



#BeeWell Survey



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.



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Development of the #BeeWell Survey in HIPS



Building on the success of #BeeWell in Greater Manchester, the programme expanded into the Hampshire, Isle of Wight, Portsmouth, and Southampton (HIPS) Integrated Care System area in 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, in order to ensure that the survey was appropriate for secondary school students.





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.

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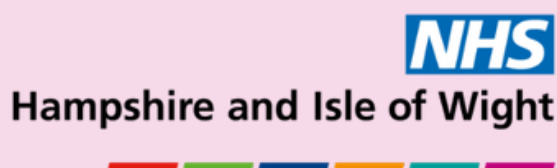
The purpose of this booklet is to share the #BeeWell survey items and does not reflect how the survey will be presented to young people. The online version (powered by Qualtrics) will contain introductory and instructional materials covering assent confirmation, right to withdraw, anonymity/confidentiality,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



Hampshire
County Council



Portsmouth
CITY COUNCIL



ISLE of
WIGHT
COUNCIL



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Changes to the survey



There have been some small changes to the survey since its initial publication in HIPS in 2023. This page will be updated annually to record any amendments.

2024

No changes

2025

The following changes were made based on feedback from young people in Year 7 after completing the Greater Manchester #BeeWell survey for the first time ([Working with young people in Year 7 to improve the #BeeWell survey](#)):

- 'Hover over' definitions added to words where young people told us they would be helpful (e.g., confidential, transgender, sexual orientation, optimistic, satisfied, good qualities, belonging)
- Gender modality: part of question text moved into 'hover over' definition
- Sexual orientation: forward slashes tweaked in options
- Migration status: expanded explanation
- Stress and coping: not presented to pupils in Year 7

2026

As we have completed the first three-year cycle of the #BeeWell programme and prepare to begin the next phase, we took the opportunity to review the survey questions we ask young people.

We carried out focus groups with Year 7 and Year 8 pupils in schools, as well as members of our Youth Steering Group. We also delivered a series of stakeholder workshops across the HIPS partnership from Public Health, Education, Health to VCSE sector colleagues.

The feedback gathered from young people and stakeholders provided valuable insights into the relevance and effectiveness of our survey. As a result, a few existing questions have been updated, and additional questions have been added to ensure the survey continues to reflect the experiences, needs, and priorities of young people across HIPS.

Additional Items

- Added item "How many times a week do you usually eat take-away and fast-food (e.g. McDonalds, KFC, Burger King)?" to Nutrition .
- Added item 'Used nicotine pouches or snus (small pouches put between the lip and gum that might also contain tobacco)' to Substance use.
- Added item 'Tried ketamine (also known as K, ket or special K)?' to Substance use.
- Added item 'Tried ecstasy (also known as MDMA, E or mandy)?' to Substance use.
- Added item 'Inhaled glue, gas or aerosols (also known as sniffing or huffing)?' to Substance use.
- Added item 'Tried nitrous oxide (also known as laughing gas, whippits, balloons or noz)?' to Substance use

Changes to the survey continued



- Added item “The food that we bought just didn’t last, and we didn’t have money to get more. How often was this true for your family?’ to Food Security.
- Added item 'Away from school and home, there is an adult who listens to me when I have something to say. This could be at a club, sports team, church, mosque or other group.' to Trusted Adult
- Added item 'I have hope and feel optimistic* about my future' to Psychological Wellbeing
- Added item 'I have a place to seek support for worries or mental health concerns (for example, someone I can talk to).' To Wellbeing Support
- Added response item on AI under question 'In the last 12 months, how often have you sought information or advice from any of the following people or places about your mental health?' to Wellbeing Support
- Added response item under question 'Which of the following services or tools have you heard of and/or used?' Additional item: The Local Offer (for children and young people with special educational needs or disabilities) to Wellbeing Support.
- Added in three items on sexual and reproductive health (STIs, consent and contraception) “ I know how to prevent pregnancy I know how to protect myself and others from sexually transmitted infections (STIs) I understand what sexual consent means” in Keeping Safe.
- Additional two items on reproductive health (period poverty and dysmenorrhoea). “During your last period, did you have enough period products (e.g., tampons, pads, period pants) to change them as often as you wanted to?” and “Have you missed school because of your period? (e.g., pain, fatigue, nausea, heavy bleeding, feeling sad or anxious)” to Periods.

Removal

- Remove item from Information and advice 'NHS or Government internet websites such as Every Mind Matters'
- Remove items 107-109 within Professional Contact
- Remove two items within 110-114 (Services and tools): Kooth, Healthier Together, No Limits
- Remove items 115-120 (School- based support)

Replacements

- Replaced 'How many times a week do you usually eat fruit and vegetables?' with 'How many portions of fruit or veg do you eat in a typical day?'
- Replaced 4 different versions of Services and tools (items 110- 114) with a consistent set of items across HIPS
- Replaced the example of “mushy peas” with baked beans. “Meals with baked beans, and a banana = 3 portions”

Changes to the survey continued



Wording changes

- Reviewed all 'slang' terms in the substance use section to check they are up to date (SLANG TERMS: Used nicotine pouches (also known as lip pillows, pack, upper deckers, snuz/snus)? Taken cannabis (also known as bud, weed, grass, green or skunk)? Tried ketamine (also known as K, ket, special K, super K or vitamin K)? Tried ecstasy (also known as pingers, crystal, dizzle, E, MD, MDMA, mandy, molly, pills or xtc)? Inhaled glue, aerosols or gas from other liquids (also known as sniffing, huffing, chroming, dusting or tooting)? Tried nitrous oxide (also known as balloons, chargers, laughing gas, nos/noz or whippits)? Tried other illegal drugs (such as cocaine, speed or LSD?)
- Reworded question item in Gender modality . Previously “Some young people are transgender*. Do you consider yourself to be transgender?” and replaced with “Some young people feel that their sex at birth does not match who they are*. This is also known as being transgender. Do you feel this way about yourself?”
- Added examples to question stem on Harmful or abusive relationships, interactions and experiences. New wording: “How often do people make you feel bad (in-person, online, or while gaming) because of:”.

Changes to Response Options

- Replaced 'Prefer not to say' with 'Not sure' in Sex and Gender.
- Reworded item 'Used electronic cigarettes (e.g. e-cigarette, e-hookah, shisha pen, flavour vape, e-smoker)' to 'Vaped or used another type of electronic cigarette (e.g., e-hookah, shisha pen)'
- Reworded item from ' Internet websites run by charities such as Young Minds, Mind.' to 'Websites run by charities (e.g., Young Minds, Mind) or the NHS'.
- Reworded item from 'Online sources such as online chat, blogs, social media platforms (e.g., Instagram, Twitter) or other online communities or self help groups.' to 'Social media or online forums (e.g., TikTok, Reddit)'
- Reworded item from 'Someone working in school mental health (e.g., a school counsellor).' To 'Someone working in school mental health (e.g. Mental Health Support Team (MHST) service or school counsellor.'
- Updated how No Limits is described in any questions about services. New wording: No Limits (counselling, one-to-one youth worker sessions, school drop-ins, after school drop-ins at Advice Centre/the Avenue, classroom group work, Safe Haven crisis support service)
- Updated how Kooth is described in questions about services (to reflect imminent service name change). New wording: Soluna by Kooth (mental health and wellbeing: live messaging, discussion boards, articles, and online counselling).

Changes to the survey continued



- Reworded item (Tried other illegal drugs?) to reflect additional substance items. New wording: Tried other illegal drugs (such as cocaine, speed, LSD)?

Changes to wording of headings, introductions and ToolTips

- Retitled Gender and Sexuality subsection to Gender and Sexual Orientation
- Retitled Gender identity subsection to Sex and Gender
- Retitled subsection Dental Hygiene to Oral Health
- Retitled subsection Negative Affect to Emotional Difficulties
- Retitled subsection Information and advice outside of school to Awareness, access and assessment of services and tools
- Added introduction to Gender and Sexual Orientation section: 'Your answers are completely confidential*. If you do not want to answer a question, you can skip it. No one that you know will see the responses you provide'
- Added introduction to Keeping Safe section: 'Your answers are completely confidential*. No one that you know will see the responses. If you do not want to answer a question, you can skip it.'
- Removed 'Gay describes' from definition of Gay, to align with general wording
- Reworded 'transgender' ToolTip from "ToolTip: Transgender means that someone's gender is different to the one they were assigned at birth. For example, someone who was assigned male at birth but is a girl, or someone who is non-binary and is not a girl or a boy." To "ToolTip: For example, someone who was assigned male at birth but is a girl, or someone who is non-binary and is not a girl or a boy."

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, sexuality and where you were born. Remember, your responses are completely confidential*.

If you do not want to answer a question, you can skip it. **No one that you know will see the responses you provide.**

Sex and Gender¹

Item		Response format
1.	Are you:	One from: Girl (including trans girl) Boy (including trans boy) Non-binary I describe myself in another way Not sure

Gender Modality²

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

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

Demographic Information (continued)



Migration status³

We want to understand where you and your parents were born because:

- Experiences can be shaped by where you or your family come from.
- Some young people may have different experiences related to moving to the UK that impact their wellbeing.
- This helps #BeeWell partners support young people from all backgrounds.

We ask these questions to understand and support everyone. You can skip any question you don't want to answer.

Who was born outside the UK? Please select the option that fits you best.

Items		Response format		
4.	Birth parent 1	Yes	No	I don't know
	Birth parent 2	Yes	No	I don't know
	You	Yes	No	I don't know

For those born outside the UK:

Item		Response format
5.	To the best of your knowledge, how old were you when you arrived in the UK?	Drop down menu with 1-year increments (e.g., under 1 year old, 1 year old, 2 years old...) up to the age of 15

*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:** Someone who was assigned male at birth but is a girl, or someone who is non-binary and is not a girl or a boy
- **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:** 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) Meaning, Purpose and Control

Your Life

In this part of the survey, you will be asked how satisfied you are with your life. This includes questions about how in control you feel and how optimistic and satisfied you are with your life. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Life Satisfaction⁴ (Office for National Statistics)

Item		0 = Not at all						10 = Completely					
6.	Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10	

1.2) 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 manage your emotions and cope with stress. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Self-Esteem⁵ (Rosenberg Self-Esteem Scale)

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

1.2) Understanding Yourself (continued)



Psychological Wellbeing⁶ (Short Warwick-Edinburgh Mental Wellbeing Scale)

Items		Response format				
12.	I've been feeling <u>optimistic</u> * about the future.	None of the time	Rarely	Some of the time	Often	All of the time
13.	I've been feeling useful.	None of the time	Rarely	Some of the time	Often	All of the time
14.	I've been feeling relaxed.	None of the time	Rarely	Some of the time	Often	All of the time
15.	I've been dealing with problems well.	None of the time	Rarely	Some of the time	Often	All of the time
16.	I've been thinking clearly.	None of the time	Rarely	Some of the time	Often	All of the time
17.	I've been feeling close to other people.	None of the time	Rarely	Some of the time	Often	All of the time
18.	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

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

Stress⁷ (Perceived Stress Scale - 4)

Items		Response format				
19.	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
20.	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



1.2) Understanding Yourself (continued)

Coping⁷ (Perceived Stress Scale - 4)

Items		Response format				
21.	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
22.	In the last month, how often have you felt that things were going your way?	Never	Almost never	Sometimes	Fairly often	Very often

Emotion Regulation⁸ (Coping subscale of the Children's Worry Management Scale)

Please answer the following questions about when you feel worried:

Items		Response format		
23.	I keep myself from losing control of my worried feelings.	Hardly ever	Sometimes	Often
24.	I talk to someone until I feel better when I am worried.	Hardly ever	Sometimes	Often
25.	I try to calmly settle the problem when I feel worried.	Hardly ever	Sometimes	Often

Appearance⁹ (Good Childhood Index)

Item		0 = very unhappy 5 = not happy or unhappy 10 = very happy										
26.	How happy are you with your appearance (the way that you look)?	0	1	2	3	4	5	6	7	8	9	10

*Glossary: Meaning, Purpose & Control and 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.

1.3) Emotions



Your Feelings

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

10

Emotional Difficulties (Me and My Feelings)

Items		Response format		
27.	I feel lonely.	Never	Sometimes	Always
28.	I am unhappy.	Never	Sometimes	Always
29.	Nobody likes me.	Never	Sometimes	Always
30.	I cry a lot.	Never	Sometimes	Always
31.	I worry when I am at school.	Never	Sometimes	Always
32.	I worry a lot.	Never	Sometimes	Always
33.	I have problems sleeping.	Never	Sometimes	Always
34.	I wake up in the night.	Never	Sometimes	Always
35.	I am shy.	Never	Sometimes	Always
36.	I feel scared.	Never	Sometimes	Always



1.4) Domains of Wellbeing: References



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 were inspired by the Citizenship Survey Young Person Module, and developed in consultation with the Questionnaire Advisory Group, Immy Rimington (UCL) and Amy Heather (University of Exeter). Further information can be found [here](#).
4. Item from the Office for National Statistics' personal wellbeing item bank. Further information available [here](#).
5. Items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Further information available [here](#).
6. 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.
7. Items from the Perceived Stress Scale (4 item version) (Cohen, Kamarck & Mermelstein, 1983). Further information available [here](#).
8. Items from the Coping subscale of the Children's Worry Management Scale (Zeman et al., 2010). Further information available [here](#).
9. Item from Good Childhood Index (Children's Society, 2010). Further information available [here](#).
10. 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.

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, what you eat and drink, and your physical activity. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Physical health¹¹ (Understanding Society)

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

Periods¹² (Hampshire Health Ed Survey)

This question/section asks about periods (also known as menstruation). If you do not have a period or do not want to answer the question, you can skip it.

Items		Response format				
38.	During your last period, did you have enough period products (e.g., tampons, pads, period pants) to change them as often as you wanted to?	Never	Sometimes	Often	Always (every period)	I have not had a period yet
39.	Have you missed school because of your period? (e.g., pain, fatigue, nausea, heavy bleeding, feeling sad or anxious)	Never	Sometimes	Often	Always (every period)	I have not had a period yet

Sleep¹³ (Health Behaviours in Schools Checklist)

Item		Response format	
40.	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)



Nutrition¹⁴ (Adapted from Health Behaviours in Schools Checklist and Millennium Cohort Study)

We are interested in how many portions of fruit (e.g. strawberries) and/or vegetables (e.g. sweetcorn) you eat in a typical day. It doesn't matter if it's fresh, frozen, tinned, or dried.

1 portion of fruit or vegetable is the amount you can fit in the palm of your hand, or a small carton of juice/smoothie, but:

For example:

- a handful of fresh strawberries, some tinned sweetcorn, and frozen peas = 3 portions
- two meals with baked beans, and a banana = 3 portions
- a cup of orange juice, a smoothie, and chips = 1 portion (because juice/smoothie =1, and potatoes = 0)

Items		Response format					
41.	How many portions of fruit or veg do you eat in a typical day?	0 portions	1 portion	2 portions	3 portions	4 portions	5 + portions

On how many days in a typical week do you eat or drink....

42.	Sweets, chocolate or crisps, or have fizzy drinks?	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
4.3	Take-away and fast-food (e.g. McDonalds, KFC, Burger King)?	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days

2.1) Health and Routines (continued)



Physical activity¹⁵ (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.

Items		Response format							
44.	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
45.	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	



2.1) Health and Routines (continued)



¹⁶
Oral Health (Millennium Cohort Study, Oral Health Survey of Children, Child's Dental Health Survey)

Items		Response format					
46.	Have you been to the dentist in the last 12 months?	Yes			No		
47.	In the past 3 months, how often have you had pain in your teeth or mouth?	Never	Once or twice	Sometimes	Often	Very Often	
48.	How often do you usually brush your teeth?	Never	Less than once a day	Once a day	Twice a day	Three times a day	More than three times a day

¹⁷
Keeping Safe (Hampshire Health Ed Survey)

The following questions on Keeping Safe are not presented to pupils in Year 7 and Year 8.

We are now going to ask you a few questions about sexual health. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

49.	I know how to prevent pregnancy	Strongly agree	Agree	Disagree	Strongly disagree
50.	I know how to protect myself and others from sexually transmitted infections (STI's)	Strongly agree	Agree	Disagree	Strongly disagree
51.	I understand what sexual consent means	Strongly agree	Agree	Disagree	Strongly disagree

2.1) Health and Routines (continued)



¹⁸
Substance use (Adapted from Health Behaviours in Schools Checklist, Millennium Cohort Study, and NHS Digital Smoking, Drinking and Drug Use among Young People in England).

In this section, we will explore topics related to substance use, such as alcohol, cigarettes, vaping, and drugs. We want to understand your experiences. Your honest and thoughtful responses will help us gain valuable insights into this important aspect of your health.

As a reminder, your answers are **completely confidential*** No one that you know will see the responses you provide. There are no right or wrong responses, and you will not get into trouble for the answers you give. Remember, if you do not want to answer a question, you can skip it.

In the last 30 days, on how many day s (if any) have you:

Items		Response format							
52.	Vaped or used another type of electronic cigarette (e.g., e-hookah, shisha pen)? Do not include tobacco-based sticks (heat not burn products) such as IQOS, Heets, Terea and Delia.	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days
53.	Smoked cigarettes?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days
54.	Used nicotine pouches or snus (small pouches put between the lip and gum that might also contain tobacco)	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days

2.1) Health and Routines (continued)



Items		Response format							
55.	Taken cannabis (also known as bud, weed, grass, green or skunk)?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days
56.	Tried semeron?	Never	1-2 days	3-5 days	6-9 days	10-19 days		30 days	Previously used but not in the last 30 days
57.	Tried ketamine (also known as K, ket, special K, super K or vitamin K)?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days
58.	Tried ecstasy (also known as pingers, crystal, dizzle, E, MD, MDMA, mandy, molly, pills or xtc)?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days		Previously used but not in the last 30 days
59.	Tried other illegal drugs (such as cocaine, speed or LSD)?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days
60.	Inhaled glue, aerosols or gas from other liquids (also known as sniffing, huffing, chroming, dusting or tooting)? Please do not include nitrous oxide (laughing gas)	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days

2.1) Health and Routines (continued)



Items		Response format							
61.	Tried nitrous oxide (also known as balloons, chargers, laughing gas, nos/noz or whippits)?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days
62.	Tried nitrous oxide (also known as balloons, chargers, laughing gas, nos/noz or whippits)?	Never	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days	Previously used but not in the last 30 days





2.2) Hobbies and Entertainment

Your Free Time

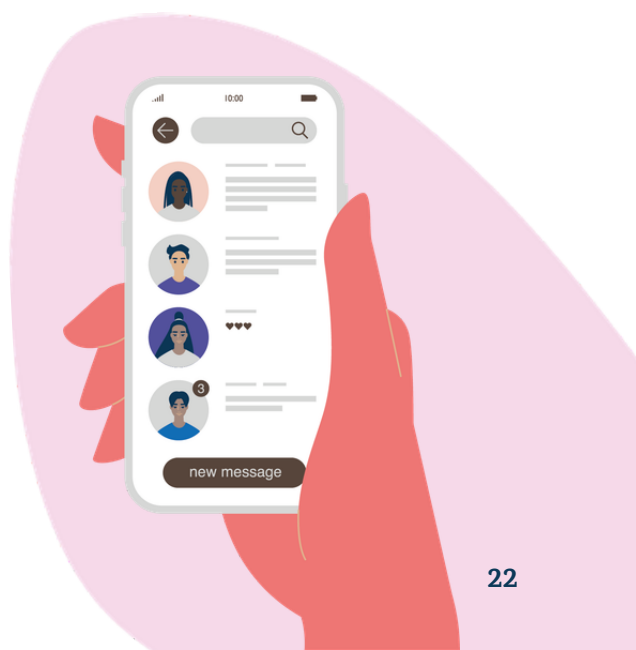
In this part of the survey, you will be asked questions about how you like to spend your free time. This includes questions about your use of social media and things you like to do outside of school. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Free time/time use¹⁹ (Original item)

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

Use of Social Media²⁰ (Adapted from Millennium Cohort Study, with support from Dr. Margarita Panayiotou)

Items		Response format
64.	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 54 is 25%, response to item 55 defaults to 75%)
65.	How much of the time noted above do you spend doing things like chatting with others, and posting stories, pictures and videos?	
66.	How much of the time noted above do you spend doing things like browsing feeds, profiles or scrolling through photos and stories?	



2.2) Hobbies and Entertainment (continued)



Participation in arts, culture, and entertainment²¹ (Adapted from Millennium Cohort Study)

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

Items		Response format					
67.	Go to the cinema or theatre?	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
68.	Go to watch live sport?	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
69.	Read for enjoyment (not for school)?	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
70.	Go to youth clubs, Scouts, Guides or other organised activities?	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
71.	Attend a religious service?	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
72.	Draw, paint or make things, not at school?	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
73.	Play games on a computer or games console, such as Nintendo Switch, Xbox, or PlayStation?	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
74.	Play sports, do exercise, or other physical activities, not in school?	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
75.	Spend time on creative hobbies, not mentioned above?	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

Your School



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

20

School connection (Child and Youth Resilience Measure)

Item	Response format
76. I feel that I <u>belong/belonged</u> * at my school.	Not at all A little Somewhat Quite a bit A lot

Attainment²¹ (Original item)

Items	0 = very unhappy 5 = not happy or unhappy 10 = very happy
77. How happy are you with the marks you get in school?	0 1 2 3 4 5 6 7 8 9 10

Relationships with staff²² (Student Resilience Survey)

At school there is an adult who:

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

School pressure²² (Health Behaviours in Schools Checklist)

Item	Response format
82. How pressured do you feel by the schoolwork you have to do?	Not at all A little Some A lot

*Glossary: School

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

- **Belong/belonged:** Feeling respected, included and supported.



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 environment²³ (Good Childhood Index)

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

Caregiving responsibilities²⁴ (Adapted from HeadStart)

Item		Response format	
84.	Do you care for a family member who has an illness, disability, mental health condition, or drug/alcohol dependency?	Yes	No

Local environment²⁵ (Adapted from Policing and Community Safety survey and Health Behaviours in Schools Checklist)

Items		Response format				
85.	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.	Very safe	Fairly safe	Fairly unsafe	Very unsafe	Don't know
86.	People around here support each other with their wellbeing.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
87.	You can trust people around here.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
88.	I could ask for help or a favour from neighbours.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
89.	There are good places to spend your free time (e.g., leisure centres, parks, shops).	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

2.4) Environment and Society (continued)



Being heard/listened to (not in school or at home) ²⁶ (Adapted from the Student Resilience Survey)

Item		1 = Never 5 = Always				
90.	Away from school and home, there is an adult who listens to me when I have something to say. This could be at a club, sports team, church, mosque or other group.	1	2	3	4	5

Food security ²⁷ (Adapted from the Food Security Screening Tool)

This question is about the food eaten in your house in the last year, and if your family were able to buy the food you needed.

“The food that we bought just didn’t last, and we didn’t have money to get more”

Item		Response format					
91.	How often was this true for your family?	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

Material deprivation ²⁸ (Good Childhood Index)

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

Your future ²⁹

How ‘ready for life’ do you feel? How do you feel about your future? Future (Greater Manchester Life Readiness Survey)

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

Item		Response format			
93.	'I have hope and feel optimistic* about my future'	Strongly agree	Agree	Disagree	Strongly disagree



2.5) Relationships

Your Relationships

In this part of the survey, you will be asked questions about your relationships with other people. This includes your parents or carers and your friends. In addition, there are questions about things that affect your relationships, such as bullying and peer pressure. Remember, your responses are confidential*. If you do not want to answer a question, you can skip it.

Relationships with parents/carers³⁰ (Student Resilience Survey)

At home there is an adult who:

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

Friendships and social support³¹ (Child and Youth Resilience Measure)

Items		Response format				
98.	I get along with people around me.	Not at all	A little	Somewhat	Quite a bit	A lot
99.	People like to spend time with me.	Not at all	A little	Somewhat	Quite a bit	A lot
100.	I feel supported by my friends.	Not at all	A little	Somewhat	Quite a bit	A lot
101.	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

Loneliness³² (Office for National Statistics)

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

Peer Pressure³³ (Item derived from the Peer Pressure Scale)

Item		1 = Completely false 7 = Completely true						
103.	My friends could push me into doing just about anything.	1	2	3	4	5	6	7

2.5) Relationships (continued)



Bullying³⁴ (Adapted from Understanding Society and Health Behaviours in Schools Checklist)

Items		Response format			
104.	How often do you get physically bullied at school? By this we mean getting hit, pushed around, threatened, or having belongings stolen.	Not bullied at all.	Not much (1-3 times in the last 6 months)	Quite a lot (more than 4 times in the last 6 months)	A lot (a few times every week)
105.	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.	Not bullied at all.	Not much (1-3 times in the last 6 months)	Quite a lot (more than 4 times in the last 6 months)	A lot (a few times every week)
106.	How often do you get cyber-bullied? By this we mean someone sending mean texts 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.	Not bullied at all.	Not much (1-3 times in the last 6 months)	Quite a lot (more than 4 times in the last 6 months)	A lot (a few times every week)

Harmful or abusive relationships, interactions and experiences³⁵ (Adapted from Determinants of Adolescent Social Wellbeing and Health Study & Harvard Measuring Discrimination Resource)

How often do people make you feel bad (in-person, online, or while gaming) because of:

Items		Response format				
107.	Your race, skin colour or where you were born?	Often or always	Some of the time	Occasionally	Hardly ever	Never
108.	Your gender?	Often or always	Some of the time	Occasionally	Hardly ever	Never
109.	Your sexual orientation?	Often or always	Some of the time	Occasionally	Hardly ever	Never
110.	Your disability?	Often or always	Some of the time	Occasionally	Hardly ever	Never
111.	Your religion/faith?	Often or always	Some of the time	Occasionally	Hardly ever	Never

2.6) Wellbeing Support



In this part of the survey, you will be asked questions about the different services and tools you use to support your wellbeing both at school and outside of school, as well as the different people you might talk to about your mental health. Remember, your responses are confidential*. If you do not want to answer the question, you can skip it.

Awareness, access and assessment of services and tools ³⁶ (Adapted from NHS Digital, Mental Health of Children and Young People in England)

Item		Response format				
112.	I have a place to seek support for worries or mental health concerns (for example, someone I can talk to)	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot

In the last 12 months, how often have you sought information or advice from any of the following people about your mental health?

Items		Response format				
113.	Someone in your family.	Never	Rarely	Sometimes	Often	Always
114.	A close friend.	Never	Rarely	Sometimes	Often	Always
115.	A trusted adult [not someone from school].	Never	Rarely	Sometimes	Often	Always
116.	Telephone help line (e.g., Samaritans, NHS 111, Mind).	Never	Rarely	Sometimes	Often	Always
117.	Websites run by charities (e.g., Young Minds, Mind) or the NHS	Never	Rarely	Sometimes	Often	Always
118.	Social media or online forums (e.g., TikTok, Reddit)	Never	Rarely	Sometimes	Often	Always
119.	A teacher (e.g., form teacher, head of year).	Never	Rarely	Sometimes	Often	Always
120.	Someone working in school mental health (e.g. Mental Health Support Team (MHST) service or school counsellor	Never	Rarely	Sometimes	Often	Always
121.	Someone from primary health care (e.g., a GP, practice nurse or school nurse).	Never	Rarely	Sometimes	Often	Always
122.	An AI chatbot (e.g., ChatGPT, Character.ai)	Never	Rarely	Sometimes	Often	Always

2.6) Wellbeing Support (continued)



Awareness, access and assessment of services and tools³⁷ (Adapted from NHS Digital, Mental Health of Children and Young People in England)

Which of the following services or tools have you heard of and/or used?

Items		Response format			
123.	Soluna by Kooth (mental health and wellbeing: live messaging, discussion boards, articles, and online counselling).	Never heard of this	Heard of it but not used	Used but was not helpful	Used and was helpful
124.	Healthier Together (what to do if you are worried about your health or wellbeing).	Never heard of this	Heard of it but not used	Used but was not helpful	Used and was helpful
125.	No Limits (counselling, one-to-one youth worker sessions, school drop-ins, after school drop-ins at Advice Centre/the Avenue, classroom group work, Safe Haven crisis support service)	Never heard of this	Heard of it but not used	Used but was not helpful	Used and was helpful
126.	The Local Offer (for children and young people with special educational needs or disabilities).	Never heard of this	Heard of it but not used	Used but was not helpful	Used and was helpful



2.8) Drivers of Wellbeing: References



11. Item from the Understanding Society Youth Questionnaire. Further information available [here](#).

12. Item 34 adapted item from the [Menstrual Practice Needs Scale \(MPNS-R\)](#). Further information available [here](#)

Item 35 adapted from the [PIPPA \(Period ImPact and Pain Assessment\) tool](#) (© MDOT/PIPPA Study Parker, Kent, Sneddon, Wang, Shadbolt JPAG 2021; Parker, Sneddon, Arbon BJOG 2010). Further information available [here](#).

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

14. Items adapted from the Millennium Cohort Study and Health Behaviours in School-Aged Children surveys in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester. Further information available [here](#) (MCS) and [here](#) (HBSC).

15. 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](#).

16. Items from Hampshire Health Ed survey Approved to use. Further information is available [here](#)

17. Item 43 from the Millennium Cohort Study. Further information available [here](#).

Item 44 adapted from the Oral Health Survey of Children. Further information available [here](#).

Item 45 from the Child Dental Health Survey. Further information available [here](#).

18. E-cigarette, cigarettes and cannabis 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 HIPS. Further information available [here](#).

Drugs items adapted from the Millennium Cohort Study, NHS Digital (Smoking, Drinking and Drug Use Among Young People in England), and Health Behaviours in School-Aged Children surveys in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in HIPS. Further information available [here](#) (MCS), [here](#) (HBSC), and [here](#) (NHS Digital)

Alcohol items adapted from the NHS Digital (Smoking, Drinking and Drug use among young people in England) and Health Behaviours in School-Aged Children surveys in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in HIPS. Further information available [here](#) (HBSC) and [here](#) (NHS Digital).

19. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester.

2.9) Drivers of Wellbeing: References (continued)



20. 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.

20. Items from Millennium Cohort Study survey. Further information available [here](#).

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

22. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester.

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

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

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

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

27. Item adapted from the Food Security Screening Tool (Radandt et al, 2018). Further information available [here](#).

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

29. Items adapted from the Health Behaviours in School-Aged Children survey ([here](#)); safety item adapted from Policing and Community Safety survey in consultation with Policing, Crime, Criminal Justice and Fire Directorate at the GMCA (Greater Manchester Combined Authority). Further information available [here](#).

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

31. Items from the Child and Youth Resilience Measure. Further information available [here](#).

32. Item from the Office for National Statistics' loneliness item bank. Further information available [here](#).

33. Item developed inspired by the Peer Pressure Scale and in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in HIPS. Further information available [here](#).

2.9) Drivers of Wellbeing: References (continued)



34. Items adapted from the Understanding Society Youth Questionnaire and the Health Behaviours in School-Aged Children survey. Further information available [here](#) (USYQ) and [here](#) (HBSC).

35. Items adapted from the Determinants of Adolescent Social Wellbeing and Health Study survey and the Harvard Measuring Discrimination Resource (Williams, 2016). Further information available [here](#) (DASH) and [here](#) (MDR).

36. Items adapted from NHS Digital Survey (Mental Health of Children and Young People in England) and in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in HIPS. Further information available [here](#).

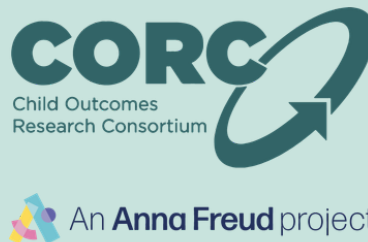
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Yateley School



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