Glasgow City Schools Health and Wellbeing Survey 2014/15

Glasgow City Report
Final Report

Prepared for

NHS
Greater Glasgow and Clyde

April 2016

FOREWORD

Glasgow Health & Social Care Partnership is proud to present the 3rd Glasgow Secondary Schools Health & Wellbeing Survey. Data has been gathered from secondary school pupils across Glasgow since 2006/7, and this third survey report provides invaluable data for local policy makers, planners, partners and young people.

The survey has gathered data from school pupils in S1 – S6 across all 30 secondary schools in Glasgow City and provides analysis of that data across a range of topics. The survey asked young people a wide range of questions from money and spending patterns, sleeping and relationships through to awareness of services and even their expectations for the future. Furthermore, the report explores the connections between these different aspects of young people's lives.

The current report has generated findings that are of particular interest to the city, for instance only 12% of our young people meet current guidelines for physical activity, and although the numbers of those drinking water has increased, there are still almost a third of pupils consuming full sugar fizzy drinks at lunchtime. Given the national obesity epidemic we are facing, there is still much work to be done to improve the future health of our young people. However, many health behaviours are definitely changing for the better; fewer young people are smoking tobacco and drinking alcohol, and 95% of our young people have positive aspirations for their future.

Young people are a priority for Glasgow city, and the findings will be used to inform, influence and support effective planning to improve health and wellbeing outcomes for all our young people.

Bailie Liz Cameron, Executive Member for Children, Young People & Lifelong Learning, commented,

> *"It is extremely important that we listen to young people and give them a voice to air their views and speak about the difficulties they may face in life. The outcomes of the health and wellbeing survey can then shape and guide education and health professionals to target any concerns and inform future policies."*

I hope that a wide range of professionals and the public alike use the survey to reduce inequalities and improve outcomes for the young people of Glasgow.

Fiona Moss
Head of Health Improvement & Inequalities
Glasgow Health & Social Care Partnership.

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1   Introduction and Methodology

1.1   Introduction[1]

This report contains the findings of research carried out in 2014/15 on behalf of Glasgow Health & Social Care Partnership. The fieldwork and data entry were performed by Progressive Partnership. Analysis and reporting were performed by Traci Leven Research.

In 2006/7 NHSGGC commissioned the first secondary schools health & wellbeing survey in order to establish a baseline of health & wellbeing data that could be used to determine priorities and measure progress. Further follow-up surveys were commissioned by health improvement in the Glasgow Health & Social Care Partnership (previously the Community Health Partnership) in 2010/11 and most recently 2014/15.

There is international recognition that youth presents a unique and critical period for influencing future health and wellbeing and this has been reflected in Scottish Government policies and strategies which all aim to support improved outcomes for young people.

Across Glasgow reducing inequalities and improving health outcomes for young people is a key priority reflected in the city's Single Outcome Agreement, the Health Improvement Strategic Direction, and Children's Service Plans.

In the ten years since the first survey, there have been many changes that impact either directly or indirectly on health inequalities and outcomes; The Children & Young Person (Scotland) Act, implementation of curriculum for excellence, economic restraint, changes to the welfare system, and public sector reorganisation to name but a few. It is hoped that the schools health and wellbeing survey offers education, public health, children's service planners and wider partners, a barometer of youth health and wellbeing in the City.

Support from Glasgow City Director of Education Services resulted in the participation of all 30 secondary schools in Glasgow. The total secondary school population in Glasgow City is around 26,000. This survey is based on a sample of 11,215 (S1-S6) pupils.

The health and wellbeing survey includes questions that have remained the same and allow the monitoring of trends over time. However, the survey has also been adapted over time to take into account emerging issues and revised geographical boundaries. The survey provides a snapshot in time of the views and experience of the secondary school population and whilst we cannot attribute causal relationships between the findings and the changing policy context, we can explore and contextualise our findings alongside national and local data.

The aims of the current study are to gather current demographic information on the pupil population, report trend data on key areas of health, and gain an understanding to individual pupil perceptions of their health & wellbeing. The survey included questions on the following topics:

- Demographics – including age, gender, family composition, deprivation and ethnicity
- Physical Activity, Diet & Sleep
- Smoking, Alcohol & Drugs
- General health
- Mental health & wellbeing
- Sexual Health & Relationships
- Bullying and risk behaviours
- Future aspirations
- Uptake & awareness of services aimed at young people

[1] This section has been prepared by Glasgow Health and Social Care Partnership

In addition, this report contains thematic chapters exploring the complex interaction between life circumstances, behaviours and health outcomes.

The main findings from the survey data have been prepared by 'Traci Leven Research' and presented as a Glasgow City report. The main report presents the findings for all pupils together and examines differences by the following key variables:

- Gender
- School stage
- Deprivation
- Locality (planning geography)

A copy of the survey questionnaire can be found in the appendix.

In addition, the findings have been used to engage all secondary schools in Glasgow in health summit events, to support local health improvement planning for young people.

In compiling the revised questionnaire for the 2014/15 survey, thanks go to all our partners in both statutory and non-statutory organisations who gave of their time and expertise to support us in compiling a questionnaire that we hope yields a useful repository of data for the city.

1.2   Survey Methodology[2]

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

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

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

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

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

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

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

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

Communication

The Health Improvement Lead for Children & Young People linked with the Director of Education to inform them about the questionnaire and the survey administration. The Director of Education sent a letter to each head teacher in Glasgow City mainstream high schools encouraging them to take part in the survey. The Health Improvement Lead sought the support of the Health Improvement Seniors (Schools) which provide a link between health and education.

All 30 secondary schools in the city were contacted and provided with an information pack which gave details about the project, its aims, the support available from the research team, and what would be expected from the schools. Parents were lettered through pupil post to inform them that the survey was taking place and to give the opportunity to opt out from the survey. Pupils were given an information sheet to inform them of the survey aims, stress their individual anonymity and let them know how the results would be used.

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

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

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

All 30 Glasgow secondary schools took part in the survey giving a school response rate of 100%. In terms of the *questionnaire* response rate, the number of questionnaires returned was 11,215 out of a potential 12,687 representing a response rate of 88% (50% of S1 to S6 pupils). Sampling 50% of pupils evenly spread across year groups allows for robust statistical analysis. The sample provides sufficient data at local/school level to conduct analysis by gender, school stage and deprivation.

Response rates from individual year groups varied to some extent (see Table 1.1). The total number of survey respondents across the year groups: S1 (18%); S2 (17%); S3 (20%); S4 (18%); S5 (15%); S6 (12%).

Table 1.1: Survey Responses by Year Group

Year Group	50% School Roll (from 2014 School Census)	Actual Responses	Response Rate
S1	2,188	2,069	95%
S2	2,247	1,923	86%
S3	2,330	2,243	96%
S4	2,281	1,977	87%
S5	2,122	1,699	80%
S6	1,518	1,304	86%
TOTAL	**12,687**	**11,215**	**88%**

1.3 This Report

This report has been prepared by Traci Leven Research. It presents findings for the whole Glasgow City area from 11,215 pupils in 30 secondary schools.

Analysis

Analysis was conducted in two stages:

1 Compute basic frequencies for each question in the questionnaire.

2 Establish whether there were significant differences between groups for four key independent variables (using the **99.9% confidence level**; $p \leq 0.001$).

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

Table 1.2: Key Independent Variables Used for Analysis

Key Variables	Description	Numbers and (%):		
Gender	Boys and Girls	Boys:	5,419 (49%)	
		Girls:	5,754 (51%)	
		Total:	**11,173 (100%)**	
Stage	Lower school (S1-S2), Middle school (S3-S4) and Upper school (S5-S6)	Lower school:	3,992 (36%)	
		Middle school:	4,220 (38%)	
		Upper school:	3,003 (27%)	
		Total:	**11,215 (100%)**	
Deprivation	The eight most deprived school and the seven least deprived schools, with free school meal entitlement used as a proxy measure of deprivation.	Least deprived:	2,922 (60%)	
		Most deprived:	1,954 (40%)	
		Total:	**4,876 (100%)**	
Locality	North West, North East and South localities of Glasgow	NW:	3,077 (27%)	
		NE:	3,741 (33%)	
		South:	4,3697 (39%)	
		Total:	**11,215 (100%)**	

Reporting Conventions

Most of the subsequent chapters begin with a summary of key indicators contained within the chapter. Each of these chapters report findings by theme, following these conventions:

- Firstly, description of basic frequencies for each theme from the survey for all Glasgow pupils.

- Secondly, key indicator trend data for the theme, where relevant/applicable, showing findings from across the last three Glasgow City schools health and wellbeing surveys (2006/7, 2010/11 and 2014/15) for **S1-S4 pupils**. All trend data are presented within blue shading (as with this bullet item).

- Thirdly, reporting *only* those key variables (identified above) which exhibit statistical significance ($p \leq 0.001$).

Some additional explorative analysis has been conducted to provide more detailed understanding of the findings within specific themes.

Other Data Sources

Throughout the report, numerous national data sources have been used for context. The main data sources are:

- The Scottish Household Survey 2013[3] and 2014[4]
- Health Behaviour in School-Aged Children (HBSC) Findings from the 2014 HBSC Survey in Scotland[5]
- Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2013[6]

Web sources for all other data sources are referenced as cited in each of the chapters of this report.

Tables and Figures

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

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

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

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[3] http://www.gov.scot/Publications/2014/08/7973
[4] http://www.gov.scot/Publications/2015/08/3720
[5] http://www.cahru.org/content/03-publications/04-reports/hbsc_nr14_interactive_final.pdf
[6] http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/

2   Pupil Profile

Summary of Key Indicators

Indicator	%	N
% of pupils who live with both parents	57%	6,346
% of pupils who care for a family member with an illness/disability or drug or alcohol problem	14%	1,341

2.1   Age and Gender

Forty nine percent of respondents were boys and 51% were girls. Thirty nine percent were aged 13 or under. A quarter (24%) were aged 16 or over. Table 2.1 shows the breakdown by age and gender.

Table 2.1: Age and Gender of Pupils

Age:	Boys	Girls	All
11	1.7%	2.1%	3.8%
12	8.5%	8.7%	17.2%
13	8.7%	9.1%	17.8%
14	9.1%	10.4%	19.5%
15	8.8%	8.8%	17.6%
16	7.0%	7.4%	14.4%
17	4.5%	5.0%	9.5%
18	0.1%	0.1%	0.2%
TOTAL	**48.5%**	**51.5%**	**100.0%**

2.2   Stage

Table 2.2 shows the proportions of pupils in each year group.

Table 2.2: Stage of Pupils

Year Group	% of pupils
S1	18.4%
S2	17.1%
S3	20.0%
S4	17.6%
S5	15.1%
S6	11.6%
TOTAL	100.0%

2.3   Ethnicity

Four in five (80%) described themselves as White Scottish or White British. The second most common ethnic group was Asian (9%). The breakdown of pupils by ethnic group is shown in Table 2.3 below. As shown in Table 2.3, the ethnic profile differed significantly by locality, with the South having the highest proportion of Asian pupils and the North East having the highest proportion of White Scottish/British pupils.

Table 2.3: Ethnicity of Pupils

Ethnic Group	% of pupils – all Glasgow	% of pupils – NW	% of pupils – NE	% of pupils – South
White Scottish/British	80.3%	77.5%	87.0%	76.6%
Other White	4.2%	3.7%	4.7%	4.2%
Any Mixed	1.1%	2.0%	0.5%	1.0%
Any Asian	8.8%	8.8%	2.6%	14.0%
Any Chinese	0.8%	1.9%	0.3%	0.3%
Any African	2.7%	3.2%	3.3%	1.8%
Any Black	0.8%	0.8%	0.7%	0.8%
Other	1.4%	2.2%	0.9%	1.2%
TOTAL	100.0%	100.0%	100.0%	100.0%

2.4 Family Composition

Just under three in five (57%) lived with both their parents. Three in ten (31%) lived in single parent families. This is comparable with national data from the 2011 Census which showed that 31% of households in Scotland with dependent children were single-parents families[7].

The breakdown of all family types is shown in Figure 2.1.

Figure 2.1: Family Composition
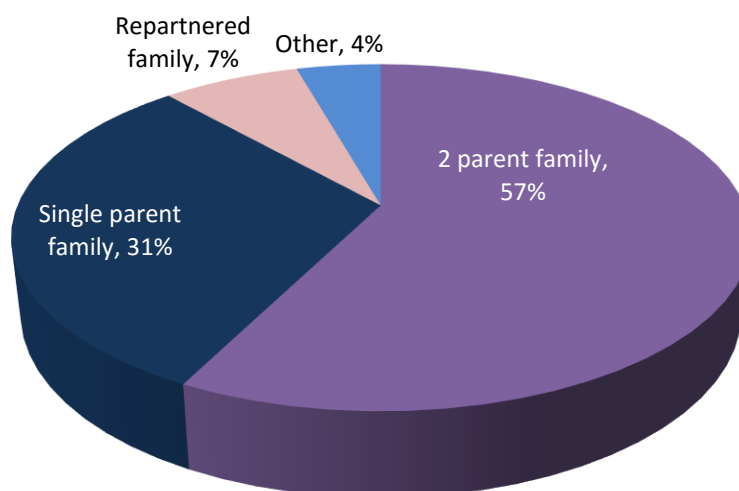
Note: 'single parent families' include those who spend some time with one single parent and some time with another single parent; 're-partnered families' include those who spend time between two repartnered families.

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[7] http://www.nrscotland.gov.uk/news/2014/census-release-3e

Deprivation

When family composition is analysed by deprivation, it is evident that those in the most deprived schools were more likely than those in the least deprived schools to live in single-parent families (35% most deprived; 29% least deprived). The family compositions for the most and least deprived schools are shown in Figure 2.2.
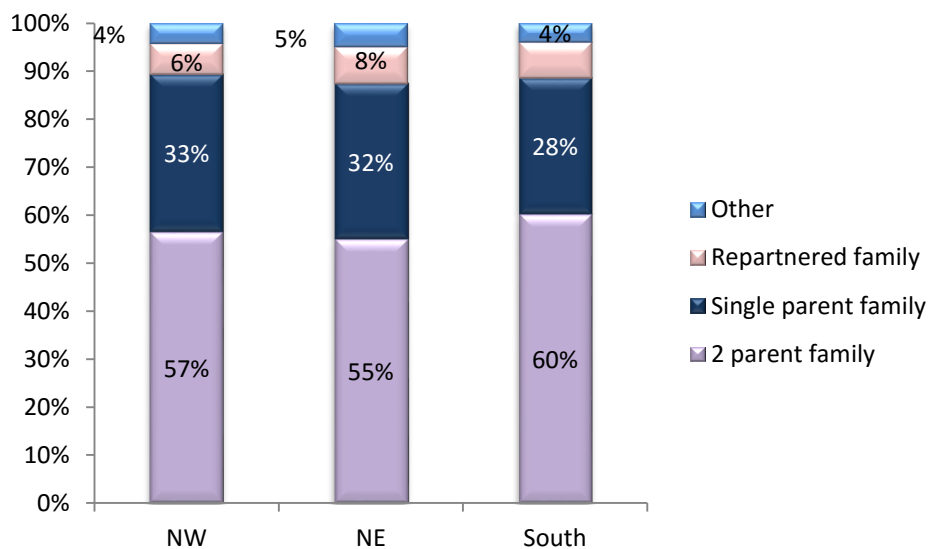
Figure 2.2: Family Composition for Least and Most Deprived Schools
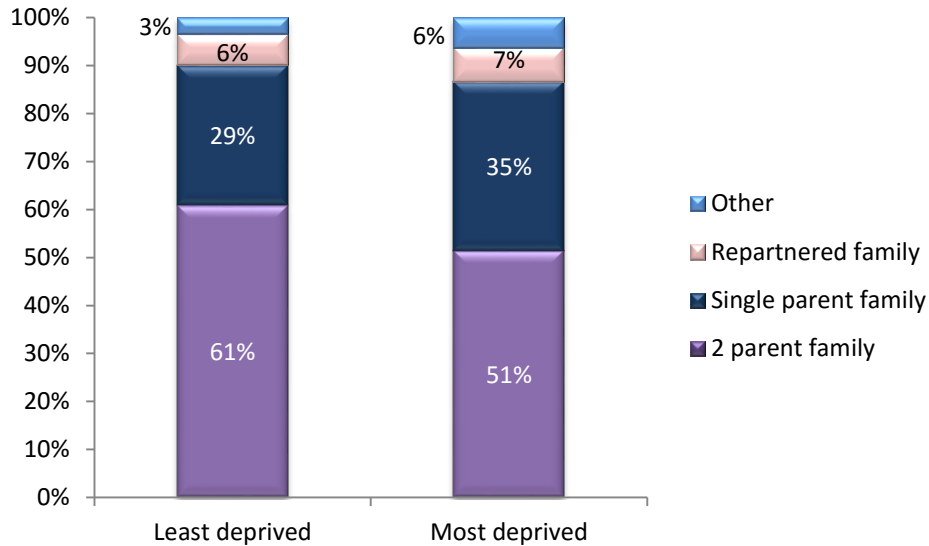
Locality

The South had the highest proportion of pupils who lived with both parents (60% South; 57% NW; 55% NE). Pupils in the NW and NE were more likely than those in the South to live in single parent households (33% NW; 32% NE; 28% South).

Figure 2.3: Family Composition by Locality

2.5   Free School Meal Entitlement

Free school meal entitlement is often used as a proxy measure for deprivation (as it has for this report). Just under one in four (23%), said that they received free school meals or vouchers for free school meals; 60% said they did not, and 17% said that they did not know.   National data[8] shows that 29% of pupils in Glasgow's secondary schools are registered for free school meals (almost twice the rate of Scotland as a whole – where 15% were registered for free school meals).

Gender

Boys were more likely than girls to say they did not know whether they received free school meals or vouchers for free school meals (19% boys; 15% girls).

Stage

Lower school pupils were the most likely to say they got free school meals and upper school pupils were the least likely (26% lower school; 23% middle school; 17% upper school).

Deprivation

(The deprivation variable was based on free school meal entitlement).   In the most deprived schools 29% said they got free school meals, 50% said they did not and 21% said they did not know. In the least deprived schools 13% said they got free school meals, 70% said they did not and 17% did not know. (Government statistics show that free school meal entitlement was between 8% and 22% in the least deprived schools and between 35% and 43% in the most deprived schools).

2.6   Family Circumstances and Caring Responsibilities (Young Carers)

One in four (25%) pupils had someone in their family household with a disability, long-term illness, drug/alcohol problem or a mental health problem.

Figure 2.4: Proportion of Pupils who had Household Family Member with Listed Conditions

8http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets/schmeals2015
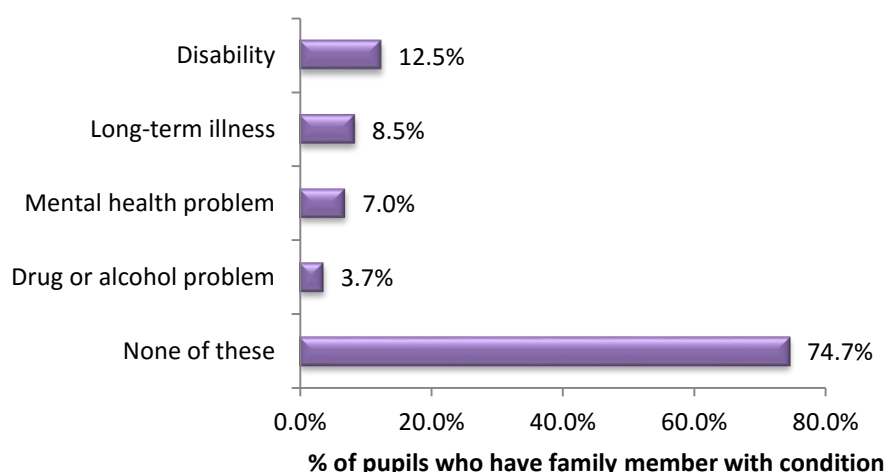
Among those who had a household family member with at least one of these conditions, just over half (53%) said that they looked after or cared for them because of their illness/disability.

Thus overall, 14% (1,341 pupils) of pupils were carers for someone in their household. Girls were more likely than boys to be carers (15% girls; 12% boys).

Among carers, 41% said that they looked after their family member every day, 29% said that they did so a couple of times a week and 29% said that they did so once in a while.

Those who looked after/cared for a household family member were asked how their caring affected them. Four in five (80%) said that their caring responsibilities had affected them in some way. These included a mix of positive and negative effects of caring. Half (50%) of all carers were affected in a negative way. All effects of caring responsibilities are shown in Figure 2.5. The most commonly reported two effects were positive – it makes me feel good to be able to help (51%) and I've learned lots of new skills because of caring (33%). One in four (26%) carers said that their caring responsibilities made them tired and one in four (24%) said they were sometimes unable to do their homework.

Figure 2.5: Effects of Caring Responsibilities (positive effects shown in pink; negative effects shown in purple)
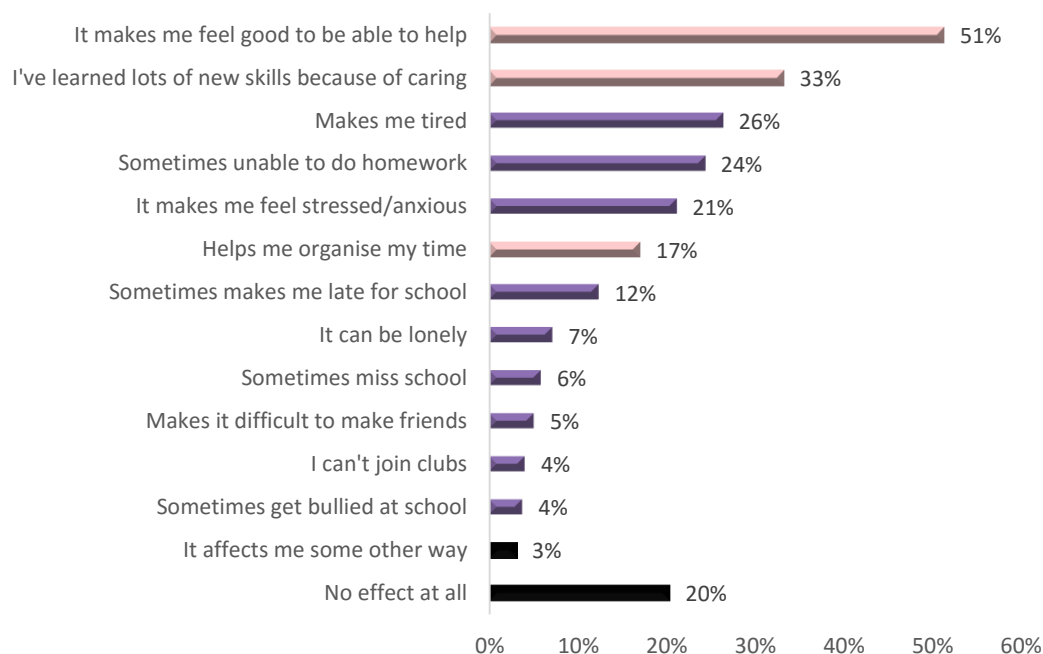
Those who were carers were asked 'who knows about your caring responsibilities?'. Among carers, three in ten (31%) said that no-one knew about their caring responsibilities. The most common type of acquaintance who knew about caring responsibilities was friends (56%). All responses are shown in Figure 2.6 below.

Figure 2.6: Who Knows About Caring Responsibilities
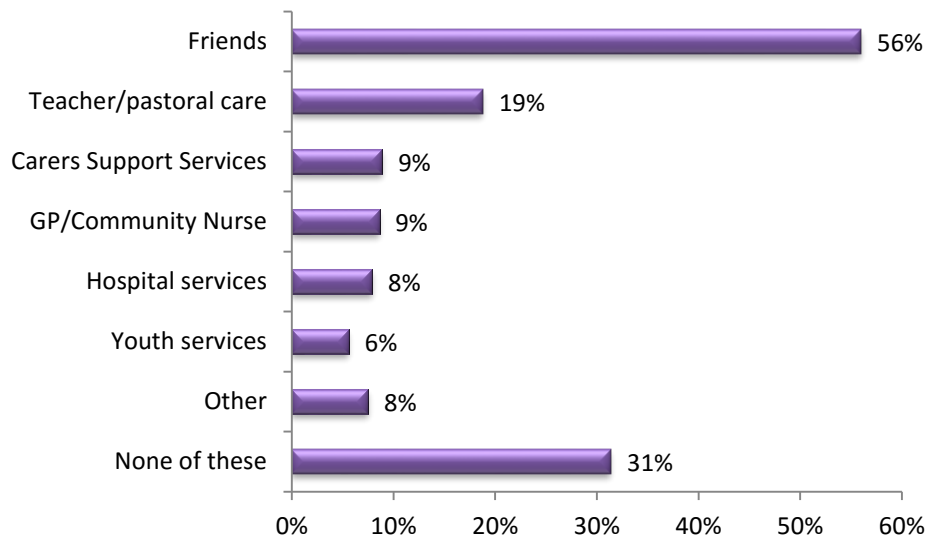
Gender

Girls were more likely than boys to have a household family member with at least one of these conditions (27% girls; 23% boys).

Among carers, boys were more likely than girls to say they were not affected by their caring responsibilities (27%, boys; 16% girls) and boys were more also more likely than girls to say that no-one knew about their caring responsibilities (36% boys; 27% girls).

Stage

Upper and middle school pupils were more likely than lower school pupils to say they had a household family member with at least one of these conditions (28% upper school; 27%, middle school; 21% lower school), but among those who had a household family member with at least one of the listed conditions, lower school pupils were more likely than middle or upper school pupils to look after/care for them (62% lower school; 50% middle school; 48% upper school).

Young Carers – Exploring Further

Findings shown in subsequent chapters of this report show that young carers were associated with higher levels of difficulties measured by the Strengths and Difficulties Questionnaire (see Chapter 5), indicators of higher deprivation (see Chapter 11) and engagement in multiple risk behaviours (see Chapter 9).

As Figure 2.7 below shows, carers were also much more likely than non-carers to:

- Have been bullied in the last year;
- Be current smokers;
- Ever drink alcohol;
- Have ever taken drugs;
- Have a limiting illness or disability;
- Skip breakfast

Carers were less likely than non-carers to:

- Expect to go to further education/training after school;
- Live in a two-parent family.

Figure 2.7: Key Indicators Showing Significant Differences between Carers and Non-Carers
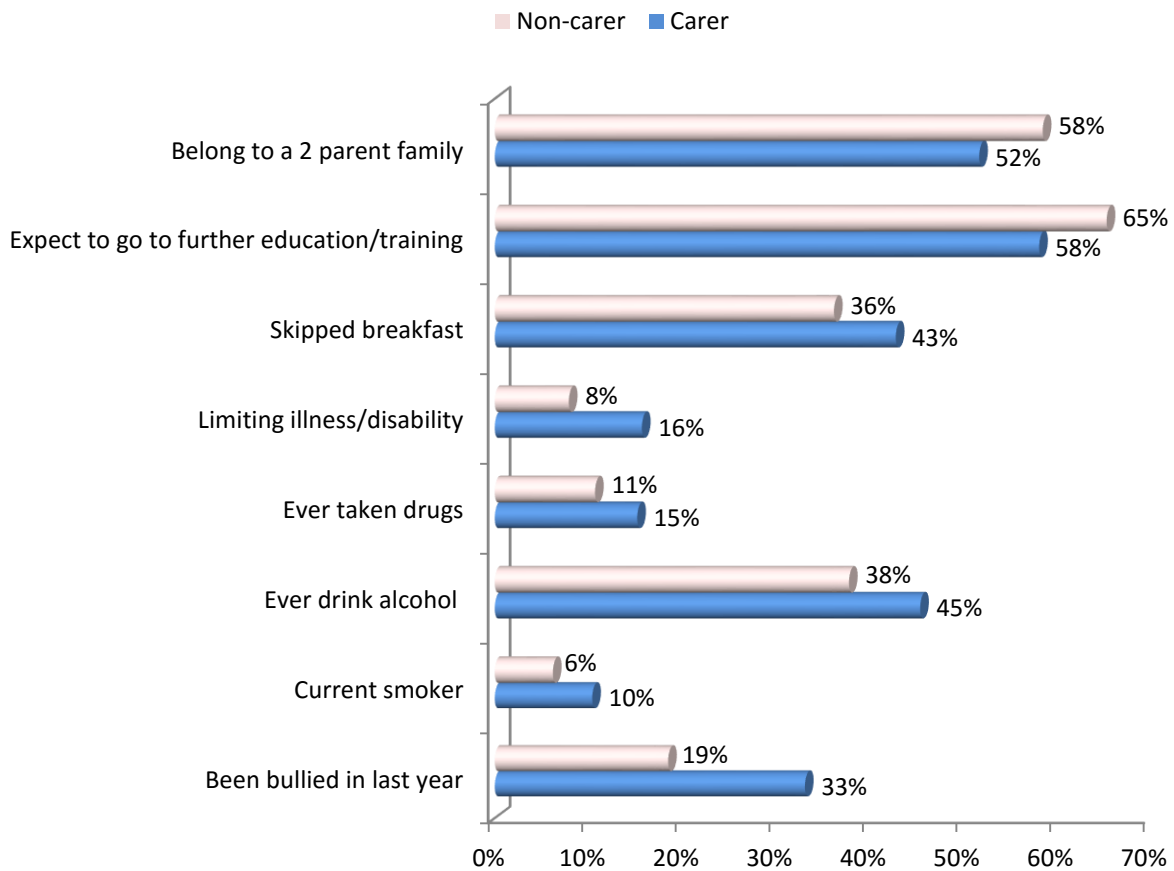
3   General Health

Summary of Key Indicators

Indicator	%	N
% of pupils with a limiting illness or disability	9%	921
% of pupils who clean their teeth twice a day or more	81%	8,550
% of pupils who visited the dentist within the last 6 months	78%	6,986

3.1   Feelings about Health

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

Overall, just over three in five (63%) gave a positive response (25% gave the most positive response, and 38% gave the fairly positive response), while 26% gave the neutral response and 11% gave one of the negative responses.

Key Statistic:

- 63% gave a positive rating of their health over the last year

Trends for Feelings about Health (S1-S4)

Trends for pupils' feelings about their health are disappointing. Across the last three surveys, the proportion of S1-S4 pupils who have given a positive perception of their health over the previous year had fallen from three in four (74%) in 2006/7 to two in three (66%) in 2014/15.

**Figure 3.1: Trends for Feelings about Health (S1-S4)**
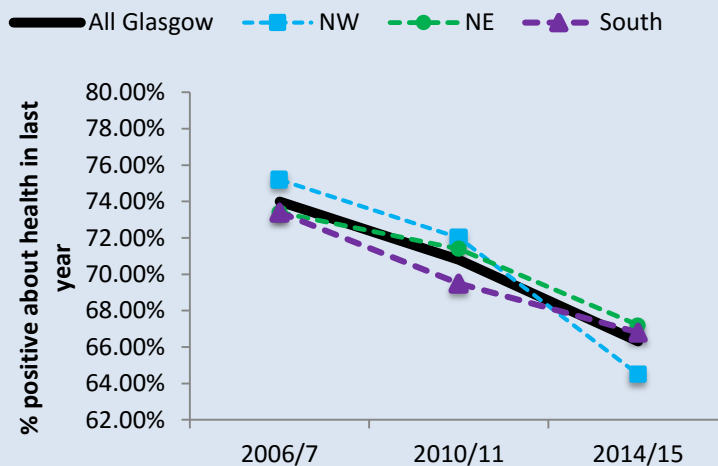
	All Glasgow	North West	North East	South
2006/7	74.0%	75.2%	73.4%	73.4%
2010/11	70.8%	72.0%	71.4%	69.5%
2014/15	66.3%	64.5%	67.2%	66.8%
Change (2010/11–2014/15)	-4.5%	-7.5%	-4.2%	-2.7%
P	<0.001	<0.001	<0.001	<0.05
Confidence Interval	-5.9 to -3.1	-10.2 to -4.8	-6.6 to -1.8	-5.0 to -0.4

Gender

Self-perceived health was generally more positive for boys than for girls. Seven in ten (71%) boys gave a positive rating of their health compared to 56% of girls.
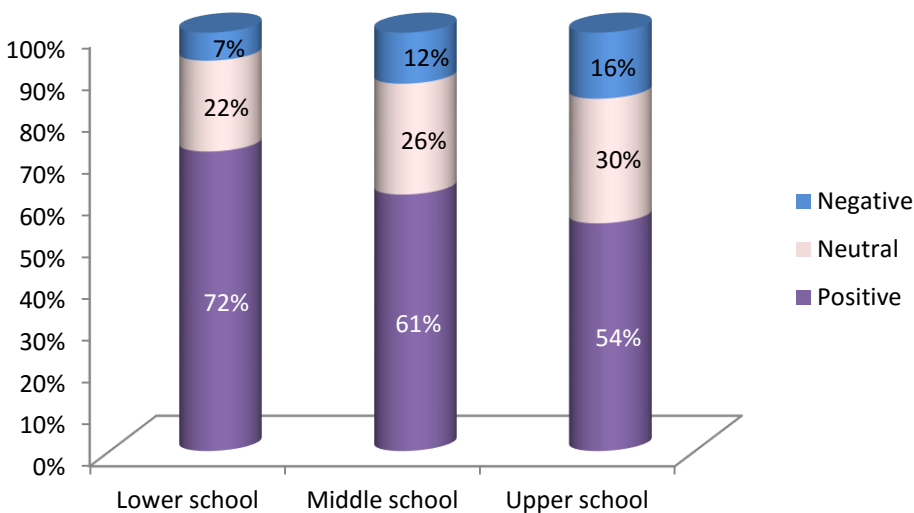
Figure 3.2: Feelings about Health in the Last Year by Gender
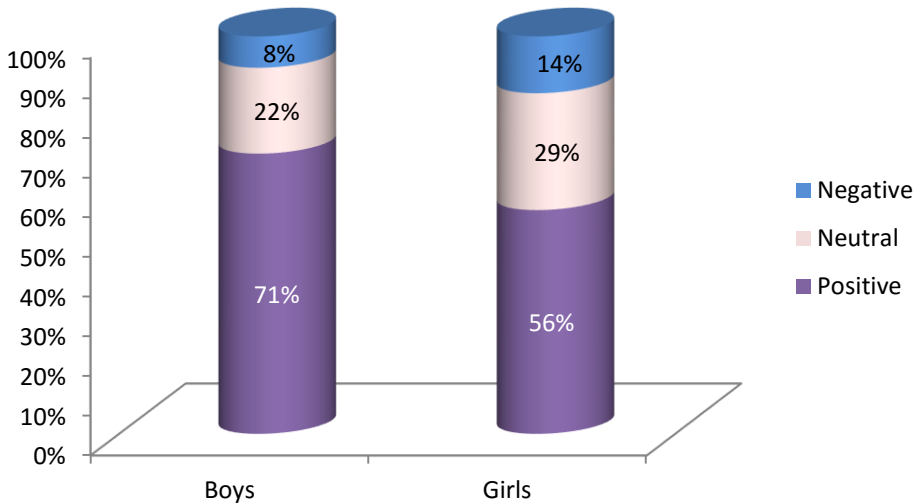
Stage

Findings show that feelings about health became less positive with age: more than seven in ten (72%) lower school pupils were positive about their health, but this fell to just 54% among upper school pupils.

Figure 3.3: Feelings about Health in the Last Year by Stage

3.2   Illness and Disability

Pupils were also asked whether they had a number of physical illnesses or disabilities. Altogether, one in three (32%) had at least one physical illness or disability. The most common were asthma (16%) and skin conditions (8%). All responses are shown in Figure 3.4.

Figure 3.4: Physical Illnesses and Disabilities
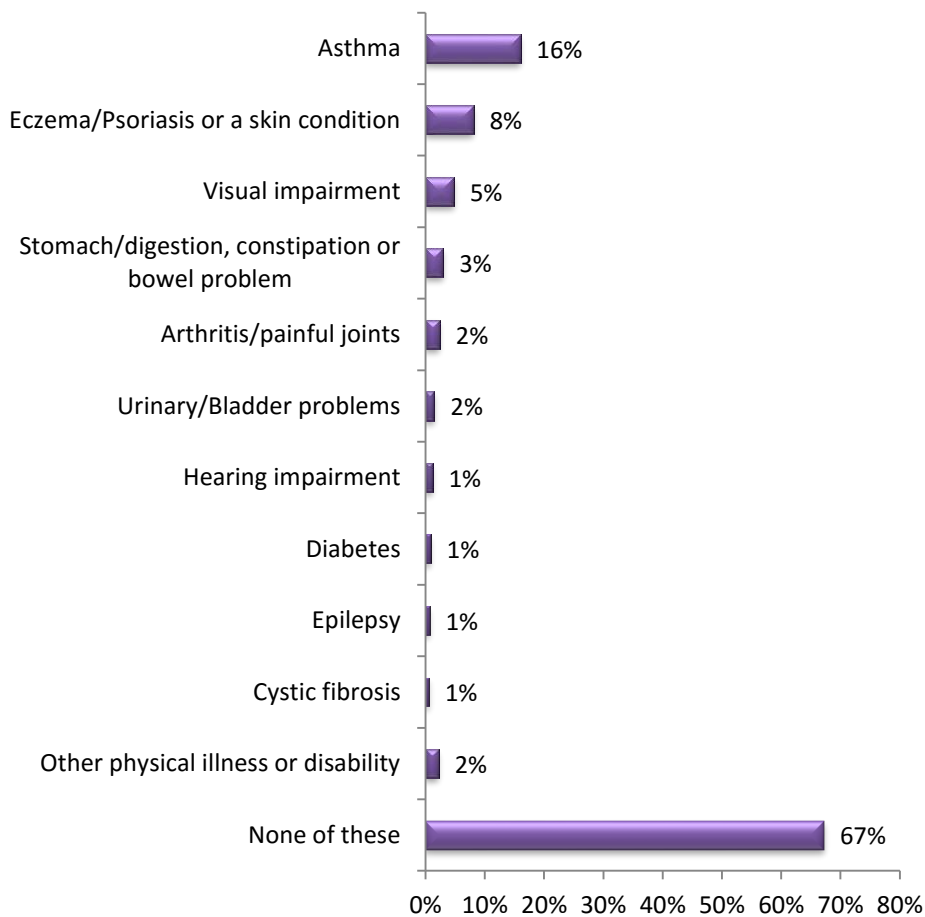
One in eleven (9%) pupils said they had an illness or disability that limits what they can do.

Key Statistics:

- 32% had at least one physical illness or disability
- 9% had a limiting illness or disability

Gender

As Figure 3.5 shows, girls were more likely than boys to have eczema/psoriasis/skin condition, stomach/digestion, constipation or bowel problem, arthritis/painful joints or urinary/bladder problems.

Figure 3.5: Physical Illnesses/Disabilities by Gender (all conditions showing a significant difference)
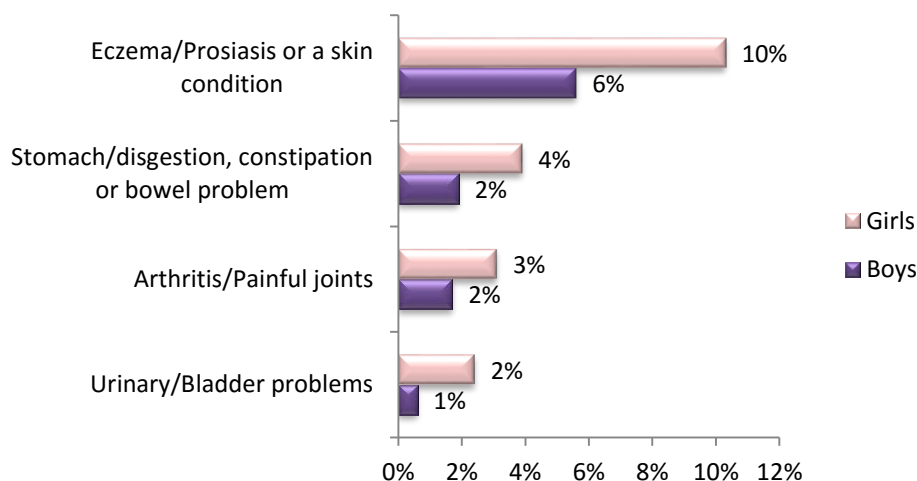
Girls were more likely than boys to say they had an illness or disability that limits what they can do (10% girls; 8% boys).

Stage

Middle and upper school pupils were more likely than lower school pupils to have arthritis/painful joints (3% upper school; 3% middle school; 1% lower school). Upper school pupils were the most likely to have stomach/digestion/constipation/bowel problems (4% upper school; 3% middle school; 2% lower school).

Locality

Pupils in the North West were more likely than those in the other two localities to have any emotional, behavioural or learning difficulty (17% NW; 14% South; 14% NE).
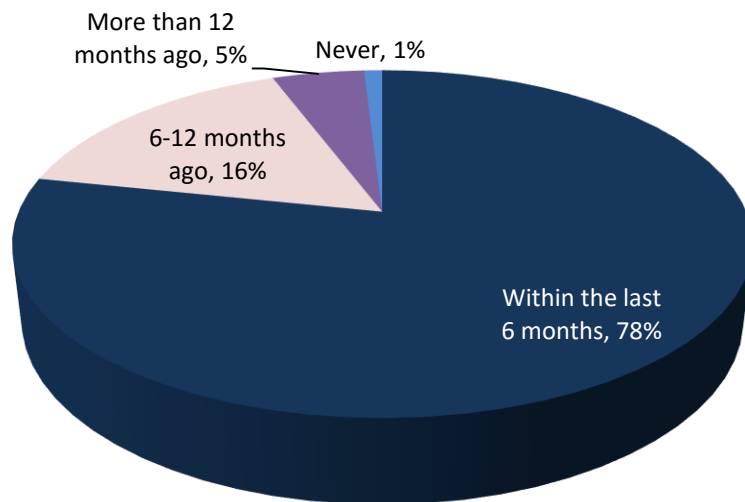
3.3   Oral Health

National guidance is for children to brush their teeth twice a day for two minutes using fluoride toothpaste. The majority of pupils met the target of brushing their teeth twice a day. Four in five (81%) met the target of brushing their teeth twice a day (twice or more on the previous day), while 17% brushed their teeth only once on the previous day and 2% had not brushed their teeth at all.

National guidelines are for everyone to visit the dentist every six months. Free dental examinations are available to everyone in Scotland. Data from ISD in 2015[9] show that there is a 100% rate of registration with an NHS dentist for children in Scotland aged 6-17. However, although virtually all children aged 13-17 in Scotland are registered with a dentist, one in five (19%) have not visited a dentist within the last two years.

When asked when they last went to the dentist, 15% said they could not remember and 67% went within the last six months. Thus of those who could remember, 78% of pupils had been to the dentist within the last six months.

Figure 3.6: When Last Went to the Dentist (of those who could remember)


Key Statistics:

- 81% brushed their teeth twice per day
- 78% (of those who could remember) had visited the dentist within the last six months

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Trends for Oral Health (S1-S4)

Between 2006/7 and 2010/11 there was an improvement in the proportion of S1-S4 pupils who met the recommendation of brushing their teeth twice or more per day (from 77% to 80%). The observed rate for 2014/15 was 81%, which was not a significant change from 2010/11, but does represent an overall maintenance of the previous improvement. However, in the North West, there was a reduction between 2010/11 and 2014/15 in the proportion who met the target for brushing teeth.

Figure 3.7: Trends for Brushing Teeth (S1-S4)
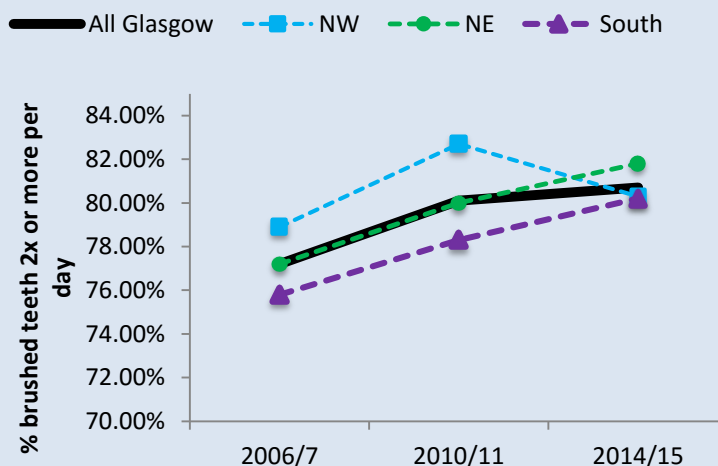
	All Glasgow	North West	North East	South
2006/7	77.2%	78.9%	77.2%	75.8%
2010/11	80.1%	82.7%	80.0%	78.3%
2014/15	80.7%	80.3%	81.8%	80.2%
Change (2010/11–2014/15)	n/a	-2.4%	n/a	n/a
Change (2006/7-2014/15)	+3.5%	n/a	+4.6%	+4.4%
P	<0.001	<0.05	<0.001	<0.001
Confidence Interval	+2.3 to +4.7	-4.7 to -0.1	+2.5 to +6.7	+2.4 to +6.4

Between 2006/7 and 2010/11 there had also been a rise in the proportion of S1-S4 pupils who had visited the dentist within the previous six months (of those who could remember) - rising from 79% in 2006/7 to 83% in 2010/11. However, in 2014/15 there was an overall return levels similar to 2006/7 (80%). The exception was in the North East were there rise observed between 2006/7 and 2010/11 was maintained in 2014/15. This is shown in Figure 3.8.

Figure 3.8: Trends for Oral Health (S1-S4)
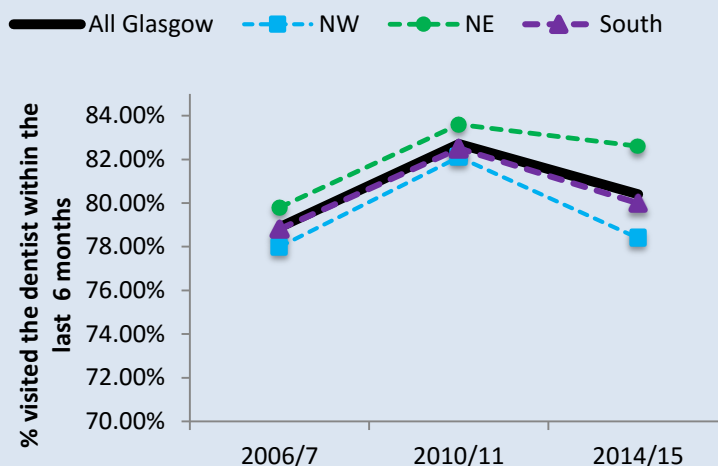
	All Glasgow	North West	North East	South
2006/7	78.9%	78.0%	79.8%	78.8%
2010/11	82.7%	82.1%	83.6%	82.5%
2014/15	80.4%	78.4%	82.6%	80.0%
Change (2010/11–2014/15)	-2.3%	-3.7%	n/a	-2.5%
Change (2006/7-2014/15)	n/a	n/a	+2.8%	n/a
P	<0.001	<0.01	<0.01	<0.01
Confidence Interval	-3.5 to -1.1	-6.0 to -1.4	+0.7 to +4.9	-4.4 to -0.6

Gender

Girls were more likely than boys to meet the target of brushing their teeth twice per day (87% girls; 75% boys). This gender difference was similarly observed by the HBSC Survey 2010, which showed that for 11-15 year olds, girls were more likely than boys to brush their teeth at least twice a day (81% of girls, compared to 66% of boys).

Stage

Of those who could remember when they last went to the dentist, lower and middle school pupils were more likely than upper school pupils to have been to the dentist in the last six months (82% lower school; 79% middle school; 73% upper school).

Locality

Of those who could remember when they last went to the dentist, pupils in the North East were the most likely to say they had been within the last six months and those in the North West were the least likely (81% NE; 78% South; 76% NW).

4 Physical Activity, Diet and Sleep

Summary of Key Indicators

Indicator	%	N
% of pupils that met the physical activity target of taking 60 minutes or more of moderate physical activity on seven days per week	12%	1,296
% of pupils that walk/cycle to school	50%	5,317
% of pupils that ate five or more portions of fruit or vegetables in a day	35%	3,541
% of pupils that have nine or more hours of sleep per night	28%	2,801

4.1 Physical Activity

Current national guidelines for young people aged 5 to 18 years old are to take at least 60 minutes of physical activity every day, which should include both moderate activity (e.g. cycling, playground activities) and vigorous activity (e.g. running, tennis)[10].

Pupils were asked how many minutes of physical exercise per day they thought young people should do to stay healthy. Just over half (52%) of pupils correctly identified the recommended target of 60 minutes; a third (32%) underestimated the target and 16% overestimated the target.

Pupils were asked on how many days over the last seven days they had been physically active for a total of at least 60 minutes. Responses showed that just one in eight (12%) met the target of taking 60 minutes or more of moderate physical activity on seven days per week. Just over four in five (83%) were active, but not enough to meet the target. A further 5% were not active at all. The proportion meeting the target is much lower than the findings from the Scottish Health Survey 2013 (see above). However, the Scottish Health Survey combined responses from questions about specific types of activity (sports and exercise, active play, walking and housework/gardening), which is likely to have prompted more recall about activities undertaken. The Glasgow City findings are, in fact, more similar to national data from the HBSC survey (2014), but still lower than the 17% of 11-15 year olds who were shown to take at least 60 minutes of moderate physical activity seven days per week. However, the disparity with the SHS suggests that pupils may have underestimated their physical activity levels (e.g. may not have considered play, walking, etc.).

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[10]http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people.aspx

Eighty six percent of pupils participated in sports/physical activities at school at least once a week and 81% participated in sports/physical activities at least once a week out of school. Responses are shown in Figure 4.1 below.

Figure 4.1: Participation in Sports/Physical Activities at School and Out of School
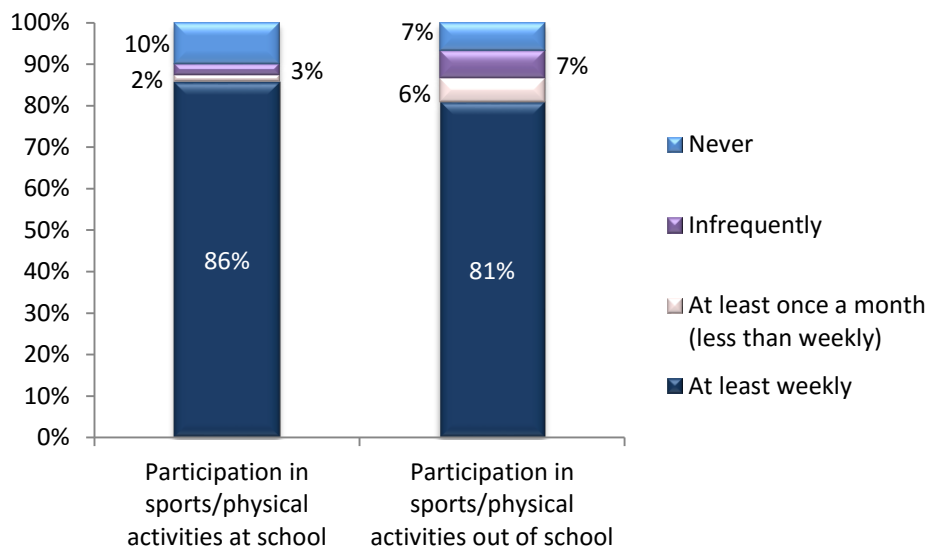

Pupils were also asked how often they participated in physical education (PE) at school. Three in four (74%) said they participated in PE at least twice a week. All responses are shown in Figure 4.2.

Figure 4.2: Frequency of Participation in Physical Education (PE) at School
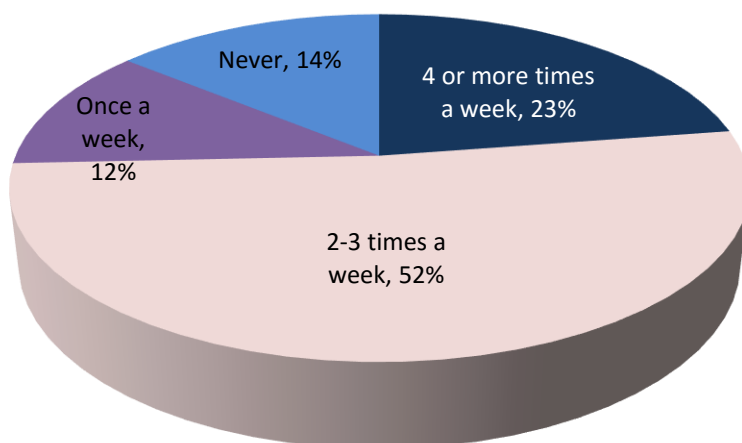
Pupils were asked the extent to which they agreed or disagreed with statements relating to reasons for not doing physical activity. All responses are shown in Figure 4.3. The most common reason was pupils had too much homework to do (37%).

Figure 4.3: Reasons for Not Doing Physical Activity
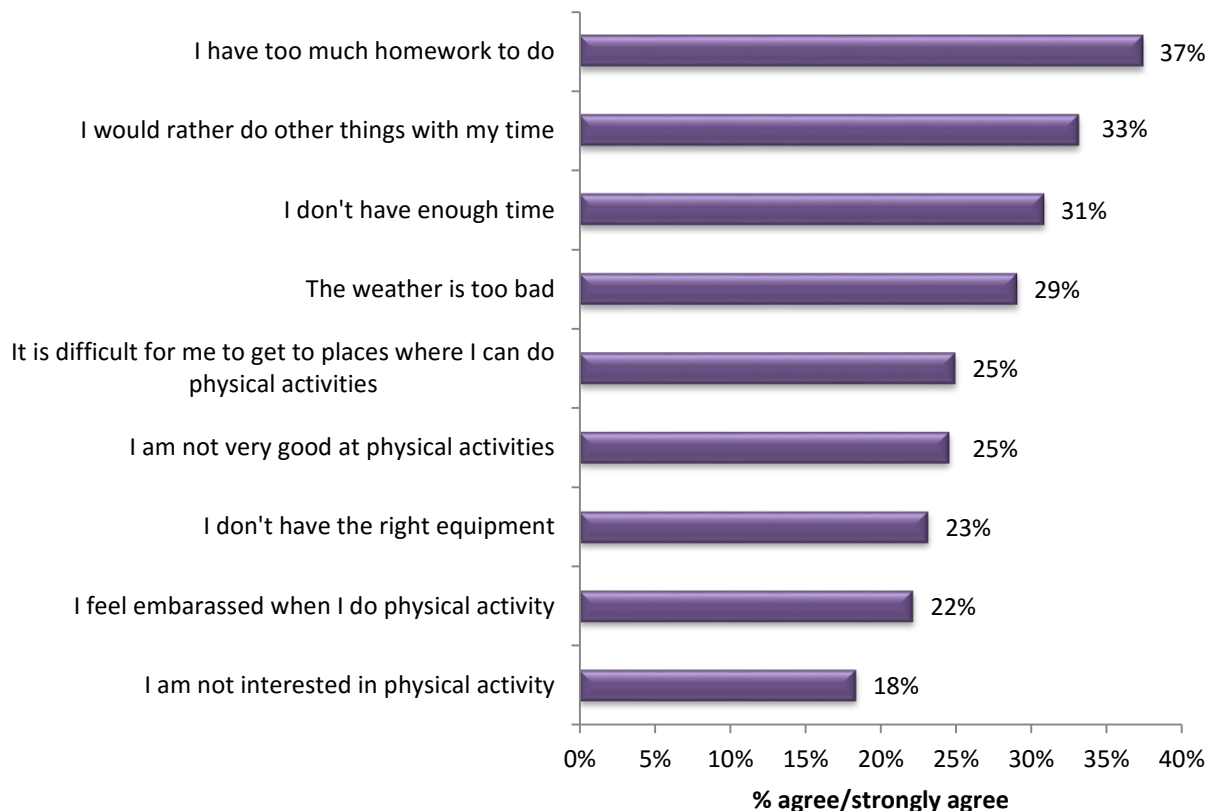
Pupils were asked, from a list of 23 sports, which they had done in the last month (or whether they had done another activity). Nearly all (95%) had participated in at least one sport in the last month. All responses are shown in Figure 4.4. The most common sports in which pupils had participated were running/jogging (49%) and football (41%).

Figure 4.4: Participation in Sports in the Last Month
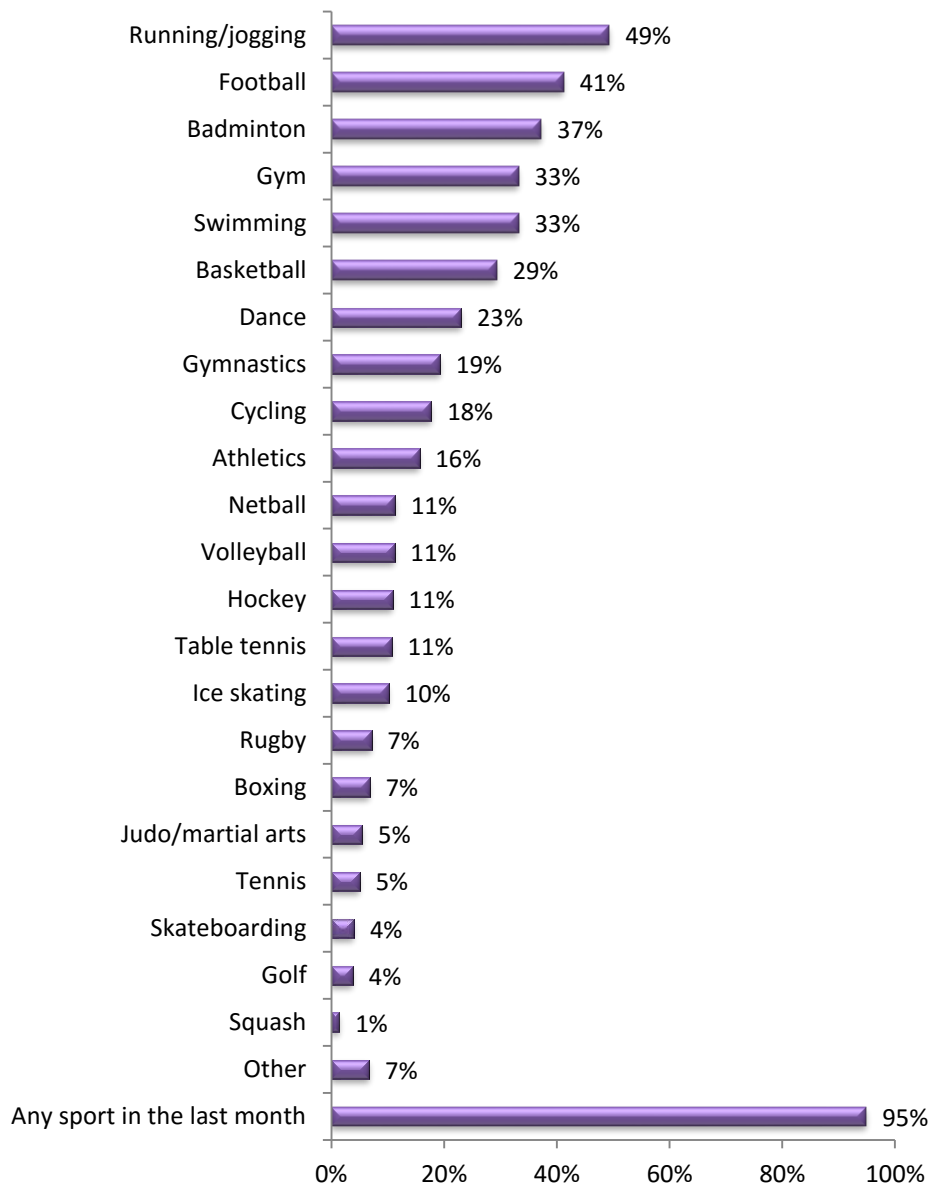
Among the 662 'other' responses, the most common other sports were dodgeball (15%), walking (13%) and horse-riding (8%).

Pupils were asked how they usually travel to school. Responses are shown in Figure 4.5. Half (50%) used active travel methods (walking/cycling/skating), three in ten (29%) used public transport and one in five (21%) used private personal transport. These are consistent with data from the HBSC survey (2014) which showed that 47% of pupils across Scotland use active travel methods.

Figure 4.5: Means of Travel to School
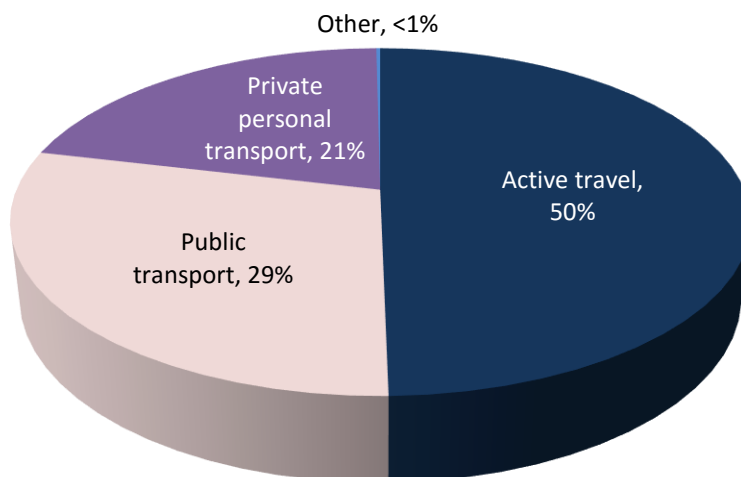
Note:
Active travel: walking, cycling, skating
Public transport: bus, train, taxi, underground and mixed public transport methods
Private personal transport: car
Other: mixed methods

Key Statistics:

- 12% were active for 60 minutes or more on 7 days per week
- 86% participated in sports/activities in school at least once per week
- 81% participated in sports/activities out of school at least once per week
- 95% had participated in at least one sport in the last month
- 50% used active travel methods for their journey to school

Physical Activity Trends (S1-S4)

Rates of S1-S4 pupils using active travel for their journey to school have remained consistent across the last three surveys, and show no significant change (49% in 2006/7; 48% in 2010/11 and 49% in 2014/15).

Gender

Consistent with national surveys on physical activity levels, survey findings show considerably more positive findings relating to physical activity for boys compared to girls. Girls were more likely than boys to underestimate the target (34% girls; 28% boys), while boys were more likely than girls to overestimate the target (21% boys; 12% girls). Responses show that boys were more active than girls. Figure 4.6 shows the significant differences between boys and girls which highlight the overall gender disparity in physical activity levels. Overall, boys were more likely than girls to meet the target for physical activity (16% boys; 9% girls). Boys were also more likely to participate in sports (in and out of school) and more likely to use active travel methods for their journey to school.

Figure 4.6: Significant Differences for Indicators of Levels of Physical Activity by Gender
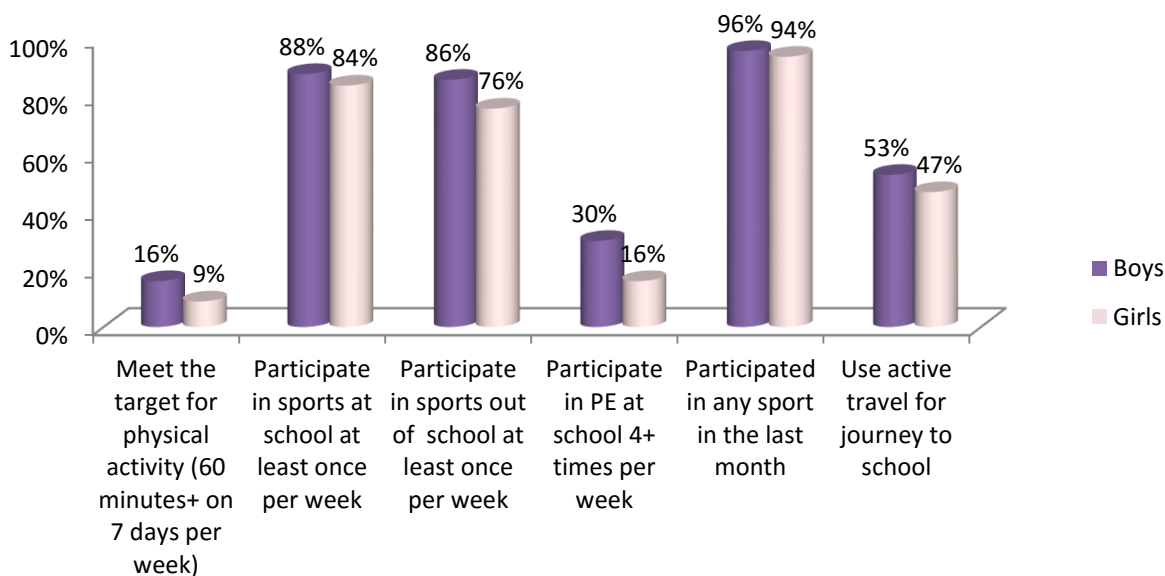
Girls were more likely than boys to agree with eight of the reasons for not doing physical activity, as shown in Figure 4.7.

Figure 4.7:   Proportion Agree with Reasons for Not Doing Physical Activity by Gender (all reasons showing a significant difference)
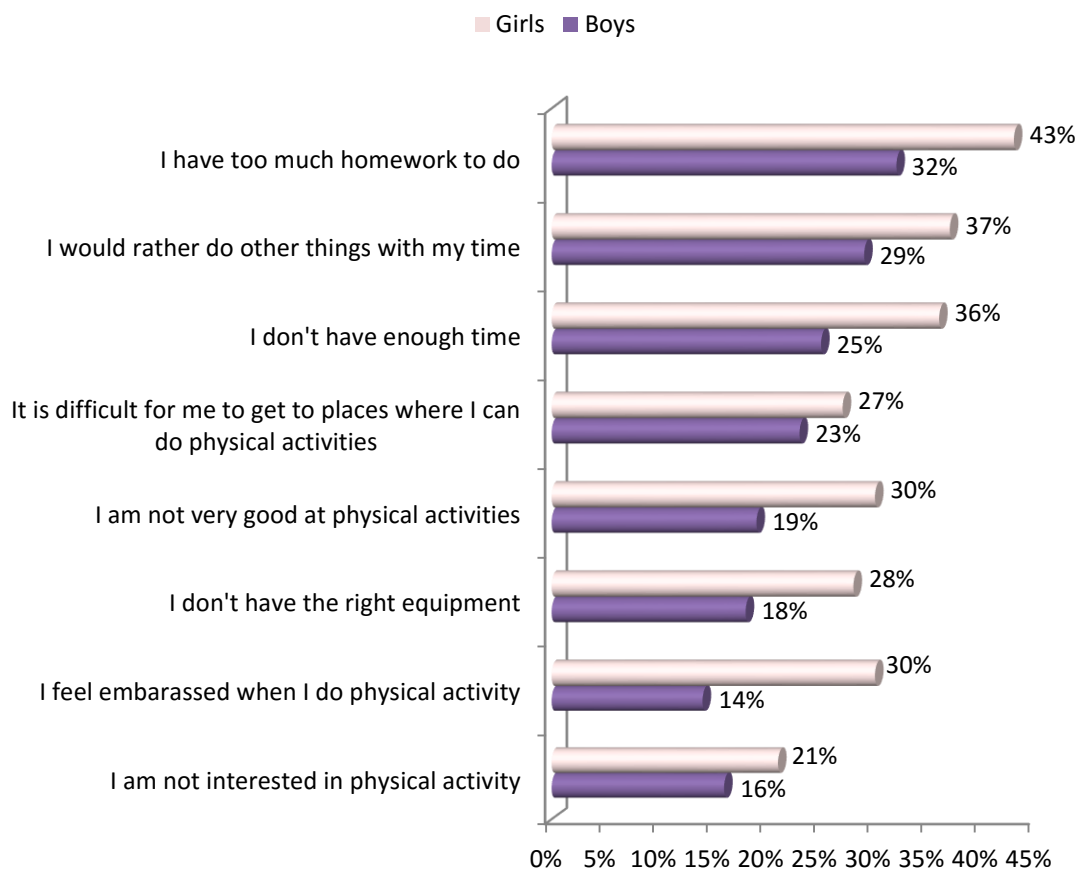

Stage

Overall, responses show the least positive findings relating to physical activity for upper school pupils, suggesting a tendency for pupils to reduce physical activity levels as they get older. This is consistent with the SHS data which show a steady decline in physical activity levels among children and young people from the age of 5-7, and the HBSC survey which shows a significant decrease in physical activity from primary to secondary school, and a continued decrease through secondary years.

Lower school pupils were the most likely to overestimate the target for physical activity (18% lower school; 16% middle school; 14% upper school). Upper school pupils were the most likely to underestimate the target (38% upper school; 30% middle school; 28% lower school).
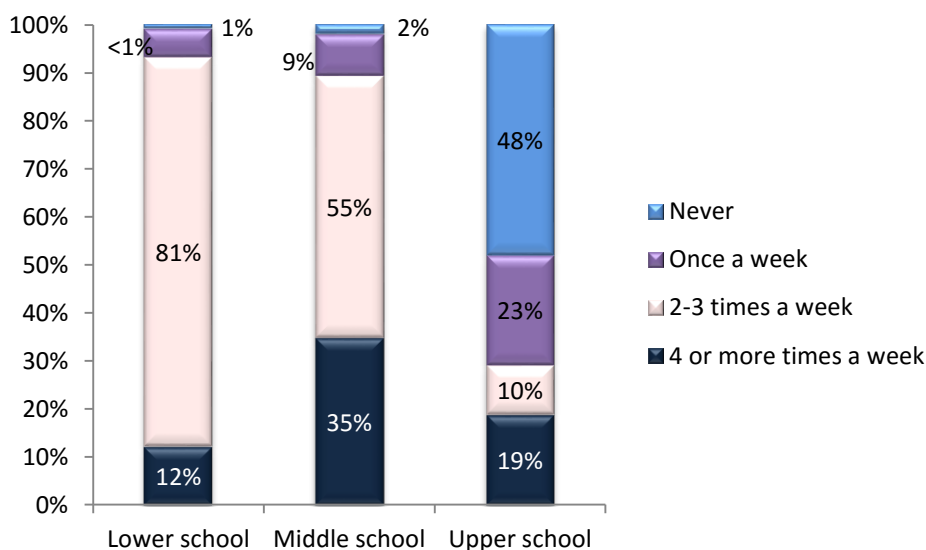
Figure 4.8 shows that lower school pupils were the most likely to meet the target for physical activity (16% lower school; 10% middle school; 11% upper school). Also, upper school pupils were the least likely to have participated in any sport in the last month, and less likely to participate in sports out of school and particularly in school.

Figure 4.8: Significant Differences for Indicators of Levels of Physical Activity by Stage
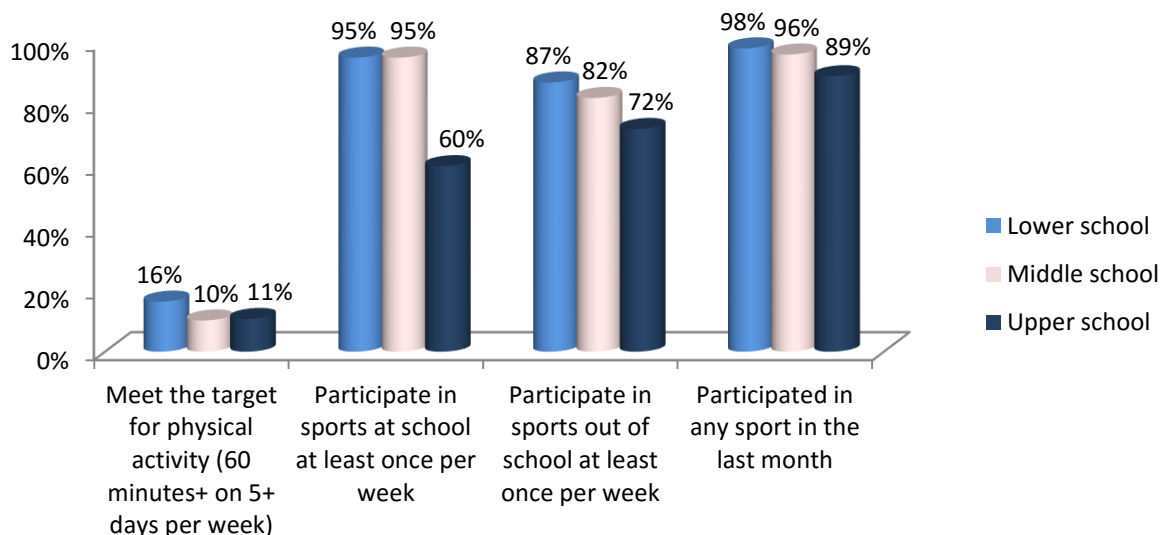

Patterns of participation in PE in school showed much variation between lower, middle and upper school. The variation in responses is indicative of the amount of compulsory timetabled PE for lower and middle school pupils and the option to choose PE as a subject choice (in middle or upper school). As Figure 4.9 shows, middle school pupils were more likely than upper or lower school pupils to say they did PE four times per week or more (35% middle school; 19% upper school; 12% lower school). This can be explained as middle school pupils will have compulsory PE as well as the option of taking additional PE as a subject choice. Upper school pupils were much more likely than middle or lower school pupils to say they never did PE (48% upper school; 2% middle school; 1% lower school).

Figure 4.9: Frequency of Participation in Physical Education (PE) at School by Stage

Lower school pupils were the least likely to agree with eight of the reasons for not doing physical activity as shown in Figure 4.10.

Figure 4.10: Proportion Agree with Reasons for Not Doing Physical Activity by Stage (all reasons showing a significant difference)
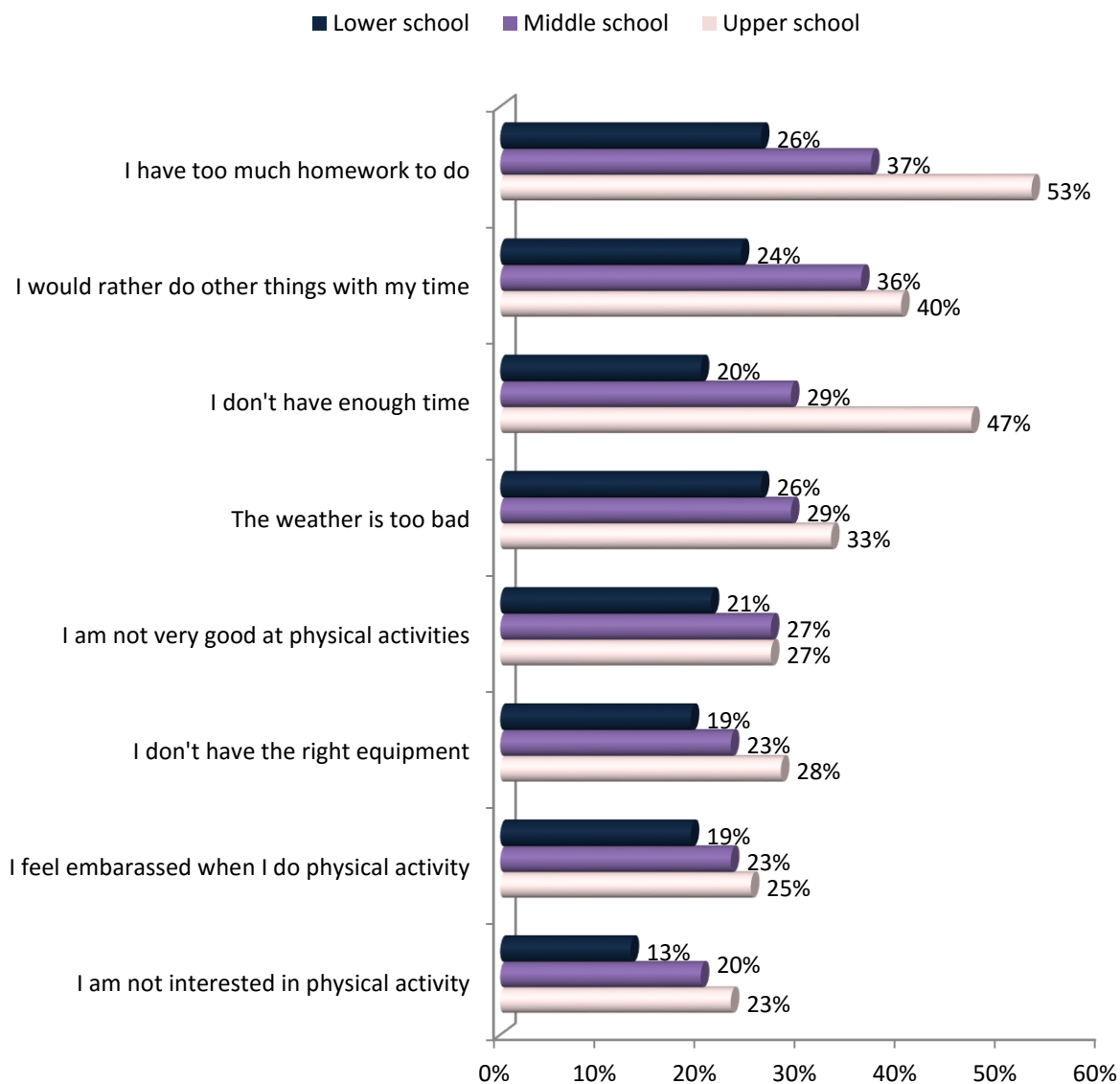
Deprivation

There were few significant differences for physical activity indicators between the most and least deprived schools. However, those in the least deprived schools were more likely than those in the most deprived schools to say they never participated in PE (14% least deprived; 10% most deprived). Also, pupils in the most deprived schools were more likely than those in the least deprived schools to use active travel methods (64% most deprived; 54% least deprived), as shown in Figure 4.11. This may be at least partly explained by the disparity in car ownership between the most and least deprived schools (see Chapter 11).
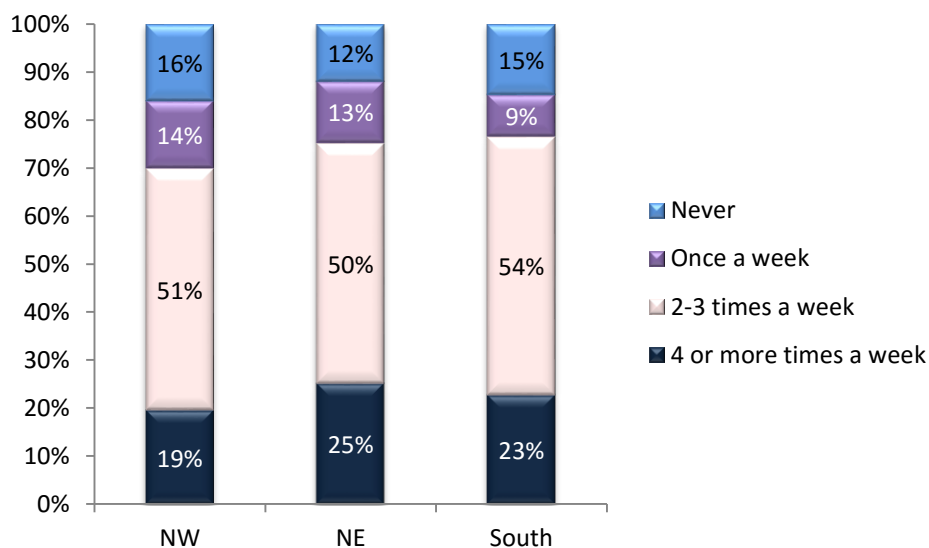
Figure 4.11: Means of Travel to School by Deprivation
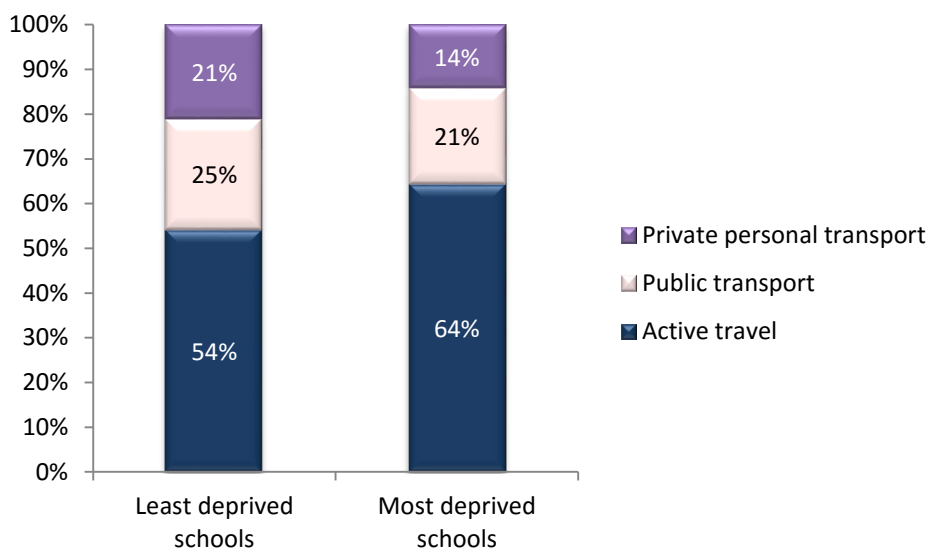
Locality

Those in the North West were the least likely to say they did PE at school four or more times per week (19% NW; 23% South; 25% NE). Those in the NE were the least likely to say they never did PE (12% NE; 15%, South; 16% NW).

Figure 4.12: Frequency of Participation in Physical Education (PE) at School by Locality

4.2   Diet

The survey showed that a significant proportion of pupils in Glasgow are starting their school day on an empty stomach. Just over three in five (63%) pupils said that they had eaten breakfast on the morning of the survey. This is consistent with the national findings from the HBSC survey in 2010 which showed that only three out of five (62%) 11-15 year olds ate breakfast on every school day.

Skipping lunch was much rarer. More than nine in ten (95%) pupils said they had lunch during their last school lunchtime. Most commonly pupils had bought their lunch from a shop or van (47%). All responses are shown in Figure 4.13.

Figure 4.13: What Pupils Did for Lunch During Previous School Lunchtime
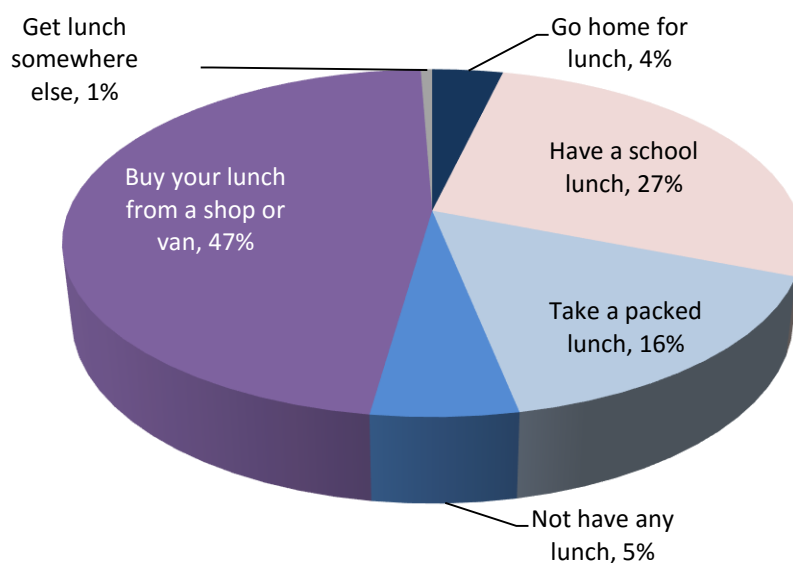
Pupils were asked, if they go out of school to buy their lunch, how much they spend on an average school day. Of the 8,926 pupils who answered, two in three (65%) said they spent less than £3, 30% spent over £3 and less than £5, and 4% spent more than £5.

Pupils were asked what they usually drank at lunch time. Responses are shown in Figure 4.14. The most common drinks were water (37%) and regular fizzy drinks (31%).

Figure 4.14: Drinks Usually Consumed at Lunch Time
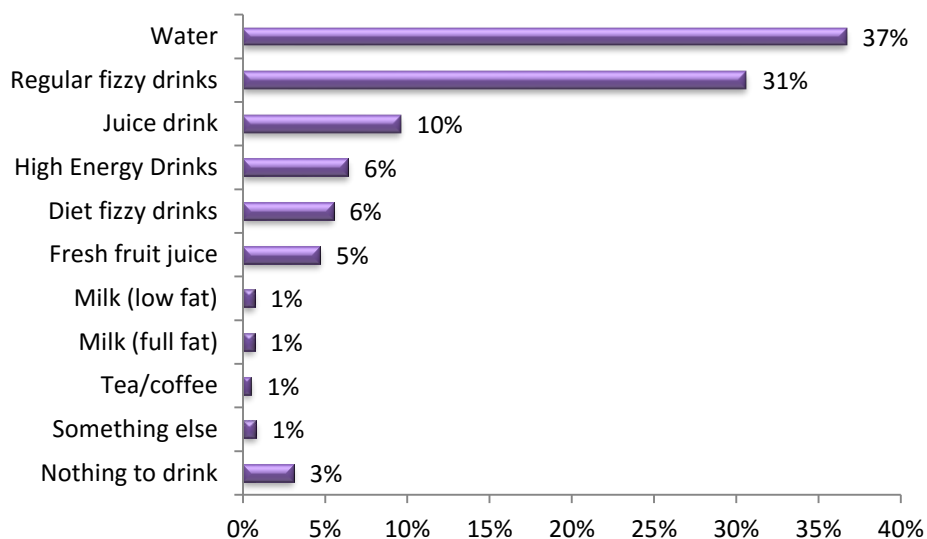
Previous school surveys in Glasgow (2006/7 and 2010/11) had shown regular fizzy drinks to be the most commonly consumed at lunch time. For example, among S1-S4 pupils in 2010/11, 40% drank regular fizzy drinks and 28% drank water. The emergence of water as the most common drink in the 2014/15 survey is encouraging and is likely due to policies implemented in schools to promote drinking water and to prohibit the sale of fizzy drinks in school. Indeed, 54% of those who had a school lunch and 50% of those who had a packed lunch said they usually drank water at lunch time, compared with 23% of those who bought lunch from a shop or van. Nearly half (45%) of those who bought lunch from a shop on the last occasion said they usually had a fizzy drink.

The national recommendation for fruit and vegetables has, for some time, been to consume at least five portions of fruit/vegetables per day. However, national surveys have consistently shown than only a minority of children in Scotland meet this target. The HBSC survey in 2014 showed that 38% of 11-15 year olds eat any fruit daily and 38% eat any vegetables daily. The Scottish Health Survey (2013) of children aged 2-15 showed that the mean number of portions of fruit/vegetables consumed per day was 2.7 - well below the recommended target of five per day. Just 13% met the five-a-day target, and this was broadly consistent across age groups. One in ten (10%) children aged 2-15 across Scotland did not eat any fruit/vegetables.

Pupils were asked how many portions of fruit and how many portions of vegetables they ate on the previous day. Fifteen percent did not eat any fruit or vegetables. Just over one in three (35%) met the target of consuming five or more portions of fruit and/or vegetables per day.

Key Statistics:

- 37% skipped breakfast
- 5% skipped lunch
- 47% bought lunch from a shop or van
- 31% had regular fizzy drinks at lunch time
- 35% had five or more portions of fruit/vegetables per day

Diet Trends (S1-S4)

Trends for S1-S4 pupils show that between 2006/7 and 2010/11 there was a rise in the proportion who ate breakfast, but between 2010/11 and 2014/15 there was a sizeable and significant drop in the proportion who had eaten breakfast on the day of the survey. This was true across all localities, with the largest drops seen in the North East and North West. This is shown in Figure 4.15.

Figure 4.15: Trends for Eating Breakfast
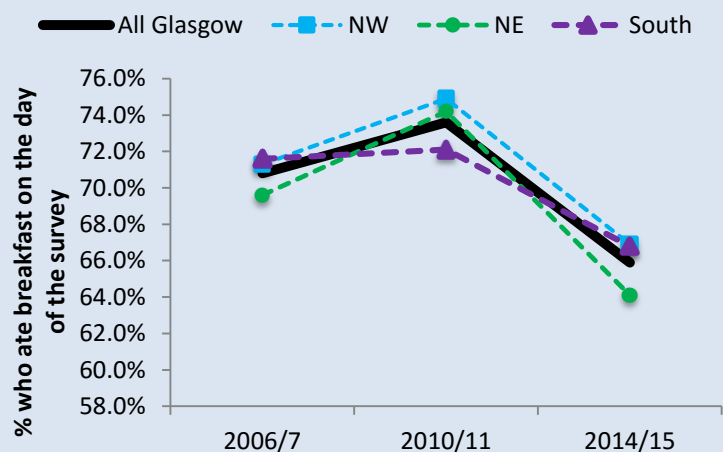
	All Glasgow	North West	North East	South
2006/7	70.8%	71.3%	69.6%	71.6%
2010/11	73.6%	74.9%	74.2%	72.1%
2014/15	65.9%	66.9%	64.1%	66.8%
Change (2010/11-2014/15)	-6.3%	-8.0%	-10.1%	-5.3%
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	-7.7 to -9.1	-10.6 to -5.4	-12.5 to -7.7	-7.5 to -3.1

However, there are more encouraging trends for pupils who met the target of fruit/vegetable consumption. Between 2010/11 and 2014/15 the proportion of S1-S4 pupils in Glasgow who met the target of consuming five or more portions of fruit/vegetables per day rose significantly from 34.8% to 37.4%. For individual localities, there was a significant rise between 2010/11 and 2014/15 for the North West and South and between 2006/7 and 2014/15 for the North East.

Figure 4.16: Trends for Meeting the Fruit/Vegetable Consumption Target
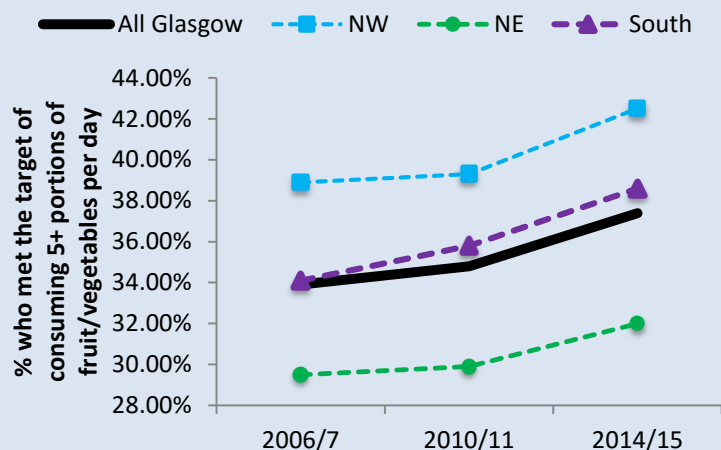
|	**All Glasgow**	**North West**	**North East**	**South**
2006/7	33.9%	38.9%	29.5%	34.1%
2010/11	34.8%	39.3%	29.9%	35.8%
2014/15	37.4%	42.5%	32.0%	38.6%
Change (2010/11-2014/15)	+2.6%	+3.2%	n/a	+2.8%
Change (2006/7-2014/15)	n/a	n/a	+2.5%	n/a
P	<0.001	<0.05	<0.05	<0.05
Confidence Interval	+1.2 to +4.0	+0.3 to +6.1	+0.1 to +4.9	+0.4 to +5.2

Gender

Figures 4.17 and 4.18 below shows key diet indicators which showed significant gender differences. Girls were more likely than boys to skip breakfast or lunch. However, girls tended to choose healthier drinks with lunch, with girls more likely to drink water and boys more likely to drink fizzy drinks.

Figure 4.17: Significant Differences for Indicators of Diet by Gender
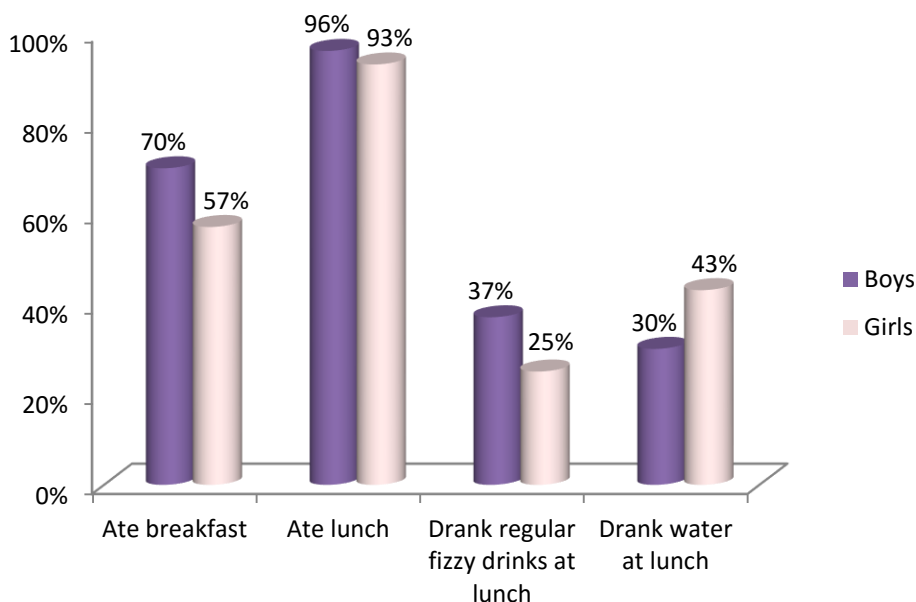
Boys were more likely than girls to have bought their lunch from a shop or van (56% boys; 39% girls). Girls were more likely than boys to have had a school lunch (31% girls; 23% boys) or packed lunch (19% girls; 12% boys).

**Figure 4.18: What Pupils Did for Lunch During Previous School Lunchtime by Gender**
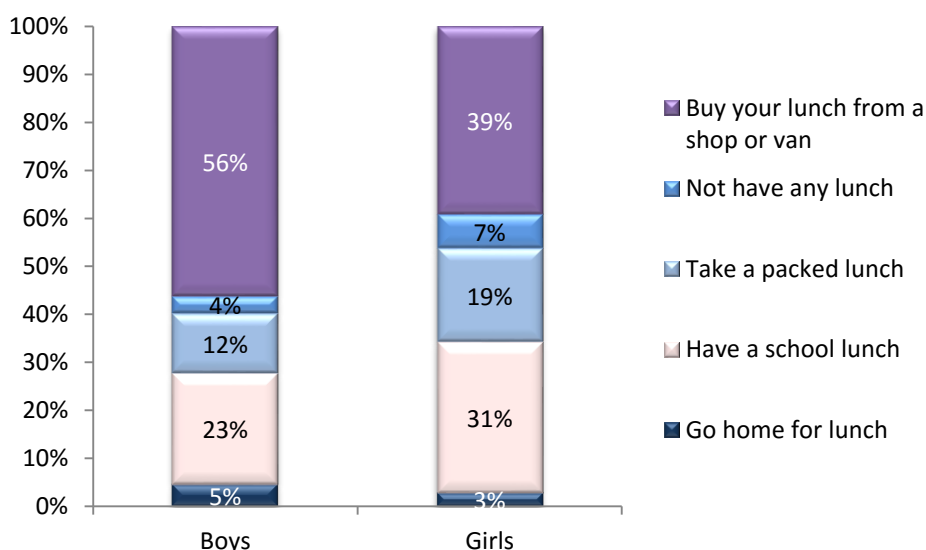
Among those who went out of school to buy lunch, girls were more likely than boys to spend less than £3 (70% girls; 61% boys).

Stage

Lower school pupils were more likely than middle or upper school pupils to have eaten breakfast (72% lower school; 60% middle school; 57% upper school).

Middle school pupils were the most likely to buy their lunch from a shop or van (57% middle school; 47% upper school; 37% lower school). Lower school pupils were the most likely to have a school lunch (39% lower school; 23% upper school; 19% middle school).

Figure 4.19: What Pupils Did for Lunch During Previous School Lunchtime by Stage
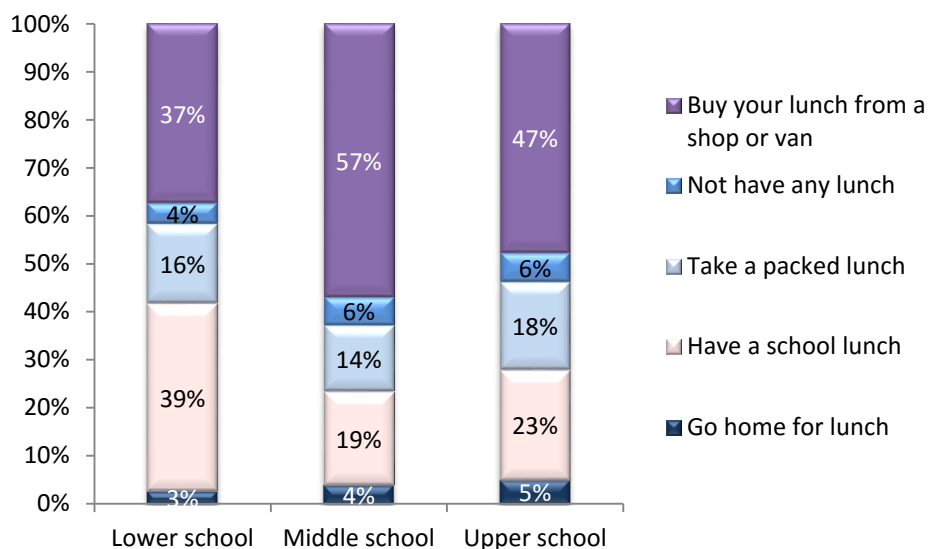
Among those who went out of school to buy lunch, lower school pupils were more likely than middle or upper school pupils to spend less than £3 (73% lower school; 61% middle school; 63% upper school).

Middle school pupils were the most likely to drink regular fizzy drinks and lower school pupils were the least likely (35% middle school; 30% upper school; 26% lower school). Upper school pupils were the most likely to drink water (44% upper school; 35% lower school; 33% middle school).

Levels of fruit and vegetable consumption appeared to drop with age. Lower school pupils were the most likely to meet the target for fruit/vegetable consumption (45% lower school; 31% middle school; 27% upper school).

Deprivation

The Survey of Diet Among Children in Scotland (2010)[11] highlighted the variation in diet among children living in more deprived and less deprived neighbourhoods in Scotland. Children in less deprived areas showed a higher intake of pasta, rice and other cereals, wholemeal bread, meat, fish, vegetables, fruit, fruit juice and tea, coffee and water. By contrast, those in the more deprived areas showed a higher intake of sweetened breakfast

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[11]http://www.foodstandards.gov.scot/sites/default/files/777-1-1329_FS424019_FINAL_Pt1.pdf

cereal, ice cream, processed meat, chips/fried/roast potatoes, crisps and savoury snacks, confectionary, non-diet and diet soft drinks.

Consistent with these national findings, pupils in the least deprived schools tended to show indicators of a healthier diet than those in the most deprived school. As Figure 4.20 shows, compared to those in the most deprived schools, those in the least deprived schools were more likely to eat breakfast, drink water with lunch and meet the target for fruit/vegetable consumption.

Figure 4.20: Significant Differences for Indicators of Diet by Deprivation
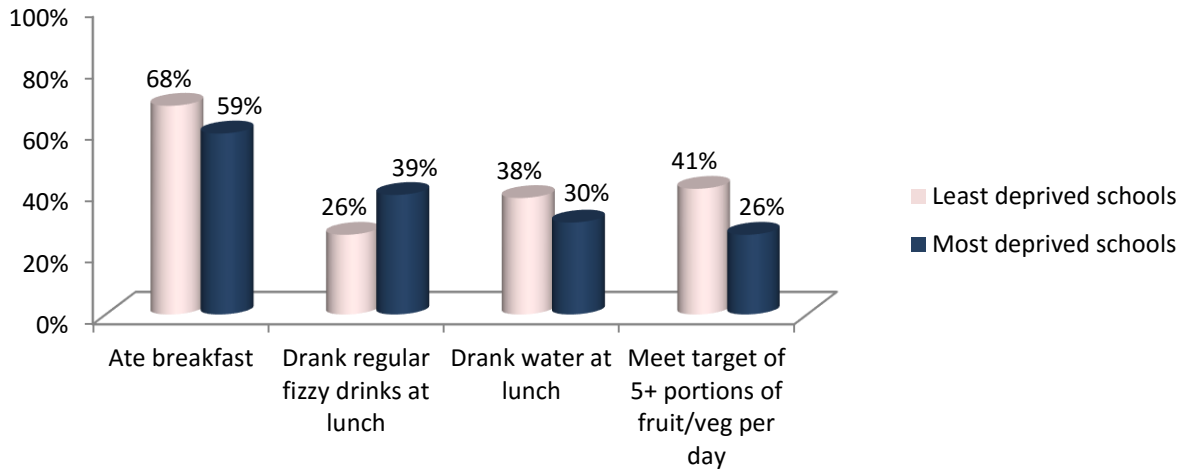
Those in the least deprived school were much more likely than those in the most deprived schools to take a packed lunch (22% least deprived; 7% most deprived). Those in the most deprived schools were more likely than those in the least deprived schools to buy their lunch from a shop/van (54% most deprived; 49% least deprived), have a school lunch (26% most deprived; 21% least deprived) or go home for lunch (6% most deprived; 3%, least deprived).

Figure 4.21: What Pupils Did for Lunch During Previous School Lunchtime by Deprivation
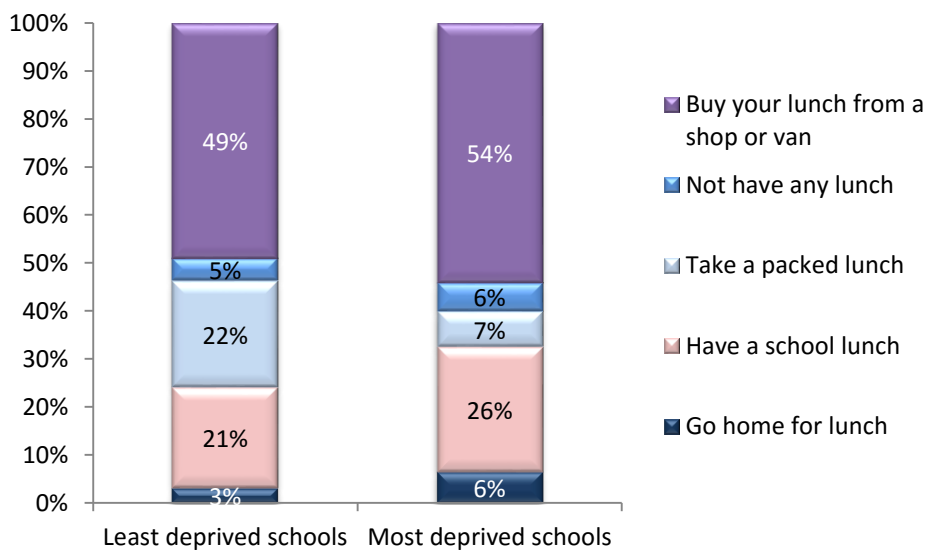
Among those who went out of school to buy lunch, those in the least deprived schools were more likely than those in the most deprived schools to spend less than £3 (69% least deprived; 58% most deprived).

Locality

Patterns of lunchtime habits varied across localities. Pupils in the North East and South were more likely than those in the North West to buy lunch from a shop or van (50% NE; 49% South; 42%, NW). The proportion who took a packed lunch was highest in the North West and lowest in the North East (21% NW; 16% South; 12% NE).

Figure 4.22: What Pupils Did for Lunch During Previous School Lunchtime by Locality
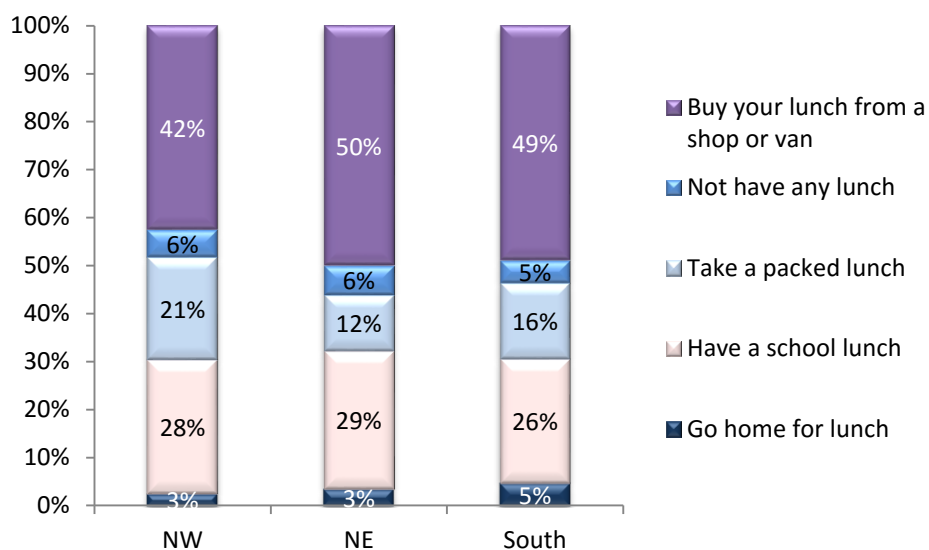
Among those who bought lunch from a shop or van, pupils in the North East were less likely than those in the other two localities to spend less than £3 on lunch (61% NE; 67% NW; 68% South).

Pupils in the North East had indicators of a generally less healthy diet than those in the other two localities, being more likely to have fizzy drinks at lunch time, less likely to drink water at lunch time, and less likely to meet the target for fruit/vegetable consumption, as shown in Figure 4.23.

Figure 4.23: Significant Differences for Indicators of Diet by Locality
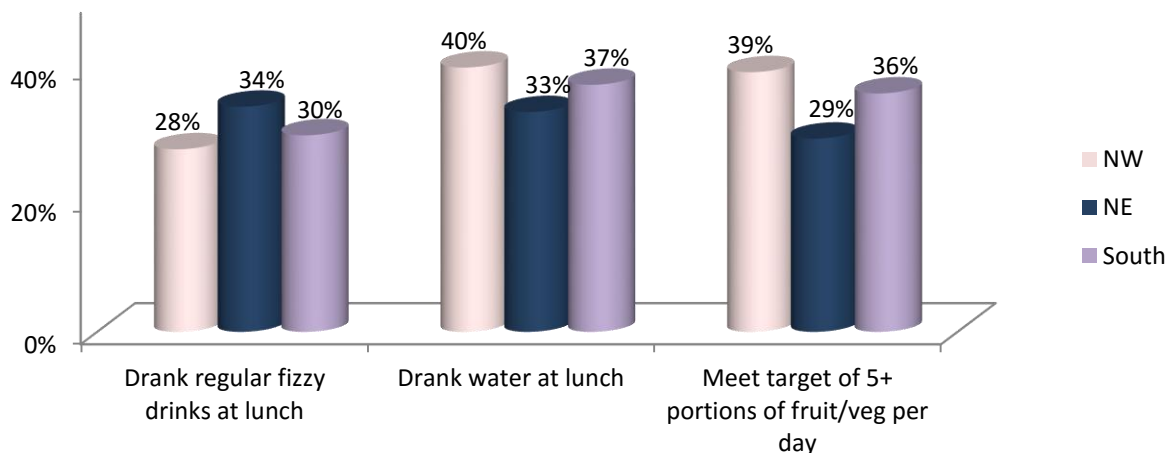
4.3   Sleep

Pupils were asked how many hours sleep they got the previous night. A wealth of available research points to teenagers needing at least nine hours sleep per night, and NHS recommendations relating to secondary school children are for 12-13 year olds to get at least 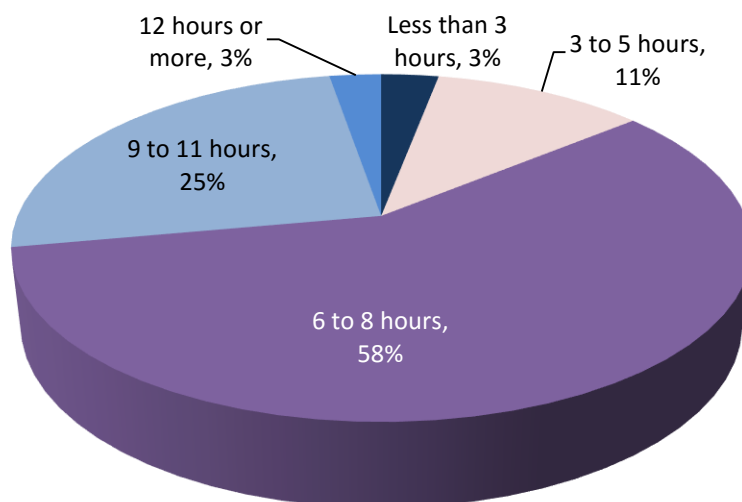9 hours 15 minutes sleep and for 14-16 year olds to get at least 9 hours sleep. Responses are shown in Figure 4.24. Overall, 86% got at least six hours sleep, but less than three in ten (28%) met the target of getting nine hours sleep.

Figure 4.24: Number of Hours Sleep in the Previous Night

Research shows that sleep is vital to wellbeing. Teenagers who do not get enough sleep can see adverse effects on their ability to concentrate, solve problems or to remember things.   Insufficient sleep can also contribute to skin problems and can lead to inappropriate behaviour[12]. A recent study in the Journal of Sleep Research[13] showed that

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[12] https://sleepfoundation.org/sleep-topics/teens-and-sleep

common illnesses were more prevalent among adolescents who slept less. These findings are supported by the survey findings which showed that compared to those who got nine or more hours sleep per night, pupils who had less than nine hours sleep were:

- Less likely to rate their general health positively;
- More likely to have at least one physical illness or disability, and specifically more likely to have eczema/psoriasis/skin conditions;
- More likely to have a mental health/emotional illness.

Figure 4.25: Health Indicators Showing Significant Differences for Pupils Who had Less Than 9 hours sleep and Pupils Who had 9+ Hours Sleep Per Night
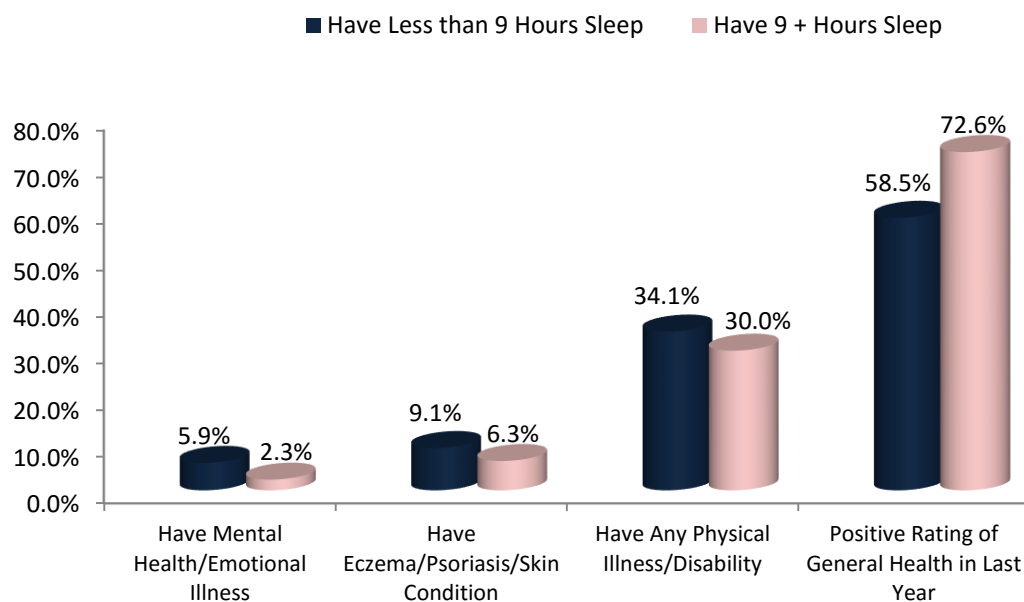
Key Statistic:

- 28% got 9 or more hours sleep per night

Gender

Boys were more likely than girls to meet the target of getting nine or more hours sleep (30% boys; 26% girls).

Stage

Amount of sleep decreased with age. Lower school pupils were more much likely than middle or upper school pupils to get nine or more hours sleep - just under half of all lower school pupils got nine or more hours sleep compared to just one in seven upper school pupils (45% lower school; 23% middle school; 14% upper school).

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[13] http://onlinelibrary.wiley.com/doi/10.1111/jsr.12096/full

5 Mental Health and Wellbeing

Summary of Key Indicators

Indicator	%	N
% of pupils with any worries	84%	9,028
% of pupils who had been bullied anywhere in the last year	21%	2,314
% of pupils with a SDQ 'total difficulties' score of 16+ (indicating a high level of difficulties)	26%	2,424

5.1 Mental, Emotional and Learning Difficulties/Disabilities

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

Figure 5.1: Emotional, Behavioural or Learning Difficulties/Disabilities
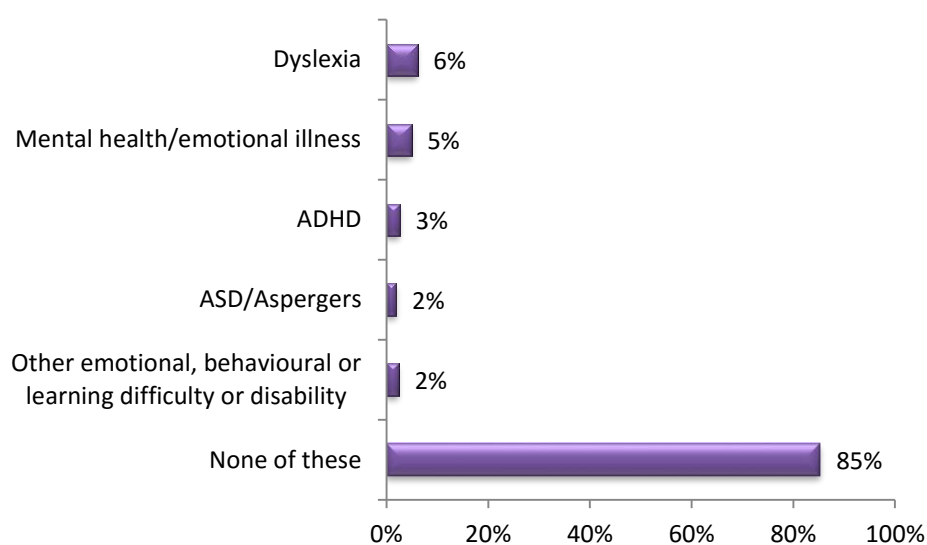
One in eleven (9%) pupils said they had an illness or disability that limits what they can do.

Key Statistic:

- 15% had at least one emotional, behaviour or learning difficulty

Gender

As Figure 5.2 shows, boys were more likely than girls to have ADHD or ASD/Aspergers but girls were more likely than boys to have a mental health or emotional illness.

Figure 5.2: Emotional, Behavioural, Learning Difficulties/Disabilities by Gender (all conditions showing a significant difference)
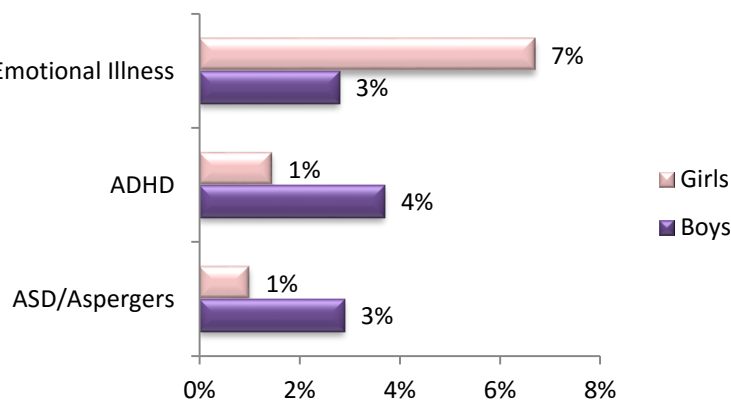
Stage

Middle and upper school pupils were more likely than lower school pupils to have a mental health or emotional illness (6% upper school; 6% middle school; 2% lower school).

Locality

Pupils in the North West were more likely than those in the other two localities to have any emotional, behavioural or learning difficulty (17% NW; 14% South; 14% NE).

5.2 Worries and People to Talk to

Pupils were presented with a list of eleven issues and asked which, if any they worried about or whether they worried about anything else. Overall, 84% of pupils worried about at least one thing. The most common worries were exams (59%), the future (41%) and school (37%). All worries are shown in Figure 5.3.

Figure 5.3: Pupil Worries
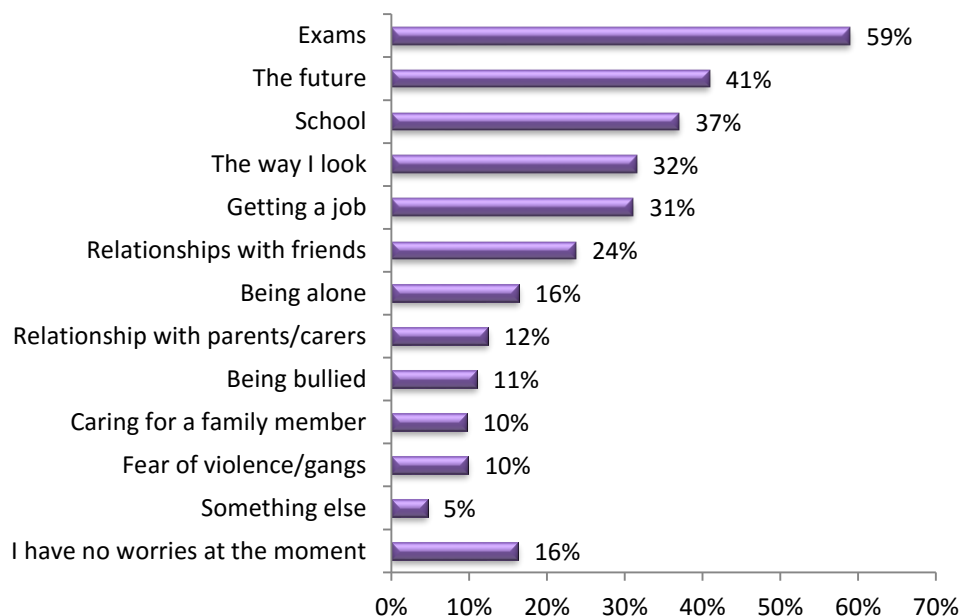
Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Figure 5.4 shows the proportion of pupils who said it was easy for them to talk to each type of person (for those who had these people in their lives). The types of person with which pupils were most likely to talk easily were friends (86%) and mother/female carer (79%).

Figure 5.4: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not have this person')
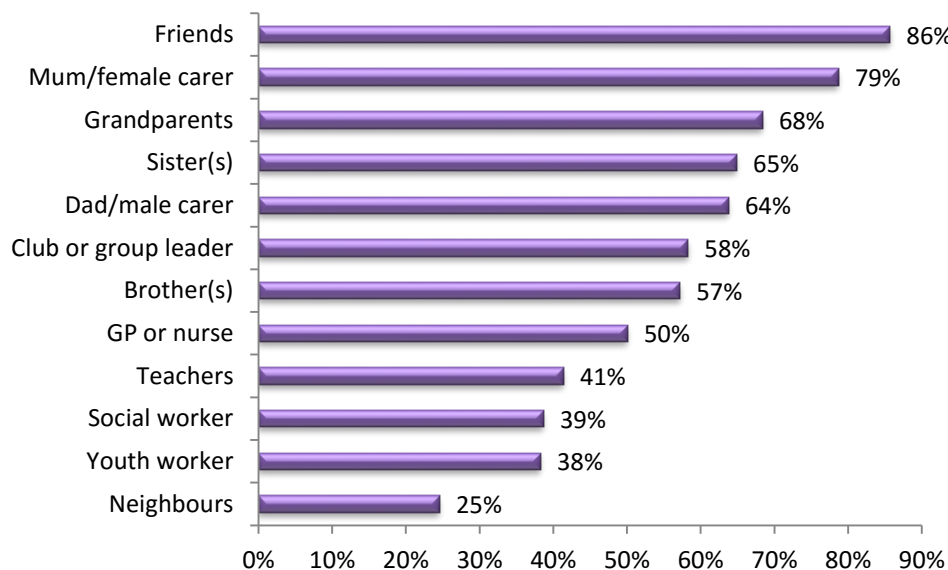
Given that most pupils had at least one thing that worried them, it is encouraging that nearly all (97%) pupils had at least one person that they said it was easy to talk to about things that really bother them.

Key Statistics:
- 84% had any worries
- 97% had someone they found easy to talk to about their worries

Trends for Worries (S1-S4)

Different lists of issues have been used to measure worries across the last three surveys, however, Figure 5.5 shows the trends for seven issues which have been consistently included across all three surveys.

Between 2010/11 and 2014/15, there was a large rise in the proportion of S1-S4 pupils who worried about school (from 20% to 31%), although this follows a large fall between 2006/7 and 2010/11, and 2014/15 rates of worrying about school were still lower than seen in 2006/7.

There was also a rise between 2010/11 and 2014/15 in the proportion who worried about being bullied, getting a job and the future. There was a drop between 2010/11 and 2014/15 in the proportion who worried about their relationship with their parents/carers, which builds on a more sizeable drop observed between 2006/7 and 2010/11.

There was no significant change between 2010/11 and 2014/15 in the proportion of S1-S4 pupils who worried about the way they look or exams, although both these issues showed a significant drop between 2006/7 and 2014/15.

Figure 5.5: Trends for Worries about Seven Issues (S1-S4, all Glasgow)
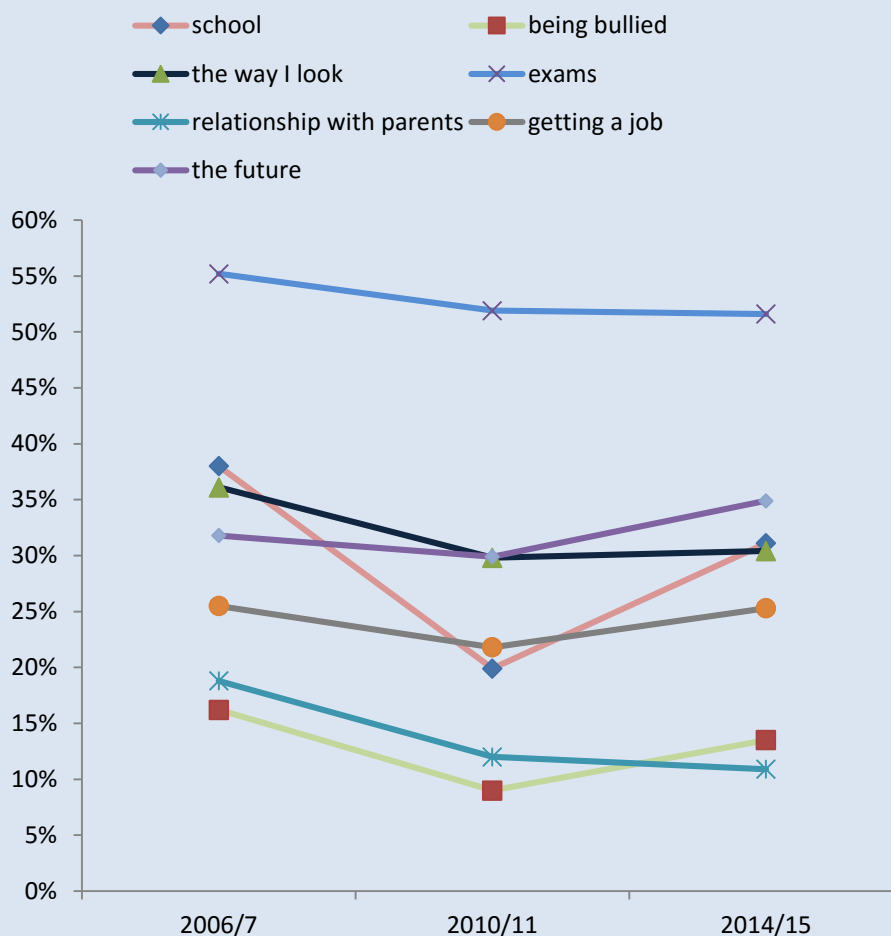
		Proportion worried about....					
	School	Being bullied	The way I look	Exams	Relationship with parents	Getting a job	The future
2006/7	38.0%	16.2%	36.1%	55.2%	18.8%	25.5%	31.8%
2010/11	19.9%	9.0%	29.8%	51.9%	12.0%	21.8%	29.9%
2014/15	31.1%	13.5%	30.4%	51.6%	10.9%	25.3%	34.9%
Change (2010/11-2014/15)	+11.2%	+4.5%	n/a	n/a	-1.1%	+3.5%	+5.0%
Change (2006/7-2014/15)	n/a	n/a	-5.7%	-3.6%	n/a	n/a	n/a
P	<0.001	<0.001	<0.001	<0.001	<0.05	<0.001	<0.001
Confidence Interval	+9.9 to +12.5	+3.5 to +5.5	-7.1 to -4.3	-5.1 to -2.1	-2.1 to -0.1	+2.2 to +4.8	+3.6 to +6.4

Gender

The survey findings suggest that generally girls tended to be more burdened with worries than boys. Girls were more likely than boys to have any worries (89% girls; 78% boys), and girls were more likely than boys to worry about most of the issues, as shown in Figure 5.6.

Figure 5.6: Pupil Worries by Gender (all worried showing a significant difference)
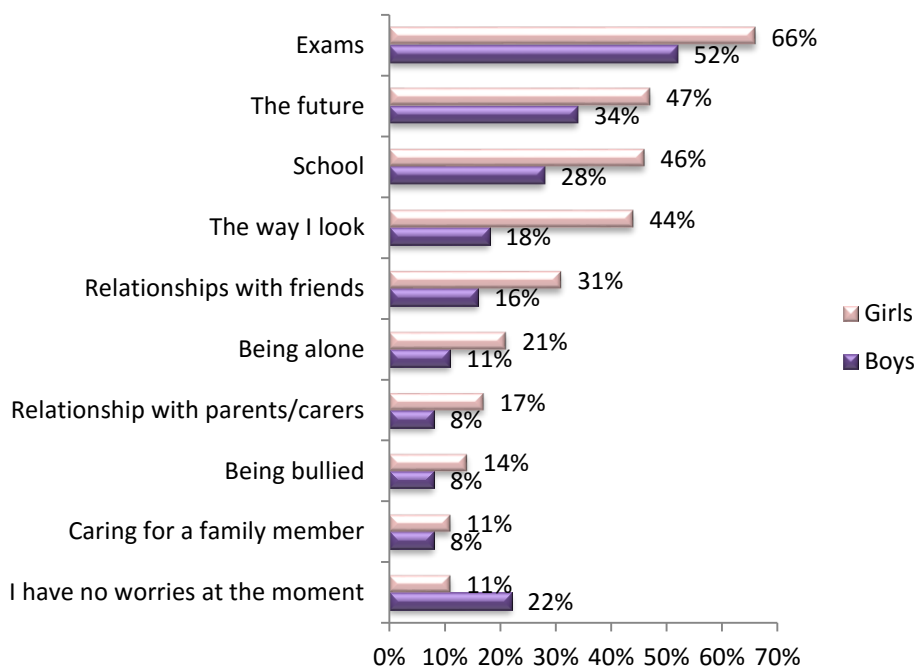
Although boys tended to have fewer worries than girls, boys were more likely than girls to say it was easy to talk to eight of the types of people listed, as shown in Figure 5.7. However, girls were more likely than boys to say it was easy to talk to their sister(s).

Figure 5.7: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not have this person') by Gender (all significant differences)
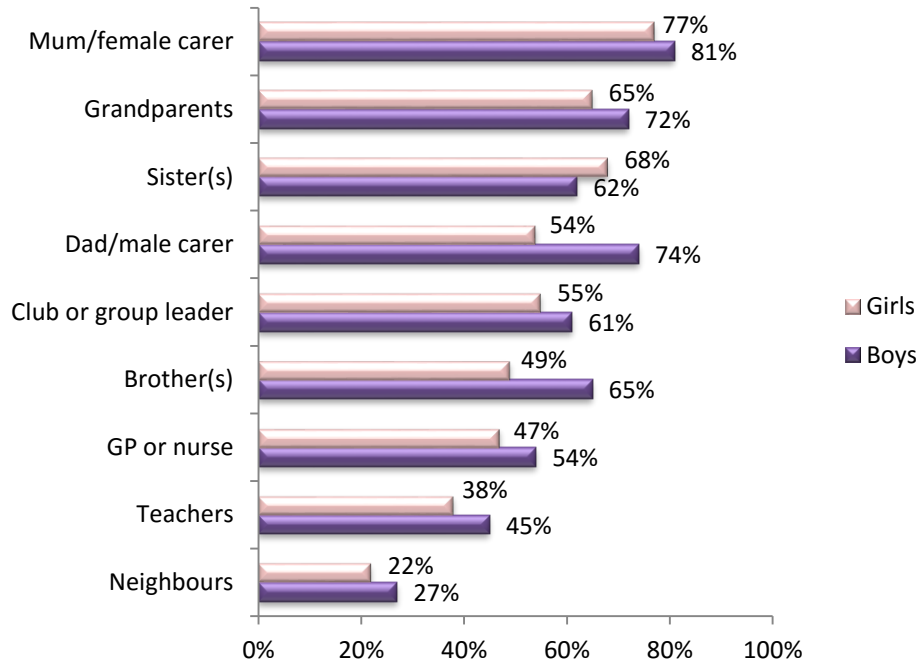
Stage

The findings show that worries increase with age during school years.   The proportion of pupils with any worries ranged from 73% of lower school pupils to 93% of upper school pupils (86% of middle school pupils had any worries).   Specifically, upper school pupils were the most likely, and lower school pupils were the least likely, to worry about eight things, as shown in Figure 5.8.   However, lower school pupils were the most likely to worry about being bullied or violence/gangs.

Figure 5.8: Pupils Worries by Stage (all worries showing a significant difference)

Although lower school pupils tended to have the fewest worries, lower school pupils were the most likely to say it was easy to talk each type of person, as Figure 5.9 shows.
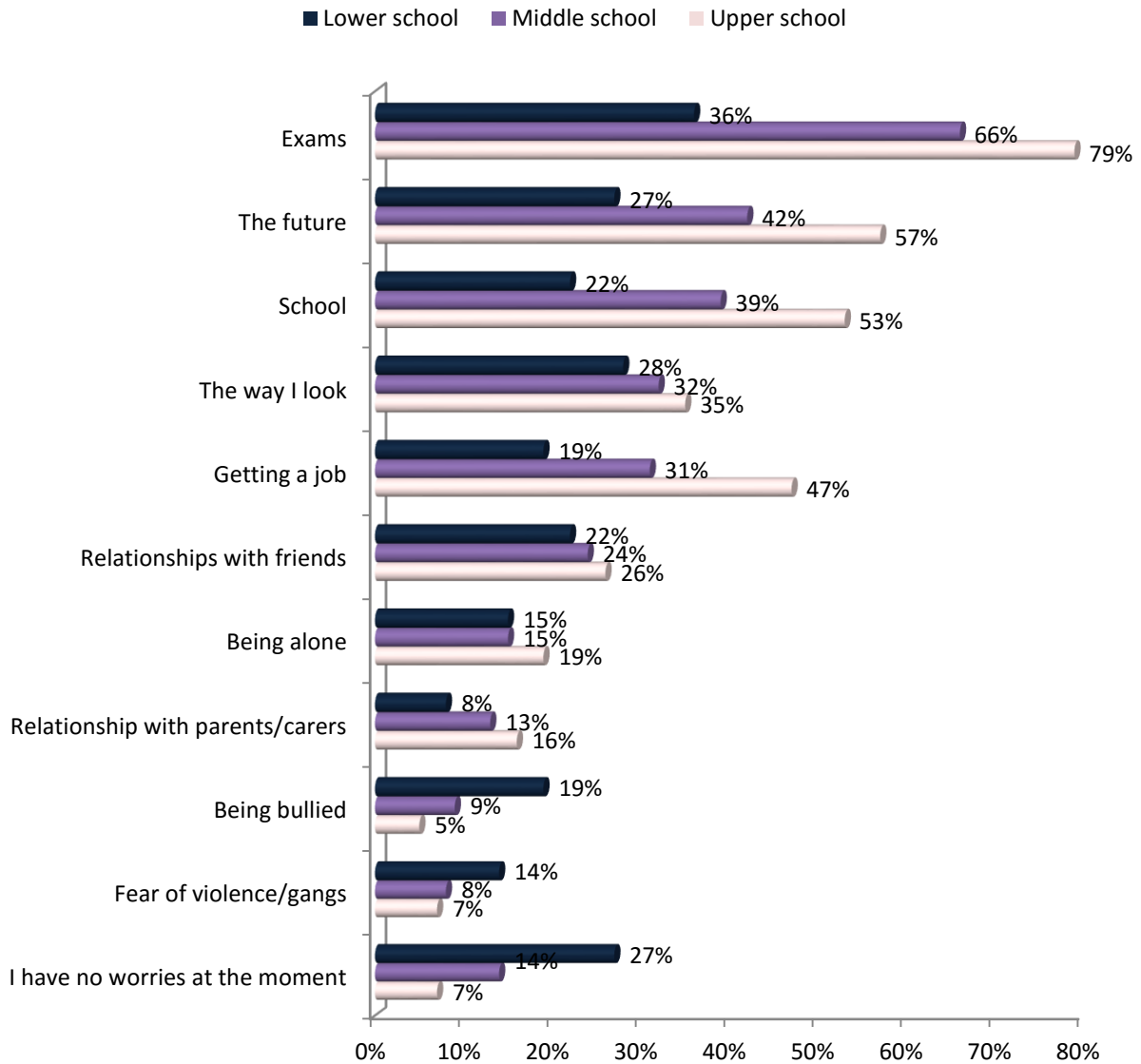
Figure 5.9: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not have this person') by Stage (all significant differences)
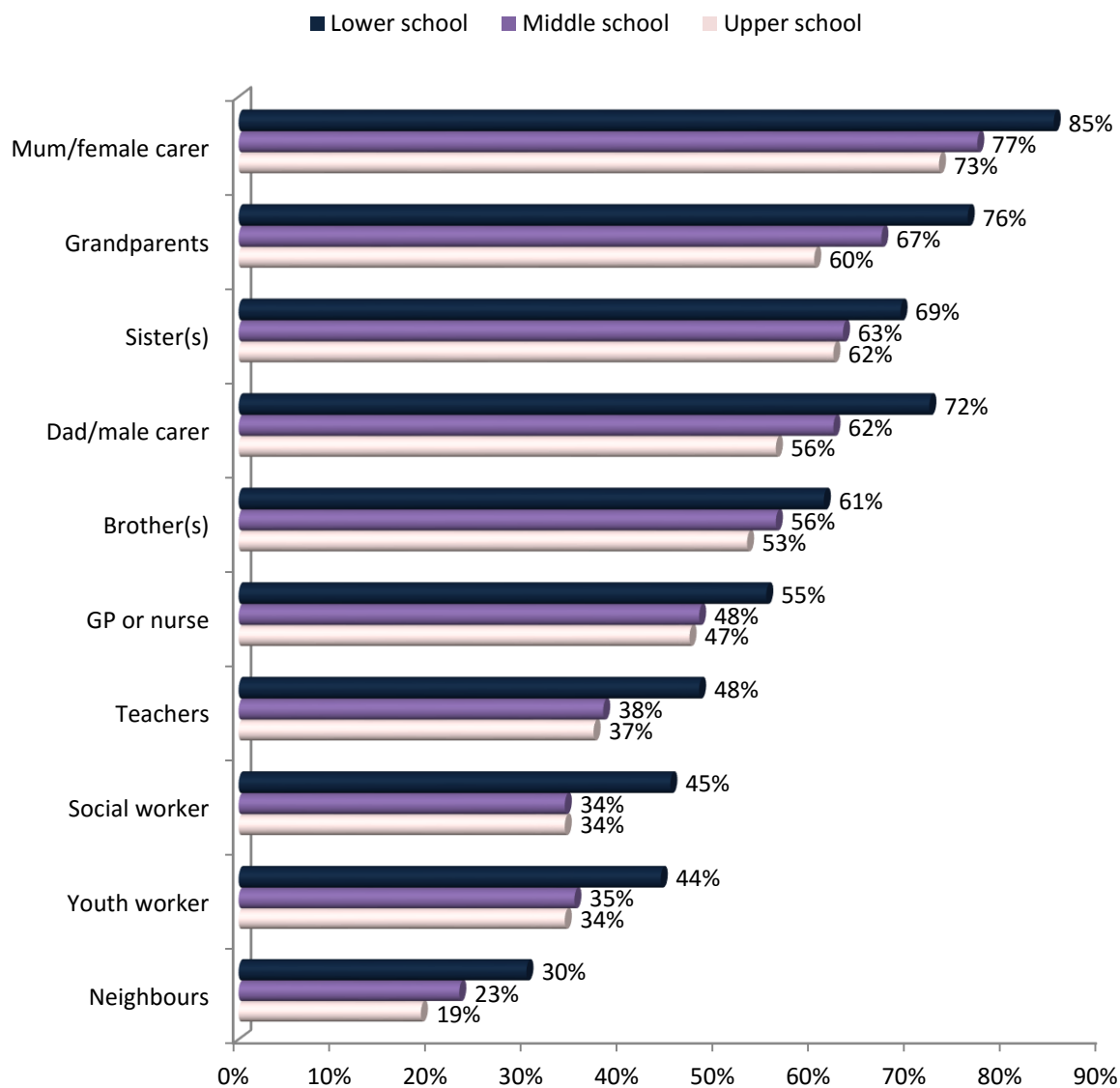

Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to have any worries (85% least deprived; 80% most deprived). Those in the least deprived schools were more likely than those in the most deprived schools to worry about:

- Exams (60% least deprived; 55% most deprived);
- The way they look (35% least derived; 28% most deprived);
- Relationships with friends (26% least deprived; 21% most deprived).

Locality

Those in the North West locality were the most likely to worry about five things, as shown in Figure 5.10.

Figure 5.10:   Pupils Worries by Locality (all worries showing a significant difference)
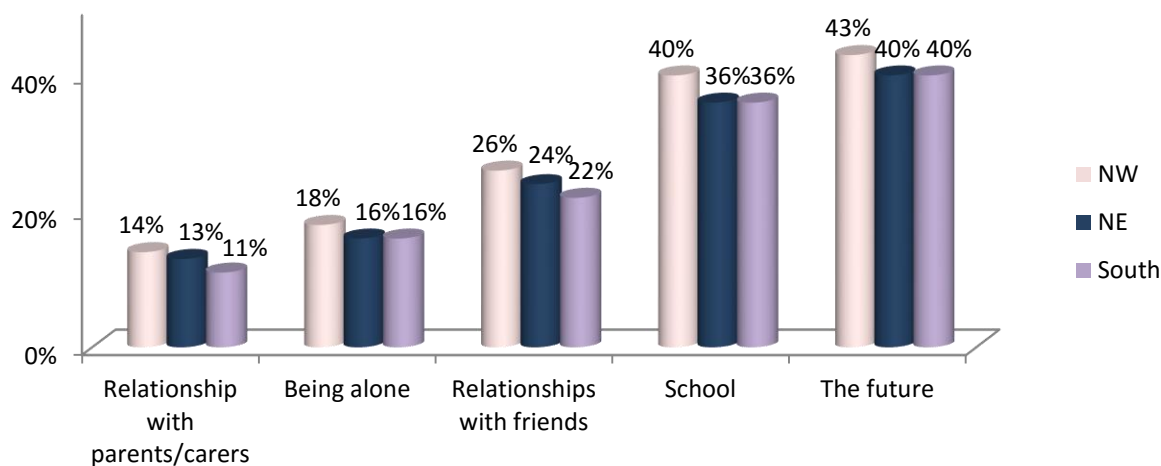
Those in the North West were the least likely to say it was easy to talk to their dad/male carer (66% NE; 64% South; 61% NW), brother(s) (59% NE; 58% South; 54% NW) or grandparent(s) (71% NE; 68% South; 66% NW).

5.3   Bullying

Bullying takes many forms including infliction of physical harm, name calling, threatening, mocking, humiliation, spreading rumours, exclusion from groups/activities, being ignored, etc. The increase in internet access and particularly social media, has given children and young people a new medium for bullying and cyberbullying using mobile phones and the internet has become increasingly common.

One in six (16%, 1,783 pupils) pupils said they had been bullied at school in the last year, 7% said they had been bullied somewhere else (including on the way to or from school) and 8% said they had been bullied online in the last year. Altogether, one in five (21%, 2,314 pupils) pupils had been bullied anywhere in the last year. Comparable national data are not available, but the HBSC survey in 2014 showed that 14% of 11-15 year olds in Scotland said they had been bullied at school at least two times a month during the previous two months.

Those who had been bullied in the last year were asked how they had been bullied. The most common types of bullying were name calling (in 79% of cases of being bullied in person and 71% of cases of being bullied online) and hurtful comment (in 65% of cases of being bullied online and 61% of being bullied in person). Of those who had been bullied in person, one in four (26%) had been physically hurt. One in four (26%) incidents of online bullying involved pictures of the victim. All responses are shown in Figure 5.11.

Figure 5.11: Types of Bullying Online and in Person
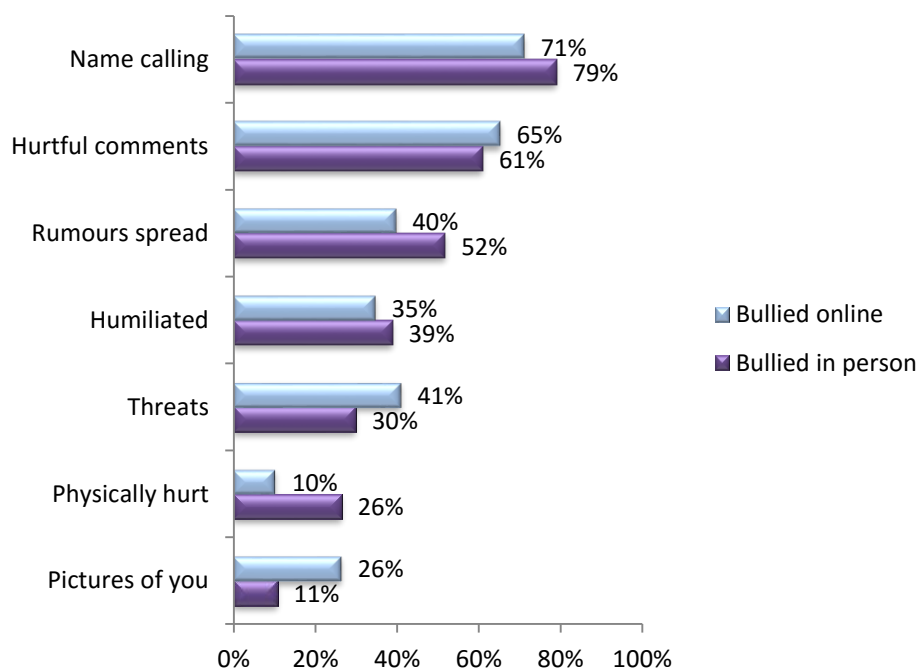
Those who had been bullied were asked how being bullied made them feel. The most common emotions were angry (54%) and upset (53%). All responses are shown in Figure 5.12.

Figure 5.12: How Bullying Made You Feel
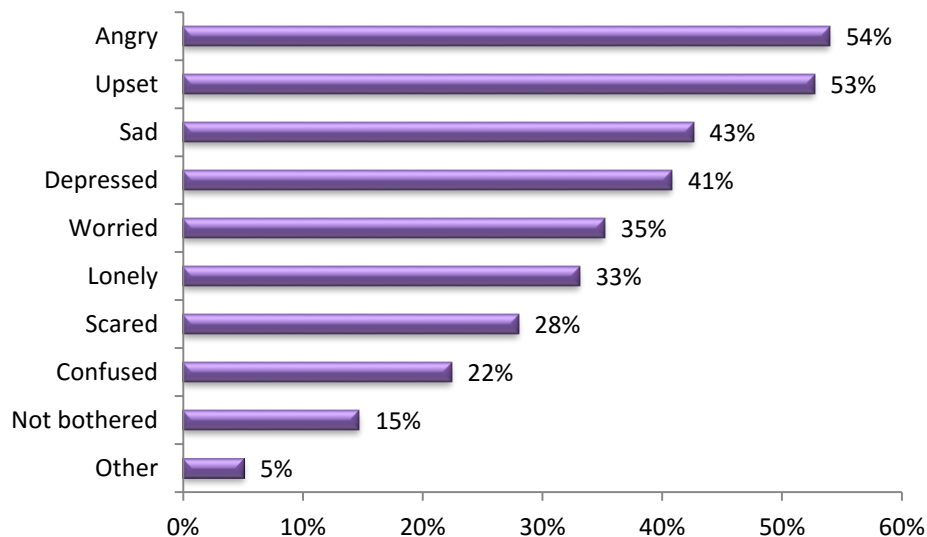
More than two in five (43%) of those who had been bullied said that they had not reported the bullying to anyone. One in three (33%) said that they had reported the bullying to someone and it had made the situation better, while one in four (24%) said that although they had reported the bullying, it did not make the situation better, as shown in Figure 5.13.

Figure 5.13: Whether Reported Bullying (And Outcome)
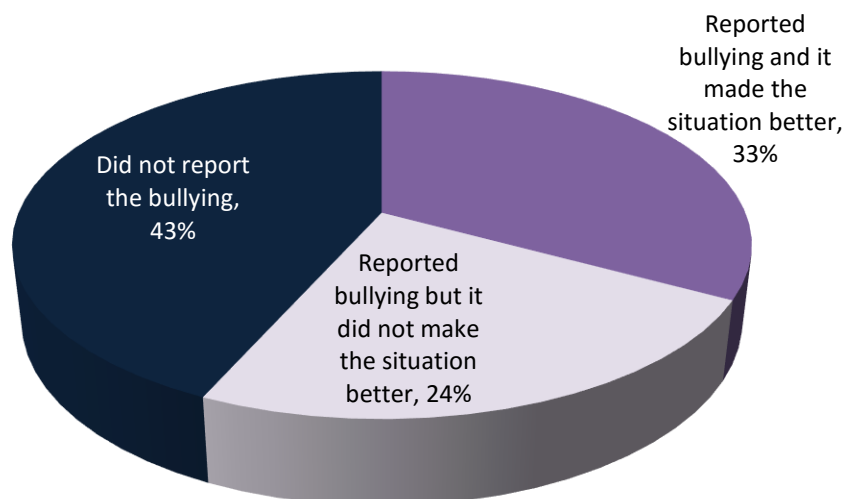
Sixteen percent of pupils admitted to having bullied or frightened others in their school in the last year - sometimes (13%), often (2%) or very often (1%).

Key Statistics:
- 21% had been bullied in the last year
- 57% of those who had been bullied had reported it
- 16% admitted to having bullied others at school in the last year

Trends for Bullying (S1-S4)

Trends for bullying are concerning. The proportion of S1-S4 pupils who said they had been bullied at school in the last year rose from 15% in 2010/11 to 19% in 2014/15. Rises of a similar magnitude were seen in all three localities.

Figure 5.14: Trends for Being Bullied at School (S1-S4)
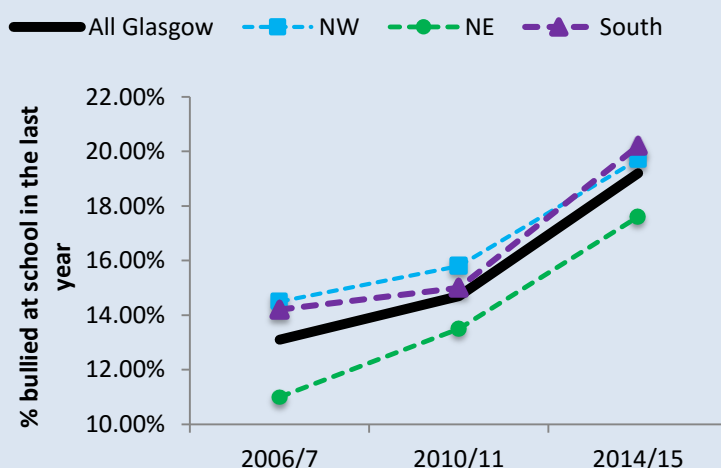
	All Glasgow	**North West**	**North East**	**South**
2006/7	13.1%	14.5%	11.0%	14.2%
2010/11	14.7%	15.8%	13.5%	15.0%
2014/15	19.2%	19.7%	17.6%	20.2%
Change (2010/11–2014/15)	+4.5%	+3.9%	+4.1%	+5.2%
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	+3.4 to +5.6	+1.7 to +6.1	+2.2 to +6.0	+3.4 to +7.0

Trends for Bullying Others (S1-S4)

The proportion of S1-S4 pupils who admitted to bullying others in the last year remained constant between 2006/7 and 2010/11, but there was an encouraging change between 2010/11 and 2014/15, with the proportion who bullied others falling from 20% to 17% in Glasgow as a whole. There was a significant drop across all three localities, with the largest drop observed in the North West.

Figure 5.15: Trends for Bullying Others (S1-S4)
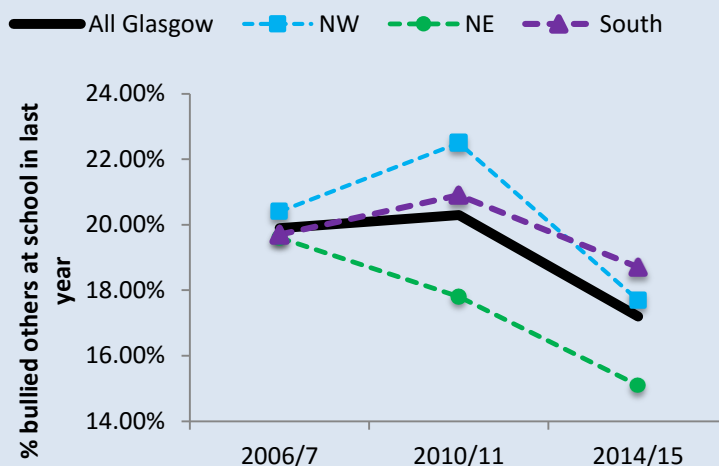
	All Glasgow	North West	North East	South
2006/7	19.9%	20.4%	19.6%	19.7%
2010/11	20.3%	22.5%	17.8%	20.9%
2014/15	17.2%	17.7%	15.1%	18.7%
Change (2010/11–2014/15)	-3.1%	-4.8%	-2.7%	-2.2%
P	<0.001	<0.001	<0.05	<0.05
Confidence Interval	-4.3 to -1.9	-7.1 to -2.5	-4.7 to -0.7	-4.1 to -0.3

Gender

Overall, girls were more likely than boys to have been bullied anywhere in the last year - one in four (25%) girls had been bullied compared to one in six (17%) boys.

Figure 5.16: Experience of Bullying in the Last Year by Gender
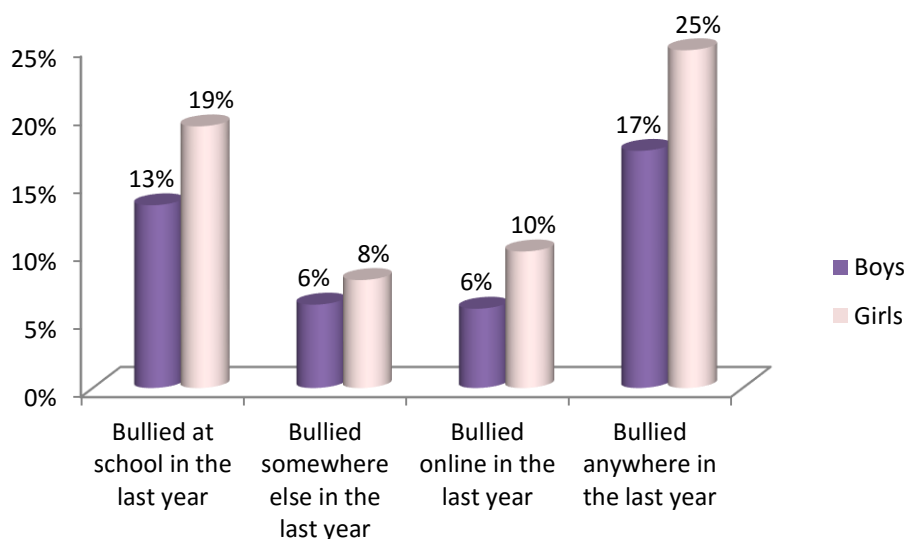
Among those who had been bullied in person, girls were more likely than boys say this had involved rumours being spread (56% girls; 45% boys), but boys were more likely to say the bullying had involved threats (39% boys; 24% girls) or being physically hurt (36% boys; 20% girls). Among those who had been bullied online, girls were more likely than boys to say this had involved hurtful comments (69% girls; 58% boys).

Not only were girls more likely than boys to have been bullied in the last year, but among those who had been bullied, girls were more likely than boys to have been emotionally affected by the bullying. Among those who had been bullied, boys were more likely than girls to say they had not been bothered (21% boys; 11% girls), while girls were more likely than boys to say that the bullying had made them feel:

- Upset (63% girls; 37% boys);
- Sad (50% girls; 32% boys);
- Depressed (47% girls; 32% boys);
- Worried (41% girls; 27% boys);
- Lonely (39% girls; 24% boys);
- Scared (32% girls; 22% boys);
- Confused (27% girls; 16% boys).

Boys were much more likely than girls to admit to having bullied others at school in the last year (20% boys; 12% girls).

Stage

Experience of bullying was much more common among lower school pupils than middle or upper school pupils. Three in ten (29%) lower school pupils had been bullied anywhere in the last year, compared to one in eight (13%) upper school pupils. One in four (24%) lower school pupils had been bullied at school in the last year, but this was true for just one in eleven (9%) upper school pupils.

Figure 5.17: Experience of Bullying in the Last Year by Stage
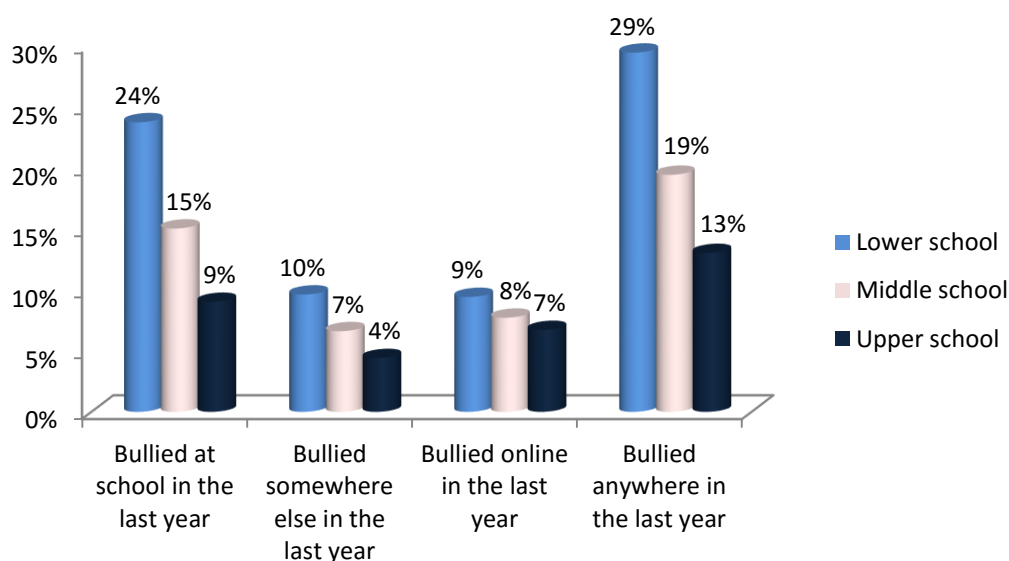
Among those who had been bullied in person, lower and middle school pupils were more likely than upper school pupils to have experienced name calling (81% middle school; 80% lower school; 71% upper school).

Among those who had been bullied, upper and middle school pupils were more likely than lower school pupils to say the bullying had made them feel depressed (49% upper school; 46% middle school; 35% lower school).

Lower school pupils who had been bullied were much more likely than middle or upper school pupils who had been bullied to say that they had reported the bullying, and much more likely to say that reporting it had made the situation better. As shown in Figure 5.18, more than two in five (42%) v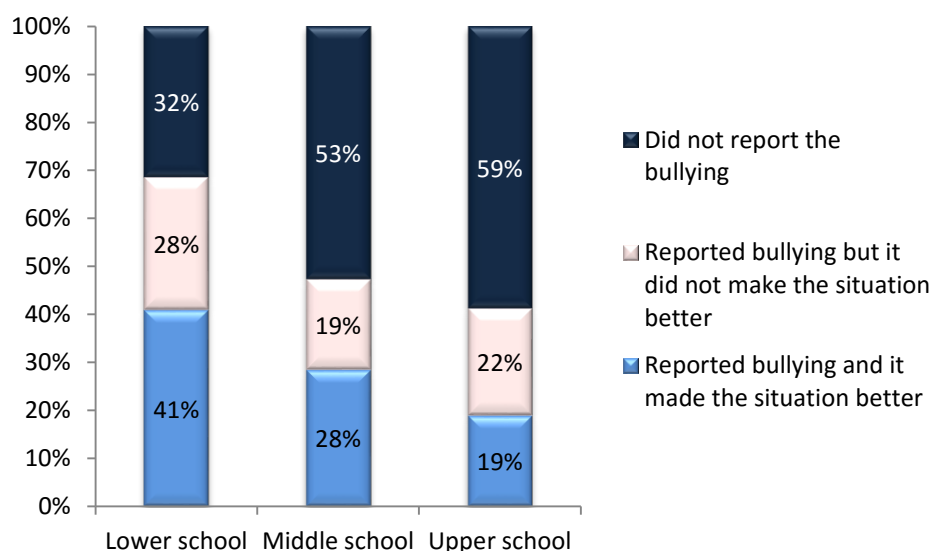ictims of bullying in the lower school said that they had reported the bullying and it made the situation better, compared to one in five (19%) of those in the upper school.

Figure 5.18: Whether Reported Bullying by Stage

Deprivation

Bullying was more prevalent in the least deprived schools than the most deprived schools, with one in five (19%) pupils in the least deprived schools reporting having been bullied at school in the last year, compared to 15% of pupils in the most deprived schools.

Locality

Those in the North East were less likely than those in the other localities to have been bullied in any way in the last year (19% NE; 22% NW; 22% South).

Among those who had been bullied in any way, those in the North West were the most likely to say they had not been bothered about the bullying (19% NW; 13% NE; 13% South).

Pupils in the South and North West were more likely than those in the North East to admit to having bullied others at school in the last year (17% South; 17% NW; 14% NE).

5.4   Strengths and Difficulties

The survey included the Strengths and Difficulties questionnaire (SDQ)[14], which gives each pupil a score out of ten on five scales. The SDQ is used to identify emotional and behavioural problems in childhood and adolescence. It is widely used across the education setting in Glasgow. The mean scores for each scale are shown below:

Table 5.1: Mean Scores for Strengths and Difficulties Scales

Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates **difficulties**)	3.5
Conduct problems scale (0-10) (high score indicates **difficulties**)	2.2
Hyperactivity scale (0-10) (high score indicates **difficulties**)	4.3
Peer problems scale (0-10) (high score indicates **difficulties**)	2.0
Prosocial scale (0-10) (high score indicates **strengths**)	7.1
Total difficulties (0-40) sum of all four **difficulties** scales	11.9

A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, one in four (26%) had a score indicating a high level of difficulties. Figure 5.19 shows the proportion of pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty.

Figure 5.19:   Proportion of Pupils with Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale

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[14] See: http://bjp.rcpsych.org/content/177/6/534.full
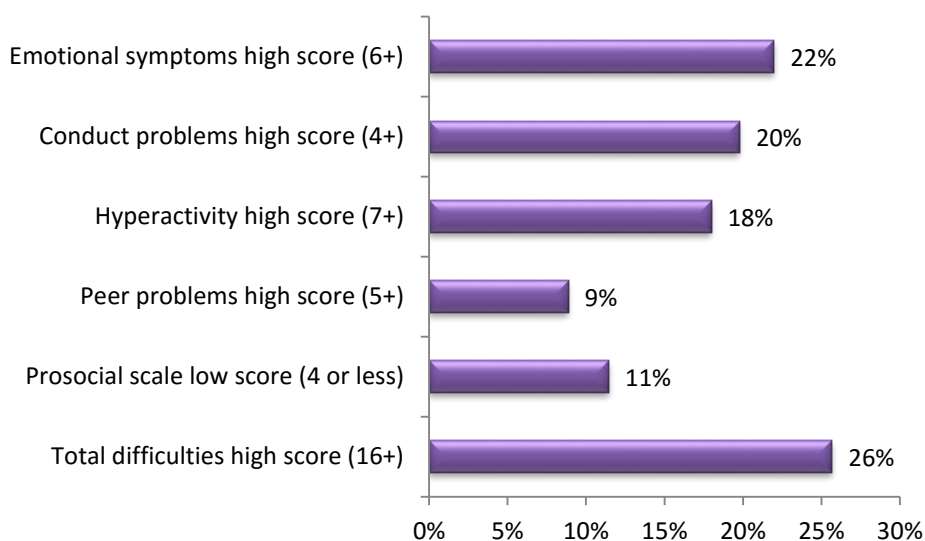
Trends for SDQ (S1-S4)

The Strengths and Difficulties Questionnaire was included for the first time in the 2010/11 survey. Overall, there was a rise between 2010/11 and 2014/15 in the proportion of S1-S4 pupils who had a total difficulties score of 16 or over (from 22% in 2010/11 to 25% in 2014/15), and rises were observed for the proportion who had scores indicating a high level of difficulties on the emotional symptoms and peer problem and the proportion who had low scores on the prosocial scale. However, there was a drop in the proportion with scores indicating a high level of conduct problems. This is shown below.

Figure 5.20: Trends for Scores in the SDQ Scales (S1-S4)
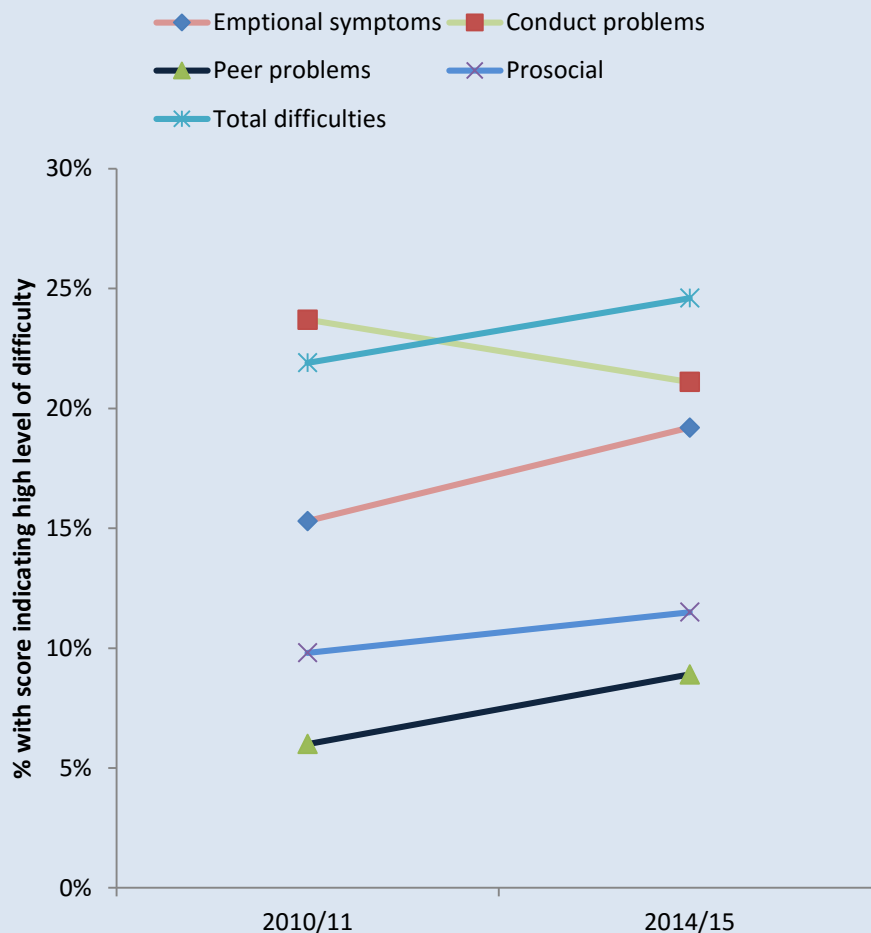
	Emotional symptoms	Conduct problems	Hyperactivity	Peer problems	Prosocial	Total difficulties
2010/11	15.3%	23.7%	18.2%	6.0%	9.8%	21.9%
2014/15	19.2%	21.1%	17.5%	8.9%	11.5%	24.6%
Change (2010/11 - 2014/15)	+3.9%	-2.6%	n/a	+2.9%	+1.7%	+2.7%
P	<0.001	<0.001	n/a	<0.001	<0.05	<0.001
Confidence Interval	+2.7 to +5.1	-3.9 to -1.3	n/a	+2.9 to +2.1	+0.8 to +2.6	+1.4 to +4.0

Gender

Overall, girls were more likely than boys to have a high 'total difficulties' score (31% girls; 20% boys). However, patterns of difficulties differed. Girls were three times more likely than boys to have a high score for emotional symptoms (32% girls; 11% boys). However, boys were more likely than girls to have a high score for conduct problems (23% boys; 17% girls), and particularly more likely to have a low score on the prosocial scale (17% boys; 6% girls).

Figure 5.21: Proportion of Pupils with Scores Suggesting a High Level of Difficulty for each Strength/Difficulty Scale showing a Significant Difference by Gender
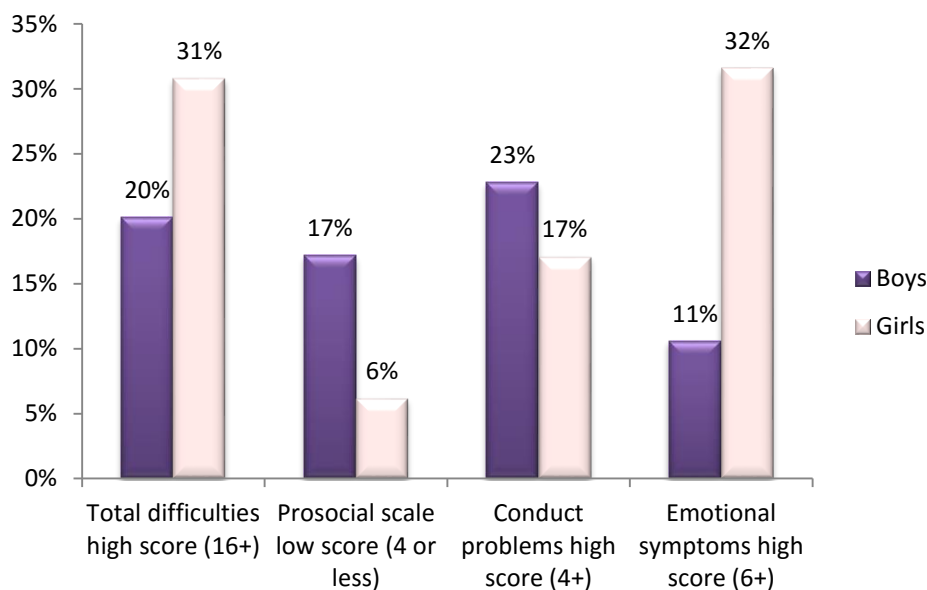
Stage

Overall, middle and upper school pupils were more likely than lower school pupils to have 'total difficulties' scores indicating a high level of difficulty (28% upper school; 28% middle school; 20% lower school). The scale which showed the highest degree of variation by age was emotional symptoms, for which 28% of upper school pupils had a high score, compared to 15% of lower school pupils.
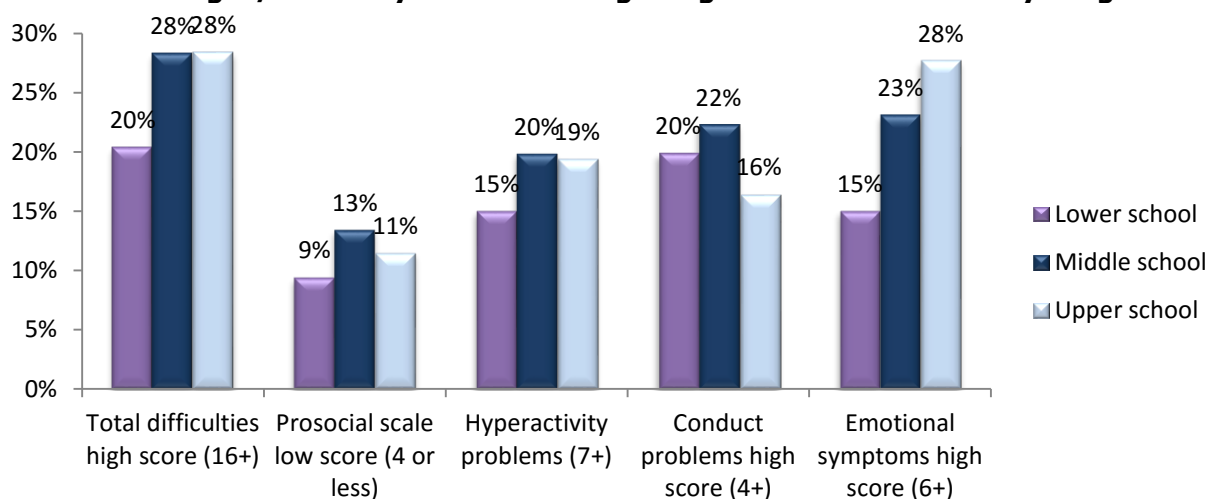
Figure 5.22: Proportion of Pupils with Scores Suggesting a High Level of Difficulty for each Strength/Difficulty Scale showing a Significant Difference by Stage

5.5   Strengths and Difficulties - Exploring Further

This section explores in more depth some of the findings relating to strengths and difficulties, answering specific research questions/hypotheses.

Do Strengths and Difficulties Differ Across Ethnic Groups?

The small number of pupils in many of the ethnic group categories prohibits detailed analysis of findings across many ethnic groups. However, groups have been combined to allow some analysis at an aggregate group level.

The proportion of pupils with a high 'total difficulties' SDQ score was highest among those in the White Scottish/British and Other White groups (26% and 27% respectively) and lowest among those in African ethnic groups (14%). The only individual scale which showed a significant difference for ethnic groups was the hyperactivity scale. The proportion whose scores indicated hyperactivity problems was highest among White Scottish/British pupils (20%) and lowest among those from Asian (10%) or African (11%) ethnic groups.

Figure 5.23: Scores Indicating High Level of Difficulties and Hyperactive Problems by Ethnicity
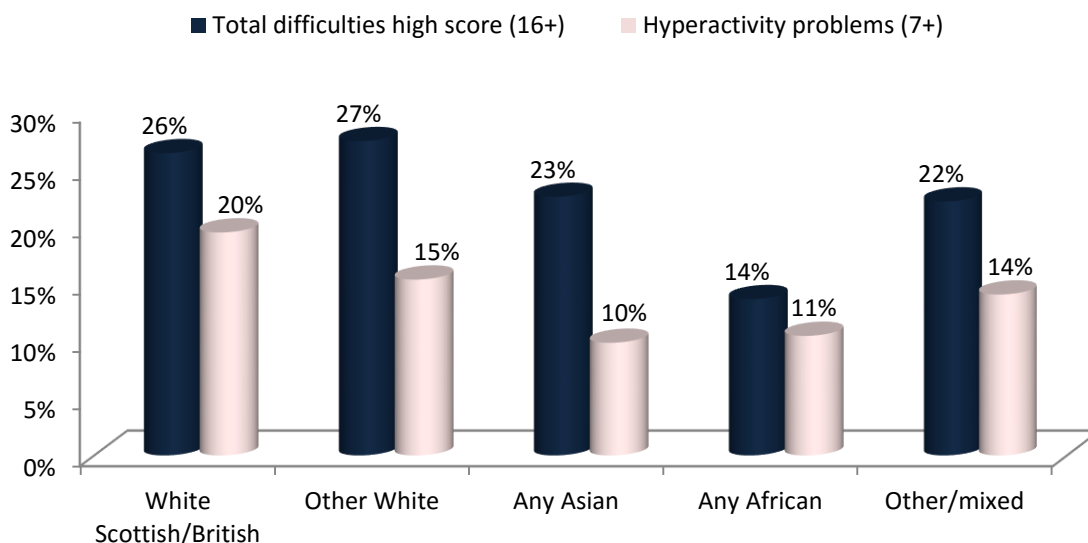
Are those with high SDQ scores more or less likely to be caring for a family member?

It is interesting to note that those with a high 'total difficulties' SDQ score were almost twice as likely than those with normal/low scores to be caring for a family member - one in five (20%) pupils who had a high 'total difficulties' score were carers, compared with one in nine (11%) of those with normal/low SDQ scores. This difference was evident for all the subscales of the SDQ (except the prosocial scale), as shown in Figure 5.24.

Figure 5.24: Proportion of Carers by High or Low/Normal Level of Difficulties
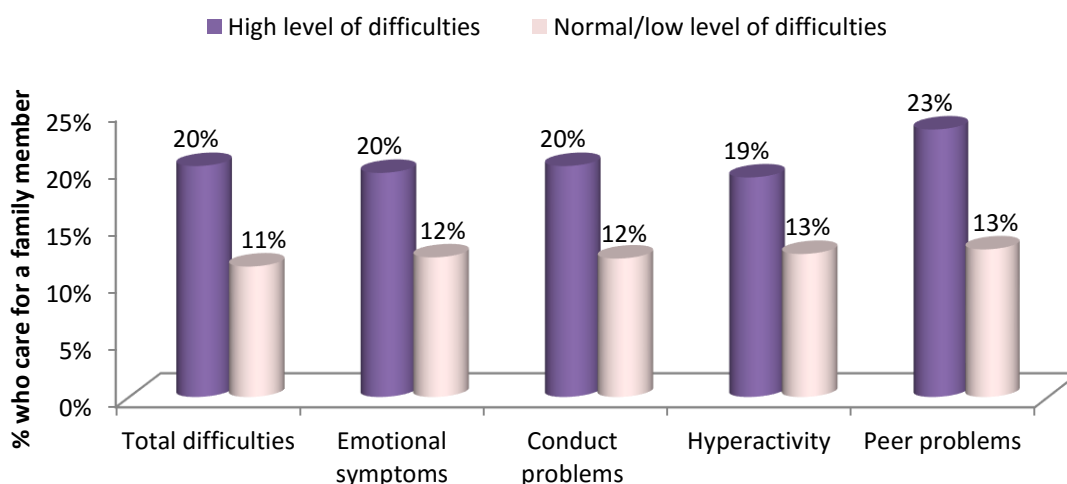
Do those who report being more physically active have lower SDQ scores?

Analysis reveals a strong relationship between difficulties evident from SDQ scores and levels of physical activity. Those who were inactive (did not do 60 minutes or more of physical activity on any day) were twice as likely to have a high total difficulties score as those who were active for 60 minutes or more on five or more days per week (40%

compared to 21%). Low physical activity levels were associated with higher difficulties on the prosocial, hyperactivity, emotional symptoms and peer problems scales, with the most striking difference shown for the emotional symptoms scale; 36% of those who were inactive had scores indicating emotional symptoms difficulties, compared to 16% of those who were active for 60 minutes on five days or more per week.
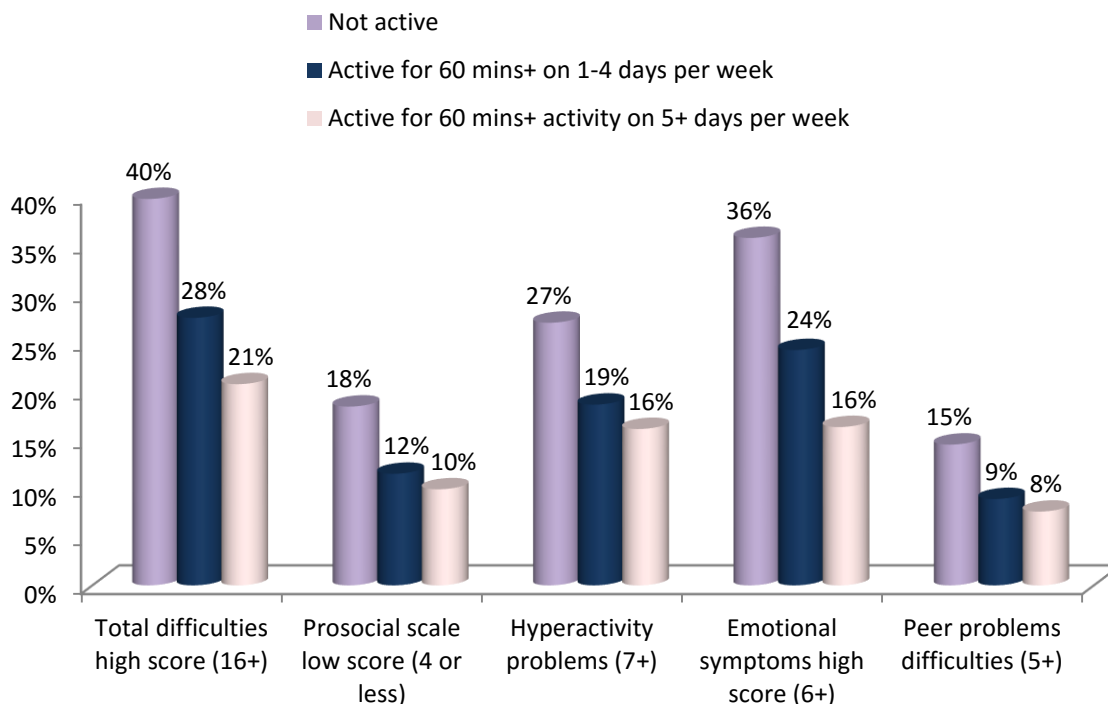
Figure 5.25: Scores Indicating High Levels of Difficulties by Physical Activity Levels (for all scales showing a significant difference)

Are those with high SDQ scores more or less likely to take risks?

There was a strong relationship between difficulties measured by the SDQ and risk-taking behaviour. As Figure 5.26 shows, levels of engagement with every risk behaviour measured was higher for those with a high 'total difficulties' SDQ score, compared with those with normal or low scores. Compared to those with normal scores, those with a high level of difficulties were twice as likely to have ever taken drugs (18% compared to 9%) or drink alcohol weekly (10% compared to 5%), and more than twice as likely to be smokers (13% compared to 5%). Those with a high level of difficulties were also at least twice as likely than those with normal/low scores to have engaged in any of the antisocial/risk behaviours measured by the survey in the last year including skipping school (45% compared to 25%), making yourself sick (36% compared to 13%), losing control when angry (55% compared to 21%) and fighting (28% compared to 14%).

Figure 5.26: Risk Behaviour by High or Low/Normal Levels of 'Total Difficulties' Scores

■ Normal/low level of 'total difficulties'   ■ High level of 'total difficulties' (16+)

Behaviour	Normal/low	High
Had sexual intercourse	19%	30%
Current smoker	5%	13%
Drink alcohol at least once per week	5%	10%
Ever taken drugs	9%	18%
Skipped school in the last year	25%	45%
Made yourself sick in the last year	13%	36%
Done something sexual you wish you had not in the last year	8%	21%
Had unprotected sex in the last year	8%	18%
Sent an inappropriate text you wish you had not in the last year	9%	24%
Ended up in a situation where you felt threatened or unsafe in the last year	12%	33%
Posted something on social networking which you regret in the last year	7%	22%
Lost control when you were angry in the last year	21%	55%
Thought about harming someone else in the last year	10%	31%
Carried a weapon in the last year	4%	11%
Threatened someone in the last year	8%	23%
Been in a fight in the last year	14%	28%
Been involved in a gang fight in the last year	3%	8%
Shoplifted in the last year	3%	10%
Engaged in vandalism/graffiti in the last year	3%	10%
Broken into a shop/school/house in the last year	1%	4%
Dealt drugs in the last year	2%	6%
Been formally cautioned by the police in the last year	7%	15%
Been charged by the police in the last year	3%	10%

Do those with high SDQ scores have someone to talk to?

Although most of those with a high level of difficulties did have someone to talk to about things that bothered them, those with a high level of difficulties on each of the SDQ scales were more likely than those with normal/low levels of difficulties to have no-one to talk to. Overall, 8% of those with a high level of 'total difficulties' had no-one to talk to, compared to 2% of those with a normal or low level of total difficulties.
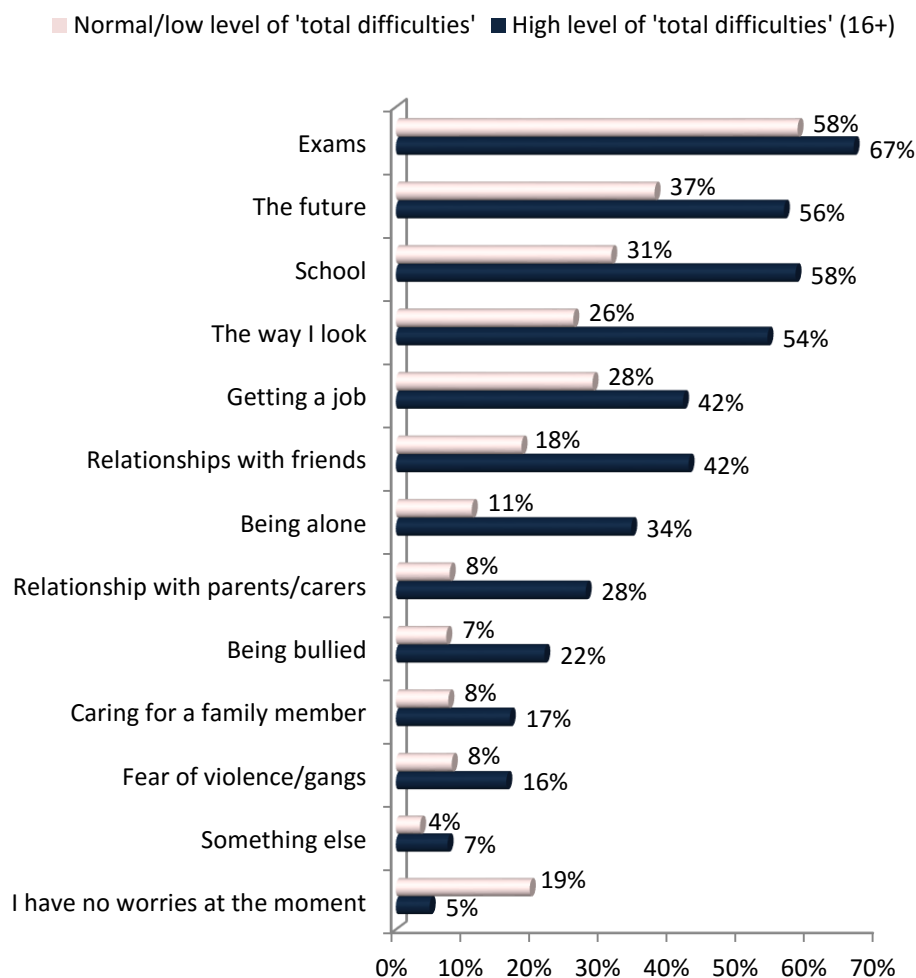
Figure 5.27: Proportion who had No-one to Talk to by High or Low/Normal Level of Difficulties
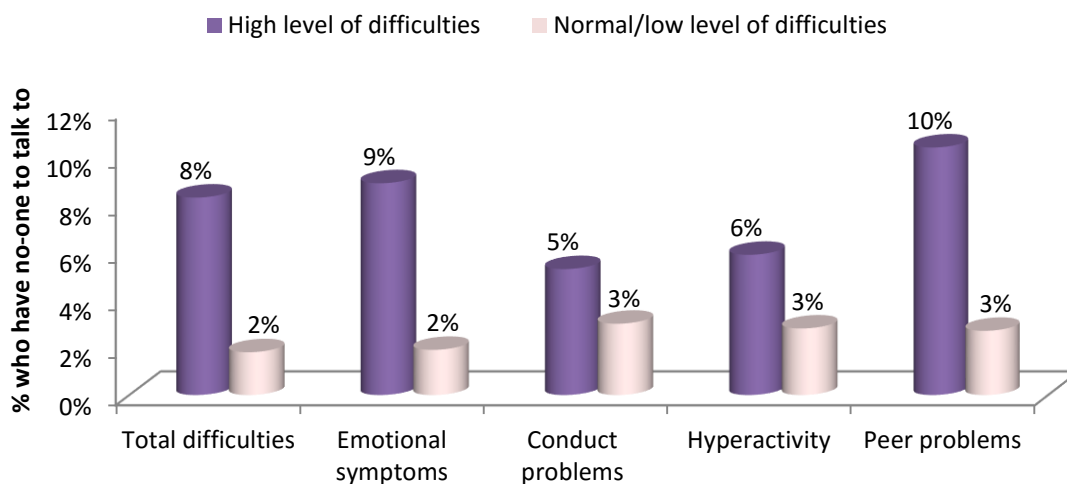
Are young people with a high SDQ score more likely to have worries?

Those with a high 'total difficulties' score were more likely than those with normal/low score to worry about at least one thing (95% compared to 81%). As Figure 5.28 shows, those with a high level of total difficulties were more likely than those with normal/low levels of total difficulties to worry about each of the issues that were asked about. Some of the issues which those with high levels of difficulties were much more likely to worry about included the way I look (54% high total difficulties; 26% normal/low difficulties), being alone (34% high total difficulties; 11% normal/low difficulties), relationships with friends (42% high total difficulties; 18% normal/low difficulties) and relationships with parents/carers (28% high total difficulties; 8% normal/low difficulties).

Figure 5.28: Worries by High or Low/Normal Levels of 'Total Difficulties' Scores

Normal/low level of 'total difficulties' ■ High level of 'total difficulties' (16+)

Worry	Normal/low	High
Exams	58%	67%
The future	37%	56%
School	31%	58%
The way I look	26%	54%
Getting a job	28%	42%
Relationships with friends	18%	42%
Being alone	11%	34%
Relationship with parents/carers	8%	28%
Being bullied	7%	22%
Caring for a family member	8%	17%
Fear of violence/gangs	8%	16%
Something else	4%	7%
I have no worries at the moment	19%	5%

Are pupils with a high SDQ score more likely to have a limiting illness or condition?

Pupils with a high level of difficulties on each the SDQ scales were more likely than those with a normal/low level of difficulties to have a limiting illness or condition. Overall, those with a high level of total difficulties were more than twice as likely than those with normal/low levels of total difficulties to have a limiting illness or condition (16% compared to 7%). The scale which showed the most marked difference was peer problems - 19% of those with a high level of peer problems had a limiting illness/condition, compared to 8% of others. The differences for each SDQ scale are shown in Figure 5.29.

Figure 5.29: Proportion with a Limiting Condition or Illness by SDQ Scores
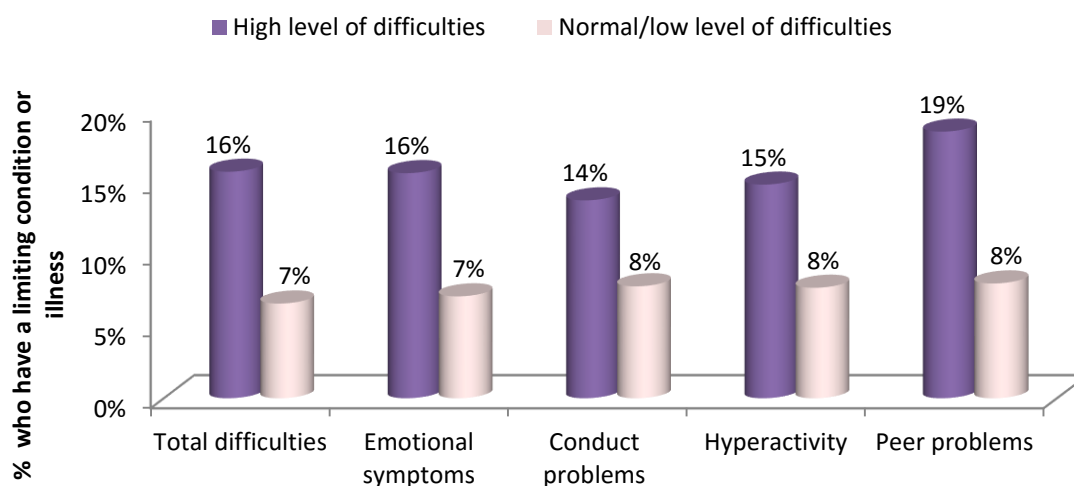
Are pupils with a high SDQ more likely to have a learning disability?

The questionnaire specifically asked about dyslexia, ADHD and ASD/Aspergers. Those with a high level of total difficulties were more likely than those with a normal/low level of total difficulties to have:

- Dyslexia (8% high; 5% normal/low);
- ADHD (5% high; 1% normal/low);
- ASD/Aspergers (4% high; 1% normal/low).

Those with a high level of emotional difficulties were more likely than those with a normal/low level of emotional difficulties to have:

- Dyslexia (8% high; 6% normal/low).

Those with a high level of conduct problems were more likely than those with a normal/low level of conduct problems to have:

- Dyslexia (10% high; 5% normal/low);
- ADHD (8% high; 1% normal/low);
- ASD/Aspergers (4% high; 2% normal/low).

Those with a high level of hyperactivity problems were more likely than those with a normal/low level of conduct problems to have:

- Dyslexia (10% high; 5% normal/low);
- ADHD (7% high; 1% normal/low);
- ASD/Aspergers (4% high; 2% normal/low).

Those with a high level of peer problems were more likely than those with a normal/low level of peer problems to have:

- Dyslexia (10% high; 5% normal/low);
- ASD/Aspergers (7% high; 1% normal/low).

Those with a low level of prosocial strengths were more likely than those with a normal/low level of prosocial strengths to have:

- ADHD (5% low; 2% normal/high);
- ASD/Aspergers (4% low; 2% normal/high).

Are young people with difficulties aware of or using available services?

There was no significant difference in levels of awareness or use of youth clubs or health services for young people between those with a high level of difficulties and those with normal/low levels of difficulties.

However, those with a high level of total difficulties were less likely than others to have a Young Scot Card (72% high; 76% normal/low) or to have been to a sports centre in the last year (59% high; 68% normal/low).

Are young people with difficulties more or less likely to engage with social media, and is their time spent on screen-based activities more or less than average?

Although nearly all pupils, including those with difficulties, used some forms of social media, those with emotional difficulties, hyperactivity problems and low prosocial strengths were less likely to say they used social media, as shown in Figure 5.30.

Figure 5.30: Proportion who Used Social Media by SDQ Scores
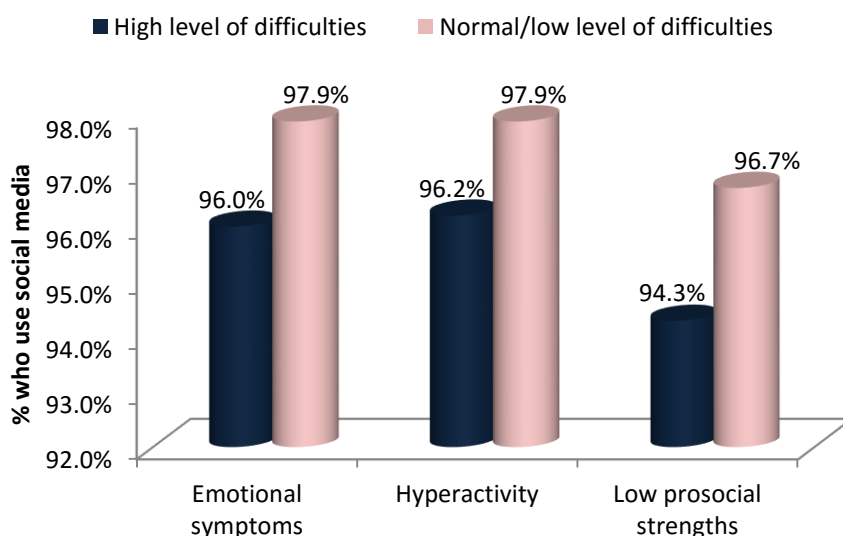
For those for whom total screen time could be calculated (see Chapter 11), the mean time spent on screen-based activities on a school day was 474 minutes. However, for all scales of the SDQ, those with a high level of difficulties on average spent considerably longer on screen-based activities compared to those with normal/low levels of difficulties, as shown in Table 5.2.

Table 5.2: Mean Screen Time on a School Day by High or Low/Normal Level of Difficulties

Difficulties Scale	Mean Screen Time for Pupils with High Level of Difficulties	Mean Screen Time for Pupils with Normal/Low Level of Difficulties
Total difficulties	595 minutes	429 minutes
Emotional symptoms	556 minutes	447 minutes
Conduct problems	647 minutes	435 minutes
Hyperactivity problems	599 minutes	446 minutes
Peer problems	580 minutes	461 minutes
Low prosocial strengths	548 minutes	464 minutes

Figure 5.31 shows the proportion of pupils with difficulties who spent eight or more hours on screen-based activities on a school day for those with high and normal/low levels of difficulties. Altogether, just under half (46%) of those with a high level of total difficulties spend eight or more hours on screen-based activities on a school day, compared to three in ten (29%) of those with a normal/low level of difficulties.

Figure 5.31: Proportion who spend Eight or More Hours on Screen-Based Activities on a School Day by SDQ Scores
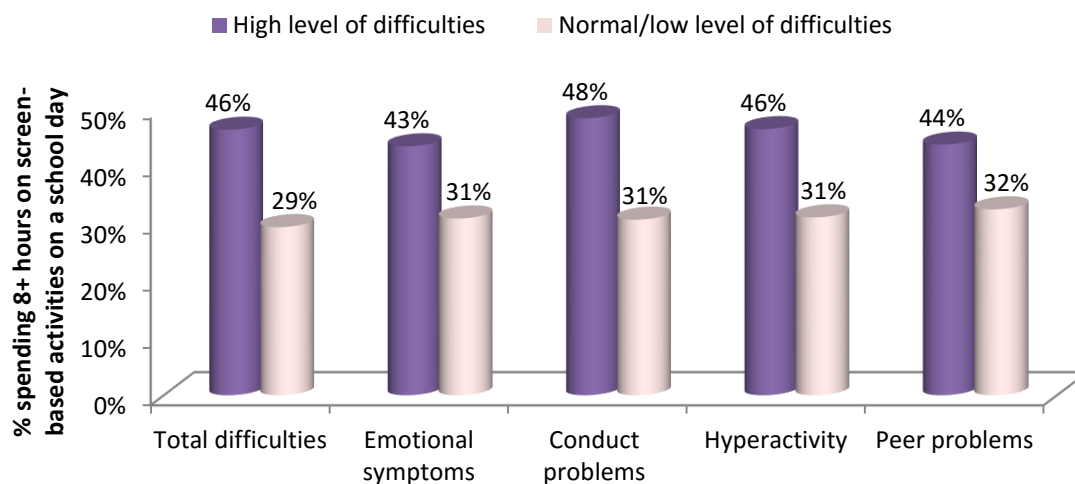
Do young people with high SDQ scores have lower aspirations?

Overall, those with a high level of total difficulties were less likely than those with normal/low levels of total difficulties to say they expected to go to further education/training after school (60% high; 67% normal/low). However, as Figure 5.32 shows, while those with conduct, hyperactivity and peer problems and those with low prosocial strengths were less likely to expect to go to further education/training, those with emotional problems were **more** likely to expect to go to further education/training.

Figure 5.32: Proportion who Expect to Go to Further Education/Training by SDQ Scores
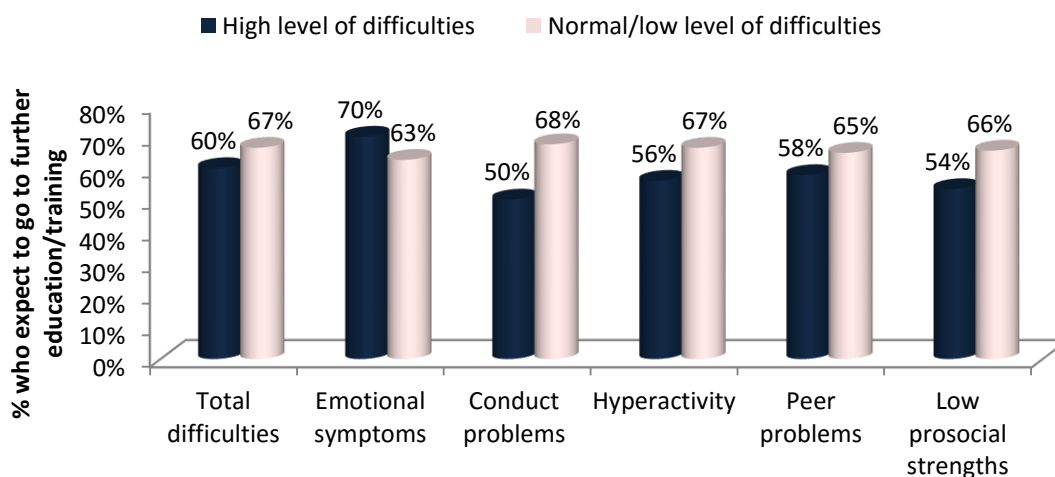
Do young people with difficulties have more or less access to the internet?

Although nearly all (99%) pupils had access to the internet, those with a high level of total difficulties were more likely than those with a normal/low level of total difficulties to say they did not have access to the internet (2.3% for those with a high level or total difficulties, compared to 0.9% for those with normal/low levels of total difficulties).

6 Behaviours: Smoking, Alcohol and Drugs

Summary of Key Indicators

Indicator	%	N
% of pupils who are current smokers	7%	713
% of pupils who currently use e-cigarettes	2%	224
% of pupils who have ever smoked shisha	16%	1,643
% of pupils who are exposed to environmental tobacco smoke	67%	6,893
% of pupils who never drink alcohol	62%	6,670
% of pupils who have ever taken an illegal drug	11%	1,178

6.1 Smoking

One in fourteen (7%) pupils across Glasgow secondary schools were current smokers. A further 15% had tried smoking and 78% had never smoked.

Figure 6.1: Smoking Status
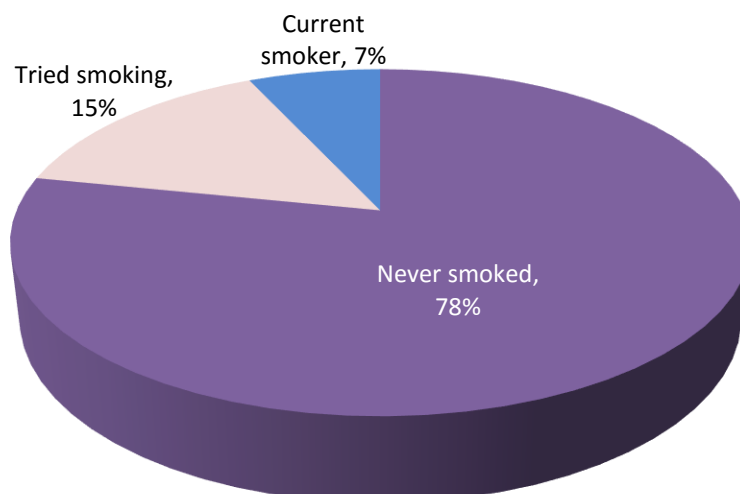
Those who were current smokers were asked where they usually got their cigarettes from. Responses were:

- Get them from someone I know (49%);
- Buy them myself from a shop (43%);
- Buy them from someone I know (12%);
- Take them from parents/other adults without them knowing (9%);
- Buy them myself from a mobile van (7%);
- Buy them myself from a market stall (3%);
- Other (13%).

Among the 75 pupils who said they got cigarettes another way and specified how, the majority (88%) said they got strangers to buy them for them (often referred to as a 'jump in').

Among smokers, one in four (25%) said that they did not buy cigarettes; 28% bought packs of 20 cigarettes, 53% bought packs of 10; and 14% bought single cigarettes (more than one response option was possible).

Of the 733 pupils who smoked and said where they smoked:

- 83% smoked outside with friends;
- 41% smoked outside alone;
- 34% smoked at school;
- 27% smoked at home;
- 14% smoked somewhere else.

Among those who specified where else they smoked, the most common response was parties (35%).

Of the 729 pupils who smoked and said who they smoked with:

- 88% smoked with friends;
- 35% smoked alone;
- 11% smoked with brothers/sisters;
- 7% smoked with a parent/carer;
- 5% smoked with grandparents; and
- 4% smoked with someone else.

Among current smokers who answered the relevant questions, 30% said they would like to stop smoking, 21% said they would not and 49% said they possibly would like to stop. Seven in ten (70%) smokers said they would know where to get help to stop smoking and 30% said they would not.

Key Statistics:

7% of secondary school pupils smoke
83% of smokers smoked outside with friends
30% of smokers would like to stop smoking

Smoking Trends

National data show a decline in smoking among young people. The SALSUS survey has seen overall downward trends in smoking among young people since the 1980s. The 2013 survey found the lowest rate of smoking ever measured - with 2% of 13 year olds and 9% of 15 year olds nationally reporting being regular smokers.

Similarly, Glasgow survey trends for smoking across the last three surveys are very encouraging, demonstrating a sharp decrease in smoking rates among pupils. Indeed, the rate of smoking among S1-S4 pupils has halved since 2006/7 from 10% to 5%, and this downward trend has been observed across all three localities.

Figure 6.2: Trends for Smoking S1-S4
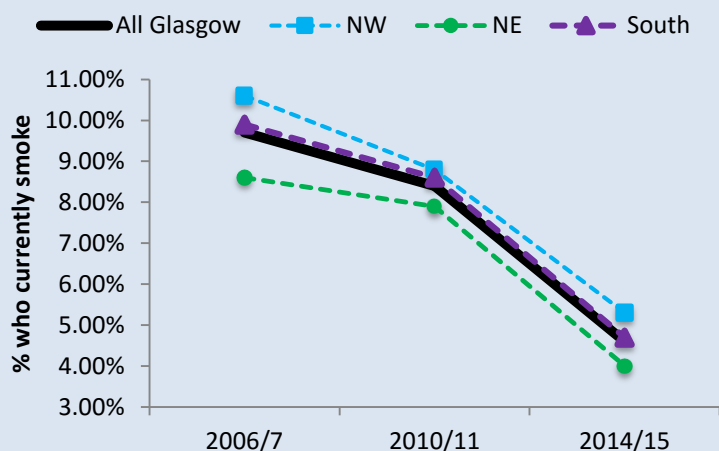
	All Glasgow	North West	North East	South
2006/7	9.7%	10.6%	8.6%	9.9%
2010/11	8.4%	8.8%	7.9%	8.6%
2014/15	4.6%	5.3%	4.0%	4.7%
Change (2010/11-2014/15)	-3.8%	-3.5%	-3.9%	-3.9%
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	-4.5 to -3.1	-5.0 to -2.0	-5.1 to -2.7	-5.1 to -2.7

However, although proportionately fewer pupils were smoking in 2014/15, those who did smoke were less likely than in previous years to say they would like to stop smoking, as Figure 6.3 shows. This overall drop was largely accounted for by a big drop in the desire to stop smoking among smokers in the North East only, as shown below.

**Figure 6.3: Trends for Desire to Stop Smoking (Among Smokers) S1-S4**
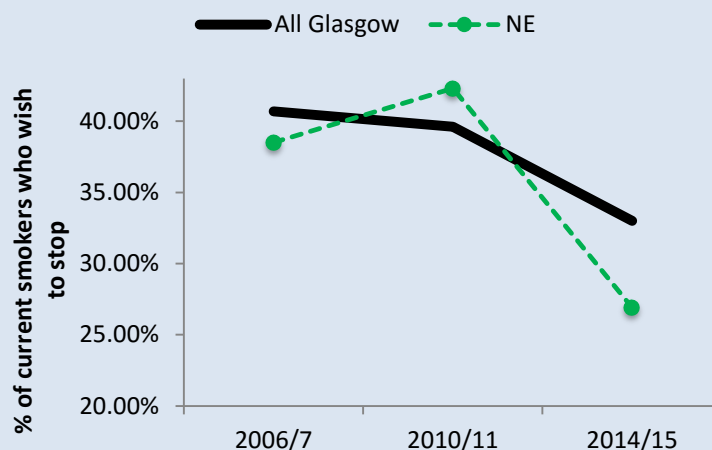
	All Glasgow	North West	North East	South
2006/7	40.7%	45.0%	38.5%	38.7%
2010/11	39.6%	37.7%	42.3%	38.7%
2014/15	33.0%	38.7%	26.9%	32.9%
Change (2010/11-2014/15)	-6.6%	n/a	-15.4%	n/a
P	<0.05	n/a	<0.01	n/a
Confidence Interval	-11.9 to -1.3	n/a	-24.9 to -5.9	n/a

Stage

Smoking rates among pupils rose from 1% of lower school pupils to 13% of upper school pupils. More than a third (36%) of upper school pupils had at least tried smoking, compared to just 7% of lower school pupils.

**Figure 6.4: Smoking Status by Stage**
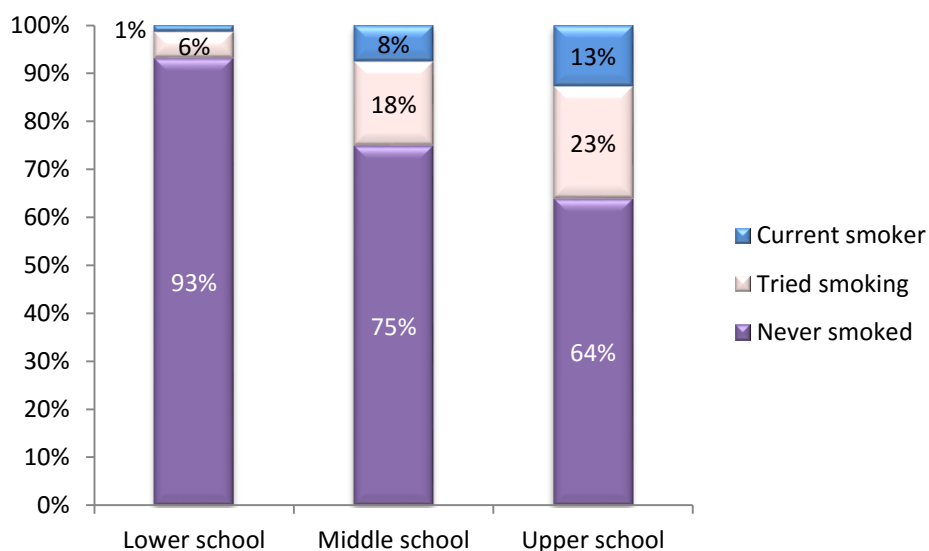
Locality

The proportion of pupils who were current smokers was lowest in the North East and highest in the South (5.6% NE; 7.3% NW; 7.6% South).

6.2   E-Cigarettes

E-cigarettes (or 'electronic cigarettes', 'personal vaporizers' or 'ENDS' - electronic nicotine delivery systems) are battery-powered vapour inhaler devices. They usually deliver chemical mixtures which include nicotine. Unlike tobacco cigarettes, there is no legal age restriction on who can buy or use e-cigarettes in Scotland.

Survey findings show that use of e-cigarettes was much lower than tobacco cigarettes. Just under nine in ten (88%) said they had never tried e-cigarettes, 2% were current e-cigarette users and 10% had tried e-cigarettes but were not current users.

Figure 6.5: Use of E-Cigarettes
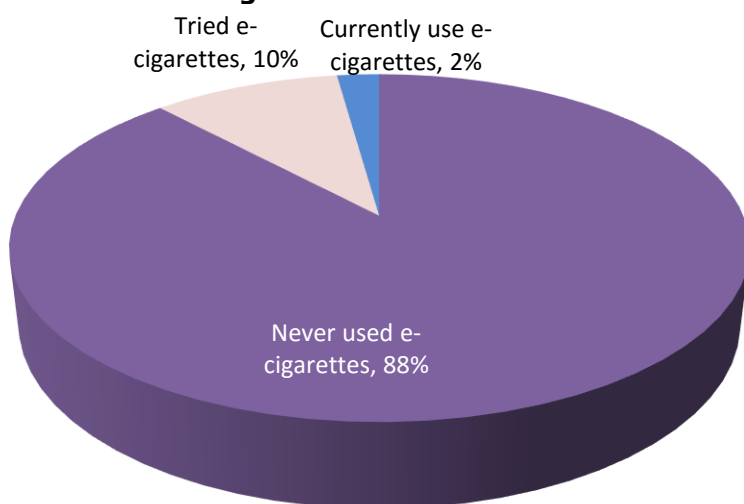
Pupils were asked their views about three aspects relating to e-cigarettes. Among those who expressed an opinion:

- One in eight (13%) said e-cigarettes were cool and 87% said they were uncool;
- Just under half (48%) said e-cigarettes were safer and healthier than normal cigarettes and 52% said they were just as bad for you as normal cigarettes;
- One in eleven (9%) said e-cigarettes were something they would like to try and 91% said they were something they would never try.

Key Statistics:
- 2% used e-cigarettes
- 12% either used or had tried e-cigarettes
- 13% thought e-cigarettes were cool

Gender

Although rates of smoking cigarettes were not significantly different for boys and girls, the same was not true for e-cigarettes. Boys were more likely than girls to have tried or be current users of e-cigarettes (14% boys; 10% girls).

Figure 6.6: Use of E-Cigarettes by Gender
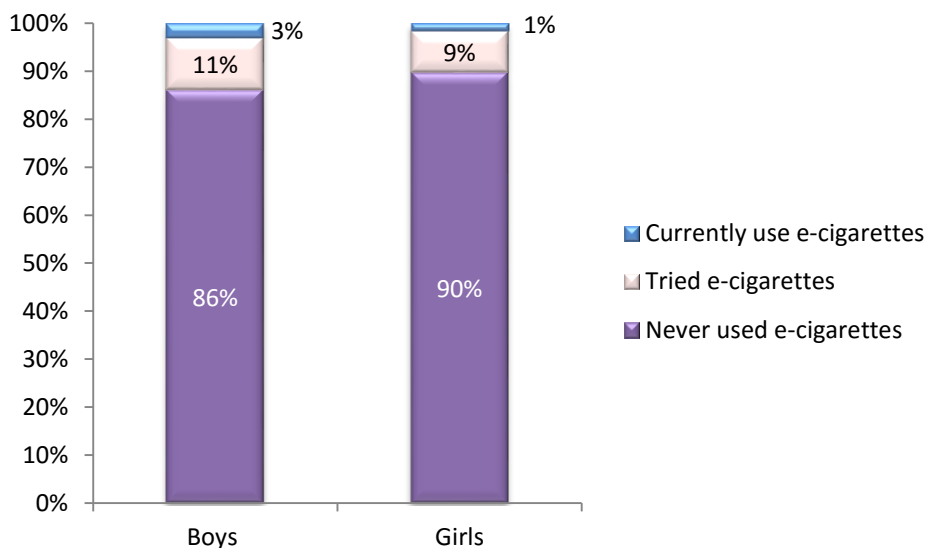
As well as being more likely to try/use e-cigarettes, boys were more likely than girls to consider e-cigarettes cool (17% boys; 10% girls) and to think they were safer and healthier than normal cigarettes (53% boys; 43% girls).

Stage

Upper and middle school pupils were more likely than lower school pupils to have tried or be current users of e-cigarettes (16% upper school; 15% middle school; 5% lower school).

Also, lower school pupils were the least likely to consider e-cigarettes 'cool' (7% lower school; 15% middle school; 18% upper school), think that e-cigarettes were safer and healthier than normal cigarettes (37% lower school; 51% middle school; 56% upper school) or to say e-cigarettes were something they would like to try (4% lower school; 10% middle school; 14% upper school).

Figure 6.7: Use of E-Cigarettes by Stage
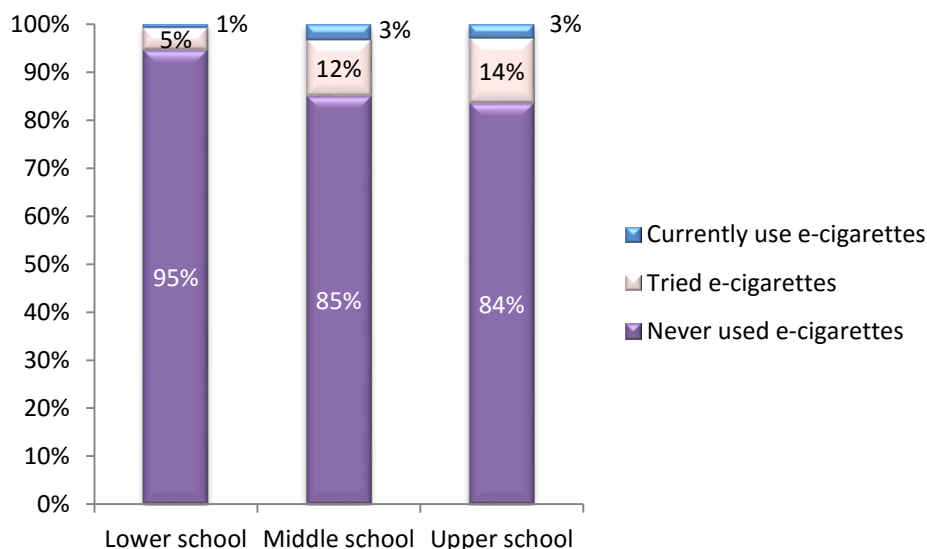
Deprivation

Although there was no significant difference in use of e-cigarettes between the most and least deprived schools, those in the least deprived schools were more likely than those in the most deprived schools to consider e-cigarettes safer and healthier than normal cigarettes (55% least deprived; 44% most deprived).

Locality

Although use of e-cigarettes was low across all three localities, the proportion currently using e-cigarettes was lowest in the North East and highest in the North West (1.9% NE; 2.2% South; 2.7% NW). Those in the North West were more likely than those in the other two localities to say that e-cigarettes were safer and healthier than normal cigarettes (51% NW; 47% NE; 47% South).

6.3   Shisha

The smoking of shisha (also known as hookah, nargile, hubble-bubble and waterpipe) originated in the Middle East and has shown an increase in popularity in Scotland in recent years, particularly among young people. Shisha usually involves smoking tobacco mixed together with other flavours through a water pipe. The smoking of shisha is included in the ban on smoking in public places in Scotland and it is illegal to supply shisha to anyone under the age of 18.

Just under one in six (16%) said they had ever smoked shisha.

Gender

Boys were more likely than girls to say they had smoked shisha (18% boys; 14% girls).

Stage

Use of shisha increased very significantly with age. While just one in fourteen lower school pupils had ever smoked shisha, this rose to just under one in four upper school pupils (23% upper school; 19% middle school; 7% lower school).

Deprivation

Use of shisha was much higher among pupils in the least deprived schools than those in the most deprived schools (19% least deprived; 9% most deprived).

Locality

Use of shisha was much lower among North East pupils than those in the other two localities (8% NE; 19% NW; 20% South).

6.4   Exposure to Environmental Tobacco

More than two in five (44%) said that someone smoked in the place where they live most of the time.

Among those who said someone smoked in their home:

- 50% said they smoked outside;
- 25% said they smoked in a particular area of the house;
- 22% said they smoked anywhere in the house;
- 19% said they smoked in one room.
- 11% said they smoked in the car;

Overall, among those who lived with a smoker, nearly two in three (64%) said that this person/these people smoked inside the home and/or the car. This equates to a quarter (25%) of all pupils and is significantly higher than the Scottish Health Survey findings for 2013 which suggest that 11% of children nationally were exposed to second hand smoke at home.

All pupils were asked how often they have to breathe in other people's smoke indoors. One in three (33%) said they were never exposed to second hand smoke, 43% said this happened rarely, 15% said this happened often and 10% said this happened every day. Thus overall, two in three (67%) were ever exposed to environmental tobacco smoke.

Key Statistics:

- 44% live with a smoker
- 25% live with someone who smokes inside the home and/or in the car
- 67% were ever exposed to second hand smoke

Trends for Exposure to Environmental Tobacco

Smoking in public places was banned in Scotland in 2006, and across the UK in 2007. A report by ASH in 2014[15] highlighted that smoke free legislation has led to an overall reduction in children's exposure to second hand smoke and an increase in parents who have made their homes smoke-free. However, there have been only modest reductions in exposure to second hand smoke for children living in households where someone smoked.

Glasgow findings show that although a majority of pupils are still exposed to second hand smoke at least some of the time, trends show an encouraging decrease in exposure rates between 2010/11 and 2014/15 (the question was not asked in the same way in 2006/7). The proportion of S1-S4 pupils who said they were ever exposed to second hand smoke fell from 74% to 65%. The drop was significant in all three localities, with the largest drop observed in the South.

Figure 6.8: Trends for Exposure to Environmental Tobacco (S1-S4)
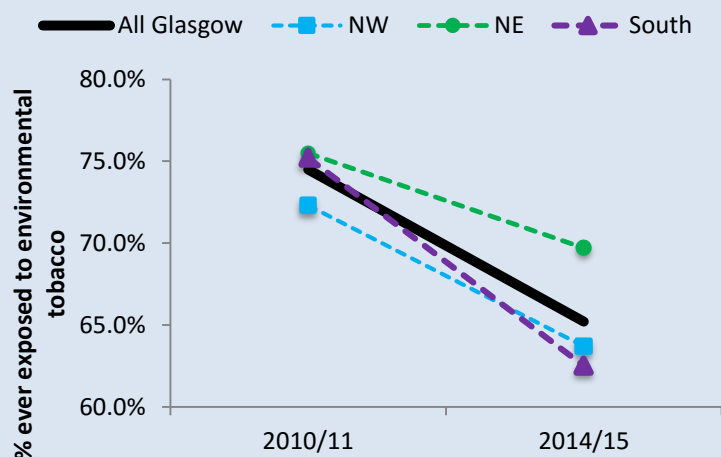
	All Glasgow	North West	North East	South
2010/11	74.5%	72.3%	75.5%	75.2%
2014/15	65.2%	63.7%	69.7%	62.5%
Change (2010/11-2014/15)	-9.3%	-8.6%	-5.8%	-12.7%
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	-10.7 to -7.9	-11.3 to -5.9	-8.2 to -3.4	-14.9 to -10.5

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[15] http://www.ash.org.uk/files/documents/ASH_596.pdf

Stage

Upper and middle school pupils were more likely than lower school pupils to ever be exposed to environmental tobacco smoke (73% upper school; 71% middle school; 59% lower school).

Deprivation

Pupils in the most deprived schools were much more likely than those in the least deprived schools to say that someone they lived with smoked (52% most deprived; 35% least deprived), and also more likely to ever be exposed to environmental tobacco smoke (72%, most deprived; 64% least deprived).

Locality

Pupils in the North East were the most likely to say they lived with a smoker (47% NE; 43% South; 41% NW) or that they were ever exposed to environmental tobacco smoke (71% NE; 65% South; 65% NW).

Figure 6.9: Exposure to Environmental Smoke by Locality
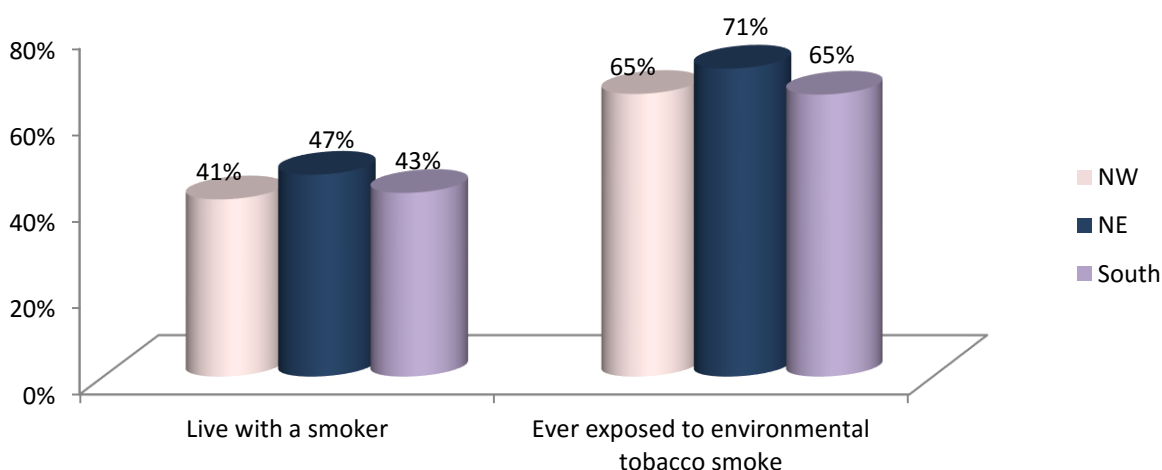
6.5   Alcohol

Just over three in five (62%) said that they never drank alcohol. Six percent said that they drank alcohol once a week or more.

Figure 6.10: Frequency Drink Alcohol
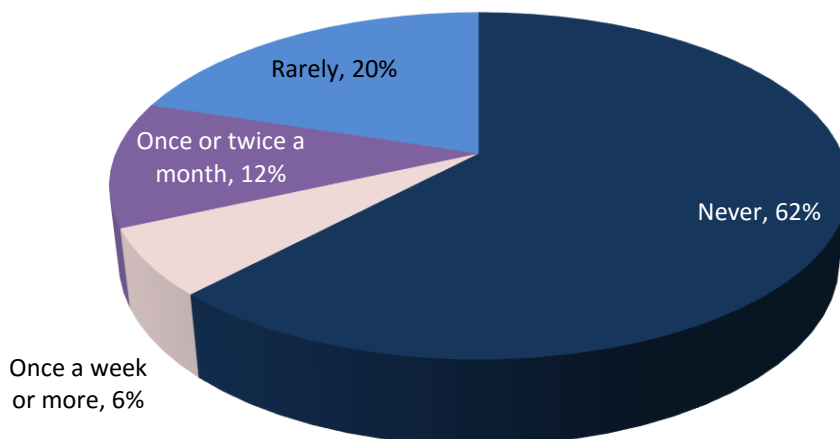

Note to Reader:

Note to Reader:

The remainder of the findings presented in this section relate only to those who ever drank alcohol.

As the 2014/15 survey was the first Glasgow schools survey to include S5-S6 pupils, it should be borne in mind that responses here are not comparable to previous surveys, particularly because most of those who drank alcohol were older pupils.

Those who ever drank alcohol were asked what types they drank. Responses are shown in Figure 6.11. The most common type of alcohol drink consumed was spirits (53%).

Figure 6.11: Types of Alcohol Drink Consumed (of those who ever drank alcohol)
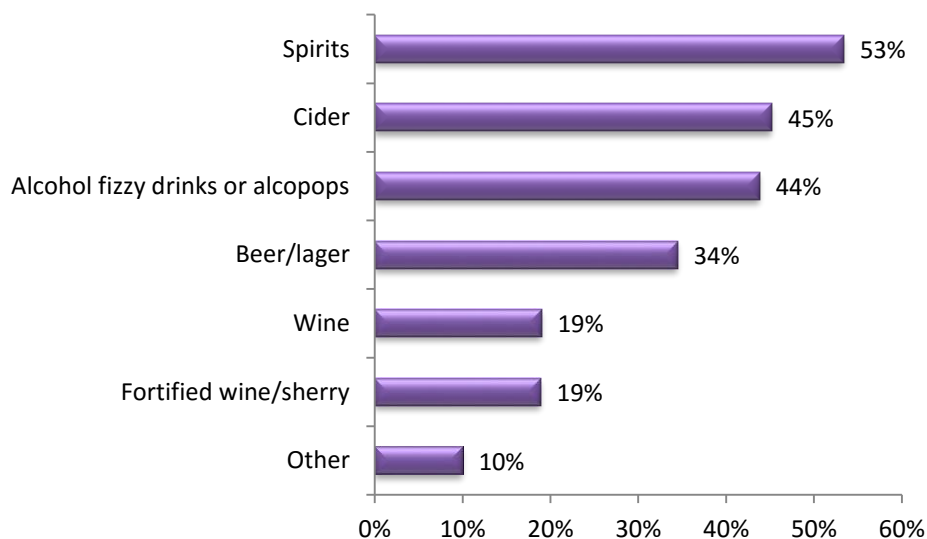
Of those who listed 'other' drinks, the most common were Mad Dog (52%) and Champagne (10%).

Just over half (55%) of those who ever drank alcohol said that they rarely or never got drunk, while a quarter (25%) said they got drunk once or twice a month and 17% said they got drunk once a week or more.

Those who ever drank alcohol were asked how much they usually spend on alcohol per week. Just under three in five (56%) said they spent nothing on alcohol. One in three (35%) spent £5 or more per week on alcohol. Responses are shown in Figure 6.12.

Figure 6.12: Expenditure on Alcohol Per Week (of those who ever drank alcohol)
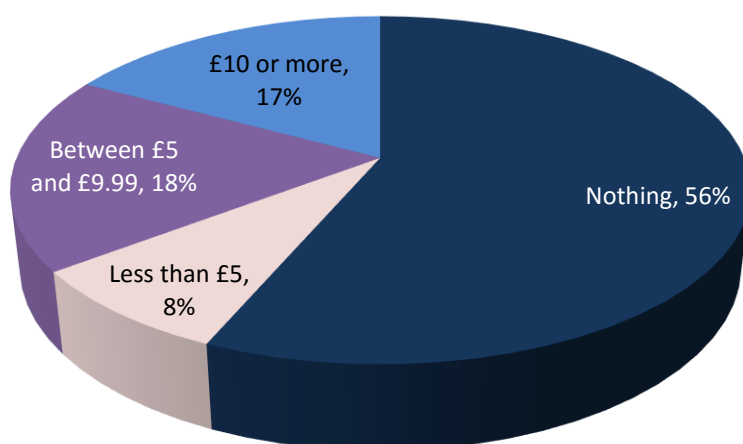
Pupils who ever drank alcohol were asked where they buy alcohol. Responses are shown in Figure 6.13. Three in ten (30%) said they did not buy alcohol. The most common means of buying alcohol was friends buying it for them (33% pupils).

Figure 6.13: Where Buy Alcohol (of those who ever drank alcohol).
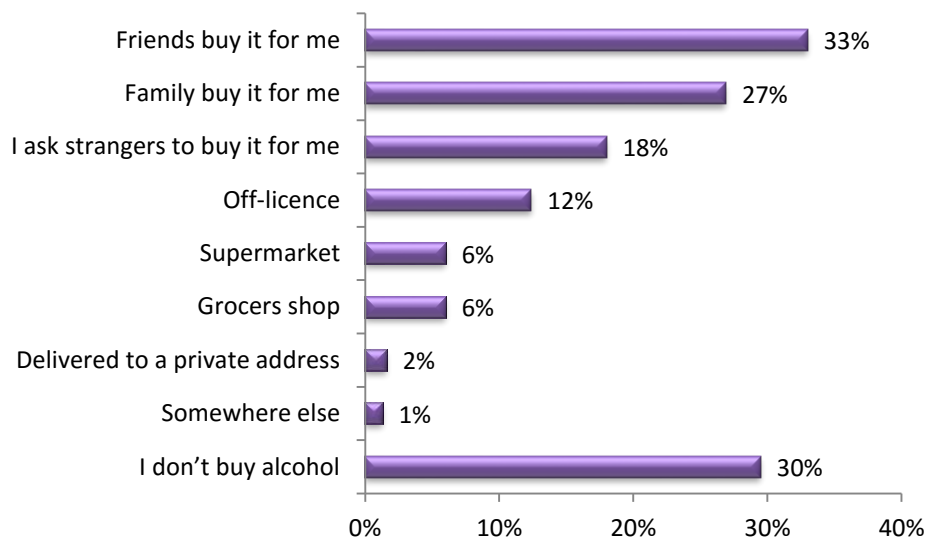
Those who ever drank were asked where they usually drink alcohol. Responses are shown in Figure 6.14. The most common place to drink alcohol was at home (44%).

Figure 6.14: Where Pupils Usually Drank Alcohol (of those who ever drank alcohol)
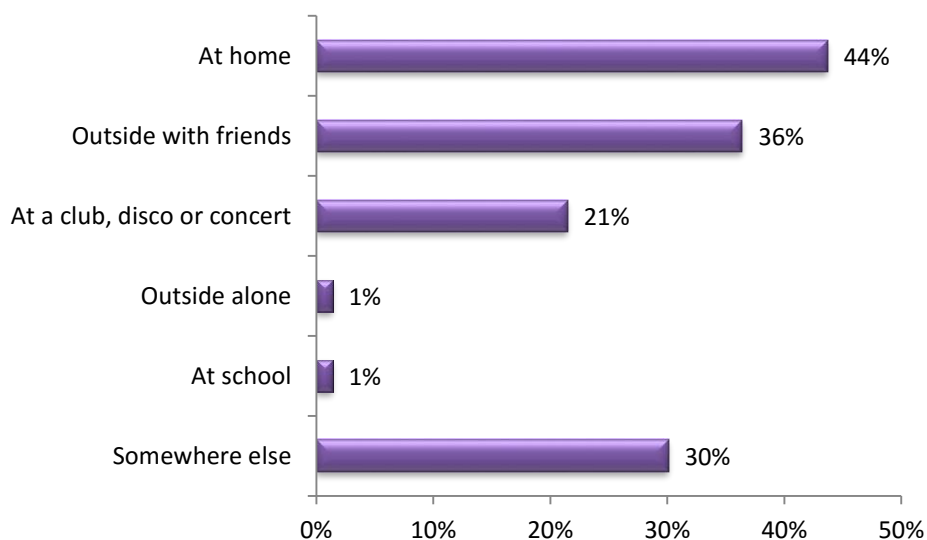
Among those who drank 'somewhere else', the most common places were at parties (39%) and at a friend's house (36%).

Key Statistics:

- 62% never drink alcohol
- 53% of those who ever drink alcohol drink spirits
- 17% of those who ever drink alcohol get drunk once a week or more
- 44% of those who ever drink alcohol do so at home

Trends for Drinking Alcohol (S1-S4)

National data show encouraging trends for alcohol consumption among young people. SALSUS findings have shown a downward trend in the prevalence of alcohol consumption among 13 and 15 year olds. The latest (2013) survey found the lowest prevalence of drinking recorded by the survey, with 4% of 13 year olds and 19% of 15 year olds reporting having drunk alcohol in the last week.

Glasgow trends for alcohol are also very encouraging. Drinking alcohol appears to be becoming significantly less prevalent among pupils in Glasgow. Trends for S1-S4 pupils across the last three surveys show that pupils have become much more likely to say they never drink alcohol - rising from 46% in 2006/7 to 72% in 2014/15. This trend was mirrored in all three localities.

Figure 6.15: Trends for Never Drinking Alcohol (S1-S4)
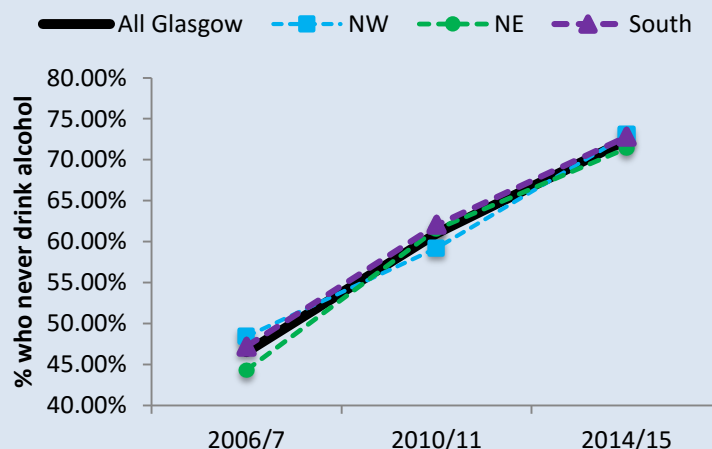
	All Glasgow	North West	North East	South
2006/7	46.5%	48.4%	44.3%	47.2%
2010/11	61.0%	59.2%	61.5%	62.0%
2014/15	72.4%	73.0%	71.4%	72.8%
Change (2010/11-2014/15)	+11.4%	+13.8%	+9.9%	+10.8
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	+10.0 to +12.8	+11.1 to +16.5	+7.4 to +12.4	+8.5 to +13.1

Furthermore, among those who did drink alcohol, pupils were much less likely to say they got drunk once per week or more than pupils in previous surveys. The proportion of S1-S4 pupils in Glasgow who ever drank alcohol who said they got drunk at least once per week dropped from 28% in 2006/7 to 13% in 2014/15.

Figure 6.16: Trends for Getting Drunk Once Per Week or More (of those who ever drink alcohol) S1-S4
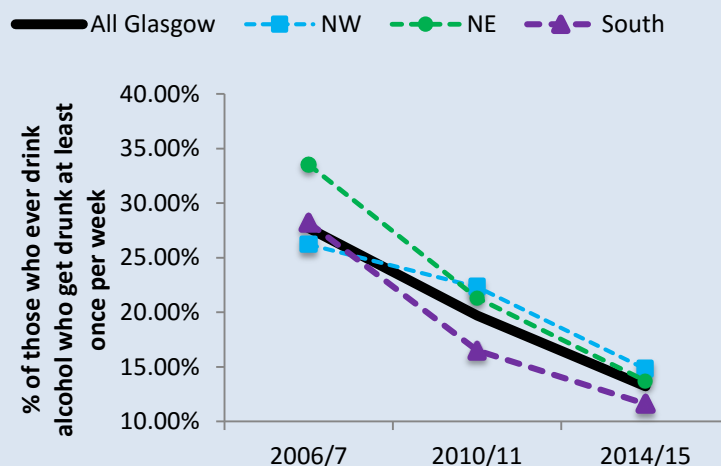
|	All Glasgow	North West	North East	South
2006/7	27.7%	26.2%	33.5%	28.2%
2010/11	19.7%	22.3%	21.3%	16.5%
2014/15	13.2%	14.8%	13.7%	11.6%
Change (2010/11-2014/15)	-6.5%	-7.5%	-7.6%	-4.9%
P	<0.001	<0.001	<0.001	<0.01
Confidence Interval	-8.5 to -4.5	-11.4 to -3.6	-11.0 to -4.2	-7.9 to -1.9

Gender

Drinking alcohol was more common among girls than boys. Boys were more likely than girls to say that they never drink alcohol (65% boys; 59% girls), and among those who did ever drink alcohol, boys were more likely that girls to say that they:

- never got drunk (62% boys; 55% girls);
- spent nothing per week on alcohol (60% boys; 53% girls);
- did not ever buy alcohol (35% boys; 26% girls).

Boys and girls tended to drink different types of alcoholic drinks. Among those who ever drank alcohol, boys were much more likely than girls to drink beer/lager (57% boys; 17% girls) and fortified wine (24% boys; 15% girls). Girls were more likely than boys to drink spirits (60% girls; 45% boys), alcohol fizzy drinks (54% girls; 31% boys), wine (23% girls; 15% boys).

Figure 6.17: Types of Drink Consumed by Gender (all those who ever drank alcohol – all drinks showing a significant difference by gender)
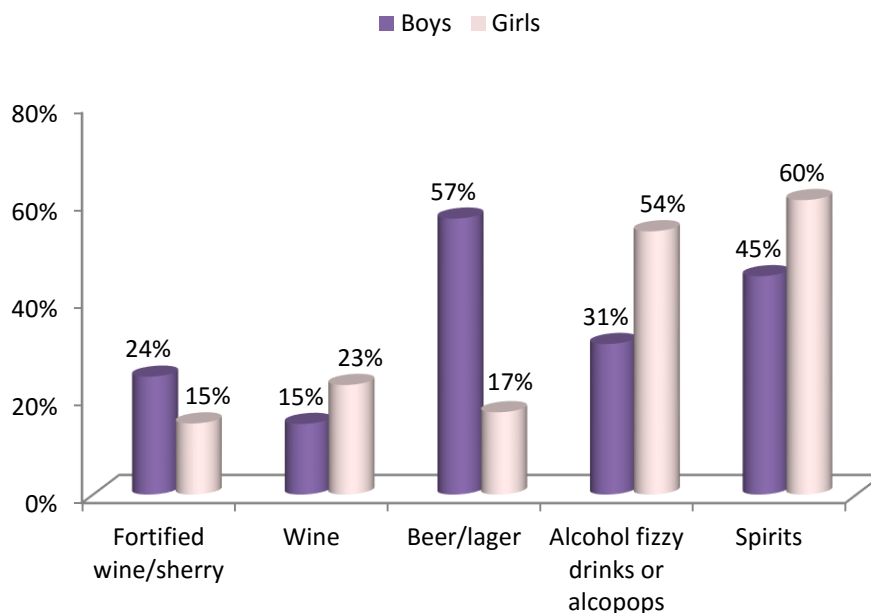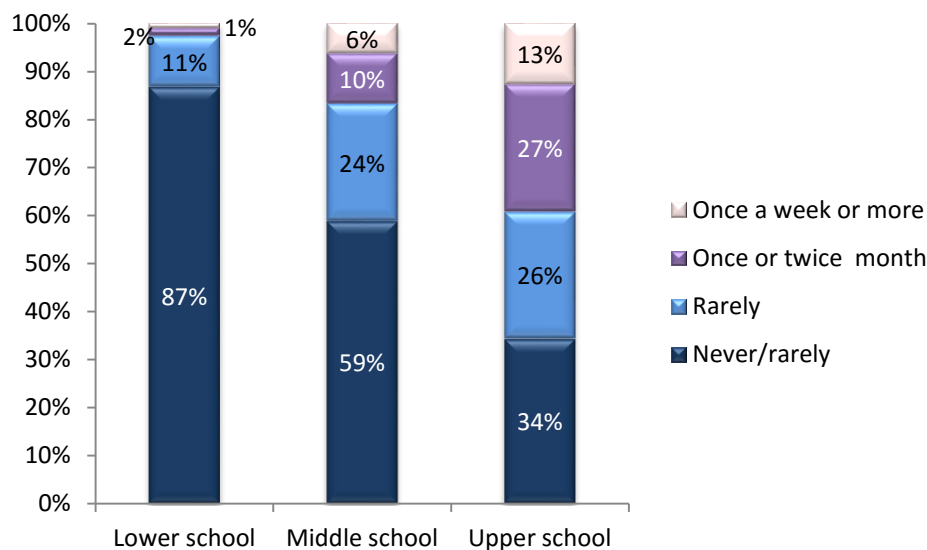

Among those who ever drank alcohol, girls were more likely than boys to say that friends bought alcohol for them (39% girls; 25% boys) or that family bought alcohol for them (29% girls; 24% boys). Girls were also more likely than boys to say that they drank alcohol at clubs/discos/concerts (24% girls; 19% boys).

Stage

As would be expected, patterns of alcohol use changed with age, with younger pupils much less likely than older pupils to drink alcohol. The proportion who said they never drank alcohol ranged from 87% of lower school pupils to 34% of upper school pupils.

Figure 6.18: Frequency Drink Alcohol by Stage

Among those who ever drank alcohol, upper school pupils were the most likely (and lower school pupils were the least likely) to drink:

- Spirits (68% upper school; 46% middle school; 25% lower school);
- Beer/lager (41% upper school; 30% middle school; 23% lower school);
- Cider (54% upper school; 40% middle school; 27% lower school).

Also, among those who ever drank alcohol, upper school pupils were the most likely, and lower school pupils were the least likely to:

- Get drunk at least once per week (21% upper school; 16% middle school; 6% lower school);
- Spend money on alcohol each week (53% upper school; 40% middle school; 20% lower school);
- Obtain alcohol by:
  o Friends buying it (44% upper school; 27% middle school; 10% lower school);
  o Family buying it (40% upper school; 17% middle school; 12% lower school);
  o Buying it at an off licence (16% upper school; 11% middle school; 4% lower school);
  o Buying it at a supermarket (9% upper school; 4% middle school; 1% lower school);
  o Buying it at a grocers shop (8% upper school; 5% middle school; 1% lower school);
- Drink alcohol at clubs/discos/concerts (29% upper school; 15% middle school; 10% lower school).

However, among those who ever drank alcohol, middle school pupils were the most likely to:

- Drink fortified wine (23% middle school; 17% upper school; 14% lower school);
- Ask strangers to buy alcohol for them (26% middle school; 19% lower school; 11% upper school);
- Drink outside with friends (44% middle school; 31% upper school; 31% lower school).

Deprivation

Among those who ever drank alcohol, those in the most deprived schools were more likely than those in the least deprived schools to ask strangers to buy alcohol for them (23% most deprived; 14% least deprived).

Locality

Among those who ever drank alcohol, pupils in the North West were the most likely to drink wine and pupils in the North East were the least likely (23% NW; 19% South; 16% NE). Those in the North East were the least likely to drink spirits (49% NE; 54% South; 59% NW).

Among those who ever drank alcohol, pupils in the North West were the most likely to say friends bought alcohol for them (37% NW; 33% South; 29% NE). Pupils in the North West were the least likely to say they drank alcohol at home (39% NW; 45% NE; 46% South).

6.6   Drugs

Illegal or controlled drugs are those which are illegal to market, supply or possess under the Misuse of Drugs Act (1971). In recent years, new types of substances have emerged. Known as New Psychoactive Substances (NPS), these substances are synthesized to have the same or similar effects to illegal drugs, but they are labelled as not fit for human consumption in order to ensure that they cannot be controlled by the law. New types of NPS are continually emerging, but by 2013 over 300 NPS had been identified in Europe[16]. Among the most common are mephedrone and ketamine.

One in nine (11%, 1,178 pupils) pupils said that they had ever used drugs (other than those prescribed or available at a pharmacy).

Of those who said they had ever used drugs, 53% said they did so infrequently, 14% no longer took drugs and 33% (389 pupils) took drugs at least monthly.

Those who had ever taken drugs were asked where they got their drugs from on the last occasion. The most common sources of drugs were friends (65%) and dealers (40%)

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

- Outside with friends (51%);
- At a friend's house (45%);
- At home (12%);
- At a club, disco or concert (11%);
- At school (7%);
- Outside alone (4%);
- Somewhere else (7%).

Those who had used drugs were asked whether, on the last occasion, they had used drugs with alcohol. Two in five (40%) said they had.

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[16] http://www.gov.scot/Resource/0045/00457682.pdf

Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year[17]. Overall, of those who had ever used drugs, 95% had used at least one of the listed drugs in the last year. This equates to 10% of all pupils. By far the most commonly used drug was cannabis, which had been used in the last year by 87% of all pupils who had ever used drugs. The next most common drugs were cocaine (25%), ecstasy (21%) and MDMA powder/crystals (21%). All responses are shown in Figure 6.19.

Figure 6.19: Drugs Used in the Last Year (of those who had ever taken drugs)
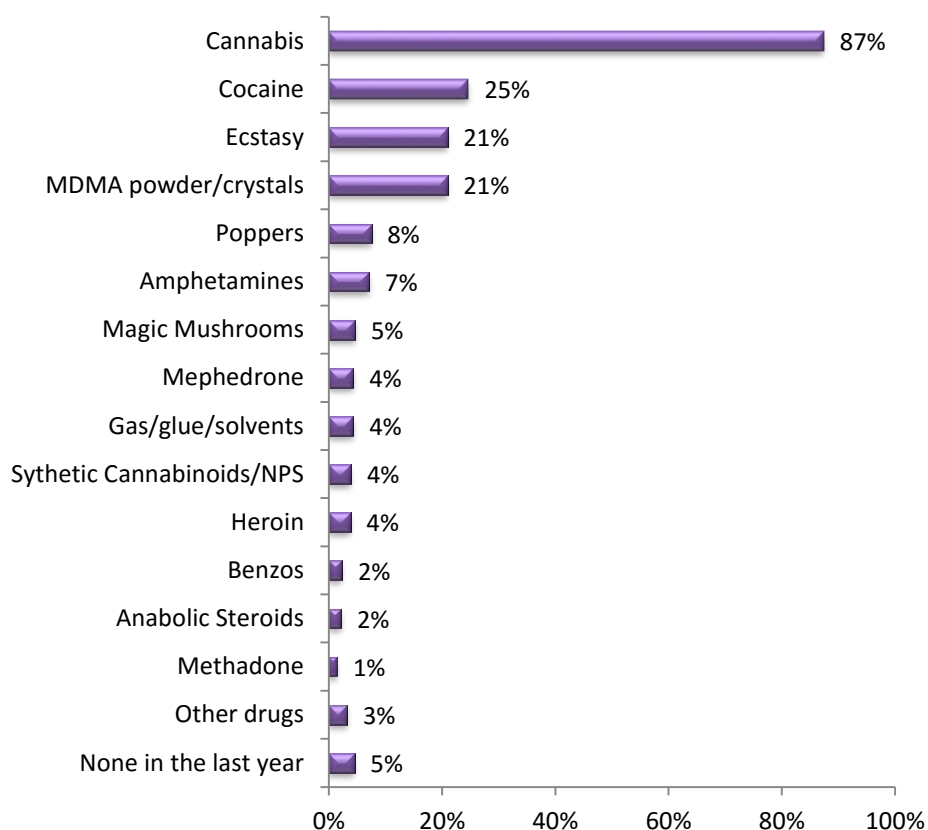
Thus, overall, 9% (998 pupils) of **all pupils** had taken cannabis in the last year, 3% (281 pupils) had taken cocaine, 2% (239 pupils) had taken ecstasy and 2% (239 pupils) had taken MDMA powder/crystals.

All pupils were asked how easy they thought it would be for them to get illegal drugs and legal highs. Of the 5,138 pupils who were able to say, 56% said that it would be easy to get illegal drugs and 44% said it would be difficult or impossible. Of the 4,123 pupils who were able to say, 48% said it would be easy to get legal highs.

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

Key Statistics:

- 11% had ever used drugs
- 10% had used at least one drug in the last year
- 40% of those who had ever used drugs used them with alcohol
- among those who had ever used drugs, the most commonly used in the last year were:
  - Cannabis (87%)
  - Cocaine (25%);
  - Ecstasy (21%);
 - MDMA powder/crystals (21%).

Trends for Drug Use (S1-S4)

National data show a downward trend for drug use. Overall, SALSUS trends in drug use showed a reduction over time, with the 2013 survey showing the lowest levels of drug use recorded since SALSUS began in 1998.

Glasgow trends are also very encouraging. Following a very sharp observed drop in drug use between the 2006/7 and 2010/11 surveys, there was a further significant drop in reported drug use between the 2010/11 and 2014/15 surveys for S1-S4 pupils. Overall the proportion who had used any of the listed drugs in the last year have fallen from 18% in 2006/7 to 6% in 2014[18].

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[18] The lists of drugs were similar but not identical between the 2010/11 and 2014/15 surveys. The 2014/15 survey added MDMA and synthetic cannabinoids to the list and removed LSD and crack. However, both surveys allowed pupils to tick and name other drugs, and these are included.

Figure 6.20: Trends for Drug Use in the Last year (S1-S4)
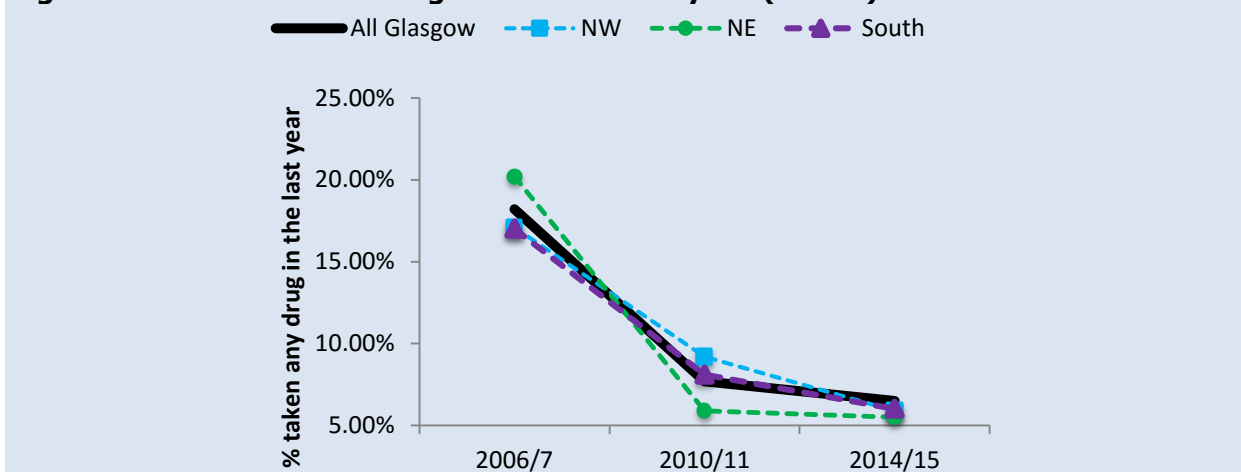
	All Glasgow	North West	North East	South
2006/7	18.2%	17.1%	20.2%	17.0%
2010/11	7.7%	9.2%	5.9%	8.1%
2014/15	6.5%	5.9%	5.5%	6.0%
Change (2010/11-2014/15)	-1.2%	-3.3%	n/a	-2.1%
Change (2006/7-2014/15)	n/a	n/a	-14.7%	n/a
P	<0.01	<0.001	<0.001	<0.01
Confidence Interval	-2.0 to -0.4	-4.8 to -1.8	-16.4 to -13.0	-3.3 to -0.9

Gender

Drug use was more common among boys than girls. One in eight (12%) boys compared to one in ten (10%) girls had ever taken drugs. Moreover, among those who had ever taken drugs, boys were more likely than girls to use drugs at least once a month (36% boys; 30% girls).

Among those who had ever taken drugs, girls were more likely than boys to obtain drugs from their friends (75% girls; 56% boys), whereas boys were more likely than girls to obtain drugs from a dealer (49% boys; 30% girls).

Also, among those who had ever taken drugs, girls were more likely to have, on the last occasion, used drugs at a friend's house (51% girls; 39% boys). Boys were more likely than girls to have, on the last occasion, used drugs outside with friends (57% boys; 44% girls) or at school (9% boys; 4% girls).

Among those who had ever used drugs, girls were more likely than boys to say they had used drugs with alcohol on the last occasion (49% girls; 33% boys).

Among all pupils, boys were more likely than girls to say that it would be easy to get illegal drugs (59% boys; 52% girls).

Stage

While just 3% of lower school pupils said they had ever used drugs, this rose to more than one in five (21%) among upper school pupils. Stage-specific rates of drug use are approximately analogous to the SALSUS survey 2013, which showed that 18% of 15 year olds and 4% of 13 year olds reported ever having taken drugs.

Figure 6.21: Whether Ever Taken Illegal Drugs by Stage
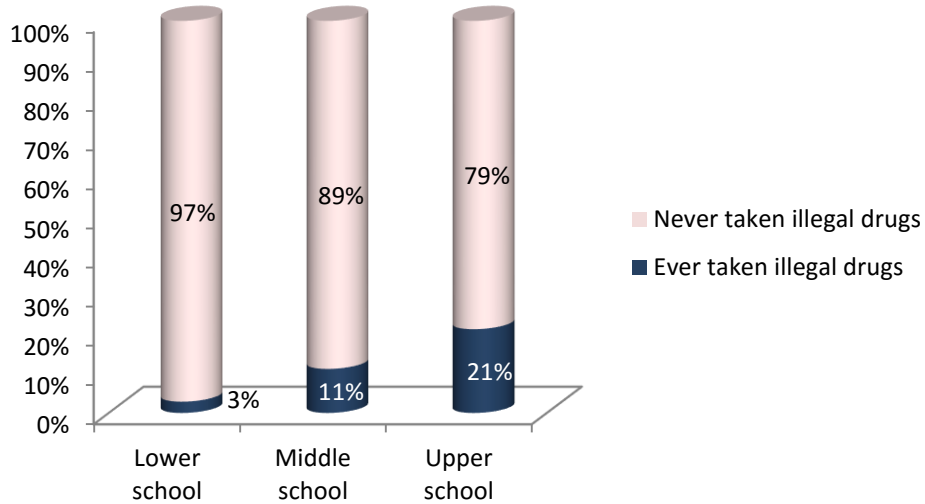
However, among those who had ever taken illegal drugs, it was middle school pupils who were the most likely to be frequent users - 40% of middle school pupils who had ever taken illegal drugs did so once a month or more, compared to 30% of upper school pupils and 19% of lower school pupils.

Figure 6.22: Frequency of Drug Use by Stage (of those who had ever taken illegal drugs)
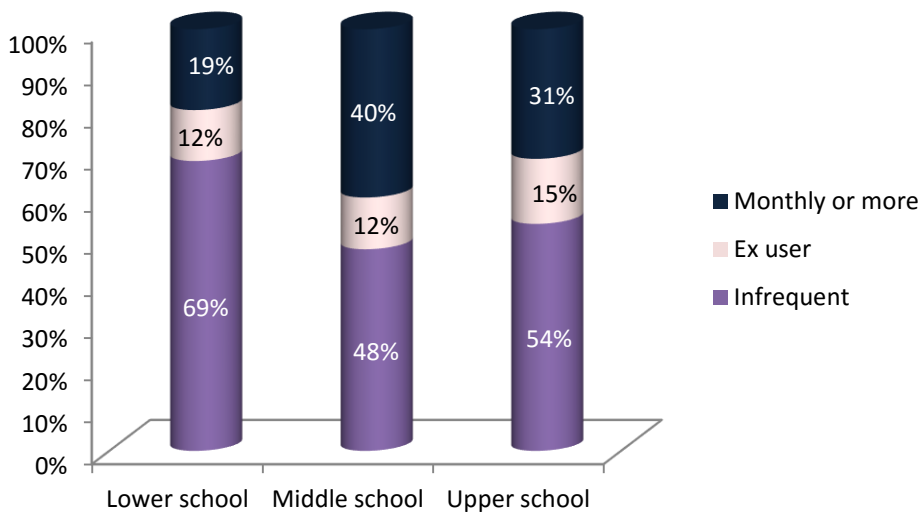
Among those who had ever used drugs, upper school pupils were the most likely to have, on the last occasion:

- Obtained drugs from friends (71% upper school; 59% middle school; 52% lower school);
- Used drugs at a friend's house (57% upper school; 34% middle school; 15% lower school);
- Used drugs with alcohol (49% upper school; 32% middle school; 15% lower school).

Middle school pupils who had used drugs were the most likely to have obtained drugs from a dealer (47% middle school; 38% upper school; 27% lower school) and to have used drugs outside with friends (67% middle school; 56% lower school; 39% upper school) on the last occasion

Upper and middle school pupils were much more likely than lower school pupils to say it would be easy to obtain illegal drugs (74% upper school; 61% middle school; 24% lower school) or legal highs (65% upper school; 53% middle school; 22% lower school).

Locality

Pupils in the North East were less likely than those in the other two localities to have ever taken drugs (10% NE; 12% NW; 12% South).

Among those who had ever taken drugs, those in the North East were the most likely to have taken ecstasy in the last year (30%, 97 NE; 19%, 91 South; 15%, 51 NW) and those in the North West were less likely than those in the other localities to have taken MDMA powder/crystals (12%, 42 NW; 23%, 75 NE; 26%, 122 South) or cocaine (15%, 51 NW; 24%, 116 South; 35%, 114 NE).

7 Behaviours: Sexual Health and Relationships

Summary of Key Indicators

| Indicator	%	N
% of pupils who said they had received sexual health and relationships education at school	72%	7,354
% of S3-S6 pupils who had had sexual intercourse	22%	1,350
% of sexually active S3-S6 pupils who always used contraception/protection	41%	731

7.1 Sexual Orientation

Nine in ten (91%) said they were only or mostly attracted to the opposite sex, 3% said they were equally attracted to both sexes, 2% said they were only or mostly attracted to the same sex and 4% said they were unsure of their sexuality.

Gender

Boys were more likely than girls to say they were only/mostly attracted to the opposite sex (93% boys; 90% girls).

Figure 7.1: Sexual Orientation by Gender
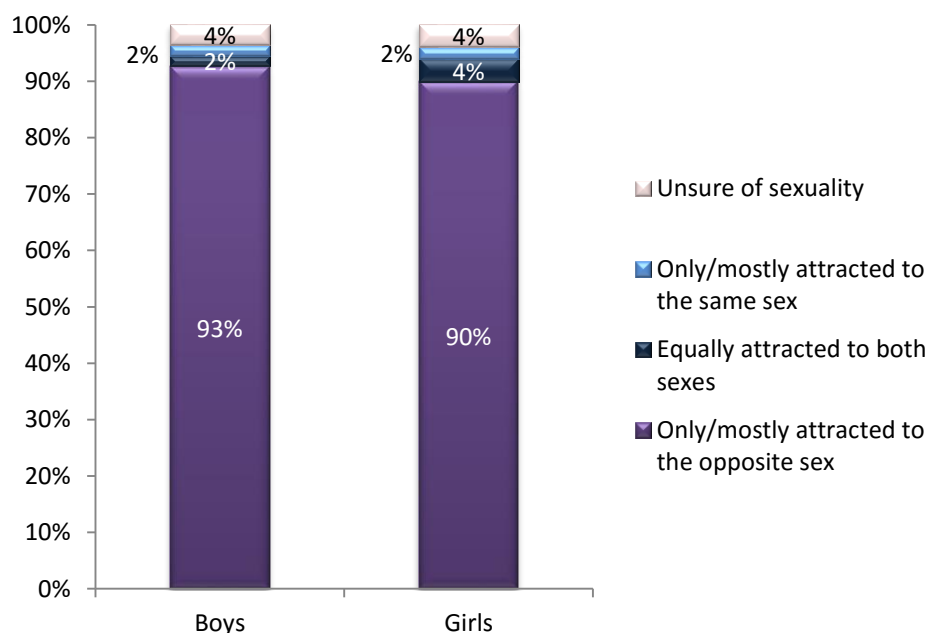
Stage

Lower school pupils were the most likely to say they were unsure of their sexuality and upper school pupils were the least likely (7% lower school; 3% middle school; 1% upper school).

Locality

Pupils in the North East were the most likely to say they were only attracted to the opposite sex (89% NE; 86% South; 83% NW).

Figure 7.2: Sexual Orientation by Locality
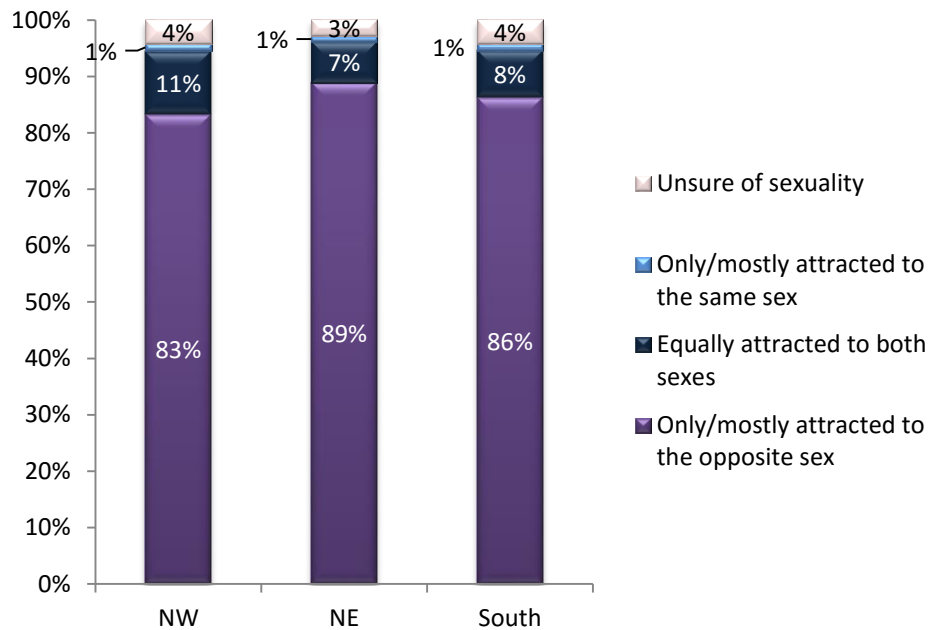
7.2   Sexual Health and Relationships Education

The Scottish Government states that relationships, sexual health and parenthood education is an integral part of the health and wellbeing area of the school curriculum in Scotland[19]. Just over seven in ten (72%) said they had received sexual health and relationships education (SHRE) at school.

Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to say they had received SHRE at school (83% least deprived; 72% most deprived).

Locality

Pupils in the North East were less likely than those in the other localities to say they had received SHRE at school (69% NE; 73% South; 74% NW).

7.3   Relationships with Boyfriends/Girlfriends and Sexual Activity

One in five (21%) pupils said they currently had a boyfriend or girlfriend.

Overall the mean age of current boyfriends/girlfriends was 15.2. Among lower school pupils, the mean age of boyfriends/girlfriends was 12.8; among middle school pupils it was 15.1 and among upper school pupils it was 16.9.

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[19] http://www.gov.scot/Topics/Education/Schools/HLivi/sex-education

Pupils with a current boyfriend or girlfriend were asked whether their boyfriend/girlfriend had done a number of things (often, quite often, occasionally or never). All responses are shown in Table 7.1. By far the most common behaviour reported was boyfriends/girlfriends texting to see where they were (77% said they did this at least occasionally).   One in twelve (8%) said that their boyfriend/girlfriend physically hurt them. One in eight (12%) pupils in S3 to S6 who had a boyfriend/girlfriend said that they ever put pressure on them to engage in sexual activity.

Table 7.1:   How often boyfriend/girlfriend does certain things (those with boyfriend/girlfriend only)

	Often	Quite often	Occasionally	Never	Base N
Texts you to check where you are	30%	16%	31%	23%	2,143
Has physically hurt you in any way	3%	1%	4%	92%	2,074
Puts you down when you are together or in front of other people	3%	1%	6%	90%	2,059
Comments negatively on how you dress	3%	2%	5%	91%	2,065
Makes you do something you don't want to do (S1-S2 only)	2%	1%	2%	95%	494
Puts pressure on you to engage in sexual activity (S3-S6 only)	5%	2%	5%	88%	1,568

In Scotland, as defined by the Sexual Offences (Scotland) Act 2009, the age of consent is 16. It is illegal for an adult to engage in any sexual activity with a young person aged under 16 and it is also illegal for young people aged under 16 to have sexual intercourse or oral sex. Nonetheless, under-age sexual activity is prevalent. In Scotland, 30% of young men and 26% of young women reported having had sexual intercourse before their 16th birthday.[20]

Pupils in S3-S6 were asked whether they had ever engaged in sexual intercourse or other sexual activity with another person. Just over one in five (22%) had engaged in sexual intercourse and one in four (26%) had engaged in other sexual activity.

S3-S6 pupils who had engaged in sexual intercourse or other sexual activity were asked how often they or their boyfriend/girlfriend used contraception or protection. Of those who gave an answer, two in five (41%) said always, 27% said sometimes.   One in three (32%) said they never used contraception.

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

- More than four in five (84%) said they were ready and 16% said they were not ready;
- Just over one in four (27%) said that they regretted it, while 73% said they did not regret it;
- Most (96%) said they agreed to it, but 4% said they did not agree to it;
- Three in four (75%) said they were sober but 25% said they were under the influence of drink/drugs.

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[20] http://www.gov.scot/Publications/2010/12/02143509/1

Key Statistics:
- 21% of all pupils had a boyfriend/girlfriend;
- 22% of S3-S6 pupils had ever had sexual intercourse;
- 41% of sexually active S3-S6 pupils always used contraception
- 27% of sexually active S3-S6 pupils regretted their first sexual experience

Gender

Girls were more likely than boys to say they currently had a boyfriend/girlfriend (23% girls; 19% boys).

Among those with a boyfriend/girlfriend, girls were more likely than boys to say their boyfriend/girlfriend ever physically hurt them (13% girls; 4% boys). However, boys were more likely than girls to say that their boyfriend/girlfriend ever put them down in front of other people (13% boys; 8% girls) or commented negatively on how they dress (12% boys; 7% girls). Among those in S3-S6 with a boyfriend/girlfriend, boys were more likely than girls to say their boyfriend/girlfriend ever put pressure on them to engage in sexual activity (15% boys; 9% girls).

Although S3-S6 boys and girls were equally likely to have had sexual intercourse, boys were more likely than girls to say they had engaged in other sexual activity with a person (28% boys; 23% girls).

Among those who had been sexually active, girls were much more likely than boys to say that they regretted their first sexual experience (37% girls; 17% boys) or that they were not ready when they had their first sexual experience (23% girls; 9% boys).

Figure 7.3: Views about First Sexual Experience by Gender
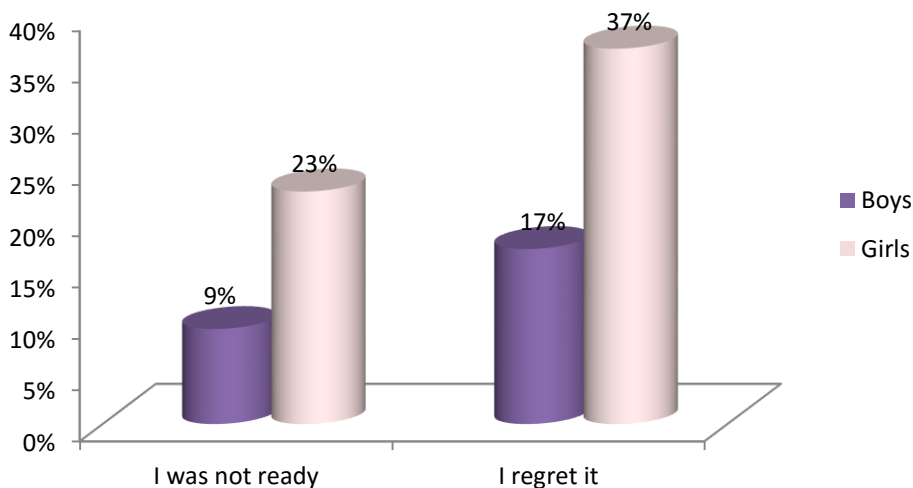
Stage

Upper school pupils were the most likely to say they currently had a boyfriend/girlfriend and lower school pupils were the least likely (29% upper school; 21% middle school; 16% lower school).

Among those who had a boyfriend/girlfriend, lower school pupils were less likely than middle or upper school pupils to say their boyfriend/girlfriend ever:

- Texted to check where they were (67% lower school; 80% middle school; 80% upper school);
- Put them down in front of other people (6% lower school; 12% middle school; 11% upper school);
- Commented negatively on how they dress (4% lower school; 10% middle school; 12% upper school).

Upper school pupils were nearly three times as likely as middle school pupils to have had sexual intercourse (35% upper school; 13% middle school) and twice as likely to have engaged in other sexual activity (36% upper school; 18% middle school).

Use of contraception varied considerably by stage. Among those who were sexually active, upper school pupils were more likely than middle school pupils to say they always used contraception (48% upper school; 30% middle school). Middle school pupils were much more likely than upper school pupils to say they never used contraception (43% middle school; 25% upper school).

Figure 7.4: Whether Use Contraception by Stage (of those who were sexually active)
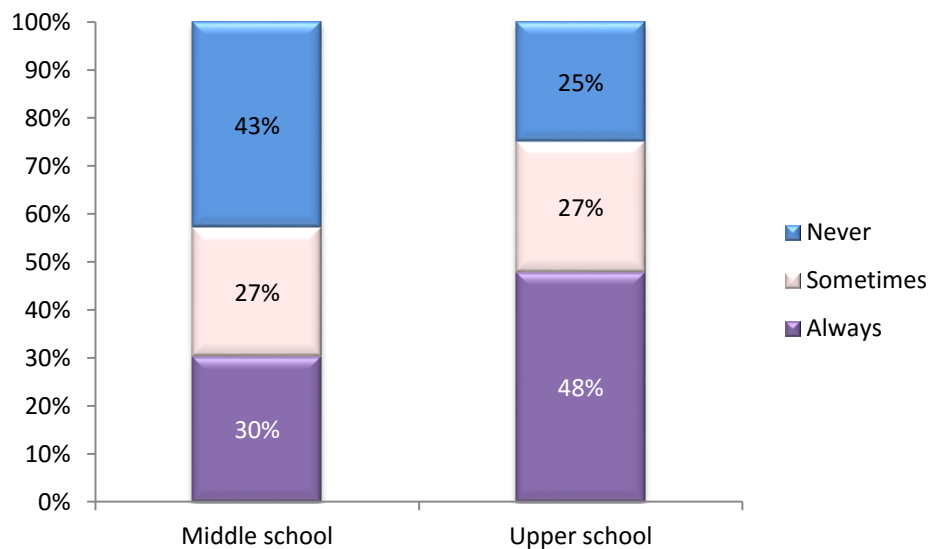
7.4   Sexual Health - Exploring Further

Do young people who report being attracted to the same sex have poorer mental health or more difficulties?

There is a very striking disparity for mental health among bisexual, lesbian or gay pupils compared to heterosexual pupils. Those who indicated that they were attracted to the same sex (either exclusively or as well as attracted to the opposite sex) were almost six times as likely as those who said they were only or mostly attracted to the opposite sex to say they had a mental health or emotional illness (23% bisexual/lesbian/gay; 4% heterosexual).
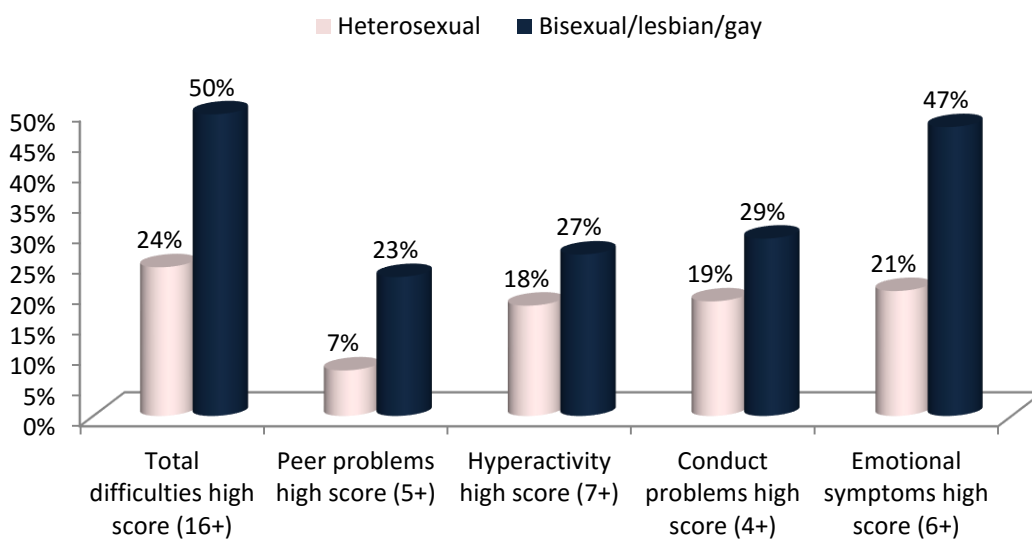
Bisexual/lesbian/gay pupils were also much more likely than heterosexual pupils to worry about most of the issues asked about. The worries which showed a significant difference are shown in Figure 7.5.

Figure 7.5: Worries by Sexual Orientation (all worries which differed significantly)
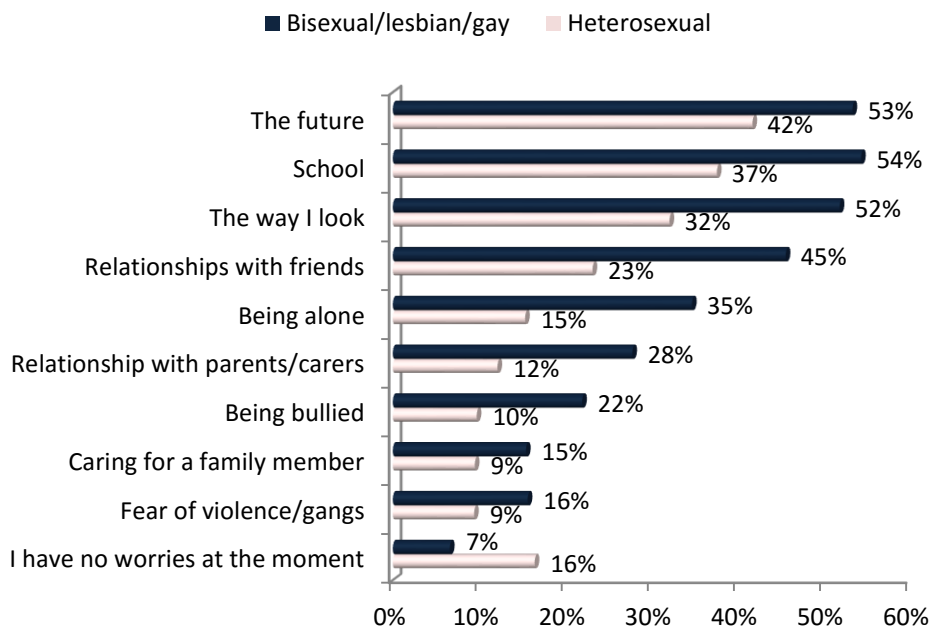
Bisexual/lesbian/gay pupils were also much more likely than heterosexual pupils to have scores indicating difficulties in the SDQ. Overall, half (50%) of all bisexual/lesbian/gay pupils had a total difficulties score indicating a high level of difficulties, compared to a quarter (24%) of heterosexual pupils. The individual scales which showed the highest disparity were the emotional symptoms scale (for which 47% of bisexual/lesbian/gay pupils had a high score compared to 21% of heterosexual pupils), and the peer problems (23% bisexual/lesbian/gay; 7% heterosexual).

Figure 7.6: SDQ Difficulties by Sexual Orientation

Are young people who report being attracted to the same sex more or less likely to have someone to talk to?

Although most pupils had someone that they found easy to talk to about things that bother them, bisexual/lesbian/gay pupils were more likely than heterosexual pupils to indicate that there was no-one that they found easy to talk to (8% bisexual/lesbian/gay; 3% heterosexual).

Are young people who report being attracted to the same sex more or less likely to be bullied?

Pupils who indicated that they were bisexual/lesbian/gay were much more likely than those who were heterosexual to say they had been bullied in the last year - nearly half (45%) of all bisexual/lesbian/gay pupils had been bullied compared to 19% of heterosexual pupils.

Figure 7.7: Experience of Bullying in the Last Year by Sexual Orientation
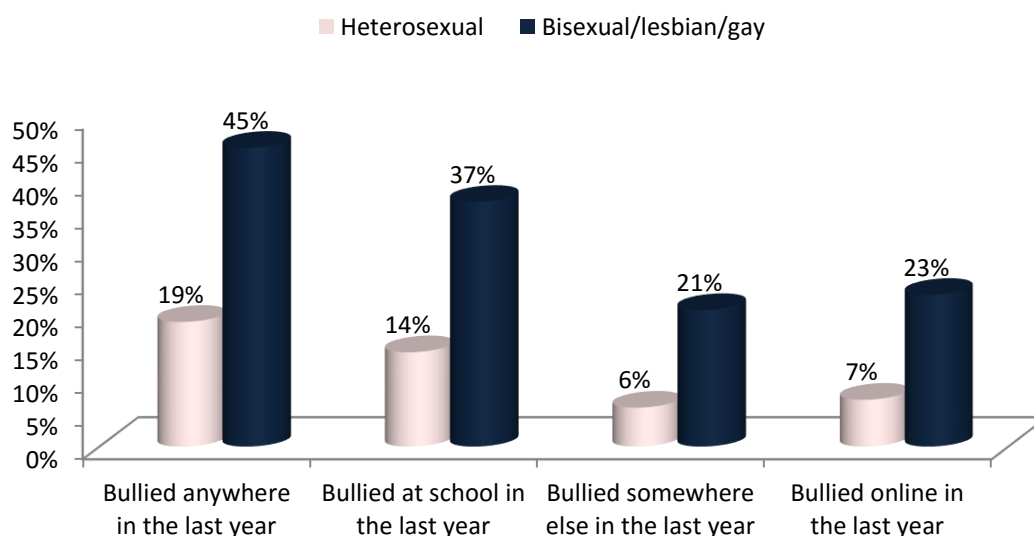
Are young people who report being attracted to the same sex more or less likely to be aware of, or using services?

There was no significant difference between heterosexual and bisexual/lesbian/gay pupils in terms of awareness or use of youth clubs, youth health services or Young Scot Cards. However, those who indicated that they were bisexual/lesbian/gay were more likely than those who indicated they were heterosexual to have been to a museum (51% bisexual/lesbian/gay; 40% heterosexual) or library (65% bisexual/lesbian/gay; 56% heterosexual) in the last year, but less likely to have been to a sports centre (49% bisexual/lesbian/gay; 67% heterosexual).

Do young people who are sexually active know of, or use services?

Overall, sexually active pupils showed a higher level of awareness of youth health services and were more willing to use them, as shown in Figure 7.8.

Figure 7.8: Awareness and Use of Services by Whether Ever Had Sexual Intercourse
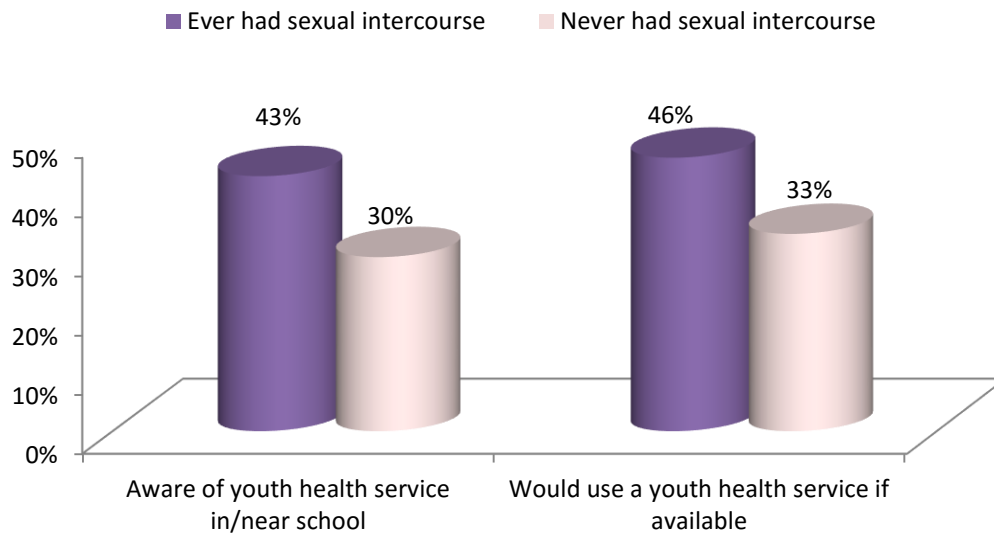
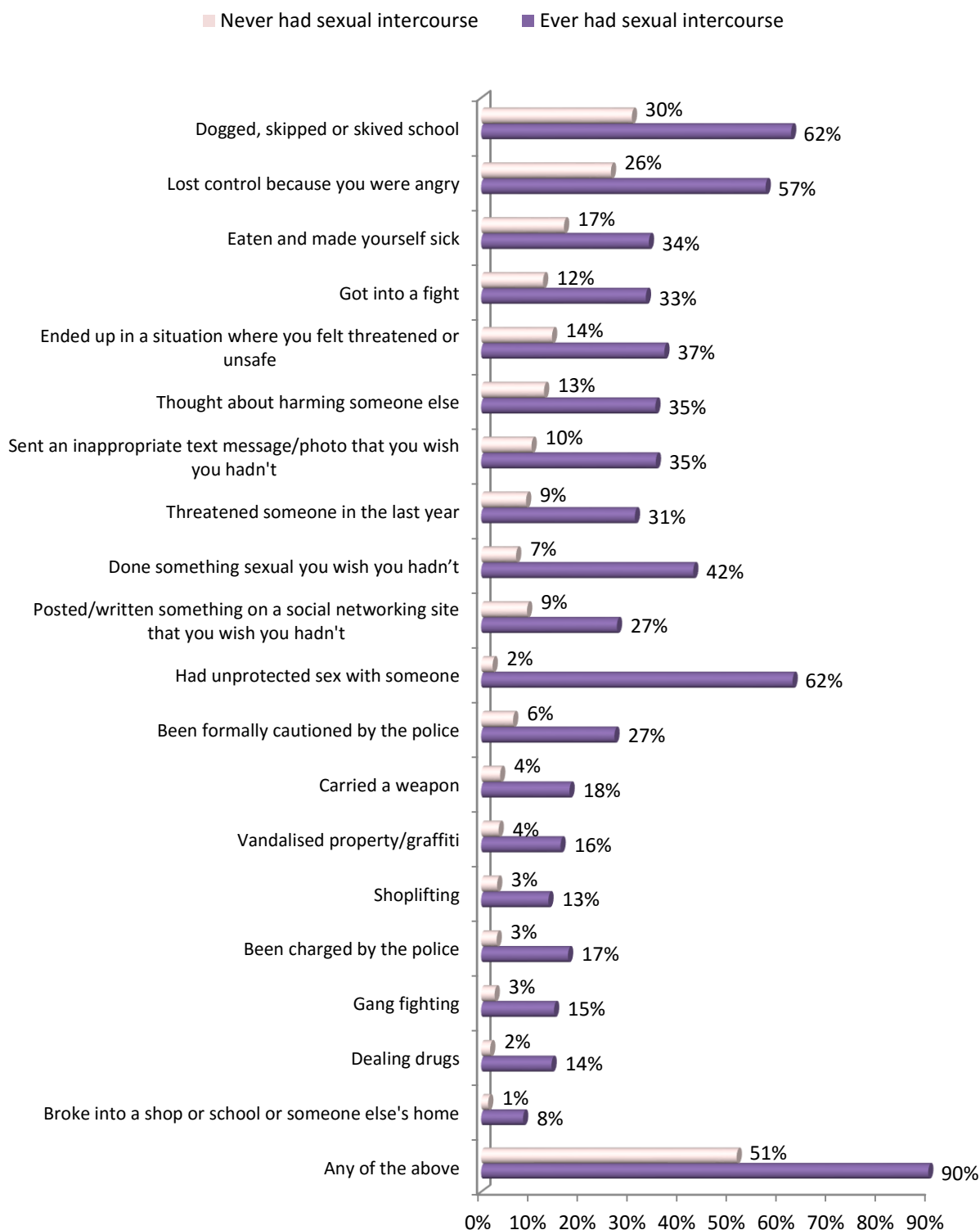**What are the links between sexual activity and risk behaviours?**

S3-S6 pupils who had ever had sexual intercourse were much more likely than those who had not to engage in risk behaviours. This included smoking, drinking and drug use, as shown in Figure 7.9. Those who had ever had sexual intercourse were six times more likely to drink alcohol, and five times more likely to smoke or ever have taken drugs than those who had never had sexual intercourse.

Figure 7.9: Smoking, Drinking and Drug Use by Whether Ever Had Sexual Intercourse
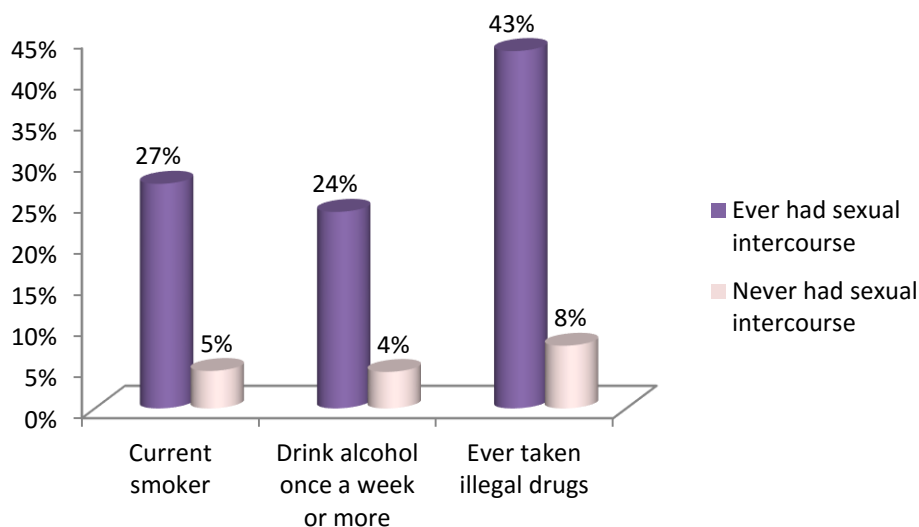
As Figure 7.10 shows, being sexually active was associated with much higher levels of antisocial, criminal and risk taking behaviour compared to those who were not sexually active. Those who had ever had sexual intercourse were much more likely than those who had not to have engaged in each of the antisocial/risk behaviours measured in the questionnaire.

**Figure 7.10: Antisocial/Risk Behaviours by Whether Ever Had Sexual Intercourse**

Never had sexual intercourse   Ever had sexual intercourse

Behaviour	Never	Ever
Dogged, skipped or skived school	30%	62%
Lost control because you were angry	26%	57%
Eaten and made yourself sick	17%	34%
Got into a fight	12%	33%
Ended up in a situation where you felt threatened or unsafe	14%	37%
Thought about harming someone else	13%	35%
Sent an inappropriate text message/photo that you wish you hadn't	10%	35%
Threatened someone in the last year	9%	31%
Done something sexual you wish you hadn't	7%	42%
Posted/written something on a social networking site that you wish you hadn't	9%	27%
Had unprotected sex with someone	2%	62%
Been formally cautioned by the police	6%	27%
Carried a weapon	4%	18%
Vandalised property/graffiti	4%	16%
Shoplifting	3%	13%
Been charged by the police	3%	17%
Gang fighting	3%	15%
Dealing drugs	2%	14%
Broke into a shop or school or someone else's home	1%	8%
Any of the above	51%	90%

8   Behaviours: Screen Time

8.1   Social Media

Pupils were asked which types of social media, if any, they used to communicate with family and friends. Nearly all (96%) used at least one type of social media. The most common were Facebook (84%), Snapchat (69%) and Instagram (64%). All responses are shown in Figure 8.1.

Figure 8.1: Types of Social Media Used
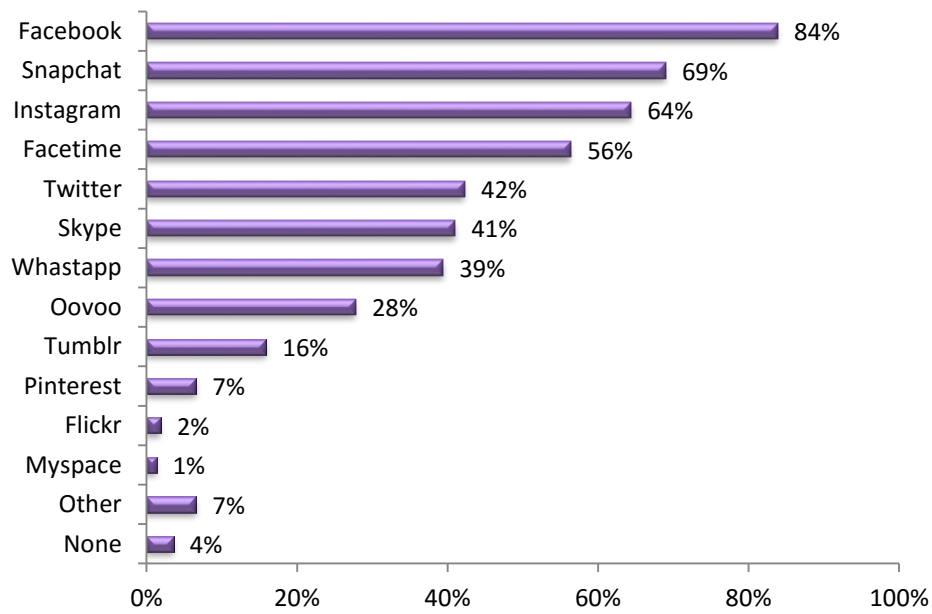
Of the 669 other types of social media given, the most common types were Viber (13%), Kik (13%), BBM (10%) and YouTube (8%).

Gender

Girls were more likely than boys to use at least one type of social media (98% girls; 95% boys).

Stage

Upper and middle school pupils were more likely than lower school pupils to use at least one type of social media (98% upper school; 97% middle school; 94% lower school).

Locality

Pupils in the South were less likely than those in the other localities to use any social media (95.5% South; 96.9% NE; 97.0% NW).

8.2   Screen-Based Activities

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

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

Responses for all activities combined to give a total number of hours spent on screen-based activities during the previous day. Figure 8.2 shows the breakdown of how many hours in total were spent on screen-based activities for pupils surveyed on Tuesdays to Fridays (where the previous day was a school day) and for pupils surveyed on a Monday (where the previous day was a non-school day).

Of the 3,928 pupils who gave valid responses for all activities, a third (34%) spent more than eight hours on screen-based activities on school days. Of the 1,083 pupils who gave valid responses for all activities on a Sunday, just under half (48%) spent more than eight hours on screen-based activities.

Figure 8.2: Average Daily Hours Spent on Screen Based Activities – School Days and Sundays[21]

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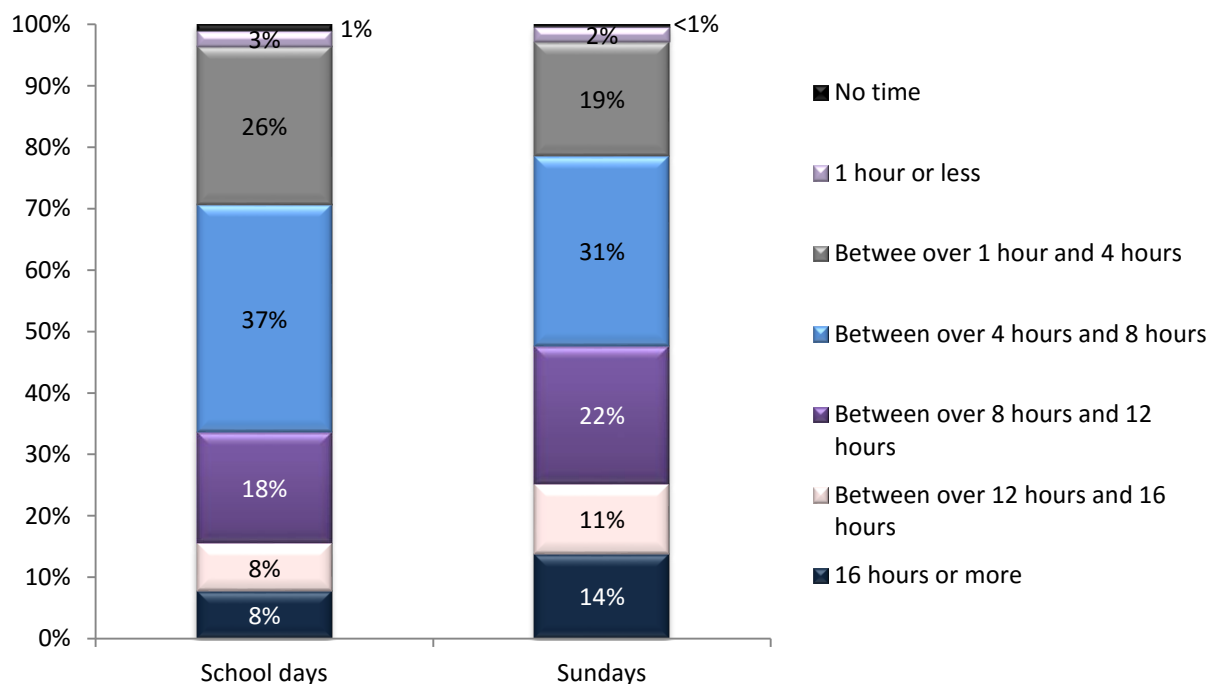
[21] Although the questionnaire instructed pupils to write 'zero' for any activities in which they did not participate, there was a high number of pupils did not answer some of these questions. Only pupils who gave a valid response for all activities could be included in the sum of total hours spent on screen-based activities. Due to missing responses, it has not been possible to calculate hours spent on screen-based activities on school days for 3,194 pupils (45%).

Deprivation

Those in the most deprived school were more likely than those in the least deprived school to spend over eight hours on screen-based activities on a week day (38% most deprived; 29% least deprived) or at the weekend (54% most deprived; 31% least deprived).

Locality

Those in the North East were the most likely to spend over eight hours on screen activities on a week day (37% NE; 33% South; 30% NW).

8.3   Screen Time - Exploring Further

As, Figure 8.3 below shows, those whose responses indicated a high level of screen time on weekdays had less positive indicators for a number of measures. Compared to those with lower levels of screen time, those with high screen time were more likely to have taken drugs, drink alcohol weekly or be a current smoker, and more likely to had participated in antisocial/risk behaviours. They were more likely to have skipped breakfast and they were also more likely to have been bullied or have bullied others in the last year.   Also, those with high screen time were more likely to have a high total difficulties score on the SDQ. Compared to those with lower levels of screen time, those with high levels of screen time were less likely to have been to a library in the last year, less likely to expect to go to further education/training and less likely to belong to a two-parent family.

Figure 8.3: Indicators Showing Significant Differences by Level of Screen Time on Weekdays
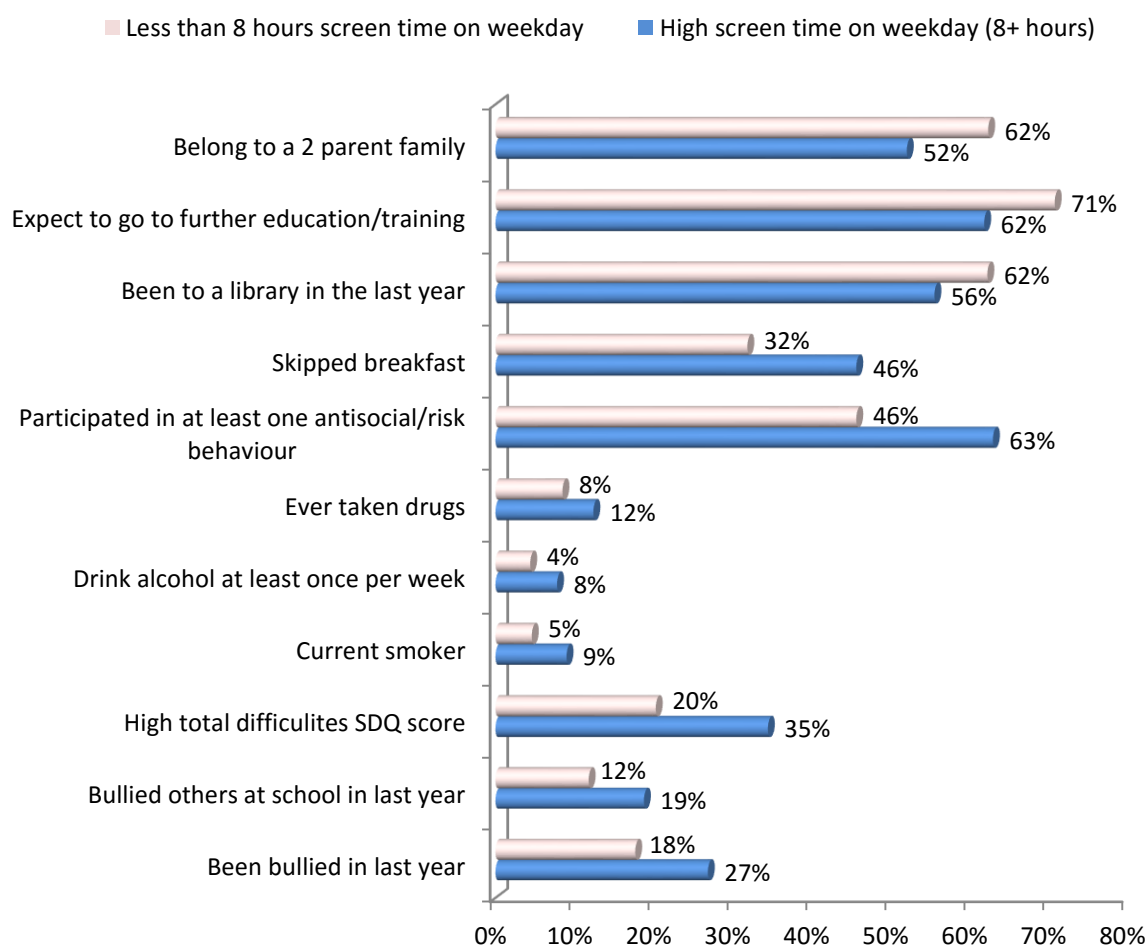
9   Risk Clustering and Risk and Resilience

Summary of Key Indicators

Indicator	%	N
% of pupils who participated in any listed antisocial/risk behaviour in the last year	55%	5,430
% of pupils who had participated in any listed positive behaviour in the last year	65%	8,362

Engaging with risk taking behaviours is a normal and essential element of youth development. It is recognised and acknowledged that this engagement with risk is a necessary developmental stage for independent living and for most this will be positive, punctuated by first experiences and enjoyment. However, for a minority of young people, engagement with risk behaviours is cumulative and progressive, resulting in longer term damaging impacts on health and wellbeing.

Theories of risk and resilience identify a number of factors, behaviours and or activities that equip young people with the skills to assess and manage risk, thereby conferring resilience. These factors are concerned with different personal and environmental factors, e.g. the community, the school setting, family, peer group and individual characteristics.

In this survey we have asked pupils about their engagement with a range of behaviours and activities that can confer resilience or conversely, present a risk. Analysis is presented here that explores the degree to which young people are engaged with multiple risks and whether engagement with positive behaviours/activities confers a level of protection/resilience.

In addition, there is analysis that explores the correlation between certain life circumstances, e.g. deprivation, poor mental wellbeing etc., and the likelihood of risk clustering in young people.

9.1 Anti Social and Risk Behaviours

Pupils were also asked which, if any, antisocial or risk behaviours they had engaged in during the last year from a list of 19 behaviours. Just over half (55%) of pupils had engaged in at least one of the behaviours. The most common were 'skipped school' (31%) and 'lost control because you were angry' (30%). All responses are shown in Figure 9.1.

Figure 9.1: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year
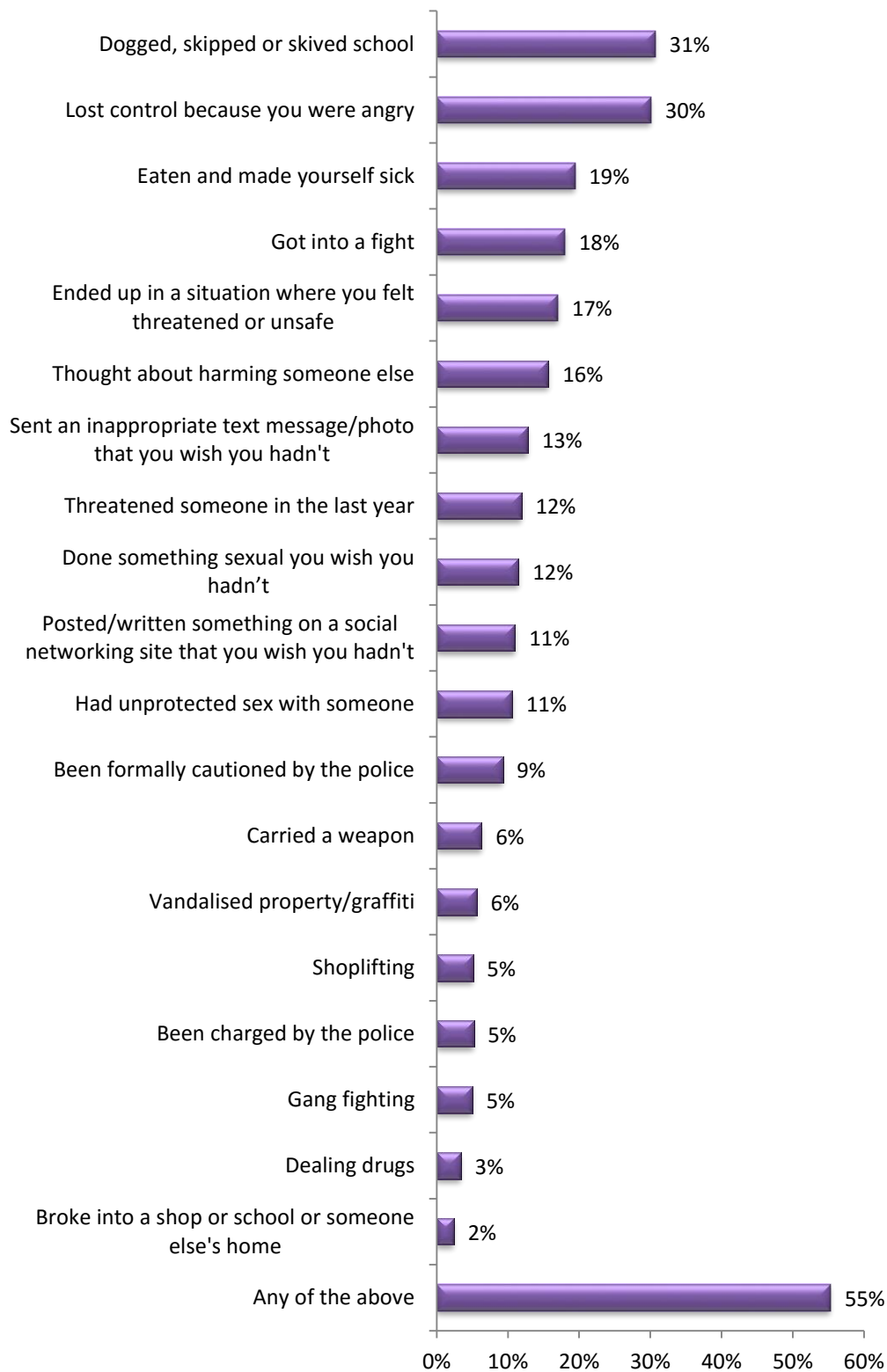
Gender

Boys were more likely than girls to have participated in any of the anti-social/risk behaviours in the last year (58% boys; 53% girls). As Figure 9.2 shows, boys were more likely than girls to have participated in 11 of the antisocial/risk behaviours. However, girls were more likely than boys to have sent an inappropriate text that they wish they hadn't.

Figure 9.2: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year by Gender (all behaviours showing a significant difference)
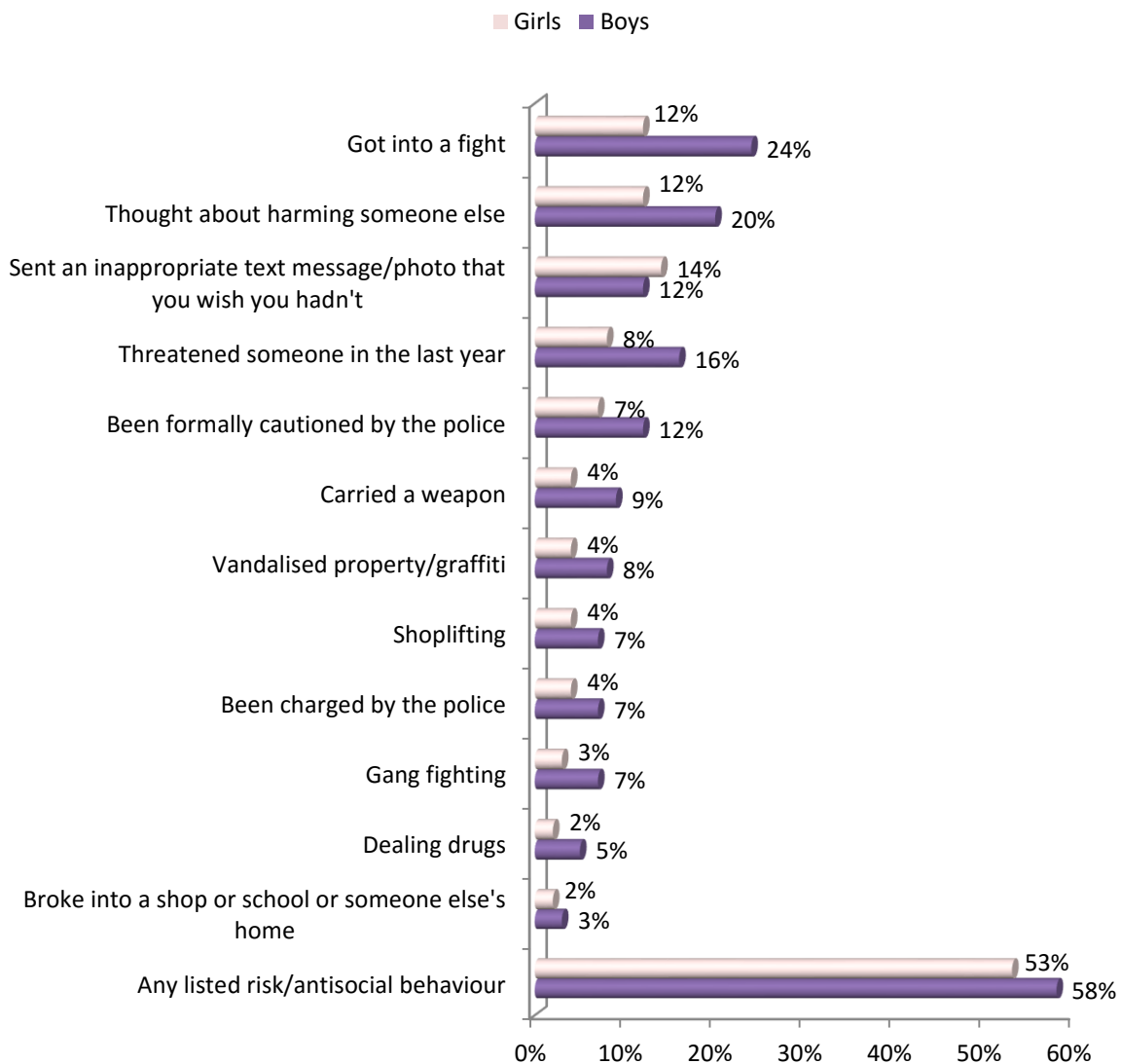
Stage

As shown in Figure 9.3, upper school pupils were the most likely to have engaged in twelve of the antisocial/risk behaviours, but middle school pupils were the most likely to have carried a weapon, engaged in vandalism, been involved in gang fighting or been charged by the police.

Figure 9.3: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year by Stage (all behaviours showing a significant difference)
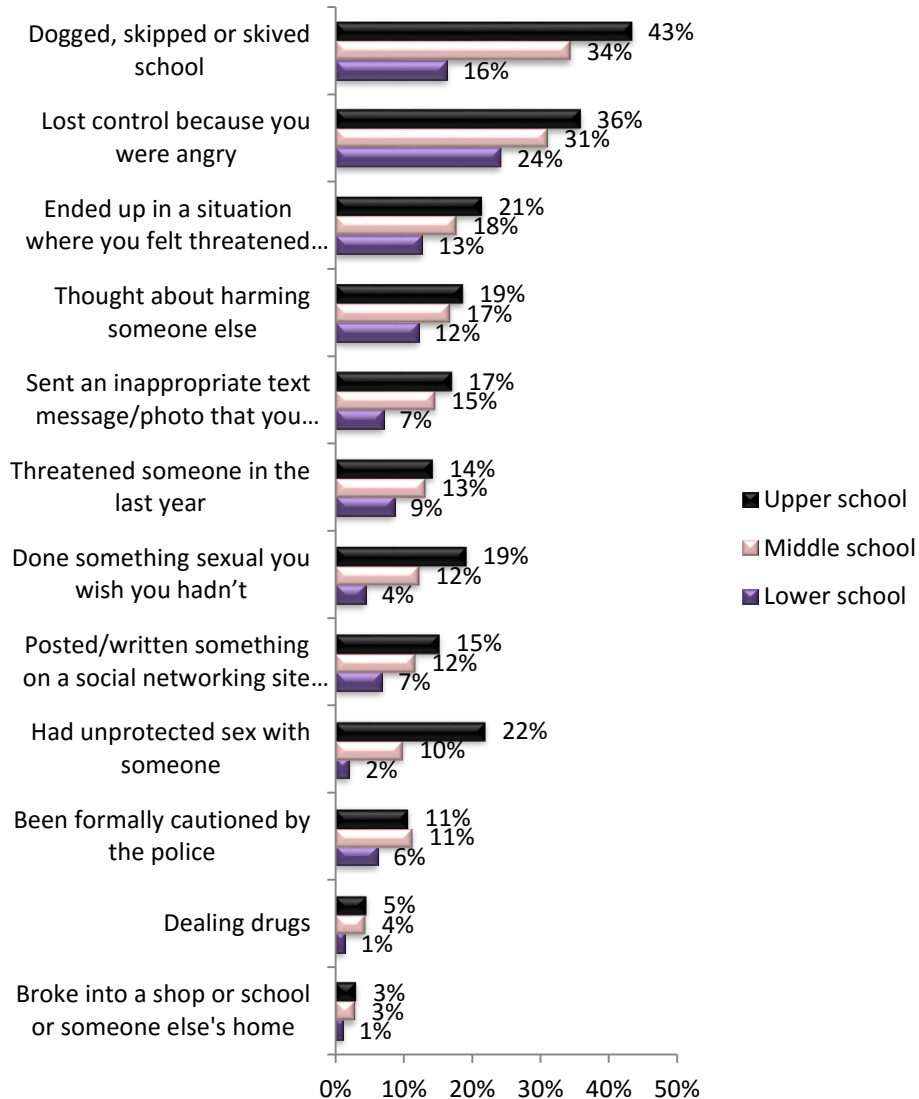
Deprivation

Those in the most deprived schools were more likely than those in the least deprived schools to have been in a fight (21% most deprived; 16% least deprived) or been involved in gang fighting (6% most deprived; 4% least deprived) in the last year.

Locality

Pupils in the North West were more likely than those in the other localities to admit to having shoplifted in the last year (6.5% NW; 4.5% NE; 4.5% South).

9.2   Multiple Risk

Smoking, Alcohol and Drugs

As shown in Chapter 6:
- 22% of pupils had ever smoked;
- 38% of pupils ever drank alcohol;
- 11% of pupils had ever taken drugs.

There was a strong relationship between these behaviours. As Figure 9.4 shows, 82% of those who had ever smoked said that they drank alcohol compared to just 26% of those who had never smoked. Also, 42% of those who had ever smoked had ever taken drugs, compared to just 3% of those who had never smoked.

Figure 9.4: Alcohol and Drug Use by Whether Ever Smoked
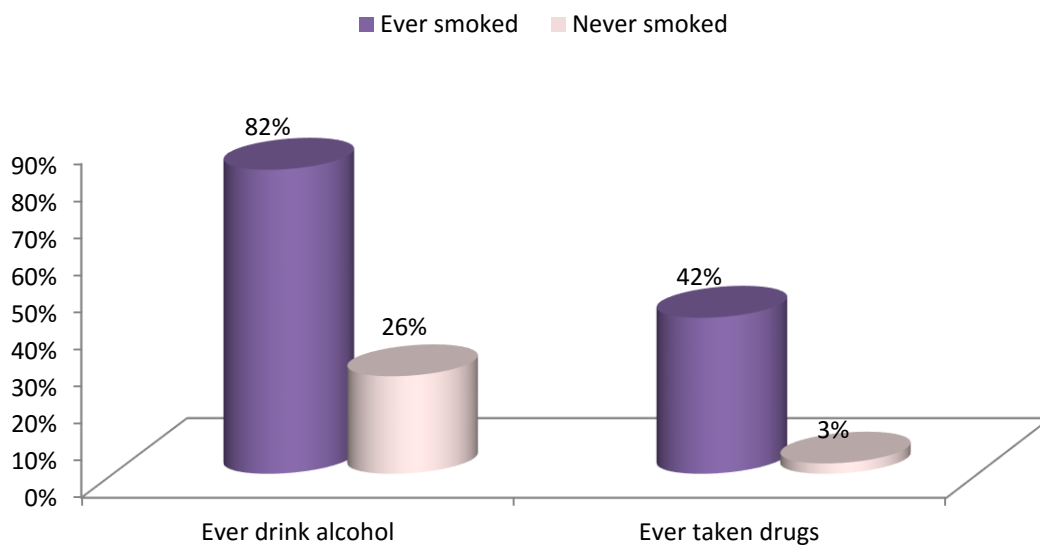
Similarly, those who ever drank alcohol were seven times more likely than those who never drank alcohol to say that they had ever smoked, and twelve times more likely to say they had ever taken drugs. This is shown in Figure 9.5.

Figure 9.5: Smoking and Drug Use by Whether Ever Drink Alcohol
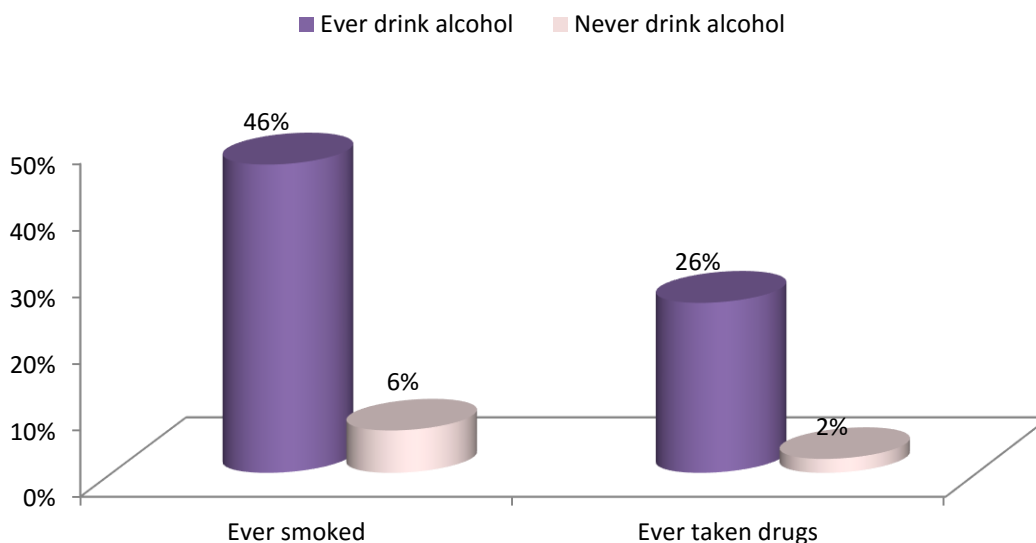
Also, among those who had ever taken drugs:

- Four in five (81%) had ever smoked (compared to 14% of those who had never taken drugs);
- Nine in ten (88%) ever drank alcohol (compared to 32% of those who had never taken drugs).

Figure 9.6: Smoking and Alcohol Use by Drug Use
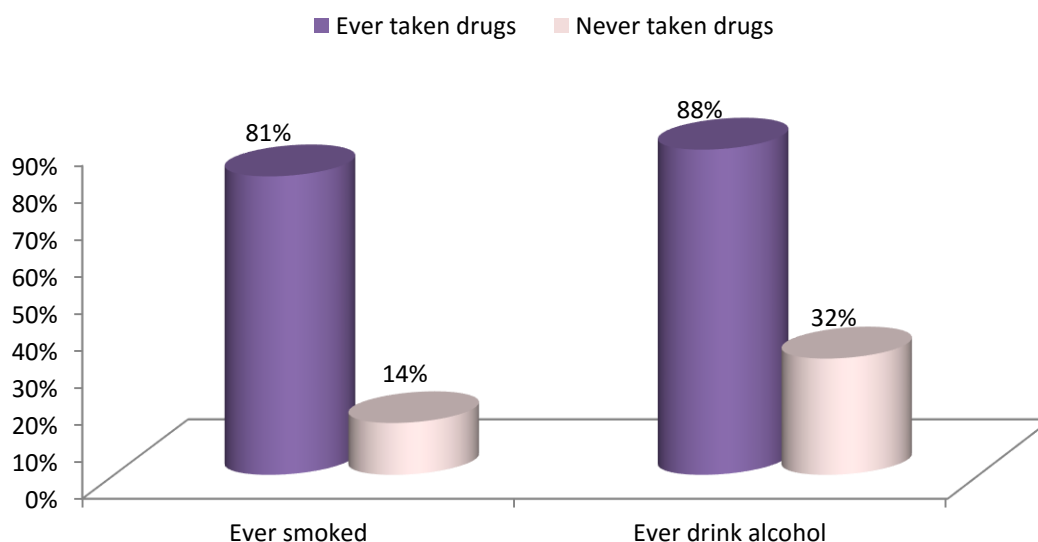
Smoking, drinking alcohol and taking drugs were also associated with a much higher likelihood of participating in other risk/anti-social behaviours. Data highlight that 55% of pupils overall had engaged in at least one of the 19 specific risk/anti-social behaviours measured by the survey in the last year. However, those who had ever smoked were seven times more likely than those who had never smoked to have engaged in at least one of the anti-social/risk behaviours (88% compared to 12%). Those who ever drank alcohol were three times more likely than those who never drank alcohol to have engaged in at least one of the anti-social/risk behaviour (76% compared to 24%). Those who had ever taken drugs were twice as likely than those who had never taken drugs to have engaged in at least one anti-social/risk behaviour (94% compared to 50%).

9.3   Development of a Risk Index

A risk index was calculated which gauged the level of risk-taking behaviour for each pupil. The index used 22 risk behaviours and scored each pupil based on the **gravity** of the behaviour (1 to 3) and the **frequency** of the behaviour (low or high). High frequency behaviours multiplied the gravity rating by 2.

Table 9.1 shows how the behaviours used in the risk index and the scores assigned based on gravity and frequency.

Table 9.1: Scores Used to Calculate Risk Index

Risk behaviour	Gravity rating (1-3)	Low frequency category (multiply gravity by 1)	Higher frequency category (multiply gravity by 2)
Skipped school	1	1-2 times in last year	3 times or more in last year
Eaten and made yourself sick	2	1-2 times in last year	3 times or more in last year
Done something sexual you wish you hadn't	2	1-2 times in last year	3 times or more in last year
Had unprotected sex with someone	2	1-2 times in last year	3 times or more in last year
Sent/received an inappropriate text message/photo that you wish you hadn't	1	1-2 times in last year	3 times or more in last year
Posted something on a social networking site that you wish you hadn't	1	1-2 times in last year	3 times or more in last year
Lost control because you were angry	2	1-2 times in last year	3 times or more in last year
Thought of harming someone else	2	1-2 times in last year	3 times or more in last year
Carried a weapon	3	1-2 times in last year	3 times or more in last year
Threatened someone	1	1-2 times in last year	3 times or more in last year
Got into a fight	1	1-2 times in last year	3 times or more in last year
Gang fighting	3	1-2 times in last year	3 times or more in last year
Shoplifting	3	1-2 times in last year	3 times or more in last year
Vandalised property/Graffiti	2	1-2 times in last year	3 times or more in last year
Broke into a shop /school/home	3	1-2 times in last year	3 times or more in last year
Dealing drugs	3	1-2 times in last year	3 times or more in last year
Been formally charged by the police	2	1-2 times in last year	3 times or more in last year
Been charged by the police	3	1-2 times in last year	3 times or more in last year
Smoking tobacco	2	Tried smoking/smoke less than once per week	Smoke at least once per week
Smoking e-cigarettes	2	Tried e-cigarettes/use them less than once per week	Use e-cigarettes once a week or more
Drinking alcohol	2	Drink alcohol less than once a month	Drink alcohol at least monthly
Taken drugs	3	Tried drugs/used to take	Take drugs a few times a year or more

Risk scores for pupils ranged from 0 to 92, although most (87%) had scores of under 18. Pupils were categorised according to their risk scores as follows:

- No risk behaviours (score of 0) - 39% of pupils
- Low risk behaviours (score of 1-6) - 29% of pupils
- Moderate risk behaviours (score of 7-17) - 19% of pupils
- High risk behaviours (score of 18+) -13% of pupils.

9.4   Key Indicators by Risk Index

Bullying

Pupils with a high level of risk behaviours were the most likely to have been bullied in the last year and also the most likely to have bullied others.
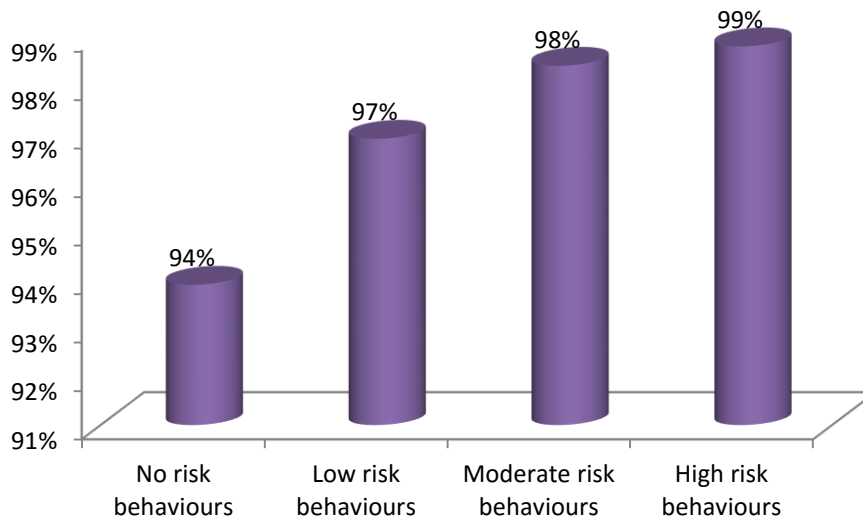
**Figure 9.7: Been Bullied and Bullied Others by Risk Index**
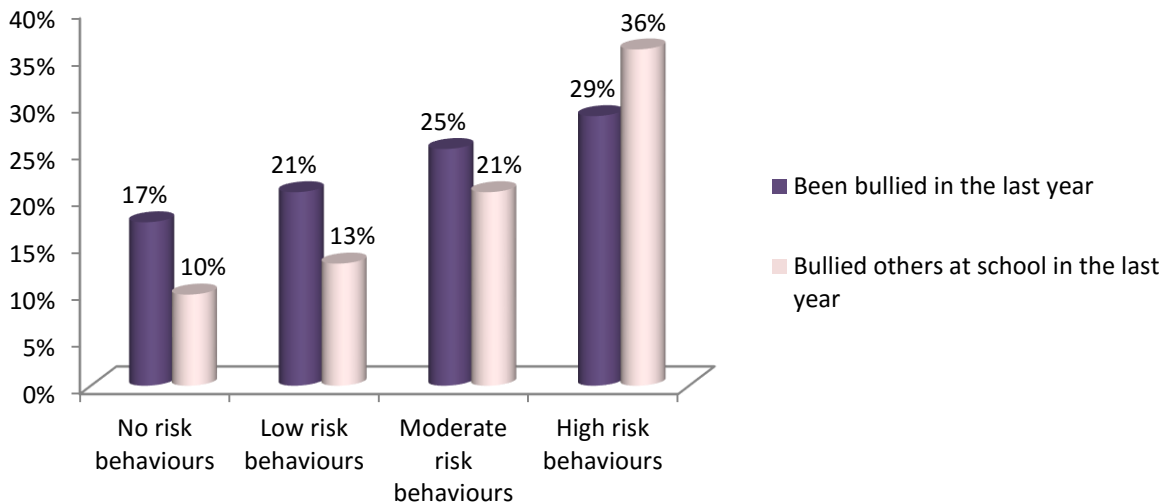
Screen Time

Those who did not engage in any risk behaviours were the least likely to use social media.

Figure 9.8: Proportion who Use Any Social Media by Risk Index

Those with the highest level of risk behaviour were the most likely to spend eight or more cumulative hours of screen time on a school day, as Figure 9.9 shows.

Figure 9.9: Proportion who Spend 8+ Hours on Screen-Based Activities on a School Day by Risk Index
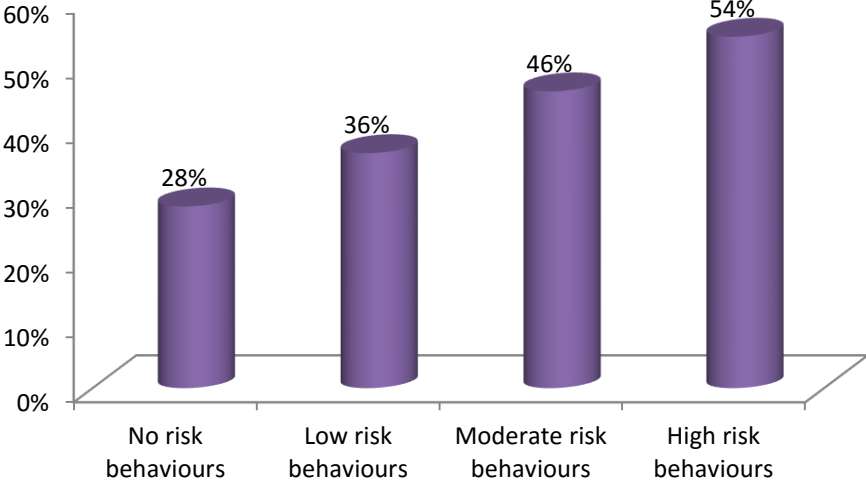
Sleep

Increased risk behaviour was associated with lower amounts of sleep. While 39% of those who did not engage in any risk behaviour got 9 or more hours sleep per night, this was true for just 16% of those who engaged in high levels of risk behaviours.

Figure 9.10: Proportion who Get 9+ Hours of Sleep Per Night by Risk Index
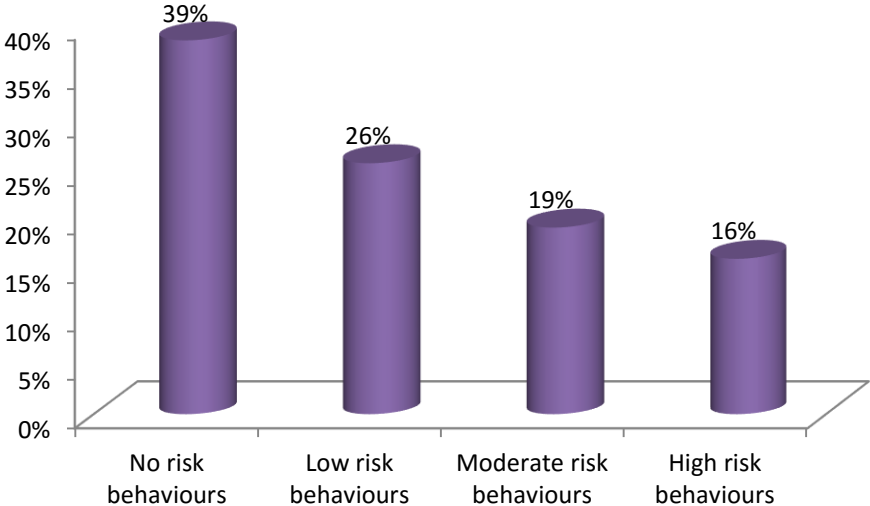
Carers

Those who had a high level of risk behaviours were more than twice as likely to be young carers than those who did not engage in any risk behaviours.

Figure 9.11: Proportion who are Carers by Risk Index
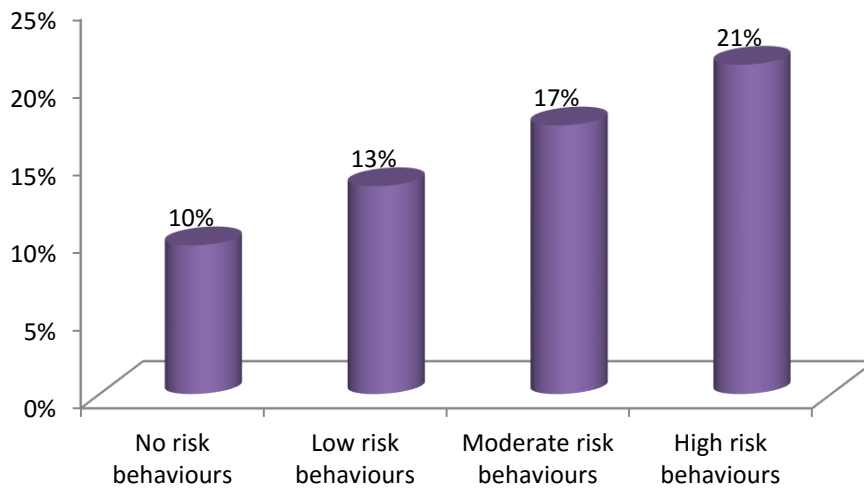
Learning/Behaviour Difficulties

Those with a high level of risk behaviours were much more likely than those with no risk behaviours to have dyslexia, ADHD or ASD/Aspergers.

Figure 9.12: Proportion with Dyslexia, ADHD and ASD/Aspergers by Risk Index
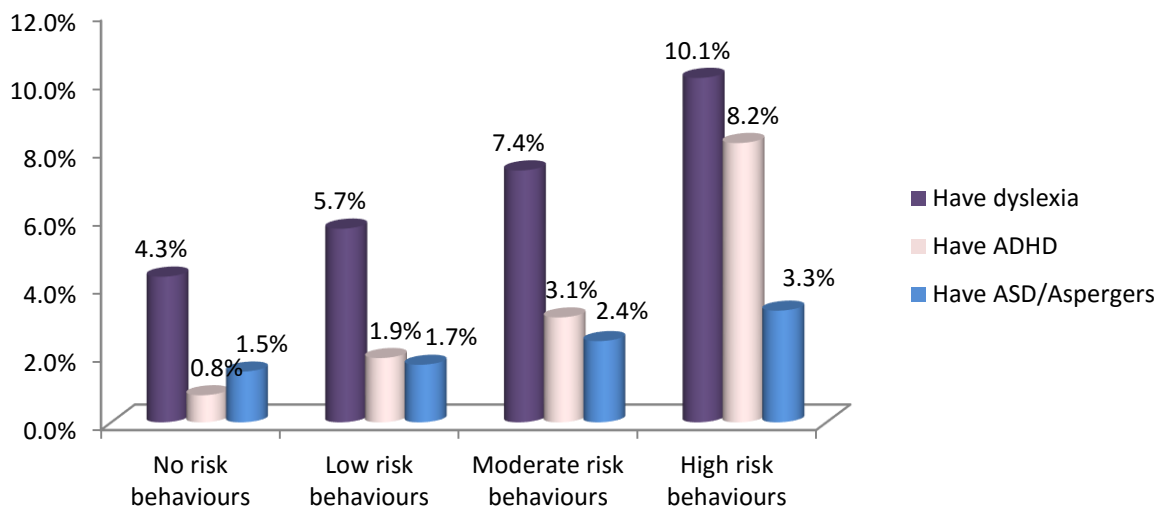
Those who did not engage in any risk behaviours were the most likely to expect to go to further education/training (69%) and those with high levels of risk behaviour were the least likely to expect to go to further education/training (53%).

Figure 9.13: Proportion who Expect to Go to Further Education/Training by Risk Index
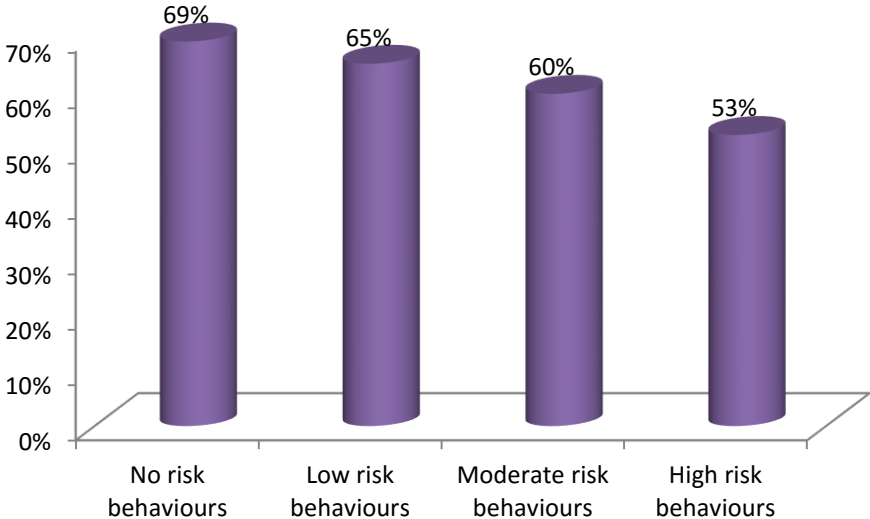
Those who did not engage in any risk behaviours were the least likely to have any worries, as shown in Figure 9.14.

Figure 9.14: Proportion who have Any Worries by Risk Index
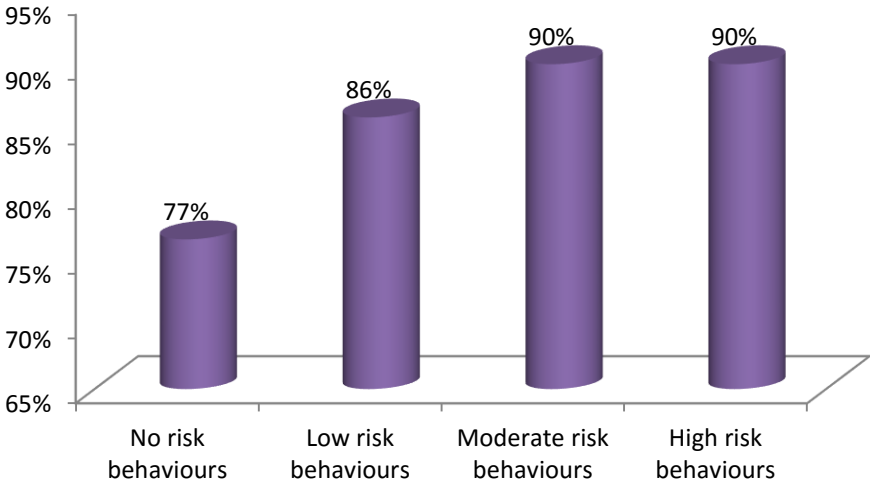
9.5   Positive Behaviours and Resilience

Pupils were asked which, if any, positive behaviours they had engaged in during the last year from a list of six behaviours. Two in three (65%) had taken part in at least one of the positive behaviours. The most common were 'taken part in a charity event' (28%) and 'done voluntary work' (27%). Figure 9.15 shows all responses.

Figure 9.15: Positive Behaviours in the Last Year
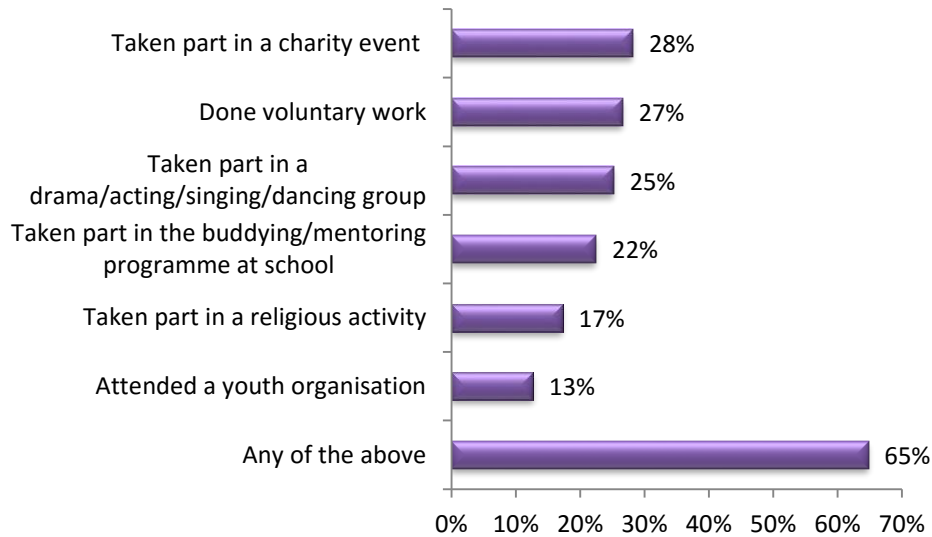
Key Statistic:

- 65% had participated in one of the listed positive behaviours in the last year

Gender

Girls were much more likely than boys to say they had participated in any of the listed positive behaviours in the last year (73% girls; 55% boys). Specifically, girls were more likely than boys to have taken part in five of the six positive behaviours, as shown in Figure 9.16.

Figure 9.16: Proportion of Pupils Who Engaged in Specific Positive Behaviours in the Last Year by Gender (all behaviours showing a significant difference)
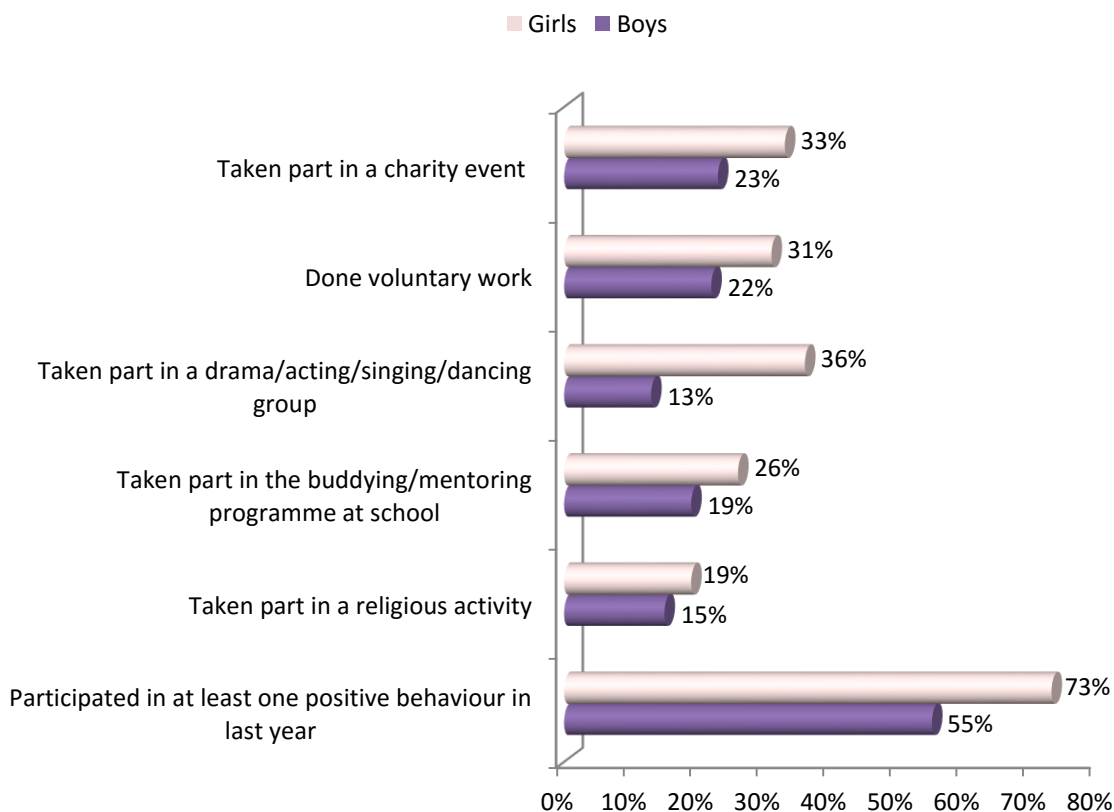
Stage

Middle school pupils were the least likely to have participated in any of the positive behaviours (74% upper school; 67% lower school; 56% middle school). Given the nature of buddying/mentoring in schools, it is not surprising that middle school pupils were the least likely to have participated in this (32% upper school; 28% lower school; 11% middle school). However, middle school pupils were also the least likely to have taken part in a charity event (34% upper school; 29% lower school; 23% middle school) or taken part in a religious activity (19% lower school; 19% upper school; 14% middle school).

Upper school pupils were the most likely to have done voluntary work (44% upper school; 23% middle school; 17% lower school).

Lower school pupils were the most likely to have:

- Taken part in a drama/acting/singing group (32% lower school; 22% middle school; 21% upper school);
- Attended a youth organisation (16% lower school; 12% middle school; 10% upper school).

Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to have participated in at least one of the positive behaviours (69% least deprived; 59% most deprived), and specifically more likely to have:

- Taken part in a charity event (34% least deprived; 23% most deprived);
- Done voluntary work (30% least deprived; 21% most deprived);
- Attended a youth organisation (17% least deprived; 10% most deprived).

Locality

Pupils in the North West were more likely than those in the other localities to have participated in any of the positive behaviours in the last year (67% NW; 64% South; 63% NE) and specifically the most likely to have done voluntary work (30% NW; 28% South; 22% NE). However, those in the South were the most likely to have taken part in a religious activity (19% South; 17% NW; 16% NE).

9.6   Positive Behaviours – Exploring Further

Does Participation in Positive Behaviours Reduce the Likelihood of Engaging in Risk Behaviours?

As shown above, 65% of pupils has participated in at least one of the six positive behaviours measured by the survey. The breakdown of the number of positive behaviours is shown below:

Table 9.2: Number of Positive Behaviours

Number of Positive Behaviours	% of pupils
None	35%
1	28%
2	17%
3	11%
4	6%
5	2%
6	1%

Investigative analysis was conducted to explore whether risk behaviours decreased with increased participation in positive behaviours. Analysis showed no significant difference in risk behaviour by number of positive behaviours.

10   Services for Young People

Summary of Key Indicators

Indicator	%	N
% of pupils who go to a local youth club or drop-in youth centre	19%	1,989
% of pupils aware of a youth health service in or near school	33%	3,382
% of pupils who have a Young Scot Card	74%	7,709

Pupils were asked about which services they used or knew about locally.

10.1   Youth Clubs

One in five (19%) pupils said they went to a local youth club or drop-in youth centre, while two in five (40%) said they did not know of one they could go to and a further two in five (41%) said they knew of one they could go to, but did not go.

Pupils were asked whether there was anything stopping them or putting them off going. Of the 6,563 pupils who answered, 57% said there was not. The most common things reported as preventing pupil or putting pupils off attending youth clubs/drop-in youth centres were:

- No time/too busy/would rather do other things (9%);
- Negative view of club or club leaders (6%);
- Just don't want to/need to go (6%);
- Don't know of any clubs to go to (4%).

Gender

Boys were more likely than girls to attend youth clubs or drop-in youth centres (21% boys; 17% girls).

Stage

The proportion of pupils who attended youth clubs or drop-in youth centres decreased very significantly with age - ranging from 27% of lower school pupils to 13% of upper school pupils.

Figure 10.1: Whether Go to a Youth Club or Drop-in Youth Centre by Stage
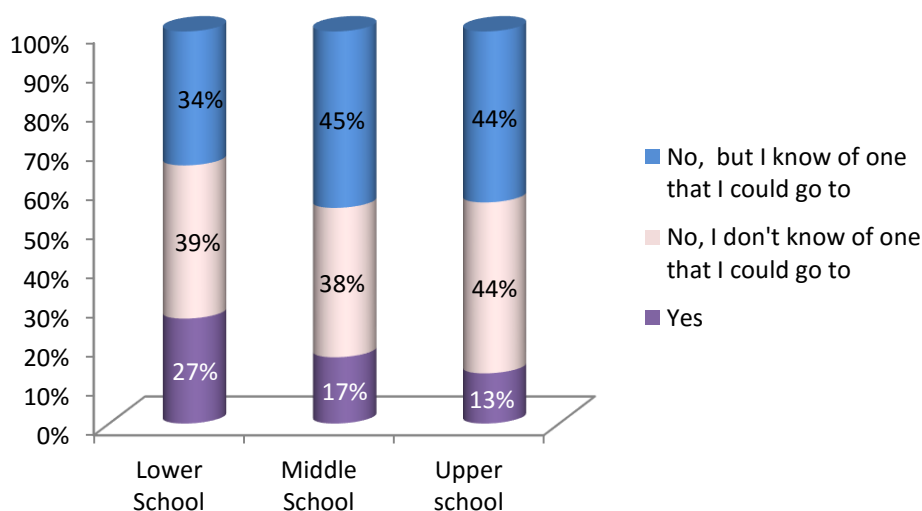
Deprivation

Rates of attendance at youth clubs were higher for pupils in the most deprived schools compared to those in the least deprived schools - just over one in four (26%) pupils in the most deprived schools, but less than one in six (16%) pupils in the least deprived schools went to a youth club or drop-in youth centre. Those in the least deprived schools were much more likely than those in the most deprived schools to say they did not know of a youth club they could go to (48% least deprived; 28% most deprived).

Figure 10.2: Whether Go to a Youth Club or Drop-in Youth Centre by Deprivation
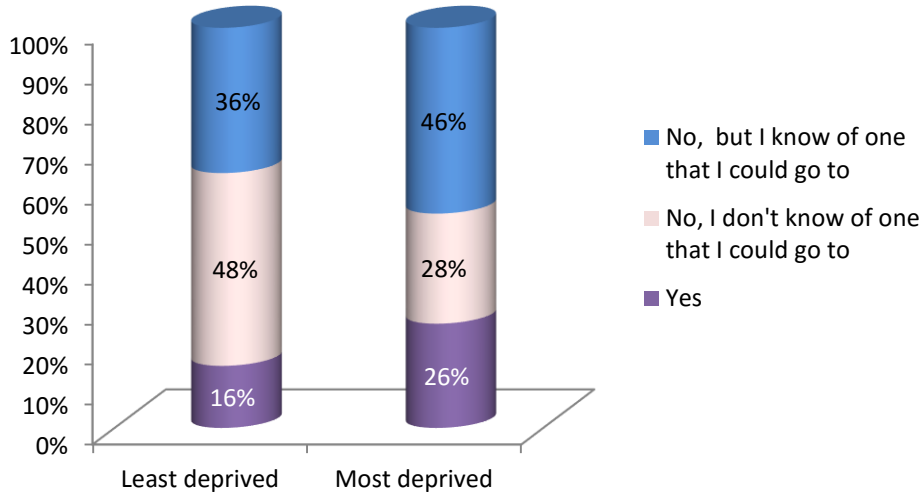
Locality

Pupils in the North East were the most likely to go to, or be aware of, a local youth club or drop-in youth centre, as shown in Figure 10.3.

Figure 10.3: Whether Go to a Youth Club or Drop-in Youth Centre by Locality
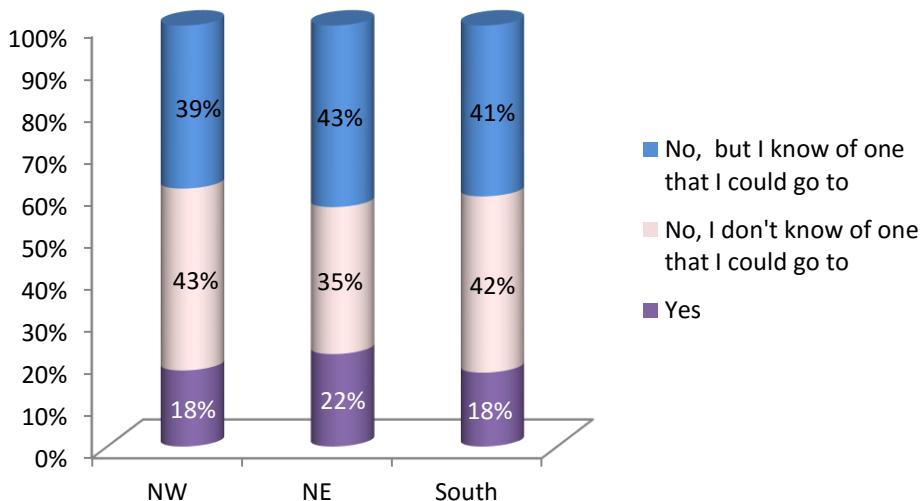
Key Statistics:

- 19% attended a local youth club/drop-in youth centre
- 40% did not know of a local youth club/drop-in youth centre they could go to

10.2   Health Services

One in three (33%, 3,382 pupils) pupils said they were aware of a youth health service in or near to their school that is for young people only. Just under two in five (37%) said they would use a young person's health service if it was available in their area.

Trends for Awareness of Youth Health Services (S1-S4)

Trends show a striking rise in awareness of youth health services among S1-S4 pupils. The proportion of pupils who were aware of a health service for young people only in/near their school more than doubled between 2010/11 and 2014/15, from 14% to 33%[22]. This was mirrored across all three localities.

Figure 10.4: Trends for Awareness of Youth Health Services (S1-S4)
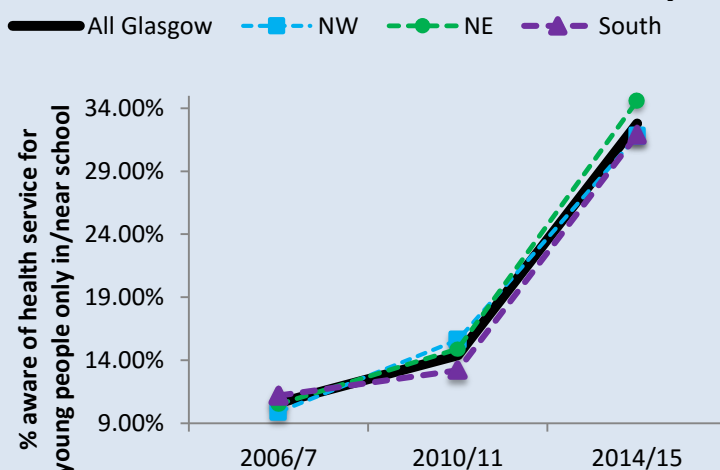
	All Glasgow	**North West**	**North East**	**South**
2006/7	10.6%	9.9%	10.5%	11.2%
2010/11	14.4%	15.6%	14.9%	13.2%
2014/15	32.8%	31.8%	34.6%	31.9%
Change 2010/11–2014/15)	+18.4%	+16.2%	+19.7%	+18.7%
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	+17.1 to +19.7	+13.8 to +18.6	+17.5 to +21.9	+16.7 to +20.7

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[22] The wording of the question changed slightly between 2010/11 and 2014/15, with the word 'youth' added in 2014/15 to *'Are you aware of a **youth** health service in or near to your school that is for young people only'.*

Stage

Middle school pupils were less likely than upper or lower school pupils to say that they would use a young person's health service if it was available in their area (41% upper school; 37% lower school; 33% middle school).

Deprivation

Those in the most deprived schools were much more likely than those in the least deprived schools to be aware of youth health services in or near their school for young people only (42% most deprived; 27% least deprived). Those in the most deprived schools were also more likely than those in the least deprived schools to say they would use a young person's health service if it was available in their area (40% most deprived; 34% least deprived).

Locality

Although levels of awareness of youth health services were consistent across all three localities, those in the North West were less likely than those in the other localities to say they would use a youth health service if it was available in their area (34% NW; 37% South; 38% NE).

10.3   Young Scot Card

Young Scot is the national youth information and citizenship charity. Membership is free to all young people in Scotland aged 11-26 years and offers a range of information, advice and support and benefits including discounts.

Three in four (74%) pupils said they had a Young Scot Card.

Those who had a Young Scot Card were asked whether they had used their card for certain activities in the last year. Four in five (80%) card holders had used their Young Scot Card for at least one activity in the last year. Figure 10.5 shows the proportion of card holders who had participated in each activity in the least year. The most common uses of Young Scot Cards were to prove age (55%), to get discounts in shops (41%) and to get discounts in cinemas/restaurants/theatres.

Figure 10.5: Uses of Glasgow Young Scot Card in Last Year (of those who had a Young Scot Card)
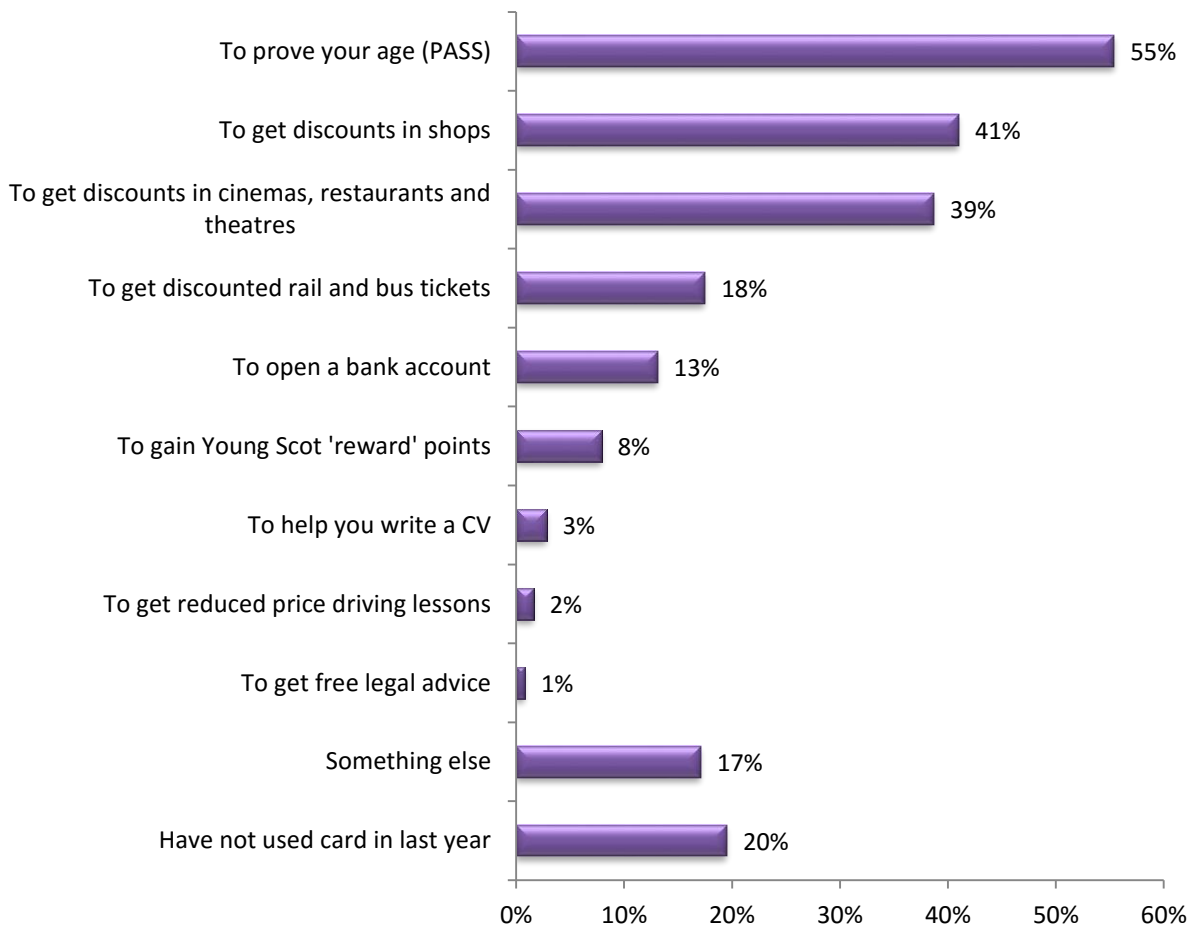
Of the 1,257 other uses of Young Scot Cards listed, the most common were swimming (58%), gym/leisure centre (23%), Irn Bru Carnival (5%), ice skating (4%) and library (3%).

Trends for Young Scot Cards (S1-S4)

Trends between 2006/7 and 2010/11 showed a sizable drop in the proportion of S1-S4 pupils who held a Young Scot Card. However, 2014/15 findings show a rise compared to 2010/11 from 69% to 72%, although this is still somewhat short of the 79% level seen in 2006/7. Trends differed across localities; between 2010/11 and 2014/15 there was a sizable rise in the proportion with a Young Scot card in the North West and a more moderate but significant rise in the South, but there was a drop in the proportion who had a Young Scot card in the North East. This is shown in Figure 10.6.

Figure 10.6: Trends for Holding a Young Scot Card (S1-S4)
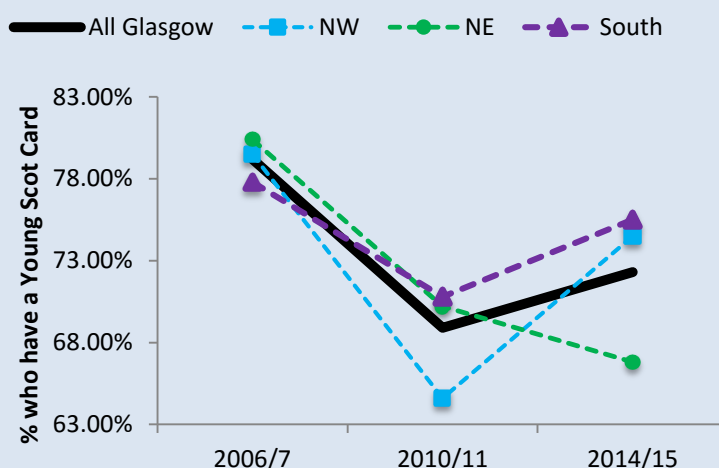
	All Glasgow	**North West**	**North East**	**South**
2006/7	79.2%	79.5%	80.4%	77.8%
2010/11	68.9%	64.6%	70.2%	70.8%
2014/15	72.3%	74.5%	66.8%	75.5%
Change (2010/11–2014/15)	+3.4%	+9.8%	-3.4%	+4.7%
P	<0.001	<0.001	<0.01	<0.001
Confidence Interval	+2.0 to +4.8	+7.2 to +12.6	-5.9 to -0.9	+2.5 to +6.9

Gender

Girls were more likely than boys to hold a Young Scot Card (76% girls; 72% boys). Among those who did hold a card, girls were more likely than boys to have used their card to get discounts in shops (50% girls; 30% boys) or discounts in cinemas/restaurants/theatres (43% girls; 33% boys).

Stage

Upper and middle school pupils were more likely than lower school pupils to have a Young Scot Card (79% upper school; 78% middle school; 66% lower school).

Among those who held a Young Scot Card, upper school pupils were the most likely to have used their card for seven of the uses. Lower school card holders were the most likely to say they had not used their card in the last year (34% lower school; 16% middle school; 9% upper school), as shown in Figure 10.7.

Figure 10.7: Used of Young Scot Cards in the Last Year by Stage (all uses which showed a significant difference)
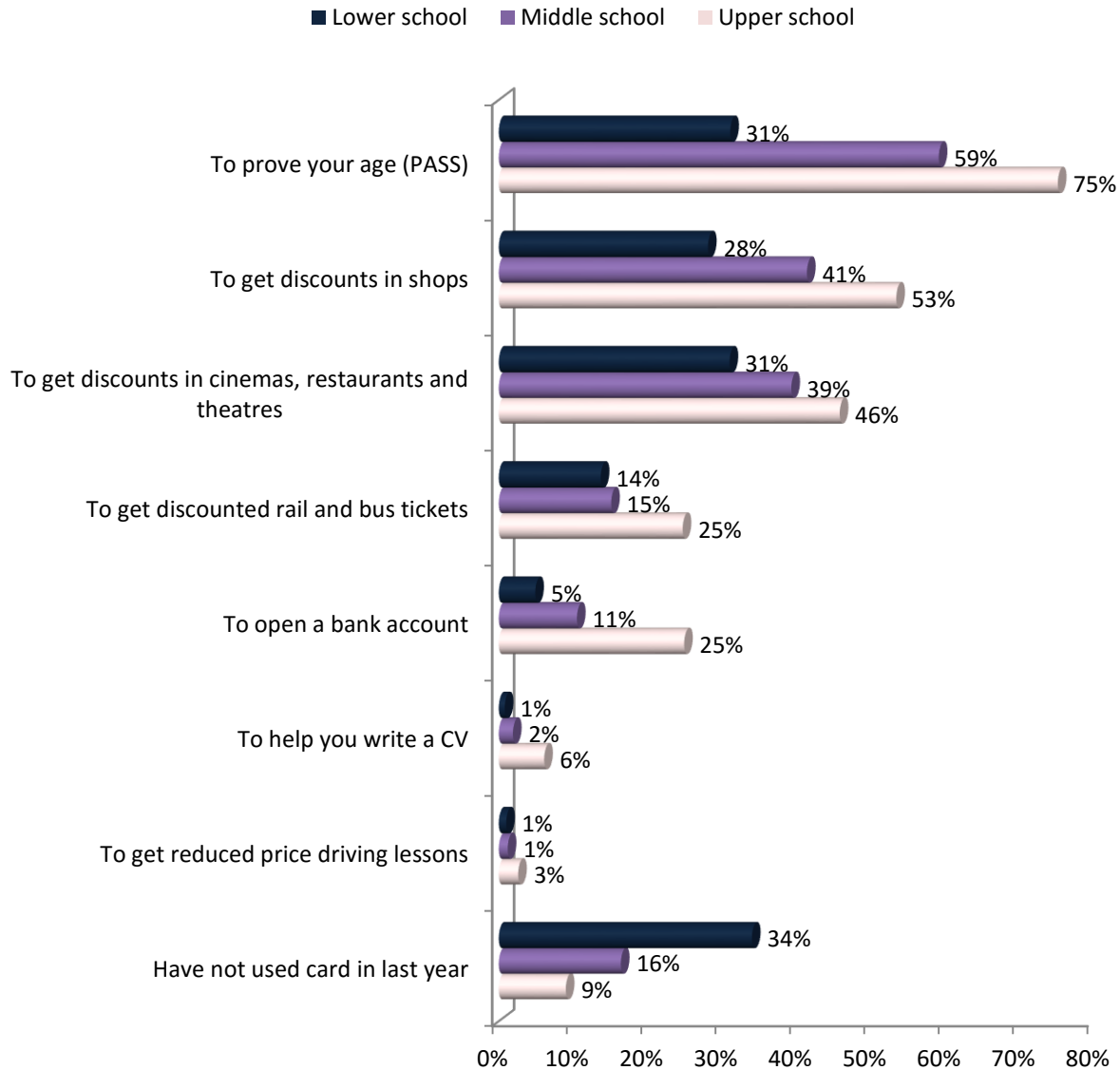
Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to have a Young Scot Card (78% least deprived; 71% most deprived). Also, among those who did hold a Young Scot Card, those in the most deprived schools were more likely than those in the least deprived schools to say they had not used their card in the last year (24% most deprived; 18% least deprived).

Card holders in the least deprived schools were more likely than those in the most deprived schools to have used their card to get:

- Discounts in shops (48% least deprived; 31% most deprived);
- Discounts in cinemas/restaurants/theatres (41% least deprived; 31% most deprived);
- Discounted rail and bus tickets (20% least deprived; 12% most deprived).

Locality

Pupils in the North East were less likely than those in the other localities to have a Young Scot card (70% NE; 75% NW; 77% South).

Among Young Scot card holders, those in the North East were the most likely to have used their card to prove their age (59% NE; 56% NW; 53% South). Those in the North West were the most likely to have used their card for discounts in shops (44% NW; 40% NE; 39% South) or discounted rail and bus tickets (20% NW; 17% NE; 17% South).

10.4 Culture and Leisure Facilities

Pupils were asked whether they had been to a museum, library, sports centre or community centre in the last year. Overall, just under nine in ten (88%) had used at least one of these culture/leisure facilities. Sports centres were the most commonly used type of facility, with two in three (65%) pupils saying they had been to a sports centre in the last year.

Figure 10.8: Facilities Used in Last Year
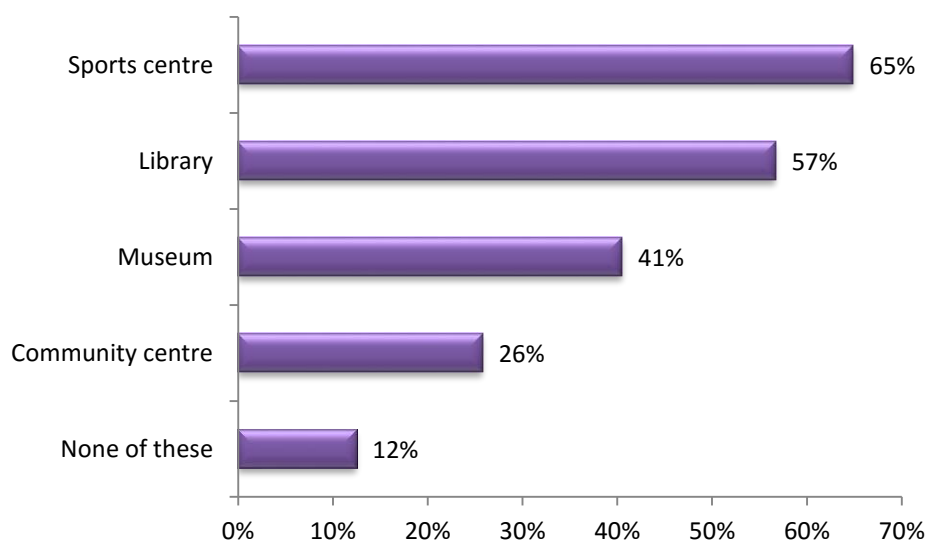
Trends for Use of Culture and Leisure Services (S1-S4)

Overall use of cultural and leisure services by S1-S4 pupils fell between 2010/11 and 2014/15, with fewer pupils using museums, sports centres or community centres. The biggest decline was for sports centre use. Although there was no significant change in the proportion who used libraries between 2010/11 and 2014/15, there was a rise in the proportion who used libraries between 2006/7 and 2014/15 from 50% to 58%.

Figure 10.9: Trends for Use of Culture and Leisure Services (S1-S4)
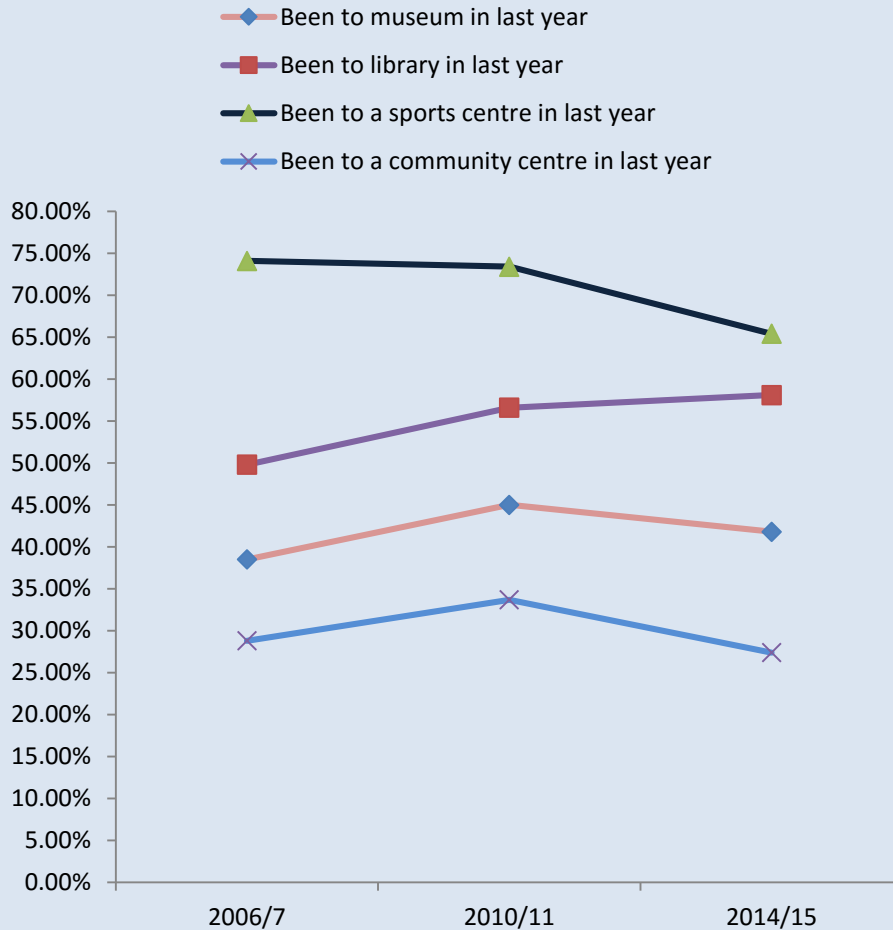
	Museum in last year	Library in last year	Sports centre in last year	Community centre in last year
2006/7	38.5%	49.8%	74.1%	28.8%
2010/11	45.0%	56.6%	73.4%	33.7%
2014/15	41.8%	58.1%	65.4%	27.4%
Change (2010/11-2014/15)	-3.2%	n/a	-8.0%	-6.3%
Change (2006/7-2014/15)	n/a	+8.3%	n/a	n/a
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	-4.7 to -1.7	+6.8 to +9.8	-9.4 to -6.6	-7.7 to -4.9

Gender

Girls were more likely than boys to have used a library in the last year (61% girls; 52% boys), while boys were more likely than girls to have used a sports centre (72% boys; 58% girls).

Stage

Lower school pupils were more likely than middle or upper school pupils to have used at least one of these types of facility in the last year (91% lower school; 87% upper school; 85% middle school).

Figure 10.10: Facilities used in Last Year by Stage
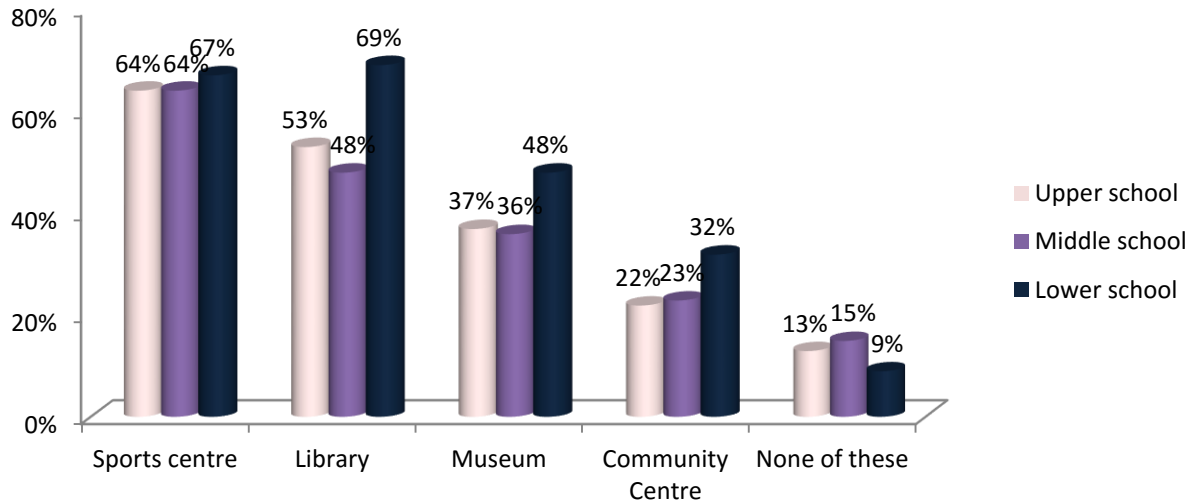
Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to have been to at least one of these types of community facilities in the last year (90% least deprived 83% most deprived), and specifically more likely to have been to a:

- Sports centre (71% least deprived; 57% most deprived);
- Library (59% least deprived; 53% most deprived);
- Museum (47% least deprived; 34% most deprived).

However, those in the most deprived schools were more likely than those in the least deprived schools to have been to a community centre in the last year (32% most deprived; 22% least deprived).

Locality

Pupils in the North East were the least likely to have used any of the community facilities in the last year (85% NE; 88% South; 90% NW). As Figure 10.11 shows, pupils in the North West were the most likely to have visited a museum or library and pupils in the South were the most likely to have visited a sports centre. Pupils in the South were less likely than those in the other localities to have visited a community centre.

Figure 10.11: Use of Community Facilities in the Last Year by Locality
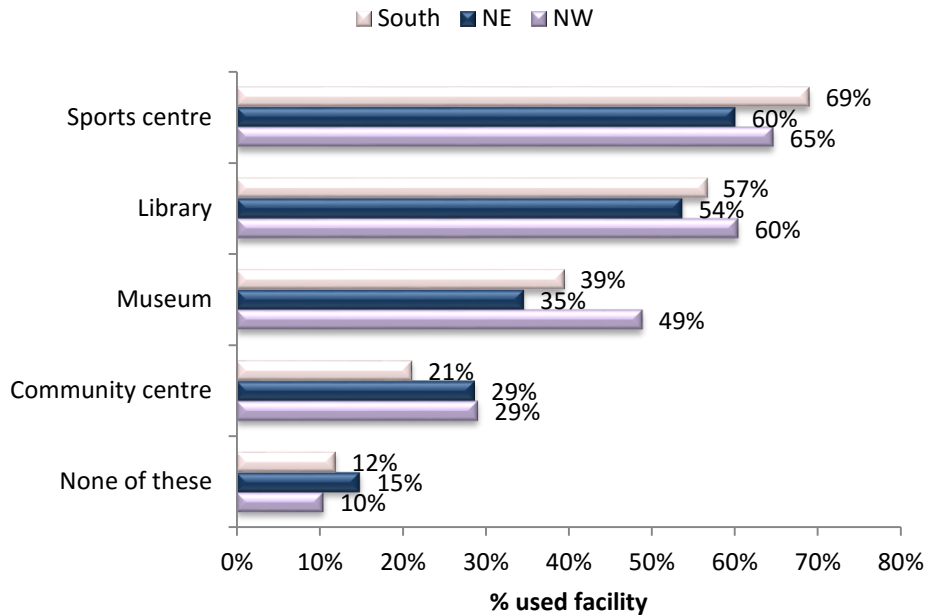
11 Financial Inclusion/Poverty

Summary of Key Indicators

Indicator	%	N
% of pupils with a bedroom to themselves	75%	7,582
% of pupils whose family owned at least one computer/laptop/tablet	98%	9,783
% of pupils with savings	73%	7,163

11.1 Indicators of Financial Inclusion/Poverty

The Scottish Household Survey has shown a steady increase in the proportion of households with internet access from 42% in 2003 to 80% in 2014. However, nearly all (99%) pupils said they had access to the internet at home or on the phone.

Just under four in five (78%) pupils said that their family owned a car, van or truck - either one (45%) or two or more (33%).

Three in four (75%) said that they had a bedroom to themselves.

More than seven in ten (72%) had been away on holiday with their family in the last 12 months and one in three (33%) had done to twice or more.

Figure 11.1: Number of Times Been Away on Holiday with Family in Last 12 Months
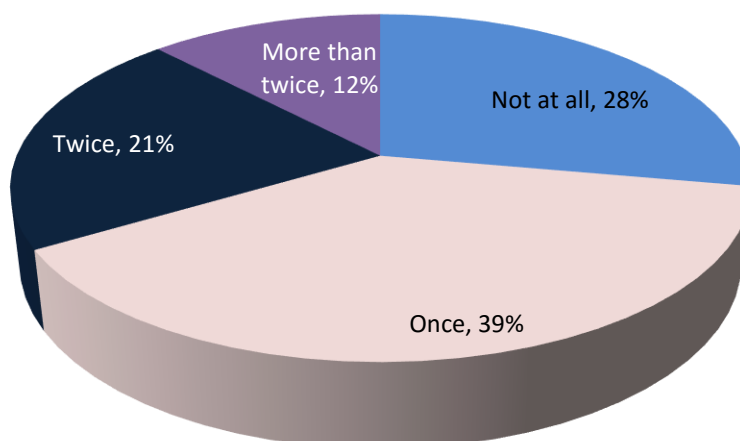
Most (98%) said they family owned at least one computer (including PCs, Macs, Laptops and Tablets), and nearly two in three (64%) said that their family owned more than two.

Gender

Girls were more likely than boys to say their family owned more than two computers (66% girls; 61% boys).

Stage

Upper school pupils were more likely than middle or lower school pupils to have access to the internet (99.3% upper school; 98.3% middle school; 98.4% lower school).

Upper school pupils were the most likely to have a bedroom to themselves and lower school pupils were the least likely (81% upper school; 76% middle school; 70% lower school).

Upper school pupils were less likely than middle or lower school pupils to have been away on holiday with their family in the previous 12 months (68% upper school; 73% middle school; 75% lower school).

Deprivation

Pupils in the most deprived schools were twice as likely as those in the least deprived schools to say their family did not own any cars/vans/trucks (33% most deprived; 16% least deprived).

Those in the least deprived schools were more likely than those in the most deprived schools to have a bedroom to themselves (81% least deprived; 74% most deprived).

Those in the least deprived schools were also more likely than those in the most deprived schools to have been away on holiday with their family in the last 12 months (77% least deprived; 68% most deprived).

Figure 11.2: Number of Times Been Away on Holiday with Family in Last 12 Months by Deprivation
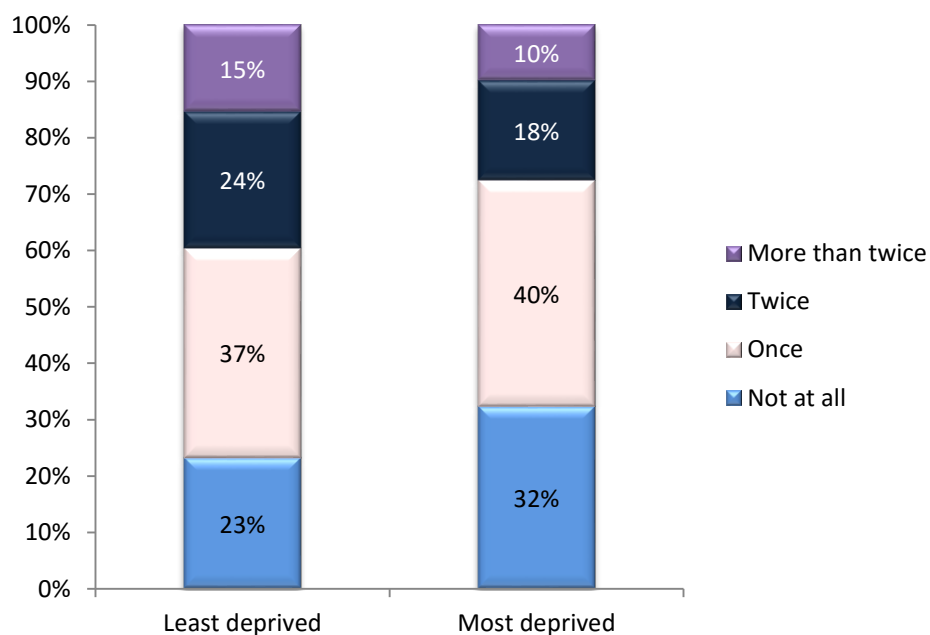
Locality

Pupils in the North East were less likely than those in other localities to have at least one car/van/truck in their family (75% NE; 79% NW; 80% South). However, those in the North East were the most likely to have a bedroom to themselves (77% NE; 74% NW; 74% South). Pupils in the North West were the most likely to have been on holiday with their family twice or more in the last year (36% NW; 33% South; 32% NE).

11.2   Money

Just under three in four (73%) pupils said they had savings.

Pupils were asked where they saved their money.   Just over one in five (22%) said they did not save, 53% saved in a bank/building society account, 6% used a school credit union/savings scheme and 24% saved money somewhere else. Most (90%) of those who said they saved their money somewhere else said that they kept their money in a safe place such as a piggy bank or wallet.

Pupils were also asked how much money of their own they had most weeks to spend as they like. One in nine (11%) said they had nothing, one in three (34%) had less than £10 and 55% had £10 or more.

Figure 11.3 shows where pupils said they got money from. Three in four (76%) said they got pocket money. One in seven (14%) pupils had a part time job.

Figure 11.3: Where Pupils Get Money From
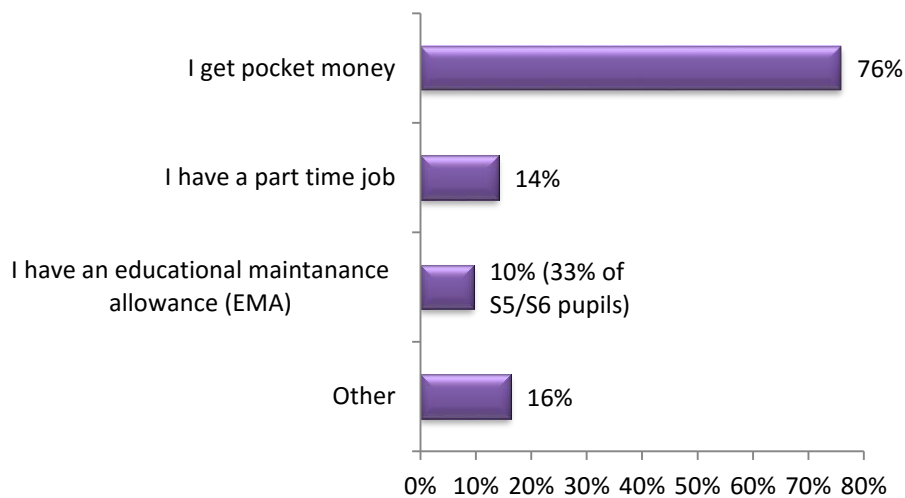
Of the 1,484 other sources of money, the most common was being given money from parents (42%), gifts (14%) and given by other family members (10%).

Figure 11.4 shows the things pupils reported spending their money on. The most common were clothes (73%) and fast food takeaways (44%).

Figure 11.4: What Pupils Spend Money On
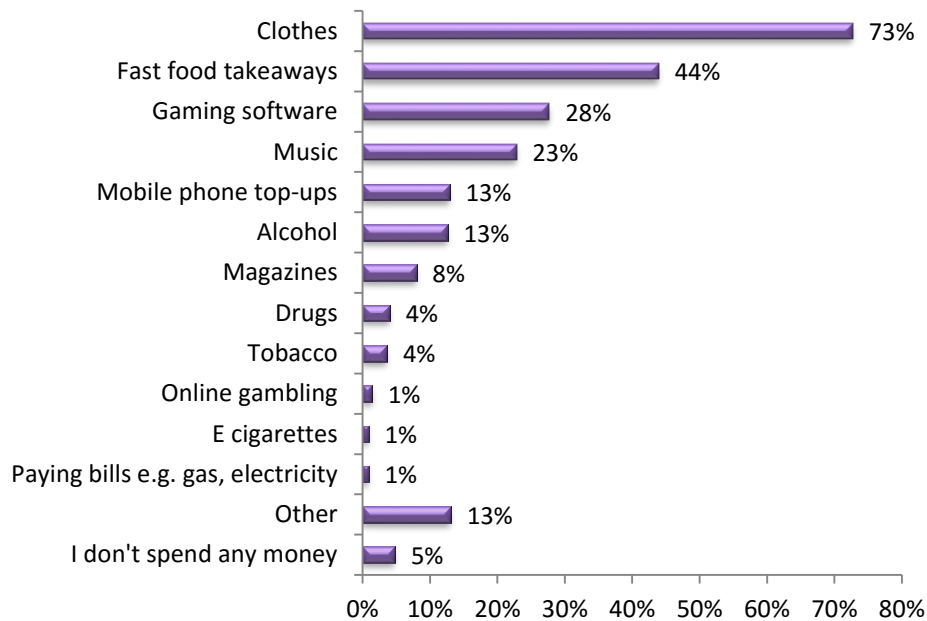
Of those who spent money on 'other' things, the most common were food (26%), days out such as cinema (11%), gifts (6%) and books (6%).

Gender

Boys were more likely than girls to say they had nothing to spend most weeks (12% boys; 9% girls).

Girls were more likely than boys to say they spent money on:

- Clothes (82% girls; 63% boys);
- Fast food takeaways (47% girls; 40% boys);
- Music (25% girls; 20% boys);
- Alcohol (15% girls; 10% boys).
- Magazines (11% girls; 5% boys).

However, boys were much more likely than girls to spend money on gaming software (52% boys; 6% girls) and also more likely to spend money on drugs (5% boys; 3% girls), on-line gambling (2.5% boys; 0.4% girls) or e-cigarettes (1.2% boys; 0.5% girls).

Stage

Lower school pupils were more likely than middle or upper school pupils to say they had savings (77% lower school; 72% middle school; 72% upper school).

Upper school pupils tended to have the most money to spend - seven in ten (70%) upper school pupils had £10 or more to spend most weeks, compared to four in ten (41%) lower school pupils.

Figure 11.5: Weekly Spending Money by Stage
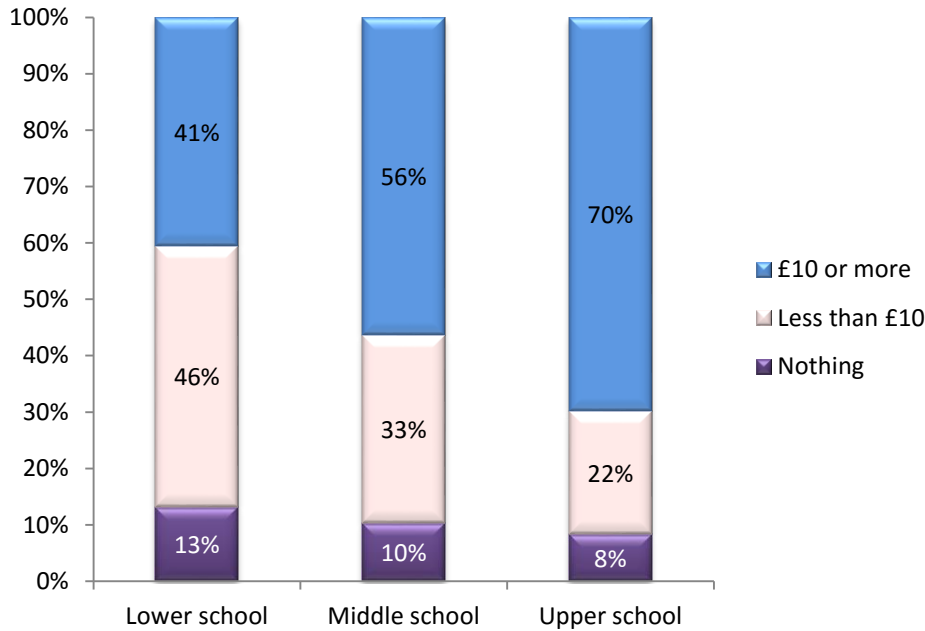
Upper school pupils were less likely than lower or middle school pupils to say they got pocket money (65% upper school; 80% middle school; 81% lower school), but more likely to say they had a part time job (26% upper school; 12% middle school; 6% lower school).

As Figure 11.6 shows, upper school pupils were the most likely to spend money on seven of the types of item listed. However, lower school pupils were the most likely to spend money on magazines.

Figure 11.6: What Pupils Spend Money on by Stage (all items showing a significant difference)
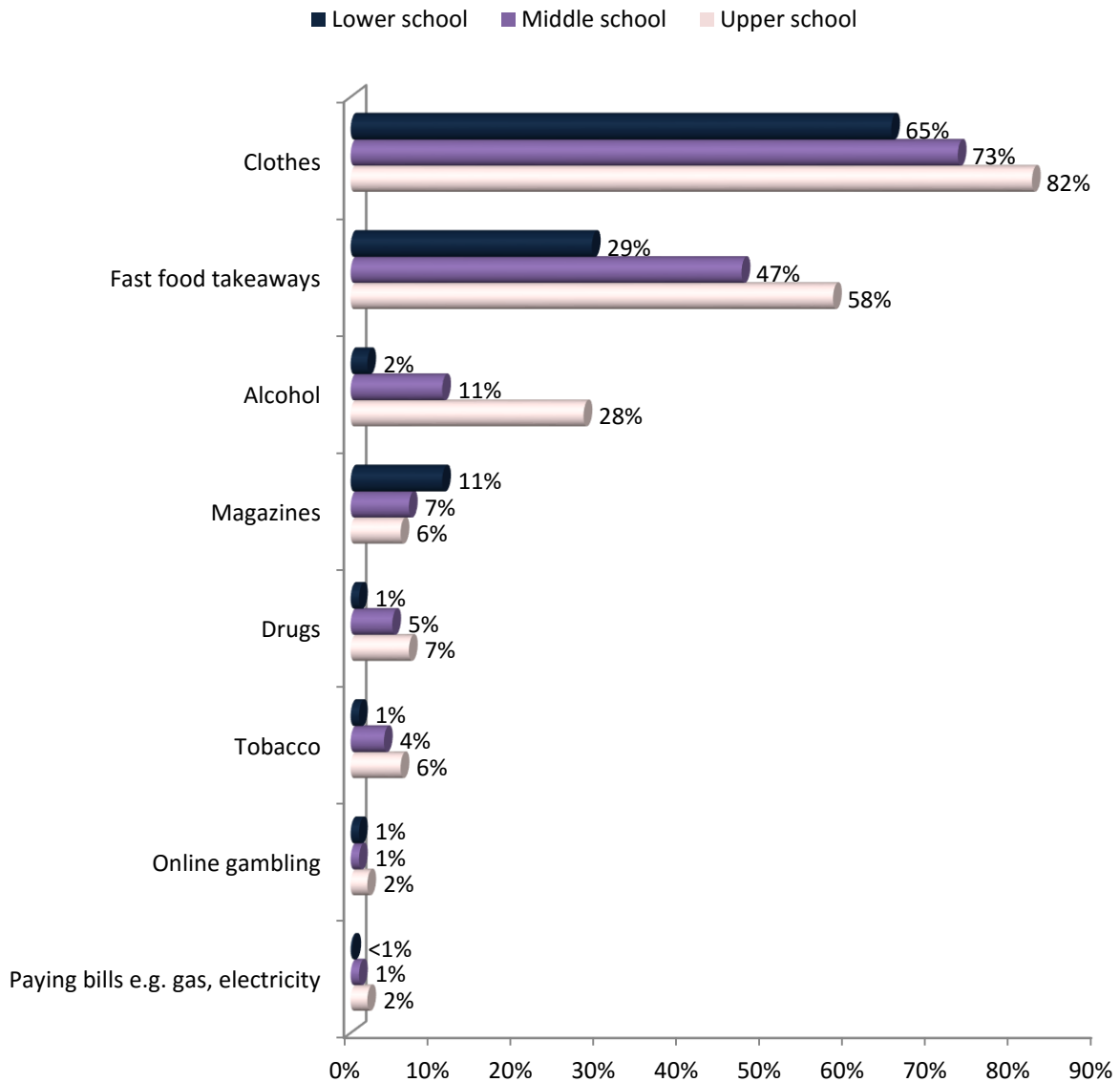
■ Lower school   ■ Middle school   ■ Upper school

Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to say they had savings (78% least deprived; 68% most deprived).

Those in the least deprived schools were more likely than those in the most deprived schools to have a part time job (17% least deprived; 12% most deprived). Those in the most deprived schools were more than twice as likely than those in the least deprived schools to say they had an Educational Maintenance Allowance (13% most deprived; 6% least deprived).

Pupils in the most deprived schools were more likely than those in the least deprived schools to spend money on fast food takeaways (46% most deprived; 39% least deprived) and mobile phone top-ups (18% most deprived; 10% least deprived).

Locality

Pupils in the North East were less likely than those in the other localities to say they had savings (71% NE; 74% NW; 74% South). However, pupils in the North East were the most likely to say they had £10 or more to spend in the last week (58% NE; 54% NW; 53% South).

Figure 11.7: Savings and Spending Money by Locality
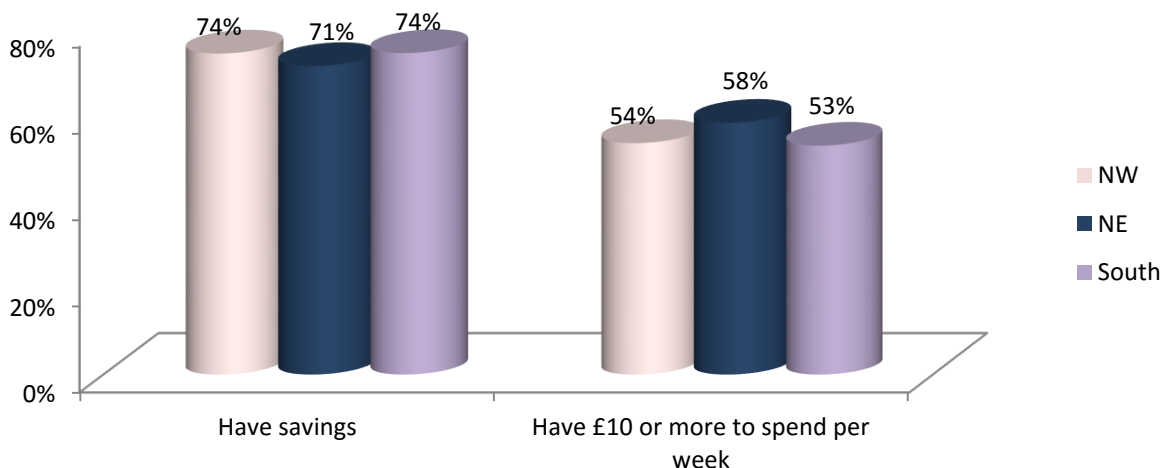
Pupils in the North West and South were more likely than those in the North East to spend money on tobacco (4% NW; 4% South; 2% NE).

11.3   Exploring Further - A Deprivation Index

A deprivation index was developed using the five available indicators available from the survey (with a score of 1 for each indicator):

- Self-reported free school meal entitlement
- Living in a single parent family
- Not having a car/van
- Not having a computer
- Not having own bedroom

The calculation of the risk index resulted in pupils having deprivation scores of between 0 and 5. The breakdown was:
- 0 - 33.1%
- 1 - 31.9%
- 2 - 20.9%
- 3 - 9.6%
- 4 - 3.8%
- 5 - 0.7%

Pupils were subsequently categorised according to their deprivation index score as follows:

- No indicators of deprivation - Score of 0 (33% of pupils)
- Moderate indicators of deprivation - Score of 1 or 2 (53% of pupils)
- High indicators of deprivation - Score of 3,4 or 5 (14% of pupils).

As Figure 11.8 shows, those showing the highest level of deprivation indicators were the most likely to:

- Have been bullied in the last year;
- Ever be exposed to second hand smoke;
- Never drink alcohol;
- Be a carer;
- Drink fizzy drinks at lunch time.

Those with the lowest level of deprivation indicators were the most likely to:

- Expect to go to further education/training;
- Have any savings;
- Consume 5+ portions of fruit/vegetables per day;
- Have visited the dentist within the last six months.

Figure 11.8: Key Indicators Showing Significant Differences by Deprivation Index

■ High indicators of deprivation ■ Moderate indicators of deprivation ■ No indicators of deprivation
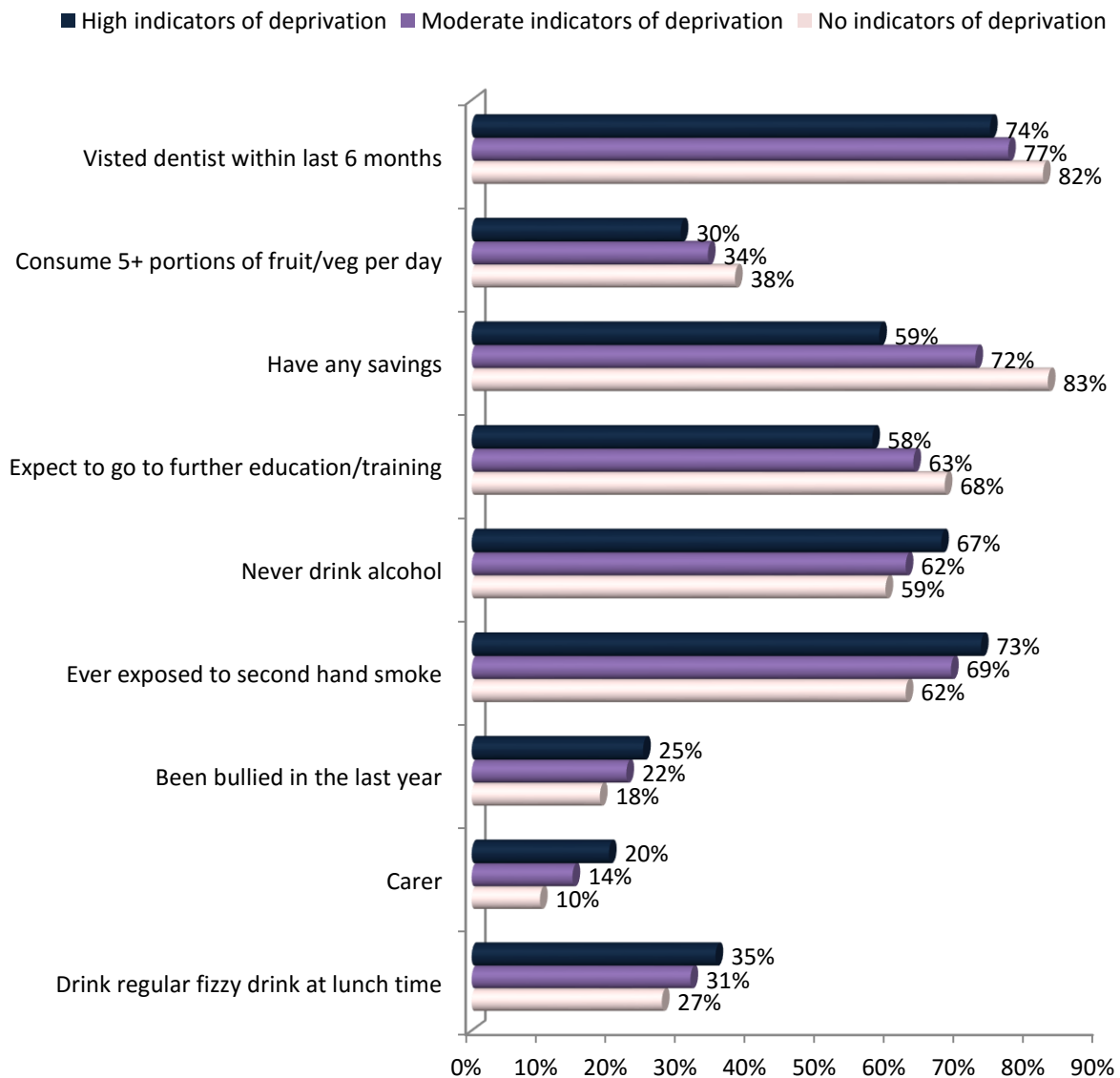
12   Employability

Summary of Key Indicators

Indicator	%	N
% of pupils that expect to go to further education/training	64%	4,966

12.1   Career Preparatory Activities

Pupils were asked whether they had done any activities at school related to getting a job/working. In total, 43% had done at least one activity. The most common were work placements (20%), career guidance (16%) and job searches (16%).

Figure 12.1: Activities Through School Related to Getting a Job/Working

Stage

As would be expected, upper school pupils were the most likely to have participated in at least one of these activities and lower school pupils were the least likely (79% upper school; 43% middle school, 10% lower school). This was true for all activities, as shown below.

Figure 12.2: Activities Through School Related to Getting a Job/Working by Stage
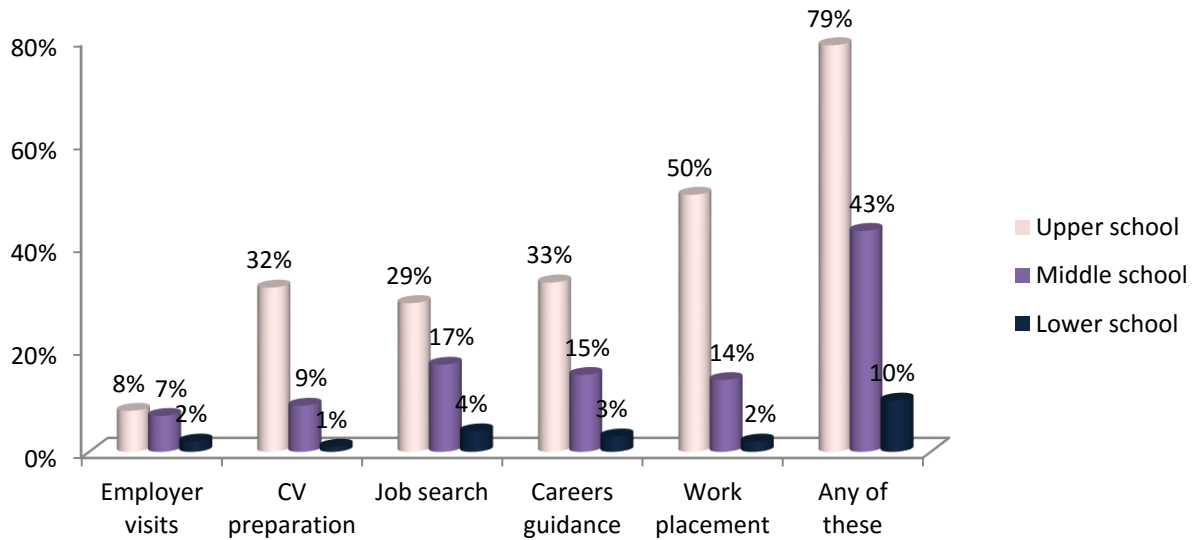
Locality

Pupils in the South were more likely than those in other localities to say they had participated in any of the career-preparatory activities at school (46% South; 41% NW; 40% NE). Specifically, those in the South were the most likely to have had a work placement (23% South; 20% NW; 18% NE), CV preparation (15% South; 12% NE; 10% NW) or employer visits (7% South; 6% NE; 5% NW).

12.2   Post-School Expectations

Pupils were asked what they thought they will most likely to be doing when they leave school. Of those who were able to answer, just under two in three (64%) said that they thought they would go to further education or training.

Figure 12.3: Expectations of What Will Be Doing After School
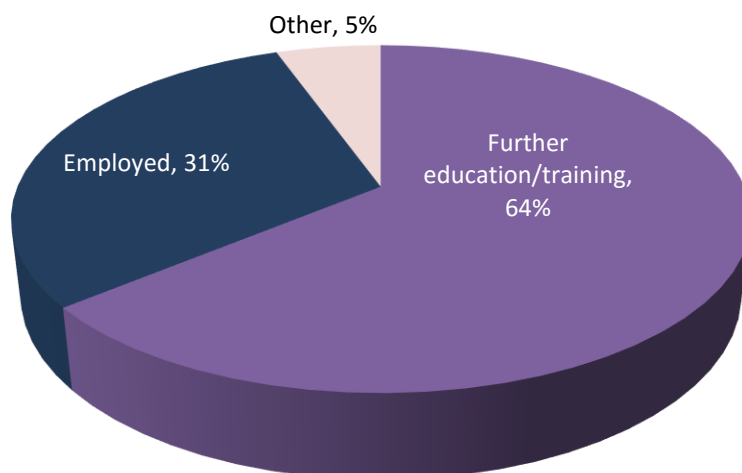
Notes:
Further education/training = University, Further Education College, Training Programme
Employed = Working, Trade or Modern Apprenticeship, Setting up a business
Other = Take a gap year, volunteering, other

Trends for Post-School Expectations (S1-S4)

The list of options for post-school expectations changed between the 2010/11 and 2014/15 surveys. However, both surveys included university and further education college as options. The proportion of S1-S4 pupils who expected to go to either of these fell between 2010/11 and 2014/15 from 70% to 60%.

Figure 12.4: Trends for Expectation of Going to Further Education (S1-S4)
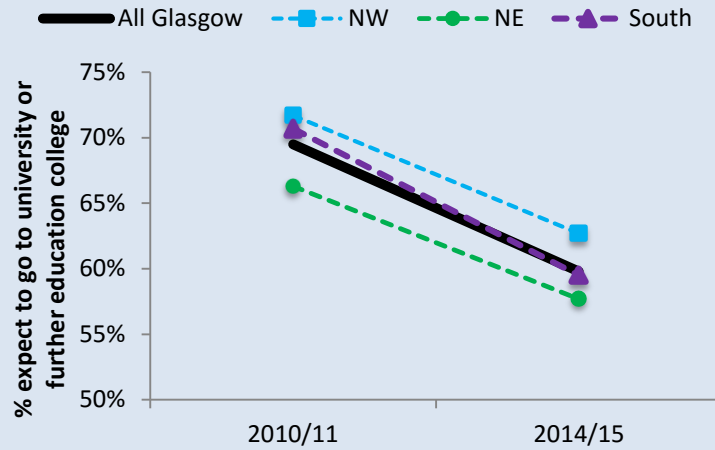
	All Glasgow	**North West**	**North East**	**South**
2010/11	70.0%	71.7%	66.3%	70.7%
2014/15	60.0%	62.7%	57.7%	59.5%
Change (2010/11–2014/15)	-10.0%	-9.0%	-8.6%	-11.2%
P	<0.001	<0.001	<0.001	<0.001
Confidence Interval	-11.4 to -8.6	-11.7 to -6.3	-11.2 to -6.0	-13.5 to -8.9

Gender

Girls were much more likely than boys to say that they expected to go into further education after school (72% girls; 55% boys).

Figure 12.5: Expectations of What Will Be Doing After School by Gender
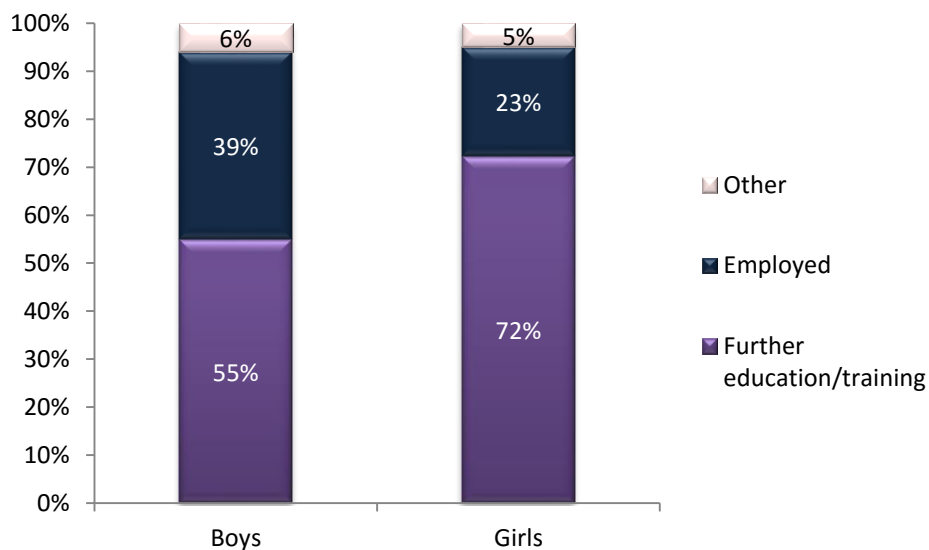
Stage

Upper school pupils were more likely than middle or lower school pupils to expect to go to further education or training (72% upper school; 62% middle school; 59% lower school).

Deprivation

Those in the least deprived schools were more likely than those in the most deprived schools to expect to go to further education/training (68% least deprived; 59% most deprived). Those in the most deprived school were more likely than those in the least deprived school to expect to be employed after school (38% most deprived; 24% least deprived).

Figure 12.6: Expectations of What Will Be Doing After School by Deprivation
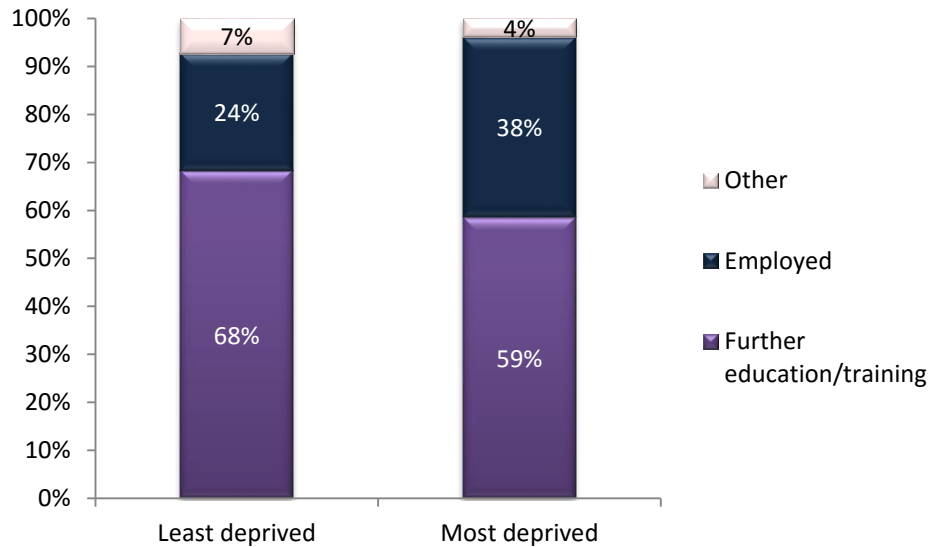
Locality

Pupils in the North West were more likely than those in other localities to expect to go to further education/training (67% NW; 63% South; 62% NE).

Figure 12.7: Expectations of What Will Be Doing After School by Locality
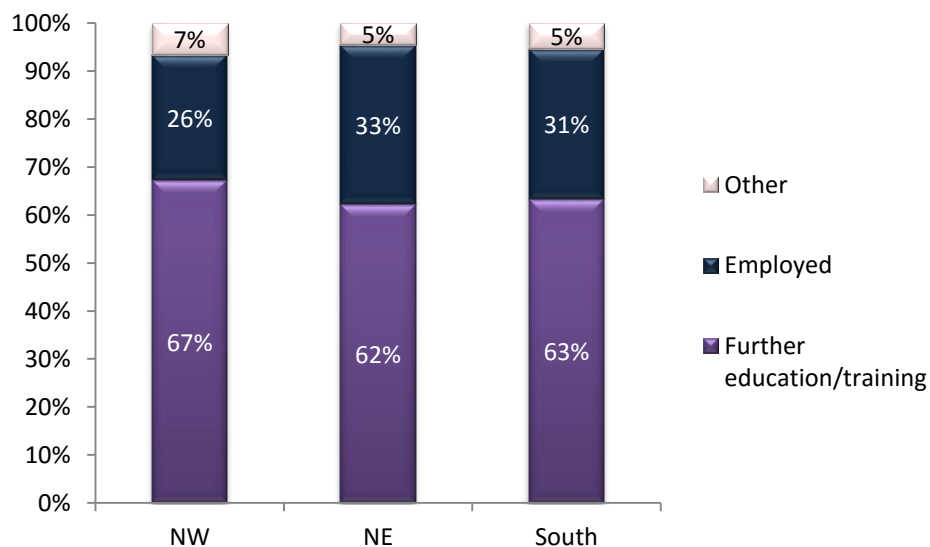
12.3   Post-School Expectations - Exploring Further

Are those who expect to go to further education/training more or less likely to be involved in pro-social activities?

Overall, those who expected to go to further education or training were considerably more likely than those who expected to do something else to have participated in any of the listed positive behaviours (71% compared to 56%), and were more likely to have participated in five of the six individual behaviours (there was no significant difference for participation in youth organisations).   Findings for all positive behaviours showing a significant difference are shown in Figure 12.8.

Figure 12.8: Participation in Positive Behaviours by Post-School Expectations (all behaviours showing a significant difference)
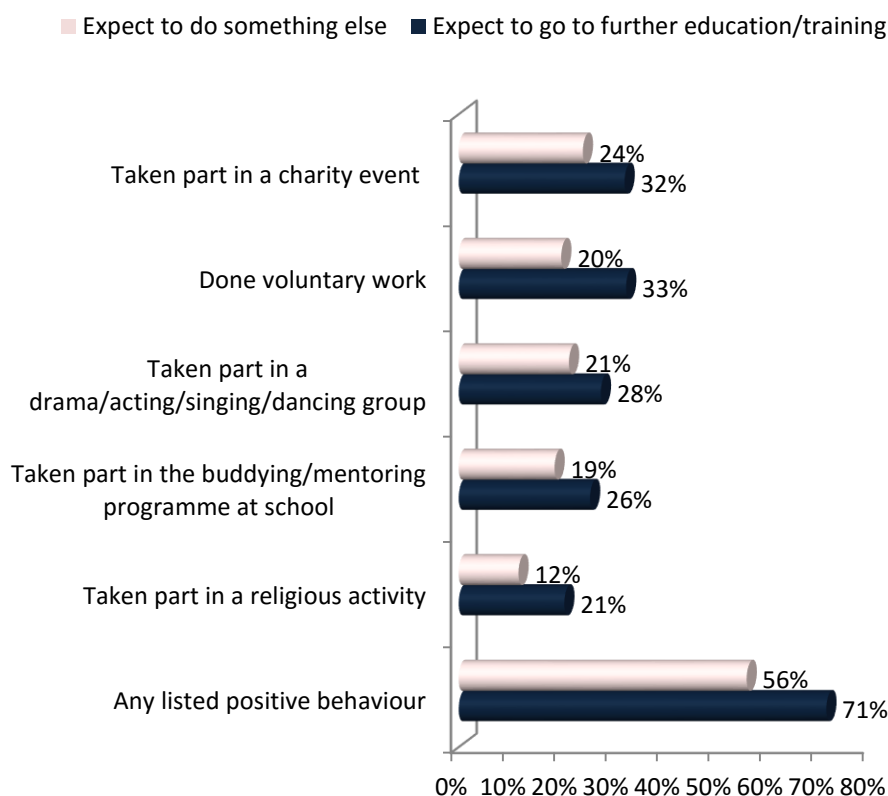
Are those who expect to go to further education/training more or less likely to be involved in anti-social behaviours?

Overall, those who expected to go to further education/training were less likely than others to have engaged in any of the anti-social/risk behaviours in the last year (50% compared to 62%), and this difference was evident for each of the 19 individual behaviours, as shown in Figure 12.9.

Figure 12.9: **Participation in Anti-Social/Risk Behaviours by Post-School Expectations**

■ Expect to do something else ■ Expect to go to further education/training
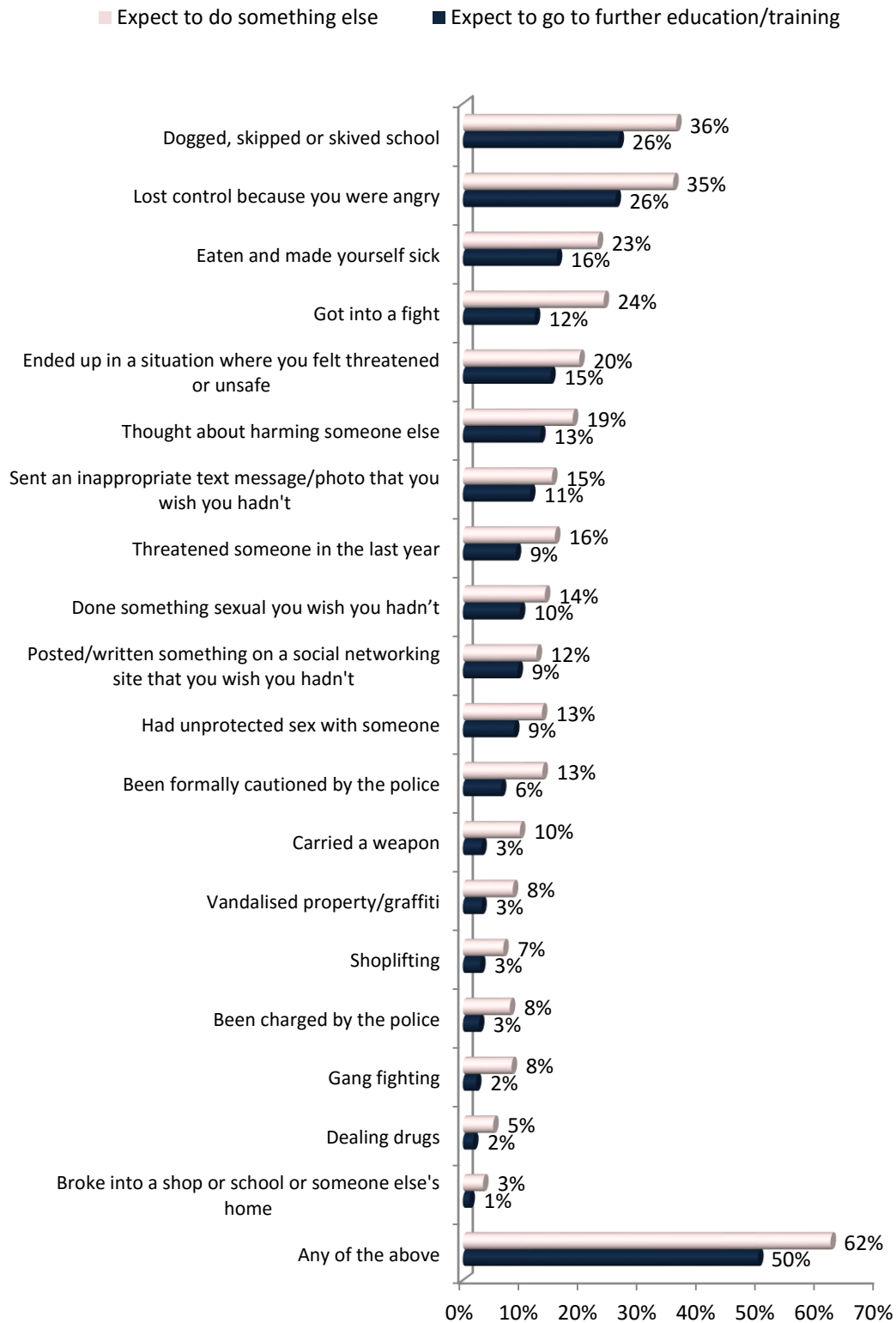
Are those who have expect to go to further education or training more or less likely to have had career-preparatory activities at school?

There was no significant difference between those who expected to go to further education/training and others in terms of whether they had participated in employer visits or job searches. However, those who expected to go to further education/training were more likely to have had a work placement, careers guidance or CV preparation through school. This is shown in Figure 12.10.

Figure 12.10: Proportion who Had Participated in Career-Preparatory Activities by Post-School Expectations (all activities which showed a significant difference)
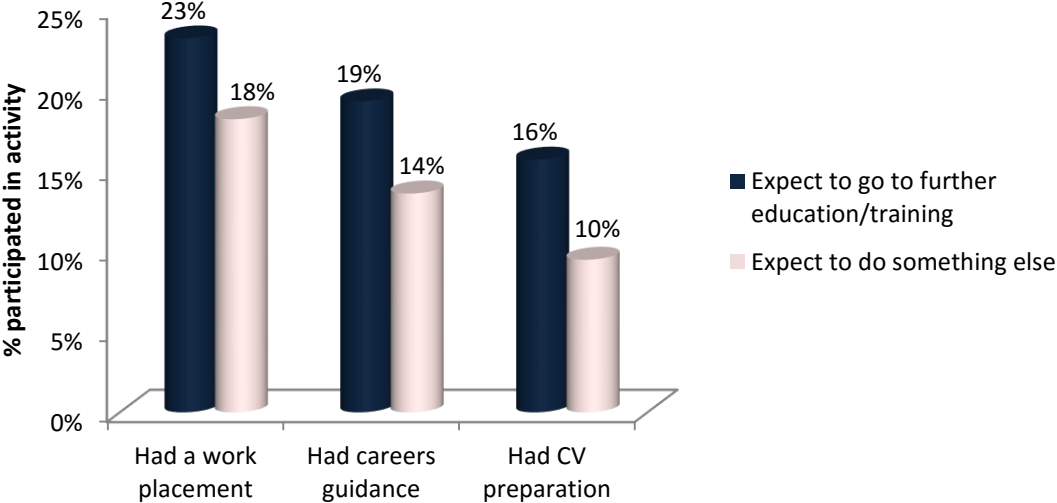
13 Equalities/Inequalities

13.1 Introduction

This chapter explores differences for key indicators across ethnic groups. The small number of pupils in many of the ethnic group categories prohibits detailed analysis of findings across many ethnic groups. However, groups have been combined to allow some analysis at an aggregate group level, and it is recognised that there are limitations to this approach. The five aggregate groups used for analysis are White Scottish/British, Other White, Any Asian, Any African and all other/mixed groups.

13.2 Pupil Profile

Family Composition

Pupils in Asian ethnic groups were much more likely than those in other groups to live in two parent families.

Figure 13.1: Family Composition by Ethnicity
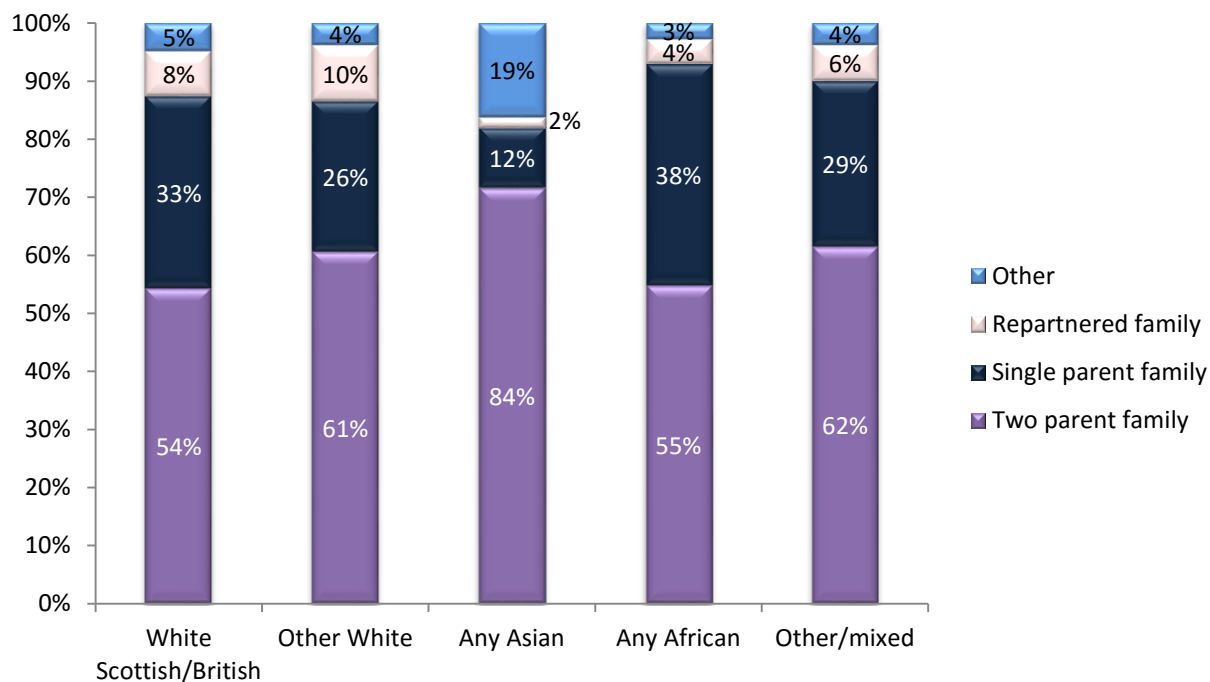
13.3　Physical Activity and Diet

Physical Activity

Although there was no significant difference between ethnic groups for the proportion who met the physical activity target, pupils in Asian groups were less likely than those in other groups to participate in sport in school or out of school at least once per week.

Figure 13.2: Participation in Sport in and Out of School by Ethnicity

■ Participates in sport in school at least once per week

■ Participated in sport out of school at least once per week
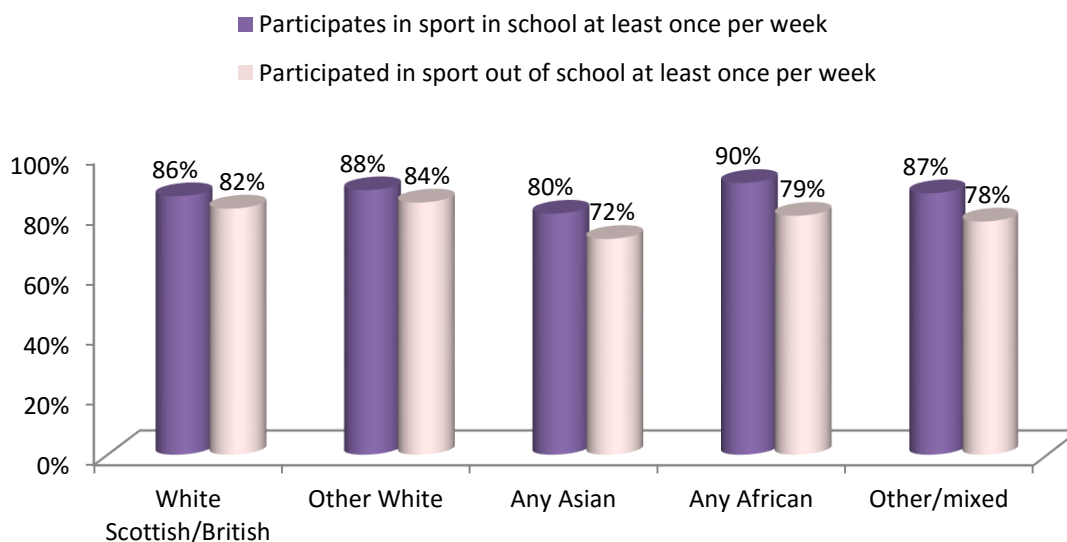
Diet

Overall, those in White Scottish/British groups appeared to have a generally poorer diet than those in other ethnic groups.

Pupils in the White Scottish/British groups were the least likely to have eaten breakfast on the day of the survey.

Figure 13.3: Whether Ate Breakfast by Ethnicity
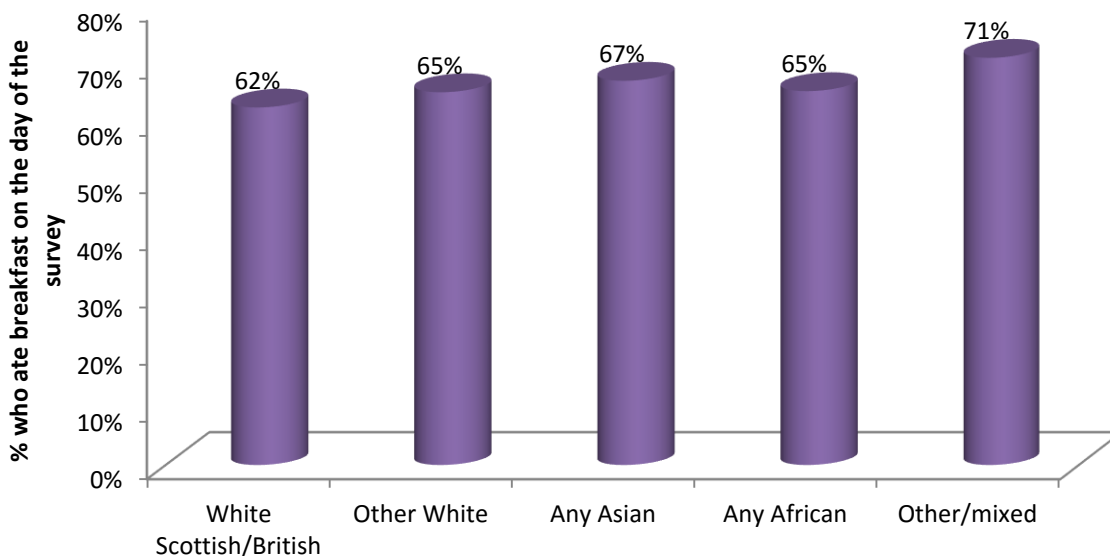
Pupils in White Scottish/British groups were much more likely than those in other groups to buy their lunch from a shop or van. Those in African, Asian and other/mixed groups were more likely than those in White ethnic groups to have school lunches.

Figure 13.4: Where ate Lunch on last School Lunch Time by Ethnicity
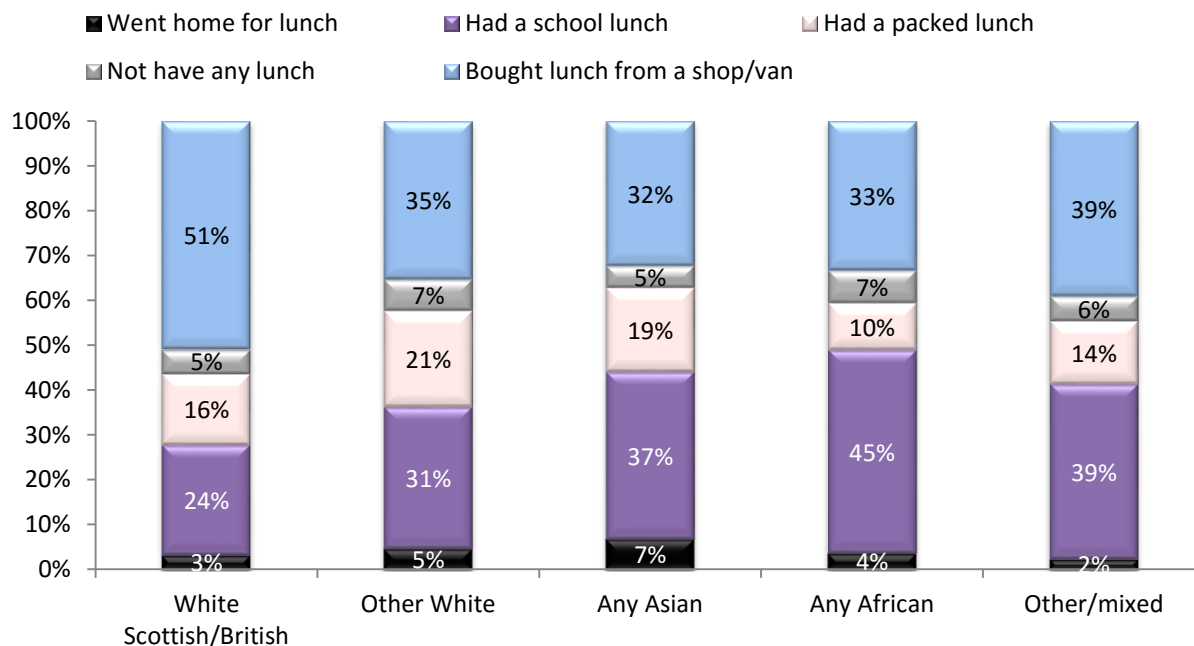
Those in White Scottish/British groups were as likely to drink water as regular fizzy drinks at lunch time, but those in all other groups were much more likely to drink water and less likely to drink regular fizzy drinks. This is shown in Figure 13.5.

Figure 13.5: Drinks Usually Consumed at Lunch Time by Ethnicity
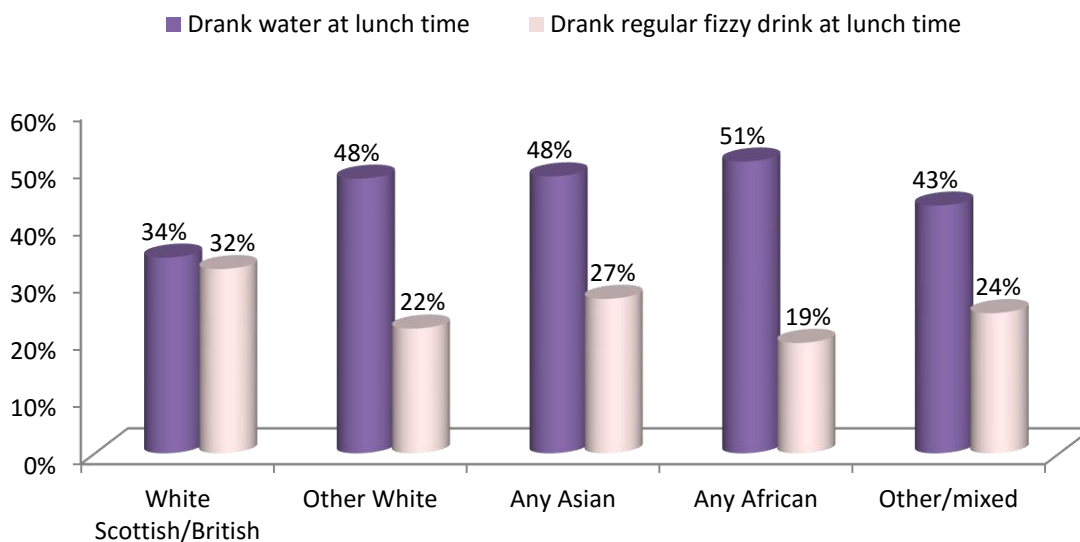
White Scottish/British pupils were the least likely to meet the target of consuming five or more portions of fruit/vegetables per day.

Figure 13.6: Whether Consumed Five or More Portions of Fruit/Vegetables Per Day by Ethnicity
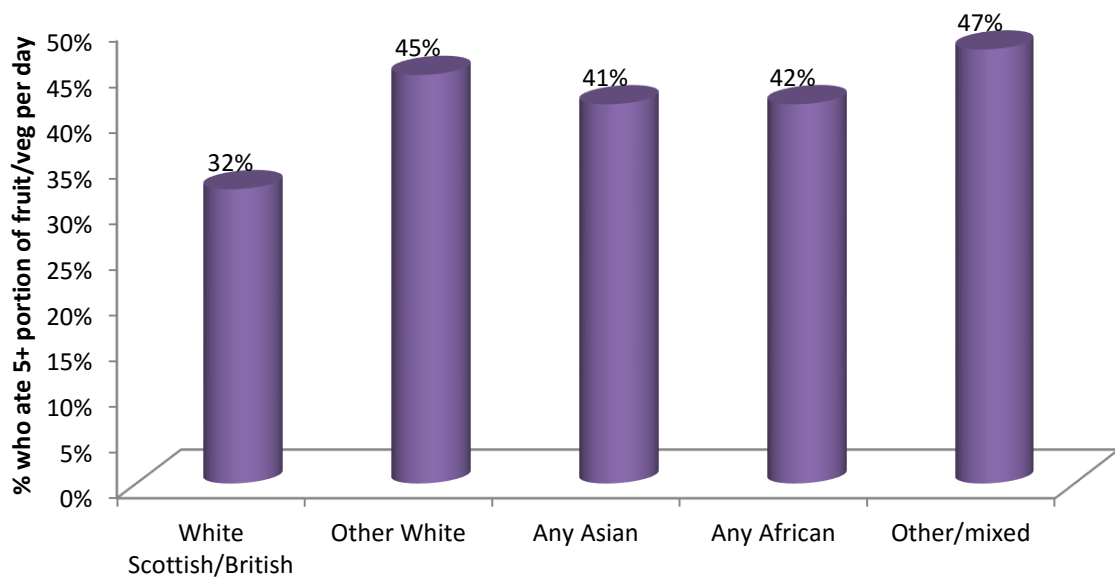
13.4 Smoking, Alcohol and Drugs

Those in White ethnic groups were more likely than others to be smokers, to live with a smoker or to ever be exposed to second hand smoke. However, pupils from Asian ethnic groups were the most likely to have ever smoked shisha. This is shown in Figure 13.7.

Figure 13.7: Indicators for Smoking and Exposure to Smoke by Ethnicity
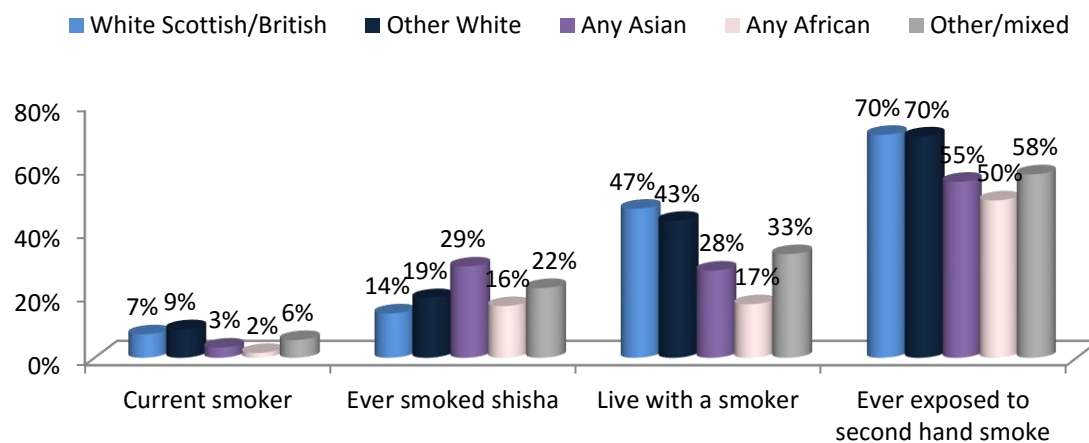
Pupils from White ethnic groups were much more likely than others to ever drink alcohol. Those in Asian ethnic groups were the least likely to drink alcohol.

Figure 13.8: Proportion who Ever Drink Alcohol by Ethnicity
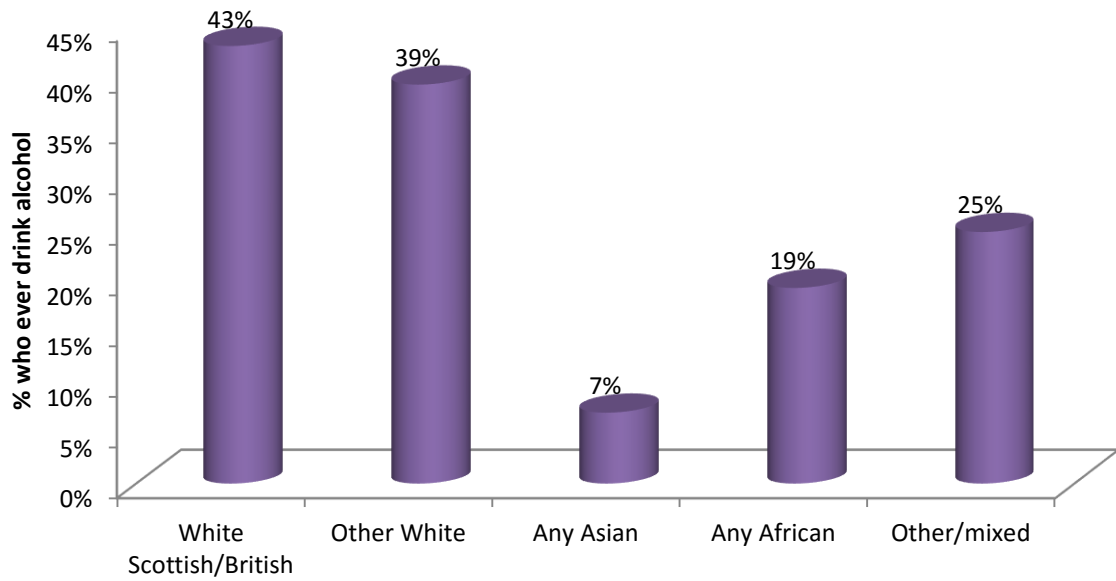
Those in White ethnic groups were also the most likely to have ever taken drugs.

**Figure 13.9: Proportion who Had Ever Taken Drugs by Ethnicity**
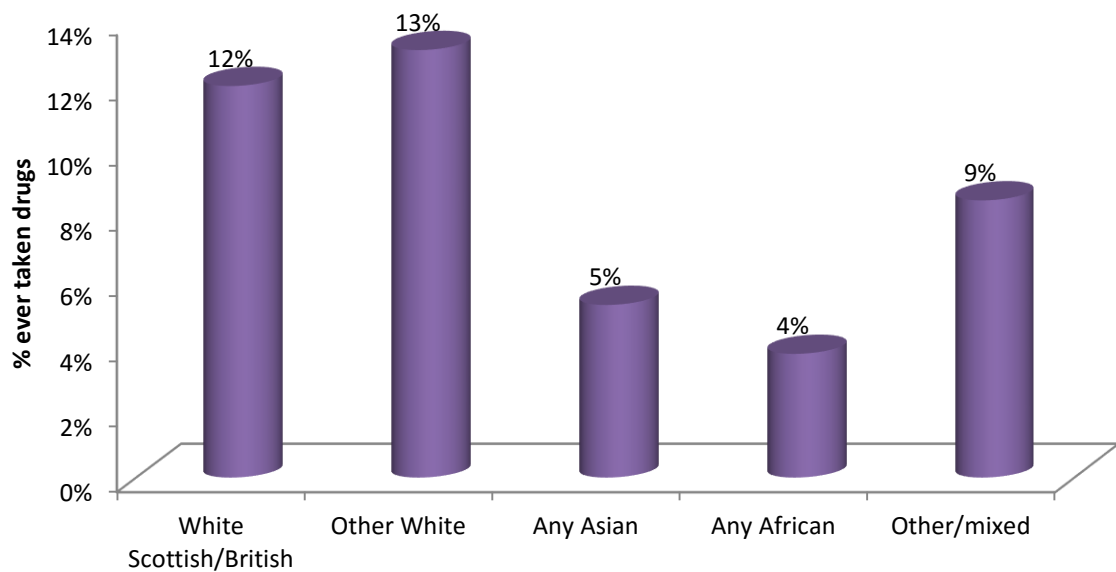
13.5   Health

Those in the White Scottish/British ethnic groups were the most likely to have dyslexia (7% White Scottish/British; 3% Other White; 3% Other/mixed; 3% Any African; 2% Asian).

Pupils from Asian and particularly African ethnic groups were less likely than others to brush their teeth twice or more per day. Pupils in White Scottish/British ethnic groups were more likely than pupils in any other ethnic group to have visited the dentist within the last six months.

Figure 13.10: Indicators for Oral Health by Ethnicity
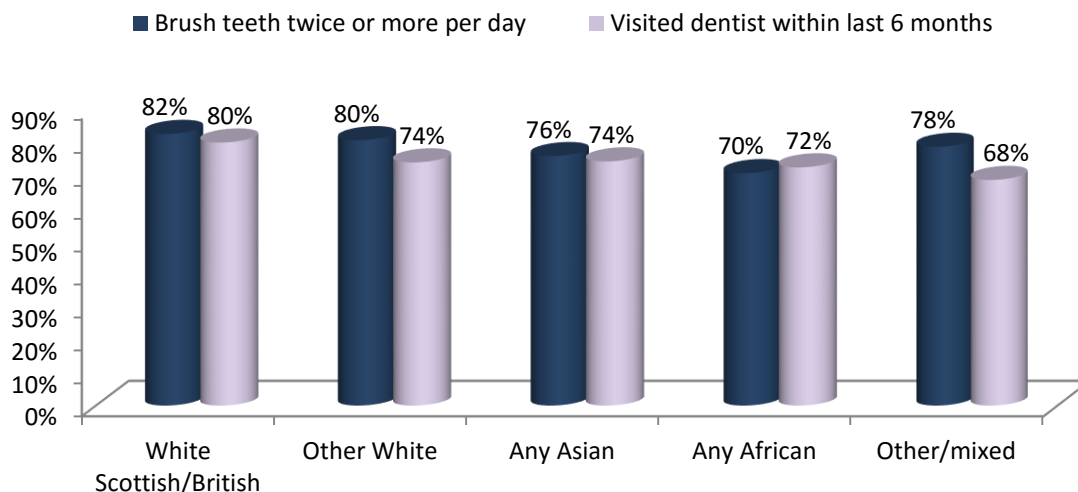
13.6   Behaviours

There were three positive/pro-social behaviours which showed significant variation across ethnic groups. Pupils in Asian ethnic groups were the least likely to have take part in a drama/acting/singing/dancing group or attended a youth organisation. However, pupils in African and Asian groups were much more likely than those in other groups to have taken part in a religious activity in the last year.

Figure 13.11: Positive Behaviours in the Last Year by Ethnicity (all behaviours showing a significant difference)
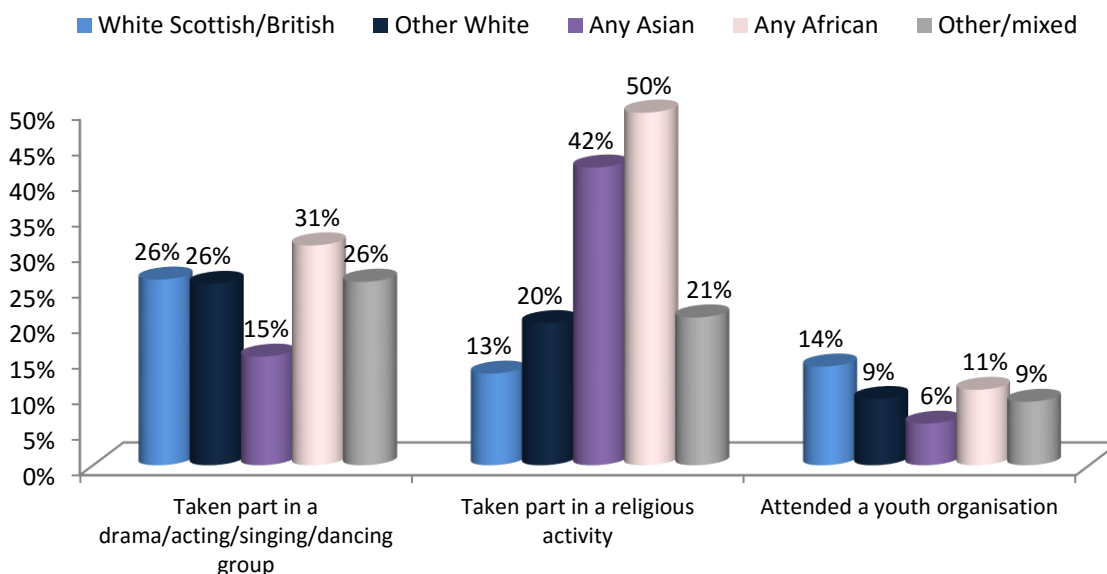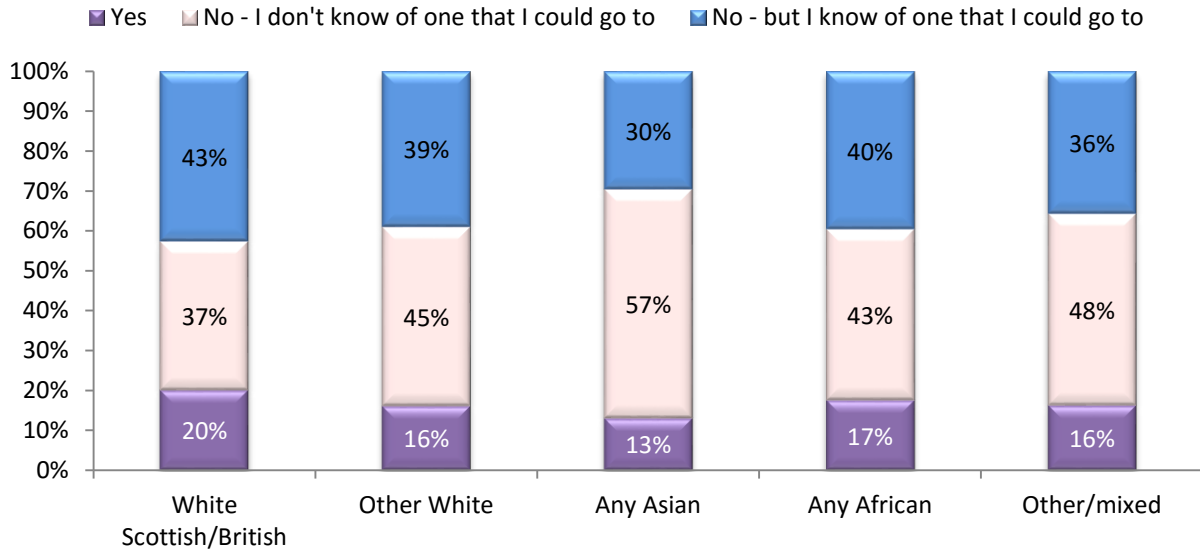
Those in White ethnic groups were more likely than those in other ethnic groups to have participated in any of the listed antisocial/risk behaviours in the last year (60% Other White; 57% White Scottish/British; 50% Other/mixed; 44% Any Asian; 40% Any African).

13.7   Services for Young People

Pupils in Asian ethnic groups were the least likely to attend local youth clubs/centres and the most likely to say they did not know of any they could go to.

**Figure 13.12:   Whether Attend a Local Youth Club or Drop-on Youth Centre by Ethnicity**

Pupils in Asian ethnic groups were also the least likely to be aware of a youth health service in or near their school.

Figure 13.13: Whether Aware of Youth Health Service in or Near School for Young People Only by Ethnicity
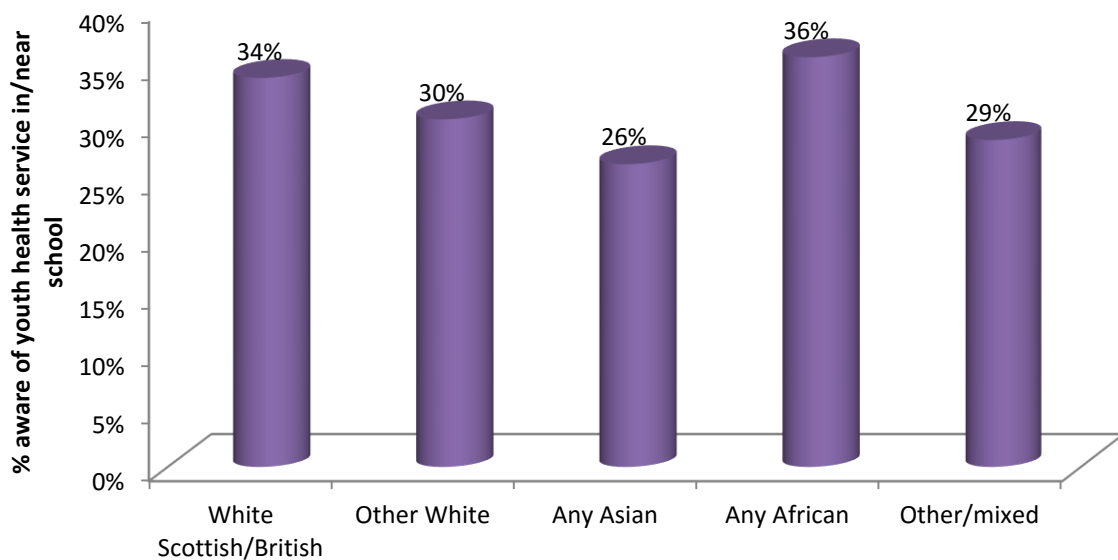
Pupils in White ethnic groups were less likely than those in other groups to have used a library in the last year. However, it was those in Asian ethnic groups who were the least likely to have been to a sports centre or community centre in the last year.

Figure 13.14: Proportion who had Used Community/Leisure Facilities in Last Year by Ethnicity (all facilities showing a significant difference)
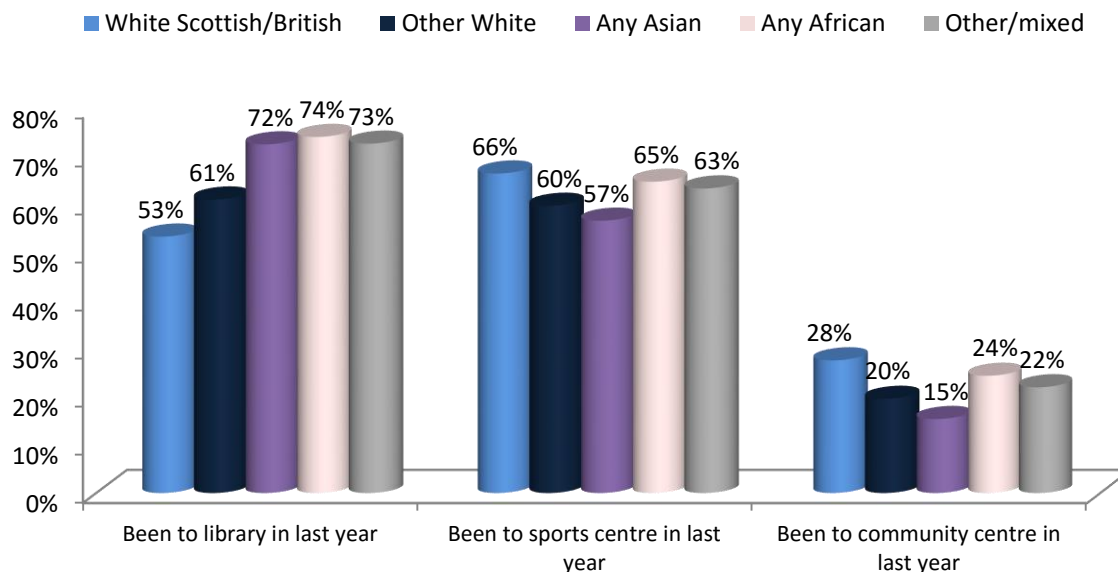

13.8 Mental Health and Wellbeing

There were three types of worry which showed a significant difference across ethnic groups.

- Pupils from Asian and African group were the least likely to worry about the way they look (25% Any African; 26% Any Asian; 28% Other White; 31% Other/mixed; 33% White Scottish/British);
- Asian pupils were the most likely to worry about exams (69% Any Asian; 62% Any African; 60% Other/mixed; 58% White Scottish/British; 57% Other White);
- Pupils from African and Asian groups were the most likely to worry about the future (50% Any African; 48% Any Asian; 42% Other White; 42% Other/mixed; 40% White Scottish/British).

Those in the 'Other White' ethnic groups were more likely than others to have been bullied in the last year.
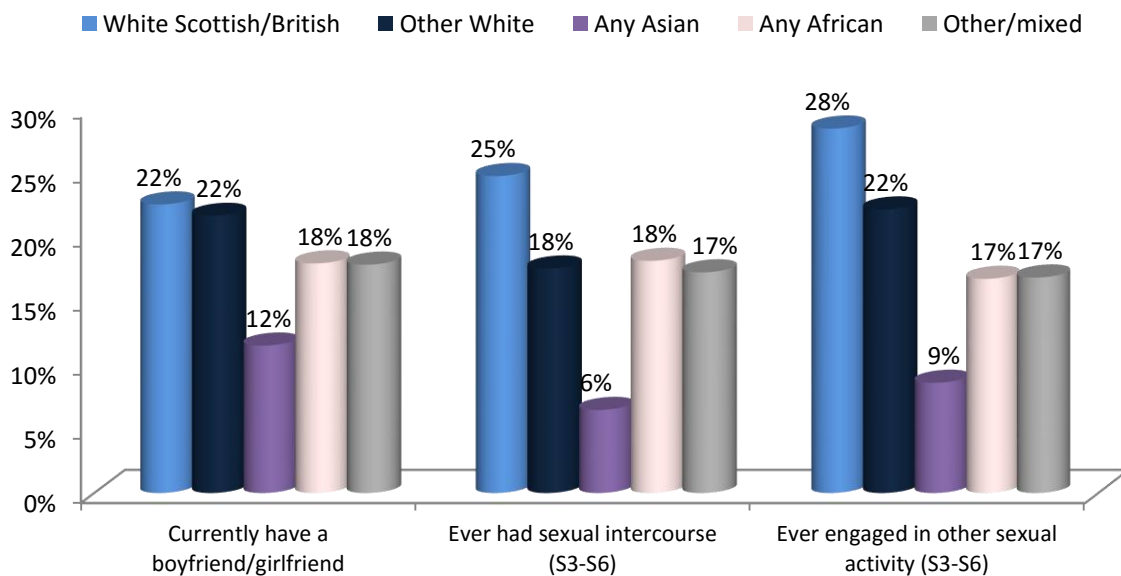
Figure 13.15 Proportion who had been Bullied in the Last Year
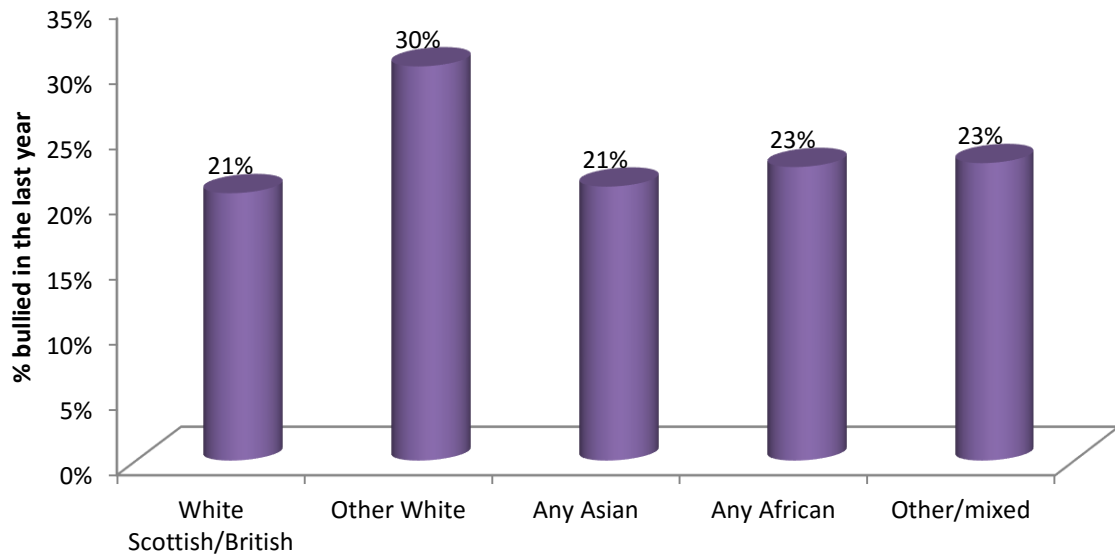
13.9   Sexual Health and Relationships

Pupils from Asian ethnic groups were much less likely than those in other groups to have a boyfriend/girlfriend or to have had sexual intercourse or engaged in other sexual activity.

Figure 13.16: Relationships and Sexual Activity by Ethnicity

13.10 Financial Inclusion/Poverty

Pupils from Asian ethnic groups were the most likely to say their family owned at least one car/van/tuck, but the least likely to have a bedroom of their own or to have been away on holiday with their family in the last year.

Figure 13.17:   Indications of Financial Inclusion/Poverty by Ethnicity (all indicators which showed a significant difference)
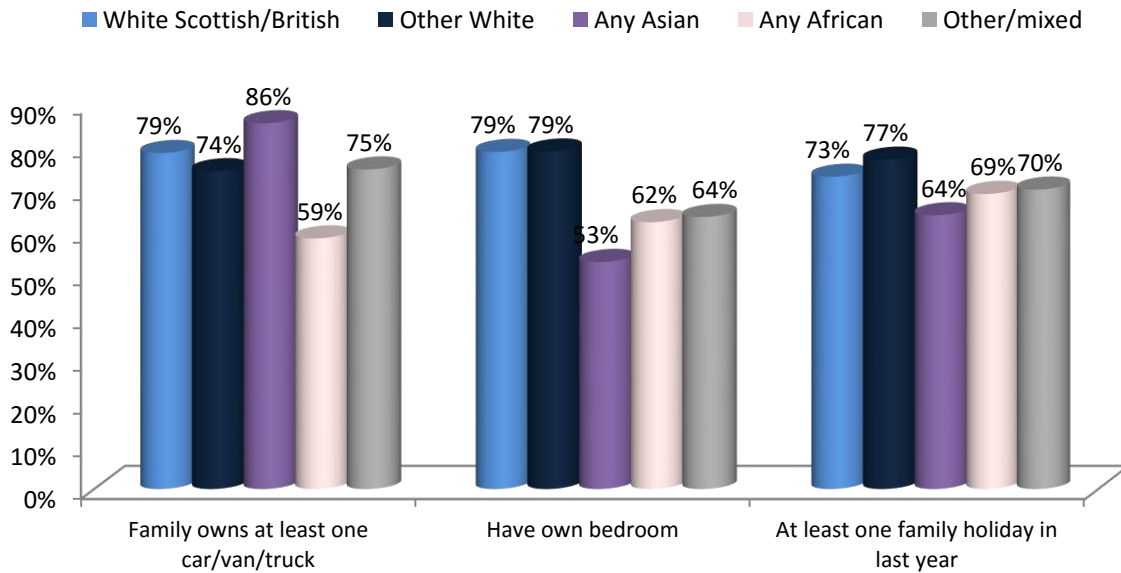

13.11 Screen Time

Although most pupils in all ethnic groups used some form of social media, those in the 'Other/mixed' group and those in Asian ethnic groups were the most likely to say they did not use any social media (7% Other/mixed; 6% Any Asian; 3% White Scottish/British; 3% Other White; 3% Any African).

13.12 Employability

Pupils in White ethnic groups were less likely than those in other groups to expect to go to further education/training after school.

Figure 13.18: Proportion who Expect to Go to Further Education/Training after School by Ethnicity
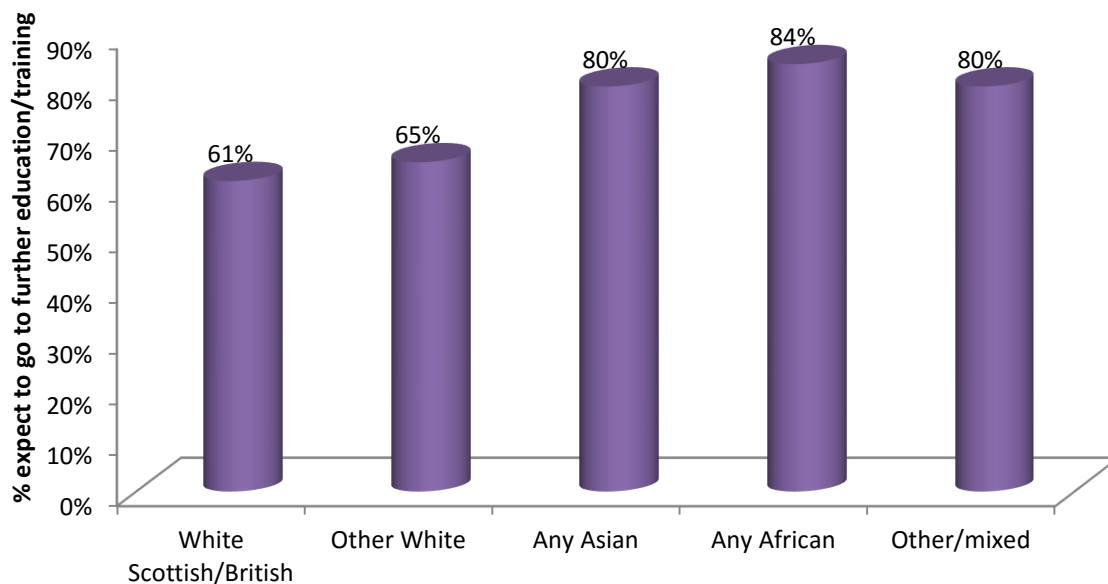
Appendix: Annotated Questionnaire