



The Voice of Warwickshire Panel

Healthy Lifestyles Survey

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1. Executive Summary

This survey asked the Voice of Warwickshire panel about healthy lifestyles in children and young people in Warwickshire to understand community perceptions, priorities and needs. Responses will be used to ensure that communications, services and interventions are tailored to local people; and to provide the focus of the work that needs to take place in Warwickshire to support healthy lifestyle choices for our children, young people and their families.

There were 327 responses to the survey: a response rate of 34.7%.

Of the respondents:

- 33.3% were the grandparent of at least one child or young person.
- 25.7% were parents or carers.
- 21.4% had no relationship or contact with children or young people.
- 18.7% had contact as a wider family member.

In addition:

- 49.9% do not provide regular care for a child or young person.
- 22.6% are the main carer.
- 19.0% are the occasional carer.
- 8.3% provide regular care.

And 21.7% of respondents work/volunteer with children and young people.

Promoting healthy lifestyles.

Respondents were initially asked about the reasons that may prevent children and young people from leading a healthy lifestyle. The main themes were general changes in society and societal issues; economic factors; social media, technology, and screen time; education and school; and food choices and advertisement.

In response to *'How important do you see the following in promoting healthy lifestyles to children and young people (0-19 years old)?'*, the groups seen as most important (highest proportions indicating either important or very important) were parents/carers (99.7%), friends/peers (98.0%), wider family members (94.8%), schools/nurseries (95.1%) and community role models (89.9%). Celebrities had the highest proportion of respondents indicating they were either not important, or of little importance (24.2%) followed by Warwickshire County Council (21.1%).

Other organisations, people or factors important when promoting healthy lifestyles to children and young people (0-19 years old) suggested by respondents were themed. Those not already mentioned in the previous question were youth and sports groups; the wider media including TV programmes; the food industry; religious groups; and charities.

When asked *'If you wanted information or advice on a child or young person's weight (under or overweight), would you know where to raise concerns?'* 44% of respondents (N=144) indicated

they do know where to go; 24.2% (n=79) said they would not know where to go; 25.1% (n=82) stated they were not sure, and the remainder (6.7%, n=22) said it was not applicable to their life.

As a second part to this question, respondents were asked if they answered Yes, where would that be. The most popular response, at 49.6% (n=112), was to raise concerns with a healthcare professional like a doctor/GP. This was followed by consult the internet (n=29), the NHS app (n=21), consult the child's school /school nurse (n=19), health visitors (n=17) and family and friends (n=15).

Get active.

When asked '*What do you think are the main benefits/positive experiences of getting active for children and young people (0-19 years old)?*' The main benefit mentioned was the improvement of the children's physical and mental health, whilst maintaining a healthy weight. Other themes were social improvements or developments to children and young people's lives, allowing them to make friends and communicate with other children; and psychological benefits/improvements.

Respondents were asked *how easy or difficult a range of places or spaces were for children and young people (0-19 years old) to access/use to get active*. The places seen as easiest to access (highest proportion of respondents saying 'very easy' or 'easy') were parks and outdoor playgrounds (60.8%); school (PE lessons) (55.0%); and green spaces (47.7%). The places seen as most difficult to access (highest proportion answering difficult or very difficult) were swimming or water-based activities (35.1%) and indoor activities (33.6%). Over a quarter of respondents were not sure about video-based activities (26.9%). When asked why opportunities were difficult to access the most common theme was cost.

In response to '*Are there any other opportunities for child and young people (0-19 years old) to get active that are not mentioned in this list above?*' The most popular themes extracted were joining a club (not mentioning whether indoor or outdoor), outdoor activities (that are not necessarily clubs), and active commuting such as walking or cycling to school.

Respondents were also asked, '*Do you agree or disagree that any of the following are barriers to children and young people (0-19 years old) getting active?*' The things that respondents were most likely to agree (either agree or strongly agree) to being a barrier was cost of activity and/or equipment (79.1%), transport to get to facilities/venues (76.6%) and location of facilities/venues (67.6%). The things that respondents were most likely to disagree (either disagree or strongly disagree) to being a barrier were access to parks and green spaces (41.0%), availability of publicly accessible facilities (26.7%) and time available (22.9%).

The second part of this question asked people to list any other barriers they could potentially think of to young people getting active. The largest themes mentioned were specifically parents/carers lack of time, rather than the children; followed by broader financial restraints for example cost of living, lack of income generally.

Eating well

Respondents were asked 'To what extent do you agree with each of the following statements:' Each one of the statements relates to children's diets and what may contribute to children eating more healthy meals. The results were as follows:

- **Children and young people have access to a balanced and healthy diet** – 28.1% (n=92) of respondents agreed or strongly agreed with the statement, with 33.6% (n=110) neither agreeing nor disagreeing and 38.2% (n=125) either disagreed or strongly disagreed.
- **Children and young people have good knowledge around what constitutes a balanced and healthy diet** – 27.8% (n=58) agreed or strongly agreed with this statement and a similar proportion said they didn't agree or disagree (27.2%, n=89); 54.7% (n=179) disagreed or strongly disagreed.
- **Advertising affects children's food and drink choices** – 91.9% (n=299) agreed or strongly agreed that advertising is affecting the food and drinks choices of young people. Much smaller proportions said they 'neither agree nor disagree' at 5.2% (n=17) and even smaller amounts disagreed or strongly disagreed (3%, n=10).
- **Care givers are well educated on healthy food and drink choices for children** – This statement divided opinions a little bit more, with the largest proportion saying they could neither agree nor disagree (43.4%, n=142). 35.5% said they disagree or strongly disagree (n=116) and the final 20.5% (n=67) said they agree or strongly agree.
- **The increased cost of food and drink has impacted access to a balanced diet** – Just over three quarters (77.0%, n=252) of responses stated that they agree or strongly agree that the cost of food and drink has impacted access to balanced diets. The remaining quarter was made up of 11.9% (n=39) disagreeing or strongly disagreeing and 11.1% (n=36) saying they couldn't say.

The next question was a text box, asking respondents '*In your opinion/experience what helps children and young people (0-19 years old) to eat a healthy and balanced diet?*'. Comments were themed based on their contents. Children with parental guidance/examples to follow was the most popular theme, followed by education for both parents and children regarding food choices; role models; availability of healthy options, families ability to pay; and friends doing the same (combating peer pressure).

Respondents were then asked '*Please indicate if you agree or disagree that the following are barriers to children and young people (0-19 years old) eating a healthy and balanced diet*'. The factors that most respondents agreed (either agree or strongly agree) are barriers were perceived cost of healthier options (81.6%), skill level / competence of carers to prepare/cook a balanced healthy option (73.7%), social pressure from friends/peers (72.2%) and time available for carers to prepare / cook a balanced and healthy option (65.7%). The factors that most respondents disagreed (either disagree or strongly disagree) are barriers were location of shops selling a wide variety of healthy options (22.4%) and transport to get to shops selling a wide variety of healthy options (17.8%, n=58).

The second part of this question gave respondents the chance to list any other barriers they thought may inhibit a child's ability to eat healthily. Responses were themed, with the most frequent comments being similar barriers to those already mentioned - busy or unbothered parents/carers, lack of cooking skills in households and the lack of advertising of healthy food.

The final question asked regarding eating well was *'Over recent years have you made any changes to the way you purchase and access food?'* A range of themes were discussed, the biggest being respondents buying and eating more fruits and vegetables. Another noticeable theme was the number of people now getting shopping delivered. Many mentioned this has taken effect since covid and has helped stop people picking up additional products in store. Other themes focused on buying/eating less ultra processed food, using local shops more, choosing homegrown/organic options, reduced meat intake, shopping in cheaper supermarkets and eating less healthily due to cost.

Future healthy lifestyles

In response to *'In your opinion what information/support would help to enable children and young people (0-19 years old) to make healthy lifestyles?'*, the most common themes mentioned were a far more rigid and in-depth education around healthy lifestyles – specifically in schools; additional further education opportunities for adults to learn healthy meal recipes; cooking lessons and making school meals healthier.

The final question asked respondents *'How do you think Warwickshire County Council and partners can help children and young people (0-19 years old) to make healthy lifestyle choices?'* The most common themes were WCC improving the school curriculum across the county, making school meals healthier and making facilities (swimming centres, gyms, football pitches etc...) cheaper for children.

2. Background

The Voice of Warwickshire panel (VoW) was launched in October 2021 when residents in Warwickshire were invited to register to join the panel. The panel gives residents aged 18 and over in Warwickshire an opportunity to share their views on the big issues in Warwickshire such health and wellbeing, climate change and sustainability, community safety, education and more.

This report summarises the results of the twelfth survey sent to all 942 Voice of Warwickshire panel members. In support of the Warwickshire County Council Delivery Plan 2022-2027 in supporting people to live healthy, happy and independent lives, this survey focused on children and young people. Its objectives were to:

- understand community needs, priorities, and perceptions around healthy lifestyles,
- inform and ensure that communications, services, and interventions are tailored to what local people want,
- enable WCC to learn and share information with our partners to help with the reduction of health inequalities, and
- provide the focus of the work that needs to take place in Warwickshire to support healthy lifestyle choices for our children, young people, and their families.

3. Method

An online survey was hosted on the Citizen Space 'Ask Warwickshire' site via a private link only available to panel members. All members of the panel were asked how they would prefer to complete surveys when they initially signed up to join the panel. The majority (>99%) of panel members opted to complete online surveys with three members advising they would prefer to complete paper-based surveys. Those opting for paper-based surveys were contacted by phone and asked if they would like to complete the survey via the phone. The other panel members were sent an email with a link to participate in the online survey. Two reminder emails were sent to those who had not completed the survey during the live period. In total, an email with a link to the survey was distributed to 942 members of the Voice of Warwickshire panel.

The survey ran from 6 September 2024 to 29 September 2024. Descriptive analysis of quantitative data is presented in tables and figures. Qualitative (open text) data has been analysed using thematic analysis. Themes are presented and a range of example quotations are used to illustrate these themes throughout and to demonstrate a range of views shared. Please note, in some places these quotes are extracts, and in some cases, they may have been amended for obvious spelling and grammatical errors, or to omit information that might identify an individual or organisation (usually indicated with square brackets '[]'). Other than these amendments, all quotes are reported as they were submitted in the survey. Some quotes will have multiple themes attached to them.

A copy of the survey can be found at [Appendix 1](#).

4. Questionnaire results

There were 327 responses to the survey: a response rate of 34.7%.

4.1 Respondent profile

Figure 1 and Table 1 both show the proportions of respondents who live in each district/borough in Warwickshire. Respondents from Warwick District were slightly overrepresented compared to the Warwickshire population aged 18 and over.

Figure 1: District/borough of residence of respondents

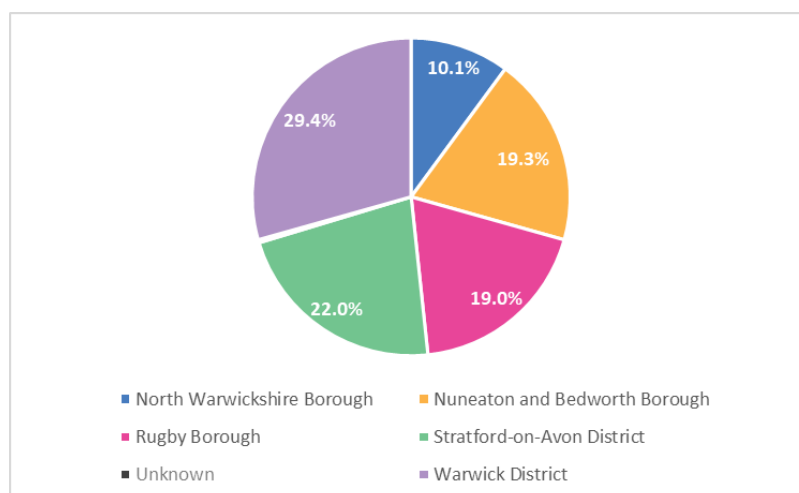


Table 1: Place of residence of respondents in tabular form

| District | Number of respondents | % of total respondents | % total VoW panel* | % total Warwickshire** |
|-----------------------------|-----------------------|------------------------|--------------------|------------------------|
| North Warwickshire Borough | 33 | 10.1% | 10.1% | 10.9% |
| Nuneaton & Bedworth Borough | 63 | 19.3% | 18.8% | 21.9% |
| Rugby Borough | 62 | 19.0% | 19.8% | 18.7% |
| Stratford-on-Avon District | 72 | 22.0% | 23.2% | 23.3% |
| Warwick District | 96 | 29.4% | 28.1% | 25.2% |
| Unknown | 1 | 0.3% | | |

*This is the current composition of the Voice of Warwickshire panel (August 2024)

**This is the composition of the Warwickshire population aged 18 and over based on mid-2022 population estimates

Table 2 shows the characteristics of panel members responding to the survey and compares them to the characteristics of the Voice of Warwickshire panel and Warwickshire population (aged 18 and over) where available.

Table 2 – Characteristics of respondents to survey (327 respondents)

| Gender Identity | Panel respondents | % of panel respondents | % total of VoW panel | % total of Warwickshire* |
|-------------------------|-------------------|------------------------|----------------------|--------------------------|
| Female | 159 | 48.6% | 52.8% | 51.2% |
| Male | 144 | 44.0% | 42.3% | 48.8% |
| Non-binary | 2 | 0.6% | 0.6% | - |
| Prefer not to say | 10 | 3.1% | 1.8% | - |
| Prefer to self-describe | 11 | 3.4% | 2.5% | - |
| Not known | 1 | 0.3% | - | - |

| Age in years | Panel respondents | % of panel respondents | % total of VoW panel | % total of Warwickshire* |
|-------------------|-------------------|------------------------|----------------------|--------------------------|
| 18-24 | 2 | 0.6% | 1.2% | 9.3% |
| 25-39 | 27 | 8.3% | 14.6% | 23.9% |
| 40-49 | 47 | 14.4% | 17.2% | 15.7% |
| 50-59 | 57 | 17.4% | 23.7% | 17.9% |
| 60-64 | 58 | 17.7% | 12.7% | 7.5% |
| 65-74 | 92 | 28.1% | 21.6% | 13.3% |
| 75+ | 38 | 11.6% | 7.6% | 12.4% |
| Prefer not to say | 5 | 1.5% | 1.5% | - |
| Not known | 1 | 0.3% | - | - |

| Sexual Orientation | Panel respondents | % of panel respondents | % total of VoW panel | % total of Warwickshire* |
|-----------------------|-------------------|------------------------|----------------------|--------------------------|
| Asexual | 10 | 3.1% | 3.3% | - |
| Bi/bisexual | 12 | 3.7% | 3.6% | 1.1% |
| Heterosexual/straight | 255 | 78.0% | 79% | 90.9% |
| Gay Man | 9 | 2.8% | 1.8% | 1.2% |
| Pansexual | 3 | 0.9% | 0.7% | 1.2% |
| Other | 1 | 0.3% | 0.7% | - |
| Prefer not to say | 34 | 10.4% | 0.2% | 0.3% |
| Not known | 3 | 0.9% | 9.7% | - |

| Long standing illness or disability | Panel respondents | % of panel respondents | % total of VoW panel | % total of Warwickshire* |
|-------------------------------------|-------------------|------------------------|----------------------|--------------------------|
| Yes | 71 | 21.7% | 19.1% | 16.8% |
| No | 244 | 74.6% | 77.9% | 83.2% |
| Prefer not to say | 11 | 3.4% | 2.9% | - |
| Not known | 1 | 0.3% | - | - |

| Ethnicity | Panel respondents | % of panel respondents | % total of VoW panel | % total of Warwickshire* |
|---------------------------------|-------------------|------------------------|----------------------|--------------------------|
| White British | 278 | 85.0% | 0.1% | |
| Other White Background | 11 | 3.4% | - | 0.1% |
| Asian or Asian British - Indian | 7 | 2.1% | 3.4% | 4.1% |

| | | | | |
|------------------------------------|----|------|------|------|
| Gypsy or Traveller | 3 | 0.9% | 0.2% | 0.5% |
| White Irish | 2 | 0.6% | 0.7% | 0.4% |
| Chinese | 2 | 0.6% | 0.6% | 0.4% |
| Black or Black British - Caribbean | 2 | 0.6% | 1.1% | 0.5% |
| Asian or Asian British - Pakistani | 1 | 0.3% | 0.4% | 0.2% |
| Black or Black British - African | 1 | 0.3% | 0.4% | 0.8% |
| Mixed – Asian and White | 1 | 0.3% | 0.3% | 0.2% |
| Mixed – Black Caribbean and White | 1 | 0.3% | 0.3% | 1.0% |
| Prefer not to say | 13 | 4.0% | 0.1% | - |
| Prefer to self-describe | 4 | 1.2% | 0.5% | 0.5% |
| Unknown | 1 | 0.3% | 4.8% | 5.9% |

| Religion | Panel respondents | % of panel respondents | % total of VoW panel | % total of Warwickshire* |
|--------------------------|-------------------|------------------------|----------------------|--------------------------|
| Buddhist | 1 | 0.3% | 1.1% | 0.4% |
| Christian | 157 | 48.0% | 45.4% | 50.4% |
| Hinduism | 2 | 0.6% | 1.4% | 1.8% |
| Islam | 1 | 0.3% | 0.9% | 1.5% |
| Judaism | 2 | 0.6% | 0.4% | 0.1% |
| Sikhism | 3 | 0.9% | 0.9% | 2.1% |
| Spiritual | 10 | 3.1% | 2% | - |
| Other religion or belief | 6 | 1.8% | 1.3% | 0.5% |
| No religion | 114 | 34.9% | 38.1% | 37.6% |
| Prefer not to say | 24 | 7.3% | 7.1% | - |

* Based on ONS (Office for National Statistics) 2022 mid-population estimates and 2021 Census data

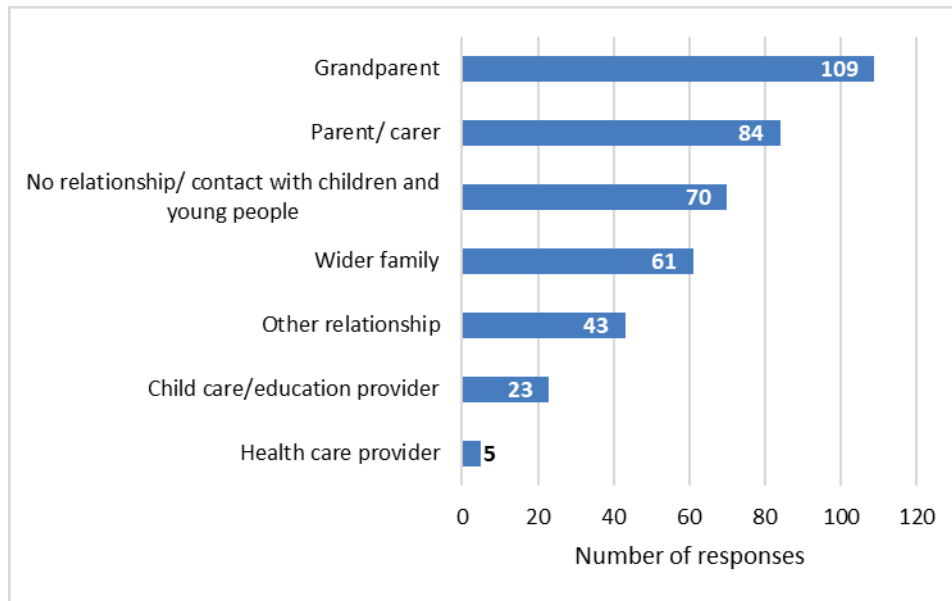
4.2 About you

What relationships and/ or contact, if any, do you have with children and young people (aged 0-19 years old).

The first question asked respondents what relationship / contact they have with children or young people – more than one response could be selected. All respondents answered the question, with a large proportion having more than one different point of contact. Figure 2 shows that a third of all survey respondents (33.3%, n=109) were the grandparent of at least one child or young person. A quarter of respondents (25.7%, n=84) were parents or carers. Just over 20% had no relationship or contact with children or young people (21.4%, n=70), whilst approximately a fifth of respondents (18.7%, n=61) indicated that they had contact as a wider family member.

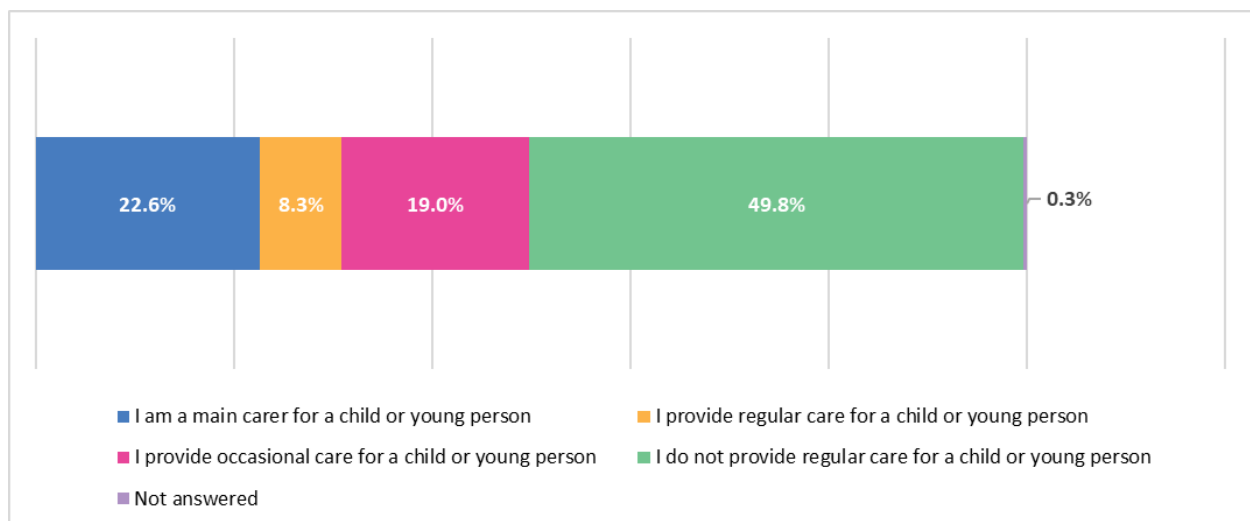
Of the 42 individuals who selected 'Other', 49 different relationships were recorded in the free text field. The more popular options included family friends (n=15), as a volunteer (scouts, governor etc (n=8) and neighbours/neighbour's children (13%, n=6).

Figure 2 Respondent's relationship with children/young people (n=327, more than one response could be given)



The second question was a single choice tick box in which the respondents were asked to describe the current level of support they provide for children / young persons. Half of respondents stated that they do not provide regular care for a child or young person (49.9%, n=163) (Figure 3). Similar proportions said they are either the main carer (22.6%, n=74) for or the occasional carer (19.0%, n=62) of a child or young person. The remaining respondents (8.3%, n= 27) said they provide regular care.

Figure 3: Respondents current level of support provided for children/young persons



Do you work or volunteer with children or young people?

Respondents were asked if they work or volunteer with children or young people. Over three quarters of respondents did not work or volunteer with children or young people (78%, n=255)

(Figure 4). Table 3 provides an age breakdown of respondents working or volunteering with children or young people.

Figure 4: Respondents work or volunteer rate with children or young people.

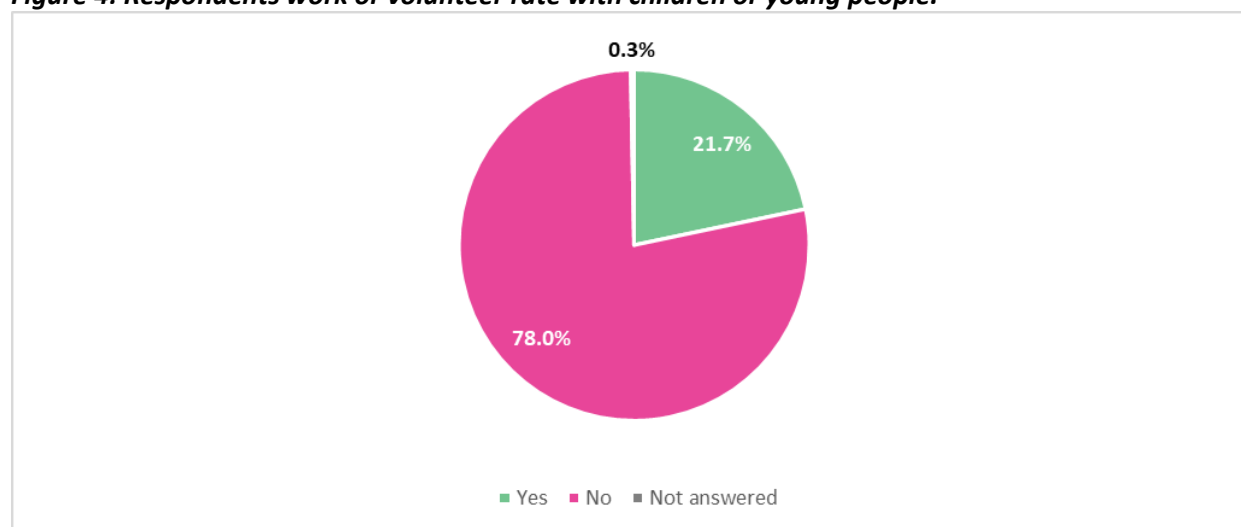


Table 3: Age breakdown of the respondents who work/volunteer with children and young people.

| Age range | Number of respondents answering No | % of responses | Number of respondents answering Yes | % of responses | Totals |
|-------------------|------------------------------------|----------------|-------------------------------------|----------------|--------|
| 18-24 | 1 | 0.3% | 1 | 0.3% | 0.6% |
| 25-39 | 17 | 5.2% | 10 | 3.1% | 8.3% |
| 40-49 | 28 | 8.6% | 19 | 5.8% | 14.4% |
| 50-59 | 42 | 12.8% | 15 | 4.6% | 17.4% |
| 60-64 | 51 | 15.6% | 7 | 2.1% | 28.1% |
| 65-74 | 78 | 23.9% | 14 | 4.3% | 11.6% |
| 75+ | 35 | 10.7% | 2 | 0.6% | 1.5% |
| Prefer not to say | 3 | 0.9% | 2 | 0.6% | 0.3% |
| Total | 255 | 78.1% | 71 | 21.7% | |

4.3 Promoting healthy lifestyles.

What reasons, if any, do you think may prevent children and young people (0-19 years old) from leading a healthy lifestyle?

The first question in this section was an open text question asking respondents which reasons they think may prevent children from leading a healthy lifestyle. Three hundred and fourteen respondents (96.0%) answered this question. A range of themes were identified from the responses provided, as shown in Table 4 below.

Table 4 - Themes identified in qualitative analysis of “What reasons, if any, do you think may prevent children from leading a healthy lifestyle”.

| Theme | Number of responses | Example responses |
|---|---------------------|--|
| <p>Societal changes and issues</p> <p>Excluding the issues of modern technology, a theme that was regularly mentioned was changes in society and other societal issues. This includes things such as, lack of adult guidance for children, peer pressure, lack of time, unhealthy role models being pushed by the media and the feeling that allowing children to go out is too dangerous in the modern age.</p> | <p>194</p> | <p>“Lack of parental guidance leading to good eating habits. Perhaps due to lack of knowledge?”</p> <p>“Too many parents trying to be their friend and not parenting by setting boundaries to show they care”.</p> <p>“I believe healthy habits (or unhealthy habits) are often picked up in the home and from parents”.</p> <p>“Learned from parents - were they active / promoted healthy lifestyles?”</p> <p>“I presume one factor is habit which is largely about parental influence i.e. the extent to which a healthier lifestyle is promoted/encouraged/instilled/celebrated. I appreciate that some of this may be down to a parent(s) free time and/or money but at the same time many healthy activities are free, and a good meal might cost as much as a bad meal. So, I guess this is as much about tackling what prevent parents from leading a healthier lifestyle”.</p> <p>“Simple. Civilisation and modern society are getting worse for the physical and mental health of the individual and especially children. We live in a truly toxic environment of bad food, bad behaviour other bad people. Children are copycats. They will copy the behaviour of others because they desperately want to 'fit in' and appear 'normal'”.</p> <p>“Peer pressure. A perception that’s it’s not cool - linked to peer pressure”.</p> <p>“Peer pressure to spend time sitting on phones and/or computers”.</p> <p>“Parents are trying to balance busy working lives with care of their children and often need quick and easy solutions for evening meals”.</p> <p>“Lack of time and money for parents to cook healthy meals from scratch. Processed food is cheap and quick to prepare”.</p> <p>“Lack of a good role model”.</p> <p>“Fear of being outside because of knife crime”.</p> <p>“Parents worried about safety of children going out on own/with friends”.</p> <p>“Concerns from parents who want to know their children are</p> |

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| <p>Food choices/availability and advertisement</p> <p>Comments under this theme express that the choices of food advertised to children and young people are unhealthy. There is also a concern for the number of additives and availability of unhealthy options in general.</p> | <p>149</p> | <p>safe therefore restrict time away”.</p> <p>“Council obsession with approving chicken and take away shops all along every high street”.</p> <p>“Closeness of fast-food outlets to schools”.</p> <p>“What is available at home to snack on. What parents buy and cook - too much instant food rather than home cooked”.</p> <p>“Older children are influenced by advertising and the appeal of food from fast food outlets.”.</p> <p>“There is great pressure from big companies who produce junk food and advertise it widely. Junk food is cheap and widely available. Influence from American films, TV programmes etc”.</p> <p>“Ubiquitous adverts for unhealthy food including unhealthy ads around sport and activities (e.g. sponsorship by McDonalds of sporting activities)”.</p> <p>“Culturally we are wedded to UPFs, we do not tackle the exploitative selling of bad food habits by big business”.</p> <p>“Offers in supermarkets tend to be low-quality carbs, sugar based, fats etc.”</p> <p>“Advertising and positioning of sugary, processed foods in shops”.</p> <p>“Easy access to vapes and drugs”.</p> <p>“- the fact the Ultra Processed Foods are everywhere and relatively cheap. - availability of vapes/vape shops”.</p> <p>“Availability of alcohol/alcopops/fruit flavoured ciders etc - availability of cannabis”.</p> <p>“Junk food is more appealing to people than healthier options and targets that age group. Not having enough time to cook food from scratch so more convenient and cheaper food used”.</p> <p>“-Ease and cheap cost of unhealthy food choices such as fast food”.</p> |
| <p>Economic factors</p> <p>This theme focuses on comments that expressed concerns towards economic / monetary issues.</p> | <p>133</p> | <p>“The other major factor will be cost with households and families facing ever increasing bills on wages that have remained the same, there is less and less available for other things. Healthy eating can seem more expensive, and enrolling the child your responsible for in a class or club is costly - especially if there are multiple children in the household, all wanting to do different activities.”</p> |

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| <p>This ranged from issues around healthy eating prices, cost of living, the cost of clubs, sports memberships, and general lack of money in different communities.</p> | | <p>“Lack of money for healthy food, much more expensive than UPF.”</p> <p>“Lack of (preferably free) sporting/exercising facilities in local communities.”</p> <p>“Sport lessons e.g. swimming lessons seem to be very expensive”.</p> <p>“Their parents might not be able to provide healthy food for them, due to poverty and lack of education or knowledge/skills. There is great pressure from big companies who produce junk food and advertise it widely. Junk food is cheap and widely available.”</p> <p>“Junk food and sweets are so readily available at relatively low costs. Financial... hobbies and activities and healthy food choices are generally more expensive than sitting on technology equipment and poor food choices.”</p> |
| <p>Education and schools</p> <p>This theme groups responses mentioning a lack of education around sport or healthy eating (whether that be adults or children in schools), poor quality school meals, schools taking a preference to other areas of education over PE, and schools generally not facilitating a healthy lifestyle as much as they should.</p> | <p>99</p> | <p>“Many current parents have not been taught how to cook or are too busy working to cook meals from scratch. Cookery should be a standard skill taught in schools and with this should come an understanding that home cooked food is more economic and better for you”.</p> <p>“Education and Awareness: A lack of knowledge about nutrition and healthy habits can prevent children and young people from making healthier choices. If parents or guardians are not informed about healthy eating or physical activity, it can affect the lifestyle habits of the whole family”.</p> <p>“In the first instance, the lack of teaching for the parents and children in school, where domestic science is no longer a subject”.</p> <p>“School meals are appalling. I know this for certain because of knowing what is on offer at my grandchildren schools”.</p> <p>“A barrier I encountered when I was younger was the nutrition of the food that could be purchased at school break and lunchtime. I think the only vegetable I remember eating was a lettuce leaf, that was in a fishfinger wrap. Most kids brought the sugary desserts and there was little availability for people with dietary requirements”.</p> <p>“P.E in schools is very poor and not frequent enough”.</p> <p>“PE / Gym is often the first casualty in the school timetable when extra time is required for core subjects”.</p> <p>“School curriculum not prioritising PE or health/food education”.</p> <p>“Continuing pressure to achieve in narrow fields and conform</p> |

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| | | <p>especially at secondary school level. Mismatch between concern for mental health and strict regimes which don't hear the young people's voice. Lack of value of creative and practical areas of life".</p> <p>"Ofsted forced schools focus on academic progress over the whole development of a child".</p> <p>"Too much emphasis on qualifications and not enough on physical and mental health".</p> |
| <p>Social media, screen time and technology</p> <p>Over a quarter of respondents mentioned this theme. The results ranged from children having too much unsupervised screen time, to social media giving children the idea they have more friends online than they do in person.</p> | 89 | <p>"The attention grabbing / time consuming nature of smart phones & internet, especially social media".</p> <p>"Dependency on technology".</p> <p>"Equally important is the over-reliance on screen-based technologies pervasive in family life - eats away at time for nutrition and active lifestyles".</p> <p>"Gaming, Watching TV, Having mobile phones or tablets too young".</p> <p>"Poor or weak parenting. Children and young people are involved in a technology governed life. Spending more time on computers mobile phones etc. these things lead to a more sedentary lifestyle than previous generations".</p> <p>"Screen time without parental supervision."</p> <p>"Standards these day - there is not the family unit that used to be. I blame television and media for giving children the wrong idea - mums give the child a phone to play with".</p> <p>"The rise of the tablet and gaming prevents young people from enjoying fresh air and outdoor activities".</p> |
| <p>Lack of facilities/ green space/ clubs</p> <p>This section consists of responses where the individual has identified a lack of sporting facilities (football courts, gyms, swimming centres), green spaces and out of school clubs.</p> | 60 | <p>"Lack of facilities like youth clubs that they can access without the need of a parent or carer".</p> <p>"Lack of local sporting facilities, groups and opportunities".</p> <p>"Inadequate green spaces for young people to be active in".</p> <p>"No facilities which would encourage exercises and activities".</p> <p>"Lack of sports facilities and opportunities".</p> <p>"Tired and worn-out playgrounds".</p> <p>"Parks have broken equipment that does not get repaired for extended periods e.g. Victoria Park splash pool".</p> <p>"More physical activity that Child can access close to home".</p> |

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| <p>A few also identified that the quality of sporting facilities available for free are suboptimal, especially for older aged children.</p> | | |
| <p>Transport</p> <p>The final major theme in this question was respondents doubting the quality/ availability of different transport methods.</p> <p>One commonly mentioned issue inside of this theme was a lack of safe cycling routes for children, as well as a general lack of cycling provision.</p> | <p>21</p> | <p>“Lack of cycle lanes so many are driven to school”.</p> <p>“Outside of school barriers to children getting active include being driven everywhere, this may be down to a lack of a safe way to walk or cycle, inaccessible routes, or a lack of knowledge of how to cycle, or a lack of trust from parents to be able to do it safely”.</p> <p>“Car centric housing developments may mean that young people are reliant on parents/friends to drive them to school, town and recreation venues and may not have easy/safe access to active travel options such as walking and cycling. This is especially true for developments outside of the town centre area and around local villages that have minimal or no facilities for the young people”.</p> <p>“We have built are towns and cities around cast for the last 6 decades. Children cannot play outside or walk/ cycle to school and get everyday exercise like in the past. Parents (some) have got lazy and drive everywhere - so a vicious circle”.</p> <p>“Being driven everywhere instead of walking and cycling because of limited public transport and cycle routes”.</p> <p>“I also wonder, having grown up in city (Birmingham) where public transport was good, if Warwickshire's public transport service - in my view much poorer in comparison - fails to facilitate young people getting out and about and therefore having a more active/less sedentary lifestyle”.</p> |

How important do you see the following in promoting healthy lifestyles to children and young people (0-19 years old)?

The next question asked respondents to tell us about their opinions relating to several different factors associated with children’s health. Figure 5 and Table 5 below shows the responses to each factor (excluding those who did not respond). Respondent indicated that parents/carers are the most important at promoting healthy eating with 99.7% (n=326) of respondents deeming this group as ‘very important’ or ‘important’. Schools/nurseries and friends/peers were also thought to be important with the former being thought of as ‘very important’ by 72.8% (n=238) and the latter by 60.6% (n=198). The group that respondent’s thought were least important were celebrities with 24.3% (n=79) of those responding saying they are either ‘not important’ or ‘of little importance’.

Figure 5: How important do you see the following in promoting healthy lifestyles to children and young people (0-19 years old)?

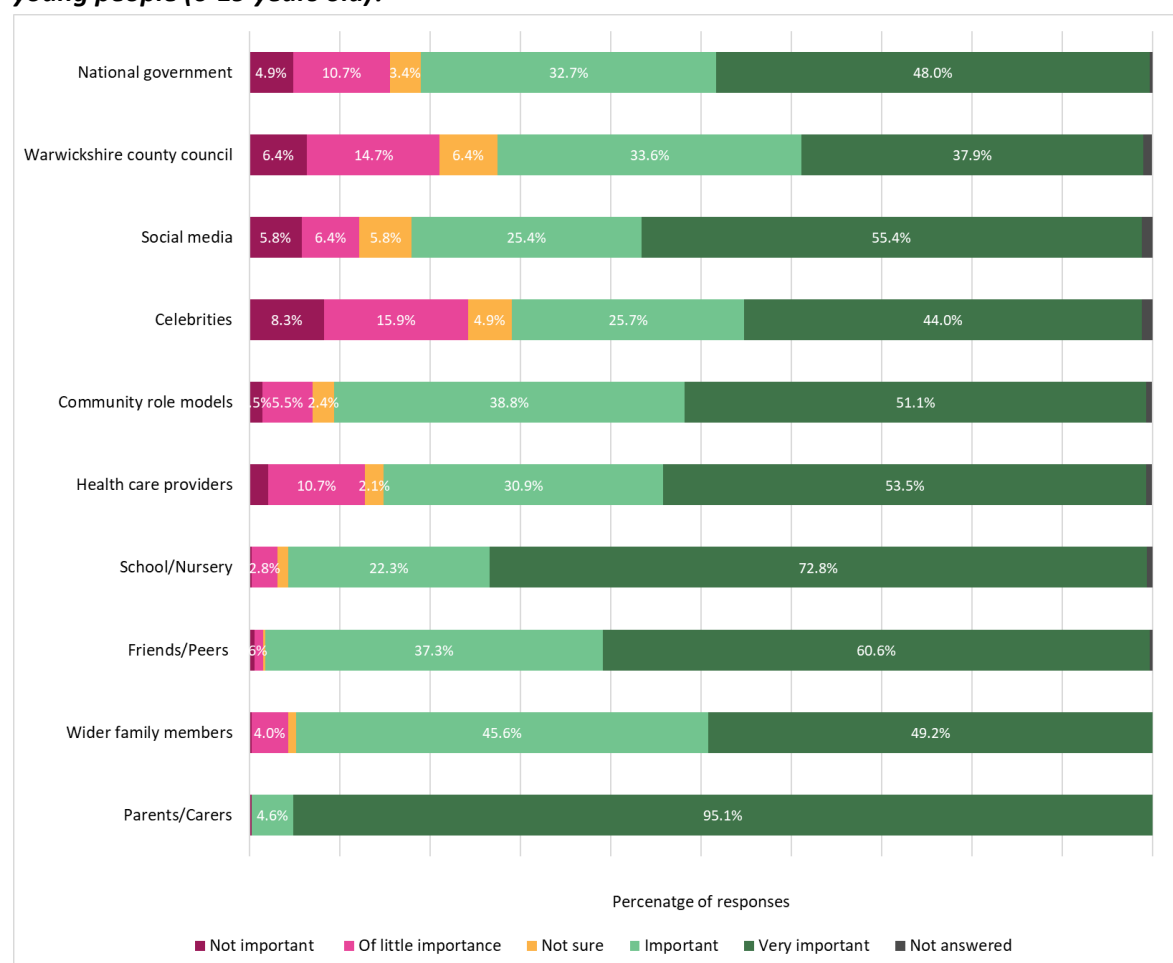


Table 5: How important do you see the following in promoting healthy lifestyles to children and young people (0-19 years old)?

| Person/resource | Not important | Of little importance | Not sure | Important | Very important |
|-----------------------|---------------|----------------------|--------------|----------------|----------------|
| Parents/Carers | 1 (0.3%) | 0 (0%) | 0 (0%) | 15 (4.6%) | 311 (95.1%) |
| Wider family members | 1 (0.3%) | 13 (4.0%) | 3 (0.9%) | 149 (45.6%) | 161 (49.2%) |
| Friends/peers | 2 (0.6%) | 3 (0.9%) | 1 (0.3%) | 122 (37.3%) | 198 (60.6%) |
| School/nursery | 1 (0.3%) | 9 (2.8%) | 4 (1.2%) | 73 (22.3%) | 238 (72.8%) |
| Health care providers | 7 (2.1%) | 35 (10.7%) | 7 (2.1%) | 101 (30.9%) | 175 (53.5%) |
| Community role models | 5 (1.5%) | 18 (5.5%) | 8 (2.4%) | 127 (38.8%) | 167 (51.1%) |
| Celebrities | 27 (8.3%) | 52 (15.9%) | 16 (4.9%) | 84 (25.7%) | 144 (44.0%) |
| Social media | 19 (5.8%) | 21 (6.4%) | 19 (5.8%) | 83 (25.4%) | 181 (55.4%) |
| Warwickshire County | 21 | 48 | 21 | 110 | 124 |

| | | | | | |
|---------------------|--------------|---------------|--------------|----------------|----------------|
| Council | (6.4%) | (14.7%) | (6.4%) | (33.6%) | (37.9%) |
| National government | 16 (4.9%) | 35 (10.7%) | 11 (3.4%) | 107 (32.7%) | 157 (48.0%) |

Are there any other organisations, people or factors that are important when promoting healthy lifestyles to children and young people (0-19 years old)?

This question was another free text field where respondents were asked what other organisations, people or factors are important to promoting healthy lifestyles to children. Whilst there were 200 different answers given, only 49.8% (n=163) of respondents provided an answer. In addition, respondents repeated some of the groups, organisations or methods that were provided in the previous question. Table 6 presents the ideas of these respondents by grouping them into individual themes.

Table 6: Themes identified in qualitative analysis of “Are there any other organisations, people or factors that are important when promoting healthy lifestyles to children and young people”.

| Theme | Number of responses | Example responses |
|--|---------------------|---|
| <p>Youth/sports clubs</p> <p>This theme was the most widely represented across the respondent’s answers. A lot of the results mentioned Scouts and Guides groups, as well as football clubs and swimming.</p> | 43 | <p>“Groups that the young people may join as well as Beavers, Cub Scouts, Scouts, Venture Scouts, similar Girl Guiding age range group”.</p> <p>“Accessibility to youth clubs or youth-based activities - e.g. scouts, brownies, guides, Duke of Edinburgh Award, swimming clubs, tennis, football, badminton and all sports facilities”.</p> <p>“Guiding & Scouting Associations - They promote & encourage well rounded individuals”.</p> <p>“Sports clubs. Youth clubs, organisations like The Scouts and Girlguiding. School sports clubs”.</p> |
| <p>Media</p> <p>Comments in this theme mention the importance of media in all forms towards a young child’s health. Many respondents referred to the impacts of social media and TV programmes influencing children. Others focus on wider media, such as</p> | 38 | <p>“Children’s TV programmes and programme content, books and magazines aimed at children and young people”.</p> <p>“News, tv programmes, adverts, posters, active holiday providers, magazines”.</p> <p>“Promoting good role models who promote a healthy lifestyle and not concentrating on influencers, who have little or poor knowledge of healthy lifestyles”.</p> <p>“Any organisation that, or person who, provides information about the consequences of healthy and unhealthy lifestyles; allowing the child or young person to decide for themselves what is appealing to them”.</p> |

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| adverts or setting better examples by having healthier options demonstrated in children's media. | | |
| <p>The food industry</p> <p>The majority of comments in this theme refer to supermarkets and restaurants changing at least some of the options available, meaning that children and young people would have a better chance of living a healthy lifestyle.</p> <p>Others also mentioned the ingredients rather than the companies / shops. Specifically, additives, such as extra sugar or sugar replacements.</p> | 28 | <p>"It would help if pubs, cafes and restaurants were to have healthy options for children on their menus".</p> <p>"It's important that everyone promotes a healthy lifestyle including cafes shops etc".</p> <p>"I would like to say that large food companies need to promote healthy lifestyles more, but profit comes before everything".</p> <p>"Food outlets, supermarkets and other shops (THIS SHOULD BE TOP OF THE LIST)".</p> <p>"Cheap processed foods make it hard for children to eat healthily because they are easy to find, convenient, and often cheaper than fresh foods. These foods are heavily marketed to kids with bright packaging and fun characters, making them more appealing. Unfortunately, processed foods are usually high in sugar, salt, and unhealthy fats, but low in essential nutrients. This can lead to poor eating habits and health problems like obesity and diabetes. Children who eat a lot of processed foods may also develop a taste for sweet and salty flavours, making it harder for them to enjoy healthier options like fruits and vegetables".</p> |
| <p>Schools</p> <p>Comments associated with this theme speak specifically about schools (or similar) being important to children and young people's health. Some examples in this section may include things like issues with national curriculum, school meals or education on different food groups.</p> | 18 | <p>"Schools should provide healthy balanced locally sourced meals freely or at subsidised cost".</p> <p>"A child's own family and schools are the most important factors determining a child's healthy, or not, lifestyle".</p> <p>"Curricular provision for food for life in all phases of schools".</p> <p>"The government should be making it a major part of all school's curriculum to teach healthy lifestyles in multiple subjects (obviously PE teaches exercise but having balanced diet taught in science and 'food technology/home economics'. Plus, it's important to teach healthy lifestyles in a way that emphasises general health rather than just 'don't be overweight' because that can lead to body image issues/eating disorders. And the information needs to be taught repeatedly at different ages including 6th form (obviously add info for older young people) so it really beds in not just one forgotten lesson when they are really young".</p> |
| Religious groups | 8 | "Their religious groups, i.e. church, mosque, temple etc". |

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| <p>A smaller proportion of people mentioned religious settings or groups linked with these settings.</p> | | <p>“Religious groups inc. Boys Brigade Girls Brigade, Church Lads Brigade Church Girls Brigade”.</p> <p>“Religious and charity organisations”.</p> |
| <p>Charities</p> <p>This theme involved all of those where respondents thought charities may be able to run events / sports days to help children get involved with different activities.</p> <p>Respondents were particularly interested in mental health charities such as young minds and Mind and flourish.</p> | <p>7</p> | <p>“The only things I can think of is maybe charities such as Mind and Flourish which can help with their mental health which may impact their ability to have a healthy lifestyle”.</p> <p>“Charities e.g. British Heart Foundation, Diabetes UK”.</p> <p>“The work of charities like Young Minds, for example, are critical”.</p> |
| <p>NHS/GP and local doctors</p> <p>This theme included those who think the NHS and local medical practices need to play a larger role in keeping children and young people healthy.</p> <p>Most thought this should be done via an educational route, rather than a physical route. For example, teaching children how much exercise is required a week to maintain</p> | <p>7</p> | <p>“The NHS and GP surgeries and clinics should all have a direction of teaching healthy lifestyles”.</p> <p>“Too many people, i.e. teachers, doctors. Nurses are very overweight so setting a bad example”.</p> <p>“Food technicians/dietitians in science and cookery classes explaining the content % of salt/sugar and the traffic light system”.</p> |

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| <p>a healthy body/mind.</p> | | |
| <p>National government</p> <p>Responses in this theme include the idea that Central government (Local government not so much) should be creating better environments for children to be healthy. The ideas on how this could be achieved were different but included things such as better controls on advertisements and a far more health focused school curriculum.</p> | <p>7</p> | <p>“Important factors are the financial and social manipulation that governments can achieve by financially supporting or taxing organisations, activities and products that fit with lifestyle choices”.</p> <p>“The government should be making it a major part of all schools curriculum to teach healthy lifestyles in multiple subjects”.</p> <p>“National government should, in an ideal world, provide the circumstances for healthy food to be available to all”.</p> <p>“Government to control TV commercials”.</p> |
| <p>Parents / members of the local community</p> <p>This section groups responses where the respondent has mentioned their family (parents, siblings, etc..) or wider community (family friends, group leaders, etc...) needing to play a bigger role than they are currently.</p> | <p>5</p> | <p>“Friends of their parents and their families. People in the community”.</p> <p>“It’s everyone’s responsibility to promote health”.</p> |
| <p>Other</p> <p>The final theme includes all of those which do not fit into the other themes. Some examples</p> | <p>39</p> | <p>“Social workers”.</p> <p>“Prof Tim Spector’s research Research on impact of over processed food”.</p> <p>“Links between schools/colleges and outside activities - e.g. there used to be local sports liaison people who could help link schools with sports clubs.</p> |

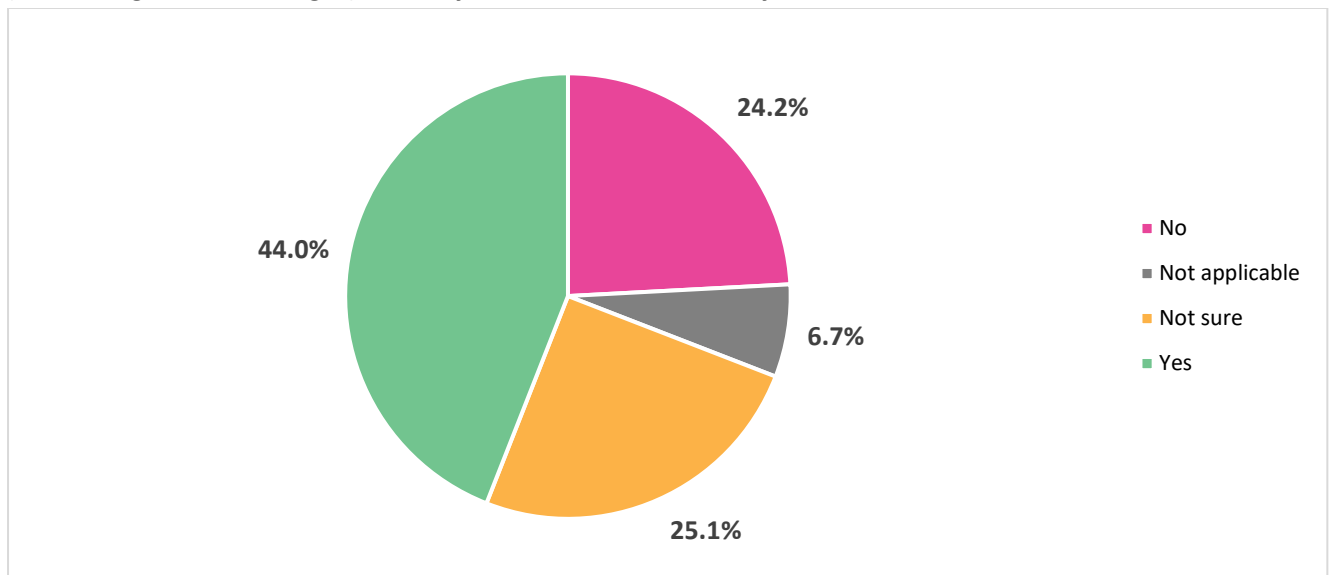
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| include more interest from everybody to keep children healthy, as well as better connections between schools and sports clubs to make that jump easier. | | <p>Taster days".</p> <p>"More and importance should be given on home values and Family".</p> <p>"Universal need to promote healthy lifestyle".</p> <p>"Community events such as Town Fairs or Country Shows offering healthy food concessions, not just burgers and chips".</p> |
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If you wanted information or advice on a child or young person's (0-19 years old) weight (underweight or overweight), would you know where to raise your concerns?

This constituted two parts. The first a question, asking if you wanted advice would you know where to go? Only 44% (n=144) of people thought they knew where to go to seek advice on a child’s weight, with another 6.7% (n=22) saying the question is not applicable to their life. The remaining 49.3% either stated ‘No’ they did not know where to go or were ‘Not sure’ (Figure 6).

Of the 101 respondents who completed this survey and are either the main carer of or provide regular support for a child or young person, 58% (n=59) knew where to go to seek advice on a child or young person’s weight.

Figure 6 If you wanted information or advice on a child or young person's (0-19 years old) weight (underweight or overweight), would you know where to raise your concerns?



The second part of this question was a free text field, in which the respondents were asked where they would go to seek information or advice on a young person’s weight. Answers were analysed and put into 11 different themes. For this question, 143 people gave a response (some with multiple ways of seeking advice) which totalled 226 answers. The most popular response was to raise concerns with a doctor/GP or other healthcare professionals (n=112).

Second to this was to consult the internet (n=29) then the NHS app (n=21) and to consult the child’s school /school nurse (n=19). Less frequent answers included health visitors (n=17) and family and friends (n=15).

4.4 Get active.

The next section of the survey consisted of questions on children and young people being active.

What do you think are the main benefits/ positive experiences of getting active for children and young people (0-19 years old)?

There were 304 responses to this question (approximately 93% of the total respondents), with 506 benefits/positive experiences being mentioned. Table 7 summaries responses under various themes identified.

Table 7: Themes identified from responses to “What do you think are the main benefits / positive experiences of getting active for children and young people”.

| Theme | Number of responses | Example responses |
|--|---------------------|---|
| <p>Improvement of children’s physical and mental health as well as maintaining a healthy weight.</p> <p>This theme groups all the responses where the contents spoke about the improvement of either a child’s physical or mental state (or both) or anything to do with a child’s weight.</p> <p>Respondents saw the improvement of children’s fitness generally as a big section within this theme, as well as a reduction in anxiety and an increase in happiness.</p> | 182 | <p>“Physical Health: Regular physical activity helps maintain a healthy weight, strengthens muscles and bones, improves cardiovascular health, and boosts overall fitness. It also reduces the risk of developing health conditions like obesity, type 2 diabetes, and high blood pressure.</p> <p>Mental Well-being: Exercise is known to release endorphins, which help reduce stress, anxiety, and symptoms of depression. It can enhance mood, increase self-esteem, and improve overall mental health, contributing to a positive outlook on life”.</p> <p>“Feeling strong and fit. Feeling healthy and Keeping weight under control. If being active is for only for fitness’s sake, then also it will lead to Feeling less anxiety generally. (I have seen anxiety increase in young people as they have become less active)”</p> <p>“Mental and physical health are promoted by being physically active as well as overall wellbeing. Especially when connecting with nature”.</p> <p>“Healthy lungs, bones, weight management. Positive for mental health”.</p> <p>“Keeping them at a healthy weight and trying to prevent obesity”.</p> <p>“Being active, burns energy therefore reducing weight,</p> |

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| | | <p>improves mental state.”</p> <p>“Living longer. Enjoying life. Feeling fit”.</p> |
| <p>Social improvements or developments to children and young people’s lives</p> <p>These comments focused on ways in which respondents thought a child’s life would improve socially by being active. Examples include, finding fun or enjoyment in their activity, further opportunities to socialise, make friends, learn new skills (including soft skills like learning to lose or be competitive) and setting good role models to children through sport.</p> | <p>158</p> | <p>“Fun, integration with others, enjoyment”.</p> <p>“Games etc should be fun, enjoyable, a social experience. Should lead to greater confidence. Increased fitness will enable greater ability to participate in all aspects of school & other activities e.g. scouting”.</p> <p>“Time for sport at school, making it fun”.</p> <p>“It helps children use their energy and generally mix with other children while exercising. It may also help to raise children's esteem”.</p> <p>“Social contact and gaining the benefits that follow from that”.</p> <p>“Physical and mental health benefits, socialisation, confidence, access to positive role models and life directions.”</p> <p>“Builds confidence and resilience. helps manage puberty hormones in a safe way. builds wider relationships with local community, a range of people of different ages and backgrounds”.</p> <p>“Recreational sports help build friendships.”</p> <p>“Mixing with others can build new friendships outside of school which is really important as school can be quite toxic at times with friendship groups”.</p> <p>Wider network for support....an alternative adult to ask for advice is always good. There are more opportunities to make friends, and it sets them up for their own lifestyle”.</p> <p>“General physical health and, depending on the nature of the activity, being involved with others / teams / activity groups etc in terms of the positive benefits of friendships etc”.</p> <p>“Getting fitter, improve general health, learn to become a team player, Become competitive”.</p> <p>“Hopefully making friends if joining in with team sports or running clubs etc. Getting out in the great outdoors gaining new experiences about the world around them”.</p> <p>“Gets them fit and off screens, making friends learning new skills”.</p> |

| | | |
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| | | <p>“Making friends and learning social skills, keeping fit and healthy, getting children off streets/reduce antisocial behaviour dictated by boredom or "gang like" dynamics”.</p> <p>“Self-esteem, playing as a team, learning to accept that defeat is not the end of the world. Then physical benefits, better coordination, feeling more energetic, positive effects on mental health, potential to steer youngsters away from more negative activities - the list is endless!”</p> |
| <p>Psychological benefits/improvements</p> <p>Comments in this section referred to any kind of specific psychological benefit / improvement a child or young person may experience directly due to them being active.</p> <p>One comment mentioned frequently in this theme was the ability for it to help form lifelong habits of a healthy lifestyle. Others included an increase in energy for children, the introduction of team building skills and a massive boost to confidence, focus and other positive emotions.</p> | <p>132</p> | <p>“Better health outcomes and lifestyle habits that can continue into adulthood. Burning off excess energy especially for young boys Fun and enjoyment Team spirit that engenders positive mental health.</p> <p>” Less likely to get health problems, mental health, and well-being benefits, gets them into good habits early in life”.</p> <p>“Sport encourages teamwork, bonding, social skills, focus and self-control/discipline. Provides a sense of achievement and confidence which may, in some cases, be lacking”.</p> <p>“Improved mental health, improved physical health, social experiences, building resilience, building confidence, building independence, development of problem-solving skills”.</p> <p>“Learn to become a team player, Become competitive”.</p> <p>“Self-esteem, playing as a team, learning to accept that defeat is not the end of the world. Then physical benefits, better coordination, feeling more energetic, positive effects on mental health, potential to steer youngsters away from more negative activities - the list is endless!”.</p> <p>“Mental alertness. A sense of wellbeing”.</p> <p>“Being active can improve their mood and mental health, making them feel happier and less stressed. It also helps them sleep better at night. Additionally, staying active can boost their brain function, leading to better concentration and academic performance. Overall, physical activity is a fun way for kids to stay healthy and feel good about themselves”.</p> <p>“Feeling physically healthier/more energetic/able to concentrate. Being active is a good way to relieve pent up tension/stress”.</p> |

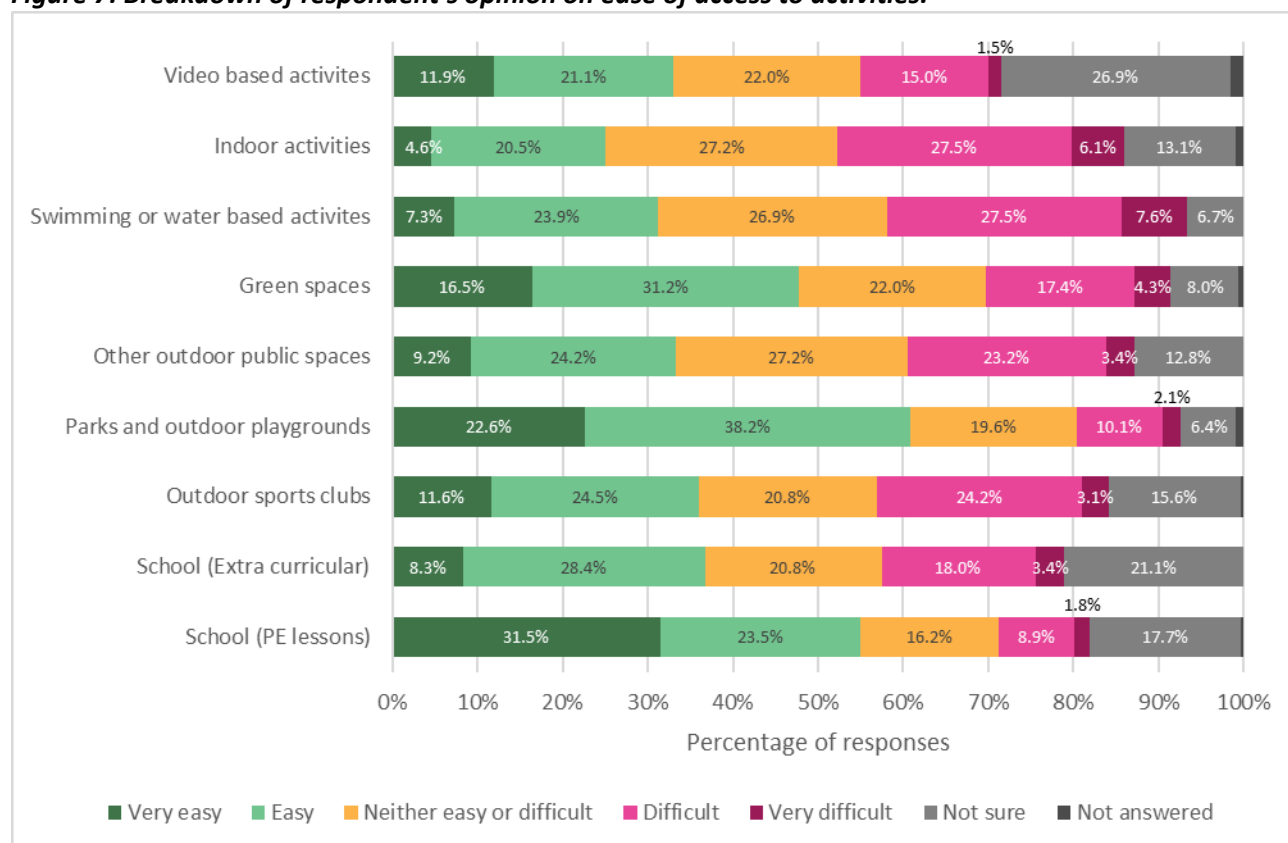
A range of other topics were also mentioned by 15 or less people; phones and less screen time (n=14), reduce NHS costs and stress (n=3), appreciation for sports in the future (n=4), and alternative avenues for emotional support (n=1).

How easy or difficult are the following for children and young people (0-19 years old) to access/use to get active?

Figure 7 summarises the results from this question. Respondents thought that easiest activity or thing to access were parks and outdoor playgrounds with 60.8% (n=199) selecting ‘easy’ (38.2%, n=125) or ‘very easy’ (22.6%, n=74). Second to this was school PE lessons with 23.5% (n=77) saying they are easy and a further 31.5% (n=103) saying they are ‘very easy’ to access.

The activities thought to be most difficult to access by respondents was swimming or other water-based activities with 35.1% saying it’s either ‘difficult’ (27.5%, n=90) or ‘very difficult’ (7.6%, n=25) to access. Approximately a quarter of respondents (26.9%, n=88) were not sure how easy it is to access video-based activities. ‘Indoor activities’ (27.2%), ‘swimming or other water-based sports’ (26.9%) and ‘other outdoor public spaces’ (27.2%) all had approximately 25% respondents indicating they were neither easy nor difficult to gain access to.

Figure 7: Breakdown of respondent’s opinion on ease of access to activities.



If answered difficult or very difficult, respondents were invited to say why. Table 8 summaries the responses. The main theme was cost of opportunities to be active.

Table 8 Themed responses to difficulties in accessing activities.

| Theme | Number of responses | Example responses |
|--|---------------------|--|
| <p>Cost of opportunities</p> <p>Over a third of respondents who answered this question mentioned cost as being a reason for it being very difficult or difficult to access one of the mentioned opportunities.</p> <p>One item mentioned regularly in this theme was the price of swimming, both for lessons and free time.</p> | <p>105</p> | <p>“Gyms and swimming can cost too much for many families”.</p> <p>“Some of these activities cost money which not everyone has to spend on these”.</p> <p>“The family can afford to pay”.</p> <p>“I feel that the majority of parents find it difficult to get their children involved in these activities unless they have an above-average income and time away from work to ensure their children participate”.</p> <p>“Because everything that you need costs a lot of money which people can not afford”.</p> <p>“With record poverty in this country it would be difficult for some people to be able to pay to use pool facilities”.</p> <p>“Cost can be an issue”.</p> <p>“Cost is prohibitive for a lot of people”.</p> |
| <p>No way to travel / poor transport routes.</p> <p>This theme was another mentioned extremely frequently throughout this question.</p> <p>Many responses talk about the poor lack of transport options to children and young people, particularly to those in rural areas. Another common topic mentioned was the disability of children to get to parks and green spaces without a parenting dropping them off.</p> | <p>53</p> | <p>“Country parks are hard to get to without a car”.</p> <p>“Country parks are normally in areas hard to get to without driving, with no public transport. Young people can't go there independently (e.g. with friends after school) as they'd rely on parents to have time to take them”.</p> <p>“The smaller kids can't do this on their own. Parents need to be available to bring them”.</p> <p>“Getting to them (or to e.g. away matches/competitions) - local public transport is awful so someone with a car is needed”.</p> <p>“Location of country parks could prohibit the young person from going, same with water-based activities”.</p> <p>“Geographical area and deprivation in certain areas along with poor transport options”.</p> <p>“In some places public transport is so bad the children can't access facilities”.</p> <p>“In the villages the resources are very limited - Few can be accessed without being taken by car. In reality this rarely happens.</p> <p>Swimming is particularly difficult due to cost and</p> |

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| | | distance”. |
| <p>Access/Availability</p> <p>Comments in this theme specifically mention the accessibility or availability of different facilities, groups or lessons. For example, some respondents mention long wait lists for different clubs, which hinders the ability for their child or young person to be physically active.</p> | 42 | <p>“The cost and availability of swimming and other indoor activities is a deterrent”.</p> <p>“These facilities are not now seen available”.</p> <p>“Speaking for those living in rural north Warwickshire there’s a lack of access to facilities locally and public transport is terrible. Cody can make some of these difficult regardless of location. Poorly maintained facilities can also make things difficult”.</p> <p>“Access/cost gets in the way of take-up”.</p> <p>“Availability/proximity”.</p> <p>“Some things are booked up quickly”.</p> <p>“Plus, the online booking form for the local swimming pools are a nightmare. Swimming sessions book up quickly”.</p> |
| <p>No facilities available</p> <p>Similar to the theme above, this one discusses comments where the respondent feels there are no facilities available to them or their community.</p> | 24 | <p>“No swimming pool in Kenilworth”.</p> <p>“I think open spaces for a proper walk to actually burn calories are few and far between. There are parks with footpaths but no real hard walking”.</p> <p>“Lack of infrastructure provided by the council, for example public transport, or "unsafe spaces" - parks and recreation grounds”.</p> <p>“Swimming locations often out of town”.</p> <p>“Extracurricular - limited opportunities and very limited spaces for those that do occur”.</p> <p>“Nothing in Kenilworth., no pool abbey fields a disaster”.</p> |
| <p>Maintenance/Safety of locations</p> <p>Comments in this theme discuss poor maintenance and a general failure to keep local areas safe as one of the main reasons for children to find it difficult to access certain things. Respondents frequently discussed the unsafe nature of</p> | 19 | <p>“But I also think consideration to the right space is needed - I wouldn’t want to walk through a park with a load of youths hanging around!”</p> <p>“Public safety”.</p> <p>“Not enough easy, unstructured, accessible, safe & free outdoor sports (eg tennis/football/gyms)”.</p> <p>“Many parents will not allow their children out of the house because of so many dangers in parks etc”.</p> <p>“Open space is not well maintained. Park equipment is sparse and old. Public footpaths away from roads are not cared for and allowed to be overgrown and impassable”.</p> |

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| <p>local parks, with some saying they would not send their children their due to this.</p> | | <p>“Our local park is a mess. Toilets closed. Playground not user friendly. No refreshments on site anymore. Just not encouraging to make people want to visit”.</p> <p>“Poorly maintained facilities can also make things difficult”.</p> |
| <p>Online opportunities</p> <p>This theme grouped responses where individuals had mentioned online opportunities in some way.</p> <p>Whilst some were encouraging online activity, by way of cheaper fitness games and more opportunity to play things such as WII fit, others were saying video games are the reason the other opportunities are more difficult to access.</p> | <p>14</p> | <p>“Wii Fit is no longer relevant, outdated tech”.</p> <p>“Additionally, many kids and teens prefer spending their free time on screens, such as playing video games or using social media, rather than being active”.</p> <p>“Video fitness things need the kit to play it on, and a location to do it, plus Wi-Fi or similar with capacity to support it”.</p> <p>“Video based - setup costs”.</p> <p>“AR can be expensive”.</p> <p>“Young people won't get off their screens”.</p> <p>“I don't believe there's any way you will get kids to use their technology to improve their fitness and weight levels. They use these things for games only”.</p> |
| <p>Parent/carer issues</p> <p>Comments in this theme speak about any form of parental issue being the reason as to why children and young people can find it difficult to access certain activities.</p> <p>Common reasons for this included the parents lack of time to transport children, as well as a potential lack of motivation to.</p> | <p>14</p> | <p>“Much depends on parental involvement and guidance”.</p> <p>“Most of this boils down to parents taking the young children out to get them interested in activities but most parents prefer to stay at home and also lots of activities cost money which parents won't spend as they need money to go out or out towards holidays”.</p> <p>“It's hard to send the kids to attend the activity especially as a working parent”.</p> <p>“I feel that the majority of parents find it difficult to get their children involved in these activities unless they have an above-average income and time away from work to ensure their children participate”.</p> <p>“Parental time to take them”.</p> |
| <p>Issues with the PE curriculum</p> <p>A theme commonly discussed throughout this survey, comments</p> | <p>13</p> | <p>“School PE is poor quality and too infrequent”.</p> <p>“School (PE lessons: the government only pay lip service to the importance of physical activity for children and young people as, in reality, they put a ridiculous amount of pressure on school staff to deliver academic subjects, hit targets, teach children to pass SATs. That leaves little time</p> |

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| <p>in this section discuss a poor in-school PE curriculum, which is affecting children's ability to access sports at school.</p> | | <p>for physical activity which, research has shown, is vital for healthy brain development”.</p> <p>“The increasing pressure on schools to produce results leading to less PE on the timetable”.</p> <p>“School PE often structured around team sports which can put some young people off sports for life - need more variety such as Pilates, dance classes etc - not just hockey, football, cricket etc. School PE too focussed on forcing children into doing things they don't enjoy rather than encouraging active lifestyle for the joy of it”.</p> |
| <p>No encouragement /promotion</p> <p>The final major theme identified in this question was a general lack of promotion and encouragement from everybody to make children aware of the activities available to them.</p> | <p>10</p> | <p>“There is provision but not enough adequately promoted”.</p> <p>“Here are many children in deprived areas or with parents / carers on low income who are either unaware of or unable to access certain activities due to lack of knowledge/encouragement / cost”.</p> <p>“Sometimes, young people might feel self-conscious or lack confidence in their physical abilities, which can discourage them from participating. Lastly, without encouragement or support from family and friends, it can be hard for them to stay motivated to be active”.</p> <p>“A reluctance to join any club or society”.</p> |

A range of other topics were also mentioned by less than 10 people. For example: a lack of variety in sports (n=1), nobody to run the health clubs (n=3), no single sex spaces making it awkward for young girls (n=2), all of the current facilities being shutdown (n=8), unfriendly timetables for children and young people (n=2) and a further 13 people who responded with a version of 'Not sure'.

Are there any other opportunities for children and young people (0-19 years old) to get active that are not mentioned in the list above?

Respondents were also asked if any opportunities were missed off the list that could be accessed for children or young people. There were 136 related responses to this question (41.6% of the total respondents for this survey), with 162 different opportunities mentioned. Table 9 summarises themes that were identified from the comments.

Table 9 Themes identified “Are there any other opportunities for children and young people to get active that are not mentioned in the list above”.

| Theme | Number of responses | Example responses |
|--|---------------------|---|
| <p>Join a club</p> <p>This theme focuses on comments that express</p> | <p>32</p> | <p>“Youth clubs would give youngsters lots of opportunities plus parents spending more time and effort with family events away from TV and Computers”.</p> <p>“Traditional activities like scouts and youth clubs”.</p> |

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| <p>joining a club being a great opportunity for children and young people. Despite being an option provided (Outdoor sports clubs), respondents thought it was appropriate to address the different kinds of clubs children could join.</p> <p>Joining Scouts, Cubs and Guides were three of the most popular talking points in this theme.</p> | | <p>“Organisations such as Scouts, Brownies, Rangers, etc Awards schemes like Duke of Edinburgh's Award”.</p> <p>“Join a club football, tennis, swimming, athletics, rambling, orienteering, and golf. This way you expand your friends base and age group while socialising before and after events. By doing this your mental health and wellbeing should be positively impacted”.</p> <p>“Perhaps Scouts and other such groups that are not so expensive”.</p> <p>“Different types of clubs and activities”.</p> |
| <p>Outdoor activities (not clubs)</p> <p>The outdoor activity's option was also provided, but here it specified that those outside activities were being a part of a club or having access to an outdoor space in general.</p> <p>This theme however groups responses where respondents have mentioned outside activity but not a part of a specific group. For example, walking, cycling, playing outside in the street, or running.</p> | <p>35</p> | <p>“Walking, Cycling, Sailing”.</p> <p>“Taking part in the regular Park Run in Warwick and Leamington, doing a sponsored walk/run 5k/10k, helping parents/grandparents/elderly neighbours with their gardening, walking dogs”.</p> <p>“Running or cycling on local roads is a possibility as a child gets older, but not without risk”.</p> <p>“At home, back gardens, local woods/countryside”.</p> <p>“Just something as simple as going for a walk. It doesn't need to be organised”.</p> <p>“Roller skating. Indoors and outdoors - requires a smooth surface”.</p> <p>“Cycling/walking/running on normal roads/paths - these don't need a specific location”.</p> <p>“There are always ways to be active. Play outside, meet friends. Everything is screen based”.</p> |
| <p>Active commuting</p> <p>This theme groups respondents who think one of the best</p> | <p>18</p> | <p>“Active commuting to and from school is an excellent and easy way to incorporate physical exercise into children's daily lives. Here's why:</p> <p>Regular and Consistent Exercise: Walking, cycling, wheeling or scootering to school provides a consistent</p> |

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| <p>opportunities for children and young people to get fit is via active commuting. This includes, cycling or walking to places they would like to go rather than getting public transport or a lift from a member of their family.</p> | | <p>form of physical activity, helping children meet the recommended 60 minutes of moderate to vigorous physical activity per day without requiring extra time or effort outside of their usual routine.</p> <p>Builds Healthy Habits: Establishing active commuting as a routine encourages children to view exercise as a normal part of their day. This habit can set a foundation for an active lifestyle that continues into adulthood.</p> <p>Improves Fitness Levels: Regular active commuting helps improve cardiovascular fitness, muscle strength, and endurance. Even short walks or bike rides to school can positively impact children's overall fitness levels.</p> <p>Enhances Mental Well-being: Physical activity before and after school can help children arrive at school more alert and focused, improving concentration and learning. It also offers a chance to unwind after a school day, reducing stress and anxiety.</p> <p>Environmentally Friendly: Active commuting reduces the carbon footprint and air pollution associated with car journeys, promoting environmental awareness and responsibility among children.</p> <p>Social Interaction and Independence: Walking or cycling with friends or family members offers opportunities for social interaction. As children get older, commuting actively can also foster independence and self-confidence.</p> <p>Cost-effective: Active commuting is a free or low-cost way to stay active, eliminating the need for gym memberships or organised sports, making it accessible for families from all socioeconomic backgrounds”.</p> <p>“Cycling and walking as part of active travel. These are more difficult as cycling needs separate cycle paths for younger cyclists who do not want to mix with either pedestrians or cars and walking needs points of interest along the way”.</p> <p>“Just simply walking. Walking to town, walking to shops, walking to friends/ relatives. Walking to school”.</p> <p>“Walking to school and other activities”.</p> |
| <p>Joining community programs/ community led events.</p> <p>This theme talks about joining community led events / programs in</p> | <p>14</p> | <p>“Join community programmes such as gardening and walking or running plus play soccer”.</p> <p>“Community activities, like litter picks and maintenance AND CYCLING - solo or in groups”.</p> <p>“Community allotments”.</p> |

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| <p>the local area. Responses vary from participating in park runs to litter picking, tree planting or maintenance.</p> | | <p>“Community/social projects, e.g. a litter pick, tree planting, camping. Activities that are part of helping local area/people and learn life skills”.</p> <p>“Drama classes, Active art (e.g. street art), guided walks and self-guided walks, bug hunts, community litter picking, campaigning, volunteering for local wildlife groups, community gardening, running, walking in the local area. Are there still school discos? Although many of these are in short supply”.</p> |
| <p>Homelife activities</p> <p>This theme consists of comments where the respondent thinks children should be getting more active with their day-to-day home life. For example, playing in the garden or on their front lawns.</p> <p>Of the 9 responses grouped in this theme, 6 of them (66%) included children playing in their garden if one is available.</p> | <p>9</p> | <p>“In their own back garden if they have one/spaces outside flats - make those areas safe for children and lift the ban on ball games, allow children to play and socialise”.</p> <p>“At home, back gardens, local woods/countryside”.</p> <p>“Encouragement to participate in helping others e.g. in the home or for a charity”.</p> <p>“Walks and family adventures”.</p> <p>“Homelife activities like riding bikes, playing in the garden”.</p> <p>“Children may also have access to private gardens - their own or possibly a friend's. A child can also be active in their home or the home of others, even on the streets (a walk around the block)”.</p> |
| <p>Volunteering</p> <p>Comments in this theme involved all of those who think volunteering in the local community may be one of the best ways for children to get active. It would also for more aid to local communities which could never go amiss.</p> | <p>9</p> | <p>“Volunteering. Feeling useful has a positive effect on those taking part”.</p> <p>“- doing volunteering e.g. litter picking. Taking part in the regular Park Run in Warwick and Leamington. Doing a sponsored walk/run 5k/10k. Helping parents/grandparents/elderly neighbours with their gardening and walking dogs”.</p> <p>“There could be volunteering opportunities, e.g. with the wildlife trust or similar, or with community action groups”.</p> <p>“Gardening and Charity work volunteering”.</p> <p>“Volunteering, Duke of Edinburgh Awards, Scouts, Guides, family groups going on walks, sporting events”.</p> <p>“Volunteering for local wildlife groups”.</p> |
| <p>Unsure</p> <p>The final noticeable theme all of those who</p> | <p>25</p> | <p>“Don't think so, it is a case of knowing where to gain more information on what is available and where - Sports Directories and Sports Organisations - Town, County, National, our excellent Library can be used for research opportunities, taster sessions, etc”.</p> |

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| <p>were unsure on any different ways children or young people could get active that were not listed.</p> <p>Other than those shown in the example column, most respondents either put “no” or “don’t know”.</p> | <p>“I cannot think of anything further”.</p> <p>“Not that I can think of”.</p> <p>“Not really”.</p> |
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A range of other topics were also mentioned by 10 or less people: indoor activities (n=10), forest school(n=1), school PE lessons (n=5), influence via local media (n=2) and more activity-based holidays (n=2).

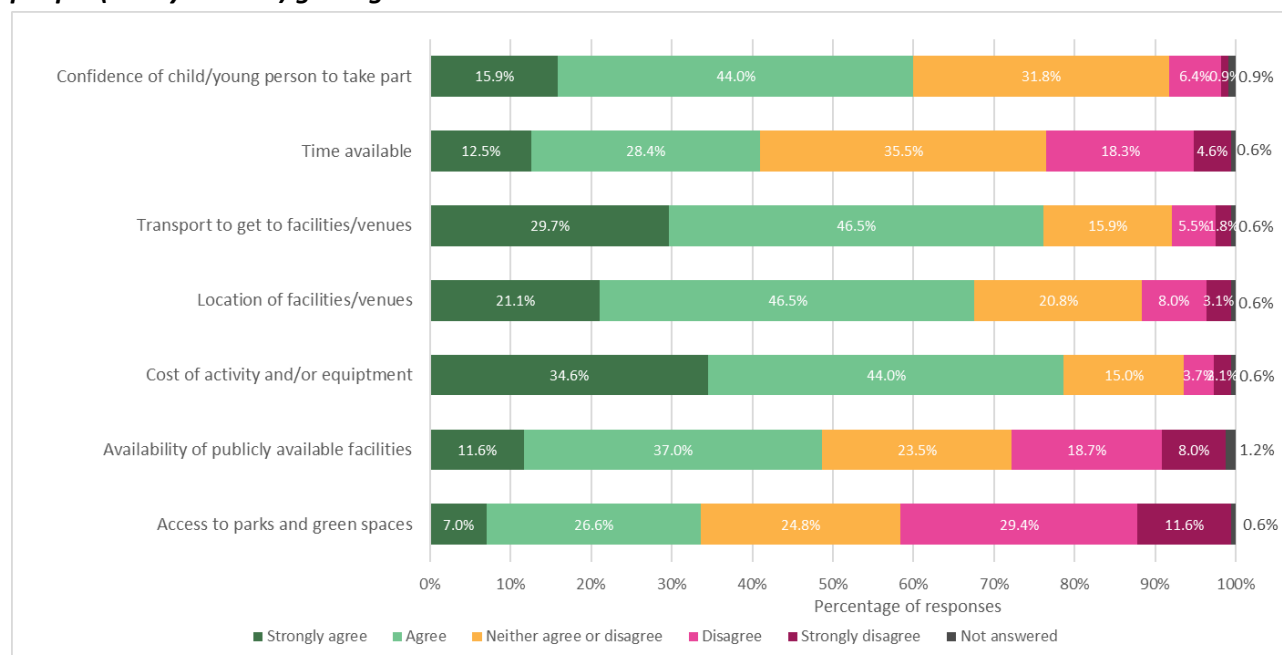
Do you agree or disagree that any of the following are barriers to children and young people (0-19 years old) getting active?

The final question in this section presented respondents with a list of factors and asked whether they agreed or disagreed that they are barriers to children leading healthy lifestyles. Figure 8 and Table 10 summarises the responses for each factor from all respondents to this survey (n=327). The barriers with the strongest level of agreement (proportion of respondents choosing to agree or strongly agree) were cost of activities or equipment with 78.6% of respondents agreeing or strongly agreeing (n=257) and transport available to get to facilities, with 76.2% (n=249). The highest level of disagreement (proportion of those responding that selected strongly disagree or disagree) was with the ‘Access to parks and green spaces’ barrier at 41.0% (n=110). This indicates that respondents were less likely to think that there is a lack of parks for children to play in. Upwards of 15% of answers for every barrier were always neither agree nor disagree, which many indicate a substantial level of uncertainty across the respondent pool.

Table 10: Respondent volumes on how they feel about barriers towards children and young people’s health.

| Respondent survey choices | Access to parks | Access to publicly accessible facilities | Cost of equipment | Location of facilities | Transport to facilities | Time available | Confidence of child / young person to take part |
|----------------------------|-----------------|--|-------------------|------------------------|-------------------------|----------------|---|
| Strongly agree | 23 | 38 | 113 | 69 | 97 | 41 | 52 |
| Agree | 87 | 121 | 144 | 152 | 152 | 93 | 144 |
| Neither agree nor disagree | 81 | 77 | 49 | 68 | 52 | 116 | 104 |
| Disagree | 96 | 61 | 12 | 26 | 18 | 60 | 21 |
| Strongly disagree | 38 | 26 | 7 | 10 | 6 | 15 | 3 |

Figure 8 – ‘Do you agree or disagree that any of the following are barriers to children and young people (0-19 years old) getting active?’



Please list here any other barriers to children and young people getting active.

The final section of the get active section allowed individuals to list any other potential barriers they think could impact on children and young people’s ability to get active; 115 respondents gave an answer in this free text field. The responses not already included as a barrier have been themed and are summarised in Table 11.

Table 11: Themes identified from ‘List any other barriers to children and young people getting active’.

| Theme | Number of responses | Example responses |
|---|---------------------|---|
| <p>Parent’s lack of time, interest or setting an example</p> <p>This theme groups all responses where the answer blames the parents specific lack of something as the reason for children not being able to access sporting opportunities.</p> <p>Most of the responses spoke about parent’s complete lack of time, since they have to</p> | 54 | <p>“Role models - do they see parents/peers doing this?”</p> <p>“Parents working full time and time poor at weekends and evenings”.</p> <p>“Inactive parents’ family”.</p> <p>“Some parents not putting the children as a priority”.</p> <p>“Depending on the age of the child, the willingness / ability of their parent to accompany them”.</p> <p>“Demands on parent time (e.g. work/availability at weekends to support & encourage & transport etc.) also a limiting factor”.</p> <p>“Parents are not always willing or able to encourage children to take part - easier and cheaper to leave them at home or to their own devices”.</p> |

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| <p>spend it working to keep up with current prices. A few other common responses spoke about a lack of example shown by parents, as well as not taking taking children to participate in activities.</p> | | <p>“Parents/carers having to work ridiculously long hours/take on more than one job in order to provide a roof over their children's heads and food on the table”.</p> <p>“Maybe the lack of encouragement from parents or carers”.</p> <p>“Parents willing to take a positive interest in getting children involved, this takes commitment over a long period”.</p> |
| <p>Financial restraints</p> <p>Despite ‘cost of activity and or equipment’ being an option financial restraints are included as a theme as responses weren’t specific to activity or equipment.</p> <p>For example, they state it may be a general lack of funds, which could potentially entail a lack of money for transport, or food to keep the children’s energy high, or the cost of uniform etc.</p> | <p>18</p> | <p>“Financial constraints within the family”.</p> <p>“Cost may be an issue to some families”.</p> <p>“Other barriers = the cost of, and therefore availability of, sports equipment, appropriate clothing, boots. If these are not supplied, or available to borrow or use, then the parents may not be able to afford to buy the relevant items”.</p> <p>“Children who can’t afford transport should get free bus passes and free entry into council run fitness centres”.</p> <p>“I believe available income of a family could be an issue”.</p> <p>“Lack of parental enthusiasm and lack of funds”.</p> <p>“Parents are not always willing or able to encourage children to take part - easier and cheaper to leave them at home or to their own devices”.</p> <p>“The costs involved, available transport, accessibility to venues, willingness of parents/carers to take them”.</p> |
| <p>Safety of the local area</p> <p>Comments in this theme talk about the dangers of people in the local community as well as the local area itself.</p> <p>Some respondents believe there to be a lack of policing which is making it increasingly hard for children to exercise outside on their own. Others believe it may be</p> | <p>14</p> | <p>“Anti-social behaviour in social spaces and visible drug deals, usage and drinking across the town with a total lack of policing. Homeless people begging and sitting on park benches in a drugged/drunken state intimidating people”.</p> <p>“Public safety (sex offenders, antisocial behaviour and knives or Road safety)”.</p> <p>“Perceived or real fear of being out of the house”.</p> <p>“Depends on where the parks, green spaces are available the problem is there is no supervision. These areas encourage groups of teenagers to use drugs take over so that the younger children will not use”.</p> <p>“Safety in the area, there have lots of incidents of young people being attacks by groups”.</p> <p>“Obsessions with "safety", lack of risk awareness”.</p> |

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| parents believing areas to be dangerous due to things they've seen online, hence not letting their children take the risk. | | "Local facilities or of date and/or used as locations for anti-social behaviour, such as riding unlicensed motor bikes, smoking cannabis or using nitrous oxide. Dangerous or intimidating dogs in public areas". |
| <p>Mobile phones, technology, or social media</p> <p>Mobile phones and social media seem to be one of the themes in every aspect of this survey. Similarly to previous questions, respondents believe that mobile phones are giving children enough fun online that they do not feel the need to go outside anymore. The devices being an 'addiction' or 'too big a distraction' was also a reoccurring topic of discussion.</p> | 11 | <p>"Gaming tablets are a to bigger distraction".</p> <p>"Too easy to allow children to spend to long on social media".</p> <p>"- addicted to gaming/their phone and don't want to do anything else".</p> <p>"Due to the frequency of social media use, young people are less likely to engage it more physical activity because the world has allowed children to not want to do the activities that support a good healthy lifestyle".</p> <p>"Shift to digital. For example, my local community leisure centre has gone cashless (so you need a debit card) and requires you to use a mobile to book swimming slots and scan a barcode on your phone to enter. As an adolescent, I could just walk into a leisure centre, hand over some change, and go straight into a pool - that ability to do that, without an adult, seems to have disappeared".</p> <p>"Obsession with their phones and tv."</p> <p>"Alternative attraction online. A lack of fun".</p> |

Other themes with less than 10 responses included: peer pressure from friends (n=9), no motivation or encouragement from parents (n=9), lack of support for SEND children (n=6), lack of maintenance for the currently available green spaces and facilities (n=3), inconvenient timing of clubs (n=3), poor access to activities via cycle path (n=2) and schools neglecting children with lesser physical talent (n=1). There was also a small number of respondents who thought there were no additional barriers to children's activity.

4.5 Eating well.

To what extent do you agree with each of the following statements?

The first question in the eating well section asked respondents how strongly they agree with five different statements from strongly disagree to strongly agree that relate to children's eating habits. Figure 9 and Table 12 summarises the results to this question. The statement most agreed with was that 'Advertising affects children's food and drink choices' with over 91% either agreeing or strongly agreeing (n=299). On the flip side of this, the statement which produced the most disagreement was 'Children and Young people have good knowledge around what constitutes a healthy and balanced diet' with over 54% either disagreeing or strongly disagreeing (n=179). 'Care givers are well educated on healthy food and drinks choices

for children' had the biggest uncertainty regarding responses, with 43.4% of people saying they neither agree nor disagree.

Figure 9: How strongly do you agree with the following statements regarding children's health.

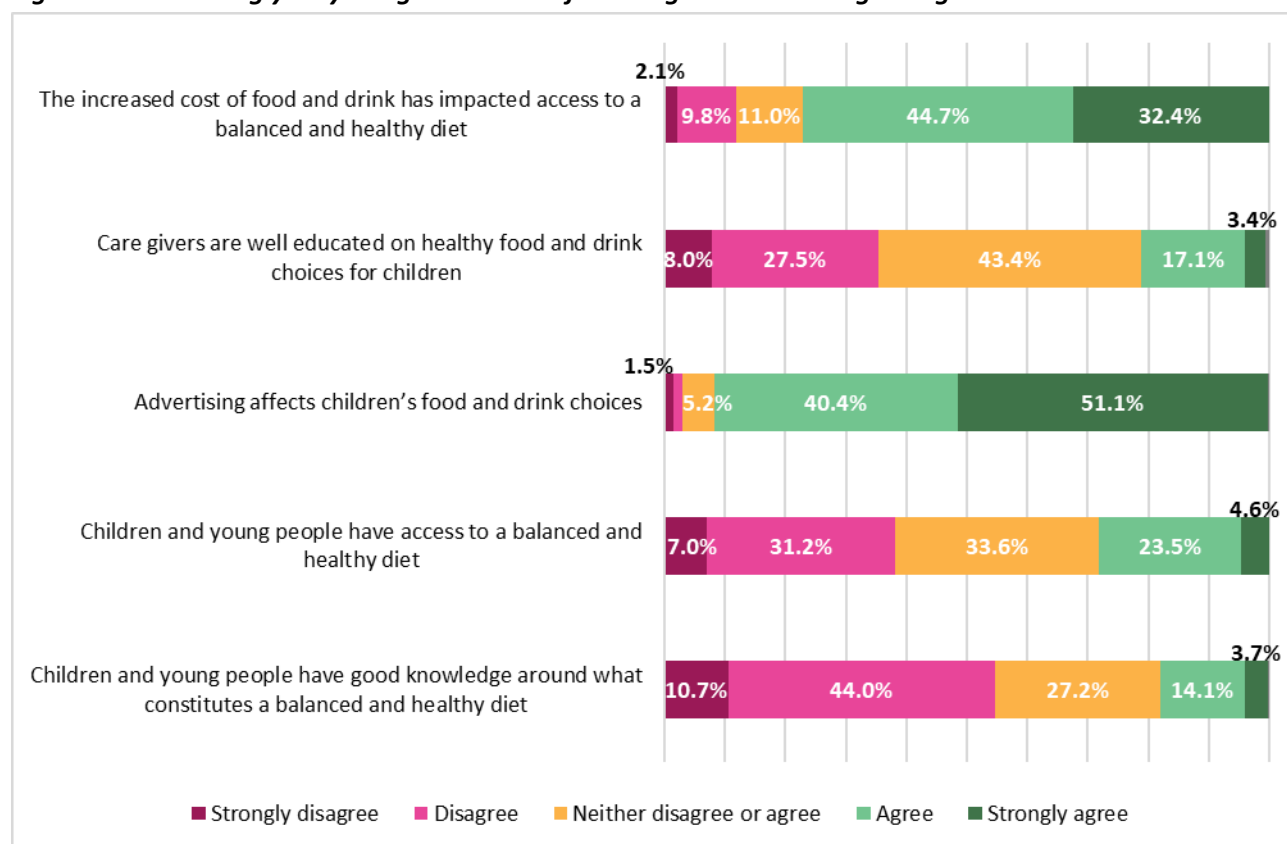


Table 12: 'To what extent do you agree or disagree with the following statements' – number of responses.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| The increased cost of food and drink has impacted access to a balanced and healthy diet | 7 | 32 | 36 | 146 | 106 |
| Care givers are well educated on healthy food and drink choices for children | 26 | 90 | 142 | 56 | 11 |
| Advertising affects children's food and drink choices | 5 | 5 | 17 | 132 | 167 |
| Children and young people have access to a balanced and healthy diet | 23 | 102 | 110 | 77 | 15 |
| Children and young people have good knowledge around what constitutes a balanced and healthy diet | 35 | 144 | 89 | 46 | 12 |

In your opinion / experience what helps children and young people (0-19 years old) to eat a healthy and balanced diet?

Respondents were given the opportunity to express what they thought helped children eat a healthy and balanced diet; 79.5% of respondents answered the question (n=260). A summary of the themes is presented in Table 13.

Table 13 – ‘In your opinion / experience what helps children and young people (0-19 years old) to eat a healthy and balanced diet?’

| Theme | Number of responses | Example responses |
|--|---------------------|---|
| <p>Parental guidance / example</p> <p>This theme included all comments where respondents stated they think some level of parental guidance or example to follow will be the best way for children to eat a healthy and balanced diet.</p> <p>The consensus was that if the adults in a household can eat well and make healthy decisions, the children will quickly follow.</p> | 92 | <p>“Knowledge and commitment from Parents and Care Givers”.</p> <p>“Parents and carers who are knowledgeable and caring enough to ensure it”.</p> <p>“Parental Influence and Role Modelling: When parents or caregivers eat a balanced diet and make healthy food choices, children are more likely to adopt similar habits. Setting a positive example and involving children in meal planning and preparation can make healthy eating feel normal and enjoyable”.</p> <p>“Parents and caregivers have healthy balanced diet then children will follow”.</p> <p>“Parents should eat healthy foods themselves and eat healthy food with their children. This is where the main problem lies: many parents eat unhealthy foods and drinks”.</p> <p>“Parental example is the key one. Even if children choose to eat rubbish foods because that's what their friends eat, if their parents provide real home cooked food, that sets and example which will influence them in later years. The problem is that we have generations of parents who don't have the knowledge and skills to prepare nutritious food from basic ingredients”.</p> <p>“Seeing what others eat...so Parents/guardians and teachers must set examples”.</p> |
| <p>Education</p> <p>Most comments in this theme discussed the fact the parents of the children or young person should be subject to some kind of</p> | 89 | <p>“Education via schools and clubs as a part of a training program. Need to see the needs and outcomes”.</p> <p>“Understanding how good and poor food choices impact on body, mind, emotions. What matters to young people and children? How do healthy food choices help them achieve what's important to them”.</p> |

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| <p>re-education about healthy eating and how to cook these foods in different ways.</p> <p>Others also believe the children should be undergoing further education in schools to understand where their food comes from, as well how to cook it.</p> | | <p>“Knowing where food kinds come from, supervised (teaching) access to farm/allotments for both arable and livestock. Knowing how different foods are manufactured and the role of supermarkets. Being able to have access to facilities to be able to learn how to grow and cook from scratch rather than relying on processed foods. Both schools and food retailers need to be involved. If parents do not know how to cook from scratch and be able to discuss issues like budgeting, then they should be supported in learning with their children together”.</p> <p>“Parent/ carer knowledge and ability to provide this; education in school and during leisure activities e.g. cubs/brownies; provision of healthy food in school”.</p> <p>“Knowledge of the parent/carer re nutrition cooking etc”.</p> <p>“If the adults within a family have no healthy eating education, or don't follow healthy eating habits, how are they to teach their children?”</p> <p>“Knowledge/education about what constitutes a healthy and balanced diet, so they know what to aim for. Adults leading by example”.</p> |
| <p>Role models</p> <p>Comments in this theme specifically discuss people being good role models for children and young people’s health, leading them into eating more healthily.</p> | <p>46</p> | <p>“Good role models. Reasonably priced food and ability to provide nourishing meals”.</p> <p>“Parents/ carers, they can also be a role model by eating healthily as well as providing the food”.</p> <p>“Parental Influence and Role Modelling: When parents or caregivers eat a balanced diet and make healthy food choices, children are more likely to adopt similar habits. Setting a positive example and involving children in meal planning and preparation can make healthy eating feel normal and enjoyable”.</p> <p>“Role models Inc siblings and parents”.</p> <p>“Good role models and less misinformation on social media”.</p> <p>“Good role models of parents’ choice of good for home will mean less unhealthy things are easily found and eaten”.</p> <p>“Positive role models”.</p> <p>“Role models in the home and in society”.</p> |
| <p>Availability of healthy options</p> | <p>45</p> | <p>“Healthy food being available, growing it for themselves, lack of unhealthy options”.</p> <p>“Exposure to a Variety of Foods: Introducing children to a</p> |

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| <p>Comments in this section discuss a further need for the availability of healthy options for children and young people to be able to eat more healthily.</p> | | <p>wide range of healthy foods from a young age helps expand their palate and encourages them to enjoy different flavours and textures. This reduces picky eating and helps them develop a preference for healthy options”.</p> <p>“Having access to a shop where they sell healthy food. If a household doesn't have a car and they only visit a convenience store, they do not have access to healthy food”.</p> <p>“Availability of fruit and veg at reasonable prices”.</p> <p>“Having a variety of food options, education on healthy food options”.</p> <p>“It being easier to access and affordable. Having a better understanding of what is a healthy and balanced diet”.</p> <p>“Affordability, ease of access, parents free cooking lessons, make it trendy to eat healthy”.</p> <p>“Children and young people are encouraged to eat a healthy, balanced diet through family role models, education on nutrition, access to healthy foods, and positive reinforcement. Involving them in meal planning, cooking, and creating a routine of balanced meals and snacks also fosters lifelong healthy eating habits”></p> |
| <p>Families’ ability to pay.</p> <p>This theme speaks about the most important factor to children eating healthily is the parent/carers’ ability to afford buying the ingredients.</p> | <p>40</p> | <p>“Having parents with the money and time to be able to cook meals from scratch and to not have to resort to processed foods”.</p> <p>“The person(s) supplying and/or financing their meals - if that person(s) does not provide (directly or indirectly through finance) unhealthy diets then the young person will - in the main - have access to/eat healthy and balanced diets. If you don't buy it then you don't have it to eat, this also applies to portion control. In my experience children eat food that is tasty, so it is about serving health and balanced meals that first and foremost taste good”.</p> <p>“The parents. My son used to have an amazing diet although I did not (just made do so he could have). I can't afford that now. It definitely starts in the home. A wide varied diet from the time of weaning and just enjoying food as a family.</p> <p>“Economically, healthy foods like fruits and vegetables often cost more than processed foods, making it harder for families with limited budgets to buy nutritious options. In many areas, especially in cities, there are fewer grocery stores with fresh produce and more fast-food outlets, making access to healthy food a challenge. Economic</p> |

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| | | <p>inequality means that families with higher incomes can afford better food, while those with lower incomes may have to rely on cheaper, less nutritious options”.</p> <p>“Cost and availability. Finding food and drinks that suit them, as the taste of an item can put youngsters off. As soon as the phrase 'health food' is mentioned, up goes the price”.</p> |
| <p>Friends doing the same – combat peer pressure.</p> <p>Comments in this theme discuss that the fact that children need to see their peers eating healthily to begin themselves, since they will not be the only ones. Some even mentioned it as a way to counter peer pressure.</p> | <p>40</p> | <p>“Seeing their peers eating healthy food. If they are told to do so at home, then they will just refuse anything they don't want to try. You could have healthy eating clubs that brought kids together to try healthy food”.</p> <p>“Tricky question as I suspect that, as with adults, it will vary widely across households and social groups. Probably having their friends eating healthy, tasty and convenient foods would be the biggest help”.</p> <p>“Good parenting skills & good example from wider family & friends”.</p> <p>“Peer pressure”.</p> <p>“Seeing their peers and role models eating healthily. Outlining the benefits in terms of 'superpowers', how this will help them now and, in the future,”.</p> <p>“Seeing their friends, family and wider community adopting health-full eating habits and a whole-foods approach - no UPFs, junk and convenience food, cooking as a fun and sociable experience etc”.</p> <p>“Then social pressures start to influence. They see if their friends or peers are eating unhealthily (albeit tasty and very enticing) foods, and they want to eat it too. It is difficult at this stage as they may then develop a psychological understanding that this is a treat and always reach for these unhealthy things whenever they feel low!!”</p> |
| <p>School meals / food lessons</p> <p>This section discusses responses where the quality of school meals or further responsibility from the children’s schools are mentioned</p> | <p>34</p> | <p>“There is an unwillingness for schools and catering services to admit and address the failure of school meals to be nutritious. Also, for any parent not in receipt of benefits they are ridiculously expensive once the child is in year 3 and beyond”.</p> <p>“School meals with healthy options (including vegan options), if all students were offered free healthy school meals it would go a long way to improving young people's diet”.</p> <p>“Correct information from schools, withdrawing all snacks in favour of just as unhealthy ones like granola bars for lunch boxes is stupid whilst school meals are pizza etc,</p> |

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| | | <p>poor information for children on what's good vs bad. My child drinks less water due to ban on squash which is perfectly fine but has been taught juice is OK. Food prices have ruined my ability to buy good food and real meat. Dried fruit and nuts are expensive, eggs etc".</p> <p>"Schools setting an example by providing healthy school lunches & snacks e.g. fruit".</p> <p>"Schools must ensure meals are all healthy, balanced and varied".</p> <p>"Easy availability of unhealthy choices at school and in other areas then allows them to develop bad habits. It would be helpful if school only had healthy choices".</p> |
| <p>Remove unhealthy options.</p> <p>As a counter to the availability of healthy food, this theme discusses removing the unhealthy options in both the home and in other places children might be - schools, leisure centres etc.</p> | <p>31</p> | <p>"Parents not giving children the option of what to eat".</p> <p>"Limiting Unhealthy Foods and Sugary Drinks: Reducing the availability of sugary snacks, fizzy drinks, and processed foods makes it easier for children to choose healthier alternatives. Instead, offering water, milk, or diluted fruit juice as beverage options can promote better hydration habits".</p> <p>"Unavailability of unhealthy options".</p> <p>"Parental choices of what food enters the house - if children are used to eating ready meals at home and sugary snacks and drinks that is what they will assume is a normal diet. If no one in the house cooks, then cooking will not be a part of their life".</p> <p>"Don't let them eat rubbish, give them healthy food when you ALL sit to eat together. Sweets chocolate fizzy drinks are only for a reward or a treat".</p> <p>"Easy availability of unhealthy choices at school and in other areas then allows them to develop bad habits. It would be helpful if school only had healthy choices".</p> <p>"The omission of unhealthy food (crisps / sweets / sugary drinks)".</p> |
| <p>Get children involved in preparation and cooking</p> <p>This theme involves the comments where respondents have discussed children being involved in preparation and</p> | <p>19</p> | <p>"Including young people with preparation, set-up and close down, so they experience, handle, taste different, seasonal, local and organic food".</p> <p>"Involvement in Meal Preparation: Encouraging children to participate in grocery shopping, meal planning, and cooking increases their interest in healthy foods. They are more likely to try new foods and enjoy meals they've helped prepare".</p> <p>"Involving them in meal planning, cooking, and creating a</p> |

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| <p>cooking, so that they can appreciate where it comes from and form a passion for making healthy food.</p> | | <p>routine of balanced meals and snacks also fosters lifelong healthy eating habits”.</p> <p>“being involved in cooking and shopping, home cooked meals”.</p> <p>“Helping to prepare food that they are going to eat in school. Removal of toxins like artificial sweeteners, colours and flavourings from products that target children”.</p> <p>“Teach them how to cook a few healthy meals and give them confidence in the kitchen”.</p> |
| <p>Help develop habits from young.</p> <p>This theme discusses comments where the respondent mention setting examples for children from a young age, so that they can carry their habits through to later life</p> | <p>19</p> | <p>“Good parenting, parents setting the example and children at a young age been educated to appreciate the differences between a healthy diet and the health issue if not followed”.</p> <p>“You need to get children involved with food and healthy eating from when they start eating solid food”.</p> <p>“Parental example is the key one. Even if children choose to eat rubbish foods because that's what their friends eat, if their parents provide real home cooked food, that sets and example which will influence them in later years. The problem is that we have generations of parents who don't have the knowledge and skills to prepare nutritious food from basic ingredients”.</p> <p>“First and foremost, what their parents have fed them from an early age. If they grow up eating a healthy and balanced diet along with their family this is a good grounding”.</p> |
| <p>Improve home cooking skills</p> <p>Comments in this theme talk about the improvement of family's home cooking skills and how that would ultimately allow children and young people to enjoy their families home cooked meals, consequently eating a more balanced and healthy diet.</p> | <p>18</p> | <p>“Parents cooking ability and skills”.</p> <p>“It's not that food is necessary more expensive it's more loss of skills and effort to cook it. Cooking from scratch is not an option for most working parents. When one income was enough one parent would cook properly but the family unit has changed for the worse. It's all convenient food not a balanced diet. Plus, parents give in too easy on kids not liking things like vegetables etc”.</p> <p>“Choice. Serving food, they don't like can still be served but made differently. I hated certain veg's when I was a kid, but when made differently, changing colour and/or presentations encouraged me to eat them”.</p> <p>“- That parents/carers have time and ability to cook from scratch and can afford to cook meals that the children might not eat! (Mine sometimes refuse my lovingly prepared, healthy meals, but we are lucky that we can afford fresh produce and can afford for them not to eat it if they refuse)”.</p> |

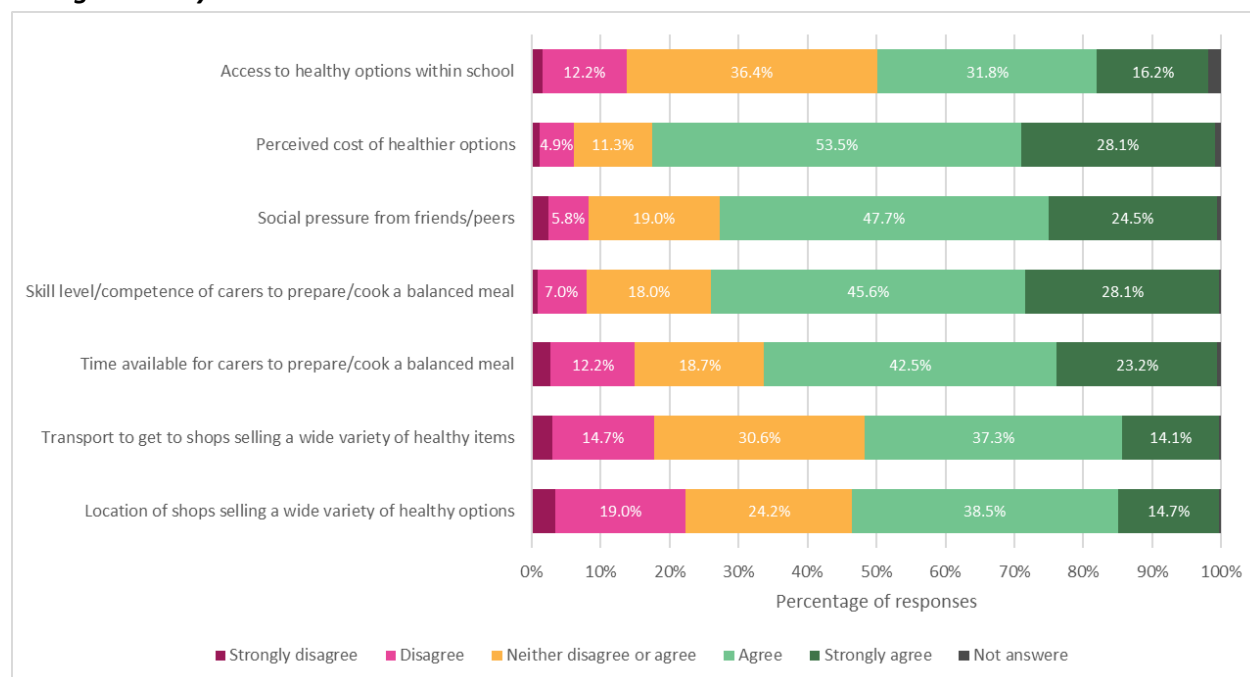
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| | | “Learning by example of those around them. Being presented with attractive, tasty healthy food, and understanding what and what foods are good for the body and health”. |
| <p>Family meals sat together</p> <p>The final major theme was that children and young people who sit down with their family to eat meals are more encouraged to eat a healthy and nutritional meal.</p> <p>Some thought this was to do with following the example of the parents, whilst the parents being able to monitor what food their children are consuming.</p> | 17 | <p>“Positive Mealtime Environment: Creating a pleasant, relaxed, and family-oriented mealtime environment can encourage children to develop healthy eating habits. Eating together as a family allows for discussions about food choices and reinforces the importance of balanced meals”.</p> <p>“Eating as a family”.</p> <p>“Friends and adults that they eat with”.</p> <p>“Family meals together sitting at a table”.</p> <p>“- cooking and eating meals together”.</p> <p>“Don’t let them eat UPF, give them healthy food when you ALL sit to eat together”.</p> |

In addition, there were some themes with 10 or less comments. These included: parents with the time to cook meals (n=6), positive online media regarding healthy eating(n=10), generally healthy home lifestyle (n=7), reward schemes for children eating healthily (n=4), children with reduced sight of advertisements (n=4) and reasonable pricing for good food (n=4).

Please indicate if you agree or disagree that the following are barriers to children and young people (ages 0-19 years old) eating a healthy and balanced diet.

Respondents were asked how they felt about certain ‘barriers’ to children eating a healthy diet and whether they agree or disagree with them – Figure 10 summarises the results. The barrier which the most people agreed was hindering a healthy diet was ‘perceived cost of healthier options’ which had an agreement rate of 81.6% (the total of those answering either agree or strongly agree, n=267). The skill level and competence of carers to prepare / cook a balance meal was also strongly agreed with, more so than other barriers 73.7% (n=241) respondents agreeing or strongly agreeing. All barriers had less than a quarter of respondents disagreeing with the barriers, indicating respondents generally think they are all an issue. The most disagreed with topic was ‘location of shops selling a wide variety of healthy options’ with 22.4% either disagreeing or strongly disagreeing (n=73).

Figure 10: 'Do you agree or disagree that the following are barriers to children and young people eating a healthy and balanced diet.'



Respondents were provided with a free text box to add any other barriers to eating a healthy and balanced diet. Across the 49 responses, a range of themes were identified, as summarised in Table 14. Other themes were discussed but they had less than 5 responses. These included an unwillingness to try new foods (n=1), healthy eating isn't perceived as cool (n=3), mental health disorders (n=3), addictive nature of fast food makes it hard to stop (n=2), no healthy fast food (n=1), WCC social services (n=1), availability of unhealthy food is too easy (n=1) and NHS setting a bad example with hospital meals (n=1).

Table 14 – Themes of other barriers to children/young people eating a healthy and balanced diet .

| Theme | Number of responses | Example responses |
|---|---------------------|---|
| Busy parents/carers or parents/carers providing what is easiest. | 12 | <p>“No commitment or control from parents. Many parents are busy and tired and just do what is easy and to keep the peace”.</p> <p>“The mindset of the carer is also of relevant - sometimes providing the unhealthy diet is just simply easier that providing the healthy diet as the latter may require more thought”.</p> <p>“Parents. Parents and parents. Most children will only eat what they like and most children like unhealthy foods. Parents give in to them because its easier and more peaceful”.</p> <p>“Lack of forward planning by parents/carers re-preparing/cooking healthy meals”.</p> <p>“Lack of will by carers to put the time aside to cook</p> |

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| | | alongside teaching their children to cook at the same time and to sit down at a table to eat and talk together instead of fast-food in front of the TV or on their phones, iPads etc”. |
| Lack of cooking skills in households | 8 | <p>“Parents have been brought up with Takeaways and junk food, so they believe it’s ok for their children, plus lack of cooking knowledge and some parents just not wanting to cook”.</p> <p>“Skills of teenagers and older children in making food”.</p> <p>“I think the main thing is time and effort. You can still get raw ingredients reasonably cheaply and can even batch cook but people don’t because they either don’t know how to or can’t be bothered”.</p> |
| Poor advertising for healthy foods | 7 | <p>“Healthy foods are not advertised like unhealthy foods and are not perceived to be as attractive”.</p> <p>“Supermarket and advertising promotion of unhealthy foods”.</p> <p>“The media’s portrayal of what healthy eating looks like could be vastly improved”.</p> |
| Lack of money for healthy options | 5 | <p>“Healthier options are more expensive”.</p> <p>“Understanding of the cost”.</p> <p>“Poverty”.</p> |
| Schools | 5 | <p>“Not being able to control what they eat if they have school meals (secondary)”.</p> <p>“Free snacks being taken away in KS2 these are fruit and peer pressure means kids more likely to eat. Free school dinners in KS2”.</p> |
| Poor education | 5 | <p>“Education for parents, carers and children alike”.</p> <p>“Lack of understanding”.</p> |

Over recent years have you made any changes to the way you purchase and access food?

There were 249 responses to this question; 28.5% (n=71) stated that they haven’t made a substantial change (or none at all) to the way they purchase and access food over recent years. The remaining 71.5% have said yes in some way. Table 15 summarises the themes of these responses and gives some examples of the types of changes being made.

Table 15 – Ways people have made changes to the way they purchase and access food in recent years.

| Theme | Number of responses | Example responses |
|---|---------------------|---|
| Buy and eat more fruit and vegetables | 36 | <p>“Good food and vegetables and fruit, more healthy snacks”.</p> <p>“Trying to eat more fresh fruit and vegetables and cutting down on treats and sweets”.</p> <p>“Increase intake of a variety of fresh vegetables”.</p> <p>“More fresh fruit, vegetables. Less processed meat and fish”.</p> <p>“I have always eaten a healthy diet; I buy fresh food and make my own ingredients”.</p> <p>“I buy more fruit and veg (fresh and frozen) and cook meals from scratch. I don’t eat meat anymore”.</p> <p>“Yes. Eating 30 plants a week and reducing meat”.</p> |
| Online shopping / click and collect | 33 | <p>“I shop online these days because it's incredibly convenient. I can browse and buy things from the comfort of my home, which is a huge time-saver, especially with my busy schedule. Managing around young kids with special educational needs is much easier too; I can shop when it's most convenient for us, avoiding the hassle of taking them to stores. It also fits perfectly with my work life since I don't have to worry about store hours or taking time off to run errands”.</p> <p>“I regularly get supermarket deliveries rather than going to the shop. This has limited my impulse buying”.</p> <p>“Home delivery - prepared or ready to prepare”.</p> <p>“We now do click and collect for the weekly shopping. This stops us picking up extra items when walking around the supermarket.</p> <p>“A lot more shopping is done online and many more delivery options from companies so parents and carers may take the easier option and buy take away food instead”.</p> |
| Buy and eat less ultra processed foods | 32 | <p>“Yes, I try to choose organic where possible and read the food labels, avoid ultra processed food and choose lots of vegetables, fruit and a good fibre intake”.</p> <p>“Aim to minimise UPFs”.</p> <p>“Stopped buying biscuits, salted peanuts, etc. Crisps at Xmas. Buying wonky fruit and veg”.</p> |

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| | | <p>“Yes. We buy far less processed food and fast food preferring to prepare our own meals”.</p> <p>“Since reading the book ‘Ultra Processed People’ about 18 months ago I have been even more conscious about the ingredients in bought food and try to avoid UPF where possible - eating mainly a whole food diet”.</p> <p>“Yes - eat 30+ plant types per week and avoid additives especially seed oils, emulsifiers, sweeteners; avoid over processed food; reduced meat consumption & sugar consumption”.</p> |
| Use local shops more | 23 | <p>“I buy locally produced food”.</p> <p>“Yes. We make more use of the local farm shop and eat out less. We have fresh milk delivered to the door - although the service struggles due to lack of customers and now only delivers 2x per week”.</p> <p>“Started using milkman to encourage access in local community”.</p> <p>“Yes. Much less ultra processed food. More frequent shopping so food is fresher so less waste. Endeavouring to reduce food miles & eat locally produced food. Growing more food at home”.</p> <p>“Use local businesses rather than national chain food suppliers”.</p> <p>“I’m a vegetarian and always try to source foodstuffs locally”.</p> |
| Choose homegrown or organic options | 20 | <p>“We grow more of our own food at home”.</p> <p>“We grow a lot of our own food, and regularly shop the ‘bargain counters’”.</p> <p>“Endeavouring to reduce food miles & eat locally produced food. Growing more food at home”.</p> <p>“Yes - acquired an allotment (finally!) and so can grow vegetables and fruit”.</p> <p>“Eat more organic products, have almost cut processed foods from our diet”.</p> |
| Reduced meat intake | 16 | <p>“Yes. Minimise UPFs. More veg, less meat. More whole foods, less refined. Zoe research”.</p> <p>“Continually shopping around for cost effective solutions, reduction in eating out and drop in meat consumption”.</p> |

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| | | <p>“Always buy fresh food, less red meat, more fish, veg, game”.</p> <p>“I have become predominantly vegetarian and reduced my meat intake”.</p> <p>“Yes - increased use of cheaper supermarket, increased area in the garden used for growing our own, reduction in our weekly meat intake”.</p> |
| Shop in cheaper supermarkets | 14 | <p>“Using cheaper food stores such as Aldi, Lidl. Purchasing too good to go bags”.</p> <p>“Shop mainly in Aldi rather than Sainsbury’s as previously. I buy more fresh fruit and veg”.</p> <p>“Yes - increased use of cheaper supermarket, increased area in the garden used for growing our own, reduction in our weekly meat intake”.</p> <p>“Yes, I shop in Aldi and Lidl more than I used to”.</p> <p>“I shop at Aldi more as it's cheaper and the fruit is better quality than big name supermarkets”.</p> <p>“Yes because of massive increases in cost over the past 12 months. Greater care and use of saver range has meant different menus”.</p> |
| Eating less healthily due to cost | 14 | <p>“Yes, my shopping has doubled in price, and I've gone from eating chicken breasts, veg and potatoes and fruit to half fruit half crisps because fruit as snacks all week is expensive to bacon, minced beef, sausages and processed meats for dinner”.</p> <p>“We have had to change supermarket because of the cost of food. We’ve also had to make cutbacks on quality and variety of healthy options because of cost”.</p> <p>“Cost of living, poor access to shops selling healthy choices have both lead to me having to change my purchases”.</p> <p>“Yes, now we have to compromise with the quality of food as price hike”.</p> <p>“I am using far more frozen food because fresh food has increased so more”.</p> <p>“Would prefer to shop in local butcher/fishmonger/market, but cost to do this is huge - supermarkets don't always provide best quality but simply cannot afford to shop at local sole traders.”.</p> |
| Cooking from scratch with ingredients | 12 | <p>“I try to buy whole foods and limit ultra processed foods. I cook more from scratch. I buy locally produced food”.</p> |

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| | | <p>“Yes. I now purchase food according to recipes I intend to make. I hardly throw away any food now. I do not buy biscuits or cakes. But raw ingredients rather than ready meals”.</p> <p>“I am vegetarian and make a good number of meals from scratch”.</p> <p>“Making things from fresh produce and batch cooking to save fuel”.</p> |
| More frequent but smaller supermarket visits | 12 | <p>“I try to use local shops more, and shop every 3-4 days, rather than one big weekly shop”.</p> <p>“I buy little and often locally and eat well”.</p> <p>“Shopping less quantities but better-quality fresh food”.</p> <p>“Shop less and often”.</p> |

In addition, to these themes there were other points mentioned include: checking nutritional values before buying the product (n=3), less eating out and takeaways (n=4), shop for new dietary requirements (n=3), shop in person to select products ourselves (n=3), meal prep for the week (n=9) and generally eat better quality food (n=9).

4.6 Future healthy lifestyles

The final section of the survey asked respondents about the future of healthy lifestyles for children and young people, mainly focused on what Warwickshire County council and partners could do to help aid this.

In your opinion what information/support would help to enable children and young people (0-19 years old) to make healthy lifestyle choices?

The first question asks respondents what information or support needs to be given to help enable children to make their own healthy lifestyle choices. Excluding those who said they don't know, or left the question blank, 82% (n=269) of respondents gave an answer to this question. The results were themed and are summarised in Table 16.

Table 16 – In the respondent's opinion, what information or support would help to enable children to make their own healthy lifestyle choices.

| Theme | Number of responses | Example responses |
|--|---------------------|--|
| <p>More rigid education around health</p> <p>This theme groups responses where respondents have</p> | 140 | <p>“Lessons within the school curriculum”.</p> <p>“More in school, home economics lessons as were”.</p> <p>“Schools actually being better educated on what's actually good and bad, not cutting them out but educating</p> |

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| <p>mentioned an increase in in-school education around health and wellbeing for children.</p> | | <p>portions, how often you can eat badly, and that keeping fit is more important and that being skinny doesn't mean healthy".</p> <p>"I believe nutrition should be taught in school as a subject. This should encompass foods groups, (proteins, carbs etc) as well as the effect these have on the human body i.e. the "science" bit".</p> <p>"The key ones are to restart DS in schools, focusing on skills required to prepare good food and to focus PE on educating children about the need for strength, CV fitness, flexibility etc throughout life, plus how to develop & maintain them (less about just playing sport)".</p> <p>"Learning about the difference between natural foods (especially fruit and veg) and manufactured foods".</p> <p>"A clear understanding of the consequences of a healthy and unhealthy lifestyle".</p> <p>"Educating them, teach them where food comes from, re-introduce school meals and 'domestic science".</p> |
| <p>Further education opportunities for parents</p> <p>Comments here discuss the need for adults to have learning opportunities, as well as the children.</p> <p>Many discuss some kind of free class that talk about healthy eating tips so that parents can pass this knowledge down to their children once they're ready to start preparing their own food.</p> | <p>38</p> | <p>"Better education and skills for parents/care givers More opportunities for education and developing skills for parents/care givers".</p> <p>"Healthy food workshops both for children and parents/carers, supported by the national supermarkets so they give something back from their vast profits".</p> <p>"Educate parents/carers in early years stage".</p> <p>"Educate young parents in creating a healthy lifestyle for themselves and their children".</p> <p>"Perhaps local exhibitions cooking demonstrations even practical cooking courses for adults so they can pass it on to their children. Leaflets".</p> <p>"Offering care givers nutritional advice/classes".</p> <p>"Educate the parents also! Bring back, short adult courses in the community to teach adults how to plan, buy and eat cheap, healthy food".</p> |
| <p>Cooking lessons</p> <p>Like the themes above, this cooking topic speaks about comments which have specifically mentioned</p> | <p>35</p> | <p>"Bring back cooking lessons at school so they can learn how to cook a few basic healthy, cost-effective meals and gain confidence in the kitchen".</p> <p>"Cooking at school like we use to in the old days of the 80s but do it earlier than high school".</p> <p>"Better school food and nutrition advice including practical</p> |

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| <p>a cooking class for either (or both) children and parents/carers.</p> <p>A large majority of comments in this theme propose in school cooking lessons.</p> | | <p>experience”.</p> <p>“Free cooking lessons with great tasting healthy and easy recipes”.</p> <p>“Teaching them to prepare meals in school”.</p> <p>“Lessons within the school curriculum, basic cooking skills”.</p> |
| <p>Make school meals healthier.</p> <p>This theme groups comments where respondents have spoken about school meals needing to be healthier, for children to lead a healthier lifestyle.</p> | 26 | <p>“Healthier school meal choices”.</p> <p>“Nutritionally better and freshly prepared school meals”.</p> <p>“Availability for all school children to have a healthy snack for free”.</p> <p>“Availability of healthy options for school meals”.</p> <p>“Only give children healthy choices at schools etc, remove the option to buy unhealthy food”.</p> <p>“Funding for healthier school meals”.</p> <p>“Better school meals and emphasis on healthy eating from a young age in the classroom”.</p> <p>“Seeing food prepared in school so they know what is available”.</p> |
| <p>Promote healthy role models.</p> <p>Many of the comments in this section suggest that society needs better, healthier role models for children that can inspire them to lead a similar lifestyle.</p> | 21 | <p>“Examples delivered by well-known, healthy people”.</p> <p>“Encouragement from appropriate role models, perhaps by social media”.</p> <p>“Support and modelling from relevant adults”.</p> <p>“Encouraging parents/carers to be role models for healthy lifestyle choices to their children”.</p> <p>“Role models would be good. joe wicks were awesome during covid and similar people with enthusiasm or knowledge to encourage anyone to just move more would be great”.</p> <p>“Being set a good example by carers and schools from an early age”.</p> <p>“Celebrity endorsement”.</p> |
| <p>Ban advertising junk food and improve healthy food adverts.</p> <p>This theme speaks</p> | 18 | <p>“Less junk food advertising”.</p> <p>“Less fast-food advertising on social media and Tv”.</p> <p>“Better advertising/labelling/recipe instructions in supermarkets”.</p> |

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| <p>about a reduction in junk food advertising, with an increase in healthy food adverts.</p> <p>Particular comments mention enabling fast food adverts on late night TV, whilst children are less likely to see them.</p> | | <p>“Promote healthier food via TV. Perhaps some products need treating like tobacco with advertising restrictions”.</p> <p>“Stop advertising, sweets, fast food outlets on TV during the day and up to 9pm”.</p> <p>“Trying to restrict advertising of fast food and keep it away from schools and transport hubs”.</p> <p>“Reduce advertising of junk food”.</p> <p>“More joined up thinking between National government, local government, NHS and social care backed up by PSA and TV campaigns and children's television programmes”.</p> |
| <p>Social media</p> <p>This theme discusses where respondents mention social media specifically as a way of supporting a healthy lifestyle.</p> | <p>18</p> | <p>“Encouragement from appropriate role models, perhaps by social media”.</p> <p>“Carefully orchestrated propaganda on social media”.</p> <p>“Media promotion of healthy lifestyle”.</p> <p>“Having good ‘non preachy’ advice easily accessible and I guess these days that means social media!!”.</p> <p>“Use of impartial figureheads to promote good lifestyle and cookery classes at school”.</p> <p>“I think it would have to be done via social media but in a body positive way. The internet seems to be at the heart of what children follow nowadays”.</p> <p>“Media that promotes good parenting”.</p> <p>“Use the voluntary sector and social media”.</p> |
| <p>Financial support</p> <p>Comments in this theme discuss children needing financial support, mainly by making healthy lifestyle choices cheaper.</p> | <p>17</p> | <p>“Subsidised healthy choices?”.</p> <p>“Decrease in fresh food prices. Taxes on cheap poor-quality food”.</p> <p>“Lowering the price of unprocessed food”.</p> <p>“Subsidised fresh / unprocessed food for those on low incomes”.</p> <p>“Being given the option to try alternatives: stores giving offers (more precisely sell cheap)”</p> <p>“That fresh fruit and vegetables are not an expensive option”.</p> <p>“Address the imbalances in society, move more people out of poverty or near poverty”.</p> |

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| <p>Parents/carers</p> <p>This theme includes comments that contain text relating directly to parental or carers support being one of the best ways to help children to make their own healthy lifestyle choices.</p> | <p>15</p> | <p>“Guidance by parents and carers from an early age”.</p> <p>“Family lifestyle. And parents”.</p> <p>“Parents having time to support encourage and allow access to activities”.</p> <p>“Children of today come from deprived parents who most unfortunately don't have the income to educate or time for healthy eating”.</p> <p>“Better work/life balance for care givers to be able to dedicate to cooking alongside the many other commitments of modern life”.</p> <p>“Parental communication”.</p> <p>“Education for parents and for parents to have enough time to choose and prepare these foods”.</p> |
| <p>Healthy eating and lifestyle events in the local community</p> <p>Most comments in this theme discuss community led events such as workshops or social cooking classes.</p> | <p>14</p> | <p>“Having health promotion groups in children and family centres, so parents can attend a 4-week course run by Health Visitors and public health nurses. Promoting and cooking easy healthy meals. When completed maybe as an incentive, having a voucher to spend on fruit and vegetables”.</p> <p>“Cookery workshops - in particular promoted through job centres and similar”.</p> <p>“Education in schools, social media resources, taster sessions of different activities at leisure centres or public parks, role models”.</p> <p>“Ensuring healthy choices available in Community events”.</p> <p>“Local authorities can create safe and accessible recreational facilities, such as parks and sports centres, where young people can engage in physical activities. They can also organise community events that promote healthy living and provide resources for families to support their children's health”.</p> |
| <p>Government intervention</p> <p>This theme groups respondent answers where the individual mentions some sort of government intervention to help children live a healthy lifestyle. For example,</p> | <p>11</p> | <p>“The government can implement policies that ensure all schools have access to healthy food options, fund public health campaigns that raise awareness about the importance of a healthy lifestyle, and support research into effective health promotion strategies. Additionally, fostering the right culture and socio-economic conditions is essential. This includes addressing inequalities that may prevent some families from accessing healthy food and safe recreational spaces, and promoting a culture that values and supports healthy living”.</p> <p>“Tax the fast food”.</p> |

| | | |
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| <p>an increase in taxes on ultra processed foods (UPFs) or a ban on advertisement for UPFs.</p> | | <p>“Tax fast food (McDonalds etc) so it is prohibitively expensive”.</p> <p>“Government advice, information and regulation of the food industry”.</p> <p>“Laws/rules protecting children from absorbing unhealthy content on social media - mukbang’s, unmarked advertisements of unhealthy food from influences etc”.</p> |
|---|--|--|

A range of other topics were also mentioned by 10 or less people: further family support (n=10), make it easier and safer for children to access facilities (n=7), more obvious and clear food labelling’s (n=4), don’t allow fast food establishments near schools(n=4), motivate children by giving them a goal (n=6) and banning children from buying UPFs (n=3).

Twenty-two respondents referred to a previous response or gave alternative responses which have been categorised as ‘other’.

How do you think Warwickshire County council and partners can help children and young people (0-19 years old) lead a healthy lifestyle?

The final question on this survey had a response rate of 81.9% (n=268), with 13 of these saying they are unsure or could not comment. Leaving 78% (n=255) with an answer that could be themed. The themes identified in this question are summarised in Table 17.

Table 17 – Respondents opinions on how WCC and partners help children and young people (0-19 years old) lead a healthy lifestyle.

| Theme | Number of responses | Example responses |
|---|---------------------|--|
| <p>Improve the school curriculum / provide better education to children.</p> <p>Similar to responses in other questions, all of the comments themed in this section are asking WCC to change the school curriculum to favour life skills, cooking and home economics more than they currently are.</p> | <p>87</p> | <p>“Education, education and more education”.</p> <p>“Via education this is the most important thing in my opinion”.</p> <p>“Add it to local curriculum”.</p> <p>“Health Education Programs: Integrate comprehensive health and nutrition education into the school curriculum, teaching children about balanced diets, the benefits of physical activity, and mental well-being. Active School Programs: Encourage schools to implement daily physical activities, such as "The Daily Mile," sports clubs, or movement breaks, to ensure children stay active throughout the day”.</p> <p>“Education re healthy lifestyles”.</p> <p>“Through the education system”.</p> <p>“Education needs to be more rounded in life skills, not just</p> |

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| | | <p>exam results”.</p> <p>“They can introduce healthy eating campaigns in schools, encouraging students to make better food choices with fun challenges and rewards”.</p> <p>“Support a school curriculum that gives attention to knowledge, understanding and life skills that last into adulthood as well as 'academic learning’”.</p> <p>“Educate them properly with latest medical knowledge and ensure they have daily pe at school”.</p> |
| <p>Make school meals healthier.</p> <p>Following on from the previous theme, a proportion of respondents went on to say Warwickshire County Council should be doing a better job of making school meals healthier.</p> | 41 | <p>“Free school meals for primary school children freshly prepared on the school premises, not from a catering company who are in the business of making profits for their investors and have no interest in the effects of poor ingredients”.</p> <p>“I would urge WCC to have a good, honest look at school meals and what happens in school at lunchtime. Breakfast clubs offer sugary cereals and croissants instead of protein and fibre. After school clubs offer more poor choices due to lack of staff and funding”.</p> <p>“Healthy School Meals: Work with schools to provide nutritious and balanced meals, ensuring that all students have access to healthy options regardless of their socioeconomic background”.</p> <p>“Stop junk being served in school”.</p> <p>“Fund heathy school meals and support education initiatives”.</p> <p>“Make sure the schools have healthy menu”.</p> |
| <p>Make facilities/activities less expensive.</p> <p>This theme talks about the costs of different facilities and how if the council subsidised this, they believe more children would be getting active and leading a healthier lifestyle.</p> <p>Some comments mention topics like leisure centres being free for under 16s, or subsidised memberships to gyms, leisure centres, swimming baths etc...</p> | 39 | <p>“Provide opportunities for you people in the area and make facilities less expensive”.</p> <p>“Make some, as all isn't possible, services accessible. Cheap enough that those that haven't got feel included”.</p> <p>“Warwickshire County Council and its partners can support children and young people (0-19) in leading a healthy lifestyle by implementing these initiatives: 1. Health Education: Offer engaging school-based programs on nutrition, exercise, and mental well-being. 2. Access to Resources: Ensure access to affordable, healthy food and safe, inclusive spaces for physical activity”.</p> <p>“Make activities cheaper to take part in rather than saying this is good for you because it will cost you a small fortune to do or take part”.</p> |

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| | | <p>“Make sure spaces and activities run by WCC are promoted as widely as possible, offer value for money and are priced as low as possible”.</p> <p>“Make access to gyms & swimming pools free for under 18’s”.</p> <p>“Subsidised prices to classes and swimming. Activities available for only people under a certain age, maybe also female only classes, e.g. for boxing, football”.</p> |
| <p>Help provide more opportunities.</p> <p>Comments themed here are more generalised opportunities that respondents have mentioned. Most mention running activities and events in communities, especially in the holidays when children are at home and have the capacity to learn.</p> | 36 | <p>“Provide activities and courses”.</p> <p>“Provide facilities and events in the far-flung parts of the county. E.g. all the county museums service activities take place in Warwick, they even had an outreach event but in St Nicholas Park”.</p> <p>“Find and fund someone willing and able to become a social media influencer for children. It can be easy and cheap to make YouTube videos on 'Just one Thing'. Attention-grabbing 'shorts' published frequently say week after week making one clear point in an entertaining way that invites thinking, gossip and sharing”.</p> <p>“Running activities for young people. Rewarding young people who get involved in community improvement schemes, like litter picking or community gardening. This could involve certificates, job references, stickers, depending on the age of the children”.</p> <p>“Provide economic healthy food stands at social events and markets perhaps supported by the council covering the costs of stands etc”.</p> <p>“Provide more opportunities for parents and carers to develop meal planning and cooking skills”.</p> <p>“By providing outdoor activities, particularly during the school holidays. It doesn't have to be sports, but could be discovering nature, observing, and testing the river water, developing a community garden. If kids grow it, they'll eat it!”.</p> |
| <p>Promote healthy lifestyles.</p> <p>This theme contains comments where Warwickshire residents have suggested WCC promoting and raising awareness for healthy lifestyles will help give children and young people the ability to lead</p> | 35 | <p>“Keep promoting the benefits and help provide access”.</p> <p>“Promote the benefits of healthier options”.</p> <p>“WCC should consider a healthy eating course for parents, which would be free. The course should be advertised widely to ensure take up”.</p> <p>“More advertising and promotions in schools and colleges”.</p> <p>“Strong messaging in all area/venues where you exert</p> |

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| <p>a healthy lifestyle.</p> <p>Some comments mentioned more flyers and advertising to spread awareness for the activities and opportunities available to children.</p> | | <p>control even bus shelters could be a place to advertise/educate about healthier lifestyle”.</p> <p>“Warwickshire County Council and its partners can promote healthy lifestyles for children and young people through various schemes and activities. They can introduce healthy eating campaigns in schools, encouraging students to make better food choices with fun challenges and rewards”.</p> <p>“Promotion”.</p> <p>“By promoting healthy eating and active lifestyles which they already do”.</p> <p>“Advertise a range of activities”.</p> |
| <p>Adult education</p> <p>Another prevalent topic throughout this survey is teaching adults further skills they may be lacking, which is affecting the health and wellbeing of their children.</p> <p>A large proportion of this theme discuss education specifically around cooking classes, although some do mention finance management and other topics.</p> | <p>33</p> | <p>“Provide settings to engage parents to support them to provide healthy options”.</p> <p>“Have health promotion workshops. Offer activities for parents at the weekend, to participate I. With their children Run dad’s groups to promote sporting activities with their children”.</p> <p>“Provide more opportunities for parents and carers to develop meal planning and cooking skills”.</p> <p>“Run lessons for carers on cooking and help people buy better”.</p> <p>“Educate and assist parents in caring for them. priorities in managing income”.</p> <p>“Educate parents to educate their children”.</p> <p>“Adult education courses in local communities, run by older, practical people to teach meal planning, shopping, cooking...”</p> |
| <p>Improve infrastructure to enable children to travel on their own.</p> <p>This theme contains comments relating to any way of improving roadways, cycle paths, bus routes or any other city infrastructure to allow children to travel independently.</p> | <p>25</p> | <p>“Make bus transport more affordable so that people access more of the great places in Leamington where you can be active for free. Vastly improved cycle network, giving pedestrians and bikes priority over cars so that cycling as a family is a safe option and preferable to driving short distances”.</p> <p>“Transport: better public transport needed plus safe (i.e. separate from vehicles) cycling routes to and from schools, sports activities etc. Make it possible for people to ditch the car!”</p> <p>“Provide safe cycle routes (NOT just paint on the road)”.</p> <p>“Review barriers to independent access to green</p> |

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| | | <p>spaces/leisure facilities - parents ferrying younger children is all very well, but adolescents benefit from being able to go by themselves when they want”.</p> <p>“Cycling and Walking Infrastructure: Create safe walking and cycling paths to encourage active commuting to school, reducing car dependence and promoting daily physical activity”.</p> <p>“Prioritise safe active travel. Reduce car use and speeds”.</p> <p>“Look at transport links (but safety should also be ensured here)”.</p> |
| <p>Better / more sporting equipment and facilities</p> <p>Comments regarding this topic talk about the need for new facilities and new equipment in local communities, particularly those more rural.</p> | <p>20</p> | <p>“Provide facilities and events in the far-flung parts of the county. E.g. all the county museums service activities take place in Warwick, they even had an outreach event but in St Nicholas Park”.</p> <p>“To continue to provide parks etc which can be accessed by young people”.</p> <p>“More local facilities. Subsidies for families who can’t afford clubs or classes usually. More green areas to pursue even just walking”.</p> <p>“Provide parks and green spaces and keep them clean, safe and inviting”.</p> <p>“Provide more & better safe & free sports facilities for all, e.g. courts & pitches”.</p> <p>“Parks and Playgrounds: Invest in well-maintained, safe parks, playgrounds, sports fields, and recreational facilities that encourage children to be active. These should be accessible and located within walking distance of communities”.</p> |
| <p>Community events</p> <p>This theme groups comments where the respondent has spoken about events that could reach multiple people, rather than 1-1 education for adults and children.</p> <p>Examples include group cooking classes, council lead health days and healthy food stalls at festivals or events.</p> | <p>19</p> | <p>“Work with other agencies to ensure there is provision to get advice and support - be that information stalls, Q&A answer sessions, workshops [how to plan a balanced menu for the week?](cooking masterclass?)”.</p> <p>“Additionally, community events like family fun days or health fairs can provide interactive and educational experiences about nutrition and fitness. By integrating these promotional schemes and engaging activities, the council can make healthy living both fun and achievable for young people”.</p> <p>“Provide free activity days as a taster for children to see if they'd like to uptake it”.</p> <p>“Provide courses and clubs or groups that teach them through activities”.</p> |

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| | | <p>“Healthy eating workshops for parents and children together - practical sessions - where they cook together etc”.</p> <p>“Increase availability and access to positive community supports, e.g. parenting group interventions; young people meet up/exercise groups”.</p> <p>“Adult education courses in local communities, run by older, practical people to teach meal planning, shopping, cooking.”</p> |
| <p>Maintain parks and equipment better.</p> <p>Comments which have mentioned a need for further maintenance of a local green space or piece are themed here.</p> <p>Some respondents mentioned that there are enough outdoor areas for young people to exercise, providing they are properly looked after and kept in working order.</p> | 18 | <p>“Maintain green spaces and parks and fund local fitness events making them accessible to all youngsters”.</p> <p>“Make open spaces safer, leisure centres cheaper, more accessible, fun activities not just sports or exercise, things like dancing, martial arts, introduce food preparation and cooking into schools”.</p> <p>“Maintain your open spaces. Bridle paths and public rights of way more effectively. Add open gyms to parks”.</p> <p>“As above and more control/supervision of parks and green spaces”.</p> <p>“Improve sports facilities in villages (e.g. Polesworth) so they are properly useable”.</p> <p>“Provide parks and green spaces and keep them clean, safe and inviting”.</p> <p>“Maintain and look after the children's play areas, keep grass cut to allow people to use green outdoor spaces”.</p> <p>“Maintain existing public spaces e.g. parks and playgrounds and swimming pools and endeavour to improve on the existing provision”.</p> |
| <p>Help make a change to the number of fast-food stores across Warwickshire.</p> <p>This theme contains comments specifically talking about the provisions around UPF and fast-food locations in Warwickshire.</p> <p>A common subtopic was the proximity of fast-food locations to schools, with respondents proposing there should be a</p> | 17 | <p>“Applying more pressure on retail outlets regarding the supply of high sugar snacks, alcohol, and low-quality ready meals”.</p> <p>“Stop giving permission for new fast-food premises to open”.</p> <p>“Close corner shops near schools selling junk foods”.</p> <p>“Close or limit fast food restaurants earlier and don’t put have them all in the same area”.</p> <p>“- Prevent fast food outlets opening”.</p> <p>“Stop approving processed take away food shops”.</p> <p>“Decisions on food venues in the town to favour healthier</p> |

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| <p>minimum distance they should be able to open to a school.</p> | | <p>options (e.g. lower rent and rates)".</p> |
| <p>Fund more clubs and activities.</p> <p>This topic talks about WCC needing to provide more money to communities so that they can start and maintain individual clubs and activities that young people may want to get involved with.</p> <p>For example, a lot of local sports clubs cannot afford to run without parents having to pay towards the club. If the council could subsidise this, more children would be able to participate without the fear of having to pay.</p> | <p>14</p> | <p>"More funding for free activities, supervised by knowledgeable staff".</p> <p>"Fund local fitness events making them accessible to all youngsters".</p> <p>"Put funding into existing sports such as grass roots football or rugby etc to enable them to provide service to the wider community".</p> <p>"Fund more young people groups".</p> <p>"Provide funding and resources for local sports clubs, youth centres, and after-school activity programs, ensuring that children have opportunities to participate in a variety of activities regardless of their skill level or experience".</p> |
| <p>Ensure realistic and accurate information is being delivered.</p> <p>This theme talks about the need for a single, clear voice for health which can be respond to any questions.</p> <p>With the increased use of social media there has been an influx of online health influencers, all of which have different opinions which can be passed off as opinion. Respondents talk about the need for a fact based, consistent voice for advice on children and young people's health.</p> | <p>11</p> | <p>"Dispel myths around costs and accessibility to healthier options & lifestyles. Promote the benefits of healthier options. Show the downside of unhealthy options in a way that children understand. With so many children vaping, the communication of vaping health impacts is not working".</p> <p>"Continue providing information & advice".</p> <p>"By providing information about lifestyles without being judgemental".</p> <p>"Leaflets books, posters in schools on websites for an improved adulation. Understand firstly what a base line looks like (parent school carer surveys) then set out a plan over time and resurvey".</p> <p>"Schools probably already address this, but that's good. Sustained information campaigns. Backing Sure Start style schemes. Collaborating with sports and youth groups".</p> <p>"Make sure information is fact based".</p> <p>"Improved information on healthy eating".</p> |

A small variety of other topics were mentioned with 10 or less responses. These included: WCC supporting further taxes on ultra-processed foods (n=7), a reward scheme for children engaging in healthy opportunities (n=4), removing unhealthy options from Warwickshire County council owned facilities (n=4), making healthy eating less expensive (n=3), treat ultra processed foods in the same way society treats cigarettes and alcohol (n=2) and better health options for children with additional needs (n=2).

13 respondents gave answers relevant to a different question, and three provided comments categorised as 'other'.

Appendix 1 – Healthy lifestyles survey

Copy of survey (the text and space available to comment was much larger on the survey but for the purpose of this report has been reduced):

Overview

The Council Delivery Plan 2022 – 2027 has a key objective to ‘Support people to live healthy, happy, and independent lives and work with partners to reduce health inequalities.

National and local data shows that nearly one in four children aged 4-5 and one in three children aged 10-11 are overweight or obese in Warwickshire. Recent data shows the situation is getting worse and we know that overweight children become overweight adults, and being overweight affects your health negatively.

This survey focuses on children and young people. Though you may not be a direct care giver your opinions are valued, and we are keen to hear what you think.

All those completing the survey will be entered into a prize draw to win a £50 Love to Shop voucher.

This is a short survey and should take around 10 minutes to complete.

Why your views matter

In support of the Warwickshire County Council Delivery Plan 2022-2027 in supporting people to live healthy, happy, and independent lives, this survey hopes to:

Understand individual community needs and priorities and perceptions.

Helps to inform and ensure that communications, services, and interventions are tailored to what local people want.

Enables us to learn and share information with our partners to help with the reduction of health equalities.

Provide the focus of the work that needs to take place in Warwickshire to support healthy lifestyle choices for our children, young people, and their families.

The insights from the survey will inform an options appraisal that will be presented to the Warwickshire County Council Health and Wellbeing Board in Spring 2025.

Results from the survey will be shared with the Voice of Warwickshire panel members, along with feedback showing how the results will be used.

About you

This survey focuses on children and young people, aged 0-19 years old. We would initially like to understand what relationships and/or contact, if any, you have with children and young people. Even if you don't have contact your views are important.

Q1. What relationships and/ or contact, if any, do you have with children and young people (aged 0-19 years old). Please select all options that apply:

- Parent/ carer
- Grandparent
- Wider family member
- Childcare/education provider
- Health care provider
- Other relationship (please specify below)
- No relationship/ contact with children and young people

Please use this space for your answer if you selected "other relationship".

Q2. Please select the statement that applies to you:

- I am a main carer for a child or young person.
- I provide regular care for a child or young person.
- I provide occasional care for a child or young person.
- I do not provide regular care for a child or young person.

Q3. Do you work or volunteer with children or young people?

- Yes
- No

Promoting healthy lifestyles

What we eat is an important part of maintaining good health and can help us to feel our best. Being active can help us to stay as happy, healthy and independent as possible.

At any age, leading a healthy lifestyle helps to prevent many long-term health conditions.

See <https://www.warwickshire.gov.uk/healthy-lifestyle> for more information.

Q1. What reasons, if any, do you think may prevent children and young people (0–19-year-olds) from leading a healthy lifestyle?

Q2. How important do you see the following in promoting healthy lifestyles to children and young people (0-19 years old)?

| | | | | |
|-----|-----------|-----------|------|----------|
| Not | Of little | Important | Very | Not sure |
|-----|-----------|-----------|------|----------|

| | important | importance | important | important | important |
|-----------------------------|-----------|------------|-----------|-----------|-----------|
| Parents / Carers | | | | | |
| Wider family members | | | | | |
| Friends / Peers | | | | | |
| School / Nursery | | | | | |
| Health care providers | | | | | |
| Community role models | | | | | |
| Celebrities | | | | | |
| Social media | | | | | |
| Warwickshire county council | | | | | |
| National government | | | | | |

Q3. Are there any other organisations, people or factors that are important when promoting healthy lifestyles to children and young people (0-19 years old)?

Q4. If you wanted information or advice on a child or young person's (0-19 years old) weight (underweight or overweight), would you know where to raise your concerns?

- Yes
- No
- Not sure
- Not applicable

If yes, please state where:

Get active

Being active can help us to stay healthy, improve overall well-being and prevent many long-term health conditions.

See <https://www.warwickshire.gov.uk/homepage/462/get-active> for more details.

Q1. What do you think are the main benefits/ positive experiences of getting active for children and young people (0-19 years old)?

Please use the space below for your answer

Q2. How easy or difficult are the following for children and young people (0-19 years old) to access/use to get active?

| | Very difficult | Difficult | Neither easy nor difficult | Easy | Very easy | Not sure |
|--|----------------|-----------|----------------------------|------|-----------|----------|
| School (PE lessons) | | | | | | |
| School (Extracurricular) | | | | | | |
| Outdoors sports clubs e.g. football, rugby, netball, athletics | | | | | | |
| Parks and outdoor playgrounds | | | | | | |
| Other outdoor public spaces e.g. skate park, tennis courts, basketball | | | | | | |
| Green spaces e.g. country parks, forest schools | | | | | | |
| Swimming or water-based activities | | | | | | |
| Indoor activities e.g. gym, aerobics, dance | | | | | | |
| Video based activities: augmented reality (AR), Ring Fit, Wii Fit etc. | | | | | | |

If you answered difficult or very difficult for any of these activities, please say why:

Q2. Are there any other opportunities for children and young people (0-19 years old) to get active that are not mentioned in the list above?

Please use the space below for your answer

Q3. Do you agree or disagree that any of the following are barriers to children and young people (0-19 years old) getting active?

| Strongly | Disagree | Neither | Agree | Strongly |
|----------|----------|---------|-------|----------|
|----------|----------|---------|-------|----------|

| | disagree | | agree nor disagree | | agree |
|--|----------|--|--------------------|--|-------|
| Access to parks and green spaces | | | | | |
| Availability of publicly accessible facilities | | | | | |
| Cost of activity and/or equipment | | | | | |
| Location of facilities/venues | | | | | |
| Transport to get to facilities/venues | | | | | |
| Time available | | | | | |
| Confidence of child/ young person to take part | | | | | |

Please list here any other barriers to children and young people getting active:

Eating well

Eating a healthy, balanced diet is an important part of maintaining good health and can help you feel your best.

This means eating a wide variety of foods in the right proportions and consuming the right amount of food and drink to achieve and maintain a healthy body weight.

More information can be found at: Eating a balanced diet - NHS (www.nhs.uk) and <https://www.warwickshire.gov.uk/homepage/464/healthy-eating-and-healthier-weight>

Q1. To what extent do you agree with following statements?

| Strongly disagree | Disagree | Neither agree nor | Agree | Strongly agree |
|-------------------|----------|-------------------|-------|----------------|
|-------------------|----------|-------------------|-------|----------------|

| disagree | | | | | |
|---|--|--|--|--|--|
| Children and young people have access to a balanced and healthy diet | | | | | |
| Children and young people have good knowledge around what constitutes a balanced and healthy diet | | | | | |
| Advertising affects children's food and drink choices | | | | | |
| Care givers are well educated on healthy food and drink choices for children | | | | | |
| The increased cost of food and drink has impacted access to a balanced and healthy diet | | | | | |

Q2. In your opinion / experience what helps children and young people (0-19 years old) to eat a healthy and balanced diet?

Please use the space below for your answer

Q3. Please indicate if you agree or disagree that the following are barriers to children and young people (0-19 years old) eating a healthy and balanced diet:

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| Location of shops selling a wide variety of healthy options | | | | | |
| Transport to get to shops selling a wide variety of healthy options | | | | | |
| Time available for carers to prepare/cook a balanced and healthy options | | | | | |
| Skill level/competence of carers to prepare/cook a balanced and healthy options | | | | | |
| Social pressure from friends/peers | | | | | |
| Perceived cost of healthier options | | | | | |
| Access to healthy options within school | | | | | |

Please list any other barriers that have not been mentioned above:

Q4. Over recent years have you made any changes to the way you purchase and access food?

Future healthy lifestyles

Q1. In your opinion what information/ support would help to enable children and young people (0-19 years old) to make healthy lifestyle choices?

Please use the space below for your answer

Q2. How do you think Warwickshire County Council and partners can help children and young people (0-19 years old) lead a healthy lifestyle?

Please use the space below for your answer

Almost done...

Thank you for taking the time to respond.

Please make sure you press submit at the bottom of this page.

By clicking 'Submit Response' you give us permission to analyse and include your response in our findings. After you click Submit, you will no longer be able to go back and change any of your answers.

Please take a note of your reference number on the next page in case you need to contact us about your response.

If you have responded to a public activity, you can check back on Ask Warwickshire for updates.