

#BeeWell Survey

Delivered by Kailo in Northern Devon

Final survey booklet (for Autumn 2023)



Kailo

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delivered by Kailo
in Northern Devon



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Please note: This booklet is for reference use and information only. It is not intended for the survey to be completed in this booklet format.

History and adaption of the #BeeWell survey

In Greater Manchester, more than 150 young people from 15 Pathfinder schools engaged in a series of workshops to understand what wellbeing means to young people, what influences their wellbeing, and what makes them thrive.

These workshops were combined with inputs from mental health professionals, healthcare representatives, education experts, parents, teachers, and young people, amongst others, to inform the themes covered by the survey, as well as the final items and scales used to capture those themes. When choosing items, consideration was given to psychometrics as well as ease of reading and accessibility, to ensure that the questionnaire was appropriate for secondary school students.

With other sites - like Northern Devon - looking to implement the survey, as a team, #BeeWell staff members undertook an exercise to assess which measures they believed must be consistently used in the #BeeWell survey across different locations - "core" questions.

In addition to the "core" questions from Greater Manchester, the Kailo team are including questions specifically for the survey in Northern Devon.

These topics are based on conversations across North Devon and Torridge with 195 young people and over 100 local actors including: system leaders, practitioners, and people at 45 organisations working with young people and broader communities.

We consulted with young people and school staff in Northern Devon, as well as researchers and public health professionals, amongst others, to choose, adapt and/or develop appropriate questions for the survey.

We'd like to extend our thanks to everyone who supported this process.



Demographic information

Gender identity *

Young people will be asked about their gender, with possible responses of:

- Girl (including trans girl)
- Boy (including trans boy)
- Non-binary
- I describe myself in another way
- Currently unsure
- Prefer not to say

Transgender **

Some young people are transgender. This means that their gender is different to the one they were assigned at birth (e.g., someone who was assigned male at birth but is a girl, or someone who is non-binary and is not a girl or a boy). Do you consider yourself to be transgender?

- Yes
- No
- Prefer not to say
- I describe myself in another way (e.g. gender fluid)
- Not sure

Sexual orientation *

We will also ask: What best describes you?

- Bi/pansexual
- Gay/lesbian
- Heterosexual/straight
- I describe myself in another way
- Currently unsure
- Prefer not to say

Neurodivergence ***

This question is about identifying as neurodivergent. Being neurodivergent can mean being:

- Dyslexic
- Dyspraxic
- Dyscalculic
- Autistic

Or having:

- ADHD or ADD
- A tic disorder such as Tourette's
- A speech, language or communication disorder
- An intellectual disability or learning disability
- Dysgraphia
- Foetal alcohol spectrum disorder

You might describe yourself as neurodivergent if you identify with one or more of the conditions above, or you may be waiting for or have a diagnosis.

Do you identify as neurodivergent?

- Yes
- No
- Unsure

* Developed in consultation with the #BeeWell Peer Reviewers and national LGBTQ+ organisations.

** Developed in consultation with the #BeeProud project young researchers, Dr. Tee McCaldin, and Dr. Ola Demkowicz (University of Manchester).

*** Developed in consultation with a local organisation working with autistic young people and adults, researchers, school staff in Northern Devon, and young peer researchers on Kailo.

Demographic information

Background *

We want to better understand if the background of young people and their parents (specifically, if they were born in or came to the UK) makes a difference to their wellbeing. Using this information, our #BeeWell partners will be better able to support young people from a range of different backgrounds.

Young people will be asked "Who was born outside the UK?" with response options of "yes", "no" or "I don't know" for:

- Birth parent 1
- Birth parent 2
- You

For young people born outside of the UK, they will also be asked: "To the best of your knowledge, how old were you when you arrived in the UK?". They will be able to respond from "under 1 year old", "1 year old", "2 years old" ... through to "15 years old".

Domains of wellbeing

1.1 Your Life

Autonomy **

These responses will be rated 1-5, where 1 is "completely not true" and 5 is "true".

- I feel pressured in my life
- I generally feel free to express my ideas and opinions
- I feel like I am free to decide for myself how to live my life
- In my daily life I often have to do what I am told
- I feel I can pretty much be myself in daily situations
- I have enough choice about how I spend my time

Life satisfaction ***

This response will be rated from 0 to 10, where 0 is "not at all" and 10 is "completely".

- Overall, how satisfied are you with your life nowadays?

Optimism ****

For the first question, responses will be rated from "almost never" to "always".

- I am optimistic about my future

The remaining four questions can be answered on a five-point scale from "not at all like me" to "very much like me".

- In uncertain times, I expect the best
- I think good things are going to happen to me
- I believe that things will work out, no matter how difficult they seem

* Items were inspired by the Citizenship Survey Young Person Module, and developed in consultation with the Questionnaire Advisory Group, Immy Rimington (University College London) and Amy Heather (University of Exeter). Further information can be found [here](#).

** Items from the autonomy subscale of the Basic Psychological Need Satisfaction Scale (Deci & Ryan, 2000). Further information available [here](#). © Center for Self-Determination Theory

*** Item from the Office for National Statistics' personal wellbeing item bank. Further information available [here](#).

**** Items from the optimism subscale of the Engagement, Perseverance, Optimism, Connectedness, Happiness (EPOCH) measure of adolescent wellbeing (Kern, Benson, Steinberg & Steinberg, 2016). Further information available [here](#).

Domains of wellbeing

1.2 Your self

Psychological wellbeing *

Young people will be asked how often (from "none of the time" to "all of the time") they feel:

- Optimistic about the future
- Useful
- Relaxed
- They've been dealing with problems well
- They've been thinking clearly
- They've been feeling close to other people
- They've been able to make up my own mind about things

Self-esteem **

Young people will be asked how much they agree with the following statements (from "strongly agree" to "strongly disagree"):

- On the whole, I am satisfied with myself
- I feel that I have a number of good qualities
- I am able to do things as well as most other people
- I am a person of value
- I feel good about myself

Stress ***

Young people will be asked how often (from "never" to "very often"):

- 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 difficulties were piling up so high that you could not overcome them?

Coping ***

Young people will be asked how often (from "never" to "very often"):

- 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?

Appearance ****

With a response scale from 0 to 10 where 0 means "very unhappy", 5 means "not happy or unhappy", and 10 means "happy", (as well as an option of "prefer not to say"), young people will be asked:

- How happy are you with your appearance (the way that you look)?

This is followed by a question asking to what extent they agree (with options from "strongly agree" to "strongly disagree", plus "prefer not to say"):

- My appearance affects how I feel about myself

* Items from the Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS). Further information available [here](#). © NHS Health Scotland, University of Warwick and University of Edinburgh, 2008, all rights reserved.

** Items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Further information available [here](#).

*** Items from the Perceived Stress Scale (4 item version) (Cohen, Kamarck & Mermelstein, 1983). Further information available [here](#).

**** First item adapted from the Good Childhood Index. Further information available [here](#). Second item adapted from the Scottish Government Health and Wellbeing Census. Further information available [here](#).

Domains of wellbeing

1.3 Your feelings

Negative affect *

Young people will be asked to respond (with options of "never", "sometimes" or "always"):

- I feel lonely
- I feel unhappy
- Nobody likes me
- I cry a lot
- I worry when I am at school
- I worry a lot
- I have problems sleeping
- I wake up in the night
- I am shy
- I feel scared

Loneliness **

We will ask young people to respond in answers ranging from "often or always" to "never":

- How often do you feel lonely?

Supporting your wellbeing ***

Young people will be asked to what extent they agree to the following (from "strongly agree" to "strongly disagree").

When I am are feeling down (e.g. stressed, sad, anxious):

- I have ways to support myself (e.g. to cope, or help myself feel better)
- I know where to look for advice on how to support myself

* Items from the emotional difficulties subscale of the Me and My Feelings questionnaire (Deighton et al, 2013). Further information available [here](#). © Deighton, Patalay, Vostanis, Tymms, Humphrey, Belsky, Wolpert and Fonagy.

** Item from the Office for National Statistics' loneliness item bank. Further information available [here](#).

*** Items developed in consultation with school pupils in Northern Devon and young peer researchers on Kailo.

Drivers of wellbeing

2.1 Your Health and Routines

Sleep *

Young people will be asked to answer "yes" or "no" for:

- Is the amount of sleep you normally get enough for you to feel awake and concentrate on your school work during the day?

Physical activity **

Young people will be asked how often they take part in physical activity (from 0 to 7 days a week) and for how long (answers varying from 30 minutes to 2 hours or more). We are particularly interested in activity that increases heart rate and helps you get out of breath some of the time.

Physical activity can be done in sports, school activities, playing with friends, or walking and cycling to school or other places. We will ask:

- How many days in a usual week are you physically active?
Remember, we are interested in things that make you hot, sweaty and/or breathe faster.
- On the days that you are physically active, think about all the different activities you typically do over the course of the day. How long on average do you spend being physically active?

2.2 Your Free Time

Free time/time use ***

This response will be rated from "almost always" to "almost never".

- How often can you do things that you like in your free time?

Use of social media ****

We'll ask:

- On a normal weekday during term time, how much time a young person spends on social media. For example, sites or apps like TikTok, Instagram, and Snapchat.

This can be answered in hourly increments up to 7 hours +. Unless they report spending 0 hours on social media, subsequent questions are:

- How much of the time noted above do you spend doing things like chatting with others, and posting stories, pictures and videos?
- How much of the time noted above do you spend doing things like browsing feeds, profiles or scrolling through photos and stories?

The answer is a percentage from 0 to 100%, with the survey set such that they have to add up to 100 in total (e.g. if response to first item is 25%, then response to next item will default to 75%).

* Item from the Health Behaviours in School-Aged Children survey. Further information available [here](#).

** Items adapted from the Health Behaviours in School-Aged Children survey, in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools. Further information available [here](#).

*** Item created with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester.

**** First item adapted from Millennium Cohort Study survey. Further information available [here](#). Remaining items developed in consultation with Dr. Margarita Panayiotou (University of Manchester), members of the Questionnaire Advisory Group, and young people in Pathfinder schools.

Drivers of wellbeing

Places to go and things to do*

Young people will be asked:

- How many activities/places are there in your local area, that you choose to or would want to go to in your free time.

Possible responses are "none", "limited", "several" and "lots".

We will then ask: Are there any reasons that prevent you from doing activities or going to places that you want to in your free time? Please select all that apply.

- There's nothing to do
- I'm unable to get there and back
- It's too expensive (to get there or take part)
- Poor weather
- I have no-one to go with
- It's too busy
- I feel uncomfortable/anxious about other people who might be there
- My parents/carers don't allow me to go
- Other

2.3 Your School

School connection **

We'll ask young people, from a scale of "not at all" to "a lot":

- I feel that I belong/belonged at my school

Relationships with staff ***

On a scale from 1 to 5, where 1 is "never" and 5 is "always", we'll ask:

At school, is there an adult who:

- Is interested in my schoolwork
- Believes that I will be a success
- Wants me to do my best
- Listens to me when I have something to say

Talking with adults at school ****

Young people will be asked "Have you ever talked with an adult at your school about feeling down (e.g. stressed, sad, anxious)?", to which they can choose "yes" or "no".

If they answer yes, the follow-up questions are:

- Did you feel listened to? (responses from "not at all" to "fully")
- Did they provide advice that you found helpful? (responses from "not helpful" to "very helpful")

If they answer no, the follow-up questions are:

- How would you feel about speaking with an adult at your school when you are feeling down? (responses from "very uncomfortable" to "very comfortable")

* Items developed in consultation with school pupils and staff in Northern Devon, the Public Health team and young peer researchers on Kailo.

** Item from the Child and Youth Resilience Measure. Further information available [here](#).

*** Items from the school connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).

**** Items developed in consultation with school pupils in Northern Devon and young peer researchers on Kailo.

Drivers of wellbeing

Acceptance by adults at school *

Young people will be asked:

- Do you feel accepted as you are by adults at your school?

Possible responses are "not at all", "slightly", "mostly" or "fully".

2.4 Your Parents/Carers

Relationship with parents/carers **

Using a scale from 1 to 5, where 1 is "never" and 5 is "always", young people will be asked if at home there is an adult who:

- Is interested in my schoolwork
- Believes that I will be a success
- Wants me to do my best
- Listens to me when I have something to say

Talking with parents/carers ***

Young people will be asked "Have you ever talked with one of your parents/carers about feeling down (e.g. stressed, sad, anxious)?", to which they can choose "yes" or "no".

If they answer yes, the follow-up questions are:

- Did you feel listened to? (responses from "not at all" to "fully")
- Did they provide advice that you found helpful? (responses from "not helpful" to "very helpful")

If they answer no, the follow-up questions are:

- How would you feel about speaking with one of your parents/carers when you are feeling down? (responses from "very uncomfortable" to "very comfortable")

Acceptance by parents/carers *

Young people will be asked:

- Do you feel accepted as you are by your parents/carers?

Possible responses are "not at all", "slightly", "mostly" or "fully".

* Developed in consultation with young peer researchers on Kailo.

** Items from the family connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).

*** Items developed in consultation with school pupils in Northern Devon and young peer researchers on Kailo.

Drivers of wellbeing

2.5 Your Environment

Home environment *

Young people will be asked to respond to the following statement using a scale from 0 to 10 where 0 is very unhappy, 5 is not happy or unhappy, and 10 is very happy:

- How happy are you with the home that you live in?

Caring responsibilities **

With responses of "yes" or "no", we'll ask:

- In the last year, have you regularly taken on caring responsibilities for a family member - e.g. due to illness, disability, mental health condition or drug/alcohol dependency

Care experience ***

With responses of "yes", "no" and "unsure", we'll ask:

- Are you or have you ever been in care (living in a foster placement, residential placement, or private/kinship care)?

Local environment ****

With options of "Very safe", "fairly safe", "fairly unsafe", "very unsafe", "don't know", we'll ask:

- How safe do you feel when in your local area?

With options of "strongly agree" to "strongly disagree", we'll ask the following statements:

- People around here support each other with their wellbeing
- You can trust people around here
- I could ask for help or a favour from neighbours
- There are good places to spend your free time (e.g. leisure centres, parks, shops)

Harmful or abusive relationships, interactions and experiences *****

We will ask young people, with answers ranging from "often or always" to "never", how often do people make you feel bad because of:

- Your race, skin colour or where you were born?
- Your gender?
- Your sexual orientation?
- Your disability?
- Your religion/faith?

* Item from the Good Childhood Index (The Children's Society, 2010). Further information available [here](#).

** Item adapted from the Wellbeing Measurement Framework, in consultation with school pupils and staff in Northern Devon, the Public Health team, and young peer researchers on Kailo. Further information on the original item is available [here](#).

*** Item developed in consultation with a researcher from Dartington Service Design Lab and young peer researchers on Kailo.

**** Items adapted from the Health Behaviours in School-Aged Children survey. Further information available [here](#).

***** Items adapted from the Determinants of Adolescent Social Wellbeing and Health Study survey and the Measuring Discrimination Resource (Williams, 2016). Further information available [here](#) (DASH) and [here](#) (MDR).

Drivers of wellbeing

Belonging *

Young people will be asked to what extent they agree with the following statement (with responses from "strongly agree" to "strongly disagree"):

- I feel like I belong in my local area

Acceptance by people in your local area **

Young people will be asked:

- Do you feel accepted as you are by people in your local area?

Possible responses are "not at all", "slightly", "mostly" or "fully".

Relative wealth ***

With possible responses of "richer", "poorer", "about the same" and "don't know", we'll ask:

- Compared to your friends, is your family richer, poorer or about the same?

2.6 Your Future

Work, education and training opportunities ****

This section asks about future work, education and training opportunities. This might include jobs, apprenticeships, college courses or university courses.

We'll ask three questions about the options in their local area.

- How many options are available? (responses of "not many", "quite a few", "a lot" and "unsure")
- How do you feel about the options available? (responses of "not interested", "a little interested", "quite interested", "very interested", and "unsure")
- Do you feel (or think you would feel) supported to explore options that interest you, even if no-one else around you has done them before? (responses of "not at all", "slightly", "mostly", "fully" and "unsure")

Climate change *****

With responses of "never", "rarely", "sometimes" or "often", we'll ask:

- How often do you worry about the impact of climate change on your future?

* Item adapted from the Government Statistical Service (GSS) social capital harmonised standard. Further information available [here](#).

** Developed in consultation with young peer researchers on Kailo.

*** Item from the Millennium Cohort Study. Further information available [here](#).

**** Developed in consultation with school pupils in Northern Devon and young peer researchers on Kailo.

***** Item developed in consultation with members of the Havering Questionnaire Advisory Group and young people in Havering Pathfinder schools.

Drivers of wellbeing

2.7 Your Peers

Friendships and social support *

We will ask young people to respond to the following statements, using the answers "not at all", "a little", "somewhat", "quite a bit" or "a lot":

- I get along with people around me
- People like to spend time with me
- I feel supported by my friends
- My friends care about me when times are hard (for example if I am sick or have done something wrong)

Bullying **

We will ask young people to respond with four possible answers ranging from "not bullied at all" to "a few times every week":

- How often do you get physically bullied at school? By this we mean getting hit, pushed around, threatened, or having belongings stolen.
- How often do you get bullied in other ways at school? By this we mean insults, slurs, name calling, threats, getting left out or excluded by others, or having rumours spread about you on purpose.
- How often do you get cyber-bullied? By this we mean someone sending mean text or online messages about you, creating a website making fun of you, posting pictures that make you look bad online, or sharing them with others.

Talking with other people your age ***

Young people will be asked "Have you ever talked with another person your age about feeling down (e.g. stressed, sad, anxious)?", to which they can choose "yes" or "no".

If they answer yes, the follow-up questions are:

- Did you feel listened to? (responses from "not at all" to "fully")
- Did they provide advice that you found helpful? (responses from "not helpful" to "very helpful")

If they answer no, the follow-up questions are:

- How would you feel about speaking with another person your age when you are feeling down? (responses from "very uncomfortable" to "very comfortable")

Acceptance by other people your age ****

Young people will be asked:

- Do you feel accepted as you are by other people your age?

Possible responses are "not at all", "slightly", "mostly" or "fully".

* Items from the Child and Youth Resilience Measure. Further information available [here](#).

** Items adapted from the Understanding Society Youth Questionnaire and the Health Behaviours in School-Aged Children survey. Further information available [here](#) (USYQ) and [here](#) (HBSC).

*** Items developed in consultation with school pupils in Northern Devon and young peer researchers on Kailo.

**** Developed in consultation with young peer researchers on Kailo.

Acknowledgements

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Thank you to the #BeeWell team for creating and sharing the #BeeWell survey, and allowing adaptation of this document. For further information about #BeeWell in Greater Manchester, visit <https://beewellprogramme.org>.

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