

2024 Primary and 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

2024 Primary School Pupils (reported by pupils)

The schedule for the Stirling Children's Wellbeing Scale (Liddle & Carter, 2015) (SCWBS) contain the following questions and an additional 4 questions on school connectedness (each coded by 1-5 Likert scale)

		Never	Not that much of the time	Some of the time	Quite a lot of the time	All of the time
Stirling Children's Wellbeing Scale -						
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

2024 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 3 questions on school connectedness (each coded by 1-5 Likert scale)

		Never	Not that much of the time	Some of the time	4	All of the time
Warwick-Edinburgh Mental Wellbeing Scale						
1	I've been feeling optimistic about the future					
2	I've been feeling useful	1	2	3	4	5
3	I've been feeling relaxed	1	2	3	4	5
4	I've feeling interested in other people	1	2	3	4	5
5	I've had energy too spare	1	2	3	4	5
6	I've been dealing with problems well	1	2	3	4	5
7	I've been thinking clearly	1	2	3	4	5
8	I've been feeling good about myself	1	2	3	4	5
9	I've been feeling good about myself	1	2	3	4	5
10	I've been feeling close to other people	1	2	3	4	5
11	I've been able to make up my own mind about things	1	2	3	4	5
12	I've been feeling loved	1	2	3	4	5
13	I've been interested in new things	1	2	3	4	5
14	I've been feeling cheerful	1	2	3	4	5

Primary & Secondary School Pupils (reported by pupils)

School Connectedness question are adapted from Waters and Cross (2010) and contain the following questions and an additional 4 questions on school connectedness (each coded by 1-5 Likert scale)

Additional questions of school connectedness (Adapted from Waters & Cross 2010)						
16	I feel proud to be a student at my school	1	2	3	4	5
17	I feel like I belong at my school	1	2	3	4	5
18	I enjoy coming to school	1	2	3	4	5

19	I have meaningful relationships with teachers from my school	1	2	3	4	5
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Only for Primary Schools (3 Acceptability Questions)

Right now, no one knows how you have answered the previous questions. Your responses are a secret. But what if people could know your answers? This way, if your answers suggest you could do with some help or support, someone could talk to you directly. We would like to know how you would feel about this.....”

Q20p.If I could be identified and my wellbeing answers were shared **with someone from my school**

- a) I would not change my answers
- b) I would change my answers (if selected then options below become visible)

Q20p.1 What difference would this make to your answers?

- I would be more likely to answer honestly
- I would be less likely to answer honestly
- I would be less likely to take part
- Unsure

Q21p. If I could be identified and my wellbeing answers were shared **with someone from outside my school** (for example a someone that worked in mental health services).

- a) I would not change my answers
- b) I would change my answers (if selected then options below become visible)

Q21p.1 What difference would this make to your answers?

- I would be more likely to answer honestly
- I would be less likely to answer honestly
- I would be less likely to take part
- Unsure

Q22p. If I could be identified and my wellbeing answers were shared **with my parent or someone that cares for me.**

- a) I would not change my answers
- b) I would change my answers (if selected then options below become visible)

Q22p.1 What difference would this make to your answers?

- I would be more likely to answer honestly
- I would be less likely to answer honestly
- I would be less likely to take part
- Unsure

Only for Secondary Schools (3 Acceptability Questions)

Right now, no one knows how you have answered the previous questions. Your responses are confidential. But what if people could know your answers? This way, if your answers suggest you could do with some help or support, someone could talk to you directly. We would like to know how you would feel about this.....”

Q20s.If I could be identified and my wellbeing answers were shared **with someone from my school**

- a) I would not change my answers
- b) I would change my answers (if selected then options below become visible)

Q20s.1 What difference would this make to your responses?

- I would be more likely to answer honestly
- I would be less likely to answer honestly

- I would be less likely to take part
- Unsure

Q21s. If I could be identified and my wellbeing answers were shared **with someone from outside my school** (for example a someone that worked in mental health services).

- a) **I would not change my answers**
- b) **I would change my answers (if selected then options below become visible)**

Q21s.1 What difference would this make to your responses?

- I would be more likely to answer honestly
- I would be less likely to answer honestly
- I would be less likely to take part
- Unsure

Q22s. If I could be identified and my wellbeing answers were shared **with your parent or person that cares for you.**

- a) **I would not change my answers**
- b) **I would change my answers (if selected then options below become visible)**

Q22s.1 What difference would this make to your responses?

- I would be more likely to answer honestly
- I would be less likely to answer honestly
- I would be less likely to take part
- Unsure

Stirling Children’s Wellbeing Scale (SCWBS) (Liddle & Carter, 2015).

The SCWBS is 15-item holistic, positively worded scaled used to measure emotional and psychological wellbeing in younger children aged 8 -15 years. It is a standardised tested measure that has been specifically made by educational psychologists. The scale covers areas of wellbeing such as: optimism, cheerfulness and relaxation, satisfying interpersonal relationships, clear thinking and competence. The questions are scored with a five-point response scale 1 to 5 and contains three sub-scales: Positive Outlook, Positive Emotional State and Social Desirability. A comprehensive report of the measure can be found here: https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/faq/scwbs_children_report.pdf

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 14-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>

Both schedules are accompanied by 4 questions measuring school connectedness, these questions adapted from Waters and Cross (2010) questions were adapted to be suitable for use with the population. School connectedness is an important belief that is associated with

protecting pupils against a range of risk behaviours and poor academic achievement (McNeely, Nonnemaker, & Blum, 2002).

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 5-10 minutes (accounting for younger ages).

- Liddle, I., & Carter, G. F. A. (2015). Emotional and psychological well-being in children: the development and validation of the Stirling Children's Well-being Scale. *Educational Psychology in Practice, 31*(2), 174-185. doi:10.1080/02667363.2015.1008409
- McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of school health, 72*(4), 138-146.
- Stewart-Brown, S., Tennant, A., Tennant, R., Platt, S., Parkinson, J., & Weich, S. (2009). Internal construct validity of the Warwick-Edinburgh mental well-being scale (WEMWBS): a Rasch analysis using data from the Scottish health education population survey. *Health and Quality of life Outcomes, 7*(1), 1-8.
- Waters, S., & Cross, D. (2010). Measuring students' connectedness to school, teachers, and family: Validation of three scales. *School Psychology Quarterly, 25*(3), 164.

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/>

