

# North Lanarkshire Council Report

## Education and Families Committee

approval  noting

Ref

Date 22/02/22

### P031.1 Getting It Right for Every Child (GIRFEC)

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#### Executive Summary

This report is intended to update committee on the progress of the implementation and development of the Getting it Right for Every Child (GIRFEC) process, across the Education and Families Service. The report will first update members on the SDQ results for children and young people from groups of specific interest as regards need for additional and intensive GIRFEC planning. The process of identifying and monitoring progress for children with additional and intensive needs will also be discussed and all of this will be linked to how the GIRFEC pathway is being targeted through the collection of data from the cluster model.

As wellbeing sits at the heart of the GIRFEC approach, some developments around wellbeing will also be discussed specifically the wellbeing quality framework and the progress in developing this on a multi-agency basis across the children service partnership. The development of a new mental health wellbeing and resilience delivery plan through a consultation process building on self-evaluation will also be put forward.

In addition, in recognition of the importance of physical activity on wellbeing, an update will be provided on the proposals for outdoor education developments at Strathclyde Park.

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#### Recommendations

It is recommended that Education and Families Committee:

- (1) endorse the content of this report

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#### The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential

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## **1. Background**

- 1.1** Getting it Right for Every Child (GIRFEC) is the national policy framework for supporting children and their families in Scotland. GIRFEC processes have existed in North Lanarkshire for over 10 years, but the formation of the Education and Families Service required the redevelopment of existing GIRFEC pathways to fit with revised operating arrangements. Members will recall previous reports approved by the Education and Families Committee, which introduced and updated the GIRFEC pathway. In May 2020 the current version of the GIRFEC pathway was updated by this committee. At the core of this pathway is the wellbeing of children.
  - 1.2** Previous reports acknowledge that the field of health and wellbeing has been seen to operate in a complex and diffuse landscape, with many services seeking to improve the wellbeing of children through meeting a wide range of needs, while working with a wide range of variable factors. This work involves the Education and Families service and the full range of partners represented in the Children's Services Partnership. The GIRFEC pathway therefore operates in a broad multi-agency environment.
  - 1.3** The Empowering Clusters model, approved by this committee in May 2020, sets GIRFEC as one of the key strategic and operational functions of the clusters. This has been an important element of the process used to identify and deliver support to vulnerable children and families during the period of the pandemic and the resulting closure of schools and changes in how services operated. The approach to family support was reported to committee in May 2021 with multi-agency links, GIRFEC and the cluster model being significant parts of the response offered to support the wellbeing of children through this period.
  - 1.4** In September 2021 progress with the Mental Health, Wellbeing and Resilience Delivery Plan was reported to this committee. Further development of this delivery plan was agreed with a single year plan taking forward the measures that had been set back during the pandemic period with a commitment to a further three-year plan from 2022-2025. This report set GIRFEC, The Cluster model and the work being undertaken with vulnerable children as vital parts of delivering on the targets within the Mental Health, Wellbeing and Resilience Delivery Plan
  - 1.5** Committee may recall that recently NLC conducted a population survey focusing on the Wellbeing of all children and young people in schools in North Lanarkshire. This population survey was based on use of the Strengths and Difficulties Questionnaire (SDQ). The SDQ has been used in many settings, as a screening tool for young people, to ascertain wellbeing needs. The results of this survey were shared in September 2021. At that point a further commitment was given to carry out further analysis of groups of children within the survey that may have additional wellbeing needs, such as care experienced children, children subject to child protection registration, children with additional support needs in mainstream schools, children receiving free school meals and clothing grants and children living in areas of deprivation.
  - 1.6** This report sets out to look further at the needs of children as identified in the SDQ survey and from the work done around vulnerable children. It will also look at developing processes within the cluster approach and GIRFEC pathway in order to meet identified need and bring members up to date with related developments around wellbeing of children. It proposes a consultation across the service as the next step in the development of the Mental Health, Wellbeing and Resilience Delivery Plan.
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## **2. Report**

### **2.1 Strengths and Difficulties Questionnaire**

- 2.1.1 A previous report and analysis on the data from the Strengths and Difficulties Questionnaire (SDQ) survey was provided to committee in September. The following information follows a further analysis (full report in Appendix 1) looking at groups of children where the service has specific responsibilities through child protection duties, corporate parenting duties, duties to children with additional support needs and duties related to the poverty related attainment gap. Members will recall that the results for primary and secondary pupils have to be considered separately as they are collected through teacher report and pupil report respectively.
- 2.1.2 The average total difficulties score for pupils with additional support needs in mainstream primary (9.4) was higher than that of the general school population (5.7). Although a difference was observed in these scores, they remained within the 'close to average' range. Male pupils with additional support needs in mainstream primary reported a higher total difficulties score (10.7) than female pupils with an additional support need (7.7). All scores fell within the 'close to average' range.
- 2.1.3 Average total difficulties scores reduced slightly for primary school pupils when moving up the SIMD quintiles (e.g., mean total difficulty scores of 6.8 and 4.4 for SIMD quintiles 1-2 and 7-8 respectively). However, all scores were within the 'close to average' range. Mean total difficulties scores for males are higher than females across all SIMD areas in mainstream primary but remain within the 'close to average' range. Across all SIMD quintiles, mean scores for all SDQ scales (total difficulties, impact, internalising, externalising, prosocial) fell within the 'close to average' range.
- 2.1.4 Average total difficulties scores were higher for primary age children who have care experience compared to those who do not. However, all scores fall within the 'close to average' range. Total difficulties scores are relatively similar when comparing pupil scores across the categories of care experience at home, away or previously care experienced. Mean total difficulties scores for males are higher than females across each of the care experienced categories. Males with care experience at home and away fall just within the 'slightly raised' range of total difficulties scores. The proportion of pupils scoring within the 'close to average' range for total difficulties is lower for those with care experience (~61%) than those with no care experience (84%). Primary pupils with care experience away from home had larger numbers scoring in the 'very high' (21%) range than those at home (17.5%), previously care experienced (16%) or with no care experience (6%).
- 2.1.5 For primary school children on the child protection register, mean total difficulties scores were higher for males than females. Females scored in the 'close to average' range and males within the 'slightly raised' score range. For children on the Child Protection Register, mean total difficulties scores were higher than that of the general population, but remained within the 'close to average' range.
- 2.1.6 Average total difficulties scores for primary school pupils in receipt of free school meals (8.0) or clothing grants (7.7) was higher than that of the general population. Despite these scores being higher than the general population, they remained within the 'close to average' range.

- 2.1.7 The average total difficulties score for pupils with additional support needs in mainstream secondary (14.2) was higher than that of the general school population (13.2). Although a difference was observed in these scores, they remained within the 'close to average' range. Female pupils with an additional support need reported a higher total difficulties score (15.6) than male pupils with an additional support need (13.2). Female scores fell within the 'slightly raised' category with males in the 'close to average' category.
- 2.1.8 For secondary school pupils, average total difficulties scores reduced slightly when moving up the SIMD quintiles. (e.g., mean total difficulty scores of 14.1 and 11.8 for SIMD quintiles 1-2 and 9-10 respectively). All scores fell within the 'close to average' range. Mean total difficulties scores for females are higher than males across all SIMD quintiles. Total difficulties scores remain in the 'close to average' range, except for females in SIMD quintile 1-2 who score in the 'slightly raised' score range.
- 2.1.9 Average total difficulties scores for secondary school age children who have care experience away from home fell within the 'close to average' range. Average total difficulties scores for secondary pupils with care experience at home and previous care experience fell within the 'slightly raised' range. Mean total difficulties scores for females are higher than males across each of the categories of care experience. Females with previous care experience and those currently cared for at home fall within the 'slightly raised' range of total difficulties scores. Pupils with previous care experience and those cared for at home have the highest percentages of scores in the 'very high' range for total difficulties (22% and 35% respectively). The percentage of pupils who scored within the very high range are the same for pupils who are looked after away from home (17%) and for those who have no care experience (17%).
- 2.1.10 For secondary school pupils on the Child Protection Register, females scored higher than males on total difficulties scores and fell within the 'high' range, with males scoring in the 'close to average' range. Average total difficulties scores were higher overall for pupils on the child protection register than that of the general population.
- 2.1.11 Average total difficulties scores for secondary pupils in receipt of free school meals (14.8) or clothing grants (14.6) was higher than that of the general population (11.5). Despite these scores being higher than the general population, they remained within the 'close to average' range.
- 2.1.12 For children in ASN establishments, there was no trend or pattern with respect to total difficulties across SIMD quintiles. Total difficulties scores ranged from 12.6 in SIMD 7-8 to 14.9 in SIMD 5-6. All scores fell within the 'slightly raised' category.
- 2.1.13 Average total difficulties scores for pupils in ASN schools who have care experience away from home (scoring in the 'very high' category) are lower than those who have care experience at home (scoring in the 'slightly raised' category). Pupils who have previous care experience score within the 'close to average' range for total difficulties and those who have no care experience fall within the 'slightly raised' range. Mean total difficulties scores are higher in males than females across all categories of care

experience. Because this was a very small sample it is not possible to draw general conclusions from this.

- 2.1.14 Average total difficulties scores for pupils in ASN settings and in receipt of free school meals was the same as for those who were not (both 13.8). Similarly, average scores for pupils who are entitled to clothing grants (13.7) are in the same range as those who are not (13.6). All these scores fall within the 'slightly raised' category.

## **2.2 Observations on High Needs Groups and SDQ**

- 2.2.1 The above information concerns groups that we would expect to see with higher SDQ total difficulty scores. That is what has been observed, but the fact that for most groups this falls within the close to average range indicates that for many supports may be assisting to manage the difficulties they are facing. However, it must be remembered that although the mean score for any group may be close to average, this represents a wide range of scores. So many children within any group may require additional or intensive support through the GIRFEC pathway.
- 2.2.2 Across a number of categories referred to above, boys in primary school had higher total difficulties scores than girls. In secondary the reverse was true with girls showing higher total difficulties scores across the groups. Whilst this shows that it may be appropriate to target certain interventions to primary school boys and secondary school girls, it has to be remembered that there will be a great deal of variation within the group of boys and girls, so individualised assessment will be necessary to get the right support to the right children at the right time.
- 2.2.3 Care experienced children are a particularly important group given the authority's corporate parenting duties and commitment to keep the promise. Overall care experienced children in both primary and secondary showed higher total difficulties scores than those with no care experience. In both groups a higher proportion of children score in the very high range than for those with no care experience. In particular, children looked after at home and with previous care experience in secondary school showed the highest proportions of scores at the very high range. For primary school those looked after at home showed highest proportion in the very high range. This indicates that these groups of children require particular attention but that they also have to be supported through individual assessment and planning as the range of scores in the groups was very wide.
- 2.2.4 All of the above indicates that to support children's wellbeing particular attention on particular groups may help, but only if accompanied by individualised assessment and planning. The levels of difficulty indicated for those children looked after at home and with previous care experience points to the importance of strong family support services and approaches to resource individual plans. Developments on family support will be discussed in another report to this committee.

## **2.3 Vulnerable Children**

- 2.3.1 From January 2021-June 2021, headteachers and heads of establishment, supported by the Cluster Integration and Improvement Leads (CIILS), identified children and young people who may be vulnerable during the COVID pandemic. A wide approach to vulnerability was adopted, using the definition issued by Scottish Government for the purpose of identifying and coordinating support during the period of exceptional school closures.

- 2.3.2 Since the beginning of the 2021/22 session and the ending of the lockdown, we have been working on establishing a system of assurance about planning for children that supports 'a business as usual' approach to embedding the learning from the pandemic period into the GIRFEC Pathway. As part of this, an ongoing exercise is underway to match information held across Education and Families to ensure that all children with additional and intensive needs are offered appropriate support.
- 2.3.3 The term vulnerable is potentially stigmatising. The definition provided by Scottish Government for the specific purpose of understanding and coordinating support needs during the period of lockdown was very broad and some children and families may not recognise themselves as 'vulnerable'. Currently work is aimed at children with additional and intensive support needs based on the support levels in the GIRFEC pathway, which moves away from stigmatised language.
- 2.3.4 The exercise has revealed different interpretations of universal. Some schools and establishments did not return any children under the universal category as the children's needs are being met at establishment level. Others categorised children who are receiving support to meet need at establishment level as universal. Further input aligned to the Cluster Planning Model for Children's Wellbeing (Draft) will ensure clarity around this aspect of the pathway.
- 2.3.5 Further issues around addressing attendance issues were identified in the exercise. An attendance policy was approved as part of the Additional Support Needs review in September 2019 and while this is in use, low attendance is not always being seen as having a significant impact on Wellbeing. Priority has now been given to identifying all children with low attendance as children with additional or intensive support needs.
- 2.3.6 To address the issues above the CIILS have been asked to support schools and establishments to refresh the GIRFEC planning data around each setting. This will allow clearer identification of children who require 'a range of extra support to be planned, delivered and co-ordinated through a personalised plan at either additional or intensive levels. The intention is to support establishments in delivery of the GIRFEC pathway as the basis for assessment planning and intervention in children's services across North Lanarkshire.

## **2.4 The GIRFEC Pathway**

- 2.4.1 Aligned to the data collection and targeting for support of children with additional and intensive support needs is the GIRFEC pathway as the key process for responding to children with additional and intensive needs. The work that has been used to identify and better understand the adversity facing some children and families known to the Education and Families service and the responses required to meet the needs of the identified children will come through the GIRFEC pathway.
- 2.4.2 The GIRFEC pathway approved by this committee in May 2020 is the delivery model for all work being done with children with well-being needs for the North Lanarkshire. This pathway is supported by partner services across the children's service partnership. The Empowering Clusters model referred to above is the delivery structure for the GIRFEC pathway.
- 2.4.3 In order to develop the best responses to children identified as having additional and intensive support needs, a process of re-emphasising certain elements of the GIRFEC

process has taken place and this has led to 6 sessions being held with key staff across the Education and Families service to emphasise the importance of certain elements of the pathway. This has concentrated on:

- All work with children with additional and intensive support needs to begin with the named person in the school as a professional who knows the child
- A process of professional dialogue to identify the services most able to respond to identified need
- Reinforcing the use of an assessment, planning and review process to meet need involving children and families from the earliest stage
- the use of a staged intervention process to ensure children get the right help at the right time
- the integration of more specialist approaches into the GIRFEC pathway.

2.4.4 Care experienced children and young people have featured in the development sessions regarding the GIRFEC pathway, following the results of the SDQ analysis. The importance of regarding all care experienced young people as having additional support needs unless there is evidence that that is not required has been stressed.

2.4.5 Maintaining reliable data around the supports available to children and families and the progress in their plans is an important element in keeping track of the outputs and outcomes that the service is achieving. A key element of this is the use of the SEEMiS Wellbeing Application which provides an electronic recording system for assessments and plans carried out through the implementation of the GIRFEC pathway. The use of this recording system has been reinforced to the schools through the development sessions directly linking the use of the GIRFEC pathway and the use of the SEEMiS Wellbeing recording system together.

2.4.6 As part of the introduction of this model data collection and regular updates of the information held around children receiving additional and intensive services will take place by the CIILS who will update information for each cluster on a monthly basis allowing the tracking of the information held. They will also reinforce the use of the pathway. Data collected on a cluster basis will allow the service to understand the path of children through the levels of support.

2.4.7 Output and outcome Information gathered through these processes will be fed into the Wellbeing Quality Framework allowing a regular measure of progress with children and families in need of additional and intensive support.

## **2.5 Wellbeing Quality Framework**

2.5.1 The well-being quality framework previously agreed by this committee looks at 6 areas of quality indicators. Within these indicators Wellbeing outputs and outcomes will be fed into the framework from the clusters. This will develop into a model that looks at quantitative and qualitative data such as:

- Number and categorisation of children in need and receiving multi-agency supports
- Number and categorisation of children receiving Child Protection Interventions
- Number and categorisation of Looked After and Care Experienced Children
- Number of children with FSM entitlements

- Number and categorisation of children with Additional Support Needs
- Information on school attendance, exclusion patterns and attainment data
- Outcome Star and other post intervention measure data

2.5.2 This will require multi-agency input to the wellbeing quality framework. Currently the Improving Children's Services Group have considered the use of the framework at a consultation event held in November. Following this some partner services are looking at how the framework fits in with other measures such as those contained in the Children and Young People's Health Plan. This work will be reported back to the ICSG in February. It is hoped that the framework can provide useful multi-agency measures of quality to be used in clusters where agencies work together with children and families through the GIRFEC pathway. This will allow progress to be measured against a number of plans, in particular the Mental Health Wellbeing and Resilience Delivery Plan.

## **2.6 Mental Health Wellbeing and Resilience Delivery Plan**

2.6.1 The Education and Families Mental Health Wellbeing and Resilience Delivery Plan was introduced in September 2019 and a reviewed version was agreed by this committee in November 2021. This proposed a one-year plan to be followed up by a three-year plan. The one-year plan, currently being implemented encompasses five key strands:

- Nurture and Resilience
- Promoting Positive Mental Health and Suicide Prevention
- Mental Health Curriculum
- Pupil Support
- Staff Wellbeing

2.6.2 As previously reported to this committee the mental health well-being and resilience delivery plan operates in a landscape that is complex and diffuse, however the sections above give a picture of developing work around GIRFEC and children with additional and intensive needs. In order to ensure that the plan for 2022-25 works to complement the developments around schools and other work settings, it is proposed to carry out a consultation around the plan over the first three months of 2022. This will involve staff from across settings, young people and partner services.

2.6.3 An audit of the self-evaluation work carried out by schools into their health and wellbeing offers was carried out in March 2021 and it is proposed to use this as a basis for consultation on a new version of the Mental Health, Wellbeing and Resilience Delivery Plan. This is set out in Appendix 2. It is proposed to carry this out with key staff in schools, Education and Families Managers, Educational Psychology partner agencies and young people. This will provide a strong basis for the new plan going forward.

2.6.4 The data collected above from the SDQ and from the work on children requiring additional intensive support will also form an important element in steering this

consultation towards those children that require additional and intensive support but also in looking at the important approaches and interventions that are both required to be retained and to be developed. It will be important within the plan to consider the development of our range of approaches that can be offered across schools settings and teams within the Education and Families service. It is envisaged that the result will be the development of a suite of interventions and approaches that are common across all settings with each setting delivering those that best fits their individual needs. This will allow both consistency and the option for localised approaches to meet identified need.

## **2.7 Next Steps**

- 2.7.1 The SDQ information indicates the raised scores (by comparison to the average of children within the overall group in North Lanarkshire) of children who are previously care experienced at looked after at home. The work being carried out through the clusters alongside the virtual school will require to target this group to ensure appropriate supports.
- 2.7.2 The work carried out to reinforce the GIRFEC pathway and maintain reliable data on children with additional and intensive support needs will continue to ensure that all children receive the services they need when they need it.
- 2.7.3 Consultation will continue with partners on the Health and Wellbeing Quality Framework.
- 2.7.4 The Mental Health Wellbeing and Resilience Delivery plan will be developed for 2022-2025 through a consultation as set out above.

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## **3. Public Sector Equality Duty and Fairer Scotland Duty**

- 3.1 There is a well-established link between socio-economic disadvantage and mental health and wellbeing issues and the groups of children requiring additional and intensive supports discussed in this report. The developments of the approaches discussed will play a part in working to reduce the impact of these issues.

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## **4. Impact**

### **4.1 Financial impact**

There are no financial implications of the developments in this report.

### **4.2 HR policy / Legislative impact**

There are no impacts in this area.

### **4.3 Technology / Digital impact**

There are no new technological impacts.

### **4.4 Environmental impact**

There should be no environmental impact from this development.

#### **4.5 Communications impact**

Communication across the Service and the Partnership will be required as part of the consultations. It will also be necessary to communicate with specific groups, including children, young people, and parents. This will be carried out through existing partnership groups.

#### **4.6 Risk impact**

These developments should positively impact on areas of risk around young people, wellbeing, and staff support. The developing cluster model and data around children requiring additional and intensive support will allow for approaches to mitigate any emerging risk.

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### **5. Measures of success**

5.1 Success will be measured across 3 broad areas:

- The gathering of data through the clusters.
- The consultation and development of the Mental Health, Wellbeing and Resilience Delivery Plan 2022-25.
- The launch and use of the Delivery plan

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### **6. Supporting documents**

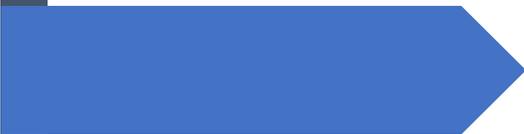
6.1 Appendix 1 – SDQ

6.2 Appendix 2 – Mental Health, Wellbeing and Resilience Consultation

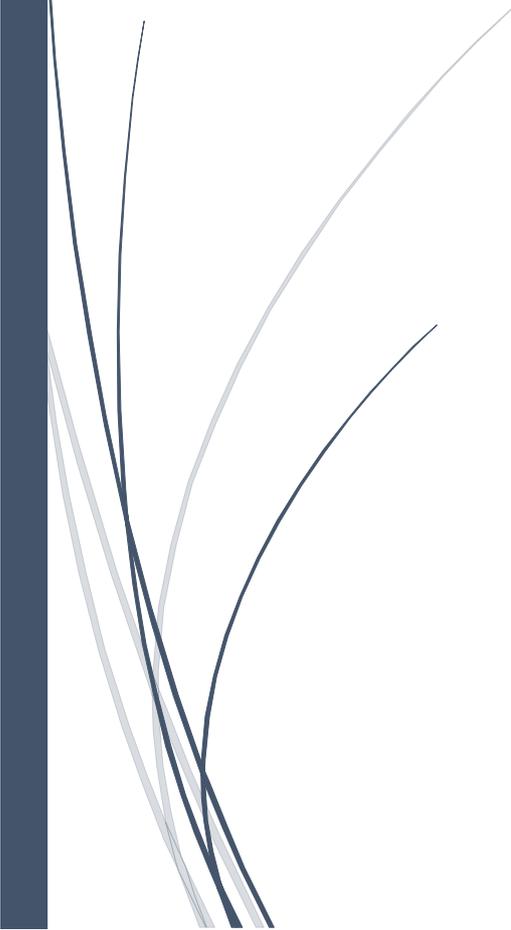
*Gerard S. McLaughlin*

**Gerard McLaughlin**  
**Head of Education (North)**  
**Education and Families**

## Appendix 1 – North Lanarkshire SDQ Report



Detailed Analysis into Gender, Age, ASN status, Care Experience, Child Protection Register, Free School Meal and Clothing Grant entitlement split by Primary, Secondary & ASN Establishments Comparisons with Realigning Children's Services data



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## Technical Information

### Background & Context

Between January and June 2021, a population wide survey of the health and wellbeing of pupils in North Lanarkshire was conducted using the Strengths and Difficulties Questionnaire (SDQ). Overall, 85% of children and young people in North Lanarkshire engaged with the survey. Technical details and the results of the survey were presented in a previous report to North Lanarkshire's Education and Families Committee. Further work was undertaken between August to December 2021 to build on the SDQ data to gain a better understanding of the wellbeing needs of specific groups (e.g., ASN, Free School Meals, care experience, child protection etc.).

### Data Linkage – linking SDQ data with wider pupil information

To obtain further information on specific groups, a data linkage process was undertaken. In October 2021, schools were asked to return SDQ results for pupils alongside SQA candidate numbers. By receiving SQA candidate numbers, Education and Families was then able to link pupil SDQ results with SEEMIS data. SEEMIS data is almost entirely populated by schools and records a range of information on individual pupils. SEEMIS data used within this report includes:

- ASN status
- care experience status and history
- child protection status and history
- date of birth (used to calculate age at assessment date)
- home postcode (which was then used to check SIMD decile with Scottish Government data).
- clothing grant entitlement
- free school meals registration

The data linkage process has since resulted in each pupil having a single record containing the SDQ scores and SEEMIS data. The SDQ data was captured between January and June 2021 with the SEEMIS data being captured in November and December 2021.

### Sample sizes following data linkage process

The initial health & wellbeing survey resulted in SDQ returns for 26,163 pupils in primary schools, 14,599 pupils in secondary schools and 562 pupils in ASN provisions.

The total number of SDQ returns for this round of data analysis is 23,238 for primary pupils, 11,683 for secondary pupils and 495 for pupils based in ASN establishments.

The sample sizes used in this round of data analysis are less than the original samples. There are a number of reasons for this. Some schools did not return complete datasets for the data linkage process. For example, primary schools returned on average 94% of their available dataset due to issues such as incomplete records. In other instances, records were removed due to administration errors (such as pupils completing teacher informant SDQs) or if they were identified as being duplicates.

	Number of Pupils	SDQs completed (% of school population)	Complete records following data linkage process (% of school population)
<b>Primary</b>	26,829	26,163 (98%)	23,238 (87%)
<b>Secondary</b>	20,872	14,599 (70%)	11,683 (56%)
<b>ASN Provisions</b>	1009	562 (56%)	495 (49%)
<b>Overall total</b>	48,710	41,324 (85%)	35,416 (73%)

### Comparison of SDQ scores for key subgroups and wider school population

Within this report, there is basic exploration of descriptive statistics for subgroups of the school population including for example pupils with care experience or those who have presently or previously been included on the child protection register. These groups are *significantly* smaller in size compared to the mainstream school population. Caution must be exercised when comparing mean SDQ scores for subgroups such as this with the larger school population.

## PRIMARY SCHOOLS KEY MESSAGES (Teacher Report)

### SDQ total difficulties scores and pupils with additional support needs in mainstream schools:

- The average total difficulties score for pupils with additional support needs in mainstream primary (9.4) was higher than that of the general school population (5.7). Although a difference was observed in these scores, they remained within the 'close to average' range.
- Male pupils with additional support needs in mainstream primary reported a higher total difficulties score (10.7) than female pupils with an additional support need (7.7). All scores fell within the 'close to average' range.

### SDQ total difficulties scores and SIMD data in mainstream primary:

- Average total difficulties scores reduced slightly when moving up the SIMD quintiles (e.g., mean total difficulty scores of 6.8 and 4.4 for SIMD quintiles 1-2 and 7-8 respectively). However, all scores were within the 'close to average' range.
- Mean total difficulties scores for males are higher than females across all SIMD areas in mainstream primary but remain within the 'close to average' range.
- Across all SIMD quintiles, mean scores for all SDQ scales (total difficulties, impact, internalising, externalising, prosocial) fell within the 'close to average range'.

### SDQ total difficulties scores and care experience in mainstream primary:

- Average total difficulties scores were higher for children who have care experience compared to those who do not. However, all scores fall within the 'close to average' range.
- Total difficulties scores are relatively similar when comparing pupil scores across the categories of care experience at home, away or previously care experienced.
- Mean total difficulties scores for males are higher than females across each of the care experienced categories. Males with care experience at home and away fall just within the 'slightly raised' range of total difficulties scores.
- The proportion of pupils scoring within the 'close to average' range for total difficulties is lower for those with care experience (~61%) than those with no care experience (84%).
- Primary pupils with care experience away from home had larger numbers scoring in the 'very high' (21%) range than those at home (17.5%), previously care experienced (16%) or with no care experience (6%).

### SDQ total difficulties scores and child protection register data:

- For children on the child protection register, mean total difficulties scores were higher for males than females. Females scored in the 'close to average' range and males within the 'slightly raised' score range.
- For children on the Child Protection Register, mean total difficulties scores were higher than that of the general population, but remained within the 'close to average' range.

### SDQ total difficulties scores, free school meals and clothing grants:

- Average total difficulties scores for pupils in receipt of free school meals (8.0) or clothing grants (7.7) was higher than that of the general population. Despite these scores being higher than the general population, they remained within the 'close to average' range.

## Section 1: Primary Establishment Data

This report presents analysis of the SDQ results of 119 Primary establishments within the North Lanarkshire Authority area. In this instance, the questionnaires were completed by teachers for 23,238 pupils aged between 4 and 12 years old.

Table 1 illustrates that across all the key SDQ areas, the mean scores for primary schools are within the 'close to average' score category. Mean scores for both rounds of data collection are presented with the data sample sizes in order to show the difference in scores. Scores remain similar despite the change in sample sizes.

**Table 1.** Average primary scores for five key SDQ subscales

<i>Primary school / Teacher report</i> -SDQ scores	<b>Mean Scores</b> <i>(Dec 2021, n=23,238)</i>	<b>Mean Scores</b> <i>(July 2021, n=26,163)</i>
<b>Total Difficulties</b>	<b>5.7</b>	<b>5.56</b>
<b>Impact Score</b>	<b>0.5</b>	<b>0.46</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>2.3</b>	<b>2.17</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>3.4</b>	<b>3.39</b>
<b>Prosocial Score</b>	<b>8.4</b>	<b>8.51</b>

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

## Section 2: Exploration of Average SDQ Scores, Gender and Age

Table 2 below provides a breakdown of primary school responses by gender (selection of gender grouped by SEEMIS categories).

Table 2: SDQ responses by gender (SEEMIS categories)

Gender	Number of Pupils	Percentage of Cohort
Male	11,754	51%
Female	11,484	49%

The table below shows the number of primary, teacher completed SDQs by age group and gender.

Table 3: SDQ responses by age and gender

Age	Number of completed female SDQs	Number of completed male SDQs	Total number of SDQs completed
4	835	792	1627
5	1570	1562	3132
6	1584	1615	3199
7	1641	1750	3391
8	1701	1797	3498
9	1735	1745	3480
10	1635	1676	3311
11	781	814	1595
12	1	3	4

Further exploration of the data highlighted that the key trends are in line with what was previously reported in July 2021 from the initial data collection process (despite sample sizes being different). Key trends identified for average SDQ scores, gender and age included:

- across all the key SDQ (total difficulties, impact, internalising, externalising, prosocial) areas, mean scores are within the 'close to average' score category.
- Male pupils show greater difficulty across all areas in comparison to female pupils.
- For male and female primary school pupils, scores in most areas remain relatively stable by age, however there are slight downward trends in total difficulties and externalising difficulties (improvement in scores).
- For male and female pupils, there is a slight upward trend for prosocial skills, indicating improved score in this area as pupils progress through primary.

## Section 2a: Average SDQ Scores and ASN in Mainstream

**Table 4:** Total number of children registered as Additional Support Need in Mainstream Primary Schools (according to SEEMIS records from November 2021).

<i>Total number of pupils registered as ASN in Mainstream Primary</i>			
<i>ASN Status</i>	<i>Total</i>	<i>Female</i>	<i>Male</i>
<b>Yes</b>	3,354	1,287	2,067
<b>No</b>	19,884	10,197	9,687

There is a total of 3335 completed SDQ assessments for children identified as having additional support need within mainstream Primary according to SEEMIS records from November 2021.

**Table 5:** Breakdown of primary SDQ Scores & Additional Support Need

<i>Primary school/ Teacher report -SDQ &amp; ASN Scores</i>	<b><i>Pupils registered with an Additional Support Need</i></b>			<b><i>Those not with ASN status</i></b>
	<b><i>Overall Mean Scores</i></b>	<b><i>Female Mean Scores</i></b>	<b><i>Male Mean Scores</i></b>	
<b>Total Difficulties</b>	<b>9.4</b>	<b>7.2</b>	<b>10.7</b>	<b>5.1</b>
<b>Impact Score</b>	<b>1.2</b>	<b>0.8</b>	<b>1.4</b>	<b>0.4</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>3.9</b>	<b>3.5</b>	<b>4.2</b>	<b>2.0</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>5.5</b>	<b>3.9</b>	<b>6.6</b>	<b>3.1</b>
<b>Prosocial Score</b>	<b>7.5</b>	<b>8.5</b>	<b>7.0</b>	<b>8.6</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

The table above suggests that the total difficulties score of pupils in mainstream primary with additional support needs is, on average, higher than that of the general primary population although it is still within the 'close to average' range.

There are 1287 female primary school pupils identified as having additional support needs, with a mean total difficulties score of 7.2. A total of 2067 male primary school pupils were identified as having additional support needs, scoring a mean total difficulties score of 10.7. Therefore, male pupils with additional support needs reported a higher total difficulties score than females. Although a slight difference is observed in these scores, they still fell within the 'close to average' range.

Table 5 shows that internalising, externalising and prosocial scores all fall within the 'close to average' range for pupils with additional support needs within mainstream primary. The overall impact scores fall within the 'slightly raised' range for these pupils with a score of 1.2. Although, females were identified as having a lower impact score of 0.8 falling within the 'close to average' range, in comparison to male pupils who had a slightly higher impact score of 1.4, falling within the 'slightly raised' range.

**Table 6:** SDQ responses for mainstream primary ASN sub-group by age and gender

Age	Number of female SDQs	Number of male SDQs	Total number of SDQs completed
4	33	42	75
5	83	137	220
6	124	194	318
7	170	326	496
8	263	339	602
9	237	415	652
10	243	394	637
11	134	218	352
12	0	2	2

The table above provides a breakdown of age and gender for mainstream primary ASN SDQ responses. It must be noted that for data being presented in the graphs in the following section, any data relating to pupils aged 4 and 12 have been excluded due to the small sample sizes (n=75, n=2).

**Figure 1:** Average total difficulties score for mainstream primary ASN pupils by age and gender

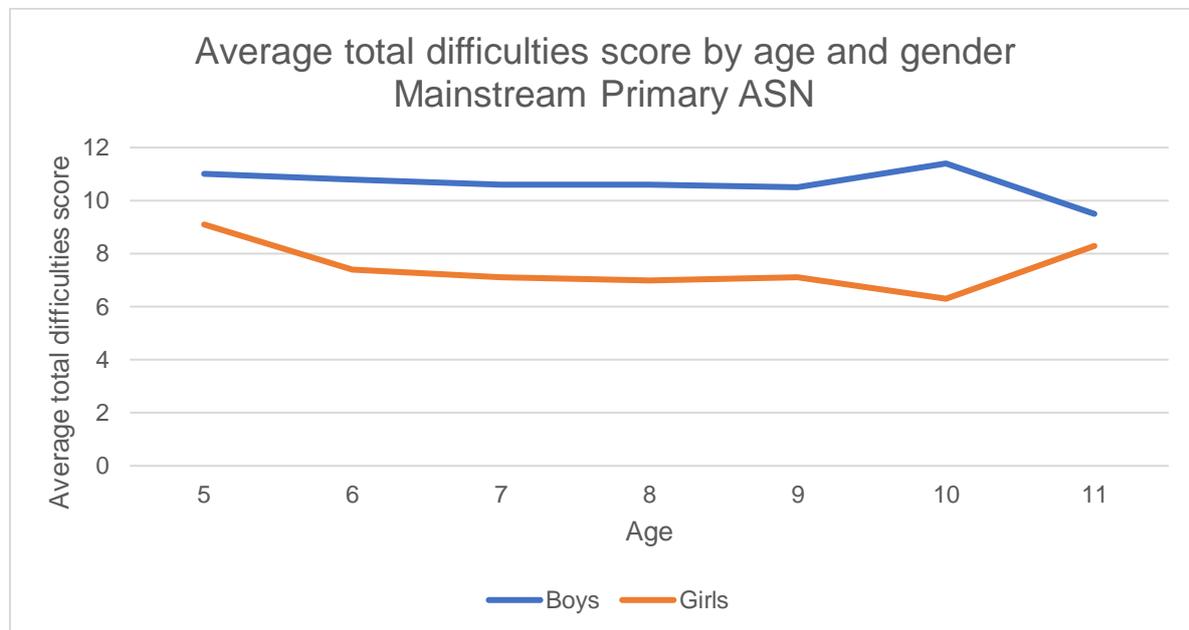
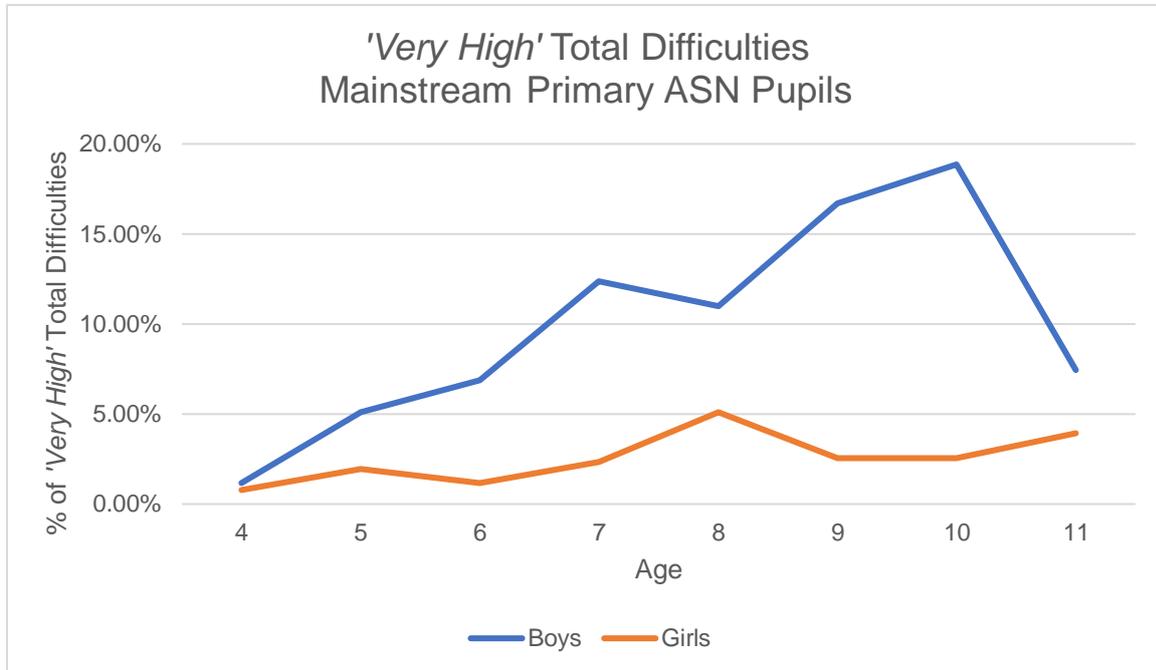


Figure 1 suggests that there is a consistent trend of male pupils, who have been identified as having additional support needs within mainstream primary, scoring higher on total difficulties compared to female pupils throughout the whole primary school age range. There appears to be no significant spikes or dips in the data over time, showing relatively stable

throughout the primary age range. Caution must still be taken when interpreting results with varying sample sizes, such as age, within the sub-groups.

**Figure 2:** Percentage of mainstream primary ASN pupils scoring 'Very High' for total difficulties by age and gender



For those pupils scoring in the 'very high' category for total difficulties score, there is a consistent trend of a higher proportion of male pupils compared to female pupils throughout the whole primary school age range. Data suggests that there is an upward trend in the proportion of males scoring 'very high' total difficulties between the ages of 5 and 10, with a sharp decline at age 11.

## Section 2b: Average SDQ Scores and SIMD

**Table 7:** Total Number of Primary Pupils in SIMD Quintiles (according to SEEMIS records from November 2021).

<i>Total number of Primary pupils within each of the SIMD Quintiles</i>			
<b>SIMD</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>1-2</b>	7988	3875	4113
<b>3-4</b>	6065	3043	3022
<b>5-6</b>	2973	1522	1451
<b>7-8</b>	4107	1994	2113
<b>9-10</b>	2010	1010	1000

**Table 8:** Breakdown of Primary SDQ Scores Across SIMD Quintiles

<i>Primary school/ Teacher report -SDQ &amp; SIMD Scores</i>	<b>SIMD Quintiles</b>				
	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
<b>Total Difficulties</b>	<b>6.8</b>	<b>5.9</b>	<b>5.1</b>	<b>4.4</b>	<b>4.0</b>
<b>Impact Score</b>	<b>0.6</b>	<b>0.5</b>	<b>0.4</b>	<b>0.3</b>	<b>0.3</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>4.2</b>	<b>3.5</b>	<b>3.1</b>	<b>2.7</b>	<b>2.5</b>
<b>Prosocial Score</b>	<b>8.2</b>	<b>8.4</b>	<b>8.6</b>	<b>8.7</b>	<b>8.6</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

Table 8 shows average scores across all SDQ categories fall within the close to average range for all SDQ quintiles. However, it should be noted that sample sizes vary across SIMD quintiles, particularly between SIMD 1-2 (n=7988) and SIMD 9-10 (n=2010) so caution should be used when comparing scores.

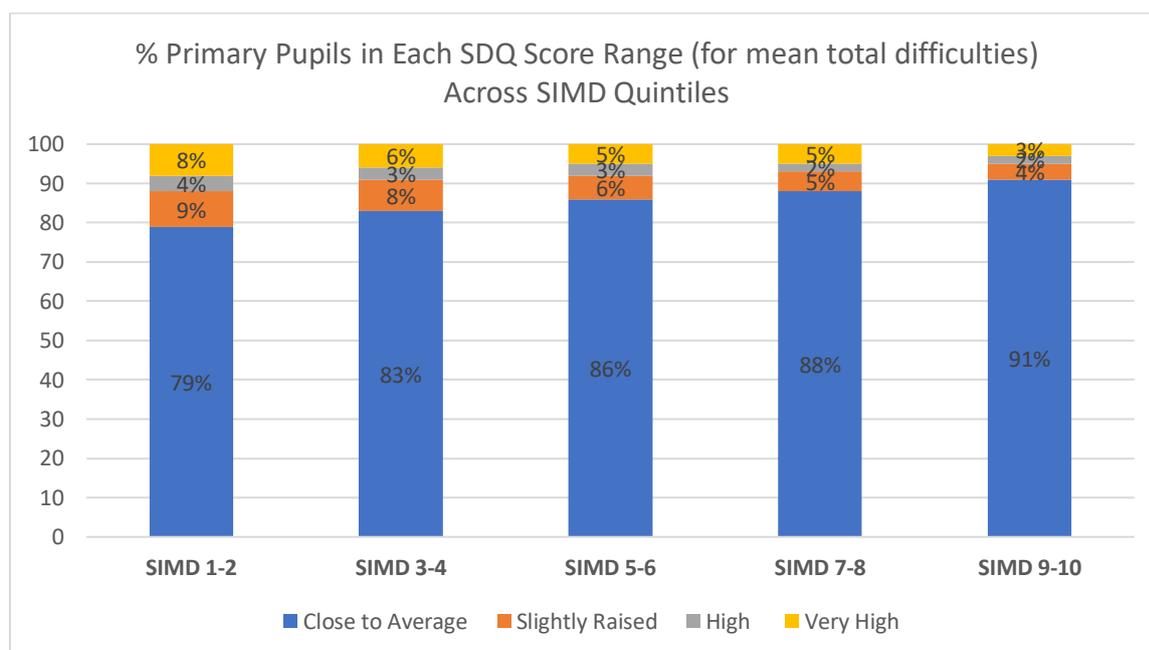
**Table 9:** Primary mean total difficulties scores by SIMD and Gender

<i>SIMD</i>	<b>Total difficulties</b>		
	<b>Overall Mean Scores</b>	<b>Female Mean Scores</b>	<b>Male Mean Scores</b>
<b>1-2</b>	<b>6.8</b>	<b>5.3</b>	<b>8.2</b>
<b>3-4</b>	<b>5.9</b>	<b>4.6</b>	<b>7.2</b>
<b>5-6</b>	<b>5.1</b>	<b>4.0</b>	<b>6.3</b>
<b>7-8</b>	<b>4.4</b>	<b>3.4</b>	<b>5.3</b>
<b>9-10</b>	<b>4.0</b>	<b>3.0</b>	<b>5.0</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

As can be seen from Table 9 above, the mean total difficulties scores are highest for SIMD 1-2, and decrease when moving up the quintiles from most deprived to least deprived. However, there is not a large difference in scores, with all falling within the 'close to average' range. Mean total difficulties scores for males are consistently higher than females across all SIMD areas, but remain within the 'close to average' range.

**Figure 3:** Percentage primary pupils in each SDQ score category (for mean total difficulties) across SIMD quintiles



The graph above shows that the percentage of pupils scoring 'very high' for total difficulties is highest in SIMD 1-2, and the percentage of pupils scoring 'close to average' is highest in SIMD 9-10. However, the majority of pupils (79%) in SIMD 1-2 still fell within the close to average range.

## Section 2c: Average SDQ Scores and Care Experience

**Table 10:** Total numbers of primary pupils with Care Experience split by gender (according to SEEMIS records from November 2021).

<i>Total number of Primary pupils with Care Experience – split by Home, Away and Previously</i>			
<i>Care Experience</i>	<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>No</b>	22632	11183	11449
<b>Home</b>	87	41	46
<b>Away</b>	197	94	103

<b>Previously</b>	322	166	156
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**Table 11:** Breakdown of Primary SDQ Scores and Care Experience

<i>Primary school/ Teacher report -SDQ &amp; Care Experience Scores</i>	<b>Care Experience</b>			
	<b>None</b>	<b>Home</b>	<b>Away</b>	<b>Previously</b>
<b>Total Difficulties</b>	5.6	10.9	10.9	9.6
<b>Impact Score</b>	0.5	1.3	1.5	1.0
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	2.3	3.8	4.2	4.1
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	3.4	7.2	7.0	5.9
<b>Prosocial Score</b>	8.5	7.3	7.5	7.9

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

As can be seen from Table 11 above, there is an increase in total difficulties scores for children who have care experience compared to those who do not. However, all of the overall total difficulties scores fall within the 'close to average' range.

Total difficulties scores are relatively similar when comparing pupil scores across categories of care experience at home, away or previously care experienced.

**Table 12:** Mean total difficulties Primary Scores by Care Experience and Gender

<i>Primary school / Teacher report SDQ &amp; Care Experience Scores</i>	<b>Care experienced pupils</b>		
	<b>Overall Mean Scores</b>	<b>Female Mean Scores</b>	<b>Male Mean Scores</b>
<b>None</b>	5.6	4.3	6.8
<b>Home</b>	10.9	8.6	12.9
<b>Away</b>	10.9	9.4	12.2
<b>Previously</b>	9.6	8.0	11.3

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

Mean total difficulties scores for males are higher than females across each of these categories. Males with care experience at home and away in particular fall just within the 'slightly raised' range of total difficulties scores.

Sample sizes within the care experience subgroups are small and do vary, particularly between home (n=87) and previous care experience (n=322) so caution should be used when comparing scores. These figures are based on SEEMIS as of November 2021.

**Figure 4:** Percentage primary pupils scoring in each SDQ category (for mean total difficulties) – across Care Experience categories

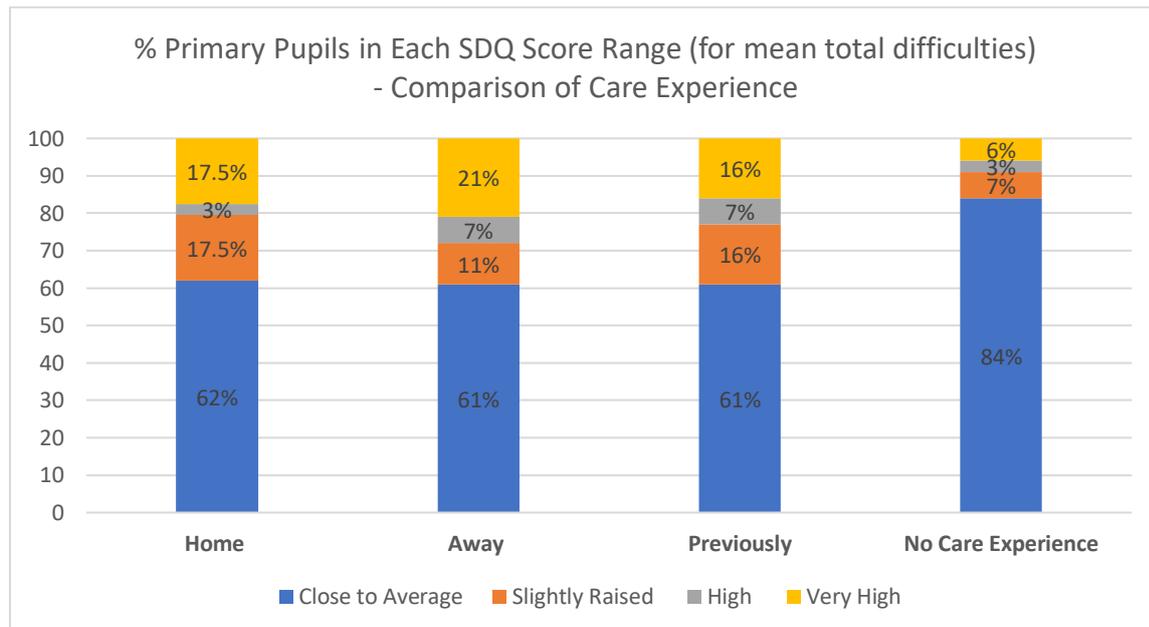


Figure 4 shows that the proportion of pupils scoring within the close to average range is lower for those with care experience than those with none. However, a majority of pupils in each care experience category fall within the close to average range (above 60% for home, away and previous care experience).

When comparing pupils who are looked after at home, away or previously, scores appear relatively consistent across all. Pupils who are looked after away from home had a larger proportion scoring 'very high' (21%) than those looked after at home (17.5%) or previously (16%).

## Section 2d – Average SDQ Scores & Child Protection Register

**Table 13:** Total numbers of children within the Child Protection Register split by gender (according to SEEMIS records from November 2021).

<b>Total number of Primary pupils within the Child Protection Register</b>		
<i>Total</i>	<i>Female</i>	<i>Male</i>
<b>44</b>	25	19

**Table 14:** Breakdown of Primary SDQ Scores & Child Protection Register scores by gender

<b>Primary school/ Teacher report -SDQ &amp; Child Protection Register Scores</b>	<i>Pupils on Child Protection Register (n=44)</i>			<i>Those not on Child Protection Register Scores (n&gt;23,000)</i>
	<b>Overall Mean Score</b>	<b>Female Mean Score</b>	<b>Male Mean Score</b>	
Total Difficulties	<b>9.9</b>	<b>6.5</b>	<b>13.9</b>	<b>5.7</b>
Impact Score	<b>1.4</b>	<b>0.5</b>	<b>2.5</b>	<b>0.5</b>
Internalising Difficulties Score (Emotion + Peer Score)	<b>4.0</b>	<b>3.3</b>	<b>4.9</b>	<b>2.3</b>
Externalising Difficulties Score (Hyperactivity + Conduct Score)	<b>5.9</b>	<b>3.9</b>	<b>8.5</b>	<b>3.4</b>
Prosocial Score	<b>8.0</b>	<b>9.2</b>	<b>6.5</b>	<b>8.4</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

At the time of data collection (November 2021), there was a total of 44 children who were on the Child Protection Register within North Lanarkshire's primary population (based on the SEEMIS records).

When examining the whole population of children on the Child Protection Register, the male population are scoring higher than females on total difficulties scores and are falling within the 'slightly raised' score category.

Looking at the population of children on the Child Protection Register scoring in other categories, the majority of their scores are falling within the 'close to average' category, with the exception of the male population, who score within the 'high' category on Impact scores and 'slightly raised' category on externalising difficulties.

Although there is a difference in the mean total difficulties score across the groups of non-child protection register (mean total difficulties score of 5.7) and child protection register populations (mean total difficulties score of 9.9), caution must be exercised in interpreting the data due to the significant difference in sample sizes (noted in Table 14 above).

## Section 2e – Average SDQ Scores & Free School Meals & Clothing Grant

### SDQ Scores and Free School Meals

**Table 15:** Total numbers of primary children entitled to Free School Meals split by gender (according to SEEMIS records from November 2021).

<b>Total number of Primary pupils entitled to Free School Meals</b>		
<i>Total</i>	<i>Female</i>	<i>Male</i>
<b>5834</b>	2928	2906

**Table 16:** Mean Primary SDQ & Free School Meals scores by gender

<b>Primary school/ Teacher report -SDQ &amp; FSM Scores</b>	<i>Pupils entitled to Free School Meals (n=5,834)</i>			<i>Those not on FSM Scores (n=17,404)</i>
	<b>Overall Mean Score</b>	<b>Female Mean Score</b>	<b>Male Mean Score</b>	
Total Difficulties	<b>8.0</b>	<b>6.5</b>	<b>9.5</b>	<b>4.9</b>
Impact Score	<b>0.8</b>	<b>0.6</b>	<b>1.1</b>	<b>0.4</b>
Internalising Difficulties Score (Emotion + Peer Score)	<b>3.2</b>	<b>3.0</b>	<b>3.4</b>	<b>2.0</b>
Externalising Difficulties Score (Hyperactivity + Conduct Score)	<b>4.8</b>	<b>3.6</b>	<b>6.0</b>	<b>3.0</b>
Prosocial Score	<b>8.0</b>	<b>8.6</b>	<b>7.4</b>	<b>8.6</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

There are a total of 5,834 children who are entitled to Free School Meals within North Lanarkshire's Primary population.

When examining the whole population of children who are entitled to Free School Meals, the male population are scoring higher than females but are still within the 'close to average' total difficulties score category.

Looking at the population of children entitled to Free School Meals scoring in other categories, all scores are falling within the 'close to average' category.

Although there is a difference in the mean total difficulties score across the groups of non-free school meals pupils (mean total difficulties score of 4.9) and those pupils entitled to free school meals (mean total difficulties score of 8.0), caution must be exercised in interpreting the data due to the significant difference in sample sizes (noted in Table 16 above).

### SDQ Scores and Clothing Grants

**Table 17:** Total numbers of primary children entitled to Clothing Grants split by gender (according to SEEMIS records from November 2021).

<b>Total number of Primary pupils entitled to Clothing Grants</b>		
<i>Total</i>	<i>Female</i>	<i>Male</i>
<b>6558</b>	3293	3265

**Table 18:** Mean Primary SDQ & Clothing Grants scores by gender

<b>Primary school/ Teacher report -SDQ &amp; Clothing Grants Scores</b>	<i>Pupils entitled to Clothing Grants (n=6,558)</i>			<i>Those not on Clothing Grants Scores (n=16,680)</i>
	<b>Overall Average Score</b>	<b>Female Average Score</b>	<b>Male Average Score</b>	
Total Difficulties	<b>7.7</b>	<b>6.3</b>	<b>9.2</b>	<b>4.9</b>
Impact Score	<b>0.8</b>	<b>0.5</b>	<b>1.0</b>	<b>0.4</b>
Internalising Difficulties Score (Emotion + Peer Score)	<b>3.1</b>	<b>2.9</b>	<b>3.3</b>	<b>2.0</b>
Externalising Difficulties Score (Hyperactivity + Conduct Score)	<b>4.6</b>	<b>3.4</b>	<b>5.9</b>	<b>3.0</b>
Prosocial Score	<b>8.0</b>	<b>8.6</b>	<b>7.4</b>	<b>8.6</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

There are a total of 6,558 children who are entitled to Clothing Grants within North Lanarkshire's Primary population.

When examining the whole population of children who are entitled to Clothing Grants, the male population are scoring higher than females but are still within the 'close to average' total difficulties (TD) score category.

Looking at the overall population of children entitled to Clothing Grants, scores for all SDQ scales fall within the 'close to average' category. Only the impact score for male pupils entitled to clothing grants differs from other score categories, falling within the 'slightly raised' score range.

Although there is a difference in the mean total difficulties score across the groups of non-clothing grant pupils (mean total difficulties score of 4.9) and those pupils entitled to clothing grants (mean total difficulties score of 7.7), caution must be exercised in interpreting the data due to the significant difference in sample sizes (noted in Table 18 above).

## SECONDARY SCHOOLS KEY MESSAGES (pupil report)

### SDQ total difficulties scores and pupils with additional support needs in mainstream schools:

- The average total difficulties score for pupils with additional support needs in mainstream secondary (14.2) was higher than that of the general school population (13.2). Although a difference was observed in these scores, they remained within the 'close to average' range.
- Female pupils with an additional support need reported a higher total difficulties score (15.6) than male pupils with an additional support need (13.2). Female scores fell within the 'slightly raised' category with males in the 'close to average' category.

### SDQ total difficulties scores and SIMD data in mainstream secondary:

- Average total difficulties scores reduced slightly when moving up the SIMD quintiles. (e.g., mean total difficulty scores of 14.1 and 11.8 for SIMD quintiles 1-2 and 9-10 respectively). All scores fell within the 'close to average' range.
- Mean total difficulties scores for females are higher than males across all SIMD quintiles. Total difficulties scores remain in the 'close to average' range, except for females in SIMD quintile 1-2 who score in the 'slightly raised' score range.

### SDQ total difficulties scores and care experience in mainstream secondary:

- Average total difficulties scores for children who have care experience away from home fell within the 'close to average' range. Average total difficulties scores for pupils with care experience at home and previous care experience fell within the 'slightly raised' range.
- Mean total difficulties scores for females are higher than males across each of the categories of care experience. Females with previous care experience and those currently cared for at home fall within the 'slightly raised' range of total difficulties scores.
- Pupils with previous care experience and those cared for at home have the highest percentages of scores in the 'very high' range for total difficulties (22% and 35% respectively). The percentage of pupils who scored within the very high range are the same for pupils who are looked after away from home (17%) and for those who have no care experience (17%).

### SDQ total difficulties scores and child protection register data:

- Females scored higher than males on total difficulties scores and fell within the 'high' range, with males scoring in the 'close to average' range.
- Average total difficulties scores were higher overall for pupils on the child protection register than that of the general population.

### SDQ total difficulties scores, free school meals and clothing grants:

- Average total difficulties scores for pupils in receipt of free school meals (14.8) or clothing grants (14.6) was higher than that of the general population (11.5). Despite these scores being higher than the general population, they remained within the 'close to average' range.

### SDQ total difficulties scores, SIMD and free school meals – comparison of RCS 2017 and 2021 data:

- The proportion of S1-S4 pupils scoring within the 'close to average' range increases when moving from the most deprived areas (SIMD 1-2) to the least deprived (SIMD 9-10). This is the case in both the 2017 and 2021 data.
- The proportion of S1-S4 pupils scoring within the 'close to average' range has decreased from 2017 to 2021 by around 10% on average across all the SIMD quintiles.
- There is a lower proportion of the free school meals pupil group scoring in the 'close to average' range across both 2017 and 2021 in comparison to pupils not entitled to free school meals.
- The percentage of S1-S4 pupils scoring within the 'close to average' range reduces by approximately 10% from 2017 to 2021 (irrespective of whether they are entitled to free school meals or not).

### Section 3: Secondary Establishment Data

This report presents analysis of the SDQ results of 23 Secondary establishments within the North Lanarkshire Authority area. In the analysis that took place in December 2021, the questionnaires were completed by 11,683 pupils aged between 11 and 17 years old.

Table 19 below displays the average SDQ scores for secondary and is colour coded to indicate level of difficulty.

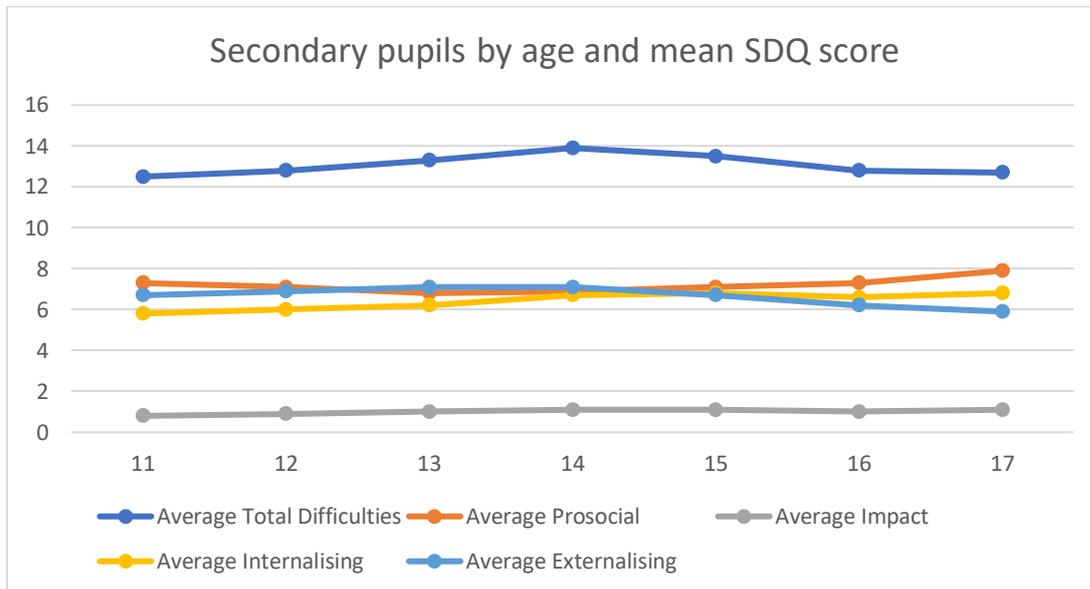
**Table 19:** Average secondary scores for five key SDQ subscales.

<b>Secondary School/ Self-Report SDQ Score</b>	<b>Mean Scores (Dec 2021, n=11683)</b>	<b>Mean Scores (July 2021, n=14599)</b>
<b>Total Difficulties</b>	<b>13.2</b>	<b>13.13</b>
<b>Impact Score</b>	<b>1.0</b>	<b>0.99</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>6.3</b>	<b>6.35</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>6.8</b>	<b>6.79</b>
<b>Prosocial Score</b>	<b>7.1</b>	<b>7.12</b>

<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>
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Table 19 illustrates that across all the key SDQ areas, the mean scores for secondary schools are within the 'close to average' score category.

**Figure 5:** Mean SDQ scores by age for Secondary pupils



When looking at average score for each of the key SDQ areas by age, there is an upward trend for total difficulties from age 12 to 14, with a downward trend from 15 to 17 years old. Externalising difficulties follow a similar trend. Impact scores remain relatively stable with age. Internalising difficulties increase with from age 13 to 15. Prosocial scores decrease from age 12 to 14, with an increase from age 15 to 17.

## Section 4: Exploration of Average SDQ Scores, Gender and Age

Table 20 below provides a breakdown of secondary school responses by gender selection of gender grouped by SEEMIS categories.

**Table 20:** SDQ responses by gender (SEEMIS categories)

Gender	Number of Pupils	Percentage of Cohort
Male	5,677	49%
Female	6,006	51%

The table below shows the number of Secondary School completed SDQs by age group and gender.

**Table 21:** SDQ responses by age and gender

Age	Number of female SDQs	Number of male SDQs	Total number of SDQs completed
10	1	1	2
11	819	731	1550
12	1312	1347	2659
13	1214	1207	2421
14	1047	968	2015
15	931	824	1755
16	522	494	1016
17	159	105	264
18	1	0	1

The table above provides a breakdown of age for SDQ responses at secondary school. It must be noted that for data being presented in the graphs in the following section, any data relating to pupils aged 10 and 18 has been excluded due to the small sample size (n=2, n=1) in relation to other ages.

**Table 22:** Breakdown of Secondary SDQ scores by gender

<b>Secondary school/ Self-report -SDQ Score</b>	<b>Total number of Pupils</b>	<b>Female Mean Scores</b>	<b>Male Mean Scores</b>
<b>Total Difficulties</b>	<b>11680</b>	<b>14.4</b>	<b>11.8</b>
<b>Impact Score</b>	<b>11680</b>	<b>1.3</b>	<b>0.7</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>11680</b>	<b>7.4</b>	<b>5.1</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>11680</b>	<b>7.0</b>	<b>6.7</b>
<b>Prosocial Score</b>	<b>11680</b>	<b>7.5</b>	<b>6.7</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

Table 22 above illustrates that across all the key SDQ areas, the majority of mean scores are within the 'close to average' score category. Impact score and internalising difficulties for female pupils fall within the 'slightly raised' category, with prosocial skills for male pupils also falling within the 'slightly raised' category. Female pupils show greater difficulty across all areas in comparison to male pupils, except for prosocial skills.

The trends within the current dataset are similar to previous findings.

Male secondary school pupils:

- Scores in most areas remain relatively stable by age.
- Total difficulties scores remain stable between ages 11 and 15 before decreasing between ages 15 to 17.
- There is a slight downward trend in externalising scores between ages 11 to 16 and then a slight increase to age 17.
- There is a slight upward trend for internalising difficulties between ages 11 to 16 then a slight dip to age 17.

Female secondary school pupils:

- Total difficulties scores are showing an overall slight increase from age 11 to 15, before falling between ages 15 to 17.
- Prosocial scores, internalising and externalising difficulties remain relatively stable by age.
- Impact remains relatively stable except for a dip at age 14 for the current dataset.

## Section 4a: Average SDQ Scores and ASN in Mainstream

**Table 23:** Total number of pupils registered as Additional Support Need in Mainstream Secondary Schools (according to SEEMIS records from November 2021).

<i>Total number of Secondary pupils registered as ASN in Mainstream Primary</i>			
<i>ASN Status</i>	<i>Total</i>	<i>Female</i>	<i>Male</i>
<b>Yes</b>	2,331	952	1,379
<b>No</b>	9,349	5,052	4,297

There is a total of 2,331 completed SDQ assessments for pupils identified as having additional support needs within mainstream Secondary according to SEEMIS records from November 2021.

**Table 24:** Breakdown of secondary SDQ Scores & Additional Support Need

<i>Secondary school/Self-report -SDQ &amp; ASN Scores</i>	<b><i>Pupils registered with an Additional Support Need (n=2331)</i></b>			<b><i>Those not with ASN status (n=9349)</i></b>
	<b><i>Overall Mean Scores</i></b>	<b><i>Female Mean Scores</i></b>	<b><i>Male Mean Scores</i></b>	
<b>Total Difficulties</b>	<b>14.2</b>	<b>15.6</b>	<b>13.2</b>	<b>12.9</b>
<b>Impact Score</b>	<b>1.3</b>	<b>1.7</b>	<b>0.9</b>	<b>0.9</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>6.8</b>	<b>8.1</b>	<b>5.9</b>	<b>6.2</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>7.3</b>	<b>7.5</b>	<b>7.3</b>	<b>6.7</b>
<b>Prosocial Score</b>	<b>6.9</b>	<b>7.4</b>	<b>6.5</b>	<b>7.2</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

Table 24 above suggests that the total difficulties score of pupils in mainstream secondary with additional support needs is, on average, higher than that of the general secondary population although it is still within the 'close to average' range.

There are 952 female secondary school pupils identified as having additional support needs, with a mean total difficulties score of 15.6. A total of 1,379 male secondary school pupils were identified as having additional support needs, scoring a mean total difficulties score of 13.2. Therefore, female pupils with additional support needs reported a higher total

difficulties score than males. Females with additional supports needs are scoring within the 'slightly raised' range for total difficulties, in comparison to males with additional support needs who are scoring within the 'close to average' range. It can be seen from table 24 that females scored higher across all SDQ scores.

Table 24 shows that externalising, and internalising scores all fall within the 'slightly raised' range for pupils with additional support needs within mainstream secondary. Impact scores for females and the overall additional support need pupils are also falling within the 'slightly raised' category, however males are falling into the 'close to average' range. Females were identified as reporting higher internalising difficulties scores with an average score of 8.1, falling within the 'high' range. In comparison, males reported lower scores of internalising difficulties with an average score of 5.9, falling within the 'close to average' range. Prosocial scores overall fell within the 'close to average'.

Caution must be taken when comparing scores as sample sizes within the subgroup ASN within mainstream secondary are small when compared to the full dataset. These figures are based on SEEMIS as of November 2021.

**Table 25:** SDQ responses for mainstream secondary ASN sub-group by age and gender

Age	Number of female SDQs	Number of male SDQs	Total number of SDQs completed
10	0	1	1
11	141	177	318
12	203	348	551
13	169	292	461
14	162	228	390
15	150	187	337
16	96	117	213
17	31	30	61
18	1	0	1

The table above provides a breakdown of age and gender for mainstream secondary ASN SDQ responses. It must be noted that for data being presented in the graphs in the following section, any data relating to pupils aged 10, 17 and 18 have been excluded due to the small sample sizes (n=1, n=61 and n=1).

#### Average total difficulties score for mainstream secondary ASN pupils by age and gender

In the current dataset, there is a consistent trend of a higher proportion of female pupils, who have been identified as having additional support needs within mainstream secondary, scoring higher in total difficulties, compared to male pupils throughout the whole secondary school age range. Similar trends between males and females can be seen with average total difficulties scores increasing around the age of 14-15 and decreasing from 15-16. Caution must still be taken when interpreting results with varying sample sizes, such as age, within the sub-groups.

## Section 4b: Average SDQ Scores and SIMD

**Table 26:** Total No. of Secondary Pupils in SIMD Quintiles (according to SEEMIS records from November 2021).

<i>Total number of Secondary pupils within each of the SIMD Quintiles</i>			
<b>SIMD</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>1-2</b>	3209	1641	1568
<b>3-4</b>	3062	1587	1475
<b>5-6</b>	1642	806	836
<b>7-8</b>	2319	1228	1091
<b>9-10</b>	1417	726	691

**Table 27:** Breakdown of Secondary SDQ Scores Across SIMD Quintiles

<i>Secondary school/ Pupil report -SDQ &amp; SIMD Scores</i>	<b>SIMD Quintiles</b>				
	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
<b>Total Difficulties</b>	14.1	13.4	12.8	12.5	11.8
<b>Impact Score</b>	1.2	1.0	0.9	0.9	0.8
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	6.3	6.3	6.3	6.3	6.3
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	7.4	6.9	6.7	6.5	6.2
<b>Prosocial Score</b>	6.9	7.0	7.1	7.2	7.5

<b>KEY</b>			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

Table 27 shows that internalising and externalising scores fall within the 'close to average' range across all SIMD quintiles. The impact and externalising scores decrease when moving from most deprived to least deprived, while the prosocial score increases, and the internalising score remains the same.

**Table 28:** Mean Total Difficulties Secondary Scores by SIMD and Gender

SIMD	<i>Total difficulties</i>		
	<i>Overall Mean Scores</i>	<i>Female Mean Scores</i>	<i>Male Mean Scores</i>
<b>1-2</b>	<b>14.1</b>	<b>15.4</b>	<b>12.7</b>
<b>3-4</b>	<b>13.4</b>	<b>14.6</b>	<b>12.2</b>
<b>5-6</b>	<b>12.8</b>	<b>14.1</b>	<b>11.6</b>
<b>7-8</b>	<b>12.5</b>	<b>13.8</b>	<b>11.2</b>
<b>9-10</b>	<b>11.8</b>	<b>13.2</b>	<b>10.4</b>

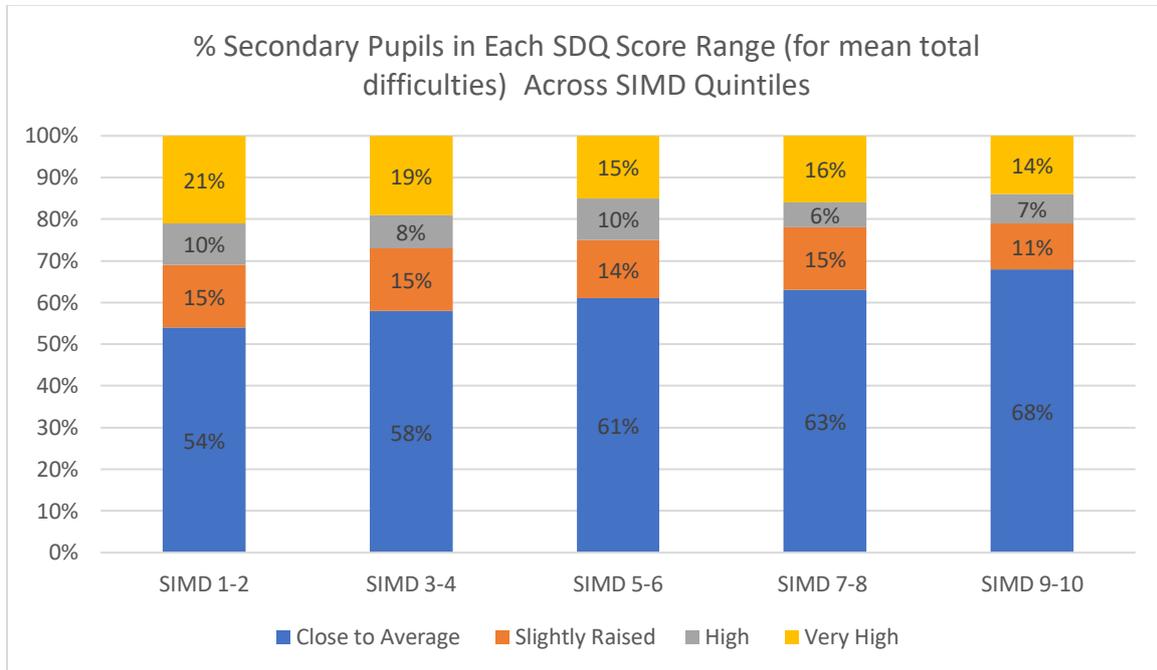
KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

As can be seen from Table 28 above, the mean total difficulties scores are highest for SIMD 1-2 and decrease when moving up the quintiles from most deprived to least deprived. However, there is not a large difference in scores, with mean total difficulties scores falling within the 'close to average' range across all SIMD areas.

Consistent with our previous findings, there is a shift from primary to secondary, with females on average scoring higher than males at secondary, across all SIMD areas.

Caution must be taken when comparing scores as sample sizes within the subgroup SIMD are small when compared to the full dataset. These figures are based on SEEMIS as of November 2021.

**Figure 6:** Percentage secondary pupils in each SDQ score category (for mean total difficulties) across SIMD quintiles



The graph above shows that the percentage of pupils scoring 'very high' for total difficulties is highest in SIMD 1-2 (21%) and decreases when moving from the most deprived to least deprived areas. The percentage of pupils scoring 'close to average' is highest in SIMD 9-10 (68%) and decreases when moving from least to most deprived SIMD areas. However, more than half of pupils in SIMD 1-2 (54%) still fell within the close to average range.

## Section 4c: Average SDQ Scores and Care Experience

**Table 29:** Total Numbers of secondary pupils with Care Experience (according to SEEMIS records from November 2021).

<i>Total number of Secondary pupils with Care Experience – split by Home, Away and Previously</i>			
<i>Care Experience</i>	<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>None</b>	11101	5689	5412
<b>Home</b>	23	<20	<20
<b>Away</b>	126	63	63
<b>Previously</b>	166	85	81

**Table 30:** Breakdown of Secondary SDQ Scores and Care Experience

<i>Secondary/ Self report -SDQ &amp; Care Experience Scores</i>	<b>Care Experience</b>			
	<b>None</b>	<b>Home</b>	<b>Away</b>	<b>Previously</b>
<b>Total Difficulties</b>	13.1	15.7	13.8	15.3
<b>Impact Score</b>	1.0	1.7	1.0	1.1
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	6.3	6.9	6.4	7.0
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	6.8	8.8	7.5	8.3
<b>Prosocial Score</b>	7.1	6.6	7.1	6.9

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

Table 30 shows that self-reported impact scores for secondary pupils who have care experience at home are higher than pupils who have care experience away from home, previously been care experienced or have no care experience. For each level of care experience however, impact scores all fall within the 'slightly raised' category.

Self-reported internalising scores are higher for those with care experience. Pupils with previous care experience scores fall within the 'slightly raised' category compared to the 'close to average' range of the other care experiences. Previous care experience has the highest overall level of self-reported internalising difficulties compared to those pupils who have no care experience or experience at home or away.

Externalising scores are higher for those with care experience, but still fall within the 'close to average' range. Prosocial scores are slightly lower for care experienced children and young people (home and previously) than no care experience and fall within the 'slightly lowered' category.

**Table 31:** Mean total difficulties Secondary Scores by Care Experience and Gender

<i>Secondary / Self-Report SDQ &amp; Care Experience Scores</i>	<b>Total difficulties</b>		
	<b>Overall Mean Scores</b>	<b>Female Mean Scores</b>	<b>Male Mean Scores</b>
<b>None</b>	<b>13.1</b>	<b>14.4</b>	<b>11.8</b>
<b>Home</b>	<b>15.7</b>	<b>16.1</b>	<b>15.5</b>
<b>Away</b>	<b>13.8</b>	<b>13.9</b>	<b>13.8</b>
<b>Previously</b>	<b>15.3</b>	<b>16.5</b>	<b>14.0</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

As shown in Table 31, there is an increase in self-reported total difficulties scores for children who are care experienced compared to those who are not. For those children who have no care experience, all scores fall within the 'close to average' range. Similar results are shown for children and young people who have care experience away from home, with overall self-reported total difficulties falling within the 'close to average' range. However, for children and young people who have care experience at home, the mean total difficulties score falls within the 'slightly raised' category. The mean total difficulty score for children with previous care experience also falls within the 'slightly raised' category.

When comparing care experience at home, away or previous, children and young people who have home experience have the highest self-reported total difficulty score overall with a mean score of 15.7 compared to those with away care experience with a mean score of 13.8.

Mean total difficulties scores for females are higher than males across each of the subscales. Females with care experience at home and previously in particular, fall just within the 'slightly raised' range of total difficulties scores.

**Figure 7:** Percentage secondary pupils in each SDQ category (for mean total difficulties) – across care experience categories

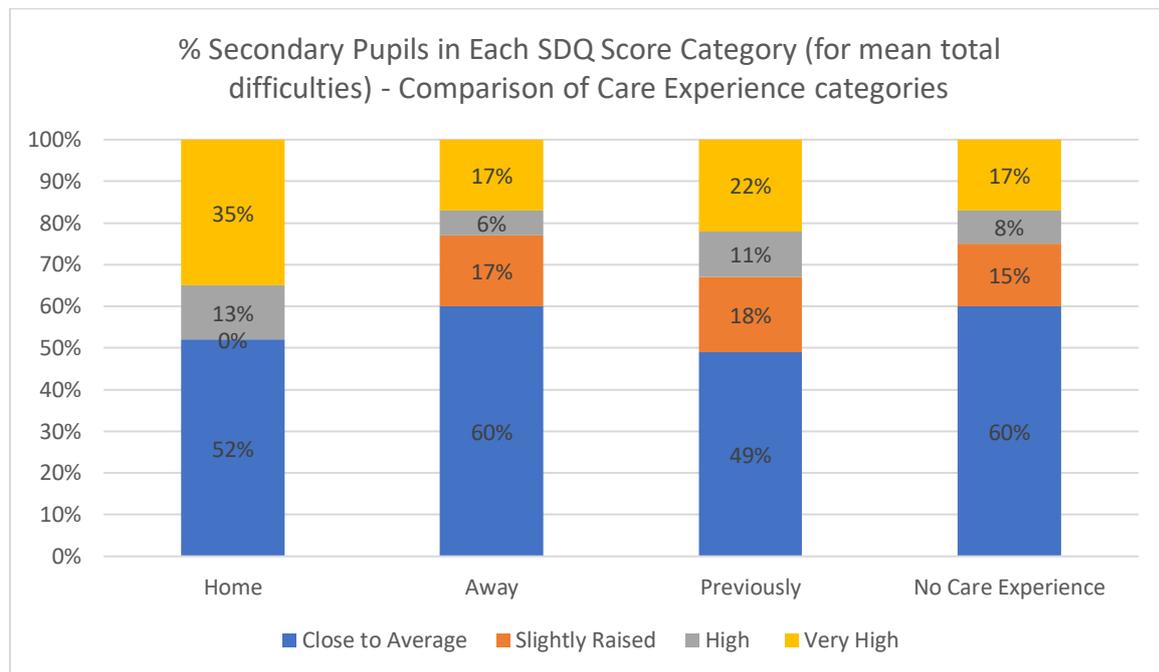


Figure 7 above shows that a slightly smaller percentage of pupils who are looked after at home (52%) or have previous care experience (49%) scored within the close to average range, compared to 60% of pupils with no care experience or care experience away from home scoring within the close to average range.

Young people care experience at home and those who have been previously care experienced have the highest percentages of pupils scoring 'very high' for total difficulties (35% and 22% respectively). The percentage of pupils who scored within the very high range is the same for pupils who are looked after away from home and for those who have no care experience (17%).

Caution must be taken when comparing scores as sample sizes within the subgroup Care Experience are small when compared to the full dataset. These figures are based on SEEMIS as of November 2021.

## Section 4d: Average SDQ Scores and Child Protection Register

**Table 32:** Total numbers of secondary pupils on the Child Protection Register split by gender (according to SEEMIS records from November 2021).

<b>Total number of Secondary pupils within the Child Protection Register</b>		
<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>13</b>	<10	<10

**Table 33:** Mean Secondary SDQ & Child Protection Register scores by gender

<b>Secondary school/ Self-Report -SDQ &amp; Child Protection Register Scores</b>	<b>Pupils on Child Protection Register</b>			<b>Those not on Child Protection Register Scores</b>
	<b>Overall Mean Score</b>	<b>Female Mean Score</b>	<b>Male Mean Score</b>	
<b>Total Difficulties</b>	<b>15.8</b>	<b>18.6</b>	<b>12.7</b>	<b>13.2</b>
<b>Impact Score</b>	<b>1.7</b>	<b>2.9</b>	<b>0.3</b>	<b>1.0</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>7.4</b>	<b>9.3</b>	<b>5.2</b>	<b>6.3</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>8.5</b>	<b>9.3</b>	<b>7.5</b>	<b>6.8</b>
<b>Prosocial Score</b>	<b>6.5</b>	<b>6.0</b>	<b>7.2</b>	<b>7.1</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

In November 2021, 13 secondary aged young people were on the Child Protection Register (based on the SEEMIS records).

For secondary pupils on the Child Protection Register, the female population are scoring higher than males on total difficulties scores and are falling within the 'high' score category, with male scoring in the 'close to average' range.

For secondary pupils on the Child Protection Register scoring in other categories, their scores are quite mixed between the 'close to average', 'slightly raised' and 'high' categories. Females are scoring within the 'high' category on total difficulties, impact, and internalising difficulties, whereas males are scoring in the 'close to average' range. Both males and females are scoring in the 'slightly raised' category for externalising difficulties, and females are scoring in the

'slightly lowered' category for prosocial scores, whereas males are scoring in the 'close to average' range.

Caution must be taken when comparing scores as sample sizes within the subgroup Child Protection Register are very small when compared to the full dataset. These figures are based on SEEMIS as of November 2021

## Section 4e: Average SDQ Scores and Free School Meals / Clothing Grant

### Total Difficulties and Free School Meals

**Table 34:** Total numbers of secondary pupils entitled to Free School Meals split by gender (according to SEEMIS records from November 2021).

<b>Total number of Secondary pupils entitled to Free School Meals</b>		
<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>1964</b>	999	965

**Table 35:** Mean Secondary SDQ & Free School Meals scores by gender

<b>Secondary school/ Self-Report -SDQ &amp; FSM Scores</b>	<b>Pupils entitled to Free School Meals</b>			<b>Those not on FSM Scores</b>
	<b>Overall Mean Score</b>	<b>Female Mean Score</b>	<b>Male Mean Score</b>	
<b>Total Difficulties</b>	<b>14.8</b>	<b>16.1</b>	<b>13.6</b>	<b>11.5</b>
<b>Impact Score</b>	<b>1.4</b>	<b>1.8</b>	<b>1.0</b>	<b>0.6</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>7.1</b>	<b>8.3</b>	<b>5.9</b>	<b>5.0</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>7.7</b>	<b>7.8</b>	<b>7.6</b>	<b>6.5</b>
<b>Prosocial Score</b>	<b>6.8</b>	<b>7.2</b>	<b>6.4</b>	<b>6.7</b>

<b>KEY</b>			
<b>Close to average</b>	<b>Slightly raised (slightly lowered for Prosocial)</b>	<b>High (/Low for prosocial)</b>	<b>Very high (/Very low for prosocial)</b>

There are a total of 1,964 pupils who are entitled to Free School Meals within North Lanarkshire's Secondary population.

When examining the whole population of secondary pupils who are entitled to Free School Meals, the female population are scoring higher than males and are within the 'slightly raised' category with males in the 'close to average' total difficulties score category.

Looking at the population of secondary pupils entitled to Free School Meals scoring in other categories, their scores are mixed between the 'close to average' and 'slightly raised/lowered' categories. Both males and females are scoring in the 'slightly raised' category for impact. For internalising difficulties scores, females are scoring higher in the 'slightly raised' category than males who are scoring in the 'close to average' category. Both males and females are scoring within the 'close to average' range on externalising difficulties score. Females are scoring higher in prosocial scores falling within the 'close to average' range, with males falling into the 'slightly lowered' category.

Caution must be taken when comparing scores as sample sizes within the subgroup Free School Meals are small when compared to the full dataset. These figures are based on SEEMIS as of November 2021

### Total Difficulties and Clothing Grants

**Table 36:** Total numbers of secondary pupils entitled to Clothing Grants split by gender (according to SEEMIS records from November 2021).

<b>Total number of Secondary pupils entitled to Clothing Grants</b>		
<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>2356</b>	1215	1141

**Table 37:** Mean Secondary SDQ & Clothing Grants scores by gender

<b>Secondary school/ Self-Report -SDQ &amp; Clothing Grants Scores</b>	<b>Pupils entitled to Clothing Grants</b>			<b>Those not on Clothing Grants Scores</b>
	<b>Overall Mean Score</b>	<b>Female Mean Score</b>	<b>Male Mean Score</b>	
<b>Total Difficulties</b>	<b>14.6</b>	<b>15.8</b>	<b>13.3</b>	<b>11.5</b>
<b>Impact Score</b>	<b>1.3</b>	<b>1.7</b>	<b>0.9</b>	<b>0.6</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>7.0</b>	<b>8.1</b>	<b>5.8</b>	<b>5.0</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>7.7</b>	<b>7.8</b>	<b>7.5</b>	<b>6.5</b>
<b>Prosocial Score</b>	<b>6.9</b>	<b>7.3</b>	<b>6.5</b>	<b>6.7</b>

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

There are a total of 2,356 pupils who are entitled to Clothing Grants within North Lanarkshire's Secondary population.

When examining the whole population of secondary pupils who are entitled to Clothing Grants, the female population are scoring higher than males, putting them in the 'slightly raised' total difficulties category with males in the 'close to average' category.

Looking at the population of secondary pupils entitled to Clothing Grants scoring in other categories, all scores are falling within the 'close to average' and 'slightly raised/lowered' categories. Females are scoring higher, falling into the 'slightly raised' category than males on impact and internalising difficulties scores. Both males and females are falling within the 'close to average' score category for externalising difficulties. Females are scoring higher in the 'close to average' category for prosocial score, with males scoring in the 'slightly lowered' category.

Caution must be taken when comparing scores as sample sizes within the subgroup Clothing Grants are small when compared to the full dataset. These figures are based on SEEMIS as of November 2021

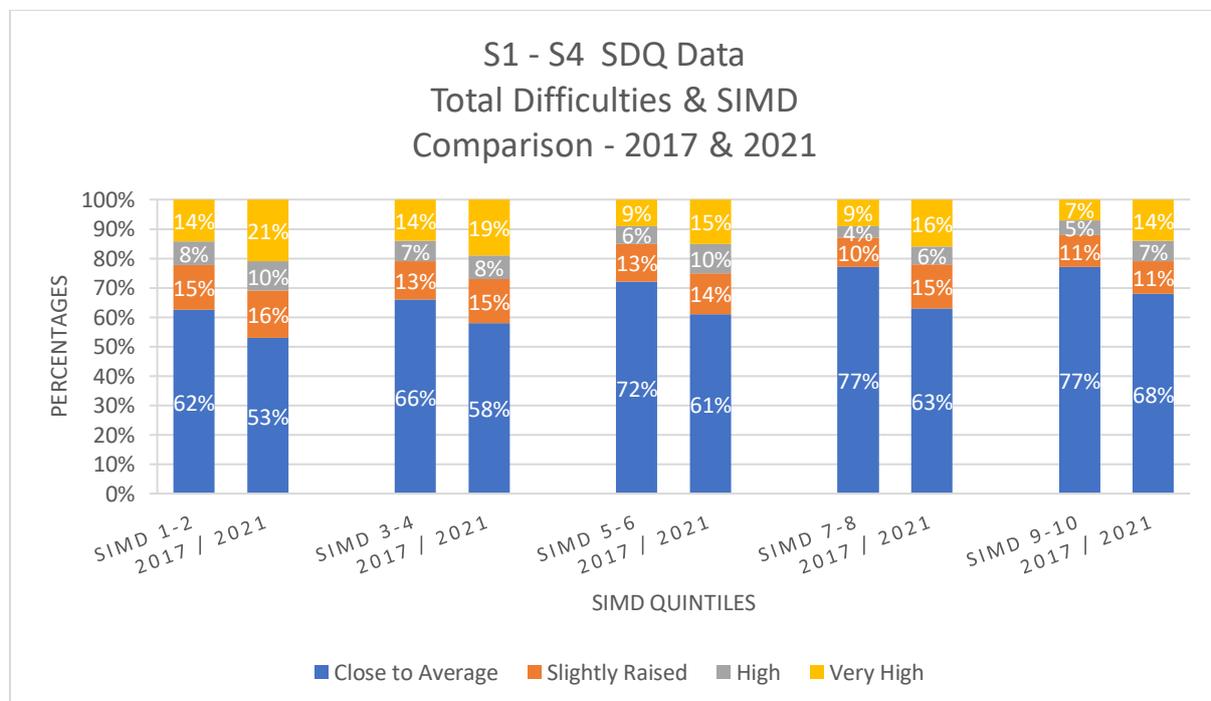
# SECONDARY SCHOOL DATA: COMPARISON WITH REALIGNING CHILDREN'S SERVICES (RCS 2017) AND NORTH LANARKSHIRE'S 2021 SDQ DATA

## Section 5: Comparison of SIMD data

**Table 38:** SIMD sample sizes from RCS 2017 & NL 2021

<i>Total numbers of S1-S4 pupils within the SIMD Quintiles with a Self-Reported SDQ</i>		
<b>SIMD</b>	<b>RCS 2017</b>	<b>NL 2021</b>
<b>1-2</b>	2968	3082
<b>3-4</b>	2776	2892
<b>5-6</b>	2068	1557
<b>7-8</b>	1393	2189
<b>9-10</b>	919	1345

**Figure 8:** Self-Completed S1-S4 SDQ Total Difficulties Scores across SIMD Quintiles for 2016-17 & 2020-21



When comparing the current dataset to the Realigning Children's Services data from 2017, a similar trend can be seen in that the proportion of S1-S4 pupils scoring within the close to

average range increases when moving from the most deprived areas (SIMD 1-2) to the least deprived (SIMD 9-10).

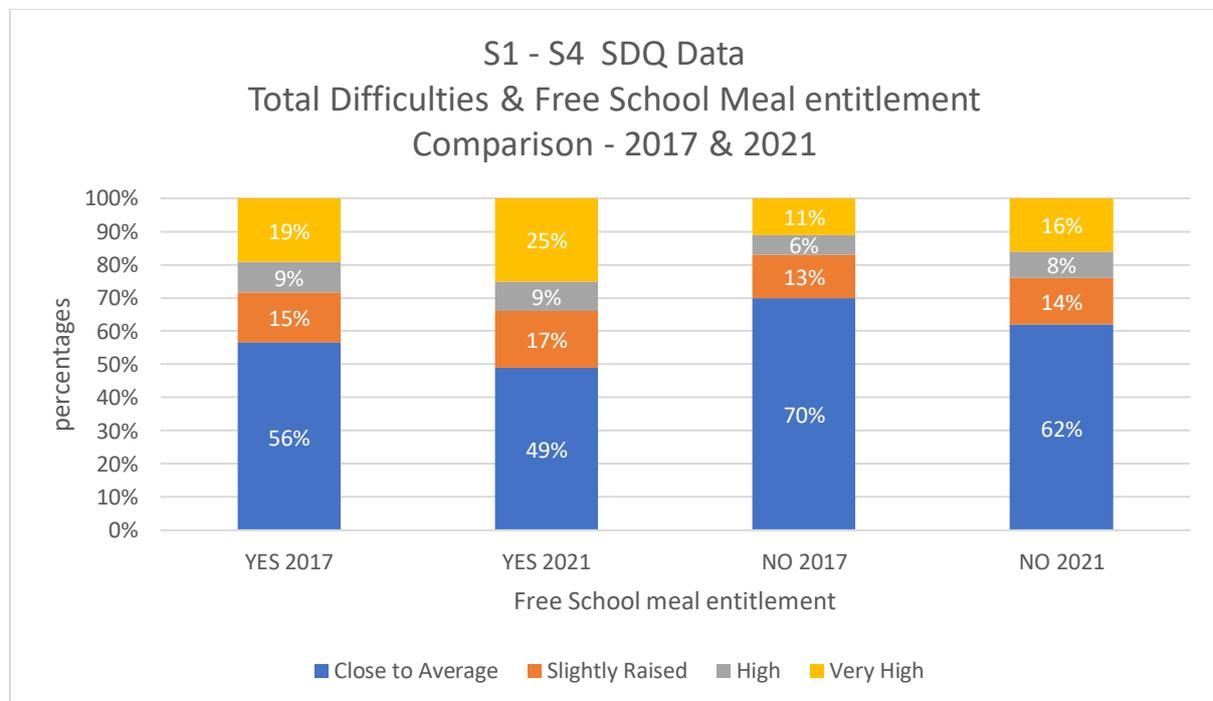
From the graph it can also be seen that the proportion of S1-S4 pupils scoring within the close to average range has decreased from 2017 to 2021 by around 10% on average across all the SIMD quintiles.

## Section 6: Comparison of FSM data

**Table 39:** SIMD sample sizes from RCS 2017 & NL 2021

<i>Total numbers of S1-S4 pupils entitled to Free School Meals with a Self-Report Pupil Completed SDQ</i>		
<b>Entitlement</b>	<b>RCS 2017</b>	<b>NL 2021</b>
<b>YES</b>	1218	1930
<b>NO</b>	8939	9164

**Figure 9:** Self-Completed S1-S4 SDQ Total Difficulties Scores across Free School Meal Entitlement for 2016-17 & 2020-21



Across both the 2017 and 2021 data sets, there is a greater proportion of pupils scoring in the 'close to average' range for total difficulties scores within the general school population (not entitled to free school meals) when compared to pupils entitled to free school meals.

It can also be seen from the graph above that the percentage of S1-S4 pupils scoring within the 'close to average' range reduces by approximately 10% from 2017 to 2021. This is the same for pupils who have free school meal entitlement and those who do not.

## ASN ESTABLISHMENTS KEY MESSAGES (teacher report)

### SDQ total difficulties scores and SIMD:

- There was no trend or pattern with respect to total difficulties across SIMD quintiles. Total difficulties scores ranged from 12.6 in SIMD 7-8 to 14.9 in SIMD 5-6. All scores fell with the 'slightly raised' category.

### SDQ total difficulties scores and care experience:

Due to the sample sizes involved, any observations made cannot confidently be generalised.

- Average total difficulties scores for pupils who have care experience away from home (scoring in the 'very high' category) are lower than those who have care experience at home (scoring in the 'slightly raised' category).
- Pupils who have previous care experience score within the 'close to average' range for total difficulties and those who have no care experience fall within the 'slightly raised' range.
- Mean total difficulties scores are higher in males than females across all categories of care experience.

### SDQ total difficulties scores, free school meals and clothing grants:

- Average total difficulties scores for pupils in receipt of free school meals was the same as for those who don't (both 13.8). Similarly, average scores for pupils who are entitled to clothing grants (13.7) are in the same range as those who are not (13.6). All of these scores fall within the 'slightly raised' category.

## Section 7: ASN Establishment Data

This report presents the analysis for 12 of North Lanarkshire's ASN specialist provisions. Goodman and Goodman (2011) note that children with neuro-developmental difficulties and/or learning difficulties achieve higher SDQ scores. It is not meaningful to compare the results of stand-alone specialist provisions with mainstream schools.

Teachers completed the questionnaires for those between the ages of 4-11, and for those pupils who have a cognitive age of below 11. There were 430 questionnaires completed by teachers between the ages of 4 and 17. 31 questionnaires were completed by pupils themselves between the ages of 11 and 16.

With respect to the data in this report, although basic descriptions of data is included little can be said about the self-report ASN population in general due to the limited sample size and due to the varying nature of the needs within this population. Results need to be considered at an individual child and establishment level in line with GIRFEC planning processes.

Table 40 below has a breakdown of completed SDQs in ASN provisions, split by teacher report and self-report.

**Table 40:** Overall completed SDQs for ASN

	Number of completed SDQs	Number of teacher completed SDQs	Number of pupil completed SDQs
<b>ASN</b>	461	430	31

*NB\* There were originally 495 ASN responses, however 34 SDQs were incomplete or had no informant type selected and have therefore been excluded from the analysis.*

## Section 7a: ASN Teacher Completed SDQ Data

Table 41 below shows a breakdown of teacher completed SDQs by gender, selection of gender grouped by SEEMIS categories.

**Table 41:** Teacher completed SDQ responses by gender (SEEMIS categories)

Gender	Number of Pupils	Percentage of Cohort
<b>Male</b>	312	73%
<b>Female</b>	118	27%

The table below provides a breakdown of teacher completed SDQs for ASN provisions by age and gender.

**Table 42:** Breakdown by age and gender for teacher completed SDQs for ASN

Age	Number of female SDQs	Number of male SDQs	Total number of SDQs completed
4	0	15	15
5	4	28	32
6	9	16	25
7	6	27	33
8	12	35	47
9	15	36	51
10	18	23	41
11	16	25	41
12	5	23	28
13	10	22	32
14	8	23	31
15	8	18	26
16	5	11	16
17	2	10	12

**Table 43:** Average ASN teacher report SDQ scores for five key subscales:

<i>SDQ Score</i>	<i>Total number of Pupils</i>	<i>Mean Scores (Dec 2021)</i>
<b>Total Difficulties</b>	<b>430</b>	<b>13.7</b>
<b>Impact Score</b>	<b>430</b>	<b>2.4</b>
<b>Internalising Difficulties Score (Emotion + Peer Score)</b>	<b>430</b>	<b>6</b>
<b>Externalising Difficulties Score (Hyperactivity + Conduct Score)</b>	<b>430</b>	<b>7.7</b>
<b>Prosocial Score</b>	<b>430</b>	<b>5.1</b>

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

Table 43 above illustrates that across all the key SDQ scores, the mean scores for asn establishment teacher completed SDQs ranges from slightly raised/lowered to high. Total difficulties fall within the 'slightly raised' range, impact score falls within the 'high' range and internalising difficulties, externalising difficulties and prosocial scores fall within the 'slightly raised/lowered for prosocial' range.

## Section 7b: ASN Self-Report Completed SDQ Data

Table 44 below shows a breakdown of self-report completed SDQs by gender, selection of gender grouped by SEEMIS categories.

Table 44: Self-report completed SDQ responses by gender (SEEMIS categories)

Gender	Number of Pupils	Percentage of Cohort
Male	23	74%
Female	8	26%

The table below provides a breakdown of self-report completed SDQs for ASN provisions by age and gender.

Table 45: Breakdown by age and gender for self-report completed SDQs for ASN

Age	Number of female SDQs	Number of male SDQs	Total number of SDQs completed
11	0	2	2
12	1	6	7
13	4	4	8
14	2	7	9
15	1	3	4
16	0	1	1

Table 46: Average ASN self-report scores for five key SDQ subscales

SDQ Score	Total number of Pupils	Mean Scores (Dec 2021)
Total Difficulties	31	18.1
Impact Score	31	2.4
Internalising Difficulties Score (Emotion + Peer Score)	31	10.2
Externalising Difficulties Score (Hyperactivity + Conduct Score)	31	8.5
Prosocial Score	31	4.8

KEY			
Close to average	Slightly raised (slightly lowered for Prosocial)	High (/Low for prosocial)	Very high (/Very low for prosocial)

Table 46 above illustrates that across all the key SDQ scores, the mean scores for ASN establishment pupil completed SDQs ranges from slightly raised, high to very low for prosocial. Externalising difficulties falls within the 'slightly raised' range, total difficulties,

impact score and internalising difficulties fall within the 'high' range, and prosocial falls within the 'very low' range.

## Section 8a: Average SDQ Scores and SIMD

### ASN Teacher Reported

There are 429 pupils in total across all SIMD quintiles who had a teacher completed SDQ. These figures are based on SEEMIS populations as of November 2021.

Average total difficulties scores increase from SIMD 1-2 (13.6) to SIMD 9-10 (14.7) with the exception of SIMD 7-8 with a lower mean of 12.6. Males scored higher in total difficulties than females across most SIMD quintiles, again with the exception of SIMD 7-8, where females have a higher mean score. Total difficulties scores across all SIMD quintiles fall within the 'slightly raised' range for this group.

Analysis of the remaining SDQ scores shows that externalising difficulties and internalising difficulties all fell within the 'slightly raised' range for all SIMD quintiles. Impact scores were also consistent across all SIMD quintiles, with all scores falling within the 'high' range. Prosocial scores fell within the 'slightly lowered' range for SIMD 1-4, and 'low' for SIMD 5-10.

### ASN Self-Reported (Pupil Completed)

In total 31 pupils completed SDQs across all SIMD quintiles. These figures are based on SEEMIS populations as of November 2021. No clear trends were identified with this dataset due to the small sample sizes of each SIMD category.

Average total difficulties scores fall within the 'high' or 'very high' categories for most SIMD areas, with the exception of SIMD 3-4 which falls within the slightly raised range.

Conclusions in terms of gender differences cannot be drawn due to the small sample sizes.

## Section 8b: Average SDQ Scores and Care Experience

### ASN Teacher Reported

There are less than 30 pupils who attend ASN provisions that currently have care experience at home, away or previously. Due to the sample size of these sub-groups, any observations made cannot be confidently generalised. The following explains a few key messages that have been identified through analysis of average scores.

Pupils who have previous care experience scored within the 'close to average' range for total difficulties, pupils with care experience away from home scored within the 'slightly raised' range, and those who have care experience at home scored within the 'very high' range. Those children (young people within ASN establishments as scored by teachers) with no care experience scored within the 'slightly raised' range for total difficulties. Due to the small sample sizes of each sub-group within the care experience categories, it is difficult to identify trends in data, specifically between males and females. For those with no care experience, on average females are scoring lower in total difficulties, falling within the 'close to average' range, than males who are scoring 'slightly raised' for total difficulties.

Analysis of the remaining SDQ scores shows that:

- Pupils who have care experience at home are scoring 'very high' across all SDQ subscales including impact, and 'very low' for prosocial.

- Pupils who have previous care experience are scoring within the 'close to average' range across internalising difficulties, externalising difficulties, and prosocial scores. Impact scores for this group falls within the 'slightly raised' range.
- For pupils who have care experience away from home, all scores fall within the 'slightly raised' range ('slightly lowered' for prosocial).
- Pupils who have no care experience fall within the 'slightly raised' range for internalising difficulties and externalising difficulties, and 'high' for impact. Prosocial scores for this group fall within the 'slightly lowered' range.

### ASN Self-Reported (Pupil Completed)

There are less than 10 pupils who have care experience within North Lanarkshire ASN population who had a self-report pupil completed SDQ. To protect confidentiality of these sub-groups, numerical data and means of scores have been excluded due to the small sample sizes, which could result in identification of pupils. The following explains a few key messages that have been identified through analysis of average scores. Additionally, due to the small sample size, caution is advised when comparing these scores with other ASN sub-groups.

- Pupils who have previous care experience and care experience away from home scored higher in total difficulties, falling within the 'very high' range, than those who have care experience at home, falling within the 'slightly raised' range.
- Those with no care experience also fell within the 'slightly raised' range.

Due to the small sample sizes of each sub-group within the care experience category, it is difficult to identify trends between males and females. For pupils who have no care experience, similar total difficulties scores were identified for both males and females.

Analysis of the remaining SDQ mean scores shows no clear trend between pupils with differing levels of care experience and their overall difficulties for pupils who self-completed the SDQ and attend an ASN provision. Most subscales are raised with only internalising and prosocial falling within the 'close to average' range for pupils who have care experience away from home. Externalising difficulties overall for pupils who have no care experience also falls within the 'close to average' range.

### Section 8c – Average SDQ Scores and Child Protection Register ASN Teacher Reported

There are less than 10 pupils who are on the Child Protection Register who had a teacher completed SDQ. To protect confidentiality of these sub-groups, numerical data and means of scores have been excluded due to the small sample sizes, which could result in identification of pupils. The following explains a few key messages that have been identified through analysis of scores. Additionally, due to the small sample size, caution is advised when comparing these scores with other ASN sub-groups.

Those not on the Child Protection Register are scoring lower than those who are within this sub-group. Those on the Child Protection Register are scoring in the 'very high' range, and those who are not are scoring within the 'slightly raised' range for total difficulties.

Analysis of the remaining SDQ mean scores shows that those on the Child Protection Register are scoring 'very high' for impact and internalising difficulties, and 'high' for externalising difficulties. Prosocial scores are falling within the 'close to average' range. This sample size is

significantly smaller than the other ASN sub-groups therefore caution must be taken when interpreting these results. This sub-group should be considered on an individual basis with individual planning in place.

#### ASN Self-Reported (Pupil Completed)

There are no pupils within ASN establishments who completed the SDQ themselves that are on the Child Protection Register.

### Section 8d – Average SDQ Scores and Free School Meals & Clothing Grant ASN Teacher Reported

#### **TOTAL DIFFICULTIES AND FREE SCHOOL MEALS**

There are 184 pupils who are entitled to Free School Meals within North Lanarkshire's ASN population who had a teacher reported SDQ. These numbers are based off SEEMIS records from November 2021.

Pupils within ASN establishments who had a teacher completed SDQ questionnaire, who are entitled to Free School Meals within North Lanarkshire, scored within the 'slightly raised' range for total difficulties. Males on average scored higher than females on total difficulties scores with males scoring within the 'slightly raised' range and females within the 'close to average' range. On average those who are entitled to Free School Meals and those who are not, who have a teacher completed SDQ, are scoring within the same 'slightly raised' range of 13.8 for total difficulties.

Analysis of the remaining SDQ scores for those who are entitled to Free School Meals shows that scores are ranging from 'close to average', 'slightly raised' and 'high'. Females are scoring within the 'close to average' range for internalising difficulties, externalising difficulties, and prosocial scores. Males are falling within the 'slightly raised' range for internalising difficulties, externalising difficulties, and prosocial scores. Females are falling within the 'slightly raised' category for impact score, whereas males are falling within the 'high' category.

#### ASN Self-Reported (Pupil Completed)

#### **TOTAL DIFFICULTIES AND FREE SCHOOL MEALS**

There are less than 20 pupils who are entitled to Free School Meals within North Lanarkshire ASN population who had a self-report pupil completed SDQ. To protect confidentiality of these sub-groups, numerical data and means of scores have been excluded due to the small sample sizes, which could result in identification of pupils. The following explains a few key messages that have been identified through analysis of scores. Additionally, due to the small sample size, caution is advised when comparing these scores with other ASN sub-groups.

Pupils within ASN establishments who completed the SDQ questionnaire themselves, who are entitled to Free School Meals within North Lanarkshire, scored within the 'slightly raised' range for total difficulties. Females scored higher than males in total difficulties with females scoring within the 'high' category and males within the 'close to average' category. Again, it should be noted that the small sample sizes of each gender could have an impact on the differences in mean scores.

Analysis of the remaining SDQ scores for those who are entitled to Free School Meals shows that scores are ranging from 'very low', 'close to average', 'slightly raised', 'high' and 'very

high'. Males are scoring within the 'high' category for internalising difficulties and externalising difficulties, with females scoring 'very high' for internalising difficulties and 'close to average' for externalising difficulties. Males are scoring 'very low' for prosocial with females scoring 'slightly lowered'.

### ASN Teacher Reported

#### **TOTAL DIFFICULTIES AND CLOTHING GRANTS**

There are 221 pupils who are entitled to Clothing Grants within North Lanarkshire ASN population who had a teacher completed SDQ. These figures are based on SEEMIS population data from November 2021.

For total difficulties, pupils within this sub-group were scoring within the 'slightly raised' range. On average males scored higher than females in total difficulties, with males scoring within the 'slightly raised' range and females scoring within the 'close to average' range. Those who are not entitled to Clothing Grants scored similar to those who are entitled to them, scoring within the 'slightly raised' range.

Analysis of the remaining SDQ scores shows that scores are ranging from 'low', 'close to average', 'slightly raised', and 'high' categories i.e.

- Males are scoring 'high' for impact score, with females falling into the 'slightly raised' category.
- Males are scoring 'slightly raised' for internalising difficulties and externalising difficulties, with females in the 'close to average' range for these difficulties.
- Males are scoring lower than females for prosocial scores, with males falling into the 'low' category, and females falling into the 'close to average' category.

### ASN Self-Reported (Pupil Completed)

#### **TOTAL DIFFICULTIES AND CLOTHING GRANTS**

There are less than 20 pupils who are entitled to Clothing Grants within North Lanarkshire ASN population who completed a SDQ (self-report). To protect confidentiality of these sub-groups, numerical data and means of scores have been excluded due to the small sample sizes, which could result in identification of pupils. The following outlines a few key messages that have been identified through analysis of scores. Additionally, due to the small sample size, caution is advised when comparing these scores with other ASN sub-groups.

Pupils within ASN establishments who completed the SDQ questionnaire themselves, who are entitled to Clothing Grants within North Lanarkshire, scored within the 'slightly raised' range for total difficulties. Females scored higher than males in total difficulties with females scoring within the 'high' category and males within the 'slightly raised' category. Again, it should be noted that the small sample sizes of each gender could have an impact on the differences in mean scores.

Analysis of the remaining SDQ scores for those who are entitled to Clothing Grants shows that scores are ranging from 'very low', 'slightly lowered', 'close to average', 'slightly raised', and 'high'.

- Males scored within the 'slightly raised' category for internalising difficulties, with females scoring within the 'high' category.
- Females scored lower than males on externalising difficulties, with males scoring within the 'slightly raised' range and females scoring in the 'close to average' range.

- For prosocial scores, females are scoring higher than males. Females scores on average fell within the 'slightly lowered' category, in comparison to males who scored in the 'very low' category.

## Appendix 2 – Mental Health, Wellbeing and Resilience Consultation



<b>Which Supports can be used to help make this happen?</b>	
<b>Universal Level</b>	- GIRFme Planning (Named Person) - SHANNARI - Pupil Support - PSHE Curriculum - Support for Learning - Transition procedures - PEF - SAC Planning - CLD (HSPO) - Educational Psychology training - Future Fridays - Healthy Schools - Active Schools - Youth Voice - Family Learning - Community and Voluntary Sector inputs - Cluster Support Teachers
<b>Additional Level</b>	- Wellbeing Planning (Wellbeing App- Named Person) - Multi-agency meetings - Cluster Support Network - Cluster meetings - NHS (School Nursing/CAMHS) - CLD - Fire Reach - CSPs - Lifelines procedures - Educational Psychology (VIG/LIAM/Seasons for Growth) - Social Work - School Counselling - PEF -SAC Planning - Advocacy - Health Plans
<b>Intensive Level</b>	- Child's Plan (Lead Professional) - Child Protection procedures and co-ordinators - SCRA - SEBD Procedures - LAAC Procedures - SCRA - Social Work - Educational Psychology

