



THE HAY HARROW SURVEY RESULTS

The 'How are you Harrow?' health and wellbeing survey for students in Harrow

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1. KEY FINDINGS

About the HAY Harrow survey

This report represents a comprehensive investigation of the health and wellbeing of young people studying and living in Harrow in 2021. It was commissioned by Harrow Council Public Health, Young Harrow Foundation and the CNWL Harrow School Nursing Service.

A total of 6,052 children and young people studying in 25 schools and two Further Education Colleges across Harrow answered a survey asking questions about their health and wellbeing. This represents 25% of all young people aged 9 to 18 studying in Harrow: 42% of the 6,175 primary school population in Years 5 and 6, 17% of the 13,982 Harrow secondary population in Years 7 – 13¹, and about 30% of the estimated 4,000 college students studying at the two FE Colleges in the borough. Where comparison is possible, the survey sample broadly reflects the overall population data held by Harrow Council in terms of primary and secondary gender and ethnicity proportions.

The survey was delivered online and was mobile friendly. Schools and colleges were asked, where possible, to allow young people to take the survey from their own mobile device in tutor or lesson time, or in the school IT suite. We provided a short background explanation about the survey for schools and colleges to share with their students, and we asked them to reassure young people that their responses were completely anonymous.

The survey did not ask for any personal details other than an optional request for home postcode (within Harrow each postcode corresponds to an average of 100 unique addresses) and all the questions were optional. Thus, with this reassurance and the opportunity to complete the survey on their own device, we hoped that young people would feel sufficiently reassured to feel able to be truthful. This is a summary of what young people in Harrow told us:

We live in an ethnically diverse community

- We are ethnically diverse; we are more likely to be (British) Asian than White. If we are White, then we're often from families with links to European countries outside the UK.
- In terms of English as a first language, 78% of us who identify as mixed/dual heritage and 76% of us who are (British) Black say that English is our first language, in

¹ We only received data from a small number of Year 13 responses, hence most data cover those in Years 7 to 12

comparison with 59% of us who are (British) Asian, 56% of us who are Chinese, 52% of us who are White and 43% of us choosing 'other ethnic group' to describe ourselves.

- We often speak a second language at home, the most commonly spoken (in rank order) being Romanian, Arabic, Gujarati or Tamil.

The COVID pandemic has reduced our ability to connect with trusted adults

- Many clubs have closed because of the pandemic and far fewer of us have visited the doctor in the last 12 months than previous national data trends.
- The proportion of us who feel able to approach a trusted adult at school or college, and who feel that teachers care about us as a person, is also much lower than national pre-pandemic data.
- This suggests that the whole community around us (schools, colleges, health services etc.) need to reconnect with us to regain these important connections.

Most of us eat well and exercise regularly

- In terms of diet, we eat breakfast daily and eat vegetables several times a week or more. We only drink fizzy drinks and eat fast foods once a week or less.
- Eight in ten of us rate our physical health as good or excellent. When compared to national data collected pre-pandemic, this data was similar for Year 7's but Harrow data was lower for Year 9's and 11's (particularly for girls).
- About a fifth of us say we have allergies of some kind, and one in ten say we have asthma.
- About 10% of us think we have special educational needs, although a larger percentage of us were unsure, especially if we were in Years 5 or 6 of primary school.
- Eight in ten of us say we always brush our teeth with toothpaste twice a day.
- In terms of exercise, most of us do an hour of exercise about four days per week. We play a lot of ball sports, and those in Key Stages 4 and 5 (including college students) also enjoy jogging and going to the gym.
- We are sometimes prevented from exercising because there are no suitable spaces or pitches near their homes. Before the pandemic, a fifth of us used to go to sports clubs and gyms that are now closed because of Covid.
- Only 60% of us think our body is about the right size; 40% feel that we are either too thin or too fat. About half of us agree that we like the way we look; a third are neutral

about it. Many of us are trying to manage our weight, either by exercising or managing what we eat.

- Fewer than 7% of us say we currently smoke or drink, and fewer than 3% of us say we currently vape or take drugs.
- Over 60% of us in Key Stages 4 and 5 (including college) do not know how to access local sexual health services

One in ten of us worry about our family not having enough food

- Just over one in ten of us worry that our family might run out of food because of lack of money or other resources.
- Further analysis revealed a significant negative link with food insecurity on how we feel mentally and physically.
- Comparing across ethnicity groups revealed that those of us who identify as (British) Black, Chinese, mixed/dual heritage and 'other ethnic group' are significantly more likely to worry about running out of food.
- Worrying about food insecurity is also associated statistically with poor oral hygiene (i.e. not regularly brushing teeth twice a day with toothpaste), not getting enough sleep, not eating breakfast, a lower rating for feeling physically healthy, and higher electronic device use at weekends.

Most of us live in supportive family groups

- 90% of us live in a home with our Mum, and 75% of us also live with our Dad. Up to 10% of us also live with another family or non-family member (most commonly our grandmother).
- A fifth of us live with someone with a health or medical health condition. Only about six in ten of us have our own bedroom. We eat meals with our family several times a week or more. Over 80% of us agree that our family helps and supports us, and that our parents or carers are interested in what happens to us at school or college.

Some of us live with vulnerable adults

- About a fifth of us say we live with someone with a health or mental health condition, and 3% of us say we live with someone who has problems with substance abuse.
- About 6% of us say we are stopped from being able to get out and exercise because we need to look after others in the family.

Some groups of young people are really struggling

- The 1% of us who identify as non-binary (most of whom are studying in KS4&5 in secondary schools) are finding life especially hard². For example, on average we have far lower wellbeing (life satisfaction and happiness scores) than our male or female peers, we are more likely to be bullied and to bully others, and many of us have negative opinions associated with body image.
- The 1% of us who identify as Chinese are finding life especially hard. We have lower life satisfaction and are more worried for our safety outside the home than other ethnic groups. We are less likely to have a quiet place to study at home, and less likely to visit the GP or dentist in the last 12 months. We are bullied and bully others more. We do less exercise per week than other ethnic groups.
- A very small number of us left comments that suggested we were really struggling with life or had struggled with it in the past. Because this survey was completely anonymous there was no opportunity to identify ourselves and ask for help directly. For those of us who might be struggling, it is important to keep providing us with multiple opportunities that signpost us to support services, especially at a time when other routes to talk with trusted adults (e.g. doctors, teachers) have been reduced due to the pandemic.

Most of us like school / college

- Eight in ten of us say we like it a bit or a lot and six in ten of us feel we belong there. About 68% of us think our school or college teaches us how to stay physically and mentally healthy
- However, only 65% of us feel that there is a teacher we can go to if we have a problem, and only half of us agree that most teachers care about us as a person. This is lower than the national data trends collected pre-pandemic: for example in Harrow Year 7's only 54% of boys and 44% of girls agreed teachers cared about them as a person in comparison with 76% of boys and 79% of girls in the national comparison data.
- If we are Key Stage 4 or 5 (including college) students, many of us are worrying about the future. Only 40% of us have found someone who can offer us careers advice that feels relevant to us, and only one third of us have carried out work experience in an area

² This question was not asked to KS2 children, but was asked to those in KS3 upwards

of work that interests us. Six in ten of us agree that school or college has helped us to consider what to do with our future.

- 14% of us don't have access to our own laptop or tablet at home for school or college work; we either have to share or we don't have one to use.

We sometimes worry, feel down or anxious

- About 65% of us sometimes or often feel depressed or anxious and the older we get, the lower we rate our life satisfaction and happiness.
- Our average life satisfaction scores are in line with national comparison data, although when this is split into four levels of life satisfaction (very high, high, medium and low) more of us rated life satisfaction as low (21% v 14%) when compared with national figures.
- When we worry, we worry about things like failing in exams, feeling we are not good enough, letting our family down, or important people in our lives leaving or dying.
- Only half of us feel optimistic about our future. If we are a bit older then we worry about what jobs we will get and whether we will earn enough money to have a successful future.
- One in ten of us worry that we or our families might run out of food because of lack of money or other resources.

Most of us use electronic devices a lot

- We use electronic devices and access the internet a lot: at weekends over half of us are on devices for four or more hours a day and on weekdays at least half of us are on devices at least two hours a day. Nearly 40% of us agree that we use devices and access the internet to escape the real world.
- A fifth of us say that our electronic devices (mobile phones, tablets etc) sometimes wake us up when we are sleeping.
- 11% of us have daily online contact with people we have never met in real life. However, this statistic should be used with caution as the survey did not ask us about context of this online contact. It might include commenting or liking the social media posts of famous social media stars, or online gaming with someone we don't know on FIFA – we don't know, and so the survey should ask better questions about this issue in future.

- Just over one in ten of us have been sent images or messages that have made us uncomfortable or have been asked to send nude pictures of ourselves or join in with sexual conversations.
- Those of us who use electronic devices and the internet for longer periods (4-6 hours or more per day) are also more likely to say we feel physically unhealthy.

We sometimes feel unsafe in Harrow

- Four in ten of us say there are areas of Harrow where we feel unsafe.
- When we were asked to name places around Harrow that felt unsafe, we often mentioned Harrow-on-the-Hill train station, Wealdstone or Harrow Weald, as well as places that are not busy like alleyways and parks. About 7% of us do not feel safe in the area where we live and 2% of us don't feel safe at home.
- 28% of us who identify as non-binary, 19% of us who are female and 7% of us who are male feel we have experienced sexual harassment.

When bullying happens, we need to feel heard

- 11% of us said we had been bullied, and only 3% said we had taken part in bullying someone in the last few months.
- Bullying happens most often when we are in at primary and the start of secondary school.
- Being bullied usually focuses on something about us that is noticeably 'different' in some way such as the shape of our bodies or how we look. Being bullied for our ethnicity or our body size/shape are common themes. As we get older, we might be bullied about our gender or sexual orientation.
- If we are bullied it often happens at school, and sometimes online.
- When it happens at school, we sometimes feel that adults supervising at lunch and break times don't notice or support us.

A few of us witness or join in with risky or illegal activities

- In the last 12 months, nearly a fifth of us said we had been in some form of physical fight; a third of us have watched someone get physically hurt by someone else.
- If we are in Key Stages 3, 4 or 5, about 3% of us say we have been involved in gang activities and about 7% of us have been offered illegal drugs. (However, this survey did

not ask us how we define 'gang activities' and, future research should investigate this better.) We are most likely to be offered illegal drugs if we are in secondary school in Key Stages 4 or 5

- In comparison with previous national data, far less of us drink, smoke, take drugs or vape than other surveys have shown.

These are the things that associate with us feeling physically healthy

- Some of the questions we were asked could be used to statistically predict whether or not we feel physically healthy.
- If we feel physically healthy we are more likely to be physically active during the week, eat regular family meals, and get enough sleep to feel rested.
- Eating breakfast daily and not worrying about family food insecurity were also significant factors, as was daily teeth brushing and not using electronic devices for 6+ hours per weekend day.
- Of course, we cannot and should not assume causation here, and we should actively avoid the assumption that 'feeling physically healthy' is the same as being considered medically healthy. Nonetheless, it is useful to see which factors are associated with us feeling physically well.

These are the things that associate with us having high life satisfaction

- Feeling physically well correlates with higher wellbeing (life satisfaction) scores
- Our average life satisfaction data are in line with the results of recent national data on childhood wellbeing, which has shown a reduction in life satisfaction over the past decade. However, when we look at data from Year 11 only and compared this with UK data collected in 2014³ we find that whilst the percentage of young people with 'very high' life satisfaction is similar, in our data there are fewer young people rating satisfaction as 'high' (27% v 44%) and more rating it as 'low' (21% v 14%) than national data.
- About a fifth of us who are aged 14+ (Key Stages 4 and 5) often feel depressed and a third often feel anxious; this is higher in secondary school students than those at college. Many of us say that we fear failure (often relating to exams and schoolwork) and

³ See <https://digital.nhs.uk/data-and-information/publications/statistical/health-and-wellbeing-of-15-year-olds-in-england/main-findings---2014>

we also worry about others judging us. Fearing failure was a key issue that was also identified in the recent [Good Childhood Report 2020](#).

- Some of the questions we were asked could be used to statistically predict whether or not we had high life satisfaction scores. Issues relating to wellbeing such as feeling loved and liking the way we look were significant predictors, together with feeling physically healthy, feeling able to talk to our family, not worrying about family food insecurity, and feeling safe in the area that we live.
- 'Feeling able to cope when life gets tricky' was also a strong predictor of higher life satisfaction scores, supporting the suggestion that adults could do more to understand what they need to do to support children and young people to be more resilient, rather than hope to remove all the issues that might cause us to feel anxious or depressed.

2. WHAT FACTORS ARE ASSOCIATED WITH HIGH LIFE SATISFACTION AND FEELING PHYSICALLY HEALTHY?

What factors are associated with high life satisfaction?

We wanted to investigate which factors were associated with **high life satisfaction**. We ran a univariate General Linear Model (GLM) in SPSS using variables that were included in all versions of the survey to ensure we included all key stages in the model. We included key stage, gender and ethnicity as fixed factors and seventeen variables as covariates. The standardised residuals were plotted, and these showed a normal distribution, confirming that the assumptions of the GLM had been met. The GLM provided variables with a significant fit to our life satisfaction data (adjusted R-squared=0.572; df=75; $p < 0.001$). Once we had identified which variables were significantly associated with life satisfaction, we carried out a second multivariate test called Key Driver Analysis (KDA) in order to identify the rank order of importance of each variable in explaining life satisfaction scores (adjusted R square=0.554). These are factors that correlate together, but we cannot assume causation. The results are shown in Table 1. The following variables (in rank order) were associated with higher life satisfaction scores:

1. Saying that you felt happy yesterday
2. Feeling loved
3. Liking the way that you look
4. Rarely feeling down or depressed
5. Feeling physically healthy
6. Being younger
7. Being able to talk to your family about problems
8. Feeling able to cope when life gets tough
9. Liking school
10. Not worrying about the family being unable to buy food ('food insecurity')
11. Feeling safe in the area that you live
12. Being either male or female, but not identifying as non-binary

Variables that were NOT significantly influencing life satisfaction in this model were:

- How much they used digital devices at the weekend
- Whether they felt they had a good friend

- How often they felt anxious
- How active they were in the week (number of days per week of 1+ hours exercise)
- Whether or not they felt they got enough sleep
- Whether or not they felt their body was about the right size
- Whether they had been in a fight in the last 12 months
- Whether their electronic devices wake them sometimes at night
- Ethnicity

What messages does this give us about supporting young people to feel satisfied with their life?

The data from this analysis illustrates that many of the variables associated with feeling satisfied with life encompass personal wellbeing attributes (feeling happy and loved, not often feeling depressed). That said, there are some results that we can respond to when providing health support services for young people, notably:

- Providing opportunities and areas for physical activity (courts, pitches and clubs) near to where young people live, and encouraging young people to physically exercise, to find a physical activity or sport that they enjoy
- Supporting and encouraging families to stay connected and keep talking with their children
- Ensure spaces around Harrow feel safe to young people, so they can go and exercise if they want to
- Understanding better what we need to do to enable young people to be more resilient and be able to cope when life gets tricky, and where to go if they need help or support
- Be aware that life satisfaction will decrease in young people as they go through their teens, and is particularly low in KS4&5 secondary children; providing support with emotional wellbeing in schools and colleges is especially important in these key stages
- Provide free school meals and food banks for those families suffering food insecurity
- Consider, in particular, any young people who identify as non-binary: many of these young people are really suffering and may benefit from support (such as connection with LGBTQ+ support services). Schools and colleges should be especially aware of these young people, and actively respect and support them wherever possible.

Table 1. Question variables that were significant predictors of higher life satisfaction scores, together with an explanation of the differences

Significant variable in the model (survey question)	GLM statistical significance	KDA rank order of importance	Explanation, with average scores for each variable
Overall, how happy were you yesterday?	p<0.001	1 st	There was a highly significant correlation between the happiness and life satisfaction scales (N= 5265; Pearson=0.64; p<0.001)
How much do you agree that you feel loved?	p<0.001	2 nd	The highest life satisfaction scores were seen in those who felt loved ('agree': 8.1 ± 2.0; 'neutral': 5.8 ± 2.4; 'disagree': 3.6 ± 3.2)
How much do you agree that you like the way you look?	p<0.001	3 rd	The highest life satisfaction scores were seen in those who liked how they looked ('agree': 8.3 ± 2.1; 'neutral': 6.8 ± 2.3; 'disagree': 4.6 ± 2.8)
How often do you feel down or depressed?	p<0.001	4 th	Those who often felt down or depressed had a mean life satisfaction score of 4.6 ± 2.9; if they sometimes felt depressed it was 7.3 ± 2.2 and if they never felt depressed it was 8.6 ± 1.9
Overall, would you say your physical health is poor, fair, good or excellent?	p<0.001	5 th	Those who rated their physical health as good or excellent had a mean life satisfaction score of 7.9 ± 2.3; those who rated it as poor or fair had a mean life satisfaction score of 5.5 ± 2.8
Key stage (age group)	p<0.001	6 th	The highest mean life satisfaction scores were seen in KS2 children (8.0 ± 2.3) and decrease with key stage (KS3: 7.2 ± 2.6; KS4&5: 6.3 ± 2.7; college: 6.8 ± 2.7)
How much do you agree that you feel able to talk about problems with your family?	p<0.001	7 th	The highest life satisfaction scores were seen in those who agreed they could talk to their family about problems ('agree': 8.1 ± 2.1; 'neutral': 6.4 ± 2.4; 'disagree': 4.7 ± 2.9)
How much do you agree that you feel able to cope when life gets tricky?	p<0.001	8 th	The highest life satisfaction scores were seen in those who felt able to cope when life got tricky ('agree': 8.4 ± 2.0; 'neutral': 6.8 ± 2.3; 'disagree': 5.0 ± 3.1)
How do you feel about school or college at present?	p<0.001	9 th	The highest life satisfaction scores were seen in those who said they like school a lot, and satisfaction decreased to the lowest score when they didn't like school at all ('I like it a lot': 8.3 ± 2.1; 'I don't like it at all': 4.8 ± 3.5)
Do you or your family ever worry that you will run out of food because of lack of money or other resources?	P=0.01	10 th	Those who were worried about running out of food had a mean life satisfaction score of 6.1 ± 3.0; those who were not worried had an average score of 7.6 ± 2.4
Do you feel safe in the area that you live?	p<0.009	11 th	Those who felt safe all of the time had higher life satisfaction than those who felt safe some of the time or never (yes always: 8.0 ± 2.3; yes sometimes: 6.8 ± 2.5; no: 5.4 ± 3.2)
Gender	P=0.004	12 th	Male and female students show similar average life satisfaction scores, but those identifying as non-binary have extremely low scores (male: 7.6 ± 2.5; female: 7.3 ± 2.5; non-binary: 3.6 ± 3.8)

What factors are associated with feeling physically healthy?

We wanted to investigate which factors were associated with **feeling physically healthy**. It is important to state that this is NOT an objective measure of physical health, this is a variable that represents how the young person *feels* about their physical health when asked 'Overall, how would you rate your physical health?' We converted the four potential answer categories into a binary variable: 'poor or fair' versus 'good or excellent'.

We ran a univariate General Linear Model (GLM) in SPSS, and included key stage, gender and ethnicity as fixed factors and seventeen variables as covariates. We wanted to include some variables that were only asked to KS3-KS5, so these results represent only people aged 11 to 18 and excludes primary children in Years 5 and 6. The standardised residuals were plotted, and these showed a normal distribution, confirming that the assumptions of the GLM had been met. The GLM provided variables with a significant fit to our life satisfaction data (adjusted R-squared=0.173; df=62; $p < 0.001$). These are factors that correlate together, but we cannot assume causation.

Once we had identified which variables were significantly associated with feeling physically healthy, we carried out Key Driver Analysis (KDA) in order to identify the rank order of importance of each variable in explaining life satisfaction scores (adjusted R square=0.251). The results are shown in Table 2. The following variables (in order) were associated with rating physical health as good or excellent:

1. Eating regular meals with the family
2. Being active often during the week (i.e. a higher number of days per week of 1+ hours exercise)
3. Feeling that they were getting enough sleep
4. Not using electronic devices/the internet for a long time at weekends
5. Eating breakfast regularly
6. Not worrying about the family being unable to buy food ('food insecurity')
7. Usually brushing teeth (twice a day, with toothpaste)

The variables that were NOT significantly influencing life satisfaction in the model were:

- How often they ate vegetables
- How often they drank fizzy drinks
- How often they ate fast food or take-aways
- Whether or not they walked to school

- How often they used electronic devices/the internet on weekdays
- Whether or not they were managing their weight (via exercise or watching what they ate)
- Whether they smoked

Can we see a link between emotional wellbeing and physical health?

These data show a clear link between physical activity and feeling happy, for example the number of active days per week correlates strongly with life satisfaction and happiness yesterday (Pearson=0.167; N=1593, $p < 0.001$; Pearson=0.155; N=1593; $p < 0.001$ respectively). Similarly, those who say they feel physically healthy (good or excellent) are significantly more likely to rate their life satisfaction as higher than those who rate their physical health as only poor or fair (Kruskal-Wallis=177.4; $df=1$; $p < 0.001$).

What messages does this give us about supporting young people to feel physically healthy?

The data from this analysis illustrates that the variables associated with feeling physically healthy are diverse. When providing health support services for young people, it might be of use to:

- Provide access to spaces providing opportunities for physical activity (courts, pitches and clubs) near to where young people live, and ensure that these areas – and travel to them – feels safe so that young people feel able to use them
- Eating regular meals as a family is important. So again, as with life satisfaction, it is important to support families to eat together, and provide accessible and stigma-free access to food for those families that need it
- Encourage young people to physically exercise; to find a physical activity or sport that they enjoy
- Educate young people about the importance of sleep, exercise, and looking after themselves (notably their teeth and oral health), because again this will make them feel both physically healthier and mentally happier
- Encouraging young people to monitor how much they use the internet and electronic devices at weekends and look in more depth at what is stopping them from taking opportunities to get outside, to exercise

Table 2. Question variables that were significant predictors of higher feelings of physical health, together with an explanation of the differences

Significant variable in the model (survey question)	GLM statistical significance	KDA rank order of importance	Explanation, with average scores for each variable
How many times a week do you usually have meals together with your family?	$p < 0.001$	1 st	Those who rate their health as poor/fair on average said they ate several times a week with their family; those who rated their health as good/excellent on average said they ate every day with their family.
Over the past 7 days, on how many days were you physically active for at least an hour?	$p < 0.001$	2 nd	Those who rate their health as poor/fair on average said they exercised for at least an hour on 3 days a week; those who rated their health as good/excellent on average said they exercised for 4 days a week.
Is the amount of sleep you normally get enough for you to feel awake, and concentrate on your School /college work?	$p < 0.001$	3 rd	Those who rate their health as poor/fair on were more likely to say no, they didn't normally get enough sleep in comparison with those rating their health as good/excellent.
About many hours a day do you spend using an electronic device on a WEEKEND day?	$p < 0.001$	4 th	Those who rate their health as poor/fair on average said they used electronic devices/the internet for over 6 hours on a weekend day; those who rated their health as good/excellent on average said they used electronic devices/the internet for about 4-6 hours per weekend day
How many times a week do you usually have breakfast?	$p < 0.001$	5 th	Those who rate their health as poor/fair on average said they ate breakfast several times a week; those who rated their health as good/excellent on average said they ate breakfast every day.
Do you or your family ever worry that you will run out of food because of lack of money or other resources?	$p < 0.001$	6 th	Those who rate their health as poor/fair on were more likely to say that they worried about running out of food in comparison with those rating their health as good/excellent.
How often do you brush your teeth twice a day with toothpaste?	$P = 0.005$	7 th	Those who rate their health as poor/fair on did not, on average, brush their teeth as often as with those rating their health as good/excellent.

3. FREE TEXT COMMENTS DATA

What things worry you?

Young people were asked to comment in response to the question *“What, if anything, really worries you in life, that you find difficult to cope with?”* Children in KS2 (primary) were not asked this question.

A total of 1,110 young people wrote something relevant in response to this question, which were partitioned into 1,225 different mentions of sixteen different themes.

The most common theme related to worries about school or college, and the associated workload including assignments and exams; this made up 24% of all coded comments. Other common themes included worries about family and/or friends – often in terms of concerns about them getting hurt or dying (13% of all comments coded) and worries relating to experiencing personal feelings (such as depression, social or anxiety, or fear of failure) which made up 11% of all coded comments.

A total of 15% of comments coded were either very general (e.g. “life” or “everything”) or random. A further 13% of comments related on ways in which the young person dealt with worries rather than what the worry itself was (e.g. “talk to my mum,” “listen to music,” “pray”).

A very small number of comments related to specific concerns that flagged potential safety or safeguarding concerns such as significant lack of food or money in the family, or the behaviour / mental health issues of parents. This survey was completely anonymous so there is no opportunity to identify these individuals, but this indicates how important it is to continually provide signposting to support services and networks, especially as the data elsewhere in this report suggest that young people do not feel as connected to adults in school/college as pre-pandemic (national) data suggested.

The themes identified in answer to this question differed slightly with age group and are covered below. The word clouds illustrate the most common words used by each group.

What young people in Years 7 to 9 (KS3) worry about

Young people in Years 7 to 9 of primary school (children aged 11 to 14) most often mentioned themes such as worrying about:

- Failing at school, disappointing parents, teachers, or themselves
- Family members dying

- “Not becoming successful, disappointing my family, underachieving when i know i’m capable of more”
- “My future, what my family members think of me, self-image, school work, other people’s opinions on me... family members health, misogynists, not being able to be myself or do what I love like my favourite hobbies or missing out on opportunities because of overly strict parents”
- “School work, extracurricular work (eg- tuition), exams (revision- and finishing in time for the exams), not being talented enough, not being sure of what I want to do when I am older, being jealous of others if they have something that I don’t (but I get over it:)”
- “Exam or any sort of school stress I just seem to break down at the thought. Parents expectations”
- “I feel undermined and not heard but I also just feel really lost and stuck.”

What young people in college (KS5) worry about

Young people at college (typically aged 16 to 18, although a small minority might be older) often mentioned themes such as:

- Stepping into adulthood in terms of leaving home and finding a job
- Identifying a life goal in terms of a career
- Earning enough money to live
- Loosing important people in their lives

Representative quotes include:

- “That I don't wanna give up on something that I love because if I do I'm not going to get anywhere in life and I don't want to lose my close family members and friends too.”
- “Getting a job, leaving my parents to go to university or moving out, relationships in later life, getting paid, taxes and stuff.”
- “About my future idk I’m nice person I was work really hard for my future and I got everything but still I don’t feel happy idk how to be a nice person and that my difficult in my life.”
- “Having enough money for me and my family, having a roof to sleep. finding a job”
- “Finding out what is my passion and how to get money.”

- “Lose everything, especially my family or not be able to get a stable job and keep myself.”

Common words are shown in the tag cloud below (Figure 3).

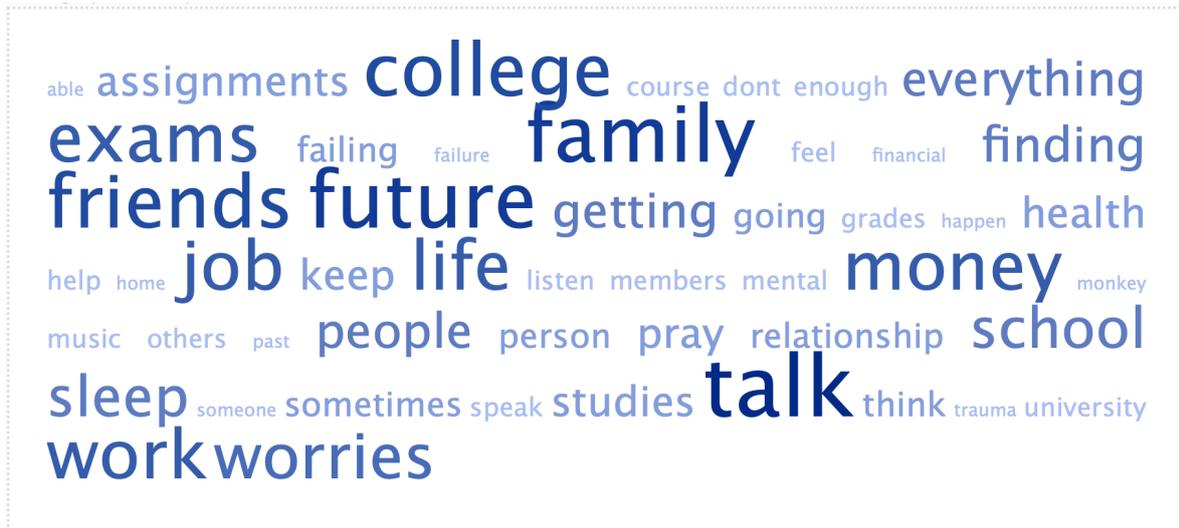


Figure 3. Tag cloud of common words used to describe worries in young people in college (N=286)

Can you tell us more about bullying?

Young people were asked to comment in response to the question *“If you've seen or experienced bullying, please tell us a bit more about it. Why you think it happened - eg. was it to do with a person's ethnicity, gender, or sexual orientation? Where did it happen - eg. at school/college, near where you live, online?”*

A total of 1,115 young people wrote something relevant in response to this question. About 20% of these answers related to not having ever seen or experienced bullying. The responses suggest that being bullied usually focuses on something that is noticeably 'different' in some way such as the shape of their bodies or how they look. Being bullied for ethnicity or body size/shape are common themes. As the students get older, factors such as gender or sexual orientation emerge more. About 9% of all comments mentioned ethnicity as the reason for bullying, and 3% mentioned body size (being fat, thin, tall, short etc.). Being too good or bad at sport, or issues relating to religion each made up about 1% of all comments.

Some young people described what they would do if they saw or experienced bullying (e.g. “I would tell a teacher”) rather than describing an incident itself. A small number of people said they did not want to write down their experiences.

Common locations and themes are summarised in Table 3. The most common location across all age groups was at school. Most experiences of bullying, even those quoted by KS4&5 and college students, occurred in primary school or in KS3 (at the start of secondary school). Incidents of online bullying also appeared to be more common in the younger age groups, in particular in Years 5 and 6 of primary school when playing games such as Roblox or Fortnite.

Bullying at break times in school

What is of particular concern is that in-school bullying incidents appear to occur most often in school but outside of lesson time, and comments suggested that there was sometimes a lack of awareness and/or understanding by adults entrusted with supervision during lunch and break times. For example, these quotes illustrate some of the situations that young people experienced at school, for which they felt they received no support:

- “It was at school i saw some people getting knocked over outside the boys cubical” (Year 6 male, Black (British))
- “In my school my friends are victims or homophobic comments and have experienced balls being thrown at them for many weeks and still is continuing despite telling the teachers.” (Year 9 female, White)

- “It was because I am female, I had many days where me and my friends were chased until we were out of breath and the boys chasing us would pick the one who was most tired and touch them where they shouldn't be touching however the teachers didn't believe us and told us they were just trying to play tag with us.” (Year 10 female, White)

Overall, the data collected here suggest that it is particularly important to address bullying in PHSE lessons in primary and KS3, and to ensure there are routes for children and young people to feel genuinely heard by teachers, teaching assistants and playground assistants when they feel unsafe and/or are experiencing bullying. Otherwise, a school may be in danger of sending mixed messages: teaching about caring and being able to talk to staff when in lessons but leaving young people to fight their own battles in break and lunchtimes.

Data on rates of bullying are summarised in the 'Family and friend relationships' section (see page 57).

Table 3. A summary of the common locations and themes relating to bullying at each Key Stage, including representative quotes

	Where does bullying usually happen?	Common focus of bullying (in rank order)	Example quotes
KS2	<p>About a third of comments mentioned being at school.</p> <p>About one sixth of comments mentioned online bullying.</p>	<ul style="list-style-type: none"> Anything that stands out as noticeably different e.g. how they look, what they wear or their health (too skinny, too fat, their height, SEND, medical conditions, ethnicity or religion) Being higher or lower intelligence than normal, or not having skills that others have (especially being bad at sports activities) Quite a few incidents are by friends who are sometimes mean 	<p>"A girl stole my friends and made them spy on me and go against me so I was lonely for a year and a half" (Female, (British) Asian)</p> <p>"... they were crying because people were making fun of him because he has asthma. He is in my school" (Female, White)</p> <p>"At the park because of my gender and I was smaller than him so it was easier" (Female, (British) Asian)</p> <p>"These 2 boys kept on laughing at her for wearing a headscarf and even someone pulled her headscarf of in the middle of everyone" (Female, (British) Asian)</p> <p>"I have seen people getting bullied online when I play Roblox. I think that it had happened because somebody was being toxic just cause I won a game" (Male, (British) Asian)</p>
KS3	<p>About a third of comments mentioned being at school.</p> <p>Just under a tenth of comments mentioned online bullying.</p> <p>Several KS3 children mentioned incidents that had happened at primary school.</p>	<ul style="list-style-type: none"> Anything that stands out as noticeably different e.g. how they look, what they wear or their health (too skinny, too fat, their height, SEND, medical conditions, ethnicity or religion) Some incidents are by friends who are sometimes mean 	<p>"At school, one of my good friends just became kinda mean and would always be rude to me and get into dumb arguments with me. he would get his friends to message me as well, which i ignored. then a friend told him that i said something which i didnt say, causing one of my really close friends to get into an argument with me. I think it has been sorted for now, but I'm scared it will happen again so I just avoid him." (Non-binary, White)</p> <p>"I used to be bullied because I am a girl and didn't like to wear skirts so I would wear trousers but people would make fun of me" (Female, (British) Asian)</p> <p>"Because of my weight at school" (Male, Black (British))</p> <p>"People make fun of me and make fun of how I look and how I am. They threaten me and get bigger people to fight me when I don't want. They say very offensive things about my family and say that I'm broke because i have a low quality phone.." (Male, (British) Asian)</p>

KS4&5	<p>A quarter of comments mentioned being at school.</p> <p>About a sixth of comments mentioned online bullying.</p> <p>Several KS4&5 children mentioned incidents that had happened at primary school.</p>	<ul style="list-style-type: none"> • Sexual orientation or gender identity • Ethnicity and/or religion and/or associated traditions and clothing • How they look 	<p>"To do with gender/sexuality at school" (Non-binary, White)</p> <p>"Back in year 6 I used to get bullied because if a spot on my face and they called me a wanna be Indian" (Female, White)</p> <p>"I have a transgender friend who continuously gets bullied at school. Unfortunately, they believe everyone can be a good person and treats the bullies with respect as all they have in return is insults and slurs. I dont know when he will learn his lesson to not trust these people." (Male, 'other ethnic group')</p> <p>"Due to the fact that I am Hindu and I do put a chandlo on my forehead, some people used to joke around about it and say that "Oh look you have a laser pointing at your head!" then they would put their finger on their forehead and mimic what I looked like with my chandlo. Some people even used to laugh and say "ohh look he is bleeding again today" (Male, (British) Asian)</p>
College	<p>About a third of comments mentioned being at school.</p> <p>Only a twentieth of comments mentioned online bullying.</p> <p>Most mentioned past experiences from primary or secondary school.</p>	<ul style="list-style-type: none"> • How they look • Sexual orientation or gender identity • Ethnicity and/or religion and/or associated traditions and clothing 	<p>"Related to racism and some idiots get attacked because they think they're from china" (Male, 'Other ethnic group')</p> <p>"I think it was because of my ethnicity and it happened in high school" (Female, (British) Asian)</p> <p>"It happened in my high school, it was because I was short for my age." (Female, (British) Asian)</p> <p>"I was made fun of in high school for my ethnic looks (big lips, small eyes, etc)" (Female, Black (British))</p> <p>"Sexual orientation and weight during high school" (Female, White)</p>

- “I want to be footballer when I'm older but at the same time I want to do my own clothing line as well because I can have a backup and make money. Also supports the people that actually needs help.” (Black male college student)
- “I want to go to America and work and experience how it is over there then come back and do university here in England and get a degree in either forensic psychology or European history” (White female, KS4/5)
- “I want to make a plumbing company in Romania and open up a college which is specifically for plumbing where I can help the students who pass the plumbing course would have the chance to join my company if they want” (White male college student)
- “I hope I will soon be accepted as a British citizen and then i will learn to be an airport security officer or an ambulance driver” (Asian male college student)
- “I have a dream to become a chef go to culinary schoolwork in a restaurant in serval countries but sometimes dreams don't come true” (Mixed heritage female KS4/5)
- “Design a designer brand or even make a brand of shoes such as Jordan and be the most top trendiest shoes or design Jordans :)” (Asian male KS4/5)

4. PERSONAL CHARACTERISTICS

Gender

Overall, 47% of the young people in our survey sample identified as male, 52% as female, and 1% as non-binary (Table 4). Young people also had the option to self-describe their gender in a free text box. A total of 100 young people chose to write something, but most answers were not directly relevant to this question. Relevant answers included 'agender', 'gender fluid' and 'demiboy'.

Gender	KS2	KS3	KS4/5	College	TOTAL
Male	48.6%	37.5%	54.9%	52.9%	46.7%
Female	51.4%	60.8%	42.1%	46.4%	52.4%
Non-binary	0.0%	1.7%	3.0%	0.6%	0.9%

Table 4. 'What gender do you identify as?' N=5816. A total of 180 young people chose 'prefer not to say' in answer to this question and are therefore excluded from the data table.

Ethnicity

We used the six ethnicity groups commonly used by Harrow Council in order to allow direct comparisons where needed. Overall, 41% of the young people surveyed identified as Asian or British Asian, 28% as White, 11% as Black or Black British, 11% as 'other', 9% as mixed or dual heritage and 1% as Chinese (Table 5). A significant number (N=646) identified as 'other' and could self-describe via a free text box. The most common 'other' free text answers were 'Arab' or a derivation thereof (N=146), Indian (N=62), and Afghan (N=44).

Ethnicity	KS2	KS3	KS4/5	College	TOTAL
Asian or Asian British	38.1%	50.1%	40.5%	35.2%	41.3%
White	32.7%	22.6%	26.3%	24.4%	27.6%
Black or Black British	8.7%	8.8%	13.3%	17.6%	10.8%
Mixed / dual heritage	9.9%	8.4%	8.7%	6.0%	8.6%
Chinese	0.8%	0.6%	1.5%	0.8%	0.8%
Other ethnic group	9.8%	9.5%	9.7%	16.0%	10.9%

Table 5. 'What is your ethnicity?' N=5916

Sexual orientation

Overall, 92% of the young people surveyed identified as heterosexual, 5% as bisexual and 2% as gay or lesbian (Table 6). More females and fewer males identified as bisexual and as gay/lesbian than would be expected if the variables were independent of one another (Chi Square = 38.3, df=2, $p < 0.001$). This suggests that young females are more likely to self-identify as bisexual than young males. This question was not asked to KS2 and KS3 children.

Young people also had the option to self-describe their sexual orientation in a free text box. A total of 43 young people chose to write something, but most answers were not directly relevant to this question. Relevant answers included straight, pansexual, and asexual.

Sexual orientation	KS4/5	College	TOTAL
Heterosexual / straight	87.0%	95.1%	92.4%
Gay / lesbian	4.3%	1.1%	2.2%
Bisexual	8.7%	3.8%	5.4%

Table 6. 'How would you describe your sexual orientation?' N=1478. A total of 153 young people chose 'prefer not to say' in answer to this question and are therefore excluded from the data table.

English as first language

59% of young people surveyed said they felt that English was their first language (Table 7). They were asked what other languages were spoken at home. A total of 2,459 chose to answer this free text question.

Common answers included Romanian (N=303), Arabic (N=249), Gujarati (N=231), Tamil (N=186), Hindi (N=135), Urdu (N=126), Polish (N=117), Pashto (N=109), Farsi (N=90), and Somali (N=59).

Comparing English as first language with ethnicity revealed that 78% of mixed/dual heritage, 76% of (British) Black, 59% of (British) Asian, 56% of Chinese, 52% of White and 43% of 'other ethnic group' young people said yes, English was their first language.

Those identifying as (British) Black or mixed/dual heritage were statistically more likely to speak English as their first language than the other ethnic groups (Chi Square=252.56; df=5; $p < 0.001$).

Language	KS2	KS3	KS4/5	College	TOTAL
English is not first language	37.4%	36.2%	33.6%	60.4%	41.1%
English is first language	62.6%	63.8%	66.4%	39.6%	58.9%

Table 7. 'Is English your first language?' N=5974

Status in this country

Overall, 83% of young people surveyed identified as British, 11% as 'other', 4% as a refugee and 4% as an asylum seeker (Table 8). This question was not asked to KS2 children.

Those that chose 'other' had the option to self-describe via a free text box. A total of 205 chose to do so. By far the most common relevant answer was 'EU citizen'. A small number also identified as 'pre-settlement'.

When we look at the interaction between this data and ethnic group we see that more young people identifying as Black, Chinese or 'other ethnic group', and fewer White and (British) Asian young people said they were asylum seekers than expected by chance (Chi Square=67.74; df=5; p<0.001).

When we consider those who described their status as refugee, more people identifying as 'other ethnic group' and fewer White young people identified as refugees than expected by chance (Chi Square=62.43; df=5; p<0.001).

Status	KS3	KS4/5	College	TOTAL
British	90.8%	91.0%	67.4%	83.1%
Asylum seeker	1.1%	2.1%	7.8%	3.5%
Refugee	2.4%	1.9%	6.7%	3.8%
Other	7.7%	5.3%	19.5%	11.2%

Table 8. 'Which of these best describes your status in this country?' N=3371

SEND

Young people were asked whether they identified as having additional or special needs (which could include ADHD, autism, talented and gifted or Asperger's). Overall, 8% of young people said yes and 23% said they were unsure (Table 9). The proportion who said they were unsure was much higher in younger KS2 children, and we assume this could have been because they did not fully understand the question. When we remove those who said 'unsure', 10% of young people identify as having some form special needs at all age groups.

Identify as having additional or special needs	KS2	KS3	KS4/5	College	TOTAL
Yes	6.8%	7.1%	8.4%	10.6%	7.7%
No	63.3%	73.8%	75.8%	75.4%	69.7%
Unsure	29.8%	19.1%	15.8%	14.1%	22.6%

Table 9. 'Do you identify as having additional or special needs (this includes ADHD, autism, talented and gifted, or Asperger's)?' N=5427

5. HOUSE AND HOME

The people living with you

For KS2, KS3 and KS4&5 students, about 90% live with their mothers and 75% with their fathers. This is lower for college students, 7% of whom said they lived alone. About 8% of all young people live with their grandmother, 4% with their grandfather, and 7% with other family members. Just under 3% live with non-family members. Data are summarised in Table 10.

Who lives with you?	KS2	KS3	KS4/5	College	TOTAL
Mother	96.1%	96.8%	96.0%	77.7%	93.0%
Father	80.4%	80.4%	73.3%	56.3%	75.4%
Mother's partner	2.2%	3.7%	4.4%	3.1%	3.0%
Father's partner	1.1%	1.6%	1.7%	1.8%	1.4%
Brother(s) including half / step / foster	46.4%	52.3%	55.3%	43.3%	48.4%
Sister(s) including half / step / foster	47.9%	54.6%	52.2%	39.8%	48.8%
Grandmother	8.4%	9.3%	9.8%	4.0%	8.0%
Grandfather	4.7%	4.9%	4.8%	2.1%	4.3%
Other family members (e.g., aunts, uncles)	6.8%	7.1%	5.6%	5.0%	6.5%
Non-family members	2.0%	2.6%	3.1%	4.0%	2.6%
Foster mother	0.5%	1.5%	1.7%	1.9%	1.1%
Foster father	0.5%	1.5%	1.7%	0.9%	1.0%
In a care home or in semi-independent living	0.0%	0.9%	1.5%	3.0%	0.9%
I live alone	0.0%	1.9%	0.0%	6.7%	1.8%

Table 10. 'Who lives in the home where you live all or most of the time?' N=6052

The house you live in

Nine in ten young people live in one home; this is very consistent across age classes (Table 11). About 6% of young people said they live in two homes (for example because their

parents are divorced). About 5% said they live in temporary housing; this went up to 10% for college students.

Comparing between ethnic groups revealed the following significant differences (Chi Square=89.85; df=10; p<0.001):

- Fewer (British) Asian young people and more (British) Black and mixed/dual heritage young people lived in two homes than expected by chance
- Fewer White young people and more young people identifying as 'other ethnicity group' said they were in temporary housing than expected by chance

Where do you live?	KS2	KS3	KS4/5	College	TOTAL
One home	89.0%	90.4%	92.6%	86.9%	89.3%
Two homes	7.4%	5.6%	6.4%	2.9%	6.0%
In temporary housing	3.5%	4.0%	1.0%	10.2%	4.7%

Table 11. 'Do you live... in one home, in two homes, in temporary housing?' N=5592

Living with people who have additional needs

Young people were asked whether they lived with anyone with a disability, a health or mental health condition, who was elderly or who has problems with substance abuse. Results are summarised in Table 12.

- About 10% of young people said they live with someone with a disability
- About 20% said they live with someone with a health or mental health condition
- About 15% said they live with someone who is elderly
- About 3% said they live with someone who has problems relating to substance abuse (this was not asked to KS2 children)

When we look at the interaction between ethnicity and those living with a health or mental health condition, we can see that more mixed/dual heritage and more 'other ethnicity' young people, and fewer White young people, live with someone with a health or mental health condition than expected by chance (Chi Square=15.57; df=5; p=0.008).

Living with people with additional needs	KS2	KS3	KS4/5	College	TOTAL
Has a disability	7.3%	10.8%	10.2%	11.4%	9.4%
Has a health or mental health condition	20.0%	24.5%	27.8%	14.3%	20.9%
Is elderly	15.5%	15.4%	11.9%	12.4%	14.5%
Has problems with substance abuse	-	3.4%	2.5%	3.3%	3.2%

Table 12. 'Do you live with someone who ...' For each question, N=4902, 5029, 4934, 2765

Food insecurity

This data has been collected with the aim of contributing to the collection of UK food insecurity data. The lack of a standard UK measure of food insecurity was raised in 2016 during a workshop attended by Sustain, the Food Foundation, Oxfam and the Sociology Department of Oxford University. In their subsequent report⁴, they recommended a number of potential standard questions, one of which we used in this survey.

Just over one in ten young people in Harrow said they worry that they, or their family, might run out of food because of lack of money or other resources (Table 13). This proportion was consistent across KS2, KS3 and KS4&5, but was higher in college students. Comparing across ethnicity groups revealed that those identifying as (British) Black, Chinese, mixed / dual heritage and 'other' were significantly more likely (and (British) Asian and White young people were significantly less likely) to worry about running out of food.

Multivariate analysis revealed that worrying about food insecurity was associated with poor oral hygiene (not brushing teeth twice a day with toothpaste), not getting enough sleep, not eating breakfast, a lower rating for feeling physically healthy, and higher electronic device use at weekends (adjusted R-squared=0.046; df=54; p<0.001).

Worried about running out of food	KS2	KS3	KS4/5	College	TOTAL
Yes	10.4%	10.6%	9.7%	18.1%	11.8%

Table 13. 'Do you or your family ever worry that you will run out of food because of lack of money or other resources?' N=5777

⁴ See <https://foodfoundation.org.uk/wp-content/uploads/2016/07/Food-Poverty-workshop-report-1-05-04-16.pdf>

6. QUESTION BY QUESTION DATA SUMMARIES

Food and travel

Diet

Overall, seven in ten young people had **breakfast** every day. The proportion decreases as young people get older, so whilst 86% of KS2 children have breakfast every day, this decreases to just 53% of KS4&5 and college students (Table 14). Comparing across ethnicity groups revealed that (British) Asian young people were significantly more likely to have breakfast every day than other ethnicity groups (Kruskal-Wallis=138.7; df=5; $p<0.001$).

Have breakfast	KS2	KS3	KS4/5	College	TOTAL
Never	1.6%	6.6%	10.5%	9.0%	5.3%
Once a week or less	3.6%	9.2%	16.6%	15.0%	8.5%
Several times a week	8.6%	17.4%	20.0%	23.4%	15.0%
Every day	86.2%	66.7%	52.9%	52.7%	71.2%

Table 14. 'How many times a week do you usually ... have breakfast?' N=5826

Overall, about half of young people **ate vegetables** every day and 80% ate them at least several times a week. This was consistent across all age groups (Table 15). Comparing across ethnicity groups revealed that (British) Black young people were significantly less likely, and (British) Asian young people were more likely, to eat vegetables every day than other ethnicity groups (Kruskal-Wallis=113.49 df=5; $p<0.001$).

Eat vegetables	KS2	KS3	KS4/5	College	TOTAL
Never	3.6%	3.9%	3.4%	3.8%	3.7%
Once a week or less	12.7%	10.0%	12.2%	16.5%	12.5%
Several times a week	34.6%	36.3%	39.0%	41.8%	36.8%
Every day	49.2%	49.9%	45.4%	37.9%	47.0%

Table 15. 'How many times a week do you usually ... eat vegetables?' N=5752

Overall, 8% of young people had a **fizzy or energy drink** every day, and nearly 30% had one at least several times a week (Table 16). About 16% never had them. Of those who drank fizzy / energy drinks, the frequency of drinking them increased with age such that only 4% of KS2 children drank them daily in comparison with 16% of college students. Comparing across ethnicity groups revealed that (British) Asian young people were significantly less likely to frequently drink fizzy drinks than other ethnicity groups (Kruskal-Wallis=64.66; df=5; p<0.01).

Fizzy / energy drinks	KS2	KS3	KS4/5	College	TOTAL
Never	18.6%	14.7%	12.6%	15.8%	16.4%
Once a week or less	64.2%	56.5%	47.9%	41.2%	56.2%
Several times a week	12.9%	21.3%	27.9%	27.1%	19.4%
Every day	4.3%	7.5%	11.6%	15.9%	8.1%

Table 16. 'How many times a week do you usually ... drink fizzy drinks or energy drinks?' N=5741

Overall, 9% of young people said they never **ate fast food or take-aways**, 75% said they ate them once a week or less and 16% said they ate fast food or take-aways several times a week or more (Table 17). Data were relatively consistent between age groups with the exception of college students, 38% of whom said they ate fast food / take-aways several times a week or more in comparison with just 18% of KS4& 5 students (who are the same age but learning in a school and not college setting). College students were statistically more likely to eat fast food regularly than expected (Chi Square=495.0; df=9; p<0.001). Comparing across ethnicity groups revealed that (British) Black young people were significantly more likely to frequently eat fast food or take-aways than other ethnicity groups (Kruskal-Wallis=35.55; df=5; p<0.01).

Fast food or take-aways	KS2	KS3	KS4/5	College	TOTAL
Never	8.9%	8.7%	8.0%	9.5%	8.9%
Once a week or less	81.4%	79.9%	73.9%	52.6%	74.9%
Several times a week	7.9%	8.6%	13.5%	27.9%	12.4%
Every day	1.9%	2.7%	4.6%	9.9%	3.9%

Table 17. 'How many times a week do you usually ... eat fast food or take-aways?' N=5733

Overall, six in ten young people said they **have meals with their family** every day; 6% said they never eat with their family (Table 18). The proportion of young people not eating with their family increased with age, such that only 2.5% of KS2 children said they never eat with their family in comparison with 13% of college students.

Comparing across ethnicity groups revealed that (British) Black young people were significantly less likely to eat daily family meals than other ethnicity groups (Kruskal-Wallis=146.93; df=5; p<0.001).

College students were statistically less likely to eat with their family in comparison to KS4&5 students, even though most individuals in these two groups were expected to be the same age (Chi Square=217.4; df=9; p<0.001). However, college students are more likely to live alone (see the 'House and home' section, page 32), which would account for some of this difference.

Have meals with family	KS2	KS3	KS4/5	College	TOTAL
Never	2.5%	4.5%	7.8%	12.8%	5.5%
Once a week or less	8.2%	5.5%	11.8%	10.3%	8.1%
Several times a week	23.6%	23.9%	28.1%	23.8%	24.1%
Every day	65.7%	66.0%	52.3%	53.0%	62.2%

Table 18. 'How many times a week do you usually ... have meals together with your family?' N=5772

Travel to school

Young people were asked how they travelled to school or college and could tick all options that applied to them. During their journey, about half of young people walk, cycle or scoot to school or college and just over one third take a car or taxi (Table 19). The proportion that use public transport differs with age, such that only 7% of KS2 children used public transport in comparison with 30% of KS4&5 and 82% of college students.

A total of 2,110 young people provided their home postcodes, allowing us to calculate the distance between their home and school/college as the crow flies. These are shown in Table 19. The mean averages should be treated with some caution because some young people appear to have used postcodes that are very far from Harrow. The median average is therefore more reliable and this shows that on average a young person lives 1.4km from their school or college.

Travel method	KS2	KS3	KS4/5	College	TOTAL
Walk/cycle/scoot	60.7%	54.8%	64.7%	16.1%	50.9%
Car/taxi	45.8%	40.2%	25.8%	14.6%	36.5%
Public transport	6.8%	25.9%	30.6%	81.7%	28.6%
Average distance from school/college (mean \pm SD)	1.6 \pm 3.8km	4.3 \pm 3.0km	2.6 \pm 3.5km	5.3 \pm 13.4km	3.2 \pm 17.5km
Average distance from school/college (median \pm SD)	0.76km	1.6km	1.3km	3.7km	1.4km

Table 19. 'How do you travel to school / college?' For methods of travel to school/college, N=5838. For this question the totals do not add up to 100% as many young people use a combination of transport methods. For average distance between home and school/college N=887 (KS2); 608 (KS3); 197 (KS4&5) and 418 (college)

Exercise and sport

Physical activity in the last week

Young people were asked on how many days of the week they were physically active for at least one hour. A total of 6% of young people said they had not been active on any of the last seven days for at least an hour; this was highest for college students (14% of whom said they had not been active for 1+ hours on any of the last seven days); see Table 20a. A total of 30% said they had been active for at least an hour on every day over the past week.

Mean and median averages are shown in Table 20b. There were statistically significant differences between:

- Age group, such that younger (KS2 and KS3) children were active across significantly more days per week than KS4/5 and college students (Kruskal-Wallis=180.9; df=2; $p<0.001$)
- Gender, such that males were active across significantly more days than females (Kruskal-Wallis=180.9; df=2; $p<0.001$)
- Ethnicity, with Chinese young people exercising for the fewest days a week (mean 3.7) and White and Mixed / dual heritage exercising for the greatest number of days a week (mean 4.6) (ANOVA $F=4.58$; df=5; $p<0.001$)

No. days that young people exercised for at least 1 hour in last week	KS2	KS3	KS4/5	College	TOTAL
0 days	3.1%	5.1%	7.0%	14.4%	6.2%
1 day	3.7%	7.1%	10.2%	7.9%	6.0%
2 days	7.5%	9.1%	10.6%	9.6%	8.7%
3 days	9.7%	12.9%	15.4%	15.8%	12.3%
4 days	11.5%	12.6%	11.4%	12.8%	12.1%
5 days	15.9%	18.6%	11.2%	12.5%	15.7%
6 days	11.6%	8.6%	8.6%	4.6%	9.1%
7 days	36.9%	25.9%	25.7%	22.4%	30.0%

Table 20a. The percentage of young people who did at last an hour of exercise on 0, 1, 2, 3, 4, 5, 6 and 7 days of the week N=5804

No. days exercised in last week	KS2	KS3	KS4/5	College	TOTAL
Mean ± SD	5.0 ± 2.0	4.4 ± 2.2	4.1 ± 2.3	3.7 ± 2.4	4.5 ± 2.2
Median	5 days	5 days	4 days	4 days	5 days

Table 20b. Over the last 7 days, how many days were you physically active for at least an hour?
N=5804

Sports enjoyed

Young people were asked to tick which types of sport they enjoyed. Table 22 summarises the data, and highlights in green the top three preferred sports for each age group.

Overall, football/rugby/cricket was the most commonly chosen option.

A total of 21% of young people chose 'other' and had the option to describe the sports they enjoyed in a free text box. Common answers included badminton, dodgeball, table tennis, swimming, volleyball, boxing and walking.

A total of 6% of young people said that they don't enjoy sports or exercise.

Sports enjoyed	KS2	KS3	KS4/5	College	TOTAL
Jogging / running	44.2%	36.5%	36.9%	31.3%	38.9%
Football / rugby / cricket	52.3%	44.8%	44.3%	37.4%	46.6%
Basketball / netball / tennis	45.3%	49.6%	43.9%	24.2%	42.4%
Cycling	48.5%	40.6%	26.3%	24.9%	39.8%
Skateboarding	14.5%	12.8%	9.4%	4.4%	11.6%
Martial arts	18.0%	14.8%	12.8%	9.2%	14.9%
Going to the gym	5.9%	9.5%	21.6%	29.0%	12.7%
Gymnastics / dance	28.0%	21.6%	12.0%	10.9%	21.5%
I don't enjoy sports or exercise	2.3%	7.5%	8.8%	11.3%	6.1%
Other	23.6%	21.9%	17.4%	13.6%	20.7%

Table 22. 'What sports or exercise do you enjoy?' N=6052

Exercise in free time

Young people in KS3 and above were asked if, in their free time, they went to a gym, exercise or sports club at least once a week. A third of young people said yes, 20% said they used to, but the club is currently closed due to Covid, and half said no (Table 21).

Exercise in free time	KS3	KS4/5	College	TOTAL
Yes	28.6%	28.1%	30.1%	29.0%
I used to, but it's currently closed due to Covid	21.2%	20.8%	19.6%	20.6%
No	50.2%	51.1%	50.3%	50.4%

Table 21. 'In your free time do you go to any gym, exercise or sports club at least once a week?'
N=3249

Things that block access to exercise

Young people were asked if there was anything that stopped them from doing the sport or exercise that they wanted to do. This was not asked to KS2 children.

About 18% said there were no suitable spaces or pitches near to their home and 9% said it cost too much to do the exercise that interested them. A total of 4% of KS3, 6% of KS4&5 and 10% of college students said they needed to look after others in the family (Table 23).

A total of 8.5% chose 'other' and had the option to describe the reason that they didn't exercise. The most common relevant answers (in rank order) were that they had too much work, that they did not have enough time, or safety concerns.

Blockers to exercise	KS3	KS4/5	College	TOTAL
Nothing stops me	66.5%	60.7%	59.8%	63.4%
No suitable spaces, pitches, or courts near to my home	18.7%	19.1%	15.4%	17.7%
It costs too much to do the sport/exercise I want to do	8.5%	10.1%	8.7%	8.8%
Nearby groups or clubs don't offer the sport/exercise I want to do	8.5%	11.1%	16.5%	11.6%
I need to look after others in our family	4.3%	6.4%	10.3%	6.6%
Other	8.4%	12.8%	6.8%	8.5%

Table 23. 'Do any of the following things stop you from doing the sports or exercise you want to do?'
N=3473

Sleep

We asked young people whether they had their own bedroom: 51% of KS2 children, and 58% of KS3, 67% of KS4&5 and 74% of college students said they did (Table 24). About 40% of all young people said they shared a bedroom and 2% said they did not have a bedroom.

When we look at the experiences of people from different ethnicity groups, we find that more (British) Asian and (British) Black young people, and fewer White young people, share a bedroom than expected by chance. More young people identifying as Chinese or as 'other ethnic group' said they did not have a bedroom than expected by chance (Chi Square=92.10; df=10; p<0.001).

Bedroom	KS2	KS3	KS4/5	College	TOTAL
I have my own bedroom	50.8%	58.3%	66.7%	74.0%	58.7%
I share my bedroom	47.1%	39.4%	31.7%	23.2%	39.1%
I don't have a bedroom	2.1%	2.2%	1.7%	2.8%	2.2%

Table 24. 'Where do you sleep at night?' N=5598

When asked whether the amount of sleep they get was normally enough for them to feel awake and to concentrate on their school or college work, about 20% of young people said they did not get enough sleep (Table 25). This was notably higher for KS4/5 students, where 38% said they didn't feel they were normally getting sufficient sleep.

Those who said they do not have a bedroom were significantly more likely to say they do not get enough sleep to feel awake and concentrate on their school work (Chi Square=63.60; df=2; p<0.001).

Sleep	KS2	KS3	KS4/5	College	TOTAL
Yes, I get enough sleep	83.4%	73.9%	62.1%	71.6%	76.7%
No, I don't get enough sleep	16.6%	26.1%	37.9%	28.4%	23.3%

Table 25. 'Is the amount of sleep you normally get enough for you to feel awake, and concentrate on your school/college work?' N=5506

Area to study at home

Overall, 20% of all young people said they did not have access to a quiet desk area for them to do their school / college work (Table 26).

When we look at the interaction between ethnicity and this question we find that fewer (British) Black and Chinese and those identifying as 'other ethnic group' said they had a quiet area to study at home than would be expected by chance (Chi Square=29.85; df=5; $p < 0.001$).

Area to study at home	KS2	KS3	KS4/5	College	TOTAL
Yes, I have a quiet desk area for study	76.3%	85.0%	81.0%	76.0%	79.2%
No, I don't have a quiet desk area for study	23.7%	15.0%	19.0%	24.0%	20.8%

Table 26. 'At home do you have a quiet desk area where you can do your school/college work?'
N=5590

Physical health

Medical conditions

Young people were asked whether they had asthma, allergies, diabetes or epilepsy. Overall, 20% of young people said they had allergies and 11% said they had asthma. About 1% had diabetes and epilepsy. The proportion of those with diabetes and epilepsy increased with age, from under 1% in KS2 children to over 2% in those at college (Table 27).

When we look at the interaction between ethnicity and these medical conditions we find that more (British) Black and Chinese and mixed/dual heritage and fewer white young people reported having **asthma** than expected by chance (Chi Square=37.18; df=5; $p<0.001$). This pattern was identical for **allergies** (Chi Square=31.58; df=5; $p<0.001$). More Chinese and 'other ethnic group' young people and fewer (British) Asian young people identified as having **diabetes** than expected by chance (Chi Square=92.31; df=5; $p<0.001$).

Medical conditions	KS2	KS3	KS4/5	College	TOTAL
Asthma	10.1%	12.6%	15.9%	10.3%	11.4%
Allergies	22.2%	19.9%	23.9%	15.7%	20.5%
Diabetes	0.5%	1.8%	1.7%	2.3%	1.3%
Epilepsy	0.6%	1.9%	1.7%	2.6%	1.4%

Table 27. 'Do you have any of the following medical conditions?' N=5330

Visits to the doctor, dentist or A&E in last 12 months

Young people were asked whether they had visited a doctor, a dentist or hospital in the last 12 months. Data are summarised in Table 28. Results showed that over the past 12 months:

- 56% of young people had visited a doctor
- 60% had visited a dentist
- 19% had visited hospital or A&E

Data showed these trends were relatively consistent across age groups, although fewer college students visited the dentist in comparison with other groups.

When we compare between ethnic groups we find that fewer Chinese and White young people and more (British) Asian young people had visited the doctor in the past 12 months than expected (Chi Square=41.44; df=5; p<0.001)

Visited in last 12 months	KS2	KS3	KS4/5	College	TOTAL
Visited a GP or doctor	53.0%	59.9%	58.6%	56.2%	56.1%
Visited a dentist	61.2%	66.8%	65.7%	45.6%	60.4%
Been injured and gone to hospital or A&E	19.0%	18.2%	20.7%	17.3%	18.6%

Table 28. 'In the last 12 months have you ...' N=5199, 5243, 5008

Teeth brushing

Young people were asked how often they brushed their teeth twice a day with toothpaste. Overall, 80% of young people said they always brushed twice a day with toothpaste; 15% said sometimes, 2% said rarely and 1.5% said never (Table 29). College students were more likely to say 'never' than all other age groups (Chi Square=51.1; df=9; p<0.001).

There are no significant differences between ethnic groups and frequency of teeth brushing (Chi Square=13.63; df=5; p=0.02).

Tooth brushing twice a day with toothpaste	KS2	KS3	KS4/5	College	TOTAL
Never	1.1%	1.8%	0.8%	2.6%	1.5%
Rarely	2.0%	2.0%	2.7%	1.5%	1.9%
Sometimes	17.9%	12.8%	12.6%	11.0%	14.7%
Always	79.1%	83.7%	83.8%	84.9%	81.9%

Table 29. 'How often do you brush your teeth twice a day with toothpaste?' N=5509

Body image

Young people were asked to describe their body shape, ranging from 'much too thin' to 'much too fat'.

Results are summarised in Table 30 and show that:

- Overall, 60% of young people felt they were about the right size
- Overall, 4% of young people felt they were much too thin, and 4% felt they were much too fat
- When we look at the proportion of young people who say they don't think their body is the right size (either too fat or too thin) we see that this increases with age, such that 34% of KS2 children think they are not the right size, increasing to 52% of children in KS4&5 and 50% of college students. This difference is significant (Chi Square 112.8; df=3; p<0.001)
- When we look at gender, 40% of males and 40% females feel their body is not the right size (either too thin or fat), this compares with 77% of young people who identify as non-binary. This difference is significant (Chi Square=25.9; df=2; p<0.001); analysing by male and female data only shows no significant difference (Chi Square=0.002; df=1; p=0.962)
- When we look at ethnicity, we find that fewer Chinese young people feel their body is the right size than expected by chance (Chi Square=25.43; df=5; p<0.001).

Body image	KS2	KS3	KS4/5	College	TOTAL
Much too thin	3.2%	2.8%	5.2%	5.9%	3.7%
A bit too thin	11.3%	10.7%	14.6%	14.8%	12.1%
About the right size	66.5%	57.5%	48.0%	50.2%	59.3%
A bit too fat	17.1%	24.6%	27.1%	23.1%	21.3%
Much too fat	1.8%	4.4%	5.2%	6.0%	3.6%

Table 30. 'Do you think your body is ...' N=5441

Managing weight

Young people were asked whether, at present, they are doing anything to manage their weight. This was not asked to KS2 children.

A total of 70% said they were managing their weight; 40% said they exercise and 30% said they managed what they eat (Table 31). This was relatively consistent across age groups.

Are you doing anything to manage your weight?	KS3	KS4/5	College	TOTAL
No	28.8%	33.3%	33.6%	31.0%
Yes, I exercise	41.8%	38.1%	36.7%	39.5%
Yes, I manage what I eat	29.4%	28.6%	29.7%	29.4%

Table 31. 'At present, are you doing anything to manage your weight?' N=3050

Health concerns

Young people were asked who they would talk to if they were worried about their physical or mental health. This was not asked to KS2 children. Results are summarised in Table 32 and showed that:

- Overall, the three most popular answers were talking to someone in their family (70%), talking to friends (56%) and looking online for more information (30%)
- Only 17% would talk to an adult at school/college, 9% would contact a helpline or support group for young people, and 7% would talk to a school nurse

What would you do if you were worried about your physical or mental health?	KS3	KS4/5	College	TOTAL
Talk to someone in my family	74.9%	57.2%	62.8%	68.2%
Talk to friends	52.2%	66.5%	55.9%	55.6%
Look online for more information	31.8%	36.0%	28.2%	31.2%
Go to see a doctor	20.5%	14.8%	27.4%	22.0%
Talk to an adult in school/college	17.4%	15.5%	15.8%	16.6%
Contact a helpline or support group for young people	8.0%	8.0%	11.5%	9.1%
Talk to a school/college nurse	7.6%	4.6%	5.9%	6.6%

Table 32. 'If you were worried about your physical or mental health, what would you do?' N=2929

Accessing local sexual health services

Young people in KS4&5 and at college were asked if they knew how to access their local sexual health services. Just under 40% said yes they knew how to access local services; 69% of KS4&5 and 58% of college students said they did not (Table 33).

Accessing local sexual health services	KS4/5	College	TOTAL
Yes, I know how to access local sexual health services	30.7%	42.4%	38.6%

Table 33. 'Do you know how to access your local sexual health services, where you can access free contraceptives etc?' N=1435

Smoking, alcohol and drugs

Young people were asked whether they smoked, vaped, drank alcohol, took 'legal highs' (aka new psychoactive drugs) or used illegal drugs. Data are summarised in Tables 34-38). Results showed that:

- Overall, over 90% of young people said 'no' to all options
- The most common substances used were alcohol (6% of young people) and smoking (5% of young people)
- Far more college students smoked than young people in KS3 or KS4&5 and this was statistically significant (Chi Square=136.5, df=4; p<0.001)
- 2% of young people were current users of legal highs (a further 0.5% said they used to) and 3% were current users of illegal drugs (a further 1% said they used to)
- About 2% of young people used to smoke, vape, or drink alcohol but had given up
- When we compare between ethnic groups we see that fewer (British) Asian and more White young people currently and used to **smoke** and **vape** and **drink alcohol** than expected (Chi Square=56.80; df=10; p<0.001; Chi Square=60.56; df=10; p<0.001; Chi Square=71.12; df=10; p<0.001)

Smoking	KS3	KS4/5	College	TOTAL
No	97.8%	95.5%	86.9%	93.9%
Yes	1.9%	2.1%	10.1%	4.6%
I used to	0.3%	2.4%	3.0%	1.5%

Table 34. 'Do you do any of the following? Smoke' N=3034

Vaping	KS3	KS4/5	College	TOTAL
No	97.4%	92.7%	91.5%	94.8%
Yes	2.0%	4.3%	4.3%	3.1%
I used to	0.6%	3.0%	4.3%	2.1%

Table 35. 'Do you do any of the following? Vape' N=3014

Drink alcohol	KS3	KS4/5	College	TOTAL
No	97.4%	90.9%	83.4%	91.8%
Yes	2.3%	7.3%	11.9%	6.2%
I used to	0.3%	1.7%	4.8%	2.0%

Table 36. 'Do you do any of the following? Drink alcohol' N=3011

Legal highs	KS3	KS4/5	College	TOTAL
No	97.9%	97.4%	97.2%	97.6%
Yes	2.0%	2.2%	1.8%	2.0%
I used to	0.1%	0.4%	1.0%	0.5%

Table 37. 'Do you do any of the following? Take New Psychoactive Substances (legal/herbal highs)' N=3005

Illegal drugs	KS3	KS4/5	College	TOTAL
No	97.8%	93.3%	94.5%	96.0%
Yes	1.9%	5.0%	3.2%	2.8%
I used to	0.3%	1.7%	2.2%	1.2%

Table 38. 'Do you do any of the following? Take illegal drugs (cannabis, MDMA etc)' N=3012

Opinion of overall physical health

Young people were asked to rate their overall physical health. Results are summarised in Table 39 and showed that:

- Overall, 80% rated their physical health as good or excellent, and 20% rated it as either fair or poor
- The proportion of young people rating their physical health as fair or poor increased as they got older, such that the figure was 12.4% for KS2 pupils but 23% for college students

Physical health was simplified into two groups (poor/fair and good/excellent) and then compared between ethnic groups. This showed that (British) Black, Chinese and those young people identifying as “other ethnic group” were all more likely, and (British) Asian and White young people less likely, to rate their physical health as poor/fair (Chi Square=23.15; df=5; $p < 0.001$).

Overall rating of physical health	KS2	KS3	KS4/5	College	TOTAL
Poor	1.1%	3.3%	5.1%	5.0%	2.8%
Fair	11.3%	22.4%	27.3%	18.3%	17.2%
Good	47.2%	49.8%	42.0%	45.7%	47.3%
Excellent	40.4%	24.6%	25.6%	31.0%	32.8%

Table 39. 'Overall, would you say your physical health is ...' N=5496

Mental health

Feeling down, anxious or finding it hard to sleep

Young people were asked how often they felt down, anxious or found it hard to sleep. Results are summarised in Tables 40, 41 and 42 and showed that:

- 14% of young people often felt down or depressed; this was lowest in KS2 and highest in KS4&5
- 19% of young people often felt nervous or anxious; this was lowest in KS2 and highest in KS4&5
- 23% of young people often found it hard to sleep or stay asleep; this was lowest in young people who attend college
- There was no difference between ethnic groups in terms of frequency of feeling down or depressed (Kruskal-Wallis=11.63; df=5; p=0.04), but those identifying as White were more likely than those identifying as (British) Asian or (British) Black to say they regularly feel nervous or anxious (Kruskal-Wallis=25.55; df=5; p<0.001)

I feel down or depressed	KS2	KS3	KS4/5	College	TOTAL
Never	34.3%	39.1%	31.0%	37.7%	36.0%
Sometimes	55.9%	45.9%	44.9%	45.6%	50.2%
Often	9.9%	15.0%	24.1%	16.8%	13.8%

Table 40. 'How often do you ... feel down or depressed?' N=5302

I feel nervous or anxious	KS2	KS3	KS4/5	College	TOTAL
Never	26.5%	27.7%	21.8%	32.0%	27.5%
Sometimes	60.0%	50.3%	48.6%	48.1%	54.1%
Often	13.4%	21.9%	29.6%	19.9%	18.5%

Table 41. 'How often do you ... feel nervous or anxious?' N=5282

Find it hard to sleep or stay asleep	KS2	KS3	KS4/5	College	TOTAL
Never	32.5%	36.6%	34.3%	40.9%	35.4%
Sometimes	42.4%	41.8%	37.6%	39.8%	41.4%
Often	25.1%	21.6%	28.1%	19.3%	23.3%

Table 42. 'How often do you ... find it hard to sleep or stay asleep?' N=5303

Sense of self

Young people were asked how much they agreed with five statements relating to various aspects of their mental health and sense of self. Results are summarised in Tables 43-47 and showed that:

- About 70% of young people agree that they value themselves and their opinions; 6% disagree
- About half of young people agree that they like the way they look; 12% disagree and a third are neutral. Young people in KS2 and at college were more likely to agree than those at secondary school (KS3,4 or 5) (Chi Square=183.0; df=6; p<0.001). The lower agreement in KS3, 4 and 5 young people correlates with a time when many of them are undergoing puberty, which might explain this lower happiness with the way they look
- Just over 70% of young people agree that they feel loved; 6% disagree. Children in KS2 were more likely to agree than those in other age groups (Chi Square=173.9, df=6, p>0.001)
- Half of young people agreed that they could cope when life gets tricky, 38% were neutral and 12% disagreed. This was relatively consistent across age groups
- Nearly 70% of young people agreed that they felt they could recognise other people's emotions; 6% disagreed. This was relatively consistent across age groups (this question was not asked to KS2 children)

I value myself and my opinions	KS2	KS3	KS4/5	College	TOTAL
Disagree	5.2%	6.4%	8.5%	3.6%	5.5%
Neutral	25.7%	28.5%	31.8%	24.9%	26.9%
Agree	69.1%	65.2%	59.6%	71.5%	67.6%

Table 43. 'How much do you agree with the following statements? I value myself and my opinions' N=5264

I like the way I look	KS2	KS3	KS4/5	College	TOTAL
Disagree	9.0%	16.2%	19.6%	8.9%	12.0%
Neutral	28.0%	38.6%	38.5%	29.7%	32.3%
Agree	63.0%	45.2%	41.9%	61.4%	55.7%

Table 44. 'How much do you agree with the following statements? I like the way I look' N=5282

I feel loved	KS2	KS3	KS4/5	College	TOTAL
Disagree	3.5%	6.4%	8.8%	7.3%	5.5%
Neutral	14.4%	24.2%	28.7%	28.6%	21.0%
Agree	82.1%	69.3%	62.4%	64.1%	73.5%

Table 45. 'How much do you agree with the following statements? I feel loved' N=5252

I feel able to cope when life gets tricky	KS2	KS3	KS4/5	College	TOTAL
Disagree	11.0%	12.5%	15.6%	11.1%	11.9%
Neutral	37.0%	39.1%	40.9%	34.3%	37.5%
Agree	52.0%	48.4%	43.6%	54.6%	50.7%

Table 46. 'How much do you agree with the following statements? I feel able to cope when life gets tricky' N=5236

I feel I can recognise other people's emotions	KS3	KS4/5	College	TOTAL
Disagree	6.2%	6.3%	5.2%	5.9%
Neutral	27.1%	24.7%	26.3%	26.5%
Agree	66.7%	68.9%	68.5%	67.6%

Table 47. 'How much do you agree with the following statements? I feel I can recognise other people's emotions' N=2938

Mental health ratings

Young people were asked to rate (on a scale of 0 to 10) their satisfaction with life, how happy they were and how much they felt their life was worthwhile. Results are summarised in Tables 48-50 and showed that:

- Average life satisfaction, feeling that life is worthwhile and happiness ratings decrease as young people get older
- We can compare this with data from the Office for National Statistics, who asked some of the same questions to 10-15 year olds during April to June 2020⁵. They found that the mean average for life satisfaction was 7.2 out of 10; identical to our Key Stage 3 data, representing children aged 11 to 14. The [Good Childhood report 2020](#) focuses on the wellbeing of children and young people in the UK and has identified that there has been a continuing decrease in life satisfaction since their research reports began in 2013.
- The Good Childhood report also identified that 18% of their young people scored below the midpoint for life satisfaction in 2020 and on page 21 of [their 2020 report](#) go on to say “as noted in our recent report on COVID-19 this reflects a larger proportion scoring below the midpoint than in the last five household surveys, when proportions ranged between 10% and 13%”. For our KS3 children (who are of a similar age to their sample), a similar number - 16% - rated their life satisfaction between 0 and 4; ie below our midpoint score of 5

We carried out an extensive multivariate analysis into which variables associate with high life satisfaction scores, and this is summarised in Section 2, page 10.

Satisfied with life	KS2	KS3	KS4/5	College	TOTAL
Mean ± SD	8.0 ± 2.3	7.2 ± 2.6	6.3 ± 2.7	6.8 ± 2.7	7.4 ± 2.6
Median	9	8	7	7	8

Table 48. 'How satisfied are you with your life right now?' N=5332

⁵ See <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people> and as quoted on page 22 of The Good Childhood Report 2020 <https://www.childrenssociety.org.uk/sites/default/files/2020-11/Good-Childhood-Report-2020.pdf>

Happy yesterday	KS2	KS3	KS4/5	College	TOTAL
Mean ± SD	7.7 ± 2.6	7.1 ± 2.8	6.3 ± 2.9	6.9 ± 2.9	7.3 ± 2.8
Median	9	8	7	7	8

Table 49. 'Overall, how happy were you yesterday?' N=5298

Life is worthwhile	KS3	KS4/5	College	TOTAL
Mean ± SD	7.2 ± 2.7	6.2 ± 2.9	6.9 ± 2.7	6.9 ± 2.7
Median	8	6	7	7

Table 50. 'Overall, to what extent do you feel that the things you do in your life are worthwhile?' N=2892

Family and friend relationships

Support of family and friends

Young people were asked how much they agreed with three statements about friends and family. Results are summarised in Tables 51-53 and showed that:

- 84% of young people agreed that their family helps and supports them; 3% disagreed
- 67% of agreed they could talk to their family about their problems; 11% disagreed
- 82% agreed that they had a good friend or friends; 4% disagreed
- Across all statements, younger (KS2) children were more likely to agree than older children

My family helps and supports me	KS2	KS3	KS4/5	College	TOTAL
Disagree	0.9%	4.1%	6.8%	5.0%	3.1%
Neutral	9.1%	13.2%	22.2%	15.7%	12.6%
Agree	90.0%	82.7%	71.0%	79.3%	84.3%

Table 51. 'How much do you agree with these statements? My family helps and supports me'
N=5329

I can talk about problems with my family	KS2	KS3	KS4/5	College	TOTAL
Disagree	7.8%	11.9%	21.3%	13.6%	11.1%
Neutral	20.7%	21.9%	23.6%	21.9%	21.5%
Agree	71.6%	66.3%	55.1%	64.6%	67.4%

Table 52. 'How much do you agree with these statements? I can talk about problems with my family'
N=5304

I have a really good friend or friends	KS2	KS3	KS4/5	College	TOTAL
Disagree	2.2%	3.6%	6.1%	5.5%	3.6%
Neutral	11.6%	15.8%	16.6%	17.6%	14.3%
Agree	86.2%	80.6%	77.3%	76.9%	82.1%

Table 53. 'How much do you agree with these statements? I have a really good friend or friends'
N=5319

Sexual harassment

Young people in Key Stages 4 and 5 (including those at college) were asked whether they considered themselves to have ever been the victim of sexual harassment. Overall, 13% of young people agreed that they had experienced sexual harassment (Table 54) and a further 10% responded with 'neutral' to the same question.

A total of 28% of non-binary, 19% of female and 7% of male young people felt that they had experienced sexual harassment. This difference between genders was significant, such that females and those identifying as non-binary were statistically more likely to say that they had been the victims of sexual harassment than males (Kruskal-Wallis=72.15; df=4; $p<0.001$). There was no significant difference between ethnic groups (Kruskal-Wallis=8.24; df=5; $p=0.14$) or between those in secondary school versus college (Kruskal-Wallis=0.528; df=1; $p=0.468$).

I have been the victim of sexual harassment	KS4/5	College	TOTAL
Male	4%	8%	7%
Female	25%	17%	19%
Non-binary	23%	40%	28%

Table 54. 'How much do you agree with these statements? I consider myself to have been the victim of sexual harassment' N=1363

Feeling coerced

Young people were asked whether they agreed with this statement: 'if someone asked me to do something that I didn't want to do, I would say no'. Overall, about 9% of young people disagreed with this, 22% were neutral and 68% agreed (Table 55).

Feeling coerced	KS2	KS3	KS4/5	College	TOTAL
Disagree	9.7%	7.5%	7.6%	12.6%	9.4%
Neutral	26.5%	23.9%	13.6%	12.6%	22.2%
Agree	63.8%	68.6%	78.8%	74.7%	68.4%

Table 55. 'How much do you agree with these statements? If someone asked me to do something that I didn't want to do, I would say no' N=5206

Bullying

Young people were asked whether they had experienced or taken part in bullying in the past few months. Results are summarised in Tables 56 and 57, and showed that:

- Overall, 11% said they had been bullied, 13% were unsure and 76% said they had not been bullied.
- KS2 children were more likely to say yes, they had been bullied than older key stage/age groups (Chi Square=75.8; df=6; $p>0.001$)
- Young people who identified as non-binary were significantly more likely to say they had been bullied (Chi Square=64.7; df=4; $p>0.001$). When data were analysed for males and females only, there was no statistical difference in rates of being bullied (Chi Square=4.3; df=2; $p=0.11$).
- Overall, 3% said they had taken part in bullying another person or people, 6% were unsure and 91% said no
- Those identifying as non-binary were more likely to say they had bullied others (Chi Square=150.2; df=4; $p>0.001$). When data were analysed for males and females only, males were more likely to say they had bullied others than females (Chi Square=12.8; df=2; $p=0.002$).

We removed “unsure” answers and then compared the number of people who said they had been bullied or bullied others with ethnicity. A total of 29% of Chinese young people said they had been bullied in the past few months in comparison with 15% of White, 12% of (British) Asian, 12% of mixed race/dual heritage, 13% of ‘other ethnic group’ and 10% of (British) Black young people.

A total of 19% of Chinese young people said they had bullied others in the past few months in comparison with 6% of ‘other ethnic group’, 4% of (British) Black, 3% of White, 3% mixed/dual heritage and 2% of (British) Asian young people. Section 3 (‘free text comments data’) summarises common themes and quotes relating to bullying.

Being bullied	KS2	KS3	KS4/5	College	TOTAL
Yes	12.9%	11.3%	8.0%	8.1%	11.2%
No	70.6%	76.6%	81.2%	83.5%	75.5%
Unsure	16.5%	12.1%	10.8%	8.4%	13.3%

Table 56. ‘In the past few months, have you been bullied?’ N=5307

Bullying others	KS2	KS3	KS4/5	College	TOTAL
Yes	2.2%	3.9%	4.8%	3.0%	3.1%
No	91.2%	90.1%	89.2%	91.2%	90.7%
Unsure	6.5%	6.1%	6.0%	5.8%	6.2%

Table 57. 'In the past few months, have you taken part in bullying another person or people?'
N=5308

Electronic devices and the internet

Frequency of device use

Young people were asked how many hours a day they spent using an electronic device at weekends and on weekdays.

Results are summarised in Tables 58 and 59 and showed that:

- On weekend days, nearly one third of young people used electronic devices for over 6 hours a day; this was the most selected option
- On weekdays, 32% of young people said they used electronic devices for up to 2 hours a day; this was the most selected option. A total of 15% of young people used electronic devices for over 6 hours a day
- When we compare feeling physically healthy (good/excellent v poor/fair) against hours of device use on weekends we find that those young people who consider themselves to have poor physical health are using devices for significantly more hours per weekend day (Kruskal-Wallis=212.24; df=1; $p<0.000$). Those rating their health as good/excellent used devices for an average of 2 - 4 hours per weekend day in comparison with those who rated themselves as fair/poor who used them for an average of 4 - 6 hours per weekend day

Device use on weekends	KS2	KS3	KS4/5	College	TOTAL
None	3.2%	1.1%	1.2%	2.9%	2.4%
Up to 2 hours	30.9%	13.4%	3.2%	7.7%	19.4%
2 - 4 hours	29.4%	26.0%	16.9%	18.9%	25.5%
4 - 6 hours	20.5%	28.7%	30.6%	27.3%	25.0%
Over 6 hours	15.9%	30.8%	48.1%	43.2%	27.8%

Table 58. 'About many hours a day do you spend using an electronic device on a WEEKEND day?'
N=5264

Device use on weekdays	KS2	KS3	KS4/5	College	TOTAL
None	14.2%	3.2%	2.1%	4.0%	8.1%
Up to 2 hours	46.1%	28.8%	10.9%	12.3%	32.1%
2 - 4 hours	22.7%	29.4%	30.9%	24.3%	25.6%
4 - 6 hours	10.4%	24.0%	30.2%	28.2%	19.2%
Over 6 hours	6.5%	14.6%	26.0%	31.1%	14.9%

Table 59. 'About many hours a day do you spend using an electronic device on WEEK DAYS (before or after school/college)?' N=5247

Contact with others online

Young people were asked how often they had online contact with different people (e.g. via social media or gaming) (Tables 60-62). Results showed that:

- Overall, 46% of young people had daily online contact with close friends or family; 15% chose rarely or never
- Overall, 27% of young people had daily online contact with friends from a larger friend group; 35% chose never
- Overall, 11% of young people had daily online contact with people they had never met in real life; 74% chose never

Close friends or family	KS2	KS3	KS4/5	College	TOTAL
Rarely or never	18.6%	11.6%	12.5%	12.9%	15.0%
Several times a week	43.9%	38.2%	28.1%	30.7%	38.6%
Every day	37.5%	50.2%	59.4%	56.4%	46.4%

Table 60. 'How often do you have online contact with the following people (eg via social media, gaming) ... Close friends or family?' N=5220

Friends from a larger friend group	KS2	KS3	KS4/5	College	TOTAL
Rarely or never	44.3%	29.0%	21.5%	29.4%	35.2%
Several times a week	34.5%	40.3%	39.7%	40.4%	37.7%
Every day	21.2%	30.7%	38.8%	30.3%	27.1%

Table 61. 'How often do you have online contact with the following people (eg via social media, gaming) ... Friends from a larger friend group?' N=5135

People you have never met in real life	KS2	KS3	KS4/5	College	TOTAL
Rarely or never	79.7%	75.3%	64.4%	61.9%	74.0%
Several times a week	12.6%	13.0%	19.7%	22.4%	15.1%
Every day	7.6%	11.7%	15.9%	15.7%	11.0%

Table 62. 'How often do you have online contact with the following people (eg via social media, gaming) ... People that you meet online but have never met in real life?' N=5128

Impact of electronic device use

Young people were asked how much they agreed with four statements relating to their use and experiences of electronic devices and the internet. Results are summarised in Tables 63-66 and showed that overall:

- A third of young people agreed that they used online gaming or social media as a way to escape the 'real world'; just over one third disagreed
- 20% agreed that their device sometimes woke them up when they were sleeping
- 12% had been sent images or messages that had made them uncomfortable; 76% disagreed. When we compare between genders, we find that 50% of non-binary, 14% of females and 9% of males agreed that they had been sent images or messages that made them uncomfortable
- 11% agreed that they had been asked to send nude pictures of themselves or to join in with sexual conversations; 82% disagreed. When we compare between genders, we find that 44% of non-binary, 13% of female and 8% of male youth had been asked to send nude pictures of themselves or join in with sexual conversations.

As a way to escape the real world	KS3	KS4/5	College	TOTAL
Disagree	40.3%	31.9%	39.0%	38.6%
Neutral	29.9%	30.0%	28.9%	29.6%
Agree	29.8%	38.1%	32.1%	31.8%

Table 63. 'How much do you agree with the following statements? ... I use online gaming or social media as a way to escape the 'real world'' N=2852

Device sometimes wakes me when I am asleep	KS2	KS3	KS4/5	College	TOTAL
Disagree	70.5%	59.8%	58.5%	42.4%	61.4%
Neutral	15.3%	19.6%	20.1%	26.3%	18.9%
Agree	14.3%	20.5%	21.3%	31.2%	19.7%

Table 64. 'How much do you agree with the following statements? ... My phone or tablet sometimes wakes me up when I'm asleep' N=5149

Sent images or messages that made me uncomfortable	KS2	KS3	KS4/5	College	TOTAL
Disagree	81.3%	74.5%	65.2%	67.3%	75.5%
Neutral	9.6%	12.4%	15.5%	18.0%	12.4%
Agree	9.1%	13.1%	19.3%	14.7%	12.1%

Table 65. 'How much do you agree with the following statements? ... I have been sent images or messages that have made me uncomfortable or upset' N=5130

Asked to send nude pictures of myself or participate in sexual conversations	KS3	KS4/5	College	TOTAL
Disagree	88.5%	71.4%	77.2%	82.3%
Neutral	4.1%	11.0%	8.8%	6.6%
Agree	7.5%	17.7%	14.0%	11.1%

Table 66. 'How much do you agree with the following statements? ... I have been asked to send nude pictures of myself, or join in with sexual conversations' N=2838

Feeling safe

Fights, gangs, being offered drugs

Young people were asked if, in the past 12 months, they had been in a physical fight, had watched someone get physically hurt by someone else, been involved in gang activities or been offered illegal drugs (Table 67).

Results showed that overall:

- 19% said they had been in a physical fight
- 28% said they had watched someone get physically hurt by someone else
- 3% had been involved in gang activities (this was not asked to KS2)
- 7% had been offered illegal drugs (this was not asked to KS2)
- Those in KS2 were more likely to be in physical fights than the older age groups (Chi Square=31.6; df=3; p<0.001)
- Those in KS4&5 were more likely to have seen someone get physically hurt by someone else than other age groups (Chi Square=114.1; df=3; p<0.001) and to have been offered illegal drugs (Chi Square=67.8; df=3; p<0.001)
- There was no difference in the proportion of each age group who said they had been involved in gang activities in the last 12 months (Chi Square=2.3; df=3; p=0.316)
- Males were more likely to say they get into fights (Chi Square=177.8; df=1; p<0.001), and to have seen someone else get physically hurt (Chi Square=83.5; df=1; p<0.001) and be involved in gang activities (Chi Square=13.5; df=1; p<0.001) and be offered illegal drugs (Chi Square=44.2; df=1; p<0.001)

Fights, gangs and drugs	KS2	KS3	KS4/5	College	TOTAL
Been in a physical fight	22.0%	18.5%	18.1%	13.5%	19.1%
Watched someone get physically hurt by someone else	28.9%	29.7%	43.8%	16.6%	28.2%
Been involved in any gang activity	-	2.3%	2.6%	3.3%	2.6%
Been offered illegal drugs	-	3.5%	13.9%	9.3%	6.9%

Table 67. 'In the last 12 months have you ...' N=5129, 5132, 2838, 2843

Feeling safe

Young people were asked whether they felt safe at school/college, travelling to school/college, and at home (Tables 68-71). Results showed that overall:

- 5% did not feel safe at school or college
- 7% did not feel safe travelling to school or college
- 7% did not feel safe in the area that they lived
- 2% did not feel safe at home

At school or college	KS2	KS3	KS4/5	College	TOTAL
No	3.1%	6.8%	9.2%	5.5%	5.1%
Yes, some of the time	26.2%	34.5%	39.1%	25.3%	29.5%
Yes, all of the time	70.7%	58.7%	51.8%	69.2%	65.4%

Table 68. 'Do you feel safe ... at school/college?' N=5199

Travelling to school/college	KS2	KS3	KS4/5	College	TOTAL
No	4.4%	9.8%	9.2%	7.2%	6.9%
Yes, some of the time	30.8%	40.6%	37.6%	33.4%	34.7%
Yes, all of the time	64.8%	49.6%	53.2%	59.4%	58.4%

Table 69. 'Do you feel safe ... travelling to school/college?' N=5164

In the area that you live	KS2	KS3	KS4/5	College	TOTAL
No	6.7%	5.9%	9.7%	6.0%	6.6%
Yes, some of the time	34.1%	37.1%	42.3%	31.7%	35.2%
Yes, all of the time	59.2%	57.0%	48.0%	62.3%	58.2%

Table 70. 'Do you feel safe ... in the area that you live?' N=5150

At home	KS2	KS3	KS4/5	College	TOTAL
No	1.5%	2.4%	1.9%	2.0%	1.9%
Yes, some of the time	10.4%	7.4%	14.2%	8.9%	9.6%
Yes, all of the time	88.0%	90.2%	83.9%	89.1%	88.5%

Table 71. 'Do you feel safe ... at home?' N=5158

Feeling safe in Harrow

Young people were asked whether they felt safe in or around Harrow. Overall, 40% said there were areas around Harrow where they did not feel safe (Table 72). Further details about where they feel unsafe are shown in Section 3 'free text comments data').

When we compare this with ethnicity we see that 55% of Chinese young people feel unsafe in or around Harrow in comparison with 45% of White, 44% of mixed/dual heritage, 38% of (British) Asian, 36% of (British) Black, and 37% of 'other ethnic group' young people. These differences were statistically significant (Chi Square=16.62; df=5; p=0.005).

When we compare between genders, 68% of non-binary, 42% of female and 36% of male youth feel unsafe in areas within or near Harrow.

Feeling unsafe in Harrow	KS3	KS4/5	College	TOTAL
I feel safe in Harrow	59.0%	50.6%	67.0%	60.4%
There are areas I feel unsafe in Harrow	41.0%	49.4%	33.0%	39.6%

Table 72. 'Are there areas where you feel unsafe in or around Harrow?' N=2786

School / college

Feelings about school or college

Young people were asked how they felt about school or college (Tables 73 and 74).

Overall, results showed that:

- 83% of young people liked school or college a bit or a lot and 17% did not like it much or at all.
- 59% agreed that they feel they belong at their school or college; 9% disagreed
- The proportion of young people who didn't like school or college was much higher in KS3 and KS4&5 than in KS2 and college students: 26% of KS3 and 35% of KS4&5 young people said they don't like school in comparison with just 11% of KS2 children and 12% of college students, and this difference was statistically significant (Chi Square=262.5; df=3; p<0.001)
- When we compare between different ethnicity groups, we find that (British) Asian young people like school significantly more than all other ethnic group; this difference is statistically significant (Kruskal-Wallis=58.70; df=5; p<0.001).

Feelings about school/college	KS2	KS3	KS4/5	College	TOTAL
I don't like it at all	2.8%	9.1%	11.7%	2.9%	5.4%
I don't like it very much	7.8%	16.9%	23.2%	9.1%	11.9%
I like it a bit	39.8%	46.8%	46.2%	41.3%	42.6%
I like it a lot	49.7%	27.2%	18.9%	46.7%	40.1%

Table 73. 'How do you feel about School/college at present?' N=5166

I feel like I belong in this school/college	KS2	KS3	KS4/5	College	TOTAL
Disagree	6.1%	10.7%	15.3%	9.3%	8.7%
Neutral	25.8%	35.4%	41.3%	40.3%	32.4%
Agree	68.1%	53.9%	43.4%	50.4%	58.8%

Table 74. 'How much do you agree with the following statements ... I feel like I belong in this school/college' N=5130

School and parents, carers and teachers

Results are summarised in Table 75-77 and showed that overall:

- 78% of young people agreed that their parents/carers were interested in what happens to them at school or college; 4% disagreed
- 46% agreed that most teachers cared about them as a person; 15% disagreed (this was not asked to KS2 children)
- 65% agreed that there was at least one teacher they could go to if they had a problem; 15% disagreed

My parents/carers are interested in what happens at school/college	KS2	KS3	KS4/5	College	TOTAL
Disagree	3.3%	4.1%	5.9%	7.1%	4.4%
Neutral	14.9%	16.2%	22.9%	22.5%	17.3%
Agree	81.8%	79.7%	71.2%	70.3%	78.3%

Table 75. 'How much do you agree with the following statements ... My parents/carers are interested in what happens to me at School/college' N=5105

Most teachers care about me as a person	KS3	KS4/5	College	TOTAL
Disagree	16.8%	19.4%	10.5%	15.1%
Neutral	41.8%	40.2%	32.2%	38.4%
Agree	41.5%	40.4%	57.3%	46.4%

Table 76. 'How much do you agree with the following statements ... Most teachers care about me as a person' N=2812

There is at least one teacher I can go to if I have a problem	KS2	KS3	KS4/5	College	TOTAL
Disagree	9.9%	22.0%	22.0%	14.1%	15.2%
Neutral	15.9%	23.4%	25.6%	23.3%	20.2%
Agree	74.2%	54.6%	52.4%	62.7%	64.7%

Table 77. 'How much do you agree with the following statements ... There is at least one teacher I can go to if I have a problem' N=5087

Laptop access for homework

Young people were asked whether they had a laptop or tablet at home that they could use at any time for homework (i.e. that they did not have to share with anyone else in the family). Results showed that 86% of young people had access to their own laptop or tablet for homework; 14% did not (Table 78).

Laptop or tablet at home for homework, that you don't have to share	KS2	KS3	KS4/5	College	TOTAL
No	15.8%	11.7%	7.7%	17.1%	14.2%
Yes	84.2%	88.3%	92.3%	82.9%	85.8%

Table 78. 'At home, do you have a laptop or tablet that you can use at any time for your homework (ie you don't have to share it with anyone else in your family)?' N=5148

Teaching young people how to stay mentally and physically healthy

Overall, 68% of young people agreed or strongly agreed that their school or college taught them how to stay physically and mentally healthy; 9% disagreed or strongly disagreed (Table 79).

There was a notable difference between the opinions of primary children and older children and young people, such that 82% of KS2 children agreed or strongly agreed in comparison to only 42% - 65% of KS3, 4, 5 and college students.

School/college teaches you how to stay physically and mentally healthy	KS2	KS3	KS4/5	College	TOTAL
Strongly disagree	1.8%	5.2%	9.4%	3.9%	3.8%
Disagree	2.1%	8.0%	15.2%	5.6%	5.5%
Neutral	14.2%	29.7%	33.8%	25.7%	22.3%
Agree	39.9%	38.0%	31.9%	38.5%	38.4%
Strongly agree	42.0%	19.1%	9.7%	26.3%	29.9%

Table 79. 'How much do you agree that your School/college teaches you useful information about how to stay physically and mentally healthy?' N=5142

The future

Young people in KS4&5 and studying at college were asked how much they agreed with five statements about their future career plans and the support they have received to date (Tables 80-84).

Results showed that:

- 64% agreed that they have an idea about the kinds of things they'd like to do as a job
- 59% agreed that school/college helps them to consider what to do with their future; 11% disagreed
- 33% agreed that they had carried out work experience in an area of work that interested them; 36% disagreed
- 39% agreed they had found someone who could offer them careers advice that's relevant to their interests; 27% disagreed
- 47% agreed that they felt optimistic about their future; 11% disagreed
- There was no difference in feeling optimistic between ethnicity groups (Kruskal-Wallis=9.89; df=5; p=0.08)

I have an idea about the kinds of things I'd like to do as a job	KS4/5	College	TOTAL
Disagree	10.9%	6.6%	8.0%
Neutral	27.7%	28.6%	28.3%
Agree	61.4%	64.8%	63.7%

Table 80. 'How much do you agree with the following statements ... I have an idea about the kinds of things I'd like to do as a job' N=1320

I get help to consider what I could do with my future	KS4/5	College	TOTAL
Disagree	15.2%	8.8%	10.8%
Neutral	32.0%	29.4%	30.2%
Agree	52.8%	61.8%	59.0%

Table 81. 'How much do you agree with the following statements ... I get help to consider what I could do with my future' (Asked within the questions about school/college) N=1318

I've carried out work experience in an area of work that interests me	KS4/5	College	TOTAL
Disagree	57.1%	26.5%	36.1%
Neutral	27.5%	32.4%	30.9%
Agree	15.4%	41.1%	33.1%

Table 82. 'How much do you agree with the following statements ... I've carried out work experience in an area of work that interests me' N=1306

I've found someone who can offer me careers advice that's relevant to my interests	KS4/5	College	TOTAL
Disagree	33.6%	24.4%	27.3%
Neutral	27.7%	36.9%	34.0%
Agree	38.7%	38.7%	38.7%

Table 83. 'How much do you agree with the following statements ... I've found someone who can offer me careers advice that's relevant to my interests' N=1302

I feel optimistic about my future	KS4/5	College	TOTAL
Disagree	15.5%	9.1%	11.1%
Neutral	42.4%	41.9%	42.1%
Agree	42.1%	49.0%	46.8%

Table 84. 'How much do you agree with the following statements ... I feel optimistic about my future' N=1298

7. COMPARING DATA BETWEEN ETHNIC GROUPS

Harrow is ethnically and culturally diverse. When we asked young people to identify their ethnicity, we used the six categories commonly used by Harrow Council. About 40% of young people in our sample identified as (British) Asian and just under a third as White. Around 10% are Black (British) and around 10% are of mixed heritage. A further 10% identified as 'other ethnic group' and most of those then self-described as 'Arab'.

Young people were asked to describe their **status in the UK**. Those seeking asylum were more likely to be Black, Chinese, or from the 'other ethnic group' category, and those identifying as refugees were more likely to categorise themselves as 'other ethnic group'.

English is only one of many languages spoken across the borough of Harrow. Mixed/dual heritage and (British) Black young people are more likely to consider English their first language than other ethnic groups: English was identified as the 'first language' for 78% of mixed/dual heritage, 76% of (British) Black, 59% of (British) Asian, 56% of Chinese, 52% of White and 43% of 'other ethnic group' young people. A wide number of languages other than English are spoken at home, the most common including Romanian, Arabic, Gujarati, Tamil, Hindi, and Urdu.

Most young people are growing up in what appears from our data to be stable households with good eating habits. In comparison to national data collected pre-pandemic, young people in Harrow have much lower rates of alcohol and substance use and are physically active for more days of the week.

Comparing between ethnic groups suggests that those identifying as Asian/British Asian were the most stable and secure: most of these young people are growing up in families where they always have breakfast, eat vegetables daily and sit down to family meals together every day. They have visited the doctors more often in the past 12 months than other ethnic groups, and are less likely to smoke, vape and drink alcohol. They are also more likely to say that they enjoy school than all other ethnic groups.

Black/Black British and mixed/dual heritage young people are more likely to be living between two households than other ethnic groups. They are less likely to have a quiet area to study at home and to be eating vegetables daily than other ethnic groups. They are more likely to rate their overall physical health as only fair or poor. (British) Black and Chinese young people are more likely to be sharing their bedroom when compared with the other ethnic groups.

Only one percent of our respondents said they were Chinese. Whilst this represents a very small sample of just under 50 young people, their survey data suggest they are currently suffering in more ways than any other ethnic group. Chinese young people are more likely

to worry for their safety outside the home and feel unsafe around Harrow. They are more likely to say they had been bullied – and have bullied others – in the past few months. They are less likely to like the way they look and have lower average life satisfaction scores. They are physically active for fewer days of the week and rate their physical health to be lower than other ethnic groups. They are less likely to have a quiet place to study at home, and less likely to have visited the dentist and GP less often in the last 12 months than any other ethnic groups.

Mixed/dual heritage young people are, together with those identifying as White, exercising for the greatest number of days per week. Mixed/dual heritage young people, along with those identifying as 'other ethnic group', are more likely to be living with someone with a health or mental health condition.

Our data show that young people identifying as White visit the doctors less often than other ethnic groups and are more likely to say that they often feel nervous or anxious.

Those identifying as 'other ethnic group' are more likely to be living in temporary accommodation, and more likely to live with someone with a health or mental health condition.

Health and ethnicity

When it comes to eating habits, we found several differences between ethnic groups. Black (British) and Chinese young people are less likely to regularly eat meals together with their family. Those identifying as Black (British) were also less likely to eat vegetables daily and more likely to eat fast food or take-aways than other ethnic groups. (British) Asian young people were more likely to have breakfast every day and less likely to regularly drink fizzy drinks than other ethnic groups. Chinese young people exercised for the fewest days a week and White and Mixed/dual heritage exercising for the greatest number of days a week.

We also found differences in medical conditions between ethnic groups: more (British) Black, Chinese and mixed/dual heritage young people reported having asthma and allergies than other ethnic groups. More Chinese and 'other ethnic group' young people identified as having diabetes than other ethnic groups. There were no differences in frequency of teeth brushing between young people from different ethnic groups.

8. COMPARING THIS DATASET WITH NATIONAL DATA

When designing the HAY Harrow survey we included questions that would allow us to compare with two national reports, including the '[Health Behaviour in School-aged Children \(HBSC\)](#) World Health Organization Collaborative Cross National Study' report (2018) and the '[Health and Wellbeing of 15 year olds in England: Findings from the What About YOUth? Survey 2014](#)' (2014). The three populations and samples involved in each survey are summarised and compared in Table 85.

Table 86 compares the results for the comparable questions. We found several strong similarities as well as some interesting differences between these national datasets and our survey data. Some of this could be due to the difference in cultural and ethnic profiles between the Harrow versus national dataset, but we also feel that a number of these differences could come from the impact of the covid pandemic.

Similarities included:

- The proportion of young people who ate breakfast and vegetables every day
- The proportion of young people who do not get enough sleep to feel awake (although our data for year 11 was lower than the national data)
- The proportion who have never smoked, and who have been offered and who have tried illegal drugs
- The proportion of young people who think they are in good physical health is similar for Year 7 across both samples, but our Harrow Year 9s and 11s are less likely to feel physically healthy than the UK data
- Perception of body image is similar in Year 11s from both samples
- Average life satisfaction in Year 11 youth is similar in both samples (although the percentage of young people with very high life satisfaction is similar between the two samples, data from Harrow suggest there are fewer young people rating satisfaction as high (27% v 44%) and more of them rating it as low (21% v 14%)
- Perception of school is similar in most cases, although noticeably more boys in Year 11 studying in Harrow say they like school a lot in comparison with the UK data

Differences included:

- Harrow data showed a higher percentage of young people eating regular meals together with their family than UK data

- Harrow data suggested that fewer Year 7s and 9s drank fizzy drinks regularly in comparison with UK data
- Harrow data suggested that more Year 7s, 9s and 11s were physically active every day of the last week than levels suggested in UK data
- The proportion of young people that had visited the doctor in the last year was lower in Harrow data
- The proportion of young people drinking alcohol was far lower than the national average (3% versus 57%)
- Incidences of suffering and carrying out bullying appear much lower in the Harrow population, although this could be due to differences in the way the data were collected (and/or because of the impact of the pandemic on movement inside and outside school)
- Fewer girls in Year 7, 9 and 11 in Harrow feel that their parents or carers are interested in what happens to them at school than the national data
- Fewer young people in Harrow agree that teachers care about them as a person, and that there is at least one teacher they can go to if they have a problem.
- Data relating to a feeling of belonging at school was mixed: Fewer Year 7 girls, and Year 11 boys and girls from Harrow said they feel like they belong at their school in comparison with national data; however more Year 9 children felt they belonged at their school than the national dataset

These observations have been made by comparing the top-level percentage summary data; further analysis using the raw data sets would need to be completed to statistically compare and confirm whether these differences are statistically significant.

Table 85. A comparison of the background, methodology and sample collected in the HBSC (2018), WAY (2014) and HAY Harrow (2021) surveys

	Health Behaviour in School-aged children (HBSC) study	Health and wellbeing of 15 year olds in England: findings from the 'What about youth' survey (WAY)	HAY Harrow 2021 (this dataset)
Background	WHO collaborative study carried out across 48 countries and regions in Europe and North America, initially established in 1982	Commissioned by the Department of Health, carried out by Ipsos MORI assisted by the National Children's Bureau	Data were collected immediately after over a year of national lockdown caused by Covid, which led to students having to learn from home.
Year of data collection	2017-2018	2014	2021
Survey sample size	4,733	120,115	6,052
Method	Recruited 33 schools across England, who asked children to complete the survey in school	Sampled from the national pupil database, targets per local authority, stratified sample, parents/carers then sent pre-notification letter, then the questionnaire was sent to the young person	Recruited schools across Harrow and asked children to complete in school
Age of children	Surveyed those aged 11, 13 and 15 (The majority of students were in school years 7, 9 and 11)	Aged 15	Years 5 and 6 in primary schools, all year groups in secondary, and college students
% of children that were from White ethnic background	72% of male and 77% of female respondents	75% of respondents	26% of respondents
Were data weighted before analysis?	Yes, deviances were noted when compared to 2011 UK census data, notably an underrepresentation of White boys	Yes by gender, in order to reflect the total population at local authority and England level. Non-response weights were also added at local authority level (using ethnicity, free school meal eligibility and IMD quintile).	Question by question summaries are unweighted as sample was broadly representative of background population.
Web link to report	http://hbscengland.org/wp-content/uploads/2020/01/HBSC-England-National-Report-2020.pdf	https://digital.nhs.uk/data-and-information/publications/statistical/health-and-wellbeing-of-15-year-olds-in-england/main-findings---2014	

Table 86. A summary of the comparisons between HAY Harrow (2021) data and other national comparison figures from HBSC (2018) and WAY (2014)

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
Eating breakfast every day (% yes)	71% Year 7 66% Year 9 52% Year 11	72% Year 7 58% Year 9 54% Year 11	Compared with HBSC (2018) Very similar results from the two samples, despite the fact that our question asked about every single day, not just days during the week (like HBSC)
Eating vegetables every day (% yes)	49% Year 7 52% Year 9 42% Year 11	44% Year 7 44% Year 9 42% Year 11	Compared with HBSC (2018) Very similar results from the two samples. They found girls more likely than boys to eat vegetables. We didn't find this gender difference (Chi Square=0.76; df=2; p=0.685)
Drinking fizzy drinks at least several times a week (% yes)	26% Year 7 31% Year 9 40% Year 11	49% Year 7 52% Year 9 42% Year 11	Compared with HBSC (2018) The HBSC sample showed higher levels of fizzy drink consumption in children in Years 7 and 9 than our sample. By Year 11, our sample was very similar to theirs. Note that the HBSC question was worded slightly differently, such that they summed three answer options ('2-4 days a week or more', 'once a day every day', and 'every day more than once') whereas our data comes from a combination of 'several times a week' and 'every day'.
Family meals together several times a week or more (% yes)	92% Year 7 89% Year 9	82% Year 7 78% Year 9	Compared with HBSC (2018) Our sample shows higher levels of regular meals taken with family than the HBSC sample.

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
	81% Year 11	74% Year 11	They found proportion decreased with age, as did we (Chi Square=36.1; df=6; p<0.001)
Physically active for at least one hour every day for the last seven days (% yes)	30% Year 7 24% Year 9 29% Year 11	20% Year 7 14% Year 9 11% Year 11	Compared with HBSC (2018) It is recommended that young people engage in at least one hour of moderate physical activity per day (World Health Organization, 2010, as quoted in HBSC (2018)). Our sample shows much higher levels of activity than the HBSC sample. Our results are also higher than the data collected in the WAY report (2015), which suggested about 14% of Year 11s exercised for at least one hour on all seven days in the last week.
Do not get enough sleep to feel awake and concentrate on schoolwork (% agree)	20% Year 7 27% Year 9 30% Year 11	17% Year 7 28% Year 9 45% Year 11	Compared with HBSC (2018) Our sample is very similar to the HBSC data for Year 7 and 9 children, but fewer Year 11 children in our sample reported lack of sleep.
Visited a doctor at least once in the last 12 months (% yes)	58% Year 7 65% Year 9 55% Year 11	83% Year 7 81% Year 9 79% Year 11 boys; 86% Year 11 girls	Compared with HBSC (2018) Our data suggest that far fewer children have visited the doctor in the last year; this is highly likely to be pandemic related.
Never smoked	98% Year 7 98% Year 9	99% Year 7 95% Year 9	Compared with HBSC (2018) The two samples are very similar.

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
	97% Year 11	85% Year 11	The wording of the questions was slightly different; HBSC report on those who have smoked fewer than three times in their life. We asked whether they currently, or used to, smoke.
Vaping	2% of Year 11s currently vape; 3.1% say they used to	3% of Year 11s currently used e-cigarettes	Compared with WAY (2015) The two samples are quite similar.
Drinking alcohol	3% of Year 11s currently drink and 1% say they used to	57% of Year 11 currently drink	Compared with WAY (2015) There is a very large difference between the two samples, with our data showing far lower prevalence of drinking. We suggest this is due to the pandemic (lack of access and lack of socialising) and the ethnic composition of the local population. This latter suggestion is supported by a finding in the WAY report, that white people more likely than BME background in WAY sample (72% v 27%), lowest in those identifying as Asian.
Offered illegal drugs	14% of Year 11s had been offered illegal drugs	13% of Year 11 had been offered drugs other than cannabis	Compared with WAY (2015) Data from the two samples are very similar, although note that the question text was slightly different.
Tried drugs other than cannabis (% yes)	2% of Year 11s had tried legal highs and 5% had tried illegal drugs	11% of Year 11s had tried cannabis And 2% of Year 11s had tried drugs other than cannabis	Compared with WAY (2015) The two samples are relatively similar, although cannabis use is higher in the WAY sample. Ethnicity may be an issue: the WAY report found those with an Asian background were least likely to use drugs, and we have a high proportion of Asian young people in Harrow.

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
Physical health is good or excellent	Year 7: 82% of boys and 80% of girls Year 9: 78% of boys and 65% of girls Year 11: 80% of boys and 60% of girls	Year 7: 88% of boys and 91% of girls Year 9: 88% of boys and 83% of girls Year 11: 86% of boys and 84% of girls	Compared with HBSC (2018) Year 7 data are similar but Year 9 and 11 data suggest fewer young people in Harrow think they are in good physical health than those in the national survey.
Perception of body image	Year 11 only: 3% much too thin 15% a bit too thin 52% about the right size 25% a bit too fat 5% much too fat	Year 11 only: 2% much too thin 12% a bit too thin 52% about the right size 28% a bit too fat 6% much too fat	Compared with WAY (2015) The two samples are very similar.
Life satisfaction	Year 11 only: 26% very high,	Year 11 only: 22% very high,	Compared with WAY (2015); this is one of the ONS standard wellbeing measures The percentage of young people with 'very high' and 'medium' life satisfaction is similar between the samples, but in our data there are fewer young people rating satisfaction as

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
	27% high; 26% medium; 21% low	44% high; 21% medium; 14% low	high (27% v 44%) and more of them rating it as low (21% v 14%) when compared to WAY data. We have also compared life satisfaction data with ONS data and findings summarised in the Good Childhood Report 2020 ; see Section 1, page 10.
Being bullied in last few months (% yes)	Year 11 only: Boys: 2% said yes, 6% said unsure Girls: 10% said yes, 7% said unsure	Year 11 only: 63% of boys and 48% of girls	Compared with WAY (2015) The answer options were different in these two surveys: we offered the option 'unsure' as well as yes/no, WAY used a frequency scale. For that reason any comparisons should be considered with caution; however we can look at general trends. Overall our results appear far lower than the WAY data; this may be due to the impact of Covid such that young people's movements (and therefore the opportunities to experience bullying, especially physically) may have reduced. WAY found that girls were more likely to experience bullying than boys. Our data also suggest girls were more likely to experience bullying.
Bullying others in last few months (% yes)	Year 11 only: Boys: 1% said yes, 7% said unsure Girls: 3% said yes, 6% said unsure	Year 11 only: 31% of boys and 20% of girls	Compared with WAY (2015) The answer options were different in these two surveys: we offered the option 'unsure' as well as yes/no, WAY used a frequency scale. For that reason any comparisons should be considered with caution; however we can look at general trends. Our results appear far lower than the WAY data; this may be due to the impact of Covid such that young people's movements (and therefore the opportunities to bully others, especially physically) may have reduced. WAY found that boys were more likely than girls to report having bullied someone. Our results show there is very little gender difference; if anything girls appear more likely to say yes, they have bullied others.

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
Been in a physical fight in the past 12 months (% yes)	Year 7: 32% of boys and 11% of girls Year 9: 23% of boys and 9% of girls Year 11: 25% of boys and 11% of girls	Year 7: 27% of boys and 7% of girls Year 9: 27% of boys and 10% of girls Year 11: 22% of boys and 9% of girls	Compared with HBSC (2018) HBSC quantifies only those that have been in a fight two or more times whereas our data reports on those that have been in a fight at least once. That said, the results found in each of the two samples is very similar (despite the possible impact of Covid on opportunities to meet physically).
Perception of school (% 'I like it a lot')	Year 7: 31% of boys and 34% of girls Year 9: 23% of boys and 21% of girls Year 11: 24% of boys and 10% of girls	Year 7: 33% of boys and 39% of girls Year 9: 19% of boys and 16% of girls Year 11: 12% of boys and 9% of girls	Compared with HBSC (2018) The results from each of the samples is very similar in most cases, but notably more Year 11 boys in our data say they like school a lot in comparison with the HBSC dataset.
I feel I belong at this school (% agree)	Year 7: us	Year 7:	Compared with HBSC (2018) The results from each of the samples is mixed: fewer Year 7 girls in our sample felt that they belonged at their school. This might be due to Covid issues that affected this cohort on

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
	<p>62% of boys and 55% of girls</p> <p>Year 9:</p> <p>63% of boys and 53% of girls</p> <p>Year 11:</p> <p>48% of boys and 35% of girls</p>	<p>67% of boys and 66% of girls</p> <p>Year 9:</p> <p>54% of boys and 45% of girls</p> <p>Year 11:</p> <p>57% of boys and 42% of girls</p>	<p>transition to secondary Fewer Year 11 boys and girls from Harrow felt they belonged, and again this might relate to the impact of Covid and a move to remote learning, especially in this GCSE exam year group.</p> <p>However, more of our Year 9 boys and girls felt they belonged at school than those in the national dataset.</p>
My parents/carers are interested in what happens to me at school (% agree)	<p>Year 7:</p> <p>91% of boys and 80% of girls</p> <p>Year 9:</p> <p>81% of boys and 75% of girls</p> <p>Year 11:</p> <p>77% of boys and 67% of girls</p>	<p>Year 7:</p> <p>92% of boys and 92% of girls</p> <p>Year 9:</p> <p>89% of boys and 84% of girls</p> <p>Year 11:</p> <p>87% of boys and 80% of girls</p>	<p>Compared with HBSC (2018)</p> <p>The results from each dataset are similar in most cases, although Year 11s in Harrow report lower parental interest than the HBSC report data.</p>
Teachers care about me as a person (% agree)	<p>Year 7:</p> <p>54% of boys and 44% of girls</p> <p>Year 9:</p>	<p>Year 7:</p> <p>76% of boys and 79% of girls</p> <p>Year 9:</p>	<p>Compared with HBSC (2018)</p> <p>The results for this question are notably lower for our Harrow dataset than for the national HBSC data. We suggest that this might be due to the impact of Covid, which may have</p>

Question	Our data (2021) (Year 7 N=650; Year 9 N=367, Year 11 N=207)	Comparison data	Conclusion
	41% of boys and 40% of girls Year 11: 46% of boys and 36% of girls	60% of boys and 51% of girls Year 11: 57% of boys and 54% of girls	prevented teachers from getting to know the pupils in their classes well enough to form some form of bond.
There is at least one teacher I can go to if I have a problem (% agree)	Year 7: 62% of boys and 57% of girls Year 9: 58% of boys and 56% of girls Year 11: 49% of boys and 51% of girls	Year 7: 81% of boys and 85% of girls Year 9: 68% of boys and 70% of girls Year 11: 65% of boys and 65% of girls	Compared with HBSC (2018) The results for this question are notably lower for our Harrow dataset than for the national HBSC data. We suggest that this might be due to the impact of Covid, which may have prevented teachers from getting to know the pupils in their classes well enough to form some form of bond.

9. APPENDIX (METHODS AND REPRESENTATIVENESS)

Methods summary

Background

In 2018 the Young Harrow Foundation, in partnership with Harrow Council and Harrow Youth Parliament and the local voluntary sector, carried out a survey of youth across Harrow, called 'This is Harrow'. The [resultant report](#) provided a picture of what young people in Harrow were feeling, and identified a need to further understand their health and wellbeing.

The 'How Are You Harrow?' (otherwise known as 'HAY Harrow') survey project started in 2020, with the aim of creating a survey instrument that could collect data that could be used by Harrow Council, the Harrow School Nursing Service and the Young Harrow Foundation and associated youth organisations, charities and groups working across Harrow. A key aim was to identify the most significant needs for limited budget service and support provision.

Schools and colleges were identified as the most appropriate location for data collection, and therefore the team aimed to design a survey service that, in return for participation, would provide organisational data back to each participating school. Schools and colleges could then use this data as they saw fit, for example for strategic planning or for designing appropriate PHSE lessons.

The question set was completed in October 2020 and schools/colleges began to sign up to participate from November 2020. The HAY Harrow team held a webinar in February 2021 to further promote and explain the process to local schools, colleges and youth groups.

The survey itself ran for seven weeks from April to May 2021 (the final week was half term). The exact questions asked to young people are shown under every data table.

Question design and survey structure

Representatives of various agencies and organisations across Harrow generated a 'long list' of questions that they felt could be relevant to include. Other similar national surveys were also identified and, where possible and relevant, questions were worded such that they could be compared with other national data.

For practical and ethical reasons, surveys were created and delivered online only, and designed to be mobile-friendly such that young people could take the survey using their own device where possible. There were four different versions of the survey to cater for

different age groups of children. Most questions were identical across the versions, but some questions were removed from the version for the youngest (primary Years 5 and 6) children. In addition to some characteristics questions (gender, ethnicity etc.), the survey asked questions that covered ten broad themes:

- Food and travel
- Exercise and sport
- Home
- Physical health
- Mental health
- Friends and family
- Electronic devices and the internet
- Feeling safe
- School / college
- The future

The survey was carefully designed to be appropriate and easy to complete online, and was user tested with all age groups before launch.

Protecting young people

A significant amount of consideration was given to ensuring that at all stages (data collection and analysis) young people were protected such that they could share their honest opinions without fear of being identified. For this reason, we did not ask for identifying information during the survey. We explained to respondents that all questions were optional, and they didn't have to answer anything they didn't want to. We only provided the survey as an online survey, so there was no paper trail that could be associated with individuals. We advised schools/colleges that students complete the survey on their own mobile device. We redacted 'free text' (comment box) information from schools when sharing their data back with them.

Protecting schools and colleges

The HAY Harrow team were keen to provide a system that supported schools and colleges, and where they would not feel concerned about being scrutinised or compared with other organisations. For this reason, we did not include school name in any of the data sheets (so

analysts and the team would not know where individual data rows came from) and avoided any analysis that compared between schools. Schools were asked whether a small amount of health-related data could be shared with the School Nursing Service (to allow them to better prepare ahead of visits) but could opt out of this if they so wished.

Assumptions

The data analysis assumes the following:

- Young people that answered this survey know Harrow well: all of them are studying in Harrow. We assume that nearly all primary and most secondary children are likely to also live in Harrow, but some young people (especially if they attend college) might live outside the area
- We have assumed that young people felt able to tell the truth. In reality, some might have felt unable to admit to behaviours such as gang or illegal drug use. We attempted to make it as easy as possible for them to feel able to tell the truth, for example by ensuring they knew the survey was totally anonymous before they started the survey, and recommending schools allow them to complete the survey on their own mobile devices.
- That key stage (used to partition the data) maps to the age of the young people. However, in the case of college students there might be a small minority of ‘mature students’ over the age of 18 that took the survey.

Acronyms used in this report

The most used acronyms used throughout relate to education levels known as key stages (KS). Table 87 summarises how these map to age and learning environment.

Acronym	Year groups surveyed	Education setting	Ages
KS2	Years 5 and 6 only	Primary school	9 - 11
KS3	Years 7, 8 and 9	Secondary school	11 – 14
KS4&5	Years 10, 11, 12 and 13	Secondary school	14 – 18
College (KS5)	n/a	Further Education College	16-18+

Table 87. The key stages used to describe and categorise data throughout this report, together with the associated year groups, ages and education settings

Data analysis

Data was downloaded from the online survey software, coded in Excel and loaded into SPSS for analysis. All questions were optional, so sample sizes vary slightly for every question. Due to the relatively large number of statistical tests carried out in this report, we took statistical significance to lie at a minimum of $p < 0.01$.

Survey representativeness and engagement

Survey responses

A total of 6,052 young people studying in 27 schools and colleges across Harrow answered the survey, of whom 2,579 were from primary (Year groups 5 and 6 only) and 2,328 were from secondary (Year groups 7 – 12). This represents 25% of all young people aged 9 to 18 studying in Harrow: 42% of the 6,175 primary school population in Years 5 and 6, 17% of the 13,982 Harrow secondary population in Years 7 – 12, and about 30% of the estimated 4,000 college students studying at the two FE Colleges in the borough (see Table 88).

Questions were optional, and 85-95% of young people chose to answer each question.

All but six responses were collected through schools and colleges, and surveys were almost exclusively completed in school/college (with students often accessing the survey in tutor time or PHSE lessons via their personal mobile phone). Two schools asked students to complete the survey at home. Six responses were collected via a link provided to local youth groups.

Key stage / age group	No. responses	No. participating organisations in each Key Stage that collected 5+ survey responses	Percent of total sample
KS2	2,579	19 schools	42.6%
KS3	1,804	6 schools	29.8%
KS4 and 5	524	5 schools + 1 (youth group)	8.7%
College	1,145	2 colleges	18.9%
TOTAL	6,052	27 individual schools/colleges + youth group open link	100%

Table 88. The maximum number of survey responses collected at each key stage, together with the number of schools/colleges that collected data at each key stage. KS4&5 data only included 56 responses from those in Year 12 and 15 responses from those in Year 13; hence most data from this key stage comes from those in Years 10 and 11.

Survey representativeness

Table 89 compares the survey sample data for Year groups 5 through to 12 against data held by Harrow Council in order to identify the representativeness of our sample against

the overall population of young people in the borough. Data suggest that our survey sample is largely representative with the following exceptions:

- A higher proportion of females in KS3 – 5 completed the survey in comparison with the background population of Harrow
- A lower proportion of Asian/British Asian children in Year groups 5 and 6, and a higher proportion of White children completed our survey in comparison with the Harrow population data (Asian/British Asian: 38% v 51%; White: 33% v 27%). Our sample also included a higher proportion of young people choosing to identify as ‘other ethnicity’ (10% v 5%). This is important to consider in future, as a number of young people were keen to identify themselves more specifically than these categories allowed (especially those in older year groups). By far the most common ‘other’ category self-described by young people was ‘Arab’
- The data for English as first language are extremely different; far too different to explain as a sampling bias, especially as we surveyed nearly half of the Year 5 and 6 population across the borough. Our suspicion is that this is a result of us having asked the young person for their opinion as to whether English is their first language, whereas Harrow data is collected from parents when they complete school forms
- Similarly, the data for special educational needs (SEN) was very different between the two sources, and this is highly likely to be because young people were self-reporting in our survey (whereas Harrow data comes from official records of EHCP and SEN support for children)

It is worth noting the differences we obtained between parent-reported and child-reported data, in some of the fundamental variables relating to key characteristics. In particular, gender is often considered as a binary variable in many official data sources, but 1% of young people identified as non-binary in our sample.

Response rates by ward

In the survey we asked young people to provide us with their postcode; a third of respondents provided usable data (n=1,850). This information was plotted by ward area in Harrow, and this is visualised in Figure 6.

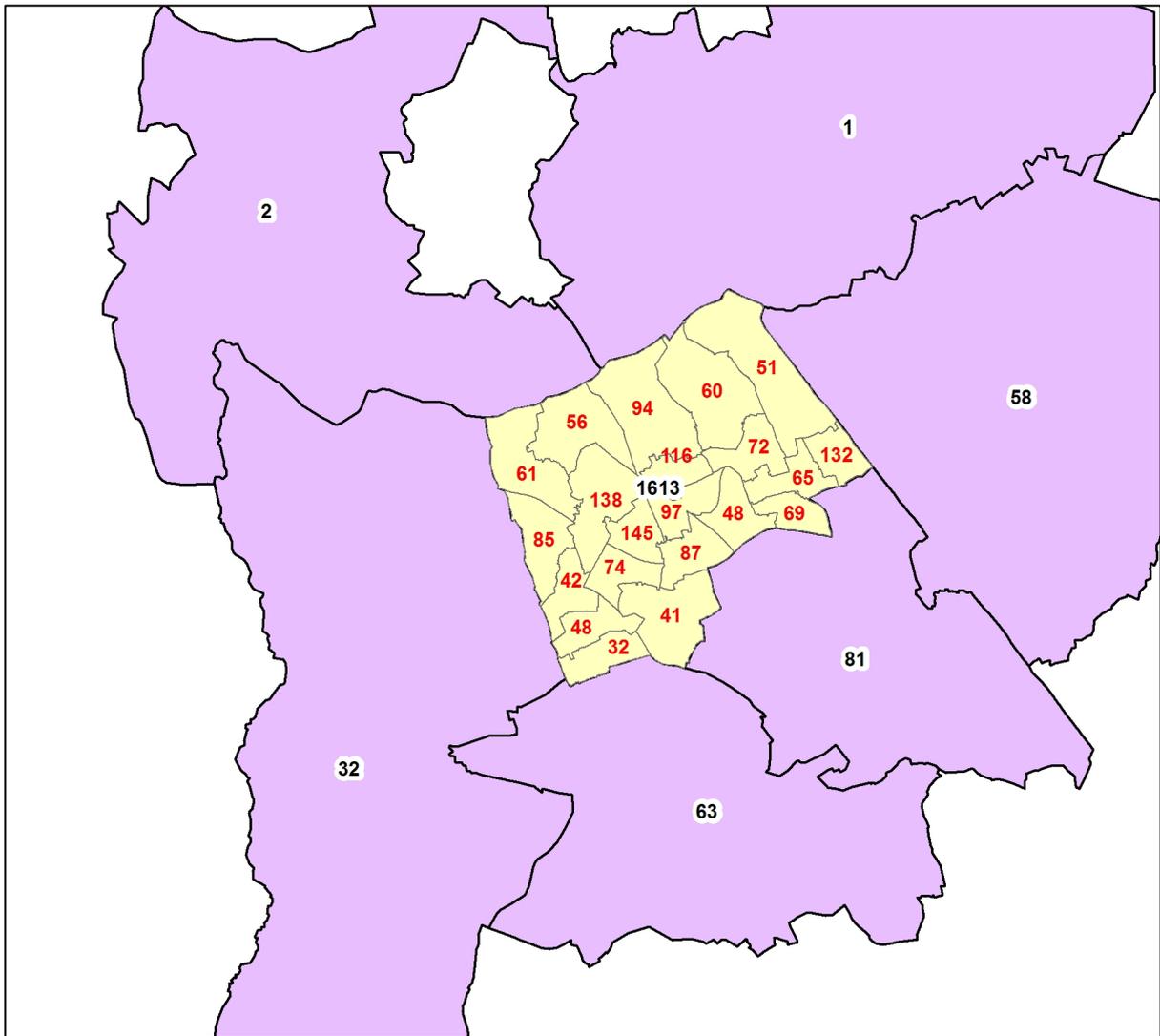


Figure 6. Number of survey responses by ward area across and immediately around Harrow

Response rates per school/college

Schools and colleges were asked to provide information on the number of children and young people in each year group eligible to take the survey. Of the 26 that provided information, we then calculated the response rate per organisation. This ranged from 1.3% to 109%; for this latter figure, we assume the school provided us with a slight underestimate of numbers.

The mean average response rate was $69.4\% \pm 30.9\%$ SD, and the median was 82.7%. We suggest that this illustrates how well the participating schools engaged with the surveys, and how relatively easy they found it to distribute and manage in-house, though it was

noticeable that primaries found it easier to engage than secondary schools, mainly due to school policies around use of personal mobiles and surge testing for Covid variants of concern during the survey period.

Variable	Category	KS2 (Years 5 and 6 only)		KS3–5 (Years 7–12)	
		Harrow population data	Our survey data	Harrow population data	Our survey data
Total no. young people		6,175	2,579	13,982	2,328
Gender (Male or female only)	Male	51%	49%	49%	42%
	Female	49%	51%	51%	58%
Ethnicity	Asian or Asian British	51%	38%	47%	48%
	Black or Black British	8%	9%	13%	10%
	Chinese	1%	1%	<0%	1%
	Mixed / dual heritage	9%	10%	8%	8%
	White	27%	33%	25%	23%
	Other	5%	10%	7%	10%
English as first language (Harrow data reported via parents; our data reported via young person)		33%	63%	39%	64%
Special or additional needs (Harrow data reported via official SEN and EHCP reports; our data reported via young person)		13%	7%	12%	7%

Table 89. A comparison between the total population data held for primary (Years 5 and 6) and secondary students in Harrow, and our HAY Harrow (2021) sample. College data was not available in the same way to enable comparison.

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The End.