

Key Findings in NHSGGC Schools Surveys by Sexual Identity

Final Report

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1 Introduction and Methodology

1.1 Introduction

This report presents the findings of the analysis of the combined data from health and wellbeing secondary school surveys across four local authorities in the NHS Greater Glasgow and Clyde area – Inverclyde, Renfrewshire, Glasgow City and East Dunbartonshire. The report highlights all findings which show a significant difference for lesbian, gay and bisexual (LGB) pupils, compared to heterosexual pupils.

1.2 Greater Glasgow and Clyde Health and Wellbeing Surveys

NHS Greater Glasgow and Clyde (NHSGGC) has commissioned health and wellbeing surveys in recent years in secondary schools across four local authorities: Inverclyde (2013), Renfrewshire (2013), Glasgow City (2014) and East Dunbartonshire (2014). Glasgow City and East Dunbartonshire surveys were identical, while Inverclyde and Renfrewshire's surveys varied somewhat, but covered many of the same themes and some identical questions.

Glasgow City was by far the biggest survey. This aimed to achieve a 50% sample of all secondary pupils and resulted in 11,215 completed questionnaires from all of its 30 schools. East Dunbartonshire also aimed for a 50% sample from six of its eight schools, and achieved 2,907 responses. Renfrewshire also sampled 50% of pupils from its 11 secondary school, one special education needs school and two alternative provision units, and achieved 5,600 responses. Inverclyde aimed for a full census of its six secondary schools, one special education needs school and one behavioural unit, and achieved a sample of 3,606 pupils.

Topics covered by the surveys include:

- Demography including age, gender, sexual identity, ethnicity, family circumstances and caring
- Strengths and Difficulties as measured by the Strengths and Difficulties Questionnaire (SDQ)
- Worries, bullying
- Health, illness and disability
- Oral health
- Diet, physical activity and sleep
- Smoking, alcohol and drug use
- Financial inclusion
- Use of services for young people
- Positive and negative behaviours
- Future expectations

Reports have been produced for each of the four local authority surveys, and can be found at the following links:

Glasgow

http://www.nhsggc.org.uk/media/236921/nhsggc_ph_glasgow_city_schools_health_wellbeing_survey_2014-15.pdf

East Dunbartonshire

http://www.nhsggc.org.uk/media/237007/nhsggc_ph_east_dunbartonshire_schools_health_wellbeing_survey_2014-15.pdf

Renfrewshire

http://www.nhsggc.org.uk/media/232369/nhsggc_public_health_health_and_wellbeing_survey_of_young_people_in_renfrewshire_2013.pdf

Inverclyde

<http://library.nhsggc.org.uk/mediaAssets/PHRU/Inveclyde%20Report%20Final2%20with%20summary.pdf>

1.3 Sexual Identity Coding

Each of the four surveys asked a question about attraction to other people, worded 'Which of the following best describes you?' followed by the following options:

- I am only attracted to the opposite sex;
- I am mostly attracted to the opposite sex;
- I am equally attracted to both boys and girls;
- I am mostly attracted to the same sex;
- I am only attracted to the same sex;
- I am unsure of my sexuality;
- I am not attracted to either boys or girls (included in Renfrewshire and Inverclyde surveys only).

It should be noted, therefore, that the questionnaire did not specifically ask pupils to self-identity as heterosexual, bisexual, gay or lesbian. Coding of sexual identity groups has been conducted by the researcher only as an estimate based on how pupils responded to the question about which sex or sexes they were attracted to. It is acknowledged that young people might not necessarily claim a heterosexual or LGB identity for themselves. However, for the purpose of this report, pupils across the four surveys have been coded as follows based on their responses:

Response	Number of pupils	Aggregate Sexual Identity group
I am only attracted to the opposite sex	18,948	Heterosexual (19,909)
I am mostly attracted to the opposite sex	961	
I am equally attracted to both boys and girls	537	LGB (930)
I am mostly attracted to the same sex	174	
I am only attracted to the same sex	219	
I am unsure of my sexuality	579	(not included in sexual identity independent variable)
I am not attracted to either boys or girls	227	
(No response)	(1,683)	

1.4 Analysis

Data from the four surveys were combined into one dataset. The identical Glasgow City and East Dunbartonshire surveys formed the template for the dataset, with data from Inverclyde and Renfrewshire added where possible, depending on whether questions were asked in a comparable way.

The Renfrewshire dataset was not sufficiently representative of the school population. The achieved sample over-represented younger pupils and under-represented senior pupils. A weighting factor was calculated and applied to the Renfrewshire dataset to account for this, and previous reporting on Renfrewshire findings has used only weighted data. The cases from the Renfrewshire data were added to the new combined dataset together with their weights in order to compensate for the bias.

Analysis was conducted to explore which variables showed a significant difference for sexual identity (LGB compared to heterosexual pupils). Chi square tests were used to measure the significance of observed differences. The 95% ($p \leq 0.05$) level of significance was used. A second stage of analysis involved examining significant differences within gender and sexual identity groups – exploring whether there were significant differences in findings for heterosexual boys compared to gay/bisexual boys and/or for heterosexual girls compared to lesbian/bisexual girls, and whether there was a significant difference between boys and girls within sexual identity groups. Again, chi square tests were used to test for significance at the 95% ($p \leq 0.05$) level. The results of this analysis is presented in Chapters 2-12. In some instances, where results are presented which are known to vary considerably by stage, additional analysis was conducted to explore differences between LGB and heterosexual pupils within stage groups (lower school, middle school and upper school).

Further analysis was conducted to measure the strength of association between sexual identity and key indicators. The strength of association between a further seven independent variables and key indicators was also measured. The Odds Ratio (OR) was used for this measurement of strength of association. This is described and presented in Chapter 13. Chapter 14 summarises all indicators which showed a significant difference for sexual identity, and these are listed according to the OR.

1.5 Reporting Conventions

Throughout Chapters 2-12, only findings which showed a significant difference for LGB pupils compared to heterosexual pupils are presented.

Not all findings presented in the report were covered in all four surveys. Where data are from a subset of surveys, those surveys included are indicated beneath the relevant chart in which the data are presented. If there is no indication of which surveys are included, data are from each of the four surveys (Glasgow, East Dunbartonshire, Inverclyde and Renfrewshire).

All non-responses have been removed from analysis. Unless otherwise indicated, 'don't know' responses have been excluded from the analysis.

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

1.6 Evidence from Other Surveys

Throughout the report, evidence is also presented from other surveys to provide context and further understanding to the findings presented from the four NHSGGC school surveys. The main sources are:

- **Life in Scotland for LGBT Young People – Health Report** (LGBT Youth Scotland), which reported on a 2012 survey of 13-25 year old LGBT people. https://www.lgbtyouth.org.uk/files/documents/Life_in_Scotland_for_LGBT_Young_People_Health_Report.pdf
- **The School Report – Scotland Cornerstone Document: the experience of gay young people in Scotland’s schools in 2012** (Stonewall), which reported on Scottish specific data from a UK study of lesbian, gay and bisexual young people in secondary schools and colleges. This is based on just 158 young people, so caution should be applied to interpreting these findings. https://www.stonewall.org.uk/sites/default/files/scottish_school_report_cornerstone_2012.pdf
The much larger full survey **The School Report: the experience of gay young people in Britain’s schools in 2012** provides more robust evidence from across the UK from more than 1,600 young people. https://www.stonewall.org.uk/sites/default/files/The_School_Report_2012_.pdf
- **The Scottish LGBT Equality Report 2015** (The Equality Network), which reported on the results of an online survey of 1,052 adults in Scotland – 76% of whom were LGBT people. <http://www.equality-network.org/resources/publications/policy/the-scottish-lgbt-equality-report/>

2 Pupil Profile

2.1 Sexual Identity

Of those who were able to state a preference, 4.5% gave responses which indicated they were lesbian, gay or bisexual. These comprised those who were equally attracted to both boys and girls (2.6%), those who were mostly attracted to the same sex (0.8%) and those who were only attracted to the same sex (1.1%). The 95.5% who gave responses indicating they were heterosexual comprised those who were only attracted to the opposite sex (90.9%) and those who were mostly attracted to the opposite sex (4.6%).

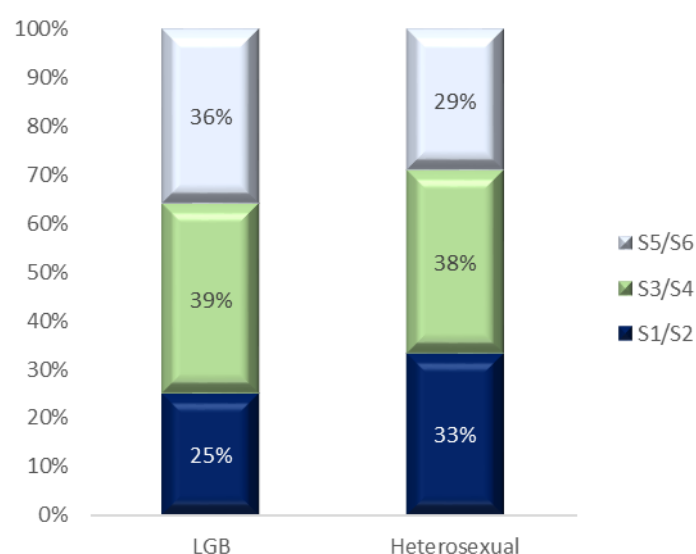
It should, however, be noted that of the 23,328 pupils who completed the survey across the four areas, 7% did not answer the question and 3% said they were unsure of their sexuality or were not attracted to either sex¹. These pupils have not been included in sexual identity analysis.

2.2 Gender and Stage

Among heterosexual pupils, there was an even split of boys (49%) and girls (51%). However, the profile of LGB pupils consisted of 41% boys and 59% girls.

The stage profile was also significantly different for LGB pupils compared to heterosexual pupils. The profile of LGB pupils comprised relatively more senior (S5/S6) pupils and fewer lower school (S1/S2) pupils. This is shown in Figure 2.1.

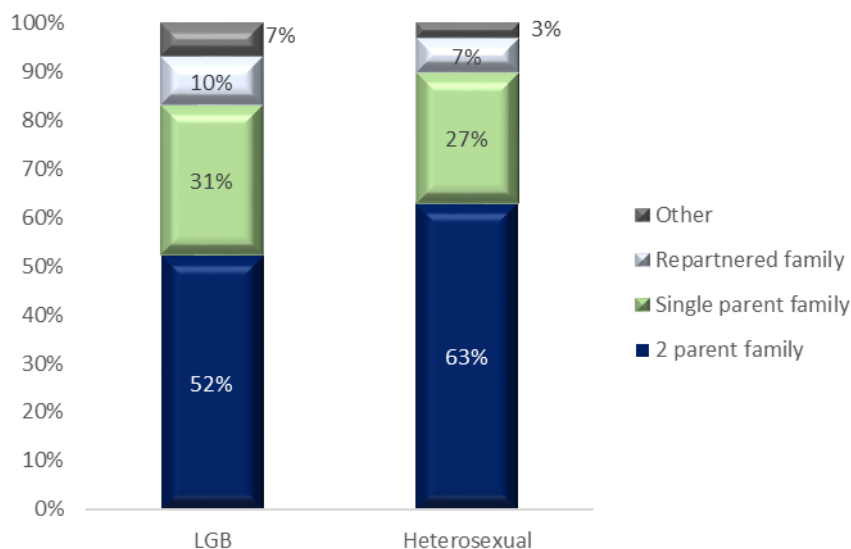
Figure 2.1: Stage Profile for LGB and Heterosexual Pupils



2.3 Family Composition

LGB pupils were less likely than heterosexual pupils to live in two parent families – just half (52%) of all LGB pupils across all four areas lived with both their parents compared to 63% of heterosexual pupils. The breakdown of all family types for LGB pupils compared to heterosexual pupils is shown in Figure 2.2

¹ Younger respondents were the most likely to say that they were unsure of their sexuality or were not attracted to boys or girls (7% lower school; 3% middle school; 1% upper school).

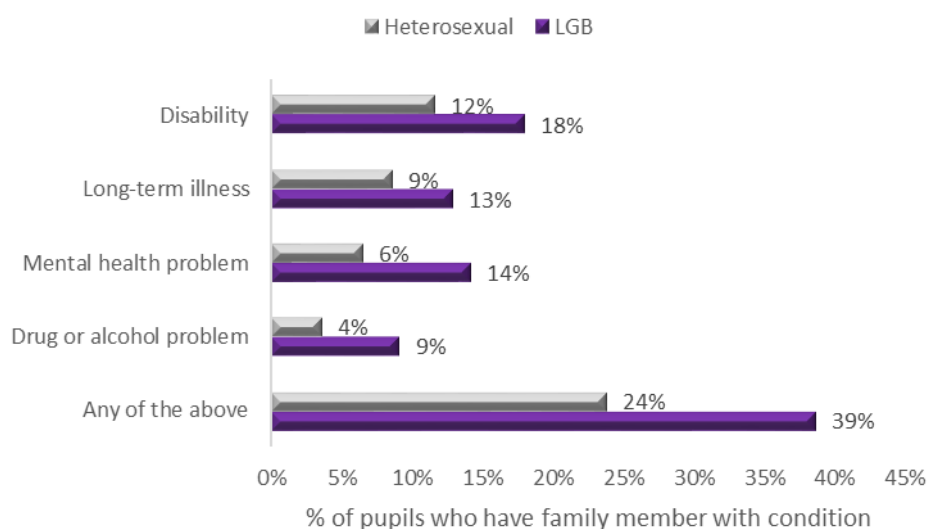
Figure 2.2: Family Composition by Sexual Identity

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

As Figure 2.2 shows, LGB pupils were more likely than heterosexual pupils to be in the 'other' category for family composition (7% of LGB pupils compared to 3% of heterosexual pupils). This included those living with grandparents or other relatives, those living in care and those living with foster parents.

2.4 Family Circumstances and Caring Responsibilities (Young Carers)

LGB pupils were much more likely than heterosexual pupils to be living with a family member with a disability, long-term illness, mental health problem or drug or alcohol problem. Across the four areas, two in five (39%) LGB pupils were living with a family member with one of these conditions compared to one in four (24%) heterosexual pupils. Figure 2.3 shows the proportion of LGB pupils and heterosexual pupils living with family members with each type of condition.

Figure 2.3: Proportion of Pupils who had Household Family Member with Listed Conditions – LGB and Heterosexual Pupils

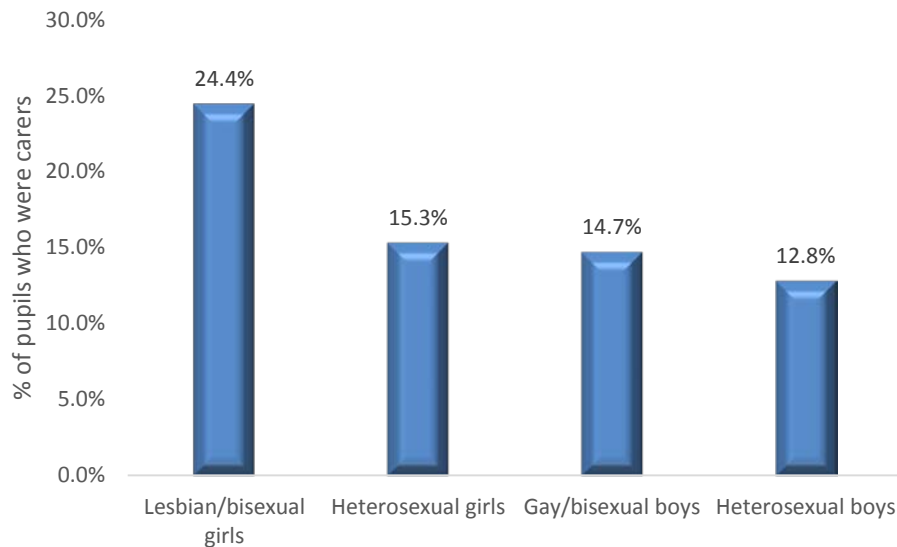
Pupil Profile

Among those who had a household family member with at least one of these conditions, 53% of LGB pupils and 58% of heterosexual pupils said they looked after or cared for their family member.

Thus overall, one in five (21%) LGB pupils were young carers compared to one in seven (14%) heterosexual pupils.

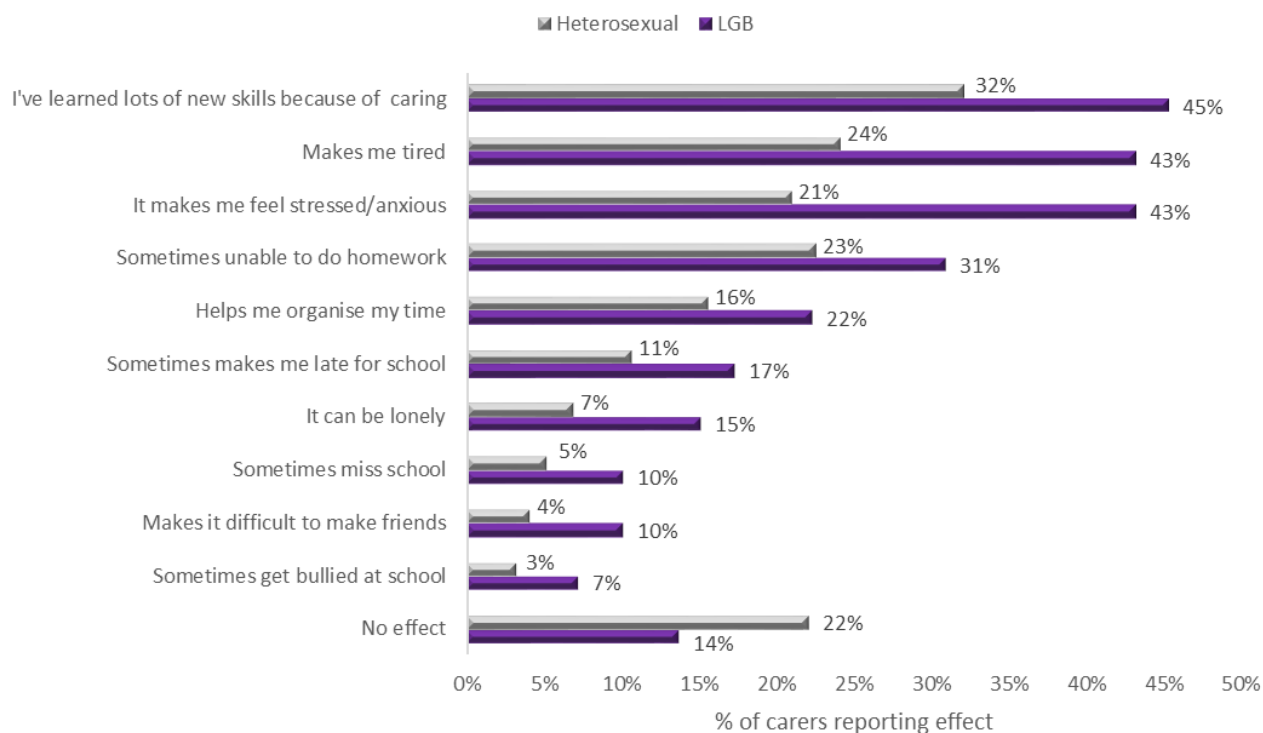
Although generally girls were more likely than boys to be carers, this difference was much more marked for LGB pupils. One in four (24%) lesbian and bisexual girls were carers compared to 15% of gay and bisexual boys. Figure 2.4 shows the proportion of pupils who were carers for each sexual identity/gender group.

Figure 2.4: Proportion of pupils who were Carers by Sexual Identity and Gender



Among those with caring responsibilities in Glasgow, East Dunbartonshire and Inverclyde, LGB pupils were more likely than heterosexual pupils to say that their caring affected them in numerous ways, as shown in Figure 2.5.

Figure 2.5: Effects of Caring Responsibilities – LGB and Heterosexual Young Carers (all effects showing a significant difference)



Based on Glasgow, East Dunbartonshire and Inverclyde surveys only

3 General Health

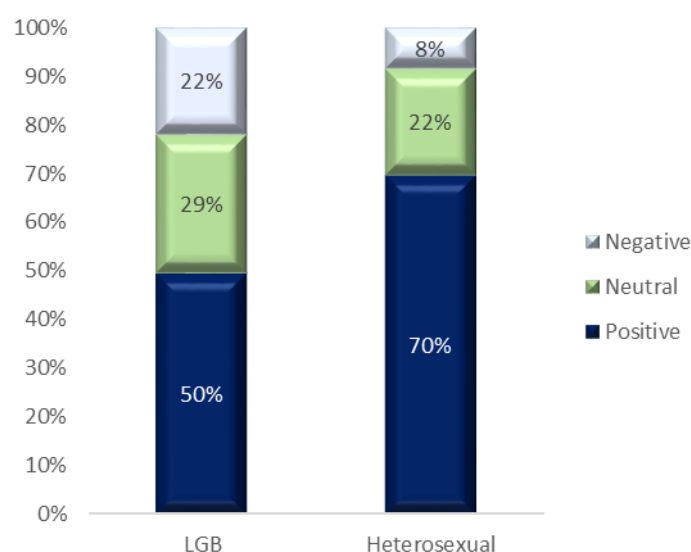
3.1 Feelings about Health

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



Across the four areas, LGB pupils were much less likely than heterosexual pupils to give a positive view of their health. Half (50%) of LGB pupils had a positive view (one of the first two faces) of their health compared to seven in ten (70%) heterosexual pupils.

Figure 3.1: Feelings about Health over the Last Year – LGB and Heterosexual Pupils

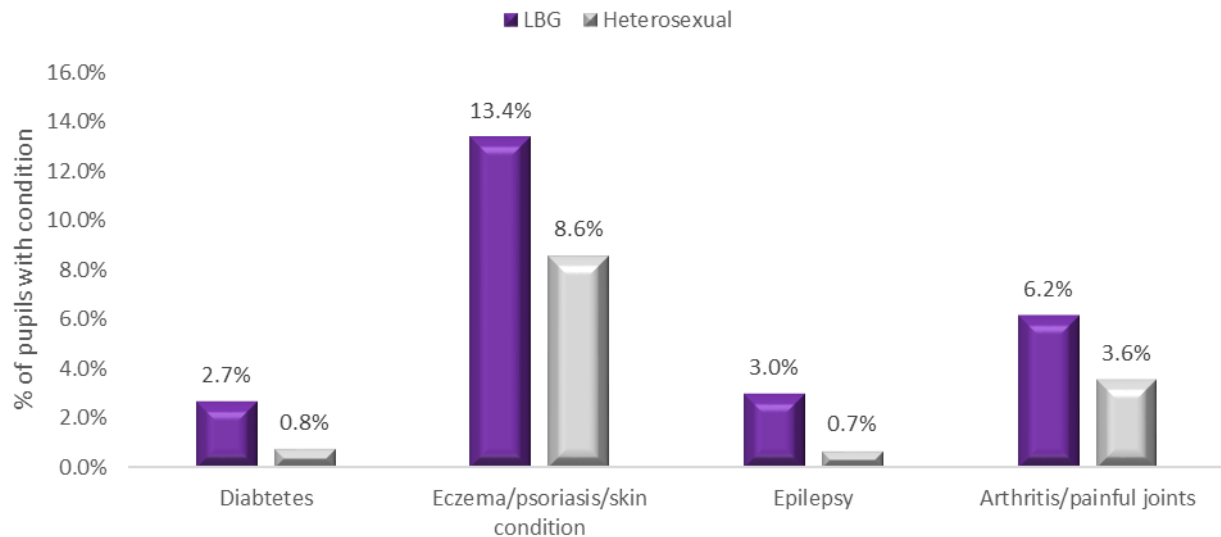


Generally, girls were less likely than boys to have a positive view of their health. Among heterosexual pupils, 64% of girls and 75% of boys had a positive view of their health. Fewer than half (45%) of lesbian and bisexual girls and 57% of gay and bisexual boys gave a positive view of their health.

3.2 Illness and Disability

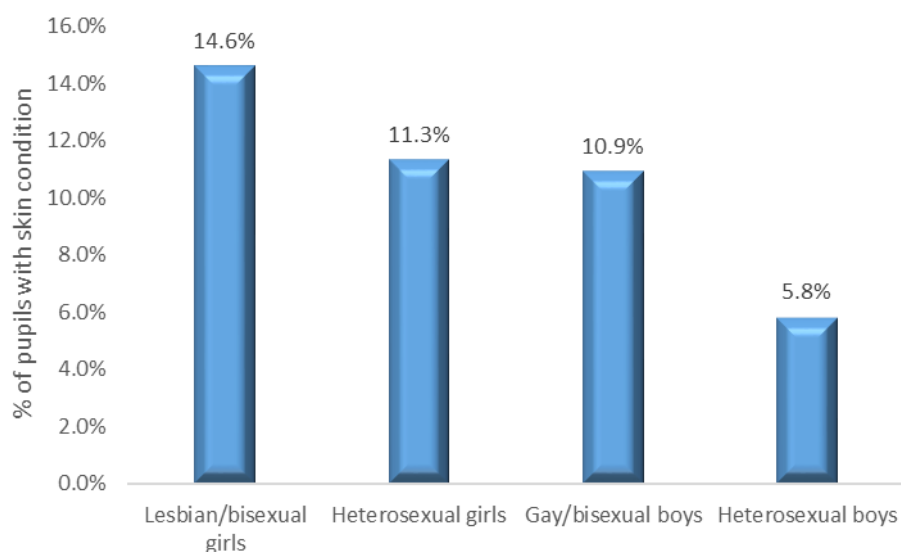
Pupils were also asked whether they had a number of physical illnesses or disabilities. There were five conditions that were asked about in all four surveys: asthma, diabetes, eczema/psoriasis/skin condition, epilepsy and arthritis/painful joints. The proportion of pupils who had asthma did not differ significantly between LGB and heterosexual pupils. However, LGB pupils were more likely than heterosexual pupils to have each of the other four conditions, as shown in Figure 3.2.

Figure 3.2: Physical Illnesses/Conditions by Sexual Identity (all conditions which showed a significant difference)



Skin conditions were generally more common among girls than boys. Among heterosexual pupils, 11% of girls and 6% of boys reported having eczema/psoriasis/skin conditions. Among LGB pupils, 15% of girls and 11% of boys said they had this type of condition. Thus, overall the proportion of gay and bisexual boys with a skin condition was almost twice the portion of heterosexual boys with a skin condition. This is shown in Figure 3.3.

Figure 3.3: Proportion of pupils who has eczema/psoriasis/skin condition by sexual identity and gender

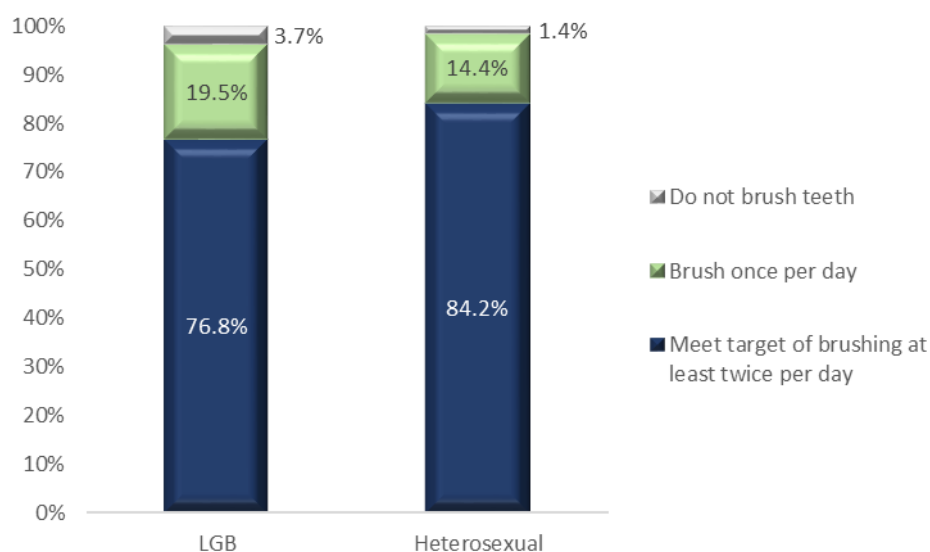


Pupils in Glasgow, East Dunbartonshire and Inverclyde were asked whether they had an illness or disability that limited what they could do. Across these three areas, LGB pupils were much more likely than heterosexual pupils to say they had a limiting illness or disability. Just under one in six (16%) LGB pupils had a limiting condition compared to one in eleven (9%) heterosexual pupils.

3.3 Oral Health

National guidance is for children to brush their teeth twice a day for two minutes using fluoride toothpaste. The majority of pupils across the four areas met the target of brushing their teeth twice a day. Just over three in four (77%) LGB pupils met the target of brushing their teeth twice a day (twice or more on the previous day), less than the 84% of heterosexual pupils who met the target.

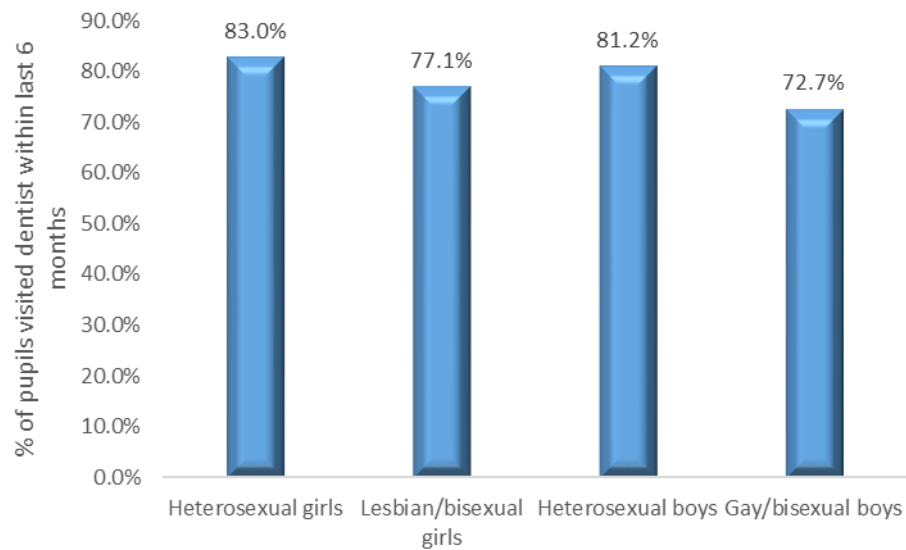
Figure 3.4: Frequency Brush Teeth by Sexual Identity



Generally, girls were more likely than boys to meet the target of brushing their teeth twice a day or more. The difference between LGB and heterosexual pupils was evident for both genders: nine in ten (90%) heterosexual girls met the target compared to eight in ten (81%) lesbian/bisexual girls; eight in ten (79%) heterosexual boys met the target compared to seven in ten (70%) gay/bisexual boys.

National guidelines are for everyone to visit the dentist every six months. Across the four areas, among those who could remember when they last went to the dentist, three in four (75%) LGB pupils had visited the dentist within the last six months. This was lower than the 82% of heterosexual pupils who had visited within the last six months. Boys were less likely than girls to meet the target. While 81% of heterosexual boys had visited the dentist in the last six months, 73% of gay or bisexual boys had done so.

Figure 3.5: Proportion of Pupils Who had Visited the Dentist within the Last Six Months (of those who could remember) by Sexual Identity and Gender



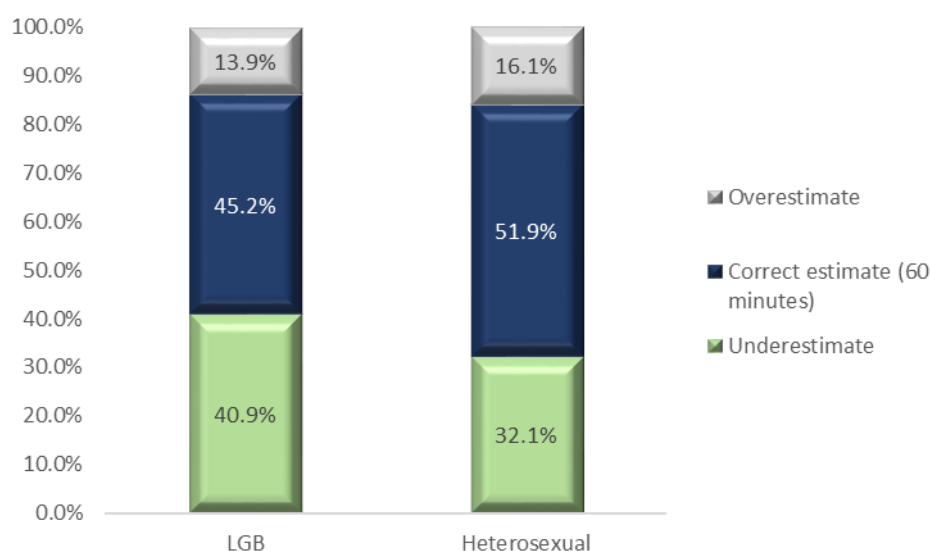
4 Physical Activity, Diet and Sleep

4.1 Physical Activity

Current national guidelines for young people aged 5 to 18 years old are to take at least 60 minutes of physical activity every day, which should include both moderate activity (e.g. cycling, playground activities) and vigorous activity (e.g. running, tennis)².

Pupils in Glasgow, East Dunbartonshire and Inverclyde were asked how many minutes of physical exercise per day they thought young people should do to stay healthy. Across these three areas, LGB pupils were more likely than heterosexual pupils to underestimate the target. This is shown in Figure 4.1.

Figure 4.1: Estimates of Hours Per Day of Physical Activity for Young People to Stay Healthy by Sexual Identity

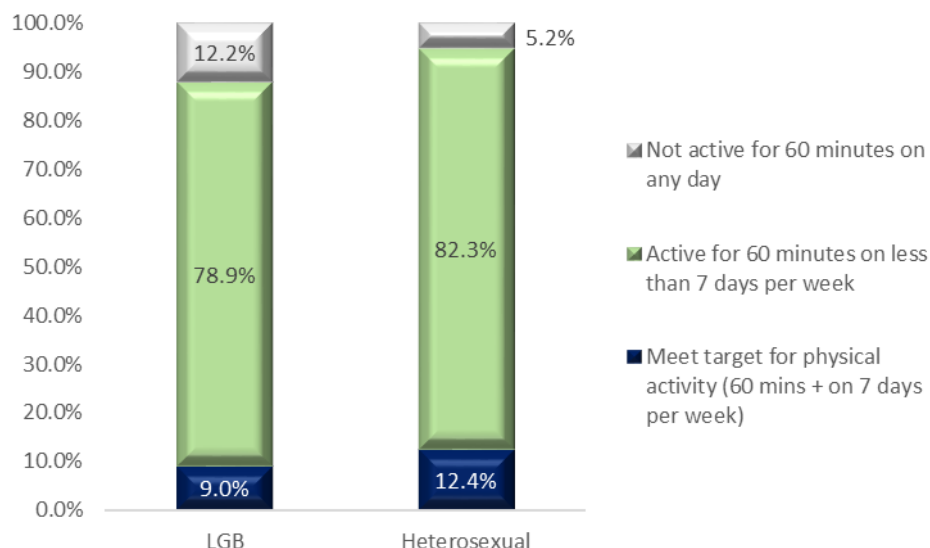


Based on Glasgow, East Dunbartonshire and Inverclyde surveys only

Among heterosexual pupils, boys were more likely than girls to overestimate the physical activity target (21% heterosexual boys; 12% heterosexual girls) and girls were more likely than boys to underestimate the target (35% heterosexual girls; 28% heterosexual boys). However, among LGB pupils, boys and girls gave similar responses.

Pupils across all four areas were asked on how many days over the last seven days they had been physically active for a total of at least 60 minutes. Overall, only one in eight pupils met the target, but LGB pupils were even less likely than heterosexual pupils to meet the target (9% LGB; 12% heterosexual). LGB pupils were much more likely than heterosexual pupils to say they were not active for 60 minutes on any day during the week (12% LGB; 5% heterosexual). Thus, LGB pupils were more likely to say they did less than 60 minutes exercise every day than they were to meet the physical activity target.

²<http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people.aspx>

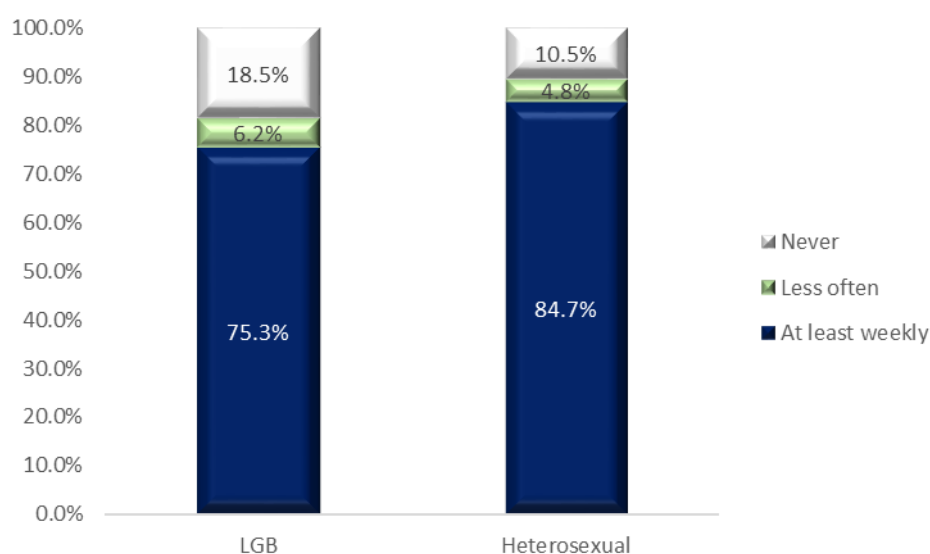
Figure 4.2: Physical Activity Levels by Sexual Identity

Among boys, there was an even more marked difference in physical activity levels by sexual identity. One in seven (14%) gay and bisexual boys said they were not active on any day, compared to just one in 25 (4%) heterosexual boys. The difference was less pronounced but also significant among girls. One in nine (11%) lesbian and bisexual girls were not active any day, compared to one in sixteen (6%) heterosexual girls.

Lesbian/bisexual girls were as likely as heterosexual girls to meet the target for physical activity (8% of girls overall met the target). However, just one in ten (10%) gay/bisexual boys met the target, compared to 16% of heterosexual boys.

Pupils in the Glasgow and East Dunbartonshire surveys were asked about participation in sports/physical activities in and out of school.

Although a majority of pupils participated at least weekly in sports in school, LGB pupils were less likely than heterosexual pupils to do so (75% LGB; 85% heterosexual), and LGB pupils were more likely than heterosexual pupils to say they never participated in sports in school (19% LGB; 10% heterosexual).

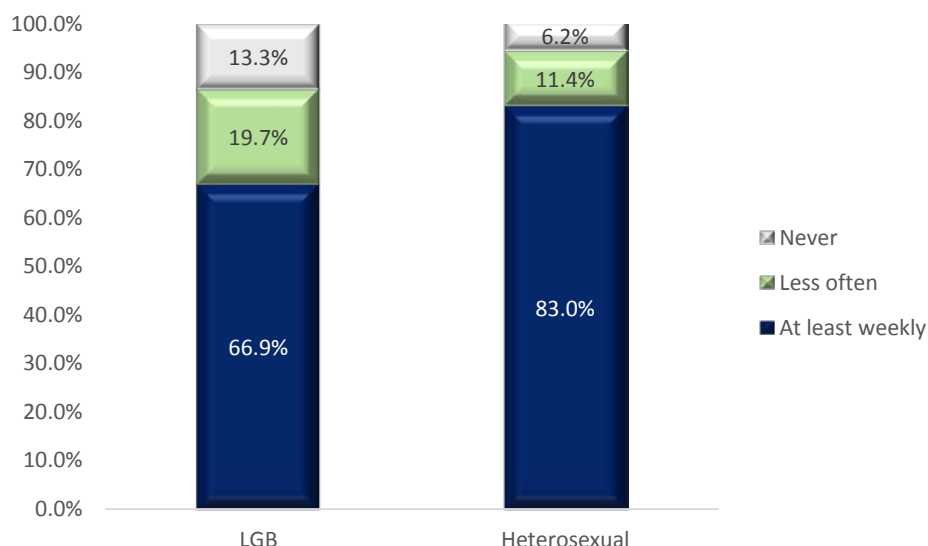
Figure 4.3: Participation in Sports/Physical Activities in School by Sexual Identity

Based on Glasgow and East Dunbartonshire surveys only

A similar proportion of lesbian/bisexual girls and gay/bisexual boys participated in sports in school at least weekly. However, among heterosexual pupils, boys were more likely than girls to participate in sports in school at least weekly (87% heterosexual boys; 82% heterosexual girls).

For out of school sports, the difference between LGB and heterosexual was even more pronounced. Just two in three (67%) LGB pupils participated in physical activity out of school weekly, compared to 83% of heterosexual pupils.

Figure 4.4: Participation in Sports/Physical Activities out of School by Sexual Identity



Based on Glasgow and East Dunbartonshire surveys only

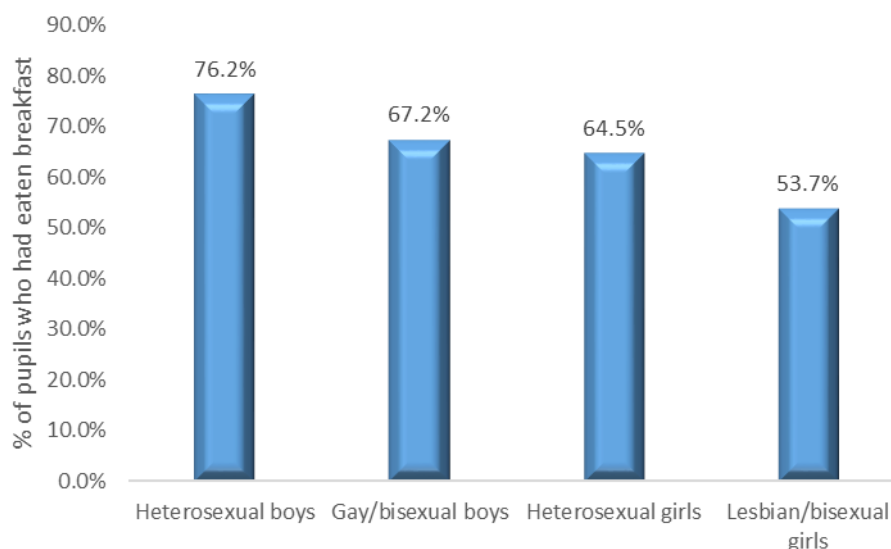
Similar to the findings for sports in school, among LGB pupils, girls were as likely as boys to participate in sports out of school weekly. However, among heterosexual pupils, boys were more likely than girls to participate in sports outside of school at least weekly (88% heterosexual boys; 78% heterosexual girls).

4.2 Diet

Across the four areas³, LGB pupils were less likely than heterosexual pupils to eat breakfast (60% LGB; 70% heterosexual).

Girls were more likely than boys to skip breakfast. Nearly half (46%) of lesbian and bisexual girls skipped breakfast.

³ Glasgow, East Dunbartonshire and Inverclyde surveys asked 'Did you eat breakfast this morning'; the Renfrewshire survey asked 'What did you have for breakfast this morning', with precoded options including 'nothing'.

Figure 4.5: Proportion who had Eaten Breakfast on the Day of the Survey by Sexual Identity and Gender

Skipping lunch was much rarer than skipping breakfast. However, across the four areas, LGB pupils were much more likely than heterosexual pupils to skip lunch – 13% of LGB pupils said they did not have lunch on their last school day, compared to 5% of heterosexual pupils.

Girls were more likely than boys to skip lunch. Lesbian and bisexual girls were the most likely to skip lunch – 15% of lesbian/bisexual girls skipped lunch compared to 7% of heterosexual girls. One in ten (10%) gay/bisexual boys skipped lunch compared to just 3% of heterosexual boys.

4.3 Sleep

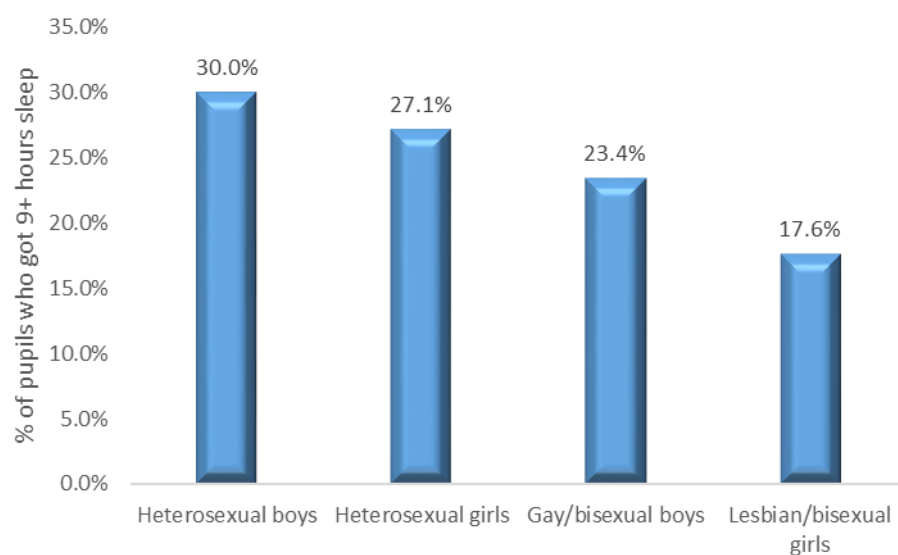
A wealth of available research points to teenagers needing at least nine hours sleep per night, and NHS recommendations relating to secondary school children are for 12-13 year olds to get at least 9 hours 15 minutes sleep and for 14-16 year olds to get at least 9 hours sleep.

Pupils across all four areas were asked how many hours sleep they got the previous night⁴. A minority of pupils had nine hours or more sleep, with LGB pupils less likely than heterosexual pupils to say they got nine or more hours sleep (20% LGB; 28% heterosexual).

For specific gender and sexual identity groups, heterosexual boys were the most likely to get nine or more hours sleep (30%) and lesbian/bisexual girls were the least likely (18%). This is shown in Figure 4.6.

⁴ Glasgow and East Dunbartonshire surveys used category lists to record hours sleep in the previous night; Inverclyde and Renfrewshire surveys simply asked pupils to write in the number of hours sleep they had the previous night.

Figure 4.6: Proportion who got Nine or More Hours Sleep Per Night by Sexual Identity and Gender



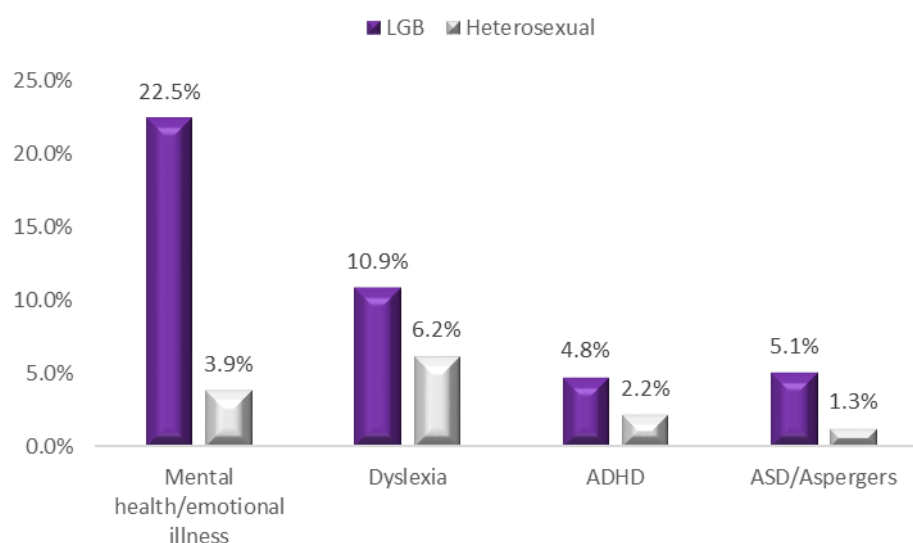
5 Mental Health and Wellbeing

5.1 Mental, Emotional and Learning Difficulties/Disabilities

Data were collected from all four areas on whether pupils had dyslexia, ADHD and ASD/Aspergers. Additionally, in Glasgow, East Dunbartonshire and Inverclyde, pupils were asked whether they had a mental health/emotional illness.

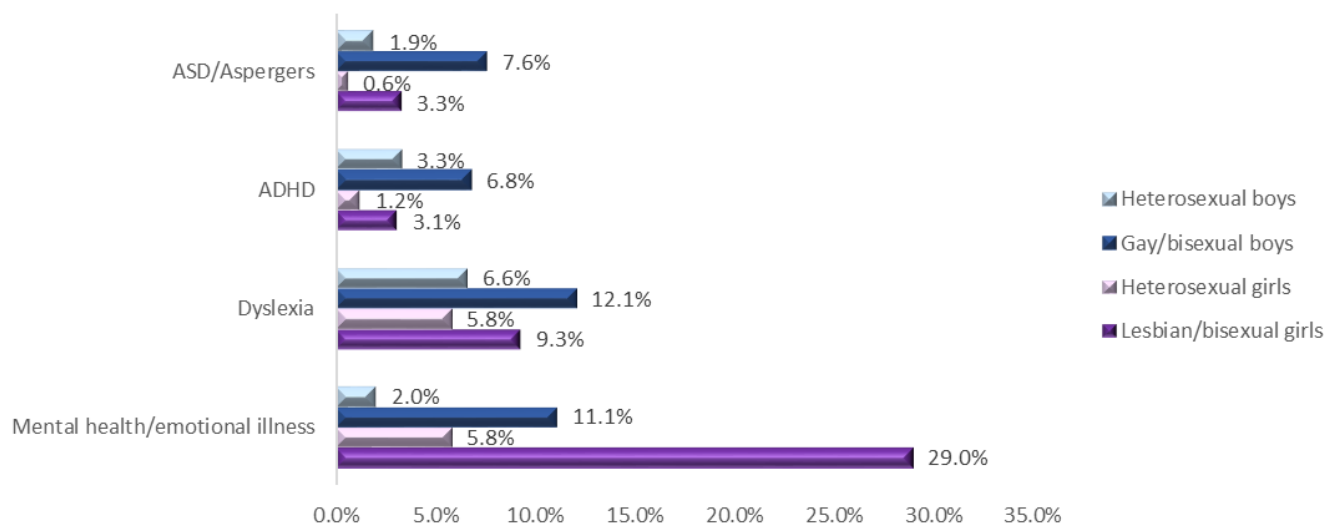
As Figure 5.1 shows, LGB pupils were much more likely than heterosexual pupils to have each of these types of mental, emotional or learning difficulties. The most striking and concerning finding is that more than one in five (22%) LGB pupils had a mental health/emotional illness, compared to just one in 25 (4%) heterosexual pupils.

Figure 5.1: Mental, Emotional and Learning Difficulties/Disabilities by Sexual Identity.



'Mental health/emotional illness' is based on Glasgow, East Dunbartonshire and Inverclyde surveys only. Other conditions are based on all four surveys.

Overall, boys were more likely than girls to have ADHD and ASD/Aspergers, and also slightly more likely than girls to have dyslexia. However, girls were more likely than boys to a mental health/emotional illness. Figure 5.2 shows the breakdown of each of these for sexual identity and gender groups. The group most likely to have dyslexia, ADHD or ASD/Aspergers was gay/bisexual boys. The most prominent finding, however, was that although overall LGB pupils were much more likely than heterosexual pupils to have a mental health health/emotional illness, this was far more likely among lesbian/bisexual girls than gay/bisexual boys. Indeed, some three in ten (29%) lesbian/bisexual girls across Glasgow, East Dunbartonshire and Inverclyde said they had a mental health/emotional illness.

Figure 5.2: Mental, Emotional and Learning Difficulties/Disabilities by Sexual Identity and Gender

'Mental health/emotional illness' is based on Glasgow, East Dunbartonshire and Inverclyde surveys only. Other conditions are based on all four surveys.

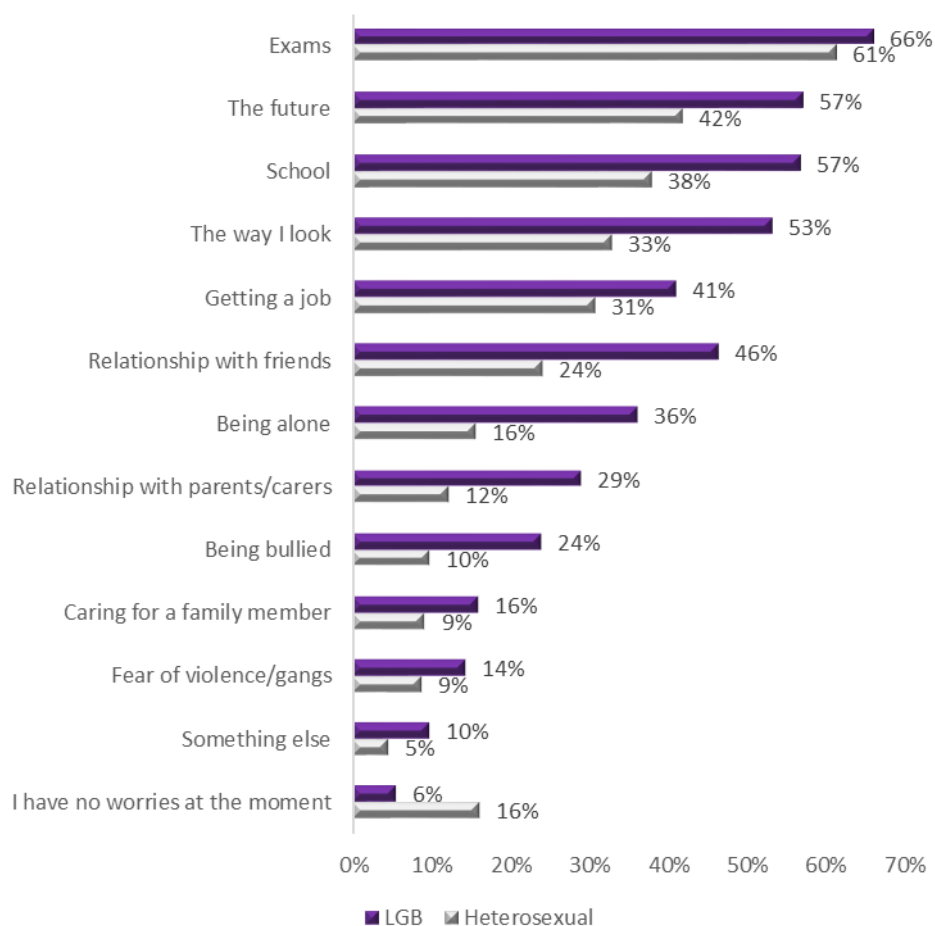
Evidence from other surveys

Life in Scotland for LGBT Young People also showed that LGBT young people are at higher risk of mental health problems. Among the 13-24 year old LGBT young people surveyed, overall 40% considered themselves to have a mental health problem. This was highest for transgender respondents (67%), but there was much variation in the prevalence of mental health problems among the other groups; these were 63% of bisexual women, 44% of lesbian/gay women, 27% of gay men and 20% of bisexual men.

5.2 Worries and People to Talk to

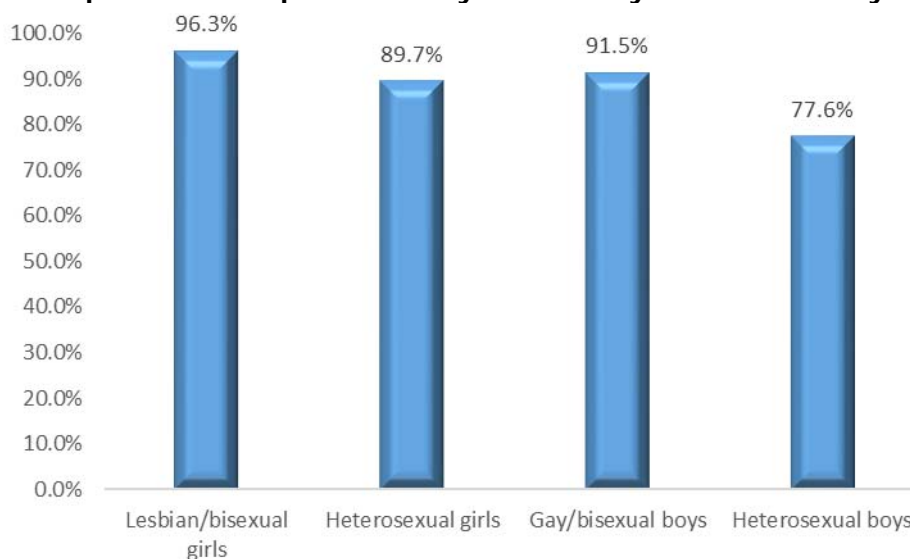
Pupils across Glasgow and East Dunbartonshire were presented with a list of eleven issues and asked which, if any they worried about or whether they worried about anything else⁵. As Figure 5.3 shows, LGB pupils were more likely than heterosexual pupils to say they worried about each of these eleven issues. Overall, 94% of LGB pupils worried about at least one thing, compared to 84% of heterosexual pupils. For a number of issues, the disparity between LGB and heterosexual pupils was very pronounced. These included being bullied, relationship with parents/carers, relationship with friends and being alone.

⁵ Inverclyde and Renfrewshire surveys included different lists of worries, so have not been included here.

Figure 5.3: Pupil Worries by Sexual Identity

Based on Glasgow and East Dunbartonshire surveys only

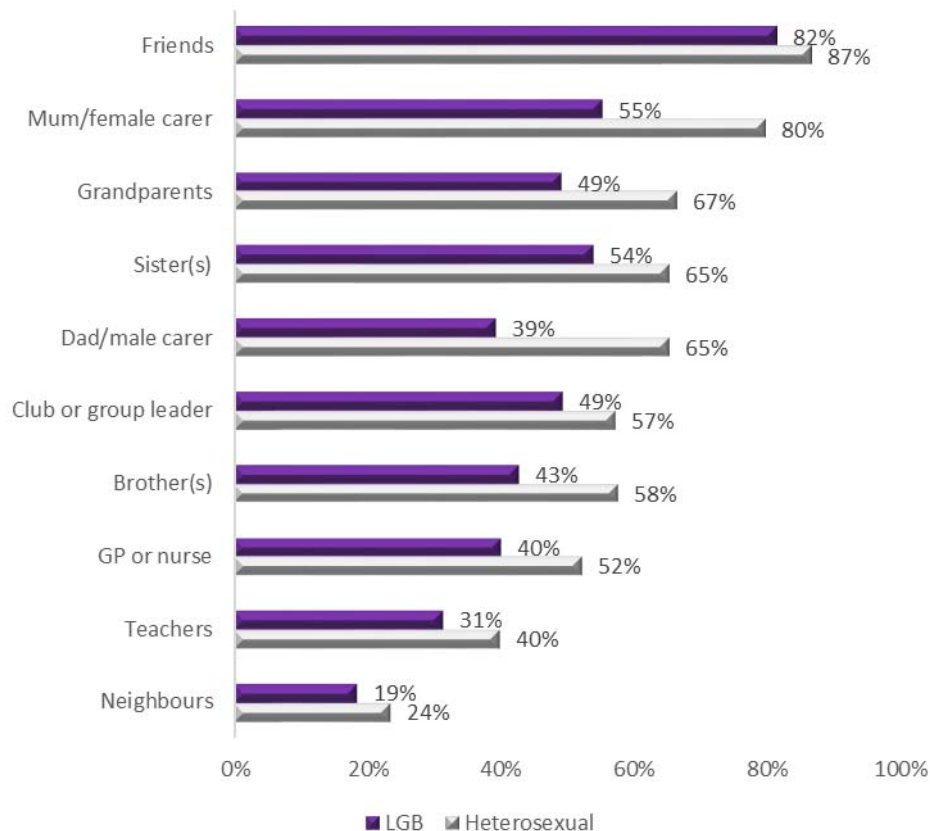
Overall, girls tended to worry more than boys. Within gender and sexual identity groups, lesbian/bisexual girls were the most likely to have any worries (96%) and heterosexual boys were the least likely to have any worries (78%).

Figure 5.4: Proportion of Pupils with Any Worries by Sexual Identity and Gender

Based on Glasgow and East Dunbartonshire surveys only

Pupils in Glasgow, East Dunbartonshire and Inverclyde were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Figure 5.5 shows the proportion of pupils who said it was easy for them to talk to each type of person (for those who had these people in their lives) for LGB and heterosexual pupils. This figure includes all types of people for which there were significant differences in responses between LGB and heterosexual pupils (the surveys additionally asked about social workers and youth workers, for which there was no significant difference). As Figure 5.5 shows, for ten types of people, LGB pupils were less likely than heterosexual pupils to say they found it easy to talk to them. In particular, compared to heterosexual pupils LGB pupils were much less likely to say it was easy to talk to their father, mother or grandparents.

Figure 5.5: Proportion Saying it was Easy to Talk to Each Type of Person About Things that Really Bother Them (Excluding those who said 'do not have this person') by Sexual Identity (all which showed a significant difference)



Based on Glasgow, East Dunbartonshire and Inverclyde surveys only (except 'Club or group leader') which is based on Glasgow and East Dunbartonshire only.

When examined at the level of sexual identity and gender groups, there was no significant difference between gay/bisexual boys and heterosexual boys in the proportion who said that it was easy to talk to friends, sisters, group/club leaders, teachers or neighbours. Indeed, the overall differences between LGB pupils and heterosexual pupils for ease of talking to these types of people can be attributed only to the differences between lesbian/bisexual girls and heterosexual girls:

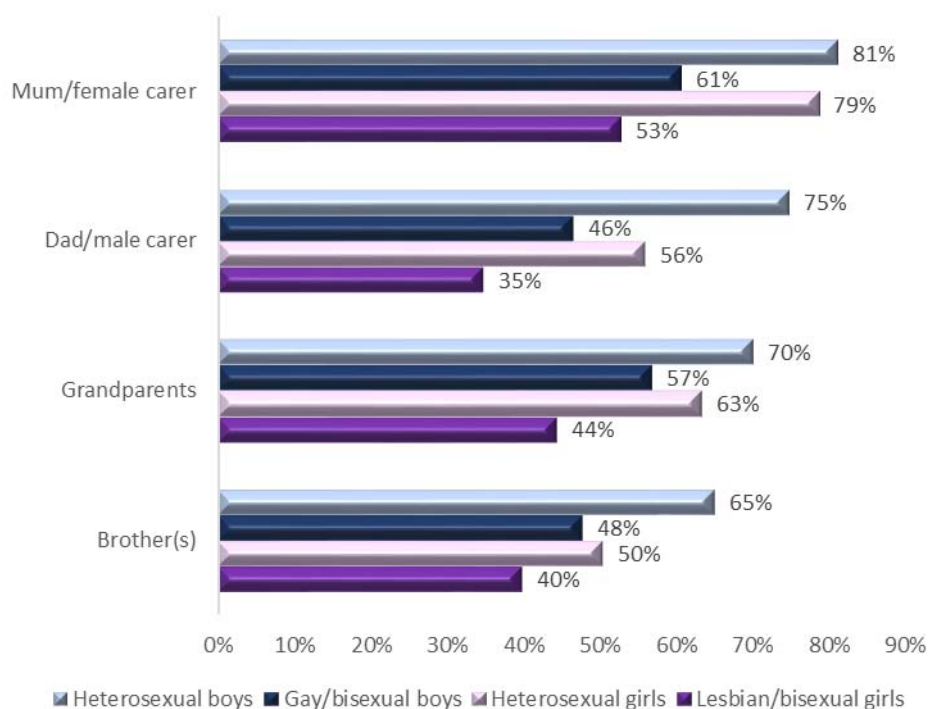
- **80%** of lesbian/bisexual girls said it as easy to talk to **friends**, compared to **88%** of heterosexual girls;
- **50%** of lesbian/bisexual girls said it as easy to talk to their **sister(s)**, compared to **69%** of heterosexual girls;
- **45%** of lesbian/bisexual girls said it as easy to talk to a **group/club leader** compared to **55%** of heterosexual girls;

Mental Health and Wellbeing

- **26%** of lesbian/bisexual girls said it as easy to talk to a **teacher** compared to **37%** of heterosexual girls;
- **15%** of lesbian/bisexual girls said it as easy to talk to **neighbours** compared to **22%** of heterosexual girls;

There was a difference between LGB and heterosexual pupils for both boys and girls for the ease of talking to other types of people. This is shown in Figure 5.6.

Figure 5.6: Proportion Saying it was Easy to Talk to Specific Types of People About Things that Really Bother Them (Excluding those who said 'do not have this person') by Sexual Identity and Gender



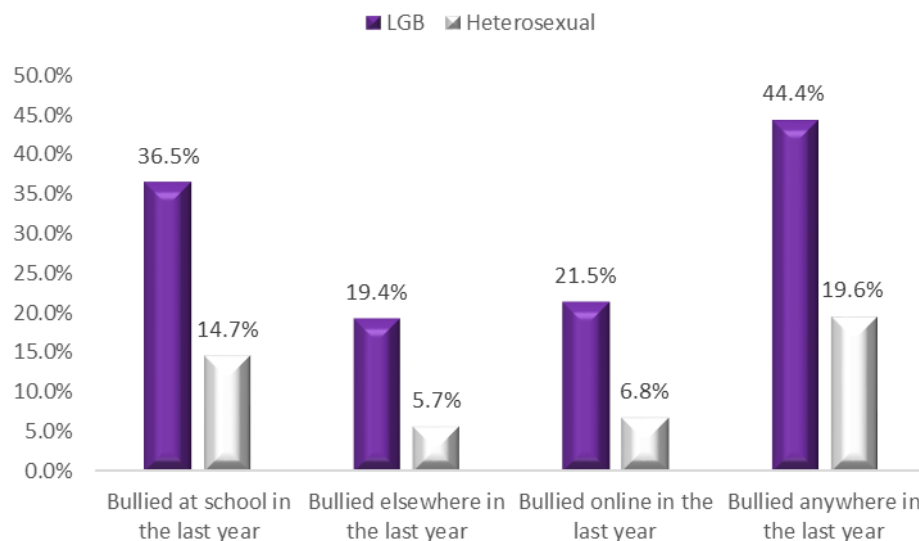
Based on Glasgow, East Dunbartonshire and Inverclyde surveys only

Most pupils had at least one person that they said it was easy to talk to about things that really bother them, but LGB pupils were less likely than heterosexual pupils to have at least one person they could talk to (92% LGB; 97% heterosexual). This is concerning, given that LGB pupils were the most likely to have worries.

5.3 Bullying

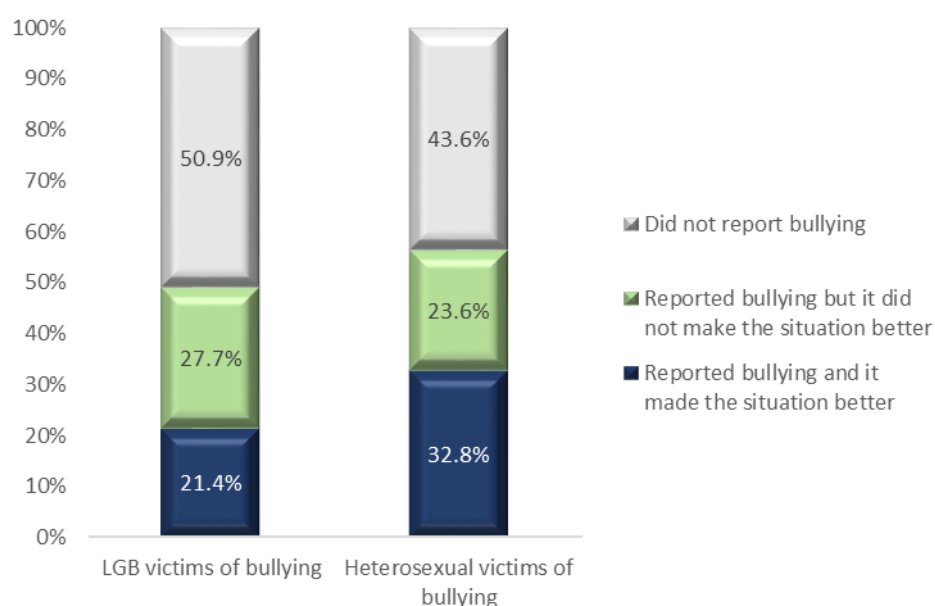
Bullying takes many forms including infliction of physical harm, name calling, threatening, mocking, humiliation, spreading rumours, exclusion from groups/activities, being ignored, etc. The increase in internet access and particularly social media, has given children and young people a new medium for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

Survey responses show that experience of bullying is markedly more common for LGB pupils compared to heterosexual pupils. Across the four areas, just under half (44%) of LGB pupils had been bullied in some way in the last year. The surveys in Glasgow, East Dunbartonshire and Inverclyde provide data on where/how bullying took place. LGB pupils were much more likely than heterosexual pupils to have been bullied in school, bullied somewhere else and bullied online in the last year. This is shown in Figure 5.7.

Figure 5.7: Experience of Bullying in the Last Year by Sexual Identity

'Bullied at school', 'Bullied elsewhere' and 'Bullied online' are based on Glasgow, East Dunbartonshire and Inverclyde surveys only; 'Bullied anywhere' is based on all four areas.

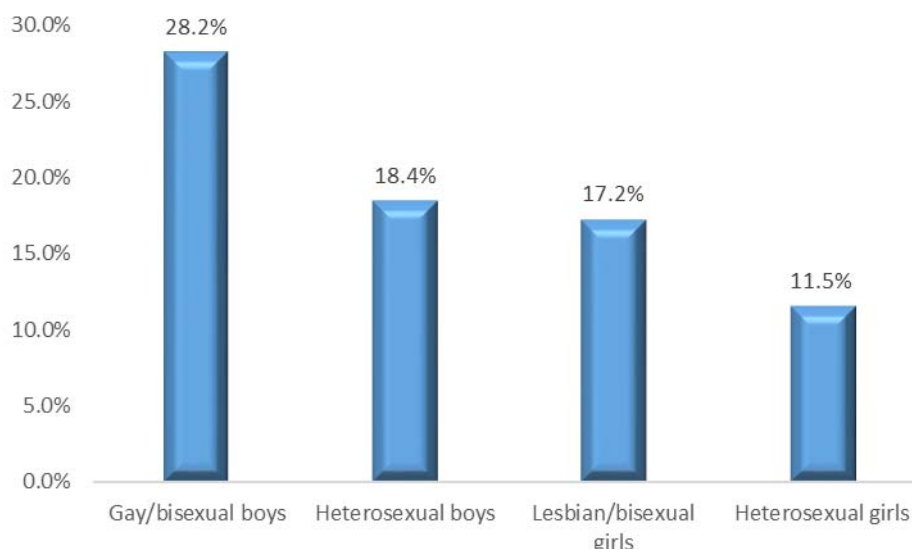
Pupils in Glasgow, East Dunbartonshire and Inverclyde who had been bullied, were asked whether they had reported the bullying to anyone. Compared to heterosexual victims of bullying, LGB victims of bullying were less likely to say they had reported the bullying, and particularly less likely to have had a positive outcome from reporting bullying. Thus, not only are LGB pupils much more likely to experience bullying, they are also less likely to receive support.

Figure 5.8: Whether Reported Bullying (And Outcome) by Sexual Identity

Based on Glasgow, East Dunbartonshire and Inverclyde surveys only

Across Glasgow, East Dunbartonshire and Inverclyde, LGB pupils were also more likely than heterosexual pupils to admit to having bullied others in the last year (21% LGB; 15% heterosexual).

Overall, boys were more likely than girls to admit to having bullied others. Just under three in ten (28%) gay/bisexual boys admitted to bullying others.

Figure 5.9: Proportion who Admitted Bullying Others by Sexual Identity and Gender**Evidence from other surveys**

Life in Scotland for LGBT Young People also highlighted the high prevalence of LGBT young people experiencing bullying in education. Seven in ten (70%) of LGB young people and 77% of transgender respondents said they had been bullied at school, and bullying at colleges and universities were also common.

The School Report showed that across Britain, more than half (55%) of LGB young people experienced specifically homophobic bullying.

The Scottish LGBT Equality Report showed that among LGBT adults in Scotland, nearly all had ever experienced or witness incidents of prejudice or discrimination in Scotland, and 79% had done so within the last year, with younger LGBT people being more likely than older ones to have experienced this recently. More than two in three (68%) LGBT people overall had ever been verbally abused and 16% had been physically attacked.

The Scottish LGBT Equality Report also highlighted that respondents gave views that schools did not adequately address the needs of LGBT pupils and that teachers and other school staff should be trained on LGBT issues in order to provide appropriate support and deal with prejudice-based bullying. *The School Report* found that across Britain, three in five LGB pupils who had experienced homophobic bullying said that teachers who witnessed the bullying never intervened.

5.4 Strengths and Difficulties

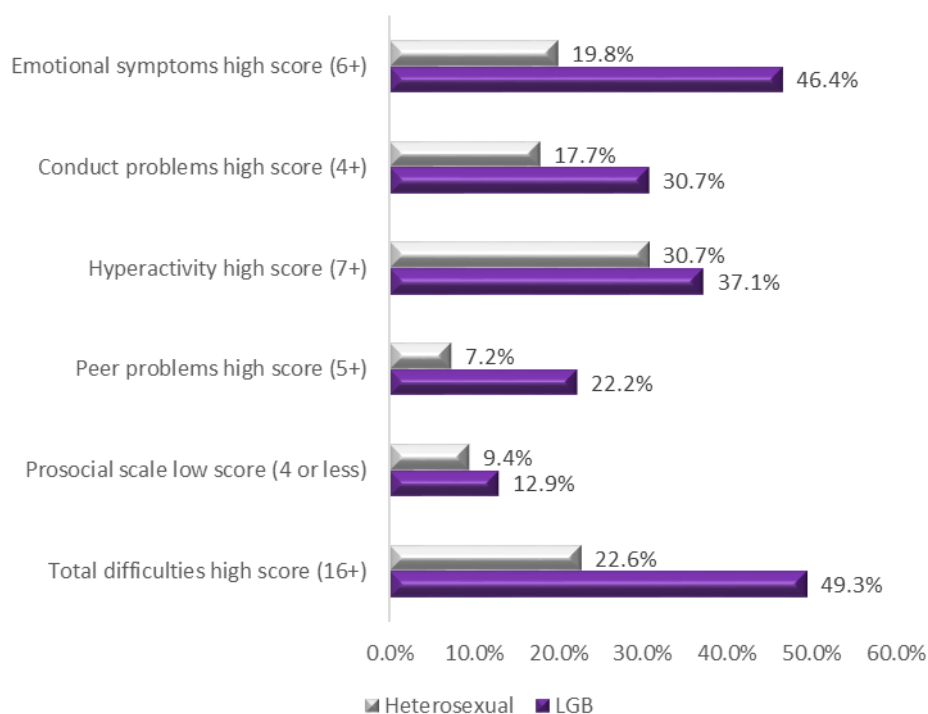
The surveys in all four areas included the Strengths and Difficulties questionnaire (SDQ)⁶, which gives each pupil a score out of ten on five scales. The SDQ is used to identify emotional and behavioural problems in childhood and adolescence. The mean scores for each scale are shown below for LGB and heterosexual pupils. For each scale, mean scores show that LGB pupils tend to have a higher level of difficulty than heterosexual pupils.

⁶ See: <http://bjp.rcpsych.org/content/177/6/534.full>

Table 5.1: Mean Scores for Strengths and Difficulties Scales

Scale	LGB: Mean Score	Heterosexual: Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	5.01	3.36
Conduct problems scale (0-10) (high score indicates difficulties)	2.64	2.04
Hyperactivity scale (0-10) (high score indicates difficulties)	4.88	4.15
Peer problems scale (0-10) (high score indicates difficulties)	3.02	1.85
Prosocial scale (0-10) (high score indicates strengths)	6.99	7.22
Total difficulties (0-40) sum of all four difficulties scales	15.51	11.37

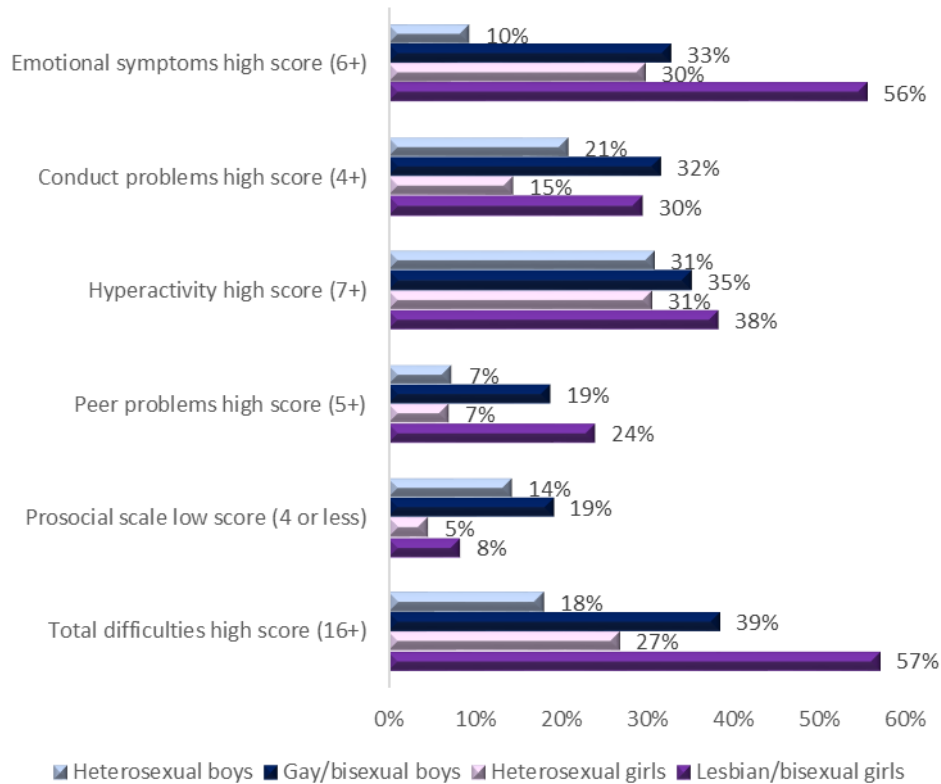
A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. LGB pupils were much more likely than heterosexual pupils to have a total difficulties score indicating a high level of difficulties. Indeed, half (49%) of LGB pupils, compared to less than a quarter (23%) of heterosexual pupils had a high total difficulties score. Figure 5.10 shows the proportion of LGB and heterosexual pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty. LGB pupils were more likely than heterosexual pupils to have scores indicating a high level of difficulties on each scale, with the most pronounced disparity on the peer problems, emotional symptoms and conduct problems scales.

Figure 5.10: Proportion of Pupils with Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale by Sexual Identity

Overall, girls were more likely than boys to have a high 'total difficulties' score. However, patterns of difficulties differed: girls were much more likely than boys to have a high score for emotional symptoms while boys were more likely than girls to have a high score for conduct problems (although this was not the case for gay/bisexual boys compared to lesbian/bisexual girls) and more likely to have a low score on the prosocial scale.

The combined effects of both gender and sexual identity differences for SDQ scales result in very disparate statistics for the proportion who had a high level of difficulties on each scale for sexual identity/gender groups. For example, the proportion who had a high level of difficulties on the emotional symptoms scale ranged from 10% of heterosexual boys to 56% of lesbian and bisexual girls. Findings for each scale are shown in Figure 5.11.

Figure 5.11: Proportion of Pupils with Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale by Sexual Identity and Gender

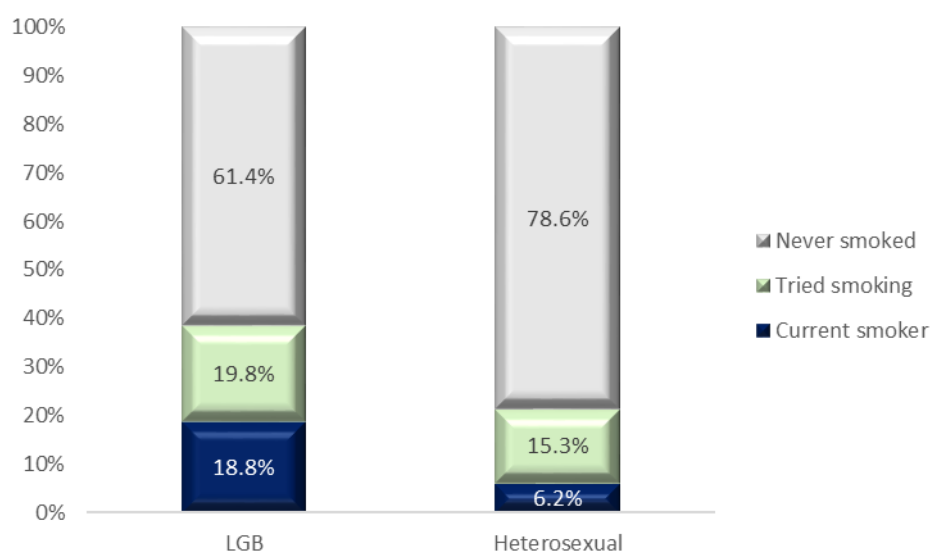


6 Behaviours: Smoking, Alcohol and Drugs

6.1 Smoking

LGB pupils were much more likely than heterosexual pupils to be smokers. One in five (19%) LGB pupils were current smokers compared to one in 16 (6%) heterosexual pupils. Altogether, 39% of LGB pupils had at least tried smoking, compared to 21% of heterosexual pupils.

Figure 6.1: Smoking Status by Sexual Identity

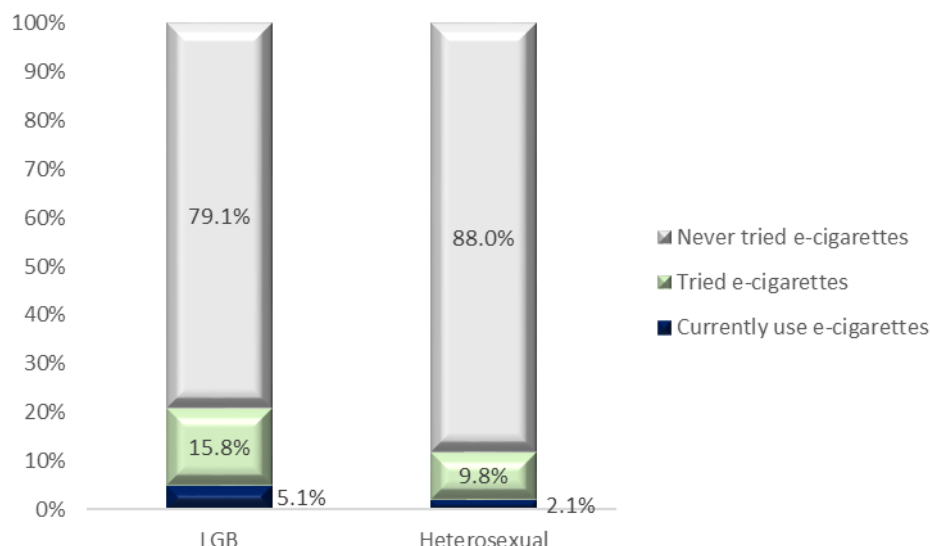


6.2 E-Cigarettes

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

Glasgow and East Dunbartonshire surveys asked pupils about their use of e-cigarettes. Use of e-cigarettes was much lower than tobacco cigarettes, but LGB pupils were also more likely than heterosexual pupils to use or have tried e-cigarettes, as Figure 6.2 shows.

Figure 6.2: Use of E-Cigarettes by Sexual Identity



Based on Glasgow and East Dunbartonshire surveys only

6.3 Exposure to Environmental Tobacco

Overall, across Glasgow, East Dunbartonshire and Inverclyde, LGB pupils were more likely than heterosexual pupils to say that someone they lived with was a smoker⁷. Overall half (48%) of LGB pupils lived with a smoker compared to 39% of heterosexual pupils. However, there was no significant difference in the proportion who lived with a smoker between gay/bisexual boys and heterosexual boys; the sexual identity difference was largely attributed to girls only – 52% of lesbian/bisexual girls lived with a smoker compared to 40% of heterosexual girls.

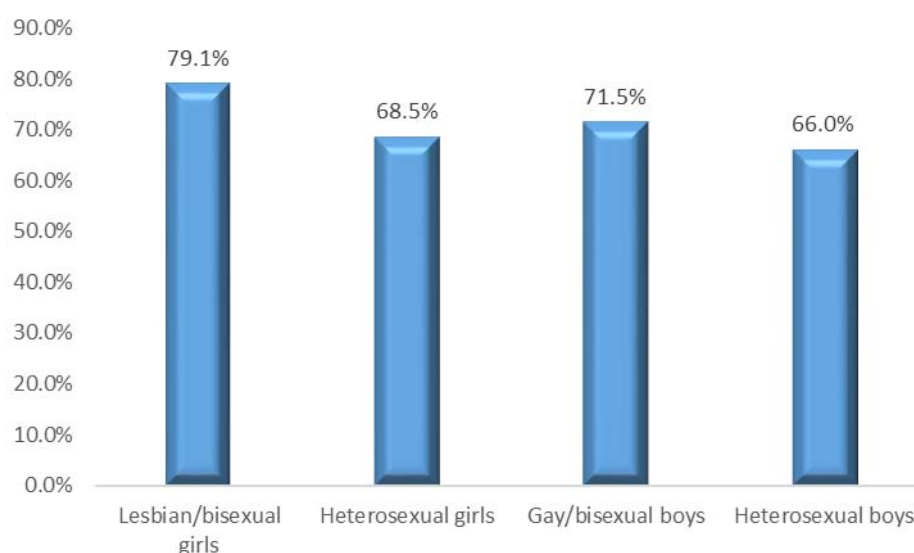
Among those who lived with a smoker, LGB pupils were more likely than heterosexual pupils to say that the smoker smoked 'anywhere in the house' (28% LGB; 20% heterosexual).

Pupils in all four areas were asked how often they have to breathe in other people's smoke indoors. Three in four (76%) LGB pupils indicated they were ever exposed to second hand smoke, compared to two in three (67%) heterosexual pupils.

Girls were more likely than boys to indicate they were exposed to second hand smoke, with lesbian/bisexual girls being the most likely to be exposed.

⁷ Glasgow and East Dunbartonshire asked about smokers 'in the place where you live most of the time'; Inverclyde asked whether there was a smoker at home, with the direction 'if you have more than one home...in any of your homes'.

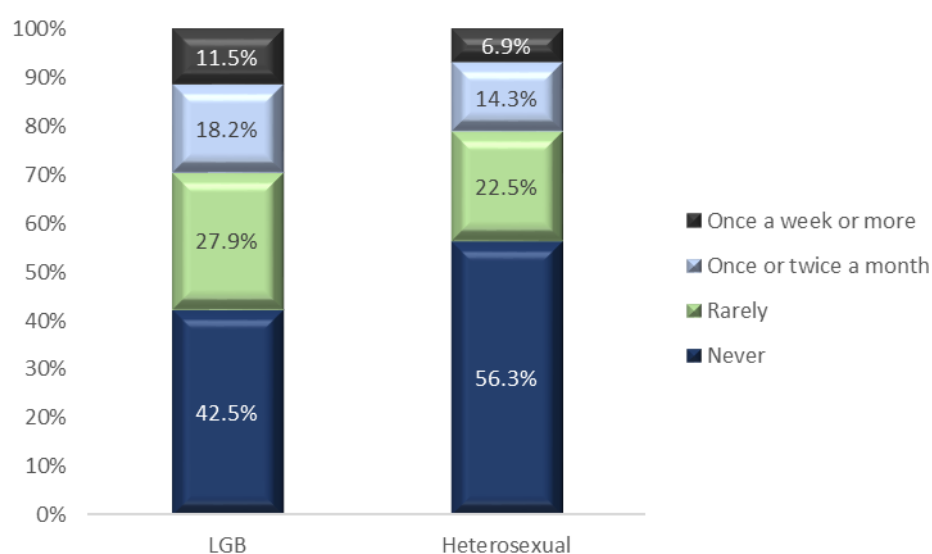
Figure 6.3: Proportion Ever Exposed to Environmental Smoke by Sexual Identity and Gender



6.4 Alcohol

Across the four areas, LGB pupils were more likely than heterosexual pupils to say they ever drank alcohol – 58% of LGB pupils drank alcohol at least sometimes, compared to 44% of heterosexual pupils. Figure 6.4 shows the frequency of drinking alcohol for both groups.

Figure 6.4: Frequency Drink Alcohol by Sexual Identity



Older pupils were the most likely to drink alcohol, but the disparity between LGB pupils and heterosexual pupils in drinking behaviour is not explained by the LGB pupil profile having proportionately more senior pupils. Indeed, heterosexual S5/S6 pupils were as likely to drink alcohol as LGB S5/S6 pupils. It was only in S1-S4 where LGB pupils were more likely than heterosexual pupils to drink alcohol:

- a quarter (26%) of LGB S1-S2 pupils drank alcohol, compared to just one in six (17%) heterosexual S1-S2 pupils;

Behaviours: Smoking, Alcohol and Drugs

- 61% of LGB S3-S4 pupils drank alcohol compared to 46% of heterosexual S3-S4 pupils.

Among heterosexual pupils, girls were more likely than boys to drink alcohol – 45% of heterosexual girls ever drank alcohol, compared to 42% of heterosexual boys. However, among LGB pupils, boys were as likely to drink alcohol as girls.

Among those in Glasgow, East Dunbartonshire and Inverclyde who ever drank alcohol, LGB pupils were more likely than heterosexual pupils to drink:

- Spirits (62% LGB; 52% heterosexual);
- Cider (52% LGB; 46% heterosexual);
- Alcopops (51% LGB; 42% heterosexual);
- Wine (30% LGB; 18% heterosexual).

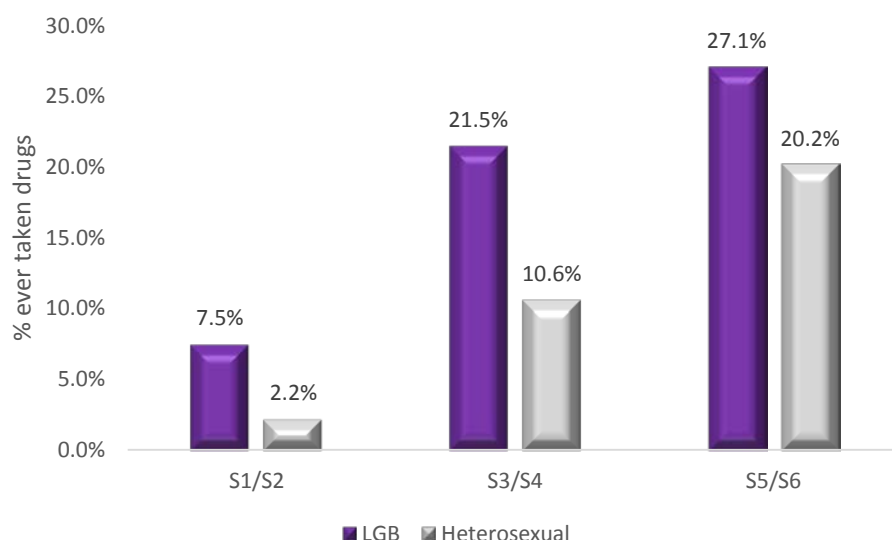
Among those in Glasgow and East Dunbartonshire who ever drank alcohol, LGB pupils were more likely than heterosexual pupils to drink at home (58% LGB; 42% heterosexual).

6.5 Drugs

Illegal or controlled drugs are those which are illegal to market, supply or possess under the Misuse of Drugs Act (1971). Across the four areas, LGB pupils were much more likely than heterosexual pupils to say they had ever taken drugs. One in five (20%) LGB pupils said they had ever taken drugs, compared to one in nine (11%) heterosexual pupils.

Older pupils were the most likely to have taken drugs. Within all year groups, LGB pupils were more likely than heterosexual pupils to have taken drugs, but the disparity between LGB and heterosexual pupils was greatest for pupils in S1-S4. This is shown in Figure 6.5.

Figure 6.5: Proportion of Pupils who had Ever Taken Drugs by Sexual Identity and Stage



Heterosexual boys were more likely than heterosexual girls to have taken drugs (13% boys; 9% girls), but among LGB pupils, girls were as likely as boys to have taken drugs.

Among those in Glasgow and East Dunbartonshire who had ever taken drugs, LGB pupils were more likely than heterosexual pupils to take drugs at home (24% LGB; 10% heterosexual) or at school (13% LGB; 5% heterosexual).

Among those who had ever taken drugs across the four areas, LGB pupils were more likely than heterosexual pupils to have used gas/glue/solvents in the last year (9% LGB; 5% heterosexual).

Pupils in all four areas were asked how easy they thought it would be for them to get illegal drugs and legal highs. Overall, of those who were able to say, LGB pupils were more likely than heterosexual pupils to say it would be easy to get illegal drugs (61% LGB; 53% heterosexual) or legal highs (55% LGB; 46% heterosexual). However, this difference was attributed only to girls: gay and bisexual boys were as likely as heterosexual boys to say it was easy to get illegal drugs or legal highs. Lesbian and bisexual girls were much more likely than heterosexual girls to say it would be easy to get illegal drugs (63% lesbian/bisexual girls; 49% heterosexual girls) or illegal highs (56% lesbian/bisexual girls; 43% heterosexual girls).

7 Behaviours: Sexual Health and Relationships

7.1 Sexual Health and Relationships Education

The Scottish Government states that relationships, sexual health and parenthood education is an integral part of the health and wellbeing area of the school curriculum in Scotland⁸. Across all four areas, LGB pupils were less likely than heterosexual pupils to say they had received sexual health and relationships education (SHRE) at school (69% LGB; 78% heterosexual).

Evidence from other surveys

The disparity between LGB and heterosexual pupils in those reporting they had received sexual health and relationships education at school may be due to a perception of a lack of *relevant* SHRE in schools for LGB young people. *The Scottish LGBT Equality Report* highlighted LGBT perceptions of schools not addressing same-sex relationships or providing relevant sex education for LGBT pupils. *The School Report* showed that across Britain, more than half (53%) of gay young people are never taught anything about lesbian, gay and bisexual issues at school.

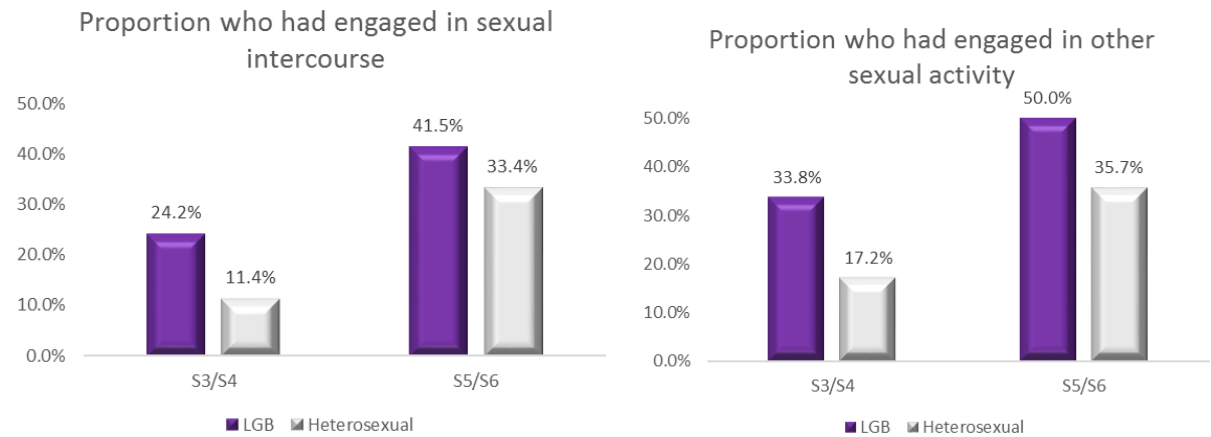
7.2 Relationships with Boyfriends/Girlfriends and Sexual Activity

The Glasgow and East Dunbartonshire surveys asked pupils whether they currently had a boyfriend/girlfriend. Overall, LGB pupils were more likely than heterosexual pupils to have a boyfriend/girlfriend – one in three (32%) LGB pupils had a boyfriend/girlfriend, compared to one in five (20%) heterosexual pupils. However, heterosexual pupils in S5/S6 were as likely to have a boyfriend/girlfriend as LGB S5/S6 pupils. It was in S3/S4 where there was the greatest disparity – some 41% of LGB pupils in S3/S4 had a boyfriend/girlfriend compared to 19% of heterosexual pupils in S3/S4.

Pupils in S3-S6 in Glasgow and East Dunbartonshire were asked whether they had ever engaged in sexual intercourse or other sexual activity with another person. Overall, LGB pupils were more likely than heterosexual pupils to have engaged in sexual intercourse (32% LGB; 21% heterosexual) or other sexual activity (41% LGB; 25% heterosexual). This was true, for both middle and upper school pupils, although the greatest disparity for having sexual intercourse was among S3/S4 pupils.

⁸ <http://www.gov.scot/Topics/Education/Schools/HLivi/sex-education>
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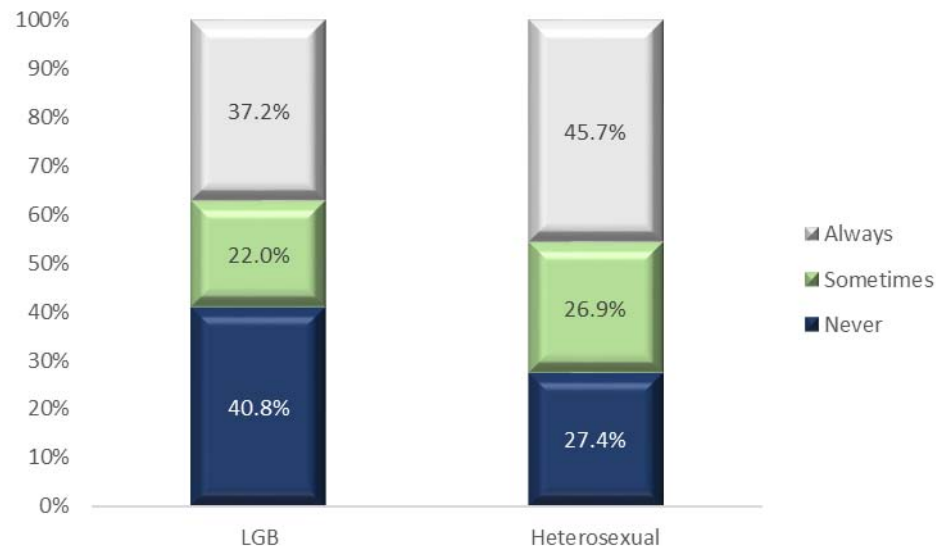
Figure 7.1: Experience of Sexual Intercourse and Other Sexual Activity by Sexual Identity and Stage



Based on Glasgow and East Dunbartonshire surveys only

Pupils in Glasgow, East Dunbartonshire and Inverclyde who were sexually active were asked how often they or their partner used contraception/protection. LGB pupils were much less likely than heterosexual pupils to use contraception/protection, as shown in Figure 7.2.

Figure 7.2: Frequency Use Contraception/Protection (for those who were sexually active) by Sexual Identity

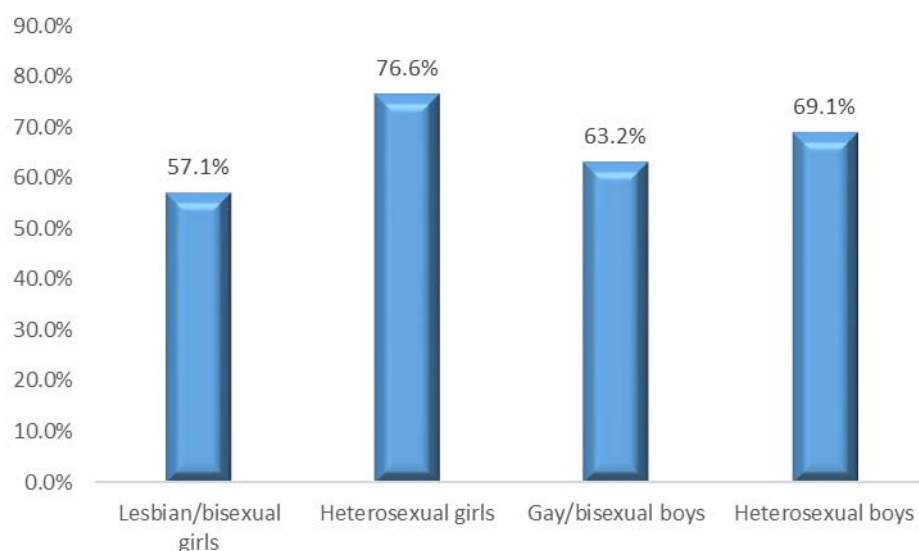


Based on Glasgow, East Dunbartonshire and Inverclyde surveys only

Heterosexual girls were more likely than heterosexual boys to say they ever used contraception/protection (77% heterosexual girls; 69% heterosexual boys). However, among LGB pupils, there was no significant difference between boys and girls in the proportion who used contraception/protection.

The observed difference in use of contraception/protection between LGB and heterosexual pupils was largely accounted for in the large difference between lesbian/bisexual girls and heterosexual girls. More than three in four (77%) sexually active heterosexual girls ever used contraception/protection, compared to 57% of sexually active lesbian/bisexual girls.

7.3: Whether Ever Use Contraception/Protection (for those who were sexually active) by Sexual Identity and Gender



Based on Glasgow and East Dunbartonshire surveys only

In Glasgow and East Dunbartonshire, S3-S6 pupils who had ever been sexually active were asked to indicate how they felt about their first sexual experience. Compared to heterosexual pupils, LGB pupils were more likely to say they:

- Were not ready, when they had their first sexual experience (21% LGB; 15% heterosexual);
- Did not agree to their first sexual experience (7% LGB; 3% heterosexual).

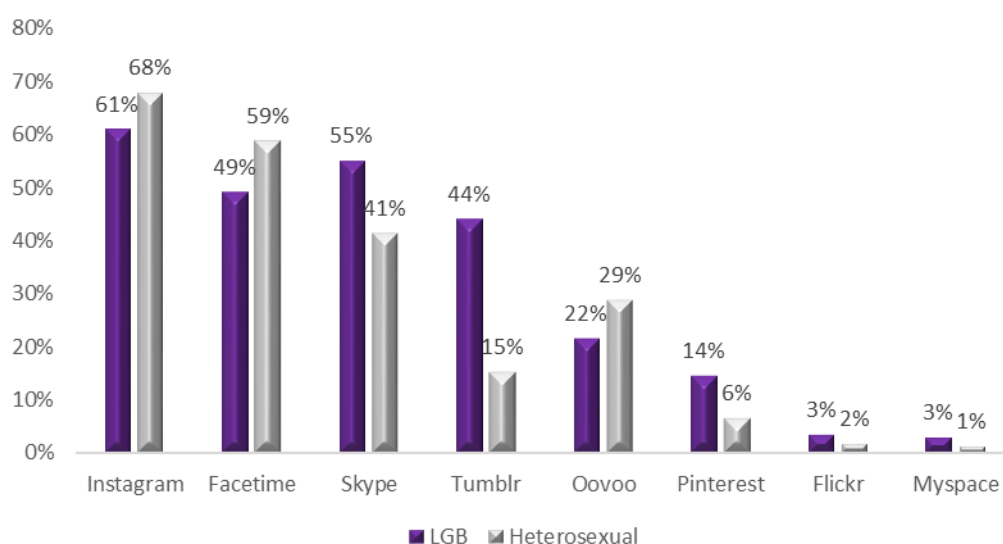
8 Behaviours: Screen Time

8.1 Social Media

Pupils in Glasgow and East Dunbartonshire were asked which types of social media, if any, they used to communicate with family and friends. Nearly all (97%) used at least one type of social media. Although LGB and heterosexual pupils were equally likely to use social media, there were some differences in the types of social media used. Heterosexual and LGB pupils were equally likely to use some popular sites including Facebook, Twitter and Whatsapp, but there were eight types of social media which showed differences in levels of use between LGB and heterosexual pupils. All types of social media which varied by sexual identity are shown in Figure 8.1.

The most marked difference was for Tumblr, which was used by 44% of LGB pupils, but just 15% of heterosexual pupils. Tumblr was overall most commonly used by girls, but the marked difference between LGB and heterosexual pupils using Tumblr was observed for both girls and boys. Half (51%) of lesbian and bisexual girls used Tumblr, compared to fewer than one in four (23%) heterosexual girls. Three in ten (30%) gay/bisexual boys used Tumblr compared to just 7% of heterosexual boys.

Figure 8.1: Types of Social Media Used by Sexual Identity



Based on Glasgow and East Dunbartonshire surveys only

8.2 Screen-Based Activities

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

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

Responses for all activities combined to give a total number of hours spent on screen-based activities during the previous day. When limited to those pupils who gave answers to all

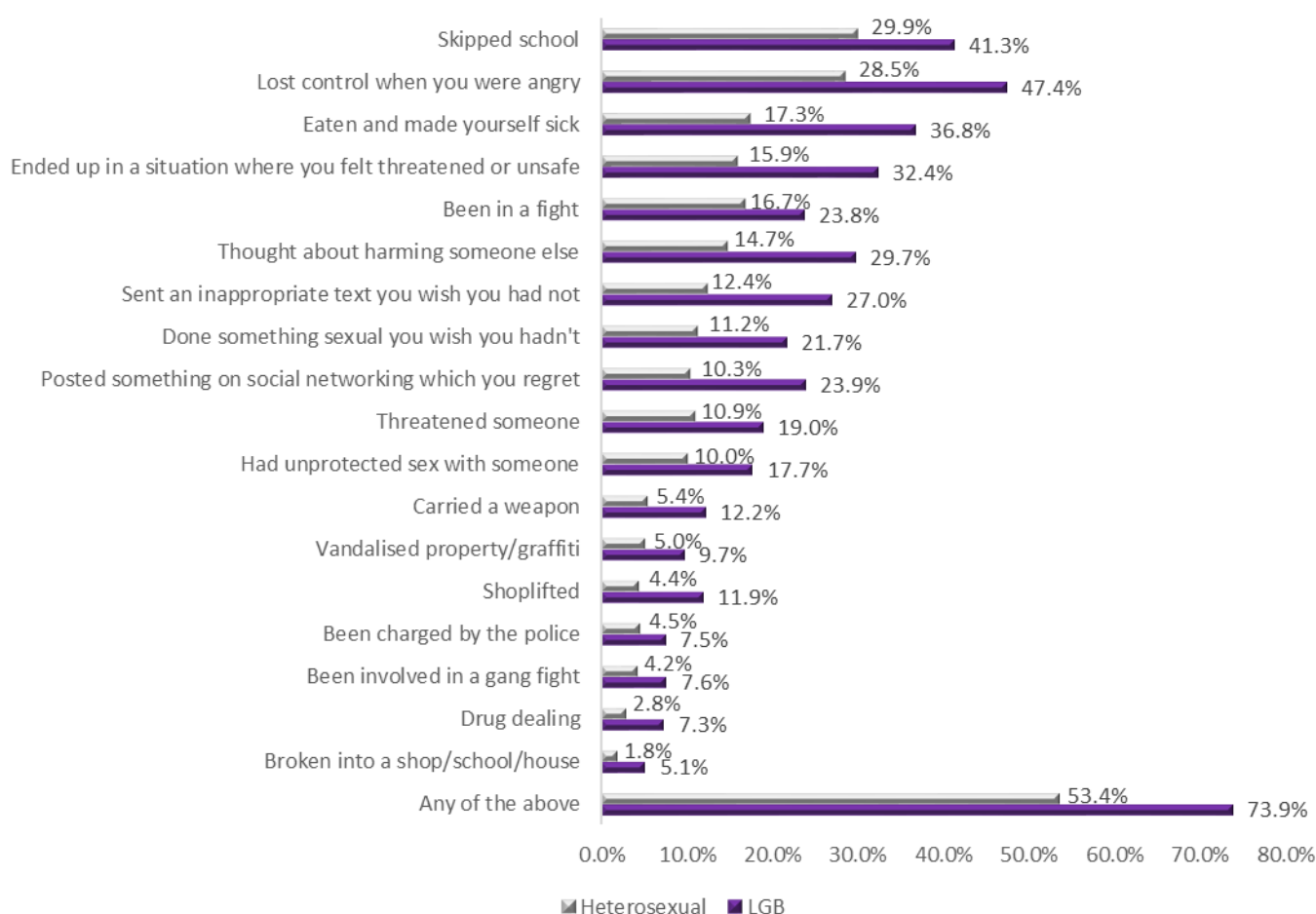
activities and who responded about a school day - LGB pupils were more likely than heterosexual pupils to say they had spent eight hours or more on screen-based activities on school days (41% LGB; 30% heterosexual).

9 Risk Clustering and Risk and Resilience

9.1 Anti Social and Risk Behaviours

Pupils in Glasgow and East Dunbartonshire were asked which, if any, antisocial or risk behaviours they had engaged in during the last year from a list of 19 behaviours. Overall, LGB pupils were much more likely than heterosexual pupils to exhibit anti-social and risk-taking behaviours, with three in four (74%) LGB pupils having engaged in at least one of the behaviours in the last year compared to just over half (53%) of heterosexual pupils. As Figure 9.1 shows, LGB pupils were more likely than heterosexual pupils to have engaged in 18 of the behaviours (the only behaviour which did not show a significant difference was being formally cautioned by the police). As Figure 9.1 shows, most behaviours showed very marked differences between LGB and heterosexual pupils – for many, LGB pupils were more than twice as likely as heterosexual pupils to engage in the behaviour.

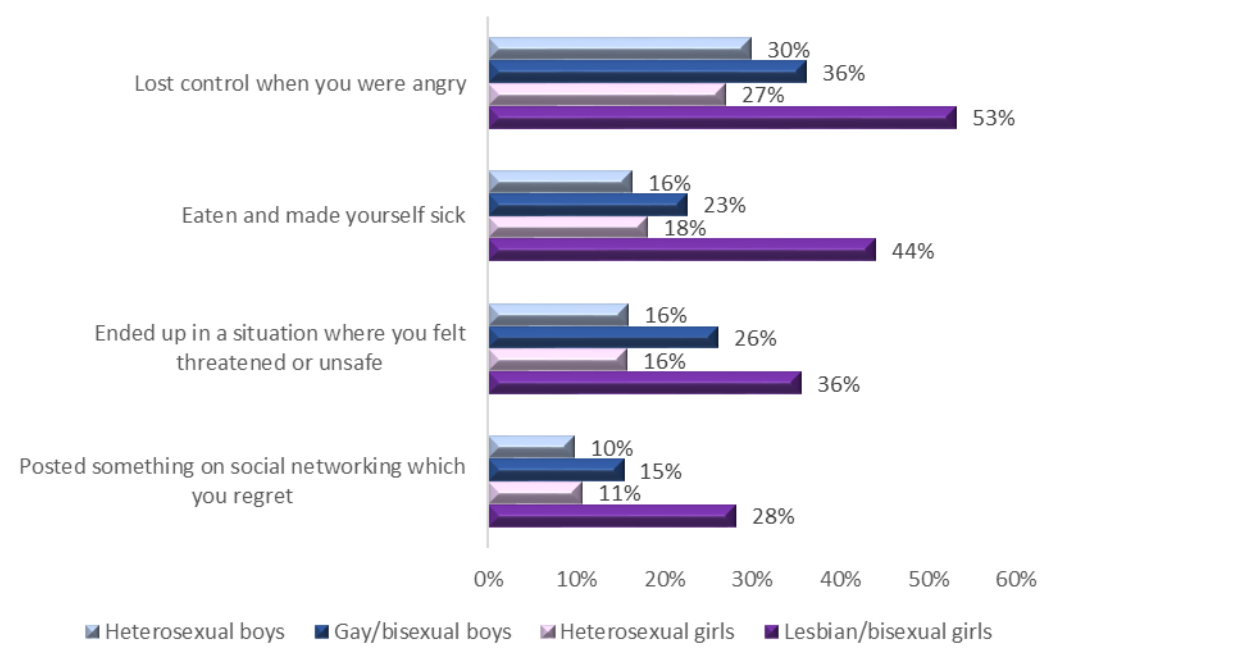
Figure 9.1: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year by Sexual Identity



Based on Glasgow and East Dunbartonshire surveys only

Compared to others, lesbian and bisexual girls were particularly more likely to have done four of these negative behaviours in the last year. These are shown in Figure 9.2. Just over half (53%) of lesbian and bisexual girls said they had lost control when angry, and 44% said they had eaten and made themselves sick. These are behaviours indicative of mental health problems and further illuminate the worrying prevalence of mental health problems among lesbian/bisexual girls which was highlighted in Chapter 5.

Figure 9.2: Proportion of Pupils Who Engaged in Specific Antisocial or Risk Behaviours in the Last Year by Sexual Identity and Gender – (all behaviours which showed significant difference for gender among LGB pupils)



Based on Glasgow and East Dunbartonshire surveys only

9.2 Risk Index

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

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

Table 9.1: Scores Used to Calculate Risk Index

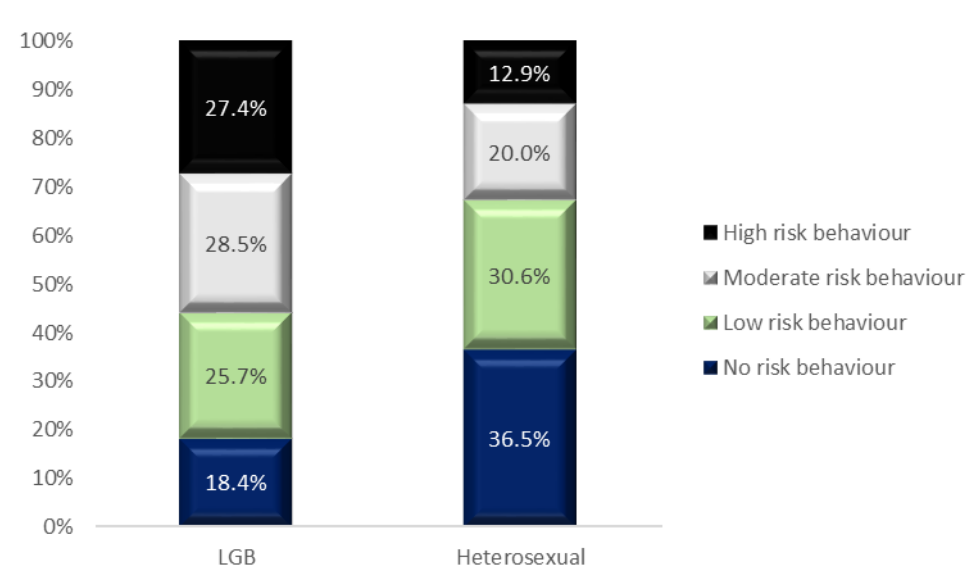
Risk behaviour	Gravity rating (1-3)	Low frequency category (multiply gravity by 1)	Higher frequency category (multiply gravity by 2)
Skipped school	1	1-2 times in last year	3 times or more in last year
Eaten and made yourself sick	2	1-2 times in last year	3 times or more in last year
Done something sexual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

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

- No risk behaviours (score of 0)
- Low risk behaviours (score of 1-6)
- Moderate risk behaviours (score of 7-17)
- High risk behaviours (score of 18+)

As Figure 9.3 shows, LGB pupils were much more likely than heterosexual pupils to have a score which indicated a high level of risk behaviours – more than one in four (27%) LGB pupils has a high risk score, compared to one in eight (13%) heterosexual pupils.

Figure 9.3: Risk Index Score by Sexual Identity

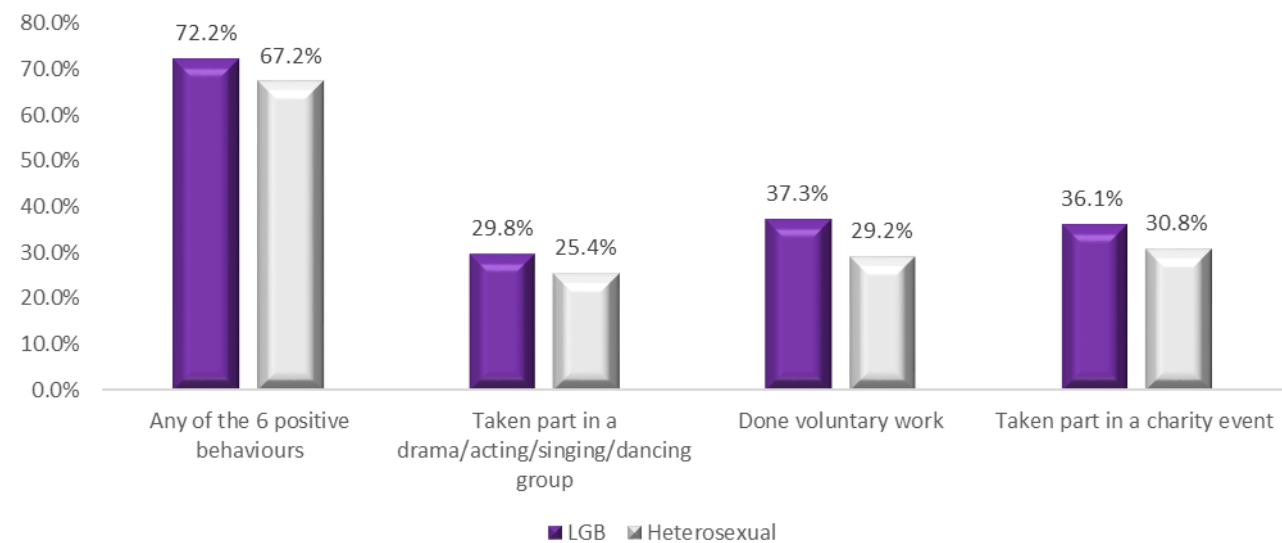


Based on Glasgow and East Dunbartonshire surveys only

9.3 Positive Behaviours and Resilience

Pupils were asked which, if any, positive behaviours they had engaged in during the last year from a list of six behaviours. There was no significant difference between LGB and heterosexual pupils in the proportion who had taken part in a buddying/mentoring programme at school, taken part in a religious activity or attended a youth organisation. However, LGB pupils were more likely than heterosexual pupils to have done voluntary work, taken part in a charity event or taken part in a drama/acting/singing/dancing group. Overall, more than seven in ten (72%) LGB pupils had taken part in one of the six positive behaviours compared to 67% of heterosexual pupils.

Figure 9.4: Positive Behaviours in the Last Year by Sexual Identity (all behaviours which showed a significant difference)



Based on Glasgow and East Dunbartonshire surveys only

Taking part in a drama/acting/singing/dancing group varied considerably by for sexual identity and gender groups. Heterosexual girls were more likely than lesbian/bisexual girls to take part in a drama/acting/singing/dancing group, but gay and bisexual boys were much more likely than heterosexual boys to take part in this type of group (38% heterosexual girls; 32% lesbian/bisexual girls; 26% gay/bisexual boys; 12% heterosexual boys).

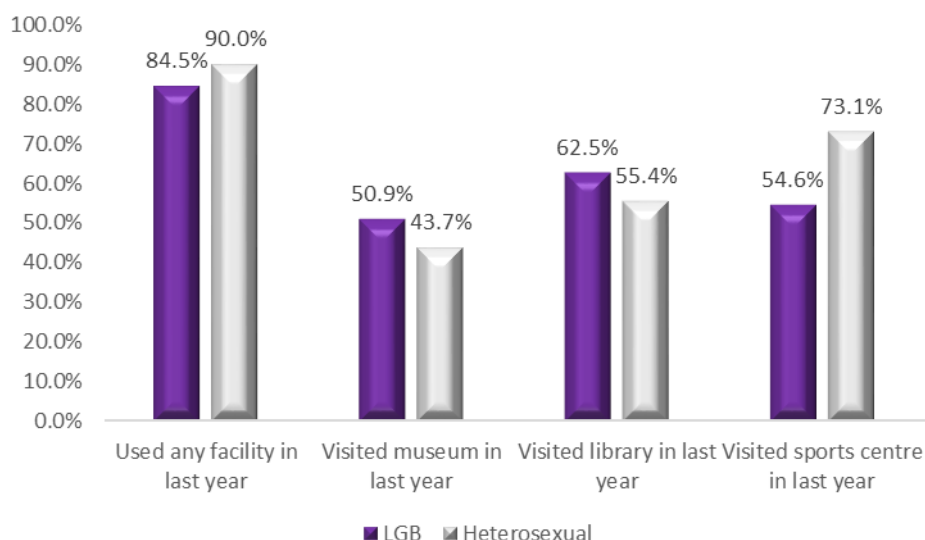
Among girls, heterosexual girls were as likely as lesbian/bisexual girls to do voluntary work or take part in a charity event. Indeed, the overall difference between LGB and heterosexual pupils for these behaviours was attributed to the difference among boys only. In total, 38% of gay/bisexual boys had done voluntary work compared to 24% of heterosexual boys. A third (34%) of gay/bisexual boys had taken part in a charity event, compared to a quarter (26%) of heterosexual boys.

10 Services for Young People

10.1 Culture and Leisure Facilities

Pupils across all four areas were asked whether they had been to a museum, library, sports centre or community centre in the last year. Overall, heterosexual pupils were more likely than LGB pupils to have used at least one of these culture/leisure facilities. However, this was solely due to heterosexual pupils being more likely than LGB pupils to have used a sports centre. In fact, LGB pupils were more likely than heterosexual pupils to have visited a museum or a library in the last year. This is shown in Figure 10.1.

Figure 10.1: Facilities Used in Last Year by Sexuality (all facilities which showed a significant difference).

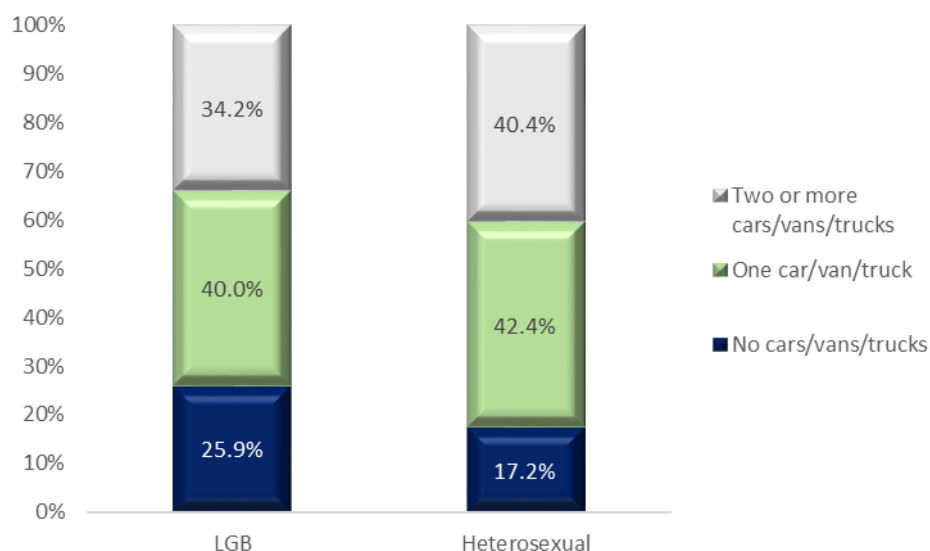


11 Financial Inclusion/Poverty

11.1 Indicators of Financial Inclusion/Poverty

In Glasgow and East Dunbartonshire, LGB pupils were less likely than heterosexual pupils to say their family owned a car/van/truck.

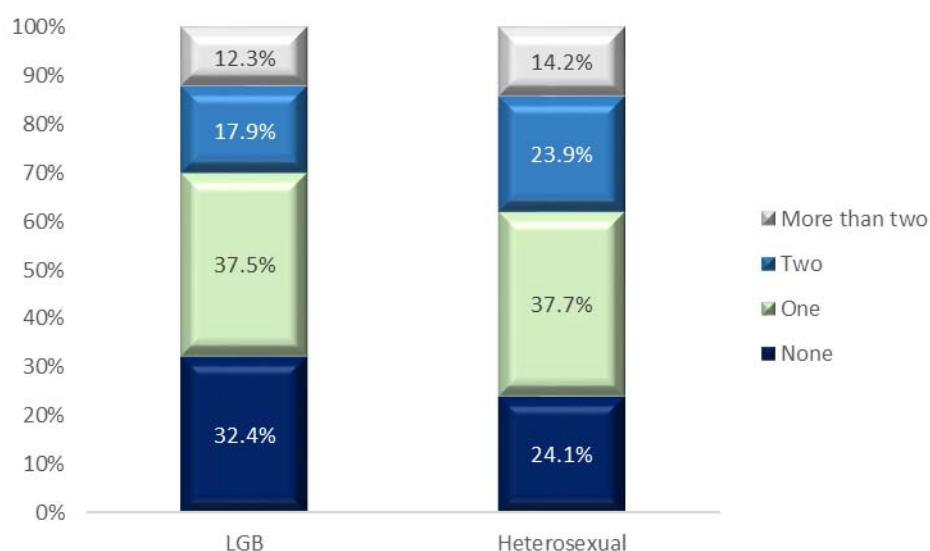
Figure 11.1: Car/Van/Truck Ownership by Sexual Identity



Based on Glasgow and East Dunbartonshire surveys only

Also, in Glasgow and East Dunbartonshire, LGB pupils were less likely than heterosexual pupils to say they had been on holiday with their family in the last year.

Figure 11.2: Number of Family Holidays in Last 12 Months by Sexual Identity



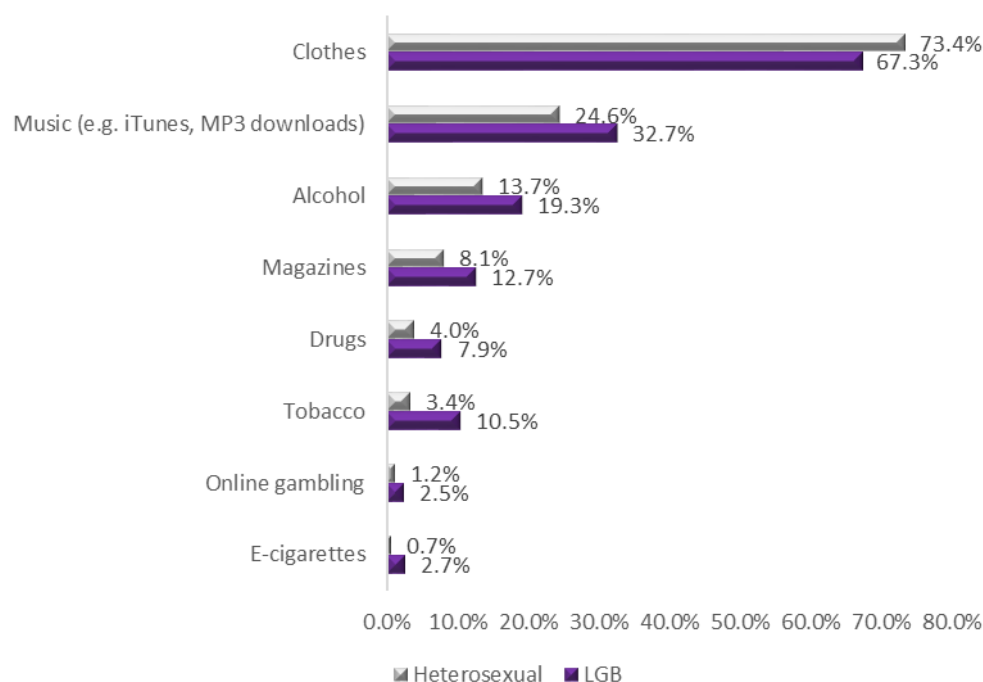
Based on Glasgow and East Dunbartonshire surveys only

11.2 Money

In Glasgow, East Dunbartonshire and Inverclyde, LGB pupils were less likely than heterosexual pupils to say they had any savings (72% LGB; 77% heterosexual).

Pupils in Glasgow and East Dunbartonshire were asked what they spent money on. Figure 11.3 shows that heterosexual pupils were more likely than LGB pupils to spend money on clothes, but there were seven things which LGB pupils were more likely to spend money on. These included alcohol, drugs, tobacco and e-cigarettes, which is indicative of the higher use of these substances among LGB pupils, as shown in Chapter 6.

Figure 11.3: What Pupils Spend Money on by Sexual Identity (all items which showed a significant difference)



Based on Glasgow and East Dunbartonshire surveys only

Although overall heterosexual pupils were more likely than LGB pupils to spend money on clothes, this was attributed entirely to the difference between lesbian/bisexual girls and heterosexual girls – 70% of lesbian/bisexual girls spent money on clothes, compared to 84% of heterosexual girls.

Although overall LGB pupils were more likely than heterosexual pupils to spend money on magazines, this was accounted for only by the difference among boys – 13% of gay/bisexual boys spent money on magazines, compared to 5% of heterosexual boys.

11.3 A Deprivation Index

A deprivation index was developed for pupils in Glasgow and East Dunbartonshire using the five available indicators available from the survey (with a score of 1 for each indicator):

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

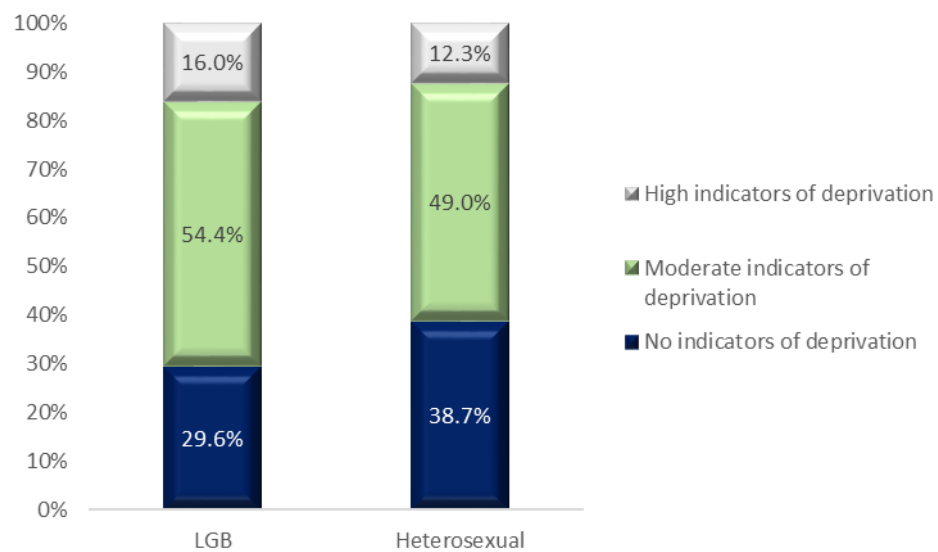
The calculation of the deprivation index resulted in pupils having deprivation scores of between 0 and 5. Pupils were subsequently categorised according to their deprivation index score as follows:

- No indicators of deprivation - Score of 0

- Moderate indicators of deprivation - Score of 1 or 2
- High indicators of deprivation - Score of 3,4 or 5

As Figure 11.4 shows, LGB pupils were more likely than heterosexual pupils to have a score indicating moderate or high levels of deprivation.

Figure 11.4: Deprivation Index Score by Sexual Identity



Based on Glasgow and East Dunbartonshire surveys only

12 Employability

12.1 Post-School Expectations

Pupils in Glasgow and East Dunbartonshire were asked what they thought they will most likely to be doing when they leave school. Of those who were able to answer, LGB pupils were more likely than heterosexual pupils to say they expected to go to further education or training (i.e. university, college or a training programme) – 72% of LGB pupils compared to 67% of heterosexual pupils expected to go to further education/training. Upper school pupils were generally the most likely to expect to go to further education/training, but among upper school pupils, there remained a difference between LGB and heterosexual pupils; 83% of LGB S5/S6 pupils expected to go to further education/training, compared to 74% of heterosexual S5/S6 pupils.

The disparity in post-school expectations by sexual identity was accounted for by a difference only among boys. Three quarters (75%) of both heterosexual and lesbian/bisexual girls expected to go to further education/training; however, 67% of gay/bisexual boys but only 59% of heterosexual boys expected to do this.

13 Odds Ratios

13.1 Introduction

The preceding chapters have presented numerous findings which have shown a significant difference for LGB pupils compared to heterosexual pupils. This chapter explores the extent to which some of the key indicators vary not just by sexual identity, but by seven additional factors.

For each case where an indicator is shown to vary significantly by one of the factors, the strength of association has been calculated using the **odds ratio (OR)**. The OR is calculated to measure the strength of association between two dichotomous variables, showing how strongly the presence or absence of a property X is associated with the presence or absence of property Y. For example, property X could be 'being a current smoker' and property Y could be 'being a carer'. In this instance, the OR would be calculated by:

- a) Calculate the odds that an individual who is a carer is a current smoker;
- b) Calculate the odds that an individual who is not a carer is a current smoker;
- c) Divide the odds from (a) by the odds from (b) to obtain the OR.

An OR with a value of greater than 1 can be said to show a valid association. However, the OR does not necessarily point to one factor **causing** the presence of another factor.

The presentation of OR data here highlights which factors are most strongly associated with inequalities in health, and where sexual identity lies relative to other factors.

The eight factors which have been used for analysis here are:

1. **Sexual identity** (LGB compared to heterosexual).
2. **Deprivation** (Most deprived schools compared to least deprived schools). Levels of free school meal (FSM) entitlement has been used as a proxy measure of deprivation. Schools with a FSM level of more than 30% are categorised as being 'most deprived'; those with less than 13% FSM were categorised as being 'least deprived'. These were based on 2013 data for FSM in Renfrewshire and Inverclyde and 2014 data for Glasgow and East Dunbartonshire.
3. **Gender** (boys compared to girls).
4. **Stage** (upper school compared to others/lower school compared to others). Analysis was conducted for both upper school (S5/S6) compared to others and lower school (S1/S2) compared to others. Where both these analyses showed a significant association, only the strongest association is shown.
5. **'Total Difficulties' SDQ Score** (High Total Difficulties score compared to others).
6. **Carers** (carers compared to non carers).
7. **Limiting Condition** (those with a limiting illness or disability compared to others).
8. **Family Type** (2 parent families compared to others).

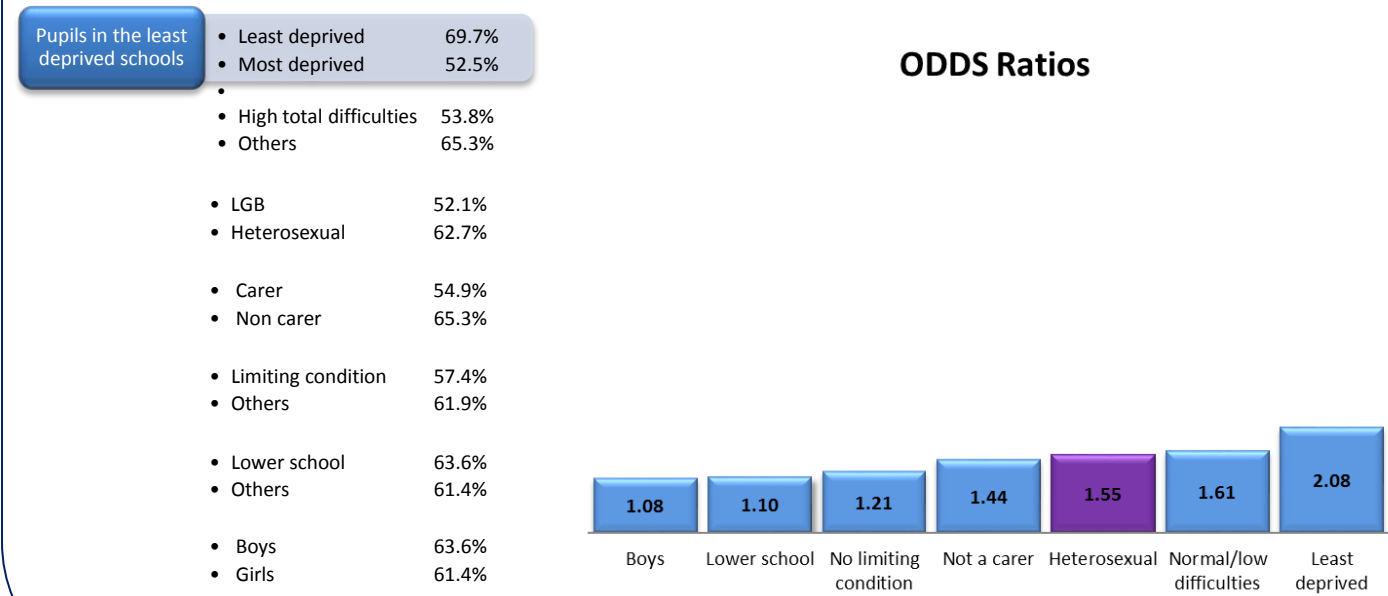
13.2 Pupil Profile

LGB pupils were less likely than heterosexual pupils to live in two-parent families. Seven of the factors showed an association with living in a two parent family; the strongest association was for pupils in least deprived schools compared to those in the most deprived schools, followed by having a normal/low 'total difficulties' score. Being heterosexual was the factor with the third strongest association.

LGB pupils were more likely than heterosexual pupils to be carers. Six factors showed an association with being a carer. Sexual identity had the third strongest association with caring status, after having a limiting condition/disability and having a high total difficulties score.



Who is more likely to live with two parents?





Who is more likely to be a carer?

ODDS Ratios

Pupils with a limiting condition

- Limiting condition 22.4%
- Others 11.8%

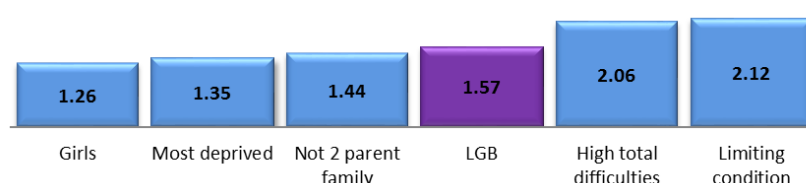
- High total difficulties 21.8%
- Others 12.0%

- LGB 20.6%
- Heterosexual 14.1%

- 2 Parent family 12.7%
- Others 17.4%

- Least deprived 11.2%
- Most deprived 14.5%

- Boys 13.0%
- Girls 15.8%



13.3 General Health

All eight factors showed an association with pupils having a positive view of their health. Having a high 'total difficulties' score had the strongest association. However, sexual identity had the second strongest association, with heterosexual pupils much more likely than LGB pupils to rate their health positively.

Six factors showed associations with pupils having a limiting illness or disability. The factors most strongly association with having a limiting condition were having a high total difficulties score, being a carer, and being LGB.

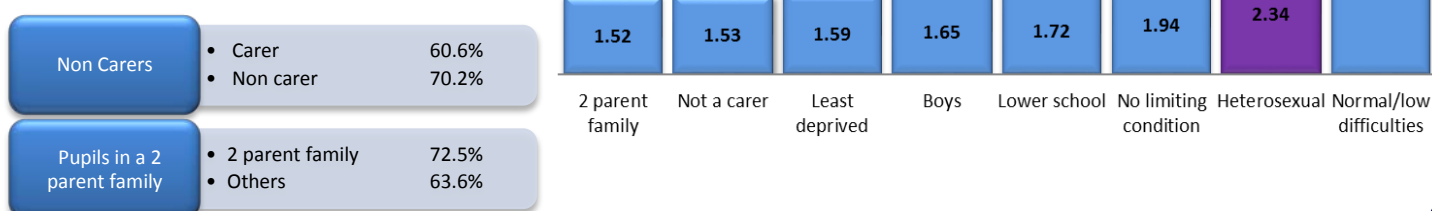
Gender was the factor most strongly associated with the likelihood of cleaning teeth twice or more per day, with girls more likely than boys to do so. However, sexual identity was the second most strongly associated factor, with heterosexual pupils more likely than LGB pupils to clean their teeth twice or more per day.



Who is more likely to rate their general health positively?

Pupils with normal/low total difficulties	• High total difficulties	47.2%
	• Others	75.8%
	•	
	• LGB	49.6%
	• Heterosexual	69.7%
	•	
	• Limiting condition	49.9%
	• Others	65.9%
	• Lower school	76.2%
	• Others	65.1%
	• Boys	74.4%
	• Girls	63.7%
	• Least deprived	72.5%
	• Most deprived	62.5%

ODDS Ratios



Non Carers	• Carer	60.6%
	• Non carer	70.2%

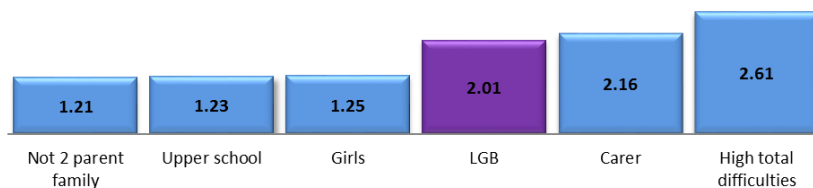
Pupils in a 2 parent family	• 2 parent family	72.5%
	• Others	63.6%



Who is more likely to have a limiting illness or disability?

Pupils with high total difficulties	• High total difficulties	16.3%
	• Others	7.0%
	• Carer	16.3%
	• Non carer	8.3%
	• LGB	16.2%
	• Heterosexual	8.8%
	• Boys	8.4%
	• Girls	10.2%
	• Upper school	9.8%
	• Others	8.1%
	• 2 parent family	8.7%
	• Others	10.3%

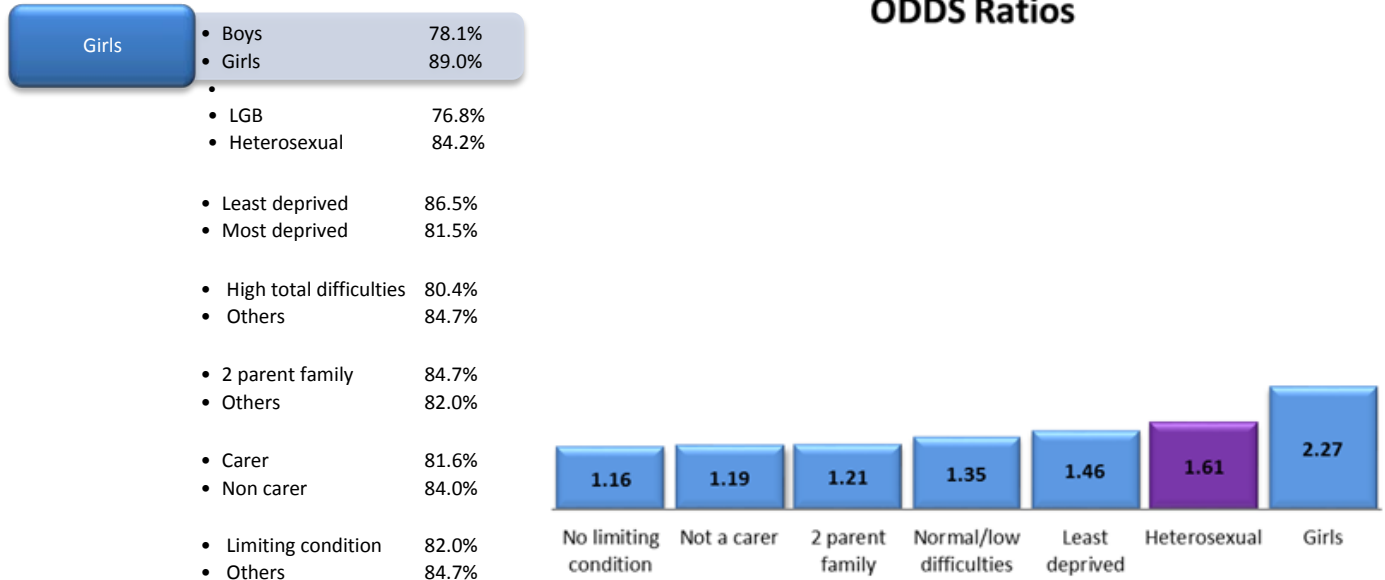
ODDS Ratios





Who is more likely to brush their teeth twice or more per day?

ODDS Ratios



13.4 Physical Activity, Diet and Sleep

Overall it was a minority of pupils who met the recommended physical activity target of taking at least 60 minutes of exercise every day of the week. Gender was the factor most associated with whether pupils met this target, with boys more likely to meet the target than girls. Sexual identity was the next most strongly associated factor, with LGB pupils being less likely than heterosexual pupils to meet the target. Surprisingly, pupils with a limiting condition were more likely than those without a limiting condition to meet the physical activity target.

Having a high total difficulties score and being in one of the most deprived schools were the factors most associated with skipping breakfast.

Stage showed by far the strongest association with the likelihood of having nine or more hours sleep per night, with lower school pupils being much more likely than others to have nine or more hours sleep. Sexual identity also showed a fairly strong association, with LGB pupils being less likely than heterosexual pupils to have 9 or more hours sleep.

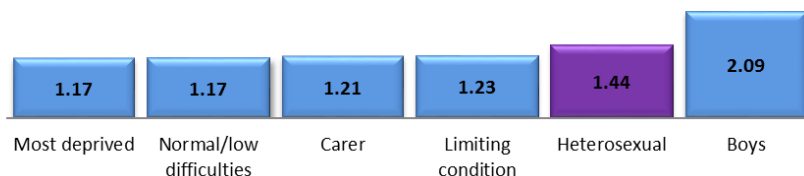


Who is more likely to meet the physical activity target?

Boys

• Boys	16.5%
• Girls	18.6%
• LGB	9.0%
• Heterosexual	12.4%
• Limiting condition	14.2%
• Others	11.9%
• Carer	13.9%
• Non carer	11.9%
• High total difficulties	10.9%
• Others	12.6%
• Least deprived	11.6%
• Most deprived	13.3%

ODDS Ratios

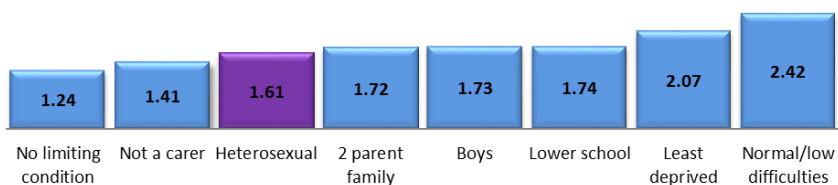


Who is more likely to eat breakfast?

Pupils with normal/low total difficulties

• High total difficulties	55.1%
• Others	74.8%
• Least deprived	76.3%
• Most deprived	60.9%
• Lower school	77.2%
• Others	66.0%
• Boys	75.7%
• Girls	64.3%
• 2 parent family	74.3%
• Others	62.7%
• LGB	59.5%
• Heterosexual	70.3%

ODDS Ratios



Non Carers

• Carer	63.4%
• Non carer	71.0%

Pupils without a limiting condition

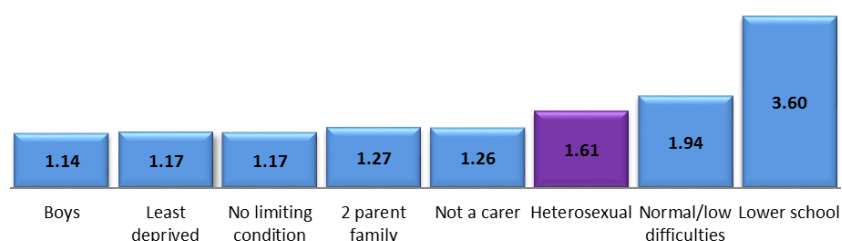
• Limiting condition	62.6%
• Others	67.4%



Who is more likely to get 9 or more hours sleep at night?

Lower school pupils	• Lower school	47.0%
	• Others	19.8%
	• High total difficulties	19.1%
	• Others	31.4%
	• LGB	19.8%
	• Heterosexual	28.5%
	• Carer	25.2%
	• Non carer	28.4%
	• 2 parent family	30.8%
	• Others	26.0%
	• Limiting condition	25.3%
	• Others	28.4%
Pupils in the least deprived schools	• Least deprived	30.8%
	• Most deprived	27.5%
Boys	• Boys	30.5%
	• Girls	27.8%

ODDS Ratios



13.5 Mental Health and Wellbeing

Seven factors showed associations with having a mental health or emotional illness. It is perhaps not surprising that pupils with a high 'total difficulties' SDQ score were the most strongly associated with having a mental health/emotional illness. However, sexual identity was the factor which showed the next highest level of association, with an Odds Ratio of 7.1, showing a very strong association, and much stronger than any of the other factors, with LGB pupils being much more likely than heterosexual pupils to have a mental health/emotional illness.

Seven factors were also associated with having any worries. Most pupils worried about at least one thing, but the factors associated with being more likely to have worries were having a high total difficulties SDQ score, being in the upper school and being LGB.

Having a high total difficulties score was the factor most associated with having been bullied in the last year. Sexual identity also showed a very strong association with being bullied, with LGB pupils much more likely than heterosexual pupils to have experienced being bullied.

Sexual identity was the factor most associated with having a high total difficulties score, with LGB pupils much more likely than heterosexual pupils to have a score indicating a high level of difficulties.

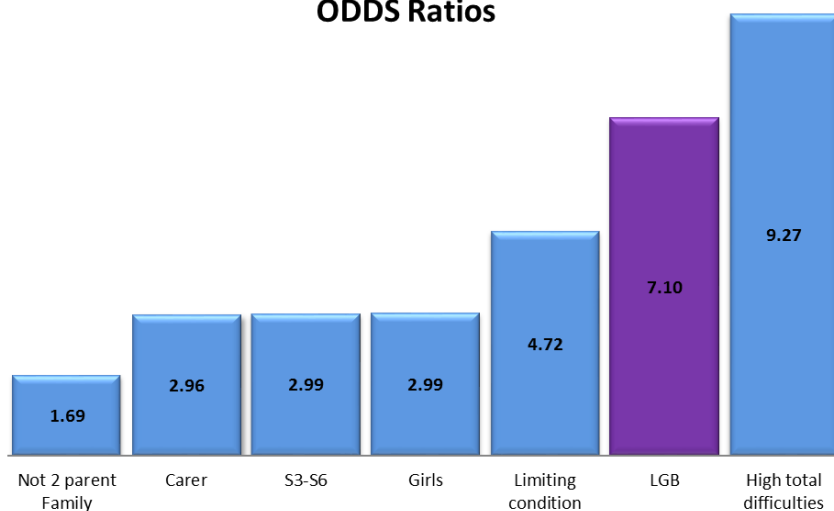


Who is more likely to have a mental health/emotional illness?

High total difficulties

• High total difficulties	14.1%
• Others	1.7%
•	
• LGB	22.5%
• Heterosexual	3.9%
•	
• Limiting condition	15.0%
• Others	3.6%
•	
• Boys	2.4%
• Girls	6.9%
•	
• Lower school	2.1%
• Others	6.2%
•	
• Carer	10.7%
• Non carer	3.9%
•	
• 2 parent family	3.8%
• Others	6.3%

ODDS Ratios

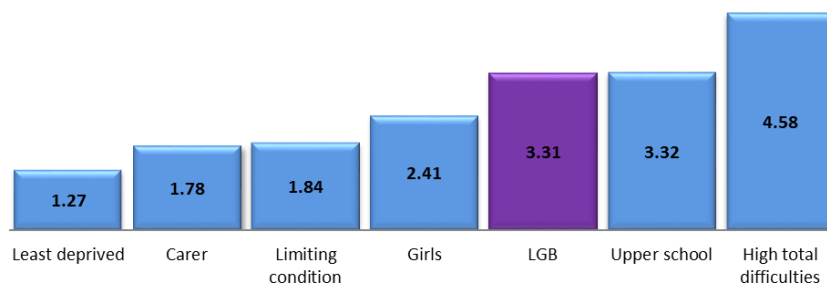


Who is more likely to have any worries?

High total difficulties

• High total difficulties	95.1%
• Others	81.0%
•	
• Upper school	93.2%
• Others	80.4%
•	
• LGB	94.5%
• Heterosexual	83.8%
•	
• Boys	78.1%
• Girls	89.6%
•	
• Limiting condition	90.3%
• Others	83.5%
•	
• Carer	90.0%
• Non carer	85.5%
•	
• Least deprived	85.7%
• Most deprived	82.6%

ODDS Ratios



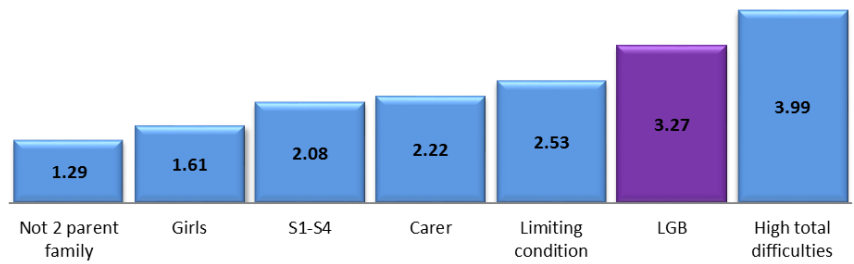


Who is more likely to have been bullied in the last year?

High total difficulties

• High total difficulties	41.4%
• Others	15.0%
•	
• LGB	44.4%
• Heterosexual	19.6%
•	
• Limiting condition	37.5%
• Others	19.2%
•	
• Carer	34.2%
• Non carer	19.0%
•	
• Upper school	13.7%
• Others	24.9%
•	
• Boys	17.6%
• Girls	25.6%
•	
• 2 parent family	20.0%
• Others	24.4%

ODDS Ratios

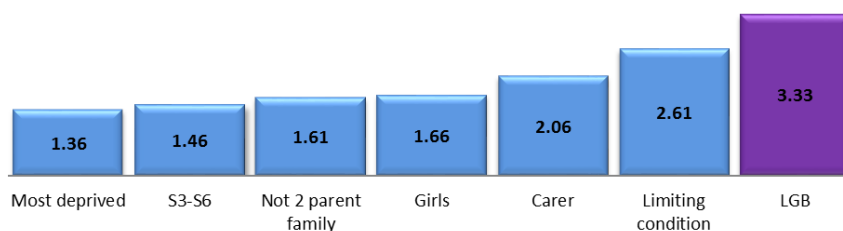




Who is more likely to have a high 'total difficulties' SDQ Score?

LGB pupils	LGB	49.3%
	Heterosexual	22.6%
	•	
	Limiting condition	43.9%
	Others	23.1%
	•	
	Carers	36.4%
	Non carers	21.8%
	•	
	Boys	19.3%
	Girls	28.4%
	2 parent family	20.6%
	Others	29.5%
	Lower school	19.6%
	Others	26.2%
	Least deprived	21.3%
	Most deprived	26.9%

ODDS Ratios



13.6 Smoking, Alcohol and Drugs

Five factors showed a strong association with smoking. By far the strongest association was for stage, with lower school pupils being much less likely than older pupils to be current smokers. The other four factors also showed strong associations. Sexual identity was the factor with second strongest association with smoking, with LGB pupils much more likely than heterosexual pupils to be current smokers.

Having a high 'total difficulties' SDQ score was the factor most associated with exposure to environmental tobacco smoke. There were six further factors which showed associations with exposure to environmental smoke, including sexual identity.

All eight factors showed an association with drinking alcohol. By far the strongest association was with stage, with lower school pupils being much less likely than older pupils to say they ever drank alcohol.

Stage was also by far the factor which was most strongly associated with drug taking, with lower school pupils much less likely than others to say they had ever taken drugs. The next strongest associations were with those with a high total difficulties score and LGB pupils.

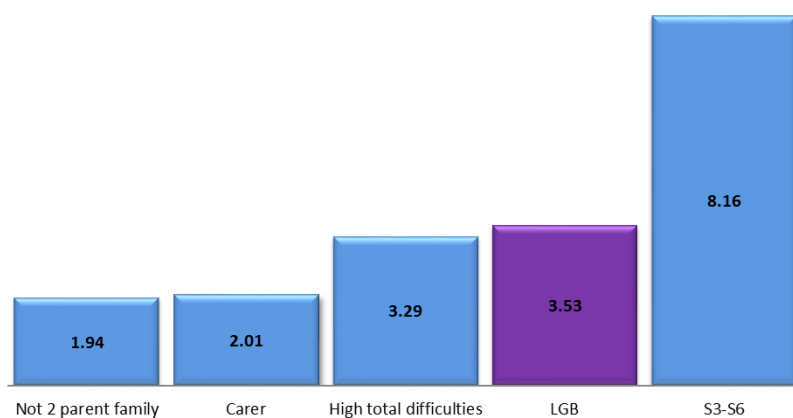


Who is more likely to smoke?

ODDS Ratios

S3-S6 pupils

- Lower school 1.3%
- Others 9.4%
- LGB 18.8%
- Heterosexual 6.2%
- High total difficulties 13.0%
- Others 4.4%
- Carer 10.9%
- Non carer 5.7%
- 2 parent family 5.0%
- Others 9.2%

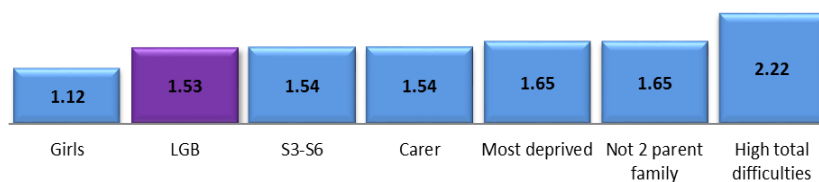


Who is more likely to be exposed to environmental smoke?

ODDS Ratios

Pupils with high total difficulties

- High total difficulties 79.2%
- Others 63.2%
- 2 parent family 62.6%
- Others 73.5%
- Least deprived 59.7%
- Most deprived 71.0%
- Carer 74.6%
- Non carer 65.6%
- Lower school 60.4%
- Others 70.2%
- LGB 75.9%
- Heterosexual 67.3%
- Boys 65.4%
- Girls 67.9%

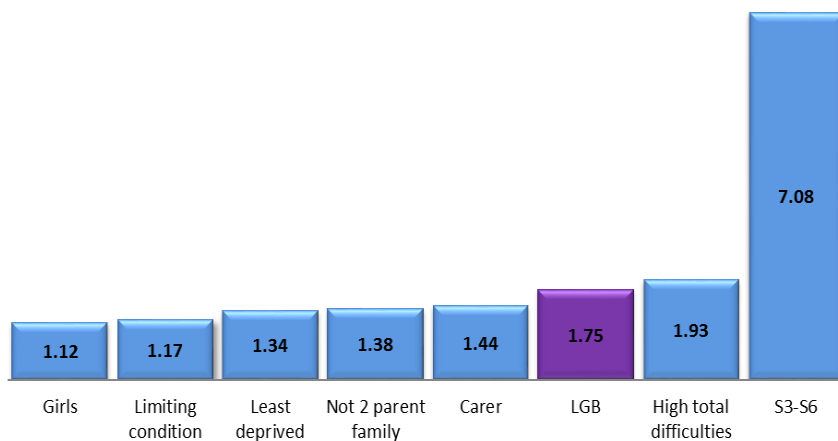




Who is more likely to drink alcohol?

S3 -S6 pupils	• Lower school	15.7%
	• Others	56.8%
	• High total difficulties	55.6%
	• Others	39.3%
	• LGB	57.5%
	• Heterosexual	43.7%
	• Carer	50.6%
Girls	• Non carer	41.5%
	• 2 parent family	39.5%
	• Others	47.3%
	• Least deprived	44.3%
	• Most deprived	37.3%
	• Limiting condition	43.7%
	• Others	39.9%
Boys	• Boys	65.4%
	• Girls	67.9%

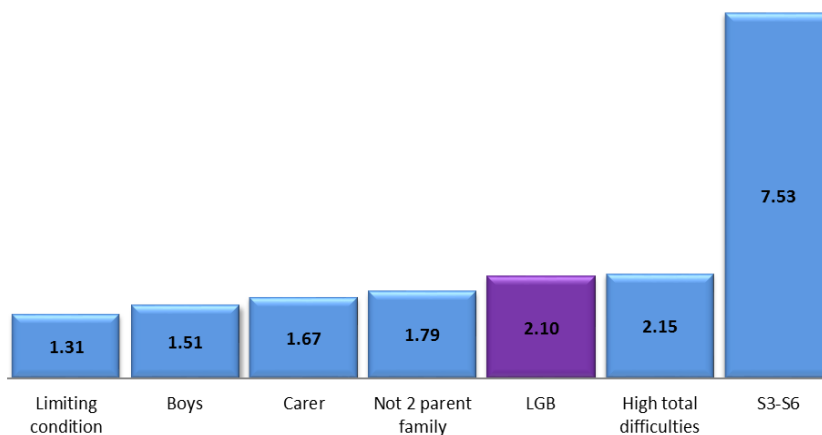
ODDS Ratios



Who is more likely to have used drugs?

S3 -S6 pupils	• Lower school	2.3%
	• Others	15.2%
Pupils with high total difficulties	• High total difficulties	17.0%
	• Others	8.7%
LGB pupils	• LGB	19.9%
	• Heterosexual	10.6%
Pupils not in a 2 parent family	• 2 parent family	8.5%
	• Others	14.2%
Carers	• Carer	15.4%
	• Non carer	9.8%
Boys	• Boys	12.6%
	• Girls	8.7%
Pupils with a limiting condition	• Limiting condition	13.2%
	• Others	10.4%

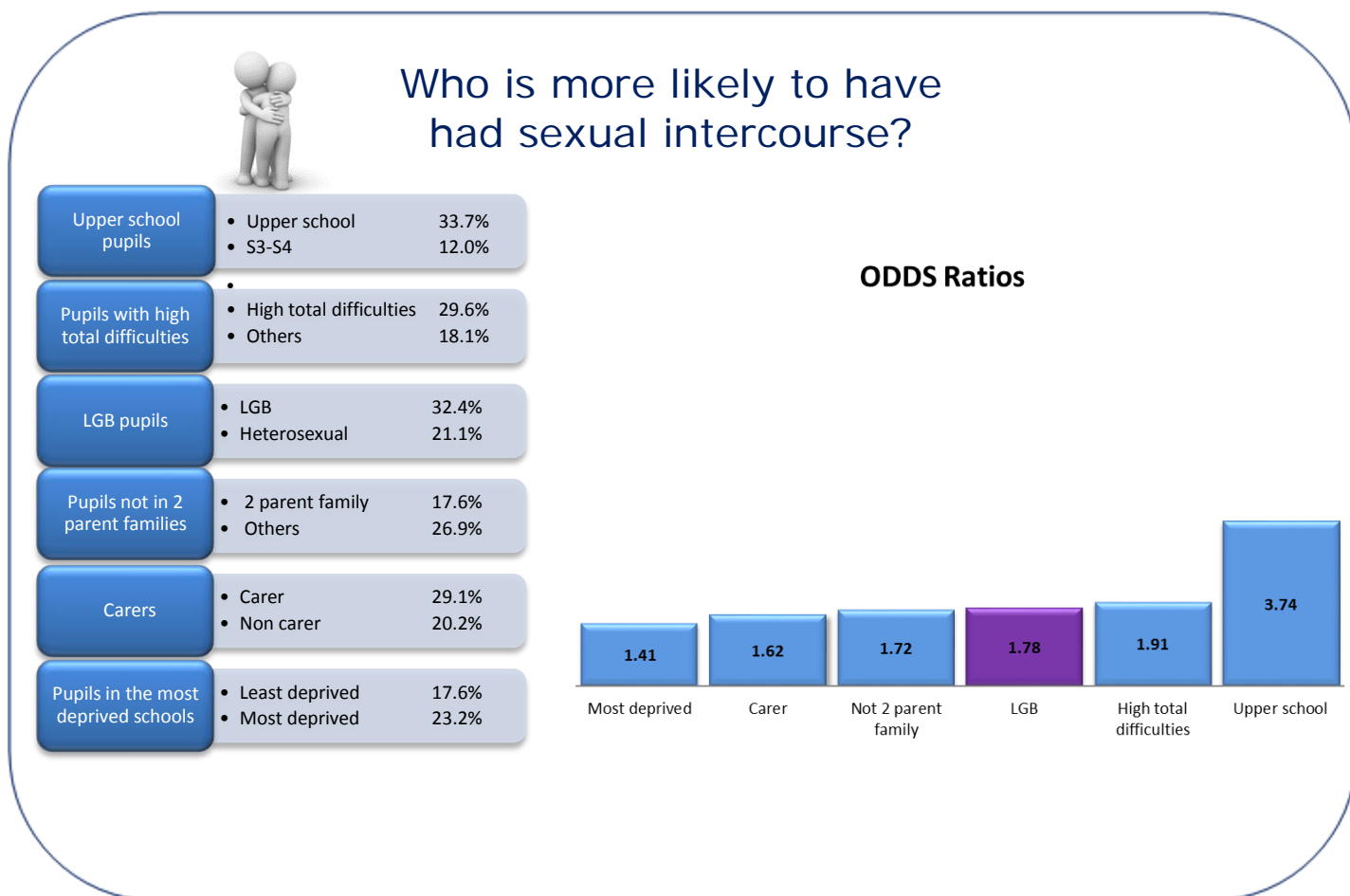
ODDS Ratios



13.7 Sexual Health and Relationships

Among S3-S6 pupils who were asked about sexual behaviour, the factor most associated with having had sexual intercourse or other sexual activity was stage, with upper school pupils being much more likely to have engaged in intercourse or other sexual activity than S3-S4 pupils. Both sexual orientation and having a high total difficulties score also showed a strong association for these behaviours. LGB pupils were more likely than heterosexual pupils to have had sexual intercourse and particularly to have engaged in other sexual activity.

Among those who were sexually active, four factors were associated with the likelihood of ever using contraception. Stage and sexual identity showed the strongest associations, with upper school pupils and heterosexual pupils being the most likely to use contraception.

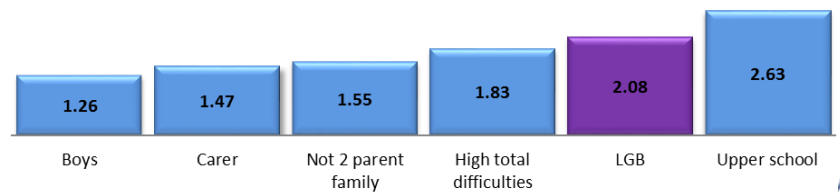




Who is more likely to have engaged in other sexual activity?

Upper school pupils	<ul style="list-style-type: none"> Upper school S3-S4 	36.2% 17.8%
LGB pupils	<ul style="list-style-type: none"> LGB Heterosexual 	41.3% 25.3%
Pupils with high total difficulties	<ul style="list-style-type: none"> High total difficulties Others 	34.7% 22.5%
Pupils not in 2 parent families	<ul style="list-style-type: none"> 2 parent family Others 	22.2% 24.7%
Carers	<ul style="list-style-type: none"> Carer Non carer 	32.4% 24.7%
Boys	<ul style="list-style-type: none"> Boys Girls 	27.9% 23.5%

ODDS Ratios

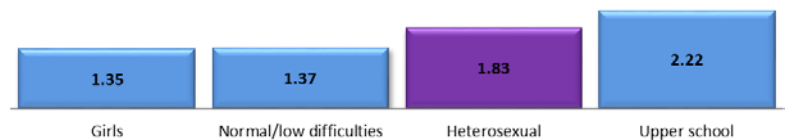


Who is more likely to ever use contraception? (of those who are sexually active)



Upper school pupils	<ul style="list-style-type: none"> Upper school S3-S4 	77.1% 60.3%
Heterosexual pupils	<ul style="list-style-type: none"> LGB Heterosexual 	59.2% 72.6%
Pupils with normal/low difficulties	<ul style="list-style-type: none"> High total difficulties Others 	67.1% 73.7%
Girls	<ul style="list-style-type: none"> Boys Girls 	68.0% 74.0%

ODDS Ratios



13.8 Screen Time

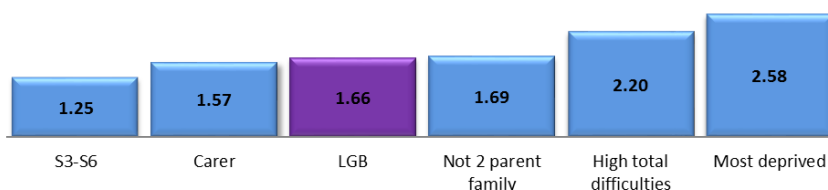
Six factors were associated with spending eight or more hours of screen time per school day. The strongest association was for deprivation, with pupils in the most deprived schools being much more likely than those in the least deprived schools to have a high level of screen time.



Who is more likely to spend eight or more hours per school day on screen based activities?

Pupils in the most deprived schools	• Least deprived	19.3%
	• Most deprived	38.2%
Pupils with high total difficulties	• High total difficulties	43.1%
	• Others	25.6%
Pupils not in a 2 parent family	• 2 parent family	25.6%
	• Others	36.8%
LGB pupils	• LGB	41.1%
	• Heterosexual	29.6%
Carers	• Carer	38.6%
	• Non carer	28.6%
S3-S6 pupils	• Lower school	26.7%
	• Others	31.3%

ODDS Ratios



13.9 Risk Clustering

Having a high 'total difficulties' SDQ score was the factor most strongly associated with having taken part in at least one risk/antisocial behaviour in the last year. Sexual identity was the factor with the next strongest association, with LGB pupils much more likely than heterosexual pupils to have taken part in at least one of the risk/antisocial behaviours.

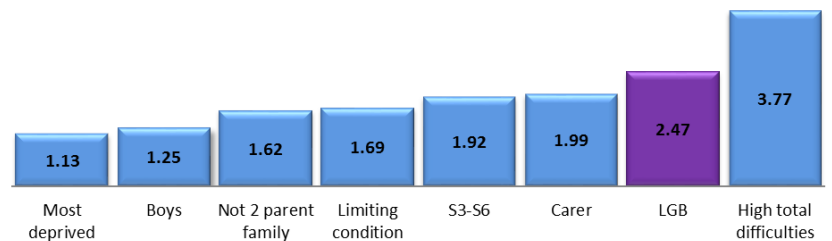
Seven factors were associated with having a moderate or high score on the risk index (see Chapter 9). Again, having a high total difficulties score was the factor with the strongest association, but stage and sexual identity also showed strong associations.



Who is more likely to have taken part in at least one risk/antisocial behaviour in the last year?

Pupils with high total difficulties	<ul style="list-style-type: none"> High total difficulties 76.4% Others 46.2%
LGB pupils	<ul style="list-style-type: none"> LGB 73.9% Heterosexual 53.4%
Carers	<ul style="list-style-type: none"> Carer 67.9% Non carer 51.6%
S3-S6 pupils	<ul style="list-style-type: none"> Lower school 43.4% Others 59.6%
Pupils with a limiting condition	<ul style="list-style-type: none"> Limiting condition 64.9% Others 52.3%
Pupils not in a 2 parent family	<ul style="list-style-type: none"> 2 parent family 49.3% Others 61.2%
Boys	<ul style="list-style-type: none"> Boys 57.0% Girls 51.4%
Pupils in the most deprived areas	<ul style="list-style-type: none"> Least deprived 54.0% Most deprived 51.0%

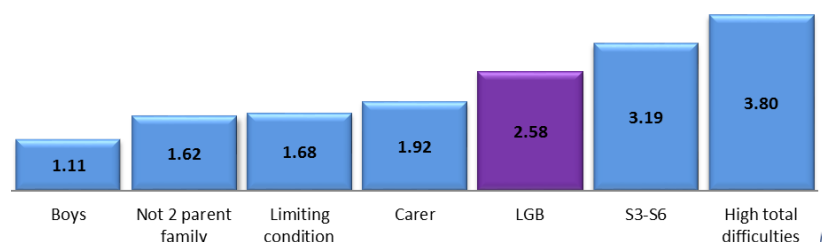
ODDS Ratios



Who is more likely to have a moderate/high Risk Index score?

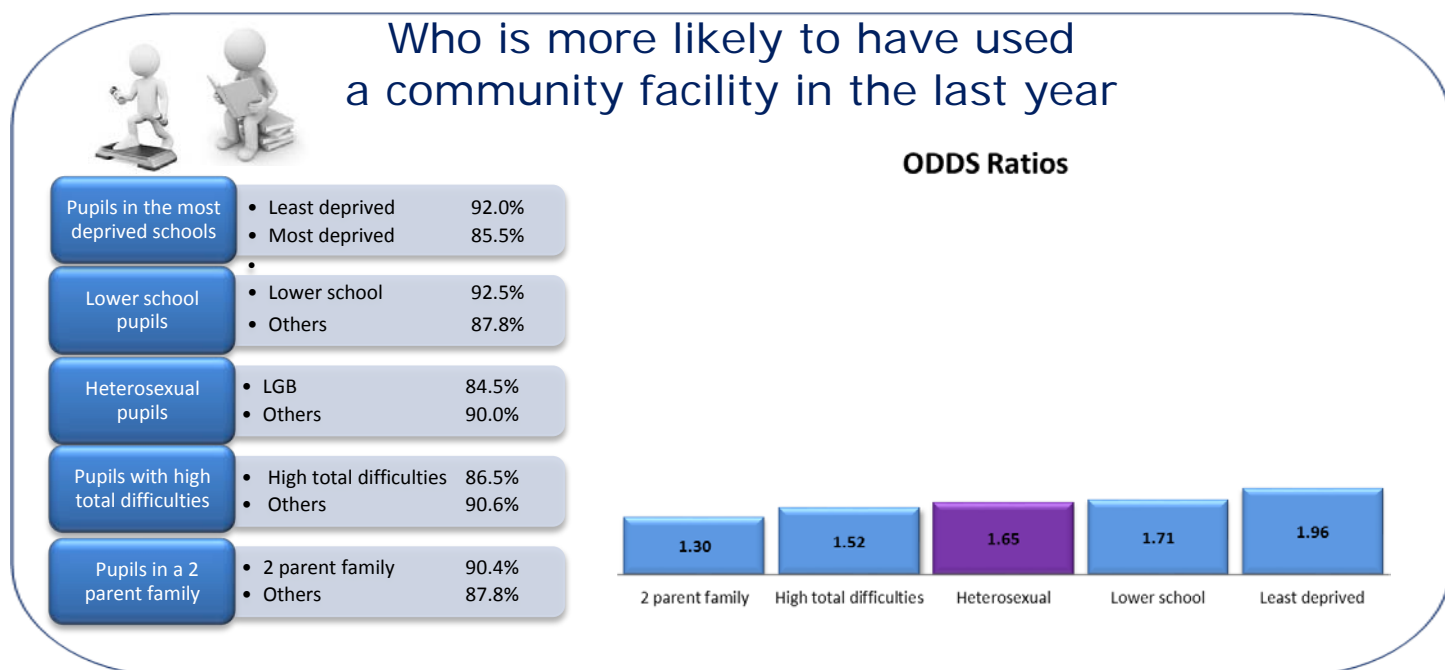
Pupils with high total difficulties	<ul style="list-style-type: none"> High total difficulties 55.9% Others 25.0%
S3-S6 pupils	<ul style="list-style-type: none"> Lower school 17.1% Others 39.6%
LGB pupils	<ul style="list-style-type: none"> LGB 55.9% Heterosexual 32.9%
Carers	<ul style="list-style-type: none"> Carer 46.6% Non carer 31.3%
Pupils with a limiting condition	<ul style="list-style-type: none"> Limiting condition 43.4% Others 31.3%
Pupils not in a 2 parent family	<ul style="list-style-type: none"> 2 parent family 27.5% Others 38.0%
Boys	<ul style="list-style-type: none"> Boys 32.8% Girls 30.5%

ODDS Ratios



13.10 Services for Young People

Five factors were associated with a higher likelihood of having used a community facility in the last year (museum, library, sports centre or community centre). Deprivation showed the strongest association, with those in the least deprived schools being more likely than those in the most deprived schools to have used at least one community facility in the last year.



13.11 Employability

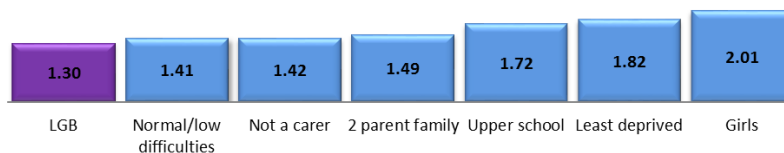
Seven factors showed an association with the likelihood of pupils expecting to go to university, college or training after school. Gender and deprivation were the factors which showed the strongest association.



Who is more likely to expect to go to further education/training

Girls	<ul style="list-style-type: none"> Boys 58.6% Girls 74.0%
Pupils in the least deprived schools	<ul style="list-style-type: none"> Least deprived 74.6% Most deprived 61.7%
Upper school pupils	<ul style="list-style-type: none"> Upper school 74.6% Others 63.0%
Pupils in a 2 parent family	<ul style="list-style-type: none"> 2 parent family 70.1% Others 61.2%
Non Carers	<ul style="list-style-type: none"> Carer 59.8% Non carer 67.9%
Pupils with normal/low difficulties	<ul style="list-style-type: none"> High total difficulties 61.7% Others 69.5%
LGB pupils	<ul style="list-style-type: none"> LGB 72.5% Heterosexual 66.9%

ODDS Ratios



14 Summary of Sexual Identity Differences

This chapter brings together the findings from Chapters 2 – 12, highlighting all indicators in which there was a significant difference in the findings for LGB pupils compared to heterosexual pupils. Indicators have been categorised as those in which LGB pupils had less positive findings, those in which they had more positive findings and 'other' indicators. Within these three categories, the indicators are listed according to the strength of association as measured by the odds ratio (from the strongest to weakest association). It should be remembered, however, that Chapters 2 to 12 showed that some indicators had very different findings for boys and girls within sexual identity groups.

Findings are very concerning for LGB pupils, with data showing stark differences for these pupils compared to heterosexual pupils for many indicators. The findings show that LGB pupils are particularly more likely to have mental health problems, and other findings paint a troubling picture of indicators which are likely to both contribute to and/or result from mental health problems including a much higher likelihood of being bullied, having many worries (particularly those relating to relationships with parents and friends and fear of bullying), finding it difficult to talk to people about worries, and behaviours such as losing control when angry, and eating and making themselves sick. Other significant findings include a higher prevalence of skin conditions and a lower likelihood of getting 9 hours sleep per night among LGB pupils. Both these indicators can be linked to stress or other mental health problems. LGB pupils were also more likely to have each of the types of difficulty measured on the SDQ scale.

LGB pupils were also more likely to engage many types of risk taking behaviour, including drinking alcohol, smoking, drug use, antisocial behaviour and sexual activity. Also, for at least some risky behaviours such as drinking alcohol and sexual activity, LGB pupils were more likely than heterosexual pupils to begin engaging in these behaviours at an earlier age.

The findings also suggest that LGB pupils are more likely than heterosexual pupils to have difficult home lives, with LGB pupils more likely to live with family members with problems, particularly mental health or drug/alcohol problems. LGB pupils were also less likely to live with both their parents.

Indicators showing less positive findings for LGB pupils compared to heterosexual pupils

Compared to heterosexual pupils, LGB pupils were....	Odds Ratio
More likely to have a mental health/emotional illness	7.10
More likely to have epilepsy	4.72
More likely to have ASD/Aspergers	4.20
More likely to have been bullied elsewhere (not school) in the last year	3.95
More likely to have been bullied online in the last year	3.75
More likely to have a high score on the SDQ peer problems scale	3.67
More likely to spend money on e-cigarettes	3.66
More likely to be a current smoker	3.53
More likely to have a high score on the SDQ emotional symptoms scale	3.50
More likely to have diabetes	3.35
More likely to spend money on tobacco	3.35
More likely to have a high 'total difficulties' score	3.33
More likely to have been bullied at school in the last year	3.32
More likely to have any worries	3.31
More likely to have been bullied anywhere in the last year	3.27
Less likely to say it was easy to talk to their mum/female carer	3.20
More likely to worry about being alone	3.06

Compared to heterosexual pupils, LGBT pupils were....	Odds Ratio
Less likely to have someone they found it easy to talk to	3.04
More likely to have broken into a shop/school/house in the last year	3.01
More likely to worry about being bullied	2.95
More likely to have shoplifted in the last year	2.95
More likely to worry about relationship with parents/carers	2.94
Less likely to say it was easy to talk to their dad/male carer	2.90
More likely to use drugs at home (of those who have ever used drugs)	2.83
More likely to have eaten and made themselves sick in the last year	2.78
More likely to have posted something on social networking which they regret in the last year	2.74
More likely to worry about relationship with friends	2.72
More likely to have dealt drugs in the last year	2.70
Less likely to eat lunch	2.69
More likely to live with a family member with a drug/alcohol problem	2.67
More likely to have sent an inappropriate text which they wish they had not in the last year	2.60
More likely to have a high/moderate 'risk index' score	2.58
More likely to have ended up in a situation where they felt threatened or unsafe in the last year	2.54
More likely to be currently using e-cigarettes	2.52
More likely to have engaged in at least one risk/antisocial behaviour in the last year	2.47
More likely to have thought about harming someone else in the last year	2.46
More likely to have carried a weapon in the last year	2.46
Less likely to participate in sports out of school at least once a week	2.41
More likely to live with a family member with a mental health problem	2.39
Less likely to have a positive view of their general health	2.34
More likely to worry about the way they look	2.33
More likely to say they did not agree to their first sexual experience (S3-S6 who were sexually active)	2.29
More likely to have lost control when angry in the last year	2.26
Less likely to have been to a sports centre in the last year	2.26
More likely to have ADHD	2.21
More likely to have done something sexual which they wish they had not in the last year	2.20
More likely to worry about school	2.16
More likely to have ever used drugs	2.10
More likely to have engaged in 'other sexual activity' (S3-S6)	2.08
More likely to have a high score on the SDQ conduct problems scale	2.06
More likely to spend money on online gambling	2.06
Less likely to say it was easy to talk to their grandparents	2.05
More likely to have engaged in vandalism/graffiti in the last year	2.02
More likely to spend money on drugs	2.02
More likely to have a limiting condition	2.01
More likely to have misused glue/gas/solvents in the last year (of those who had ever used drugs)	2.01
More likely to drink wine (of those who ever drink alcohol)	1.98
More likely to have had unprotected sex in the last year	1.94
More likely to drink alcohol at home (of those who ever drink alcohol)	1.91
More likely to have threatened someone in the last year	1.91
More likely to worry about caring for a family member	1.89
More likely to have been involved in gang fighting in the last year	1.89
More likely to worry about the future	1.86
More likely to have dyslexia	1.85

Compared to heterosexual pupils, LGB pupils were....	Odds Ratio
Less likely to ever use contraception (if sexually active)	1.83
Less likely to say it was easy to talk to their brother	1.81
Less likely to participate in sports in school at least once a week	1.81
More likely to say that caring responsibilities affected them in some way (among carers)	1.79
More likely to have had sexual intercourse (S3-S6)	1.78
More likely to have arthritis/painful joints	1.78
More likely to ever drink alcohol	1.75
More likely to worry about fear of violence/gangs	1.73
More likely to have been charged by the police in the last year	1.73
More likely to live with a family member with a disability	1.68
Less likely to have a car/ban/truck in their household	1.68
More likely to spend 8 or more hours on screen based activities on a school day	1.66
Less likely to have used at least one community facility in the last year	1.65
More likely to have skipped school in the last year	1.65
More likely to have eczema/psoriasis/skin condition	1.64
Less likely to say it was easy to talk to their GP	1.63
Less likely to get 9 or more hours of sleep per night	1.61
Less likely to brush their teeth twice or more per day	1.61
Less likely to eat breakfast	1.61
Less likely to say it was easy to talk to their sister	1.61
Less likely to say they had received sexual health and relationships education at school	1.59
More likely to live with a family member with a long-term illness	1.58
More likely to be a carer	1.57
More likely to worry about getting a job	1.57
More likely to say they were not ready when they had their first sexual experience (S3-S6 who were sexually active)	1.56
More likely to have bullied others in the last year	1.55
Less likely to be in a 2 parent family	1.55
More likely to have been in a fight in the last year	1.55
More likely to ever be exposed to second hand smoke	1.53
Less likely to have visited the dentist within the last 6 months	1.52
More likely to drink spirits (of those who ever drink alcohol)	1.51
Less likely to have had a family holiday in the last year	1.51
More likely to spend money on alcohol	1.50
Less likely to say it was easy to talk to friends	1.48
More likely to live with a smoker	1.47
More likely to underestimate the target for physical activity	1.47
Less likely to say it was easy to talk to their teacher	1.45
Less likely to meet the physical activity target	1.44
More likely to have a low score on the SDQ prosocial scale	1.43
More likely to drink alcoholic fizzy drinks (of those who ever drink alcohol)	1.43
More likely to say it would be easy to get illegal drugs	1.42
More likely to say it would be easy to get legal highs	1.41
Less likely to say it was easy to talk to their youth/club leader	1.37
More likely to have a high score on the deprivation index	1.36
Less likely to say it was easy to talk to their neighbour	1.36
Less likely to report bullying (of those who were bullied)	1.34
More likely to have a high score on the SDQ hyperactivity scale	1.33
More likely to drink cider (of those who ever drink alcohol)	1.30
Less likely to have savings	1.30
More likely to worry about exams	1.23

Indicators showing more positive findings for LGB pupils compared to heterosexual pupils

Compared to heterosexual pupils, LGB pupils were....	Odds Ratio
More likely to have done voluntary work in the last year	1.45
More likely to have been to a library in the last year	1.34
More likely to have been to a museum in the last year	1.33
More likely to expect to go to further education/training	1.30
More likely to have taken part in a charity event in the last year	1.27
More likely to have engaged in at least one listed positive behaviour in the last year	1.27
More likely to have taken part in a drama/acting/singing/dancing group in the last year	1.25

Other indicators showing significant differences between LGB pupils and heterosexual pupils

Compared to heterosexual pupils, LGB pupils were....	Odds Ratio
More likely to use Tumblr	4.38
More likely to use Myspace	2.65
More likely to use Pinterest	2.47
More likely to use Flickr	1.96
More likely to have a boyfriend/girlfriend	1.86
More likely to use Skype	1.73
More likely to spend money on magazines	1.64
More likely to spend money on music	1.49
Less likely to use Facetime	1.47
Less likely to use Oovoo	1.47
Less likely to use Instagram	1.34
Less likely to spend money on clothes	1.34

15 Policy Recommendations⁹

In these surveys, almost 1 in every 20 pupils have given responses indicating they may be lesbian, gay or bisexual. From this it can be ascertained that there are LGB young people in every school, and every community.

Curriculum for Excellence, Getting It Right for Every Child and the Children and Young People (Scotland) Act 2014 set out ambitions for all children and young people in Scotland to achieve their fullest potential in a safe and nurturing environment.

The responses given by LGB young people in these surveys demonstrate stark inequalities in their health and life circumstances, indicating that they are considerably further away from Scotland's ambitions for its young people, than those who are heterosexual.

On every measure of health or behaviours which are adverse to health, LGB young people have markedly poorer outcomes. These include smoking, alcohol use, drugs use, sexual health, physical activity, diet and sleep.

This inequality is most evident and concerning in relation to experience of mental health and emotional illness which for LGB young people is over five times higher than for heterosexual young people.

This profound level of mental and emotional distress requires a more concerted proactive strategic response. LGB young people need support for recovery however they also need to benefit from a coherent prevention programme focussed on addressing prejudice and bullying and on building resilience. This requires greatly increased partnership approaches amongst education services, therapeutic mental health services and services contributing to public mental health improvement.

The determinants of the poor mental and emotional health reported by LGB young people are arguably the same as for many other outcomes reported in the survey. A growing consensus in international research has coalesced around the theory of minority stress experienced by those who experience stigma and discrimination as a result of an identity perceived as "different".

Minority stress has been shown to lead to syndemics of ill health whereby the effects of adverse outcomes become strongly inter-related, compounded by an increase in risk behaviours with a reduction in resilience.

A particularly unfortunate aspect of minority stress is that it exacerbates the effects of ill health by negatively impacting on the person's support structure - evidenced here by young LGB people feeling less able to seek support from parents, family members, friends, teachers or other important adults in their lives.

This survey reinforces what LGBT young people have reported in other surveys that LGB young people can experience discrimination and bullying in all aspects of their lives at more than twice the rate of heterosexual young people. This points to the role of all services involved in the lives of young people in addressing syndemics of ill health by adopting a structural anti-stigma approach. This means accelerating efforts to mainstream approaches to LGB inclusion while also adjusting models of practice to specifically address the needs of LGB young people. This needs to be informed by pro-active engagement with LGB young people.

While this action is required in all services for young people, young people have reported that school is the place where this is most experienced and in this survey they do so at

⁹ This chapterjh has been prepared by NHSGGC

three times the rate of young people who are heterosexual. This not only impacts on their health and wellbeing, it can subsequently adversely affect their attainment.

Schools therefore need to be places where LGB young people are welcomed, where all bullying and all forms of discrimination on the basis of sexual identity are addressed, where young people's learning is fully inclusive, and young people who are LGB see themselves reflected in what they learn about.

Dr Linda de Caestecker
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