

SCHOOL BELONGING & SCHOOL TRIPS

OxWell 2025 Provisional Findings

OxWell 2025

OxWell is one of the largest surveys of children and young people's health and wellbeing in England. In 2025, **over 35,000 students** took part. We use the findings to: inform schools about students' lived experiences, support local authority planning in health and education, guide service development in areas such as CAMHS, mental health in schools, and public health, and shape national policy and research around child and adolescent wellbeing.



Belonging

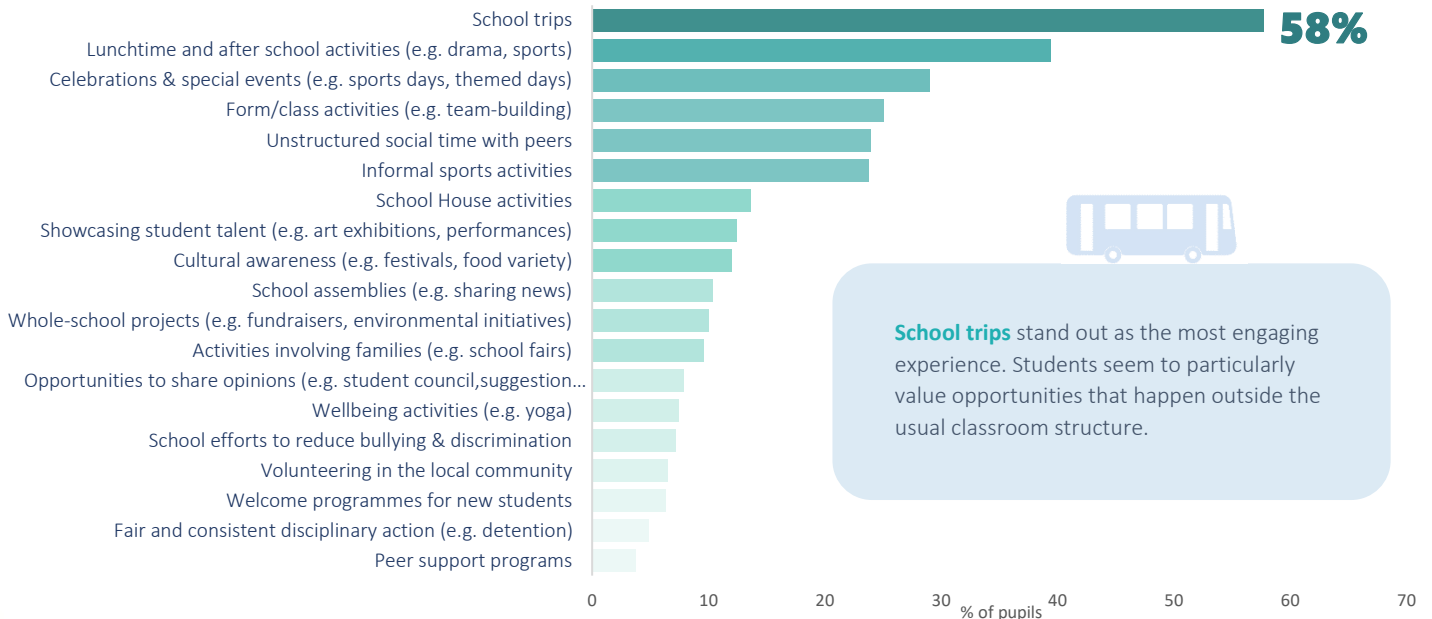
A sense of belonging is closely linked to students' wellbeing and engagement. When students feel part of their school community, they are more likely to thrive. This year, we asked students which activities and opportunities help them feel most engaged with the school community.

The top 3 options: school trips, lunchtime and after school activities and celebrations and special events.

SECONDARY SCHOOLS (Year 7 - 13)

Q: Which of these options engage you most with the school community?

Students were asked to select up to 3 options:



School trips stand out as the most engaging experience. Students seem to particularly value opportunities that happen outside the usual classroom structure.

What can schools do?

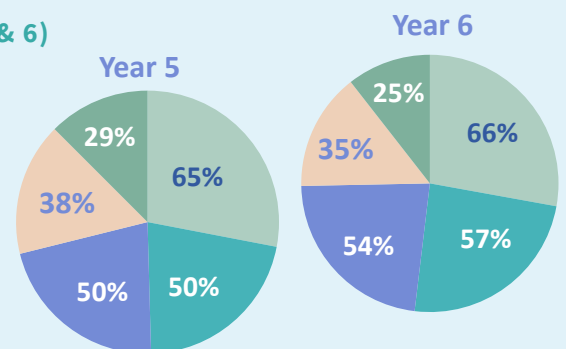
Schools might also want to think about:

- Why trips and outside activities help students feel they belong
- Which students might not be participating in these activities
- How to prioritise belonging as a potentially important mental health tool.

PRIMARY SCHOOLS (Years 5 & 6)

Q: Which of these help you feel part of the school? (Please select the ones you find most helpful).

- School Trips
- Lunchtime and after-school activities
- Celebrations and special events
- Activities involving families
- School assemblies



Group Comparisons

These tables show the percentage of students selecting school trips, broken down by factors such as loneliness, neurodiversity, gender identity, and school absence. Understanding these differences might help schools when they think about which students might not be participating in these activities.

Secondary Schools that took part in OxWell 2025 can use our data platform, *OxHub*, to explore their own results in more detail. They will be able to view and compare their results to the whole OxWell study and other schools (without being able to directly identify which schools these are).



Designed by Freepik

Gender Identity

% Pupils			
	Girl/Woman	Boy/Man	Gender diverse
School trips	61%	55%	49%
Lunchtime and after school activities	37%	42%	34%
Celebrations and special events	32%	27%	24%

Loneliness

% Pupils			
	Often Lonely	Lonely some of the time	Hardly ever or never lonely
School trips	51%	58%	60%
Lunchtime and after school activities	34%	39%	42%
Celebrations and special events	23%	29%	31%

School Absence

% Pupils			
	Absent 16 + days	Absent 6-15 days	Absent 0-5 days
School trips	51%	56%	60%
Lunchtime and after school activities	32%	37%	41%
Celebrations and special events	24%	26%	31%

Neurodiversity

% Pupils			
	Autistic (self-identified)	ADHD (self-identified)	Other neurodiversity
School trips	51%	56%	53%
Lunchtime and after school activities	35%	39%	38%
Celebrations and special events	23%	26%	25%

Year Group

	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
School trips	65%	66%	60%	62%	59%	62%	59%	50%	44%
Lunchtime and after school activities	50%	57%	49%	45%	41%	37%	36%	32%	25%
Celebrations and special events	50%	54%	32%	32%	30%	30%	32%	24%	17%

