



THE #BEEWELL SURVEY SHORT



Hampshire, Isle of Wight,
Portsmouth & Southampton (HIPS)

*Updated 2026

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.



Contents

<u>Development of the #BeeWell Survey in HIPS</u>	2
<u>Demographic Information</u>	4
<u>1. Domains of Wellbeing</u>	5
<u>1.1) Meaning, Purpose and Control</u>	5
<u>1.2) Understanding Yourself</u>	6
<u>1.3) Emotions</u>	7
<u>2. Drivers of Wellbeing</u>	8
<u>2.1) Health and Routines</u>	8
<u>2.2) Hobbies and Entertainment</u>	9
<u>2.3) Relationships</u>	10
<u>3. References</u>	11
3.1) Domains of Wellbeing	11
3.2) Drivers of Wellbeing	11
 Acknowledgements	 12

Development of the #BeeWell Survey in HIPS



Building on the success of #BeeWell in Greater Manchester, the programme has expanded into the Hampshire, Isle of Wight, Portsmouth, and Southampton (HIPS) Integrated Care System area for 2023.

The #BeeWell survey has been tailored to reflect what is important to young people in these areas. We listened to the voices of over 200 young people in workshops across 15 pathfinder schools in HIPS to understand what wellbeing means to them, what factors influence their wellbeing, and what makes them thrive.

These workshops were combined with inputs from a Questionnaire Advisory Group of mental health professionals, healthcare representatives, education experts, teachers, local authorities and voluntary sector representatives amongst others, to inform the themes covered in the survey.

In parallel, we considered the priorities of professionals working to support young people in the HIPS system (e.g., public health) via a Survey Workstream task and finish group.

With young people's perspectives integral to our approach, #BeeWell has utilised an alliance of school workshops, professional knowledge and academic literature to develop an effective tool for monitoring and assessing the wellbeing of young people and the factors that influence their wellbeing.

Our Survey: Domains and Drivers of Wellbeing

The items and scales used in the survey were mapped along a range of academic literature, existing programmes, and UK cohort studies to arrive at a short list of options. These were then presented to and verified by an alliance of young people, expert consultants, and researchers, to arrive at our final survey.

The #BeeWell survey is divided into two sections that together encompass the different aspects of wellbeing that matter most to young people. These are the Domains of Wellbeing and the Drivers of Wellbeing.

The final items and scales in the survey were chosen, in collaboration with young people, our Questionnaire Advisory Group and Survey Workstream group members, to reflect and measure these key aspects of wellbeing. Consideration was given to psychometrics as well as ease of reading and accessibility, to ensure that the survey was appropriate for secondary school students. The full #BeeWell Survey for HIPS can be found [here](#).

The Short #BeeWell Survey

To ensure #BeeWell remains as inclusive as possible, the #BeeWell team in HIPS worked with pupils and staff in a non-mainstream setting to co-design a short version of the #BeeWell Survey that would be more accessible to young people in such settings.

Pupils in this school advised the team as to which domains and drivers of wellbeing should be prioritised for inclusion in the short version.



The domains selected by these young people were psychological wellbeing, self-esteem, stress and coping. The drivers of wellbeing that they selected were physical health, sleep, physical activity, free time, use of social media, relationships with staff, home environment and material deprivation, friendships and social support, and loneliness. To these items/measures, the #BeeWell team added three demographic questions on gender and sexuality. The HIPS Short #BeeWell Survey contains 38 items in total.

In Greater Manchester, staff at non-mainstream schools also advised on accessibility adaptations, noting that visual anchors should be used to augment the response options on all survey items. These visual anchors are also used in the HIPS Short #BeeWell Survey.

Future steps

#BeeWell will use pupils' responses to the survey to provide bespoke, aggregated feedback to schools using an online data dashboard. This feedback will:

- Provide schools with valuable insights into the strengths and needs of their pupils.
- Aid in the evaluation of existing interventions.
- Inform the selection, development, and implementation of new, targeted wellbeing interventions.
- Ensure the wellbeing of pupils is at the forefront of school ethos.

Pupils' data will be linked with numerous databases to generate a comprehensive understanding of young people's wellbeing.



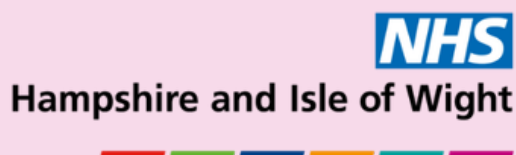
This will include, for example, public information about their local area (e.g. access to parks and other green spaces); educational data (e.g. academic attainment) in the National Pupil Database; employment and earnings data (e.g. annual income) in the Longitudinal Educational Outcomes database; data on access to NHS-funded community services (e.g. referrals to children and young people's health services) in the Community Services Dataset; and, data on access to NHS-funded mental health services (e.g. referrals to child and adolescent mental health services) in the Mental Health Services Dataset.

This document

The purpose of this booklet is to share the HIPS Short #BeeWell Survey items and does not reflect how the survey will be presented to young people. The online version (powered by Qualtrics) contains introductory and instructional materials covering assent confirmation, right to withdraw, anonymity and confidentiality, and signposting of sources of support.

If you have any questions about anything covered in this document, or need more information about #BeeWell, please contact beewell@manchester.ac.uk.

If you are interested in using the #BeeWell survey for your own research, please contact beewell@manchester.ac.uk for more information.



Demographic Information



The domains that follow will be presented in random order to spread missing data due to item fatigue evenly across the survey.

Gender and sexual orientation

In this section of the survey, you will be asked questions about your gender and sexuality and where you were born. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Gender modality¹

Item		Response format
1.	Some young people feel that their sex at birth does not match who they are. This is also known as being <u>transgender</u> *. Do you feel this way about yourself?	One from: Yes No I describe myself in another way (e.g. gender fluid) Not sure

Gender identity²

Item		Response format
2.	Are you:	One from: Girl (including trans girl) Boy (including trans boy) Non-binary I describe myself in another way Prefer not to say

Sexual orientation¹

Item		Response format
3.	What best describes you?	One from: <u>Bisexual</u> * or <u>pansexual</u> * <u>Gay</u> * / <u>lesbian</u> * <u>Heterosexual</u> * (straight) I describe myself in another way Prefer not to say



*Glossary: Demographic Information

Whilst taking part in the survey, young people can 'hover over' these words, and see the following definitions:

- **Confidential:** By confidential, we mean that nobody you know (your teachers, family, or friends) will see your answers to any of these questions. **This definition is repeated throughout the survey.**
- **Transgender:** Transgender means someone whose gender (the gender they feel they are inside) is different from their sex at birth. For example, someone who was assigned male at birth but is / thinks they might be a girl.
- **Bisexual:** A person who is attracted to more than one gender.
- **Pansexual:** A person whose attraction towards others doesn't regard sex or gender.
- **Gay:** Gay describes a person who is attracted to other people of the same gender.
- **Lesbian:** A woman who is attracted to other women.
- **Heterosexual:** A person who is attracted to people of a different gender.

1. Domains of Wellbeing

1.1) Understanding Yourself

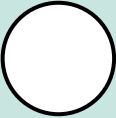
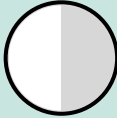
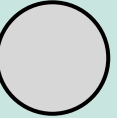
Your Self

In this part of the survey, you will be asked questions about how you think and feel about yourself. This includes questions about your wellbeing, self-esteem, and how well you cope with stress. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

1.1) Understanding Yourself (continued)



Psychological Wellbeing³ (Short Warwick-Edinburgh Mental Well-being Scale)

Items		Response format				
						
4.	I've been feeling <u>optimistic</u> * about the future.	None of the time	Rarely	Some of the time	Often	All of the time
5.	I've been feeling useful.	None of the time	Rarely	Some of the time	Often	All of the time
6.	I've been feeling relaxed.	None of the time	Rarely	Some of the time	Often	All of the time
7.	I've been dealing with problems well.	None of the time	Rarely	Some of the time	Often	All of the time
8.	I've been thinking clearly.	None of the time	Rarely	Some of the time	Often	All of the time
9.	I've been feeling close to other people.	None of the time	Rarely	Some of the time	Often	All of the time
10.	I've been able to make up my own mind about things.	None of the time	Rarely	Some of the time	Often	All of the time

Self-Esteem (Rosenberg Self-Esteem Scale)

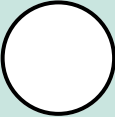
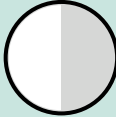
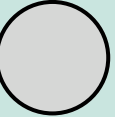
Items					
5.	On the whole, I am <u>satisfied</u> * with myself.	Strongly agree	Agree	Disagree	Strongly disagree
6.	I feel that I have a number of <u>good qualities</u> *.	Strongly agree	Agree	Disagree	Strongly disagree
7.	I am able to do things as well as most other people.	Strongly agree	Agree	Disagree	Strongly disagree
8.	I am a person of value.	Strongly agree	Agree	Disagree	Strongly disagree
9.	I feel good about myself.	Strongly agree	Agree	Disagree	Strongly disagree

1.1) Understanding Yourself (continued)



From 2025/26 onwards, the following questions on Stress and Coping are not presented to pupils in Year 7.

Stress and Coping⁵ (Perceived Stress Scale - 4)

Items		Response format				
						
16.	In the last month, how often have you felt that you were unable to control the important things in your life?	Never	Almost never	Sometimes	Fairly often	Very often
17.	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	Never	Almost never	Sometimes	Fairly often	Very often
18.	In the last month, how often have you felt confident about your ability to handle your personal problems?	Never	Almost never	Sometimes	Fairly often	Very often
19.	In the last month, how often have you felt that things were going your way?	Never	Almost never	Sometimes	Fairly often	Very often

*Glossary: Understanding Yourself

Whilst taking part in the survey, young people can 'hover over' these words, and see the following definitions.

- **Optimistic:** Believing that good things will happen.
- **Satisfied:** Pleased.
- **Good qualities:** Things that you like about yourself, for example being honest, trustworthy, confident.



2. Drivers of Wellbeing



2.1) Health and Routines

Your Health and Routines

In this part of the survey, you will be asked questions about your health and routines. This includes questions about your physical health, your sleep, and your physical activity. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Physical health⁷ (Understanding Society)

Items		Response format				
		    				
20.	In general would you say your physical health is:	Excellent	Very good	Good	Fair	Poor

Sleep⁷ (Health Behaviours in Schools Checklist)

Items		Response format	
			
21.	Is the amount of sleep you normally get enough for you to feel awake and concentrate on your school work during the day?	Yes	No



2.1) Health and Routines (continued)



Physical activity⁸ (Adapted from Health Behaviours in Schools Checklist)

You will now be asked some questions about your physical activity.

We are particularly interested in an activity that increases your heart rate and makes you get out of breath some of the time.

Physical activity can be done in sports, school activities, playing with friends, or walking and cycling to school or other places.

Item		Response format							
		☐	☐	☐	☐	☐	☐	☐	☐
22.	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.	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days

Item		Response format			
23.	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?	Around 0.5 hours	Around 1 hour	Around 1.5 hours	Around 2 hours or more

2.2) Hobbies and Entertainment



Your free time

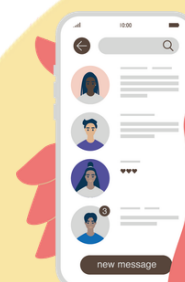
In this part of the survey, you will be asked questions about how you like to spend your free time. This includes questions about your use of social media. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Free time/time use⁹ (Original item)

Item		Response format				
24.	How often can you do things that you like in your free time?	Almost always	Often	Sometimes	Not often	Almost never

Use of Social Media¹⁰ (Adapted from Millennium Cohort Study, with support from Dr. Margarita Panayiotou)

Items		Response format
25.	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.	Hourly increments up to 7 hours+
Unless response to time spent on social media item is 'none':		0-100%, with survey set such that they have to add up to 100 in total (e.g. if response to item 25 is 25%, response to item 26 defaults to 75%)
26.	How much of the time noted above do you spend doing things like chatting with others, and posting stories, pictures and videos?	
27.	How much of the time noted above do you spend doing things like browsing feeds, profiles or scrolling through photos and stories?	



2.3) School

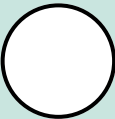
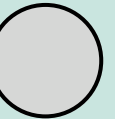


Your School

In this part of the survey, you will be asked questions about school. This includes questions about your relationships with school staff. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Relationships with staff¹¹ (Student Resilience Survey)

At school there is an adult who:

Items		1 = Never 5 = Always				
						
28.	Is interested in my schoolwork.	1	2	3	4	5
29.	Believes that I will be a success.	1	2	3	4	5
30.	Wants me to do my best.	1	2	3	4	5
31.	Listens to me when I have something to say.	1	2	3	4	5



2.4) Environment and Society



Your Environment

In this part of the survey, you will be asked questions about your environment. This includes your home environment and the area that you live in. In addition, there are questions about things that may affect your happiness with your environment, such as money and safety. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Home environment¹² (Good Childhood Index)

Item		0 = very unhappy 5 = not happy or unhappy 10 = very happy   									
32.	How happy are you with the home that you live in?	1	2	3	4	5	6	7	8	9	10

Material deprivation¹² (Good Childhood Index)

Item		0 = very unhappy 5 = not happy or unhappy 10 = very happy   									
33.	How happy are you with the things that you have (like money and the things that you own)?	1	2	3	4	5	6	7	8	9	10

2.5) Relationships



Your relationships

In this part of the survey, you will be asked questions about your relationships with other people. This includes questions about your friends, as well as things that affect your relationships, such as loneliness. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Friendships and social support¹³ (Child and Youth Resilience Measure)

Items		Response format				
34.	I get along with people around me.	Not at all	A little	Somewhat	Quite a bit	A lot
35.	People like to spend time with me.	Not at all	A little	Somewhat	Quite a bit	A lot
36.	I feel supported by my friends.	Not at all	A little	Somewhat	Quite a bit	A lot
37.	My friends care about me when times are hard (for example if I am sick or have done something wrong).	Not at all	A little	Somewhat	Quite a bit	A lot

Loneliness¹⁴ (Office for National Statistics)

Items		Response format				
38.	How often do you feel lonely?	Often or always	Some of the time	Occasionally	Hardly ever	Never

3) References



3.1) Domains of Wellbeing

1. Developed in consultation with the #BeeWell Peer Reviewers and national LGBTQ+ organisations.
2. Developed in consultation with the #BeeProud project young researchers, Dr. Tee McCaldin, and Dr. Ola Demkowicz (University of Manchester).
3. 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.
4. Items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Further information available [here](#).
5. Items from the Perceived Stress Scale (4 item version) (Cohen, Kamarck & Mermelstein, 1983). Further information available [here](#).

3.2) Drivers of Wellbeing

6. Item from the Understanding Society Youth Questionnaire. Further information available [here](#).
7. Item from the Health Behaviours in School-Aged Children survey. Further information available [here](#).
8. 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 in Greater Manchester. Further information available [here](#).
9. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester.
10. First item adapted from the 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 in Greater Manchester.
11. Items from the school connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
12. Items from the Good Childhood Index (Children's Society, 2010). Further information available [here](#).
13. Items from the Child and Youth Resilience Measure. Further information available [here](#).
14. Item from the Office for National Statistics' loneliness item bank. Further information available [here](#).

Acknowledgements



Many thanks to Glenwood School who supported the development of this version of the #BeeWell survey.



The University of Manchester



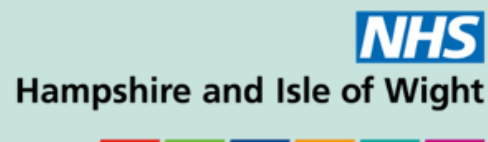
 An **Anna Freud** project



Anna Freud
building the mental
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