

Wellbeing Measurement for Schools

Modular surveys

School life



Evidence Based Practice Unit

A partnership of



Contents

- 3 About Wellbeing Measurement for Schools**
- 3 Wellbeing Measurement for Schools modular surveys
- 3 More from Wellbeing Measurement for Schools
- 4 Anna Freud 5 Steps to Mental Health and Wellbeing**
- 5 Using this booklet**
- 6 School experience**
- 7 School experience – scoring and interpretation
- 7 Understanding your results
- 8 Bullying**
- 9 Bullying – scoring and interpretation
- 10 Understanding your results
- 11 Relationships with staff**
- 12 Relationships with staff – scoring and interpretation
- 12 Understanding your results
- 13 Acknowledgements**

About Wellbeing Measurement for Schools

Wellbeing Measurement for Schools (WMfS) is a comprehensive approach that allows schools to understand areas of strength and challenge for their pupils and staff. The approach is suitable for pupils in the older year groups in primary and all secondary aged pupils.

Developed by CORC, a project of Anna Freud, this approach builds on many years of experience using questionnaires and surveys to measure and understand children and young people's mental health and wellbeing in schools and services.

Wellbeing Measurement for Schools modular surveys

Our WMfS modular resources support schools to design their own questionnaires and surveys to understand more about their pupils' wellbeing. Each module collates tried and tested sets of questions covering different areas of wellbeing. These are grouped into five broad areas:

- [emotional health](#)
- [emotional strengths and skills](#)
- [relationships](#)
- [school life](#)
- [help and support](#)

We provide [guidance](#) to help schools use these questionnaires in a range of ways with different groups of pupils. This includes:

- a step-by-step guide to developing and running your own survey.
- resources and recommendations for making the most of the results of your survey
- guidance about using questionnaires to identify need and evaluate the impact of interventions and support.

More from Wellbeing Measurement for Schools

Our [WMfS staff survey](#) helps schools understand the wellbeing of staff, how staff feel about the support systems in schools, their knowledge of mental health and wellbeing and their confidence to support pupils.

Our team can also provide [tailored support](#) to individual schools and groups of schools to help them to measure and understand mental health and wellbeing.

Our support includes:

- bespoke consultancy to build your approach
- workshops and training sessions
- data analysis and reporting

Contact corc@annafreud.org for details and costs.



Anna Freud 5 Steps to Mental Health and Wellbeing

Our free [5 Steps framework](#) provides evidence-based materials and a framework for promoting wellbeing in your setting.



[Understanding need](#) is one of our 5 Steps towards a whole-school or whole-college approach to mental health and wellbeing.

The simplest way to understand what pupils need to support their mental health is to ask them. Using questionnaires and surveys can help schools and colleges to better understand:

- the range and level of need in the setting
- how supported pupils feel
- what is driving mental wellbeing and mental ill-health in school or college
- any additional support pupils need for their mental health and wellbeing.

This can help schools and colleges to identify:

- pupils who are experiencing or at risk of developing mental ill-health
- suitable support to address pupils' needs
- how pupils' needs change over time.

Introducing regular surveys and consistently creating opportunities to [gather pupil voice](#) can enhance the ability of a school or college to understand the wellbeing of its community.

Our Wellbeing Measurement for Schools [guidance](#) and resources support schools to do this.

Using this booklet

This booklet includes a set of questionnaires, chosen to help schools understand the school life experienced by pupils. We have included instructions for scoring the questionnaires. More information about the scores and what they mean is available on our [website](#).

The questionnaires can be used to 'temperature check' how cohorts of pupils are feeling. Schools can also use the questionnaires to identify pupils who may be struggling and to help evaluate the impact of support and interventions.

The questionnaires can be used individually or together. Schools may want to select questionnaires from other booklets in this series and combine them to form a longer survey. We recommend that schools use all the items within each questionnaire and keep the wording the same to enable accurate scoring.

A [step-by-step guide](#) is provided on our website.

Experiences at school have an impact on the wellbeing of students and how they manage their emotions. In this booklet, we include three short questionnaires to help schools explore three different areas:

- ▶ **School experience** – asks pupils how they feel about school.
- ▶ **Bullying** – explores experiences of being a victim of bullying and engaging in bullying behaviours.
- ▶ **Relationships with staff** – explores whether pupils feel there is a trusted member of staff who cares for and supports them.



School experience¹

Below is a questionnaire about your life in school over the last few weeks. Please read every question. It is important you answer carefully about how you really feel. This is not a test, and there are no right or wrong answers - you just need to tick the answer that fits best for you. Your answers on this questionnaire are private. Please answer as many questions as you can.

	Statements	Never	A little bit	A lot	Always
1	I like going to school	0	1	2	3
2	I get on well with my teachers	0	1	2	3
3	I feel safe at school	0	1	2	3
4	I feel like I belong at school	0	1	2	3

² Fink, E., Deighton, J., Wolpert, M. (2014). The development of a set of indicators to capture the incidence and experience of bullying, and wellbeing in children and young people with special educational needs. Evidence Based Practice Unit. https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/NCB%20Bullying%20Report%2021%2003%202014%20%281%29_0.pdf

School experience – scoring and interpretation

1 Each statement receives a score between 0 and 3

2 Total the scores for each statement

The total score indicates the pupil's experience of school.

Example scoring:

	Statements	Never	A little bit	A lot	Always	Score
1	I like going to school	0	1	2	3	2
2	I get on well with my teachers	0	1	2	3	1
3	I feel safe at school	0	1	2	3	2
4	I feel like I belong at school	0	1	2	3	1
Total score						6

Understanding your results

Pupils who score more highly are likely to have better experiences at school. Pupils who have lower scores may require additional support to improve their school experience.

On our [website](#) you can find more information to help you put the scores in context. Where possible we provide examples of how other children and young people have scored to help schools make comparisons.

Bullying^{2,3}

Your answers to this questionnaire are private. Please answer as many questions as you can.

	Statements	Never	A little bit	A lot	Always
1	Other pupils tease me	0	1	2	3
2	I am hit, pushed or kicked by other pupils	0	1	2	3
3	Other pupils stop me from joining in during lunch and break time	0	1	2	3
4	Other pupils say bad things about me when I'm not there	0	1	2	3
5	Other pupils don't like me	0	1	2	3
6	Other pupils stop me from joining in classroom activities	0	1	2	3
7	Other pupils pick on me because I am a bit different	0	1	2	3
8	I am called mean names by other pupils	0	1	2	3
9	I say bad things about other pupils when they aren't there	0	1	2	3
10	I hit, push or kick other pupils	0	1	2	3
11	I pick on other pupils	0	1	2	3
12	I tease other pupils	0	1	2	3
13	I call other pupils mean names	0	1	2	3

² Fink, E., Deighton, J., Wolpert, M. (2014). The development of a set of indicators to capture the incidence and experience of bullying, and wellbeing in children and young people with special educational needs. Evidence Based Practice Unit. https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/NCB%20Bullying%20Report%2021%2003%202014%20%281%29_0.pdf

³ Fink, The development of a set of indicators to capture the incidence and experience of bullying.

Bullying – scoring and interpretation

1 The questionnaire is formed of two subscales:

The victimisation subscale (items 1 to 8) and the bullying behaviour subscale (items 9 to 13). These subscales can be scored separately, as shown below.

2 Each statement receives a score between 0 and 3

The score indicates the pupil's experience of victimisation and bullying behaviour.

3 Total the scores for each statement

Total the scores for the victimisation subscale (items 1 to 8) and the bullying behaviour subscale (items 9 to 13). Higher scores on the bullying behaviour subscale indicate more frequent acts of bullying behaviour.

Example scoring:

Statements		Never	A little bit	A lot	Always	Score
Victimisation subscale	1 Other pupils tease me	0	1	2	3	1
	2 I am hit, pushed or kicked by other pupils	0	1	2	3	0
	3 Other pupils stop me from joining in during lunch and break time	0	1	2	3	2
	4 Other pupils say bad things about me when I'm not there	0	1	2	3	0
	5 Other pupils don't like me	0	1	2	3	0
	6 Other pupils stop me from joining in classroom activities	0	1	2	3	0
	7 Other pupils pick on me because I am a bit different	0	1	2	3	1
	8 I am called mean names by other pupils	0	1	2	3	1
Victimisation subscale score:						5

Bullying – scoring and interpretation

	Statements	Never	A little bit	A lot	Always	Score	
Bullying behaviour subscale	9	I say bad things about other pupils when they aren't there	0	1	2	3	0
	10	I hit, push or kick other pupils	0	1	2	3	0
	11	I pick on other pupils	0	1	2	3	0
	12	I tease other pupils	0	1	2	3	1
	13	I call other pupils mean names	0	1	2	3	0
Bullying behaviour subscale score						1	

Understanding your results

Pupils who score more highly on the victimisation subscale are likely to have more frequent experiences of victimisation from other pupils. They are likely to require additional support for this. Pupils who score more highly on the bullying behaviour subscale are likely to demonstrate bullying behaviours more frequently and are likely to require additional support.

On our [website](#) you can find more information to help you put the scores in context. Where possible we provide examples of how other children and young people have scored to help schools make comparisons.

Relationships with staff⁴

Please read every statement carefully and circle the answer that fits you best.

At school, there is an adult who:

	Statement	Never Always				
1	Really cares about me	1	2	3	4	5
2	Tells me when I do a good job	1	2	3	4	5
3	Believes that I will be a success	1	2	3	4	5
4	I trust	1	2	3	4	5

⁴ Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education*, 107(6), 575 -599. <https://doi.org/10.1108/09654280710827957>

Relationships with staff – scoring and interpretation

1 Each statement receives a score from 1 to 5

2 Total the scores for each statement

The total score indicates the pupil's perception of their relationships with school staff.

Example scoring:

	Statement	Never					Always	Score
1	Really cares about me	1	2	3	4	5	4	
2	Tells me when I do a good job	1	2	3	4	5	3	
3	Believes that I will be a success	1	2	3	4	5	4	
4	I trust	1	2	3	4	5	3	
Total score							14	

Understanding your results

Pupils who score more highly are likely to have better relationships with school staff. Pupils who have lower scores may require additional support.

On our [website](#) you can find more information to help you put the scores in context. Where possible we provide examples of how other children and young people have scored to help schools make comparisons.

Acknowledgements

Thanks to the CORC Advisory Group, Anna Freud Champions and Anna Freud Education Advisory Panel for their support in developing this booklet.



The Child Outcomes Research Consortium (CORC) brings together organisations and individuals committed to using and improving evidence to improve children and young people's mental health and wellbeing. We are experts in measuring mental health outcomes.

Founded in 2002 by a group of mental health professionals determined to understand the impact of their work, today our network includes mental health providers, education settings, cultural and community services, local authorities, professional bodies and research institutions from across Europe and beyond.

CORC holds data relating to mental health and wellbeing outcomes of more than 400,000 children and young people in the UK. We support others to gather and understand their own data. We build expertise about using this information to improve support.



www.corc.uk.net

Evidence Based Practice Unit

A partnership of



Anna Freud



Founded in 2006 as an academic group in the Faculty of Brain Sciences at UCL (within the Department of Clinical, Educational and Health Psychology) in collaboration with Anna Freud, the Evidence Based Practice Unit bridges cutting-edge research and innovative practice in children's mental health.

We conduct research, develop tools, provide training, evaluate interventions and disseminate evidence across four themes:

Risk - what is the range of contexts and conditions that put a child or young person at risk of mental ill-health?

Resilience - what is it that enables some children to cope better than others in difficult circumstances?

Change - what influences change in children's mental health and wellbeing over time?

Choice - what is the positive impact of children, families and practitioners making decisions together, and what are the ways this can happen?



www.ucl.ac.uk/evidence-based-practice-unit



Evidence Based Practice Unit

A partnership of

