

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)

Warwick-Edinburgh Mental Wellbeing Scale						
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					
School Connectedness (Adapted from Waters & Cross 2010)						
8	I feel proud to be a student at my school	None of the time	Rarely	Some of the time	Often	All of the time
9	I feel like I belong at my school					
10	I enjoy coming to school					
11	I have meaningful relationships with teachers from my school					
12	I feel like I can be myself at school					

Extended Protective Factors (reported by secondary pupils only)

Family Relationships (MSPSS subscale)						
13	I get the emotional help and support I need from my family	Very strongly disagree	Disagree	Neutral	Agree	Very strongly agree
14	I can talk about my problems with my family					
Self kindness (SCS-Y subscale)						
15	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
16	I'm kind to myself when things go wrong and I'm feeling bad					
Emotional Regulation (ERQ-S Cognitive Reframing Scale)						
17	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	Strongly agree
18	When I want to feel less negative emotion (such as sadness or anger), I change the way I'm thinking about the situation					
19	I control my emotions by changing the way I think about the situation I'm in					
Peer Relationship (MSPSS subscale)						
20	I can count on my friends when things go wrong	Very strongly disagree	Disagree	Neutral	Agree	Very strongly agree
21	I can talk about my problems with my friends					
Sleep						
22	During the past month, how would you rate your sleep quality overall?	Very good	Fairly good	Fairly bad	Very bad	
Diet						
23	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	
24	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
25	What did you do for lunch yesterday? If you weren't at school yesterday, think about the last time you were in school all day	School food	Packed lunch from home	Bought lunch from take-away or shop	Had a small snack only (e.g. chocolate bar, crisps, or energy drink)	Did not have any lunch
Phone use						

26	What kind of phone do you have?	I have a smartphone	I have a brick phone (no internet phone)	I don't have a phone		
27	I am confident I know how to use all the things my phone can do, such as making calls, sending messages, changing phone and app settings, and downloading and using apps.	Very strongly disagree	Disagree	Neutral	Agree	Very strongly agree
28	I use my phone to feel more connected to my friends.					
29	I use my phone to make things like videos, photos, drawings or stories to show how I feel or what I like.					
30	It's easy for me to take a break from my phone for a while.					
	Trust Level					
31	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
32	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

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).

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

Buysse, D. J., Reynolds, C. F., 3rd, Monk, T. H., Berman, S. R., & Kupfer, D. J. (1989). The Pittsburgh Sleep Quality Index: a new instrument for psychiatric practice and research. *Psychiatry research*, 28(2), 193–213. [https://doi.org/10.1016/0165-1781\(89\)90047-4](https://doi.org/10.1016/0165-1781(89)90047-4)

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/bmjnp-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.
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Waters, S., & Cross, D. (2010). Measuring students' connectedness to school, teachers, and family: Validation of three scales. *School Psychology Quarterly*, 25(3), 164

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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/>