

Wellbeing Measurement for Schools
Modular surveys

Relationships



**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 Relationships with parents and carers**
- 7 Relationships with parents and carers – scoring score and interpretation
- 8 Relationships with staff**
- 9 Relationships with staff – scoring and interpretation
- 10 Relationships with peers**
- 11 Relationships with peers – scoring and interpretation
- 12 Loneliness**
- 13 Loneliness – scoring and interpretation
- 14 Stress of peer pressure**
- 15 Stress of peer pressure – scoring and interpretation
- 16 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 their pupils' relationships, which can have an effect on their wellbeing. 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.

Relationships with others can help young people to respond to and manage life's challenges. In this booklet, we include five short questionnaires to help schools understand pupils' relationships.

The areas covered in this booklet are:

- ▶ **Relationships with parents and carers** – explores family connection, support and heritage.
- ▶ **Relationships with staff** – asks whether pupils feel there is a trusted member of staff who cares for and supports them.
- ▶ **Relationships with peers** – explores pupils' perceptions of their friendships.
- ▶ **Loneliness** – asks pupils how often they feel lonely.
- ▶ **Stress of peer pressure** – explores pupils' experience of stress associated with peer pressure.



Relationships with parents and carers¹

To what extent do the following statements apply to you? There are no right or wrong answers.

	Statements	Not at all	A little	Somewhat	Quite a bit	A lot
1	My parent(s)/caregiver(s) really look out for me	1	2	3	4	5
2	My parent(s)/caregiver(s) know a lot about me (for example, who my friends are, what I like to do)	1	2	3	4	5
3	I talk to my family/caregiver(s) about how I feel (for example, when I am hurt or sad)	1	2	3	4	5
4	My family/caregiver(s) care about me when times are hard (for example, if I am sick or have done something wrong)	1	2	3	4	5
5	I like the way my family/caregiver(s) celebrates things (like holidays or learning about my culture)	1	2	3	4	5

¹Jefferies, P., McGarrigle, L., & Ungar, M. (2018). The CYRM-R: A Rasch-validated revision of the Child and Youth Resilience Measure. *Journal of Evidence-Based Social Work, 16*(1), 70–92. <https://doi.org/10.1080/23761407.2018.1548403>

Relationships with parents and carers – 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 parents and carers. Higher scores indicate better relationships.

Example scoring:

	Statements	Not at all	A little	Somewhat	Quite a bit	A lot	Score
1	My parent(s)/caregiver(s) really look out for me	1	2	3	4	5	4
2	My parent(s)/caregiver(s) know a lot about me (for example, who my friends are, what I like to do)	1	2	3	4	5	3
3	I talk to my family/caregiver(s) about how I feel (for example when I am hurt or sad)	1	2	3	4	5	4
4	My family/caregiver(s) care about me when times are hard (for example, if I am sick or have done something wrong)	1	2	2	4	5	5
5	I like the way my family/caregiver(s) celebrates things (like holidays or learning about my culture)	1	2	3	4	5	3
Total score							19

Understanding your results

Pupils who score more highly are likely to have better relationships with their parents and carers. Pupils who have lower scores may need further 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 staff²

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

²Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education, 7(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.

Relationships with peers³

We would like to know what thoughts about life you've had during the past **several weeks**. Think about how you spend each day and night, and then think about how your life has been during most of this time.

Here are some questions that ask you to indicate your satisfaction with life. In answering each statement, circle a number from 1 to 6, where 1 indicates you strongly disagree with the statement and 6 indicates you strongly agree with the statement.

	Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	My friends are nice to me	1	2	3	4	5	6
2	I have a bad time with my friends	1	2	3	4	5	6
3	My friends are great	1	2	3	4	5	6
4	My friends will help me if I need it	1	2	3	4	5	6
5	My friends treat me well	1	2	3	4	5	6
6	My friends are mean to me	1	2	3	4	5	6
7	I wish I had different friends	1	2	3	4	5	6
8	I have a lot of fun with my friends	1	2	3	4	5	6
9	I have enough friends	1	2	3	4	5	6

³Huebner, E.S. (2001). Manual for the Multidimensional Students' Life Satisfaction Scale. University of South Carolina, Department of Psychology.

Relationships with peers – scoring and interpretation

1 Each statement receives a score

Some statements (1, 3, 4, 5, 8 and 9) are positively worded. These statements are positively scored, meaning the score is the same as the number that is circled. Other statements (2, 6 and 7) are negatively worded. These statements are reverse scored, meaning they are scored opposite to the number that is circled. For example if the respondent circles 2, the score for the item would be 5 (see the example scoring table).

2 Total the scores for each statement

The total score indicates the pupil's perception of their friendships. Higher scores indicate higher levels of peer support.

Example scoring:

	Statement	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Score	Scoring
1	My friends are nice to me	1	2	3	4	5	6	5	Positively scored
2	I have a bad time with my friends	1	2	3	4	5	6	5	Reverse scored
3	My friends are great	1	2	3	4	5	6	5	Positively scored
4	My friends will help me if I need it	1	2	3	4	5	6	4	Positively scored
5	My friends treat me well	1	2	3	4	5	6	5	Positively scored
6	My friends are mean to me	1	2	3	4	5	6	5	Reverse scored
7	I wish I had different friends	1	2	3	4	5	6	6	Reverse scored
8	I have a lot of fun with my friends	1	2	3	4	5	6	6	Positively scored
9	I have enough friends	1	2	3	4	5	6	2	Positively scored
Total score								43	

Understanding your results

Pupils who score more highly are likely to have better relationships with their peers. Pupils who have lower scores may need support with their peer relationships.

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.

Loneliness⁴

The next questions are about relationships with others. For each one, please say how often you feel that way.

	Question	Hardly ever or never	Some of the time	Often or always
1	How often do you feel that you have no one to talk to?	1	2	3
2	How often do you feel left out?	1	2	3
3	How often do you feel alone?	1	2	3

⁴ Office for National Statistics. (2018, August). *Measuring loneliness: Guidance for use of the national indicators on surveys*. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/measuringlonelinessguidanceforuseofthenationalindicatorsonsurveys#recommended-measures-for-children>

Loneliness – 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 frequency of pupils' feelings of loneliness.

Example scoring:

	Question	Hardly ever or never	Some of the time	Often or always	Score
1	How often do you feel that you have no one to talk to?	1	2	3	2
2	How often do you feel left out?	1	2	3	3
3	How often do you feel alone?	1	2	3	2
Total score					7

Understanding your results

Pupils who score more highly experience loneliness more frequently and may need further support. There is no standard accepted score for which a person would definitely be considered lonely.

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.

Stress of peer pressure⁵

How stressful has each item been for you during the past year?

	Statements	Not at all (or is irrelevant to me)	A little stressful	Moderately stressful	Quite stressful	Very stressful
1	Pressure to fit in with peers	1	2	3	4	5
2	Being hassled for not fitting in	1	2	3	4	5
3	Peers hassling you about the way you look	1	2	3	4	5
4	Being judged by your friends	1	2	3	4	5
5	Disagreements between you and your peers	1	2	3	4	5
6	Satisfaction with how you look	1	2	3	4	5
7	Changes in your appearance with growing up	1	2	3	4	5

⁵Byrne, D., Davenport, S., & Mazanov, J. (2006). Profiles of adolescent stress: The development of the adolescent stress questionnaire (ASQ). *Journal of Adolescence*, 30(3), 393–416. <https://doi.org/10.1016/j.adolescence.2006.04.004>

Stress of peer pressure – scoring and interpretation

1 Each statement receives a score from 1 to 5

2 Total the scores for each statement

The total score indicates pupils' experience of stress associated with peer pressure.

Example scoring:

	Statements	Not at all (or is irrelevant to me)	A little stressful	Moderately stressful	Quite stressful	Very stressful	Score
1	Pressure to fit in with peers	1	2	3	4	5	3
2	Being hassled for not fitting in	1	2	3	4	5	4
3	Peers hassling you about the way you look	1	2	3	4	5	3
4	Being judged by your friends	1	2	3	4	5	3
5	Disagreements between you and your peers	1	2	3	4	5	4
6	Satisfaction with how you look	1	2	3	4	5	2
7	Changes in your appearance with growing up	1	2	3	4	5	2
Total score							21

Understanding your results

Pupils who score more highly are likely to experience higher levels of stress associated with peer pressure and, therefore, are likely to benefit from 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

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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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