

Briefing note



Wellbeing Measurement Framework (WMF) Survey

Date 23/06/20

Introduction

This briefing note provides the following background information about the Wellbeing Measurement Framework (WMF) survey that is undertaken in secondary schools in Cornwall (2017-2021):

- Ethics and Data Sharing
- How to access the data (aggregated results on a Cornwall level)
- The questions on the WMF survey

Background

The HeadStart Kernow programme is delivered by Cornwall Council and funded by The National Lottery Community Fund. Started in 2016, HeadStart is a five-year, £58.7 million National Lottery funded programme set up by The National Lottery Community Fund, the largest funder of community activity in the UK. HeadStart aims to explore and test new ways to improve the mental health and wellbeing of young people aged 10 to 16 and prevent serious mental health issues from developing. To do this, six local authority-led HeadStart partnerships are working with local young people, schools, families, charities, community and public services to design and try out new interventions that will make a difference to young people's mental health, wellbeing and resilience. The HeadStart partnerships are in the following locations in England: Blackpool; Cornwall; Hull; Kent; Newham; Wolverhampton.

As part of the national evaluation of HeadStart, each secondary school in Cornwall surveys young people's emotional health and wellbeing using the WMF survey - the first survey of its kind to measure the emotional health and wellbeing of young people in Cornwall. The HeadStart Learning Team is led by Professor Jessica Deighton of the Evidence Based Practice Unit (University College London and Anna Freud National Centre for Children and Families) who works with a consortium of partners (University of Manchester, Child Outcome Research Consortium and The Common Room).

Key Contacts

- Charlotte Hill, Head of Partnerships, Innovation & Wellbeing, Cornwall Council (charlotte.hill@cornwall.gov.uk)
- Natalie Russell, Learning and Digital Lead, HeadStart Kernow, Cornwall Council (Natalie.russell@cornwall.gov.uk)
- Professor Jess Deighton, Professor of Child Mental Health and Wellbeing, UCL; Director of Innovation Evaluation and Dissemination, Anna Freud National Centre for Children & Families; Director of Evidence Based Practice Unit, UCL & AFNCCF (Jessica.DeightonPhD@annafreud.org, +44 (0)20 7794 2313 ext 1121)

Websites:

- HeadStart Kernow: <https://www.headstartkernow.org.uk/>

- The Evidence Based Practice Unit: <https://www.ucl.ac.uk/evidence-based-practice-unit/headstart-learning-team>
- The Child Outcome Research Consortium: <https://www.corc.uk.net/resource-hub/wellbeing-measurement-framework-wmf/>
- The Anna Freud Centre: <https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-framework-for-schools/>

About the WMF in Cornwall

In Cornwall nearly 9,000 pupils are surveyed each year (during the period 2017-2021). Year 7s are tracked as part of a longitudinal study for 5 years as they progress through secondary school. Year 9s are surveyed each year as a fixed age comparison.

	Numbers surveyed in Cornwall
Longitudinal study	In 2017, 4579 Year 7 pupils surveyed In 2018, 4627 Year 8 pupils surveyed In 2019 these pupils were in Year 9 In 2020 TBC In 2021 TBC
Fixed age comparison study	In 2017, 4303 Year 9 pupils surveyed In 2018, 4238 Year 9 pupils surveyed In 2019, 3518 Year 9 pupils surveyed In 2020 TBC In 2021 TBC

In 2019 an additional year group was added (Year 7s) as a comparison with previous Year 7 pupils.

The survey is administered online, in school, by school staff. The WMF contains 17 sub-categories covering three main areas of pupil life: Mental health and wellbeing; emotional strengths and skills; and support networks. These measures come from five surveys, that together make up the WMF:

- Strengths and Difficulties Questionnaire
- Short Warwick Edinburgh Mental Wellbeing Scale
- Trait Emotional Intelligence Questionnaire – Adolescent short form
- Pupil Resilience Survey
- Perceived Stress Scale

The WMF covers the following three key areas in the pupil's life:

1. Mental health and wellbeing (emotional difficulties, behavioural difficulties, difficulties with peers, attention difficulties and positive wellbeing);
2. Emotional strengths and skills (managing emotions, problem solving, coping with stress, goal setting, empathy and helping others);
3. Support networks (family support, community support, school support, peer support, participation in community, participation at home and school).

The WMF is therefore designed to capture not only direct indicators of young people's wellbeing and mental health but also the mechanisms (both internal and external) that we know from the research are most likely to explain the relationship between risk factors and young people's outcomes in the longer term.

Ethics and Data Sharing

Ethical approval for the WMF was granted in 2016 by University College London (reference 8097/003). Parental and child consent (opt-out) has been obtained by the

HeadStart Learning Team for participation in the WMF and for that data to be data-linked. A data sharing agreement between the HeadStart Learning Team and Cornwall Council allows for the self-reported responses to the WMF survey to be shared with the Local Authority and for that data to be linked with locally held data via UPN. This is with the purpose of supporting the local evaluation of HeadStart. The data controller is The National Lottery Community Fund.

The HeadStart Kernow Team at Cornwall Council data-link the WMF results with locally held data to use in a variety of ways, which are explored in a case-study produced by CORC: https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-practice-unit/files/casestudy_3_011019_v5_031019.pdf

- We embed the WMF results in discussion with schools to inform a Whole School Approach to emotional health and wellbeing.
- We data link the WMF with Education and Troubled Families data.
- We contribute to Public Health reporting on mental health. An academic paper has been submitted for publication on Young Carers emotional health
- We contribute to evidence bases and national publications.

One of our priorities is to make the WMF data as widely accessible as possible to inform partner approaches to supporting Emotional Health and Wellbeing.

How to access the data (aggregated results on a Cornwall level)

The results of the WMF are shared on an online tool developed by University of Manchester. To access the tool, go to: <https://uomseed.com/headstart-secondary/> and use the below username and password.

name	User	password
Cornwall	hskernow	8E6wyAW7

Each school that participates in the WMF gets their own data presented on the online tool (separate usernames and passwords). The HeadStart Kernow Team draws the information off the tool to produce hard-copy and PDF versions for use by schools.

The questions on the WMF survey

The WMF data is self-reported by young people. The questions asked are listed further below. Please see the CORC guidance on the WMF for more information: https://www.corc.uk.net/media/1517/blf17_20-second-school-measuresbl-17-03-17b.pdf

Categories	Questions on the WMF
Emotional difficulties (Emotional problems subscale of the Strengths and Difficulties Questionnaire)	I get a lot of headaches, stomach-aches or sickness
	I worry a lot
	I am often unhappy, down-hearted or tearful
	I am nervous in new situations, I easily lose confidence
	I have many fears, I am easily scared
Behavioural difficulties (Behavioural problems subscale of the Strengths and Difficulties Questionnaire)	I get very angry and often lose my temper
	I usually do as I'm told
	I am often accused of lying or cheating
	I take things that are not mine from home, school or elsewhere
Difficulties with peers	I fight a lot, I can make other people do what I want
	I am usually on my own. I generally play alone or keep

(Peer problems subscale of the Strengths and Difficulties Questionnaire)	to myself.
	I have one good friend or more
	Other people my age generally like me
	Other children or young people pick on me or bully me
	I get on better with adults than with people my own age
Attention difficulties (Hyperactivity/inattention subscale of the Strengths and Difficulties Questionnaire)	I am restless, I cannot stay still for long
	I am constantly fidgeting or squirming
	I am easily distracted, I find it difficult to concentrate
	I think before I do things
	I finish the work I'm doing. My attention is good.
Positive wellbeing (Short Warwick Edinburgh Mental Wellbeing Scale)	I've been feeling optimistic about the future
	I've been feeling useful
	I've been feeling relaxed
	I've been dealing with problems well
	I've been thinking clearly
	I've been feeling close to other people
	I've been able to make up my own mind about things
Managing emotions (Self-regulation; Trait Emotional Intelligence Questionnaire – Adolescent short form)	I find it hard to control my feelings
	I change my mind often
	I'm able to deal with stress
	I can control my anger when I want to
	Sometimes, I get involved in things later I wish I could get out of
	I try to control my thoughts and not worry too much about things
Problem solving (Student Resilience Survey)	When I need help, I find someone to talk to
	I know where to go for help when I have a problem
	I try to work out problems by talking about them
Coping with stress (Perceived Stress Scale)	In the last month, how often have you felt that you were unable to control the important things in your life?
	In the last month, how often have you felt confident about your ability to handle your personal problems?
	In the last month, how often have you felt that things were going your way?
	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
Goal setting (Student Resilience Survey)	I have goals and plans for the future
	I think I will be successful when I grow up
Empathy (Student Resilience Survey)	I feel bad when someone gets their feelings hurt
	I try to understand what other people feel
Helping others(Pro-social behaviour subscale of the Strengths and Difficulties Questionnaire)	I try to be nice to other people, I care about their feelings
	I usually share with others (food, games, pens etc.)
	I am helpful if someone is hurt, upset or feeling ill
	I am kind to younger children
	I often volunteer to help others (parents, teachers, children)
Family support (Student Resilience Survey)	At home, there is an adult who is interested in my school work

	At home, there is an adult who believes that I will be a success
	At home, there is an adult who wants me to do my best
	At home, there is an adult who listens to me when I have something to say
Community support (Student Resilience Survey)	Away from school, there is an adult who really cares about me
	Away from school, there is an adult who tells me when I do a good job
	Away from school, there is an adult who believes that I will be a success
	Away from school, there is an adult who I trust
School support (Student Resilience Survey)	At school, there is an adult who really cares about me
	At school, there is an adult who tells me when I do a good job
	At school, there is an adult who listens to me when I have something to say
	At school, there is an adult who believes that I will be a success
Peer support (Student Resilience Survey)	Are there students at your school who would...
	...Choose you on their team at school
	...Tell you you're good at doing things
	...Explain the rules of a game if you didn't understand them
	...Invite you to their home
	...Share things with you
	...Help you if you hurt yourself
	...Miss you if you weren't at school
	...Make you feel better if something is bothering you
	...Pick you for a partner
	...Help you if other students are being mean to you
	...Tell you you're their friend
	...Ask you to join in when you are all alone
	...Tell you secrets
Participation in community (Student Resilience Survey)	Away from school I am a member of a club, sports team, church group, or other group
	Away from school I take lessons in music, art, sports, or have a hobby
	Participation in home and school (Student Resilience Survey)
Participation in home and school (Student Resilience Survey)	I do things at home that make a difference (i.e., make things better)
	I help my family make decisions

The survey also asked if the young person considers themselves to be a Young Carer.

After survey completion, University of Manchester link response through UPN to provide details on:

- School
- Gender
- Year group

Cornwall Council links the responses further with Education and Troubled Families data to identify:

- The relative deprivation of the pupils home postcode (according to the Indices of Multiple Deprivation)
- Pupil Premium, Free School Meal, Child In Care, Service Children (highly sensitive), SEN, Ethnicity, English as an Additional Language, Summer Born.

Prepared by:

Natalie Russell, HeadStart Coordinator, HeadStart Kernow (nrussell@cornwall.gov.uk)

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