



#BeeWell Survey



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.



Development of the #BeeWell Survey



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Over the course of 5 months, more than 150 young people were engaged in a series of workshops across Greater Manchester to understand what wellbeing means to young people, what factors influence their wellbeing, and what makes them thrive.

These workshops, conducted in 15 Pathfinder schools, were combined with inputs from an Questionnaire Advisory Group of mental health professionals, healthcare representatives, education experts, parents, teachers, and young people, amongst others, to inform the themes covered by the questionnaire.

With young peoples' 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 Questionnaire: 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 questionnaire.

The #BeeWell questionnaire 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 questionnaire were chosen, in collaboration with our Questionnaire Advisory Group, 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 questionnaire was appropriate for secondary school students.

Future steps

#BeeWell will use pupils' responses to the questionnaire 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 pre-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 also be linked with numerous databases to generate a comprehensive understanding of young people's wellbeing and the factors that influence their wellbeing.

This document

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.



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, if you do not want to answer a question, you can skip it.

Psychological Wellbeing⁵ (Short Warwick-Edinburgh Mental Well-being Scale)

Items		Response format				
15.	I've been feeling optimistic about the future.	None of the time	Rarely	Some of the time	Often	All of the time
16.	I've been feeling useful.	None of the time	Rarely	Some of the time	Often	All of the time
17.	I've been feeling relaxed.	None of the time	Rarely	Some of the time	Often	All of the time
18.	I've been dealing with problems well.	None of the time	Rarely	Some of the time	Often	All of the time
19.	I've been thinking clearly.	None of the time	Rarely	Some of the time	Often	All of the time
20.	I've been feeling close to other people.	None of the time	Rarely	Some of the time	Often	All of the time
21.	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-Esteem⁶ (Rosenberg Self-Esteem Scale)

Items		Response format			
22.	On the whole, I am satisfied with myself.	Strongly agree	Agree	Disagree	Strongly disagree
23.	I feel that I have a number of good qualities.	Strongly agree	Agree	Disagree	Strongly disagree
24.	I am able to do things as well as most other people.	Strongly agree	Agree	Disagree	Strongly disagree
25.	I am a person of value.	Strongly agree	Agree	Disagree	Strongly disagree
26.	I feel good about myself.	Strongly agree	Agree	Disagree	Strongly disagree

1.2) Understanding Yourself (continued)



Stress⁷ (Perceived Stress Scale - 4)

Items		Response format				
27.	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
28.	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

Coping⁷ (Perceived Stress Scale - 4)

Items		Response format				
29.	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
30.	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 (Trait Emotional Intelligence Questionnaire - Adolescent Short Form)

Items		1 = Completely disagree					7 = Completely agree	
31.	I find it hard to control my feelings.	1	2	3	4	5	6	7
32.	I change my mind often.	1	2	3	4	5	6	7
33.	I'm able to deal with stress.	1	2	3	4	5	6	7
34.	I can control my anger when I want to.	1	2	3	4	5	6	7
35.	Sometimes, I get involved in things later I wish I could get out of.	1	2	3	4	5	6	7
36.	I try to control my thoughts and not worry too much about things.	1	2	3	4	5	6	7

1.3) Emotions

Your feelings

In this part of the survey, you will be asked questions about your feelings. This includes both positive and negative feelings. Remember, if you do not want to answer a question, you can skip it.



Negative Affect⁹ (Me and My Feelings)

Items		Response format		
37.	I feel lonely.	Never	Sometimes	Always
38.	I am unhappy.	Never	Sometimes	Always
39.	Nobody likes me.	Never	Sometimes	Always
40.	I cry a lot.	Never	Sometimes	Always
41.	I worry when I am at school.	Never	Sometimes	Always
42.	I worry a lot.	Never	Sometimes	Always
43.	I have problems sleeping.	Never	Sometimes	Always
44.	I wake up in the night.	Never	Sometimes	Always
45.	I am shy.	Never	Sometimes	Always
46.	I feel scared.	Never	Sometimes	Always

Positive Affect¹⁰ (Positive and Negative Affect Scale)

Indicate to what extent you have felt this way during the past few weeks.

Items		Response format				
47.	Joyful.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
48.	Cheerful.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
49.	Happy.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
50.	Lively.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
51.	Proud.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely

1. Domains of Wellbeing

1.4) References



1. Developed in consultation with the #BeeWell Peer Reviewers and national LGBTQ+ organisations
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 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.
6. Items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Further information available [here](#).
7. Items from the Perceived Stress Scale (4 item version) (Cohen, Kamarck & Mermelstein, 1983). Further information available [here](#).
8. Items from the Trait Emotional Intelligence Questionnaire – Adolescent Short Form (Petrides, Sangareau, Furnham & Frederickson, 2006). Further information available [here](#).
9. 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.
10. Items from the positive affect subscale of the Positive and Negative Affect Schedule: Child Version (Ebesutani et al, 2012). Further information available [here](#).



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, if you do not want to answer a question, you can skip it.

Physical health¹¹ (Understanding Society)

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

Sleep¹² (Health Behaviours in Schools Checklist)

Items		Response format	
53.	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

Nutrition¹³ (Adapted from Health Behaviours in Schools Checklist and Millennium Cohort Study)

Items		Response format						
54.	How many times a week do you usually eat fruits and vegetables?	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
55.	How many times a week do you usually eat sweets, chocolate or crisps, or have fizzy drinks?	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

2.1) Health and Routines (continued)



Physical activity¹⁴ (Adapted from Health Behaviours in Schools Checklist)

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

We are particularly interested in 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							
56.	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
57.	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 and things you like to do outside of school. Remember, if you do not want to answer a question, you can skip it.

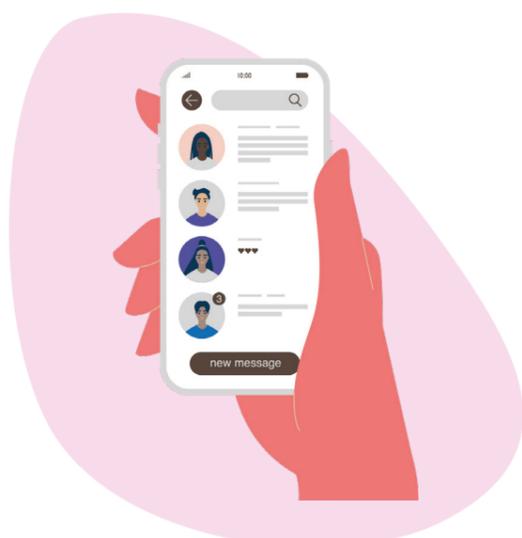
Free time/time use¹⁵ (Original item)

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

Use of Social Media¹⁶

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

Items		Response format
59.	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 60 is 25%, response to item 61 default to 75% etc)
60.	How much of the time noted above do you spend doing things like chatting with others, and posting stories, pictures and videos?	
61.	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 entertainment¹⁷

(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					
62.	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
63.	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
64.	Sing in a choir or play in a band or orchestra?	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
65.	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
66.	Go to youth clubs, scouts, girl 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
67.	Go to museums or galleries, visit a historic place or stately home?	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.	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
69.	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
70.	Play games on a computer or games console, such as Wii, 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
71.	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
72.	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, if you do not want to answer a question, you can skip it.

School connection¹⁸ (Child and Youth Resilience Measure)

Items		Response format				
73.	I feel that I belong/belonged at my school.	Not at all	A little	Somewhat	Quite a bit	A lot

Attainment¹⁹ (Original item)

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

Relationships with staff²⁰ (Student Resilience Survey)

At school there is an adult who:

Items		1 = Never				5 = Always
75.	Is interested in my schoolwork.	1	2	3	4	5
76.	Believes that I will be a success.	1	2	3	4	5
77.	Wants me to do my best.	1	2	3	4	5
78.	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 our happiness with our environment, such as money and safety. Remember, if you do not want to answer a question, you can skip it.

Home environment²¹ (Good Childhood Index)

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

Caregiving responsibilities²² (Adapted from HeadStart)

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

Material deprivation²³ (Good Childhood Index)

Items		0 = very unhappy					5 = not happy or unhappy					10 = very happy	
81.	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	

Local environment²⁴ (Adapted from Health Behaviours in Schools Checklist)

Items		Response format				
82.	I feel safe in the area where I live.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
83.	People around here support each other with their wellbeing.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
84.	You can trust people around here.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
85.	I could ask for help or a favour from neighbours.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
86.	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

2.5) Future

Your future

How 'ready for life' do you feel? How do you feel about your future? These next questions are about how you feel about the future. We know every day can feel different, so please let us know how you usually feel.

Future²⁵ (Greater Manchester Life Readiness Survey)

Please let us know whether you agree or disagree with the following statements (select one option per row):

Items		Response format			
87.	I have hope and feel optimistic about my future.	Strongly agree	Agree	Disagree	Strongly disagree
88.	I feel that my generation will generally have a better life than my parents' generation.	Strongly agree	Agree	Disagree	Strongly disagree
89.	I am generally confident in my own skills and abilities.	Strongly agree	Agree	Disagree	Strongly disagree
90.	I usually cope well with most unexpected problems I come across in my life.	Strongly agree	Agree	Disagree	Strongly disagree
91.	When I finish my education, I will have the skills and knowledge I need to be prepared for life.	Strongly agree	Agree	Disagree	Strongly disagree
92.	If I do well with my education, I will have the same chances as everyone else of getting a steady job.	Strongly agree	Agree	Disagree	Strongly disagree
93.	I feel in control about future education, training and job prospects.	Strongly agree	Agree	Disagree	Strongly disagree

Items		Response format
94.	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.	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.

Items		Response format			
95.	How helpful has the careers education you have received at school been?	Very helpful	Fairly helpful	Not very helpful	Not at all helpful



2.5) Future (continued)



Items		Response format
96.	We want to know what kinds of things you are thinking about maybe doing after Year 11, and what sort of information your schools has provided. Different options are provided below.	Two response options for each of the 8 statements listed below: "Might do this after Year 11" and "My school has given me information about this" Stay on at a school sixth form. Study at a further education or sixth form college. Go to a University Technical College or Studio School. Start an apprenticeship or traineeship. Supported internship. Take a T level. Get a job. Start a business.

Items		Response format	
97.	Do you know what GMACS is?	Yes	No
98.	Have you used the GMACS website in the last 12 months?	Yes	No



2.6) 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 our relationships, such as bullying. Remember, if you do not want to answer a question, you can skip it.

Relationships with parents/carers²⁶ (Student Resilience Survey)

At home there is an adult who:

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

Friendships and social support²⁷ (Child and Youth Resilience Measure)

Items		Response format				
103.	I get along with people around me.	Not at all	A little	Somewhat	Quite a bit	A lot
104.	People like to spend time with me.	Not at all	A little	Somewhat	Quite a bit	A lot
105.	I feel supported by my friends.	Not at all	A little	Somewhat	Quite a bit	A lot
106.	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

Bullying²⁸ (Adapted from Understanding Society and Health Behaviours in Schools Checklist)

Items		Response format			
107.	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)
108.	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)
109.	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.	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)

2.6) Relationships (continued)



Harmful or abusive relationships, interactions and experiences²⁹

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

How often do people make you feel bad because of:

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

Loneliness³⁰ (Office for National Statistics)

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



2. Drivers of Wellbeing

2.7) References



11. Item from the Understanding Society Youth Questionnaire. Further information available [here](#).
12. Item from the Health Behaviours in School-Aged Children survey. Further information available [here](#).
13. 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. Further information available [here](#) (MCS) and [here](#) (HBSC).
14. 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](#).
15. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools.
16. 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.
17. Items from Millennium Cohort Study survey. Further information available [here](#).
18. Item from the Child and Youth Resilience Measure. Further information available [here](#).
19. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools.
20. Items from the school connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
21. Item from the Good Childhood Index (Children's Society, 2010). Further information available [here](#).
22. Item from the Wellbeing Measurement Framework. Further information available [here](#).
23. Item from the Good Childhood Index (Children's Society, 2010). Further information available [here](#).
24. Items adapted from the Health Behaviours in School-Aged Children survey. Further information available [here](#).
25. Items from the Greater Manchester Life Readiness Survey. Further information available [here](#).
26. Items from the family connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
27. Items from the Child and Youth Resilience Measure. Further information available [here](#).
28. 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).
29. Items adapted from the Determinants of Adolescent Social Wellbeing and Health Study survey and the Measuring Discrimination Resource (Williams, 2016). Further information available [here](#) (DASH) and [here](#) (MDR).
30. Item from the Office for National Statistics' loneliness item bank. Further information available [here](#).

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