
Inverclyde Child and Youth Health and Wellbeing Survey 2013

Main Report (Final Version 2)

Prepared for

Inverclyde
council

INVERCLYDE
CHCP
Community Health
& Care Partnership

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Executive Summary

This report provides the findings for the Inverclyde Child and Youth Health and Wellbeing Survey 2013. The survey was conducted from October to December 2013 with pupils in all six mainstream secondary schools, one special education school and one behavioural unit in Inverclyde. In total, 3,606 questionnaires were completed (2,589 paper questionnaires and 1,017 online questionnaires). This represents approximately 83% of the known secondary-aged school roll.

Diet

Seven in ten pupils (70%) said that they ate breakfast on the morning of the survey. This varied across schools, with the proportion of pupils who had eaten breakfast ranging from 63% to 74% across the six mainstream schools

One in eight (12%) did not eat any fruit or vegetables. A third (33%,) of pupils met the target of consuming five or more portions of fruit and/or vegetables per day. The proportion who met this target ranged from 25% to 39% across mainstream schools.

During the previous lunchtime, 38% of pupils had a school lunch, 29% bought lunch from a shop/van, 24% had taken a packed lunch and 3% went home for lunch. Six percent of pupils said they did not have any lunch. Patterns of lunchtime practices varied considerably. For example in mainstream schools, the proportion of pupils who bought lunch from a shop/van ranged from 13% to 48%.

Pupils were also asked how many times in the previous day they had consumed sweets/chocolate, chips/fried potatoes and diet fizzy drinks. Overall, 79% had eaten crisps/sweets (and 44% had done so twice or more), 52% had eaten chips/fried potatoes and 54% had consumed diet fizzy drinks.

Physical Activity

Just over a third (35%) of pupils met the target of taking 60 minutes or more of physical activity on five or more days per week. Three in five (58%) were active, but not enough to meet the target. A further 7% were not active at all. The proportion who met the target for physical activity ranged from 29% to 40% across the six mainstream schools. Four in five (82%) pupils said they took part in sports/activity clubs at least once a week.

A third (34%) of pupils used active travel methods (walking/cycling/skating) for their journey to school, 41% used public transport and 25% used private personal transport. This varied considerably across mainstream schools, with the proportion using active travel ranging from 23% to 53% .

Drugs

One in 11 pupils (9%) said that they had ever used drugs or legal highs. This ranged from 7% to 12% across the mainstream schools.

Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year. Overall, of those who had ever used drugs, 97% had used at least one of the listed drugs in the last year. This equates to 8% of all pupils. The most commonly used drug was cannabis (89%) followed by ecstasy (15%) and

cocaine (14%).

Alcohol

More than half (56%) of pupils said that they never drank alcohol. Eight percent of pupils said that they drank alcohol once a week or more.

Smoking

Four in five pupils (82%) said they had never tried smoking. One in 20 (5%) were current smokers. The proportion of current smokers ranged from 3% to 8% across mainstream schools.

Environmental Tobacco

Two in five (42%) pupils said that someone else smoked at their home.

All pupils were asked how often they have to breathe in second hand smoke. Seven percent said this happened every day; 14% said 'often'; 56% said 'rarely' and 22% said 'never'. Thus, overall 78% were ever exposed to environmental tobacco. The proportion of pupils ever exposed ranged from 71% to 85% across mainstream schools.

Oral Health

More than four in five (85%) pupils met the target of brushing their teeth twice or more per day. Just 1% had not brushed their teeth at all on the previous day. The proportion who met the target ranged from 79% to 88% across mainstream schools.

Of those who knew, 99% were registered with a dentist. Of those who could remember, 85% had visited the dentist within the last six months and 97% had done so within the last year.

Sleep

Just over half (55%) of pupils said that they got at least eight hours sleep the previous night. The mean response was 7.61 hours. The proportion who met the target of getting eight or more hours sleep per night ranged from 44% to 61% across the mainstream schools.

Illness and Disability

One in three (34%) pupils has at least one physical illness or disability. The most commonly reported conditions were asthma (reported by 16% of all pupils) and eczema/psoriasis/skin condition (10%). One in five (19%) pupils had at least one mental health problem, emotional illness or learning disability. The most common was dyslexia which was reported by 11% of all pupils.

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

Young Carers

One in five (22%) pupils had someone in their family household with a disability, long-term illness, drug/alcohol problem or mental health issue. Among these pupils, 62% said that they looked after or cared for their family member. Thus, overall, 14% of pupils were carers for someone in their household. The proportion of pupils who were young carers ranged from 8% to 18% across mainstream schools.

Relationships and Sexual Health

Nine in ten (89%) pupils said there was someone they could talk to about relationships, sexual health, etc. The most common people they could talk to were parents/carers (60%) and friends (55%).

Among S3-S6 pupils, half (49%) said that a parent/carers had talked to them about sexual health and relationship issues. Just over one in five (22%) S3-S6 pupils had been sexually active in the past month. Among these, 58% said they always used contraception/protection.

Bullying

Sixteen percent of pupils said they had been bullied at school in the last year, 6% had been bullied somewhere else and 6% had been bullied online. Overall, one in five (20%) pupils had been bullied anywhere in the last year. Across mainstream schools, the proportion of pupils who had been bullied anywhere in the last year ranged from 14% to 29%.

Among those who had been bullied, 57% had reported the bullying to school staff. Where bullying had been reported, just over half (53%) of pupils said it made the situation better.

One in seven (14%) pupils admitted to having been a bully at their school in the last year. This ranged from 11% to 20% across all mainstream schools.

Post-School Aspirations

Of those who were able to say, 72% of pupils said they would like to go to further education after school, 23% said they would like to go into employment and 5% said something else.

One in five (20%) said they would like to live in Inverclyde as an adult while 45% said they would not and 35% said they did not know.

Key Gender Differences

Of the indicators reported above, the following showed significant differences for boys and girls in Inverclyde.

Indicators Where Girls Compared More Favourably to Boys

Compared to boys, girls were:

- Less likely to get lunch from a shop/van (18% girls; 39% boys)
- More likely to meet the target for teeth brushing (90% girls; 79% boys)
- Less likely to have ever taken drugs (7% girls; 12% boys)
- More likely to have someone to talk to about relationships/sexual health (93% girls; 85% boys) - including being more likely to talk to a parent/carers (63% girls; 57% boys) or a friend (63% girls; 46% boys)
- More likely to say a parent/carers had talked to them about sexual health/relationships (57% girls; 40% boys)
- Less likely to have bullied others in the last year (12% girls; 17% boys)
- More likely to want to go to further education after school (80% girls; 64% boys)

Indicators Where Boys Compared More Favourably to Girls

Compared to girls, boys were:

- More likely to eat breakfast (76% boys; 67% girls)
- More likely to eat lunch (96% boys; 91% girls)
- More likely to meet the target for physical activity (42% boys; 28% girls)
- Less likely to have eczema/psoriasis/skin condition (5% boys; 14% girls)
- Less likely to have a limiting illness or disability (9% boys; 11% girls)
- Less likely to have a household family member with a disability, long-term illness, drug/alcohol problem or mental health issue (20% boys; 24% girls)
- Less likely to have been bullied in the last year (15% boys; 24% girls)

Key Stage Differences

Of the indicators reported above, the following showed significant differences for lower school (S1/S2), middle school (S3/S4) and upper school (S5/S6) pupils.

Indicators Where Lower School Pupils Compared More Favourably to Middle and Upper School Pupils

Compared to middle and upper school pupils, lower school pupils were:

- More likely to eat breakfast (77% lower school; 65% middle school; 67% upper school)
- More likely to meet the target for fruit/vegetable consumption (38% lower school; 31% middle school; 26% upper school)
- More likely to meet the target for physical activity (42% lower school; 35% middle school; 24% upper school)
- More likely to participate in sports clubs at least weekly (90% lower school; 85% middle school; 65% upper school)
- Less likely to have ever taken drugs (2% lower school; 12% middle school; 16% upper school)
- Less likely to ever drink alcohol (19% lower school; 51% middle school; 71% upper school)
- Less likely to be current smokers (1% lower school; 7% middle school; 9% upper school)
- Less likely to ever be exposed to environmental tobacco (73% lower school; 80% middle school; 83% upper school)
- More likely to have been to the dentist within the last year (98% lower school; 97% middle school; 96% upper school)
- More likely to have eight or more hours sleep at night (67% lower school; 51% middle school; 42% upper school)
- More likely to be able to talk to a parent/carer about relationships/sexual health (66% lower school; 58% middle school; 54% upper school)
- More likely to want to go to further education (76% lower school; 71% middle school; 69% upper school)
- More likely to want to live in Inverclyde as an adult (29% lower school; 17% middle school; 13% upper school).

Indicators Where Upper School Pupils Compared More Favourably to Middle and Lower School Pupils

Compared to middle and lower school pupils, upper school pupils were:

- Less likely to have had sweets/chocolate on the previous day (74% upper school; 79% middle school; 83% lower school)
- Less likely to live with a smoker (37% upper school; 42% middle school; 45% lower school)

- school)
- More likely to be able to talk to a friend about relationships/sexual health (65% upper school; 55% middle school; 47% lower school)
 - More likely to say a parent/carer had talked to them about sexual health/relationships (53% upper school; 45% middle school)
 - Less likely to have been bullied in the last year (11% upper school; 20% middle school; 25% lower school)
 - Less likely to admit to having been a bully at school in the last year (11% upper school; 16% middle school; 15% lower school).

Other Stage Differences:

Middle school pupils were more likely than lower or upper school pupils to buy lunch from a shop/van (37% middle school; 27% lower school; 20% upper school).

Upper school pupils were more likely than middle school pupils to have been sexually active in the last month (30% upper school; 16% middle school).

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1 Introduction and Methodology

1.1 Introduction¹

This is the report presenting the findings from Inverclyde's first Schools Health & Wellbeing Survey. All six mainstream secondary schools participated in the survey, as did a number of pupils from the Additional Support Needs (ASN) schools within the authority. An unprecedented 83% of all secondary school pupils participated in the survey, and the level of support and participation from the schools has made this a positive and successful piece of work to date. In order to take this forward, there is a whole community responsibility to take action, support change and continue to improve Health & Wellbeing in Inverclyde, supported by this strong evidence base behind us.

The development of the project has been endorsed by the local Community Planning Partnership's "Best Start in Life" group, and the funding to complete the work has been provided by Inverclyde Community Health & Care Partnership (CHCP), who has been central to the development, planning and implementation of the survey throughout.

Leading on the work were officers from both Inverclyde CHCP and Inverclyde Council (Education Services), working collaboratively, which has been a notable strength in delivering this report. In addition, a short term steering group was established from both services, with additional support from the NHS Greater Glasgow & Clyde's Public Health Resource Unit (PHRU). The remit of this group was to commission the research and devise the Inverclyde survey. The support of PHRU colleagues, in terms of the tendering process, development of the final questionnaire and the recruitment of the researchers, was invaluable.

Schools surveys from Glasgow and Renfrewshire, as well as SALSUS (Scottish Adolescent Lifestyle and Substance Use Survey) were used as a starting point for developing the Inverclyde questionnaire. Local Stakeholders used the consultation process to develop some of the themes from these surveys and to consider some emerging themes such as illicit tobacco and cyber bullying.

Questions were prioritised according to their suitability for being administered in a quantitative self-completion survey. Some questions were not deemed suitable for administration in this way, however, they will be developed through follow up discussions with individual schools.

Representatives from the following agencies were involved in developing the survey:

- Alcohol & Drugs Partnership
- Community Learning & Development
- CHCP - Health Improvement Team
- Educational Psychologists
- Head Teachers /Teachers
- Pupils
- Sexual Health Strategy Group
- Education – Continuous Improvement Team
- Opportunities for All Steering Group
- Health & Wellbeing Co-ordinators in Schools
- Health & Wellbeing Steering Group
- Nutrition in Schools Working Group
- Inverclyde Sports Framework Development Group
- Inverclyde Community Safety Partnership

¹ This section has been prepared by Inverclyde Council and Inverclyde CHCP

It was important that this extensive piece of work was not done “to” our schools, but rather that value for the process and the finished products was fostered within the schools from the outset. It is to the credit of our Head Teachers, all school staff and pupils that the benefits of participation were recognised from an early stage.

In terms of the communications process, schools were initially contacted by the Corporate Director for Education, Communities & Organisational Development. Additionally, the lead officer for Education met with all Head Teachers on a number of occasions in the preparatory phase, before the fieldwork was commissioned and the questionnaire finalised. This helped to steer the direction of the work, particularly in the brief given to organisations tendering for the fieldwork.

A fundamental element was that it was imperative for the researchers to take a hands-on role within the schools, regarding the communication and administration of the survey. Whilst the Health & Wellbeing Survey has been viewed as an important tool, the Steering Group were very much of the opinion that it should not be the responsibility for the schools to make sure that the survey was completed by pupils, other than to arrange access to classes, IT equipment and suitable facilities for the researcher. This proved to be a decisive factor in the recruitment of the research company.

- The background information and points of clarification given to pupils was consistent across all schools, as it was provided by the researchers and not by members of school staff.
- The different approaches to administration of the survey (online / paper / group sizes etc.) were incorporated into a coherent methodology as they were overseen by the researcher and not merely left to school arrangements.
- Questionnaires were issued by, and returned to the researcher directly, on a class by class basis over a concentrated input time within each school. (1 week was allocated to each school for fieldwork).

Moving forward, planning is underway to work with the school communities to maximise the use of the findings from this research, in order to bring about further positive developments for Inverclyde’s young people and their families.

1.2 Survey Methodology

NHSGGC commissioned Traci Leven Research to conduct the fieldwork on their behalf.

Questionnaire Development and Pilot

Following consultation with key partners, the draft questionnaire was submitted to Traci Leven Research for review. This was slightly modified (e.g. question wording/presentation etc) to produce pilot-ready versions of the questionnaire.

In addition to a 24-page questionnaire booklet, an alternative online version of the questionnaire was developed using SurveyMonkey. The online version was identical to the paper version, with a few minor exceptions (e.g. where the paper questionnaire stated 'please write in', the online version instructed 'please type in'). Additionally there were no routing instructions in the online version as questionnaire routing was programmed and therefore generated automatically during survey completion. The online version additionally had validation checks (e.g. age could only be typed in numerals and within a set range).

There were two paper versions developed - one for S1-S2 pupils and one for S3-S6 pupils. The versions were the same but for three additional questions for S3-S6 pupils on sexual

relationships. The online version automatically generated these three questions for S3-S6 pupils. The two paper versions were printed on different coloured paper (green for S1-S2 and white for S3-S6 pupils).

The pilot was conducted in September 2013 at one of the Inverclyde mainstream secondary schools with a mix of pupils across all year groups and chosen to represent a mix of boys and girls and a mix of abilities. Although the aim was for 30 pupils to participate, the actual number was 27 as three pupils were unavailable on the day. All pupils who participated had written parental consent.

There were two sessions:

- Period 1-2 using paper method
- Period 3-4 using online method

Each session comprised pupils completing the questionnaire and then a discussion which explored pupils' understanding of the questions, any ambiguities, and suggestions for improvements etc. During questionnaire completion, pupils were encouraged to raise their hand to ask if there was anything they were unsure about.

The composition of each group was as follows:

Table 1.1: Number of Pupils in Pilot by Survey Method and Year Group

	Paper Pilot	Online Pilot	Total
S1	3	2	5
S2	2	3	5
S3	3	2	5
S4	2	3	5
S5	1	1	2
S6	3	2	5

The pilot tested the time taken to complete the survey. The average time to complete the questionnaire was 19 minutes for both paper and online versions. The longest time was 28 minutes. It was therefore felt that allowing time for instructions and extra time for those requiring extra support, the questionnaire could comfortably be conducted within a standard timetabled period of 50 minutes.

The pilot process highlighted a number of questions which required minor amendments to instructions/questions/response options to ensure clarity for pupils. Final versions of the questionnaire were developed in light of these findings. The final version of the questionnaire can be seen in the Appendix (together with the number of pupils who responded to each question and the percentage of pupils who gave each response).

Liaison with Schools

Prior to conducting the survey at each school, the lead researcher met with the head teacher and/or other designated staff member at the school to discuss arrangements and logistics for the survey at each school. These discussions included:

- Dates for the survey - a suitable week was identified for the survey at each school.
- Survey method(s) - whether online or paper surveys would be used (or a mixture of these) - online surveys were recommended as the preferred method to ensure the

highest quality data, but school's own preferences, availability of computers and timetabling meant that paper surveys were frequently required.

- Means of grouping pupils e.g. whether whole year groups, single classes, multiple classes and which classes (e.g. PSE/PE etc).
- Pupil support required - in supported groups or one-to-one for pupils with support needs.
- Timetabling.
- Letters to parents - schools were provided with suggested text to be included in a letter to parents to inform them of the survey.
- Contact details for key school staff for further liaison.

School-Specific Arrangements

Fieldwork took place between 7th October and 28th November 2013. A summary of the fieldwork arrangements for each school is shown below:

School D and School E: Surveys were conducted mostly online, one class at a time, with classes scheduled to visit the school library or computer suite at set periods. Some paper questionnaires were used where pupils were unable to log in to use the internet or where the number of pupils in the class exceeded the number of available computers.

School A and School C: Surveys were conducted mostly on paper during timetabled PSE classes. The exception was S6 at School A which was surveyed as a group during their scheduled assembly time. Some online surveys were conducted where PSE classes were being held in a room with computers. In some cases, multiple PSE classes were timetabled at the same time and where the number of classes exceeded the number of available researchers, researchers spent time visiting each class throughout the period to introduce the survey and to respond to queries. At School C, some PSE classes were unexpectedly unavailable during the scheduled fieldwork week, so PSE teachers administered the survey to these classes the following week (using the same script for the verbal instructions as used by the researchers, and with assurances of confidentiality).

School B and School F : Surveys were conducted on paper during timetabled PE classes. These often included two classes (and in some cases three classes) together in the games hall completing the survey at the same time.

'School G' (special school/behavioural unit): Surveys were conducted online in small groups and one-to-one. Pupils received support from school staff as well as the researcher. In some cases pupils required breaks from the survey. Many pupils at this school found the survey difficult, and it took up to two hours to complete.

Pupil Instructions and Information

For both online and paper surveys, all pupils were given an information note which included an explanation of the purpose of the survey and how data would be used, assurances that participation was voluntary and data would be anonymous and contact information in case of further query or support.

Before beginning the survey, pupils were also given verbal instructions by the researcher. These instructions included:

- assurances of anonymity and instruction not to write their name on the questionnaire;
- assurances that it was not a test and there were no right or wrong answers - pupils were asked to try to answer as best they could; assurances that they could not get into trouble for any answers;
- advice to pay attention to instructions and routing;
- instructions to raise their hand if they were not sure about anything or needed any help and the researcher would come over to help; and
- instructions that they should allow everyone to complete the survey in private - not to share answers with anyone or look at anyone else's answers.

Pupil Support

All schools were offered the option of the researchers providing one-to-one support and/or small supported groups for pupils with learning support needs. However, all mainstream schools opted to have all pupils included in class groups to complete the survey, with support provided by the researcher or learning/behaviour support staff as required. In most classes, the researcher spent much of the survey period with one or two pupils guiding them through the questionnaire, but also responding to other pupils who raised their hand to ask questions. Where intensive one-to-one support was required with a pupil in class, this was done in a separate part of the classroom to provide an appropriate degree of privacy. Pupil support varied according to pupils needs but examples of support provided included:

- Researcher reading questions and response options, allowing the pupil to tick boxes (e.g. for dyslexic pupils);
- Researcher scribing responses (e.g. for pupil with broken hand);
- Researcher reading and further explaining questions and response options (e.g. for pupils with learning difficulty).

Hearing impaired pupils completed the survey in their class with other pupils and were supported by a BSL interpreter. They were also able to ask the researcher questions via the interpreter.

Many pupils, particularly those in S1 and S2, asked questions or required clarification in the process of completing the survey. Some of the most common queries were:

- clarification of the instructions/meaning of question B1;
- how to respond to B3 if more than one method of travel was used (pupils were advised to answer for the mode of travel for the longest part of their journey);
- the definition of 'youth worker' at D3;
- the meaning 'somewhat true' at D4;

- whether to include Christmas/New Year drinks only at F1 (they were advised yes, to code this as 'less often');
- clarification on the definition of 'legal highs' at G7;
- definition of 'Inverclyde Young Scot Card' at J5; and
- reasons for asking for post code, and how this will be used.

Data entry

Data from the online survey were exported to SPSS from SurveyMonkey.

Data from the paper questionnaires were entered into a bespoke data entry package which included routing, range and logic checks. 'Intelligent data entry' methods were employed to make judgements about intent in cases where pupils had made errors - data were only recorded as missing where it was not possible to determine intent. For example, if a pupil failed to answer question M1 (do you use social networking), but then answered M2 (which social networking media they use) and M3 (how many hours they spend on social networking yesterday) it would be assumed that the answer to M1 was 'yes', and this was entered.

Responses to open-ended questions were entered verbatim. The exception was where pupils responded to 'other - please say what' questions which indicated they should have ticked another box on the list. For example, if a pupil responded to B3 (How did you travel to school today?) by ticking 'other' and writing 'train', then this was coded as 'train' rather than 'other' and the verbatim response was not entered.

Responses Removed

A small number of questionnaires (1%) were removed from the dataset because they had clearly been completed by pupils who intended to undermine the survey with rude and nonsense comments and responses throughout the questionnaire. Most of these were identified during the fieldwork; others were identified upon review of the online data and paper questionnaires. In total, 42 questionnaires were removed.

Data Cleaning

Once all data were entered, variables were renamed to ensure that variables were identical and consistent between the online and the paper survey datasets. The datasets were then merged.

The data cleaning process included running frequencies for all variables and appropriate crosstabulations to check that all data were coded correctly and the number of responses for each question was correct according to routing conventions. Further logic checking resulted in a small number of data recoding. For example, in a few number of cases pupils indicated at J4 that they used/attended a health service which they did not say at J3 that they had heard of. Recoding ensured that all services used were also coded as 'heard of'.

Achieved Sample

A total of 3,606 questionnaires were completed (after removing the nonsense responses from 42 pupils). These comprised 2,589 paper questionnaires (72%) and 1,017 online questionnaires (28%).

The most recently available estimate of the secondary school roll across Inverclyde is 4,362. Thus the achieved sample is approximately 83% of the known school roll.

Limitations

It is recognised that the sample will under-represent truants and those with illnesses preventing them from attending school on the day of the survey.

1.3 This Report

1.3.1 This report has been prepared by Traci Leven Research. It presents findings for the whole Inverclyde area from 3,606 pupils in eight schools.

Analysis

1.3.2 Analysis was conducted in two stages:

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

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

Table 1.2: Key Independent Variables Used For Analysis

Key Variables	Description	Numbers and (%):	
Stage	Lower school (S1-S2)/Middle school/(S3-S4)/ Upper School (S5-S6)	Lower school:	1,364 37.8%
		Middle school:	1,290 35.8%
		Upper school:	952 26.4%
		Total:	3,606 100.0%
Gender	Boys/Girls	Boys:	1,786 49.5%
		Girls:	1,819 50.5%
		Total:	3,605 100.0%

Reporting Conventions

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

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

Tables and Figures

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

- 1.3.5 The sum of responses in tables and text may not equal 100% due to rounding.
- 1.3.6 Where percentages are less than 0.5 but more than 0, the conventional '<1%' has been used. A '0%' means exactly zero.
- 1.3.7 Both percentages and frequencies are given for each finding. Where frequencies are less than five pupils, these are presented as '<5' rather than the exact count.

2 Pupil Profile

Summary of Key Indicators

Indicator	%	N
% of pupils who live in a 2 parent family	64%	2,306
% of pupils who care for a family member with a disability, long term illness, drug/alcohol problem or mental health issue	14%	487
% of pupils who have savings	81%	2,861

2.1 Age and Gender

Half of respondents (50%, 1,786 pupils) were boys and half (50%, 1,819) were girls. Most pupils (88%, 3,173 pupils) were aged between 12 and 16. Table 2.1 shows the breakdown by age and gender.

Table 2.1: Age and Gender of Pupils

Age:	Boys %	Girls %	%	All N
11	2%	2%	4%	156
12	9%	10%	19%	675
13	9%	10%	19%	682
14	9%	9%	19%	668
15	8%	8%	16%	590
16	8%	8%	16%	558
17	4%	3%	7%	262
18	<1%	<1%	<1%	6
TOTAL	50%	50%	100%	3,597

2.2 Stage

Table 2.2 below shows the proportion of pupils in each year group.

Table 2.2: Stage of Pupils

Year Group	% of pupils	N of pupils
S1	18%	641
S2	20%	723
S3	18%	663
S4	17%	627
S5	16%	586
S6	10%	366
TOTAL	100%	3,606

2.3 Ethnicity

Most (96%, 3,451 pupils) described themselves as White Scottish or White British. A further 1% (52 pupils) described themselves as other White. Table 2.3 shows the breakdown of ethnic groups.

Table 2.3: Ethnicity of Pupils

Ethnic Group	% of pupils	N of pupils
White Scottish/British	96%	3,451
Other White	1%	52
Mixed	<1%	31
Black	<1%	13
Asian	<1%	16
Chinese	<1%	13
Other	<1%	<5
Don't know/refused	<1%	16
TOTAL	100%	

2.4 Sexual Orientation

More than nine in ten pupils (93%, 3,282 pupils) said they were only attracted to the opposite sex or mostly attracted to the opposite sex. Table 2.4 shows the breakdown of how pupils described their sexual orientation.

Table 2.4: Sexual Orientation of Pupils

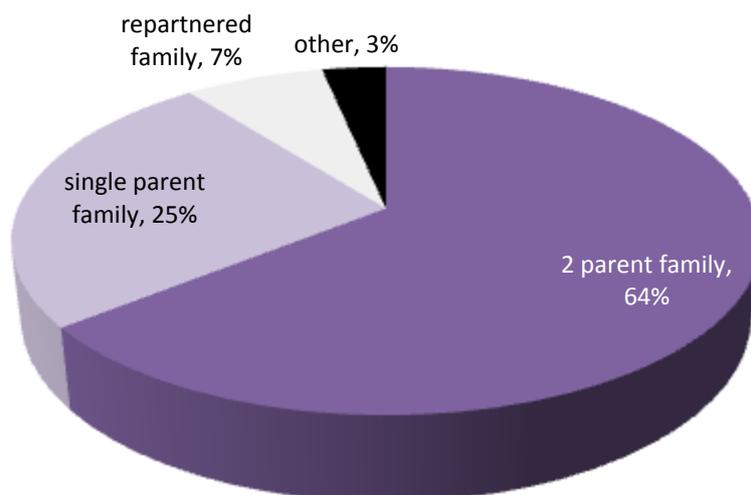
Sexual Orientation Response	% of pupils	N of pupils
I am only attracted to the opposite sex	89%	3,137
I am mostly attracted to the opposite sex	4%	145
I am equally attracted to both boys and girls	2%	69
I am mostly attracted to the same sex	1%	26
I am only attracted to the same sex	1%	30
I am unsure of my sexuality	1%	46
I am not attracted to either	2%	86
TOTAL	100%	3,539

Stage: Lower school pupils were more likely than middle or upper school pupils to say they were not attracted to either sex (5%, 62 lower school; 1%, 19 middle school; <1%, 5 upper school).

2.5 Family Composition

Two in three (64%, 2,306 pupils) pupils lived with both their parents. One in four (25%, 909 pupils) lived in single parent families. Figure 2.1 shows the breakdown of all family types.

Figure 2.1: Family Composition

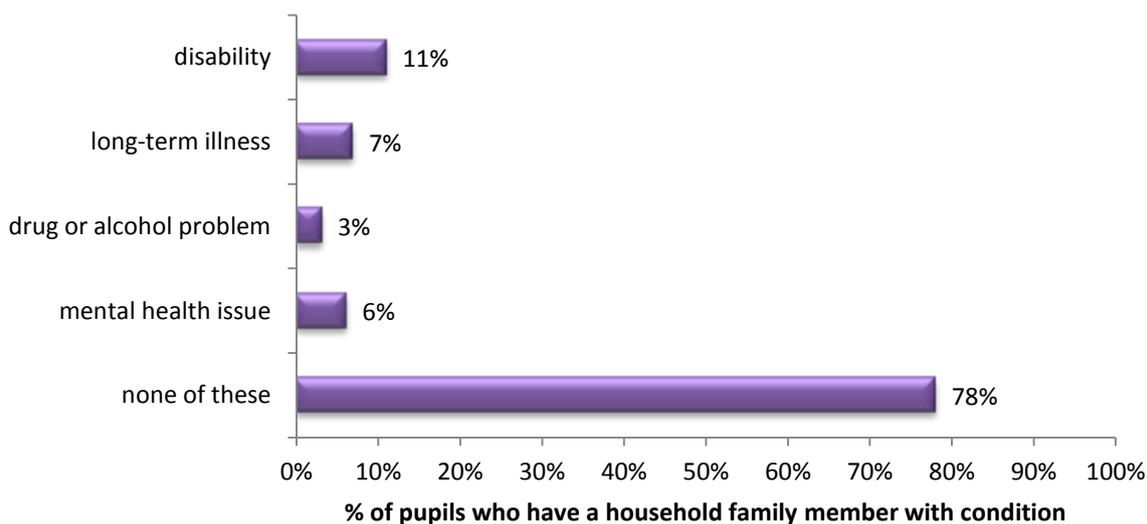


Note: 'single parent families' include those who spend some time with one single parent and some time with another single parent.

2.6 Family Health Problems and Caring Responsibilities

One in five (22%, 786 pupils) had someone in their family household with a disability, long-term illness, drug/alcohol problem or mental health issue.

Figure 2.2: Proportion of Pupils who had Household Family Member with Listed Conditions



Gender: Girls were more likely than boys to say they had a household family member with at least one of these conditions (24%, 431 girls; 20%, 355 boys).

Among those who had a household family member with at least one of these conditions, three in five (62%, 487) said that they looked after or cared for them. Thus overall, 14% of pupils were carers for someone in their household.

Among carers, 40% (192 pupils) said that they looked after their family member every day, 29% (141 pupils) said that they did so a couple of times a week and 31% (149 pupils) said that they did so once in a while.

Among those who looked after/cared for a household family member, 78% (379 pupils) said that their caring responsibilities had affected them in some way. The most commonly reported effects of caring responsibilities were:

- It makes me feel good to be able to help (57%, 276 pupils)
- I've learned lots of new skills because of my caring (33%, 158 pupils)
- Sometimes unable to do homework (23%, 110 pupils)
- Makes me tired (23%, 109 pupils)
- It makes me feel stressed/anxious (22%, 107 pupils)
- Helps me organise my time (14%, 70 pupils).

2.7 Money

Four in five (81%, 2,861 pupils) said that they had savings.

Gender: Boys were more likely than girls to say they had savings (83% boys; 79% girls).

Pupils were asked how much money of their own they had to spend as they liked last week. Three in four (75%, 2,635 pupils) said they had £10 or more to spend; 18% (648 pupils) said they had less than £10 and 7% (231 pupils) said they had nothing to spend.

Stage: Upper school pupils were more likely than middle school and lower school pupils to have £10 or more to spend in the previous week (86%, 805 upper school; 76%, 985 middle school; 66%, 865 lower school).

A third of pupils (36%, 1,258 pupils) said that they had received lessons at school about money and savings.

Gender: Boys were more likely than girls to say they had received lessons on money and savings (40%, 679 boys; 33%, 579 girls).

3 Oral Health, Diet, Physical Activity and Sleep

Summary of Key Indicators

Indicator	%	N
% of pupils who visited dentist within last year	97%	3,104
% of pupils who ate breakfast	70%	2,525
% of pupils who ate five or more portions of fruit or vegetables in a day	33%	1,150
% of pupils who met the physical activity target of taking 60 minutes or more of physical activity on five or more days per week	35%	1,227
% of pupils who used active travel (walking/cycling/skating) for their journey to school	34%	1,220
% of pupils who have eight or more hours of sleep per night	55%	1,911

3.1 Oral Health

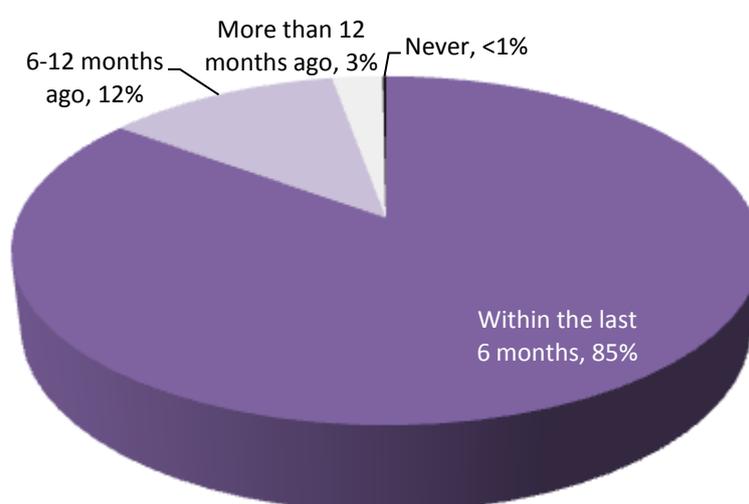
More than four in five (85%, 3,025 pupils) met the target of brushing their teeth twice a day (twice or more on the previous day), while 14% (518 pupils) brushed their teeth only once on the previous day and 1% (36 pupils) had not brushed their teeth at all.

Gender: Girls were more likely than boys to brush their teeth twice or more per day (90%, 1,624 girls; 79%, 1,766 boys).

When asked whether they were registered with a dentist, 5% (165 pupils) said they did not know, 94% (3,375 pupils) said they were registered and 1% (35 pupils) said they were not registered. Thus, of those who knew, 99% were registered with a dentist.

When asked when they last went to the dentist, 11% (383 pupils) said they could not remember and 76% (2,718) pupils said they had been to the dentist within the last six months, and 11% (386 pupils) had been to the dentist 6-12 months before. Thus of those who could remember, 85% of pupils had been to the dentist within the last six months and 97% had been within the last year.

Figure 3.1: When Last Went to the Dentist (of those who could remember)



Stage: Of those who could remember when they last went to the dentist, lower school pupils were more likely than upper school pupils to say they had been to the dentist within the last year (98%, 1,137 lower school; 97%, 1,133 middle school; 96%, 854 upper school).

3.2 Diet

Seven in ten pupils (70%, 2,525 pupils) said that they ate breakfast on the morning of the survey.

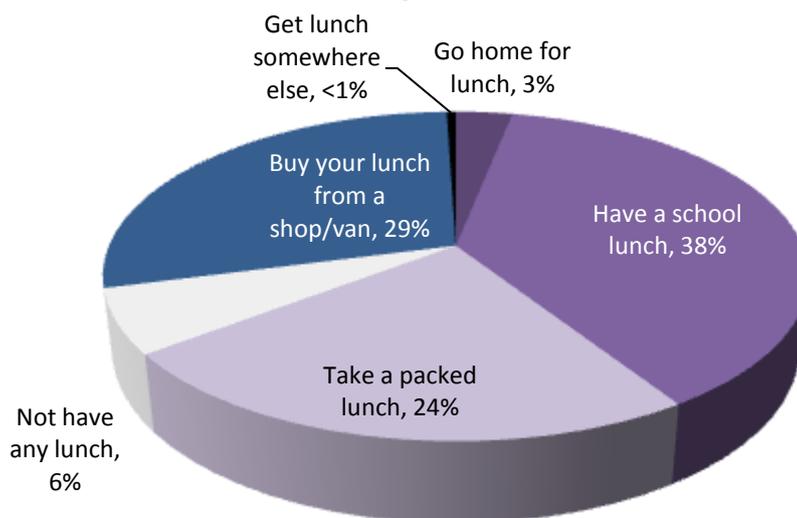
Stage: Lower school pupils were more likely than middle and upper school pupils to have eaten breakfast (77%, 1,048 lower school; 65%, 843 middle school; 67%, 634 upper school).

Gender: Boys were more likely than girls to have eaten breakfast (76%, 1,356 boys; 64%, 1,169 girls).

Of those who had eaten breakfast, most (96%, 2,407 pupils) had eaten breakfast at home, while, 2% (42 pupils) had eaten in the school and 2% (51 pupils) had eaten breakfast somewhere else. The most common responses for 'somewhere else' were on the journey to school (51%, 26 pupils) and at a cafe/shop/bakery (31%, 16 pupils).

Pupils were asked what they had done during the last school lunchtime. The most common responses were that they had a school lunch (38%, 1,361 pupils), bought lunch from a shop/van (29%, 1,027 pupils) or taken a packed lunch (24%, 852 pupils). Six percent of pupils (226 pupils) said they did not have any lunch.

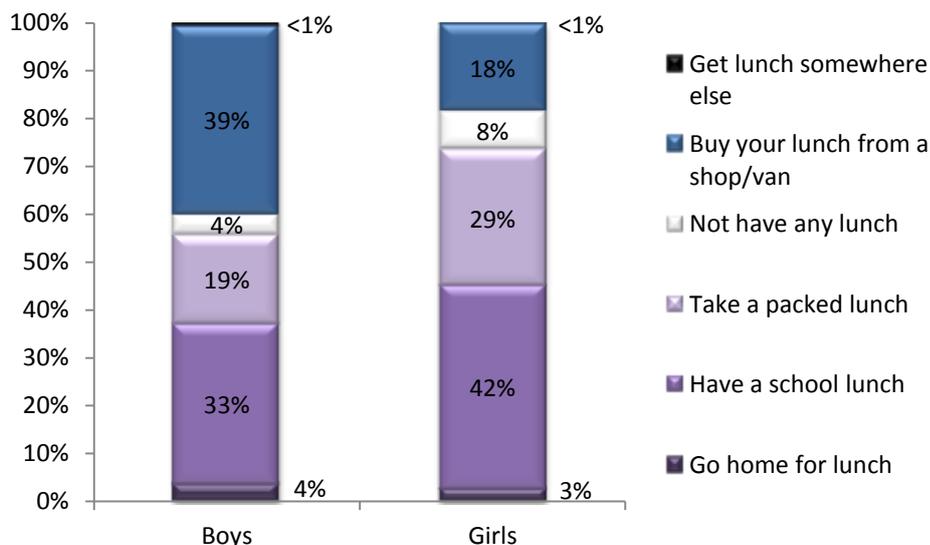
Figure 3.2: Where Ate Lunch During Last School Lunchtime



Stage: Middle school pupils were more likely than lower school or upper school pupils to buy their lunch from a shop/van (37%, 470 middle school; 27%, 365 lower school; 20%, 192 upper school). Middle school pupils were less likely than lower and upper school pupils to have a school lunch (29%, 371 middle school; 40%, 389 upper school; 44%, 601 lower school).

Gender: Girls were more likely than boys to have a school lunch (42%, 767 girls; 33%, 594 boys) or take a packed lunch (29%, 519 girls; 19%, 333 boys). Girls were also more likely than boys to have skipped lunch (8% girls; 4% boys). Boys were more likely than girls to buy their lunch from a shop/van (39%, 697 boys; 18%, 330 girls).

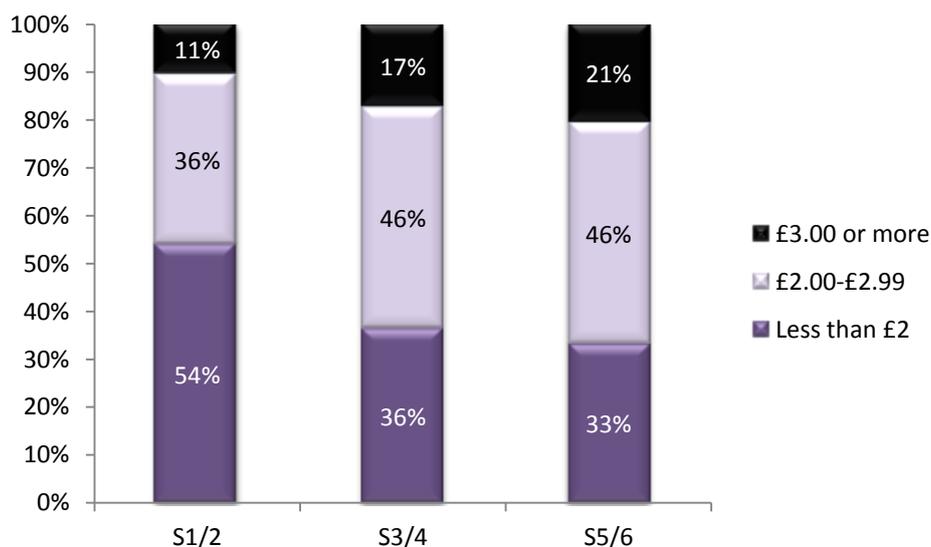
Figure 3.3: Where Ate Lunch During Last School Lunchtime by Gender



Those who bought their lunch from a shop/van were asked how much they spent on lunch during their last school lunchtime. Two in five (42%, 425 pupils) said they spent less than £2.00, 42% (430 pupils) said they spend £2.00-£2.99 and 16% (157 pupils) said they spent £3.00 or more on lunch.

Stage: Among those who bought lunch from a shop/van, lower school pupils were more likely than middle or upper school pupils to say they spent less than £2.00 on lunch (54%, 194 lower school; 36%, 168 middle school; 33%, 63 upper school). Upper school pupils were more likely than lower school pupils to say they spent £3.00 or more on lunch (21%, 39 upper school; 17%, 80 middle school; 11%, 38 lower school).

Figure 3.4: How much spent at shop/van on lunch (of those who bought lunch there) by Stage



Gender: Among those who bought lunch from a shop/van, girls were more likely than boys to say they spent less than £2.00 on lunch (58%, 190 girls; 34%, 235 boys). Boys

were more likely than girls to say they spent £3.00 or more on lunch (20%, 134 boys; 7%, 23 girls).

Figure 3.5: How much spent at shop/van on lunch (of those who bought lunch there) by Gender

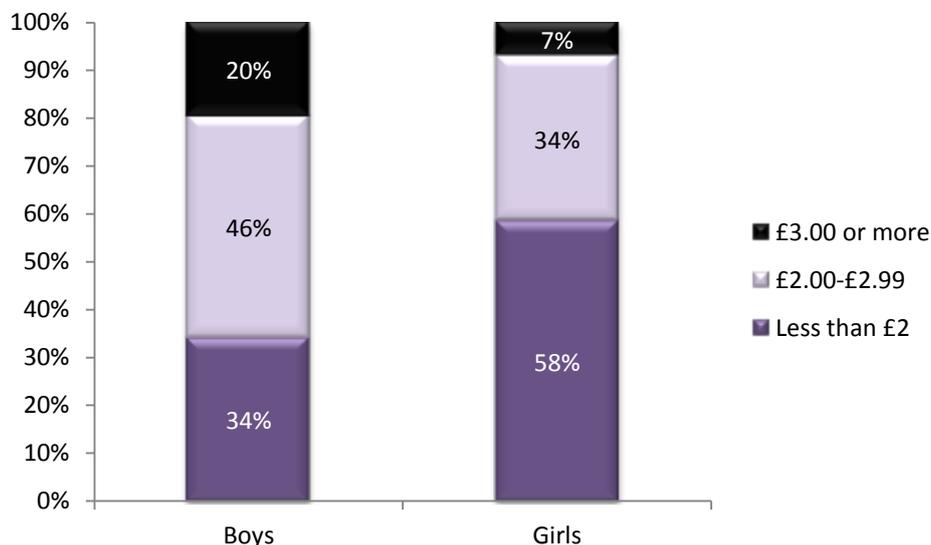
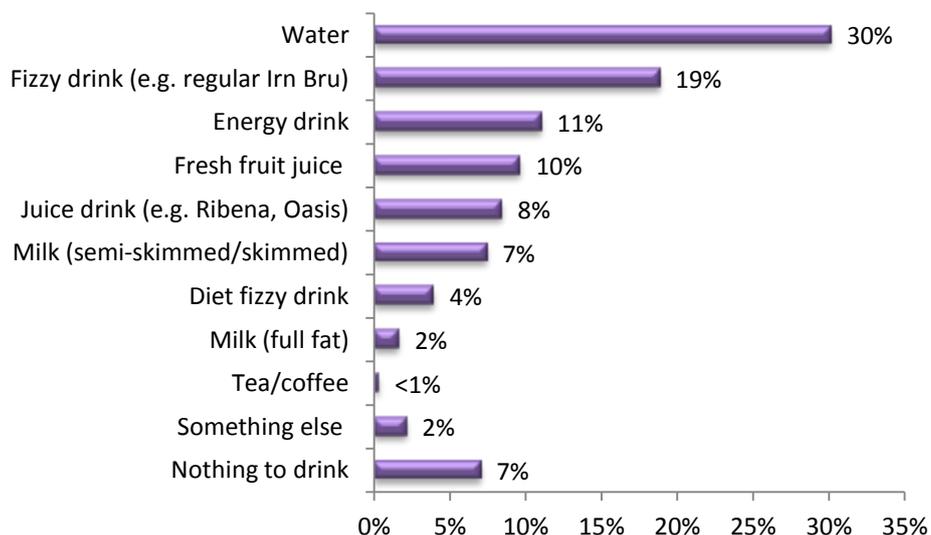


Figure 3.6 shows the type of drink consumed during the previous lunchtime by pupils. The most common response was water (30%, 1,073 pupils).

Figure 3.6: Drinks Consumed During Previous Lunchtime



Among the 2% (74 pupils) who said they drank 'something else', the most common types of drink were flavoured water (36%, 27 pupils), diluting juice (22%, 16 pupils) and flavoured milk (19%, 14 pupils).

Stage: Upper school pupils were more likely than lower or middle school pupils to drink water at lunch time (39%, 364 upper school; 28%, 354 middle school; 26%, lower school).

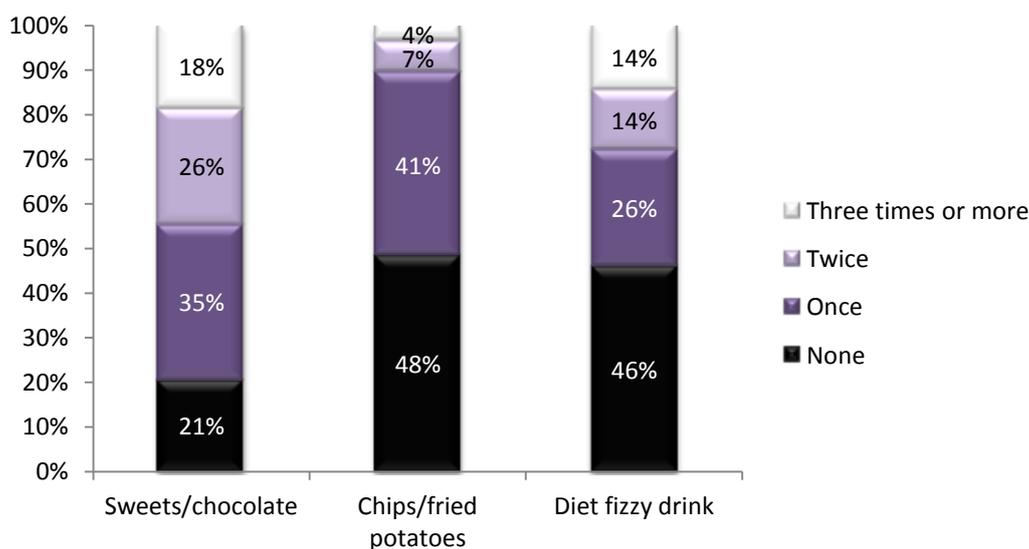
Gender: Boys were more likely than girls to have regular fizzy drinks at lunch time (24%, 424 boys; 14%, 247 girls). Girls were more likely than boys to drink water (37%, 667 girls; 23%, 406 boys).

Pupils were asked how many portions of fruit and how many portions of vegetables they had eaten on the previous day. One in eight (12%, 420 pupils) did not eat any fruit or vegetables. A third (33%, 1,150 pupils) met the target of consuming five or more portions of fruit and/or vegetables per day.

Stage: Lower school pupils were more likely than middle or upper school pupils to meet the target for fruit/vegetable consumption (38%, 509 lower school; 31%, 396 middle school; 26%, 245 upper school).

Pupils were also asked how many times in the previous day they had consumed sweets or chocolate, chips/fried potatoes and diet fizzy drinks. Overall, 79% (2,808 pupils) had eaten crisps/sweets, 52% (1,793 pupils) had eaten chips/fried potatoes and 54% (1,885 pupils) had consumed diet fizzy drinks. Figure 3.7 shows the responses for each type of food/drink.

Figure 3.7: Number of Times Consumed Specific Food/Drink Yesterday



Stage: Lower school pupils were more likely than middle or upper school pupils to have had sweets/chocolate in the previous day (83%, 1,117 lower school; 79%, 267 middle school; 74%, 692 upper school).

3.3 Physical Activity

Pupils were asked how many minutes of physical exercise per day they thought young people should do to stay healthy. Half (50%, 1,776 pupils) correctly identified the recommended target of 60 minutes; just over a third (36%, 1,280 pupils) underestimated the target and 15% (531 pupils) overestimated the target.

Stage: Upper school pupils were more likely than younger pupils to underestimate the physical activity target (41%, 390 upper school; 36%, 459 middle school; 32%, 431 lower school). Lower school pupils were more likely than older pupils to

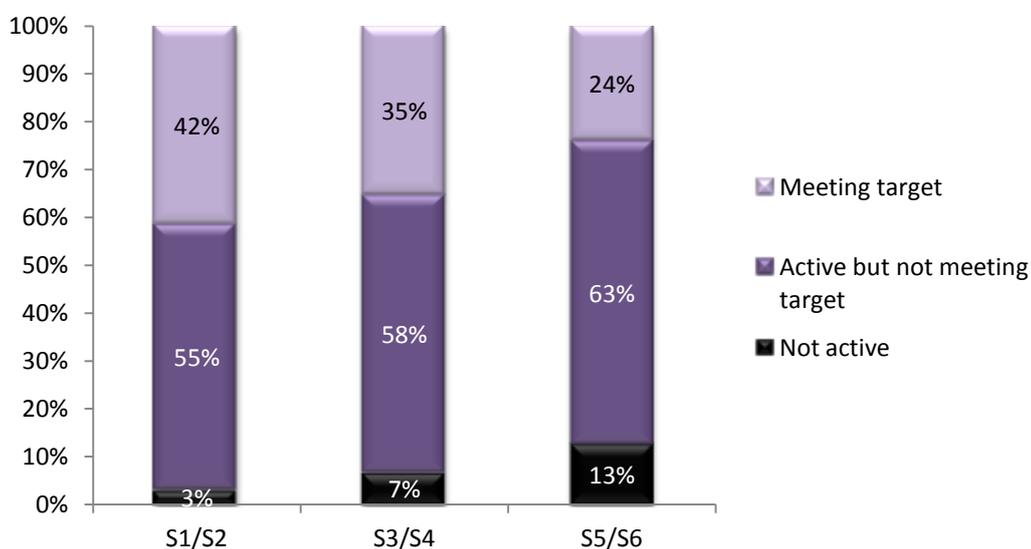
overestimate the target (18%, 249 lower school; 14%, 183 middle school; 10%, 99 upper school).

Gender: Girls were more likely than boys to underestimate the target (40%, 723 girls; 31%, 557 boys), while boys were more likely than girls to overestimate the target (21%, 851 boys; 9%, 162 girls).

Pupils were asked on how many days over the last seven days they had been physically active for a total of 60 minutes or more. Responses showed that just over a third (35%, 1,227 pupils) of pupils met the target of taking 60 minutes or more of physical activity on five or more days per week. Three in five (58%, 2,066 pupils) were active, but not enough to meet the target. A further 7% (243 pupils) were not active at all.

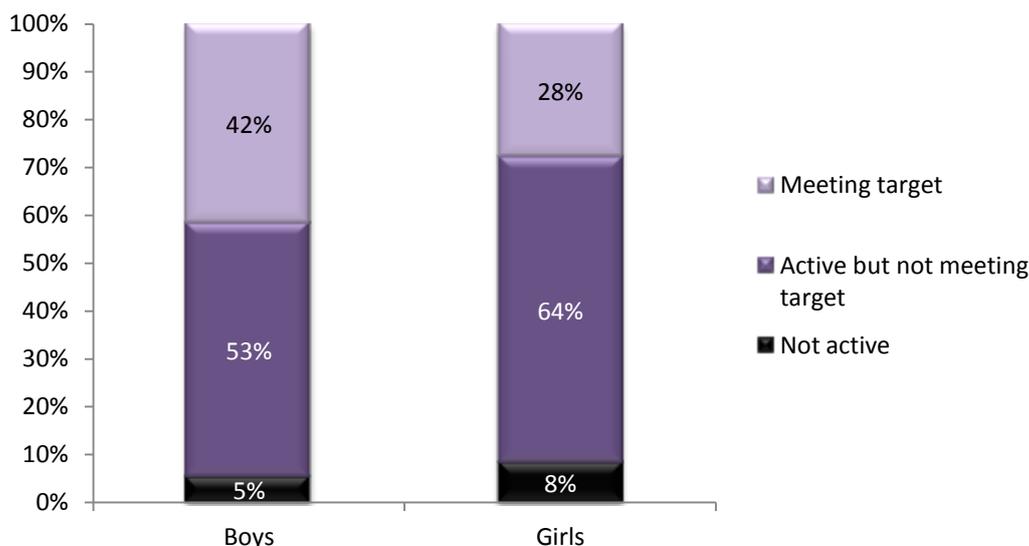
Stage: Lower school pupils were more likely than middle school or upper school pupils to meet the target for physical activity (42%, 557 lower school; 35%, 443 middle school; 24%, 227 upper school).

Figure 3.8: Physical Activity Levels by Stage



Gender: Boys were more likely than girls to meet the target for physical activity (42%, 728 boys; 28%, 499 girls).

Figure 3.9: Physical Activity Levels by Gender



All pupils were asked what would make them more physically active. Among those who did not meet the target for physical activity (2,309 pupils), the responses were:

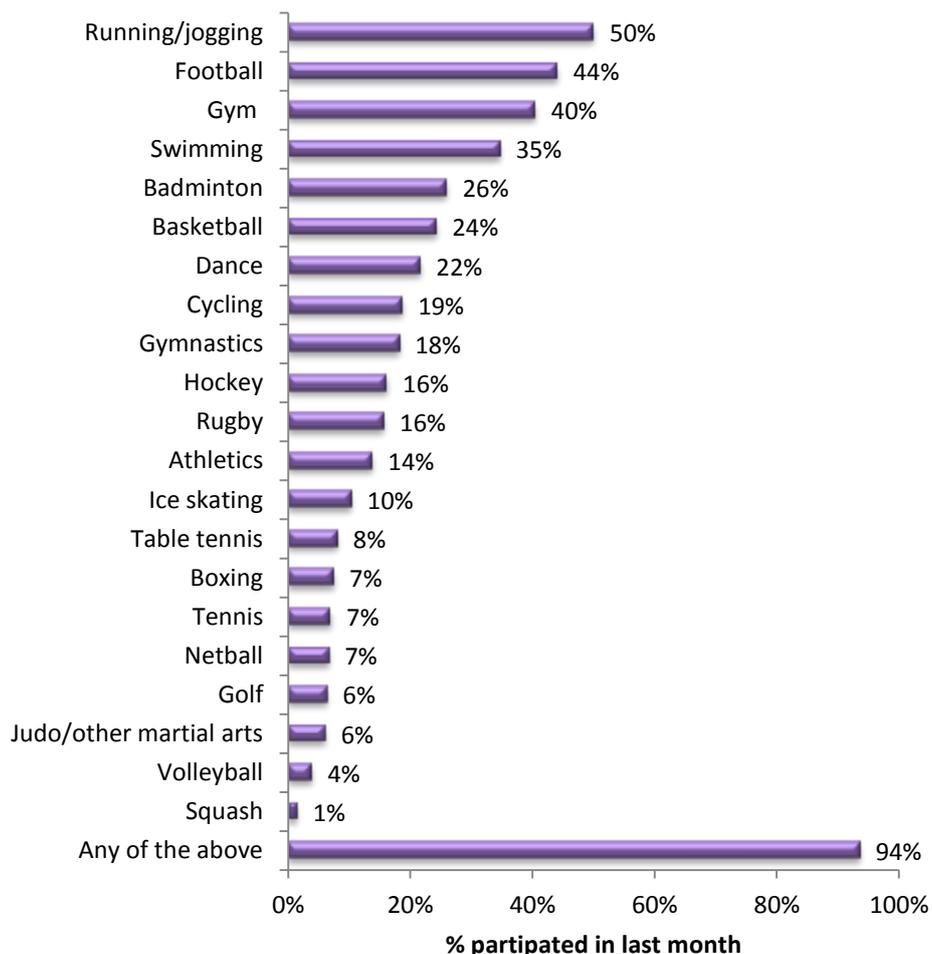
- Pupils choose to do more activities (39%, 898 pupils)
- Nothing/no answer/already active enough (29%, 667 pupils)
- Better facilities in the community (9%, 206 pupils)
- Spend less time on sedentary activities (4%, 97 pupils)
- More PE in school/better PE (4%, 96 pupils)
- More motivation/incentives (4%, 82 pupils)
- Cheaper/free activities (2%, 56 pupils)
- Better weather (2%, 49 pupils)
- More/better clubs at school (2%, 36 pupils)
- Changes to diet (1%, 19 pupils)
- Lose weight (<1%, 5 pupils)
- Better facilities at school (<1%, <5 pupils)
- Other (4%, 94 pupils).

Pupils were asked how often they took part in sports or physical activities at clubs (either in school or outside school). Four in five (82%, 2,795 pupils) pupils said they took part in sports/activity clubs at least once a week, 3% (101 pupils) did so at least once a month (but less than weekly), 4% (122 pupils) said they did so infrequently and 12% (410 pupils) said that they never attended sports/activity clubs.

Stage: Lower and middle school pupils were more likely than upper school pupils to participate at sports clubs at least weekly (90%, 1,155 lower school; 85%, 1,048 middle school; 65%, 592 upper school).

Pupils were asked, from a list of 21 sports, which they had done in the last month. Most (94%, 3,363 pupils) had done at least one of the activities in the last month. Figure 3.11 shows the proportion of pupils who had participated in each sport. The most common sports were running/jogging (50%, 1,798 pupils), football (44%, 1,584 pupils) and gym (40%, 1,454 pupils).

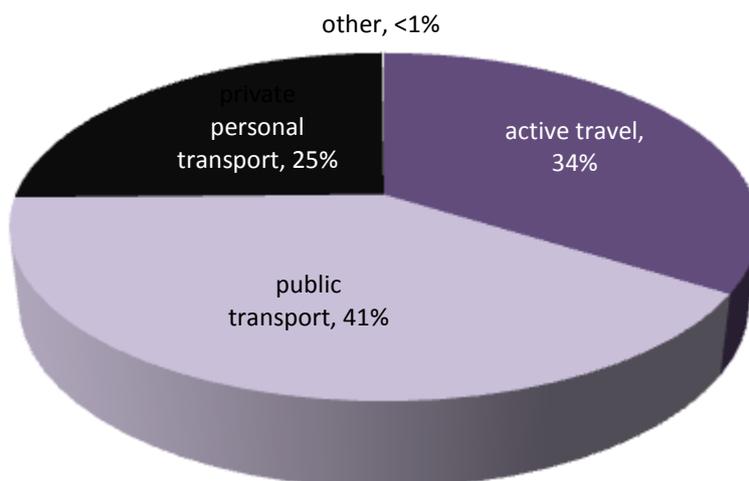
Figure 3.10: Participation in Selected Sports/Activities in the Last Month



Stage: Lower school pupils were more likely than older pupils to have participated in at least one of the sports/activities in the last month (97%, 1,316 lower school; 94%, 1,212 middle school; 88%, 835 upper school).

Pupils were asked how they usually travel to school. Responses are shown in Figure 3.12. A third (34%, 1,220 pupils) used active travel methods (walking/cycling/skating), 41% (1,464 pupils) used public transport and 25% (904 pupils) used private personal transport.

Figure 3.12: Means of Travel to School



Note: Active travel: walking, cycling, skating
Public transport: bus, train, taxi, ferry
Private personal transport: car, moped
Other: mixed methods/cannot classify

3.4 Sleep

Pupils were asked how many hours sleep they had the previous night. The mean response was 7.61 hours. Just over half (55%, 1,911 pupils) of pupils said that they got at least eight hours sleep the previous night.

Stage: Lower school pupils were more likely than middle or upper school pupils to get eight or more hours sleep (67%, 871 lower school; 51%, 644 middle school; 42%, 396 upper school).

4 Smoking, Alcohol and Drugs

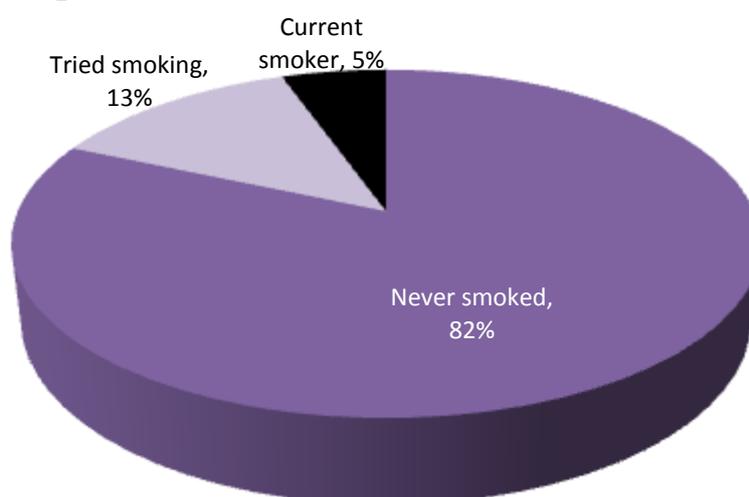
Summary of Key Indicators

Indicator	%	N
% of pupils who are current smokers	5%	193
% of pupils who are exposed to environmental tobacco smoke	78%	2,736
% of pupils who never drink alcohol	56%	2,011
% of pupils who have ever taken an illegal drug	9%	333

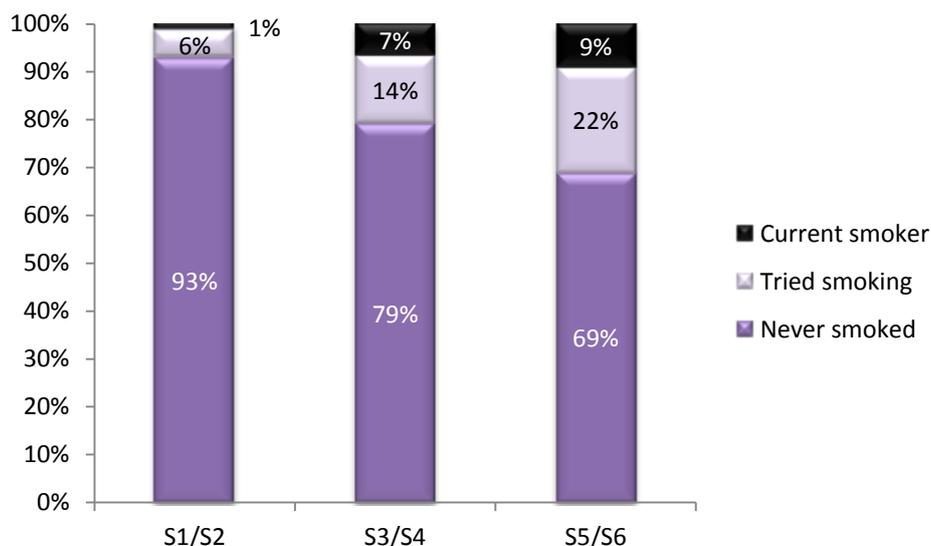
4.1 Smoking

Four in five pupils (82%, 2,936 pupils) said they had never tried smoking. One in 20 (5%, 193 pupils) were current smokers.

Figure 4.1: Smoking Status



Stage: Lower school pupils were more likely than middle or upper school pupils to say they had never tried smoking (93%, 1,263 lower school; 79%, 1,020 middle school; 69%, 653 upper school). Upper school pupils were more likely than middle or lower school pupils to be current smokers (9%, 86 upper school; 7%, 87 middle school; 1%, 20 lower school).

Figure 4.2: Smoking Status by Stage

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

- I get them from someone I know - e.g. friends or family (52%, 97 pupils)
- I ask an adult I don't know to buy cigarettes/tobacco from (28%, 53 pupils)
- I buy them myself from a shop - e.g. supermarket, newsagent (23%, 43 pupils)
- I buy them myself from a van - e.g. ice cream van or burger van (12%, 23 pupils)
- I ask someone else under the age of 18 to buy me cigarettes/tobacco from a shop (11%, 21 pupils)
- I take them from my parents or other adults (without them knowing) (9%, 16 pupils)
- I get cigarettes/tobacco in some other way (8%, 15 pupils)

Among smokers, 23% (43 pupils) said that they did not buy cigarettes; half (50%, 95 pupils) bought packs of 10; 31% (58 pupils) bought packs of 20 and 17% (33 pupils) bought single cigarettes (more than one response option was possible).

Smokers were asked whether they would know where to go to buy "cheap" tobacco. Among smokers, 43% (80 pupils) said they would know where to go for "cheap" tobacco and 57% (108 pupils) said they would not.

Current smokers were asked whether they would like to stop smoking. Just under half (45%, 82 pupils) said yes; a third (32%, 59 pupils) said possibly and 23% (41 pupils) said no.

Seven in ten smokers (71%, 137 pupils) said they would know where to get help to stop smoking. Among those who smoked and would know where to get help, responses to where they would go for help were:

- Friend/family (68%, 90 pupils)
- Doctor (41%, 55 pupils)
- Youth worker (34%, 45 pupils)

- Chemist (16%, 21 pupils)
- Butt Out Service (11%, 15 pupils)
- Teacher (11%, 15 pupils)
- Someone else (7%, 9 pupils)

4.2 Exposure to Environmental Tobacco

Two in five (42%, 1,498) pupils said that someone else smoked at their home.

Stage: Lower school pupils were more likely than upper school pupils to say that someone at home smoked (45%, 607 lower school; 42%, 545 middle school; 37%, 346 upper school).

Among those who said someone smoked in their home:

- 53% (793 pupils) said they smoked outside
- 22% (321 pupils) said they smoked in a particular area in the house
- 20% (296 pupils) said they smoked in one room
- 17% (250 pupils) said they smoked anywhere in the house
- 10% (151 pupils) said they smoked in the car

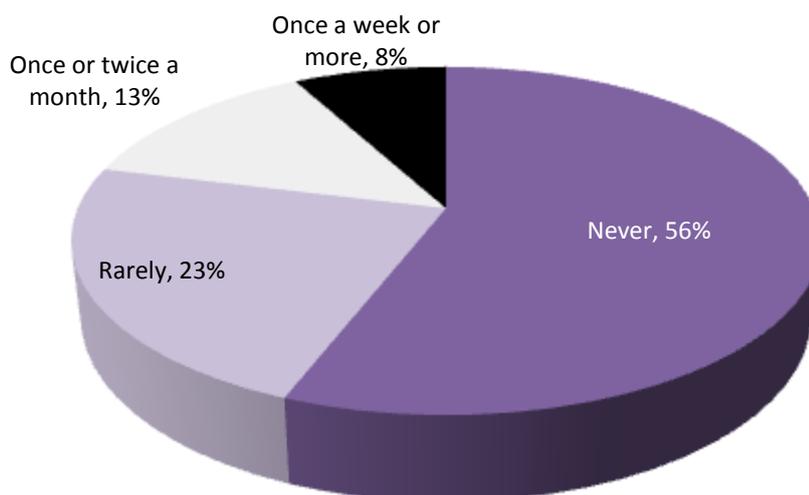
All pupils were asked how often they have to breathe in second hand smoke. Seven percent (7%, 260 pupils) said this happened every day; 14% (498 pupils) said 'often'; 56% (1,978 pupils) said 'rarely' and 22% said never. Thus, overall 78% (2,736) were ever exposed to environmental tobacco.

Stage: Upper school and middle school pupils were more likely than lower school pupils to ever be exposed to environmental tobacco smoke (83%, 769 upper school; 80%, 1,002 middle school; 73%, 965 lower school).

4.3 Alcohol

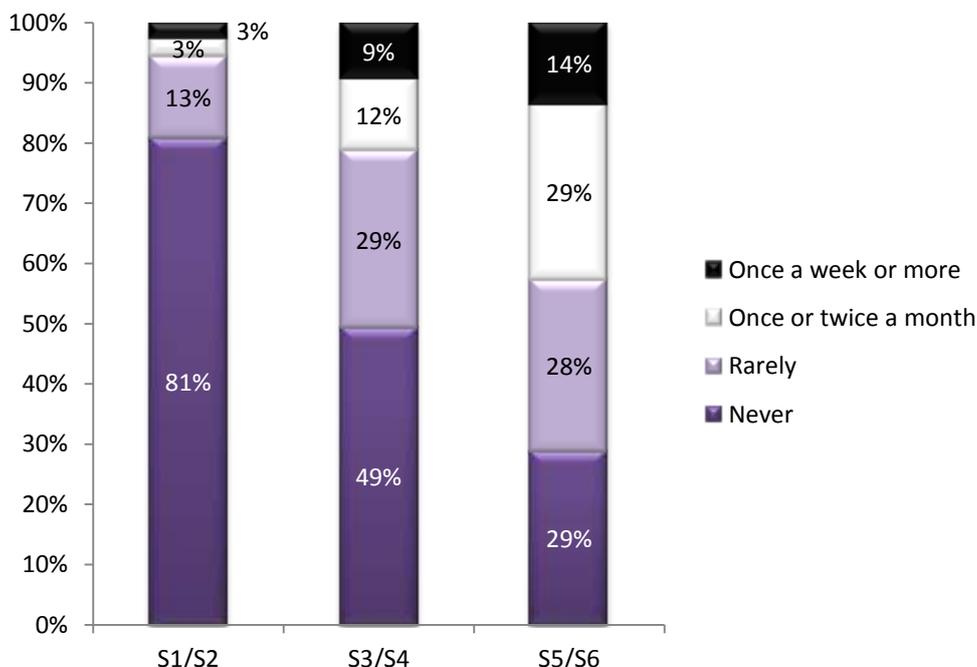
More than half (56%, 2,011 pupils) of pupils said that they never drank alcohol. Eight percent (286 pupils) of pupils said that they drank alcohol once a week or more.

Figure 4.3: Frequency Drink Alcohol



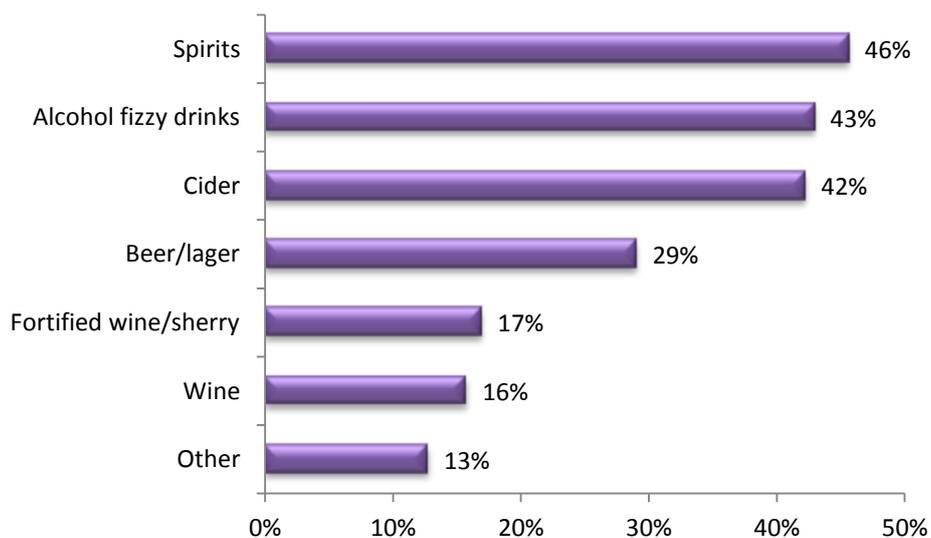
Stage: Lower school pupils were more likely than middle or upper school pupils to say that they never drank alcohol (81%, 1,100 lower school; 49%, 636 middle school; 29%, 275 upper school). Upper school pupils were more likely than lower school pupils to drink alcohol at least once a week (13%, 128 upper school; 9%, 121 middle school; 3%, 37 lower school).

Figure 4.4: Frequency Drink Alcohol by Stage



Those who ever drank alcohol were asked what types they drank. Responses are shown in Figure 4.5. The most common types of alcohol drink consumed were spirits (46%, 711 pupils), alcohol fizzy drinks (43%, 668 pupils) and cider (42%, 658 pupils).

Figure 4.5: Types of Alcohol Drink Consumed (of those who ever drank alcohol)



The most common responses for 'other' drinks were 'Dragon Soop' and 'Mad Dog'.

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

- spirits (60%, 399 upper school; 41%, 261 middle school; 20%, 51 lower school)
- cider (53%, 353 upper school; 40%, 254 middle school; 20%, 51 lower school)
- beer/lager (35%, 234 upper school; 26%, 169 middle school; 20%, 49 lower school).

Middle school pupils were more likely than lower school or upper school pupils to drink fortified wine/sherry (22%, 141 middle school; 14%, 90 upper school; 13%, 32 lower school).

Gender: Of those who ever drank alcohol, boys were more likely than girls to drink:

- cider (46%, 351 boys; 38%, 306 girls)
- beer/lager (47%, 355 boys; 12%, 97 girls)
- fortified wine/sherry (21%, 159 boys; 13%, 104 girls).

Of those who ever drank alcohol, girls were more likely than boys to drink:

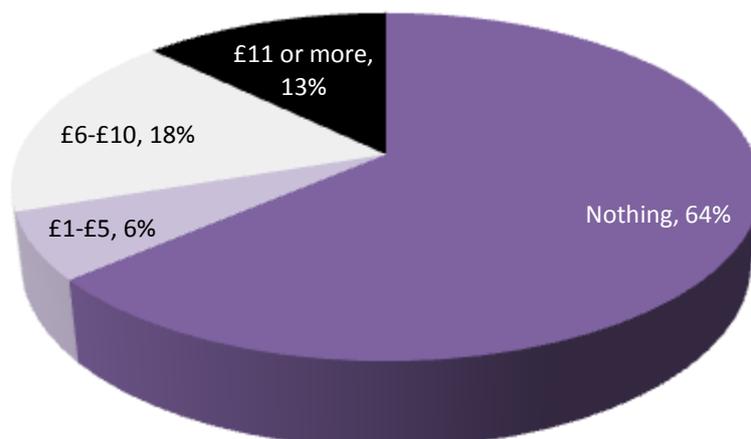
- spirits (51%, 406 girls; 40%, 305 boys)
- alcohol fizzy drinks (59%, 471 girls; 26%, 197 boys)
- wine (19%, 150 girls; 12%, 94 boys).

Among those who ever drank alcohol and were able to say how often they got drunk, three in five (59%, 873 pupils) said they never/rarely got drunk, 23% (338 pupils) said they got drunk once or twice a month and 18% (265 pupils) got drunk once a week or more.

Stage: Among those who ever drank alcohol, lower school pupils were more likely than middle school or upper school pupils to say they never got drunk (78%, 180 lower school; 64%, 381 middle school; 48%, 312 upper school).

Those who ever drank alcohol were asked how much they spent on alcohol in the previous week. Two in three (64%, 985 pupils) said they spent nothing on alcohol in the previous week. Responses are shown in Figure 4.6.

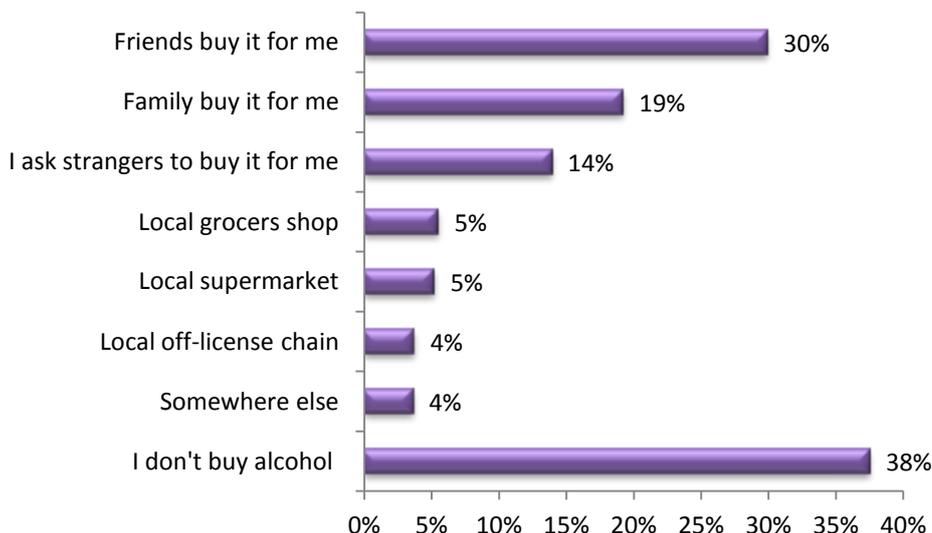
Figure 4.6: Expenditure on Alcohol Last Week (of those who ever drank alcohol)



Stage: Among those who ever drank alcohol, lower school pupils were more likely than middle or upper school pupils to say that they spent nothing on alcohol in the previous week (77%, 189 lower school; 67%, 428 middle school; 56%, 368 upper school). Upper school pupils were more likely than middle or lower school pupils to have spent £11 or more on alcohol in the previous week (16%, 109 upper school; 11%, 70 middle school; 7%, 18 lower school).

Pupils who ever drank alcohol were asked where they buy alcohol. Responses are shown in Figure 4.7. Just under two in five (38%, 577 pupils) said they did not buy alcohol. The most common means of obtaining alcohol was friends buying it for them (30%, 468 pupils).

Figure 4.7: Where Buy Alcohol (of those who ever drank alcohol).



Stage: Among those who ever drank alcohol, upper school pupils were the most likely, and lower school pupils were the least likely to obtain alcohol in the following ways:

- Friends buy it for me (38%, 252 upper school; 29%, middle school; 11%, 28 lower school)

- Family buy it for me (32%, 211 upper school; 12%, 74 middle school; 6%, 15 lower school)
- Local grocers shop (7%, 50 upper school; 5%, 29 middle school; 3%, 7 lower school)
- Local supermarket (9%, 58 upper school; 3%, 17 middle school; 2%, 6 lower school)
- Local off-license chain (6%, 38 upper school; 3%, 16 middle school; 2%, <5 lower school)

Middle and lower school pupils were more likely than upper school pupils to say that they ask strangers to buy alcohol for them (20%, 128 middle school; 17%, 44 lower school; 7%, 46 upper school).

Lower school pupils were more likely than middle or upper school pupils to say they did not buy alcohol (60%, 149 lower school; 41%, 256 middle school; 26%, 172 upper school).

Gender: Among those who ever drank alcohol, boys were more likely than girls to obtain alcohol in the following ways:

- Local grocers shop (7%, 54 boys; 4%, 32 girls)
- Local supermarket (7%, 52 boys; 4%, 29 girls).

Boys were also more likely than girls to say they did not buy alcohol (43%, 321 boys; 33%, 255 girls).

Girls were more likely than boys to say that friends buy alcohol for them (37%, 293 girls; 23%, 175 boys).

4.4 Drugs

Pupils were asked whether they had ever taken illegal drugs. In a separate question, pupils were asked whether they had taken legal highs in the last year. In some cases, respondents indicated they had taken legal highs in the last year, but said they had never taken illegal drugs. However, where pupils named the legal highs, these included cannabis, methadone, amphetamines, etc, which would be classified as illegal drugs. Responses from these two questions have been combined to give a clearer representation of drug use.

One in 11 pupils (9%, 333 pupils) said that they had ever used drugs or legal highs.

Stage: Upper school pupils were more likely than middle or lower school pupils to have ever taken drugs (16%, 152 upper school; 12%, 153 middle school; 2%, 28 lower school).

Gender: Boys were more likely than girls to have ever taken drugs (12%, 214 boys; 7%, 119 girls).

Of those who said they had ever used drugs, 45% (140 pupils) said they had only taken drugs once, 15% (46 pupils) said they used to take drugs sometimes, but don't take them anymore, and a further 15% (46 pupils) said they took drugs a few times a year. A quarter (25%, 77 pupils) of those who said they had ever taken drugs said they did so at least once a month, with 23 of these pupils (7% of all who had ever used drugs) saying they took drugs most days.

Those who had used drugs were also asked where they got them from, the last time they used drugs. Responses were:

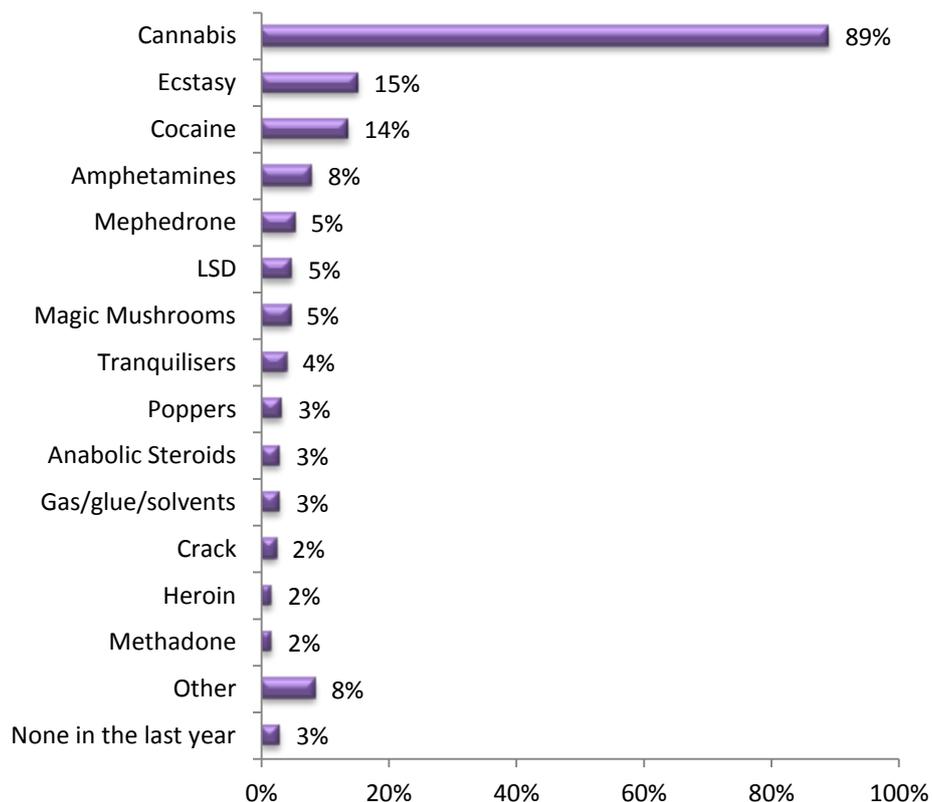
- Friend (68%, 205 pupils)
- An acquaintance (22%, 68 pupils)
- A stranger (8%, 23 pupils)
- Shop (1%, 5 pupils)
- Brother or sister (1%, <5 pupils)
- Internet (1%, <5 pupils)
- Parents (<1%, <5 pupils)
- Someone else (11%, 32 pupils)

Those who had used drugs were asked whether, on the last occasion, they had used drugs with alcohol. Just under half (45%, 138 pupils) said they had.

Stage: Among those who had ever used drugs, upper school pupils were more likely than middle or lower school pupils to say they had used drugs with alcohol on the last occasion (61%, 87 upper school; 31%, 45 middle school; 29%, 6 lower school).

Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year². Overall, of those who had ever used drugs, 97% (298 pupils) had used at least one of the listed drugs in the last year. This equates to 8% of all pupils. The most commonly used drug was cannabis (89%, 279 pupils) followed by ecstasy (15%, 48 pupils) and cocaine (14%, 42 pupils). All responses are shown in Figure 4.8.

² The list included the bogus drug 'Cyroban' – pupils who indicated that they had used Cyroban (n=8) were excluded from the analysis of all questions relating to drug use. Responses have been re-coded where listed 'legal highs' used in the last year were given as named illegal drugs.

Figure 4.8: Drugs Used in the Last Year (of those who had ever taken drugs)

Most of those who said they took 'other' drugs said they took legal high/ 'Plant Food'.

All pupils were asked how easy they thought it would be for them to get illegal drugs. Half (49%, 1,713 pupils) said they did not know, 22% (761 pupils) said it would be easy and 30% (1,050 pupils) said it would be difficult. Pupils were also asked how easy they thought it would be for them to get legal highs. Just over half (54%, 1,889 pupils) said they did not know, 19% (654 pupils) said it would be easy and 28% (968 said it would be difficult).

Stage: Upper and middle school pupils were more likely than lower school pupils to say it would be easy to get illegal drugs (36%, 336 upper school; 25%, 323 middle school; 8%, 102 lower school) or legal highs (30%, 279 upper school; 21%, 263 middle school; 8%, 112 lower school).

Gender: Boys were more likely than girls to say it would be easy to get illegal drugs (25%, 432 boys; 18%, 328 girls).

5 Physical and Emotional Health and Wellbeing

Summary of Key Indicators

Indicator	%	N
% of pupils who gave a positive rating of health over the last year	64%	2,301
% of pupils who have an illness or disability that limits what they can do	10%	357
% of pupils with a 'total difficulties' score indicating a high level of difficulties.	26%	906

5.1 Feelings about Health

Pupils were asked how they had felt about their health in general over the last year. Two in three (64%, 2,301 pupils) felt positive about their health ('very good' or 'good'), a quarter (28%, 1,006 pupils) felt neutral ('fair') and 8% (284 pupils) felt negative about their health ('poor' or 'very poor').

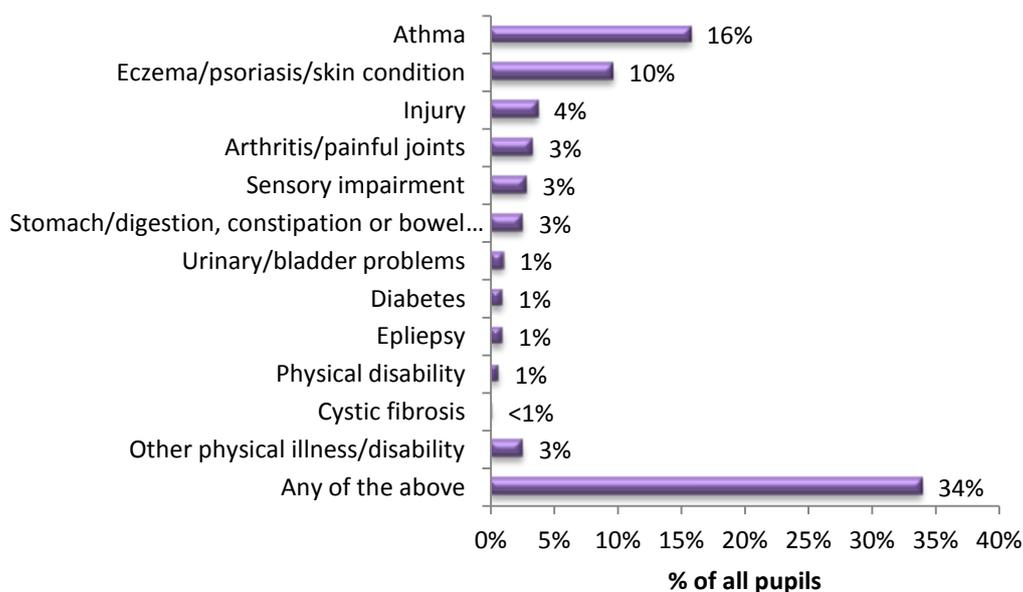
Stage: Lower school pupils were more likely than middle and upper school pupils to have felt positive about their health in the last year (71%, 958 lower school; 61%, 781 middle school; 59%, 562 upper school).

Gender: Boys were more likely than girls to rate their health positively (69%, 1,221 boys; 60%, 1,079 girls).

5.2 Illness and Disability

Pupils were asked whether they had any of a given list of physical illnesses and disabilities, or to name any other illnesses or disabilities they had. Overall, one in three (34%, 1,202 pupils) said they had at least one physical illness or disability. The most commonly reported conditions were asthma (16%, 556 pupils) and eczema/psoriasis/skin condition (10%, 399 pupils). All responses are shown in Figure 5.1.

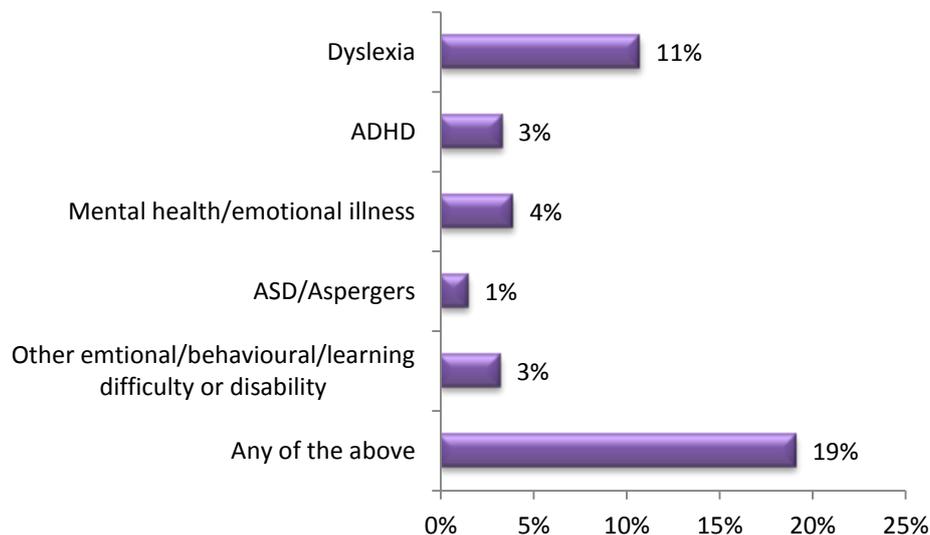
Figure 5.1: Physical Illnesses and Conditions



Gender: Girls were more likely than boys to have eczema/psoriasis/skin condition (14%, 248 girls; 5%, 91 boys).

Pupils were also asked whether they had any mental health, emotional illnesses or learning difficulties. Overall, one in five (19%, 667 pupils) pupils had at least one of these. The most common was dyslexia which was reported by 11% (381 pupils) of all pupils.

Figure 5.2: Emotional, Behavioural or Learning Difficulties/Disabilities



Stage: Upper and middle school pupils were more likely than lower school pupils to say they had a mental health/emotional illness (6%, 55 upper school; 5%, 62 middle school; 2%, 23 lower school).

Gender: Boys were more likely than girls to say they had ADHD (5%, 80 boys; 2%, 38 girls) or ASD/Aspergers (2%, 39 boys; 1%, 14 girls). Girls were more likely than boys to have a mental health/emotional illness (6%, 104 girls; 2%, 36 boys).

One in 10 pupils (10%, 357 pupils) said they had an illness or disability that limits what they can do.

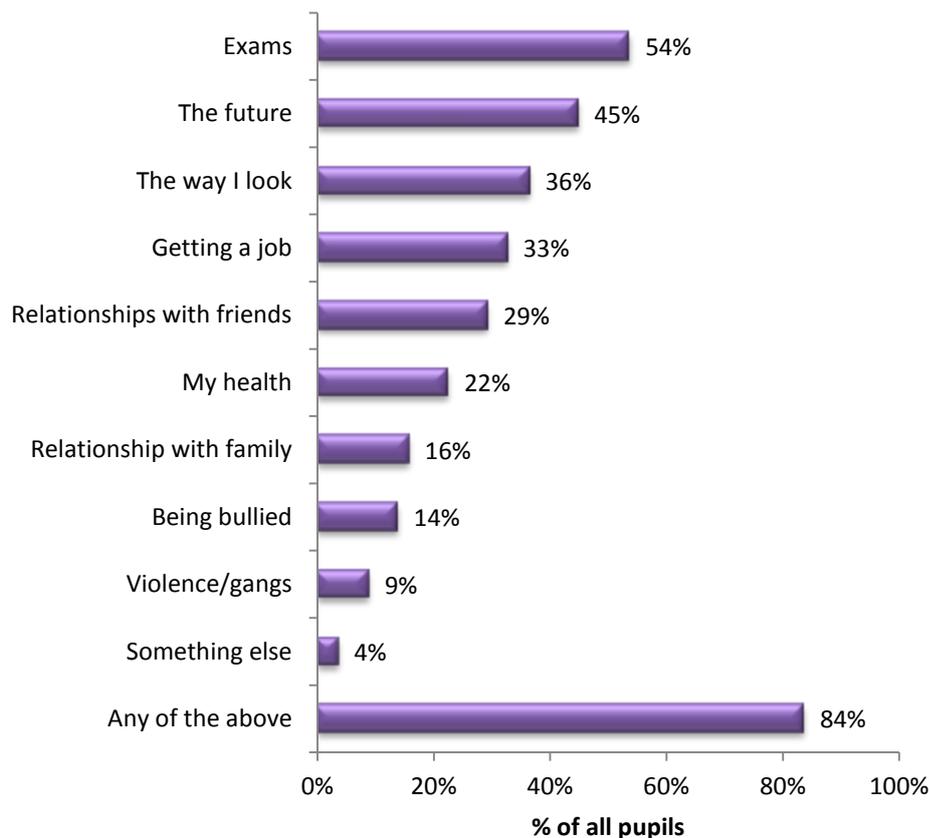
Gender: Girls were more likely than boys to say they have a limiting illness or disability (11%, 205 girls; 9%, 152 boys).

Of those who said they had a limiting illness or disability, the most common ways in which these disabilities/illnesses limited what they could do were:

- Restricts physical activity (58%, 182 pupils);
- Affects school work e.g. reading/writing/concentration (16%, 50 pupils)
- Affects social activities/ability to socialise (8%, 24 pupils).

5.3 Worries

Pupils were presented with a list of issues and asked which, if any they worried about, or whether they worried about something else. Overall, 84% (2,996 pupils) of pupils said they worried about at least one thing. The things pupils most commonly worried about were exams (54%, 1,922 pupils) and the future (45%, 1,604 pupils).

Figure 5.3: Pupils' Worries

Stage: Middle and upper school pupils were more likely than lower school pupils to have any worries (92%, 866 upper school; 87%, 1,122 middle school; 75%, 1,008 lower school), and specifically more likely to worry about:

- Exams (72%, 680 upper school; 64%, 825 middle school; 31%, 417 lower school)
- The future (59%, 553 upper school; 46%, 593 middle school; 34%, 458 lower school)
- The way they look (40%, 510 middle school; 38%, 359 upper school; 32%, 434 lower school)
- Relationship with family (19%, 178 upper school; 17%, 223 middle school; 12%, 161 lower school).

Lower school pupils were more likely than middle or upper school pupils to worry about being bullied (19%, 257 lower school; 13%, 171 middle school; 7%, 66 upper school) and violence/gangs (11%, 152 lower school; 8%, 98 middle school; 7%, 65 upper school).

Upper school pupils were more likely than middle or lower school pupils to worry about getting a job (49%, 466 upper school; 33%, 428 middle school; 20%, 274 lower school).

Gender: Girls were more likely than boys to have any worries (90%, 1,618 girls; 78%, 1,378 boys), and specifically more likely to worry about:

- Exams (61%, 1,106 girls; 45%, 816 boys)
- The future (52%, 932 girls; 38%, 672 boys)
- The way they look (52%, 942 girls; 20%, 361 boys)

- Relationships with friends (37%, 670 girls; 21%, 377 boys)
- Their health (27%, 480 girls; 18%, 325 boys)
- Relationship with family (20%, 357 girls; 12%, 205 boys)
- Being bullied (17%, 305 girls; 11%, 189 boys).

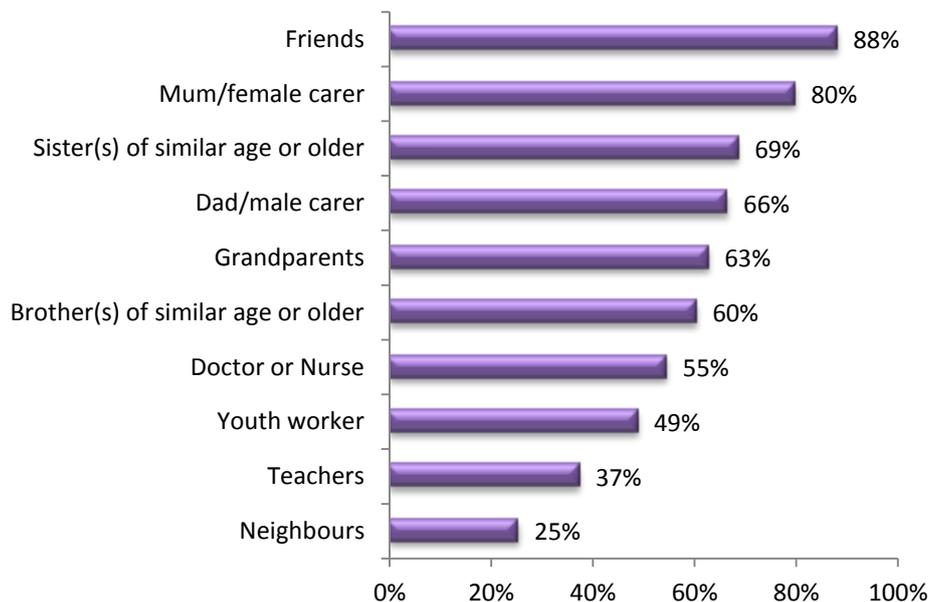
In a separate question, pupils were asked how worried they were about experiencing crime and antisocial behaviour in their local area. Eighteen percent (617 pupils) of pupils said they did not know. However, of the 2,908 pupils who were able to give an answer, 9% (267 pupils) said they were very worried; 34% (986 pupils) said they were fairly worried and 57% (1,655 pupils) said they were not worried.

Gender: Boys were more likely than girls to say they were not worried about experiencing crime and antisocial behaviour in their local area (65%, 941 boys; 49%, 714 girls).

5.4 People to Talk To

Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Figure 5.4 shows the proportion of pupils who said it was easy for them to talk to each type of person (for those who had these people in their lives). The types of person with whom pupils were most likely to talk easily were friends (88%, 3,084 pupils) and mother/female carer (80%, 2,793 pupils).

Figure 5.4: Proportion of Pupils Saying it was 'Easy' to Talk to Each Type of Person (for those who had these types of people in their lives)



Stage: Lower school pupils were more likely than middle or upper school pupils to say it was easy to talk to their:

- mum/female carer (84%, 1,110 lower school; 77%, 960 middle school; 78%, 723 upper school)
- dad/male carer (74%, 895 lower school; 64%, 719 middle school; 60%, 509 upper school)
- grandparents (70%, 843 lower school; 59%, 655 middle school; 56%, 450 upper school)

- doctor or nurse (59%, 721 lower school; 50%, 557 middle school; 54%, 441 upper school)
- youth worker (57%, 334 lower school; 43%, 215 middle school; 44%, 160 upper school)
- teachers (44%, 568 lower school; 30%, 357 middle school; 38%, 352 upper school)
- neighbours (31%, 331 lower school; 22%, 202 middle school; 22%, 152 upper school).

Gender: Boys were more likely than girls to say it was easy to talk to their:

- dad/male carer (74%, 1,175 boys; 59%, 947 girls)
- grandparents (66%, 1,012 boys; 59%, 935 girls)
- brother (68%, 699 boys; 52%, 534 girls)
- teachers (40%, 673 boys; 34%, 603 girls).

Girls were more likely than boys to say it was easy to talk to their sister (73%, 703 girls; 64%, 602 boys).

5.5 Strengths and Difficulties

The survey included the Strengths and Difficulties questionnaire³, which gives each pupil a score out of ten on five scales. The mean scores for each scale are shown below:

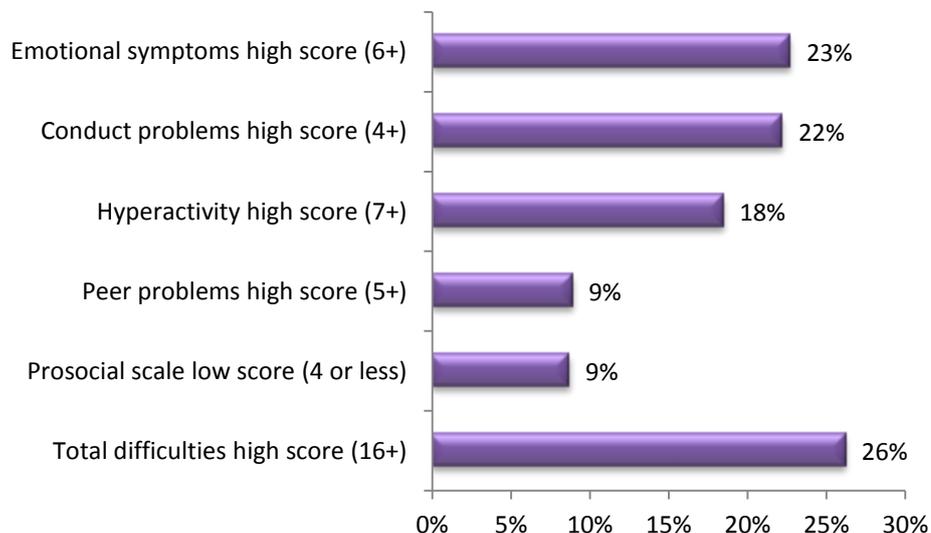
Table 5.1: Mean Scores for Strengths and Difficulties Scales

Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	3.5
Conduct problems scale (0-10) (high score indicates difficulties)	2.3
Hyper activity scale (0-10) (high score indicates difficulties)	4.3
Peer problems scale (0-10) (high score indicates difficulties)	2.0
Prosocial scale (0-10) (high score indicates strengths)	7.3
Total difficulties (0-40) sum of all four difficulties scales	12.1

A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, 26% (906 pupils) had a score indicating a high level of difficulties. Figure 5.5 shows the proportion of pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty.

³See <http://www.sdqinfo.org>

Figure 5.5: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale



Stage: Middle school pupils were more likely than lower school or upper school pupils to have a high 'total difficulties' score (30%, 372 middle school; 22%, 288 lower school; 27%, 246 upper school).

Middle and upper school pupils were more likely than lower school pupils to have a high score for emotional symptoms (27%, 250 upper school; 25%, 318 middle school; 18%, 237 lower school) and hyperactivity (21%, 268 middle school; 19%, 183 upper school; 15%, 203 lower school).

Middle school pupils were more likely than lower or upper school pupils to have a high score for conduct problems (26%, 329 middle school; 22%, 293 lower school; 18%, 166 upper school).

Gender: Girls were more likely than boys to have a high 'total difficulties' score (32%, 549 girls; 21%, 357 boys). Specifically, girls were more likely than boys to have scores indicating difficulties for emotional symptoms (33%, 598 girls; 12%, 207 boys).

However, boys were more likely than girls to have a high score for conduct problems (25%, 446 boys; 19%, 342 girls) and a low score for the prosocial scale (14%, 238 boys; 4%, 70 girls).

6 Relationships, Bullying and Behaviour

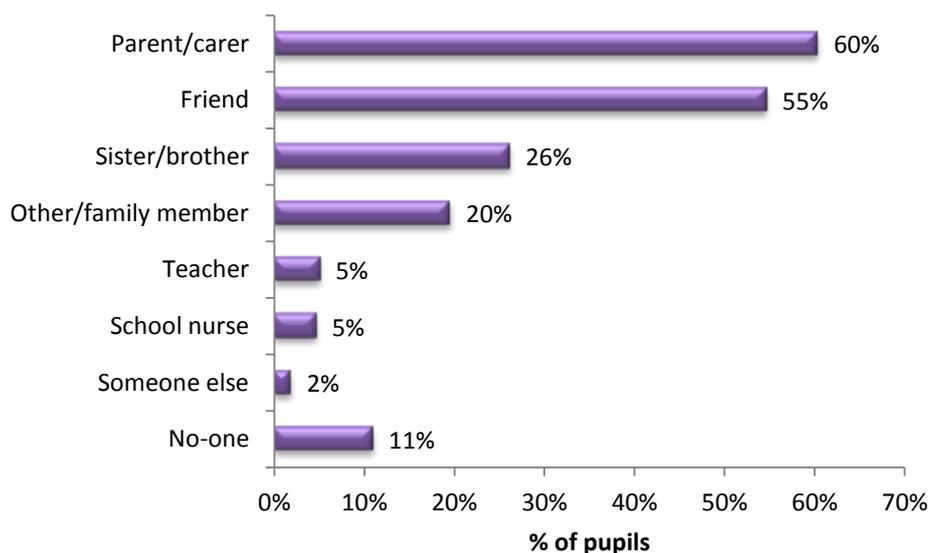
Summary of Key Indicators

Indicator	%	N
% of pupils who have someone to talk to about relationships	89%	3,150
% of pupils (S3-S6) who were sexually active in the last month	22%	486
% of pupils who had been bullied in the last year	20%	702
% of pupils who had spent 3 or more hours on screen-based activities the previous day excluding homework (i.e. social networking, gaming, watching TV/DVDs or on-line gambling)	84%	2,826

6.1 Relationships

Pupils were asked whether there was anyone they could talk to about relationships, sexual health, etc. Nine in ten pupils (89%, 3,150 pupils) had at least one person they could talk to about relationships. The most common people they could talk to were parents/carers (60%, 2,130 pupils) and friends (55%, 1,929 pupils). Responses are shown in Figure 6.1.

Figure 6.1: Who Pupils Can Talk to About Relationships, Sexual Health etc



The most common responses for those who said they could talk to 'someone else' were other medical professionals (39%, 14 pupils) and boyfriend/girlfriend (31%, 11 pupils).

Stage: Lower school pupils were more likely than middle school or upper school pupils to say they could talk to a parent/carer (66%, 879 lower school; 58%, 740 middle school; 54%, 511 upper school) or other family member (24%, 316 lower school; 19%, 238 middle school; 15%, 137 upper school) about relationships. Upper school pupils were more likely than middle and lower school pupils to say they could talk to a friend (65%, 610 upper school; 55%, 690 middle school; 47%, 629 lower school).

Gender: Overall, girls were more likely than boys to have someone to talk to about relationships (93%, 1,676 girls; 85%, 1,473 boys). Girls were more likely than boys to say they could talk to a parent/carer (63%, 1,141 girls; 57%, 989 boys) or a friend (63%, 1,130 girls; 46%, 798 boys) about relationships. Boys were more likely than girls to say they could talk to a teacher (6%, 105 boys; 4%, 73 girls).

Four in five pupils (79%, 2,807 pupils) said they had received sexual health and relationship education at school.

Stage: Upper school pupils were the most likely to say they had received sexual health and relationship education and lower school pupils were the least likely (85%, 801 upper school; 81%, 1,038 middle school; 72%, 968 lower school).

Of those who said they had received sexual health and relationship education, 86% (2,379 pupils) said this had prepared them well for forming and dealing with relationships and 14% (384 pupils) said it had prepared them badly.

Stage: Of those who had received sexual health and relationship education, upper school pupils were the most likely to say it had badly prepared them for forming and dealing with relationships and lower school pupils were the least likely (20%, 161 upper school; 13%, 135 middle school; 9%, 88 lower school).

Half (49%, 1,053 pupils) of pupils (S3-S6) said that a parent/carer had talked to them about any sexual health and relationship issues. Also, 3% (45 pupils) of pupils said a foster carer/residential worker/key worker had talked to them about these issues.

Stage: Upper school pupils were more likely than middle school pupils to say that a parent/carer had talked to them about sexual health and relationship issues (53%, 490 upper school; 45%, 563 middle school).

Gender: Girls were more likely than boys to say that a parent/carer had talked to them about sexual health and relationship issues (57%, 620 girls; 40%, 433 boys).

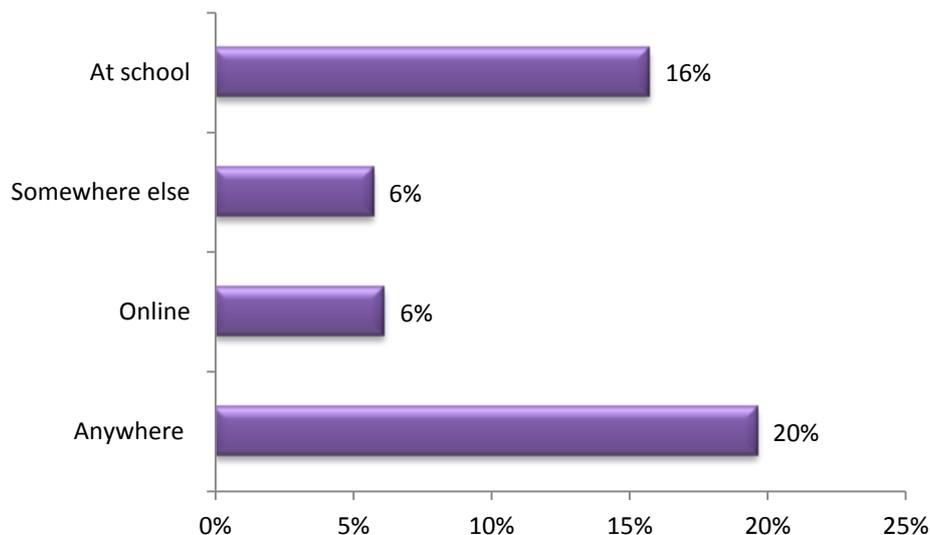
Just over one in five (22%, 486 pupils) pupils in S3-S6 said they had been sexually active in the last month.

Stage: Upper school pupils were more likely than middle school pupils to have been sexually active in the last month (30%, 284 upper school; 16%, 202 middle school).

Those who had been sexually active in the last month were asked how often they or their partner used contraception/protection. One in five (19%, 90 pupils) said they never did; 23% (110 pupils) said they sometimes did and 58% (274 pupils) said they always used contraception/protection.

6.2 Bullying

Pupils were asked whether they had been bullied in the last year at school, somewhere else or online. Responses are shown in Figure 6.2. Overall, one in five (20%, 702 pupils) had been bullied anywhere in the last year.

Figure 6.2: Proportion of Pupils Bullied in Last Year

Stage: Lower and middle school pupils were more likely than upper school pupils to have been bullied anywhere in the last year (25%, 338 lower school; 20%, 257 middle school; 11%, 107 upper school), and specifically at school (20%, 273 lower school; 17%, 215 middle school; 8%, 76 upper school) and somewhere else (8%, 103 lower school; 5%, 69 middle school; 3%, 31 upper school).

Gender: Girls were more likely than boys to have been bullied anywhere in the last year (24%, 429 girls; 15%, 273 boys), and specifically at school (19%, 337 girls; 13%, 227 boys) and online (9%, 154 girls; 4%, 66 boys).

Those who had been bullied in the last year were asked whether they reported the bullying to any of the school staff. Two in five (43%, 283 pupils) said they had not reported the bullying; 30% (197 pupils) said that they reported it and it made the situation better; 26% (173 pupils) said that they reported it but it did not make the situation better.

Stage: Among those who had been bullied, upper school pupils were more likely than middle or lower school pupils to say they did not report the bullying to school staff (70%, 74 upper school; 44%, 103 middle school; 34%, 106 lower school).

Pupils were also asked whether they had bullied or frightened someone in their school in the last year. One in seven (14%, 510 pupils) admitted to having been a bully at least sometimes in the last year. Those who had been bullied in the last year were more likely than others to admit to having bullied others - three in ten (29%, 201 pupils) of those who had been bullied in the last year had also bullied others at school compared to 11% (308 pupils) of those who had not been bullied.

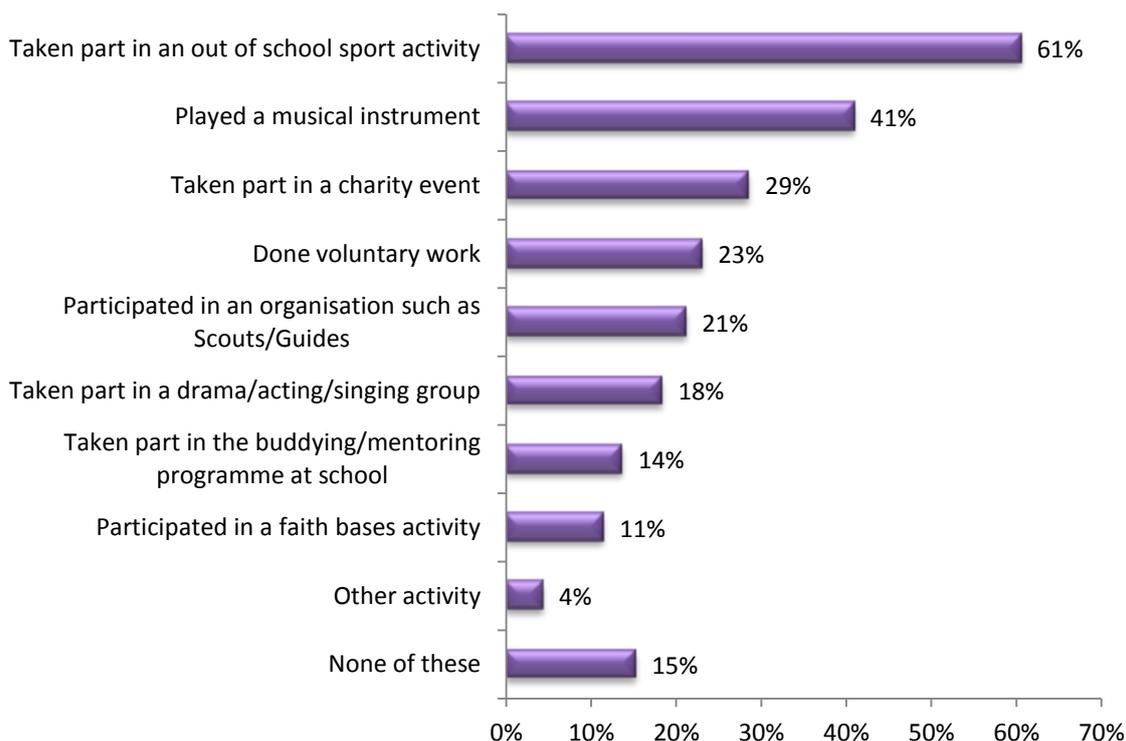
Stage: Middle and lower school pupils were more likely than upper school pupils to say they had been a bully in the last year (16%, 206 middle school; 15%, 205 lower school; 11%, 99 upper school).

Gender: Boys were more likely than girls to admit to having been a bully (17%, 294 boys; 12%, 216 girls).

6.3 Positive and Antisocial Behaviour

Pupils were asked which, if any, positive behaviours they had engaged in during the last year from a list of eight behaviours, and were given an opportunity to indicate other activities they had done. Overall, 85% (3,012 pupils) of pupils had participated in one of the positive behaviours/activities. The most common was taking part in an out of school sport activity (61%, 2,149 pupils). All responses are shown in Figure 6.3.

Figure 6.3: Proportion of Pupils Who Engaged in Specific Positive Behaviours in the Last Year



Stage: Lower school pupils were more likely than middle or lower school pupils to have:

- taken part in an out of school sport activity (66%, 885 lower school; 61%, 72 middle school; 52%, 492 upper school)
- played a musical instrument (48%, 644 lower school; 37%, 473 middle school; 35%, 334 upper school)
- participated in an organisation such as Scouts/Guides (25%, 334 lower school; 19%, 239 middle school; 19%, 175 upper school)
- taken part in a drama/acting/singing group (21%, 278 lower school; 18%, 165 upper school; 16%, 208 middle school).

Upper and lower school pupils were more likely than middle school pupils to say they had participated in the buddying/mentoring programme at school (23%, 214 upper school; 17%, 226 lower school; 3%, 43 middle school).

Upper school pupils were more likely than middle or lower school pupils to have:

- done voluntary work (39%, 363 upper school; 20%, 255 middle school; 15%, 200 lower school)
- taken part in a charity event (37%, 346 upper school; 28%, 373 lower school; 23%, 294 middle school)

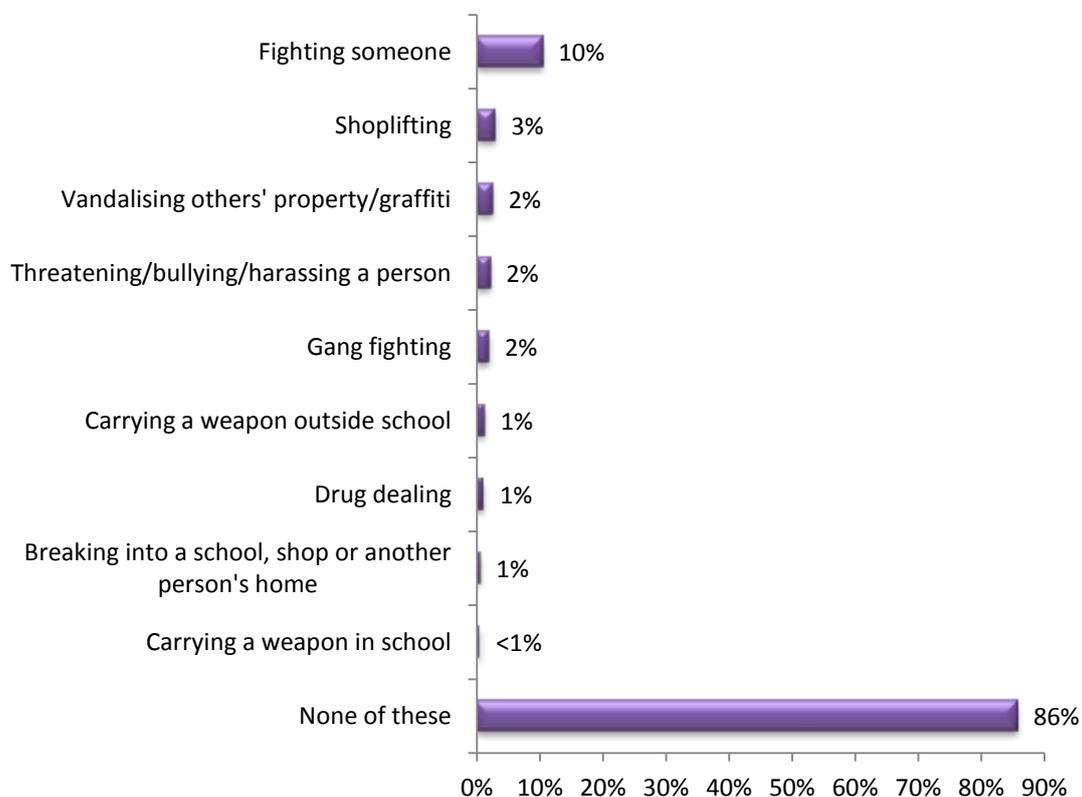
- participated in a faith based activity (14%, 134 upper school; 11%, 153 lower school; 9%, 119 middle school).

Gender: Boys were more likely than girls to have taken part in an out of school sport activity (67%, 1,169 boys; 54%, 979 girls). Girls were more likely than boys to have:

- played a musical instrument (46%, 829 girls; 36%, 622 boys)
- taken part in a charity event (32%, 582 girls; 25%, 431 boys)
- taken part in a drama/acting/singing group (27%, 489 girls; 9%, 162 boys)
- taken part in the buddying/mentoring programme at school (16%, 290 girls; 11%, 192 boys).

Pupils were asked which, if any, antisocial behaviours they had engaged in during the last year from a list of nine behaviours. One in seven (14%, 506 pupils) pupils had engaged in at least one of the antisocial behaviours. The most common was fighting, in which one in ten (10%, 370 pupils) pupils had engaged. All responses are shown in Figure 6.4.

Figure 6.4: Proportion of Pupils Who Engaged in Specific Antisocial Behaviours in the Last Year



Stage: Middle school pupils were more likely than upper and lower school pupils to have engaged in any of the antisocial behaviours (17%, 215 middle school; 14%, 129 upper school; 12%, 162 lower school).

Middle and upper school pupils were more likely than lower school pupils to have engaged in shoplifting (4%, 48 middle school; 3%, 31 upper school; 2%, 23 lower school) and drug dealing (2%, 15 upper school; 2%, 19 middle school; <1%, 5 lower school).

Gender: Boys were more likely than girls to have engaged in any of the antisocial activities (20%, 357 boys; 8%, 149 girls) and specifically more likely to have participated in:

- Fighting (15%, 265 boys; 6%, 105 girls)
- Shoplifting (4%, 73 boys; 2%, 29 girls)
- Vandalism (4%, 74 boys; 1%, 14 girls)
- Threatening/bullying/harassing (3%, 51 boys; 1%, 25 girls)
- Gang fighting (3%, 55 boys; 1%, 13 girls)
- Carrying a weapon outside school (2%, 34 boys; <1%, 7 girls)
- Drug dealing (2%, 32 boys; <1%, 7 girls).

6.4 Social Networking and Screen Based Activities

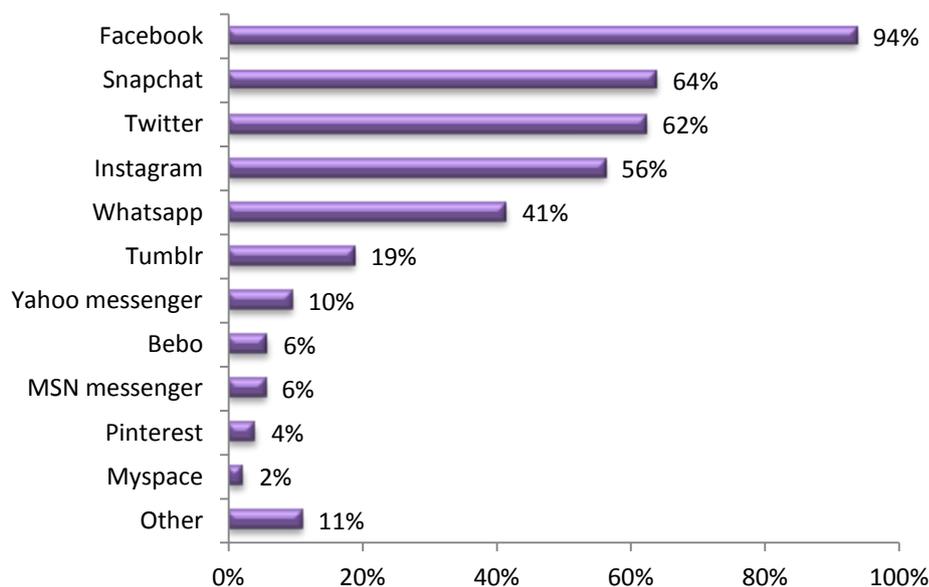
More than nine in ten (92%, 3,284 pupils) pupils said that they use social networking to communicate with family and friends.

Stage: Upper school pupils were the most likely to use social networking and lower school pupils were the least likely (96%, 904 upper school; 93%, 1,196 middle school; 88%, 1,184 lower school).

Gender: Girls were more likely than boys to use social networking (95%, 1,715 girls; 89%, 1,568 boys).

Among those who used social networking, the most common media used were Facebook (94%, 3,062 pupils), Snapchat (64%, 2,084 pupils) and Twitter (62%, 2,036 pupils). The proportion of pupils (of those who used any social networking media) using each type of networking medium are shown in Figure 6.5 below.

Figure 6.5: Proportion of Pupils Using Each Social Media (of those who used any)



Of the 357 pupils who said they used 'other' social media, the most common types were Skype (21%, 75 pupils), Kik (14%, 49 pupils) and BBM (10%, 37 pupils).

Among those who used social networking, 92% (2,867 pupils) had spent at least one hour using social networking the day before and a quarter (23%, 707 pupils) had spent five or

more hours on social networking. Among those who ever used social networking, the mean number of hours spent on social networking the previous day was 3.1 hours.

Stage: Among those who ever used social networking, middle and upper school pupils tended to have spent longer than lower school pupils on social networking the previous day (means: 3.5 hours middle school; 3.5 hours upper school; 2.5 hours lower school).

Gender: Among those who ever used social networking, girls tended to have spent longer than boys on social networking the previous day (means: 3.4 hours girls; 2.8 hours boys).

Pupils were asked how many hours the previous day they spent on gaming, watching TV, DVDs or films, online gambling and online homework. Table 6.1 shows the mean number of hours spent on each activity and the proportion of pupils who had spent any time on each activity the previous day

Table 6.1: Mean Hours Spent on Specific Screen-Based Activities on Previous Day and Proportion of Pupils who Spent Any Time on Each Activity

Activity	Mean hours	% any time
Gaming (e.g. X-Box; Play Station; iPod touch)	2.0	62%
Watching TV, DVDs or films	1.8	77%
On-line gambling	0.1	4%
On-line homework (e.g. GLOW, researching homework topics on the internet)	0.4	27%

Stage: Lower school pupils were the most likely to have spent time gaming and upper school pupils were the least likely (71%, 920 lower school; 62%, 775 middle school; 48%, 450 upper school).

Upper and middle school pupils were more likely than lower school pupils to have spent time watching TV/DVDs/films (80%, 750 upper school; 78%, 984 middle school; 73%, 947 lower school).

Upper school pupils were more likely than middle or lower school pupils to have spent time doing on-line homework (31%, 290 upper school; 26%, 331 middle school; 24%, 314 lower school).

Gender: Boys were more likely than girls to have spent time gaming (79%, 1,355 boys; 45%, 790 girls) or gambling (6%, 100 boys; 2%, 37 girls).

Girls were more likely than boys to have spent time watching TV/DVDs/films (80%, 1,432 girls; 73%, 1,248 boys) or doing on-line homework (30%, 528 girls; 24%, 407 boys).

Altogether, 84% (2,826 pupils) of all pupils had spent three or more hours on screen-based activities the previous day excluding homework (i.e. social networking, gaming, watching TV/DVDs or on-line gambling).

Stage: Middle school pupils were the most likely to have spent three or more hours on screen based activities and lower school pupils were the least likely (90%, 1,078 middle school; 86%, 776 upper school; 78%, 972 lower school).

7 Services for Young People

Summary of Key Indicators

Indicator	%	N
% of pupils who go to a local youth club or drop-in youth centre	20%	712
% of pupils who have an Inverclyde Young Scot Card	22%	804

7.1 Youth Clubs

One in five (20%, 712 pupils) said they went to a local youth club or drop-in youth centre, while a third (33%, 1,166 pupils) said they did not know of one they could go to and 47% (1,661 pupils) said they knew of one they could go to, but did not go.

Stage: Lower school pupils were more likely than middle or upper school pupils to go to a youth club or drop-in centre (26%, 339 lower school; 19%, 246 middle school; 13%, 127 upper school).

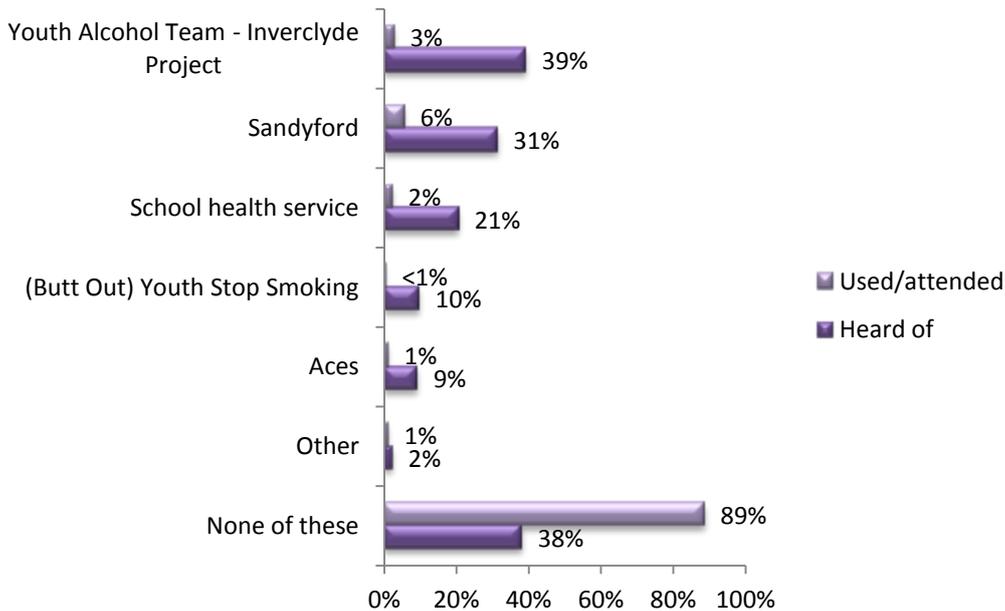
Those who did not go to youth clubs/drop-in centres were asked whether there was anything stopping them or putting them off going. Of the 1,214 pupils who answered and said there was something stopping them or putting them off, the most common responses were:

- No time/busy with other things (18%, 221 pupils);
- People who go (16%, 199 pupils)
- Negative views of clubs/facilities (15%, 188 pupils)
- Don't want to/not interested (15%, 186 pupils);
- Too shy/no confidence (8%, 102 pupils);
- Don't know what it is/where it is/enough about it (8%, 101 pupils)
- None of my friends go (7%, 84 pupils).

7.2 Health Services

Pupils were asked which health services for young people near their school they had heard of, and which they had used or attended. Responses are shown in Figure 7.1 below. Overall, 62% (2,201 pupils) had heard of at least one health service for young people - the most commonly known were Youth Alcohol Team - Inverclyde Project (39%, 1,394 pupils) and Sandyford (31%, 1,110 pupils). One in nine pupils (11%, 402 pupils) had used at least one of the health services. Sandyford was the most commonly used service (6%, 194 pupils).

Figure 7.1: Proportion of Pupils who had Used/Attended and Proportion of Pupils who had Heard of Health Services for Young People



Stage: Upper school pupils were the most likely to have heard of at least one of the health services and lower school pupils were the least likely (81%, 763 upper school; 65%, 821 middle school; 46%, 617 lower school). Specifically, upper school pupils were the most likely to have heard of Sandyford (67%, 663 upper school; 34%, 436 middle school; 3%, 41 lower school) and the school health service (25%, 236 upper school; 20%, 257 middle school; 17%, 234 lower school).

Upper and middle school pupils were more likely than lower school pupils to have heard of the Youth Alcohol Team - Inverclyde Project (44%, 410 upper school; 42%, 528 middle school; 34%, 456 lower school).

However, lower school pupils were more likely than middle and upper school pupils to have heard of Aces (11%, 152 lower school; 8%, 96 middle school; 8%, 79 upper school).

Upper school pupils were more likely than lower or middle school pupils to have used at least one of the health services (18%, 168 upper school; 9%, 108 middle school; 9%, 126 lower school). Specifically, upper school pupils were the most likely to have used Sandyford (14%, 128 upper school; 5%, 58 middle school; 1%, 8 lower school). However, lower school pupils were more likely than middle or upper school pupils to have used the Youth Alcohol Team - Inverclyde Project (5%, 65 lower school; 1%, 16 middle school; 1%, 14 upper school) or Aces (2%, 25 lower school; 1%, 8 middle school; 1%, 5 upper school).

Gender: Girls were more likely than boys to have heard of at least one of the health services (64%, 1,157 girls; 60%, 1,043 boys). Specifically, girls were more likely than boys to have heard of Aces (11%, 193 girls; 8%, 134 boys). However, boys were more likely than girls to have heard of Youth Stop Smoking (11%, 196 boys; 8%, 146 girls).

7.3 Inverclyde Young Scot Card

Just over one in five (22%, 804 pupils) had an Inverclyde Young Scot Card.

Stage: Upper school pupils were more likely than middle or lower school pupils to have an Inverclyde Young Scot Card (42%, 392 upper school; 19%, 244 middle school; 12%, lower school).

Gender: Girls were more likely than boys to have an Inverclyde Young Scot Card (24%, 441 girls; 20%, 362 boys).

Those who had an Inverclyde Young Scot Card were asked whether they had used their card for certain activities in the last year. Three in five (61%, 312 pupils) had used their card for at least one activity. The most common use was discounts in shops, which had been used by 45% (353 pupils) of Young Scot Card holders. Figure 7.2 shows the proportion of card holders who had used their card for each activity.

Figure 7.2: Uses of Glasgow Young Scot Card in Last Year



Stage: Among Young Scot Card holders, upper school pupils were more likely than middle or lower school pupils to have used their card for any of the activities (71%, 273 upper school; 56%, 135 middle school; 43%, 71 lower school), and specifically:

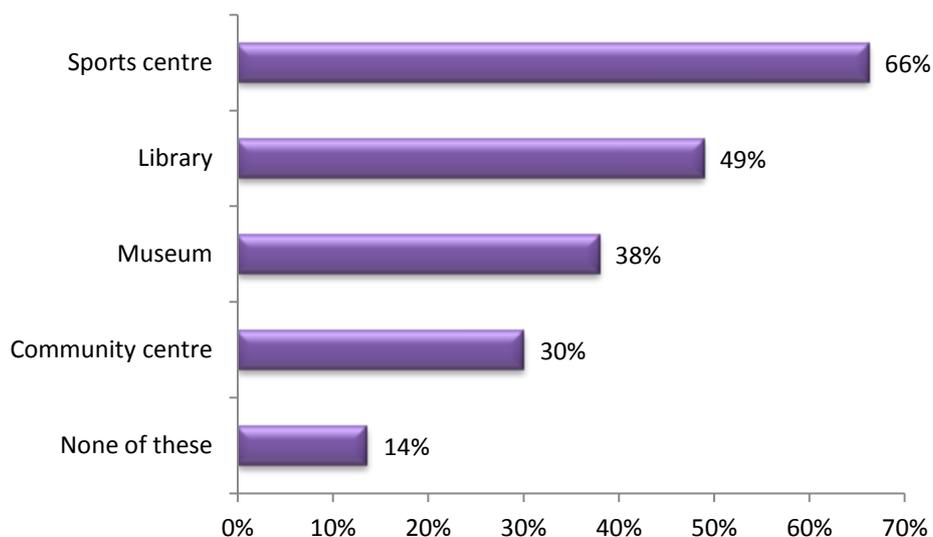
- discounts in shops (53%, 203 upper school; 41%, 99 middle school; 31%, 51 lower school)
- to prove their age (46%, 175 upper school; 27%, 66 middle school; 19%, 31 lower school)
- public transport discounts (25%, 97 upper school; 12%, 28 middle school; 8%, 14 lower school).

Gender: Among Young Scot Card holders, girls were more likely than boys to have used their card for any of the activities (71%, 308 girls; 48%, 170 boys), and specifically discounts in shops (57%, 250 girls; 29%, 102 boys).

7.4 Culture and Leisure Services

Pupils were asked whether they had been to a museum, library, sports centre or community centre in the last year. Overall, 86% (3,074 pupils) had been to at least one of these. Sports centre was the most commonly used facility, with two thirds (66%, 2,355 pupils) of pupils saying they had been to a sports centre in the last year.

Figure 7.3: Facilities Used in Last Year



Stage: Lower school pupils were more likely than middle or upper school pupils to have been to a:

- sports centre (70%, 938 lower school; 64%, 817 middle school; 64%, 600 upper school)
- library (62%, 837 lower school; 43%, 401 upper school; 39%, 503 middle school)
- museum (48%, 645 lower school; 32%, 404 middle school; 32%, 300 upper school)
- community centre (34%, 461 lower school; 30%, 376 middle school; 24%, 229 upper school).

Gender: Boys were more likely than girls to have been to a sports centre in the last year (72%, 1,261 boys; 61%, 1,093 girls). Girls were more likely than boys to have visited a library in the last year (55%, 994 girls; 43%, 747 boys).

8 The Future

Summary of Key Indicators

Indicator	%	N
% of pupils who would like to go to university/college	72%	2,343
% of pupils who want to live in Inverclyde as an adult	20%	708

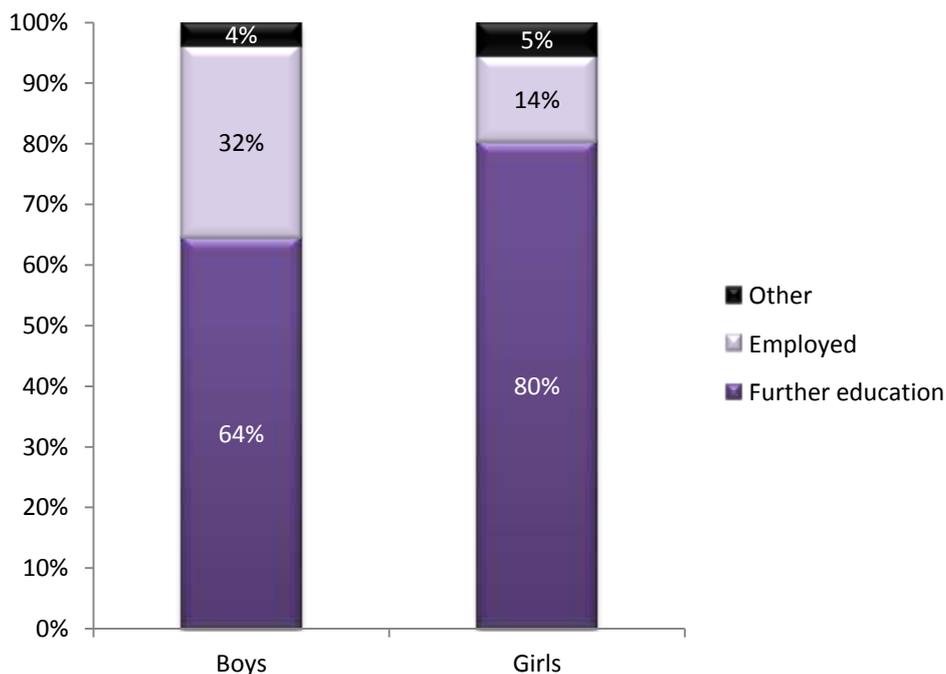
8.1 Post-School Aspirations

Pupils were asked what they would like to be doing when they leave school. Of those who were able to say, seven in ten (72%, 2,343 pupils) said they would like to go into further education (university or further education college), 23% (732 pupils) said they would like to go into employment (working, apprenticeship or youth training/skill seekers), less than 1% (7 pupils) said they would like to be unemployed and 5% (151 pupils) said something else.

Stage: Lower school pupils were more likely than middle or upper school pupils to say they would like to go to further education (76%, 906 lower school; 71%, 821 middle school; 69%, 616 upper school).

Gender: Girls were more likely than boys to say they would like to go to further education (80%, 1,331 girls; 64%, 1,011 boys).

Figure 8.1: Post-School Aspirations by Gender

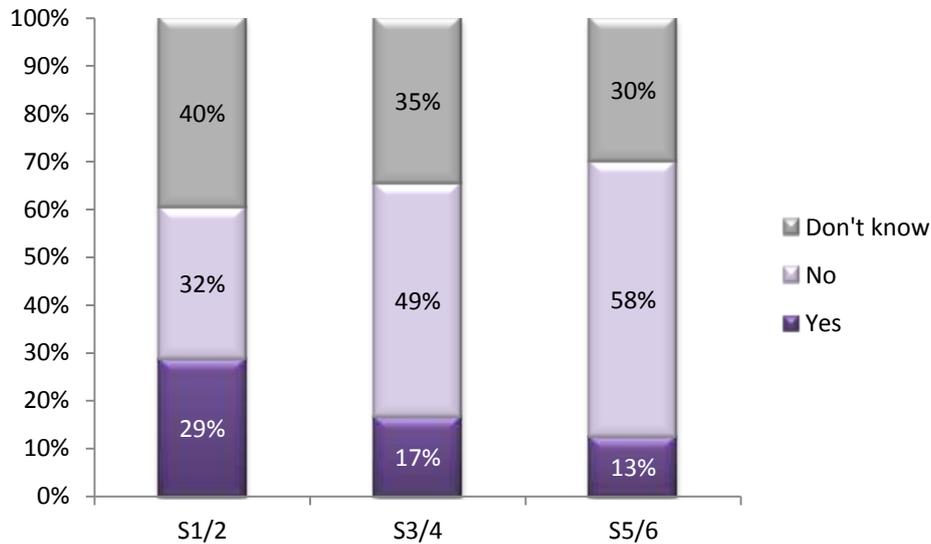


8.2 Living in Inverclyde as an Adult

Pupils were asked whether they want to live in Inverclyde when they are an adult. One in five (20%, 708 pupils) said yes, 45% (1,581 pupils) said no and 35% (1,246 pupils) said they did not know.

Stage: Lower school pupils were more likely than middle or upper school pupils to say they want to live in Inverclyde as an adult (29%, 379 lower school; 17%, 211 middle school; 13%, 118 upper school).

Figure 8.2: Responses to 'Do you want to live in Inverclyde when you are an adult?' by Year Group



Pupils were asked why they would or would not like to live in Inverclyde as an adult. Of those who said they did want to live in Inverclyde, the most common responses were:

- family/friends here (36%, 179 pupils)
- emotional connection to area (e.g. 'I grew up here', 'this is home') (35%, 173 pupils)
- general positive views of area (e.g. 'I like it here') (22%, 112 pupils).

Of those who said they did not want to like in Inverclyde as an adult, the most common reasons were:

- general negative views of area (e.g. 'it's a dump') (26%, 380 pupils)
- no further education/career prospects in area/better prospects elsewhere (15%, 217 pupils)
- desire to live abroad (13%, 184 pupils)
- drugs/alcohol/crime in area (12%, 175 pupils)
- desire to travel/see new places (10%, 147 pupils).

Appendix: Annotated Questionnaire

Inverclyde Child and Youth HEALTH AND WELLBEING QUESTIONNAIRE

SECTION A - ABOUT YOU

- A1 Are you a...? N=3,605**
PLEASE TICK ONE BOX ONLY
- | | | | |
|-----|-------|------|-------|
| Boy | 49.5% | Girl | 50.5% |
|-----|-------|------|-------|
- A2 How old are you? N=3,597**
PLEASE WRITE IN
- | | |
|-----------|-----------|
| 11: 4.3% | 15: 16.4% |
| 12: 18.8% | 16: 15.5% |
| 13: 19.0% | 17: 7.3% |
| 14: 18.6% | 18: 0.2% |
- A3 What year are you in? N=3,606**
PLEASE TICK ONE BOX ONLY
- | S1 | S2 | S3 | S4 | S5 | S6 |
|-------|-------|-------|-------|-------|-------|
| 17.8% | 20.0% | 18.4% | 17.4% | 16.3% | 10.1% |
- A4 Which of these best describes you? N=3,593**
PLEASE TICK ONE BOX ONLY
- | | |
|---|-------|
| I live with my mum and dad | 64.2% |
| I spend some time living with my mum and some time living with my dad | 10.2% |
| I live with just my mum | 13.3% |
| I live with just my dad | 1.8% |
| I live with my mum and her husband/partner | 6.4% |
| I live with my dad and his wife/partner | 0.8% |
| I live with my grandparent(s) | 1.7% |
| I live with foster parents | 0.3% |
| I am in care | 0.2% |
| Other (please write in) | 1.1% |

A5 Which of these best describes you? N=3,595

PLEASE TICK ONE BOX ONLY

White	White –Scottish	93.1%
	White – other British	2.9%
	White – Irish	0.4%
	White – Traveller Gypsy	0.3%
	White – Polish	0.2%
	White - Roma	0.6%
	White - Any other White background	0.6%
Mixed	Any mixed background	0.9%
Black or Black British, Black Scottish	Black - Caribbean	<0.2%
	Black - African	<0.2%
	Black - Any other Black background	0.2%
Asian or Asian British, Asian Scottish	Asian - Indian	0.3%
	Asian - Pakistani	<0.2%
	Asian - Bangladeshi	<0.2%
	Asian - Any other Asian background	<0.2%
Chinese British, Scottish, Asian	Chinese	0.4%
Other	Arab, Arab Scottish, Arab British	<0.2%
	Any other ethnic background	<0.2%
	I don't know	0.4%
	Refused	<0.2%

SECTION B – PHYSICAL ACTIVITY

Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, school activities, playing with friends, or walking to school. Some examples of physical activity are running, quick walking, rollerblading, biking, dancing, skateboarding, swimming, basketball and football.

For this next question, add up all the time you spent in physical activity each day.

B1 On how many days over the last 7 days were you physically active for a total of 60 minutes or more? N=3,536

PLEASE CIRCLE ONE NUMBER ONLY

0	1	2	3	4	5	6	7
6.9%	8.0%	13.6%	19.9%	16.9%	14.5%	8.7%	11.5%

B2 What would make you more physically active? N=3,606

PLEASE WRITE IN THE BOX

Most common responses: Choosing to do more activities: 36.9% Nothing/blank/already active enough: 33.2% Better facilities in community: 8.5%

B3 How did you travel to school today? N=3,593

PLEASE TICK ONE BOX ONLY

Walk	33.5%	Car	25.1%
Cycle	0.3%	Taxi	1.5%
Bus	37.2%	Other (please write in)	0.5%
Train	1.9%		

B4 How often do you do sports or physical activities at clubs (either in school or outside school)? N=3,593

PLEASE TICK ONE BOX ONLY

4 or more times a week	30.0%
2 – 3 times a week	37.3%
Once a week	10.4%
2 – 3 times a month	1.6%
Once a month	1.3%
Less often	3.4%
Never	11.4%
Don't know	4.6%

B5 How many minutes of physical exercise per day do you think young people should do to stay healthy? N=3,587

PLEASE TICK ONE BOX ONLY

About 15 minutes	3.1%
About 30 minutes	17.9%
About 45 minutes	13.8%
About 60 minutes	49.5%
About 90 minutes	8.1%
About 120 minutes	3.2%
More than 120 minutes	3.6%
None	0.9%

B6 In the last month, have you taken part in any of the following activities? N=3,597
PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Swimming	34.6%	Judo/martial arts	6.0%	Running/jogging	50.0%
Athletics	13.7%	Netball	6.6%	Golf	6.3%
Badminton	25.9%	Rugby	15.6%	Tennis	6.9%
Boxing	7.4%	Squash	1.4%	Basketball	24.2%
Cycling	18.6%	Table tennis	8.0%	Ice skating	10.3%
Gymnastics	18.1%	Football	44.0%	None of these	6.5%
Hockey	16.1%	Dance	21.6%		
Volleyball	3.8%	Gym	40.4%		

SECTION C - YOUR DIET

C1 Did you eat breakfast this morning? N=3,605
PLEASE TICK ONE BOX ONLY

Yes	70.0%	No	30.0%
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IF YOU TICKED NO, PLEASE GO TO QUESTION C3

C2 Where did you eat your breakfast? N=2,500
PLEASE TICK ONE BOX ONLY

At home	96.3%
In the school	1.7%
Somewhere else (please say where)	2.0%

C3 During your last school lunchtime, did you: N=3,597
PLEASE TICK ONE BOX ONLY

Go home for lunch	3.1%
Have a school lunch	37.8%
Take a packed lunch	23.7%
Not have any lunch	6.3%
Buy your lunch from a shop or van	28.6%
Get lunch somewhere else (please say where)	0.5%

IF YOU BOUGHT LUNCH FROM A SHOP OR VAN, ANSWER C4 - OTHERS GO TO C5

C4 How much did you spend on lunch at the shop/van during your last school lunchtime? N=1,012

PLEASE TICK ONE BOX ONLY

Less than £1.50	15.1%
Between £1.50 and £1.99	26.9%
Between £2.00 and £2.99	42.5%
Between £3.00 and £4.99	14.9%
£5.00 or more	0.6%

C5 During your last school lunchtime, what did you drink? N=3,570

PLEASE TICK ONE BOX ONLY

Nothing to drink	7.0%	Water	30.1%	Milk (semi-skimmed/skimmed)	7.4%
Fizzy drink (e.g. regular Irn Bru)	18.8%	Fresh fruit juice	9.6%	Tea/coffee	0.3%
Energy drink	11.0%	Juice drink (e.g. Ribena, Oasis)	8.4%		
Diet fizzy drink	3.9%	Milk (full fat)	1.6%		

Something else (Please say what) 2.1% _____

C6 Do you get free school meals? N=3,590

PLEASE TICK ONE BOX ONLY

Yes	17.4%	No	76.6%	Don't know	6.0%
-----	-------	----	-------	------------	------

C7 How many portion of fruit did you eat yesterday? N=3,566

(A portion of fresh fruit would be something like 1 banana or 1 apple or 1 slice of melon or 2 satsumas. A glass of fresh fruit juice also counts as one portion).

PLEASE WRITE IN A NUMBER

Mean=1.93

C8 How many portions of vegetables or salad (not potatoes) did you eat yesterday? N=3,548

(A portion of vegetables would be something like three large heaped table spoonfuls of carrots, peas or sweetcorn and includes fresh, frozen or tinned vegetables).

PLEASE WRITE IN A NUMBER

Mean=1.62

% meeting target of 5+ portions of fruit/vegetables: N=3,537 32.5%

C9 How many times did you eat the following things yesterday?

PLEASE WRITE IN A NUMBER FOR EACH ROW (IF YOU DID NOT HAVE ANY, WRITE '0' FOR THE NUMBER OF TIMES)

Sweets or chocolate	N=3,539	Mean=1.63	TIMES
Chips/fried potatoes	N=3,478	Mean=0.73	TIMES
Diet fizzy drink	N=3,494	Mean=1.15	TIMES

SECTION D – WELLBEING

D1 How have you felt about your health in general, over the last year? N=3,591
PLEASE TICK ONE BOX ONLY

Very good	Good	Fair	Poor	Very poor
21.6%	42.5%	28.0%	6.6%	1.3%

D2 Which, if any, of these do you worry about? N=3,583
PLEASE TICK ALL THAT APPLY

Relationships with friends	29.2%	Exams	53.6%	Violence/gangs	8.8%
Being bullied	13.8%	Relationship with family	15.7%	The future	44.8%
The way I look	36.4%	Getting a job	32.6%	My health	22.5%
I have no worries at the moment			16.4%		
Something else (please say what) 3.5% _____					

D3 How easy is it for you to talk to the following people about things that really bother you?
PLEASE TICK ONE BOX ON EACH LINE

	Very easy	Easy	Difficult	Very difficult	Don't have or see this person
Friends N=3,523	46.1%	41.4%	9.8%	2.2%	0.5%
Mum / female carer N=3,557	46.0%	32.6%	15.0%	5.0%	1.5%
Dad / male carer N=3,508	29.0%	31.5%	20.9%	9.7%	8.9%
Brother(s) of similar age or older N=3,433	16.5%	19.4%	14.7%	9.1%	40.3%
Sister(s) of similar age or older N=3,416	19.0%	19.2%	10.5%	7.0%	44.4%
Grandparent(s) N=3,524	22.5%	32.8%	22.0%	10.9%	11.8%
Teachers N=3,517	7.2%	29.1%	34.9%	26.2%	2.6%
Neighbours N=3,481	5.5%	14.2%	23.9%	34.1%	22.3%
Doctor or Nurse N=3,492	13.1%	36.1%	24.7%	16.4%	9.7%
Youth worker N=3,450	6.2%	14.3%	11.5%	10.1%	57.9%

D4 This question is about your strengths and difficulties

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

PLEASE TICK ONE BOX ON EACH LINE	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings N=3,586	1.9%	29.8%	68.3%
I am restless. I cannot stay still for long N=3,574	25.9%	44.4%	29.7%
I get a lot of headaches, stomach-aches or sickness N=3,575	56.0%	30.4%	13.6%
I usually share with others (food, games, pens etc) N=3,582	9.7%	44.9%	45.3%
I get very angry and often lose my temper N=3,582	40.1%	37.0%	22.9%
I am usually on my own. I generally play alone or keep to myself N=3,582	70.2%	21.9%	7.9%
I usually do as I am told N=3,580	7.9%	59.5%	32.6%
I worry a lot N=3,578	35.8%	36.4%	27.8%
I am helpful if someone is hurt, upset or feeling ill N=3,581	4.5%	37.6%	57.9%
I am constantly fidgeting or squirming N=3,567	47.8%	34.8%	17.4%
I have one good friend or more N=3,574	3.1%	9.8%	87.1%
I fight a lot. I can make other people do what I want N=3,579	87.5%	10.3%	2.3%
I am often unhappy, down-hearted or tearful N=3,574	66.1%	25.1%	8.7%
Other people my age generally like me N=3,566	6.8%	52.4%	40.8%
I am easily distracted. I find it difficult to concentrate N=3,579	32.1%	44.0%	23.8%
I am nervous in new situations. I easily lose confidence N=3,578	27.9%	40.8%	31.3%
I am kind to younger children N=3,576	4.4%	25.8%	69.7%
I am often accused of lying or cheating N=3,568	65.8%	23.6%	10.7%
Other children or young people pick on me or bully me N=3,576	84.9%	11.2%	3.9%
I often volunteer to help others (parents, teachers, children) N=3,579	20.3%	53.2%	26.5%
I think before I do things N=3,582	14.4%	56.6%	29.0%
I take things that are not mine from home, school or elsewhere N=3,582	90.9%	7.0%	2.1%
I get on better with adults than with people my own age N=3,578	52.3%	37.8%	9.9%
I have many fears. I am easily scared N=3,581	56.9%	30.2%	12.9%
I finish the work I am doing. My attention is good N=3,583	12.6%	55.5%	31.9%

D5 Have you been bullied in the last year?
PLEASE TICK ONE BOX ON EACH LINE

a	At school N=3,586	Yes 15.7%	No 84.3%
b	Somewhere else N=3,585	Yes 5.7%	No 94.3%
c	Online N=3,586	Yes 6.1%	No 93.9%

**IF YOU HAVE BEEN BULLIED ANYWHERE IN THE LAST YEAR, PLEASE ANSWER D6.
IF YOU HAVE NOT BEEN BULLIED, GO TO D7.**

D6 Did you report the bullying to any of the school staff? N=653
PLEASE TICK ONE BOX ONLY

Yes, and it made the situation better	30.2%
Yes, but it did not make the situation better	26.5%
No, I did not report the bullying to school staff	43.3%

EVERYONE TO ANSWER D7

D7 Have you bullied or frightened someone in this school in the last year?
N=3,559
PLEASE TICK ONE BOX ONLY

Never	Sometimes	Often	Very Often
85.7%	12.2%	1.3%	0.8%

SECTION E – SMOKING

E1 Which of the following best describes you? N=3,597
PLEASE TICK ONE BOX ONLY

I have never smoked	81.6%
I have only ever smoked once	9.3%
I used to smoke sometimes, but I never smoke now	3.7%
I sometimes smoke cigarettes, but less than one a week	1.9%
I smoke between one and five cigarettes a week	0.6%
I usually smoke six or more cigarettes in a week	2.4%
(inferred smoker, ie no response to E1, but responded as a smoker E2-E7)	0.5%

→ IF YOU SAID
YOU DON'T
SMOKE, GO TO
E8

(Questions E2 to E7 are for those who ever smoke nowadays)

E2 Where do you get your cigarettes/tobacco? N=187

PLEASE TICK ALL THAT APPLY (Please tick more than one box if you OFTEN get cigarettes/tobacco from different people or places).

I buy them myself from a <u>shop</u> - e.g. supermarket, newsagent or garage shop	23.0%
I buy them myself from a <u>van</u> - e.g. ice cream van or burger van	12.3%
I ask an <u>adult I don't know</u> to buy me cigarettes/tobacco from a shop	28.3%
I ask someone else under the age of 18 to buy me cigarettes/tobacco from a shop	11.2%
I get them from someone I know - e.g. friends or family	51.9%
I take them from my parents or other adults (without them knowing)	8.6%
I get cigarettes/tobacco in some other way (please say how/where)	8.0%

E3 Do you buy...? N=189

PLEASE TICK ALL THAT APPLY

Packs of 20 cigarettes	30.7%
Packs of 10 cigarettes	50.3%
Single cigarettes	17.5%
Hand rolling tobacco	11.1%
I don't buy cigarettes	22.8%

E4 Tobacco can often be bought much cheaper than you would expect to pay in a newsagent or supermarket.

Would you know where to go to buy "cheap" tobacco? N=188

PLEASE TICK ONE BOX ONLY

Yes	42.6%	No	57.4%
-----	-------	----	-------

E5 Would you like to stop smoking? N=182

PLEASE TICK ONE BOX ONLY

Yes	45.1%	No	22.5%	Possibly	32.4%
-----	-------	----	-------	----------	-------

E6 Would you know where to get help to stop smoking? N=193

PLEASE TICK ONE BOX ONLY

Yes	71.0%	No	29.0%	➔ IF YOU TICKED NO, PLEASE GO TO QUESTION E8
-----	-------	----	-------	---

E7 Who would you ask to help you to stop smoking? N=133

PLEASE TICK ALL THAT APPLY

Doctor	41.4%
Chemist	15.8%
Youth Worker	33.8%
Butt Out Service	11.3%
Teacher	11.3%
Friend/family	67.7%
Someone else (please say who)	6.8%

EVERYONE TO ANSWER E8**E8 Does anyone else smoke at home? (If you have more than one home, does anyone smoke in any of your homes?) N=3,589**

PLEASE TICK ONE BOX ONLY

Yes	41.7%	No	58.3%	 IF YOU TICKED NO, PLEASE GO TO QUESTION E10
-----	-------	----	-------	--

E9 If yes, where do they smoke? N=1,485

PLEASE TICK ALL THAT APPLY

One room	In a particular area in the house	Anywhere in the house	Outside	In the car
19.9%	21.6%	16.8%	53.4%	10.2%

EVERYONE TO ANSWER E10**E10 How often do you have to breathe in secondhand smoke? N=3,518****EXPLANATION OF SECONDHAND SMOKE**

Secondhand smoke is smoke that is breathed in from other people's tobacco smoke. It is caused by smoke that is blown out when someone is smoking or it comes from the burning tip of a cigarette, cigar or pipe.

PLEASE TICK ONE BOX ONLY

Never	Rarely	Often	Every day
22.2%	56.2%	14.2%	7.4%

SECTION F – DRINKING ALCOHOL

F1 How often do you drink alcohol? N=3,600

PLEASE TICK ONE BOX ONLY

Never	55.9%
Once a week or more	7.9%
Every 1 – 2 weeks	6.8%
Every 3 – 4 weeks	6.4%
Once every 2 – 3 months	7.1%
Less often (once or twice a year)	15.9%



IF YOU TICKED NEVER, PLEASE GO TO SECTION G – DRUGS

(QUESTIONS F2 TO F5 ARE FOR THOSE WHO EVER DRINK ALCOHOL)

F2 Which of the following do you drink? N=1,558

PLEASE TICK ALL THAT APPLY

Beer/lager	29.0%
Cider	42.2%
Alcohol fizzy drinks or alcopops (WKD, Bacardi Breezers)	42.9%
Wine (red, white, rose)	15.7%
Spirits (vodka, whisky)	45.6%
Fortified wine/sherry (Buckfast, Martini)	16.9%
Other (please say what)	12.7%

F3 How often would you say you get drunk? N=1,558

PLEASE TICK ONE BOX ONLY

Never or rarely	56.0%
Once or twice a month	21.7%
Once a week	11.9%
Twice a week	3.9%
Most days	1.2%
Don't know	5.3%

F4 How much did you spend on alcohol last week? N=1,549

PLEASE TICK ONE BOX ONLY

Nothing	63.6%
Under £2	0.9%
£2 – £5	5.3%
£6 – £10	17.5%
£11 – £15	7.1%
£16 – £20	2.7%
More than £20	2.9%

F5 Where do you buy alcohol? N=1,564

PLEASE TICK ALL THAT APPLY

Local grocers shop	5.5%
Local supermarket	5.2%
Friends buy it for me	29.9%
Family buy it for me	19.2%
I ask strangers to buy it for me	13.9%
Local off-licence chain	3.7%
Somewhere else	3.6%
I don't buy alcohol	37.5%

SECTION G – DRUGS

PLEASE READ THIS FIRST

We would now like to ask you some questions about drugs. By "drugs" we mean illegal drugs, legal highs and solvents. We don't mean medicines that your doctor prescribed you or that you can buy over the counter.

All the 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.

G1 Have you ever taken illegal drugs? N=3,594

PLEASE TICK ONE BOX ONLY

Yes	8.7%	No	91.3%	 IF YOU TICKED NO, PLEASE GO TO QUESTION G6
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(Questions G2 to G5 are for those who have ever taken drugs)

G2 How often do you use drugs? N=309

PLEASE TICK ONE BOX ONLY

Only taken drugs once	45.3%
Used to take drugs sometimes but I don't take them anymore	14.9%
A few times a year	14.9%
Once or twice a month	10.4%
At least once a week	7.1%
Most days	7.4%

G3 The last time you used drugs who/where did you get them from? N=303

PLEASE TICK ALL THAT APPLY

Internet	<1.7%
Shop	1.7%
Friend	67.7%
An acquaintance	22.4%
Market stall	0.0%
Brother or sister	<1.7%
Parents	<1.7%
A stranger	7.6%
Someone else	10.6%

G4 The last time you used drugs did you use them with alcohol? N=307

PLEASE TICK ONE BOX ONLY

Yes	45.0%	No	55.0%
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G5 Which, if any, of these drugs have you taken in the last year? N=318

PLEASE TICK ALL THAT APPLY (IF YOU HAVE NOT TAKEN ANY DRUGS IN THE LAST YEAR, PLEASE TICK 'NONE IN THE LAST YEAR')

Cannabis (Skunk, Marijuana, dope, hash, blow, joints, wacky baccy, weed, grass)	89.0%
Gas, glue or other solvents (Correction fluid, lighter fuel, aerosols to inhale or sniff)	5.3%
Amphetamines (Speed, Whizz, Sulph, Paste)	7.9%
LSD (acid, tabs, trips)	7.2%
Ecstasy (E, Eccies, XTC, sweeties)	15.1%
Cyroban (Cy, Cyber)	2.5%
Poppers (Amyl Nitrates, Liquid Gold, Rush)	5.3%
Tranquillisers (Downers, Jellies, Valium, Vallies, Blues, Temazepam, Eggs)	6.3%
Heroin (Smack, Skag, Gear, H, Brown, Junk, Kit)	4.1%
Magic Mushrooms (Shrooms)	6.9%
Methadone (Physeptone, Meth)	4.1%
Crack (Rock, Freebase)	4.7%
Cocaine (Coke, Charlie, C, Ching)	15.4%
Anabolic Steroids (Roids, Gear)	5.0%
Mephedrone (Bubbles, M Cat, Meow)	7.5%
Other drugs (Please say what)	9.7%
<hr/>	
None in the last year	2.9%

EVERYONE TO ANSWER G6

G6 How easy would it be for you to get illegal drugs? N=3,524

PLEASE TICK ONE BOX ONLY

Very easy	Fairly easy	Fairly difficult	Very difficult	Impossible	Don't know
6.6%	15.0%	7.3%	6.2%	16.2%	48.6%

G7 How easy would it be for you to get Legal Highs? N=3,511

"Legal Highs" are substances that are used like illegal drugs, and can have similar harmful effects. These are sometimes described as legal, herbal highs, designer drugs or research chemicals.

PLEASE TICK ONE BOX ONLY

Very easy	Fairly easy	Fairly difficult	Very difficult	Impossible	Don't know
6.2%	12.4%	6.9%	6.3%	14.4%	53.8%

G8 Have you taken Legal Highs in the last year? N=3,576

PLEASE TICK ONE BOX ONLY

Yes	2.4%	No	97.6%
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IF YES: Please say what _____

SECTION H – ILLNESS & DISABILITY**H1 Do you have any of the following? N=3,551**

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Dyslexia	10.7%
ADHD	3.3%
ASD/Aspergers	1.5%
Mental health/Emotional illness	3.9%
Other emotional, behavioural or learning difficulty or disability (please say what) _____	3.2%
None of these	80.9%

H2 Do you have any of the following? N=3,551

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Asthma	15.7%
Diabetes	0.9%
Eczema/psoriasis/skin condition	9.6%
Epilepsy	0.9%
Injury (e.g. broken bones)	3.7%
Arthritis/Painful joints	3.3%
Cystic fibrosis	<0.2%
Stomach/digestion, constipation or bowel problem	2.5%
Urinary/bladder problems (e.g. day or night wetting)	1.0%
Physical disability (e.g. spina bifida, cerebral palsy)	0.6%
Sensory impairment - hearing impairment, visual impairment	2.8%
Other physical illness or disability (please say what) _____	2.5%
None of these	66.1%

H3 Do you have an illness or disability that limits what you can do? (Including anything you have told us about in questions H1 and H2) N=3,547

PLEASE TICK ONE BOX ONLY

Yes	10.1%	1	No	89.9%	2	➔ IF YOU TICKED NO, PLEASE GO TO SECTION I – ABOUT YOUR TEETH
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H4 Please say in what ways this illness or disability limits what you can do N=316

PLEASE WRITE IN THE BOX

Most common responses:
Restricts physical activity 57.6%
Affects school work (e.g. reading/writing/concentrating) 15.8%

SECTION I – ABOUT YOUR TEETH

I1 How many times did you clean your teeth yesterday? N=3,579

PLEASE TICK ONE BOX ONLY

Not at all	Once	Twice	3 times or more
1.0%	14.5%	70.7%	13.8%

I2 Are you registered with a dentist? N=3,575

PLEASE TICK ONE BOX ONLY

Yes	94.4%	No	1.0%	Don't know	4.6%
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I3 When did you last go to the dentist? N=3,576

PLEASE TICK ONE BOX ONLY

Within the last 6 months	6–12 months ago	More than 12 months ago	Never	Can't remember
76.0%	10.8%	2.3%	0.1%	10.7%

SECTION J – SERVICES FOR YOUNG PEOPLE

J1 Do you go to a local youth club or drop-in youth centre? N=3,539

PLEASE TICK ONE BOX ONLY

Yes	20.1%
No – I don't know of one that I could go to	32.9%
No – but I know of one that I could go to	46.9%

J2 Is there anything stopping you, or putting you off, going to a youth club or drop-in youth centre? N=1,214

PLEASE WRITE IN THE BOX

<p>Most common responses:</p> <p>No time/busy with other things 18.2%</p> <p>People who go 16.4%</p> <p>Negative views of clubs/facilities 15.5%</p> <p>Don't want to/not interested 15.3%</p>
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J3 Have you heard of any of the following health services for young people near your school? N=3,552

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Sandyford	31.3%
(Butt Out) Youth Stop Smoking	9.7%
Aces	9.2%
Youth Alcohol Team - Inverclyde Project	39.2%
School health service	20.5%
Other health service for young people (please say what)	2.2%
<hr/>	
None of these	38.0%

J4 Which of these services have you used or attended? N=3,512

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Sandyford	5.5%
(Butt Out) Youth Stop Smoking	0.4%
Aces	1.1%
Youth Alcohol Team - Inverclyde Project	2.7%
School health service	2.2%
Other health service for young people (please say what)	1.1%
<hr/>	
None of these	88.6%

J5 Do you have an Inverclyde Young Scot Card? N=3,578

PLEASE TICK ONE BOX ONLY

Yes	22.5%	No	77.5%	➔	IF YOU TICKED NO, PLEASE GO TO QUESTION J7
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J6 Have you used your Inverclyde Young Scot Card or accessed the Young Scot website for any of the following activities in the last year? N=791

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

PASS (To prove your age in shops or at the cinema)	34.4%
Reward points	4.4%
Discount in shops	44.6%
Public transport discounts for young people aged 16-25	17.6%
Webpage local and national information about services for young people	1.6%
None of these	39.4%

EVERYONE TO ANSWER J7

J7 Have you been to any of the following in the last year? N=3,557

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Museum	37.9%
Library	48.9%
Sports centre	66.2%
Community centre	30.0%
None of these	13.6%

SECTION K– BEHAVIOUR/ATTITUDE

K1 Which, if any, of these things have you done in the last year? N=3,552

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Taken part in an out of school sport activity (including football, dance, aerobics, etc)	60.5%
Done voluntary work	23.0%
Taken part in a charity event	28.5%
Taken part in a drama/acting/singing group	18.3%
Participated in a faith based activity- e.g. Scripture Union, Quran classes, Church service	11.4%
Taken part in the buddying/mentoring programme at school	13.6%
Participated in an organisation such as Scouts/Guides	21.1%
Played a musical instrument	40.9%
None of these	15.2%
Other activity you would like to tell us about	4.3%

K2 Which, if any, of these things have you done in the last year? N=3,544

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

Shoplifting	2.9%
Fighting someone	10.4%
Gang fighting	1.9%
Threatening/bullying/harassing a person	2.1%
Carrying a weapon outside school	1.2%
Carrying a weapon in school	0.5%
Drug dealing	1.1%
Vandalising others' property/graffiti	2.5%
Breaking into a school, shop, or another person's home	0.5%
None of these	85.7%

K3 How worried are you about experiencing crime and antisocial behaviour in your local area? N=3,525

PLEASE TICK ONE BOX ONLY

Very worried	Fairly worried	Not worried	Don't know
7.6%	28.0%	47.0%	17.5%

SECTION L - RELATIONSHIPS**L1 Which of the following best describes you? N=3,539**

PLEASE TICK ONE BOX ONLY

I am only attracted to the opposite sex	88.6%
I am mostly attracted to the opposite sex	4.1%
I am equally attracted to both boys and girls	1.9%
I am mostly attracted to the same sex	0.7%
I am only attracted to the same sex	0.8%
I am unsure of my sexuality	1.3%
I am not attracted to either boys or girls	2.4%

L2 Is there someone you can talk to about relationships, sexual health, etc? N=3,535

PLEASE TICK ALL THAT APPLY

Parent/carer	60.3%
Sister/brother	26.1%
Other family member	19.5%
Teacher	5.0%
Friend	54.6%
School nurse	4.6%
No-one	10.9%
Someone else (please say who)	1.8%

L3 Have you received any sexual health and relationship education at school?

PLEASE TICK ONE BOX ONLY N=3,572

Yes	78.6%	No	21.4%	➔ IF YOU TICKED NO, PLEASE GO TO QUESTION L5

L4 How well has this prepared you for forming and dealing with relationships?

PLEASE TICK ONE BOX ONLY N=2,763

Very well	Well	Badly	Very badly
19.2%	66.9%	10.8%	3.1%

L5 to L7: S3-S6 ONLY

L5 Has anyone of the following talked with you about any sexual health and relationship issues?

PLEASE TICK ONE BOX ON EACH LINE

	Yes	No	Not applicable
Parent/ Carer N=2,163	48.7%	46.2%	5.1%
Foster Carer/Residential Worker/Key Worker N=1,705	2.6%	40.9%	56.4%

L6 Have you been sexually active in the last month (i.e. having sex or other sexual experiences with another person)? N=2,225

PLEASE TICK ONE BOX ONLY

Yes	21.8%	No	78.2%	➔ IF YOU TICKED NO, PLEASE GO TO SECTION M

L7 When you are sexually active, how often do you or your partner use contraception/protection? N=474

PLEASE TICK ONE BOX ONLY

Always	57.8%	Sometimes	23.2%	Never	19.0%
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SECTION M- HOME

M1 Do you use social networking to communicate with family and friends? N=3,568

PLEASE TICK ONE BOX ONLY

Yes	92.0%	No	8.0%
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IF YOU TICKED NO, PLEASE GO TO QUESTION M4

M2 Which social networking media do you use? N=349

PLEASE TICK ALL THAT APPLY

Facebook	93.7%	Yahoo messenger	9.5%
Twitter	62.3%	MSN messenger	5.5%
Pinterest	4.0%	Snapchat	63.8%
Myspace	2.2%	Instagram	56.2%
Tumblr	18.8%	Whatsapp	41.4%
Bebo	5.8%	Other (please say what)	11.0%

M3 How many hours did you spend on social networking yesterday (e.g. Facebook, Twitter etc.)? N=3,112

PLEASE WRITE IN THE NUMBER OF HOURS TO THE NEAREST 0.5 HOURS (e.g. valid formats for answers are '4' or '2.5' etc)

Mean=3.14

EVERYONE TO ANSWER M4

M4 How many hours did you spend doing the following yesterday?

PLEASE WRITE IN THE NUMBER OF HOURS FOR EACH LINE TO THE NEAREST 0.5 HOURS - e.g. valid formats are '4' or '2.5' etc
(IF YOU SPENT NO TIME WRITE '0')

a. Gaming (e.g. X-Box; Play Station; iPod touch) N=3,482	Mean=1.97 hours
b. Watching TV, DVDs or films N=3,482	Mean=1.84 hours
c. On-line gambling N=3,488	Mean=0.13 hours
d. On-line homework (e.g. GLOW, researching homework topics on the internet) N=3,489	Mean=0.44 hours

M5 How many hours sleep did you have last night? N=3,496

PLEASE WRITE IN THE NUMBER OF HOURS TO THE NEAREST 0.5 HOURS - e.g. valid formats are '4' or '6.5', etc.

Mean=7.61 hours

M6 Does anyone in your family, who you live with, have any of the following? N=3,568

PLEASE TICK ALL THAT APPLY (or 'NONE OF THESE')

A disability	11.0%
A long-term illness	3.9%
A drug or alcohol problem	3.1%
Mental health issue	6.1%
None of these	78.0%

➔ IF YOU TICKED 'NONE OF THESE' PLEASE GO TO QUESTION M10

M7 Do you ever look after or care for this person or others in your household? N=786

PLEASE TICK ONE BOX ONLY

Yes	62.0%	No	38.0%
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➔ IF YOU TICKED NO, PLEASE GO TO QUESTION M10

M8 Do you help to look after this person/these people..... N=482

PLEASE TICK ONE BOX ONLY

Every day	39.8%	A couple of times a week	29.3%	Once in a while	30.9%
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M9 How do your caring responsibilities affect you? N=483

PLEASE TICK ALL THAT APPLY

Sometimes unable to do homework	22.8%
It makes me feel good to be able to help	57.1%
Sometimes get bullied at school	5.0%
Makes it difficult to make friends	5.2%
Sometimes makes me late for school	10.4%
I've learned lots of new skills because of caring	32.7%
Helps me organise my time	14.5%
Makes me tired	22.6%
It can be lonely	9.7%
It makes me feel stressed/anxious	22.2%
Sometimes miss school	5.8%
I can't join clubs	3.9%
It affects me some other way (Please say how)	4.6%
<hr/>	
No effect at all	21.5%

EVERYONE TO ANSWER M10**M10 Do you have any savings? N=3,524**

PLEASE TICK ONE BOX ONLY

Yes	81.2%	No	18.8%
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M11 How much money did you have last week to spend as you like? N=3,514

PLEASE TICK ONE BOX ONLY

Nothing	6.6%
Less than £5	5.8%
£5 or more, but less than £10	12.6%
£10 or more, but less than £20	22.8%
£20 or more, but less than £30	15.1%
£30 or more	37.1%

M12 Have you had any school lessons about money and savings? N=3,483

PLEASE TICK ONE BOX ONLY

Yes	36.1%	No	63.9%
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SECTION N– YOUR FUTURE**N1 Which one of these would you like to be doing when you leave school? N=3,501**

PLEASE TICK ONE BOX ONLY

University	59.0%
Apprenticeship/trade	6.4%
Working	13.6%
Take a gap year	3.9%
Further Education College	8.0%
Youth Training/Skill Seekers	0.9%
Unemployed	0.2%
Don't know	7.7%
Other (Please say what)	0.4%

N2 Do you want to live in Inverclyde when you are an adult? N=3,535

PLEASE TICK ONE BOX ONLY

Yes	20.0%	No	44.7%	Don't know	35.2%
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Why/Why not? N=2,524

PLEASE WRITE IN THE BOX

Most common responses:

- General negative views of area: 16.6%
- No education/job opportunities or better opportunities elsewhere: 12.8%
- Don't know/not sure: 9.4%
- Desire to live abroad: 8.6%
- Family/friends here: 8.4%
- Drugs/alcohol/crime in the area: 8.4%

N3 What is your full postcode? Postcodes will be treated confidentially and will not be traced back to individual households.

For example, if your postcode was PA15 2LD you would enter:

P	A	1	5		2	L	D
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PLEASE WRITE IN THE BOXES

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THANK YOU FOR TAKING PART IN THE SURVEY

PLEASE LEAVE YOUR COMPLETED QUESTIONNAIRE ON YOUR DESK UNTIL IT IS COLLECTED BY YOUR SUPERVISOR