

FLOURISH VALUES MODEL (FVM) MEASURES OF WELLBEING



Physical Security and Health (PSH), Relational Wellbeing (RW), Personal Resilience/Self-esteem (RSE), Positive Involvement and Functioning (PIF), Positive Integration and Expression (PIE), Social Connection and Self-worth (SCW), Meaning, Purpose and Vitality (MPV)

SCHOOLS

Level 1 SECURITY: Physical Security and Health (PSH)

includes shelter and support, health of the environment, nutrition, quality of sleep, movement and exercise, access to nature)

- The changing and dynamic nature of children's home environments is both understood and monitored as a key contributor to children's values, beliefs and behaviour.
- Parents are supported in providing stable and secure home environments for their children.
- The school environment is a safe and healthy place to be
- Staff provide caring and nurturing support for children struggling with external challenges and the demands of school life
- Nursing and wellbeing services provide high levels of safeguarding to protect children's physical health and wellbeing
- Nursing and wellbeing services provide advice and support to parents to optimise health and nutrition
- Pastoral and counselling services provide advice and support to children in times of adverse or challenging home situations.

Datasets

Levels of School Security
Levels of food awareness and nutrition
Levels of absenteeism
Visits to school nurse
Visits to school counsellor (relating to home situations such as illness, house moves, bereavement or divorce)

Time allocated to sports and physical activities
Levels of obesity
Levels of fitness
Levels of bullying
Levels of violence
Number of children and young people needing additional support

STUDENT QUESTIONS

How safe do you normally feel at school?
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?
How often do you feel scared or anxious?
How healthily do you think you eat?
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?
Do you ever self-harm?
How many hours do you spend online every day?
In general, how well do you normally sleep?
Is there an adult in school you can trust and talk to when you need to?
Away from school is there is an adult who you can trust and talk to?

Open Questions:

Is there anything going on at home that is making it difficult for you to concentrate and enjoy school?

Is there anything going on in your neighbourhood that is making it difficult for you to concentrate and enjoy school?

Is there anything that you feel could be done to help you feel more safe and secure at school?

What do you think most influences the way you feel about your weight and appearance?

Parent/Carer Questions

How much do you feel you can trust this school?
How strong is your own relationship with this school?
How safe do you normally feel at home?
How safe do you normally feel in your neighbourhood?

Teacher/school Questions

How safe do you feel at this school?

Flourishing at School

Nutrition: Regular consumption of healthy food and beverages (e.g. About how many serves of vegetables do you eat each day? (1 serve = ½ cup or the size of a computer mouse)

Exercise: Regular amount of aerobic, resistance and incidental exercise performed (e.g. About how often do you engage in high intensity exercise for at least 30 minutes (e.g. running, cycling, swimming, basketball, netball etc.))?

Sleep: Regularly obtaining a sufficient amount of good quality sleep (e.g. About how long do you sleep most nights?).

Adolescent Resilience Questionnaire

I try to live a healthy life
My family understands my needs
My family is a safe place when things are falling apart
My family provides me with emotional support
I can be honest with my family about how I feel
I don't feel loved by my family
There is someone in my family that I can talk to about anything
If I have a problem, there is someone in my family that I can talk to
My friends are caring and supportive
If I have a problem, there is a friend that I can talk to
I have a friend that I can trust with my private thoughts and feelings
My teachers are caring and supportive
I have a teacher that I feel looks out for me
There is an adult at the school that I feel I could talk to if I had a personal problem
I get bullied or teased at school
I feel safe at school
I hate going to school
I like my neighbourhood
I like the people in my neighbourhood
I trust the people in my neighbourhood
I feel isolated in my neighbourhood
The people in my neighbourhood go out of their way to help
The people in my neighbourhood look out for each other
The people in my neighbourhood look out for me
People in my neighbourhood know me personally
There is an adult in my neighbourhood that I could talk to if I had to

NEF Five Ways to Wellbeing

Be Active

Scottish GIRFEC Scale

SAFE: Protected from abuse, neglect or harm at home school and in the community
I know how I can keep myself safe and who I can ask to help me

HEALTHY: Having the highest stainable standards of physical and mental health, access to suitable healthcare and support in learning how to make healthy and safe choices

I eat a balanced diet, exercise, clean my teeth, wash my body and have friends

ACTIVE: Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, both at home and in the community.

I can exercise, play, dance, take part in games and go on outdoor adventures

Gwent Wellbeing Scale

(Student)

I feel safe at this school

I feel I can trust this school
There are safe places I can go in this school when I need to

(Parent) I feel I can trust this school

(Teacher) I feel safe at this school

Stirling Wellbeing Scale

I've been feeling calm (positive emotional state)
I've been feeling relaxed (positive emotional state)
I think lots of people care about me (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling relaxed

GL PASS Data

I worry about getting my work right

Anna Freud Centre

I have problems sleeping
I wake up in the night
I am shy
I feel scared
I worry when I am at school
I get very angry
I am calm

When I need help. I can find someone to talk to
I know where to go for help if I have a problem

Away from school there is an adult who I can trust (student resilience)

Are there students at school who would 1) explain the rules of the game if you did not know them? 2) help you if you hurt yourself? 3) make you feel better if someone is bothering you? 4) help you if other students are being mean to you? (student resilience)

Level 2 RELATIONSHIP: Relational Wellbeing (RW)

includes connection, love, affection, nurturing, understanding, oracy, dignity, respect

- Students are treated with dignity and are respected and valued as unique individuals
- Parents are respected as key contributors to their child's learning and development
- Students and parents are supported in times of adverse or challenging home situations.

- Students and parents are supported in being able to effectively communicate with others
- Schools provide learning experiences that contribute to the development of positive values and character traits and that promote positive group dynamics.
- Students are helped to develop the social and emotional skills that promote positive relationships and high levels of empathy and understanding.
- Students are helped to develop positive and respectful relationships with each other, their teachers and the community.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Datasets

Teacher turnover
Teacher health and wellbeing
Levels of parental separation or divorce
Levels of parental illness or bereavement
Number of single parents
Number of children living in separated families
Levels of Adverse Childhood Experiences (ACES)

Levels of parental involvement
Levels of peer to peer support
Levels of relationship support/counselling
Levels of reported aggression
Levels of reported distress
Teenage Pregnancy rates

LEADERSHIP TEAM QUESTIONS

How does your school contribute to a sense of belonging?

Do I role model the behaviour I want to see at all levels of the school and build relationships based on respect, trust and fairness?

Do I make space for conversations, giving and receiving constructive feedback, acting on the views of others to help us be at our best more of the time?

STAFF QUESTIONS

Am I aware of the wellbeing needs of my learners and colleagues?

Do I understand my own well-being needs and the impact my well-being has on those around me?

Do I have the time to listen and respond to the young people in my care and to advocate for them when needed?

Do I have the time to listen and respond to the concerns of parents/carers and to advocate for them when needed?

STUDENT QUESTIONS

There is at least one adult in this school that I can talk to if I have a problem
Pupils and staff at this school are willing to go out of their way to help someone
I feel I can talk to teachers about the things that are bothering me
Staff and pupils treat each other with respect at this school
Pupils at this school really care about each other
At this school adults care about the students and their families
Do you think that you are treated well at school?
Do you feel that you are respected as an individual at school?
How often would you say that you feel lonely?
How much would you say that you feel loved?
How often would you say that you feel sad?
How angry do you normally feel?
What level of bullying have you experienced during the month?
How much of the bullying was online?

Open Questions:

Is there anything that the school could do to help you with challenges in your home life?

Is there anything that could help you feel more connected and supported at school?

Parent/Carer

There is at least one person in this school that I can talk to if I have a problem
Staff at this school are willing to go out of their way to help someone
I feel I can talk to staff at this school about the things that are bothering me
Teachers and pupils at this school treat each other with respect
The staff in this school are really interested in us as a family
At this school adults care about students and their families
People at this school are willing to out of their way to help someone

Teacher/School

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
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
Staff and pupils at this school treat each other with respect
The senior leaders at this school are interested in me as a person, not just as a member of staff
At this school adults care about students and their families
People at this school are willing to out of their way to help someone

Flourishing at School

Having relationships with family and friends that are enjoyable and based on mutual trust (e.g. My friends and I trust each other).

Adolescent Resilience Questionnaire

Individual

I easily get frustrated with people
I worry about what other people are thinking about me
I find it hard to express myself to others
If I have a problem, I know there is someone I can talk to
If I can't handle something I can find help
I make friends easily
I have a hard time getting along with others
I enjoy meeting new people
I find it easy to talk to people
I feel confident that I will have a romantic relationship
I get a buzz out of meeting new people
I am patient with people who can't do things as well as I can
I get frustrated when people make mistakes
I am easily frustrated with people
I expect people to live up to my standards
People come to me with their problems
I can express my opinions when I am in a group
I feel pressured to do things because my friends do them
I am a good listener
I listen carefully to my friends when they have problems
People who know me think that I am understanding
I am forgiving of other people
I feel alone in the world
I can understand how other people feel when they talk with me about their problems
I feel I am misunderstood
I think about what things might be like for other people
I feel shy around people

Family

My family understands my needs
My family is caring
My family listens to me
I feel close to my family
I can be honest with my family about how I feel
My family puts me down
If I have a problem there is someone in my family that I can talk to
There is someone in my family that I feel very close to
We do things together as a family
My family listens to me
People in my family expect too much from me
I can be honest with my family about how I feel
People in my family are too busy to pay attention to me
I don't feel loved by my family
There is someone in my family that I can talk about anything
My mum or dad is over-protective of me

Peer Group

I have fun with my friends
My friends like doing the same things as me
My friends leave me out of things

I have a group of friends that I keep in touch with
My friends are caring and supportive
The amount of time that I spend with my friends is (Too little/enough/too much)
I have a friend that I feel close to
When I am down I have friends who cheer me up
I have a group of friends that I keep in touch with regularly
I have a friend I can trust with my private thoughts and feelings
I have friends who make me laugh
I enjoy being around people my age
I get to spend enough time with my friends
I feel confident around people my age
I feel left out of things
I wish I had more friends I felt close to
I find it hard making friends
My friends get me into trouble

School

My teachers are caring and supportive
I have a teacher that looks out for me
My teachers expect too much of me
There is an adult in the school I could talk to if I had a personal problem
I get bullied or teased at school
My teachers are caring and supportive of me
Teachers in my school are caring

Neighbourhood

I like the people in my neighbourhood
People in my neighbourhood go out of their way to help
People in my neighbourhood are caring
There is an adult in my neighbourhood that I could talk to if I had a personal problem
The people in my neighbourhood look out for me
The people in my neighbourhood look out for one another
People in my neighbourhood know me personally

NZ Wellbeing Scale

1) Student Culture

Students report a high incidence (weekly or daily basis) of other students telling lies and/or spreading rumours about them. They also report instances of other students using cell phones or the internet to be mean or spread rumours about them.

Students report a high incidence of name calling and hurtful teasing. They also report (with varying degrees of frequency) that other students take or break their belongings.

Students report that there are incidences of being called 'gay' as a put down and being hassled or put down by other students because they learn in a different way or because they come from a particular culture or family background. Students also report instances of sexual insults, and/or being touched in ways that make them feel uncomfortable.

Students report a high incidence of threats and force being used against them. They also report a high incidence of being hit, pushed or hurt on purpose.

Students report a high incidence of other students leaving them out, or ignoring them on purpose.

Students often experience other students telling lies or spreading rumours about them.

Students also report that being bullied by other students is common.

Students report occasional instances of threats and force being used against them.

Name calling, put downs, and malicious teasing are reported as common occurrences.

Other occasional aggressive behaviours experienced by students include being hit, pushed, or hurt on purpose; having lies and/or rumours spread about them; being bullied by other students; and being ignored or left out on purpose.

Students report some instances (monthly) of being put down, called names, or teased.

They also report very occasional instances of lies and rumours being spread about them by other students.

Students say they are never hit, pushed, or hurt on purpose, and are never bullied by other students. Students report very occasional instances of name-calling and/or teasing.

Students say they never experience being left out or ignored on purpose; nor do they experience other students telling lies or spreading rumours about them

2) Community Partnerships

Students strongly agree that their teachers and parents work together.

Students strongly agree that their parents, family, and whānau feel welcome at school, and that there is mutual respect between parents and teachers.

Students strongly agree that they feel safe when going to and from school.

Students have a strong sense that people in their community get on together.

Students strongly agree that they have a supportive adult outside school if they are upset.

Students agree that teachers and parents work together.

Students agree that their parents, family, and whānau feel welcome at school.

There is agreement that people get on with each other in their community, and that students feel safe going to and from school.

Students agree they have access to a supportive adult outside school if they are upset.

Students agree that their parents and teachers respect each other.

Students disagree that their teachers and parents work together.

Students disagree that their parents, family, and whānau feel welcome at school.

Students disagree that people get on with each other in their community, and do not believe there is an adult outside school who they can go to if upset.

Students disagree that they feel safe going to and from school.

Students disagree that their parents and teachers respect each other.

3) Pro-Social Student Culture and Strategies

Students strongly agree that they treat each other with respect and are good at listening to each others' views and ideas.

Students strongly agree that they include others who are being left out or ignored, and always stand up for others if someone is hassling them. They also strongly agree that they are able say how they feel if they need to, and treat other students with respect.

There is strong agreement that students know how to ask a teacher or other students for help if they are having a problem with another student.

Students strongly agree that they can stand up for themselves in a calm way, and that if other students are hassling them, they know how to ignore them or walk away.

Students strongly agree that they look after new students at school.

Students agree that they treat each other with respect, and agree that they include other students who are being left out or ignored.

Students agree that they are good at listening to each others' views and ideas, and that they treat teachers with respect. They agree that they can say how they are feeling when they need to and can stand up for themselves in a calm way.

Students agree that they always stand up for others who are being hassled. If they are having a problem with another student, they agree that they feel they can ask for a teacher's help, and know how to ask other students for help.

Students agree that if other students are hassling them they know how to ignore it or walk away. They also agree that they look after new students at school.

There is disagreement that students always stand up for those who are being hassled, that students include others who are being left out, and that students treat each other with respect.

Students disagree that they can say how they are feeling when they need to, or that they feel they can ask a teacher for help if they are having a problem with another student.

There is disagreement that students treat teachers with respect.

Students disagree that they are good at listening to each others' views and ideas.

Students disagree that if they have a problem with another student they know how to ask other students for help, and they also disagree that they can stand up for themselves in a calm way.

Students disagree that if other students are hassling them they know how to ignore them or walk away. Students disagree that new students are looked after by others.

4) School-wide climate and practices

Students strongly agree that they have a say in what happens at school, and that teachers are interested in their culture or family background.

Students strongly agree that teachers ask for their ideas about how they can get on better with each other. There is a strong belief that students from different cultures get on well.

Students have a strong sense of belonging and being accepted, and there is a strong belief that the school values are important. “Everyone” knows the school rules about behaviour, and everyone knows what to do if someone is being hurt or bullied.

Students strongly agree that the school buildings and grounds are looked after.

Students strongly agree that teachers and students care about each other, and that successes are celebrated at school.

Students strongly agree that teachers get on well with students from different cultures, as well as being encouraged themselves to get on with students from different cultures.

Students strongly agree that they feel safe at school.

Students agree that teachers are interested in their culture or family background.

Students agree that they are consulted about what happens at school.

Students agree that teachers ask for their ideas about how students can get on better with each other. They agree that everyone knows the school rules about behaviour, and that everyone thinks the schools values are important.

Students strongly agree that behaviours like hitting or bullying are not OK at school. They agree that students get on well with other students from different cultures, that everyone knows what to do if someone is being hurt or bullied, and that teachers and students care about each other.

Students report a sense of belonging and acceptance for who they are. They report students' successes are celebrated at school.

There is agreement that the school buildings and grounds are looked after.

Students agree that they feel safe at school.

There is agreement that teachers get on well with students from different cultures and backgrounds and that students are encouraged to get on with students from different cultures or backgrounds.

Students agree that behaviours like hitting or bullying are not OK at school.

However, they disagree that teachers are interested in their culture or family background, or that they are asked for ideas about how to get on better with each other.

There is disagreement that everyone knows the school rules about behaviour.

Students do not feel that everyone believes the school values are important, nor that everyone knows what to do if someone is being hurt or bullied.

Students do not feel they have a say in what happens at school, and they disagree that student successes are celebrated.

Students disagree that the school buildings and grounds are looked after.

Students disagree that teachers and students care about each other, and disagree that students from different cultures get on with each other.

Students do not feel safe at school, and do not feel they belong or are accepted for who they are.

Students disagree that they are encouraged to get on with students from different cultures or backgrounds, and also disagree that teachers get on well with students from different cultures and backgrounds.

5) Teaching and Learning

Students strongly agree that they are taught how to manage their own feelings, and think about others' feelings. They also strongly agree that are treated fairly by teachers, and that teachers care about how they feel.

Students strongly agree that teachers make learning interesting and that they are taught what to say or do if they are being hassled or bullied by other students.

They also strongly agree that teachers provide consistent role models, and that teachers praise students for helping each other.

Students strongly agree that they are taught that it's OK to be different from other students, and that they are taught what behaviours are OK and not OK.

Students strongly agree that teachers treat each other with respect, that teachers always take action if someone is being hit or bullied, and that teachers think that all students can do well. Students agree that they are taught how to manage their feelings. They also agree that teachers make learning interesting.

Students agree that teachers are consistent role models and treat students fairly. Students also agree that they are taught to think about other' feelings, and that teachers care about how they feel.

Students agree that they are taught what to do if they are being hassled or bullied, that teachers will always take action if someone is being hit or bullied, and that teachers often praise students for helping each other.

Students agree that they are taught it's OK to be different from other students, and they are taught what behaviours are, and are not, OK.

They also agree that teachers think all students can do well, and that teachers treat each other with respect.

Students disagree that teachers make learning interesting.

Students disagree that they are taught to manage their feelings, or what to say or do if students are hassling or bullying them.

Students disagree that teachers provide good role models, treat students fairly, care about how students feel, or praise students for helping each other.

Students disagree that they are taught to think about others' feelings, or taught that it's OK to be different from other students. Students also disagree that teachers will always take action if someone is being hit or bullied, or think that all students can do well.

Students disagree that teachers treat each other with respect.

Students disagree that they are taught what behaviours are acceptable and what behaviours are not.

NEF Five Ways to Wellbeing

Connect

Scottish GIRFEC Scale

Nurtured: Having a nurturing place to live, in a family setting, with additional help if needed, or, where this not possible, in a suitable care setting
I have family, friends and a place where I know I belong

Gwent Wellbeing Scale

(Student)

There is at least one adult in this school that I can talk to if I have a problem
Pupils and staff at this school are willing to go out of their way to help someone
I feel I can talk to teachers about the things that are bothering me
Staff and pupils treat each other with respect at this school
Pupils at this school really care about each other
At this school adults care about the students and their families
At my school adults care about the pupils

(Parent/Carer)

There is at least one other adult in this school that I can talk to if I have a problem
Staff at this school are willing to go out of their way to help someone
I feel I can talk to staff at this school about the things that are bothering me
Teachers and pupils at this school treat each other with respect
The staff in this school are really interested in us as a family

At this school adults care about students and their families
People at this school are willing to out of their way to help someone

(Teacher)

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

I feel I can talk to colleagues at this school about the things that are bothering me

Staff and pupils at this school treat each other with respect

The senior leaders at this school are interested in me as a person, not just as a member of staff

At this school adults care about students and their families

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

Stirling Wellbeing Scale

I like everyone I have met

I think lots of people care about me

I've been getting on well with people

Warwick Edinburgh Wellbeing Scale

I've been feeling interested in other people

I've been feeling close to other people

I've been feeling loved

GL PASS Data

This school is a friendly place

I like my teacher/s

I am lonely at school

My teacher notices when I work hard

Anna Freud Centre

I feel lonely

Nobody likes me

At home, there is an adult who is 1) interested in my schoolwork 2) wants me to do my best

At school there is an adult who really cares about me

Away from home there is an adult who really cares about me

Are there students at your school who would 1) choose you to be on their team 2) invite you to their home 3) share things with you 4) miss you if you weren't at school 5) pick you as a partner 6) tell you they're your friend 7) ask to join in when you are all alone 8) tell you secrets 9) tell you you're good at doing things

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

includes personal agency, self-direction, goal-setting, overcoming challenge and difficulty, resilience, perseverance, self-regulation, empowerment, mastery, achievement, self-esteem

- Students are provided with environments that help them to develop positive mindsets and a sense of mastery

- Students are provided with environments that encourage them to be confident and resilient learners. They have positive self- esteem, stretch themselves and take risks in their learning.
- Students are encouraged to develop self-regulation and self-determination
- Students are encouraged to be self-aware and are helped to regulate their own emotions and behaviours
- Students develop the skills to reflect on and positively shape their behaviour
 - Students are self-directed, take initiative and grasp opportunity
- Students are encouraged to develop positive values and character traits that are reflected in their beliefs, behaviours and decision-making abilities
- The school acknowledges its role in developing students' personal resilience and ability to cope with adversity

Datasets

Quality of learning environments

Level of appropriate technology

Level of learning resources

Levels of play provision

Access to green spaces

Percentage of children with good level of development in Early Years

Number of children needing social support

Levels of disability and special needs services

Levels of mental health services

Destinations of children and young people with special education needs and disabilities

STUDENT QUESTIONS

How confident do you normally feel?

Do you feel you know your own strengths and weaknesses well?

How much do you normally enjoy your learning at school?

Do you normally need support with your learning?

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

The teachers in this school recognise my strengths and do a good job at measuring what I am able to do

Open Question:

Is there anything that you feel could help you feel more confident and independent?

Flourishing at School

Self-Efficacy: Belief in own ability to be successful in pursuits despite challenge and adversity (e.g. I am confident to go after challenging goals).

Strengths Known: Awareness of individual strengths and gifting (e.g. I know my strengths well)

Goal setting: Frequently working towards specific, measurable and realistic goals (e.g. I work towards the goals I set myself).

Adolescent Resilience Questionnaire

Individual

I tend to think the worst is going to happen
I feel helpless when faced with a problem
If one approach to a problem doesn't work, I find it hard to think of other ideas
If something upsets me it effects how I feel about everything
When things go wrong I tend to give myself a hard time
I feel that I have little control
I have trouble explaining how I am feeling
If something is becoming a problem I tend to ignore it
I keep my problems to myself
If I have a problem I deal with it by myself
I am a private person when it comes to how I feel
I try to take a relaxed approach to things
If I get upset, I know how to make myself feel better
I try to make the best out of situations
Seeing the funny side of things tends to help me when things get bad
I understand why I feel the way I do
I take it easy on myself when I am not feeling well
I can stand up for myself when there is a problem
I enjoy spending time by myself
I feel confident doing things by myself
If I have a problem I can work it out
If I get upset, I know how to make myself feel better
I have ways of getting rid of bad feelings
I can stand up for myself when there is a problem
I understand why I feel the way I do
I use humour to make me feel better about problems
I push myself too hard to do what everyone else does
I feel helpless when faced with a problem
I find it hard to make important decisions
I carefully consider all my options before making decisions
Sometimes I just can't let go of bad feelings
I can't stop worrying about my problems
Why dwell on the bad things that happen
My feelings are out of my control
I find it difficult to cope when things change unexpectedly
When I make a mistake I feel that I am a hopeless person
I get wound up about things
I tend to get anxious in unfamiliar situations
I think things through carefully before making decisions
I slow down when things are going too fast
if I can't handle something I find help
I can change my feelings by changing the way I see things
I can change the way I feel by changing the way I think

Family

My family is over-protective of me

Peer

School

My teachers expect too much of me
My teachers provide me with extra help if I need it

Neighbourhood

NEF Five Ways to Wellbeing

No measures

Children's Hope Scale

I think I am doing pretty well
I can think of many ways to get the things in life that are really important to me
When I have a problem I can think of lots of ways to solve it

Scottish GIRFEC Scale

Achievement: Being supported and guided in their learning and in the development of their skills, confidence and self-esteem
I have the chance to learn, practice to get better, win, work hard and be told how great I am

Gwent Wellbeing Scale

(Students)

The teachers in this school are interested in me as a person and not just a student
The teachers in this school recognise my strengths and do a good job at measuring what I am able to do

(Parents/Carers)

(Teachers)

Our school leaders let me do things my own way

Stirling Wellbeing Scale

I've been able to make choices easily

GL PASS Data

I can ask my teacher when I am stuck with my work
I know how to solve the problems in my schoolwork
Teachers explain things well
I can read well
I am on time for lessons
I like being at school
I like doing tests
When I get stuck with my work I can work out what to do next
Learning new things is easy for me
Learning is difficult (L)
I'm not good at solving problems (L)
I find schoolwork too difficult for me (L)

Warwick Edinburgh Wellbeing Scale

I've been dealing with problems well
I've been thinking clearly
I've been feeling confident
I've been able to make up my own mind about things

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I can work out my problems
I can do most things if I try
I try to work out my problems by talking about them

I worry a lot (L)
I lose my temper (L)
I hit out when I am angry (L)
I break things on purpose (L)

CASMAC Measures of Character

I accept my limitations
I never let obstacles or oppositions prevent me from doing what really matters

Level 4 ENGAGEMENT: Positive involvement and functioning (PIF)

includes novelty, curiosity, challenge creativity, adaptation, innovation, entrepreneurship

- Students are provided with learning environments that honour their capacities and stretch their abilities
- Students are provided with meaningful, engaging and rewarding personalised learning experiences
- Students demonstrate clear levels of engagement
- Staff monitor the engagement levels of students and contribute to environments that deliver high quality learning experiences
- Parents are actively involved in maximising the learning opportunities for each student
- The wider community is involved in maximising student aspiration

Datasets

Levels of neuro-motor maturity
Achievement gaps at 5, 11, 16 and 19
Primary and secondary school attendance
Level of children's involvement in the arts
Levels of happiness with school
Number of visits to school counsellors
Number of children being treated for depression
Percentage of young people NEET
Number of exclusions from school

STUDENT QUESTIONS

In general, how much do you enjoy school?
In general, how much do you enjoy learning?

Do you feel that you get to spend enough time doing the things that you love?
Do you manage to have a lot of fun at school?
On average, how often do you get bored?
On average, how often do you feel frustrated?
On average, how often do you feel lost or overwhelmed?
One average, how often do you feel tired or depressed?

Open Questions:

Is there anything that could help you feel more engaged with your learning at school?

Is there anything that you would really like to learn about that isn't currently on the curriculum?

Flourishing at School

Absorption: The frequency of activities performed in the previous week that completely absorbed the individual's attention (e.g. Time passed faster than I thought it did during the activity)

Balance: The frequency of activities performed in the previous week that had were appropriately challenging for the individual's skill level (e.g. What I had to do matched my skills well).

Adolescent Resilience Questionnaire

Individual

I find it difficult to cope when things change unexpectedly
I make quick decisions which I regret later
if something is becoming a problem I try to ignore it
if one approach to a problem doesn't work I find it hard

Family

Peer

School

I am bored in school
I try hard in school

Neighbourhood

NEF Five Ways to Wellbeing

Take Notice

Scottish GIRFEC Scale

As per Independence?

Gwent Wellbeing Scale

...

Stirling Wellbeing Scale

I can find lots of fun things to do

Warwick Edinburgh Wellbeing Scale

I've had energy to spare

GL PASS Data

I think carefully about my work

I can concentrate on my work in class

I think problem-solving is fun

My teachers expect me to work hard

I like having difficult work to do

I like having problems to solve

I like using my brain

Thinking carefully about your work helps you to do it better

I try to do my best in lessons

I am bored at school (L)

I can do my homework easily

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No measures

Level 5 Fulfilment: Positive Integration and expression (PIE)

includes personal achievement, individuality, self-expression, self-worth, individual meaning and purpose, success as optimising personal skills and capacities

- Students are happy
- Students demonstrate clear and sustainable levels of engagement/flow
- Students reflect that they have a strong sense of meaning and purpose
- Students can identify, set and achieve their own meaningful goals
- Students are provided with opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students are able to work on activities that fulfil them and give them a sense of personal achievement.
- Students are provided with ways of expressing and celebrating their individuality and unique potential

Datasets

Percentage of students reporting strong levels of happiness

Percentage with good achievement at the end of primary school

Percentage with good achievement at the end of secondary school

Level of children's achievement in the arts

Levels of child mental health and wellbeing

Children's concerns about body image
Levels of reported bullying
Levels of self-harming
Rates of under 18s alcohol related hospital admissions
Proportion of 10 to 17 year-old offending

STUDENT QUESTIONS

In general, do you feel fulfilled by your learning at school?
How well do you think you are doing compared to other kids your age?
Do you feel you get enough time studying things that you love?
How often do you achieve the important goals you have set for yourself?
How often do you feel proud of what you have achieved?
In general, to what extent do you feel that what you do in your life is valuable and worthwhile?
In general, to what extent do you feel excited and interested in things?
In general, how often do you feel positive?
In general, how often do you feel sad?
In general, how often do you feel depressed?
People at this school notice when I am doing well
This school enables me to feel good about myself

Open Question: Is there anything that could help you feel more fulfilled at school?

Flourishing at School

Positive Emotions: The extent certain positive emotions were experienced during the previous week (e.g. Gratitude – an attitude of appreciation where you acknowledge some benefit you have received).

Negative Emotions: The extent certain negative emotions were experienced during the previous week (e.g. Nervous – high-strung or jumpy, or feeling uneasy).

Accomplished: Satisfaction that comes from the accomplishment of meaningful goals (e.g. I do specific things regularly that give me a sense of accomplishment).

Adolescent Resilience Questionnaire

Individual

I am not happy unless things are perfect
I am confident that I can achieve what I set out to do
I feel confident that I can handle whatever comes my way
I feel good about myself I'm a person who can go with the flow
I think about new activities or projects I would like to try
I feel stronger because of the problems I have faced

Family

I enjoy spending time with my family
I do fun things with my family
I get to spend enough time with my family
My family helps me to believe in myself and my abilities
My parents trust me to look after myself

Peer

I have fun with my friends
My friends like doing the same things as me
I get to spend enough time with my friends
I feel confident around people my age

School

Doing well at school is important to me
My teachers notice when I am doing a good job and let me know about it
I am bored at school

Neighbourhood

NEF Five Ways to Wellbeing

All measures?

Children's Hope Scale

How well do you think you are doing compared to other kids your age?

Scottish GIRFEC Scale

As per Independence?

Gwent Wellbeing Scale

(Students)

People here notice when I'm good at something
The school enables me to feel good about myself

(Parents/Carers)

Feedback from this school enables me to feel like I am doing a good job as a parent
I feel this school truly cares about my child/children

(Teachers)

Our senior leaders make me feel like I am doing a good job
This school enables me to feel good about myself

Stirling Wellbeing Scale

I feel that I am good at some things (positive outlook)
I think there are many things I can be proud of (positive outlook)
I've been in a good mood (positive emotional state)
I've been cheerful about things (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling good about myself
I've been feeling cheerful

GL PASS Data

I enjoy doing hard schoolwork
I like doing schoolwork at home
My attendance at school is good
I think this is a good school
I like doing tests

I like having difficult work to do
I know how to be a good learner
I am happy when I am at school
I know the meaning of a lot of words
The work I have to do in class is too easy (L)

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My life is going well
My life is just right
I have a good life
I have what I want in life
My life is better than most kids

I am unhappy (L)
I cry a lot (L)
I wish I had a different kind of life (L)
I would like to change many things in my life (L)

CASMAC Measures of Character

I am not afraid of failure and rejections in pursuing my ideals or dreams

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

sense of connection, participation, inclusion, equity, rights, having a voice, social sense of meaning and purpose, caring, responsibility, generosity, tolerance, inclusion, understanding where you fit, success as being able to contribute to the whole

- Students are recognised and celebrated for their unique characters, talents and abilities
- Students experience a sense of belonging and connectedness
- Students are encouraged to develop ethical decision making and responsibility.
- Students demonstrate empathy, compassion and a respect for diversity and identity
- Students actively participate in the wider life of the school
- Parents and the broader school community actively promote children's participation
- Collaborative partnerships are built with students, staff, families, local communities and other organisations to encourage active student participation

Datasets

Levels of student's participation in the life of the school
levels of student's participation in the life of the community
Percentage of students who respond positively to feeling that they belong and can contribute

PARENT QUESTIONS

What contribution can I make to both my child and my child's peers' well-being, both

in and outside school?

Am I able to positively influence my child in a healthy and success-promoting manner and maintain beneficial ties to the school to support and promote wider community benefits?

Do I feel confident and able to raise and discuss issues and know how to navigate a system that works with me to find appropriate support when needed?

STUDENT QUESTIONS

Do you feel that your thoughts and opinions matter at this school?

Do you feel a sense of belonging and contribution?

Do you feel that, if you wanted, you could have a say in the life of the school?

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?

Do you feel you know what's going on in your local community?

Do you ever spend time working in the community?

Do you feel involved in the life of your community?

Open Question:

Is there anything that could help you achieve a greater sense of meaning and contribution in your school activities?

Do you have any ideas about how you and the school might be able to help and support your local community?

Flourishing at School

Community: Belief in one's ability to have a positive impact on others (e.g. I see how I can make a difference in other people's lives).

Adolescent Resilience Questionnaire

Individual

I think about what things might be like for other people

Family

I have a say in family decisions

My family talks about problems we are having

Peer

My friends like doing the same things as me

I feel left out of things

My friends leave me out of things

School

I feel left out at school

I feel what I say counts at school

At school students help to decide and plan things like school activities and events

I get involved with school activities

I feel included by other students at school

I hate going to school

Neighbourhood

I am part of a social group in my neighbourhood which is not run by my school
The people in my neighbourhood look out for one another
Young people have a say in what happens in our neighbourhood
I get involved in social groups in my neighbourhood
I feel isolated in my neighbourhood
if I did something wrong people in my neighbourhood would find out
people in my neighbourhood keep to themselves

NEF Five Ways to Wellbeing

Connect, Give

Children's Hope Scale

Even when others want to quit, I know I can find ways to solve the problem

Scottish GIRFEC Scale

INCLUDED - having helped to overcome social, educational, physical and economic inequality tease and being accepted as part of the community in which they live and learn

I have family and friends. I get the chance to work together and take part in different things and my voice is heard

RESPECTED - having the opportunity, along with carers, to be heard and involved in decisions which affect them.

I am listened to and my ideas valued. I also have the chance to get involved and make choices

RESPONSIBLE - Having opportunities and encouragement to play active and responsive roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them

I can follow instructions, be a role model, help others and follow rules

Gwent Wellbeing Scale

(Student)

I feel a part of this school

This school is like a family

At this school it feels like the staff care about the whole school community

In my class students have a say in deciding what goes on

Adults at my school listen to their pupils

(Parent/Carer)

I feel a part of this school

This school is like a family

There is a parent forum here that can decide on some really important things

(Teacher)

At this schools it feels like families support one other

At this school it feels like the staff care about the whole school community

There are forums at this school that enable staff to contribute to important decisions about the school

Stirling Wellbeing Scale

I have always told the truth (social desirability)
I always share my sweets (social desirability)

Warwick Edinburgh Wellbeing Scale

I've been feeling useful

GL PASS Data

I think the rules in school are fair
I behave well in class
I like discussing things
I feel I belong in this school

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I do things at home that make a difference (i.e. that make things better)
I help my family to make decisions
At school, I decide things like class activities or rules
I do things at school that makes things better (i.e. that make things better)

I do things to hurt people (L)
I feel bad when someone gets the feelings hurt
I try to understand what other people feel

At home there is an adult who listens to me when I have something to say
At school there is an adult who listens to me when I have something to say

CASMAC Measures of Character

I am not afraid to stand up for what is right, or to speak the truth, even if it may cost me personally

Level 7 GROWTH: Meaning, Purpose and Vitality (MPV)

includes inner development, love of learning, celebrating unique skills and capacities, heart/soul fulfilment and expression, valuing challenge and difficulty, life meaning and purpose, understanding others, compassion, connection to nature, safeguarding the planet, success as becoming a caring global citizen

- Students demonstrate passion, joy and vitality
- Students are encouraged to understand, celebrate and share their own cultural, religious and spiritual backgrounds
- Students are helped to understand and positively shape their own values, beliefs and mindsets
- Students are encouraged to understand the core issues facing humanity and their place as participants of the future
- The school has high expectations for the wellbeing and achievement of every student

- The school is focused on building individual and collective wellbeing through a climate of empathy, care, contribution and positivity.

Datasets

The school has a comprehensive and integrated strategy in place to support the physical, emotional, mental and spiritual wellbeing of students in the context of quality teaching and learning.

The school has a comprehensive and integrated strategy in place to support the physical, emotional, mental and spiritual wellbeing of teachers and staff members in the context of their impact on the children in their care.

The school acknowledges its role in helping to shape the values, beliefs, behaviours, attitudes and expectations of its students to equip them for a 21st century world.

The school acknowledges its role in shaping responsible, thoughtful and compassionate young people who care about themselves, others and the wider world.

STUDENT QUESTIONS

How excited and energetic do you normally feel?

How much do you normally love learning new things?

What school-based area of learning do you love the most? (list of areas)

What non-school based area of learning do you love the most? (list of options)

How much time do you get to spend outdoors/in nature?

Do you feel connected to the wide world?

Do you care about the future of the planet?

How positive do you feel about the future?

Do you feel your life has meaning and purpose?

Do you have plans for the future?

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

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

Open Question:

In what ways could the school help you to enjoy life and achieve a stronger sense of meaning and purpose?

Flourishing at School

Purpose: Having a sense of direction in life (e.g. I have a sense of direction in my life).

Adolescent Resilience Questionnaire

Individual

I like to think about why things happen the way they do

I try to find meaning in the things that happen to me

Even if it isn't clear to me I believe things happen for a reason

I feel hopeful about my life

I look for what I can learn from bad things that happen

My life has a sense of purpose
I make plans for the future
I can find positives even in bad situations
I worry about the future

Family

Peer

School

Neighbourhood

NEF Five Ways to Wellbeing

Keep Learning

Children's Hope Scale

I think the things I have done in the past will help me in the future

Scottish GIRFEC Scale

No clear measures?

Gwent Wellbeing Scale

(Student)

School is important for achieving my future goals

(Parent/Carer)

Opportunities to engage in family learning activities are enjoyable because I get better at something

This schools support us to develop and grow as a family

(Teacher)

Opportunities to engage in professional development are enjoyable because I get better at something

My role enables me to grow and develop as a person

Stirling Wellbeing Scale

I think good things will happen in my life (positive outlook)

I enjoy what each new day brings (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling optimistic about the future

I've been interested in new things

GL PASS Data

Working hard in school will help me in the future

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I have goals and plans for the future
I think I will be successful when I grow up

At home there is an adult who believes that I will be a success
At school there is an adult that believes I will be a success
Away from school there is an adult who believes that I will be a success

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

CASMAC Measures of Character

I can face an uncertain and difficult future with courage and faith