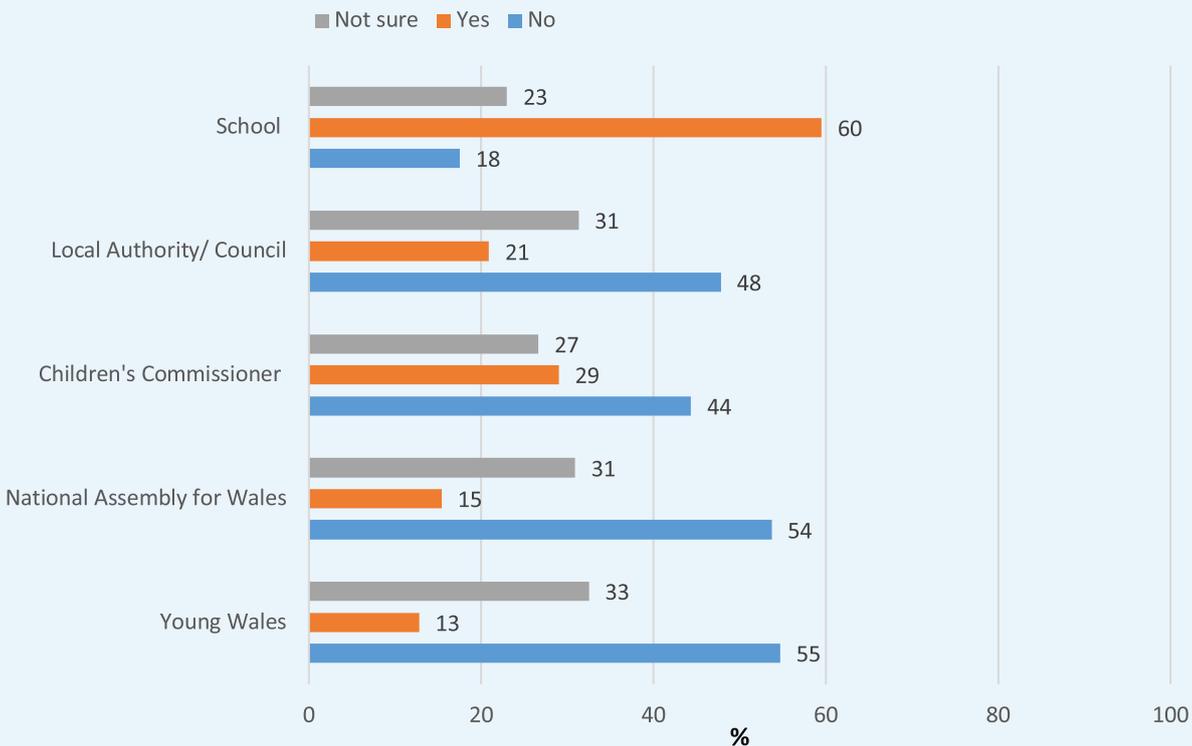
11-18 year olds

Opportunities for young people to give their views

In the final section of the survey, young people were asked questions about the extent to which they had been asked their views by a series of different institutions (Figure 25). 60 per cent of young people said that they had been asked their views by their

school. The proportions who indicated that they had been consulted by other institutions tended to be lower, with high percentages of 'unsure' responses. As with the 7-11 survey, this may be because children had completed a number of surveys for various organisations in the past, and had difficulty remembering which ones they were.

Figure 25: Proportion of young people reporting being consulted by consultation type (11-18s)



Accessible version

The accessible version of the survey used Widgit symbols to help some children, including those with learning difficulties/disabilities understand the questions. A lesson plan for teachers was also developed to enable them to build capacity around the issues raised in the survey prior to completing it. The questions included in this survey were broadly similar to those included in the 7-11 version.

34 children aged between 10 and 18 chose to complete the accessible survey. Of these:

- 27 per cent were female, and 73 per cent were male.
- 97 per cent went to school, and 3 per cent were taught at home.

These views are important but as the sample is small, it is particularly important to be careful in drawing generalisations about the experiences of children who chose to complete this survey and who may have learning difficulties/disabilities.

Learning

In an open-ended question, children were asked whether there was anything else they would like to learn at school. There were only 30 responses to this question, and the answers were varied. Only those options where more than one respondent has chosen an answer are presented below:

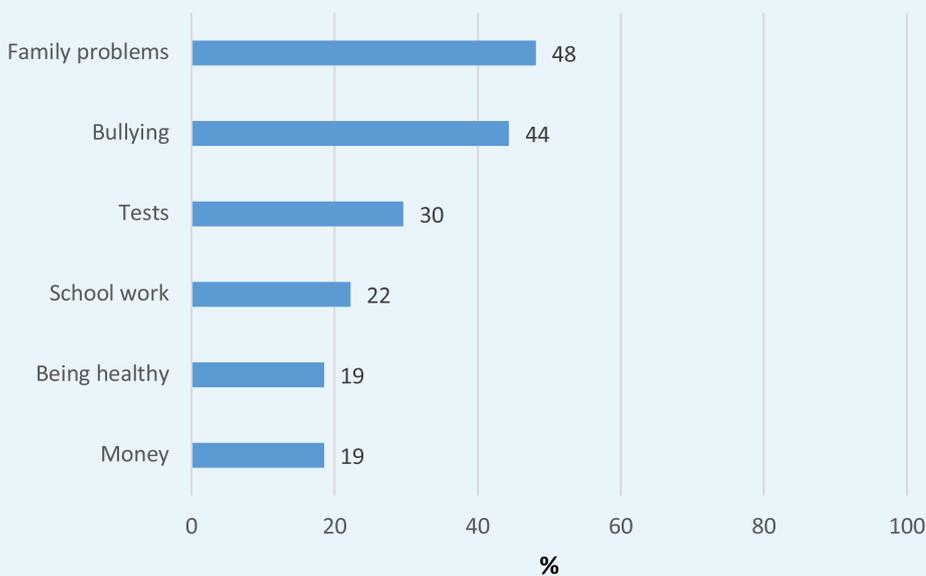
- Three children wanted to learn more maths
- Three wanted to learn more about football
- Three wanted more science
- Two wanted more history
- Two wanted more geography

Accessible version

Worries of children

While the key concerns for children and young people who completed the 7-11 and 11-18 surveys were tests and schoolwork, family problems and bullying were the most common worries for children answering this survey (Figure 26).

Figure 26: Worries. Proportion of children who worry about issues in their lives (Accessible)



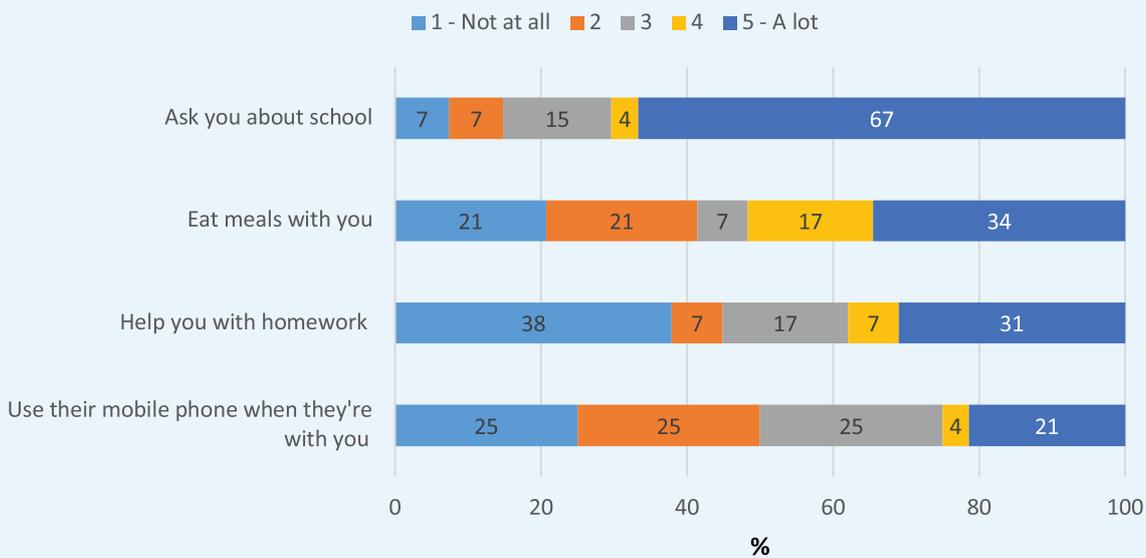
Accessible version

Parent/carer involvement in children's lives

Children were also asked about the amount of time parent/carer spent on particular activities with them (Figure 27). The results were similar to those of the children and young people who completed

the other versions of the survey. The most common parent/carer activity was asking about school, and least common was using mobile phones around children.

Figure 27: Amount of time children report parent/carer spent on various activities (Accessible)



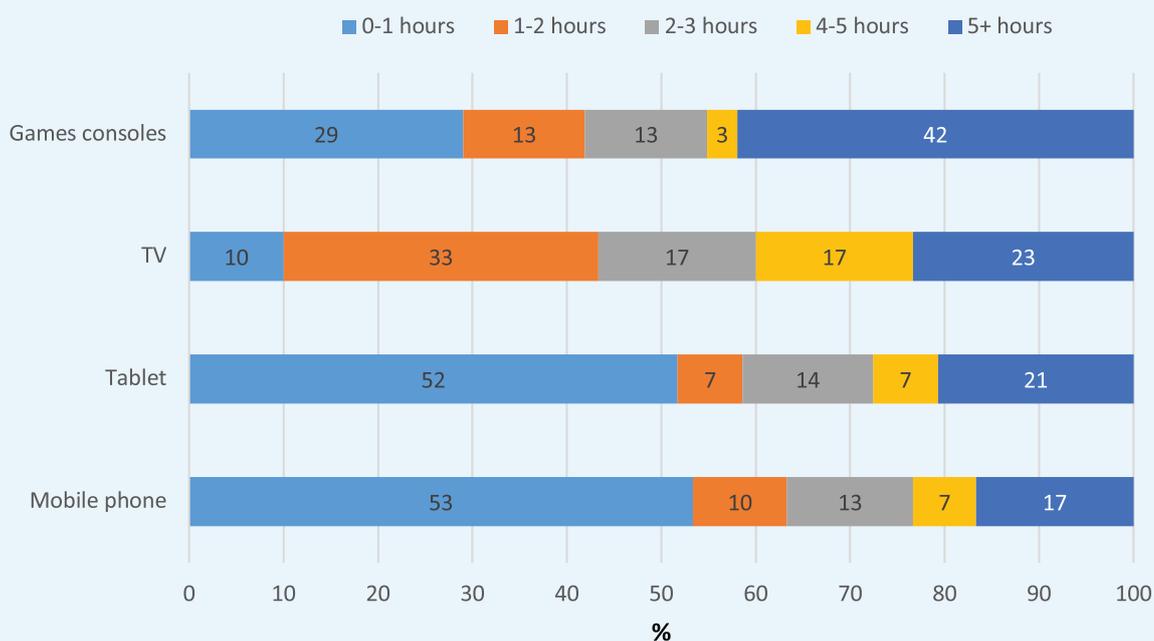
Accessible version

Children's use of technology

Children were then asked questions about their own use of technological devices (Figure 28). The vast majority of children (90 per cent) spent more than an hour watching television. Mobile phone use was

lower amongst this group than among the children who completed the 11-18 survey, although it was higher than those who completed the 7-11 version. However, the proportion of those using games consoles for over five hours was high compared to both the other groups, at 42 per cent.

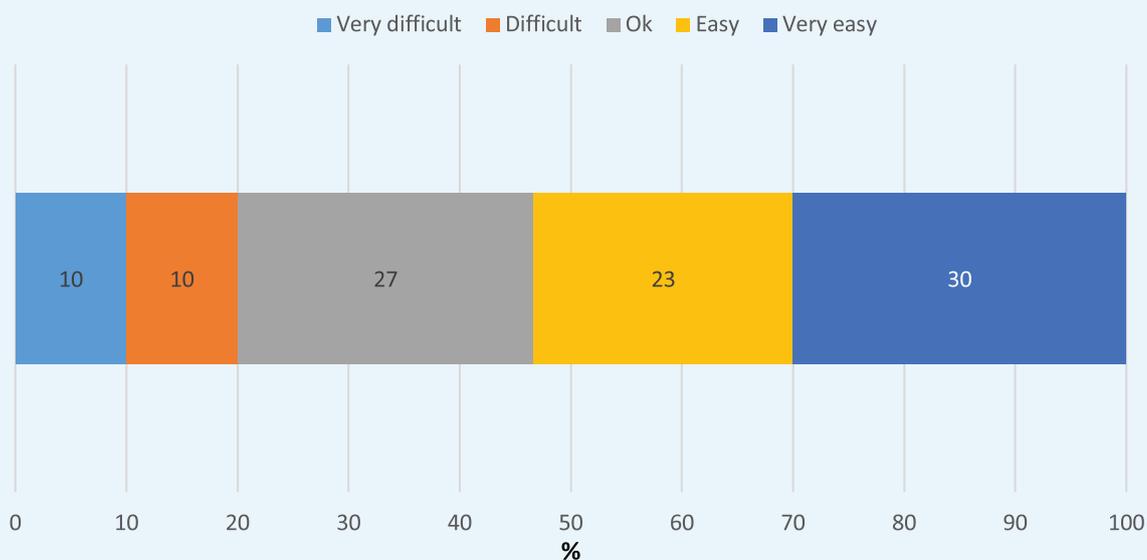
Figure 28: Amount of time, in hours, spent using devices in last 24 hours (Accessible)



Accessible version

Children completing this survey were also asked about their parents'/carers' mobile phone use (Figure 29). Their responses indicated that a fifth of them found it difficult to obtain their parents'/carers' attention while they were using it. This is broadly comparable to the other groups.

Figure 29: Ease of obtaining parents'/carers' attention during mobile phone use (Accessible)

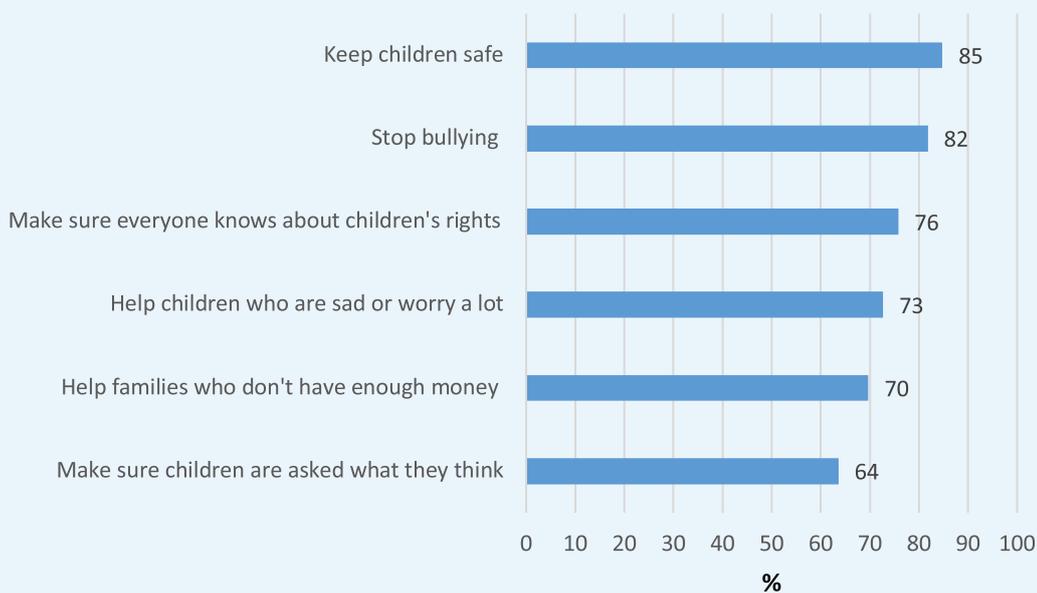


Accessible version

Opinions on the priorities of the Commissioner

Children were provided with a multiple choice question which asked them what they thought the Commissioner should do to make children's lives better (Figure 30). The most popular option for children completing this survey was to keep children safe, followed by stopping bullying.

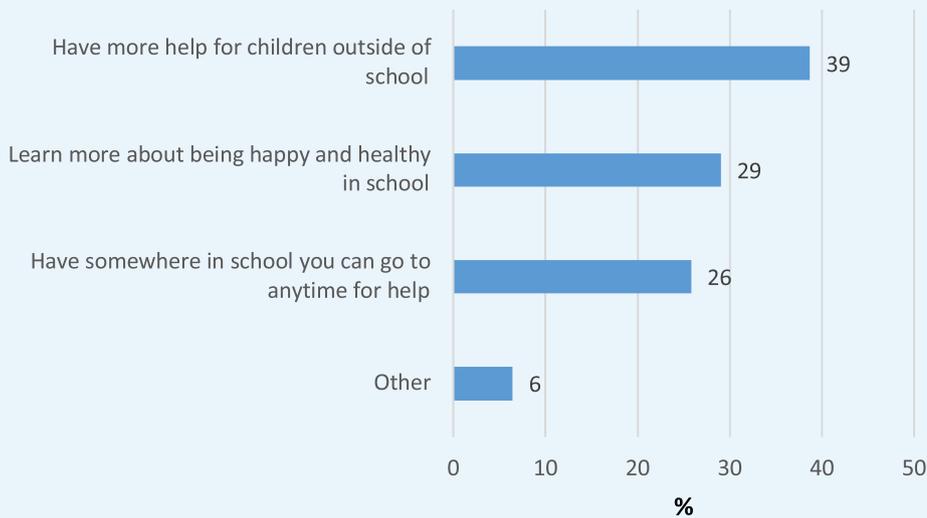
Figure 30: Views on what the Commissioner should prioritise to improve children's lives (Accessible)



Accessible version

Having more help for children outside of school was the top priority to help children who were sad or worry a lot (Figure 31).

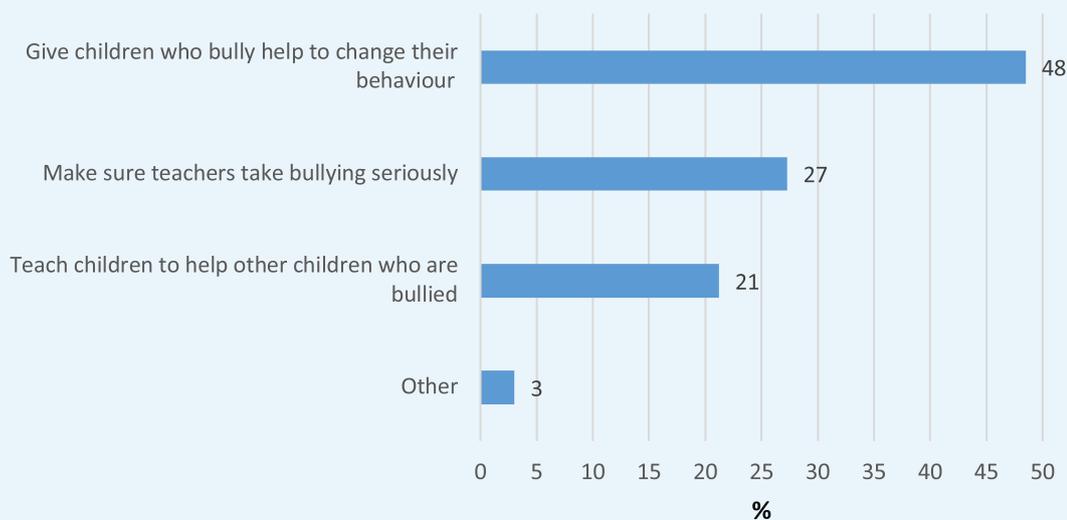
Figure 31: Best ideas to help children with mental health or emotional problems (Accessible)



Accessible version

Children were then asked their views on what should be done to prevent bullying (Figure 32). Giving children who bully help to change their behaviour was the most popular option, selected by almost half of participants.

Figure 32: Best ideas to tackle bullying (Accessible)

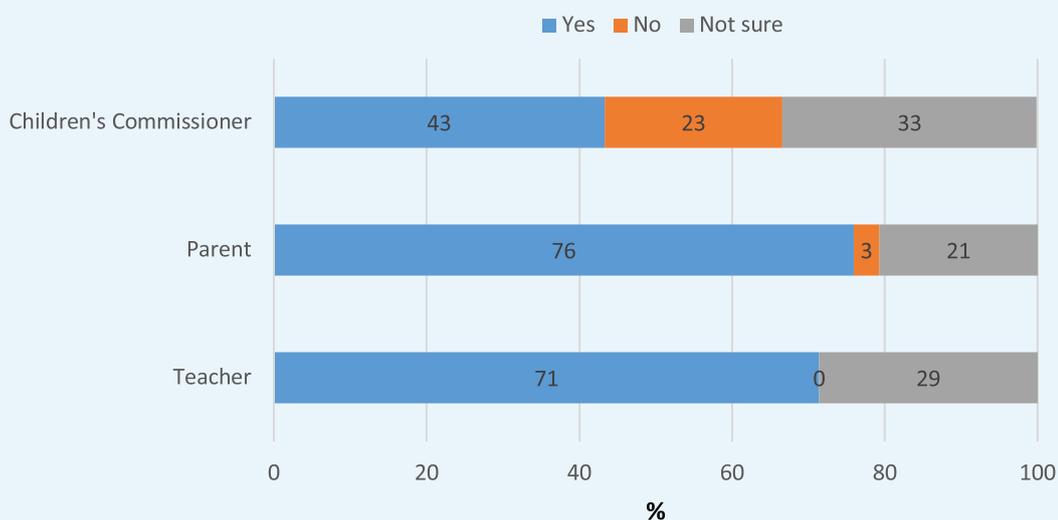


Accessible version

Opportunities for children to give their views

The final question in this survey asked children whether they had ever been asked their views by their parent/carer, the Children's Commissioner and their teachers (Figure 33). Notably, not one respondent said that they had not been asked their views by a teacher. Once again, fewer children said they had been asked their views by the Children's Commissioner, but as with the other groups, this may be because some only ticked yes when they had been asked their views in person.

Figure 33: Proportion of children reporting being consulted by consultation type (Accessible)



Parents and Carers

There were 647 respondents to the parents/carers survey. Of these:

- 56 per cent had children aged ten or younger.
- 92 per cent were female.

Learning

Parents/carers were asked an open-ended question about whether there was anything else they thought that young people should learn about at school. The most popular category by far was life skills, reflecting the top priority of the 11-18 year olds who took the survey. The most prominent skill in parents'/carers' answers, were financial skills, such as budgeting, money management, mortgages and tax. The second most popular category was Health and Wellbeing. There was a focus on mental health within this, such as coping with stress, managing emotions. A number of parents/carers called for a focus on teaching about healthy relationships, including relationships with peers, bullying and romantic and sexual relationships. Parents/carers also focused the development of personal qualities such as kindness, confidence and tolerance in their answers.

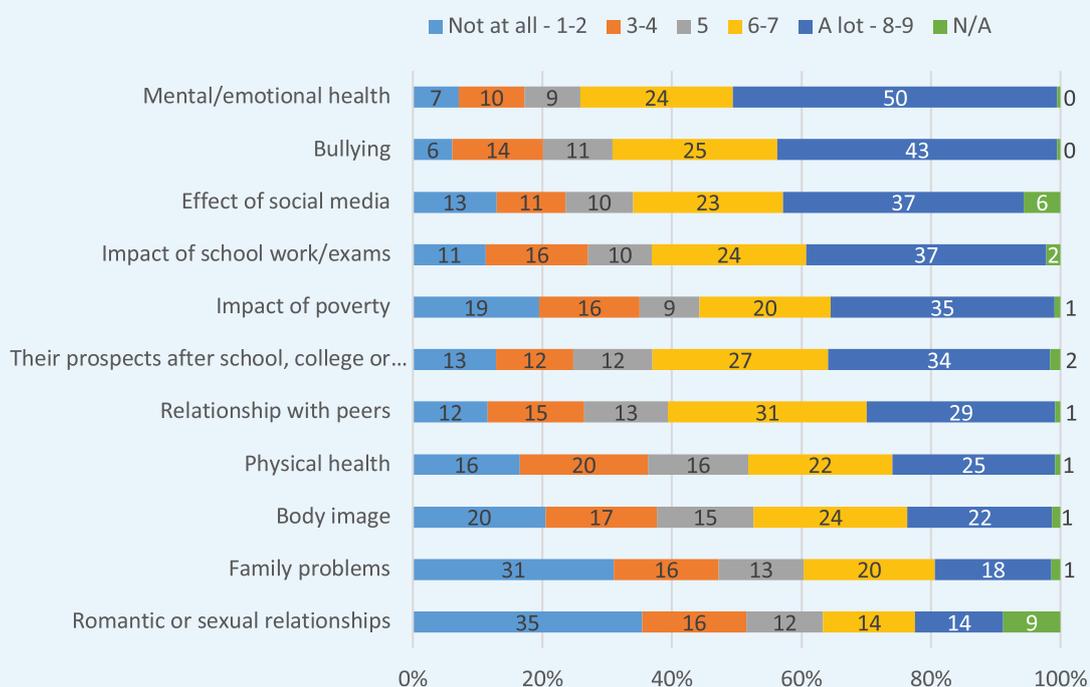
Worries for children

Parents/carers were asked a multiple choice question in respect of how much they worried about different aspects of children's lives on a scale of 1-9 where 1= not at all and 9= A lot (Figure 34). A 'not applicable' option was provided for those whose children were too young for some of the issues to be relevant to their lives, such as social media.

Of primary concern was their child's mental and emotional health. Half of parents/carers selected either 8 or 9 for this issue. The next highest level of concern was bullying. Social media and the impact of school work/exams were also major concerns for parents/carers, with 37 per cent selecting either 8 or 9 for these.

Parents and Carers

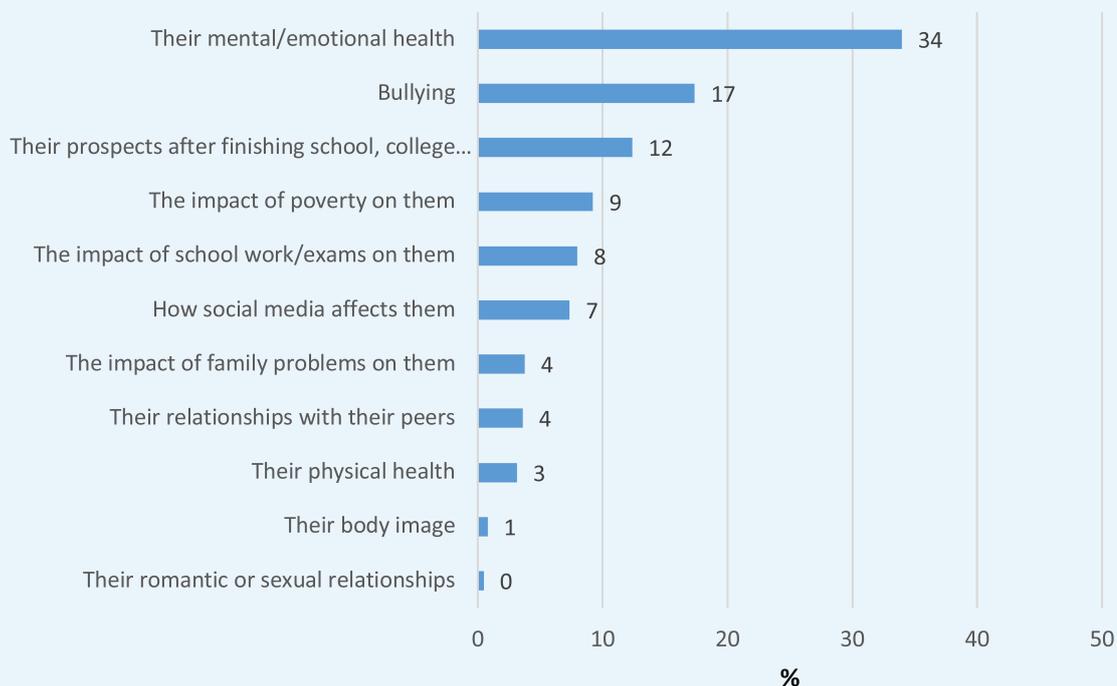
Figure 34: Level of concern about issues in children's lives (Parents/Carers)



Parents and Carers

The results of a follow up question asking parents/carers to select which one issue they were most concerned about broadly mirrored those of the first question (Figure 35). Mental and emotional health and bullying remained the top concerns, and the third highest issue was their children's prospects once they had left school, college or university.

Figure 35: Issues parents/carers are most concerned for children (Parent/Carers)

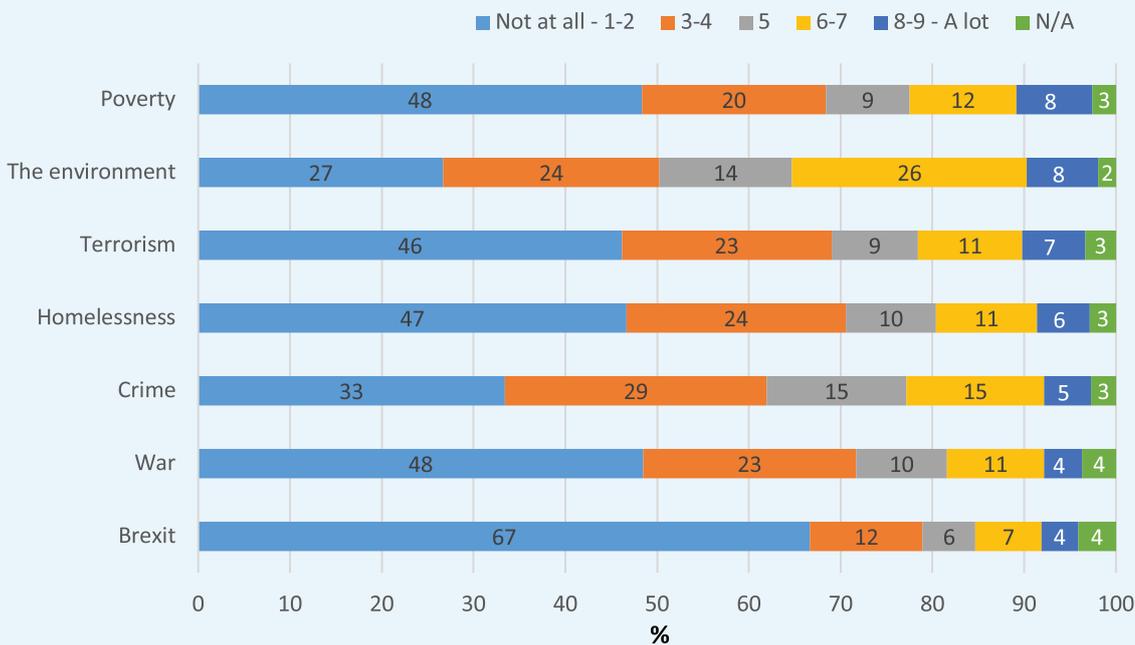


Parents and Carers

Parents/carers were also given a question on the same 1-9 scale which asked to what extent they believed their children worried about issues in the wider world, such as terrorism, poverty and homelessness (Figure 36). The low proportion of parents/carers who selected 8 or 9 in response to any of these issues suggests that, on the whole, parents/carers do not believe that children are

overtly concerned with these types of issues. In fact, children responding to this question in the 11-18 year olds' survey tended to be more worried about these issues than the parents'/carers' survey responses suggest. For example, 20 per cent of 11-18 year olds selected 8-9 for terrorism, whereas only 7 per cent of parents/carers did so.

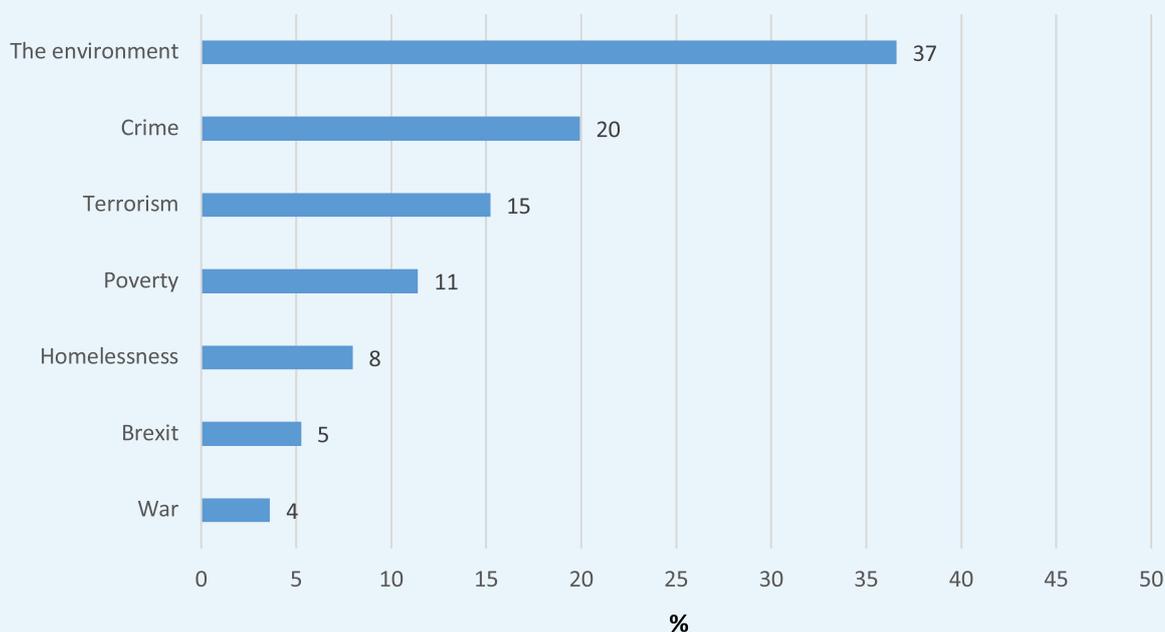
Figure 36: Extent to which parents/carers think children worry about certain issues in the wider world (Parents/Carers)



Parents and Carers

The issue parents/carers thought that children were most concerned about in the wider world was the environment. 36 per cent of parents/carers selected between 6-9 to this question, and in follow up question about which they believed they were most concerned about (Figure 37), the environment was selected by the largest proportion of parents/carers.

Figure 37: Issues parents/carers felt children worry about most in the wider world (Parents/Carers)



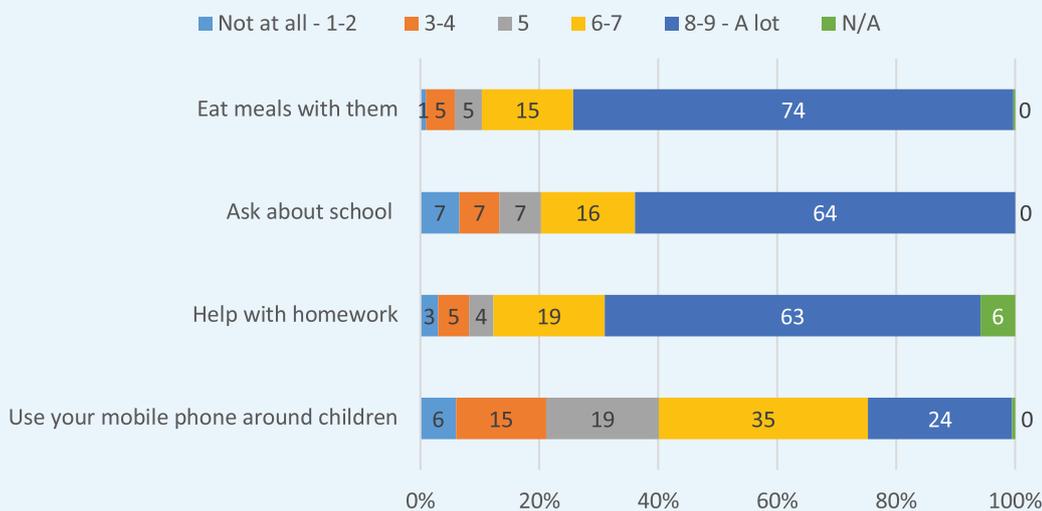
Parents and Carers

Parent/carer involvement in children's lives

In the parents/carers survey, respondents were asked how much they engaged in particular activities with children on a scale of 1-9 where 1= not at all and 9= a lot (Figure 38). Once again there was a 'not applicable' option for parents/carers to indicate when questions were not relevant to them, such as those who were unable to comment about their engagement with their children's school as their children were not yet of school age.

The vast majority of parents/carers selected either 8-9 to the question about asking about school, indicating that they regularly asked their children questions about their school life. Almost three quarters of parents also chose 8 or 9 to the question about whether they ate with their children regularly. Just under a quarter of parents/carers selected 8 or 9 to the question about how much they used their mobile phone around their children.

Figure 38: Level of parent/carer engagement in various activities (Parents/Carers)

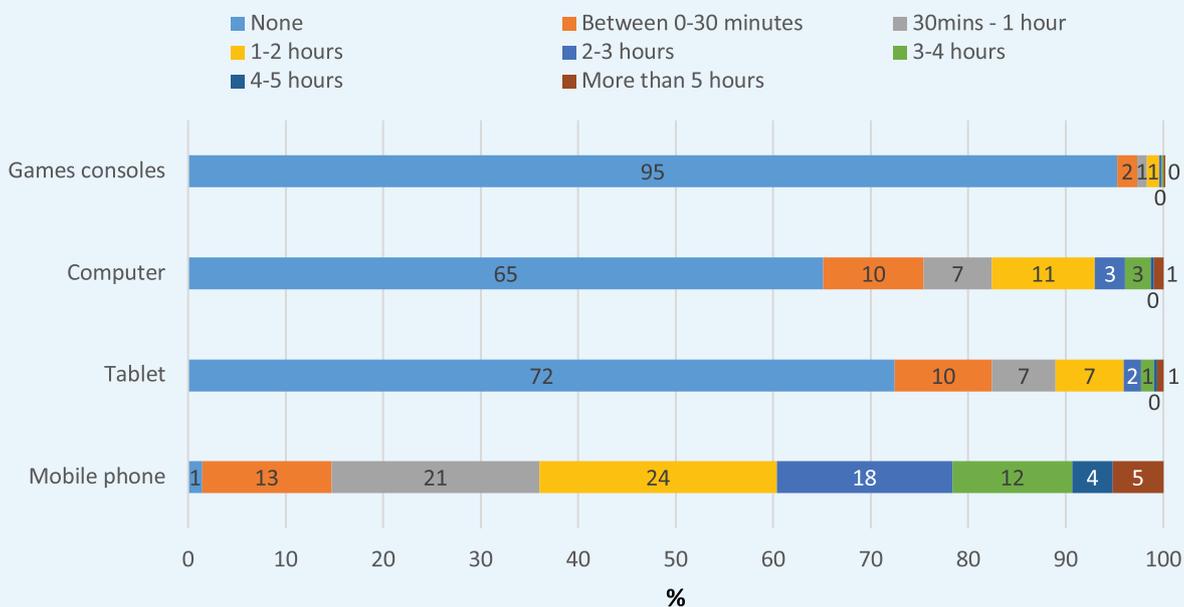


Parents and Carers

Parents'/Carers' use of technology

A further question asked parents/carers how much time they had spent using technological devices outside of work over the last 24 hours (Figure 39). The vast majority had not used a games console at all, and the time spent on computer and tablets was minimal. The most commonly used device was the mobile phone. 9 per cent reported that they had used it for over four hours within the last 24 hours.

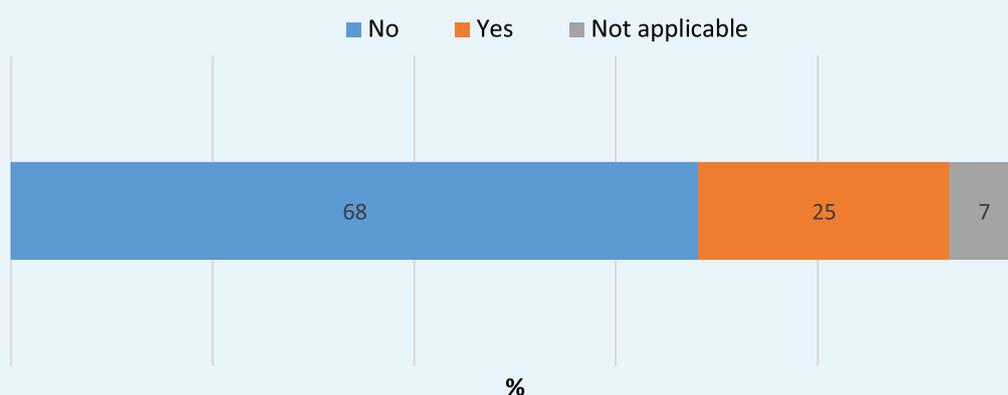
Figure 39: Amount of time spent using devices in last 24 hours, outside of work (Parents/Carers)



Parents and Carers

Parents/carers were then asked whether their children had ever asked them to stop using their mobile phone (Figure 40). The majority (68 per cent) of participants reported that they had not, and a quarter indicated that they had.

Figure 40: Proportion of parents/carers by whether their children have ever asked them to stop using mobile phones (Parents/Carers)



A follow up question asked them why their child had asked them to stop using their mobile phone. The responses mirrored those of the 7-11 year olds. Most parents/carers said that their son or daughter had asked them because they wanted more attention, such as to talk to them or to do an activity with them. For example, one parent wrote:

*"I was distracted and not listening to them as I was watching a film on my phone."
(Parent/carer of 12-13 year olds)*

A number of parents/carers said that they found it difficult to limit their mobile phone usage outside of the workplace due to ongoing work and life commitments:

*"Sadly because I work all day I still have lots of emails, messages and bills to pay online. They have asked me to stop for attention/help."
(Parent/carer of 3-10 year olds)*

*"He wanted to talk and I was sending work emails from my mobile. I finished the one I was on and stopped. As a society (particularly when you are self-employed or high up in the professional world) it is sometimes hard to juggle work and home life but we should all be more aware that we need to leave our work and technology alone in the evenings and get back to basic family time with outdoor nature walks and night time board games etc."
(Parent/carer of 9 year old)*

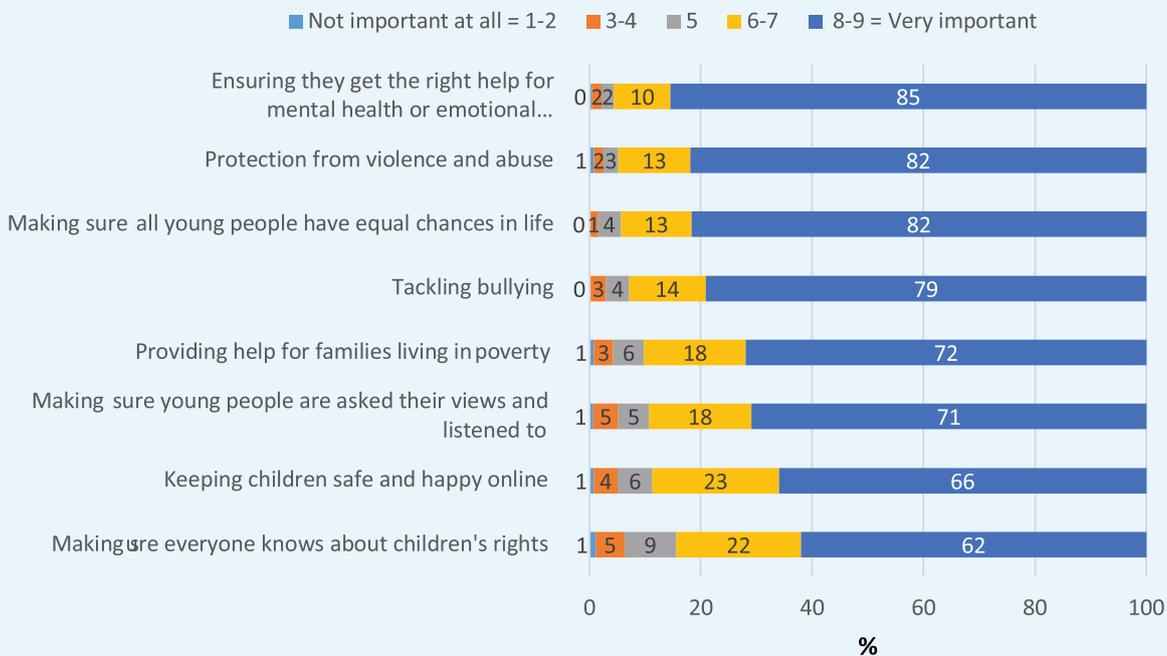
Parents and Carers

Opinions on the priorities of the Commissioner

Parents/carers were given a question which asked how important they thought it was for the Commissioner to work on a number of issues for children and young people (Figure 41). They reflect the same issues asked to children in their surveys. Ensuring that children obtain the right support for mental health or emotional problems was selected

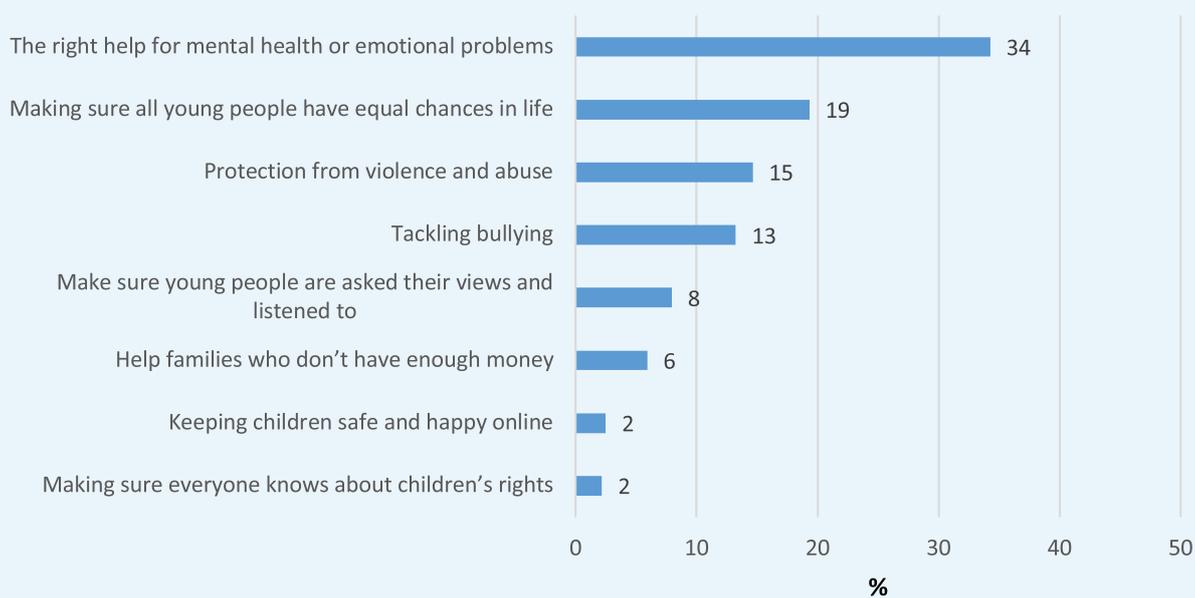
the most often with 85 per cent selecting either 8 or 9 to this question and this option also being the most popular in the follow-up question about which issue is most important (Figure 42). Protection from violence and abuse and ensuring that young people have equal chances in life were also identified as key issues in these questions.

Figure 41: Importance of potential issues for the Commissioner to prioritise (Parents/Carers)



Parents and Carers

Figure 42: Most important priority for the Commissioner (Parents/Carers)



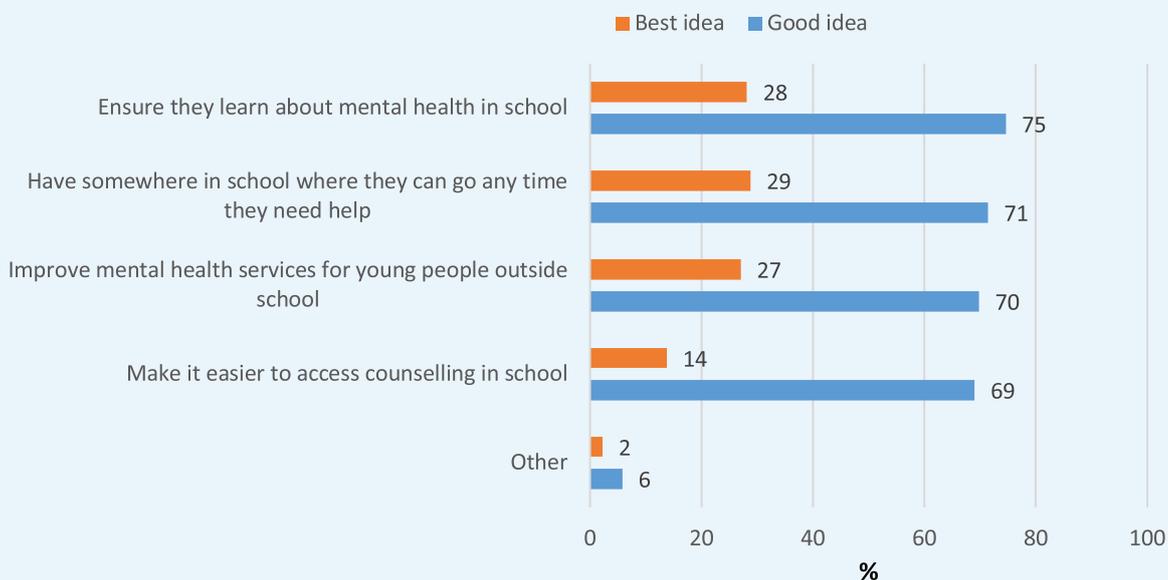
Parents and Carers

Parents/carers were given multiple choice questions relating to each issue and asked to select each option they thought was a good approach to addressing the issue. Out of the ones selected they were then asked which option they thought was the best idea.

The first of these questions focused on the mental health and emotional problems of children (Figure 43). The top two ideas selected by parents/carers

as good ideas were ensuring that children learned about mental health in school and that they had somewhere in school they could access anytime they need support. These were also felt to be the best two ideas indicating that, school was seen as having a key role in maintaining good mental health amongst young people. Although the third option involved improving mental health services outside of school.

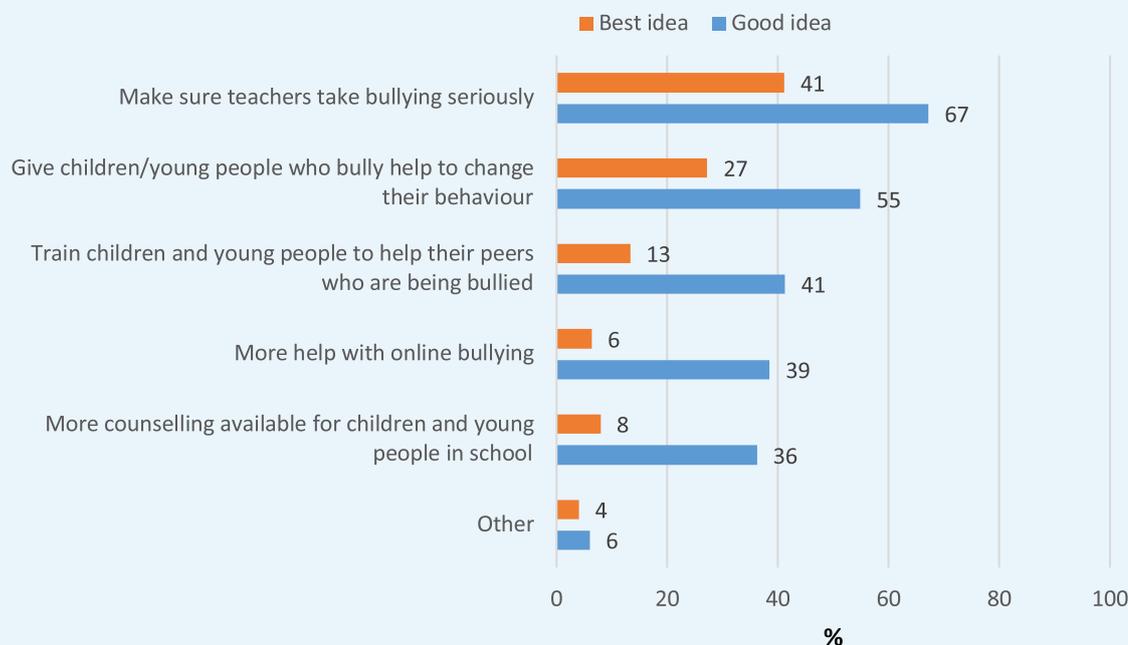
Figure 43: Level of support for ideas to help children with mental health or emotional problems (Parents/Carers)



Parents and Carers

In response to a question on what should be done to tackle bullying (Figure 44), the idea selected by the highest proportion of parents/carers (over two thirds (67 per cent) was ensuring teachers take bullying seriously. This was also selected as the best idea with 41 per cent selecting this option. There was also a focus on helping those who bully to change their behaviour, with over half (55 per cent) selecting this option for the multiple choice question.

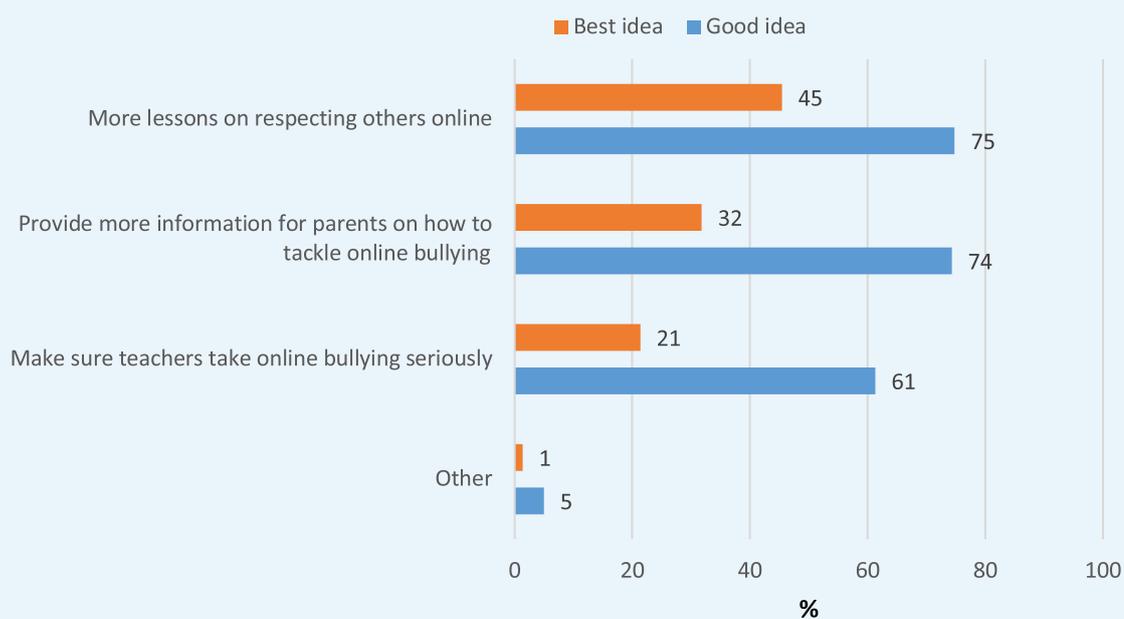
Figure 44: Level of support for ideas to tackle bullying (Parents/Carers)



Parents and Carers

Parents/carers saw a central role for teachers in the prevention of online bullying, with three-quarters indicating that they thought there should be more lessons on respecting others online in school (Figure 45).

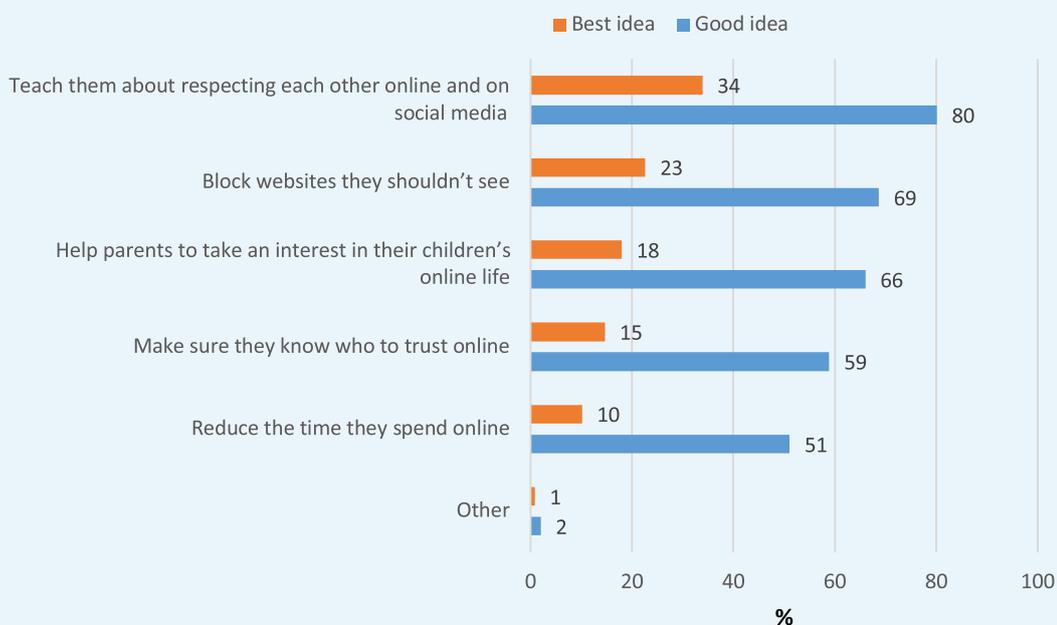
Figure 45: Level of support for ideas to tackle online bullying (Parents/Carers)



Parents and Carers

There were similar responses to a question about what should be done to keep children safe and happy online – the highest proportion of parents/carers (80 per cent) chose the option about teaching children to be respectful of each other online and on social media and it also came out as the best idea for this group. This was far greater than the 59 per cent who chose the option about knowing who to trust online. This suggests that they see interactions with peers as being more of an issue than those with strangers.

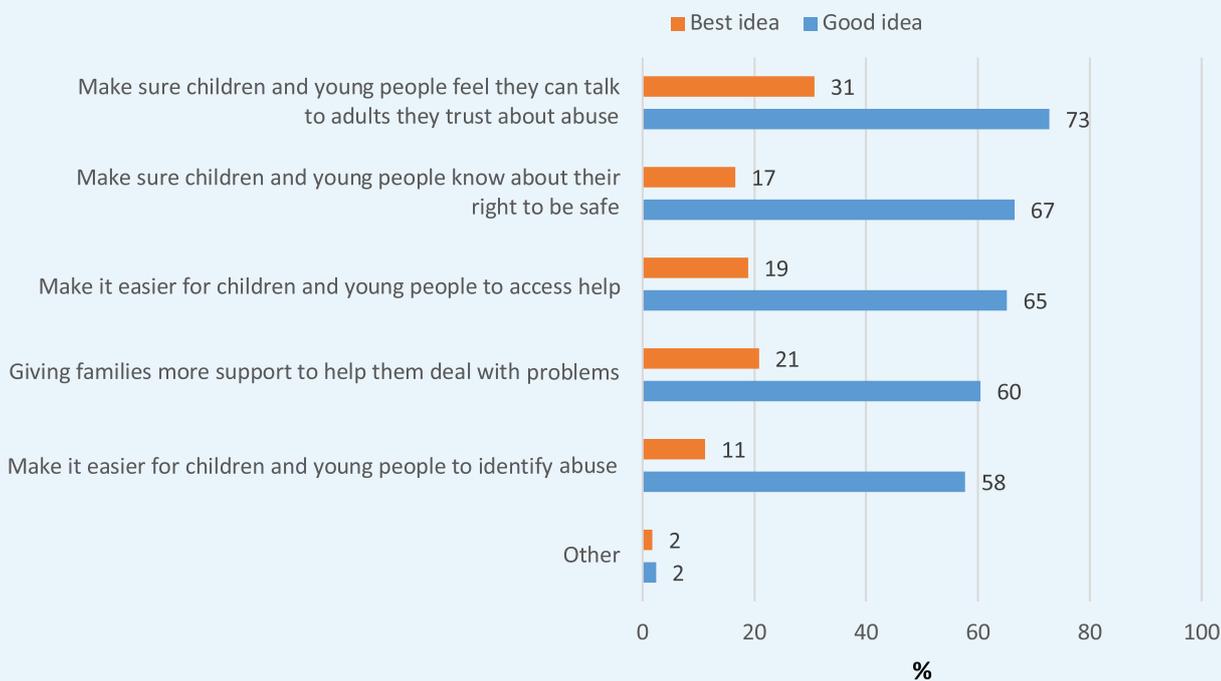
Figure 46: Level of support for ideas to keep children safe and happy online (Parents/Carers)



Parents and Carers

In response to a question on what should be done to reduce the impact of violence and other types of abuse (Figure 47), almost three-quarters (73 per cent) of parents/carers thought that it was a good idea to ensure that children and young people feel they can talk to adults they trust about abuse. This was also considered the best idea by 31 per cent of parents/carers.

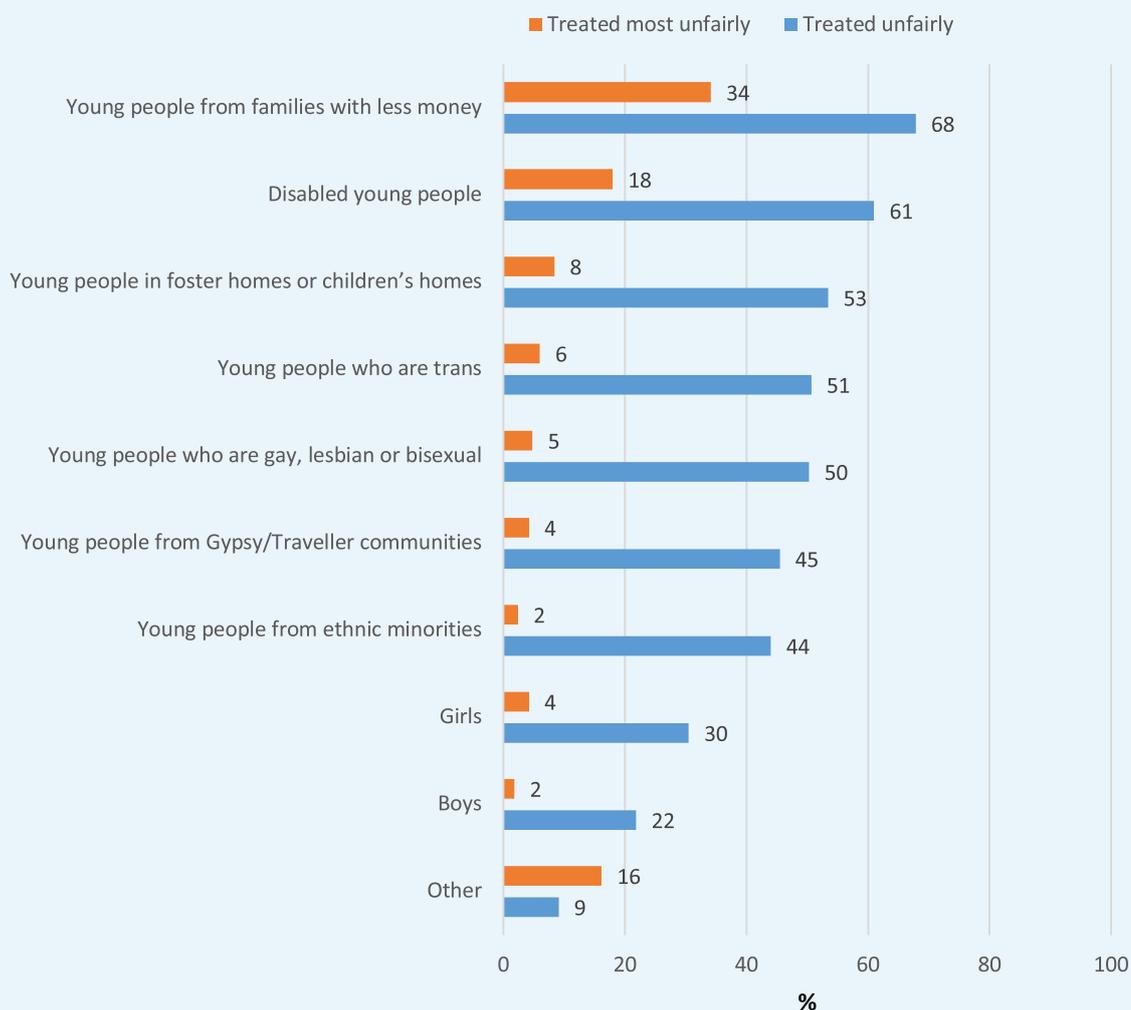
Figure 47: Level of support for ideas to reduce the impact of violence and abuse in the home (Parents/Carers)



Parents and Carers

Parents/carers were also asked about which groups of young people they thought were treated unfairly (Figure 48). The group selected by the highest proportion of parents/carers was young people from families with less money (38 per cent) followed by disabled young people. This contrasted with the top choice of the 11-18 year olds, who selected young people who are gay, lesbian or bisexual.

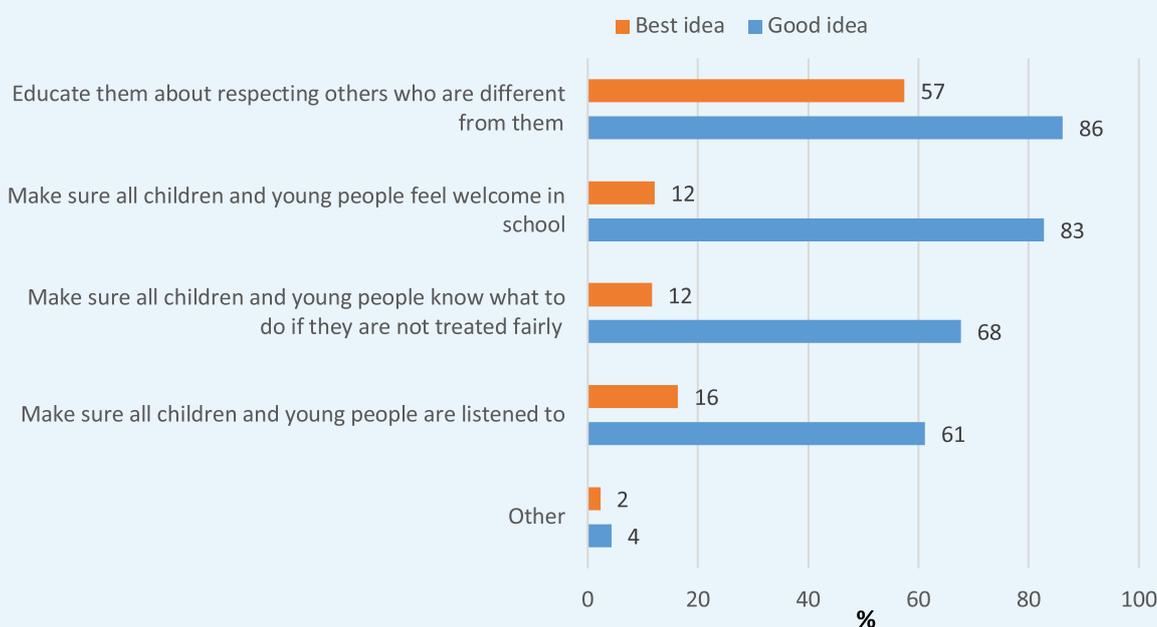
Figure 48: Groups of young people who are treated unfairly (Parents/Carers)



Parents and Carers

In response to a question on what could be done to ensure that children from all backgrounds are treated fairly (Figure 49), again parents/carers responses indicate that they valued an educational approach. 86 per cent of parents/carers thought that it was important to educate children about respecting others who are different, and 83 per cent thought that it was important to ensure that all children and young people feel welcome at school.

Figure 49: Level of support for ideas to ensure all young people are treated fairly in schools (Parents/Carers)

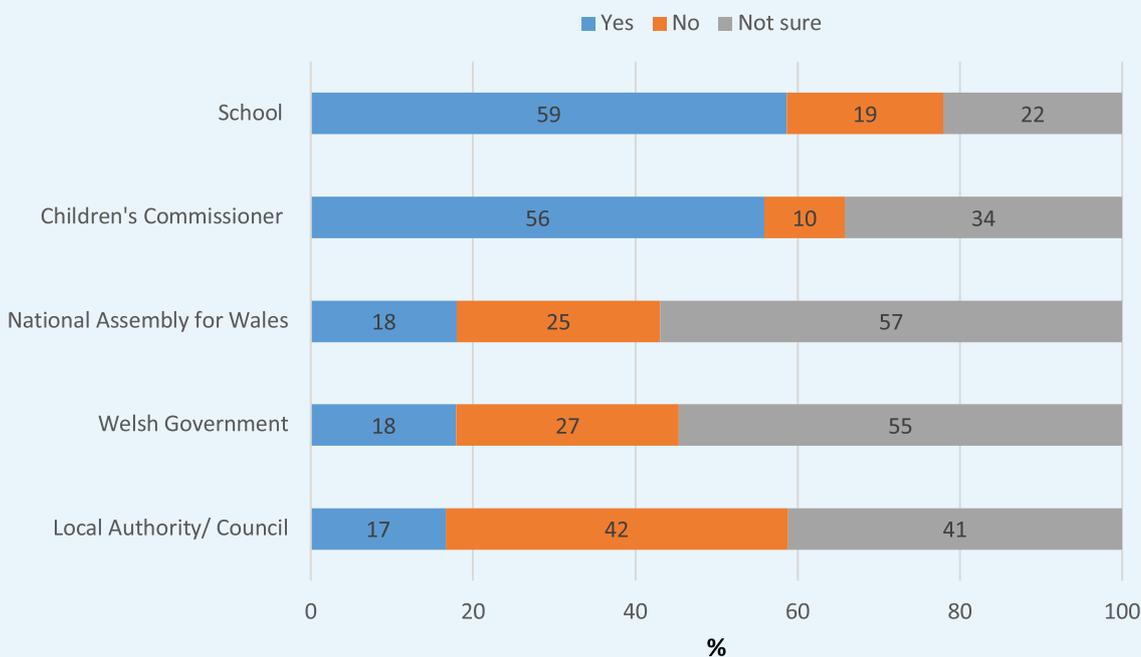


Parents and Carers

Opportunities for children to give their views

A question on the extent to which parents/carers felt that particular organisations enable children to give their views was also included (Figure 50). The two organisations selected by the majority of participants were schools (59 per cent) and the Children's Commissioner (56 per cent).

Figure 50: Proportion of parent/carers reporting that children are asked their views by organisation type (Parent/Carers)



Professionals

585 professionals completed this version of the survey. They were asked which sector they worked in and could choose more than one sector if their work overlapped.

- 70 per cent of these work in the education sector
- 9 per cent in the voluntary sector
- 7 per cent in social work
- 7 per cent in health (excluding mental health)
- 4 per cent in mental health
- 2 per cent in youth justice
- 2 per cent in academia
- 9 per cent selected 'other'

Learning

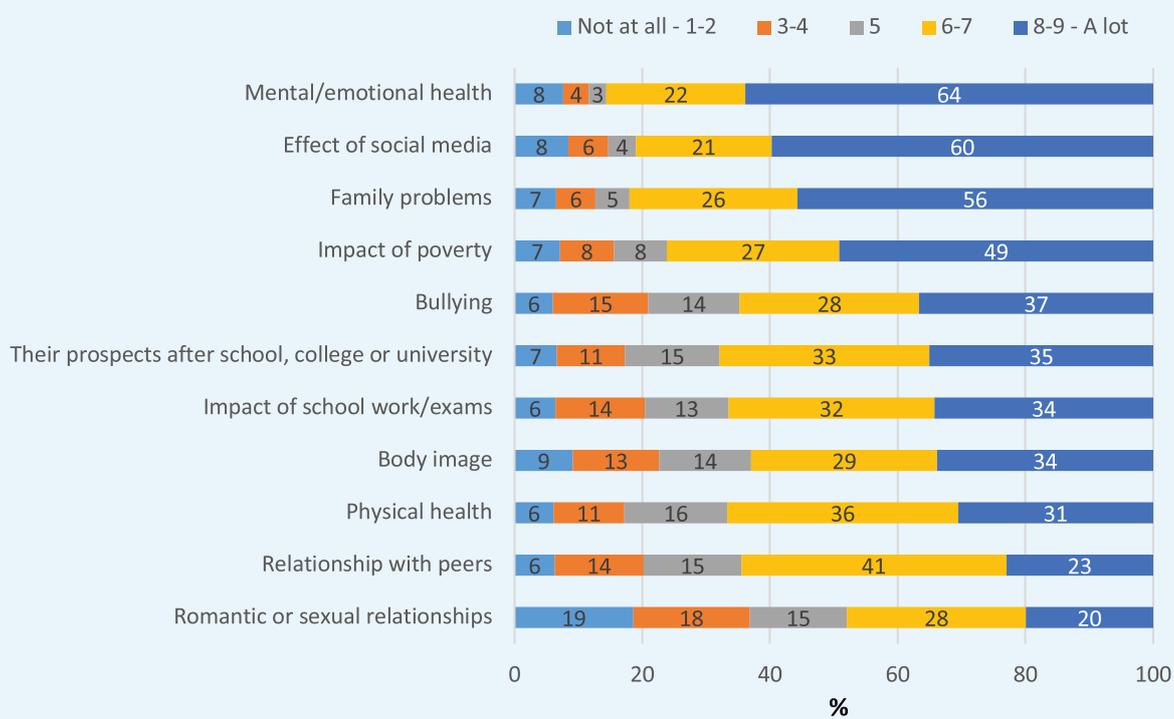
Professionals' views on what children should learn more about at school were broadly similar to those of parents/carers. Life skills and health and wellbeing were priorities for both groups. Learning how to cope with emotional and mental health problems was a key skill identified by professionals interested in wellbeing. Money management was highlighted by those who focused on life skills. A number of professionals also felt there should be more sex education alongside lessons on healthy relationships. Many also wanted there be far more discussion about consent within sex education.

Worries for children

Professionals were asked questions in the same format as parents/carers about the extent to which they were concerned about different aspects of children's lives (Figure 51). The mental and emotional health of children was the highest concern for professionals as well as parents/carers. In a question which asked them about a concern on a scale of 1-9 where 1 = not at all and 9 = very worried, 64 per cent selected 8 or 9 for mental and emotional health.

Professionals

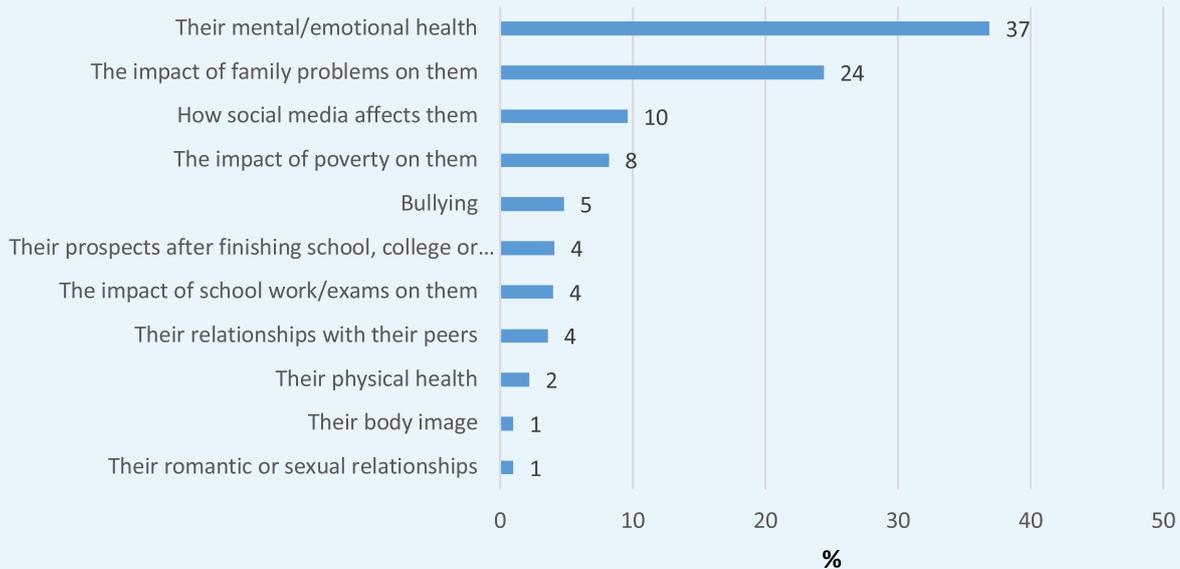
Figure 51: Level of concern about issues in children's lives (Professionals)



Professionals

In the following question, professionals were asked to select which they were most concerned about (Figure 52). Once again, the mental and emotional health of children was the main concern of professionals, with 37 per cent selecting this.

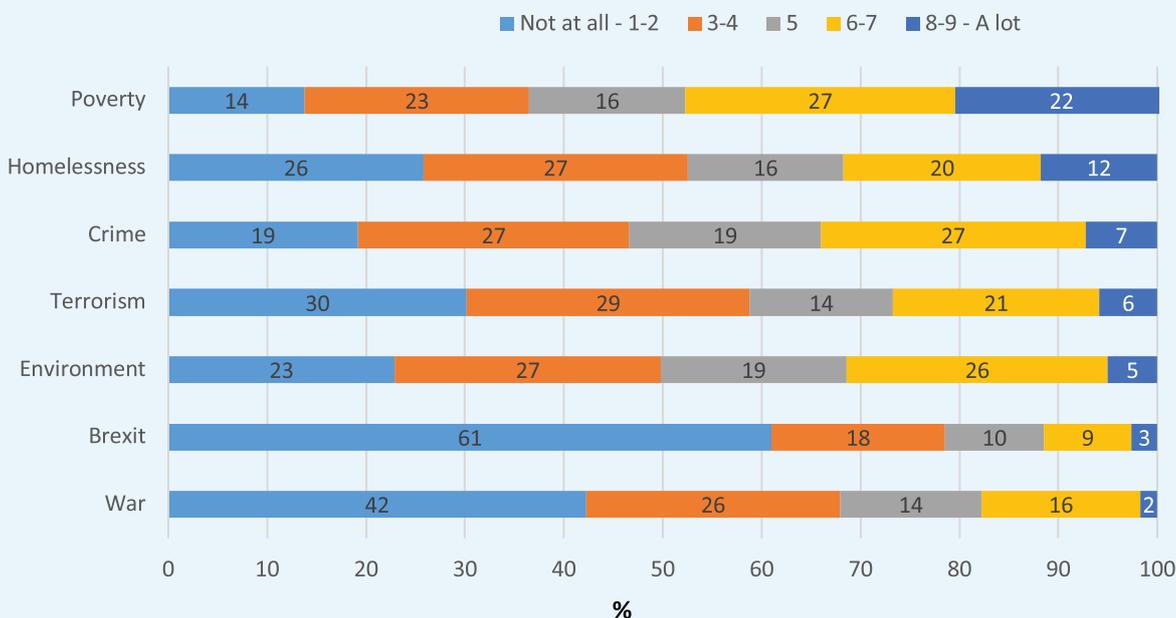
Figure 52: Main concerns for children (Professionals)



Professionals

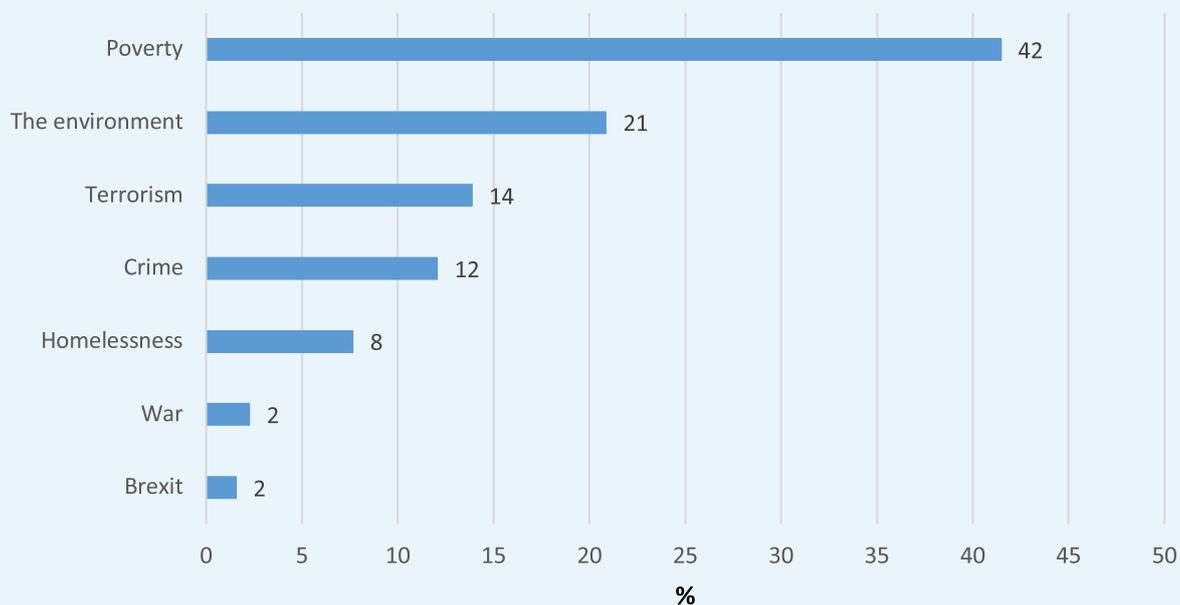
Professionals were also asked the extent to which they believed children are concerned about the following issues on the same 1-9 scale (Figure 53). Poverty was the issue the largest proportion of professionals in the survey believed children were most concerned by. Just over a fifth of participants selected 8 or 9 for this question, and 42 per cent selected it as the most important issue (Figure 54).

Figure 53: Extent to which children worry about issues in the wider world (Professionals)



Professionals

Figure 54: Issues children worry about most in the wider world (Professionals)



When asked in an open-ended question about what else they thought children were worried about, the key issue raised was family relationships, including the health of family members, domestic violence and parental separation. The second most common issue raised by professionals was friendships, such as feeling included and their perception by their peers. A number of professionals also noted children's concerns about their futures, such as how likely they were to find a good job.

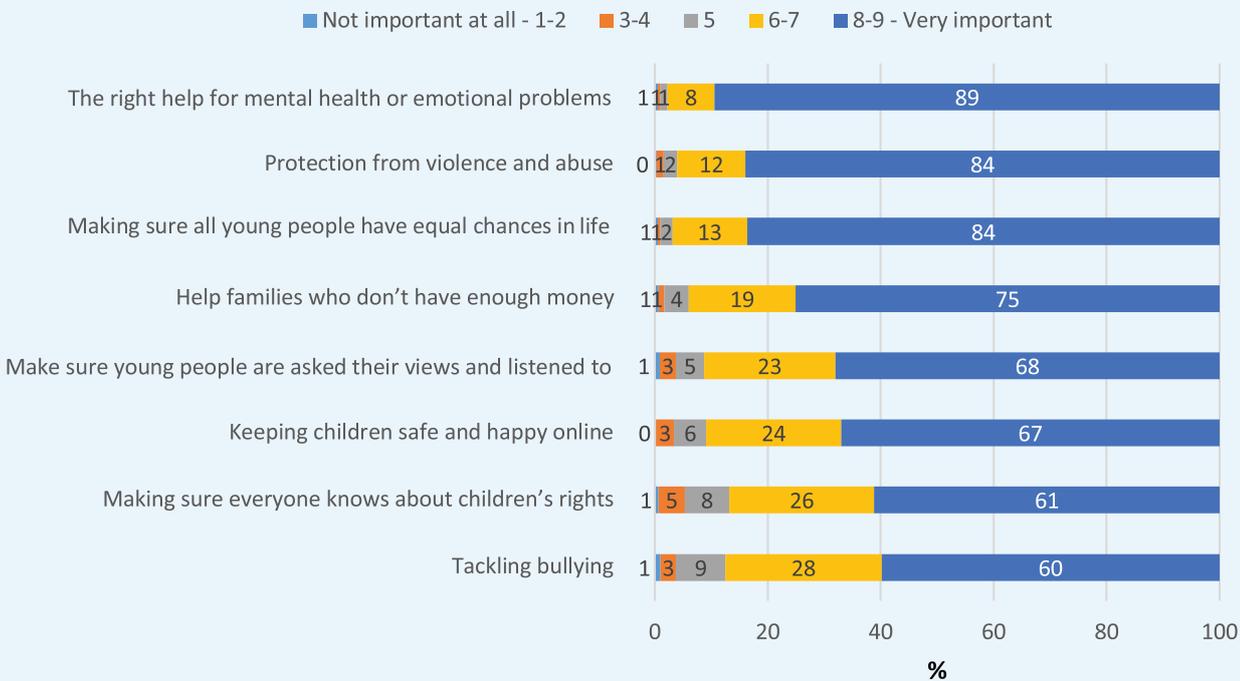
Professionals

Opinions on priorities of the Commissioner

Professionals were provided with a list of issues and asked how important it was that the Commissioner worked on these on a scale of 1-9 where 1= not at all important, and 9= very important (Figure 55). They were given a follow up question asking them to select the one issue they thought was most important for the Commissioner to prioritise (Figure

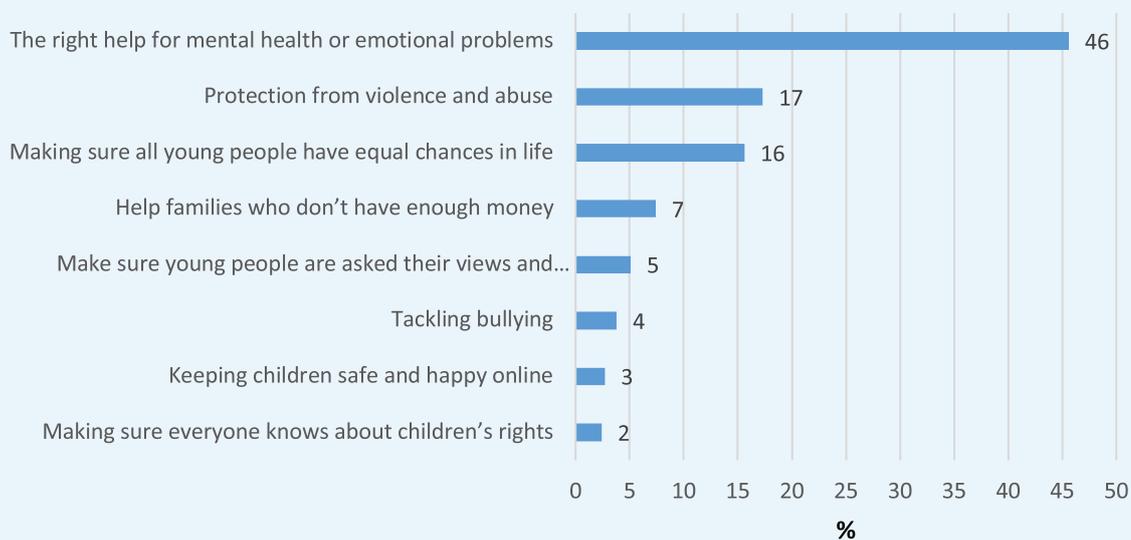
56). In both questions, ensuring that children receive the right help for mental health and emotional problems, protection from violence and abuse and ensuring that all young people have equal chances were the most important issues. 89 per cent thought that the Commissioner should work on mental health and almost half of the sample (46 per cent) thought it was the most important issue.

Figure 55: Importance of potential issues for the Commissioner to prioritise (Professionals)



Professionals

Figure 56: Most important priorities for the Commissioner (Professionals)

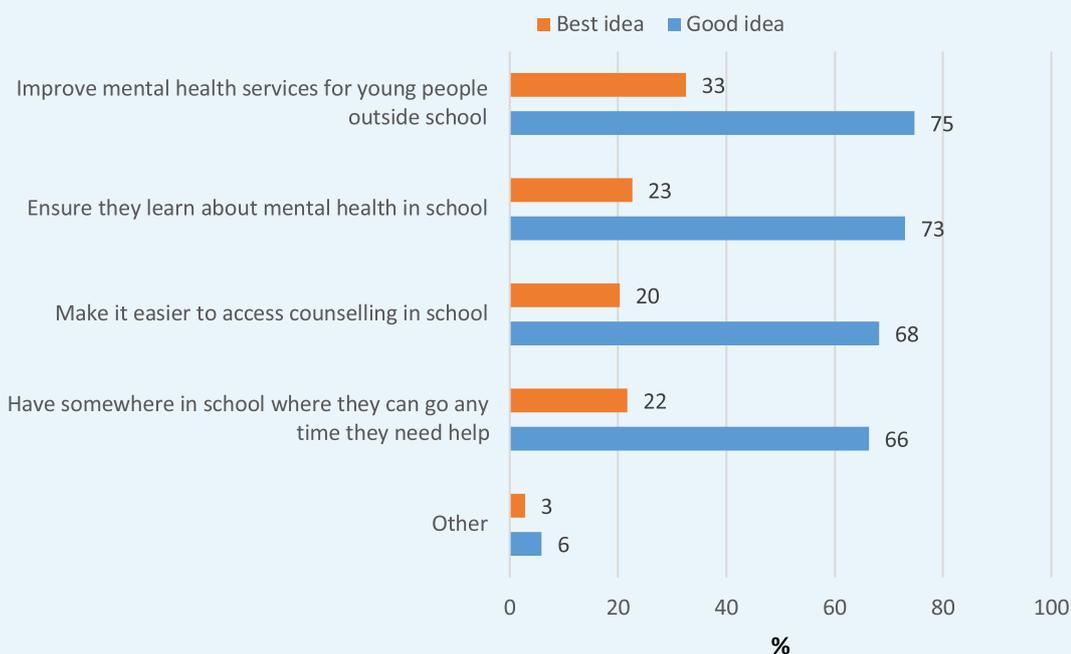


Professionals

In a series of more detailed questions about these topics, professionals were given a multiple choice question which asked which of the options presented they considered to be a good way of addressing an issue. They were then asked to select which they thought was the best idea. For the question on how to tackle mental health

issues (Figure 57), the most popular option for professionals was to improve mental health services for young people outside school, selected by three-quarters of respondents.

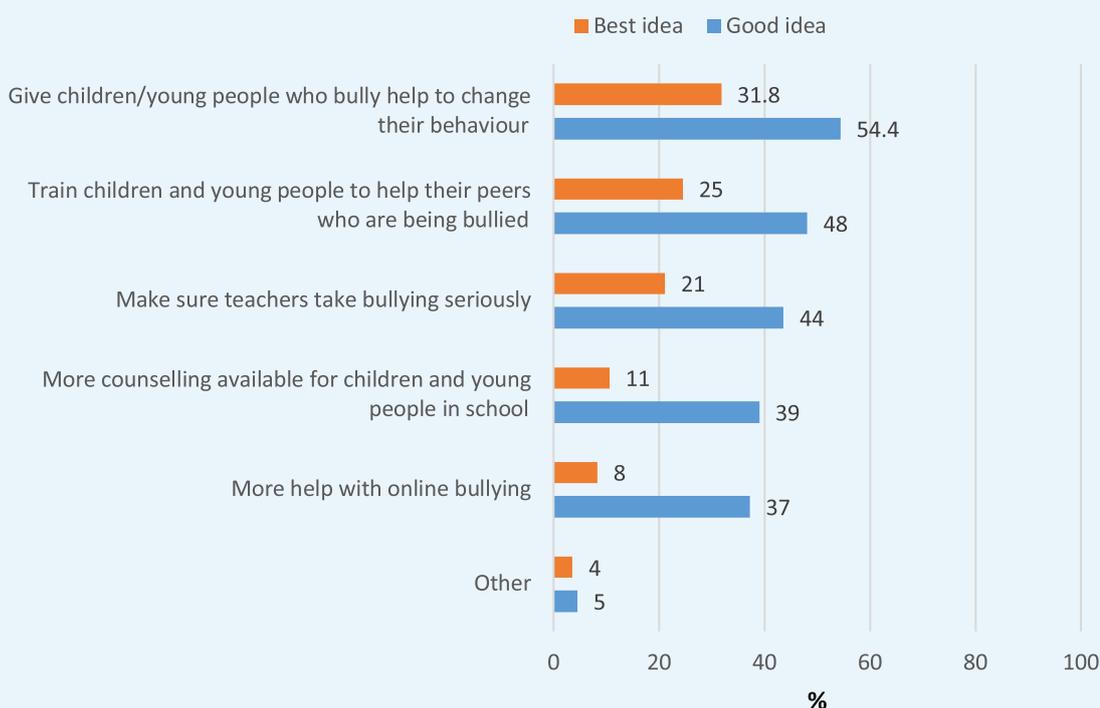
Figure 57: Level of support for ideas to help children with mental health and emotional issues (Professionals)



Professionals

When asked how best to address bullying (Figure 58), the approach favoured by the majority of professionals (54 per cent) was to help those who bully to change their behaviour towards others. The idea of training children to support others who are being bullied was also popular amongst just under half of professional participants (48 per cent).

Figure 58: Level of support for ideas to tackle bullying (Professionals)

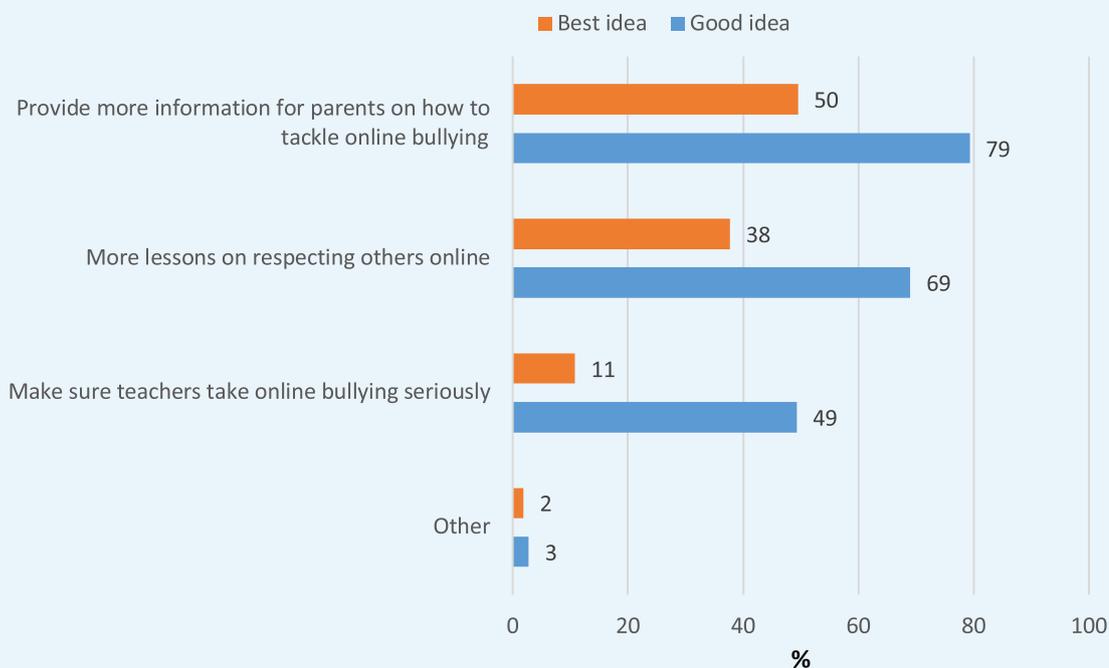


Professionals

Professionals were also asked two questions about children's online safety, the first about online bullying (Figure 59) and the second a more general question on how to keep children safe and happy online (Figure 60). For professionals, providing information for parents on how to tackle online bullying was by far the most popular option in the online bullying question, chosen as a good idea by almost four fifths of participants (79 per cent) and as the best idea by half of participants. For the

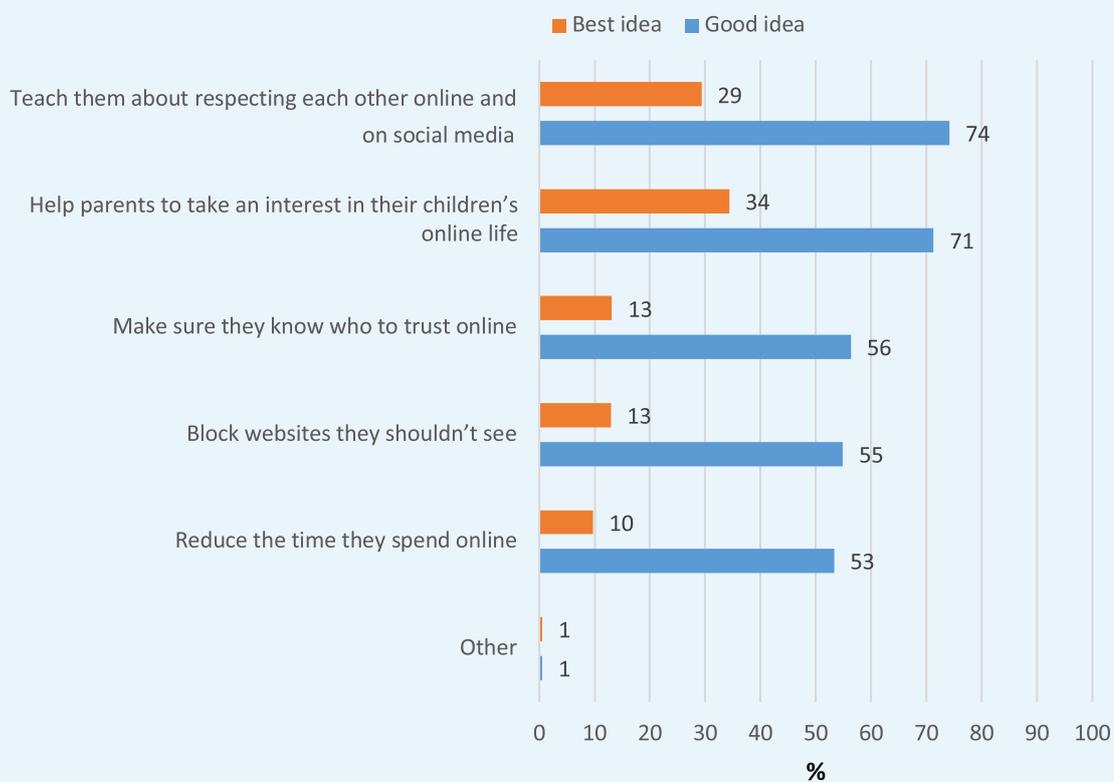
second question, the option selected by the most participants (74 per cent) was 'teaching them about respecting each other online and on social media, although the most popular best idea was to help parents take an interest in their children's online life (34 per cent).

Figure 59: Level of support for ideas to tackle online bullying (Professionals)



Professionals

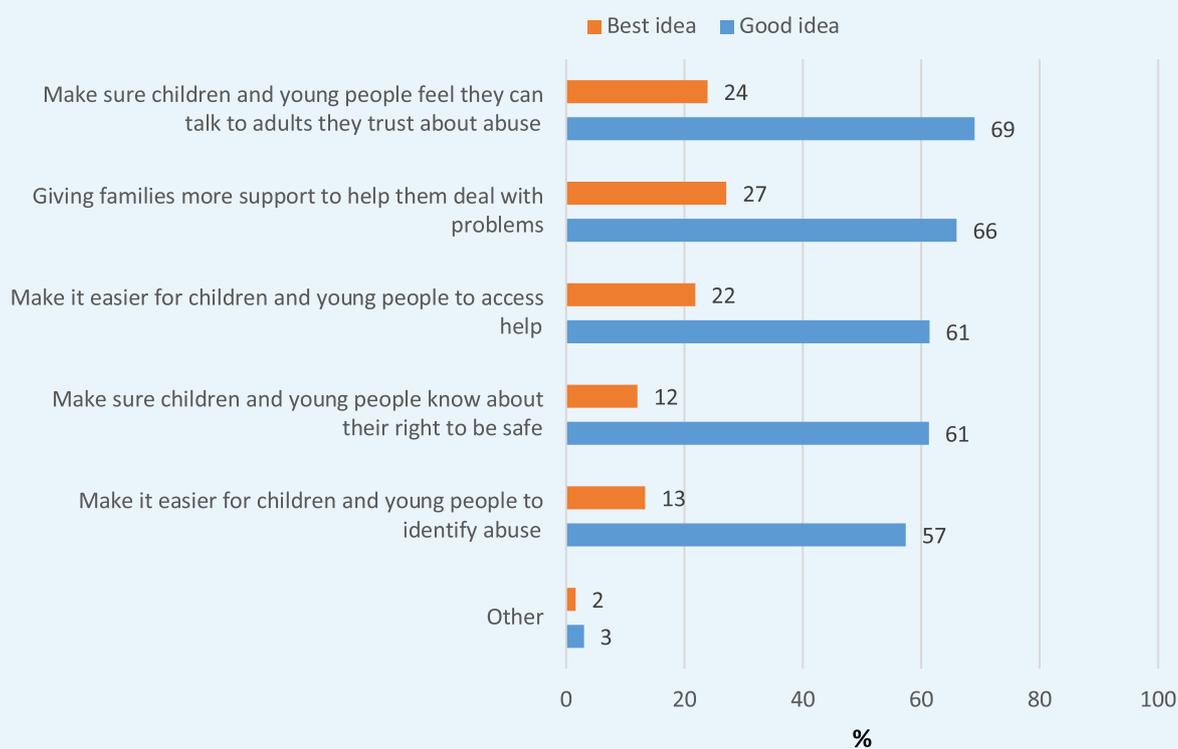
Figure 60: Level of support for ideas to keep children safe and happy online (Professionals)



Professionals

The next question asked about how to tackle violence and abuse in the home (Figure 61). Ensuring young people feel that they can talk to adults they trust about abuse was popular as a good idea selected by professionals (69 per cent), followed by giving families more support to help them deal with problems (66 per cent).

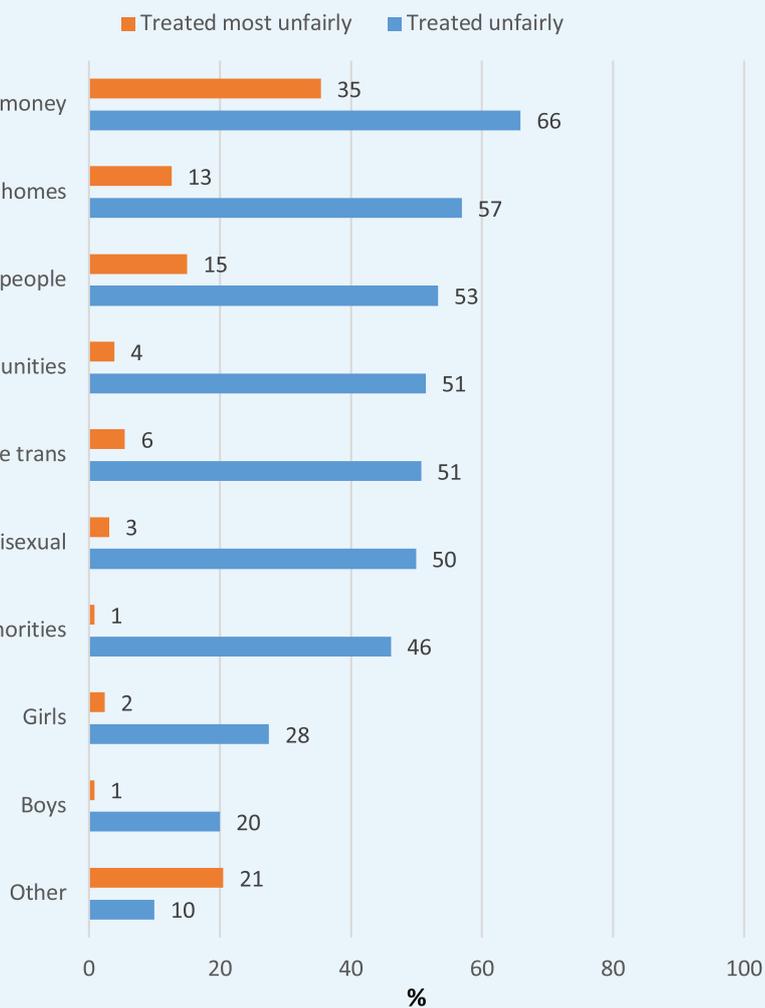
Figure 61: Level of support for ideas to reduce the impact of violence and abuse (Professionals)



Professionals

Professionals were then asked about which groups of children they thought were treated unfairly. Young people from families with less money were identified as those treated most unfairly (25 per cent) followed by young people in foster homes and children's homes (13 per cent)

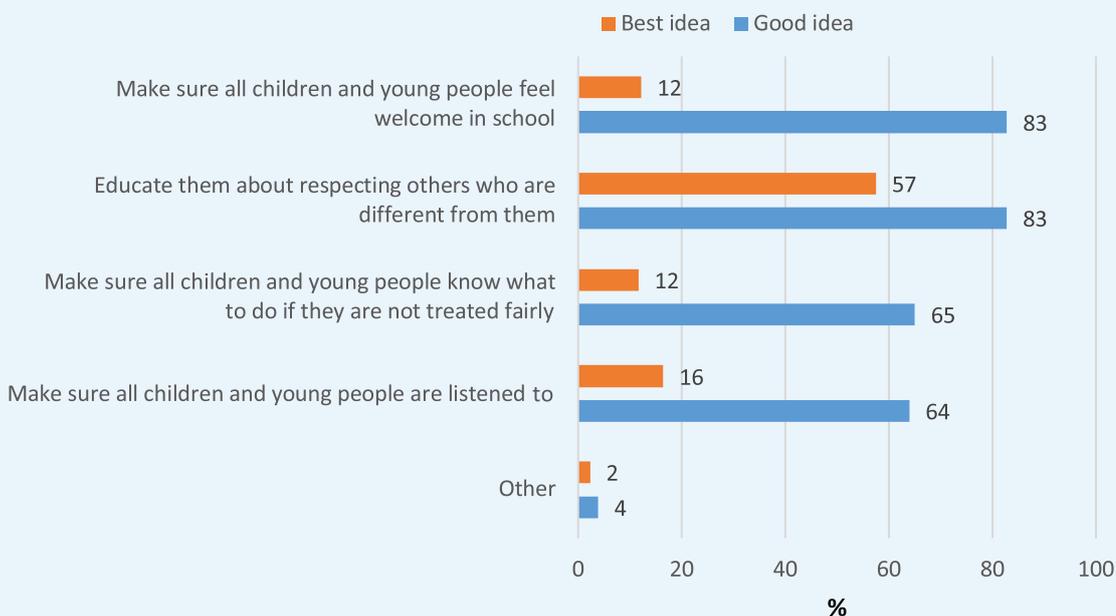
Figure 62: Groups of children treated unfairly (Professionals)



Professionals

The responses of professionals to the question about how to address the issue of fairness (Figure 63) centred on the role of education, as did the parents'/carers' answers. Educating children about respecting others who are different from them was chosen as the best idea by the majority of professionals (57 per cent), and was identified as a good idea by over four-fifths (83 per cent).

Figure 63: Level of support for ideas to ensure all young people are treated fairly in schools (Professionals)



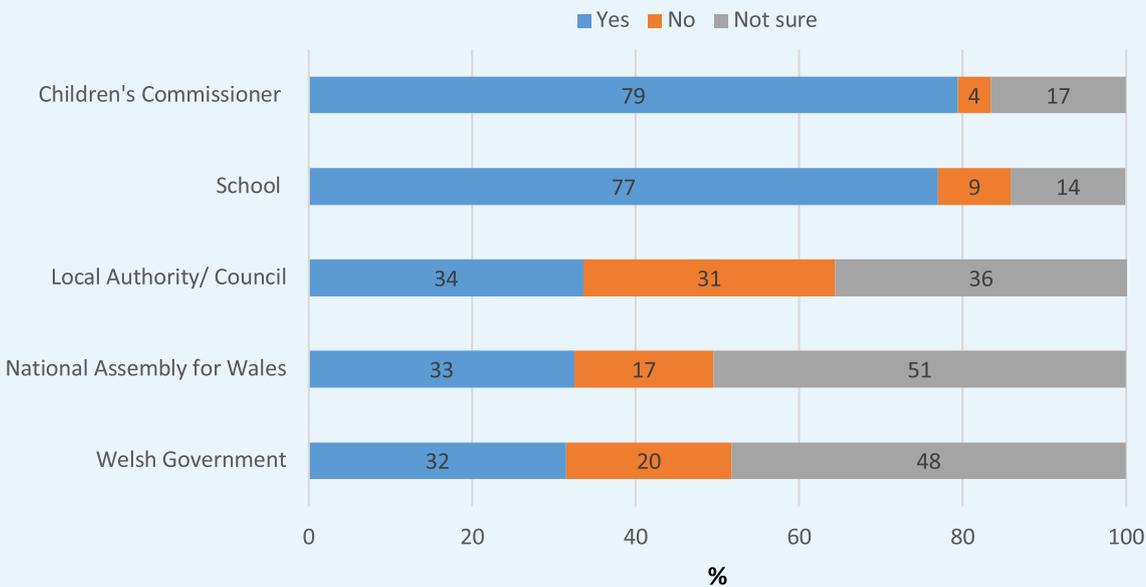
Professionals

Opportunities for children to give their views

A question on the extent to which professionals felt that particular organisations enable children to give their views was also included (Figure 64). It showed that almost four-fifths of professionals reported that

they believe that children had been consulted by the Children's Commissioner (79 per cent) and by schools (77 per cent). The finding about schools may reflect the fact that the majority of respondents to this survey worked in education.

Figure 64: Proportion of professionals reporting that children are asked their views by organisation type (Professionals)



Differences between sub-groups of children

The data were analysed to determine whether there were statistically significant differences by gender, material deprivation status, disability (for 7-11 year olds only), and ethnicity (for 11-18 year olds only). Differences are noted for 7-11 year olds on Table 4 and for 11-18 year olds on Table 5 below. Where there is a blank space there is no clear statistically significant relationship.

Notes on the analyses

- The numbers of disabled children within the 11-18 sample were too small to analyse, and so results are only shown for disabled children who took the 7-11 surveys.
- A very high proportion of 7-11 year olds answered 'don't know' to the question on ethnicity, which suggests that it caused a significant amount of confusion for this age group. Thus, we have decided not to analyse the 7-11 data by ethnicity, as we cannot be confident enough in the validity of the responses to this question.
- For the 11-18 year olds we have conducted an analysis by ethnicity. However, it was not possible to analyse by individual ethnic groups as the numbers within each category were too small, and so an analysis was conducted based on whether participants were white or non-white. Those who selected 'don't know' were excluded from this analysis.

- The material deprivation status of pupils were calculated using a Material Deprivation scale, which provides children with a list of items and ask how many of these they or their family own or have access to. The higher the number of 'missing' items, the higher the material deprivation score. For some items in the scale, the levels of reported deprivation were particularly high in our sample. For example, over half of children in the 7-11 group reported missing a smart phone, iPod, money to spend and money to save. However, given that the scale asked about presence rather than affordability of an item, these items may have been missing due to parenting choices. Because of this, we decided to exclude these items from the analysis.
- The gender variable only includes boys and girls, as there were not enough pupils who were transgender to include them in the analyses.

It is important to remember that where a relationship is not detected this does not mean that there is no relationship between these factors within the population. Particular care should be taken when interpreting the data on disability and ethnicity, as the numbers in these groups were very small within the sample and so some relationships may not have been detected.

Differences between sub-groups of children

Results

The results show that among the survey respondents:

- Girls tended to be more worried than boys, overall.
- Boys were more likely to feel safe and confident about their futures.
- Girls and those from more materially deprived households were more likely to feel lonely and worried about the way they look.
- Amongst the older age groups, children from materially deprived households were most likely to be worried about the topics we asked about in the survey.
- Amongst 7-11 year olds, non-white children and disabled children were more likely to be worried about bullying.
- Disabled children were more likely to worry about school work, money and being healthy.

Further analysis is provided in Table 4.

Differences between sub-groups of children

Table 4: Statistically significant differences by gender, material deprivation and disability (7-11s)

Variable	Gender	Material deprivation score	Disability
Concern about bullying	Girls higher		Disabled higher
Concern about family problems	Girls higher		
Concern about schoolwork	Girls higher		Disabled higher
Concern about tests	Girls higher		
Concern about money			Disabled higher
Concern about being healthy	Girls higher	Less deprived higher	Disabled higher
Time spent using mobile phones			
Time spent using tablets	Boys higher		
Time spent using computer/laptop	Boys higher		
Time spent using games console	Boys higher		

Differences between sub-groups of children

Table 5: Statistically significant differences by gender, material deprivation and ethnicity (11-18s)

Variable	Gender	Material deprivation score	Ethnicity
Concern about family problems	Girls higher	Deprived higher	
Concern about relationships	Girls higher	Deprived higher	
Concern about schoolwork/ exams	Girls higher	Deprived higher	
Concern about bullying	Girls higher	Deprived higher	
Concern about way look	Girls higher	Deprived higher	
Concern about arguments with friends	Girls higher	Deprived higher	
Concern about money	Girls higher	Deprived higher	
Concern about physical health	Girls higher	Deprived higher	
Concern about mental/emotional health	Girls higher	Deprived higher	
Concern about how social media affects you	Girls higher	Deprived higher	
Concern about life after school, college or university	Girls higher	Deprived higher	
Concern about environment		Deprived higher	

Differences between sub-groups of children

Table 5: Statistically significant differences by gender, material deprivation and ethnicity (11-18s)

Variable	Gender	Material deprivation score	Ethnicity
Concern about terrorism	Girls higher		
Concern about crime	Girls higher		
Concern about war	Girls higher		
Concern about Brexit		Deprived higher	Non-white higher
Concern about homelessness	Girls higher	Deprived higher	
Concern about poverty	Girls higher	Deprived higher	
Time spent using mobile phones	Girls higher	Less deprived higher	
Time spent using tablets	Girls higher		
Time spent using computer/laptop			Non-white higher
Time spent using games console	Boys higher		
Feel safe	Boys higher	Less deprived higher	
Feel lonely	Girls higher	Deprived higher	
Concern about looks	Girls higher	Deprived higher	
Confident about future	Boys higher	Less deprived higher	White higher