SHINE Online Pupil Mental Health Survey Brochure

Contents

An introduction to the SHINE Online Pupil Mental Health Survey

The SHINE online pupil mental health survey was developed in 2019 in response to SHINE schools who identified mental health as their top health priority. Teachers expressed their interest in using an evidence-based, whole school approach to improving pupil mental health and wellbeing.

Mental wellbeing, one of the Scottish Government's public health priorities is defined as:

"…both feeling good and functioning effectively, maintaining positive relationships and living a life that has a sense of purpose. It is shaped by our life circumstances, our relationships and our ability to control or adapt to the adverse circumstances we face."

Mental health is therefore more than the absence of mental illness but also feeling good and living well.

This survey for pupils from P6 to S6 asks young people about different aspects of their mental health: (i) subjective wellbeing (ii) mental health problems and (iii) positive mental health. The survey also includes other key topics that we know are associated with good overall health and wellbeing, such as sleep and school engagement.

There is evidence that all these different aspects of mental health and wellbeing contribute to how young people manage, feel and function in everyday life. The survey is about helping schools to understand how their pupils feel and developing and promoting good mental health.

"… one of the best sources of baseline assessment that we have. The terminology and explanations in the preamble are easy to read and digest. I now have a clear list of areas for development to work through with staff and I am beginning to have a robust picture of our evolving health needs."
J Bell, Depute Headteacher, West Lothian

Who can use the SHINE Online Pupil Mental Health survey?

The SHINE online pupil mental health survey is a resource for schools who have registered with the SHINE network. Membership of the network is free to schools – the registration form requires permission from the Headteacher and the contact details of a designated SHINE Lead in the school.
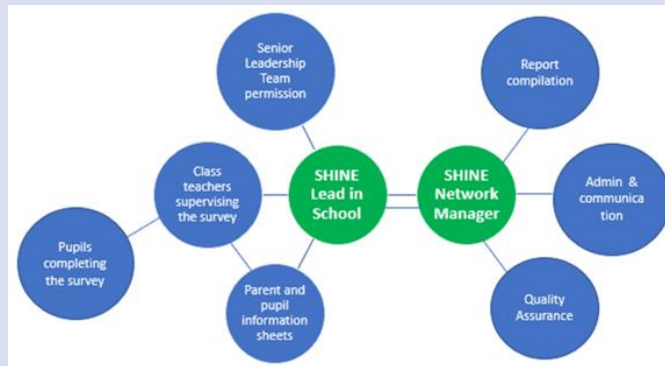
Good communication with all stakeholders across the learning community is key to embedding a successful whole-school approach to improving pupil mental health and wellbeing

The research measures used in the survey are validated for use with pupils from **P6 to S6** and can be used to collect data annually as a tracking and monitoring tool.

There are 3 versions of the survey to ensure that they are age appropriate:
- Primary version for P6 and P7
- Secondary version for S1 to S6 with 2 optional self-harm questions for young people aged 14+
- Secondary version for S1 to S6 without the optional self-harm questions – schools decide which version they would like to use

The survey is designed to fit into the **PSE curriculum** for delivery as a classroom activity supervised by a teacher. This ensures that the **pastoral support** script and video can be shared with pupils, empowering them to opt in or out as appropriate.

A shareable resource - supporting a whole-school approach to mental health and wellbeing

The data reports returned to schools are provided in a suitable format to be shared, as appropriate, across the **whole-school community,** as the data are aggregated, split only by year group and gender (if stated) so that no individuals can be identified.

SHINE data reports provide supporting text with relevant up-to-date research findings, advice on how to interpret the report, challenge questions and a directory of not-for-profit organisations which offer resources or training for schools. The reports can be used by schools, learning communities and Local Authorities to:

- identify the main mental health and wellbeing issues affecting pupils and the whole school community
- focus on local needs and local context
- identify hidden or emerging issues, or groups at particular risk
- facilitate the prioritising & targeting of resources
- shape the school improvement plan
- promote pupil voice and shared decision-making
- support evidence-based action planning
- design relevant health programmes and interventions
- engage parents with pupil health concerns
- support CfE self-evaluation
- enrich the curriculum with up-to-date health-related research findings, for example in maths, science or PSE lessons.
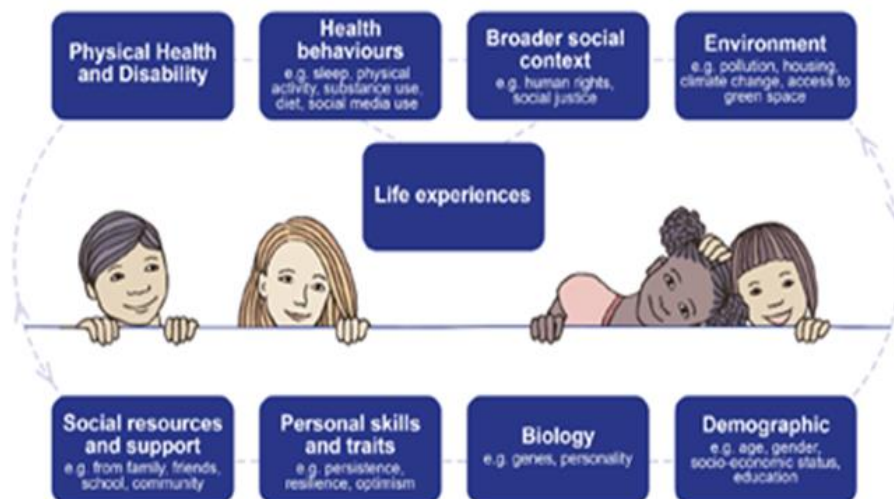
Use the evidence to start conversations across the school community with all stakeholders about the factors which impact on pupil mental health and wellbeing.

Interpreting the data in your school using the Challenge Questions

The SHINE data report includes a section of Challenge Questions to support the interpretation of the report according to 4 main areas of consideration:

- **how to approach the data**
- **consider the school and societal context in which the data was collected**
- **reflecting on the data**
- **working together to understand the data**

Understanding the data

Each report has a section to support your understanding of the data figures

Figure 2.1: % of pupils who report excellent health

As well as the bar chart figures, tables of data are provided to show you the level of pupil participation and therefore how representative your report is of the pupil population.

Contents of school, cluster primary and Local Authority data reports

Introduction

Mental Health and Wellbeing
Subjective Wellbeing
Mental Health Problems
Positive Mental Health
This section contains background information and the latest research evidence on different aspects of mental health, and its impacts on adolescents.

Measuring Mental Health in the SHINE
This section introduces the scales used in the survey, explaining what they measure and how to interpret the scores.

Factors influencing adolescent mental health
Sleep and adolescent mental health
School and adolescent mental health
This section contains a diagram showing the different factors that influence mental health. It also looks at how sleep and school impact adolescent mental health.

Understanding the data in this report
This section shows how the school data is presented along with an example figure.

School survey results
School Survey Response Rate
General Health
Good Childhood Index
WHO 5 Wellbeing Index
Strength and Difficulties Questionnaire
Adolescent Sleep Wake Scale
School
Loneliness
Social Emotional Health Survey Secondary

This section presents the school level results by year group and gender, if numbers allow. Where available, we provide a national benchmark from the 2018 Scotland Health Behaviour in School-Aged Children Survey (HBSC)

Challenge Questions
This set of questions serve to guide school staff on interpreting the school results in their own context. It provides questions to consider when approaching the data, reflecting on the data and working as a school community to consider and act on the data.

Who can help?
This is a list of resources and organisations that schools can consult for further information, training and help.

Secondary School Questions
Survey questions and response options

References

Selected survey results from an example SHINE data report

4. WHO-5 Wellbeing Scale

The WHO–5 Wellbeing Index is a five-item scale which provides a measure of emotional functioning. Answers are summed to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood (Figure 4.1).

Figure 4.2. shows the proportion of those that score 28 or less and are classified as 'at risk of depression'. Note that those at risk of depression are also included in the Figure 4.1, showing low mood.

Both figures also include results from the HBSC Scotland national average. For more information on this scale, see page 6.
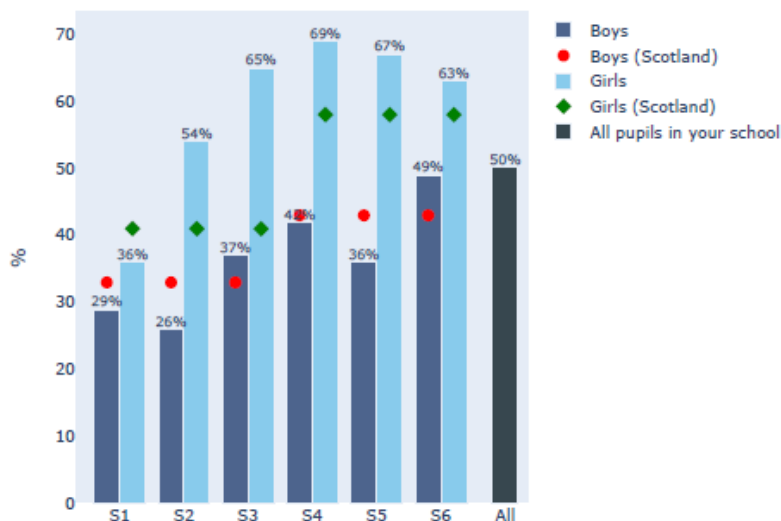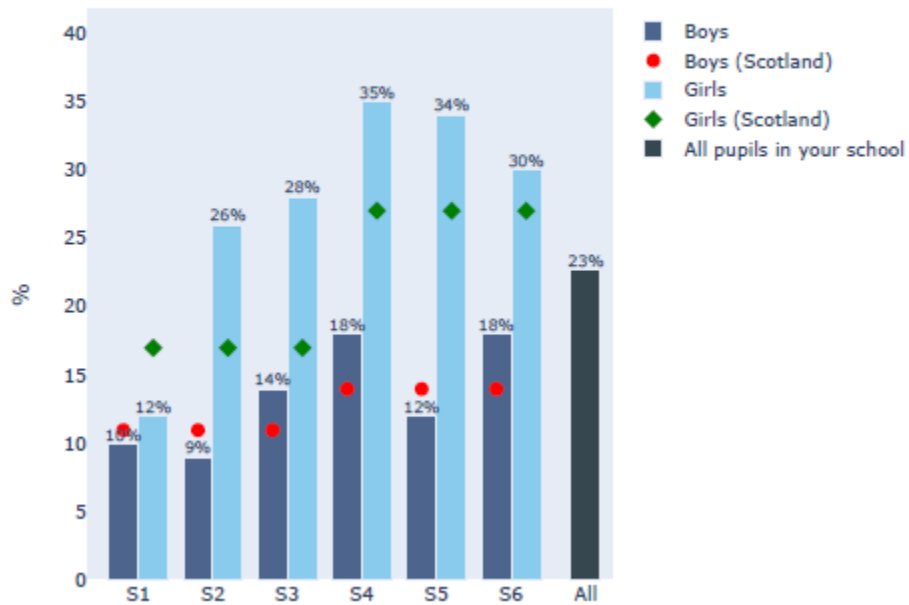
**Figure 4.1: % of pupils with low mood**

Figure 4.2: % of pupils at 'risk of depression'

6. Sleep

Pupils were asked to complete the adolescent sleep wake scale that measures sleep quality. The answers to the ten questions are scored, with the maximum total score is 60 and the minimum score is 6. Higher scores indicate better sleep quality. The results are shown in comparison to the Scottish national average as measured in HBSC Scotland 2018.

Figure 6.1: Pupils' average sleep quality score
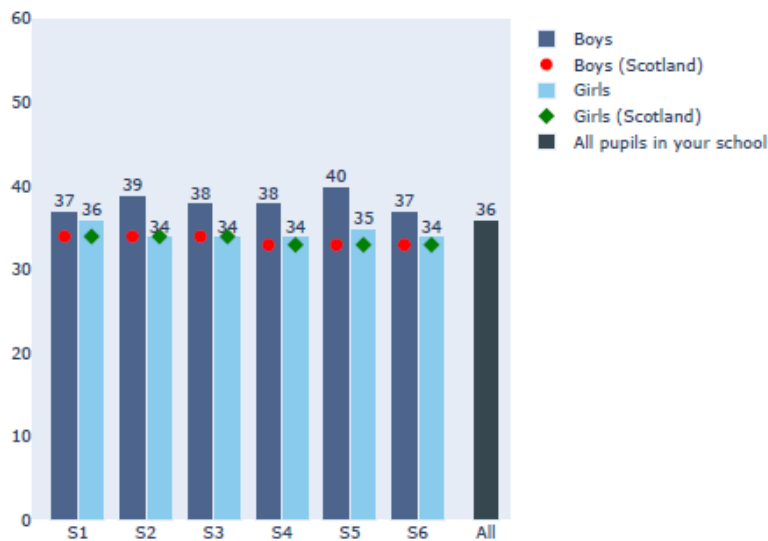
If a primary school has low numbers, but meets the minimum number requirement of 14 responses, they can still receive an "all pupil" report, without the gender and year group data splits. When working at Local Authority-wide level, the larger response numbers created by reporting at primary school cluster-level provide primary schools with local, up-to-date data to support the transitioning programme to secondary school.

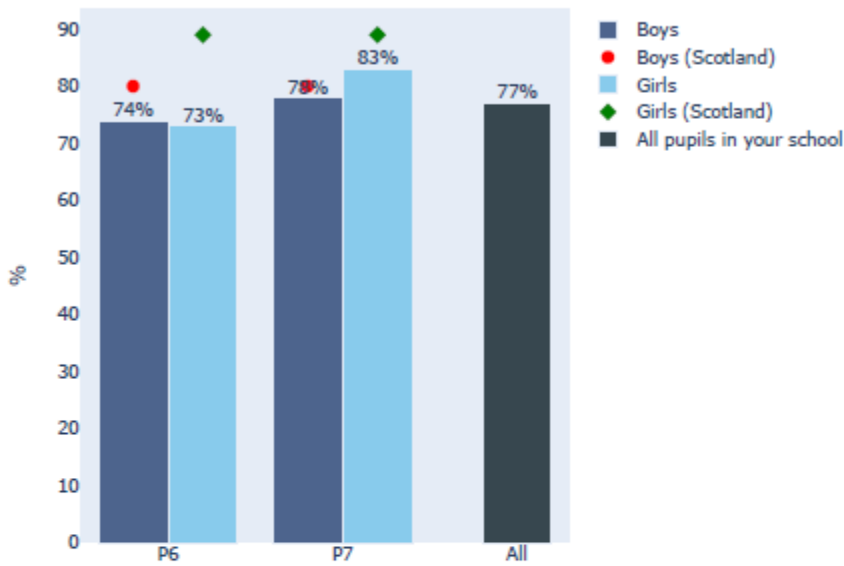Figure 6.1: % of pupils who like school (a lot or a bit)

Table 6.1: How much pupils like school

|	P6 %		P7 %		All %
	Boys	Girls	Boys	Girls	
A lot	35	44	31	27	32
A bit	39	29	47	56	45
Not very much	17	18	16	14	16
Not at all	9	9	6	3	6

5. Strengths and Difficulties Questionnaire

The Strength and Difficulties Questionnaire (SDQ) measures mental health difficulties in different areas: emotional symptoms, conduct , hyperactivity and peer relationships. In each area, the answers to questions are scored and pupils classified into groups, according to pre-determined cut-offs: as expected, borderline and difficulties. These fours areas are then summed to create a total score on the SDQ (Figure 5.3) The SDQ also measures pro-social behaviour (Figure 5.2). For more information on the SDQ, see page 7.

Figure 5.1: SDQ scores
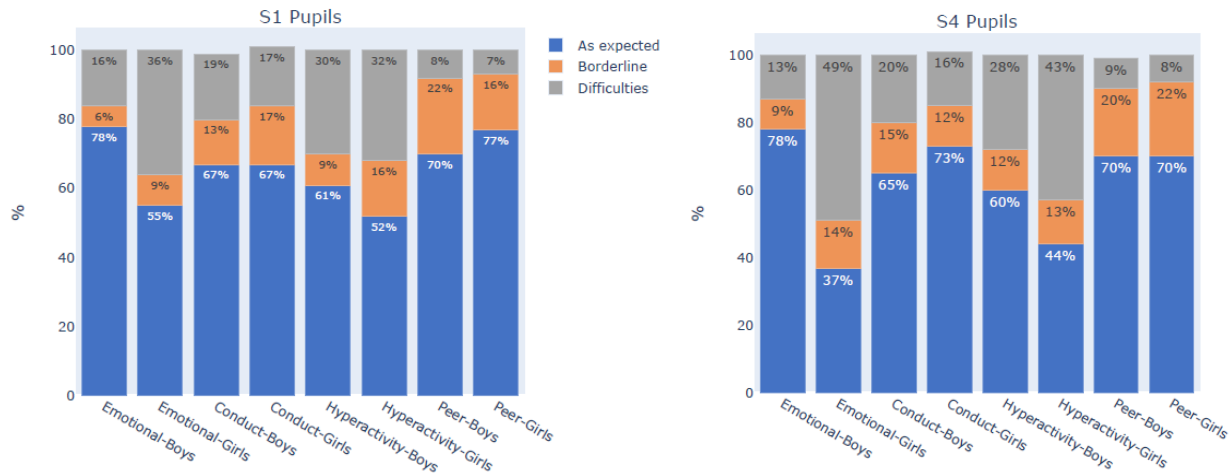
Depending on the numbers of responses provided, data figures may show year groups individually as above and/or in comparison with each other as below:

**Figure 5.3: Pupils' overall strength and difficulties score**
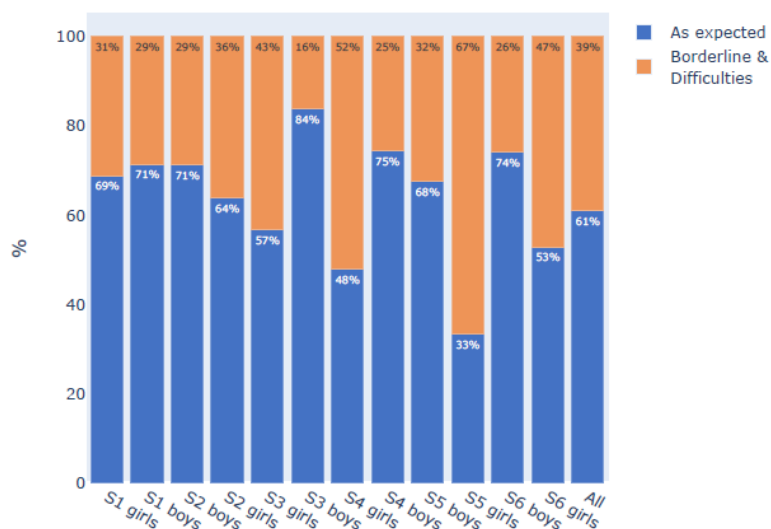
In the Primary level questionnaire, the SDQ questions are replaced by the age appropriate "Me and My Feelings" measure, focusing on emotional and behavioural difficulties:

5. Me and My Feelings

Pupils were asked to complete the Me and My Feelings questionnaire which measures emotional and behavioural difficulties. The answers to the sixteen questions are summed to produce scores and pupils classified into groups according to pre-determined cut-offs: 'as expected' or 'elevated'. Those in the elevated groups may experience difficulties in this area. For more information on this scale, see page 6.

Figure 5.1: Pupils' emotional scores
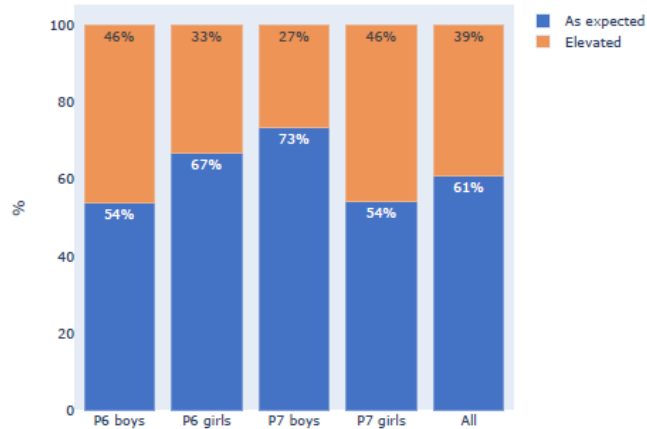
An example Local Authority SHINE model

SHINE initially set out to work with individual schools to support the use of an evidence-based, whole-school approach to mental health and wellbeing in the school setting. In response to increased interest from Local Authorities to work with SHINE across the whole Local Authority, SHINE is currently collaborating with a Local Authority to establish a SHINE Local Authority model. The agreed trial model includes:

- A comprehensive communications plan via the University's SHINE network manager with the SHINE leads in each member school to coordinate the administration of the mental health survey local authority wide;
- All documentation and support materials provided for schools and the local authority in an accessible, secure and timely manner.
- Regular consultation meetings between key stakeholders in the local authority and the University's SHINE team.
- Registration, monitoring and support for all schools collecting data using the mental health survey in order to provide an overview report for the local authority on participation levels, challenges encountered and targets achieved on completion of the data collection.
- Data reports returned at school-level, cluster primary level and Local-Authority-wide at primary and secondary level within the agreed timeframe which can be shared with a variety of stakeholders.
- Support with the interpretation of the data reports through meetings, presentations and reports

How to find out more about the Local Authority model

Given the diversity of Local Authority approaches to health and wellbeing data collection and use across Scotland, we recommend that you book a meeting with the SHINE team to find out more about what is possible. Discussions will include:

- The scale and scope of the data you would like to collect in the Local Authority
- How the data will be used to support the Local Authority agenda in order to identify any additional requirements
- A suitable timeframe for completion of the work
- Support available for Local Authority and school staff to ensure a seamless communication and administration plan
- Pertinent contacts and case studies for reference across the education sector to share good practice
- Support for the interpretation and subsequent implementation of the data in schools and at Local Authority level

To arrange a meeting, please contact the SHINE Network Manager, Dawn Haughton, at

Dawn.Haughton@glasgow.ac.uk