Health and Wellbeing Survey of Young People in Renfrewshire 2013

All Renfrewshire

(Final)

Prepared for

NHS
Greater Glasgow
and Clyde

Renfrewshire
Community Health Partnership

Renfrewshire
Council

August 2014

Foreword

We welcome this second report on the health and wellbeing survey of secondary school age young people in Renfrewshire. The report provides information on the lifestyle choices made by young people in Renfrewshire and allows us to compare these results with the previous survey carried out in 2008. We hope this report will prove useful to all who participated and to community planning partners.

Our thanks go to the young people and staff in our secondary schools and other educational establishments who supported the survey. The survey was completed by 5,600 young people; around 50% of pupils aged 11-18 years (S1 to S6) in each secondary school year group; and by young people at Mary Russell School and New Directions/Extended New Directions.

The survey provides us with useful data on many aspects of health and wellbeing, including feelings about self esteem; what makes young people happy; the issues that they worry about; how they spend their time; and their aspirations for the future. It also includes information on bullying; discrimination; diet; physical activity; oral health; smoking; alcohol consumption; drugs; knowledge of services for young people; relationships; and caring responsibilities.
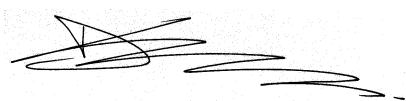
In the trends chapter of the report you will see a real improvement in the smoking, alcohol and drugs indicators from 2008 to 2013:
- 4.4% reduction in the % of young people who currently smoke
- 11% reduction in the % of young people who ever drink alcohol
- 6.2% reduction in the % of young people who have ever taken illegal drugs

However, the survey also shows areas where the results are more concerning:
- Only 37% of young people met the physical activity target to be active for at least an hour on at least five days per week (boys 45%; girls 30%)
- One in five young people had nothing for breakfast on the morning of the survey (boys 16%; girls 25%)
- 39% met the target of five or more portions of fruit and vegetables (down from 41% in 2008) and 10% had not eaten any portions the day before the survey

The survey results will be helpful in considering the nature and structure of future services for young people in Renfrewshire and we are fully committed to working with young people in Renfrewshire to improve their health and wellbeing.

David Leese   Robert Naylor
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Renfrewshire Community   Leisure Services,
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Contents

1   Introduction

1.1   Introduction

This report details findings from a health and wellbeing survey undertaken amongst secondary school pupils across Renfrewshire. During the period November 2013 to early January 2014, 5,600 secondary school pupils (in S1 to S6) across 11 secondary schools, one special educational needs school and two alternative provision units completed a Health and Wellbeing questionnaire. The questionnaire was administered using paper-based and on-line methods.

The study was commissioned by NHS Greater Glasgow and Clyde for Renfrewshire Community Health Partnership and Renfrewshire Council.   Progressive Partnership conducted the fieldwork and data processing. The analysis and reporting was undertaken by Traci Leven Research.

The aim of the study was to provide information on the health and wellbeing of S1 to S6 pupils across Renfrewshire. The survey included questions on health behaviours; health and illness; aspirations for the future; strengths and difficulties; use of services and anti-social behaviour.

In addition, the study was designed to be used as a follow-up to a similar survey which was conducted in 2008, allowing an exploration of trends and progress relating to the work of the community planning partners and individual schools.

A detailed description of the survey methodology can be found in Appendix A. A copy of the questionnaire is attached in Appendix C together with the % responses for each question.

1.2   Approach to Analysis

Data Weighting

The achieved sample was not representative of the secondary school population in Renfrewshire. A weighting factor was therefore calculated to compensate for this. The weighting factor corrected for under- and over-representation of some schools, and also the over-representation of younger pupils and the under-representation of senior pupils. (See Appendix B).

Analysis

Analysis was conducted in two stages:

1   Compute basic frequencies for all respondents for each main question in the questionnaire.

2   Establish, whether there were significant differences between groups for three key independent variables (using the 99% confidence level).

The three key independent variables used for analysis are shown in the following table together with the (unweighted) number and (weighted) percentage of respondents in each group.

Table 1.2: Key Independent Variables Used For Analysis

Key Variables	Description	Numbers (unweighted) and % (weighted)	
Gender	Boys compared to girls.	Boys: Girls: **Total:**	2,677 (50%) 2,789 (50%) **5,466(100%)**
Year group	Lower school (S1-S2), middle school (S3-S4) and upper school (S5-S6).	Lower school: Middle school: Upper School **Total:**	2,286 (34%) 1,970 (36%) 1,339 (30%) **5,595 (100%)**
Deprivation	Pupils in the two mainstream schools in the most deprived areas compared to those in the two mainstream schools in the least deprived areas[1].	Most deprived: Least deprived: **Total**	741 (34%) 1,074(66%) **1,815(100%)**

1.3   Reporting convention

The findings presented in the subsequent chapters of this report follow these conventions:

- Firstly, a description of basic frequencies.

- Secondly, reporting *only* those key variables (identified in above) which exhibit statistical significance.

All reporting of the percentage of pupils who gave a response or reporting of mean responses use **weighted** data. Where numbers of pupils giving a response are reported, this is **unweighted.**

Significance Testing

As indicated above, where differences between groups for any of the three key independent variables are reported, this is significant at the 99% confidence level.

Tables and Figures

All non-responses have been removed from analysis. Not all pupils answered each question; therefore the base number varies.

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

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[1] % free school meal entitlement was used as a proxy measure for deprivation.

2 Pupil Profile

Summary of Key Indicators

Indicator	%	N
% of pupils who live in a 2 parent family	65%	3,589
% of pupils who care for a family member with a disability, long term illness, drug/alcohol problem or mental health issue	19%	1,008
% of pupils with a high level of screen-based activity	68%	3,420
% of pupils with a medical condition or disability	39%	2,013
% of pupils with a **limiting** medical condition or disability	13%	665

2.1 Gender and Age

There was an even gender split among pupils, with half of pupils being boys, and half girls. A third (34%) of pupils were in S1 or S2.

Table 2.1: Year Group and Gender of Pupils in Survey

Year Group	Male	Female	All
S1	8.2%	8.3%	16.5%
S2	8.5%	8.9%	17.3%
S3	8.8%	9.1%	17.9%
S4	9.2%	9.1%	18.3%
S5	8.8%	9.9%	18.7%
S6	6.2%	5.1%	11.3%
All	49.7%	50.3%	100.0%

2.2 Ethnicity

Most (94%) respondents identified themselves as White Scottish or White British. A further 3% identified themselves as Other White. There were 2% of pupils who identified themselves as Asian, 1% who identified themselves as Black and 1% who identified themselves as Mixed. Less than 1% identified with Chinese or other ethnic groups.

2.3 Language

Most (97%) pupils said that English was the main language spoken at home while 3% said it was not.

2.4 Home and Family Circumstances

Two thirds of pupils (65%) lived with both their parents. A quarter of pupils (25%) lived with one parent and a further 7% lived with one parent and their parent's partner. Three percent had other home/family circumstances.

Figure 2.1:   Family Circumstances of Pupils
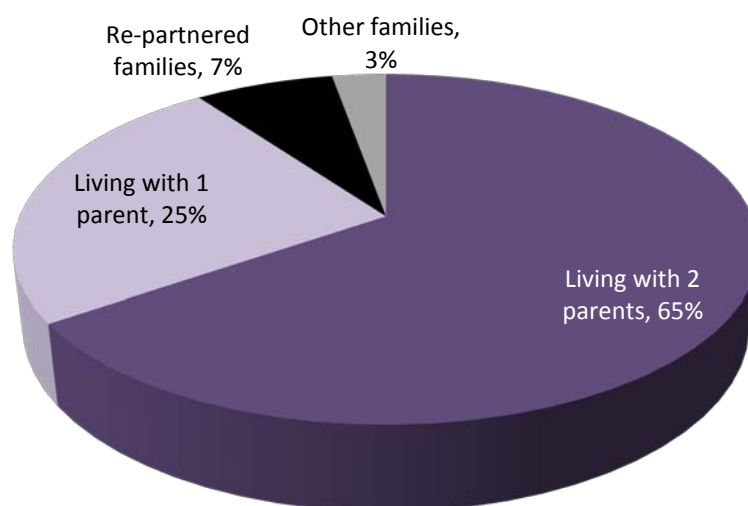
Notes:

'Living with 1 parent' includes those living part-time with one parent and part-time with the other as well as those living full-time with either their mother or their father.

'Re-partnered families' includes those living with their father and their father's partner or their mother and their mother's partner.

'Other families' include those living with grandparents/other family members, those living with foster parents and those in care.

Deprivation: Pupils in schools in the least deprived areas were more likely than those in the most deprived areas to be living with both their parents (74% least deprived; 63% most deprived). Those in the most deprived areas were more likely than those in least deprived areas to be living with one parent (25% most deprived; 18% least deprived).

2.5   Families with Disabilities, Drugs and Alcohol Problems

Pupils were asked whether anyone in their family who they live with had a disability, long-term illness, drug or alcohol problem or a mental health issue. Figure 2.2 shows the proportion of pupils who had a family member with each of these conditions. Overall, 28% of pupils had a family member with at least one of these conditions.

Figure 2.2: Whether Live With a Family Member with Disability, Long Term Illness, Drug or Alcohol Problem or Mental Health Issue
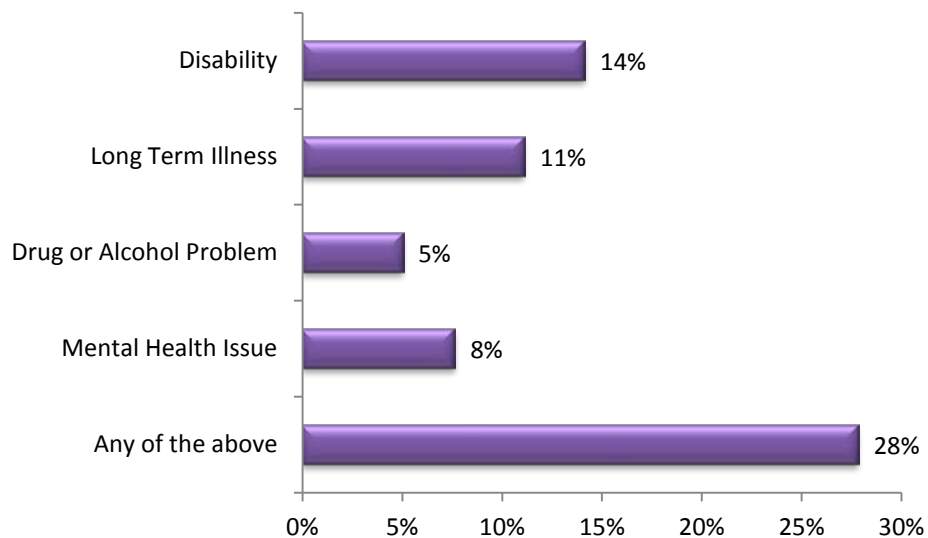
Gender: Girls were more likely than boys to live with a family member with at least one of these conditions (29% girls; 26% boys), and specifically more likely to live with someone with a mental health issue (9% girls; 6% boys).

Year Group: Middle and upper school pupils were more likely than lower school pupils to live with a family member with at least one of these conditions (30% middle school; 29% upper school; 24%, lower school), and specifically a mental health issue (9% middle school; 9% upper school; 5% lower school).

Deprivation: Pupils at schools in areas of highest deprivation were more likely than those in areas of lowest deprivation to have a family member with a disability (17% most deprived; 11% least deprived).

Caring

Seven in ten (71%) of those who lived with a family member with at least one of these conditions said that they ever do things to help this person (e.g. looking after brothers or sisters, shopping, cooking or housework). Thus among all pupils, one in five (19%) were carers.

Gender: Among all pupils, girls were more likely than boys to be carers (21% girls; 17% boys).

Year Group: Middle school pupils were more likely than upper or lower school pupils to be carers (21% middle school; 19% upper school; 17% lower school).

Deprivation: Pupils in the most deprived areas were more likely than those in the least deprived areas to be a carer (21% most deprived; 16% least deprived).

Pupils who said they ever helped their family member were asked how their responsibilities affected them. Among those who helped a household family member, half (52%) said that their caring responsibilities had affected them in some way. The most commonly reported effects of caring responsibilities were:

- It makes me feel stressed (28%)
- Makes me tired (26%)
- Sometimes unable to do homework (23%)

- It makes me feel anxious (16%).

Gender: Among carers, girls were more likely than boys to say their caring responsibilities made them stressed (34% girls; 21% boys), tired (31% girls; 20% boys) or anxious (21% girls; 10% boys).

Year Group: Among carers, upper school pupils were more likely than middle or lower school pupils to say it sometimes made them unable to do their homework (30% upper school; 22% middle school; 17% lower school). Upper and middle school carers were more likely than lower school carers to say their caring responsibilities made them stressed (35% upper school; 30% middle school; 19% lower school) or tired (32% upper school; 29% middle school; 17% lower school).

2.6 Sexual Orientation

Nine in ten (89%) pupils said they were only attracted to the opposite sex and a further 4% said they were mostly attracted to the opposite sex. Table 2.2 shows all responses to the question on sexual orientation.

Table 2.2: Sexual Orientation of Pupils

Sexual Orientation Response	% of pupils
I am only attracted to the opposite sex	89%
I am mostly attracted to the opposite sex	4%
I am equally attracted to both boys and girls	2%
I am mostly attracted to the same sex	1%
I am only attracted to the same sex	1%
I am unsure of my sexuality	1%
I am not attracted to either	2%
TOTAL	100%

Year group: Lower school pupils were more likely than middle and upper school pupils to say that they were not attracted to either boys or girls (5% lower school; 1% middle school; 1% upper school).

2.7 Screen Based Activities

Figure 2.3 shows pupils' responses to how much time they spent on particular activities on a mobile phone/computer/games console on a week night. Social networking was the most common activity: 88% of pupils participated in social networking on a week night and 35% did so for more than three hours.

Figure 2.3: Time spent on a Mobile Phone/Computer/Games Console on a Week Night
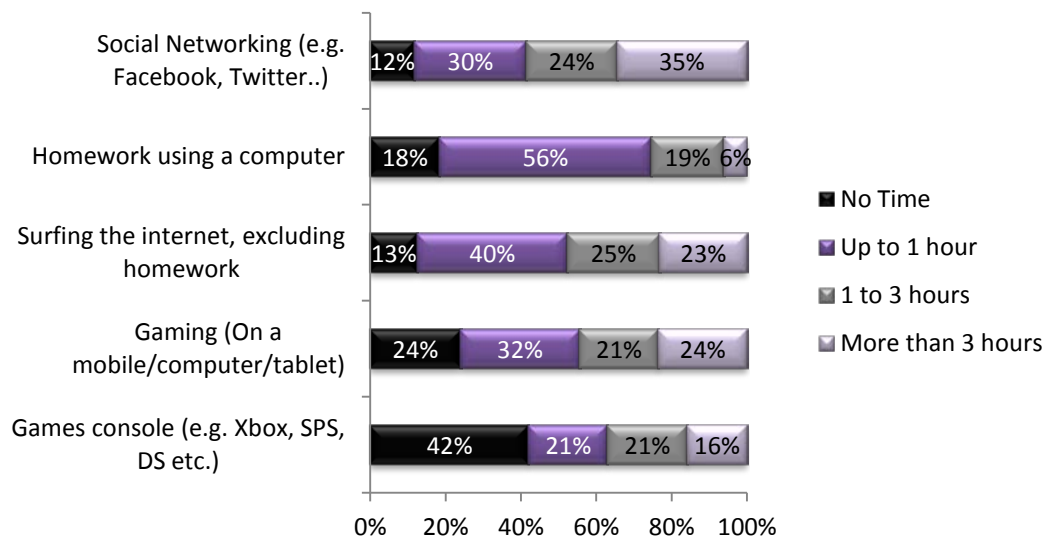
Pupils were categorised as having a 'high level of screen based leisure activities' if they did one activity for three hours or more or two (or more) activities for 1-3 hours or more from the following: using a games console, gaming on a mobile/computer/tablet, surfing the internet (excluding homework) and social networking. Using this definition, two thirds (68%) of pupils had a high level of screen-based activities.

Gender: Boys were more likely than girls to spend more than three hours per night on games consoles (27% boys; 4% girls). Boys were more likely than girls to spend any time gaming on computers/phones/tablets (82% boys; 70% girls). Girls were more likely than boys to spend any time surfing the internet (89% girls; 86% boys), doing homework using a computer (85% girls; 79% boys) or social networking (93% girls; 84% boys). Girls were more likely than boys to spend three or more hours per night social networking (43% girls; 26% boys).

Year Group: Middle and upper school pupils were more likely than lower school pupils to have a high level of screen-based leisure activities (75% middle school; 74% upper school; 55% lower school) and were more likely to spend three or more hours per night surfing the internet (31% upper school; 27% middle school; 12% lower school). Middle and upper school pupils were also more likely than lower school pupils to spend any time on social networking (92% upper school; 92% middle school; 80% lower school).

Lower school pupils were the most likely to spend any time on games consoles and upper school pupils were the least likely (64% lower school; 59% middle school; 50% upper school). The same was true for gaming on phones/computers/tablets (85% lower school; 76% middle school; 65% upper school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to have a high level of screen-based leisure activities (76% most deprived; 59% least deprived). Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to spend more than three hours per night on games consoles (21% most deprived; 13% least deprived), gaming on a computer/phone/tablet (28% most deprived; 18% least deprived), surfing the internet (27% most deprived; 17% least deprived) or social networking (40% most deprived; 28% least deprived).

2.8   Part-Time Employment

One in seven (14%) pupils said that they had a part-time job.

Year Group: Upper school pupils were the most likely to have a part-time job and lower school pupils were the least likely (27% upper school; 11% middle school; 6% lower school).

2.9   Personal Illness and Disability

Two in five (39%) pupils said that they had at least one current medical problem or disability. The most common condition was asthma, which affected 16% of all pupils. The next most common was eczema (9%).

Figure 2.4: Proportion of pupils with Medical Problems/Disabilities
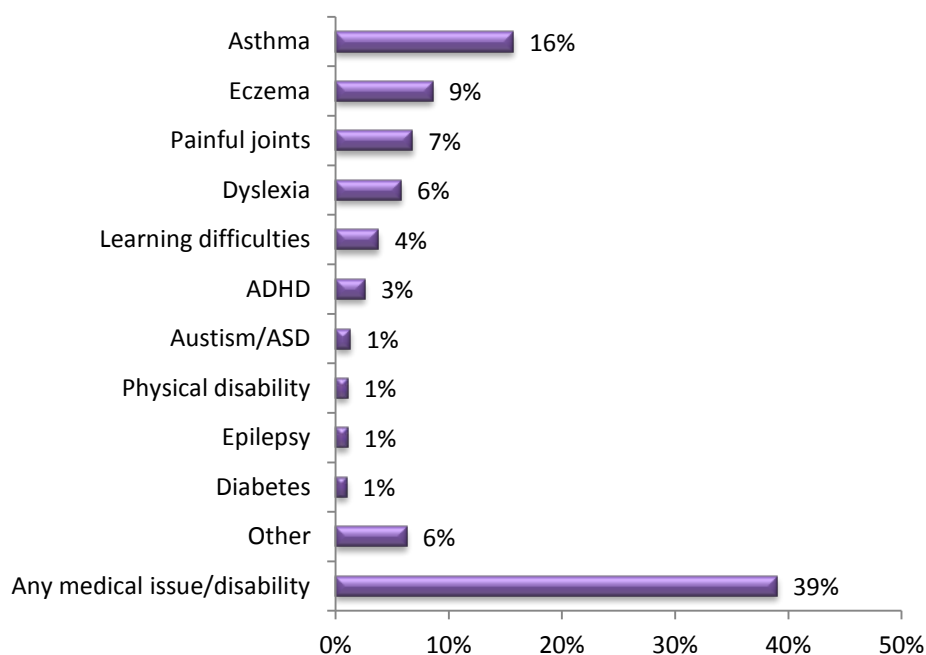
Of the 317 pupils who said they had an 'other' medical issue or disability, the most common types of condition were mental/emotional health problems (21%), allergies (18%) and eyesight/hearing problems (8%).

Gender: Girls were more likely than boys to have eczema (10% girls; 7% boys). Boys were more likely than girls to say they had dyslexia (7% boys; 5% girls), ADHD (4% boys; 1% girls) or autism/ASD (2% boys; 1% girls).

Year Group: Upper and middle school pupils were more likely than lower school pupils to have a medical issue or disability (42% upper school; 40% middle school; 36% lower school), and specifically to have painful joints (9% upper school; 7% middle school; 5% lower school).

Deprivation: Those in schools in the most deprived areas were more likely than those in the least deprived areas to have ADHD (3% most deprived; 1% least deprived).

Among those who had a medical issue or disability, 35% said that their condition limited what they could do. Thus, overall 13% of all pupils had a limiting medical issue or disability.

The most frequently mentioned ways in which medical issues/disabilities were said to be limiting were:

- Restricts physical activity/exercise (57%)
- Restricts learning/reading/writing/spelling/concentration etc (18%)
- Affects confidence/social skills (5%).

3   Pupils' Feelings

Summary of Key Indicators

Indicator	%	N
% of pupils who felt they had some/a lot of control over their lives	90%	4,892
% of pupils who felt positive about their health over the last year	83%	4,626
% of pupils with a high 'total difficulties' score on the Strengths and Difficulties scale	20%	1,000

3.1   Locus of Control

Nine in ten pupils (90%) felt that they had some or a lot of control over the way their lives were going in general. Just 2% felt that they had no control over their lives. The distribution of responses is shown in Figure 3.1.

Figure 3.1: Extent to Which Have Control Over Their Life
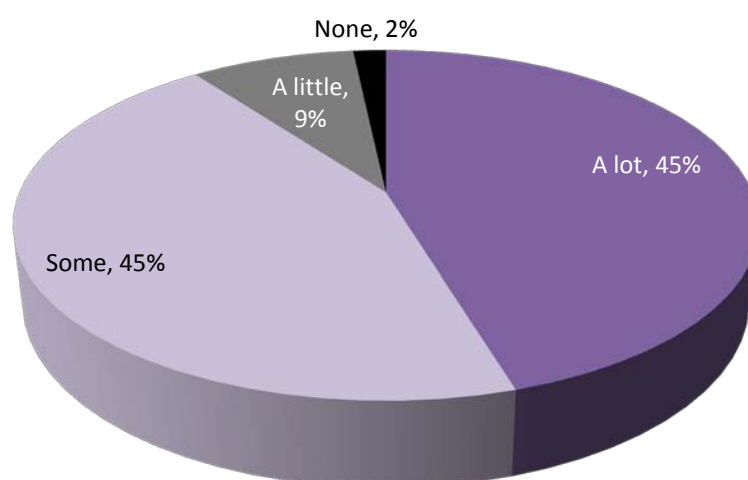
Gender: Boys were more likely than girls to feel that they had a lot of control over their lives (48% boys; 42% girls).

Year group: Upper and middle school pupils were more likely than lower school pupils to feel that they had a lot of control over their lives (50% upper school; 47% middle school; 39% lower school).

3.2   Feelings about Health

Pupils were asked to indicate from five faces, how they had felt about their health in general over the last year:

More than four in five pupils (83%) indicated that they had felt positive about their health over the last year (the first or second face). Four percent said that they had felt negative about their health (the last two faces).

Figure 3.2: Feelings about Health over the Last Year

Pie chart showing: Very happy, 44%; Happy, 39%; Neither, 12%; Unhappy, 3%; Very unhappy, 1%
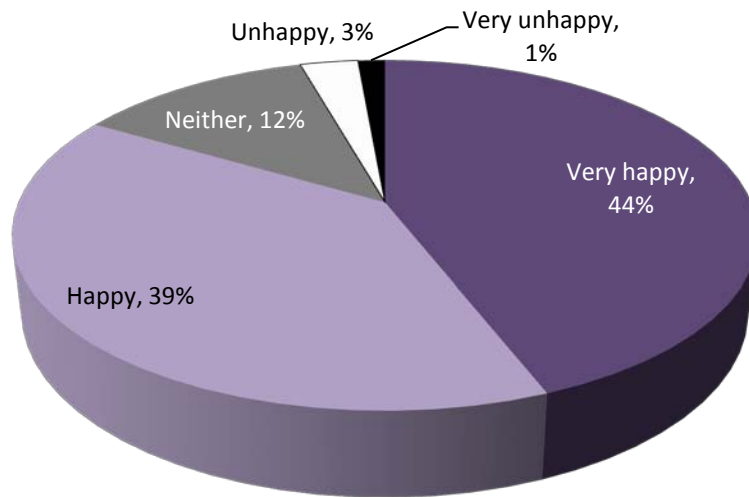
Gender: Boys were more likely than girls to have felt positive about their health over the past year (86% boys; 81% girls).

Year group: Lower school pupils were the most likely to have felt positive about their health and upper school pupils were the least likely (89% lower school; 82% middle school; 79% upper school).

3.3   Factors which make pupils feel good

Pupils were asked which things (if any) from a list makes them feel good. The factor which most commonly made pupils feel good was spending time with friends (82%). Just 1% of pupils said that nothing on the list made them feel good. Responses are shown in Figure 3.3

Figure 3.3: Proportion of Pupils who Reported that each Factor Made them Feel Good

Bar chart showing:
- Spending time with friends: 82%
- Relationship with parents: 68%
- Relationship with brother(s)/sister(s): 53%
- Sport: 51%
- Computer/console games: 43%
- Taking part in out of school clubs: 26%
- School: 24%
- Relationship with boyfriend/girlfriend: 23%
- None of these: 1%
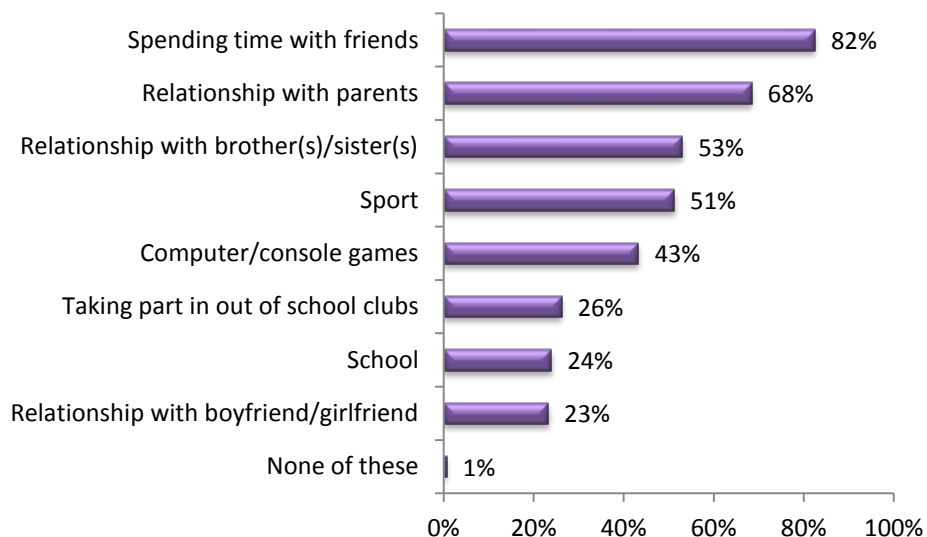
In addition, 6% of pupils said that there was something else that made them feel good. Of these, the most common responses were listening to music (22%), performance arts (e.g. singing, dancing, playing musical instrument) (21%) and reading (12%).

Gender: Girls were more likely than boys to say that the following factors made them feel good:

- Spending time with friends (88% girls; 77% boys)
- Relationship with parents (72% girls; 65% boys)
- Relationship with brother(s)/sister(s) (58% girls; 47% boys).

Boys were more likely than girls to say that sport (67% boys; 36% girls) or computer/console games (65% boys; 22% girls) made them feel good.

Year Group: Upper school pupils were the most likely to say that spending time with friends made them feel good and lower school pupils were the least likely (86% upper school; 83% middle school; 79% lower school). The same was true for relationship with boyfriend/girlfriend (28% upper school; 24% middle school; 18% lower school).

Lower school pupils were more likely than middle or upper school pupils to say that the following made them feel good:

- sport (56% lower school; 52% middle school; 45% upper school)
- taking part in out of school clubs (33% lower school; 25% middle school; 20% upper school)
- school made them feel good (29% lower school; 22% middle school; 20% upper school).

Deprivation: Those in schools in the most deprived areas were more likely than those in the least deprived areas to say their relationship with their parents made them feel good (75% most deprived; 67% least deprived).

3.4   Pupils' Worries

Pupils were given a list of 10 issues and asked whether they worried about each of them, and also to indicate whether there was anything else they worried about. Most (92%) of those who answered the question worried about at least one of these things.

Figure 3.4 shows the proportion of pupils who worried about each issue. Exams were the most common source of worry, with 72% of pupils saying that they worried about exams.

Figure 3.4: Proportion of Pupils worried about Each Issue
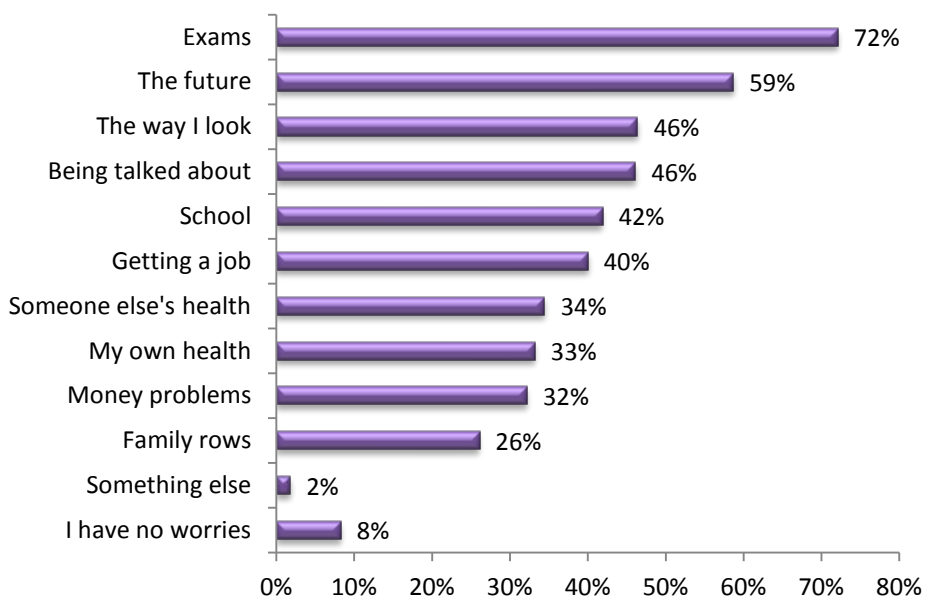
Gender: Girls were more likely than boys to say that they had any of these worries (95%, girls; 88% boys). Girls were more likely than boys to worry about:

- Exams (77% girls; 66% boys)
- The future (63% girls; 54% boys)
- The way I look (63% girls; 29% boys)
- Being talked about (59% girls; 33% boys)
- School (52% girls; 32% boys)
- Someone else's health (40% girls; 28% boys)
- My own health (38% girls; 28% boys)
- Money problems (35% girls; 29% boys)
- Family rows (34% girls; 18% boys).

Year group: Upper and middle school pupils were more likely than lower school pupils to have any of the listed worries (96% upper school; 95% middle school; 85% lower school). Upper and middle school pupils were more likely than lower school pupils to worry about:

- Exams (81% middle school; 80% upper school; 55% lower school)
- The future (71% upper school; 63% middle school; 43% lower school)
- The way I look (51% middle school; 49% upper school; 39% lower school)
- School (49% upper school; 47% middle school; 30% lower school)
- Getting a job (48% upper school; 46% middle school; 26% lower school)
- Someone else's health (37% middle school; 36% upper school; 30% lower school)
- My own health (35% upper school; 35% middle school; 29% lower school)
- Money problems (40% upper school; 33% middle school; 25% lower school)
- Family rows (31% upper school; 27% middle school; 21% lower school).

Middle and lower school pupils were more likely than upper school pupils to worry about being talked about (49% middle school; 48% lower school; 41% upper school)

Deprivation: Those in schools in the most deprived areas were more likely than those in the least deprived areas to worry about:

- The future (62% most deprived; 54% least deprived)
- Someone else's health (36% most deprived; 28% least deprived)
- Family rows (28% most deprived; 22% least deprived).

3.5   Strengths and Difficulties

The survey included the Strengths and Difficulties questionnaire[2], which gives each pupil a score out of ten on five scales. The mean scores for each scale are shown below:

Table 3.1: Mean Scores for Strengths and Difficulties Scales

Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	3.3
Conduct problems scale (0-10) (high score indicates difficulties)	1.9
Hyper activity scale (0-10) (high score indicates difficulties)	3.9
Peer problems scale (0-10) (high score indicates difficulties)	1.9
Prosocial scale (0-10) (high score indicates strengths)	7.3
Total difficulties (0-40) sum of all four difficulties scales	10.9

A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, one in five (20%) pupils had a score indicating a high level of difficulties. Figure

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[2]See http://www.sdqinfo.org

3.5 shows the proportion of pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty.

Figure 3.5:   Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale
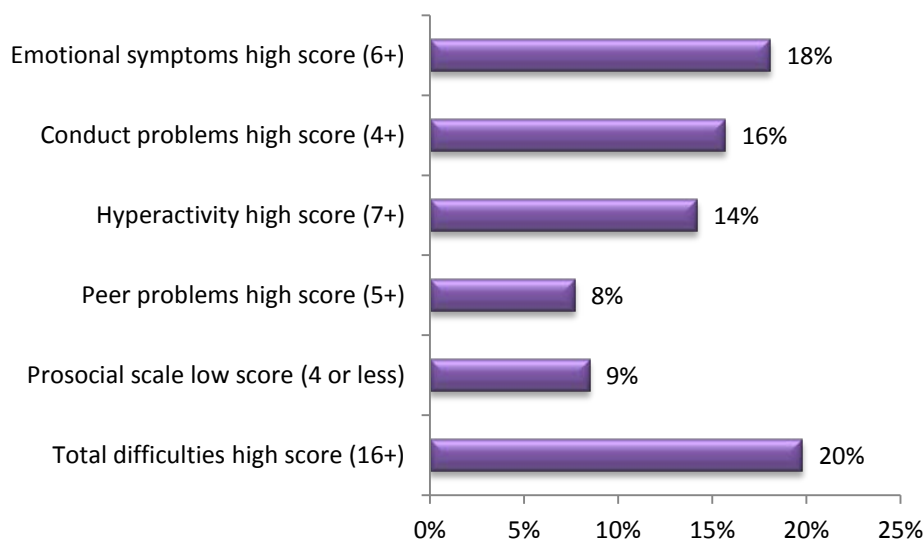
Gender: Girls were more likely than boys to have a high 'total difficulties' score (22% girls; 18% boys). Girls were more likely that boys to have a score indicating difficulties for emotional symptoms (26% girls; 10% boys). Boys were more likely than girls to have a score indicating difficulties for conduct problems (20% boys; 11% girls) and hyperactivity (16% boys; 13% girls) and more likely to have a low score on the prosocial scale (13% boys; 4% girls).

Year Group: Middle and upper school pupils were more likely than lower school pupils to have a high 'total difficulties' score (22% middle school; 21% upper school; 17% lower school). Middle and upper school pupils were more likely than lower school pupils to have a score indicating difficulties for emotional symptoms (20% middle school; 20% upper school; 14% lower school) or have a low score on the prosocial scale (11% middle school; 9% upper school; 6% lower school). Middle school pupils were more likely than lower or upper school pupils to have a high score for conduct problems (18% middle school; 15% lower school; 14% upper school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to have a high score for peer problems (10% most deprived; 7% least deprived).

4   Health Behaviours

Summary of Key Indicators

Indicator	%	N
% of pupils who brush their teeth twice or more per day	86%	4,817
% of pupils who had visited a dentist in the last six months	84%	4,193
% of pupils who use active methods of travel to school	42%	2,229
% of pupils who meet the target for physical activity	37%	2,104
% of pupils who take part in regular physical activity (excluding PE)	80%	4,311
% of pupils who had something for breakfast	80%	4,415
% of pupils who had a fizzy drink at lunch time	34%	1,846
% of pupils who consumed 5+ portions of fruit/vegetables per day	39%	2,068
% of pupils who were current smokers	6%	299
% of pupils who are ever exposed to second hand smoke	65%	3,410
% of pupils who ever drink alcohol	49%	2,458
% of pupils who have ever taken illegal drugs	10%	509

4.1   Oral Health

The recommendation is that children brush their teeth twice or more per day. In total, 86% of pupils met the target of brushing their teeth twice or more the previous day while 12% only brushed their teeth once in the previous day and 2% did not brush their teeth at all.

Gender: Girls were more likely than boys to meet the target of brushing their teeth twice per day (91% girls; 82% boys).

When asked when they last went to the dentist, 9% of pupils said they could not remember. However, of those who were able to say when they last went to the dentist, 84% said it was within the last six months, 12% said it was 6-12 months ago, 3% said it was more than 12 months ago and less than 1% said never.

4.2   Physical Activity

Travel to School

Pupils were asked how they travelled to school on the day of the survey. Responses are shown in Figure 4.1. Two in five (42%) used active travel methods (walking/cycling/skating), a third (33%) used public transport and a quarter (25%) used private personal transport.

Figure 4.1: Means of Travel to School
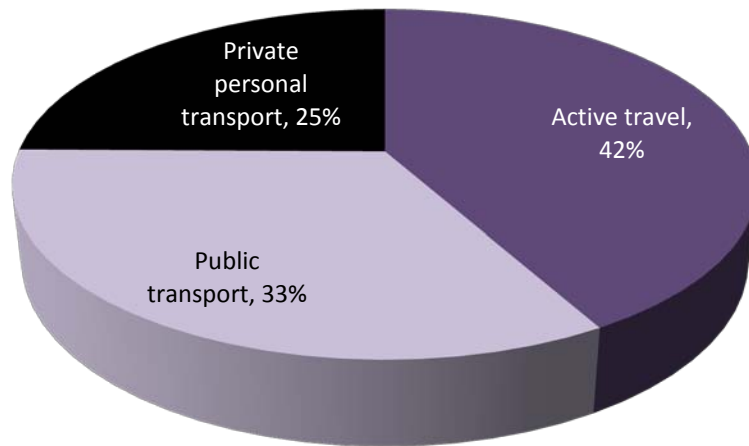
Note: Active travel: walking, cycling, skating, scooter
         Public transport: bus, train, taxi
         Private personal transport: car, moped

Gender: Boys were more likely than girls to use active travel methods for their journey to school (46% boys; 38% girls).

Year Group: As Figure 4.2 shows, lower school pupils were the most likely to use active travel methods and upper school pupils were the most likely to use private personal transport for their journey to school.

Figure 4.2: Means of Travel to School by Year Group
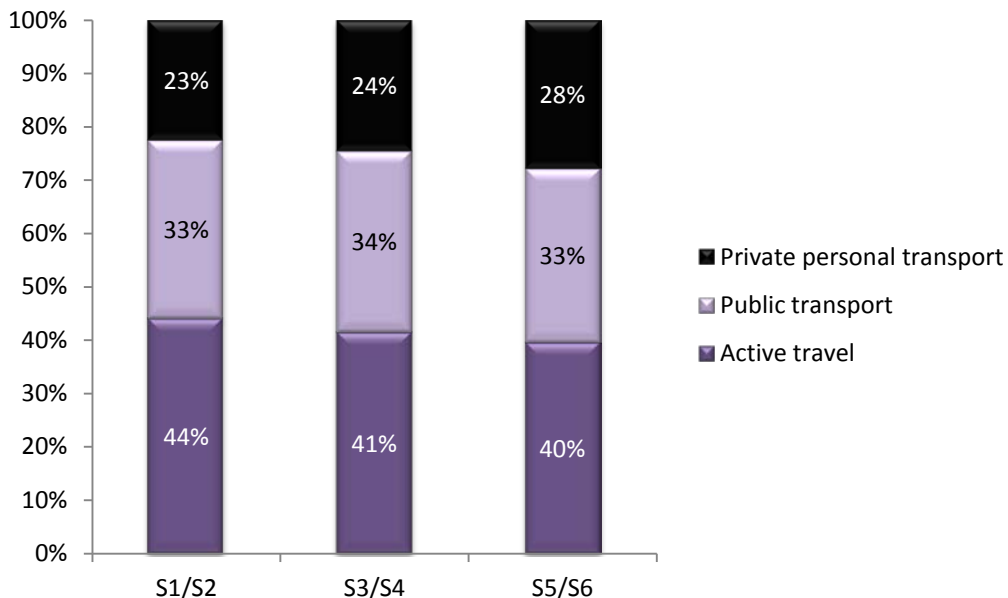
Levels of Physical Activity

Pupils were asked how many days over the previous seven days they had been physically active for a total of at least 60 minutes. The target is for young people to be active for at least an hour on at least five days per week. Responses showed that 37% of pupils met this target, 56% were active for an hour or more between one and four days, and 7% were not active at all.

Gender: Boys were more likely than girls to meet the target for physical activity (45% boys; 30% girls).

Figure 4.3: Levels of Physical Activity by Gender
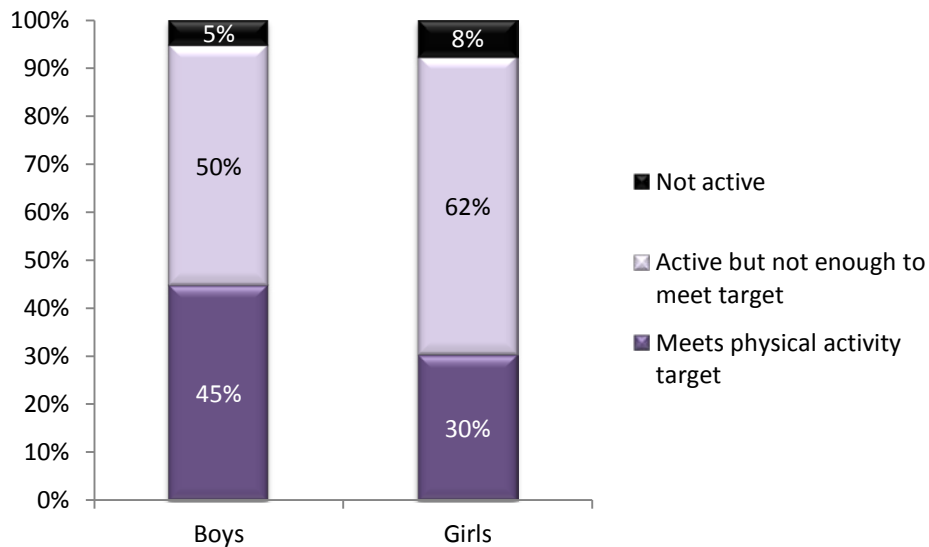
Year Group: Lower school pupils were the most likely to meet the target for physical activity and upper school pupils were the least likely (44% lower school; 39% middle school; 27% upper school).

Figure 4.4: Levels of Physical Activity by Year Group
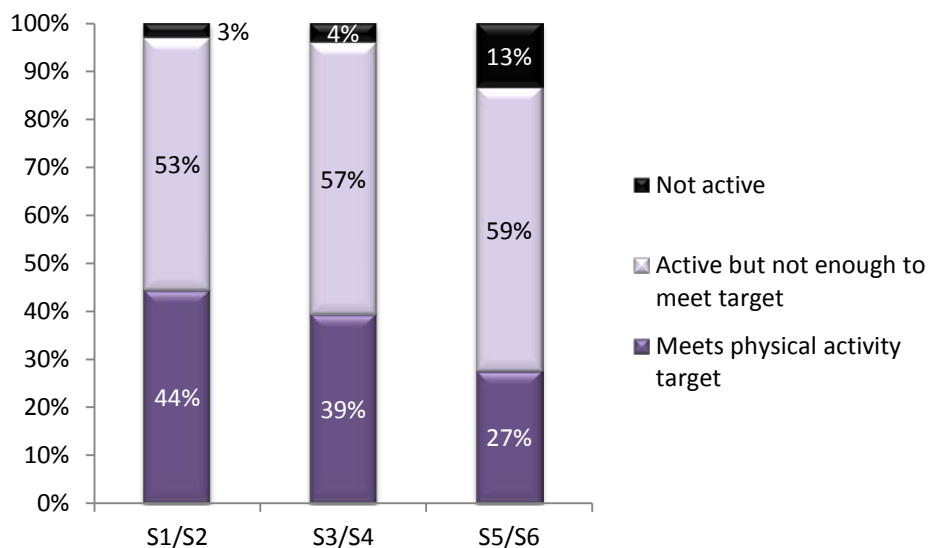
Pupils were also asked whether, excluding PE sessions in school, they regularly took part in physical activity. Four in five (80%) said that they did, with 47% taking part in team sports, 51% taking part in individual sports and 1% taking part in other activities.

Figure 4.5: Regular Participation in Activities outwith PE
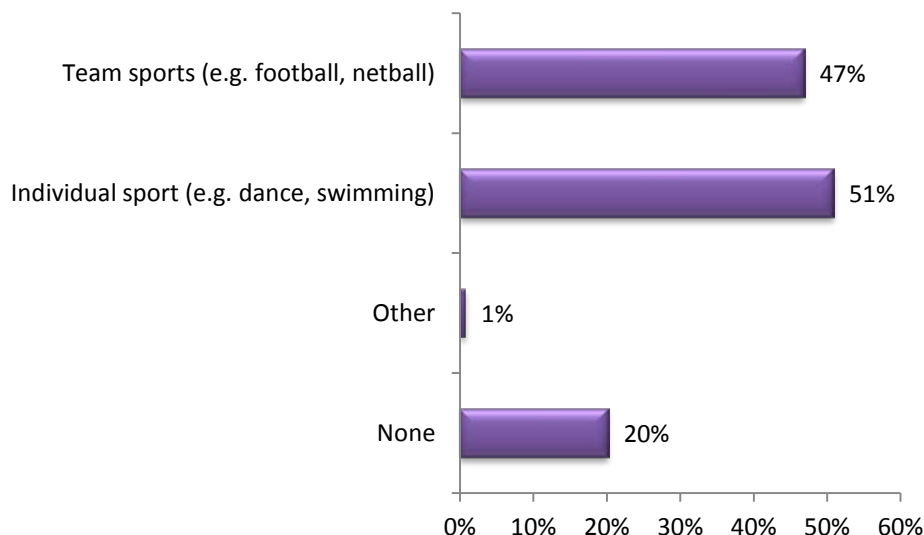
Gender: Boys were more likely than girls to take part in at least one type of physical activity outwith PE (83% boys; 77% girls). Boys were more likely than girls to take part in team sports (62% boys; 32% girls) but girls were more likely than boys to take part in individual sports (62% girls; 39% boys).

Year Group: Lower school pupils were the most likely to take part in at least one type of physical activity outwith PE and upper school pupils were the least likely (87% lower school; 80% middle school; 72% upper school). This was true specifically for team sports (56% lower school; 48% middle school; 35% upper school).

Use of Sports Facilities

Pupils were asked which sports and leisure facilities within Renfrewshire they had used in the last six months - from a list of 10, with an option of listing any other facilities used. Four in five (79%) had used at least one sports facility in Renfrewshire in the last six months. Responses are shown in Figure 4.6 below.

Figure 4.6: Renfrewshire Sports and Leisure Facilities Used in the Last Six Months
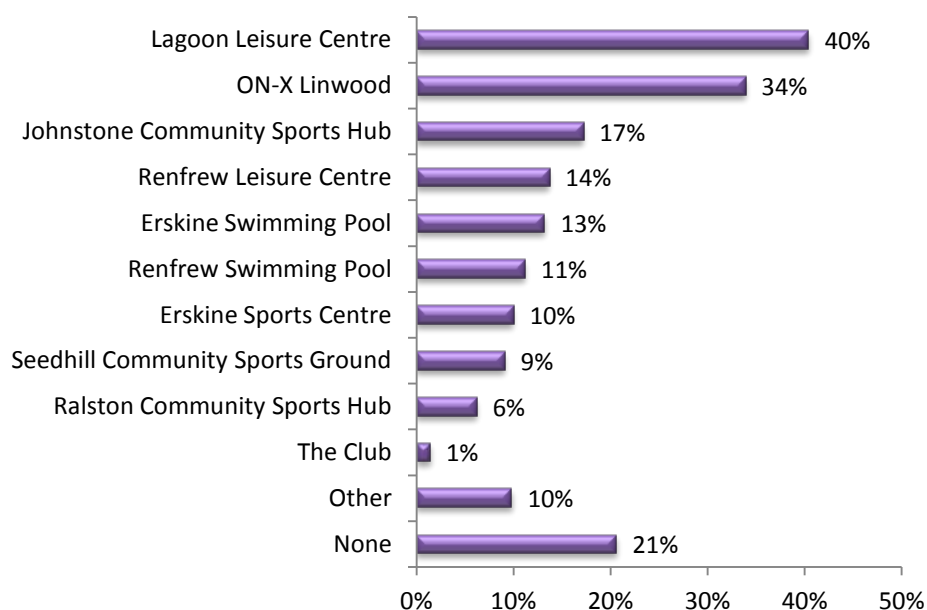
Among those who said they has used an 'other' sports/leisure facility in Renfrewshire in the last six months, the most common facilities used were Ferguslie Sports Centre (19%), KGV Pavilion (14%) and David Lloyd Centre (9%).

Year Group: Lower school pupils were the most likely to have used at least one sports/leisure facility in Renfrewshire in the previous six months and upper school pupils were the least likely (86% lower school; 79% middle school; 72% upper school).

4.3   Diet

Breakfast

Pupils were asked what they had eaten for breakfast on the morning of the survey. One in five (20%) said they had nothing for breakfast. The items most commonly consumed for breakfast were cereal (41%) and a drink (40%). All responses are shown in Figure 4.7.

Figure 4.7: Items Consumed for Breakfast
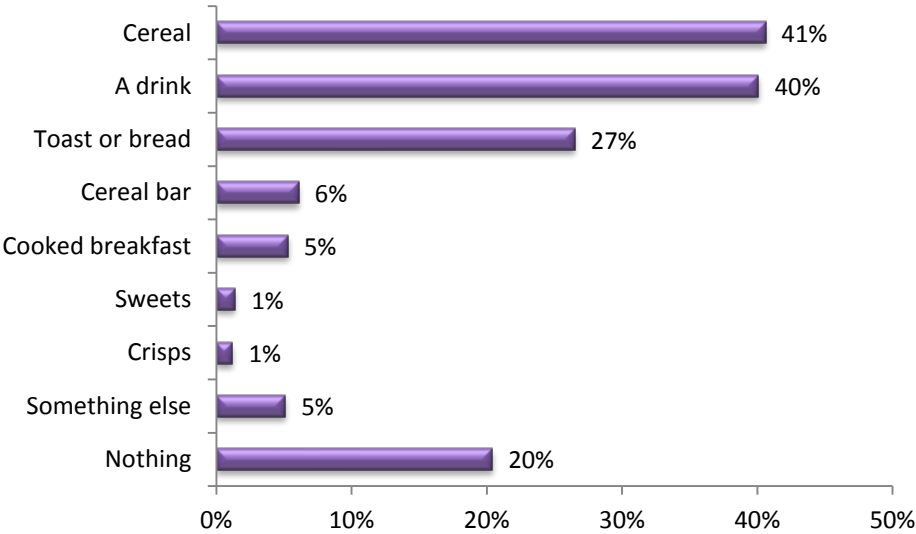
Gender: Girls were more likely than boys to say they had nothing for breakfast (25% girls; 16% boys).

Year Group: Upper school pupils were the most likely to say they had nothing for breakfast and lower school pupils were the least likely (26% upper school; 22% middle school; 14% lower school).

Lunch

Pupils were asked what they did for lunch during their last school day. The most common response was that they bought their lunch from a shop/van/other (such as a garage) (35%). One in 20 pupils (5%) did not have lunch. All responses are shown in Figure 4.8.

Figure 4.8: What Pupils Did for Lunch on Last School Day
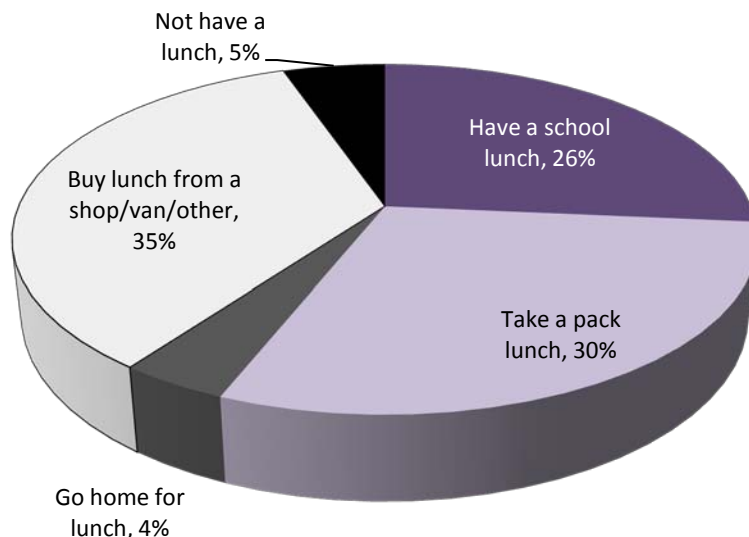
Gender: Boys were more likely than girls to buy lunch from a shop/van/other (45% boys; 24% girls). Girls were more likely than boys to have a school lunch (31% girls; 22% boys) or a pack lunch (35% girls; 25% boys). Girls were also more likely than boys to say they had no lunch (7% girls; 3% boys).

Figure 4.9: What Pupils Did for Lunch on Last School Day by Gender
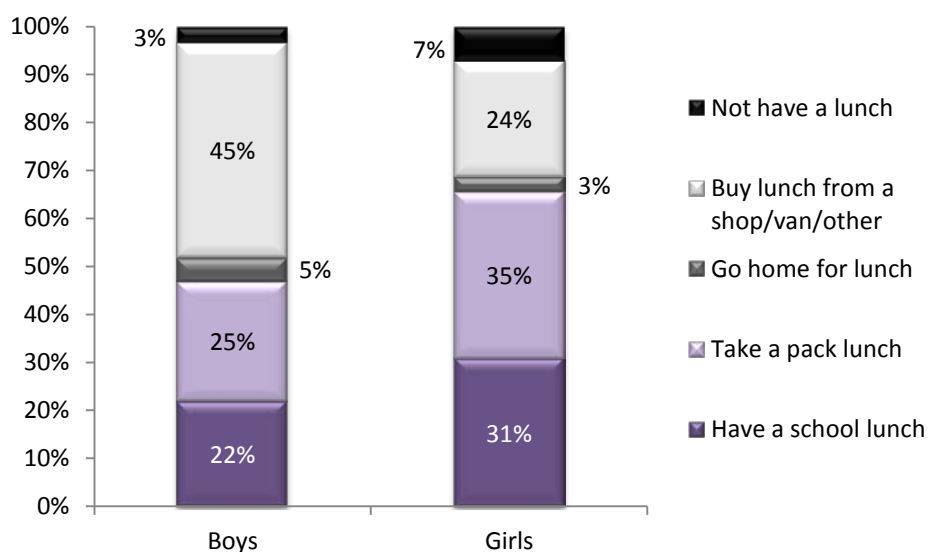
Year Group: Middle and upper school pupils were more likely than lower school pupils to buy their lunch from a shop/van/other (37% upper school; 37% middle school; 30% lower school). Middle and upper school pupils were also more likely than lower school pupils to say they did not have lunch (7% middle school; 6% upper school; 3% lower school). Lower school pupils were more likely than middle or upper school pupils to have a school lunch (31% lower school; 24% middle school; 24% upper school) or take a pack lunch (34% lower school; 28% middle school; 26% upper school).

Deprivation: Those in schools in the most deprived areas were more likely than those in the least deprived areas to have a school lunch (36% most deprived; 26% least deprived). Those in schools in the least deprived areas were more likely than those in the most deprived areas to take a pack lunch (31% least deprived; 21% most deprived).

Among those who bought their food or drink from a shop/van/other during their previous school lunch time, the most common 'usual' spend was between £2.00 and £2.99 (51%). Three in ten (29%) spent less than this and 20% spent more than this.

Gender: Among those who bought their food or drink from a shop/van/other during their previous school lunch time, boys were more likely than girls to say they usually spent more than £3 (23% boys; 14% girls).

Year Group: Middle and upper school pupils who bought their lunch from a shop/van/other were more likely than lower school pupils to spend more than £3 (23% middle school; 22% upper school; 14% lower school).

Deprivation: Among those who bought their food or drink from a shop/van/other during their previous school lunch time, those in schools in the most deprived areas were more likely than those in the least deprived areas to usually spend more than £3 (31% most deprived; 16% least deprived).

Pupils were asked what they had for lunch the previous school day. The most common response was a sandwich/filled roll (51%). Five percent said they ate nothing for lunch. All responses are shown in Figure 4.10.

Figure 4.10: Contents of Lunch
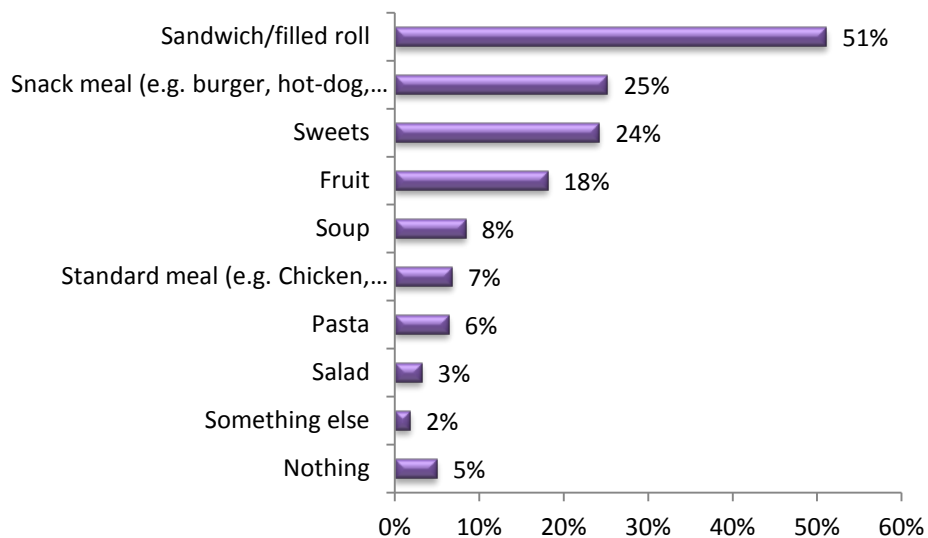
Gender: Boys were more likely than girls to have had a snack meal (34% boys; 17% girls) or standard meal (8% boys; 5% girls). Girls were more likely than boys to have had a sandwich/filled roll (54% girls; 48% boys), fruit (22% girls; 15% boys) or soup (10% girls; 6% boys).

Deprivation: Those in schools in the most deprived areas were more likely than those in the least deprived areas to have had a snack meal for lunch (29% most deprived; 22% least deprived). Those in schools in the least deprived areas were more likely than those in the most deprived areas to have had fruit (20% least deprived; 14% most deprived) and pasta (9% least deprived; 4% most deprived).

Pupils were also asked what drink/drinks they had consumed during their previous school lunch time. The most common response was water (40%). All responses are shown in Figure 4.11. All together, a third (34%) of pupils had drunk a fizzy drink at lunch time (regular fizzy drink, diet fizzy drink or energy drink).

Figure 4.11: Drinks Consumed at Lunch Time

Drink	Percentage
Water	40%
Regular fizzy drink	24%
Fruit juice	18%
Juice drink	15%
Diet fizzy drink	8%
Milk (low fat)	6%
Tea/coffee	3%
Milk (full fat)	3%
Energy drink	2%
Something else	1%
Nothing	5%
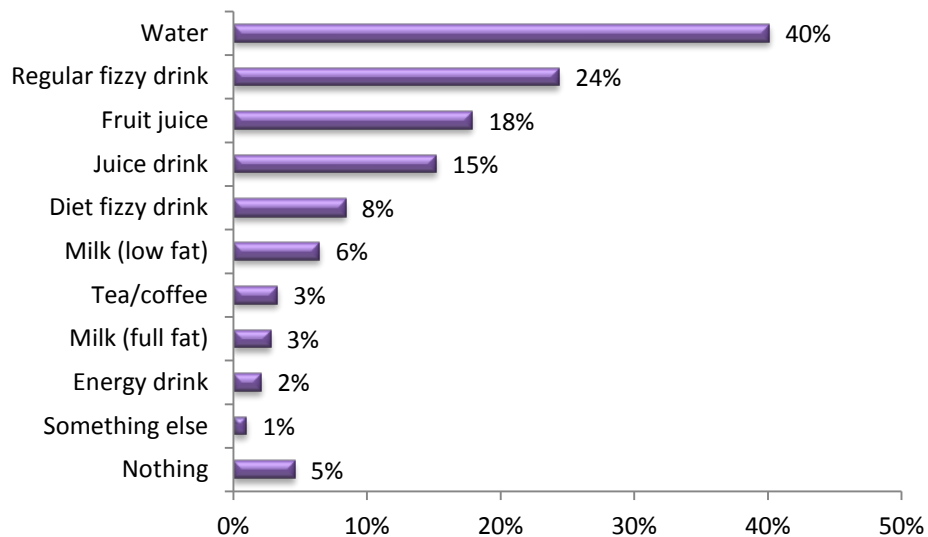
Gender: Boys were more likely than girls to have had any type of fizzy drink (44% boys; 23% girls) or full fat milk (4% boys; 2% girls) or low fat milk (8% boys; 5% girls). Girls were more likely than boys to have had water at lunch time (47% girls; 33% boys).

Year Group: Lower school pupils were more likely than middle or upper school pupils to have had fruit juice at lunch time (21% lower school; 16% middle school; 16% upper school). Lower and middle school pupils were more likely than upper school pupils to have had a juice drink (17% lower school; 16% middle school; 12% upper school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to have had any type of fizzy drink at lunch time (41% most deprived; 27% least deprived). Those in the least deprived areas were more likely than those in the most deprived areas to have had water (42% least deprived; 33% most deprived).

Fruit and Vegetables

Pupils were asked how many portions of fruit and how many portions of vegetables they had eaten on the previous day. One in ten pupils (10%) had not eaten any portions of fruit or vegetables in the previous day. Two in five pupils (39%) met the target of five or more portions.

Year group: Lower school pupils were the most likely to meet the target for fruit/vegetable consumption and upper school pupils were the least likely (49% lower school; 38% middle school; 28% upper school).

Figure 4.12: Fruit/Vegetable Consumption by Year Group

4.4   Smoking

Three in four pupils (76%) said they had never tried smoking, 17% had tried smoking (but were not current smokers) and 6% of pupils were current smokers.

Figure 4.13 Smoking Behaviour
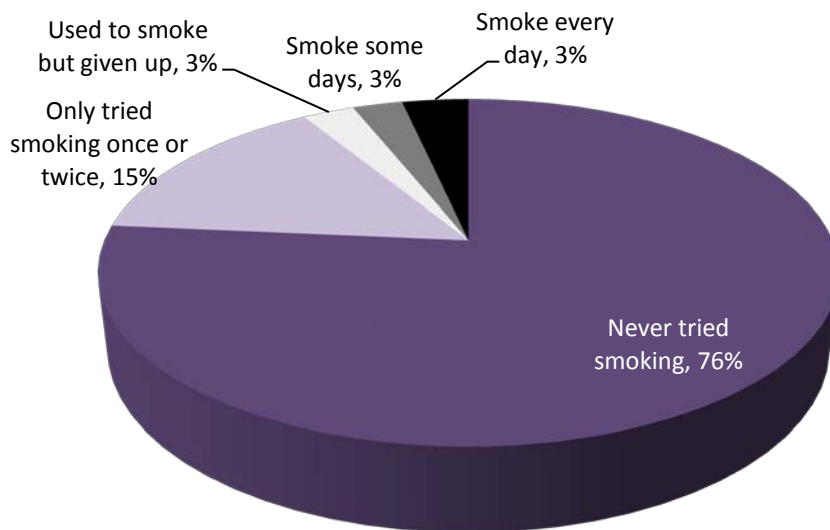
Year group: Upper school pupils were the most likely to be current smokers and lower school pupils were the least likely (11% upper school; 7% middle school; 1% lower school).

Figure 4.14: Smoking Status by Year Group

Deprivation: Although there was no significant difference in the proportion of current smokers between the most and least deprived areas, those in the most deprived areas were more likely than those in the least deprived areas to say they had tried smoking in the past (21% most deprived; 14% least deprived).

Number of Cigarettes Smoked

Pupils were asked to indicate how many cigarettes they smoked in an average day (if they smoked every day). Of the 153 pupils who answered this, three in four (74%) said they smoked 1-10 cigarettes per day, 22% smoked 11-20 cigarettes per day and 4% smoked 21-40 cigarettes per day.

Pupils were asked to indicate how many cigarettes they smoked per week if they smoked on some days only. Of the 105 pupils who answered this question, three in four (76%) said they smoked 1-10 cigarettes per week, 15% smoked 11-20 cigarettes per week, 3% smoked more than 20 cigarettes per week and 3% said they did not smoke any cigarettes in an average week.

Sources of Cigarettes

Pupils who smoked were asked where they usually got their cigarettes from (with the opportunity to cite more than one source). The most common ways to obtain cigarettes were buying from a shop (55%) and friends giving them (34%). One in five smokers (21%) said they buy cigarettes from people they know, 15% said they ask someone they don't know to buy them, and 14% said that a family member gives them cigarettes. One in 14 smokers (7%) said they took cigarettes from a family member without their knowledge and 2% said they got cigarettes some other way.

Desire to Stop Smoking

When asked if they would like to stop smoking, 35% said yes, 37% said possibly and 28% said no.

Others Who Smoke

Pupils were asked how often they had to breathe in other people's smoke indoors. A third (35%) said never, 40% said rarely, 15% said often and 10% said every day. Thus, overall two thirds (65%) of pupils were ever exposed to second hand smoke.

Year Group: Middle and upper school pupils were more likely than lower school pupils to ever be exposed to second hand smoke (68% upper school; 67% middle school; 59% lower school).

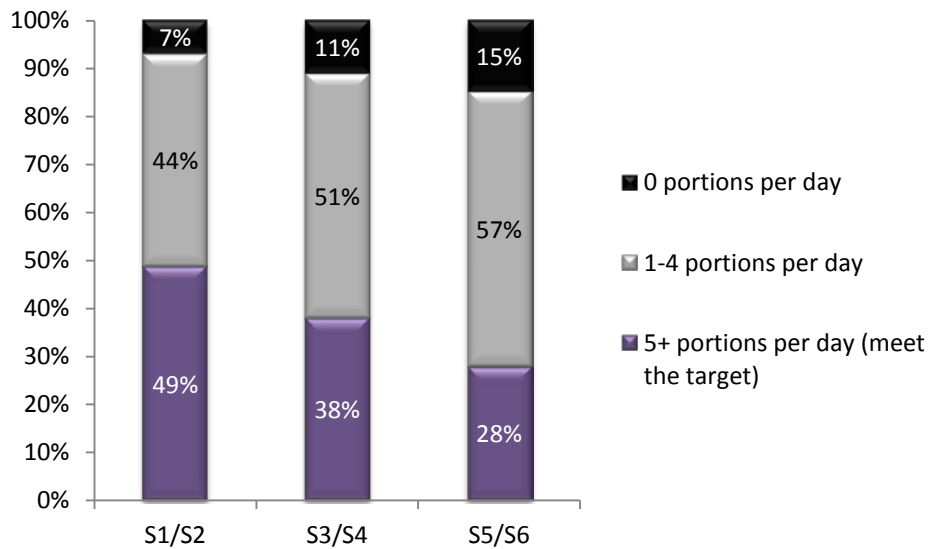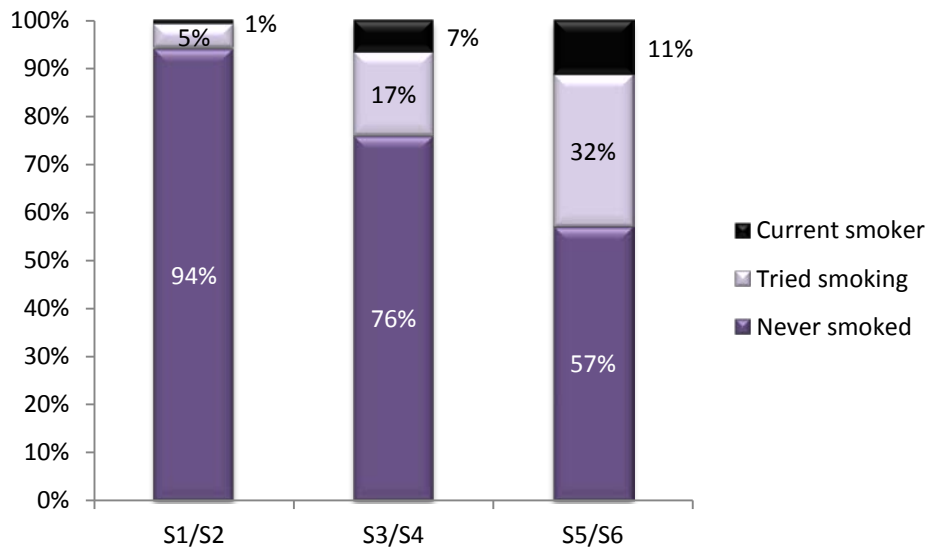**Deprivation:** Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to ever be exposed to second hand smoke (69% most deprived; 57% least deprived).

Friends who Smoke

Two in five (40%) pupils said they had friends who smoke.

Gender: Boys were more likely than girls to say that any of their friends smoke (43% boys; 37% girls).

Year Group: Upper school pupils were the most likely to say that any of their friends smoke and lower school pupils were the least likely (57% upper school; 45% middle school; 19% lower school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to say they had friends who smoke (41% most deprived; 32% least deprived).

4.5   Drinking Alcohol

When pupils were asked how often they drank alcohol, half (51%) said they never did and a quarter (25%) did so rarely (every 2-3 months or less often). One in six (16%) said they drank alcohol once or twice a month and 8% said they did so once a week or more.

Figure 4.15: How often Pupils Drank Alcohol
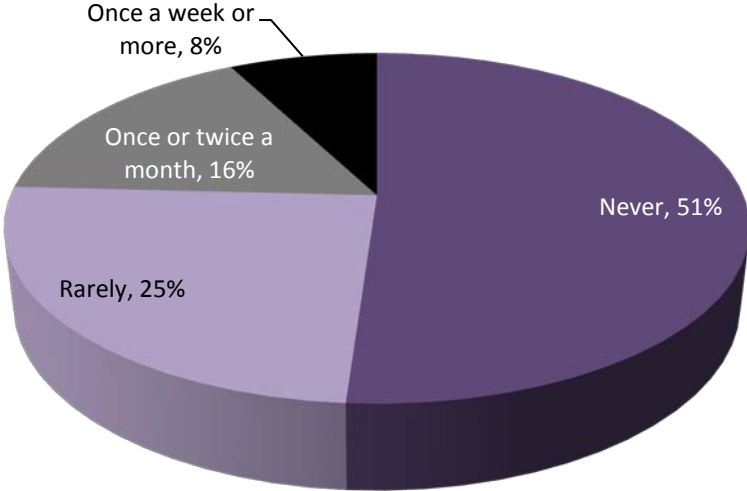
Year group: Lower school pupils were more likely than middle and upper school pupils to say that they never drank alcohol (81% lower school; 48% middle school; 21% upper school). Upper school pupils were more likely than middle or lower school pupils to drink alcohol at least once a month (52% upper school; 21% middle school; 3% lower school).

Figure 4.16: How often Pupils Drank Alcohol by Year Group
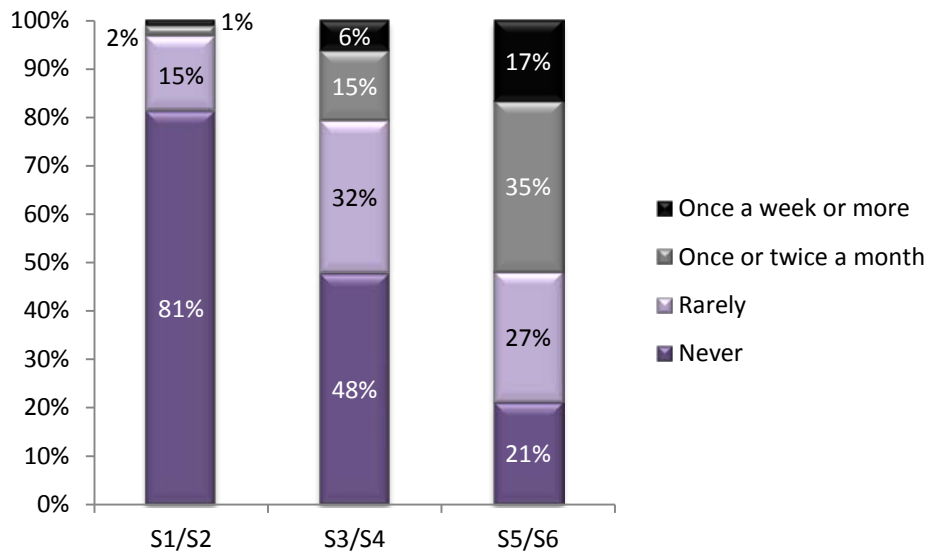
Types of Alcoholic Drink Consumed

Pupils who said that they ever drank alcohol were asked which types of alcoholic drink they consumed. The most common alcoholic drinks consumed were beer/lager/cider (60%) and spirits (51%). All responses are shown in Figure 4.17.

Figure 4.17: Types of Alcohol Consumed (all those who ever drank alcohol)
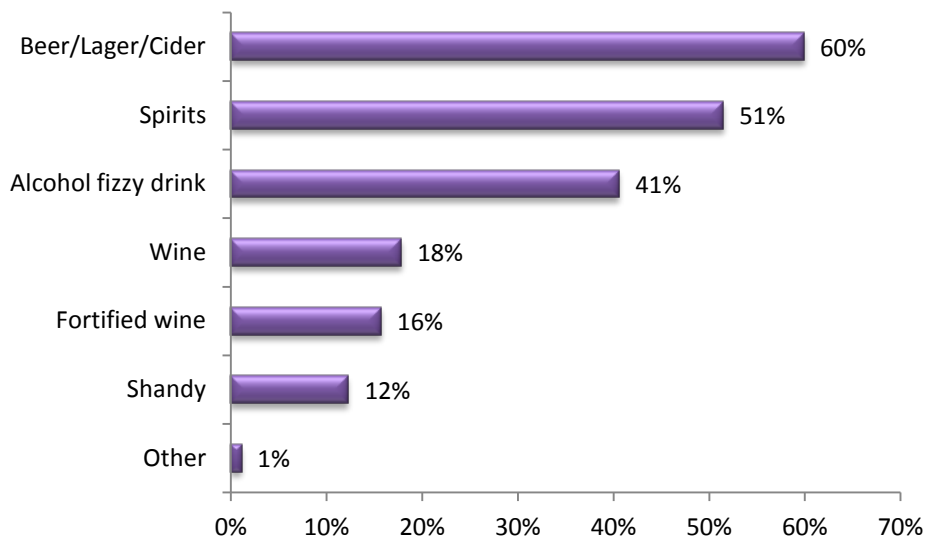
Gender: Boys and girls tended to favour different types of alcohol drink. Boys were more likely than girls to drink beer/cider/lager, shandy and fortified wine. However, girls were more likely than boys to drink alcohol fizzy drinks, wine and spirits. Figure 4.18 shows the proportion of boys and girls (who ever drank alcohol) who drank each type of alcohol drink.

Figure 4.18 Types of Alcohol Consumed by Gender (all those who ever drank alcohol)
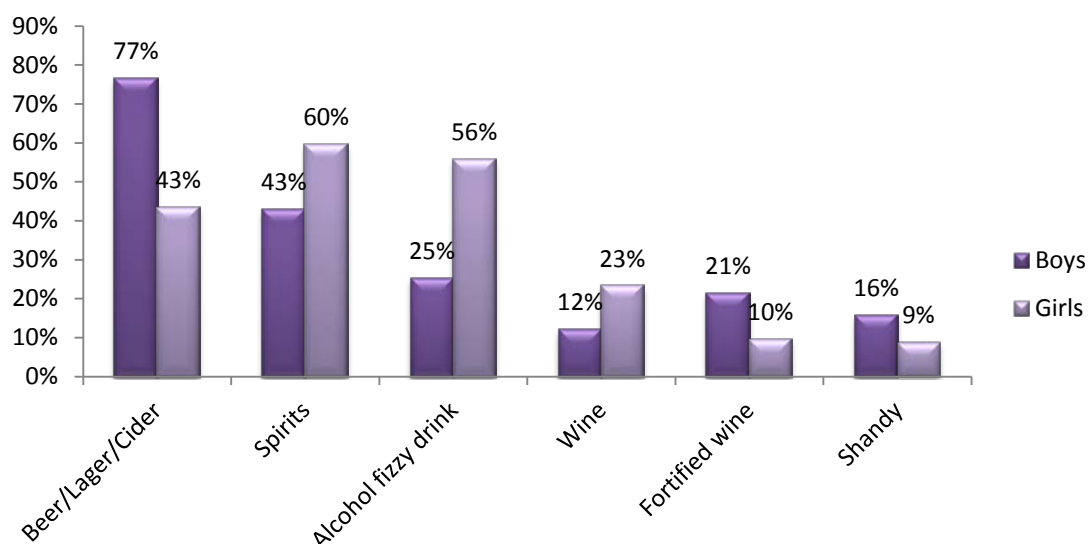
Year group: Among those who ever drank alcohol, upper school pupils were more likely than middle and lower school pupils to drink:

- Beer/lager/cider (69% upper school; 55% middle school; 39% lower school)
- Spirits (63% upper school; 47% middle school; 21% lower school).

Among those who ever drank alcohol, lower school pupils were more likely than middle school or upper school pupils to drink shandy (24% lower school; 14% middle school; 8% upper school). Middle and lower school pupils were more likely than upper school pupils to drink alcohol fizzy drinks (45% middle school; 43% lower school; 36% upper school). Middle school pupils were more likely than upper or lower school pupils to drink fortified wine (19% middle school; 14% upper school; 11% lower school).

Frequency of Drunkenness

Those who ever drank alcohol were asked how often they would say they got drunk. Of those who were able to say, two in five (41%) said they never got drunk, 43% said they got drunk once a month or less, and 16% said they got drink once a week or more.

Year group: Of those who drank alcohol and were able to say how often they got drunk, lower school pupils were more likely than middle and upper school pupils to say that they never got drunk (80% lower school; 49% middle school; 25% upper school). Upper school pupils were more likely than middle or lower school pupils to say that they got drunk at least once a week (22% upper school; 12% middle school; 4% lower school).

4.6   Drugs

One in ten (10%) pupils said that they had ever taken illegal drugs.

Gender: Boys were more likely than girls to say they had ever taken illegal drugs (12% boys; 8% girls).

Year group: Upper school pupils were more likely than middle or particularly lower school pupils to have ever taken illegal drugs (20% upper school; 11% middle school; 2% lower school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to have ever taken illegal drugs (12% most deprived; 8% least deprived).

Types of drugs taken

Those who had ever taken drugs were asked which types of drug they had taken in the last year. Among those who had ever taken drugs, cannabis was by far the most commonly used drug in the last year (88%), followed by legal highs (20%) and cocaine (17%).

Figure 4.19: Drugs used in the Last Year (of those who had ever taken illegal drugs)
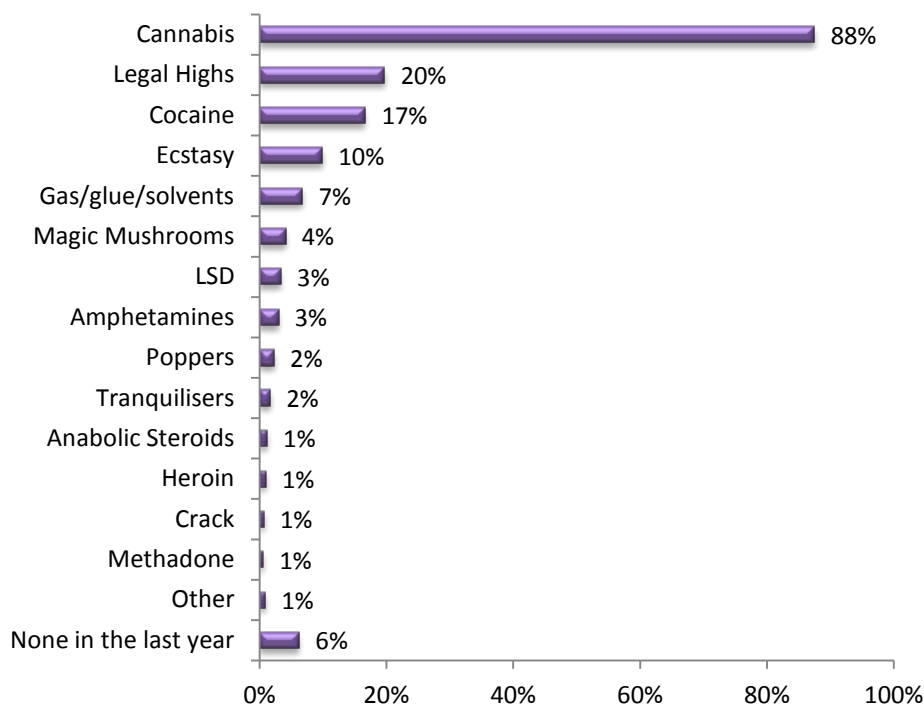
Year Group: Among those who had ever taken illegal drugs, middle and upper school pupils were more likely than lower school pupils to have taken cannabis in the last year (90% middle school; 88% upper school; 56% lower school). Lower school pupils were more likely than middle or upper school pupils to have taken gas/glue/solvents (36% lower school; 8% middle school; 4% upper school).

Ease of Obtaining Drugs

When asked how easy it would be to get illegal drugs, just under half (47%) of all pupils said they did not know, 27% said it would be difficult ('fairly difficult', 'very difficult' or 'impossible') and 26% said it would be easy ('very easy' or 'fairly easy').

Gender: Boys were more likely than girls to say it would be easy for them to get illegal drugs (28% boys; 23% girls).

Year Group: Upper school pupils were the most likely to say it would be easy to get illegal drugs and lower school pupils were the least likely (43% upper school; 29% middle school; 7% lower school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to say it would be easy for them to get drugs (28% most deprived, 21% least deprived).

Legal Highs

When asked how easy it would be to get Legal Highs, 56% of pupils said they did not know, 26% said it would be difficult and 18% said it would be easy.

Year Group: Upper school pupils were the most likely to say it would be easy to get Legal Highs and lower school pupils were the least likely (30% upper school; 20% middle school; 5% lower school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to say it would be easy for them to get Legal Highs (20% most deprived; 14% least deprived).

5   Attitudes to Breastfeeding

5.1   Attitudes to Breastfeeding

Pupils were given three statements relating to breastfeeding and were asked the extent to which they agreed or disagreed with each. Responses are shown in Figure 5.1. In total, just over seven in ten (72%) agreed/strongly agreed that women should be made to feel comfortable breastfeeding their child in public; two in three (68%) agreed/strongly agreed that women should breastfeed their child at home or in private, and just under half (48%) agreed that they would feel embarrassed seeing a woman breastfeeding her child.

Figure 5.1: Responses to Statements about Breastfeeding
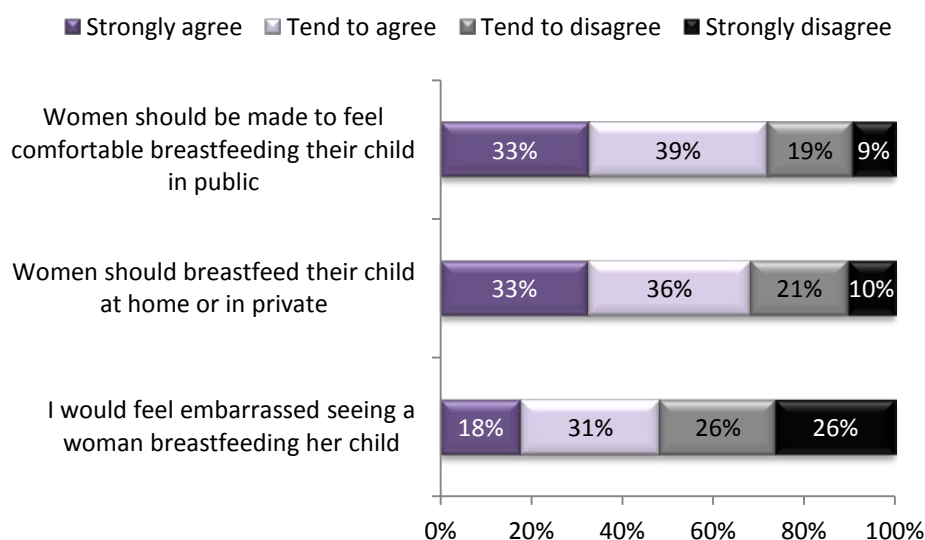
Gender: Girls were more likely than boys to agree they would feel embarrassed seeing a women breastfeeding her child (52% girls; 44% boys).

Year group: Upper school pupils were more likely than middle or lower school pupils to agree/strongly agree that women should be made to feel comfortable breastfeeding in public (77% upper school; 74% middle school; 65% lower school). Lower school pupils were more likely than middle or upper school pupils to agree that women should breastfeed at home or in private (75% lower school; 67% middle school; 63% upper school) or that they would feel embarrassed seing a woman breastfeeding (56% lower school; 45% middle school; 43% upper school).

6 Relationships, Bullying and Discrimination

Summary of Key Indicators

Indicator	%	N
% of pupils who had someone to talk to about relationships	93%	4,999
% of pupils who had been bullied by a person in the last year	20%	1,147
% of pupils who had been cyber bullied in the last year	10%	529
% of pupils who had experienced discrimination on any grounds in the last year	35%	1,736

6.1 Relationships

Someone to talk to about relationships

Pupils were asked whether there was someone they could talk to about relationships, sexual health, etc and asked to indicate who they could talk to from a list. More than nine in ten (93%) said that there was at least one person they could talk to about relationships. Two thirds (65%) of pupils said they could talk to friends about relationships and 64% said they could talk to a parent/carer.

Figure 6.1: Who Pupils Could Talk to About Relationships/Sexual Health
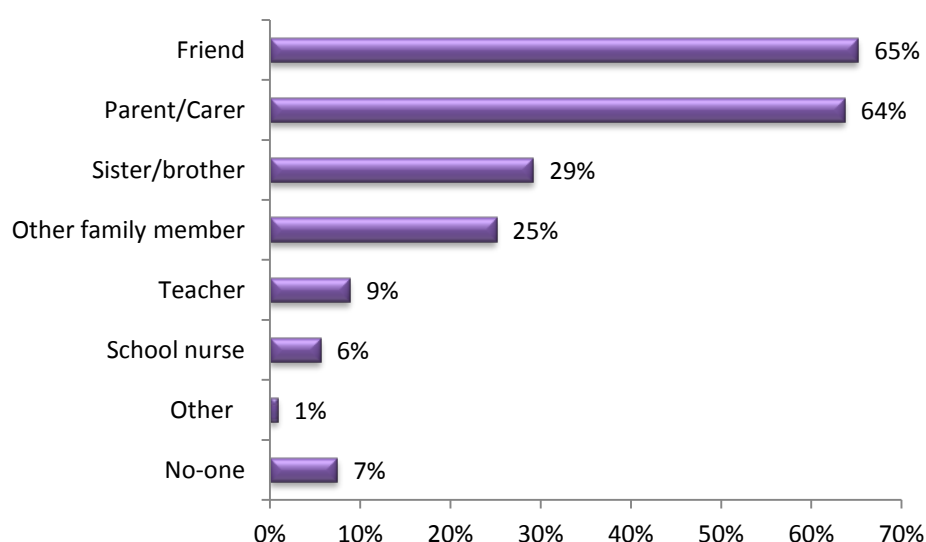
Gender: Girls were more likely than boys to say they could talk to friends (72% girls; 58% boys) or another family member (27% girls; 22% boys) about relationships. Boys were more likely than girls to say there was no-one they could talk to (11% boys; 4% girls).

Year group: Lower school pupils were more likely than middle and upper school pupils to say that they could talk to:

- Parent/carer (75% lower school; 62% middle school; 54% upper school).
- Other family member (31% lower school; 24% middle school; 20% upper school)
- Teacher (14% lower school; 7% middle school; 6% upper school).

Upper and middle school pupils were more likely than lower school pupils to say they could talk to a friend about relationships (72% upper school; 68% middle school; 56% lower school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to say they could talk to:

- Friend (72% most deprived; 64% least deprived)
- Other family member (28% most deprived; 20% least deprived)
- Teacher (12% most deprived; 6% least deprived) about relationships.

Sexual health and relationship education

Four in five (79%) pupils said they had received sexual health and relationship education at school.

Year Group: Middle school pupils were more likely than upper or lower school pupils to say they had received sexual health and relationship education at school (83% middle school; 77% upper school; 77% lower school).

Those who had received sexual health and relationship education were asked how well this has prepared them for forming and dealing with relationships. Three in five (62%) said this had prepared them well/very well, 10% said it had prepared them badly/very badly and 29% said they were unsure.

Year Group: Among those who had received sexual health/relationship education, lower school pupils were more likely than middle or upper school pupils to say this had prepared them well for forming and dealing with relationships (69% lower school; 61% middle school; 55% upper school). Upper school pupils were more likely than middle or lower school pupils to say it had prepared them badly (16% upper school; 10% middle school; 4% lower school).

6.2 Bullying and Discrimination

Bullying

One in six (17%) pupils said they had been bullied by a person in their school (or on the journey to/from school) in the last year. One in 16 (6%) said they had been cyber bullied at school (or on the journey to/from school). One in ten (10%) pupils said they had been bullied by a person away from school and 7% had been cyber bullied away from school in the last year. Overall, one in five (20%) pupils had been bullied by a person anywhere and one in ten (10%) had been cyber bullied anywhere in the last year.

Gender: Girls were more likely than boys to have been bullied by a person (23% girls; 17% boys) or through cyber bullying (14% girls; 6% boys) anywhere in the last year.

Year Group: Lower school pupils were the most likely to say they had been bullied by a person in the last year and upper school pupils were the least likely (27% lower school; 20% middle school; 13% upper school).

Just over three in four (77%) said they had never been afraid of going to school because of bullying in the last year, while 15% said that this had happened once or twice, 4% said that it had happened 'sometimes', 2% said it had happened often and 1% said that it had happened very often.

Gender: Girls were more likely than boys to say they had ever been afraid of going to school because of bullying in the last year (28% girls; 17% boys).

Year Group: Lower school pupils were the most likely to say they had been afraid of going to school because of bullying and upper school pupils were the least likely (28% lower school; 24% middle school; 15% upper school).

Pupils were also asked whether they had bullied or frightened someone in their school in person or through cyber bullying. In total 82% said they had not bullied anyone in person in the last year, 14% said they had done so once or twice, 3% said they had done so 'sometimes' and 1% had done so often/very often. Thus, overall 18% of pupils admitted to ever having bullied someone in person in their school in the last year. More than nine in ten (93%) said they had not bullied someone in the school through cyber bullying in the last year, 5% said they had done so once or twice, 1% said they had done so 'sometimes' and 1% had done so often/very often. Thus, overall 7% of pupils admitted to ever having bullied someone in their school through cyber bullying in the last year.

Gender: Boys were more likely than girls to admit to having bullied others in person in the last year (23% boys; 13% girls).

Year Group: Middle school pupils were the most likely to admit to having bullied others in person and upper school pupils were the least likely (22% middle school; 18% lower school; 16% upper school). Middle school pupils were also the most likely to admit to having bullied others through cyber bullying and lower school pupils were the least likely (9% middle school; 7% upper school; 5% lower school).

Discrimination

Pupils were asked whether they had experienced discrimination on a number of grounds in the last year. Eleven percent of pupils did not answer this question. However, among those who did answer, just over a third (35%) said that they had experienced discrimination on at least one of the grounds in the last year. The most commonly reported grounds for discrimination was dress/appearance (19%).

Figure 6.2: Proportion of Pupils Experiencing Discrimination on Particular Grounds
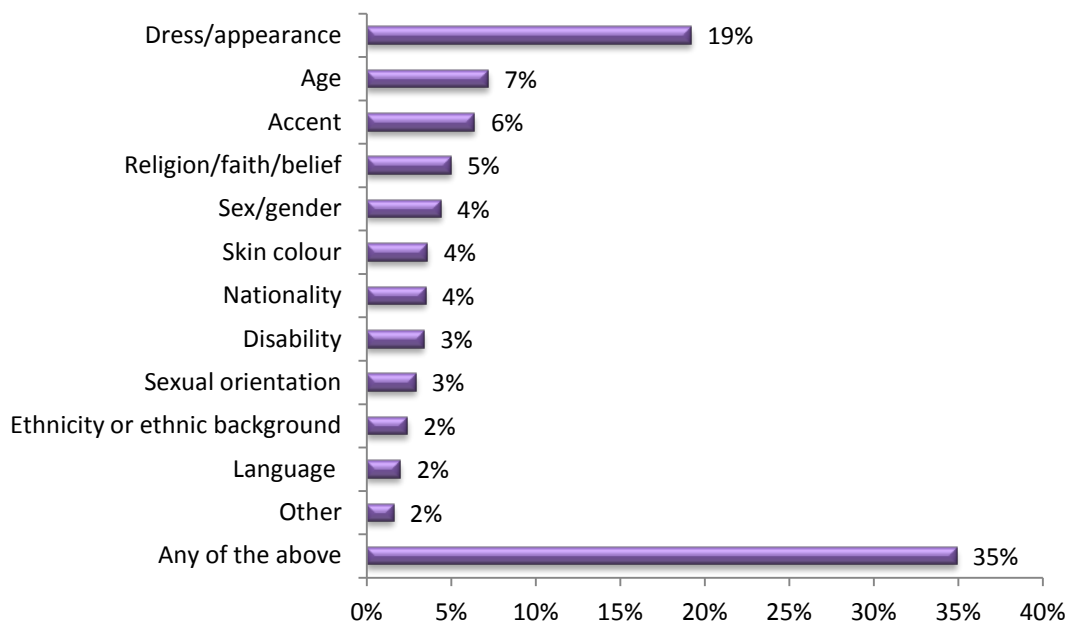
In addition to the three key independent variables used for analysis throughout this report, additional relevant categories (limiting illness/disability, ethnicity, sexual orientation, language) have been used for analysis of data on discrimination. It is recognised that there are small numbers of pupils in some of these categories, but it is of interest to explore the minority groups affected by discrimination.

Gender: Boys were more likely than girls to have experienced discrimination on the following grounds:

- Skin colour (5% boys; 3% girls)
- Nationality (5% boys; 3% girls)
- Sexual orientation (4% boys; 2% girls)
- Disability (4% boys; 3% girls)
- Language (3% boys; 2% girls).

Girls were more likely than boys to say they had experienced discrimination on the grounds of their dress/appearance (23% girls; 16% boys) or their sex/gender (6% girls; 3% boys).

Year Group: Upper and middle school pupils were more likely than lower school pupils to have experienced discrimination on any grounds in the last year (40% upper school; 37% middle school; 28% lower school), and specifically more likely to have experienced discrimination on the following grounds:

- Dress/appearance (22% middle school; 20% upper school; 16% lower school)
- Accent (7% upper school; 7% middle school; 4% lower school)
- Religion/faith/belief (7% upper school; 5% middle school; 3% lower school)
- Sex/gender (8% upper school; 4% middle school; 2% lower school)
- Skin colour (5% upper school; 4% middle school; 2% lower school)
- Nationality (5% middle school; 4% upper school; 2% lower school)
- Sexual orientation (4% upper school; 3% middle school; 1% lower school)
- Ethnicity or ethnic background (4% upper school; 3% middle school; 1% lower school).

Upper school pupils were more likely than middle or lower school pupils to have experienced discrimination on the grounds of age (12% upper school; 6% middle school; 4% lower school).

Limiting Condition/disability: Those with a limiting medical condition or disability were more likely than those without to have experienced discrimination on any grounds in the last year (55% limiting condition/disability; 31% without limiting condition/disability), and specifically more likely to have experienced discrimination on the following grounds:

- Dress/appearance (31% limiting condition/disability; 17% without)
- Age (13% limiting condition/disability; 6% without)
- Accent (10% limiting condition/disability; 6% without)
- Religion/faith/belief (8% limiting condition/disability; 5% without)
- Sex/gender (8% limiting condition/disability; 4% without)
- Nationality (6% limiting condition/disability; 3% without)
- Disability (15% limiting condition/disability; 2% without)
- Sexual orientation (6% limiting condition/disability; 3% without).

Ethnicity: Those who described themselves as being in groups other than 'White Scottish' or 'White British' were more likely than White Scottish/British pupils to say they had experienced discrimination on any grounds in the last year (59% Other White; 58% Other; 33% White Scottish/British), and specifically more likely to have experienced discrimination on the grounds of:

- Religion/faith/belief (19% Other; 9% Other White; 4% White Scottish/British)
- Skin colour (34% Other; 3% Other White; 2% White Scottish/British)
- Nationality (23% Other White; 16% Other; 2% White Scottish/British)
- Ethnicity or ethnic background (26% Other; 7% Other White; 1% White Scottish/British)
- Language (12% Other; 11% Other White; 1% White Scottish/British).

Sexuality: Pupils who indicated their sexuality was homosexual or bisexual were more likely than those who indicated they were heterosexual to have experienced discrimination on any grounds in the last year (70% homosexual/bisexual; 33% heterosexual), and specifically more likely to have experienced discrimination on the following grounds:

- Dress/appearance (45% homosexual/bisexual; 18% heterosexual)
- Age (15% homosexual/bisexual; 7% heterosexual)
- Religion/faith/belief (12% homosexual/bisexual; 5% heterosexual)
- Skin colour (8% homosexual/bisexual; 3% heterosexual)
- Sex/gender (19% homosexual/bisexual; 4% heterosexual)
- Disability (9% homosexual/bisexual; 3% heterosexual)
- Sexual orientation (33% homosexual/bisexual; 2% heterosexual)
- Ethnicity or ethnic background (7% homosexual/bisexual; 2% heterosexual)
- Language (5% homosexual/bisexual; 2% heterosexual).

Language: Pupils who spoke a language other than English at home were more likely than those who spoke English at home to have experienced discrimination on any grounds (51% other language; 36% English), and specifically more likely to have experienced discrimination on the following grounds:

- Accent (21% other language; 6% English)
- Skin colour (16% other language; 3% English)
- Nationality (20% other language; 3% English)
- Ethnicity or ethnic background (12% other language; 2% English)
- Language (19% other language; 1% English).

7   Pupil Behaviour

Summary of Key Indicators

Indicator	%	N
% of pupils who had taken part in at least one listed positive behaviour in the last year	88%	4,811
% of pupils who had engaged in at least one of the listed antisocial behaviours in the last year	31%	1,542
% of pupils who had 8+ hours of sleep per night	63%	3,334

7.1   Positive Behaviour

Pupils were presented with a list of positive behaviours/activities and asked to indicate whether they had done any of these things in the last year. Just under nine in ten (88%) had taken part in at least one of the listed activities. The most common was out of school sport activities, in which 64% of pupils had taken part.

Figure 7.1: Proportion of Pupils Engaging in Types of Positive Behaviour in Last Year
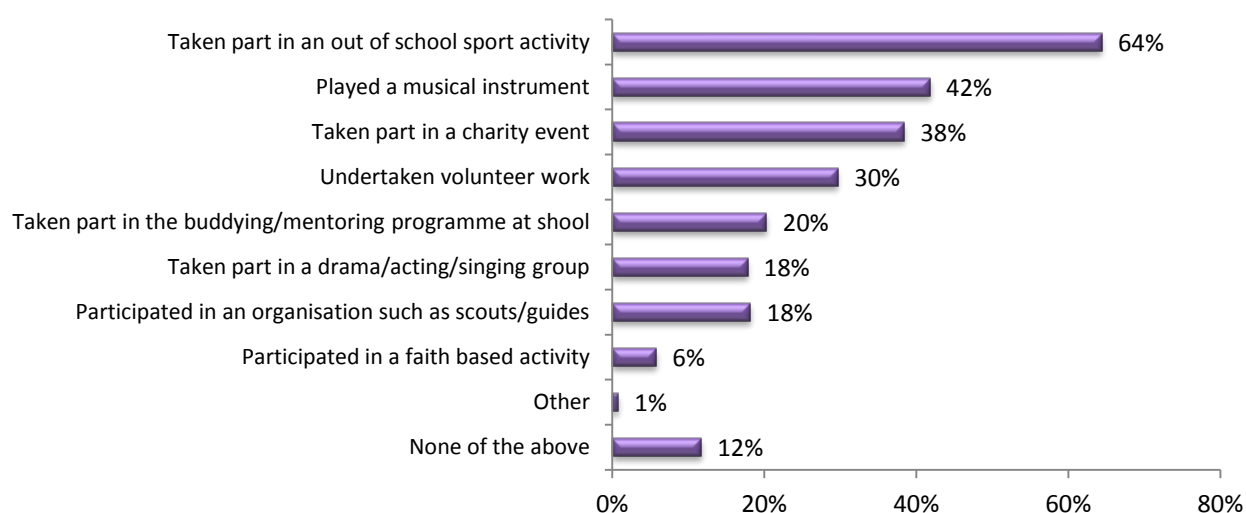
Gender: Boys were more likely than girls to have taken part in an out of school sport activity (68% boys; 61% girls). Girls were more likely than boys to have:

- Played a musical instrument (45% girls; 38% boys)
- Taken part in a charity event (43% girls; 35% boys)
- Undertaken volunteer work (34% girls; 26% boys)
- Taken part in the buddying/mentoring programme at school (23% girls; 18% boys)
- Taken part in a drama/acting/singing group (26% girls; 10% boys).

Year Group: Lower school pupils were more likely than middle or upper school pupils to have taken part in at least one of the positive behaviours (91% lower school; 87% middle school; 86% upper school). Lower school pupils were specifically more likely to have:

- Played a musical instrument (56% lower school; 38% middle school; 30% upper school)
- Taken part in an out of school sport activity (74% lower school; 64% middle school; 54% upper school)
- Taken part in a drama/acting/singing group (23% lower school; 15% middle school; 14% upper school)

- Participated in an organisation such as scouts/guides (25% lower school; 16% middle school; 13% upper school).

Upper school pupils were more likely than middle or upper school pupils to have undertaken volunteer work (51% upper school; 28% middle school; 13% lower school).

Upper and lower school pupils were more likely than middle school pupils to have taken part in a charity event (43% upper school; 40% lower school; 33% middle school) or the buddying/mentoring programme at school (28% upper school; 27% lower school; 8% middle school).

Deprivation: Pupils in schools in the least deprived areas were more likely than those in the most deprived areas to have taken part in at least one of the positive behaviours (93% least deprived; 88% most deprived). Specifically those in the least deprived areas were more likely than those in the most deprived areas to have:

- Taken part in an out of school sport activity (73% least deprived; 66% most deprived)
- Taken part in a drama/acting/singing group (20% least deprived; 14% most deprived)
- Participated in an organisation such as scouts/guides (25% least deprived; 15% most deprived).

However, those in the most deprived areas were more likely than those in the least deprived areas to have taken part in the buddying/mentoring programme at school (27% most deprived; 21% least deprived).

7.2   Anti-social Behaviour

Pupils were also presented with a list of anti-social behaviours and asked to indicate whether they had done any of these things in the last year. Seven in ten (69%) said they had not engaged in any of the listed anti-social behaviours, but 31% said they had done at least one of the listed things in the last year. Figure 7.2 shows the proportion of pupils who had engaged in each type of anti-social behaviour in the last year. The most common were truanting (23%) and fighting (12%).

Figure 7.2: Proportion of Pupils Engaging in Types of Anti-social Behaviour in Last Year
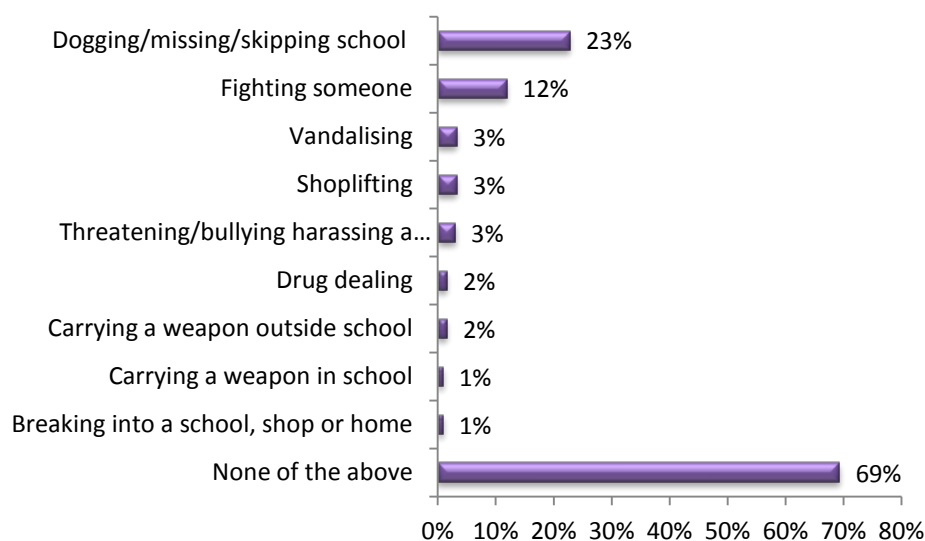
Gender: Boys were more likely than girls to admit to having engaged in at least one of the listed anti-social behaviours in the last year (37% boys; 25% girls), and specifically more likely to admit to:
- Fighting (18% boys; 5% girls)
- Vandalising (5% boys; 2% girls)
- Shoplifting (5% boys; 2% girls)
- Threatening/bullying/harassing (4% boys; 2% girls)
- Drug dealing (3% boys; 1% girls)
- Carrying a weapon outside school (3% boys; 1% girls)
- Carrying a weapon in school (1% boys; <1% girls)
- Breaking into a school/shop/home (1% boys; <1% girls).

Year Group: Upper and middle school pupils were more likely than lower school pupils to admit to having engaged in any of the listed anti-social behaviours in the last year (43% upper school; 34% middle school; 17% lower school), and specifically more likely to admit to:
- Truanting (37% upper school; 25% middle school; 7% lower school)
- Vandalising (5% middle school; 4% upper school; 2% lower school)
- Shoplifting (5% middle school; 4% upper school; 1% lower school)
- Drug dealing (2% upper school; 2% middle school; <1% lower school)
- Carrying a weapon outside school (2% middle school; 2% upper school; 1% lower school)
- Breaking into a school/shop/home (1% upper school; 1% middle school; <1% lower school).

Middle school pupils were more likely than lower or upper school pupils to admit to fighting someone (15% middle school; 11% lower school; 10% upper school).

Deprivation: Those in the most deprived areas were more likely than those in the least deprived areas to admit to having engaged in at least one of the listed anti-social behaviours in the last year (35% most deprived; 21% least deprived), and specifically more likely to admit to:
- Truanting (26% most deprived; 14% least deprived)
- Fighting (15% most deprived; 9% least deprived).

7.3   Sleep

Pupils were asked how many hours sleep they had on average on a school night. Just over three in five (63%) said they got eight or more hours sleep.

Gender: Boys were more likely than girls to get eight or more hours sleep per night (65% boys; 61% girls).

Year Group: Lower school pupils were the most likely to get eight or more hours sleep per night and upper school pupils were the least likely (81% lower school; 61% middle school; 46% upper school).

8   Services for Young People

Summary of Key Indicators

Indicator	%	N
% of pupils who go to a youth club/centre	23%	1,333
% of pupils with a Young Scot Card	22%	1,049

8.1   Youth Clubs or Centres

Just under a quarter of pupils (23%) said that they went to a local youth club or centre, while 39% said that they did not know of one they could go to and 37% said that they knew of one they could go to but did not use it.

Gender: Boys were more likely than girls to go to a youth club or centre (27% boys; 19% girls).

Year group: Lower school pupils were more likely than middle or upper school pupils to go to a local youth club/centre (34% lower school; 20% middle school; 16% upper school).

Deprivation: Pupils in schools in the most deprived areas were more likely than those in the least deprived areas to go to a local youth club or centre (32% most deprived; 23% least deprived).

Pupils were asked whether there was anything stopping them, or putting them off going to a youth club or centre. One in four pupils (26%) gave a response, and of these, 38% said 'no' (i.e. there was nothing stopping them/putting them off going to a youth club or centre).   Thus, overall, 16% of all pupils said that there was something stopping them/putting them off.

Among the 862 pupils who said there was something stopping them/putting them off going to a youth club/centre, the most common barriers were:

- No time/busy with other things (37%)
- Negative views of club/facilities (15%)
- Don't want to/not interested (14%)
- Can't be bothered/too lazy (8%)
- Too shy/no confidence/social anxiety (7%)
- People who go (7%)
- None of friends go (4%)
- Embarrassing to go/not cool/would get mocked (3%).

8.2   Young People's Protection from Harm and Abuse

Pupils were informed that all children and young people have the right to feel safe and be protected from harm and abuse, and they were asked whether they were aware that they could contact various types of people/agencies for help. More than four in five (82%) pupils said they were aware they could contact a teacher for help, three in four (74%) were aware they could contact a police officer and seven in ten (71%) were aware they could contact Childline. One in 20 (5%) pupils were not aware they could contact any of the listed people/agencies for help. All responses are shown in Figure 8.1.

Figure 8.1: Proportion of Pupils Aware that they Could Contact Certain People/Agencies for Help
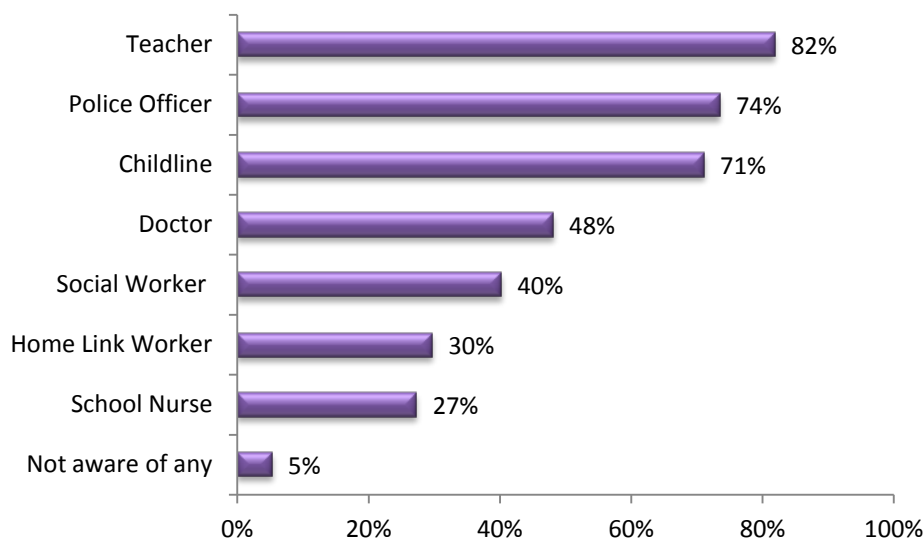
Gender: Boys were more likely than girls to say they were not aware they could contact any of the listed people/agencies for help (7% boys; 3% girls), but were more likely than girls to be aware they could contact a police officer (77% boys; 70% girls). Girls were more likely than boys to be aware they could contact a teacher (86% girls; 78% boys), Childline (74% girls; 69% boys) or a Home Link Worker (31% girls; 28% boys).

Year Group: Middle and upper school pupils were more likely than lower school pupils to say they were not aware they could contact any of the listed people/agencies for help (6% middle school; 6% upper school; 4% lower school). Lower school pupils were more likely than middle or upper school pupils to be aware they could contact a police officer (77% lower school; 73% middle school; 71% upper school) or Childline (74% lower school; 71% middle school; 68% upper school).

Middle and lower school pupils were more likely than upper school pupils to be aware they could contact a social worker for help (43% middle school; 41% lower school; 36% upper school).

Upper school pupils were the most likely to be aware they could contact a doctor for help and lower school pupils were the least likely (54% upper school; 49% middle school; 42% lower school).

Deprivation: Pupils in schools in the least deprived areas were more likely than those in the most deprived areas to be aware they could contact Childline (77% least deprived; 68% most deprived). Those in the most deprived areas were more likely than those in the least deprived areas to be aware they could contact a Home Link Worker for help (36% most deprived; 21% least deprived).

8.3   Young Scot Card

Just over one in five (22%) pupils said they had a Young Scot Card.

Year Group: Upper school pupils were more likely than middle or lower school pupils to have a Young Scot Card (37% upper school; 17% middle school; 12% lower school).

Deprivation: Pupils in schools in the least deprived areas were more likely than those in the most deprived areas to have a Young Scot Card (27% least deprived; 16% most deprived).

8.4   Other Activities

Pupils were asked whether they had been to a museum, library, sports/leisure centre or community centre in the last year. Most (93%) had been to at least one of these in the last year. The most commonly reported type of facility was sports/leisure centre (81%). All responses are shown in Figure 8.2.

Figure 8.2: Proportion of Pupils who had Been to Selected Types of Facility in the Last Year
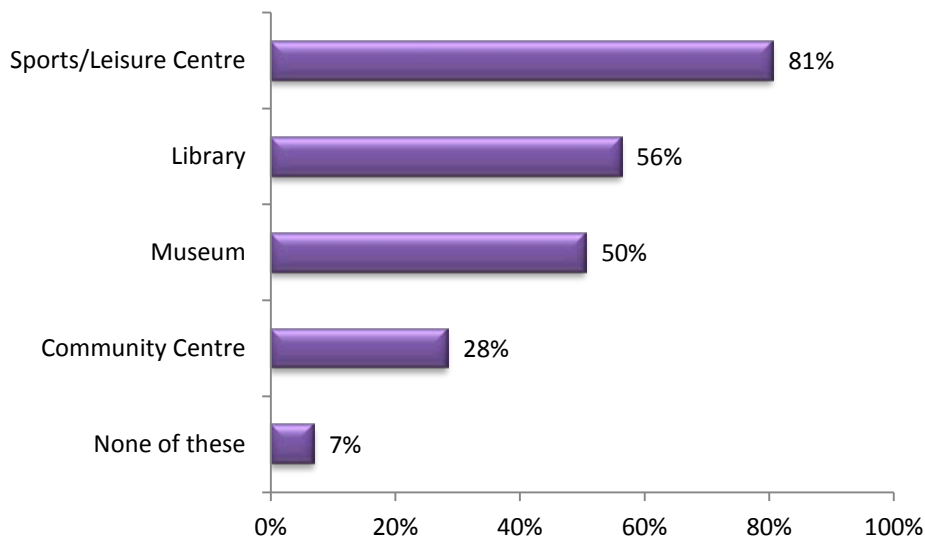
Gender: Girls were more likely than boys to have been to a library in the last year (62% girls; 50% boys).

Year Group: Lower school pupils were the most likely to have been to at least one of the facilities in the last year and upper school pupils were the least likely (96% lower school, 93% middle school; 90% upper school). Specifically, lower school pupils were more likely than middle or upper school pupils to have been to a:

- Sports/leisure centre (85% lower school; 80% middle school; 76% upper school)
- Library (69% lower school; 51% middle school; 48% upper school)
- Museum (60% lower school; 48% middle school; 42% upper school)
- Community centre (37% lower school; 26% middle school; 21% upper school).

Deprivation: Pupils in schools in the least deprived areas were more likely than those in the most deprived areas to have been to a community centre in the last year (35% least deprived; 22% most deprived).

9   The Future

Summary of Key Indicators

Indicator	%	N
% of pupils who hope to go to further education/college/university	71%	3,638
% of pupils who said their parents/carers encouraged them to think about their future	93%	4,978
% of pupils who said their school had prepared them well for the future	82%	4,332

9.1   Post-School Aspirations

When pupils were asked what they hoped to do when they left school, seven in ten (71%) said they hoped to go to further education/college/university and 13% said they hoped to get a job. Seven percent of pupils said they did not know. All responses are shown in Figure 9.1.

Figure 9.1: Post-School Aspirations
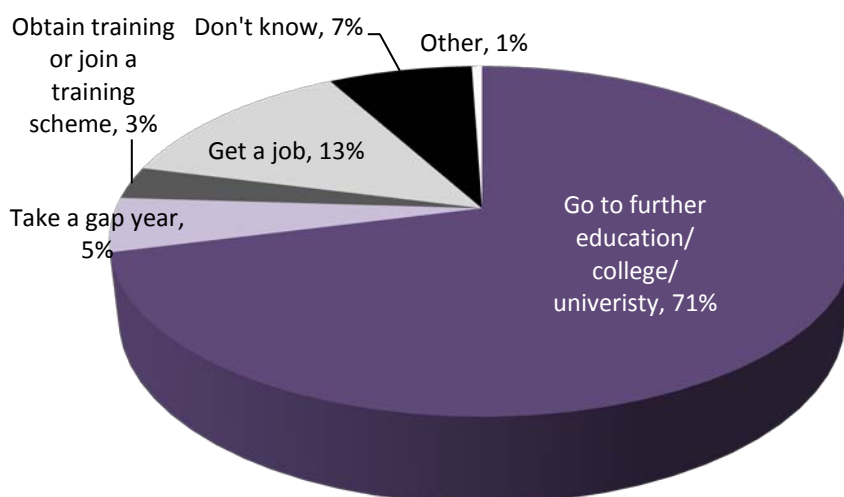
Gender: Girls were more likely than boys to say they hoped to go to further education/college/university (79% girls; 63% boys). Boys were more likely than girls to say they hoped to get a job when they left school (19% boys; 8% girls).

9.2   Parental Encouragement

Most pupils (93%) said that their parents/carers encouraged them to think about their future (e.g. getting a job, going to college or university).

Gender: Girls were more likely than boys to say that their parents/carers encouraged them to think about their future (94% girls; 92% boys).

Year group: Upper and middle school pupils were more likely than lower school pupils to say that their parents encouraged them to think about their future (95% middle school; 94% upper school; 89% lower school).

9.3   School Preparation for the Future

Pupils were asked how well they thought their school had prepared them for the future. Of those who were able to say, 82% said it had prepared them well (either 'very well' or 'fairly well') and 18% said it had not prepared them well ('not very well' or 'not at all well').

Year Group: Lower school pupils were more likely than middle or upper school pupils to say their school had prepared them well for the future (91% lower school; 80% middle school; 75% upper school).

10 Trends

10.1 Introduction

In this chapter key indicator data are presented which were collected in both the 2008 and 2013 surveys, and statistically significant changes between 2008 and 2013 are shown.

The formula used to test for significant change is a hypothesis test for two proportions. The 'null hypothesis' is that there is no change since 2008. The following formula yields a 'test statistic' (z):

$$z = \frac{\hat{p}_1 - \hat{p}_2}{\sqrt{\hat{p}_p(1 - \hat{p}_p)}\sqrt{\left(\frac{1}{n_1}\right) + \left(\frac{1}{n_2}\right)}}$$

p_1 = proportion observed in 2013
p_2 = proportion observed in 2008
n_1 = sample size in 2013
n_2 = sample size in 2008

$$\hat{p}_p = \frac{x_1 + x_2}{n_1 + n_2} = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$$

If the value of z falls outside of the range (-1.96 to 1.96), we reject the null hypothesis and conclude that there has been significant change since 2008 (at the 95% confidence level).

For those results that show significant change, we have also calculated a confidence interval for the difference between any two sets of results.

$$\left(\hat{p}_1 - \hat{p}_2\right) \pm 1.96\sqrt{\frac{\hat{p}_1\left(1 - \hat{p}_1\right)}{n_1} + \frac{\hat{p}_2\left(1 - \hat{p}_2\right)}{n_2}}$$

For example, the confidence interval for the result shown in second column in Table 10.1 is (+3.4 to +6.2). This means that we can be 95% confident that, had we interviewed the entire secondary school populations in Renfrewshire in the surveys, the actual difference between the two sets of results would be between +3.4 and +6.2.

The tables show the results, and also show p values. Where p is less than 0.05, the change is considered to be significant. P values are reported as one of three levels of significance: <0.05, <0.01 and <0.001. A p value of <0.05 means that we can be 95% confident that a 'real' change has taken place. A p value of <0.01 means that we can be 99% confident, and a p value of <0.001 means that we can be 99.9% confident.

Where a change is not significant, the size of the change is not shown in the tables, and no p value is shown.

Where question wording has changed between the surveys, this is noted below the tables and may affect comparability.

Data presented for 2013 have been weighted in the same way as the findings presented in Chapters 2-9 (see explanation of weighting process in Appendix B).

10.2   Pupil Profile Trends

Between 2008 and 2013, there was a rise in the proportion of pupils who cared for someone at home (although note the change in question noted below Table 10.1) and a rise in the proportion of pupils who had a medical condition or disability which limited what they could do.

Table 10.1: Trends for Pupil Profile Indicators

	% of pupils who live with both parents	% of pupils who care for someone at home*	% of pupils with a limiting medical condition or disability
2008	65.9%	14.5%	10.6%
2013	65.4%	19.3%	13.2%
Change (2008-2013)	n/a	+4.8%	+2.6%
P	n/a	<0.001	<0.001
Confidence Interval	n/a	+3.4 to +6.2	+1.4 to +3.8

*The figure for 'care for someone at home' includes those who helped family members living in their home who had a disability, long term illness or drug or alcohol problem in the 2008 survey. In the 2013 survey this additionally included those who helped a family member with a mental health issue.

10.3   Pupils' Feelings Trends

Between 2008 and 2013 there was a rise in the portion of pupils who felt they had some/a lot of control over their lives but a drop in the proportion who felt positive about their health over the last year. There was a rise in the proportion of pupils who said they worry about exams and/or school.

Table 10.2: Trends for Pupils' Feelings Indicators

	% of pupils who feel they have some/a lot of control over their lives	% of pupils who felt positive about their health over the last year	% of pupils who worry about exams and/or school
2008	88.0%	88.8%	67.3%
2013	89.8%	83.4%	77.3%
Change (2008-2013)	+1.8%	-5.4%	+10.0%
P	<0.01	<0.001	<0.001
Confidence Interval	+0.6 to +3.0	-6.7 to -4.1	+8.3 to +11.7

10.4   Health Behaviours Trends

There was a rise between 2008 and 2013 in the proportion of pupils who brush their teeth twice or more per day.

Table 10.3: Trends for Oral Health Indicators

	% of pupils who brush their teeth 2x or more per day	% of pupils who had visited a dentist in the last 6 months
2008	82.7%	84.0%
2013	86.2%	84.0%
Change (2008-2013)	+3.5%	n/a
P	<0.001	n/a
Confidence Interval	+2.2 to +4.8	n/a

Between 2008 and 2013 there was a drop in the proportion of pupils who participate in team or individual sports (excluding PE sessions in school).

Table 10.4: Trends for Physical Activity Indicators

	% of pupils who use active methods of travel to school	% of pupils who participate in team or individual sports (excluding PE)
2008	43.6%	83.2%
2013	41.8%	79.9%
Change (2008-2013)	n/a	-3.3%
P	n/a	<0.001
Confidence Interval	n/a	-4.7 to -1.9

Between 2008 and 2013 there was a drop in the proportion of pupils who had eaten breakfast on the day of the survey, a drop in the proportion who had a fizzy drink at lunch time and a drop in the proportion of pupils who consumed five or more portions of fruit/vegetables per day.

Table 10.5: Trends for Diet Indicators

	% of pupils who ate breakfast	% of pupils who had a fizzy drink at lunch time	% of pupils who consumed 5+ portions of fruit/veg per day
2008	84.3%	41.1%	41.2%
2013	79.6%	33.9%	38.6%
Change (2008-2013)	-4.7%	-7.2%	-2.6%
P	<0.001	<0.001	<0.01
Confidence Interval	-6.1 to -3.3	-9.0 to -5.4	-4.4 to -0.8

There was a drop in the proportion of pupils who smoke, who ever drink alcohol and who have ever taken illegal drugs.

Table 10.6: Trends for Smoking, Alcohol and Drugs Indicators

	% of pupils who currently smoke	% of pupils who ever drink alcohol	% of pupils who have ever taken illegal drugs
2008	10.5%	59.9%	16.6%
2013	6.1%	48.9%	10.4%
Change (2008-2013)	-4.4%	-11.0%	-6.2%
P	<0.001	<0.001	<0.001
Confidence Interval	-5.4 to -36.4	-12.8 to -9.2	-7.5 to -4.9

10.5   Attitudes to Breastfeeding Trends

There was a rise in the proportion of pupils who agree that women should be made to feel comfortable breastfeeding in public but also a rise in the proportion who agreed that they would feel embarrassed seeing a woman breastfeeding her child.

Table 10.7: Trends for Attitudes to Breastfeeding Indicators

	% of pupils who agree that women should be made to feel comfortable breastfeeding their child in public	% of pupils who agree they would feel embarrassed seeing a woman breastfeeding her child
2008	69.2%	44.7%
2013	72.0%	48.4%
Change (2008-2013)	+2.8%	+3.7%
P	<0.01	<0.001
Confidence Interval	+1.1 to +4.5	+1.9 to +5.5

10.6   Relationships and Bullying Trends

Between 2008 and 2013 there was a drop in the proportion of pupils who said they had no-one to talk to about relationships. There was a rise in the proportion of pupils who said they had been physically bullied in the last year.

Table 10.8: Trends for Relationships and Bullying Indicators

	% of pupils who had no-one to talk to about relationships	% of pupils who had been physically bullied in the last year*
2008	9.8%	16.1%
2013	7.5%	19.9%
Change (2008-2013)	-2.3%	+3.8%
P	<0.001	<0.001
Confidence Interval	-3.3 to -1.3	+2.4 to +5.2

* The 2008 survey only asked about 'bullying', while the 2013 survey distinguished between bullying 'by a person' and 'cyber bullying'. The 2013 data given above only includes bullying 'by a person'.

10.7   Pupil Behaviour Trends

Between the 2008 and 2013 surveys, there was a rise in the proportion of pupils who participated in at least one of the listed positive behaviours and a decrease in the proportion who engaged in at least one of the negative behaviours.

Table 10.9: Trends for Pupil Behaviour Indicators

	% of pupils who had participated in at least one of the listed positive behaviours in the last year	% of pupils who had engaged in at least one of the listed anti social behaviours in the last year
2008	86.6%	42.5%
2013	88.3%	30.7%
Change (2008-2013)	+1.7%	-11.8%
P	<0.01	<0.001
Confidence Interval	+0.5 to +2.9	-13.6 to -10.0

10.8   Services for Young People Trends

There was a drop in the proportion of pupils who attend a youth club or centre and a very large drop in the proportion who said they had a Young Scot Card.

Table 10.10: Trends for Services Indicators

	% of pupils who go to a youth club/centre	% of pupils who have a Young Scot Card
2008	25.7%	58.0%
2013	23.3%	21.7%
Change (2008-2013)	-2.4%	-36.3%
P	<0.01	<0.001
Confidence Interval	-4.0 to -0.8	-38.0 to -34.6

10.9   Views of the Future Trends

There was a rise between 2008 and 2013 in the proportion of pupils who said they hoped to go to further education/college/university straight after school.

Table 10.11: Trends for Views of the Future Indicators

	% of pupils who hope to go to further education/college/ university	% of pupils who said their parents/carers encouraged them to think about the future	% of pupils who said their school had prepared them well for the future
2008	64.9%	91.6%	83.2%
2013	70.7%	92.6%	82.0%
Change (2008-2013)	+5.8%	n/a	n/a
P	<0.001	n/a	n/a
Confidence Interval	+4.1 to +7.5	n/a	n/a

APPENDIX A: SURVEY METHODOLOGY

Methodology[3]

Questionnaire development and piloting
The questionnaire was based heavily on previous waves of the survey, with a small number of amendments based on discussions with key stakeholders.

The pilot of the questionnaire took place over September and October 2013 and consisted of five separate elements:

- A cognitive assessment of the questionnaire within a mainstream school
- A cognitive assessment of the questionnaire within a school for pupils with special educational needs
- A pilot of the paper questionnaire within a mainstream school
- A pilot of the paper questionnaire within a school for pupils with special educational needs
- A pilot of the online questionnaire.

Prior to participation in the piloting phase, all pupils were required to take home a parental consent form to be returned if parents wished to withdraw their child.

Cognitive testing
Specific questions within the questionnaire were selected for cognitive testing, in relation to bullying, illness & disability, alcohol, drugs and home life. 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 within one mainstream and one special educational needs school, over the course of a school day. Each interview lasted roughly 25 minutes. All cognitive interviews were conducted by a member of the Progressive executive team.

Table A1.1: Number of pupils within a mainstream school participating in cognitive testing

Year group	Total
S1	2 Completed
S2	2 Completed
S3	2 Completed
S4	2 Completed
S5	2 Completed
S6	2 Completed

Table A1.2: Number of pupils within a special educational needs school participating in cognitive testing

Year group	Total
S6	2 Completed

Piloting the paper questionnaire
As with the cognitive interviewing, piloting of the paper questionnaire took place within one mainstream and one special educational needs school.

A Progressive research executive conducted the mainstream school pilot within a school period. In total, 30 pupils were selected to participate, representing a range of ages, abilities, genders and backgrounds.

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[3] This appendix has been written by Progressive Partnership who undertook the fieldwork, but number of completed returns have been modified by Traci Leven Research to reflect the 29 cases in the dataset which were subsequently removed because they were blank cases or 'nonsense' responses.

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 18 minutes to complete the paper questionnaire, with 25 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 mainstream children to complete the survey.

Table A2.1: Number of pupils within a mainstream school participating in the paper pilot

Year group	Paper Pilot	Total
S1	5 Started	5 Completed
S2	5 Started	5 Completed
S3	5 Started	5 Completed
S4	5 Started	5 Completed
S5	5 Started	5 Completed
S6	5 Started	5 Completed

Due to the challenges implicit within conducting research in a special educational needs environment, the pilot within the special educational needs school took place across two sessions; the first overseen by a member of Progressive's executive team and the second conducted by a senior member of the school's teaching staff.

The first session was led by a research executive, supported by a teacher who asked each question, allowing pupils to answer before moving to the next. The teacher advised that reading each question was more practical and comfortable for the pupils. Pupils were encouraged to raise their hands if there was anything they did not understand.

None of the pupils was able to complete the whole survey in the hour allocated to the pilot, so they were asked to put their questionnaires into a sealed, marked envelope and completed them at a later date under the supervision of a teacher.

The teaching staff did not feel it was practical for the children to complete the survey online.

Table A2.2: Number of pupils within a special educational needs school participating in the paper pilot

Year group	Paper Pilot	Total
S4	10 started	7 completed*

*the remaining three pupils were not at school during the second pilot session and therefore did not complete their questionnaires.

Piloting the online questionnaire

Once the results of the cognitive interviewing and paper questionnaire piloting had been collated and analysed, recommendations were made for refinements to the questionnaire. The finalised content and layout of the questionnaire was decided through consultation with representatives from Progressive, NHS Greater Glasgow & Clyde and Renfrewshire Council.

The online questionnaire was then scripted and tested internally. The online survey was piloted in a mainstream school with 41 pupils from S1, S2 and S5. This final stage of piloting highlighted certain issues within the local authority's firewall setup that prevented access to the survey by some schools. The inclusion of 'trigger' words in the list of illegal drugs was found to prevent pupils from completing the survey from school workstations. A small amendment to the formatting was sufficient to rectify this.

Communication with schools

Prior to providing the online and/or paper questionnaires to each school, a member of the Progressive executive research team made telephone and/or face-to-face contact with a designated staff member at each school. Over the course of these discussions the following arrangements were made:

- Timings – the schools were asked which week(s) would be most suitable for conducting the survey

- Survey mode – whilst Progressive recommended online as the preferred mode of completion, schools were offered the option to complete some or all of their fieldwork on paper, if the schools ICT facilities were not sufficient
- Sample size – the schools provided a figure for the expected number of completed surveys based on the sampling criteria
- Delivery arrangements – arrangements were made for the delivery and collection of paper questionnaires, if needed
- Pupil support – the likely needs of the pupils were discussed with each participating school
- Parental consent and information letters – each parent of a child due to participate in the research was provided with an information sheet which contained a slip to be returned if they did not wish for their child to take part.

Prior to fieldwork, and in addition to the comprehensive discussions mentioned above, each school was provided with a form confirming:
- The relevant contact(s) at the school
- The expected sample size
- Their preferred dates for conducting the questionnaire
- Their ability to conduct the survey online (and if so what percentage of the overall sample would be expected to complete in this way)
- Whether they expect any students to require help in completing the survey (and the school's preferred method of providing this support)
- Whether the school would like a Progressive research to visit the school to help administer the survey.

Progressive remained in frequent contact with all designated teaching staff throughout the set-up and delivery of fieldwork, to ensure the aims and method were clear and that no issues arose that were not quickly dealt with.

School arrangements

All schools stated as a preference that they distribute the questionnaires themselves. This allowed them the flexibility to conduct fieldwork around the pupils' timetables at what was a very busy time of year for the schools.
The online link was provided via email and through the teachers' instructions letter. This was then disseminated through the schools by the designated staff members. Paper questionnaires were printed, delivered and collected by Progressive and were accompanied by teacher instructions, pupil instructions, parental consent forms and class return forms.
All fieldwork took place between 4th November 2013 and 10th January 2014.

Mainstream schools
Seven of the eleven mainstream schools opted to conduct the research via a mixture of online and paper modes. The remaining four mainstream schools did not have sufficient ICT capacity to conduct the survey online and completed entirely on paper. The mainstream schools completed the survey in exam conditions in ICT and PSE classes.
One mainstream school requested that a researcher visit the school on the first day of fieldwork, in order to provide support and training for the teaching staff responsible for delivering the survey.

Special educational needs school
Whilst the initial specification had asked for 100% of pupils to take part in the survey, the school advised that many of the students would struggle to comprehend the task asked of them and some many find the topic too distressing. Accordingly, the school selected those pupils who they believed would feel comfortable completing the questionnaire.
The school felt that the online method was not an appropriate mode of completion for these pupils, and so all responses were provided by paper.

Unlike the mainstream schools, the special educational needs school did not complete the survey in one session under exam conditions. As with the pilot, a teacher read the questions aloud to a group of pupils, who then marked their answers independently.

Behavioural units
Fieldwork was delayed in the two behavioural units due to a change in staffing. As with the special educational needs school, the behavioural units were asked to complete with 100% of students. However, it was explained that due to the transitory nature of the pupils' participation in and attendance at the units, this was not achievable. All students who were present in class during the fieldwork period were sampled.
One behavioural unit completed the survey entirely online, whilst the other felt that due to the educational challenges faced by the pupils it was preferable to complete the survey on paper.

Pupil support

Each school was offered extra assistance in conducting fieldwork, if needed. This included the support of a researcher, either in a one-to-one context with pupils or as a support to teachers in the delivery of the survey to a whole class.
Only one school wished to receive extra support, inviting a researcher to oversee the first class in which the survey was conducted. This provided extra reassurance for the teaching staff that they were approaching fieldwork in the correct way.

Teacher and pupil instructions

Pupil instructions
Both the online and paper questionnaires were accompanied by a note explaining what the survey was about and how pupils had been selected to take part. The information provided included:
- What the study was about
- Who was running the study
- What pupils were required to do
- Who would see their answers
- Reassurance of anonymity
- Reassurance that they did not have to take part if they did not want to
- What help they could receive in filling it in.

Teacher instructions
Teachers were also provided with an information sheet which covered the following topics:
- Recording attendance
- Confidentiality
- Accessing and administering the online survey
- Advice for instructing the pupils, including a suggested script to be used for instructing pupils at the time of the survey
- Notes and recommendations for conducting the questionnaire
- Suggestions for provision for pupils with special educational needs
- Acceptable means for providing help to pupils completing the questionnaire.

Teachers were also provided with a class return form with which to record the attendance of each class on the day of the survey.

Data entry

Once the questionnaires had been completed and returned, all data processing was completed by Progressive. This included logging returns, data entry, verification and data cleaning. All hard copies were logged in, and a record kept of returns for each school.

Questionnaires were not edited to correct any completion errors (e.g. if routing instructions are not followed correctly). Progressive's standard procedures for entry of self-completion data were implemented, as follows:

- Multiple options selected for a single code question: coded as No Reply
- Multiple options selected for a rating scale: coded as No Reply
- No option selected: coded as No Reply
- If several options selected for multicode questions include a code which is exclusive (e.g. 'none of these' as well as other response options): coded as No Reply
- If the response to a quantity question is out of range (e.g. how many days per week and answer is 9): coded as No reply
- If response to a literal question is illegible (after consulting at least one other person): coded as No reply
- If options are selected for questions which should have been routed past: take the answer that routes past and ignore selected options on subsequent routed questions, i.e. following the routing.

If pupils gave an 'other specify' response which fell into one of the existing pre-coded response options, this was corrected to the appropriate code.

Data entry and verification was conducted by Progressive's data processing staff, who undertook a number of quality checks to ensure its validity and integrity:

- Data was entered into Progressive's analysis package, SNAP, which includes facilities for the verification of punched data (e.g. double data entry). 10% verification of punched data was undertaken
- Skip logic was used for data entry, following the routing of the questionnaire
- Missing and not applicable data were assigned separate codes
- All free response answers were entered verbatim
- A computer edit of the data was carried out prior to analysis, involving both range and inter-field checks. Any further inconsistencies identified at this stage were investigated by reference back to the raw data on the questionnaire.

Data cleaning

Once entered, the following data cleaning processes were completed:

- Examination of rogue and spoilt answers requiring cleaning
- Extreme values and range validity for quantity questions
- All data was formatted as agreed with the project steering group.

Achieved sample

The following sample was achieved across all schools:

Table A3.1: Received questionnaires by school

School	Expected (estimated from school roll)	Total returned	% difference
School H	376	499	+33%
School G	619	482	-22%
School A	482	488	+1%
School E	513	443	-14%
School F	206	242	+17%
School B	472	544	+15%
School D	657	586	-11%
School C	430	447	+4%
School K	680	957	+41%
School M	326	349	+7%
School L	432	436	+1%
School I	120	103	-14%
School J	47	24	-49%
TOTAL	**5360**	**5600**	**+4%**

In total 5,600 questionnaires were received. 4,085 (73%) of these were completed on paper and 1,515 (27%) were completed online.
Some schools chose to complete more than the sampled 50%. These questionnaires were included in the final dataset.

Limitations
The sample will necessarily under-represent truants and those with illnesses preventing them from attending school on the day of the survey.

APPENDIX B - DATA WEIGHTING

The weighting factor used was:

$$Wsy = \frac{sy}{R} \times \frac{T}{tsy}$$

Where:

W$_{sy}$ is the individual weighting factor for a respondent in school s, year group y

sy   is the known number of pupils on the school roll in school s, year group y

R   is the total school roll across Renfrewshire

T   is the total number of completed questionnaires

t$_{sy}$ is the number of completed questionnaires in school s, year group y

In calculating the weighting factor, it was necessary to combine S5 and S6 pupils as if they were one year group, as the survey obtained no responses from S6 pupils at some schools.

The tables below shows the effect of weighting in returning the sample to be representative of the school population.

Table 1.1a: Achieved Sample, School Population and Weighted Sample by School

	Achieved Sample	School Population	Sample after weighting
School H	8.9%	7.1%	7.2%
School G	8.6%	11.8%	11.8%
School A	8.7%	9.2%	9.2%
School E	7.9%	9.8%	9.8%
School F	4.3%	3.9%	3.9%
School I	1.8%	1.0%	1.0%
School J	0.4%	0.2%	0.2%
School B	9.7%	9.0%	9.0%
School D	10.5%	12.5%	12.5%
School C	8.0%	8.2%	8.2%
School K	17.1%	12.9%	12.9%
School M	6.2%	6.2%	6.2%
School L	7.8%	8.2%	8.2%

Table 1.1b: Achieved Sample, School Population and Weighted Sample by Year Group

	Achieved Sample	School Population	Sample after weighting
S1	19.8%	16.6%	16.6%
S2	21.1%	17.3%	17.3%
S3	18.6%	18.0%	18.0%
S4	16.6%	18.2%	18.2%
S5/S6	23.9%	29.9%	29.9%

APPENDIX C: ANNOTATED QUESTIONNAIRE

Notes on presentation:

After each question, the number of pupils who answered the question is given as **'N='** This number is **unweighted**.

For each response option, the percentage of pupils who gave the responses is given. These responses have been **weighted**, to make the sample profile representative of pupils across each year group in the school (see Chapter 1).

To protect anonymity, where fewer than five pupils answered a question or gave a particular response, the following conventions are used:
- the N is reported as '<5'
- the % is reported as e.g. '<0.1%' (if 0.1% would be 5 pupils)