The 2016 Report on Children's Well-being

Nottingham City
Acknowledgements

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1. Introduction

This report presents the main findings of the Nottingham City Survey of Children and Young People. It extends from The 2014 Report on Children’s Well-being: Bilborough, Nottingham, and provides a unique insight into the lives of children and young people living in Nottingham City as a whole.

Over 3,500 children and young people from 13 primary schools, 8 secondary schools, and 1 special school took part in the Nottingham City survey in the summer of 2015. The survey covered key aspects of children’s lives, from feelings about their life as a whole, relationships with family and friends, and perspectives on their school and local area.

The questions we asked were taken from a larger survey on children’s well-being, developed and validated by The Children’s Society and the University of York. We provide comparisons between different groups of children and young people within Nottingham City (particularly primary and secondary school aged children, and boys and girls). Where possible, we compare the main findings of the survey with the national picture for the U.K.

The survey was complemented by face-to-face consultations with children and young people on key themes which emerged from the initial survey findings. 470 children and young people from 4 primary and 6 secondary schools took part in the consultation process. In this report, we provide examples of children and young people’s own views and opinions, expressed through various consultation exercises. These examples provide further insight into children’s experiences in Nottingham City.

This report highlights the aspects of life where children and young people in Nottingham are doing well, as well as aspects where they are not doing so well, in order to identify potential local priorities for improving well-being.
2. Overview and key findings

This report presents an overview of findings from the Nottingham City Survey of Children and Young People, conducted in the summer months of 2015. It covers children’s feelings about their lives as a whole, followed by children’s opinions on more specific issues and different aspects of their lives.

In each section, we make some comparisons between different groups of children and young people within the Nottingham City sample. Where possible, we make comparisons with national levels (U.K.) using data from 14 waves of national household surveys carried out by The Children’s Society. Due to the low numbers of responses from older children in the Nottingham City survey, all national comparisons are constrained to children aged 8 to 15 years old.

The key findings of this report are as follows:

- Children and young people in Nottingham City are relatively happy with their lives overall. The levels of subjective well-being in Nottingham City are marginally higher compared to the U.K.

- Nonetheless, 11.5% of children in the survey had low levels of subjective well-being. Based on this finding, we estimate that over 2,950 children aged 8 to 15 in Nottingham City are experiencing low levels of well-being.

- Young people in secondary school year groups are generally less happy about their lives and school experience compared to primary school children, with further gender differences: Secondary school girls are particularly less happy about their lives and school. Our consultation findings suggest that secondary school girls experience different kinds of pressures and constraints compared to secondary school boys.

- Compared to national levels, children and young people in Nottingham City are less happy about school facilities. Our consultation findings highlight that many young people are unhappy about toilet facilities and food in secondary schools.

- Compared to national levels, children and young people in Nottingham City are more likely to have negative opinions about adults in their local area, as well as safety and freedom in their local area.

- Many children in Nottingham City report being worried about different types of crime. 38% of children in the survey said they had experienced some form of crime. This is equivalent to around 9,800 children aged 8 to 15 in Nottingham City experiencing crime. Experience of crime was related to lower levels of well-being.

- 43.5% of children and young people in Nottingham City as a whole want less crime in their local area. These levels are notably higher than national levels, which is at 22.8%. We estimate that over 11,200 children aged 8 to 15 in Nottingham City want less crime in their local area.
3. Details about this report

Background behind this report

The 2016 Report on Children’s Well-being: Nottingham City follows on from The 2014 Report on Children’s Well-being: Bilborough, Nottingham. The aims of the Bilborough report was to provide a deeper understanding of how children and young people in Bilborough experience their lives.

The Bilborough report involved a survey of 949 children and young people aged 8 to 16 years from 5 primary schools and 2 secondary schools. The survey was followed by face-to-face consultations with 271 children and young people who attended schools in the Bilborough area.

The Bilborough report revealed that:

- Children in Bilborough are relatively happy with their lives overall and is in line with the national picture.

- However, children and young people in Bilborough were less happy about their school and their safety especially in the local area compared to national levels.

- Further, there are notable differences between children and young people in Bilborough. In particular, young people from secondary schools were less likely to be happy about different aspects of school and the local area compared to children from primary schools.

- Secondary school girls were less happy about all aspects of their life compared to secondary school boys. The biggest disparity was happiness with appearance, where secondary school girls had significantly lower levels of appearance satisfaction compared to secondary school boys.

Following these findings, the investigation into the views and experiences of children and young people was rolled out to the rest of Nottingham City, covered in this report.

About the Nottingham City survey

The Nottingham City survey questionnaire was developed by The Children’s Society in consultation with Nottingham City Council. It asked about children’s opinions on multiple aspects of their lives, taken from The Children’s Society’s Good Childhood Index\(^1\). The topics we covered in the survey have been found to be important for how children view and feel about their lives\(^1\), and are as follows:

- Life overall
- Appearance
- Health

In addition, the survey asked about children’s experiences and opinions on crime. The survey also asked for information about children’s age, school year, gender, disability, difficulties with learning, living situation and caring responsibilities.

In total, 3,538 eligible children and young people from 13 primary schools, 8 secondary schools, and 1 special school took part in the survey. The survey responses were analysed by The Children’s Society research team. Where appropriate, we include the survey findings from Bilborough in this report to complete the picture of children’s well-being across Nottingham City as a whole. Detailed information on the survey administration and analysis methods are available in the appendix. For more information and detailed findings from Bilborough, *The 2014 Report on Children’s Well-being: Bilborough, Nottingham* is available to view and download from the Publications Library on The Children’s Society website.

**About the Nottingham City consultations**

Following the completion of the survey with over 3,500 responses, The Children’s Society community participation team carried out face-to-face consultations with children and young people within schools. The aim of the consultation was to explore and illustrate, with children’s own words, some of the issues raised by the survey. Over 470 children and young people from 4 primary schools and 6 secondary schools in Nottingham took part in the face-to-face consultations.

In this report, we complement some of the survey findings with children’s real comments and views that were expressed in the consultations. Our intention is to provide insight into the feelings and experiences of children around key themes, providing some context to the survey findings.

We stress that the views and opinions presented within this report are a partial summary of the consultation findings. It is important to note that the majority of children’s comments and views from the consultations have not been included here, as this is beyond the scope of this report. The comments included within this report are for illustrative purposes only, and may not be representative of Nottingham as a whole.

We do not identify the specific locations of the consultations to protect the anonymity of children. In some cases (e.g., if the consultation took place in a school environment with many

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children) we are able to include some information on age group and gender. In other cases, we are unable to do so because of the risk of being able to identify individual children.

In some instances we include quotes from children and young people in Bilborough to provide a wider range of children’s views and opinions across Nottingham City.

Further information on our consultation work is available in the appendix.

**Profile of the children and young people who took part in the survey**

The survey was aimed at children between years 3 and 11 in Nottingham City (typical age range of 8 to 16 years). The breakdown in the number of children and young people who participated in the survey by age is displayed in Figure 1. The majority of children who took part in the survey were aged between 8 and 15 years. Therefore, the survey findings presented in this report more accurately reflect the views of this particular age group (i.e., not 16 and 17 year olds).

**Figure 1: Number of children in the survey by age**

![Bar chart showing the number of children in the survey by age](chart_image)
As shown in Figure 2, similar proportions of boys and girls from primary and secondary school year groups participated in the Nottingham City survey.

Figure 2: Percentage of boys and girls by primary and secondary school year groups

Some other information on the profile of children participating in the survey is as follows:

- Around 1 in 4 children (24%) said they were on free school meals. A further 5.5% said they did not know about their free school meal status.

- Just under 1 in 10 children (9%) said they didn’t live with any adults who had a paid job.

- Just over 1 in 4 children (25.8%) said they look after or give special help to someone they live with, and 1 in 10 (11.2%) said they do so very often or all the time.

- 1 in 25 children (4%) self-identified as having a disability.

- Around 1 in 7 children (15.1%) self-identified as having difficulties with learning. Note, the majority of children with self-identified difficulties with learning are from main-stream schools. If we exclude children and young people from the special school, close to 1 in 7 children (14.8%) in main-stream schools still self-identified as having difficulties with learning.
4. Overall well-being

The questionnaire asked children and young people how they felt about their life as a whole. International research with adult populations indicates that there are three different components of subjective ‘well-being’:

- Levels of happiness, which can vary from day to day and hour by hour
- Feelings of satisfaction with life, which are more stable
- Feelings of personal development or ‘flourishing’

In the Nottingham survey, we asked a question about the second component: Feelings of satisfaction with life. We asked, “How happy are you with your life as a whole?” on a scale of 0 to 10. A score of 0 = ‘very unhappy’ and a score of 10 = ‘very happy.’

Children’s answers to this question are shown in Figure 3. More than a quarter of children (29.4%) gave a score of 10, indicating that they were very happy with their lives as a whole. A score of 4 or less indicates low life satisfaction. In this survey, just over 1 in 10 children (10.6%) had low life satisfaction. A similar pattern was found in the Bilborough Survey of Children and Young People 2014, where around 1 in 10 children and young people were also found to have low life satisfaction.

Figure 3: Happiness with life as a whole (life satisfaction)
The single-item question on happiness with life as a whole is useful for getting a basic picture of how children feel about their lives overall. However, it is a broad question which is open to interpretation by children and young people. We therefore included a set of five other questions about life satisfaction, in the form of statements where children and young people were asked how much they agree or disagree with each item. The statements, and children’s responses to them, are shown in Figure 4.

**Figure 4: Additional questions about life satisfaction**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My life is going well</td>
<td>8%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>My life is just right</td>
<td>12%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>I wish I had a different kind of life</td>
<td>65%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>I have a good life</td>
<td>8%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>I have what I want in life</td>
<td>15%</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

Most children agreed with positive statements about their life, and disagreed with the negative statement:

- Over 4 out of 5 children agreed that they had a good life (81%), and that their life was going well (81%).
- Over 2 out of 3 children agreed that their life is just right (72%), and they have what they want in life (67%).
- Over 2 out of 3 disagreed that they wished they had a different kind of life (65%).

The 5 questions on life satisfaction above can be used to calculate an overall score of well-being, which is more statistically robust than the single-item question on ‘happiness with life as a whole.’ The well-being scores are calculated by adding together children’s answers to each statement (scores for statement three are reversed), then standardised to range from 0 to 10. This score can be used to compare well-being levels between different groups of children.
Children and young people must answer all 5 questions to calculate their well-being score. In this survey, we were able to calculate well-being scores for 2,793 children and young people.

The average well-being score of children and young people in this survey was 7.39. We can use this finding to estimate the well-being of children and young people in Nottingham as a whole, and compare it with national levels.

Figure 5 shows the comparison of well-being levels for Nottingham City and the U.K. for children aged 8 to 15. For this comparison, we do not include older children due to the small sample size\(^3\). Our findings suggest that the average well-being for children and young people in Nottingham is slightly higher than the national average.

**Figure 5: Comparisons of average well-being levels for children aged 8 to 15**

![Bar chart showing average well-being scores for Nottingham City and the U.K.]

\(^*\)Estimated means, weighted by age and sex

To better understand the patterns of children’s well-being in Nottingham, we can look at who scored “high” and “low” on the well-being score. For simplicity, we count all children who scored below 5 as having “low” well-being, since these children were more likely to respond negatively to the 5 questions on life satisfaction. We count all children who scored 5 or above as having “high” well-being.

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\(^3\) We excluded children aged 16 as we are unable to estimate their levels of well-being for Nottingham due to the small sample size. Estimated figures are adjusted means, weighted by age and gender to match the population composition of Nottingham City and the U.K. The national figures are from 14 waves of national household panel surveys conducted by The Children’s Society.
Using this scoring system:

- In this survey, **88.5%** of children had “high” well-being, while **11.5%** of children had “low” well-being.

Our findings suggest that most children in the Nottingham City survey are relatively happy with their lives. On the other hand, more than 1 in 10 children reported low well-being. Based on this finding, we estimate that over 2,950 children aged 8 to 15 in Nottingham are experiencing low well-being.

Studies suggest that answers to these life satisfaction questions do not reflect a temporary state. Our research suggests that around half of the children who report low life satisfaction will still do so in six months’ time. International research also suggests that low well-being is linked with a range of other longer-term problems and issues in children’s lives. It is therefore important to understand the factors that cause low well-being, and to consider what measures might be taken to support children who are in this situation.

Research on well-being suggests that differences in children’s (and adults’) well-being can partially be explained by individual characteristics such as age, gender, ethnicity, family structure and economic status. We explored how such characteristics are related to children’s well-being in the Nottingham survey.

Within primary school year groups, we found that older children were less likely to have low well-being. However, this association was reversed within secondary school year groups, where older children were more likely to have low well-being (Figure 6).

**Figure 6: Percentage of children with low well-being by year group.**

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4 Based on ONS 2014 mid-year population estimates for Nottingham City, estimate weighted by age and gender.

Further, there were gender differences in the levels of low well-being, with contrasting findings between primary and secondary schools:

- For primary school year groups (years 3 to 6), 8.1% of girls had low well-being, while 10.6% of boys had low well-being.

- For secondary school year groups (years 7 to 11), 13.1% of girls had low well-being, while 11.5% of boys had low well-being.

Figure 7 shows the average well-being scores for boys and girls, by year groups. Overall, girls tend to have higher levels of well-being in primary school years. Throughout secondary school years, there is a decline in well-being levels for both boys and girls. However, this decline is more pronounced in girls. This pattern is similar to our findings in the national survey.

Figure 7: Average well-being score for boys and girls, by different year groups.

![Average Well-Being Score for Boys and Girls](image)

We also found that children with self-identified disabilities and difficulties with learning were more likely to have low well-being (Figure 8). As noted in section 3, the majority of these children attend main-stream schools. This result is not driven by children and young people attending the special school, but more likely to reflect how children and young people with self-identified disabilities and difficulties with learning feel across Nottingham City.

We did not find any notable differences in well-being levels by children’s free-school meal status.
In summary, the overall well-being for children and young people in Nottingham City is high, being slightly higher than the national average. However, our findings suggest that more than 1 in 10 children are experiencing low well-being. Further, we find clear disparities in well-being between different groups of children within Nottingham City. Children and young people with disabilities and difficulties with learning are experiencing lower levels well-being, as well as secondary school age groups, particularly secondary school girls.

It is important to note that individual characteristics such as gender and economic status, on the surface, explain only a small part of the differences in children’s well-being. To fully understand the drivers of well-being, we need to reflect on what these characteristics may be capturing about children’s lives. For example, it may not be gender itself which is influencing the well-being of boys and girls in Nottingham City, but the gender differences in experiences which lead to disparities in their well-being. In fact, studies suggest that children’s well-being are better explained by life circumstances, such as quality of family relationships and experiences with their peers.

In the remainder of this report, we look at how children and young people in Nottingham City feel about different aspects of their lives. This allows us to gain a better understanding of life circumstances and well-being for children and young people in Nottingham City.

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5. Feelings about different aspects of life

The survey included questions from The Children’s Society’s Good Childhood Index, which asks children how happy they feel about 10 different aspects of their lives. Our research suggests that these 10 aspects of life are important factors for children’s overall well-being.

Children and young people were asked to rate aspects of their life from 0 to 10, where 0='very unhappy,' 5='neither happy nor unhappy,' and 10='very happy.'

Figure 9 shows average happiness scores about different aspects of life for children in Nottingham and the U.K. We excluded children aged 16 as we are unable to estimate their levels of well-being for Nottingham due to the small sample size. Estimated figures are adjusted means, weighted by age and gender to match the population composition of Nottingham City and the U.K. The national figures are from 14 waves of national household panel surveys conducted by The Children’s Society.

The levels of happiness for children in Nottingham are similar to national levels, though they seem to be happier about their material wealth (Money & Things), choices they have and their future. Happiness about material wealth and the future was also highlighted as being higher than the national average in the Bilborough report, suggesting these aspects of life are perceived consistently positively by children and young people throughout Nottingham City.

However, the levels of happiness about different aspects of life varied between primary school and secondary school children in the Nottingham City survey (Figure 10).

Primary school children in the Nottingham City survey reported higher levels of happiness across all aspects of their lives compared to young people in secondary school. Young people in secondary school were particularly less happy about their appearance and school. Again, this is a consistent finding which has been found in the Bilborough report.

8 We excluded children aged 16 as we are unable to estimate their levels of well-being for Nottingham due to the small sample size. Estimated figures are adjusted means, weighted by age and gender to match the population composition of Nottingham City and the U.K. The national figures are from 14 waves of national household panel surveys conducted by The Children’s Society.
9 It is important to note that this captures children’s subjective views on money and possessions, rather than their absolute levels of wealth. I.e., children do not need to be necessarily wealthy to be happy about their money and possessions.
Figure 9: Mean happiness for different aspects of life, ages 8 to 15

*Estimated means, weighted by age and sex
Figure 10: Mean happiness for different aspects of life, by primary school and secondary school aged children in the Nottingham survey.
There were no significant differences in the reported happiness levels by children’s free school meal status. However, children with self-reported disabilities and difficulties with learning, on average, reported lower levels of happiness across all items (Figure 11). Self-identified disabled children were particularly unhappy about school.

Figure 11: Mean happiness for different aspects of life, by difficulties with learning and disabilities
Further analysis suggests that the significantly lower levels of appearance satisfaction in secondary schools are primarily driven by unhappy feelings experienced by girls. Figure 12 shows the average score for happiness with appearance amongst young people in secondary school, where girls are significantly less happy about their appearance compared to boys. Again, a similar finding was revealed in the Bilborough report.

Figure 12: Mean happiness score about appearance for boys and girls in secondary school

Our consultation with secondary school girls across Nottingham City, including Bilborough, revealed that girls felt a huge amount of pressure from boys in particular, but also from their female peers, to conform to a certain “unachievable image”.

“Being judged” was a consistent theme which emerged from our consultations with secondary school girls. Girls who do not conform to a particular standard of appearance are judged harshly and openly, including name-calling and bullying, leading to difficulties maintaining friendships. Some girls felt that their peers made fun and laughed at them about their appearance, and no matter what they did their appearance was the most important thing that they would be judged for.

Secondary school girls reported that the constant critique of their appearance led some girls to feel frustrated, unattractive, worthless, anxious and depressed. Some girls reported finding it difficult to “be themselves.”

“We’re expected to be perfect, like Barbie dolls or something and if we don’t then we get bullied.” – Secondary School Girl
"Because the girls feel pressured by the boys that they should look a particular way and that leads girls into depression or low self-esteem and makes girls feel ugly or worthless." – Secondary School Girl

"Most of the time girls are expected to be really girly and wear lots of make up instead of being able to play sports and be themselves." – Secondary School Girl

"If you don’t look ‘right’ then the other girls are bitchy and start judging you. Personality only really matters to close friends." – Secondary School Girl

"Judging a book by its cover, get called goth/emo for black hair, Barbie with blonde hair." – Secondary School Girl

"People pointing out our flaws or seeing prettier people makes our confidence shrink." – Secondary School Girl

When we asked secondary school boys to give any reflections on the expectations boys and girls face growing up in Nottingham, many boys recognised that the cultural expectations for them were different from girls. In general, boys thought girls were expected to look attractive, while they were expected to be tough. Many boys talked about being expected to "look tough" and be muscly, though this was not perceived as an appearance issue.

“They’re [girls are] expected to have the best bodies and also the nicest clothes.” – Secondary School Boy

“Girls are expected to be fit (good looking, pretty, funny and have a good body) be confident” – Secondary School Boy

“I think the boys have a ‘don’t care’ attitude and don’t care as much about their appearance. I also think that boys concentrate on building muscle instead of applying make-up.” – Secondary School Boy

“… boys don’t care what they look like they just wanna look tough so people don’t mess with them while girls wanna look ‘cute.” – Secondary School Boy

“Boys have to be a hard nut, not back down/able to fight for yourself. Be strong” – Secondary School Boy

[Boys are expected…] “To be strong, physically and mentally” – Secondary School Boy

Our consultation findings suggest that boys and girls both recognise the pressures for girls to “look good” and be attractive. However, contrary to the experiences of girls, most boys did not think they contributed to these pressures: When we asked secondary school boys why girls might be less happy about their appearance than boys, some boys thought that girls might be
less happy because they are judged and criticised by others. Some thought girls might be less happy as they are harassed by men outside of school. In general, boys did not mention how they might contribute to the pressures and anxieties girls felt about their appearance.

“Because girls get judged more than boys” – Secondary School Boy

“It is harder for girls because most girls want to wear makeup because they get worried that they will get bullied because there not good looking.” – Secondary School Boy

“I think girls are less happy because men who like to target young girls or any girl and bad think happen to them, and like school and mainly sport colleges” – Secondary School Boy

“Because stalkers and stuff and to stay away from offers like “jump in my car” – Secondary School Boy

However, some comments made during our consultations gave a taste of the judgements that girls face from boys. It became clear that some boys thought the pressures were self-inflicted: any negative feelings experienced by girls around their appearance were the fault of girls.

“Because girls put makeup on and try too hard to look good whereas boys just aren’t as bothered.” – Secondary School Boy

“Because (no offence) most girls feel like looking nice is more important.” – Secondary School Boy

“Because some girls are insanely ugly” – Secondary School Boy

“Because they think they are ugly and put on make up then they look like oompa loompas” – Secondary School Boy

Overall, the consultation findings suggests that the large difference in appearance satisfaction between secondary school boys and girls are driven by the significant pressures and judgements girls face about their appearance. These pressures stem from multiple sources, including cultural expectations, pressures from friends, and pressures from other girls and boys.

Though most boys recognised that girls feel pressured about their appearance, the majority of boys did not explicitly think they contributed to the issue. The consultation highlighted a clear mismatch in what many girls experience in terms of being judged by boys, and how aware most boys are about boys judging the girls.

Like appearance, another aspect of life where we found disparities between primary and secondary year groups was school satisfaction, where young people in secondary schools were significantly less happy about their school experience. In the next section, we elaborate on children and young people’s opinions and views about their schools in Nottingham.
6. Feelings about school

In the survey, children and young people were asked to rate different aspects of their school experience: Their relationships with other young people and teachers, school facilities, how they are listened to, their safety at school, and their schoolwork. Children were asked how happy they were about each of these items, on a scale from 0 to 10, where 0= ‘very unhappy,’ 5=’neither happy nor unhappy’, and 10=’very happy.’

The mean scores for Nottingham City and the U.K. are displayed in Figure 13. The levels of happiness about aspects of school were generally similar between Nottingham and the U.K., apart from School Facilities were children in Nottingham seemed to be particularly less happy.

Figure 13: Mean happiness about aspects of school, ages 8 to 15

Our consultations with secondary school pupils highlighted that school facilities were an issue for the majority of young people. While there were some positive comments, they were in the minority.

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*We excluded children aged 16 as we are unable to estimate their levels of well-being for Nottingham due to the small sample size. Estimated figures are adjusted means, weighted by age and gender to match the population composition of Nottingham City and the U.K. The national figures are from 14 waves of national household panel surveys conducted by The Children’s Society.*
A large amount of the concerns raised across all secondary schools related to poor toilet facilities.

“The toilets always smell. People can open the door.” – Secondary School Boy

“The toilets aren’t private or safe.” – Secondary School Girl

“Toilets - it’s unhygienic because boys and girls are in the same room with a low wall in between (that boys can see over) so it’s especially bad for girls when it’s their time of the month”. - Secondary School Girl

“The toilets are very dirty” - Secondary School Boy

“In a cubical the door was broken, no toilet paper and not flushed. There was also blood on the walls”- Secondary School Girl.

“In the toilets there is sware words and there are things about people in there that are really mean.”- Secondary School Girl

“Although most classrooms are clean the toilets are filthy”. - Secondary School Boy

The quality and variety of food available was also raised as a concern. In some cases the lack of Halal food as an option was raised as an issue.

“If you line up for a long time it ends up being none left and teachers don’t care if we don’t eat!” – Secondary School Pupil

“There is not enough food for everyone and the food is not nice.” – Secondary School Boy

“The rice is so watery and half the food is pink inside (not cooked).” – Secondary School Girl

“******* [another school] have halal and variety of foods, we should too!” – Secondary School Girl
The mean happiness scores about different aspects of school for boys and girls, between primary and secondary school year groups, are displayed in Figure 14.

Primary school children in Nottingham are relatively happy about all aspects of school, and primary school girls are particularly happy. However, following a similar pattern to overall well-being, school satisfaction drops steeply in secondary school, especially for girls. By secondary school, the gender patterns are reversed and girls are less happy about school than boys.

Figure 14: Mean happiness about aspects of school, boys and girls in primary and secondary year groups

In our consultations with secondary school pupils, the key theme that emerged for boys as having the biggest impact on their school experience was safety. When boys talked about the things they liked about school, they predominantly raised what helps them feel safe. They identified teachers, friends and the physical space as protective factors. Some boys expressed appreciation of when people treat them well at school, be that by teachers or pupils.
“Teachers can be calm and respecting like listening”. – Secondary School Boy
“Some pupils can help and talk to you when you feel down” – Secondary School Boy
“There are lots of people to protect us.” – Secondary School Boy
“My friends are a safety blanket.” – Secondary School Boy
“I feel safe because I know a lot of people” – Secondary School Boy
“I feel safe in school because they don’t let random people in” – Secondary School Boy

However, positive responses about feeling protected and safe in school were in the minority. The boys were very clear on what makes them feel unsafe in terms of the behaviour of other pupils. Boys were worried about what other pupils say about them, as well as feeling physically threatened through bullying and fights.

“Scared what another pupil will do” – Secondary School Boy
“Some of the lower students can be violent” – Secondary School Boy
“Sure they have 64 cameras but people get bullied without teachers knowing” – Secondary School Boy
“Many people think they are REBEL and do bad things which makes me feel unsafe” – Secondary School Boy
“If you get into a fight you would not feel safe but would feel like you are going to get battered” – Secondary School Boy

Overall, boys were acutely aware of staying safe both in and out of school. Feeling safe could be achieved through social support from strong, reliable friendship groups, and supervision and protection from teachers and other adults.
For girls, the key theme that emerged as having the biggest impact on their school experience was relationships in school. Some girls expressed very positive relationships with their teachers and friends.

“Your real friends are there for you even when everyone else is against you” – Secondary School Girl

“Some people are nice to each other and caring, sometimes stick up for you and look after everyone.” – Secondary School Girl

“I always feel really safe when I am at school. I feel protected” – Secondary School Girl

“I feel that most teachers listen to you. But others can be in a rush and don’t” – Secondary School Girl

“I personally feel really safe at school I think that if I had a problem I could always go to a teacher” – Secondary School Girl

“I have quite a lot of very caring friends and friends of my brothers so I feel pretty secure.” – Secondary School Girl

“There is usually somewhere to go talk to someone if you need.” – Secondary School Girl

However, many girls seemed unable to find the security, support, empathy and trust they need in order to maintain healthy friendships. Many felt judged by their peers, both male and female, frequently in relation to their appearance. Many girls were unable to rely on teachers and friends as sources of support.

“I sometimes talk about things that are important and nobody remembers about it.” – Secondary School Girl

“Other pupils spread rumours about me which makes me feel self-conscious and threatened.” – Secondary School Girl

“I feel pressured to do things and be as cool as everyone else.” – Secondary School Girl

“Year 7’s mainly get bullied and called. Teachers never acknowledge it.” – Secondary School Girl

“I think some teachers don’t care about your feelings only your work but if you’re not ok then how would you work your best?” – Secondary School Girl
For both boys and girls, teachers were identified as potentially important sources of support that can help them feel safe and secure at school.

“I like it when teachers try to help me in life and give me good advice and try to make me do the right thing.” – Secondary School Boy

However, many pupils, particularly girls, felt teachers did not listen, lacked empathy, and are only focused on academic achievement.

“I think some teachers don’t care about your feelings only your work but if you’re not ok the how would you work your best?” – Secondary School Girl

“Not every teacher hears you e.g. if there is a problem with bullying they just tell you not to be with them – not enough advice.” – Secondary School Girl

“A lot of teachers don’t listen to you and they don’t hear you out if you have a problem.” – Secondary School Boy

Overall, our survey findings reveal that satisfaction about school, particularly the relationship with teachers, drop significantly in secondary school. Our consultation findings suggest that many young people in secondary school feel unsupported by their peers and their teachers and this is more evident in the responses from girls.
There were no significant differences in the reported happiness levels by children’s free school meal status. However, children with self-reported disabilities and difficulties with learning, on average, reported lower levels of happiness across all aspects of school (Figure 15).

Figure 15: Mean happiness about aspects of school, by disabilities and difficulties with learning
7. Opinions on the local area

We asked children to respond to a number of specific statements about their neighbourhood using a 5-point scale, ranging from “strongly disagree” to “strongly agree”. We covered four topics about their local area, with three questions each on each topic. The topics we covered were: General opinions about where they live, adults in the local area, facilities in the local area, and feelings about safety and freedom. The questions and the responses to them are shown in Figure 16.

As a broad overview, the majority of children and young people had positive feelings about their area, though between 10% and 40% of responses were negative depending on the question. For example, most children agreed that they liked where they lived (76.3%). However, 2 out of 5 children (39.3%) wished there were different people in their area. While many children felt safe during the day (68.4%), less felt safe in their area at night (41.8%).

Figure 16: Children’s opinions about the local area in the Nottingham survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish there were different people in my area</td>
<td>34.1%</td>
<td></td>
<td>30.3%</td>
</tr>
<tr>
<td>I like where I live</td>
<td>10.0%</td>
<td></td>
<td>76.3%</td>
</tr>
<tr>
<td>I wish I lived somewhere else</td>
<td>54.0%</td>
<td></td>
<td>25.7%</td>
</tr>
<tr>
<td>Adults in my area listen to young people’s views</td>
<td>27.3%</td>
<td></td>
<td>42.5%</td>
</tr>
<tr>
<td>Adults in my area treat young people fairly</td>
<td>16.4%</td>
<td></td>
<td>59.5%</td>
</tr>
<tr>
<td>I like my neighbours</td>
<td>18.2%</td>
<td></td>
<td>62.7%</td>
</tr>
<tr>
<td>There are places for me to go in my area</td>
<td>17.9%</td>
<td></td>
<td>65.8%</td>
</tr>
<tr>
<td>There is nothing to do in my area</td>
<td>49.1%</td>
<td></td>
<td>31.2%</td>
</tr>
<tr>
<td>There are lots of fun things to do where I live</td>
<td>31.4%</td>
<td></td>
<td>45.5%</td>
</tr>
<tr>
<td>I feel safe when I am out in my local area during the day</td>
<td>12.8%</td>
<td></td>
<td>68.4%</td>
</tr>
<tr>
<td>I feel safe when I am out in my local area at night</td>
<td>34.7%</td>
<td></td>
<td>41.8%</td>
</tr>
<tr>
<td>I have plenty of freedom in the area I live in</td>
<td>14.7%</td>
<td></td>
<td>66.2%</td>
</tr>
</tbody>
</table>

11 For the negative-opinion questions (i.e., “I wished there were different people in my area,” “I wish I lived somewhere else,” and “There is nothing to do in my area”), agreement to the statement is taken as a negative opinion about the local area.
Using these items above, we are able to create local area scores for each of the four topics (general, adults, facilities, safety/freedom) ranging from 0 to 12. These scores can be used to estimate children’s local area satisfaction for Nottingham as a whole, and compare it to national levels. Figure 17 shows children’s overall views about their local area for Nottingham City and the U.K.\textsuperscript{12}.

Compared to national levels, children and young people in Nottingham are on average happier about their local area in general and local facilities. There are no notable differences in the average opinions about adults and safety/freedom in the local area.

**Figure 17: Mean local area scores, ages 8 to 15**

<table>
<thead>
<tr>
<th>Local Area</th>
<th>Nottingham</th>
<th>U.K.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>7.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Adults</td>
<td>7.6</td>
<td>7.5</td>
</tr>
<tr>
<td>Facilities</td>
<td>7.4</td>
<td>6.7</td>
</tr>
<tr>
<td>Safety/Freedom</td>
<td>7.5</td>
<td>7.8</td>
</tr>
</tbody>
</table>

\[
\text{*Estimated means, weighted by age and sex*}
\]

We can also use these scores to compare the proportions of children and young people who are dissatisfied about their local area. Such comparisons are useful, as high numbers of very satisfied children within a sample can mask the prevalence of children who are unhappy about their local area. We class children who scored less than 5 out of 12 as having “low area satisfaction” for each of the four topics.

Figure 18 displays the percentage of children and young people with low area satisfaction Nottingham City and the U.K.\textsuperscript{12}. Our findings suggest that the percentage of children who are unhappy about their local area in general is at a similar level between Nottingham and the U.K.

\textsuperscript{12} We excluded children aged 16 as we are unable to estimate their levels of well-being for Nottingham due to the small sample size. Estimated figures are adjusted means, weighted by age and gender to match the population composition of Nottingham City and the U.K. The national figures are from 14 waves of national household panel surveys conducted by The Children’s Society.
Further, we estimate that the proportion of children who are unhappy about local facilities are notably smaller in Nottingham compared to national levels.

On the other hand, children and young people in Nottingham are more likely to be unhappy about adults and safety/freedom in their local area.

**Figure 18: Percentage of children with low area satisfaction, ages 8 to 15**

*Estimated percentages, weighted by age and sex

Our survey findings suggest that Nottingham City is doing well in terms of how children feel about their local area in general, and particularly well about how children feel about their local facilities. However, there may be scope for improvement in terms of local adults, as well as how safe and free children feel in their local area.

Our consultation findings in primary and secondary schools support the general survey findings, where local adults and safety emerged as key themes when children and young people talked about their neighbourhood.

We found that there were groups of children and young people who liked where they live. These children talked about having nice neighbours, friends and family nearby, and felt safe in their area.

“I’ve got my neighbours which are really nice to me and I’ve got a couple of friends round my house.” – Primary School Pupil
“My street’s all friendly.” – Primary School Pupil

“Because there’s family on my street and they mostly play out on the street so they’re always there.” – Secondary School Pupil

“It’s like really nice and calm and there’s like parks and play areas around.” – Secondary School Pupil

However, many children gave negative opinions about their neighbourhood, primarily due to bad neighbours: noisy, rude people and crime committed by people in the area. The same point was also raised in the Bilborough report, suggesting this might be a recurring problem for children and young people across Nottingham City. Our consultation findings suggest that problematic neighbours and antisocial behaviour led children and young people to feel unsafe.

“I’ve got this man who lives across the road and he’s drunk and he shouts a lot and he burnt his own door down and he might do it to us.” – Primary School Pupil

“My neighbours are annoying, rude and keep me up with their music and sometimes I go home to find a police car outside their house it does not make me feel safe. I don’t like my neighbours they scare me, my mum says they take drugs.” – Primary School Girl

“At the top of my street there’s this man and he started like chasing us when we went to see the fireworks, and following us, me and my sister, and that got me scared that he was going to take us.” – Primary School Pupil

“There’s always like a gang of people and they could do anything to you.” - Secondary School Pupil

Many children and young people felt particularly unsafe and vulnerable at night time.

“I wish that we had lampposts so we could see at night.” – Primary School Girl

“At night time it’s scary- well when it’s dark.” – Secondary School Pupil

“During the daytime it’s safe because the streets are really busy, but during the night time it’s not quite safe because there’s not many people around.” – Secondary School Pupil
Our survey findings also highlight the differences in satisfaction about the local area between different groups of children and young people in Nottingham City. Figure 19 displays the mean local area scores for boys and girls by primary and secondary school year groups. We found no significant differences in satisfaction about the local area by free school meal status, self-reported disability and self-reported difficulties with learning.

**Figure 19: Mean local area scores in the Nottingham City survey, by boys and girls in primary and secondary year groups**

In general, children in primary school year groups responded more positively about their local area than young people in secondary school.

The exception is feelings about local safety and freedom, where there are minimal differences between primary and secondary children. In fact, the survey trends are towards young people in secondary schools feeling more positive about safety and freedom than primary school children.

Our consultations with children in Nottingham City suggest that young people in secondary school are given more freedom than primary school children, and their knowledge of their local environment and the people around them increases. This could be contributing to the slightly more positive feelings about local safety and freedom amongst young people in secondary school.

However, feelings of safety and freedom had the largest gender disparity, and girls feel less safe than boys across primary and secondary years.
Our consultation findings suggest that, again, the experience of girls differ from that of boys. In particular, girls reported receiving unwanted attention about their appearance from men and boys on the streets, which they refer to as ‘calling.’

Some girls told us about being approached by men in cars, including when they are in school uniform. The issue of cars is something that other girls mentioned too, albeit less explicitly. Girls who talked about being called or approached reported feeling worried and less safe about their local area as a result. This was a similar issue raised in the Bilborough report.

“Some people I walk past and they call you”. - Secondary School Girl

“People who just walk up to you randomly and asking, I don’t know, they ask you where you’re going and stuff” - Secondary School Girl

“Men, they are in cars and they wind down their window and like proper look out the window and go slow.” - Secondary School Girl

“Especially when you are in your school uniform as well and like why are you going for a 14 year old?” - Secondary School Girl

“I was walking back from school and the taxi man pulled up and said do you want a free ride.” - Secondary School Girl

“Don’t wear dresses or shorts to show belly or legs because we get called.” - Secondary School Girl

“I don’t know if this is a crime – but some 40 year old man chased me and my mate with their dog and got their winky out.” – Secondary School Girl

Overall, our consultation findings suggest that a notable group of boys and girls experience issues in their neighbourhood which make them feel unsafe. An additional risk is experienced by girls, involving being harassed and called by men on the streets.

Our survey results also show a significant gap between primary and secondary school children in how satisfied they are about local facilities, with primary school children being significantly happier. Further, a “gender gap” in satisfaction about local facilities appears in secondary school years, where girls are particularly less positive about local facilities in their area compared to boys.

In our consultations with secondary school pupils, the majority of young people felt their options in terms of things to do locally become much more limited once they reach secondary age. Many young people felt there were more things to do outside their local area. They talked about the parks in or near towns, like Wollaton Park being much nicer.

Many boys talked about football and sporting activities they engage with, making use of the local area with their friends. In contrast, many girls felt that the local facilities did not accommodate their needs for them to be able to meet and spend time with their friends.
Girls talked about parks being vandalised, lack of a shopping centre, and there being nothing to do. They expressed that the activity options become even worse in the winter, when the rain and cold mean they are discouraged from spending time outside. Cost was raised as an issue for indoor activities.

Many young people in secondary school felt like local facilities were either for younger children or older teenagers/young adults, and nothing adequate existed for them.

“There’s quite a few things but normally you’re too old or too young.” – Secondary School Pupil

“There are some sports clubs you can go to but like things that I want to join are usually for 16 year olds and older.” – Secondary School Pupil

“There’s loads to do for little kids, like up to 11.” – Secondary School Pupil

“Everything you do costs money, you’re not going to just sit in a park at our age. If you’re going to go out with a friend you’ve got to go out for reason.” – Secondary School Girl

“There’s more stuff for boys, like football or skateboarding, but there’s nothing for girls, it’s harder for girls, just walk around and that’s it.” – Secondary School Girl

“There are lots of places to be active/sports centres but sometimes money gets in the way” – Secondary School Girl

“When there’s nothing to do around my area it’s hard to maintain a good amount of exercise. Luckily my parents work/drive so I can go to my swimming club” – Secondary School Girl

“I live near Harvey Haddon where there is plenty of stuff to do” – Secondary School Boy

“The only thing you can do is go to town but that gets boring cos it’s the same thing” – Secondary School Girl

“There is things to do but they’re far away and they cost money” – Secondary School Girl

“There is stuff to do but it’s all bad things, like smoke things” – Secondary School Girl
8. Worries about crime

In this section, we elaborate on the local-area concerns of children and young people in Nottingham City by exploring their worries and experiences of crime.

We asked children and young people if they were worried about certain crimes happening to them. The types of crime we asked about, along with the results, are displayed in Figure 20. Unfortunately, we do not have comparable data for national levels for these particular questions.

Of the children and young people who responded to this question, being followed by a stranger was their primary concern (59%).

Figure 20: Percentage of children and young people who reported being worried about different types of crime.

- Being shouted at in the street: 42%
- Someone calling you hurtful names: 50%
- Being followed by a stranger: 59%
- Someone threatening to hurt you: 47%
- Assault: 48%
- Pick Pocketing: 37%
- Robbery: 44%
- Bike being stolen: 31%
- Other types of theft: 37%
- Your things being damaged on purpose: 45%
- Other types of crime: 34%
We used these questions on worries about crimes to create a “Worries of Crime” score, ranging from 0-11. A score of 0 means that they were not worried about any crime happening to them, and a score of 11 means they were worried about all crime categories. This allows us to easily compare how children and young people worry about crime across different groups.

Using the “Worries of Crime” scoring system:

- Primary school children were more worried about crime, scoring an average of 5.2, while young people in secondary school scored an average of 4.5.
- Disabled children were more worried about crime, scoring an average of 5.7, compared to non-disabled children who scored 4.8.
- Children with difficulties with learning were more worried about crime, scoring an average of 5.3, compared to children without difficulties with learning who scored 4.7.
- There were minimal differences in the worries about crime between boys and girls, and by free school meal status.

We also asked children and young people if they had experienced any of the mentioned crimes in the last year. Of those who responded, 38% of children and young people said they had experienced one or more of these crimes in the last year. Extrapolating this finding, this is equivalent to around 9,800 children and young people aged 8 to 15 in Nottingham City experiencing these crimes.

Children who reported experiencing crime, on average, had lower levels of subjective well-being (Figure 21).

**Figure 21: Average subjective well-being score by experiences of crime.**
The survey also asked children and young people in Nottingham City what changes they wanted to see in their areas, with one of the options being less crime. We are able to use this finding to estimate the percentage of children in Nottingham as a whole who desire less crime, and compare it with national levels\(^\text{13}\).

- We estimate that 43.5% of children and young people in the Nottingham area want less crime in their local area. This equates to over 11,200 children aged 8-15 in Nottingham wanting less crime\(^\text{14}\).
- This is considerably higher than the national level, where we estimate that 22.8% of children and young people aged 8-15 in the U.K. want less crime in their local area.

The consultation highlighted a real contrast in young people’s worries and experiences of crime depending on where they lived. For some young people, safety in their neighbourhood was not a worry, with minimal or no experiences of crime. These young people take what we might consider normal precautions in their local area, increasing their vigilance at night time as expected.

However, other young people said they often see and experience crime in their local area, and it was part of their everyday lives. These young people do not feel safe when they are out and about in their neighbourhood. Some children talked about their planned tactics to avoid crime, such as running away and defending themselves by throwing something.

“It’s not very safe because people like walk up to you and stare and things.” – Secondary School Girl

“I see someone walking behind me I’ll start running.” – Secondary School Girl

“Due to kind of where I live and the people around me I kind of get worried when I am outside” – Secondary School pupil

“I always have something in my bag, objects that I can throw then I can run” - Secondary School Boy

\(^{13}\) We excluded children aged 16 as we are unable to estimate their levels of well-being for Nottingham due to the small sample size. Estimated figures are adjusted means, weighted by age and gender to match the population composition of Nottingham City and the U.K. The national figures are from 14 waves of national household panel surveys conducted by The Children’s Society.

\(^{14}\) Based on ONS 2014 mid-year population estimates for Nottingham, estimate weighted by age and gender.
In our consultations, several children and young people shared their direct experiences of crime.

“*My phone got mugged when I was with my friend.*” – Secondary School Pupil

“*… me and my neighbours have been burgled a lot and there’s a lot of crime and there’s vandalism and stuff.*” – Secondary School Pupil

Many young people also shared their indirect experiences of crime, such as someone they know experiencing crime.

“*My brother got attacked.*” – Primary School Pupil

“*…there’s people who like bully people and one broke into the bottom [shop] near my house.*” – Primary School Pupil

“*Someone got stabbed at a party I was at the other day.*” – Secondary School Pupil

“*My neighbours smacked my Mum and stole her bike.*” – Secondary School Pupil

“*There’s been a lot of people walking around with dogs and attacking.*” – Secondary School Pupil

“*Nothing’s happened to me, but you hear about things happening.*” – Secondary School Pupil

“*There’s lots of people who come in and do the really bad stuff and Police come*” – Secondary School Pupil

When we asked primary school children what they wanted to see changed in their local area, children focused on wanting less crime, safer areas and friendlier adults.

“*My wish is to make the gangs disaper [disappear] and make my street peacfull and get to hang out with my friends.*” – Primary School Girl

“I wish that thers lees craym [crime] in my neyberhud [neighbourhood].” – Primary School Boy

“I would like people to not be nasty on my street and the nabers can be friendly.” – Primary School Girl
Overall, our survey and consultation findings suggest that crime is a concern for many children and young people across Nottingham City. For some groups of children, crime is a real issue which is part of their everyday lives growing up in their local area. These children did not feel safe in their neighbourhood, which is not surprising given some of the crimes children experience, witness or hear about. Many children were acutely aware of crime, changing their behaviour to stay safe, and preparing for crime by planning tactics to run away or defend themselves.
9. Conclusions

This report has provided the main findings of the Nottingham City Survey of Children and Young People, complemented by findings from The 2014 Report on Children’s Well-being: Bilborough, Nottingham. The Nottingham City survey involved responses from over 3,500 children and young people from Nottingham. This was followed by consultations with 470 children across primary and secondary schools. The Bilborough survey involved 949 children and young people as well as 271 in face to face consultations. The report covered a range of topics about children’s lives, providing an important insight into the views and experiences of children and young people in Nottingham City.

The overall finding regarding children’s well-being in Nottingham City is positive, in that most children are happy about their lives as a whole. Their levels of subjective well-being are marginally higher than the national average. Children in Nottingham, compared to national levels, seemed to be particularly positive about their choices and future, as well as material wealth (i.e., money & things).

It may be helpful to consider these findings in the context of what we have found in The Children’s Society’s national research program. Our research highlights that children’s happiness with the amount of choice they have in life, happiness with their family relationships, and happiness with their money and possessions\textsuperscript{15} are three of the most important opinions related to overall well-being\textsuperscript{16}. It is interesting to note that children in Nottingham were, on average, above national levels on happiness about their choices, future and material wealth.

On the other hand, children from Nottingham City were less happy compared to the national average about their school facilities. In our consultations, secondary school pupils primarily complained about inadequate toilet facilities and poor quality/lack of options with food.

The survey also revealed notable inequalities in children’s well-being within Nottingham. Children with self-reported disabilities and difficulties with learning were more likely to experience low levels of well-being. Well-being levels also dropped between primary school and secondary school years, particularly for secondary school girls. For these groups of children and young people, their feelings and experiences of life are not as positive as their counterparts.

Our national well-being research programme shows that the decline in well-being with age, particularly for girls, is fairly typical in the U.K. However, gender differences are not the norm across the globe. In fact, findings presented in The Good Childhood Report 2015 highlights that the greatest gender imbalance in appearance satisfaction is found in England (compared to 14 other countries\textsuperscript{17}), where girls are particularly less happy about their bodies than boys. In other

\\textsuperscript{15}It is important to note that this captures children’s subjective views on money and possessions, rather than their absolute levels of wealth. I.e., children do not need to be necessarily wealthy to be happy about their money and possessions.


\textsuperscript{17}Countries include Germany, Norway, South Korea, Poland, Estonia, Spain, Turkey, Romania, Algeria, South Africa, Israel, Ethiopia, Colombia and Nepal. Comparisons are between 10 and 12 year olds. For more information, see Pople L, Rees G, Main G, Bradshaw J (2015) The Good Childhood Report 2015 London: The Children’s Society
countries such as Spain, Romania, Ethiopia and Colombia, gender differences in appearance satisfaction were not found.

Our consultations in secondary schools suggests that the life experiences of young people in Nottingham City differ between boys and girls. Secondary school girls seem to experience different types of pressures and constraints compared to boys, with different cultural expectations, which may be feeding into their lower levels of well-being across all aspects of their lives.

Secondary school girls discussed their appearance being judged by other girls, boys, and even adult men on the street. Our findings also reveal that girls feel less happy about their relationships with teachers as they move into secondary school. A combination of all these issues may contribute to a more difficult and complex journey through secondary school whereby girls are negotiating the expectations and pressures placed on them, leading to a steeper drop in their well-being compared to boys.

With the knowledge that gender imbalances in well-being are not inevitable (as seen in other countries), there is a need to question whether we are to accept the differences we found in the Nottingham City as part of growing up in the U.K., or whether we need to recognise this as a systematic problem which must be addressed.

Crime was also a concern for many children and young people in Nottingham City. Compared to national levels, children and young people in Nottingham were more likely to be unhappy about adults in the local area, more likely to be unhappy about safety and freedom in their local area, and wanted lower levels of crime. Our consultations highlighted differences in children’s experiences of crime in Nottingham City, with some groups of children directly and indirectly experiencing different kinds of crime. Children who experienced crime felt less safe being out in their local community. These findings highlight an area where there is scope for improvement for children and young people in Nottingham City.

In summary, this report highlights the general high quality of life experienced by children and young people across Nottingham City. Nonetheless, there are some areas where efforts could be made to further improve the lives and well-being of children in this area. Similar to what we find in the U.K., the well-being of children with self-reported disabilities, self-reported difficulties with learning, and secondary school age girls has scope for improvement in Nottingham City. For Nottingham in particular, children desire less crime and greater safety in their local area.
10. Appendix

Survey recruitment and administration
Children and young people between years 3 to 11 attending a school within the Nottingham City unitary authority area excluding Bilborough were eligible to take part in the survey. Recruitment for the survey was conducted by Nottingham City Council, who invited all eligible schools to take part in the study.

Schools who agreed to participate were e-mailed links to the online survey by The Children’s Society in June 2015. Schools then administered the online survey to eligible children on school premises.

Children and young people were told about the purpose of the survey and how the information would be used. It was made clear that their participation was voluntary, and their responses were anonymous and confidential. Data collection was conducted in accordance with the ethical protocol approved by The Children’s Society’s research and ethics panel consisting of internal and external experts.

About the survey analysis
The survey results presented in this report provide a general picture of the opinions expressed by children in the Nottingham City survey.

In this report, we take three main approaches in analysing the survey data:

- Statistical descriptions of the Nottingham City survey overall.
- Comparisons to national levels (U.K.).
- Comparisons within the Nottingham City survey, between different groups of children and young people.

The statistical descriptions of the survey overall provide an overview of children’s opinions within the Nottingham City survey. It highlights the general trends in the opinions expressed by children and young people. There are, of course, anomalies and variations: There may be some individual children and young people whose responses do not fit the general patterns that we find.

We also make comparisons between Nottingham City and national levels. It is important to note that the overall survey findings reflect the views of children who took part in the survey, and not necessarily all children in Nottingham as a whole. For a better representation of children’s views in Nottingham City as a whole, there is a need to estimate the levels of children’s happiness and well-being in Nottingham City. We do this by adjusting the survey results to reflect the population composition of children in Nottingham City, based on age and gender. We then compare the estimated levels for Nottingham City to national levels. In this report, all comparisons to national levels are restricted to children aged 8 to 15 due to the small sample size for older ages. Information on the population composition has been taken from the ONS...
2014 mid-year estimates. National levels have been estimated using 14 waves of household panel surveys conducted by The Children’s Society.

Finally, we make comparisons within the Nottingham survey, between different groups of children and young people. This highlights any disparities in children’s views about their lives within the survey.

Further information about the consultation

The consultations centred on the following topics:

- Local area
- School experience
- Health and Appearance
- Helping/caring at home

The consultations were carried out through group activities, allowing children to give their own views in a variety of ways. The activities were designed to be fun and engaging, giving children the opportunity to contribute as much (or as little) as they liked. Children’s contributions within the consultations were anonymous in that we did not collect personal information, only asking children to record their gender. Children had the option to anonymously post any comments into envelopes, or pass on comments privately to The Children’s Society consultation staff, providing an opportunity for children to express things which are perhaps more sensitive and personal.

There are some findings from the survey which we are unable to complement with children’s own views. In particular, we are unable to elaborate on the findings relating to children with self-identified disabilities and difficulties with learning. Disabilities and difficulties with learning are potentially sensitive issues for children, and those who experience these are often in the minority within school environments. Consequently, there are ethical issues in potentially identifying these children within the group consultation process.

Equally, there are some topics we covered in the consultations which we are unable to complement with survey findings. This includes helping/caring at home. As noted, 25.8% of children and young people in the survey said they provided special help to someone they lived with. In the consultations, it became clear that the interpretation of helping and caring by children and young people is extremely broad. This means that the group of children who said they provide special help for someone is diverse, and it is difficult to carry out meaningful data comparisons for this group of children.
It is a painful fact that many children and young people in Britain today are still suffering extreme hardship, abuse and neglect.

The Children’s Society is a national charity that runs crucial local services and campaigns to change the law to help this country’s most vulnerable children and young people.

Our supporters around the country fund our services and join our campaigns to show children and young people they are on their side.

Further information

To find out more about our well-being programme, please visit our website at childrenssociety.org.uk/well-being