



#BeeWell Survey



Greater Manchester (GM)

***Updated August 2025**

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 Greater Manchester

Over the course of five months in 2021, 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 a 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.

Following feedback from young people, schools and #BeeWell partners, the survey was refreshed over 2023/24. In summer 2025, we completed workshops with Year 7 pupils at #BeeWell schools to listen to their feedback on taking part in the survey for the first time in autumn 2024, resulting in small amendments to the survey.

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 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 survey was appropriate for secondary school students.





After the survey

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

- Provides schools with valuable insights into the strengths and needs of their pupils.
- Aids in the evaluation of existing interventions.
- Informs the selection, development, and implementation of new, targeted wellbeing interventions.
- Ensures 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.

Find out more about #BeeWell in Greater Manchester, here: [#BeeWell Greater Manchester](#). Or, you can find out more about the impact of #BeeWell data, here: [#BeeWell Impact](#).

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.

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.

Please note there have been small changes to the #BeeWell survey in Greater Manchester since its initial publication in 2021. This includes:

- Changes to the 'Safe are to live' questions to facilitate work with Policing Crime, Criminal Justice and Fire.
- Additional questions asking young people if they were born in the UK and if their parent/carers were added.
- Additional questions asking young people if they consider themselves to be transgender, following feedback from the #BeeProud project.
- A larger survey refresh took place in 2023/24, including the addition of the 'Wellbeing Support' driver, updates to questions on nutrition, discrimination, participation in arts, culture, and entertainment - and more. We also removed some questions that were less frequently used by schools, partners, and young people.
- Small amendments to the survey in 2025/26, following feedback from young people in Year 7 after taking part for the first time. This included amendments to a small number of questions and adding in some 'hover over' definitions of words where young people told us that would be helpful. Find out more about these changes here: [Working with young people in Year 7 to improve the #BeeWell survey](#).





Demographic Information

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

Gender and sexuality

In this section of the survey, you will be asked questions about your gender, 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 identity¹

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 are <u>transgender</u> *. Do you consider yourself to be transgender?	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 Not sure



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: 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.

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) Meaning, Purpose and Control

Your Life

In this part of the survey, you will be asked questions about how you feel about 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 <u>satisfied</u> * 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.

Psychological Wellbeing⁵ (Short Warwick-Edinburgh Mental Wellbeing Scale)

Items		Response format				
7.	I've been feeling <u>optimistic</u> * about the future.	None of the time	Rarely	Some of the time	Often	All of the time
8.	I've been feeling useful.	None of the time	Rarely	Some of the time	Often	All of the time
9.	I've been feeling relaxed.	None of the time	Rarely	Some of the time	Often	All of the time
10.	I've been dealing with problems well.	None of the time	Rarely	Some of the time	Often	All of the time
11.	I've been thinking clearly.	None of the time	Rarely	Some of the time	Often	All of the time
12.	I've been feeling close to other people.	None of the time	Rarely	Some of the time	Often	All of the time
13.	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



1.2) Understanding Yourself (continued)

Self-Esteem⁶ (Rosenberg Self-Esteem Scale)

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

Emotion Regulation⁷ (Coping subscale of the Children's Worry Management Scale)

Please answer the following questions about when you feel worried:

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

Appearance⁸ (Good Childhood Index)

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



1.2) Understanding Yourself (continued)

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

Stress⁹ (Perceived Stress Scale - 4)

Items		Response format				
23.	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
24.	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

Coping⁹ (Perceived Stress Scale - 4)

Items		Response format				
25.	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
26.	In the last month, how often have you felt that things were going your way?	Never	Almost never	Sometimes	Fairly often	Very often

*Glossary: Meaning, Purpose & Control and Understanding Yourself

Whilst taking part in the survey online, 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 and Behaviour

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.

Emotional difficulties¹⁰ (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

Behavioural difficulties¹¹ (Me and My Feelings)

Items		Response format		
37.	I get very angry.	Never	Sometimes	Always
38.	I lose my temper.	Never	Sometimes	Always
39.	I hit out when I am angry.	Never	Sometimes	Always
40.	I am calm (reverse scored).	Never	Sometimes	Always
41.	I break things on purpose.	Never	Sometimes	Always
42.	I do things to hurt people.	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 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 Coping subscale of the Children's Worry Management Scale (Zeman et al., 2010). Further information available [here](#).
8. Item from Good Childhood Index (Children's Society, 2010). Further information available [here](#).
9. Items from the Perceived Stress Scale (4 item version) (Cohen, Kamarck & Mermelstein, 1983). 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, Tymms, Vostanis, Belsky, Fonagy, Brown, Martin, Patalay, Wolpert, and Humphrey.
11. Items from the behavioural difficulties subscale of the Me and My Feelings questionnaire (Deighton et al, 2013). Further information available [here](#). © Deighton, Tymms, Vostanis, Belsky, Fonagy, Brown, Martin, Patalay, Wolpert, and Humphrey.

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 health¹² (Understanding Society)

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

Sleep¹³ (Health Behaviours in Schools Checklist)

Item		Response format	
44.	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

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 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							
45.	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
46.	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)

Nutrition¹⁵ (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 its 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:

- potatoes don't count
- beans and pulses (e.g., lentils) only count once
- fruit juice and smoothies only count once

For example:

- a handful of fresh strawberries, some tinned sweetcorn, and frozen peas = 3 portions
- two meals with mushy peas, 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					
47.	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....

Items		Response format							
48.	... sugary drinks (including energy drinks) (e.g. Monster, Coke, Rockstar, Prime)	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
49.	... diet drinks or sugar-free drinks (e.g. Diet Coke, Coke Zero, sugar-free squash)	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
50.	... sweets, chocolate and snacks (e.g. lollies, chocolate bars, crisps, salted nuts, ice-cream)	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
51.	... 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



2.2) 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 use¹⁶ (Original item)

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

Use of Social Media¹⁷ (Adapted from Millennium Cohort Study, with support from Dr. Margarita Panayiotou)

Items		Response format
53.	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 63 defaults to 75%)
54.	How much of the time noted above do you spend doing things like chatting with others, and posting stories, pictures and videos?	
55.	How much of the time noted above do you spend doing things like browsing feeds, profiles or scrolling through photos and stories?	

Volunteering¹⁸ (Adapted from Millennium Cohort Study)

Items		Response format					
56.	How often do you do volunteer work? This is when you spend unpaid time doing something to benefit others. Volunteering as part of DofE or cadets is included, and so is mentoring younger year groups 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



2.2) Hobbies and Entertainment (continued)

Participation in arts, culture, and entertainment¹⁸ (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					
57.	Listening to music?	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
58.	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
59.	Watching TV shows or films (not at the cinema)?	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
60.	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
61.	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
62.	Go to a Youth Offer activity, such as a youth club or other organised activities (e.g. Scouts or Guides)?	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.	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
64.	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
65.	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
66.	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
67.	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.

School connection¹⁹ (Child and Youth Resilience Measure)

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

Attainment²⁰ (Original item)

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

Relationships with staff²¹ (Student Resilience Survey)

At school there is an adult who:

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

*Glossary: School

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

Belong/belonged: Feeling respected, included and supported.



2.3) School (continued)

School discipline²² (Original item)

Some schools remove pupils from their classroom when a teacher thinks that their behaviour is bad and/or disruptive. Pupils then work in silence in a separate room on their own or with other pupils that have also been removed from their classrooms. Schools use different names for this (e.g. seclusion, isolation, or consequence booths; time-out space; calm room; Reset room; Iso room). Here we will call it being placed in 'isolation.'

Item		Response format	
74.	Think about a typical school week. Are you ever placed in isolation?	Yes	No

If yes:

Item		Response format				
75.	On how many days in a typical week are you placed in isolation (even if only for a short time, such as a single lesson)?	1 day	2 days	3 days	4 days	5 days
76.	For any of the days where you are placed in isolation, how long does this typically last? A normal school day is about 6.5 hours.	Half hour increments from 0.5 to 6.5 hours				

School Pressure²³ (Health Behaviours in Schools Checklist)

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

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 environment²⁴ (Good Childhood Index)

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

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

Items		Response format				
79.	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
80.	People around here support each other with their wellbeing.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
81.	You can trust people around here.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
82.	I could ask for help or a favour from neighbours.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
83.	There are good places to spend your free time (e.g. leisure centres, parks, shops, youth centres/zones).	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)

Items		1 = never 5 = always				
84.	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 security²⁷ (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”

Items		Response format					
85.	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 (Good Childhood Index)

Item		0 = very unhappy 5 = not happy or unhappy 10 = very happy										
86.	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





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.

Future²⁸ (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 <u>optimistic</u> * about my future.	Strongly agree	Agree	Disagree	Strongly disagree

The following questions in the Future section are presented to Years 8-10 pupils only:

Items		Response format			
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

*Glossary: Future

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

Optimistic: Believing that good things will happen.



2.5) Future (continued)

The following questions in the Future section are presented to Year 10 pupils only:

Item		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.			
Item		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
Item		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."			
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.	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 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/carers²⁹ (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 support³⁰ (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

Loneliness³¹ (Office for National Statistics)

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

2.6) Relationships (continued)

Harmful or abusive relationships, interactions and experiences³² (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				
108.	Your race, skin colour or where you were born?	Often or always	Some of the time	Occasionally	Hardly ever	Never
109.	Your gender?	Often or always	Some of the time	Occasionally	Hardly ever	Never
110.	Your sexual orientation?	Often or always	Some of the time	Occasionally	Hardly ever	Never
111.	Your disability?	Often or always	Some of the time	Occasionally	Hardly ever	Never
112.	Your religion/faith?	Often or always	Some of the time	Occasionally	Hardly ever	Never

For any item where young people report having experienced discrimination:

Item		Response options					
113.	Where did this happen? (tick any that apply)	At home	Walking to or from school	On public transport (e.g., bus, train)	At school	In my local area (e.g., local park or shop)	Online

Bullying³³ (Adapted from Understanding Society and Health Behaviours in Schools Checklist)

Items		Response format			
114.	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)
115.	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)
116.	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)



2.7) 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.

Awareness, access and assessment of services and tools³⁴ (Adapted from NHS Digital, Mental Health of Children and Young People in England)

Items		Response format				
117.	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 nor disagree	Disagree a little	Disagree a lot

In the last 12 months, how often have you had contact with the following people about your mental health?

Items		Response format				
118.	Someone in your family	Never	Rarely	Sometimes	Often	Always
119.	A close friend	Never	Rarely	Sometimes	Often	Always
120.	A trusted adult (not at school and not family)	Never	Rarely	Sometimes	Often	Always
121.	A teacher (e.g. form teacher, head of year)	Never	Rarely	Sometimes	Often	Always
122.	Someone working in school mental health (e.g. Mental Health Support Team (MHST) service or school counsellor)	Never	Rarely	Sometimes	Often	Always
123.	Online help (e.g. via websites such as Every Mind Matters, Young Minds, or Mind; social media platforms such as Instagram; and/or online communities or self-help groups)	Never	Rarely	Sometimes	Often	Always



2.7) Wellbeing support (continued)

Have you heard of or used the following service?

Items		Response format			
124.	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





2.8) Drivers of Wellbeing: References

12. Item from the Understanding Society Youth Questionnaire. Further information available [here](#).
13. Item from the Health Behaviours in School-Aged Children survey. Further information available [here](#).
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 in Greater Manchester. Further information available [here](#).
15. Items adapted from Health Behaviours in Schools (Rakic et al, 2024) and Millenium Cohort Study (Fitzsimmons et al, 2020). Further information available [here](#) (HBSC) and [here](#) (MCS).
16. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools.
17. 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.
18. Items from Millennium Cohort Study survey. Further information available [here](#).
19. Item from the Child and Youth Resilience Measure. Further information available [here](#).
20. Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools in Greater Manchester.
21. Items from the school connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
22. Items developed by the #BeeWell Research Team in consultation with young people and school staff in the Young Researcher Programme, and the #BeeWell Youth Steering Group.
23. Item from the Health Behaviours in School-Aged Children survey. Further information available [here](#).
24. Item from the Good Childhood Index (Children's Society, 2010). Further information available [here](#).
25. 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. Further information available [here](#).



2.8) Drivers of Wellbeing: References (continued)

26. Item adapted from the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
27. Item adapted from the Food Security Screening Tool (Radandt et al, 2018). Further information available [here](#).
28. Items from the Greater Manchester Life Readiness Survey. Further information available [here](#).
29. Items from the family connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
30. Items from the Child and Youth Resilience Measure. Further information available [here](#).
31. Item from the Office for National Statistics' loneliness item bank. Further information available [here](#).
32. 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).
33. 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).
34. Items adapted from NHS Digital Survey (Mental Health of Children and Young People in England) in consultation with NHS Greater Manchester. Further information available [here](#).

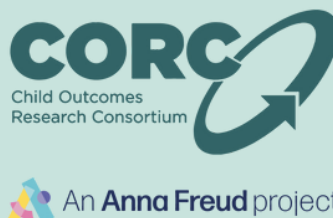


Acknowledgements



Many thanks to the #BeeWell Pathfinder Schools who supported the development of this survey:

Altrincham Grammar School for Girls
Bury Church of England High School
Co-op Academy Swinton
ESSA Academy
Falinge Park High School
Golborne High School
Hazel Grove High School
Manchester Communication Academy
Music Stuff Alternative Provision
New Bridge School
Pendlebury Centre
St Damian's RC Science College
The Manchester Grammar School
The Radclyffe School
Trafford Pupil Referral Service



Anna Freud
building the mental
wellbeing of the
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