

Schools Survey:

**Health and Well-being of
S1–S4 Pupils in New
Learning Community
Schools in Glasgow City**

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Notes on statistics

When differences between values are specifically commented on in the report, these differences are statistically significant, unless otherwise stated. Significance is established at the 99% confidence level using the Pearson Chi-square test.

Notes on tables

Percentages may not add up to 100% due to rounding.

Not all pupils answered each question. Non-responses have been excluded from the analysis and so tables that describe the same population may have varying bases.

In tables a '0' represents a value of less than 0.5, but greater than 0, and a dash (–) represents a value of 0.

Executive Summary

Introduction

The SCRE Centre at the University of Glasgow was commissioned by NHS Greater Glasgow and Clyde (NHSGGC) to carry out a Pupil Health and Well-being study in Glasgow City secondary schools. This study established a baseline of the health and well-being of S1 to S4 pupils in 28 Glasgow City Council secondary schools with the aim of monitoring change in pupil health and well-being over time. Moreover, data from the project will inform the work of individual schools, and also provide information from which longer-term measurements of progress can be made. The project began in January 2007 and ran for 9 months.

Survey responses

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

Approach to analysis

It was decided to approach the analysis in two stages. Stage 1 involved generating basic frequencies for each of the major sections in the questionnaire. Stage 2 then sought to establish whether there were statistically significant associations within these major question areas in relation to a number of identified variables. The table below lists each of these key variables with a description and the numbers and percentages of pupils involved.

Table – Key variables for investigation.

Variable	Description	Numbers and %	
Sex	Males compared to females	Males	4,204 (48%)
		Females	4,610 (52%)
		Total	8,814 (100%)
Stage	Re-coded into lower school (S1+S2) and upper school (S3+S4). Lower school compared to upper school.	Lower school	4,702 (51%)
		Upper school	4,527 (49%)
		Total	9,229 (100%)
Self-esteem	Derived from standard instrument in questionnaire. Treated as two distinct distributions (male and female). Each re-coded into 3 groups approximating to thirds of the distributions, high, middle and low self-esteem.	<i>See Table 2.3, main report</i>	

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Variable	Description	Numbers and %	
Chronic illness or disability (CID)	Pupils with a chronic illness or disability (CID), compared to other pupils.	CID	1,913 (22%)
		Other pupils	6,832 (78%)
		Total	8,745 (100%)
Ethnicity	Re-coded into White (including Scottish, other British, Irish and White other), Black (including Black, Black Scottish or Black British, Caribbean, African and other Black background), Asian (including Asian Scottish or Asian British, Indian, Pakistani, Bangladeshi or other Asian background), and Chinese (including other mixed-background and Chinese).	White	7,656 (93%)
		Black	106 (1%)
		Asian	386 (5%)
		Chinese	93 (1%)
		Total	8,241 (100%)
Deprivation	Comparison of two school groupings, 'higher deprivation scores' and 'lower deprivation scores' with each group containing five schools.	High dep.	1,041 (32%)
		Low dep.	2,181 (68%)
		Total	3,222 (100%)

The analysis highlighted that there was substantial interplay between the above key variables. This is discussed in Chapter 4 of the full report. Findings relating to each of the topics considered in the survey are summarised below.

Sex and stage

Fifty-two percent of pupil respondents (52%, 4,610 pupils) were female and 48% (4,204 pupils) were male. They ranged in age from 11 to 17 years old, with the vast majority (97%, 8,973 pupils) aged between 12 and 15 years.

Ethnicity

Ninety-three percent of pupils (93%, 7,656 pupils) identified themselves as 'White Scottish', 'White Other British', 'Irish' or 'Other White'. The next largest group of respondents (5%, 386 pupils) indicated that they were 'Asian, Asian Scottish or Asian British'. Of this group 243 identified themselves as Pakistani.

Asylum seekers and A8 Nationals

A total of 273 pupils (4%) indicated that they were asylum seekers, while 231 (3%) had come to Scotland in the last three years from one of the eight new (A8) countries to join the European Union. The majority of these respondents came from Poland (34%, 78 pupils), the Czech Republic (26%, 60 pupils), or Hungary (12%, 27 pupils).

Home and family circumstances

Sixty-one percent (61%, 5,110 pupils) lived with their parents. A quarter (26%, 2,198 pupils) lived with just one parent. Pupils living with a parent and their new partner represented another 8% (677 pupils) of respondents.

Life events

Thirty-three percent of pupils (33%, 3,088 pupils) indicated that their parents had spilt up and 64% (5,557 pupils) had experienced the death of someone close to them. A further, 38% of respondents (3,333 pupils) had someone close to them who had been seriously ill. Nine hundred and eight pupils (10%, 908 pupils) indicated having been seriously ill themselves. Of those who had experienced one or more of the life events asked about in the questionnaire, 29% (2,049 pupils) reported that these events were bothering or having an effect on them at the moment.

Families with disabilities, illness and drug problems

Sixteen percent of pupils (16%, 1,356 pupils) reported that they had a family member with a disability, 13% (1,142 pupils) indicated having a family member with a long-term illness while 8% (712 pupils) reported having a family member with a drug or alcohol problem. One thousand four hundred and nineteen pupils (53%, 1,419 pupils) who had a family member with a disability, long-term illness, or drug or alcohol problem reported spending some time caring for them.

A number of these young carers indicated that their caring responsibilities had an effect on their lives. Most commonly they suggested that it made them, tired (20%, 272), unable to do homework (18%, 242) or was stressful (17%, 230).

Personal illness

Twenty-two percent of pupils (22%, 1,913 pupils) reported having a chronic illness or disability (CID). Among these pupils, 53% (1,095 pupils) had Asthma and 21% (432 pupils) had eczema. Fifty-eight percent (58%, 1,144) of CID pupils also indicated that it limited what they could do. Of those reporting an illness or disability 10% (187 pupils) had been called names, 6% (110 pupils) indicated that they had been treated differently (eg not chosen for something) and 6% (102 pupils) suggested that they had been picked on because of their disability.

Locus of control and personal happiness***Feelings about themselves***

Seventy-seven percent of pupils (77%, 7,035 pupils) reported being 'very happy' or 'happy' about themselves over the previous year. Five percent (5%, 443 pupils) indicated being 'unhappy' or 'very unhappy' over the previous year.

Control over their lives

Most pupils (88%, 7,986 pupils) indicated that they had at least ‘some’ control over the way their life was going in general. Only 176 pupils (2%) indicated having ‘no control’ over their life.

Pupil worries

Most frequently pupils worried about exams (60%, 5,102 pupils), school (41%, 3,513 pupils) and their looks (39%, 3,335 pupils) and least frequently about racism (9%, 786 pupils), being called gay (9%, 815 pupils) and sexual harassment (10%, 819 pupils). Eight percent of pupils (8%, 677 pupils) indicated having no worries.

Someone to confide in

Eighty-six percent of pupils (86%, 7,354 pupils) had someone they could talk to about personal worries or concerns. Among these pupils the most frequently cited confidante was a friend (70%, 5,420 pupils) or a parent/guardian (66%, 5,110 pupils). Forty-four percent (44%, 3,403 pupils) indicated that they had another family member to talk to, but only 9% (695 pupils) said that they could talk to a teacher.

Bullying

Experiences of being bullied in school over the previous year were reported by 1,184 pupils (13%), and 16% (1,435 pupils) of pupils indicated that they were at least sometimes afraid of going to school because of bullying. One thousand eight hundred and five pupils (20%, 1,805 pupils) admitted to having bullied or frightened someone in school over the past year. Interestingly the victims of bullying were often also bullies in their own right. For example, 36% (424 pupils) of those who had been bullied over the past year had also bullied during the same period. By comparison only 17% (1,352 pupils) of those who had not experienced bullying in the previous year had themselves bullied.

Dental hygiene

Tooth brushing

Ninety-six percent of pupils (96%, 8,799 pupils) indicated that they had cleaned their teeth in the previous day. Sixty-three percent brushed their teeth twice a day (63%, 5,712 pupils), 19% (1,758 pupils) reported brushing once, while 15% (1,329 pupils) brushed 3 or more times.

Dental visits

The majority of pupils (65%, 5,861 pupils) had been to a dentist within the previous six months. However, 1,668 pupils (18%) indicated either that they couldn’t remember when they had last visited a dentist or that they had never been.

Getting to and from school

One thousand six hundred and fifty-one pupils (1,651, 20%) travelled by car while 3% (234 pupils) took the train. Two-thirds of pupils (67%, 5,976 pupils) indicated walking, cycling or skating to school on at least one day in the previous week.

Physical activities

Frequency of exercising

Forty percent (40%, 3,560 pupils) engaged in physical activities (including activities at school) which made them sweat or breath harder on four or more occasions per week. A further 21% (1,925) of pupils managed such exercise 3 times per week while 22% (1,963) managed this activity on two occasions per week.

Diet

Breakfast

Seventy-one percent of pupils (71%, 6,426 pupils) had eaten a breakfast on the morning of the survey.

Lunch

Ninety-one percent of pupils (91%, 8,222 pupils) had lunch on their previous school day.

Smoking

The majority of pupils (61%, 5,417 pupils) had never tried smoking. Twenty-three percent (23%, 2,051 pupils) had tried smoking once or twice, while 4% (337 pupils) indicated smoking on some days. Six percent (6%, 524 pupils) of pupils suggested that they smoked every day, while 7% (590 pupils) reported having given up smoking.

Regular smokers

There were 512 regular smokers who provided information about the number of cigarettes they smoked per day. Sixty-five percent of these pupils (65%, 334 pupils) smoked up to ten cigarettes per day. Twenty-eight percent (28%, 143 pupils) smoked between 11 and 20 cigarettes per day (the second most common response) while 7% (35 pupils) reported smoking 21 or more cigarettes per day.

Smoking in their lives

A majority of pupils (59%, 5,115 pupils) lived in houses where someone else smoked and 54% (4,683 pupils) also had friends who smoked.

Pupils who had friends that smoked were significantly more likely to have tried smoking, smoke on some days or smoke every day. Forty-one percent (41%, 1,873 pupils) of pupils who had smoking friends had never tried smoking compared to 81% (3,181 pupils) of those who had friends who did not smoke. Furthermore, 18% (829 pupils) of pupils with friends who smoked reported smoking on either some days or every day. By comparison only 1% (27 pupils) of pupils with no smoking friends reported smoking on some days or every day.

Pupils who lived in houses where someone else smoked were also more likely to report; trying smoking, smoking on some days or smoking every day. Forty-seven percent (47%, 2,344 pupils) of pupils who came from a home where someone else smoked had tried smoking compared to only 30% (1,069 pupils) of pupils who came from a home where no one smoked.

Thirteen percent (13%, 643 pupils) of pupils from homes where someone else smoked reported smoking on either some days or every day whereas 6% (212 pupils) of pupils from homes where no-one smoked indicated smoking on some days or every day.

Drinking alcohol

Just over half of responding pupils (53%, 4,747 pupils) reported drinking alcohol. Sixteen percent (16%, 1,411 pupils) indicated drinking once a week or more often.

Types of alcohol consumed

Among the 4,802 responding pupils who indicated drinking alcohol, beer, lager or cider were the most frequently cited drinks (51%, 2,449 pupils), closely followed by spirits (47%, 2,246 pupils) and alcopops (45%, 2,142 pupils). Fortified wine was popular with 31% (1,504 pupils) of drinkers, while 17% (819 pupils) indicated drinking wine and 12% (586 pupils) shandy.

Frequency of drunkenness

Of 4,754 responding pupils who drank alcohol, nine percent of pupils (9%, 432 pupils) suggested that they 'didn't know' how often they were drunk. Of the 4,322 pupils who were able to say how often they got drunk, 54% (2,320 pupils) said they never or rarely got drunk, 17% (722 pupils) said they got drunk once or twice a month, 15% (636 pupils) said once a week, 12% (510 pupils) said twice a week and 3% (134 pupils) said they got drunk most days.

Non-prescription drugs

One in five (20%, 1,782 pupils) indicated that they had ever taken non-prescription drugs and 18% (1,582 pupils) had done so in the last year.

Types of drugs taken

Cannabis was the most frequently used substance (80%, 1,259 pupils) followed by ecstasy (27%, 433 pupils) and cocaine (16%, 250 pupils). The consumption of all other well-known drugs was in single figures.

Pupil behaviour

Pupils provided information about a number of anti-social behaviours over the previous year. Most frequently pupils were involved in fighting with someone (28%, 2,423 pupils) or in truanting (28%, 2,370 pupils) and least frequently involved in drug dealing (2%, 193 pupils), breaking and entering (2%, 201 pupils) or carrying a weapon in school (2%, 203 pupils). However, it is likely to be of some concern to school staff and education officials that there are over 200 pupils claiming to carry a weapon in school. Fifty-one percent (51%, 4,417

pupils) of pupils reported not taking part in any of the listed activities.

Views on school and future aspirations

Pupils gave information on what they hoped to do on completing S4. Of those who knew what they hoped to do, most frequently pupils saw themselves either staying on at school or going to college (74%, 5,197 pupils).

Parental encouragement

The overwhelming majority of pupils (96%, 8,453 pupils) believed that their parents/carers encouraged them to do their best at school. Further, 92% (8,115 pupils) also believed that their parents encouraged them to think about their future.

School encouragement

Ninety percent of pupils, 90% (7,960 pupils) indicated that their school encouraged them to do as well as they could. Of those who were able to say how well their school had prepared them for the future, 87% (7,157 pupils) thought that the school had prepared them either 'fairly' or 'very well' for the future. Only four percent (4%, 295) suggested that their school had not prepared them 'at all well' for the future.

Involvement with the criminal justice system

Sixty-eight percent of pupils, (68%, 5,973 pupils) believed it unlikely that they would be charged, fined or have a criminal record by the time they were 20 years old. Six percent (6%, 545 pupils) thought that they would have a criminal record, while 7% (587 pupils) claimed to have one already. Nineteen percent of pupils (19%, 1,642) indicated that they 'didn't know' if they would have a record.

Improving pupils health and happiness

Pupils responded to a pre-determined list of suggestions for things that the school could do to improve their health and happiness. Most frequently pupils wanted more choice and/or longer sessions in PE (47%, 3,826 pupils), as well as improvements to corridors, classrooms or toilets (41%, 3,341 pupils). Pupils were less likely to see the provision of buddy schemes (8%, 658 pupils) or having outside agencies providing personal, social and health education (PSHE) (7%, 590 pupils) as something that would improve their health or happiness. Twenty percent of pupils (20%, 1,610 pupils) reported that their school was fine as it was.

Local amenities for young people

Youth clubs or centres

Thirty-two percent of pupils (32%, 2,836 pupils) indicated attending a youth club, a further 32% (2,798 pupils) reported that they were aware of a youth club but would not attend it, while the remaining 36% (3,160 pupils) indicated that they were unaware of a local youth club.

Young peoples health services

Eighty-nine percent of pupils (89%, 7,239 pupils) were unaware of a local health service designated for young people.

Childline

The majority of pupils (94%, 8,383 pupils) had heard of Childline with 56% (4,962 pupils) indicating that they would use the service if they needed to.

The Sandyford Initiative and the Place at Sandyford

Eight percent of pupils (8%, 671 pupils) had heard of the Sandyford Initiative with 4% (370 pupils) also having heard of the Place at Sandyford.

The Glasgow Young Scot Card

More than three-quarters of pupils (79%, 7,136 pupils) held a Glasgow Young Scot Card. Most commonly pupils used their Glasgow Young Scot Card for free swimming (79%, 5,530 pupils) and/or Fuelzone healthy eating points (50%, 3,492 pupils). Pupils were least likely to use the card for holiday programme activities (10%, 718 pupils) or for visits to the Science Centre (11%, 804 pupils).

Involvement in other activities

Asked about a range of other activities that pupils could use in their leisure time, sports centres were most frequently indicated (74%, 6,579 pupils) followed by libraries (50%, 4,418 pupils), museums (38%, 3,418 pupils) and community centres (29%, 2,556 pupils). Eleven percent (11%, 937 pupils) of pupils indicated that they had not used any of these facilities during the previous year.

Use of swimming pool

Ninety-three percent of pupils (93%, 7,634 pupils) reported being able to swim. Forty-five percent (45%, 4,010 pupils) indicated using the swimming pool at least on a monthly basis, with 20% (1,740 pupils) using it at least weekly. Just over one-third (35%, 3,068 pupils) indicated never using or using it very infrequently.

Next steps

The implications of the study's key findings for health improvement in the NHS Greater Glasgow and Clyde area are discussed in Chapter 4 of the main report. These findings would seem to indicate a number of particular issues on which health improvement policy and practice should focus:

- Sex differences in health attributes, behaviours, roles and responsibilities
- Deprivation
- Pupils' family circumstances and responsibilities
- Self-esteem and mental health
- Disability and long-term illness
- Age-stage.

Further detailed analysis of the survey findings with a more localised focus will also be used to inform individual school health and Community Health and Care Partnership (CHCP) strategies.

1: Introduction

1.1 Introduction

The SCRE centre at the University of Glasgow was commissioned by NHS Greater Glasgow and Clyde (NHSGGC) to carry out a Pupil Health and Well-being Baseline study in Glasgow secondary schools. This study established a baseline of the health and well-being of S1 to S4 pupils in 27 Glasgow City Council secondary schools with the aim that it be used to improve the life and well-being of young people in schools, in local communities and across the city. Moreover, data from the project will inform the work of individual schools, and also provide information from which longer-term measurements of progress can be made. The project began in January 2007 and ran for 9 months.

1.2 Background to the study

In 1998, the prospectus for New Community Schools in Scotland was initiated with pilot schools operationalised between 1999 and 2002. The culmination of this development was a requirement by the Scottish Executive for the Community Schools programme (now called Integrated Community Schools) to be rolled out across all local authorities by 2007.

Concurrent with these national developments, Glasgow City launched its own Learning Communities initiative. Having begun with two pilot communities in 1999, it expanded to six in 2000, and rolled out to the rest of the city in subsequent years.

In June 1999 the Education Committee of Glasgow City Council (GCC) agreed to establish a major pilot project to improve the educational achievement of children and young people in the city by re-organising the management of its schools into local clusters (called Learning Communities).
(Baron *et al*, 2001, p.1)

Learning Communities formalised a move towards school cluster arrangements and the recognition that such arrangements, although difficult to establish and develop, were, as Dowling and Gooday (2000) suggested, potentially beneficial to all.

However, Learning Communities are more than just a refining of existing educational thinking – they also represent a conjunction of several policy priorities: an attempt generally to promote inclusion, raise achievement, foster community development, and promote the health and well-being of local communities. The provision of good quality health improvement is now regarded as one of the essential components of the work of Learning Communities; indeed the Health Promoting School programme has been merged within this new, broader-based initiative.

In seeking to become health improving institutions, it is important that schools establish a baseline of health and well-being on which health development plans can be built and progress can be assessed.

1.3 Scope of the report

This report provides a summary of the aggregate findings from the 27 schools that took part in the survey. This chapter provides an introduction to the research and its aims. Chapter 2 provides an overview of the project methodology and a discussion of response rates, and also outlines the approach to analysis. Chapter 3 comprises the major findings, while Chapter 4 highlights the main issues emerging from the study. Finally the appendices include:

- An annotated questionnaire
- A comparative table detailing survey responses (by school and year group) with the School Census 2006 population.

Individual schools will subsequently be provided with summary reports detailing findings for their particular school set against the city-wide figures.

1.4 Aims of the research

The aim of this research was to provide a baseline of the health and well-being of S1 to S4 pupils (aged 12–15) in Glasgow City Council schools. The study primarily focused on health behaviours, personal factors, and wider social and environmental issues that influence the health, perceptions and well-being of young people in Glasgow.

The findings from the research will be used to inform the work of individual schools and will also represent a baseline from which longer-term progress can be measured.

1.4.1 Specific research areas

The research addressed itself to exploring the following areas and, wherever possible, assessing their relative significance in the health and well-being of young people:

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

2: Methodology

2.1 Introduction

This chapter provides details of the survey methodology, response rates and the approach to analysis.

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

2.2 Questionnaire administration

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

Most schools opted to administer questionnaires to pupils in classes such as PSE (which were not organised by ability). In a few cases schools organised large numbers of pupils to complete the questionnaire in gymnasium or dining hall settings. In a number of instances the health development officer provided additional support for the questionnaire administration. Whatever method schools adopted for the administration of the questionnaire, research team members were available to help. Approximately half of the schools took up the offer of support for administering the questionnaire while the others organised their own procedures. At all stages of the fieldwork the survey manager liaised with schools to check on their procedures, timetable, and sample selection (to ensure it was representative of the pupil population). Key to the success of the survey was ensuring that the research team was able to meet the support requests from schools and to work with schools to ensure the minimum disruption to the schools work and timetable.

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

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

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

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

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

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

- Completing the survey in ‘exam conditions’ in classrooms as opposed to large-scale administration in gymnasium or dining hall situations, often meant pupils were more aware of being supervised and, therefore, paid more attention to the task.
- Survey administrators reported that S1 pupils were more likely than other year groups to experience difficulty understanding questions.
- Pupils did not always follow the routing directions throughout the questionnaire.
- Some pupils with English as a second language had difficulty completing the questionnaire.

2.3 Survey responses

In total 28 out of 29 Glasgow secondary schools took part in the survey giving a school response rate of 97%. In terms of the *questionnaire* response rate, the number of questionnaires returned was 9,246, out of a potential 10,382, representing 89% of the expected sample (50% of S1 to S4 pupils). Given the

tight timetable for conducting the fieldwork this represented a particularly good response rate. Indeed, the figures compared favourably with the most recent SALSUS study in Scottish secondary schools, which achieved a school response rate of 69%, and a pupil response rate of 82% (SALSUS, 2006).

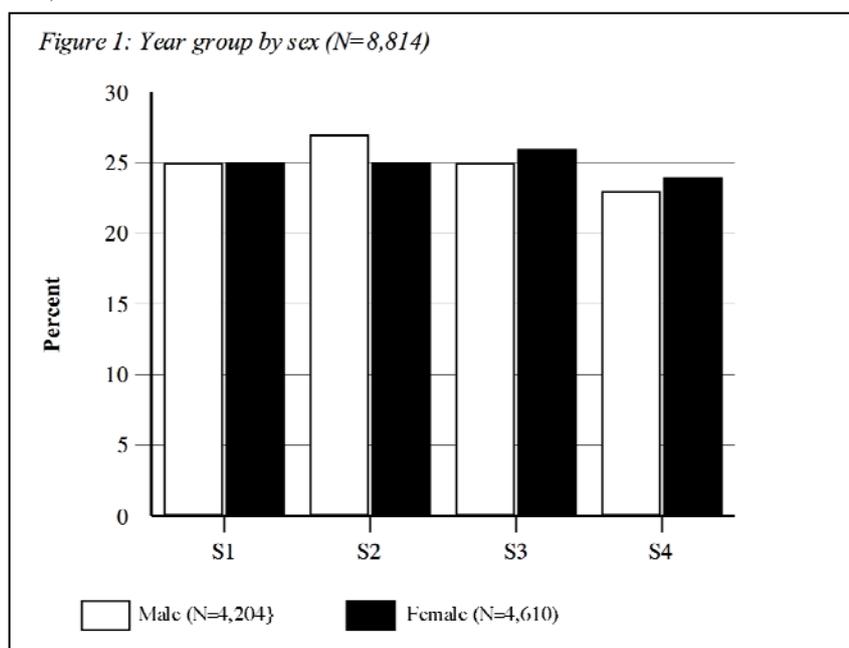
2.3.1 Year group responses

Responses from individual year groups varied to some extent (see Table 2.1) (even after the ‘top-up’ procedure mentioned above), with S1 and S2 returning 93% and 94% respectively, and S3 returning 89%. Returns for S4 were lower at 80%. The S4 response rate can, at least in part, be explained by a number of schools timetabling the questionnaire administration close to exam time when S4 pupils were less likely to be present in the school. For the same reason the ‘top-up’ procedure was less likely to achieve additional responses for S4 than for the other years. Nonetheless, survey respondents were broadly distributed across the year groups: S1 (25%); S2 (26%); S3 (26%); S4 (23%).

Table 2.1 – Survey responses by year group

Year group	50% Sample	Actual Responses	Response rate
S1	2,473	2,308	93%
S2	2,565	2,401	94%
S3	2,696	2,411	89%
S4	2,648	2,126	80%
Total	10,382	9,246	89%

Figure 1 provides a further breakdown of responses by year group and sex. This shows that there was a greater proportion of male responses from S2 while a higher proportion of responses was from females in the upper school (S3 and S4).



Chapter 3 provides further detail on the profile of respondents.

2.4 Approach to analysis

Following discussion with NHSGGC representatives it was decided to approach the analysis in two stages. Stage 1 involved generating basic frequencies for each of the major sections in the questionnaire. Stage 2 then sought to establish whether there were statistically significant associations within these major question areas in relation to a number of identified variables. Table 2.2 lists each of these key variables with a description and the numbers and percentages of pupils involved.

Table 2.2 – Key variables for investigation.

Variable	Description	Numbers and %	
Sex	Males compared to females	Males	4,204 (48%)
		Females	4,610 (52%)
		Total	8,814 (100%)
Stage	Re-coded into lower school (S1+S2) and upper school (S3+S4). Lower school compared to upper school.	Lower school	4,702 (51%)
		Upper school	4,527 (49%)
		Total	9,229 (100%)
Self-esteem	Derived from standard instrument in questionnaire. Treated as two distinct distributions (male and female). Each re-coded into 3 groups approximating to thirds of the distributions, high, middle and low self-esteem. <i>See 2.4</i>	<i>See Table 2.3</i>	
Chronic illness or disability (CID)	Pupils with a chronic illness or disability (CID), compared to other pupils.	CID	1,913 (22%)
		Other pupils	6,832 (78%)
		Total	8,745 (100%)
Ethnicity	Re-coded into White (including Scottish, other British, Irish and white other), black (including Black, Black Scottish or Black British, Caribbean, African and other black background), Asian (including Asian Scottish or Asian British, Indian, Pakistani, Bangladeshi or other Asian background), and Chinese (including other mixed-background and Chinese).	White	7,656 (93%)
		Black	106 (1%)
		Asian	386 (5%)
		Chinese	93 (1%)
		Total	8,241 (100%)
Deprivation	Comparison of two school groupings, 'higher deprivation scores' and 'lower deprivation scores' with each group containing five schools.	High dep.	1,041 (32%)
		Low dep.	2,181 (68%)
		Total	3,222 (100%)

2.4.1 Notes on self-esteem

Self-esteem was significantly associated with a number of the other key variables, which may, at least in part, be responsible for reported differences between pupils with lower and higher self-esteem. This is particularly likely to be the case in relation to sex and year group.

Sex – Males were significantly more likely to record as higher self-esteem than females. Forty-four percent (44%, 1,637 pupils) of males compared to 26% (1,052 pupils) of females were scored as high, while 21% (774 pupils) of males and 40% (1,578 pupils) of females were scored as low. Given this situation and based on previous SCRE experience of using the self-esteem instrument (which time and again has scored greater proportions of females as having lower self-esteem and males as having higher self-esteem), it was decided to consider self-esteem for males and females separately. Subsequently males and females were allocated to categories (low, medium, high) based on the distribution of self-esteem scores within their sex grouping. Table 2.3 gives details these groupings. The range of scores for each was selected to match as closely as possible to thirds of each of the distributions.

Table 2.3 – Self-esteem groupings by sex

Self-esteem	Males (%)	Self-esteem	Females (%)
Low (10–29)	28	Low (10–27)	32
Medium (30–33)	37	Medium (28–31)	34
High (34–40)	36	High (32–40)	34
N=3,693		N=4,019	

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

Stage and self-esteem – Female pupils in the lower school were more likely than those in the upper school to record as higher self-esteem and less likely to record as low self-esteem. (See Table 2.4.) There was no equivalent difference for male pupils' self-esteem and stage.

Table 2.4 – Female self-esteem by stage

Self-esteem	Lower school (% within stage)	Upper school (% within stage)	Totals
Low	31	34	1,296
Medium	32	35	1,359
High	37	31	1,361
N=	1,963	2,053	4,016

Chronic Illness or Disability – Both male and female pupils with a chronic illness or disability (CID) were more likely to have lower self-esteem than those pupils without a CID. See Tables 2.5a and 2.5b.

Table 2.5a – *Males, chronic illness or disability by self-esteem*

Self-esteem group	% with chronic illness or disability	% without chronic illness or disability
Low (10–29)	36	25
Medium (30–33)	34	38
High (34–40)	29	37
N=	771	2,732

Table 2.5b – *Females, chronic illness or disability by self-esteem*

Self-esteem group	% with chronic illness or disability	% without chronic illness or disability
Low (10–27)	37	31
Medium (28–31)	32	34
High (32–40)	31	35
N=	865	3,019

Ethnicity and self-esteem – Although the numbers in the Black, Asian and Chinese/other ethnic groups were small, especially when they were divided by sex, statistically significant differences were still evident with a number of variables.

Black males were more likely than male from other ethnic groupings to score high self-esteem while Chinese/other males disproportionately appeared in the low self-esteem category. See Table 2.6a for details.

Table 2.6a – *Male self-esteem by ethnicity*

Self-esteem	White	Black	Asian	Chinese/other	Totals
	(% within ethnic group)				
Low	27	21	29	60	920
Medium	37	24	37	26	1,256
High	36	55	35	14	1,210
N=	3,148	38	165	35	3,386

This table should be interpreted with caution due to the small numbers groups

Black and Asian females were more likely than their White and Chinese/other peers to score as high self-esteem, while White females were more likely than other females to score as low self-esteem. See Table 2.6b for details.

Table 2.6b – Female self-esteem by ethnicity

Self-esteem	White	Black	Asian	Chinese/other	Totals
	(% within ethnic group)				
Low	33	21	27	25	1,206
Medium	34	16	25	41	1,276
High	33	63	48	35	1,287
N=	3,524	43	153	49	3,769

This table should be interpreted with caution due to the small numbers in some groups

2.4.2 Notes on deprivation

Pupils were asked to record their home postcode on the questionnaire to allow each to be ascribed a deprivation category (DepCat). However, only 6,544 pupils (71%) gave a full postcode; the remainder either left the question blank or gave a partial code. Indeed, experience of administering the questionnaire suggested that many pupils were concerned that by giving their full postal code they could be identified and were thus unwilling to divulge the information. Consequently it would be reasonable to assume that pupils indulging in health risk and or antisocial behaviours would be more likely to omit their postcode. Therefore we felt the database was compromised in this respect. In discussion with NHSGGC representatives, we decided to adopt an alternative approach to exploring the significance of deprivation. Traditionally in educational research Free Meal Entitlement (FME) has been used as a proxy measure for deprivation, and the relationship between academic achievement and social class has been long established. Indeed, an inspection of the statistical relationship between Free Meal Entitlement and exam performance (based on pupils gaining one Higher or more) across the Secondary schools in this study produced a highly significant correlation ($r=0.7115$; $df=24$, $P\leq 0.01$). (See scattergram and regression line in Appendix 3.) Thus it seemed appropriate to rank participating schools in this study based on a combination of their FME and their exam results in order to establish a proxy measure of deprivation. Having ranked schools in this fashion we opted to aggregate the data for the five ‘low deprivation’ schools (low free meal entitlement and better exam results), and the five ‘high deprivation’ schools (high free meal entitlement and poorer exam results). We decided to focus on the ‘extremes’ of the distribution in the belief that this would provide the best opportunity of uncovering the influence of deprivation on pupils’ health and well-being. Thus the deprivation data are based on a comparison of these two groups. Reflecting the size of schools in each group, there were twice as many survey respondents in the low deprivation school group (2,181) as in the high deprivation group (1,041).

It is worth noting that in terms of deprivation Glasgow (and its schools) varies somewhat from the national picture. Schools identified as relatively low deprivation are only so in comparison to the city’s other schools. At a Scottish level our five *low* deprivation schools are still relatively *high* in their levels of

deprivation. For example, the average FME across Scotland's secondary schools is 15%, whilst in Glasgow it is 32%. Further, the national mean for pupils gaining one Higher or more is 38%, while in Glasgow it is 26%. Looking at our five low deprivation/better exam result schools we find that four of them are above the national average for FME and the remaining one is less than one percentage point below it. In terms of Higher results, three of the schools are below the national figure, while two are just one percentage point above it.

3: Main findings on pupil health and well-being

3.1 Introduction

A total of 9,246 pupils responded to the Health and Well-being questionnaire. This chapter summarises the main findings to emerge from the pupil health needs survey. Unless otherwise stated, percentages given in relation to a specific survey item represent a proportion of the total responses for that item. An annotated questionnaire is included in Appendix 1.

This chapter begins with an overall profile of the characteristics of the pupils their wide behaviours, views on schools and aspirations and finishing with their views on services for young people before going on to detail pupils' health behaviours.

3.1.1 Reporting convention

In relation to reporting on the findings we have adopted the following conventions:

- Firstly, a description of basic frequencies.
- Secondly, reporting *only* those key variables (identified in discussion with NHSGGC representatives and detailed in Chapter 2) which exhibit statistical significance.

3.2 Summary profile of pupil respondents

This section provides a descriptive overview of the main characteristics of the responding pupils.

3.2.1 Sex and stage

Fifty-two percent of respondents (52%, 4,610 pupils) were female and 48% (4,204 pupils) were male. They ranged in age from 11 to 17 years old, with the vast majority (97%, 8,973 pupils) aged between 12 and 15 years. (See Table 3.1 for details.)

Table 3.1 – Age and sex of pupils in survey

Age	Males (% within age)	Females (% within age)	Totals
11	52	48	92
12	47	53	1,936
13	49	51	2,274
14	48	52	2,327
15	46	54	2,011
16	57	43	167
17	57	43	7
N=	4,204	4,610	8,814

3.2.2 *Ethnicity*

Ninety-three percent (93%, 7,656 pupils) of pupils identified themselves as ‘White Scottish’, ‘White Other British’, ‘Irish’ or ‘Other White’. The next largest group of respondents (5%, 386 pupils) indicated that they were ‘Asian, Asian Scottish or Asian British’. Of this group of pupils, 243 identified themselves as Pakistani. (See Appendix 1, Q96 for a detailed breakdown of ethnicity.)

3.2.3 *Asylum seekers and A8 Nationals*

A total of 273 pupils (4%) indicated that they were asylum seekers, while 231 (3%) had come to Scotland in the last three years from one of the eight new (A8) countries to join the European Union. The majority of these respondents came from Poland (34%, 78 pupils), the Czech Republic (26%, 60 pupils), or Hungary (12%, 27 pupils). (See Appendix 1, Q97a–b for additional detail.)

3.2.4 *Home and family circumstances*

Sixty-one percent (61%, 5,110 pupils) of pupils lived with their parents. A quarter (26%, 2,198 pupils) lived with one parent – either full time with one parent, or part time with one parent and part time with the other. Pupils living with a parent and their new partner represented another 8% (677 pupils) of respondents. See Table 3.2 for details.

Table 3.2 – Pupils living circumstances (N=8,416)

Living with...?	%	Living with....?	%
Mum and dad	61	With grandparents	2
Just with mum or dad	18	Foster parents	0
Some time with mum and some time with dad	9	In care	0
Parent and new partner	8	Other	3

Self-Esteem – Pupils with high self esteem were more likely than those with low self esteem to live with both parents (64%, 1,650 high; 56%, 1,208 low).

Chronic Illness or Disability – Pupils with a chronic illness or disability were less likely than other pupils to live with both parents (57%, 998 CID; 62%, 3,888 others).

Ethnicity – Pupils from the Asian ethnic grouping were more likely than pupils from the other ethnic groupings to live with both parents (86%, 310 Asian; 64%, 58 Chinese; 59%, 4,325 White; and 43%, 42 Black). Black pupils were more likely than pupils from other ethnic groups to live only with one parent (40%, 39 Black; 27%, 1,958 White; 24%, 22 Chinese and; 8%, 29 Asian).

3.2.5 *Life events*

Thirty-three percent of pupils (35%, 3,088 pupils) indicated that their parents had split up and 64% (5,557 pupils) had experienced the death of someone close to them. A further, 38% of respondents (3,333 pupils) had someone close

to them who had been seriously ill. Nine hundred and eight pupils (10%, 908 pupils) indicated having been seriously ill themselves. Of those who had experienced one or more of the life events asked about in the questionnaire, 29% (2,049 pupils) reported that these events were bothering or having an effect on them at the moment.

Sex – Females were more likely than males to say that someone close to them had died (67%, 3,019 females; 60%, 2,418 males), that someone close had been seriously ill (42%, 1,901 females; 34%, 1,368 males) or that their parent had got a new partner (21%, 962 females; 17%, 704 males). Males were more likely than females to say they had been seriously ill (11%, 454 males; 9%, 427 females).

Of those who had experienced any of the eight ‘life events’, females were more likely than males to say that these events were bothering or having an effect on them at the moment (34%, 1,257 females; 23%, 739 males).

Stage – Upper school pupils were more likely than lower school pupils to have lived away from their parents (11%, 462 upper school; 8%, 357 lower school).

Self-esteem – Pupils with lower self-esteem were more likely than those with high self-esteem to report experiencing the following events in their lives:

- Parents splitting up (40%, 903 low; 31%, 813 high).
- Having someone close die (67%, 1,497 low; 62%, 1,619 high).
- Living away from their parents (13%, 283 low; 7%, 191 high)
- Living between two or more homes (17%, 386 low; 13%, 334 high).
- Having been seriously ill (14%, 305 low; 9%, 248 high).
- Having someone close seriously ill (43%, 974 low; 36%, 956 high).
- Having a parent with a new partner (23%, 521 low; 17%, 436 high).

Among those who had experienced any of the eight ‘life events’ pupils with low self esteem were more likely than those with high self esteem to say that these events were bothering or having an effect on them at the moment (40%, 763 low; 22%, 454 high).

Chronic Illness or Disability – CID pupils were more likely than other pupils to have experienced:

- Parents splitting up (40%, 728 CID; 34%, 2,197 others).
- Having a parent with a new partner (22%, 407 CID; 19%, 1,212 others).
- Having someone close die (67%, 1,233 CID; 62%, 4,051 others).
- Living away from their parents (11%, 203 CID; 9%, 565 others).
- Having someone close seriously ill (45%, 821 CID; 36%, 2,362 others).
- Living between two or more homes (18%, 324 CID; 13%, 860 others).

- Being seriously ill (19%, 341 CID; 8%, 515 others).

Furthermore, CID pupils were more likely than other pupils to state that these events were having an effect on them currently (35%, 552 CID; 27%, 1,409 others).

Ethnicity – White pupils were more likely than pupils from the other ethnic groupings to have experienced:

- Parents splitting up (37%, 2,753 White; 37%, 32 Chinese; 16%, 17 Black; 11%, 40 Asian).
- Someone close dying (65%, 4,824 White; 53%, 46 Chinese; 51%, 185 Asian; 47%, 49 Black).
- Someone close seriously ill (39%, 2,917 White; 29%, 25 Chinese; 28%, 101 Asian; 26%, 27 Black).
- Having a parent with a new partner (21%, 1,543 White; 16%, 14 Chinese; 9%, 9 Black; 4%, 16 Asian).

Pupils from the Chinese grouping were more likely to have experienced living between two or more homes (20%, 17 Chinese; 15%, 1,097 White; 11%, 11 Black; 5%, 20 Asian).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely than pupils attending schools with lower levels of deprivation to report having parents who had split up (38%, 367 higher deprivation, 31%, 656 lower deprivation).

3.2.6 *Families with disabilities, illness, drug and alcohol problems*

Pupils were asked whether they had a family member with either a disability, long-term illness, or a drug or alcohol problem. Table 3.3 summarises the findings.

Table 3.3 – Percentage of pupils reporting a family member with a... (N=9,246)

Family member with a ...	%	N=
Disability	16	1,356
Long-term illness	13	1,142
Drug or alcohol problem	8	712

Sixteen percent of pupils (16%, 1,356 pupils) reported that they had a family member with a disability, 13% (1,142 pupils) indicated having a family member with a long-term illness while 8% (712 pupils) reported having a family member with a drug or alcohol problem. One thousand four hundred and nineteen pupils (1,419, 52%) who had a family member with a disability, long-term illness, or drug or alcohol problem reported spending some time caring for them.

A number of these young carers indicated that their caring responsibilities had an effect on their lives. Most commonly they suggested that it made them, tired (20%, 272), unable to do homework (18%, 242) or was stressful (17%, 230).

Sex – Females were more likely than males to report having a family member with a disability (17%, 748 females; 14%, 569 males) or a long term illness (16%, 697 females; 10%, 404 males).

Among pupils with a family member who had a disability, long-term illness or a drug or alcohol problem, females were more likely than males to report having a caring role (55%, 839 females; 48%, 523 males). There were some differences reported in the impact of their caring role. Males were more likely to report that their caring responsibilities had no impact on their lives (64%, 312 males; 54%, 432 females). On the other hand, females were more likely to note the following effects:

- Late for school (10%, 76 females; 5%, 24 males)
- Tiredness (22%, 176 females; 16%, 79 males)
- Loneliness (8%, 64 females; 4%, 21 males)
- Feeling stressed (20%, 160 females; 11%, 56 males)
- Anxiousness (8%, 66 females; 4%, 21 males).

Stage – Upper school pupils were more likely than lower school pupils to say they had a family member with a drug or alcohol problem (10%, 420 upper school; 7%, 290 lower school).

Lower school pupils were more likely than those in the upper school to report caring for a family member with a disability, long-term illness or drug or alcohol problem (56%, 738 lower; 49%, 678 upper). Among pupils with caring responsibilities, those in the upper school were more likely than lower school pupils to report the following effects:

- Feeling stressed (20%, 132 upper; 14%, 98 lower)
- Anxiousness (9%, 61 upper; 5%, 34 lower).

Self-esteem – Pupils with lower self-esteem were more likely than those with higher self-esteem to report a family member with a disability (19%, 422 low; 13%, 349 high), a long-term illness (16%, 361 low; 12%, 309 high) or a drug or alcohol problem (12%, 276 low; 5% 140 high). Among pupils with caring responsibilities, those with higher self esteem were more likely than those with lower self-esteem to report that their caring had no effect on their lives (66%, 219 high; 50%, 213 low). However, low self esteem pupils were more likely than those with higher self esteem to report the following effects:

- Being unable to do homework (21%, 88 low; 12%, 41 high)
- Being bullied (6%, 26 low; 2%, 7 high)
- Having difficulty making friends (6%, 24 low; 1%, 5 high)
- Being unable to join clubs (6%, 25 low; 1%, 5 high)

- Late for school (13%, 53 low; 6%, 20 high)
- Tiredness (27%, 116 low; 14%, 46 high)
- Loneliness (14%, 58 low; 3%, 9 high)
- Feeling stressed (25%, 105 low; 11%, 38 high)
- Anxiousness (11%, 46 low; 4%, 15 high).

Chronic Illness or Disability – CID pupils were more likely than other pupils to report having a family member with a disability (23%, 421 CID; 13%, 860 others), a long-term illness (20%, 361 CID; 11%, 734 others) or a drug or alcohol problem (10%, 181 CID; 7%, 482 others). Among pupils with caring responsibilities CID pupils were more likely than others to suggest that their responsibilities affected their ability to do homework (22%, 89 CID; 16%, 139 others) or to make friends (6%, 23 CID; 2%, 19 others), or made them lonely (10%, 40 CID; 6%, 48 others) or anxious (10%, 41 CID; 6%, 48 others).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely than those attending schools with lower levels of deprivation to have a family member with a disability (18%, 170 higher deprivation; 12%, 258 lower deprivation).

3.2.7 Computers at home

Ninety-three percent of pupils (93%, 8,300 pupils) reported that they had a computer at home, which almost all of those (99%) had use of. Internet access was less widely available with 84% of pupils (7,394 pupils) having access to it from home. Just over a third (36%, 3,351 pupils) said that they spent an hour or less on a computer per day, 39%, (3,582 pupils) spent two to three hours per day on a computer and 25% (2,304 pupils) spent four or more hours per day on a computer.

Stage – Upper school pupils were more likely than lower school pupils to have internet access at home (85%, 3,705 upper school; 82%, 3,679 lower school). Upper school pupils were more likely than lower school pupils to spend four or more hours per day on a computer (30%, 1,346 upper school; 20%, 955 lower school).

Self-esteem – Pupils with higher self-esteem were more likely than those with lower self-esteem to have a computer at home (94%, 2,498 high; 91%, 2,077 low) and internet access at home (86%, 2,266 high; 81%, 1,824 low). However, pupils with lower self-esteem were more likely than those with higher self-esteem to spend four or more hours per day on a computer (32%, 734 low; 22%, 583 high).

Deprivation – Pupils attending schools with higher levels of deprivation were less likely than those attending schools with lower levels of deprivation to have access to a computer at home (87%, 864 higher deprivation; 96%, 2,054 lower deprivation) or to have access to the internet at home (76%, 736 higher deprivation; 91%, 1,928 lower deprivation).

3.2.8 Part-time employment

Fifteen percent of pupils (15%, 1,342) reported being in part-time employment.

Table 3.4 details the types of part-time employment undertaken by pupils in rank order from most to least frequently indicated.

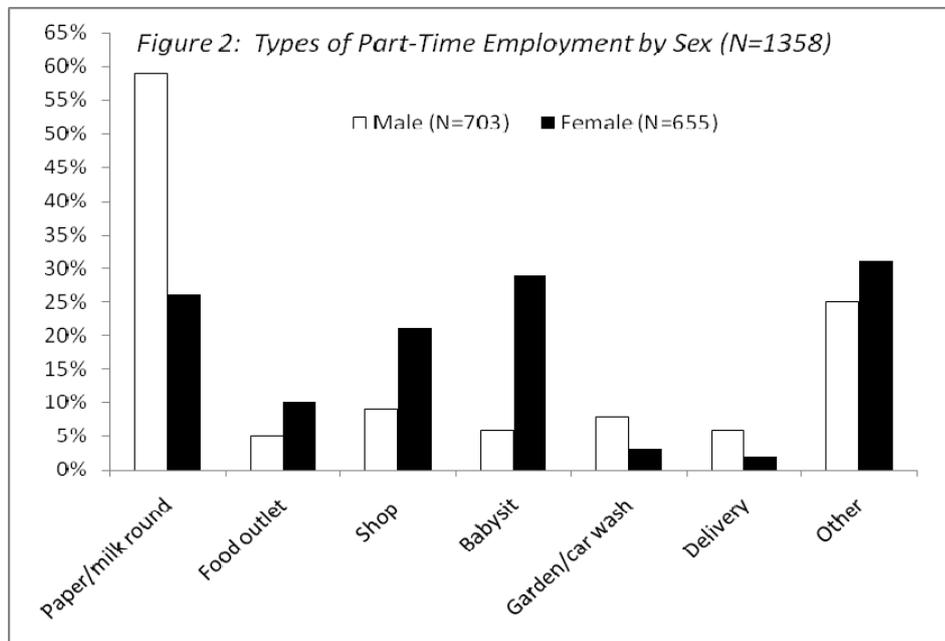
Table 3.4 – Pupils part-time employment

Employment type	% of employed pupils	N=
Paper/milk round	43	613
Baby sitting	18	252
Shop work	15	219
Food outlet	8	117
Gardening/car washing	6	92
General delivery	5	70
Other job	28	404

N=1,422

Most commonly pupils were doing paper or milk rounds.

It was also evident that some pupils had a number of part-time jobs. For example, among the 613 pupils with a milk or paper round, 68 were also involved in babysitting. Moreover, of the 68 with a paper/milk round and who babysat, 28 also did gardening/car washing, 20 did shop work, 17 were involved in general deliveries and 16 worked in a food outlet.



Sex – Males were more likely than females to be in part-time work (16%, 669 male pupils, 14%, 632 female pupils). However there were substantial differences in their types of employment (see Figure 2). Among the 1,368 pupils who gave details, males were more likely than females to work on a paper/milk round (59%, 417 male pupils; 26%, 173 female pupils), work in general deliveries (6%, 43 male pupils; 2%, 16 female pupils) or do gardening/car washing (8%, 56 male pupils; 3%, 22 female pupils). Females on the other hand were more likely than males to work in a food outlet (10%, 67 female pupils; 5%, 36 male pupils), do shop work (21%, 139 female pupils; 9%, 65 male pupils), or babysit (29%, 190 female pupils; 6%, 40 male pupils).

Stage – Upper school pupils were more likely than those in the lower school to have a part-time job (18%, 770 upper pupils; 13%, 568 lower pupils). Among the 1,418 pupils who gave details, those in the lower school were more likely than those in the upper school to have a paper/milk round (50%, 308 lower pupils; 38%, 304 upper pupils), or do gardening/car washing (9%, 53 lower pupils; 5%, 39 upper pupils). Pupils in the upper school were more likely to work in a food outlet (11%, 88 upper pupils; 5%, 28 lower pupils), or do shop work (19%, 149 upper pupils; 11%, 69 lower pupils).

Self-Esteem - Among those with a part-time job, pupils with low self-esteem were more likely than those with high self esteem to work as babysitters (23%, 93 low; 11%, 46 high).

Ethnicity – Black pupils were less likely than pupils from other ethnic groupings to have a part-time job (5%, 5 Black; 9%, 8 Chinese; 10%, 37 Asian; 15%, 1,147 White).

3.2.9 Personal illness

Twenty-two percent of pupils (22%, 1,913 pupils) reported having a chronic illness or disability (CID). Among these pupils, 53% (1,095 pupils) had asthma and 21% (432 pupils) had eczema. Fifty-eight percent (58%, 1,144 pupils) of CID pupils also indicated that it limited what they could do. Of those reporting an illness or disability 10% (187 pupils) had been called names, 6% (110 pupils) indicated that they had been treated differently (eg not chosen for something) and 6% (102 pupils) suggested that they had been picked on because of their disability.

Sex – While the proportion of males and females who indicated having an illness or disability was the same (22%), there were differences in the reported conditions. Females were more likely than males to report having eczema (28%, 280 female pupils; 14%, 128 male pupils) while males were more likely than females to report having dyslexia (11%, 99 male pupils; 6%, 63 female pupils) or injury (broken bones) (7%, 68 male pupils; 3%, 30 female pupils).

Stage - Among those with a CID, upper school pupils were more likely than lower school pupils to have dyslexia (11%, 102 upper school; 7%, 81 lower school).

Self-Esteem - Pupils with low self esteem were more likely than those with high self esteem to have a chronic illness or disability (27%, 596 low; 19%, 495 high).

3.2.10 Locus of control and personal happiness

Feelings about themselves

Seventy-seven percent of pupils (77%, 7,035 pupils) reported being 'very happy' or 'happy' about themselves over the previous year. Five percent (5%, 443 pupils) indicated being 'unhappy' or 'very unhappy' over the previous year.

Sex – Males were more likely than females to indicate being 'happy' or 'very happy' with themselves (80%, 3,311 male pupils; 75%, 3,421 female pupils) while females were more likely to indicate being 'neither happy nor unhappy' (20%, 901 female pupils; 16%, 667 male pupils).

Stage – Lower school pupils were more likely than upper school pupils to report being 'very happy' with themselves over the previous year (36%; 1,627 lower, 32%, 1,420 upper).

Self-Esteem - Pupils with high self esteem were most likely to say that they had felt 'very happy' with themselves over the previous year (56%, 1,485 high; 15%, 340 low) and least likely to say that they had felt unhappy or very unhappy with themselves (1%, 18 high; 13%, 308 low).

Chronic Illness or Disability – CID pupils were more likely than other pupils to report being unhappy or very unhappy with themselves over the previous year (8%, 146 CID; 4%, 265 others) and less likely than others to state they were very happy with themselves (27%, 519 CID; 36%, 2,404 others).

Control over their lives

Most pupils (88%, 7,986 pupils) indicated that they had at least 'some' control over the way their life was going in general. Only 176 pupils (2%) indicated having 'no control' over their life.

Sex – Males were more likely than females to report having 'a lot' of control over their lives (46%, 1,884 male pupils; 40%, 1,794 female pupils). On the other hand, females were more likely than males to indicate having a 'little' or 'some' control over their lives (58%, 2,639 female pupils; 52%, 2,155 male pupils).

Stage – Upper school pupils were more likely than lower school pupils to believe that they had a 'lot' of control over their life (46%, 2,027 upper pupils; 39%, 1,806 lower pupils).

Self-Esteem - Pupils with high self-esteem were more likely than those with low self-esteem to feel that they had 'a lot' of control over their life (60%, 1,595 high; 26%, 591 low). Pupils with low self-esteem were more likely than those

with high self-esteem to feel that they had little or no control over their life (22%, 513 low; 4%, 105 high).

Chronic Illness or Disability – CID pupils were less likely than other pupils to report having ‘a lot’ of control over their life (38%, 714 CID; 44%, 2,917 others).

Ethnicity – White pupils were more likely than pupils from the other ethnic groups to indicate having ‘a lot’ of control over their lives (44%, 3,301 White; 35%, 135 Asian; 28%, 26 Chinese; 27%, 29 Black).

Deprivation – Pupils from the schools with higher levels of deprivation were more likely than those from schools with a lower deprivation score to indicate that they had ‘little’ or ‘no’ control over their life (14%, 142 higher deprivation; 10%, 217 lower deprivation).

Feelings about their health

Seventy-four percent of pupils (74%, 6,678 pupils) were either ‘happy’ or ‘very happy’ with their health over the previous year. Six percent (6%, 566 pupils) reported being ‘unhappy’ or ‘very unhappy’ with their health.

Sex – Males were more likely than females to indicate being ‘very happy’ with their health (38%, 1,549 male pupils; 31%, 1,383 female pupils).

Stage – Lower school pupils were more likely than those in the upper school to report feeling ‘very happy’ about their health (36%, 1,645 lower pupils; 32%, 1,431 upper pupils).

Self-Esteem - Pupils with high self-esteem were more likely than those with low self-esteem to have felt ‘very happy’ about their health (50%, 1,322 high; 19%, 443 low). Pupils with low self-esteem were more likely than those with high self-esteem to report feeling ‘unhappy’ or ‘very unhappy’ about their health (14%, 315 low; 2%, 53 high).

Chronic Illness or Disability – CID pupils were less likely than other pupils to feel ‘very happy’ about their health (25%, 462 CID; 37%, 2,443 others).

Deprivation – Pupils from the five schools with a lower deprivation score were more likely than pupils from the five schools with a higher deprivation score to report being ‘happy’ or ‘very happy’ about their health over the previous year (76%, 1,636 lower deprivation; 68%, 142 higher deprivation).

3.2.11 Self-esteem

Pupils’ responses to the individual elements of the self-esteem question revealed that, overall, the majority had a positive self-image. Only 9% (831 pupils) ‘agreed’ or ‘strongly agreed’ that *they were a failure*, while 82% (7,274 pupils) ‘agreed’ or ‘strongly agreed’ with the statement that *most of the time I am satisfied with myself*. Eighty-eight percent (88%, 7,869 pupils) ‘agreed’ or ‘strongly agreed’ with the statement that *I have a number of good qualities*, and 84% (7,500 pupils) ‘agreed’ or ‘strongly agreed’ that *I like myself*. However, just over half of the pupils (51%, 4,513 pupils) ‘agreed’ or ‘strongly agreed’ that *there are lots of things about myself I would like to change*, and 26% (2,300

pupils) ‘agreed’ or ‘strongly agreed’ that they *often wished they were somebody else*.

However, these findings indicate some level of inconsistency in pupils’ responses to individual self-esteem question items. In previous SCRE studies (Lowden, 2007) focus group discussions with pupils illuminated possible reasons for such results. Pupils’ comments suggested that there was no contradiction in their responses. For example, while they may feel good about themselves generally, they felt it was also appropriate to wish to change a number of things about themselves. Again, some of those recorded as having high self-esteem would also like to be someone else such as a favorite celebrity or sports person.

3.2.12 Pupil Depression

In addition to measuring self-esteem the questionnaire also included a question designed to score pupils relative levels of depression. Aggregate scores were calculated for 8,682 pupils (94%) who responded to all of the question elements. Pupils were then grouped into three categories chosen to map as closely to thirds of the distribution as possible. See Table 3.5

Table 3.5 – Pupils depression categories

Depression category	Percentage of pupils	N=
High depression (score 7–15)	32	2,796
Medium depression (score 16–17)	30	2,606
Low depression (score 18–21)	38	3,280
Total	100	8,682

Depression scores for pupils were significantly associated with a number of other key variables.

Sex – Males were more likely than females to have a low depression score, 46% (1,831 pupils) of males recorded low depression scores compared to 30% (1,309) of female pupils. On the other hand, 39% (1,687) of females had high depression scores compared to 25% (967) of males

Self-esteem – There was a strong association between pupil depression scores and self-esteem scores, such that pupils with higher self-esteem were significantly more likely to have lower depression scores (57%, 1,478 high self-esteem; 15%, 327 low self-esteem). Pupils with lower self-esteem were more likely to have high depression scores (59%, 1,315 low self-esteem; 14%, 365 high self-esteem).

Stage – Pupils in the lower school were more likely than those in the upper school to record lower depression scores. Forty-three percent (43%, 1,852 pupils) of lower school pupils recorded low depression scores compared to 33% (1,426 pupils) of upper school pupils who recorded low depression scores.

Chronic Illness or Disability – CID pupils were significantly more likely to have higher depression scores than other pupils. Forty percent (40%, 713

pupils) with a chronic illness or disability had a high depression score compared to 30% (1,921 pupils) of other pupils with a high depression score.

Ethnicity – Pupils from the Chinese/other group were more likely than pupils from other ethnic backgrounds to score high depression scores (52%, 47 pupils) Chinese; 37% (133 pupils) Asian; 32% (30 pupils) Black; 31% (2,239 pupils) White

3.2.13 *Pupil worries*

Pupils indicated, on a pre-determined list, what they worried about most. Table 3.6 summarises the findings in rank order from most to least frequent concerns.

Table 3.6 – Pupil worries

Worry about...	% of pupils
Exams	60
School	41
Looks	39
The future	35
Your health	32
About family rows	31
Friends	30
Getting a job	28
Siblings	24
Boyfriend/girlfriend	24
Violence/gangs	22
Relationships with parents	21
Money	20
Family health	20
Being bullied	18
Feeling different	17
Skin problems	17
Loneliness	14
Drinking	14
Gossip	14
Drugs	14
Sexual harassment	11
Called gay	10
Racism	9
N=8,475 (multiple responses allowed)	

Most frequently pupils worried about exams (60%, 5,102 pupils), school (41%, 3,513 pupils) and their looks (39%, 3,335 pupils) and least frequently about sexual harassment (11%, 891 pupils); being called gay (10%, 815 pupils) and racism (9%, 786 pupils) and. Eight percent of pupils (8%, 677 pupils) indicated having no worries.

Sex – Females were more likely than males to report worrying about 19 out of 24 of the individual question elements (see Appendix 5). Indeed, males were only more likely than females to worry about one specific item, ‘being called gay’ (13%, 485 male pupils; 6%, 265 female pupils). Males were also more likely than females to indicate having ‘no worries’ (13%, 481 male pupils; 4%, 174 female pupils). Differences between males and females were particularly pronounced (exhibiting a difference of 15 percentage points or more) in relation to the following ‘worries’:

- Their looks (54%, 2,351 female pupils; 23%, 869 male pupils)
- Family rows (38%, 1,651 female pupils; 23%, 850 male pupils)
- Friends (40%, 1,722 female pupils; 19%, 711 male pupils)
- Skin problems (24%, 1,032 female pupils; 9%, 351 male pupils)

Stage – Upper school pupils were more likely than lower school pupils to worry about nine specific topics (see Appendix 5). In two instances, both relating to school, these differences were particularly marked (with a difference of 15 percentage points or more):

- School (49%, 2,101 upper pupils; 33%, 1,406 lower pupils)
- Exams (71%, 3,006 upper pupils; 50%, 2,088 lower pupils).

There were eight areas where lower school pupils were more likely than those in the upper school to worry (see Appendix 5). However, percentage differences between the stages were generally modest, of the order of two or three points. In one instance – ‘being bullied’ – there was a 12 percentage point difference between the two stages (24%, 991 lower pupils; 12%, 506 upper pupils).

Self-esteem – Self-esteem was significantly associated with *all* of the specified worries, with the exception of racism. Those with higher self-esteem were less likely to worry than those with lower self-esteem (see Appendix 5). Eleven of the individual elements exhibited differences, between higher and lower self-esteem males, of 15 percentage points or greater:

- School (30%, 739 high; 56%, 1,239 low)
- Their looks (24%, 586 high; 62%, 1,379 low)
- Boyfriend/girlfriend (18%, 445 high; 35%, 783 low)
- Loneliness (8%, 200 high; 24%, 538 low)
- Family rows (23%, 564 high; 42%, 972 low)
- Feeling different (8%, 191 high; 31%, 689 low)

- Relationship with parents (13%, 322 high; 31%, 696 low)
- Their health (23%, 560 high; 43%, 945 low)
- Friends (20%, 499 high; 43%, 963 low)
- Siblings (18%, 445 high; 33%, 724 low)
- The future (25%, 619 high; 46%, 1,014 low).

Chronic Illness or Disability – Those pupils with a chronic illness or disability were more likely than other pupils to worry about ‘school’ in general (46%, 833 CID; 37%, 2,513 others) and 19 other specific areas (see Appendix 5). There was only one specific area where the difference between CID pupils and others was 10 percentage points or more, and this was their health (40%, 722 CID; 29%, 1,846 others).

Ethnicity – Pupils from the Asian, Black and Chinese/other ethnic groups were substantially more likely than White pupils to worry about ‘racism’ (48%, 47 Black; 34%, 118 Asian; 31%, 28 Chinese; 6%, 426 White). There were significant differences in relation to eight other worries, four of which involved differences of at least 15 percentage points between the highest and lowest scores. In each of these cases the Chinese/other ethnic group recorded the greatest level of worries:

- Money problems (18%, 63 Asian; 35%, 32 Chinese)
- Their looks (28%, 98 Asian; 44%, 40 Chinese)
- Loneliness (14%, 974 White, 29%, 26 Chinese)
- The future (34%, 2,366 White; 49%, 45 Chinese).

Deprivation – Pupils attending schools with lower levels of deprivation were more likely than those attending schools with higher deprivation scores to worry about school in general (45%, 911 lower deprivation; 39%, 360 higher deprivation). However, pupils at schools with higher levels of deprivation were more likely to worry about their health (36%, 332 higher deprivation; 28%, 570 lower deprivation), siblings (27%, 250 higher deprivation; 21%, 420 lower deprivation) and family health (24%, 219 high deprivation; 18%, 364 lower deprivation).

Worry about most

When asked what they worried about most pupils most frequently cited exams (26%, 1,681 pupils), followed by looks (9%, 554 pupils), school (7%, 467 pupils) and family rows (7%, 434 pupils). Gossip (1%, 33 pupils), drinking (1%, 45 pupils), feeling different (1%, 46 pupils) and being called gay (1%, 60 pupils) were worried about least.

Sex – Males were more likely than females to indicate worrying most about getting a job (5%, 147 male pupils; 2%, 54 female pupils) and fear of gang violence (5%, 147 male pupils; 2%, 54 female pupils) while females were more likely than males to worry most about their looks (13%, 451 female pupils; 3%, 85 male pupils).

Stage – Lower school pupils were more likely than upper school pupils to indicate worrying about being bullied (5%, 159 lower pupils; 1%, 49 upper pupils) while upper school pupils were more likely to worry most about exams (34%, 1,155 upper pupils; 17%, 524 lower pupils).

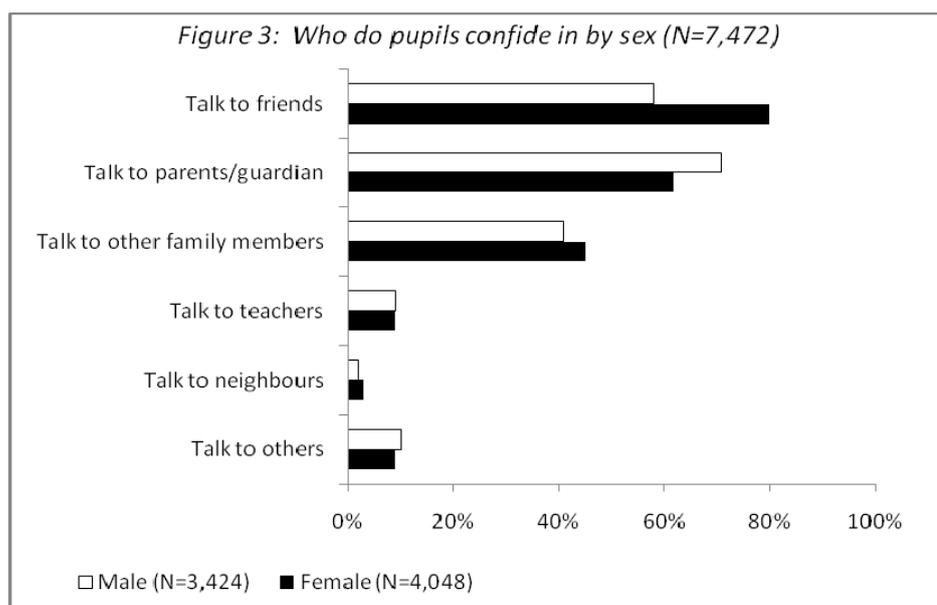
Self-Esteem - Pupils with high self-esteem were more likely than those with low self-esteem to say that they worried most about exams (33%, 606 high; 15%, 264 low). Pupils with low self-esteem were more likely than those with high self-esteem to say that they worried most about the way they looked (16%, 267 low; 5%, 95 high).

Chronic Illness or Disability – CID pupils were less likely to worry most about exams than other pupils (19%, 262 CID; 28%, 1,357 others).

Someone to confide in

Eighty-six percent of pupils (86%, 7,354 pupils) had someone they could talk to about personal worries or concerns. Among these pupils the most frequently cited confidante was a friend (70%, 5,420 pupils) or a parent/guardian (66%, 5,110 pupils). Forty-four percent (44%, 3,403 pupils) indicated that they had another family member to talk to, but only 9% (695 pupils) said that they could talk to a teacher.

Sex – Females were more likely than males to report having someone to confide in (89%, 3,916 female pupils; 82%, 3,165 male pupils). In relation to who they would talk with, females were more likely than males to indicate friends (80%, 3,228 female pupils; 58%, 1,980 male pupils), and other family members (45%, 1,841 female pupils; 41%, 1,417 male pupils). Males were more likely to talk to parents/guardians (71%, 2,414 male pupils; 62%, 2,499 female pupils). See Figure 3 for detail.



Stage – Upper school pupils were more likely to report being able to talk to friends about personal issues or worries (75%, 2,857 upper pupils; 64%, 2,551 lower pupils) while pupils in the lower school felt more able to talk to their parents (72%, 2,831 lower pupils; 59%, 2,270 upper pupils). Lower school pupils were also more likely to state that they could talk to another member of their family (46%, 1,840 lower pupils; 41%, 1,555 upper pupils) or to a teacher (11%, 437 lower pupils; 7%, 256 upper pupils).

Self-esteem – High self-esteem pupils were more likely than those with lower self-esteem to indicate having someone to talk with in confidence (94%, 2,381 high; 76%, 1,660 low). Pupils with higher self-esteem were also more likely to talk to parents/guardians (73%, 1,817 high; 55%, 959 low) or other family members (48%, 1,186 high; 40%, 697 low).

Ethnicity – White pupils were more likely than pupils from the other ethnic groupings to indicate having someone to confide in (87%, 6,248 White; 81%, 68 Chinese; 79%, 286 Asian; 76%, 75 Black).

3.2.14 Bullying

Experiences of being bullied in school over the previous year were reported by 1,184 pupils (13%), and 16% (1,435 pupils) indicated that they were at least sometimes afraid of going to school because of bullying. One thousand eight hundred and five pupils (20%, 1,805 pupils) admitted to having bullied or frightened someone in school over the past year. Interestingly the victims of bullying were often also bullies in their own right. For example, 36% (424 pupils) of those who had been bullied over the past year had also bullied during the same period. By comparison only 17% (1,352 pupils) of those who had not experienced bullying in the previous year had themselves bullied.

Sex – Females were more likely than males to admit to being afraid to go to school because of bullying at least sometimes (18%, 836 female pupils; 13%, 528 male pupils). Females were also less likely than males to report bullying over the previous year (15%, 689 female pupils; 24%, 1,013 male pupils).

Stage – Lower school pupils were more likely than those in the upper school to report being bullied in the past year (16%, 750 lower pupils; 10%, 432 upper pupils), and were also more likely to indicate that they were at least sometimes afraid to go to school because of bullying (19%, 881 lower pupils; 12%, 552 upper pupils).

Self-esteem – Pupils with lower self-esteem were more likely than those with higher self-esteem to report being bullied during the previous year (21%, 482 low; 8%, 209 high). Moreover lower self-esteem pupils were also more likely to report being afraid to go to school because of bullying (28%, 635 low; 8%, 206 high).

Lower self-esteem pupils were also more likely to have bullied other pupils over the previous year (26%, 591 low; 15%, 409 high).

Chronic Illness or Disability – CID pupils were more likely than other pupils to report being bullied in the past year (20%, 383 CID; 11%, 725 others) and were more likely to indicate at least sometimes being afraid to go to school (22%, 425 CID; 13%, 910 others). However, they were also more likely to report bullying others, 24% (451 pupils) of CID pupils had bullied during the previous year compared to 18% (1,242 pupils) of other pupils.

Ethnicity – Black, Asian and Chinese group pupils were substantially more likely to report experience of racism than their White classmates. Black and Asian pupils were most likely to report being hit or beaten because of their colour (7%, 7 Black; 6%, 20 Asian; 4%, <5 Chinese; 2%, 110 White), while Black and Chinese pupils were most likely to have been called names because of their colour (40%, 39 Black; 37%, 32 Chinese; 33%, 116 Asian; 7%, 443 White). Black and Asian pupils were most likely to report being picked on because of their colour (15%, 15 Black; 15%, 52 Asian; 8%, 7 Chinese; 3%, 166 White) and Asian pupils were most likely to indicate being treated differently because of their colour (24%, 83 Asian; 15%, 15 Black; 14%, 12 Chinese; 2%, 143 White).

Asian pupils were more likely than those from other ethnic groups to report being called names as a result of their religion (23%, 76 Asian; 12%, 10 Chinese; 12%, 11 Black; 34%, 235 White) and were also more likely to report being treated differently because of their religion (12%, 41 Asian; 7%, 6 Chinese; 6%, 6 Black; 1%, 71 White).

3.3 Health behaviours

3.3.1 Dental hygiene

Tooth brushing

Ninety-six percent of pupils (96%, 8,799 pupils) indicated that they had cleaned their teeth in the previous day. Most commonly this involved brushing twice a day (63%, 5,712 pupils), 19% (1,758 pupils) reported brushing once, while 15% (1,329 pupils) brushed 3 or more times.

Sex – Females were more likely than males to have brushed their teeth at least once during the previous day (98%, 4,488 female pupils; 95%, 3,953 male pupils). Females were also more likely to have brushed their teeth twice or more (85%, 3,861 female pupils; 70%, 2,901 male pupils).

Self-esteem – High self-esteem pupils were more likely than those pupils with lower self-esteem to have brushed their teeth at least twice in the previous day (82%, 2,194 high; 72%, 1,670 low.)

Deprivation – Pupils from schools with higher levels of deprivation were more likely than those from schools with lower deprivation levels to report not brushing their teeth on the day before the survey (7%, 70 higher deprivation; 2%, 53 lower deprivation).

Dental visits

A majority of pupils (65%, 5,861 pupils) had been to a dentist within the previous six months. However, 1,668 pupils (18%) indicated either that they couldn't remember when they had last visited a dentist or that they had never been.

Sex – Females were more likely than males to have visited a dentist in the recent past, 81% (3,671 pupils) of females had been to a dentist within the last year compared to 76% (3,127 pupils) of males. Similarly 16% (732 pupils) of females indicated either being unable to remember when they last visited a dentist or never having visited a dentist compared to 20% (827 pupils) of males who reported this.

Stage – Pupils in the upper school were more likely than those in the lower school to report visiting a dentist within the past 12 months (82%, 3,623 upper pupils; 75%, 3,423 lower pupils).

Self-esteem – High self-esteem pupils were more likely than those pupils with lower self-esteem to have visited a dentist during the previous six months (71%, 1,879 high; 61% 1,398 low).

Deprivation – Pupils from schools with lower levels of deprivation were more likely than those from a school with a higher deprivation level to report visiting the dentist within the past year (84%, 1,795 lower deprivation; 70%, 701 higher deprivation). Moreover, pupils from schools with higher levels of deprivation were also more likely to indicate not remembering when their last dental visit was (25%, 249 higher deprivation; 13%, 272 lower deprivation).

3.3.2 Getting to and from school

Almost half of the pupils (49%, 4,050 pupils) walked to school, while a further 27% (2,215 pupils) travelled to school in a bus. One thousand six hundred and fifty one pupils (20%) travelled by car while 3% (234 pupils) took the train. Two-thirds of pupils (67%, 5,976 pupils) indicated walking, cycling or skating to school on at least one day in the previous week.

Sex – Males were more likely than females to walk (52%, 1,983 male pupils; 46%, 1,906 female pupils) to and from school while females were more likely than males to travel by car (22%, 895 female pupils; 18%, 707 male pupils).

Self-esteem – Pupils with higher self-esteem were more likely than their peers with lower self-esteem to travel by car (22%, 537 high; 18%, 370 low). However, they were less likely to travel to school by bus (24%, 579 high; 29%, 609 low).

Ethnicity - Pupils from an Asian ethnic background were the most likely to travel to school by car (31%, 107 Asian; 19%, 1,322 White; 3%, <5 Black; 2%, <5 Chinese) and the least likely to travel by bus (29%, 27 Black; 28%, 1,940 White; 23%, 21 Chinese; 14%, 47 Asian).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely to:

- Walk to school (58%, 532 higher deprivation; 53%, 1,082 lower deprivation)
- Travel by bus (28%, 258 higher deprivation; 21%, 422 lower deprivation)

and less likely to:

- Travel by car (12%, 108 higher deprivation; 18%, 374 lower deprivation).

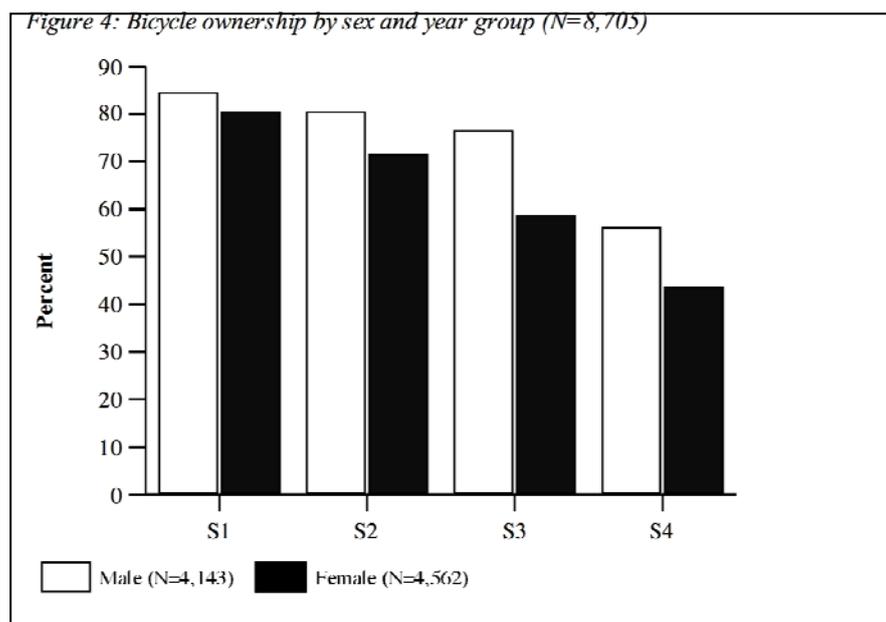
Car travel

When travelling by car to school, pupils were most likely to report being the only child going to their school in a car (45%, 1,142 pupils). Seventeen percent (17%, 446 pupils) noted travelling to their school with another child while a further 18% (469 pupils) indicated travelling with two other children in the car. The question explicitly asked about other children travelling to the same school as the questionnaire respondent. However, it is possible that more than one child could be travelling in the car but going to a different school.

Bicycle ownership

Seventy-one percent of pupils (71%, 6,477 pupils) owned a bicycle. However, only 16 pupils said they usually cycled to school.

Sex – Males were more likely than females to own a bicycle (78%, 3,248 male pupils; 65%, 2,959 female pupils). Figure 4 gives details of bicycle ownership by sex and year group.



Stage – Bicycle ownership was greater among pupils in the lower school (79%, 3,655 lower pupils; 63%, 2,813 upper pupils).

Self-esteem – Pupils with higher self-esteem were more likely than those with lower self-esteem to own a bicycle (78%, 2,061 high; 66%, 1,502 low).

Ethnicity – White pupils were more likely to own a bicycle than pupils from other ethnic groups (73%, 5,509 White; 59%, 55 Chinese; 57%, 216 Asian; 38%, 39 Black).

Deprivation – Pupils attending schools with higher levels of deprivation were less likely to own a bicycle than pupils attending schools with lower levels of deprivation (64%, 649 higher deprivation; 76%, 1,645 lower deprivation).

Preferred mode of travel to school

Pupils gave an indication of how they would prefer to travel to school if they had the choice. Table 3.7 summarises this data against their actual mode of travel.

Table 3.7 – Pupils current and preferred methods of travelling to school

Method of travel	Current %	Preferred method %
Walking	49	41
Bus	27	9
Car	20	32
Train	3	3
Cycle	<1	10
Other	2	5
N=	8,337	8,641

Although more pupils would opt to travel to school by car and many fewer would use the bus if given a choice, walking would still be the most common

method of getting to school. Interestingly 10% (900 pupils) of pupils would prefer to travel to school by bicycle.

Sex – Males were almost three times more likely than females to suggest travelling to and from school by bicycle as their preferred transportation (16%, 614 male pupils; 6%, 245 female pupils). On the other hand females would prefer to travel to school by car (36%, 1,560 female pupils; 27%, 1,061 male pupils).

Stage – Pupils in the lower school were more likely than those in the upper school to suggest travelling to school by bicycle (14%, 595 lower pupils; 7%, 304 upper pupils). Upper school pupils would prefer to travel to school by car (35%, 1,479 upper pupils; 28%, 1,243 upper pupils).

Self-esteem – Pupils with higher self-esteem were more likely than their peers with lower self-esteem to suggest walking to school as their preferred mode of travel (45%, 1,124 high; 40%, 869 low).

Deprivation – Pupils from schools with higher deprivation scores were more likely than those attending schools with lower deprivation scores to indicate a preference to walk to school (50%, 484 higher deprivation; 46%, 951 lower deprivation) and travel to school by bus (11%, 108 higher deprivation; 6%, 128 lower deprivation).

Travelling times to school

Most pupils (70%, 6,336 pupils) took between 5 minutes and half an hour to travel to school, 16% (1,450 pupils) took half an hour or more while 14% (1,253 pupils) indicated taking less than 5 minutes.

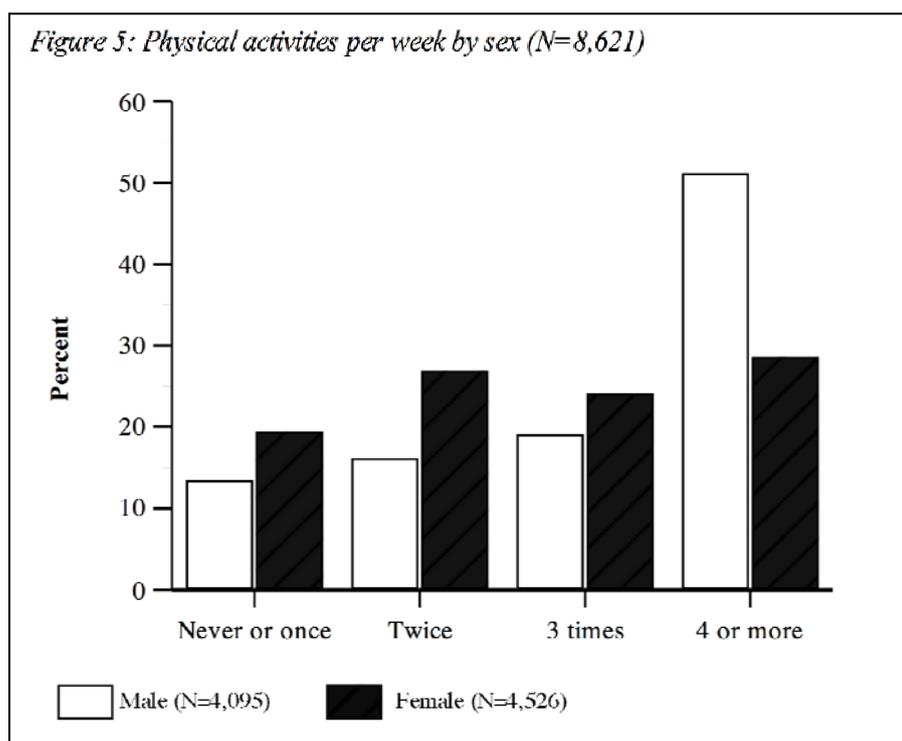
3.3.3 Physical activities

Frequency of exercising

Forty percent (40%, 3,560 pupils) engaged in physical activities (including activities at school) which made them sweat or breath harder on four or more occasions per week. A further 21% (1,925) of pupils managed such exercise 3 times per week while 22% (1,963) managed this activity on two occasions per week.

Overall, 36% (3,247 pupils) of pupils met the target of exercising four or more times per week for periods averaging more than 30 minutes.

Sex – Males were substantially more likely than females to exercise 4 times a week or more (51%, 2,097 male pupils; 29%, 1,293 female pupils). See Figure 5 for detail. Overall, 47% (1,934 pupils) of males compared to 25% (1,155 pupils) of females met the target of exercising four or more times per week for 30 minutes or more per activity session.



Stage – Lower school pupils were more likely than those in the upper school to exercise 3 times a week or more (63%, 2,873 lower pupils; 59%, 2,605 upper pupils).

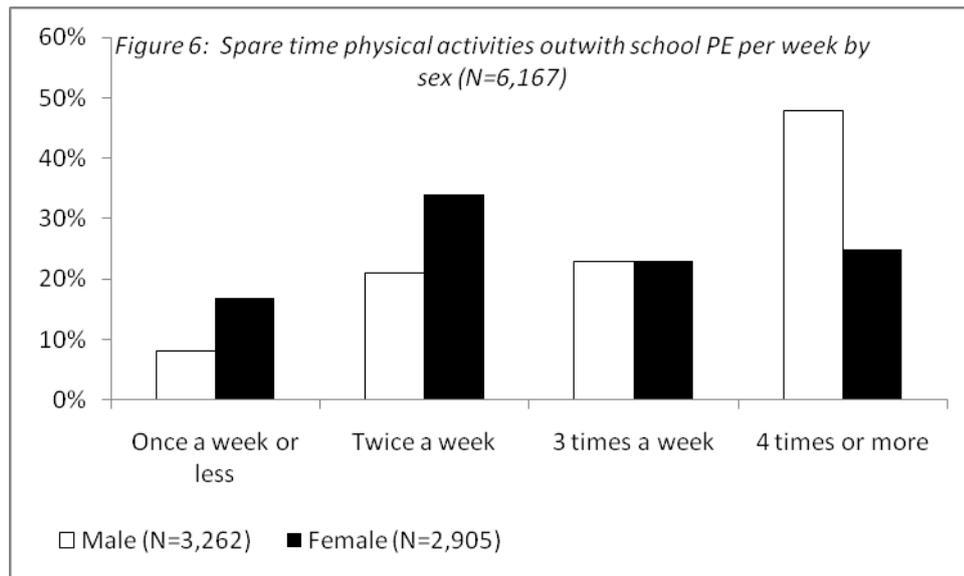
Self-esteem – High self-esteem pupils were more likely than those with lower self-esteem to exercise three or more time per week (70%, 1,831 high; 52%, 1,172 low). Pupils with high self-esteem were more likely than those with low self-esteem to meet the target of exercising four or more times per week for more than 30 minutes (45%, 1,181 high; 27%, 626 low).

Ethnicity – White pupils were more likely than pupils from the other ethnic groups to exercise 3 or more times per week (62%, 4,649 White; 52%, 196 Asian; 50%, 46 Chinese; 50%, 51 Black).

Excluding school PE

Of those pupils who engaged in physical activity at least once in the week, 75% (6,499 pupils) engaged in physical activity outwith school-based PE. Thirty-eight percent (38%, 2,432 pupils) of these pupils suggested such activity on four or more sessions in the average week. Twenty-three percent (23%, 1,468 pupils) of pupils had three sessions per week while a further 27% (1,732 pupils) reported two such sessions per week.

Sex – Males were substantially more likely than females to engage in activity outwith school (83%, 3,296 male pupils; 68%, 2,923 female pupils) and were almost twice as likely than females to engage in such activity four or more times a week (48%, 1,557 male pupils; 25%, 738 female pupils). Moreover, 17% (502 pupils) of females reported engaging in such activity once a week or less compared to just 8% (269 pupils) of males. See Figure 6.



Stage – Those in the lower school were more likely than their upper school peers to report exercising outwith school PE (79%, 3,467 lower pupils, 72%, 3,022 upper pupils). They were also more likely to engage in such activity more frequently: 40% (1,388 pupils) of lower school pupils did such physical activity four or more times a week compared to 35% (1,038 pupils) of those in the upper school.

Self-esteem – Pupils with higher self-esteem were more likely than lower self-esteem pupils to exercise in their spare time (83%, 2,111 high; 69%, 1,488 low) and were also likely to exercise more frequently. Two thirds (66%, 1,377 pupils) of high self-esteem pupils indicated exercising in their spare time at least three times a week compared to 55% (814 pupils) of lower self-esteem pupils.

Deprivation – Pupils attending schools with higher levels of deprivation were less likely than those attending schools with lower levels of deprivation to report doing exercise outwith school PE (71%, 677 higher deprivation; 79%, 1,621 lower deprivation).

Ethnicity – Pupils from a White ethnic group were the most likely to exercise in their spare time three times a week or more (61%, 3,273 White; 56%, 42 Black; 50%, 131 Asian; 48%, 32 Chinese).

3.3.4 Diet

Breakfast

Seventy-one percent of pupils (71%, 6,426 pupils) had eaten a breakfast on the morning of the survey.

Sex – Thirty-five percent (35%, 1,591 pupils) of females compared to 23% (947 pupils) of males indicated missing breakfast on the morning of the survey.

Stage – Almost three-quarters (74%, 3,433 pupils) of pupils in the lower school had a breakfast on the day of the survey compared to 67% (2,982 pupils) in the upper school.

Self-esteem – Pupils with higher self-esteem were more likely than other pupils to have eaten a breakfast on the morning of the survey (78%, 2,074 high; 64%, 1,472 low).

Deprivation – Sixty-five percent (65%, 658 pupils) of pupils from schools with higher levels of deprivation compared to 74% (1,593) of pupils from schools with lower levels of deprivation reported eating breakfast on the day of the survey.

Where did pupils eat breakfast?

Among those pupils who had eaten a breakfast, 92% (5,852 pupils) had eaten it at home, 4% (227 pupils) had consumed it in the street, 2% (112 pupils) had eaten in the canteen and 2% (146 pupils) had eaten it elsewhere.

Stage – Lower school pupils were more likely than those in the upper school to have eaten breakfast at home (94%, 3,174) lower pupils; 91%, 2,667 upper pupils).

Self-Esteem - Among those who had eaten breakfast, pupils with high self-esteem were more likely than those with low self-esteem to have eaten breakfast at home (94%, 1,921 high; 91%, 1,314 low).

Content of breakfast

Table 3.8 provides details of what responding pupils had for breakfast.

Table 3.8 – What pupils ate for breakfast

Breakfast	%
Cereal	54
Toast/bread	35
A drink	32
Cooked breakfast	8
Crisps	2
Sweets	2
Other	15
N=6,454	

Sex – Males were more likely than females to have had cereal (57%, 1,828 male pupils; 50%, 1,484 female pupils) or a cooked breakfast (10%, 327 male pupils; 6%, 175 female pupils). On the other hand, females were more likely than males to have had toast or bread for breakfast (37%, 1,104 female pupils; 34%, 1,079 male pupils).

Self-esteem - Pupils with high self-esteem were more likely than those with low self-esteem to have had cereal for breakfast (57%, 1,182 high; 50%, 737 low).

Deprivation – Pupils from schools with lower levels of deprivation were more likely than pupils from schools with higher levels of deprivation to have had cereal for breakfast (57%, 915 lower deprivation; 51%, 339 higher deprivation) or a drink with/for breakfast (32%, 514 lower deprivation; 26%, 174 higher deprivation).

Lunch

Ninety-one percent of pupils (91%, 8,222 pupils) had lunch on their previous school day.

Sex – Males were more likely than female to have eaten lunch the previous day (93%, 3,817 males; 90%, 4,085 females).

Stage – Seven percent (7%, 332 pupils) of lower school pupils and 11% (478 pupils) of upper school pupils had skipped lunch on the day before the survey.

Self-esteem – Pupils with lower self-esteem were more likely than their higher self-esteem peers to have missed lunch (14%, 317 low; 5%, 135 high).

Where did pupils eat lunch

Among those pupils who reported having a lunch, the street was the most frequently cited venue (32%, 2,635 pupils) followed by the school canteen (30%, 2,445 pupils). One in ten pupils (10%, 783 pupils) went home for lunch and a further 6% (465 pupils) reported eating lunch elsewhere in the school. Four percent (4%, 319 pupils) ate lunch in the playground.

Sex – Males were more likely than females to eat lunch in the street (36%, 1,353 male pupils; 30%, 1,192 female pupils) while females were more likely than males to eat in the canteen (34%, 1,378 female pupils; 26%, 962 male pupils).

Stage – Lower school pupils were more likely than those in the upper school to eat lunch in the school canteen (33%, 1,400 lower pupils; 27%, 1,040 upper pupils) while upper school pupils were more likely to report eating lunch in the street (38%, 1,472 upper pupils; 27%, 1,157 lower pupils).

Female self-esteem – Females with higher self-esteem were more likely than those with lower self-esteem to have eaten lunch in the canteen (37%, 472 high; 32%, 342 low) and less likely to have eaten it on the street (27%, 336 high; 32%, 343 low).

Ethnicity – Black pupils were more likely than others to have eaten their lunch in the school canteen (54%, 50 Black; 36%, 27 Chinese; 35%, 119 Asian; 29%, 1,988 White). Asian pupils were more likely to have gone home for lunch (21%, 72 Asian; 10%, 9 Black; 9%, 594 White; 3%, <5 Chinese), while White pupils were more likely to have eaten lunch in the street (34%, 2,317 White; 27%, 20 Chinese; 19%, 64 Asian; 16%, 15 Black).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely to eat lunch at home (21%, 187 higher deprivation; 9%, 181 lower deprivation) or in the canteen (33%, 302 higher deprivation; 28%, 545 lower deprivation). Pupils attending schools with lower deprivation scores were more likely to eat lunch in the street (38%, 734 lower deprivation; 18%, 160 higher deprivation).

Contents of lunch

Table 3.9 summarises what pupils ate for lunch.

Table 3.9 – What pupils ate for lunch

Lunch	%	N=
Sandwich/filled roll	44	3,696
Snack meal (hot dog, burger chips)	23	1,870
Sweets/crisps	17	1,425
Soup	10	870
Pasta/salad	6	472
Standard meal (meat, veg/potatoes)	4	364
Other	23	1,930
N=8,309		

Sex – Males were more likely than females to have had a snack meal (27%, 1,057 male pupils; 18%, 736 female pupils) and were also more likely to have had a standard meal (6%, 218 male pupils; 3%, 118 female pupils). On the other hand, females were more likely than males to have had a sandwich (49%, 2,000 female pupils; 41%, 1,563 male pupils), sweets/crisps (19%, 791 female pupils; 15%, 581 male pupils), soup (12%, 495 female pupils; 9%, 334 male pupils) and pasta/salad (7%, 278 female pupils; 4%, 168 male pupils).

Stage – Upper school pupils were more likely than lower school pupils to have had a sandwich for lunch (46%, 1,839 upper pupils; 43%, 1,850 lower pupils) but were also more likely to have had sweets and crisps (19%, 755 upper pupils; 16%, 670 lower pupils).

Self-esteem - Pupils with high self-esteem were more likely than those with low self-esteem to have had a sandwich for lunch (47%, 1,194 high; 42%, 829 low).

Ethnicity – Asian pupils were more likely than other pupils to have had a standard meal for lunch (12%, 41 Asian; 9%, 7 Chinese; 8%, 8 Black; 3%, 232 White) and also pasta/salad (9%, 30 Asian; 7%, 5 Chinese; 5%, 364 White; 2%, <5 Black). Black and White pupils were more likely to have had a snack meal (24%, 23 Black; 23%, 1,603 White; 18%, 62 Asian; 9%, 7 Chinese) while Chinese group pupils were more likely to have had soup (22%, 17 Chinese; 12%, 12 Black; 11%, 39 Asian; 10%, 707 White).

Deprivation – Pupils from schools with lower deprivation scores were more likely to consume a sandwich for lunch (52%, 1,031 lower deprivation; 38%,

356 higher deprivation). However they were also more likely to consume sweets and crisps (17%, 345 lower deprivation; 14%, 126 higher deprivation). Pupils from schools with higher levels of deprivation were more likely to have had soup for lunch (13%, 125 higher deprivation; 10%, 205 lower deprivation).

Lunchtime drinks

Full sugar fizzy drinks (39%, 3,249 pupils) and water (33%, 2,707 pupils) were most frequently drunk by pupils at lunchtime. Three percent (3%, 286 pupils) of pupils reported having had nothing to drink at lunch.

Sex – Full sugar fizzy drinks were more popular among males than females (46%, 1,769 male pupils; 33%, 1,350 female pupils). Females were more likely than males to have drunk water (37%, 1,519 female pupils; 28%, 1,073 male pupils) or fruit juice (15%, 628 female pupils; 12%, 454 male pupils).

Stage – Upper school pupils were more likely to drink full sugar fizzy drinks (41%, 1,624 upper school; 38%, 1,620 lower school) or water at lunchtime (34%, 1,367 upper pupils; 31%, 1,337 lower pupils) while pupils in the lower school pupils were more likely to have had fruit juice (16%, 690 lower pupils; 12%, 460 upper pupils) or a juice drink (13%, 569 lower pupils; 11%, 442 upper pupils).

Self-esteem – Pupils with higher self-esteem were less likely than their peers with lower self-esteem to have had full sugar fizzy drinks at lunchtime (34%, 868 high; 42%, 843 low).

Chronic Illness or Disability – CID pupils were less likely than others to consume full sugar fizzy drinks at lunchtime (36%, 608 CID; 40%, 2,466 others) and more likely to consume fruit juice (16%, 272 CID; 13%, 820 others).

Ethnicity – White and Asian pupils were most likely to have had full sugar fizzy drinks for lunch (40%, 2,764 White; 36%, 124 Asian; 27%, 26 Black; 13%, 10 Chinese). On the other hand, Chinese group pupils were more likely to have had water for lunch (66%, 50 Chinese; 49%, 48 Black; 44%, 153 Asian; 31%, 2,174 White).

Deprivation – Pupils from schools with higher levels of deprivation were more likely to have had a full sugar fizzy drink (43%, 398 higher deprivation; 34%, 681 lower deprivation) or low fat milk (8%, 72 higher deprivation; 4%, 85 lower deprivation) at lunchtime. Pupils attending a school with lower levels of deprivation were more likely to have a diet fizzy drink (9%, 177 lower deprivation; 5%, 43 higher deprivation), fruit juice (15%, 305 lower deprivation; 11%, 105 higher deprivation) or a juice drink (13%, 262 lower deprivation; 8%, 75 higher deprivation) at lunch.

Fruit and vegetable consumption

Seventy-five percent of pupils (75%, 6,567) had eaten one or more pieces of fruit in the previous day. Just over a third of pupils (34%, 2,974) reported eating three or more pieces of fruit. A quarter of pupils (25%, 2,226) had no fruit.

Sixty-seven percent of pupils (67%, 5,846) had eaten one or more portions of vegetables or salad in the previous day, while 2,065 pupils (24%) had eaten three or more portions of vegetables or salad. A third of pupils (33%, 2,824) had no vegetables or salad.

Thirty-four percent of pupils (34%, 2,916) had consumed the recommended daily amount (RDA) of fruit and vegetables/salad (5 or more portions) in the previous day. Sixteen percent (16%) of pupils (1,412) were recorded as having no fruit or vegetables in the previous day.

Stage – Lower school pupils were more likely than those in the upper school to have consumed the RDA of fruit and vegetables in the previous day (38%, 1,666 lower pupils; 30%, 1,248 upper pupils).

Self-esteem – Pupils with higher self-esteem were more likely than their peers with lower self-esteem to have consumed the RDA of fruit and vegetables (40%, 1,039 high; 30%, 641 low).

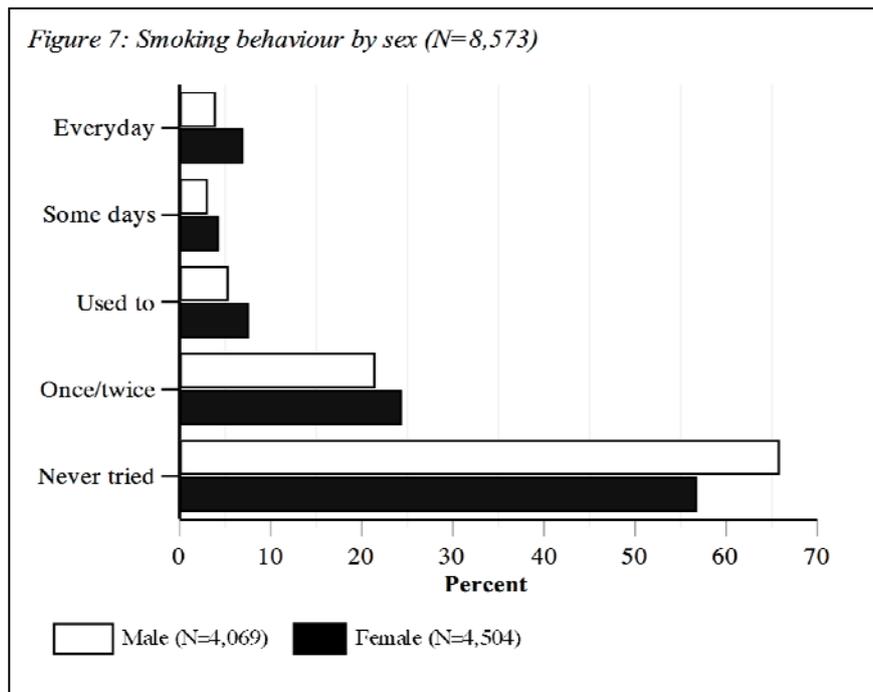
Ethnicity – Chinese and Asian group pupils were more likely than their Black and White peers to have consumed the RDA of fruit and vegetables (52%, 43 Chinese; 41%, 147 Asian; 33%, 2,410 White; 32%, 29 Black).

Deprivation – Pupils from the five schools with lower levels of deprivation were more likely than pupils from the five schools with higher levels of deprivation to have consumed the RDA of fruit and vegetables in the previous day (40%, 831 lower deprivation; 27%, 249 higher deprivation).

3.3.5 *Smoking*

The majority of pupils (61%, 5,417 pupils) had never tried smoking. Twenty-three percent (23%, 2,051 pupils) had tried smoking once or twice, while 4% (337 pupils) indicated smoking on some days. Six percent (6%, 524 pupils) of pupils suggested that they smoked every day, while 7% (590 pupils) reported having given up smoking.

Sex – Females were more likely than males to have tried smoking (43%, 1,947 female pupils; 34%, 1,388 male pupils) and were also more likely to smoke every day (7%, 314 female pupils, 4%, 164 male pupils). See Figure 7.



Stage – Seventy-one percent (71%, 3,233 pupils) of lower school pupils had never tried smoking compared to 50% (2,178 pupils) of upper school pupils. Upper school pupils were more likely than those in the lower school to indicate smoking every day (10%, 416 upper pupils; 2%, 107 lower pupils).

Self-esteem – Pupils with high self-esteem were less likely to have tried smoking than their peers with lower self-esteem (30%, 787 high; 51%, 1,143 low). Moreover, lower self-esteem males were more likely to ‘smoke on some days’ or ‘smoke every day’ (15%, 339 low; 5%, 138 high).

Ethnicity – Chinese and Asian pupils were less likely than their Black and White peers to have tried smoking (24%, 21 Chinese; 24%, 91 Asian; 34%, 35 Black; 40%, 2,974 White). Moreover, 6% of White pupils compared to just 2% of each of the other ethnic groupings smoked every day.

Deprivation – Pupils attending schools with lower levels of deprivation were less likely than pupils attending schools with higher levels of deprivation to have tried smoking (37%, 798 lower deprivation; 49%, 485 higher deprivation) and, when they did smoke, were less likely to smoke every day (5%, 111 lower deprivation; 8%, 81 higher deprivation).

Regular smokers

There were 512 regular smokers who provided information about the number of cigarettes they smoked per day. Sixty-five percent of these pupils (65%, 334 pupils) smoked up to ten cigarettes per day. Twenty-eight percent (28%, 143 pupils) smoked between 11 and 20 cigarettes per day, while 7% (35 pupils) reported smoking 21 or more cigarettes per day.

Those pupils with friends who smoked were twice as likely to have tried smoking compared to those with non-smoking friends. Forty-one percent (41%,

1,873 pupils) of pupils who had smoking friends had never tried smoking compared to 81% (3,181 pupils) of those who had friends who did not smoke. Furthermore, 18% (829 pupils) of pupils with friends who smoked reported smoking on either some days or every day. By comparison only 1% (27 pupils) of pupils with no smoking friends reported smoking on some days or every day.

Pupils who lived in houses where someone else smoked were also more likely to report: trying smoking, smoking on some days or smoking every day. Forty-seven percent (47%, 2,344 pupils) of pupils who came from a home where someone else smoked had tried smoking compared to only 30% (1,069 pupils) of pupils who came from a home where no one smoked.

Thirteen percent (13%, 643 pupils) of pupils from homes where someone else smoked reported smoking on either some days or every day whereas 6% (212 pupils) of pupils from homes where no-one smoked indicated smoking on some days or every day.

Less frequent smokers

There were 318 less frequent smokers who provided additional information on how many they smoked in the average week. Fifty-three percent (53%, 170 pupils) smoked up to 5 cigarettes per week while 37% (117 pupils) smoked between 10 and 20 cigarettes. Ten percent (10%, 31 pupils) reported smoking 21 or more cigarettes in the average week.

First puffs

There were 1,867 pupils who indicated when they had taken their first puff of a cigarette. Four percent (4%, 70 pupils) claimed to have had their first puff before they were five years old. Forty-nine percent (49%, 908 pupils) were of primary age and the remaining 48% (889 pupils) were of secondary school age.

Sources of cigarettes

Among the 1,676 pupils who indicated where they sourced cigarettes, cigarettes were most commonly bought in shops by the pupils themselves (43%, 727 pupils) or were given to them by friends (20%, 333 pupils). Fourteen percent (14%, 229 pupils) reported that an older friend bought them while 10% (172 pupils) asked a stranger to buy them.

Sex – Females were more likely than males to report buying cigarettes from a shop (49%, 436 females; 35%, 230 males).

Stage – Not surprisingly, pupils in the upper school who smoked were more likely than their lower school peers to report buying their cigarettes from shops (56%, 554 upper pupils; 25%, 171 lower pupils). Lower school pupils were more likely than upper school pupils to say that they stole cigarettes from a family member (9%, 64 lower pupils; 6%, 59 upper pupils).

Self-esteem – Pupils with lower self-esteem were more likely than their peers to steal cigarettes from family members (11%, 54 low; 2%, 7 high).

Deprivation – Among pupils who smoked, those who attended schools with lower levels of deprivation were more likely than pupils from schools with higher levels of deprivation to, ask a stranger to buy cigarettes (19%, 68 lower deprivation; 6%, 15 higher deprivation).

Financial cost of smoking

Among the 837 responding smokers, almost half (49%, 414 pupils) estimated that they spent up to £10 per week on cigarettes. Table 3.10 provides further details on what pupils spent on cigarettes.

Table 3.10 – What pupils spend on cigarettes in the average week

Amount spent	% of smokers
Less than £5	27
£5 to £10	22
£11 to £15	15
£16 to £20	11
£21 or more	11
Nothing	13
N=837	

Sex – Male smokers were more likely than female smokers to have spent nothing on cigarettes each week (19%, 55 male pupils; 10%, 48 female pupils) while females were more likely to spend up to £10 per week (53%, 264 female pupils; 45%, 127 male pupils).

Stage – Upper school pupils spent more on their habit. Upper school pupils who smoked were more likely than smokers in the lower school to spend £16 or more per week on cigarettes (25%, 156 upper pupils; 12%, 26 lower pupils) while smokers in the lower school were more likely to spend less than £5 per week on cigarettes (41%, 87 lower pupils; 23%, 140 upper).

Money to buy cigarettes

Money for cigarettes came from a number of sources. Among 768 responding pupils, pocket money was the most frequently cited source (56%, 433 pupils) followed by money from a parent/guardian (40%, 310 pupils). Nineteen percent of pupils (19%, 144 pupils) used their school dinner money, and a further 11% (86 pupils) used money from a part-time job.

Sex – Males were more likely than females to steal the money for cigarettes (10%, 26 male pupils; 3%, 12 female pupils).

Stopping smoking

Among 833 responding smokers 41% (339 pupils) indicated that they would like to stop smoking while a further 41% (344 pupils) reported that they would possibly like to stop. Only 18% (150 pupils) of smokers didn't want to stop.

Sex – Female smokers were more likely than male smokers to indicate either wanting to give up smoking (44%, 216 female pupils; 38%, 105 male pupils).

Twenty-three percent (23%, 63 pupils) of males and 14% (68 pupils) of females did not want to give up smoking.

Deprivation – Pupils attending schools with higher levels of deprivation were more likely than those attending schools with lower levels of deprivation to want to give up smoking (41%, 53 higher deprivation; 34%, 64 lower deprivation).

Smoking in their lives

A majority of pupils (59%, 5,115 pupils) lived in houses where someone else smoked and 54% (4,683 pupils) also had friends who smoked. As stated previously, there was a statistical association suggesting that pupils who smoked were both more likely to have friends who smoked or to have come from a home where someone else smoked.

Sex – Females were more likely than males to have friends who smoked (55%, 2,450 female pupils; 52%, 2,027 male pupils).

Stage – Upper school pupils were more likely than those in the lower school to have friends who smoked (64%, 2,742 upper pupils; 44%, 1,934 lower pupils).

Self-esteem – Pupils with lower self-esteem were more likely than those with higher levels of self-esteem to report living in a house where someone else smoked (65%, 1,426 low; 51%, 1,302 high) or have friends who smoked (64%, 1,418 low; 47%, 1,192 high).

Chronic Illness or Disability – CID pupils were more likely to live in a household where someone else smoked (61%, 1,117 CID; 58%, 3,726 others).

Ethnicity – White pupils were more likely than pupils from other ethnic groups to report someone at home who smoked (61%, 4,442 White; 39%, 34 Chinese; 33%, 122 Asian; 19%, 18 Black).

Deprivation – Pupils attending schools with higher levels of deprivation were far more likely to have a smoker at home than pupils attending schools with lower levels of deprivation (72%, 708 higher deprivation; 47%, 963 lower deprivation).

3.3.6 Drinking alcohol

Just over half of responding pupils (53%, 4,747 pupils) reported drinking alcohol. Sixteen percent of pupils (16%, 1,411 pupils) did so once a week or more. Table 3.11 gives details about the frequency of drinking alcohol.

Table 3.11 – Frequency of drinking alcohol among pupils

Frequency of drinking alcohol	Percentage of pupils
Never	47
Once a week or more	16
Every 1–2 weeks	8
Every 3–4 weeks	6

Once every 2 to 3 months	7
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Less often	18
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N=8,877

Sex – Females were more likely than males to report drinking alcohol (57%, 2,531 female pupils; 50%, 2,017 male pupils). However, among those who drank, there was little evidence of differences in the frequency of consumption.

Stage – Upper school pupils were more likely than those in the lower school to report drinking alcohol (65%, 2,846 upper pupils; 42%, 1,893 lower pupils) and also to drink alcohol more frequently. Twenty-two percent (22%, 969 pupils) of upper school pupils reported drinking alcohol at least weekly compared to 10% (437 pupils) of lower school pupils.

Self-esteem – Pupils with lower self-esteem were more likely than those with higher self-esteem to have tried alcohol (61%, 1,377 low; 48%, 1,251 high). Moreover, they were also more likely than other pupils to ‘drink once a week or more’ (20%, 456 low; 12%, 307 high).

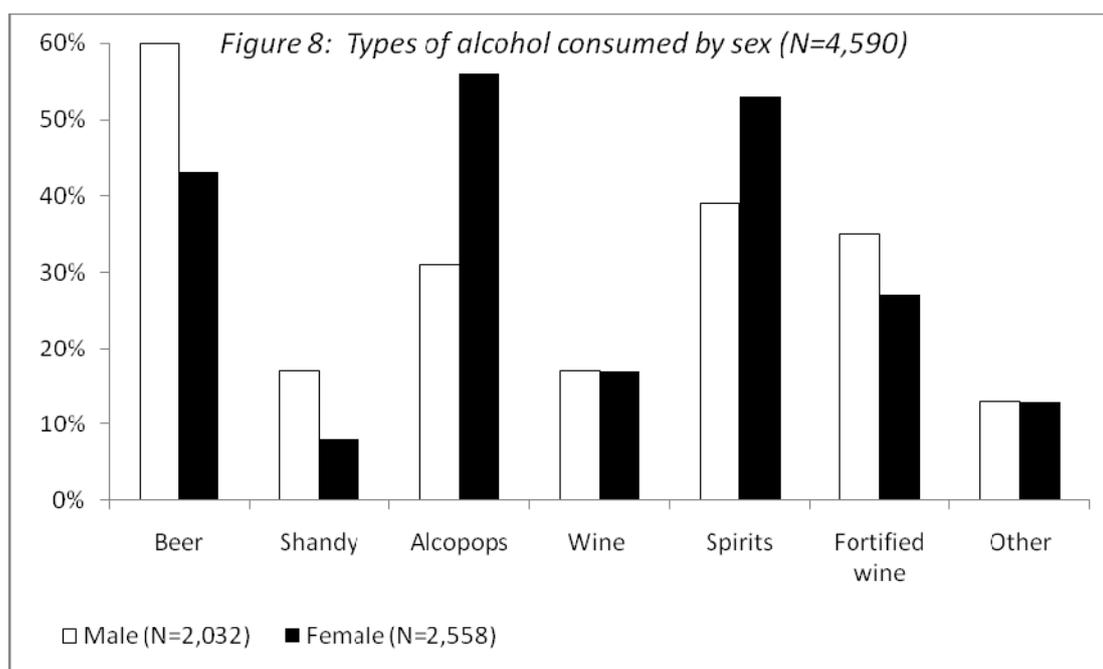
Ethnicity – White pupils were more likely than pupils from other ethnic groups to have tried alcohol (57%, 4,230 White; 37%, 33 Chinese; 27%, 27 Black; 9%, 34 Asian).

Deprivation – Pupils from schools with higher deprivation scores were more likely to drink alcohol once a week or more (20%, 195 higher deprivation; 15%, 309 lower deprivation).

Types of alcohol consumed

Among the 4,802 responding pupils who indicated drinking alcohol, beer, lager or cider were the most frequently cited drinks (51%, 2,449 pupils), closely followed by spirits (47%, 2,246 pupils) and alcopops (45%, 2,142 pupils). Fortified wine was popular with 31% (1,504 pupils) of drinkers, while 17% (819 pupils) indicated drinking wine and 12% (586 pupils) shandy.

Sex – Beer, lager and cider was more popular with males than females (60%, 1,219 male pupils; 43%, 1,107 female pupils), as was fortified wine (35%, 712 male pupils; 27%, 685 female pupils) and shandy (17%, 341 male pupils; 8%, 212 female pupils). On the other hand, alcopops were more frequently drunk by females (56%, 1,441 female pupils; 31%, 622 male pupils) as were spirits (53%, 1,350 female pupils; 39%, 784 male pupils). See Figure 8.



Stage – Upper school pupils were more likely than those in the lower school to drink, beer/lager/cider (57%, 1,650 upper pupils; 41%, 797 lower pupils), spirits (57%, 1,640 upper pupils; 31%, 603 lower pupils) and fortified wines (35%, 1,005 upper pupils; 26%, 497 lower pupils). On the other hand, lower school pupils were more likely to drink shandy (16%, 315 lower pupils; 9%, 269 upper pupils).

Self-esteem – Pupils with low self-esteem were more likely than those with high self-esteem to drink beer/lager/cider (53%, 735 low; 47%, 595 high), spirits (50%, 701 high; 45%, 565 low) and fortified wine (35%, 490 low; 26%, 334 high). Pupils with high self-esteem were more likely to drink shandy (15%, 186 high; 11%, 155 low) and wine (20%, 256 high; 16%, 223 low).

Chronic Illness or Disability – CID pupils were more likely than those without a chronic illness or disability to drink:

- Wine (20%, 208 CID; 16%, 564 others)
- Shandy (15%, 155 CID; 11%, 388 others).

Ethnicity – Asian and Chinese pupils were more likely to drink wine than their White and Black peers (53%, 20 Asian; 48%, 16 Chinese; 16%, 671 White; 15%, <5 Black).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely than pupils attending schools with lower levels of deprivation to drink beer/lager/cider (60%, 334 higher deprivation; 51%, 603 lower deprivation)

On the other hand, pupils at schools with lower levels of deprivation were more likely to indicate drinking:

- Shandy (13%, 149 lower deprivation; 8%, 43 higher deprivation)
- Wine (18%, 213 lower deprivation; 11%, 61 higher deprivation).

Frequency of drunkenness

Of 4,754 responding pupils who drank alcohol, nine percent of pupils (9%, 432 pupils) suggested that they 'didn't know' how often they were drunk. Of the 4,322 pupils who were able to say how often they got drunk, 54% (2,320 pupils) said they never or rarely got drunk, 17% (722 pupils) said they got drunk once or twice a month, 15% (636 pupils) said once a week, 12% (510 pupils) said twice a week and 3% (134 pupils) said they got drunk most days.

Sex – Among those who drank alcohol and were able to say how often they got drunk, 48% (1,095 pupils) of females reported being drunk at least once a month compared to 43% (805 pupils) of males.

Stage – Lower school pupils were more likely than those in the upper school to report being drunk 'rarely or never' (69%, 1,182 lower pupils; 43%, 1,136 upper pupils). Furthermore, upper school pupils were more likely to indicate being drunk once or twice in the week (33%, 866 upper pupils; 16%, 279 lower pupils).

Self-esteem – Among those who ever drank alcohol and could say how often they got drunk, pupils with higher self-esteem were more likely to have 'never or rarely' been drunk (61%, 723 high; 47%, 581 low). Lower self-esteem pupils were more likely to indicate being drunk 'on most days' (5%, 57 low; 2%, 21 high).

Ethnicity - Among those who ever drank alcohol and could say how often they got drunk, pupils in the Chinese/other ethnic group were the most likely to say that they never or rarely got drunk (78%, 25 Chinese; 64%, 16 Black; 58%, 21 Asian; 54%, 2,091 White).

Deprivation – Fifty-six percent of pupils from schools with lower deprivation levels (56%, 609 pupils) reported never or rarely being drunk, compared to 47% (232 pupils) of pupils from schools with higher levels of deprivation. Moreover, pupils in schools with higher levels of deprivation were more likely to be drunk at least twice a week (20%, 98 higher deprivation; 11%, 117 lower deprivation).

Spending on alcohol

Pupils who drank more frequently were likely to spend more on alcohol in the average week than other pupils. For example, 28% (387 pupils) of pupils who indicated drinking once a week or more spent at least £11 on alcohol in an average week, among pupils indicating drinking every 1–2 weeks, 17% (112 pupils) spent £11 or more per week while 11% (50 pupils) of those who drank every 3–4 weeks reported spending £11 or more.

Sex – Males were more likely than females to spend nothing on alcohol (49%, 986 male pupils; 45%, 1,128 female pupils). On the other hand females were more likely than males to report spending up to £10 on alcohol per week (42%, 1,061 female pupils, 37%, 731 male pupils).

Stage – Lower school pupils were more likely than those in the upper school to report spending nothing on alcohol in a week (62%, 1,158 lower pupils; 36%,

1,025 upper pupils). Upper school pupils were more likely to spend money on alcohol. For example, 42% (1,177 pupils) of upper school pupils spent £6 or more on alcohol in the average week compared to 21% (387 pupils) of lower school pupils spending the equivalent.

Self-esteem – Pupils with higher self-esteem were more likely than other pupils to spend nothing on alcohol in the average week (55%, 676 high; 41%, 554 low). Moreover, low self-esteem pupils were more likely to spend more than £10 per week on alcohol (16%, 217 low; 11%, 132 high).

Chronic Illness or Disability – CID pupils were more likely than other pupils to report spending nothing on alcohol per week (50%, 508 CID; 46%, 1,589 others).

Ethnicity – Among those who drank alcohol, pupils from the Chinese/other and Black ethnic groups were the most likely to say that they spent nothing on alcohol (69%, 22 Chinese; 65%, 17 Black; 54%, 19 Asian; 47%, 1,970 White).

Deprivation – Pupils from schools with lower levels of deprivation were more likely than those attending schools with higher levels of deprivation to report spending nothing on alcohol in the average week (50%, 570 lower deprivation; 37%, 200 higher deprivation). Moreover, 28% (315 pupils) of drinkers at schools with lower levels of deprivation compared to 41% (223 pupils) of drinkers at schools with higher levels of deprivation spent £6 or more per week on alcohol.

3.3.7 *Non-prescription drugs*

All pupils were asked whether they had ever taken non-prescription drugs, and 16% (1,463) said they had. However, a further 319 pupils who did not indicate that they had ever taken non-prescription drugs went on to list at least one drug that they had taken in the last year. Therefore, the revised total of pupils who had ever taken a non-prescription drug was 20% (1,782 pupils).

In total, 18% (1,582 pupils) said that they had taken any of the listed non-prescription drugs in the last year (pupils who said that they had taken the bogus drug ‘Cyroban’: n=92 are excluded).

Sex – Drug taking ‘ever’ was more common among males than females (21%, 866 male pupils; 17%, 792 female pupils) as was drug taking in the last year (19%, 759 male pupils; 16%, 719 females). This finding stands in contrast to smoking cigarettes and drinking alcohol, which were both more common among females than males.

Stage – Upper school pupils were more likely than lower school pupils to report taking non-prescription drugs ‘ever’ (28%, 1,245 upper school; 12%, 533 lower school) and in the last year (26%, 1,114 upper school; 10%, 465 lower school).

Self-esteem – Pupils with lower self-esteem were more likely than those with higher self-esteem to have ever taken non-prescription drugs (26%, 583 low;

15%, 393 high) or to have taken drugs in the last year (24%, 525 low; 13%, 343 high).

Ethnicity – White pupils were more likely than others to have taken non-prescription drugs ever (19%, 1,443 White; 15%, 15 Black; 14%, 13 Chinese; 11%, 39 Asian) or in the last year (18%, 1,303 White; 14%, 14 Black; 12%, 11 Chinese; 8%, 28 Asian).

Deprivation - Pupils in the five schools with higher deprivation were more likely than those in the five schools with lower deprivation to have taken drugs ever (23%, 234 higher deprivation; 19%, 403 lower deprivation) or in the last year (22%, 220 higher deprivation; 17%, 359 lower deprivation).

Types of drugs taken

Pupils were presented with a list of drugs and asked to indicate those that they had taken in the previous year. The list included a drug called ‘cyroban (cy/cyber)’ which was a false option. Pupils who indicated taking cyroban had their responses to the drug question excluded from the analysis. In total 92 pupils (1% of the total sample) claimed to have taken cyroban.

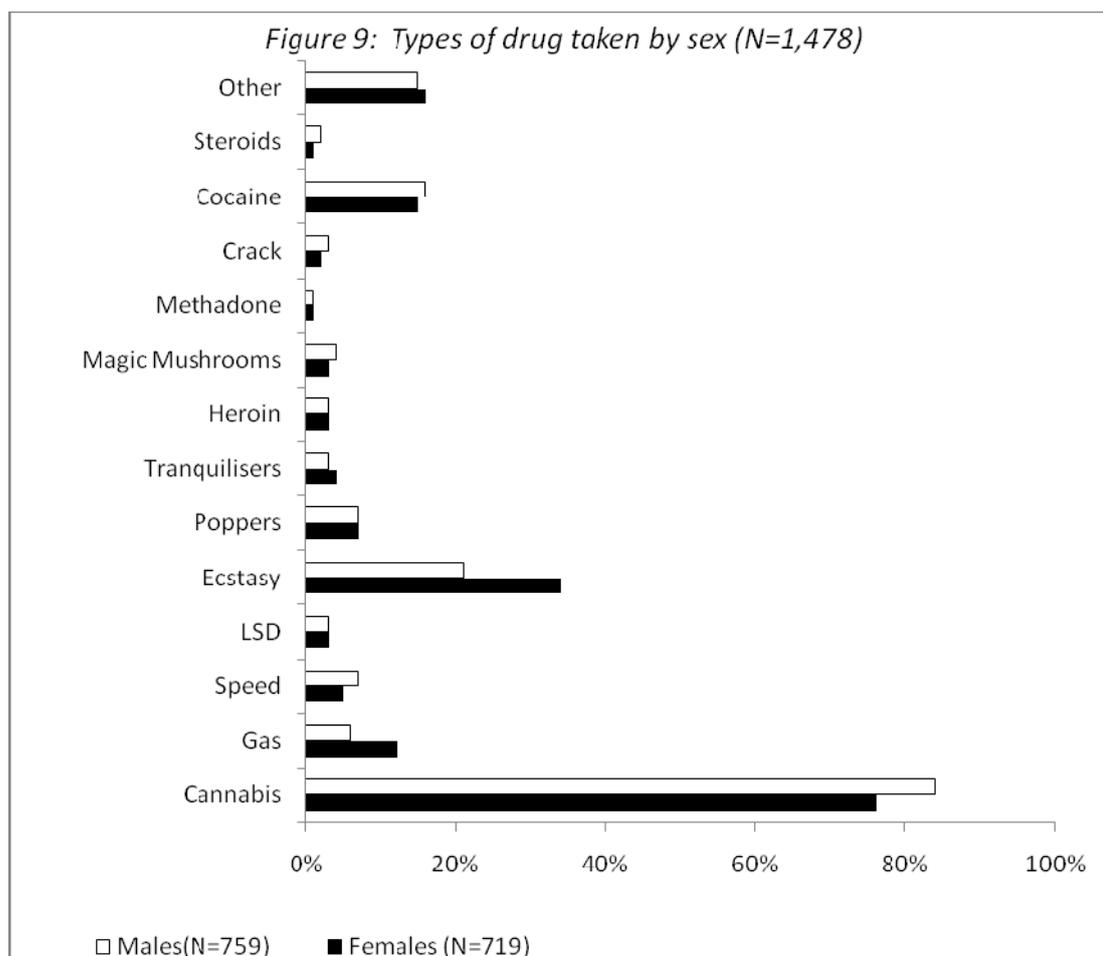
Table 3.12 summarises, in rank order, from most- to least-frequently indicated, those drugs which pupils had taken in the previous year.

Table 3.12 – Drugs taken by pupils in the previous year

Drug	Percentage drug taking pupils
Cannabis	80
Ecstasy	27
Cocaine	16
Gas/glue/solvents	9
Poppers	7
Amphetamines	6
Magic mushrooms	4
LSD	4
Heroin	3
Tranquillisers	3
Crack	3
Anabolic steroids	2
Methadone	1
Other drugs	16
N=1,582	

Cannabis was by far and away the most frequently used substance (80%, 1,259 pupils) followed by ecstasy (27%, 433 pupils) and cocaine (16%, 250 pupils). The consumption of all other well-known drugs was in single figures.

Sex – Ecstasy (34%, 244 female pupils; 21%, 157 male pupils) and gas/glue/solvents (12%, 87 female pupils; 6%, 48 male pupils) were more popular with females. Cannabis was more popular with males (84%, 634 males; 76%, 549 females). See Figure 9.



Stage – There were some differences in reported use of non-prescription drugs by stage. Upper school pupils were more likely than lower school pupils to have taken cannabis (87%, 970 upper pupils; 67%, 287 lower pupils), amphetamines (7%, 82 upper pupils; 3%, 16 lower pupils); ecstasy (32%, 360 upper pupils; 15%, 71 lower pupils) and cocaine (19%, 208 upper pupils; 9%, 42 lower pupils).

Deprivation – Pupils from schools with higher levels of deprivation were more likely than those from schools with lower levels of deprivation to have taken ecstasy (35%, 76 higher deprivation; 23%, 83 lower deprivation) or tranquillisers (6%, 13 higher deprivation; 2%, 6 lower deprivation).

3.4 Pupil behaviour

Pupils provided information about a number of anti-social behaviours over the previous year. Table 3.13 provides detail of pupil responses presented in rank order, from most to least frequently reported. Fifty-one percent (51%, 4,417 pupils) of pupils reported not taking part in any of the listed activities.

Table 3.13 – Pupils reported anti-social behaviours

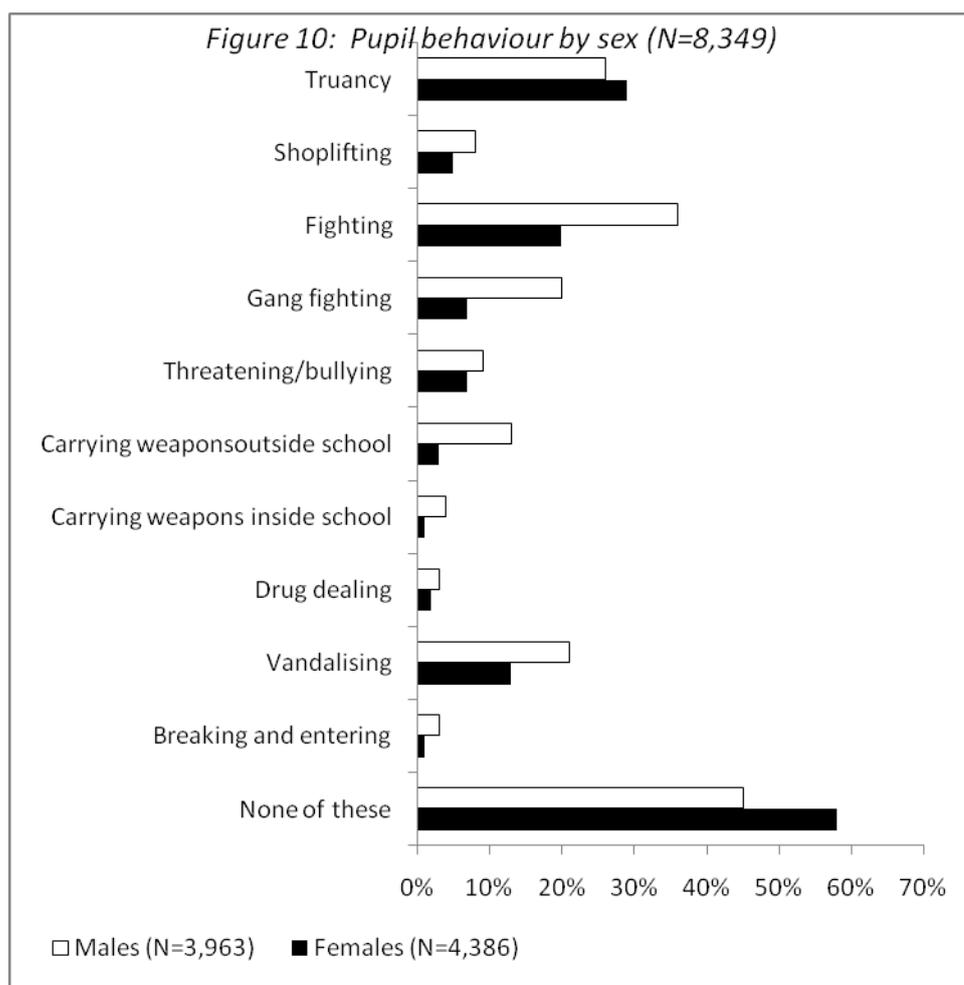
Behaviour	% of pupils
Fighting	28
Truancing	28
Vandalising	17
Gang fighting	13
Carrying weapon outside school	8
Threatening/bullying	8
Shoplifting	6
Carrying a weapon in school	2
Breaking and entering	2
Drug dealing	2
N=8,597	

Most frequently pupils were involved in fighting with someone (28%, 2,423 pupils) or in truancing (28%, 2,370 pupils) and least frequently involved in drug dealing (2%, 193 pupils), breaking and entering (2%, 201 pupils) or carrying a weapon in school (2%, 203 pupils). However, it is likely to be of some concern to school staff and education officials that there were over 200 pupils claiming to carry a weapon in school.

Sex –Males were more likely than females to engage in the following anti-social behaviours;

- Shoplifting (8%, 310 male pupils; 5%, 209 female pupils)
- Fighting (36%, 1,438 male pupils; 20%, 889 female pupils)
- Gang fighting (20%, 773 male pupils; 7%, 310 female pupils)
- Threatening/bullying (9%, 337 male pupils; 7%, 289 female pupils)
- Carrying a weapon outside school (13%, 522 male pupils; 3%, 136 female pupils)
- Carrying a weapon in school (4%, 153 male pupils; 1%, 33 female pupils)
- Vandalising (21%, 828 male pupils; 13%, 565 female pupils).

Females were only more likely than males to engage in truancing (29%, 1,273 female pupils; 26%, 1,015 male pupils). See Figure 10.



Stage – Upper school pupils were more likely than those in the lower school to report involvement in anti-social behaviours.

- Truancy (37%, 1,581 upper pupils; 18%, 785 lower pupils)
- Vandalising others' property (21%, 893 upper pupils; 13%, 571 lower pupils)
- Gang fighting (16%, 686 upper pupils; 11%, 470 lower pupils)
- Bullying (9%, 395 upper pupils; 6%, 262 lower pupils)
- Carrying a weapon outside of school (10%, 422 upper pupils; 6%, 269 lower pupils)
- Shoplifting (8%, 338 upper pupils; 5%, 212 lower pupils).

Self-esteem –Pupils with lower self-esteem were more likely than those with higher self-esteem to engage in:

- Truancy (35%, 783 low; 21%, 530 high)
- Shoplifting (9%, 191 low; 5%, 118 high)
- Fighting (33%, 730 low; 25%, 638 high)
- Gang fighting (16%, 351 low; 11%, 282 high)
- Threatening/bullying (10%, 222 low; 6%, 164 high)

- Carrying a weapon outside school (10%, 220 low; 6%, 156 high)
- Vandalising (21%, 461 low; 14%, 362 high).

Chronic Illness or Disability – CID pupils were more likely than other pupils to report engaging in fighting (31%, 555 CID; 27%, 1,732 others).

Ethnicity - White pupils were more likely than any of the other ethnic groups to have been involved in:

- Gang fighting (13%, 942 White, 11%, 11 Black, 8%, 29 Asian; 6%, 5 Chinese)
- Vandalising (17%, 1,265 White; 8%, 8 Black; 7%, 25 Asian; 6%, 5 Chinese).

Overall Chinese pupils exhibited the lowest levels of anti-social activity.

Deprivation – Pupils attending schools with higher levels of deprivation were more likely than pupils attending schools with lower levels of deprivation to report taking part in the following:

- Fighting (31%, 296 higher deprivation; 26%, 529 lower deprivation)
- Gang fighting (19%, 177 higher deprivation; 11%, 221 lower deprivation)
- Carrying a weapon outside school (10%, 97 higher deprivation; 6%, 132 lower deprivation)
- Vandalising others' property (21%, 195 higher deprivation; 15%, 313 lower deprivation).

3.5 Views on school and future aspirations

Pupils gave information on what they hoped to do on completing S4. Table 3.14 summarises responses in rank order, from most to least frequently indicated aspiration.

Table 3.14 – Pupils post school aspirations

On leaving school	% of pupils
Go to college/stay at school	68
Get a job	16
Obtain or join a training scheme	2
Take a gap year	2
Have a baby/look after child	1
Other	3
Don't know	8
N=7,617	

Of the 7,042 pupils who were able to say what they hoped to do after S4, 74% (5,197 pupils) hoped to go to college or stay at school and 17% (1,230 pupils) hoped to get a job.

Sex – Females were more likely than males to indicate staying on at school or going to college (82%, 2,994 female pupils; 65%, 2,127 male pupils) while males were twice as likely as females to indicate hoping to get a job (24%, 776 male pupils; 12%, 421 female pupils).

Stage – Upper school pupils were more likely than lower school pupils to aspire to FE/College or stay on at school after S4 (74%, 2,673 upper pupils; 73%, 2,521 lower pupils). Lower school pupils were more likely to intend to seek a job (19%, 664 lower pupils; 16%, 565 upper pupils).

Self-esteem – Pupils with higher self-esteem were more likely than those with lower self-esteem to suggest staying on in education (80%, 1,759 high; 69%, 1,229 low) while those pupils with lower self-esteem were more likely to intend to look for a job (21%, 365 low; 12%, 275 high).

Ethnicity - Pupils from a White ethnic background were the least likely to hope to stay in education after S4 (74%, 4,430 White; 84%, 74 Black; 86%, 276 Asian; 90%, 69 Chinese).

Deprivation – Pupils attending schools with lower deprivation scores were more likely than those attending schools with higher deprivation scores to seek to stay on at school or go to college at the end of S4 (77%, 1,315 lower deprivation; 66%, 522 higher deprivation). On the other hand, pupils at schools with higher deprivation scores were more likely to seek a job (24%, 191 higher deprivation; 14%, 244 lower deprivation).

3.5.1 Parental encouragement

The overwhelming majority of pupils (96%, 8,453 pupils) believed that their parents/carers encouraged them to do their best at school. Furthermore, 92% (8,115 pupils) also believed that their parents encouraged them to think about their future.

Self-esteem – Pupils with higher self-esteem were more likely than pupils with lower self-esteem to report parents encouraging them to do their best at school (97%, 2,575 high; 93%, 2,112 low) and to also think about their future (94%, 2,476 high; 88%, 2,012 low).

3.5.2 School encouragement

Ninety percent of pupils (90%, 7,960 pupils) indicated that their school encouraged them to do as well as they could. When asked how well their school had prepared them for the future, 503 pupils did not answer the question and of those who did answer, 6% (500 pupils) did not know. Of the 8,743 pupils who were able to say how well their school had prepared them for the future, 87% (7,157 pupils) thought that the school had prepared them either 'fairly' or 'very well' for their future. Only four percent (4%, 295 pupils) suggested that their school had not prepared them well at all for the future.

Stage – Lower school pupils were more likely than those in the upper school to indicate that their school encouraged them to do as well as they could (92%, 4,112 lower pupils; 88%, 3,837 upper pupils). Lower school pupils were also

more positive in their views on how well their school had prepared them for the future. Of those who gave a response other than 'don't know', 39% (1,610 pupils) of lower school pupils indicated that their school had prepared them 'very well' compared to 23% (961 pupils) of upper school pupils who indicated this.

Self-esteem – Pupils with higher self-esteem were more likely to report their school encouraging them to do as well as they could (92%, 2,444 high; 86%, 1,979 low). Pupils with higher self-esteem were also more likely to suggest that their school has prepared them very well for the future (39%, 987 high; 23%, 483 low).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely than pupils attending schools with lower levels of deprivation to indicate that their school prepared them 'very well' for the future (36%, 329 higher deprivation; 27%, 536 lower deprivation). Pupils at schools with lower deprivation scores were more likely to indicate being 'fairly well' prepared for their future by the school (59%, 1,179 lower deprivation; 48%, 438 higher deprivation).

3.5.3 *School support for future careers*

Pupils were asked about whether they had taken part in a number of activities, organised through the school, and designed to support their future careers. Table 3.15 summarises the findings, from most to least frequently reported activities.

Table 3.15– School organised career support activities

Activity	% of pupils
Career guidance	22
Work placement	15
Job search	15
CV preparation	8
Employer visits	7
Other related activity	13
N=	9,246

Stage – Not surprisingly, upper school pupils were more likely to report doing work placements (28%, 1,264 upper pupils; 2%, 89 lower pupils) receiving careers guidance (28%, 1,259 upper pupils; 17%, 805 lower pupils), receiving employer visits (9%, 415 upper pupils; 4%, 203 lower pupils), getting advice on CV preparation (16%, 703 upper pupils; 1%, 63 lower pupils), or doing job searches (18%, 809 upper pupils; 11%, 537 lower pupils).

Self-esteem – Lower self-esteem pupils were less likely than those with higher self-esteem to report receiving career guidance (21%, 488 low; 26%, 694 high).

Deprivation – Pupils attending schools with lower deprivation scores were more likely than their peers attending schools with higher deprivation scores to report having received careers guidance (27%, 585 lower deprivation; 18%, 184 higher deprivation) or job search assistance (16%, 356 lower deprivation; 12%, 130 higher deprivation).

3.5.4 *Involvement with the criminal justice system*

Sixty-eight percent of pupils (68%, 5,973 pupils) believed it unlikely that they would be charged, fined or have a criminal record by the time they were 20 years old. Six percent (6%, 545 pupils) thought that they would have a criminal record, while 7% (587 pupils) claimed to have one already. Nineteen percent of pupils (19%, 1,642 pupils) indicated ‘don’t know’. Thus, of those who were able to say how likely they thought it was that they would have a criminal record, by the time they were 20, 84% said it was unlikely, 8% said it was likely and 8% said they had a criminal record already.

Sex – Males were more likely than females to have a criminal record (9%, 383 males; 4%, 170 females). Of those who gave a response other than ‘don’t know’, males were more likely than females to expect involvement with the criminal justice system. Seventy-eight percent of males (78%, 2,497 pupils) thought it unlikely that they would have been charged, fined or have a criminal record by the age of 20, compared to 90% of females (3,391 pupils).

Stage –Upper school pupils were more likely than those in the lower school to report already having a record (9%, 372 upper pupils; 5%, 215 lower pupils). Of those who were able to make a prediction, lower school pupils were more likely than those in the upper school to suggest it was unlikely that they would have a criminal record by the age of 20 (87%, 3,077 lower pupils; 81%, 2,888 upper pupils).

Self-esteem – Lower self-esteem pupils were more likely than those with higher self-esteem to report having a record (8%, 188 low; 5%, 124 high). Of those who gave a response other than ‘don’t know’, pupils with high self-esteem were more likely than those with low self-esteem to say they were unlikely to be involved with the criminal justice system by the time they were 20 (89%, 2,009 high; 77%, 1,343 low).

3.5.5 *Improving pupils health and happiness*

Pupils responded to a pre-determined list of suggestions for things that the school could do to improve their health and happiness. Table 3.16 summarises the responses in rank order, from most to least frequently reported. Twenty percent of pupils (20%, 1,610 pupils) reported that their school was fine as it was.

Table 3.16 – Pupil suggestions for improving their health and well-being

Suggestion	% of pupils
Provide more choice in PE/longer sessions	47
Improve school corridors, classrooms or toilets	41
Provide nicer/healthier food in the canteen	34
Improve the school buildings or grounds	27
Encourage respect between teachers/staff and pupils	23
Provide and encourage activities and clubs outside school hours	18
Tell us more about health issues, eg using posters or an assembly	13
Provide a drop-in health centre where we can ask about health issues	12
Teach personal, social and health education (PSHE)	11
Provide support eg buddy or mentoring schemes	8
Have outside agencies/people teaching PSHE	7
Improve something else	6
No improvement needed (it's fine as it is)	20
N=8,170	

Most frequently pupils wanted more choice and/or longer sessions in PE (47%, 3,826 pupils), as well as improvements to corridors, classrooms or toilets (41%, 3,341 pupils). Pupils were less likely to see the provision of buddy schemes (8%, 658 pupils) or having outside agencies providing PSHE (7%, 590 pupils) as something that would improve their health or happiness.

Sex – There were a number of differences in the suggestions of males and females. Females were more likely than males to seek:

- Nicer or healthier food in the canteen (38%, 1,648 female pupils; 29%, 1,092 male pupils)
- More information about health issues (14%, 590 female pupils; 11%, 416 male pupils)
- A drop-in health centre (15%, 638 female pupils; 9%, 342 male pupils)
- Respect between staff and pupils (25%, 1,083 female pupils; 21%, 780 male pupils)
- Improvements to the corridors and toilets (45%, 1,916 female pupils; 37%, 1,391 male pupils).

Males, on the other hand, were only more likely than females to seek more choice or longer sessions in PE (55%, 2,083 male pupils; 40%, 1,703 female pupils).

Stage – Upper school pupils were more likely than lower school pupils to report their schools could do more to improve their health and happiness by:

- Providing nicer healthier food (37%, 1,497 upper pupils; 31%, 1,285 lower pupils)
- A drop-in health centre (14%, 576 upper pupils; 10%, 421 lower pupils)

- Improving the school environment/buildings and grounds (32%, 1,290 upper pupils; 22%, 905 lower pupils)
- Encouraging respect between staff and pupils (27%, 1,113 upper pupils; 19%, 766 lower pupils)
- Improving toilets, classrooms and corridors (47%, 1,891 upper pupils; 35%, 1,446 lower pupils).

Self-esteem – Low self-esteem pupils were more likely than those with higher self-esteem to suggest:

- Teaching PSHE (14%, 297 low; 9%, 229 high)
- Having more on health issues (14%, 354 low; 11%, 275 high)
- Having a drop-in health centre (17%, 360 low; 11%, 272 high)
- Having support (e.g. buddy/mentoring) schemes (11%, 234 low; 7%, 184 high)
- Encouraging respect between staff and pupils (27%, 568 low; 22%, 564 high)
- Improve the school buildings or grounds (30%, 641 low; 26%, 661 high).

High self-esteem pupils were more likely than lower self-esteem pupils to suggest more choice in PE or longer PE sessions (52%, 1,308 high; 44%, 925 low).

Chronic Illness or Disability – CID pupils were more likely than other pupils to report their schools could do the following to improve their health and happiness:

- Have a drop-in centre to address pupils' health issues/questions (15%, 259 CID; 11%, 691 other)
- Provide support such as buddy or mentoring schemes (11%, 185 CID; 7%, 431 other).

Ethnicity – Pupils from the Asian and Chinese/other ethnic groups were the most likely to indicate a need to encourage respect between pupils and teachers (31%, 110 Asian; 31%, 26 Chinese; 27%, 26 Black; 22%, 1,574 White).

Deprivation – Pupils attending schools with lower deprivation scores were more likely than those attending schools with higher deprivation scores to suggest that schools could take the following activities and actions to improve pupil health and happiness:

- Have more/longer PE sessions (51%, 1,004 lower deprivation; 41%, 360 higher deprivation)
- Provide nicer/healthier food in the canteen (34%, 662 lower deprivation; 28%, 244 higher deprivation)
- Provide activities and clubs outside school hours (20%, 392 lower deprivation; 15%, 134 higher deprivation)

- Encourage respect between teachers and pupils (25%, 495 lower deprivation; 21%, 180 higher deprivation)
- Improve school building or grounds (33%, 643 lower deprivation; 19%, 167 higher deprivation)
- Improve toilets, classrooms and corridors (47%, 934 lower deprivation 28%, 243 higher deprivation).

Pupils attending schools with higher levels of deprivation were more likely to indicate that no action was required (the schools was fine as it was) (24%, 208 higher deprivation; 17%, 326 lower deprivation).

3.6 Views on services for young people

3.6.1 Local amenities for young people

Youth clubs or centres

Thirty-two percent (32%, 2,836 pupils) of pupils indicated attending a youth club, a further 32% (2,798 pupils) reported that they were aware of a youth club but would not attend it while the remaining 36% (3,160 pupils) indicated that they were unaware of a local youth club.

Sex – Males were more likely than females to attend a local youth club or centre (37%, 1,480 male pupils; 27%, 1,210 female pupils) while females were more likely to indicate being unaware of a local club (39%, 1,737 female pupils; 33%, 1,348 male pupils).

Stage – Lower school pupils were more likely than upper school pupils to report attending a local youth club or centre (39%, 1,735 lower pupils; 25%, 1,098 upper pupils) while upper school pupils were also more likely to be unaware of a local youth club (39%, 1,694 upper pupils; 33%, 1,463 lower pupils). Upper school pupils were also more likely to be aware of a local club and to have decided not to attend (36%, 1,547 upper pupils; 28%, 1,247 lower pupils).

Deprivation – Pupils attending schools with higher deprivation scores were more likely to attend a local youth club than pupils at schools with lower deprivation scores (39%, 375 higher deprivation, 31%, 657 lower deprivation). However, pupils at schools with higher deprivation scores were also more likely to know of the existence of local youth clubs but not attend them (39%, 337 higher deprivation; 33%, 688 lower deprivation).

Young peoples health services

Eighty-nine percent of pupils (89%, 7,239 pupils) were unaware of a local health service designated for young people.

Deprivation – Pupils attending schools with higher deprivation scores were more aware of local dedicated health services compared to pupils from schools with lower deprivation scores (19%, 164 higher deprivation; 11%, 216 lower deprivation).

Childline

The majority of pupils (94%, 8,383 pupils) had heard of Childline with 56% (4,962 pupils) indicating that they would use the service if they needed to.

Sex – Females were more likely than males to have heard of Childline (97%, 4,353 female pupils; 92%, 3,769 male pupils) and, were also more likely to indicate a willingness to use it (60%, 2,705 female pupils; 52%, 2,120 male pupils).

Stage – Lower school pupils were more likely than those in the upper school to be willing to use Childline (62%, 2,769 lower pupils; 50%, 2,182 upper pupils).

Self-esteem – Pupils with higher self-esteem were more likely than those with lower self-esteem to be willing to use Childline if needed (62%, 1,611 high; 51%, 1,155 low).

Ethnicity – Black pupils were less likely than pupils from the other ethnic groupings to have heard of Childline (19%, 20 Black; 16%, 59 Asian; 12%, 11 Chinese; 4%, 290 White).

Deprivation – Pupils attending schools with higher levels of deprivation were more likely to be unaware of Childline (9%, 89 higher deprivation; 4%, 74 lower deprivation) and also be less willing to use its services (52%, 514 higher deprivation; 60%, 1,272 lower deprivation).

The Sandyford Initiative and the Place at Sandyford

Eight percent of pupils (8%, 671 pupils) had heard of the Sandyford Initiative with 4% (370 pupils) also having heard of the Place at Sandyford.

Sex – Females were more likely than males to have heard of both of these initiatives. Ten percent (10%, 453 pupils) of females and 4% (180 pupils) of males had heard of the Sandyford Initiative, while 5% (246 pupils) of females and 2% (95 pupils) of males were aware of the Place at Sandyford.

Stage – Upper school pupils were more likely to have heard of the Sandyford Initiative (13%, 558 upper pupils; 2%, 111 lower pupils) and the Place at Sandyford (7%, 298 upper pupils; 2%, 72 lower pupils).

Deprivation – Pupils attending schools with lower levels of deprivation were more likely to have heard of the Sandyford Initiative (9%, 190 lower deprivation; 5%, 47 higher deprivation).

The Glasgow Young Scot Card

More than three-quarters of pupils (79%, 7,136 pupils) held a Glasgow Young Scot Card.

Pupils who held the card used it for a number of activities. Table 3.17 provides a summary of these activities in rank order, from most to least frequently engaged in.

Table 3.17 – Pupils use of the Glasgow Young Scot Card

Activity	% of pupils
Free swimming	79
Fuelzone/healthy eating points	50
Glasgow film theatre/cinema	27
Discounts in leisure centres	27
Discounts in shops	26
First bus get around for a £1	20
Borrowed books/CDs or DVDs	17
Science Centre	11
Holiday programme activities	10
Other use	6
N=7,040	

Most commonly pupils used their Glasgow Young Scot Card for free swimming (79%, 5,530 pupils) and/or Fuelzone healthy eating points (50%, 3,492 pupils). Pupils were least likely to use the card for visits to the Science Centre (11%, 804 pupils) or for holiday programme activities (10%, 718 pupils).

Sex – Females were more likely than males to hold the card (81%, 3,702 female pupils; 78%, 3,222 male pupils) and were also more likely to use the card for Fuelzone healthy eating points (53%, 1,922 female pupils; 47%, 1,477 male pupils) and shop discounts (29%, 1,054 female pupils; 24%, 761 male pupils). On the other hand, males used the card more often than females for leisure centre discounts (30%, 945 male pupils; 25%, 920 female pupils).

Stage – Pupils in the lower school were more likely than those in the upper school to report using their Glasgow Young Scot to access:

- Free swimming (81%, 2,907 lower pupils; 76%, 2,616 upper pupils)
- ‘Fuel Zone’/Healthy Eating points (53%, 1,909 lower pupils; 46%, 1,576 upper pupils)
- Borrowed books/CDs/DVDs (18%, 660 lower pupils; 15%, 517 upper pupils)
- The Science Centre (14%, 513 lower pupils; 8%, 289 upper pupils)
- The Glasgow Film Theatre/Cinema (29%, 1,053 lower pupils; 26%, 876 upper pupils).

Upper school pupils were more likely than lower school pupils to report using their Glasgow Young Scot Card to access the First Bus ‘Get around for £1’ promotion (22%, 739 upper pupils, 18%, 656 lower pupils).

Self-esteem – Pupils with higher self-esteem were more likely than those with lower self-esteem to hold a Glasgow Young Scot card (84%, 2,217 high; 76%, 1,736 low). Moreover, they were more likely to report using the card for:

- Shop discounts (30%, 667 high; 23%, 397 low)

- Leisure centre discounts (31%, 676 high; 25%, 431 low)

Chronic Illness or Disability – CID pupils were more likely than other pupils to report using their Glasgow Young Scot Card to access:

- Holiday Programme Activities (13%, 203 CID; 9%, 478 others)
- ‘Fuel Zone’/Healthy Eating points (54%, 818 CID; 49%, 2,546 others)
- First Bus ‘Get around for £1’ promotion (22%, 336 CID; 19%, 997 others)
- Borrowed books/CDs/DVDs (20%, 303 CID; 16%, 827 others)

Ethnicity – There was a degree of variation in how the Young Scot card was used by different ethnic groupings. White pupils were more likely to use their Glasgow Young Scot card for free swimming (81%, 4,776 White; 66%, 54 Black; 59%, 184 Asian; 57%, 43 Chinese) while Asian pupils were more likely to use it for Fuelzone healthy eating points (61%, 191 Asian; 59%, 44 Chinese; 59%, 48 Black; 49%, 2,884 White) or for borrowing books/CDs/DVDs (27%, 85 Asian; 17%, 13 Chinese; 16%, 923 White; 16%, 13 Black). Black pupils were more likely than the other ethnic groups to use the card for going to the GFT/cinema (39%, 32 Black; 35%, 108 Asian; 32%, 24 Chinese; 27%, 1,570 White).

Deprivation – Pupils attending schools with higher deprivation scores were less likely than those at schools with lower deprivation scores to possess a Glasgow Young Scot Card (68%, 698 higher deprivation; 81%, 1,735 lower deprivation).

Of those pupils who did hold a Young Scot Card, pupils in schools with lower levels of deprivation were more likely than pupils attending schools with higher levels of deprivation to report using it to access:

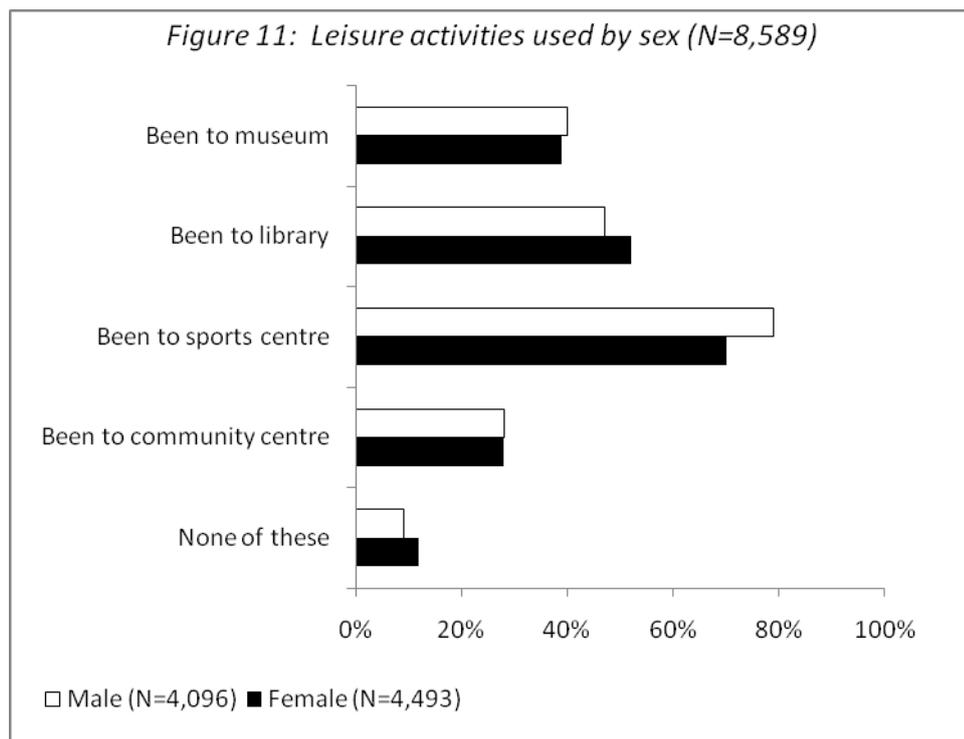
- First Bus ‘Get around for £1’ promotion (21%, 353 lower deprivation; 15%, 102 higher deprivation)
- Borrowed books/CDs/DVDs (17%, 293 lower deprivation; 11%, 72 higher deprivation)
- Science Centre (14%, 242 lower deprivation; 7%, 48 higher deprivation)
- Glasgow Film Theatre/Cinema (32%, 546 lower deprivation; 21%, 145 higher deprivation)
- Discounts in shops (34%, 575 lower deprivation; 16%, 108 higher deprivation)
- Discounts in leisure centre (33%, 571 lower deprivation; 17%, 117 higher deprivation).

Pupils attending schools with higher levels of deprivation were, however, more likely to use their Young Scot Card for the ‘Fuel Zone’/Healthy Eating points (52%, 354 higher deprivation; 45%, 770 lower deprivation).

Involvement in other activities

When asked about a range of other activities that pupils could use in their leisure time sports centres were most frequently cited (74%, 6,579 pupils) followed by libraries (50%, 4,418 pupils), museums (38%, 3,418 pupils) and community centres (29%, 2,556 pupils). Eleven percent (11%, 937 pupils) of pupils indicated that they had not used any of these facilities during the previous year.

Sex – Females were more likely than males to have used the library (52%, 2,350 female pupils; 47%, 1,937 male pupils) while males were more likely to have used the sports centre (79%, 3,248 male pupils, 70%, 3,125 female pupils). See Figure 11.



Stage – Lower school pupils were more likely than those in the upper school to have used the following in the previous year:

- Library (58%, 2,628 lower pupils; 41%, 1,784 upper pupils)
- Museum (44%, 1,980 lower pupils; 33%, 1,432 upper pupils)
- Community centre (34%, 1,548 lower pupils; 23%, 1,002 upper pupils).

Upper school pupils were more likely to have used none of the facilities in the previous year (13%, 545 upper pupils; 9%, 392 lower pupils).

Self-esteem – Pupils with higher self-esteem were more likely than their peers with lower self-esteem to have used the following over the previous year:

- Museum (55%, 1,175 high; 36%, 809 low)
- Library (54%, 1,414 high; 49%, 1,116 low)
- Sports centre (81%, 2,113 high; 69%, 1,551 low).

Pupils with lower self-esteem were more likely than those with higher self-esteem to say that they had not used any of the four listed facilities in the last year (13%, 302 low; 7%, 191 high).

Chronic Illness or Disability – CID pupils were more likely than other pupils to have been to a museum (41%, 773 CID; 38%, 2,488 others) in the previous year.

Ethnicity – Asian pupils and Chinese pupils were most likely to have been to the library (70%, 267 Asian; 70%, 63 Chinese; 68%, 70 Black; 48%, 3,553 White). Sports Centres were more popular among White pupils (75%, 5,629 White; 69%, 71 Black; 69%, 62 Chinese; 63%, 239 Asian) as were Community Centres (29%, 2,175 White; 21%, 19 Chinese; 19%, 20 Black; 19%, 72 Asian).

Deprivation – Pupils attending schools with lower deprivation scores were more likely than those attending schools with higher deprivation scores to report visiting a:

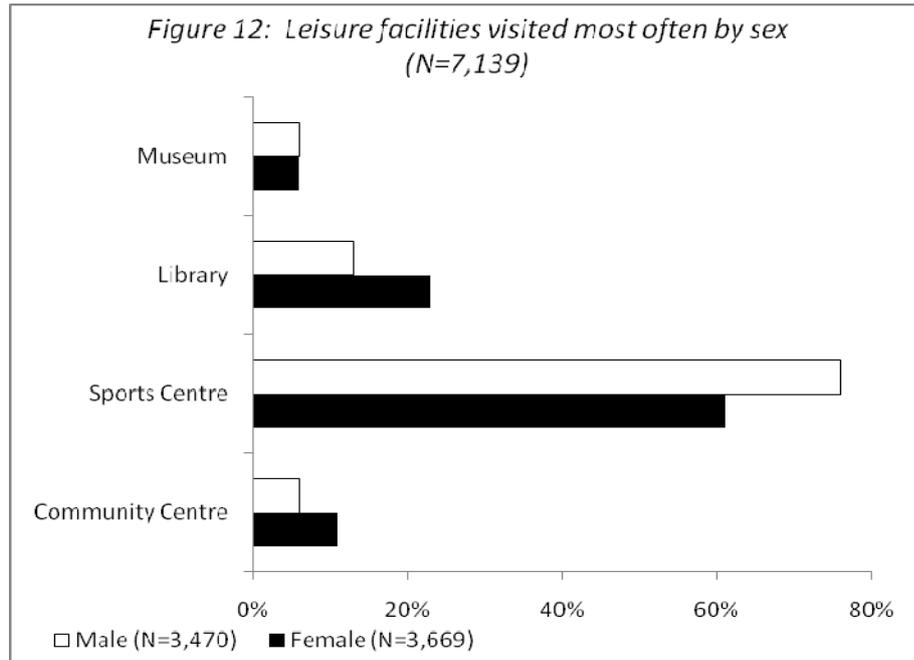
- Museum (45%, 946 lower deprivation; 24%, 240 higher deprivation)
- Sports centre (82%, 1,729 lower deprivation; 67%, 662 higher deprivation).

On the other hand, pupils attending schools with higher levels of deprivation were more likely to visit a community centre (30%, 293 higher deprivation, 24%, 514 lower deprivation) or indicate not visiting any of the facilities in the previous year (15%, 148 higher deprivation, 8%, 168 lower deprivation).

Facilities used most often

In terms of the most frequently used facilities, sports centres were first (68%, 4,983 pupils), followed by libraries (18%, 1,303 pupils), community centres (9%, 628 pupils) and museums (6%, 429 pupils).

Sex – Females were more likely than males to have most often visited a library (23%, 828 female pupils; 13%, 448 male pupils) and a community centre (11%, 396 female pupils; 6%, 205 male pupils). Males on the other hand were more likely to visit the sports centre most often (76%, 2,622 male pupils; 61%, 2,230 female pupils). See Figure 12.



Stage – Upper school pupils were more likely than lower school pupils to visit a sports centre most often (72%, 2,560 upper, 64%, 2,418 lower) while lower school pupils were more likely to have visited a library most often (21%, 798 lower, 14%, 504 upper).

Self-esteem – Pupils with higher self-esteem were more likely than those with lower self-esteem to visit sports centres most often (71%, 1,638 high; 63%, 1,136 low) while lower self-esteem pupils were more likely than others to visit a library (22%, 395 low; 16%, 367 high).

Ethnicity – Libraries were least likely to have been visited by White pupils (15%, 949 White; 35%, 28 Chinese; 41%, 33 Black; 45%, 139 Asian). However sports centres were most frequently visited by White pupils (70%, 4,356 White; 54%, 44 Black; 49%, 40 Chinese; 49%, 149 Asian).

Deprivation – Pupils attending lower deprivation schools were more likely than pupils attending schools with higher deprivation scores to have most frequently visited sports centres (74%, 1,371 lower deprivation; 62%, 461 higher deprivation). On the other hand, pupils attending schools with higher deprivation scores were more likely to have visited the library (23%, 171 higher deprivation; 14%, 264 lower deprivation) or community centre (9%, 70 higher deprivation; 6%, 106 lower deprivation) most often.

Use of swimming pool

Ninety-three percent of pupils (93%, 7,634 pupils) reported being able to swim. Pupils were specifically asked about their use of the swimming pool. Table 3.18 provides details.

Table 3.18 – Pupils use of the swimming pool

Frequency of use	% of pupils
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Once a week or more	20
Every 1–2 weeks	12
Every 3–4 weeks	13
Once every 2–3 months	20
Less often	20
Never	15
N=8,847	

Forty-five percent (45%, 4,010 pupils) of pupils indicated using the swimming pool at least on a monthly basis, with 20% (1,740 pupils) using it at least weekly. Just over one third (35%, 3,068 pupils) indicated never using or using it very infrequently.

Sex – Males were more likely than females to use the swimming pool regularly. Forty-eight percent (48%, 1,969 pupils) of males and 42% (1,895 pupils) of females used the pool at least monthly with 22% (879 pupils) of males and 18% (798 pupils) of females using it at least weekly. Sixteen percent (16%, 726 pupils) of females and 13% (534 pupils) of males never visited a swimming pool.

Stage – Lower school pupils were more likely than their upper school peers to use the swimming pool (90%, 4,069 lower pupils; 80%, 3,464 upper pupils). Moreover, they were also more likely to use the pool more often, for example, 27% (1,197 pupils) of lower school pupils used the pool at least once a week compared to 12% (538 pupils) of upper school pupils.

Self-esteem – Pupils with lower self-esteem were more likely to report never using the pool (18%, 416 low; 12%, 307 high).

Ethnicity – White pupils were more likely than pupils from the other ethnic groups to be able to swim (95%, 6,598 White; 80%, 70 Chinese; 80%, 70 Black; 76%, 269 Asian). They were also more likely to visit the swimming pool as 31%, 117 Asian pupils, 24%, 24 Black pupils and 22%, 20 Chinese pupils never visited the swimming pool compared to 13%, 974 White pupils.

4: Key findings and issues for health improvement

This chapter considers issues for health improvement that arise from the pupil survey. Findings from the survey are generally in line with those from other surveys and studies of young people's health behaviours and needs (eg Currie *et al*, 2004). While comparisons must be made with some caution (given different survey instruments), they underline the influence and interplay of variables associated with health and risk behaviours such as deprivation, gender, self-esteem, and long-term illness.

The need to address health inequalities in the NHSGGC area has been highlighted in Chapter 1. This area has the greatest concentration of deprivation and related health issues in Scotland. In response, the provision of quality health improvement has become one of the essential components of the work of Learning Communities. Health and social inclusion agendas are now linked and there is a recognition that 'work to promote healthier lifestyles must be allied to work to improve life circumstances'. While further analysis of the survey findings will go on to inform individual school health and CHCP strategies, the overall findings provided in this report highlight particular issues for health improvement policy and practice in general.

4.1 Sex differences in health attributes, behaviours, roles, responsibilities

The data consistently highlights response differences between male and female pupils. For example, compared to their male peers, female pupils:

- Have lower levels of physical activity both within and outwith school, with males being substantially more likely to exercise 4 times a week or more and do activity that lasts for more than 30 minutes.
- They are more likely to report smoking everyday and to buy their cigarettes from a shop. However female smokers are more likely than males to want to give it up.
- They are more likely to report drinking alcohol and getting drunk.
- They are less likely to report using illegal drugs. However, among drug users, females were more likely than males to use solvents and ecstasy.
- They are less likely to participate in a range of antisocial behaviours and less likely to believe that they would be involved with the criminal justice system in the future.
- They are more likely to travel to school by car and less likely to walk or cycle to school. Females are also far less likely to suggest travelling to school by bicycle if given the choice.
- They are more likely to report worrying about exams, school, their looks, the future, their health, family and friends. However, they are more likely

than males to have someone to confide in and are more likely to talk to parents about their problems.

- They are less likely to report being happy with themselves and less happy with their health.
- They report less control over their lives.
- They are more likely to report skipping breakfast.
- They are more likely to report fear of going to school because of bullying.
- Those who have family members with a long-term illness, a disability or substance misuse problems are more likely to have caring roles, and these can make them late for school, cause anxiety, tiredness and stress.
- They are less likely to attend youth clubs/centres.
- They are more likely to have heard of Childline and are more likely to use it.
- They are more likely to have heard of the Place at Sandyford.
- They are more likely to indicate staying on at school and plan to go to college.

These findings highlight the need for schools and their partner services to be aware of sex differences concerning behaviours, views, aspirations and roles and, as far as is feasible, to explore ways to reflect them in their planning and provision. For example, schools need to continue to facilitate and encourage young women to participate in various forms of physical activity. Some schools have found that providing dance within curriculum time and out-of-school hours can promote female pupils' uptake of physical activity.

School guidance provision and relevant partner services could anticipate that young women are more likely to experience lower self-esteem than males and are more likely to have care responsibilities. Schools can adopt whole-school or targeted measures to promote aspects of self-esteem. Where it is known that a child's family circumstances might mean that they will have a caring role, schools can work with partner agencies to minimise the effects of this on school work and the pupil's well-being.

Parental attitudes to safety might partially explain why females are less likely to be active on their journey to school. Perhaps schools could explore approaches that promote females' active travel and at the same time address safety issues. The fact that female pupils who smoke are more likely to buy cigarettes from shops suggests a need to promote shopkeeper awareness of under-age female smoking.

4.2 Deprivation

Schools with higher levels of deprivation were more likely to have pupils who could be categorised in the following ways:

- Those with an external locus of control and unhappy with their health over the past year.

- Those with lower self-esteem.
- Those with lower aspirations and more likely to believe that they will have a criminal record by the time they are 20 years old.
- Those less likely to have someone to confide in about their worries.
- Those who have been bullied and/or to have bullied others.
- Those who have broken a bone, have a long-term illness and/or have a disability.
- Those with family members who have a long-term illness or disability and a drug or alcohol problem.
- Those with parents who have split up.
- Those with poorer oral health.
- Those with lower levels of physical activity (both within and outwith school), including activity lasting 30 minutes or more.
- Those who walk or use the bus to travel to school, and are less likely to travel to school by car or own a bicycle.
- Those with a less healthy diet (less likely to consume the RDA of fruit and vegetables) and who missed breakfast on the day of the survey.
- Those who smoke or use certain drugs (ie ecstasy).
- Those who are more likely to drink once a week or more, to drink fortified wines, and to have been drunk.
- Those with someone at home who is a smoker, and/or friends who smoke.
- Those who get their cigarettes from strangers or friends.
- Those who are less aware of, and less likely to use, health services, youth clubs, libraries and museums.
- Those who are involved in anti-social behaviour (particularly fighting/gang fighting, carrying a weapon outside of school, and vandalising other people's property).
- Those without access to a computer and the internet at home.

Pupils from schools with higher level of deprivation were more likely to request that their school:

- Provide more and longer periods of PE
- Provide activities and clubs outside of school hours
- Encourage more respect between pupils and teachers
- Improve school buildings, grounds, toilets and classrooms.

The extent to which schools alone can impact on deprivation is limited. Schools can be wary about targeting such pupils for fear of stigmatising them in the eyes of their peers. However, working with partner organisations and services,

schools can develop creative strategies to engage with deprived pupils and address their needs. Pupils' suggestions for how schools could better meet their needs provide a starting point for such efforts (for example, including more out-of-school-hours activities, greater respect between pupils and teachers and improved school facilities). Indeed, a key dimension to effective health improvement and education must be to explore, with pupils as active contributors, appropriate approaches to meet their needs.

4.3 Pupils' family circumstances and responsibilities

Pupils' family circumstances also play a role in their health, and there appears to be an interplay with sex and deprivation variables. The findings suggest that pupils from families with members who are disabled, have a long-term illness or who have drug problems have lower self-esteem. Pupils whose parents have split up or who have lived away from their parents are also more likely than their peers to score lower for self-esteem.

If they are to effectively support *all* of their pupils, schools require effective pastoral guidance systems and school-family liaison, and an ethos that is conducive to good pupil-teacher communication. Partner agencies and services may enhance such developments.

4.4 Self-esteem and mental health

Self-esteem is significantly associated with a number of the other key variables.

Pupils with lower self-esteem are more likely than those with higher self-esteem to report a number of other issues.

Devising strategies to address low self-esteem and its constituent elements are likely to be limited in success without also seeking to reduce the impact of other related variables such as sex, age-stage, deprivation and disability/long-term illness etc. This complexity again highlights the challenge facing schools and their partner services in health improvement. Some programmes, such as those that adopt outdoor and residential confidence building approaches have been shown to have a short-term impact on self-esteem. However, there is less evidence to show such programmes can maintain this impact in the long-term.

4.5 Disability and long-term illness

While our definition of disability or long standing illness is broad, pupils classified as such have distinct behaviours and needs. For example:

- They are more likely to report lower self-esteem, be unhappy with themselves and their health and to have less control over their lives.
- They are more likely to worry about school. However, they were also more likely to feel able to talk to their teachers about their worries.
- They are more likely to bully and to be bullied.

- They are more likely to have parents that have split up, or a parent who has a new partner, to have lived between two or more homes, and to have someone close who has a serious illness or who has died. Disabled/long-term ill pupils were also more likely than other pupils to state that the above events were currently having an effect on them.
- They are more likely to have a family member with a disability or long-term illness, or drug or alcohol problem.
- They are more likely to eat the RDA of fruit and vegetables.
- They are more likely to engage in shoplifting, fighting, carrying a weapon outside and inside of school, and vandalising other people's property.

Pupils with a disability or long-standing illness are more likely to want drop-in centres in their school to address health issues, buddy and mentoring systems and better toilet, classrooms and corridors. Recent legislation means that education facilities must address disabled pupils' access needs, but the above findings highlight behaviours and issues faced by those with long-term chronic illnesses and conditions such as eczema, which can alienate and depress pupils. Addressing the needs of such pupils will again require sensitive monitoring and guidance.

4.6 Age-stage

The analysis of pupils' responses by age-stage highlights differences in their health behaviours and outlook. Overall, pupils in the lower school appear to have healthier behaviours and fewer worries. For example:

- They are more likely to walk or cycle to school and to own a bicycle.
- They are more likely to exercise three or more times a week and do physical activity outwith school PE.
- They are more likely to report consuming the RDA of fruit and vegetables.
- They are more likely to attend local youth clubs and sports centres, and to use their Glasgow Young Scot card to access swimming, Healthy Eating Points and a range of leisure pursuits.

Not surprisingly, upper school pupils are more likely to have tried smoking, to have used illegal drugs, or drunk alcohol. Despite their overall poorer health behaviours, pupils in the upper school are more likely to report visiting a dentist. Upper school pupils are also more likely to report being unhappy and worried about school, but do believe they have control over their life.

Lower school pupils were more likely to worry about bullying and gang violence (and indeed were more likely to report being bullied). Younger pupils are more likely to talk to their parents about their concerns whereas older pupils will usually confide in their friends.

Such findings suggest the need to reinforce the health behaviours of lower school pupils, but also to adopt a focus on promoting physical activity, healthy eating and smoking cessation for upper school pupils. They also indicate more

work is needed to assess the extent of bullying among lower school pupils and challenge such behaviours if present.

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