



Antisocial behaviour in Children & Young People

Pupil
Wellbeing
Survey
2024

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Introduction

The Metropolitan Police state “**Antisocial behaviour is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person’**”,¹

They identify 3 types of anti-social behaviour:

- **Personal antisocial behaviour** is when a person targets a specific individual or group.
- **Nuisance antisocial behaviour** is when a person causes trouble, annoyance or suffering to a community.
- **Environmental antisocial behaviour** is when a person’s actions affect the wider environment, such as public spaces or buildings.

There are likely to be many contributing factors to why a person partakes in antisocial behaviour such as peer rejection, peer pressure, uncomfortable social situations and other outside factors.

Antisocial behaviour in children and young people can include; verbally and physically harming other people, violating social expectations, engaging in behaviours such as delinquency, vandalism, theft, and truancy, or having disturbed interpersonal relationships.

Recent analysis of a German study² concluded,

“...that stronger self-efficacy and worse family climate were each related to stronger antisocial behaviour. Longitudinal data revealed that more severe parental mental health problems, worse family climate at baseline, deteriorating family climate over time, and more social

support were each associated with increasing antisocial behaviour over time.”

Antisocial behaviour in children and young people is therefore likely to be a warning flag that there are significant challenges in a pupils life and that their home life may be chaotic.

Pupil Wellbeing Survey

The Pupil Wellbeing Survey (PWS) and Online Pupil Survey™(OPS) is a biennial survey that has been undertaken with Gloucestershire school children since 2006. Children and young people participate in years 4, 5 and 6 in Primary schools; years 8 and 10 in Secondary schools; and year 12 in Post 16 settings such as Sixth Forms and Colleges. A large proportion of mainstream, special and independent schools, colleges and educational establishments take part – representing 57.2% of pupils in participating year groups in 2024. The PWS asks a wide variety of questions about children’s characteristics, behaviours and lived experience that could have an impact on their overall wellbeing. The 2024 PWS was undertaken between January and April 2024.

Limitations and caveats of the survey

Not all children and young people who are resident in Gloucestershire attend educational establishments in the county and similarly not all children and young people attending educational establishments in Gloucestershire are residents in the county. It is therefore important to remember this analysis is based on the pupil population not the resident population.

Gloucestershire is a grammar authority, has a number of notable independent schools and several mainstream schools very close to the county’s boundary these all attract young people from out of county. This results in the school population (particularly at secondary phase) having slightly different characteristics, especially ethnicity, to the resident young people’s population. 12.3% of Gloucestershire’s resident population (2021 Census) were estimated to be from minority ethnic groups however 21.0% of Gloucestershire’s school population were pupils

¹ Antisocial Behaviour Act 2003 and Police Reform and Social Responsibility Act 2011.

<https://www.met.police.uk/>

² Risk and resource factors of antisocial behaviour in children and adolescents: results of the longitudinal

BELLA study 2021

<https://capmh.biomedcentral.com/articles/10.1186/s13034-021-00412-3>

from minority ethnic groups in January 2024 and 21.7% of the PWS cohort were pupils from minority ethnic groups in the 2024 survey.

Although a large proportion of the county's educational establishments took part in the survey some only had low numbers of students completing the survey in contrast others had high numbers. Although this doesn't impact the overall county analysis as demographics are represented as expected at this geography, analysis by district and education phase might only have certain demographic groups represented due to numbers of pupil take up (for example low numbers completing the survey in Tewkesbury at FE level), where FE provision is situated also impacts the survey as older students travel further.

Independent schools are compared to other independent schools in their phase without reference to the IMD.

Post-16 only/Further Education (FE) colleges are compared to all other Post-16 only colleges without reference to the IMD.

Special and alternative schools are compared to all other schools of this type in the same phase without reference to the IMD.



Analysis of deprivation

Schools can be categorised into statistical neighbour groups which cluster schools with pupils of a similar social profile within the same type of school (a similar level of deprivation, affluence or personal/family characteristics).

We use Ministry of Housing, Communities and Local Government (MHCLG) Indices of Multiple Deprivation (IMD) to determine the relative deprivation of pupils. The IMD is based on the home postcode of pupils (collected in the school census). This is aggregated to give an overall IMD score for the school, reflecting the deprivation levels experienced by pupils. The schools are then split into quintiles based on their scores: quintile 1 is the most deprived and quintile 5 is the least deprived in Gloucestershire.

In addition:

Grammar/selective schools are compared to other grammar/selective schools in their phase without reference to the IMD.

Personal antisocial behaviour

Bullying

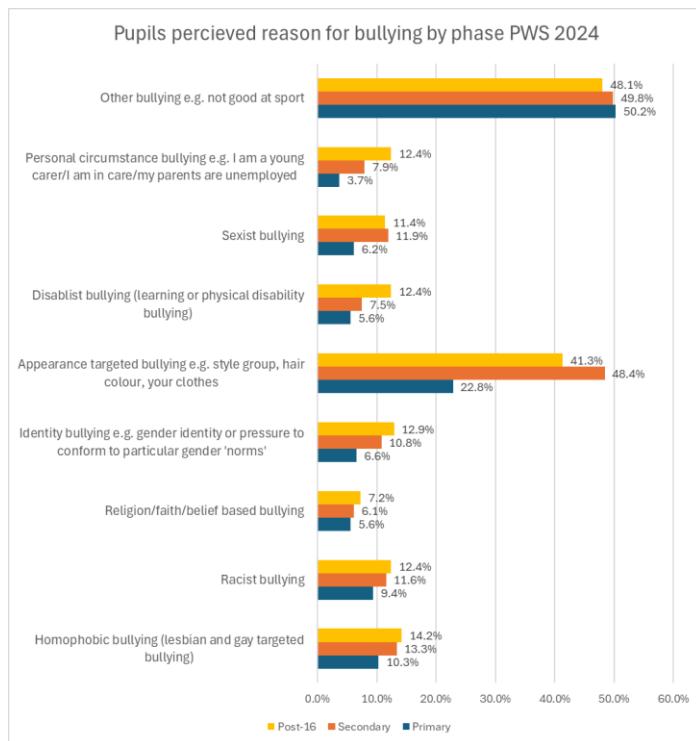
Questions around bullying are asked to pupils in all phases and year groups.

In 2024, a quarter (28.8%) of all pupils said they had experienced serious bullying in the past year, and 7.5% of pupils reported being a regular victim of bullying in the previous year.

In 2024 the questions relating to why pupils thought they were bullied was changed, therefore it isn't possible to compare the 2024 results with previous surveys.

Pupils were able to choose multiple perceived reasons for bullying, so values will not sum 100%.

Half of all pupils said they experienced 'Other bullying, e.g. not good at sport'. After that the most commonly perceived reason for bullying was individual appearance, almost half of bullied secondary pupils reported this.



Whilst around 1 in 10 secondary and post-16 pupils who had been bullied perceived it as homophobic bullying, almost half (47.0%) of those LGBTQ+ who were bullied and 15.4% of all LGBTQ+ pupils reported experiencing homophobic bullying.

A quarter (25.9%) of minority ethnicity pupils who were bullied reported experiencing racist bullying, this equates to 6.9% of all minority ethnicity pupils (regardless of whether they were bullied).

A third of pupils with a disability who were bullied and 1 in 10 of all pupils with a disability (regardless of whether they were bullied) perceived it was due to their disability.

The proportion of secondary and post-16 pupils reporting being a regular victim of hate speech/crime³ has remained around 4-5% since 2012. Due to the question format change it is not possible to directly compare the 2024 figure of 2.2% (pupils experiencing regular bullying in the form of homophobic, racist, religion/faith, identity, disablist or sexist bullying).

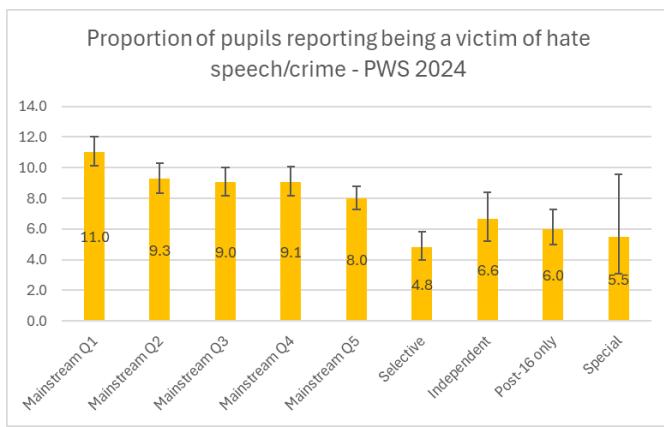
Overall, 8.5% of pupils reported they had ever been a victim of bullying that could be classed as a hate crime.

In 2024 almost twice as many pupils who had been a victim of hate speech/crime reported low mental wellbeing (LMW) (40.5%) compared to those who had not (21.4%).



Historically victims of hate speech/crime were more likely to be males however since 2022 this has changed, and females are now significantly more likely to be victims (9.3%). Pupils at post-16 only colleges and selective grammar schools were significantly less likely to report being a victim of hate crime than mainstream schools and colleges.

³ Experiencing regular serious bullying because of their; skin colour, home language, sexuality, gender identity, religion, disability. Secondary and FE pupils only.



Pupils who were victims of hate speech were more likely to have an isolation, suspension or exclusion (24.1% vs. 14.9%) and significantly more likely to be persistently absent (40.7% vs. 30.9%).

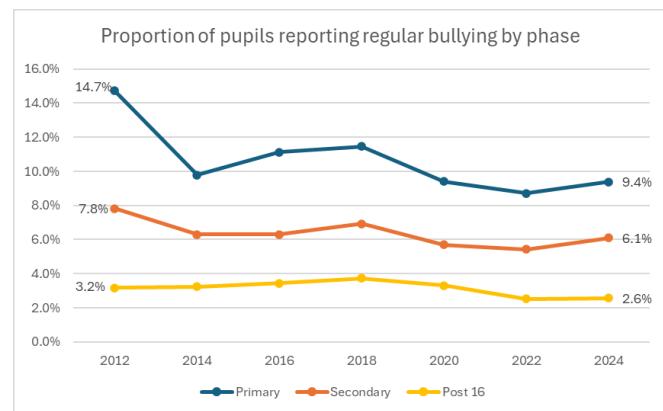
Officially recorded exclusions data⁴ from 2023/24 showed 0.2% of exclusions were for abuse relating to sexuality or gender and a further 1.9% was for racism/racist abuse; 0.5% of exclusions were for sexual mis-conduct.

Data from the PWS suggests 1 in 9 pupils with an isolation, suspension or exclusion had experienced hate speech/crime compared with 1 in 15 pupils who had not been excluded.



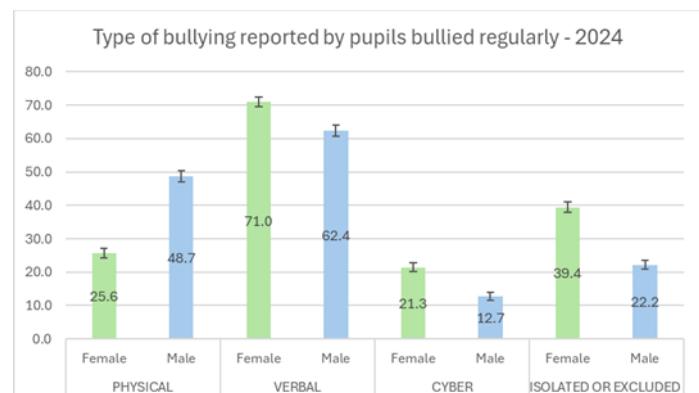
There was no significant difference between males and females reporting being bullied regularly in 2024.

Younger pupils are most likely to report being bullied regularly and the proportion reduces as they age. In 2024 9.4% of primary pupils reported being bullied regularly compared to only 2.6% of Post-16 pupils. There has been little change in the proportion of pupils regularly bullied in any phase since 2014.



Pupils who were regularly bullied were most likely to report being bullied verbally and least likely to report being a victim of cyber bullying (pupils could select multiple types of bullying – values will not sum to 100%).

In 2024 females were significantly more likely to say they were victims of verbal, cyber and isolating bullying than males. Males were significantly more likely to report being a victim of physical bullying.



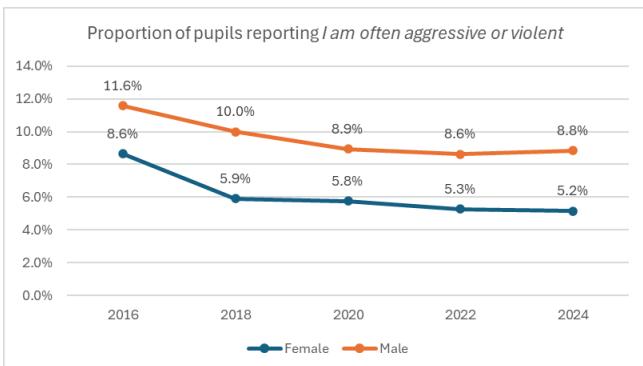
The majority of children and young people reported bullying happened at school or college.

Violence

Questions around violence are asked to pupils in all phases and year groups.

7.1% of pupils report they are *often aggressive or violent*. The proportion reporting, they are *often aggressive or violent* had been reducing since the question was introduced in 2016 (10.2%) but has plateaued in recent years.

⁴ For Gloucestershire as collected on Capita



Males are more likely to report they are *often aggressive or violent* than females. Pupils who identify as Trans, Non-binary or gender fluid were significantly more likely to report they are *often aggressive or violent* than cis gendered pupils and lesbian/gay/bisexual (LGB) pupils significantly more likely than heterosexual pupils, which may be associated with a heteronormative, binary environment in schools and colleges.

In 2023/24 5.8% of officially recorded exclusions in Gloucestershire were for *Physical assault against adult* and 15.7% were for *Physical assault against pupil*.



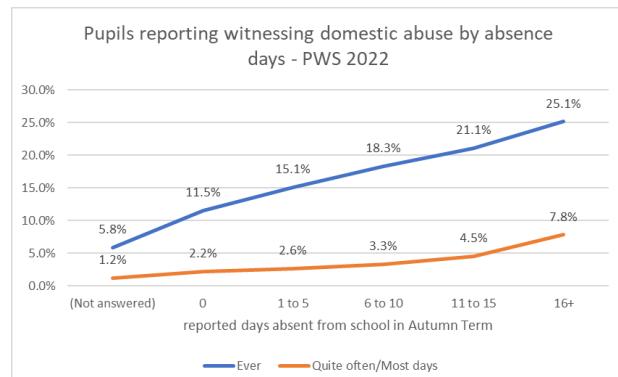
Questions around domestic violence are asked to secondary and post-16 pupils only.

Just under a third of pupils reported ever witnessing domestic abuse, coercive control or teen relationship abuse (subsequently referred to collectively as 'domestic abuse') in both 2020 and 2022. If this is extrapolated to the current pupil population this equates to around 27,200 pupils across Gloucestershire.

1 in 20 pupils reported regularly (*Quite often/weekly* /*Most days*) witnessing domestic abuse.

Generally, the proportion of pupils reporting regularly witnessing domestic abuse decreases as deprivation levels decrease. Pupils attending schools and colleges in Gloucester, Cotswold and Forest of Dean, had the highest reported levels of ever witnessing domestic abuse (32.9%, 32.4% and 31.8% respectively) and were significantly higher than pupils attending schools and colleges in Cheltenham and Stroud who had the lowest levels (25.9% and 26.8%).

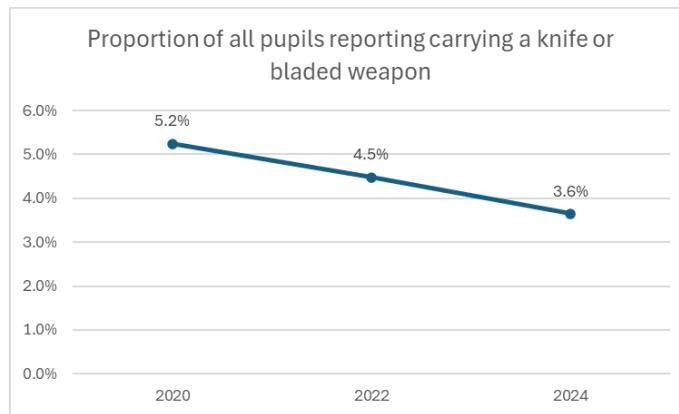
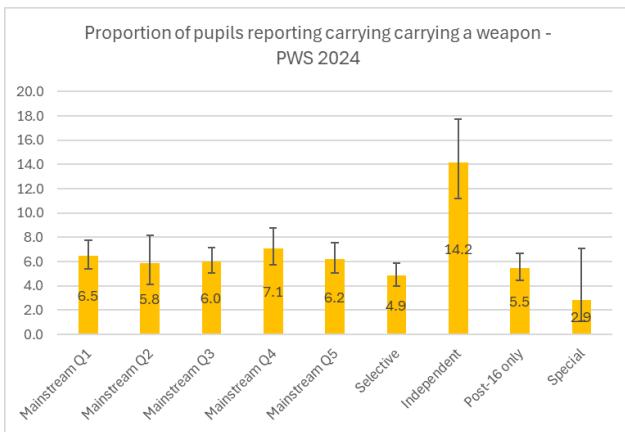
Pupils who witness domestic abuse were more likely to be persistently absent than those who had never witnessed abuse and pupils who had an isolation, suspension or exclusion were twice as likely to have witnessed domestic abuse than those with no exclusion.



Carrying a weapon

Questions around weapons are asked to secondary and post-16 pupils only.

6.2% of pupils reported carrying a weapon, this has been a declining trend since 2020 when it was 8.2%. The highest reported level of carrying a weapon (14.2%) was in independent schools, this was significantly higher than the county average. Pupils at selective grammar schools and at special schools were the least likely to report carrying a weapon (4.9% and 2.9% respectively) than the county average.

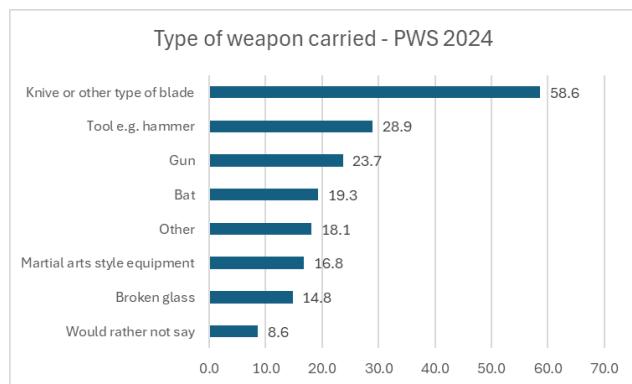


Pupils attending schools and colleges in Tewkesbury district were the most likely to report carrying a weapon (7.7%) but no district was significantly different to the county average. Pupils attending schools and colleges in Gloucester district were the least likely to report carrying a weapon.

Males⁵ (8.4%) were twice as likely to report carrying a weapon than females (3.9%). Pupils from minority ethnic groups (7.1%) were more likely to report carrying a weapon than their White British peers (5.9%) although not significantly. This was mainly driven by pupils from Other White⁶ ethnic backgrounds who were significantly more likely to report carrying a weapon (9.5%) than the county average. This was particularly prevalent in Gypsy/Roma (16.4%), Traveller of Irish heritage (27.6%), and White Irish (12.2%) ethnic groups. Pupils from Black, Asian, and most Mixed backgrounds weren't significantly more likely to report carrying a weapon than White British pupils (Mixed White and Asian was significantly higher).

The most common weapon carried by pupils was a knife or bladed object (63.3%). This has been the same since the question was introduced in 2020. However, the proportion of all pupils reporting carrying a knife or other type of blade has reduced significantly since 2022.

Worryingly just under 1 in 5 of pupils who reported carrying a weapon said they had carried a gun.

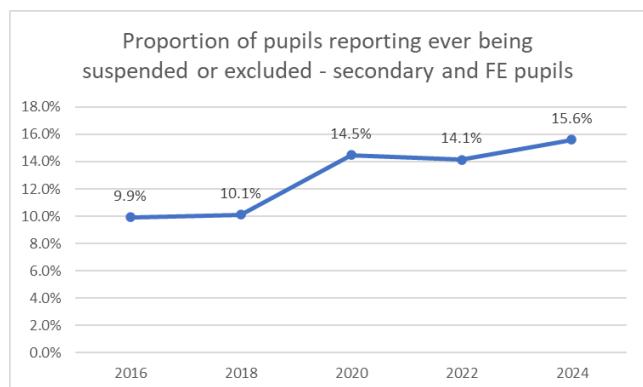


1.0% of Gloucestershire officially recorded exclusions in 2023/24 were for use or threat of a weapon.

Isolation, suspension and exclusion

Questions around isolation, suspension or exclusion are asked to secondary and post-16 pupils only.

In 2024 15.6% of pupils reported having an isolation, suspension or exclusion, this has been increasing since 2016.



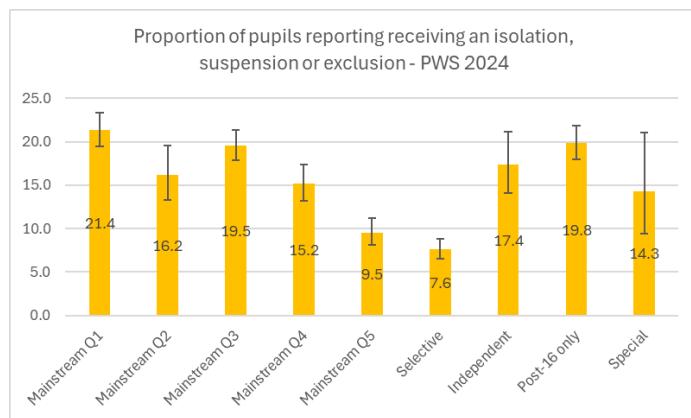
⁵ Pupils are asked to enter the biological sex they were born; they are subsequently asked if their gender aligns with this. Unless stated 'male' and 'female' refers to those reporting it is their biological sex.

⁶ Other White category includes White Eastern European, White western European, other White, White Irish, Gypsy/Roma, Traveller of Irish heritage

The way the question is asked in the survey allows pupils to check multiple boxes to indicate all the behaviour sanctions they have received, some children may have received all three sanctions (isolation, suspension and exclusion) and will therefore check all three boxes. By separating pupils into the most serious reported sanction, it shows 9.5% of all pupils had received no higher than a period of isolation in school, 5.1% had received no higher than a suspension and 0.9% had experienced a permanent exclusion.

Where pupils had received an isolation, suspension or exclusion just under half (47.9%) had only had 1 internal isolation and 5.9% reported having a permanent exclusion.

Experience of an isolation, suspension or exclusion appears to be linked to deprivation. In mainstream schools isolation, suspension or exclusion appears to reduce as deprivation decreases with pupils in quintile 5 schools and selective schools having the lowest reported level of isolation, suspension or exclusion.



Pupils in quintile 1 schools (most deprived) were the most likely to have had an isolation, suspension or exclusion. This pattern was observed regardless of the level of sanction; isolation, suspension or exclusion.

A significantly higher proportion of pupils from the following groups reported receiving an isolation, suspension or exclusion:

- Those bullied regularly
- Those known to social care
- Those with a disability
- Those receiving support for special educational needs

- Young carers
- Those eligible for FSM
- Those with low mental wellbeing⁷

Compared to pupils with no isolation, suspension or exclusion history pupils who had received an isolation, suspension or exclusion are:

More likely to engage in risky behaviours

- 9.5 times more likely to be in trouble with the police
- 1.2 times more likely to have early sexual debut (under 16 yrs)
- 1.7 times more likely to self-harm
- 4.2 times more likely to perpetrate violence

More likely to engage in health harming behaviours

- 2.5 times more likely to drink alcohol regularly
- 4.5 times more likely to smoke cigarettes regularly
- 3.4 times more likely to use drugs

More likely to disengage from education

- 1.7 times more likely to have frequent school absence (authorised or unauthorised)
- 1.8 times more likely to report not achieving



50.1% of pupils who had received an isolation, suspension or exclusion said they were *not* listened to in the process and did not have a say in what happened afterwards. This was an increase on the previous survey year and a significant increase since 2020.

Pupils who had received a permanent exclusion were the least likely to say they felt listened to in the process (12.9%), however, it was not significantly lower than the proportion of pupils

⁷ Mental wellbeing is measured in the survey using the Warwick and Edinburgh Mental Wellbeing Scale (WEMWBS)

who had experienced isolation (21.5%) or suspension (19.7%) saying they felt listened to in the process.

52.6% of pupils who had received an isolation, suspension or exclusion said nothing changed afterwards. 1 in 3 (33.7%) of pupils who received a permanent exclusion said afterwards things got worse, significantly higher than those who received an isolation (13.0%) or suspension (19.3%).

1 in 6 pupils who had received an isolation, suspension or exclusion said if there is an incident or issue at school pupils weren't listened to or involved in making it right compared to 1 in 4 children who had no isolation, suspension or exclusion history. There was no significant different between those who received an isolation (16.1%), suspension (15.0%) or exclusion (24.8%).

When pupils had received an isolation, suspension or exclusion, they were less likely to have someone to go to for help if they were worried than those who had no isolation, suspension or exclusion history (67.2% vs. 79.3%). There was no significant difference between those who received an isolation (68.4%), suspension (66.2%) or exclusion (59.4%).

Pupils who had received an isolation, suspension or exclusion were less likely to say the food available where they lived allowed them to eat healthily (82.8% vs. 88.5%); more likely to say they spent an above average time on screens⁸ (1 in 2 vs. 1 in 3); less likely to say they felt safe at home or the place where they lived (81.2% vs. 90.8%) than those with no isolation, suspension or exclusion history.

Pupils who had an isolation, suspension or exclusion from school were significantly more likely to report Low Mental Wellbeing (LMW) than those who had no isolation, suspension or exclusion (38.4% vs. 29.5%). There was no significant different between those who received an isolation (39.2%), suspension (37.2%) or exclusion (36.6%).

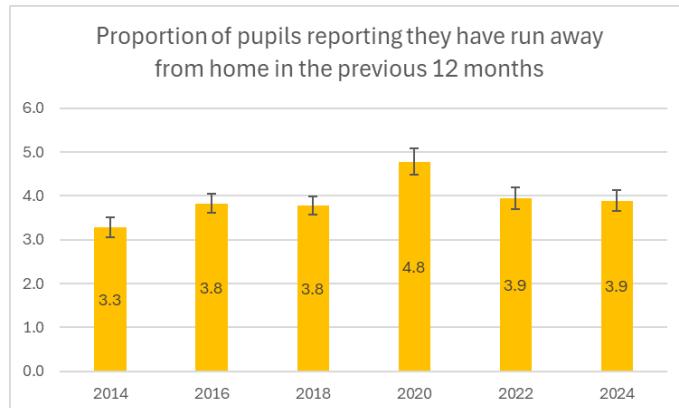
1 in 5 pupils with a history of isolation, suspension or exclusion felt they had been listened to in the process, these pupils were less likely to report LMW (22.0%) than those who did not feel listened to (44.4%).

If pupils felt things got worse after an isolation, suspension or exclusion, they were significantly more likely to report LMW (56.9%) than those who felt things got better (21.6%).

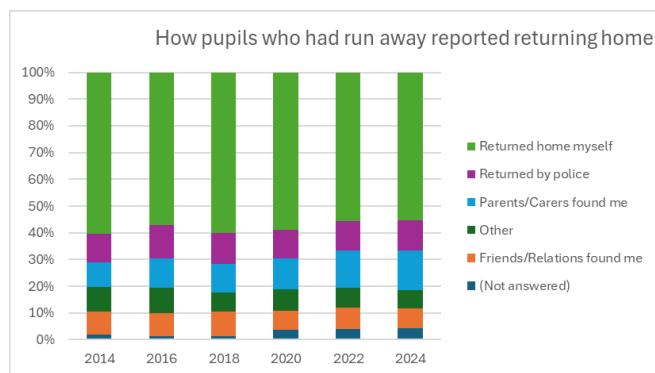
Running away from home

Questions about running away are asked to pupils in all phases and year groups.

3.9% of pupils said they had run away from home in the last 6 months. Apart from in 2020 this has remained stable since 2014.



Of those the majority (55.2%) returned home by themselves, 11.9% were returned home by the Police.



This trend has been consistent over the last 10 years.

Pupils from *Gypsy/Roma* (12.6%) and *Traveller of Irish heritage* (10.9%), part of the *White Other ethnic group* (5.2%), were significantly more likely to report running away from home than *White British* pupils.

Pupils known to social care⁹ were 4 times more likely to say they had run away from home in the past 6 months than those not known to social care (11.8% vs. 3.1%).

⁸ Median hours usage per day for pupils in the survey fell within 4-6 hours per day, so over 6hrs has been classified as above average usage

⁹ Those reporting being a CiC, a care leaver or having a family social worker

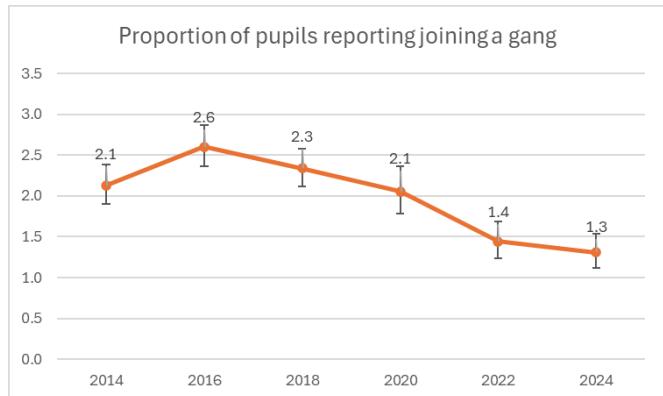
Pupils of schools and colleges in the Forest of Dean district were more likely to report running away from home but this wasn't significantly different to the other districts, except those in Cheltenham schools and colleges who were the least likely to report running away.



Joining a gang

Questions around gangs are asked to secondary and post-16 pupils only.

1.3% of pupils reported joining a gang, there has been a steady decline of reported gang membership since 2016 but there was no significant difference between 2022 and 2024.

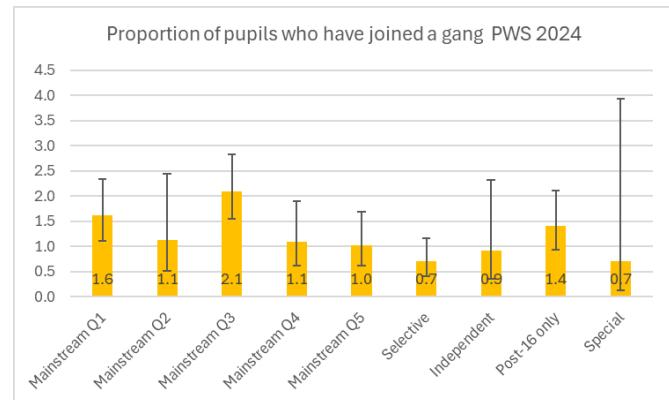


Males were significantly more likely to report being in a gang than females in all years since 2014 except 2020 and 2022.

Pupils Known to social services/Family support were over 4 times as likely to report being in a gang than those not known to social care.

Gang membership was highest in pupils attending schools in Tewkesbury district and lowest in pupils attending schools and colleges in Cheltenham district, although there was no significant difference between the districts.

There was little difference in the proportion of pupils reporting gang membership by socio-economic school group although the proportion was lowest in selective and special schools.



Historic data from the previous 10 years shows no link to deprivation and gang membership.

A further 340 pupils reported being asked to join a gang in 2024 but that they didn't join.

Sexting

Questions around sexting are asked to secondary and post-16 pupils only.

Around 1 in 4 pupils said they had received a message or picture of a sexual nature in 2024, this was similar in 2020 and 2022. Females were more likely to have received a message or picture of a sexual nature than males (23.4% vs. 15.2%).

8.9% pupils reported they had sent a message or picture of a sexual nature in 2024 this has been reducing since 2020 (12.2%). Again, females were more likely to have sent a message or picture of a sexual nature. The proportion of pupils reporting sending a sexual image of themselves (6.7%, 7.4% of females and 5.9% of males) has reduced significantly since 2020 (8.7%). Pupils with low mental wellbeing were twice as likely to report sending a message or picture of a sexual nature than those with average or high mental wellbeing.

0.7% of officially recorded exclusions¹⁰ in 2023/24 were for *Inappropriate use-social media/tech*, whilst this is not likely to be exclusively ‘sexting’ a proportion of it probably is.



Consent and unhealthy sexual relationships

Questions around sexual behaviours are asked to secondary and post-16 pupils only.

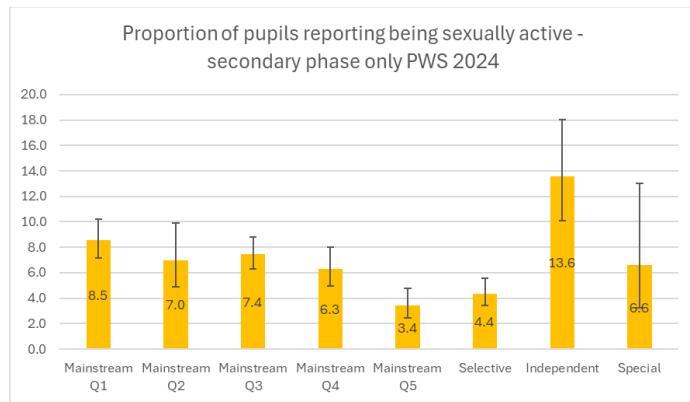
In the PWS 2024 6.4% of pupils (in Y8 and above) report not understanding consent in a healthy relationship. This is significantly lower than in 2020 (8.8%), although this is attributable to an increase in pupils declining to answer rather than an increase in those saying they understood consent. There was also a significant reduction in the proportion of pupils reporting they understood consent between 2020 and 2024 (88.4% vs. 83.5%).

The proportion reporting understanding consent increases as pupils age (probably due in part to when this is taught in the PSHE curriculum); however, males are less likely to report understanding consent than females at all ages.

In 2024 12.0% of pupils (in Y8 and above) reported engaging in sexual activity; this was lower than in 2020 (17.7%) and 2022 (14.0%). Engaging in sexual activity increases with age from 3.1% in Y8 to 10.0% in Y10 and 25.7% in Y12. Males were slightly more likely to say they had engaged in sexual activity than females although not significantly, this trend has been observed since 2020. Pupils from Black Caribbean (24.4%), Mixed – White and Black Caribbean (22.4%), Gypsy/Roma (29.5%) and Irish Traveller (29.2%) backgrounds were significantly more likely to report being sexually active than their White British peers (12.7%).

Pupils from more deprived backgrounds appear to be slightly more likely to engage in sexual behaviour

although they are only significantly different to those in the least deprived (quintile 5) and selective schools. The chart below shows sexual activity by statistical neighbour group for secondary pupils.



The vast majority (75.7%) of those who had engaged in sexual activity had had intercourse (10.5% of all pupils Y8 and above).

Over half (60.8%) of pupils who had intercourse had Early Sexual Debut (ESD) - intercourse under the legal age of consent. This has been increasing slowly since 2016. There was no difference in likelihood of reporting ESD between the sexes. There was also no significant difference between different ethnic groups and levels of ESD.

The majority of pupils who had intercourse protected themselves by using a condom the last time they had intercourse, this was higher in males than females (59.9% vs. 50.2%). A third of pupils said they had used the contraceptive pill the last time they had sex; this was higher in females than males (40.2% vs. 25.3%).



In 2024 22.9% of pupils who had intercourse reported using no protection the last time they had intercourse and a further 2.6% reported using emergency contraception after the last time they had intercourse.

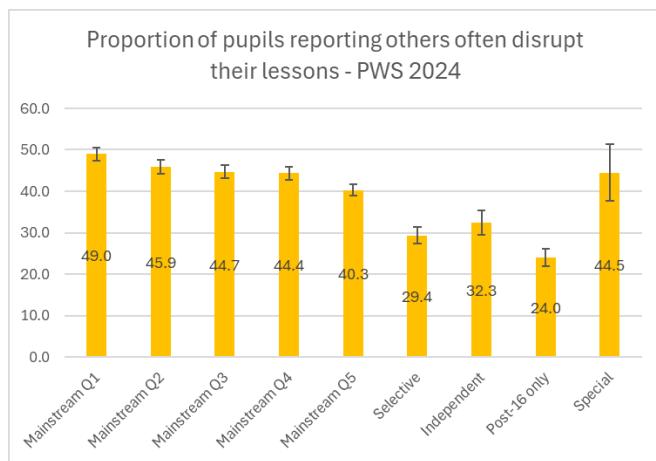
¹⁰ In Gloucestershire as recorded on Capita

Nuisance antisocial behaviour

Disruption in schools

Questions about behaviour in school are asked to pupils in all phases and year groups.

41.6% of pupils report other pupils often disrupt their lessons however this varies significantly by the type of school and socio-economic background of pupils. The proportion reporting classroom disruption was highest in mainstream schools and colleges where the majority of pupils live in the most deprived areas (49.0%) and lowest in selective grammar schools (29.4%) and post-16 colleges (24.0%).



In 2024 10.0% of pupils report often being in trouble at school. 13.3% of males reported often being in trouble this is twice the proportion of females and is significantly higher. Pupils from schools and colleges where the majority of pupils are from deprived neighbourhoods are more likely to report being in trouble (13.5% of those in quintile 1 schools vs. 8.6% of those in quintile 5 schools and colleges and 5.3% of those at selective grammar schools).

Pupils who report often being in trouble are also more likely to report low mental wellbeing than those not in trouble often (31.4% vs. 20.8%).

Pupils who reported they *lived with a household member who was depressed, mentally unwell or attempted suicide* were significantly more likely to report often being in trouble than their counterparts.

In 2023/24 half of all officially recorded exclusions had a reason given as *Persistent disruptive*

behaviour. In 2012/13 this was given as a reason in a third of exclusions, increasing significantly post pandemic.

Excessive alcohol consumption

Questions about alcohol consumption are asked to pupils in all phases and year groups.

In 2024 41.9% (n=10,309) pupils said they had tried alcohol (aged 8 to 25), but this ranges from 20.2% in Y4 to 76.6% in Y12.

In 2024 around 1 in 6 of all pupils reported ever being drunk and 1.9% reported frequently being drunk (*Quite often (weekly)/most days*) which can be linked to more risk taking and potentially antisocial behaviours. There was no significant difference in being frequently drunk between the sexes. The proportion of pupils reporting being drunk frequently increases with age, most notably between the ages of 14 and 17, over the age of 18 around 1 in 10 young people report being drunk frequently.



Drugs taking

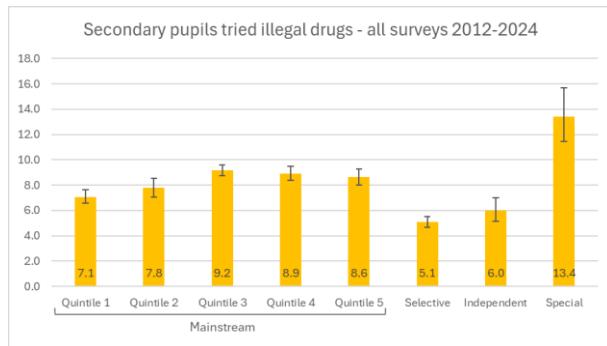
Questions around drugs are asked to secondary and post-16 pupils only.

Just under a quarter (23.6%) of young people (in Y8 and above) had ever been offered drugs¹¹. This has been reducing since 2018 when it peaked at 31.7% and is now in line with the 2012 figure. Cannabis was cited as being the drug most often offered to young people (21.5%) and had reduced in 2024 from the previous two surveys. Since 2016 the proportion of pupils reporting being offered legal highs and prescription drugs (not prescribed to them e.g., Ritalin, Valium, Xanax) has been reducing steadily.

When looking across all survey years it is clear the proportion of young people in mainstream

¹¹ YP were asked about the following drugs in 2022: Cannabis, Legal Highs, Prescription drugs, Synthetic Cannabinoids, Ecstasy and Cocaine.

secondary schools reporting having tried drugs was highest in less deprived schools and lowest in more deprived schools. As with alcohol consumption this is likely to be linked to access to means, although pupils in selective and independent schools were significantly less likely to have tried drugs than all mainstream school groups.



In 2024 levels were highest overall in independent (10.7%), and lowest in quintile 5 (5.0%) and selective schools (5.5%). When broken down by district; pupils at secondary schools in Cotswold district, reported the highest level of drug use in 2024. Whilst there has been a decrease since the peak in 2020 across the districts - all districts have seen an increase in drug use since 2012.

In 2023/24 2.6% of officially recorded exclusions in Gloucestershire were due to *Drug and/or alcohol related*.

Absence from school/college

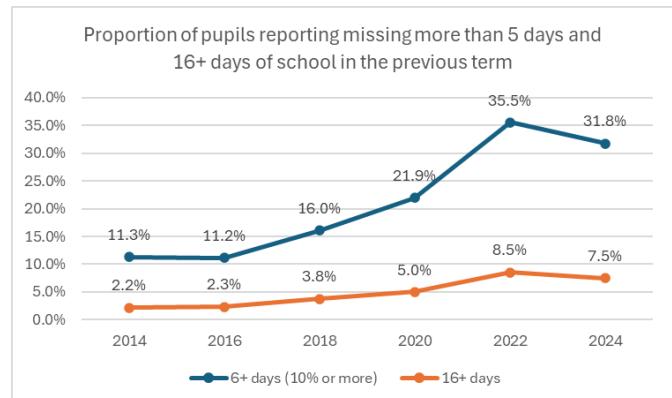
Questions around absence are asked to pupils in all phases and year groups.

Pupils were asked how many school days (each school day includes 2 sessions) they had missed in the previous term (in the 2024 survey this would have been Autumn term 2023). Pupils may miss school due to both authorised and un-authorised reasons.

Persistent absence is a measure used by the Department of Education to track when a pupil's overall unauthorised absence equates to 10% or more of their possible sessions. In the survey it isn't possible to determine if pupil reported absence is authorised or unauthorised and so a comparison to nationally published figures isn't appropriate. The most recent nationally published data shows 20% of Gloucestershire pupils were persistently absent in 2022/23¹².

In the 2024 survey just under 1 in 3 pupils (31.8%) reported being absent from school for 10% or more of sessions in the previous term (authorised and unauthorised), compared to over 1 in 3 pupils (35.5%) in the 2022 survey (Autumn term 2021).

7.5% of pupils reported missing more than 16 days of school in the previous term (missing 25% or more days of schooling) this was a decrease on the 2022 figure (8.5%).



For the first time there was no difference in the proportion of pupils from minority ethnic group backgrounds reporting being absent from school for 10% or more of sessions compared to their White British peers, however pupils from *Gypsy/Roma* (62.1%), *Traveller of Irish heritage* (48.4%), *Black Caribbean* (41.6%) and *Mixed – white and Black Caribbean* (42.2%) backgrounds were significantly more likely to report being persistently absent. Conversely pupils from *Chinese* (20.0%), *Black African* (17.1%) and *Indian* (26.9%) backgrounds were least likely to report being absent from school for 10% or more of sessions.



Reported absence from school for 10% or more of sessions was highest in schools within Forest of Dean and Stroud districts and lowest in

¹² <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2022-23>

Cheltenham schools. Young people between the ages of 13 and 15 are most likely to report being absent from school for 10% or more of sessions. In a change to the covid period where there was no significant difference in being absent from school for 10% or more of sessions in different statistical neighbour groups, in 2024 reported absence from school for 10% or more of sessions reduced as deprivation did and was significantly lower in quintile 5, selective and independent schools than schools in quintiles 1 to 4.



Trouble with police

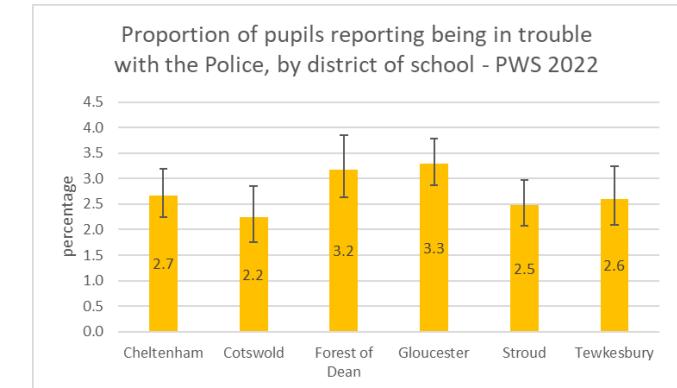
Questions around being known to police are asked to pupils in all phases and year groups.

2.7% of pupils said they had been in serious trouble with the Police, males were more than twice as likely to report being in serious trouble with the Police than females (3.7% vs. 1.6%). In a change to the previous trend where older pupils aged 15-18 were the most likely to report being in trouble with the Police, pupils aged 13-15 were the most likely to report being in serious trouble with the Police.

Pupils from the following groups were more likely to say they had been in serious trouble with the Police:

- Those known to social care
- Those with low mental wellbeing
- Those who were young carers
- Those identifying as LGBTQ+
- Those eligible for FSM
- Those reporting 4+ Adverse Childhood Experiences (ACEs)

There was no significant difference in the proportion of pupils reporting being in serious trouble with the Police by district of school or college, although, the proportion was highest in Forest of Dean district and lowest in Cheltenham district.



Environmental antisocial behaviour

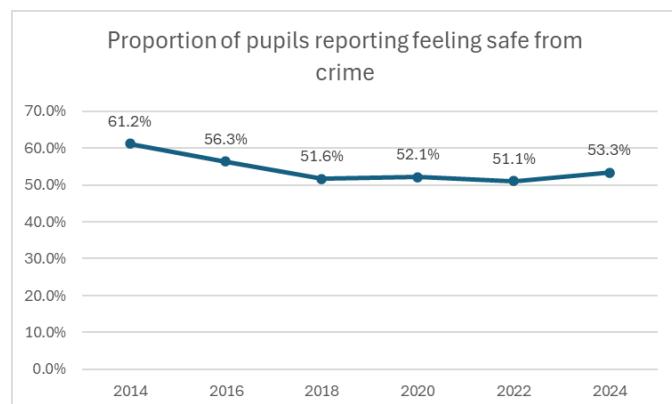
There are not currently specific questions relating to Environmental antisocial behaviour however some of those reporting being in serious trouble with the Police may have been engaged in environmental antisocial behaviour.

Pupils who have been excluded may also have received the exclusion due to environmental anti-social behaviour. Officially recorded exclusion data shows 196 pupils were excluded in 2023/24 for damage to property, equating to 1.9% of all exclusions in that year. In the same period 0.5% of exclusions were for theft.

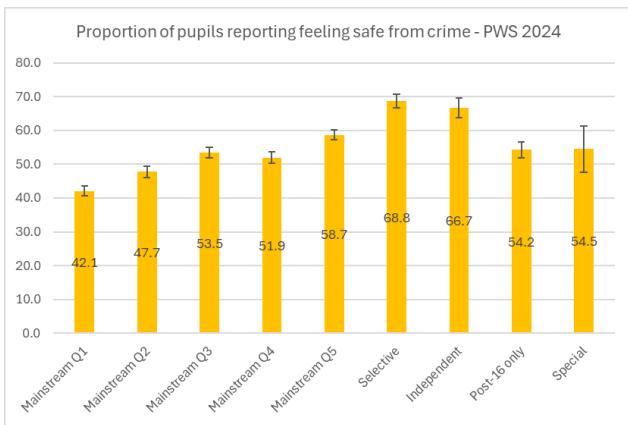
Feeling safe from crime

Questions around feeling safe from crime are asked to pupils in all phases and year groups.

53.3% of pupils said they felt safe from crime. Feeling safe from crime increased with age from 48.6% of primary pupils to 61.8% of post-16 pupils. The proportion of pupils reporting feeling safe from crime has been stable since 2018.



There appears to be a correlation between deprivation and feeling safe from crime, with those in the least deprived schools most likely to say they feel safe from crime.



Female pupils (48.6%) were significantly less likely to say they felt safe from crime than males (58.1%).

Pupils from minority ethnicity groups (50.4%) were significantly less likely to report they felt safe from crime than their White British peers (55.0%).

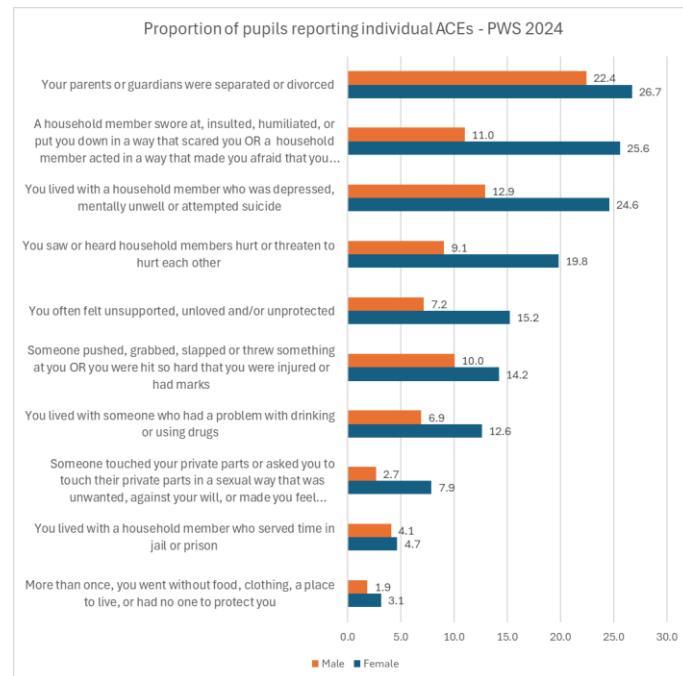
Experience of criminal behaviour

In a change to the question format from previous surveys pupils in Y10 and Y12 were asked specific questions about Adverse Childhood Experiences (ACEs) in 2024. Several ACEs reflect experience of living in a household where potential criminal behaviour is normalised or where a parent/carer has served a custodial sentence.

In 2024 around 1 in 10 (11.4%) of pupils reported they had experienced 4 or more ACEs.

The most frequently reported ACE across all pupils was *Your parents or guardians were separated or divorced* reported by 23.0% of pupils. This was the same for both sexes and both year groups.

Most ACEs were experienced by a significantly higher proportion of females than males (except *living with a household member who had been in prison*).



Where pupils reported experiencing more than 4 ACEs the most commonly reported ACE was *A household member swore at, insulted, humiliated, or put you down in a way that scared you OR a household member acted in a way that made you afraid that you might be physically hurt*.

The most commonly reported ACE by statistical neighbour group was *Your parents or guardians were separated or divorced* for all groups except pupils at Independent or Selective grammar schools, where the most commonly reported ACE was *A household member swore at, insulted, humiliated, or put you down in a way that scared you OR a household member acted in a way that made you afraid that you might be physically hurt*.

The second and third most commonly experienced ACEs also show an interesting picture; in all statistical neighbour groups *You lived with a household member who was depressed, mentally unwell or attempted suicide* was either the second or third most common ACE reported and ranged from 1 in 7 in quintile 5 pupils to 1 in 4 in quintile 4 pupils. This suggests parental mental wellbeing has a significant impact on young people across all socio-economic groups.

Pupils from quintile 1 schools had higher odds of *living with a household member who served time in jail or prison* than all other groups ($OR^{13} 1.8$). Pupils from quintile 2 schools had higher odds of reporting

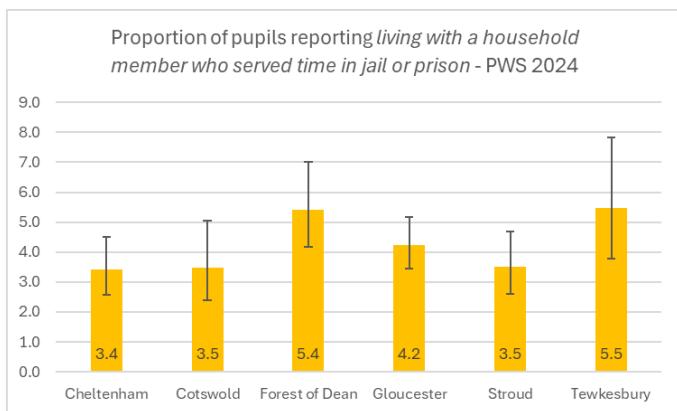
¹³ Odds ratios (OR) - the ratio of the odds of the event happening in an exposed group versus a non-exposed group. The odds ratio is commonly used to report the

strength of association between exposure and an event. The larger the odds ratio, the more likely the event is to be found with exposure.

Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable than all other groups (OR 1.7). Pupils from quintile 3 schools had higher odds of living with someone who had a problem with drinking or using drugs than all other groups (OR 1.6).

Pupils from minority ethnic groups were not significantly more likely to report *living with a household member who served time in jail or prison* than their White British peers. However, pupils from Mixed ethnicity backgrounds (specifically White and Black Caribbean backgrounds) were significantly more likely to report living with *living with a household member who served time in jail or prison*.

Pupils from Tewkesbury and Forest of Dean schools and colleges were the most likely to report *living with a household member who served time in jail or prison* although there was no significant difference between any of the districts.



There was no significant difference between any ethnic group when reporting *Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable*. Pupils attending schools and colleges in Forest of Dean were the most likely to report *Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable*, although were in line with all other districts except pupils in Tewkesbury schools who were less likely to report this ACE.

Over three quarters of pupils who had experienced 4+ ACEs had experienced being humiliated or afraid they would be physically hurt; seen domestic

abuse; have a person in their house with mental illness.

Proportion of pupils reporting individual ACEs by number of ACEs reported in total (1-3 ACEs and 4+ ACEs)	4+ ACEs	1-3 ACEs
A household member swore at, insulted, humiliated, or put you down in a way that scared you OR a household member acted in a way that made you afraid that you might be physically hurt	83.8	39.2
You saw or heard household members hurt or threaten to hurt each other	77.8	31.0
You lived with a household member who was depressed, mentally unwell or attempted suicide	76.4	40.0
Your parents or guardians were separated or divorced	70.7	52.5
Someone pushed, grabbed, slapped or threw something at you OR you were hit so hard that you were injured or had marks	58.0	25.9
You often felt unsupported, unloved and/or unprotected	57.7	24.1
You lived with someone who had a problem with drinking or using drugs	50.3	20.9
Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable	23.6	11.3
You lived with a household member who served time in jail or prison	19.6	9.3
More than once, you went without food, clothing, a place to live, or had no one to protect you	17.9	5.3

This suggests these are most often seen together, and that where domestic abuse is in a household that abuse extends to all family members, highlighting the importance of providing support to young people experiencing domestic abuse either directly or indirectly.