

Havering's Youth Wellbeing Census

Question booklet

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

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Creation of Havering's Youth Wellbeing Census

Havering's Youth Wellbeing Census is based on the #BeeWell survey. The #BeeWell survey was developed as part of the #BeeWell programme, an initiative originating in Greater Manchester that combines academic expertise with youth-led change to make the wellbeing of young people everybody's business.

Designed by young people, the #BeeWell survey measures the wellbeing of young people and the results are used to deliver positive change. The original programme was a collaboration between the Greater Manchester Combined Authority and #BeeWell national founding partners; University of Manchester, Anna Freud Centre for Children and Families and the Gregson Family Foundation.

You can read more about #BeeWell in Greater Manchester on their website: <https://beewellprogramme.org>.



In Greater Manchester, more than 150 young people from 15 schools engaged in a series of workshops to understand what wellbeing means to young people, what influences their wellbeing, and what makes them thrive. These workshops were combined with inputs from mental health professionals, healthcare representatives, education experts, parents, teachers, and young people, amongst others, to inform the themes covered by the survey, as well as the final items and scales used to capture those themes. When choosing items, consideration was given to psychometrics as well as ease of reading and accessibility, in order to ensure that the questionnaire was appropriate for secondary school students.

#BeeWell staff members undertook an exercise to assess which measures they believed must be consistently used in the #BeeWell survey across different locations - "core" questions.

In addition to the "core" questions from Greater Manchester, questions were added to the Havering Youth Wellbeing Census to meet locally identified needs as voiced by Havering's young people and the local organisations and services that support them. The Havering Questionnaire Advisory Group agreed the final set of questions.

The questions that are new for Havering are marked in the booklet as **New for Havering***.



Demographic Information

Gender identity

Developed in consultation with the #BeeWell Peer Reviewers and National LGBTQ+ organisations and adapted for Havering (1)

Question: Are you...

Answers:

- Girl (including trans girl)
- Boy (including trans boy)
- Non-binary
- I describe myself in another way
- Currently unsure***New response option for Havering**
- Prefer not to say

Sexual orientation

Developed in consultation with the #BeeWell Peer Reviewers and National LGBTQ+ organisations (1)

Question: What best describes you?

Answers:

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

Year Group

Question: Which year group are you in?

Answers:

- Year 8
- Year 10
- Other

1) Domains of Wellbeing



1.1) Meaning, Purpose and Control

Autonomy

Items from the autonomy subscale of the Basic Psychological Need Satisfaction Scale. (2)

Questions:

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

Answers: From 1 to 5, where 1 is completely not true and 5 is completely true.

Life satisfaction

Item from the Office for National Statistics' personal wellbeing item bank. (3)

Question: Overall, how satisfied are you with your life nowadays?

Answer: From 0 to 10, where 0 is not at all and 10 is completely.

Optimism

(EPOCH) (4)

Questions:

1. I am optimistic about my future
2. In uncertain times, I expect the best
3. I think good things are going to happen to me
4. I believe that things will work out, no matter how difficult they seem

Answer options for question 1.

- Almost never
- Sometimes
- Often
- Very often
- Always

Answer options for questions 2-4:

- Not at all like me
- A little like me
- Somewhat like me
- Mostly like me
- Very much like me

1.1) Meaning, Purpose and Control (continued)

Self-esteem

Source: Rosenberg Self-Esteem Scale (5)

Questions:

1. On the whole, I am satisfied with myself
2. I feel that I have a number of good qualities
3. I am able to do things as well as most people
4. I am a person of value
5. I feel good about myself

Answers:

Strongly agree, Agree, Disagree, Strongly disagree

1.2) Understanding Yourself



Coping

Source: Perceived Stress Scale - 4 (6)

Questions:

1. In the last month, how often have you felt confident about your ability to handle your personal problems?
2. In the last month, how often have you felt that things were going your way?

Answers:

Never, almost never, sometimes, fairly often, very often

Psychological Wellbeing

Source: Short Warwick-Edinburgh Mental Wellbeing Scale. (7)

Questions:

1. I've been feeling optimistic about the future
2. I've been feeling useful
3. I've been feeling relaxed
4. I've been dealing with problems well
5. I've been thinking clearly
6. I've been feeling close to other people
7. I've been able to make up my own mind about things

Answers:

None of the time, rarely, some of the time, often, all of the time

Stress

Source: Perceived Stress Scale - 4 (6)

Questions:

1. In the last month, how often have you felt that you were unable to control the important things in your life?
2. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Answers:

Never, almost never, sometimes, fairly often, very often

1.3) Emotions



Negative Affect

Source: Me and My feelings (8)

Question: The following statements are about how you feel. There are no right or wrong answers. You should just choose the answer which is best for you.

1. I feel lonely
2. I feel unhappy
3. Nobody likes me
4. I cry a lot
5. I worry when I am at school
6. I worry a lot
7. I have problems sleeping
8. I wake up in the night
9. I am shy
10. I feel scared

Answers:

Never, sometimes, always

Positive Affect

Source: Positive and Negative Affect

Schedule: Child Version (9)

Question: Indicate to what extent you have felt this way in the past few weeks?

1. Joyful
2. Cheerful
3. Happy
4. Lively
5. Proud

Answers:

Very slightly or not at all, a little, moderately, quite a bit, extremely

2) Drivers of Wellbeing



2.1) Health and Routines

Sleep

Source: Health Behaviours in Schools Checklist (10)

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

Answer: Yes or No

Physical activity

Adapted from Health Behaviours in Schools Checklist (11)

Question: How many days in a usual week are you physically active?
Remember, we are interested in things that make you hot, sweaty and/or breathe faster

Answers:

0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days

Question: On the days that you are physically active, think about all the different activities you typically do over the course of the day. How long on average do you spend being physically active?

Answers:

Around 30 minutes, around 1 hour, around 1.5 hours, around 2 hours or more

2.1) Health and Routines (continued)

Accessing support

Source: **New for Havering***. Locally developed (12)

Question: Which of the following people do you feel you could turn to for advice or support regarding the health and wellbeing matters listed below? Please tick all that apply.

	Emotional wellbeing or mental health	Smoking or Vaping	Drugs or Alcohol	Sexual health and relationships	Healthy Eating, Exercise, Weight
Parent, Carer, Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, other school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GP/ doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist service e.g. WizeUp drug and alcohol service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Trusted Adult eg youth worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None of the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1) Health and Routines (continued)

Nutrition

Source: Adapted from Health Behaviours in Schools Checklist and Millenium Cohort Study 2017/18 (13)

Question:

- How many times a week do you usually eat fruits and vegetables?

Answers:

Never, less than once a week, once a week, 2-4 days a week, 5-6 days a week, once a day every day, every day more than once

Physical Health

Source: Understanding Society Youth Questionnaire (14)

Question:

- In general, would you say your physical health is:

Answers:

Excellent, Very good, Good, Fair, Poor

Vaping

Source: **New for Havering***. Adapted from Millenium Cohort Study 2017/18 (15)

Question:

- On how many days in your lifetime (if any) have you used electronic cigarettes (e.g. e-cigarette, e-hookah, shisha pen, flavour vape, e-smoker)?

Answers:

Never, 1-2 days, 3-5 days, 6-9 days, 10-19 days, 20-29 days, 30 days or more

Travel to school

Source: **New for Havering***. Understanding Society Youth Questionnaire (16)

Question: What is the main way you usually travel to school?

Answers: Walk all the way, ride a bike, by bus or tube, by car, by train, some other way or combination

2.2) Hobbies and Entertainment



Free Time/Time Use

This is an original #BeeWell survey item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester (17)

Question:

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

Answers:

Almost always, often, sometimes, not often, almost never

Use of Social Media

Source: Adapted from Millennium Cohort Study, with support from Dr. Margarita Panayiotou (18)

Question:

- On a normal weekday during term time, how much time do you spend on social media? For example, sites or apps like TikTok, Instagram, and Snapchat.

Answers:

- None
- Less than 1 hour
- 1 hour to less than 2 hours
- 2 hours to less than 3 hours
- 3 hours to less than 4 hours
- 4 hours to less than 5 hours
- 5 hours to less than 6 hours
- 6 hours to less than 7 hours
- 7 hours or more

2.2) Hobbies and Entertainment (continued)

Participation in arts, culture, and entertainment

Adapted from Millennium Cohort Study (19)

Question: How often do you do the following activities when you are not at school? Please select one answer on every row.

1. Go to the cinema or theatre?
2. Go to watch live sport?
3. Sing or play an instrument?
4. Read for enjoyment?
5. Go to youth clubs, scouts, girl guides or other organised activities?
6. Go to museums or galleries, visit a historic place or stately home?
7. Attend a religious service?
8. Draw, paint or make things?
9. Play games on a computer or games console?
10. Play sports, do exercise, or other physical activities?
11. Spend time on creative hobbies, not mentioned above?

Answers:

- Most days
- At least once a week
- At least once a month
- Several times a year
- Once a year or less
- Never or almost never

2.3) School



School connection

Source: Child and Youth Resilience Measure (20)

Question:

- I feel that I belong/belonged at my school

Answer: Not at all, a little, somewhat, quite a bit, a lot

Relationships with staff

Source: Student Resilience Survey (21)

Question: At school there is an adult who:

1. Is interested in my schoolwork
2. Believes that I will be a success
3. Wants me to do my best
4. Listens to me when I have something to say

Answer: From 1 to 5, where 1 is never and 5 is always

School-work related stress

Source: **New for Havering***. Adapted from Health Behaviours in Schools Checklist (22)

Question:

- How pressured (stressed) do you feel by the schoolwork that you have to do?

Answer: Not at all, A little, To some extent, A lot

2.4) Environment and Society



Home environment

Source: Good Childhood Index (23)

Question: How happy are you with the home that you live in?

Answer: From 0 to 10 where 0 is very unhappy, 5 is not happy or unhappy, and 10 is very happy

Caregiving responsibilities

Source: Adapted for Havering from #BeeWell survey item from Headstart (24)

Question: How frequently do you care for a family member who has an illness, disability, mental health condition, or drug/alcohol dependency?

Answer: Often, sometimes, rarely, never

Local environment 1

Source: Adapted from Health Behaviours in Schools Checklist and Millenium Cohort Study 2017/18 (25)

Question: How safe do you feel when in your local area? By "local area", we mean the area within about 5 minutes walking distance of your home.

Answer options: Very safe, Fairly safe, Fairly unsafe, Very unsafe, Don't know

Local environment 2

Source: Adapted from Health Behaviours in Schools Checklist and Millenium Cohort Study 2017/18 (25)

Question:

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

Answers:

Strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree

Crime

Source: **New for Havering***. Adapted from the MOPAC youth voice survey (26)

Question: Do you think the following things are a problem in your area?

1. People using or dealing drugs
2. People carrying knives
3. People being violent or hurting each other
4. People stealing things
5. People joining gangs (groups of people who hang around together and may commit crime or fight other groups)
6. Hate crime (insulting or hurting someone because of their skin colour, religion, sexuality, disability, or gender identity)
7. Sexual harassment (unwanted behaviour of a sexual nature, such as touching, comments, sexual jokes)

Answers: A big problem, a bit of a problem, not a problem, don't know

2.5) Future



Future feelings scale

Source: Greater Manchester Life Readiness Survey (27)

Question: Please let us know whether you agree or disagree with the following statements.

1. I have hope and feel optimistic about my future
2. I feel that my generation will generally have a better life than my parents' generation
3. I am generally confident in my own skills and abilities
4. I usually cope well with most unexpected problems I come across in my life
5. When I finish my education, I will have the skills and knowledge I need to be prepared for life
6. If I do well with my education, I will have the same chances as everyone else of getting a steady job
7. I feel in control about future education, training and job prospects

Answers: Strongly agree, agree, disagree, strongly disagree

2.5) Future (continued)

Climate change

Source: **New for Havering***. Locally developed (28)

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

Answers: Often, sometimes, rarely, never

Careers [1]

Source: Adapted from Greater Manchester Life Readiness Survey (27)

Question: What forms of careers education, information, advice or guidance have you received from school or career services in the last 12 months (tick all options that apply)? Please think about virtual as well as face-to-face experiences.

Answers:

- Careers lesson led by teacher.
- Career talks at school.
- Learning about different sorts of careers you could go into with the subjects you are studying.
- Meeting a business (for example careers fairs, mock interview, speed networking).
- One-to-one session with a careers advisor.
- Online tools and career planners.
- Experiences of the workplace
- Access to someone working in a field you are interested in
- None of the above

Careers [2]

Source: Greater Manchester Life Readiness Survey (27)

Question: How helpful has the careers education you have received at school been?

Answers: Very helpful, fairly helpful, not very helpful, not at all helpful

2.6) Relationships



Relationships with parents/carers

Source: Student Resilience Survey (29)

Question: At home there is an adult who:

1. Is interested in my schoolwork
2. Believes that I will be a success
3. Wants me to do my best
4. Listens to me when I have something to say

Answer: From 1 to 5, where 1 is never and 5 is always

Friendships and social support

Source: Child and Youth Resilience Measure (30)

Question:

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

Answers:

Not at all, a little, somewhat, quite a bit, a lot

2.6) Relationships (continued)

Bullying

Source: Adapted from Understanding Society and Health Behaviours in Schools Checklist (31)

Questions:

1. How often do you get physically bullied at school? By this we mean getting hit, pushed around, threatened, or having belongings stolen.
2. How often do you get bullied in other ways at school? By this we mean getting called names, getting left out of games, or having nasty stories spread about you on purpose.
3. How often do you get cyber-bullied? By this we mean someone sending mean text or online messages about you, creating a website making fun of you, posting pictures that make you look bad online, or sharing them with others.

Answers:

- Not bullied at all
- 1-3 times in the last 6 months
- More than 4 times in the last 6 months
- A few times every week

Harmful or abusive relationships, interactions and experiences

Source: Adapted from Determinants of Adolescent Social Wellbeing and Health Study & Harvard Measuring Discrimination Resource (32)

Question: How often do people make you feel bad because of:

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

Answers:

Often or always, some of the time, occasionally, hardly ever, never

Loneliness

Source: Office for National Statistics (33)

Question: How often do you feel lonely?

Answers: Often or always, some of the time, occasionally, hardly ever, never

References

1 - Developed in consultation with the #BeeWell Peer Reviewers and national LGBTQ+ organisations. The Havering Questionnaire Advisory Group added additional response option of 'Currently unsure' as a result of piloting with local young people.

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

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

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

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

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

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

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

9 - Items from the Positive and Negative Affect Schedule: Child Version (Ebesutani et al, 2012)

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

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

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

13 - Item adapted from Millennium Cohort Study survey and members of the Questionnaire Advisory Group, and young people in Pathfinder schools.

14 - Items adapted from the Understanding Society Youth Questionnaire. Further information available [here](#) (USYQ).

15 - Item adapted from the Millennium Cohort Study survey. Further information available [here](#).

16 - Items from the Understanding Society Youth Questionnaire. Further information available [here](#) (USYQ).

17 - Original GM #BeeWell item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools.

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

19 - Item adapted from the Millennium Cohort Study survey. Further information available [here](#).

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

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

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

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

24 - Item from the Wellbeing Measurement Framework. Further information available [here](#).

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

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Havering

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