

# TECHNICAL REPORT: SWEEPS 1 & 2

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## **1. INTRODUCTION**

### **1.1 Background to the Edinburgh Study**

Since the end of the second world war, police recorded crime has risen dramatically in both England and Wales and, to a lesser extent, Scotland. Crime surveys have revealed a less dramatic increase in crime in England and Wales (Mirrlees-Black et al, 1996), and little if any in Scotland (MVA, 1998), and suggest that increases in police recorded crime figures are largely due to an increased propensity for the public to report crime. There is evidence to suggest, however, that there has been a real increase in problem behaviour among young people, paralleled by postwar increases in other psychosocial disorders during the teenage years (Smith & Rutter, 1995). In addition, evidence consistently suggests that the rate of offending among males is higher than that among females, although the gap is starting to narrow.

The Edinburgh Study of Youth Transitions and Crime aims to further our understanding of young people's involvement in criminal behaviour, and explore the striking differences in offending rates and anti-social behaviour between males and females. It is a longitudinal study involving an entire year group of children, namely those eligible to start first year of secondary school in the City of Edinburgh in 1998. The cohort comprises approximately 4,300 young people who were aged between 11½ and 12½ years at the start of the study. Annual sweeps of data collection are conducted, with the intention of tracking the cohort through their teenage years and into early adulthood.

While the study focuses entirely on criminal offending among a generation of young people within the City of Edinburgh, the findings are likely to be of wider national and international relevance and importance. National comparisons will be made with other related studies in Scotland and the rest of the UK (such as crime surveys, health and drug studies, etc). The international dimension will be developed through direct comparisons with cohort studies in Denver, Pittsburgh and Rochester, and links with other studies in Chicago, Philadelphia, Dunedin and Stockholm.

### **1.2 Aims of the Study**

The overarching aim of the Edinburgh Study is to further our understanding of criminal behaviour among young people. Within this aim, there are four key objectives which the study will work to achieve:

- i. To investigate and identify the factors which impact on young people's offending behaviour and the processes which are involved.
- ii. To examine these factors and processes within 3 main contexts:
  - individual development through the life course;
  - the impact of interactions with formal agencies of social control and law enforcement;

- the effect of the physical and social structure of the individual's neighbourhood.
- iii. Within each of the above three contexts, to examine the striking differences between the extent and patterns of criminal offending between males and females.
- iv. To contribute towards the development and empirical evaluation of theories which explain people's resistance to, desistance from and persistence in criminal offending behaviour.

### **1.3 Methods of the Study**

To address the complexity of the study aims, a variety of methods of data collection have been adopted. Each of these methods will be discussed in detail in later sections of this report, but a brief description of the main methods is given below.

Given the size of the cohort, the most feasible and cost effective method of data collection is to administer a self-completion questionnaire, on an annual basis, within Edinburgh schools. In order to supplement and, to some extent, validate this information data is also collected annually from official agency records – namely those of the Social Work Department and the Scottish Children's Reporter Administration. More detailed contextual information on the nature and meaning of young people's offending behaviour was achieved at sweep two by semi-structured interviews with a sample of cohort members. And at the neighbourhood level, the relationship between community characteristics, local crime rates and individual offending is being analysed by means of a Geographic Information System (GIS).

A unique feature of the study is the range of agencies and data sources to which access has been successfully negotiated. The most extensive access negotiations involved the Edinburgh schools, including mainstream secondary schools, independent schools and schools for children with special educational needs. As well as providing an efficient mechanism by which to administer the self-completion questionnaires to the cohort each year, information is collected annually from school computer records and, at sweep two, teachers supplemented this information with a short strengths and difficulties questionnaire.

Further methods to be adopted in future sweeps of the study are currently being planned. These include interviews with teaching staff to find out more about the relationship between offending and school experience. Access negotiations are currently underway with Lothian and Borders Police to collect information from the Police Juvenile Liaison Officer during sweep 4 of the study, and later annual trawls of the Scottish Criminal Records Office (SCRO) will be conducted. A survey of family functioning will be carried out in the autumn of 2001, involving interviews with the main parent or carer of each member of the cohort.

## **1.4 The Advisory Group**

An Advisory Group was established to oversee the work of the study in early 1998, the first meeting of which was held on 26 May. The Group is chaired by Professor Sir Michael Rutter of the Institute of Psychiatry in London. It consists of senior representatives from all the agencies involved in the study, including education, police, social work, the children's reporter and central government. Also represented are various academics and practitioners with an interest or involvement in research into crime and young people. The Advisory Group meets formally once a year, but members are kept informed of progress and approached for advice at key stages of the study.

## **1.5 Consent, Confidentiality and Data Protection**

Issues relating to consent, confidentiality and data protection are discussed in various sections of this report. However, the main considerations are explained below.

Given the age of the cohort members, some form of parental consent for their participation was necessary. There was concern that an opt in method would yield a low response rate, significantly skewing the characteristics of the cohort and undermining the validity of any survey results. Therefore, with the agreement of the Advisory Group, an opt out consent method was adopted on the understanding that the Education Department child protection guidelines would be followed and assurances given that participation would in no way be detrimental to the cohort members.

In order to encourage honest reporting, particularly of delinquent behaviour, the project team wished to give participants a complete guarantee of confidentiality. Unfortunately, the child protection guidelines stipulated that any disclosure of child abuse would have to be reported to the school authorities, thus breaching the confidentiality agreement. To get around this, it was agreed that no questions about sex would be included in the questionnaire until the cohort had reached the legal age of consent, thus preventing any direct disclosures of sexual abuse. This meant a complete guarantee of confidentiality could be given for all subjects covered in the questionnaire, while the child protection procedures could still be implemented in the case of an indirect disclosure. During sweeps one and two, two such disclosures were made and dealt with appropriately.

The confidentiality guarantee is strengthened by the Data Protection Act 2000 which allows for personal data to be exempt from subject or any other access where they are held only for preparing statistics or carrying out research. Thus, there is no obligation to pass on information given in response to the questionnaire to the members of the cohort or any other agency (including parents, schools or police). All data are stored securely and information that might identify cohort members can be accessed only by members of the project team.

## **1.6 Aim and content of the Technical Report**

This report outlines the technical aspects of the Edinburgh Study during the first two sweeps of fieldwork. Each section of the report focuses on a specific aspect of the project's planning, design or implementation, as discussed below. This report does not contain details of analysis or findings. The main findings from the first two sweeps of the study are presented in Smith et al (2001). A list of the project outputs produced to date is given in Appendix A. Further technical reports will be produced following future sweeps of the study.

Section two of this report describes the access and consent negotiations which took place in advance of fieldwork and details the level of participation by schools and the number of parents who opted their children out of the study. Section three describes the process of questionnaire design and piloting, and outlines the lessons learned for perfecting both the questionnaire and the administration procedure.

The various practical aspects of school fieldwork are examined in section four, including fieldwork preparation and organisation, questionnaire administration, procedures for assisting those with learning difficulties and tracking absentees, and details the final number of participants in sweeps one and two. Section five describes the various different sources of additional data collected about the cohort, including schools, children's hearing and social work records, and personal interviews. Section six explains the various aspects of management, processing, input and analysis necessary to deal with the vast amount of data collected by the project team.

Finally, section 7 explains the background to the development of a geographic information system, allowing a detailed examination of neighbourhood factors to be included in the analysis of factors relating to offending. The aims and structure of the GIS are described, followed by a review of the process by which the police recorded crime data were geo-coded and 91 pre-defined 'neighbourhoods' within Edinburgh were created. Finally, the use of the GIS to facilitate the case study analysis of two contiguous areas with similar levels of deprivation but markedly different crime rates is explained.

## **2. SCHOOL ACCESS AND ORGANISATION**

### **2.1 Access to schools**

With the expectation that access arrangements were likely to involve a protracted period of negotiation, all of the necessary agencies were asked for their agreement in principle to participate even before funding for the study was sought. This was achieved in early 1997, more than a year before the fieldwork was due to commence.

A unique feature of the study was the proposal to survey every child enrolled in first year at schools across Edinburgh, rather than select a simple random or stratified sample of children. This method was employed to capture as near as possible a whole population of young people, in order to minimise sampling error and increase confidence in the validity of the findings. Access was, therefore, needed to all relevant schools within the City, including mainstream secondary, independent and special schools, the latter two of which tend to be under-represented in other research.

The City of Edinburgh Council Education Department was formally approached regarding access to all the relevant state-run schools, including the special schools. This was followed by a series of presentations to the Director of Education, the Convenor of the Education Committee, Head Teachers and the Parents Consultative Committee. In February 1998, the Education Committee agreed in principle that the Edinburgh schools could participate in the Edinburgh Study, although final agreement had to be sought from individual head teachers.

Edinburgh is unusual in that a disproportionately large number of pupils attend independent schools in comparison with most other cities. It is estimated that between 20-25% of secondary school age children in Edinburgh attend one of the 14 independent schools each year. Although there are associations of schools and Head Teachers in the independent sector, there is no coordinating body for research requests. Therefore, each independent school was contacted individually, with the hope that the Education Committee decision would encourage a positive response.

Letters were issued to the head teachers of every secondary school in Edinburgh, inviting them to take part in the study and requesting a meeting to discuss the details further. Two members of the research team visited each school and met with the head teachers who had responded positively to this approach. A brief presentation was given, based on a summary proposal which was distributed at the meetings (see Appendix B).

The presentation focused on the aspects of the study which would involve the school, namely: the administration of self-completion questionnaires to first year pupils; school record examination; summary questionnaires for guidance teachers; and interviews with some teaching staff. Strict assurances were given that all survey results would be treated confidentially and that published material would not identify any individual child or school.



## 2.2 School participation

A total of 49 eligible schools in Edinburgh were approached to take part in the study, of which 40 agreed to participate for a full six years. Table 2.1 shows the number of Edinburgh schools approached within each category of school, and the number that subsequently agreed to take part. The number of first year pupils attending eligible schools and those attending the schools which agreed to participate are also shown in Table 2.1.

**Table 2.1: School participation in the Edinburgh Study by school type at sweep one**

	Mainstream	Independent	Special needs
No. of schools eligible to take part at sweep one	23	14	12
No. of pupils attending eligible schools at sweep one	3803	948	95
No. of schools agreeing to participate at sweep one	23	8	9
No. of pupils attending participating schools at sweep one	3803	594	71
% of eligible pupils included in study in sweep one	100%	63%	75%

Note: These figures do not take account of young people opted out at sweep one, shown in Table 2.3.

Fortunately, all of the mainstream secondary schools in Edinburgh agreed to take part in the study, accounting for the most young people eligible to participate. While the special schools accounted for only around 2% of the eligible population, their inclusion ensured that young people excluded from mainstream schooling, for whatever reason, were represented. Of the three special schools that opted out, one felt its pupils were too severely physically disabled to take part while the others blamed pressures on school resources. Nevertheless, the participating special schools did include young people with a range of emotional, behavioural, learning difficulties and physical disabilities.

Of the independent schools that declined to participate in the study, four had only a small number of eligible children while two would have contributed a significant number of children to the study. The schools that did take part provided around two thirds of eligible children in the independent sector. Those that declined to be involved gave reasons such as being overburdened by research requests and concern about the nature of the survey. The two large independent schools that refused to participate at sweep one were approached again at sweep two, but refused.

During discussions with the independent schools, it emerged that most of them expected to increase their intake substantially in the second and third years of the study. As the number of pupils attending independent schools was relatively small in comparison to the mainstream schools, it was decided to include any new pupils entering the cohort year group up to the third year of data collection. It was also agreed that any pupils who moved away from the Edinburgh area during sweeps two and three would not be tracked, although their numbers and destinations would be monitored. Pupils moving to special or residential schools funded by the local authority but which were situated outside Edinburgh were tracked, however.

A considerable number of new pupils did join the cohort at sweep two, although there was a large number who moved away from the Edinburgh area. Overall, the number of pupils attending participating schools increased by only 0.7% during sweep two, from 4,468 to 4,497. This does conceal a considerable amount of movement within the cohort, however, as shown in Table 2.2. The large number of both new pupils and leavers in mainstream schools resulted in a net gain of only 0.1% although, as expected, the net gain at the independent schools was higher at 4.0%. There was also a fair amount of movement between schools, although this is not shown in Table 2.2, which accounts for the large rise in the special school population.

**Table 2.2: School participation in the Edinburgh Study by school type at sweep two**

	Mainstream	Independent	Special needs
No. of pupils attending participating schools at sweep one	3803	594	71
No. of leavers at sweep two	87	34	2
No. of new pupils at sweep two	91	58	3
No. of pupils attending participating schools at sweep two	3786	620	91

Note: These figures do not take account of children opted out at sweep two, shown in Table 2.4.

## 2.3 Parental consent

As stated in section 1.5, the young age of the cohort at the outset of the study required that some form of parental consent be sought in advance of fieldwork. Discussions were held with representatives of the Advisory Group about the necessity of writing to all parents of cohort members regarding parental consent and the implications for the validity of the survey results.

In particular, there was concern that a low response rate would be achieved if parents were required to opt into the study. Evidence suggested that this would be especially so among certain sections of the population, thus

producing a skewed sample rather than a complete cohort which could not claim to be representative of a generation of young people. Finally, with the agreement of the Advisory Group, it was agreed that an opt out consent method could be used, so long as the Education Department's child protection guidelines were stringently followed. The Advisory Group acknowledged that, with the level of agency input into the study, participation would be unlikely to be harmful to the participants.

Prior to sweep one fieldwork, a parents' letter was drafted which laid out in simple terms the objectives and coverage of the study and the implications of participation. This letter also explained that pupils could be opted-out of the study by returning a tear-off slip to the school<sup>1</sup>. Data protection requirements meant the project team could not have access to parental names and addresses, therefore, pre-printed letters were provided to the schools for distribution to the parents of every pupil in the cohort year group.

The sweep one letters were sent out around two weeks before fieldwork, to allow sufficient time for opt-out responses to be returned. As parental consent had been sought in the first year, it was not considered necessary to repeat this for existing cohort members at sweep two. A revised copy of the original opt-out letter was, however, sent to the parents of all new pupils who joined the cohort year group at sweep two.

## **2.4 Opt out rates**

Responses to the parental consent letter were returned directly to Head Teachers, who then informed the project team which pupils were not to be included in the cohort. Table 2.3 shows the sweep one opt-out rate for each of the school types involved in the study. Of the 4,468 young people attending participating schools, 149 were opted out by their parents in advance of fieldwork. A further five pupils attending special schools were opted out by the research team, after it became evident that they were incapable of understanding the questionnaire or communicating their responses. This represents an overall opt out rate of 3.4% of the potential cohort.

Perhaps unsurprisingly, the opt out rate in the special schools was more than four times higher than that of the other schools, although this represents a very small number of young people in real terms. It is impossible to say anything about the pupils who were opted out of the study by their parents, as no information about them could be collected. Nevertheless, the sweep one opt out rate was very low in survey terms and the distribution, particularly in terms of the mainstream and independent schools, does not suggest that the sample was skewed by social class.

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<sup>1</sup> A copy of the letter issued to parents prior to sweep one can be found in Appendix C.

**Table 2.3: Pupil opt out and participation rates in the Edinburgh Study by school type at sweep one**

	Mainstream	Independent	Special needs
No. of pupils in the potential cohort at sweep one	3803	594	71
No. of pupils opted out by parents	120	20	9
No. of pupils opted out due to inability to understand or communicate	0	0	5
% of pupils opted out	3.2%	3.4%	19.7%

As consent letters were issued only to the parents of new pupils in sweep two, the opt out rate did not change dramatically at this sweep. In fact, Table 2.4 shows that the number of opt outs fell slightly, from 154 to 146 in sweep two, producing an overall opt out rate of 3.3%. There were three reasons for this slight reduction: some of the sweep one opt outs left the cohort at sweep two; none of the new pupils in sweep two were opted out by their parents; and a few of the sweep one opt outs joined the study at sweep two<sup>2</sup>. As before, the opt out rates in the mainstream and independent schools did not suggest any significant social class bias.

**Table 2.4: Pupil opt out and participation rates in the Edinburgh Study by school type at sweep two**

	Mainstream	Independent	Special needs
No. of young people in the potential cohort at sweep two	3786	620	91
No. of young people opted out by parents or school	111	18	9
No. of pupils opted out due to inability to understand or communicate	0	0	8
% of pupils opted out	2.9%	2.9%	18.7%

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<sup>2</sup> Six pupils who had been opted out of the study by their parents at sweep one expressed a strong desire to take part at sweep two. These pupils were allowed to participate only with the class teacher's permission and on the assurance that school staff would contact their parents to ask if they wished the questionnaire to be destroyed. Permission was granted in all six cases.

### 3. QUESTIONNAIRE DEVELOPMENT AND PILOTING

#### 3.1 Questionnaire development

The sweep one questionnaire was very carefully planned, as it was intended to provide baseline data about the cohort's offending behaviour up to the first year of data collection, which could then be built upon to provide a continuous picture of their offending over time. It was also important that certain aspects of the questionnaire were designed to allow comparability with other similar studies. The development of the first questionnaire took place over a period of approximately six months, from March to August 1998. The design and content of the questionnaire was informed by a variety of sources of information and was subject to a rigorous pilot exercise.

Links were established with various leading research teams involved in other on-going longitudinal studies of crime and young people, mainly based in the US and New Zealand. Discussions were also held with academics and researchers involved in studies on crime, drug use and health behaviours ongoing in the UK. Reports, papers, books and questionnaires were collected together and examined to identify the topics which would be most relevant to the questionnaire for this study. Regular research team meetings were held to develop topic lists and then, later, to prioritise them in terms of which were essential to the first year of the study, and which could be developed for use in future years.

Eight broad themes were eventually prioritised as the most important topics to cover in the first year of fieldwork. These were: leisure patterns, neighbourhood, family, friends, delinquent behaviour, experience of victimisation, moral reasoning and identity/individual difference. Each of these broad topics was developed into a draft questionnaire section. Where appropriate, specific questions were based on or extracted from the questionnaires of other research studies. Adapted versions of three widely used psychological scales were incorporated, measuring self-esteem, alienation and impulsivity.

One of the most important considerations in designing the sweep one questionnaire was the reference period. Most self-report studies examine the events of the previous year. However, since the first questionnaire was intended to build up a baseline picture of each cohort member's experience, it was agreed that they would be asked about things that had 'ever' happened, no matter how long ago. Ideally, the cohort should also have been asked about whether the event had occurred within the last year, however, space restrictions within the questionnaire made this impossible.

In planning the sweep two questionnaire, it was agreed that the reference period for this and all subsequent questionnaires would be 'the last year'. This was defined as being from the beginning of the previous school year to the end of the summer holidays at the end of that year. As long as the school year was a relevant period for the majority of young people, this was decided to be the

best reference period. However, this will need to be reconsidered at the end of sweep four when the cohort reaches school leaving age.

The planning which went into the design of the sweep one questionnaire greatly facilitated the development of that for sweep two. However, it was necessary to decide which aspects of the questionnaire would be ‘core’ questions, i.e. repeated on an annual basis, and which would be repeated at intervals. As examining changes in offending was crucial to the aims of the study, it was essential to repeat the questions on delinquent behaviour (including substance misuse) annually. It was also decided to include some questions on leisure patterns, family and friends every year, although the exact nature of these questions will vary from year to year.

One of the biggest changes to the sweep two questionnaire was the inclusion of a new section on school experience and commitment to school. The neighbourhood section was dropped in sweep two, with a view to repeating it again at sweep three. It was decided that questions on victimisation should be included each year, and these were expanded at sweep two to look at experience of bullying. As evidence from other studies had shown that psychological profiles were unlikely to change markedly from year to year, it was decided to repeat self-esteem at sweep two, and interchange this with alienation and impulsivity at alternate sweeps.

For further details on the exact nature of the questions included at the sweep one and two questionnaires, see the Questionnaire Structure Guide at Appendix D. Copies of the actual questionnaires are available from the Edinburgh Study Project Team.

### **3.2 Questionnaire piloting**

Although large parts of the sweep one questionnaire were derived from existing questionnaires, an extensive piloting exercise was still necessary to ensure that it was age appropriate, well structured, error free and to validate certain scales. Therefore, piloting was carried out in three phases with first year pupils from two secondary schools located outside the City of Edinburgh. This exercise also provided an opportunity to pilot test the parental consent letter on an opt out basis, which resulted in a very low yield of opt outs.

The first pilot phase involved focus group discussions with one group of 8 boys and one group of 8 girls using a semi-structured topic list. These discussions were valuable in shaping the content and structure of draft questionnaire sections and fine-tuning the language of individual questions. They also provided insight into the relative importance placed on certain issues by girls and boys, which helped the research team to think about how gender might impact on the responses to certain questions.

Phase two of the pilot exercise involved pre-testing draft sections of the questionnaire on individual children in order to further refine the wording, length and content. Each child was timed as they completed one draft section,

to estimate how long the overall questionnaire would take to complete. They were then interviewed in depth about any problems they had understanding the questions, either due to difficult words, question phrasing or conceptual problems.

Following phase two, the draft sections were merged into one questionnaire and the content of the instrument was refined further. Difficult decisions had to be made about which questions should be sacrificed to make the questionnaire length manageable for children of the relevant age group. Comments were sought from other researchers, colleagues and the Advisory Group about the nature, content, level and length of the proposed instrument.

The final pilot phase involved a full-scale pilot test of both the draft questionnaire and the proposed administration procedure for the main study. A total of 128 first year children were surveyed over a 3 day period. Details of the questionnaire administration procedure used in the main study are given in Section 4. However, observations during the pilot exercise and subsequent analysis of the pilot data, revealed a number of necessary improvements which had to be made to both the questionnaire and the administration procedure for the main study. The main amendments to the questionnaire were:

- The number of questions included in the instrument was reduced to ensure that everyone could complete the task within a one hour period - the optimum time for which pupil's concentration could be kept on track. This was particularly important for young people with learning or reading difficulties and those with poor concentration.
- The layout of the questionnaire was made less intimidating by using better spacing and interesting fonts. Long lists of items within a question were shortened to no more than 8 and option choices were simplified to make the questionnaire less daunting and minimise the risk of respondent error.
- Practice questions alerted respondents to the different response instructions, particularly about routing, and encouraged them to follow the instructions given at each question. The method of response was restricted to tick boxes, making the final questionnaire much more user friendly.
- In order to assign a unique ID number to each questionnaire, it was necessary to ask all participants to write their names on the questionnaire. To reinforce confidentiality, a 'tear off name slip' was provided at the end of the practice questions and assurances were given that this would be destroyed once an ID number had been assigned.
- Indicators of length on the questionnaire, such as page numbers and sequential numbering, were removed as they proved distracting and demoralising to some respondents.
- Finally, concerns that young people might adopt a set response pattern in the self-report delinquency section highlighted the need for some form of validity check. A positive response to these questions meant completing a

small number of follow-up questions, whereas, a negative response allowed the respondent to get through the questions more quickly. In order to test whether respondents learned to respond negatively to questions in this section, two versions of the final questionnaire were produced, with the self-report delinquency questions in reverse order.

The main lessons learned to improve the administration procedure were:

- Pre-fieldwork discussions with school learning support staff were essential to determine the extent and nature of each young person's particular difficulties, helping to judge the level of support they would need to complete the questionnaire.
- A flexible approach to young people with learning difficulties was necessary. The range of learning difficulties encountered required careful judgements to be made about whether one-to-one or small group support, either in or out of the classroom, was most appropriate in each case.
- A teacher's presence at the beginning of each session helped to settle the class and provided advice about dealing with the class should problems arise. Confidentiality was best maintained by the teacher leaving the room during fieldwork, however, where particularly difficult young people were encountered, teacher presence during questionnaire administration was beneficial.
- Practice questions proved a good way to introduce the questionnaire and highlight the different types of question and response method. Although names were not recorded in the pilot study, it was decided to include 'name' as one of the practice questions on a tear-off section at the bottom of the page in the main study.
- Wide variation emerged in the length of time young people took to complete the questionnaire, making it essential to provide additional tasks on completion of the questionnaire. Word-searches, crosswords, football quizzes and short questionnaires about music, fashion and celebrities all proved to be popular as they introduced a fun element to the session and prevented the early finishers from distracting those still working on the questionnaire.

After phase three of the pilot exercise, final amendments were made to the sweep one questionnaire. Most importantly, two versions were produced as a validity check to address the concern about learned response patterns in the delinquency section of the questionnaire. The final questionnaire was printed in two shades of blue, with version A and B clearly marked on the front cover.<sup>3</sup>

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<sup>3</sup> Copies of all questionnaires are available from the project team.



Piloting of the sweep two questionnaire was less extensive than that of sweep one. Again, two schools outside Edinburgh agreed to assist in the pilot exercise using their first year pupils. At the first school, draft sections of the questionnaire which included new questions or were structured in a way that was different to sweep one were tested on individuals, and then discussed in a group setting. Once amendments had been made and the draft sections pulled together into a final draft, a full scale pilot exercise was carried out at the second school, allowing the instrument to be fully tested and timed.

#### 4. SCHOOL FIELDWORK

##### 4.1 Fieldwork organisation

Each participating school nominated a liaison person, typically a member of Senior Management or Guidance within the school, to act as a point of contact for making the fieldwork arrangements. This person was contacted as early as possible to arrange dates and times for fieldwork, giving them plenty of time to make the necessary arrangements. Every effort was made to accommodate the schools' preferred dates and times for fieldwork, requiring a detailed timetable to be devised.

Some school contacts asked for fieldwork to be done over one or two days, to minimise disruption, which proved to be the most convenient method for the research team. However, other schools asked for questionnaire administration to be done during a particular subject (usually social education), which often meant spreading fieldwork over several days, occasionally over a few weeks, and was a less efficient use of research resources.

Class lists were requested in advance of fieldwork, so that preparations could be made by the research team for administering the questionnaire. Before each session, boxes were prepared containing the correct number of questionnaires and other documents. Spare copies of everything were always included to allow for unforeseen problems such as mis-printed questionnaires or extra pupils in the class.

Arrangements also had to be made in advance to randomly allocate half the girls and boys in each school with either version A or version B of the questionnaire. This was generally done by matching classes on the basis of gender balance and allocating one version per class. Where a perfect balance could not be achieved, it was sometimes necessary to issue a small number of version A to a class receiving mainly version B, or vice-versa.

Piloting showed that a minimum of one hour was required to cater for the full range of educational abilities within the sweep one age group. During both sweeps one and two, most schools allocated a double period, ranging from 70 to 90 minutes in length, which allowed more than enough time for all pupils to complete the questionnaire without any pressure – which seemed to leave them feeling quite positive about the experience.

A few schools assigned a single period (usually 35 or 45 minutes) with an option of allowing non-finishers to remain until they had completed the questionnaire. During sweep one, this caused many practical problems and put pressure on the researchers and the respondents to rush through the questionnaire. To minimise missing data, it was necessary to make return visits after these sessions so that the non-finishers could complete their questionnaires. This put an additional burden on both the research team and the schools and proved to be quite a negative experience for the respondents. During sweep two, a minimum of one hour was allocated by the majority of schools to prevent a repetition of this .

## 4.2 Questionnaire administration

The first sweep of data collection was conducted between September and December 1998 in all the mainstream secondary and all but one of the independent schools. The special schools were surveyed during January 1999, while work to chase persistent absentees from all schools continued into February 1999. One independent school which agreed to participate later than the others was surveyed in March 1999.

A very structured administration procedure was used during sweep one fieldwork, to ensure that every cohort member was exposed as far as possible to the same conditions and given the same instructions. The researchers explained who they were and handed out an introduction sheet in question and answer format to every pupil (see Appendix D). Each point on the sheet was explained by the researcher, with particular emphasis on the confidentiality of the study and the fact that it was not a test. An introduction sheet was not used in sweep two, but a considerable amount of time was again taken up with explaining the purpose of the study and stressing the confidential nature of it.

To reinforce the importance of confidentiality, pupils were asked to separate their desks or, where this was not possible, to space themselves out. It was stressed that these 'exam like' conditions were important to prevent them from discussing the questionnaire or influencing each others answers. In most classes, one or two young people had to be asked to stop talking to each other – this was enforced strongly and quickly and, as a result, there was no evidence of widespread copying or collusion. On rare occasions, young people had to be moved to another seat, although this was typically the result of childish behaviour rather than looking at each others' questionnaires.

After inviting pupils to ask any questions about the study, the questionnaires were handed out and the pupils were directed straight to the practice questions on the first two pages. The respondents were asked to answer the questions and follow the instructions carefully, while the researcher watched the class to identify any who might have difficulty with the questionnaire. Those who had been identified as having learning difficulties by school staff were noted prior to the questionnaire being issued and dealt with in a number of ways, as discussed in section 4.3.

Once everyone had completed the practice questions, the researcher went over each one to stress the importance of the instructions, especially the routing questions which had been shown in piloting to require particular explanation. After making it clear that the researcher was there to answer any questions or provide assistance at any time, the majority of pupils were left to complete the task on their own. The researcher then monitored the progress of the class by monitoring individual progress and giving help when requested or if it was clearly needed.

During sweeps one and two, most of the cohort were capable of completing the questionnaire on their own well within the hour allocated. Where individuals had been identified in advance as requiring some form of

assistance, resources were provided to deal with this. However, at sweep one particularly, there were many instances where young people who had not been identified as needing any help subsequently needed it. As far as possible, the names of these young people were noted and a record kept of their assistance requirements. This information allowed the research team to anticipate possible problems at sweep two and provide a higher level of research support in potentially difficult classes.

On completing the questionnaire, each pupil was asked to check it and then given additional tasks to complete (see page 15). The main purpose of these tasks was to prevent classroom disruption and ensure that the pupils who took longer to finish could do so without feeling harassed. Introducing a fun element to the session also made them more positive about participating in future. The youth culture questionnaire was also useful as a method for piloting various questions that were used in the sweep three questionnaire.

Once the pupils were engaged in another task, the researcher checked through each questionnaire for missing answers, incorrect responses or inconsistencies. Sweep one proved that this was very valuable for identifying errors which could be corrected on the spot. However, where time was short or there were numerous demands on the researcher from children requiring help, it was not always possible to check through every questionnaire. During sweep two, efforts were made to ensure that every questionnaire was checked and pupils were asked not to leave the classroom until this had been done.

#### **4.3 Arrangements for pupils with learning difficulties**

In advance of sweep one fieldwork, learning support staff were asked to identify children with recognised learning or other difficulties which might prevent them from completing the questionnaire without assistance. Those with a very low reading age were particularly targeted. This information was vital to the planning of the fieldwork, so that extra researchers could be provided to assist children with reading, writing or comprehension problems.

Where possible, the research team tried to establish in advance which young people had learning or other difficulties and how serious these were. However, as sweep one was carried out immediately following the transfer from primary to secondary school, learning support staff had not always had sufficient time to properly assess this. As a result, information about pupils with learning difficulties was not always accurate, i.e. those identified by the school were not always the least able to complete the questionnaire and others who had not been identified often needed considerable help.

At sweep one, a total of 521 children were identified by the mainstream and independent schools as requiring extra assistance to complete the questionnaire, representing 12.2% of the cohort. Many more than that received some form of help, however, it was not possible during the fieldwork period to record the precise extent or nature of the help given. Information was, however, recorded about those who required significant levels of support.

The number of pupils identified by schools as requiring help at sweep two reduced to 432 (9.9% of the cohort) and, while there were others who required help, there was a general reduction in the number of pupils who struggled with the questionnaire. Again, the information provided by schools was not entirely reliable, but the information collected by the project team proved valuable and allowed better preparations to be made for sweep two fieldwork.

Because of the importance of getting accurate data from all respondents, extra researchers called 'readers' were employed to provide additional support and reassurance to those who needed it. They included trained researchers, ex-teachers and others experienced at dealing with young people. Before the start of fieldwork, the readers were briefed about what would be required of them, what kind of learning difficulties the children were likely to have and what level of support should be given in each case.

Three main methods were adopted for dealing with pupils with learning difficulties. First, those who were identified as having very mild learning difficulties, or if there was only one person in a class identified as having difficulties, the pupils were kept in the main classroom. A more efficient use of resources was achieved by having an additional helper in the class to respond to general queries and, if necessary, focus on one or two individuals. This was also less stigmatising for those with mild learning difficulties.

Those identified as being particularly slow readers or having comprehension difficulties were generally taken out of the classroom and put into small groups, much as they would normally experience through the school's learning support services. This allowed the readers to provide explanation and support in a less distracting environment. A ratio of one reader to two or three children with moderate learning difficulties worked best.

And finally, those with severe learning difficulties or behavioural problems, were interviewed on a one to one basis. This usually involved reading out the entire questionnaire to them although, depending on the individual's level of ability, as little help as possible was given to complete the delinquency section in order to give them privacy in answering these questions. Care was taken to read out the questions as they were written and to provide advice on particular questions only when it was requested so that response differences caused by a difference in the methodology would be minimised.

All young people attending special schools were interviewed one to one at sweep one, as they were considered to be a particularly vulnerable group. While the specific needs of each pupil varied greatly, most needed a high level of support with reading and writing and required general encouragement and reassurance to complete the task. In some cases, young people had physical difficulties which precluded writing, so the reader also acted as a scribe. No time limits were placed upon children at special schools and, in many cases, the questionnaire was completed with either frequent breaks or over two sessions. At sweep two, the same procedure was repeated with almost all pupils at special schools, with the exception of two or three young people with good educational ability but a tendency to be disruptive.

At sweep two, the research team drew up a list with the names of all those identified by the school as needing help at sweep one plus any additional individuals who had had difficulty at sweep one and all new pupils who joining the cohort. This list was faxed to school learning support staff for amendment, and then the amended list faxed back to the research team so that the necessary arrangements could be made. The three methods for dealing with those with learning difficulties were again adopted, although there was more emphasis on keeping classes together in order to make best use of resources and to reduce the stigma of removing certain pupils.

#### **4.4 Arrangements for capturing absentees**

Invariably, some pupils were missed during each fieldwork session due to absence or truancy. As far as possible, respondents were pursued by making return visits to schools. However, it proved impossible to gain access through schools to a small number of persistent truants, long-term sick children and temporarily or permanently excluded children. Therefore, arrangements had to be made to access these respondents at home or elsewhere, such as an alternative educational resource or a residential home.

At sweep one, the majority of absentees were picked up during two or three follow-up visits to schools. Steps had to be taken to access only 37 pupils outside school, although some of these were eventually seen at school. During sweep two, the number of return visits to schools was higher and the number of absentees who had to be tracked outside school also increased to 50.

For data protection reasons, the Education Department was reluctant to disclose pupils' addresses to the project team and left this to the discretion of head teachers. In most cases, schools agreed to send letters from the research team to the parents; however, this was not a productive means of capturing persistent absentees. A maximum of two letters was sent, complete with reply slip and stamped addressed return envelope, offering a home visit or an appointment at the University. Of the 16 parents contacted in this way in sweep one, there were two refusals and two that allowed their child to be surveyed while the remainder did not respond at all.

Fortunately, two schools did agree to provide addresses and telephone numbers at sweep one, which brought considerably more success. Of the 11 parents contacted directly, three agreed to take part after the first letter, a further three agreed to take part after a follow-up telephone call and one agreed to take part after a pre-arranged visit. While the remainder had either moved to a different address or, when contacted, refused to take part, they were at least accounted for.

During sweep two, letters were issued to a total of 50 parents. Only two of these could be sent directly to the home address, as the schools involved were not willing to provide addresses and telephone numbers. This time a total of 8 surveys were carried out and 5 parents issued refusals. The remainder did not respond to two letters and could not be followed up.

## 4.5 Non-response and refusal rates

In addition to those who were opted out of the study, a number of potential cohort members did not take part at each sweep either because the research team were unable to locate them ('non-respondents') or because, on contacting them, they refused to participate or someone issued a refusal on their behalf ('refusers').<sup>4</sup> their parents, or in a few rare cases, the school, refused to participate. Non-respondents and refusers were only classed as missing cohort members for one sweep, and every attempt was made to contact them at the following sweep.

Table 4.1 shows the non-response and refusal rates for sweep one of the study. By most research standards, the study achieved exceptionally low non-response rates in the first year. Only eight pupils could not be contacted, while a further six refused to participate, representing a mere 0.3% of the first year cohort.

**Table 4.1: Non-response and refusal rates in the Edinburgh Study by school type at sweep one**

	Mainstream	Independent	Special needs
No. of pupils in the potential cohort at sweep one	3803	594	71
No. of non-responders	8	0	0
No. of refusers (parent/school)	2	0	0
No. of refusers (self)	4	0	0
% non-response/refusal at sweep one	0.4%	0%	0%

Table 4.2 reveals that the number of pupils who could not be surveyed during sweep two of the study rose to 1.2%. While this is three times greater than sweep one, it still represents an incredibly low non-response rate and a very small proportion of the cohort as a whole. Again, the non-response rate was higher within the special schools, although the actual number of pupils who could not be accessed was very small.

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<sup>4</sup> In the majority of cases, proxy refusals were issued by parents. However, in very rare cases the schools refused on behalf of the young person and family if there were extreme difficulties at home or if the young person had a serious illness.

**Table 4.2: Non-response and refusal rates in the Edinburgh Study by school type at sweep two**

	Mainstream	Independent	Special needs
No. of young people in the potential cohort at sweep two	3786	620	91
No. of non-responders	34	0	3
No. of refusers (parent/school)	4	1	0
No. of refusers (self)	7	1	2
% non-response/refusal at sweep two	1.2%	0.3%	5.5%

#### 4.6 Final participation rates

Taking into account both the opt outs (including those who could not comprehend or communicate) and the non-respondents (including those who refused to participate), a total of 4,300 young people took part in the first year of the Edinburgh Study. As can be seen from Table 4.3, there was virtually no difference in the mainstream and independent schools in terms of the proportion taking part, which would not suggest that the results were skewed in terms of social class. A fifth of those attending special schools did not participate; however, this represents such a small number it is unlikely to have had a dramatic effect on the overall results.

**Table 4.3: Final participation rates in the Edinburgh Study by school type at sweep one**

	Mainstream	Independent	Special needs
No. of pupils in the potential cohort at sweep one	3803	594	71
No. of cohort members taking part at sweep one	3669	574	57
% participation at sweep one	96.5%	96.6%	80.3%

Despite a slight rise in the number of non-respondents and refusers, a total of 4,299 young people took part in the study at sweep two. This is largely due to there being a greater number of new pupils than leavers. Again, the mainstream and independent schools were very similar in participation rates while the special schools were less fully represented.



**Table 4.2: Non-response and refusal rates in the Edinburgh Study by school type at sweep two**

	Mainstream	Independent	Special needs
No. of pupils in the potential cohort at sweep two	3786	620	91
No. of cohort members taking part at sweep two	3630	600	69
% participation at sweep two	95.9%	96.8%	75.8%

## 5. ADDITIONAL SOURCES OF INFORMATION

### 5.1 Introduction

The main source of data on the cohort at sweeps one and two was the self-completion questionnaire. However, an important objective of the study was to collect data from other sources which the young people themselves could not provide or which could be used to expand upon or validate their responses (e.g. information on their offending behaviour). The parental consent letters made it clear that access would be sought to school, social work and children's hearing records annually and that personal interviews would be held with some cohort members at sweep two.

This section of the report describes the methods by which each of these additional forms of data were collected, starting with school records. As the age of the cohort necessitated their attendance at school, and data collection was school based, school records were identified as a good source of basic information about the cohort. To supplement this, it was decided to obtain independent ratings of each child's behaviour using a brief teacher's questionnaire about pro-social and problematic behaviour in school. During sweep three, information on pupils' attainment will also be collected.<sup>5</sup>

This section also explains the process of data collection from agency records. To examine the impact of involvement with various agencies of social control on young people's offending behaviour, access to social work and children's hearing records was negotiated. Examination of these records has proved valuable in ascertaining the impact of voluntary and mandatory supervision on those young people who come to the attention of official agencies.

Finally, this section describes the methods used to conduct personal interviews with a sample of cohort members, looking in more detail at the factors which might impact on resistance to, or involvement in, offending behaviour. This qualitative aspect of the survey was planned to supplement the large-scale quantitative data collected during the first two sweeps, with a view to providing a deeper understanding of the nature, social context and meaning of young people's offending behaviour.

Data collection from two further sources is planned for future sweeps. By the end of sweep two, access in principle had been agreed by Lothian and Borders Police to data held on cohort members by the Juvenile Liaison Officers in Edinburgh, subject to the appropriate consent being given. Funding had also been secured to conduct a survey of parents of all cohort members. These aspects of the study, which are planned for future sweeps, will provide even more valuable information about the lives and activities of the cohort.

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<sup>5</sup> Comparable data on respondents' educational attainment was not available during sweeps one and two due to the different methods of testing used between schools. Sweep three data on attainment at Standard Grade level will provide largely comparable data.

## 5.2 School records

There are two main types of school record held by all mainstream, special and most independent schools. The first record type is computerised data held centrally on a system called PHOENIX. This contains management information about each pupil, including their home contact details, date of birth, previous school attended and their attendance record. The second record type is usually referred to as the pupil's personal record (PPR), which is a confidential paper record containing more detailed personal information about each pupil, such as behavioural problems at school, teachers' reports and disciplinary proceedings.

Access to school records was important to validate young people's answers about their levels of truancy, as well as providing other qualitative information about problems at school. Therefore, during the sweep one pilot exercise for the self-completion questionnaire, a brief examination of school records in the two pilot schools outside Edinburgh was conducted. This involved examining the type of information that might be collected for the purposes of the study and the way in which these data were stored.

During negotiations with the head teachers of the participating schools, however, various problems emerged. First, it became clear that there were differences between schools, and indeed within schools, in the way PPR data was held. Thus, any information collected from PPRs was unlikely to be comparable. Second, most Head Teachers were against the research team having access to PPRs due to the sensitive nature of the information often held, which would contravene data protection regulations. Finally, even if limited access had been agreed, school staff would have to have carried out this aspect of the fieldwork, thereby placing an extra burden on school resources. Therefore, it was decided to replace data collection from PPRs with a brief teachers' questionnaire at sweep two (see section 5.3).

Access to pupils' computerised records was easier in practical terms, as this involved a standard system used by the vast majority of the schools in the study, thus ensuring comparability. In addition, the information held by schools was downloaded onto the Education Department computer system at the end of each school year, thus allowing a central point of data collection. The parental consent letter stated that information would be collected from school records, although no details were given. The Education Department was, therefore, concerned about the data protection implications of sharing this information with the project team.

After a long period of negotiation, it was agreed that the project team would restrict the types of data collected at this stage to the following non-controversial variables: primary school attended, entitlement to free school meals, attendance record, whether attending a school in another catchment area and postcode. Despite a desire to have access to parental names and addresses, it was felt that this was not the right stage to attempt to collect this information. However, postcodes were included as these were required for GIS analysis (see section 7). Given significant problems in trying to collect

comparable data on attainment levels at sweeps one and two, this is now being carried out at sweep three of the study.

In order to ensure that both schools and parents were kept informed, letters were issued to head teachers informing them of this phase of the study and, in addition, a newsletter was issued to all parents in June 1999 listing the information that would be collected from the school records. Despite an invitation to contact the research team about this aspect of the study, no comments or complaints were received from parents about these proposals.

School record data are managed for the Education Department by their computer services division, known as CAMSS. Meetings were held to establish exactly what information was held and how it could be most easily recovered. Most of the fields of interest for the study were relatively simple to identify, however, attendance problems were detailed in a number of different fields. Six categories of unauthorised absence were recorded in terms of the number of sessions (or half-days) each pupil had missed throughout the year. These categories were exclusion, truancy, absence with no reasonable excuse, absence with no explanation given, arriving late during registration and arriving late after registration.<sup>6</sup>

To ensure the school record data for sweeps one and two were fully comprehensive for the two academic years, this aspect of record collection took place during the summer months of 1999 and 2000. A member of the research team assisted CAMSS staff to extract the data by logging on to each school's PHOENIX system and using a query option in the program to specify the relevant fields on the particular year group in question. This procedure was used for the vast majority of mainstream and special schools, although there were network problems which meant one or two schools had to be contacted directly for the data.

As no central system exists for the independent schools, each school had to be approached separately. Unfortunately, only three of the schools were able to provide the data required in a computerised form while one other was able to provide it on paper. The remaining independent schools were either unwilling or unable to provide comparable data. Fortunately, those who did provide school record information were the four largest participating independent schools.

Once the school record data had been extracted from PHOENIX, it had to be tagged with the individual's ID number in order that it could be analysed alongside the other cohort data. This involved translating the PHOENIX data into an excel spreadsheet and matching this list alongside a spreadsheet containing the names and ID numbers of all the cohort members. While this was a relatively simple exercise, it required considerable checking of the data to ensure that any information on non-cohort members (i.e. opt outs) was deleted.

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<sup>6</sup> Caution is to be given to analysing the 'late during registration' category as not all schools routinely record this.

One of the most important school record fields for analysis was postcode, as this meant that cohort data could be incorporated into the GIS and analysed at area level for the first time. To do this, each individual's postcode was geocoded using a piece of software called 'Postcoder' and then the data was translated into Microsoft Access software. This allowed each individual to be pinpointed to a particular neighbourhood and aggregate statistics could then be generated by area. Details of the work involved in developing this aspect of the GIS are discussed in section seven.

### **5.3 Teacher Questionnaires**

Since access to pupils' PPRs was not feasible, the Education Department agreed that teachers could be asked to provide an independent rating of each person's behaviour using a brief pro-forma. An abbreviated version of the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997) was used (see Appendix E). This is the teacher version of a behaviour screening questionnaire used to assess aspects of problem and pro-social behaviour in 4 to 16 year olds. This version of the SDQ has the advantage of being very brief, while generating scores that correlate highly with those obtained in the longer version. While longer instruments would have been more reliable and more detailed, the short one was used to reduce the burden on teaching staff.

The abbreviated SDQ consisted of 10 statements about behaviour which teachers were asked to rate as 'not true', 'somewhat true' and 'certainly true' for each member of the cohort, thus generating a total difficulties score. An 'impact' question was also asked to determine whether the difficulties were causing problems for pupils in key aspects of their lives. To control for any lack of familiarity with new cohort members, teachers were asked to indicate how many months they had known the individual.

This aspect of fieldwork was carried out in sweep two, to give teachers sufficient time to become familiar with most cohort members. Pre-named questionnaires were delivered to schools with instructions for the teachers to complete them. Ideally, one person would have completed the forms in each school, however, this would have placed too much of a burden on that person. Therefore, it was merely specified that whoever completed the questionnaires should know the individuals sufficiently well to report on their behaviour over the last year. In most cases, guidance or pastoral staff completed the forms.

A total of 3999 teacher questionnaires were completed for those respondents that took part at sweep two, representing 96.5% coverage of the cohort during that sweep.<sup>7</sup> Most of those for whom forms were not completed had either left school and moved away from Edinburgh or were so new to another school that teachers felt unable to complete them. Forms were completed for most of those who had moved from one school in Edinburgh to another within the previous year. Plans have been made to re-approach teachers in sweep three

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<sup>7</sup> A total of 4060 were completed altogether, however, 61 of these were for respondents who left the cohort at the end of sweep one.

with a view to completing SDQs for those young people in the cohort who have not already been assessed.

#### **5.4 Social Work Department records**

The Social Work Department (SWD) is one of the main official agencies which has a responsibility to safeguard and support young people who may be at risk or in trouble. Referrals may be made by a wide variety of agencies or individuals and for any number of reasons relating either to young people or their families. Involvement ranges from one-off duty referrals to extensive intervention by an allocated social worker, either on a voluntary or a statutory basis.

A preliminary trawl of the SWD central computer records in June 1999 suggested that around 400 children aged 12 years had a record held on them which, if accurate, suggested that approximately 10% of the cohort would have had some form of direct contact with the SWD. It could not be ascertained from this initial trawl, however, how many records would consist of a one-off referral and how many would involve more intensive intervention.

Meetings were held with a senior representative of the SWD to negotiate access to the records of the young people in the cohort. As the letter to parents had made it clear that access would be sought to these records, the SWD agreed to match the names and dates of birth of every member of the cohort against their central computer system. A disk was then supplied to the project team with a file containing a list of all 100% matches, and another file listing any other potential matches which were not matched exactly to either date of birth or name spelling. The name of the social work office where the record was held was also provided by the SWD.

Access was granted to examine a sample of files so that a monitoring form could be developed for data collection. The structure and content of files for around 20 members of the cohort were examined in detail at one social work office and a draft monitoring form produced. The form collected data on the number of and reasons for referrals, case allocation, care history and child protection proceedings, offending history, involvement of other agencies, and details of various specific issues relating to the young person and their home circumstances.

To enable comparison with the self-completion data, the monitoring form was split into two sections. The first related to any referrals made from birth to 31<sup>st</sup> August 1998, which coincided with the start of the sweep one data collection period. Thus, self-reports of things that had 'ever happened' would be broadly comparable with the first section of the monitoring form. Similarly, the second section related to any referrals from 1<sup>st</sup> September 1998 to 31<sup>st</sup> August 1999, which was broadly comparable with 'the last year' reference period of sweep two. These periods do not match exactly since questionnaire administration spanned a number of months. However, broad

comparisons do allow a valuable examination of background factors in relation to offending behaviour.

The final draft monitoring form was submitted to the SWD for approval, accepted with minimal changes and the form finalised in July 1999 (see Appendix F). Letters were issued to all social work offices in Edinburgh by the SWD advising them that agreement had been given to participate in the research. This was followed up by letters from the research team to arrange dates for fieldwork, accompanied by a list of the names of cohort members for whom file access was required. Data collection for sweeps one and two of the social work records took place in August and September 1999 and was carried out by a researcher who was also a qualified social worker.

There were some practical problems with social work record examination. Central records did not always match those held in social work centres, as some files, particularly those that had been closed for years, were very difficult to find. Other files had been transferred to another office or were simply missing. In some offices, the researcher was permitted access to the client index system which proved to be more up to date than the central records and allowed some of the missing files to be traced. Not all social work offices were happy to allow access to this system, however.

A total of 468 members of the cohort were identified as potentially having a social work record by the SWD central computer system. Files were located for 363 young people and, of the remainder, 54 could not be located, 29 names turned out not to be cohort members, eight contained information on the child's family only, seven were being held by other agencies (to which access had not been negotiated at the time) and seven had been destroyed.<sup>8</sup> In total, 300 (7.0%) cohort members at sweep one had a social work record, relating to some point up to the age of 12, while 181 (4.2%) respondents at sweep two had a social work record from the previous year.

## **5.5 Scottish Children's Reporter Administration records**

The Scottish Children's Reporter Administration (SCRA) also has a major involvement in children's lives through its responsibility for conducting children's hearings in Scotland. Anyone can make a referral to the hearing system, although the majority are made by schools or police officers. Reasons for referral to the hearing system vary, but the Reporter must frame grounds for a hearing within certain pre-specified categories which include offending, truancy, being beyond the control of a relevant person and lack of parental care. Again, the records consisted of referrals for which no further action was taken by the Reporter as well as cases which proceeded to hearings.

It was not possible to estimate the number of 12 year olds known to the children's hearing system before data collection commenced, since SCRA

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<sup>8</sup> Details of those for whom files could not be located, or were held by other agencies, were noted in order that they might be located at sweep three data collection.

records were held on a card index system rather than a computer. However, it was expected to be smaller than the proportion of young people with a social work record. The main reason for this was that social workers have a much wider remit to work with young people and families than the hearing system, and much of the work is done on a voluntary basis which never comes to the attention of the hearing system.

Again SCRA was happy to take part knowing that the letter to parents had informed them that this would be part of the research, and practical arrangements were made with the Reporter Manager for children's hearings in Edinburgh. Despite having to trawl through the card index system, the process of data collection was simplified by all the files being held in one office. Over two days in April 1999, two researchers checked every card in the system for a date of birth within the correct parameters and then matched the names to the list of cohort members. Records were identified for 374 members of the cohort, and a list of all names was provided to the Reporter Manager.

As with the social work piloting procedure, access was granted to examine a sample of children's hearing files so that a monitoring form could be developed for data collection. Again, around 20 random files were examined and detailed notes made of their structure and content. The draft monitoring form produced was designed to collect data on the number of and grounds for referrals, numbers of hearings held, decisions taken at hearings, offending history and details of various specific issues relating to the young person, their home circumstances and their behaviour or performance at school. As with the social work monitoring form, the children's hearing form was split into two sections to coincide with the data collection periods for sweeps one and two.

A copy of the final draft monitoring form was approved by the Reporter Manager and was finalised in July 1999 (see Appendix G). Data collection took place over a three week period in July 1999, which involved trawling through active, pending and closed files. There were few practical problems and 356 of the 374 files were successfully located. Only 18 files could not be found, all of which related to old or one-off referrals, so basic details were extracted from the card index system about these cohort members.<sup>9</sup> A total of 299 (7.0%) cohort members at sweep one had a children's hearing record, relating to some point up to the age of 12, while 150 (3.5%) respondents at sweep two had a children's hearing record from the previous year.

## **5.6 Personal interviews**

The original proposal for the study stated that personal interviews would be conducted with 50 members of the cohort, split equally between boys and girls and including a total of 30 individuals showing evidence of persistent or serious offending. This qualitative aspect of the study was intended to

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<sup>9</sup> Although the period of data collection did not fully cover the sweep two period, plans were made to double check all records in sweep three to ensure no data were missed.



supplement the various quantitative data collected about the cohort members with semi-structured interviews exploring a range of issues which might provide a deeper understanding of the reasons why some young people offend and others do not. In addition, they provided an opportunity to question young people more widely about a range of issues affecting them and their lives.

Following completion of the sweep two school fieldwork, a detailed strategy was developed for planning and conducting the personal interviews. Using questionnaire data from sweep one, as sweep two data was not yet available, 10 criteria were identified as correlating highly with variety and frequency of offending.<sup>10</sup> Scales for each of the 10 variables were standardised to allow meaningful comparison, and those individuals falling within the top third of each scale were given a score of one. A new 'risk' variable was created by totaling each individual's score, and those with a score of 7 or more were identified as being at the highest risk of offending.

In order to achieve an intended sample of 50 interviews, it was decided to select 100 individuals in the hope that 50% would respond. All those with a risk score of 7 or more were listed in order of their frequency of offending during year one. First, 20 boys and 20 girls who had reported no or a small number of incidents of offending were selected as the 'low' group. Then, 30 boys and 30 girls with the highest frequency of reported delinquency, including some with involvement in serious offences such as joyriding, housebreaking and theft from vehicles, were identified as the 'high' group.

Letters were sent out to the parents of all 100 prospective interviewees, requesting an interview with the child over the summer holidays and offering a £5 participation fee per interview. As the project team still did not have access to parental names and addresses at this stage, letters were issued via the schools. It was anticipated that interviews would be carried out with 15 high boys, 15 high girls, 10 low boys and 10 low girls. In the event that insufficient responses were received in any category, it was proposed that letters be issued to other prospective interviewees.

A semi-structured interview schedule was developed with 9 main topics for discussion:

- Spare time leisure activities and hanging around their local neighbourhood;
- Involvement in five different types of offending behaviour;
- Experience of four different types of victimisation;
- Opinions and experience of alcohol and drugs use;
- Growing up, popularity and reputation;
- Parental and other controls on behaviour;
- Opinions on the acceptability of various types of crime ;
- Their vision of the future.

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<sup>10</sup> The 10 criteria were high impulsivity, high alienation, poor moral reasoning, low perceived seriousness of crimes, low level of parental supervision, high prevalence of friends' offending, high frequency of victimisation, frequent police contact, perception of self as a troublemaker and numerous neighbourhood problems.

A total of 55 responses were received, six of which were negative and 49 positive. Of the 31 boys who responded, 19 were in the high group and 12 in the low group. Fifteen of the high and nine of the low group boys were interviewed<sup>11</sup>. Only 18 girls responded, of which nine were in the high group and nine in the low group, all but two of whom were interviewed<sup>12</sup>. Therefore, a total of 40 interviews eventually took place. With the interviewees permission, the interviews were tape recorded to facilitate transcription and maps and cards were used to make the interviews a bit more interactive and detract attention from the tape recorder.

While the achieved number of interviews fell short of the proposed sample of 50, it was agreed that further interviewees would not be pursued at that stage. The interviews had proved to be very useful, particularly those with the high offending boys and girls, although it was felt that the methodology could be improved upon. Therefore, although this aspect of the study had originally been planned as a one-off exercise, it was agreed that further interviews would be carried out in future sweeps of the study.

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<sup>11</sup> Given their importance, it was decided to interview all 19 of the high boys, however, 3 could not be contacted during the interview period and one refused to take part. It was decided to interview 10 of the low boys, although of those chosen one could not be contacted.

<sup>12</sup> One high and one low girl could not be contacted during the interview period.

## 6. DATA MANAGEMENT, PROCESSING AND ANALYSIS

### 6.1 Data Management

Data handling and management is an essential part of any study, particularly one which requires to track a cohort of individuals over a long period of time. Managing the Edinburgh Study is further complicated by the fact that the data are not only longitudinal but derived from a number of different sources. Essentially, two separate systems are required – a ‘data management system’ which allows for the day to day management of fieldwork and a ‘data analysis system’ which deals with data storage and analysis. The data analysis system is discussed in more detail in section 6.4.

During the first two sweeps of data collection, the data management system consisted of a Microsoft Excel database containing basic details about each member of the cohort. This was the only place where names and personal ID numbers were stored together, therefore, the data were secured with passwords to prevent unauthorised access. The details held on the data management system included first name (plus middle or alternative first names), surname (plus any aliases), date of birth, school code and a personal ID number<sup>13</sup>. Information was also held on whether or not individuals were opted out and whether they needed additional help to complete the questionnaire. Any other relevant information which could facilitate fieldwork was also stored here.

The data management system had two main purposes. First, it provided a readily accessible database from which information and statistics relating to the cohort could be retrieved. Second, it provided comprehensive lists for each school which were used to identify year to year movement within the cohort (by checking against new class lists) and to double check participation during each sweep. These lists were also used for processing the questionnaires returned after fieldwork and were amended with any new information about the cohort. The amended lists were then used to update the data management system at the end of each fieldwork year.

Following sweeps one and two, statistics were produced from the ID lists detailing the number of young people attending each participating school, the number of opt outs, the number of non-respondents and those unable to understand the questionnaire and the total number of questionnaires completed for each school. These statistics are a valuable way of charting the progress of fieldwork and assessing the success of each fieldwork sweep. Monitoring the number of opt outs and non-respondents is particularly important.

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<sup>13</sup> As a measure of security, every school was allocated a school code (a unique identifier for the school each person was enrolled at during data collection) and a personal ID number (a permanent unique reference number to identify each individual).

## **6.2 Questionnaire processing**

After each fieldwork session, the questionnaires were processed by the project team before being sent for data entry. This ensured that no-one outside the project team had access to information which could be used to link cohort member names to their unique ID number. The tear off name slip within each questionnaire was removed and the appropriate school code and unique ID number assigned to the front of the questionnaire. A number of other codes were also assigned for management purposes<sup>14</sup> and then the name slips were destroyed.

As each individual's questionnaire was processed, his or her name was ticked off the data management list for each school. These lists were used to maintain an accurate list of respondents who had been absent during each fieldwork session, to ensure that these pupils were pursued as absentees. To double check that every respondent was accounted for (and thus that the absentee list was correct), a check list of ID numbers was produced for each school. Before delivering the questionnaires to data entry, every ID number already assigned to a questionnaire was ticked off the check list and the remaining numbers were matched up with the appropriate name on the absentee list. Where there were discrepancies, these were investigated and the appropriate action taken.

## **6.3 Data Entry**

After a process of competitive tendering, The University of Edinburgh Survey Team were commissioned to conduct the data entry. To reduce costs during sweep one, the project team agreed to code all open-ended questions, except those relating to parents' occupational status which were best done by trained data entry staff. Unfortunately, the process of coding the questionnaires proved to be a much bigger task than the project team had envisaged and took up a disproportionate amount of time. As a result, it was decided that despite the additional cost the open-ended questions should be coded by the data entry team during sweep two.

Data was entered using SIR/FORMS, a database system specifically designed for inputting statistical data. The advantages of using SIR/FORMS were that it was strong on missing values, variable and value labels and had user-friendly, custom-built screens which reflected the questionnaire page. The routing contained in the questionnaire was used to navigate the person doing data entry through the questionnaire screens. And help information and extended code lists were available on a screen-by-screen basis.

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<sup>14</sup> During sweep one, codes were assigned for those participants identified by the school as requiring assistance and to show if the questionnaire had not been fully completed (very few). During sweep two, additional codes were assigned to indicate whether the individual had moved school and whether they were new to the cohort or existing.

The enhanced data quality control and detailed help screens contained in the SIR/FORMS system, including extra validation, descriptive text and warning bells, reduced the potential for error and therefore little data cleaning was required after data entry. In addition, updating or deleting of records was done in the form and, therefore, any mistakes could be corrected instantly. Range checks and confirmation of valid values were an integral part of the SIR/FORMS system, while additional consistency checks were run on the final data set as specified by the project team.

Questionnaires were delivered to the survey team on a regular basis throughout the fieldwork periods for sweeps one and two. The final sweep one questionnaires were delivered by the end of March 1999, and the full data set supplied by the beginning of May 1999. During sweep two of fieldwork, the children's hearing and social work monitoring forms were delivered to data entry by December 1999, the final sweep two questionnaires by the end of February 2000 and the teachers' questionnaires by mid April 2000. Both the questionnaire and monitoring form data sets were supplied by end of April 2000, while the teachers' questionnaire data were supplied by end May of 2000.

Data sets were supplied in portable data files which were then translated into SPSS files and final checks were undertaken by the project team. In particular, the total number and gender balance of participants at each school and all data management codes were double checked to ensure that the data provided by the survey team matched up with the information held on the data management system.

## **6.4 Data analysis**

Once the data sets supplied by the survey team had been checked, they were ready for analysis. Given the complexity of the data involved, however, it was necessary to devise a management strategy to deal with data analysis. Following consultation with members of the project team and other contacts, a strategy document was devised which explained the procedures for managing data files, syntax files and output files during analysis, and for storing files and outputs securely.

The strategy document also detailed the variable naming and labeling system which had been adopted for all primary and secondary data. Each variable name was designed to identify the data source from which the variable was derived, the sweep in which the variable was collected, the subject or 'theme' of the variable and a two-digit number to differentiate questions within a theme. As variable length name in SPSS is restricted to 8 characters, the theme names could only be a maximum of 4 alphabetical characters. To support those conducting data analysis, a Data Analysis Reference Guide was prepared providing a detailed description of all the theme names used.<sup>15</sup>

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<sup>15</sup> Copies of both the Data Management Strategy document and the Data Analysis Reference Guide are available from the Project Team.

The two factors which complicate the analysis of Edinburgh Study data are the fact that data are longitudinal and are derived from a number of different sources. Over the first two sweeps of data analysis, data on each respondent were collected from two questionnaires, monitoring forms from two social agencies, brief teacher questionnaires, school records and GIS data. On the advice of colleagues conducting similar studies in America, all of the data collected over the first two sweeps was merged into one large data set. Work will be ongoing over the life of the project to decide whether this is the best way to store and analyse data.

Details of specific data analysis conducted during the first two sweeps of the Edinburgh Study are not provided here. They are provided in a separate report to the ESRC entitled *The Edinburgh Study of Youth Transitions and Crime: Key findings at ages 12 and 13*. Details of further project outputs can be found at Appendix I.

## 7. GEOGRAPHIC INFORMATION SYSTEM

### 7.1 Introduction

Although the concept of environmental criminology is not new in itself, Geographic Information Systems (GIS) software is a relatively new technique in criminological research. The development of easy to use PC-based packages has facilitated the spread of GIS application and has, for the first time, allowed crime patterns to be visualised in relation to various aspects of social and physical geography. This analysis has shown that crime is socially and geographically skewed in its distribution. Although there is variation between offence types, it tends to be concentrated, both in terms of local crime rates and the number of resident offenders, in areas that are characterised by multiple deprivation and high residential mobility. The operation of local housing markets and environmental variation in opportunities for disorder (e.g. poorly lit streets, clustering of pubs and night-clubs in a city centre) also play important roles in concentrating crime by area.

Nevertheless, the link between deprivation, residential mobility and local crime rate is not always clear cut and can be influenced by 'area effects' that are independent of deprivation and residential mobility, so that some areas that are closely similar in these respects can have widely different crime rates. Work carried out by Sampson et al (1999) in Chicago suggests that these differences can be broadly explained by varying levels of 'collective efficacy' or the ability of residents within a community to monitor and control public disorder. Residents are more likely to intervene or call the police in areas where there is agreement about values, particularly about a common goal of maintaining safe streets, and where social ties are mobilised to that end.

The level of informal social control operating within an area is thought to be an effective deterrent to potential criminals, because of the higher chance of being stigmatised by an organised, cohesive community. However, Sampson has pointed out that it is unlikely that social cohesion on its own is responsible for crime control. A community may be cohesive but not organised towards reducing crime. Formal sanctions (principally being caught by the police) may also be more effective when backed up by the stigma of disapproval by the whole community. Other studies, again in Chicago, show that the structural characteristics of neighbourhoods provide an important context for understanding the long-term development of criminality in *individuals*. The evidence suggests that the stresses of living in an area of multiple deprivation and high crime levels compromise the quality of parenting which in turn influences many outcomes in childhood through to adulthood. These outcomes include health, education and work record, but also the status of the offender.

Clearly, the study of crime and space is vital to the understanding of both variations in local crime rates and the social production of offenders. Very recent work suggests that the two interact, in the sense that individuals who have certain characteristics such as lack of self-control and who also live in deprived or high-crime environments are far more likely to become involved in offending than similarly crime-prone individuals living in better environments.

## 7.2 Aims of the GIS

One of the main aims of the study was to integrate the study of individual development and life histories with the study of the effects of the physical and social environment in which offending takes place. The GIS combines geo-coded social, physical and economic data about the City of Edinburgh with data about the cohort of young people. This allows patterns of offending across the city to be described and analysed and supports the development of an integrated theory of offending as a product of individual and community level interactions.

There were three main aspects to the development of the GIS. First, it was used to provide a general description of the social and geographical characteristics of the neighbourhoods in which cohort members live. Second, the GIS was used to establish the framework for an analysis of dynamic neighbourhood processes and patterns of crime. This framework consists of a division of Edinburgh into 91 neighbourhoods chosen so as to maximise between-neighbourhood differences on an index of social deprivation (see section 7.5). Finally, to supplement the analysis of offending and neighbourhood, case studies were carried out in two of the newly defined neighbourhoods. The two areas chosen were contiguous, with similar levels of social deprivation, but contrasting crime rates (see section 7.6).

## 7.3 Structure of the GIS

A GIS package is a relational database with a user-friendly interface that integrates and visualises diverse data sets with a spatial element (e.g. maps, address information, or anything with a postcode or OS grid reference). The end product is a multi-layered computerised map ('view') which can be manipulated and queried, then used to produce presentation materials ('layouts'). Two main GIS software packages are available commercially: ArcView and ArcInfo. In line with the University of Edinburgh computing services, ArcView was selected as the software for use in the Edinburgh Study.

ArcView allows natural or man-made *features* on a map (e.g. areas, roads or events) to be linked to *attributes* or information about them (e.g. social class of residents, area crime rate, postcode of a particular building). Each feature has a location, a representative shape and a symbol that represents one or more of its characteristics. The GIS stores attributes of each map feature in a database and links other descriptive information to those map features. When features and attributes are combined (essentially joining two data tables on a common field), a *theme* is created. A variety of feature data sets were used to develop the Edinburgh Study GIS, including digitised boundary data, Ordnance Survey map data and local data provided by the City of Edinburgh Council. Also, various sources of attribute data were analysed, such as police recorded crime, self-report crime from the cohort and census data.

### *GIS data sets*

Several feature and attribute data sets were obtained from specific agencies (Lothian and Borders Police and City of Edinburgh Council) and from data services offered by sources available through the University's computing services (UKBORDERS,



DIGIMAP, CASWEB). Six main types of data set were used in the development of the GIS: digitised boundary data, ordnance survey map data, city development data, 1991 census data, police recorded crime data and data about individuals within the cohort. Each is described in turn, below.

Digitised boundary data sets comprise feature data about the boundaries of particular administrative units (e.g. postcode units, census output areas, etc), thus attributing a geographical pattern to the data. A wide variety of data sets are available to registered users of UKBORDERS, although the Edinburgh Study has used only data sets comprising output areas (OAs); electoral districts and wards; and postcode areas, districts, sectors and units. In addition, the project team has created its own boundary data set which defines Edinburgh into 91 separate neighbourhoods (see section 7.5).

Ordnance Survey (OS) map data was another source of feature data used. They were downloaded from the University's 'Digimap' service in the form of discrete tiles of information that were then blended together into a larger map using a program known as Map-manager. Several OS data sets were downloaded:

- OSCAR 1250 data – a feature data set which displays the central line of each road in Edinburgh. This will be useful in the analysis of crime concentration (in space or time) in the context of particular bus routes or other defined road boundaries.
- Landline data – another feature data set which shows the outlines of each building in Edinburgh. It is hoped that this can be used to do more detailed analysis of the police recorded crime data, if address information on victims and offenders can be provided.
- Raster 10,000 data – a black and white map showing relief information of Edinburgh at a 1:10,000 scale, including shaded depictions of woodland, building names, roads, places of interest, etc. Unlike OSCAR and LANDLINE data sets, this information is *raster* or image information and is for illustrative purposes only as it cannot be analysed or manipulated in any way.

City development data were provided by the City of Edinburgh Council in the form of ArcView shape files that expressed different themes. They were a combination of both feature data and attribute data. Several data sets were obtained, showing:

- Vacant and derelict land in Edinburgh.
- Retail outlets.
- Public leisure facilities.
- New housing and other development.
- Industrial sites.

The 1991 census data set contains an enormous amount of attribute data on Edinburgh at various levels of aggregation, the most detailed level being the small area statistics (SAS). SAS data relates to the basic census administrative unit, the output area (OA), which each contain about 100-120 people. There are some limitations to using the 1991 census data, as it is now considerably out of date and some data are 'Barnadised' or changed slightly to avoid identification of individuals. Nevertheless, it provides the most detailed description of the population available at a very fine level of geography.

Police recorded crime data were provided by Lothian and Borders Police for Divisions B, C and D (covering the City of Edinburgh). This attribute data set contained 19 separate fields of information relating to approximately 46,000 incidents recorded in 1997 although, after data cleaning and geo-coding (see section 7.4), only around 32,000 (70%) of the incidents could be analysed. Due to data protection concerns, access was not granted to address information for either the victim or the accused. This makes it impossible to conduct any detailed analysis on multiple victimisation or patterns of travel in relation to offending.

Attribute information about the members of the cohort were generated from a variety of sources, including self-report questionnaires, official agency records and school records. Home address postcode information on each child can be matched to any of the feature data sets, allowing the characteristics of each individual to be mapped and compared with any other type of attribute data. Of the 4,300 participants, valid postcode information was obtained for about 3,700 (86%).

#### **7.4 Cleaning and geo-coding the police data**

GIS requires a spatial element to each data file in order to display it visually. This element can either take the form of OS grid-references or more detailed spatial co-ordinates that define the boundaries of specific areas. The process of appending spatial information to a data set is known as *geo-coding*. The police recorded crime data provided included address information (house numbers, business titles, street names, etc.) but not postcodes and not grid-references. Therefore, it could not be used in ArcView until postcode information had been attached, allowing data to be linked to existing feature data sets and maps of crime patterns to be produced.

ArcView's geo-coding facility is designed, primarily, to work with the American postcode system. Thus, specially designed software had to be used to cross-match address information in the police file with postcode data available from the Post Office using the postcode address file (PAF). Consideration was given to geo-coding each incident locus precisely, so that co-ordinates identified a specific *building* and not a postcode. However, this level of detail would only have been useful if victim or accused address information had been provided. In addition, Address Point maps (very detailed OS maps) which are needed to make sense of this data are not provided by the University's Digimap service and would have been too expensive to purchase. Thus, all successfully geo-coded crime incidents resulted in an appended postcode and OS co-ordinates marking the 'centroid' or centre point of each postcode unit.

A software package called Postcoder cross-matched crime incident addresses with postcodes. Postcoder was somewhat complicated to use, as it is a DOS product, and requires a control file to be created for each query that tells the program the locations and properties of the files to be interrogated together with the details to be appended (i.e. postcode and OS co-ordinates). It then performs the cross-matching task using a CD with all the PAF data on it and produces three output files containing addresses that have successful, doubtful and poor (failed) matches. Geo-coding involved running a query, siphoning off the 'good' (matched) data, trying to find ways of improving the remaining data, and then re-running the query.

Unfortunately, the police address information contained many errors, misspellings, abbreviations and inconsistent notations, which necessitated a lengthy process of ‘*cleaning*’ the data in order to maximise the number of successful matches. There were four main stages in this cleaning process. At the first stage, the raw data provided by the police were put through Postcoder and 43% of incidents were successfully geo-coded, 54% were identified as possible matches and 3% were rejected due to lack of information. Stage two involved making a number of manipulations to the structure of the file to improve the effectiveness of the control file, producing a further 17% successfully geo-coded data. At stage three, a further 4% of addresses were geo-coded by amending unspecific addresses, abbreviations, misspelled words, etc.

At this point, the remaining doubtful and bad files presented various different geo-coding problems, each of which required more or less time and energy to resolve. Therefore, stage four involved a continuous process of making slight amendments and running Postcoder to salvage as much data as possible. By the end of stage four, 70.5% (32,722) of incidents were successfully geo-coded for use in event themes. The remainder of the unmatched data was not good enough to geo-code in any way and, therefore, could not be used in GIS analysis. In addition, around 12% (4,004) of the successfully geo-coded crime data could not be used during analysis of the 91 defined neighbourhoods because they occurred in areas of new build, with newly created postcodes, which were not included on the version of PAF available at the time. Thus, only 62% of the data overall could be used when aggregated to the neighbourhood level.

## **7.5 Defining local neighbourhoods**

There is no widely accepted, or unproblematic, definition of ‘neighbourhood’. Some authors in the field of environmental criminology (see Bottoms and Wiles, 1997) have used existing administrative boundaries (e.g. local government units, census districts, electoral wards, etc) in their work. This approach saves time, but doesn’t necessarily relate to any sense of ‘community’ in the real world, which is important to capture in order to say something meaningful about the crime-relevant properties of such communities. For this reason, Sampson et al (1997) created their own functional definition of neighbourhood using a combination of census data and local knowledge of relevant physical boundaries. The resultant ‘neighbourhood clusters’, for reasons of statistical necessity<sup>16</sup>, are large but are created using very detailed information on inhabitants. Therefore, a similar methodology was adopted in the Edinburgh Study, involving four main stages of development.

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<sup>16</sup> Sampson was conducting a community survey and needed neighbourhoods to be of a certain size in order to generate sufficient participants to detect between-communities differences.

### *Selecting variables for identification of neighbourhoods*

At stage one, the characteristics to be used to define each neighbourhood were identified. As noted in section 7.1, there are already well-established relationships between crime and measures of social deprivation and residential mobility at the area level. These types of variable had to be controlled for and formed the basis for the definition of neighbourhood. Sampson et al performed a factor analysis on the available census data to pick out the best predictors of area-level (violent) crime rate. However, given the problems with geo-coding the crime data, it was decided that a more reliable approach would be to review the literature and choose variables on the basis of their proven utility across a range of studies.

Using Sampson et al's approach, neighbourhoods were defined as 'geographically contiguous tracts that were internally homogenous on key census indicators', and following Wikstrom (1997), the selected census variables were grouped according to the schema in Table 7.1.

**Table 7.1: Selected census variables grouped by area characteristic<sup>17</sup>**

	AREA CHARACTERISTICS			
	DEMOGRAPHIC	HOUSEHOLD	HOUSING	SOCIO-ECONOMIC
CENSUS VARIABLES	% migrants  % young people (aged 10-24)	% lone parents  % overcrowding (>1 person per room)	% local authority housing	% unemployment (male & female)

One final consideration in defining Edinburgh neighbourhoods was the population size of each neighbourhood. In consultation, Robert Sampson suggested that for a city of Edinburgh's size, at least 80 areas would have to be defined in order to detect between-area differences when using multi-level statistics. Given that Edinburgh had a population of around 420,000 in the 1991 census, this would have produced an average population of 5,250 persons per neighbourhood (approximately 45 output areas).

### *Downloading and manipulation of Census variables*

Data from the 1991 Census giving raw counts of the six variables shown in Table 7.1 for every OA in Edinburgh were downloaded from CASWEB, a service provided by Manchester Information and Associated Services (MIMAS). These variables were then manipulated in SPSS to express them as a proportion of the total population or

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<sup>17</sup> Three variables (lone parents, overcrowding and local authority housing) are at the household level, while the remainder refer to people. 'Migrants' is an index of residential mobility and refers to the number of persons in a given census unit who, in 1991, had lived in that unit for less than a year.

household for each OA. Finally, every value – for each variable and within each OA - was transformed into a z-score; and a summed z-score was produced for each OA by adding the 6 constituent transformed scores. This final ‘z-sum’ score presented the composite variable of crime-relevant social stress.

### *Identification of clusters*

The z-sum transformations for each OA were saved in a text file, added to a project file in ArcView and then joined to the OA boundary data set, in order that variations in the OA composite scores could be visualised as a coloured map (‘theme’). By presenting the z-sum scores for each OA by means of a colour and removing boundary lines in ArcView, the ‘natural’ spatial clustering of similar OAs by z-sum were observed. Tentative boundaries for each neighbourhood were drawn according to the clustering of OAs with similar z-sum scores and the knowledge that each neighbourhood had to contain around 45 census units.

At this stage, neighbourhoods were rough aggregates of 40-50 Output Areas that were similar in terms of their crime-relevant social stress scores. ‘Drawing’ boundaries involved editing the constituent OA boundary data set so that specified OA boundaries were merged together into a larger experimental ‘neighbourhoods’. Each neighbourhood was given a name depending on the area of Edinburgh it covered and saved as an ArcView shape file, which allowed each neighbourhood polygon to be viewed as a separate theme.

### *Final identification of neighbourhoods*

This final stage of neighbourhood definition relied mainly on physical boundaries (roads, parks, hills, etc), local knowledge of Edinburgh and ‘traditional’ area boundaries used on maps. The refinement of each experimental neighbourhood was a lengthy, repetitive process and, whilst it was relatively easy for some areas, those that included large natural or man-made features were more problematic. A decision was taken to include every OA in Edinburgh, even if it had a very small, rural population and/or was very large in area. This inevitably meant an extremely large variation in neighbourhood size, though not in population. Taking all these factors into account 91 defined neighbourhoods were eventually created.

Once the selected boundaries had been finalised, all the OAs in a given neighbourhood were merged into one large polygon. Taking the original data set (containing 3,600 polygons) the 50 OAs forming the first neighbourhood were combined and saved as one polygon (thus the data set now contained a total of 3,550 polygons). This process was repeated with each newly defined neighbourhood until the boundaries of 91 neighbourhoods had been created (see Figure 7.1). This file was saved as a new feature data set, allowing any attribute data (e.g. from police, census or cohort) to be joined to it and visualised at the neighbourhood level.



**Figure 7.1: The 91 Edinburgh Study neighbourhoods**

The main advantage of dividing Edinburgh into these 91 defined neighbourhoods is the ability to link individual level data about the cohort (geo-coded by means of their home postcode) with data available at the neighbourhood level. Thus, patterns at one level can be analysed by reference to patterns at the other. For example, individual levels of delinquency can be correlated with neighbourhood unemployment rates.

More importantly, information at one level can be interchanged with information at the other. This means that it has been possible to import information held on cohort members into the neighbourhoods data set, so that the cohort has become a source of data about the characteristics of the 91 neighbourhoods. Thus, each area can be characterised by the cohort's own reports about offending behaviour, neighbourhood cohesion and levels of informal social control. In addition, data from the neighbourhoods data set has been incorporated into the cohort data set, allowing individual data to be analysed by any of the social or geographical information held within the GIS.

## **7.6 Case study analysis**

The second main reason for creating 91 pre-defined neighbourhoods using GIS was to facilitate the selection of two areas of Edinburgh in which to conduct case studies. Since the neighbourhoods were based on pre-existing geo-coded boundaries (in the form of output areas) the social geography and patterns of police-recorded crime for each area could easily be examined. This allowed contiguous areas with similar measures of deprivation and residential mobility – as defined by the z-sum score of social stress – but contrasting police recorded crime rates to be identified. This method of area selection is similar to that used by Bottoms, Claytor and Wiles in their study of council housing estates in Sheffield in the 1980s.

Although several pairs of neighbourhoods were identified, the two areas chosen were in very close proximity to each other and, although both scored highly on the index of deprivation, they presented with very different levels of police recorded crime. As a double check, self-reported delinquency rates for cohort members living in the two areas were examined and similar differences emerged, although the numbers involved were very small (n=22 in one area and n=66 in the other).

Three main methods of research were employed in the two case study neighbourhoods. First, a review of documentary evidence was conducted, including police crime data, local community safety forum records, the results of a previous survey conducted in the area, annual reports and evaluations from regeneration initiatives and data from local housing agencies. Second, a period of observation was carried out and records made of the design, layout and physical condition of the two neighbourhoods. Third, semi-structured interviews were carried out with representatives from a range of agencies working within the areas, including police, housing managers, social workers, youth workers, community representatives and regeneration partnership staff.

By examining in detail these two case study areas, the project team has started to identify the mechanisms and processes that may have produced a relatively low level of crime in one neighbourhood and a relatively high level in the other. This aspect of the study will be further supplemented by a survey of social networks and community structures in Edinburgh neighbourhoods based on a survey of residents, to be carried out in 2002. This will allow the relationship between variations in the objective characteristics of residents, their subjective perceptions of neighbourhood and local crime levels to be explored further.

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## APPENDIX A - PROJECT OUTPUTS

### Conference/seminar presentations

McAra, L., McVie, S., Shute, L. and Smith, D.J. (February 1998) *The Edinburgh Study of Youth Transitions and Crime*. University of Edinburgh, Centre for Law and Society seminar series.

Smith, D.J. (August 1998) *Children, Families and Early Intervention: Preventing Anti-Social Behaviour*. Paper presented at a Children in Scotland conference organised.

Smith, D.J. (March 1999) *Routes of Violence in Children and Young People*. Paper presented at the Annual Conference of the Royal Society of Medicine.

Smith, D.J. (July 1999) *Thresholds for Crime and Punishment for Adolescent Offenders*. Paper presented at a conference organised by the American Psychology and Law Society in conjunction with the European Association of Psychology and Law.

Smith, D.J. (December 1999) *The Edinburgh Study: Early Findings*. The Howard League Lecture.

Smith, D.J. (December 1999) *The Edinburgh Study of Youth Transitions and Crime*. University of Edinburgh, Social Policy Seminar series.

McVie, S. (April 2000) *Policy Implications of the Edinburgh Study*. Paper presented at a colloquium on Youth Justice and Crime organised by the Home Office Research, Development and Statistics Directorate.

Smith, D.J. (June 2000) *Minorities and Social Exclusion*. Paper presented at a conference organised by the University of Athens.

Smith, D.J. (July 2000) *Identifying Potential Offenders with Severe Personality Disorders: Can we do it?* Paper presented at the Annual Conference of the Royal College of Psychiatry.

McAra, L. (July 2000) *Young people's contact with the children's hearing system*. Paper presented at a British Council conference for the Chief Minister of Justice for Thailand and a visiting delegation of Thai Magistrates.

McAra, L. and McVie, S. (September 2000) *Gender, Social Control and Violent Crime* Paper presented at a conference on Challenges of Violence organised by the ESRC Programme on Violence.

Flint, J., McVie, S., Shute, L. and Woodward, R (September 2000) *Youth crime in Edinburgh: Gender and criminality*. Paper presented at the Scottish Criminology Conference.

### **Forthcoming conference/seminar presentations**

S. McVie will give a paper entitled 'Adolescent development and violence: Findings from the Edinburgh study of youth transitions and crime' at the International Association for Research into Juvenile Criminology Conference in June 2001.

D.J. Smith will present findings at the European Society of Criminology Conference in September 2001.

D.J. Smith has been invited to give the annual SACRO McClintock Lecture in October 2001.

### **Findings reports**

Smith, D.J., McVie, S., Woodward, R., Shute, J., Flint, J. and McAra, L. (2001) *The Edinburgh study of youth transitions and crime: Key findings at ages 12 and 13*. Report submitted to ESRC.

### **Journal articles published**

Smith, D.J. (1999) *Less crime without more punishment*. Published in the Edinburgh Law Review, Vol. 3, pp. 294-316.

### **Journal articles submitted or awaiting submission for publication**

Smith, D.J. and McVie, S. (2000) *Theory and methods in the Edinburgh study of youth transitions and crime*. Submitted to the British Journal of Criminology.

Shute, J. (2000) *Psychosocial risk in adolescence: individual difference, problem behaviour and victimisation in a young adolescent cohort*. Submitted to the Journal of Child and Adolescent Psychiatry.

McAra, L., McVie, S. and Woodward, R. (forthcoming) *The vagaries of penal control: Gender and Juvenile Justice*. Currently being prepared for submission to Criminal Justice.

## **APPENDIX B - SCHOOL PRESENTATION**

Summary of presentation given by members of the research team to Head Teachers of all Edinburgh schools prior to commencement of fieldwork for the Edinburgh Study of Youth Transitions and Crime, in August 1998.

### **AIMS OF THE STUDY**

1. To investigate the factors which impact on young people's offending behaviour and the processes which are involved.
2. To examine these processes and factors within three main contexts: individual development through the life course; impact of interactions with formal agencies of social control and law enforcement; and, the effect of the physical and social structure of the individual's neighbourhood.
3. Within each of these contexts, to examine the striking differences between the extent and patterns of criminal offending between males and females.
4. To contribute towards the development and empirical evaluation of theories which explain people's resistance to, desistance from and persistence in criminal offending behaviour.

### **OVERVIEW OF METHODS**

- A study of all children starting secondary school in autumn 1998 in the City of Edinburgh.
- Size of cohort: 3,500 to 4,000.
- A longitudinal study, with annual sweeps, which will follow these children into adulthood.
- Collection of data from agencies having formal contact with members of the cohort.
- Semi-structured interviews with a subsample of 50 young people drawn from the cohort.
- A study of the social geography of Edinburgh using GIS.
- Detailed case studies of two neighbourhoods and their communities.

### **WHO IS INCLUDED?**

- Children in state schools in Edinburgh.
- Children in independent schools in Edinburgh.
- Children resident in Edinburgh attending special schools/not attending school.
- Most of those with birthdays between 1 March 1986 and 28 February 1987.

## **SOURCES OF INFORMATION ABOUT INDIVIDUAL COHORT MEMBERS**

### **Non-School Sources**

- Social work records.
- Police and Scottish Criminal Records Office.
- Childrens Hearing Reporter's records.
- Survey of parents.

### **School Sources**

- Questionnaires normally completed by the young people in a classroom situation.
- School records.
- Teacher questionnaires (guidance teachers).
- Small number of interviews with teaching staff.

## **SELF-COMPLETION QUESTIONNAIRES**

### **Information to be collected**

- victimization
- self-reported offending
- use of cigarettes, alcohol and drugs
- friendship patterns
- leisure-time activities and pocket money
- relationships with parents
- attitudes to school
- expectations and aspirations

### **Timetable**

- First sweep: Sep-Dec 1998
- Second sweep: Sep-Dec 1999
- One double period required for each class
- Separate arrangements for children with reading/writing difficulties

## **SCHOOL RECORDS**

### **Information to be collected**

- Attendance
- Behaviour

### **Timetable**

- First sweep: Jan-Jun 1999
- Second sweep: Jan-Jun 2000
- About two days in each school

## **GUIDANCE TEACHER QUESTIONNAIRE**

### **Information to be collected**

- Behaviour of child in the classroom
- Attention span and academic performance
- Any particular problems
- Sep-Dec 1999

## **INTERVIEWS WITH TEACHING STAFF**

- Brief interviews with guidance teachers to provide more detailed information about the 50 children who are interviewed.
- One interview with Head Teachers in the two case study to provide background information about the area and the school.
- Between Jan and Mar 2000.

## **INFORMED CONSENT AND CONFIDENTIALITY**

- Detailed letter to parents with opportunity to opt out (May/June 98).
- Information sheet given to children at first sweep and opportunity to opt out.
- Rigorous procedures to ensure confidentiality of information provided about individuals (data protection).

## **CONSULTATION AND DISSEMINATION**

- Advisory Group.
- Full consultation about all instruments (e.g. questionnaires) and practical arrangements.
- Low-key publication and dissemination.
- Feedback to individual schools as desired.

## APPENDIX C - PARENTAL CONSENT LETTER

Letter issued to the parents of all young people enrolled at participating Edinburgh schools prior to the start of fieldwork in August 1998. A similar letter was issued to the parents of all new pupils joining Edinburgh schools within the cohort year group at sweeps one and two.

August 1998

Dear Parent or Guardian

### **EDINBURGH STUDY OF YOUNG PEOPLE**

I am writing to tell you about a study of young people that we have been carrying out in Edinburgh since August of this year. I am directing the study and a team of researchers is working with me. We hope to involve every young person who started secondary school in Edinburgh this autumn, including those attending schools for children with special educational needs, giving a total of about 4,500. As one of those children is yours, I am writing to tell you what we are doing and why we would like your child to take part.

#### **What is the study about?**

The aim of the study is to find out why some young people get involved in breaking the law and why many others do not, so that we can find better ways of preventing young people getting into trouble and of helping those who do. To help us understand why some people never offend, why some stop offending and why others go on for longer, we want to ask young people about their experiences and opinions every year throughout their school life.

#### **Is the study confidential?**

The information collected on every child will be treated with the **strictest confidence**. The 1984 Data Protection Act says that information which is collected for research purposes may not be disclosed to any other person or agency (including the police). This means that only the research team will have access to the information and, when the results of the study are published, it will **not** be possible to identify your child or any other person.

#### **What will the study involve?**

Each year, every young person will fill in a simple questionnaire at school. The questionnaire will cover topics such as leisure time and sports activities; pocket money and part-time jobs; neighbourhoods and what they are like; activities with friends and family; experience of being bullied or victimised; experience of smoking, drinking and drugs; misbehaviour and breaking the law.

The study will involve collecting some very basic information from school records (like birthday, sex and attendance). We will also be collecting information from the records of the social work department and the children's hearing system to help us understand why some children get into trouble. This only applies to children who have had contact with these agencies.

In the third year of the study, we will also be asking 25 boys and 25 girls whether they would be willing to take part in a short interview. If your child is one of them, we will contact you again to ask your permission to interview them.

**What do I have to do?**

If you are happy for your child to take part in this study, you need not do anything. Before filling in the questionnaires, your child will be given another opportunity to opt out of taking part in this study.

If you **do not wish** your child to take part in the study, you must fill in the tear-off slip at the bottom of this page and return it to the head teacher. If you return the slip, your child will take no part in the study and no information will be collected about them.

If you would like to find out more about this research project, please contact me on 0131 650 2027 or the Co-Director of the project, Mrs Lesley McAra, on 0131 650 2036. Alternatively, you can write to me at the above address.

Yours faithfully

Professor David J. Smith

---

I **do not wish** my child to take part in the research project on young people and crime which will be conducted by the University of Edinburgh.

Name of Pupil .....

Name of parent .....

Signature of parent .....

Date signed .....

## APPENDIX D - QUESTIONNAIRE STRUCTURE GUIDE

Items covered in sweep one and two self-completion questionnaires.

ITEMS COVERED	YEAR 1	YEAR 2
<b>Family/home</b>		
- family structure at home	4	4
- parents occupation	4	8
- home SES measures	4	8
- changes in home structure	8	4
<b>Parental supervision</b>		
- where/who with/time home	4	4
- home late/ out overnight	4	4
- run away from home	8	4
- control/independence	4	4
- argue (what & how resolve)	4	4
- methods of punishment	8	4
- consistency of punishment	8	4
- overall strength of r'ship	8	4
<b>Sibling relationship</b>		
- arguing (frequency)	8	4
- victimisation of/by sibs	8	4
- sex/age of sib fight with most	8	4
- overall strength of r'ship	8	4
<b>Area of residence</b>		
- name of 'area'	4	8
- length in area	4	8
- how much to do in area	4	4
- knowledge of neighbours	4	8
- safety during day & night	4	8
- places avoided day & night	4	8
- perceived problems in area	4	8
- neighbours action ag. Crime	4	8
- police presence in area	4	8
- 'hanging around'	8	4
<b>Health behaviours</b>		
- smoking	4	4
- drinking	4	4
- drug taking	4	4



<b>Self report delinquency</b>		
- fare dodging	4	4
- theft from home	4	4
- theft from school	4	4
- shoplifting	4	4
- theft from a vehicle	4	4
- theft of a vehicle	4	4
- housebreaking	4	4
- theft by force/robbery	4	4
- fighting/assault	4	4
- misbehave in public	4	4
- graffiti	4	4
- vandalism	4	4
- carrying a weapon	4	4
- fire raising	4	4
- cruelty to animals/birds	8	4
- bullying of others	8	4
<b>Friends</b>		
- how many	4	4
- how many close	4	8
- how many hang around with	8	4
- desire for more friends	4	8
- characteristics (gender, age)	4	4
- where live, school attended	4	8
- parents knowledge of	4	4
- boyfriend/girlfriend & age	4	4
- friend's delinquency	4	4
- friend's trouble with police	4	4
- peer influence on behaviour	8	4
- gang membership	8	4
<b>Leisure time</b>		
- evenings spent at home	8	4
- activities at home	4	8
- evenings spent at clubs, etc	8	4
- clubs, etc attended	4	4
- evenings spent with friends	4	4
- activities with friends	4	8
- activities with parents	4	8
- time spent at other places	4	4
- who spend time with	8	4
- disposable income	4	4
<b>Contact with other agencies</b>		
- type of contact with police	4	4

- perceptions of recent contact	4	8
- attitudes to police	8	4
- contact with SWD	8	4
- contact with CHS	8	4
- experience in care	4	4
<b>Experience of victimisation</b>		
- theft	4	4
- theft by force	4	4
- threats	4	4
- assault	4	4
- assault with a weapon	4	4
- bullying	8	4
- harassment/importuning	8	4
<b>School</b>		
- attitudes to school	8	4
- commitment to school clubs	8	4
- relationships with teachers	8	4
- parental involvement	8	4
- parental homework check	4	4
- school contact with parents	8	4
- positive reinforcement	8	4
- truancy	4	4
- behaviour at school	8	4
- other pupils behaviour	8	4
- anxieties at school	8	4
<b>Psychology measures</b>		
- self esteem	4	4
- alienation	4	8
- impulsivity	4	8
<b>Attitudinal questions</b>		
- see self as troublemaker	4	8
- others see as troublemaker	4	8
- how serious are SRD crimes	4	8
- attitudes to lying	4	8
- attitudes to theft	4	8
- attitudes to fighting	4	8
<b>Aspirations</b>		
- expected school leaving time	8	4
- expected career path	8	4

<b>Other</b>		
Date of birth	8	4
Ethnic origin	8	4

## APPENDIX E - SWEEP ONE INTRODUCTION GUIDE

Introduction guide issued to all participants prior to questionnaire administration at sweep one.

Who are you?	We are researchers from Edinburgh University who are doing a research project about young people.
What's the study about?	The study is looking at what young people do in their spare time, what they think about various things and what experiences they have had, including crime.
Who is taking part?	Every first year pupil from every secondary school in Edinburgh has been asked to take part.
What does it involve?	Taking part in the study will involve completing a questionnaire every year in your school classroom.
What's in the questionnaire?	<p>The questionnaire is in 8 sections, each of which asks about different things. These include questions about activities you do, where you live, your family and friends, things that people do and things that you might have done.</p> <p>Some questions mention your 'parents' - that includes any adult or adults that you live with who look after you.</p>
Is it a test?	<p>The questionnaire is not a test.</p> <p>There are no right or wrong answers - all that matters is your ideas, opinions and experiences.</p>
Who will see my answers?	<p>The questionnaire is confidential which means that nobody will ever see what you write in the questionnaire - that includes your teachers and your parents.</p> <p>It's also important that your friends don't see your answers either - so you must treat it as if you were having a class test.</p>
Do I have to take part?	Your parents have been sent a letter asking if they mind you taking part. But, if you feel strongly about not taking part you can also choose not to.

# APPENDIX F - GOODMAN'S STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ)

Child's name: \_\_\_\_\_

I have known this child for \_\_\_\_\_ months (excluding the summer break).

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, do you think that he/she has difficulties on one or more of the following areas:  
Emotions, concentration, behaviour or being able to get on with people? (tick one box only)

	Minor difficulties	Definite difficulties	Severe difficulties
No <input type="checkbox"/>	Yes - <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you very much for your help**

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## APPENDIX G - SOCIAL WORK MONITORING FORM

ID No:

DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

Family known to SWD before child's 1st referral: ☐ Yes ☐ No

### 1. Social Work Referral Details (up to end August 1998)

Child referred to SWD prior to end August 1998? ☐ Yes ☐ No > Section 8

Age at first referral: \_\_\_\_\_ years \_\_\_\_\_ months

Total number of referrals at each age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Number of referrals made by: (*record main referrer only for each referral*)

**Self**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Family**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**School/EWO**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Police/JLO**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Reporter**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**EDT/Social Work**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**GP, HV, other medical service**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Others**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Reason for referral: *(record all that apply)*

Child protection

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Lack of care or development

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Truancy or other school problems

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Child's offending

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Child's behaviour

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Family problems

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Other reasons

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Total number of referrals dealt with by: duty social worker \_\_\_\_\_

allocated social worker \_\_\_\_\_

## 2. Case allocation (up to end August 1998)

Case allocated prior to end Aug 1998?: ☐ Yes ☐ No > Section 3

If yes, age at first allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Number of months allocated by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Case still allocated at end of August 1998? ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Allocation history (tick all that apply):

- ☐ voluntary  
☐ statutory (Child Protection)  
☐ statutory (Supervision Requirement)

**3. Care History (up to end August 1998)**

Child placed in care prior to end Aug 1998?: ☐ Yes ☐ No > Section 4

Age child first looked after: \_\_\_\_\_ years \_\_\_\_\_ months

Care Status (tick all that apply): ☐ voluntary ☐ statutory

Number of times: Family member \_\_\_\_\_

Foster Care \_\_\_\_\_

YPC or CSU \_\_\_\_\_

Residential school \_\_\_\_\_

Secure unit \_\_\_\_\_

**4. Child Protection Proceedings (up to end August 1998)**

Child placed on child protection register? ☐ Yes ☐ No > Section 5

No. of times on child protection register: \_\_\_\_\_

Age child first registered: \_\_\_\_\_ years \_\_\_\_\_ months

**5. Offending History (up to end August 1998)**

Evidence of child offending? ☐ Yes ☐ No > Section 6

Age of 1st offence: \_\_\_\_\_ years \_\_\_\_\_ months

Number of times: graffiti \_\_\_\_\_ shoplifting \_\_\_\_\_

vandalism \_\_\_\_\_ breach of the peace \_\_\_\_\_

theft (from home) \_\_\_\_\_ assault \_\_\_\_\_

theft (from school) \_\_\_\_\_ robbery \_\_\_\_\_

theft of car/driving offences \_\_\_\_\_ fire raising \_\_\_\_\_

theft (attempted theft) from car or van \_\_\_\_\_ housebreaking \_\_\_\_\_

carrying offensive weapon \_\_\_\_\_ fare dodging \_\_\_\_\_

Other \_\_\_\_\_ Other \_\_\_\_\_

**6. Other Agencies involved (up to end August 1998)**

Children's Reporter involved? ☐ No ☐ Yes (referral /enquiry only) ☐ Yes (hearings)

Other agencies:

☐ educational welfare/psychologist ☐ youth strategy ☐ special education

☐ medical (HV, GP, hospital) ☐ home care ☐ voluntary agencies

☐ medical (psychiatric/behavioural) ☐ children's centre \_\_\_\_\_



**7. Specific issues raised (up to end August 1998)**

***Child***

Learning difficulties	<input type="checkbox"/>
Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Other _____	<input type="checkbox"/>
_____	<input type="checkbox"/>

***Home circumstances***

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Drugs or alcohol	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Other _____	<input type="checkbox"/>
_____	<input type="checkbox"/>

**8. Contact with Social Work Department since September 1998**

Referrals to SWD since September 1998? ☐ Yes ☐ No > Section 9

Total number of referrals in last year: \_\_\_\_\_

Referrals made by in last year: *(tick all that apply)*

Self	<input type="checkbox"/>
Family	<input type="checkbox"/>
School/EWO	<input type="checkbox"/>
Police/JLO	<input type="checkbox"/>
Reporter	<input type="checkbox"/>
EDT/Social Work	<input type="checkbox"/>
GP, HV, other medical service	<input type="checkbox"/>
Others	<input type="checkbox"/>

Reasons for referral in last year: *(tick all that apply)*

Child protection	<input type="checkbox"/>
Lack of care or development	<input type="checkbox"/>
Truancy or other school problems	<input type="checkbox"/>
Child's offending	<input type="checkbox"/>
Child's behaviour	<input type="checkbox"/>
Family problems	<input type="checkbox"/>
Other reasons	<input type="checkbox"/>

Case allocated during last year? ☐ No ☐ Yes - vol ☐ Yes - CP ☐ Yes – SR

Child in care during last year? ☐ No ☐ With family ☐ Foster care  
☐ YPC or CSU ☐ Res school ☐ Secure unit

Placed on Child Protection Register during last year? ☐ Yes ☐ No

Evidence of offending during last year?

☐ Yes

☐ No

If yes, nature of offending during last year: *(tick all that apply)*

graffiti  
vandalism  
theft (from home)  
theft (from school)  
theft of car/driving offences  
theft (attempted theft) from car or van  
carrying offensive weapon  
Other \_\_\_\_\_  
\_\_\_\_\_


shoplifting  
breach of the peace  
assault  
robbery  
fire raising  
housebreaking  
fare dodging


Involvement of other agencies during the last year? *(tick all that apply)*

☐ Reporter  
☐ educational welfare/psychologist  
☐ special education  
☐ home care

☐ youth strategy  
☐ medical (HV, GP, hospital)  
☐ medical (psychiatric/behavioural)  
☐ voluntary agencies \_\_\_\_\_  
\_\_\_\_\_

Specific issues raised in reports during the last year: *(tick all that apply)*

**Child**

Learning difficulties  
Truancy  
Aggression/violence  
Sexualised behaviour  
Emotional problems  
Social isolation  
anti-social behaviour  
Health/hygiene problems  
Mental health problems  
Drugs  
Alcohol  
Other \_\_\_\_\_  
\_\_\_\_\_


**Home circumstances**

Domestic violence  
Relationship problems/breakdown  
Financial problems  
Housing problems/harassment  
Custody/access arrangements  
Drugs or alcohol  
Physical health problems  
Mental health problems  
Offending (convictions only)  
Learning difficulties

Other \_\_\_\_\_  
\_\_\_\_\_


**9. Current Case Status at date of data collection**

☐ open/active

☐ open/inactive

☐ closed

Date of last contact/file closed/last referral: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case closed or inactive) Age of last contact/file closed: \_\_\_\_ years \_\_\_\_ months

# APPENDIX H - CHILDREN'S HEARING MONITORING FORM

ID No:     DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref no: \_\_\_\_\_

## 1. Hearing Referral Details (up to end August 1998)

Child referred prior to end August 1998? ☐ Yes ☐ No > Section 6

Age at first referral: \_\_\_\_\_ years \_\_\_\_\_ months

Total number of pre-hearing referrals by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Total number of post-hearing referrals by age: *(if appropriate)*

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Number of referrals made by: *(record main referrer only for each referral)*

### Family

0	1	2	3	4	5	6	7	8	9	10	11	12	13

### School/EWO

0	1	2	3	4	5	6	7	8	9	10	11	12	13

### Police/JLO

0	1	2	3	4	5	6	7	8	9	10	11	12	13

### SWD/other agency

0	1	2	3	4	5	6	7	8	9	10	11	12	13

### GP, HV or other medical service

0	1	2	3	4	5	6	7	8	9	10	11	12	13

### Others

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Nature of grounds of referral to Reporter by age: *(a to l)*

0	1	2	3	4	5	6	7	8	9	10	11	12	13

## 2. Hearings (up to end August 1998)

Was a hearing actually held before end August 1998?: ☐ Yes ☐ No > Section 4

Age at first hearing: \_\_\_\_\_ years \_\_\_\_\_ months

Grounds of first hearing: \_\_\_\_\_

Number of hearings by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

## 3. Hearing Decisions (up to end August 1998)

Placed on supervision prior to end August 1998?: ☐ Yes ☐ No > Section 4

Age first placed on SR: \_\_\_\_\_ years \_\_\_\_\_ months

Number of times put on new SR: 0 1 2 3 4 5 or more

Number of months on supervision by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Number of decisions made (including first placement on SR):

SR (at home)

SR (placement with family)

SR (foster care)

SR (YPC or CSU)

SR (residential school)


SR (secure unit)

POSW (risk to self or others)

POSW (care and protection)

Advice to sheriff (adoption, PRO)

Other decision


## 4. Offending History (up to end August 1998)

Evidence of child offending? ☐ Yes ☐ No > Section 5

Age of first offence: \_\_\_\_\_ years \_\_\_\_\_ months

Number of times: graffiti \_\_\_\_\_ shoplifting \_\_\_\_\_

vandalism \_\_\_\_\_ breach of the peace \_\_\_\_\_

theft (from home) \_\_\_\_\_ assault \_\_\_\_\_

theft (from school) \_\_\_\_\_ robbery \_\_\_\_\_

theft of car/driving offences \_\_\_\_\_ fire raising \_\_\_\_\_

theft (attempted theft) from car or van \_\_\_\_\_ housebreaking \_\_\_\_\_

carrying offensive weapon \_\_\_\_\_ fare dodging \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

**5. Specific issues raised in reports (up to end August 1998) (tick all that apply)**

**Child**

Aggression/violence  
Sexualised behaviour  
Emotional problems  
Social isolation  
anti-social behaviour  
Health/hygiene problems  
Mental health problems  
Drugs  
Alcohol

Other \_\_\_\_\_  
\_\_\_\_\_


**Home circumstances**

Domestic violence  
Relationship problems/breakdown  
Financial problems  
Housing problems/harassment  
Custody/access arrangements  
Drugs or alcohol  
Physical health problems  
Mental health problems  
Offending (convictions only)  
Learning difficulties

Other \_\_\_\_\_  
\_\_\_\_\_


**School**

Report(s) in the papers/file? Yes  
Attendance – truancy  
Attendance – other  
Exclusion (formal or informal)  
Educational learning difficulties  
Other \_\_\_\_\_


No

Disruptive behaviour in class  
Aggressive behaviour in class  
Poor peer relationships  
Poor staff relationships  
Other \_\_\_\_\_


**6. Contact with hearing system since September 1998**

On supervision at beginning September 1998? ☐ Yes ☐ No

Referrals to reporter and/or hearings held since Sept 1998? ☐ Yes ☐ No >  
section 7

Total number of referrals in last year: \_\_\_\_\_

Grounds of referral in last year (a to l): \_\_\_\_\_

Referrals made by in last year: (tick all that apply)

Family  
School/EWO  
Police/JLO


SWD/other agency  
GP, HV, other medical service  
Others


Total number of hearings in last year: \_\_\_\_\_

(If not on SR at start Sept 98) SR made during last year? ☐ Yes ☐ No

Decisions made during last year: (tick all that apply)

SR (at home)  
SR (placement with family)  
SR (foster care)  
SR (YPC or CSU)  
SR (residential school)  
SR terminated


SR (secure unit)  
POSW (risk to self or others)  
POSW (care and protection)  
Advice to sheriff (adoption, PRO)  
Other decision


Evidence of offending during last year?

☐ Yes

☐ No

If yes, nature of offending during last year: *(tick all that apply)*

graffiti

☐

vandalism

☐

theft (from home)

☐

theft (from school)

☐

theft of car/driving offences

☐

theft (attempted theft) from car or van

☐

carrying offensive weapon

☐

Other

\_\_\_\_\_  
\_\_\_\_\_

☐  
☐

shoplifting

☐

breach of the peace

☐

assault

☐

robbery

☐

fire raising

☐

housebreaking

☐

fare dodging

☐

Specific issues raised in reports since September 1998 *(tick all that apply)*

**Child**

Aggression/violence

☐

Sexualised behaviour

☐

Emotional problems

☐

Social isolation

☐

anti-social behaviour

☐

Health/hygiene problems

☐

Mental health problems

☐

Drugs

☐

Alcohol

☐

Other

\_\_\_\_\_  
\_\_\_\_\_

☐  
☐

**Home circumstances**

Domestic violence

☐

Relationship problems/breakdown

☐

Financial problems

☐

Housing problems/harassment

☐

Custody/access arrangements

☐

Drugs or alcohol

☐

Physical health problems

☐

Mental health problems

☐

Offending (convictions only)

☐

Learning difficulties

☐

Other

\_\_\_\_\_  
\_\_\_\_\_

☐  
☐

**School**

Report(s) in the papers/file? Yes

☐

Attendance – truancy

☐

Attendance – other

☐

Exclusion (formal or informal)

☐

Educational learning difficulties

☐

Other

\_\_\_\_\_

☐

No

☐

Disruptive behaviour in class

☐

Aggressive behaviour in class

☐

Poor peer relationships

☐

Poor staff relationships

☐

Other

\_\_\_\_\_

☐

**7. Current Case Status at date of data collection**

☐ Active/open file

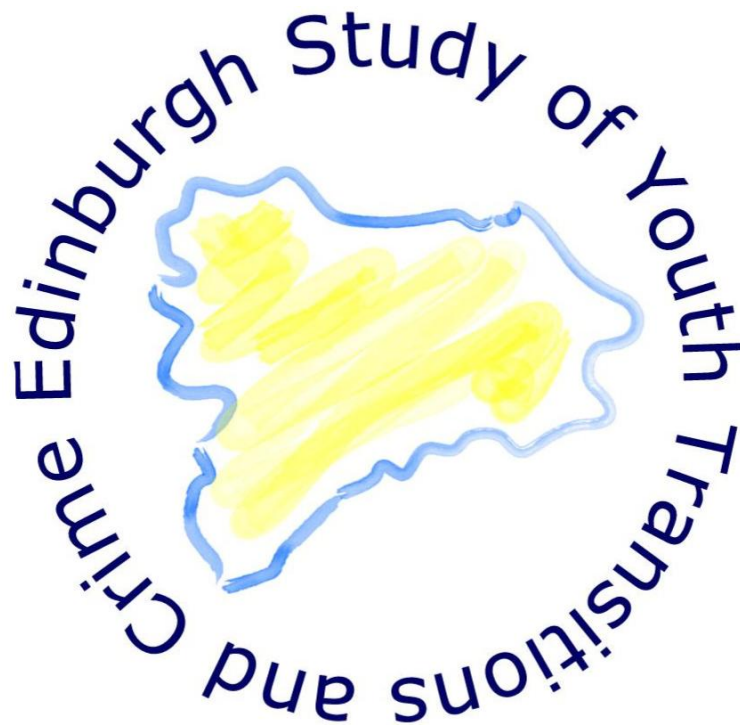
☐ Active/pending referral

☐ Dormant file

☐ Dormant referral

Date file closed/ last referral/last contact: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case dormant) Age file closed/Age at last referral: \_\_\_\_\_years \_\_\_\_\_months



# TECHNICAL REPORT: SWEEPS 3 & 4

SUSAN McVIE  
Draft, December 2003

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## 1. INTRODUCTION

### 1.1 Background

The Edinburgh Study is a longitudinal programme of research on pathways into and out of offending for a cohort of around 4,300 young people who started secondary school in the City of Edinburgh in 1998, when they were on average aged 12. Children from all educational sectors are included in the study (mainstream, special, and independent), although a few independent and special schools refused to participate, with the result that 92 per cent of eligible children were in participating schools. Letters were issued to the parents of all eligible children informing them about the study and giving them the opportunity to opt their child out of the study, which resulted in a further reduction in the cohort size to 89 per cent of the Edinburgh school population.

Like sweeps one and two of the Edinburgh Study, sweeps three and four were funded by the Economic and Social Research Council (ESRC), under grant award number R000239150. The background, aims, methods and technical aspects of the first two sweeps of the Edinburgh Study are presented in an earlier technical report<sup>1</sup> and so are not repeated here. In addition, explanations about various aspects of the study which were presented fully in the first technical report are not repeated here. Therefore, it may be necessary to refer back to the original report for more detailed information about procedures and methodology.

### 1.2 Aim and content of the Technical Report

The aim of this report is to present updated information on the planning, design and implementation of all aspects of the third and fourth sweeps of the study. The advantages of the study design, which focuses on the largest possible number of young people within a single city, are discussed in Smith and McVie (2003)<sup>2</sup>. This report does not contain findings, although a full list of project outputs produced to date is given in Appendix A. Further details about all aspects of the study can be found on the website at [www.law.ed.ac.uk/cls/esyc](http://www.law.ed.ac.uk/cls/esyc). Further technical reports will be produced following future sweeps of the study.

Section two of this report describes the level of participation by existing study schools and involvement of several new educational resources in accessing young people. The level of individual participation at sweeps three and four is also described in detail, including non-response and refusal rates.

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<sup>1</sup> McVie, S. (2001) *The Edinburgh Study of Youth Transitions and Crime Technical Report: Sweeps one and two* see [www.law.ed.ac.uk/cls/esyc](http://www.law.ed.ac.uk/cls/esyc).

<sup>2</sup> Smith, D.J. and McVie, S. (2003) "Theory And Method In The Edinburgh Study Of Youth Transitions And Crime", *British Journal Of Criminology*, Vol. 43, pp. 169-195.

Section three discusses questionnaire design, development and piloting, and summarises the lessons learned for perfecting the questionnaire.

School fieldwork arrangements and questionnaire administration are explained in section four, including arrangements for assisting those with learning difficulties and tracking absentee. Section four also describes the collection of contact information and consent to search police records from cohort members.

Section five examines the various different sources of additional data collected about the cohort, including schools, children's hearing and social work record, and police warning information from juvenile liaison officer files.

Section six describes the aims, methods and response rates of the survey of parents carried out at sweep four of the study.

Section seven explains the various practical aspects of data management, processing and input carried out by the project team at sweeps three and four, and provides considerable detail about the methods and subject of analysis carried out.

Finally, section eight provides an update on the development of the study geographic information system and the neighbourhood case studies. This section also describes improvements in postcode and police recorded crime data over the last two sweeps, and considers the implications of the release of 2001 census data.

### **1.3 The Edinburgh Study website**

Since sweep two, a study website has been designed which provides full details of the study: aims and methodology, data collection undertaken so far, study outputs (feedback bulletins and references for academic papers), and information about the research team, with contact details. The website has already proved to be successful and it is expected to become the main method of dissemination of research findings in the future. The website address is

**[www.law.ed.ac.uk/cls/esytc/](http://www.law.ed.ac.uk/cls/esytc/)**

## **2. PARTICIPATION AND NON-RESPONSE RATES**

### **2.1 School participation**

Access negotiations to the majority of schools involved in the study were resolved in advance of the fieldwork commencing in August 1998. Forty schools agreed to participate in the study at the start of fieldwork and all but two of these schools did so again at sweep three. One was an independent preparatory school which retained pupils until the age of 13 only, therefore, its pupils moved on to other schools at the end of sweep two. Of the 18 pupils who took part in the study, five transferred to other participating Edinburgh schools while the remainder left Edinburgh and were not tracked at sweep three. The other was a special school for pupils of first and second year age only. When pupils reach their third year they moved to another special school, which joined the study at sweep three. All of the participants from this school remained in the cohort.

Due to the movement of several pupils from participating Edinburgh schools to a number of specialist educational resources situated outwith the city of Edinburgh and a small number of non-participating independent schools within Edinburgh, further access negotiations had to be made. An additional 11 schools were included in the study fieldwork at sweeps three and four: one school was based within a secure unit for offenders while a further five were residential schools outside Edinburgh specializing in young people with behavioural difficulties or social/family problems. Two special educational resources within Edinburgh were also accessed, as they dealt with young people who dropped out of school prior to their official leaving age. And three non-participating independent schools within Edinburgh agreed access to the cohort members who had transferred there. Access negotiations were made with all of these schools on an individual basis by approaching the head teachers.

### **2.2 Individual participation**

A large number of pupils in Edinburgh attend independent schools. At sweep one, 13.3 per cent of cohort members were attending independent school, rising slightly to 13.8 per cent at sweep two. As it was predicted by independent school head teachers that the intake was likely to increase again at sweep three, it was decided to include any new pupils entering the cohort year group up to the third sweep of data collection. It was also agreed that any pupils who moved away from the Edinburgh area up to sweep three would not be tracked, although their numbers and destinations would be monitored. This excluded the transfer of pupils to special or residential schools funded by the local authority and non-participating schools within Edinburgh, mentioned above.

Sweep three saw a marginal overall increase in the cohort of 0.5 per cent, from 4359 to 4382. This was due to an influx of 123 new pupils and the return of 13 previous cohort members who had moved away from Edinburgh at sweep

two only to return at sweep three. There was a slight drop in the proportion of cohort members attending participating mainstream secondary schools, while the proportion attending independent schools increased to 14.1 per cent. The highest influx of pupils was amongst the special school sector, which almost doubled in size at sweep three. This rise in the special school population is largely accounted for by a large degree of movement between schools, shown in Table 2.1. Nevertheless, a total of 113 individuals were lost from the study at this sweep, 3 of whom were permanently opted out by parents at this stage.

**Table 2.1: School participation in the Edinburgh Study by school type at sweep three**

	Mainstream	Independent	Special needs
No. of pupils attending participating schools at sweep two	3786	620	91
No. of leavers at sweep three	81	25	7
No. of new pupils at sweep three	87	44	5
No. of pupils transferring <u>to</u> another school sector	6	4	43
No. of pupils transferring <u>from</u> another school sector	46	6	1
No. of pupils attending participating schools at sweep three	3641	619	122
% change in participation rate between sweeps two and three	-0.9%	+2.8%	+48.8%

Note: Number of leavers includes those who moved away and were not tracked and several new opt outs; new pupils includes those who transferred to participating Edinburgh schools and a small number who left at sweep two but returned at sweep three.

As from sweep four, it was agreed that there would be no further changes to the membership of the cohort i.e. non-cohort members joining Edinburgh schools would not be invited to participate and attempts would be made to survey existing cohort members leaving Edinburgh schools. Nevertheless, there was a 0.2 per cent increase in the size of the cohort due to the return to Edinburgh schools of 7 individuals who had previously participated in the study at sweep one or two. Given that there was existing data on these individuals, and they were all keen to participate again, they were allowed to rejoin the cohort.

Table 2.2 details the changes in study participation at sweep four. Once again, there was considerable shift between school sectors, with the special schools showing the most significant change between sweeps. A total of 124 (2.8 per cent of the cohort) are noted as 'school leavers'; however, this mainly consists

of those cohort members who left Edinburgh to live and go to school elsewhere. Only a very small number alleged to have left school permanently during the course of sweep four fieldwork. The 4389 'final cohort members' shown in Table 2.2 were the group for whom contact attempts would be made throughout the rest of the life of the study.

**Table 2.2: School participation in the Edinburgh Study by school type at sweep four**

	Mainstream	Independent	Special needs	School leavers
No. of eligible cohort members at sweep three	3641	619	122	n/a
No. of previous cohort members who rejoined Edinburgh schools	6	0	1	n/a
No. of cohort members who transferred into this school sector	6	2	52	n/a
No. of cohort members who transferred out of this school sector	54	1	5	n/a
No. of cohort members who left school	93	15	16	124
No. of final cohort members at sweep four	3506	605	154	124
% change in participation rate between sweeps three and four	-3.8%	-2.3%	+26.2%	n/a

## 2.3 Non-response and refusal rates

The overall response rates are taken from those members of the potential population who were achievable (i.e. it excludes those who were attending non-participating schools and those who were opted out by their parents at the start of the study). The response rate at sweep three was extremely high, with 98.0 per cent of all eligible cohort members participating in the study. Table 2.3 shows that the pattern was similar to the previous two sweeps, with the highest response rate being amongst independent sector pupils and the lowest amongst special school pupils.

Once again, a small number of individuals (n=7) were judged to be incapable of participating due to severe learning difficulties. However, the greatest number of non-participants either could not be contacted at or outside school (n=54) or refused to participate (n=25). As at previous sweeps of the study, there was little difference in response rates between the mainstream secondary (98.2 per cent) and independent sector (99.8 per cent) schools.

**Table 2.3: Response rates to the Edinburgh Study by school type at sweep three**

	Mainstream	Independent	Special needs
No. of eligible cohort members	3641	619	122
No. of pupils unable to understand or communicate	0	0	7
No. of non-responders	47	0	7
No. of refusers	17	1	7
% response rate at sweep three	98.2%	99.8%	82.8%

Unfortunately, 42 of the ‘final cohort’ at sweep four had to be dropped from the study at this point, as shown in table 2.4. There were a variety of reasons: they were judged to be unlikely to ever participate in the study due to severe learning difficulties; they had never participated in the study despite attempts at every sweep; they had died; or they had left Edinburgh and could not be contacted using the available address information. A further 15 young people were withdrawn permanently from the study at this stage either by their parents or of their own volition. This represents an attrition rate of 1.4 per cent of the final cohort at sweep four.

In addition, the number of non-responders and refusers more than doubled from the previous sweep. This is most prominent amongst those who had left school, which represents a concerning trend as the cohort approach school leaving age. Nevertheless, the participation rate at sweep four continued to be extremely high, with 94.4 per cent of the final cohort being surveyed.

**Table 2.4: Response rates in the Edinburgh Study by school type at sweep four**

	Mainstream	Independent	Special needs	School leavers
No. of final cohort members	3506	605	154	124
No. of cohort members died or dropped	0	0	0	42
No. of cohort members opted out permanently	10	1	10	0
No. of non-responders	67	0	15	45
No. of refusers	41	1	4	10
% response rate at sweep four	96.6%	99.7%	81.2%	21.8%

### 3. QUESTIONNAIRE DEVELOPMENT AND PILOTING

#### 3.1 Questionnaire development

A similar method of questionnaire development and piloting was used to that at sweeps one and two. The development of the third questionnaire took place over a period of approximately four months, from May to August 1998; while the fourth was designed over the same period the following year. The main topics included in each of the sweep three and sweep four questionnaires are presented in table 3.1.

**Table 3.1: Topics covered in questionnaire at sweeps three and four**

<b>Sweep three questionnaire themes</b>	<b>Sweep four questionnaire themes</b>
Leisure time and activities	Leisure time and activities
Part time jobs and income	Part time jobs and income
Personality scales: impulsivity, depression, alienation and risk taking	Personality scales: self-esteem, ??
Family structure	Family structure
Significant family events	Parental relationships and arguments
Parental relationships and arguments	Parental discipline and consistency
Dieting, eating disorders and self harm	Dieting, eating disorders and self harm
Substance use	Worries and coping strategies
Self-report delinquency	Substance use
Neighbourhood characteristics and incivilities	Self-report delinquency
Informal social controls	Behaviour at school and punishment
Personal safety	Attitudes to school and teachers
Neighbourhood policing	Parental commitment to school
Friendship groups and relationships	Truancy and exclusion
Friend's substance use, delinquency and police contact	Friendship groups and relationships
Hanging around and what they do	Friend's substance use, delinquency and police contact
Experience of bullying and victimisation	Hanging around and what they do
Contact with the police	Experience of bullying, victimization and adult harassment
Media, parental and peer pressure	Contact with the police
Style, image and youth lifestyles	Attitudes to gender stereotypes and teenage pregnancy
Names of friends	Moral reasoning and future aspirations

It was essential that the questionnaires be designed to allow comparability with previous sweeps as well as other similar studies. Certain 'core questions'



(e.g. on offending behaviour, friends' offending, substance use and police contact) remained the same in order to provide comparable data at every sweep. Several other 'repeat questions' were included at either sweeps three or four which were the same as questions asked at previous sweeps but not necessarily asked every year (e.g. personality scales, neighbourhood, school, adult harassment and moral reasoning). And several new questions were developed (e.g. on parental relationships, eating disorders, hanging around, certain attitudinal questions and youth lifestyle).

One particular new question worth noting, included at sweep three, asked respondents to give the names of up to three friends who were also part of the study. The aim here was to establish whether respondents' reporting of their friends' delinquency was accurately reflected in the responses that their friends gave to the self-reported delinquency questions in their own questionnaires. Peer offending has proved to be a strong predictor of self-reported offending, however, there is a possibility that there may be some kind of attribution effect, in which individuals falsely attribute their own characteristics to their friends. The results of the sweep three questionnaire will allow these responses to be validated.

As at sweep two, the reference period for the third and fourth sweep questionnaires was 'the last year'. This was defined as being from the beginning of the previous school year to the end of the summer holidays at the end of that year. Copies of the actual questionnaires are available on the Edinburgh Study website at [www.law.ed.ac.uk/cls/esytc](http://www.law.ed.ac.uk/cls/esytc).

### **3.2 Questionnaire piloting**

Despite the fact that this is a longitudinal study, the annual redevelopment of the questionnaires meant that piloting was just as important at sweeps three and four as the previous two sweeps. Therefore, piloting was carried out in two phases with pupils from secondary schools located outside the City of Edinburgh (so that members of the cohort would not be involved). The first phase comprised testing individual sections of the questionnaire, focusing mainly on those sections that were new and untested, followed by short focus group discussions with respondents. Phase two of piloting involved testing a full final draft of the questionnaire at a different school.

As at previous sweeps, observations during the pilot exercise and subsequent analysis of the pilot data were used to make necessary decisions about improvements to the structure, content and length of the questionnaire and to the administration procedure. Piloting was less important for informing the research team about the difficulties of questionnaire administration, since the main lessons were learned during the first two sweeps of fieldwork in Edinburgh schools.

The main points that emerged in order to ensure that the questionnaire was user-friendly and not off-putting to respondents, but also effective in collecting the necessary information, were as follows:

- The length and complexity of the questionnaire was maintained so that it could be completed within a one hour period by all cohort members, regardless of their educational ability.
- Indicators of length, such as page numbers and sequential numbering, were removed as they proved distracting and demoralising to some respondents.
- The layout of the questionnaire was kept simple and long lists of items within a question were shortened to no more than 8 to minimise the risk of respondent fatigue and error.
- The method of response was restricted to tick boxes with only a few open-ended questions.
- Respondents were required to tick a least one box at every question to ensure that there was no missing data due to respondent apathy.

## **4. SCHOOL FIELDWORK**

### **4.1 Fieldwork organisation**

The fieldwork organisation method used at sweeps three and four was essentially the same as that used at previous sweeps of the study. The bulk of fieldwork continued to be conducted in Edinburgh schools by the study team themselves, with questionnaires being filled in under exam conditions in classrooms supervised by at least one researcher. This method had proved to be both cost effective and practical at the first two sweeps. Nevertheless, it was clear that fieldwork was bound to become more and more time consuming as the study progressed. For this reason, a temporary fieldwork supervisor was employed to make all the fieldwork arrangements and help with questionnaire administration. The additional assistance greatly relieved the burden of fieldwork for the research team. As a result, a permanent fieldwork manager was employed from sweep four onwards.

Excellent relations with staff at the Edinburgh schools hugely facilitated the fieldwork at both sweeps, and arrangements were made with a nominated liaison person (usually a member of Senior Management or Guidance) about fieldwork dates and times well in advance of fieldwork commencing. Where possible, dates for return visits to pick up absentees were also arranged in advance to facilitate fieldwork time-tabling. As at previous sweeps, school preferences for fieldwork arrangements were respected and administration was carried out with as minimal disruption as possible.

Class lists were requested in advance of fieldwork, so that preparations could be made by the research team for administering the survey. These class lists were essential in terms of making arrangements prior to school visits. At sweep three, if new pupils were identified their parents were contacted in advance of fieldwork informing them about the study and offering them the opportunity to withdraw their child from participation. School movers and leavers were also identified and their destination checked, since those who moved away from the City of Edinburgh were not tracked up to sweep three. At sweep four, any new pupils who were identified on class lists were excluded from the survey and, again, movers and leavers were investigated to find out where they had gone.

### **4.2 Questionnaire administration**

The third sweep of data collection was conducted between September 2000 and February 2001. The vast majority of school fieldwork was actually completed by the end of December 2000, however, some absentee visits to schools and a number of home visits to individuals not attending or excluded from schools had to be made up to the end of February 2001. The period of data collection for sweep four was from September 2001 to February 2002.

As at previous sweeps of the survey, a structured administration procedure was adopted during fieldwork at sweeps three and four, to ensure that every

cohort member was exposed as far as possible to the same conditions and given the same instructions. The researchers once again explained who they were, reminded cohort members about the aims of the study and gave detailed instructions about completing the questionnaire. In particular, the confidential nature of the survey was stressed and the reference period covered by the questionnaire was explained, to ensure everyone knew to exclude events from out with this time-frame. A fieldwork introduction sheet was used by each the researcher to ensure the introduction was as uniformly given as possible (see Appendices B and C for sheets used at sweep three and four, respectively). Everyone had the opportunity to withdraw at this point.

To ensure confidentiality, the questionnaire was administered in exam-like conditions and individuals who tried to talk were spoken to or, occasionally, separated. In the majority of cases, a minimum of one hour was provided in which to complete the survey. The questionnaires had been designed to be completed by the vast majority of cohort members well within this time-scale. Existing knowledge about the ability of individuals to cope with the questionnaire at previous sweeps of fieldwork was relied upon as the best indicator of the extent and nature of support required. However, school learning support staff were also consulted about each young person's potential support needs. Those with reading, writing or concentration difficulties were given the appropriate level of help (see section 4.3).

In most cases, a teacher was present at the beginning of each session to settle the class and provide advice about dealing with any problems, but they did not remain within the classroom during questionnaire administration so as to preserve respondent confidentiality. However, teacher presence was requested by the research team in a small number of instances due to experience of behavioural difficulties at sweep two, in order to ensure the safety of both researchers and pupils. Where an individual young person was expected to be particularly difficult, they were surveyed on a one to one basis away from the presence of others.

On completion of their questionnaire, a researcher checked through the completed instrument for missing answers, illegible responses or inconsistencies. Actual answers given were not queried unless they were clearly not correct. In these cases, individuals would be asked to review their responses. Once they had satisfactorily completed the questionnaire, the respondents were given a variety of additional tasks. The first task was a further 4-page questionnaire designed by a PhD student attached to the study, to collect information for the quantitative element of their thesis. Thereafter, respondents were given word-searches, crosswords, football quizzes or other short questionnaires about music, fashion and celebrities to keep them occupied whilst the others were still working. Wide variation in the length of time taken to complete the questionnaire meant this was essential to prevent disruption within the class. Pupils were asked to remain silent until the last individual had completed their questionnaire, after which time they were permitted to chat quietly to friends.

The number of return visits to schools to access absentees increased slightly at sweeps three and four, and the number of respondents who had to be contacted at home (because of non-attendance at school) rose substantially.

#### **4.3 Arrangements for pupils with learning difficulties**

Existing information from previous sweeps of data collection was invaluable in identifying those who were known to have severe learning difficulties or other behavioural or physical difficulties which necessitated a higher level of support or assistance. These individuals were dealt with on a one to one basis outside the classroom. This included all young people attending special schools. At sweep three, a total of 213 children were given extra assistance to complete the questionnaire, representing 4.6 per cent of respondents at that sweep. Many others received some limited help. Data were not collected at sweep four on the actual number of individuals requiring assistance.

As at previous sweeps, additional researchers called 'readers' were employed to provide additional support and reassurance to those who needed it. Two researchers were present in the majority of fieldwork sessions, in order to give those who had mild or moderate learning difficulties the required level of assistance within the classroom. For those who were dealt with on a one to one basis, the procedure adopted was to read out the entire questionnaire. Depending on the individual's level of ability, as little help as possible was given to complete the delinquency section in order to give them privacy in answering these questions. Care was taken to read out the questions as they were written and to provide advice on particular questions only when it was requested so that response differences caused by a difference in the methodology were minimal.

#### **4.4 Arrangements for capturing absentees**

The vast majority of respondents at sweeps three and four were surveyed at school (98.5 and 96.4 per cent respectively). However, numerous absentee visits had to be arranged to pick up those individuals who were missing during the first fieldwork session at each school. Inevitably, the proportion of individuals who could not be achieved at school increased at sweeps three and four, due to persistent truancy, long-term sickness or exclusion. Therefore, arrangements were made to access these respondents at home or elsewhere, such as an alternative educational resource, residential homes or secure units.

Attempts were made to track a total of 102 individuals outside school at sweep three (a large increase from 50 at sweep two). Of these, 66 individuals (65 per cent) were eventually surveyed, although most (32) of these individuals were accessed at alternative educational resources, such as special units or residential schools. However, 27 individuals were surveyed at home, 3 were seen at young people's units and 4 were interviewed over the telephone. At sweep four, the proportion who were accessed outside school increased dramatically to 148. Of these, 56 were seen at some other educational

resource, with the remainder being surveyed either at home (60), a young person's unit (6) or over the telephone (26).

Of course, the proportion of respondents who did not respond to attempts to contact them outwith school or refused to participate also increased at sweeps three and four. Non response, refusal and final participation rates are discussed at section 2.2 of this report.

#### **4.5 Collection of contact information**

Prior to sweep four, data was not collected about individual addresses and telephone numbers. For data protection reasons, Edinburgh schools could not disclose this information to the study team. However, given that many of the cohort were expected to leave school at the minimum leaving age of 16 (before the start of sweep 5 fieldwork), it was decided to ask cohort members to provide contact information at sweep four. A brief 'contact form' (see Appendix D) was included at the start of the questionnaire requesting their full name, date of birth, address, telephone numbers and email address. In addition, the name, address and telephone number of an alternative contact person – preferably a relative - was requested, so as to provide another means of contacting the cohort member should they move from their own home address.

This method proved to be successful in that 98.4 per cent of achieved cohort members provided at least some contact details. All of these individuals provided information about themselves, however, far fewer provided details about a stable contact person. Many individuals said they simply did not know the addresses or telephone numbers of another relative. Where possible, the name of a friend was achieved, although it is acknowledged that this is not the best source of information. Details about the success or otherwise of tracking individuals using the information provided in the contact form will be published in subsequent technical reports.

#### **4.6 Police record consent**

An aim of the study is to compare self-reports of individual offending with alternative, official sources of data such as police records. A condition of gaining access to the records held by the juvenile liaison officers in Edinburgh was to secure each individual cohort member's consent. Therefore, at sweep four, a 'police record consent form' was also included at the end of the questionnaire (see Appendix E). The purpose of this form was explained at the start of the session, and each person was given the opportunity to refuse to sign it. In the event, this procedure proved to be highly successful with 83.2 per cent of the achieved cohort at sweep four signing a consent form. Collection of data from juvenile liaison officer records is discussed in section 5.5 of this report.

## **5. ADDITIONAL SOURCES OF INFORMATION**

### **5.1 Introduction**

As at previous sweeps, the main source of data on the cohort at sweeps three and four was the self-completion questionnaire. However, an important objective of the study is to collect data from other sources which the young people themselves could not provide or which could be used to expand upon or validate their responses (e.g. information on their offending behaviour). This section of the report describes the types of additional data collected at sweeps three and four, and the methods by which these were collected. The sources of data included are school records, social work department records, children's hearing records, juvenile liaison officer (police) records and a survey of parents.

### **5.2 School records**

As the age of the cohort necessitated their attendance at school, and data collection was school based, school records were identified as a good source of basic information about the cohort. To supplement this, it was decided to obtain independent ratings of each child's behaviour using a brief teacher's questionnaire about pro-social and problematic behaviour in school. During sweep three, information on pupils' attainment will also be collected.<sup>3</sup>

School record data continued to be collected at the end of sweeps three and four from the PHOENIX system. The type of data collected included attendance, periods of exclusion, entitlement to free school meals and postcode (for GIS analysis) during the third and four years of secondary education. Access to this information was important to validate young people's answers about their levels of truancy. This information was collected centrally from the City of Edinburgh Council's Education Department computer services division (CAMSS), rather than from individual schools which would have been very difficult logistically. However, as at previous sweeps, access was not permitted to the individual's personal record which might have provided information about difficulties or specific incidents at school.

One of the most important school record fields for analysis was again postcode, as this meant that cohort data from each sweep could be analysed at neighbourhood level using the study's GIS. Changes in postcode at each sweep were used to re-assign individuals to a new neighbourhood, where appropriate, to ensure up to date analysis of crime patterns at the area level. As before, the individual's postcode was geocoded using a piece of software called 'Postcoder' and the data was translated into Microsoft Access software. This allowed each individual to be pinpointed to a particular neighbourhood

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<sup>3</sup> Comparable data on respondents' educational attainment was not available during sweeps one and two due to the different methods of testing used between schools. Sweep three data on attainment at Standard Grade level will provide largely comparable data.

and aggregate statistics could then be generated by area. Details of the work involved in developing this aspect of the GIS are discussed in the technical report for sweeps one and two (McVie, 2001<sup>4</sup>).

As no central system exists for the independent schools, each school had to be approached separately. Unfortunately, only three of the schools were able to provide the data required in a computerised form while one other was able to provide it on paper. The remaining independent schools were either unwilling or unable to provide comparable data. Fortunately, those who did provide school record information were the four largest participating independent schools.

Significant problems were encountered again at sweep three in trying to collect comparable data between schools on attainment levels. It was therefore decided to collect 'standard grade' information (or GCSE grades at two of the independent schools) at the end of sweep four. The bulk of this data has now been collected. However, this has had to be done on a school by school basis, and it has proved difficult to gain access to the data held by some schools, predominantly due to lack of easily accessible computerized records. Work is still continuing on this aspect of fieldwork.

### **5.3 Social Work Department records**

The Social Work Department (SWD) is one of the main official agencies which has a responsibility to safeguard and support young people who may be at risk or in trouble. A trawl of the SWD records uncovered 300 cohort members with a social work record at sweep one, covering birth up to the age of 12, and 181 with a record at sweep two relating to the previous year. Exactly the same procedure was followed for the trawl of SWD records at sweeps three and four, involving a matching of names and dates of birth with the central social work computer system followed by a detailed trawl of social work centers within the City of Edinburgh.

The monitoring forms used to collect data from social work files at sweeps three and four were updated. Data comparable to sweeps one and two were collected on numbers, source and reasons for referral, allocation and care history, evidence of offending, other agencies involved and key issues raised in the files about the child and their family. However, the forms were revised to collect some more detailed information about nature of social work case allocation and intervention work carried out; evidence of co-offending; and action taken by social workers to address offending behaviour. Copies of the monitoring forms used at sweeps three and four can be found at Appendices F and G, respectively.

Social work records were accessed for 357 cohort members at sweep three and 422 at sweep four. As at previous sweeps, however, there were some

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<sup>4</sup> Ibid.



problems establishing whether social work records existed for a few cohort members and, if so, where these were located.

#### **5.4 Children's hearing records**

The Scottish Children's Reporter Administration (SCRA) also has a major involvement in children's lives through its responsibility for conducting children's hearings in Scotland. A trawl of the SCRA records uncovered 374 cohort members with a children's hearing record at sweep one, covering birth up to the age of 12, and 299 with a record at sweep two relating to the previous year. Exactly the same procedure was followed for the trawl of children's hearing records at sweeps three and four, involving a matching of names and dates of birth in the card index system followed by a detailed examination of all papers and files held within the SCRA office in Edinburgh.

The monitoring forms used to collect data from children's hearing files at sweeps three and four were updated. Data comparable to sweeps one and two were collected on numbers, source and reasons for referral; number of and decisions taken at hearings; evidence of offending; and key issues raised in the files about the child and their family. However, the forms were revised to collect some more detailed information about grounds and reasons for holding children's hearings; number of police charges; and evidence of co-offending in police reports. Copies of the children's hearing monitoring forms used at sweeps three and four can be found at Appendices H and I, respectively.

Children's hearing records were accessed for 293 cohort members at sweep three and 407 at sweep four.

#### **5.5 Juvenile liaison officer records**

Information on formal warnings only was collected from police juvenile liaison officer (JLO) records for the first time at sweep four. Before these records could be accessed, the Chief Constable of Lothian and Borders required a consent form to be signed by each individual in the cohort giving their permission for the juvenile liaison records to be searched (see Appendix E). Consent to search for a file was given by 83.2 per cent (n=3441) of the sweep four respondents. Data collection commenced well after sweep four fieldwork was completed.

At that time, there were three JLOs in the City of Edinburgh covering different geographical areas of the City. After an initial pilot exercise at St Leonard's police station in July 2002, data collection was undertaken at the three divisional JLO offices within the city (St Leonard's, West End and Leith). The fieldwork involved a trawl of all warning files from 1997 (the earliest date at which records were retained) to end 2002 and was completed in February 2003. Cohort members were identified predominantly by name and date of birth (address checks were carried out only where there was a possibility that

the wrong person might be involved) and the relevant data extracted from the file.

The information collected was mostly concerned with the date and number of warnings and the type of offence committed. Of the 3441 individuals who gave consent for their record to be searched, 110 were found to have a record of a police warning. In order to form a proper audit trail, copies of the consent forms for all of those with a warning record was left with the relevant JLO. Although it was originally hoped that access would be granted to police files on charges, it became apparent that this was not the case when the individual JLOs were approached. Nevertheless, this information is being collected from the children's hearing records and will be collected later from the Scottish Criminal Records Office.

## **6. SURVEY OF PARENTS**

### **6.1 Aims of the study**

At sweep four of the study, the Nuffield Foundation provided funding for a study of family functioning to supplement the information gathered from the rest of the programme. Broadly speaking, the purpose of the survey of parents was to describe the family's social and economic circumstances, and to produce a detailed and sensitive account of family functioning, dynamics and relationships. This will allow a powerful analysis of the influences of the structure, socio-economic circumstances and functioning of the family on the development of young people and their involvement in crime and anti-social behaviour.

### **6.2 Access to addresses**

One of the main requirements for undertaking the survey of family functioning was that access was needed to the names and addresses of the parents or carers of every member of the cohort. Due to data protection considerations, access to this information had not previously been sought by the research team. Therefore, a considerable period of negotiation with representatives of the Education Department's Quality Services Division and Solicitor's Office was necessary, to ensure addresses could be provided in a way that would protect the rights of parents.

Agreement was reached for the names and addresses of parents or carers of all cohort members attending mainstream or special secondary schools to be supplied to the research team. This was on condition that every parent was sent a letter giving them the opportunity to opt out of the survey. Therefore, a letter was drafted by the study team and distributed to all the parents or carers concerned via the schools themselves. A copy of this letter is at Appendix J.

During discussions with the Education Department, it emerged that the information on parental details held by schools was likely to be more up to date than the records held centrally. However, it was felt that asking schools to provide this information would be too much of a burden on already stretched resources. Therefore, a list of all cohort members was provided to the Department's Statistics Division and matched against the central record of parental names and addresses. Only information for those participating in the cohort was provided. In a small number of cases, where it was not possible to get accurate information from the central records, schools were approached directly.

Negotiations with the independent schools had to be held separately with each individual head teacher. Six of the seven participating independent schools agreed to participate by sending out an initial letter to parents offering them the opportunity to opt out of this survey, thereafter, providing the names and addresses of parents and carers to the study team. Unfortunately, one of the independent schools failed to take part in this element of the study.

### **6.3 Survey methods**

The survey of parents was carried out by the National Centre for Social Research (NatCen), an independent social research agency, between September and December 2001 (at the same time as the sweep four survey of cohort members). A team of trained researchers was assembled to interview the parent or carer with main responsibility for each cohort member (i.e. the person with responsibility for making most of the day to day decisions about the child's care), using a structured questionnaire designed to last approximately 30 minutes. The questionnaire (see Appendix K) covered the following main topics:

- family structure and significant events during childhood (e.g. separation, divorce, reconciliation or death within the family);
- general family relationships, including conflict;
- relationships between parent and child;
- leisure activities involving parent and child;
- style of parenting, including supervision, discipline and trust;
- parental assessment of the child's delinquency;
- child's attitude to parent;
- contact with and child's attitude towards school;
- expectations and aspirations for their child;
- alcohol or drug use within the family;
- and contact with the social work department or the children's hearing system

Once the advance letters had been sent out to parents or carers from the appropriate schools, and a sufficient period had been given for opt out responses to be returned, interviewers were dispatched to the home address to carry out the interview face-to-face. Children were requested not to be present during the course of the interview. Those children who had been living in long term care and had no current contact with their parents were excluded from this element of the study.

### **6.4 Response rates**

A total of 4273 parents or carers were included in the original sample file for the survey of parents. Of these, 4034 (94.4 per cent) were the parents of cohort members who were achieved at sweep four of the survey, while the remainder (n=239) were the parents of individuals who did not respond at that sweep. Of the cases in the original sample file, 76.3 per cent (n=3259) were successfully interviewed as part of this aspect of the study. Of the 1014 who were not interviewed, an interview with their child was successful in 868 cases (85.6 per cent). In only a very small proportion of cases overall (n=156) was no interview secured with either a parent or their child at sweep four.

## **7. DATA HANDLING AND ANALYSIS**

### **7.1 Data Management**

The data management system created during the first two sweeps of fieldwork was developed and updated during sweeps three and four. This system contained basic details about each member of the cohort, including name (plus middle or alternative first names and any aliases), date of birth, school code and a personal ID number. This was the only place where names and personal ID numbers were stored together, so secure passwords were put in place to prevent unauthorised access. Information was also held on whether or not individuals were opted out and whether they needed additional help to complete the questionnaire. Any other relevant information which could facilitate fieldwork was also stored here.

The data management system had two main purposes. First, it provided a readily accessible database from which information and statistics relating to the cohort could be retrieved. Second, it provided comprehensive lists for each school which were used to identify year to year movement within the cohort (by checking against new class lists) and to double check participation during each sweep. These lists were also used for processing the questionnaires returned after fieldwork and were amended with any new information about the cohort. The amended lists were then used to update the data management system at the end of each fieldwork year.

Although functional, it was clear by the end of sweep four fieldwork that the Excel system used to create the data management system was no longer sophisticated enough to monitor the movements of the cohort. Therefore, development work commenced to develop a new data management system using Microsoft Access software. Following the example of the British Household Panel Survey (BHPS) survey team at Essex, it was decided that a Microsoft Access database should be developed to manage cohort information, containing various tables of data relating to different aspects of cohort members lives. That way, individual forms could be produced from the database each year and used by administrators to update information on the cohort, track their movements and produce the necessary annual statistics.

Development of the Access database system will be discussed in the technical report for sweeps five and six.

### **7.2 Questionnaire processing**

As at earlier sweeps, the questionnaires at sweep three and four were processed by members the project team to ensured that no-one outside the study had access to information which could be used to link cohort member names to their unique ID number. The first processing task was to remove (and destroy) the name slip from each questionnaire and assign the appropriate unique ID number to the front of the questionnaire.

Questionnaire processing took slightly longer than previously at sweep three, because a number of new codes had to be assigned for management purposes. As well as 'school code' (showing which school they were achieved at) two 'school status' codes were included to show whether or not they had moved school in the last year and whether or not they were attending school at the time of fieldwork. 'Participation status' indicated where they had completed the questionnaire and, if they had not, why not, while 'ID status' identified whether they were an existing, returning, new or ex-cohort member. The ID numbers for up to three friends was also assigned to the front page of the sweep three questionnaire, which took some time.

At sweep four, school code, school status, ID status and participation status were once again coded on the front of the questionnaire. Friends' ID numbers were not included, which saved some time. However, an additional two codes were included: 'CF status' indicated whether or not the cohort member had filled in (either partially or in full) their contact form; and PF status indicated whether or not they had signed their police consent form.

As each individual's questionnaire was processed, his or her name was ticked off the data management list for each school. These lists were used to maintain an accurate list of respondents who had been absent during each fieldwork session, to ensure that these pupils were pursued as absentees. To double check that every respondent was accounted for (and thus that the absentee list was correct), a check list of ID numbers was produced for each school. Before delivering the questionnaires to data entry, every ID number already assigned to a questionnaire was ticked off the check list and the remaining numbers were matched up with the appropriate name on the absentee list. Where there were discrepancies, these were investigated and the appropriate action taken.

### **7.3 Data Entry**

The University of Edinburgh Survey Team (who had entered the data at sweeps one and two of the survey) were once again commissioned to conduct data entry at sweep three. Coding of open-ended responses was also carried out by the Survey Team, although the coding lists for every question were devised by the study researchers. Questionnaires were delivered to the Survey Team on a regular basis from the start of fieldwork, in September 2000, and data input was completed in April 2001. In addition to the questionnaire data, children's hearing and social work monitoring forms were also entered during this time period.

Data were entered using SIR/FORMS, a database system specifically designed for inputting statistical data. SIR/FORMS has many advantages over other data input packages (such as SPSS) as it is strong on missing values, variable and value labels and has user-friendly, custom-built screens which reflect the questionnaire page. The routing contained in the questionnaire was used to navigate the person doing data entry through the questionnaire screens. And

help information and extended code lists were available on a screen-by-screen basis.

The enhanced data quality control and detailed help screens of SIR/FORMS reduced the potential for error and, therefore, little data cleaning was required after data entry. Range checks and confirmation of valid values were an integral part of the SIR/FORMS system, while additional consistency checks were run on the final data set as specified by the project team. This work was completed before the datasets were returned to the project team at the beginning of May 2001. Datasets were supplied in portable data files, which were opened in SPSS and saved as data files, and final checks were undertaken by the project team.

Unfortunately, prior to the commencement of sweep four, the Survey Team who had carried out data coding and input for the previous three years was disbanded. The Edinburgh Study were lucky enough to secure the services of one of the key members of the Survey Team, however, who became the Fieldwork Manager for the study from sweep four onwards. As this person had been primarily responsible for development of the SIR/FORMS database and had managed most of the data coding and data input, it was decided to organize and carry out these tasks in-house from sweep four onwards. This had the twin benefits of providing procedural continuity and reducing external costs.

#### **7.4 Data analysis**

The data management strategy developed at sweeps one and two was updated and developed further at sweeps three and four. Further additions to the variable naming and labeling system were made, where each variable name identified the data source from which the variable was derived, the sweep in which the variable was collected, the subject or 'theme' of the variable and a two-digit number to differentiate questions within a theme. The Data Analysis Reference Guide was updated to provide a detailed description of all the theme names used to date.

The data collected at sweeps three and four of the study provided the first real opportunity to carry out more sophisticated analysis of the data, making use of the longitudinal design of the study and testing the effect of explanatory and potentially causal factors on later delinquency. Various analyses have been conducted using regression techniques. Various variables that summarize self-reported delinquency have been defined from the 16 to 18 individual items included at the first four sweeps. Whether variety scores (which count the number of items) or volume scores (which take account of frequency and sum the number of incidents) are used, these self-reported delinquency measures are highly skewed. Scores based on all of the delinquency items are measures of 'broad delinquency'; we have also defined more than one measure of 'serious delinquency' restricted to a subset of the items, but this is even more skewed. Other variables of focal interest, such as victimization and adult harassment, are also highly skewed.

To deal with the problem of skew, we have generally used ordinal regression procedures, after converting the delinquency measure into a variable with five ordered categories (from high to zero). In certain other analyses dealing with less common forms of crime (e.g. violent crime) we have summarized the dependent variable (e.g. involvement in violent crime) into a binary opposition and then used logistic regression procedures.

A key feature of the analysis has been on the relationship between gender and crime, to establish whether a different model of explanation for offending is needed in males and females. For this purpose we developed a regression model to explain self-reported delinquency at time 2 in terms of a range of variables from six explanatory domains at time 1. In the course of doing this, the interactions between gender and each explanatory variable were tested. Significant interactions were an indication that explanatory models for males and females needed to be different. Because the gender gap in offending was much wider for serious than for broad delinquency, models for both definitions of delinquency were specified.

Whereas the question posed about gender and crime required a general explanatory model, other analyses have focused on a smaller number of explanatory variables. On family functioning we posed the question whether parenting styles have different effects depending on the neighbourhood context. The explanatory variables were therefore restricted to a range of measures of family functioning, plus household income or social class, gender, and neighbourhood characteristics. In the first version of the analysis we examined the interactions between neighbourhood characteristics and parenting styles in their influence on later delinquency. We then performed a similar, but more refined, analysis using hierarchical linear modelling, the results being substantially the same.

In the analysis on the victimization/offending loop, we specified a basic ordinal regression model to assess the strength of the longitudinal link between victimization and offending, then introduced explanatory variables in five steps in order to establish how far the link was explained by variables within each of five domains. These models examined the links in both directions: from victimization to offending, and from offending to victimization. In one set of models, self-reported delinquency at time 2 was the dependent variable, whereas in the other set, victimization at time 2 was the dependent variable.

Logistic regression was used to build an explanatory model for violent offending. Another stream of analysis was designed to show whether the criminal justice system targets particular sections of the population. Logistic regression models were used to demonstrate that after taking account of the level of self-reported offending, some population groups (essentially the male working class) are far more likely than others to be drawn into the criminal justice process.



The next phase of analysis will involve the wider and more systematic use of hierarchical linear modelling techniques to quantify more accurately the importance of neighbourhood effects.

A full list of the study outputs to date can be found at Appendix A.

## 8. GEOGRAPHIC INFORMATION SYSTEM

### 8.1 The Edinburgh Study neighbourhoods

The division of Edinburgh into individual neighbourhoods was completed at sweep two (see McVie, 2001<sup>5</sup>), forming a total of 91 area clusters by aggregating census output areas in terms of geographic proximity and internal homogeneity on key demographic characteristics (see figure 7.1). The formation of these neighbourhoods allowed the research team to conduct a series of neighbourhood level analyses at sweeps three and four, adding an important dimension to the study. Census, police and selected cohort data have been aggregated to the neighbourhood level permitting initial analysis of key variables between neighbourhoods and visualisation of the data demonstrating the distribution of various events and circumstances across the city.

Correlations have been carried out between a range of neighbourhood characteristics drawn from census variables and our two measures of crime: police recorded offences and self-reported delinquency. In each case a pattern of very strong relationships is evident at the neighbourhood level with the index of social and economic stress strongly correlated with almost all police recorded offence groups and with self-reported delinquency at both sweeps.



7.1 The Edinburgh Study neighbourhoods

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<sup>5</sup> Ibid.

Defining these 91 neighbourhoods has allowed examination of a range of social conditions at the neighbourhood level and how these relate to the level of crime in each neighbourhood. Various measures of neighbourhood characteristics were included in the sweep one and three questionnaires, including personal safety, incivilities, social cohesion and informal social control. Correlation of these scales with both police recorded offences and self-reported delinquency at the neighbourhood level has demonstrated, in broad terms, that perceptions of safety, incivilities and social control are all clearly related to crime at the neighbourhood level, while social cohesion figures significantly in only a few cases.

## **8.2 Neighbourhood case studies**

The investigation of these characteristics is an important objective of the Edinburgh Study, therefore a case study approach was also used to explore possible explanations for differences in crime rates between neighbourhoods. The definition of neighbourhoods and the subsequent mapping and analysis of key census and offence data, as described above, allowed us to identify two contiguous neighbourhoods with contrasting crime rates, but similar levels of deprivation. The case studies, conducted between July and September 2000, involved three kinds of research undertaken in each neighbourhood:

- A review of documentary evidence, including police crime data, records of the multi-agency safety forum, the community safety forum and results of an earlier survey of residents.
- Observation and recording of the design, layout and physical condition of the two neighbourhoods.
- Semi-structured interviews with a range of actors working in the two neighbourhoods including police, housing managers, social workers, youth workers, community representatives and regeneration partnership staff.

A more detailed description of methods and a full discussion of findings are included in the key findings report for sweeps one and two (Smith et al, 2001<sup>6</sup>).

## **8.3 Visualising the data**

One of the key features of the GIS is that it allows the visualisation of data across geographical areas. Following the definition of the 91 neighbourhoods and the aggregation of census, police and cohort data to the neighbourhood level, it is now possible to produce maps showing the distribution of a range of characteristics across the city of Edinburgh. Coloured maps, detailing the geographical position and physical boundaries of each neighbourhood can be produced from a basic template to which aggregated data is attached and displayed as required.

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<sup>6</sup> Ibid.

To date, a range of maps have been created which display different types of information that have been collected in the course of the project. These include:

- Police recorded crime: both as single event location (dots) and as total counts or rates per 1000 population linked to boundary data and displayed for each neighbourhood.
- Index of social and economic stress, proportions for each individual census variable and social class levels for each neighbourhood.
- The homes of all cohort members with a valid postcode and also the location of all participating schools.
- Cohort outcomes from the sweep one questionnaire for each neighbourhood, including the mean score for incivilities, social cohesion and informal social control.
- Cohort information collected from school records including the mean levels of truancy and unauthorised absences for neighbourhoods.
- City development data from the local authority detailing the location of vacant and derelict land, retail outlets, public leisure facilities, new development and industrial sites.

Figure 7.2 illustrates the rate of police recorded offences involving violence per 1000 population in each neighbourhood. Figure 7.3, on the other hand, allows visualisation of the same offences as individual events across the city and within each neighbourhood's boundaries. Both clearly illustrate the concentration of violent crimes in and around the city centre with some clustering in outlying neighbourhoods.

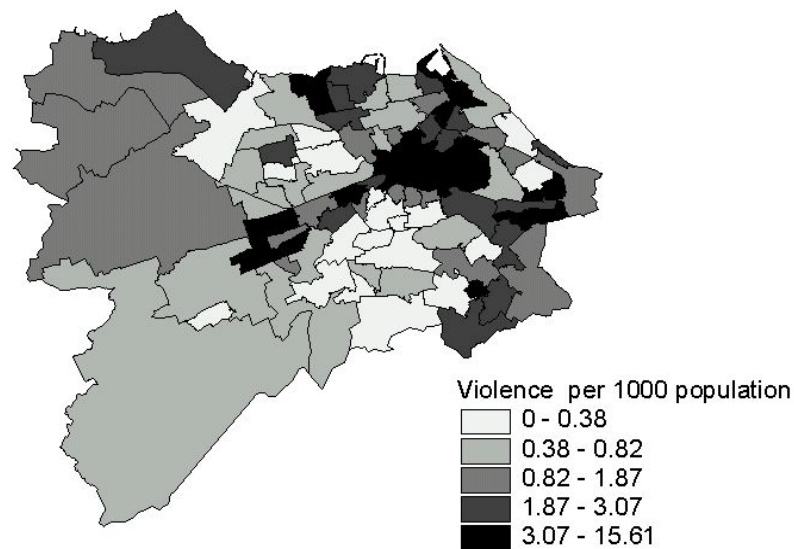


Figure 7.2: Police recorded incidents involving violence per 1000 population, distribution across Edinburgh study defined neighbourhoods

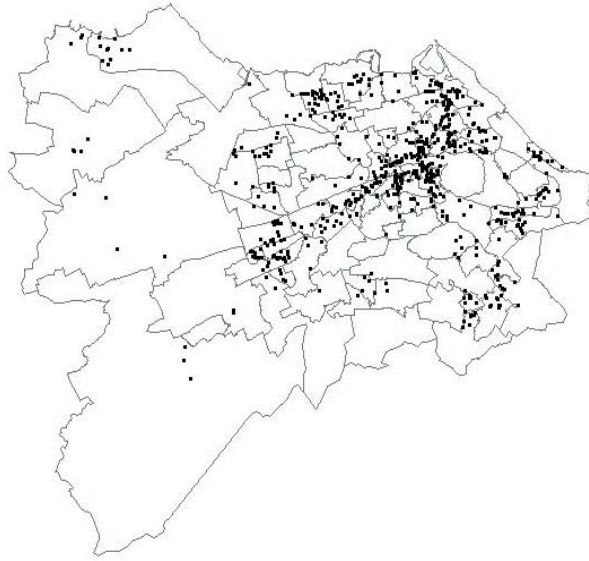


Figure 7.3: Location of police recorded incidents involving violence

#### **8.4 Improved postcode information**

Development of the GIS was based on postcode information provided by schools at sweep one of the study. A significant improvement to the GIS was made by collecting up to date address information as part of the parents' survey and from cohort members themselves at sweep four. This allowed a comprehensive review of their geographical location within the city. Manipulation of the address data involved assigned X and Y ordnance survey grid reference points to each postcode allowing each person to be assigned an Edinburgh Study neighbourhood. The majority of cohort members at sweep four (93 per cent) continued to have addresses within the study neighbourhood boundaries, even though many had moved house since sweep one. However, 5.8 per cent of cohort members were found to be residing out with Edinburgh, while a further 1.2 per cent had no geographic information, so they could not be included in GIS analysis. Now that improved address data is collected every year, it is planned that this process will be repeated annually.

#### **8.5 Improved police recorded crime data**

The second major improvement to the GIS occurred as a result of the availability of updated police-recorded crime information for City of Edinburgh. Previously, police recorded crime data was available for 1997 only (and this data had to be geo-coded by the research team using a complex procedure). However, access to police recorded crime data was also made available for the calendar years 2000 and 2001. Development of the police Command and Control System to better record geographic information meant that around 84 per cent of crimes from each of these years could be allocated to Edinburgh study neighbourhoods (see below). This was a significant

improvement on previous data and meant that the spatial mapping of crime patterns across Edinburgh was far more reliable.

## **8.6 Census 2001**

Census information forms an important part of the Edinburgh Study geographic information system. Each of the study neighbourhoods was constructed by aggregating a number of census output areas and allocating each neighbourhood with a social and economic deprivation score, calculated using six census variables.

At present, census information held by the study is taken from the 1991 census. Once the necessary data from the 2001 Census becomes available, a complete review of all census-related aspects of the study will be carried out. This review will involve two main activities:

- Identification of new census output areas in the city and their allocation to an appropriate Edinburgh Study neighbourhood.
- Extraction of new data on the six key socio-economic indicators for all output areas, calculation of the proportions of these variables in each neighbourhood, and the construction of an updated neighbourhood deprivation index.

## APPENDIX A: PROJECT OUTPUTS TO DATE

### Conference papers and presentations

June 2001: **McVie, S.** *Adolescent Development And Violence: Findings From The Edinburgh Study Of Youth Transitions And Crime* International Association for Research into Juvenile Criminology Conference, Greifswald, Germany

July 2001: **Smith, D.J.** *Youth Transitions And Criminal Offending* Conference on Adolescent Development and Social Policy, Centre for Economic Performance, London School of Economics

September 2001: **Smith, D.J.** *The Edinburgh Study Of Youth Transitions And Crime* presentation to the Scottish Executive

September 2001: **Smith, D.J.** *Testing The Need For A Gendered Theory Of Offending* European Society of Criminology Conference, Lausanne

October 2001: **Smith, D.J.** *Negotiated Order: A Unifying Principle For Parenting And Juvenile Justice* SACRO Annual McClintock Lecture

October 2001: **McAra, L and Smith, D.J.** *How Different Are Girls? Testing The Need For A Gendered Theory Of Offending* Centre for Law and Society Seminar Series, University of Edinburgh

March 2002: **Smith, D.J.** *Youth Crime* Ministerial briefing (Scotland)

April 2002: **Smith, D.J.** *The Edinburgh Study Of Youth Transitions And Crime: Key Findings* presentation to the City of Edinburgh Education Department

June 2002: **McAra, L.** *Youth Justice in Transition: The Effectiveness of the Children's Hearings System* Second International Conference on Sentencing and Society, Glasgow

July 2002: **Smith, D.J.** *Parenting And Crime In The Context Of The Neighbourhood* British Society of Criminology Conference, Keele

September 2002: **McAra, L. and McVie, S.** *The Vagaries Of Penal Control: Gender And Juvenile Justice* European Society of Criminology Conference, Toledo, Spain

September 2002: **Smith, D.J.** *Adolescent Offending And Victimization: Two Sides Of The Same Coin?* European Society of Criminology Conference, Toledo, Spain

September 2002: **Bradshaw, P.** *How Different Are Scottish Youth Gangs?* European Society of Criminology Conference, Toledo, Spain

October 2002: **Smith, D.J.** *The Edinburgh Study Of Youth Transitions And Crime: An Overview* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **Smith, D. J.** *Young People As Victims* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **Bradshaw, P.** *Attitudes Towards And Experiences At School: Neighbourhood Effects* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **McVie, S.** (October 2002) *Drugs, Schools And Families* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **McAra, L.** *Truancing: Social Context And Institutional Response* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **Smith, D.J.** *Community As The Context For Youth Justice Policy* keynote speech Communities that Care (Scotland) Annual Conference

October 2002: **McVie, S.** *Drifting Into Substance Misuse: Youth Transitions And Family Dynamics* London Drug Policy Forum Conference, London

October 2002: **McAra, L.** *The Tutelary Complex: Parenting, Ethnicity, and Crime.* poster presentation given at Jacobs Foundation Conference on ethnic variations in intergenerational continuities and discontinuities in psychosocial features and disorders, Marbach, Germany

November 2002: **Smith, D.J.** *Victimization And Offending: Two Sides Of The Same Coin?* Scottish Association for the Study of Delinquency Lecture Series

November 2002: **Bradshaw, P.** *Youth Lifestyles And Delinquency* poster presentation given at the Scottish Association for the Study of Delinquency Annual Conference, Peebles, Scotland

November 2002: **Smith, D.J.** *Parenting And Crime* University of Edinburgh, Department of Psychiatry

January 2003: **McVie, S.** *Young People And School* University of Edinburgh, Education Department Seminar

January 2003: **Smith, D.J.** *Parenting And Crime In The Neighbourhood Context* University of Durham, Department of Sociology Seminar

February 2003: **Smith, D.J.** *Offenders as Victims* Institute of Criminology, University of Cambridge, Guest Lecture

February 2003, **Smith, D.J.** *Victimization And Offending* All Souls College, Oxford, Criminology Seminar Series



March 2003, **Smith, D.J.** *Theory And Method In The Edinburgh Study Of Youth Transitions And Crime* Social Research Association, London, evening lecture series

March 2003, **Bradshaw, P. and McVie, S.** *Youth Perspectives On Crime And Health Risk Behaviours* The Edinburgh Youth Café funded Seminar on Young People and Crime

October 2003, **McVie, S.** *Theory And Method In The Edinburgh Study Of Youth Transitions And Crime* Social Research Association, Edinburgh, evening seminar series

November 2003, **McVie, S.** *Patterns and trends in youth crime: evidence from the Edinburgh Study of Youth Transitions and Crime* Paper presented to MSP Cross Party Group, Edinburgh.

November 2003, **McVie, S.** *Youth transitions and crime: the long-term evidence* Paper presented at Tackling Anti-Social Behaviour Conference, Mackay Hannah and Napier University, Edinburgh.

December 2003, **McVie, S.** *Anti-social behaviour: what do we know?* City of Edinburgh Council Seminar

December 2003, **McAra, L.** *The inter-relationship between truancy, school exclusion and substance misuse* City of Edinburgh Council Seminar

December 2003, **Smith, D.J.** *Alcohol, Drugs and Anti-social behaviour* City of Edinburgh Council Seminar

### **Publications**

**Smith, D.J., McVie, S., Woodward, R., Shute, J. and McAra, L.** (2001) *The Edinburgh Study Of Youth Transitions And Crime: Key Findings At Ages 12 And 13* [www.law.ed.ac.uk/cls/esytc/findingsreport.htm](http://www.law.ed.ac.uk/cls/esytc/findingsreport.htm)

**Smith, D. J.** (2001) "Negotiated Order: A Unifying Principle For Parenting And Juvenile Justice: Part 1", *Scolag Legal Journal* November

**Smith, D. J.** (2001) "Negotiated Order: A Unifying Principle For Parenting And Juvenile Justice: Part 2", *Scolag Legal Journal* December

**Flint, J.** (2002) "Social Housing Agencies and the Governance of Anti-Social Behaviour", *Housing Studies*, Vol. 17, No.4

**McAra, L.** (2002) "The Scottish Juvenile Justice System: Policy and Practice", in Winterdyk, J. (ed.) *Juvenile Justice Systems: International Perspectives* second edition Toronto, Canadian Scholars Press

**McAra, L.** (2002) "Plus Ça Change, Plus C'est La Même Chose: L'Evolution Du Système De Justice Pour Les Mineurs En Ecosse" in *Déviance Et Société* Vol. 26 No. 3 pp 367-386

**Smith, D.J.** (2002) "Parenting, And Crime", *Children In Scotland Magazine*, January

**Smith, D.J.** (2002) "Crime And The Life Course", in Maguire, M., Morgan, R., and Reiner, R. (eds.) *The Oxford Handbook Of Criminology*, 3rd edition, pp.702-745, Oxford: Oxford University Press

**Smith, D.J. and McVie, S.** (2003) "Theory And Method In The Edinburgh Study Of Youth Transitions And Crime", *British Journal Of Criminology*, Vol. 43, pp. 169-195.

**Bradshaw, P.** (2003) *Underage Drinking And The Illegal Purchase Of Alcohol*, Scottish Executive Social Research, Crime and Criminal Justice Report

**McVie, S.** (2003) "Drifting Into Substance Misuse: Youth Transitions And Family Dynamics", in *It's A Family Affair: Report Of The London Drug Policy Forum Conference, 1 October 2002*

**McVie, S.** (2003) *The Edinburgh Study Of Youth Transitions And Crime: Preliminary Findings On Cruelty Towards Animals* (special report commissioned by Scottish Society for the Prevention of Cruelty to Animals) [www.law.ed.ac.uk/cls/esytc](http://www.law.ed.ac.uk/cls/esytc)

**McVie, S.** (2003) 'Gender differences in adolescent development and violence: findings from the Edinburgh Study of Youth Transitions and Crime' in Dunkel, F and Drenkhahn, K (eds) *Youth Violence: new patterns and local responses – Experiences in East and West*, pp.399-417, Forum Verlag Godesberg GmbH, Munchengladbach

### **Books in preparation**

**McAra, L., McVie, S. and Smith, D.J.** *Youth crime and social context*, to be published by Willan Publishing.

### **Journal articles and book chapters in preparation**

**Bradshaw, P.** "Terrors And Young Teams: Youth Gangs and Delinquency in Edinburgh", forthcoming in Decker, S. and Weerman, F. (eds.) *The Gangs Of Europe*

**McAra, L.** "Youth Justice In Transition: The Effectiveness Of The Children's Hearings System", target journal: *Youth Justice*

**McAra, L.** "Truanting: Social Context And Institutional Response", target journal: *Sociology*

**McAra, L. and McVie, S.** “The Usual Suspects? Street-Life, Young People And The Police”, target journal: *Policing and Society*

**McAra, L. and McVie, S.** “The Vagaries Of Penal Control: Gender And Juvenile Justice”, target journal *Criminal Justice*

**McAra, L. and Smith, D.J.** “How Different Are Girls? Testing The Need For A Gendered Theory Of Criminal Offending”, target journal *Criminology*

**Smith, D.J.** “Offending And Victimization: Two Sides Of The Same Coin?”, target journal *Journal of Criminal Law and Criminology*

**Smith, D.J.** “Parenting And Crime In The Neighbourhood Context”, target journal: *British Journal of Sociology*

**Smith, D.J. and McAra, L.** “Negotiated Order: A Unifying Principle For Understanding Parenting And Crime”, target journal: *British Journal of Sociology*

#### **Research reports in preparation**

The following reports have been commissioned by the Scottish Executive and will be published on the web during the course of 2003.

*Currently awaiting clearance:*

**Bradshaw, P.** “Relationships and inter-dependence between use of alcohol, tobacco and other drugs”

**McAra, L.** “Truancy, school exclusion and substance misuse”

**McAra, L. and Smith, D. J.** “Gender and youth offending”

**Smith, D.J.** “Parenting and delinquency at ages 12 to 15”

**Smith, D.J.** “The Links between victimization and offending”

*In preparation::*

**Bradshaw, P.** “Gang membership and teenage offending”

**Bradshaw, P.** “Substance use and delinquent development”

**McAra, L. and McVie, S.** “Drug misuse amongst children and their parents: referrals to the children’s hearing system”

**McVie, S. and Smith, D.J.** “Substance use and family functioning”

**Smith, D.J.** “The impact on young people of seeing or knowing that drugs are available in the neighbourhood”

## APPENDIX B: SWEEP 3 FIELDWORK INTRODUCTIONS

### Introduction

- You are a researcher working for Edinburgh University on the Edinburgh Study of Young People (nothing to do with the school or the police).
- Over the last two years, most of them will have completed questionnaires similar to this one as part of the Edinburgh Study. **[If there are any new pupils, speak to them separately and assist as necessary.]**
- The study is 'longitudinal' which means it involves tracking the same group of people every year over a long period of time to find out about changes in people's lives.
- The main purpose of the study is to see how young people's lives change e.g. their attitudes and views, hobbies, behaviour, friends, etc.
- This year's questionnaire is slightly shorter than last year, so it will take around half an hour to do it.

**Indicate first page and briefly go through the points listed.**

### *Confidentiality*

- As with previous years, the questionnaire is totally confidential – no parents, teachers, police or other adults get to see your answers.
- The main reason for making the questionnaire confidential is that we want you to be honest – please answer all the questions carefully and honestly.
- Please move your desk away from your neighbour (if possible) so that they don't see your answers either.

### *What to look out for*

- Completing the questionnaire mainly involves ticking boxes.
- Follow the instructions carefully, as they tell you how many boxes to tick and where to go next.
- If you have any questions, put up your hand and ask – it is not a test.
- Questions about 'the last year' mean from the start of second year to the end of the last summer holidays.
- Questions about 'your parents' mean the adult(s) who look after you.

### *New question about friends*

- As you get older, your friends become more important to you. This year, we want to find out how similar people are to their friends (e.g. attitudes, hobbies, where they live, behaviour, etc) so we are asking you to name 3 friends in your year at this school.
- As with your own name, these names are destroyed later to protect confidentiality.

## APPENDIX C: SWEEP 4 FIELDWORK INTRODUCTIONS

- You are a researcher working for Edinburgh University on the Edinburgh Study of Young People (nothing to do with the school or the police).
- Over the last three years, they have all filled out questionnaires similar to this one for the Edinburgh Study.
- The study is 'longitudinal' which means it involves tracking the same group of people every year over a long period of time to find out about changes in people's lives.
- The main purpose of the study is to see how people's lives change over time e.g. their attitudes, views, hobbies, behaviour, friends, etc.

**\* Indicate first page and briefly go through the points listed.**

### *Confidentiality*

- As with previous years, the questionnaire is totally confidential – no parents, teachers, police or other adults get to see your answers.
- The main reason for making the questionnaire confidential is that we want you to be honest – please answer all the questions carefully and honestly.
- Please move your desk away from your neighbour (if possible) so that they don't see your answers either.

### *What to look out for*

- Completing the questionnaire mainly involves ticking boxes.
- Follow the instructions carefully, as they tell you how many boxes to tick and where to go next.
- If you have any questions, put up your hand and ask – it is not a test.
- Questions about 'the last year' mean from the start of third year to the end of the summer holidays before starting fourth year properly.
- Questions about 'your parents' mean the adult(s) who look after you – even if you don't live with your mum or dad.

**\* Indicate 'contact in the future' and read out each point**

- Emphasise that if people stay on at school, we will see them again there next year. We will only use their contact information if we have to.
- Please fill in as much of the contact form as you can. At the very least we need your name so that we can put your ID number on the front of the questionnaire.

- It would also be very helpful if you could tell us how you would like to be contacted in the future, if we do not see you at school.

*\* Indicate 'police record consent form'*

- To make the Edinburgh Study even better than it is at the moment, we would like to look at police records to see how many people are known to the police and what kind of information the police hold about them.
- This will allow us to compare what people say about themselves with what the police know about them. It will also allow us to see whether people who live in certain areas are more likely to have police contact.
- Most people will not have a police record, but we still need you to sign the form so that we can confirm this.
- If you do sign it, it does not mean that any information about you will be passed on to the police – we have given you a complete guarantee of confidentiality which means that they cannot be told about anything you have said in your questionnaires.
- The police have insisted that it must be you – and not your parents – who sign this form because only you have the right to decide who accesses information about you. Therefore, you can choose not to sign it if you don't want to. If you don't sign it, we cannot ask the police whether they have any information about you.

## APPENDIX D: SWEEP 4 CONTACT FORM

Please fill in as much of this form as you can. If there is anything you don't understand, please ask a researcher.

First name(s):	
Middle name(s):	
Surname:	
Are you known by another surname?:	
Date of birth: (e.g. 25 / 6 / 86)	Date ____ / Month ____ / Year ____
Your address: (including postcode if you know it)	
Your telephone number(s):	Home:  Mobile:
Home email address:	
Details of a contact person (not a parent): (e.g. grandparent, aunt or uncle)	Name:  Relationship:
Address of contact person: (including postcode if you know it)	
Contact person's home telephone number(s):	
How would you prefer to take part in future years (after leaving school):  (please tick ONE only)	<input type="checkbox"/> Telephone interview <input type="checkbox"/> Interview at home <input type="checkbox"/> Interview or self-complete at Edinburgh University <input type="checkbox"/> Other _____

This page will be removed after your personal ID number has been written on the front of the questionnaire.

## **APPENDIX E: SWEEP 4 POLICE RECORD CONSENT FORM**

To: Lothian and Borders Chief Constable

I give my permission for the Edinburgh Study research team to look at the information held about me in the Lothian and Borders Police Juvenile Liaison Officer files, until I reach the age of 18.

I understand that this information will be treated confidentially and will only be used for research purposes, and not passed on to any other person or agency.

I also understand that no information about me will be passed on by the research team to Lothian and Borders Police.

Signature \_\_\_\_\_ Date signed \_\_\_\_\_

Name (in capitals) \_\_\_\_\_ Date of birth \_\_\_\_\_

This page will be removed and used only if you have signed it.



## APPENDIX F: SWEEP 3 SOCIAL WORK MONITORING FORM

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

Previous social work record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

Referrals to SWD since 1 September 1999?: ☐ Yes ☐ No > go to section 2

Source of referrals: (provide totals for each)

Self	<input type="text"/>
Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Reporter	<input type="text"/>
EDT/Social Work	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Reasons for referral: (provide totals for each)

Child protection	<input type="text"/>
Lack of care or development	<input type="text"/>
Truancy or other school problems	<input type="text"/>
Child's offending	<input type="text"/>
Child's behaviour	<input type="text"/>
Family problems	<input type="text"/>
Other reasons	<input type="text"/>

### 2. Allocation

Case allocated during last year?: ☐ Yes ☐ No

Case allocated before end Aug 1999?: ☐ Yes ☐ No

Case allocated after 1 September 1999?: ☐ Yes ☐ No

Case still allocated at end of sweep 3 data collection?: ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Nature of allocation during last year (tick all that apply):

Voluntary	<input type="checkbox"/>
Statutory (child protection)	<input type="checkbox"/>
Statutory (supervision requirement)	<input type="checkbox"/>
Case not allocated during last year	<input type="checkbox"/>

### 3. Intervention

Nature of contact in last year (tick all that apply):

Regular individual work with child	<input type="checkbox"/>
Regular work with child and family	<input type="checkbox"/>
Regular work with family only	<input type="checkbox"/>
Regular groupwork with child	<input type="checkbox"/>
Monitoring only	<input type="checkbox"/>
Irregular contact	<input type="checkbox"/>
Duty only	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

Child protection registration in last year?:

Yes

No

Child looked after in last year?

☐ Yes

☐ No > section 4

Looked after status (tick all that apply):

☐ accommodated ☐ looked after

Care placement (tick all that apply):

<input type="checkbox"/> With family	<input type="checkbox"/> Residential school
<input type="checkbox"/> Foster care	<input type="checkbox"/> Secure unit
<input type="checkbox"/> YPC/CSU	<input type="checkbox"/> Other

Plans for child's future:

Short-term placement – child to go home	<input type="checkbox"/>
Child to remain in care long term	<input type="checkbox"/>
Adoption/permanent alternative care	<input type="checkbox"/>
Plans not finalised/no plans made	<input type="checkbox"/>

### 4. Offending

Evidence of offending in last year ?

☐ Yes

☐ No > section 5

If yes, nature of offending (give totals for each)

Number of times:	graffiti _____	shoplifting _____
	vandalism _____	breach of the peace _____
	theft (from home) _____	assault _____
	theft (from school) _____	robbery _____
	theft of car/driving offences _____	fire raising _____

theft (attempted theft) from car or van \_\_\_\_\_ housebreaking \_\_\_\_\_  
 carrying offensive weapon \_\_\_\_\_ fare dodging \_\_\_\_\_  
 Other (up to 3)

Action taken by SWD to address offending?: ☐ Yes ☐ No ☐ N/A  
 Evidence of co-offending? ☐ Yes ☐ No > section 5  
 If yes, with member(s) of cohort?: ☐ Yes ☐ No  
 If cohort member(s) give ID numbers: \_\_\_\_\_  
 If not cohort member, is co-offender: ☐ young person ☐ adult (over 18)

### 5. Other Agencies involved (up to end August 1999)

Reporter	<input type="checkbox"/>	Youth strategy	<input type="checkbox"/>
Educational welfare/psychologist	<input type="checkbox"/>	Medical (HV, GP, hospital)	<input type="checkbox"/>
Special education	<input type="checkbox"/>	Medical (psychiatric/behavioural)	<input type="checkbox"/>
Home care	<input type="checkbox"/>	Voluntary/other agencies	<input type="checkbox"/>
	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
	<input type="checkbox"/>	3. _____	<input type="checkbox"/>

### 6. Specific issues raised (up to end August 1999)

Child	<input type="checkbox"/>	Home circumstances	<input type="checkbox"/>
Truancy	<input type="checkbox"/>	Domestic violence	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>	Relationship problems/breakdown	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>	Financial problems	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>	Housing problems/harassment	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>	Custody/access arrangements	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>	Physical health problems	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>	Mental health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>	Offending (convictions only)	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>
Special needs - learning difficulties	<input type="checkbox"/>	Drugs	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>	Neglect by parents	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>	Lack of parental control	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>		<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>		<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>	Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	5. _____	<input type="checkbox"/>

## APPENDIX G: SWEEP 4 SOCIAL WORK MONITORING FORM

ID No:     DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_  
 Social Work Ref No(s): \_\_\_\_\_

Previous social work record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

Referrals to SWD since 1 September 2000?: ☐ Yes ☐ No > go to section 2

Source of referrals: (provide totals for each)

Self	<input type="text"/>
Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Reporter	<input type="text"/>
EDT/Social Work	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Reasons for referral: (provide totals for each)

Child protection	<input type="text"/>
Lack of care or development	<input type="text"/>
Truancy or other school problems	<input type="text"/>
Child's offending	<input type="text"/>
Child's behaviour	<input type="text"/>
Family problems	<input type="text"/>
Other reasons	<input type="text"/>

### 2. Allocation

Case allocated during last year?: ☐ Yes ☐ No

Case allocated before end Aug 2000?: ☐ Yes ☐ No

Case allocated after 1 September 2000?: ☐ Yes ☐ No

Case still allocated at end of sweep 4 data collection?: ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Nature of allocation during last year (*tick all that apply*):

Voluntary	<input type="checkbox"/>
Statutory (child protection)	<input type="checkbox"/>
Statutory (supervision requirement)	<input type="checkbox"/>
Case not allocated during last year	<input type="checkbox"/>

### 3. Intervention

Nature of contact in last year (*tick all that apply*):

Regular individual work with child	<input type="checkbox"/>	Monitoring only	<input type="checkbox"/>
Regular work with child and family	<input type="checkbox"/>	Irregular contact	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	Duty only	<input type="checkbox"/>

Child protection registration in last year?: ☐ Yes ☐ No

Child looked after in last year? ☐ Yes ☐ No > *section 4*

Looked after status (*tick all that apply*): ☐ accommodated (voluntary) ☐ looked after (statutory)

Care placement (*tick all that apply*):

<input type="checkbox"/> With family	<input type="checkbox"/> Residential school
<input type="checkbox"/> Foster care	<input type="checkbox"/> Secure unit
<input type="checkbox"/> YPC/CSU	<input type="checkbox"/> Other

Plans for child's future:

Short-term placement – child to go home	<input type="checkbox"/>
Child to remain in care long term	<input type="checkbox"/>
Adoption/permanent alternative care	<input type="checkbox"/>
Plans not finalised/no plans made	<input type="checkbox"/>

### 4. Offending

Evidence of offending in last year ? ☐ Yes ☐ No > *section 5*

If yes, nature of offending (*give totals for each*)

Number of times:	graffiti	_____	shoplifting	_____
	vandalism	_____	breach of the peace	_____
	theft (from home)	_____	assault	_____
	theft (from school)	_____	robbery	_____
	theft of car/driving offences	_____	fire raising	_____
	theft (attempted theft) from car or van	_____	housebreaking	_____
	carrying offensive weapon	_____	fare dodging	_____
	injuring animals or birds	_____	selling drugs	_____
	Other (up to 3)			

Action taken by SWD to address offending?: ☐ Yes ☐ No ☐ N/A

Evidence of co-offending? ☐ Yes ☐ No > section 5

If yes, with member(s) of cohort?: ☐ Yes ☐ No

If cohort member(s) give ID numbers: \_\_\_\_\_

If not cohort member, is co-offender: ☐ young person ☐ adult (over 18)

## 5. Other Agencies involved (up to end August 2001)

Reporter	<input type="checkbox"/>	Youth strategy	<input type="checkbox"/>
Educational welfare/psychologist	<input type="checkbox"/>	Medical (HV, GP, hospital)	<input type="checkbox"/>
Special education	<input type="checkbox"/>	Medical (psychiatric/behavioural)	<input type="checkbox"/>
Home care	<input type="checkbox"/>	Voluntary/other agencies	<input type="checkbox"/>
Barnardo's/Skylight	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
Befriending	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
Share the care/respice	<input type="checkbox"/>	3. _____	<input type="checkbox"/>

## 6. Specific issues raised (up to end August 2001)

<i>Child</i>		<i>Home circumstances</i>	
Truancy	<input type="checkbox"/>	Domestic violence	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>	Relationship problems/breakdown	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>	Financial problems	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>	Housing problems/harassment	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>	Custody/access arrangements	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>	Physical health problems	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>	Mental health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>	Offending (convictions only)	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>
Special needs - learning difficulties	<input type="checkbox"/>	Drugs	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>	Neglect by parents	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>	Lack of parental control	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>	Emotionally abusive parent	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>	Chaotic family lifestyle	<input type="checkbox"/>
Received specialist counselling	<input type="checkbox"/>	Other 1. _____	<input type="checkbox"/>
Absconding from home	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>	3. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	4. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	5. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>		
5. _____	<input type="checkbox"/>		

## APPENDIX H: SWEEP 3 CHILDREN'S HEARING MONITORING FORM

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref No: \_\_\_\_\_

Previous hearing record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

On supervision at beginning of September 1999?: ☐ Yes ☐ No

Referrals to CHS since 1 September 1999?: ☐ Yes ☐ No > *go to section 2*

Source of referrals (provide totals for each):

Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Social Work/other agency	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Grounds of referral (*provide totals for each*):

a) Beyond control	<input type="text"/>
b) In moral danger	<input type="text"/>
c) Lack of parental care	<input type="text"/>
d) Victim of sch. 1 offence	<input type="text"/>
e) Same house as victim of sch. 1 offence	<input type="text"/>
f) Same house as perpetrator of sch. 1 offence	<input type="text"/>
g) Same house as sex offender	<input type="text"/>
h) Failure to attend school	<input type="text"/>
i) Committed an offence	<input type="text"/>
j) Misuse of drugs or alcohol	<input type="text"/>
k) Misuse of volatile substances	<input type="text"/>
l) Looked after by LA and beyond control	<input type="text"/>

### 2. Hearings

Hearing held in last year?: ☐ Yes ☐ No > *section 3*

Total number of hearings in last year: \_\_\_\_\_

Grounds led in last year?: ☐ Yes ☐ No

If yes, state which grounds (*tick all that apply*):

- a) Beyond control
- b) In moral danger
- c) Lack of parental care
- d) Victim of sch. 1 offence
- e) Same house as victim of sch. 1 offence
- f) Same house as perpetrator of sch. 1 offence
- g) Same house as sex offender
- h) Failure to attend school
- i) Committed an offence
- j) Misuse of drugs or alcohol
- k) Misuse of volatile substances
- l) Looked after by LA and beyond control


Reasons for hearing (*tick all that apply*):

- Initial hearing
- Emergency/CPO hearing
- SWD/panel review
- Annual review
- Warrant renewal review
- Secure order review
- Review at request of child/family
- Other


Decisions made at hearings during last year (*tick all that apply*):

- SR (at home)
- SR (placement with family)
- SR (foster care)
- SR (YPC or CSU)
- SR (residential school)
- SR terminated


- SR (secure unit)
- Warrant (secure)
- Warrant (non-secure)
- Advice to sheriff (adoption, PRO)
- Other decision


### 3. Offending

Evidence of offending in last year ?

☐ Yes

☐ No > *section 4*

If yes, nature of offending (*tick all that apply*)

- |                  |   |                           |
|------------------|---|---------------------------|
| Number of times: | graffiti _____                                | shoplifting _____         |
|                  | vandalism _____                               | breach of the peace _____ |
|                  | theft (from home) _____                       | assault _____             |
|                  | theft (from school) _____                     | robbery _____             |
|                  | theft of car/driving offences _____           | fire raising _____        |
|                  | theft (attempted theft) from car or van _____ | housebreaking _____       |
|                  | carrying offensive weapon _____               | fare dodging _____        |
|                  | injuring animals or birds _____               | selling drugs _____       |



Number of times charged by police: \_\_\_\_\_

Evidence of co-offending?

☐ Yes ☐ No > *section 4*

If yes, with member of cohort?:

☐ Yes ☐ No

If cohort member(s) give ID numbers:

With another young person?:

☐ Yes ☐ No

With an adult (over 18)?:

☐ Yes ☐ No

#### 4. Specific issues raised (up to end August 1999)

##### *Child*

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs –learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### *Home circumstances*

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### *School*

Reports in the papers/file	Yes	<input type="checkbox"/>
Attendance – truancy		<input type="checkbox"/>
Attendance – other		<input type="checkbox"/>
Exclusion – formal or informal		<input type="checkbox"/>
Educational learning difficulties		<input type="checkbox"/>
Disruptive behaviour in class		<input type="checkbox"/>
Other 1. _____		<input type="checkbox"/>
2. _____		<input type="checkbox"/>

##### *Aggressive behaviour in class*

Aggressive behaviour in class	No	<input type="checkbox"/>
Poor peer relationships		<input type="checkbox"/>
Poor staff relationships		<input type="checkbox"/>
Child bullies others		<input type="checkbox"/>
Child is victim of bullying		<input type="checkbox"/>
Other 3. _____		<input type="checkbox"/>

## APPENDIX I: SWEEP 4 CHILDREN'S HEARING MONITORING FORM

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref No: \_\_\_\_\_

Previous hearing record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

On supervision at beginning of September 2000?: ☐ Yes ☐ No

Referrals to CHS since 1 September 2000?: ☐ Yes ☐ No > go to section 2

Source of referrals (provide totals for each):

Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Social Work/other agency	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Grounds of referral (provide totals for each):

a) Beyond control	<input type="text"/>
b) In moral danger	<input type="text"/>
c) Lack of parental care	<input type="text"/>
d) Victim of sch. 1 offence	<input type="text"/>
e) Same house as victim of sch. 1 offence	<input type="text"/>
f) Same house as perpetrator of sch. 1 offence	<input type="text"/>
g) Same house as sex offender	<input type="text"/>
h) Failure to attend school	<input type="text"/>
i) Committed an offence	<input type="text"/>
j) Misuse of drugs or alcohol	<input type="text"/>
k) Misuse of volatile substances	<input type="text"/>
l) Looked after by LA and beyond control	<input type="text"/>

### 2. Hearings

Hearing held in last year?: ☐ Yes ☐ No > section 3

Total number of hearings in last year: \_\_\_\_\_

Grounds led in last year?: ☐ Yes ☐ No

If yes, state which grounds (*tick all that apply*):

- a) Beyond control
- b) In moral danger
- c) Lack of parental care
- d) Victim of sch. 1 offence
- e) Same house as victim of sch. 1 offence
- f) Same house as perpetrator of sch. 1 offence
- g) Same house as sex offender
- h) Failure to attend school
- i) Committed an offence
- j) Misuse of drugs or alcohol
- k) Misuse of volatile substances
- l) Looked after by LA and beyond control


Reasons for hearing (*tick all that apply*):

- Initial hearing
- Emergency/CPO hearing
- SWD/panel review
- Annual review
- Warrant renewal review
- Secure order review
- Review at request of child/family
- Other (specify) \_\_\_\_\_


Decisions made at hearings during last year (*tick all that apply*):

- SR (at home)
- SR (family placement)
- SR (foster care)
- SR (YPC or CSU)
- SR (residential school)
- SR terminated


- SR (secure unit)
- Warrant (secure)
- Warrant (non-secure)
- Advice to sheriff (adoption, PRO)
- Other decision
- (specify) \_\_\_\_\_


### 3. Offending

Evidence of offending in last year ?

☐ Yes

☐ No > *section 4*

If yes, nature of offending (*tick all that apply*)

- |                  |   |                           |
|------------------|---|---------------------------|
| Number of times: | graffiti _____                                | shoplifting _____         |
|                  | vandalism _____                               | breach of the peace _____ |
|                  | theft (from home) _____                       | assault _____             |
|                  | theft (from school) _____                     | robbery _____             |
|                  | theft of car/driving offences _____           | fire raising _____        |
|                  | theft (attempted theft) from car or van _____ | housebreaking _____       |
|                  | carrying offensive weapon _____               | fare dodging _____        |
|                  | injuring animals or birds _____               | selling drugs _____       |

Number of times charged by police: \_\_\_\_\_

Evidence of co-offending?

☐ Yes ☐ No > *section 4*

If yes, with member of cohort?:

☐ Yes ☐ No

If cohort member(s) give ID numbers:

\_\_\_\_\_

With another young person?:

☐ Yes ☐ No

With an adult (over 18)?:

☐ Yes ☐ No

#### 4. Specific issues raised (up to end August 2001)

##### *Child*

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs –learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Absconding from home	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### *Home circumstances*

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Emotionally abusive parent	<input type="checkbox"/>
Chaotic family lifestyle	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### *School*

Reports in the papers/file	Yes	<input type="checkbox"/>
Attendance – truancy		<input type="checkbox"/>
Attendance – other		<input type="checkbox"/>
Exclusion – formal or informal		<input type="checkbox"/>
Educational learning difficulties		<input type="checkbox"/>
Disruptive behaviour in class		<input type="checkbox"/>
Poor attitude/motivation		<input type="checkbox"/>
Other 1. _____		<input type="checkbox"/>
2. _____		<input type="checkbox"/>

No

Aggressive behaviour in class	<input type="checkbox"/>
Poor peer relationships	<input type="checkbox"/>
Poor staff relationships	<input type="checkbox"/>
Child bullies others	<input type="checkbox"/>
Child is victim of bullying	<input type="checkbox"/>
Referral to special education	<input type="checkbox"/>
Unruly behaviour/tantrums	<input type="checkbox"/>
Other 3. _____	<input type="checkbox"/>

## APPENDIX J: LETTER TO PARENTS

Date

Dear Parent/Guardian

### EDINBURGH UNIVERSITY STUDY OF PARENTS

As you may recall, the Edinburgh Study of Youth Transitions and Crime is a longitudinal study of 4,300 young people who are currently in their third year at secondary schools across Edinburgh. The aim of this study is to find out why some young people get involved in breaking the law while others do not, and why most stop offending while others go on for longer.

#### **Feedback on the results so far**

I would like to take this opportunity to thank you for your support of the study to date. We have had extremely high success rates, with over 95 per cent of all pupils taking part over the last three years.

I attach a newsletter showing the main findings from the first two years of the study, which has been specially prepared for the parents of all those young people involved. We are particularly grateful for the very high participation rate at each sweep of the study, which gives the findings even greater credibility.

#### **Survey of parents**

A vital part of the Edinburgh Study involves examining information from a range of different sources that might help us to understand the different pathways that young people take into and out of offending behaviour. One of the most important influences on young people's lives is their family and the circumstances they encounter while they are growing up. For this reason, we are planning to do a survey of the main parent or carer of each young person taking part in the Edinburgh Study and we would like to invite you to take part in this survey.

The survey of parents will involve an interview with the parent or carer who has most responsibility for looking after each young person involved. It will take about 30 minutes to complete and will be administered by an interviewer who will come to your home. The interview will include questions about a range of family related matters, which are listed on the next page. However, you may decline to answer any questions that you would rather not answer.

The survey will include questions on:

- family structure and events during childhood (e.g. separation, divorce, reconciliation or death within the family);
- general family relationships;
- relationships between you and your child;
- leisure activities involving you and your child;
- style of parenting, including supervision and discipline;
- an assessment of your child's behaviour and their attitude towards you;
- contact with and your child's attitude towards school;
- expectations and aspirations for your child;
- alcohol or drug use within the family;
- and contact with the social work department or the children's hearing system

### **What do I do now?**

If you are not willing to take part in the survey of parents, you must return the slip at the bottom of this page within two weeks of receiving this letter to the head teacher of your child's school. If you return this slip, you will not be contacted again.

If you are willing to take part in the survey of parents, you need do nothing in response to this letter. After two weeks, the school will forward the names and addresses of all parents wishing to take part in the study to the research team. The researchers will then contact you to arrange a suitable date and time for the interview to take place.

If you would like to find out more about this research project, please contact me on 0131 650 2027 or Kerstin Hinds at the National Centre for Social Research on 0131 557 5494. Alternatively, you can write to me at the above address.

Yours faithfully

Professor David J. Smith

---

**I do not wish** to take part in Survey of Parents to be conducted by the University of Edinburgh and I do not wish my name and address to be passed on to them.

Name of parent .....

Signature of parent .....

Date signed .....

School code

--	--	--

ID number

--	--	--	--	--

# Edinburgh Study of Young People

Sweep 1 Questionnaire  
1998

This questionnaire is confidential

# What do I have to do?

All the way through this questionnaire there are boxes like this which give you important information and instructions.

All the questions involve either ticking boxes or writing something down.



Follow the instructions after each question which tell you what to do.  
Take your time and don't rush – if you get stuck on any words or questions  
**just put your hand up and ask!**

Here are some practice questions.

1. Are you a boy or a girl? **(tick ONE box only)**

☐

Boy

☐

Girl

2. Here are two statements that people have said about boys and girls.  
How much do you agree or disagree with these statements?  
**(tick ONE box on each line)**

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
Boys are better than girls .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls are more clever than boys .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which of these subjects do you like doing?  
**(tick as many boxes as you need to)**

☐

English

☐

History

☐

Geography

☐

Biology

☐

Social Education

☐

Maths



Now for some more tricky practice questions  
- be careful to follow the instructions.

4. Do you usually go to school by bus?

☐

No - **Answer question in box**

☐

Yes - **Go to question 5**



- a. How do you usually get to school? (**tick ONE box only**)

☐

I walk

☐

I go by car or taxi

☐

I go by bike

☐

I go another way \_\_\_\_\_

5. Do you ever eat school dinners? (**tick YES or NO**)

☐

Yes

☐

No

If you ticked YES go to question 6 now.

If you ticked NO go to question 7 now.

6. Do you like school dinners? (**tick ONE box only**)

☐

Yes, always

☐

Yes, sometimes

☐

No



7. What is your name? (**please write in**)

\_\_\_\_\_  
(first name)

\_\_\_\_\_  
(surname)

We will cut off the bottom of this page after putting your number on the front cover!

# 1. ABOUT YOU

Lets start with a few questions about what you do in your spare time.

- 1.1 How often do you go to these places in your spare time?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
A youth club or school club.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scouts, Guides or BBs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A sports club or team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church or another place of worship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.2 How often do you do the following things with your friends?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
Hang about the streets, a park or shops.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to friends' houses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go shopping or out for something to eat....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to an amusement arcade.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to the cinema, theatre or concerts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to raves, discos or nightclubs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.3 And how often do you do these things in your spare time?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
Play sports or games, but not at a club.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to keep fit or dancing classes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to watch football or other sports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do a part time job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do sponsored events or voluntary work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.4 When you go out, how often do your parents know where you are going?  
(tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never

- 1.5 When you go out, how often do your parents know who you are going out with? (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never

- 1.6 When you go out, how often do your parents know what time you will be home? (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never





1.7 How often would your parents know if you did not come home on time?  
(tick ONE box only)

☐ Always ☐ Usually ☐ Sometimes ☐ Never

1.8 Have you ever come home more than an hour late against your parents' wishes?  
(tick ONE box only)

☐ No, never ☐ Yes, once or a few times ☐ Yes, lots of times

1.9 Have you ever stayed out overnight without your parents knowing where you were? (tick ONE box only)

☐ No, never ☐ Yes, once or a few times ☐ Yes, lots of times

Here's another question about what you do in your spare time.

1.10 How often do you do these things in your spare time?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
Play computer or video games.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read comics, books or magazines.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to music or watch TV or videos.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask friends round to your house.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do housework or chores at home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do a hobby or play an instrument.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Babysit for your family.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do your homework.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some questions about how much money you get.

1.11 Do your parents give you pocket money?

(tick ONE box only – if YES, please say how much and how often)

- ☐ No, I don't get any money from my parents - **Go to question 1.12**
- ☐ No, my parents just give me money when I need it - **Go to question 1.12**
- ☐ Yes, my parents give me pocket money - **Answer questions in box**



a. How much do you get?

£\_\_\_\_\_:\_\_\_\_\_ p

b. How often do you get it?

- ☐ Every day
- ☐ Every week
- ☐ Every month
- ☐ It varies

1.12 Do you usually get any other money, for example, from a part-time job, for doing work around the house or from relatives?

- ☐ No, I don't usually get any other money - **Go to question 1.13**
- ☐ Yes - **Answer questions in box**



a. Where do you get other money from?

\_\_\_\_\_

b. How much do you get?

£\_\_\_\_\_:\_\_\_\_\_ p

c. How often do you get it?

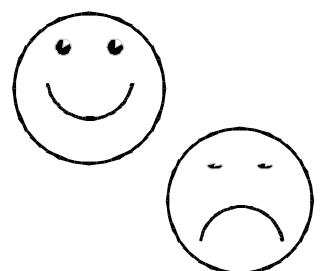
- ☐ Every day
- ☐ Every week
- ☐ Every month
- ☐ It varies



Now for a question about how you  
would describe yourself as a person.

1.13 How much do you agree or disagree with these statements?  
(tick ONE box on each line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
I like myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often wish I was someone else.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a low opinion of myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I have a number of good qualities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are lots of things about myself I would like to change.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 2. ABOUT YOUR FAMILY

Section 2 asks a few questions about who you live with.

### 2.1 Who lives in your house with you?

(tick as many boxes as you need to)

☐ Mother

☐ Step-mother

☐ Father

☐ Step-father

☐ Brother —————> How many? \_\_\_\_\_

☐ Step-brother —————> How many? \_\_\_\_\_

☐ Sister —————> How many? \_\_\_\_\_

☐ Step-sister —————> How many? \_\_\_\_\_

☐ Somebody else, like grandparents or other relatives, friends, foster parents, etc?  
(please write in who else lives with you)

\_\_\_\_\_



### 2.2 If you live with your mother or step-mother, what job does she do?

(tick as many boxes as you need to)

☐ I don't live with my mother or step-mother

☐ She doesn't have a job

☐ She works part time as a \_\_\_\_\_ (write in job)

☐ She works full time as a \_\_\_\_\_ (write in job)

☐ I don't know what she does

2.3 If you live with your father or step-father, what job does he do?  
(tick as many boxes as you need to)

- ☐ I don't live with my father or step-father
- ☐ He doesn't have a job
- ☐ He works part time as a \_\_\_\_\_ (write in job)
- ☐ He works full time as a \_\_\_\_\_ (write in job)
- ☐ I don't know what he does

2.4 Have you ever been 'in care'?  
(tick as many boxes as you need to)

- ☐ Yes, with a foster family —————> Please tick if you live there now ☐
- ☐ Yes, in a children's home —————> Please tick if you live there now ☐
- ☐ Yes, in a young person's unit —————> Please tick if you live there now ☐
- ☐ No

2.5 Does your family own a car or a van? (tick YES or NO)

- ☐ Yes ☐ No

2.6 Does your family have a telephone at home? (tick YES or NO)

- ☐ Yes ☐ No

2.7 Do you have a bedroom to yourself at home? (tick YES or NO)

- ☐ Yes ☐ No



Here are a few more questions about your parents  
and how you get on with them.

2.8 How would you describe your parents? (tick ONE box on each line)

	Always	Usually	Sometimes	Never
They let me do things I like doing .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They trust me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They treat me like a baby.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They try to control everything I do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They let me make my own decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.9 How often do you disagree or argue with your parents about each of these things? (tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
Your homework.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Who your friends are.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How tidy your room is.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What time you get in.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What you do when you go out.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.10 How often would your parents know if you did not do your homework?  
(tick ONE box only)

<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
---------------------------------	----------------------------------	------------------------------------	--------------------------------

2.11 When you disagree or argue about things, how often do your parents let you explain your point of view? (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never

2.12 When you and your parents disagree or argue about things, how do things **usually** work out? (tick ONE box only)

☐ I usually end up doing what they want me to do

☐ I usually get my own way in the end

☐ We usually decide together on something that suits us both

☐ We usually go on arguing

2.13 How often do you do these things with your parents?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
Watch TV or videos.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go shopping.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play sports or go to watch sports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to the cinema, theatre or concerts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visit friends or relatives.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go out for something to eat.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go on trips or outings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go for walks or bike rides.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. THINGS PEOPLE DO

Now for a few questions about smoking cigarettes.

- 3.1 How many of your friends smoke cigarettes at least once a week?  
(tick ONE box only)

☐

None

☐

Some

☐

Most or all

☐

I'm not  
sure

- 3.2 How much do you think your parents would mind if they found out that you had been smoking? (tick ONE box only)

☐

Very much

☐

Quite a lot

☐

A little bit

☐

Not at all

- 3.3 Which of these statements best describes you? (tick ONE box only)

☐

I have never tried a cigarette (not even a puff)

☐

I have tried smoking cigarettes, but I don't smoke now

☐

I smoke cigarettes, but less than once a week

☐

I smoke cigarettes at least once a week

☐

I smoke cigarettes every day

- 3.4 How old were you when you first smoked a **whole** cigarette (not just a puff)?  
(tick ONE box only)

☐

Age 8 or under

☐

Age 9 or 10

☐

Age 11 or over

☐

I've never smoked a whole cigarette



Now for a few questions about drinking alcohol,  
e.g. wine, beer, lager, vodka, whisky, hooch, etc.

- 3.5 How many of your friends drink alcohol without their parents knowing?  
(tick ONE box only)

☐ None ☐ Some ☐ Most or all ☐ I'm not sure

- 3.6 Which of these statements best describes you? (tick ONE box only)

☐ I have never tried an alcoholic drink (not even a sip)  
☐ I have tried drinking alcohol, but I don't drink now  
☐ I drink alcohol, but only on special occasions (e.g. Christmas, New Year or at parties)  
☐ I drink alcohol, but less than once a month  
☐ I drink alcohol at least once a month  
☐ I drink alcohol at least once a week

- 3.7 When you drink alcohol, how often do you have your parents' permission?  
(tick ONE box only)

☐ Always ☐ Sometimes ☐ Never ☐ I don't drink alcohol

- 3.8 How old were you when you first drank a whole alcoholic drink (for example, a whole glass of wine or a can of beer)? (tick ONE box only)

☐ Age 8 or under  
☐ Age 9 or 10  
☐ Age 11 or over  
☐ I've never drunk a whole alcoholic drink



Here are some questions about illegal drugs  
- that means drugs that have not come from a doctor or chemist.

3.9 Have any of your friends ever taken these kinds of illegal drugs?

(tick ONE box on each line)

	Yes	No	I'm not sure
Hash or another drug to smoke .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pills to get high .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs to inject.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue or gas to sniff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.10 How many of your friends have ever taken illegal drugs?

(tick ONE box only)

☐ None                      ☐ Some                      ☐ Most or all                      ☐ I'm not sure

3.11 Has anyone ever offered to give or sell you any of these kinds of drugs?

(tick ONE box on each line)

	Yes	No	I'm not sure
Hash or another drug to smoke .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pills to get high .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs to inject.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue or gas to sniff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.12 Have you ever sold an illegal drug to someone else?

(tick ONE box only)

☐ Yes – to a friend                      ☐ Yes – to someone else                      ☐ No

3.13 Have you ever tried any illegal drug (that includes sniffing gas or glue)?

(tick YES or NO)

☐ Yes – **Go to question 3.14**                      ☐ No – **Go to question 4.1**

3.14 Which of these statements best describes you? (tick ONE box only)

- ☐ I have tried taking drugs, but I don't take any now
- ☐ I take drugs, but less than once a month
- ☐ I take drugs at least once a month
- ☐ I take drugs at least once a week

3.15 How old were you when you first tried an illegal drug? (tick ONE box only)

- ☐ Age 8 or under                      ☐ Age 9 or 10                      ☐ Age 11 or over

3.16 How often have you tried each of these drugs? (tick ONE box on each line)

	Never	Once	2 or 3 times	4 times or more
<b>Cannabis</b> ..... (dope, hash, pot, grass, marijuana, joints, weed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Glue or gas</b> ..... (petrol, tippex, lighter fuel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ecstasy</b> ..... (E, XTC, X, ekky)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cocaine</b> ..... (Coke, crack, snow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed</b> ..... (uppers, sulphate, amphetamines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Heroin</b> ..... (Smack, skag, H)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LSD</b> ..... (Acid, trips, tabs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Magic mushrooms</b> ..... (Mushies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Downers</b> (temazepam..... jellies, valium, eggs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Something else*</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*If something else, please say what \_\_\_\_\_

## 4. WHERE YOU LIVE

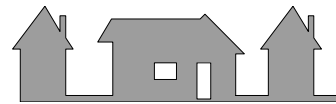
Section 4 is about the area or neighbourhood where you live .

- 4.1 What is the name of the area or neighbourhood of Edinburgh where you live?  
(please write in)

---

- 4.2 How long have you lived in that neighbourhood?  
(tick ONE box only)

- ☐ All my life
- ☐ Less than one year
- ☐ Between one and three years
- ☐ More than three years



- 4.3 How much do you think there is for you to do in your neighbourhood?  
(tick ONE box only)

- ☐ Lots of things to do
- ☐ Quite a lot to do
- ☐ Not very much to do
- ☐ Nothing at all to do
- ☐ I'm not sure

- 4.4 How often do you see children or young people playing in the street in your neighbourhood? (tick ONE box only)

- ☐ Most days      ☐ Some days      ☐ Hardly ever      ☐ I'm not sure

4.5 How often do you see children or young people hanging around in groups or gangs in your neighbourhood? (tick ONE box only)

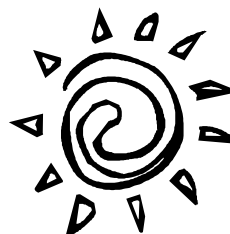
☐ Most days                      ☐ Some days                      ☐ Hardly ever                      ☐ I'm not sure

4.6 Here are some statements about the neighbourhood where you live.  
Do you agree or disagree with these statements? (tick ONE box on each line)

	Agree	Disagree	I'm not sure
I know most of the adults who live in my neighbourhood.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the adults who live in my neighbourhood know me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know most of the young people who live in my neighbourhood.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the young people who live in my neighbourhood know me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most adults who live in my neighbourhood are friendly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most young people who live in my neighbourhood are friendly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.7 How safe do you feel when you are out on your own in your neighbourhood **during the day**? (tick ONE box only)

☐ Very safe  
☐ Fairly safe  
☐ Not very safe  
☐ Very unsafe





4.8 Are there any places in your neighbourhood that you don't go to **during the day** because you feel unsafe? (tick ONE box only)

☐

Yes - Answer questions in box

☐

No - Go to question 4.9



i. What are the names of the places where you feel unsafe during the day (for example names of streets, parks or buildings)?

---

---

ii. Why don't you feel safe in these places?

---

4.9 How safe do you feel when you are out on your own in your neighbourhood **after dark**? (tick ONE box only)

☐

Very safe

☐

Fairly safe

☐

Not very safe

☐

Very unsafe

☐

I don't go out on my own after dark



4.10 Are there any places in your neighbourhood that you don't go to **after dark** because you feel unsafe? (tick ONE box only)

☐

Yes - Answer questions in box

☐

No - Go to question 4.11



i. What are the names of the places where you feel unsafe after dark (for example names of streets, parks or buildings)?

---

---

ii. Why don't you feel safe in these places?

---

4.11 How much of a problem do you think these things are in your neighbourhood?  
(tick ONE box on each line)

	Not a problem	A bit of a problem	A big problem	I'm not sure
Rubbish in the street.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broken windows in shops or houses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalized or burnt out cars.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dog dirt on pavements, grass, etc.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are drunk in the street.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gangs of young people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boarded up or burnt out houses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.12 If someone was spray painting a wall in your neighbourhood, what would probably happen? (tick ONE box on each line)

	Yes	No	I'm not sure
An adult would try to stop them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.13 If someone was trying to steal a car in your neighbourhood, what would probably happen? (tick ONE box on each line)

	Yes	No	I'm not sure
An adult would try to stop them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.14 If teenagers were fighting in the street in your neighbourhood, what would probably happen? (tick ONE box on each line)

	Yes	No	I'm not sure
An adult would try to stop them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.15 How much of a problem do you think these things are in your neighbourhood? (tick ONE box on each line)

	Not a problem	A bit of a problem	A big problem	I'm not sure
Not enough street lights.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graffiti on walls or buildings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalized buildings or bus shelters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People selling drugs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug needles (syringes) lying around.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Busy roads or heavy traffic.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours fighting in the street.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.16 How often do you see police officers walking about your neighbourhood? (tick ONE box only)

☐ Every day

☐ At least once a week

☐ Less than once a week

☐ Never

☐ I'm not sure

4.17 How often do you see police cars or vans in your neighbourhood?  
(tick ONE box only)

- ☐ Every day
- ☐ At least once a week
- ☐ Less than once a week
- ☐ Never
- ☐ I'm not sure



## 5. THINGS YOU HAVE DONE

Section 5 asks about things that you might EVER have done.

5.1 Have you ever **not paid** the correct fare on a bus or train?

☐

Yes - Answer questions in box

☐

No - Go to question 5.2



i. How many times have you ever done this?

(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – a teacher

☐

Yes – another adult

☐

No

5.2 Have you ever taken something from a shop or a store without paying for it?

☐

Yes - Answer questions in box

☐

No - Go to question 5.3



i. How many times have you ever done this?

(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – an adult

☐

Yes – the police

☐

No

iii. The last time you did this, what did you take from the shop? (please write in)

---

5.3 Have you ever been rowdy or rude in a public place so that people complained or you got into trouble?

☐ Yes - Answer questions in box      ☐ No - Go to question 5.4



- i. How many times have you ever done this?  
(tick ONE box only)
- ☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5
- ☐ Between 6 and 10      ☐ More than 10
- ii. The **last time** you did this, how many others were you with?  
(tick ONE box only)
- ☐ 0      ☐ 1      ☐ 2 or 3      ☐ 4 or 5      ☐ 6 or more

5.4 Have you ever stolen or ridden in a stolen car or van or on a stolen motorbike?

☐ Yes - Answer questions in box      ☐ No - Go to question 5.5



- i. How many times have you ever done this?  
(tick ONE box only)
- ☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5
- ☐ Between 6 and 10      ☐ More than 10
- ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)
- ☐ Yes – an adult      ☐ Yes – the police      ☐ No
- iii. What kind of stolen vehicle have you ridden in/on?  
(tick as many boxes as you need to)
- ☐ A car or van      ☐ A motorbike

5.5 Have you ever taken money or something else that did not belong to you from school?

☐

Yes - Answer questions in box

☐

No - Go to question 5.6



i. How many times have you ever done this?  
(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – an adult

☐

Yes – the police

☐

No

iii. The last time you did this, what did you take from school? (please write in)

---

5.6 Have you ever carried a knife or weapon with you for protection or in case it was needed in a fight?

☐

Yes - Answer questions in box

☐

No - Go to question 5.7



i. How many times have you ever done this?  
(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – an adult

☐

Yes – the police

☐

No

iii. The last time you did this, what kind of weapon did you carry? (please write in)

---

5.7 Have you ever deliberately damaged or destroyed property that did not belong to you (for example, windows, cars or street lights)?

☐ Yes - Answer questions in box      ☐ No - Go to question 5.8

↓

i. How many times have you ever done this?  
(tick ONE box only)

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

☐ Between 6 and 10      ☐ More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐ Yes – an adult      ☐ Yes – the police      ☐ No

iii. The **last time** you did this, what did you damage or destroy? (please write in)

---

5.8 Have you ever gone into or broken into a house or building with the intention of stealing something?

☐ Yes - Answer questions in box      ☐ No - Go to question 5.9

↓

i. How many times have you ever done this?  
(tick ONE box only)

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

☐ Between 6 and 10      ☐ More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐ Yes – an adult      ☐ Yes – the police      ☐ No

iii. The **last time** that you did this, what did you take?  
(please write in)

---



5.9 Have you ever written things or sprayed paint on property that did not belong to you (for example, a phone box, car, building or bus shelter)?

☐

Yes - Answer questions in box

☐

No - Go to question 5.10

i. How many times have you ever done this?

(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – an adult

☐

Yes – the police

☐

No

iii. The last time that you did this, what did you write or paint on? (please write in)

---

5.10 Have you ever used force, threats or a weapon to get money or something else from somebody?

☐

Yes - Answer questions in box

☐

No - Go to question 5.11

i. How many times have you ever done this?

(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – an adult

☐

Yes – the police

☐

No

iii. The last time that you did this, what did you take? (please write in)

---

5.11 Have you ever taken money or something else that did not belong to you from **home** without permission?

☐

Yes - Answer questions in box

☐

No - Go to question 5.12



i. How many times have you ever done this?  
(tick ONE box only)

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

☐ Between 6 and 10      ☐ More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐ Yes – an adult      ☐ Yes – the police      ☐ No

iii. The **last time** you did this, what did you take from home? (please write in)

---

5.12 Have you ever deliberately set fire or tried to set fire to somebody's property or a building (for example, a school)?

☐

Yes - Answer questions in box

☐

No - Go to question 5.13



i. How many times have you ever done this?  
(tick ONE box only)

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

☐ Between 6 and 10      ☐ More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐ Yes – an adult      ☐ Yes – the police      ☐ No

iii. The **last time** that you did this, what did you set fire to?  
(please write in)

---

5.13 Have you ever hit, kicked or punched someone on purpose with the intention of hurting or injuring them?

☐

Yes - Answer questions in box

☐

No - Go to question 5.14



i. How many times have you ever done this?

(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐

Yes – an adult

☐

Yes – the police

☐

No

iii. The last time you did this, who did you hit, kick or punch?  
(tick as many boxes as you need to)

☐

My brother or sister

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else

5.14 Have you ever broken into a **car or van** with the intention of stealing something out of it?

☐ Yes - Answer questions in box      ☐ No - Go to question 5.15



i. How many times have you ever done this?  
(tick ONE box only)

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
☐ Between 6 and 10      ☐ More than 10

ii. Have you ever been caught doing this by an adult or the police? (tick as many boxes as you need to)

☐ Yes – an adult      ☐ Yes – the police      ☐ No

iii. The **last time** that you did this, what did you take from the car or van? (please write in)

---

5.15 Have you ever skipped or skived school?

☐ Yes - Answer questions in box      ☐ No - Go to question 6.1



i. How many times have you ever done this?  
(tick ONE box only)

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
☐ Between 6 and 10      ☐ More than 10

ii. Have you ever been caught doing this by a teacher or another adult? (tick as many boxes as you need to)

☐ Yes – a teacher      ☐ Yes – another adult      ☐ No

## 6. ABOUT YOUR FRIENDS

Section 6 is about who your friends are  
and what they are like.

6.1 How many **friends** do you have altogether?  
(tick ONE box only)

- ☐ None
- ☐ One or two
- ☐ Between 3 and 5
- ☐ Between 6 and 10
- ☐ More than 10

6.2 How many **close friends** do you have?  
(tick ONE box only)

- ☐ None
- ☐ One or two
- ☐ Between 3 and 5
- ☐ Between 6 and 10
- ☐ More than 10

6.3 Do you wish that you had more friends?  
(tick ONE box only)

- ☐ Yes, a lot more
- ☐ Yes, a few more
- ☐ No, I have enough friends
- ☐ I don't think about it



6.4 How many of your friends....?

(tick ONE box on each line)

	None	Some	Most or all
...go to the same school as you.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...live in your neighbourhood.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...are boys.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...are girls.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.5 And how many of your friends...?

(tick ONE box on each line)

	None	Some	Most or all
...are a year or more younger than you .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...are about the same age as you .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...are a year or more older than you .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.6 How many evenings a week do you usually go out with your friends?

(tick ONE box only)

<input type="checkbox"/> None	<input type="checkbox"/> One	<input type="checkbox"/> Two	<input type="checkbox"/> Three
<input type="checkbox"/> Four	<input type="checkbox"/> Five	<input type="checkbox"/> Six	<input type="checkbox"/> Seven

6.7 Do your parents know who your friends are?

(tick ONE box only)

<input type="checkbox"/> None of them	<input type="checkbox"/> Some of them	<input type="checkbox"/> Most or all of them
---------------------------------------	---------------------------------------	--

6.8 Do you have a girlfriend or boyfriend at the moment?

(tick ONE box only)

☐

Yes

☐

No, but I used to

☐

No, I've never had one

6.9 How old is your girlfriend or boyfriend?

(tick ONE box only)

☐

I don't have one at the moment

☐

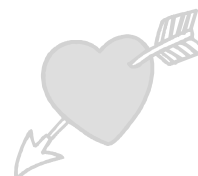
He/she is a year or more younger than me

☐

He/she is about the same age as me

☐

He/she is a year or more older than me



These questions are about things your friends might have done  
- no matter how long ago.

6.10 Have any of your friends ever done any of the following things?

(tick ONE box on each line)

Yes

No

I'm not sure

Not paid the correct fare on a bus or train..... ☐ ..... ☐ ..... ☐

Taken something from a shop without paying for it..... ☐ ..... ☐ ..... ☐

Been rowdy or rude in a public place so that  
people complained or they got into trouble..... ☐ ..... ☐ ..... ☐

Stolen or ridden in/on a stolen car or motorbike..... ☐ ..... ☐ ..... ☐

Taken money or something else that did not  
belong to them from school..... ☐ ..... ☐ ..... ☐

Carried a knife or weapon with them..... ☐ ..... ☐ ..... ☐

Deliberately damaged someone's property..... ☐ ..... ☐ ..... ☐

Broken into a house or building to steal something..... ☐ ..... ☐ ..... ☐

6.11 And have any of your friends ever done any of the following things?  
(tick ONE box on each line)

	Yes	No	I'm not sure
Written things or sprayed paint on someone's property.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used force, threats or a weapon to get money or something else from somebody.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taken money or something else that did not belong to them from their home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberately set fire or tried to set fire to somebody's property or a building.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit, kicked or punched someone on purpose to hurt or injure them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broken into a car or van to steal something out of it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skipped or skived school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sold drugs to you or someone else.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.12 How many of your friends have ever been in trouble with the police?  
(tick ONE box only)

<input type="checkbox"/> None	<input type="checkbox"/> Some	<input type="checkbox"/> Most or all	<input type="checkbox"/> I'm not sure
-------------------------------	-------------------------------	--------------------------------------	--





## 7. THINGS THAT HAPPEN

Here are a few questions about times when you might have had contact with the police.

7.1 Have any of the following things ever happened to you, no matter how long ago?  
(tick as many boxes as you need to)

- ☐ Been told off or told to move on by a police officer
- ☐ Been stopped by a police officer and asked to empty your pockets or bag for them
- ☐ Been stopped by a police officer and asked questions about something that you did
- ☐ Been picked up by the police and taken home to your parents
- ☐ Been picked up by the police and taken to a police station
- ☐ Been given a formal warning at a police station in front of your parents
- ☐ Been charged by the police for committing a crime
- ☐ Had contact with the police for some other reason (please write in below)

---

---

**If you ticked ANY of the boxes above  
go to question 7.2**

**If you ticked NONE of the boxes above  
go to question 7.5**

7.2 Which of these was the **most recent** thing that happened?

(tick ONE box only)

- ☐ Told off or told to move on by a police officer
- ☐ Stopped by a police officer and asked to empty my pockets or bag for them
- ☐ Stopped by a police officer and asked questions about something I did
- ☐ Picked up by the police and taken home to my parents
- ☐ Picked up by the police and taken to a police station
- ☐ Given a formal warning at a police station in front of my parents
- ☐ Charged by the police for committing a crime
- ☐ Something else happened

7.3 Thinking about this **most recent** occasion, how did you feel at the time?

(tick ONE box only)

- |                                       |   |                                 |                                  |
|---------------------------------------|---|---------------------------------|----------------------------------|
| <input type="checkbox"/> Not bothered | <input type="checkbox"/> Frightened           | <input type="checkbox"/> Guilty | <input type="checkbox"/> Angry   |
| <input type="checkbox"/> Tough        | <input type="checkbox"/> Excited              | <input type="checkbox"/> Proud  | <input type="checkbox"/> Ashamed |
| <input type="checkbox"/> Worried      | <input type="checkbox"/> Something else _____ |                                 |                                  |

7.4 How fairly do you think the police treated you on this occasion?

(tick ONE box only)

- ☐ Very fairly
- ☐ Quite fairly
- ☐ Not very fairly
- ☐ Very unfairly



This section is about what you think about certain things.

7.5 Do you think of yourself as a troublemaker?

(tick ONE box only)

☐ Yes

☐ No

☐ I'm not sure

7.6 Do you think other people see you as a troublemaker?

(tick as many boxes as you need to)

☐ Yes, my friends do

☐ Yes, other people my age do

☐ Yes, my parents do

☐ Yes, other adults do

☐ No

7.7 How much do you agree or disagree with these statements?

(tick ONE box on each line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
Lots of people try to push me around .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people are against me for no good reason .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends often say or do things behind my back....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be more successful if people didn't make things hard for me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that people have spread lies about me on purpose.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people would like to take away what success I have .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.8 When do you think it is OK to tell a lie? (tick ONE box on each line)

	Yes	No	I'm not sure
It's OK to tell a lie if it doesn't hurt anybody.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to lie to keep <u>your friends</u> from getting into trouble.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to lie to stop <u>you</u> from getting into trouble.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to lie if nobody finds out you did it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.9 Here are a list of things people sometimes do. How serious do you think each of these things is? (tick ONE box on each line)

	Not at all serious	Not very serious	Quite serious	Very serious
Not paying the correct fare on a bus or train.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing or spraying paint on someone's property.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberately damaging someone's property.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skipping or skiving school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberately setting fire or trying to set fire to somebody's property or a building.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.10 When do you think it is OK to take or steal something from somebody? (tick ONE box on each line)

	Yes	No	I'm not sure
It's OK to take something from somebody who is rich and can afford to replace it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to take little things from a shop without paying for them because shops make a lot of money .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to take someone's bike without asking if you intend to give it back.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to steal if nobody finds out you did it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.11 How serious do you think each of these things is? (tick ONE box on each line)

	Not at all serious	Not very serious	Quite serious	Very serious
Breaking into a car or van to steal something out of it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stealing money or something else that does not belong to you from home or school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breaking into a house or building to steal something.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stealing a car or riding in a stolen car .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking something from a shop without paying for it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.12 When do you think it is OK to hurt or fight with somebody?  
(tick ONE box on each line)

	Yes	No	I'm not sure
It's OK to hurt someone if you didn't mean to do it or it was an accident .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to fight with someone if they hit you first.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to fight with someone if they insult your friends or family.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK to fight because everyone my age does it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.13 And how serious do you think each of these things is?  
(tick ONE box on each line)

	Not at all serious	Not very serious	Quite serious	Very serious
Hitting, punching or kicking someone on purpose to hurt or injure them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using force, threats or a weapon to get money or something else from somebody .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying a knife or weapon around .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being rowdy or rude in a public place so that people complain or you get into trouble .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now for some questions about things that might EVER have happened to you.

7.14 Has anyone ever stolen something of yours that you left somewhere (for example, from school or a changing room)?

☐

Yes - Answer questions in box

☐

No - Go to question 7.15



i. How many times has this ever happened?  
(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

**NOW THINK ABOUT THE LAST TIME THIS HAPPENED**

ii. What was stolen? (please write in)

---

iii. Who stole it? (tick ONE box only)

☐

My brother or sister

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else

☐

I don't know who stole it

7.15 Has anyone ever used threats or force to steal or try to steal something from you?

☐

Yes - Answer questions in box

☐

No - Go to question 7.16



i. How many times has this ever happened?  
(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

**NOW THINK ABOUT THE LAST TIME THIS HAPPENED**

ii. What did the person steal or try to steal? (please write in)

---

iii. Who did it? (tick ONE box only)

☐

My brother or sister

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else

7.16 Has anyone ever **threatened** to hurt you by hitting, kicking or punching you?

☐

Yes - Answer questions in box

☐

No - Go to question 7.17



i. How many times has this ever happened?

(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

**NOW THINK ABOUT THE LAST TIME THIS HAPPENED**

ii. Who did it? (tick ONE box only)

☐

My brother or sister

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else



7.17 Has anyone ever really hurt you by deliberately hitting, punching or kicking you?

☐

Yes - Answer questions in box

☐

No - Go to question 7.18



i. How many times has this ever happened?  
(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

**NOW THINK ABOUT THE LAST TIME THIS HAPPENED**

ii. Who did it? (tick ONE box only)

☐

My brother or sister

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else

iii. How badly were you hurt?  
(tick as many boxes as you need to)

☐

No injuries

☐

Bruises or black eye

☐

Scratches or cuts

☐

Broken bones

☐

Something else \_\_\_\_\_

7.18 Has anyone ever really hurt you by deliberately hitting you with a weapon?

☐

Yes - Answer questions in box

☐

No - Go to question 8.1



i. How many times has this ever happened?  
(tick ONE box only)

☐

1

☐

2

☐

3

☐

4

☐

5

☐

Between 6 and 10

☐

More than 10

**NOW THINK ABOUT THE LAST TIME THIS HAPPENED**

ii. Who did it? (tick ONE box only)

☐

My brother or sister

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else

iii. What kind of weapon did they use?  
(tick as many boxes as you need to)

☐

Knife

☐

Stick or club

☐

Bottle or glass

☐

Something else \_\_\_\_\_

## 8. MORE ABOUT YOU

The very last question is about how you would describe yourself as a person.

8.1 How much do you agree or disagree with these statements?  
(tick ONE box on each line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
Planning takes the fun out of things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get into trouble because I do things without thinking.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put down the first answer that comes into my head on a test, and often forget to check it later.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get involved in things that I later wish I could get out of.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes break rules because I do things without thinking.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get so excited about doing new things that I forget to think about problems that might happen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for filling in this questionnaire.

Now check that you haven't missed out any  
questions and tell the researcher  
that you have finished.

School code

School status ☐

I D number

I D status ☐

RDR ☐

# Edinburgh Study of Young People

Sweep 2 Questionnaire  
1999

**This questionnaire is confidential**

# What do I have to do?

This questionnaire is just like the one you did last year.

Every section has boxes like this which give you important information and every question has an instruction that tells you what to do.

All the questions involve either ticking boxes or writing something down.

If you get stuck on any questions just put up your hand and ask.

**It is not a test - the researchers are there to help you!!**

# What are the questions about?

All the questions are about you and your life.

There are questions about...

... what you do in your spare time

... what your friends and family are like

... what you think about school

... things you have done

... things that have happened to you

... what you think about different things

'During the last year' means since the start of first year (S1) at secondary school up to the end of the summer holidays. Don't include the time since you started school this year (S2).

'During the last school year' means during first year (S1) at secondary school only. Don't include the time since you started school this year (S2).

'Your parents' means the adults who look after you, even if they are not your mum and dad.

All of the answers you give to these questions are confidential!!

Nobody gets to see the answers that you give – that includes your teachers, your parents and the police.

You must not let the person sitting next to you see your answers either.

Here are some easy questions to get started.

1 When were you born? (please write in the day, month and year)

I was born on the \_\_\_\_\_ (day) of \_\_\_\_\_ (month) in \_\_\_\_\_ (year)

2 Do you live in Edinburgh? (tick YES or NO)

☐ Yes

☐ No (please say where you live) \_\_\_\_\_

3 Which of these groups would you say you belong to? (tick ONE box only)

☐ White

☐ Indian

☐ Black Caribbean

☐ Pakistani

☐ Black African

☐ Bangladeshi

☐ Black (other)

☐ Chinese

☐ Another group (please say what) \_\_\_\_\_



4 What is your name? (please write in below)

\_\_\_\_\_  
(first names)

\_\_\_\_\_  
(surname)

**We will cut off the bottom of this page after putting your number on the front cover**

# 1. ABOUT YOU

Lets start with a few questions about  
what you do in your spare time.

- 1.1 How many evenings a week do you normally just stay at home (without going out anywhere)? (tick ONE box only)

☐ One      ☐ Two      ☐ Three      ☐ Four  
☐ Five      ☐ Six      ☐ Seven      ☐ Less than  
once a week

- 1.2 Do you go out in the evening to any clubs, groups or sports centres?  
(tick YES or NO)

☐ Yes – **Answer questions in box**      ☐ No – **Go to question 1.3**



- i. How many evenings a week do you usually go out to clubs or groups?  
(tick ONE box only)

☐ One      ☐ Two      ☐ Three      ☐ Four  
☐ Five      ☐ Six      ☐ Seven      ☐ I don't go  
every week

- ii. What kind of club or group do you go to? (tick as many boxes as you need to)

☐ A youth club or group  
☐ A sports club or sports centre (e.g. football, swimming, boxing, etc)  
☐ Scouts, Guides or Boy's Brigade  
☐ Keep fit, aerobics or dancing classes  
☐ Another kind of club or group \_\_\_\_\_

- iii. Are adults in charge of the clubs that you go to? (tick ONE box only)

☐ Yes – always      ☐ Yes – sometimes      ☐ No

- 1.3 How many evenings a week do you usually go out with your friends?  
(tick ONE box only)

<input type="checkbox"/> One	<input type="checkbox"/> Two	<input type="checkbox"/> Three	<input type="checkbox"/> Four
<input type="checkbox"/> Five	<input type="checkbox"/> Six	<input type="checkbox"/> Seven	<input type="checkbox"/> Less than once a week

- 1.4 How often do you just hang around these areas in the evening?  
(tick ONE box on each line)

	Most evenings	At least once a week	Less than once a week	Hardly ever or never
Hang around the area where I live.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hang around other areas (away from where I live).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.5 Where do you usually hang around in the evening?  
(tick as many boxes as you need to)

<input type="checkbox"/> Around my house	<input type="checkbox"/> Around a friend's house
<input type="checkbox"/> In the street	<input type="checkbox"/> Around shops or a shopping centre
<input type="checkbox"/> In a park or playing field	<input type="checkbox"/> Near my school
<input type="checkbox"/> Other places (please say where) _____	

- 1.6 How often do you go to these places in your spare time?  
(tick ONE box on each line)

	At least once a week	At least once a month	Never or hardly ever
Go shopping or out for something to eat.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to the cinema, theatre or concerts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to an amusement arcade.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to church or another place of worship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to discos, nightclubs or raves.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- 1.7 How much do you think there is for you to do in the area where you live?  
(tick ONE box only)

- ☐ Lots of things to do
- ☐ Quite a lot to do
- ☐ Not very much to do
- ☐ Nothing at all to do
- ☐ I'm not sure

- 1.8 Who do you do things with in your spare time?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Hardly ever or never
Myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A brother or sister.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A parent or guardian.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another adult.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A boyfriend or girlfriend.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next few questions ask about the last year -  
that means since the **start of S1** to the **end of the summer holidays**.

- 1.9 When you went out during the last year, how often did your parents know...?  
(tick ONE box on each line)

	Always	Usually	Sometimes	Never
... where you were going.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... who you were going out with.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... what time you would be home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.10 And during the last year, did you do any of the following things?  
(tick ONE box on each line)

	No, never	Yes, once or a few times	Yes, lots of times
Come home more than an hour late against your parent's wishes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay out overnight without your parents knowing where you were.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Run away from home for more than one night.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next question is about how much money you get.

1.11 Do you regularly get money to spend on yourself? (tick ONE box only)

- ☐ No, I don't get any money to spend on myself – **Go to question 1.12**
- ☐ No, I just get money when I need it – **Go to question 1.12**
- ☐ Yes, I regularly get money to spend on myself – **Answer questions in box**
- ↓

i. How much money do you usually get each week? (tick ONE box only)  
(If you don't get money weekly, try to guess how much you have to spend most weeks)

- ☐ £5 or less
- ☐ Between £5.01 and £10
- ☐ Between £10.01 and £15
- ☐ Between £15.01 and £20
- ☐ Between £20.01 and £25
- ☐ More than £25

ii. Where do you usually get money from? (tick all the boxes that you need to)

- ☐ My parents
- ☐ A part time job (e.g. paper round, babysitting, etc)
- ☐ My grandparents or other relatives
- ☐ Somewhere else \_\_\_\_\_

Now for a question about how you would describe yourself as a person.

1.12 How much do you agree or disagree with these statements?

(tick ONE box on each line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
I like myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often wish I was someone else.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think much of myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are some good things about me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are lots of things about myself I would like to change.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. WHO YOU LIVE WITH

This section asks a few questions about the people you live with.

- 2.1 How many families do you live with? (Don't include people you just stay with on holiday) (tick ONE box only)

☐

I live with one family all the time

☐

I live with two families at different times

- 2.2 Who lives with you in your family? (If you live with two families, tick boxes for the people you live with in each but DON'T include the same person twice)

### FAMILY 1 (the family you live with most)

☐

Mother

☐

Step-mother or dad's girlfriend

☐

Foster mother

☐

Father

☐

Step-father or mum's boyfriend

☐

Foster father

☐

Brother → How many? \_\_\_\_\_

☐

Step-brother → How many? \_\_\_\_\_

☐

Sister → How many? \_\_\_\_\_

☐

Step-sister → How many? \_\_\_\_\_

☐

Anybody else? (like grandparents or other relatives, friends, etc) Please write in below

---

### FAMILY 2 (only fill this bit in if you live with 2 families)

☐

Mother

☐

Step-mother or dad's girlfriend

☐

Foster mother

☐

Father

☐

Step-father or mum's boyfriend

☐

Foster father

☐

Brother → How many? \_\_\_\_\_

☐

Step-brother → How many? \_\_\_\_\_

☐

Sister → How many? \_\_\_\_\_

☐

Step-sister → How many? \_\_\_\_\_

☐

Anybody else? (like grandparents or other relatives, friends, etc) Please write in below

---

2.3 During the last year, has anybody new started living with you?  
(tick as many boxes as you need to)

- ☐ No
- ☐ Yes – a new brother or sister
- ☐ Yes – mum’s new boyfriend or husband
- ☐ Yes – dad’s new girlfriend or wife
- ☐ Yes – someone else (please say who) \_\_\_\_\_

2.4 During the last year, has anybody moved out of home (for any reason)?  
(tick as many boxes as you need to)

- ☐ No
- ☐ Yes – my mum
- ☐ Yes – my dad
- ☐ Yes – my step-mum or step-dad
- ☐ Yes – my brother or sister (including step-brothers or step-sisters)
- ☐ Yes - someone else (please say who) \_\_\_\_\_

2.5 During the last year, did you live with a foster family or in a home for young people? (tick as many boxes as you need to)

- ☐ Yes, with a foster family —————→ Please tick if you live there now ☐
- ☐ Yes, in a home for young people —————→ Please tick if you live there now ☐
- ☐ No

The next few questions are about how you and your parents get on.  
 (If you live with 2 families, think about the parents you live with most).

2.6 How would you describe your parents? (tick ONE box on each line)

	Always	Usually	Sometimes	Never
They let me do things I like doing .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They trust me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They treat me like a baby.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They try to control everything I do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They let me make my own decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.7 How often do your parents punish you in these ways? (tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never or hardly ever
Tell me off or give me a row .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
'Ground' me or stop me going out .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop me from seeing my friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop my pocket money .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punish me some other way .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.8 When your parents say they are going to punish you, what usually happens?  
 (tick ONE box only)

- ☐ They usually punish me the way they say they will
- ☐ They usually end up punishing me some other way
- ☐ They usually forget to punish me or don't do it
- ☐ I can usually talk them out of punishing me
- ☐ They never punish me

2.9 How often do you disagree or argue with your parents about each of these things? (tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never or hardly ever
Argue about homework.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argue about my friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argue about how tidy my room is.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argue about what time I get in.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argue about what I do when I go out.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argue about money.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.10 When you disagree or argue about things, how often do your parents let you explain your point of view? (tick ONE box only)

☐ Always
 ☐ Usually
 ☐ Sometimes
 ☐ Never

2.11 When you and your parents disagree or argue about things, how do things **usually** work out? (tick ONE box only)

☐ I usually end up doing what they want me to do  
☐ I usually get my own way in the end  
☐ We usually decide together on something that suits us both  
☐ We usually go on arguing

2.12 Overall, how often do you get on well with your parents? (tick ONE box only)

☐ Always
 ☐ Usually
 ☐ Sometimes
 ☐ Never

Now for some questions about how you get on with your brothers and sisters (that includes step-brothers and step-sisters too)!

- 2.13 Remind us again, do you live with any brothers or sisters (including step-brothers and step-sisters)? (tick YES or NO)

☐ Yes – Go to question 2.14 now      ☐ No – Go to section 3 now

- 2.14 How often do you argue with your brothers or sisters?  
(tick ONE box only)

☐ Most days      ☐ At least once a week      ☐ Less than once a week      ☐ Never or hardly ever

- 2.15 How often does your brother or sister do these things to you?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never or hardly ever
They <b>threaten</b> to hurt me in some way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They <b>hurt</b> me by hitting or kicking or punching me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They hurt me by hitting me with a <b>weapon</b> of some kind.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2.16 And how often do YOU DO these things to your brother or sister?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never or hardly ever
<b>I threaten</b> to hurt them in some way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I <b>hurt</b> them by hitting or kicking or punching them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hurt them by hitting them with a <b>weapon</b> of some kind.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2.17 Do you mostly argue or fight with a brother or a sister? (tick ONE box only)

☐ I mostly argue or fight with my brother

☐ I mostly argue or fight with my sister

2.18 How old is the brother or sister that you argue or fight with most often?  
(please write in)

He/she is \_\_\_\_\_ years old

2.19 Overall, how often do you get on with well with your brothers and sisters?  
(tick ONE box only)

☐ Always

☐ Usually

☐ Sometimes

☐ Never

### 3. THINGS PEOPLE DO

These questions are about whether you and your friends  
have smoked cigarettes during the last year.

- 3.1 How many of your friends smoked cigarettes during the last year?  
(tick ONE box only)

☐ None ☐ Some ☐ Most or all ☐ I'm not sure

- 3.2 Did you smoke a whole cigarette during the last year? (tick YES or NO)

☐ Yes – **Answer questions in box** ☐ No – **Go to question 3.3**

- i. How often do you smoke now? (tick ONE box only)

☐ Every day  
☐ At least once a week  
☐ At least once a month  
☐ Hardly ever

- ii. Where do you usually get your cigarettes from?  
(tick as many boxes as you need to)

<input type="checkbox"/> I buy them from shops or vans	<input type="checkbox"/> I buy them from other people
<input type="checkbox"/> My friends give me them	<input type="checkbox"/> My brother or sister gives me them
<input type="checkbox"/> My boyfriend or girlfriend gives me them	<input type="checkbox"/> My parents or other relatives give me them
<input type="checkbox"/> I steal them from home	<input type="checkbox"/> I steal them from other places

- iii. Do your parents know that you smoke? (tick ONE box only)

☐ Yes ☐ No ☐ I'm not sure

Now for some questions about drinking alcohol.

3.3 How many of your friends drunk alcohol during the last year?

(tick ONE box only)

☐

None

☐

Some

☐

Most or all

☐

I'm not sure

3.4 During the last year, did you drink a whole alcoholic drink (for example, a whole can of beer or glass of wine)? (tick YES or NO)

☐

Yes – **Answer questions in box**

☐

No – **Go to question 3.5**



i. How often do you drink alcohol now? (tick ONE box only)

☐

At least once a week

☐

At least once a month

☐

Only on special occasions

☐

Hardly ever

ii. Where do you usually get alcohol from? (tick as many boxes as you need to)

☐

I buy it from shops or pubs

☐

Other people buy it for me

☐

My friends give me it

☐

My brother or sister gives me it

☐

My boyfriend or girlfriend gives me it

☐

My parents or other relatives give me it

☐

I steal it from home

☐

I steal it from other places

iii. Who do you drink alcohol with? (tick as many boxes as you need to)

☐

With my parents

☐

With other relatives

☐

With friends (without my parents knowing)

☐

With my boyfriend or girlfriend (without my parents knowing)

iv. How many times have you been so drunk that you felt sick or dizzy or fell over in the last year? (tick ONE box only)

☐

Never

☐

1 or 2 times

☐

3 or 4 times

☐

5 times or more

Now some questions about illegal drugs  
(that doesn't include drugs given to you by a doctor or a chemist).

- 3.5 During the last year, how many of your friends took these kinds of drugs?  
(tick ONE box on each line)

	None	Some	Most or all	I'm not sure
Hash or another drug to smoke .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pills to get high .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue or gas to sniff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powder to sniff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs to inject with a needle.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3.6 During the last year, did any of your friends sell a drug to you or someone else? (tick ONE box only)

☐ Yes                      ☐ No                      ☐ I'm not sure

- 3.7 During the last year, did anyone offer to give or sell you any of these drugs?  
(tick ONE box on each line)

	Yes	No	I'm not sure
Hash or another drug to smoke .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pills to get high .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue or gas to sniff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powder to sniff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs to inject with a needle.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3.8 During the last year, did you take or try any illegal drugs (that includes sniffing gas or glue)? (tick YES or NO)

☐ Yes – **Go to question 3.9**                      ☐ No – **Miss out the next page and go to Section 4**

3.9 Where do you get your drugs from? (tick as many boxes as you need to)

- ☐ My friends give or sell me drugs
- ☐ My boyfriend or girlfriend gives or sells me drugs
- ☐ Other young people give or sell me drugs
- ☐ Older people give me or sell me drugs
- ☐ I steal drugs from home
- ☐ I steal drugs from other people

3.10 How often have you tried each of these drugs in the last year?  
(tick ONE box on each line)

	Never	Once	2 or 3 times	4 times or more
<b>Cannabis</b> ..... (dope, hash, marijuana, blow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Glue or gas</b> ..... (tippex, lighter fuel, aerosols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ecstasy</b> ..... (E, ekkys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cocaine</b> ..... (Coke, crack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed</b> ..... (whizz, sulph, amphetamines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Heroin</b> ..... (Smack, skag, H)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LSD</b> ..... (Acid, trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Magic mushrooms</b> ..... (Mushies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Downers</b> (temazepam..... jellies, valium, eggs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Poppers</b> ..... (amyl nitrate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Something else*</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*If something else, please say what \_\_\_\_\_

## 4. THINGS YOU HAVE DONE

This section asks questions about things you might have done during the last year.

**Remember - that means since the start of S1 to the end of the summer holidays.**

**And so, during the last year...**

- 4.1 Did you travel on a bus or train without paying, without paying enough money or using somebody else's bus pass?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.2**



- i. How many times did you do this during the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

- ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from a bus conductor

☐

Yes – from the police

☐

Yes – from another adult

☐

No

4.2 During the last year, did you take something from a shop or a store without paying for it?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.3**



i. How many times did you do this in the last year?

(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?

(tick as many boxes as you need to)

☐

Yes – from the police or a security guard

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you take from the shop? (please write in)

---

iv. How many friends were you with at the time?

(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.3 During the last year, were you noisy or cheeky in a public place so that people complained or you got into trouble? (DON'T include things you did at school)

☐ Yes - **Answer questions in box**      ☐ No - **Go to question 4.4**

↓

i. How many times did you do this in the last year?  
(tick ONE box only)

☐ Once    ☐ 2 times    ☐ 3 times    ☐ 4 times    ☐ 5 times

☐ Between 6 and 10 times    ☐ More than 10 times

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐ Yes – from the police or a security guard

☐ Yes – from another adult

☐ No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. Where were you? (tick ONE box only)

☐ Just outside school    ☐ Shops or shopping centre

☐ A street in my area    ☐ A park or playing field

☐ Somewhere else \_\_\_\_\_

iv. How many friends were you with at the time?  
(tick ONE box only)

☐ None    ☐ 1    ☐ 2 or 3    ☐ 4 or 5    ☐ 6 or more



4.4 During the last year, did you ride in a stolen car or van or on a stolen motorbike?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.5**



- i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

- ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

- iii. What kind of stolen vehicle did you ride in?  
(tick ONE box only)

☐

A car

☐

A van

☐

A motorbike

- iv. Were you the driver or a passenger?  
(tick ONE box only)

☐

Driver

☐

Passenger

4.5 During the last year, did you steal money or something else from school?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.6**



i. How many times did you do this in the last year?

(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?

(tick as many boxes as you need to)

☐

Yes – from a teacher or a janitor

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you steal from school? (please write in)

---

4.6 During the last year, did you carry a knife or other weapon with you for protection or in case it was needed in a fight?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.7**



i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What kind of weapon did you carry? (tick ONE box only)

☐

Small knife or penknife

☐

Large knife or flick knife

☐

Pole, stick or bat

☐

BB gun or air rifle

☐

Hammer or other metal weapon

☐

Something else \_\_\_\_\_

iv. Did you use the weapon against anybody? (tick YES or NO)

☐

Yes

☐

No

4.7 During the last year, did you write or spray paint on property that did not belong to you (for example, a phone box, car, building or bus shelter)?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.8**



i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police or a security guard

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you write? (please write in)

---

iv. What property did you write or paint on? (please write in)

---

v. How many friends were you with at the time?  
(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.8 During the last year, did you damage or destroy property that did not belong to you on purpose (for example, windows, cars or street lights)?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.9**



i. How many times did you do this in the last year?

(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?

(tick as many boxes as you need to)

☐

Yes – from the police or a security guard

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you damage or destroy? (please write in)

---

iv. How many friends were you with at the time?

(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.9 During the last year, did you go into or break into a house or building to try and steal something?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.10**



i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police or a security guard

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What kind of building did you break into? (tick one box only)

☐

Somebody's house

☐

A school

☐

A shop

☐

An empty building or house

☐

Another building \_\_\_\_\_

iv. What did you steal or try to steal? (please write in)

\_\_\_\_\_

v. How many friends were you with at the time?  
(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.10 During the last year, did you use force, threats or a weapon to steal money or something else from somebody?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.11**



i. How many times did you do this in the last year?

(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?

(tick as many boxes as you need to)

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you steal or try to steal? (please write in)

---

4.11 During the last year, did you steal money or something else from home?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.12**



i. How many times did you do this in the last year?

(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?

(tick as many boxes as you need to)

☐

Yes – from a parent

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you steal from home? (please write in)

---



4.12 During the last year, did you set fire or try to set fire to something on purpose (for example, a school, bus shelter, house, etc)?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.13**



- i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

- ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police or a security guard

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

- iii. What did you set fire to? (please write in)

---

- iv. How many friends were you with at the time?  
(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.13 During the last year, did you hit, kick or punch someone on purpose (fight with them)? (DON'T include your brothers or sisters)

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.14**

i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. Who did you hit, kick or punch? (tick as many boxes as you need to)

☐

A friend

☐

Another young person I know

☐

An adult I know

☐

Somebody else (a stranger)

iv. How badly did you hurt them?  
(tick as many boxes as you need to)

☐

No injuries

☐

Bruises or black eye

☐

Scratches or cuts

☐

Broken bones

☐

Something else \_\_\_\_\_

v. How many people (including you) were involved in the fight?  
(tick ONE box only)

☐

2

☐

3

☐

4

☐

5

☐

6 or more

4.14 During the last year, did you break into a **car or van** to steal something out of it?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.15**



i. How many times did you do this in the last year?

(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?

(tick as many boxes as you need to)

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What did you take from the car or van? (please write in)

---

iv. How many friends were you with at the time?

(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.15 During the last year, did you hurt or injure any animals or birds on purpose?

☐

Yes - **Answer questions in box**

☐

No - **Go to question 4.16**



i. How many times did you do this in the last year?  
(tick ONE box only)

☐

Once

☐

2 times

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

☐

Yes – from the police

☐

Yes – from another adult

☐

No

**NOW THINK ABOUT THE LAST TIME YOU DID THIS.**

iii. What kind of animal or bird did you hurt or injure?  
(please write in)

---

iv. Was it a pet or a wild animal or bird? (tick ONE box only)

☐

It was my pet

☐

It was someone else's pet

☐

It was a wild animal or bird

v. How many friends were you with at the time?  
(tick ONE box only)

☐

None

☐

1

☐

2 or 3

☐

4 or 5

☐

6 or more

4.16 During the last year, did you do any of these things to someone you know?  
(DON'T include a brother or sister) (tick YES or NO on each line)

	Yes	No
Hit, punch, spit at or throw stones at them.....	<input type="checkbox"/>	<input type="checkbox"/>
Say nasty things, slag them or call them names.....	<input type="checkbox"/>	<input type="checkbox"/>
Threaten to hurt them.....	<input type="checkbox"/>	<input type="checkbox"/>
Ignore them on purpose or leave them out of things.....	<input type="checkbox"/>	<input type="checkbox"/>
Get other people to do any of these things.....	<input type="checkbox"/>	<input type="checkbox"/>

If you ticked **'Yes' for any of the things** at question 4.16  
answer the questions in the box below.  
If you ticked **'No' to everything** at question 4.16 go to section 5 now.



- i. How many times did you do these things in the last year?  
(tick ONE box only)
- ☐ Once    ☐ 2 times    ☐ 3 times    ☐ 4 times    ☐ 5 times
- ☐ Between 6 and 10 times    ☐ More than 10 times
- ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)
- ☐ Yes – from a teacher
- ☐ Yes – from the police
- ☐ Yes – from another adult
- ☐ No
- iii. Where did you do this? (as many boxes as you need to)
- ☐ At school    ☐ On the way to or from school    ☐ Somewhere else

## 5. ABOUT SCHOOL

This section is all about school. Some questions ask about **the last school year** – remember that means **only during first year (S1)**.

- 5.1 How much do you agree or disagree with these sentences about school?  
(tick ONE box on each line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
School is a waste of time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working hard at school is important.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School will help me get a good job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5.2 During the last school year, did you join a school sports club or team?  
(tick ONE box on each line)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 5.3**



- i. How often did you take part in this sports club or team?  
(tick ONE box only)

☐ Most  
days

☐ At least  
once a week

☐ Less than  
once a week

- 5.3 During the last school year, did you join another kind of school club or group? (tick ONE box on each line)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 5.4**



- i. How often did you take part in this club or group?  
(tick ONE box only)

☐ Most  
days

☐ At least  
once a week

☐ Less than  
once a week

5.4 During the last school year, how many of your teachers.....?

(tick ONE box on each line)

	None of them	Some of them	Most or all of them
...did you get on well with.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...helped you to learn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...treated you fairly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.5 And during the last school year, how many of your teachers.....?

(tick ONE box on each line)

	None of them	Some of them	Most or all of them
...could you ask for help if you had a problem with schoolwork.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...could you ask for help if you had a personal problem.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...treated you like a troublemaker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions are about your parents and school.

5.6 How often do your parents do the following things?

(tick ONE box on each line)

	Always	Usually	Sometimes	Never	I'm not sure
Check that you have done your homework.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to parents evenings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help you if you have a problem at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reply to school letters when they are asked to.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.7 How often do your parents ask you about things that happen at school?  
(tick ONE box only)

- ☐ Most days      ☐ At least once a week      ☐ Less than once a week      ☐ Never or hardly ever

5.8 During the last school year, did your parents have to sign a punishment exercise for you? (tick YES or NO)

- ☐ Yes - **Answer questions in box**      ☐ No - **Go to question 5.9**

i. How many times did this happen in the last year? (tick ONE box only)

- ☐ once      ☐ twice      ☐ 3 times      ☐ 4 times      ☐ 5 times or more

ii. The last time this happened, how did your parents feel about it most? (tick ONE box only)

- ☐ worried about me      ☐ angry at me      ☐ angry at school      ☐ not bothered about it
- ☐ something else (please write in) \_\_\_\_\_

5.9 And during the last school year, did the school get in touch with your parents because of something you had done wrong? (tick YES or NO)

- ☐ Yes - **Answer questions in box**      ☐ No - **Go to question 5.10**

i. How many times did this happen in the last year? (tick ONE box only)

- ☐ once      ☐ twice      ☐ 3 times      ☐ 4 times      ☐ 5 times or more

ii. The last time this happened, how did your parents feel about it most? (tick ONE box only)

- ☐ worried about me      ☐ angry at me      ☐ angry at school      ☐ not bothered about it
- ☐ something else (please write in) \_\_\_\_\_



Here are some questions about how you behaved during the last school year.

5.10 During the last school year, did you get an award, prize or merit for any of these things? (tick ONE box on each line)

	Yes	No
Doing good schoolwork.....	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in school.....	<input type="checkbox"/>	<input type="checkbox"/>
Doing well at any other things.....	<input type="checkbox"/>	<input type="checkbox"/>

5.11 During the last school year, did you skip or skive school? (tick YES or NO)

☐ Yes – **Answer questions in box**      ☐ No – **Go to question 5.12**

i. How many times did you do this during the last year?  
(tick ONE box only)

<input type="checkbox"/> Once	<input type="checkbox"/> 2 times	<input type="checkbox"/> 3 times	<input type="checkbox"/> 4 times	<input type="checkbox"/> 5 times
<input type="checkbox"/> Between 6 and 10 times	<input type="checkbox"/> More than 10 times			

ii. Did you get into trouble for doing this?  
(tick as many boxes as you need to)

<input type="checkbox"/> Yes – from a teacher	<input type="checkbox"/> Yes – from another adult	<input type="checkbox"/> No
---	---	-----------------------------

**Now think about the LAST TIME that you did this.**

iii. Where did you go? (tick as many boxes as you need to)

<input type="checkbox"/> My house	<input type="checkbox"/> Hung around streets or shops
<input type="checkbox"/> A friend's house	<input type="checkbox"/> Hung around a park or playing field
<input type="checkbox"/> Hung around school	<input type="checkbox"/> Somewhere else

iv. How many friends did you skive with? (tick ONE box only)

<input type="checkbox"/> None	<input type="checkbox"/> 1	<input type="checkbox"/> 2 or 3	<input type="checkbox"/> 4 or 5	<input type="checkbox"/> 6 or more
-------------------------------	----------------------------	---------------------------------	---------------------------------	------------------------------------

5.12 During the last school year, how often did you do these things at school?  
(tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Hardly ever or never
Be cheeky to a teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cause trouble in the classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cause trouble outside the classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions are about how other pupils behaved  
at your school over the last school year.

5.13 During the last school year, how often did other pupils mess around so much that the teacher had to shout at them or send them out of the room?  
(tick ONE box only)

<input type="checkbox"/> Most days	<input type="checkbox"/> At least once a week	<input type="checkbox"/> Less than once a week	<input type="checkbox"/> Never or hardly ever
------------------------------------	--	---	--

5.14 When other pupils mess about in the class, what do you usually think about them? (tick ONE box only)

<input type="checkbox"/> They are funny	<input type="checkbox"/> They are silly	<input type="checkbox"/> They are annoying	<input type="checkbox"/> I am not bothered
--	--	---	---

5.15 Are there any pupils or groups of pupils at school that you stay away from because you are afraid of them? (tick ONE box only)

<input type="checkbox"/> No	<input type="checkbox"/> Yes – a few	<input type="checkbox"/> Yes – lots of them
-----------------------------	--------------------------------------	---

5.16 Are there any areas of the school that you avoid because you are afraid something might happen to you? (tick ONE box only)

<input type="checkbox"/> No	<input type="checkbox"/> Yes – a few	<input type="checkbox"/> Yes – lots of them
-----------------------------	--------------------------------------	---

## 6. ABOUT YOUR FRIENDS

This section is about who your friends are  
and what they are like.

- 6.1 How many **friends** do you have altogether (including a girlfriend or boyfriend)? (tick ONE box only)

- ☐ None
- ☐ One or two
- ☐ Between 3 and 5
- ☐ Between 6 and 10
- ☐ More than 10

If you ticked 'None' for question 6.1, go to section 7 now.  
If you ticked any other boxes for question 6.1, go on to question 6.2.

Now think about the friends you mostly  
go about with in your spare time...

- 6.2 How many of the friends you went about with last year do you still go about with now? (tick ONE box only)

- ☐ None                      ☐ Some                      ☐ Most or all

- 6.3 How old are the friends you usually go about with? (tick ONE box on each line)

	None	Some	Most or all
A year or more younger than me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the same age as me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A year or more older than me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.4 How many of the friends you usually go about with are girls and boys?

(tick ONE box on each line)

	None	Some	Most or all
Boys.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.5 How many friends do you usually go about with at once?

(tick ONE box only)

- ☐ One or two - **Go to question 6.7 now**
- ☐ A group of between 3 and 5 – **Go to question 6.6 now**
- ☐ A group of six or more – **Go to question 6.6 now**

6.6 Would you call the group of friends you usually go about with a 'gang'?

(tick YES or NO)

- ☐ Yes – **Answer questions in box**      ☐ No – **Go to question 6.7**



i. Does your gang have a name? (tick YES or NO)

- ☐ No
- ☐ Yes (please say what) \_\_\_\_\_

ii. Does your gang have any special sayings or signs? (tick YES or NO)

- ☐ No
- ☐ Yes (please say what) \_\_\_\_\_

6.7 How many of your friends do your parents know?

(tick ONE box only)

- ☐ None of them      ☐ Some of them      ☐ Most or all of them

6.8 During the last year, did you have a girlfriend or boyfriend?  
(tick YES or NO)

☐ Yes – **Answer questions in box**

☐ No – **Go to question 6.9**



i. How many have you had during the last year?  
(tick YES or NO)

☐ One

☐ Two

☐ Three

☐ Four or more

**IF YOU DON'T HAVE ONE JUST NOW, ANSWER THE NEXT TWO  
QUESTIONS ABOUT YOUR LAST ONE.**

ii. How old is your girlfriend or boyfriend? (tick ONE box only)

☐ He/she is a year or more younger than me

☐ He/she is about the same age as me

☐ He/she is a year or more older than me

iii. Do your parents know that you have a girlfriend or boyfriend?  
(tick YES or NO)

☐ Yes

☐ No

The next few questions are about how important  
the things your friends do are to you.

6.9 How likely is it that you would still hang around with your friends if they  
were...? (tick ONE on each line)

Very  
likely

Fairly  
likely

Not very  
likely

Not at all  
likely

...getting you in trouble at home..... ☐ ..... ☐ ..... ☐ ..... ☐

...getting you in trouble at school..... ☐ ..... ☐ ..... ☐ ..... ☐

...getting you in trouble with the police..... ☐ ..... ☐ ..... ☐ ..... ☐

6.10 How likely is it that you would do what your friends said if they...?

(tick ONE box on each line)

	Very likely	Fairly likely	Not very likely	Not at all likely
...told you to do something that you thought was wrong.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...told you to do something that you thought was against the law.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions are about things your friends might have done in the last year.  
**Remember - that's since the start of S1 to the end of the summer holidays.**

6.11 During the last year, did any of your friends take something that didn't belong to them in any of these ways? (tick ONE box on each line)

	Yes	No	I'm not sure
Take something from a <u>shop</u> without paying for it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steal money or something else from <u>school</u> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steal money or something else from <u>their own home</u> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Break into a <u>house or building</u> to steal something.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Break into a <u>car or van</u> to steal something out of it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.12 During the last year, did any of your friends do any of these things to other people's property? (tick ONE box on each line)

	Yes	No	I'm not sure
Write things or spray paint on someone's property.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Damage someone else's property on purpose.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set fire or try to set fire to something on purpose.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.13 During the last year, did **any of your friends** do any of these things to other people? (tick ONE box on each line)

	Yes	No	I'm not sure
Be <u>noisy or cheeky</u> in a public place so that people complained or they got into trouble.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hit, kick or punch someone on purpose to hurt or injure them ( <u>fight</u> with someone).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use <u>force, threats or a weapon</u> to get money or something else from somebody.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.14 And during the last year, did **any of your friends** do any of these things? (tick ONE box on each line)

	Yes	No	I'm not sure
Travel on a bus or train without paying enough money or using somebody else's bus pass.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ride in a stolen car, van or motorbike.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry a knife or other weapon with them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberately hurt or injure an animal or bird.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skip or skive school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.15 And during the last year, how many of your friends got in trouble with the police? (tick ONE box only)

<input type="checkbox"/> None	<input type="checkbox"/> Some	<input type="checkbox"/> Most or all	<input type="checkbox"/> I'm not sure
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## 7. THINGS THAT HAPPENED TO YOU

This section asks questions about things that might have happened to you during the last year.

It is important that you DON'T include things that happened between you and your brothers and sisters.

- 7.1 During the last year, how often did somebody or a group of people bully you in the following ways? (tick ONE box on each line)

	Most days	At least once a week	Less than once a week	Never
Bullied by somebody hitting, punching, spitting or throwing stones at you.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullied by somebody saying nasty things, slagging you or calling you names.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullied by somebody threatening to hurt you.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullied by somebody ignoring you on purpose or leaving you out of things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### THIS IS VERY IMPORTANT

If you ticked 'never' to all of the boxes above, go to question 7.6 now.

If you said you were bullied in any way, go to question 7.2 now.



7.2 Who usually bullies you? (tick ONE box only)

- |                                 |   |  |
|---------------------------------|---|--|
| <input type="checkbox"/> A girl | <input type="checkbox"/> A group of girls | <input type="checkbox"/> A group of boys and girls |
| <input type="checkbox"/> A boy  | <input type="checkbox"/> A group of boys  | <input type="checkbox"/> Lots of different people  |

7.3 Where do you get bullied? (tick as many boxes as you need to)

- |                                    |   |                                       |
|------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> At school | <input type="checkbox"/> On the way to or from school | <input type="checkbox"/> Other places |
|------------------------------------|---|---------------------------------------|

7.4 During the last year, how many times have you skived school or pretended you were ill because you were afraid of being bullied? (tick ONE box only)

- |                                |                               |                                  |                                  |                                  |  |
|--------------------------------|-------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once | <input type="checkbox"/> 2 times | <input type="checkbox"/> 3 times | <input type="checkbox"/> 4 times | <input type="checkbox"/> 5 times or more |
|--------------------------------|-------------------------------|----------------------------------|----------------------------------|----------------------------------|--|

7.5 During the last year, did you tell an adult that you were being bullied?  
(tick YES or NO)

- |   |   |
|---|---|
| <input type="checkbox"/> Yes - <b>Answer questions in box</b> | <input type="checkbox"/> No - <b>Go to question 7.6</b> |
|---|---|



- i. Who did you tell? (tick all that apply)

<input type="checkbox"/> A teacher	<input type="checkbox"/> A parent	<input type="checkbox"/> Another adult
------------------------------------	-----------------------------------	--

ii. What happened after you told them? (tick ONE box only)

<input type="checkbox"/> I got bullied less
<input type="checkbox"/> I got bullied about the same
<input type="checkbox"/> I got bullied more

These questions are about other things that may have happened to you.

- 7.6 During the last year, did anyone threaten to hurt you? (tick YES or NO)  
(DON'T include brothers and sisters or times when you were being bullied)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 7.7**



- i. How many times did this happen during the last year?  
(tick ONE box only)

☐ Once      ☐ 2 times      ☐ 3 times      ☐ 4 times      ☐ 5 times  
☐ Between 6 and 10 times      ☐ More than 10 times

- 7.7 During the last year, did anyone actually hurt you by hitting, kicking or punching you (fighting with you)? (tick YES or NO)  
(DON'T include brothers and sisters or times when you were being bullied)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 7.8**



- i. How many times did this happen during the last year?  
(tick ONE box only)

☐ Once      ☐ 2 times      ☐ 3 times      ☐ 4 times      ☐ 5 times  
☐ Between 6 and 10 times      ☐ More than 10 times

- 7.8 During the last year, did anyone actually hurt you with a weapon?  
(tick YES or NO) (DON'T include brothers and sisters)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 7.9**



- i. How many times did this happen during the last year?  
(tick ONE box only)

☐ Once      ☐ 2 times      ☐ 3 times      ☐ 4 times      ☐ 5 times  
☐ Between 6 and 10 times      ☐ More than 10 times

7.9 During the last year, did anyone **steal something of yours** that you left somewhere (for example, from school or a changing room)? (tick YES or NO)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 7.10**

i. How many times did this happen during the last year?  
(tick ONE box only)

☐ Once      ☐ 2 times      ☐ 3 times      ☐ 4 times      ☐ 5 times  
☐ Between 6 and 10 times      ☐ More than 10 times

7.10 During the last year, did anyone use **threats or force to steal**, or try to steal, something from you? (tick YES or NO)

☐ Yes - **Answer question in box**      ☐ No - **Go to question 7.11**

i. How many times did this happen during the last year?  
(tick ONE box only)

☐ Once      ☐ 2 times      ☐ 3 times      ☐ 4 times      ☐ 5 times  
☐ Between 6 and 10 times      ☐ More than 10 times

7.11 During the last year, how many times have you been **bothered by an adult** doing the following things? (tick ONE box on each line)

	Never	1 or 2 times	3 or 4 times	5 times or more
An adult staring at you so that you felt uneasy or uncomfortable.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult following you on foot.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult following you by car.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult trying to get you to go somewhere with them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adult indecently exposing themselves to you (flashing) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 8. MORE ABOUT YOU

Here are a few questions about the police and some other people you might have had contact with over the last year.

8.1 During the last year, did you have contact with the police for any of these reasons? (tick YES or NO on each line)

	Yes	No
A police officer came to school to give a talk .....	<input type="checkbox"/>	<input type="checkbox"/>
The police asked me questions about a <u>crime that happened to me</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
The police asked me questions about a <u>crime that I saw happening</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was <u>told off or told to move on</u> by a police officer.....	<input type="checkbox"/>	<input type="checkbox"/>
I was stopped by the police and <u>asked to empty my pockets or bag</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was stopped by the police and <u>asked questions about something that I did</u> .....	<input type="checkbox"/>	<input type="checkbox"/>

8.2 And during the last year, did you have contact with the police for any of these reasons? (tick YES or NO on each line)

	Yes	No
I was picked up by the police and <u>taken home to my parents</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was picked up by the police and <u>taken to a police station</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was given a <u>formal warning</u> at a police station in front of my parents.....	<input type="checkbox"/>	<input type="checkbox"/>
I was <u>charged</u> by the police <u>for committing a crime</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I had contact with the police for <u>another reason</u> (please say what below).....	<input type="checkbox"/>	<input type="checkbox"/>

---

8.3 Here are some sentences about the police. How much do you agree or disagree with each of these things? (tick ONE box on each line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
The police are less fair to young people than other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The police are generally helpful and friendly towards young people .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The police often break rules when dealing with people who they think have broken the law .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.4 During the last year, did you have contact with a social worker for any reason? (tick ONE box only)

☐ Yes – **Answer question in box**
☐ No – **Go to question 8.5**  
☐ I'm not sure – **Go to question 8.5**

i. Do you think the social worker made things better or worse for you? (tick ONE box only)

☐ Better
 ☐ No difference
 ☐ Worse

8.5 During the last year, did you have to go to a children's panel (or a children's hearing)? (tick ONE box only)

☐ Yes – **Answer question in box**
☐ No – **Go to question 8.6**  
☐ I'm not sure – **Go to question 8.6**

i. Do you think the children's panel made things better or worse for you? (tick ONE box only)

☐ Better
 ☐ No difference
 ☐ Worse

Let's finish with two questions about  
what you think you will be doing in the future.

8.6 When do you think you will leave school?  
(tick ONE box only)

- ☐ After I finish my Standard Grades
- ☐ After I finish my Higher Grades
- ☐ After I finish my sixth-year studies (or A levels)
- ☐ As soon as I can
- ☐ I don't know yet

8.7 What do you think you will do when you leave school?  
(tick ONE box only)

- ☐ Go to college or university
- ☐ Get training for a job
- ☐ Find a job
- ☐ Get married or start a family
- ☐ Do nothing at all
- ☐ I don't know yet

**WELL DONE! YOU ARE FINISHED THE QUESTIONNAIRE.**

**NOW PLEASE TELL A RESEARCHER YOU HAVE FINISHED AND  
THEY WILL CHECK THROUGH IT WITH YOU.**

School Code

School status  -

ID number  -

ID status

F ID 1

Part. status

F ID 2

RDR

F ID 3

# EDINBURGH STUDY OF YOUNG PEOPLE

## Sweep 3 Questionnaire 2000

This questionnaire is confidential

# INSTRUCTIONS

**This questionnaire is similar to the ones you did in first and second year.**  
**These are the important things to remember when filling in the questionnaire.**

- 🕒 All of the answers you give to these questions are confidential – nobody gets to see them, including your parents, your teachers and the police.
- 🕒 Make sure the people sitting near you don't see your answers either.
- 🕒 Read the questions carefully and follow the instructions at each question (these tell you how many boxes to tick and when to write something in).
- 🕒 It is not a test – if you get stuck or need help just ask a researcher.
- 🕒 Questions that ask about 'the last year' mean from the start of second year (S2) to the end of the last summer holidays.
- 🕒 Questions that ask about 'your parents' mean the adults that look after you, even if it is not your mum or dad.

**This year, we want to find out how similar people are to their friends.**  
**So, as well as writing in your name, we would be grateful if you could give us the names of 3 people in third year at your school who are your best friends.**  
**As always, we will cut off the bottom of this page after putting the relevant numbers on the front page, so no names will be stored in this book.**



**What is your name?** \_\_\_\_\_  
(first name) (surname)

**Who are your 3 best friends in third year at your school?**

1. \_\_\_\_\_  
(first name) (surname)
2. \_\_\_\_\_  
(first name) (surname)
3. \_\_\_\_\_  
(first names) (surname)



# 1. ABOUT YOU

The first few questions are about how you spend your free time.

**1.1 How often do you stay at home in the evening or at weekends (without going out anywhere)?** (tick ONE box only)

- ☐ Most evenings      ☐ At least once a week      ☐ Less than once a week      ☐ Hardly ever or never

**1.2 How often do you go to friends' houses in the evening or at weekends?** (tick ONE box only)

- ☐ Most evenings      ☐ At least once a week      ☐ Less than once a week      ☐ Hardly ever or never

**1.3 How often do you go out with friends in the evening or at weekends?** (tick ONE box only)

- ☐ Most evenings      ☐ At least once a week      ☐ Less than once a week      ☐ Hardly ever or never

**1.4 And how often do you go to these places in your spare time?** (tick ONE box on EVERY line)

At least      At least      Hardly ever  
once a week   once a month   or never

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| Go shopping or out for something to eat..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Go to the cinema, theatre or concerts.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Go to an amusement arcade.....               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Go to watch football or other sports.....    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Go to discos, nightclubs or raves.....       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**1.5 Do you go to any clubs, groups or sports centres in the evening or at weekends?** (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 1.6



**i. How often do you usually go out to clubs or groups?**

(tick ONE box only)

☐ Most evenings ☐ At least once a week ☐ Less than once a week ☐ Hardly ever or never

**ii. What kind of club or group do you go to?**

(tick as many boxes as you need to)

☐ A youth club or group  
☐ A sports club or sports centre (e.g. football, swimming, boxing, etc)  
☐ Keep fit, aerobics or dancing classes  
☐ Another kind of club or group \_\_\_\_\_

**iii. Are adults in charge of the clubs that you go to?** (tick ONE box only)

☐ Yes, always ☐ Yes, sometimes ☐ No

**1.6 Do you have a part-time job (e.g. a paper round)?** (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 1.7



**i. On average, how many hours do you work per week?**

(tick ONE box only)

☐ Up to 5 hours  
☐ Between 5½ and 10 hours  
☐ Between 10½ and 15 hours  
☐ More than 15 hours

**ii. What is your part time job?** (please write in below)

\_\_\_\_\_

**1.7    On average how much money do you get to spend on yourself each week?**  
(tick ONE box only)

- ☐ I don't get any money
- ☐ £5 or less
- ☐ Between £5.01 and £10
- ☐ Between £10.01 and £15
- ☐ Between £15.01 and £20
- ☐ Between £20.01 and £25
- ☐ More than £25

**Please read the next question carefully and ask for help if you need to.**

**1.8    How much do you agree or disagree with these statements?**  
(tick ONE box on EVERY line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
Having to plan things makes them them less fun to do .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get into trouble because I do things without thinking .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put down the first answer that comes into my head on a test and often forget to check it later.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get involved in things that I later wish I could get out of .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes break rules because I do things without thinking .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get so excited about doing new things that I don't think about problems that might happen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. WHO YOU LIVE WITH

**This section asks about the people you live with.**

### 2.1 Who do you live with most of the time? (tick ONE box only)

- ☐ I live with my parent or parents
- ☐ I live with foster parents
- ☐ I live in a children's home or a young person's unit
- ☐ I live with someone else (please say where) \_\_\_\_\_

### 2.2 Do you sometimes live with someone else? (Don't include people you just stay with for holidays) (tick as many boxes as you need to)

- ☐ No
- ☐ Yes, with my mum or dad
- ☐ Yes, with foster parents
- ☐ Yes, in a children's home or young person's unit
- ☐ Yes, somewhere else (please say where) \_\_\_\_\_

### 2.3 Which people do you live with most of the time? (please just tick boxes for the people you live with in the house where you live most often)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Mother   | <input type="checkbox"/> Stepmother or dad's partner        | <input type="checkbox"/> Foster mother |
| <input type="checkbox"/> Father   | <input type="checkbox"/> Stepfather or mum's partner        | <input type="checkbox"/> Foster father |
| <input type="checkbox"/> Brother —————> how many? _____   | <input type="checkbox"/> Stepbrother —————> how many? _____ |  |
| <input type="checkbox"/> Sister —————> how many? _____  | <input type="checkbox"/> Stepsister —————> how many? _____  |  |
| <input type="checkbox"/> Somebody else (grandparents, other relatives, friends etc) <b>Please write in below.</b> |   |  |
- \_\_\_\_\_

**These next few questions ask about your 'parents' - if you don't live with your mum or dad, answer about the adults who look after you.**

**2.4 During the last year, did any of these things happen to you?**

(tick YES or NO on EVERY line)

	Yes	No
My family moved house.....	<input type="checkbox"/>	<input type="checkbox"/>
A close member of my family was seriously ill.....	<input type="checkbox"/>	<input type="checkbox"/>
A close member of my family died.....	<input type="checkbox"/>	<input type="checkbox"/>
My parents split up or divorced.....	<input type="checkbox"/>	<input type="checkbox"/>
My mum stopped living with me.....	<input type="checkbox"/>	<input type="checkbox"/>
My dad stopped living with me.....	<input type="checkbox"/>	<input type="checkbox"/>
I went to live with someone else.....	<input type="checkbox"/>	<input type="checkbox"/>

**2.5 When you went out during the last year, how often did your parents know...? (tick ONE box on EVERY line)**

	Always	Usually	Sometimes	Never
...where you were going?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...who you were going out with?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...what time you would be home?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.6 During the last year, did you do any of the following things?**

(tick ONE box on EVERY line)

	No, never	Yes, once or a few times	Yes, lots of times
Stay out overnight without your parents knowing where you were?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Run away from home for more than one night?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.7 How often do your parents do each of these things?**

(tick ONE box on EVERY line)

	Always	Usually	Sometimes	Never
Blame you if things go wrong?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praise you if you've done well?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not listen to you when you want to talk?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support you if things go wrong?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shout at you?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust you or give you responsibility?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make you feel bad about yourself?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show affection to you?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.8 When you do something wrong, how often do your parents treat you fairly?** (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never

**2.9 How often do you argue with your parents?** (tick ONE box only)

☐ Most days      ☐ At least once a week      ☐ Less than once a week      ☐ Hardly ever or never

**2.10 Do your parents ever argue with each other?** (if this doesn't apply to you, just tick no)  
(tick YES or NO)

☐ Yes – answer questions in box      ☐ No – go to question 2.11

**i. How often do your parents argue?**

(tick ONE box only)

☐ Most days      ☐ At least once a week      ☐ Less than once a week      ☐ Hardly ever

**ii. How often do you get upset when your parents argue?**

(tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never

**2.11 How often do you...?** (tick ONE box on EVERY line)

	Often	Sometimes	Hardly ever or never
...talk to your parents about private or personal things?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...ask your parents for advice about things?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...talk to your parents about problems with your friends?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...talk to your parents about problems at school?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...trust your parents with things that you tell them?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.12 Imagine you did the following things and your parents found out.  
How disappointed in you would they be?** (tick ONE box on EVERY line)

	Very disappointed	Fairly disappointed	Not very disappointed	Not at all disappointed
If you were excluded from school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you got charged by the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you came home drunk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you stole money from home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.13 How bothered would you be if your parents found out that you had done  
these things?** (tick ONE box on EVERY line)

	Very bothered	Fairly bothered	Not very bothered	Not at all bothered
If you were excluded from school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you got charged by the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you came home drunk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you stole money from home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. YOUR HEALTH

The first questions in this section are about food and dieting.

**3.1 How many times have you gone on a diet to try and lose weight?**

(tick ONE box only)

☐ Never      ☐ 1 or 2 times      ☐ 3 or 4 times      ☐ 5 times or more

**3.2 After eating, do you ever make yourself sick because you feel too full?**

(tick YES or NO)

☐ Yes      ☐ No

**3.3 Do you ever worry that you have lost control over how much you eat?**

(tick YES or NO)

☐ Yes      ☐ No

**3.4 Have you recently lost more than a stone in weight over a short period of time (say about 3 months)?** (tick YES or NO)

☐ Yes      ☐ No

**3.5 Do you think that you are fat even when other people say you are too thin?** (tick YES or NO)

☐ Yes      ☐ No

**3.6 Would you say that food dominates your life?** (tick YES or NO)

☐ Yes      ☐ No



**Now for questions on other health problems that teenagers might have.**

**3.7 How often have you felt like this during the last month?**

(tick ONE box on EVERY line)

	Most Days	At least once a week	Less than once a week	Never
I've felt too tired to do things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've had trouble going to sleep or staying asleep.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've felt unhappy, sad or depressed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've felt hopeless about the future.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've felt nervous or tense.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've worried too much about things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3.8 Have you ever hurt yourself on purpose?** (tick NO or YES)

☐ No                      ☐ Yes (please say how) \_\_\_\_\_

**Here are some questions about smoking and drinking.**

**3.9 Did you smoke a cigarette during the last year?** (tick YES or NO)

☐ Yes – answer questions in box                      ☐ No – go to question 3.10

**i. How often do you smoke now?** (tick ONE box only)

<input type="checkbox"/> Every day	<input type="checkbox"/> At least once a month
<input type="checkbox"/> At least once a week	<input type="checkbox"/> Hardly ever or never

**ii. How bothered are your parents about you smoking?** (tick ONE box only)

<input type="checkbox"/> Bothered a lot	<input type="checkbox"/> Bothered a bit	<input type="checkbox"/> Not bothered	<input type="checkbox"/> They don't know
--	--	--	---

**3.10 During the last year, did you drink an alcoholic drink?** (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 3.11

**i. How often do you drink alcohol now?** (tick ONE box only)

☐ At least once a week ☐ Only on special occasions  
☐ At least once a month ☐ Hardly ever or never

**ii. How often do you drink alcohol without your parents knowing?**  
(tick ONE box only)

☐ Always ☐ Usually ☐ Sometimes ☐ Never

**iii. Where do you drink alcohol?** (tick as many boxes as you need to)

☐ At home ☐ At friends houses ☐ In discos or night-clubs  
☐ In pubs ☐ At parties ☐ Outside in public places

**Finally, here are some questions about illegal drugs –  
that doesn't include drugs given to you by a doctor or a chemist.**

**3.11 During the last year, how many of your friends took drugs?**

(tick ONE box only)

☐ None ☐ One or Some ☐ Most or all ☐ I'm not sure

**3.12 Have you ever asked for advice about drugs from the following people or places?** (tick YES or NO on EVERY line)

	Yes	No
A member of your family.....	<input type="checkbox"/>	<input type="checkbox"/>
A teacher.....	<input type="checkbox"/>	<input type="checkbox"/>
The National Drug Helpline.....	<input type="checkbox"/>	<input type="checkbox"/>
Childline.....	<input type="checkbox"/>	<input type="checkbox"/>
Somewhere else*.....	<input type="checkbox"/>	<input type="checkbox"/>

\*(please say where)\_\_\_\_\_

**3.13 During the last year, did anyone offer to give or sell you illegal drugs?**  
(tick YES or NO)

☐ Yes

☐ No

**3.14 During the last year, did you take or try any illegal drugs (that includes sniffing gas or glue)?** (tick YES or NO)

☐ Yes – answer questions in box

☐ No – go to section 4

**i. How often have you tried these drugs during the last year?**

(tick ONE box on each line)

	never	once	2 or 3 times	4 times or more
<b>Cannabis</b> ..... (dope, hash, marijuana, blow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Glue or gas</b> ..... (tippex, lighter fuel, aerosols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ecstasy (E, ekkys)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Semeran (Sems)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cocaine (Coke, crack)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed</b> ..... (whizz, sulph, amphetamines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Heroin (smack, skag, H)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LSD (acid, trips)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Magic mushrooms (mushies)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Downers</b> ..... (temazepam, jellies, valium, eggs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Poppers (amyl nitrite)</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Something else*</b> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*If something else, please say what \_\_\_\_\_

**ii. How often have you used any illegal drug during the last month?**

(tick ONE box only)

☐ Never

☐ Once

☐ 2 or 3 times

☐ 4 times or more

## 4. THINGS YOU MIGHT HAVE DONE

**This section is about things you might have done during the last year  
– from the start of S2 to the end of the last summer holidays.**

### 4.1 **During the last year, did you travel on a bus or train without paying enough money or using someone else's pass?**

☐ Yes – answer questions in box

☐ No – go to question 4.2



#### i. **How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

#### ii. **Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police      ☐ Yes, from an inspector or another adult

☐ Yes, from my parents      ☐ No

### 4.2 **During the last year, were you noisy or cheeky in a public place so that people complained or you got into trouble?** (DON'T include things you did at school)

☐ Yes – answer questions in box

☐ No – go to question 4.3



#### i. **How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

#### ii. **Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police      ☐ Yes, from another adult

☐ Yes, from my parents      ☐ No

**4.3 During the last year, did you steal something from a shop or store?**

☐ Yes – answer questions in box      ☐ No – go to question 4.4



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police      ☐ Yes, from a security guard or another adult

☐ Yes, from my parents      ☐ No

**iii. The last time you did this, what did you take from the shop or store?**

I took

**4.4 During the last year, did you ride in a stolen car or van or on a stolen motorbike?**

☐ Yes – answer questions in box      ☐ No – go to question 4.5



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police      ☐ Yes, from another adult

☐ Yes, from my parents      ☐ No

**iii. The last time this happened, did you personally steal the vehicle?**

(tick YES or NO)

☐ Yes ☐ No

**4.5     During the last year, did you steal money or something else from school?**

☐

Yes – answer questions in box

☐

No – go to question 4.6



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐

Yes, from the police

☐

Yes, from a teacher or another adult

☐

Yes, from my parents

☐

No

**4.6     During the last year, did you carry a knife or other weapon with you for protection or in case it was needed in a fight?**

☐

Yes – answer questions in box

☐

No – go to question 4.7



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐

Yes, from the police

☐

Yes, from another adult

☐

Yes, from my parents

☐

No

**iii. The last time you did this, what kind of weapon did you carry?**

(tick ONE box only)

☐

Small knife or penknife

☐

Large knife or flick knife

☐

Pole, stick or bat

☐

BB gun or air rifle

☐

Hammer or other metal weapon

☐

Another kind of weapon

**4.7** During the last year, did you write or spray paint on property that did not belong to you (e.g. a phone box, car, building or bus shelter)?

☐

Yes – answer questions in box

☐

No – go to question 4.8

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐

Yes, from the police

☐

Yes, from another adult

☐

Yes, from my parents

☐

No

**4.8** During the last year, did you use force, threats or a weapon to steal money or something else from somebody?

☐

Yes – answer questions in box

☐

No – go to question 4.9

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐

Yes, from the police

☐

Yes, from another adult

☐

Yes, from my parents

☐

No

**iii. The last time you did this, what did you steal from the person?**

I stole \_\_\_\_\_

**4.9** During the last year, did you damage or destroy property that did not belong to you on purpose (e.g. windows, cars or street lights)?

☐ Yes – answer questions in box ☐ No – go to question 4.10

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once ☐ Twice ☐ 3 times ☐ 4 times ☐ 5 times  
☐ Between 6 and 10 times ☐ More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police ☐ Yes, from another adult  
☐ Yes, from my parents ☐ No

**4.10** During the last year, did you go into or break into a house or building to try and steal something?

☐ Yes – answer questions in box ☐ No – go to question 4.11

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once ☐ Twice ☐ 3 times ☐ 4 times ☐ 5 times  
☐ Between 6 and 10 times ☐ More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police ☐ Yes, from another adult  
☐ Yes, from my parents ☐ No

**iii. The last time you did this, what did you steal from the building?**

I stole \_\_\_\_\_



**4.11 During the last year, did you steal money or something else from home?**

☐

Yes – answer questions in box

☐

No – go to question 4.12



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐

Yes, from the police

☐

Yes, from another adult

☐

Yes, from my parents

☐

No

**4.12 During the last year, did you break into a car or van to try and steal something out of it?**

☐

Yes – answer questions in box

☐

No – go to question 4.13



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐

Yes, from the police

☐

Yes, from another adult

☐

Yes, from my parents

☐

No

**iii. The last time you did this, what did you steal from the car or van?**

I stole \_\_\_\_\_

**4.13 During the last year, did you set fire or try to set fire to something on purpose (e.g. a school, bus shelter, house etc)?**

☐ Yes – answer questions in box ☐ No – go to question 4.14

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once ☐ Twice ☐ 3 times ☐ 4 times ☐ 5 times

☐ Between 6 and 10 times ☐ More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐ Yes, from the police

☐ Yes, from another adult

☐ Yes, from my parents

☐ No

**4.14 During the last year, did you hurt or injure any animals or birds on purpose?**

☐ Yes – answer questions in box ☐ No – go to question 4.15

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once ☐ Twice ☐ 3 times ☐ 4 times ☐ 5 times

☐ Between 6 and 10 times ☐ More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐ Yes, from the police

☐ Yes, from the SSPCA or another adult

☐ Yes, from my parents

☐ No

**iii. The last time you did this, what kind of animal or bird did you hurt or injure?**

I hurt a \_\_\_\_\_

**4.15 During the last year, did you hit, kick or punch someone on purpose (fight with them)?** (DON'T include brothers, sisters or play-fighting),

☐ Yes – answer questions in box

☐ No – go to question 4.16

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

**ii. Did you get into trouble for doing this?** (tick as many boxes as you need to)

☐ Yes, from the police

☐ Yes, from another adult

☐ Yes, from my parents

☐ No

**iii. The last time you did this, how badly did you hurt the other person?**

(tick as many boxes as you need to)

☐ No injuries

☐ Bruises or black eye

☐ Scratches or cuts

☐ Broken bones

☐ Something else (please say what) \_\_\_\_\_

**4.16 During the last year, how often did you do each of these things to someone you know?** (DON'T include brothers or sisters) (tick ONE box on EVERY line)

Most days      At least once a week      Less than once a week      Never

Ignore them on purpose or leave them out of things..... ☐ ..... ☐ ..... ☐ ..... ☐

Say nasty things, slag them or call them names..... ☐ ..... ☐ ..... ☐ ..... ☐

Threaten to hurt them..... ☐ ..... ☐ ..... ☐ ..... ☐

Hit, spit or throw stones at them..... ☐ ..... ☐ ..... ☐ ..... ☐

Get other people to do these things..... ☐ ..... ☐ ..... ☐ ..... ☐

**4.17 During the last year, did you hit or pick on someone because of their race or skin colour?**

☐ Yes – answer questions in box

☐ No – go to question 4.18

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐ Yes, from the police

☐ Yes, from another adult

☐ Yes, from my parents

☐ No

**4.18 During the last year, did you sell an illegal drug to someone?**

☐ Yes – answer questions in box

☐ No – go to question 4.19

**i. How many times did you do this during the last year?**

(tick ONE box only)

☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times      ☐ 5 times

☐ Between 6 and 10 times      ☐ More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐ Yes, from the police

☐ Yes, from another adult

☐ Yes, from my parents

☐ No

**iii. The last time you did this, what kind of drug did you sell?**

I sold \_\_\_\_\_

**4.19 During the last year, did you skip or skive school?**

☐

Yes – answer questions in box

☐

No – go to section 5



**i. How many times did you do this during the last year?**

(tick ONE box only)

☐

Once

☐

Twice

☐

3 times

☐

4 times

☐

5 times

☐

Between 6 and 10 times

☐

More than 10 times

**ii. Did you get into trouble for doing this? (tick as many boxes as you need to)**

☐

Yes, from the police

☐

Yes, from a teacher or another adult

☐

Yes, from my parents

☐

No

**iii. How do your parents feel most about you skiving school?**

(tick ONE box only)

☐

Worried

☐

Angry

☐

Not bothered

☐

They don't know

☐

Something else \_\_\_\_\_

## 5. WHERE YOU LIVE

**This section is about your neighbourhood – that means the area where you live.**

### 5.1 How long have you lived in your neighbourhood? (tick ONE box only)

☐ Less than  
one year

☐ Between one  
and three years

☐ More than  
three years

☐ All my  
life

### 5.2 How much do you think there is for you to do in your neighbourhood? (tick ONE box only)

☐ Lots of  
things to do

☐ Quite a  
lot to do

☐ Not very  
much to do

☐ Nothing at  
all to do

☐ Not  
sure

### 5.3 Think about your adult neighbours. How many of them...? (tick ONE box on EVERY line)

	None	One or some	Most or all
...do you talk to at least once a month.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...do you know by name.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...could you ask for help if you had a problem....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.4 How many of the adults and young people who live in your neighbourhood are friendly? (tick ONE box on EVERY line)

	None	One or some	Most or all
Adults are friendly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young people are friendly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.5 If young people were hanging around the streets in your neighbourhood, how likely is it that these things would happen?** (tick ONE box on EVERY line)

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.6 If young people were writing or spraying paint on a building in your neighbourhood, how likely is it that these things would happen?** (tick ONE box on EVERY line)

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.7 If young people were shouting or swearing at adults in your neighbourhood, how likely is it that these things would happen?** (tick ONE box on EVERY line)

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.8 If young people were fighting in the streets in your neighbourhood, how likely is it that these things would happen?** (tick ONE box on EVERY line)

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone would call the police.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.9 How often do you see police officers on patrol in your neighbourhood?**

(tick ONE box only)

- ☐ Most days      ☐ At least once a week      ☐ Less than once a week      ☐ Hardly ever or never      ☐ Not sure

**5.10 How much do you agree or disagree with these statements?**

(tick ONE box on EVERY line)

Agree a lot      Agree a bit      Not sure      Disagree a bit      Disagree a lot

I would rather live in another area than my own neighbourhood..... ☐      ☐      ☐      ☐      ☐

My neighbourhood has more crime than most other areas..... ☐      ☐      ☐      ☐      ☐

My neighbourhood has a good reputation..... ☐      ☐      ☐      ☐      ☐

**5.11 How safe do you feel when you are out on your own in your neighbourhood?** (tick ONE box on EVERY line)

Very safe      Fairly safe      Not very safe      Not at all safe      Don't go out on my own

Out on my own during the day ..... ☐      ☐      ☐      ☐      ☐

Out on my own after dark..... ☐      ☐      ☐      ☐      ☐

**5.12 How safe do you feel when you are out with your friends in your neighbourhood?** (tick ONE box on EVERY line)

Very safe      Fairly safe      Not very safe      Not at all safe      Don't go out with friends

Out with friends during the day ..... ☐      ☐      ☐      ☐      ☐

Out with friends after dark..... ☐      ☐      ☐      ☐      ☐



**5.13 How much of a problem do you think these things are in your neighbourhood?** (tick ONE box on EVERY line)

	Not a problem	A bit of a problem	A big problem	I'm not sure
People who are drunk in the street.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People selling drugs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gangs of young people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noisy neighbours.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours fighting in the street .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rubbish in the street.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broken windows in shops or houses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.14 Are there places in your neighbourhood that you don't go to for these reasons?** (tick YES or NO on EVERY line)

	Yes	No
Because the police would complain or tell us to move on.....	<input type="checkbox"/>	<input type="checkbox"/>
Because other adults would complain or tell us to move on.....	<input type="checkbox"/>	<input type="checkbox"/>
Because other young people hang around there.....	<input type="checkbox"/>	<input type="checkbox"/>
Because older teenagers hang around there.....	<input type="checkbox"/>	<input type="checkbox"/>
Because of something else (please say what below).....	<input type="checkbox"/>	<input type="checkbox"/>

---

**5.15 How much of a problem do you think these things are in your neighbourhood?** (tick ONE box on EVERY line)

	Not a problem	A bit of a problem	A big problem	I'm not sure
Stray dogs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boarded up or burnt out houses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough street lights.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graffiti on walls or buildings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalized buildings, bus shelters .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug needles (syringes) lying around.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalized or burnt out cars.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## . YOUR FRIENDS

**This section is about who your friends are and what they are like.**

**6.1 How many friends do you have altogether (include girlfriends and boyfriends)?** (tick ONE box only)

- ☐ None
- ☐ One or two
- ☐ Between 3 and 5
- ☐ Between 6 and 10
- ☐ More than 10

**If you ticked 'None' for question 6.1, go to section 7 now.**  
**If you ticked any other boxes for question 6.1, go on to question 6.2**

**6.2 Thinking about the friends you spend most time with, how often do you...?**  
(tick ONE box on EVERY line)

	Often	Sometimes	Hardly ever or never
...talk to friends about private or personal things?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...ask friends for advice about things?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...borrow money or other things from friends?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...talk to friends about problems at home?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...talk to friends about problems with other friends?...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...trust friends with things that you tell them?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6.3 How pressured do you feel by your friends to do the following things?**  
(tick ONE box on EVERY line)

	A lot	A bit	Not at all
Pressured to try or take drugs?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to act tough or hard?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to have sex?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to look or dress older than you are?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to cause trouble or get into fights?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to go to pubs or nightclubs?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6.4 How many of your friends do your parents know?** (tick ONE box only)

☐ None of them      ☐ One or some of them      ☐ Most or all of them

**6.5 During the last year, did you have a girlfriend or boyfriend?** (tick YES or NO)

☐ Yes – Answer questions in box      ☐ No – Go to question 6.6



**i. How many have you had during the last year?**

(tick ONE box only)

☐ One      ☐ Two      ☐ Three      ☐ Four or more

**ii. How old is your current girlfriend or boyfriend?** (If you don't have one just now, think about the last one) (tick ONE box only)

☐ A year or more younger than me      ☐ About the same age as me      ☐ A year or more older than me

**iii. How serious is your current relationship?** (If you don't have one just now, think about the last one) (tick ONE box only)

☐ Very serious      ☐ Fairly serious      ☐ Not very serious      ☐ Not at all serious

These questions are about things your friends might have done in the last year.  
(Since the start of S2 to the end of the last summer holidays)

**6.6 How many of your friends smoked cigarettes during the last year?**

(tick ONE box only)

☐ None ☐ One or some ☐ Most or all ☐ I'm not sure

**6.7 How many of your friends drank alcohol during the last year?**

(tick one box only)

☐ None ☐ One or some ☐ Most or all ☐ I'm not sure

**6.8 During the last year, did any of your friends do these things to other people's property?** (tick ONE box on EVERY line)

Yes No I'm not sure

A friend wrote things or sprayed paint on someone's property..... ☐ ☐ ☐

A friend damaged someone's property on purpose..... ☐ ☐ ☐

A friend set fire or tried to set fire to something on purpose..... ☐ ☐ ☐

**6.9 During the last year, did any of your friends do any of these things to other people?** (tick ONE box on EVERY line)

Yes No I'm not sure

A friend was noisy or cheeky in a public place so that people complained or they got into trouble..... ☐ ☐ ☐

A friend hit, kicked or punched someone on purpose (had a fight with someone)..... ☐ ☐ ☐

A friend used force, threats or a weapon to get money or something else from someone..... ☐ ☐ ☐

A friend hit or picked on someone because of their race or skin colour..... ☐ ☐ ☐

**6.10** During the last year, did any of your friends take something that didn't belong to them in any of these ways? (tick ONE box on EVERY line)

	Yes	No	I'm not sure
A friend stole something from a <u>shop</u> or store.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend stole money or something else from <u>school</u> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend stole money or something else from <u>their home</u> .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend broke into a <u>house or building</u> to steal something.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend broke into a <u>car or van</u> to steal something .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6.11** And during the last year, did any of your friends do any of these things? (tick ONE box on EVERY line)

	Yes	No	I'm not sure
A friend skipped or skived school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend travelled on a bus or train without paying enough money or using someone else's pass.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend rode in a stolen car, van or motorbike.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend carried a knife or other weapon for protection or in case it was needed in a fight.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend hurt or injured an animal or bird on purpose.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend sold an illegal drug to someone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## HANGING AROUND

**This section is about hanging around in the evening or at weekends.**

**7.1 How often do you hang around these areas in the evening or at weekends?**  
(tick ONE box on EVERY line)

	Most evenings	At least once a week	Less than once a week	Hardly ever or never
I hang around the area where I live.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hang around other areas (away from where I live) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7.2 Do you usually hang around on your own or with other people?**  
(tick ONE box only)

- ☐ I usually hang around with other people – **Now go to question 7.3**
- ☐ I usually hang around on my own – **Now go to section 8**
- ☐ I never hang around – **Now go to section 8**

**7.3 How many people do you usually hang around with?** (tick ONE box only)

- ☐ One or two      ☐ Between 3 and 5      ☐ Between 6 and 10      ☐ More than 10

**7.4 How many of the people you usually hang around with would you say are your friends?** (tick ONE box only)

- ☐ All of them      ☐ Most of them      ☐ Some of them      ☐ None of them

**7.5 How old are the people you usually hang around with?**  
(tick ONE box on EVERY line)

	None	One or some	Most or all
A year or more younger than me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the same age as me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A year or more older than me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7.6 How many of the people you usually hang around with are girls or boys?**  
(tick ONE box only)

☐ All or mostly boys      ☐ Half boys and half girls      ☐ All or mostly girls

**7.7 How often do you hang around with the same people?** (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes

**7.8 How often do you see young people doing these things when you are hanging around?** (tick ONE box on EVERY line)

	Always	Usually	Sometimes	Never
Young people shouting and swearing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young people drinking alcohol.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young people taking drugs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young people causing trouble.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7.9 And how often do you do these things when you are hanging around?**  
(tick ONE box on EVERY line)

	Always	Usually	Sometimes	Never
I shout and swear.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I drink alcohol.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take drugs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cause trouble.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7.10 When you are hanging around, how often do the others go along with what you want to do?** (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never

**7.11 And when you are hanging around, how often do you go along with what the others want to do?** (tick ONE box only)

☐ Always      ☐ Usually      ☐ Sometimes      ☐ Never





## THINGS THAT HAVE HAPPENED

**This section asks about things that might have happened to you during the last year (from the start of S2 to the end of the last summer holidays).**

**8.1 During the last year, how often did someone bully you in the following ways?**  
(tick ONE box on EVERY line)

	Most days	At least once a week	Less than once a week	Never
Bullied by somebody ignoring me on purpose or leaving me out of things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullied by somebody saying nasty things, slagging me or calling me names.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullied by somebody threatening to hurt me. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullied by somebody hitting, kicking punching or throwing stones at me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8.2 During the last year, did anyone threaten to hurt you?** (tick YES or NO)  
(DON'T include brothers, sisters or times you were being bullied)

☐ Yes – answer questions in box      ☐ No – go to question 8.3

**i. How many times did this happen to you in your neighbourhood?**  
(tick ONE box only)

☐ Never      ☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times  
☐ 5 times      ☐ Between 6 and 10 times      ☐ More than 10 times

**ii. How many times did this happen to you in other places?**  
(tick ONE box only)

☐ Never      ☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times  
☐ 5 times      ☐ Between 6 and 10 times      ☐ More than 10 times

**8.3** During the last year, did anyone hurt you by hitting, kicking or punching you?  
(DON'T include brothers, sisters or times you were being bullied) (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 8.4



**i. How many times did this happen to you in your neighbourhood?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**ii. How many times did this happen to you in other places?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**8.4** During the last year, did anyone hurt you or try to hurt you with a weapon?  
(DON'T include brothers or sisters) (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 8.5



**i. How many times did this happen to you in your neighbourhood?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**ii. How many times did this happen to you in other places?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**8.5** During the last year, did anyone steal something of yours that you left somewhere? (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 8.6



**i. How many times did this happen to you in your neighbourhood?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**ii. How many times did this happen to you in other places?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**8.6** During the last year, did anyone use threats or force to steal or try to steal something from you? (tick YES or NO)

☐ Yes – answer questions in box ☐ No – go to question 8.7



**i. How many times did this happen to you in your neighbourhood?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**ii. How many times did this happen to you in other places?**  
(tick ONE box only)

☐ Never ☐ Once ☐ Twice ☐ 3 times ☐ 4 times  
☐ 5 times ☐ Between 6 and 10 times ☐ More than 10 times

**8.7 During the last year, did anyone pick on you because of your race or skin colour?** (tick YES or NO)

☐ Yes – answer questions in box

☐ No – go to question 8.8

**i. How many times did this happen to you in your neighbourhood?**  
(tick ONE box only)

☐ Never      ☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times  
☐ 5 times      ☐ Between 6 and 10 times      ☐ More than 10 times

**ii. How many times did this happen to you in other places?**  
(tick ONE box only)

☐ Never      ☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times  
☐ 5 times      ☐ Between 6 and 10 times      ☐ More than 10 times

**8.8 How much do you agree or disagree with these statements about you?**  
(tick ONE box on EVERY line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
Lots of people try to push me around.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people are against me for no good reason.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends often say or do things behind my back.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be more successful if people didn't make things hard for me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that people have spread lies about me on purpose.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people would like to take away what success I have.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## . MORE ABOUT YOU

The next questions are about your contact with the police during the last year.

**9.1 During the last year, did you have contact with the police for any of these reasons?** (tick YES or NO on EVERY line)

	Yes	No
A police officer came to school to give a talk .....	<input type="checkbox"/>	<input type="checkbox"/>
A police officer came to my youth club or group to give a talk .....	<input type="checkbox"/>	<input type="checkbox"/>
Police asked me questions about a <u>crime that happened to me</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
Police asked me questions about a <u>crime that I saw happening</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was <u>told off or told to move on</u> by a police officer.....	<input type="checkbox"/>	<input type="checkbox"/>
I was stopped by the police and <u>asked to empty my pockets or bag</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was stopped by the police and <u>asked questions about something I had done</u> .....	<input type="checkbox"/>	<input type="checkbox"/>

**9.2 And during the last year, did you have contact with the police for any of these reasons?** (tick YES or NO on EVERY line)

	Yes	No
I was picked up by the police and <u>taken home to my parents</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was picked up by the police and <u>taken to a police station</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I was given a <u>formal warning</u> at a police station in front of my parents.....	<input type="checkbox"/>	<input type="checkbox"/>
I was <u>charged</u> by the police <u>for committing a crime</u> .....	<input type="checkbox"/>	<input type="checkbox"/>
I had contact with the police for <u>another reason</u> (please say what below).....	<input type="checkbox"/>	<input type="checkbox"/>

---

**9.3** During the last year, how many times did you get in trouble with the police?  
(tick ONE box only)

- ☐ Never      ☐ Once      ☐ Twice      ☐ 3 times      ☐ 4 times  
☐ 5 times      ☐ Between 6 and 10 times      ☐ More than 10 times

**9.4** And how many of your friends got in trouble with the police during the last year? (tick ONE box only)

- ☐ None      ☐ One or some      ☐ Most or all      ☐ I'm not sure

**This question is about your attitude to life.**

**9.5** How much do you agree or disagree with these statements?  
(tick ONE box on EVERY line)

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
I like to test myself every now and then by doing something a bit risky .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I will take a risk just for the fun of it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes find it exciting to do things that might get me into trouble .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excitement and adventure are more important to me than feeling safe .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# 1. YOU & INDIVIDUAL

The questions in this section are mostly about style and image.

## 10.1 How pressured do you feel by the media (TV, film, magazines, etc) to do the following things? (tick ONE box on EVERY line)

	A lot	A bit	Not at all
Pressured to <u>look or dress</u> a certain way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to <u>behave</u> in a certain way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to <u>be interested</u> in certain things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 10.2 How pressured do you feel by your parents to do the following things? (tick ONE box on EVERY line)

	A lot	A bit	Not at all
Pressured to <u>look or dress</u> a certain way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to <u>behave</u> in a certain way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to <u>be interested</u> in certain things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 10.3 How pressured do you feel by people your age to do the following things? (tick ONE box on EVERY line)

	A lot	A bit	Not at all
Pressured to <u>look or dress</u> a certain way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to <u>behave</u> in a certain way.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured to <u>be interested</u> in certain things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10.4 Do you think of yourself as a troublemaker?** (tick ONE box only)

☐ Yes ☐ No ☐ I'm not sure

**10.5 Do you think other people see you as a troublemaker?**

(tick as many boxes as you need to)

☐ No

☐ Yes, my friends do

☐ Yes, other people my age do

☐ Yes, my parents do

☐ Yes, my teachers do

☐ Yes, other adults do

**10.6 How important is it to you to have the right names, labels or logos on your clothes?** (tick ONE box only)

☐ Very important ☐ Fairly important ☐ Not very important ☐ Not at all important ☐ I'm not sure

**10.7 How important is it to you to wear the right style of shoes or trainers?**

(tick ONE box only)

☐ Very important ☐ Fairly important ☐ Not very important ☐ Not at all important ☐ I'm not sure

**10.8 What would your friends do if you wore clothes that were a different style from theirs?** (tick as many boxes as you need to)

☐ They would tease me

☐ They wouldn't want to be friends with me any more

☐ They would think I was my own person

☐ They would think I was interesting

☐ They wouldn't be bothered



**10.9 How likely is it that other young people would pick on you if you didn't wear the right clothes?** (tick ONE box only)

- ☐ Very likely      ☐ Fairly likely      ☐ Not very likely      ☐ Not at all likely      ☐ I'm not sure

**10.10 Are any parts of your body pierced or permanently tattooed?** (tick YES or NO)

- ☐ Yes – answer question in box      ☐ No –go to question 10.11



**i. What do you have pierced or tattooed?** (tick as many boxes as you need to)

- |  |  |
|--|--|
| <input type="checkbox"/> One or both of my ears pierced    | <input type="checkbox"/> My arm or shoulder tattooed |
| <input type="checkbox"/> My nose pierced                   | <input type="checkbox"/> My ankle or chest tattooed  |
| <input type="checkbox"/> Somewhere else on my body pierced | <input type="checkbox"/> Somewhere else tattooed     |

**10.11 Which of these things do you have in your bedroom?**  
(tick as many boxes as you need to)

- |   |  |
|---|--|
| <input type="checkbox"/> A CD player or Hi-Fi system            | <input type="checkbox"/> A video         |
| <input type="checkbox"/> A video game system (Playstation, etc) | <input type="checkbox"/> A computer      |
| <input type="checkbox"/> A TV                                   | <input type="checkbox"/> Internet access |

**10.12 Do you have your own mobile phone?** (tick YES or NO)

- ☐ Yes      ☐ No

**Thank you very much for completing this questionnaire.**

**Please tell a researcher you have finished now.**

# Edinburgh Study of Young People

## S2 Child Behaviour Questionnaire for Teachers

NAME:

I have known this child for.....months (excluding the summer break).

ID (office use):\_\_\_\_\_

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, do you think that he/she has difficulties on one or more of the following areas:  
Emotions, concentration, behaviour or being able to get on with people? (tick one box only)

	Minor difficulties	Definite difficulties	Severe difficulties
No <input type="checkbox"/>	Yes - <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you very much for your help**

## SOCIAL WORK AND CHILDREN'S HEARINGS MONITORING FORMS: AN EXPLANATORY NOTE

### **General points**

Sweeps 1 and 2 data from both the children's hearing and social work files were collected using the same form, but separated into sections covering two distinct time periods. Sweep 1 data related to referrals or events occurring from birth of the cohort member to the end of August 1998. The purpose of this was to collect life course information on the children up to the point at which fieldwork in Edinburgh schools commenced. Sweep 2 data was collected for referrals and events occurring from the beginning of September 1998 to the end of August 1999, which ties in with the 'recall period' used in the second sweep questionnaire. Monitoring forms for sweeps 3 and 4 were discrete forms which use the same reference periods for subsequent years. Data which may have been used to identify specific individuals has been removed from the data sets, including date of birth, children's hearing area, social work centre and district, and reference numbers.

### **Social Work Monitoring Form**

The social work monitoring form was developed to explore the extent and the nature of children's contact with the social work department. At each sweep, the form is split into different sections, each of which collects information on a different aspect of social work contact. The first section of each monitoring form collects information on the number, source and reasons for referral to the social work department. Subsequent sections collect detailed information on the nature of social work contact and intervention, including allocation history, history of being looked after and formal registration on the Child Protection Register. Data are also collected about the child's offending history and their involvement with other voluntary and statutory agencies. Finally, any additional information about issues that have been raised relating to the child and their wider family is recorded.

### **Children's Hearing System Monitoring Form**

As with the social work form, the main purpose of this monitoring form is to identify both the extent and the nature of children's contact with the children's hearing system. The remit of children's contact with the children's hearing system is somewhat simpler than the social work department, and the reasons for conducting hearings fall into a number of distinct 'grounds'. Therefore, the form is shorter and contains fewer sections for collecting information about children's hearing contact. As above, the first section of the monitoring form collects information on the number, source and reasons for referral to the children's reporter. At sweep one, information on the number of referrals was split between those made prior to any hearing being held, and those subsequent to the first hearing (if any). Like social work referrals, referrals to the reporter may have been made by various people. The reasons for referral, however, are recorded as specific grounds (see below).

The monitoring form collects detailed information on the actual hearing process itself, including number of hearings held, reasons for holding a hearing and the substantive decisions taken at hearings, such as whether or not a supervision requirement was issued. Data on substantive decisions about placing the child in care or issuing Place of Safety Warrants (POSW) for the child's safety are also recorded. Valuable information was collected about their offending behaviour, including numbers of police reports submitted and details of co-offenders. In addition, any other information within the records on general issues to do with the child, their family and their education is collected.

### **Glossary of acronyms**

CHS	-	Children's hearing system
CPO	-	Child Protection Order
CSU	-	Close Support Unit (care institution for young people – usually used for younger or more vulnerable children than YPC)
EDT	-	Emergency Duty Team (social work team dealing with emergency referrals)
EWO	-	Educational Welfare Officer
GP	-	General Practitioner
HV	-	Health Visitor
ID no	-	Child's unique identification number
JLO	-	Juvenile Liaison Officer (police officer dealing with young people)
LA	-	Local authority
POSW	-	Place of Safety Warrant (issued by children's hearings if child is considered to be at risk of harm from themselves or others, or at risk of harming others)
PRO	-	Parental Responsibilities Order (order granted by a court placing parental responsibilities for a child with the local authority)
Sch.1	-	Schedule 1 offence (some form of abuse or neglect)
SWD	-	Social Work Department
SR	-	Supervision Requirement (legal term for an order making a child subject to compulsory measures of care by a children's hearing)
YPC	-	Young Person's Centre (care institution for young people)

### **Summary of grounds of referral to a children's hearing in Scotland (see s52 1995 Children Scotland Act)**

a	-	Beyond control of relevant persons
b	-	Exposed to moral danger
c	-	Lack of parental care
d	-	Victim of schedule 1 offences (child abuse)

- e - Child is a member of a household of a victim of a schedule 1 offender
- f - Child is a member of a household of a perpetrator of a schedule 1 offence
- g - Child is a member of a household of a known sex offender
- h - Failure of attend school regularly
- i - Committed an offence
- j - Misuse of drugs or alcohol
- k - Misuse of volatile substances
- l - Child is looked after by the local authority (parental responsibilities) and their behaviour is outwith their control

# CHILDREN'S HEARING SYSTEM MONITORING FORM – S1 & S2

ID No: 

--	--	--	--

 DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref no: \_\_\_\_\_

### 1. Hearing Referral Details (up to end August 1998)

Child referred prior to end August 1998? ☐ Yes ☐ No > Section 6

Age at first referral: \_\_\_\_\_years \_\_\_\_\_months

Total number of pre-hearing referrals by age:

[illegible]

Total number of post-hearing referrals by age: (if appropriate)

[illegible]

Number of referrals made by: (record main referrer only for each referral)

## Family

[illegible]**School/EWO**[illegible]**Police/JLO**[illegible]**SWD/other agency**[illegible]

**GP, HV or other medical service**

[illegible]

## Others

[illegible]

Nature of grounds of referral to Reporter by age: (*a to l*)

[illegible]

**2. Hearings (up to end August 1998)**

Was a hearing actually held before end August 1998?: ☐ Yes ☐ No > Section 4

Age at first hearing: \_\_\_\_\_ years \_\_\_\_\_ months

Grounds of first hearing: \_\_\_\_\_

Number of hearings by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**3. Hearing Decisions (up to end August 1998)**

Placed on supervision prior to end August 1998?: ☐ Yes ☐ No > Section 4

Age first placed on SR: \_\_\_\_\_ years \_\_\_\_\_ months

Number of times put on new SR:            0            1            2            3            4            5 or more

Number of months on supervision by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Number of decisions made (including first placement on SR):

SR (at home)

SR (placement with family)

SR (foster care)

SR (YPC or CSU)

SR (residential school)


SR (secure unit)

POSW (risk to self or others)

POSW (care and protection)

Advice to sheriff (adoption, PRO)

Other decision


**4. Offending History (up to end August 1998)**

Evidence of child offending? ☐ Yes ☐ No > Section 5

Age of first offence: \_\_\_\_\_ years \_\_\_\_\_ months

Number of times:

graffiti	_____	shoplifting	_____
vandalism	_____	breach of the peace	_____
theft (from home)	_____	assault	_____
theft (from school)	_____	robbery	_____
theft of car/driving offences	_____	fire raising	_____
theft (attempted theft) from car or van	_____	housebreaking	_____
carrying offensive weapon	_____	fare dodging	_____
Other	_____		
Other	_____		

5. **Specific issues raised in reports (up to end August 1998)** (tick all that apply)

**Child**

Aggression/violence  
Sexualised behaviour  
Emotional problems  
Social isolation  
anti-social behaviour  
Health/hygiene problems  
Mental health problems  
Drugs  
Alcohol

Other \_\_\_\_\_  
\_\_\_\_\_


**Home circumstances**

Domestic violence  
Relationship problems/breakdown  
Financial problems  
Housing problems/harassment  
Custody/access arrangements  
Drugs or alcohol  
Physical health problems  
Mental health problems  
Offending (convictions only)  
Learning difficulties

Other \_\_\_\_\_  
\_\_\_\_\_


**School**

Report(s) in the papers/file? Yes  
Attendance – truancy  
Attendance – other  
Exclusion (formal or informal)  
Educational learning difficulties  
Other \_\_\_\_\_


Disruptive behaviour in class  
Aggressive behaviour in class  
Poor peer relationships  
Poor staff relationships  
Other \_\_\_\_\_

No


6. **Contact with hearing system since September 1998**

On supervision at beginning September 1998? ☐ Yes ☐ No

Referrals to reporter and/or hearings held since Sept 1998? ☐ Yes ☐ No > section 7

Total number of referrals in last year: \_\_\_\_\_

Grounds of referral in last year (a to l): \_\_\_\_\_

Referrals made by in last year: (tick all that apply)

Family  
School/EWO  
Police/JLO


SWD/other agency  
GP, HV, other medical service  
Others


Total number of hearings in last year: \_\_\_\_\_

(If not on SR at start Sept 98) SR made during last year? ☐ Yes ☐ No

Decisions made during last year: (tick all that apply)

SR (at home)  
SR (placement with family)  
SR (foster care)  
SR (YPC or CSU)  
SR (residential school)  
SR terminated


SR (secure unit)  
POSW (risk to self or others)  
POSW (care and protection)  
Advice to sheriff (adoption, PRO)  
Other decision




Evidence of offending during last year?

☐ Yes

☐ No

If yes, nature of offending during last year: (*tick all that apply*)

graffiti

vandalism

theft (from home)

theft (from school)

theft of car/driving offences

theft (attempted theft) from car or van

carrying offensive weapon

Other \_\_\_\_\_

\_\_\_\_\_


shoplifting

breach of the peace

assault

robbery

fire raising

housebreaking

fare dodging


Specific issues raised in reports since September 1998 (*tick all that apply*)

**Child**

Aggression/violence

Sexualised behaviour

Emotional problems

Social isolation

anti-social behaviour

Health/hygiene problems

Mental health problems

Drugs

Alcohol

Other \_\_\_\_\_

\_\_\_\_\_


**Home circumstances**

Domestic violence

Relationship problems/breakdown

Financial problems

Housing problems/harassment

Custody/access arrangements

Drugs or alcohol

Physical health problems

Mental health problems

Offending (convictions only)

Learning difficulties

Other \_\_\_\_\_

\_\_\_\_\_


**School**

Report(s) in the papers/file? Yes

Attendance – truancy

Attendance – other

Exclusion (formal or informal)

Educational learning difficulties

Other \_\_\_\_\_


No

Disruptive behaviour in class

Aggressive behaviour in class

Poor peer relationships

Poor staff relationships

Other \_\_\_\_\_


**7. Current Case Status at date of data collection**

☐ Active/open file

☐ Dormant file

☐ Active/pending referral

☐ Dormant referral

Date file closed/ last referral/last contact: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case dormant) Age file closed/Age at last referral: \_\_\_\_\_years \_\_\_\_\_months

# CHILDREN'S HEARING SYSTEM MONITORING FORM

## SWEEP 3 - FROM 1 SEPTEMBER 1999 TO END OF AUGUST 2000

ID No:  DoB: \_\_\_/\_\_\_/\_\_\_ Date of Data Collection: \_\_\_/\_\_\_/\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref No: \_\_\_\_\_

Previous hearing record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_/\_\_\_/\_\_\_

Additional information needed?: ☐ Yes ☐ No

### **1. Referral Details**

On supervision at beginning of September 1999?: ☐ Yes ☐ No

Referrals to CHS since 1 September 1999?: ☐ Yes ☐ No > go to section 2

Source of referrals (provide totals for each):

Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Social Work/other agency	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Grounds of referral (provide totals for each):

a) Beyond control	<input type="text"/>
b) In moral danger	<input type="text"/>
c) Lack of parental care	<input type="text"/>
d) Victim of sch. 1 offence	<input type="text"/>
e) Same house as victim of sch. 1 offence	<input type="text"/>
f) Same house as perpetrator of sch. 1 offence	<input type="text"/>
g) Same house as sex offender	<input type="text"/>
h) Failure to attend school	<input type="text"/>
i) Committed an offence	<input type="text"/>
j) Misuse of drugs or alcohol	<input type="text"/>
k) Misuse of volatile substances	<input type="text"/>
l) Looked after by LA and beyond control	<input type="text"/>

### **2. Hearings**

Hearing held in last year?: ☐ Yes ☐ No > section 3

Total number of hearings in last year: \_\_\_\_\_

Grounds led in last year?: ☐ Yes ☐ No

If yes, state which grounds (*tick all that apply*):

- a) Beyond control
- b) In moral danger
- c) Lack of parental care
- d) Victim of sch. 1 offence
- e) Same house as victim of sch. 1 offence
- f) Same house as perpetrator of sch. 1 offence
- g) Same house as sex offender
- h) Failure to attend school
- i) Committed an offence
- j) Misuse of drugs or alcohol
- k) Misuse of volatile substances
- l) Looked after by LA and beyond control


Reasons for hearing (*tick all that apply*):

- Initial hearing
- Emergency/CPO hearing
- SWD/panel review
- Annual review
- Warrant renewal review
- Secure order review
- Review at request of child/family
- Other


Decisions made at hearings during last year (*tick all that apply*):

- SR (at home)
- SR (placement with family)
- SR (foster care)
- SR (YPC or CSU)
- SR (residential school)
- SR terminated


- SR (secure unit)
- Warrant (secure)
- Warrant (non-secure)
- Advice to sheriff (adoption, PRO)
- Other decision


### 3. Offending

Evidence of offending in last year ?

☐

Yes

☐

No > *section 4*

If yes, nature of offending (*tick all that apply*)

Number of times:

- |   |                           |
|---|---------------------------|
| graffiti _____                                | shoplifting _____         |
| vandalism _____                               | breach of the peace _____ |
| theft (from home) _____                       | assault _____             |
| theft (from school) _____                     | robbery _____             |
| theft of car/driving offences _____           | fire raising _____        |
| theft (attempted theft) from car or van _____ | housebreaking _____       |
| carrying offensive weapon _____               | fare dodging _____        |
| injuring animals or birds _____               | selling drugs _____       |
| Other 1. _____                                | 3. _____                  |
| 2. _____                                      |                           |

Number of times charged by police: \_\_\_\_\_

Evidence of co-offending?

☐ Yes

☐ No > *section 4*

If yes, with member of cohort?:

☐ Yes

☐ No

If cohort member(s) give ID numbers:

With another young person?:

☐ Yes

☐ No

With an adult (over 18)?:

☐ Yes

☐ No

#### 4. Specific issues raised (up to end August 1999)

##### Child

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs –learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### Home circumstances

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### School

Reports in the papers/file	Yes	<input type="checkbox"/>
Attendance – truancy		<input type="checkbox"/>
Attendance – other		<input type="checkbox"/>
Exclusion – formal or informal		<input type="checkbox"/>
Educational learning difficulties		<input type="checkbox"/>
Disruptive behaviour in class		<input type="checkbox"/>
Other 1. _____		<input type="checkbox"/>
2. _____		<input type="checkbox"/>

	No	<input type="checkbox"/>
Aggressive behaviour in class		<input type="checkbox"/>
Poor peer relationships		<input type="checkbox"/>
Poor staff relationships		<input type="checkbox"/>
Child bullies others		<input type="checkbox"/>
Child is victim of bullying		<input type="checkbox"/>
Other 3. _____		<input type="checkbox"/>

#### 5. Current case status at date of data collection

☐ open/active file

☐ active/pending referral

☐ dormant file

☐ dormant referral

Date of last contact/file closed/last referral: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case closed or inactive) Age of last contact/file closed: \_\_\_\_ years \_\_\_\_ months

# CHILDREN'S HEARING SYSTEM MONITORING FORM

## SWEEP 4 - FROM 1 SEPTEMBER 2000 TO END OF AUGUST 2001

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref No: \_\_\_\_\_

Previous hearing record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### **1. Referral Details**

On supervision at beginning of September 2000?: ☐ Yes ☐ No

Referrals to CHS since 1 September 2000?: ☐ Yes ☐ No > go to section 2

Source of referrals (provide totals for each):

Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Social Work/other agency	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Grounds of referral (provide totals for each):

a) Beyond control	<input type="text"/>
b) In moral danger	<input type="text"/>
c) Lack of parental care	<input type="text"/>
d) Victim of sch. 1 offence	<input type="text"/>
e) Same house as victim of sch. 1 offence	<input type="text"/>
f) Same house as perpetrator of sch. 1 offence	<input type="text"/>
g) Same house as sex offender	<input type="text"/>
h) Failure to attend school	<input type="text"/>
i) Committed an offence	<input type="text"/>
j) Misuse of drugs or alcohol	<input type="text"/>
k) Misuse of volatile substances	<input type="text"/>
l) Looked after by LA and beyond control	<input type="text"/>

### **2. Hearings**

Hearing held in last year?: ☐ Yes ☐ No > section 3

Total number of hearings in last year: \_\_\_\_\_

Grounds led in last year?: ☐ Yes ☐ No

If yes, state which grounds (*tick all that apply*):

- a) Beyond control
- b) In moral danger
- c) Lack of parental care
- d) Victim of sch. 1 offence
- e) Same house as victim of sch. 1 offence
- f) Same house as perpetrator of sch. 1 offence
- g) Same house as sex offender
- h) Failure to attend school
- i) Committed an offence
- j) Misuse of drugs or alcohol
- k) Misuse of volatile substances
- l) Looked after by LA and beyond control


Reasons for hearing (*tick all that apply*):

- Initial hearing
- Emergency/CPO hearing
- SWD/panel review
- Annual review
- Warrant renewal review
- Secure order review
- Review at request of child/family
- Other (specify) \_\_\_\_\_


Decisions made at hearings during last year (*tick all that apply*):

- SR (at home)
- SR (family placement)
- SR (foster care)
- SR (YPC or CSU)
- SR (residential school)
- SR terminated


- SR (secure unit)
- Warrant (secure)
- Warrant (non-secure)
- Advice to sheriff (adoption, PRO)
- Other decision
- (specify) \_\_\_\_\_


### 3. Offending

Evidence of offending in last year ?

☐

Yes

☐

No > *section 4*

If yes, nature of offending (*tick all that apply*)

Number of times:

- |   |                           |
|---|---------------------------|
| graffiti _____                                | shoplifting _____         |
| vandalism _____                               | breach of the peace _____ |
| theft (from home) _____                       | assault _____             |
| theft (from school) _____                     | robbery _____             |
| theft of car/driving offences _____           | fire raising _____        |
| theft (attempted theft) from car or van _____ | housebreaking _____       |
| carrying offensive weapon _____               | fare dodging _____        |
| injuring animals or birds _____               | selling drugs _____       |
| Other 1. _____                                | 3. _____                  |
| 2. _____                                      |                           |

Number of times charged by police: \_\_\_\_\_

Evidence of co-offending?

☐ Yes

☐ No > *section 4*

If yes, with member of cohort?:

☐ Yes

☐ No

If cohort member(s) give ID numbers:

With another young person?:

☐ Yes

☐ No

With an adult (over 18)?:

☐ Yes

☐ No

#### 4. Specific issues raised (up to end August 2001)

##### Child

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs –learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Absconding from home	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### Home circumstances

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Emotionally abusive parent	<input type="checkbox"/>
Chaotic family lifestyle	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### School

Reports in the papers/file	Yes	<input type="checkbox"/>
Attendance – truancy		<input type="checkbox"/>
Attendance – other		<input type="checkbox"/>
Exclusion – formal or informal		<input type="checkbox"/>
Educational learning difficulties		<input type="checkbox"/>
Disruptive behaviour in class		<input type="checkbox"/>
Poor attitude/motivation		<input type="checkbox"/>
Other 1. _____		<input type="checkbox"/>
2. _____		<input type="checkbox"/>

Aggressive behaviour in class	No	<input type="checkbox"/>
Poor peer relationships		<input type="checkbox"/>
Poor staff relationships		<input type="checkbox"/>
Child bullies others		<input type="checkbox"/>
Child is victim of bullying		<input type="checkbox"/>
Referral to special education		<input type="checkbox"/>
Unruly behaviour/tantrums		<input type="checkbox"/>
Other 3. _____		<input type="checkbox"/>

#### 5. Current case status at date of data collection

☐ open/active file

☐ active/pending referral

☐ dormant file

☐ dormant referral

Date of last contact/file closed/last referral: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case closed or inactive) Age of last contact/file closed: \_\_\_\_ years \_\_\_\_ months

ID No: 

--	--	--	--

 DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

**1. Social Work Referral Details (up to end August 1998)**

Age at first referral: \_\_\_\_\_ years \_\_\_\_\_ months

[illegible]

Self

[illegible]

## Family

[illegible]

School/EWO

[illegible]**Police/JLO**[illegible]

## Reporter

[illegible]

## EDT/Social Work

[illegible]

**GP, HV, other medical service**

[illegible]

## Others

[illegible]



Reason for referral: *(record all that apply)*

**Child protection**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Lack of care or development**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Truancy or other school problems**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Child's offending**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Child's behaviour**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Family problems**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

**Other reasons**

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Total number of referrals dealt with by:      duty social worker      \_\_\_\_\_

allocated social worker      \_\_\_\_\_

**2.      Case allocation (up to end August 1998)**

Case allocated prior to end Aug 1998?:      ☐ Yes      ☐ No > Section 3

If yes, age at first allocation:      \_\_\_\_\_ years      \_\_\_\_\_ months

Number of months allocated by age:

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Case still allocated at end of August 1998?      ☐ Yes      ☐ No

If no, age at end of allocation:      \_\_\_\_\_ years      \_\_\_\_\_ months

Allocation history (tick all that apply):

☐ voluntary

☐ statutory (Child Protection)

☐ statutory (Supervision Requirement)

**3. Care History (up to end August 1998)**

Child placed in care prior to end Aug 1998?: ☐ Yes ☐ No > Section 4

Age child first looked after: \_\_\_\_\_ years \_\_\_\_\_ months

Care Status (tick all that apply): ☐ voluntary ☐ statutory

Number of times:      Family member \_\_\_\_\_  
                                 Foster Care \_\_\_\_\_  
                                 YPC or CSU \_\_\_\_\_  
                                 Residential school \_\_\_\_\_  
                                 Secure unit \_\_\_\_\_

**4. Child Protection Proceedings (up to end August 1998)**

Child placed on child protection register? ☐ Yes ☐ No > Section 5

No. of times on child protection register: \_\_\_\_\_

Age child first registered: \_\_\_\_\_ years \_\_\_\_\_ months

**5. Offending History (up to end August 1998)**

Evidence of child offending? ☐ Yes ☐ No > Section 6

Age of 1st offence: \_\_\_\_\_ years \_\_\_\_\_ months

Number of times:	graffiti _____	shoplifting _____
	vandalism _____	breach of the peace _____
	theft (from home) _____	assault _____
	theft (from school) _____	robbery _____
	theft of car/driving offences _____	fire raising _____
	theft (attempted theft) from car or van _____	housebreaking _____
	carrying offensive weapon _____	fare dodging _____
	Other _____	
	Other _____	

**6. Other Agencies involved (up to end August 1998)**

Children's Reporter involved? ☐ No ☐ Yes (referral /enquiry only) ☐ Yes (hearings)

Other agencies:

<input type="checkbox"/> educational welfare/psychologist	<input type="checkbox"/> youth strategy
<input type="checkbox"/> medical (HV, GP, hospital)	<input type="checkbox"/> home care
<input type="checkbox"/> medical (psychiatric/behavioural)	<input type="checkbox"/> children's centre
<input type="checkbox"/> special education	<input type="checkbox"/> voluntary agencies _____
	_____

**7. Specific issues raised (up to end August 1998)**

**Child**

Learning difficulties	<input type="checkbox"/>
Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Other _____	<input type="checkbox"/>
_____	<input type="checkbox"/>

**Home circumstances**

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Drugs or alcohol	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Other _____	<input type="checkbox"/>
_____	<input type="checkbox"/>

**8. Contact with Social Work Department since September 1998**

Referrals to SWD since September 1998? ☐ Yes ☐ No > Section 9

Total number of referrals in last year: \_\_\_\_\_

Referrals made by in last year: *(tick all that apply)*

Self	<input type="checkbox"/>
Family	<input type="checkbox"/>
School/EWO	<input type="checkbox"/>
Police/JLO	<input type="checkbox"/>
Reporter	<input type="checkbox"/>
EDT/Social Work	<input type="checkbox"/>
GP, HV, other medical service	<input type="checkbox"/>
Others	<input type="checkbox"/>

Reasons for referral in last year: *(tick all that apply)*

Child protection	<input type="checkbox"/>
Lack of care or development	<input type="checkbox"/>
Truancy or other school problems	<input type="checkbox"/>
Child's offending	<input type="checkbox"/>
Child's behaviour	<input type="checkbox"/>
Family problems	<input type="checkbox"/>
Other reasons	<input type="checkbox"/>

Case allocated during last year? ☐ No ☐ Yes - voluntary ☐ Yes - CP ☐ Yes – SR

Child in care during last year? ☐ No ☐ With family ☐ Foster care  
☐ YPC or CSU ☐ Residential school ☐ Secure unit

Placed on Child Protection Register during last year? ☐ Yes ☐ No

Evidence of offending during last year?

☐ Yes

☐ No

If yes, nature of offending during last year: *(tick all that apply)*

graffiti

☐

vandalism

☐

theft (from home)

☐

theft (from school)

☐

theft of car/driving offences

☐

theft (attempted theft) from car or van

☐

carrying offensive weapon

☐

Other

\_\_\_\_\_

\_\_\_\_\_

☐☐

shoplifting

☐

breach of the peace

☐

assault

☐

robbery

☐

fire raising

☐

housebreaking

☐

fare dodging

☐

Involvement of other agencies during the last year? *(tick all that apply)*

☐ Reporter

☐ youth strategy

☐ educational welfare/psychologist

☐ medical (HV, GP, hospital)

☐ special education

☐ medical (psychiatric/behavioural)

☐ home care

☐ voluntary agencies \_\_\_\_\_

\_\_\_\_\_

Specific issues raised in reports during the last year: *(tick all that apply)*

**Child**

Learning difficulties

☐

Truancy

☐

Aggression/violence

☐

Sexualised behaviour

☐

Emotional problems

☐

Social isolation

☐

anti-social behaviour

☐

Health/hygiene problems

☐

Mental health problems

☐

Drugs

☐

Alcohol

☐

Other

\_\_\_\_\_

\_\_\_\_\_

☐☐

**Home circumstances**

Domestic violence

☐

Relationship problems/breakdown

☐

Financial problems

☐

Housing problems/harassment

☐

Custody/access arrangements

☐

Drugs or alcohol

☐

Physical health problems

☐

Mental health problems

☐

Offending (convictions only)

☐

Learning difficulties

☐

Other

\_\_\_\_\_

\_\_\_\_\_

☐☐

**9. Current Case Status at date of data collection**

☐ open/active

☐ open/inactive

☐ closed

Date of last contact/file closed/last referral: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case closed or inactive) Age of last contact/file closed: \_\_\_\_ years \_\_\_\_ months

# SOCIAL WORK DEPARTMENT MONITORING FORM

## SWEEP 3 - FROM 1 SEPTEMBER 1999 TO END OF AUGUST 2000

ID No:  DoB: \_\_\_/\_\_\_/\_\_\_ Date of Data Collection: \_\_\_/\_\_\_/\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

Previous social work record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_/\_\_\_/\_\_\_

Additional information needed?: ☐ Yes ☐ No

### **1. Referral Details**

Referrals to SWD since 1 September 1999?: ☐ Yes ☐ No > go to section 2

Source of referrals: (provide totals for each)

Self	<input type="text"/>
Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Reporter	<input type="text"/>
EDT/Social Work	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Reasons for referral: (provide totals for each)

Child protection	<input type="text"/>
Lack of care or development	<input type="text"/>
Truancy or other school problems	<input type="text"/>
Child's offending	<input type="text"/>
Child's behaviour	<input type="text"/>
Family problems	<input type="text"/>
Other reasons	<input type="text"/>

### **2. Allocation**

Case allocated during last year?: ☐ Yes ☐ No

Case allocated before end Aug 1999?: ☐ Yes ☐ No

Case allocated after 1 September 1999?: ☐ Yes ☐ No

Case still allocated at end of sweep 3 data collection?: ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Nature of allocation during last year (*tick all that apply*):

Voluntary	<input type="checkbox"/>
Statutory (child protection)	<input type="checkbox"/>
Statutory (supervision requirement)	<input type="checkbox"/>
Case not allocated during last year	<input type="checkbox"/>

### 3. **Intervention**

Nature of contact in last year (*tick all that apply*):

Regular individual work with child	<input type="checkbox"/>
Regular work with child and family	<input type="checkbox"/>
Regular work with family only	<input type="checkbox"/>
Regular groupwork with child	<input type="checkbox"/>
Monitoring only	<input type="checkbox"/>
Irregular contact	<input type="checkbox"/>
Duty only	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

Child protection registration in last year?: ☐ Yes ☐ No

Child looked after in last year? ☐ Yes ☐ No > *section 4*

Looked after status (*tick all that apply*): ☐ accommodated ☐ looked after

Care placement (*tick all that apply*):

<input type="checkbox"/> With family	<input type="checkbox"/> Residential school
<input type="checkbox"/> Foster care	<input type="checkbox"/> Secure unit
<input type="checkbox"/> YPC/CSU	<input type="checkbox"/> Other

Plans for child's future:

Short-term placement – child to go home	<input type="checkbox"/>
Child to remain in care long term	<input type="checkbox"/>
Adoption/permanent alternative care	<input type="checkbox"/>
Plans not finalised/no plans made	<input type="checkbox"/>

### 4. **Offending**

Evidence of offending in last year ? ☐ Yes ☐ No > *section 5*

If yes, nature of offending (*give totals for each*)

Number of times:	graffiti _____	shoplifting _____
	vandalism _____	breach of the peace _____
	theft (from home) _____	assault _____
	theft (from school) _____	robbery _____
	theft of car/driving offences _____	fire raising _____
	theft (attempted theft) from car or van _____	housebreaking _____
	carrying offensive weapon _____	fare dodging _____
	Other 1. _____	Other 3. _____
	2. _____	

Action taken by SWD to address offending?: ☐ Yes ☐ No ☐ N/A

Evidence of co-offending? ☐ Yes ☐ No > *section 5*

If yes, with member(s) of cohort?: ☐ Yes ☐ No

If cohort member(s) give ID numbers: \_\_\_\_\_

If not cohort member, is co-offender: ☐ young person ☐ adult (over 18)

## 5. Other Agencies involved (up to end August 1999)

Reporter	<input type="checkbox"/>	Youth strategy	<input type="checkbox"/>
Educational welfare/psychologist	<input type="checkbox"/>	Medical (HV, GP, hospital)	<input type="checkbox"/>
Special education	<input type="checkbox"/>	Medical (psychiatric/behavioural)	<input type="checkbox"/>
Home care	<input type="checkbox"/>	Voluntary/other agencies	<input type="checkbox"/>
	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
	<input type="checkbox"/>	3. _____	<input type="checkbox"/>

## 6. Specific issues raised (up to end August 1999)

### Child

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs - learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

### Home circumstances

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

## 7. Current case status at date of data collection

☐ open/active ☐ open/inactive ☐ closed

Date of last contact/file closed/last referral: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case closed or inactive) Age of last contact/file closed: \_\_\_\_ years \_\_\_\_ months

# SOCIAL WORK DEPARTMENT MONITORING FORM

## SWEEP 4 - FROM 1 SEPTEMBER 2000 TO END OF AUGUST 2001

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

Previous social work record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### **1. Referral Details**

Referrals to SWD since 1 September 2000?: ☐ Yes ☐ No > go to section 2

Source of referrals: (provide totals for each)

Self	<input type="text"/>
Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Reporter	<input type="text"/>
EDT/Social Work	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Reasons for referral: (provide totals for each)

Child protection	<input type="text"/>
Lack of care or development	<input type="text"/>
Truancy or other school problems	<input type="text"/>
Child's offending	<input type="text"/>
Child's behaviour	<input type="text"/>
Family problems	<input type="text"/>
Other reasons	<input type="text"/>

### **2. Allocation**

Case allocated during last year?: ☐ Yes ☐ No

Case allocated before end Aug 2000?: ☐ Yes ☐ No

Case allocated after 1 September 2000?: ☐ Yes ☐ No

Case still allocated at end of sweep 4 data collection?: ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months



Nature of allocation during last year (*tick all that apply*):

Voluntary	<input type="checkbox"/>
Statutory (child protection)	<input type="checkbox"/>
Statutory (supervision requirement)	<input type="checkbox"/>
Case not allocated during last year	<input type="checkbox"/>

### 3. Intervention

Nature of contact in last year (*tick all that apply*):

Regular individual work with child	<input type="checkbox"/>	Monitoring only	<input type="checkbox"/>
Regular work with child and family	<input type="checkbox"/>	Irregular contact	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	Duty only	<input type="checkbox"/>

Child protection registration in last year?: ☐ Yes ☐ No

Child looked after in last year? ☐ Yes ☐ No > *section 4*

Looked after status (*tick all that apply*): ☐ accommodated (voluntary) ☐ looked after (statutory)

Care placement (*tick all that apply*):

<input type="checkbox"/> With family	<input type="checkbox"/> Residential school
<input type="checkbox"/> Foster care	<input type="checkbox"/> Secure unit
<input type="checkbox"/> YPC/CSU	<input type="checkbox"/> Other

Plans for child's future:

Short-term placement – child to go home	<input type="checkbox"/>
Child to remain in care long term	<input type="checkbox"/>
Adoption/permanent alternative care	<input type="checkbox"/>
Plans not finalised/no plans made	<input type="checkbox"/>

### 4. Offending

Evidence of offending in last year ? ☐ Yes ☐ No > *section 5*

If yes, nature of offending (*give totals for each*)

Number of times:	graffiti _____	shoplifting _____
	vandalism _____	breach of the peace _____
	theft (from home) _____	assault _____
	theft (from school) _____	robbery _____
	theft of car/driving offences _____	fire raising _____
	theft (attempted theft) from car or van _____	housebreaking _____
	carrying offensive weapon _____	fare dodging _____
	injuring animals or birds _____	selling drugs _____
Other 1. _____	_____	Other 3. _____
2. _____	_____	

Action taken by SWD to address offending?: ☐ Yes ☐ No ☐ N/A

Evidence of co-offending? ☐ Yes ☐ No > *section 5*

If yes, with member(s) of cohort?: ☐ Yes ☐ No

If cohort member(s) give ID numbers: \_\_\_\_\_

If not cohort member, is co-offender: ☐ young person ☐ adult (over 18)

## 5. Other Agencies involved (up to end August 2001)

Reporter	<input type="checkbox"/>	Youth strategy	<input type="checkbox"/>
Educational welfare/psychologist	<input type="checkbox"/>	Medical (HV, GP, hospital)	<input type="checkbox"/>
Special education	<input type="checkbox"/>	Medical (psychiatric/behavioural)	<input type="checkbox"/>
Home care	<input type="checkbox"/>	Voluntary/other agencies	<input type="checkbox"/>
Barnardo's/Skylight	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
Befriending	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
Share the care/respice	<input type="checkbox"/>	3. _____	<input type="checkbox"/>

## 6. Specific issues raised (up to end August 2001)

### Child

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs - learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Received specialist counselling	<input type="checkbox"/>
Absconding from home	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

### Home circumstances

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Emotionally abusive parent	<input type="checkbox"/>
Chaotic family lifestyle	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

## 7. Current case status at date of data collection

☐ open/active ☐ open/inactive ☐ closed

Date of last contact/file closed/last referral: \_\_\_\_/\_\_\_\_/\_\_\_\_

(If case closed or inactive) Age of last contact/file closed: \_\_\_\_ years \_\_\_\_ months