



HEALTHY SCHOOLS LONDON (HSL) MONITORING & EVALUATION RESOURCE

This resource is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to identify effective evidence-based monitoring and evaluation tools, which you can use to measure baseline and impact outcomes to promote primary and secondary age children and young people's health and wellbeing to achieve the HSL Silver and Gold Awards. The monitoring and evaluation tools will be accessible on the HSL website under Resources.

The Monitoring & Evaluation Tool is organised under four health priorities:

- Physical Activity
- Healthy Eating
- Emotional Wellbeing
- Personal, Social, Health and Economic Education (PSHEE)

For each health priority the tool outlines:

- Purpose
- Summary of Tools
- Data collection method e.g. questionnaire, survey or diary
- Tool description
- Conditions of Use
- Example Planned Outcomes
- Key documents, further guidance and reading
- Recommended age of participants e.g.
 - For use with primary age groups
 - For use with primary & secondary age groups
 - For use with secondary age groups

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Physical Activity

Purpose: To measure perceived changes in participation in physical activity

Summary of Tools: Self-report questionnaires, diaries

Key documents, further guidance and reading

- Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory (pages 7-8)
- Association for Physical Education (2015) Health Position Paper. Section 7: Monitoring health, fitness and physical activity in schools. Pg 17
<http://www.afpe.org.uk/advocacy-a-leadership/afpe-policy-statements/health>
- Medical Research Council Diet and physical activity measurement toolkit <http://dapa-toolkit.mrc.ac.uk/index.php>

Data Collection Method	Description	Conditions of Use	Example Planned Outcomes
Children's Leisure Activities Study Survey (CLASS)	Validated self and proxy report with primary school children (ages 5-6 years and 10-12 years). Measures intensity, frequency and duration of physical activity over a typical week. Data on sedentary behaviour also captured.	Acknowledgments should be given to Amanda Telford, Jo Salmon or David Crawford, Centre for Physical Activity & Nutrition Research, Deakin University, Australia. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/physical-activity-assessment/methods/questionnaire/examples-and-links.php	<ul style="list-style-type: none">• % increase in the number of pupils that take part in 3 or more physical activities each week (each activity a minimum of 60 minutes);• % increase in the average number of physical activity clubs (60 minute clubs) pupils take part in each week;• % decrease in the number of pupils that report watching television for 1 hour or more on an average school day;• % decrease in the number of pupils that report playing video or computer games for 1 hour or more on an average school day;• % increase in the average number of minutes pupils spend being physical active in a week;• % increase in the number of pupils that take part in 60 minutes of physically activity every day;

Peas Activity Diary	Physical activity diary / log recording detailed information on physical activity i.e. frequency, duration and intensity across all domains i.e. house, transport, school and leisure over 5 days (3 school days, and 2 weekend days). For use with children aged 10+	The Poddington Peas copyright Paul Needs and Colin Wyatt. Acknowledgments should be given to Dr Sally McLure University of Teeside. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/physical-activity-assessment/methods/diary-or-log/examples-and-links.php	<ul style="list-style-type: none"> • % increase in the average number of minutes pupils spend being physically active in a week; • % increase in the number of pupils that take part in 60minutes of physically activity every day.
Physical Activity Questionnaire for Children (PAQ-C)	<p>A 9 item, 7 day self-report recall questionnaire for 8-14 year olds</p> <p>Measures moderate-vigorous activity levels, providing an estimate of total activity.</p>	Free to use, although must be cited and acknowledged. Full details including the questionnaires and coding can be found in the PAQ-C/PAQ-A manual via: www.dapa-toolkit.mrc.ac.uk/documents/en/PAQ/PAQ_manual.pdf	<ul style="list-style-type: none"> • % increase in the number of pupils that achieve a PAQ-C summary score of 3 or more; • % increase in the number of pupils that report being active 'often' or 'always' in their PE classes; • % increase in the number of pupils that reporting running and playing 'quite a bit' or 'most of the time' in break and lunch; • % increase in the number of pupils that reported doing sports, dance, or games after school '4 or more times' in the last week; • % increase in the number of pupils that reported doing sports, dance, or games on the last weekend '4 or more times'; • % increase in the number of pupils reporting that they did physical things in their free time 3 or more times a week.

Youth Risk Behaviour Surveillance Survey (YRBSS)	<p>5 item, self report recall questionnaire, for 10-21 year olds</p> <p>Measures data on school and leisure time, moderate to vigorous physical activity over the past week or year. Data on sedentary behaviours and frequency of activity also captured.</p>	<p>All information including questionnaires and advice on analysis can be downloaded from: http://www.cdc.gov/HealthyYouth/yrbs/index.htm</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report being active for at least 60 minutes per day; • % decrease in the number of pupils that report watching television for 1 hour or more on an average school day; • % decrease in the number of pupils that report playing video or computer games for 1 hour or more on an average school day.
FELS Physical Activity Questionnaire for Children	<p>8 item, self report questionnaire for 7-19 year olds</p>	<p>Acknowledgments should be given to Margarita Treuth, Ningqi Hou, Deborah Young and L. Michele Maynard if this questionnaire is used or adapted. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/physical-activity-assessment/methods/questionnaire/examples-and-links.php</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report playing sports regularly at school over the last year; • % increase in the number of pupils that report playing sports regularly outside of school over the last year; • % increase in the number of pupils that report sweating 'very often' or 'often' when playing sports or games; • % increase in the number of pupils that report that during leisure time they play sports 'very often' or 'often'; • % decrease in the number of pupils that report that during leisure time they watch television 'very often' or 'often'; • % increase in the number of pupils that report that they walk / cycle to and from school 'very often' or 'often'; • % increase in the number of pupils that increase their total FELS PAQ Score; • % increase in the average FELS PAQ Score for all pupils.

4-Day Activity Diary	Physical activity diary / log recording detailed information on physical activity i.e. frequency and duration across all domains i.e. house, transport, school and leisure over 4 days (3 school days, and 1 weekend day). For use with children aged 10+	Acknowledgments should be given to the Children's Nutrition Centre, University of Queensland, Australia if this questionnaire is used or modified. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/physical-activity-assessment/methods/diary-or-log/examples-and-links.php	<ul style="list-style-type: none"> • % increase in the average number of minutes pupils spend being physical active in a week; • % increase in the number of pupils that take part in 60 minutes of physically activity every day.
Teen Health Survey	2 item, self report recall questionnaire, for 14-17 year olds Measures moderate-to-vigorous physical activity over the last seven days or a 'typical' week.	A sample copy is provided in the supplement to Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory.	<ul style="list-style-type: none"> • % increase in the number of pupils that report being active for at least 60 minutes per day.
Physical Activity Questionnaire for Adolescents (PAQ-A)	A 9 item, 7 day self-report recall questionnaire for 14-20 year olds Measures moderate-vigorous activity levels, providing an estimate of total activity	Free to use, although must be cited and acknowledged . Full details including the questionnaires and coding can be found in the PAQ-C/PAQ-A manual via: www.dapa-toolkit.mrc.ac.uk/documents/en/PAQ/PAQ_manual.pdf	<ul style="list-style-type: none"> • % increase in the number of pupils that achieve a PAQ-A summary score of 3 or more; • % increase in the number of pupils that reported being active 'often' or 'always' in their PE classes; • % increase in the number of pupils that reporting running and playing 'quite a bit' or 'most of the time' in break and lunch; • % increase in the number of pupils that reported doing sports, dance, or games after school 4 or more times in the last week.

Healthy Eating including Oral Health

Purpose: To measure perceived changes in healthy eating habits, oral health

Summary of Tools: Self-report questionnaires, diaries

Key documents, further guidance and reading

- Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory (pages 11-14)
- Medical Research Council Diet and physical activity measurement toolkit <http://dapa-toolkit.mrc.ac.uk/index.php>

Data Collection Method	Description	Conditions of Use	Example Planned Outcomes
Child and Diet Evaluation Tool (CADET)	Tick list record completed by parents /carers and a member of school staff for children aged 3-7 years old. Measures dietary intake of 115 food items over a 24 hour period with a focus on fruit and vegetables. Additional questions about dietary behaviours and attitudes, and socio-economic characteristics are also included. Analysis involves calculating average nutrient intake; specific software is	Free to use if authors are notified and it is cited and acknowledged appropriately. Copies of the surveys can be downloaded from: http://dapa-toolkit.mrc.ac.uk/documents/en/Cad/Cadet_Diary.pdf	<ul style="list-style-type: none">• % increase in the number of parents that report that their child enjoys eating fruit;• % increase in the number of parents that report that their child is willing to eat fruit;• % increase in the number of parents that think that it is good for their child to eat fruit;• % increase in the number of parents that report that their child has easy access to fruit to eat at home;• % increase in the number of parents that report that their child enjoys eating vegetables;

	required for this purpose and is available from the authors. The questionnaire itself is free to use, although training is needed for those administering CADET and to interpret the results.		<ul style="list-style-type: none"> • % increase in the number of parents that report that their child is willing to eat vegetables; • % increase in the number of parents that think that it is good for their child to eat vegetables.
A Day in the Life Questionnaire (DILQ) 7-9 yr olds	<p>17 item self completion questionnaire for 7-9 year olds</p> <p>Measures fruit and vegetable consumption in the previous 24 hours. Also collect information about physical activity, transport to and from school, and television viewing</p>	<p>Need to contact the authors to obtain a copy of the DILQ manual. Contact should be made via the Health Experiences Research Group, University of Oxford Department of Primary Care.</p> <p>A sample copy is provided in the supplement to Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory.</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report having something to eat for breakfast yesterday morning; • % increase in the number of pupils that report having something to drink for breakfast yesterday morning; • % decrease in the number of pupils that report that they eat chocolate, sweets or crisps on the way to school; • % increase in the number of pupils that report walking or cycling to school yesterday morning; • % increase in the

			<p>number of pupils that report eating fruit or vegetables for their morning snack yesterday;</p> <ul style="list-style-type: none"> • % decrease in the number of pupils that report sitting around during their break yesterday.
A Day in the Life Questionnaire (DILQ) 9-11 yr olds	<p>23 item self completion questionnaire for 9-11 year olds</p> <p>Measures fruit and vegetable consumption in the previous 24 hours. Also collect information about physical activity, transport to and from school, and television viewing</p>	<p>Need to contact the authors to obtain a copy of the DILQ manual. Contact should be made via the Health Experiences Research Group, University of Oxford Department of Primary Care.</p> <p>A sample copy is provided in the supplement to Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory.</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report having something to eat for breakfast yesterday morning; • % increase in the number of pupils that report having something to drink for breakfast yesterday morning; • % decrease in the number of pupils that report eating chocolate, sweets or crisps on the way to school; • % increase in the number of pupils that report walking or cycling to school yesterday morning; • % increase in the number of pupils that report eating fruit or

			vegetables for their morning snack yesterday.
Avon Longitudinal Study of Children and Parents (ALSPAC) 3 day diet diary (10 year olds)	3 day diet diary for 10 year olds. Asks a participant to record everything they eat and drink over 2 weekdays and 1 day at the weekend.	Acknowledgments should be given to Avon Longitudinal Study of Parents and Children (ALSPAC), University of Bristol if this questionnaire is used or modified. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/dietary-assessment/methods/estimated-food-diary/examples-and-links.php	<ul style="list-style-type: none"> • % increase in the number of pupils that report having something to eat for breakfast in the mornings; • % increase in the number of pupils that report having something to drink for breakfast in the mornings; • % decrease in the number of pupils that report eating chocolate, sweets or crisps on a daily basis; • % increase in the number of pupils that report eating 5 a day.
Food Assessment in Schools Tool (FAST) 4 day food diary	4-day food diary for 3 to 7 year olds. Completed by member of school staff and parent / carer	Developed by the Human Nutrition Research Centre, Newcastle University. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/dietary-assessment/methods/estimated-food-diary/examples-and-links.php	<ul style="list-style-type: none"> • % increase in the number of pupils that report having something to eat for breakfast in the mornings; • % increase in the number of pupils that report having something to drink for

			<p>breakfast in the mornings;</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report eating a healthy breakfast (<i>note: will need to define healthy</i>); • % decrease in the number of pupils that report eating chocolate, sweets or crisps on a daily basis; • % decrease in the number of pupils that report drinking fizzy drinks on a daily basis; • % increase in the number of pupils that report eating 5 a day.
Child Nutrition Questionnaire (CNQ)	14 item questionnaire for 10-12 year olds Measures consumption of sweetened beverages and snacks, as well as fruits, vegetables and water.	A sample copy is provided in the supplement to Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory.	<ul style="list-style-type: none"> • % decrease in the number of pupils that report drinking soft drinks with added sugar throughout the day; • % increase in the number of pupils that report drinking water throughout the day; • % decrease in the number of pupils that report eating high sugar and fat items throughout the day; • % increase in the number of pupils that

			<p>report drinking water in class;</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report drinking water every day; • % decrease in the number of pupils that report drinking soft drinks with added sugar every day; • % decrease in the number of pupils that report eating chocolate or sweets every day; • % decrease in the number of pupils that report eating crisps every day; • % increase in the number of pupils that report helping their family to buy/choose groceries; • % increase in the number of pupils that report that they help to prepare dinner; • % decrease in the number of pupils that report that they eat dinner in front of the television every day; • % decrease in the number of pupils that report that they eat snacks in front of the
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			<p>television every day;</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report that they like tasting new vegetables that they haven't tried before; • % increase in the number of pupils that report that they eat 5 or more portions of fruit a day; • % increase in the number of pupils that report that they eat 5 or more portions of vegetables a day; • % increase in the average number of fruits and vegetables pupils have tried.
Children's Dietary Questionnaire (CDQ)	<p>28 item food frequency questionnaire designed to be completed by parents / carers of 4-16 year olds</p> <p>Measures different food group scores for fruit and vegetables; fat from dairy products; snacks and sweetened beverages.</p>	<p>A sample copy of the survey is provided in the supplement to Richardson D, Cavill N, Ells L, Roberts K (2011) Supplement: Measuring diet and physical activity in weight management interventions. Oxford: National Obesity Observatory</p>	<ul style="list-style-type: none"> • % increase in the number of parents that report that their child has eaten 5 or more types of fruit over the last 7 days; • % increase in the number of parents that report that their child has eaten 5 or more types of vegetables over the last 7 days; • % increase in the number of parents that report that their child

			<p>has eaten 5 or more portions of fruit in the last 24 hours;</p> <ul style="list-style-type: none"> • % increase in the number of parents that report that their child has eaten 5 or more portions of vegetables in the last 24 hours; • % decrease in the number of pupils that have eaten unhealthy foods (defined by Section C) 7 or more times in the last week.
World Health Organisation Oral Health Questionnaire for Children	14 item questionnaire developed by World Health Organisation to encourage countries to conduct standardized oral health surveys that are comparable internationally.	Acknowledgments should be given to the World Health Organisations. Can be accessed via the WHO website http://www.who.int/oral_health/publications/9789241548649/en/	<ul style="list-style-type: none"> • % decrease in the number of children who report having toothache or feelings of discomfort due to their teeth 'often' or 'occasionally'; • % increase in the number of children who report going to the dentist in the past 12 months for a routine check up; • % increase in the number of children who report that they clean their teeth 2 or more times a day; • % increase in the number of children who

			report using fluoride toothpaste to brush their teeth.
Office for National Statistics Children's Dental Health Survey	The Children's Dental Health Survey aims to establish the state of the dental health of children in the UK. Questionnaire has been carried out with children aged 5, 8, 12 and 15 years of age. There is also a questionnaire for parents / guardians included.	<p>Citation for this survey is: Office for National Statistics. Social Survey Division (2015) Children's Dental Health Survey, 2003. UK Data Service. SN: 7774</p> <p>Can be accessed via: http://doc.ukdataservice.ac.uk/doc/7774/mrdoc/pdf/7774_cdhs_2013_questionnaires.pdf </p>	<ul style="list-style-type: none"> • % decrease in the number of pupils reporting that they have had difficulty relaxing (including sleeping) because of problems with their teeth and mouth ; • % decrease in the number of pupils reporting that they have had difficulty doing their school work because of problems with their teeth and mouth.
Avon Longitudinal Study of Children and Parents (ALSPAC) 3 day diet diary (13 year olds)	3 day diet diary for 13 year olds. Asks a participant to record everything they eat and drink over 2 weekdays and 1 day at the weekend.	<p>Acknowledgments should be given to Avon Longitudinal Study of Parents and Children (ALSPAC), University of Bristol if this questionnaire is used or modified. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/dietary-assessment/methods/estimated-food-diary/examples-and-links.php</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report having something to eat for breakfast in the mornings; • % increase in the number of pupils that report having something to drink for breakfast in the mornings; • % decrease in the number of pupils that report eating chocolate, sweets or crisps on a

			<p>daily basis;</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report eating 5 a day.
ROOTS study 4 day food diary	<p>4-day food diary for pupils at secondary school (11-16 yrs old). Asks a participant to record everything they eat and drink for 2 school days and 2 weekend days.</p>	<p>Acknowledgments should be given to Professor Ian Goodyer University of Cambridge. Can be accessed via the MRC Diet and physical activity measurement toolkit http://dapa-toolkit.mrc.ac.uk/dietary-assessment/methods/estimated-food-diary/examples-and-links.php</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report having something to eat for breakfast in the mornings; • % increase in the number of pupils that report having something to drink for breakfast in the mornings; • % increase in the number of pupils that report eating a healthy breakfast (<i>note: will need to define healthy</i>); • % decrease in the number of pupils that report eating chocolate, sweets or crisps on a daily basis; • % decrease in the number of pupils that report drinking fizzy drinks on a daily basis; • % increase in the number of pupils that report eating 5 a day; • % increase in the number of pupils that report eating breakfast

			<p>on '5 or more' days of the week;</p> <ul style="list-style-type: none"> • % decrease in the number of pupils that report eating their main meal from a restaurant / café / take away / ready meal; • % increase in the number of pupils that report that there is usually fruit available at home.
What about YOUTH?	<p>The <i>What About YOUTH?</i> Survey is a piece of research collecting information on young people's health and lifestyles including their health, diet, bullying, smoking, taking drugs and drinking alcohol. For 15 year olds.</p>	<p>Sample of the survey can be accessed via the Health and Social Care Information Centre (hscic) website http://www.hscic.gov.uk/catalogue/PUB19244</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that reported eating 5 or more pieces of fruit (fresh, frozen, tinned or dried) yesterday; • % increase in the number of pupils that reported eating breakfast the day before every day or most days.

Emotional Wellbeing

Purpose: To measure perceived changes in emotional wellbeing

Summary of Tools: Self-report questionnaires, perception measures

Key documents, further guidance and reading

- Office for National Statistics (2014) Measuring National Well-being: Children's Well-being http://www.ons.gov.uk/ons/dcp171776_355140.pdf
- Public Health England (2015) Measuring Mental Wellbeing in Children and Young People.
- The Children's Society (2013) The Good Childhood Report

Data Collection Method	Description	Conditions of Use	Example Planned Outcomes
Anti Bullying Alliance Surveys	<p>The Anti Bullying Alliance have produced a series of questionnaires to support schools in surveying students and parents about bullying including:</p> <ul style="list-style-type: none"> • A questionnaire for KS2 with accompanying teachers' notes <p>A questionnaire and accompanying notes suitable for use with children with SEN and disabilities</p>	<p>Acknowledgments should be given to the Anti Bullying Alliance.</p> <p>Access to surveys via: http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools/</p>	<p>From KS2 Survey...</p> <ul style="list-style-type: none"> • % decrease in the number of pupils that report that they have been bullied during the last year; • % decrease in the number of pupils that report that they have seen any bullying of other children in their school in the last year; • % increase in the number of pupils that report that their teachers deal with bullying 'quite well' or 'very well'; • % increase in the number of pupils that report that their class teacher helps pupils who are worried or sad about bullying; • % increase in the number of pupils who report that they would tell someone if they were being bullied at school.
The Children's Society 2013	<p>Personal well-being measures. 3 questions used and children (aged 10-15 years old) are asked to give their answers on a scale of 0 to 10 where 0 is 'not at all'</p>	<p>Acknowledgments should be given to The Children's Society (2013) The Good Childhood Report. http://www.childrenssociety.org.uk/sites/default/files/tcs/good_childhood_report_2013_final.pdf</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that increase their score in relation to the question 'How satisfied are you with life nowadays?'; • % increase in the average score pupils report in relation to the question 'How happy did you feel yesterday?';

	<p>and 10 is 'completely'. The questions allow children to make an assessment of their life overall, as well as providing an indication of their day-to-day emotions. The 3 questions are:</p> <ol style="list-style-type: none"> 1. Overall, how satisfied are you with life nowadays? 2. Overall, how happy did you feel yesterday? <p>Overall, to what extent do you think the things you do in your life are worthwhile?</p>		<ul style="list-style-type: none"> • % increase in the number of pupils that reported a score of 5 or above in relation to the question 'To what extent do you think the things you do in life are worthwhile?'.
Strengths and Difficulties Questionnaire (SDQ)	<p>Behavioural screening questionnaire for use with children aged 2 to 17. It consists of questionnaires administered to the child, a parent and a teacher. It measures a child's strengths and difficulties in a number of areas including:</p> <ul style="list-style-type: none"> • Emotional symptoms • Conduct problems 	<p>The Strengths and Difficulties Questionnaires, whether in English or in translation, are copyright documents that are not in the public domain. As such, they may not be modified in any way (e.g. changing the wording of questions, adding questions or administering only subsets of questions). This is to ensure that the SDQ is fully comparable across studies and settings. Similarly, to ensure high quality and consistency, unauthorized translations are not permitted. Paper versions may be downloaded and subsequently photocopied without charge by individuals or non-profit organizations provided they are not making any charge to families. Users are not permitted to create or distribute electronic versions for any purpose without prior authorization from <i>youthinmind</i>. If you are interested in making translations or creating electronic versions you MUST first contact</p>	<ul style="list-style-type: none"> • % increase in the number of pupils reporting high or very high total difficulties scores; • % increase in the number of pupils that reduce their SDQ total difficulties score.

	<ul style="list-style-type: none"> • Hyperactivity or inattention • Peer relationship problems • Pro-social behaviour <p>The first four of these areas can be combined together to provide a 'total difficulties' score, which can then be used as a predictor of mental ill health. The standard SDQ can be used with children aged 4 to 17.</p>	youthinmind@gmail.com Access to the questionnaire via: http://www.sdqinfo.com	
Huebner's Student Life Satisfaction Scale	<p>Developed in the USA and designed to provide a multidimensional profile of children's life satisfaction judgements. The scale is comprised of seven statements, which are designed to be easily read by younger children. These statements are asked in relation to the 'past several weeks' and respondents are asked to agree or disagree with each statement on a six point scale from 'strongly disagree' to 'strongly agree'.</p> <p>The scale has been</p>	<p>Not copyrighted and free to use without permission by interested researchers.</p> <p>Example of scale and key references found at: www.midss.org/content/students-life-satisfaction-scale</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report that their life is going well; • % increase in the number of pupils that report that their life is just right; • % decrease in the number of pupils that report that they would like to change many things in their life; • % decrease in the number of pupils that report that they wish they had a different kind of life; • % increase in the number of pupils that report that they have a good life; • % increase in the number of pupils that report that they have "what I want in life"; • % increase in the number of pupils that report that their life is better than most kids.

	<p>validated for use in school settings for children aged 7 to 8.</p> <p>The Children's Society also report the scale to be a reliable and stable measure of overall wellbeing suitable for general use with children and young people aged 8 to 15 years.</p>		
<p>Huebner's Brief Multidimensional Life Satisfaction Scale (BMSLSS)</p>	<p>Multi dimensional 6 item measure of satisfaction with different aspects of life (family, school, friendships, own self, living environment) plus overall life satisfaction. Responses scored on a seven point scale where 1 = 'terrible' to 7 = 'delighted'.</p> <p>The scale is reported to be a reliable and stable measure of overall wellbeing suitable for general use with children and young people aged 8 to 15 years.</p>	<p>Not copyrighted and free to use without permission.</p> <p>Example of scale and key references found at: https://ww2.cas.sc.edu/psyc/sites/default/files/directory_files/BMSLSSitems.pdf</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that would describe satisfaction with their family life as 'mostly satisfied, pleased or delighted'; • % increase in the number of pupils that would describe satisfaction with their friendships as 'mostly satisfied, pleased or delighted'; • % increase in the number of pupils that would describe satisfaction with their school experience as 'mostly satisfied, pleased or delighted'; • % increase in the number of pupils that would describe satisfaction with themselves as 'mostly satisfied, pleased or delighted'; • % increase in the number of pupils that would describe satisfaction with where they live as 'mostly satisfied, pleased or delighted'; • % increase in the number of pupils that would describe satisfaction with their overall life as 'mostly satisfied, pleased or delighted'.

Anti Bullying Alliance Surveys	<p>The Anti Bullying Alliance have produced a series of questionnaires to support schools in surveying students and parents about bullying including:</p> <ul style="list-style-type: none"> • A questionnaire for KS3 and KS4 with accompanying teachers' notes • A questionnaire for parents and carers <p>A questionnaire and accompanying notes suitable for use with children with SEN and disabilities</p>	<p>Acknowledgments should be given to the Anti Bullying Alliance.</p> <p>Access to surveys via: http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools/</p>	<p>From KS3 Survey...</p> <ul style="list-style-type: none"> • % decrease in the number of pupils that report that they have been bullied during the last year; • % decrease in the number of pupils that report that they have seen any bullying of other children in their school in the last year; • % increase in the number of pupils that report that their teachers deal with bullying 'quite well' or 'very well'; • % increase in the number of pupils that report that their class teacher helps pupils who are worried or sad about bullying; • % increase in the number of pupils who report that they would tell someone if they were being bullied at school.
The Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)	<p>Participants are given 14 statements, which relate to the preceding two-week period. They are asked to respond to each statement using one of five categories ranging from 'none of the time' to 'all of the time. Each of these is scored and is summed to provide a single score ranging from 14 to 70. WEMWBS has been validated for use with children aged 13 and over. WEMWBS is also included in 'What about YOUth?' survey.</p>	<p>Use guides found at:</p> <p>www2.warwick.ac.uk/fac/med/research/platform/wemwbs/</p> <p>Copyright rests with University of Warwick and NHS Health Scotland. Free to use but users are asked to register their use by completing a form at:</p> <p>www2.warwick.ac.uk/fac/med/research/platform/wemwbs/researchers/register/</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report feeling optimistic about the future 'some' or 'all of the time'; • % increase in the number of pupils that report feeling useful 'some' or 'all of the time'; • % increase in the number of pupils that report feeling relaxed 'some' or 'all of the time'; • % increase in the number of pupils that report feeling interested in other people 'some' or 'all of the time'; • % increase in the number of pupils that have energy to spare 'some' or 'all of the time'; • % increase in the number of pupils that report dealing with problems well 'some'

			<p>or 'all of the time';</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report thinking clearly 'some' or 'all of the time'; • % increase in the number of pupils that report feeling good about themselves 'some' or 'all of the time'; • % increase in the number of pupils that report feeling close to other people 'some' or 'all of the time'; • % increase in the number of pupils that report feeling confident 'some' or 'all of the time'; • % increase in the number of pupils that report being able to make up their own mind about things 'some' or 'all of the time'; • % increase in the number of pupils that report feeling loved 'some' or 'all of the time'; • % increase in the number of pupils that report being interested in new things 'some' or 'all of the time'; • % increase in the number of pupils that report feeling cheerful 'some' or 'all of the time'; • % increase in the number of pupils that increase their score on the Warwick Edinburgh Mental Wellbeing Scale; • % increase in the average pupil score on the Warwick Edinburgh Mental Wellbeing Scale.
The Short Warwick Edinburgh Mental Wellbeing Scale	A shortened, seven item version of the survey above.	Use guides found at: www2.warwick.ac.uk/fac/med/research/platform/wemwbs/	<ul style="list-style-type: none"> • % increase in the number of pupils that report feeling optimistic about the future 'some' or 'all of the time';

(SWEMWBS)	For use with children aged 13 and over.	<p>Copyright rests with University of Warwick and NHS Health Scotland. Free to use but users are asked to register their use by completing a form at:</p> <p>www2.warwick.ac.uk/fac/med/research/platform/wemwbs/researchers/register/</p>	<ul style="list-style-type: none"> • % increase in the number of pupils that report feeling useful 'some' or 'all of the time'; • % increase in the number of pupils that report feeling relaxed 'some' or 'all of the time'; • % increase in the number of pupils that report dealing with problems well 'some' or 'all of the time'; • % increase in the number of pupils that report thinking clearly 'some' or 'all of the time'; • % increase in the number of pupils that report feeling close to other people 'some' or 'all of the time'; • % increase in the number of pupils that report being able to make up their own mind about things 'some' or 'all of the time'; • % increase in the number of pupils that increase their score on the Short Warwick Edinburgh Mental Wellbeing Scale; • % increase in the average pupil score on the Short Warwick Edinburgh Mental Wellbeing Scale.
Rosenberg Self-Esteem Scale	A ten item Likert scale with items answered on a four point scale. The original scale was developed with high school students in the US.	Free to use. Can be accessed via: http://socy.umd.edu/quick-links/using-rosenberg-self-esteem-scale	<ul style="list-style-type: none"> • % increase in the number of pupils that feel that they are a person of worth on an equal plane with others; • % increase in the number of pupils that feel they have good qualities; • % increase in the number of pupils that feel they are able to do things as well as most other people.

PSHE

Purpose: To measure changes in views

Summary of Tools: Self-report questionnaires, surveys

Data Collection Method	Description	Conditions of Use	Example Planned Outcomes
Understanding Society Survey	<p>Understanding Society data is a world leading study about 21st century UK life and how it is changing. It captures important information about people's social and economic circumstances, attitudes, behaviours and health. The study is longitudinal in its design and the study team will interview the same people in the same households each year. The questionnaires cover a wide variety of themes such as family, education, finance, employment, health and wellbeing. Some questions are only asked of people of a certain age-range – there is a special Youth Questionnaire for people aged 10-15 years of age. The surveys can be accessed and some of the sections within the survey may help to provide data on PSHE topics e.g. screen time, social media, Family</p>	<p>Acknowledgments should be given to: University of Essex. Institute for Social and Economic Research and NatCen Social Research, Understanding Society: Waves 1-5, 2009-2014 [computer file]. 7th Edition. Colchester, Essex: UK Data Archive [distributor], November 2015. SN: 6614.</p> <p>Access to the Surveys via: https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires</p>	<p>From the Wave 1 Questionnaire</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report that they have eaten an evening meal together with the rest of their family 3 or more times that week; • % increase in the number of pupils that feel supported by their family; • % decrease in the number of pupils that report eating fast food such as McDonalds, Burger King, KFC or other take away once a week or more; • % decrease in the number of pupils reporting that they use the computer or a games console at home for games on a school day for 1 or more hours each day; • % increase in the number of close friends (friends they could talk to if they were in some kind of trouble) pupils report having; • % increase in the number of pupils that report that they think it is 'important' or 'very important' to do well in their GCSE exams; • % decrease in the number of pupils that report that other pupils misbehave or cause trouble in more than half of their classes ; • % decrease in the number of pupils that report that they misbehave in more than half of their classes;

	life and relationships, Values and feelings, School Life, Health and Nutrition, Tobacco and Alcohol Use		<ul style="list-style-type: none"> • % decrease in the number of pupils that report that they have smoked more than one cigarette each week; • % decrease in the number of pupils that say that they drink regularly (at least once a week); • % decrease in the number of pupils that report that they get very angry and often lose their temper.
PSHE Association PSHE Pupils and Teacher Questionnaires	Two questionnaires designed by the PSHE Association to give an insight into both pupils' and colleagues' perceptions of PSHE within secondary school (11-16 years), its strengths, areas for improvement, time allocated, model of delivery, content, teachers' training needs etc. They can be adapted, are both in pdf and word format.	Acknowledgments should be given to PSHE Association. Only accessible to members of the PSHE Association. Accessed via: https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceID=512&Keyword=survey&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0#	<p>From Pupil Questionnaire...</p> <ul style="list-style-type: none"> • % increase in the number of pupils that enjoy PSHE education; • % increase in the number of pupils that report that they learn a lot in PSHE education; • % increase in the number of pupils that think that the content of their PSHE education is right for their age; • % increase in the number of pupils that think that PSHE education is an important part of the school curriculum; • % increase in the number of pupils that report that most teachers think that PSHE education is an important part of the school curriculum; • % increase in the number of pupils that report that they know how well they are doing in PSHE education and what they need to improve on; • % increase in the number of pupils that report that what they have learnt in PSHE education could make a real difference to their life. <p>From Teacher Questionnaire...</p>

			<ul style="list-style-type: none"> • % increase in the number of teachers that report that PSHE education has a high profile in the school; • % increase in the number of teachers that report that PSHE education is given adequate time on the timetable; • % increase in the number of teachers that report feeling confident to deliver all aspects of the PSHE education programme; • % increase in the number of teachers that report that they have received adequate training and support for teaching PSHE education.
Mentor Teacher and Pupil Surveys	Within Mentor's (2012) 'Reviewing your drug and alcohol policy: a toolkit for schools' there are example questionnaires for staff and pupils on drug, alcohol and tobacco education within secondary school (11-16 years).	<p>Acknowledgments should be given to Mentor (2012) 'Reviewing your drug and alcohol policy: a toolkit for schools'.</p> <p>Access via: http://mentor-adepis.org/reviewing-your-drug-and-alcohol-policy-a-toolkit-for-schools/</p>	<p>From the Pupil Questionnaire...</p> <ul style="list-style-type: none"> • % increase in the number of pupils that report that the amount of drug, alcohol and tobacco education they receive is 'just right'; • % increase in the number of pupils that think that the information or skills learnt in drug education have been useful or will be useful in the future; • % increase in the number of pupils that are able to state where they would go for help if they were worried about someone they knew; • % increase in the number of pupils that report that their school has clear rules about alcohol, smoking or other drugs. <p>From the Teacher Questionnaire...</p> <ul style="list-style-type: none"> • % increase in the number of teachers that think that drug education in schools is very important;

			<ul style="list-style-type: none"> • % increase in the number of teachers that report that if a pupil came to them with a drug related question, they would be able to answer it; • % increase in the number of teachers that report that if a pupil came to them with a problem related to alcohol or drugs that they would be confident in knowing who to refer to if they could not deal with it themselves; • % increase in the number of teachers who report knowing the procedure if a parent was under the influence of drugs or alcohol on school premises.
<i>What about YOUTh?</i>	<p>The <i>What About YOUTh?</i> Survey is a piece of research collecting information on young people's health and lifestyles including their health, diet, bullying, smoking, taking drugs and drinking alcohol. For 15 year olds.</p>	<p>Sample of the survey can be accessed via the Health and Social Care Information Centre (hscic) website http://www.hscic.gov.uk/catalogue/PUB19244</p>	<ul style="list-style-type: none"> • % increase in the number of pupils who report that they have never smoked; • % increase in the number of pupils who report that they have never tried other tobacco products; • % decrease in the number of pupils that report using or taking Cannabis in the last year; • % decrease in the number of pupils reporting risky behaviours (includes all participants who answered all questions on risky behaviours).