

DIGITALWELLBEING PLATFORM DRAFT INDICATORS



This draft set of optimised questions has been created from a 2022 consolidated summary of global school wellbeing indicators

Level 1 SECURITY: Physical Security and Health (PSH)

LEADERSHIP QUESTIONS

1. Are we doing everything we can to provide a safe, secure and healthy environment for students, parents/carers/guardians and staff members?
2. Is specific help being provided for students most at risk, or who are already showing signs of social, emotional and behavioural problems?
3. Are students who are showing difficulties in managing emotions or behaviours being identified and assessed, using a process that includes their parents, carers and other professionals?
4. Are students receiving clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns?
5. Are we providing adequate support to students and parents/carers/guardians who we feel may have unsafe or unhealthy living environments outside of school?

OPTIONAL QUESTIONS

Have we created a safe environment which nurtures and encourages young people sense of self? worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours?

STAFF QUESTIONS

- 1 How safe do you currently feel at this school?
 2. How healthy do you currently feel?
 3. How much do feel that your own safety and physical wellbeing matters to this school?
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PARENT/CARER/GUARDIAN QUESTIONS

1. How would you rate your own current level of safety and physical wellbeing?
 2. How much do feel that your own safety and physical wellbeing matters to this school?
 5. To what degree do you feel you can trust the leadership team at this school?
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STUDENT QUESTIONS

1. How safe do you normally feel at this school?
2. How often do you normally feel scared or anxious?
3. In general, how well do you normally sleep?
4. How healthily do you think you normally eat?
5. Is there an adult in school you can trust and talk to when you need to?

OPTIONAL QUESTIONS

How safe do you normally feel on the way to school?
How safe do you normally feel at home?
How safe do you normally feel in your neighbourhood?
Do you normally have enough food to eat?
Do you normally have clean water to drink?
How well do you normally feel?
Do you ever worry about your weight?
Do you worry about your body image?
How much exercise do you think you get on an average day?
How much time do you normally spend outside in nature?
Do you ever self-harm?
How many hours do you spend online every day?
Is there a place in school that you can go to so you can feel safe?
Away from school is there is an adult who you can trust and talk to?

Level 2 RELATIONSHIP: Relational Wellbeing (RW)

LEADERSHIP QUESTIONS

1. Has there been commitment from the senior leadership team and the trustees/governors to address the social, emotional, mental and spiritual wellbeing which is referenced within strategic school improvement plans?
2. To what degree is the promotion of relational social, emotional, mental and spiritual health education embedded throughout the culture of the organisation?

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3. Has a named member of the senior leadership team been given responsibility for relational social, emotional, mental and spiritual wellbeing?
4. Is an effective pastoral system in place, so that at least one member of staff knows each student well, and can spot where changes in behaviour might have a root cause that needs addressing?
5. Is there clear understanding and knowledge of the external support services that are available to provide additional targeted mental health support?

OPTIONAL QUESTIONS

To what degree is the school contributing to a sense of belonging for students, parents /carers/guardians and staff members?

Is the availability of pastoral care and support well known and easy to access?

To what degree are you modelling the behaviour you want to see at all levels of the school and building relationships based on respect, trust and fairness?

To what degree are you making space for conversations, giving and receiving constructive feedback, and acting on the views of others to ensure relational excellence at all times?

Does the curriculum promote positive behaviours and relationships and help reduce disruptive behaviour and bullying?

Are social and emotional skills development integrated in all subject areas, to include problem solving, coping, conflict management and resolution, and understanding and managing feelings and emotions?

STAFF QUESTIONS

1. I have the time to listen and respond to the young people in my care and to advocate for them when needed
2. I have the time to listen and respond to the concerns of parents/carers and to advocate for them when needed
3. The senior leaders at this school are interested in me as a person, not just as a member of staff
4. Staff and pupils at this school treat each other with respect
5. People at this school are willing to go out of their way to help someone

OPTIONAL QUESTIONS

To what degree do I understand my own well-being needs and the impact my well-being has on those around me?

Do I have the time and support to care for my own wellbeing needs?

There is at least one other adult in this school that I can talk to if I have a problem

Colleagues at this school are willing to go out of their way to help someone

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I feel I can talk to colleagues at this school about the things that are bothering me
I feel I can trust the leadership team and staff at this school
At this school adults care about students and their families

PARENT/CARER/GUARDIAN QUESTIONS

1. Staff and pupils at this school treat each other with respect
 2. The staff at this school are really interested in us as a family
 3. There is at least one person in this school that I can talk to if I have a problem
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STUDENT QUESTIONS

1. How much do you feel like you belong in this school?
2. I feel I can talk to my teachers about the things that are bothering me
3. There is at least one adult in this school that I can talk to if I have a problem
4. Staff and pupils treat each other with respect at this school
5. How often do you feel left out?
6. How often would you say that you feel lonely?
7. How often would you say that you feel sad?
8. How often would you say that you feel angry?
9. What level of bullying have you experienced during the month?
10. I try to understand and empathise with any pain or difficulty that is being experienced by other students

OPTIONAL QUESTIONS

Pupils and staff at this school are willing to go out of their way to help someone
There is at least one other student that I can go to for help and advice if I have a problem
I try hard not to judge other people, even if I find them difficult
I try to think about the fact that we are all what our families and backgrounds have made us
At this school adults care about the students and their families
What level of bullying have you inflicted on others during the month?
How often do other students inflict harmful activity towards you online?
How often do you participate in teasing or bullying other people online?
How hurtful are the activities that you experience from other students?
In this school do you feel you have ever been treated or judged unfairly because of race, gender or ethnic group?

Level 3 INDEPENDENCE: Resilience and Self- esteem (RSE)

LEADERSHIP QUESTIONS

1. To what degree are we optimising the ways that students, parents/carers/guardians and staff members can feel confident about their own skills and abilities?
2. To what degree are we supporting students, parents/carers/guardians and staff members in overcoming difficulties and obstacles?
3. Is adequate training being provided to staff so that they have the knowledge, understanding and skills to deliver a curriculum that effectively integrates the development of relational skills within the subject areas?
4. Is adequate support being provided to enable staff to reflect on, and take actions to enhance, their own wellbeing and work/life balance?
5. Is a system in place for assessing and monitoring the relational wellbeing of staff as part of professional development and performance reviews?

OPTIONAL QUESTIONS

How well is the school ensuring timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?

Do we have dedicated staff training, sign posting information for staff and students, library resources and targeted mental health campaigns, including tackling stigma and discrimination?

STAFF QUESTIONS

1. I feel my own development is supported by the leadership team and staff at this school
 2. I feel comfortable being able to share my thoughts, ideas and concerns with colleagues at this school
 3. I feel valued by this school
 4. I have the time to listen and respond to the difficulties being experienced by parents/carers and to support them when needed
 5. I have the time and support to care for my own wellbeing at this school
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PARENT/CARER/GUARDIAN QUESTIONS

1. To what degree do you currently feel confident about engaging with the school?

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2. Staff at this school really care about our strength and independence as a family
3. I feel I can share my personal worries and concerns with people at this school

OPTIONAL QUESTIONS

There is at least one person in this school that helps me when I have difficulty with something
Teachers and pupils at this school all support each other in overcoming difficulties/obstacles

STUDENT QUESTIONS

1. How strong and confident do you normally feel?
2. How well do you think you are currently doing?
3. Do you feel you know your own strengths and weaknesses well?
4. Are you comfortable seeking help from someone else when you need it?
5. The teachers in this school recognise my strengths and do a good job at measuring what I am able to do

OPTIONAL QUESTIONS

Do you normally find learning new things easy?
When you have a problem can you normally think of lots of ways to solve it?
Do you normally need support with your learning?
How much do you normally worry about things?
Do you feel you can manage most problems pretty well on your own?
Are you comfortable seeking help from someone else when you need it?
Do you feel supported in being confident and independent?
The teachers in this school are interested in me as a person and not just a student

Level 4 ENGAGEMENT: Positive involvement and functioning (PIF)

LEADERSHIP QUESTIONS

1. To what degree are we ensuring that students see meaning and relevance in what we are asking them to learn?
2. Do we have systems in place to monitor and respond to students who consistently lack positive involvement and functioning?
3. To what degree are we able to ensure that staff members can be spontaneous and creative in their work?
4. How well are we responding to students who consistently exhibit boredom or restlessness?

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5. To what degree are we supporting parents/carers/guardians to see the meaning and relevance in what we are asking students to learn?

OPTIONAL QUESTIONS

Is data being used effectively to monitor and act on changes in pupil's patterns for attainment, attendance or behaviour?

Do we have systems in place to monitor and respond to staff members who are struggling with positive involvement and functioning?

STAFF QUESTIONS

1. I enjoy my work and am able to positively engage with my students
 2. I am able to respond appropriately to students who appear bored or restless
 3. I am able to support my students in being spontaneous and creative
 4. I feel creatively supported by the school
 5. I have the time to focus on the things that most interest me
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PARENT/CARER/GUARDIAN QUESTIONS

1. To what degree do you feel supported in understanding what your child is being asked to do at school?
 2. How happy and engaged so you think your child normally is at school?
 3. How spontaneous and creative would you say your child is out of school?
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STUDENT QUESTIONS

1. How much do you normally enjoy your learning at school?
2. Do you feel that you can apply the things you learn at school to your own life goals?
3. Do you think that the things you are asked to do at school match your own skills and abilities well?
4. On average, how often do you get bored?
5. On average, how often do you feel anxious or overwhelmed?

OPTIONAL QUESTIONS

How important do you feel exams are for you?
Do you feel that you get to spend enough time doing the things that you love at school?
Do you manage to have a lot of fun at school?
On average, how often do you feel frustrated?
On average, how often do you feel tired or depressed?
Do you feel the teachers at your school recognise your own strengths and weaknesses?

Level 5 Fulfilment: Positive Integration and expression (PIE)

LEADERSHIP QUESTIONS

1. How happy/positive are we as a school community?
2. Are we doing everything we can to ensure that students have a sense of worth/fulfilment beyond that of academic achievement?
3. Are we ensuring that we are modelling the kind of values and mindsets that we want our students to adopt?
4. Are we doing everything we can to ensure that parents/carers/guardians feel valued by the school?
5. Are we doing everything we can to ensure that our members of staff are experiencing a sense of personal fulfilment/worth/value?

OPTIONAL QUESTIONS

To what degree are we aware of the personal skills and interests of students and ensuring that they have a way of expressing these within or beyond the curriculum?

Are we doing everything we can to ensure that students have a sense of individual worth/value?

STAFF QUESTIONS

1. I feel a sense of personal fulfilment/worth/value in this school
2. In this school I feel able to model the kind of values and mindsets that I would like my students to adopt
3. To what degree do you currently feel able to support your students in having a sense of individual fulfilment both within and beyond the school curriculum?
4. To what degree do you currently feel able to support your students in developing a sense of individual worth/value?
4. To what extent do you feel that parents/carers/guardians currently feel valued by the school?

PARENT/CARER/GUARDIAN QUESTIONS

1. How personally valued and supported do you feel by this school?
2. To what degree do you feel this school provides opportunities for your child to feel regularly fulfilled by something that has personal meaning for him/her
3. To what degree do you feel this school provides positive affirmation and feedback to your child

OPTIONAL QUESTIONS

How valued and supported do you feel your child is at this school?

How well do you feel students at this school can currently express their individuality?

STUDENT QUESTIONS

1. How often do you feel proud of what you have achieved at school?
2. Are you happy to experience failure or rejection if it helps you to achieve your own dreams or goals?
3. How well do you think you are currently doing compared to other kids your age?
4. How personally valued and supported do you feel by this school in expressing who you really are?
5. How often do you 'get in the zone' where you just love what you are doing?

OPTIONAL QUESTIONS

In general, to what extent do you feel that what you do in your life is valuable and worthwhile?

Do you feel you get enough time studying things that you love?

How much do you normally feel fulfilled by your learning at school?

How often do you achieve the important goals you have set for yourself?

How personally valued and supported do you feel by this school in expressing who you really are?

In general, to what extent do you feel that what you do in your life is valuable and worthwhile?

Level 6 CONTRIBUTION: Social Connection and Self-Worth (SCW)

LEADERSHIP QUESTIONS

1. How well does the school culture ensure all students have the opportunity to express their views and influence decisions?
2. To what degree are we ensuring that staff members are able to contribute their own thoughts and ideas to solve problems or to suggest innovative solutions`?

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3. How well does the school culture promote respect and value diversity?
4. Are we ensuring that parents/carers/guardians are being provided with appropriate information about the school's policies on promoting social and emotional wellbeing and the prevention of mental health problems?
5. Are parents, carers and other family members living in difficult or disadvantaged circumstances being given the support they need to participate fully in activities to promote social and emotional wellbeing?

OPTIONAL QUESTIONS

To what degree are we ensuring that everyone feels actively included in the life of the school?

Are all pupils, and where appropriate their parents or carers, engaged in genuine participation, including pupils and students whose families may feel blamed or stigmatised?

Is an understanding of pupils' needs being used to inform commissioning decisions at school or college level or across school clusters?

Have pupils, staff and parents being involved in developing policies (such as safeguarding, confidentiality, personal, social, health, economic, cultural, social, moral and spiritual education, behaviour and rewards), so that they remain live documents that are reviewed and responsive to the evolving needs of the school community?

Does the senior leadership team recognise children and young people have a powerful voice in learning, decision-making, peer led approaches and the development of strong social networks, regardless of age and ability?

Are there a variety of strategies in place to ensure that all children and young people are able to contribute to decisions individually or collectively that may impact on their social and emotional wellbeing, regardless of age and ability?

Are young people and staff working in partnership to formulate, implement and evaluate organisation wide approaches to promoting social, emotional and mental wellbeing?

STAFF QUESTIONS

1. To what degree do you feel a sense of belonging and worth in this school?
2. To what degree do you feel that your own thoughts and ideas matter to this school?
3. To what degree do you feel that the students in your care feel a sense of active involvement and participation in the life of this school?
4. To what degree do you feel that parents/carers/guardians feel a sense of active involvement and participation in the life of this school?

5 To what degree do you feel connected to your colleagues at this school?

PARENT/CARER/GUARDIAN QUESTIONS

1. To what degree do you feel a sense of belonging and contribution to this school?
 2. To what degree so you feel a sense of active involvement and participation in the life of this school?
 3. To what degree do you feel that your own thoughts and ideas matter to this school?
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STUDENT QUESTIONS

1. How much do you feel part of this school?
2. Do you feel your own thoughts and opinions matter to this school?
3. How much do the teachers and staff in this school listen to the students?
4. Do you think the rules in this school are fair?
5. Do you ever feel ignored or left out?

OPTIONAL QUESTIONS

Do you try to stand up for what you believe is right or true even if it might make you unpopular?
Even when others want to quit, do you often feel like you can find ways to solve a problem?
How much do you think the teachers and staff in this school care about the whole school community?
How much do the students in your class have a say in deciding what goes on?
Do you think about what life might be like for other students?
When you want to, do you have the ability to get involved in school activities?
Are there things that you would like to change at your school?
Do you feel that there is always someone that you can discuss your thoughts and ideas with?
Would you like your school to be more involved with the local community?

LEVEL 7. Growth: Meaning, Purpose and Vitality (MPV)

LEADERSHIP QUESTIONS

1. To what degree is the school providing visible senior leadership for the importance of personal meaning, purpose and vitality?
2. How meaningful and inspiring is the work that we are currently engaged in as a team?
3. To what degree are we able to take the time and energy to look after our own health and wellbeing?

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4. How much are we modelling the kind of compassionate values and behaviours that we want to see in our students and staff members?

5. To what degree are we ensuring that the Big Questions about life, success, wealth, values and happiness are incorporated into the school curriculum?

OPTIONAL QUESTIONS

To what degree are you ensuring that students develop a sense of a) stewardship towards the planet and b) personal responsibility for the wellbeing of future generations?

To what degree are you ensuring that everyone in school system knows that their own wellbeing matters to the whole?

STAFF QUESTIONS

1. How meaningful and inspiring is the work that you currently do?
 2. To what degree do you think you are currently experiencing adverse levels of stress/burn-out?
 3. Do you feel you are supported in looking after your own goals and wellbeing at this school?
 4. To what degree do you feel your own values are aligned with those of the school?
 5. How happy and energetic do you currently feel?
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PARENT/CARER/GUARDIAN QUESTIONS

1. To what degree do you feel your own values are aligned with those of the school?
 2. To what extent do you feel this school really cares about the wellbeing and personal dreams/goals of your child?
 3. To what degree would you say your own health and wellbeing matters to this school?
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STUDENT QUESTIONS

1. Do you have sense of purpose and direction in your life?
2. Do you feel grateful about your life, even when things are difficult?
3. Do you like thinking about the Big Questions of Life, such as Why we are Here and What it's all About?
4. Do you care about other people and the planet?

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5 How optimistic do you feel about the future?

OPTIONAL QUESTIONS

How excited and energetic do you normally feel?

How much do you think about why things are the way they are?

Do you tend to think things happen for a reason?

Can you normally find some sense of meaning from difficult things that happen?

Do you feel grateful about your life, even when things are difficult?

Do you have a religion or faith that you find helpful and supportive?

How much does school support you in thinking about the big questions of life?

Do you feel connected to the wider world?

Do you worry about the pain and suffering of other people in the world?

Do you feel your life has meaning and purpose?

Do you think the things you have done in the past will help you in the future?

In general, how often do you feel happy and joyful?

Is there an adult at home who believes in you and supports your abilities/chosen life-path?

Is there an adult at school who believes in you and supports your abilities/chosen life-path?

Is there an adult in your neighbourhood who believes in you and supports your abilities/chosen life-path?