

MENTAL AND EMOTIONAL WELLBEING: ENGAGING YOUNG PEOPLE IN PLANNING PROVISION

GATHERING INFORMATION AND DATA: SURVEY TOOLS AND METHODOLOGIES

SURVEY TOOLS

The Anna Freud Centre (details below) provides a toolkit which includes a list of validated tools for measuring and monitoring children and young people's mental wellbeing. These tools include those for use with targeted groups as well as tools that can be used with all children and young people.

Some of the work within the Education Wellbeing Team pupil voice toolkit uses the Health Related Behaviour Survey data (details below). This has been operating in Cambridgeshire secondary schools bi-annually since 2002, gathering data from Year 8 and Year 10 students. This trend data is used by schools to identify their curriculum priorities, whole school health related priorities, to inform a pupil voice agenda and school self review and evaluation. The data is also compiled on Cambridgeshire wide and district basis to help inform strategic priorities and planning.

In recent years, Cambridgeshire primary schools have also had the opportunity to participate in a version of the survey for Year 5 and 6 pupils. The data from this was used in the pupil voice programme with some schools.

The document 'Methodologies for collecting and exploring views' provides approaches that can be used in pupil voice and curriculum work. These approaches can be used for gathering qualitative information from children and young people at the start of the process, as well as for exploring views and ideas.

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Data source	Links /Access	Summary	Contents	Age range
<p>Measuring and monitoring children and young people’s mental wellbeing:</p> <p>A toolkit for schools and colleges</p> <p>Public Health England and the Anna Freud National Centre for Children and Families</p>	<p>https://www.ucl.ac.uk/evidence-based-practice-unit/docs/Mental_health_toolkit</p>	<p>The toolkit aims to raise awareness amongst school and college staff of the range of validated tools that is available to help measure subjective mental wellbeing amongst the student population.</p> <p>To support school and college leaders in making use of school and college level data to identify the mental wellbeing needs of students and determine how best to address these.</p>	<p>Section 1: Definition of mental wellbeing and core purposes for why schools and colleges might measure student mental wellbeing</p> <p>Section 2: Practice examples from a range of schools and colleges that have applied measurement tools</p> <p>Section 3: Practical advice for introducing wellbeing instruments to students.</p> <p>Appendix A: A compendium of validated instruments which can be used to measure students’ subjective mental wellbeing</p> <p>This index gives comparisons between the measures with regard to the age range, the responder or who ‘reports’, if contact is required with the measure prior to use, whether it is free to use and if feedback is generated.</p> <p>It also shows what is measured.</p>	<p>The compendium of tools (available online)</p> <p>This has been categorised according to their application across key Stages 1 to 5. The upper age range covers 16–18 Year olds.</p> <p>Limited to validated tools that have been used in practice.</p>
<p>Health Related Behaviour Survey (HRBS)</p> <p>Schools Health Education Unit, Exeter</p>	<p>http://sheu.org.uk/</p>	<p>Online survey tools which provide extensive data on all aspects of children and young people’s health related behaviour.</p> <p>To support schools with school self-review, identifying key learning objectives for the personal development curriculum and whole school health related priorities as well as providing a starting point for pupil voice work.</p>	<p>Behaviours addressed in the survey vary in nature and extent depending on the school phase.</p> <p>The secondary HRBS covers lifestyle issues (exercise, food and health, smoking, drugs and alcohol), safety and relationships as well as mental and emotional wellbeing. Areas of questioning in relation to mental and emotional wellbeing include: worries (their nature and extent), life satisfaction, self-esteem, trust and adults and resilience. The primary HRBS (for Years 5 and 6) covers similar areas, with content and questions appropriate for a younger age range.</p>	<p>The Cambridgeshire surveys are used with Years 8 and 10 (secondary) and Years 5 and 6 (primary).</p> <p>Trend data exists from 2002 for the biannual secondary survey.</p>

