Glasgow
CITY COUNCIL

HEALTH & WELLBEING CENSUS

2021/2022

HEALTH AND WELLBEING CENSUS 2021/22

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1. Introduction and Methodology

1.1 Introduction

This report presents the initial findings from the 2021/22 Health and Wellbeing (HWB) Census.

Health & Wellbeing surveys have been conducted every 3 years since 2006 in Glasgow's secondary schools by the NHS Greater Glasgow and Clyde (NHSGGC) and the Health Improvement Team in Glasgow's Health & Social Care Partnership.

The Scottish Government worked with all 32 local authorities across Scotland to introduce a new Health and Wellbeing (HWB) Census. The first HWB Census was due to take place in the 2019/20 school year. However, due to Covid, planned pilots in both the 2019/20 and 2020/21 school years were cancelled due to school closures.

The Scottish Government asked all local authorities to undertake their own HWB Census during the 2021/22 school year.

The results of the survey will be used to understand the health and wellbeing needs of children at both a local and national level. This will help to improve the way children's services are planned and delivered. Results will be shared with the Scottish Government, and they will use it to plan and deliver better policies for the benefit of all pupils, or specific groups. They will also use this information to publish statistical publications and tables about school education in Scotland.

Any data shared with the Scottish Government will only ever be used for statistical and research purposes. Individual children and young people will never be identified from any published findings.

1.2 Methodology

The Health & Wellbeing Census 2021/22 was made available to pupils in P5 to S6 (if their parent/carer gave permission). The surveys were conducted online, using the Smart Survey online data collection platform, during class contact time.

Instructions and guidance materials were provided to each school to ensure consistent survey administration as well as parental consent letters, pupil information leaflets, live survey links/QR codes and timescales for each school to complete the surveys. The parental consent letter was sent to parents by each school at least 10 days in advance of the survey being carried out in each school.

It was up to parents, carers and children and young people themselves to decide whether pupils should take part. Children and young people could be opted out by parents/carers by completing the tear-off slip on the parental consent letter and returning to the school within the 10 days. Children and young people were also able to choose not to take part in the survey if they did not wish to, even if their parent/carer gave their consent. They could also skip any questions that they didn't want to answer or stop taking part at any time.

There were different age appropriate questionnaires for each pupil stage. The survey questions focussed on the child's/young person's self-reporting of their health and wellbeing across a range of topics and themes. A list of the topics included in the HWB surveys can be found at Appendix 1.

At the beginning of the survey pupils were asked to enter their Scottish Candidate Number (SCN). This was to allow data held on the pupil record in SEEMiS to be linked to the data being gathered as part of the survey.

Pupils in S4 were asked to complete a separate Substance Use questionnaire in addition to the HWB questionnaire. Pupils were not asked to enter their SCN as the Substance Use survey was completely anonymous.

The fieldwork for the HWB and the S4 Substance Use surveys was conducted between March 2022 and May 2022.

1.3 Data Cleansing and Preparation

After the data collection period had closed the survey data was cleansed and prepared. This process involved:

- merging the complete and partial responses to create one dataset;
- removing any responses that said 'No' to taking part in the HWB Census;
- removing those that had not answered any of the survey questions;
- removing duplicates based on SCN;
- removing those where there was no SCN match to the 2021 pupil census or SEEMIS pupil record (at May 2022); and
- removing those that completed the wrong survey for their stage based on the SCN.

A total of 11,593 responses were removed, with the final dataset consisting of 23,323 pupils. This represents a response rate of 51%.

1.4 Analysis

Anyone who answered at least one question was included in the analysis. Therefore the base cohort for each question varies. Responses were removed that said 'No' to continuing at the start of each section.

The base cohort is all who responded including 'prefer not to say' but excluding 'Does not apply to me'. Those that did not answer/skipped the question were excluded from the base cohort.

For multi-statement questions i.e., 'select a response for each statement', the cohort size is calculated separately for each statement.

Some questions begin with a filter question, so that pupils are only presented with the questions relevant to them. For example, pupils that said 'Yes' to being bullied would go on to being asked different questions relating to bullying.

Percentages may not add up to 100% due to rounding. Where percentages are less than 0.5 but more than 0, '<1%' has been used. A '0%' means exactly zero. Rounding can also cause slight discrepancies between the sum of reported percentages and the actual percentage if combined.

The initial analysis involved computing basic frequencies for each question in the surveys.

2. Pupil Characteristics

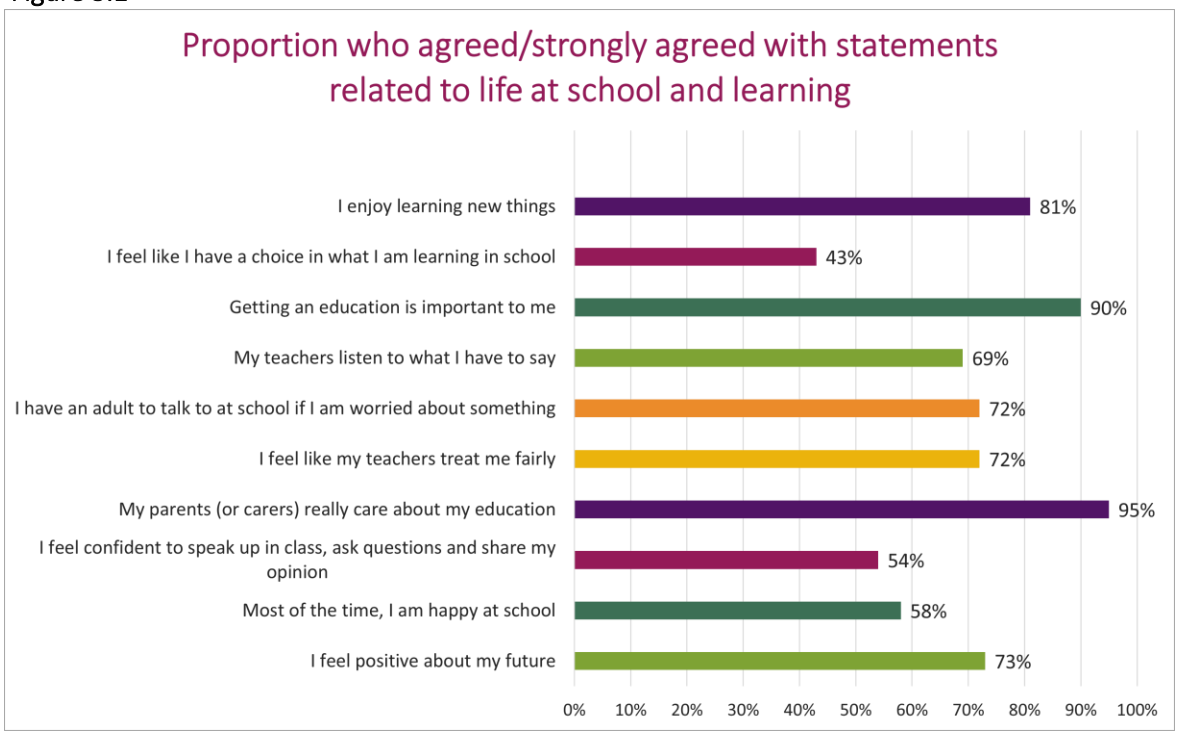
Key Variable	Description	Number	Percentage
Gender	Male	11447	49%
	Female	11876	51%
	Total	**23323**	**100%**
Stage	P5	4161	18%
	P6	4334	19%
	P7	4306	18%
	S1	2583	11%
	S2	2537	11%
	S3	2299	10%
	S4	1582	7%
	S5	943	4%
	S6	578	2%
	Total	**23323**	**100%**
Deprivation	SIMD		
	Quintile 1	12189	52%
	Quintile 2	4263	18%
	Quintile 3	2469	11%
	Quintile 4	2432	10%
	Quintile 5	1957	8%
	Unknown	13	<1%
	Total	**23323**	**100%**
Ethnicity	Black, Asian and minority ethnic	5809	25%
	White - Scottish/British	14699	63%
	White - Other	1511	6%
	Not known/ not disclosed	1304	6%
	Total	**23323**	**100%**
Strategic Planning Area	North East	7674	33%
	North West	6404	27%
	South	9245	40%
	Total	**23323**	**100%**

3. Attitudes to School and Aspirations

3.1 Attitudes to school (P5-S6)

Pupils were asked the extent to which they agreed and disagreed with several statements about their life at school and learning. The proportion who agreed/strongly agreed with each statement is shown in Figure 3.1.

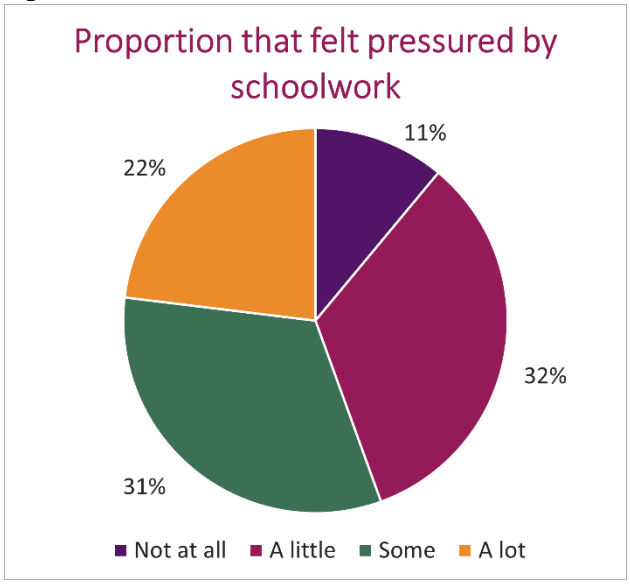
Figure 3.1



3.2 Pressure of schoolwork (P7-S6)

86% of pupils felt pressured/stressed by the schoolwork they had to do to at least some extent.

Figure 3.2

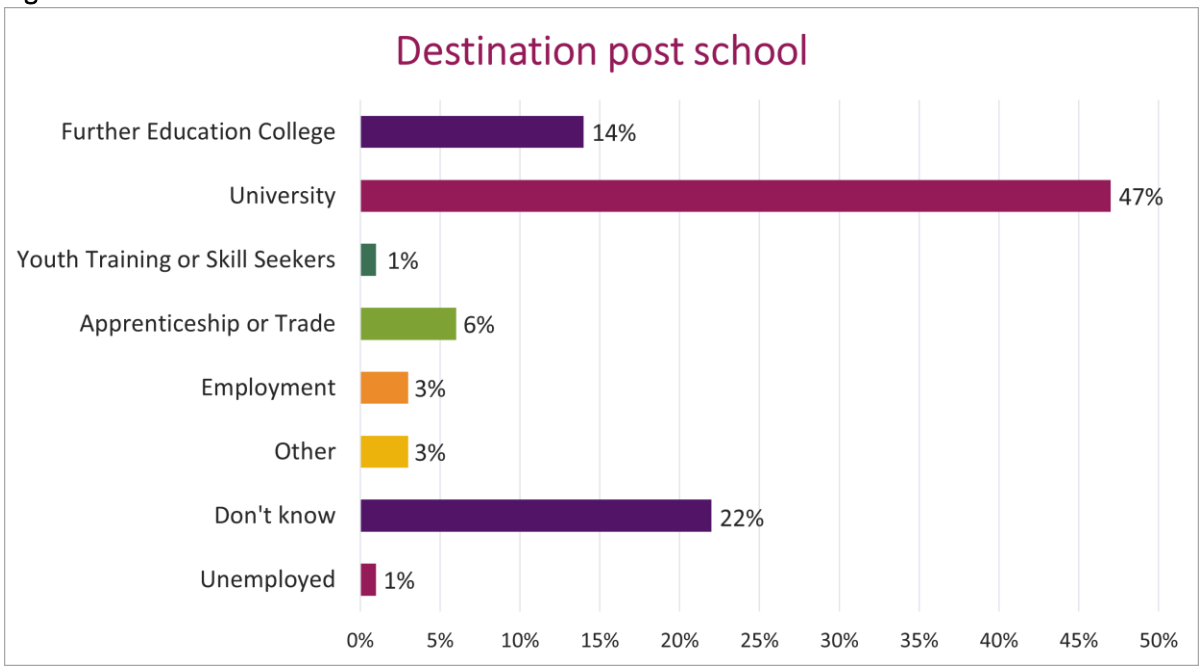


3.3 Leaving School and post school expectations

P7-S4 pupils were asked when they thought they would want to leave school/full time education. One in four (26%) said they were not sure at the moment, 66% said they wanted to continue with their full-time education (e.g., stay on to S5 or go to college) and 5% said they wanted to leave school as soon as they could (e.g., at the end of S4).

S1-S6 pupils were asked what they thought they will most likely be doing when they leave school. 63% said that they thought they would go to further education or training, 9% employment and 22% said they don't know.

Figure 3.3



4. Neighbourhood and Life at Home

4.1 Adults (P5-S6)

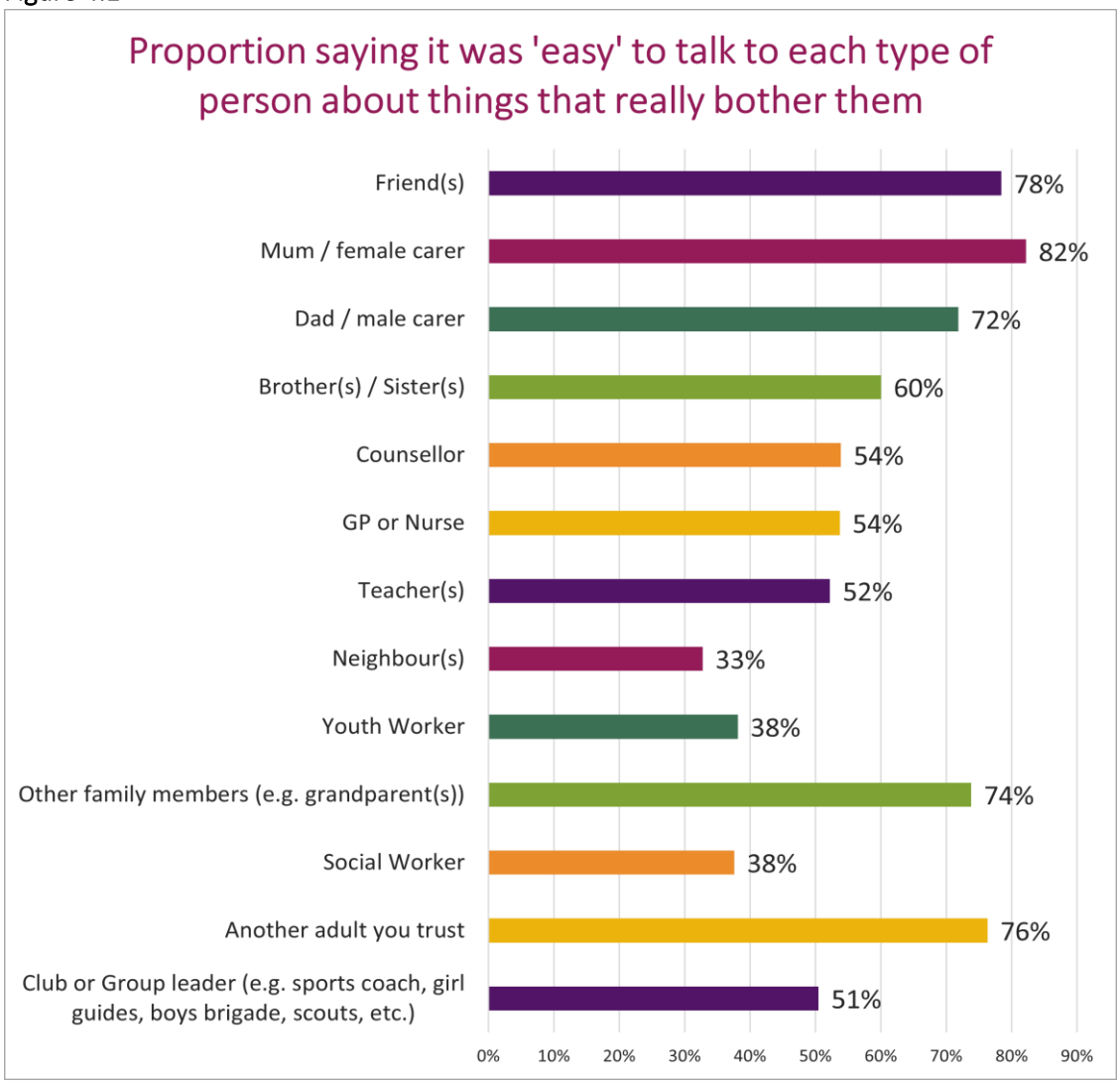
Trusted adult (P5-S6)

Five percent of pupils did not have an adult in their life that they can trust and talk to about any personal problems. Most (90%) said they did have an adult in their life that they can trust and talk to about any personal problems either sometimes (67%) or always (24%).

Confiding in an adult (P5-S6)

Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Pupils found it more comfortable to talk to friends and family rather than professionals. Figure 4.1 shows the proportion of pupils who said it was easy for them to talk to each type of person.

Figure 4.1



4.2 Local Area

P5-S6 pupils were asked if they thought their local area was a good place to live. More than half (58%) of pupils said that their area was a good place to live, 35% said it was ok, and 5% said it was not good.

51% of P5-S6 pupils said they always felt safe in the area where they live and 31% felt safe most of the time. However, 11% felt safe only sometimes and 3% rarely or never.

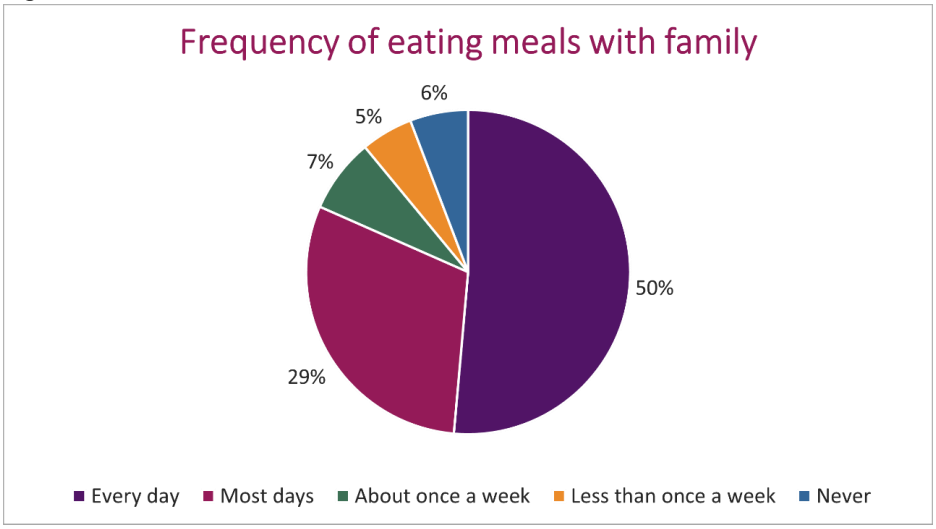
P5-S2 pupils were asked whether there were places near where they live where they can play outdoors. 5% said there was not, while 41% said there were some and 52% said there were lots.

4.3 People at Home (P5-S6)

Family Meals (P5-S6)

Pupils were asked how often they and their family (or those they lived with) usually had meals together. Half (50%) said they ate meals with their family every day while 6% never had meals together.

Figure 4.2



Enjoyment of being with family (P5-S6)
Most (82%) pupils said they enjoyed being with their family either always (55%) or often (27%), but 14% said that they only enjoyed being with their family sometimes and 2% never.

4.4 Caring and frequency of care

S1-S6 pupils were asked whether anyone in their family (or those they live with) had a disability, long-term illness or mental health problem. 13% lived with someone with a disability, 11% lived with someone with a long-term illness and 19% lived with someone with a mental health problem.

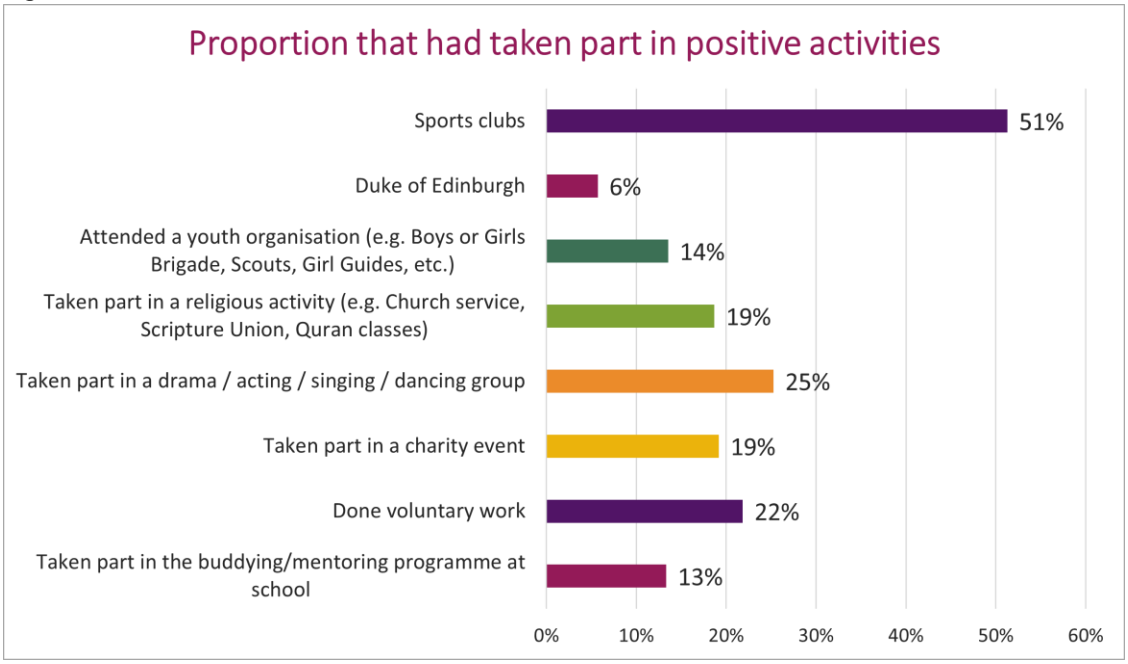
25% of P7-S6 pupils said they care for, or look after, someone because they have a disability, an illness, a drug or alcohol problem, a mental health problem, or problems related to old age.

Of those who said that they looked after or cared for someone in their household, 41% said they helped to look after them every day, 36% said they did so a couple of times a week and 18% said they did so once in a while.

4.5 Positive Activities (S1-S3)

Pupils were presented with a list of activities and asked to indicate which, if any, of these things they had done in the last year. Figure 4.3 shows the proportion of pupils who said they had taken part in each type of activity in the last year.

Figure 4.3

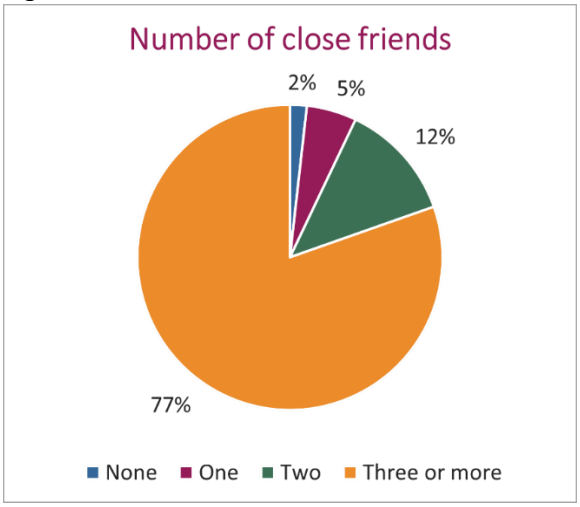


5. Friendships and peer support

5.1 Number of close friends (P5-S6)

P5-S6 pupils were asked how many close friends they would say they had. Just 2% said they had no close friends while 77% said they had three or more close friends.

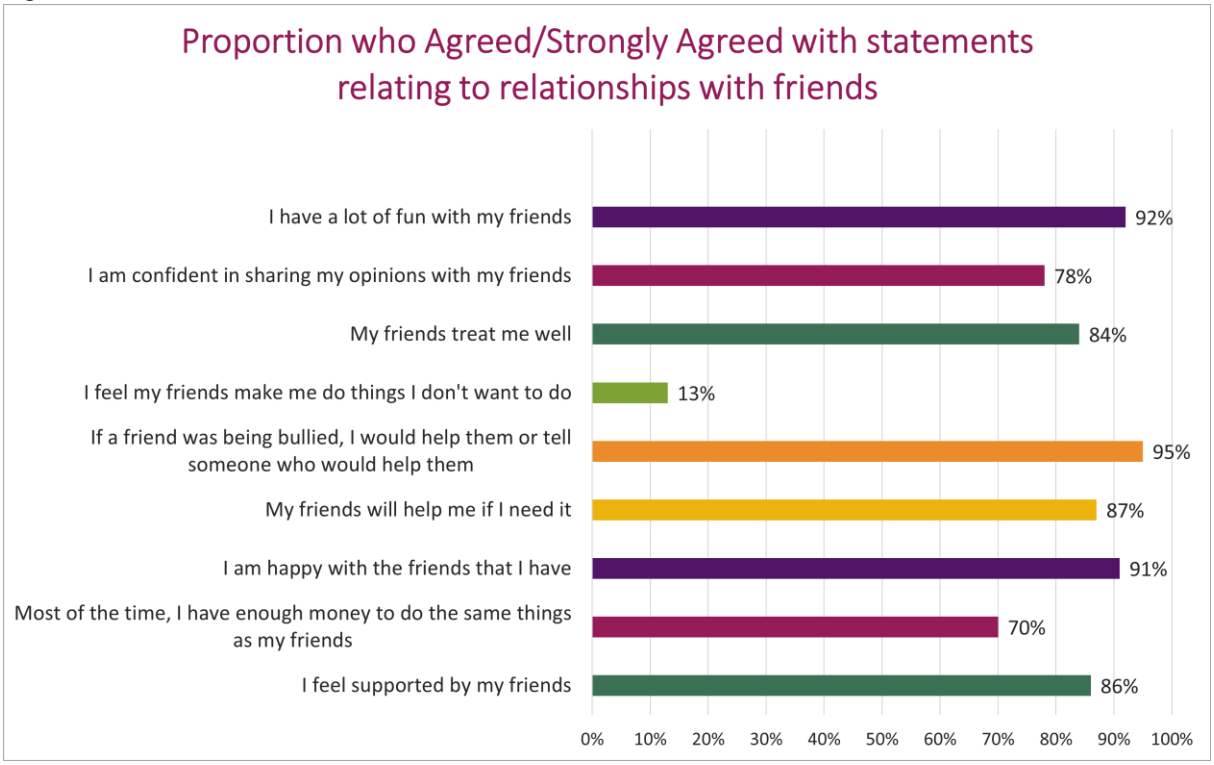
Figure 5.1



5.2 Relationships with friends (P5-S3)

P5-S3 pupils were asked the extent to which they agreed and disagreed with several statements about their relationship with their friends. The proportion who agreed or strongly agreed with each statement is shown in Figure 5.2.

Figure 5.2



5.3 Feeling left out of things (P5-S6)

42% of pupils said they hardly ever or never felt left out of things, 43% said they sometimes felt left out of things and 10% said they often or always felt left out of things.

5.4 Feeling lonely (P5-S6)

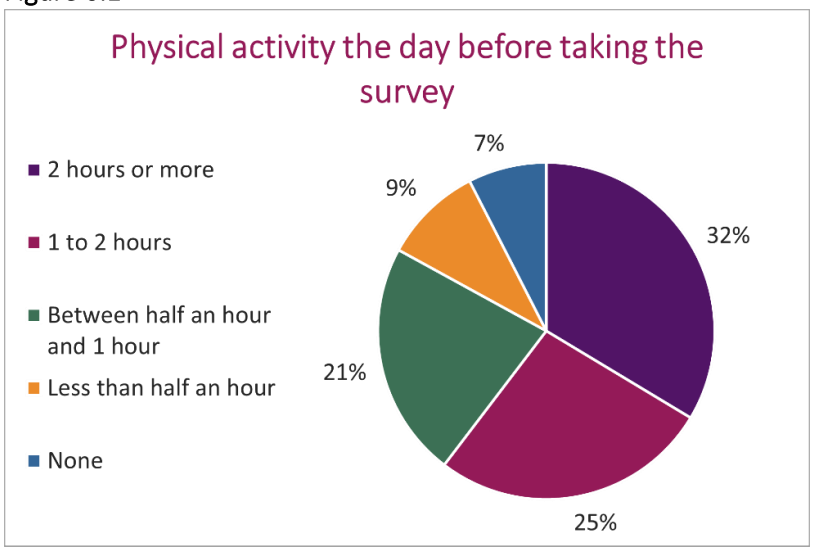
42% of pupils said they hardly ever or never felt lonely, 37% said they sometimes felt lonely and 14% said they often or always felt lonely.

6. Physical activity, eating & drinking and bed & sleeping

6.1 Physical Activity (P5-S6)

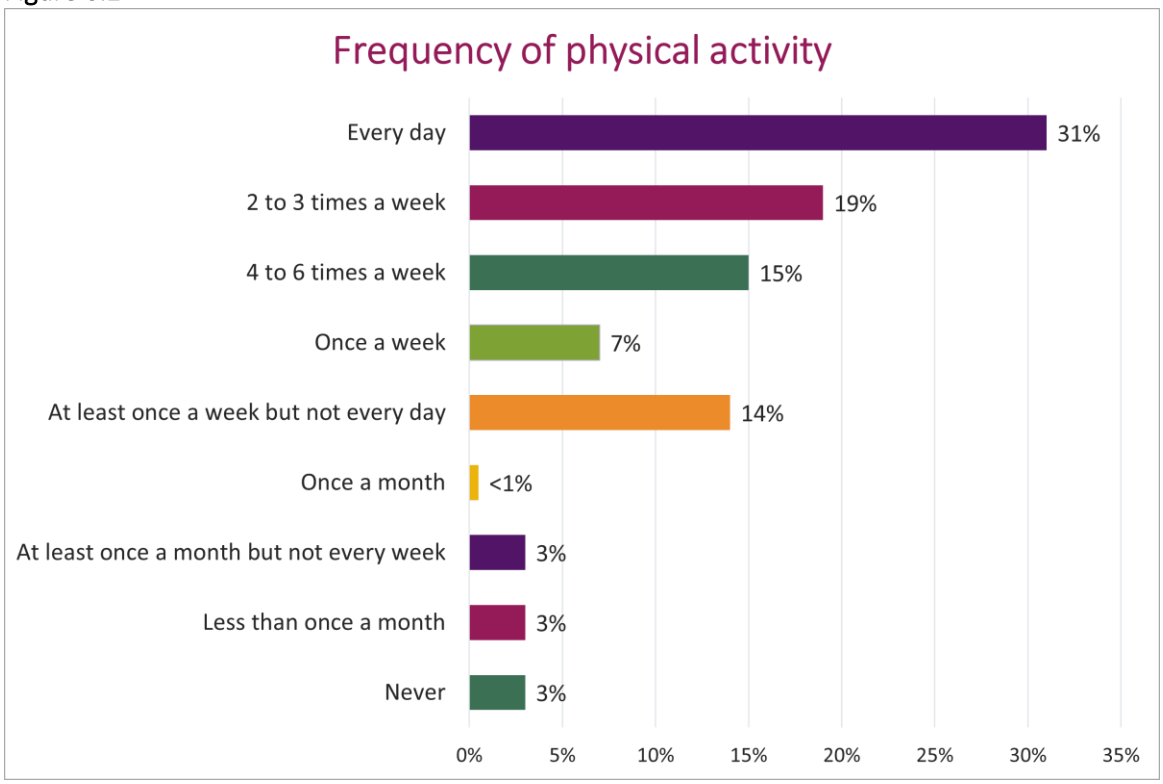
P5-S6 pupils were asked to add up all the time spent doing physical activity the day before they took the survey. 32% said they had spent 2 hours or more on physical activity and 7% said that they had not been physically active at all. All responses are shown in Figure 6.1.

Figure 6.1



P5-S6 pupils were also asked how often they usually do any physical activity in their free time (outside school hours) so much that they get out of breath or sweat. All responses are shown in Figure 6.2.

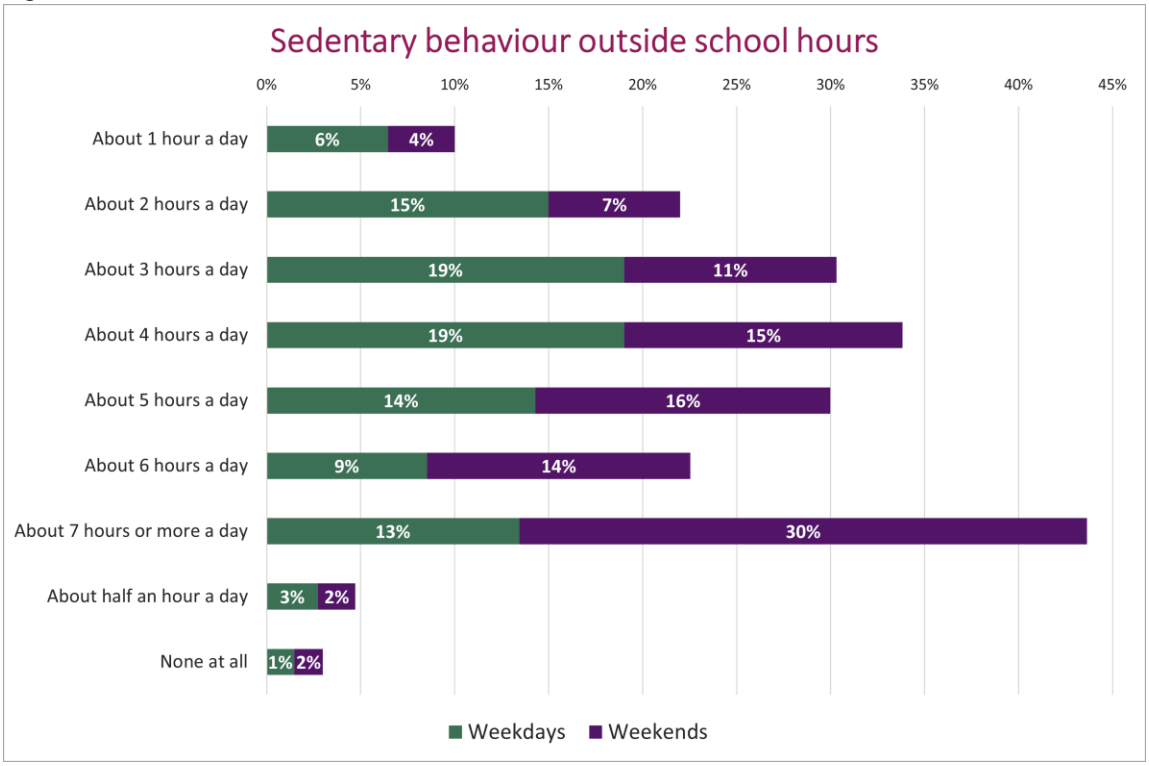
Figure 6.2



6.2 Sedentary behaviour (S1-S6)

Pupils in S1-S6 were asked how many hours a day, outside school hours, do they usually spend sitting (e.g., watching TV, using a computer or mobile phone, travelling in a car or by bus, sitting and talking, eating, studying). 30% of pupils reported sitting for 7 hours or more during weekends and 13% reported sitting for 7 hours or more on weekdays out of school hours.

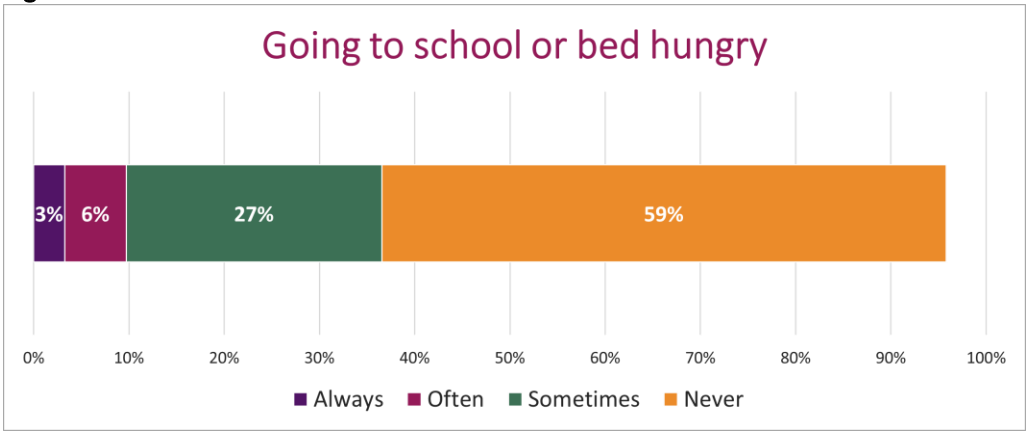
Figure 6.3



6.3 Eating and drinking

Going to school or to bed hungry (P7-S6)
More than one in four pupils (27%) said that they sometimes went to school or to bed hungry while 59% said they never did.

Figure 6.4



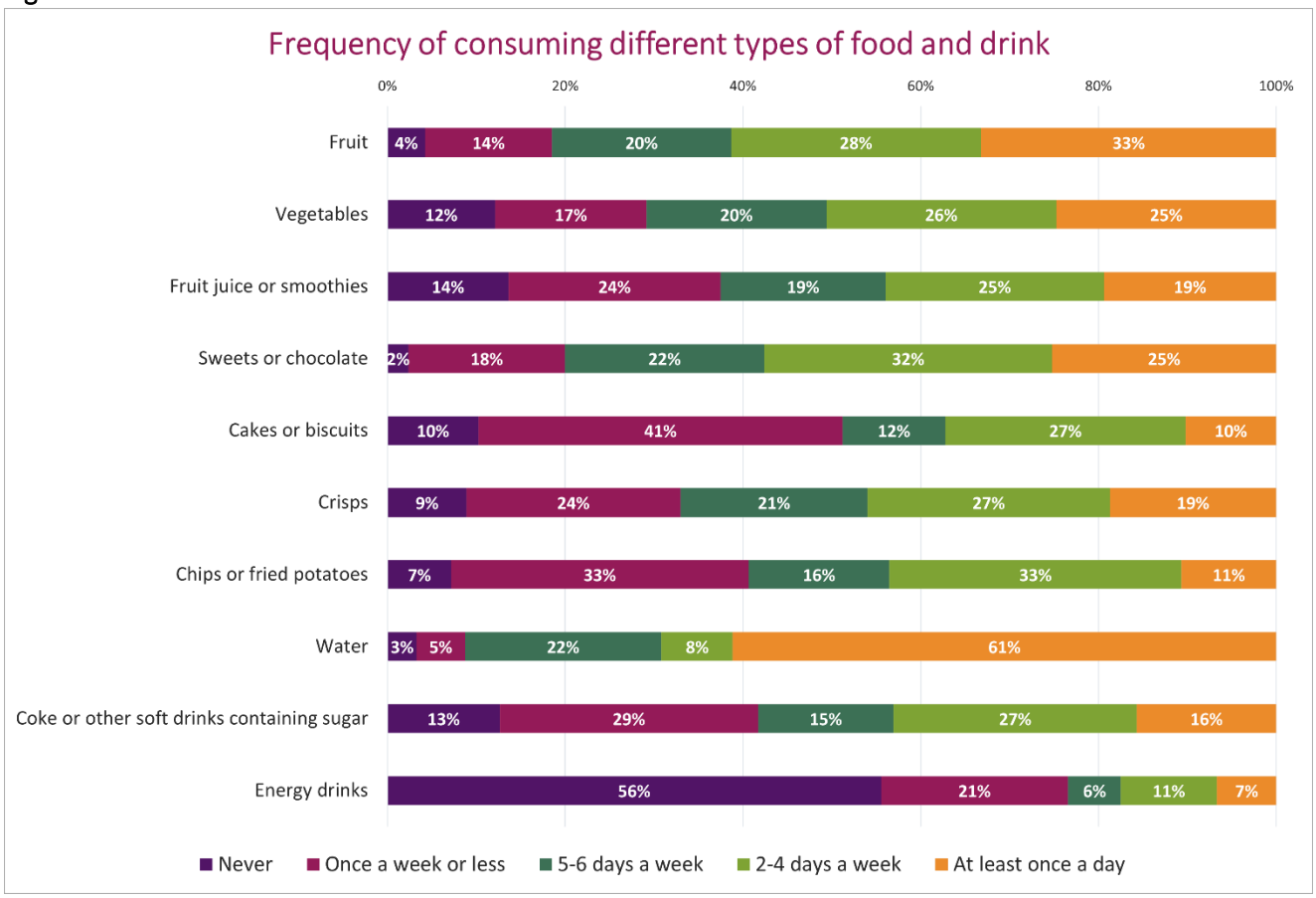
Frequency of eating breakfast on weekdays and weekends (P5-S3 and S5-S6)
More than half (54%) of pupils said that they ate breakfast on all five weekdays, 10% ate breakfast 3 or 4 weekdays, 12% 1 or 2 weekdays and 19% said they never had breakfast on weekdays.

68% of pupils said they usually have breakfast on both days of the weekend (Saturday and Sunday), 15% usually only have breakfast on one day of the weekend and 11% never have breakfast at the weekend.

Frequency of consuming different types of food and drink (P5-S3 and S5-S6)

Pupils were asked how often they ate or drank 10 different types of food or drink. The most common items which pupils said they had at least once a week were cakes or biscuits, chips or fried potatoes and coke or other soft drinks containing sugar. All responses are shown in Figure 6.5.

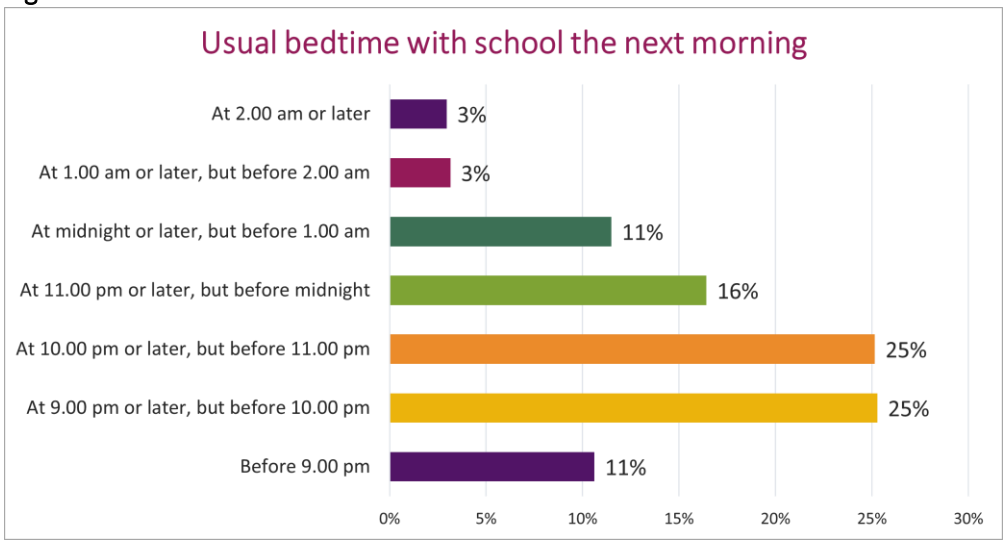
Figure 6.5



6.4 Bed and sleeping

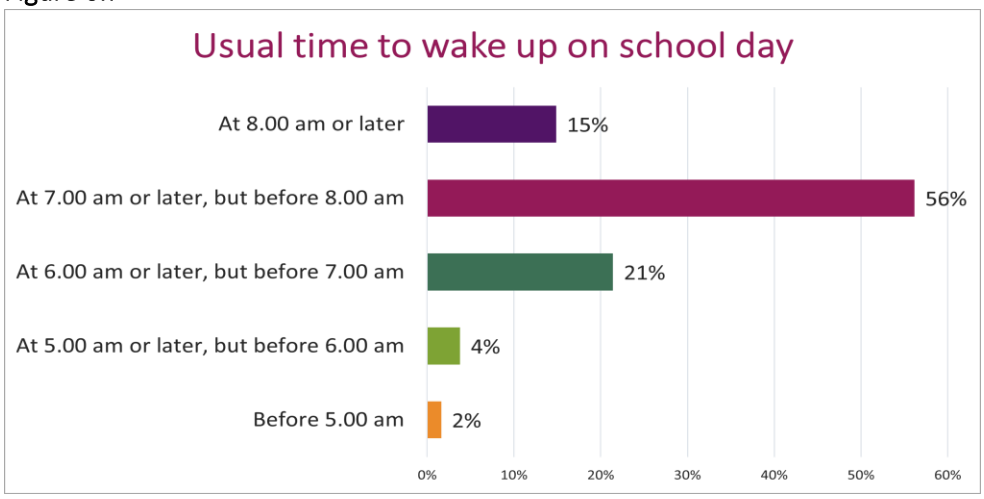
P5-S6 pupils were asked what time they usually go to bed if they have school the next morning. Half (50%) said they usually went to bed between 9pm and 11pm. All responses are shown in Figure 6.6.

Figure 6.6



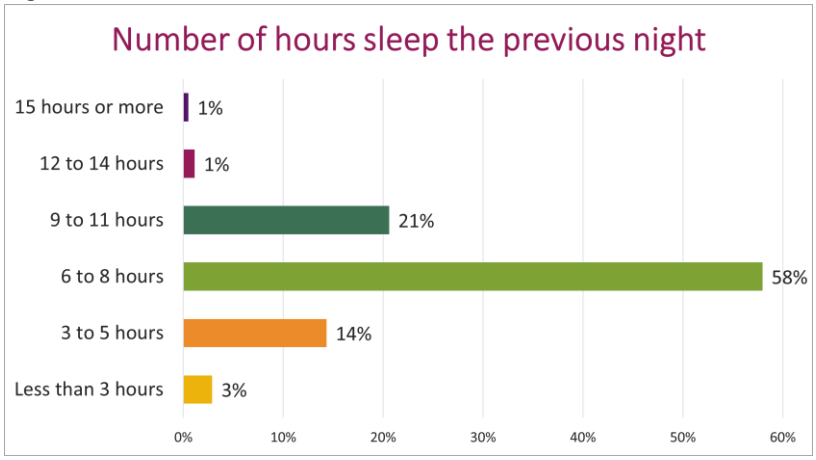
P5-S6 pupils were also asked when they usually wake up on school mornings. 27% woke up before 7am. All responses are shown in Figure 6.7.

Figure 6.7



S1-S6 pupils were asked how many hours sleep they got the previous night. 22% got more than 9 hours sleep. All responses are shown in Figure 6.8.

Figure 6.8



7. Electronic devices and internet

7.1 Internet Access P5-S6

Nearly all (98%) pupils said they had access to the internet at home, on a phone, or another device.

7.2 Freetime on devices (P5-S6)

Pupils were asked how many hours a day they usually spend using electronic devices such as computers, tablets (like iPad) or smart phones on weekdays and at weekends. All responses are shown in Figure 7.1 (P5-P7) and Figure 7.2 (S1-S6).

Figure 7.1

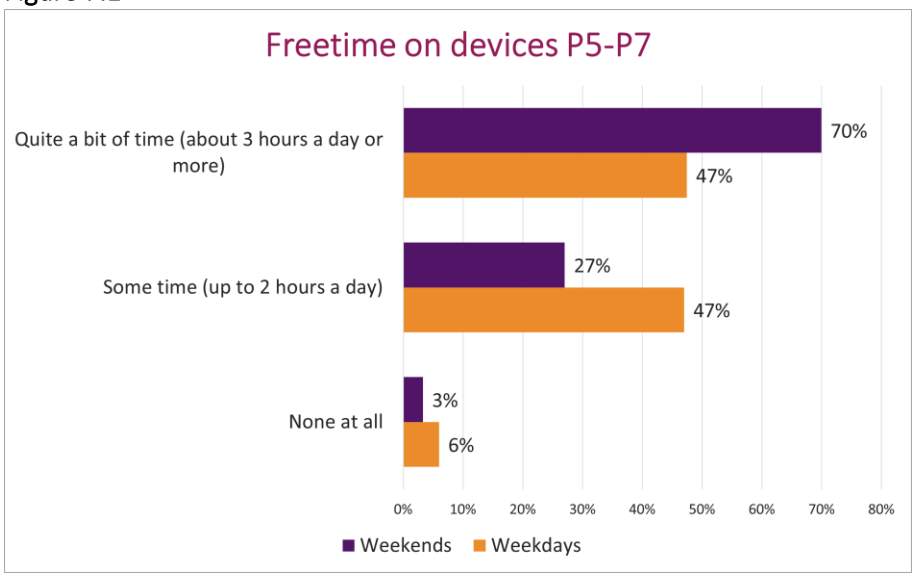
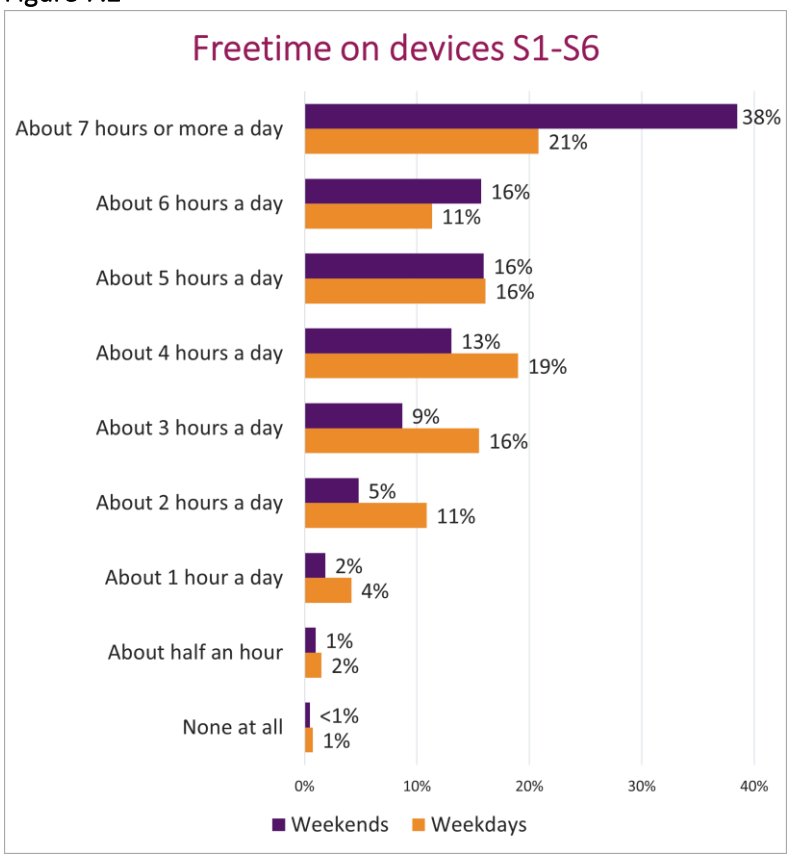


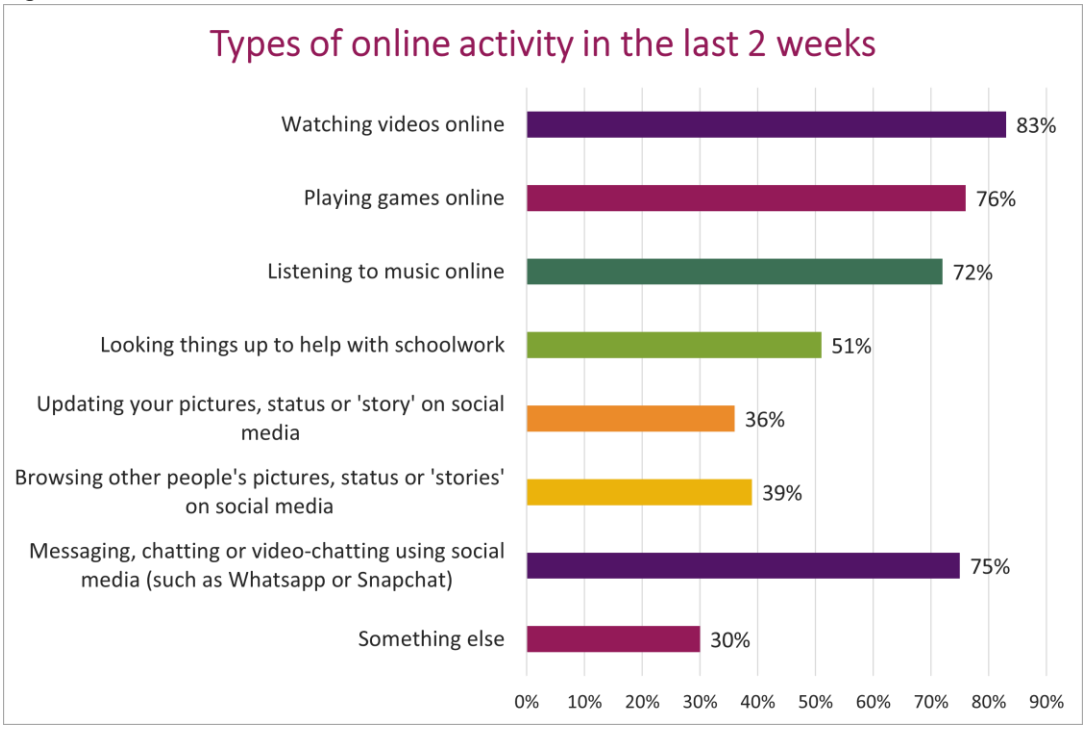
Figure 7.2



7.3 Type of online activity (P5-S6)

Pupils were asked which online activities they had taken part in over the last 2 weeks. All responses are shown in Figure 7.3.

Figure 7.3



8. Gambling (S3, S5 and S6)

S3, S5 and S6 pupils were asked if they had spent any of their **own** money on gambling activities in the last month.

75% of pupils said that they had not spent any of their own money on gambling activities in the last month.

The different types of gambling activities that pupils had participated in during the last month included private betting, fruit machines, lottery, placing a bet in a betting shop, gaming websites and bingo.

9. Mental Health and Wellbeing

9.1 Self-rated health (P5-S6)

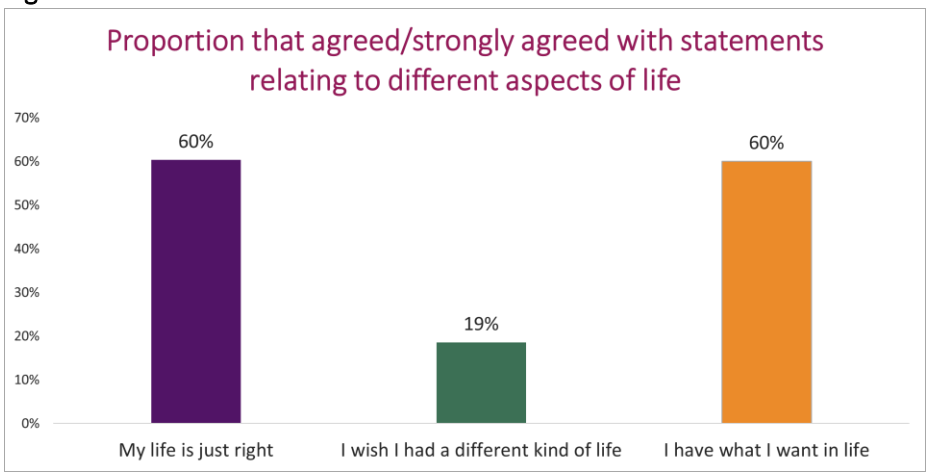
Around one in four pupils (26%) rated their general health as ‘excellent’, 48% good, 19% fair and 3% poor.

P5-S6 pupils were also asked whether they had a physical or mental health condition or illness lasting or expected to last 12 months or more. 16% said they had a physical or mental health condition or illness lasting or expected to last 12 months or more. 68% said they did not have a physical or mental health condition or illness lasting or expected to last 12 months or more.

9.2 Life satisfaction (P5-S6)

Pupils in P5-S6 were asked about how they felt about different aspects of their life. More than half (60%) felt their life was just right, 19% wished their life was different and 60% felt they had what they want in life.

Figure 9.1



9.3 Self-confidence (P5-S1)

Almost half (49%) of P5-S1 pupils said they had often (32%) or always (17%) felt confident over the past 2 weeks. 32% felt confident some of the time, 14% rarely felt confident and 5% felt confident none of the time.

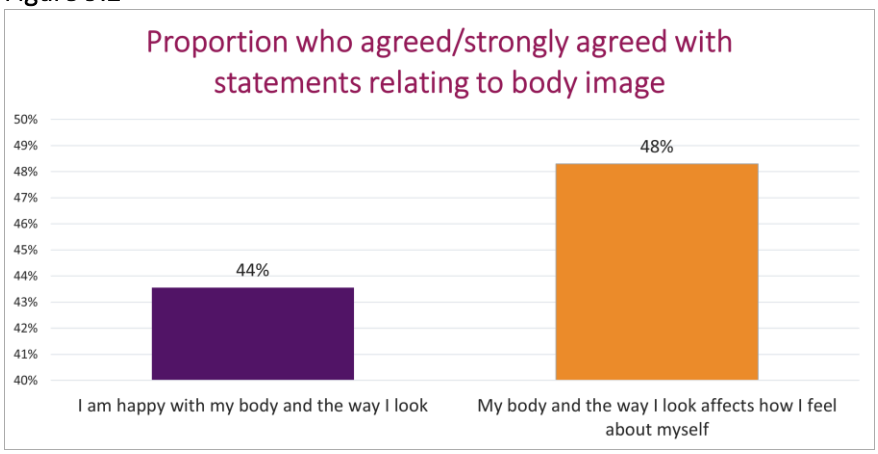
9.4 Perception that views are taken into account (P5-S6)

Pupils were asked how much they agreed or disagreed with two statements about adults (such as parents/carers, grandparents, teachers, youth workers, sports coaches, Scouts/ Guides leaders). 67% agreed that adults are good at listening to what they say and 57% agreed that adults are good at taking what they say into account.

9.5 Body image (P7-S6)

P7-S6 pupils were asked the extent to which they agreed with statements about their body and the way they look. The proportion who agreed or strongly agreed with each statement is shown in Figure 9.2.

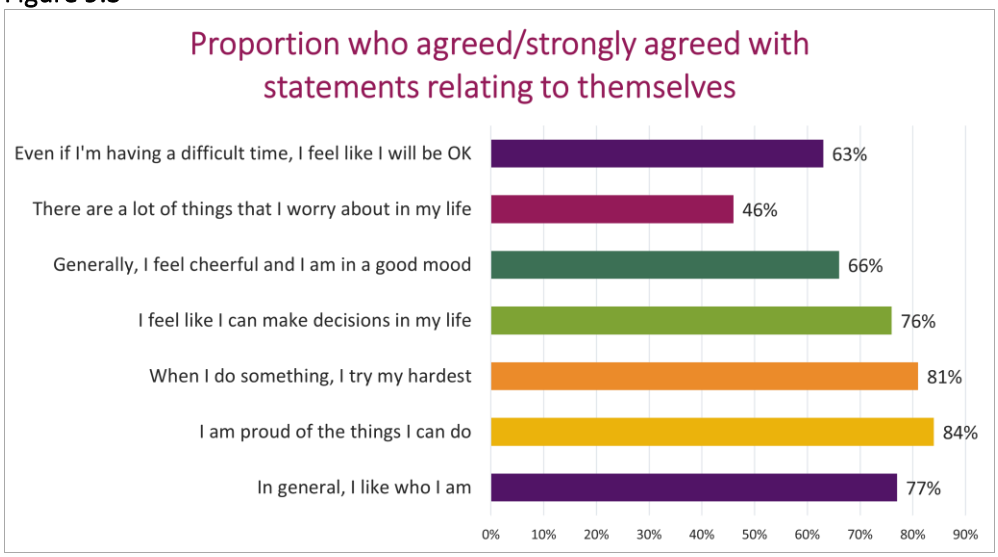
Figure 9.2



9.6 Mental Wellbeing

P5-S1 pupils were presented with several statements about themselves and asked the extent to which they agreed and disagreed. The proportion who agreed or strongly agreed with each statement is shown in Figure 9.3.

Figure 9.3



S2-S6 pupils were asked to agree or disagree with the statement 'Even if I am having a difficult time, I feel like I will be OK'. 54% agreed/strongly agreed that they would be OK even if they were having a difficult time.

9.7 Strengths and Difficulties Questionnaire (SDQ)

The HWB surveys for pupils in S2-S6 incorporated the Strengths and Difficulties questionnaire (SDQ).

The SDQ is used to identify emotional and behavioural difficulties in childhood and adolescence. It consists of 25 statements, some positive and others negative, split across 5 scales - emotional problems, conduct problems, hyperactivity, peer problems and pro-social. The total difficulties score is generated by summing scores from all the scales except the prosocial scale. Possible scores range from 0 to 40.

The mean difficulties score for pupils in S2-S6 was 14.6 A score of 0-14 indicates close to average level of difficulties and a score of 15-17 indicates a slightly raised level of difficulties.

33% of pupils had a score indicating a high/very high level of difficulties (using the SDQ newer 4 band categorisation).

The mean scores for strengths and difficulties scales are shown in Table 9.1.

Table 9.1

Scale	Score
Emotional problems (0-10) (high score indicates difficulties)	4.5
Conduct Problems (0-10) (high score indicates difficulties)	2.4
Hyperactivity (0-10) (high score indicates difficulties)	5.1
Peer problems (0-10) (high score indicates difficulties)	2.5
Total difficulties (0-40) (sum of all difficulties scales above)	**14.6**
Prosocial (0-10) (high score indicates strengths)	6.89

9.8 Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

The HWB surveys for pupils in S2-S6 also included the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). WEMWBS is a measure of mental wellbeing. It comprises 14 positively worded statements, which ask how someone has been feeling over the past two weeks, with five response categories from 'none of the time' to 'all of the time'. Possible scores range from 14 to 70 with higher scores indicating better mental wellbeing.

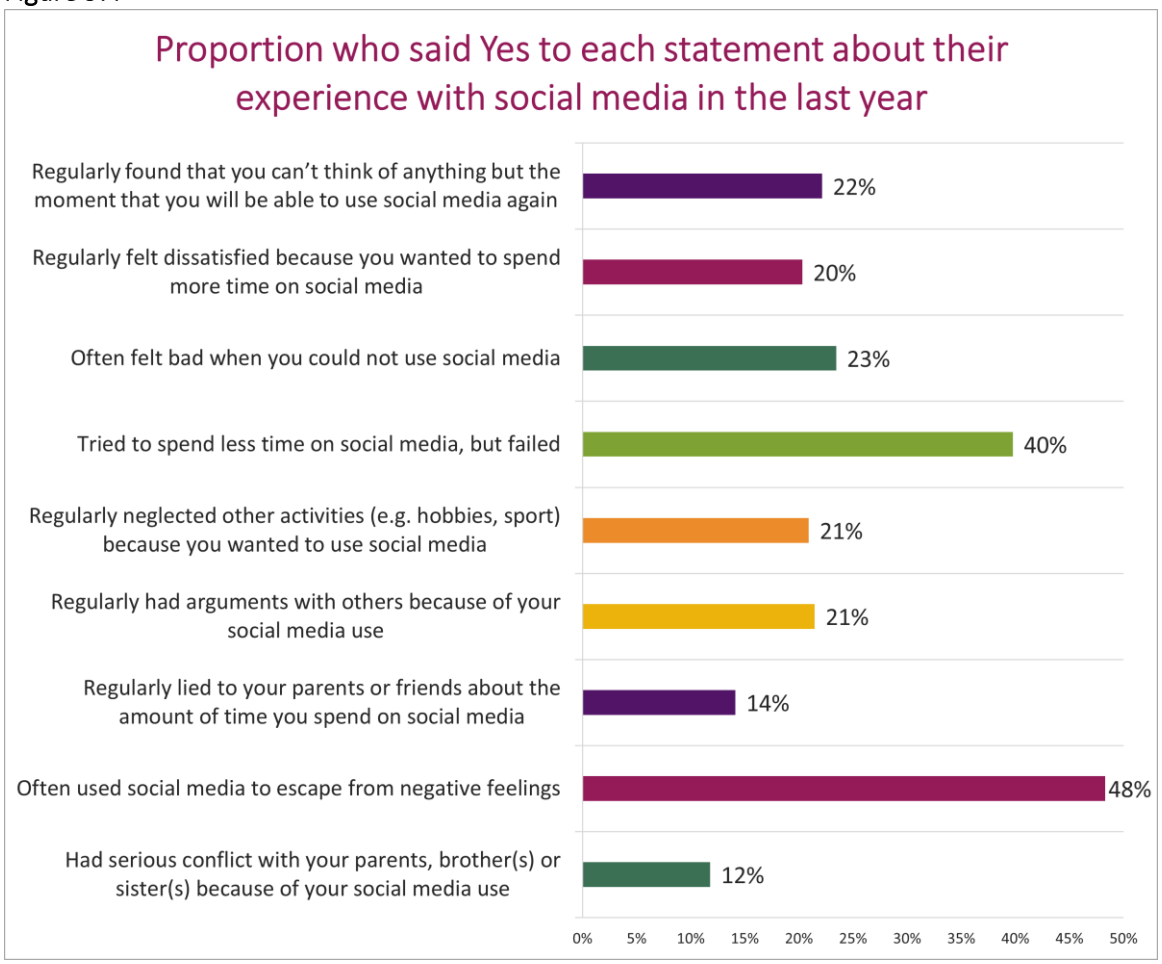
The mean WEMWBS score for pupils in S2-S6 was 45.13.

A score of 40 or lower is indicative of probable clinical depression. Three in ten (30%) pupils had a score indicating probable depression.

9.9 Social Media Disorder

Pupils in S1, S2, S3, S5 and S6 were asked nine questions, about their social media experience, which comprise the Social Media Disorder (SMD) scale. Figure 9.4 shows the proportion of pupils who said 'yes' to each question about their experience of social media.

Figure 9.4



Use of social media was classified as problematic if pupils answered 'yes' to six or more of the nine questions. Almost one in ten (9%) pupils indicated problematic social media use.

10. Experience of Bullying

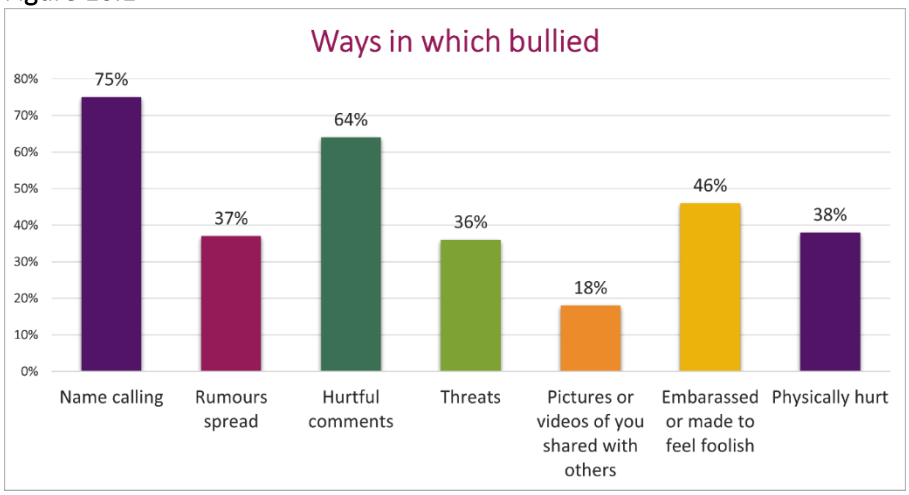
10.1 Bullying (P5-S3)

More than one in four pupils (30%) said they had been bullied in the last year.

Of those who said they had been bullied, 80% said they had been bullied at school in the last year, 35% said they had been bullied somewhere else (including on the way to or from school) and 38% said they had been bullied online in the last year.

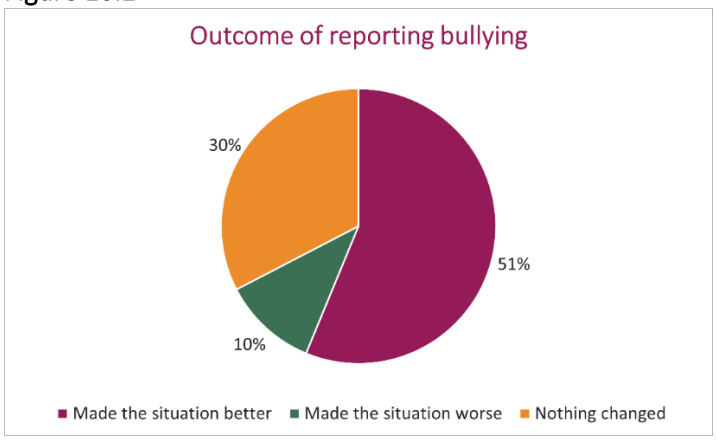
Those who had been bullied were asked how they were bullied. The most common way of bullying was 'name calling' (75%). All responses are shown in Figure 10.1.

Figure 10.1



Just over half (57%) of those who had been bullied had reported the bullying to someone. Of those who had reported the bullying, 51% said that it made the situation better and 10% said that it made the situation worse.

Figure 10.2



10.2 Cyberbullying (P7-S3)

P7-S3 pupils were asked how often other children picked on them by sending emails, through messaging or posting something online. 9% were cyberbullied most days, 8% about once a week, 7% about once a month, 18% every few months and 45% said never.

10.3 Bullying others

P5-S3 pupils were asked whether, in the past couple of months, they had taken part in bullying other pupils at school. 14% admitted doing this in the last couple of months (11% said it had happened once or twice, 1% said it had happened two or three times a month and 2% said they had done this once a week or more often) and 81% said not at all.

S1-S3 pupils were also asked whether, in the past couple of months, how often they have taken part in online bullying (e.g., sent mean instant messages, email or text messages, wall postings, created a website making fun of someone, posted unflattering or inappropriate pictures online without permission or shared them with others). 13% admitted to cyber bullying (9% said it had happened once or twice, 1% said about once a week, 1% said several times a week, 1% said two or three times a month) and 79% said they had not bullied another person online in the past couple of months.

11. Relationships and sexual health (S4-S6)

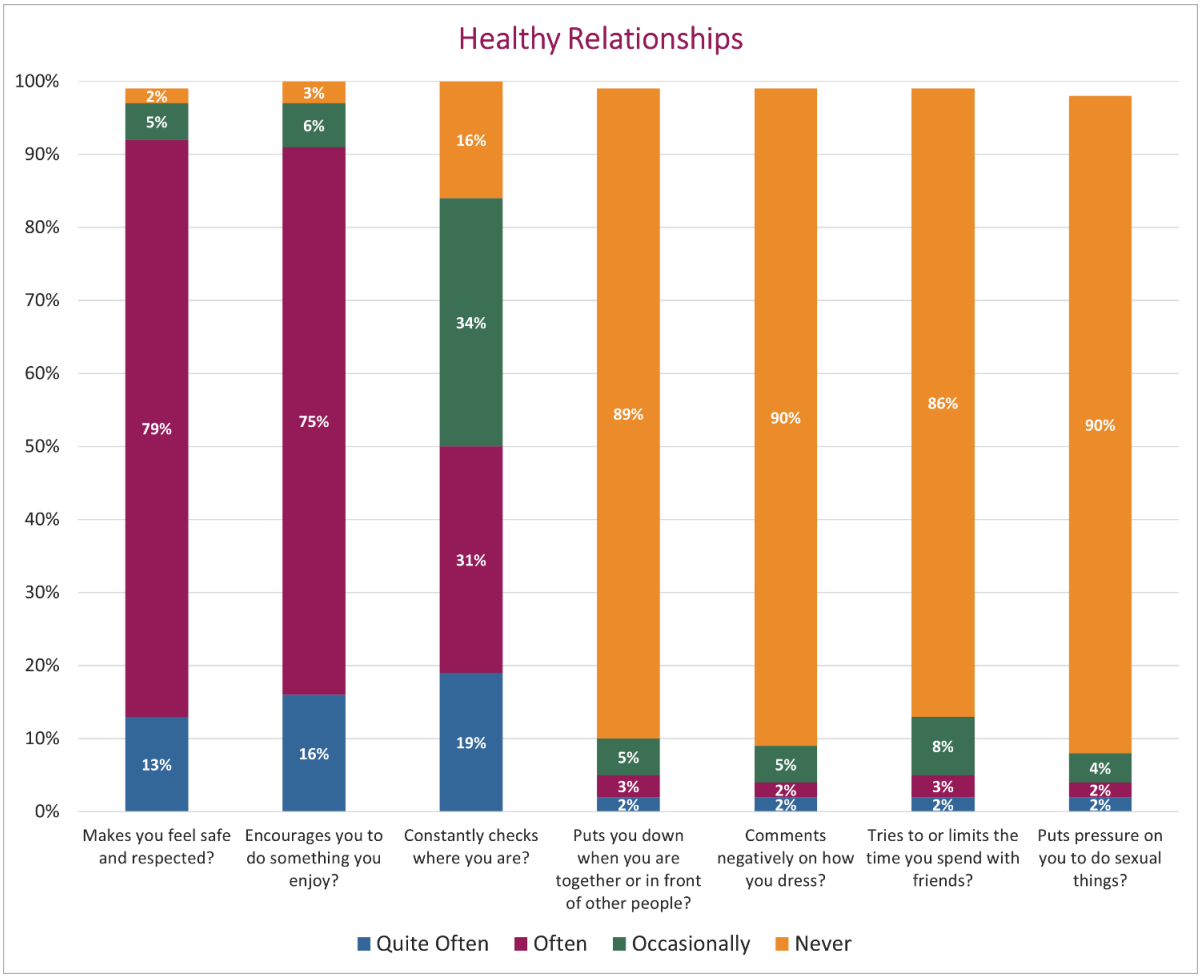
Pupils in S4-S6 were asked to answer questions about relationships and sexual health. Pupils did not have to answer any questions that they didn't want to answer. If pupils felt that questions did not apply to them and their experience they could choose the 'this question does not apply to me' option or they could skip the question.

11.1 Relationship with boyfriend/girlfriend (S4-S6)

21% of S4-S6 pupils said that they currently have a boyfriend or girlfriend.

Those who said they had a boyfriend or girlfriend were asked whether their boyfriend or girlfriend did a number of things. Responses are shown in Figure 11.1.

Figure 11.1



11.2 Sexual Experience (S4-S6)

Pupils in S4-S6 were asked about the amount of sexual experience they had. 10% said that they had had sexual intercourse, 4% said that they had taken part in other sexual activity including oral sex, 6% said they had some experience (e.g., touching intimately underneath clothes or without clothes on), 13% said small amount (e.g., kissing, some intimate touching on top of clothes) and 52% said that they had no sexual experience.

Of those S4-S6 pupils who said they had sexual intercourse, 86% said that they had had vaginal or anal sex (penetrative sex) more than once.

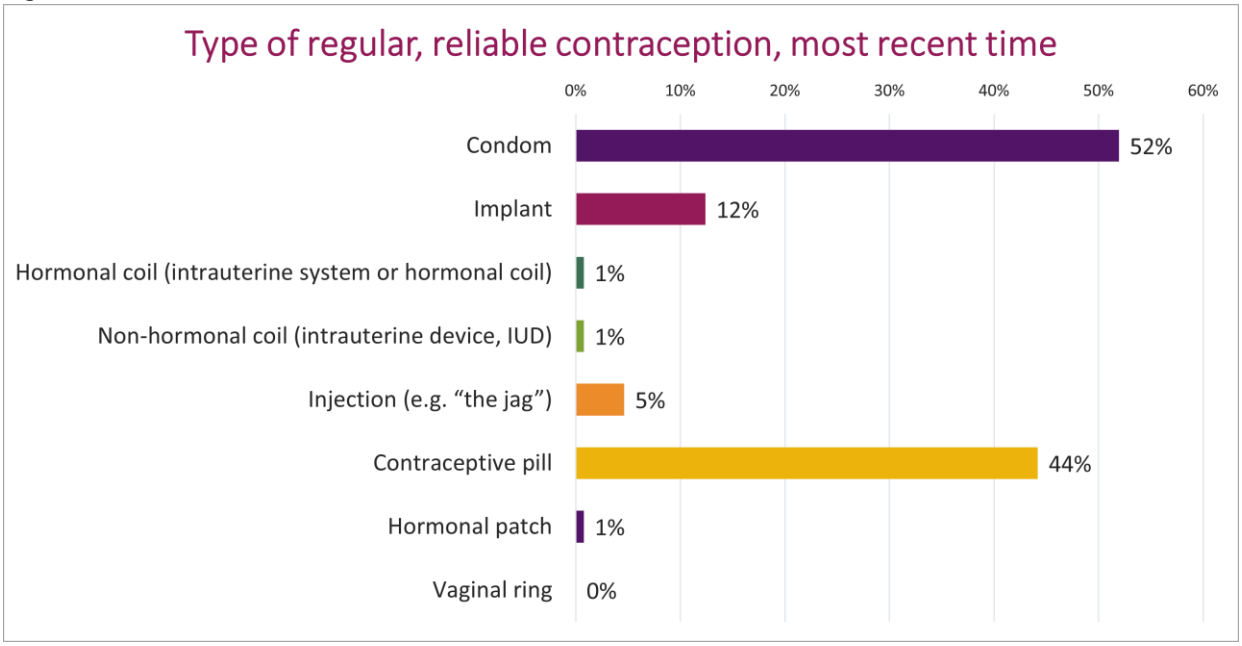
11.3 Contraception S4-S6)

Those who said they had been sexually active were asked if the most recent time they had had penetrative sex, did they or the other person use a condom. 39% said yes, 53% said no and 3% said they don't know.

58% of pupils said that the most recent time they had penetrative vaginal sex, that they/the other person used contraception to prevent pregnancy, 31% said they hadn't used anything to prevent pregnancy and 4% didn't know.

Those that said they had used contraception the most recent time they had penetrative vaginal sex, were asked which forms of contraception they/the other person used to prevent pregnancy. All responses are shown in Figure 11.2.

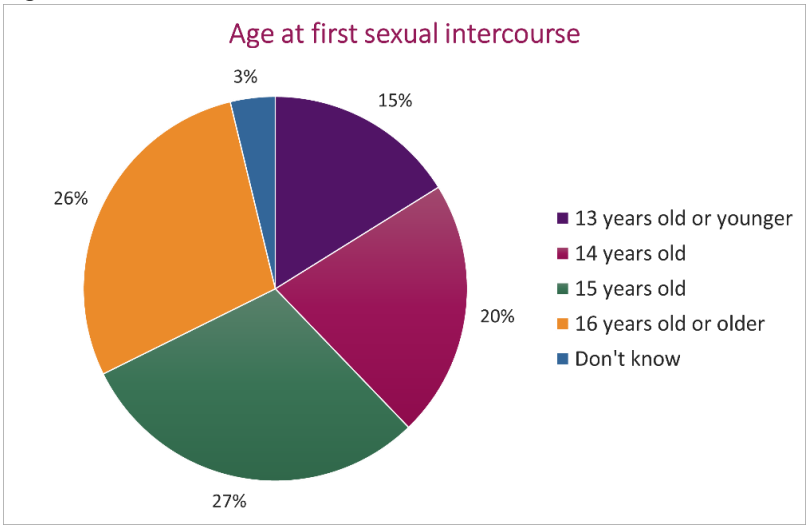
Figure 11.2



11.4 First sexual experience (S4-S6)

Pupils who said they had been sexually active were asked how old they were when they first had sex. All responses are shown in Figure 11.3.

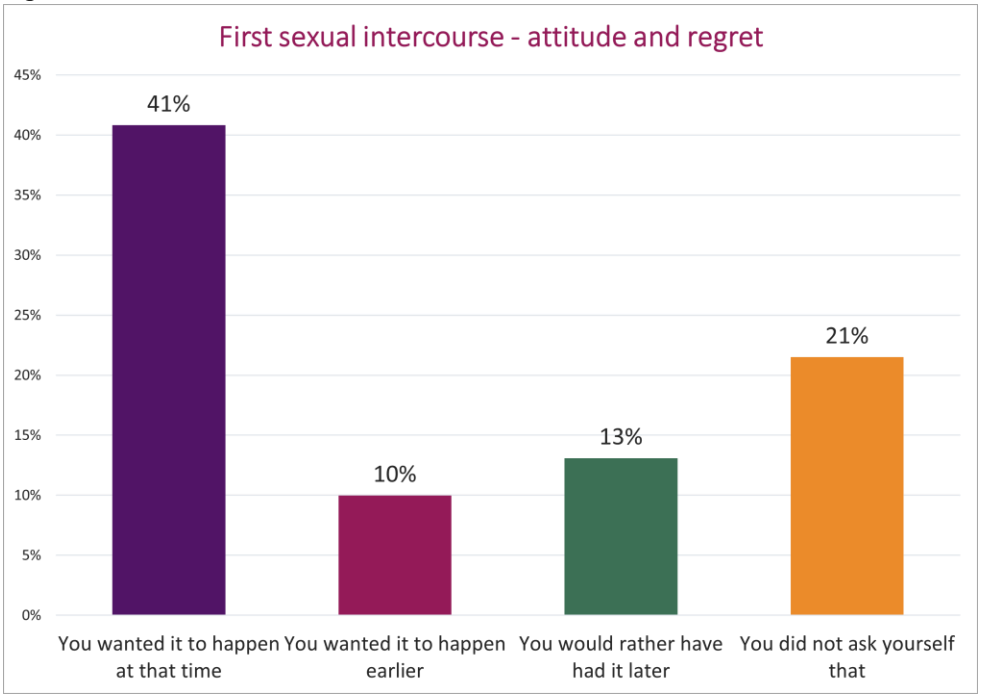
Figure 11.3



Pupils who were sexually active were also asked about their first sexual experience:

- 39% used a condom the first time they had penetrative sex
- 23% drank alcohol or used drugs before having sex for the first time

Figure 11.4



11.5 Attitudes to relationships (S4-S6)

Pupils were asked whether they agreed with four statements relating to sexual health and relationships:

- 83% agreed that they find it easy to say 'no' to having sexual experiences they don't want
- 54% find it easy to ask for help regarding sexual health issues
- 77% find it easy to get information on sexual health
- 76% find it easy to say what they want in relationships

12. Substance Use (S4)

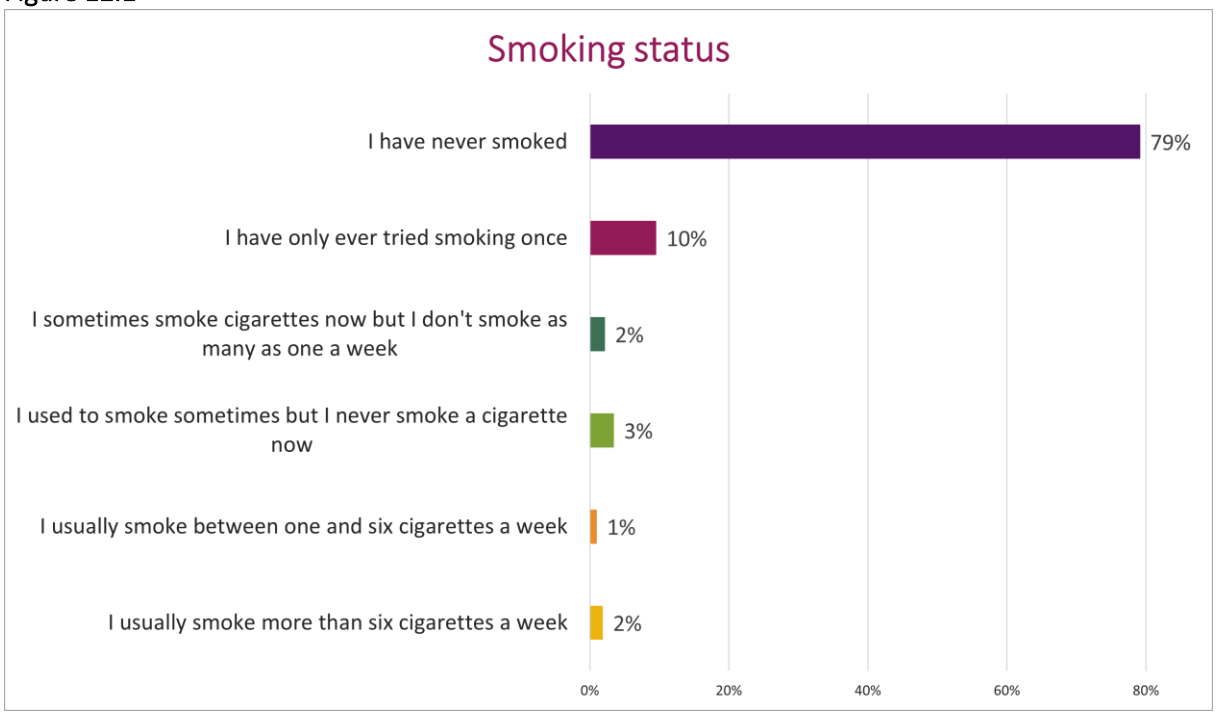
Pupils in S4 were asked to take part in a separate Substance Use Survey in addition to the HWB Census survey. The Substance Use survey asked questions about pupil's use of tobacco, e-cigarettes, alcohol and drugs, and how pupils obtain these products. Pupils were not asked to enter their SCN as the Substance Use survey was completely anonymous.

Response to the Substance Use survey was low with a response rate of 14% of the total S4 roll. The reason for the low response was mainly due to the timing of the survey which took place between March and May 2022 which is when S4 pupils were preparing for or sitting their exams and were unable to complete the surveys due to not attending classes as normal. Therefore, the Substance Use results should be interpreted with caution.

12.1 Smoking

Less than one in five (18%) had tried smoking and 79% had never smoked.

Figure 12.1

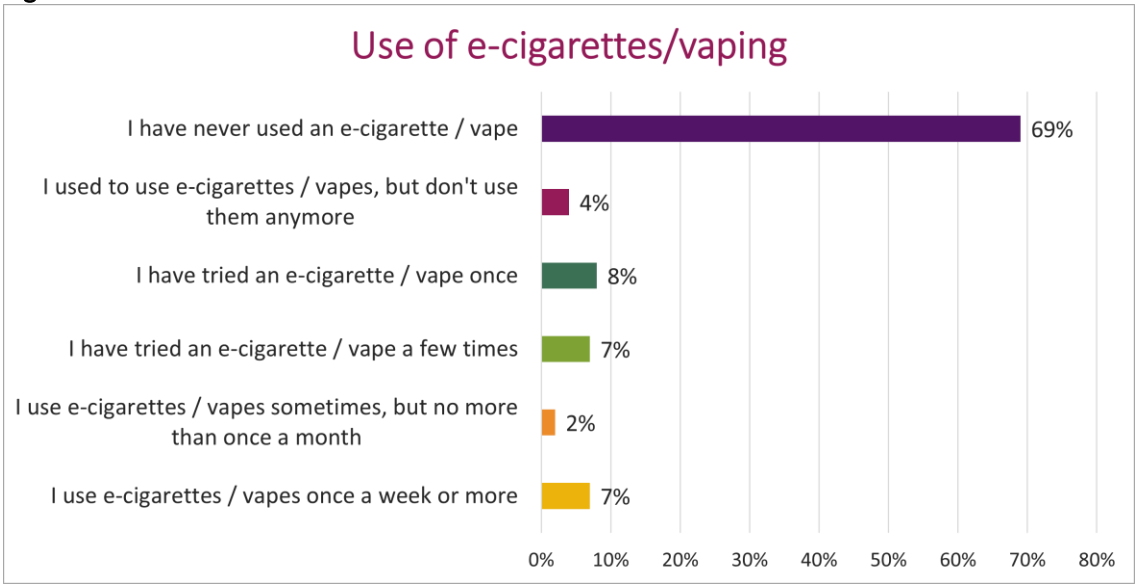


The majority of pupils said that they got their tobacco/cigarettes from friends.

12.2 E-cigarettes/vaping

28% of pupils had tried e-cigarettes/vaping, higher than those that had tried cigarettes/tobacco (18%).

Figure 12.2



The majority of pupils said that they bought their e-cigarettes/vape/refills from the newsagent, tobacconist, vape shop or a sweet shop.

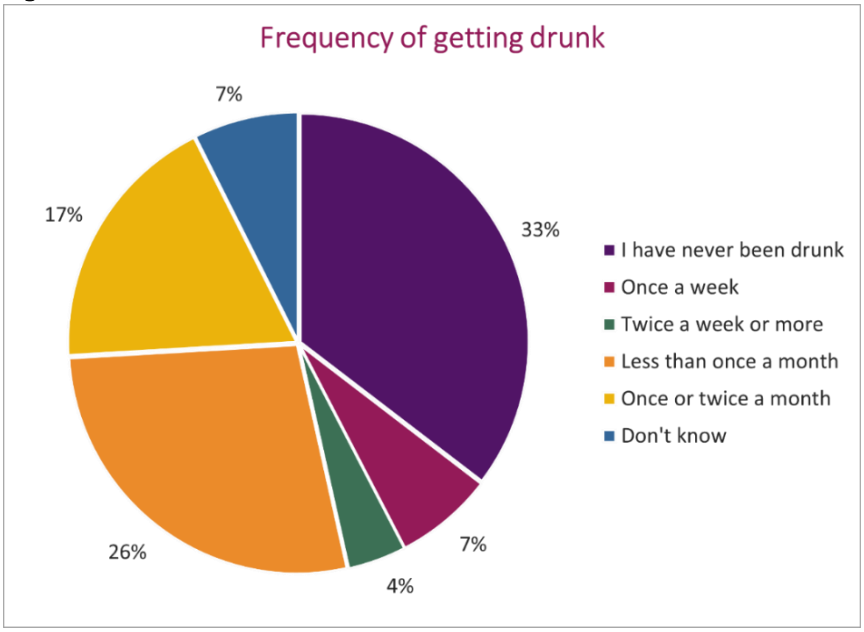
12.3 Alcohol

Pupils were asked whether they had ever had a proper alcoholic drink (not just a sip of alcohol). 42% said they had.

Note: The remainder of the findings presented in the Alcohol section relate only to those who said they had ever had a proper alcoholic drink.

Frequency of getting drunk

Figure 12.3



Source of alcohol
Pupils were asked where they usually get their alcohol from. 28% said they usually get their alcohol from home (either with or without permission).

Location of drinking alcohol
Pupils were asked where they drink their alcohol. 52% said they drink their alcohol at home.

Allowed to drink at home
Pupils were asked if their parents/carers allowed them to drink alcohol at home. 71% said Yes (59% yes sometimes and 13% yes always).

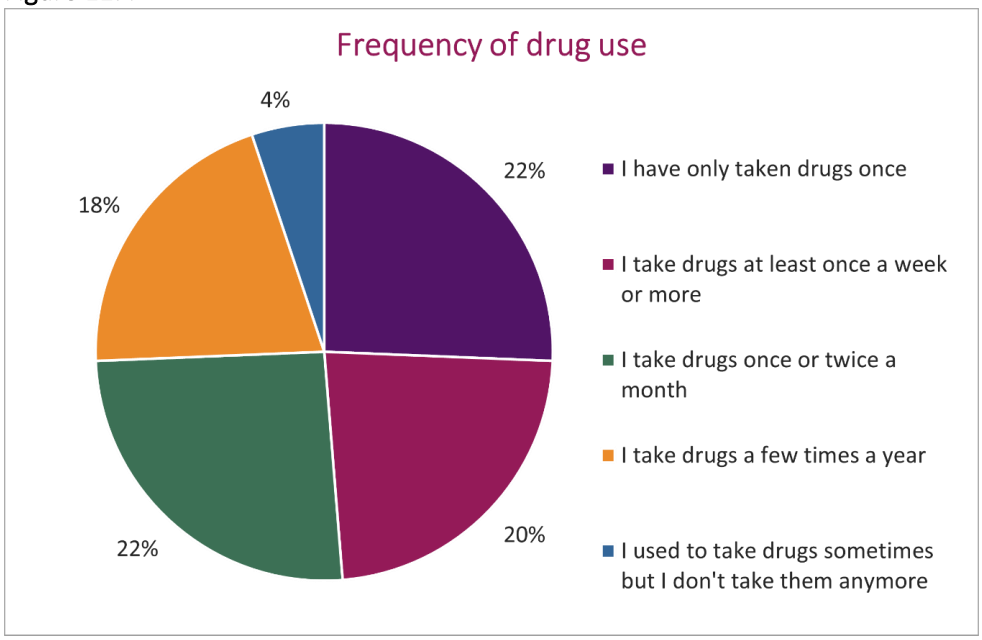
Who buys the alcohol
Pupils were asked the last time someone bought them alcohol, who was it that bought the alcohol for them. 30% said their mother or father bought them alcohol and 15% said no-one had ever bought them alcohol.

12.4 Drugs

7% of S4 pupils who responded said they had taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to them.

Frequency of drug use

Figure 12.4



Drugs in the last year
80% of pupils who responded said they had taken drugs in the last year.

The most common types of drugs that pupils said that they had taken in the last year include Cannabis (73%), Cocaine (33%), Ecstasy (29%), Unknown White Powders (24%) and other drugs including prescription drugs that were not prescribed to the pupil (24%).

Appendix 1. Topics included in the Health and Wellbeing Census 2021/22

The Census questionnaires are designed to be age/stage appropriate and ask pupils about a range of topics.



Appendix 2. Tables and Figures

Attitudes to School and Aspirations

Figure 3.1 – Proportion who agreed/strongly agreed with statements related to life at school and learning.
Figure 3.2 – Proportion that felt pressured by school work.
Figure 3.3 – Destination post school.

Neighbourhood and Life at Home

Figure 4.1 – Proportion saying it was 'easy' to talk to each type of person about things that really bother them
Figure 4.2 – Frequency of eating meals with family
Figure 4.3 – Positive Activities

Friendships and Peer Support

Figure 5.1 – Number of close friends
Figure 5.2 – Proportion who agreed/strongly agreed with statements relating to relationships with friends

Physical Activity, Eating & Drinking and Bed & Sleeping

Physical Activity

Figure 6.1 – Physical activity the day before taking the survey
Figure 6.2 – Frequency of physical activity
Figure 6.3 – Sedentary behaviour outside school hours

Eating and Drinking

Figure 6.4 – Going to school or bed hungry
Figure 6.5 – Frequency of consuming different types of food and drink

Bed and Sleeping

Figure 6.6 – Usual bedtime with school the next morning
Figure 6.7 – Usual time to wake up on a school day
Figure 6.8 – Number of hours sleep the previous night

Electronic Devices and Internet

Figure 7.1 – Freetime on devices (P5-P7)
Figure 7.2 – Freetime on devices (S1-S6)
Figure 7.3 – Types of online activity in the last 2 weeks

Mental Health and Wellbeing

Figure 9.1 – Proportion that agreed/strongly agreed with statements relating to different aspects of life (life satisfaction)
Figure 9.2 – Proportion who agreed/strongly agreed with statements relating to body image
Figure 9.3 – Proportion who agreed/strongly agreed with statements relating to themselves
Table 9.1 – Mean scores for strengths and difficulties
Figure 9.4 – Social media disorder. Proportion who said 'Yes' to each statement about their experience with social media in the last year

Bullying

Figure 10.1 – Ways in which bullied
Figure 10.2 – Outcome of reporting bullying

Relationships and Sexual Health

Figure 11.1 – Healthy Relationships (those who said they had a boyfriend or girlfriend)
Figure 11.2 – Type of regular, reliable contraception, most recent time
Figure 11.3 – Age at first sexual intercourse
Figure 11.4 – First sexual intercourse – attitude and regret

S4 Substance Use

Figure 12.1 – Smoking status
Figure 12.2 – E-cigarettes/vaping
Figure 12.3 – Frequency of getting drunk
Figure 12.4 – Frequency of drug use

Appendix 3. Completion Rates

The completion rates of the Health and Wellbeing Census for individual primary and secondary schools and the total overall are provided in the tables below.

Local Authority	Completion
Glasgow City Council	51%

Primary Schools	Completion
Alexandra Parade Primary School	67%
Anderston Primary School	69%
Annette Street Primary School	0%
Antonine Primary School	84%
Ashpark Primary School	66%
Aultmore Park Primary School	68%
Avenue End Primary School	71%
Balornock Primary School	59%
Bankhead Primary School	68%
Barmulloch Primary School	61%
Battlefield Primary School	73%
Blackfriars Primary School	74%
Blairdardie Primary School	92%
Broomhill Primary School	93%
Bunsgoil Glasgow Gaelic Primary School	85%
Cadder Primary School	76%
Caldercuilt Primary School	85%
Caledonia Primary School	84%
Camstradden Primary School	79%
Cardonald Primary School	76%
Carmunnock Primary School	79%
Carmyle Primary School	75%
Carntyne Primary School	88%
Castleton Primary School	72%
Chirnsyde Primary School	68%
Cleeves Primary School	91%
Clyde Primary School	58%
Corpus Christi Primary School	67%
Craigton Primary School	71%
Cranhill Primary School	83%
Croftfoot Primary School	77%
Crookston Castle Primary School	73%
Cuthbertson Primary School	63%
Dalmarnock Primary School	71%
Darnley Primary School	88%
Dunard Primary School	86%

Primary Schools (continued)	Completion
Eastbank Primary School	81%
Elmvale Primary School	78%
Garnetbank Primary School	81%
Garrowhill Primary School	76%
Glendale Gaelic Primary School	85%
Glendale Primary School	56%
Golfhill Primary School	51%
Govan Gaelic Primary School	84%
Gowanbank Primary School	34%
Haghill Park Primary School	73%
Highpark Primary School	67%
Hillhead Primary School	65%
Hillington Primary School	93%
Holy Cross Primary School	75%
Hyndland Primary School	82%
Ibrox Primary School	84%
John Paul II Primary School	0%
Kelvindale Primary School	82%
King's Park Primary School	77%
Knightswood Primary School	73%
Langfaulds Primary School	37%
Langside Primary School	86%
Lorne Street Primary School	69%
Merrylee Primary School	78%
Miller Primary School	49%
Miltonbank Primary School	73%
Mosspark Primary School	76%
Mount Florida Primary School	71%
Mount Vernon Primary School	74%
North Kelvinside Primary School*	n/a
Notre Dame Primary School	76%
Oakgrove Primary School	63%
Oakwood Primary School	63%
Our Lady of Lourdes Primary	74%
Our Lady of Peace Primary School	76%
Our Lady of the Annunciation Primary School	71%
Our Lady of the Rosary Primary School	83%
Parkview Primary School	44%
Pirie Park Primary School	72%
Pollokshields Primary School	80%
Quarry Brae Primary School	69%
Riverbank Primary School	70%
Riverside Primary School	50%
Royston Primary School	34%
Sacred Heart Primary School	57%

Primary Schools (continued)	Completion
Sandaig Primary School	53%
Sandwood Primary School	72%
Saracen Primary School	84%
Scotstoun Primary School	89%
Shawlands Primary School	69%
St Albert's Primary School	38%
St Angela's Primary School	82%
St Anne's Primary School	70%
St Bartholomew's Primary School	19%
St Benedict's Primary School	84%
St Bernard's Primary School	69%
St Blane's Primary School	96%
St Brendan's Primary School	79%
St Bride's Primary School	81%
St Bridget's Primary School	71%
St Brigid's Primary School	92%
St Catherine's Primary School	74%
St Charles' Primary School	62%
St Clare's Primary School	91%
St Constantine's Primary School	63%
St Conval's Primary School	72%
St Cuthbert's Primary School	79%
St Denis' Primary School	78%
St Fillan's Primary School	77%
St Francis Of Assisi Primary School	71%
St Francis' Primary School	78%
St George's Primary School	69%
St Joachim's Primary School	69%
St Joseph's Primary School	89%
St Maria Goretti Primary School	58%
St Marnock's Primary School	0%
St Martha's Primary School	73%
St Mary's Primary School	81%
St Michael's Primary School	86%
St Mirin's Primary School	57%
St Monica's (Milton) Primary School	83%
St Monica's Primary School	88%
St Mungo's Primary School	77%
St Ninian's Primary School	77%
St Patrick's Primary School	85%
St Paul's (Shettleston) Primary School	89%
St Paul's (Whiteinch) Primary School	68%
St Philomena's Primary School	76%
St Roch's Primary School	85%
St Rose Of Lima Primary School	84%

Primary Schools (continued)	Completion
St Saviour's Primary School	82%
St Stephen's Primary School	59%
St Teresa's Primary School	73%
St Thomas' Primary School	86%
St Timothy's Primary School	66%
St Vincent's Primary School	69%
Sunnyside Primary School	58%
Swinton Primary School	68%
Thorntree Primary School	70%
Thornwood Primary School	64%
Tinto Primary School	83%
Toryglen Primary School	63%
Wallacewell Primary School	67%
Wellshot Primary School	76%
Whiteinch Primary School	56%

*****North Kelvinside Primary School did not have a P5-P7 roll at the time of the survey and therefore was not able to participate in the Health and Wellbeing Census

Secondary Schools	Completion
All Saints Secondary School	59%
Ardsgoil Glasgow Gaelic Secondary School	49%
Bannerman High School	49%
Bellahouston Academy	51%
Castlemilk High School	61%
Cleveden Secondary School	5%
Drumchapel High School	35%
Eastbank Academy	28%
Govan High School	22%
Hillhead High School	61%
Hillpark Secondary School	55%
Holyrood Secondary School	40%
Hyndland Secondary School	74%
John Paul Academy	31%
King's Park Secondary School	49%
Knightswood Secondary School	42%
Lochend Community High School	56%
Lourdes Secondary School	1%
Notre Dame High School	3%
Rosshall Academy	33%
Shawlands Academy	37%
Smithycroft Secondary School	69%
Springburn Academy	49%
St Andrew's Secondary School	2%

Secondary Schools (continued)	Completion
St Margaret Mary's Secondary School	24%
St Mungo's Academy	44%
St Paul's High School	54%
St Roch's Secondary School	4%
St Thomas Aquinas Secondary School	37%
Whitehill Secondary School	34%

Data note: Completion rates have been calculated following quality assurance and data cleansing of all P5-S6 survey responses. Partial responses have been included.