

**Secondary Demographic (reported by schools)**

Demographic data will be collected by school administrators/school champions from existing data available to schools.

Ethnicity (2021 Census)  
 Sex (2021 Census)  
 School Year  
 Percentage of Pupil Absence  
 SEND Type  
 Free School Meals  
 Postcode (partial)

**Secondary School Pupils (reported by pupils)**

The schedule for the Warwick-Edinburgh Mental Wellbeing Scales (WEMWEBS) (Stewart-Brown et al., 2009) contain the following questions and an additional 5 questions on school connectedness (each coded by 1-5 Likert scale) (*part of survey template so not numbered*)

<b>Warwick-Edinburgh Mental Wellbeing Scale</b>						
1	I've been feeling optimistic about the future	None of the time	Rarely	Some of the time	Often	All of the time
2	I've been feeling useful					
3	I've been feeling relaxed					
4	I've been dealing with problems well					
5	I've been thinking clearly					
6	I've been feeling close to other people					
7	I've been able to make up my own mind about things					
<b>(8) School Connectedness (Anderson-Butcher et al 2012)</b>						
9	I feel proud to be a student at my school	None of the time	Rarely	Some of the time	Often	All of the time
10	I feel like I belong at my school					
11	I enjoy coming to school					
12	I have meaningful relationships with teachers from my school					
13	I feel like I can be myself at school					

**Extended Protective Factors (reported by secondary pupils only)**

<b>(14) Emotional Regulation (ERQ-S Cognitive Reframing Scale)</b>						
15	When I want to feel more positive emotion (such as joy or amusement), I change the way I'm thinking about the situation	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree v1.11	Strongly agree 031225
16	When I want to feel less negative emotion (such as sadness or anger), I change the way I'm thinking about the situation					
17	I control my emotions by changing the way I think about the situation I'm in					
<b>(18) Self kindness (SCS-Y subscale)</b>						
19	I try to be kind and supportive to myself when I'm having a hard time	Almost never	Not very often	Sometimes	Very often	Almost always
20	I'm kind to myself when things go wrong and I'm feeling bad					
<b>(21) Peer &amp; Family Relationships (MSPSS subscale)</b>						
22	I can count on my friends when things go wrong	Very strongly disagree	Disagree	Neutral	Agree	Very strongly agree
23	I can talk about my problems with my friends					
24	I get the emotional help and support I need from my family					
25	I can talk about my problems with my family					
<b>(26) Sleep</b>						
27	During the past month, how would you rate your sleep quality overall?	Very good	Fairly good	Fairly bad	Very bad	
<b>(28) Diet and social eating - Note: If you are fasting for religious or cultural reasons, please answer the questions in this section based on what you would usually eat on a normal school day when not fasting.</b>						
29	How many portions of fruit and vegetables did you eat yesterday? <i>To help you decide, all of these examples count as ONE portion: (insert picture examples)</i>	0	1-2	3-4	5 or more	
30	What did you do for breakfast yesterday? If you weren't at school yesterday, think about the last time you were in school all day	Cereal, toast, or cooked breakfast	Snack or breakfast bar only	Non-energy drink only	Energy drink only	Did not have any breakfast
31	What did you do for lunch yesterday? If you weren't at	School food	Packed lunch	Bought lunch from	Had a small snack	Did not have any lunch

	school yesterday, think about the last time you were in school all day		from home	take-away or shop	only (e.g. chocolate bar, crisps, or energy drink)	
32	I eat lunch with my friends at lunchtime	Never	Not that much of the time	Some of the time	Quite a lot of the time	All of the time
33	I enjoy being in the dining hall at lunchtime					
34	I feel happy during lunch break					
<b>(35) Phone use (note these questions are conditional if a pupil does not have a phone it will skip the rest of the questions in this section)</b>						
36	What kind of phone do you have?		No internet phone (e.g. basic Nokia)	I don't have a phone		
		Smartphone				
37	What school year were you in when you got your first smartphone?	Year 4 or earlier	Year 5 or 6	Year 7 or 8	Year 9 to 11	Year 12 or later
38	Do you use any of these social media apps: TikTok, Instagram or Snapchat?	Yes	No			
39	What school year were you in when you first got an account on any of these apps (TikTok, Instagram or Snapchat)	Year 4 or earlier	Year 5 or 6	Year 7 or 8	Year 9 to 11	Year 12 or later
40	It's easy for me to take a break from my phone.	Very strongly disagree	Disagree	Neutral	Agree	Very strongly agree
41	I can stay focused on schoolwork, chores and other daily tasks without my phone distracting me.					
42	I feel fine when I can't access my phone.					
43	I can enjoy being with my friends and family without feeling like I need to be on my phone.					
44	People around me (family, teachers, friends) would say I					

	am good at controlling how much I use my phone.					
<b>(45) Trust Level</b>						
46	I feel I belong to the wider school trust	Never	Not that much of the time	Some of the time	Quite a lot of the time	All of the time
47	In the last year in my school I have taken part in	Sporting Event	Attended a talk	Competition	Trip/Visit	None

Each survey is voluntary, pupils can digitally withdraw from the survey prior to beginning and submitting their answers. A debrief for pupils is presented to on withdrawal or completion of surveys (see appendix i). The survey realistically takes 10-20 minutes.

### **Warwick-Edinburgh Mental Wellbeing Scales (WEMWEBS) (Stewart-Brown et al., 2009)**

The WEMWEBS has been validated for use in general population and schools for the evaluation of projects, programmes and policies which aim to improve mental wellbeing. The 7-item scale WEMWEBS has 5 response categories, summed to provide a single score. The items are suitable for young people and are all worded positively, covering both feeling and functioning aspects of mental wellbeing and thereby making the concept more accessible. The scale has been widely used nationally and internationally for monitoring, evaluating projects and programmes and investigating the determinants of mental wellbeing. Further information on the measure can be found here:

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>

### **School Connectedness – (Anderson-Butcher, Amorose, Iachini, & Ball, 2012)**

Four questions measuring school connectedness derived from the Psychological Sense of School Membership / PSES-related school connectedness subscale were used. Questions were adapted for suitability and comprehension within the study population. School connectedness is an important construct associated with pupil wellbeing, engagement, and protection against a range of risk behaviours and poor academic outcomes (McNeely, Nonnemaker, & Blum, 2002).

### **Multidimensional Scale of Perceived Social Support (MSPSS) – The family and friend subscales (Zimet, Dahlem, Zimet & Farley, 1988)**

The MSPSS is designed to measure an individual's perception of social support, this survey uses the family and friend subscales, taking 4 questions from the MSPSS. The scale is positively worded and has been described as one of the most extensively translated and validated social support outcome measures, with good reliability and validity within adolescent populations.

### **Self-Compassion Scale – Youth (SCS-Y) (Neff et al, 2021)**

Two questions were taken from the Self-Kindness subscale from the SCS-Y. This subscale is positively worded and will be used to assess self-kindness and provide an insight into self-compassion. The SCS-Y as a whole demonstrates good validity and reliability across adolescent populations.

### **Emotion Regulation Questionnaire – Short Form (ERQ-SF) (Preece, Petrova, Mehta & Gross, 2023)**

The ERQ-SF has 3-items to measure emotion regulation skill of cognitive reappraisal. The original 10-item Emotion Regulation Questionnaire, which the 3-items were taken from, shows good reliability and validity in adolescent populations, and is positively worded.

### **Sleep (Buysse, Reynolds, Monk, Berman & Kupfer, 1989).**

One question from the Pittsburgh Sleep Quality Index was selected to provide an insight into overall sleep quality over the last month

### **Diet (Hayhoe et al, 2021)**

To get an insight into diet, three questions asking about food intake the previous day were adapted to measure fruit and vegetable consumption and meal choices. These questions were used as they are considered useful aspects of nutrition to investigate in terms of public health strategies.

### **Phone Use**

A bespoke measure generated from current literature in this very new area of research.

### **Trust Level**

Two questions regarding trust level (i.e. schools multi-academy trust) engagement (what activities they have taken part in in the last year) and connectedness (at trust level)

### **References**

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Hayhoe, R., Rechel, B., Clark, A. B., Gummerson, C., Smith, S. J. L., & Welch, A. A. (2021). Cross-sectional associations of schoolchildren's fruit and vegetable consumption, and meal choices, with their mental well-being: a cross-sectional study. *BMJ Nutrition, Prevention & Health*, 4. doi: 10.1136/bmjnph-2020-000205

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Neff, K. D., Bluth, K., Tóth-Király, I., Davidson, O., Knox, M. C., Williamson, Z., & Costigan, A. (2021). Development and validation of the Self-Compassion Scale for Youth. *Journal of personality assessment*, 103(1), 92-105.

Preece, D. A., Petrova, K., Mehta, A., Gross, J. J. (2023). The emotion regulation questionnaire-short form (ERQ-S): A 6-item measure of cognitive reappraisal and expressive suppression. *Journal of Affective Disorders*, 340, 855-861. <https://doi.org/10.1016/j.jad.2023.08.076>

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Anderson-Butcher, D., Amorose, A., Iachini, A., & Ball, A. (2012). The development of the perceived school experiences scale. *Research on social work practice, 22*(2), 186-194.  
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## Appendix i

### *Debrief – Pupils Text*

Thank you for completing this year's wellbeing survey. We hope that this survey has been a positive experience for you.

If you feel you would like to talk to someone about your wellbeing then **you can speak to your teacher or a trusted adult** who could then help you get some further help if required.

There is also the following free support you can contact

**If you feel you need urgent support then you can always call Forward Thinking Birmingham free on 0300 300 0099 (24hrs a day 7 days a week).**

**Pause** young people under 25 that have a GP in Birmingham can receive support from Pause. You can go to their website here to register and request a session with them from the following link <https://forwardthinkingbirmingham.nhs.uk/pause>

**The Mix** is the UK's leading support service for young people. They are here to help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs. <https://www.themix.org.uk>. You can talk to them via their online community, on social, free confidential helpline **(0808 808 4994)** or our counselling service <https://www.themix.org.uk/get-support/speak-to-our-team>

**Childline** You can contact Childline about anything their helpline is open 24hrs a day 7 days a week. Whatever your worry, they are here to support you and provide a free helpline **(0800 1111)**, 1-2-1 online counsellors, message boards, email chat and services for the deaf and hard of hearing <https://www.childline.org.uk/get-support/>