

Wellbeing Measurement for Schools

Modular surveys

Help and support



**Evidence Based
Practice Unit**

A partnership of



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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 help and support available for their 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](#).

Help and support focuses on how supported children and young people feel in different areas of their life and how they feel about the support available in school.

In this booklet, we include three short questionnaires to help schools understand different aspects of help and support:

- ▶ **Peer support** – support from other students.
- ▶ **Family support** – support at home.
- ▶ **Support at school** – supportive adults.



Peer support¹

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

Are there students at your school who would:

	Statement	Never Always				
1	Choose you on their team at school	1	2	3	4	5
2	Explain the rules of a game if you didn't understand them	1	2	3	4	5
3	Invite you to their home	1	2	3	4	5
4	Share things with you	1	2	3	4	5
5	Help you if you hurt yourself	1	2	3	4	5
6	Miss you if you weren't at school	1	2	3	4	5
7	Make you feel better if something is bothering you	1	2	3	4	5
8	Pick you for a partner	1	2	3	4	5
9	Help you if other students are being mean to you	1	2	3	4	5
10	Tell you you're their friend	1	2	3	4	5
11	Ask you to join in when you are all alone	1	2	3	4	5
12	Tell you secrets	1	2	3	4	5

¹Sun, 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>

Peer support – 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 levels of support from peers. Higher scores indicate more supportive peers.

Example scoring:

	Statement	Never					Always					Score
1	Choose you on their team at school	1	2	3	4	5						2
2	Explain the rules of a game if you didn't understand them	1	2	3	4	5						3
3	Invite you to their home	1	2	3	4	5						1
4	Share things with you	1	2	3	4	5						3
5	Help you if you hurt yourself	1	2	3	4	5						1
6	Miss you if you weren't at school	1	2	3	4	5						4
7	Make you feel better if something is bothering you	1	2	3	4	5						5
8	Pick you for a partner	1	2	3	4	5						1
9	Help you if other students are being mean to you	1	2	3	4	5						2
10	Tell you you're their friend	1	2	3	4	5						3
11	Ask you to join in when you are all alone	1	2	3	4	5						4
12	Tell you secrets	1	2	3	4	5						5
											Total score	34

Understanding your results

Higher scores indicate that pupils are more likely to have supportive peers. Lower scores suggest pupils may need more support with this.

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 your school make comparisons.



Family support²

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

At home, there is an adult who:

	Statement	Never Always				
1	Is interested in my school work	1	2	3	4	5
2	Believes that I will be a success	1	2	3	4	5
3	Wants me to do my best	1	2	3	4	5
4	Listens to me when I have something to say	1	2	3	4	5

²Sun, Development of population-based resilience measures in the primary school setting.

Family support – 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 levels of support from an adult at home.

Example scoring:

	Statement	Never					Always	Score
1	Is interested in my school work	1	2	3	4	5	2	
2	Believes that I will be a success	1	2	3	4	5	1	
3	Wants me to do my best	1	2	3	4	5	3	
4	Listens to me when I have something to say	1	2	3	4	5	5	
Total score							11	

Understanding your results

Pupils who score more highly are likely to have a supportive adult at home.

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.

Support at school³

Please read every statement carefully and choose 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	Listens to me when I have something to say	1	2	3	4	5
4	Believes that I will be a success	1	2	3	4	5

³Sun, Development of population-based resilience measures in the primary school setting.

Support at school – 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 levels of support from an adult at school.

Example scoring:

	Statement	Never					Always	Score
1	Really cares about me	1	2	3	4	5	2	
2	Tells me when I do a good job	1	2	3	4	5	3	
3	Listens to me when I have something to say	1	2	3	4	5	2	
4	Believes that I will be a success	1	2	3	4	5	4	
Total score							11	

Understanding your results

Pupils who score more highly are likely to have a supportive adult at school.

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



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