
East Dunbartonshire Schools Health and Wellbeing Survey 2014/15

*Main East Dunbartonshire Report
(Final)*

Prepared for



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1 Introduction and Methodology

1.1 Introduction¹

The total secondary school population in East Dunbartonshire is around 7,400. In 2014/15, some 2,907 secondary school pupils (S1-S6) from across East Dunbartonshire schools completed a health and wellbeing survey questionnaire. This represents nearly 50% of the S1-S6 roll from the participating schools.

The study was commissioned by NHS Greater Glasgow and Clyde with support from the East Dunbartonshire Director of Education Services & Children's Services. The fieldwork was carried out by Progressive Partnership. The main findings from the survey data were prepared by Traci Leven Research.

The aims of the study were to gather current demographic information on the pupil population, gain an understanding to individual pupil perceptions of their health & wellbeing and to provide a baseline of pupil health and wellbeing data against which future progress can be measured. The survey included questions on the following topics:

- Demography including age, gender, deprivation category (using FSM entitlement as a proxy measure) and ethnicity
- Strengths and Difficulties as measured by SDQ
- Worries, bullying, discrimination, illness and disability
- Oral health, diet, exercise and travel
- Smoking, alcohol and drug use
- Awareness and use of health services and youth clubs
- Social and anti social behaviour, carer status and future hopes

The survey questionnaire can be found in the appendix.

The main report presents the findings for all pupils together and examines differences by the following key variables:

- Gender
- School stage
- Deprivation

This survey will provide useful data towards:

- identifying areas of practice or intervention, supporting health outcomes for children & young people
- future planning for health and wellbeing outcomes for children and young people in East Dunbartonshire.
- secondary schools to developing their health and wellbeing priorities within School Improvement Plans

¹ This section has been prepared by East Dunbartonshire Health & Social Care Partnership

1.2 Survey Methodology²

NHSGGC commissioned Progressive Partnership to conduct the fieldwork on their behalf. Progressive Partnerships responsibilities were to contact the head teacher and arrange a convenient time to deliver, administer and return the paper questionnaires. Completed questionnaires were entered into SNAP, verified and data exported to SPSS for the purpose of analysis.

The questionnaire was based heavily on previous waves of the survey carried out in Glasgow City, with a small number of amendments based on discussions with key stakeholders.

The pilot of the questionnaire took place in September 2014 and consisted of:

- A cognitive assessment of the questionnaire
- A pilot of the paper questionnaire

Cognitive testing

Specific questions within the questionnaire were selected for cognitive testing, in relation to bullying, drugs and screen based activities. These sections were tested in order to assess and rectify any issues respondents had in terms of comprehension, retrieval / recall, judgement and response when completing the survey. The cognitive interviews were conducted on a one-to-one basis.

Piloting the paper questionnaire

As with the cognitive interviewing, piloting of the paper questionnaire took place. The pilot survey was completed under exam conditions. However, pupils were encouraged to speak to the researcher if they had any questions.

On average, pupils took 20 minutes to complete the paper questionnaire, with 30 minutes standing as the longest time for a pupil to complete. Accordingly, it was felt that one school period (~50 minutes) would be sufficient for the vast majority of children to complete the survey.

Communication

The Health Improvement & Inequalities Manager linked with the Director of Education to inform them about the questionnaire and the survey administration. The Director of Education sent a letter to each head teacher in East Dunbartonshire mainstream high schools encouraging them to take part in the survey.

The 6 secondary schools that opted to take part in the survey were contacted and provided with an information pack which gave details about the project, its aims, the support available from the research team, and what would be expected from the schools. Parents were lettered through pupil post to inform them that the survey was taking place and to give the opportunity to opt out from the survey. Pupils were given an information sheet to inform them of the survey aims, stress their individual anonymity and let them know how the results would be used.

Most schools opted to administer questionnaires to pupils in classes such as PSE (which were not organised by ability). In a few cases schools organised large numbers of pupils to complete the questionnaire in gymnasium or dining hall settings.

² This section has been prepared by the Research & Evaluation Team, Public Health Resource Unit, NHS Greater Glasgow & Clyde

At all stages of the fieldwork the survey manager liaised with schools to check on their procedures, timetable, and sample selection (to ensure it was representative of the pupil population).

Returned questionnaires from each school were sorted by year group and were checked against the school roll and year group totals. Completed questionnaires were processed and verified by Progressive Partnership.

Six out of eight secondary schools took part in the survey giving a school response rate of 75%. In terms of the *questionnaire* response rate, the number of questionnaires returned was 2,907 out of a potential 3,018 representing a response rate of 96% (50% of S1 to S6 pupils).

Response rates from individual year groups varied to some extent (see Table 1.1). Nonetheless, the total number of survey respondents was evenly distributed across the year groups: S1 (17%); S2 (16%); S3 (18%); S4 (18%); S5 (16%); S6 (15%).

Table 1.1: Survey Responses by Year Group

Year Group	50% School Roll (from 2014 School Census)	Actual Responses	Response Rate
S1	495	502	101%
S2	511	478	94%
S3	531	522	98%
S4	531	517	97%
S5	500	464	93%
S6	450	424	94%
TOTAL	3,018	2,907	96%

1.3 This Report

This report has been prepared by Traci Leven Research. It presents findings for the whole East Dunbartonshire area from 2,907 pupils in six secondary schools.

Analysis

Analysis was conducted in two stages:

- 1 Compute basic frequencies for each question in the questionnaire.
- 2 Establish whether there were significant differences between groups for three key independent variables (using the **99% confidence level**; $p \leq 0.01$).

The three key independent variables used for analysis are shown below together with the number and percentage of pupils in each group.

Table 1.2: Key Independent Variables Used For Analysis

Key Variables	Description	Numbers and (%):
Gender	Boys and girls	Boys: 1,397 (52%) Girls: 1,504 (48%) Total: 2,901 (100%)
Stage	Lower school (S1-S2), Middle school (S3-S4) and Upper school (S5-S6)	Lower school: 980 (34%) Middle school: 1,039 (36%) Upper school: 888 (31%) Total: 2,907 (100%)
Deprivation	The most deprived school and least deprived school, with free school meal entitlement used as a proxy measure of deprivation.	Least deprived: 605 (67%) Most deprived: 298 (33%) Total: 903 (100%)

Reporting Conventions

Subsequent chapters begin with a summary of key indicators contained within the chapter. Each of these chapters report findings following these conventions:

- Firstly, a description of basic frequencies.
- Secondly, reporting *only* those key variables (identified above) which exhibit statistical significance ($p \leq 0.01$).

Tables and Figures

All non-responses have been removed from analysis. Not all pupils answered each question; therefore the base number varies. Unless otherwise indicated, 'don't know' responses have been excluded from the analysis. Base numbers for each question can be found in the annotated questionnaire in the Appendix.

The sum of responses in tables and text may not equal 100% due to rounding.

Where percentages are less than 0.5 but more than 0, the conventional '<1%' has been used. A '0%' means exactly zero.

Both percentages and frequencies are given for each finding. Where frequencies are less than five pupils, these are presented as '<5' rather than the exact count.

2 Pupil Profile

Summary of Key Indicators

Indicator	%	N
% of pupils who live with both parents	71%	2,065
% of pupils who care for a family member with an illness/disability or drug or alcohol problem	9%	244

2.1 Age and Gender

Fifty two percent of respondents (1,504 pupils) were boys and 48% (1,397) were girls. Thirty eight percent (1,096 pupils) were aged 13 or under. Just over a quarter (27%, 782 pupils) were aged 16 or over. Table 2.1 shows the breakdown by age and gender.

Table 2.1: Age and Gender of Pupils

Age:	Boys	Girls	All
11	2.0%	1.8%	3.8%
12	9.0%	7.9%	16.8%
13	9.1%	8.1%	17.2%
14	9.1%	8.4%	17.5%
15	8.9%	8.8%	17.7%
16	8.2%	7.8%	16.0%
17	5.6%	5.3%	10.9%
18	<0.1%	<0.1%	<0.1%
TOTAL	51.8%	48.2%	100.0%

2.2 Stage

Table 2.2 shows the proportions of pupils in each year group. There were similar proportions of pupils in each year group, although slightly fewer in the upper years.

Table 2.2: Stage of Pupils

Year Group	% of pupils
S1	17.3%
S2	16.4%
S3	18.0%
S4	17.8%
S5	16.0%
S6	14.6%
TOTAL	100.0%

2.3 Ethnicity

Nine in ten (89%, 2,502 pupils) described themselves as White Scottish or White British. The second most common ethnic group was Asian (4%, 123 pupils). The breakdown of pupils by ethnic group is shown in Table 2.3.

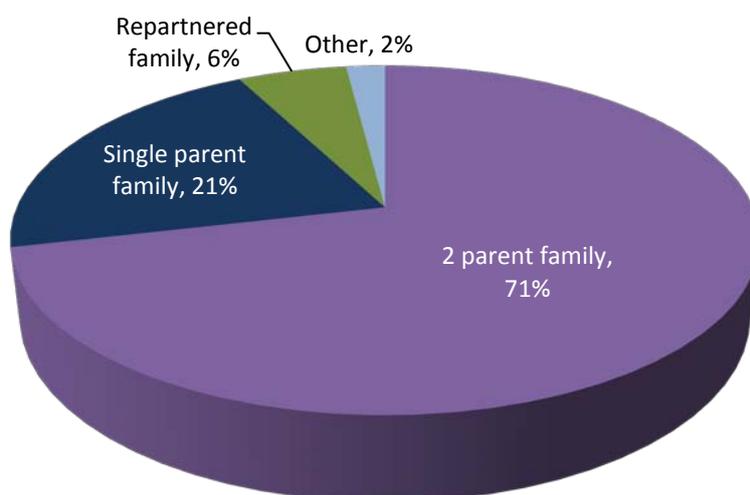
Table 2.3: Ethnicity of Pupils

Ethnic Group	% of pupils
White British	89.0%
Other White	1.7%
Any Mixed	1.2%
Any Asian	4.4%
Any Chinese	1.9%
Any African	0.7%
Any Black	0.4%
Other	0.6%
TOTAL	100.0%

2.4 Family Composition

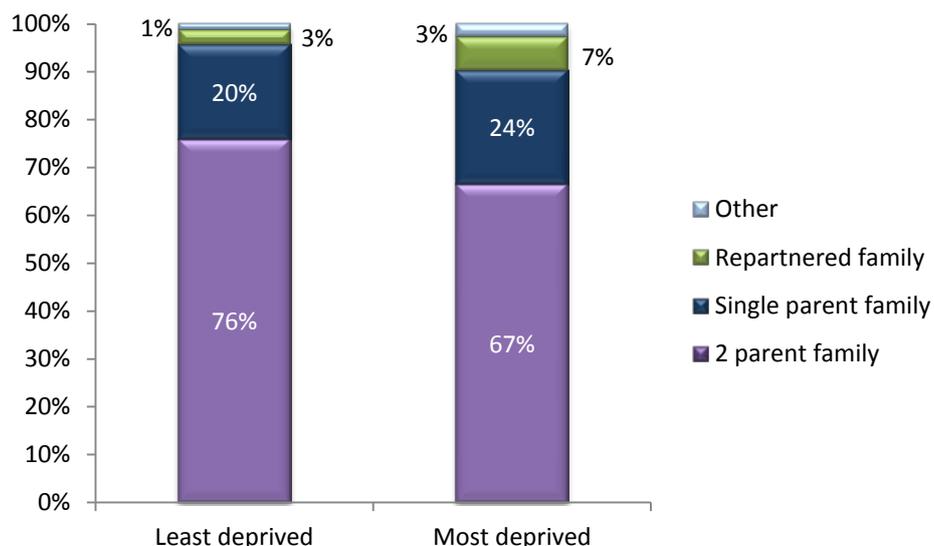
Seven in ten (71%, 2,065 pupils) lived with both their parents. One in five (21%, 609 pupils) lived in single parent families. The breakdown of all family types is shown in Figure 2.1.

Figure 2.1: Family Composition



Note: 'single parent families' include those who spend some time with one single parent and some time with another single parent; 'repartnered families' include those who spend time between two repartnered families.

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to live in a two parent family (76%, 460 least deprived; 67%, 197 most deprived). The family compositions for the most and least deprived schools are shown in Figure 2.2.

Figure 2.2: Family Composition for Least and Most Deprived Schools

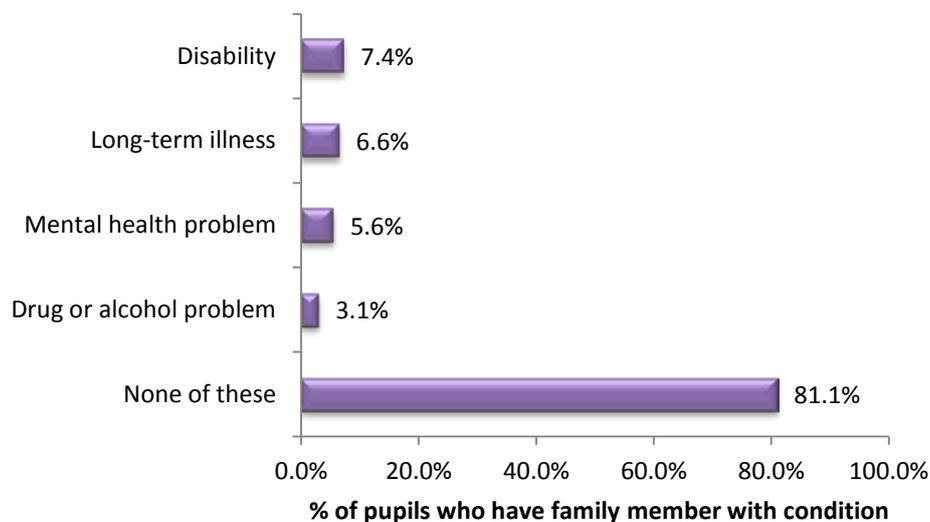
2.5 Free School Meal Entitlement

Six percent (169 pupils), said that they received free school meals or vouchers for free school meals; 83% (2,403 pupils) said they did not, and 11% (310 pupils) said that they did not know.

Deprivation: (The deprivation variable was based on free school meal entitlement). In the most deprived school 14% (41 pupils) said they got free school meals, 80% (238 pupils) said they did not and 6% (18 pupils) said they did not know. In the least deprived school 2% (11 pupils) said they got free school meals, 86% (517 pupils) said they did not and 12% (72 pupils) did not know. (Government statistics show that free school meal entitlement was 4% in the least deprived school and 21% in the most deprived school).

2.6 Family Health Problems and Caring Responsibilities

One in five (19%, 505 pupils) had someone in their family household with a disability, long-term illness, drug/alcohol problem or a mental health problem.

Figure 2.3: Proportion of Pupils who had Household Family Member with Listed Conditions

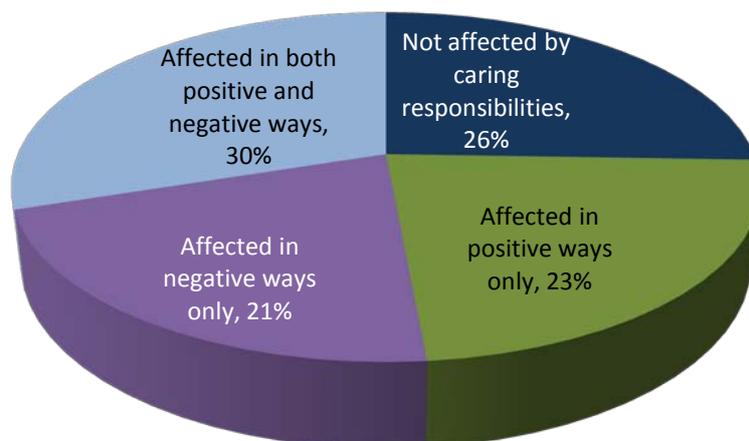
Stage: Upper school pupils were more likely than middle or lower school pupils to say they had a household family member with at least one of these conditions (24%, 197 upper school; 18%, 170 middle school; 16%, 138 lower school).

Among those who had a household family member with at least one of these conditions, just under half (47%, 244 pupils) said that they looked after or cared for them because of their illness/disability. Thus overall, 9% of pupils were carers for someone in their household.

Among carers, 35% (86 pupils) said that they looked after their family member every day, 34% (82 pupils) said that they did so a couple of times a week and 31% (76 pupils) said that they did so once in a while.

Among those who looked after/cared for a household family member, three in four (74%, 181 pupils) said that their caring responsibilities had affected them in some way. These included a mix of positive and negative effects of caring. Half (51%, 125 pupils) of all carers were affected in a negative way (reporting either negative effects only or both negative and positive effects). This is shown in Figure 2.4.

Figure 2.4: Effects of Caring Responsibilities



Among carers, the most commonly reported positive effects of caring responsibilities were:

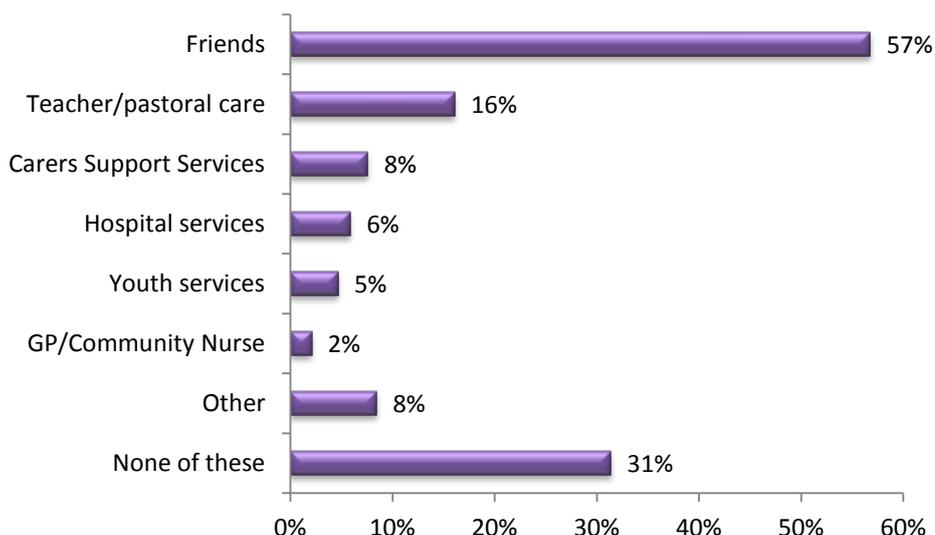
- It makes me feel good to be able to help (46%, 113 pupils);
- I've learned lots of new skills because of caring (28%, 68 pupils).

The most commonly reported negative effects of caring responsibilities were:

- Makes me tired (28%; 69 pupils);
- It makes me feel stressed/anxious (28%, 68 pupils);
- Sometimes unable to do homework (23%, 57 pupils).

Those who were carers were asked 'who knows about your caring responsibilities?'. Among carers, three in ten (31%, 74 pupils) said that no-one knew about their caring responsibilities. The most common type of acquaintance who knew about caring responsibilities was friends (57%, 134 pupils). All responses are shown in Figure 2.5 below.

Figure 2.5: Who Knows About Caring Responsibilities



3 Physical Activity, Diet and Sleep

Summary of Key Indicators

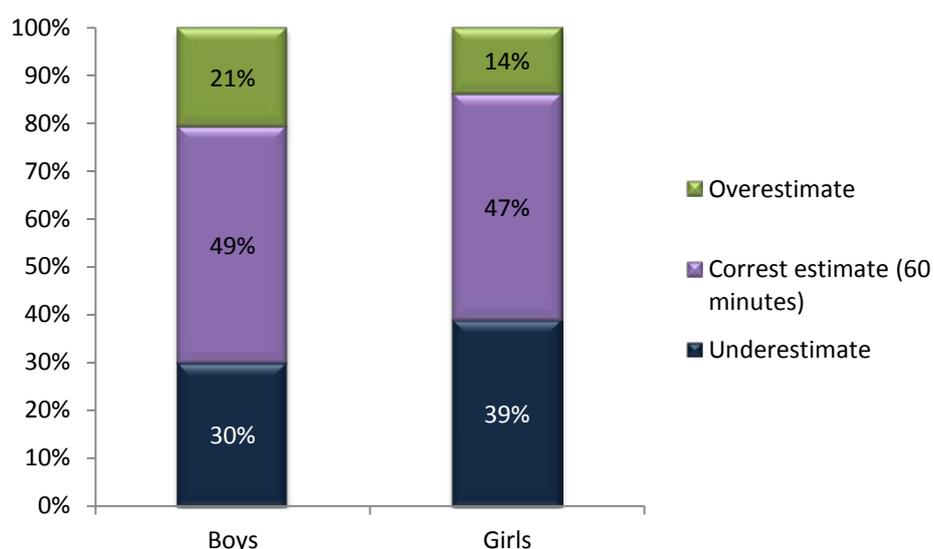
Indicator	%	N
% of pupils that met the physical activity target of taking 60 minutes or more of moderate physical activity on seven days per week	13%	369
% of pupils that walk/cycle to school	52%	1,472
% of pupils that ate five or more portions of fruit or vegetables in a day	48%	1,318
% of pupils that have nine or more hours of sleep per night	31%	860

3.1 Physical Activity

Pupils were asked how many minutes of physical exercise per day they thought young people should do to stay healthy. Just under half (48%, 1,380 pupils) correctly identified the recommended target of 60 minutes; a third (34%, 980 pupils) underestimated the target and 17% (496 pupils) overestimated the target.

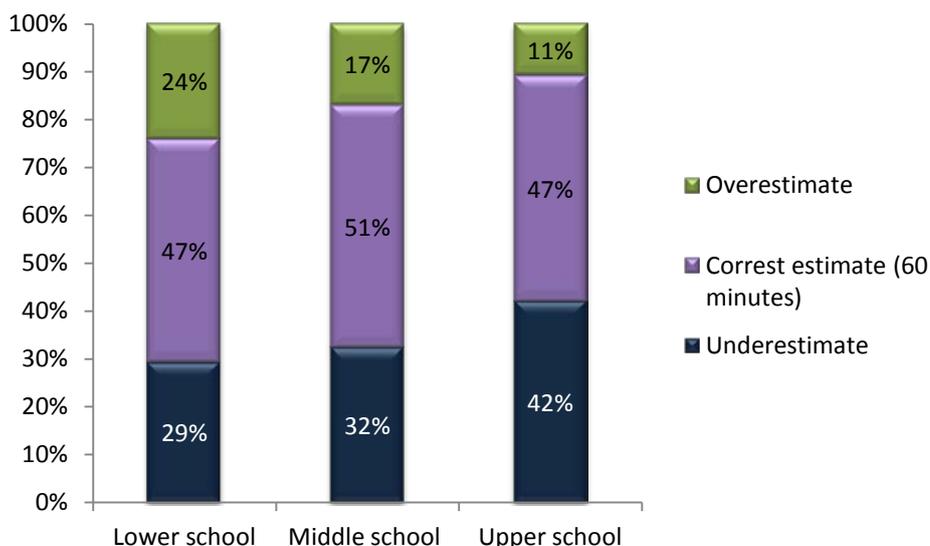
Gender: Girls were more likely than boys to underestimate the target (39%, 537 girls; 30%, 440 boys), while boys were more likely than girls to overestimate the target (21%, 304 boys; 14%, 192 girls).

Figure 3.1: Awareness of Physical Activity Target by Gender



Stage: Lower school pupils were the most likely to overestimate the target for physical activity (24%, 227 lower school; 17%, 174 middle school; 11%, 95 upper school). Upper school pupils were the most likely to underestimate the target (42%, 370 upper school; 32%, 332 middle school; 29%, 278 lower school).

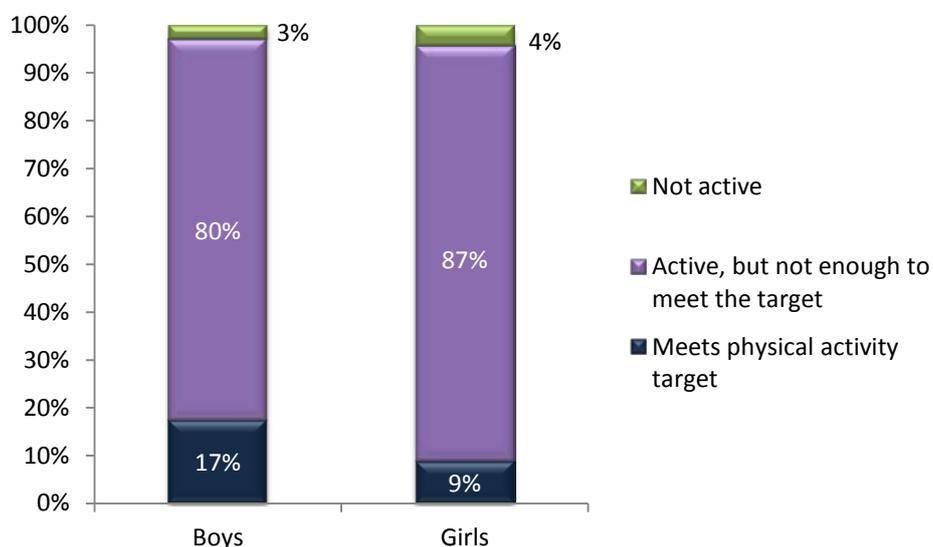
Figure 3.2: Awareness of Physical Activity Target by Stage



Pupils were asked on how many days over the last seven days they had been physically active for a total of at least 60 minutes. Responses showed that one in eight (13%, 369 pupils) met the target of taking 60 minutes or more of moderate physical activity on seven days per week. Just over four in five (83%, 2,311 pupils) were active, but not enough to meet the target. A further 4% (103 pupils) were not active at all.

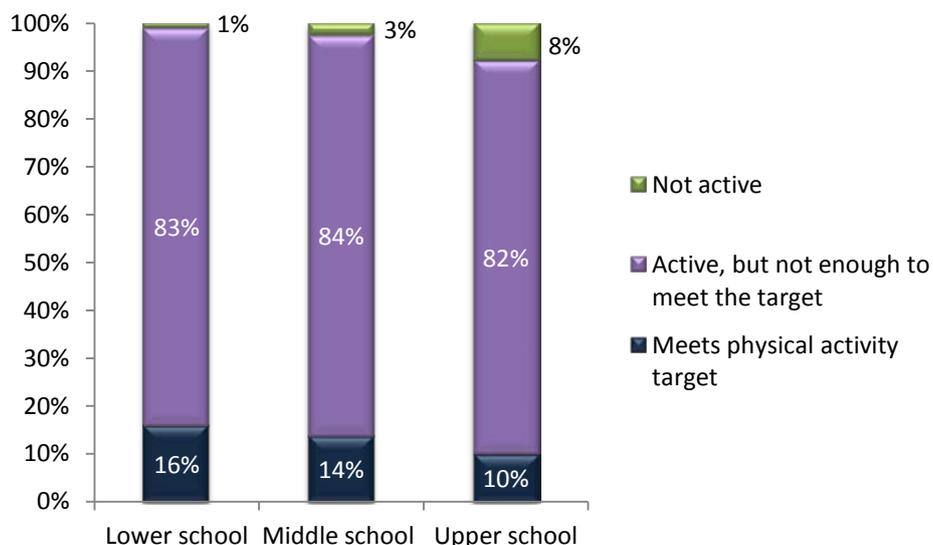
Gender: Boys were more likely than girls to meet the target for physical activity (17%, 248 boys; 9%, 120 girls).

Figure 3.3: Physical Activity Levels by Gender



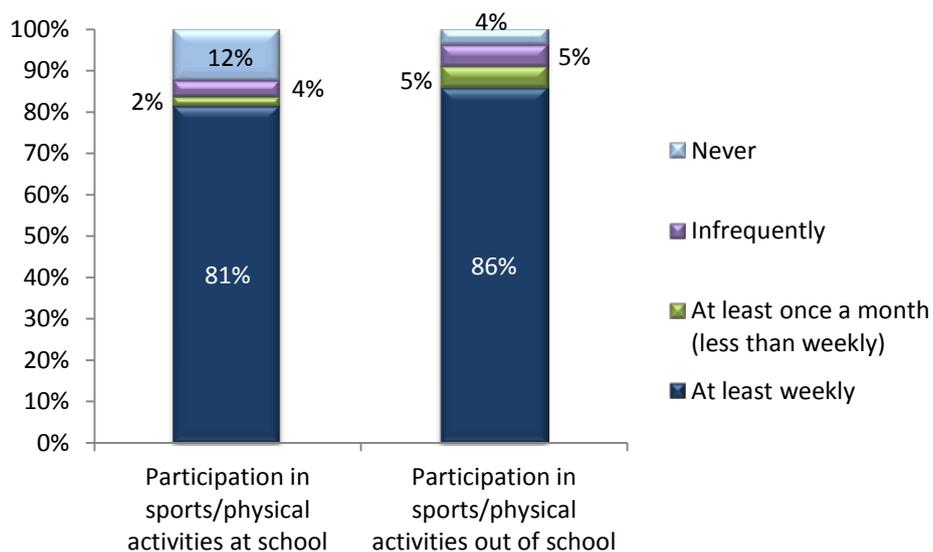
Stage: Lower school pupils were the most likely to meet the target for physical activity and upper school pupils were the least likely (16%, 146 lower school; 14%, 136 middle school; 10%, 87 upper school).

Figure 3.4: Physical Activity Levels by Stage



Four in five (81%, 2,111 pupils) participated in sports/physical activities at school at least once a week and 86% (2,252 pupils) participated in sports/physical activities at least once a week out of school. Responses are shown in Figure 3.5 below.

Figure 3.5: Participation in Sports/Physical Activities at School and Out of School



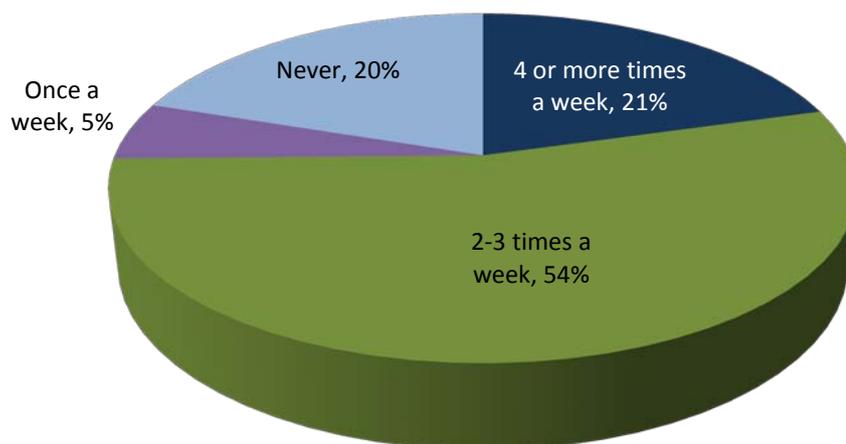
Gender: Boys were more likely than girls to participate weekly in sports/activities in school (85%, 1,138 boys; 78%, 970 girls) and out of school (89%, 1,222 boys; 83%, 1,028 girls).

Stage: Lower and middle school pupils were much more likely than upper school pupils to participate weekly in sports/physical activities at school (96%, 836 lower school; 94%, 898 middle school; 49%, 377 upper school). Also, lower school pupils were the most likely to participate weekly in sports/physical activities out of school and upper school pupils were the least likely (92%, 791 lower school; 85%, 802 middle school; 80%, 659 upper school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to participate weekly in sports/physical activities out of school (87%, 477 least deprived; 77%, 197 most deprived).

Pupils were also asked how often they participated in physical education (PE) at school. Three in four (75%, 2,133 pupils) said they participated in PE at least twice a week. All responses are shown in Figure 3.6

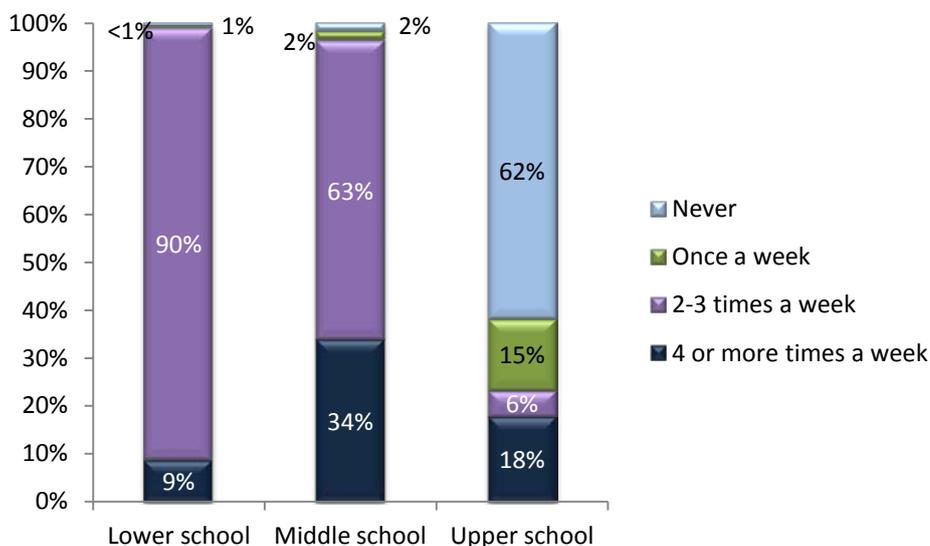
Figure 3.6: Frequency of Participation in Physical Education (PE) at School



Gender: Boys were more likely than girls to say they participated in PE four or more times per week (27%, 390 boys; 14%, 197 girls). Girls were more likely than boys to say they never participated in PE (23%, 317 girls; 17%, 249 boys).

Stage: As Figure 3.7 below shows, middle school pupils were more likely than upper or lower school pupils to say they did PE four times per week or more (34%, 347 middle school; 18%, 157 upper school; 9%, 84 lower school). Upper school pupils were much more likely than middle or lower school pupils to say they never did PE (62%, 542 upper school; 2%, 19 middle school; 1%, 7 lower school). The variation in responses is indicative of the amount of compulsory timetabled PE for lower and middle school pupils and the option to choose PE as a subject choice (in middle or upper school).

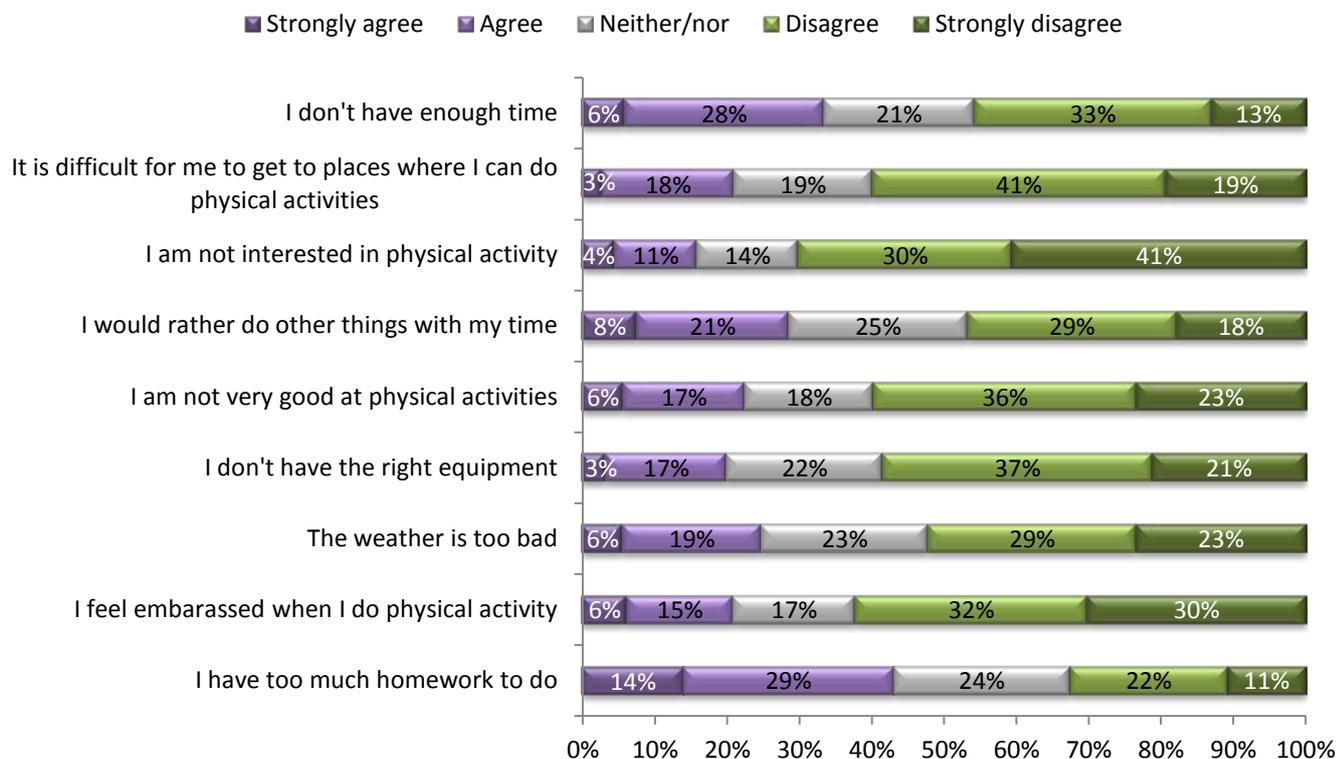
Figure 3.7: Frequency of Participation in Physical Education (PE) at School by Stage



Pupils were asked the extent to which they agreed or disagreed with statements relating to reasons for not doing physical activity. All responses are shown in Figure 3.8. The most common reasons with which pupils agreed (either strongly agreed or agreed) were:

- I have too much homework to do (43%; 1,233 pupils);
- I don't have enough time (33%; 955 pupils);
- I would rather do other things with my time (28%; 811 pupils).

Figure 3.8: Responses to Reasons for Not Doing Physical Activity



Gender: Girls were more likely than boys to agree with the following reasons for not doing physical activity:

- I don't have enough time (42%, 580 girls; 25%, 372 boys);
- It is difficult for me to get to places where I can be physically active (23%, 322 girls; 18%, 272 boys);
- I am not interested in physical activity (18%, 246 girls; 14%, 200 boys);
- I would rather do other things with my time (31%, 429 girls; 26%, 379 boys);
- I am not very good at physical activities (29%, 401 girls; 16%, 238 boys);
- I don't have the right equipment (25% 340 girls; 15%, 226 boys);
- I feel embarrassed when I do physical activity (29%, 401 girls; 13%, 191 boys);
- I have too much homework to do (50%, 695 girls; 36%, 533 boys).

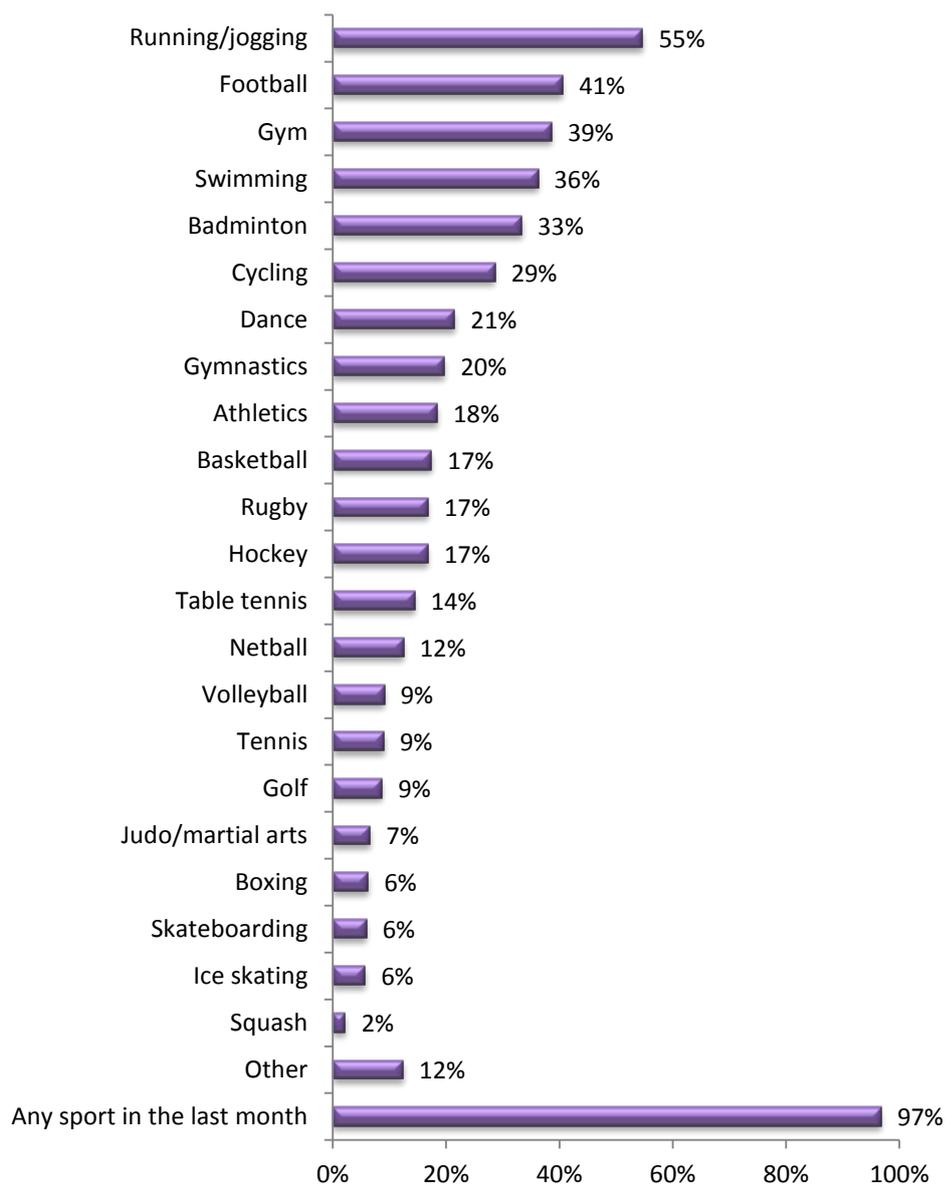
Stage: Lower school pupils were the least likely to agree with the following reasons for not doing physical activity:

- I don't have enough time (49%, 427 upper school; 32%, 328 middle school; 21%, 200 lower school);
- I am not interested in physical activity (21%, 185 upper school; 17%, 176 middle school; 9%, 88 lower school);
- I would rather do other things with my time (38%, 335 upper school; 32%, 327 middle school; 16%, 149 lower school);
- I am not very good at physical activities (27%, 235 upper school; 26%, 268 middle school; 14%, 138 lower school);
- I don't have the right equipment (26%, 226 upper school; 20%, 203 middle school; 15%, 140 lower school);
- The weather is too bad (32%, 277 upper school; 27%, 278 middle school; 16%, 148 lower school);
- I feel embarrassed when I do physical activity (25%, 216 upper school; 24%, 250 middle school; 13%, 129 lower school);
- I have too much homework to do (57%, 506 upper school; 47%, 480 middle school; 26%, 247 lower school).

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to agree with the following reasons for not doing physical activity:

- I would rather do other things with my time (36%, 106 most deprived; 26%, 152 least deprived);
- I don't have the right equipment (29%, 86 most deprived; 19%, 112 least deprived);
- I feel embarrassed when I do physical activity (27%, 80 most deprived; 19%, 115 least deprived).

Pupils were asked, from a list of 23 sports, which they had done in the last month (or whether they had done another activity). Nearly all (97%, 2,778 pupils) had participated in at least one sport in the last month. All responses are shown in Figure 3.9. The most common sports in which pupils had participated were running/jogging (55%, 1,571 pupils) and football (41%, 1,165 pupils).

Figure 3.9: Participation in Sports in the Last Month

Among the 339 'other' responses, the most common other sports were horse riding (13%, 45 pupils), skiing (13%, 44 pupils), walking (12%, 41 pupils) and trampoline (9%, 29 pupils).

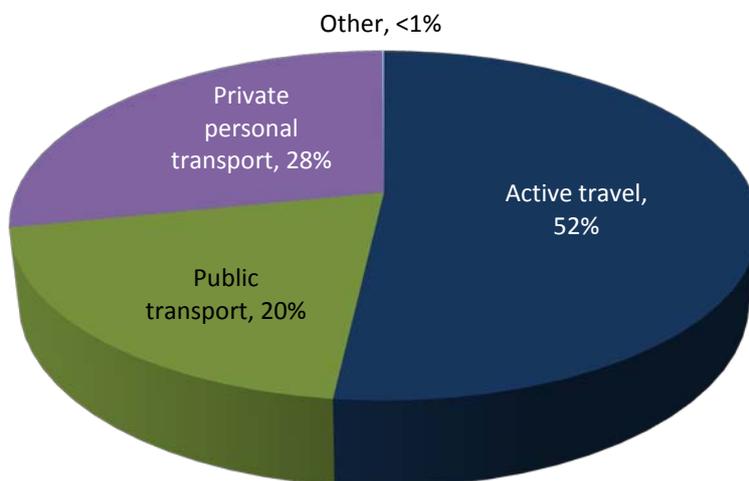
Gender: Boys were more likely than girls to have participated in any sport in the last month (98%, 1,461 boys; 96%, 1,313 girls).

Stage: Upper school pupils were less likely than middle or lower school pupils to have participated in any sport in the last month (93%, 816 upper school; 98%, 1,005 middle school; 99%, 957 lower school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to have participated in any sport in the last month (97%, 581 least deprived; 93%, 270 most deprived).

Pupils were asked how they usually travel to school. Responses are shown in Figure 3.10. Just over half (52%, 1,472 pupils) used active travel methods (walking/cycling/skating), 20% (569 pupils) used public transport and 28% (797 pupils) used private personal transport.

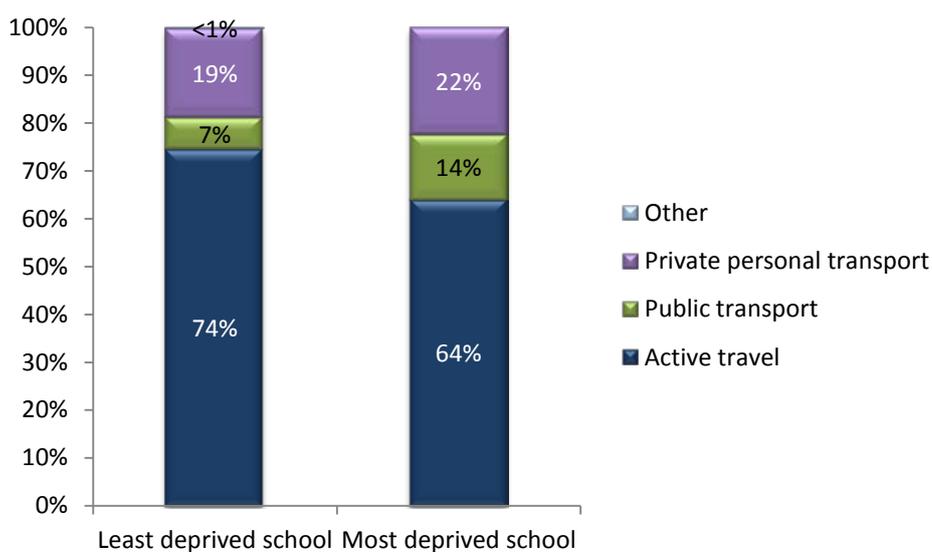
Figure 3.10: Means of Travel to School



Note: Active travel: walking, cycling, skating
 Public transport: bus, train, taxi, underground and mixed public transport methods
 Private personal transport: car
 Other: mixed methods

Deprivation: Pupils in the least deprived school were more likely than those in the most deprived school to use active travel methods (74%, 439 most deprived; 64%, 186 least deprived), as shown in Figure 3.11.

Figure 3.11: Means of Travel to School by Deprivation



3.2 Diet

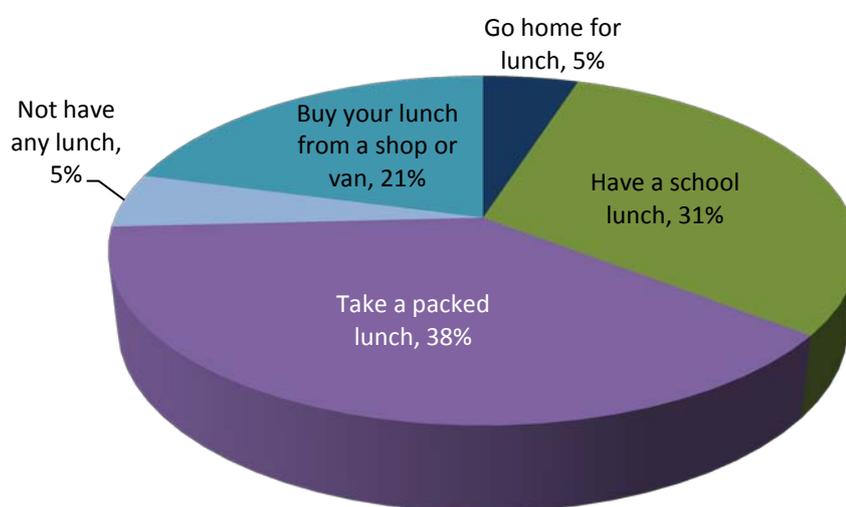
Three in four (76%, 2,138 pupils) pupils said that they had eaten breakfast on the morning of the survey.

Gender: Boys were more likely than girls to have eaten breakfast (80%, 1,161 boys; 71%, 972 girls).

Stage: Lower school pupils were more likely than middle or upper school pupils to have eaten breakfast (80%, 741 lower school; 75%, 756 middle school; 73%, 641 upper school).

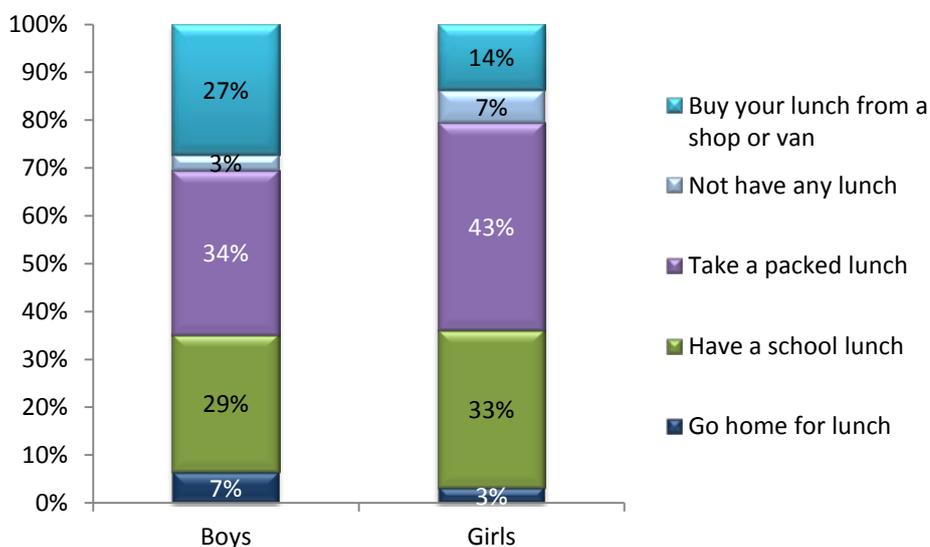
More than nine in ten (95%, 2,743 pupils) pupils said they had lunch during their last school lunchtime. Most commonly pupils had taken a packed lunch (39%, 1,116 pupils) or had a school lunch (31%, 886 pupils). All responses are shown in Figure 3.12.

Figure 3.12: What Pupils Did for Lunch During Previous School Lunchtime



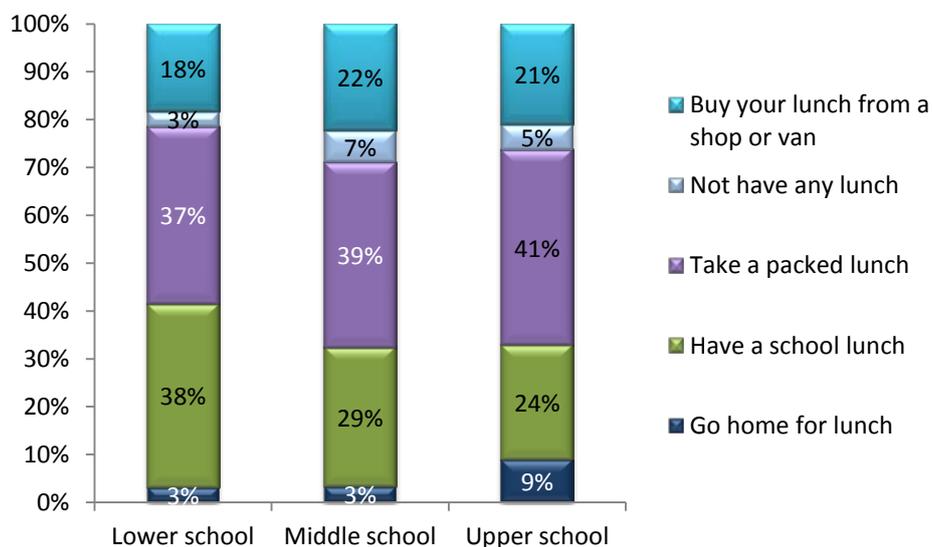
Gender: Boys were more likely than girls to have eaten lunch on the previous day (97%, 1,445 boys; 93%, 1,293 girls), and much more likely than girls to have bought their lunch from a shop or van (27%, 406 boys; 14%, 190 girls) or gone home for lunch (7%, 97 boys; 3%, 44 girls). Girls were more likely than boys to have had a packed lunch (43%, 601 girls; 34%, 513 boys).

Figure 3.13: What Pupils Did for Lunch During Previous School Lunchtime by Gender



Stage: Lower school pupils were more likely than middle or upper school pupils to have a school lunch (38%, 371 lower school; 29%, 302 middle school; 24%, 213 upper school). Upper school pupils were more likely than middle or lower school pupils to go home for lunch (9%, 78 upper school; 3%, 33 middle school; 3%, 30 lower school).

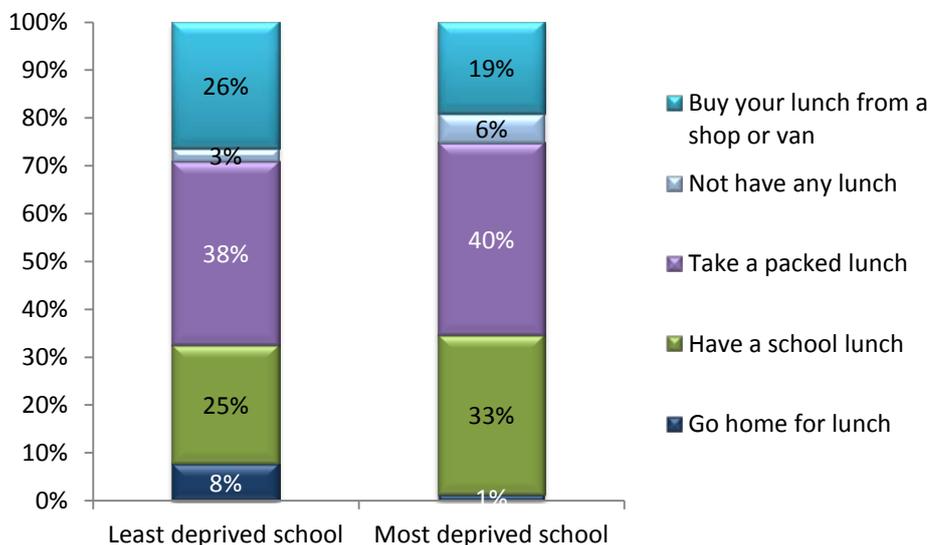
Figure 3.14: What Pupils Did for Lunch During Previous School Lunchtime by Stage



Deprivation: Those in the least deprived school were more likely than those in the most deprived school to buy their lunch from a shop or van (26%, 158 least deprived; 19%, 57 most deprived) or go home for lunch (8%, 46 least deprived; 1%, <5 most deprived). Those in the most deprived school were more likely than

those in the least deprived school to have a school lunch (33%, 99 most deprived; 25%, 148 least deprived).

Figure 3.15: What Pupils Did for Lunch During Previous School Lunchtime by Deprivation

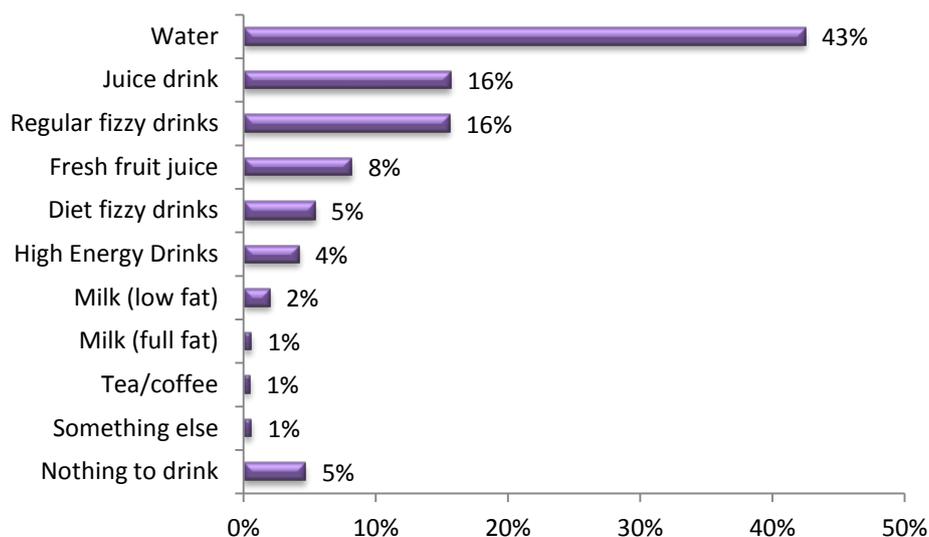


Pupils were asked, if they go out of school to buy their lunch, how much they spend on an average school day. Of the 1,843 pupils who answered, seven in ten (70%, 1,297 pupils) said they spent less than £3, 28% (507 pupils) spent over £3 and less than £5, and 2% (39 pupils) spent more than £5.

Gender: Among those who went out of school to buy lunch, girls were more likely than boys to spend less than £3 (76%, 609 girls; 66%, 685 boys).

Stage: Among those who went out of school to buy lunch, lower school pupils were more likely than middle or upper school pupils to spend less than £3 (79%, 465 lower school; 67%, 452 middle school; 65%, 380 upper school).

Pupils were asked what they usually drank at lunch time. Responses are shown in Figure 3.16. By far the most common drink was water (43%, 1,205 pupils).

Figure 3.16: Drinks Usually Consumed at Lunch Time

Gender: Boys were much more likely than girls to have regular fizzy drinks (22%, 321 boys; 9%, 120 girls) or diet fizzy drinks (7%, 104 boys; 4%, 49 girls). Girls were more likely than boys to drink water (53%, 1,373 girls; 32%, 467 boys).

Stage: Upper school pupils were the most likely to have regular fizzy drinks at lunch time (19%, upper school; 15%, middle school; 13% lower school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to drink water (42%, 247 least deprived; 30%, 86 most deprived). Those in the most deprived school were more likely than those in the least deprived school to drink regular fizzy drinks (24%, 70 most deprived; 16%, 92 least deprived).

Pupils were asked how many portions of fruit and how many portions of vegetables they ate on the previous day. Six percent (164 pupils) did not eat any fruit or vegetables. Just under half (48%, 1,318 pupils) met the target of consuming five or more portions of fruit and/or vegetables per day.

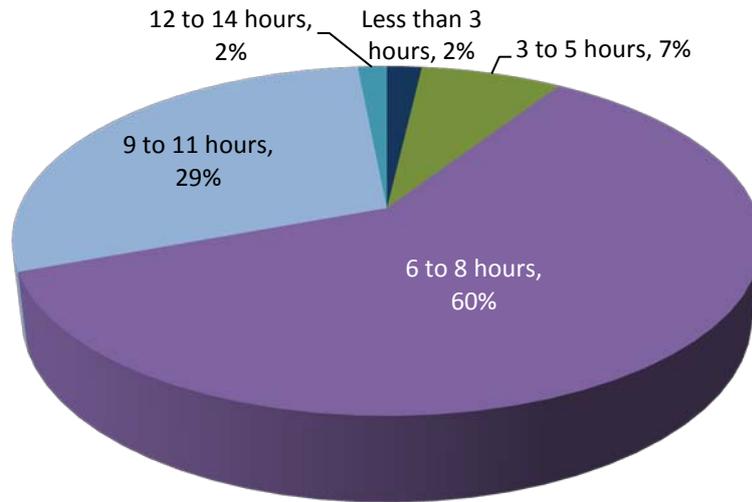
Stage: Lower school pupils were the most likely to meet the target for fruit/vegetable consumption and upper school pupils were the least likely (55%, 500 lower school; 48%, 480 middle school; 40%, 338 upper school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to meet the target for fruit/vegetable consumption (47%, 278 least deprived; 34%, 94 most deprived).

3.3 Sleep

Pupils were asked how many hours sleep they got the previous night. Responses are shown in Figure 3.17. Overall, 91% (2,527 pupils) got at least six hours sleep and 31% got at least nine hours sleep.

Figure 3.17: Number of Hours Sleep in the Previous Night



Stage: Lower school pupils were more likely than middle or upper school pupils to get nine or more hours sleep (51%, 460 lower school; 26%, 261 middle school; 16%, 139 upper school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to get nine or more hours sleep (37%, 219 most deprived; 28%, 78 least deprived).

4 Smoking, Alcohol and Drugs

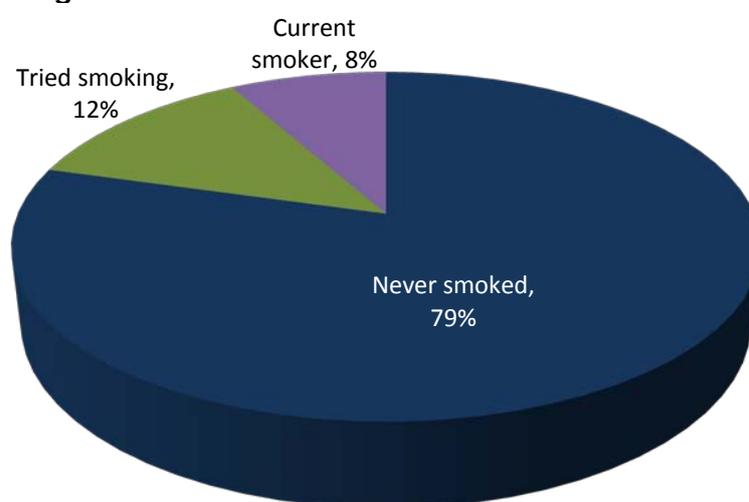
Summary of Key Indicators

Indicator	%	N
% of pupils who are current smokers	8%	227
% of pupils who currently use e-cigarettes	2%	64
% of pupils who have ever smoked shisha	17%	480
% of pupils who are exposed to environmental tobacco smoke	54%	1,493
% of pupils who never drink alcohol	56%	1,585
% of pupils who have ever taken an illegal drug	12%	344

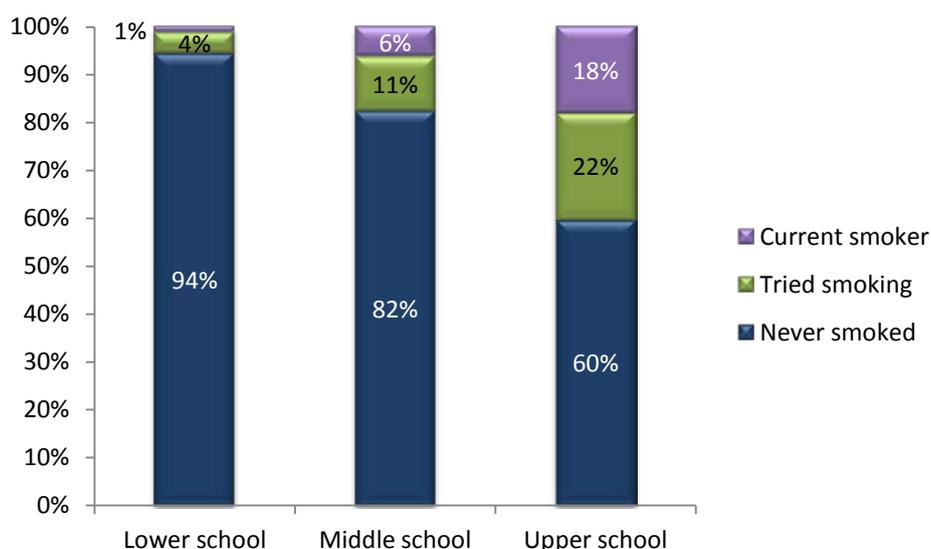
4.1 Smoking

Four in five (79%, 2,213 pupils) said they had never tried smoking. One in twelve (8%, 227 pupils) were current smokers.

Figure 4.1: Smoking Status



Stage: Upper school pupils were more likely than middle or lower school pupils to be current smokers (18%, 153 upper school; 6%, 63 middle school; 1%, 11 lower school).

Figure 4.2: Smoking Status by Stage

Those who were current smokers were asked where they usually got their cigarettes from. Responses were:

- Get them from someone I know (61%, 141 pupils);
- Buy them myself from a shop (30%, 69 pupils);
- Buy them from someone I know (13%, 30 pupils);
- Take them from parents/other adults without them knowing (6%, 13 pupils);
- Buy them myself from a mobile van (4%, 9 pupils);
- Buy them myself from a market stall (2%, 5 pupils);
- Other (7%, 17 pupils).

Among smokers, 31% (72 pupils) said that they did not buy cigarettes; 71% (166 pupils) bought packs of 20 cigarettes, 65% (151 pupils) bought packs of 10; and 24% (55 pupils) bought single cigarettes (more than one response option was possible).

Of the 231 pupils who smoked and said where they smoked:

- 78% (181 pupils) smoked outside with friends;
- 25% (57 pupils) smoked outside alone;
- 23% (53 pupils) smoked at school;
- 21% (50 pupils) smoked at home;
- 19% (43 pupils) smoked somewhere else.

Most of those who said they smoked 'somewhere else' said they smoked at parties (78%, 31 pupils).

Of the 230 pupils who smoked and said who they smoked with:

- 94% (217 pupils) smoked with friends;
- 25% (58 pupils) smoked alone;
- 7% (16 pupils) smoked with brothers/sisters;
- 4% (9 pupils) smoked with a parent/carer;
- 4% (9 pupils) smoked with grandparents; and

- 3% (6 pupils) smoked with someone else.

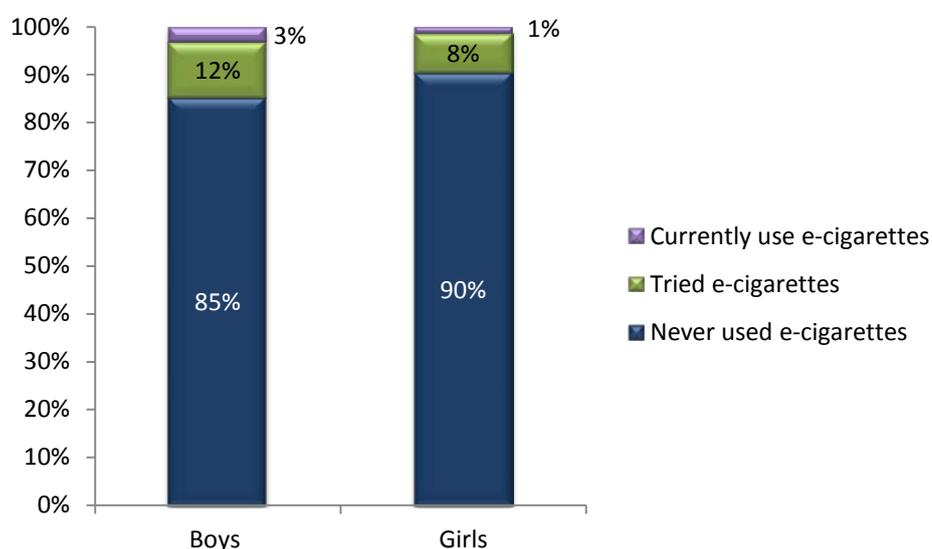
Among current smokers who answered the relevant questions, 25% (44 pupils) said they would like to stop smoking, 28% (49 pupils) said they would not and 48% (85 pupils) said they possibly would like to stop. More than four in five (83%, 163 pupils) said they would know where to get help to stop smoking and 17% (34 pupils) said they would not.

4.2 E-Cigarettes

Just under nine in ten (88%, 2,438 pupils) said they had never tried e-cigarettes, 2% (64 pupils) were current e-cigarette users and 10% (275 pupils) had tried e-cigarettes but were not current users.

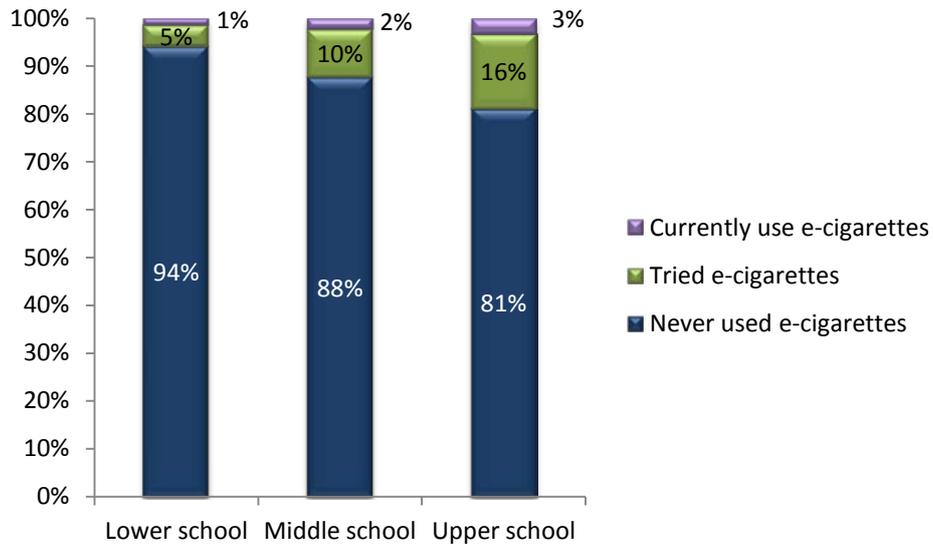
Gender: Boys were more likely than girls to have tried or be current users of e-cigarettes (15%, 209 boys; 10%, 129 girls).

Figure 4.3: Use of E-Cigarettes by Gender



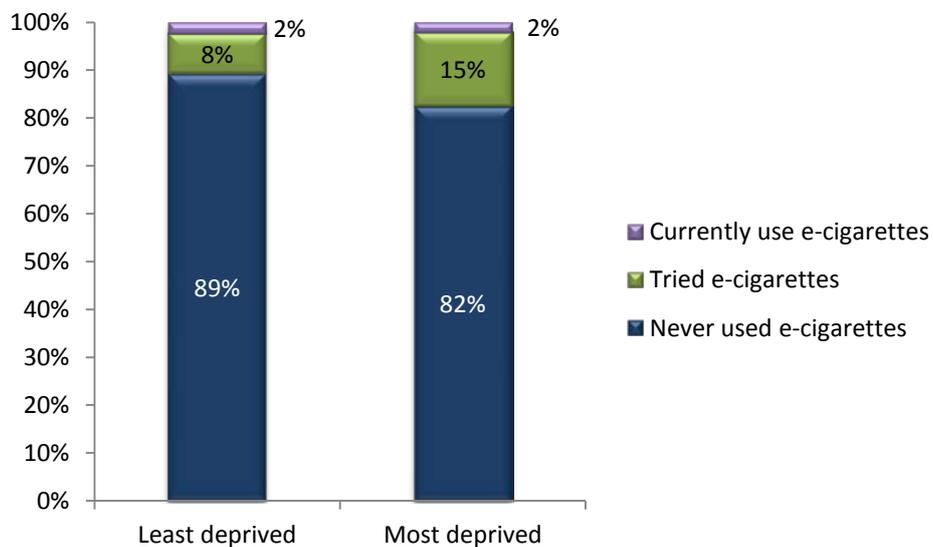
Stage: Upper school pupils were the most likely to have tried or be current users of e-cigarettes and lower school pupils were the least likely (19%, 161 upper school; 12%, 122 middle school; 6%, 56 lower school).

Figure 4.4: Use of E-Cigarettes by Stage



Deprivation: Those in the most deprived school were more likely than those in the least deprived school to have tried or be current users of e-cigarettes (18%, 50 most deprived; 11%, 63 least deprived).

Figure 4.5: Use of E-Cigarettes by Deprivation



Pupils were asked their views about three aspects relating to e-cigarettes. Among those who expressed an opinion:

- One in eight (12%, 186 pupils) said e-cigarettes were cool and 88% (1,356 pupils) said they were uncool;
- Just over half (54%, 1,092 pupils) said e-cigarettes were safer and healthier than normal cigarettes and 46% (944 pupils) said they were just as bad for you as normal cigarettes;

- One in ten (10%, 198 pupils) said e-cigarettes were something they would like to try and 90% (1,768 pupils) said they were something they would never try.

Gender: Boys were more likely than girls to say that e-cigarettes were safer and healthier than normal cigarettes (57%, 590 boys; 50%, 499 girls) and something they would like to try (12%, 117 boys; 8%, 81 girls).

Stage: Upper school pupils were the most likely to say that e-cigarettes were:

- cool (16%, 84 upper school; 13%, 72 middle school; 7%, 30 lower school);
- safer and healthier than normal cigarettes (61%, 424 upper school; 54%, 396 middle school; 45% 272 lower school);
- something they would like to try (16%, 96 upper school; 10%, 69 middle school; 5%, 33 lower school).

4.3 Shisha

One in six (17%, 480 pupils) said they had ever smoked shisha.

Gender: Boys were more likely than girls to say they had smoked shisha (20%, 287 boys; 14%, 191 girls).

Stage: Upper school pupils were the most likely to have smoked shisha and lower school pupils were the least likely (26%, 221 upper school; 20%, 197 middle school; 7%, 62 lower school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to have smoked shisha (20%, 118 least deprived; 7%, 21 most deprived).

4.4 Exposure to Environmental Tobacco

Just over one in five (22%, 615 pupils) said that someone smoked in the place where they live most of the time.

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to say that someone smoked in their home (40%, 116 most deprived; 16%, 92 least deprived).

Among those who said someone smoked in their home:

- 68% (405 pupils) said they smoked outside;
- 19% (116 pupils) said they smoked in a particular area of the house;
- 13% (78 pupils) said they smoked anywhere in the house;
- 13% (78 pupils) said they smoked in the car;
- 13% (75 pupils) said they smoked in one room.

All pupils were asked how often they have to breathe in other people's smoke indoors. Just under half (46%, 1,259 pupils) said they were never exposed to second hand smoke, 41% (1,138 pupils) said this happened rarely, 9% (248 pupils) said this happened often and 4% (107 pupils) said this happened every day. Thus overall, 54% (1,493 pupils) were ever exposed to environmental tobacco smoke.

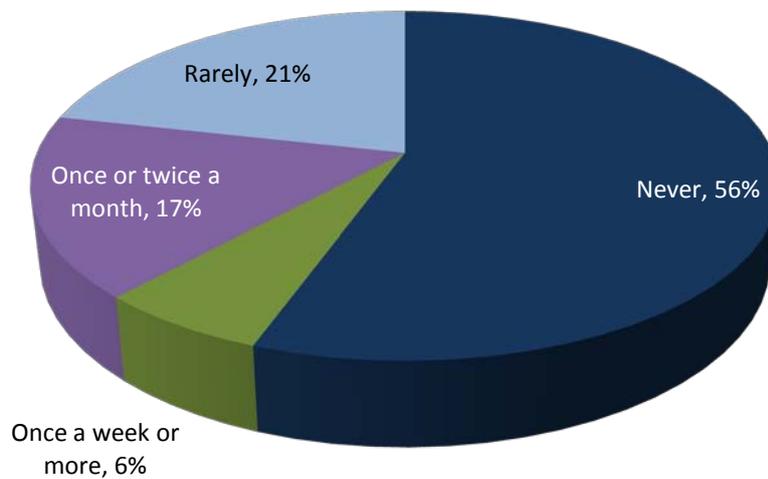
Stage: Upper school pupils were the most likely to ever be exposed to environmental tobacco smoke and lower school pupils were the least likely (59%, 346 upper school; 55%, 545 middle school; 49%, 449 lower school).

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to be exposed to environmental tobacco smoke (62%, 178 most deprived; 51%, 293 least deprived).

4.5 Alcohol

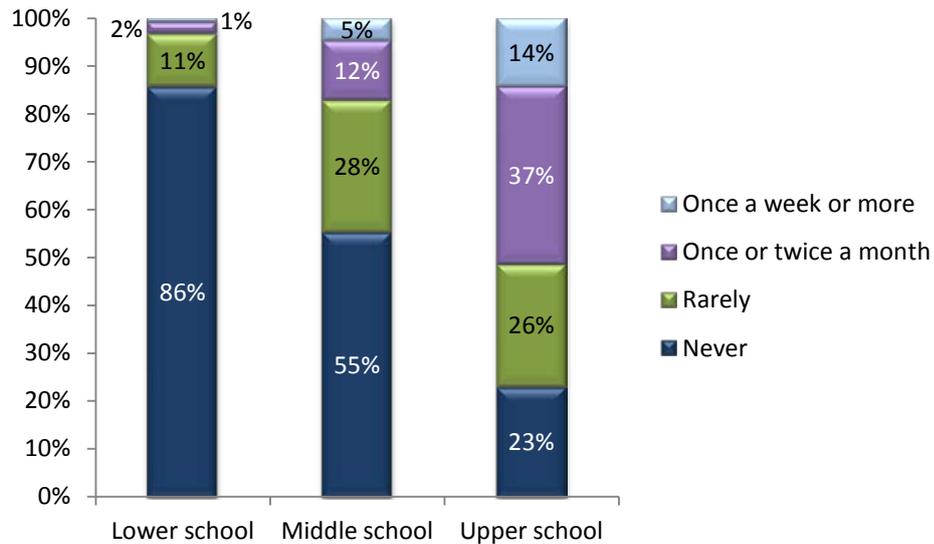
Just under three in five (56%, 1,585 pupils) said that they never drank alcohol. Six percent (181 pupils) said that they drank alcohol once a week or more.

Figure 4.6: Frequency Drink Alcohol



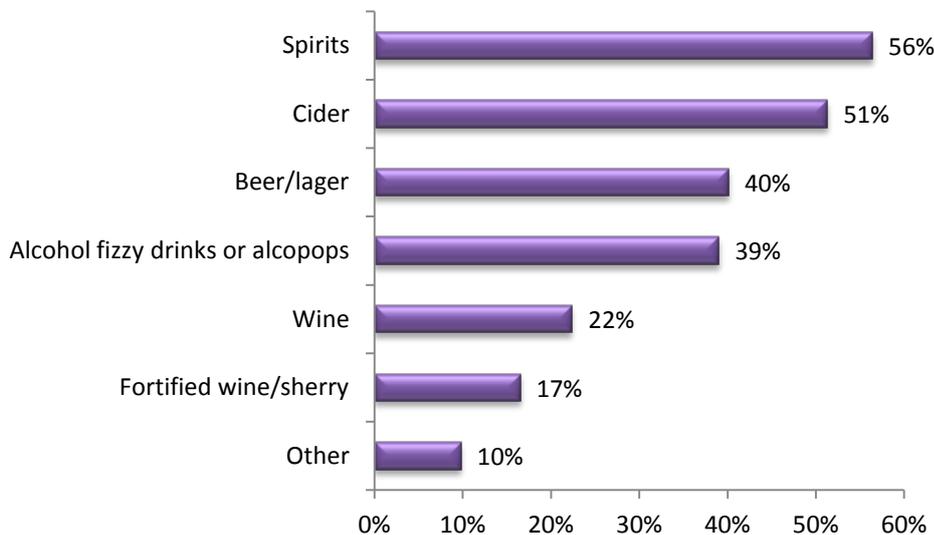
Stage: Lower school pupils were the most likely to say they never drank alcohol (86%, 817 lower school; 55%, 565 middle school; 23%, 203 upper school). Upper school pupils were the most likely to drink alcohol at least weekly (14%, 124 upper school; 5%, 48 middle school; 1%, 8 lower school).

Figure 4.7: Frequency Drink Alcohol by Stage



Those who ever drank alcohol were asked what types they drank. Responses are shown in Figure 4.8. The most common types of alcohol drink consumed were spirits (56%, 714 pupils) and cider (51%, 650 pupils).

Figure 4.8: Types of Alcohol Drink Consumed (of those who ever drank alcohol)



Of those who listed 'other' drinks, the most common were Mad Dog (43%, 55 pupils) and Champagne (23%, 29 pupils).

Gender: Of those who ever drank alcohol, boys were more likely than girls to drink cider (60%, 378 boys; 43%, 268 girls), beer/lager (62%, 390 boys; 19%, 118 girls) or fortified wine/sherry (22%, 139 boys; 11%, 70 girls). Girls were more likely than boys to drink spirits (64%, 403 girls; 49%, 310 boys), alcohol fizzy drinks/alcopops (53%, 335 girls; 25%, 158 boys) or wine (30%, 186 girls; 15%, 96 boys).

Stage: Of those who ever drank alcohol, upper school pupils were more likely than middle or lower school pupils to drink:

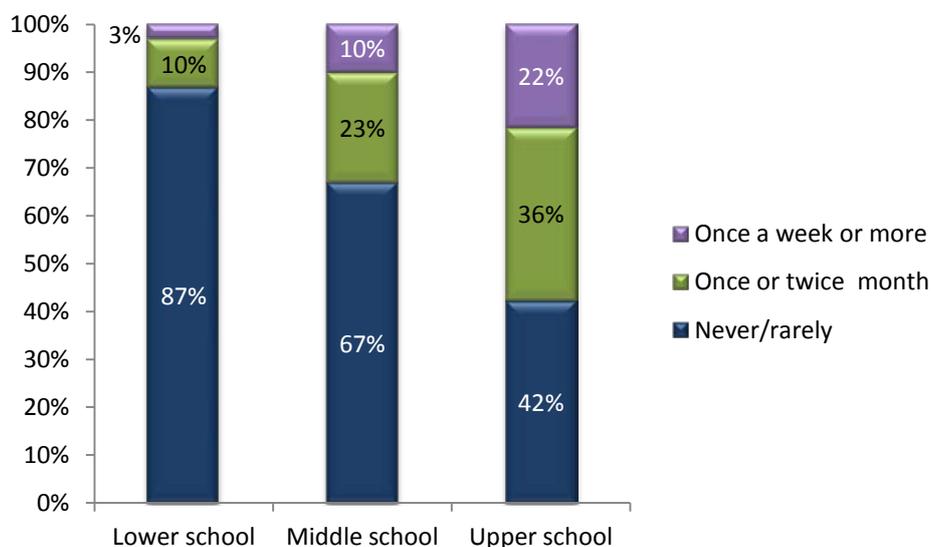
- spirits (68%, 462 upper school; 48%, 219 middle school; 24%, 33 lower school);
- cider (60%, 405 upper school; 47%, 214 middle school; 23%, 31 lower school);
- beer/lager (45%, 305 upper school; 36%, 164 middle school; 29%, 39 lower school).

Deprivation: Of those who ever drank alcohol, those in the least deprived school were more likely than those in the most deprived school to drink wine (26%, 65 least deprived; 15%, 23 most deprived).

Just under three in five (56%, 679 pupils) of those who ever drank alcohol said that they rarely or never got drunk, while 29% (352 pupils) said they got drunk once or twice a month and 16% (190 pupils) said they got drunk once a week or more.

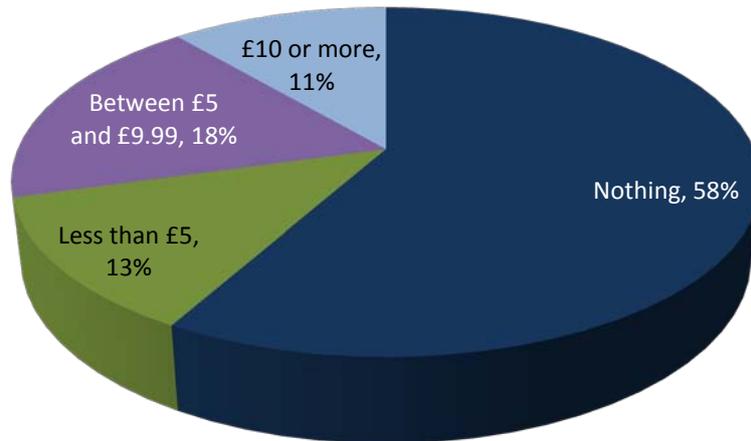
Stage: Among those who ever drank alcohol, lower school pupils were the most likely to say they never got drunk (87%, 110 lower school; 67%, 290 middle school; 42%, 279 upper school) and upper school pupils were the most likely to get drunk once a week or more (22%, 142 upper school; 10%, 44 middle school; 3%, <5 lower school).

Figure 4.9: How often get Drunk (of those who ever drank alcohol) by Stage



Those who ever drank alcohol were asked how much they usually spend on alcohol per week. Just under three in five (58%, 735 pupils) said they spent nothing on alcohol. Three in ten (29%, 371 pupils) spent £5 or more per week on alcohol. Responses are shown in Figure 4.10.

Figure 4.10: Expenditure on Alcohol Per Week (of those who ever drank alcohol)

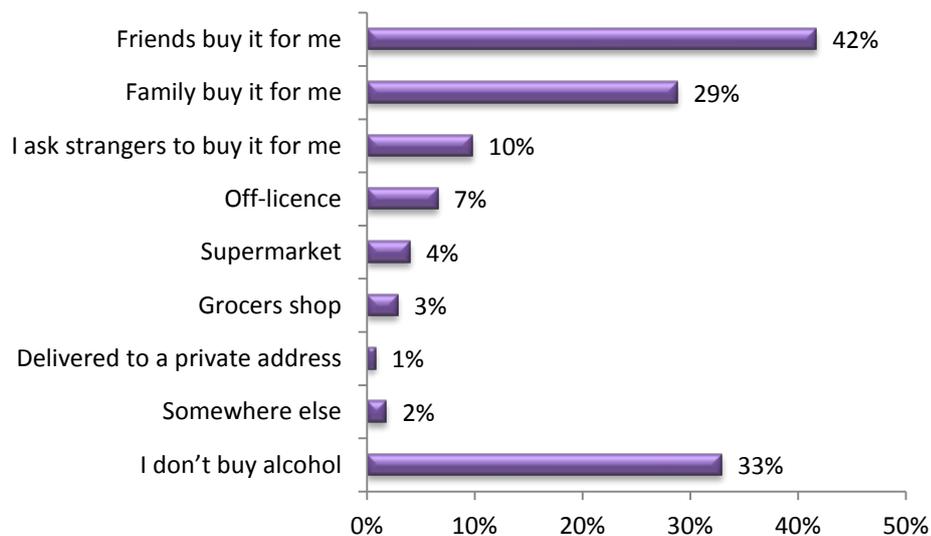


Stage: Among those who ever drank alcohol, lower school pupils were the most likely to say that they spent nothing on alcohol (81%, 107 lower school; 69%, 318 middle school; 46%, 310 upper school). Upper school pupils were the most likely to spend £5 or more per week on alcohol (37%, 251 upper school; 23%, 106 middle school; 11%, 14 lower school).

Deprivation: Among those who ever drank alcohol, those in the least deprived school were more likely than those in the most deprived school to say they spent nothing on alcohol (66%, 166 least deprived; 51%, 79 most deprived). Those in the most deprived school were more likely than those in the least deprived schools to spend £5 or more on alcohol per week (39%, 61 most deprived; 24%, 60 least deprived).

Pupils who ever drank alcohol were asked where they buy alcohol. Responses are shown in Figure 4.11. One in three (33%, 411 pupils) said they did not buy alcohol. The most common means of buying alcohol was friends buying it for them (42%, 521 pupils).

Figure 4.11: Where Buy Alcohol (of those who ever drank alcohol).



Gender: Among those who ever drank alcohol, girls were more likely than boys to say that family bought alcohol for them (32%, 200 girls; 26%, 159 boys). Boys were more likely than girls to ask strangers to buy alcohol for them (12%, 76 boys; 7%, 46 girls) or to buy alcohol from an off-licence (9%, 53 boys; 5%, 30 girls) or grocers shop (4%, 27 boys; 1%, 9 girls).

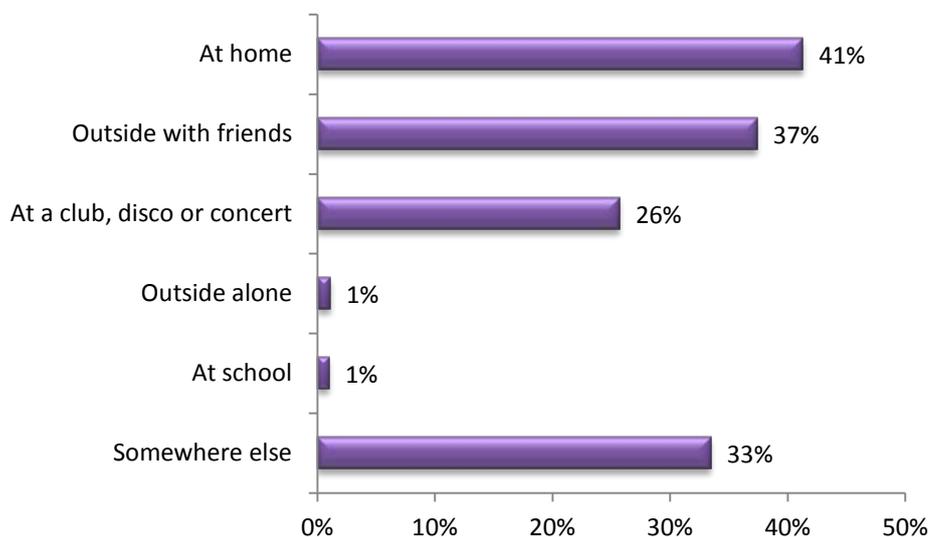
Stage: Among those who ever drank alcohol, lower school pupils were the most likely to say they did not buy alcohol (62%, 82 lower school; 44%, 197 middle school; 20%, 132 upper school). Upper school pupils were more likely than middle or lower school pupils to:

- say that friends bought alcohol for them (53%, 354 upper school; 32%, 142 middle school; 19%, 25 lower school);
- say that family bought alcohol for them (41%, 272 upper school; 17%, 77 middle school; 8%, 11 lower school);
- buy alcohol from an off-licence (9%, 62 upper school; 4%, 20 middle school; 1%, <5 lower school);
- buy alcohol from a supermarket (5%, 38 upper school; 2%, 10 middle school; 2%, <5 lower school).

Middle and lower school pupils were more likely than upper school pupils to say they asked strangers to buy alcohol for them (16%, 71 middle school; 11%, 15 lower school; 6%, 37 upper school).

Those who ever drank were asked where they usually drink alcohol. Responses are shown in Figure 4.12. The most common places that pupils drank alcohol were at home (41%, 509 pupils) and outside with friends (37%, 460 pupils).

Figure 4.12: Where Pupils Usually Drank Alcohol (of those who ever drank alcohol)



Among those who drank 'somewhere else', the most common places were at parties (61%, 286 pupils) and at a friend's house (19%, 84 pupils).

Gender: Among those who ever drank alcohol, boys were more likely than girls to drink alcohol outside with friends (42%, 252 boys; 33%, 207 girls).

Stage: Among those who ever drank alcohol, upper school pupils were more likely than middle or lower school pupils to drink alcohol at a club/disco/concert (32%, 215 upper school; 20%, 87 middle school; 11%, 14 lower school).

Deprivation: Among those who ever drank alcohol, those in the most deprived school were more likely than those in the least deprived school to drink alcohol at home (50%, 73 most deprived; 35%, 86 least deprived).

4.6 Drugs

One in eight pupils (12%, 344 pupils) said that they had ever used drugs (other than those prescribed or available at a pharmacy).

Gender: Boys were more likely than girls to have ever taken drugs (15%, 219 boys; 9%, 124 girls).

Stage: Upper school pupils were the most likely to have ever taken drugs and lower school pupils were the least likely (25%, 219 upper school; 10%, 107 middle school; 2%, 18 lower school).

Of those who said they had ever used drugs, 53% (181 pupils) said they did so infrequently, 12% (41 pupils) no longer took drugs and 35% (117 pupils) took drugs at least monthly.

Those who had ever taken drugs were asked where they got their drugs from on the last occasion. The most common sources of drugs were friends (66%, 223 pupils) and dealers (40%, 136 pupils).

Those who had used drugs were also asked where they used them on the last occasion. Responses were:

- At a friend's house (57%, 192 pupils);
- Outside with friends (57%, 190 pupils);
- At a club, disco or concert (11%, 36 pupils);
- At home (10%, 34 pupils);
- At school (6%, 19 pupils);
- Outside alone (4%, 13 pupils);
- Somewhere else (8%, 27 pupils).

Gender: Of those who had ever used drugs, boys were more likely than girls to have used drugs outside with friends on the last occasion (64%, 135 boys; 45%, 55 girls).

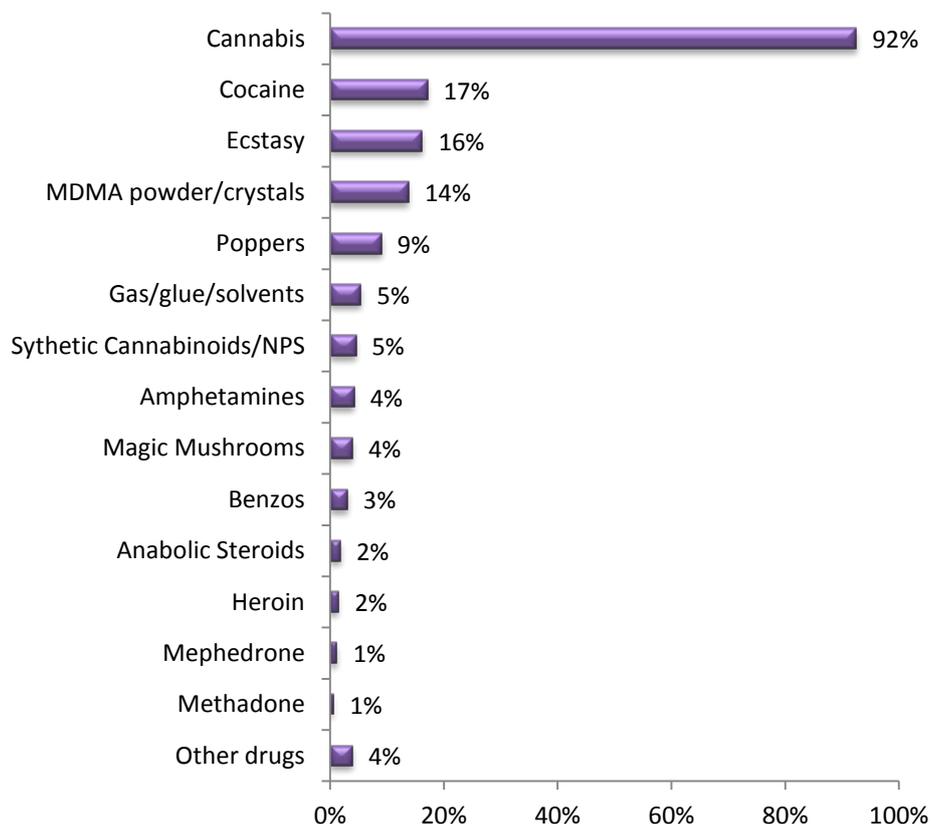
Those who had used drugs were asked whether, on the last occasion, they had used drugs with alcohol. Two in five (42%, 137 pupils) said they had.

Gender: Of those who had ever used drugs, girls were more likely than boys to have used drugs with alcohol on the last occasion (54%, 65 girls; 35%, 72 boys).

Deprivation: Of those who had ever used drugs, those in the most deprived school were more likely than those in the least deprived school to have used drugs with alcohol on the last occasion (61%, 20 most deprived; 30%, 20 least deprived).

Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year³. Overall, of those who had ever used drugs, 96% (321 pupils) had used at least one of the listed drugs in the last year. This equates to 11% of all pupils. The most commonly used drug was cannabis (92%, 308 pupils) followed by cocaine (17%, 57 pupils), ecstasy (16%, 54 pupils) and MDMA powder/crystals (14%, 46 pupils). All responses are shown in Figure 4.13.

Figure 4.13: Drugs Used in the Last Year (of those who had ever taken drugs)



All pupils were asked how easy they thought it would be for them to get illegal drugs and legal highs. Of the 1,453 pupils who were able to say, 58% (846 pupils) said that it would be easy to get illegal drugs and 42% (607 pupils) said it would be difficult or impossible. Of the 1,149 pupils who were able to say, 52% (594 pupils) said it would be easy to get legal highs.

Gender: Boys were more likely than girls to say that it would be easy to get illegal drugs (61%, 484 boys; 54%, 360 girls).

Stage: Upper school pupils were the most likely to say that it would be easy to get illegal drugs (76%, 467 upper school; 59%, 309 middle school; 22%, 70 lower

³ The list included the bogus drug 'Cyroban' – pupils who indicated that they had used Cyroban (n=5) were excluded from the analysis of all questions relating to drug use. Responses have also been combined with responses to the question on the use of legal highs in the last year, as most pupils who said they had taken legal highs listed 'legal highs' which were controlled drugs listed in the previous question.

school) and legal highs (66%, 298 upper school; 52%, 208 middle school; 30%, 88 lower school).

5 Health, Feelings and Worries

Summary of Key Indicators

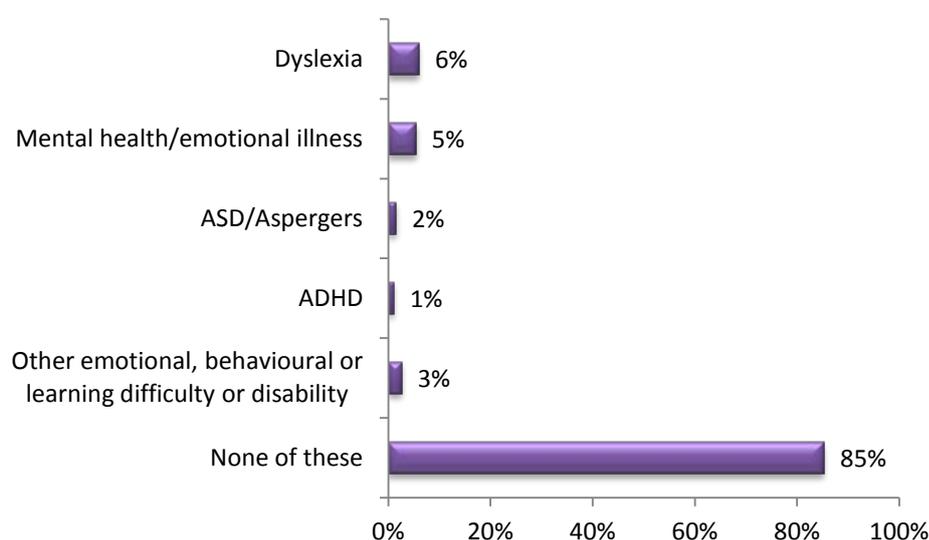
Indicator	%	N
% of pupils with a limiting illness or disability	10%	270
% of pupils who clean their teeth twice a day or more	87%	2,461
% of pupils who visited the dentist within the last 6 months	84%	2,139
% of pupils who had been bullied in the last year	22%	642

5.1 Illness and Disability

Emotional, Behavioural or Learning Difficulties/Disabilities

Pupils were asked whether they had a number of emotional, behavioural or learning difficulties or disabilities. Altogether 15% (396 pupils) had at least one of these. The most common was dyslexia (6%, 161 pupils). Responses are shown in Figure 5.1 below.

Figure 5.1: Emotional, Behavioural or Learning Difficulties/Disabilities



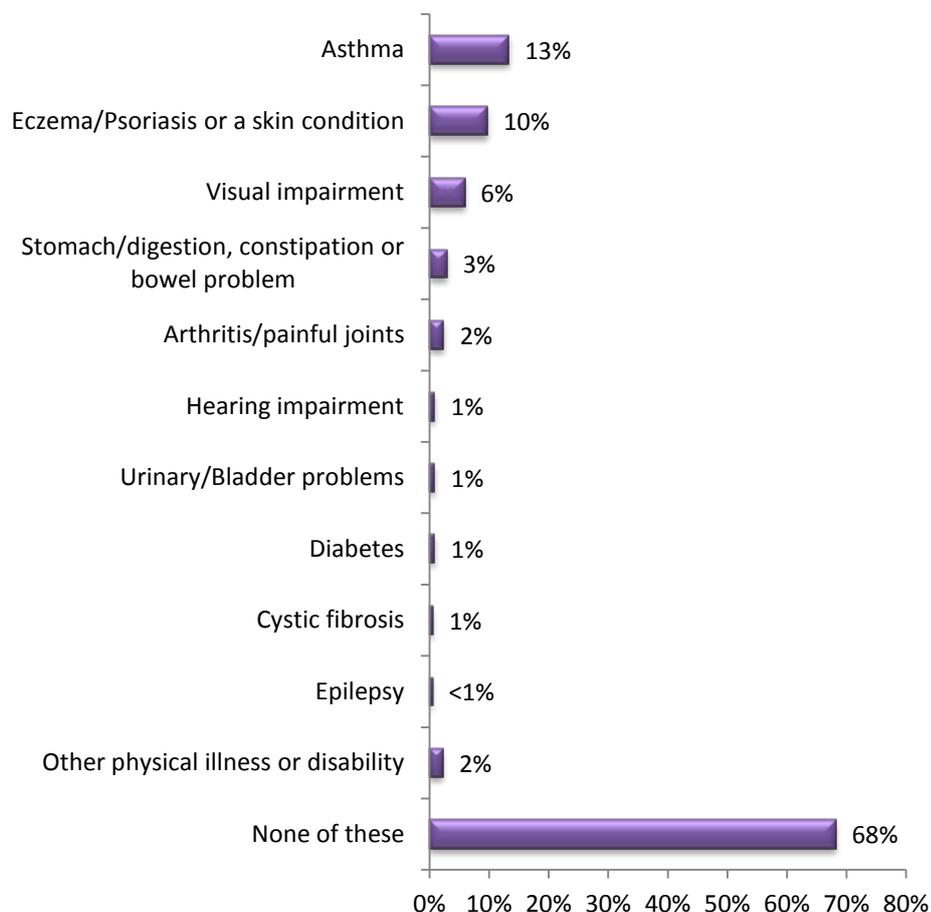
Gender: Girls were more likely than boys to have at least one emotional, behavioural or learning difficulty (17%, 230 girls; 12%, 166 boys), and specifically to have a mental health/emotional illness (9%, 125 girls; 2%, 22 boys). However, boys were more likely than girls to have ASD/Aspergers (2%, 32 boys; 1%, 9 girls) or ADHD (2%, 22 boys; 1%, 7 girls).

Stage: Middle and upper school pupils were more likely than lower school pupils to have a mental health/emotional illness (7%, 70 middle school; 7%, 56 upper school; 2%, 21 lower school).

Physical Illness and Disability

Pupils were also asked whether they had a number of physical illnesses or disabilities. Altogether, one in three (32%, 841 pupils) had at least one physical illness or disability. The most common were asthma (13%, 352 pupils) and skin conditions (10%, 257 pupils). All responses are shown in Figure 5.2.

Figure 5.2: Physical Illnesses and Disabilities



Gender: Girls were more likely than boys to have eczema/psoriasis or another skin condition (13%, 163 girls; 7%, 92 boys) or stomach/digestion, constipation or bowel problems (4%, 49 girls; 2%, 26 boys).

Limiting Illness or Disabilities

One in ten (10%, 270 pupils) pupils said they had an illness or disability that limits what they can do.

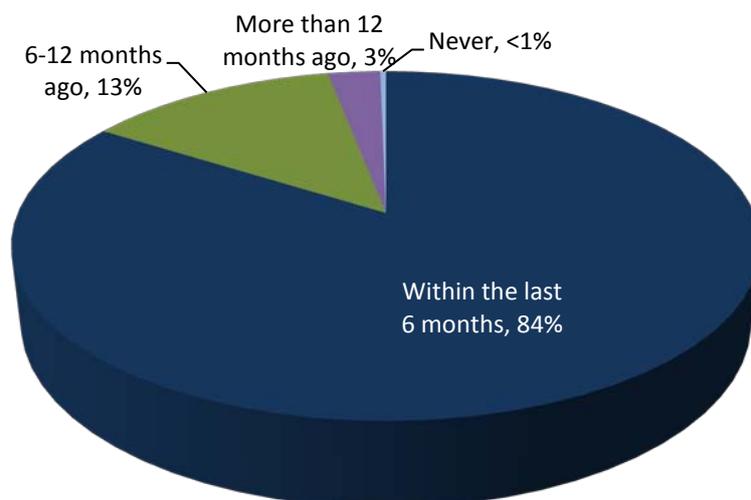
5.2 Oral Health

Just under nine in ten (87%, 2,461 pupils) met the target of brushing their teeth twice a day (twice or more on the previous day), while 12% (349 pupils) brushed their teeth only once on the previous day and 1% (30 pupils) had not brushed their teeth at all.

Gender: Girls were more likely than boys to brush their teeth twice or more per day (92%, 1,272 girls; 81%, 1,184 boys).

When asked when they last went to the dentist, 10% (291 pupils) said they could not remember and 75% (2,139) pupils went within the last six months. Thus of those who could remember, 84% of pupils had been to the dentist within the last six months.

Figure 5.3: When Last Went to the Dentist (of those who could remember)



Stage: Of those who could remember, upper school pupils were less likely than middle or lower school pupils to have visited the dentist within the last six months (88%, 691 lower school; 85%, 802 middle school; 79%, 646 upper school).

5.3 Feelings about Health

Pupils were asked to indicate which of the following faces showed how they have felt about their health over the last year:



Overall seven in ten (70%, 1,997 pupils) gave a positive response (28%, 804 pupils gave the most positive response, and 42%, 1,193 pupils gave the fairly positive response), while 21% (597 pupils) gave the neutral response and 9% (258 pupils) gave one of the negative responses.

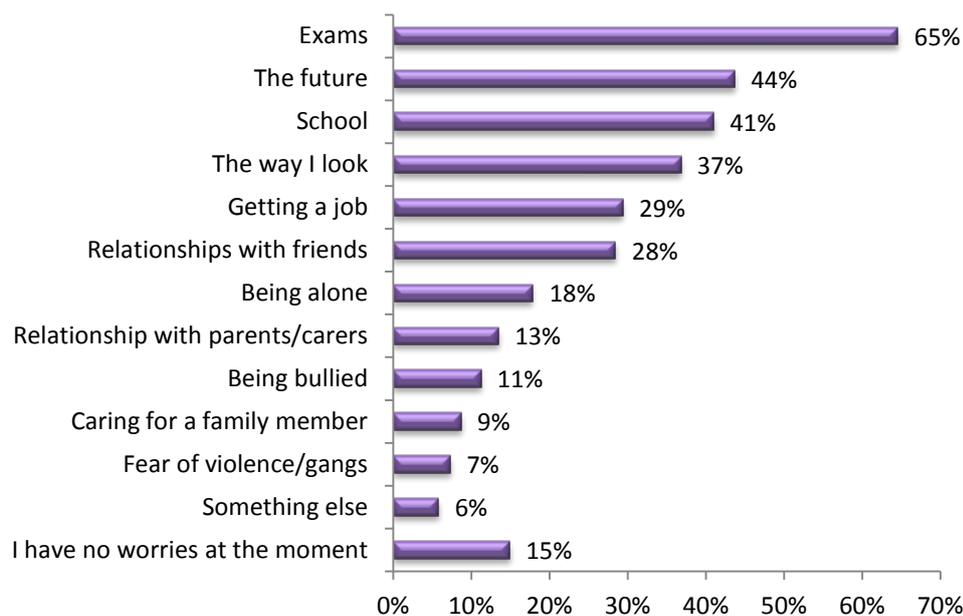
Gender: Boys were more likely than girls to rate their health positively (75%, 1,104 boys; 65%, 891 girls).

Stage: Lower school pupils were the most likely to rate their health positively and upper school pupils were the least likely (78%, 751 lower school; 69%, 706 middle school; 62%, 540 upper school).

5.4 Worries

Pupils were presented with a list of issues and asked which, if any they worried about, or whether they worried about something else. More than four in five (85%, 2,406 pupils) worried about at least one thing. The most common worries were exams (65%, 1,826 pupils), the future (44%, 1,236 pupils) and school (41%, 1,154 pupils). All responses are shown in Figure 5.4 below.

Figure 5.4: Pupils' Worries



Gender: Girls were more likely than boys to have any worries (91%, 1,246 girls; 79%, 1,156 boys). Girls were specifically more likely than boys to worry about:

- Exams (72%, 979 girls; 58%, 844 boys);
- The future (51%, 692 girls; 37%, 542 boys);
- School (51%, 702 girls; 31%, 449 boys);
- The way I look (52% girls; 23%, 333 boys);
- Relationships with friends (38%, 521 girls; 19%, 281 boys);
- Being alone (24%, 326 girls; 12%, 178 boys);
- Relationship with parents/carers (19%, 255 girls; 9%, 126 boys);
- Being bullied (14%, 198 girls; 8%, 118 boys);
- Caring for a family member (10%, 140 girls; 7%, 107 boys).

Stage: Upper school pupils were the most likely to have any worries and lower school pupils were the least likely (93%, 810 upper school; 87%, 879 middle school; 76%, 717 lower school). Specifically, lower school pupils were the least likely to worry about:

- Exams (79%, 692 upper school; 74%, 750 middle school; 41%, 384 lower school);
- The future (61%, 531 upper school; 44%, 447 middle school; 27%, 258 lower school);
- School (55%, 484 upper school; 46% 462 middle school; 22%, 208 lower school);
- The way I look (41%, 356 upper school; 39%, 393 middle school; 31%, 292 lower school);
- Getting a job (42%, 365 upper school; 29%, 298 middle school; 18%, 168 lower school);
- Relationships with friends (30%, 259 upper school; 31, 314 middle school; 25%, 232 lower school);
- Relationship with parents/carers (17%, 149 upper school; 14%, 142 middle school; 10%, 90 lower school).

However, lower school pupils were the most likely to worry about being bullied (17%, 158 lower school; 12%, 118 middle school; 5%, 40 upper school) and fear of violence/gangs (11%, 100 lower school; 7%, 68 middle school; 4%, 38 upper school).

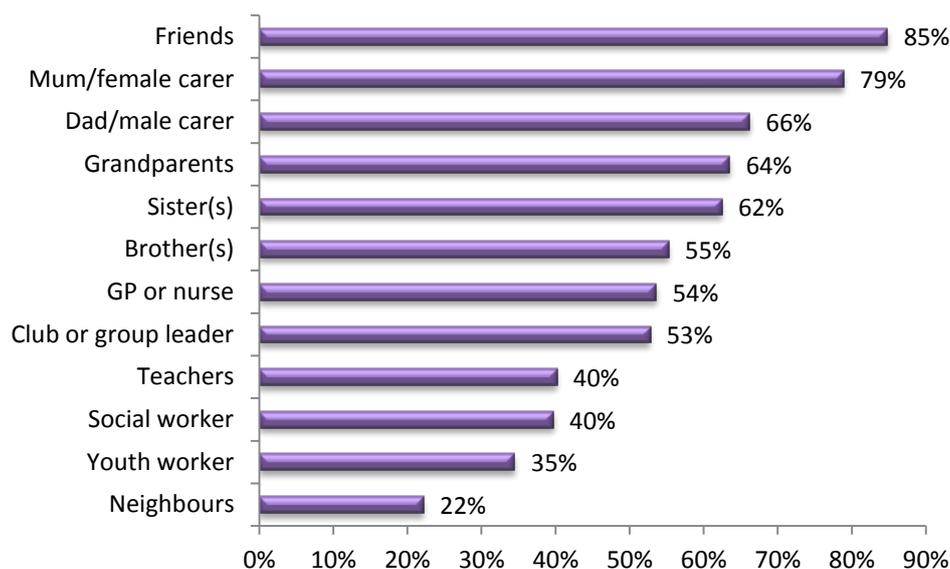
Deprivation: Those in the least deprived school were more likely than those in the most deprived school to have any worries (87%, 522 least deprived; 78%, 230 most deprived). Specifically, those in the least deprived school were more likely than those in the most deprived school to worry about:

- Exams (67%, 400 least deprived; 58%, 170 most deprived);
- Relationships with friends (32%, 193 least deprived; 21%, 62 most deprived).

5.5 People to Talk To

Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Figure 5.5 shows the proportion of pupils who said it was easy for them to talk to each type of person (for those who had these people in their lives). The types of person with which pupils were most likely to talk easily were friends (85%, 2,415 pupils) and mother/female carer (79%, 2,240 pupils).

Figure 5.5: Proportion of Pupils Saying it was 'Easy' to Talk to Each Type of Person (for those who had these types of people in their lives)



Gender: Girls were more likely than boys to say that it was easy to talk to friends (88%, 1,201 girls; 82%, 1,208 boys), and sisters (66%, 520 girls; 59%, 479 boys). However, boys were more likely than girls to say it was easy to talk to their:

- Mum/female carer (81%, 1,186 boys; 77%, 1,050 girls);
- Dad/male carer (74%, 1,013 boys; 58%, 748 girls);
- Grandparents (67%, 870 boys; 59%, 711 girls);
- Brother(s) (61%, 566 boys; 49%, 408 girls);
- GP or nurse (58%, 655 boys; 49%, 530 girls);
- Club or group leader (56%, 492 boys; 49%, 357 girls);

- Teachers (44%, 632 boys; 36%, 494 girls);
- Neighbours (25%, 291 boys; 19%, 184 girls).

Stage: Lower school pupils were the most likely to say it was easy to talk to their:

- Mum/female carer (84%, 802 lower school; 77%, 786 middle school; 75%, 652 upper school);
- Dad/male carer (74%, 662 lower school; 64%, 610 middle school; 61%, 493 upper school);
- Grandparents (69%, 597 lower school; 62%, 559 middle school; 58%, 429 upper school);
- Teachers (48%, 450 lower school; 35%, 354 middle school; 38%, 323 upper school);
- Social worker (49%, 107 lower school; 36%, 71 middle school; 28%, 33 upper school);
- Neighbours (29%, 223 lower school; 20%, 148 middle school; 17%, 105 upper school).

5.6 Bullying

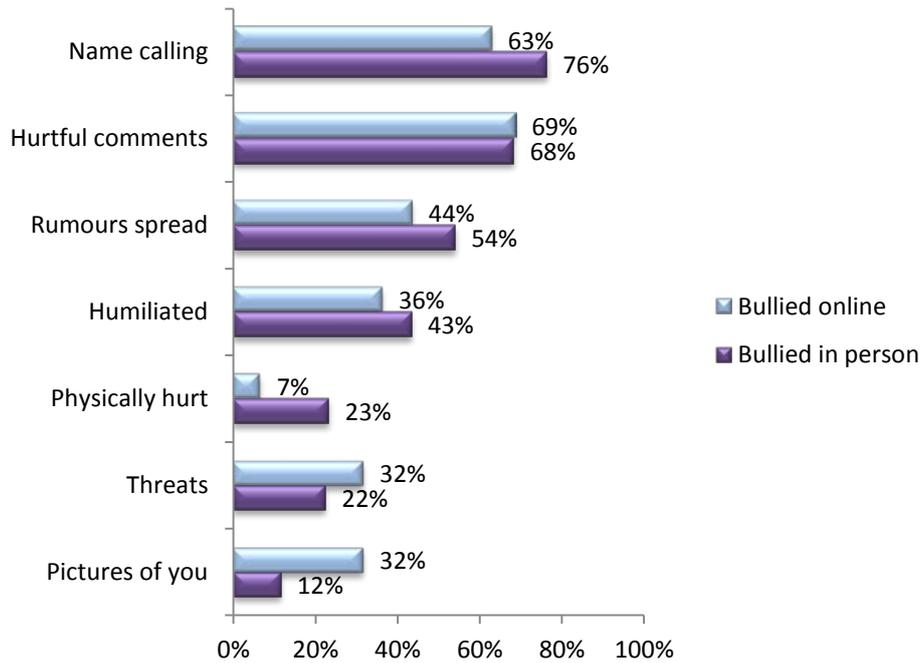
Pupils were asked about their experience of being bullied in the last year. Eighteen percent (520 pupils) had been bullied at school in the last year, 7% had been bullied somewhere else and 8% had been bullied online. Altogether more than one in five (22%, 642 pupils) had been bullied in some way in the last year.

Gender: Girls were more likely than boys to have been bullied in some way in the last year (27%, 378 girls; 18%, 263 boys).

Stage: Lower school pupils were the most likely to have been bullied in some way in the last year and upper school pupils were the least likely (32%, 301 lower school; 23%, 234 middle school; 12%, 107 upper school).

Those who had been bullied were asked for details of how they had been bullied. Of the 587 pupils who had been bullied in person and provided details, the most common means of bullying were name calling (76%, 448 pupils) and hurtful comments (68%, 401 pupils). Of the 259 pupils who had been bullied online and provided details, the most common means of bullying were hurtful comments (69%, 178 pupils) and name calling (63%, 163 pupils). All responses are shown in Figure 5.6.

Figure 5.6: Means of Bullying in Person and Online Bullying

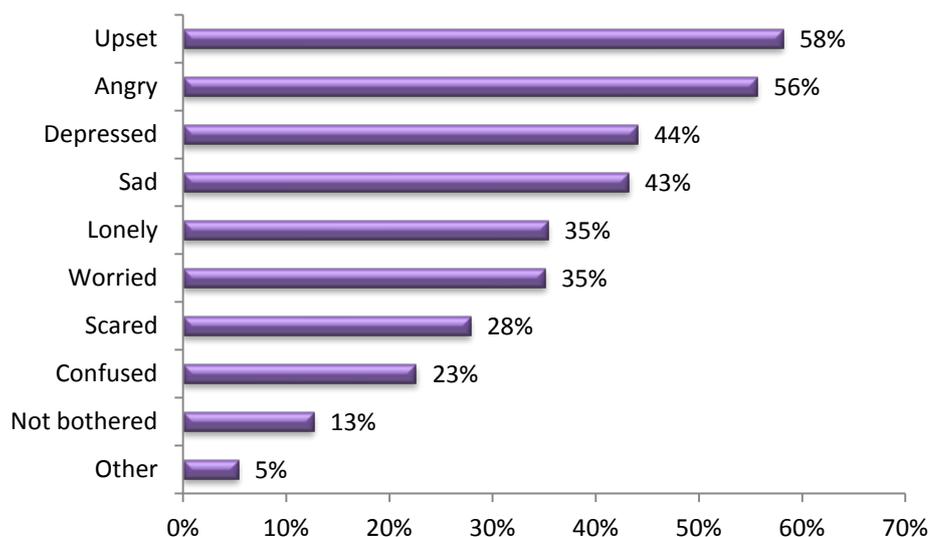


Gender: Among those who had been bullied in person, girls were more likely than boys to have had rumours spread (59%, 199 girls; 48%, 117 boys) and boys were more likely than girls to have been physically hurt (34%, 84 boys; 15%, 52 girls).

Stage: Among those who had been bullied in person, middle and upper school pupils were more likely than lower school pupils to have had rumours spread (60%, 53 upper school; 60%, 133 middle school; 47%, 131 lower school).

Pupils who had been bullied in any way in the last year were asked how being bullied made them feel. The most common feelings were upset (58%, 376 pupils) and angry (56%, 360 pupils). All responses are shown in Figure 5.7.

Figure 5.7: How Bullying Made You Feel



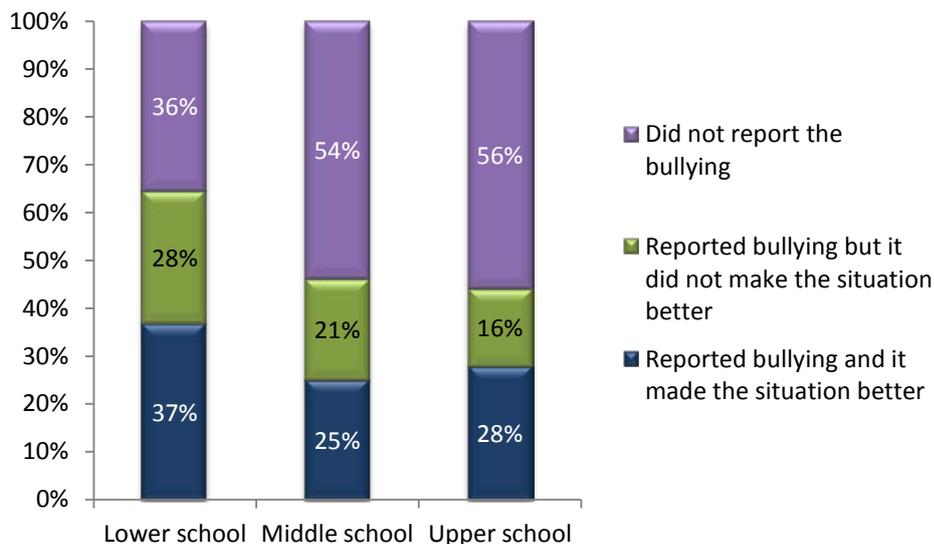
Gender: Among those who had been bullied, girls were more likely than boys to say it had made them feel upset (66%, 247 girls; 48%, 128 boys) or depressed (49%, 184 girls; 37%, 100 boys). Boys were more likely than girls to say they had not been bothered by the bullying (19%, 51 boys; 8%, 30 girls).

Stage: Among those who had been bullied, lower and middle school pupils were more likely than upper school pupils to say it had made them feel scared (31%, 97 lower school; 29%, 67 middle school; 16%, 16 upper school). Middle and upper school pupils were more likely than lower school pupils to say it had made them feel depressed (53%, 123 middle school; 50%, 51 upper school; 36%, 111 lower school).

Among those who had been bullied in any way in the last year, just under half (45%, 289 pupils) said they did not report the bullying to anyone. Three in ten (31%, 199 pupils) said they reported the bullying and it made the situation better and one in four (24%, 150 pupils) said they reported the bullying but it did not make the situation better.

Stage: Among those who had been bullied, lower school pupils were more likely than middle or upper school pupils to have reported the bullying to someone (64%, 198 lower school; 46%, 105 middle school; 44%, 46 upper school).

Figure 5.8: Whether Reported Bullying by Stage (of those who had been bullied in the last year)



5.7 Strengths and Difficulties

The survey included the Strengths and Difficulties questionnaire⁴, which gives each pupil a score out of ten on five scales. The mean scores for each scale are shown below:

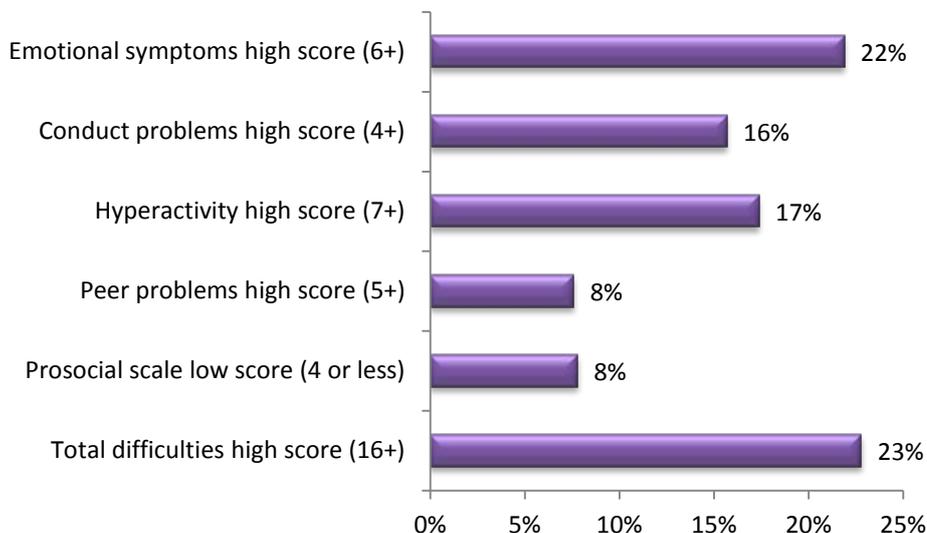
Table 5.1: Mean Scores for Strengths and Difficulties Scales

Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	3.5
Conduct problems scale (0-10) (high score indicates difficulties)	1.9
Hyperactivity scale (0-10) (high score indicates difficulties)	4.1
Peer problems scale (0-10) (high score indicates difficulties)	1.8
Prosocial scale (0-10) (high score indicates strengths)	7.3
Total difficulties (0-40) sum of all four difficulties scales	11.3

A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, 23% (609 pupils) had a score indicating a high level of difficulties. Figure 5.9 shows the proportion of pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty.

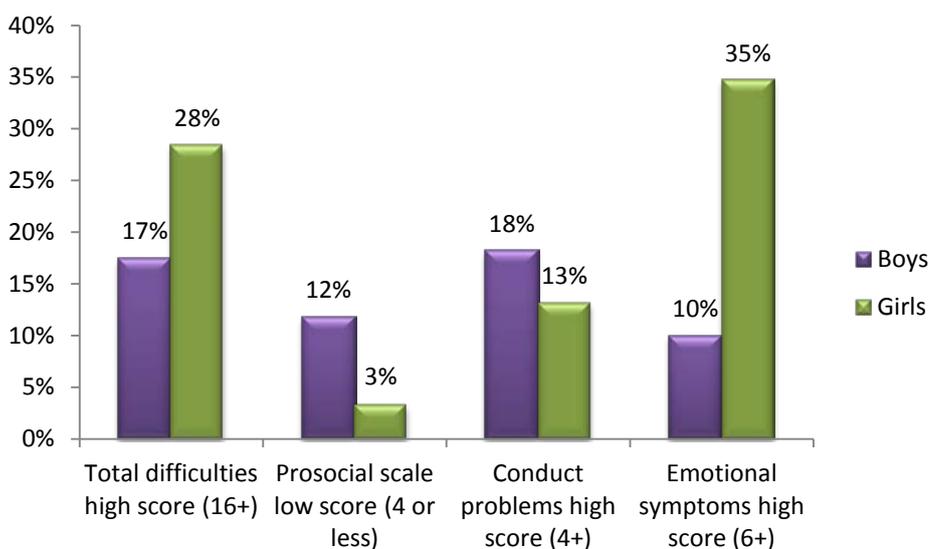
⁴ See: <http://bjp.rcpsych.org/content/177/6/534.full>

Figure 5.9: Proportion of Pupils with Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale



Gender: Overall, girls were more likely than boys to have a total difficulties score indicating a high level of difficulties (28%, 364 girls; 17%, 242 boys), and were more likely than boys to have a score indicating a high level of difficulty of the emotional symptoms scale (35%, 468 girls; 10%, 146 boys). Boys were more likely than girls to have scores indicating a high level of difficulty on the conduct problems scale (18%, 263 boys; 13%, 180 girls), and the prosocial scale (12%, 171 boys; 3%, 47 girls).

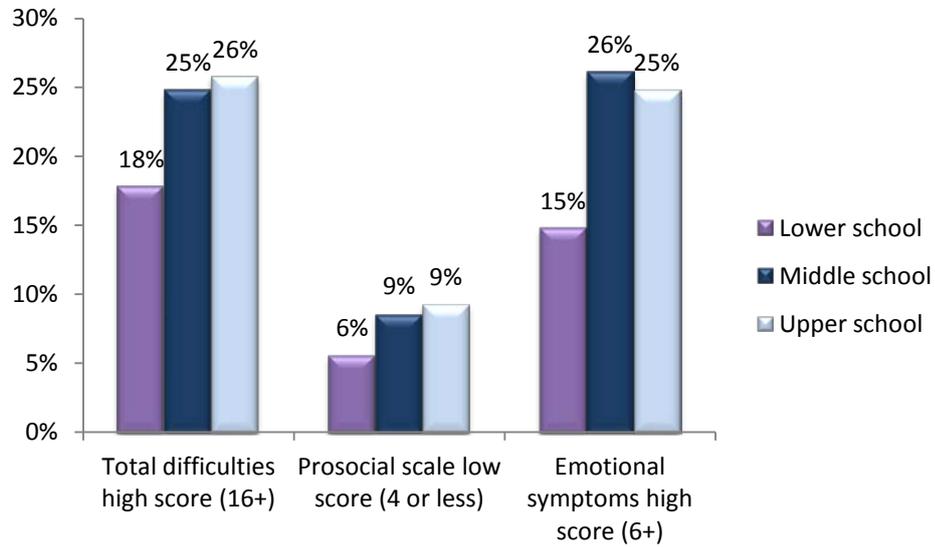
Figure 5.10: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale by Gender (scales showing significant differences)



Stage: Overall, lower school pupils were less likely than middle or upper school pupils to have a high 'total difficulties' score (18%, 158 lower school; 25%, 239 middle school; 26%, 212 upper school). Figure 5.11 shows the difference between

lower, middle and upper school pupils for all scales showing a significant difference.

Figure 5.11: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale by Stage (scales showing significant differences)



Deprivation: Overall, pupils in the most deprived school were more likely than those in the least deprived school to have a high 'total difficulties' score (27%, 74 most deprived; 18%, 101 least deprived).

6 Behaviours, Attitudes and Expectations

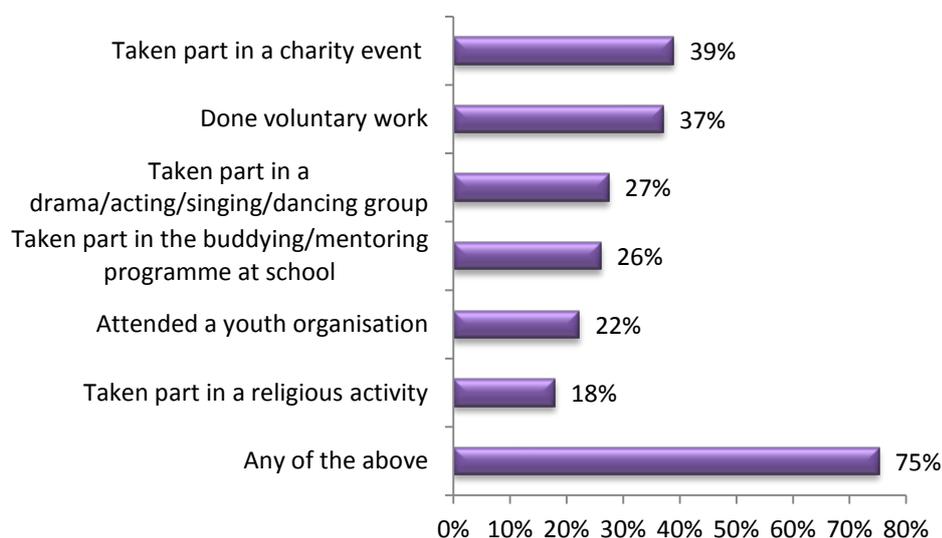
Summary of Key Indicators

Indicator	%	N
% of pupils who participated in any antisocial/risk behaviour in the last year	50%	1,360
% of pupils who admitted to bullying others in school in the last year	15%	428
% of pupils who have more than eight hours of screen based activity on a school day	18%	233
% of pupils to expect to go to further education/training	75%	1,730

6.1 Positive Behaviours

Pupils were asked which, if any, positive behaviours they had engaged in during the last year from a list of six behaviours. Three in four (75%, 2,092) had taken part in at least one of the positive behaviours. The most common were 'taken part in a charity event' (39%, 1,083 pupils) and 'done voluntary work' (37%, 1,033 pupils). Figure 6.1 shows all responses.

Figure 6.1: Positive Behaviours in the Last Year



Gender: Girls were more likely than boys to have taken part in at least one of the positive behaviours (84%, 1,139 girls; 67%, 950 boys), and specifically more likely to have:

- Taken part in a charity event (44%, girls; 35%, 490 boys);
- Done voluntary work (41%, 560 girls; 33%, 472 boys);
- Taken part in a drama/acting/singing/dancing group (44%, 596 girls; 12%, 168 boys);
- Taken part in the buddying/mentoring programme at school (29%, 388 girls; 24%, 334 boys).

Stage: Middle school pupils were less likely than upper or lower school pupils to have participated in at least one of the positive behaviours (69%, 689 middle school; 78%, 719 lower school; 79%, 684 upper school). Middle school pupils were much less likely than upper or lower school pupils to have participated in the

school buddying/mentoring programme in the last year (8%, 79 middle school; 36%, 310 upper school; 36%, 334 lower school).

Upper school pupils were the most likely to have done voluntary work (58%, 504 upper school; 36%, 357 middle school; 19%, 172 lower school).

Lower school pupils were the most likely to have:

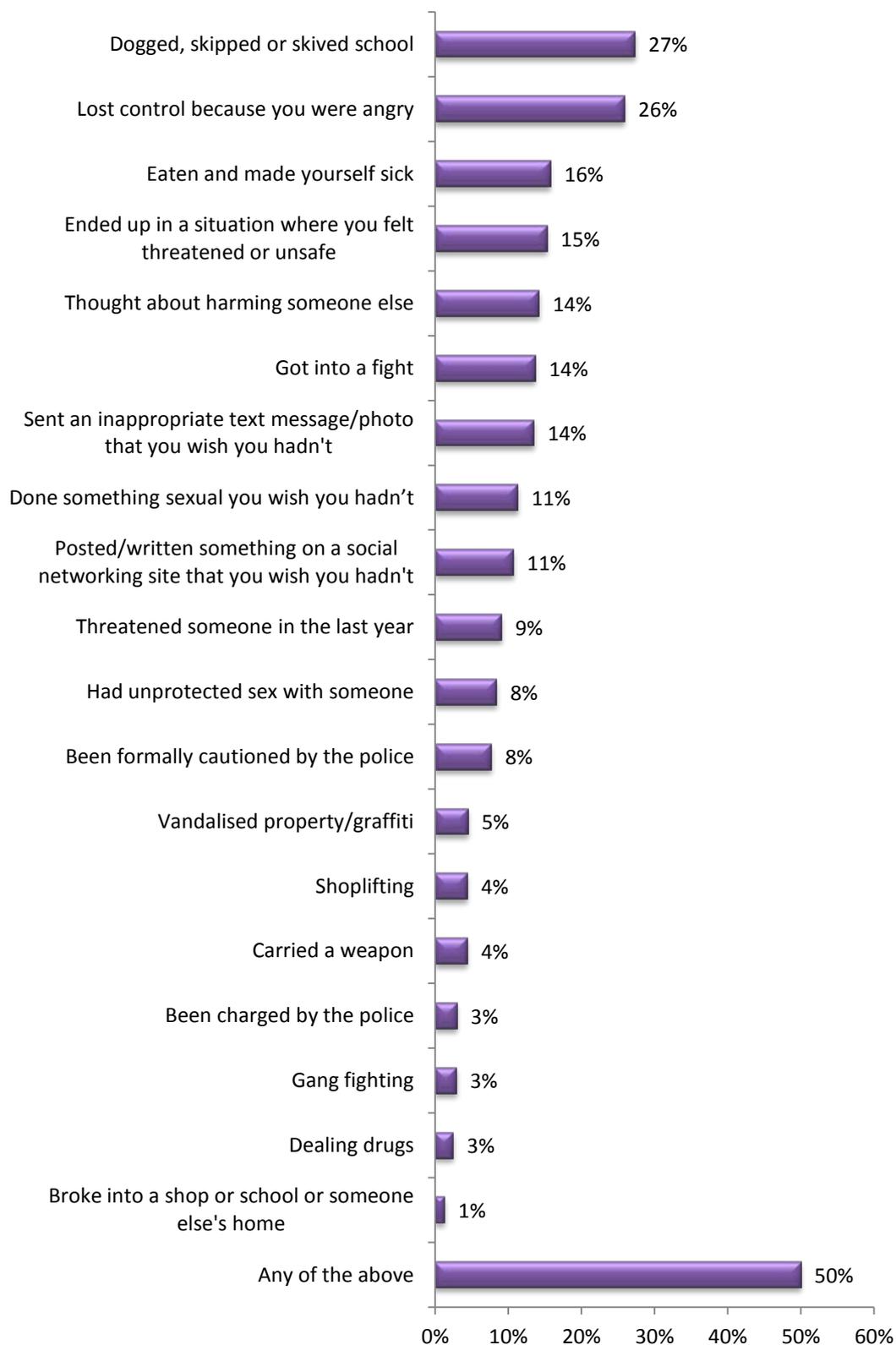
- Taken part in a drama/acting/singing/dancing group (36%, 326 lower school; 25%, 253 middle school; 21%, 185 upper school);
- Attended a youth organisation (28%, 261 lower school; 21%, 212 middle school; 17%, 144 upper school);
- Taken part in a religious activity (22%, 203 lower school; 15%, 155 middle school; 16%, 141 upper school).

Deprivation: Pupils in the least deprived school were more likely than those in the most deprived school to have participated in at least one of the positive behaviours (81%, 480 least deprived; 67%, 190 most deprived), and specifically more likely to have taken part in a charity event (42%, 250 least deprived; 26%, 73 most deprived).

6.2 Antisocial and Risk Behaviour

Pupils were asked which, if any, antisocial or risk behaviours they had engaged in during the last year from a list of 19 behaviours. Half (50%, 1,360 pupils) had engaged in at least one of the listed behaviours. The most common were 'skipped school' (27%, 742 pupils) and 'lost control because you were angry' (26%, 704 pupils). All responses are shown in Figure 6.2.

Figure 6.2: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year



Gender: Boys were more likely than girls to have engaged in at least one of the antisocial or risk behaviours (53%, 735 boys; 47%, 623 girls). Specifically, boys were more likely the girls to have:

- Thought about harming someone else (19%, 257 boys; 10%, 128 girls);
- Got into a fight (19%, 260 boys; 8%, 111 girls);
- Threatened someone (12%, 173 boys; 6%, 74 girls);
- Been formally cautioned by the police (11%, 146 boys; 5%, 63 girls);
- Vandalised property/graffiti (6%, 85 boys; 3%, 37 girls);
- Shoplifted (5%, 76 boys; 3%, 43 girls);
- Carried a weapon (6%, 77 boys; 3%, 43 girls);
- Been charged by the police (4%, 59 boys; 2%, 23 girls);
- Engaged in gang fighting (4%, 56 boys; 2%, 23 girls);
- Broken into a shop or school or someone else's home (2%, 27 boys; 1%, 9 girls);

However, girls were more likely than boys to have made themselves sick (18%, 236 girls; 14%, 192 boys).

Stage: Upper school pupils were the most likely to have engaged in at least one of the antisocial or risk behaviours and lower school pupils were the least likely (59%, 492 upper school; 54%, 534 middle school; 38%, 334 lower school). Specifically, lower school pupils were the least likely to have:

- Dogged, skipped or skived school (39%, 325 upper school; 28%, 282 middle school; 15%, 135 lower school);
- Lost control because they were angry (31%, 259 upper school; 27%, 27 middle school; 20%, 173 lower school);
- Ended up in a situation where they felt threatened or unsafe (17%, 140 upper school; 18%, 175 middle school; 11%, 101 lower school);
- Thought about harming someone else (16%, 138 upper school; 16%, 157 middle school; 10%, 91 lower school);
- Sent an inappropriate text message/photo they wish they hadn't (17%, 141 upper school; 16%, 157 middle school; 8%, 70 lower school);
- Done something sexual they wish they hadn't (18%, 152 upper school; 12%, 123 middle school; 4%, 31 lower school);
- Threatened someone (10%, 87 upper school; 10%, 104 middle school; 6%, 56 lower school);
- Had unprotected sex with someone (17%, 144 upper school; 7%, 65 middle school; 2%, 20 lower school);
- Been formally cautioned by the police (10%, 80 upper school; 9%, 87 middle school; 5%, 42 lower school);
- Dealt drugs (4%, 32 upper school; 3%, 29 middle school; 1%, 7 lower school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have had unprotected sex with someone in the last year (15%, 42 most deprived; 7%, 38 least deprived) or to have been charged by the police (5%, 13 most deprived; 1%, 7 least deprived).

6.3 Bullying Others

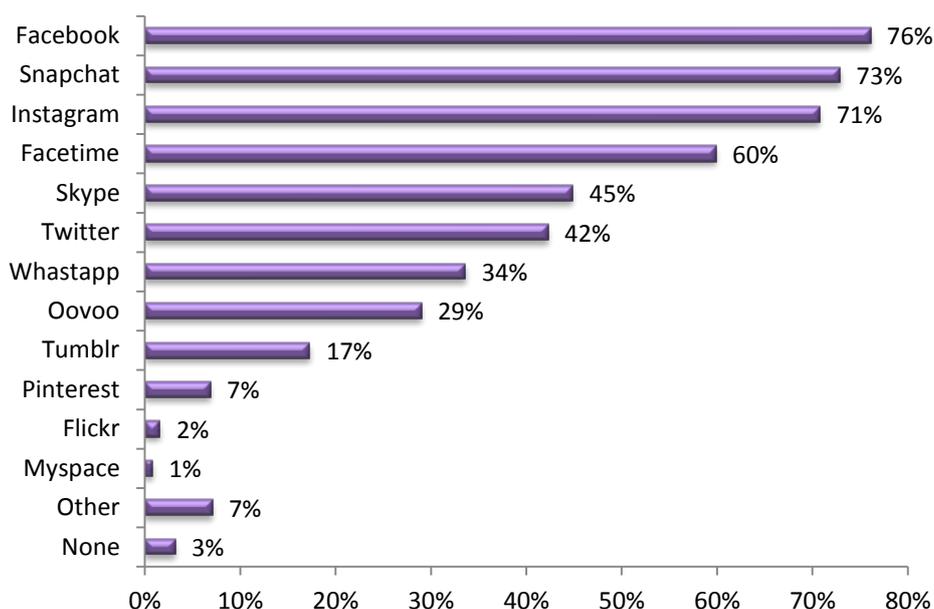
Fifteen percent of pupils (15%, 428 pupils) admitted to having bullied or frightened others in their school in the last year - sometimes (13%, 373 pupils), often (1%, 36 pupils) or very often (1%, 19 pupils).

Gender: Boys were more likely than girls to admit to having bullied or frightened others at their school in the last year (19%, 274 boys; 11%, 152 girls).

6.4 Social Media

Pupils were asked which types of social media, if any, they used to communicate with family and friends. Nearly all (97%, 2,710) used at least one type of social media. The most common were Facebook (76%, 2,131 pupils), Snapchat (73%, 2,043 pupils) and Instagram (71%, 1,984 pupils). All responses are shown in Figure 6.3.

Figure 6.3: Types of Social Media Used



Of the 189 pupils who listed other types of social media, the most common types were Kik (15%, 29 pupils), iMessage (14%, 26 pupils), and BBM (8%, 15 pupils).

Gender: Girls were more likely than boys to use at least one type of social media (98%, 1,343 girls; 95%, 1,362 boys).

Stage: Upper and middle school pupils were more likely than lower school pupils to use at least one type of social media (98%, 857 upper school; 98%, 992 middle school; 94%, 861 lower school).

6.5 Screen-Based Activities

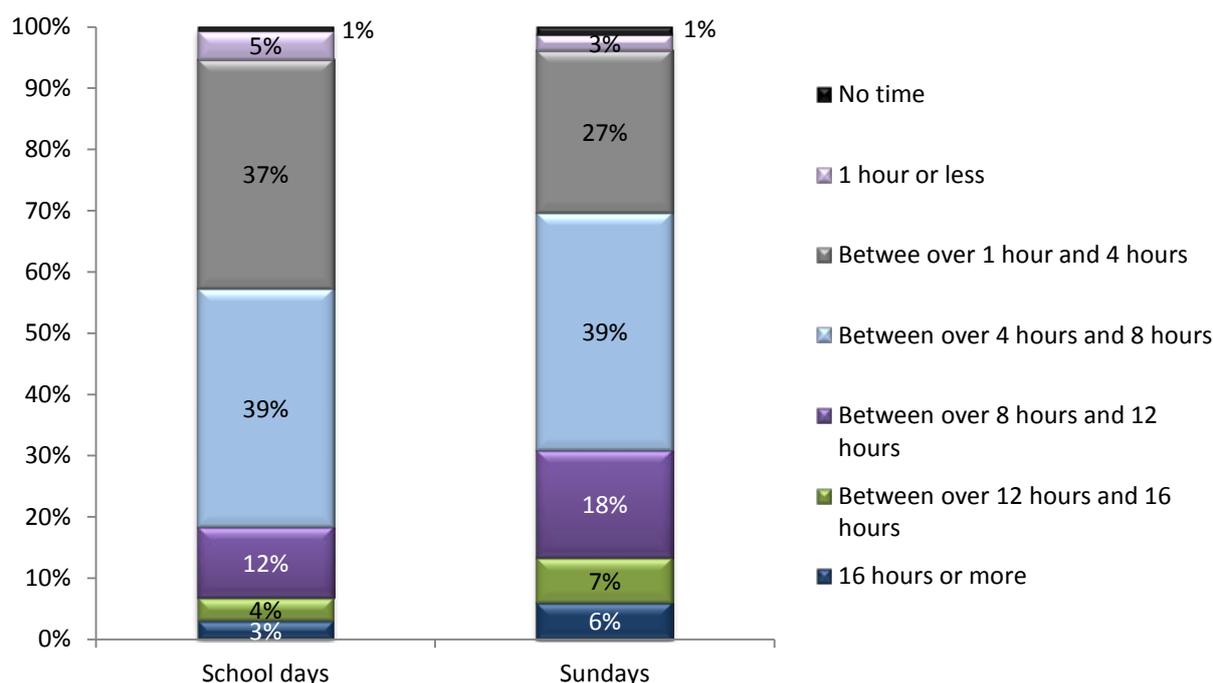
Pupils were asked how many hours they spent on certain screen-based activities during the previous day. These comprised:

- Gaming (e.g. X-Box; Play Station; iPod touch);
- Watching TV, DVDs or films;
- On-line gambling (with real money/credit card);
- On-line homework (e.g. GLOW, researching homework topics on the internet);
- Online shopping;
- YouTube;
- Video/audio calling (e.g. Facetime/Skype);
- Other social media or online chatting.

Responses for all activities combined to give a total number of hours spent on screen-based activities during the previous day. Figure 6.4 shows the breakdown of how many hours in total were spent on screen-based activities for pupils surveyed on Tuesdays to Fridays (where the previous day was a school day) and for pupils surveyed on a Monday (where the previous day was a non-school day).

Of the 1,279 pupils who gave valid responses for all activities, 18% (233 pupils) spent more than eight hours on screen-based activities on school days. Of the 381 pupils who gave valid responses for all activities on a Sunday, three in ten (31%, 118 pupils) spent more than eight hours on screen-based activities.

Figure 6.4: Average Daily Hours Spent on Screen Based Activities – School Days and Sundays⁵



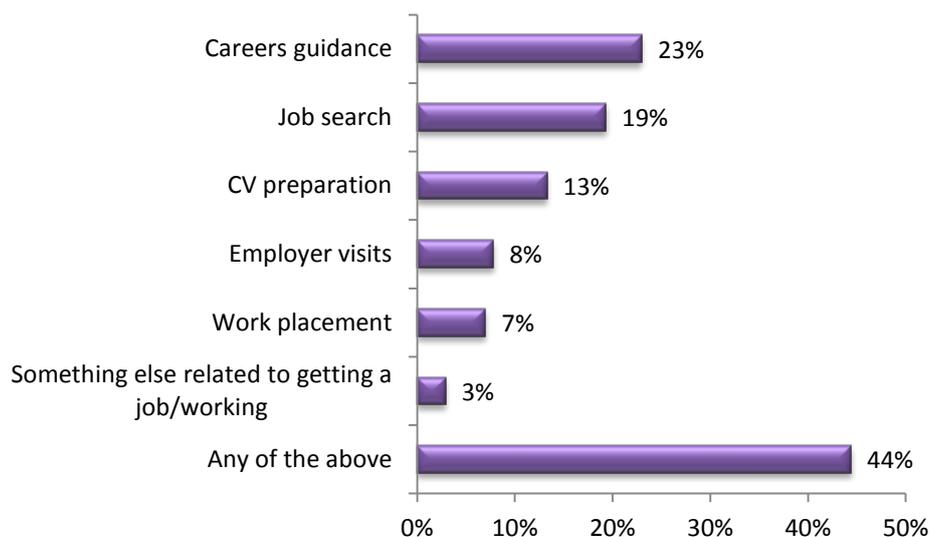
Deprivation: Those in the most deprived school were more likely than those in the least deprived school to spend over eight hours on screen-based activities on a week day (25%, 30 most deprived; 13%, 44 least deprived).

6.6 Career Preparatory Activities

Pupils were asked whether they had done any activities at school related to getting a job/working. In total, 44% (1,161 pupils) had done at least one activity. The most common were careers guidance (23%, 593 pupils) and job search (19%, 504 pupils), as shown in Figure 6.5.

⁵ Although the questionnaire instructed pupils to write 'zero' for any activities in which they did not participate, there was a high number of pupils did not answer some of these questions. Only pupils who gave a valid response for all activities could be included in the sum of total hours spent on screen-based activities. Due to missing responses, it has not been possible to calculate hours spent on screen-based activities on school days for 1,150 pupils (40%).

Figure 6.5: Activities Through School Related to Getting a Job/Working



Gender: Girls were more likely than boys to have participated in a work placement (9%, 110 girls; 6%, 74 boys).

Stage: As would be expected, upper school pupils were the most likely to have participated in at least one of these activities and lower school pupils were the least likely (70%, 588 upper school; 45%, 420 middle school; 18%, 153 lower school). This was true for all activities, namely:

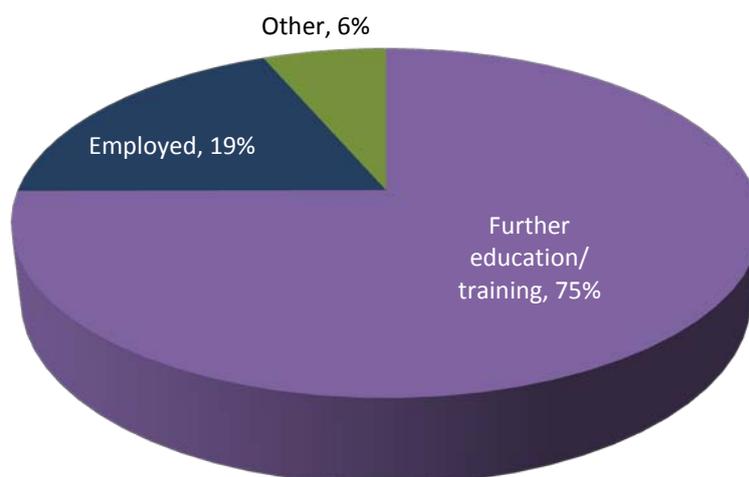
- Careers guidance (34%, 286 upper school; 26%, 241 middle school; 8%, 66 lower school);
- Job search (28%, 233 upper school; 19%, 181 middle school; 11%, 90 lower school);
- CV preparation (34%, 285 upper school; 6%, 59 middle school; <1%, <5 lower school);
- Employer visits (10%, 84 upper school; 10%, 98 middle school; 3%, 22 lower school);
- Work placement (17%, 146 upper school; 3%, 29 middle school; 1%, 9 lower school).

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to have participated in at least one of these activities (56%, 148 most deprived; 37%, 212 least deprived), and specifically more likely to have participated in:

- Job search (27%, 73 most deprived; 10%, 59 least deprived);
- Work placement (14%, 38 most deprived; 6%, 33 least deprived).

Pupils were asked what they thought they will most likely to be doing when they leave school. Of those who were able to answer, three in four (75%, 1,730 pupils) said that they thought they would go to further education or training.

Figure 6.6: Expectations of What Will Be Doing After School

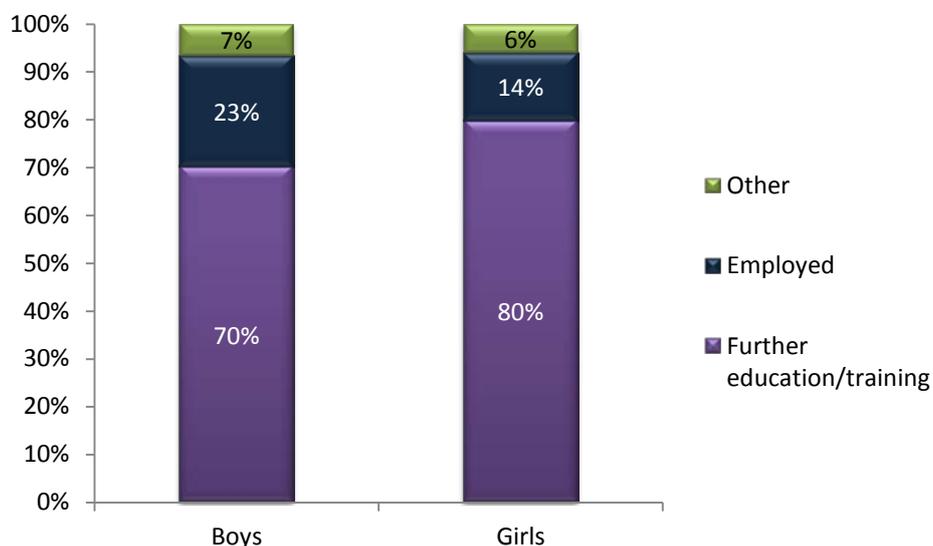


Notes:

Further education/training = University, Further Education College, Training Programme
 Employed = Working, Trade or Modern Apprenticeship, Setting up a business
 Other = Take a gap year, volunteering, other

Gender: Girls were more likely than boys to say that they expected to go into further education after school (80%, 905 girls; 70%, 821 boys).

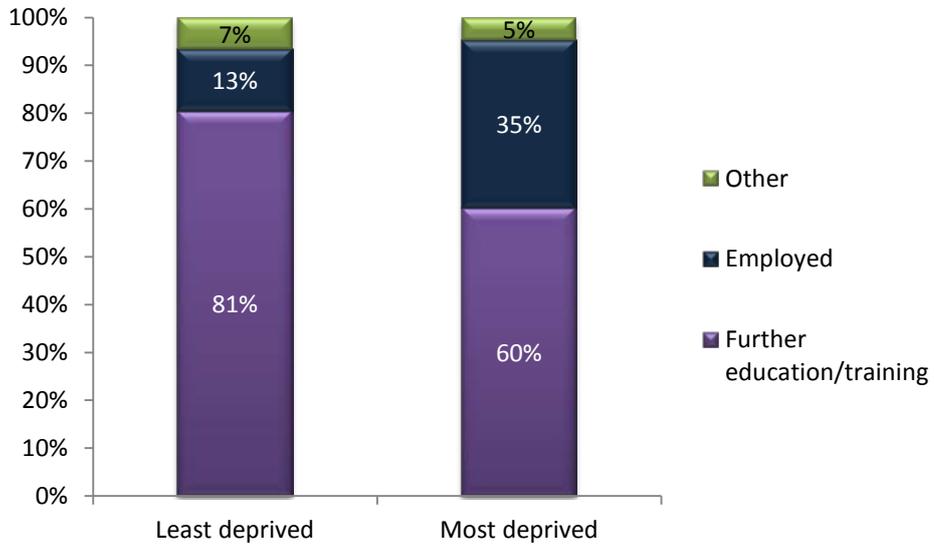
Figure 6.7: Expectations of What Will be Doing After School by Gender



Stage: Upper school pupils were the most likely to expect to go to further education/training and lower school pupils were the least likely (82%, 620 upper school; 73%, 618 middle school; 69%, 492 lower school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to expect to go to further education/training (81%, 395 least deprived; 60%, 127 most deprived). Those in the most deprived school were more likely than those in the least deprived school to expect to be employed after school (35%, 74 most deprived; 13%, 62 least deprived).

Figure 6.8: Expectations of What Will be Doing After School by Deprivation



7 Services for Young People

Summary of Key Indicators

Indicator	%	N
% of pupils who go to a local youth club or drop-in youth centre	16%	443
% of pupils who have a Young Scot Card	80%	2,282

7.1 Youth Clubs

One in six (16%, 443 pupils) said they went to a local youth club or drop-in youth centre, while just under half (48%, 1,349 pupils) said they did not know of one they could go to and 36% (1,024 pupils) said they knew of one they could go to, but did not go.

Gender: Boys were more likely than girls to say they went to a local youth club or drop-in youth centre (19%, 270 boys; 12%, 171 girls).

Stage: Lower school pupils were more likely than middle or upper school pupils to go to a local youth club or drop-in youth centre (26%, 241 lower school; 11%, 112 middle school; 10%, 90 upper school).

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to go to a youth club or drop-in centre (25%, 72 most deprived; 14%, 84 least deprived). Those in the least deprived school were more likely than those in the most deprived school to say they were unaware of a youth club they could go to (63%, 374 least deprived; 29%, 84 most deprived).

Pupils were asked whether there was anything stopping them or putting them off going. Of the 1,913 pupils who answered, 54% (1,033 pupils) said there was not. The most common things reported as preventing pupil or putting pupils off attending youth clubs/drop-in youth centres were:

- No time/too busy/would rather do other things (10%, 184 pupils);
- Negative view of club or club leaders (8%, 153 pupils);
- Just don't want to/need to go (7%, 140 pupils);
- Don't know of any clubs to go to (7%, 136 pupils).

7.2 Health Services

One in four (24%, 665 pupils) said they were aware of a health service in or near to their school that is for young people only.

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to say they were aware of a local youth health service in or near their school (33%, 94 most deprived; 14%, 84 least deprived).

One in three (34%, 944 pupils) said they would use a young person's health service if it was available in their area.

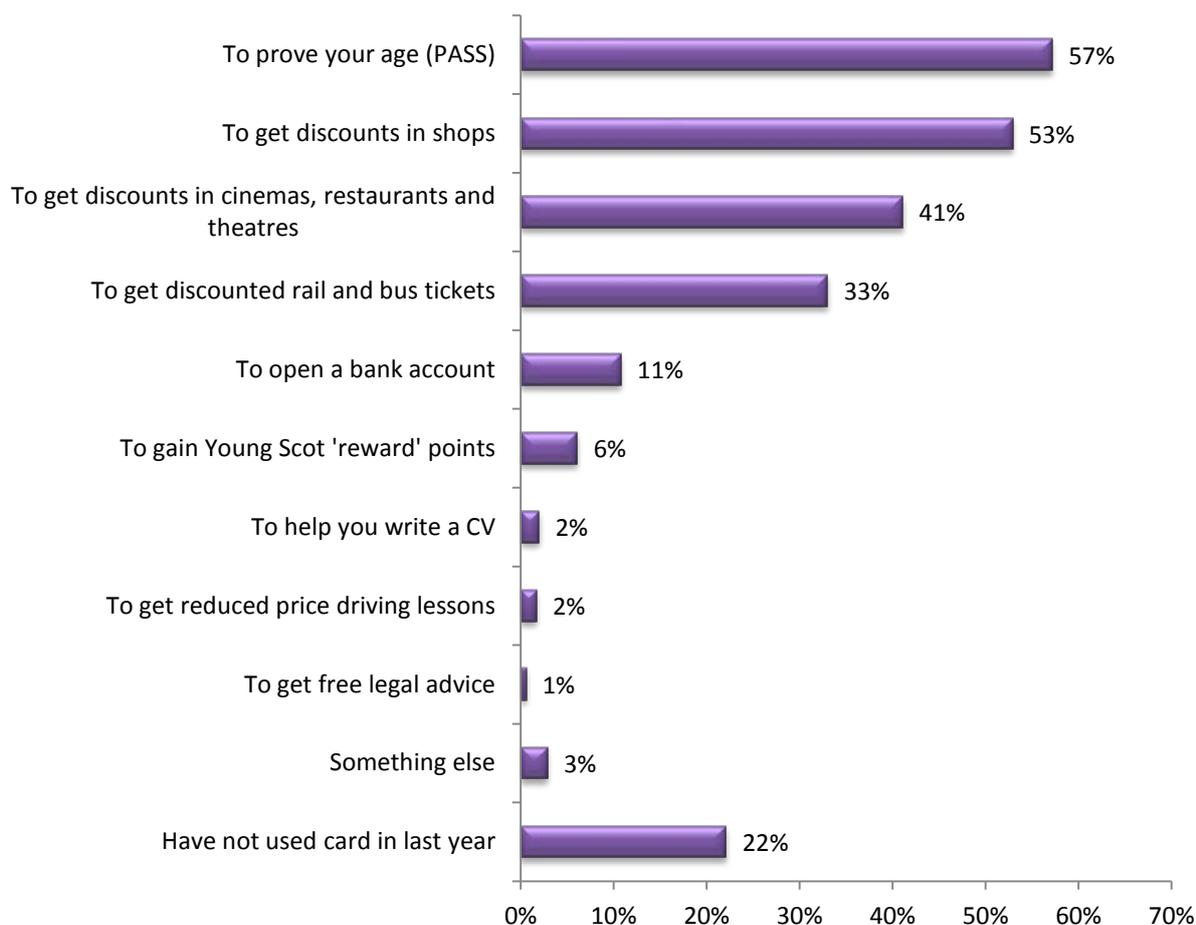
Stage: Upper school pupils were more likely than middle or lower school pupils to say they would use a young person's health service (40%, 347 upper school; 31%, 311 middle school; 32%, 286 lower school).

7.3 Young Scot Card

Four in five (80%, 2,282 pupils) said they had a Young Scot Card.

Those who had a Young Scot Card were asked whether they had used their card for certain activities in the last year. Just under four in five (78%, 1,721 pupils) card holders had used their Young Scot Card for at least one activity in the last year. Figure 7.1 shows the proportion of card holders who had participated in each activity in the last year. The most common uses of Young Scot Cards were to prove age (57%, 1,264 pupils) and to get discounts in shops (53%, 1,169 pupils).

Figure 7.1: Uses of Young Scot Card in Last Year



Of the 64 other uses of Young Scot Cards listed, the most common were gym/leisure centre (34%, 22 pupils) and swimming (27%, 17 pupils).

Gender: Among Young Scot Card holders, boys were more likely than girls to have used their card to prove their age (46%, 503 boys; 40%, 441 girls). Girls were more likely than boys to have used their card for anything in the last year (84%, 926 girls; 72%, 791 boys), and specifically to get discounts in shops (66%, 730 girls; 39%, 435 boys) and discounts in cinemas/restaurants/theatres (47%, 513 girls; 36%, 392 boys).

Stage: Among card holders, upper school card holders the most likely to have used their Young Scot Card for anything in the last year (91%, 647 upper school; 81%, 639 middle school; 61%, 435 lower school), and specifically the most likely to have used their card for:

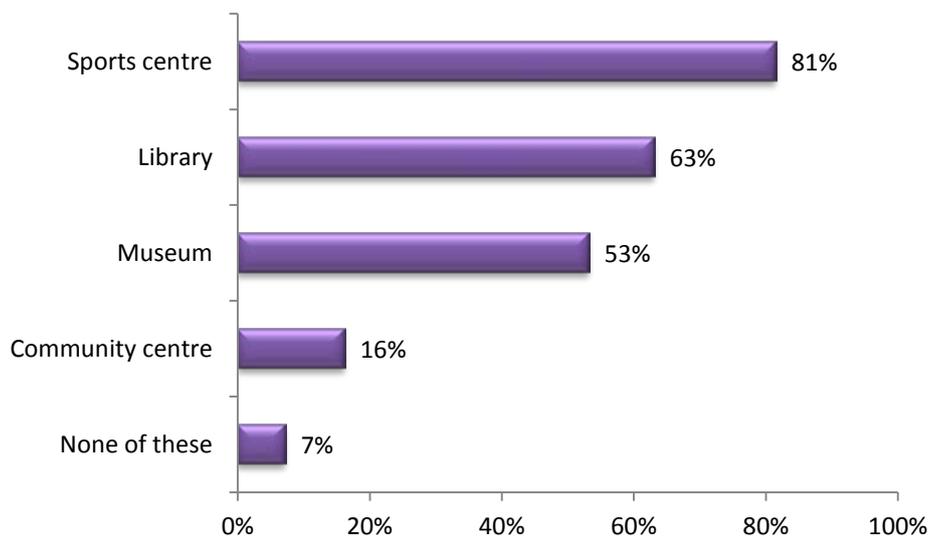
- Proof of age (81%, 574 upper school; 61%, 481 middle school; 29%, 209 lower school);
- Discounts in shops (64%, 453 upper school; 51%, 403 middle school; 44%, 313 lower school);
- Discounts in cinemas/restaurants/theatres (51%, 364 upper school; 40%, 314 middle school; 32%, 229 lower school);
- Discounted rail and bus tickets (52%, 370 upper school; 26%, 205 middle school; 22%, 154 lower school);
- Opening a bank account (15%, 103 upper school; 11%, 85 middle school; 7%, 51 lower school);
- Help writing a CV (5%, 32 upper school; 1%, 8 middle school; 1%, <5 lower school);
- Reduced price driving lessons (4%, 29 upper school; <1%, <5 middle school; 1%, 4 lower school).

Lower school card holders were the most likely to have used their card to gain Young Scot 'reward' points (9%, 66 lower school; 4%, 31 middle school; 5%, 38 upper school).

7.4 Culture and Leisure Services

Pupils were asked whether they had been to a museum, library, sports centre or community centre in the last year. Overall, more than nine in ten (93%, 2,607 pupils) had been to at least one of these. Sports centre was the most commonly used facility, with four in five (81%, 2,283 pupils) saying they had been to a sports centre in the last year.

Figure 7.2: Facilities Used in Last Year



Gender: Boys were more likely than girls to have used a sports centre in the last year (86%, 1,244 boys; 77%, 1,037 girls). Girls were more likely than boys to have used a library in the last year (66%, 895 girls; 60%, 873 boys).

Stage: Lower school pupils were more likely than middle or upper school pupils to have used a sports centre (85%, 800 lower school; 80%, 809 middle school; 78%, 674 upper school), library (73%, 682 lower school; 60%, 607 middle school; 56%, 480 upper school) or community centre (21%, 199 lower school; 15%, 155 middle school; 11%, 98 upper school) in the last year. Lower and middle school pupils were more likely than upper school pupils to have visited a museum in the last year (58%, 541 lower school; 55%, 556 middle school; 45%, 392 upper school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to have visited any of these facilities (95%, 570 least deprived; 83%, 235 most deprived), and specifically:

- sports centre (84%, 505 least deprived; 69%, 196 most deprived);
- library (72%, 429 least deprived; 47%, 134 most deprived);
- museum (64%, 381 least deprived; 33%, most deprived).

However, those in the most deprived school were more likely than those in the least deprived school to have used a community centre in the last year (20%, 58 most deprived; 11%, 64 least deprived).

8 Sexual Health and Relationships

Summary of Key Indicators

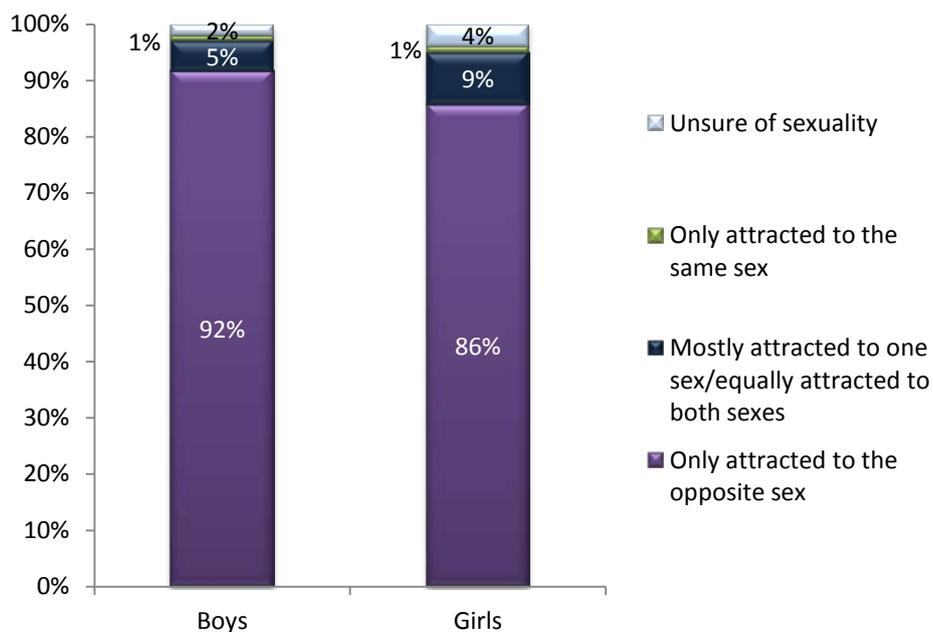
Indicator	%	N
% of pupils who said they had received sexual health and relationships education at school	83%	2,315
% of S3-S6 pupils who had had sexual intercourse	19%	318
% of sexually active S3-S6 pupils who always used contraception/protection	44%	209

8.1 Sexual Orientation

Nine in ten (89%, 2,478 pupils) said they were only attracted to the opposite sex, 7% (203 pupils) said they were mostly attracted to one sex or equally attracted to both sexes, 1% (28 pupils) said they were only attracted to the same sex and 3% (83 pupils) said they were unsure of their sexuality.

Gender: Boys were more likely than girls to say they were only attracted to the opposite sex (92%, 1,312 boys; 86%, 1,162 girls).

Figure 8.1: Sexual Orientation by Gender



Stage: Lower school pupils were the most likely to say they were unsure of their sexuality and upper school pupils were the least likely (4%, 39 lower school; 3%, 30 middle school; 2%, 14 upper school).

8.2 Sexual Health and Relationships Education

Just over four in five (83%, 2,315 pupils) said they had received sexual health and relationships education (SHRE) at school.

Stage: Middle school pupils were the most likely to say they had received SHRE at school (88%, 886 middle school; 82%, 716 upper school; 77%, 713 lower school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to say they had received SHRE at school (87%, 520 least deprived; 77%, 216 most deprived).

8.3 Relationships with Boyfriends/Girlfriends

Eighteen percent of pupils (18%, 496 pupils) said they currently had a boyfriend or girlfriend.

Gender: Girls were more likely than boys to say they had a boyfriend or girlfriend (20%, 277 girls; 15%, 219 boys).

Stage: Upper school pupils were the most likely to have a current boyfriend/girlfriend and lower school pupils were the least likely (24%, 208 upper school; 16%, 164 middle school; 13%, 124 lower school).

Overall the mean age of current boyfriends/girlfriends was 15.2. Among lower school pupils, the mean age of boyfriends/girlfriends was 12.7; among middle school pupils it was 14.8 and among upper school pupils it was 16.8.

Pupils with a current boyfriend or girlfriend were asked whether their boyfriend/girlfriend had done a number of things (often, quite often, occasionally or never). All responses are shown in Table 8.1. By far the most common behaviour reported was boyfriends/girlfriends texting to see where they were (76%, 373 pupils).

Table 8.1: How often boyfriend/girlfriend does certain things (those with boyfriend/girlfriend only)

	Often	Quite often	Occasionally	Never	Base N
Texts you to check where you are	25%	16%	35%	24%	N=489
Has physically hurt you in any way	2%	1%	3%	94%	N=487
Puts you down when you are together or in front of other people	4%	2%	7%	87%	N=486
Comments negatively on how you dress	2%	1%	5%	91%	N=485
Makes you do something you don't want to do (S1-S2 only)	2%	0%	4%	94%	N=114
Puts pressure on you to engage in sexual activity (S3-S6 only)	5%	1%	5%	89%	N=370

Stage: Among those with a boyfriend/girlfriend, upper and middle school pupils were more likely than lower school pupils to say their boyfriend/girlfriend ever texted them to see where they were (82%, 171 upper school; 80%, 131 middle school; 60%, 71 lower school).

8.4 Sexual Activity

Pupils in S3-S6 were asked whether they had ever engaged in sexual intercourse or other sexual activity with another person. One in five (19%, 318 pupils) had engaged in sexual intercourse and one in four (26%, 448 pupils) had engaged in other sexual activity.

Stage: Upper school pupils were much more likely than middle school pupils to have engaged in sexual intercourse (30%, 243 upper school; 8%, 75 middle school) or other sexual activity (37%, 294 upper school; 17%, 154 middle school).

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to have engaged in sexual intercourse (34%, 62 most deprived; 15%, 50 least deprived).

S3-S6 pupils who had engaged in sexual intercourse or other sexual activity were asked how often they or their boyfriend/girlfriend used contraception or protection. Of the 480 pupils who gave an answer, 44% (209 pupils) said always, 26% (127 pupils) said sometimes and 30% (144 pupils) said never.

Stage: Among those who were sexually active, upper school pupils were much more likely than middle school pupils to say they always used contraception/protection (51%, 168 upper school; 27%, 41 middle school). Middle school pupils were much more likely than upper school pupils to say they never used contraception/protection (50%, 76 middle school; 21%, 68 upper school).

S3-S6 pupils who had ever been sexually active were asked to indicate how they felt about their first sexual experience:

- Just under nine in ten (86%, 380 pupils) said they were ready and 14% (64 pupils) said they were not ready;
- Three in four (76%, 320 pupils) said they did not regret it and 24% (101 pupils) said they did regret it;
- Most (96%, 401 pupils) said they agreed to it and 4% (15 pupils) said they did not agree to it;
- Two in three (66%, 278 pupils) said they were sober and 34% (141 pupils) said they were under the influence of drink/drugs.

Gender: Girls were more likely than boys to say they regretted their first sexual experience (31%, 66 girls; 17%, 35 boys).

Stage: Middle school pupils were more likely than upper school pupils to say they did not agree to their first sexual experience (8%, 10 middle school; 2%, 5 upper school). Upper school pupils were more likely than middle school pupils to say they were under the influence of drink/drugs (39%, 114 upper school; 22%, 27 middle school).

9 Financial Inclusion/Poverty

Summary of Key Indicators

Indicator	%	N
% of pupils with a bedroom to themselves	88%	2,440
% of pupils whose family owned at least one computer/laptop/tablet	99%	2,750
% of pupils with savings	82%	2,258

9.1 Internet

Nearly all (99.6%, 2,782 pupils) said they had access to the internet at home or on the phone.

9.2 Car Ownership

Most (95%, 2,649 pupils) said their family owned a car, van or truck - either one (32%, 881 pupils) or two or more (64%, 1,768 pupils).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to say their family owned at least one car/van/truck (96%, 576 least deprived; 90%, 253 most deprived), and particularly more likely to own two or more cars/vans/trucks (71%, 422 least deprived; 52%, 145 most deprived).

9.3 Bedrooms

Just under nine in ten (88%, 2,440 pupils) had a bedroom to themselves.

Stage: Upper school pupils were the most likely to have a bedroom to themselves and lower school pupils were the least likely (92%, 795 upper school; 88%, 884 middle school; 84%, 761 lower school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to have a bedroom to themselves (91%, 541 least deprived; 84%, 235 most deprived).

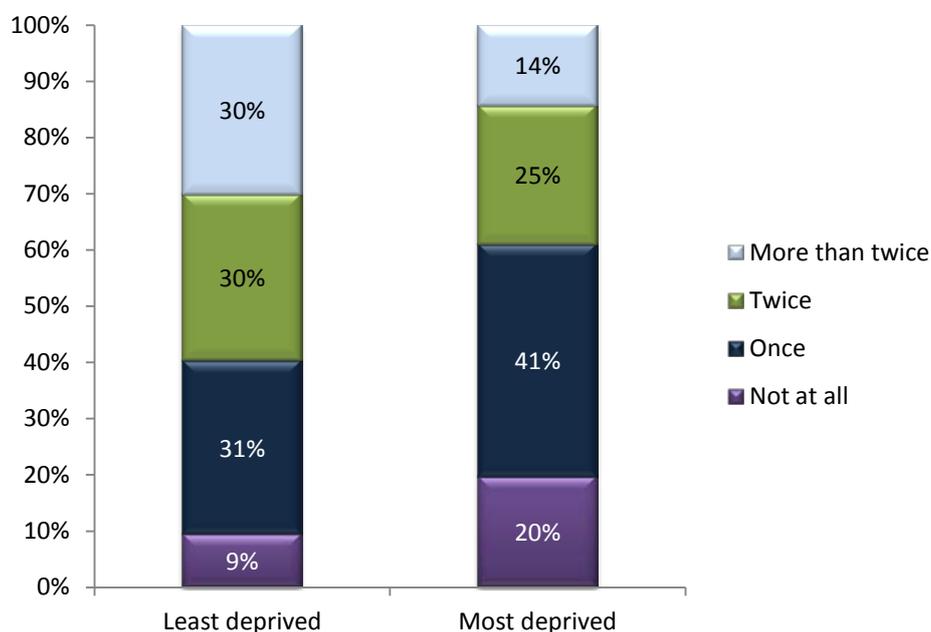
9.4 Holidays

Pupils were asked how many times they had gone away on holiday with their family during the previous 12 months. Fourteen percent (388 pupils) said they had not gone on holiday at all, 34% (939 pupils) had done so once, 30% (828 pupils) had done so twice and 22% (620 pupils) had done so more than twice.

Stage: Upper school pupils were more likely than middle or lower school pupils to say they had not gone on holiday at all with their family in the previous 12 months (17%, 150 upper school; 13%, 128 middle school; 12%, 110 lower school).

Deprivation: Those in the most deprived school were much more likely than those in the least deprived school to say they had not gone on holiday at all with their family in the previous 12 months (20%, 55 most deprived; 9%, 56 least deprived). Those in the least deprived school were much more likely than those in the most deprived school to have had more than two family holidays in the previous 12 months (30%, 179 least deprived; 14%, 40 most deprived).

Figure 9.1: Number of Holidays with Family in the Last 12 Months by Deprivation



9.5 Computer Ownership

Nearly all (99%, 2,750 pupils) said their family owned at least one computer, laptop or tablet - 7% (199 pupils) had one, 18% (490 pupils) had two, and three in four (75%, 2,061) had more than two computers/laptops/tablets.

9.6 Savings

Just over four in five (82%, 2,258 pupils) said they had savings.

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to have savings (85%, 507 least deprived; 70%, 191 most deprived).

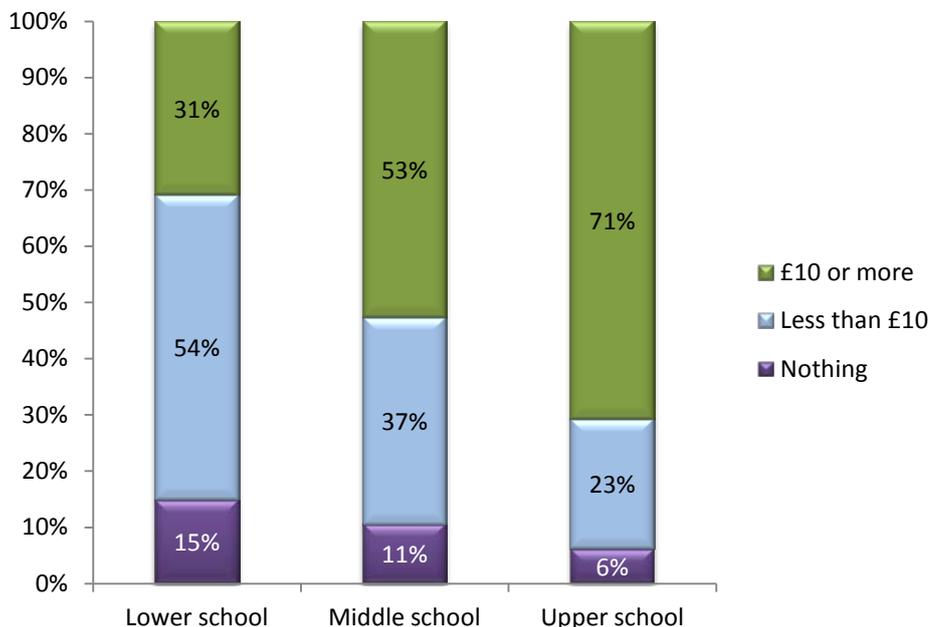
Pupils were asked where they saved their money. Of those who answered, 14% (392 pupils) said they did not save, 71% (1,943 pupils) said they saved in a bank/building society, 2% (56 pupils) saved in a school credit union/savings scheme and 18% (484 pupils) said they saved somewhere else. Of those who specified where else they saved, nearly all (92%, 430 pupils) said that they saved their money in a safe place such as a wallet or piggy bank.

9.7 Spending Money

Pupils were asked how much money of their own they had most weeks to spend as they like. One in nine (11%, 289 pupils) said they had nothing to spend, 38% (1,038 pupils) had less than £10 to spend and half (51%, 1,402 pupils) had £10 or more to spend most weeks.

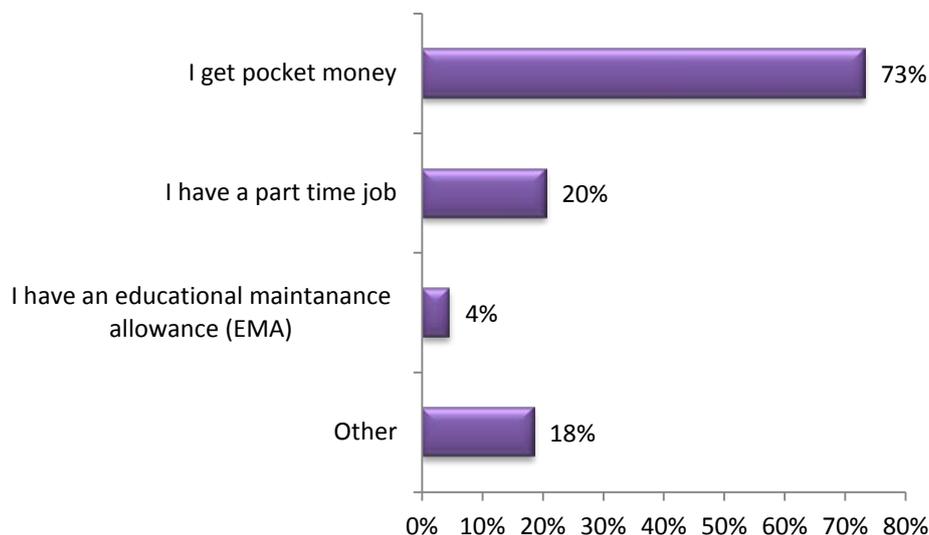
Stage: Upper school pupils were the most likely to have £10 or more to spend per week and lower school pupils were the least likely (71%, 607 upper school; 53%, 523 middle school; 31%, 272 lower school).

Figure 9.2: Money to Spend Most Weeks by Stage



Pupils were asked where they get money from, from a list of four options. Responses are shown in Figure 9.3. The most common source of money was pocket money (73%, 1,953 pupils). One in five (20%, 546 pupils) had a part time job.

Figure 9.3: Sources of Money



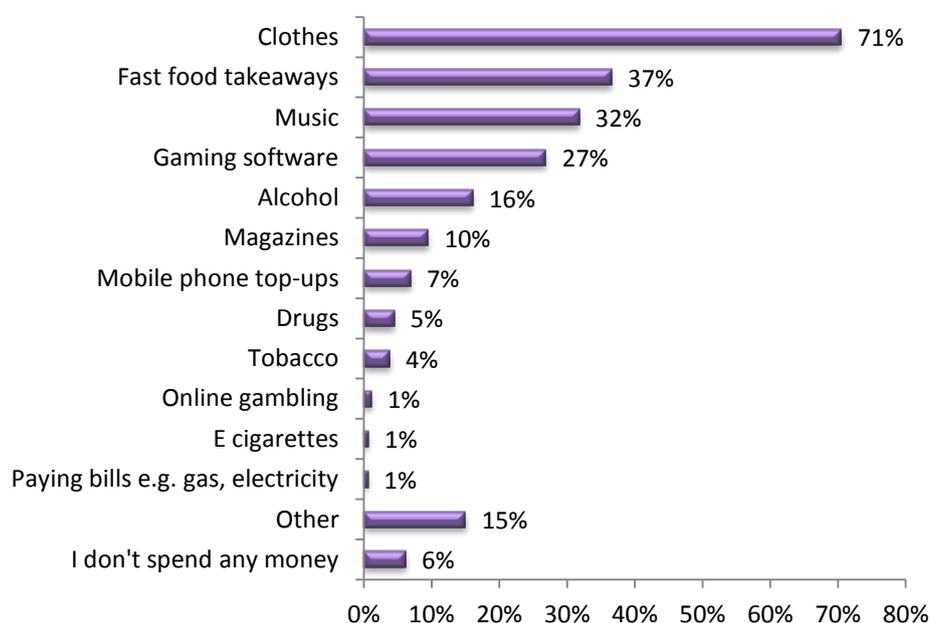
Among the 486 'other' responses, the most common sources of money were gifts (e.g. birthdays, Christmas) (36%, 175 pupils), given by parents (33%, 159 pupils) and given by other family members (8%, 38 pupils).

Stage: Lower and middle school pupils were more likely than upper school pupils to get pocket money (77%, 653 lower school; 77%, 745 middle school; 65%, 555 upper school). Upper school pupils were the most likely to have a part time job and lower school pupils were the least likely (38%, 326 upper school; 17%, 160 middle school; 7%, 60 lower school). Only upper school pupils were eligible for an educational maintenance allowance.

Deprivation: Those in the most deprived school were more likely than those in the least deprived school to have an educational maintenance allowance (8%, 22 most deprived; 2%, 14 least deprived).

Pupils were asked what kind of things they spend their money on. Responses are shown in Figure 9.4. Money was most commonly spent on clothes (71%, 1,923 pupils).

Figure 9.4: What Money is Spent On



Of the 477 'other' things that pupils spent money on, the most common were:

- Days out (e.g cinema) (16%, 74 pupils);
- Make-up/beauty products (8%, 39 pupils);
- Sports activities (8%, 38 pupils);
- Books (5%, 26 pupils);
- Public transport (4%, 20 pupils);
- Drinks (4%, 19 pupils);
- Sports equipment (4%, 19 pupils).

Gender: Girls were more likely than boys to spend money on clothes (84%, 1,141 girls; 57%, 779 boys) and magazines (12%, 165 girls; 7%, 94 boys). Boys were much more likely than girls to spend money on gaming software (49%, 669 boys; 5%, 61 girls) and more likely to spend money on drugs (6%, 86 boys; 3%, 37 girls) and online gambling (2%, 28 boys; <1%, <5 girls).

Stage: Upper school pupils were the most likely and lower school pupils were the least likely to spend money on:

- Clothes (78%, 673 upper school; 72%, 718 middle school; 61%, 532 lower school);
- Fast food takeaways (51%, 434 upper school; 39%, 391 middle school; 20%, 173 lower school);
- Alcohol (35%, 298 upper school; 12%, 121 middle school; 2%, 19 lower school);
- Drugs (9%, 74 upper school; 5%, 45 middle school; <1%, <5 lower school);
- Tobacco (7%, 59 upper school; 4%, 36 middle school; 1%, 8 lower school);
- Online gambling (2%, 18 upper school; 1%, 10 middle school; <1%, <5 lower school).

Lower and middle school pupils were more likely than upper school pupils to spend money on magazines (12%, 102 lower school; 10%, 103 middle school; 6%, 55 upper school).

Deprivation: Those in the least deprived school were more likely than those in the most deprived school to spend money on music (34%, 200 least deprived; 25%, 67 most deprived). Those in the most deprived school were more likely than those in the least deprived school to spend money on fast food takeaways (45%, 122 most deprived; 34%, 202 least deprived) and alcohol (21%, 57 most deprived; 13%, 76 least deprived).

10 Next Steps

This report signifies the conclusion of a significant undertaking which has been supported by partners from the East Dunbartonshire Community Planning Partnership. The involvement of our schools and their pupils has ensured that we have comprehensive information about the health and wellbeing of young people across East Dunbartonshire. We must now pro-actively utilise this information to influence and shape to our priorities over the coming years.

The East Dunbartonshire Delivering for Children and Young People Partnership, (DCYPP) is a multi agency group which will take forward the actions from this survey. Our initial approach is to share the survey results with those who provided the answers to the questions, our schools.

Following this, we will empower schools (and their pupils) to host local survey report feedback meetings with their local stakeholders, including; parents, community members and local businesses. The DCYPP will then review the component parts of each survey report and consider appropriate actions in shaping the East Dunbartonshire Joint Health Improvement Plan 2016 - 2019.

The DCYPP aim is to repeat this information gathering on a regular basis, building up a picture of our young people's health and wellbeing needs and influencing outcomes for children and young people across East Dunbartonshire.

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Gordon Currie  
Director of Education & Children's Services

# Appendix: Annotated Questionnaire

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