

# What are students in Cornwall saying about their emotional wellbeing and mental health?



Results of the  
Wellbeing Measurement Framework  
Survey

**Start Now.**

HEADSTART  
KERNOW

For more information about this resource and Headstart school support please contact:

Kate Pordage, [kate.pordage@cornwall.gov.uk](mailto:kate.pordage@cornwall.gov.uk) 07484 916974

You can download the resource / additional materials / templates at:

[www.headstartkernow.org.uk/sec-sch-support/](http://www.headstartkernow.org.uk/sec-sch-support/)

Young People's Start Now website: [www.startnowcornwall.org.uk/](http://www.startnowcornwall.org.uk/)



**CORNWALL  
COUNCIL**  
*one and all • onen hag oll*

Together   
for Families

**HEADSTART  
KERNOW**



**Start Now.**

# What is Start Now?

*Start Now has been created by Headstart Kernow Youth*

Headstart Youth are a group of young people who help run the Headstart Programme and make sure the adults are listening to us. Some of us struggle with our own wellbeing and want to use our experiences to help make things better for other young people.

## We wanted to:

- Share what HSK Youth is and how young people can get involved
- Share their thoughts about emotional wellbeing and mental health
- Make resources for schools to use to engage students in their Headstart work
- Reach out to young people who aren't in school



## We worked together to:

- Come up with the idea of '**Start Now**' by looking at "Headstart Kernow" in a different way
- Design / build our own website — [www.startnowcornwall.org.uk](http://www.startnowcornwall.org.uk)
- Design our new look with the Cornwall Council Design Team
- Decide the things we thought are most important to share with other young people including '**It's OK not to be OK**'

## HSK Youth want all young people in Cornwall to:

Know how to look after your own wellbeing and mental health...

... and that "**It 's OK not to be OK**" but also how to:

- Be aware when you need help
- Know where to get help
- Be confident to ask for help
- Help your friends when they are struggling
- Make sure your voice and your views are heard



## YOU can join us

If you would like to make sure we do the best for YP mental health and wellbeing you can join Headstart Youth. We would love to have you involved.

Talk to a member of staff in school or go to  
[www.startnowcornwall.org.uk/get-in-touch/](http://www.startnowcornwall.org.uk/get-in-touch/)

HEADSTART  
KERNOW

*Start Now.*

# Introduction for Staff



# Introduction for Staff

This resource is a student introduction to the **Wellbeing Measurement Framework (WMF)**. It is intended to help you share the findings of the survey with students and engage them to:

- *celebrate what's going well and;*
- *work with you to explore & address some of the challenges*
- *Engage students who are about to take the survey .*

**"young people are very reliable reporters of their own mental health and wellbeing"**

The resource includes Cornwall data; templates for information from your school and some of the emerging findings from the national Headstart WMF dataset about young people's wellbeing.

There are additional activities that could be used in PSHE or tutor time. These activities are based on some of the subscale items in the report. We hope these will engage young people in thinking about their own wellbeing and that of their peers. Also to encourage them to get involved in campaigning and awareness raising in school.

In the third and final year of Headstart Kernow we are keen to see all students at the heart of plans for the future beyond Headstart. We believe it is important that they take an active role in a **Universal Whole School Approach** to mental wellbeing.

*"Young people consulted in the development of these reports feel strongly that students should be included in discussions around the feedback, particularly to plan activities and approaches to raise awareness of strengths or difficulties the WMF may highlight. They suggested involving a range of students (not just those involved in councils) in planning how to raise awareness about mental health and wellbeing and to support the needs of students"*

*From the Introduction to the 2019 Report*

## The new Ofsted Framework..

The new Ofsted framework is built around the factors that have the **greatest protective effect** for all children. **'What's it like to be a child in this school?'** is the context for the inspections.

There is a **strong systemic resilience-based design** to the inspection.

Within **personal development, high-quality pastoral care** is an important aspect, including the way that the school manages **bullying**.

There are lots of references to a school's role in developing good social influences and **good relationships with peers and staff**.

**Staff well-being** is a key feature of the leadership and management.

*The WMF reports and young people's understanding of their own wellbeing can be a part of the overall picture for Ofsted.*

**Start Now.**

HEADSTART  
KERNOW

## Mental Health Leads in Schools

Part of the ambition in the government's MH Green Paper is a MH Lead in every school. Soon schools should hear more about what this role might look like and find out about training that will be available for all schools. In the meantime we've been thinking about the role and what it might look like:

- Clear policy to promote Mental Health
- A universal Whole School Approach
- Ensure everyone talking about Mental Health and wellbeing – standing item on agenda for all meetings including the School Council etc.
- Make it visible - Mental Health noticeboard(s). Information and signposting.
- Measuring & monitoring (e.g. WMF).
- Evaluate interventions
- Peer support scheme to work alongside the Lead to champion Mental Health.

The WMF could be a good starting point for the role & student involvement.

See our [website](#)\* for more information, resources and links



## Ideas for using the resource

The resource can be used in a number of ways:

- Discussion groups
- Tutor Time / PSHE lessons
- Assemblies (there are slide templates)
- Posters (there are templates included for you to create your posters)
- Headstart Youth Group—to help them create plans for Y3 and decide how to use their HSK Youth funding
- Alongside a 'I wish my teacher knew...' activity
- Looking at the results over the last 3 years of the survey (the online tool gives access to all 3 years of results and reports).
- Using the results together with other information the school has: in-school surveys; the **SHEU wellbeing survey** (if used) and things like the [Good Childhood Report](#).



The resource, including editable templates and additional activities, is available to download online along with other resources / links to support you Headstart work in school.

\*[www.headstartkernow.org.uk/sec-sch-support/](http://www.headstartkernow.org.uk/sec-sch-support/)

**Start Now.**

HEADSTART  
KERNOW

# What's included?

- 2019 Results Summary for Cornwall
- Blank templates for presenting your school results
- Discussion activities based on analysis of the results for all Headstart areas from the last 3 years carried out by the team overseeing the WMF
- Focus on seven of the subscale items (for your school / Cornwall) including linked discussion / activity ideas

We have chosen **subscale items**\* from each of the **3 question types**:

Questions about mental health and wellbeing	Questions about emotional strengths and skills	Questions about support networks
<ul style="list-style-type: none"><li>• emotional difficulties</li><li>• behavioural difficulties</li><li>• positive wellbeing</li></ul>	<ul style="list-style-type: none"><li>• coping with stress</li><li>• empathy</li></ul>	<ul style="list-style-type: none"><li>• school support</li><li>• peer support</li></ul>

For these we use the Cornwall-wide data. You can add your school's data into the templates provided for comparison.

We've chosen these items as they provide useful starting points for discussion and opportunities for reinforcing key messages such as **'It's OK not to be OK'** and **'5 Ways to Wellbeing'**

These are also areas that lend themselves well to practical action planning for students who want to get involved, e.g. .in setting up a wellbeing group or a peer support team.

\*For a more detailed introduction to the WMF including a list of the questions used see [the website](#)\*

**Start Now.**

\*<https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

# Why focus on these areas?

**Emotional / Behavioural difficulties** - provides opportunities for a good discussion about differences between age / gender / YP in different circumstances. Also helps open up an understanding around behaviour as communication and why relationships are a crucial part of the school ethos and behaviour policies.



**Positive wellbeing** - a chance to talk about self-care strategies and The 5 Ways to Wellbeing.

**Coping with stress** - from exam stress to the way many young people 'have anxiety' without a real understanding of what it is and understanding the differences between stress and anxiety.

"I'm worried about my exams & the results along with the stress & anxiety they come with"

**Empathy** - important for helping friends and understanding 'others' to tackle bullying and discrimination by 'walking a mile in their shoes'.

**School Support** - quite often students are aware of support for higher levels of need but aren't aware of the day to day support they can receive if their worried about something or need someone to talk to including an 'emotionally available adult'. For other students there are barriers that stop them asking for help - including concerns about what will happen if they seek help. This provides an opportunity to explore help seeking skills and see it as a strength.

"I didn't know I could ask"

**Peer support** - is a key part of a young person's support network. A focus on peer support (and empathy above) can help students consider how they can ask friends for help and how to offer help and support to others. Can also provide a starting point for developing a peer support scheme in school.



## Some questions asked by the WMF Research Team: a useful starting point for discussion with students\*?

- Why do we see different levels of emotional and behavioural difficulties in boys and girls?
- How can adults better recognise the whole range of mental health difficulties experienced by young people, and improve the way they support young people who are experiencing difficulties with their mental health?

*(As part of this discussion think about how mental health problems are sometimes hidden from view or may present through other behaviours).*

- What factors affect how willing and able young people are to reflect on their own mental health, and to talk about mental health with others?

HEADSTART  
KERNOW

Intentionally blank

*Start Now.*

# Introduction for Students



# Introduction

Since 2017 your school has been involved in **Headstart**. Headstart is all about improving the mental health & emotional wellbeing for 10 - 16 year olds in Cornwall. Including something called

## Resilience...

Your school got involved because they believe that your wellbeing is important. They want to work together with Headstart, other schools and you to make wellbeing an important part of school life.

Students in schools in Cornwall and other Headstart areas completed an online survey about their mental health and wellbeing. This survey is called the **Wellbeing Measurement Framework (WMF)**.

## What is the Wellbeing Measurement Framework?

(Apart from a long way of saying 'a student wellbeing survey'? We'll stick with WMF from now on!)

The WMF is an online survey that asks about your thoughts, feelings, school life and home life. It is made up of five different surveys that are part of exploring and evaluating mental health and wellbeing

**2019** was the third year students did the survey and it will be repeated for two more years. This is so we can track a group of students from Year 7 all the way to Year 11 to see if Headstart has made a difference. This is called a '**longitudinal**' survey. Every year we also take a '**snapshot**' of Y9.

In 2019 the longitudinal group was Y9 so we took an extra 'snapshot' of Y7 instead.

Six areas of the country have been involved in Headstart and in **2019 over 26,000 students (in Y7 and Y9) took part in the WMF in nearly 100 schools.**



### Resilience

Resilience is about '**bouncebackability**'. It is the ability to cope when facing challenges and setbacks.

With a little help, we believe anybody can bounce forward and up through tough times.

Headstart aims to be a part of 'the little help'...

**Start Now.**

**HEADSTART  
KERNOW**

The WMF provides a lot of information about how students feel about their wellbeing.

It also helps identify what could be done better to support young people.

## The results 'tell a story' about wellbeing in:

- Your school
- Young people in Cornwall as a whole
- All six Headstart areas in England

## Over to you...

As the information is about you and other students in your school we thought it would be a good idea:

- to share the information with you
- ask you why you think students gave the answers that they did
- Gather your thoughts and your ideas for how we can make wellbeing even better in your school and for all young people across Cornwall.



## Start Now...



## Important Message

**Worried that other people can see what you answered in the WMF? You can relax!**

**We never, ever share your individual information!**

All the information is aggregated (added together) to make a report for your school / the whole of Cornwall. No-one in school or at home or at Headstart can see what **you** answered, **EVER!**

**Start Now.**

HEADSTART  
KERNOW

# What does the WMF ask about?

There are **three types of questions** in the WMF that look at three key areas of your wellbeing:

## 1. Questions about your mental health and wellbeing

These are about how you are doing at the time you complete the survey. Include questions about:

- any **emotional and behavioural difficulties**;
- how you **get on with other** young people;
- how well you're able to **concentrate** and;
- how **positive you feel** about your wellbeing.

## 2. Questions about your emotional strengths and skills

These questions look at what you have in your '**Emotional Strengths and Skills Toolkit**' to help protect you from developing mental health problems E.g. how well you:

- can manage your **emotions**;
- deal with **problems**;
- cope with **stress**, and;
- care for and help others**.

## 3. Questions about your support networks

These questions ask about:

- the **support you get** from your family, community, school and friends;
- your **participation** in the community, at home and in school. Including things like clubs & groups; and volunteering etc.)

*'Social media portrays people in a "perfect" way. It rarely shows people's imperfections...it damages people's self-esteem' -*  
**Secondary school pupil**

*He mainly chose me. He pretty much ignored my friends but swore at me and called me names and stuff.*

**Student interviewed as part of Headstart**

*It feels bad because it's just like getting angry. I don't like doing it because, as much as it hurts me, it hurts the people around me like my mum, she doesn't like [seeing me] getting angry. —*

**Student interviewed as part of Headstart**

**Start Now.**

## Some areas of the survey we'll focus on

The three types of question result in seventeen measures of your wellbeing but we've chosen **seven to focus on** in more detail:

### Questions about your mental health and wellbeing

<b>emotional difficulties</b>	These questions are about how much students are feeling worried/anxious, or how strongly they feel, for example, low mood. e.g. <i>'I am often unhappy, down-hearted or tearful'; I worry a lot</i>
<b>behavioural difficulties</b>	These questions are about how much students are aggressive or 'act out'. e.g. <i>'I get very angry and often lose my temper'; I usually do as I'm told</i>
<b>positive wellbeing</b>	These questions are about the extent to which students feel positive and generally happy with life. e.g. <i>'I've been feeling useful'; I've been dealing with problems well</i>

### Questions about your emotional strengths and skills

<b>coping with stress</b>	These questions are about managing stress levels and coping with difficulties. e.g. <i>'In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?'</i>
<b>empathy</b>	These questions are about identifying with others and showing concern for their feelings. e.g. <i>'I try to understand what other people feel'</i>

### Questions about your support networks

<b>school support</b>	These questions are about support received from adults at school. e.g. <i>'At school there is an adult who listens to me when I have something to say'</i>
<b>peer support</b>	These questions are about support received from peers. e.g. <i>'Are there students at your school who would make you feel better if something is bothering you'</i>

*I get angry. And like then from sadness it turns up, ends up turning into rage, I get really angry.*

*Student interviewed as part of Headstart*

*I haven't got many friends in school.*

*. Student interviewed as part of Headstart*

*'We rarely get a choice to say what we have to say or we are never heard' -*  
**Secondary school pupil**

*Start Now.*

# What are students telling us about their emotional wellbeing and mental health?

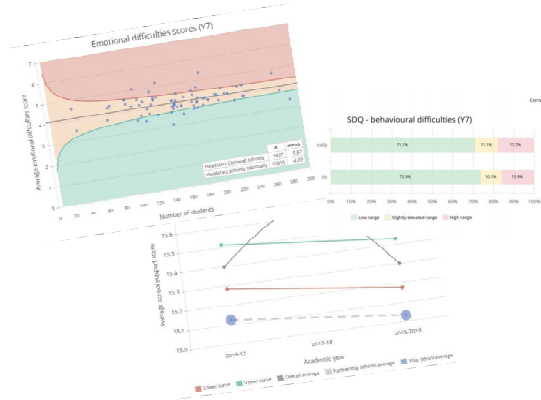


Information about student wellbeing from the 3 years of the survey so far

# Looking at the WMF results

Every year the results are pulled together to provide a report about:

- All of the six Headstart areas around the country
- Cornwall (all the schools combined)
- Individual schools

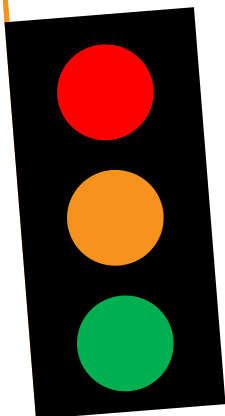


The reports give lots of information about the results of the survey presented in tables / charts and graphs.

As well as the printed reports the results are available in an online version. The data includes results for all three years so far. It can be used to sort the data and present results in many different ways.

## 'Traffic light' reports

In their simplest form the results are represented as Red / Amber / Green:



- Red** – the results were **worse than the average** results for all the students who took part across the country.
- Amber** – the results **were not better or worse** than the average results—**amber is a pretty good result** as this is what the majority of students across the country are answering.
- Green** – the results were **better than the average** results for all the students who took part.

**Start Now.**

# Looking at the WMF results

## 1. The 'Big Picture'

We've included findings from the national results from the last three years. The national team have looked at the information in some detail and written briefings on:

1. Emotional difficulties and behavioural difficulties
2. Does mental health affect how well you do in school?
3. Handling problems & difficult situations

## 2. Cornwall in 2019

Some of the 2019 results for you to explore in a bit more detail.

We've used:

- the results for all Cornwall schools and;
- The results for your school.

## Discussion ideas

- Why do we see different levels of emotional and behavioural difficulties in boys and girls?
- How can adults better recognise the whole range of mental health difficulties experienced by young people?
- How can adults improve the way they support young people who are experiencing difficulties with their mental health? *(Think about how mental health problems are sometimes hidden from view or may present through other behaviours).*
- What things can **help** young people to:
  - reflect on their own mental health?
  - to talk about mental health with others?
- What can **stop** young people from reflecting on or talking about their own mental health?



# Big picture

A quick look at the 'big picture' of learning from the 3 years so far.

Headstart researchers have looked at all the information from all the areas taking part over the last three years. Here are some of the things they've found out:

## 1: emotional difficulties and behavioural difficulties\*

### What we did

We looked at the results from the **first WMF survey in 2017**. Nearly **31,000 students took part**.

### What we learned



**Just under one in five** students who took part in the WMF were experiencing **emotional problems**, and **just under one in five** were experiencing **behavioural problems**. In the survey:

- In **all Headstart areas 25% of girls and 11% of boys** had emotional problems
- In **Cornwall 30% of girls and 12% of boys** were having emotional problems .
- In **all Headstart areas 15% of girls and 23% of boys** were having problems with behaviour
- In **Cornwall 14% of girls and 20% of boys** were having problems with behaviour
- Year 9 were more likely to have a mental health problem than Year 7

Young people were **more likely** to have an emotional or behavioural mental health problem if:

- they had free school meals\*
- they had special educational needs
- they were 'children in need'

**Compared to other Headstart areas students in Cornwall:**

-  showed levels of **emotional difficulties** that are average, suggesting that on average they feel as anxious or low in mood as other students
-  showed lower than average levels of **behavioural difficulties**, suggesting that on average they are less aggressive or 'act out' less than other students.

**Start Now.**

# Big picture

## 2. Does mental health affect how well you do in school?

### What we did

We looked at the results of the WMF plus some additional information gathered in the WMF for all the students in all the Headstart areas.

### What we learned

- Young people with mental health problems were likely to have lower exam results
- Young people with mental health problems were more likely to be absent from school
- Young people were more likely to be excluded from school if they were:
  - \* Boys
  - \* In year 9 (compared to year 7)
  - \* Had special educational needs, could have free school meals, or were 'children in need'\*

### Young people who were excluded from school:

- had more problems with their behaviour, getting on with other young people their age, and paying attention
- had lower scores for wellbeing, emotional strengths & skills and support networks

\*Someone can get free school meals when money is tight at home.

'Children in need', means the young person are getting support from social care or other services

Special educational needs and disabilities are where a young person has a learning difficulty or disability and they get special health and education support.

Source: EBPU / Anna Freud / UCL evidence briefing

# Big picture

## 3: handling problems & difficult situations

### What we did

This time we **interviewed young people** in all the Headstart areas who took part in the survey. We asked about the challenges / difficulties and how they dealt with them.

### What sort of problems did students talk about?

- Friendships and fights / arguments with other young people
- Fights and arguments at home
- Pressures at school to do with progress / exams
- Worries about behaviour at school.

### How do they deal with problems?

- Young people mentioned things like standing up for themselves; walking away from problems; positive thinking and activities
- They also said that sometimes problems are too big for them to deal with by themselves

### Young people's support

- Young people identified friends, brothers & sisters; parents and staff at school as those who could support them.
- Pets were also good distractions too!
- Worryingly, some said that they did not like speaking to others and didn't seek help or support even when there was a lot going on for them and they were struggling to cope.



YP in Headstart Youth think that coping skills and strategies are important to have in a '**wellbeing toolkit**'.

We have been working on our own **Online Wellbeing Action Plan** and wellbeing toolkit ideas. We've also created a '**54321 relaxation card**' and other resources. Check out our website for more info.

[www.startnowcornwall.org.uk](http://www.startnowcornwall.org.uk)

# *What did students in Cornwall tell us about their wellbeing in 2019*



*Cornwall / Your School  
for 7 focus areas*

# Questions to think about when looking the results for Cornwall / your school:

When you look at the results think about the story they're telling you about your school.

## Compare your school and Cornwall as a whole

- Are there things to celebrate in Cornwall? In your school?
- Are there any surprises in Cornwall? In your school?
- Are there any differences between the year groups? If yes, can you suggest why.
- Are there any differences between boys and girls? If yes, can you suggest why.
- Do you think the results are a good reflection of wellbeing in your school?
- Can you think why young people in Cornwall said these things about their wellbeing?
- What questions would **you** ask about the results of the wellbeing survey?

## Get Involved

Look at the results for your school.

You could compare them with other ways your school asks you about your wellbeing (e.g. if the school carries out it's own survey of pupils or if you use the SHEU or other types of survey)

What could you do with your friends / classmates and school staff to share these results in school with other pupils to get them talking about wellbeing?

How could you work together with other students and staff to take action so that:

- Students score more greens / ambers than reds.
- understand more about why some scores are red and what can be done to improve things?

Check out some the ideas / material on the Start Now website:









[www.startnowcornwall.org.uk](http://www.startnowcornwall.org.uk)



**Start Now.**

# Mental health and wellbeing

## Emotional Difficulties









Key	The ‘traffic light’ results for 2019 show the levels of <i>emotional difficulties such as anxiety or low mood</i> , for students in Cornwall compared to the results from all six Headstart areas nationally:	
	On average students in Cornwall feel <b>less anxious or low in mood</b> as others	
	On average students in Cornwall feel <b>as anxious or low in mood</b> as others	
	On average students in Cornwall feel <b>more anxious or low in mood</b> as others	
	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		

## Reflection

Why do girls generally have more emotional difficulties than boys?

# Mental health and wellbeing

## Behavioural Difficulties

Key	The ‘traffic light’ results for 2019 show the levels of <i>behavioural difficulties, such as aggression or acting out</i> , for students in Cornwall compared to the results from all six	
	On average students in Cornwall are <b>less aggressive or ‘act out’</b> than others	
	On average students in Cornwall are <b>as aggressive or ‘act out’</b> than others	
	On average students in Cornwall are <b>more aggressive or ‘act out’</b> than others	
	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		









## Reflection

This is a good news story. Why do think there was a slight dip in the scores for Y9 compared to Y7?

**Start Now.**

# Mental health and wellbeing

## Positive wellbeing

Key	The ‘traffic light’ results for 2019 show the levels of <i>positive wellbeing</i> , for students in Cornwall compared to the results from all six Headstart areas nationally:	
	On average students in Cornwall feel <b>more positive about their wellbeing</b> as others	
	On average students in Cornwall feel <b>as positive about their wellbeing</b> as others	
	On average students in Cornwall feel <b>less positive about their wellbeing</b> as others	
	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		

## Reflection









The results for Cornwall look pretty grim. How does your school compare? What could be contributing to why students in Cornwall are feeling less positive about their wellbeing?

*We have a lot of ideas & activities to help you understand more about wellbeing...*

HEADSTART  
KERNOW 

# Emotional strengths and skills

## Coping with stress

Key	The ‘traffic light’ results for 2019 show the levels of <i>feeling stressed</i> , for students in Cornwall compared to the results from all six Headstart areas nationally:	
	On average students in Cornwall are <b>more able to cope with stress</b> than others	
	On average students in Cornwall are <b>as able to cope with stress</b> than others	
	On average students in Cornwall are <b>less able to cope with stress</b> than others	
	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		

## Reflection

Why do think the scores are worse for Y9 compared to Y7?









What stress busting strategies do you use?

**Start Now.**

There are some really great ideas shared by young people on the Start Now website including how to create your own wellbeing action plan  
[www.startnowcornwall.org.uk](http://www.startnowcornwall.org.uk)

# Emotional strengths and skills

## Empathy

Key	The ‘traffic light’ results for 2019 show the levels of <i>empathy (ability to understand another’s feelings)</i> for students in Cornwall compared to the results from all six Headstart	
	On average students in Cornwall <b>show levels of empathy higher than</b> others	
	On average students in Cornwall <b>show levels of empathy similar to</b> others	
	On average students in Cornwall feel <b>show levels of empathy lower than</b> others	
	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		




## Reflection






Why do you think empathy is an important emotional strength / skill?

Activities and more information about empathy including a really good video can be found on the empathy page

# Support networks

## School Support

Key	The 'traffic light' results for 2019 show the levels of <i>emotional difficulties such as anxiety or low mood</i> , for students in Cornwall compared to the results from all six Headstart areas
	On average students in Cornwall feel <b>more supported by adults at school</b> than others
	On average students in Cornwall feel <b>as supported by adults at school</b> than others
	On average students in Cornwall feel <b>less supported by adults at school</b> than others

	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		

## Reflection

Compare the results for your school and Cornwall

Are there any results for Cornwall and/or your school that are surprising?

What are the differences between the year groups? / boys and girls? Can you think why?

Whether your school results were green, amber or red—could you suggest ONE thing that could make support in your school better? Share your ideas with staff.









In most schools there is a lot of really good support available... and they still have results that are worse than average. Why do you think this might be?

**Start Now.**

Have a look at the School Support activity to see how one school made a difference...

# Support networks

## Peer support

Key	The ‘traffic light’ results for 2019 show the levels of <i>of peer support (positive connections with peers)</i> , for students in Cornwall compared to the results from all six Headstart areas nationally:	
	On average students in Cornwall <b>have more positive connections with peers</b> than others	
	On average students in Cornwall <b>have as positive connections with peers</b> than others	
	On average students in Cornwall <b>have fewer positive connections with peers</b> than others	
	Cornwall	Your School
All (Y7 + Y9)		
Year 7 only		
Year 9 only		
Girls only		
Boys only		

## Reflection

Why is the support of peers important to everyone's wellbeing?

Do you think '**school support**' and '**peer support**' go in hand in hand to help make schools emotionally supportive for everyone in the school community?

Have you got a peer support group in your school? If not perhaps you could work with staff to set one up?

*Start Now.*

# More information / Activity Ideas



# School Support - How one school made a difference

(This is partly based on a real example from a school in Cornwall who kindly allowed us to use their fantastic 'signpost poster' created by staff / students together).

## 'Kernow School'

In 2017 'Kernow School' were very disappointed to see that their results for **School Support** in their WMF were **red** (worse than average) for all students who took part.

The adults in the school felt they had lots of good things in place to support students so asked themselves what might have been happening.

They decided to ask students their thoughts. They asked lots of different students a number of questions e.g.:



***"If you were feeling lonely / worried about your school work / upset because a family member was ill / you were being bullied / wanted to harm yourself or concerned about a friend — do you know where / how to get help or who to ask in school?"***

They also asked students ***"Do you feel confident to ask for help and if not, why not?"***

From the answers it was clear that students:

- thought support was only for some students
- thought they would be seen as weak by asking for help
- didn't think some of the things they were worried about (falling out with a friend; a pet dying) were worth asking about
- didn't know who to ask or where to get information
- were confused about the different things going on
- were unsure about asking for help for all sorts of reasons including:
  - \* uncertain about what would happen next
  - \* if someone would have to tell their parents
  - \* they would get into trouble
  - \* not being taken seriously

## Questions

- Check out the results of this question in your school and for Cornwall as a whole. How does your school compare
- If you asked students in your school these questions do you think you'd get similar answers?
- Are there students in your school who don't know how to find help or who don't feel confident to ask for help?
- What could be done to help those students? How could other students / get involved help?

**Start Now.**

# School Support - How one school made a difference

The staff were a bit taken aback by what they heard when they spoke to the students.

## So they asked students to help them.

A group of students from all year groups including students who were already getting help from support staff got together. They identified all the different people who could help students and all the ways students could ask for help.

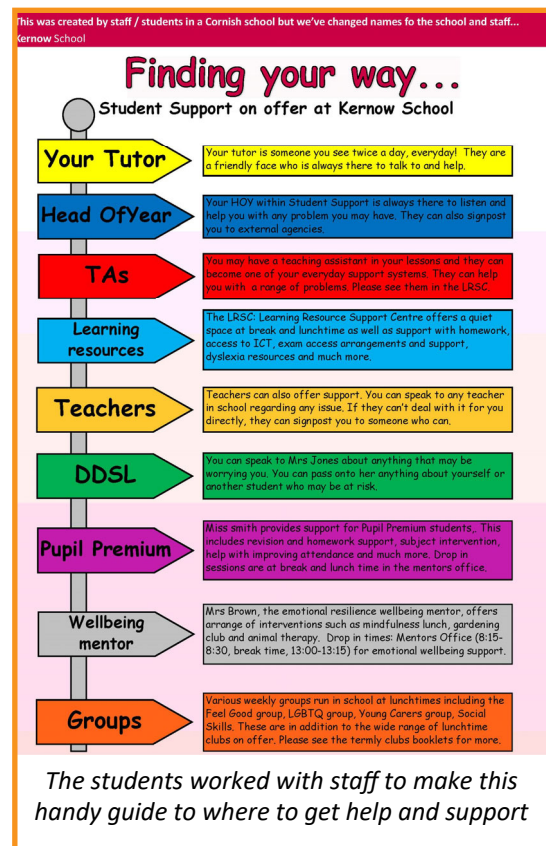
## They made a poster to use round the school explaining who these people were and how they could help.

The students worked with the staff to make sure there were wellbeing noticeboards around the school and information on the school computers that all students could access.

Staff went to assemblies and told students about the information / help available and tutors reminded their classes too.

Staff included 'getting help' in PSHE or SMSC lessons. Teachers explained things like confidentiality.

The school also used some of the **Start Now resources** like the brilliant film made by students at Cape Cornwall School called **"It's OK not to be OK"** which is all about talking about mental health and asking for help...



## Check it out on the Start Now You Tube Channel

### [Start Now Cornwall](#)



And students have now made their own fab film called 'I wish they understood...'

[Start Now Cornwall](#)

HEADSTART  
KERNOW

# What is wellbeing?

Some of the questions in the WMF are about: *'emotional difficulties'*; *'positive wellbeing'* and *'coping with stress'*...

***We all have mental health in the same way we have physical health.***

Sometimes:

You feel great!

You're just about OK

You can be a bit down and you're not OK

Sometimes your mental health can get to the point where it's not OK at all and it's important to get some extra support.



But it's not a straight line. Our wellbeing can change with ups and downs happening depending on what's happening to us and around us. Sometimes it can feel a bit like being on a roller coaster!



***Lots of different things can affect our mental health and emotional wellbeing.***

The affect can be positive or negative.

Changes in our wellbeing can happen at different times in our lives and sometimes we can have a really bumpy rollercoaster ride in just one day!

**Start Now.**

HEADSTART  
KERNOW

Things that can affect wellbeing:



What other things can you think of that might affect your wellbeing?

There are two things that can really help overcome challenges to our wellbeing:

- 1. Resilience** is about **'bouncebackability'**. It is the ability to cope when facing setbacks. Resilience is something we all have to some degree. Having a **'Wellbeing toolkit'** is a great way of building resilience. In your toolkit can be things like knowing **how to look after your own wellbeing and mental health** and to:  
**Be aware** when you need help, **know where** to get it and **be confident to ask**.
  - 2. Protective Factors**—can help too. Protective Factors include **support** at home, at school & from friends...
- With a little help, anybody can bounce forward and up through tough times.**

Being OK is about having the **'tools' and support** to overcome the difficulties and challenges we can all face at times in our lives, and knowing when and where to get help.

Being mentally healthy is also about having **confidence and self-esteem**, to be able to make decisions and to **believe in ourselves**.

Being OK is  
not about how  
fast you run  
or how high  
you climb but  
how well you  
bounce!



Have a look at **"Chris and Sam's story"** to explore this.

HEADSTART  
KERNOW

# Things that affect my wellbeing

Things that affect my wellbeing **positively** (make me feel more positive about my wellbeing)

Things that affect my wellbeing **negatively** (make me feel less positive about my wellbeing)

**Start Now.**

# Meet Chris and Sam

Both are perfectly ordinary, everyday students in Year 11 at St. Kernow's College, Cornwall.

## Pen portraits

### Chris

Aged 16. Sporty, likes hockey and football. Not brilliant at school work but if he sticks at it he should do OK in his GCSEs. Doesn't get into trouble at school. Chris lives at home with mum and dad and younger sister, Sally. He follows Chelsea football club, likes surfing, computer games and current music. Chris has been going out with Sam since Year 9.



### Sam



Aged 16. Likes surfing and swimming but hates other sports. Very bright and should get top marks in her GCSE's, if she can be bothered. Quite often in trouble at school for being late, answering back and mucking about. Lives at home with mum and step-dad, older brother and two step-sisters (both younger than she is) including baby Jess.

Recently Sam seems to have been having lots of rows with her parents. Likes current music and films. Sam has been going out with Chris since Year 9.

*Because they are perfectly ordinary, everyday individuals their wellbeing is "OK". In the course of everyday life things affect their wellbeing both positively and negatively. Let's have a look at their experiences and their wellbeing over the course of Y11...*

**Below are lists of events in Chris's and Sam's lives over the course of Year 11. Use the graph below to chart how these events might affect their wellbeing over the year**

Y11	Chris	Sam
<b>September</b>	Saves up enough money from helping dad over the Summer to get a new games console and some games. Picked for hockey and football first teams. Means lots of training and matches.	Decides she needs to do better this year after a tough year last year in school and at home. Picked for county swimming squad. Mum and dad really pleased and take her out for a special meal to celebrate.
<b>October</b>	GCSE work piling up, getting a bit stressed.	Gets her act together and starts getting work in on time
<b>November</b>	Gets 'Man of the Match' in big cup game after scoring twice and helping his team to a win over their arch rivals. Hasn't got a lot of time to go out with Sam.	Fed up with Chris because he's always busy with football / hockey or gaming with his mates. Meets Mark, who's new to the area, at swimming club, likes him and realises he fancies her.
<b>December</b>	Really good Christmas. Mum and Dad take him and Sally on holiday.	Starts going out with Mark behind Chris's back.
<b>January</b>	Finds out about Sam and Mark, splits up with Sam.	Really happy with Mark. Doing really well in county swimming team, getting picked for every competition and winning lots of her races.
<b>February</b>	Mum and Dad tell him and his sister Sally that they're getting a divorce. When Sam asks him if he wants to talk about it he tells her to get lost. He thinks he can't talk to anyone, boys don't do that. He doesn't want anyone to know and laugh at him.	Hears about Chris's mum and dad and feels sorry for Chris. Asks if he wants to talk about it. He tells her to get lost. Feels stupid for asking but still worried about Chris.
<b>March</b>	Is really angry and hurt about his mum and dad. Gets sent off for fighting in a big hockey match when somebody tackles him badly. Gets suspended from the team. Gets into trouble at school about work.	Gets injured and can't swim in big meet so will miss a chance to try out for a really big national competition. Really upset about it.
<b>April</b>	Gets kicked out of football team for missing loads of training. Feeling really angry all the time. Getting in trouble more and more in school.  His PE teacher realises Chris needs some help and persuades Chris to talk to the school counsellor about what's been happening and how he's feeling.  Gets some study support from his tutor and other teachers and tries to stay out of trouble and get on with preparing for his GCSEs	Goes on holiday with Mark and his family over Easter. Really good time. Still can't swim yet but puts time to studying for GCSEs.  Mum and dad really pleased with how much Sam seems to have grown up this year.
<b>May</b>	Chelsea win the Champions League. Football coach gives Chris another chance and tells him he's good enough to try for the county youth team next season. His mates are glad to see him back in the team and are really supportive	Really works hard for her GCSEs.
<b>June</b>	Does OK in his GCSEs.	GCSEs go really well.
<b>July</b>	Decides to stay on in the school 6th form next term.	Back in swimming team, comes second in regional competition.
<b>August</b>	Starts training with the county youth football team.	Is really looking forward to going to sixth-form college (with Mark).



# Chris and Sam's Y11—questions for discussion

- What were the high points for Chris during the year?
- What were his low points?
- Why was Chris reluctant to get help?
- What could have happened if Chris hadn't got help when he did?
- What were the high points for Sam?
- What were the low points for her?
- What were the 'protective factors' (the things / people) that helped them both over the year?
- How 'resilient' do you think Chris and Sam are?

**Start Now.**

This activity is based on one originally created for the Stop Stigma resource commissioned by Cornwall Partnership Foundation Trust from Healthy Cornwall. Our thanks for permission to adapt.

# Empathy

Empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It is the ability to “**put yourself in someone else’s shoes**” and to understand the way a situation might make them feel.

Check out this short You Tube video on Empathy

<https://youtu.be/HznVuCVQd10>



## Reflection

- Do you know what empathy is? (if not check out the box below)
- What is empathy, and how is it different from sympathy? List some actions that show the differences between empathy sympathy.
- What does this saying mean? *“Don’t criticise someone until you’ve walked a mile in their shoes.”*
- Why do you think it’s easier for some people to empathise with others? What makes it difficult to show empathy?



HEADSTART  
KERNOW

# Take 5 - The Five Ways to Wellbeing

The 'Five Ways to Wellbeing' are a great addition to a **Wellbeing Toolkit**:



## Get moving

Moving makes you feel good! Science tells us that physical exercise changes the chemicals in your brain and releases happy hormones! Even better if you get moving outdoors! The important thing is doing exercise and activity you ENJOY!

## Take time for you

You're special. So it's important you take time for you and the people / things you love.

Each day, even when you're really busy with things like homework / revision, take time out to do something you enjoy just for fun. Play can help recharge your batteries and make your study more effective!



## Connect

Connect with the people around you. With family, friends, and neighbours. At home, school or in your local community. Building connections will support you every day.

## Stop and take notice

Whether you are walking to school, eating lunch or talking to friends. Take a moment or two to be aware of the world around you and what you are feeling. Pausing to really take notice like this can be very relaxing and calming. Some people call this 'being Mindful' or 'Mindfulness'.



## Give to others

Do something nice for a friend, help out home, thank someone, smile, volunteer your time, join a community group, look out, as well as in.

Any acts of kindness, whether small or large can make you feel happier and more satisfied about life.

**Start Now.**

# Stop and take notice - 1 minute idea

## Let's take a mindful minute...

*Mindfulness means "being aware of what's happening right now and how you feel about it."*

A mindful minute is a quick way to relax and calm yourself—perhaps before an exam, or any other stressful situation

## Start Now: Sit quietly, close your eyes, and...

<b>Breathe</b>	Take deep breaths, and let them out slowly. Think about how the
<b>Listen</b>	Listen to the sounds around you. How many can you hear / name?
<b>See</b>	look at one item around you; and think about its shape, colour, texture, and how it is made.
<b>Touch</b>	Use your fingertips to feel an item or the area around you. Think about how it feels & words you could use to describe it.
<b>Smile</b>	Open your eyes, and enjoy the world around you.



*Start Now.*

# Templates to create your own information posters / assembly slides

Editable templates / additional material can be found at

[www.headstartkernow.org.uk/sec-sch-support/wmf--yp/](http://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/)

Your individual school summary data in a form to use with this resource can be sent to you on [request](#)

# Wellbeing in Cornwall 2019

The results are summarised under the seventeen areas below . The statements are traffic light (Red, Amber, Green) rated to indicate whether the students are doing better than average, or worse than average relative to students in the other five Headstart areas

## Mental health and wellbeing

- Emotional difficulties
- Behavioural difficulties
- Difficulties with peers
- Attention difficulties
- Positive wellbeing

## Emotional strengths and skills

- Managing emotions
- Problem solving
- Coping with stress
- Goal setting
- Empathy
- Helping others

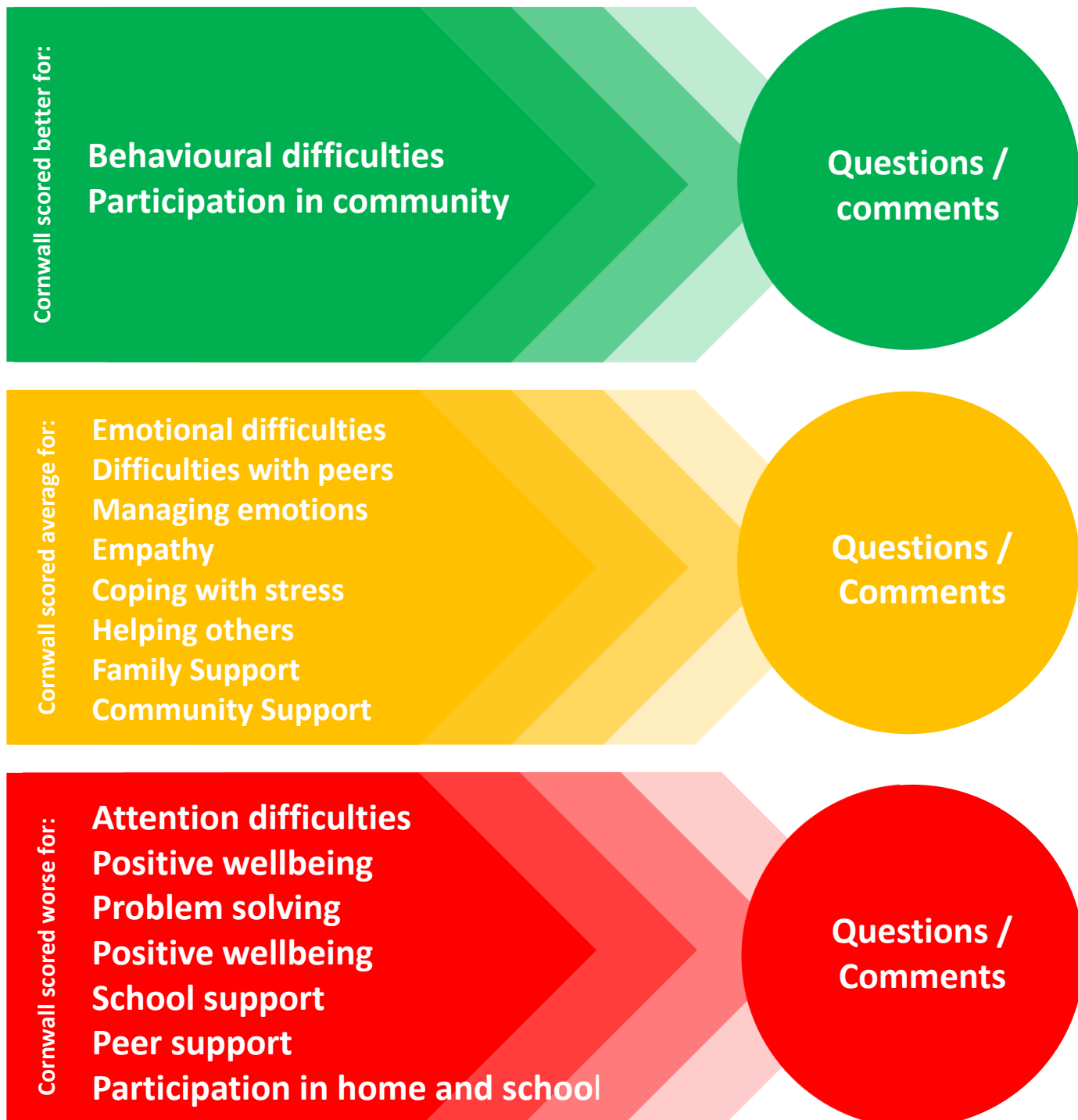
## Support network

- Family support
- Community support
- School support
- Peer support
- Participation in community
- Participation in home and school

**Tip:** Copy and paste this list onto the desktop next to slide you're editing – so you can cut and paste into the RAG templates.

## How does the wellbeing of students in Cornwall compare to the other school across the country?

**2019 – All (Y7&9; M & F)**



In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

## How does the wellbeing of students in Cornwall compare to the other school across the country?

**2019 – All (Y7&9; M & F) – (7 focus areas)**

**In Cornwall students scored better than average for:**

**Behavioural difficulties**

**Questions /  
Comments**

**In Cornwall students scored average for:**

**Emotional difficulties  
Managing emotions  
Empathy  
Coping with stress  
Helping others**

**Questions /  
Comments**

**In Cornwall students scored worse than average for:**

**School support  
Peer support  
Positive wellbeing**

**Questions /  
Comments**

In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

## How does the wellbeing of students in **YOUR SCHOOL** compare to the other school across the country?

**2019 – All (Y7&9; M & F)**

**Students at our school scored better than average for**

**What do you think?  
What can we do together to ....?**

**Students at our school scored average for:**

**Average is OK  
it means we're doing as well many of the other schools.**

**Students at our school scored worse than average for**

**Is this suprising?  
What ideas do you have that could help us help you?**

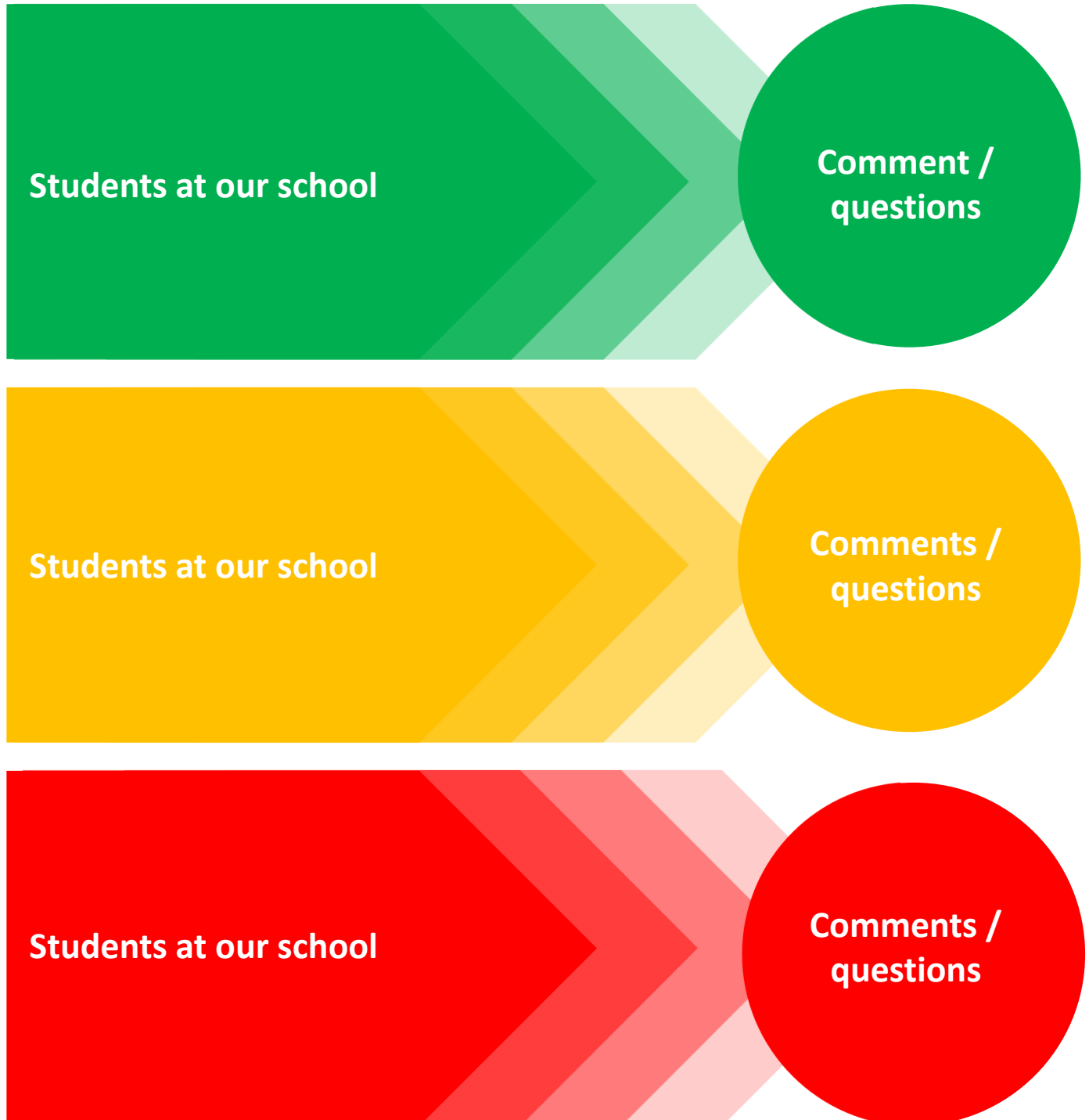
In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

**HEADSTART  
KERNOW**

## How does the wellbeing of students **OUR SCHOOL** compare to other school across the country

**2019 – All (Y7&9; M & F)**



In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

## How is the wellbeing of (\*) in **Our School?** (Blank Template – Action Areas)

**2019 – All (Y7&9; M & F)**

Students in our school scored better than the average for (insert item)...  
... to keep it this way we plan to

Add  
commentary  
/ plans here

Students at our school felt similar about /scored average....  
To develop this we plan to...

Add  
commentary  
/ plans here

Fewer students at our school scored / had strengths around...to support students we are going to...

Add  
commentary  
/ plans here

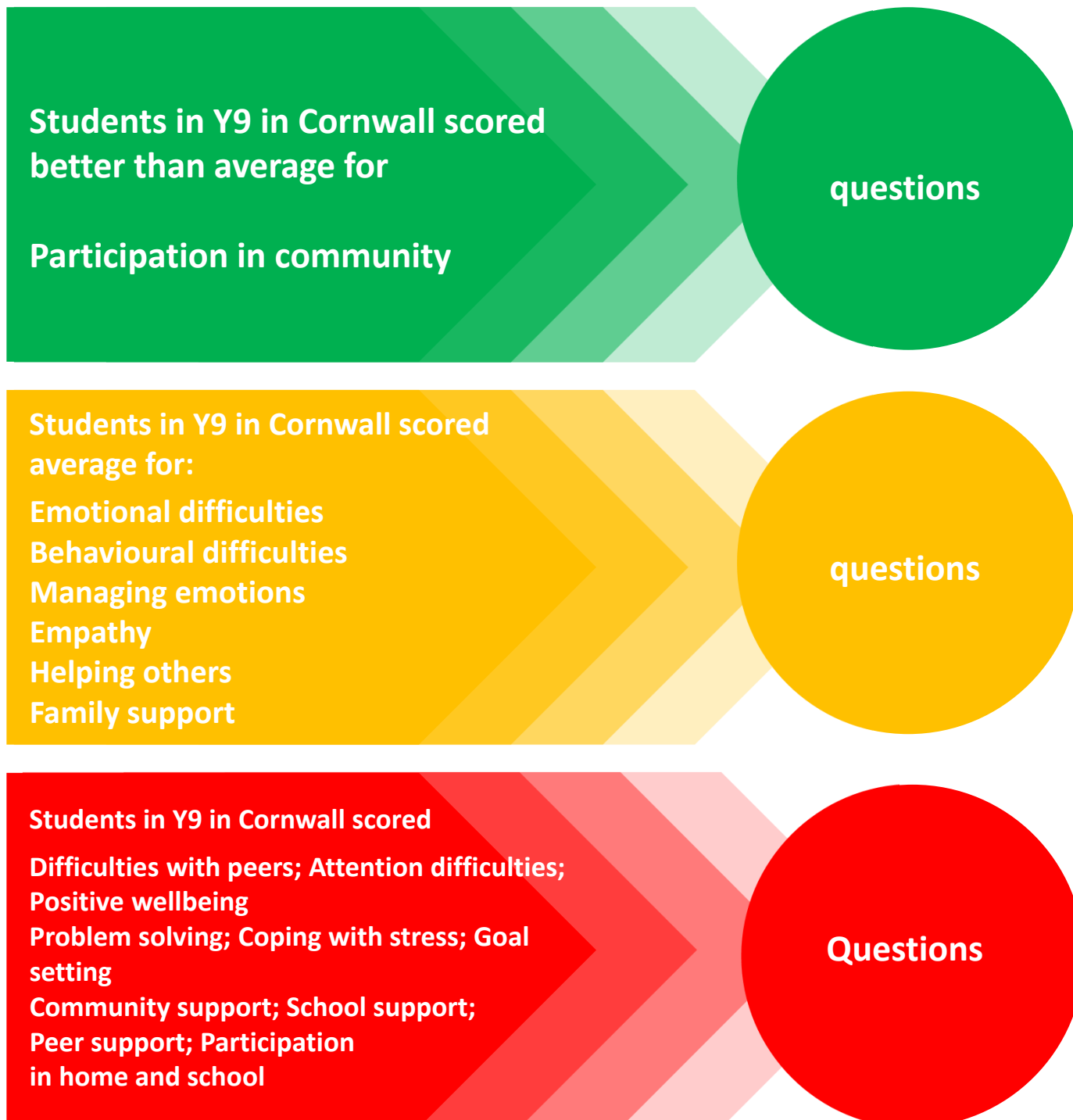
In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

HEADSTART  
KERNOW

## How does the wellbeing of students in Cornwall compare to other school across the country?

### 2019 – Year 9



In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

## How does the wellbeing of students in Cornwall compare to other school across the country?

### 2019 – Year 7

Students in Y7 in Cornwall scored better than average for:

Emotional difficulties  
Behavioural difficulties  
Difficulties with peers  
Managing emotions  
Coping with stress  
Participation in community

questions

Students in Y7 in Cornwall scored average for:

Attention difficulties;  
Positive wellbeing; Problem solving;  
Empathy; Helping others  
Community support; Family support;  
Peer support

questions

Students in Y7 in Cornwall scored  
Goal setting  
School support  
Participation in home and school

Questions

In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

## How does the wellbeing of students in Cornwall compare to other school across the country?

### 2019 – Girls (in Y7 + Y9)

Girls in Cornwall scored better than average for

Behavioural difficulties  
Participation in community

questions

Girls in Cornwall scored average for:

Attention difficulties  
Managing emotions  
Coping with stress  
Empathy  
Helping others  
Family support  
Community Support

questions

Girls in Cornwall scored worse for:

Emotional difficulties  
Difficulties with peers  
Positive wellbeing  
Problem solving  
Goal setting  
School support  
Peer support  
Participation in home and school

Questions

In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

## How does the wellbeing of students in Cornwall compare to other school across the country?

### 2019 – Boys (in Y7 + Y9)

Boys in Cornwall scored better than average for:

Behavioural difficulties  
Empathy  
Helping others  
Participation in community

Any surprises?  
How do these results compare to girls?

Boys in Cornwall scored average for:

Emotional difficulties  
Difficulties with peers  
Attention difficulties  
Managing emotions  
Coping with stress  
Family support

Why is average a good result?

Boys in Cornwall scored worse for:

Positive wellbeing  
Problem solving  
Goal setting  
Community Support  
School support  
Peer support  
Participation in home and school

Why do you think boys score so poorly on positive wellbeing?

In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas.

More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>



WMF 2019							
SCHOOL	all	by year group		by gender			
(RAG summary)		Y7	Y9	Girls	Boys	FSM	SEN
<b>Mental health and wellbeing</b>							
	cut and paste (Windings size 28)						
Emotional difficulties							
Behavioural difficulties							
Difficulties with peers							
Attention difficulties							
Positive wellbeing							
<b>Emotional strengths &amp; skills</b>							
Managing emotions							
Problem solving							
Coping with stress							
Goal setting							
Empathy							
Helping others							
<b>Support network</b>							
Family support							
Community support							
School support							
Peer support							
Participation in community							
Participation in home and school							

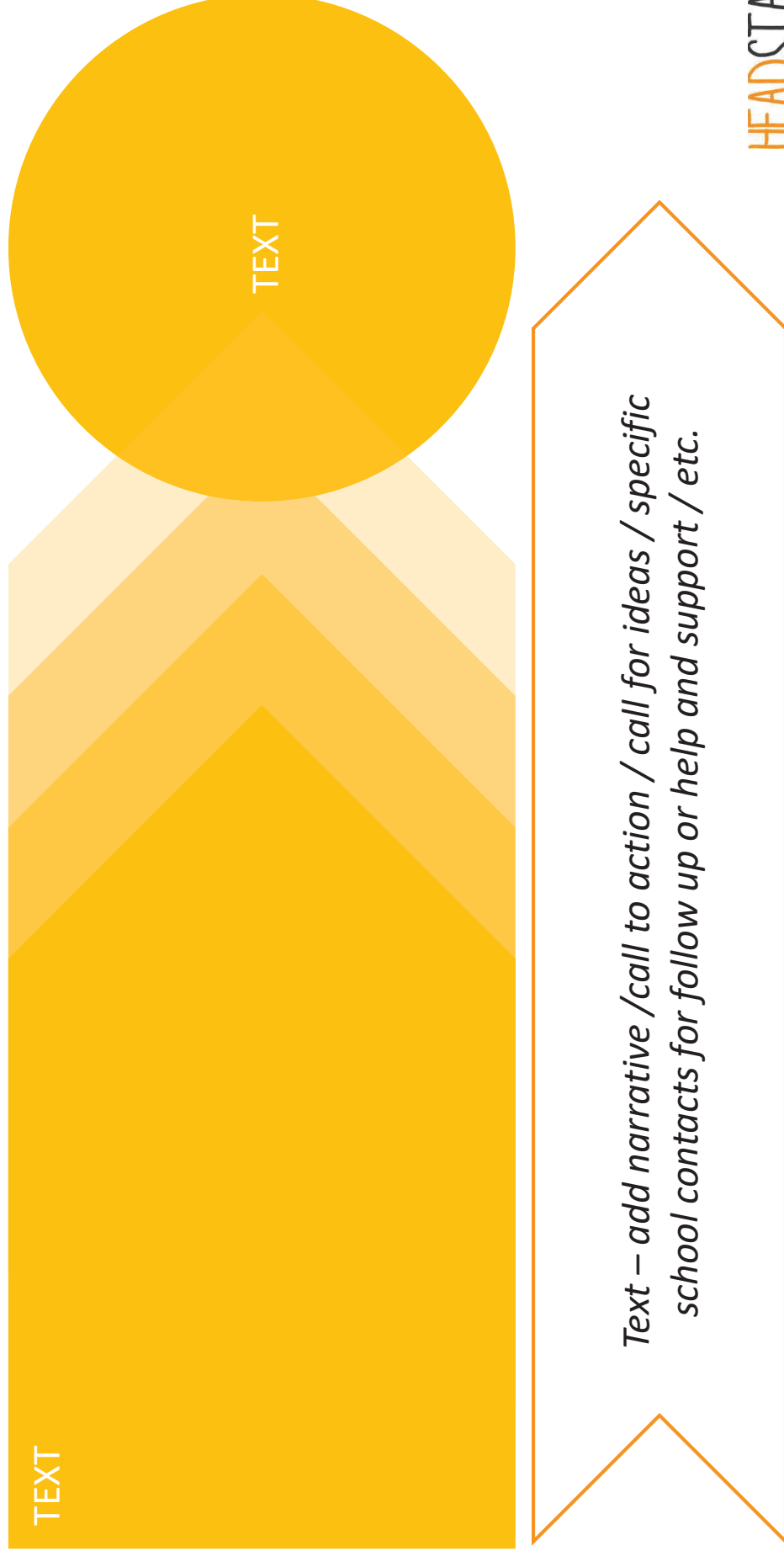


# Slide templates for presenting WMF results

Editable versions of the templates can be downloaded at:

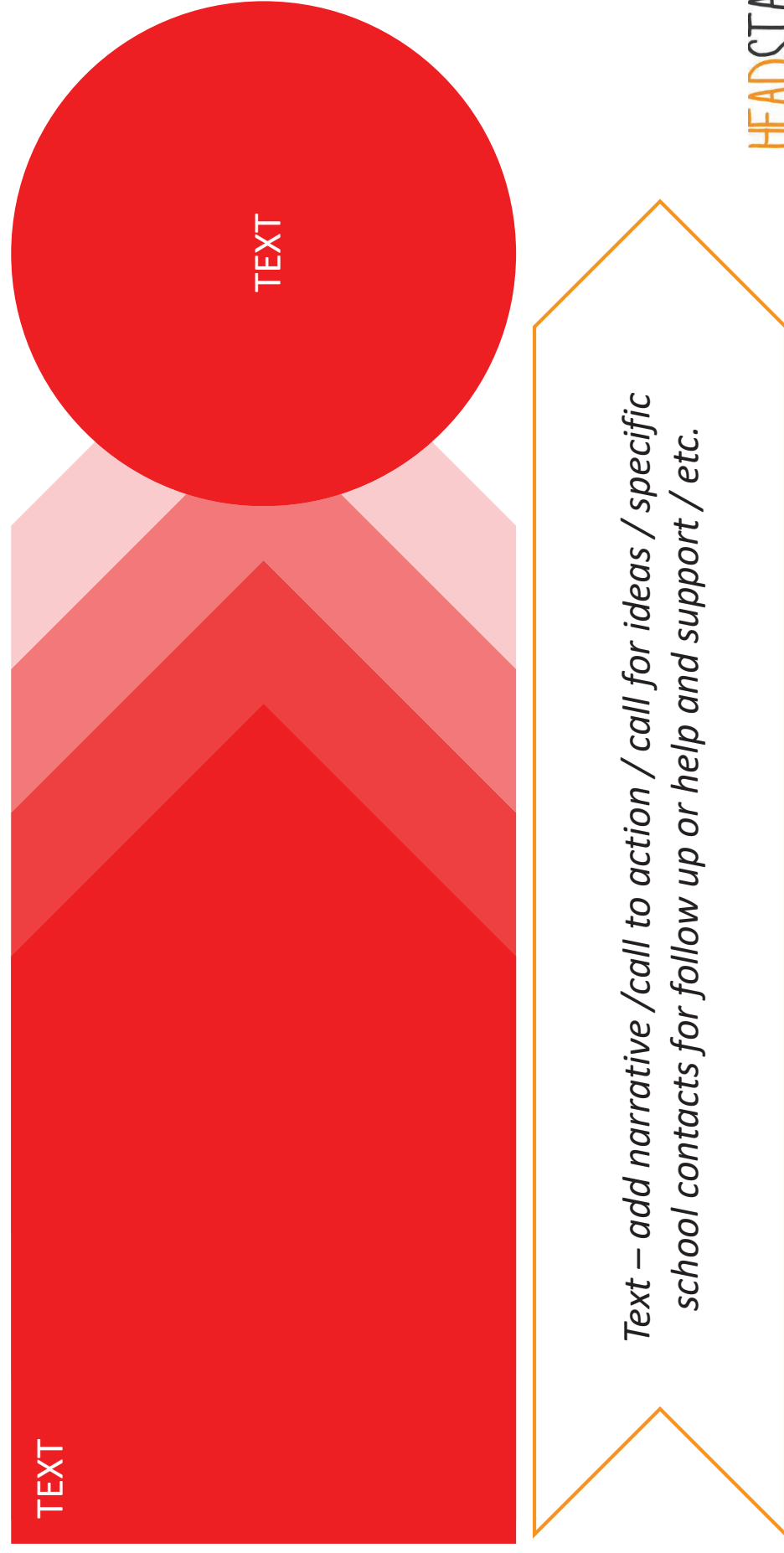
<https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

# How is [school / yr group's] wellbeing? (compared to other school across the country)



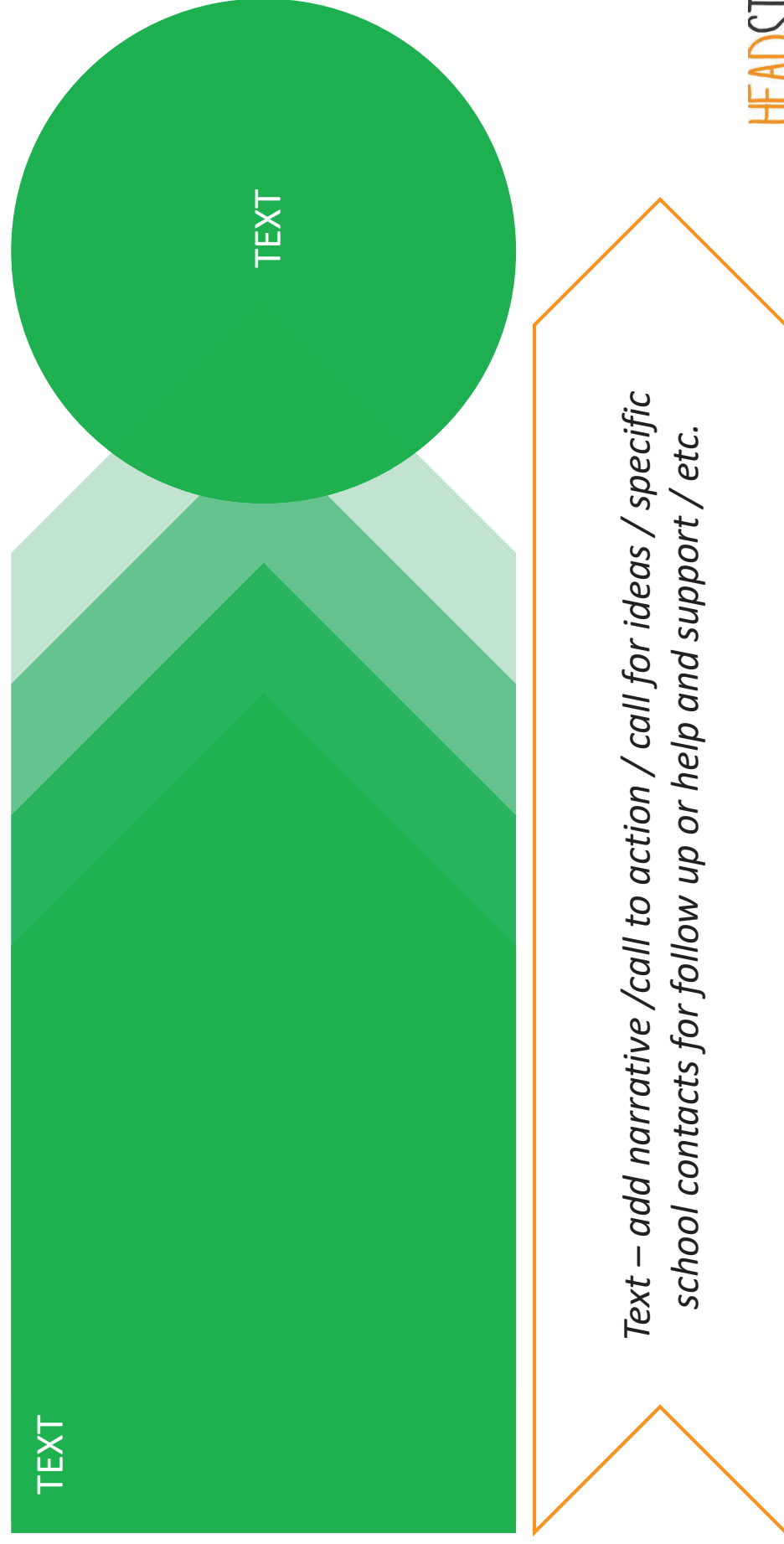
In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas. More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

# How is [school / yr group] wellbeing? (compared to other school across the country)



In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas. More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>

# How is [school / yr group] wellbeing? (compared to other school across the country)



In 2019 students in Y7 and Y9 in Cornwall took part in a survey about wellbeing. Cornwall's responses were compared with responses from students in all six Headstart areas. More information <https://www.headstartkernow.org.uk/sec-sch-support/wmf--yp/>