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# WEST PARTNERSHIP LEARNER WELLBEING MATRIX

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## Summary

The West Partnership Learner Wellbeing Matrix is a resource for practitioners who are interested in learning more about the tools we can use to evaluate progress in wellbeing. We first define the complex concept of wellbeing before considering the reasons why we should measure it to evaluate progress. We then offer guidance on the best way of using tools to evaluate learner wellbeing. The main section of this resource is devoted to a non-exhaustive matrix of resources which we recommend practitioners consider. We review each tool, provide useful links and make recommendations on how to effectively use each tool. This guide is not intended to be an exhaustive review of wellbeing tools and is instead intended to provide a concise overview of wellbeing measurement tools that we feel are well suited to our system.



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## What is learner wellbeing?

The concept of wellbeing has been defined in a variety of ways across multiple academic disciplines. A number of definitions of wellbeing relate to the concept of ‘quality of life’, a concept that the World Health Organisation defines as a ‘broad ranging concept affected in a complex way by the person’s physical health, psychological state, personal beliefs, social relationships and their relationships to salient features of their environment’ (WHO, 1997). The Oxford dictionary defines wellbeing as ‘the state of being comfortable, healthy or happy’. In Getting It Right For Every Child (GIRFEC), wellbeing is described through eight wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible, and included (SHANARRI)<sup>1</sup>.

Practically, wellbeing tracking tools aim to capture data on a number of sub-components of the wellbeing concept. For example, the Public Health England toolkit for schools and colleges (2016) provide a comprehensive review of tools that measure family relationships, peer relationships, emotional and social skills, health, coping/control, life satisfaction, view of self or appearance, home environment, neighbourhood environment, feelings towards school, attitudes towards learning and future plans. Others, such as Keyes and Annas (2009), have summarised wellbeing more simplistically as a concept that relates to feeling good and functioning well.

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<sup>1</sup> Further details on wellbeing in GIRFEC can be found here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>



## Wellbeing in National Policy

The importance of wellbeing is reflected in its inclusion in a number of national level policies. Curriculum for Excellence places importance on health and wellbeing.<sup>2</sup> A key element in this work is the idea that ensuring the health and wellbeing of our children and young people is the ‘responsibility of all’:

*Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.*

*(Curriculum for Excellence, 2009, p3)*

As mentioned above, wellbeing is an important part of GIRFEC; ‘Wellbeing sits at the heart of the Getting it right for every child (GIRFEC) approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing’ (Scottish Government, 2016, p1). The eight wellbeing indicators detailed above (SHANARRI) map onto the 4 capacities inherent in the Curriculum for Excellence. These are; successful learners, confident individuals, responsible citizens, and effective contributors<sup>3</sup>.

Wellbeing is therefore a key component of national policies that have aligned since the introduction of Curriculum for Excellence. We find in Curriculum for Excellence an understanding of how wellbeing maps onto the four capacities and how we collectively share responsibility in ensuring the wellbeing of our children and young people.

## Why measure wellbeing?

There are a number of reasons why we should consider tracking wellbeing to evaluate its progress over time. We organised these rationales into four themes:

### Snapshot


Capturing a snapshot of wellbeing can be a good way of understanding the wellbeing of your pupils in any given moment. This may be particularly useful when trying to understand how pupils are making their way through transitions. In this example, it may be useful to take a snapshot of

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<sup>2</sup> The principles and values of health and wellbeing in CfE can be found here:

<https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf>

<sup>3</sup> Further information on the capacities can be found here: <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>



wellbeing before a transition, soon after it has taken place or further down the line. In our current context, snapshots may be a useful way of understanding how our pupils are experiencing the disruption caused by the pandemic. While snapshots are useful for in-the-moment understanding of wellbeing, evaluating progress in wellbeing can only be captured through repeatedly measuring wellbeing with the same tool.

## Identification

Evaluating progress in wellbeing can be a good way of identifying pupils who may require further support or directed interventions. The quantitative data that wellbeing tracking tools provide can be used to confirm observations made by practitioners. Many wellbeing tools also provide data to help tailor any intervention you decide to undertake. In our current context, the use of wellbeing tools may provide you with a tool to identify those who are particularly impacted by the pandemic.

## Stimulus

Evaluating progress in wellbeing can be a stimulus towards having important conversations with your pupils regarding their wellbeing. It may be difficult for your pupils to discuss their feelings and emotions, and the use of wellbeing tracking may provide practitioners with quantitative data that can be used to stimulate a discussion. An easy way to support these conversations is to consider going through your pupils' answers with them, and asking them to elaborate on why they answered in a particular way. This approach may not be appropriate with entire cohorts of pupils, but may be useful for individual intervention.

## Evaluation


Evaluating the progress of wellbeing over a period of time can be a useful way of evaluating any measures you put in place to improve the wellbeing of your pupils. How do we really know if our efforts have worked if we don't have anything to measure their effect? Systematically recording the wellbeing of your pupils also provides more comprehensive understanding of your pupils than using the tools occasionally to get a snapshot of wellbeing.



## What is the best way of using measuring tools?

As we have noted above, there are a number of reasons why we should consider evaluating the progress of wellbeing. But is there a best way to utilise such tools? We believe that there are ineffective ways of using good wellbeing tools and actually, the way in which we deliver and respond to the use of tracking tools is of equal importance to the tool itself. Here we note some best practice considerations:

- *Explaining the tool to your pupils*
  - The validity of your pupil's answers is undermined if they do not understand the survey questions, if they rush their answers or answer in a way that they think you want to hear (social desirability bias).
  - To make sure your pupils understand each question it is helpful to explain the question and clarify any misunderstanding when collecting the data. When asking individuals or groups to fill out these tools it is useful to have someone on hand that can help clarify any questions if needed. Pupils should be made aware of this support.
  - You should encourage your pupils to answer as honestly as possible and explain to them that there are no right and wrong answers on any of the survey questions.
  
- *Triangulation of data*
  - Wellbeing tracking tools provide one snapshot of your pupil's wellbeing and should not be taken as a 100% holistic understanding of their needs. You should consider how other forms of data collection such as observations and conversations can be used to further your understanding of your pupils. Keeping a reflective diary might be one way of taking routine notes about the behaviour of your pupils in the classroom.
  - If other forms of data are not captured then there is an increased risk of overanalysing your pupil's survey data – that is, reading too much into individual responses. You should follow up on answers which appear to be at the extremes to understand in more detail why your pupils selected a particular answer. It may be that they misunderstood the question or rushed their answer.
  
- *Acting on your data*
  - Understanding the wellbeing of your pupils shouldn't stop when they complete a wellbeing tracking tool. We have a duty of care to follow up on the answers our pupils give us. We should consider appropriate actions that respond to the needs of our pupils. We must also consider how we can plan follow up activities to ensure that any interventions we do put in place are effective. In acting on our data it is of



upmost importance to include the voice of the child/young person. Interventions that are co-created are much more likely to work than interventions that impose the wants of the practitioner on the child/young person.

## West Partnership Wellbeing Tool Matrix

The matrix below presents a non-exhaustive list of tools you may wish to consider using in order to evaluate the progress of wellbeing in your pupils. The tools are not intended to be used in the same way. Some tools are more applicable to targeting individual pupils, while others are more suitable for cohort level evaluation. In our final column you will find our recommendation on how we think each tool would be used most effectively.

Tool	Cost	Link to information on tool	Description of process	What does it measure?	Support for practitioners	West Partnership Recommendation
East Renfrewshire Family Wellbeing Scale	Free	<p>A blog on the tool is presented here:</p> <p><a href="https://blogs.glowscotland.org.uk/er/public/healthierminds/uploads/sites/18270/2020/08/04170945/Family-Wellbeing-Scale-1.pdf">https://blogs.glowscotland.org.uk/er/public/healthierminds/uploads/sites/18270/2020/08/04170945/Family-Wellbeing-Scale-1.pdf</a></p> <p>A ER/ES review of the tool can be found here:</p> <p><a href="https://education.gov.scot/improvement/Documents/East-Renfrewshire-EPS-research-2019.pdf">https://education.gov.scot/improvement/Documents/East-Renfrewshire-EPS-research-2019.pdf</a></p>	<p>“The East Renfrewshire Family Wellbeing Scale (ERFWBS) was developed by East Renfrewshire Council Educational Psychology Service as part of the National Action Research programme launched by Education Scotland. The Scale was adapted from the American Family Strengths Inventory (Defrain &amp; Stinnet, 2008), and aimed to build on the Stirling Children’s Wellbeing Scale, by taking a strength based, ecological approach, moving from measuring individual wellbeing to family wellbeing.”</p> <p>The survey has 16 questions that use a scale of never, not much of the time, some of the time, quite a lot of the time, all of the time. The themes of family bonding, togetherness, respect, openness, communication, and affection are measured by the scale.</p>	<p>The East Renfrewshire Family Wellbeing Scale can measure:</p> <ul style="list-style-type: none"> <li>• Home environment</li> <li>• Family wellbeing</li> </ul>	<p>Guidance on using the tool, and on other tools, can be found here;</p> <p><a href="https://blogs.glowscotland.org.uk/er/public/transitionandreview/uploads/sites/18322/2020/08/11155216/HM-Framework-of-Scales.pdf">https://blogs.glowscotland.org.uk/er/public/transitionandreview/uploads/sites/18322/2020/08/11155216/HM-Framework-of-Scales.pdf</a></p>	<p>We believe the East Renfrewshire Family Wellbeing Scale is a useful tool to capture wellbeing beyond the individual level and instead at a family level. As wellbeing is a multifaceted concept this tool is of particular use when looking at home environment and how this may impact upon learners.</p>



<b>Glasgow Wellbeing and Motivation Profile (GWMP)</b>	Free	<p>Information and support can be found here:</p> <p><a href="https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/">https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/</a></p> <p>The 50-question long version can be found here:</p> <p><a href="https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/">https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/</a></p>	<p>“The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) is a 20 item questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children and young people’s views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.”</p> <p>The tool provides questions that relate to three thematic areas: agency, autonomy and affiliation. The practitioner can direct interventions in towards these three themes following the collection of pupils’ data.</p>	<p>The GWMP can measure:</p> <ul style="list-style-type: none"> <li>• Attitudes towards learning</li> <li>• School environment and feelings towards school</li> <li>• Peer relationships</li> </ul>	<p>An excellent array of materials to support practitioners is provided here:</p> <p><a href="https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/">https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/</a></p> <p>This includes staff training videos. Forms and analysis templates are provided in both paper and digital versions.</p>	<p>We believe that the GWMP is a useful tool to support practitioners in making judgements about the wellbeing of their pupils. The strengths of the tool lie in the support provided around the tool, which will make the collection and analysis of data much easier for practitioners. The provided resources also direct practitioners towards next steps which helps practitioners act upon the results generated by the tool</p>
<b>Leuven Scale of Wellbeing</b>	Free	<p>Guidance from the East Ren Ed Psych team is provided here:</p> <p><a href="https://blogs.glowscotland.org.uk/er/public/healthierminds/uploads/sites/18270/2020/08/04173140/The-Leuven-Scale-of-Wellbeing.pdf">https://blogs.glowscotland.org.uk/er/public/healthierminds/uploads/sites/18270/2020/08/04173140/The-Leuven-Scale-of-Wellbeing.pdf</a></p>	<p>The Leuven Scale of Wellbeing is a simple 5 point scale that practitioners can use to systematically record observations of pupils. The scale moves from 1 (extremely low) to 5 (extremely high). The observing practitioner uses a description of behaviour that is associated with each level.</p>	<p>The Leuven Scale of Wellbeing can measure:</p> <ul style="list-style-type: none"> <li>• Emotional and social skills</li> <li>• Coping/control</li> </ul>	<p>Guidance on how to practically incorporate the use of the Leuven scale is presented in this East Ren resource:</p> <p><a href="https://blogs.glowscotland.org.uk/er/public/transitionandreview/uploads/sites/18322/2020/08/11155216/HM-Framework-of-Scales.pdf">https://blogs.glowscotland.org.uk/er/public/transitionandreview/uploads/sites/18322/2020/08/11155216/HM-Framework-of-Scales.pdf</a></p>	<p>We believe that the Leuven scale of wellbeing is a useful tool that allows practitioners to quickly make judgements on their pupil’s wellbeing. A key strength of the scale is its ability to be used to systematically record observations without becoming labour intensive. Whilst the tool avoids self-reporting bias of pupils, it may bring about bias on behalf of the observing practitioner. We suggest collecting pupil data without referring to previous scoring.</p>





<p><b>Stirling Children's Wellbeing Scale</b></p>	<p>Free</p>	<p>The tool is described here: <a href="https://czone.eastsussex.gov.uk/media/4891/the-stirling-childrens-wellbeing-scale.pdf">https://czone.eastsussex.gov.uk/media/4891/the-stirling-childrens-wellbeing-scale.pdf</a></p> <p>An academic article discussing the validity/reliability of the tool is here: <a href="https://www.tandfonline.com/doi/pdf/10.1080/02667363.2015.1008409">https://www.tandfonline.com/doi/pdf/10.1080/02667363.2015.1008409</a></p>	<p>“The Stirling Children’s Wellbeing Scale (SCWBS) was initiated by the Stirling Council Educational Psychology Service with the objective of creating a holistic, positively worded scale measuring emotional and psychological well-being (PWB) in children aged eight to 15 years.”</p> <p>The tool involves 15 questions that ask respondents to answer by reflecting on their last two weeks. A five point scale is used (never, not much of the time, some of the time, quite a lot of the time, all of the time) to answer questions such as ‘I think good things will happen in my life’.</p> <p>The scale is divided into two (positive emotional state and positive outlook), with each theme scored from 6 questions. With an overall minimum score of 12 and a maximum score of 60, it has been reported that the average score is 44 – with 50% of respondents falling between 39 and 48.</p>	<p>The Stirling Children’s Wellbeing Scale can measure:</p> <ul style="list-style-type: none"> <li>• Life Satisfaction (Quality of Life)</li> <li>• Happiness or positive outlook</li> </ul>	<p>The Stirling Children’s Wellbeing Scale does not have a specialised website that focuses on resources to support practitioners.</p> <p>Various local authorities, educational organisations and interest groups have provided their own guidance, but little is offered in regards to how often the tool should be used and what happens after analysis is conducted.</p>	<p>We believe that the Stirling Children’s Wellbeing Scale is an academically rigorous tool to measure the life satisfaction, happiness and positive outlook of your pupils.</p> <p>We believe this is a suitable tool to use with classes. Given that the tool is 15 questions long, the time taken to collect and analysis data is not onerous. However, little support is offered to practitioners to guide them towards specific interventions. There are also no technological solutions widely available, meaning practitioners would need to commit time to developing form/excel templates.</p>
<p><b>Strengths and Difficulties questionnaire</b></p>	<p>Free</p>	<p>Information is provided here: <a href="https://www.sdqinfo.org/a0.html">https://www.sdqinfo.org/a0.html</a></p>	<p>“The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists”</p> <p>The tool involves 25 questions made up of 5 themes covering 5 questions each. These relate to emotional symptoms, conduct problems, inattention, peer relationship problems and prosocial behaviour. The questions are answered on a 3 point scale consisting of not true, somewhat true and certainly true. The questionnaire is to be filled out by staff members.</p>	<p>The Strengths and Difficulties questionnaire can measure:</p> <ul style="list-style-type: none"> <li>• Peer relationships</li> <li>• Emotional and social skills</li> <li>• Coping/Control</li> </ul>	<p>Practitioners can find support and guidance on the tool at the following links:</p> <p><a href="https://www.sdqinfo.org/d0.html">https://www.sdqinfo.org/d0.html</a></p> <p><a href="https://www.sdqinfo.org/py/sdqinfo/c0.py">https://www.sdqinfo.org/py/sdqinfo/c0.py</a></p> <p><a href="https://www.corc.uk.net/outcome-experience-measures/strengths-and-difficulties-questionnaire/">https://www.corc.uk.net/outcome-experience-measures/strengths-and-difficulties-questionnaire/</a></p>	<p>We believe that the Strengths and Difficulties questionnaire is a useful tool to measure a number of themes that relate to wellbeing. The tool has been used widely for a number of years and has been legitimated by academic study. Whilst the SDQ website provides a lot of guidance and advice, some of this advice is unsuitable for those without established experience in data analysis.</p>

<p><b>The Boxall Profile</b></p>	<p>Can buy tokens for individual assessments , eg, 100 tokens = £100 + VAT</p> <p>Can buy yearly subscriptions, eg, Up to 300 pupils = £325 + VAT</p>	<p>The Boxall profile website can be found here: <a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a></p>	<p>“There are two Boxall Profile Tests - one for children (nursery/primary school pupils), and the other for young people (secondary school students), which the Online Boxall Profile automatically sets according to the date of birth inputted by the member of staff. On completion, the scores of each individual child are compared to the standardised emotional literacy scores of "competently functioning" children of a similar age group.</p> <p>Individualised, achievable targets for social and emotional aptitudes are then set for the child which are reviewed and re-assessed periodically. Both profiles have two sections, each consisting of a list of 34 descriptive items.”</p>	<p>The Boxall Profile can measure:</p> <ul style="list-style-type: none"> <li>• Emotional and social skills</li> <li>• Coping/ Control</li> <li>• School Environment</li> <li>• Attitudes towards learning</li> </ul>	<p>The Boxall profile provides an online platform that you can use to create individual learning plans.</p> <p>The profile provides a traffic light system on a variety of areas that can then be used to create targeted interventions. Strategies, resources and criteria are also identified as areas in which intervention can occur.</p>	<p>We believe the Boxall profile is a comprehensive tool to measure a number of wellbeing related factors.</p> <p>Given that the profile test consists of 60 questions we feel this is best suited to highly personalised interventions.</p> <p>This tool would require significant time to complete on a class or school level. We therefore recommend its use on individual pupils that are identified as needing more support on social, emotional and mental health.</p>
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## Key Links


Boxall Profile (2020) Access at: <https://new.boxallprofile.org/>

East Renfrewshire Psychological Services (2019) *Measuring Health and Wellbeing*. Access at: <https://blogs.glowscotland.org.uk/er/healthierminds/>

Liddle, I and Carter, GFA, (2015) Emotional and psychological well-being in children: the development and validation of the Stirling Children’s Well-being Scale. *Educational Psychology in Practice*, 31:2 174-185 <https://doi.org/10.1080/02667363.2015.1008409>

Glasgow City Council Psychological Services (2020) *GWMP*. Access at: <https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/>

Keyes, CLM and Annas, J (2009) *Feeling good and functioning well: Distinctive concepts in ancient philosophy and contemporary science*. Access at: <https://www.tandfonline.com/doi/abs/10.1080/17439760902844228?journalCode=rpos20>



Public Health England (2016) *Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges*. Access at: <https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

Scottish Government (2009) Curriculum for Excellence: health and wellbeing principles and practice. Access at: <https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf>

Scottish Government (2016) *GIRFEC: Understanding Wellbeing*. Access at: <https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2016/03/getting-right-child-understanding-wellbeing-leaflet/documents/getting-right-child-understanding-wellbeing-considering-quality-children-young-peoples-lives/getting-right-child-understanding-wellbeing-considering-quality-children-young-peoples-lives/govscot%3Adocument/getting-right-child-understanding-wellbeing-considering-quality-children-young-peoples-lives.pdf>

World Health Organisation (1997) *WHOQOL Measuring Quality of Life*. Geneva: World Health Organisation