

Wellbeing Measurement for Schools

Evidence Based
Practice Unit

A partnership of



Information Sheet for Parents and Carers

Title of Study: Wellbeing Measurement for Schools

Department: Evidence Based Practice Unit (EBPU)

Name of the Principal Researcher: Professor Jessica Deighton

Names of the Researchers: Benjamin Ritchie, Holly Rowland, Abigail Rennick

Contact Details of the Research Team:

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This study has been approved by the UCL Research Ethics Committee: Project ID number 16139/001

Why are we contacting you?

EBPU is working with your child's school and other schools across the UK. We are trying to understand more about emotional wellbeing in young people through surveys. This project will help us to understand the best ways to support schools to understand more about the wellbeing of their pupils.

We are asking for your permission for your child to complete a survey. If you give permission, your child will also be asked if they would like to take part. You may want to discuss participation with your child to help them decide. It will be made clear to all children when they are given the questionnaires that they do not have to answer any questions that they don't want to and they do not have to take part at all if they don't want to. **Your child is free to stop taking part at any time, without giving a reason.**

If, after your child has taken part, you decide that you want us to remove your child's survey answers, you can contact us and ask us to delete their information.

What will your child be asked to do?

Taking part will involve your child completing a short online questionnaire at school. It asks questions about how your child feels about their school, friends, and themselves. It is not expected to take longer than 20 minutes. The survey will take place in lesson time and alternative activities will be provided if your child does not take part.

We do not expect completing the survey to be distressing. However, if this were to happen the school have been provided with guidance to ensure your child is well supported.

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What are the possible risks/disadvantages of taking part?

The survey asks about feelings, and for a small number of children it may bring emotions to the surface. Wellbeing Measurement for Schools processes ensure your child's school is aware of this, and our guidance to schools prepares staff to let pupils know how they can access emotional wellbeing support, should they wish to draw on this.

If you ever wish to make a formal complaint about the conduct of the research you should contact Professor Jessica Deighton, Evidence Based Practice Unit (EBPU), UCL and Anna Freud, 4-8 Rodney Street, London N1 9JH. If you are not satisfied with the response you can contact the Chair of the UCL Ethics Committee: ethics@ucl.ac.uk.

What are the possible benefits of taking part?

Your child's school will receive an anonymised report of the survey findings to help them review and support pupil wellbeing.

What information is the research using?

The research will link your child's survey answers with information that schools already collect: pupil name and year group as well as certain pupil characteristics, such as ethnicity, deprivation, and SEND provision. This information will be shared with us by your child's school.

We will use the above information to carry out analysis on groups of young people, not individuals. **We will not use the information to identify specific pupils for any reason.**

How will my child's data be stored and who will have access to it?

- All information will be kept completely confidential.
- Only members of the research team (named above) will have access to the identifiable data, which will be held and manipulated in a secure environment, called the UCL Data Safe Haven, for up to 1 year after pupil surveys are completed.
- The website used by pupils to access the questionnaire will be completely secure. All survey data will be stored in the same secure environment (UCL Data Safe Haven).
- Once the information described above is linked, it will be anonymised (so that individuals cannot be identified) and the analysis will be carried out on the anonymised data.
- All information will be collected and stored in accordance with the General Data Protection Regulation (EU 2016/679) and Data Protection Act 2018.
- The anonymised information may be presented in such as places as online in reports and in presentations at conferences. **However, no information presented will identify any individuals involved.**

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What will happen to the results?

Your child's school will receive an anonymised report of the survey findings to help them review and support pupil wellbeing.

Findings may be presented at conferences or used as part of publications such as booklets, academic articles and reports for school partner organisations (e.g. local authorities, associated charities). No information presented or published will identify any pupils involved.

Further information:

If you have any questions, or would like more information about the research, you may want to email us at measuringwellbeing@annafreud.org or call us on 020 7443 2225. Further details about the project can be found on our website: <https://www.corc.uk.net/for-schools/>

This research has been approved by the University College London (UCL) Research Ethics Committee:

All research is looked at by an independent group of people, called a Research Ethics Committee, to protect your interests. This research has been approved by the UCL Research Ethics committee (UCL Ethics number: 16139/001).

Thank you for taking the time to read this information sheet.

Opt-out Form

Agreeing for your child to be part of this research

- We hope you will allow your child to take part in this research. **If you are happy for your child to take part, then you do not need to do anything.**
- This form covers the **ethical governance** of the research project, which is designed to protect the dignity, rights, safety and wellbeing of research participants. Please read the accompanying Privacy Notice which talks you through the processing of your child's data, and the legal basis under which we are handling these data - a separate matter.
- It will be made clear to all children when they are given the questionnaires that they do not have to answer any questions that they don't want to and they do not have to take part at all if they don't want to.
- If you **do not** want your child to participate in this research, you need to let your child's school know before **<insert deadline for opt out (at least three weeks from sending)>** by completing the form below and returning it to: **<school to add details>**

You only need to complete and return this slip if you do not wish your child to take part. **If you are happy for your child to take part, then you do not need to do anything.**

I **do not** want my child to take part in the survey. My details are as follows:

Child's name: _____

Parent or carer's name: _____

Year Group: _____

Signature: _____

Date: _____

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APPENDIX 1

Measuring Wellbeing in Schools

Data Protection Privacy Notice

(Information about the processing of pupil data)

Wellbeing Measurement for Schools involves the collection and analysis of data about participating pupils, including a 20 minute online wellbeing survey. We (the researchers) have produced this privacy notice to provide parents of pupils with information about the data involved, and their rights in relation to it.

Please note the word “processing” is a broad term that refers to the collection, storage and analysis of data. All data will be processed in accordance with legislation called the General Data Protection Regulation (GDPR).

What are the purposes for processing the data?

There are two purposes:

- To help schools to review and support the wellbeing of their pupils, by providing schools and their partner organisations (e.g. local authorities, associated charities) with anonymised reports of survey findings
- To carry out research into the use of wellbeing surveys in schools to support the wellbeing of pupils
- Findings from the surveys may be presented at conferences or used as part of publications such as booklets, academic articles and reports for school partner organisations (e.g. local authorities, associated charities). **No information presented or published will identify any pupils involved.**

What data are being processed?

The project will include two types of data about your child, which will be connected together to create a general picture about wellbeing:

- *Child-reported surveys:* This is to understand how children and young people feel about themselves, their friends and their school. The questions are outlined in Appendix 2.
- *Information obtained from schools that schools already collect about pupils:* gender, ethnicity, language group, free school meal eligibility, pupil premium eligibility and SEND provision. This is to understand if wellbeing is different for different groups of pupils.

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How will the data be processed?

The information that schools already collect about pupils will be shared with the research team using a secure website called the UCL Data Transfer Portal.

To connect together this information with the child-reported surveys, we will use pupils' first names, surnames and pupil ID numbers. This will be carried out in a secure environment called the UCL Data Safe Haven. Once this part of the project is complete, we will create an anonymised data set that will not include any pupil names and will include anonymised ID numbers instead of pupil ID numbers.

All data analysis for the purposes stated above will be carried out using the anonymised data set.

How long will the data be processed?

- Pupil first names, surnames and pupil ID numbers will be deleted after one year.
- The anonymised data set will be kept for 10 years, after which it will be reviewed to determine whether it would be appropriate to delete it.

What allows the data to be processed lawfully?

The lawful basis for sharing and processing these data, as set out in the GDPR, is:

- Article 6(1)(e) "processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller" and
- Article 9(2)(j) "processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject"

Which organisation is responsible for the data?

The organisation with responsibility for processing this data (the data controller) is UCL (University College London). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data and can be contacted at data-protection@ucl.ac.uk if you have any concerns about how data is being processed in this project. UCL's Data Protection Officer is Alex Potts and she can also be contacted at the same email address.

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Who is organising and funding the research?

The study is being led by the Evidence Based Practice Unit (EBPU), which is a partnership between UCL and Anna Freud. For further information, here is a link to the Evidence Based Practice Unit pages on the UCL website: www.ucl.ac.uk/evidence-based-practice-unit

The study is being carried out in collaboration with the Child Outcomes Research Consortium (CORC).

Who will have access to the data?

Only authorised individuals in the research team who are working with schools to administer the survey will have access to pupil names and pupil ID numbers.

The research team may collaborate with selected academic experts or students to analyse the anonymised data set, where such collaborations are determined to be beneficial for the purposes stated above.

Pupil data will always be kept confidential and will be collected, stored and analysed using secure computer systems.

What rights do I have?

Under legislation called the General Data Protection Regulation (GDPR), you and your child have certain rights, including the right to be informed about who is responsible for processing your data, and the right of access to your data.

With regard to the right to be informed, we have produced this privacy notice to describe the data processing and to provide information about the responsible organisation UCL, and the Evidence Based Practice Unit, which is leading the research.

Who can I contact for further information?

With regard to the right of access, if pupils or parents would like to know more about the categories of data about their child being processed, please contact the research team at measuringwellbeing@annafreud.org.

If, after your child has taken part, you decide that you want us to remove your child's answers, you can contact us and ask us to delete their information. Please note that requests can be supported until pupil names and ID numbers are deleted from the data set (as described above under "What data are being processed"). Once this happens the data will be anonymised and we will not be able to identify any pupils in the data.

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APPENDIX 2 - Year 10 and Year 11

Questions pupils will be asked in the survey

(These will be presented in a child friendly format online)

Please read every statement carefully and select the answer that fits you best:

At home there is an adult who:

- is interested in my school work;
- believes that I will be a success;
- wants me to do my best;
- listens to me when I have something to say.

At school there is an adult who:

- really cares about me;
- tells me when I do a good job;
- listens to me when I have something to say;
- believes that I will be a success.

Away from school there is an adult who:

- really cares about me;
- tells me when I do a good job;
- believes that I will be a success;
- I trust.

Away from school:

- I am a member of a club, sports team, church group, or other group;
- I take lessons in music, arts, sports, or have a hobby.

Are there students in your school who would:

- choose you on their team at school;
- tell you you're good at doing things;
- explain the rules of a game if you didn't understand them;
- invite you to their home;
- share things with you;
- help you if you hurt yourself;
- miss you if you weren't at school;

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make you feel better if something was bothering you;
pick you for a partner;
help you if other students are being mean to you;
tell you you're their friend;
ask you to join in when you are all alone;
tell you secrets.

Please read every statement carefully and select the answer that fits you best:

I do things at home that make a difference (i.e. make things better);
I help my family make decisions;
At school, I decide things like class activities or rules;
I do things at school that make a difference (i.e. make things better);
I can work out my problems;
I can do most things if I try;
There are many things that I do well;
I feel bad when someone gets their feelings hurt;
I try to understand what other people feel;
When I need help, I find someone to talk to;
I know where to go for help when I have a problem;
I try to work out problems by talking about them;
I have goals and plans for the future;
I think I will be successful when I grow up.

Five possible response options to each question: never - always (Student Resilience Survey, Sun and Stewart 2007)

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks:

I've been feeling optimistic about the future;
I've been feeling useful;
I've been feeling relaxed;
I've been dealing with problems well;

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I've been thinking clearly;

I've been feeling close to other people;

I've been able to make up my mind about things.

Five possible response options to each question: none of the time; rarely; some of the time; often; all of the time (Short version Warwick Edinburgh Mental Well-Being Scale, Stewart, Brown et al 2009)

For each question, please check how much you have felt or acted this way in the past two weeks:

I felt miserable or unhappy;

I didn't enjoy anything at all;

I felt so tired I just sat around and did nothing;

I was very restless;

I felt I was no good any more;

I cried a lot;

I found it hard to think properly or concentrate;

I hated myself;

I was a bad person;

I felt lonely;

I thought nobody really loved me;

I thought I could never be as good as other kids;

I did everything wrong.

Three possible response options to each question: true, sometimes, not true (Short Mood and Feelings Questionnaire, Angold and Costello 1987)

In the last month:

...how often have you been upset because of something that happened unexpectedly?

...how often have you felt that you were unable to control the important things in your life?

...how often have you felt nervous and "stressed"?

...how often have you dealt successfully with day to day problems and annoyances?

...how often have you felt that you were effectively coping with important changes that were occurring in your life?

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- ...how often have you felt confident about your ability to handle your personal problems?
- ...how often have you felt that things were going your way?
- ...how often have you found that you could not cope with all the things that you had to do?
- ...how often have you been able to control irritations in your life? how often have you felt that you were on top of things?
- ...how often have you been angered because of things that happened that were outside of your control?
- ...how often have you found yourself thinking about things that you have to accomplish?
- ...how often have you been able to control the way you spend your time?
- ...how often have you felt difficulties were piling up so high that you could not overcome them?

Five possible response options to each question: never, almost never, sometimes, fairly often, very often (Perceived Stress Scale, Cohen et al. 1983)

During this survey you may have felt that some parts were more important to you than others. We would like to ask one more question about this. Please put the areas below in order of importance to you:

- How I feel;
- How well I can deal with my feelings;
- How I get on with friends;
- How I get on with family;
- Working on my own strengths and weaknesses;
- Being able to get on with daily tasks and activities.