

Background

Improving mental health is a national priority in Scotland and remains a focus in the development of future policy (*Mental Health Strategy for Scotland: 2011–2015. A Consultation* [Scottish Government, 2011]). *Towards a Mentally Flourishing Scotland: Policy and Action Plan 2009–2011 (TAMFS)* (Scottish Government, 2009) committed NHS Health Scotland to work with key stakeholders to develop a set of national indicators for children and young people's mental wellbeing, mental health problems and related contextual factors. This continued the commitment to the mental health indicators originally made in *Improving Health in Scotland: The Challenge* (Scottish Executive, 2003).

Building on NHS Health Scotland's work to develop a core set of national indicators for adult mental health¹ (see <http://www.healthscotland.com/scotlands-health/population/mental-health-indicators-index.aspx>), NHS Health Scotland has now established a similar set of indicators for children and young people (aged 17 years and under²), covering both the state of mental health (mental health problems and mental wellbeing) and associated contextual factors. These provide, for the first time, a means of assessing and monitoring mental health and its context for Scotland's population of children and young people nationally over time and will help inform policy and planning. (For further information on, and the outputs from, the children and young people's indicators work see www.healthscotland.com/scotlands-health/population/mental-health-indicators/children.aspx)

This briefing provides a summary of the final output from the children and young people's mental health indicators work, including the recommendations, the indicators, their measures and associated data sources.

Process

A mixed approach was used to obtain measurable, meaningful indicators relevant to the policy-making process and for which, as far as possible, data are available at a national level. This took into account current policy, data, the evidence-base, expert opinion (through a national advisory group and other contacts), children and young people's views (through a literature review (Shucksmith *et al*, 2009) and focus groups [Elsley and McMellon, 2010]) and theory. The indicators have been developed within a modified version of the adult framework to allow continuity with the adult indicator set.

¹ The *Indicators of Mental Health Programme* has taken the term mental health to be an overarching term covering both mental health problems and mental wellbeing.

² The upper age limit has been extended to 18 or 19 years in a few instances to allow the creation of a robust indicator or to align with an existing national indicator.

The process involved:

- reviewing the evidence, including that from children and young people, to determine a desirable set of indicators and a suitable framework
- consulting on a draft framework via a large national event with stakeholders, an electronic consultation (Parkinson, 2010) with key experts, organisations and networks and focus groups with specific groups of children and young people whose views on what impacts on their mental health were inadequately represented in the literature (Elsley and McMellon, 2010)
- reviewing and assessing the suitability of relevant administrative and survey data, currently collected nationally in Scotland, and of existing national indicators
- aligning with wider policy initiatives, specifically identifying overlaps with existing indicators sets and outcome measures in current policy and initiatives
- identifying robust indicators that can be reported on using existing data
- identifying additional data needs for desirable data-less indicators and priorities for new data collection to fill these data gaps
- exploring opportunities to collect the recommended new data, and working to influence existing data collection systems to fill these additional data needs³
- ensuring the sustainability of data for the indicator set.

Indicator set

Within the framework, the indicators are structured under constructs (categories) of two types (see Table 1 on page 3):

1. High-level constructs – state of mental health.
2. Contextual constructs – covering the contextual factors (the risk and protective factors for, and the consequences of, mental health), which may be at an individual, family, learning environment, community or structural domain level.

The indicators are drawn from both administrative and survey data. In total the indicator set contains 109 indicators (one of which, equality analysis, involves analysing the other indicators by dimensions of equality). Some of these indicators have multiple measures (see the tables of indicators which follow), which have arisen because some indicators use several data sources to enable reporting for different age groups, or for reporting on different aspects of the indicator.

³ Influencing national data collection is a huge agenda, especially as there are many data gaps. This requires working with policy colleagues with similar data needs. Meetings were undertaken with Scottish Government policy and data colleagues to identify such overlapping needs.

Table 1: Framework of constructs for the indicators (number of indicators)

High-level constructs				
Mental wellbeing (4)			Mental health problems (11)	
Contextual constructs				
Individual	Family	Learning environment	Community	Structural
Learning and development (2)	Family relations (7)	Engagement with learning (3)	Participation (4)	Equality (5)
Healthy living (7)	Family structure (4)	Peer and friend relationships (7)	Social networks (1)	Social inclusion (8)
General health (3)	Parental healthy living (5)	Educational environment (5)	Social support (1)	Discrimination (3)
Spirituality (1)	Parental health (5)	Pressures and expectations (5)	Trust (3)	Physical environment (5)
Emotional intelligence (1)			Safety (1)	Violence (3)
Life events (2)				Culture (3)

An aim of the work was to avoid restricting the indicator set by data availability. As a result, though current data availability significantly shaped the indicators, there are five indicators that are not fully supported by currently available national data and 35 indicators that are not supported at all (these data-less indicators and measures are highlighted in italics in the tables of indicators which follow). Therefore, further development is recommended on data collection in these areas.

Focus on both mental health problems and mental wellbeing

The focus on mental wellbeing in addition to mental health problems has been vital to the work. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS), developed in the course of the adult mental health indicator work to provide a suitable mental wellbeing scale (Tennant *et al*, 2006 and 2007), was therefore validated for use at a population level to measure mental wellbeing in teenagers aged 13 years and above (Clarke *et al*, 2009). It is now included in the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) from 2010, providing data for one of the mental wellbeing indicators.

Conclusion

The development of this set of mental health indicators for Scotland complements that for adults and is a further significant milestone. It is a recognition of the importance of mental health to a 'flourishing' Scotland and the need for data on mental wellbeing, in addition to data on the prevalence of mental health problems. The current indicator set is necessarily limited by gaps and weaknesses in the evidence-base, availability of data and the feasibility of collecting data, as well as the complexities and ambiguities surrounding key concepts like spirituality. For these reasons it is acknowledged that the current indicator set is not the final answer to creating a summary profile of Scotland's mental health for children and young people. However, it provides a firm basis on which to build and develop a greater understanding of the causes and consequences of mental health and how these can best be measured. It is hoped that this work will also contribute to a greater focus on mental health impact, at a national and local level and across all sectors.

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www.healthscotland.com/scotlands-health/population/mental-health-indicators/children.aspx

Recommendations

Inevitably, the creation of an indicator set such as this identifies areas where further work is required. The recommendations below document these gaps for data producers and commissioners to consider in the future. NHS Health Scotland (NHS HS) itself will report on, maintain and update the national indicators dataset on the ScotPHO website (www.scotpho.org.uk), thus fulfilling recommendation 1 and partly recommendations 2 and 4 below.

1. Reporting on the indicators

The national mental health indicators for children and young people should be reported on every four years to track progress and change over time. ScotPHO is the most appropriate body to report on the indicators and, within this collaboration, NHS HS will fulfil this task.

2. Updating the indicators

The indicators should be updated as required to reflect advances in the evidence-base and changes in the data sources. As the evidence-base improves and the nature, direction and magnitude of the relationship between personal, social and structural factors and mental health become better understood, so the indicators may need amendment. Furthermore, the data sources available to populate the indicator set are likely to change over time and the indicator set will need to be adjusted to account for this. It is important that survey managers of the national surveys remain aware of this important use of their data.

3. Wider use of the indicators

Local colleagues should look to utilise and adapt the indicators to inform local work and report on local outcomes. While developed as national indicators, the national mental health indicators form a set from which local colleagues can select those relevant to their needs. Where possible, data for the national indicators have been drawn from national sources, which allow as much sub-national disaggregation as possible. However, many of the data sources cannot provide data at the sub-national geographies required and there may be a need for the use of other local data sources or for new local data collection. For the latter, it is suggested that the questions and scales used in national surveys for the national indicators be used, thus matching the definitions of the national indicators to ensure comparability.

4. Analysis of existing datasets

Continued analyses of existing datasets are required, and especially datasets which include measures of mental wellbeing. Existing datasets represent an under-utilised resource for furthering the evidence-base about the factors that influence mental health. With the inclusion of the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) in recent surveys, these datasets can contribute to determining whether risk and protective factors differ for mental health problems and mental wellbeing.

5. Longitudinal studies

Longitudinal studies are required to help investigate whether identified associations between mental health and key personal, social and structural factors are causal, confounding or coincidental. It is especially important that mental wellbeing be assessed in longitudinal studies as currently the greater proportion of the mental health evidence-base relates to mental health problems.

6. Improved data collection for the assessment of mental health and its context

It is recommended that data be collected for indicators and measures for which there is currently no suitable national data source (see the following tables for data-less indicators and measures – these are highlighted in italics).⁴

⁴ The final report for the children and young people's mental health indicators project (www.healthscotland.com/scotlands-health/population/mental-health-indicators/children.aspx) contains a full recommendation for each data gap identified in the indicator set and prioritises these.

High-level constructs		
Indicator	Measure	Data source
Mental wellbeing		
Mental wellbeing	<ul style="list-style-type: none"> • Mean score for 16 and 17 year olds on the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) ¹ • Mean score for S2 and S4 pupils on the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) ^{1,2} • <i>Assessment of mental wellbeing of children aged 8 to 13 years old</i> ^{®3} • <i>Assessment of mental wellbeing of children at entry to P1</i> ^{®. 2} • <i>Assessment of mental wellbeing of children aged from 24 to 30 months</i> [®] 	<ul style="list-style-type: none"> • Scottish Health Survey • Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) • <i>No suitable data source identified</i> • <i>No suitable data source identified</i> • <i>No suitable data source identified</i>
Life satisfaction	<ul style="list-style-type: none"> • Mean score of how satisfied 16 and 17 year olds are with their life as a whole nowadays ¹ • Mean score for P7, S2 and S4 pupils on an adapted Cantril ladder (rating of whether an individual perceives they have the best or worst possible life for them at the moment) ^{1,2} 	<ul style="list-style-type: none"> • Scottish Health Survey • Health Behaviour in School-aged Children Survey (HBSC)
Happiness	<ul style="list-style-type: none"> • Percentage of P7, S2 and S4 pupils who feel very happy with their life at present ² 	<ul style="list-style-type: none"> • HBSC
Pro-social behaviour	<ul style="list-style-type: none"> • Percentage of S2 and S4 pupils with a 'normal' score on the pro-social scale of the Strengths and Difficulties Questionnaire (SDQ) ² • Percentage of 4 to 12 year olds with a 'normal' score on the pro-social scale of the Strengths and Difficulties Questionnaire (SDQ) ⁴ 	<ul style="list-style-type: none"> • SALSUS • Scottish Health Survey
Mental health problems		
Common mental health problems	<ul style="list-style-type: none"> • Percentage of 16 to 19 year olds who score 4 or more on the General Health Questionnaire-12 (GHQ-12) (a score of 4 or more indicates a possible mental health problem over the past few weeks) 	<ul style="list-style-type: none"> • Scottish Health Survey
Emotional and behavioural problems	<ul style="list-style-type: none"> • Percentage of S2 and S4 pupils with a 'borderline' or 'abnormal' total difficulties score on the Strengths and Difficulties Questionnaire (SDQ) ² • Percentage of 4 to 12 year olds with a 'borderline' or 'abnormal' total difficulties score on the Strengths and Difficulties Questionnaire (SDQ) ⁴ • <i>Assessment of emotional and behavioural problems of children aged from 24 to 30 months</i> [®] 	<ul style="list-style-type: none"> • SALSUS • Scottish Health Survey • <i>No suitable data source identified</i>

Indicator	Measure	Data source
Mental health problems - continued		
Emotional symptoms	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils with a 'borderline' or 'abnormal' score on the emotional symptoms scale of the Strengths and Difficulties Questionnaire (SDQ) ² Percentage of 4 to 12 year olds with a 'borderline' or 'abnormal' score on the emotional symptoms scale of the Strengths and Difficulties Questionnaire (SDQ) ⁴ 	<ul style="list-style-type: none"> SALSUS Scottish Health Survey
Conduct problems	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils with a 'borderline' or abnormal' score on the conduct problems scale of the Strengths and Difficulties Questionnaire (SDQ) ² Percentage of 4 to 12 year olds with a 'borderline' or 'abnormal' score on the conduct problems scale of the Strengths and Difficulties Questionnaire (SDQ) ⁴ 	<ul style="list-style-type: none"> SALSUS Scottish Health Survey
Hyperactivity/inattention	<ul style="list-style-type: none"> Percentage of S2 and S4 with a 'borderline' or 'abnormal' score on the hyperactivity/inattention scale of the Strengths and Difficulties Questionnaire (SDQ) ² Percentage of 4 to 12 year olds with a 'borderline' or 'abnormal' score on the hyperactivity/inattention scale of the Strengths and Difficulties Questionnaire (SDQ) ⁴ 	<ul style="list-style-type: none"> SALSUS Scottish Health Survey
Sadness	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who felt sad quite often, very often or always in the last week ² 	<ul style="list-style-type: none"> HBSC
Alcohol dependency	<ul style="list-style-type: none"> Percentage of 16 to 19 year olds who score 2 or more on the CAGE questionnaire (a score of 2 or more indicates possible alcohol dependency in the previous 3 months) 	<ul style="list-style-type: none"> Scottish Health Survey
Drug-related disorders	<ul style="list-style-type: none"> Hospital patients per 100,000 children and young people aged 19 years and under discharged in the past year for mental and behavioural disorders due to psychoactive substance use (general acute and psychiatric hospitals) ⁵ 	<ul style="list-style-type: none"> ISD Scotland, SMR01/04
Suicide	<ul style="list-style-type: none"> Deaths per 100,000 children and young people aged 19 years and under in the past year from intentional self-harm or by events of undetermined intent 	<ul style="list-style-type: none"> National Records of Scotland
Self-harm [®]	<ul style="list-style-type: none"> <i>Incidence rate of intentional self-harm (self-poisoning or self-injury irrespective of the apparent purpose of the act, excludes self-harm through substance misuse, accidental self-harm and self-harm related to eating disorders) in the past year in children and young people aged 17 years and under</i> 	<ul style="list-style-type: none"> <i>No suitable data source identified</i>
Eating disorders [®]	<ul style="list-style-type: none"> <i>Prevalence of eating disorders in children and young people aged 17 years and under</i> 	<ul style="list-style-type: none"> <i>No suitable data source identified</i>

Contextual constructs		
Individual		
Indicator	Measure	Data source
Learning and development		
Play [®]	<ul style="list-style-type: none"> Assessment of encouragement, support and ability to access imaginative, spontaneous indoor and outdoor play Assessment of time spent in spontaneous play 	<ul style="list-style-type: none"> No suitable data source identified No suitable data source identified
Readiness for school [®]	<ul style="list-style-type: none"> Assessment of readiness for school in P1 pupils, which covers cognitive functioning, communication (ability to understand and to use spoken language) and development 	<ul style="list-style-type: none"> No suitable data source identified
Healthy living		
Physical activity	<ul style="list-style-type: none"> Percentage of 5 to 15 year olds who met the recommended level of physical activity for children (at least 60 minutes of physical activity on all 7 days in the last week) in the previous week⁶ 	<ul style="list-style-type: none"> Scottish Health Survey
Healthy eating	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who ate five or more portions of fruit and vegetables in the previous day Percentage of 2 to 15 year olds who ate five or more portions of fruit and vegetables in the previous day⁶ Percentage of P7, S2 and S4 pupils who usually have breakfast every weekday² 	<ul style="list-style-type: none"> Scottish Health Survey Scottish Health Survey HBSC
Obesity	<ul style="list-style-type: none"> Percentage of 2 to 15 year olds classified as obese or morbidly obese (BMI \geq95th Centile of the 1990 UK reference data) 	<ul style="list-style-type: none"> Scottish Health Survey
Alcohol consumption	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who drank alcohol in the last week^{2,7} Percentage of P7 pupils who drink anything alcoholic every week² Mean number of units drunk by S2 and S4 pupils in the last week^{1,2,7} 	<ul style="list-style-type: none"> SALSUS HBSC SALSUS
Drug use	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who usually take illicit drugs at least once a month² 	<ul style="list-style-type: none"> SALSUS

Individual		
Indicator	Measure	Data source
Healthy living - continued		
Smoking	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who smoke cigarettes nowadays Percentage of S2 and S4 pupils who usually smoke at least one cigarette a week ² Percentage of P7 pupils who smoke at least once a week ² 	<ul style="list-style-type: none"> Scottish Household survey SALSUS HBSC
Sexual health	<ul style="list-style-type: none"> Pregnancies (registered births and stillbirths combined with notifications of abortions) in children and young people aged 15 years and under per 1,000 females aged 13 to 15 years old in the past year Percentage of S4 pupils who reported having had sexual intercourse, who used a condom on the last occasion that they had sexual intercourse ² 	<ul style="list-style-type: none"> ISD Scotland, www.isdscotland.org/Health-Topics/Maternity-and-Births/Teenage-Pregnancy/ HBSC
General health		
Self-reported health	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who perceive their health in general to be good or very good Percentage of children and young people aged 15 years and under whose health in general is perceived to be good or very good ⁶ 	<ul style="list-style-type: none"> Scottish Health Survey Scottish Health Survey
Long-standing physical condition or disability	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who have a long-standing physical condition or disability that has troubled them for at least 12 months, or is likely to affect them for at least 12 months Percentage of children and young people aged 15 years and under who have a long-standing physical condition or disability that has troubled them for at least 12 months, or is likely to affect them for at least 12 months ⁶ 	<ul style="list-style-type: none"> Scottish Health Survey Scottish Health Survey
Limiting long-standing physical condition or disability	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who have a long-standing physical condition or disability that limits their daily activities Percentage of children and young people aged 15 years and under who have a long-standing physical condition or disability that limits their daily activities ⁶ 	<ul style="list-style-type: none"> Scottish Health Survey Scottish Health Survey

Individual		
Indicator	Measure	Data source
Spirituality		
<i>Spirituality</i> [®]	<ul style="list-style-type: none"> • <i>Assessment of spirituality</i> 	<ul style="list-style-type: none"> • <i>No suitable data source identified</i>
Emotional intelligence		
<i>Emotional intelligence</i> [®]	<ul style="list-style-type: none"> • <i>Assessment of emotional intelligence</i> 	<ul style="list-style-type: none"> • <i>No suitable data source identified</i>
Life events		
<i>Stressful life events</i> [®]	<ul style="list-style-type: none"> • <i>Percentage of children and young people who have experienced three or more stressful life events</i> 	<ul style="list-style-type: none"> • <i>No suitable data source identified</i>
<i>Adverse childhood experiences</i> [®]	<ul style="list-style-type: none"> • <i>Percentage of children and young people who have experienced one or more adverse childhood experiences</i> 	<ul style="list-style-type: none"> • <i>No suitable data source identified</i>

Family		
Indicator	Measure	Data source
Family relations		
<i>Parent-child relationship</i> [®]	<ul style="list-style-type: none"> Percentage of children aged from birth to 3 years with a positive parent-child relationship⁸ 	<ul style="list-style-type: none"> No suitable data source identified
<i>Nurturing adult</i> [®]	<ul style="list-style-type: none"> Percentage of children and young people aged 17 years and under who have at least one caring, competent, consistent adult who they can confide in 	<ul style="list-style-type: none"> No suitable data source identified
Family meals	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who eat a meal with one or both parents 4 or more times a week² 	<ul style="list-style-type: none"> HBSC
Talking to parents	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who find it very easy or easy to talk to their mother or stepmother (or father's partner) about things that really bother them² Percentage of P7, S2 and S4 pupils who find it very easy or easy to talk to their father or stepfather (or mother's partner) about things that really bother them² 	<ul style="list-style-type: none"> HBSC HBSC
Treatment by parent(s)	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who felt that their parent(s) treated them fairly very often or always in the last week² 	<ul style="list-style-type: none"> HBSC
<i>Parental discord</i> [®]	<ul style="list-style-type: none"> Assessment(s) of the impact of parental discord on children and young people, measured by features of the parental discord such as frequency, intensity and resolution, threat to the child and self-blame felt by the child 	<ul style="list-style-type: none"> No suitable data source identified
<i>Caring for a family member</i> [®]	<ul style="list-style-type: none"> Assessment of whether older children and young people with significant caring responsibilities perceive their caring experience as negative Assessment of whether older children and young people with significant caring responsibilities perceive their caring experience as positive 	<ul style="list-style-type: none"> No suitable data source identified No suitable data source identified
Family structure		
Lone parent family	<ul style="list-style-type: none"> Percentage of children and young people aged 17 years and under living in lone parent households 	<ul style="list-style-type: none"> Scottish Household Survey

Family		
Indicator	Measure	Data source
Family structure - continued		
Contact with non-resident birth parent [®]	<ul style="list-style-type: none"> Percentage of children and young people in frequent contact with their non-resident birth father Percentage of children and young people in frequent contact with their non-resident birth mother 	<ul style="list-style-type: none"> No suitable data source identified No suitable data source identified
Teenage parents	<ul style="list-style-type: none"> Live births per 1,000 females aged 15 years and under in the past year 	<ul style="list-style-type: none"> National Records of Scotland
Parental imprisonment	<ul style="list-style-type: none"> Children and young people who had a father in prison per 1,000 aged 17 years and under in the past year⁹ Children and young people who had a mother in prison per 1,000 aged 17 years and under in the past year⁹ 	<ul style="list-style-type: none"> Scottish Prison Survey¹⁰ Scottish Prison Survey¹⁰
Parental healthy living		
Maternal smoking in pregnancy	<ul style="list-style-type: none"> Percentage of mothers who smoked during pregnancy (women recorded as 'current smoker' at antenatal booking appointment) in the past year 	<ul style="list-style-type: none"> ISD Scotland, SMR02
Maternal alcohol use in pregnancy [®]	<ul style="list-style-type: none"> Percentage of mothers who drank alcohol during pregnancy New-borns affected by alcohol (with foetal alcohol spectrum disorder) 	<ul style="list-style-type: none"> No suitable data source identified No suitable data source identified
Maternal drug use in pregnancy [®]	<ul style="list-style-type: none"> Percentage of mothers who took drugs during pregnancy 	<ul style="list-style-type: none"> No suitable data source identified
Parental problematic alcohol consumption [®]	<ul style="list-style-type: none"> Prevalence of children and young people aged 15 years and under affected by parental alcohol misuse^{11, 12} 	<ul style="list-style-type: none"> Scottish Government, Scottish Health Survey analysis in development
Parental problematic drug use [®]	<ul style="list-style-type: none"> Prevalence of children and young people aged 15 years and under affected by parental drug misuse^{11, 12} 	<ul style="list-style-type: none"> ISD Scotland and Scottish Government analysis in the future

Family		
Indicator	Measure	Data source
Parental health		
Parental mental wellbeing	<ul style="list-style-type: none"> • Mean score for parents of children aged 15 years and under on the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) ^{1, 12} • <i>Assessment of mother's mental wellbeing during pregnancy</i> [®] 	<ul style="list-style-type: none"> • Scottish Health Survey • <i>No suitable data source identified</i>
Parental common mental health problems	<ul style="list-style-type: none"> • Percentage of children and young people aged 15 years and under who have a parent who scores 4 or more on the General Health Questionnaire-12 (GHQ-12) (a score of 4 or more indicates a possible mental health problem over the past few weeks) ¹² • <i>Percentage of mothers who had a common mental health problem during pregnancy</i> [®] 	<ul style="list-style-type: none"> • Scottish Health Survey • <i>No suitable data source identified</i>
<i>Postnatal depression</i> [®]	<ul style="list-style-type: none"> • <i>Percentage of mothers who had postnatal depression</i> • <i>Percentage of fathers who had postnatal depression</i> 	<ul style="list-style-type: none"> • <i>No suitable data source identified</i> • <i>No suitable data source identified</i>
Parental alcohol dependency	<ul style="list-style-type: none"> • Percentage of children and young people aged 15 years and under who have a parent who scores 2 or more on the CAGE questionnaire (a score of 2 or more indicates possible alcohol dependency in the previous 3 months) ¹² 	<ul style="list-style-type: none"> • Scottish Health Survey
Parental limiting long-standing physical condition or disability	<ul style="list-style-type: none"> • Percentage of children and young people aged 15 years and under who have a parent with a long-standing physical condition or disability that has troubled them for at least 12 months, or is likely to affect them for at least 12 months, which limits their daily activities ¹² 	<ul style="list-style-type: none"> • Scottish Health Survey

Learning environment		
Indicator	Measure	Data source
Engagement with learning		
<i>Pre-school home learning environment</i> ^③	<ul style="list-style-type: none"> Assessment of the pre-school home learning environment 	<ul style="list-style-type: none"> No suitable data source identified
School attendance	<ul style="list-style-type: none"> Percentage school attendance by primary and secondary pupils in the past year 	<ul style="list-style-type: none"> Scottish Government School Education Statistics
Liking of school	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who like school a lot or a bit at the moment ² Percentage of P7 pupils who like school a lot or a bit at present ² 	<ul style="list-style-type: none"> SALSUS HBSC
Peer and friend relationships		
<i>Early years friendships</i> ^③	<ul style="list-style-type: none"> Assessment of the ability of children aged 3 to 4 years old to form and maintain friendships 	<ul style="list-style-type: none"> No suitable data source identified
Close friends	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who have at least three or more close friends ² Percentage of P7 pupils who have at least three or more close friends ² 	<ul style="list-style-type: none"> SALSUS HBSC
Relationship with best friend	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who find it very easy or easy to talk to their best friend about things that really bother them ² 	<ul style="list-style-type: none"> HBSC
Peer relationship problems	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils with a 'borderline' or 'abnormal' score on the peer relationship problems scale of the Strengths and Difficulties Questionnaire (SDQ) ² Percentage of 4 to 12 year olds with a 'borderline' or 'abnormal' score on the peer relationship problems scale of the Strengths and Difficulties Questionnaire (SDQ)⁴ 	<ul style="list-style-type: none"> SALSUS Scottish Health Survey
Acceptance by peers	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who strongly agree or agree that other pupils accept them as they are ² 	<ul style="list-style-type: none"> HBSC

Learning environment		
Indicator	Measure	Data source
Peer and friend relationships - continued		
Experience of being bullied	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who haven't been bullied at school in the past couple of months² 	<ul style="list-style-type: none"> HBSC
Participation in bullying	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who haven't taken part in bullying another pupil(s) at school in the past couple of months² 	<ul style="list-style-type: none"> HBSC
Educational environment		
Treatment by teachers	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who strongly agree or agree that their teachers listen to how they would like to do things² 	<ul style="list-style-type: none"> HBSC
Relationship with teachers	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who strongly agree or agree that their teachers care about them as a person² 	<ul style="list-style-type: none"> HBSC
<i>Relationship with all school staff</i> [®]	<ul style="list-style-type: none"> <i>Assessment of pupil's perception of their relationship with all school staff</i> 	<ul style="list-style-type: none"> <i>No suitable data source identified</i>
Control at school	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who strongly agree or agree that their teachers provide them with choice and options² 	<ul style="list-style-type: none"> HBSC
School ethos	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who strongly agree or agree that the students in their class(es) treat each other with respect² <i>Percentage of pupils who feel that their school acknowledges a range of indicators of success at school, not just academic</i> [®] Percentage of parents with school-aged children who strongly or tend to agree that the school keeps them informed about their child's progress <i>Assessment of the overall school ethos covering such things as relationships, the environment of learning, personal and professional satisfaction, leadership, opportunities for children to take responsibility, involvement of staff in decision-making and the 'feel' of the school</i> [®] 	<ul style="list-style-type: none"> HBSC <i>No suitable data source identified</i> Scottish Household Survey <i>No suitable data source identified</i>

Learning environment		
Indicator	Measure	Data source
Pressures and expectations		
Time pressure	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who felt that they had enough time for themselves very often or always in the last week² 	<ul style="list-style-type: none"> HBSC
Choice of how to spend free time	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who felt that they were able to do the things that they want to do in their free time very often or always in the last week² 	<ul style="list-style-type: none"> HBSC
Pressure of school work	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who feel they very often or often have more school work than they can handle² 	<ul style="list-style-type: none"> HBSC
<i>Pressure to succeed in life[®]</i>	<ul style="list-style-type: none"> <i>Assessment of whether children and young people feel pressure to succeed in life</i> 	<ul style="list-style-type: none"> <i>No suitable data source identified</i>
<i>Pressure to fit in[®]</i>	<ul style="list-style-type: none"> <i>Assessment of whether children and young people feel pressure to fit in at school or with others their own age</i> 	<ul style="list-style-type: none"> <i>No suitable data source identified</i>

Community

Indicator	Measure	Data source
Participation		
<i>Sense of agency</i> [®]	<ul style="list-style-type: none"> Assessment of whether children and young people believe that they can make, or believe that they already do make, a positive difference in the world around them 	<ul style="list-style-type: none"> No suitable data source identified
<i>Respect of children's rights</i> [®]	<ul style="list-style-type: none"> Assessment of whether children and young people feel their rights are respected by others 	<ul style="list-style-type: none"> No suitable data source identified
Influencing local decisions	<ul style="list-style-type: none"> Percentage of households containing children and young people aged 8 to 17 years, where at least one 8 to 17 year old regularly takes part in representing young people's views or involvement in youth politics (e.g. Youth Forum or Dialogue Youth)⁴ 	<ul style="list-style-type: none"> Scottish Household Survey
Participation in clubs, groups or organisations	<ul style="list-style-type: none"> Percentage of households containing children and young people aged 8 to 17 years, where at least one 8 to 17 year old regularly takes part in clubs, groups or organisations⁴ 	<ul style="list-style-type: none"> Scottish Household Survey
Social networks		
<i>Contact with peers</i> [®]	<ul style="list-style-type: none"> Assessment of children and young people's peer group contacts 	<ul style="list-style-type: none"> No suitable data source identified
Social support		
Social support	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who agree a lot or a bit that they can ask for help or a favour from neighbours in the area where they live² 	<ul style="list-style-type: none"> HBSC
Trust		
Neighbourhood trust	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who agree a lot or a bit that you can trust people in the area where they live² Percentage of S2 and S4 pupils who disagree a lot or a bit that most people in the area where they live would try to take advantage of them if they got the chance² 	<ul style="list-style-type: none"> HBSC HBSC

Community

Indicator	Measure	Data source
Trust - continued		
Community cohesion	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who agree a lot or a bit that people say 'hello' and stop to talk to each other in the street in the area where they live² 	<ul style="list-style-type: none"> HBSC
<i>Informal social control</i> ³	<ul style="list-style-type: none"> <i>Assessment of the extent to which adults are willing to intervene in hypothetical neighbourhood situations, for example, where a child/children are perceived to be misbehaving</i> 	<ul style="list-style-type: none"> <i>No suitable data source identified</i>
Safety		
Neighbourhood safety	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who feel very or fairly safe walking alone in their neighbourhood after dark Percentage of S2 and S4 pupils who, generally speaking, always feel safe in the area they live² Percentage of S2 and S4 pupils who agree a lot or a bit that it is safe for younger children to play outside during the day in the area where they live² 	<ul style="list-style-type: none"> Scottish Household Survey HBSC HBSC

Structural		
Indicator	Measure	Data source
Equality		
Absolute poverty	<ul style="list-style-type: none"> Percentage of children and young people aged 15 years and under, or aged 16 to 19 years (but not married nor in a Civil Partnership nor living with a partner and living with their parents and in full-time non-advanced education or in unwaged government training), living in absolute poverty (before housing costs); (absolute poverty is defined as living in households whose equivalised income is below 60% of the (inflation adjusted) Great Britain median income in 1998/99) 	<ul style="list-style-type: none"> Scottish Government Income and Poverty Statistics
Income inequality	<ul style="list-style-type: none"> GINI coefficient for households with children aged 17 years and under ¹³ 	<ul style="list-style-type: none"> Department for Work and Pensions Households Below Average Income dataset from the Family Resources Survey
Relative poverty	<ul style="list-style-type: none"> Percentage of children and young people aged 15 years and under, or aged 16 to 19 years (but not married nor in a Civil Partnership nor living with a partner and living with their parents and in full-time non-advanced education or in unwaged government training), living in relative poverty (before housing costs); (relative poverty is defined as living in households whose equivalised income is below 60% of UK median income in the same year) 	<ul style="list-style-type: none"> Scottish Government Income and Poverty Statistics
Persistent Poverty	<ul style="list-style-type: none"> Percentage of children and young people aged 15 years and under, or aged 16 to 18 years (but in school or non-advanced further education, not married and living with their parents) living in persistent poverty (before housing costs); (persistent poverty is defined as living in households which have spent three or more years out of any four-year period in relative poverty) 	<ul style="list-style-type: none"> Scottish Government Income and Poverty Statistics
Equality analysis	<ul style="list-style-type: none"> Analysis of all of the other indicators by protected characteristics under the Equality Act (2010),¹⁴ deprivation, rurality, children with additional support needs and children looked after, where data allow 	<ul style="list-style-type: none"> Scottish surveys, plus administrative datasets for the Scottish Index of Multiple Deprivation, Scottish Government Children and Young People and School Education Statistics

Structural		
Indicator	Measure	Data source
Social inclusion		
Workless households	<ul style="list-style-type: none"> Percentage of children and young people aged 15 years and under who live in workless households 	<ul style="list-style-type: none"> Annual Population Survey
Positive and sustained destinations	<ul style="list-style-type: none"> Percentage of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (further education, higher education, employment, volunteering or training) 9 months after leaving school 	<ul style="list-style-type: none"> School Leavers Destination Survey, Follow-up Survey
Education	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds with at least one academic or vocational educational qualification Percentage of children and young people leaving school with a qualification in English and Maths at least at SCQF Level 3 (Access 3 or Standard Grade at Foundation level) Percentage of P3, P7 and S2 pupils estimated to have 'well-established' or better skills at the expected levels for their stages in mathematics^{2, 15} Percentage of P3, P7 and S2 pupils estimated to have 'well-established' or better skills at the expected levels for their stages in reading^{2, 16} 	<ul style="list-style-type: none"> Annual Population Survey Scottish Government School Education Statistics Scottish Survey of Achievement Scottish Survey of Achievement
School exclusion	<ul style="list-style-type: none"> Exclusions (temporary and removal from register) from local authority schools per 1,000 pupils in the past year 	<ul style="list-style-type: none"> Scottish Government School Education Statistics
Homelessness	<ul style="list-style-type: none"> Cases assessed as homeless or potentially homeless in the past year where the main applicant was aged 16 or 17 years old at the time of assessment per 1,000¹⁷ Children and young people in cases assessed as homeless or potentially homeless per 1,000 aged 15 years and under, or aged 16 to 18 years (who are either receiving or about to begin full-time education or training, or are, from some other reason unable to support themselves), in the past year¹⁷ 	<ul style="list-style-type: none"> Scottish Government Housing and Regeneration Statistics Scottish Government Housing and Regeneration Statistics
Feeling lonely	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who never felt lonely in the last week² 	<ul style="list-style-type: none"> HBSC
Children looked after	<ul style="list-style-type: none"> Children and young people looked after by local authorities per 1,000 aged 17 years and under in the past year 	<ul style="list-style-type: none"> Scottish Government Children and Young People Statistics
Additional support needs	<ul style="list-style-type: none"> Pupils classified as having additional support needs per 1,000 pupils in the past year 	<ul style="list-style-type: none"> Scottish Government School Education Statistics

Structural		
Indicator	Measure	Data source
Discrimination		
<i>Discrimination and harassment</i> [®]	<ul style="list-style-type: none"> Assessment of whether children and young people feel that they have been unfairly treated, discriminated against, harassed or abused due to discrimination 	<ul style="list-style-type: none"> No suitable data source identified
<i>Perception of attitude of adults towards children and young people</i> [®]	<ul style="list-style-type: none"> Percentage of children and young people who in general think adults have a lot or a fair amount of trust in young people today 	<ul style="list-style-type: none"> No suitable data source identified
<i>Stigma towards children and young people</i> [®]	<ul style="list-style-type: none"> Assessment of whether children and young people perceive themselves to be labelled or stigmatised in some way 	<ul style="list-style-type: none"> No suitable data source identified
Physical environment		
Neighbourhood satisfaction	<ul style="list-style-type: none"> Percentage of 16 and 17 year olds who rate their neighbourhood as a very or fairly good place to live Percentage of S2 and S4 pupils who feel that the area they live is a really good or good place to live² 	<ul style="list-style-type: none"> Scottish Household Survey HBSC
Free time places	<ul style="list-style-type: none"> Percentage of S2 and S4 pupils who agree a lot or a bit that there are good places (e.g. leisure centres, parks, shops) to spend their free time in the area that they live² 	<ul style="list-style-type: none"> HBSC
<i>Greenspace</i> [®]	<ul style="list-style-type: none"> Assessment of whether children and young people feel they can access green and open spaces in their neighbourhood 	<ul style="list-style-type: none"> No suitable data source identified
House condition	<ul style="list-style-type: none"> Percentage of households with children aged 17 years and under where the highest income householder (or their spouse/partner) rates the condition of their house or flat as very or fairly good 	<ul style="list-style-type: none"> Scottish House Condition Survey
Overcrowding	<ul style="list-style-type: none"> Percentage of households with children aged 17 years and under where the highest income householder (or their spouse/partner) feels their home has too few rooms 	<ul style="list-style-type: none"> Scottish House Condition Survey

Structural		
Indicator	Measure	Data source
Violence		
<i>Domestic abuse</i> [®]	<ul style="list-style-type: none"> Percentage of children and young people aged 17 years and under who live in a household where there is domestic abuse 	<ul style="list-style-type: none"> No suitable data source identified
<i>Child protection</i> [®]	<ul style="list-style-type: none"> Assessment of the number of children and young people requiring child protection ¹⁸ 	<ul style="list-style-type: none"> No suitable data source identified
<i>Neighbourhood violence</i> [®]	<ul style="list-style-type: none"> Assessment of children and young people's exposure to violence in their neighbourhood 	<ul style="list-style-type: none"> No suitable data source identified
Culture		
Perception of looks	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who think they are average, quite or very good looking² 	<ul style="list-style-type: none"> HBSC
Body image	<ul style="list-style-type: none"> Percentage of P7, S2 and S4 pupils who think that their body is about the right size² 	<ul style="list-style-type: none"> HBSC
<i>Culture and values</i> [®]	<ul style="list-style-type: none"> Assessment(s) relating to the materialism and individualism of modern Western consumer culture 	<ul style="list-style-type: none"> No suitable data source identified

Abbreviations

HBSC	Health Behaviour in School-aged Children Survey
ISD Scotland	Information Services Division (of NHS Scotland)
SALSUS	Scottish Schools Adolescent Lifestyle and Substance Use Survey
SMR01/02/04	Scottish Morbidity Records

Notes

1. Where an indicator is based on the mean, the mean will be used if the data are normally distributed; if not then the median is more appropriate. The appropriateness of the mean will be assessed on analysis of the data.
2. P1, P3, P7, S2 and S4 pupils are circa 5, 7, 11, 13 and 15 year olds, respectively.
3. **R** Indicates that there is a recommendation attached to the indicator – for the recommendation please see the final children and young people’s mental health indicators report (www.healthscotland.com/scotlands-health/population/mental-health-indicators/children.aspx).
4. Data collected by parental/guardian assessment.
5. Recent service changes from hospital-based to community-based treatment have affected the figures for SMR04, which means that retrospective SMR04 data are not suitable for trend analysis. These changes have largely settled down making prospective SMR04 data suitable to use. This indicator, however, remains sensitive to changes in clinical practice and service demands. This means that trends have to be interpreted with caution and care because changes in the trend may not necessarily reflect a change in population need.
6. Data includes parent/guardian assessment for those aged 12 years and under and self-assessment for those aged 13 years and above.
7. The percentage of S2 and S4 pupils who drank alcohol in the last week and the mean number of units drunk by S2 and S4 pupils in the last week need to be interpreted in tandem.
8. This indicator covers attachment felt by the child, a specific aspect of early parent-child relationships.
9. It is unknown from the self-report data if a prisoner is the biological parent, step-parent or guardian etc of the child.
10. Administrative data on prisoners are being improved and could include information on children. This could be a more accurate source of data in the future than the Scottish Prison Survey, which is self-report.
11. Indicator under development by the Scottish Government. The suitability of this as an indicator for monitoring trends will be assessed.
12. Parent will be aged 16 years and above.
13. GINI coefficient is an inequality index, which measures income inequality between the richest decile of a population and the poorest decile.

14. The protected characteristics under the act are: age, sex, disability, race, sexual orientation, religion or belief, gender reassignment, marriage and civil partnership, pregnancy and maternity.
15. From 2010 the Scottish Survey of Achievement was replaced by the Scottish Survey of Literacy and Numeracy. This indicator will be revised to reflect this new data source when the Scottish Survey of Literacy and Numeracy reports on numeracy in 2012.
16. From 2010 the Scottish Survey of Achievement was replaced by the Scottish Survey of Literacy and Numeracy. This indicator will be revised to reflect this new data source when the Scottish Survey of Literacy and Numeracy reports on literacy in 2013.
17. The data includes some children and young people who are classified as homeless more than once in a year. However, the number is small and declining.
18. The Scottish Government is currently developing a child protection indicator for the national performance framework. This will be aligned to when published, if appropriate.

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