

SHINE: Pupil mental health and wellbeing survey

Frequently asked questions

What is the aim of the SHINE mental health pupil survey?

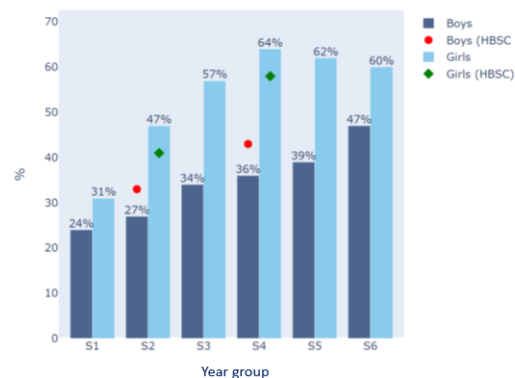
The aim of the survey is to provide schools with high-quality and accessible data on the mental health and wellbeing of their pupils. This is to support school activities in health and wellbeing improvement work.

What do SHINE schools get if they take part in the survey?

All schools in the SHINE network, who choose to take part in the online survey, receive a school-level data report (subject to having at least 14 responses per school). The data from the survey can be used to support schools in addressing the health and wellbeing needs of pupils in their school when planning for improvement.

All data are returned in an anonymised format at aggregate level (ie grouped by age and/or gender). and are designed to be shared with key stakeholders in order to improve understanding in the school community of pupil wellbeing according to age and gender groups. No individual pupils will be identified. An example of a secondary school data graph split by year group and gender is below:

Low mood: WHO Wellbeing 5 Index



How do schools get the login code for the survey?

When schools register with SHINE, they are issued with a unique log-in code for the school which pupils use when completing the survey. There is a test id for teachers to test the survey also. This unique log-in code can be accessed by the school in a folder in their SHINE secure digital folder. The link and password to the secure folder are issued in two separate e-mails sent to the school's designated SHINE lead when membership is confirmed by the Network Manager.

How can the HWB data reports be used to support pupil wellbeing?

There are a variety of ways in which the SHINE HWB data reports can be used by schools to support improvements in wellbeing. The data reports are not designed to be diagnostic but to provide a snapshot of pupil wellbeing according to age and gender which can be monitored annually. The data can provide a focus for discussion about HWB in a variety of settings, with the aim of leading to targeted strategies for improvement.

Schools can use the reports to:

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

Are young people asked for their Scottish Candidate Number and postcode in the survey?

No, the Scottish Candidate and full postcode are not asked for in the current version of the survey. However, the research team has been granted ethical approval to collect the SCN and postcode but the decision was taken not to include this at the moment. If in the future this changes to include the SCN and postcode, this will be clearly notified to pupils, parents

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and staff in the information sheets. The inclusion of these two additional pieces of information would not change the way the data are reported at school-level, that would still be split by age and gender only and no individuals would be identified. The purpose in making this change would be to facilitate data linkage with administrative educational datasets in future years, to look at children and adolescent mental health trends in terms of equity to support the Scottish Attainment Challenge.

What have other schools done with their SHINE data reports?

You can find some school case study videos here

<https://shine.sphsu.gla.ac.uk/2020/09/29/shine-virtual-conference-2020-recordings/>

Who should take part?

We recommend as many pupils as possible take part, according to the age guidelines, P6 and P7 for the Primary version and S1 to S6 for the secondary version. The measures in the Primary questionnaire are not validated for children below the age of P6. We suggest that whole classes are invited to participate, rather than part of a class. This is so that the results are as representative as possible of your school.

Are there any minimum number requirements for participation?

In order to be able to protect pupil anonymity when receiving a school-level data report there are minimum number requirements in place. To receive a school-level report overview, the minimum number of responses per school is 14. To receive a school-level report split by age and gender, the minimum number is 50 responses (approximately, 25 girls and 25 boys) in a year group.

What if my school is small and can't meet the minimum number requirements for participation?

For small primary schools with low numbers in both P6 and P7 (whose combined total is below 14), we recommend that data from all the primary schools in the primary cluster group are combined to provide local and up-to-date data which can be shared with the school communities and key stakeholders. Cluster reports can provide useful insights for the relevant secondary school in the cluster to support the transitioning programme.

What about local authority level data?

For Local Authorities wishing to collect data across the LA to provide an LA report for strategic planning, please contact the SHINE Network Manager in advance to discuss this.

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Are pupils able to complete the survey at home?

We ask that all pupils complete the survey **at school as part of a PSE or health and wellbeing lesson**. We have found that completing within the school setting is best for pupil engagement and being able to support pupils.

The survey should not be issued as homework. The exception to this is pupils in S5 and S6 who may complete the survey at home. You will still need to follow the same consent procedures for these pupils and allow the 2 week opt-out.

What devices can pupils use to complete the online survey?

Pupils are able to use desktop computers, laptops and tablets to complete the survey. We do not recommend pupils use a mobile phone as not all the questions are compatible. Please check that the online survey webpage is not blocked by your school's IT system.

In case of any technical problems, please consult the [technical troubleshooting advice](#) sheet on the SHINE website.

When should schools take part?

The online questionnaire is a resource for schools. As such, we are leaving it up to each school to decide when they would like to complete the questionnaire - you may wish to use the survey at strategic points of the year with different year groups, differentiating between the exam year groups and the BGE years. **Please note pupils should not be asked to complete the survey more than once in an academic year**. The school can choose which term they would prefer to use the survey, however, it is best to avoid the last week of the summer term due to increased levels of absence in certain year groups and the limited time for the report to be collated before the end of term. Please pre-register your intention to take part with the SHINE team by using the online form:

<https://glasgow-research.onlinesurveys.ac.uk/shine-survey-pre-registration>

Do schools have to follow the instructions provided?

Yes. It is important that schools follow the instructions provided and administer the survey in the correct way to ensure both data quality and adherence to ethical guidelines. If there is anything unclear in the instructions, please contact the SHINE team for clarification.

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Will SHINE automatically create my report once I have finished collecting data?

No. There is an [online report request form](#) which must be completed. The total number of pupils invited to participate per year group is requested. Please provide this information so that we can work out how representative your school report is for you.

How much does the survey cost?

The survey is currently free to SHINE school members. This is possible due to our current core funding from the Medical Research Council. However, for larger pieces of work with Local Authorities, please get in touch with the SHINE Network Manager in advance to discuss this.

What are the advantages of using aggregated data in the school setting?

The main advantage of aggregated, anonymised data is that it can be shared and discussed with key stakeholders in the school community as no individuals can be identified. This also

- Encourages confident discussions about wellbeing priorities at all levels of the school community
- Ensures that pupil voice is heard, evidenced and factored into strategic planning
- Highlights the whole-school wellbeing context
- Encourages pupils to be more honest with their answers as they cannot be identified
- Allows guidance teachers and support staff to consider the wider wellbeing context that individual pupils are operating in and the influence this may exert on them
- Enables a targeted approach to PSE curriculum review and development as the data can be viewed according to year groups and genders
- Facilitates a culture of reassurance and empathy, where individuals may be reassured that they are not alone in the way they feel and/or appreciate that others feel differently to them and may require support.

What are the advantages of using the validated research measures in the SHINE survey?

SHINE surveys use validated research measures, which have been tested with the recommended age groups. Due to this, the survey findings can be benchmarked against national findings on these measures to provide a wider context and comparison for the school-level findings.

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The data in the SHINE reports have been quality assured and checked by a researcher. The SHINE research team can offer insight into the significance of and the links between certain validated measures.

What support is available to help schools interpret the data report findings?

- In each school-level report, there is a section at the start with the up-to-date research context for mental health and wellbeing for children and adolescence.
- At the beginning of the data report, a series of annotated graphs are provided to explain how to read and interpret the findings in them.
- An overview is also provided of the number of young people participating for schools to see how representative the report is of the year group or school community as a whole.
- Throughout the report there is a series of prompt questions in bubbles. These are designed for use with young people to help them understand what to look for in the data and to encourage discussion about the differences and similarities across the groups represented.
- The challenge questions incorporated in the data report were designed with the HGIOS 4 challenge questions in mind, to aid self-evaluation, reflection and direction towards a more accurate interpretation of the findings. The school community knows and understands its own context best – the challenge questions support the school to interpret the report in the light of this context.

How does the SHINE model support a whole school approach to supporting improvements in pupil wellbeing?

The ability to share the data reports across the whole learning community at all levels provides evidence for the whole school to consider their context and contribute to a solution-focused agenda in wellbeing.

The challenge questions should be used by the HWB focus group/Senior Leadership Team when considering the findings. The responses to and considerations arising from the

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challenge questions should be included in any further sharing/cascading of the report findings with other stakeholders.

A “Who can help” directory is provided in the data report to signpost schools to not-for-profit organisations, who may be able to provide resources or training for priorities identified through the report. This directory can be shared with all stakeholders to ensure that resources are accessible to all.

How does being a SHINE member support professional development?

The SHINE network events, both the expert webinar series and the annual national network events, facilitate the sharing of best practice regarding the interpretation and implementation of HWB data amongst SHINE schools and Local Authority associates. The annual national SHINE network events also include workshops and advice from the SHINE team on how best to understand and use HWB data. These experiences can contribute toward Career Long Professional Learning and a teacher’s Professional Update.

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