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Appendix A: Annotated Questionnaire
1 Introduction

1.1 Introduction

In 2007, some 9,246 secondary school pupils (S1-S4) across 27 Glasgow City schools completed a health and wellbeing survey questionnaire. This represents nearly 50% of the S1-S4 roll in Glasgow City. The study was commissioned by NHS Greater Glasgow and Clyde and carried out by the SCRE centre at University of Glasgow.

The aims of the study were to provide information which could be used to inform developments within each individual school/New Learning Community and also to provide a baseline of pupil health and wellbeing data against which future progress can be measured.

The survey covered the following topics:

- Demographics – including age, gender, deprivation category, ethnicity, feeder primary, carer/guardian with whom pupils have main residence;
- Mental health, self esteem, locus of control, worries;
- Bullying, racism, accidents, illness and disability;
- Oral health, diet, exercise and travel;
- Smoking, alcohol, drugs;
- Awareness and use of – health services, youth clubs, Childline;
- Antisocial behaviour, carer status and future hopes.

The survey questionnaire can be found in Appendix A.

The SCRE centre prepared the main findings report from the study which presents the findings for all pupils together, analysed by the key variables (sex, stage, self esteem, ethnicity, chronic illness and disability and deprivation). Traci Leven Research has prepared a Headline Report which gives summary indicator data for each of the 27 secondary schools and each of five Community Health Care Partnership (CHCP) areas as well as Glasgow City as a whole. Separate reports on each of the CHCPs and each of the secondary schools will also be available.

1.2 Survey Methodology

The project specification required the research team to organise the administration of a pre-existing questionnaire in all Glasgow City's secondary schools with a 50% sample of pupils in S1–S4. Such a sample would provide substantial questionnaire numbers which would allow for robust statistical analysis as well as provide sufficient data at the school level to conduct, for example, gender and year group cross-tabulations. Key to the successful completion of this exercise was the cooperation of schools and the ability to complete fieldwork in a relatively short period of time.

Questionnaire administration

All secondary schools in the city were contacted and provided with an information pack which gave details about the project and its aims, the support available from the research team, and what would be expected from the schools. To encourage participation in the survey SCRE also produced a short information sheet for pupils to inform them of the

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1 This section is largely replicated from the main findings report produced by SCRE.
survey aims, stress their individual anonymity and let them know what the results will be used for.

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. In a number of instances the health development officer provided additional support for the questionnaire administration. Whatever method schools adopted for the administration of the questionnaire, research team members were available to help. Approximately half of the schools took up the offer of support for administering the questionnaire while the others organised their own procedures. 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). Key to the success of the survey was ensuring that the research team were able to meet the support requests from schools and to work with schools to ensure the minimum disruption to the schools work and timetable.

In the project specification the funder NHS Greater Glasgow and Clyde (NHSGGC) had indicated a particular interest in the experiences of minority ethnic students, asylum seekers, and pupils who had recently come to Glasgow from the A8 countries\(^2\) – the eight Eastern European nations who had joined the European Union since 2004. In schools where such pupils were present, the survey manager team asked schools to include such pupils in the survey. However, schools were not always keen to do this, suggesting that this could make such pupils feel ‘singled out’.

The SCRE Centre also employed a small number of students from within the Faculty of Education to provide additional support for the fieldwork. These students were trained in the administration of the questionnaire and were required to submit reports on their experiences in each of the schools that they were involved with.

Returned questionnaires from each school were sorted by year group and were checked against the school roll and year group totals. After reviewing the initial returns and following discussion with NHSGGC it was decided to ask a number of schools to ‘top up’ their samples for particular year groups. Completed questionnaires were despatched to a professional data processing agency for ‘punching and verifying’.

A datafile for the first few hundred processed questionnaires was returned to SCRE for checking before larger batches of questionnaires were processed.

In general, the majority of pupils coped with the questionnaire. However, while administering the questionnaire it was noted by the research team that in many of the schools, small numbers of students failed to complete the questionnaires in the time available. In a few instances, there were pupils who lacked a sufficient grasp of English to undertake the questionnaire without substantial support.

As part of the research project’s quality assurance and monitoring procedures, those administering the survey across the schools provided feedback on any issues to arise concerning pupils’ ability to complete the survey. While the numbers of pupils who reported difficulty with certain questions was limited, it is important to take their comments into account, both for the interpretation of the findings emerging from the particular questions and to inform the design of subsequent survey instruments. The main issues to emerge from survey administrators’ observations were:

- Completing the survey in ‘exam conditions’ in classrooms as opposed to large-scale administration in gymnasium or dining hall situations, often meant pupils

\(^2\) The A8 Countries are Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia
were more aware of being supervised and, therefore, paid more attention to the task.

- Survey administrators reported that S1 pupils were more likely than other year groups to experience difficulty understanding questions.
- Pupils did not always follow the routing directions throughout the questionnaire.
- Some pupils with English as a second language had difficulty completing the questionnaire.

Survey responses

In total 28 out of 29 Glasgow secondary schools took part in the survey giving a school response rate of 97%. In terms of the questionnaire response rate, the number of questionnaires returned was 9,246, out of a potential 10,382, representing 89% of the expected sample (50% of S1 to S4 pupils). Given the tight timetable for conducting the fieldwork this represents a robust response rate. Indeed the figures compare favourably with the most recent SALSUS study in Scottish secondary schools, which achieved a school response rate of 69%, and a pupil response rate of 82% (SALSUS, 2006).

1.3 This Report

This report has been prepared by Traci Leven Research. It presents findings for the South East Community Health Care Partnership (CHCP) area from 1,475 pupils in five secondary schools.

Approach to Analysis

Analysis was conducted in three stages:

1. Compute basic frequencies for South East CHCP area for each main question in the questionnaire.

2. Establish whether there were significant differences between South East CHCP area and Glasgow City as a whole (using the 95% confidence level) for each main question;

3. Establish, for South East CHCP area, whether there were significant differences between groups for five key independent variables (using the 99% confidence level)3.

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

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3 The 99% confidence level was used for testing for the significance of differences between independent variable groups because the 95% level resulted in a vast amount of significant results; the 99% level allows us to highlight those which are the most significant. The 95% level was used for testing the significance of differences between the South East CHCP area and Glasgow City as a whole as this is a priority for this report, and it is considered important that key differences are not overlooked.
Table 1.1: Key Independent Variables Used For Analysis

<table>
<thead>
<tr>
<th>Key Variables</th>
<th>Description</th>
<th>Numbers and (%): South East CHCP</th>
</tr>
</thead>
</table>
| Sex           | Males compared to females | Males: 686 (50%)  
Females: 696 (50%)  
**Total:** 1,382 (100%) |
| Stage         | Lower school (S1-S2) compared to Upper School (S3-S4) | Lower school: 722 (49%)  
Upper School: 748 (51%)  
**Total:** 1,470 (100%) |
| Self Esteem   | Derived from standard instrument in questionnaire. Treated as two distinct distributions (male and female). Each recoded into 3 groups approximating to thirds of the distributions, high, middle and low self-esteem (see below) | (see below) |
| Ethnicity     | Re-coded into White (including Scottish, other British, Irish and white other), black (including Black, Black Scottish or Black British, Caribbean, African and other black background), Asian (including Asian Scottish or Asian British, Indian, Pakistani, Bangladeshi or other Asian background), and Other (including other mixed-background and Chinese). | White: 1,115 (88%)  
Black: 22 (2%)  
Asian: 122 (10%)  
Other¹: 15 (1%)  
**Total:** 1,274 (100%) |
| Deprivation   | Comparison of two school groupings, ‘higher deprivation scores’ and ‘lower deprivation scores’ (see below) | Higher dep: 310 (25%)  
Lower dep: 921 (75%)  
**Total:** 1,231 (100%) |

Note: 1 (Due to small numbers, those in the ‘other’ ethnic group were excluded from all comparisons and significance testing; those in the ‘Black’ ethnic group were excluded from some analysis).

Note on Self Esteem⁴

In the survey as a whole (all Glasgow City), males were significantly more likely to record higher self-esteem than females. Forty-four percent (44%, 1,637 pupils) of males compared to 26% (1,052 pupils) of females were scored as high, while 21% (774 pupils) of males and 40% (1,578 pupils) of females were scored as low. Given this situation and based on previous SCRE experience of using the self-esteem instrument (which time and again has scored greater proportions of females as having lower self-esteem and males as having higher self-esteem), it was decided to consider self-esteem for males and females separately. Subsequently males and females were allocated to categories (low, medium, high) based on the distribution of self-esteem scores within their sex grouping. The tables below give details of these groupings and show the distribution of males and females for South East CHCP areas.

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⁴ This note is largely replicated from the Main Findings Report produced by SCRE.
### Self-esteem groupings by sex:

<table>
<thead>
<tr>
<th>Self-esteem</th>
<th>Males (%)</th>
<th>Self-esteem</th>
<th>Females (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (10-29)</td>
<td>27%</td>
<td>Low (10-27)</td>
<td>30%</td>
</tr>
<tr>
<td>Medium (30-33)</td>
<td>36%</td>
<td>Medium (28-31)</td>
<td>32%</td>
</tr>
<tr>
<td>High (34-40)</td>
<td>37%</td>
<td>High (32-40)</td>
<td>38%</td>
</tr>
<tr>
<td>N=612</td>
<td></td>
<td>N=594</td>
<td></td>
</tr>
</tbody>
</table>

Analysis has been conducted using the key variable ‘Self Esteem’, for three categories ‘low, medium and high’ self esteem, which includes respondents of both sexes. Respondents have been assigned a category depending on their gender and their self-esteem score. Thus, for the key variable self esteem, a male respondent scoring 29 would be in the low category, and a female respondent scoring 29 would be in the medium category.

### Note on Deprivation

Pupils were asked to record their home postcode on the questionnaire to allow each to be ascribed a deprivation category (DepCat). However, across Glasgow City only 6,544 pupils (71%) gave a full postcode; the remainder either left the question blank or gave a partial code. Indeed, experience of administering the questionnaire suggested that many pupils were concerned that by giving their full postal code they could be identified and were thus unwilling to divulge the information. Consequently it would be reasonable to assume that pupils indulging in health risk and or antisocial behaviours would be more likely to omit their postcode. Therefore it was felt that the database was compromised in this respect. An alternative approach was adopted which involved exploring the significance of deprivation. Traditionally in educational research Free Meal Entitlement (FME) has been used as a proxy measure for deprivation, and the relationship between academic achievement and social class has been long established. Indeed, an inspection of the statistical relationship between Free Meal Entitlement and exam performance (based on pupils gaining one Higher or more) across the Secondary schools in this study produced a highly significant correlation ($r=0.7115; \, df=24, \, P<=0.01$). Thus it seemed appropriate to rank participating schools in this study based on a combination of their FME and their exam results in order to establish a proxy measure of deprivation. Having ranked schools in this fashion, the data were aggregated for the five ‘low deprivation’ schools (low free meal entitlement and better exam results), and the five ‘high deprivation’ schools (high free meal entitlement and poorer exam results). Thus the deprivation data is based on a comparison of these two groups. Reflecting the size of schools in each group, there were twice as many survey respondents in the low deprivation school group (2,181) as in the high deprivation group (1,041).

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5 This section is largely replicated from the Main Findings Report produced by SCRE
Using this proxy measure of deprivation, of the five secondary schools in the South East CHCP area, Castlemilk High School was among the five ‘high deprivation’ schools in Glasgow and Holyrood and Kings Park were among the five ‘low deprivation’ schools.

**Reporting convention**

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

- Firstly, a description of basic frequencies.
- Secondly, reporting of any significant difference compared to the findings for Glasgow City as a whole.
- Thirdly, reporting *only* those key variables (identified in above) which exhibit statistical significance.

**Significance Testing**

As indicated above, where comparisons are made with the findings for Glasgow City as a whole, these are significant differences at the 95% confidence level; where differences between groups for any of the five key independent variables are reported, this is significant at the 99% confidence level.

**Tables and Figures**

All non-responses have been removed from analysis. Not all pupils answered each question; therefore the base number varies. 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 equally 100% due to rounding.

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

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

2.1  Sex and Age

Half (50%, 696 pupils) of respondents were female and half (50%, 868 pupils) were male. They ranged in age from 11 to 16 years old, with the vast majority (97%, 1,432 pupils) aged between 12 and 15 years. (See Table 2.1).

Table 2.1: Age and Sex of Pupils in Survey (South East CHCP)

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0.7%</td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>12</td>
<td>22.7%</td>
<td>22.7%</td>
<td>22.7%</td>
</tr>
<tr>
<td>13</td>
<td>26.4%</td>
<td>24.9%</td>
<td>25.6%</td>
</tr>
<tr>
<td>14</td>
<td>24.1%</td>
<td>25.9%</td>
<td>25.0%</td>
</tr>
<tr>
<td>15</td>
<td>23.9%</td>
<td>23.4%</td>
<td>23.7%</td>
</tr>
<tr>
<td>16</td>
<td>2.2%</td>
<td>2.3%</td>
<td>2.2%</td>
</tr>
<tr>
<td>All</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

2.2  Ethnicity

Eighty eight percent (1,115 pupils) of pupils from the South East CHCP area identified themselves as ‘White Scottish’, ‘White Other British’, ‘Irish’ or ‘Other White’. The next largest group of respondents (10%, 122 pupils) indicated that they were ‘Asian, Asian Scottish or Asian British’. Of this group of pupils, 91 pupils identified themselves as Pakistani. A further 22 pupils (2%) identified themselves as Black (Black African or Black other), and a further 15 pupils (1%) from other or mixed backgrounds. (See Appendix 1, Q96 for a detailed breakdown of ethnicity.)

2.3  Asylum Seekers and A8 Nationals

A total of 43 pupils (4%) indicated that they were asylum seekers, while 34 (2%) had come to Scotland in the last three years from one of the eight new (A8) countries to join the European Union. The majority of these respondents came from Poland (32%, 11 pupils) and the Czech Republic (26%, 9 pupils). (See Appendix 1, Q97a–b for additional detail).

2.4  Home and Family Circumstances

Two thirds of pupils (67%, 902 pupils) in the South East CHCP area lived with both their parents. Around a quarter of pupils (23%, 304 pupils) lived with one parent (including
those spending some time with one parent and some time with the other). A further 6% (85 pupils) lived with one parent and their parent’s partner, and 4% (52 pupils) lived in some other type of family or in care.

**Figure 2.1: Family Circumstances of Pupils (South East CHCP)**

![Pie chart showing family circumstances]

**Notes:**
1. ‘Living with 1 parent’ includes those living part-time with one parent and part time with the other as well as those living full time with either their mother or their father.
2. ‘Re-partnered families’ includes those living with their father and their father’s partner or their mother and their mother’s partner.
3. ‘Other families’ include those living with grandparents, those living with foster parents and those in care.

**Comparison with Glasgow City**

Pupils in the South East CHCP area were more likely to be living with both parents (67%) than pupils across Glasgow city as a whole (61%).

**Ethnicity:** Pupils from an Asian ethnic background were the most likely to live with two parents, while pupils from a Black ethnic background were the least likely (87%, 103 Asian; 65%, 689 White; 50%, 11 Black).

**2.5 Life Events**

The figure below shows the proportion of pupils in the South East CHCP area who had experienced each of eight ‘life events’. Three in five pupils (61%, 841 pupils) had experienced the death of someone close to them. Also, 36% (497 pupils) had experience of someone close to them being seriously ill and 29% (404 pupils) had experienced their parents’ separation.
Of the 1,089 pupils who had experienced at least one of these eight life events and who answered the supplementary question, 30% (326 pupils) said that these events were bothering/having an effect on them at the moment.

**Comparison with Glasgow City**

Pupils in the South East CHCP area were less likely than pupils in Glasgow City as a whole to have experience of their parents splitting up (29%, 404 South East CHCP; 35%, 3,088 Glasgow City) and of their parent getting a new partner (17%, 233 South East CHCP; 20%, 1,708 Glasgow City).

**Sex:** Females were more likely than males to have experienced someone close to them dying (66%, 448 females; 56%, 370 males) or being seriously ill (42%, 284 females; 31%, 203 males). Females were more likely than males to say that experience of these life events were affecting them at the moment (34%, 190 females; 25% 126 males).

**Self Esteem:** Those with low self esteem were more likely than those with high self esteem to have experienced:
• Parents splitting up (37%, 122 low; 24%, 105 high);
• Lived in foster care (3%, 10 low; <1%, <5 high).

Among females, those with low self esteem were more likely than those with high self esteem to have experience of living away from their parents (14%, 24 low; 5%, 11 high).

Pupils with low self esteem were more likely than those with high self esteem to say that these life events were bothering/having an effect on them at the moment (40%, 116 low; 24%, 80 high).

**Ethnicity:** Pupils from a White ethnic background were more likely than those from an Asian background to have experienced the following life events:

• Parents splitting up (31%, 340 White; 11%, 12 Asian);
• The death of someone close to them (63%, 679 White; 48%, 54 Asian);
• Parent got a new partner (19%, 205 White; 2%, <5 Asian).

**Deprivation:** Those attending schools in areas of higher deprivation were more likely than those in areas of lower deprivation to have experienced their parents splitting up (36%, 107 higher deprivation; 28%, 243 lower deprivation). In addition, those at schools in areas of higher deprivation were more likely than those in areas of lower deprivation to have experience of someone close to them dying (68%, 200 higher deprivation; 59%, 512 lower deprivation).

### 2.6 Families with Disabilities, Drugs and Alcohol Problems

Pupils were asked whether anyone in their family had a disability, a long-term illness or a drug or alcohol problem. Figure 2.4 below shows the results of this question for the pupils in the South East CHCP area. Overall, more than a quarter (28%, 382 pupils) of pupils had a family member with at least one of these conditions.

**Figure 2.4: Whether Have Family Member with Disability, Long-term Illness or Drug/Alcohol Problem (South East CHCP)**

![Bar chart showing percentages of pupils with family members having disabilities, long-term illnesses, drug or alcohol problems](chart.png)

**Comparison with Glasgow City**

Compared with Glasgow City as a whole, pupils in the South East CHCP area were less likely to say they had a family member with a disability (13%, 179 South East CHCP; 16%,
Figure 2.5: Whether Have Family Member with Disability or Drug/Alcohol Problem: South East CHCP and Glasgow City

Sex: Females were more likely than males to report having a family member with a long-term illness (16%, 107 females; 8%, 55 males).

Self Esteem: Those with low self esteem were more likely than those with high self esteem to say that they had a family member with a drug or alcohol problem (11%, 36 low; 4%, 19 high).

Half (50%, 201 pupils) of those who had a family member with at least one of these conditions said that they spend time caring for them. Of those who spent time caring, 36% (69 pupils) said that their caring responsibilities affected them in some way. The most common effects of caring responsibilities were feeling stressed (16% of those with caring responsibilities, 32 pupils), feeling tired (16%, 31 pupils) and being unable to do homework (15%, 29 pupils).

Stage: Carers in the lower school were more likely than carers in the upper school to say that their caring responsibilities had an effect on them (45%, 43 lower school; 27%, 26 upper school). In particular, lower school pupils were more likely than upper school pupils to say that caring made them tired (23%, 22 lower school; 9%, 9 upper school).

Self Esteem: Among those who had caring responsibilities, those with low self esteem were significantly more likely to say that caring made them late for school (13%, 7 low; 2%, <5 high). In addition, 9% of carers with low self esteem stated that their caring responsibilities made them feel lonely, while none of the medium or high esteem pupils reported this.

Ethnicity: Among those who had a family member with at least one of the conditions, pupils from an Asian ethnic background were more likely than pupils from a White ethnic background to say that they spent time caring for their family member (75%, 24 Asian; 46%, 138 White).
2.7 Computers at Home

Most (95%, 1,363 pupils) pupils said that they had a computer at home and nearly all (99%, 1,343 pupils) said that they were allowed to use the computer at home. Almost nine in ten pupils (88%, 1,250 pupils) had access to the internet at home.

Thirty eight percent (553 pupils) of pupils spent an hour or less on a computer on an average day, while 38% (557 pupils) spent two or three hours and 25% (363 pupils) spent four or more hours on their computer.

Comparison with Glasgow City

Pupils in the South East CHCP area were more likely to have a computer at home and more likely to have internet access in their home than pupils across Glasgow City as a whole. This is shown in Figure 2.6 below.

Figure 2.6: Computer at Home and Internet Access at Home: South East CHCP and Glasgow City

Stage: Pupils in the upper school were more likely than those in the lower school to spend four or more hours on a computer each day (31%, 229 upper school; 19%, 134 lower school).

Self Esteem: Those with low self esteem were more likely than those with high self esteem to spend more than four hours on a computer per day (33%, 113 low; 21%, 9 high).

Deprivation: Pupils in schools in areas with lower deprivation were more likely than those in areas of higher deprivation to have a computer at home (97%, 864 lower deprivation; 92%, 281 higher deprivation).

Ethnicity: Pupils from a White ethnic background were more likely than pupils from an Asian background to have internet access at home (89%, 984 White, 79%, 95 Asian)

2.8 Part-Time Employment

Sixteen per cent of pupils (220 pupils) in the South East CHCP area said that they had a part-time job. The most common type of employment was paper/milk round in which 44% of all pupils with a part-time job were employed.
Table 2.2: Types of employment – pupils in South East CHCP (N=233)

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>% of employed pupils</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper/milk round</td>
<td>44%</td>
<td>103</td>
</tr>
<tr>
<td>Babysitting</td>
<td>18%</td>
<td>42</td>
</tr>
<tr>
<td>Shop work</td>
<td>17%</td>
<td>40</td>
</tr>
<tr>
<td>Food outlet</td>
<td>10%</td>
<td>24</td>
</tr>
<tr>
<td>Gardening/car washing</td>
<td>8%</td>
<td>19</td>
</tr>
<tr>
<td>General delivery</td>
<td>5%</td>
<td>12</td>
</tr>
<tr>
<td>Other employment</td>
<td>29%</td>
<td>68</td>
</tr>
</tbody>
</table>

**Sex:** Males with part-time jobs were more likely than females with part-time jobs to have a paper/milk round (59%, 72 males; 26%, 26 females), but females were more likely than males to work in a shop (26%, 26 females; 11%, 13 males) and work as a babysitter (29%, 29 females; 6%, 7 males).

### 2.9 Personal Illness and Disability

More than a fifth (22%, 304 pupils) of pupils reported having a chronic illness or disability (CID). Of those with a CID, more than half (55%, 177 pupils) had asthma; 13% (43 pupils) had eczema and 13% (43 pupils) had dyslexia. Of those with a CID, 52% (161 pupils) said that it limited what they could do.

Of responding pupils with a CID, 9% (28 pupils) had been called names because of their illness or disability, 6% (19 pupils) felt that they had been treated differently due to their illness or disability and 6% (18 pupils) had been picked on.

**Comparison with Glasgow City:** Of those with a CID, pupils in the South East CHCP were less likely than pupils in Glasgow City as a whole to have eczema (13%, 43 South East CHCP; 21%, 432 Glasgow City). However, pupils with a CID were more likely to have dyslexia in the South East CHCP area than in Glasgow City as a whole (13%, 43 South East CHCP; 9%, 183 Glasgow City).

**Sex:** Males with a CID were more likely than females with a CID to report having dyslexia (17%, 27 males; 6%, 8 females). However, females were more likely than males pupils to have eczema (19%, 26 females; 8%, 13 males).

**Self Esteem:** CID pupils with low self esteem were more likely than CID pupils with high self esteem to say they had been called names (15%, 14 low; 2%, <5 high) or picked on (11%, 10 low; 2%, <5 high) because of their illness or disability.

**Deprivation:** Those in lower deprivation schools were more likely than pupils in higher deprivation schools to report that their illness or disability limits what they do (57%, 112 lower deprivation; 38%, 23 higher deprivation).

### 2.10 Locus of Control and Personal Happiness

**Feelings about themselves**

Four out of five pupils (80%, 1,161 pupils) stated that they had felt ‘very happy’ or ‘happy’ about themselves over the previous year. Five percent (67 pupils) had felt ‘unhappy’ or ‘very unhappy’ about themselves. Figure 2.7 below shows the distribution of responses.
Comparison with Glasgow City

Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were more likely to say that they felt ‘very happy’ about themselves over the last year (38%, 546 South East CHCP, 34%, 3,094 Glasgow City).

Self Esteem: Pupils with low self esteem were more likely than those with high self esteem to say they had felt ‘unhappy’ or ‘very unhappy’ about themselves in the last year (14%, 49 low; 1%, <5 high). Pupils with high self esteem were more likely than pupils with low self esteem to report being ‘very happy’ with themselves (60%, 266 high; 16%, 54 low).
Control over their lives

Most pupils (89%, 1,284 pupils) felt that they had some or a lot of control over the way their lives were going in general. Just 2% (25 pupils) felt that they had no control over their lives. The distribution of responses is shown in Figure 2.9 below.

**Figure 2.9: Extent to Which Pupils Have Control Over Their Life (South East CHCP)**

![Pie chart showing control over lives](image)

- **None, 2%**
- **A little, 9%**
- **Some, 48%**
- **A lot, 41%**

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to feel that they had a lot of control over their lives (57%, 258 high; 25%, 86 low). Those with low self esteem were the most likely to feel that they had only a little or no control over their lives (21%, 71 low; 3%, 15 high).

**Feelings about their health**

Seven in ten pupils in the South East CHCP area (77%, 1,108 pupils) indicated that they had felt happy or very happy about their health over the last year. Six per cent (90 pupils) said that they had felt unhappy or very unhappy about their health.
Comparison with Glasgow City

Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were more likely to say that they had felt ‘very happy’ about their health over the last year (38%, 546 South East CHCP; 34%, 3,079 Glasgow City).

Self Esteem: Pupils with high self esteem were more likely than those with low self esteem to say that they had felt ‘very happy’ about their health over the last year (57%, 257 high; 20%, 67 low). Those with low self esteem were the most likely to say that they had felt ‘unhappy’ or ‘very unhappy’ about their health (15%, 50 low; 2%, 9 high).

Deprivation: Pupils in higher deprivation schools were more likely to feel ‘unhappy’ ‘very unhappy’ about their health over the last year than pupils in lower deprivation schools (10%, 29 higher deprivation; 5%, 49 lower deprivation).
2.11 Self Esteem

On most individual measures of self esteem, most pupils showed a positive self-image. However, the measure showing the highest number of negative responses was ‘there are lots of things about myself that I would like to change’, with which 50% (712 pupils) agreed or strongly agreed. Also, 27% (378 pupils) agreed with the statement ‘I have a low opinion of myself’ and 23% (327 pupils) agreed with the statement ‘I wish I was someone else’.

Figures 2.12 and 2.13 below show the proportion of pupils who gave a response indicating a negative self-image to each of the individual indicators of self esteem – i.e. the proportion who disagreed with positive statements and the proportion who agreed with negative statements.

**Figure 2.12: Proportion of Pupils Who Disagreed with Positive Statements About Self (South East CHCP)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>% of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like myself</td>
<td>10%</td>
</tr>
<tr>
<td>I have a number of good qualities</td>
<td>9%</td>
</tr>
<tr>
<td>I am satisfied with myself</td>
<td>13%</td>
</tr>
<tr>
<td>I am able to do things well</td>
<td>6%</td>
</tr>
<tr>
<td>I am easy to like</td>
<td>10%</td>
</tr>
<tr>
<td>Sure about self</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Figure 2.13: Proportion of Pupils who Agreed with Negative Statements About Self (South East CHCP)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>% of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lots would like to change about self</td>
<td>36%</td>
</tr>
<tr>
<td>Have low opinion of self</td>
<td>22%</td>
</tr>
<tr>
<td>Wish I was someone else</td>
<td>17%</td>
</tr>
<tr>
<td>I am a failure</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td></td>
</tr>
</tbody>
</table>
Comparison with Glasgow City: Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were less likely to agree/strongly agree with the statement ‘I have a low opinion of myself’ (27%, 378 South East CHCP; 29%, 2,554 Glasgow City) and less likely to disagree/strongly disagree with the statements ‘I am satisfied with myself’ (16%, 221 South East CHCP; 18%, 1,621 Glasgow City) and ‘I like myself’ (13%, 187 South East CHCP; 16%, 1,401 Glasgow City).

Sex: Females consistently showed a higher proportion of negative statements about themselves than males. Females were more likely than males to disagree or strongly disagree with the statements:

- ‘I am pretty sure about myself’ (17%, 112 females; 9%, 59 males);
- ‘I am able to do things well’ (10%, 66 females; 7%, 50 males);
- ‘Most of the time I am satisfied with myself’ (19%, 124 females; 13%, 84 males);
- ‘I have a number of good qualities’ (14%, 97 females; 7%, 49 males);
- ‘I like myself’ (20%, 133 females; 7%, 45 males).

Females were more likely to agree or strongly agree that:

- they wished they were someone else (32%, 216 females; 15%, 99 males);
- they had a low opinion of themselves (31%, 208 females; 22%, 148 males);
- they were a failure (10%, 67 females; 7%, 50 males);
- there was lots they would like to change about themselves (59%, 398 females; 42%, 276 males).

Deprivation: Pupils attending schools in areas of higher deprivation were more likely than those in areas of lower deprivation to disagree/strongly disagree with the statement ‘I am satisfied with myself’ (26%, 74 higher deprivation; 13%, 117 lower deprivation).

Self Esteem: Pupils with low self esteem were more likely to agree/strongly agree that they:

- wished that they were someone else (58%, 198 low; 5%, 21 high);
- had a low opinion of themselves (63%, 217 low; 5%, 23 high);
- were a failure (24%, 84 low; <1%, <5 high);
- there was lots they would like to change about themselves (87%, 299 low; 20%, 89 high).

Pupils with low self esteem were also more likely to disagree/strongly disagree that they:

- were sure about themselves (36%, 125 low; 1%, 6 high);
- were easy to like (33%, 111 low, 2%, 10 high);
- were able to do things well (22%, 75 low; 1%, 6 high);
- were satisfied with themselves (41%, 142 low; 2%, 8 high);
- had a number of good qualities (22%, 76 low; 1%, <5 high);
- liked themselves (43%, 149 low, <1%, <5 high).

2.12 Depression

Pupils were asked seven questions designed to measure their levels of depression. Aggregate scores were calculated from these, and pupils were grouped into ‘high’ ‘medium’ and ‘low’ depression categories. The distribution of pupils in these three categories for South East CHCP is shown in Table 2.3 below.
Table 2.3: Depression Categories (South East CHCP)

<table>
<thead>
<tr>
<th>Depression Category</th>
<th>% of pupils</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Depression (Score 7–15)</td>
<td>31%</td>
<td>424</td>
</tr>
<tr>
<td>Medium Depression (Score 16-17)</td>
<td>32%</td>
<td>445</td>
</tr>
<tr>
<td>Low Depression (Score 18-21)</td>
<td>37%</td>
<td>517</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1,386</td>
</tr>
</tbody>
</table>

**Sex:** Females showed higher levels of depression than males. Almost two in five (37%, 245 pupils) female pupils had high depression scores compared with nearly a quarter (23%, 151 pupils) of male pupils. Males were more likely than females to have a low depression score (46%, 297 males; 29%, 193 females).

**Self Esteem:** Pupils who had low self esteem were considerably more likely to have high depression scores than pupils with medium or high self esteem (59%, 192 low self esteem; 28%, 109 medium self esteem; 13%, 58 high self esteem).

### 2.13 Pupil Worries

Pupils were given a list of 24 issues and asked whether they worried about each of them, and also to indicate whether there was anything else they worried about. Most (92%, 1,248 pupils) of those who answered the question worried about at least one of these things.

Figure 2.14 below shows the proportion of pupils who worried about each issue. Exams were the most common source of worry, with 62% (836 pupils) of pupils saying that they worried about exams. The next most common issues which pupils worried about were school (45%, 613 pupils), their looks (37%, 506 pupils) and the future (35%, 477 pupils).
Comparison with Glasgow City

Compared with Glasgow City as a whole, pupils in the South East CHCP area were less likely to worry about getting a job, siblings, being bullied or gossip. However, they were more likely to worry about school. These are shown in Figure 2.15 below.
Figure 2.15: Proportion of Pupils worried about Each Issue: South East CHCP and Glasgow City (all issues showing a significant difference)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Glasgow City</th>
<th>South East CHCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gossip</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Being bullied</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Siblings</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Getting a job</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>School</td>
<td>41%</td>
<td>45%</td>
</tr>
</tbody>
</table>

% pupils worried about issue

**Sex:** Females were more likely than males to worry about:

- Being bullied (19%, 123 females; 11%, 69 males);
- Money (23%, 148 females; 14%, 87 males);
- Looks (54%, 352 females; 21% 130 males);
- Boyfriend/girlfriend (31%, 205 females; 16%, 99 males);
- Exams (67%, 439 females; 56%, 346 males);
- Being lonely (18%, 117 females; 10%, 60 males);
- Family rows (34%, 225 females; 21%, 132 males);
- Feeling different (22%, 142 females; 10%, 61 males);
- Relationship with parents (26%, 171 females; 12%, 75 males);
- Gossip (18%, 116 females; 6%, 37 males);
- Friends (38%, 246 females; 20%, 125 males);
- Skin problems (23%, 152 females; 8%, 51 males);
- Siblings (25%, 163 females; 16%, 96 males);
- Family’s health problems (23%, 153 females; 15%, 91 males);
- The future (39%, 257 females; 30%, 188 males);
- Sexual harassment (12%, 82 females; 7%, 42 males).

The only issue which males worried about more than females was being called gay (13%, 81 males; 4%, 29 females).

**Stage:** Lower school pupils were more likely than upper school pupils to worry about:

- Being bullied (20%, 129 lower school; 10%, 72 upper school);
- Being lonely (17%, 113 lower school; 11%, 76 upper school);
- Being called gay (11%, 75 lower school; 7%, 49 upper school);

However, upper school pupils were more likely than lower school pupils to worry about:

- Money (22%, 155 upper school; 15%, 95 lower school);
- Exams (71%, 495 upper school; 52%, 339 lower school);
- Getting a job (28%, 197 upper school; 21%, 140 lower school);

**Self Esteem:** Pupils with low self esteem were more likely than those with high self esteem to worry about the following issues:
• Being bullied (21%, 69 low; 11%, 48 high);
• Looks (58%, 190 low; 25%, 104 high);
• Boyfriend/girlfriend (35%, 117 low; 18%, 74 high);
• Loneliness (22%, 73 low; 9%, 37 high);
• Family rows (40%, 131 low; 20%, 85 high);
• Feeling different (27%, 89 low; 9%, 37 high);
• Relationship with parents (30%, 99 low; 13%, 53 high);
• Getting a job (32%, 104 low; 18%, 77 high);
• Gossip (18%, 60 low; 9%, 39 high);
• Health (43%, 143 low; 21%, 88 high);
• Friends (43%, 143 low; 21%, 88 high);
• Siblings (30%, 99 low; 15%, 65 high);
• Violence/gangs (28%, 94 low; 19%, 79 high);
• The future (44%, 145 low; 28%, 117 high).

**Ethnicity:** Pupils from Black and Asian ethnic backgrounds were more likely to be worried about racism than pupils from a White ethnic background (53%, 10 Black; 31%, 34 Asian; 4%, 42 White). They were also more likely to worry about exams (70%, 78 Asian; 60%, 622 White).

However, pupils from White ethnic background were more likely to be worried about the following issues than those from an Asian background:

• Looks (41%, 419 White; 23%, 26 Asian);
• Boyfriend/girlfriend (26%, 271 White; 5%, 6 Asian);

**Deprivation:** Pupils at schools in areas of lower deprivation were more likely than pupils at schools in areas of higher deprivation to worry about racism (9%, 81 lower deprivation; 4%, 12 higher deprivation).

**What do pupils worry about most?**

Pupils were asked which one issue they worried about most. Exams was by far the most common issue chosen (27%, 284 pupils), followed by school (9%, 97 pupils), looks (8%, 80 pupils) and family rows (6%, 65 pupils).

**Sex:** Females were more likely than males to say that they worried most about their looks (13%, 68 females; 2%, 11 males). However, males were more likely than females to say that they worried most about fear of violence/gangs (6%, 27 males; 2%, 11 females).

**Stage:** Upper school pupils were much more likely than lower school pupils to say that they worried most about exams (36%, 198 upper school; 18%, 86 lower school). Lower school pupils were more likely to worry most about being bullied than upper school pupils (5%, 24 lower school; 1%, 5 upper school).

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to say that they worried most about exams (36%, 119 high; 12%, 29 low). Those with low self esteem were more likely than those with high self esteem to say that they worried most about the way they look (13%, 32 low; 7%, 22 high).

**Someone to Confide In**

Pupils were asked whether there was anyone they could talk to and trust about personal things or worries. Most pupils (85%, 1,162 pupils) said that there was. Of all pupils who indicated who they confided in, 70% (865 pupils) confided in friends; 65% (798 pupils) confided in parents/guardians and 44% (537 pupils) confided in other family members. These are shown in Figure 2.16 below.
Figure 2.16: Who Pupils Confide in: South East CHCP (all pupils who confide in someone; N=1,234)

**Sex:** Females were more likely than males to state that they had someone to confide in (89%, 583 females, 80% 512 males). Among those who had someone to confide in, females were more likely than males to say that they confided in friends (80%, 488 females; 58%, 318 males).

**Stage:** Upper school pupils were more likely than those in the lower school to confide in friends (76%, 472 upper school; 64%, 389 upper school). However, lower school pupils were more likely to confide in their parents than upper school pupils (73%, 443 lower school; 57%, 353 upper school), and also more likely to talk to other family members (48%, 288 lower school; 39%, 246 upper school) and teachers (11%, 68 lower school; 4%, 24 upper school).

**Self Esteem:** Pupils with high self esteem were more likely than pupils with low self esteem to have someone to confide in (92%, 393 high; 74%, 239 low). Among those with someone to confide in, pupils with high self-esteem were more likely than those with low self esteem to confide in their parents/guardians (71%, 291 high; 57%, 145 low).

### 2.14 Bullying

One in eight (13%, 185 pupils) pupils in the South East CHCP area said that they had been bullied at their school in the past year. Also 15% (225 pupils) said that they felt afraid of going to school because of bullying at least sometimes.

Pupils were also asked whether they had bullied or frightened someone at their school in the past year, and 21% (309 pupils) admitted to doing this at least sometimes. Those who had been bullied were more likely to admit to bullying others. Amongst those who had been bullied, 35% (63 pupils) admitted bullying others, compared to 20% (243 pupils) of those who had not been bullied.

**Sex:** Males were more likely than females to say that they had bullied someone at school in the past year (27%, 186 males; 14%, 95 females).

**Stage:** Those in the lower school were more likely to have been bullied in the past year than those in the upper school (16%, 114 lower school; 9%, 69 upper school). Those in the lower school were also more likely to have been afraid to go to school because of bullying (20%, 140 lower school; 11%, 83 upper school).
Self Esteem: Pupils with low self esteem were more likely than those with high self esteem to have been bullied in the last year (20%, 66 low; 10%, 45 high), and more likely to have been afraid to go to school because of bullying (28%, 95 low; 9%, 42 high).
3 Health Behaviours

3.1 Dental Hygiene

Tooth brushing

Most (97%, 1,415 pupils) pupils in the South East CHCP area had brushed their teeth in the previous day, and three quarters (77%, 1,127 pupils) had done so twice or more.

Figure 3.1: Number of Times Pupils Brushed Teeth in Previous Day (South East CHCP)

Sex: Females were more likely than males to have brushed their teeth twice or more in the previous day (84%, 581 females; 71%, 483 males).

Self Esteem: Among females, those with high self esteem were more likely than those with low self esteem to have brushed their teeth twice or more in the previous day (89%, 202 high; 79%, 139 low).

Last Dental Visit

Two thirds of pupils (65%, 945 pupils) said that they had last visited the dentist within the last six months. However, 17% (250 pupils) could not remember when their last visit was. A further 12% (176 pupils) had visited the dentist 6-12 months ago; 4% (58 pupils) had visited over a year ago, and 1% (17 pupils) had never been to the dentist.

Deprivation: Pupils at school in areas of lower deprivation were more likely than those in areas of higher deprivation to say that they had visited the dentist in the last six months (69%, 626 lower deprivation; 60%, 180 higher deprivation). However, those in areas of higher deprivation were more likely to say that they could not remember (26%, 80 higher deprivation; 14%, 125 lower deprivation).

3.2 Travel to and From School

Pupils were asked which one method of travel they usually used to get to school. Half (50%, 673 pupils) of the pupils in the South East CHCP area walked to school. The next most popular methods were bus (25%, 337 pupils) and car (17%, 233).
Seven in ten (71%, 1,006 pupils) of pupils had walked, cycled or skated to or from school at least once in the previous week.

**Comparison with Glasgow City**

Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were less likely to travel by car (17%, 233 South East CHCP; 20%, 1,651 Glasgow City) and more likely to travel by train (6%, 76 South East CHCP; 3%, 234 Glasgow City).

**Figure 3.2: Mode of Travel to School: South East CHCP and Glasgow City**

Pupils in the South East CHCP area were more likely than pupils in Glasgow City as a whole to have walked, cycled or skated to/from school at least once in the previous week (71%, 1,006 South East CHCP; 67%, 5,976 Glasgow City).

**Figure 3.3: Proportion of Pupils who Walked, Cycled or Skated to/from School at Least Once in Past Week: South East CHCP and Glasgow City**
Sex: Males were more likely to walk to school than females (56%, 349 males; 45%, 282 females). However, females were more likely to travel by bus (28%, 177 females; 21%, 134 males) and by car (21%, 135 females; 15%, 93 males).

Ethnicity: Pupils from an Asian ethnic background were more likely to travel to school by car than pupils from a White ethnic background (27%, 31 Asian; 17%, 170 White). Pupils from a White ethnic background, on the other hand, were more likely than pupils from a White background to travel by bus (26%, 270 White; 12%, 14 Asian).

Deprivation: Pupils at schools in area of higher deprivation were more likely than pupils at schools in lower deprivation areas to travel by bus (37%, 100 higher deprivation; 20%, 171 lower deprivation).

Car Travel

Pupils who travelled to school by car were asked how many other children from their school were usually in the car with them. Almost half (47%, 174 pupils) said that they were the only child from their school in the car; 17% (63 pupils) said that there was usually one other child from their school in the car and 36% (134 pupils) said that there were two or more other pupils from their school in the car.

Stage: Pupils in the lower school were more likely to travel in a car with two or more other pupils than those in the upper school (42%, 83 lower school; 30%, 51 upper school).

Bicycle Ownership

Seven in ten (71%, 1,031 pupils) pupils in the South East CHCP area owned a bicycle. Despite this, only five pupils (<1%) said that they usually travelled to school by bicycle.

Sex: Males were more likely to own a bicycle than females (77%, 522 males; 65%, 446 females).

Stage: Those in the lower school were more likely to own a bicycle than those in the upper school (78%, 554 lower school; 64%, 474 upper school).

Ethnicity: Pupils from a White ethnic background were more likely to own a bicycle than those from Asian or Black ethnic backgrounds (74%, 814 White; 53%, 64 Asian, 41%, 9 Black).

Deprivation: Pupils at school in areas of lower deprivation were more likely to own a bicycle than pupils at schools in areas of higher deprivation (75%, 678 lower deprivation; 61%, 184 higher deprivation).

Preferred Mode of Travel to School

Pupils were asked how they would prefer to travel to school if they had the choice. Table 3.1 below shows the responses together with the actual usual mode of travel. If pupils were given their choice of travel, more would travel by car and fewer would travel by bus. However, 42% of pupils would still opt to walk and 11% (146 pupils) would cycle.
Table 3.1: Current Usual Mode of Travel to School and Preferred Mode of Travel to School (South East CHCP)

<table>
<thead>
<tr>
<th>Mode of Travel</th>
<th>% of pupils usual current mode</th>
<th>% of pupils preferred mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td>Bus</td>
<td>25%</td>
<td>8%</td>
</tr>
<tr>
<td>Car</td>
<td>17%</td>
<td>27%</td>
</tr>
<tr>
<td>Train</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Cycle</td>
<td>&lt;1%</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>N</td>
<td>1,337</td>
<td>1,382</td>
</tr>
</tbody>
</table>

Comparison with Glasgow City

Pupils in the South East CHCP were more likely than those in Glasgow City as a whole to say that their preferred mode of travel to school would be by rail (7%, 90 South East CHCP; 3%, 274 Glasgow City) and less likely to prefer to travel by car (27%, 372 South East CHCP; 32%, 2,724 Glasgow City).

Figure 3.4: Preferred Mode of Travel to School: South East CHCP and Glasgow City

Sex: Males were much more likely than females to prefer to travel to school by bicycle (15%, 95 males; 6%, 42 females). Females were more likely than males to prefer travelling by car (33%, 214 females; 23%, 146 males). Females were also more likely than males to prefer to walk (44%, 288 females; 39%, 254 males).

Stage: Lower school pupils were more likely than upper school pupils to prefer to cycle to school (15%, 102 lower school; 6%, 43 upper school). However, upper school pupils were more likely to prefer to travel to school by car than pupils in the lower school (30%, 211 upper school; 24%, 161 lower school).

Deprivation: Pupils at schools in areas of lower deprivation were more likely than those in areas of higher deprivation to say that they would prefer to travel by train (9%, 76 lower deprivation; 1%, <5 higher deprivation). Those at schools in areas of higher deprivation were more likely than those in areas of lower deprivation to prefer travel by bus (12%, 34 higher deprivation; 6%, 56 lower deprivation).
Travelling Times to School

Most pupils indicated that their travel time to school was between 5 and 30 minutes (74%, 1,063 pupils). Fifteen per cent (213 pupils) took less than five minutes to travel to school and a further 12% (166 pupils) took half an hour or more. This is shown in Figure 3.5 below.

**Figure 3.5: Travel Times to School (South East CHCP)**

![Travel Times to School Pie Chart](image)

*Comparison with Glasgow City:* Pupils in the South East CHCP area were less likely than pupils in Glasgow City as a whole to report travel times of more than 30 minutes (12%, 166 South East CHCP; 16%, 1,450 Glasgow City).

### 3.3 Physical Activities

Pupils were asked how many times a week they took part in sport, exercise or physical activity that makes them breathe harder or sweat (including activities at school). They were also asked how long, on average, these periods of activity lasted. In total, 36% (526 pupils) of pupils in the South East CHCP area said that they exercised four times or more per week with an average duration of more than 30 minutes per activity session.

**Sex:** Males were more likely than females to meet this measure of physical activity (47%, 320 males; 24%, 165 females).

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to exercise four or more times per week for more than 30 minutes (43%, 196 high; 28%, 94 low).

### Exercise out of School

Those who indicated that they exercised at least once a week were asked whether they took part in any sport, exercise or physical activity in their spare time (out of school PE lessons). In total 77% (1,070 pupils) said that they did. Of these, 13% (134 pupils) said they exercised out of school once a week; 27% (289 pupils) did so twice a week; 22% (234 pupils) did so three times a week and 38% (400 pupils) did so four times or more per week.

**Sex:** Among those who took any exercise, males were more likely than females to say that they took part in sport or exercise outside of school (82%, 537 males; 70%, 461 females). Also, among those who took part in sport or exercise out of school, males were more likely
than females to say that they did so four or more times per week (46%, 243 males; 26%, 118 females).

**Stage:** Among those who exercised out of school, pupils in the lower school were more likely than those in the upper school to exercise once a week or less (9%, 46 lower school; 17%, 88 upper school).

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to say that they took part in sport or exercise out of school (83%, 359 high; 68%, 220 low).

**Deprivation:** Pupils at schools in areas of lower deprivation were more likely than those in areas of higher deprivation to take part in sport or exercise out of school (79%, 681 lower deprivation; 69%, 201 higher deprivation).

### 3.4 Diet

**Breakfast**

Seven in ten (72%, 1,051 pupils) pupils in the South East CHCP area said they had eaten breakfast that morning. Of those who had eaten breakfast, nearly all (93%, 965 pupils) had breakfast at home. However, 2% (20 pupils) had breakfast in the street, 3% (26 pupils) had breakfast in the school canteen and a further 2% (23 pupils) had breakfast somewhere else.

**Comparison with Glasgow City:** Compared with Glasgow City as a whole, pupils in the South East CHCP area were more likely to have eaten breakfast at home (93%, 965 South East CHCP; 92%, 5,852 Glasgow City) or in the canteen (3%, 26 South East CHCP, 2%, 112 Glasgow City), and less likely to have eaten breakfast in the street (2%, 20 South East CHCP; 4%, 227 Glasgow City).

**Sex:** Males were more likely than females to have eaten breakfast that morning (79%, 535 males; 66%, 454 females).

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to have eaten breakfast that morning (81%, 368 high; 62%, 211 low).

Figure 3.6 below shows what pupils in the South East CHCP area had for breakfast that morning. The most common item was cereal which was consumed by over half of all pupils who had eaten breakfast (56%, 589 pupils).
**Figure 3.6: Items consumed for Breakfast – % of All South East CHCP Pupils who had Eaten Breakfast (N=1,050)**

![Bar chart showing percentages of pupils who consumed different breakfast items](chart)

**Comparison with Glasgow City:** Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were less likely to have had a drink at breakfast time (28%, 290 South East CHCP; 32%, 2,036 Glasgow City).

**Sex:** Males were more likely than females to have had cereal for breakfast (61%, 325 male; 50%, 228 female).

**Lunch**

Most pupils (92%, 1,328) had eaten something for lunch the previous day. Of these, 32% (416 pupils) had eaten lunch in the school canteen, 29% (371 pupils) had eaten lunch in the street and 12% (150 pupils) had lunch at home. A further 4% (54 pupils) had lunch in the playground; 4% (57 pupils) said that they had lunch somewhere else in the school and 19% (253 pupils) had lunch somewhere else.

**Comparison with Glasgow City**

Pupils in South East CHCP were less likely than those in Glasgow City as a whole to eat lunch in the street (29%, 371 South East CHCP; 32%, 2635 Glasgow City). Figure 3.7 below shows the findings for where pupils ate their lunch for both South East CHCP and Glasgow City.
Sex: Males were more likely than females to eat their lunch in the street (34%, 204 males; 23%, 140 females). Females were more likely than males to have lunch at the school canteen (39%, 240 females; 25%, 152 males).

Stage: Upper school pupils were more likely than lower school pupils to say that they ate lunch in the street (31%, 202 upper school; 26%, 166 lower school) or at home (14%, 89 upper school; 9%, 61 lower school). Lower school pupils were more likely than upper school pupils to say that they ate lunch ‘somewhere else’ (22%, 142 lower school; 17%, 111 upper school).

Self Esteem: Among females, those with high self esteem were more likely to have had lunch the previous day than those with low self esteem (96%, 216 high; 85%, 149 low).

Ethnicity: Pupils from a White ethnic background were more likely to have eaten lunch than pupils from an Asian background (92%, 1,020 White; 87%, 104 Asian). Pupils from an Asian background were more likely than those from a White background to eat lunch at home (26%, 27 Asian; 10%, 97 White).

Deprivation: Pupils at schools in areas of lower deprivation were more likely than pupils at schools in areas of higher deprivation to eat lunch in the street (29%, 232 lower deprivation; 14%, 39 higher deprivation).

Figure 3.8 below shows the contents of lunches consumed in the previous day amongst South East CHCP pupils. The most common items consumed were sandwiches (47%, 629 pupils), snack meals such as burgers, hot dogs, chips etc (22%, 298 pupils) and crisps/sweets (19%, 247 pupils).
Comparison with Glasgow City:  Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were more likely to have had a standard meal (6%, 78 South East CHCP; 4%, 364 Glasgow City) or pasta/salad (8%, 106 South East CHCP; 6%, 472 Glasgow City).

Sex:  Males were more likely than females to have had:
- a standard meal (e.g. meat, vegetables and potatoes) (8%, 51 males; 3%, 18 females);
- a snack meal (e.g. hotdog, burger, chips) (29%, 179 males; 15%, 94 females).

Females were more likely than males to have eaten:
- a sandwich (42%, 260 females; 53%, 335 males);
- pasta/salad (10%, 66 females; 5%, 32 males).

Deprivation:  Pupils from lower deprivation schools were more likely to have had a sandwich at lunchtime than pupils from higher deprivation schools (50%, 420 lower deprivation; 38%, 104 higher deprivation). However, those at higher deprivation schools were more likely to have had a standard meal (9%, 25 higher deprivation; 5%, 40 lower deprivation) or soup (19%, 51 higher deprivation; 11%, 94 lower deprivation).

Those who had lunch the previous day were asked what they had to drink. The most common responses were a non-diet fizzy drink (36%, 480 pupils) and water (35%, 473 pupils). All responses are shown in Figure 3.9 below.
**Comparison with Glasgow City:** Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were less likely to have had a non-diet fizzy drink (36%, 480 South East CHCP; 39%, 3,249 Glasgow City).

**Sex:** Males were more likely than females to have had a non-diet fizzy drink (43%, 266 males; 29%, 183 females) or full fat milk (4%, 22 males; 1%, 5 females). Females, on the other hand, were more likely than males to have drunk water (41%, 262 females; 29%, 183 males).

**Ethnicity:** Pupils from an Asian ethnic background were more likely than pupils from a White ethnic background to have a fizzy drink at lunch time (50%, 52 Asian; 33%, 342 White).

**Deprivation:** Pupils in schools in areas of higher deprivation were more likely than those in areas of lower deprivation to have had low fat milk (9%, 25 higher deprivation; 4%, 47 lower deprivation).

**Fruit and Vegetables**

Pupils were asked how many portions of fruit and how many portions of vegetables they had eaten on the previous day. One in seven pupils (14%, 186 pupils) had not eaten any portions of fruit or vegetables in the previous day. A third of pupils (37%, 499 pupils) met the target of five or more portions.

**Sex:** Females were more likely than males to meet the target of consuming five or more portions of fruit/vegetables in the previous day (40%, 270 females; 32%, 203 males).

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to have consumed five or more portions of fruit or vegetables in the previous day (45%, 193 high; 29%, 92 low).
Almost three in five (58%, 824 pupils) pupils in the South East CHCP area said they had never tried smoking. A quarter (25%, 360 pupils) had tried smoking once or twice. One in ten (10%, 138 pupils) were current smokers, smoking on at least some days.

**Figure 3.10: Smoking Behaviour (South East CHCP)**

- **Sex:** Males were more likely than females to say they had never tried smoking (63%, 417 males; 53%, 362 females). Females were more likely than males to be current smokers (11%, 78 females; 7%, 48 males).

- **Stage:** Lower school pupils were more likely to say that they had never tried smoking than upper school pupils (69%, 482 lower school; 47%, 341 upper school). Upper school pupils were more likely than lower school pupils to be current smokers (14%, 104 upper school; 5%, 33 lower school).

- **Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to say that they had never tried smoking (65%, 290 high; 47%, 154 low). Pupils with low self esteem were much more likely to be current smokers than those with high self esteem (16%, 53 low; 6%, 26 high).

- **Deprivation:** Pupils at schools in areas of lower deprivation were more likely to say that they had never tried smoking than pupils at schools in areas of higher deprivation (61%, 548 lower deprivation; 46%, 137 higher deprivation).

**Number of Cigarettes Smoked**

Pupils were asked to indicate how many cigarettes they smoked in an average day (if they smoked every day). Of the 70 pupils who answered this, 67% (47 pupils) said that they smoked 10 or fewer cigarettes per day; 26% (18 pupils) smoked between 11 and 20 per day and 7% (5 pupils) smoked more than 20 cigarettes per day.

Pupils were asked to indicate how many cigarettes they smoked per week if they smoked on some days only. Of the 64 pupils who answered this question, most (72%, 46 pupils) smoked 10 or fewer cigarettes per week, while 16% (10 pupils) smoked between 11 and 20 per week and 12% (8 pupils) smoked more than 20 cigarettes per week.
Age at First Puff

Pupils who smoked were asked how old they were when they had their first puff of a cigarette. While a few (3%, 11 pupils) had their first puff at pre-school age, the remainder were split fairly evenly between primary school age (46%, 158 pupils) and secondary school age (51%, 177 pupils).

Sources of Cigarettes

Pupils who smoked were asked where they usually got their cigarettes from (with the opportunity to cite more than one source). Of the 312 pupils who responded, the most common ways to obtain cigarettes were buying from a shop (38%, 120 pupils) and friends giving them (22%, 68 pupils). Eleven per cent (34 pupils) said that older friends bought them and 12% (38 pupils) said that friends their age bought them. Twelve per cent (39 pupils) said that they asked a stranger to buy them, and 6% (20 pupils) stole them from family members.

Stage: Smokers in the upper school were much more likely than lower school smokers to buy their cigarettes in a shop (47%, 88 upper school; 26%, 31 lower school). However, pupils in the lower school were more likely to buy their cigarettes from people they know (9% 11 lower school; 2%, <5 upper school).

Self Esteem: Smokers with low self esteem were more likely to steal cigarettes from a family member than smokers with high self esteem (12%, 13 low; 0%, 0 high).

Deprivation: Smokers from schools in higher deprivation areas were more likely to buy their cigarettes from a shop than smokers from schools within lower deprivation areas (51%, 47 higher deprivation; 33%, 58 lower deprivation). On the other hand, those from the lower deprivation schools were more likely to ask a stranger to buy cigarettes for them (19%, 33 lower deprivation, 5%, 5 higher deprivation).

Cost of Smoking

Of the 134 smoking pupils who responded, 19% (26 pupils) said that they did not spend anything on cigarettes. However, 25% (33 pupils) spent less than £5 per week on cigarettes, 25% (33 pupils) spent £5-£10 pounds per week, 14% (19 pupils) spent £11-£15 per week and 17% (23 pupils) spent £16 or more per week on cigarettes.

Of the 119 pupils who said where they got the money from for cigarettes, the most common sources were pocket money (49%, 58 pupils), from parents/guardians (34%, 40 pupils) and dinner money (17%, 20 pupils).

Comparison with Glasgow City: Compared to smokers in Glasgow City as a whole, smokers in the South East CHCP area were more likely to say that they stole money to buy cigarettes (11%, 13 South East CHCP; 6%, 46 Glasgow City).

Sex: Male smokers were far more likely than female smokers to steal money for cigarettes (21%, 9 male; 3%, <5 female).

Deprivation: Smokers from schools in higher deprivation areas were more likely to get money for cigarettes from parents/guardians than smoking pupils from schools in lower deprivation areas (56%, 22 higher deprivation; 25%, 17 lower deprivation).
Desire to Stop Smoking

Of the 132 smoking pupils who answered, 39% (51 pupils) said that they would like to stop smoking and 45% (59 pupils) said that they possibly would like to stop. This left 17% (22 pupils) of smoking pupils who said that they would not like to stop smoking.

Deprivation: Smokers at higher deprivation schools were more likely than smokers at lower deprivation schools to say that they would like to stop smoking (62%, 24 higher deprivation; 27%, 20 lower deprivation).

Others Who Smoke

Just over half (52%, 735 pupils) of pupils said that someone in their home smoked and 56% (777 pupils) said that they had a friend who smokes.

Those who lived with someone who smoked were more likely to be a current smoker. Amongst those living with a smoker, 14% (101 pupils) were current smokers compared with 6% (36 pupils) of those who did not live with a smoker. There was also a strong relationship between being a smoker and having a friend who smoked. Amongst those with a friend who smoked, 17% (130 pupils) were smokers themselves, compared with one percent (7 pupils) who did not have any friends who smoked.

Comparison with Glasgow City

Pupils in the South East CHCP area were less likely than those in Glasgow City as a whole to say that they lived with someone who smokes (52%, 735 South East CHCP; 59%, 5,115 Glasgow City).

Figure 3.11: Proportion of Pupils who live with a Smoker: South East CHCP and Glasgow City

Stage: Upper school pupils were more likely than lower school pupils to have a friend who smoked (65%, 465 upper school; 46%, 310 lower school).

Self Esteem: Pupils with low self esteem were more likely than those with high self esteem to say that someone in their home smoked (60%, 194 low; 43%, 189 high) or that they had at least one friend who smoked (67%, 218 low; 49%, 218 high).

Ethnicity: Pupils from a White ethnic background were much more likely to say that someone in their home smoked than pupils from Asian or Black ethnic backgrounds (54%, 577 White; 39%, 44 Asian; 23%, 5 Black).
**Deprivation:** Pupils at schools in areas of higher deprivation were more likely than those in schools in areas of lower deprivation to say that someone in their home smoked (71%, 213 higher deprivation; 48%, 418 lower deprivation).

### 3.6 Drinking Alcohol

When pupils were asked how often they drank alcohol, nearly half (48%, 675 pupils) said that they never did and a further 17% (236 pupils) did so less often than every 2-3 months. However, 14% (199 pupils) indicated that they drank alcohol every week. The distribution of responses is shown in Figure 3.12 below.

**Figure 3.12: How often Pupils Drank Alcohol (South East CHCP)**

**Stage:** Lower school pupils were more likely than upper school pupils to say that they never drank alcohol (60%, 414 lower school; 36%, 261 upper school). Upper school pupils were more likely to say they drank alcohol at least once a week, compared lower school pupils (19%, 138 upper school; 8%, 58 lower school).
Ethnicity: Pupils from an Asian ethnic background were much more likely than those from a White ethnic background to say that they never drank alcohol (91%, 106 Asian; 42%, 454 White). Pupils from White ethnic groups were more likely to say that they drank alcohol at least once a week (15%, 157 White; 2%, <5 Asian).

Deprivation: Pupils from higher deprivation schools were more likely than pupils from lower deprivation schools to say that they drank alcohol at least once a week (22%, 63 higher deprivation; 13%, 112 lower deprivation).

Types of Alcoholic Drink Consumed

Pupils who said that they ever drank alcohol were asked which types of alcoholic drink they consumed. Of the 750 pupils who responded, 50% (374 pupils) said that they drank beer/lager/cider. The next most popular drinks were spirits (47%, 353 pupils), alcopops (39%, 296 pupils) and fortified wine (32%, 240 pupils).

Comparison with Glasgow City: Among those who ever drank alcohol, pupils in the South East CHCP area were less likely than pupils in Glasgow City as whole to drink alcopops (39%, 296 South East CHCP; 45%, 2,142 Glasgow City).

Sex: Males and females tended to favour different types of alcohol drink. Males were more likely than females to drink beer/cider/lager and shandy. However, females were more likely than males to drink alcopops and spirits. Figure 3.14 below shows the proportion of males and females (who ever drank alcohol) who drank each type of alcohol drink.
Figure 3.14 Types of Alcohol Consumed by Sex (South East CHCP; all those who ever drank alcohol)

![Graph showing types of alcohol consumed by sex](image)

**Stage:** Amongst those who ever drank alcohol, upper school pupils were more likely than lower school pupils to drink spirits (57%, 264 upper school; 31%, 88 lower school).

**Deprivation:** Among those who ever drank, those at schools in areas of higher deprivation were more likely than those at schools in areas of lower deprivation to drink beer/lager/cider (60%, 110 higher deprivation; 46%, 205 lower deprivation), or to drink ‘other drinks’ (18%, 33 higher deprivation; 10%, 46 lower deprivation).

**Ethnicity:** Pupils of Asian background were more likely than pupils of White background to drink wine (45%, 5 Black; 18%, 112 White).

**Frequency of Drunkenness**

Those who ever drank alcohol were asked how often they would say they got drunk. Of the 743 pupils who answered, 9% (66 pupils) said they did not know. Of the 677 pupils who were able to say how often they got drunk, 55% (373 pupils) said they never/rarely got drunk, 17% (114 pupils) said that they got drunk once or twice a month, 15% (103 pupils) said once a week, 10% (69 pupils) said twice a week, and 3% (18 pupils) said they got drunk most days.

**Stage:** Among those who ever drank and were able to say how often they got drunk, lower school pupils were more likely than upper school pupils to say that they never/rarely got drunk (72%, 183 lower school; 45%, 189 upper school).

**Ethnicity:** Pupils from an Asian background were more likely than pupils from a White background to say that they had never drank alcohol (91%, 106 Asian; 42%, 454 White).

**Deprivation:** Among those who ever drank alcohol, pupils from lower deprivation schools were more likely than pupils from higher deprivation schools to say that they never/rarely got drunk (59%, 244 lower deprivation; 43%, 68 higher deprivation).
Spend on Alcohol

Amongst those who ever drank alcohol, nearly half (47%, 343 pupils) said that they spent nothing on alcohol per week, 23% (166 pupils) spent up to £5 per week, 21% (152 pupils) spent between £6 and £10, and 10% (75 pupils) spent more than £10 per week on alcohol.

Stage: Among those who drank alcohol, lower school pupils were more likely than upper school pupils to say that they spent nothing on alcohol (66%, 180 lower school; 35%, 162 upper school). Amongst drinkers in the upper school, 13% (59 pupils) spent more than £10 per week on alcohol, compared to 5% (14 pupils) in the lower school.

Self Esteem: Among those who ever drank alcohol, pupils with low self esteem were more likely than pupils with high self esteem to spend more than £10 per week on alcohol (14%, 29 low; 6%, 12 high).

Deprivation: Pupils from lower deprivation backgrounds were more likely than pupils from higher deprivation backgrounds to spend nothing on alcohol (50%, 219 lower deprivation; 34%, 61 higher deprivation).

3.7 Drugs

All pupils were asked whether they had ever taken non-prescription drugs, and 16% (220 pupils) said that they had. However, a further 63 pupils who did not indicate that they had ever taken non-prescription drugs went on to list at least one drug that they had taken in the last year. Therefore, the revised total of pupils in the South East CHCP area who had ever taken a non-prescription drug was 20% (283 pupils).

In total, 18% (255 pupils) said that they had taken any of the listed non-prescription drugs in the last year (pupils who said that they had taken the bogus drug ‘Cyroban’: n=17 are excluded).

Sex: Males were more likely than females to have taken drugs ever (24%, 156 males; 15%, 104 females) or in the last year (21%, 136 males; 15%, 99 females).

Stage: Upper school pupils were more likely than lower school pupils to have taken drugs ever (28%, 202 upper school; 12%, 80 lower school) or in the last year (26%, 182 upper school; 11%, 72 lower school).

Self Esteem: Among females, those with low self esteem were more likely to have ever taken non prescription drugs than those with medium or high self esteem (24%, 42 low; 11%, 20 medium; 14%, 31 high) or to have taken drugs in the last year (24%, 42 low; 9%, 17 medium; 13%, 29 high).

Deprivation: Pupils in areas of higher deprivation were more likely than pupils in areas of lower deprivation to have taken drugs in the last year (24%, 71 higher deprivation; 16%, 137 lower deprivation).

Types of Drug Taken

Among the 255 pupils who indicated taking at least one type of drug in the last year, 78% (200 pupils) had taken cannabis. The next most commonly taken were ecstasy (18%, 46 pupils) and cocaine (15%, 38 pupils).
Comparison with Glasgow City: Among those who had used illegal drugs in the last year, pupils in the South East CHCP area were less likely than pupils in Glasgow City as a whole to have taken ecstasy (18%, 46 South East CHCP; 27%, 433 Glasgow City).

Sex: Among those who had taken any drugs in the last year, males were more likely than females to have taken cannabis (85%, 115 males; 70%, 69 females).

Stage: Among those who had taken any drugs in the last year, those in the upper school were more likely than those in the lower school to have taken:

- Cannabis (87%, 158 upper school; 58%, 42 lower school); and
- Ecstasy (23%, 42 upper school; 6%, <5 lower school).

Lower school pupils were more likely than upper school pupils to say that they had taken ‘other drugs’ (35%, 25 lower school; 13%, 23 upper school), indicating that younger pupils may have been less likely to recognise the name of the drug they had taken from the given list.

Self Esteem: Among those who had taken any drugs in the last year, pupils with low self esteem were more likely than pupils with high or medium self esteem to have taken Gas/Solvents (13%, 9 low; 4%, <5 high; 0%, 0 medium)

Deprivation: Pupils at schools in areas of higher deprivation were more likely than those in areas of lower deprivation to have taken:

- LSD (6%, <5 higher deprivation; 0%, 0 lower deprivation); and
- Cocaine (27%, 19 higher deprivation; 12%, 17 lower deprivation).
4 Pupil Behaviour

4.1 Anti Social Behaviour

Pupils were presented with a list of anti social behaviours and asked to indicate whether they had done any of these things in the last year. Nearly half (49%, 681 pupils) of all pupils in the South East CHCP area admitted to having done at least one of these.

Figure 4.1 below shows the proportion of pupils who had engaged in each type of anti social behaviour in the last year. The most common were fighting (28%, 387 pupils) and truanting (27%, 374 pupils).

**Figure 4.1: Proportion of Pupils Engaging in Types of Anti Social Behaviour in Last Year (South East CHCP)**

![Bar chart showing proportions of pupils engaging in different anti social behaviours.]

**Sex:** Males were more likely than females to admit to having done at least one of the anti social behaviours in the last year (57%, 371 males; 41%, 273 females). Also, males were more likely than females to admit to:

- Shoplifting (11%, 69 males; 4%, 27 females);
- Fighting (37%, 243 males; 18%, 121 females);
- Gang fighting (21%, 137 males; 6%, 41 females);
- Threatening/bullying (10%, 67 males; 6%, 37 females);
- Carrying a weapon outside school (14%, 89 males; 1%, 10 females);
- Carrying a weapon in school (4%, 25 males; <1%, <5 females); and
- Vandalism (22%, 143 males; 10%, 67 females).

**Stage:** Pupils in the upper school were more likely than those in the lower school to admit that they had done at least one of the anti social behaviours listed (54%, 380 upper school; 44%, 299 lower school). Also those in the upper school were more likely than those in the lower school to admit to:

- Truanting (35%, 246 upper school; 19%, 126 lower school); and
- Carrying a weapon outside school (9%, 66 upper school; 5%, 36 lower school).
Pupils in the lower school were more likely than those in the upper school to say that they had done none of the anti social behaviours in the last year (56%, 374 lower school; 46%, 326 upper school).

**Self Esteem:** Pupils with low self esteem were more likely than those with high self esteem to admit to engaging in at least one of the anti social behaviours in the last year (60%, 199 low; 40%, 174 high). Pupils with low self esteem were more likely to admit to:

- Truanting (35%, 115 low; 23%, 102 high);
- Fighting (33%, 111 low; 21%, 93 high);
- Gang fighting (18%, 61 low; 11%, 47 high); and
- Vandalism (20%, 67 low; 12%, 53 high).

Pupils with high self esteem were more likely than those with low self esteem to say that they had done none of the anti social behaviours in the last year (60%, 262 high; 40%, 134 low).

**Deprivation:** Pupils in areas of higher deprivation are more likely than pupils in areas of lower deprivation to admit to engaging in at least one of the anti social behaviours in the last year (59%, 174 higher deprivation; 44%, 383 lower deprivation). Pupils in areas of higher deprivation were more likely to admit to:

- Fighting (38%, 111 higher deprivation; 26%, 224 lower deprivation);
- Gang fighting (26%, 78 higher deprivation; 11%, 91 lower deprivation);
- Carrying a weapon outside school (13%, 39 higher deprivation; 5%, 47 lower deprivation); and
- Vandalism (26%, 78 higher deprivation; 14%, 117 lower deprivation).
5 Views on School and Future Aspirations

5.1 Post-School Aspirations

When pupils were asked what they hoped to do at the end of S4, 17% (257 pupils) did not answer the question, and of those who did answer the question, 7% (82 pupils) said that they did not know.

Of those who answered and who knew what they hoped to do, 75% (857 pupils) said that they hoped to go to further education or stay at school and 16% (177 pupils) hoped to get a job. The remaining responses were obtain training/join a training scheme (2%, 23 pupils), take a gap year (2%, 26 pupils), have a baby/look after children (1%, 11 pupils) or something else (4%, 42 pupils).

Sex: Among those expressing an aspiration for after S4, females were more likely than males to say they hoped to go to further education or stay at school (83%, 479 females; 67%, 360 males). Males were more likely than females to say that they hoped to get a job (21%, 111 males; 10%, 60 females).

Stage: Pupils in the upper school were more likely than those in the lower school to say they hoped to go to further education or stay at school (78%, 466 upper school; 73%, 390 lower school).

Self Esteem: Pupils with high self esteem were more likely than those with low self esteem to say that they hoped to go to further education or stay at school (83%, 316 high; 67%, 185 low). Those with low self esteem were more likely than those with high self esteem to say they hoped to get a job (21%, 59 low; 10%, 39 high).

Deprivation: Pupils in schools in areas of lower deprivation were more likely than those in schools in areas of higher deprivation to say that they hoped to go to further education or stay at school (77%, 545 lower deprivation; 65%, 160 higher deprivation).

5.2 Parental Encouragement

Most pupils (96%, 1,339 pupils) said that their parents/carers encouraged them to do their best at school. Also, most pupils (91%, 1,276 pupils) said that their parents/carers encouraged them to think about their future (e.g. getting a job, going to college or university).

Self Esteem: Pupils with high self esteem were more likely than those with low self esteem to say that their parents/carers encouraged them to do their best at school (97%, 437 high; 93%, 320 low) or that their parents/carers encouraged them to think about their future (94%, 424 high; 87%, 299 low).

5.3 School Encouragement

Most pupils (89%, 1,248 pupils) felt that their school encouraged them to do as well as they could. Pupils were also asked how well they thought their school had prepared them for the future. Of the 1,387 pupils who answered, 5% (68 pupils) said they did not know. Of the remaining 1,319 pupils, 85% (1,124 pupils) felt that their school had prepared them for the future very or fairly well.
Stage: Lower school pupils were more likely than upper school pupils to say that their school has prepared them ‘very well’ for the future (41%, 264 lower school; 21%, 145 upper school).

Self Esteem: Pupils with high self esteem were more likely than those with low self esteem to say that their school had prepared them ‘very well’ for the future (36%, 155 high; 24%, 77 low).

Deprivation: Pupils in schools in areas of higher deprivation were more likely than those in schools in areas of lower deprivation to say that their school had prepared them ‘very well’ for the future (45%, 127 higher deprivation; 29%, 242 lower deprivation).

5.4 School Support for Future Careers

Pupils were asked whether they had taken part in certain activities through school which would assist them in preparing for a future career. One in four (25%, 374 pupils) had had career guidance, and 14% (201 pupils) said that they have had a work placement. The next most common activities were job search (12%, 176 pupils) and employer visits (10%, 151 pupils). Just one in twenty (5%, 78 pupils) reported CV preparation. A further 10% (143 pupils) said that they had done something else related to getting a job or working.

Comparison with Glasgow City

There were a number of significant differences between South East CHCP area and Glasgow City as a whole for school-organised career support. Figure 5.2 below shows the activities for which there were significant differences. Compared to pupils in Glasgow City as a whole, pupils in the South East CHCP area were more likely to have had career guidance or employer visits, but less likely to have had help with job searches or CV preparation.
Stage: As would be expected, those in the upper school were more likely than those in the lower school to report experience of all types of career support, namely:

- Career guidance (30%, 222 upper school; 21%, 152 lower school);
- Work placement (24%, 181 upper school; 2%, 18 lower school);
- Employer visits (16%, 117 upper school; 5%, 33 lower school);
- CV preparation (9%, 64 upper school; 2%, 14 lower school);

Deprivation: Pupils in schools in areas of lower deprivation were more likely than those in schools in areas of higher deprivation to report having had school support by means of career guidance (27%, 246 lower deprivation; 17%, 54 higher deprivation), and CV preparation (7%, 60 lower deprivation; 2%, 5 higher deprivation).

5.5 Improving Pupils’ Health and Happiness

Pupils were asked what, if anything, their school could do better or differently to improve their health and happiness and responded from a given list. Responses are shown in Table 5.1 below. The most common suggestions were provide more choices in PE or longer PE sessions (52%, 663 pupils) and improve the school corridors, classrooms or toilets (35%, 445 pupils).
### Table 5.1: Pupils’ Suggestions for Improving their Health and Happiness (South East CHCP)

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>% of pupils</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide more choices in PE/longer PE sessions</td>
<td>52</td>
<td>663</td>
</tr>
<tr>
<td>Improve school corridors, classrooms or toilets</td>
<td>35</td>
<td>445</td>
</tr>
<tr>
<td>Provide nicer/healthier food in canteen</td>
<td>34</td>
<td>441</td>
</tr>
<tr>
<td>Improve school buildings or grounds</td>
<td>26</td>
<td>336</td>
</tr>
<tr>
<td>Encourage respect between teachers/staff and pupils</td>
<td>23</td>
<td>297</td>
</tr>
<tr>
<td>Provide and encourage activities and clubs outside school hours</td>
<td>19</td>
<td>238</td>
</tr>
<tr>
<td>Provide a drop-in centre where we can ask about health issues</td>
<td>13</td>
<td>161</td>
</tr>
<tr>
<td>Teach personal, social and health education (PSHE)</td>
<td>12</td>
<td>154</td>
</tr>
<tr>
<td>Tell us more about health issues, eg using posters or an assembly</td>
<td>11</td>
<td>145</td>
</tr>
<tr>
<td>Provide support eg buddy or mentoring schemes</td>
<td>9</td>
<td>115</td>
</tr>
<tr>
<td>Have outside agencies/people teaching PSHE</td>
<td>8</td>
<td>99</td>
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<tr>
<td>Something else</td>
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<td>234</td>
</tr>
<tr>
<td><strong>Base</strong></td>
<td></td>
<td><strong>1,286</strong></td>
</tr>
</tbody>
</table>

### Comparison with Glasgow City

Figure 5.3 below shows those suggestions for which South East CHCP area showed a significant difference to Glasgow City as a whole. Compared to Glasgow City as a whole, pupils in the South East CHCP area were more likely to suggest more choices in PE/longer PE sessions, and less likely to suggest improvements to school corridors, classrooms or toilets.

#### Figure 5.3: Pupils’ Suggestions for Improving Their Health and Happiness: South East CHCP and Glasgow City (Those Suggestions Showing Significant Differences)

![Bar chart showing comparison between South East CHCP and Glasgow City]

**Sex:** Females were more likely than males to suggest:

- Nicer/healthier food in the canteen (38%, 249 females; 29%, 181 males);
- Provide a drop-in centre for health issues (15%, 100 females; 9%, 57 males); and
- Encourage respect between staff and pupils (26%, 171 females; 20%, 121 males).
However, males were more likely than females to suggest providing more choice in PE/longer PE sessions (58%, 357 males; 45%, 297 females).

**Stage:** Upper school pupils were more likely than lower school pupils to suggest:

- Nicer/healthier food in the canteen (39%, 252 upper school; 30%, 188 lower school);
- Teach PSHE (15%, 98 upper school; 9%, 55 lower school);
- Provide a drop-in centre for health issues (15%, 101 upper school; 10%, 60 lower school);
- Encourage respect between staff and pupils (27%, 176 upper school; 19%, 120 lower school);
- Improve school buildings or grounds (30%, 194 upper school; 22%, 140 lower school);

On the other hand, lower school pupils were more likely than upper school pupils to say that there was no change needed (it’s fine as it is) (23%, 146 lower school; 13%, 87 upper school).

**Self Esteem:** Pupils with low self esteem were more likely than those with high self esteem to suggest teaching PSHE (18%, 57 low; 7%, 31 high), more on health issues (17%, 53 low; 7%, 31 high), and a drop-in centre for health issues (17%, 54 low; 9%, 40 high).

**Deprivation:** Pupils at schools in areas of lower deprivation were more likely than those in areas of higher deprivation to suggest:

- Improve school buildings or grounds (26%, 209 lower deprivation; 16%, 45 higher deprivation); and
- Improve school corridors, classrooms or toilets (37%, 297 lower deprivation; 17%, 48 higher deprivation).

### 5.6 Involvement with the Criminal Justice System

Pupils were asked how likely they thought it was that they would be charged, fined or have a criminal record by the time they were 20. Of those who answered, 19% (262 pupils) said that they did not know, 69% (959 pupils) said that it was unlikely, 5% (75 pupils) said that it was likely and 6% (89 pupils) said that this had already happened. Thus, of those who gave a response other than ‘don’t know’, 85% said that it was unlikely, 7% that it was likely, and 8% that it had happened already.

**Sex:** Of those who gave a response other than ‘don’t know’, males were more likely than females to say that they thought it was likely that they would be charged, fined or have a criminal record (10%, 50 males; 4%, 22 females) or that this had happened to them already (12%, 59 males; 4%, 23 females).

**Stage:** Upper school pupils were more likely than lower school pupils to say that they already had a criminal record (8%, 60 upper school; 4%, 29 lower school).

**Self Esteem:** Of those who gave a response other than ‘don’t know’, pupils with low self esteem were more likely than those with high self esteem to think it likely that they would be involved with the criminal justice system this way (10%, 26 low; 4%, 14 high) or that this had already happened (11%, 29 low; 3%, 13 high).
6 Views on Services for Young People

6.1 Youth Clubs or Centre

Just under a third of pupils (31%, 429 pupils) said that they went to a local youth club or centre, while 34% (479 pupils) said that they did not know of one they could go to and 35% (491 pupils) said that they knew of one they could go to but did not use it.

**Sex:** Males were more likely than females to use a local youth club/centre (34%, 222 males; 26%, 175 females).

**Stage:** Lower school pupils were more likely than upper school pupils to use a local youth club/centre (38%, 258 lower school; 24%, 169 upper school), while upper school pupils were more likely than lower school pupils to say that they were unaware of a club or centre they could use (37%, 267 upper school; 31%, 212 lower school).

**Deprivation:** Pupils in higher deprivation areas are slightly more likely to attend a youth club than pupils in lower deprivation areas (35%, 103 higher deprivation; 31%, 272 lower deprivation). Pupils in lower deprivation schools were more likely than those in higher deprivation schools to say that they did not know of any youth clubs/centres that they could attend (37%, 322 lower deprivation; 15%, 45 higher deprivation).

6.2 Young People’s Health Services

Fifteen percent of pupils (199 pupils) said that they were aware of a health service in or near to their school that is for young people only.

**Comparison with Glasgow City**

Pupils in the South East CHCP area were more likely than those in Glasgow City as a whole to say they knew of a health service for young people in or near their school (15%, 199 South East CHCP; 11%, 856 Glasgow City).

**Figure 6.1: Awareness of Health Service In/Near School for Young People: South East CHCP and Glasgow City**
Deprivation: Pupils in lower deprivation schools were more likely to have heard of a health service in or near to their school that is for young people only than pupils in lower deprivation schools (90%, 735 lower deprivation; 62%, 166 higher deprivation).

6.3 Childline

When asked if they had heard of Childline, only 6% (86 pupils) said that they had not heard of it; 55% (787 pupils) said that they would use the service if they needed to and 39%, (549 pupils) said that they would not use the service even if they needed to, despite being aware of it.

Sex: Males were more likely than females to say that they had not heard of Childline (9%, 59 males; 4%, 24 females). Females were more likely than males to say they would use Childline if they needed to (59%, 405 females; 52%, 349 males).

Stage: Lower school pupils were more likely than upper school pupils to say that they would use Childline if they needed to (63%, 436 lower school; 48%, 348 upper school).

Ethnicity: Pupils from an Asian ethnic group were more likely than those from a White group to say that they were unaware of Childline (13%, 15 Asian; 4%, 41 White).

6.4 Sandyford Initiative

Just 3% (45 pupils) of pupils said that they had heard of the Sandyford Initiative and just 2% (23 pupils) had heard of The Place at Sandyford.

Comparison with Glasgow City

Pupils in the South East CHCP area were less likely than those in Glasgow City as a whole to have heard of the Sandyford Initiative (3%, 45 South East CHCP; 8%, 671 Glasgow City) or The Place at Sandyford (2%, 23 South East CHCP; 4%, 370 Glasgow City).

Figure 6.2: Awareness of the Sandyford Initiative and The Place at Sandyford: South East CHCP and Glasgow City

Sex: Females were more likely than males to be aware of the Sandyford Initiative (5%, 32 females; 1%, 9 males) or The Place at Sandyford (2%, 17 females; <1%, <5 males).
Stage: Upper school pupils were more likely than lower school pupils to have heard of the Sandyford Initiative (5%, 33 upper school; 2%, 11 lower school).

6.5 Glasgow Young Scot Card

Three quarters of pupils (76%, 1,088) in the South East CHCP area said they held a Glasgow Young Scot Card. The most common uses of the Young Scot card were free swimming (79% of card holders, 848 pupils) and fuelzone/healthy eating points (45%, 479 pupils).

Table 6.1: Uses of Young Scot Card (South East CHCP)

<table>
<thead>
<tr>
<th>Use of Young Scot Card</th>
<th>% of card holders</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free swimming</td>
<td>79%</td>
<td>848</td>
</tr>
<tr>
<td>Fuelzone/healthy eating points</td>
<td>45%</td>
<td>479</td>
</tr>
<tr>
<td>Glasgow Film Theatre/Cinema</td>
<td>33%</td>
<td>353</td>
</tr>
<tr>
<td>Discounts in shops</td>
<td>30%</td>
<td>318</td>
</tr>
<tr>
<td>Discounts in leisure centres</td>
<td>27%</td>
<td>291</td>
</tr>
<tr>
<td>First Bus ‘Get Around for £1’</td>
<td>23%</td>
<td>246</td>
</tr>
<tr>
<td>Borrowed books/CDs/DVDs</td>
<td>17%</td>
<td>183</td>
</tr>
<tr>
<td>Holiday programme activities</td>
<td>13%</td>
<td>144</td>
</tr>
<tr>
<td>Science Centre</td>
<td>12%</td>
<td>134</td>
</tr>
</tbody>
</table>
| Other Use                      | 5%                | 51 
| None of these                  | 9%                | 94 
| Base                           |                   | 1,075 |

Comparison with Glasgow City

Compared to Glasgow City as a whole, pupils in the South East CHCP area were less likely to hold a Young Scot card (76%, 1,088 South East CHCP; 79%, 7,136 Glasgow City).

Compared to Glasgow City as a whole, Young Scot Card holders in the South East CHCP area were more likely to have used their card for holiday programme activities, First Bus promotion, GFT/Cinema, and discounts in shops. However, they were less likely to use their card for fuelzone/healthy eating points.
**Figure 6.3: Proportion of Young Scot Card Holders Who had Used their Card for Certain Activities: South East CHCP and Glasgow City (all activities showing significant differences)**

- **Sex:** Female card holders were more likely than male card holders to have used their Young Scot card for Fuelzone/healthy eating points (50%, 262 females; 40%, 200 males), and discounts in shops (34%, 181 females; 25%, 125 males).

- **Stage:** Young Scot card holders in the lower school were more likely than those in the upper school to have used their card for free swimming (82%, 428 lower school; 76%, 418 upper school), Fuelzone/healthy eating points (52%, 271 lower school; 37%, 206 upper school), and the Science Centre (17%, 86 lower school; 9%, 48 upper school).

- **Deprivation:** Pupils at schools in areas of lower deprivation were more likely than those in schools in areas of higher deprivation to hold a Young Scot Card (76%, 684 lower deprivation; 67%, 205 higher deprivation). Card holders in areas of lower deprivation were more likely than those in areas of higher deprivation to have used their card for:
  - holiday programme activities (16%, 111 lower deprivation; 8%, 17 higher deprivation);
  - borrowed books/CDs or DVDs (18%, 125 lower deprivation; 10%, 20 higher deprivation);
  - GFT/Cinema (34%, 234 lower deprivation; 22%, 45 higher deprivation);
  - discounts in shops (33%, 224 lower deprivation; 15%, 31 higher deprivation); and
  - discounts in leisure centres (29%, 197 lower deprivation; 19%, 39 higher deprivation).

  However, those in areas of higher deprivation were more likely to have used their card for Fuelzone/healthy eating points (58%, 116 higher deprivation; 45%, 304 lower deprivation).

- **Ethnicity:** Pupils from a White ethnic group were more likely than those from an Asian Ethnic group, or a Black ethnic group, to have used their card for free swimming (82%, 676 White; 67%, 10 Black; 52% 48 Asian).

### 6.6 Other Activities

Pupils were asked whether they had been to a museum, library, sports centre or community centre in the last year. Most (89%, 1,278) had been to at least one of these in the last year. From most to least common, these were sports centre (77%, 1,095 pupils),
library (56%, 794 pupils), museum (40%, 573 pupils) and community centre (23%, 326 pupils).

Those who had visited any of these in the last year were asked which they visited most often. Sports centre was by far the most common response (69%, 821 pupils) followed by library (20%, 234 pupils).

**Comparison with Glasgow City**

Pupils in the South East CHCP area were more likely than pupils in Glasgow City as a whole to have visited a sports centre in the last year (77%, 1,095 South East CHCP; 74%, 6,579 Glasgow City), or a library (56%, 794 South East CHCP; 50%, 4,418 Glasgow City). However, they were less likely to have visited a community centre (23%, 326 South East CHCP; 29%, 2,556 Glasgow City).

**Figure 6.4: Proportion of Pupils Visiting Facilities in the Last Year: South East CHCP and Glasgow City (all facilities showing significant difference)**

**Sex:** Males were more likely than females to have visited a sports centre (82%, 554 males; 73%, 495 females). Among those who had visited any facility in the last year, males were more likely that females to say the facility they visited most often was a sports centre (77%, 441 males; 61%, 346 females) whereas females were more likely than males to say that they most often visited a library (26%, 145 females; 15%, 84 males).

**Stage:** Pupils in the lower school were more likely than those in the upper school to have visited a museum (47%, 326 lower school; 34%, 246 upper school), a library (65%, 453 lower school; 47%, 340 upper school), a sports centre (82%, 574 lower school; 72%, 519 upper school), or a community centre (30%, 208 lower school; 16%, 117 upper school).

**Self Esteem:** Pupils with high self esteem were more likely than those with low self esteem to have visited a sports centre (82%, 367 high; 71%, 237 low).

**Ethnicity:** Pupils from a White ethnic background were more likely than those from an Asian or Black background to have visited a sports centre (80%, 872 White; 66%, 78 Asian; 64%, 14 Black). Among pupils who had visited any of the facilities in the last year, pupils from an Asian background were more likely than those from a White background to say they had visited a library most often (47%, 44 Asian; 16%, 152 White). Pupils from a White Background were more likely than those from an Asian background to say they visited a sports centre most often (72%, 667 White; 59%, 46 Asian).
Deprivation: Pupils at schools in areas of lower deprivation were more likely than those in areas of higher deprivation to have visited:

- a museum (44%, 390 lower deprivation; 28%, 86 higher deprivation);
- a library (58%, 510 lower deprivation; 47%, 142 higher deprivation);
- a sports centre (84%, 737 lower deprivation; 65%, 198 higher deprivation).

However, pupils from schools in areas of higher deprivation were more likely than those in areas of lower deprivation to have been to a community centre in the last year (36%, 110 higher deprivation; 20%, 176 lower deprivation).

Pupils from schools in areas of lower deprivation were more likely than those in areas of higher deprivation to say they visited a sports centre most often (73%, 568 lower deprivation; 61%, 135 higher deprivation).

6.7 Swimming

Pupils were asked how often they go to the swimming pool. Most (84%, 1,177 pupils) indicated that they went to the pool sometimes, and nearly half (44%, 614 pupils) went to the swimming pool at least once every month. Responses are shown in Figure 6.5 below.

Figure 6.5: Frequency of Visits to the Swimming Pool: South East CHCP

Most pupils (91%, 1,197) said that they were able to swim.

Sex: Males were more likely than females to go swimming at least once a week (21%, 138 males; 17%, 113 females).

Stage: Lower school pupils were more likely than upper school pupils to visit the swimming pool at least once every four weeks (56%, 389 lower school; 32%, 224 upper school). Upper school pupils were more likely than lower school pupils to say that they never go to the swimming pool (22%, 153 upper school; 11%, 75 lower school).

Ethnicity: Pupils from an Asian ethnic background were more likely than those from a White ethnic background to say that they never go to the swimming pool (32%, 37 Asian; 14%, 155 White). Pupils from a White background were more likely than those from an Asian background to say they were able to swim (95%, 961 White; 68%, 75 Asian).
**Deprivation:** Pupils at schools in areas of higher deprivation were more likely than those in areas of lower deprivation to say that they never go to the swimming pool (24%, 71 higher deprivation; 13%, 118 lower deprivation).
7 Key Characteristics of South East CHCP Area

7.1 Introduction

This chapter brings together and summarises the survey findings for the pupils in the South East CHCP area which differ significantly from the findings for Glasgow City as a whole.

7.2 Indicators Showing Less Favourable Findings

Compared to Glasgow City as a whole, pupils in the South East CHCP area were:

- More likely to have dyslexia;
- More likely to worry about school;
- (Among smokers) more likely to say they stole money to pay for cigarettes;
- Less likely to have had help with job searches or CV preparation;
- Less likely to have heard of the Sandyford Initiative or The Place at Sandyford;
- Less likely to hold a Young Scot card;
- (Among Young Scot Card holders) less likely to use their card for Fuelzone/healthy eating points;
- Less likely to have visited a community centre.

7.3 Indicators Showing More Favourable Findings

Compared to Glasgow City as a whole, pupils in the South East CHCP area were:

- More likely to live with both parents;
- Less likely to have experienced their parents’ separation or their parent getting a new partner;
- Less likely to have a family member with a disability or a drug/alcohol problem;
- More likely to have a computer at home and more likely to have internet access at home;
- Less likely to have eczema;
- More likely to have felt ‘very happy’ about themselves over the last year;
- More likely to have felt ‘very happy’ about their health over the last year;
- Less likely to agree/strongly agree with the statement ‘I have a low opinion of myself’ and less likely to disagree/strongly disagree with the statements ‘I am satisfied with myself’ and ‘I like myself’;
- Less likely to worry about getting a job, siblings, being bullied or gossip;
- Less likely to travel to school by car, and more likely to travel to school by train;
- More likely to have walked, cycled or skated to/from school at least once in the last week;
- Less likely to prefer to travel to school by car, and more likely to prefer travel to school by train;
- Less likely to report travel-to-school times of over 30 minutes;
- More likely to have eaten breakfast at home or in the school canteen, and less likely to have eaten breakfast in the street;
- More likely to have had a drink at breakfast time;
- Less likely to have eaten lunch in the street;
- More likely to have had a standard meal or pasta/salad for lunch;
- Less likely to have had a non-diet fizzy drink at lunch time;
- Less likely to live with a smoker;
- (Among those who ever drank alcohol) less likely to drink alcopops;
- Less likely to have taken ecstasy in the last year;
- More likely to have had career guidance or employer visits;
• More likely to say they knew of a health service for young people in or near their school;
• More likely to use their Young Scot Card for holiday programme activities, First Bus promotion, GFT/Cinema, and discounts in shops;
• More likely to have visited a sports centre;
• More likely to have visited a library.

7.4 Other Differences between South East CHCP and Glasgow City

When asked to make any suggestions for improvements which the school could make for pupil health and happiness, compared to pupils in Glasgow City as a whole, South East CHCO pupils were:

• More likely to suggest more choices in PE/longer PE sessions;
• Less likely to suggest improvements to school corridors, classrooms or toilets.
GLASGOW HEALTH AND WELLBEING QUESTIONNAIRE

1,475 pupil questionnaires from the South East CHCP area have been used to provide the results below. Where appropriate N (the number of valid responses) has been provided. Where the question asked pupils to provide more than one response N is given for each of the question elements. Percentages are given for each question.

YOUR SCHOOL

1 What secondary school do you go to? N=1,475

<table>
<thead>
<tr>
<th>School</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castlemilk</td>
<td>10.4</td>
</tr>
<tr>
<td>Holyrood</td>
<td>41.4</td>
</tr>
<tr>
<td>King’s Park</td>
<td>21.1</td>
</tr>
<tr>
<td>Shawlands</td>
<td>16.5</td>
</tr>
<tr>
<td>St Margaret Mary’s</td>
<td>10.6</td>
</tr>
</tbody>
</table>

2 Which primary school did you go to? 1,436 responses

3 How old are you? N=1,475

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0.7</td>
</tr>
<tr>
<td>12</td>
<td>23.3</td>
</tr>
<tr>
<td>13</td>
<td>25.5</td>
</tr>
<tr>
<td>14</td>
<td>24.7</td>
</tr>
<tr>
<td>15</td>
<td>23.5</td>
</tr>
<tr>
<td>16</td>
<td>2.2</td>
</tr>
<tr>
<td>17</td>
<td>0.0</td>
</tr>
</tbody>
</table>

4 What year group are you in? N=1,475

PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.5</td>
<td>21.6</td>
<td>23.7</td>
<td>27.2</td>
</tr>
</tbody>
</table>

HOW DO YOU FEEL?

5 How have you felt about yourself in general, over the last year? N=1,448

PLEASE TICK ONE BOX ONLY

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>😊</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>37.7</td>
<td>42.5</td>
<td>15.2</td>
<td>3.2</td>
<td>1.5</td>
</tr>
</tbody>
</table>

6 How much control do you have over the way your life is going in general? N=1,442

PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>None</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>9.2</td>
<td>47.8</td>
<td>41.3</td>
</tr>
</tbody>
</table>
7 How have you felt, about your **health** in general, **over the last year**? 
**N=1,440**
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
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<th>😊</th>
<th>😞</th>
<th>😞</th>
<th>😞</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37.9</td>
<td>39.0</td>
<td>16.8</td>
<td>4.1</td>
<td>2.2</td>
</tr>
</tbody>
</table>

8 Here are some descriptions of feelings. Thinking about the **last month**, please say whether you have felt this way most of the time, sometimes or never. 
PLEASE TICK ONE BOX FOR EACH STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Never</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I've felt too tired to do things</td>
<td>9.3</td>
<td>71.9</td>
<td>18.9</td>
<td>1,447</td>
</tr>
<tr>
<td>b) I've had trouble getting to sleep</td>
<td>9.7</td>
<td>41.3</td>
<td>49.0</td>
<td>1,448</td>
</tr>
<tr>
<td>c) I've had trouble staying asleep</td>
<td>5.2</td>
<td>22.4</td>
<td>72.4</td>
<td>1,430</td>
</tr>
<tr>
<td>d) I've felt unhappy, sad or depressed</td>
<td>6.8</td>
<td>47.3</td>
<td>45.9</td>
<td>1,441</td>
</tr>
<tr>
<td>e) I've felt hopeless about the future</td>
<td>5.4</td>
<td>28.4</td>
<td>66.2</td>
<td>1,438</td>
</tr>
<tr>
<td>f) I've felt tense or nervous</td>
<td>7.2</td>
<td>62.2</td>
<td>30.6</td>
<td>1,436</td>
</tr>
<tr>
<td>g) I've worried too much about things</td>
<td>17.3</td>
<td>52.2</td>
<td>30.6</td>
<td>1,449</td>
</tr>
</tbody>
</table>
9 How much do you agree with the following?
PLEASE TICK ONE BOX FOR EACH STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I am pretty sure about myself</td>
<td>2.0</td>
<td>10.5</td>
<td>63.2</td>
<td>24.3</td>
<td>1,423</td>
</tr>
<tr>
<td>b) I often wish I was someone else</td>
<td>40.5</td>
<td>36.7</td>
<td>17.1</td>
<td>5.7</td>
<td>1,431</td>
</tr>
<tr>
<td>c) I am easy to like</td>
<td>2.6</td>
<td>10.5</td>
<td>68.8</td>
<td>18.1</td>
<td>1,411</td>
</tr>
<tr>
<td>d) I have a low opinion of myself</td>
<td>30.0</td>
<td>43.4</td>
<td>21.9</td>
<td>4.7</td>
<td>1,420</td>
</tr>
<tr>
<td>e) I am a failure</td>
<td>56.8</td>
<td>34.5</td>
<td>6.0</td>
<td>2.7</td>
<td>1,422</td>
</tr>
<tr>
<td>f) There are lots of things about myself that I would like to change</td>
<td>16.1</td>
<td>33.7</td>
<td>36.2</td>
<td>14.0</td>
<td>1,419</td>
</tr>
<tr>
<td>g) I am able to do things well</td>
<td>2.4</td>
<td>6.3</td>
<td>65.0</td>
<td>26.3</td>
<td>1,428</td>
</tr>
<tr>
<td>h) Most of the time I am, satisfied with myself</td>
<td>2.5</td>
<td>13.1</td>
<td>61.1</td>
<td>23.3</td>
<td>1,415</td>
</tr>
<tr>
<td>i) I have a number of good qualities</td>
<td>1.9</td>
<td>9.3</td>
<td>57.2</td>
<td>31.5</td>
<td>1,414</td>
</tr>
<tr>
<td>j) I like myself</td>
<td>3.2</td>
<td>10.0</td>
<td>50.0</td>
<td>36.8</td>
<td>1,416</td>
</tr>
</tbody>
</table>

10a Which, if any, of these things do you worry about? N = 1,358
PLEASE TICK ALL THAT APPLY

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>45.1</td>
<td>Family rows</td>
<td>28.1</td>
<td>Your health</td>
<td>30.6</td>
</tr>
<tr>
<td>Being bullied</td>
<td>14.9</td>
<td>Feeling different</td>
<td>16.5</td>
<td>Friends</td>
<td>29.2</td>
</tr>
<tr>
<td>Money problems</td>
<td>18.6</td>
<td>Relationship with</td>
<td>19.4</td>
<td>Skin problems</td>
<td>15.6</td>
</tr>
<tr>
<td>Racism</td>
<td>9.1</td>
<td>Drugs</td>
<td>12.3</td>
<td>Brothers / sisters</td>
<td>20.2</td>
</tr>
<tr>
<td>The way I look</td>
<td>37.3</td>
<td>Getting a job</td>
<td>24.9</td>
<td>Fear of violence /</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>gangs</td>
<td></td>
</tr>
<tr>
<td>Boyfriend/Girlfriend</td>
<td>23.4</td>
<td>Drinking</td>
<td>12.7</td>
<td>Family health problems</td>
<td>19.4</td>
</tr>
<tr>
<td>Exams</td>
<td>61.6</td>
<td>Gossip</td>
<td>12.1</td>
<td>The future</td>
<td>35.1</td>
</tr>
<tr>
<td>Loneliness</td>
<td>13.9</td>
<td>Being called gay</td>
<td>9.2</td>
<td>Sexual harassment</td>
<td>10.5</td>
</tr>
<tr>
<td>Other</td>
<td>3.6</td>
<td>I have no worries</td>
<td>8.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>at the moment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10b Which one do you worry about the most? N=1,035

<table>
<thead>
<tr>
<th>Situation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>9.4</td>
</tr>
<tr>
<td>Being bullied</td>
<td>2.9</td>
</tr>
<tr>
<td>Money problems</td>
<td>1.7</td>
</tr>
<tr>
<td>Racism</td>
<td>1.2</td>
</tr>
<tr>
<td>The way I look</td>
<td>7.7</td>
</tr>
<tr>
<td>Boyfriend/Girlfriend</td>
<td>3.6</td>
</tr>
<tr>
<td>Exams</td>
<td>27.4</td>
</tr>
<tr>
<td>Loneliness</td>
<td>0.6</td>
</tr>
<tr>
<td>Other</td>
<td>1.6</td>
</tr>
<tr>
<td>Family rows</td>
<td>6.3</td>
</tr>
<tr>
<td>Feeling different</td>
<td>0.8</td>
</tr>
<tr>
<td>Relationship with parents</td>
<td>3.1</td>
</tr>
<tr>
<td>Drugs</td>
<td>1.6</td>
</tr>
<tr>
<td>Getting a job</td>
<td>3.2</td>
</tr>
<tr>
<td>Drinking</td>
<td>0.4</td>
</tr>
<tr>
<td>Getting a job</td>
<td>3.2</td>
</tr>
<tr>
<td>Being called gay</td>
<td>0.9</td>
</tr>
<tr>
<td>Fear of violence / gangs</td>
<td>3.7</td>
</tr>
<tr>
<td>Family health problems</td>
<td>4.4</td>
</tr>
<tr>
<td>The future</td>
<td>7.1</td>
</tr>
<tr>
<td>Being called gay</td>
<td>0.9</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>1.7</td>
</tr>
<tr>
<td>Friends</td>
<td>70.1</td>
</tr>
<tr>
<td>Teachers</td>
<td>7.5</td>
</tr>
<tr>
<td>Parents / guardians</td>
<td>64.7</td>
</tr>
<tr>
<td>Neighbours</td>
<td>2.8</td>
</tr>
<tr>
<td>Other family members</td>
<td>43.5</td>
</tr>
<tr>
<td>Others</td>
<td>8.9</td>
</tr>
</tbody>
</table>

11a Is there anyone you can talk to and trust about personal things or worries? N=1,369

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84.9</td>
</tr>
<tr>
<td>No</td>
<td>15.1</td>
</tr>
</tbody>
</table>

11b Who, if any, of the following do you talk to and trust about personal things or worries? N= 1,234

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>70.1</td>
</tr>
<tr>
<td>Teachers</td>
<td>7.5</td>
</tr>
<tr>
<td>Parents / guardians</td>
<td>64.7</td>
</tr>
<tr>
<td>Neighbours</td>
<td>2.8</td>
</tr>
<tr>
<td>Other family members</td>
<td>43.5</td>
</tr>
<tr>
<td>Others</td>
<td>8.9</td>
</tr>
</tbody>
</table>

12 Have you been bullied in this school in the past year? N=1,435

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12.9</td>
</tr>
<tr>
<td>No</td>
<td>87.1</td>
</tr>
</tbody>
</table>

13 Do you ever feel afraid of going to school because of bullying? N=1,454

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>84.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12.6</td>
</tr>
<tr>
<td>Often</td>
<td>1.5</td>
</tr>
<tr>
<td>Very Often</td>
<td>1.4</td>
</tr>
</tbody>
</table>
14 **Have you bullied or frightened someone in this school in the past year?**

N=1,446

PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78.6</td>
<td>17.7</td>
<td>2.1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

15 **Have any of these things happened to you because of your skin colour in the past year?** N=1,256

PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been hit or beaten up</td>
<td>2.6</td>
</tr>
<tr>
<td>I have been called names</td>
<td>11.4</td>
</tr>
<tr>
<td>I have been picked on</td>
<td>4.6</td>
</tr>
<tr>
<td>I have been treated differently to others (eg not chosen for something)</td>
<td>5.3</td>
</tr>
<tr>
<td>Other (PLEASE WRITE IN WHAT HAPPENED)</td>
<td>2.4</td>
</tr>
<tr>
<td>None of the above</td>
<td>84.1</td>
</tr>
</tbody>
</table>

16 **Have any of these things happened to you because of your religion in the past year?** N=1,239

PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been hit or beaten up</td>
<td>1.5</td>
</tr>
<tr>
<td>I have been called names</td>
<td>6.8</td>
</tr>
<tr>
<td>I have been picked on</td>
<td>3.1</td>
</tr>
<tr>
<td>I have been treated differently to others (eg not chosen for something)</td>
<td>2.9</td>
</tr>
<tr>
<td>Other (PLEASE WRITE IN WHAT HAPPENED)</td>
<td>1.2</td>
</tr>
<tr>
<td>None of the above</td>
<td>89.7</td>
</tr>
</tbody>
</table>

**ILLNESS & DISABILITY**

17 **Do you have any illness or disability that is likely to go on for a long time?**

N=1,399

PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.7</td>
<td>78.3</td>
</tr>
</tbody>
</table>
### 18 What is your illness or disability? N=324
**PLEASE TICK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Illness or Disability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma</td>
<td>54.6</td>
</tr>
<tr>
<td>Diabetes</td>
<td>2.8</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>13.3</td>
</tr>
<tr>
<td>Eczema</td>
<td>13.3</td>
</tr>
<tr>
<td>Other</td>
<td>28.7</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>2.5</td>
</tr>
<tr>
<td>Injury (eg broken bones)</td>
<td>5.6</td>
</tr>
<tr>
<td>Painful joints</td>
<td>12.0</td>
</tr>
<tr>
<td>Physical disability</td>
<td>4.0</td>
</tr>
</tbody>
</table>

### 19 Does this illness or disability limit what you can do? N=309
**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Limitation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>49.7</td>
</tr>
<tr>
<td>Yes – in what way(s)?</td>
<td>52.1</td>
</tr>
</tbody>
</table>

### 20 Have any of these things happened to you because you have a disability in the past year? N=306
**PLEASE TICK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been hit or beaten up</td>
<td>2.3</td>
</tr>
<tr>
<td>I have been called names</td>
<td>9.2</td>
</tr>
<tr>
<td>I have been picked on</td>
<td>5.9</td>
</tr>
<tr>
<td>I have been treated differently to others (eg not chosen for something)</td>
<td>6.2</td>
</tr>
<tr>
<td>Other (PLEASE WRITE IN WHAT HAPPENED)</td>
<td>2.0</td>
</tr>
<tr>
<td>None of the above</td>
<td>86.3</td>
</tr>
</tbody>
</table>

### ABOUT YOUR TEETH

### 21 How many times did you clean your teeth yesterday? N=1,457
**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2.9</td>
</tr>
<tr>
<td>Once</td>
<td>19.8</td>
</tr>
<tr>
<td>Twice</td>
<td>63.1</td>
</tr>
<tr>
<td>3 times or more</td>
<td>14.2</td>
</tr>
</tbody>
</table>

### 22 When did you last go to the dentist? N=1,446
**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the last 6 months</td>
<td>65.4</td>
</tr>
<tr>
<td>6–12 months ago</td>
<td>12.2</td>
</tr>
<tr>
<td>More than 12 months ago</td>
<td>4.0</td>
</tr>
<tr>
<td>Never</td>
<td>1.2</td>
</tr>
<tr>
<td>Can't remember</td>
<td>17.3</td>
</tr>
</tbody>
</table>
23 How do you usually travel to school? (most days) N=1,337

Please tick one box only

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>50.3</td>
</tr>
<tr>
<td>Cycle</td>
<td>0.4</td>
</tr>
<tr>
<td>Bus</td>
<td>25.2</td>
</tr>
<tr>
<td>Train</td>
<td>5.7</td>
</tr>
<tr>
<td>Car</td>
<td>17.4</td>
</tr>
<tr>
<td>Other</td>
<td>1.0</td>
</tr>
</tbody>
</table>

24 If you go to school by car, how many other children at your school are usually in the car as well? N=371

If you do not go to school by car, please go to Q25

Please write the number of children travelling in the car

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>46.9</td>
</tr>
<tr>
<td>1</td>
<td>17.0</td>
</tr>
<tr>
<td>2</td>
<td>18.3</td>
</tr>
<tr>
<td>3</td>
<td>9.2</td>
</tr>
<tr>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>6</td>
<td>0.3</td>
</tr>
<tr>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td>8 or more</td>
<td>3.2</td>
</tr>
</tbody>
</table>

25 How many days in the past week (if any) did you walk, cycle or skate to or from school? N=1,424

Please tick one box only

<table>
<thead>
<tr>
<th>Days</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>29.4</td>
</tr>
<tr>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>Every day</td>
<td>49.2</td>
</tr>
</tbody>
</table>

26 Do you own a bicycle? N=1,450

Please tick one box only

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71.1</td>
</tr>
<tr>
<td>No</td>
<td>28.9</td>
</tr>
</tbody>
</table>

27 How long does it take you to travel to school (one way)? N=1,442

Please tick one box only

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>14.8</td>
</tr>
<tr>
<td>At least 5 minutes but less than 15 minutes</td>
<td>36.6</td>
</tr>
<tr>
<td>At least 15 minutes but less than half an hour</td>
<td>37.1</td>
</tr>
<tr>
<td>Half an hour or longer</td>
<td>11.5</td>
</tr>
</tbody>
</table>
28 If you had the choice how would you prefer to travel to school? N=1,382

**PLEASE TICK ONE BOX ONLY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>41.6</td>
</tr>
<tr>
<td>Cycle</td>
<td>10.6</td>
</tr>
<tr>
<td>Bus</td>
<td>7.7</td>
</tr>
<tr>
<td>Train</td>
<td>6.5</td>
</tr>
<tr>
<td>Car</td>
<td>26.9</td>
</tr>
<tr>
<td>Other</td>
<td>6.7</td>
</tr>
</tbody>
</table>

29 Including activities done at school and outside school, how many times a week do you take part in sport, exercise or physical activity that makes you breathe harder or sweat a bit? N=1,444

**PLEASE TICK ONE BOX ONLY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7.1</td>
</tr>
<tr>
<td>Once</td>
<td>7.8</td>
</tr>
<tr>
<td>Twice</td>
<td>23.4</td>
</tr>
<tr>
<td>3 times</td>
<td>21.5</td>
</tr>
<tr>
<td>4 times or more</td>
<td>40.2</td>
</tr>
</tbody>
</table>

30 On average how long do each of these periods of activity last? N=1,371

**PLEASE TICK ONE BOX ONLY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 mins</td>
<td>1.5</td>
</tr>
<tr>
<td>11–20 mins</td>
<td>4.9</td>
</tr>
<tr>
<td>21–30 mins</td>
<td>10.0</td>
</tr>
<tr>
<td>More than 30 mins</td>
<td>83.7</td>
</tr>
</tbody>
</table>

31 Do you take part in any sport, exercise or physical activity in your spare time (that is, outside of school PE lessons)? N=1,390

**PLEASE TICK ONE BOX ONLY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>77.0</td>
</tr>
<tr>
<td>No</td>
<td>23.0</td>
</tr>
</tbody>
</table>

32 Generally speaking, how often do you do sport / exercise in your spare time? N=1,057

**PLEASE TICK ONE BOX ONLY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week or less</td>
<td>12.7</td>
</tr>
<tr>
<td>Twice a week</td>
<td>27.3</td>
</tr>
<tr>
<td>Three times a week</td>
<td>22.1</td>
</tr>
<tr>
<td>Four times a week or more</td>
<td>37.8</td>
</tr>
</tbody>
</table>

YOUR DIET

33 Did you eat breakfast this morning? N=1,459

**PLEASE TICK ONE BOX ONLY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72.0</td>
</tr>
<tr>
<td>No</td>
<td>28.0</td>
</tr>
</tbody>
</table>
34 Where did you eat your breakfast? N=1,034 PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>At home</th>
<th>93.3</th>
<th>In the street</th>
<th>1.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school canteen</td>
<td>2.5</td>
<td>Somewhere else</td>
<td>2.2</td>
</tr>
</tbody>
</table>

35 What did you have for your breakfast this morning? N=1,050 PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>A drink</th>
<th>27.6</th>
<th>Sweets</th>
<th>2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereal (including porridge)</td>
<td>56.1</td>
<td>Crisps</td>
<td>1.9</td>
</tr>
<tr>
<td>Toast or bread</td>
<td>33.6</td>
<td>Other</td>
<td>16.8</td>
</tr>
<tr>
<td>Cooked breakfast</td>
<td>9.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36 Did you eat anything at lunchtime yesterday? (If you were not at school yesterday, please think about the last day you were at school.) N=1,450 PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Yes</th>
<th>91.6</th>
<th>No</th>
<th>8.4</th>
</tr>
</thead>
</table>

37 Where did you eat lunch yesterday? (or the last day you were at school) N=1,301 PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>In the school canteen</th>
<th>32.0</th>
<th>At home</th>
<th>11.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school playground</td>
<td>4.2</td>
<td>In the street</td>
<td>28.5</td>
</tr>
<tr>
<td>Somewhere else in the school</td>
<td>4.4</td>
<td>Somewhere else</td>
<td>19.4</td>
</tr>
</tbody>
</table>

38 What did you have for lunch yesterday? (or the last day you were at school) N=1,335 PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Standard meal (eg meat, vegetable, potatoes)</th>
<th>5.8</th>
<th>Pasta / Salad</th>
<th>7.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandwich / filled roll</td>
<td>47.1</td>
<td>Soup</td>
<td>11.5</td>
</tr>
<tr>
<td>Snack meal (eg burger, hot-dog, chips)</td>
<td>22.3</td>
<td>Sweets / crisps</td>
<td>18.5</td>
</tr>
<tr>
<td>Something else</td>
<td>22.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
39  **What drink or drinks did you have during lunch time yesterday? (or the last day you were at school)** N=1,342  
PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing to drink</td>
<td>3.7</td>
</tr>
<tr>
<td>Fizzy Drink (eg regular Irn Bru)</td>
<td>35.8</td>
</tr>
<tr>
<td>Juice drink (eg Ribena, Oasis, Sunny Delight)</td>
<td>13.5</td>
</tr>
<tr>
<td>Milk (full fat)</td>
<td>2.2</td>
</tr>
<tr>
<td>Diet Fizzy Drink</td>
<td>7.2</td>
</tr>
<tr>
<td>Milk (low fat, eg semi-skimmed / skimmed)</td>
<td>5.2</td>
</tr>
<tr>
<td>Water</td>
<td>35.2</td>
</tr>
<tr>
<td>Tea / Coffee</td>
<td>2.1</td>
</tr>
<tr>
<td>Fruit juice</td>
<td>15.6</td>
</tr>
<tr>
<td>Something else</td>
<td>3.9</td>
</tr>
</tbody>
</table>

40  **How many portions of fruit did you eat yesterday?** N=1,391  
(A portion of fruit would be something like 1 banana or 1 apple or 1 slice of melon or 2 satsumas. A glass of fruit juice also counts as one portion)

<table>
<thead>
<tr>
<th>Portions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>21.3</td>
</tr>
<tr>
<td>1 to 4</td>
<td>70.1</td>
</tr>
<tr>
<td>5 or more</td>
<td>8.6</td>
</tr>
</tbody>
</table>

41  **How many portions of vegetable or salad (not potatoes) did you eat yesterday?** N=1,378  
(A portion of vegetables would be something like a large spoonful of carrots or baked beans and includes fresh, frozen or tinned vegetables)

<table>
<thead>
<tr>
<th>Portions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>28.4</td>
</tr>
<tr>
<td>1 to 4</td>
<td>65.8</td>
</tr>
<tr>
<td>5 or more</td>
<td>5.7</td>
</tr>
</tbody>
</table>
42 Which of the following best describes you? N=1,428
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Description</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never tried smoking</td>
<td>57.7</td>
</tr>
<tr>
<td>I have only tried smoking once or twice</td>
<td>25.2</td>
</tr>
<tr>
<td>I used to smoke but I have given up</td>
<td>7.4</td>
</tr>
<tr>
<td>I smoke some days</td>
<td>4.6</td>
</tr>
<tr>
<td>I smoke every day</td>
<td>5.1</td>
</tr>
</tbody>
</table>

GO TO Q49

GO TO Q43

43 If you smoke every day, please write in the number of cigarettes you smoke in an average day. N=70
PLEASE WRITE IN THE BOX

<table>
<thead>
<tr>
<th>Number per day</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 5</td>
<td>17.1</td>
</tr>
<tr>
<td>6 to 10</td>
<td>50.0</td>
</tr>
<tr>
<td>11 to 15</td>
<td>10.0</td>
</tr>
<tr>
<td>16 to 20</td>
<td>15.7</td>
</tr>
<tr>
<td>21+</td>
<td>7.1</td>
</tr>
</tbody>
</table>

If you smoke some days, please write in the number of cigarettes you smoke in an average week. N=64
PLEASE WRITE IN THE BOX

<table>
<thead>
<tr>
<th>Number per day</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 5</td>
<td>43.8</td>
</tr>
<tr>
<td>6 to 10</td>
<td>28.1</td>
</tr>
<tr>
<td>11 to 15</td>
<td>6.3</td>
</tr>
<tr>
<td>16 to 20</td>
<td>9.4</td>
</tr>
<tr>
<td>21+</td>
<td>12.5</td>
</tr>
</tbody>
</table>

44 How old were you when you had your first puff of a cigarette? N=346
PLEASE WRITE IN THE BOX

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary (1–4)</td>
<td>3.2</td>
</tr>
<tr>
<td>Primary (5–11)</td>
<td>45.7</td>
</tr>
<tr>
<td>Secondary (12–16)</td>
<td>51.2</td>
</tr>
</tbody>
</table>
45 Where do you usually get your cigarettes from? N=312
PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Choice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I buy them from shop</td>
<td>38.5</td>
</tr>
<tr>
<td>I buy them from people I know</td>
<td>5.1</td>
</tr>
<tr>
<td>I buy them from a machine</td>
<td>2.6</td>
</tr>
<tr>
<td>A friend, who is my age, buys them</td>
<td>12.2</td>
</tr>
<tr>
<td>A friend, who is older than me, buys them</td>
<td>10.9</td>
</tr>
<tr>
<td>I ask someone I don’t know to buy them</td>
<td>12.5</td>
</tr>
<tr>
<td>I take them from a family member without their knowledge</td>
<td>6.4</td>
</tr>
<tr>
<td>A friend gives them to me</td>
<td>21.8</td>
</tr>
<tr>
<td>Other</td>
<td>25.6</td>
</tr>
</tbody>
</table>

46 How much do you usually spend on cigarettes in an average week? N=134
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £5</td>
<td>24.6</td>
</tr>
<tr>
<td>Between £5–£10</td>
<td>24.6</td>
</tr>
<tr>
<td>Between £11 and £15</td>
<td>14.2</td>
</tr>
<tr>
<td>Between £16 and £20</td>
<td>4.5</td>
</tr>
<tr>
<td>£21 or more</td>
<td>12.7</td>
</tr>
<tr>
<td>Nothing</td>
<td>19.4</td>
</tr>
</tbody>
</table>

47 Where do you get the money to buy cigarettes? N=119
PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pocket money</td>
<td>48.7</td>
</tr>
<tr>
<td>Wages from a part-time job</td>
<td>9.2</td>
</tr>
<tr>
<td>From my parents / guardian</td>
<td>33.6</td>
</tr>
<tr>
<td>From my brothers/ sisters</td>
<td>6.7</td>
</tr>
<tr>
<td>From another family member</td>
<td>7.6</td>
</tr>
<tr>
<td>I use my dinner money</td>
<td>16.8</td>
</tr>
<tr>
<td>I steal it</td>
<td>10.9</td>
</tr>
<tr>
<td>Other</td>
<td>8.4</td>
</tr>
</tbody>
</table>

48 Would you like to stop smoking? N=132
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38.6</td>
</tr>
<tr>
<td>Possibly</td>
<td>44.7</td>
</tr>
<tr>
<td>No</td>
<td>16.7</td>
</tr>
</tbody>
</table>

49 Does anyone in your home smoke? N=1,401
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52.5</td>
</tr>
<tr>
<td>No</td>
<td>47.5</td>
</tr>
</tbody>
</table>

50 Do any of your friends smoke? N=1,399
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55.5</td>
</tr>
<tr>
<td>No</td>
<td>44.5</td>
</tr>
</tbody>
</table>
### 51 How often do you drink alcohol? N=1,413

**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>47.8</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>14.1</td>
</tr>
<tr>
<td>Every 1 – 2 weeks</td>
<td>8.3</td>
</tr>
<tr>
<td>Every 3 – 4 weeks</td>
<td>6.8</td>
</tr>
<tr>
<td>Once every 2 – 3 months</td>
<td>6.4</td>
</tr>
<tr>
<td>Less often (once or twice a year)</td>
<td>16.7</td>
</tr>
</tbody>
</table>

*GO TO Q52 AND READ PARAGRAPH*

### 52 Which of the following do you drink? N=750

**PLEASE TICK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Drink Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beer / Lager / Cider</td>
<td>50.1</td>
</tr>
<tr>
<td>Shandy (lemonade and beer)</td>
<td>12.1</td>
</tr>
<tr>
<td>Alcohol fizzy drinks or Alcopops (WKD, Bacardi Breezers)</td>
<td>39.5</td>
</tr>
<tr>
<td>Wine (Red, White, Rose)</td>
<td>18.9</td>
</tr>
<tr>
<td>Spirits (Vodka, Whisky)</td>
<td>47.1</td>
</tr>
<tr>
<td>Fortified wine / sherry (Buckfast, Martini)</td>
<td>32.0</td>
</tr>
<tr>
<td>Other</td>
<td>13.5</td>
</tr>
</tbody>
</table>

### 53 How often would you say you get drunk? N=743

**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never or rarely</td>
<td>50.2</td>
</tr>
<tr>
<td>Twice a week</td>
<td>9.3</td>
</tr>
<tr>
<td>Once or twice a month</td>
<td>15.3</td>
</tr>
<tr>
<td>Most days</td>
<td>2.4</td>
</tr>
<tr>
<td>Once a week</td>
<td>13.9</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8.9</td>
</tr>
</tbody>
</table>

### 54 How much do usually spend on alcohol per week? N=736

**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Spending Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>46.6</td>
</tr>
<tr>
<td>£11 – £15</td>
<td>6.0</td>
</tr>
<tr>
<td>Under £2</td>
<td>4.9</td>
</tr>
<tr>
<td>£16 – £20</td>
<td>1.4</td>
</tr>
<tr>
<td>£2 – £5</td>
<td>17.7</td>
</tr>
<tr>
<td>More than £20</td>
<td>2.9</td>
</tr>
<tr>
<td>£6 – £10</td>
<td>20.7</td>
</tr>
</tbody>
</table>
DRUGS

PLEASE READ THIS FIRST

We would now like to ask you some questions about drugs. By drugs we mean those that are not available in the shops or prescribed from a doctor (ie non prescription drugs). We are also interested in things that can be misused such as solvents and glue.

All information you provide will be kept anonymously and treated confidentially. The police will not be informed of any responses to this survey. It is used to plan NHS services.

55 Have you ever taken non-prescription drugs? N=1,405
PLEASE TICK ONE BOX ONLY

| Yes   | 15.7 |
| No    | 84.3 |

56 Which, if any, of these drugs have you taken in the last year? N=255
(percentages given are of those who reported any drug use in the last year).
PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Drug Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannabis (Marijuana, dope, hash, blow, joints, wacky baccy)</td>
<td>78.4</td>
</tr>
<tr>
<td>Gas, glue or other solvents (Tipp-Ex, lighter fuel, aerosols to inhale or sniff)</td>
<td>5.9</td>
</tr>
<tr>
<td>Amphetamines (Speed, Whizz, Sulph)</td>
<td>4.7</td>
</tr>
<tr>
<td>LSD (acid, tabs, trips)</td>
<td>1.6</td>
</tr>
<tr>
<td>Ecstasy (E, Eccies, XTC)</td>
<td>18.0</td>
</tr>
<tr>
<td>Poppers (Amyl Nitrates, Liquid Gold, Rush)</td>
<td>3.9</td>
</tr>
<tr>
<td>Tranquillisers (Downers, Jellies, Valium, Temazapan, Eggs)</td>
<td>1.6</td>
</tr>
<tr>
<td>Heroin (Smack, Skag, Gear, H)</td>
<td>3.9</td>
</tr>
<tr>
<td>Magic Mushrooms (Shrooms)</td>
<td>2.0</td>
</tr>
<tr>
<td>Methadone (Linctus, Physeptone, Meth)</td>
<td>1.6</td>
</tr>
<tr>
<td>Crack (Rock, Stone)</td>
<td>2.4</td>
</tr>
<tr>
<td>Cocaine (Coke, Charlie, C)</td>
<td>14.9</td>
</tr>
<tr>
<td>Anabolic Steroids (Roids)</td>
<td>1.6</td>
</tr>
<tr>
<td>Other drugs that would not be given to you by a doctor or chemist</td>
<td>19.2</td>
</tr>
</tbody>
</table>

SERVICES FOR YOUNG PEOPLE

57 Do you go to a local youth club or centre? N=1,399
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30.7</td>
</tr>
<tr>
<td>No – I don’t know of one that I could go to</td>
<td>34.2</td>
</tr>
<tr>
<td>No – but I know of one that I could go to</td>
<td>35.1</td>
</tr>
</tbody>
</table>

GO TO Q58
<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>649 responses</th>
<th>N=1,292</th>
<th>15.4 responses</th>
<th>65.3 responses</th>
<th>38.6 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 Is there anything stopping you, or putting you off going to a youth  club or centre?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE WRITE IN THE BOX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59 Are you aware of a health service in or near to your school that is for young people only? N=1,292</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE TICK ONE BOX ONLY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>84.6</td>
<td>Yes –PLEASE WRITE IN ITS NAME</td>
<td>15.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 Have you heard of ChildLine? N=1,422</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE TICK ONE BOX ONLY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>Yes, and I would phone ChildLine if I needed to</td>
<td>55.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes, but I would not phone ChildLine even if I needed to</td>
<td>38.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 Have you heard of the Sandyford Initiative? N=1,425</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE TICK ONE BOX ONLY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.2</td>
<td>No</td>
<td>96.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62 Please say in one sentence what you think Sandyford provides?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE WRITE IN THE BOX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 Have you heard of The Place at Sandyford? N=1,419</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE TICK ONE BOX ONLY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1.6</td>
<td>No</td>
<td>98.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 Please say in one sentence what you think The Place at Sandyford provides?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE WRITE IN THE BOX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 Do you currently hold a Glasgow Young Scot Card? N=1,438</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASE TICK ONE BOX ONLY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>75.7</td>
<td>No</td>
<td>24.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Have you used it for any of the following activities? N=1,075
PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Swimming</td>
<td>78.9</td>
</tr>
<tr>
<td>Glasgow Film Theatre / Cinema</td>
<td>32.8</td>
</tr>
<tr>
<td>Holiday Programme Activities</td>
<td>13.4</td>
</tr>
<tr>
<td>Discounts in shops</td>
<td>29.6</td>
</tr>
<tr>
<td>First Bus ‘Get Around for a £1’ (Summer Promotion)</td>
<td>22.9</td>
</tr>
<tr>
<td>Discounts in Leisure Centres</td>
<td>27.1</td>
</tr>
<tr>
<td>Fuelzone / healthy eating points</td>
<td>44.6</td>
</tr>
<tr>
<td>Other</td>
<td>4.7</td>
</tr>
<tr>
<td>Borrowed books / CDs or DVDs</td>
<td>17.0</td>
</tr>
<tr>
<td>None of these</td>
<td>8.7</td>
</tr>
<tr>
<td>Science Centre</td>
<td>12.5</td>
</tr>
</tbody>
</table>

### Have you been to any of the following in the last year? N=1,416
PLEASE TICK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum</td>
<td>40.5</td>
</tr>
<tr>
<td>Sports Centre</td>
<td>77.3</td>
</tr>
<tr>
<td>Library</td>
<td>56.1</td>
</tr>
<tr>
<td>Community Centre</td>
<td>23.0</td>
</tr>
<tr>
<td>None of these</td>
<td>9.7</td>
</tr>
</tbody>
</table>

### Which one facility do you visit most often? N=1,189
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Facility</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum</td>
<td>6.2</td>
</tr>
<tr>
<td>Sports Centre</td>
<td>69.0</td>
</tr>
<tr>
<td>Library</td>
<td>19.7</td>
</tr>
<tr>
<td>Community Centre</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### How often do you go to the swimming pool? N=1,406
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week or more</td>
<td>18.8</td>
</tr>
<tr>
<td>Once every 2 – 3 months</td>
<td>19.8</td>
</tr>
<tr>
<td>Every 1 – 2 weeks</td>
<td>12.9</td>
</tr>
<tr>
<td>Less often (one or twice a year)</td>
<td>20.3</td>
</tr>
<tr>
<td>Every 3 – 4 weeks</td>
<td>12.0</td>
</tr>
<tr>
<td>Never</td>
<td>16.3</td>
</tr>
</tbody>
</table>

### Can you swim? N=1,309
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91.4</td>
</tr>
<tr>
<td>No</td>
<td>8.6</td>
</tr>
</tbody>
</table>
BEHAVIOUR

71 Which, if any, of these things have you done in the last year? N=1,382

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogging / missing / skipping school</td>
<td>27.1</td>
</tr>
<tr>
<td>Shoppilting</td>
<td>7.5</td>
</tr>
<tr>
<td>Fighting someone</td>
<td>28.0</td>
</tr>
<tr>
<td>Gang fighting</td>
<td>13.7</td>
</tr>
<tr>
<td>Threatening / bullying / harassing a person</td>
<td>7.7</td>
</tr>
<tr>
<td>Carrying a weapon outside school</td>
<td>7.5</td>
</tr>
<tr>
<td>Drug dealing</td>
<td>2.2</td>
</tr>
<tr>
<td>Vandalising others’ property/graffiti</td>
<td>16.3</td>
</tr>
<tr>
<td>Breaking into a school, shop, or another person’s home</td>
<td>2.8</td>
</tr>
<tr>
<td>None of these</td>
<td>50.7</td>
</tr>
</tbody>
</table>

HOME

72 Do you have a computer at home? N=1,431

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.2</td>
</tr>
<tr>
<td>No</td>
<td>4.8</td>
</tr>
</tbody>
</table>

73 Are you allowed to use your computer at home? N=1,356

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>99.0</td>
</tr>
<tr>
<td>No</td>
<td>1.0</td>
</tr>
</tbody>
</table>

74 Do you have access to the internet at home? N=1,418

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88.2</td>
</tr>
<tr>
<td>No</td>
<td>11.8</td>
</tr>
</tbody>
</table>

75 How long do you spend on a computer on an average day? N=1,473

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14.3</td>
</tr>
<tr>
<td>1</td>
<td>23.3</td>
</tr>
<tr>
<td>2</td>
<td>23.0</td>
</tr>
<tr>
<td>3</td>
<td>14.8</td>
</tr>
<tr>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>6</td>
<td>8.3</td>
</tr>
</tbody>
</table>
76. **Does anyone in your family have any of the following? N=1,388**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A disability</td>
<td>12.9</td>
</tr>
<tr>
<td>A long-term illness</td>
<td>12.4</td>
</tr>
<tr>
<td>A drug or alcohol problem</td>
<td>6.6</td>
</tr>
<tr>
<td>None of these</td>
<td>72.5</td>
</tr>
</tbody>
</table>

77. **Do you ever look after or care for them? N=400**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50.3</td>
</tr>
<tr>
<td>No</td>
<td>49.8</td>
</tr>
</tbody>
</table>

79. **How, if at all, do your caring responsibilities affect you? N=194**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No effect at all</td>
<td>64.4</td>
</tr>
<tr>
<td>Sometimes unable to do homework</td>
<td>14.9</td>
</tr>
<tr>
<td>Sometimes miss school</td>
<td>7.7</td>
</tr>
<tr>
<td>Sometimes get bullied at school</td>
<td>3.6</td>
</tr>
<tr>
<td>Makes it difficult to make friends</td>
<td>4.1</td>
</tr>
<tr>
<td>I can’t join clubs</td>
<td>4.6</td>
</tr>
<tr>
<td>Sometimes makes me late for school</td>
<td>5.7</td>
</tr>
</tbody>
</table>

80. **Do you have a part-time job? N=1,400**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15.7</td>
</tr>
<tr>
<td>No</td>
<td>84.3</td>
</tr>
</tbody>
</table>

81. **What job do you do? N=233**

<table>
<thead>
<tr>
<th>Job</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper / Milk round</td>
<td>44.2</td>
</tr>
<tr>
<td>Gardening / car washing</td>
<td>10.3</td>
</tr>
<tr>
<td>Food outlet (eg serving food)</td>
<td>8.2</td>
</tr>
<tr>
<td>General delivery</td>
<td>5.2</td>
</tr>
<tr>
<td>Shop work / hairdressing junior</td>
<td>18.0</td>
</tr>
<tr>
<td>Other</td>
<td>29.2</td>
</tr>
<tr>
<td>Babysitting</td>
<td>17.2</td>
</tr>
</tbody>
</table>
### YOUR LIFE IN THE PAST

**83 Have any of the following ever happened to you? N=1,375**

**PLEASE TICK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your parents split up</td>
<td>29.4</td>
</tr>
<tr>
<td>Someone close to you died</td>
<td>61.2</td>
</tr>
<tr>
<td>You lived away from your parents</td>
<td>8.1</td>
</tr>
<tr>
<td>You lived in care / foster care / home</td>
<td>1.3</td>
</tr>
<tr>
<td>You lived between two or more homes</td>
<td>12.9</td>
</tr>
<tr>
<td>You have been seriously ill</td>
<td>11.5</td>
</tr>
<tr>
<td>Someone close to you was seriously ill</td>
<td>36.1</td>
</tr>
<tr>
<td>The parent you live with got a new partner</td>
<td>16.9</td>
</tr>
<tr>
<td>None of the above</td>
<td>20.7</td>
</tr>
</tbody>
</table>

**GO TO Q84**

**84 Would you say that any of these events are bothering / having an effect on you at the moment? N=1,089**

**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29.9</td>
</tr>
<tr>
<td>No</td>
<td>70.1</td>
</tr>
</tbody>
</table>

**85. What effect is it / are they having on you?**

**PLEASE WRITE IN THE BOX**

290 open responses
86 What do you hope to do as soon as you finish school (at the end of S4)? N=1,218
PLEASE TICK ONE ONLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to further education / college / stay at school</td>
<td>70.4</td>
</tr>
<tr>
<td>Take a gap year</td>
<td>2.1</td>
</tr>
<tr>
<td>Obtain training or join a training scheme</td>
<td>1.9</td>
</tr>
<tr>
<td>Get a job</td>
<td>14.5</td>
</tr>
<tr>
<td>Have a baby / look after my child(ren)</td>
<td>0.9</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6.7</td>
</tr>
<tr>
<td>Other</td>
<td>3.4</td>
</tr>
</tbody>
</table>

87 How likely do you think it is that you will be charged, fined or have a criminal record by the time you are 20? N=1,385
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not likely</td>
<td>69.2</td>
</tr>
<tr>
<td>I have one already</td>
<td>6.4</td>
</tr>
<tr>
<td>Likely</td>
<td>5.4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>18.9</td>
</tr>
</tbody>
</table>

88 Do your parents / carers encourage you to do your best at school? N=1,402
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Encouragement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.5</td>
</tr>
<tr>
<td>No</td>
<td>4.5</td>
</tr>
</tbody>
</table>

89 Do your parents / carers encourage you to think about your future (eg getting a job, going to college or university)? N=1,405
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Encouragement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91.0</td>
</tr>
<tr>
<td>No</td>
<td>9.0</td>
</tr>
</tbody>
</table>

90 Does your school encourage you to do as well as you can? N=1,397
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Encouragement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89.3</td>
</tr>
<tr>
<td>No</td>
<td>10.7</td>
</tr>
</tbody>
</table>
91 How well do you think your school has prepared you for the future? N=1,387

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Fairly well</th>
<th>Not very well</th>
<th>Not at all well</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.6</td>
<td>51.5</td>
<td>9.9</td>
<td>4.1</td>
<td>4.9</td>
</tr>
</tbody>
</table>

92 Have you done any of the following through school? N=1,475

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work placement</td>
<td>13.6</td>
</tr>
<tr>
<td>CV (Curriculum Vitae) preparation</td>
<td>5.3</td>
</tr>
<tr>
<td>Careers guidance</td>
<td>25.4</td>
</tr>
<tr>
<td>Job search</td>
<td>11.9</td>
</tr>
<tr>
<td>Employer visits</td>
<td>10.2</td>
</tr>
<tr>
<td>Something else related to getting a job / working</td>
<td>9.7</td>
</tr>
</tbody>
</table>

93 What, if anything, could your school do better or differently to improve your health and happiness? N=1,286

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide nicer / healthier food in canteen</td>
<td>34.3</td>
</tr>
<tr>
<td>Provide support e.g. buddy or mentoring schemes</td>
<td>8.9</td>
</tr>
<tr>
<td>Teach personal, social, and health education (PSHE)</td>
<td>12.0</td>
</tr>
<tr>
<td>Encourage respect between teachers / staff and pupils</td>
<td>23.1</td>
</tr>
<tr>
<td>Have outside agencies / people teaching PSHE</td>
<td>7.7</td>
</tr>
<tr>
<td>Improve school buildings or grounds</td>
<td>26.1</td>
</tr>
<tr>
<td>Provide more choice in PE / longer PE sessions</td>
<td>51.6</td>
</tr>
<tr>
<td>Improve school corridors, classrooms or toilets</td>
<td>34.6</td>
</tr>
<tr>
<td>Tell us more about health issues, eg using posters or an assembly</td>
<td>11.3</td>
</tr>
<tr>
<td>Nothing – it is fine as it is</td>
<td>18.2</td>
</tr>
<tr>
<td>Provide and encourage activities and clubs outside school hours</td>
<td>18.5</td>
</tr>
<tr>
<td>Provide a drop-in centre where we can ask about health issues</td>
<td>12.5</td>
</tr>
</tbody>
</table>

94 Are you...? N=1,382

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49.6</td>
</tr>
<tr>
<td>Female</td>
<td>50.4</td>
</tr>
</tbody>
</table>
95 Which of these best describes you? N=1,343

<table>
<thead>
<tr>
<th>Option</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live with my mum and dad</td>
<td>67.2</td>
</tr>
<tr>
<td>I spend some time living with my mum and some time living with my dad</td>
<td>8.3</td>
</tr>
<tr>
<td>I live with just my mum</td>
<td>12.8</td>
</tr>
<tr>
<td>I live with just my dad</td>
<td>1.6</td>
</tr>
<tr>
<td>I live with my mum and her husband / partner</td>
<td>5.9</td>
</tr>
<tr>
<td>I live with my dad and his wife / partner</td>
<td>0.4</td>
</tr>
<tr>
<td>I live with my grandparent(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>I live with foster parents</td>
<td>0.1</td>
</tr>
<tr>
<td>I am in care</td>
<td>0.3</td>
</tr>
<tr>
<td>Other</td>
<td>2.5</td>
</tr>
</tbody>
</table>

96 To which of these groups do you consider you belong? N=2,115

<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) White</td>
<td></td>
</tr>
<tr>
<td>Scottish</td>
<td>82.5</td>
</tr>
<tr>
<td>Other British</td>
<td>1.0</td>
</tr>
<tr>
<td>Irish</td>
<td>1.7</td>
</tr>
<tr>
<td>Other White background</td>
<td>2.3</td>
</tr>
<tr>
<td>b) Black, Black Scottish or Black British</td>
<td></td>
</tr>
<tr>
<td>Caribbean</td>
<td>0.2</td>
</tr>
<tr>
<td>African</td>
<td>1.2</td>
</tr>
<tr>
<td>Other Black background</td>
<td>0.4</td>
</tr>
<tr>
<td>c) Asian, Asian Scottish or Asian British</td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>0.9</td>
</tr>
<tr>
<td>Pakistan</td>
<td>7.1</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>0.1</td>
</tr>
<tr>
<td>Other Asian background</td>
<td>1.5</td>
</tr>
<tr>
<td>d) Other mixed background</td>
<td>0.7</td>
</tr>
<tr>
<td>e) Other ethnic background</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>0.5</td>
</tr>
<tr>
<td>Other Ethnic background</td>
<td>0.0</td>
</tr>
</tbody>
</table>

97a Would you describe yourself as an Asylum Seeker? N=1,228

<table>
<thead>
<tr>
<th>Option</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3.5</td>
</tr>
<tr>
<td>No</td>
<td>96.5</td>
</tr>
</tbody>
</table>
If you have come to Scotland from one of the following countries in the last three years, please tick which country? N=34
PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Czech Republic</td>
<td>26.5</td>
</tr>
<tr>
<td>Estonia</td>
<td>5.9</td>
</tr>
<tr>
<td>Hungary</td>
<td>14.7</td>
</tr>
<tr>
<td>Latvia</td>
<td>0.0</td>
</tr>
<tr>
<td>Lithuania</td>
<td>0.0</td>
</tr>
<tr>
<td>Poland</td>
<td>32.4</td>
</tr>
<tr>
<td>Slovakia</td>
<td>8.8</td>
</tr>
<tr>
<td>Slovenia</td>
<td>11.8</td>
</tr>
</tbody>
</table>

What is your full postcode? 1,022 pupils provided a full postcode.

For example, if your postcode was G27 2LD you would enter:

G 2 7 2 L D

PLEASE WRITE IN THE BOXES

THANK YOU FOR TAKING PART IN THIS SURVEY

Please place the completed questionnaire in the envelope provided ready for collection.

Please hand it in to your supervisor when you have completed it.