

Exploring the Perspectives of Children and Young People; How Children and Young People View Secondary School Staff to Support Pupil Wellbeing

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Abstract

This study explores the views of children and young people and their perceptions of how secondary school staff promote pupil wellbeing. Previous research has predominately focused on measuring the wellbeing of children and young people, looking at wellbeing trends between gender and year group and identifying the key areas which children and young people view are central to their wellbeing. This study seeks to elicit, from the perspective of children and young people, their definition of the term wellbeing, the key areas which are important to their wellbeing, how their school staff provide support within these key areas, whether there are differences between self-reported wellbeing and levels of satisfaction and adequacy in their lives. Furthermore, this study aims to explore whether standardised questionnaires include key areas which are important to children and young people and therefore, whether they are valid tools to measure the wellbeing of children and young people. Thematic analysis of focus groups, of 16 participants, identified that participants viewed wellbeing to be a multifaceted concept which is likely to evolve over time. Participants expressed that there are 4 key areas which are important to their wellbeing; their relationships, having access to activities, having their basic needs met and having a positive outlook on life. Furthermore, male and female participants expressed different perceptions of the important key areas to their wellbeing. 40 participants completed a self-reported wellbeing questionnaire. Data analysis of the Children's Worlds Wellbeing questionnaire found that there were no gender or year group differences in the levels of self-reported wellbeing. However, there was a significant difference between males and females in the levels of satisfaction with their local area, indicating that males are significantly more satisfied with where they live. The key areas elicited from the focus groups and the areas covered in the Children's Worlds Wellbeing questionnaire were compared, finding that there were numerous overlaps between the two sources. However, there appeared to be significant gaps within the questionnaire which participants expressed were important to their wellbeing, suggesting that such tools may have limited validity with this sample. 8 participants participated in semi-structured interviews. Thematic analysis identified that overall, participants held positive perceptions of how their school staff support pupil wellbeing, regardless of their self-reported level of wellbeing. Additionally, participants expressed that their school staff provide support which spans across each of the four key areas identified as important to their wellbeing. Although participants acknowledge the valuable support which school staff currently provides, several areas where school staff may further improve provision to improve pupil wellbeing were identified. The implications of the study are considered for schools, educational psychologists and for future directions.

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Abbreviations

| Term | Abbreviation |
|---|---------------------|
| Child and Adolescent Mental Health Services | CAMHS |
| Children and Young People | CYP |
| Children's Words Wellbeing Questionnaire | CWWQ |
| Educational psychologist | EP |
| Focus group | FG |
| Local authority | LA |
| The Office for Standards in Education, Children's Services and Skills | Ofsted |
| Special educational needs | SEN |
| Trainee educational psychologist | TEP |
| United Kingdom | UK |

Chapter 1: Introduction

1.1 Introduction to Thesis

This study focuses on gaining a deeper understanding about how children and young people (CYP) perceive their school staff to support the wellbeing of pupils. This thesis seeks to explore how CYP construct the term wellbeing, the key areas and issues which are important to CYP's wellbeing, and their thoughts and perceptions about how their school staff support pupil wellbeing. In addition, this study will consider whether standardised wellbeing questionnaires include the key areas which CYP express to be important for their wellbeing. Furthermore, this study will explore whether there are differences in perception of school support of pupil wellbeing between gender, school year and those with different levels of self-reported wellbeing. My chosen methodology is a mixed methodology design utilising focus groups, a questionnaire and semi-structured interviews to explore the views and experiences of CYP in year 8 and year 9 within one secondary school. This research took place in an urban unitary local authority (LA) where I was based on placement as a trainee educational psychologist (TEP).

This thesis is composed of 8 chapters. These are:

Chapter 1: Introduction

Chapter 2: Literature review

Chapter 3: Research design and questions

Chapter 4: Phase 1 of research

Chapter 5: Phase 2 of research

Chapter 6: Overall discussion

Chapter 7: Appendix

Chapter 8: Bibliography

In this chapter, I will discuss the rationale behind this research, the national and local context of this research, my personal interest in this area of research and will outline the overall research aims.

1.2 Rationale

The Child Wellbeing in Rich Countries Report (UNICEF, 2013) ranked the overall wellbeing of CYP and placed the United Kingdom (UK) at the bottom of 21 developed countries in 2007, and at number 15 out of 29 in 2011. The report found high rates of drinking and drug use in 11- 15 year olds, high teenage pregnancy rates and low levels of participation in further education among 15-19 year olds. Steinberg (2008) suggests that engaging in risk-taking behaviour may be considered a part of adolescent development, increasing the number of sensation-seeking and reward-seeking behaviours as they develop cognitive self-regulation. Furthermore, a review by Proctor, Linley, & Maltby (2009) highlighted that, generally, CYP who report lower life satisfaction are more likely to engage in risk-taking behaviours. Proctor et al. suggest that there is a correlation and predictability between youths' subjective wellbeing and academic achievement, physical health, substance use and goal directed behaviour. Although there are improvements in the UK's ranking in UNICEF's Child Wellbeing in Rich Countries Report from 2007 – 2011 (UNICEF, 2013), further progress needs to be made to ensure that CYP in the UK are fully supported in their emotional development and wellbeing.

There is already increasing pressure from the government for schools to improve academic standards, but since the Education at a Glance Report (The Organisation for Economic Co-Operation and Development, 2014) ranked the UK's Education System as 23rd in the world, pressure is expected to intensify.

following the ranking of the UK's Education System as 23rd in the world in the Education at a Glance Report (The Organisation for Economic Co-Operation and Development, 2014). The Children's and Adolescents' Mental Health and Child and Adolescent Mental Health Service (CAMHS) Report (House of Commons Health Committee, 2014) raised concerns that schools place precedence on academic achievement over the emotional wellbeing needs of pupils due to the pressure on schools to meet national standards, to follow inspection guidelines and to compete in academic league tables, which they report has led to an increase of referrals to CAMHS, due to pupils needing additional support as it can be challenging for schools to meet pupil needs. These findings are supported by Elias (2001, as cited in Cefai and Cooper, 2009a) who stresses that focusing solely on academic attainment can increase social and emotional difficulties in CYP, can elevate stress and anxiety in CYP and can lead to more difficulty to learn additional skills which are required for adult life.

In the UK, there have been numerous government supported initiatives for schools to support the emotional needs of pupils, including Every Child Matters (2003) with an emphasis upon personal, social and health education in the curriculum, the promotion of Social and Emotional Aspects of Learning (SEAL) (Department of Education and Skills, 2005) as a whole school approach, the Mental Health Initiative 'No Health Without Mental Health' (Department of Health, 2011). Furthermore, the launch of www.minded.org.uk in March 2014, an e-learning portal funded by the Department of Health, aims to inform and support teachers and other professionals working with CYP who may have mental health difficulties. Additionally, there are online methods of measuring CYP wellbeing, such as New Philanthropy Capital's wellbeing measuring tool

(well-beingmeasure.com, 2015), which schools, charities and agencies can purchase to assess the wellbeing of young people. This tool suggests that users should repeat the survey over time to provide a measure of whether there are changes in wellbeing due to support and strategies implemented. The Education and Inspections Act (2006) places a duty on schools to promote the wellbeing of pupils. Under this Act, schools are required to promote physical and mental health, emotional wellbeing, protect pupils from harm and neglect, provide education, training and recreation, and to ensure that children contribute to society, social and economic wellbeing. The Department of Health (2013) study reports that 50% of lifetime mental illness starts by the age of 14, and that 75% of lifetime mental illness starts by age 24. These findings suggest the importance of providing preventative support for CYP, the importance of building up an individual's internal resources from a young age, and stresses the overall importance of the wellbeing of CYP. However, caution should be taken when considering these statistics as the Department of Health study is likely to report referral rates to mental health services and diagnostic statistics. These statistics do not consider the needs of CYP which are below thresholds to access specialist services, do not meet medical diagnostic criteria or do not measure aspects which affect CYP wellbeing which are not considered to be part of thresholds or diagnostic criteria.

Considering a holistic approach to education, Cefai and Cooper (2009b) suggest that schools have a responsibility beyond an academic culture. They suggest that schools should provide CYP with an education for life, ensuring that schools support pupils in all areas and equip CYP with internal resources for their future. The Department of Health (2013) found that CYP think that schools should play a greater role in promoting health and wellbeing and that

mental health should be taken as seriously as physical health. In this report, CYP themselves expressed that “schools have a responsibility to teach life skills” (Chapter 4, p. 9) and should encourage healthy development in all areas. In support of this, the Schools with Soul Report (Royal Society of Arts, 2014) suggests that there is a greater need for schools to promote spiritual, moral, social and cultural education. Furthermore, Bird & Markle (2012) found that pupil wellbeing is associated with academic achievement and positive school functioning, and suggest that supporting pupil wellbeing can also improve pupil academic success.

This section has discussed the rationale for this study, drawing upon research which raises concerns of the current focus within education in the UK, the importance of CYP wellbeing, and the suggestion that schools have a responsibility broader than academic attainment. I will now move on to discuss the context of this research.

1.3 Context of This Research

In this section, I am going to look at the context of this research by discussing the national perspective of CYP wellbeing, local perspective of CYP wellbeing, my own personal interest into this area of research, and the context in which this research study was set.

1.3.1 National Context

Pastoral care within schools developed from the 19th century religious philosophy which emphasised the importance of moral, ethical, welfare and guidance within schools, a system which remains to the present, yet has evolved in the education system over time (Hearne et al. as cited in De Jong &

Kerr-Roubicek, 2007). Marland ((1974) as cited in Best, 2014) promoted the importance of pastoral care within education, and suggested that it should be the core task for schools and should be embedded in the planning and structures of schools. Weare (2011) suggests that over the past 30 years, within the UK, there has been a significant increase in interventions and programmes available in schools to support mental health needs in schools and that schools are increasingly becoming more aware of their role in supporting the non-cognitive elements of education. Furthermore, a briefing from Public Health England (Brooks, 2014), which conducted a meta-review, supported the argument that there is a positive link between pupils' health and wellbeing and academic attainment. The meta-review further promoted the importance of schools in supporting pupil health and wellbeing as there can be additional benefits upon CYP attainment. The Education Act (2002) and Academies Act (2010) suggests that schools are key places for shaping pupil wellbeing and that promoting the physical and mental health of pupils can create a positive cycle which can increase attainment, achievement and wellbeing, leading to CYP achieving their full potential. However, Tucker (2015) suggests that the impact of external pressures upon schools, predominantly from The Office for Standards in Education, Children's Services and Skills (Ofsted), has led to a shift in priorities within secondary schools away from pastoral provision and instead focuses on areas within the Ofsted inspection framework. Since the establishment of Ofsted in 1992, set up to inspect the educational performances of schools, there have been multiple reviews and changes to the key areas that inspectors assess schools on. Most recently, in August 2015, Ofsted released a new school inspection handbook which gave an updated inspection criteria for schools in England. The handbook states that the areas that schools will be

inspected are; academic achievement over time, pupil attendance, outcomes of inspection since previous inspection, views of parents, complaints about the school and any other significant concerns (Ofsted, 2015), and places greater emphasis on accountability. The inspection criteria in the handbook does not specifically name or state pupil wellbeing, pastoral support, or mental health, as areas that schools will be inspected by and, therefore, it does not actively promote the role of the school in supporting the emotional wellbeing and mental health of pupils.

Perryman, Ball, Maguire, and Braun (2011) suggest that within the current education system in England there is a preoccupation with policies of achievement, particularly on exam results, which has led to schools being results-driven and on improving A* - C grades at GCSE, which is a key indicator of school performance in league tables. League tables were introduced in 1992, intending to provide parents with information to make a choice between schools. Perryman et al. suggest that the shift of culture towards focusing on exam results increases the pressures within schools significantly, proposing that schools are becoming 'pressure cookers' (p.180) of stress which can affect the wellbeing, physical and mental health, job satisfaction and feelings of professional autonomy of school staff, which has knock-on effects to the whole school and pupils. However, from September 2016 new changes were introduced to remove league tables, changing the way that schools are assessed by changing the importance of GCSE results and replacing them with a measure known as 'attainment 8' which measures pupil achievement in 8 subjects at GCSE level, including maths and English. Furthermore, an additional measure will be introduced to look at progress made by pupils over time: 'progress 8' will assess pupils on the progress made between the end of

Key Stage 2 assessments to the end of secondary school across 8 subjects, where schools are scored on pupil progress compared to the national average (Hutchings, 2015). Research from The National Union of Teachers (NUT) (Hutchings, 2015) suggests that the culture of the accountability agenda has shaped the nature of education in harmful and wide ranging ways. Hutchings proposes that the current education system undermines the interests of CYP and does not provide a balanced, creative or rewarding curriculum. This creates significant pressure in schools which causes the risk of turning schools into 'exam factories.' In addition, Hutchings suggests that the greatest pressure within schools was reported to be Ofsted inspection; school leaders and teachers reported that the significant pressure and stress experienced by potential consequences of 'failure' is a substantial stressor to them. As Ofsted's key measure for attainment is test scores, school staff report an increased pressure and focus on preparing pupils for tests. Hutchings suggests that the accountability agenda has led to increased pressure on CYP to do things before they are ready, increased focus on a small range of subjects, a reduction in teacher- pupil interactions and less flexibility for teachers to respond to pupils, which Hutchings argues is a threat to CYP self-esteem, confidence and mental health. Hutchings states that increased pressure on tests and exams, increased pressure to do well and not fail, and increased academic expectations and demands have contributed to school anxiety, stress, dissatisfaction and mental health problems that CYP may experience. These findings are concerning as they suggest the link between changes in the education system and Ofsted towards accountability and the increased pressure on schools, teachers and pupils to achieve academic standards which impact directly on the wellbeing and mental health of CYP across all ages. These findings support Tucker's

(2015) findings that pressures from external sources can have a significant impact on schools, teachers and CYP.

Additional external pressures which schools face are the changes brought about in the White Paper 'The Importance of Teaching' (Department of Education, 2010) and the Education and Adoption Bill (2016) which invites all schools to become academies. However, schools which are failing schools, defined by having 'inadequate' ratings in Ofsted inspections and do not meet government benchmarks, will be forced to become academies (Hutchings, 2015). Changing schools to academies decentralises the responsibility of the school from the local authority and places the responsibility and accountability directly upon the Department of Education. There has been a significant increase of academy status schools as by August 2014 12% of primary schools and 53% of secondary schools had converted to academies (Hutchings). School leaders and teachers report that one of the most significant stressors which they experience is the pressures that schools may face following a poor inspection. School staff experience a great amount of pressure should they 'fail' an inspection, with the consequence that the head teacher is removed from their post or that the school is closed and becomes an academy. In Hutchings report, one head expressed;

'Ofsted can destroy a school. ... If you're put into an 'RI' [Requires Improvement] category, then all sorts of things can happen. It dissolves the schools. The morale goes, the parent body morale drops, anything that you've tried to achieve. ... If Ofsted say no, then a school can fall apart. Then you've got academies coming in.' (Hutchings, 2015, p. 16).

Furthermore, school leaders and teachers report that the nature of accountability within education can have a negative outcome upon them as it is one of the highest stressors which they experience (Hutchings, 2015). In

support of this, Hopkins et al. (2016) found that teachers reported that there is a significant difference in the process of self-evaluating practice and external evaluation (inspection). They found that teachers said that self-evaluation was generally supportive and led to professional development, however, external inspections could have a significant impact as they can be 'damaging emotionally and professionally' (p.59, Hopkins et al, 2016) and that 'it can be hard to keep a sense of perspective' (p.59, Hopkins et al, 2016). These findings suggest the increased pressure upon schools, due to the nature of accountability in schooling, the pressure schools face to rate highly and the increased focus which schools are required to give to accountable measures, impacts the pressure which teachers put on themselves and for pupils to achieve, thus, creating a culture within education which places greater focus on accountability and academic performance rather than promoting education holistically.

Hutchings (2015) suggests that the focus on accountability in schools can have a direct impact on the wellbeing of CYP resulting in mental health problems such as anxiety, suicidal feelings, self-harm, panic attacks and eating disorders. These findings support previous evidence as Childline (National Society for the Prevention of Cruelty to Children (NSPCC), 2015) reported that there is a concerning trend towards rising mental health concerns of CYP in 4 key areas; self-harm, suicidal feelings, low self-esteem and happiness. They found that from 2013-14, education was the most frequently reported concern for CYP, there was a 13% increase in school and educational concerns from the previous year, 58% of counselling that CYP accessed was associated with educational problems, particularly exam stress which increased by 200% on the previous year (NSPCC). Furthermore, 62% of the CYP who received counselling for

support regarding school and educational problems were 12-15 years old, which suggests that there are increased pressures and concerns within this age group (NSPCC). Childline (NSPCC, 2015) reported significantly increased referrals for wellbeing and mental health needs and also of concern, CYP also reported problems accessing services to provide support due to long waiting lists, a lack of out-of-hours support and a lack of information to access help. Furthermore, The House of Commons Children's and Adolescents' Mental Health and CAMHS Report (2014) reported an increase in the following; levels of psychological distress in CYP, increased rates of self-harm over the past decade, increased access to services such as hospital admissions, calls to helplines and online support networks. Overall, the research findings from the NSPCC (2015), The House of Commons (2014) and Hutchings (2015) indicate increased trends of reduced wellbeing and increased mental health needs of CYP in the UK, greater need to access specialist services, outlines that access is not always available, and highlights the additional pressure on CYP due to changes within the education system towards a growing focus on schools and pupils to raise attainment.

1.3.2 Local Context of the Local Authority of this Specific Study

A review of the Local Authority (LA) (a pseudonym of Baytown LA has been used in this study for confidentiality) strategy towards supporting CYP Mental health (Joint Commissioning Panel for Mental Health, 2013) estimates that at any point, around 3,460 CYP aged 5-15 years old have a diagnosable MH disorder, with almost 700 having dual-diagnosis'. Table 1 illustrates the prevalence of CYP aged 4-15 years old in the LA who accessed specialist support from the Child and Adolescent Mental Health Service (CAMHS). The Universal service level refers to support received in early years' services; The

Targeted service level include primary mental health workers, social care, youth offending teams and educational psychologists; and the Specialist service level include specialised community CAMHS multidisciplinary team or highly specialised services like receiving support from inpatient services or specialised outpatient services (Joint Commissioning Panel for Mental Health, 2013). This table indicates that at any given point, over a quarter of the population of CYP within the LA required service support for mental health concerns.

Table 1. Number of CYP accessing service support within the LA (Baytown Children and Young People's Trust Board, 2014)

| Service level | % of all CYP in LA | Number of CYP |
|----------------------|---|----------------------|
| Universal | 15% | 8,100 |
| Targeted | 7.5% | 4,100 |
| Specialist | 2.5% | 1,400 |
| | 0.47 (Intensive and requiring specialised care) | 250 |
| Total | 25.47% | 13,850 |

Willcocks (2014) reviewed existing models of supporting CYP mental health in secondary Schools in the LA in which this research is based, and found that after one year of the Targeted Mental Health in Schools (TaMHS) national pilot project, the project had been successfully embedded in primary schools and successful at meeting CYP needs in the LA. However, the TaMHS project was less successful with secondary schools in the LA area as there was not a consistent approach within or between schools to support the mental health needs of pupils. Willcocks' findings emphasise it is important to address how schools are identifying, supporting and meeting the needs of CYP's wellbeing in secondary schools.

The secondary setting where the research in this thesis was carried out was converted to academy status in 2011 after being invited to convert following an 'outstanding' inspection in 2010. The school is 6 miles east of the city centre within a more affluent suburb of the city, which is the main catchment area for most the pupils. The size of the school is above average for a secondary school when compared to the national average. The proportion of pupils with special educational needs (SEN) is below the national average; the majority of pupils have moderate learning or behavioural needs with a small number of pupils with more profound needs (Ofsted, 2015).

1.3.3 Personal Interest in This Research

My interest in pupil wellbeing and how school staff support and promote positive mental health stems from my previous roles as working as an Educational Support Officer in a CAMHS inpatient unit and as a Wellbeing Outreach Team Support Officer. When working in these roles, my eyes were opened to the pivotal role which school staff play in supporting vulnerable CYP and the impact that this support can have on positive outlooks towards recovery from significant mental health difficulties. However, the support which was available to the CYP who I worked with varied between educational settings and appeared to be dependent on the skills and knowledge of school staff themselves and the provision available within schools to support pupil wellbeing. In my current role as a trainee educational psychologist (TEP) I have been able to gain a broader understanding about the systems which schools may have in place to support pupil wellbeing and the barriers which schools may encounter when supporting the emotional wellbeing of all pupils, such as staff capacity, school ethos and thresholds to access specialist services such as CAMHS.

In addition to my own interest in this area, TEPs are encouraged to identify a topic for a dissertation which is of importance and relevant to the LA's needs, wherever possible. Therefore, this study has considered the needs of the LA in which the research is based by eliciting the views of pupils about how their school supports pupil wellbeing and will further look at links to educational psychologists and the role that we as a profession can play.

1.3.4 Research Context

This research was conducted whilst working as a TEP in an urban unitary LA in the South West of England. Following discussion with the Principal educational psychologist in September 2014 about the priority areas of research within the LA, pupil wellbeing and school support for mental health arose as a key area of need. Both sections of the research in this paper provided opportunities to understand how secondary schools are supporting pupil wellbeing needs by eliciting the voice of the child and to understand CYP's views and perspectives in this area and provide an opportunity of development into a field of personal and professional interest.

In this section I have discussed the national perspective of CYP wellbeing, the local perspective of CYP wellbeing, my personal interest into this area of research and the context in which the study is set. I will now move onto section 4 and discuss the overall research aims.

1.4 Overall Research Aims

This research study aims to gain a deep understanding about how CYP perceive their school staff to support the wellbeing of pupils. The study will be divided into two phases; phase 1 will aim to identify how CYP construct the term

wellbeing, identify key themes and areas which CYP perceive to be important to their pupil wellbeing, and address how CYP feel about their own wellbeing, and examine whether the key areas important to CYP are included in standardised questionnaires. Phase 2 will explore CYP's own experiences and perceptions about how their school staff support the wellbeing of pupils.

This section has provided an introduction to the area of research, discussed the rationale behind the research, provided the national and local context for the research, discussed my personal interest in this area of research, and has outlined the overall research aims for this study. I shall now move on to chapter 2 and critically discuss the literature relevant to this study.

Chapter 2: Literature Review

2.1 Introduction

This chapter is divided into five sections; section one will explore definitions of wellbeing, models of wellbeing and literature search strategies used. Section two will look at the importance of good psychological wellbeing. Section three will discuss research focusing on the role of schools and school staff in supporting the wellbeing of pupils and barriers which may exist in schools. Section four will discuss literature which focuses on CYP's views of wellbeing. Section five will discuss the role of Educational Psychologists and finally, section six will identify gaps within the field and will discuss how this research will seek to address these gaps.

2.2 What is Wellbeing?

2.2.1 Definitions of Wellbeing

Diener & Suh (1997) suggested that subjective wellbeing comprises of three interrelated components; life satisfaction, pleasant affect and unpleasant affect. Diener and Suh suggest that life satisfaction refers to a cognitive sense of satisfaction and that affect refers to moods and emotions. Diener and Suh argue that an individual may rate themselves highly in one component yet could rate themselves low on other components, and that both positive and negative affective experiences should be taken into consideration when understanding how individuals understand and judge their own subjective wellbeing. However, this definition may present a dated view of wellbeing as, importantly, Renshaw, Long, & Cook (2014) take into consideration the evolving nature of the concept of wellbeing, acknowledging that school psychologists' understanding of wellbeing and the way in which they may support CYP has expanded over time

to include competence, persistence, engagement, relationships, meaning and accomplishments along with the traditional subjective indicators. Renshaw et al. suggest that wellbeing is an umbrella term for “all aspects of healthy and successful living” (p.2) and that wellbeing is subjectively experienced by individuals and can fluctuate daily, weekly, monthly and annually. However, this definition does not consider or discuss the impact of the wellbeing of individuals who may have chronic health problems, as this definition may suggest that if an individual experiences poor health, they may not experience positive wellbeing. Headey & Wearing (1989) and Cummins (2010) definition of wellbeing focuses on the importance of how people cope with change in their life and how their wellbeing may be affected by these changes. Additionally, they suggest that there may be times when an individual’s wellbeing fluctuates as one may encounter challenges in life which may affect levels of wellbeing. Furthermore, Ryff (1989) suggested the importance of considering elements which contribute to positive psychological functioning. She argued that prior research placed too much emphasis upon factors that influence mood and that wellbeing is not affected solely by happiness. She suggested that the six key areas which contribute towards psychological wellbeing were self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth. Figure 1 provides an overview of the different components which contribute to self-reported wellbeing.

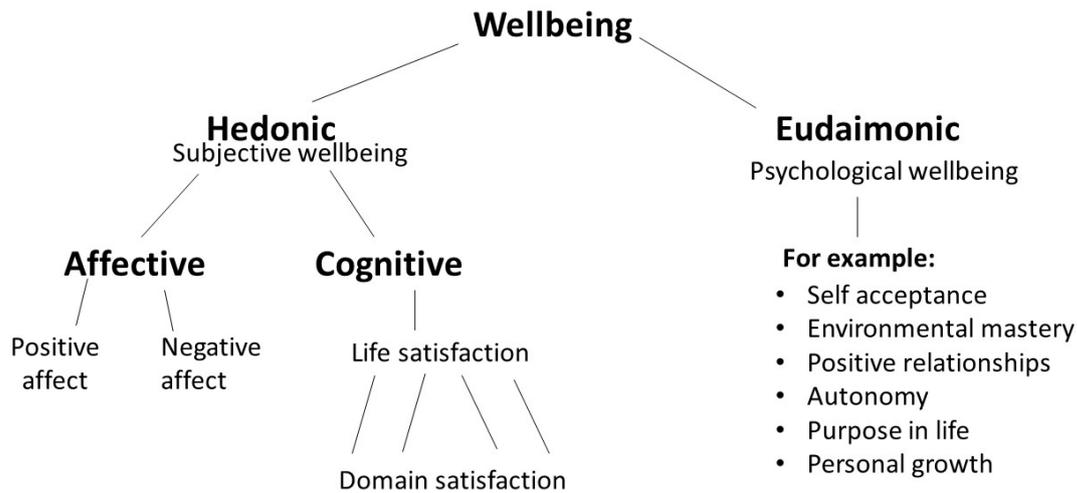


Figure 1. Components of Self-Reported Wellbeing (The Children's Society (2013))

A challenge within the field of research into wellbeing is that definitions for wellbeing can vary between and within fields of research and there has not been an established definition of the term which is universally used by researchers. Additionally, it is important to consider whether the definitions which are provided by researchers are inclusive of, and generalizable, across ages, genders, cultures and between periods of time. Matthews and Izquierdo (2009) suggest the importance of understanding the culture of which an individual is a member, as the meaning of happiness can vary both within and between cultures. Therefore, it is important to acknowledge the experiences of individuals within cultures and what happiness may look like and mean to them rather than applying a generic definition. This raises the importance of being cautious about applying definitions across cultures and population, particularly in this research which applies to CYP, who may view wellbeing differently to adults. Forgeard, Jayawickreme, Kern, & Seligman (2011) argue that the absence of definition of wellbeing in initial research has led to a broad and blurred understanding of wellbeing. Forgeard et al. argue that the lack of clarity

from an early stage of research has led to confusion about how to define the term wellbeing, how it should be spelled and how to characterise the individual components which make up the construct. Furthermore, Christopher (1999) suggests that there is also confusion of the term wellbeing as there is difference between a description of the construct and a definition of a term. Christopher argues that there is a problem within the literature as researchers focus on dimensions and descriptions of wellbeing rather than on clarifying a definition. This lack of definition can lead to further confusion in the field of wellbeing and results in differences between what studies may focus on. Dodge, Daly, Huyton, & Sanders (2012) argue that it is necessary to be clear about what wellbeing is, what is being measured, and how it is interpreted to produce valid and meaningful research. This study will consider whether the definitions and descriptions of wellbeing, which are constructed by adults and researchers, are shared by CYP.

2.2.2 Models of Wellbeing

Literature regarding the wellbeing of CYP spans across many research fields, each of which may hold a different perspective of wellbeing. Research in the fields of medicine, psychiatry and associated clinical fields tend to regard wellbeing as a positive mental health term, indicating the absence of a clinical mental health difficulty within an individual. Through the lens of the medical model, mental health would be affected by within-child biological or neurological factors, such as a hormone imbalance causing depression, and focuses on the internal biological factors which impact on the functioning of individuals (British Psychology Society (BPS), 2009), therefore wellbeing is the absence of such a condition. However, the medical model could be criticised for being reductionist and too simplistic. As the medical model views mental health and wellbeing as

being within-person view and diagnosis based, this model could be criticised as it does not take into the account additional environmental and social factors which may influence the wellbeing on individuals. As the medical model view only acknowledges those individuals with diagnosed mental health conditions, individuals who apply this model are not likely to take into consideration those without a medical diagnosis, or the additional pressures and expectations upon CYP in society, which may affect CYP's wellbeing in society today. Therefore, this model is unlikely to gather or understand the full picture of the wellbeing of CYP.

In comparison to the medical model perspective, the social model suggests that wellbeing is a complex and multi-faceted concept which encompasses the way in which an individual feels, views the world and responds to life events, in addition to biological factors. Through the lens of the social model, wellbeing is a fluid concept which may change over time, is the way in which an individual views their own abilities and can be influenced by internal and social variables. Although the social model is more diverse in its view of wellbeing than the medical model, and encourages individuals to think outside the internal influences, the social model may be criticised for being too focused on the individual's own experiences and not considering the context surrounding CYP, for example, the culture which they grow up in and the impact that this may have on their psychological functioning.

An alternative view of wellbeing is suggested by the socio-psychological model, which suggests wellbeing is experienced through internal and social factors, such as the way an individual views the world and their emotions, however, there is an additional influence of the environment system which an individual interacts with. The school environment can shape the wellbeing of pupils as it

can promote feelings of belonging, engagement, hope, or feelings of stress and loneliness. The socio-psychological model acknowledges the role that internal, social and systemic variables can have on an individual's emotions, feelings and wellbeing (Pyhältö, Soini, & Pietarinen, 2010).

The medical, social and socio-psychological models each offer a different perspective to view wellbeing, each of which has benefits and disadvantages for the view holder. In this research project, I am going to adopt the perspective presented by the socio-psychological model as it suggests a more open perspective towards wellbeing, and acknowledges the multiple factors that may impact on CYP wellbeing. This research will be based on the view that wellbeing is a multi-faceted complex concept which can be impacted by both internal psychological functioning as well as the external world, community and society in which individuals live.

2.3 Completing a Systematic Review of the Literature

In carrying out the literature search I was conscious that wellbeing is studied across many different disciplines such as psychology, psychiatry, anthropology and sociology. Each discipline is likely to influence the way which wellbeing may be viewed as each field applies its own philosophical and methodological assumptions. To search for literature across broad disciplines, key words were crucial in searching for literature which could contribute to a broad range of perspectives. Table 2 shows a list of search engines and key words used in this literature search.

Table 2. Search engines and key words used in literature search

| Search engines used |
|---------------------------------|
| British Education Index |
| EBSCO |
| ERIC plustext |
| PsychARTICLES |
| PsychINFO |
| Science Direct |
| Key Words used in search |
| Children |
| Perspective* |
| Pupil* |
| School |
| Teacher* |
| Views |
| Wellbeing |
| Well-being |
| Young people |
| Adolescent* |

There is an extensive range of literature available on the wellbeing of CYP in published books and research journals. The literature which I have focused on spans three areas; the first area identifies research in the field focusing on measuring the wellbeing of CYP and seeks patterns within the data such as UNICEF (2013) and Department of Health, (2013). The second area identifies

research which focuses on who is responsible for supporting wellbeing and mental health of CYP and strategies which may be implemented, such as Bird & Markle (2012) and Weare (2015), and the third area identifies research focused on CYP views of wellbeing, such as Hall (2010) and Fattore, Mason, & Watson (2008).

This section has discussed definitions of wellbeing, the medical, social and socio-psychological models of wellbeing and the key words, search engines and search strategies used in the literature search. I will now move on to section two.

2.4 The Importance of Good Psychological Wellbeing

Maslow's hierarchy of needs (as cited in Noltemeyer, Bush, Patton, & Bergen, 2012) suggests that humans have five basic needs, arranged from lower order deficiency needs to higher order growth needs. Deficiency needs include biological and psychological requirements, and the need for safety, love and belonging. Growth needs include self-esteem and self-actualisation. Maslow states that for an individual to achieve self-actualisation and to be successful, basic deficiency needs must be met. However, Alderfer (1969) criticises Maslow's theory, suggesting that Maslow does not account for the interaction between needs in different levels. Alderfer's theory reframed Maslow's hierarchy of needs to add more flexibility between levels of need. Alderfer suggests that safety needs and physiological needs, self-esteem and love needs interact with each other in a way which leads to a difficulty in separating these needs into different levels. Alderfer suggests that there are three core human needs, which are placed in a hierarchy of low to high, which are existence, relatedness and growth (ERG needs). Alderfer's ERG theory

suggests that at the most basic level, people have existence needs, which are equivalent to Maslow's physiology and safety needs. Secondly, people experience relatedness needs which are met by social and interpersonal relationship needs and external self-esteem. Following this, people have growth needs, which are met by personal growth and development and external self-esteem. Growth needs are equivalent to Maslow's self-actualisation needs. Alderfer's ERG theory suggests that for an individual to achieve satisfaction through higher needs, they must have their lower needs met. However, contrary to Maslow, Alderfer suggests that individuals can be motivated by needs from more than one level at the same time, needs may not necessarily be met in a progressive way through the hierarchy and individuals can have different needs which are important to them. Furthermore, Hunter et al. ((2005) as cited in Cohen, 2006) suggest that mental health and physical health are 'fundamental cornerstones' (Cohen, p. 209) in order for pupils to have equal opportunities towards success in life. People with positive wellbeing, or good mental health, can feel somewhat confident in themselves, to accept and value themselves, live and work efficiently, engage with others in the world around them, to form and sustain positive relationships, can identify and express a range of emotions and to be able to cope with stresses which occur in daily life (Mind.org.uk, 2014). Mentalhealth.org.uk (2014) states that "positive wellbeing influences a whole range of outcomes for individuals and communities, not least protecting against the development of mental health problems" (Positive wellbeing can help protect against the development of mental health problems, paragraph 2). However, when wellbeing is reduced over a long period of time, people are more likely to develop a mental health problem (Mind.org.uk).

2.4.1 Trends Found Within Research Regarding Children and Young People's Wellbeing

The Children's Society (2012) found evidence of gender differences of wellbeing in CYP, finding that males reported higher levels of wellbeing and happiness than females. The Children's Society suggests that there may be a gender gap developing in self-reported wellbeing as they found trends indicating gender differences between self-reported wellbeing over 4 years. Overall trends indicate that, in general, females rate lower levels of wellbeing than males, in particular with items which explore the way they look and appear (The Children's Society, 2013; The Children's Society, 2014; The Children's Society, 2015). Furthermore, The Children's Society (2014) found a greater age-related decline for female satisfaction with the way that they looked, suggesting that as females become older, they experience greater concerns, more worries and less satisfaction with their appearance. The 2015 Good Childhood Report (The Children's Society, 2015) found that, compared to females, males reported significantly lower levels of satisfaction with school work, relationships with teachers, being listened to and feeling safe. This suggests that, although trends indicate that overall males report higher levels of wellbeing than females, males may experience lower levels of satisfaction and happiness within the school environment. These findings are supported by Rees, Main and Bradshaw (2015) who found that males reported lower levels of satisfaction and wellbeing within school based factors. These findings suggest the importance of taking into consideration gender when exploring how schools support CYP wellbeing.

The Good Childhood report (The Children's Society, 2014) suggests that there are changes in wellbeing as male and female children get older as they found a decline in self-reported wellbeing levels between the ages of 8 and 15 years.

The lowest levels of wellbeing were reported by 14-15 year olds with 16-17 year olds reporting higher levels of wellbeing.

The Good Childhood report (The Children's Society, 2015) found that older CYP are less likely to be satisfied with their area. In support of these findings, Rees et al. (2015) found that males reported higher levels of satisfaction with their local area than females, suggesting that older teenage females may express a greater level of dissatisfaction with the area that they live in. Furthermore, Rees et al. (2015) found trends of females reporting greater levels of dissatisfaction with their body than males. These findings suggest the importance of taking into consideration gender, year group and age of CYP when exploring how schools support CYP wellbeing and the continued need for support through secondary school for CYP.

2.5 A Review of Research Associated with the Role of Schools and School Staff in Supporting CYP Wellbeing

This section will discuss literature which focuses on the role of school staff in supporting the wellbeing of CYP, which includes the perspectives of research and school staff about how they can effectively support the wellbeing of pupils, and address the barriers which may exist in schools to support pupil wellbeing.

2.5.1 The Role of Schools in Supporting CYP Wellbeing

Schools are increasingly becoming recognised as key places to implement support and the promotion of CYP wellbeing. Throughout the past two decades there has been an increased focus on the role of school staff to support the wellbeing and emotional needs of pupils (Graham, Phelps, Maddison, & Fitzgerald, 2011). Weare (2015) suggests that schools have begun to take the

non-cognitive side of education more seriously as there has been a significant increase in supportive programmes and interventions within schools to support the wellbeing of pupils. Schools are well placed to provide support for the wellbeing of pupils, particularly for vulnerable groups, such as looked after children, children with special educational needs or single parent families, as these pupils in particular may have limited support at home (Royal Society of Arts, 2014). Cleaver et al. (as cited in Royal Society of Arts) suggests that school communities become more important to CYP during their adolescence and that schools can provide an essential sense of belonging for many pupils. Significantly, Fattore et al. (2008) found that CYP acknowledged the importance of the impact of having broader supportive structures, such as school staff, to contribute to their overall sense of wellbeing. These findings support the view that schools have an important role in meeting the basic needs of CYP and to support their emotional and social development.

Drawing on suggestions from empirical research, Weare (2015) conducted a systematic review from international research of evidence-based approaches, interventions and programmes which are beneficial in supporting the wellbeing and mental health of pupils. Weare summarised the findings into a document to provide clear advice and a framework for schools to implement, to support the social, emotional and mental health needs of pupils and to respond to mental health problems within school. Weare summarised that the most effective approach to support pupil wellbeing is for schools to engage the whole community, suggesting that engaging the whole school, school staff, parents/carers and families and pupils is the most effective way to support pupil wellbeing. Findings from Weare's study emphasise the crucial and central role that schools play in supporting and developing the wellbeing of pupils.

There have been numerous government led initiatives for schools to support the emotional needs of pupils, such as SEAL (Department of Education and Skills, 2005) and Targeted Mental Health in Schools (TAMHS) as well as research such as Bird & Markle (2012) which offer evidence-based suggestions for schools to implement. Furthermore, The Royal Society of Arts (2014) produced a model which they suggest gives a clear basis of how schools could structure support and develop dimensions of pupil wellbeing (see figure 2). The model highlights six clear areas that schools can focus on to provide their support for development and wellbeing; activities, experiences, structures and curricular or pastoral input could fall within these areas. The Royal Society of Arts suggest that this model could be used as a framework for schools to review the ways in which they provide support and promote the development of pupils' wellbeing.

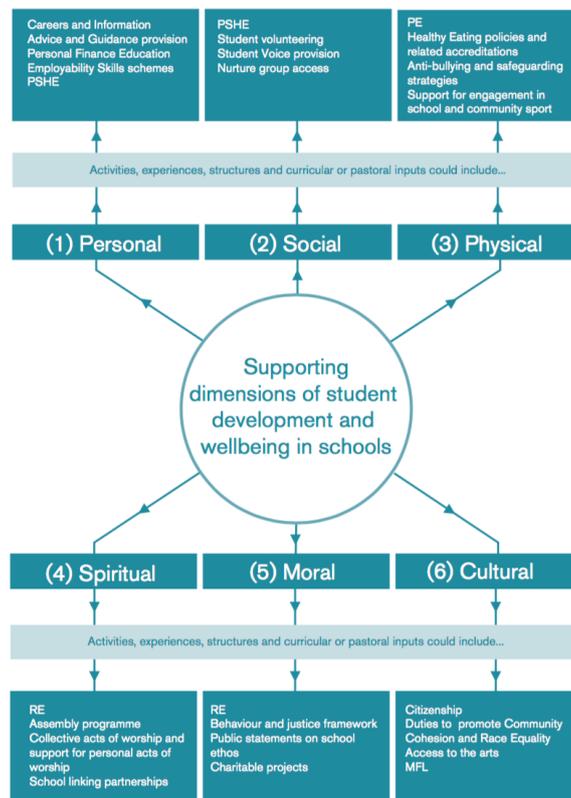


Figure 2. The Royal Society of Arts (2014) School with Soul model

Weare (2015) suggests that if schools implement evidence based whole-school approaches, programmes, and interventions, there would be positive impacts on academic learning, staff wellbeing, pupil wellbeing, the development of social and emotional skills and attitudes, mental health problems, improvements to behaviour in school and reductions in risky behaviour. Weare's advice is well researched, based on a meta-analysis of empirical research which supports interventions, and is written with a clear purpose to support schools. Weare adopts the social and positive psychology model view of wellbeing, suggesting that wellbeing is a multi-faceted construct which includes many different aspects, which includes having a meaning and purpose, having relationships with others, and having a sense of optimism. However, Weare's advice does not offer specific advice for pupils of different ages as there may be some interventions which are more appropriate for early years' settings, primary, or secondary schools. It is important to consider that interventions may have different levels of success due to the developmental, emotional or cognitive functioning of pupils, the set-up of the intervention or constraints which may be within the school themselves, and for schools to have the knowledge about which interventions are the most successful in which types of schools.

2.5.2 The Role of School Staff in Supporting CYP Wellbeing

There is a significant body of research focusing on teachers' views and the role of school staff in supporting pupil wellbeing. Roffey (2012) and Hooper (2012) stress the important role of adults in schools to support and develop the wellbeing of CYP and the positive value of teacher-student relationships. Hooper suggests that having a close relationship with adults who understand CYP can support them to become happy, confident and successful. This provides further evidence that schools are well placed to provide support for

emotional development and wellbeing. Furthermore, Fattore et al. (2008) and Fattore, Mason, & Watson (2007) found that CYP recognised the impact of supportive adults in their lives and the power of the role that adults can play in the lives of CYP. Fattore et al. (2007) found that CYP reported having positive and supportive relationships with adults is crucial to help them learn and develop, creates a balance to feel secure whilst taking risks to learn something new, and to manage exposure to risk in new situations. The security provided by trusting and having reliable relationships with key adults can increase CYPs' confidence when they may be challenged. In support of this, Dex and Hollingworth (2012) found that CYP ranked relationships with teachers as the third most important relationship in their life, following parents and peers. This suggests that teachers play a significant role in the lives of CYP.

However, Craig (2009) criticises the view that teachers have a role to play in supporting the wellbeing of pupils, suggesting that "teachers should return to being good teachers and not surrogate psychologists or mental health workers" (p. 2). Although there are some parents and educators who seek similar desirable outcomes in the development of both wellbeing and academic skills of pupils, this goal is not shared by everyone in the education system or all families. This lack of shared view towards a common goal can result in inconsistencies of the support which CYP receive from schools, teachers and families (Cohen, 2006).

2.5.3 Barriers in Schools to Supporting CYP Wellbeing

There are many books, journal articles and government documents which have been published to offer suggestions and advice to support pupil wellbeing, and demonstrates the benefits of interventions for pupil wellbeing on both academic success and positive school functioning. However, Bird & Markle (2012)

suggest that few schools have evidence-based supportive interventions in place. Cohen (2006) suggests that there is an embedded paradox within education and that the goals of education should be reviewed as there is often a greater focus on academic attainment within schools. However, Cohen argues that emotional, social and ethical skills are equally as important as academic learning, suggesting that equipping pupils with emotional, social, ethical skills and academic learning can provide foundations for successful participation in society, and arguing that positive wellbeing and is a basic human right of CYP. Cohen found that when parents were asked what they wanted their children to get out of their education most parents responded with answers which covered social, emotional, wellbeing, moral and academic capacities, such as being responsible, and to have good friends and job prospects. Cohen found that most teachers and school staff also reported similar desirable outcomes. However, there were some parents and educators who stated that the key goal of education should be academic learning and success. Furthermore, Noltemeyer et al. (2012) supports Cohen's argument that there is a contradiction within education; they suggest that schools have expectations that all children will learn and will achieve academic success, however, schools do not take into consideration whether the basic needs of pupils are met for learning to occur.

There appear to be barriers within schools to the practical application of implementing support for the wellbeing of pupils. Cerfai and Cooper (2009b) and Graham et al. (2011) discuss that teachers express that it can be a complex balance to support both the academic and wellbeing needs of CYP, and that although the majority of teachers desire to be more proactive in supporting the wellbeing of pupils, there were constraints within their roles.

Ottova & Ravens-Sieberer (2010) acknowledge that although there continue to be challenges towards the promotion of positive wellbeing of CYP, it is vital for schools to be committed to promoting the wellbeing of CYP.

Sisask et al. (2013) found that the teachers' own job satisfaction and wellbeing can significantly affect their ability to support CYP with their wellbeing. They found that teachers who reported higher levels of personal wellbeing were more able to understand the needs of pupils, compared to teachers who reported lower levels of wellbeing. This suggests the importance of school staff looking after themselves in order to support pupils' needs. Supporting this research, Roffey (2012) suggest that teachers' wellbeing and their ability to cope under the pressures and strains in their role can affect their ability to support the wellbeing of pupils. Findings from Sisask et al, Roffey and Weare (2015) stress the importance of promoting the wellbeing of staff for staff to be genuine and motivated to support the wellbeing of pupils. This suggest that staff wellbeing may have an impact upon their ability to support pupil wellbeing within schools.

The Children's and Adolescents' Mental Health and CAMHS Report (House of Commons Health Committee, 2014) stress the importance of early intervention services and importance for CYP to receive support for wellbeing and mental health issues within schools, which would help to address CYP difficulties before the problem becomes more deep-rooted and require the need of specialist services. The report indicates that although some teachers and schools are providing good support for pupil wellbeing and mental health, there are some teachers and schools who are more reluctant, or who lack education, to support young people regarding wellbeing and mental health issues. The House of Commons Health Committee Report and Graham et al.'s (2011) findings highlight that there may be inconsistencies both within schools and

between schools in the way that they support pupil wellbeing. Furthermore, Tucker (2015) found that in schools there tends not to be an universal pastoral provision available to all CYP, as the support available was often aimed at, and prioritised, the most vulnerable at risk or disruptive students and pupils with Special Educational Needs (SEN), rather than being promoted as beneficial and accessible for all pupils.

This section has discussed literature which focuses on the role of school staff in supporting the wellbeing of CYP, discusses recommendations for evidence-based interventions to schools to help them effectively support the wellbeing of pupils, and focuses on barriers which may exist in schools.

2.6 CYP Views of Wellbeing

This section will discuss the literature which focuses on CYP views of wellbeing as it is important to consider how CYP perceive wellbeing, and how CYP construct the term, to gain an understanding about what CYP mean when they discuss their own wellbeing.

Fattore et al. (2007) suggests that to understand wellbeing from CYP's point of view, it is important to understand what being a child means, the role that supportive adults play in their lives, and to understand what being a CYP means through their own concepts and perspectives. Additionally, Ben-Arieh et al. (as cited in Fattore et al. 2008) stated that to effectively measure the wellbeing of CYP, CYP should participate in each stage of monitoring and evaluating.

There is a growing body of international research which aims to gather CYP views of wellbeing in order to gain this knowledge and to promote the importance of pupil voice within education; Coverdale & Long (2015) found that

a sample of 20 English CYP indicated that the key aspects to have good wellbeing were happiness, confidence, empathy, feeling grounded, stability, coping ability, ability to manage their own emotions, persistence, and feeling comfortable with them self. Furthermore, Dex & Hollingworth (2012) found from examining literature from both British and non-British studies that CYP rated having good relationships with family, peers and teachers, feeling safe in their environment, and being happy in themselves, as key factors to CYP wellbeing. Fattore et al. (2008) found from a sample of 123 Australian CYP, that wellbeing centres on their emotional life, whereas for adults, wellbeing is multi-faceted and complex, and covers both positive and negative aspects in life. In support of CYP view that wellbeing is primarily based on their emotional state, Fattore et al. (2007) found that in a sample of 126 Australian CYP, they reported associating positive wellbeing with feeling secure, having reciprocal relationships, feelings of mastery and competency in activities which are future orientated, having positive emotions and feelings, such as happiness, peacefulness, excitement or being calm, and the absence of negative emotions and feelings such as sadness and anger. Additionally, Pyhältö et al. (2010) found from a sample of 518 Finnish CYP, they reported that the key factors in positive wellbeing in school were peer interaction, teacher-pupil interactions and academic and extra-curricular mastery. These findings suggest the importance of social interactions in supporting the wellbeing of CYP. Navarro et al. (2015) explored Spanish adolescents' constructs of subjective well-being. They found that CYP identified both positive factors such as having aspirations, a positive attitude towards self and relationships with friends and family as key factors which contribute towards positive wellbeing. These definitions given by CYP appear to correspond with views from the socio-psychological model of

wellbeing that the social and psychological environment, such as their own emotions, relationships with others, feeling safe and secure in their environment and feelings of mastery can impact the psychological functioning and wellbeing of individuals.

Navarro et al.'s (2015) and Fattore et al.'s (2008) findings suggest that adults and CYP may not have a shared view about the concept of wellbeing which could lead to wellbeing being viewed in different ways. This emphasises the importance to examine pupil voices when exploring how to support the needs of CYP, and when monitoring the effectiveness of support, to ensure that provision is meeting the needs of pupils, rather than the needs perceived by adults according to their own definition. Furthermore, Fattore et al. (2007) suggests that the current measures which adult researchers may use to measure and monitor the wellbeing of CYP may not be meaningful to CYP themselves due to a difference in perspectives. These findings signify the importance of understanding the construct that CYP have of wellbeing to fully understand how they perceive their school to support pupil wellbeing. Furthermore, as there may be differences between adult and CYP view of the concept of wellbeing, this raises questions regarding the use of self-report wellbeing questionnaires with CYP and whether these are developed with the adult concept in mind, which may lead to key areas which CYP express as being important to their wellbeing, being absent from these tools. Therefore, the wellbeing questionnaires may not be measuring CYP wellbeing as they experience it and is instead measuring it according to adult views and definitions.

Kendal, Keeley, & Callery (2011) aimed to gain the views of CYP about their preference of support for emotional wellbeing in high schools, specifically focusing on the content, delivery and evaluation of an intervention for emotional

wellbeing within secondary schools in Manchester. Kendal et al. used focus group methodology to gain CYP's views and gather rich qualitative data. Kendal et al. found that CYP expressed that there was a need for support, however, there was an identified need for support at both practical and emotional levels. CYP indicated a preference for adult support over peer support, and the importance of the personal qualities of the adult delivering the support was important, such as the friendliness and trustworthiness. Negative factors which can hinder the quality of support were that teaching staff could be critical or controlling. This suggests that CYP view the relationships with key adults as a significant factor for schools to successfully support the emotional wellbeing of pupils.

It is important to note that Kendal et al.'s article was published in a psychiatric nursing journal and applies a clinical perspective of emotional wellbeing, viewing wellbeing through the medical model perspective, that 'emotional wellbeing is the precursor of mental wellbeing or positive mental health' (Kendal et al. p.245) which would be focusing on diagnostic mental health needs rather than a well-rounded view of wellbeing. Furthermore, Kendal et al. (2011) sought to gain the view of CYP about emotional wellbeing support within schools, the focus of their research was to gather data to identify what further clinical interventions could be developed, and by whom, rather than to understand the views and experiences of CYP.

It is important to highlight the importance of developmental psychology when gaining the voice of CYP and their perspective of wellbeing, as CYP's understanding and view of wellbeing will be different at different developmental stages. Therefore, their perspectives are likely to develop and evolve as they become older. For example, the participants used in Coverdale & Long (2015)

were 18- 24 years old and so would have a different view from the CYP in other research studies, such as Fattore et al. (2007) who used participants aged 8 – 15 years old. Furthermore, Fattore et al. (2007) suggests that the perspectives which CYP have are unique and are grounded in their own experiences which are set in their own historical, cultural and social context. It is important to be aware that the findings from these studies reflect a snapshot in time for the CYP involved and their views at that current time and place in their life. Therefore, caution should be taken before generalising from these research studies as it is important to consider that findings are reflective of the views with CYP may have at developmental stages and is shaped by their own experience of the world.

This section has discussed literature which focus on CYP views of wellbeing. I will now move on to section six.

2.7 The role of Educational Psychologists

Renshaw et al. (2014) suggest that school and educational psychologists can play an important role in promoting the wellbeing of pupils, however, psychologists often focus more on the reports of pupils' wellbeing from school staff rather than from CYP themselves. Furthermore, Noble & McGrath (2008) and Weare (2015) suggest that psychologists working with education are well placed to support the wellbeing of pupils as they have the psychological knowledge, skills and understanding of the complexities surrounding CYP wellbeing and mental health. In this research project, I aim to focus on educational psychologists and to look at the role which they may play in advocating pupil wellbeing and promoting positive mental health.

In England, comprehensive mental health services for CYP are structured in a tiered system, as illustrated in figure 3 (Joint Commissioning Panel for Mental Health, 2013). As professionals who work within schools and support pupils needs through indirect and direct work, EPs are likely to provide support to CYP at tiers 1 and 2, however, there is a role for EPs to be involved through all tiers due to their psychological skills, knowledge and understanding of the complex needs of CYP.

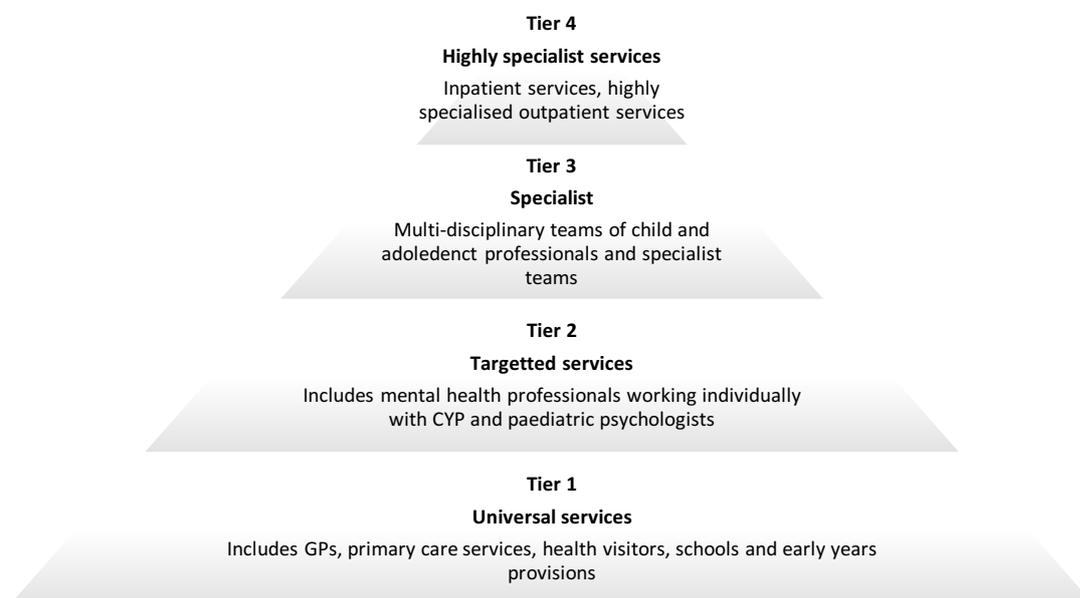


Figure 3. Structured tiers of Child and Adolescent Mental Health Services in England (Joint Commissioning Panel for Mental Health, 2013)

Although EPs are well placed to support wellbeing and mental health of CYP, the profession is not often named within research, legislation, initiatives or advisory documents as professionals who are called upon to provide support, despite access to psychological informed approaches being promoted and recognised by the government as an intervention to support CYP wellbeing (Department of Health, 2013b). Regardless of this, EPs can contribute positively to promoting the wellbeing and mental health of CYP and holistic education.

Furthermore, the Joint Commissioning Panel for Mental Health (2013) suggests that promoting wellbeing and mental health is everyone's business, suggesting that all professionals who work with CYP have a responsibility to provide this support. Therefore, as professionals working within schools, EPs are well placed and have the skills and psychological knowledge to promote and support CYP wellbeing within schools.

2.8 Gaps in Knowledge

There appears to be a gap in research about gaining the voice of CYP to find out their key areas important to their wellbeing, seeking CYP perspectives of how their secondary school supports the emotional wellbeing of pupils, and comparing the two elements to understand to what extent CYP key areas are supported within school. Furthermore, there does not appear to be research studies which specifically uses mixed methodology to gain a deep understanding of the perspectives and experiences of CYP in one specific school.

Another gap of knowledge is regarding the use of using wellbeing questionnaires or surveys with CYP; there does not appear to be research which compares the key areas which are important to CYP wellbeing to the content of standardised wellbeing questionnaires or surveys, therefore looking at the validity of using such tools with CYP and whether they gain a genuine measure of CYP wellbeing as they perceive and experience it. A further gap within research which this study will seek to fill will be to explore whether CYP perspectives towards school support for wellbeing are influenced or effected by their own self-rated levels of wellbeing.

This study aims to build on current knowledge by addressing the gaps in research and to contribute to knowledge by gaining a deep understanding about how CYP perceive their school to support pupil wellbeing.

This chapter has discussed different definitions and models of wellbeing, the importance of good psychological wellbeing, the research focusing on the role of schools and school staff in supporting the wellbeing of pupils and barriers which may exist in schools. Following this, the literature which focuses on CYP views of wellbeing, the role of educational psychologists, the gaps within the field and how this research will seek to address these gaps, was discussed.

Chapter 3: Research Aims

3.1 Introduction

This chapter will discuss the research aims, first looking at the overall research aims, aims specific to phase 1 and phase 2 and the research questions for this study. Following this, the methodology underpinning the research will be specified. The research design will then be discussed, including the design of the study, methods, and rationale of data collection and data analysis. Next, the participant demographics and ethics will be discussed.

First, the research aims will be examined.

3.2 Overall Research Aim

The purpose of the research study was to gain a rich and broad understanding about whether and how CYP perceive their school support their wellbeing.

3.2.1 Aims of Phase 1

Phase 1 was divided into three aims which contributed towards the overall research goal.

- 1.1 To identify the key themes or areas which CYP perceive to be important for their overall sense of their own wellbeing.
- 1.2 To explore participants' views about wellbeing when assessed systematically.
- 1.3 To explore whether there is an overlap between self-report wellbeing questionnaires and the key areas which CYP express to be important to their wellbeing.

3.2.2 Aims of Phase 2

Phase 2 was divided into three aims which contributed towards the overall research goal. They were:

2.1 To gain a deeper understanding about CYP perceptions of how their school supports pupil wellbeing

2.2 To gain a deeper understanding about ways in which CYP think their school could further support pupil wellbeing.

2.3 To gain a deeper understanding whether CYP who report different levels of wellbeing have different perspectives towards school support for pupil wellbeing.

In summary, this research can be summarised as:

What? An exploration of the views and perception of CYP wellbeing to gain an understanding of what CYP perceive to be key areas which are important for their wellbeing

Why? To highlight possible areas of support and good practice which is valued by CYP to support pupil wellbeing and to understand whether CYP perceive there to be any gaps in provision or support for their wellbeing. Information gained could be used to develop school strategies and support to further support pupil wellbeing and for professional use in understanding what the key areas for supporting CYP wellbeing are. Furthermore, by exploring whether the key areas which CYP express to be important to their wellbeing are included in self-report wellbeing questionnaires enables the validity of the questionnaire to be explored in regard to the sample of CYP who participated.

3.3 Research Questions

Following identifying what the aims of this research were, the subsequent research questions were formulated:

Phase 1:

1. What are the ways in which children and young people construct the meaning of the term wellbeing?
2. To what extent do the key themes which are important to children and young people's wellbeing elicited in the focus groups overlap with the areas covered in the Children's Worlds Wellbeing questionnaire?
3. Are there differences in levels of satisfaction and adequacy between gender or year group in the key areas explored in the Children's Worlds Wellbeing questionnaire?

Phase 2:

4. What ways are suggested by CYP for school staff to further promote pupil wellbeing?
5. Are there differences in perceptions, views and experiences between pupils who self-rated mean, below mean and above mean levels of wellbeing in the Children's Worlds Wellbeing Questionnaire?

3.4. Research Paradigm, Epistemology and Ontology

This section will explore the rationale for the chosen methodology.

Methodology is based on a researcher's core beliefs and values, understanding of the nature of reality, truth and knowledge itself, and philosophical stance and understanding of the world. Methodology provides the theoretical and philosophical frameworks in which the researcher works. The methodology

informs the purpose of research, the questions that may be asked within research, theoretical perspective, methods of data collection and data analysis. Different methodologies have different beliefs about what research methods to use to collect data and information which are aligned with their philosophical views. Research methods are research tools which are used to collect data for the researcher to find answers for the research questions, such as the quantitative method of using questionnaires.

Pragmatism suggests that reality is constructed based in the world which we live in, our experiences and interactions. Therefore, reality is subject to constant change and is not absolute. Furthermore, the approach suggests that what is true is objective and subjective for individuals. Pragmatism believes that both qualitative and quantitative methods of data collection are beneficial in research as they can help researchers fully understand all aspect of human experiences. (Mertens, 2005; Feilzer, 2010; Johnson and Onwuegbuzie, 2004). This research aimed to gain a rich and broad understanding about how CYP perceive their school staff to support pupil wellbeing. The Pragmatic approach suggests that there is no clear truth which can be used to understand the world and emphasises the importance of common sense and practical thinking. The study applied a pragmatic philosophy which suggests that to understand the world we must establish how the 'results' work to solve the problem or research question being explored (Mertens, 2005).

The pragmatic approach argues that researchers should determine what the nature of knowledge is for each study depending on the research aims and questions. Pragmatism does not name what methods should or should not be used and does not exclude any methods, but instead focuses on whether 'the methods chosen have the potential of answering what one wants to know'

(Feilzer, 2010, p.14). Pragmatism suggests that researchers should be flexible and not restrained by the epistemological stance of a specific paradigm. This study applied pragmatic approach of combining methodologies as this allows for flexibility when gathering data, as there will be an interactive process between the researcher and participants in the focus groups and semi-structured interviews and an objective process during the broad scientific questionnaire (Mertens, 2005; Feilzer, 2010).

Pragmatic orientated researchers such as Tashakkori and Teddlie (2010) suggest that for psychologists to fully understand all aspects of human experiences, a range of methodologies will need to be used to do so. As different research questions required the use of different research methods to gather the appropriate information to answer each of the research questions, a mixed-methods methodology was utilised. To gather data to answer research questions 1, 4 and 5, research methods which provided opportunity for CYP to share their own perceptions and views based on their life experiences would be most appropriate. To gather information to answer research question 1, FGs were recognised as a method which could be used to gather information to understand different views of a group of CYP and to capture CYP experiences and views regarding the components that are important to their wellbeing. Utilising FGs provided opportunity for the participants to engage in group discussion, to share ideas and thoughts based upon their personal experiences, providing data and information which answered the research question. To gather information to answer research questions 4 and 5, semi-structured interviews were recognised as a method which could be used to explore each participant's views, experiences and reality of participants in a way which would enable me to be flexible to ask follow-up questions, explore tangents or areas

which arose from participant responses and to gain a deeper understanding of the participant's perception of how their school staff supports pupil wellbeing. Therefore, semi-structured interviews enabled opportunity for the researcher to understand the subjective truth for participants on an individual basis. Through adopting a mixed method approach, researchers can utilise the benefits of different quantitative and qualitative methods to benefit the research findings (Mertens, 2005). This study utilised pragmatic methodology to utilise the benefit of mixed methods to gain a deep understanding of perspectives of a small number of children and young people and a broad understanding about the perspectives of a large group of children and young people.

3.5 Research Design

The study was separated into two phases and employed a mixed methodology design, applying both semi-structured/ flexible and fixed methods of data gathering and data analysis. A survey methodology methods was used to gain a picture of participant self-reported wellbeing to look at trends within a group of students and to select a sample of participants to participate in semi-structured interviews in phase 2. Semi-structured group and individual interviews approaches were used to obtain rich data to provide a deeper understanding of the key areas which are important to CYP wellbeing and CYP perspectives of how their school supports pupil wellbeing. A mixed methodological approach requires one to acknowledge and respect the strengths and limitations of different methods and to balance the interpretations carefully (Dattilio, Edwards, & Fishman, 2010). Mixed methodological approaches can occur in a parallel or sequential form; when used in parallel the research methods are used to inform the research question and when used in a sequential form one data type

informs the other data type (Creswell et al. 2010; Tashakkori and Teddlie, 2010). In this study, the data collection methods in phase 1 were used in parallel and that findings were used sequentially in phase 2 to inform the quantitative data collection, therefore conclusions drawn in this study will be based on both phases 1 and 2 of the research (Mertens, 2005). The application of mixed methods in a complimentary manner allows the researchers to draw upon the advantages of each approach while reducing the limitations which may occur when applying any single approach (Dattilio et al. 2010).

3.6 Methods of Data Collection

Having chosen the appropriate methodology, next it was important to select methods which suited the methodology.

This research study applied both quantitative and qualitative methods of data gathering and data analysis. The use of qualitative methods provided a deeper and richer understanding of children and young people perspectives and the use of quantitative methods provided a broader picture of the wellbeing of children and young people across different areas of their lives; together, using mixed methods provided a richer picture about how CYP perceive schools to support pupil wellbeing.

Phase 1 used exploratory focus group (FGs) to identify the key areas which are important to CYP wellbeing and to gain an understanding into how they construct the term wellbeing. FGs were audio recorded and transcribed for later analysis. Following this, the Children's Worlds Questionnaire, an International Survey of Children's Wellbeing (isciweb.org), a quantitative self-report wellbeing questionnaire was used in parallel to look at the wellbeing of the participants.

FGs took place before participants completed the wellbeing questionnaire to promote genuine conversation and dialogue between CYP of the key areas which are important to their wellbeing without being given any possible prompts or suggestions of areas which may be covered within the questionnaire had they completed this first. Furthermore, the data gathered from the FGs was used to compare the key areas which were important to CYP and whether these areas are included in standardised questionnaires, in order to explore the validity of the CWWQ with this sample of participants.

Phase 2 utilised information gathered in phase 1; individuals identified to be invited to the semi-structured interviews were selected from the self-reported wellbeing scores using from the Children's Worlds wellbeing questionnaire, which is discussed further in chapter 5. Furthermore, data gathered in the exploratory focus groups and key areas identified as CYP to be important to their wellbeing in order to design the semi-structured interview schedule by Tomlinson (1989) hierarchical focussing approach and creating a concept map. Semi-structured interviews were audio recorded and transcribed for later analysis.

3.6.1 Rationale for the Use of Focus Groups

Calder (as cited in Vaughn, Schumm, & Sinagub (1996) suggested that researchers can use FGs in an exploratory approach and to gain "prescientific knowledge" which can be used to generate and to validate ideas against everyday experiences of participants. FGs can be useful and helpful in educational and psychological research as FGs can collect descriptive information to gain a better understanding which can inform the next stages of research as key areas identified in data analysis were used to create the semi-interview schedules. Furthermore, FGs can be used to provide an

understanding of CYP experiences, beliefs, attitudes, experiences and can provide a further understanding into the language which is used with the group of CYP, as adolescence often use different vocabulary to adults (Vaughn et al.). However, the validity and reliability of FGs has been criticised as Kitzinger (1994) suggests that it unlikely that all participants attending the group will be actively involved in the discussion topic, therefore not all viewpoints may be heard. Considering Kitzinger's criticisms, preventative actions were taken to ensure that all participants were given equal opportunities for their views to be heard, such as asking certain individuals to contribute and share if they have not yet and by reflecting views of some participants to the group and asking them their views on this, promoting discussion and gaining further understanding of the different views there may be within the group. Barbour and Kitzinger (1999) suggest that FGs are unnatural discussions as they are largely controlled by the researcher. However, one could argue that FGs would not be an unnatural setting for children and young people as they would be used to having class and group discussions in school which would be led by teachers or other school staff. Furthermore, Michell (1999) suggests that group discussions do not provide deep understandings of experiences of individuals. It is important to state that FGs aimed to be in an exploratory manner to gather information of key areas and issues for CYP wellbeing and to understand how CYP construct the term wellbeing, information which was used to inform an interview schedule in phase 2 to explore these key areas in more depth and to explore the validity of standardised questionnaires. Vaughn et al. suggests that FGs can assist to identify response categories and constructs which researchers may not have otherwise considered, therefore the topics which were discussed as being important to CYP in the FGs were used to explore whether the key areas

important to CYP wellbeing were included in standardised questionnaires and to inform the semi-structured interview schedule in phase 2.

3.6.2 Rationale for the Use of Questionnaires

Mertens (2005) suggest that questionnaires, or surveys, can allow researchers to collect data from a larger number of participants, can be time efficient, can be used for a wide variety of purposes and that questionnaires are a familiar part of most people's lives; therefore, participants are more likely to understand how to complete them. Additionally, Mertens suggests that questionnaires can be used for data collection methods used within other research designs. However, there can also be limitations of using questionnaires as Mertons suggests that some forms of questionnaires can have lower responses rates and participants may not have understood the questions correctly which may lead to responses being inaccurate.

However, for the purpose of this study the use of a pre-established questionnaire to measure CYP wellbeing will be beneficial as it will enable trends to be explored within the sample.

3.6.3 Rationale for the Use of Semi-Structured Interviews

Diefenbach (2009) suggests that interviews can provide insight and ideas in ways that other methods are unable to, furthermore, Charmaz (2004) suggests that interviews are one of the most essential tools in qualitative research. Interviews can occur on a scale from structured to unstructured, where typically interviews in qualitative research tend to be conducted in an unstructured or minimally structured format (Mertens, 2005). Tomlinson (1989) proposes that an increased acceptance of the constructivist perspective has increased the use of interviews in educational and social research as interviews can promote the

perspective that it is important to acknowledge the unique and individual perspectives of individuals to understand the world around us.

Cohen (2006) suggests semi-structured interviews contain the following characteristics; the interviewer and participant engage in a formal interview, the interviewer uses a pre-developed interview schedule (a list of questions and topics to be covered in a certain order) and that the interviewer follows the guide, however, has the freedom to follow tangents in conversation that may occur to explore further areas, if appropriate. Semi-structured interviews are designed to have several pre-prepared open questions as a guide for the interviewer, however there is also an element of flexibility where the researcher can carefully improvise to gain more clarity, depth and understanding from the participant (Wengraf, 2001). Cohen suggests that semi-structured interviews can be beneficial to researchers as they can be prepared prior to the interview, allowing them to be more knowledgeable and capable during the interview itself. An additional benefit is that semi-structured interviews provide the flexibility for participants to express their perceptions and views within their own terms rather than being restructured to a strict interview schedule. However, Deem (2001) criticised the use of interviews, stating that due to the nature of the research and method, findings illustrate a snapshot in time rather than developing understandings by collecting data over time, therefore findings can be misleading. Furthermore, Deem suggests that this can affect the interval validity of data collected as they are representative of one moment in time. However, it is important to remember that this research study is an exploratory study and therefore does not seek to generalise findings to populations or over time.

As this study aimed to explore the perspectives of students in their own terms and words, using a semi-structured interview format appeared to be the most appropriate tool to use.

Utilising data from the focus groups and Tomlinson's (1989) hierarchical focussing approach to create the interview schedule enables the semi-structured interviews to seek CYP views and perspectives within the key areas which are important to CYP with built in flexibility to additionally explore additional areas which arose.

3.7 Methods of Data Analysis

3.7.1 Analysis of Qualitative Data

FGs and semi-structured interviews were audio recorded and transcribed (see appendix 12 for example of transcript), in order for content to be analysed thematically using NVivo computer software. Braun & Clarke (2006) suggest that thematic analysis is a flexible, analytic method which can be used in qualitative data analysis which can present a detailed and rich account of findings. Thematic analysis allows the researcher to identify, analyse and report themes which occur in data. Furthermore, this method organises and describes data in rich detail and allows the researcher to interpret aspects of research topic as a whole. Data can be analysed by either an inductive (bottom up) or deductive (top down) approach (Braun and Clarke). This study utilised an inductive approach where coding of data was not fitted into a pre-existing set of coding themes, rather, the themes are generated from themes which emerge from the data itself. Thematic analysis enables researchers to explore the experiences and perceptions of individuals to gain an understanding of their reality and look for patterns or themes between the social perceptions of individuals. Using thematic analysis to analyse the qualitative data enabled

identification of themes present in areas which are of significance for CYP wellbeing.

3.7.2 Methods of Quantitative Data

The questionnaire data was analysed using SPSS statistical analysis programme to gain an understanding how the participants self-rated their wellbeing. Data analysis included descriptive statistics, frequency distribution and cross tabulations, and, to determine whether there were trends within the data, MANOVA analyses were performed to test the statistical differences between group means and standard deviations.

This chapter has discussed the research aims and the research questions for this study, examined the methodology supporting the research, discussed the research design including the design, methods and rationale of data collection and data analysis. In the following chapter phase 1 of the research study will be discussed.

Chapter 4: Phase 1 of Research

4.1 Introduction and Outline

This chapter will discuss phase 1 of this research study; Phase 1 aims to identify how CYP construct the term wellbeing, key themes and areas they perceive to be important to their wellbeing and for school staff to support, how CYP self-report their own wellbeing, and explores whether key areas raised in FGs are included in standardised questionnaires. This will be done by answering the following research questions:

1. What are the ways in which children and young people construct the meaning of the term wellbeing?
2. To what extent do the key themes which are important to children and young people's wellbeing elicited in the focus groups overlap with the areas covered in the Children's Worlds Wellbeing questionnaire?
3. Are there differences in levels of satisfaction and adequacy between gender or year group in the key areas explored in the Children's Worlds Wellbeing questionnaire?

This chapter will discuss phase 1 of the research study and will be divided into 3 sections; section A will outline the chosen methods, section B will outline the results of the data collected and section C will discuss the findings from this section further, reflecting upon the research questions and previous literature.

The methods of data collection and selection of participants will now be discussed in section A.

4.2 Section A: Methods

4.2.1 Methods of Data Collection

4.2.1.1 Questionnaire

Children's Worlds, an International Survey of Children's Well-Being (CWWQ) (see appendix 26), was selected as a quantitative measure of participant wellbeing as it was purposefully developed to be used as part of a worldwide research questionnaire on children's subjective wellbeing, taking into account cultural differences for definitions of happiness and drawing upon different aspects and contexts (Casas & Rees, 2015). The CWWQ explores CYP views on their lives, daily activities, how they use their time and their perceptions of their own wellbeing across different contexts, including school (isciweb.org, 2016). Furthermore, the CWWQ has items from 6 psychometric scales embedded within the questionnaire (see appendix 2). Findings from the CWWQ has been used to contribute in The Children's Society 'The Good Childhood Report' in 2013, 2014 and 2015 (The Children's Society, 2013; The Children's Society, 2014; The Children's Society, 2015). Therefore, using the CWWQ provides an opportunity to explore possible comparisons between the participants and how their wellbeing compares to other CYP across England and worldwide, examples of this have been demonstrated in Casas & Rees (2015) and Rees, Main, & Bradshaw (2015).

This study will be specifically focusing on questions which ask about satisfaction with areas of participant's life (see appendix 24 for the list of all questions which made up the satisfaction scales) and the level of adequacy they feel with several statements which cover all areas of their lives (see appendix 25 for the list of all questions which made up the adequacy scales). Furthermore, 21 of the items in the satisfaction scales and 5 items in the adequacy scales came from

the embedded psychometric scales (see tables in appendix 24 and 25). In addition, the questionnaire will be used to identify CYP to interview in phase 2, providing a way to identify individuals who have self-rated their wellbeing at different levels and therefore may have different views and experiences of how their school staff support pupil wellbeing.

4.2.1.2 Focus Groups

Qualitative focus groups were used to gain further knowledge about CYP's wellbeing, to understand how CYP construct the term wellbeing and to identify the keys areas which are important to CYP wellbeing. Two FGs were conducted, one FG with 8 male participants and a second FG with 8 female participants. Vaughn, Schumm, & Sinagub (1996) suggested that adolescents may feel uncomfortable sharing openly in mixed gender groups, therefore using single gender groups can help to promote a welcoming atmosphere for participants. A focus group schedule and script (see appendix 1) was developed to ensure that there was consistency between the FGs. The FGs explored what it means to young people to be happy, satisfied, to live well, and what is important to them. They were given an additional prompt sheet which included the 6 key areas which the Royal Society of Arts 'Schools with Soul' report (2014) identify as areas that schools can promote student wellbeing and development; pupils' personal, social, physical, spiritual, moral and cultural development. The framework was used to initiate discussion, prompt questions and to encourage participants to discuss their views across these six areas, in order to elicit what they perceive to be important to their wellbeing. Drawing upon findings and recommendations from Neumark-Sztainer, Story, Ackard, Moe, & Perry, (2000) and Vaught et al. The FGs each lasted approximately between 50 - 60 minutes long.

4.2.2 Methods of FG Data Analysis

Data collected from the FGs was analysed using inductive thematic analysis which provided opportunity for the themes to emerge from within the data and therefore allowed the data not to be fitted into a pre-set coding structure to be used within analyses. The phases of thematic analysis suggested by Braun & Clarke (2006) are shown in table 3.

Table 3. Phases of Thematic Analysis (Braun & Clarke, 2006, P.87)

| Phase | Description of the process |
|---------------------------------------|---|
| 1 Familiarise yourself with your data | Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas |
| 2 Generate initial codes | Coding interesting features of the data in a systemic fashion across the entire data set, collecting data relevant to each code |
| 3 Searching for themes | Collating codes into potential themes, gathering all data relevant to each potential theme |
| 4 Reviewing themes | Checking if the themes work in relation to the coded extracts (level 1) and the entire data set (level 2), generating a thematic map of the analysis |
| 5 Defining and naming themes | Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme |
| 6 Producing the report | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing scholarly report of analysis |

The FGs data was analysed using thematic analysis to provide a rich thematic description of the entire data set, therefore providing a sense of the significant and key themes which were important to CYP, looking at themes at both a

semantic level, looking at surface level meanings within the data and at a latent level, and looking at the underlying ideas, assumptions and concepts which inform the semantic themes within the data (Braun & Clarke, 2006).

Braun & Clarke (2006) suggest that 'a theme captures something important about the data in relation to the research questions, and represents some level of patterned response or meaning within the data set.' (p.82), the table in appendix 16 illustrates the themes which emerged from the data analysis at different phases of analysis and appendix 14 provides an example of the codes illustrated in a transcript.

4.2.3 Participants

An assembly was held within the secondary school for all year 8 and 9 pupils, to inform them of the nature, purpose and design of the research study. Following this, 42 pupils volunteered to participate in this study, ranging between 12 – 14 years old; table 4 provides demographics of the participants. Participants in this sample included five pupils on the Special Needs Register, two pupils receiving free school meals and there was 1 pupil who received pupil premium. The school reported that although most of the participants were achieving their expected levels, 3 pupils were exceeding their expectations and 4 pupils were behind school expectations. All the pupils who took part came from the local catchment area which is a more affluent suburb of the city. There will be further discussion within chapters 4 and 5 on how individuals were selected to participate in each part of data collection.

Table 4. Demographics of participants

| | Year 8 | Year 9 | TOTAL N |
|----------------|---------------|---------------|----------------|
| Male | 6 | 9 | 15 |
| Female | 15 | 12 | 27 |
| TOTAL N | 21 | 21 | 42 |

4.2.3.1 Selecting Participants for Focus Groups

Participants from the volunteer group were randomly selected (using textfixer.com/tools/random-choice.php, a website designed to randomly select items from an inputted list of data, in this case the names of participants) to be invited to participate in the FGs. Table 5 illustrated the ages and gender of the participants selected for the FGs.

Table 5. Demographics of Participants Who Participated in the Focus Groups

| | Male | Female | TOTAL N |
|----------------|-------------|---------------|----------------|
| Year 8 | 4 | 4 | 8 |
| Year 9 | 4 | 4 | 8 |
| TOTAL N | 8 | 8 | 16 |

4.3 Ethics

Full ethical approval was gained from the University of Exeter Graduate School of Education prior to starting the research (see appendix 21 for evidence of ethical clearance). CYP were fully informed about the purpose of their study, methods which will be used, the use of the data gathered and their right to withdraw at any point of the research, and provided their own consent to participate. Parents were sent letters to inform them of the research which would be taking place, informing that their child's consent that was sought for

participation, and ensured that all parents were aware that their children were participating in research.

To ensure that the identity of all participants were kept confidential, a code was allocated to each participant based on their year group and gender where Y= year group, M= male and F=Female. For example, a male in year 8 would be assigned Y8M with a number following their name to identify them, such as Y8M3. This would enable contributions by participants of questionnaire data, focus group transcripts and semi-structured interviews could be recorded securely and confidentially. Furthermore, the identity of the participating LA and school was kept confidential and anonymised by allocating the pseudonyms of 'Baytown' LA and 'Ashburn Secondary School'.

Once data was collected, it was held safely and securely. There was no deliberate harm to participants during the study, however a debrief session was made available to the pupils following each phase in case the content of these sessions brought up sensitive issues for individuals. All participants were debriefed at the end of the study to explain their role in the study and the outcomes of the research. The study followed the HCPC and BPS ethical guidelines.

4.4 Section B: Results

4.4.1 Results from the Children's Worlds Wellbeing Questionnaire

The CWWQ is divided into 9 sections; your home and the people you live with, money and the things you have, your friends and other people, the area that you live in, school, how you use your time, more about you, how you feel about yourself and your life and your future. Each of these sections explores different

aspects, however, most sections have satisfaction and adequacy questions, which can give an indicator of the overall view that a CYP.

4.4.1.1 Overall Levels of Satisfaction

The CWWQ contains questions which focuses on the level of satisfaction a CYP may have with a given factor, such as 'your relationships with teachers'. Participants respond on an 11-point scale, where responses range from 0 (not satisfied at all) to 10 (totally satisfied). The levels of satisfaction between the participants was explored to understand whether there are any trends in the levels of satisfaction for each of the sections in the survey. The results from these comparisons are below.

The findings in table 6 suggest that overall, the participants indicate high levels of satisfaction across all key areas. The levels of satisfaction percentage were calculated by computing a variable in SPSS which added up the satisfaction items within each of the sections in the CWWQ and divided it by the scale range. The means were then explored to provide further understanding about how participants felt about their wellbeing across each area. Variables were computed for the adequacy scales using the same method.

The areas where participants reported the highest levels of satisfaction - and had the highest means - were themselves, school, and the way they feel about themselves. Areas which participants reported the lowest levels of satisfaction with were the area that they live in, friends, and other people.

Table 6. The Mean and Median for the Overall Levels of Satisfaction Across all Area

| | Scale range | Mean | Standard deviation (SD) | Median | Number (N) |
|--|------------------------|-------------|--|---------------|-----------------------|
| Satisfaction with myself | <i>0-110</i> | 80.32 | 19.07 | 88 | 37 |
| Satisfaction with school | <i>0-66</i> | 41.60 | 9.43 | 44 | 40 |
| Satisfaction with the way I feel about myself | <i>0-55</i> | 40.58 | 9.15 | 43 | 40 |
| Satisfaction with home and people I live with | <i>0-44</i> | 39.28 | 5.77 | 40 | 39 |
| Satisfaction with the area I live in | <i>0-44</i> | 33.13 | 12.23 | 35 | 40 |
| Satisfaction with friends and other people | <i>0-33</i> | 24.10 | 6.57 | 27 | 40 |

The findings in Table 7 suggest that there may be gender differences in levels of satisfaction as female participants rated lower satisfaction across all areas, compared to male participants. However, there were no differences found between year 8 pupils' and year 9 pupils' levels of satisfaction (see table 8).

To explore these possible gender differences further, a two-way between-subject multivariate analysis of variance (MANOVA) was performed to explore whether there was a difference between gender and year group of levels of satisfaction in the CWWQ. There was no significant interaction between year group and gender across these satisfaction variables (Wilks' Lambda = .739, *F*

(6, 27) = 1.590 and $p = 0.118$). When the variables of year group and gender were considered separately, there were also no significant differences found for gender (Wilks' Lambda = .703, $F(6, 27) = 1.903$ and $p = .117$) or year group (Wilks' Lambda = .700, $F(6, 29) = .1928$ and $p = .112$). See appendix 3 for MANOVA analysis tables. Therefore, the apparent mean differences were not statistically significant.

Table 7. Comparison of Mean and Median of Levels of Satisfaction between Males and Females

| | Mean | | | | Median | | N |
|--|-------|-------|--------|-------|--------|--------|----|
| | Male | SD | Female | SD | Male | Female | |
| Satisfaction with home and people I live with | 40.73 | 3.45 | 38.38 | 6.74 | 42 | 39.50 | 39 |
| Satisfaction with friends and other people | 25.33 | 4.39 | 23.36 | 7.58 | 27 | 27 | 40 |
| Satisfaction with the area I live in | 39.67 | 17.43 | 31.84 | 6.47 | 38 | 34 | 40 |
| Satisfaction with school | 43.33 | 5.27 | 40.56 | 11.19 | 44 | 44 | 40 |
| Satisfaction with myself | 88.31 | 8.46 | 76 | 21.83 | 89 | 86 | 37 |
| Satisfaction with the way I feel about myself | 42.80 | 4.64 | 39.24 | 10.89 | 43 | 43 | 40 |

Table 8. Comparing the Means and Medians of Levels of Satisfaction Between Pupils in Year 8 and Year 9

| | Mean | SD | SD | Median | | | N |
|--|--------|-------|--------|--------|--------|-------|----|
| | Year 8 | Mean | Year 9 | Year 8 | Year 9 | | |
| Satisfaction with home and people I live with | 37.94 | 7.60 | 40.43 | 3.33 | 39.50 | 40 | 39 |
| Satisfaction with friends and other people | 25 | 6.32 | 23.36 | 6.82 | 28 | 26.50 | 40 |
| Satisfaction with the area I live in | 37.06 | 17.11 | 32.91 | 5.71 | 36 | 34 | 40 |
| Satisfaction with school | 40.94 | 11.71 | 42.14 | 7.30 | 44.50 | 44 | 40 |
| Satisfaction with myself | 81.41 | 22.25 | 79.40 | 16.44 | 89 | 85 | 37 |
| Satisfaction with the way I feel about myself | 39.44 | 12.00 | 41.50 | 6.07 | 43 | 43 | 40 |

Tables 7 and 8 compare the means between the areas of satisfaction between genders and year groups. When comparing the means of the different levels of satisfaction looking at between-subject effects (see appendix 4), when each variable was considered individually, a statistical significant difference was found for the area which they lived in, as males reported significantly higher levels of satisfaction than females as $F(1, 32) = 5.554, p = .025$. However, when both year group and gender were considered for satisfaction with the area that they live in, there was a trend-like interaction when gender by year group was explored as $F(1, 32) = 3.927, p = .056$. Post-hoc t-tests were conducted to explore the interaction between year groups (see appendix 5), the tests indicated there was evidence of a trend towards gender differences in year 8

pupils ($t(16) = 2.10, P=0.052$) but there was no evidence of gender difference in year 9 ($t(20) = 0.81, P = 4.425$). As the P value in the MANOVA and post-hoc analyses for gender differences in year 8 pupils was just over the 0.05 significance level, this suggests that this trend approaches the borderline of being statistically significant. Further inspection of the mean scores indicated that males reported slightly higher levels of satisfaction with the area that they live in (Mean = 40.23, SD = 18.68) than females (Mean= 32.17, SD = 6.58) (See appendix 4). There were no statistically significant differences found for year groups alone, however, an inspection of the mean scores indicated that year 8 pupils reported slightly higher levels of satisfaction with the area that they live in (Mean= 36.88, SD= 17.62) than year 9 pupils (Mean=33.47, SD=5.83).

To initially compare the findings from this study with findings from the population of year 8 pupils across English reported in Rees et al. (2015) (N=1000), the means for each study were put into a ranked order, providing a scale illustrating which items were rated with the greatest levels of satisfaction to the lowest levels of satisfaction (see appendix 6 for the table of ranked means). In both studies, the top 3 items which CYP reported the highest levels of satisfaction were the people who they lived with, the things they have in their life and family life (Rees et al. 2015). This suggests that there are similarities between the 2 populations in terms of the areas which they have are the most satisfied with. Rees et al. (2015) found that, generally, participants rated higher levels of satisfaction with the things that they have, the people in their lives (friends and family), relationships, and had the lower levels of satisfaction with school, their self-perception, their body, and relationships with teachers. Findings from this current research study support these findings from Rees et al. as participants

generally reported higher and lower levels of satisfaction across similar areas as Rees et al.

Table 9. Comparison of means for areas of satisfaction between Rees et al. (2015) and this current study. Means are formatted in descending order from the means from this study

| How Satisfied are you with each of the things in your life? | Rees et al. (2015) | | This study | |
|--|---------------------------|-----------|-------------------|-----------|
| | Mean | SD | Mean | SD |
| The people who you live with? | 9.08 | 1.51 | 9.33 | 1.35 |
| With all the things you have? | 9.08 | 1.78 | 9.33 | 1.46 |
| Your family life? | 8.91 | 1.86 | 8.98 | 2.10 |
| The house or flat where you live? | 8.83 | 1.88 | 8.92 | 1.60 |
| The area where you live, in general? | 8.26 | 2.26 | 8.78 | 1.79 |
| All the other people in your family? | 8.88 | 1.89 | 8.75 | 1.46 |
| Your health? | 8.63 | 2.11 | 8.75 | 1.95 |
| How you are dealt with when you go to the doctors? | 8.52 | 2.05 | 8.70 | 1.52 |
| About how safe you feel? | 8.56 | 1.99 | 8.63 | 1.15 |
| Things you have learned? | 8.3 | 2.05 | 8.60 | 1.77 |
| The freedom you have? | 8.34 | 2.40 | 8.50 | 2.15 |
| Your friends? | 8.79 | 1.86 | 8.35 | 1.90 |
| How you are listened to by adults in general? | 8.17 | 2.34 | 8.35 | 2.25 |
| With the things you want to be good at? | 8.45 | 1.97 | 8.33 | 1.62 |
| Your life as a student? | 7.92 | 2.28 | 8.33 | 2.08 |
| What you do in your free time? | 8.54 | 2.15 | 8.15 | 1.43 |
| How you use your time? | 8.27 | 2.08 | 8.15 | 1.80 |

| | | | | |
|---|---------------|--------------|-------------------|-------------|
| About what may happen to you later in your life? | 8.17 | 2.19 | 8.05 | 1.78 |
| Your school experience? | 8.00 | 2.17 | 8.03 | 2.38 |
| About doing things away from your home? | 8.33 | 2.12 | 7.98 | 2.25 |
| Your relationship with people in general? | 8.52 | 2.02 | 7.95 | 1.71 |
| The people who live in your area? | 7.82 | 2.60 | 7.80 | 2.61 |
| Your relationships with teachers? | 7.23 | 2.74 | 7.78 | 2.33 |
| The outdoor areas children can use in your area? | 7.53 | 2.79 | 7.38 | 2.20 |
| The way that you look? | 7.33 | 2.99 | 7.26 | 2.72 |
| Your school marks? | 8.01 | 2.09 | 7.2 | 2.53 |
| Your own body? | 7.23 | 2.95 | 7.10 | 2.09 |
| Your self-confidence? | 7.39 | 2.85 | 6.95 | 3.00 |
| Other young people in your class? | 7.66 | 2.34 | 1.68 | 0.86 |
| Mean/ SD | 8.23 | 0.56 | 8.21 | 0.69 |
| Pearson correlation | R=0.85 | df=38 | P<0.001 | |

The relationship between the means for satisfaction items in Rees et al. (2015) and this current study was investigated using Pearson product-moment correlation coefficient. There was a strong, positive correlation found between the two variables ($r=0.85$, $n=27$, $P<0.001$). This indicates that there is a strong relationship between the means in the two studies, which is illustrated in a scatter graph in appendix 8. Overall, this suggests that there is a statistically significant correlation between the findings from the small sample from this study to the larger sample and national study by Rees et al.

Analysing the ranked order of the means in Rees et al. (2015) and this current study (see appendix 6) indicates that the highest ranked areas mostly regarded

friends, family, people around them and the area where they live, which correlates with the findings from the FGs as relationships emerged as a key area which is important to their wellbeing. As these items have higher means, this indicates that the participants expressed high levels of satisfaction in an area which is a very important factor to their wellbeing. Interestingly, satisfaction with friends ranked as 12/29, which indicates that participants did not report a particularly high or low mean with their level of satisfaction. Participants expressed less satisfaction with friends than participants in Rees et al. as this item was ranked 6/29. This suggests although participants reported that friendships are very important to them, their satisfaction in this area is not highly ranked, suggesting that they would benefit from additional support in school with their friends to improve their satisfaction within this area. Furthermore, there were 3 items within relationships which had lower means and rankings as general relationships, relationships with teachers and children in their class scored lower rankings. This suggests that there is less satisfaction within these areas of relationships which are mainly regarding relationships at school. This suggests that participants in this study may experience less satisfaction with relationships with adults and peers at school than with their family and friends compared to other CYP across England. Although participants in this study reported lower levels of satisfaction with their relationship with their teachers, the participants in Rees et al reported even less satisfaction as this item ranked as 28/29 in comparison to 23/29 in this study.

Another theme which emerged from the FGs which participants expressed as important to their wellbeing was having basic needs met, which included feeling safe. The satisfaction item which explores how safe they feel was ranked as the 9/29 highest mean, suggesting that participants in this study reported a high

level of satisfaction with their feeling of safety. Participants in Rees et al. reported similar levels of satisfaction with their safety as this ranked as 8/29.

A further theme which emerged from the focus groups which participants expressed as important to their wellbeing was the ability to access and participate in activities. The satisfaction items which relate to this key area ranked as 16/29 and 17/29, indicating that levels of satisfaction with these items are ranked approximately in the central point. Participants in Rees et al. expressed greater levels of satisfaction with how they use their free time as this item ranked as 9/29 and the same satisfaction for how free time was used as this ranked as 17/29. Furthermore, the item which explores satisfaction with the outdoor areas was ranked as 24/19 in this study, indicating a low level of satisfaction with this area. Participants in Rees et al. expressed similar levels of satisfaction with this item as it ranked as 25/29.

Items which were ranked lowest were items in both Rees et al. and this study were about their views of self and how they feel about themselves. In the FGs the participants did not discuss view of self and this did not emerge as a theme which was important to their wellbeing. As this mean is ranked at the bottom of the table, this indicates that participants ranked low levels of satisfaction with themselves, their body and confidence. However, in the female FGs the participants ranked 'having someone to talk to when you are upset' as the third most important factor to their wellbeing (see appendix 13), which suggests that the female participants felt that support which they receive from relationships can help them when they feel upset or negative, further highlighting the importance of relationships to CYP wellbeing.

4.3.1.2 Overall Levels of Adequacy

The CWWQ contains questions which focus on the levels of adequacy a young person may have with the things in their life and the way they feel about themselves and by seeking their levels of agreement with given statements, such as 'I have enough friends', 'my parents listen to me and take what I say into account' and 'I feel safe when I walk around the area I live in'. Gaining an understanding about their levels of agreement with each item provides an understanding about their view of adequacy of each of the key areas. Participants respond on a 5 point Likert scale, where responses range between 'I do not agree' to 'I totally agree'. The levels of adequacy between the participants was explored to examine whether there are any trends between the levels of adequacy for each of the sections in the survey. The results from these comparisons are below. Findings in table 10 show that the area where there were higher levels of agreement and therefore greater levels of adequacy was at home; participants expressed high levels of positive agreement with how safe they feel at home, that they have a good time together as a family, feel listened to, have somewhere to study and feel that they are treated family at home. The area where there was the least level of adequacy was with the area that they live in; participants expressed lower levels of agreement adequacy with the town council considering CYP voices, feeling safe in their local area and that there weren't enough places to play or have a good time.

Table 10. The Mean and Median for Overall Adequacy Scores Across all Areas

| | Scale Range | Mean | SD | Median | N |
|---|--------------------|-------------|-----------|---------------|----------|
| Adequacy with life and future 2 | 0-88 | 58.63 | 12.00 | 62 | 39 |
| Adequacy with life and future 1 | 0-55 | 40.46 | 11.55 | 45 | 39 |
| Adequacy with home | 0-25 | 22.05 | 2.93 | 22 | 40 |
| Adequacy with school | 0-20 | 15.13 | 3.12 | 16 | 40 |
| Adequacy with the area I live in | 0-15 | 9 | 2.90 | 9 | 38 |
| Adequacy with friends and other people | 0-10 | 7.88 | 2.24 | 8.50 | 40 |

Table 11. Comparisons of Mean Scores of Adequacy Between Males and Females

| | Male mean | SD | Female mean | SD | Male median | Female mean | N |
|---|------------------|-----------|--------------------|-----------|--------------------|--------------------|----------|
| Adequacy with home | 22.27 | 1.98 | 21.92 | 3.40 | 22 | 22 | 40 |
| Adequacy with friends and other people | 7.73 | 1.75 | 7.96 | 2.52 | 8 | 9 | 40 |
| Adequacy with the area I live in | 9.60 | 2.20 | 8.63 | 3.25 | 9 | 8.50 | 39 |
| Adequacy with school | 15.27 | 2.43 | 15.04 | 3.52 | 15 | 16 | 40 |
| Adequacy with life and future 1 | 43.86 | 6.05 | 38.56 | 13.46 | 45 | 45 | 39 |
| Adequacy with life and future 2 | 62.36 | 8.85 | 56.46 | 13.19 | 62.36 | 62 | 38 |

Table 12. Comparisons of Mean Scores of Adequacy Between Pupils in Year 8 and Year 9

| | Year 8 mean | SD | Year 9 mean | SD | Year 8 median | Year 9 median | N |
|---|--------------------|-----------|--------------------|-----------|----------------------|----------------------|----------|
| Adequacy with home | 22.17 | 3.65 | 21.95 | 2.26 | 23 | 22 | 40 |
| Adequacy with friends and other people | 8.39 | 2.45 | 7.45 | 2.02 | 9 | 8 | 40 |
| Adequacy with the area I live in | 9.41 | 2.74 | 8.68 | 3.05 | 10 | 8.50 | 39 |
| Adequacy with school | 15.28 | 3.85 | 15 | 2.47 | 16 | 15.50 | 40 |
| Adequacy with life and future 1 | 40.78 | 13.99 | 40.19 | 9.34 | 46 | 44 | 39 |
| Adequacy with life and future 2 | 56.76 | 15.47 | 60.14 | 8.34 | 62 | 62 | 38 |

Findings from table 11 suggest that there may be gender difference in adequacy as males reported higher levels of agreement than females in all areas except for their friends and other people. Furthermore, findings in table 12 suggest that there may be a difference in adequacy between year 8 and year 9 participants as year 8 participants rated higher levels of agreement in most areas. To examine whether there were any statistically significant findings, a MANOVA was conducted to explore whether there was a difference between gender and year group upon adequacy scores in the CWWQ (See appendix 9). No significant interaction between year group and gender was found (Wilks' Lambda = .953, $F(6, 29) = .241$ and $p = .959$). When the variables of year group and gender were considered separately in between-subjects effects analysis, there were also no significant differences found for gender (Wilks' Lambda = .772, $F(6, 29) = 1.428$ and $p = .238$) or year group (Wilks' Lambda = .877, $F(6, 29) = .680$ and $p = .667$). Frequency tables and cross tab analysis

generated from SPSS analysis can be found in appendix 10 and a commentary on each section can be found in appendix 11.

4.4.2 Results from Focus Groups

The FGs explored three key areas; what is important to CYP's wellbeing, what is important to the wellbeing of adults and how the areas which are currently important for CYP may change over time as they become adults. These 3 key areas were explored to understand what is currently important to CYP, what they consider may be important in the future and whether they can identify how priorities may change over different stages of their life. See appendix 12 for an example of a FGs transcript. Different key areas for CYP wellbeing emerged from the male and female FG, see appendix 13 for the list of key areas originated by gender. Appendix 14 provides an example of the coding of the FG transcripts as part of phase 1 in thematic analysis. Finally, see appendix 15 for the thematic structure which emerged from thematic analysis of the FGs.

4.4.2.1 What Is Important to the Wellbeing of CYP?

Thematic analysis of the FG data identified 4 key themes which are important to CYP wellbeing, these are illustrated in figure 4 below.

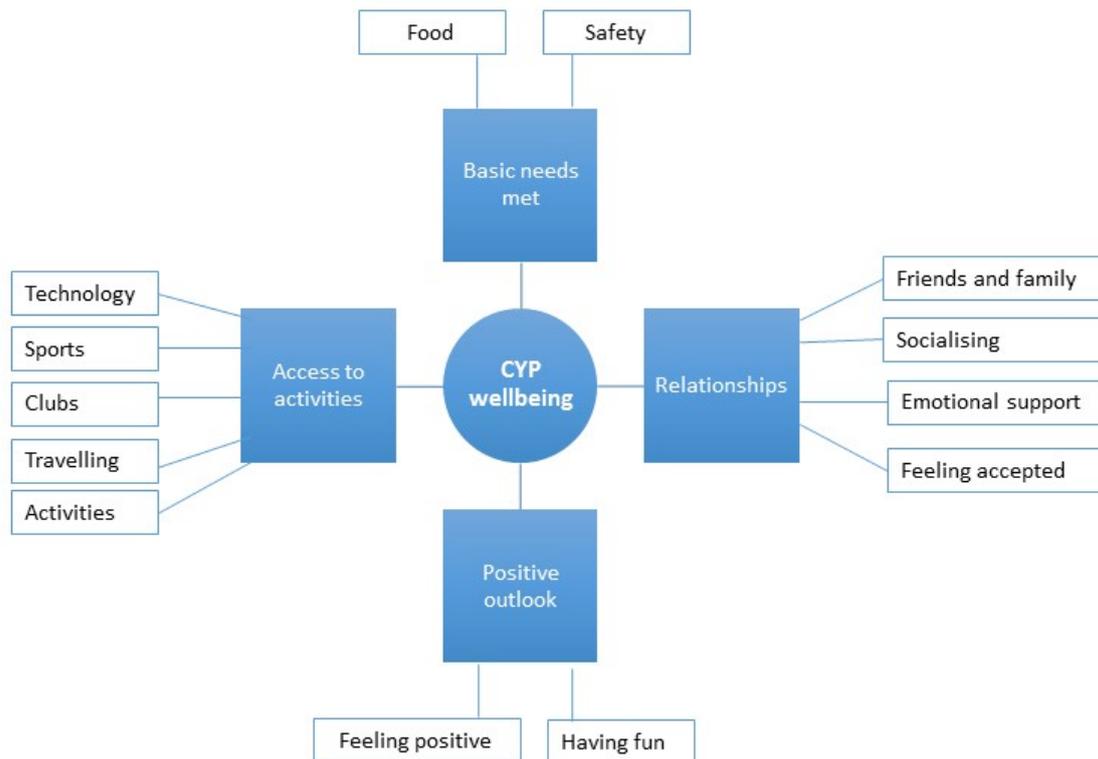


Figure 4. Key Themes Which CYP Perceive to Be Important to Their Wellbeing

The key themes which are important for CYP wellbeing which emerged within the focus groups will be discussed in the order of how frequently they were discussed by CYP.

4.4.2.1.1 Relationships

4.4.2.1.1.1 Friends and Family

The key theme which emerged the most frequently when discussing what was important to CYP wellbeing was relationships; both male and female participants expressed the importance of having friends and family in their lives and the benefits of this, for example, when asked what was most important to them responses were ‘friends’ (Y8M1), ‘going out with friends’ (Y8F12), ‘friends and family’ (Y8M3), ‘having family around all the time’ (Y9F8) and ‘being able to

talk and interact with other people just being friends' (Y9F11), suggesting that having good relationships with friends and family are the most important thing to CYP wellbeing. Furthermore, participants discussed the importance of having 'respect' (Y9M4) from others, suggesting that having a positive feeling of acceptance from those around them is important to the way that they feel about themselves. CYP were appreciative of activities and opportunities which enable them to spend time with family, such as *'I like going out onto the moors and chatting with my family'* (Y9M5) and *'I like going on walks with your family because it's quite useful to talk about things'* (Y8M5), this suggests that it is important for CYP to have opportunities to continue developing the important relationships which they have with those around them.

4.4.2.1.1.2 Socialising

CYP reported that an important part of their relationships was having opportunities to socialise with peers, such as *'not sitting on your own all the time'* (Y9M4), *'social media and social interaction'* (Y8M6), *'go home and go out and play some cheeky footie or cheeky sports after school'* (Y9M4), *'X box Live'* (Y9M8), *'social network'* (Y9M4) and *'friends'* (Y8M1) suggesting that having opportunities to talk with friends is important to CYP. However, a key theme which emerged from socialising was about the importance for CYP to experience face to face interactions in addition to social media or technology based interactions, such as *'having a chance to talk with people without being on the internet'* (Y9M9), *'not just going on social media but actually talking to people to their face'* (Y9M9), *'team work'* (Y9M9) and *'actually meeting up with people in person, not just over the internet'* (Y8M5). This suggests that although technology has increased the multiple platforms in which people can

communicate with others, CYP continue to seek out and value face to face interactions, which is important to their relationships and their wellbeing.

4.4.2.1.1.3 *Feeling Accepted*

Although it is important for CYP to have friendships with peers online through both face to face interactions and social media it is also important for CYP to be able to have deeper relationships, such as *'being able to do something and not be judged'* (Y9F10), *'if someone likes sports and another person doesn't, you'd be able to do that without them judging you for it'* (Y9F10) and *'when you socialise with them you can talk to them all the time and confide with them, but when you go out you are always doing something'* (Y9F11). This suggests that CYP see a difference between doing activities with friends and having time to express how they feel and feel supported and also the importance of feeling accepted by their friends and being able to engage in activities themselves without feeling judged for their individual interests. Furthermore, participants discussed the importance of being able to confide in friends, *'being able to talk to someone else when you're sad'* (Y8F12) and *'being able to talk to someone when you are upset'* (Y9F10) this suggests that although relationships and socialisation is very important for CYP, it is also important that they have relationships with depth that they can confide in others and feel supported emotionally.

In addition to spending time with friends and having opportunities to develop deeper relationships, an additional important aspect for some of the CYP was their position within their social group as *'being quite high in the pecking order'* (Y9M5) appeared to be important for several participants. When asked to describe this, a participant stated, *'basically you have someone who is high up in the pecking order and they lead everyone else, and then there are other*

people lower down who lead other people who are commanded by the higher person, and then so on.' (Y8M5), however other peers commented *'I want to be a lawyer so I agree'* (Y8M1), *'I want to be a flight sergeant so I think it's important to have someone who leads'* (Y9M4) and *'as long as I'm somewhere in the middle I don't mind really'* (Y9M4), this suggests that for some CYP it is important that they feel that they are a leader within their peer group and that they are in a position which is higher up their social group rather than following the lead of others. However, these views tended to be expressed by CYP who had high career aspirations which require them to be determined and to take the lead and action, therefore, these findings should not be generalised to the whole sample.

When participants were asked as part of the FG activity to rank the key areas of importance for CYP wellbeing (see appendix 13), females rated having family around you, friendships, being able to talk to someone when you're upset, not being judged, socialising with friends (and confiding) and going out with friends (having fun) in the top 8 key areas. This suggests that relationships with friends and family and the support which comes from these is the most important area for female participant's wellbeing. Males ranked socialising as third most important for CYP wellbeing and respect as ninth most important, which suggests that although socialising and respect is important to males the other aspects of relationships are not as important to male participants as they were to female participants.

When asked whether relationships with friends and family may change over time, participants responded *'they will still be in the top two places and wouldn't change. Family will always sit on top'* (Y9F2), *'they are important to us now, so obviously they are going to be important to us in the future'* (Y9F2), *'they will*

always be the most important thing in my life.' (Y9F2), *'I think relationships will be more important'* (Y8M1), and *'I think relationships will matter more'* (Y8M5). This suggests that for females who previously stated that family and friends were the most important aspects of their life, and that affect their wellbeing, this will remain a priority and stable over time, however, for males, who previously suggested that relationships were not a key aspect which affected their wellbeing, they expect that over time relationships will become more important to them. However, participants commented that over time as family becomes more important there may be less time to spend with friends; *'yes it still will be important but you won't get the chance to talk whenever you want'* (Y9F2), *'you wouldn't get a chance to talk about things'* (Y9F10), *'you won't have as much spare time with work and stuff, family and things. There isn't as much time to socialise as an adult'* (Y8F13) and *'I think that socialising will probably become more important as you don't really get to see your friends as much, like because we are still at school and we basically see them every day but when you're an adult and older you only see the people who go to your job and they may not be your friends. And then your friends, you'll only see them on the weekend'* (Y8M5). This suggests that CYP acknowledge that some aspects which are very important to their wellbeing may change over time.

4.4.2.1.2 Access to Activities

4.4.2.1.2.1 Activities

A key theme which appears to be important to CYP wellbeing is the ability to access a wide range of activities, which appears to be important on both a physical level, such as doing the activities themselves, but also important to have the additional benefits they gain from engaging in these activities. Participants discussed the importance of being able to access additional

activities on their wellbeing, such as *'Physically, I need my bike.'* (Y8M4), *'I find going to clubs is quite important as you can meet new people. Like sports or scouts'* (Y8M5), *'I play football and sport'* (Y8M1), *'books are important'* (Y8M5), *'having knowledge is important'* (Y9M4), *'I think books. We need to learn English'* (Y8M6), *'books, they give us knowledge'* (Y8M5), *'I like watching racing on TV'* (Y9M9) and *'TV is important'* (Y9M4). This suggests that the ability to access a wide range of activities is important to the wellbeing of CYP as they provide different opportunities to have fun, to socialise with others, to learn and to enjoy participating in activities. When asked why CYP may play sport, participants responded *'sometimes for exercise but other times for fun. It's different'* (Y8M1) which suggests that CYP engage in sports activities for both for their health and additional benefits. Participants discussed the importance of Physical Education in school to them, for example *'you need to have PE in school as otherwise how would you motivate people to go home and go out and play some cheeky footie or cheeky sports after school?'* (Y9M4) and *'if you learn to play a sport in school, you can be better when you play for clubs outside school.'* (Y9M4). This suggests that some CYP value the opportunities available through physical education in school to try different sports and activities so that CYP can transfer these skills to games and clubs outside of school.

4.4.2.1.2.2 Clubs

The importance of being able to attend different forms of activities appeared to be important to CYP, such as *'I used to go to a horse riding club'* (Y8F13), *'I find going to clubs quite important as you can meet new people, like sports or scouts'* (Y9M5), and *'scouts helped me meet people'* (Y9M8). This suggests that attending out of school clubs is important to the wellbeing for CYP as it

enables them to enjoy different types of activities that they may not be able to access within school, to meet more people and to build friendships outside school.

Participants discussed the importance of sports teams and the impact that this can have upon their wellbeing, for example *'Morally and personally, no joke, when I go to watch Argyle play and they win I feel so much better for the rest of the weekend'* (Y8M1), when asked about whether a sports team can make a difference to the way they feel, one participant said *'Yeah! Especially if the ref is awful and then I will get really annoyed'* (Y8M1), furthermore, a second participant shared *'I feel really bad when Arsenal get a transfer ban'* (Y8M5). This suggests that the male participants who expressed feeling an association with sports teams can experience an emotional impact based on how their sports team may do, both in a positive and negative way.

4.4.2.1.2.3 Technology

An additional activity which CYP discussed as important to them was access to technology, such as *'social media'* (Y9M5), *'this may sound really sad but Wi-Fi'* (Y8M1), *'you need Wi-Fi for so many things'* (Y8M1), *'you need Wi-Fi for almost everything'* (Y9M5) and *'X box live'* (Y9M8). This suggests that access to different forms of technology that enable them to feel connected with others, to access additional activities and information and to complete more tasks is important to the wellbeing of CYP.

4.4.2.1.2.4 Travelling

Another key area which appeared to be important to participants was the importance of travelling, such as *'getting out and going places matter to me'* (Y9M5), *'I like exploring. My parents save loads of money so we can go on holidays'* (Y8M5), *'I like going abroad, I've been to LA and stuff'* (T8M1), *'going*

to Exeter, it's wicked! (Y9M4) and *'life is a big adventure. I like going out onto the moors and chatting with my family'* (Y9M5). This suggests that going out into local areas, travelling and exploring the world is important to the wellbeing of CYP as they feel the freedom to explore and understand the world more. Furthermore, some of the participants expressed the importance of school holidays upon their wellbeing, such as *'holidays are important, you don't have to have the stress of schools and you just get to relax'* (Y8M5), this suggests that CYP value the time that they have away from schools as schools can be places where CYP experience stress, suggesting that CYP value the opportunity to have time away from school for them to relax and to improve their wellbeing.

When asked whether access to different activities may change over time in terms of its importance and effect upon CYP wellbeing, participants responded *'the worst part about becoming an adult is that when you're a kid fun just happens but as an adult you need to plan your fun'* (Y9M8) and *'I think that sport will become less important and jobs will be more important'* (Y9M8), which suggests that CYP are aware that over time there may be changes to their ability to access activities as they grow up. When participants were asked as part of the FG activity to rank the key areas of importance for CYP wellbeing (ranked 5/10), males rated sport, exercise, clubs, books and having knowledge in their list of top 11 key areas in comparison to females who only ranked access to clubs as one of their most important factors of CYP wellbeing. This suggests that there may be gender differences in terms of how important accessing activities is to the wellbeing of CYP.

4.4.2.1.5 Having Basic Needs Met

A key theme which emerged from the male FGs as important to the wellbeing of CYP was for them to feel like that they had their basic needs met. When asked

what was important for their wellbeing, participants responded *'the feeling of safety'* (Y9M5), *'feeling safe'* (Y8M1) and *'morally, you have to be able to protect yourself if someone breaks into your house'* (Y9M5). In addition to safety, another basic need which participants expressed is important to their wellbeing was food; *'food'* (Y9M8), *'food is good. Everyone likes food'* (Y9M4), *'yeah, food is important'* (Y9M9) and *'food to have calories for sport'* (Y8M5). Furthermore, one participant suggested *'holidays are important, you don't have to have the stress of schools and you just get to relax'* (Y8M8). These findings suggest that CYP find that having food, the feeling of safety and security and being able to have time to relax away from the stress and pressures experienced in school, is important as by having their basic needs met effects their wellbeing.

When participants were asked as part of the FG activity to rank the key areas of importance for CYP wellbeing, males rated food as fourth most important for CYP wellbeing, education as fifth most important, breaks from school as sixth most important and feeling safe as seventh most important.

4.4.2.1.3 Positive Outlook

CYP discussed the importance of having a positive outlook on their wellbeing, such as *'just trying to always have a good time, with whoever you are with'* (Y9F10) and *'It's important to try and make the most of it but important to try and be a positive person anyway'* (Y9F10), which suggests that for CYP being able to feel happy and to try and make the most of situations in a positive way effects the way they feel about themselves.

4.4.2.1.3.1 Having Fun

Furthermore, there were several times when participants discussed the reasons why key areas may be important to them and the responses reflected the

positive benefits which they may experience, such as *'sometimes for exercise, sometimes for fun'* (Y8M1), *'being quite high in the pecking order'* (Y9M5) and *'no joke, when I go to watch Argyle play and they win I feel so much better for the rest of the weekend'* (Y8M1).

When participants were asked as part of the focus group activity to rank the key areas of importance for CYP wellbeing, females ranked going out with friends (having fun) and having a good time in their list of the most important factors for CYP wellbeing. This suggests that feeling positive about the outlook on life may be more important for the wellbeing of females in comparison to the wellbeing of male CYP.

4.4.3 Overlaps and gaps of key themes explored in the CWWQ and themes which emerged from the focus groups

To explore whether there is an overlap between the key themes which participants reported to be important to their wellbeing and the areas covered within the CWWQ, the findings from the FGs were compared to the areas explored within the questionnaire. This comparison provides an understanding of whether the questionnaire includes the key areas which CYP express as being important to their wellbeing, therefore exploring whether the questionnaire is relevant to the sample of CYP from this school. Table 13 clarifies the areas where there are overlaps, areas which arose in the FGs but are not covered in the questionnaire and areas in the questionnaire not raised in the FGs.

Table 13. Overlaps and gaps of key areas explored in the CWWQ and themes which emerged from the FGS

| Key area | Common themes between questionnaire and FGS | Areas raised in FGS not covered in questionnaire | Areas in questionnaire not raised in FGS |
|-----------------------------|---|---|---|
| Relationships | Frequency of doing activities with family and friends | Emotionally supported by friends and family | Frequency of negative peer interactions |
| | Satisfaction with friends | Feeling accepted | Satisfaction with relationship with teachers |
| | Satisfaction with who they live with | Not feeling judged by friends and family | Feeling listened to by teachers |
| | Feeling listened to by parents/ carers | Pecking order and social hierarchy | Being treated fairly by teachers |
| | Having enough friends | Respect | |
| | | Importance of relationship with others | |
| | | Feeling listened to by friends | |
| | | Reciprocal nature of relationships | |
| Access to activities | How time is used and satisfaction with this | Health and social benefits from activities | How much pocket money they get |
| | What activities they do | Opportunities to meet new people | |
| | How they use their spare time | Relationships further developed through activities | |
| | Access to basic material items | Transferrable skills learned from activities | |
| | | Access to/ importance of Wi-Fi | |

| | | | |
|-------------------------|---|---|-----------------|
| | | Access to/ importance of social media | |
| Basic needs met | Feeling safe at home and in their local area | Feeling safe at school | Self esteem |
| | Satisfaction with school | Having enough food to eat | View of self |
| | | Breaks from school to relax and to reduce feelings of stress gained from school | Self confidence |
| | | Holidays | |
| Positive outlook | Opportunity to access things they enjoy | Personal attitude and having a positive outlook on life | |
| | Satisfaction with areas in their live | | |
| | Opportunities for fun with friends and family | | |

Table 13 illustrates that there are many key areas which participants expressed were important to their wellbeing that are not taken into consideration when measuring self-reported wellbeing using the questionnaire. Furthermore, there were also several additional areas which the questionnaire included which did not emerge from the FGs. This suggests that the use of standardised tests may not be inclusive of all the key areas which play a role in how participants in this study report are important to their wellbeing, therefore, their wellbeing may not be truly and accurately represented by the single use of a questionnaire.

Section B has discussed the results from the CWWQ questionnaire, FGs and looking at where there may be areas which overlaps or gaps between these two

data sources and where there may be gaps. In section C I will address how these findings relate to the research questions and discuss the relevance of these findings to the existing literature in

4.5 Section C: Discussion

To draw together the findings from phase 1, the findings will now be discussed in relation to the research questions for this phase, and how they relate to relevant literature.

4.5.1. Research Question 1: What Are the Ways in which Children and Young People Construct the Meaning of the Term Wellbeing?

Through conducting the FGs and through the phases of thematic analysis, it became clear that the CYP who participated in this research study constructed the term wellbeing to be complex and multifaceted. When the CYP discussed the key factors that are important to them right now they responded by naming activities that they enjoy, people who are important to them, basic needs and the importance of having an important a positive outlook. However, when they were asked about what the key factors were for adults' wellbeing, there was a greater focus on responsibility, careers, money and family. Furthermore, when they were asked to reflect upon the things which they currently view as important and whether these may change over time, the CYP acknowledged that over time their priorities were likely to shift and that some things which are important now will not be as important to them at different stages in their lives, for example *'I think that socialising will probably become more important as you don't really get to see your friends as much, like because we are still at school and we basically see them every day but when you're an adult and older you only see the people who go to your job and they may not be your friends. And*

then your friends, you'll only see them on the weekend' (Y8M5). Furthermore, the CYP also expressed that although there may be some things which will become less important to their wellbeing over time, there could additionally be changes with some of the areas which become more important, such as socialising and relationships, for example *'I think relationships will matter more'* (Y8M5). This suggests that the CYP view the key areas which are important to their wellbeing to be changeable and may evolve over time as they grow older and go through different phases in their lives. In addition, these findings suggest that despite being 12 – 14 years old, the participants have a broad construct of wellbeing which includes many different areas of their lives and is complex, fluid and changeable.

There appeared to be gender differences of how CYP constructed the term wellbeing, as the female participants expressed wellbeing to be more associated with emotions and feelings, such as feeling they can confide in friends, not being judged and the importance of having quality time with friends and family, whereas, the male participants expressed wellbeing to be more associated with enjoyment from activities and having their basic needs met. This suggests that although the CYP from both genders raised some of the same key areas as being important to their wellbeing, such as clubs, friendships, family, relationships and exercise, the findings from this research suggests that there may be differences to the weighting of these key areas upon the wellbeing of CYP which may be depending on their gender. Although gender differences presented in self-reported wellbeing appears to be well documented in literature such as The Children's Society (2014), and although Gabhainn & Sixsmith (2005) initially found differences in important areas of CYP wellbeing at the early part of their research, there does not appear to be

any current literature which looks at and explores the differing perceptions that there may be between genders of their view and importance of areas of wellbeing.

4.5.2 Research Question 2: To What Extent Do the Key Themes Which Are Important to Children and Young People's Wellbeing elicited in the Focus Groups overlap with the Areas Covered in the CWWQ?

To understand whether the CWWQ is a useful and valid tool to measure CYP wellbeing and whether it measures wellbeing using key areas which CYP express contribute to their wellbeing, it is important to reflect upon whether there are overlaps and gaps between the areas. As there were numerous items and areas where there were overlaps between the key themes which CYP expressed as being important to their wellbeing and the key areas covered in the CWWQ (see appendix 13). This indicates that the questionnaire includes many areas which CYP themselves express to be important to their wellbeing, which is important in being able to gain a measure/ understanding of CYP self-reported wellbeing. As themes which emerged from the FGs are also themes which are included into standardised questionnaires, this suggesting that these areas are acknowledged within existing research and current standardised tools, such as the CWWQ.

There appeared to be multiple items which were included in the CWWQ which did not emerge from the FGs to be important to CYP wellbeing, which tended to be surrounding teacher relationships, negative peer interactions, self-esteem and view of self (emotionally and physically). These findings suggest that there may be items within standardised questionnaires such as the CWWQ which participants in this study did not discuss or perceive to be important to their

wellbeing, how they feel about themselves (self-esteem and self-confidence), and relationships with teachers as there were several items within the CWWQ which covered these areas, yet they did not emerge from the FGs. The lack of discussion around self-esteem, confidence and view of themselves may not have been discussed in the FGs due to situational factors such as the participants being reluctant to share this as part of a group or with a stranger (the researcher) present or with each other as a newly established group.

However, the areas which emerged from the FGs as being important to participant wellbeing which were not included in the CWWQ tended to include the deeper elements within relationships (such as emotional support, feeling listened to by friends, reciprocal relationships and lack of judgement), the additional benefits which CYP may gain from participating in activities rather than just the frequency of how often they do them, the importance of technology and in particular social media, holidays, breaks from school and personal attitude and outlook on life. These additional areas which emerged from the FGs appear to be exploring CYP wellbeing at a deeper level and are more exploratory as to what participants gain from relationships, activities, having basic needs met and having a positive outlook rather than at a more superficial level as it appears on the CWWQ. Significantly, in 3 out of the 4 key areas, there appears to be a greater number of additional themes which emerged from the FGs in comparison to the number of common themes in each area, suggesting that there are large gaps between the areas which participants expressed were important to their wellbeing and areas covered in the CWWQ. There are several areas that CYP reported as being important to their wellbeing (relationships, access to activities, basic needs met and positive outlook) that are not included or taken into consideration within the questionnaire and when

measuring CYP self-reported wellbeing questionnaire. This suggests that this questionnaire may not be a valid tool to use with this sample of young people due to the significant gaps between CYP view of areas which are important to their wellbeing and areas covered in the CWWQ. Furthermore, this suggests that the findings gathered from the questionnaires may not fully be representative of the wellbeing of these participants due to gaps which CYP expressed are essential to their wellbeing.

4.5.3 Research Question 3: Are There Differences in Levels of Satisfaction and Adequacy Between Gender or Year Group in The Key Areas Explored in the CWWQ?

There were no statistically significant differences between gender or year group in the overall levels of adequacy across the key areas explored in the CWWQ. A statistically significant difference was found between levels of satisfaction with the area where they live, as female participants reported lower levels of satisfaction with their area than male participants. When levels of satisfaction with their local area was examined through year group by gender, there was a trend that year 8 males reported higher levels of satisfaction than year 8 females, however, this finding was not statistically significant. Furthermore, there was of a trend-like interaction of a gender by year group interaction for year 9 participants.

In the male focus group when discussing activities which they do as a family, there was a tendency to talk about going to other areas to do activities, such as going to Exeter, London, the moors or going for a walk by the sea. As all the participants lived in the suburbs of the city which the study is based in (within the school catchment area) where there are less amenities and activities to do in comparison to the city, the lower levels of satisfaction may be due to the

perceived amenities in their area. However, it is unclear from the FGs analysis why males in year 8 express greater levels of satisfaction with their local in area in comparison to year 9 males and females.

Furthermore, when comparing the results from this study to those from a national survey (Rees et al., 2015) using Pearson Correlation, a strong positive correlation emerged with means from the items in the levels of satisfaction scale from both research studies. This suggests that there is a correlation between the two variables and that the findings from the satisfaction scales in this small research study related to findings in a large national study.

When comparing the ranked means of items in the satisfaction scale between Rees et al. and this current study, the highest ranked items were those which involved satisfaction with family, the people they live with and friends. These findings support the conclusions from the FGs as one of the key themes which emerged was that relationships with others are one of the most important areas which are important to CYP wellbeing. Participants in this study rated lower levels of satisfaction with their friends than participants in Rees et al., suggesting that this is an area where participants may require additional support from school to further promote pupil wellbeing. There are additional implications of the FGs findings that relationships are one the key areas which effect CYP wellbeing, when considering the findings from the questionnaire, as there additionally appeared to be several areas within the relationships theme which participants rated lower levels of satisfaction with as they ranked lower in the rating. Items such as satisfaction with their friends, relationships in general and relationships with school staff ranked towards the bottom of the rating, suggesting lower levels of satisfaction in these areas which may impact upon CYP wellbeing. The lowest rated item across the satisfaction scale regarded

satisfaction with children in their class, indicating that this is an area where participants were the least happy about and which may have an impact upon how they feel on a day to day basis in school. This finding was consistent with findings from Rees et al. as the ranked score for this item was only placed 4 items higher than in this study. Therefore, this suggests that dissatisfaction with peers in their class may be a similar experience for other CYP in England.

An additional area where participants in this study ranked lower levels of satisfaction than participants in Rees et al. were the items which asked what they do in their free time and satisfaction with the outdoor areas for children. However, participants in both studies ranked similar levels of satisfaction with how they used their free time. This suggests that participants in this study may experience more dissatisfaction with the activities which they do in their free time and places they may do these activities.

Furthermore, there were several areas where the participants in this study ranked similar levels of satisfaction as participants in Rees et al's study. There were similarities between the ranking of how safe they feel, body image, self-confidence and the way they look. This suggests that these findings are consistent between the two populations in the studies. Interestingly, items which explored their perception of their body image, self-confidence and the way they look were ranked in the bottom 5 items in both studies. This suggests that these generally CYP across England express very the least levels of satisfaction with their self-image, confidence and self-esteem.

There were no statistically significant differences found between gender or year group in the levels of adequacy across all the key areas explored in the CWWQ. This suggests that gender or year group do not influence the levels that CYP express adequacy about their home, school, friends, the way which they feel

about themselves, the area that they live in and their life and future and overall wellbeing.

4.5.4 Relevance of Findings to Existing Literature

The way in which participants in this study perceived and constructed wellbeing included elements of both hedonic (subjective) and eudaimonic (psychological) wellbeing as the participants expressed the importance of positive affect, life satisfaction, positive relationships, personal growth over time and acceptance to be important to their wellbeing. These findings are supportive of Ryff (1989) as the inclusion of these components suggests that the participants viewed wellbeing to be broader than their affect and cognition. These findings are supported by findings from a literature review of CYP voices from the UK of understanding of wellbeing by Dex & Hollingworth (2012). They concluded that CYP's perception of wellbeing can be placed within 3 components; quality of relationships, quality of environment and self and freedoms. Table 14 illustrates the key areas which are in each study and the key areas that are found in both studies. As there appears to be many key areas which are found in Dex and Hollingworth's literature review and this study, this suggests that the key areas reported by CYP in this study are similar to those reported in the literature reviewed by Dex and Hollingworth. Furthermore, there appear to be additional areas which Dex and Hollingworth found during their literature review which did not emerge from the FGs in this current study as being important to CYP wellbeing, such as the importance of pets, police, local people, transport, global justice, art and culture. Most of these additional areas which Dex and Hollingworth discuss that did not emerge from FGs tend to be more removed from the individual and their internal wellbeing experiences. This suggests that the participants in this study tended to perceive the factors which have a more

personal and greater impact upon their wellbeing as the factor which may have a more direct and personal interaction with themselves. However, is it important to acknowledge that there were additional factors discussed by Dex and Hollingworth which did not emerge from FGs which would have a direct and personal interaction with CYP, such as self-esteem and their appearance. Furthermore, the lack of participant's consideration of the impact which self-esteem, appearance and confidence may have upon their wellbeing was also found when exploring areas which overlapped in themes which emerged from the FGs findings and the areas in the CWWQ. This suggests that this may not be a key factor that participants in this study expressed to be important to their wellbeing, but is found in other research studies and literature to be important to the wellbeing of CYP.

Significantly, participants in this study reported additional factors which are important to their wellbeing which have not been highlighted by other research, such as importance of the pecking order, importance of Wi-Fi, social media and face to face interactions, which suggests that there may be additional areas which are important to CYP which have not been found in other research studies and literature.

Table 14. Comparing similarities between the key areas identified by Dex and Hollingworth (2012) and the current study

| Dex and Hollingworth's (2012) key areas | Current study's key areas | Similarities in key areas | Differences in key areas |
|--|---|---|--|
| <p>Quality of relationships</p> <p>Family, siblings, pets, friends, teachers, local people, police, champions, 'being there', listening, support, trust, respect, belonging</p> | <p>Relationships</p> <p>Friends, family, respect, pecking order, socialising, no judgement, acceptance, trust, listening, being there for people and people being there for them, emotional support, social media, face to face interactions</p> | <p>Relationships with friends, siblings, family, socialising, support, fairness, love, care, respect, trust, listening, belonging</p> | <p>Dex and Hollingworth</p> <p>Pets, kin, romantic, teachers, police, local people, champions, privacy</p> <hr/> <p>Current study</p> <p>Acceptance, no judgement, reciprocal relationships, emotional support, social media and face to face interactions</p> |
| <p>Quality of environment</p> <p>Home, safety, holidays, school, local area (safety and facilities), government, justice, technology, money, transport</p> | <p>Access to activities</p> <p>Travelling, activities, technology, sports, clubs</p> <hr/> <p>Basic needs met</p> <p>Safety, holidays from school, breaks from school</p> | <p>Technology, travelling, activities, safety, holidays, facilities for activities,</p> | <p>Dex and Hollingworth</p> <p>Local area safety, national government, media, transport availability, money, global justice</p> <hr/> <p>Current study</p> <p>Breaks from school, clubs, sports</p> |
| <p>Self and freedoms</p> <p>Health (physical, emotional, behaviours), food, lifestyle leisure/ fun, choices, use of time, playing outdoors, togetherness,</p> | <p>Access to activities</p> <p>Being outdoors, music, cooking, doing activities with others</p> | <p>Values, lifestyle, leisure/ fun, emotional health, physical health, outdoor lifestyle, music, togetherness</p> | <p>Art, culture, learning growth, learning achievement and aspirations, bullying, spiritual beliefs, identify, self-esteem, appearance</p> |

| | | |
|---|--|---|
| music, art and culture, aspirations, values, identity, self-esteem and appearance | <p>Positive outlook</p> <p>Feeling positive, having fun, feeling positive, feeling accepted, having fun</p> | <p>Current study</p> <p>Cooking, feeling accepted,</p> |
| | <p>Basic needs met</p> <p>Food</p> | |

Furthermore, there appear to be similarities of the understanding of the concept wellbeing when reflecting upon the themes which emerged from discussion with CYP in Fattore et al.'s (2008) study. Fattore et al. suggested that CYP expressed the importance of security, agency and positive sense of self as key areas, with activities, physical environment, social responsibility, adversity, physical health and material and economic resources being important. Furthermore, Fattore et al. found that CYP reported interconnectedness between the areas of wellbeing at certain times, circumstances and environments within their lives. Fattore et al.'s findings support the findings of this research study as both CYP expressed the importance of different elements of their lives as being emotional, interpersonal, physical and material, which can fluctuate depending on the balance and perception that at different times and situations, different key areas may be more important than others. Furthermore, findings from this study support those from Navarro et al. (2015) who found that CYP expressed the importance to be positive and optimistic about experiences and their life as this contributes to positive wellbeing.

It is important to consider the impact of environments and contexts surrounding CYP, as the key areas which were found to be important to CYP wellbeing in

this research study span across different environments, such as home, school and wider society. Weare (2011) promoted the importance of schools engaging the whole community in supporting CYP wellbeing, including engaging with parents and families to increase participation, teachers and CYP themselves. These findings support Weare's advocacy of the needs of the child to be supported across both home and school environments to ensure that there is a broad and comprehensive level of support in place from a universal level to individualised targeted approaches. Bronfenbrenner (1994) ecological model of human development suggests that to understand human development, the ecological system around them where growth occurs should be taken into consideration, suggesting that the environment surrounding the child is an interactive entity and emphasising the impact environmental factors can have on an individual. Bronfenbrenner's model suggests that there are five socially organised subsystems which supports development ranging from the systems immediately surrounding the individual to wider society.

Utilising Bronfenbrenner's ecological model, as illustrated in figure 5, provides a visual representation and the importance of considering a broader perspective and multiple systems and the broadness of areas where the key areas which are most important for CYP wellbeing can be placed and therefore, supported.

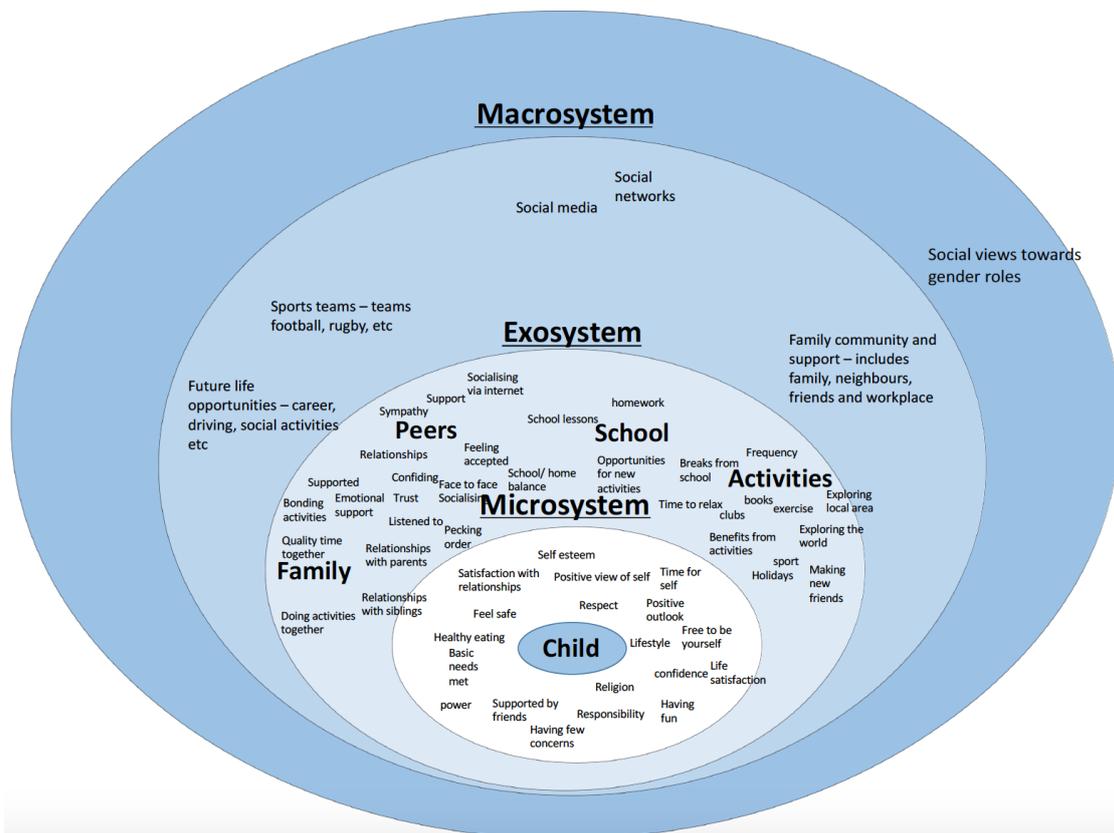


Figure 5. Key Areas of CYP Wellbeing Elicited from the Focus Groups Illustrated Utilising Bronfenbrenner's Ecological Model

Although figure 5 illustrates that most of the key areas which were raised in the FGs fall within a close proximity to the individual and the microsystem around them, there are also important key areas within the exosystem and macrosystem, such as future life opportunities, the impact which their favourite sports team winning or losing, can have upon their wellbeing and the impact of culture.

Maslow's (1943) hierarchy of needs suggests that humans have five basic needs, arranged from lower order deficiency needs to higher order growth needs. Deficiency needs include biological and psychological requirements, and the need for safety, love and belonging. Growth needs include self-esteem and self-actualisation. Maslow states that for an individual to achieve self-

actualisation, basic deficiency needs must be met firstly. Furthermore, Alderfer's (1969) existence, relatedness and growth (ERG) needs theory suggests that at the most basic level, people have existence need, which are equivalent to Maslow's physiology and safety needs. Secondly, people experience relatedness needs, which aim to meet social and interpersonal relationship needs and external self-esteem needs. Following this, people have growth needs, which aim to meet personal growth and development needs and external self-esteem. Growth needs are equivalent to Maslow's self-actualisation needs. Alderfer's ERG theory suggests that for an individual to achieve satisfaction through higher needs, one must have their lower needs met. The FGs highlighted that one of the key areas which affects CYP wellbeing is the importance for CYP to have their basic needs met, in particular having enough food to eat and feeling safe, findings which are supportive of theories which uphold the importance of having basic needs met in order to experience higher levels of satisfaction, participation and wellbeing.

Findings from this research study illuminated key areas where standard and general wellbeing questionnaires may and may not overlap with the key areas which are expressed by CYP as being important to their wellbeing. This finding supports Fattore et al. (2007) who suggested that tools and questionnaires which adults may use to measure and monitor CYP wellbeing may not be meaningful to CYP as CYP may have a different perception of the key areas which are important to them than adults. This emphasises the importance of having an awareness that standard tools and questionnaires that measure wellbeing may not be inclusive of additional key areas which are important to CYP, and to be cautious about using self-report wellbeing questionnaires as a standalone method to understand how a CYP is feeling. Furthermore, this

suggests that it would be valuable for standardised questionnaires such as the CWWQ to be revised to reflect the qualitative findings from studies to ensure that they take into consideration additional factors and areas which CYP report are important to their wellbeing, which could increase the validity of such tools.

This study found no statistically significant gender differences in wellbeing, levels of satisfaction with school, feeling listened to teacher relationships, how they felt about their body, no evidence of age decline in levels of wellbeing. These findings contradict findings from previous literature from The Children's Society (2012), The Children's Society (2013), The Children's Society (2014), The Children's Society (2015) and Rees et al. (2015). This suggests that trends identified in comprehensive, large scale studies may represent general trends of the population of CYP. However, they may not be relevant or evident within small samples of CYP. It is important to consider that the sample in this study was small and that age decline trends may not have been identified as the year groups used are close in chronological age as the participants in this study ranged between 12 and 14 years old.

A statistically significant difference was found between gender and school year's level of satisfaction with their local area as males were found to express higher levels of satisfaction with their local area than females. These findings are supportive of previous research from The Children's Society (2015) who also found evidence of gender differences and age decline and levels of self-reported level of wellbeing. Therefore, this emphasises the importance of considering the gender and age of pupils and the impact which these factors may have when considering CYP wellbeing. This suggests the importance of school staff being aware of and taking into consideration the key areas that may affect CYP wellbeing. Furthermore, this emphasises the importance of

developmental psychology and the variations there may be within CYP wellbeing due to their developmental stages, ages and gender. This is particularly important to consider in secondary schools as there is a large range in pupil's ages, therefore this may lead to pupils requiring additional and different support at different phases of their lives. This emphasises the importance of developmental psychology and the variations there may be within CYP wellbeing due to their developmental stages, ages and gender.

This chapter has discussed the methodology, methods of data collection and selection of participants in section A, the findings from the questionnaire and focus groups in section B and discussed how the findings relate to the research questions and links to relevant literature in section C. In the following chapter, phase 2 of the research study will be discussed.

Chapter 5: Phase 2 of Research

5.1 Introduction

Overall, this research study aims to gain a deep understanding about how CYP perceive schools to support the wellbeing of pupils. Phase 2 aims to explore CYP perceptions about how school staff support the wellbeing of pupils. This will be done by answering the following research questions:

1. What ways are suggested by CYP for school staff to further promote pupil wellbeing?
2. Are there differences in perceptions, views and experiences between pupils whose self-rated mean, below mean and above mean levels of wellbeing in the Children's Worlds Wellbeing Questionnaire?

This chapter will discuss phase 2 of the research study and will be divided into 3 sections; section A will outline the chosen methodology, section B will outline the results of the data collected and section C will discuss the findings from this section further, reflecting upon the research questions and previous literature.

The methods of data collection and selection of participants will now be discussed in section A.

5.2 Section A: Methods

5.2.1 Method of Data Collection

5.2.1.1 Using Semi-Structured Interviews

Phase 2 utilised semi-structured interviews to gain deeper knowledge and understanding of the perceptions of CYP, in particular their views on how their school staff supports pupil wellbeing. The use of semi-structured interviews allowed attitudes, beliefs and experiences of the participants to be explored,

with the flexibility to ask follow up questions, to unpick the constructs and meanings which individuals reveal to gain a deep understanding of CYP perceptions.

5.2.1.2 Developing Semi-Structured Interview Schedule

Following the research design of this study, phase 2 draws upon data collected from the explorative FGs in phase 1 to create a semi-structured interview schedule. In order to most effectively utilise the findings from phase 1 in the interviews, Tomlinson's (1989) hierarchical focussing approach was utilised in order to develop the semi-structured interview schedule. The process of Tomlinson's hierarchical focussed approach is outlined in table 15.

Table 15. Hierarchical focussing as a research interview strategy (Tomlinson, 1989, p. 162)

| | |
|---------------|--|
| Step 1 | Carry out and explicitly portray an analysis of the content and hierarchical structure of the domain in question as you, the researcher, construe it |
| Step 2 | Decide on your research focus: identify those aspects and elements in your topic domain whose construal you wish to elicit from the interviewees |
| Step 3 | Visually portray a hierarchical agenda of questions to tap these aspects and elements in a way that allows gradual progression from open to closed framing, combining this as appropriate with contextual focussing. Include with this question hierarchy a skeleton of the same structure for use as a guide and record |
| Step 4 | Carry out the interview as open-endedly as possible, using the above strategies within a non-directive style of interaction to minimise researcher framing and influence. Tape-record the proceedings |
| Step 4 | Make a verbatim transcript and analyse the protocols, with use of the audio tape record where appropriate |

Tomlinson (1989) promotes the importance of having a clear conception of the domain area of interest, in this case, the key areas for CYP wellbeing. By

drawing upon data gathered in the FGs in phase 1, and based on the key areas which arose from thematic analysis, these broad constructs were used to develop a concept map of areas to explore within the interviews. The key areas to explore within the semi-structured interviews were relationships, access to activities, basic needs met and positive outlook. A concept map was created to structure the topics which would be explored within these key areas (see appendix 17).

Tomlinson's (1989) hierarchical focussing enables the interviewer to initially seek and elicit the interviewee's constructs with minimum framing and more open-ended questions, and then uses a hierarchical interview to raise topics if, and when, are necessary. Tomlinson suggests using a 'top down' approach during questioning, therefore the initial question asked within each topic is at the broadest order of generality allowing the interviewee to respond openly, therefore possibility sharing additional areas which were not in the original concept map. Following the general questioning, the interviewer may then lead to more specific questions topics being asked, if required. To create the hierarchical focussed interview schedule for phase 2, an agenda of questions was developed and arranged to clearly establish the hierarchical analysis of each theme identified from the FGs in phase 1 and visualised in the concept map. Appendix 18 contains an example of the interview schedule created following Tomlinson's approach which was used during the interviews as a guide and framework to questioning participants. The interviews were audio recorded and transcribed to enable the data gathered to be analysed using thematic analysis. Appendix 19 contains an example of an interview transcript.

5.2.1.3 Data collection for semi-structured interviews

The semi-structured interviews were audio recorded and transcribed for later analysis. Data collected from the semi-structured interviews was analysed using thematic analysis in order to gain a rich thematic description of data gathered and to identify key themes which emerged from the analyses, which looks at both the surface level meanings and the underlying ideas, assumptions and concepts (Braun & Clarke, 2006). Following this, further analysis was completed to explore whether there were differences between participant responses to the questionnaire (self-reported responses of mean, above mean and below mean self-reported levels of wellbeing) and overall perspective of how participants perceived their school to support pupil wellbeing.

5.2.2 Methods of Data Analysis

The semi-structured interviews were audio recorded and later transcribed for analysis (see appendix 19 for an example of a semi-structured interview transcription). The transcripts were then analysed using thematic analysis to provide a rich thematic description of the data from each of the 4 key areas explored which emerged from the FGs (relationships, access to activities, basic needs met and positive outlook). Therefore the analysis provides a sense of the significant themes which emerged from each of these 4 key areas by looking at themes at both a semantic level, looking at surface level meanings within the data and at a latent level and looking at the underlying ideas, assumptions and concepts which inform the semantic themes within the data (Braun & Clarke, 2006). Braun & Clarke suggest that 'a theme captures something important about the data in relation to the research questions, and represents some level of patterned response or meaning within the data set.' (p.82). Appendix 22 provides an example where the codes are illustrated in a transcript and the

table in appendix 23 illustrates the themes which emerged from the data analysis at each phase.

5.2.3 Participants

Participants who were invited to take part in the semi-structured interviews were selected using careful and thorough analysis of the CWWQ used in phase 1. Total scores were calculated for each 'adequacy' scale within the questionnaire, providing 6 total scores for the adequacy scale within home and the people that you live with, friends and other people, the area that you live in, school, and two scales within life and future. By constructing a case summary in SPSS to organise and summarise the values, the total score for each participant as well as the mean and median scores were calculated, enabling total adequacy scores in each area for each individual to be visible. This analysis enabled participants to be invited for interviews depending on their responses in comparison to the mean score. To explore CYP views across a range of perceptions, participants who reported the mean, above the mean and below the mean scores of subjective wellbeing in the questionnaire were identified to increase the likelihood of gathering a range of views and experiences (see appendix 20 for case summary record).

In addition to identifying participants who self-rated their wellbeing at different levels, the gender and year group of individuals was considered at initial analysis and found that without taking this into account, most participants to be interviewed would have been year 8 females, therefore, the interviews and overall findings would skew towards sharing the views and perceptions of year 8 females. To increase the internal validity and to ensure that the findings were representative of the sample, gender and year group were considered. Table 16

illustrates the characteristics of the participants who were invited to participate in the semi-structured interviews.

Table 16. Characteristics of participants who participated in semi-structured interviews

| | Male | Female | Total N |
|----------------|---------------------|----------------------|--------------------|
| Year 8 | 2 | 2 | 4 |
| | 1 low score (Y8M5) | 1 low score (Y8F6) | |
| | 1 mean score (Y8M1) | 1 high score (Y8F10) | |
| Year 9 | 2 | 2 | 4 |
| | 1 mean score (Y9M2) | 1 mean score (Y9F13) | |
| | 1 high score (Y9M5) | 1 high score (Y9F10) | |
| TOTAL N | 4 | 4 | 8 |

Section A has discussed the methodology, methods of data collection, data analysis and selection of participants. The results from the semi-structured interviews will be discussed in Section B.

5.3 Section B: Results

This section will discuss the findings from the semi-structured interviews utilising the 4 key areas which emerged from thematic analysis of the FGs (as discussed in 5.2.1.2). The key areas will be discussed in the order which they occurred in the interview schedule; the first key area to be discussed will be the themes which emerged from access to activities, the second key area to be discussed will be the themes which emerged from relationships. The third key area to be discussed will be the themes which emerged from basic needs met and the final key area to be discussed will be themes which emerged from positive outlook.

5.3.1 Access to Activities

Within the key area of access to activities, four areas were explored, these were the types of activities which CYP participate in, technology, how school encourages pupils to access activities and what opportunities there are for pupils to try new activities in school. Figure 6 illustrates the areas that were explored (words in boxes refer to the starting area) and the themes which emerged during thematic analysis.

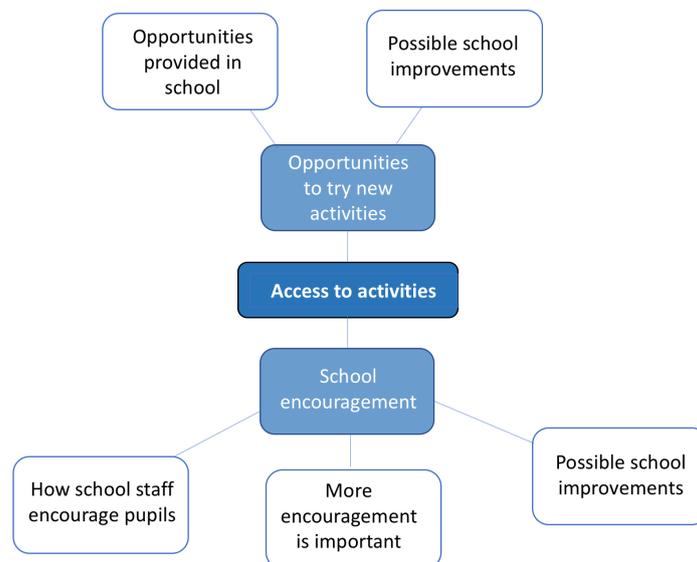


Figure 6. Key themes emerging from access to activities

5.3.1.1 Opportunities to Participate in Activities Within School

The key theme which emerged from opportunities to participate in activities in school was access to clubs. The majority of participants shared that there are many opportunities in school for pupils to access activities through a range of clubs which are on offer for pupils to attend, for example *'Lots of clubs open up like all the time and there's like more than like one sort of thing there's a lot of clubs just with different activities'* (Y8F10), *'There's every day at least two sports*

clubs on and then there's an extra curriculum club and there's homework club and sometimes there's trips and there's Combined Cadet Force' (Y8F6), 'this school has like a wide variety of like after school clubs and lunchtime clubs so it's kind of like just knowing what's happening really' (Y8M1) and 'yeah there's quite a fair bit of like things you could try and there are opportunities all the time' (Y9F10). This suggests that participants know about, value and attend, several different opportunities which the school provides for pupils. Furthermore, the activities named by participants ranged from academic activities, life skills, sports and youth organisations, which suggests that there is a broad range of opportunities available for pupils.

When discussing possible school improvements participants mentioned times of the day; one participant suggested *'Maybe like have the clubs or stuff on like other times as well instead of like once or twice they could have it on a few more times and that's all' (Y9F10).* Other participants suggested that although Physical Education clubs are heavily promoted, pupils may benefit from a range of subject clubs *'There could definitely be a few more science and technology ones' (Y9M2) and 'the PE department does promote it quite a lot but yeah other subjects should' (Y9M2).* Furthermore, another participant suggested having clubs for all year groups to promote friendships across year groups, *'Maybe have sort of clubs after school like maybe sporting clubs or anything like that and have people of all different year groups doing it instead of just like ones for year 9 and year 8 or something' (Y9F13).*

5.3.1.2 School Encouragement

When discussing opportunities to access activities within school, two themes emerged as ways in which school encourages pupils to engage in activities;

sharing of information by school staff and reasons why pupils should be encouraged to participate in additional activities.

5.3.1.2.1 *Sharing of Information*

A first theme which emerged from school encouragement to access activities within school was the encouragement from school staff, for example *'Yes in assemblies they sort of talk about how like to be brave and like how to start new sports and activities'* (Y8F10), *'Well not like, encourage kind, of like, they say ok, this is what's happening if you want to join this at so and so o'clock 'til so and so o'clock 'til said time, but it's not like more encouragement, it's kind of like if here it is do you want to do it'* (Y8M1), *'Definitely we're like always getting told just to make sure that we're sort of doing things outside of school and making sure that we've got like it's not just school that we like see people and do things that we're doing stuff outside as well'* (Y8M5), *'I think they're really good at encouraging and supporting young students to do what they want to do'* (Y8F6) and *'Yeah the PE teachers will say we encourage you to try at least one extracurricular activity'* (Y9M2). This suggests that within school there are many opportunities where information is shared with the pupils regarding the activities on offer to them. Furthermore, these findings suggest that there are different ways in which school staff encourage pupils to participate, such as assemblies, and provide information for the pupils to take responsibility themselves if they would like to attend.

However, there were several participants who shared that although they were aware that there were opportunities available for pupils, they did not participate as they did not know what options there were, *'I don't really know. I think there probably is opportunities you've just got to know where to look for them'* (Y9M2) and *'I think the sort of making them more available because some clubs people*

like would want to go to them but they just don't really know that they're there to go to so sort of making sure that everybody knows what's available and when' (Y8M5). This suggests that although most participants reported feeling informed about clubs and opportunities, there may be some pupils who may not be aware of the range and breadth of opportunities available or where to seek this information from. When discussing possible school improvements, participants suggested different forms of communication, such as leaflets, PowerPoint shows, and a central board which contained all the information necessary to help inform pupils further.

5.3.1.2.2 Pupils Should Be Encouraged to Participate in Activities More

A second theme which emerged from how school staff can encourage pupils to access activities within schools, was greater school promotion of activities. They expressed that this was important as they felt that there are lots of benefits for pupil from participating in activities. The most frequently reported benefit suggested by participants was that attending activities can help enable direct social contact with others, for example *'I think it just sort of increases like your social abilities and sort of like helps you to sort of interact with other people rather than just sitting on an x-box and playing games with people'* (Y8M5), *'Because there's quite a lot of people that just sit on their phones like Facebook and Instagram and things and I think it would be better if like everybody was joining in with the sports activities or the other clubs around'* (Y9F10), *'They'd get a lot more friends and more like chances of like things to put down on their CVs and stuff'* (Y9F10) and *'Because it gets people of all different years to sort of come together and work as a team and things like that and you get to know each other'* (Y9F13). These findings suggest that although CYP participate in activities which they have an interest in, an additional benefit is that it improves

relationships and can lead to making new friends. These findings are supported by findings in the relationships key area which found that CYP reported that one of the key reasons for doing activities with friends and family was to further develop their relationships.

Additional reasons why participants suggest that their schools should promote greater participation in school was for internal benefits, such as recognition for doing well within that activity; *'It's nice to feel that people do appreciate how you do things and work things out and that in our houses we are rewarded for what we do so we're given achievement points and marks and stuff to help achieve things and get something out at the end of the term'* (Y8F6). This suggests that CYP may gain internal rewards such as confidence, feeling good about themselves and motivation when participating in activities when CYP feel appreciated for their role in activities. The last reason why participants suggested that their schools should promote participation greater in school was for health reasons, *'Well you get fresh air, help you keep fit, you can like talk to your friends and that do what you like doing and yeah'* (Y9M5). This suggests that there are many different rewards and benefits which CYP gain from participating in activities, ranging from friendships and socialising, feeling good about themselves and improving health and fitness. Therefore, this suggests that these CYP view participation in activities as important to their wellbeing and think that they should be encouraged to engage and participate in activities to take advantage from these additional benefits.

5.3.2 Relationships

Within the key area of relationships, four areas were explored, these were friends, family, school support for relationships and the importance of relationships to them. Figure 7 illustrates the areas that were explored (words in

boxes refer to starting area) and the themes which emerged during thematic analysis.

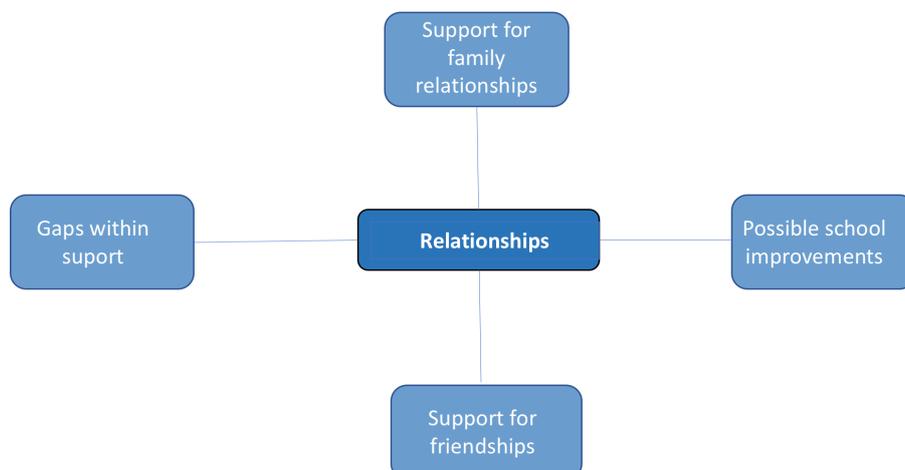


Figure 7. Key themes emerging from Relationships

5.3.2.1 School Support for Relationships

The views of how participants perceive their school to support and encourage relationships with family and friends was explored. The key themes which emerged were support for family relationships, support for friendships, gaps within support and possible improvements school which could be implemented.

5.3.2.1.1 Support for Family Relationships

The majority of participants responded that they felt that their school supported family relationships through adults in school, such as *'in assemblies again they will talk about it' (Y8F10)*, *'they have a counsellor and two support workers and then they have student services in reception who can also contact parents' (Y8F6)*, *'Because like if like I wasn't going out with them and they'd probably say 'oh why don't you go and try this or try that' and they always like try and get you together' (Y9F10)*, *'I guess personal development is quite a lot about like making sure you keep healthy relationships (Y8M5)* and *'like the head teacher or head of house' (Y9F10)*. This suggests that most participants feel that school supports their relationships with their family, as there are supportive school staff

who promote positive relationships, can provide support and help when needed, and that there is communication between home and school.

5.3.2.1.2 Support for Friendships

The majority of participants responded that they feel that their school provides good support for friendships, for example *'yeah we do get told about like making friends quite a lot like at the beginning of Year 7 we had loads of assemblies' (Y8M5), 'because they'll like put up clubs for like all of your friends to join and then like you can interact with them throughout it and then they'll like push you towards making new friends as well as going with your old friends' (Y9F10) and 'So in student services they have incident reports so if something happens between your friends and you or an accident or something that you feel that isn't right you go and write it down and they take it and they read it through and they get the other people who are involved to come and talk separately about it and they solve it and they fix and they do the same over in the support base but in a more cheerful way' (Y8F6)*. This suggests that CYP acknowledge that there is a variety of sources of support within their school to promote and support friendships. For example, support comes from school staff as they promote it at a whole year level at assemblies, on a social level by providing clubs, and at an individual level to support pupils when there may be incidents between friends.

5.3.2.1.3 Gaps Within Support

Although most participants felt that school support relationships sufficiently, there were also several participants who stated that school did not directly support family relationships which led to the theme of gaps within support, such as *'not really with family but with friends' (Y9M2) and 'No I wouldn't say really like they don't really encourage like with family. They say like yeah it's a safe place to be and a safe place to be growing up but they I wouldn't really say they*

get our like families or like to bond with them if you know what I mean but yeah' (Y9M5). This suggests that participants may perceive that school focused their support within friendships or general healthy relationships rather than directly providing support for supporting or encouraging relationships with families.

One participant discussed the difference between the levels of support for friendships within primary school and secondary school, such as *'More in primary school I think because then it's kind of like, ok, this is in primary school you're going to take those friends to secondary school and in like secondary school, they kind of like, ok, you've found your friendship groups now so just kind of let it go, but in primary school it's more like there's more encouraging to like don't say, ah, someone's sitting on their own invite them to come and join your game or something, but in secondary school there's like, nobody really to say if someone is sitting on their own to invite them'* (Y8M1). This suggests that there may be a greater focus on creating friendships within primary school, however, within secondary school there may be greater focus on maintaining friendships and supporting when there are incidents, rather than proactively encouraging pupils to make new friends with those around them.

5.3.2.1.4 Possible School Improvements

Although most participants responded that they were happy with the support in place and that their school already has a good level of support, several participants discussed further ways which their school could support family relationships and friendships which led to the theme of possible school improvements. Suggestions which participants provided were such as *'maybe they could do a club like your parents could join in too'* (Y8F10) and *'Probably almost have like these things where you would like go to this like almost like I don't know Easter egg hunt or something but with your like mum and dad and*

something and everyone will be like that so provide that more family bonding' (Y9M5). This suggests that CYP may value additional opportunities to do activities with their family within the school environment to develop the connection between home and school.

When discussing the ways which school could further support friendships, several male participants discussed the role of school staff in promoting friendships, for example *'Maybe in tutor time or something like that just making sure that everybody's happy at school or with their friends'* (Y8M5), and *'Well they could like they do sometimes like in assembly say like it's good to work together and like get your score achievements in and stuff like that really well they do but just a bit more maybe'* (Y9M5). This suggests that participants feel that there are opportunities within the school timetable that school staff could utilise to promote friendships at a year group level and to check in with pupils at an individual level to better support friendships within school.

5.3.3 Basic Needs Met

Within the key area of the basic needs three areas were explored, these were safety, school holidays and food. Figure 8 illustrates the areas were explored (words in boxes refer to starting area) and the themes which emerged during thematic analysis.

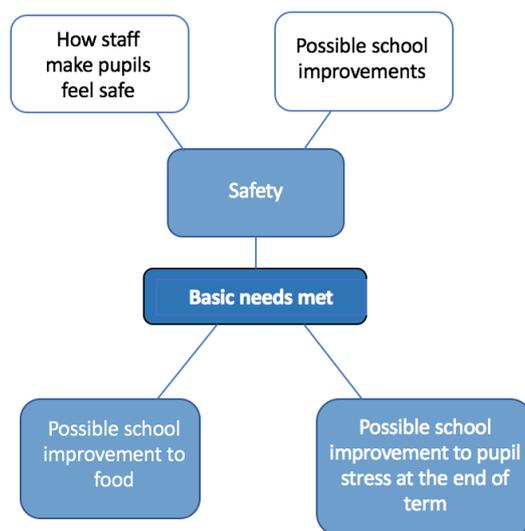


Figure 8. Themes Emerging from Basic Needs Met

5.3.3.1 Safety in School

Every participant expressed that they feel safe in school. The key themes which emerged from this discussion were emotional safety and the physical safety. All of the participants except one stated that one of the reasons why they feel safe in school was due to teacher presence enabling a safe environment, for example *‘Because like the teachers are round and if you get bullied like the people that help and then if there’s like guys like bad guys I guess and then like the school might just like they keep you safe’* (Y8F10), *‘we have teachers who are very supportive and if they see something they’ll stop it if they don’t like it and at lunchtime and at break time they have people standing at the gate making sure people don’t just walk in and walk out’* (Y8F6), *‘don’t know I just feel like the teachers sort of respect you and they care about your as well’* (Y8M5), *‘because I know that all the teachers around me are like friendly and they’re there to help you and nothing can really go wrong’* (Y9F10), *‘the teachers properly care about how you’re doing and everything like that’* (Y8M5) and *‘well because like it’s just a nice place like and I get on with people and it’s just like your friends and other pupils, teachers they are nice as well it’s just yeah there’s*

no horrible people it's fine' (Y9M5). This suggests that the presence of teachers and other school staff are vital to ensure that pupils feel safe at school from external threats, such as strangers as well as internal threats such as bullies. Possible school improvements that participants suggest may help CYP feel more emotionally safe in school were additional support from school staff, for example, *'I guess just make sure the teachers let you know more often like themselves just to let you know that they want you to do well and that they want you to feel as though you are safe at school' (Y8M5)* and *'just reassurance' (Y9M2)*. This suggests that participants value the role of school staff in providing security and reassurance that school is a safe place where they can rely on adults to provide a safe and secure environment which promotes emotional security.

In addition to emotional security, several participants discussed elements of the school environment which provide physical security, for example *'the fact that like nobody can really get in and it's just like a secure place where you can see your friends' (Y8M5)*, *'Because I know that someone's not going to just stroll up into school and take a load of people it's protected' (Y9M2)* *'they've got a well organised fire drill if there's a fire' (Y8F10)* and *'Because they have cameras and stuff dotted around' (Y8F6)*. This suggests that the participants value the security provided by the school environment such as an enclosed school building and CCTV, which offer pupils physical security.

5.3.3.2 Possible school improvements to pupil safety

Possible school improvements that participants suggest may help CYP feel more physically safe in school were adding additional security measures, such as *'I know they have like visitors badges and stuff but I think the signing out system at the end of the day when me and my sister after homework club go*

and sit in reception waiting for dad sometimes we see visitors leaving and they just put their badges in the box and sign out I think maybe someone should wait until every visitor's gone and make sure that 'cos else someone could just stay in the school when the cleaners have all locked it down and stuff' (Y8F6) and 'maybe have more security cameras (Y9M5). This suggests that participants value the physical measures already put into place by school which promote physical security.

5.3.3.3 Possible School Improvements to food

When discussing possible school improvements to meet CYP's basic need of food the themes of promoting healthy eating and additional ways to support pupils arose. Every male participant suggested that the possibility of promoting healthier eating would be beneficial, for example *'most times people just bypass the fruit and they just go to like the cookies or pizza or something so that's probably something that would make a difference like leave the fruit like more prominent in the whole kind of like menu thing' (Y8M1), 'I feel like sometimes there can be like a healthier option to eat' (Y8M5), 'Like a day where its soup or salad just like the option of getting a salad or something' (Y8M5) and 'I've noticed a lot at break time a lot of Year 7s tend to they like buy pizzas every day and they end up getting really fat and I don't think that's good for their health ... maybe make the prices higher or make the healthier food lower price to encourage people to like eat healthily' (Y9M5).* This suggests that the male participants are aware of the food which is on offer within the canteen and the health impact this can have on all pupils, such as pupils choosing unhealthy options over fruit. Furthermore, this also emphasises the importance of feeling healthy upon male CYP wellbeing as the FGs also found that sport and exercise were the top two most important factors for male participant's wellbeing.

The theme that arose from the female participants were additional ways that pupils are supported with food in school, such as *'I struggle with crowds so it would be better if they could have a different section or something for people who find it difficult to be in a crowd so that it's not like busy and everybody because it is at lunchtime and it's busy up there'* (Y8F6) and *'Like sometimes people don't have enough money on their fingerprint thing and then they aren't able to buy anything'* (Y9F10). This suggests that the female participants may be more aware of the challenges that some pupils may experience to get food, such as anxiety in groups or money, which may pose barriers to them being able to access to food or canteen in school.

5.3.3.3 Possible School Improvements to support pupil stress at end of term

A theme which emerged from how school staff may further support pupils from the stress and fatigue built up over each half term/ term was for staff to disperse activities which were enjoyable and more relaxing throughout the school year. One participant shared *'I guess just sometimes they put like all the nice lessons at the end of term I guess if teachers sort of put one or two in the middle of the term just to sort of cheer you up a bit and just to keep you going'* (Y8M5).

5.3.4 Positive Outlook

Within the key area of positive outlook three themes emerged, these were the benefits which CYP perceive a positive outlook brings, how school currently promotes having an outlook and possible school improvements. Figure 9 illustrates the areas that were explored (words in boxes refer to starting area) and the themes which emerged during thematic analysis.



Figure 9. Themes Emerging from Positive Outlook

One participant identified a way in which school staff try to promote having a positive outlook on life; he expressed that *'a couple of teachers they have like these like posters and displays around the room and it's like saying like you will make mistakes... and the only way that you can like learn is by making mistakes and then just correcting them'* (Y8M1). This participant valued the motivational and optimistic messages which are promoted by some members of staff, which can provide reassurance and life lessons which can be adapted to different situations, such as not worrying about making mistakes as you can still learn a lesson. This participant suggested that more posters in school may benefit CYP as he suggested that there are inconsistencies of whether school staff use motivational quotes, *'Probably put more of them around like the school because there's like a couple of teachers I'm taught by but they they're rooms are basically filled but they also use some rooms which are just blank with nothing really in it but yeah they could probably do that like put more like round the school'* (Y8M1).

Furthermore, participants identified ways in which school staff provide support for CYP at times when they may not feel positive about their life and may need additional support, for example, *'If people are feeling down they can see like teachers and they'll tell people like in assemblies to feel good about themselves 'cos it's not the way you look it's about your personality and order like things*

how life is great' (Y8F10) and 'Yeah I know people who are like are finding school quite difficult or sort of feeling a bit sort of down there's the student support base where they can go and like get talk to teachers or like people about how they're feeling and why' (Y8M5). This suggests that participants recognise levels of support in place in school at a local level, through utilising personal relationships with pupils and access to the support base and at a global level using assemblies as a platform to reach the year group which are available for CYP to support them in times when they experience challenges.

Section B has discussed the results from the questionnaire and focus groups. These findings will be related to the research questions will be addressed and then the relevance of these findings to existing literature discussed in section C.

5.4 Section C: Discussion

To draw together the findings from phase 2, the findings will now be discussed in relation to the research questions and will consider relevant literature.

5.4.1 Research Question 4: What Ways Are Suggested by CYP for School Staff to Further Promote Pupil Wellbeing?

Overall most participants expressed having a positive perception of how their school supports pupil wellbeing, however, there were also many additional ways which participants felt would further improve the support available for CYP. Table 17 illustrates the recommendations which the participants expressed that schools could make to further support CYP wellbeing. These findings highlight that the additional changes which participants expressed could be implemented in their school spanned across all 4 key areas which they expressed are important for their wellbeing. These findings further emphasise the importance

of seeking pupil voice to understand what ways and areas CYP may value additional support and strategies within school as there appears to be gaps within the current school provision to support pupil wellbeing.

Table 17. Additional ways which school staff could further support pupil wellbeing which were identified through semi-structured interviews

| Key area | Emerged theme | Suggestions for greater support for pupil wellbeing |
|-----------------------------|--|---|
| Access to activities | Technology | For popular clubs to run more regularly to give more pupils a chance to attend e.g. lunch times and after school |
| | Opportunities to participate in activities in school | Clubs in additional subjects (to PE), such as science, technology and outdoor learning |
| | | Opportunity to attend activities which are open to a range of year groups to promote friendships between year groups |
| | School encouragement | Use of PowerPoints, leaflets and verbal communication to share information |
| | | Use of a central notice board to share information about clubs |
| Relationships | School support for family relationships | Additional opportunities to promote family bonding, such as Easter egg hunts open to families |
| | | Clubs which are open for pupils and their family to attend |
| | | Using assemblies as a platform to promote positive family relationships |
| | Support for friendships | Additional support for peer friendships by encouraging pupils to form new relationships when at secondary school |
| | | Staff to use tutor time as an opportunity to check in with pupils and ask them about how they feel |
| | | Greater emphasis on friendships in assemblies to promote working together and friendships |
| | | For staff to get to know pupils at a deeper level to be able to understand the needs of individuals to a greater extent |
| | | |

| | | |
|-------------------------|------------------------|--|
| Basic needs met | Physical safety | Ensuring pupils are aware that staff members are on site until the end of the school day |
| | | Greater security for visitors signing out at the end of the school day |
| | | Additional security cameras |
| | Emotional safety | For pupils to be reassured that school staff care about them and want them to do well |
| | Food | Healthier options in the canteen |
| | Breaks from school | To reduce the stress experienced by students throughout the school year, to include fun activities throughout the year not at the end of terms |
| Positive outlook | Current school support | Additional use of motivational messages and posters throughout school |
| | | Greater consistency between school staff for encouraging optimism and positivity |

5.4.1.1 Individual Differences of Participants

It is important to take into consideration individual differences between participants which may have influenced their perception and experiences of school. Three participants who took part have a diagnosis of Autism Spectrum Condition (ASC), which therefore should be considered when considering their perception, view and life experiences. For example, one pupil who shared a more negative perception of support for wellbeing reported that there was a lack of clubs that included his unique area of personal interest, which was outdoor and woodland survival skills. This suggests that his negative perception towards a lack of opportunities available to him was due to his unique interests and what is important to him, which may not be able to be provided within a school environment due to the nature of the activity. Furthermore, when another participant was asked about whether he thought a positive outlook in life was

important, and how his school supports pupils, he responded saying *'everything is black and white, as in right or wrong, so I don't know'* (Y9M2). This suggests that there may be areas where pupil may not express positive comments about school support because it is not meaningful or relevant to that young person, rather than there being a gap within school support.

5.4.2 Research Question 5: Are There Differences in Perceptions, Views and Experiences Between Pupils Who Self-Rated Mean, Below Mean and Above Mean Levels of Wellbeing in the CWWQ?

Reviewing the semi-structured interview transcripts and themes which emerged from each participant and comparing these to level of self-reported wellbeing in the CWWQ enabled possible relationships and links between the level of self-rated wellbeing, and participant perception of how school supports pupil wellbeing, to be explored. Comparisons found that participants who self-reported above mean, mean and below mean levels of wellbeing in the CWWQ all shared numerous positive ways that their school staff supports pupil wellbeing and each participant provided a minimum of one way in which their school staff could further support pupil wellbeing across the areas which CYP reported as being important. This suggests that there were no differences found between pupil perception, views and experience of how participants viewed their school to support pupil wellbeing based on their self-reported wellbeing scores. For example, one participant who self-reported low levels of wellbeing expressed *'I think that this school is great'* (Y8F6), and a participant who rated high levels of wellbeing expressed *'No they actually do it really good to be honest'* (Y8F10) when she was asked if school could do anything further to support pupils feeling of safety in school. This suggests that there does not

appear to be a relationship between how pupils feel about their own wellbeing and their perception towards how their school support pupil wellbeing.

5.4.3 Relevance of Findings to Existing Literature

Viewing wellbeing through the lens of the socio-psychological model, as discussed in chapter 2, suggests that wellbeing can be experienced through internal and social factors, such as the way an individual views the world and their emotions in conjunction with influences from the environment system which an individual interacts in, such as a school (Pyhältö et al. 2010), suggesting that the school environment can shape pupil wellbeing. The findings from this study are consistent with the perspective of the socio-psychological model of wellbeing as participants reported the importance of the environment and the people within the environment around them upon their wellbeing. Furthermore, these findings support Pyhältö et al's (2010) as when exploring the theme of basic needs met with participants, they discussed the importance of feeling physically and emotionally safe within their environment upon their wellbeing, suggesting that the school environment has a role as an external environment, as well as effecting internal factors, in shaping CYP's wellbeing.

Following an empirical study of CYP wellbeing, Bird and Markle (2012) recommend that one form of intervention which schools can implement to support pupil wellbeing is to promote participation in structured extra-curricular and after school activities. Bird and Markle suggest that potential benefits were belief in goal setting, increase in gratitude and developing relationships with other adults. Although both Bird and Markle and this study found that CYP expressed that accessing activities is important to their wellbeing, this study found that participants expressed that they gained benefits which were different to those in Bird and Markle's study. Table 18 shows the significant differences

which were discussed in Bird and Markle's study and this current study. There appears to be only two common benefits found between the two studies; the benefits to interpersonal relationships and increased life satisfaction and levels of enjoyment gained through participating in extra-curricular activities. This suggests that participants in this study expressed additional areas where they experience benefits from engaging in activities which may not be highlighted in other literature. There were additional areas which Bird and Markle discussed which did not emerge from the semi-structured interviews in this study, suggesting that these may not be as important to the participants in this study.

Table 18. Comparison between benefits for engaging in extra-curricular activities discussed in Bird and Markle (2012) and themes and benefits for engaging in activities which emerged from semi-structured interviews in this current study.

| Bird and Markle (2012) | Current Study | Common benefits | Different benefits |
|---|---|--|--|
| Personal goal setting (school and career related goals) | Spending time with friends and family | Interpersonal relationships | Bird and Markle Personal goal setting, structured mentoring and life coaching, promotion of gratitude |
| Interpersonal relationships | Gaining a sense of belonging | | |
| Promotion of gratitude | Gaining a sense of achievement | | |
| Structured mentoring and life coaching | Having fun Improving fitness and health | Increased life satisfaction/ levels of enjoyment gained from participation | Current Study Meeting new friends, spending time with friends and family, sense of belonging, sense of achievement, having fun, transferrable skills |
| Increased life satisfaction | Making new friends Developing relationships further through activities | | |
| | Increased life satisfaction and enjoyment | | |
| | Transferrable skills | | |

The participants in this study expressed that the benefits that they gained from participating in activities were quality time with others, gaining a sense of belonging, fun, health and fitness, enabling them to develop relationships further and gaining a sense of achievement. This suggests that CYP may gain a range of additional benefits which CYP gain from engaging in participating in activities. However, Bird and Markle do not state where they gathered the

research studies from or what the remit was for including studies into their review, such as the country, consequently it is unknown what sample and population their findings are relevant to. Furthermore, a direct comparison between these two studies is difficult as findings from this research study represent a small population of pupils within one school and therefore represents the unique and personal perspectives of the CYP who participated.

Roffey (2012) and Hooper (2012) highlighted the importance of the role in which school staff can have upon pupil wellbeing, suggesting that the teacher-student relationship is vital. Findings from this study support Roffey and Hooper's conclusions, specifically the role of school staff can provide support and promote pupil wellbeing through various ways. CYP discussed that the presence of school staff enables them to feel safe both physically and emotionally, and that CYP feel cared for, protected and reassured by school staff. These findings provide further support for Fattore et al. (2007) who suggested that security provided by trusting and reliable relationships with key adults is vital to CYP wellbeing.

Kendal et al. (2011) suggested that when CYP were experiencing difficulties, they valued confidentiality, effective help and support from people they perceived as trustworthy, skilled and friendly. However, Kendal et al. found that participants did not view teachers as acting in these ways. This study contrasts with Kendal et al. as participants in this study expressed the importance of school staff in supporting their wellbeing by providing support across all key areas which they expressed were important to them. This emphasises the importance of school staff and the role which they play in supporting pupil wellbeing as CYP in Ashburn Secondary School perceive the role of school

staff, especially teachers, to be a more comprehensive role which is broader than teaching the curriculum.

Cleaver et al. (as cited in Royal Society of Arts, 2014) and Fattore et al. (2008) promoted the importance of the role of the school in supporting CYP wellbeing and suggest that the school community can become increasingly more important to CYP during adolescence and that CYP recognise the importance of having broader supportive structures, such as schools and teachers, to their overall sense of wellbeing. Findings from this research study support Cleaver et al. and Fattore et al.'s conclusions as in this study participants shared the important areas that their school support them with; being able to feel safe and secure within the school environment, the important role which school staff can play, the opportunity to access a range of activities, to make and maintain relationships and to be encouraged to be positive. In addition, CYP in this study reported that school can support them with difficulties or challenges which they may face out of school, such as cyber-bullying or being deceived online, suggesting that CYP perceive school to be a place where they can seek support and help, emphasising the role of the school in supporting CYP wellbeing. Furthermore, findings from this research study support Weare's (2015) conclusions as CYP discussed the importance of school promoting family relationships and discussed ways in which their school could improve this area of support. In this study, CYP discussed that their relationship with their family was the most important thing to them and had a great effect upon their wellbeing. This finding is in line with advice from Weare which suggests that the most effective way for schools to support pupil wellbeing is to encourage genuine participation from parents/carers and pupils' families as it can add

strength and depth to the messages shared within schools to pupils and can further develop the skills and knowledge of parents/carers and families.

Additionally, a further finding from this study found that levels of participant wellbeing did not affect or influence their perception of school support for pupil wellbeing, this suggests that pupils can recognise the contributions and ways in which school staff provide support for pupil wellbeing, irrespective about how they feel about themselves. This supports Weare's advice that the most effective way to support CYP wellbeing and mental health is to engage the school and the community, including parents, carers and families, to work together to promote CYP wellbeing, therefore promoting a message that "well-being and mental health are 'everyone's business" (Weare, 2015, p.5).

This chapter discussed phase 2 of the research study; section A outlined the chosen methodology, section B outlined the results of the data collected and section C discussed the findings from this section and further reflected upon the research questions and previous literature. In the following chapter, phase 1 and phase 2 will be brought together in the overall discussion.

Chapter 6: Discussion

This chapter will provide a summary of conclusions from phases 1 and 2, discuss the key findings and their contribution to knowledge, consider the strengths and limitations of this research, the implications of research findings for schools and EPs, and finally discuss possible future directions.

A summary of conclusions from the two phases of research will now be outlined.

6.1 Summary of Conclusions from Phase 1 and Phase 2

Participants in this study perceived wellbeing to be complex and multifaceted which is likely to evolve and change over time as their priorities in life change as they go through different life stages. Currently, at this point in their lives at ages 12 -14, the key areas which are important to participant wellbeing were positive relationships with friends and family, having the ability to access a wide range of activities, to have their basic needs met and to adopt a positive outlook in life. There appeared to be gender differences in this sample as to how participants constructed wellbeing, with females seeing wellbeing as more associated with relationships, emotions and feelings such as quality time with friends and family, acceptance and feeling they can confide in others, whereas, males' wellbeing was more associated with enjoyment gained from activities and having their basic needs met.

When drawing comparisons between the key areas within The CWWQ and the key areas which participants expressed were important to their wellbeing, there were multiple areas where there were overlaps between items within the CWWQ and the emergent themes from the FGs. This suggests that there are

multiple items which have increased validity as the FGs findings emphasise that participants expressed that these areas/items are important to them and have an impact upon their wellbeing. Areas/items in the CWWQ where there were overlaps were about satisfaction with their family, how often they participate in activities and satisfaction with family relationships. However, there were also a significant number of additional aspects which participants expressed were important to their wellbeing which were not included in the questionnaire, indicating that the questionnaire does not cover all the key areas which are important to participants in this study. Therefore, due to the gaps between key areas, this suggests that the CWWQ may have limited validity as a tool to measure the wellbeing of participants within this study. However, there were a significant number of gaps within areas which participants expressed were important to their wellbeing which about key areas identified to a deeper extent, such as reciprocal relationships, feeling emotionally supported and gaining transferrable skills from engaging in activities. This suggests that the CWWQ may be limited in its adequacy as a tool to provide an in-depth understanding of CYP wellbeing in this study as is not broad enough to cover additional areas which participants expressed were important to their wellbeing. Therefore, within this sample, the CWWQ may only be helpful to gain a broad overview of a young person's wellbeing.

There were no significant gender differences found between overall levels of wellbeing or within any of the key areas within the CWWQ. However, within the 'the area that you live' section, there was a significant difference found as males reported significantly higher levels of satisfaction with the services from local police, doctors, outdoor areas and the general area than females. Furthermore, a trend in data indicated that males in year 8 reported higher levels of

satisfaction with the area which they live in comparison to year 8 female participants.

Findings from the semi-structured interviews from the second phase of the research found that participants had a positive perspective of how their school staff currently supports pupil wellbeing as they expressed many positive aspects available in this school that support pupil wellbeing. CYPs expressed positive perceptions that pupils felt supported with developing and maintaining positive relationships with friends and family, that school staff genuinely care about them and want to help them when they face difficulties, that school is a safe environment both physically and emotionally, there is enough food to eat, school staff promote adopting a positive outlook and that pupils are able to access a range of activities within school which lead to further secondary benefits gained by pupils.

Although most participants had positive views of school support for pupil wellbeing, there still appeared to be some variance in views about gaps in school support for peer relationships compared to support received in their primary school. Furthermore, support for relationships tended to be more focused on friendships than family relationships, therefore their school could put into place further support for family relationships. Participants also reported that although there are a variety of activities available for pupils, they tend to be sports based and there is not always clear information as to what is available. Therefore, a greater variety of subject clubs and a central information point could benefit pupils' access to activities. Although participants report that there is enough food available in school, females suggested there may be barriers to accessing food if a pupil does not have money loaded onto their fingerprint or if they find the busy canteen environment daunting and challenging to be in.

Furthermore, males reported that they would value additional means to promote healthy eating and a greater choice of healthy foods available. Participants valued the importance of school holidays as they provide opportunities to redress a home-school balance and time to relax as participants reported feeling stressed towards the end of term due to the pressure which they feel. As a way to decrease the levels of pupil stress which builds up through each school term, participants suggested that spreading fun activities and classes throughout the academic year may help reduce the build-up. Finally, although participants viewed that school staff do effectively promote a positive outlook, there can be inconsistencies between teachers and the classroom environments which encourage this.

There were no significant differences found between questionnaire reported levels of participant wellbeing and perspectives towards school support for pupil wellbeing. Most of the participants expressed having positive views towards their school provision, whilst being able to identify gaps where additional support may be beneficial.

In summary, participants viewed wellbeing to be a fluid construct which will evolve over time as different key areas become more or less important to their wellbeing. The current key areas which are important to and influence participant wellbeing are positive relationships, access to activities, having their basic needs met and having a positive outlook on life. Some of the areas which participants expressed to be important to their wellbeing may not be included in standardised wellbeing questionnaires. Therefore, in using these questionnaires there may be gaps in gaining a true understanding of participant's levels of wellbeing.

These findings are consistent with previous findings from Rees et al. (2015), Dex and Hollingworth (2012), Navarro et al. (2015), Weare (2012), Bird and Markle (2012) and Fattore (2008) in the findings about the importance of relationships, engaging in activities, and for schools to involve parents/carers in order to support pupil wellbeing. It is also consistent with these other studies in demonstrating that there are gender differences in the key areas which are important to CYP wellbeing. Furthermore, as the findings from this research about participant's levels of satisfaction with different areas within their lives correlate with findings from Rees et al. (2015) this suggests that the findings from this small-scale research study can relate to a larger scale national study of CYP wellbeing across England.

Overall, this study is complementary to previous research which is rooted within positive psychology (Seligman et al, 2009; Sheldon and King, 2001; Terjesen, Jacofsky, Froh and DiGiuseppe, 2004) which promotes the importance of moving away from a deficit model and towards a positive, holistic and whole child perspective and which promotes positive development to all students, not just vulnerable or at risk pupils (Brownlee, Rawana and MacArthur, 2012). Seligman et al. (2009) emphasised the significant role which schools play in supporting CYP wellbeing and that well-being programmes that promote skills and strengths can produce improvements which are measurable to pupil's wellbeing and behaviour and which improve pupils' engagement and achievement in learning. Furthermore, Terjesen et al. (2004) suggested that shifting focus within schools towards the strengths of CYP can increase the likelihood of them being able to successfully become more resilient and to manage difficulties which they may encounter presently and in the future.

It could be argued that focusing on pupil wellbeing through focusing upon pupil strengths could be a proactive way to protect and prevent mental health difficulties. Seligman, (1998, as cited in Terjesen et al; Roberts, Brown, Johnson and Reinke; 2002 Conversano et al, 2010) suggests that nurturing and developing positive qualities such as optimism, courage and perseverance can be a catalyst of prevention, buffer against mental illness, and have long-term benefits. Furthermore, it is argued that focusing upon developing positive qualities can lead to increased perceived coping strategies, a higher quality of life compared to those with lower levels of optimism which can significantly influence mental and physical wellbeing, behaviours, cognitive responses, problem-solving capacity and flexibility to stressful situations. Therefore, in focusing upon building up pupils' strengths, this may help prevent mental health difficulties.

6.2 Key Findings and Contributions to Knowledge

Although this study is limited in size and scale, this study has contributed new knowledge and understanding of how CYP perceive wellbeing, the key areas which are important for CYP wellbeing and the implications of these findings. The key findings and contributions to knowledge from this study are discussed below.

6.2.1 Participants perspective of the construct wellbeing

This study found that participants' understanding of the concept wellbeing is fluid and multifaceted which is likely to evolve over time and at different times in their lifespan. This key area which may be important to their wellbeing throughout lifespan has not been considered in previous research as research, such as Fattore et al. (2007), Kendal et al. (2011) and Fattore et al. (2008),

focuses on how participants viewed wellbeing at that time in their life and at their current age and did not focus on the future and how things may change as they grow older.

Findings from this study complement and supplement the work of Navarro et al (2015), who found that through conducting FGs by age with participants from 10-15 years old, there was a difference between the relation of positive or negative experiences at certain ages, including the types of relationships which may be of greater or lesser importance to them at different ages. However, it is important to note that this was a finding which followed analysis from the researchers, rather than recognition and acknowledgement from CYP that their wellbeing may be fluid and evolve over time. Therefore, the findings from this study are supportive of Navarro et al, and further extend their findings through participants in this study recognising and naming the changes which may occur throughout their life and also by exploring how different factors may affect and influence their wellbeing through different phases of life.

6.2.2 Participants identified 4 key areas which are important to their wellbeing

At this point in their lives (aged 12 -14 years old), participants expressed that there are 4 key areas which are important to their wellbeing; Having positive relationships, the ability to access a wide range of activities, having their basic needs met and adopting a positive outlook of life.

Previous research from Fattore et al. (2007), Navarro et al (2015), Fattore et al. (2008) and Dex and Hollingworth (2012) have found that relationships are important to CYP wellbeing, therefore, findings from this study confirm and support previous findings in literature. Additionally, Fattore et al. (2007) and Bird and Markle (2012) reported that engaging in activities was important to CYP

wellbeing; Therefore, these findings have previously been found in research to be important to CYP wellbeing and therefore support previous literature.

However, within the 4 key areas there were themes which emerged as being important to participant wellbeing which have not been reported in previous research; The importance of social media, Wi-Fi, the pecking order (to male participants), having breaks from school, holidays and having a sense of connectedness with others. When the key areas which emerged from the FGs as being important to participants' wellbeing was compared to areas covered in the CWWQ, the key areas above which have not previously been reported in research were not found to be represented in the CWWQ. Therefore, this highlights the limitations of the standard questionnaire which may be developed to assess CYP wellbeing, and whether they are inclusive of CYP perceptions of all aspects of wellbeing. This study emphasizes the importance of gaining the voice of the child to understand what is important to them, to identify the areas which impact upon their wellbeing and to explore these key areas with CYP to gain a more valid and accurate measure of their wellbeing.

This study found that participants expressed benefits which they gained from participating in activities. Additional benefits which participants expressed they gained from activities were having the opportunity to spend quality time with friends and family, gaining a sense of belonging, having fun and improving fitness and health. Although Bird and Markle (2012) also found that CYP reported additional benefits to participation in activities, their findings differed from those in this research. Bird and Markle found that the benefits which participants expressed they gained were belief in goal setting, increase in gratitude and developing relationships with other adults. Therefore, the findings from this research supplement broaden findings from their study.

Participants reported that there can be dual benefits for engaging in activities with family and friends. Participants reported that doing activities with friends and family was fun as well as providing the benefits of completing the specific activity. These findings support and further develop previous research findings from Fattore et al. (2007) who reported that participation in activities can provide opportunities to experience competency. Furthermore, Fattore et al. found that there is a role which social relations play in CYP's experiences of participating in activities, as participants expressed the importance of supportive adults to help them learn and develop new things. Therefore, the findings from this study support Fattore et al. as participants also acknowledged the additional benefits they gained from participating in activities. However, the reason why social relations were important differed to participants in this study who expressed that participations in activities was also important as they could develop and maintain new and existing relationships with peers and family through activities.

6.2.3 Gender differences were found in the key areas which are important participant to wellbeing

Gender differences were found in the key areas which participants expressed were important to their wellbeing; Female participants expressed in the FGs that being around family and friends, socialising, attending clubs and having relationships with friends and family and the aspects that occur from supportive interpersonal relationships, such as talking to people when they are upset and having fun, to be the most important factor which influences their wellbeing. There are important implications which this may have for how school staff support pupil wellbeing and upon EP practice. It underlines a need to tailor pupil support further depending on gender, and for staff to be mindful that one approach may not suit all pupils.

6.2.4 No gender or year group differences were found in levels of self-reported wellbeing

There were no significant differences found between overall levels of self-reported wellbeing between participant's year group and gender. The findings from this study do not support previous research from The Children's Society (2013), The Children's Society (2014), The Children's Society (2015) and Rees et al. (2015) which found gender differences for levels of self-reported wellbeing. The Children's Society and Rees et al. found that males rated higher levels of wellbeing than females and that there were trends towards a gender gap developing over a 4-year period. Furthermore, previous literature found evidence of an age-related decline for female's levels of satisfaction with their self-image and how they feel about themselves and for males with the level of satisfaction with their school work, relationships with teachers, feeling safe and feeling listened to (The Children's Society, 2014; 2015, Rees et al., 2015).

However, this study found no evidence of gender or age differences between levels of wellbeing. This suggests that there may be some samples of CYP where the general trends shown in large studies are not found, therefore caution should be exercised when generalizing from large studies to smaller samples of CYP. This finding is reflective of the wellbeing of participants in one school with a small sample of students.

6.2.5 Significant gender differences were found in levels of satisfaction with the area that they live in

There was a significant gender difference found in levels of satisfaction with the area that they live in; Males reported significantly higher levels of satisfaction with the services from local police, doctors, outdoor areas and the general area than females. Findings from this study support previous research from Rees et al. (2015) who also found that males reported higher levels of satisfaction with the area that they live in, in comparison to females. This finding from this small-scale study is reflective of the finding in the large-scale national study. However, it is not clear why males in both large-scale and small-scale research studies report greater satisfaction with their local area.

6.2.6 No gender or year group differences were found in levels of adequacy with the areas of their life covered in the CWWQ

Previous research which has used and drawn upon self-reported wellbeing using the CWWQ from Rees et al. (2015) and The Children's Society (2013; 2014; 2015) has not focused upon the scales which explore self-reported levels of adequacy as there has been emphasis upon overall wellbeing scores and the scales which explore levels of satisfaction. Therefore, the focus upon level of adequacy within this research and the finding that there were no significant differences between gender or year group found in the levels of adequacy with

the areas in their life which are covered in the CWWQ is considered to be a new finding. However, the scale of the data makes it difficult to know if it applied to larger scale or more representative samples.

6.2.7 No significant differences were found between levels of wellbeing and perspectives towards school support for wellbeing

In this study, participants who contributed to the semi-structured interviews were invited to take part in the semi-structured interviews were selected using careful and thorough analysis of self-reported wellbeing scores from completing that CWWQ used in phase 1. This was done as an action to ensure that CYP with a range of individual experiences and perspectives were interviewed. However, this also presented the opportunity to explore whether differences in self-reported wellbeing influenced the participant's perspectives towards school support for pupil wellbeing. Previous research which has explored CYP's perceptions of support for wellbeing, such as Coverdale & Long (2015) does not appear to have explored what CYP think that schools could do to promote their wellbeing and how this may relate to levels of pupil wellbeing

6.2.8 Participants reported positive perspectives of school support for pupil wellbeing

Semi-structured interviews found that participants reported a positive perspective of how their school staff currently supports pupil wellbeing as they expressed many positive aspects available in this school that support pupil wellbeing. This finding illustrates how participants in one school were able to identify positive ways that their school supports pupil wellbeing. Although this is a small-scale exploratory study, the fact that pupils in one specific school can identify and acknowledge positive strategies is a finding of interest and is considered as a contribution to knowledge.

6.2.9 Participants acknowledged areas where there are gaps in school support for pupil wellbeing

Participants expressed that there were gaps in support for several the key areas which participants reported to be important to their wellbeing. These gaps were that there was less emphasis at their secondary school on developing peer relationships in comparison to their primary school, there was a gap in their school supporting family relationships, for staff to increase information sharing between staff and pupils regarding the activities available for pupils to engage in during lunch times and after schools, to increase the variety of clubs available to pupils, for school to consider environmental and systemic factors which may present barriers to people being able to buy food or access the canteen, greater promotion of healthy eating and a greater choice of healthy foods available, the importance of school holidays to their stress levels, greater opportunities to engage in activities and spend time with and for there to be greater consistency between staff to encourage and promote ways to have a positive outlook on life.

This finding illustrates how participants in one school were able to identify gaps in their school's support for several the key areas which participants reported to be important to their wellbeing. Although this is a small-scale exploratory study, the fact that pupils in one specific school can identify and acknowledge additional areas where it may be beneficial to receive additional targeted support and strategies is a finding of interest and is considered as a contribution to knowledge.

6.2.10 Research design

This study used a unique research design to gather a rich perspective of CYP views. Previous research which explores CYPs' concepts of wellbeing focus on eliciting their CYP views, acknowledging that the definitions are representative

of their unique life experiences and child development. However, there are no other research studies that have the same research design. This design of this study and the findings gained from the design and methodology enabled a review of support and provision in place in comparison to the key areas which participants expressed were important to their wellbeing.

6.3 Strengths and Limitations

In this section both reflective and methodological considerations of the strengths and limitations of this study are discussed.

6.3.1 Sample size

A limitation of this research is that only a small sample of participants was used in one secondary school in one LA. Therefore, it could be argued that the sample of participants is limited in its representativeness and diversity. However, as this research was a school case study a small sample was sufficient.

Fattore et al. (2007) argue that the perspectives which CYP have are unique and are grounded in their own experiences which are set in their own historical, cultural and social context. It is important to consider that this study sought to understand the perspectives and experiences of the participants at this point in their life, and was not seeking to be representative of CYP across the unitary LA, region or country. Furthermore, although this study was focussed on one school and a small sample, it examines student views in depth and it illuminates some key aspects about well-being and schooling.

6.3.2 Use of Mixed Methods

A limitation of this study is that the use of qualitative methods may be criticised as they rely on the interviewer recording, transcribing and analysing the interpretation of words, which can be time consuming and labour intensive. Furthermore, the use of qualitative methods could be criticised, as both FG and semi-structured interviews may be considered to lack validity and generalisability. Additionally, another limitation of this research is that within the context of this doctoral research, it was not possible for an independent individual to moderate interpretations and to check for inter-rater reliability. Therefore, this presents a limitation to this research.

However, using mixed methods enabled the integration of different data sources to give a greater level of understanding of trends within subjective wellbeing, wellbeing and how participants perceived their school staff to support pupil wellbeing. Furthermore, although the methodology used could be criticised for its lack of external validity and whether the conclusions are applicable to other settings and populations of CYP. However, this perspective misses the point about the purpose of this study which was to examine in depth the perspectives of some pupils in a single secondary school. Using mixed methods enabled different data sources to be used and the ability to compare findings across different methods. This enhances confidence in the coherence of the conclusions about subjective wellbeing. Additionally, throughout this study, proactive steps were taken to identify potential risks and ways to handle these. For example, the use of Tomlinson's (1989) hierarchical focusing approach. The hierarchical focusing semi-structured interview approach made it possible to avoid the risk of overlooking key topics of interest. This was done by using a pre-designed structure during the interviews, as suggested Tomlinson. This

gave a clear record of which agenda items had been explored and which items were yet to be asked, providing clarity and ensuring that all participants were asked all the agenda items.

6.3.3 Findings

One limitation of this study is that discussion around differences in perspectives between gender in school should be considered as the views of participants interviewed and are not generalisable to large populations of CYP. Furthermore, caution should be taken when reading the outcomes from phase 2 as these could be considered as suggestive claims as they are based on a small number of semi-structured interviews with participants. Therefore, views gained through semi-structured interviews should be considered as individual differences rather than as views which are representative of the small sample within this study. An additional area which could be improved upon is that in order to gain further understanding and a stronger argument for the importance of positive wellbeing in schools and in CYP's lives, it could have been beneficial to use additional sources of data, such as teachers, support staff and parents. Such sources would increase the reliability of the findings and would contribute towards a greater understanding of the support systems around CYP and how these may work together to promote and support positive wellbeing. However, although the sample used was not representative of the whole school or year groups, participants who contributed to the semi-structured interviews were chosen due to their level of self-reported wellbeing (mean, above mean and below mean). Consequently, action was taken by the researcher to ensure that CYP with a range of individual experiences and perspectives were interviewed, therefore, the findings from the semi-structured interviews are reflective of these unique and personal views.

6.4 Implications for schools

Areas which participants in this study suggested that school staff could implement to further support the wellbeing of pupils are illustrated in table 19. These suggestions span all 4 key areas which participants reported were important to their wellbeing (relationships, access to activities, basic needs met and positive outlook), suggesting that pupils would benefit from school staff taking these key areas into consideration and the importance of reviewing the support currently in place in each of these key areas.

Table 19. Strategies recommended by participants for school staff to implement to further support pupil wellbeing

| Key area of wellbeing | Strategy |
|------------------------------|--|
| Access to activities | For popular clubs to run more regularly to give more pupils a chance to attend e.g. lunch times and after school |
| | Clubs in additional subjects (to PE), such as science, technology and outdoor learning |
| | Opportunity to attend activities which are open to a range of year groups to promote friendships between year groups |
| | Use of PowerPoints, leaflets and verbal communication to share information |
| | Use of a central notice board to share information about clubs |
| Relationships | Additional opportunities to promote family bonding, such as Easter egg hunts open to families |
| | Clubs which are open for pupils and their family to attend |
| | Using assemblies as a platform to promote positive family relationships |
| | Additional support for peer friendships by encouraging pupils to form new relationships when at secondary school |
| | Staff to use tutor time as an opportunity to check in with pupils and ask them about how they feel |
| | Greater emphasis on friendships in assemblies to promote working together and friendships |
| | For staff to get to know pupils at a deeper level to be able to understand the needs of individuals to a greater extent |
| Basic needs met | Ensuring pupils are aware that staff members are on site until the end of the school day |
| | Greater security for visitors signing out at the end of the day |
| | Additional security cameras |
| | For pupils to be reassured that school staff care about them and want them to do well |
| | Healthier options in the canteen |
| | To reduce the stress experienced by students throughout the school year, to include fun activities throughout the year not at the end of terms |

Positive outlook

Additional use of motivational messages and posters throughout school

Greater consistency between school staff for encouraging optimism and positivity

An additional implication for schools is to consider undertaking annual or bi-annual screening of pupil wellbeing using both a wellbeing survey in conjunction with small group discussions, or if possible, 1:1 sessions with a key worker in school, and to review ways in which school staff provide support for pupil wellbeing. It is crucial that schools use qualitative forums (such as group discussions or 1:1 meetings) to gain a deeper understanding about pupil wellbeing as the use of wellbeing surveys alone does not provide a deep and full understanding about the wellbeing of CYP and the use of such surveys alone could lead to factors which are key to CYP wellbeing not being taken into consideration. This screening, planning and reviewing process could be built into the school development plan to implement a whole school strategy and to provide staff with a means to review the impact that support and targeted interventions may have for pupils. Furthermore, in support for CYP being more involved in developing support within schools, Ben-Arieh et al. (as cited in Fattore et al. 2008) suggests that to effectively measure the wellbeing of CYP, CYP should participate in each stage of monitoring and evaluating. Seeking CYP perspectives would enable schools to reflect upon current practices and to provide specific pastoral support which is tailored to the unique needs of their own pupils.

A further implication from this research for schools is for schools to take into consideration the gender differences which may occur between the factors and

key areas which are important for pupil wellbeing and to seek for ways to support both genders. By considering the different areas which influence male and female's wellbeing, this would enable school staff to consider the different strategies, support systems and interventions may benefit individuals to a greater extent. Furthermore, it is also important for schools to consider the wide variety of pupil's ages within a secondary school and for school staff to seek out the voice of pupils at different key stages to find out what key areas are important to their wellbeing at that point in their life. This would benefit both staff and pupils as it would provide staff with an understanding about the areas where pupils require support at different ages and developmental stages.

6.5 Implications for Educational Psychologists

Conclusions from this research have implications which are relevant to the practice of EPs and the way in which EPs work with schools. EPs are well placed to work alongside schools, work within school systems as well as working directly with school staff, families and pupils to meet the needs of CYP. Implications of the findings from this research for EPs at a local and national level are for EPs to use their professional voice and standing to increase the awareness of CYP wellbeing, and to promote inclusive environments within schools which uphold wellbeing at a universal level of support within schools. EPs are in a unique position with their knowledge of psychology, research design, methods, relationships with schools and the LA, that they are well positioned to be actively involved in research which seeks to inform and shape policy. Furthermore, by EPs being actively involved in research which shapes policy, this may lead to greater focus upon creating an ethos within education that is holistic and focused upon the whole child. Additionally, EPs may engage

in research which explores the evidence base of approaches, programmes and strategies which support CYP wellbeing which would benefit EP practice within schools and would promote the credibility and integrity of contributions made by EPs. The active involvement of EPs within research can lead to contributions which have a wider influence and can inform and shape policy within education.

Some of the implications of this research at a local level for EPs are:

- To use standardised tools (such as the CWWQ) flexibly and dynamically. Furthermore, EPs may also adapt and use open ended approaches to standardised questionnaires and to also supplement information gathered from such sources alongside open and flexible approaches, such as FGs and individual interviews.
- For EPs to use information gathered from individual work with CYP in conjunction with triangulation with discussion, exploration and psychological theories, such as personal construct psychology, with CYP as an approach to elicit the key areas which affect their wellbeing that may not be on standard questionnaires which would provide opportunities to gain a deeper understanding about an individual's wellbeing
- To offer consultation with pupils within schools to provide open and solution focused opportunities to increase the participation of, and meet the needs of pupils within individual schools
- To take into consideration the gender and age of individuals when considering what is important to them. EPs have a role to support school staff by drawing upon their knowledge of child development and understanding of the complexities which surround wellbeing of mental health

- For EPs to support schools in developing support for all pupils within school despite their age, gender and levels of need to provide training for school staff
- For EPs to provide support to develop school pastoral support systems, being able to adopt a helicopter view of school support and to be a critical friend to bring about change
- To share their psychological knowledge, skills and understanding of the complexities surrounding CYP wellbeing and mental health, drawing upon evidence based practice to empower school staff
- Use of psychological methods, theories and techniques, such as person centered planning, to elicit and advocate the voice of the child, to understand their personal constructs and lived experiences and to support schools in implementing changes based on pupil voice

Implications of the findings from this research upon my practice at a personal level is that I feel that I have gained an increased awareness and understanding about how CYP may have different perceptions of their areas of need in comparison to adults and that they may view the same difficulties through a different lens. Furthermore, this research emphasises the importance of understanding what is important to CYP to understand as a professional what support may be most beneficial to them. It also emphasises the importance of asking questions and actively listening to the answers given by CYP to understand how as an EP I can bring about positive change in their lives. It has been a privilege to have the opportunity to explore an area of psychology which I am personally and professional interested in, to meet with and collaborate with participants and to conduct an in-depth research to explore their thoughts, experiences and perceptions. My understanding and view of wellbeing as a

concept has been influenced by this study, and my understanding of the experiences of CYP in today's society and how they make sense of, and understand, their own wellbeing has been eye opening and beneficial for me as I strive to apply the lessons learned from this study to both professional and personal contexts. Additional ways which the findings from this study have and will continue to influence my personal practice by placing greater emphasis upon and holding in mind the systems surrounding CYP, including their local area and families, and to consider the role which these areas influence CYP wellbeing, and how changes within wider systems may be beneficial for an individual.

This study has presented many challenges to me and contributed to both my professional and personal development. It has been intellectually stimulating, has widened my horizons and I have used data collection and analysis methods which I had not previously used, which have developed my skills and understanding as a researcher. Although the best made plans frequently do not go as planned, particularly when engaging in research in a real and unpredictable world, the level of flexibility, patience, reflection, perseverance and resilience that I have required throughout this journey has also been fatiguing and demanding at times. One poignant lesson for me from this journey is the importance of reflecting upon personal wellbeing and the need for self-care, as when a person does not look after their own wellbeing as a researcher, professional and individual, the impact upon your work, frame of mind and perception of experiences can be detrimental to the process. Perhaps not surprisingly, my personal experience on this journey has deepened my passion and desire to further promote wellbeing and to identify ways to support the

wellbeing of all the people I come across in my professional and personal capacity.

6.6 Future Directions

Future research could further explore patterns and trends within the findings to look at whether there are differences between pupils on a large scale as well as a small scale. It would be interesting to explore the key areas which are important for CYP wellbeing across different year groups within a school to explore whether there are differences between important key areas for CYP wellbeing between years 7 to 13 within secondary schools. It would be interesting to explore whether there are differences, whether child development and different phases in CYP life affects the areas which are crucial to their wellbeing and ways in which secondary schools support CYP needs.

Future research could explore CYP perceptions of how school supports wellbeing across a larger scale by using mixed methods in each school to gain a deep understanding of how several schools across a LA support CYP wellbeing. Furthermore, it would be interesting to explore CYP across the country to investigate whether there are differences in what is important to CYP depending on area and social economic status. Finally, when looking at CYP perception of wellbeing as a fluid concept which they expect will change over time, future research could explore with CYP how they anticipate that their wellbeing may be influenced by age and stages in their lives and what the reasons behind the changes may be.

An additional future direction may be to set up joint working groups in schools comprising of pupils, school staff, parents and EPs where these key themes

could be discussed. Together the group attendees could explore ways in which their school promotes pupil wellbeing, covering key areas, and use these groups to address the positive and practical ways that school staff can promote pupil wellbeing which could be evaluated over time.

Furthermore, EPs could establish wellbeing working groups within their Educational Psychology services to share and review research into CYP wellbeing and school support, share the positive practice which they observe in schools and to use solution focused problem solving to identify ways to further support school staff to promote pupil wellbeing.

Chapter 7: Appendix

Appendix 1: Focus group schedule and script

| Task | Details | Time (mins) |
|---------------------|---|-------------|
| Introduction | Name, who I am | 10 m |
| | What to expect from the FGS today, research outline | |
| | Guidelines – confidentiality, no right or wrong, audio recording | |
| Ice breaker | Sharing names | 5 m |
| | Sharing something about themselves e.g. favourite thing to do | |
| Questions | Q1: In pairs / groups of threes, what do you think it means as young people to be happy, satisfied or to live well? What is important to you? | 5 m |
| | Prompts sheet – socially, personally, physically, spiritually, morally, culturally (on screen), focus on both in school/ out of school | |
| | Feedback from groups, identifying key areas, terminology, Discussion around why these things are important to them. Record these on flip chart paper - sorting activity to organise in an order? | 10 m |
| | Q2: In pairs/ groups of threes, what do you think it means to adults to be happy, satisfied or to live well? | 5 m |
| | Prompts sheet – socially, personally, physically, spiritually, morally, culturally (on screen), focus on both in school/ out of school | |
| | Feedback from groups, identifying key areas, terminology, Discussion around why these things are important to them. Record these on flip chart paper - sorting activity to organise in an order? | 10 m |
| | Q3: Do you think that the things which are important to you now will change as you grow up and become an adult? Why? | 10 m |
| | Record responses on flip chart paper for group to see | |
| Conclusion | Bringing back together, summarising, questions and thank you to p's | 5 m |
| TOTAL | | 60 m |

Appendix 2: Children's World Wellbeing Questionnaire Psychometric

scales

| Scale | Item | Question |
|--|---|----------|
| SSLS – 4 + The fifth item is adapted from Diener's SWLS | My life is going well | 30a |
| | My life is just right | 30b |
| | I have a good life | 30c |
| | I have what I want in my life | 30d |
| | The things in my life are excellent | 30e |
| BMLSLSS | Your family life? | 9d |
| | Your friends? | 17a |
| | Your school experiences? | 23c |
| | Your own body? (adapted item) | 25f |
| | The area where you live, in general? | 20d |
| Adapted PWI-SC (7 items original version) | All the things you have? | 13 |
| | Your health? | 25d |
| | The things you want to be good at? | 28b |
| | Your relationships with people in general? (adapted item) | 17c |
| | How safe you feel? | 28a |
| | Doing things away from your home? | 28c |
| | What may happen to you later in life? | 28d |
| PWI-SC9 version* | How you use your time? | 25a |
| | Your life as a student? | 23d |
| OLS | Overall, how happy have you been feeling during the last two weeks? | 25j |
| Russell's Core Affect (short version) | Satisfied | 33a |
| | Happy | 33b |
| | Relaxed | 33c |
| | Active | 33d |
| | Calm | 33e |
| | Full of energy | 33f |

SLSS- Student Life Satisfaction Scale, 4 items (Huebner, 1991). 10 & 12 years old: Unlike the original version an 11-point scale, from '*Not at all agree*' to '*Totally agree*' is used. 8 years old: A 5-point scale from '*I do not agree*' to '*Totally agree*' is used.

+ One item ('The things in my life are excellent') is adapted from SWLS (Diener, Emmons, Larsen & Griffin, 1985)

BMSLSS - Brief Multidimensional Student Life Satisfaction Scale, 5 items (Seligson, Huebner & Valois, 2003). Unlike the original version an 11-point scale, from '*Not at all satisfied*' to '*Totally satisfied*' is used in the 10 & 12 years old, and a five point emoticons scale in the 8 years old.

Adapted PWI-SC – Personal Well-being index-school children, 7 items (Cummins and Lau, 2005) * THE PWI-SC9 uses 2 additional items proposed: The first one by Casas et al (2012), and the other one by Casas, Baltatescu et al., (2012). An 11-point scale, from 'not satisfied' is used in the 12-year-old questionnaire.

OLS- Overall Life Satisfaction, 1 item. An 11-point scale, from '*Not at all satisfied*' to '*Totally satisfied*' is used in the 10 & 12 years old, and a five point emoticons scale in the 8 years old.

Russell's Core Affect- Short version of 6 items (Russell, 2003). An 11-point scale, from 'Not at all' to 'Extremely' is used.

Appendix 3: MANOVA analysis for satisfaction scales

| Effect | | Value | F | Hypothesis df | Error df | Sig. |
|--------------------|--------------------|--------|----------------------|---------------|----------|------|
| Intercept | Pillai's Trace | .981 | 235.831 ^b | 6.000 | 27.000 | .000 |
| | Wilks' Lambda | .019 | 235.831 ^b | 6.000 | 27.000 | .000 |
| | Hotelling's Trace | 52.407 | 235.831 ^b | 6.000 | 27.000 | .000 |
| | Roy's Largest Root | 52.407 | 235.831 ^b | 6.000 | 27.000 | .000 |
| Gender | Pillai's Trace | .297 | 1.903 ^b | 6.000 | 27.000 | .117 |
| | Wilks' Lambda | .703 | 1.903 ^b | 6.000 | 27.000 | .117 |
| | Hotelling's Trace | .423 | 1.903 ^b | 6.000 | 27.000 | .117 |
| | Roy's Largest Root | .423 | 1.903 ^b | 6.000 | 27.000 | .117 |
| Year | Pillai's Trace | .300 | 1.928 ^b | 6.000 | 27.000 | .112 |
| | Wilks' Lambda | .700 | 1.928 ^b | 6.000 | 27.000 | .112 |
| | Hotelling's Trace | .428 | 1.928 ^b | 6.000 | 27.000 | .112 |
| | Roy's Largest Root | .428 | 1.928 ^b | 6.000 | 27.000 | .112 |
| Gender*Year | Pillai's Trace | .261 | 1.590 ^b | 6.000 | 27.000 | .188 |
| | Wilks' Lambda | .739 | 1.590 ^b | 6.000 | 27.000 | .188 |
| | Hotelling's Trace | .353 | 1.590 ^b | 6.000 | 27.000 | .188 |
| | Roy's Largest Root | .353 | 1.590 ^b | 6.000 | 27.000 | .188 |

a. Design: Intercept + Gender + Year + Gender * Year

b. Exact statistic

Appendix 4: Between-subject effects for satisfaction scales

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
|------------------------|--------------------------------|-------------------------|----------|----------------|--------------|-------------|
| Corrected Model | Totalhomesatisfaction | 162.973 ^a | 3 | 54.324 | 1.640 | .200 |
| | Totalfriendssatisfaction | 58.303 ^b | 3 | 19.434 | .578 | .633 |
| | Totalareasatisfaction | 1261.122 ^c | 3 | 420.374 | 3.042 | .043 |
| | Totalschoolsatisfaction | 208.299 ^d | 3 | 69.433 | .743 | .534 |
| | Totalyousatisfaction | 1222.302 ^e | 3 | 407.434 | 1.128 | .353 |
| | Totalfeelaboutselfsatisfaction | 229.352 ^f | 3 | 76.451 | .842 | .481 |
| Intercept | Totalhomesatisfaction | 50381.372 | 1 | 50381.372 | 1521.267 | .000 |
| | Totalfriendssatisfaction | 20479.577 | 1 | 20479.577 | 609.481 | .000 |
| | Totalareasatisfaction | 44097.996 | 1 | 44097.996 | 319.144 | .000 |
| | Totalschoolsatisfaction | 58138.207 | 1 | 58138.207 | 622.121 | .000 |
| | Totalyousatisfaction | 219027.780 | 1 | 219027.780 | 606.235 | .000 |
| | Totalfeelaboutselfsatisfaction | 55469.529 | 1 | 55469.529 | 610.894 | .000 |
| Gender | Totalhomesatisfaction | 50.167 | 1 | 50.167 | 1.515 | .227 |
| | Totalfriendssatisfaction | 25.741 | 1 | 25.741 | .766 | .388 |
| | Totalareasatisfaction | 767.405 | 1 | 767.405 | 5.554 | .025 |
| | Totalschoolsatisfaction | 47.751 | 1 | 47.751 | .511 | .480 |
| | Totalyousatisfaction | 1209.396 | 1 | 1209.396 | 3.347 | .077 |
| | Totalfeelaboutselfsatisfaction | 167.283 | 1 | 167.283 | 1.842 | .184 |
| Year | Totalhomesatisfaction | 40.480 | 1 | 40.480 | 1.222 | .277 |
| | Totalfriendssatisfaction | 3.137 | 1 | 3.137 | .093 | .762 |
| | Totalareasatisfaction | 392.043 | 1 | 392.043 | 2.837 | .102 |
| | Totalschoolsatisfaction | 14.610 | 1 | 14.610 | .156 | .695 |
| | Totalyousatisfaction | 75.890 | 1 | 75.890 | .210 | .650 |
| | Totalfeelaboutselfsatisfaction | 26.123 | 1 | 26.123 | .288 | .595 |
| Gender * Year | Totalhomesatisfaction | 33.596 | 1 | 33.596 | 1.014 | .321 |
| | Totalfriendssatisfaction | 39.638 | 1 | 39.638 | 1.180 | .286 |
| | Totalareasatisfaction | 542.675 | 1 | 542.675 | 3.927 | .056 |
| | Totalschoolsatisfaction | 111.196 | 1 | 111.196 | 1.190 | .283 |
| | Totalyousatisfaction | 13.485 | 1 | 13.485 | .037 | .848 |
| | Totalfeelaboutselfsatisfaction | 5.529 | 1 | 5.529 | .061 | .807 |
| Error | Totalhomesatisfaction | 1059.777 | 32 | 33.118 | | |
| | Totalfriendssatisfaction | 1075.253 | 32 | 33.602 | | |
| | Totalareasatisfaction | 4421.628 | 32 | 138.176 | | |

| | | | | |
|------------------------|---------------------------------|------------|----|---------|
| | Totalschoolsatisfaction | 2990.451 | 32 | 93.452 |
| | Totallyousatisfaction | 11561.337 | 32 | 361.292 |
| | Totalfeelaaboutselfsatisfaction | 2905.620 | 32 | 90.801 |
| Total | Totalhomesatisfaction | 56683.000 | 36 | |
| | Totalfriendssatisfaction | 23434.000 | 36 | |
| | Totalareasatisfaction | 49993.000 | 36 | |
| | Totalschoolsatisfaction | 66955.000 | 36 | |
| | Totallyousatisfaction | 247847.000 | 36 | |
| | Totalfeelaaboutselfsatisfaction | 63569.000 | 36 | |
| Corrected Total | Totalhomesatisfaction | 1222.750 | 35 | |
| | Totalfriendssatisfaction | 1133.556 | 35 | |
| | Totalareasatisfaction | 5682.750 | 35 | |
| | Totalschoolsatisfaction | 3198.750 | 35 | |
| | Totallyousatisfaction | 12783.639 | 35 | |
| | Totalfeelaaboutselfsatisfaction | 3134.972 | 35 | |

a. R Squared = .133 (Adjusted R Squared = .052)

b. R Squared = .051 (Adjusted R Squared = -.037)

c. R Squared = .222 (Adjusted R Squared = .149)

d. R Squared = .065 (Adjusted R Squared = -.023)

e. R Squared = .096 (Adjusted R Squared = .011)

f. R Squared = .073 (Adjusted R Squared = -.014)

Appendix 5: Post hoc t-test to explore the interaction between gender and year group for satisfaction with own area

Year 8

Group statistics

| | Gender | N | Mean | Standard deviation | Standard Error Mean |
|--------------------------------|---------------|----------|-------------|---------------------------|----------------------------|
| Total area satisfaction | Male | 6 | 48.0000 | 25.06791 | 10.23393 |
| | Female | 12 | 31.5833 | 8.28425 | 2.39146 |

Independent samples t-test

| | Levene's Test for Equality of Variances | t-test for equality of means | | | | | | | 95% confidence interval of the difference | |
|--------------------------------|--|-------------------------------------|-------------|----------|-----------|------------------------|------------------------|------------------------------|--|--------------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean difference | Std. error difference | Lower | Upper |
| Total area satisfaction | Equal variances assumed | 4.106 | .060 | 2.104 | 16 | .052 | 16.41667 | 7.80316 | -.12530 | 32.95863 |
| | Equal variances not assumed | | | 1.562 | 5.553 | .173 | 16.41667 | 10.50963 | -9.80915 | 42.64249 |

Year 9

Group statistics

| | Gender | N | Mean | Standard deviation | Standard Error Mean |
|--------------------------------|---------------|----------|-------------|---------------------------|----------------------------|
| Total area satisfaction | Male | 9 | 34.1111 | 7.20147 | 2.40049 |
| | Female | 13 | 32.0769 | 4.55451 | 1.26319 |

Independent samples t-test

| | Levene's Test for Equality of Variances | t-test for equality of means | | | | | | 95% confidence interval of the difference | | |
|-------------------------|--|-------------------------------------|-------------|----------|-----------|------------------------|------------------------|--|--------------|--------------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean difference | Std. error difference | Lower | Upper |
| Total area satisfaction | Equal variances assumed | .747 | .398 | .814 | 20 | .425 | 2.03419 | 2.49819 | -3.17695 | 7.24533 |
| | Equal variances not assumed | | | .750 | 12.410 | .467 | 2.03419 | 2.71256 | -3.85442 | 7.92279 |

Appendix 6: Comparison of ranked means from Rees et al. (2015) and the current study with levels of satisfaction with different aspects of CYP life

| Rank | Rees et al., (2015) | Mean | Rank | Current study | Mean |
|-------------|--|-------------|-------------|--|-------------|
| | Item | | | Item | |
| 1 | The people who you live with? | 9.08 | 1 | The people who you live with? | 9.33 |
| 2 | With all the things you have? | 9.08 | 2 | With all the things you have? | 9.33 |
| 3 | Your family life? | 8.91 | 3 | Your family life? | 8.98 |
| 4 | All the other people in your family? | 8.88 | 4 | The house or flat where you live? | 8.92 |
| 5 | The house or flat where you live? | 8.83 | 5 | The area where you live, in general? | 8.78 |
| 6 | Your friends? | 8.79 | 6 | All the other people in your family? | 8.75 |
| 7 | Your health? | 8.63 | 7 | Your health? | 8.75 |
| 8 | About how safe you feel? | 8.56 | 8 | How you are dealt with when you go to the doctors? | 8.70 |
| 9 | What you do in your free time? | 8.54 | 9 | About how safe you feel? | 8.63 |
| 10 | Your relationship with people in general? | 8.52 | 10 | Things you have learned? | 8.60 |
| 11 | How you are dealt with when you go to the doctors? | 8.52 | 11 | The freedom you have? | 8.50 |
| 12 | With the things you want to be good at? | 8.45 | 12 | Your friends? | 8.35 |
| 13 | The freedom you have? | 8.34 | 13 | How you are listened to by adults in general? | 8.35 |
| 14 | About doing things away from your home? | 8.33 | 14 | With the things you want to be good at? | 8.33 |

| | | | | | |
|-----------|--|------|-----------|--|------|
| 15 | Things you have learned? | 8.3 | 15 | Your life as a student? | 8.33 |
| 16 | The area where you live, in general? | 8.26 | 16 | What you do in your free time? | 8.15 |
| 17 | How you use your time? | 8.27 | 17 | How you use your time? | 8.15 |
| 18 | How you are listened to by adults in general? | 8.17 | 18 | About what may happen to you later in your life? | 8.05 |
| 19 | About what may happen to you later in your life? | 8.17 | 19 | Your school experience? | 8.03 |
| 20 | Your school marks? | 8.01 | 20 | About doing things away from your home? | 7.98 |
| 21 | Your school experience? | 8 | 21 | Your relationship with people in general? | 7.95 |
| 22 | Your life as a student? | 7.92 | 22 | The people who live in your area? | 7.80 |
| 23 | The people who live in your area? | 7.82 | 23 | Your relationships with teachers? | 7.78 |
| 24 | Other young people in your class? | 7.66 | 24 | The outdoor areas children can use in your area? | 7.38 |
| 25 | The outdoor areas children can use in your area? | 7.53 | 25 | The way that you look? | 7.26 |
| 26 | Your self-confidence? | 7.39 | 26 | Your school marks? | 7.2 |
| 27 | The way that you look? | 7.33 | 27 | Your own body? | 7.10 |
| 28 | Your relationships with teachers? | 7.23 | 28 | Your self-confidence? | 6.95 |
| 29 | Your own body? | 7.23 | 29 | Other young people in your class? | 1.68 |

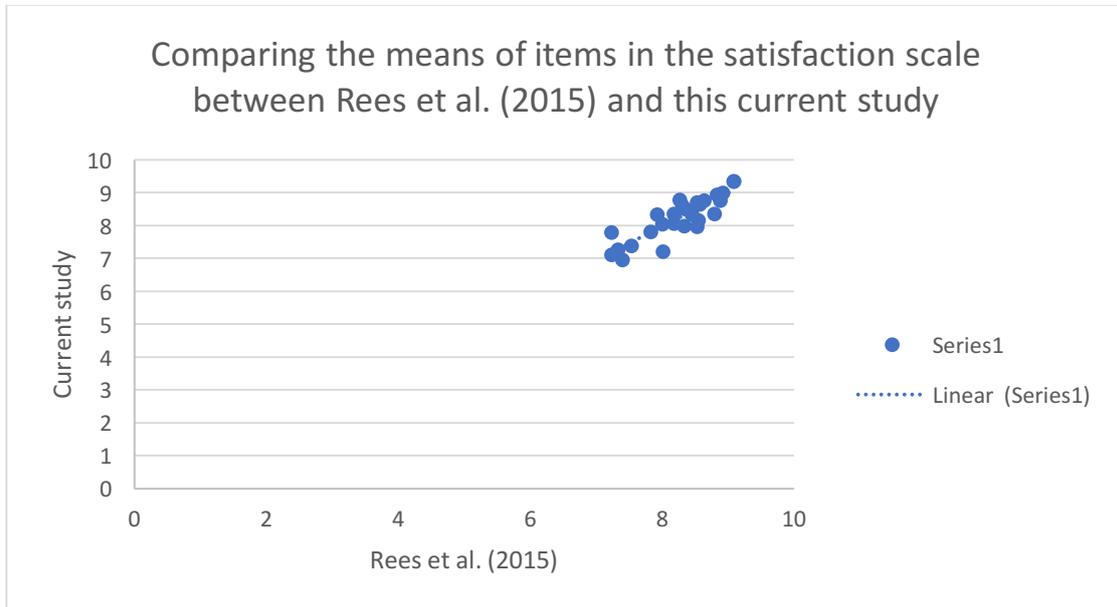
Appendix 7: Comparison between the means in Rees et al. (2015) and the current study

Comparison scores were calculated by taking the mean from this research study away from the mean in Rees et al.'s study for each item in the satisfaction scale. Positive scores indicate that participants in this research study reported lower levels of satisfaction than the participants in Rees et al., as a higher comparison score indicates a larger difference between the means. Therefore, the minus scores indicates a higher levels of satisfaction than Rees et al., as the mean score from participants in this research study is greater than the mean in Rees et al.

| How Satisfied are you with each of the things in your life? | Rees et al., (2015) | This study | Comparison of means |
|--|----------------------------|-------------------|----------------------------|
| | Mean | Mean | |
| Other young people in your class? | 7.66 | 1.68 | 5.98 |
| Your school marks? | 8.01 | 7.2 | 0.81 |
| Your relationship with people in general? | 8.52 | 7.95 | 0.57 |
| Your friends? | 8.79 | 8.35 | 0.44 |
| Your self-confidence? | 7.39 | 6.95 | 0.44 |
| What you do in your free time? | 8.54 | 8.15 | 0.39 |
| About doing things away from your home? | 8.33 | 7.98 | 0.35 |
| The outdoor areas children can use in your area? | 7.53 | 7.38 | 0.15 |
| All the other people in your family? | 8.88 | 8.75 | 0.13 |
| Your own body? | 7.23 | 7.1 | 0.13 |
| With the things you want to be good at? | 8.45 | 8.33 | 0.12 |
| About what may happen to you later in your life? | 8.17 | 8.05 | 0.12 |
| The way that you look? | 7.33 | 7.26 | 0.07 |
| The people who live in your area? | 7.82 | 7.8 | 0.02 |
| Your school experience? | 8 | 8.03 | -0.03 |
| Your family life? | 8.91 | 8.98 | -0.07 |
| About how safe you feel? | 8.56 | 8.63 | -0.07 |
| The house or flat where you live? | 8.83 | 8.92 | -0.09 |
| Your health? | 8.63 | 8.75 | -0.12 |
| The freedom you have? | 8.34 | 8.5 | -0.16 |
| How you are dealt with when you go to the doctors? | 8.52 | 8.7 | -0.18 |

| | | | |
|--|------|------|-------|
| How you are listened to by adults in general? | 8.17 | 8.35 | -0.18 |
| The people who you live with? | 9.08 | 9.33 | -0.25 |
| With all the things you have? | 9.08 | 9.33 | -0.25 |
| Things you have learned? | 8.3 | 8.6 | -0.3 |
| Your life as a student? | 7.92 | 8.33 | -0.41 |
| The area where you live, in general? | 8.26 | 8.78 | -0.52 |
| Your relationships with teachers? | 7.23 | 7.78 | -0.55 |

Appendix 8: Scatter gram comparing the means between Rees et al. (2015) and current study



Appendix 9: MANOVA analysis for adequacy scales

| Effect | | Value | F | Hypothesis df | Error df | Sig. |
|--------------------|--------------------|--------|----------------------|---------------|----------|------|
| Intercept | Pillai's Trace | .987 | 366.812 ^b | 6.000 | 29.000 | .000 |
| | Wilks' Lambda | .013 | 366.812 ^b | 6.000 | 29.000 | .000 |
| | Hotelling's Trace | 75.892 | 366.812 ^b | 6.000 | 29.000 | .000 |
| | Roy's Largest Root | 75.892 | 366.812 ^b | 6.000 | 29.000 | .000 |
| Gender | Pillai's Trace | .228 | 1.428 ^b | 6.000 | 29.000 | .238 |
| | Wilks' Lambda | .772 | 1.428 ^b | 6.000 | 29.000 | .238 |
| | Hotelling's Trace | .295 | 1.428 ^b | 6.000 | 29.000 | .238 |
| | Roy's Largest Root | .295 | 1.428 ^b | 6.000 | 29.000 | .238 |
| Year | Pillai's Trace | .123 | .680 ^b | 6.000 | 29.000 | .667 |
| | Wilks' Lambda | .877 | .680 ^b | 6.000 | 29.000 | .667 |
| | Hotelling's Trace | .141 | .680 ^b | 6.000 | 29.000 | .667 |
| | Roy's Largest Root | .141 | .680 ^b | 6.000 | 29.000 | .667 |
| Gender*Year | Pillai's Trace | .047 | .241 ^b | 6.000 | 29.000 | .959 |
| | Wilks' Lambda | .953 | .241 ^b | 6.000 | 29.000 | .959 |
| | Hotelling's Trace | .050 | .241 ^b | 6.000 | 29.000 | .959 |
| | Roy's Largest Root | .050 | .241 ^b | 6.000 | 29.000 | .959 |

a. Design: Intercept + Gender + Year + Gender * Year

b. Exact statistic

Appendix 10: Frequency tables SPSS data analysis of Children's Worlds Wellbeing Questionnaire

10.1 Section 1: Frequency tables for Your home and the people you live with (N=40)

| | | | | | | Mean | Median | SD |
|---|-----------------------|---------------------------|-----------------------|--------------------|----------------------|-------------|---------------|-----------|
| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree | | | |
| I feel safe at home | 0 | 0 | 3 (7.5%) | 2 (5%) | 35 (87.5%) | 4.80 | 5.00 | .564 |
| I have a quiet place to study at home | 0 | 4 (10%) | 8 (20%) | 12 (30%) | 16 (40%) | 4 | 4.00 | 1.01 |
| My parents (or the people who look after me) listen to me and take what I say into account | 1 (2.5%) | 1 (2.5%) | 6 (15%) | 10 (25%) | 22 (55%) | 4.28 | 5.00 | .987 |
| We have a good time together in my family | 0 | 1 (2.5%) | 4 (10%) | 12 (30%) | 23 (57.5%) | 4.43 | 5.00 | .781 |
| My parents (or the people who look after me) treat me fairly | 0 | 0 | 1 (2.5%) | 16 (40%) | 23 (57.5%) | 4.55 | 5.00 | .552 |

| <i>Frequency of doing with family in past week:</i> | Not at all | Once or Twice | Most days | Every day | Don't know | Mean |
|---|-------------------|----------------------|------------------|------------------|-------------------|-------------|
| Talking together | 1 (2.5%) | 4 (10%) | 10 (25%) | 21 (52%) | 4 (10%) | 3.08 |
| Having fun together | 1 (2.5%) | 14 (35%) | 14 (35%) | 9 (22.5%) | 2 (5%) | 2.68 |
| Learning together | 6 (15%) | 18 (45%) | 9 (22.5%) | 5 (12.5%) | 2 (5%) | 2.23 |

| <i>Satisfied with:</i> | Not satisfied at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied 10 | Mean |
|---|---|----------|----------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|---------------------------------------|-------------|
| House of flat live in | 0 | 0 | 0 | 0 | 2 (5.1%) | 0 | 2 (5.1%) | 0 | 8 (20.5%) | 6 (15.4%) | 21 (53.8%) | 8.92 |
| The people you live with | 0 | 0 | 0 | 1 (2.5%) | 0 | 1 (2.5%) | 0 | 1 (2.5%) | 3 (7.5%) | 6 (15%) | 28 (70%) | 9.33 |
| The other people in your family? | 0 | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 0 | 2 (5%) | 2 (5%) | 4 (10%) | 7 (17.5%) | 22 (55%) | 8.75 |
| Your family life? | 0 | 0 | 0 | 0 | 2 (5%) | 2 (5%) | 0 | 2 (5%) | 3 (7.5%) | 7 (17.5%) | 24 (60%) | 8.98 |

10.2 Section 2: Frequency table for Money and the things that you have (N=40)

| <i>Items which participants have:</i> | Yes | No | Don't know | Mean |
|--|------------|-----------|-------------------|-------------|
| Clothes in good condition to wear to school | 40 (100%) | 0 | 0 | 2 |
| Access to a computer at home | 39 (97.5%) | 1 (2.5%) | 0 | 1.98 |
| Access to internet | 40 (100%) | 0 | 0 | 2 |
| A mobile phone | 39 (97.5%) | 1 (2.5%) | 0 | 1.98 |
| Your own room | 34 (85%) | 6 (15%) | 0 | 1.85 |
| Books to read for fun | 36 (90%) | 3 (7.5%) | 1 (2.5%) | 1.88 |
| A family car for transportation | 39 (97.5%) | 1 (2.5%) | 0 | 1.98 |
| Your own stuff to listen to music | 39 (97.5%) | 1 (2.5%) | 1 (2.5%) | 1.98 |
| A television at home that you can use | 40 (100%) | 0 | 0 | 2 |

| | Not satisfied at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied 10 | Mean |
|-------------------------------------|---------------------------|---|---|-------------|---|---|---|-------------|------------|------------|-------------------------|------|
| Satisfied with things that you have | 0 | 0 | 0 | 1 (2.5%) | 0 | 0 | 0 | 2 (5.0%) | 4 (10%) | 6 (15%) | 27 (67.5%) | 9.33 |

| | None | One | Two | More than 2 | Mean |
|---|----------|----------|----------|-------------|------|
| How many adults in your home have jobs? | 3 (7.5%) | 16 (40%) | 20 (50%) | 1 (2.5%) | 2.48 |

| | Never | Often | Always | Don't know | Mean |
|-------------------------------------|----------|------------|---------|------------|------|
| How often do you worry about money? | 12 (30%) | 19 (47.5%) | 8 (20%) | 1 (2.5%) | 1.85 |

10.3 Section 3: Frequency table for Your Friends and other people (N=40)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree | Don't know | Mean |
|--|-----------------------|---------------------------|-----------------------|--------------------|----------------------|-------------------|-------------|
| My friends are usually nice to me | 0 | 1 (2.5%) | 8 (20%) | 16 (40%) | 14 (35%) | 1 (2.5%) | 4 |
| I have enough friends | 0 | 4 (10%) | 5 (12.5%) | 8 (20%) | 20 (50%) | 3 (7.5%) | 3.88 |

| Satisfied with: | Not satisfied at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied | Mean |
|---|-----------------------------|----------|----------|----------|----------|-----------|----------|----------|-----------|------------|--------------------------|-------------|
| | 0 | | | | | | | | | | 10 | |
| Your friends | 0 | 0 | 1 (2.5%) | 0 | 0 | 2 (5%) | 3 (7.5%) | 4 (10%) | 6 (15%) | 11 (24.5%) | 13 (32.5%) | 8.35 |
| The people who live in your area? | 0 | 0 | 2 (5%) | 2 (5%) | 2 (5%) | 5 (12.5%) | 0 | 1 (2.5%) | 5 (12.5%) | 8 (20%) | 15 (37.5%) | 7.80 |
| Your relationships with people in general? | 1 (2.5%) | 2 (5%) | 2 (5%) | 0 | 1 (2.5%) | 1 (2.5%) | 0 | 3 (7.5%) | 7 (17.5%) | 12 (30%) | 12 (30%) | 7.95 |

| <i>Frequency of spending time with friends in past week:</i> | Not at all | Once or Twice | Most days | Every day | Mean |
|--|-------------------|----------------------|------------------|------------------|-------------|
| Talking together | 2 (5%) | 6 (15%) | 15 (37.5%) | 17 (42.5%) | 3.18 |
| Having fun together | 5 (12.5%) | 9 (22.5%) | 11 (27.5%) | 15 (37.5%) | 2.90 |
| Meeting to study (apart from school) | 27 (67.5%) | 10 (25%) | 2 (5%) | 1 (2.5%) | 1.43 |

10.4 Section 4: Frequency table for The Area in which you live (N=40)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree | Don't know | Mean |
|---|-----------------------|---------------------------|-----------------------|--------------------|----------------------|-------------------|-------------|
| The town council asks children and young people their opinions about things that are important to them | 9 (22.5%) | 13 (32.5%) | 6 (15%) | 3 (7.5%) | 2 (5%) | 7 (17.5%) | 1.88 |
| In my area there are enough places to play or to have a good time | 4 (10.3%) | 6 (15.4%) | 7 (17.9%) | 13 (33.3%) | 8 (20.5%) | 1 (2.6%) | 3.31 |
| I feel safe when I walk around in the area I live in | 1 (2.6%) | 2 (5.1%) | 6 (15.4%) | 17 (43.6%) | 12 (30.8%) | 1 (2.6%) | 3.87 |

| Satisfied with: | Not satisfied at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied 10 | Mean |
|---|-----------------------------------|----------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|---------------|---------------------------------|-------------|
| The local police in your area? | 0 | 0 | 2 (5.1%) | 1 (2.6%) | 0 | 1 (2.6%) | 2 (5.1%) | 3 (7.7%) | 3 (7.7%) | 12 (30.8%) | 15 (38.5%) | 8.38 |
| How you are dealt with when you go to the doctors? | 0 | 0 | 0 | 0 | 1 (2.5%) | 2 (5%) | 1 (2.5%) | 2 (5%) | 6 (15%) | 15 (35%) | 14 (35%) | 8.70 |
| The outdoor areas children can use in your area? | 2 (5%) | 0 | 1 (2.5%) | 2 (5%) | 0 | 5 (12.5%) | 2 (5%) | 2 (5%) | 10 (25%) | 4 (10%) | 12 (30%) | 7.38 |
| The area where you live, in general? | 0 | 0 | 0 | 2 (5%) | 0 | 0 | 2 (5%) | 0 | 3 (7.5%) | 8 (20%) | 20 (50%) | 8.78 |

10.5 Section 5: Frequency table for School (N=40)

| | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree | Don't know | Mean |
|--|-----------------------|---------------------------|-----------------------|--------------------|----------------------|-------------------|-------------|
| My teachers listen to me and take what I say into account | 1 (2.5%) | 4 (10%) | 8 (20%) | 16 (40%) | 10 (25%) | 1 (2.5%) | 3.68 |
| I like going to school | 3 (7.5%) | 8 (20%) | 9 (22.5%) | 16 (40%) | 4 (10%) | 0 | 3.25 |
| My teachers treat me fairly | 0 | 5 (12.5%) | 8 (20%) | 16 (40%) | 11 (27.5%) | 0 | 3.83 |
| I feel safe at school | 0 | 3 (7.5%) | 3 (7.5%) | 10 (25%) | 24 (60%) | 0 | 4.38 |

| | Not at all | Once or Twice | Most days | Every day | Don't know | Mean |
|--|-------------------|----------------------|------------------|------------------|-------------------|-------------|
| Hit by other children in your school? | 33 (82.5%) | 4 (10%) | 2 (5%) | 0 | 1 (2.5%) | 1.18 |

| Satisfied with: | Not satisfied at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied 10 | Mean |
|--|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|---------------|---------------|---------------------------------|-------------|
| Other young people in your class? | 1 (2.5%) | 18 (45%) | 18 (40%) | 3 (7.5%) | 2 (5%) | 0 | 0 | 0 | 0 | 0 | 0 | 1.68 |
| Your school marks? | 0 | 3 (7.5%) | 0 | 0 | 2 (5%) | 3 (7.5%) | 6 (15%) | 5 (12.5%) | 7 (17.5%) | 5 (12.5%) | 9 (22.5%) | 7.20 |
| Your school experience? | 0 | 1 (2.5%) | 2 (5%) | 0 | 1 (2.5%) | 1 (2.5%) | 3 (7.5%) | 1 (2.5%) | 11 (27.5%) | 6 (15%) | 14 (35%) | 8.03 |
| Your life as a student? | 0 | 2 (5%) | 0 | 0 | 0 | 0 | 3 (7.5%) | 3 (7.5%) | 8 (20%) | 12 (30%) | 12 (30%) | 8.33 |
| Things you have learned? | 0 | 1 (2.5%) | 0 | 0 | 0 | 2 (5%) | 1 (2.5%) | 1 (2.5%) | 7 (17.5%) | 16 (40%) | 12 (30%) | 8.60 |
| Your relationships with teachers? | 0 | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 2 (5%) | 1 (2.5%) | 3 (7.5%) | 3 (7.5%) | 8 (20%) | 11 (27.5%) | 9 (22.5%) | 7.78 |

10.6 Section 6: Frequency table for How you spend your time (N= 39)

| <i>Frequency of activities when not in school:</i> | Rarely or never | Less than once a week | Once or twice a week | Every day or almost every day | Don't know | Mean |
|---|------------------------|------------------------------|-----------------------------|--------------------------------------|-------------------|-------------|
| Taking classes outside school time | 16 (41%) | 2 (5.1%) | 12 (30.8%) | 9 (23.1%) | 0 | 2.36 |
| Participate in organized leisure time activities | 19 (48.7%) | 3 (7.7%) | 13 (33.3%) | 2 (7.7%) | 1 (2.6%) | 1.95 |
| Reading for fun | 5 (12.8%) | 6 (15.4%) | 10 (25.6%) | 18 (46.2%) | 0 | 3.05 |
| Helping around the house | 2 (5.1%) | 4 (10.3%) | 15(38.5%) | 17 (43.6%) | 1 (2.6%) | 3.15 |
| Doing homework | 0 | 0 | 10 (25.6%) | 27 (69.2%) | 2 (5.1%) | 3.54 |
| Watching TV or listening to music | 0 | 2 (5.1%) | 5 (12.8%) | 30 (76.9%) | 2 (5.1%) | 3.56 |
| Playing sports or doing exercise | 1 (2.6%) | 3 (7.7%) | 16 (41%) | 19 (48.7%) | 0 | 3.36 |
| Using a computer | 0 | 2 (10.3%) | 4 (33.3%) | 13 (51.3%) | 2 (5.1%) | 3.26 |
| Spending time just being by myself | 1 (2.6%) | 6 (15.8%) | 9 (23.7%) | 20 (52.6%) | 2 (5.3%) | 3.16 |
| Taking care of brothers or sisters or other family members | 8 (20.5%) | 8 (20.5%) | 10 (25.6%) | 10 (25.6%) | 3 (7.7%) | 2.41 |

10.7 Section 7: Frequency table for More about you (N= 40)

| Satisfied with: | Not satisfied at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied 10 | Mean |
|--|-----------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|---------------|---------------|---------------------------------|-------------|
| How you use your time? | 0 | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 2 (5%) | 2 (5%) | 6 (15%) | 9 (22.5%) | 7 (17.5%) | 12 (30%) | 8.15 |
| The freedom you have? | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 2 (5%) | 1 (2.5%) | 1 (2.5%) | 2 (5%) | 4 (10%) | 10 (25%) | 18 (45%) | 8.50 |
| The amount of opportunities you have in life? | 0 | 0 | 1 (2.5%) | 0 | 1 (2.5%) | 1 (2.5%) | 0 | 3 (7.5%) | 10 (25%) | 7 (17.5%) | 17 (42.5%) | 8.63 |
| Your health? | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 0 | 1 (2.5%) | 2 (5%) | 4 (10%) | 11 (27.5%) | 19 (47.5%) | 8.75 |
| The way that you look? | 1 (2.6%) | 1 (2.6%) | 3 (7.7%) | 0 | 1 (2.6%) | 1 (2.6%) | 3 (7.7%) | 5 (12.8%) | 11 (28.2%) | 4 (10.3%) | 9 (23.1%) | 7.26 |
| Your own body? | 3 (7.7%) | 1 (2.6%) | 1 (2.6%) | 0 | 2 (5.1%) | 2 (5.1%) | 4 (10.3%) | 2 (5.1%) | 9 (23.1%) | 4 (10.3%) | 11 (28.2%) | 7.10 |
| What you do in your free time? | 0 | 0 | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 2 (5%) | 10 (25%) | 10 (25%) | 15 (37.5%) | 8.73 |
| How you are listened to by adults in general? | 1 (2.5%) | 1 (2.5%) | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 3 (7.5%) | 5 (12.5%) | 17 (42.5%) | 11 (27.5%) | 8.35 |
| Your self-confidence? | 4 (10.3%) | 0 | 1 (2.6%) | 0 | 1 (2.6%) | 3 (7.7%) | 1 (2.6%) | 9 (23.1%) | 7 (17.9%) | 5 (12.8%) | 8 (20.5%) | 6.95 |

| <i>Frequency in past year:</i> | No | | | | | Yes | | | | | <i>Mean</i> | |
|---|------------|---|---|---|-----------|------------|---|-------------|-------------|---------------|-------------|------|
| Moved house? | 34 (85%) | | | | | 6 (15%) | | | | | 1.15 | |
| Changed local area? | 37 (92.5%) | | | | | 3 (7.5%) | | | | | 1.08 | |
| Changed schools? | 8 (95%) | | | | | 2 (5%) | | | | | 1.05 | |
| Lived in another country for over a month? | 9 (95%) | | | | | 2 (5%) | | | | | 1.05 | |
| Your life as a whole? | 2 (5%) | 0 | 0 | 0 | 2 (5%) | 2 (5%) | 0 | 1 (2.5%) | 3 (7.5%) | 11 (27.5%) | 18 (45%) | 8.33 |

| Are you living with the same parents/ carers as you did a year ago? | Yes | No | <i>Mean</i> |
|--|------------|-----------|-------------|
| | 40 (100%) | 0 | 2 |

10.8 Section 8: Frequency table for How you feel about yourself (N=40)

| | Not satisfied at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally satisfied 10 | Mean |
|---|---|-------------|-------------|-------------|-------------|-------------|-------------|--------------|---------------|---------------|-------------------------------------|-------------|
| About how safe you feel? | 0 | 1 (2.5%) | 0 | 1 (2.5%) | 1 (2.5%) | 0 | 0 | 2 (5%) | 6 (15%) | 15 (37.5%) | 14 (35%) | 8.63 |
| With the things you want to be good at? | 0 | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 4 (10%) | 10 (25%) | 13 (32.5%) | 9 (22.5%) | 8.33 |
| About doing things away from your home? | 1 (2.5%) | 0 | 1 (2.5%) | 1 (2.5%) | 0 | 2 (5%) | 1 (2.5%) | 4 (10%) | 8 (20%) | 14 (35%) | 8 (20%) | 7.98 |
| About what may happen to you later in your life? | 1 (2.5%) | 1 (2.5%) | 0 | 0 | 0 | 0 | 4 (10%) | 2 (7.5%) | 11 (27.5%) | 12 (30%) | 8 (20%) | 8.05 |
| With your preparation for the future? | 2 (5%) | 0 | 0 | 1 (2.5%) | 1 (2.5%) | 1 (2.5%) | 3 (7.5%) | 7 (17.5%) | 6 (15%) | 13 (32.5%) | 6 (15%) | 7.60 |

| | Not happy at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally Happy 10 | Mean |
|--|-----------------------------|-------------|-----------|-------------|---|-------------|-------------|------------|--------------|-------------|------------------------|------|
| How happy you've felt in past 2 weeks | 1 (2.5%) | 1 (2.5%) | 2 (5%) | 3 (7.5%) | 0 | 1 (2.5%) | 1 (2.5%) | 4 (10%) | 9 (22.5%) | 12 (30%) | 6 (15%) | 7.33 |

10.9 Section 9: Frequency table for Your life and your future (N=39)

| | Not agree at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally agree 10 | Mean |
|-----------------------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------------|------------------------|------|
| My life is going well | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 0 | 3 (7.7%) | 1 (2.6%) | 5 (12.8 %) | 12 (30.8 %) | 12 (33.3%) | 8.03 |
| My life is just right | 1 (2.6%) | 2 (5.1%) | 1 (2.6%) | 0 | 0 | 3 (7.7%) | 2 (5.1%) | 2 (5.1%) | 5 (12.8 %) | 16 (41%) | 7 (17.9%) | 7.67 |
| I have a good life | 1 (2.6%) | 1 (2.6%) | 0 | 0 | 2 (5.1%) | 2 (5.1%) | 0 | 2 (5.1%) | 5 (12.8 %) | 9 (23.1 %) | 17 (43.6%) | 8.31 |
| I have what I want in life | 1 (2.6%) | 1 (2.6%) | 0 | 0 | 1 (2.6%) | 0 | 0 | 3 (7.7%) | 4 (10.9 %) | 17 (43.6 %) | 11 (28.2%) | 8.41 |

| | | | | | | | | | | | | |
|--|-------------|-------------|-------------|---|-------------|---|---|--------------|-------------|---------------|---------------|------|
| The things in my life are excellent | 1 (2.6%) | 2 (5.1%) | 1 (2.6%) | 0 | 1 (2.6%) | 0 | 0 | 5 (12.8%) | 3 (7.7%) | 13 (33.3%) | 13 (33.3%) | 8.05 |
|--|-------------|-------------|-------------|---|-------------|---|---|--------------|-------------|---------------|---------------|------|

| | No | Not sure | Yes | Mean |
|--|------------|-----------------|------------|-------------|
| I know what rights children have | 8 (20.5%) | 19 (48.7%) | 12 (30.8%) | 2.10 |
| I know about the children's rights convention | 22 (56.4%) | 12 (30.8%) | 5 (12.8%) | 1.56 |
| I think my country, adults in general respect children's rights | 9 (23.1%) | 15 (38.5%) | 15 (38.5%) | 2.15 |

| <i>Appreciating qualities when an adult:</i> | Not at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very much 10 | <i>Mean</i> |
|--|-------------------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|---------------|-------------------------------|-------------|
| Your friendliness | 1 (2.6%) | 0 | 2 (5.3%) | 1 (2.6%) | 0 | 1 (2.6%) | 0 | 1 (2.6%) | 4 (10.5%) | 10 (26.3%) | 18 (47.4%) | 8.45 |
| Your relationships with people | 1 (2.6%) | 0 | 1 (2.6%) | 0 | 0 | 2 (5.3%) | 0 | 2 (5.3%) | 7 (18.4%) | 11 (28.9%) | 14 (26.8%) | 8.45 |
| Your money | 2 (5.3%) | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 2 (5.3%) | 7 (18.4%) | 0 | 2 (5.3%) | 9 (23.7%) | 7 (18.4%) | 6 (15.8%) | 6.79 |
| Your power | 2 (5.3%) | 1 (2.6%) | 1 (2.6%) | 2 (5.3%) | 2 (5.3%) | 6 (15.8%) | 4 (10.5%) | 5 (13.2%) | 7 (18.4%) | 4 (10.5%) | 4 (10.5%) | 6.26 |
| Your family | 0 | 0 | 1 (2.6%) | 0 | 1 (2.6%) | 2 (5.3%) | 1 (2.6%) | 1 (2.6%) | 4 (10.5%) | 11 (28.9%) | 17 (44.7%) | 8.68 |
| Your personality | 0 | 0 | 1 (2.7%) | 1 (2.7%) | 0 | 1 (2.7%) | 2 (5.4%) | 1 (2.7%) | 2 (5.4%) | 10 (27%) | 19 (51.4%) | 8.78 |
| Your kindness | 0 | 0 | 1 (2.6%) | 0 | 0 | 1 (2.6%) | 1 (2.6%) | 3 (7.9%) | 2 (5.3%) | 12 (31.6%) | 18 (47.4%) | 8.89 |
| Your image | 1 (2.6%) | 0 | 0 | 2 (5.3%) | 2 (5.3%) | 3 (7.9%) | 2 (5.3%) | 5 (13.2%) | 4 (10.5%) | 8 (21.1%) | 11 (28.9%) | 7.63 |
| The things in my life are excellent | 2 (5.3%) | 0 | 1 (2.6%) | 1 (2.6%) | 0 | 2 (5.3%) | 1 (2.6%) | 5 (13.2%) | 5 (13.2%) | 10 (26.3%) | 11 (28.9%) | 7.79 |

| <i>Emotions felt in the past 2 weeks</i> | Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Extremely | Mean |
|--|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|---------------|---------------|------------------|-------------|
| | 0 | | | | | | | | | | 10 | |
| Satisfied | 1 (2.6%) | 0 | 1 (2.6%) | 2 (5.3%) | 3 (7.9%) | 1 (2.6%) | 1 (2.6%) | 2 (5.3%) | 14 (36.8%) | 8 (21.1%) | 5 (13.2%) | 7.34 |
| Happy | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 2 (5.3%) | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 3 (7.9%) | 4 (10.5%) | 14 (36.8%) | 9 (23.7%) | 7.71 |
| Relaxed | 1 (2.6%) | 1 (2.6%) | 1 (2.6%) | 3 (7.9%) | 1 (2.6%) | 3 (7.9%) | 1 (2.6%) | 4 (10.5%) | 5 (13.2%) | 10 (26.3%) | 8 (21.10%) | 7.24 |
| Active | 0 | 1 (2.6%) | 0 | 1 (2.6%) | 0 | 2 (5.3%) | 0 | 4 (10.5%) | 8 (21.1%) | 10 (26.3%) | 12 (31.6%) | 8.32 |
| Calm | 2 (5.3%) | 1 (2.6%) | 0 | 0 | 2 (5.3%) | 2 (5.3%) | 2 (5.3%) | 10 (26.3%) | 5 (13.2%) | 7 (18.4%) | 7 (18.4%) | 7 |
| Full of energy | 3 (7.9%) | 1 (2.6%) | 1 (2.6%) | 0 | 2 (5.3%) | 1 (2.6%) | 1 (2.6%) | 7 (18.4%) | 7 (18.4%) | 6 (15.8%) | 9 (23.7%) | 7.13 |

| Agreement with following sentences: | Not agree at all 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Totally agree 10 | Mean |
|--|-------------------------------|--------------|--------------|-------------|-------------|-------------|-------------|--------------|---------------|---------------|-----------------------------|-------------|
| I like being the way I am | 2 (5.3%) | 1 (2.6%) | 0 | 2 (5.3%) | 1 (2.6%) | 0 | 2 (5.3%) | 5 (13.2%) | 6 (15.8%) | 9 (23.7%) | 10 (26.3%) | 7.55 |
| I am good at managing my daily responsibilities | 0 | 1 (2.6%) | 0 | 1 (2.6%) | 2 (5.3%) | 1 (2.6%) | 2 (5.3%) | 1 (2.6%) | 9 (23.75) | 12 (31.6%) | 9 (23.7%) | 8.05 |
| People are generally pretty friendly to me | 0 | 0 | 0 | 2 (5.3%) | 1 (2.6%) | 2 (5.3%) | 1 (2.6%) | 4 (10.5%) | 6 (15.8%) | 12 (31.6%) | 10 (26.3%) | 8.16 |
| I have enough choice about how I spend my time | 0 | 0 | 0 | 1 (2.6%) | 0 | 2 (5.3%) | 1 (2.6%) | 5 (13.2%) | 6 (15.8%) | 13 (34.2%) | 10 (26.3%) | 8.39 |
| I feel that I am learning a lot at the moment | 0 | 0 | 1 (2.6%) | 1 (2.6%) | 0 | 0 | 1 (2.6%) | 8 (21.1%) | 4 (10.5%) | 15 (39.5%) | 8 (21.1%) | 8.26 |
| I feel that I know where my life is going | 2 (5.3%) | 1 (2.6%) | 1 (2.6%) | 0 | 1 (2.6%) | 0 | 3 (7.9%) | 5 (13.2%) | 11 (28.9%) | 9 (23.7%) | 5 (13.2%) | 7.34 |
| I feel lonely | 12 (31.6%) | 5 (13.2%) | 5 (13.2%) | 1 (2.6%) | 1 (2.6%) | 3 (7.9%) | 0 | 4 (10.5%) | 2 (5.3%) | 2 (5.3%) | 3 (7.9%) | 3.39 |
| I feel positive about my future | 2 (5.3%) | 2 (5.3%) | 0 | 1 (2.6%) | 0 | 3 (7.9%) | 1 (2.6%) | 1 (2.6%) | 10 (26.3%) | 11 (28.9%) | 7 (18.4%) | 7.47 |

| -5 | | | | | | | | | | | +5 | Mean |
|---|----|--------|----|--------|---------|---|---------|--------|--------|---------|------|------|
| I feel as bad as the WORST period in my life | | | | | | I feel as good as the BEST period in my life | | | | | | |
| -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 | | |
| 1 | 0 | 2 | 0 | 1 | 6 | 4 | 5 | 9 | 3 | 6 | 1.92 | |
| (2.7%) | | (5.4%) | | (2.7%) | (16.2%) | (10.8%) | (13.5%) | (24.3) | (8.1%) | (8.1 %) | | |

Appendix 11: Results from each section within the Children's World

Wellbeing Questionnaire

11.1 Your home and the people that you live with

Most participants reported feeling safe at home (89.5 % agree a lot and totally agree), having a quiet place to study at home (70% agree a lot and totally agree), feeling listened to by their parent or carer (80% agree a lot and totally agree), having a good time with their family (87.5% agree a lot and totally agree) and being treated fairly by their parents or carers (97.5%). Most participants reported talking with their family every day or most days (77%), having fun together as a family every day or most days (57.5%) or once or twice a week (35%), however, most participants reported learning together as a family only once or twice a week (45%) with 15% reported not at all and 35% reported most days or every day. The majority of participants reported being very satisfied with their home as 89.7% rated satisfaction scores between 8 – 10, most participants reported being very satisfied with the people they live with as 92.5 % rated satisfaction scores between 8 – 10, the majority of participants reported being very satisfied with the other people in the family as 82.5% rated satisfaction scores between 8 – 10 and the majority of participants reported being very satisfied with their family life as 85% rated satisfaction scores between 8 – 10. Females reported being less satisfied than males across all items. Year 9s reported higher levels of satisfaction with their house, people they live with and family time in comparison to year 8s. These findings suggest that overall, most participants' experience positive experiences at home, view their family and the way that they are treated by their families as positive and that therefore this context provides positive opportunities and experiences which support positive wellbeing.

11.2 Money and the things that you have

All participants have clothes in good condition to wear to school, access to the internet and a television at home they can use. Most participants have access to a computer at home (97.5%), a mobile phone (97.5%), their own room (85%), books to read (90%), a family car for transportation (97.5%) and their own things to listen to music (97.5%). Overall, most participants are satisfied with the things that they have, as 97.5% rated satisfaction scores of 7 – 10. 7.5% of participants responded that none of the adults in their home had a job, 40% responded that one adult had a job, 50% responded that 2 adults had jobs and 2.5% responded that more than 2 adults had jobs. When asked how often they worry about money 30% said they never worry, however, 47.5% responded often and 20% responded always. These findings suggest that the vast majority of participants have all the material items at home to provide entertainment and comfort, however, despite the fact that the majority of families have one to two adults who have jobs; money remains to be a source of worry for the majority of the participants.

11.3 Your friends and other people

When asked whether their friends are usually nice to them, most participants stated that they either agreed a lot or totally agreed (75%), however concerning, 22.5% responded with agree somewhat (20%) or agree a little bit (2.5%), suggesting that there were some participants who may not have positive relationships with their friends. 70% of participants stated that they had enough friends by agreeing a lot (20%) or totally agreeing (50%) with the statement, however, 22.5% responded agreeing a little (10%) or agreeing somewhat (12.5%), suggesting that there were some participants who feel that they would like to have more friends. Most participants stated that they are satisfied with

their friends as 73% responded with a satisfaction score between 7-10. 72.5% of participants responded to be satisfied with the people in their area, suggesting that they like the people who live around them, and the majority of participants were satisfied with their relationships with people in general as 85% gave satisfaction scores between 7 – 10. These findings suggest that the participants are happier with their relationships with others in general than the relationships with their friends, suggesting that there are other people who the participants have good relationships, such as family or the people who live around them, which are important relationships to the participants. Females reported lower scores than males across all items except that their friends are usually nice to them, suggesting that although females are less satisfied with how many friends they have, the people in their area and general relationship than males, they believe that their friends are usually nicer to them than males did. Females were particularly less satisfied with the people in their area and their relationships in general than males were. Year 8s reported more positive responses than year 9s across all items, suggesting that the year 9s were overall less satisfied with their friends and other people than year 8s. When asked how frequently they spend time with their friends, 80% responded that they talk with their friends most days (37.5%) or every day (42.5%), 65% of participants responded that they had fun together with their friends every day (37.5%) or most days (27.5%) and only 7.5% reported meeting with friends to study outside school frequently. This suggests that when the majority of participants meet with their friends they are significantly more likely to spend their time doing fun based activities such as talking and having fun than studying outside school. However, concerning 5% responded that they never spent time talking to friends and 12.5% responded that they never have fun

together with their friends. This suggests that there were some participants who may be isolated from their friends when both in school and outside school as they may not have opportunities to do fun based activities with peers. Females reported spending more time with friends across all items in comparison to the males, suggesting that it is more important to females to have time with friends being sociable. Year 8s reported taking to friends more and meeting with them to study more than year 9s, however, year 9s reported having more fun with friends than year 8s.

11.4 The area that you live in

When asked whether their town council asks CYP their opinions about what is important to them, only 12.5% responded that they agreed (5%) or agreed a lot (7.5%) whereas 22.5% did not agree and 32.5% agreed a little bit, suggesting that the majority of participants feel disconnected from the town council and that their views may not be sought out to be taken into consideration. 71.7% of participants expressed that they agreed that there are enough places to play or have a good time in their area as 17.9% agreed somewhat, 33.3% agreed a lot and 20.5% agreed a lot. 89.8% of participants reported feeling safe walking around the area that they live in as 15.4% agreed somewhat, 43.6% agreed a lot and 30.8% totally agreed. These findings suggest that overall, the participants have a more positive than negative view of the area that they live in. Males reported feeling safer and that there are more places to have a good time than females did, however females reported higher levels of feeling listened to by the town council than males. Year 8s responded more positively than year 9s across all areas, suggesting that year 8s are generally happier in the area that they live in than the year 9s. When asked about their satisfaction with the local police, participants reported being satisfied as 84.7% responded

with satisfaction scores of between 7-10, furthermore, participants also report being satisfied with their doctors as 90% gave satisfaction scores between 7-10. Participants report being satisfied with the outdoor areas which CYP can use as 70% responded with satisfaction scores between 7 – 10, in additional participants reported being satisfied with the general area that they live as 77.5% responded with satisfaction scores between 8 – 10. Males report higher levels of satisfaction in all areas in comparison to females, furthermore, Year 9 indicated more satisfaction with the areas which they live in generally in comparison to year 8, however, year 8 rated more satisfaction across all other areas, particularly satisfaction with outdoor space. These findings suggest that overall; the majority of participants are generally satisfied and happy, having a positive perception of the service which they receive from doctors, the police, the outdoor areas available and general area.

11.5 School

When participants were asked whether their teachers listen to them and take what they say into account 85% responded that they agreed as 20% agreed somewhat, 40% agreed a lot and 25% totally agreed. 72.5% of participants responded that they like going to school as 22.5% agreed somewhat, 40% agreed a lot and 10% totally agreed. 87.5% responded that they felt that teachers treated them fairly as 20% somewhat agreed, 40% agreed a lot and 27.5% totally agreed. 92.5% reported feeling safe at school as 7.5% agreed somewhat, 25% agreed a lot and 60% totally agreed. Females reported higher levels of agreement with teachers listening in comparison to males, however, males reported higher agreement of liking school, findings teachers fair and feeling safe in school. Year 9 reported feeling more listened and feeling safer in school in comparison to year 8, however, year 8 reported that they liked school

more and that feeling that teachers treat them fairly in comparison to year 9. 82.% reported that they are never hit by other participants in their school with only 10% reporting once or twice and 5% most days. These findings suggest that overall the majority of participants have a positive view of school as they like going to school, are not hit by their peers, feel listened to by teachers, feel safe and feel that they are treated fairly. The majority of participants reported being satisfied with their school marks as 65% reported satisfaction scored between 7 – 10, appear to be satisfied with their school experience as 80% report satisfaction scores between 7 – 10 and state that they are satisfied with their life as a student as 87.5% reported satisfaction scores between 7 – 10. When asked about the things that they have learned, 90% responded that they were satisfied by giving satisfaction scores between 7 -10 and the majority of participants are satisfied with their relationships with the teachers as 77.5% gave satisfaction scores ranging between 7 – 10. However, when asked about the other CYP in their classes, the majority of participants reported not being satisfied as 100% gave satisfaction scores between 0 – 4. Males reported greater satisfaction with peers, school experience, with student life, by what learned and with teacher relationships in comparison to females. Females reported greater satisfaction with grades than males did. Year 8 reported greater satisfaction with grades than year 9, however year 9 reported greater levels of satisfaction with peers, school experience, student life, with things have leaned and with teacher relationships in comparison with year 8. These findings suggest that although the participants were happy with their grades, student lifestyle, content of lessons and relationships with teachers, there is a significant difference in the way that they view their peers who are in their classes which affects their overall view of school.

11.6 How you use your time

Participants were asked about how frequently they participate in activities when they are not in school; 41% reported rarely or never taking classes in comparison to 53.9% who took classes once or twice a week (30.8%) and every day or almost every day (23.1%). 48.7% rarely or never participated in organized leisure activities in comparison to 41% who did once or twice a week (33.3%) and every day or almost every day (7.7%). 71.8% reported reading for fun once or twice a week (25.6%) or every day or almost every day (46.2%). 43.6% helped their parents around the house every day or almost every day, 76.9% watched television or listened to music every day or almost every day, 89.7% did exercise or played sports once or twice a week (41%) and every day or almost every day (48.7%), 84.6% used a computer once or twice a week (33.3%) and every day or almost every day (51.3%). 76.3% spend time by themselves once or twice a week (23.7%) and every day or almost every day (52.6%) and 51.2% look care of their siblings or other family members once or twice a week (25.6%) and every day or almost every day (25.6%). 94.9% reported doing homework once or twice a week (25.6%) and every day or almost every day (69.2%). Males reported spending more time participating in organized leisure activities, reading, using a computer and spending time alone in comparison to females. Females reported spending more time taking classes outside school, helping at home, doing homework, watching television / listening to music, playing sport/ doing exercise and looking after siblings. Year 8s reported spending more time on classes outside of school, participation in organized leisure activities, doing homework, reading, watching television /listening to music, playing sport/ doing exercise, using a computer and more alone time in comparison to year 9, however, year 9 reported spending more

time on looking after siblings than year 8s. The most common year 8 and year 9 activity was watching television / listening to music. These findings suggest that the most activities that participants do the most frequently when out of school are watching television or listening to music and then homework. The least frequent activities were participating in organized leisure activities and taking classes outside of school.

11.7 More about you

When participants were asked with how satisfied there were with how they use their time, most participants responded that they were satisfied as 83.2% reported satisfaction scored between 7 – 10. Most participants were satisfied with the freedom that they have as 85% reported satisfaction scored between 7 – 10.

11.8 How you feel about yourself

Most participants stated feeling safe as 92.5% reported satisfaction scores between 7 - 10. Most participants stated feeling satisfied with the things that they are good at as 90% reported satisfaction scores between 7 – 10. Most participants reported feeling satisfied with doing things away from home as 85% responded with satisfaction scores between 7 – 10. Most participants reported feeling satisfied with what may happen to them later in life as 85% responded with satisfaction scores between 7 – 10. Most participants were satisfied with their preparation for the future as 80% responded with satisfaction scores between 7 – 10. When participants how happy they had been in the past 2 weeks, the majority, 77%, of participants responded with scores between 7 – 10. Males reported greater feelings of satisfaction with all items in comparison to females. Year 8 reported greater feeling more satisfaction with being good at the things they want to be and overall happiness in past week weeks in

comparison to year 9. Year 9 reported feeling more satisfied with their safety, satisfaction with being away from home, their future and feeling more prepared for the future than year 8s. Overall, participants appear to be satisfied in these areas as most participated scored highly across all items, suggesting that they feel positive about themselves.

11.9 Your life and your future

Most participants responded that they agreed that their life is going well, as 79.5% reported agreement scores between 7 – 10. Most participants responded that they agreed that their life is just right, as 76.8% reported agreement scores between 7 – 10. Most participants responded that they agreed that they have a good life, as 84.6 % % reported agreement scores between 7 – 10. Most participants responded that they agreed that they have what they want in life, as 90.4% reported agreement scores between 7 – 10. Most participants responded that they agreed that things in their life are excellent, as 87.1% reported agreement scores between 7 – 10. Males reported higher agreement to all items in comparison to females, particularly in relation to life going well, having a good life and life being excellent. Year 8 pupils reported greater adequacy with life going well, having a good life, having what they want in life and life being excellent in comparison to year 9 pupils. Year 9 pupils reported higher adequacy with life being just right in comparison to year 8 pupils. These findings suggest that overall; most participants feel positive about their life currently.

Most participants were not clear what rights children have as 69.2% reported that they did not know or were not sure. Most participants were not clear about what the Children's Rights Convention is as 87.2% reported that they did not know or were not sure. Furthermore, most participants reported that they were not clear whether adults in their country respected children's rights as 61.5%

reported they did not know or were not sure. These findings suggest that participants may not be clear or educated on their rights as young person such as The United Nations Convention on the Rights of the Child (United Nations International Children's Emergency Fund (UNICEF), 1991) which may lead to them understanding their rights, what the country has agreed to provide for and protect CYP from and possibly the education to feel empowered as CYP.

Participants were asked about a number of qualities and how much they would appreciate these when they are an adult. Most participants reported high levels of appreciating all qualities, including friendliness, relationships with other people, families, personality, kindness, money, power, image and that things in their lives as adults are excellent. Males reported greater levels of adequacy of importance of qualities when they are an adult in friendliness, relationships with others, family, personality, kindness and that things in their life as excellent in comparison to females. However, females agreed greater levels of adequacy in money, power and image. Year 8 pupils reported greater levels of adequacy of importance of qualities when they are an adult in friendliness, relationships with others, family, personality and kindness in comparison to year 9, whereas year 9 reported greater levels of adequacy of money, power, image and things in life being excellent.

When asked about the emotions which they had experienced in the past 2 weeks, most participants responded that they satisfied, happy, relaxed, active, calm and full of energy. The emotions felt most frequently was active, happy and full of energy. Males reported greater levels of all emotions within the past 2 weeks in comparison to females. Year 8 reported greater levels of feeling satisfied and happy in comparison to year 9, however, year 9 reported greater

feelings of feeling relaxed, active, calm and full of energy compared to year 8 pupils.

When asked about the amount which they agree with statements about some of their feelings, most participants reported that they liked being the way that they are as 79% responded with agreement scores between 7 – 10. Most participants reported that they are good at managing their daily responsibilities as 81.65% responded with agreement scores between 7 – 10. Most participants reported that people are generally pretty friendly to them as 84.2% responded with agreement scores between 7 – 10. Most participants reported that they have enough choice how they spend their time as 89.5% responded with agreement scores between 7 – 10. Most participants reported that they feel that they are learning a lot at the moment as 92.2% responded with agreement scores between 7 – 10. Most participants reported that they feel that they know where their life is going as 79% responded with agreement scores between 7 – 10. Most participants reported that they don't agree that feel lonely as 63.2% responded with agreement scores between 0-4. Most participants reported that they feel positive about their future as 76.2% responded with agreement scores between 7 – 10. Males reported greater adequacy in all items than females in all areas, however, females reported feeling less lonely than males. Year 8 reported greater adequacy with liking being the way they are and being good at managing responsibilities in comparison to year 9. However, year 9 report greater adequacy with people friendly to them, having enough choice about how to spend time, feeling that they are learning a lot, knowing where life is going and feeling positive about the future. Year 9 reported feeling less lonely than year 8. Overall, these findings suggest that most participants provide positive

responses to adequacy about their life and their future at the moment, that the majority do not feel lonely and that they feel positive about their future.

Appendix 12: Example of focus groups transcript

Key

I = Interviewer

I: We are now going to feedback to the group about what things you think are important, what influences your own wellbeing and things that matter to young people. Would anybody like to share their views?

Y9M4: Exercise

Y9M5: Social media

Y8M1: Friends

Y8M5: Friendships

Y9M9: not just going on social media but actually talking to people to their face

Y9M5: the feeling of safety

Y8M3: friends and family

Y8M5: Actually meeting up with people in person, not just over the internet

Y8M1: having freedom at home so you can go out with friends

Y9M8: food

Y8M1: well I play football and sport

I: Do you play sport for exercise or for fun?

Y8M1: both, sometime for exercise but other times for fun. It is different

Y9M5: I think that gaming is fun

Y9M4: food is good. Everyone likes food, let's put that

I: Is there anything else that you think it important to your wellbeing? What things have you written down on your sheets? What things make you happy and matter to the way you feel?

Y8M1: I like respect

Y9M4: yes, respect

Y9M5: being quite high in the pecking order (quietly)

I: That's interesting, can you share that again with the group?

Y9M5: being quite high in the pecking order

I: Is that important to other people?

Y9M9, Y8M1 and Y9M8: yes

Y8M5: well not really

Y9M4: what is the pecking order?

Y8M5: basically, you have someone who is high up in the pecking order and they lead everyone else, and then there are other people lower down who lead other people who are commanded by the higher person, and then so on.

I: Is that important to other people where you stand in your social group?

Y8M5: Not really, I don't care

Y9M8: as long as I'm somewhere in the middle I don't mind really

Y9M4: I think so as I want to be a flight sergeant so I think it's important to have someone who leads everyone

Y8M1: I want to be a lawyer and I agree

I: Ok, what other things make you happy?

Y8M1: ok this may sound really sad but Wi-Fi

Y9M9: YES

Y8M1: You need Wi-Fi for so many things

Y9M5: you need Wi-Fi for almost everything

Y9M8: yeah like Xbox live

Y8M6: you don't need Wi-Fi for books

Y8M5: yeah books are important

Y9M9: I like watching racing on TV

Y9M4: yeah, TV is important

I: So you like watching sport and also taking part?

Y9M9: yes

Y8M1: Morally and personally, no joke, when I go to watch Argyle play and they win I feel so much better for the rest of the weekend

I: It makes a difference to the way that you feel?

Y8M1: yeah! Especially if the ref is awful and then I will get really annoyed

Y8M5: I feel really bad when Arsenal get a transfer ban

I: So your sports teams that you support really make a difference to the way that you feel?

Y8M1, Y8M5: YES

I: Is there anything else on your sheets that make a difference to the way you feel?

Y8M5: getting out in the world

Y9M4: yeah going to Exeter, it's wicked!

Y9M5: yeah getting out and going places matter to me

Y9M9: yeah having a chance to talk with people without it being on the internet

I: There are two different things there, one was about going out and experiencing the world and the other was about talking to people not on the internet

Y9M5: yeah, life is a big adventure. I like going out onto the moors and chatting with my family

Y8M5: I like exploring. My parents save loads of money so we can go on holidays

Y8M1: I like going abroad, I've been to LA and stuff

Y9M5: you're lucky

Y8M1: I've been to London too

Appendix 13: Key areas which are important to CYP wellbeing by gender

Males

1. Sport
2. Exercise
3. Socialising
4. Food
5. Education (previously exploring world, later crossed out)
6. Breaks from school
7. Feeling safe
8. Clubs
9. Respect
10. Books
11. Having knowledge

Additional items include: exercise, social media, respect, meeting up, exploring, books, pecking order, Wi-Fi, food, holidays, feeling safe, bikes, fun, talking with family, friends and family, sports – watching and taking part

Females

1. Having family around you
2. Friendships
3. Being able to talk to someone when you are upset
4. Not being judged
5. Clubs
6. Socialising with friends (and confiding)
7. Going out with friends (having fun)
8. Having a good time

Appendix 14: Example of coding for thematic analysis for female focus group analysis

In pairs / groups of threes, what do you think it means as young people to be happy, satisfied or to live well? What is important to you? You can use the sheet to help you?

with (no group discussion, participants were shy and more reserved at start of session and so were encouraged to fill out the sheet to start thinking of what is important to them)

We are now going to feedback to the group about what things you think are important, what influences your own wellbeing and things that matter to young people. Would anybody like to share their views?

S1Y9F2: Friendships

Friendships Did anyone else have that on their sheet?

All: yes

So friendships are important to all of you?

All: Yes

Fantastic, what else is important to you?

socialising S1Y8F12: going out with friends

Family Belonging S1Y9F8: Having family around all the time

Did anyone else have family on their sheet?

All: yes

talking S1Y8F12: Being able to talk to talk to someone else when you're sad

Feeling listened to Anything else?

out of school activities S1Y8F13: Clubs

Sport/ recreation What sort of clubs are you in?

S1Y8F13: I used to go to a horse riding club

So, would that be a sports club or would it be a socialising clubs? Or both?

Socialising S1Y8F13: both

S1Y9F10, what do you have written on your sheet?

having fun S1Y9F10: Just trying to always have a good time, with whoever you are with?

Is that about having a positive outlook or trying to make the most of being with people?

Positive outlook S1Y9F10: I don't know really, I think it's a bit of both, it's important to try and make the most of it but important to try and be a positive person anyway

S1Y9F11 is there anything that you want to share? x.

Being with others S1Y9F11: Being able to talk and interact with other people. Being with friends.

interactions

friendships

Appendix 15: Thematic structure for focus groups code analysis

| Theme | Number of Codes | Codes |
|-----------------------------|-----------------|--|
| Access to activities | 39 | Confidence |
| | | Emotional impact |
| | | Exercise |
| | | Exploring |
| | | Expressing yourself |
| | | Face to face socialising |
| | | Freedom |
| | | Fun |
| | | Bonding with family through activities |
| | | Sport |
| | | Physical activities |
| | | School stress |
| | | Homework |
| | | Breaks from school |
| | | Education |
| | | School/ home balance |
| | | School holidays |
| | | Benefits from activities |
| | | Access to activities |
| | | Clubs |
| | | Making new friends |
| | | Books |
| | | Opportunities to learn |
| | | Time to relax |
| | | Holidays |
| | | Internet socialising |
| | | Leadership |
| Life satisfaction | | |

| | | |
|-------------------------|----|---------------------------------|
| | | Lifestyle |
| | | Out of school activities |
| | | Self-esteem |
| | | Solidarity |
| | | Sports/ recreation |
| | | Social media |
| | | Social networking |
| | | Socialising |
| | | Wellbeing |
| | | Technology |
| | | Working with others |
| Basic needs met | 5 | Basic needs |
| | | Feeling safe |
| | | Food |
| | | Safety |
| | | Respect |
| Positive outlook | 5 | Fun |
| | | Positive outlook |
| | | Feeling positive |
| | | Having no concerns |
| | | Life satisfaction |
| Relationships | 24 | Acceptance for who you are |
| | | Being with others |
| | | Emotional support |
| | | Belonging |
| | | Relationships |
| | | Self-esteem |
| | | Confiding |
| | | Sense of connection with others |
| | | Emotional support |

Face to face socialising

Social status

Feeling supported

Feeling understood

Having people around you

Friendship

Socialising

Sympathy

Talking to others

Trust

Understanding

Interactions with others

Quality time with family

Respect

Making new friends

Appendix 16: Themes emerging from Focus Groups thematic analysis

Themes emerging from thematic analysis at different phases of thematic analysis process in phase 1

| Phase 2 | Phase 3 | Phase 5 |
|-----------------------------|----------------------|----------------------|
| Acceptance for who you are | Access to activities | Access to activities |
| Activities | Emotional support | Basic needs met |
| Basic needs | Feeling positive | Feeling positive |
| Being with others | Food | Relationships |
| Belonging | Relationships | |
| Career | Safety | |
| Confidence | School holidays | |
| Confiding | Socialising | |
| Emotional impact | Sports | |
| Emotional support | Technology | |
| Exercise | | |
| Exploring | | |
| Expressing yourself | | |
| Face to face socialising | | |
| Family | | |
| Feeling free to be yourself | | |
| Feeling listened to | | |
| Feeling safe | | |
| Feeling supported | | |
| Feeling understood | | |
| Freedom | | |
| Friendships | | |
| Fun | | |
| Having fun | | |
| Quality time with family | | |
| Bonding with family | | |

| |
|--------------------------|
| through activities |
| Sport |
| Positive outlook |
| Basic needs |
| Physical activities |
| School stress |
| Homework |
| Breaks from school |
| Education |
| School/ home balance |
| School holidays |
| Safety |
| Benefits from activities |
| Respect |
| Access to activities |
| Clubs |
| Making new friends |
| Books |
| Opportunities to learn |
| Time to relax |
| Holidays |
| Having no concerns |
| Having people around you |
| Having time for yourself |
| Interactions |
| Internet socialising |
| Leadership |
| Life satisfaction |
| Lifestyle |
| Maturing |

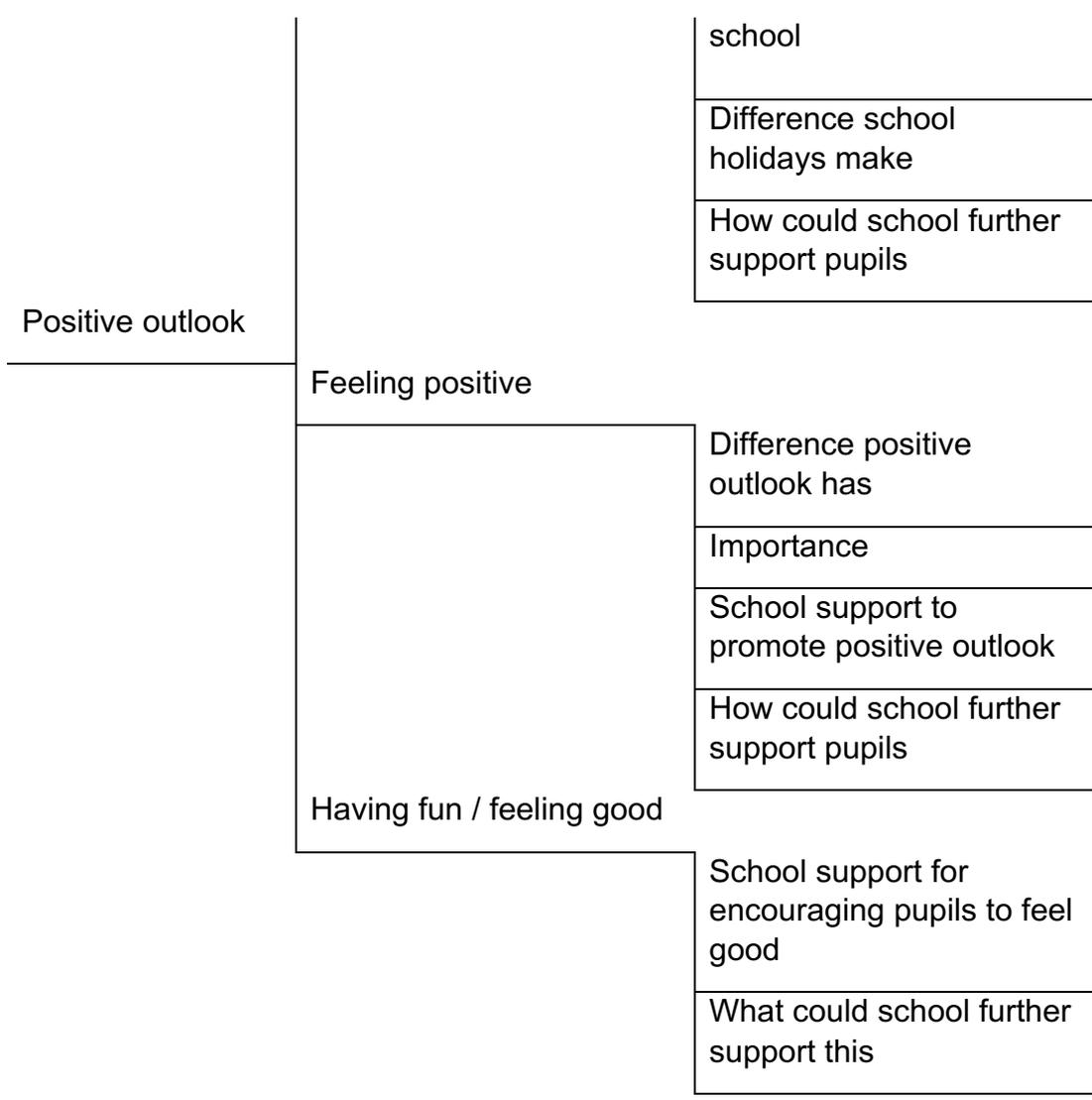
| |
|---------------------------------|
| Out of school activities |
| Positive outlook |
| Power |
| Priorities changing |
| Relationships |
| Religion |
| Respect |
| Responsibility |
| Safety |
| Self esteem |
| Sense of connection with others |
| Social media |
| Social networking |
| Social status |
| Socialising |
| Solidarity |
| Sports/ recreation |
| Sympathy |
| Talking to others |
| Technology |
| Trust |
| Understanding |
| Wellbeing |
| Working with others |

Appendix 17: Concept map for semi-structured interviews

Relationships

| | | | |
|----------------------|---|--|---|
| | Friends and family | | |
| | Socialising | | |
| | Emotional support | | |
| | Feeling accepted | | |
| | Difference between face to face and social media | | |
| | Pecking order | | |
| | | | Importance of relationships with friends and family |
| | | | Activities done with friends and family |
| | | | Benefits |
| | | | School support for family relationships |
| | | | How could school further support family relationships |
| | | | School support for friendships? |
| | | | How could school further support friendships |
| | | | School support for online interactions and social media |
| | How could school further support online interactions and social media | | |
| Access to activities | Technology | | |
| | Sports | | |
| | Clubs | | |

| | | |
|-----------------|-----------------------------|---|
| | Travel | |
| | Extra-curricular activities | |
| | Other activities | |
| Basic needs met | | How they found out about activities |
| | | Benefits |
| | | School encouragement to engage in activities |
| | | How could school further promote pupil's engagement in activities |
| | Food | |
| Basic needs met | | Enough food at home |
| | | Enough food at school |
| | | Importance of this basic need |
| | | How could school further support pupils with this basic need |
| | Safety | |
| Basic needs met | | Feeling of safety at school |
| | | Why important |
| | | How could school further enable pupils to feel safe |
| | School holidays | |
| | | Importance of school holidays/ breaks from |



Appendix 18: Sample of Interview Schedule, developed using Tomlinson's (1989) hierarchical focusing approach

C. Basic needs met

1. Do you feel safe in school?

a. Why?

2. Is it important for you to feel safe?

a. Does your school support you with this?

b. What could your school do better?

Why?

3. Do you have enough food to eat?

a. At home?

b. At school?

c. Is this important to you?

Why?

d. What could your school do better?

Why?

4. Are school holidays/ breaks from school important to you?

a. Why?

b. What difference do they make to you?

c. What could your

school do better?

Why?

a. In what ways?

a. Feeling positive

1. Do you feel that it is important to have a positive outlook on life?

a. why/ why not?

c. do you think it makes a difference?

d. Does your school support you with this?

Why/ why not?

e. What could your school do better?

Why?

2. What things do you do that make you feel good?

a. Why?

b. how often?

c. does your school support you with this?

Why/ why not?

d. What could your school do better?

Why?

Appendix 19: Example of transcript from Semi-structured interviews

Key: -

I: = Interviewer

R: = Respondent

I: The first question is what activities do you enjoy doing?

R: Well as you can see I enjoy doing SCF a lot I like doing that. I like doing swimming, I like adventuring round the moors stuff like that, walking the dog. I don't really like sports though.

I: Lovely and you said SCF what's that stand for?

R: Erm Student Cadet Force I think or something like that.

I: Ok and do you belong to any clubs?

R: No I don't really like doing clubs or anything like that.

I: Ok and do you like reading?

R: Yeah it depends what book really.

I: And do you go on like holidays and travelling at all?

R: Sometimes I don't go on holiday that much, like I don't like to go to other countries. I don't mind going to Scotland and somewhere like nearby well not nearby you know what I mean yeah.

I: Yeah ok and how did you find out about the activities like SCF and...?

R: SCF well basically we get told well back in Year 7 about it and yeah ever since then I wanted to do it.

I: Ok and what benefits do you get from doing this activity?

R: Well I don't know I think it's just how well keep fit basically we get outside.

I: And what about does it benefit the way that you feel about things?

R: Not really, I just use it as an opportunity to just like well get outside, I see my friends and just enjoy myself really.

I: Ok and have you made any friendships through these activities?

R: Not really, well my friends do some of the activities I do but I don't really, well, I haven't made any friends doing the same if you know what I mean.

I: Ok and why do you think that is?

R: I don't know really, I don't go looking for friends I just I'll go there do it and just go home really.

Appendix 20: Case summary record to identify participants to interview

| Participant | Total home adequacy (out of 25) | Total friends adequacy (out of 10) | Total area adequacy (out of 15) | Total school adequacy (out of 20) | Total life and future adequacy (out of 55) | Total life and future adequacy (out of 88) |
|--------------------|--|---|--|--|---|---|
| Y8M1 | 24 | 8 | 9 | 12 | 44 | 63 |
| Y8M3 | 22 | 9 | 11 | 14 | 50 | 80 |
| Y8M4 | 25 | 7 | 10 | 17 | 46 | 54 |
| Y8M5 | 23 | 9 | 11 | 20 | 46 | 57 |
| Y8M6 | 19 | 7 | 9 | 16 | 38 | 63 |
| Y8F1 | 23 | 10 | 9 | 13 | 50 | 64 |
| Y8F2 | 25 | 10 | 10 | 17 | 45 | 52 |
| Y8F3 | 25 | 8 | 11 | 14 | 50 | 72 |
| Y8F4 | 21 | 9 | 8 | 17 | 38 | 49 |
| Y8F5 | 14 | 8 | 4 | 7 | 7 | 13 |
| Y8F6 | 13 | 0 | 6 | 7 | 2 | 33 |
| Y8F7 | 23 | 10 | 13 | 19 | 49 | 67 |
| Y8F8 | 21 | 6 | 4 | 13 | 35 | 49 |
| Y8F9 | 21 | 10 | 9 | 16 | 42 | 63 |
| Y8F10 | 25 | 10 | 99 | 18 | 50 | 99 |
| Y8F11 | 25 | 10 | 13 | 19 | 46 | 62 |
| Y8F12 | 25 | 10 | 13 | 20 | 46 | 56 |
| Y8F14 | 25 | 10 | 10 | 16 | 50 | 68 |
| Y9M1 | 19 | 7 | 8 | 14 | 41 | 63 |
| Y9M2 | 19 | 8 | 8 | 14 | 45 | 55 |
| Y9M3 | 21 | 9 | 9 | 14 | 50 | 70 |
| Y9M4 | 22 | 5 | 10 | 17 | 27 | 43 |
| Y9M5 | 24 | 10 | 15 | 17 | 99 | 99 |
| Y9M6 | 22 | 4 | 6 | 17 | 42 | 64 |

| | | | | | | |
|----------------|--------------|-------------|-------------|--------------|--------------|--------------|
| Y9M7 | 21 | 8 | 6 | 11 | 42 | 60 |
| Y9M8 | 24 | 6 | 11 | 18 | 41 | 61 |
| Y9M9 | 20 | 7 | 11 | 14 | 48 | 68 |
| Y9F1 | 25 | 9 | 9 | 15 | 45 | 71 |
| Y9F2 | 25 | 9 | 10 | 16 | 47 | 62 |
| Y9F3 | 21 | 9 | 8 | 13 | 41 | 62 |
| Y9F4 | 22 | 5 | 10 | 17 | 24 | 37 |
| Y9F5 | 19 | 4 | 6 | 10 | 26 | 59 |
| Y9F6 | 25 | 8 | 15 | 16 | 19 | 63 |
| Y9F7 | 21 | 5 | 8 | 14 | 28 | 53 |
| Y9F8 | 24 | 9 | 7 | 17 | 50 | 61 |
| Y9F9 | 24 | 9 | 11 | 17 | 46 | 66 |
| Y9F10 | 22 | 10 | 6 | 16 | 45 | 64 |
| Y9F11 | 22 | 5 | 2 | 19 | 48 | 67 |
| Y9F12 | 17 | 10 | 5 | 10 | 44 | 52 |
| Y9F13 | 24 | 8 | 10 | 14 | 45 | 62 |
| N | 40 | 40 | 39 | 40 | 39 | 38 |
| Mean | 22.05 | 7.88 | 9.00 | 15.13 | 40.46 | 58.63 |
| Median | 22.00 | 8.50 | 9.00 | 16.00 | 45.00 | 62.00 |
| Maximum | 25 | 10 | 15 | 20 | 50 | 80 |
| Minimum | 13 | 0 | 2 | 7 | 2 | 13 |



Graduate School of Education

Certificate of ethical research approval

MSc, PhD, EdD & DEdPsych theses

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/publications> and view the School's Policy online.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter). **DO NOT COMPLETE BY HAND**

Your name: Hannah James

Your student no: 630048309

Return address for this certificate: hj248@exeter.ac.uk

Degree/Programme of Study: DEdPsych

Project Supervisor(s): Brahm Norwich and Margie Tunbridge

Your email address: hj248@exeter.ac.uk

Tel: 07808063787

I hereby certify that I will abide by the details given overleaf and that I undertake in my thesis to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed: HJames date: 09/03/15

Certificate of ethical research approval

TITLE OF YOUR PROJECT:

The perspectives of children and young people about how their secondary school supports the wellbeing of pupils.

1. Brief description of your research project:

The study aims to gain a deep understanding about how children and young people (CYP) perceive schools to support the wellbeing of pupils. The study will be divided into 2 parts; part one will use exploratory focus groups to identify how CYP construct the term wellbeing and key themes and areas which CYP perceive to be important for schools to support pupil wellbeing. Participants across school years 8 and 9 will then be asked to complete a questionnaire to measure subjective wellbeing of pupils (Children's Worlds International Survey of children's well-being). Part two will use semi-structured interviews to explore CYP perceptions about how schools and teachers support the wellbeing of pupils and to identify the vocabulary which CYP use to talk about wellbeing. Concluding focus groups will be ran to feed back my interpretations of the data in order to ensure that these are reflective of the views of CYP.

2. Give details of the participants in this research (giving ages of any children and/or young people involved):

Pupils in school years 8 and 9 (12-14 years old) across three secondary schools will be invited to participate in this research. 4 male and 4 female participants will be chosen from year 8 and from year 9 to participate in the exploratory focus groups at the start and end of the research. All pupils whose parents have given consent for their involvement in the research will be asked to complete a questionnaire to measure subjective wellbeing. 12- 15 participants will be interviewed using semi-structured interviews to gain their perspective about how their school and teachers support pupil wellbeing.

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

3. Informed consent: Where children in schools are involved this includes both headteachers and parents). Copy(ies) of your consent form(s) you will be using must accompany this document. a blank consent form can be downloaded from the GSE student access on-line documents: **Each consent form MUST be personalised with your contact details.**

Head teacher consent will be gained in order to ensure that the school is in agreement with the research being carried out with their pupils. Parental consent will be sought from all year 8 and 9 pupils across 2 secondary schools to ensure that all parents are aware that their children may partake in research. Following this, informed consent will be gained from all year 8 and 9 pupils whose parents provided passive consent prior to the pilot study taking place in order to identify the voluntary participants. All participants will be fully informed about the purpose of their study, methods

which will be used, the use of the data gathered and their right to withdraw at any point of the research.

4. Anonymity and confidentiality

The identity of all participants will be kept confidential and will be anonymised by assigning participant numbers to questionnaires and false names will be used on the transcripts of the focus groups and transcripts. Furthermore, the identity of the participating schools will be kept confidential and anonymised by allocating a pseudonym to each school.

Once data has been collected, it will be held safely and securely. There will be no deliberate harm to participants during the study, however debrief sessions will be made available to the pupils in each school following the focus groups phase, questionnaire phase and semi-structured interviews phase in case the content of these sessions bring up sensitive issues for individuals and to make sure that all questions are answered in full. All participants will be debriefed at the end of the study to explain their role in the study and the outcomes of the research. The study will follow the HCPC and BPS ethical guidelines.

5. Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

4 male and 4 female participants will be chosen from year 8 and from year 9 to participate in the exploratory focus groups at the start and end of the research. All pupils whose parents have given consent for their involvement in the research will be asked to complete an established questionnaire to measure subjective wellbeing. Using the results from the questionnaire analysis, 4 to 5 participants who have 'average' wellbeing, 4 to 5 participants who have 'below average' wellbeing and 4 to 5 participants who have 'above average' wellbeing will be interviewed using semi-structured interviews. The focus groups and semi – structured interviews will be audio recorded and later transcribed in order to be analysed using thematic analysis.

There will be no deliberate harm to participants during the study, however debrief sessions will be made available to the pupils in each school following each data collection phase in case the content of these sessions bring up sensitive issues for individuals and to make sure that all questions are answered in full. If the wellbeing questionnaire findings identify any vulnerable young people, these names will be passed on to the school to ensure that support is made available to any vulnerable young people. Findings from this research will be reported back to the schools involved. All participants will be debriefed at the end of the study to explain their role in the study and the outcomes of the research. The study will follow the HCPC and BPS ethical guidelines.

6. Give details of any other ethical issues which may arise from this project - e.g. secure storage of videos/recorded interviews/photos/completed questionnaires, or

The data collected through electronic audio recordings, the transcripts of focus groups or semi structured interviews and the paper based wellbeing questionnaires will be securely stored.

Paper based hard copies (such as paper notes of interviews and completed questionnaires) will be locked away in a secure filing cabinet that only the researcher can access. The data will be anonymised before storage and the key will be stored in a different room to the secure cabinet.

Computer or electronic files which have identifiable information will be kept protected by storing them in password protected files to ensure that identifiable data is secure and only the researcher will have access to the computer that they are stored on. Computer or electronic files which do not have identifiable information and has been anonymised will also be held securely in password protected files.

7. Special arrangements made for participants with special needs etc.

Once participants have been selected to take part in the focus groups, if there are any young people with special needs, the focus group work can be adapted accordingly to ensure that they are inclusive to the needs of all participants. The questionnaire to measure pupil wellbeing is an established questionnaire which is available at three different age levels – ages 8, 10 and 12. This will provide different levels of differentiation to be offered to pupils who may require so.

8. Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

N/A

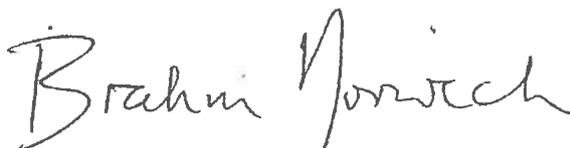
*This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's **Research Support Office** for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.*

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

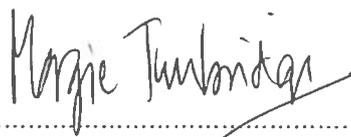
This project has been approved for the period: March 2015

until: July 2016

By (above mentioned supervisor's signature): Brahm Norwich



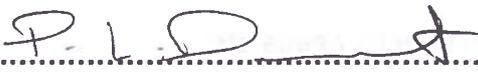
Margaret Tunbridge



date:.....9.3.15.....

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.

GSE unique approval reference:.....D/14/15/35.....

Signed: .....date: 19/3/15.....
Chair of the School's Ethics Committee

Appendix 22: Example of Semi-Structured Interview transcript coding

Y8M5

| Key:- | |
|-------|---|
| I: | = Interviewer |
| R: | = Respondent |
| 1 | I: Ok so the first question is what activities do you enjoy doing? |
| 2 | R: I do quite a lot of clubs sort of at school and outside of school. So I do scouts and tennis on |
| 3 | a Monday, swimming on a Tuesday, debating on a Wednesday, art on a Thursday and piano |
| 4 | on a Friday. So I've got something every day and then in my spare time I quite like to do like |
| 5 | computer programming like maths related things because I quite like maths so. |
| 6 | I: Ok and do you do, you said there about doing some sports and clubs. Do you like to do any |
| 7 | reading? |
| 8 | R: Yeah I do I read every night when I'm in bed going to sleep so. |
| 9 | I: Ok so you do lots of reading too and what about travelling around going to new places? |
| 10 | R: Well because my dad comes from Ireland and my mum comes from London most holidays |
| 11 | were normally away somewhere so I do do quite a lot of travelling around. |
| 12 | I: Ok and so all of those different clubs and activities and sports that you do how did you find |
| 13 | out about those? |
| 14 | R: Sometimes through school but also through just like got into swimming just through going |
| 15 | down to the swimming pool and my mum saw all these things about swimming lessons there |
| 16 | so that's quite a long time ago now but that's how I got into it. |
| 17 | I: Ok and what benefits do you get from doing all these different activities? |
| 18 | R: I think it just sort of, I'm not quite sure how to put it, it sort of expands like the range of sort |
| 19 | of things you do rather than just staying in every night and just doing homework and stuff. It |
| 20 | sort of gives you other activities to do like that aren't always school related. |
| 21 | I: Ok so you like to have things to do that are outside school. |
| 22 | R: Yeah. - interests away from school |
| 23 | I: And is that important to you to have things outside of school? |
| 24 | R: Yeah definitely. |
| 25 | I: Ok and why is that? |
| 26 | R: I think you just sort of feel a bit more free like in a lesson you sort of do the plan and what's |
| 27 | planned in that lesson whereas like at the club and things you just sort of do more what you |
| 28 | want to do but sort of within guidelines of what it's about. |
| 29 | I: Ok, ok thank you and have you made any friendships through all those different activities |
| 30 | that you've done? |
| 31 | R: Yeah definitely I've made quite a lot of friends through scouts and swimming and I've got a |
| 32 | really good friend now who I met at the debating as well so. |
| 33 | I: Ok and why do you think that you've become good friends with them? |

1

Appendix 23: Themes emerging from Semi-Structured Interview Thematic analysis

| Phase 2 | Phase 3 | Phase 5 |
|------------------------------------|---|-----------------------------------|
| Clubs | Sports based activities | Socialising with friends |
| Sports | Non-sports based activities | Passing time |
| Extra-curricular activities | Family bonding | Gaming |
| Out of school organised activities | Unhealthy options in canteen | YouTube |
| Music | Travelling | Social media |
| ICT | Fun | Craft |
| Non-sporty clubs | Safety | Clubs |
| Reading | Freedom | Learning |
| Activities at school | Holidays provide reduction in stress | Cooking |
| Activities at home | Optimism | Music |
| Activities as a family | Friendships | Sports |
| Travelling | Benefits of participation in activities | Outdoor pursuits |
| School sharing information | Learning | Clubs |
| Community activities | Personal achievements | People act differently online |
| Community resources | Passing time | Face to face interactions safer |
| Fun | Social media | Potential dangers of social media |
| Keeping busy | Time together as a family | Having fun with family |
| Interests away from school | Assemblies | Sense of achievement |
| School pressures | Parental relationships | Further developing relationships |

| | | |
|--|--------------------------------------|--------------------------------------|
| Choice | Sibling relationships | Family |
| Freedom | Feeling emotionally supported | Friends |
| Benefits of participation | Sense of achievement | Being around people |
| Making new friendships | Socialising with friends | Closeness of relationships |
| Art | CCTV | Having fun |
| Camping | Teacher presence | Survival |
| Family holidays | Feel cared about | Healthy living |
| Time together as a family | Reduces worries | Increase concentration |
| Word of mouth recommendations | Quality time with friends and family | Secure building |
| Confidence | Reduces stress | CCTV |
| Interactions with others | Feel happier | Teacher presence |
| Positive interactions | Making the best of bad experiences | Feel cared about |
| Social media | Outdoor pursuits | Reduces worries |
| YouTube | Clubs | Quality time with friends and family |
| Wi-Fi | People act differently online | Reduces stress |
| Negative social media experience | Face to face interactions safer | Feel happier |
| Negative social media perceptions | Potential dangers of social media | Making the best of bad experiences |
| School provides adequate opportunities for participating in activities | Having fun with family | |
| Teachers need greater knowledge of students | Sense of achievement | |
| Information sharing about pupils | Gaming | |
| Assemblies | YouTube | |
| Appreciation | Social media | |

| | |
|---------------------------------------|----------|
| Feeling valued | Craft |
| Rewards | Clubs |
| Positive view of school | Learning |
| Family relationships important | Cooking |
| Talking to family | Music |
| Pets | Sports |
| Siblings relationships | |
| Parent relationships | |
| Keeping active | |
| Being productive | |
| Peer friendships | |
| Close friendships | |
| Support from friends | |
| Being listened to by friends | |
| Feeling judged by peers | |
| Self-conscious | |
| School support | |
| Communication between home and school | |
| Catfishing | |
| Deception through social media | |
| Wariness of social media | |
| Face to face interactions preferred | |
| Feeling safe in school | |
| Teacher presence | |
| Visitors in school | |
| Basic needs met | |
| Breaks from school positive | |

Home stresses during
school holidays

Resilience

Optimism

Poetry

Creativity

Expressing yourself
through activities

Cooking

Outdoor pursuits

Relaxing through
activities

Social media

Computer games

Frequent use of
technology

Bonding with friends

Getting to know friends
more

Reciprocal friendships

Reciprocal family
relationships

Family bonding

Getting fitter

Health and fitness

Team bonding

Use of own initiative

Entertainment

Less emphasis on
friendships at secondary
school

Pecking order

Social hierarchy

Physical safety

Unhealthy options in
canteen

Personal achievements

Emotional support

Socialising

Appendix 24: Items which make up the satisfaction scale

| How satisfied are you with each of the following things in your life? | Question |
|--|-----------------|
| The house of flat where you live? | 5a |
| The people who you live with? | 5b |
| All the other people in your family? | 5c |
| Your family life? | 5d |
| All the things you have? | 9 |
| Your friends? | 13a |
| The people who live in your area? | 13b |
| Your relationship with people in general? | 13c |
| The local police in your area? | 16a |
| How you are dealt with when you go to the doctors? | 16b |
| The outdoor areas children can use in your area? | 16c |
| The area where you live, in general? | 16d |
| Other young people in your class? | 19a |
| Your school marks? | 19b |
| Your school experience? | 19c |
| Your life as a student? | 19d |
| Things you have learned? | 19e |
| Your relationships with teachers? | 19f |
| How you use your time? | 21a |
| The freedom you have? | 21b |
| The amount of opportunities you have in life? | 21c |
| Your health? | 21d |
| The way that you look? | 21e |
| Your own body? | 21f |
| What you do in your free time? | 21g |
| How you are listened to by adults in general? | 21h |
| Your self-confidence? | 21i |
| Your life? | 21j |
| About how safe you feel? | 24a |

| | |
|--|-----|
| With the things you want to be good at? | 24b |
| About doing things away from your home? | 24c |
| About what may happen to you later in your life? | 24d |
| With your preparation for the future? | 24e |

Appendix 25: Items which make up the adequacy scales

| How much do you agree with each of these sentences....? | Question |
|--|----------|
| I feel safe at home | 4a |
| I have a quiet place to study at home | 4b |
| My parents (or the people who look after me) listen to me and take what I say into account | 4c |
| We have a good time together in my family | 4d |
| My parents (or the people who look after me) treat me fairly | 4e |
| My friends are usually nice to me | 12a |
| I have enough friends | 12b |
| The town council asks children and young people their opinions about things that are important to them | 15a |
| In my area there are enough places to play or to have a good time | 15b |
| I feel safe when I walk around in the area I live in | 15c |
| My teachers listen to me and take what I say into account | 17a |
| I like going to school | 17b |
| My teachers treat me fairly | 17c |
| I feel safe at school | 17d |
| My life is going well | 26a |
| My life is just right | 26b |
| I have a good life | 26c |
| I have what I want in life | 26d |
| The things in my life are excellent | 26e |
| I like being the way I am | 30a |
| I am good at managing my daily responsibilities | 30b |
| People are generally pretty friendly to me | 30c |
| I have enough choice about how I spend my time | 30d |
| I feel that I am learning a lot at the moment | 30e |
| I feel that I know where my life is going | 30f |
| I feel lonely | 30g |
| I feel positive about my future | 30h |

Appendix 26: The Children's Worlds Wellbeing questionnaire



My name is Hannah James and I am a doctoral student at the University of Exeter. I am doing a research project which will involve talking to pupils in years 8 and 9 in your school. This project will look at ways which pupils think that teachers, other staff and schools support pupils to be happy, successful and to live a good life.

I would be very grateful if you would answer this questionnaire. There are no right or wrong answers, I am only interested in knowing your choices, opinions and feelings. You don't have to answer any questions you don't want to.

I will make sure that all information is confidential and that your personal details will be anonymized so you will not be able to be identified. The information you give as part of this project will not be used for any other reasons

For each question, please tick the box or circle the number of the option that best corresponds to your personal situation or position.

Name: : _____ 78

Name of School: : _____ 78

School year: 8 / 9

Age: _____ 78

Gender: Male / Female

Date: ___ / ___ /15

Your home and the people you live with

1. Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you

I always sleep in the same home

I usually sleep in the same home, but sometimes sleep in other places (for example a friend or a weekend house)

I regularly sleep in two homes with different adults

2. Which of the following best describes the home you live in most of the time?

I live with my family

I live in a foster home

I live in a children's home

I live in another type of home

3. This question is about the people you live with.

Please tick all of the people who live in your home(s).

 If you always live in the same home, please just fill in Column A.

 If you live regularly in more than one homes with different adults, please fill in Columns A and B.

| Column A: First home you live regularly | | Column B: Another home / Another place you live regularly | |
|---|--------------------------|---|--------------------------|
| Mother | <input type="checkbox"/> | Mother | <input type="checkbox"/> |
| Father | <input type="checkbox"/> | Father | <input type="checkbox"/> |
| Mother's partner | <input type="checkbox"/> | Mother's partner | <input type="checkbox"/> |
| Father's partner | <input type="checkbox"/> | Father's partner | <input type="checkbox"/> |
| Grandmother | <input type="checkbox"/> | Grandmother | <input type="checkbox"/> |
| Grandfather | <input type="checkbox"/> | Grandfather | <input type="checkbox"/> |
| Brothers and sisters | <input type="checkbox"/> | Brothers and sisters | <input type="checkbox"/> |
| Other children | <input type="checkbox"/> | Other children | <input type="checkbox"/> |
| Other adults | <input type="checkbox"/> | Other adults | <input type="checkbox"/> |

| 4. How much do you agree with each of these sentences? | I do not agree | Agree a little bit | Agree some what | Agree a lot | Totally agree | Don't know |
|--|----------------|--------------------|-----------------|-------------|---------------|------------|
| I feel safe at home | | | | | | |
| I have a quiet place to study at home | | | | | | |
| My parents (or the people who look after me) listen to me and take what I say into account | | | | | | |
| We have a good time together in my family | | | | | | |
| My parents (or the people who look after me) treat me fairly | | | | | | |

| | | | | | | | | | | | | |
|---|-----------------------------|---|---|---|---|---|---|---|---|---|----|----------------|
| 5. How satisfied are you with each of the following things in your life? | 0 = | | | | | | | | | | | 10 |
| | not satisfied at all | | | | | | | | | | | Totally |
| The house of flat where you live? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The people who you live with? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| All the other people in your family? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Your family life? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| | | | | | |
|--|-------------------|----------------------|------------------|------------------|-------------------|
| 6. How often in the past week have you spent doing the following things with your family? | Not at all | Once or twice | Most days | Every day | Don't know |
| Talking together | | | | | |
| Having fun together | | | | | |
| Learning together | | | | | |

Money and the things that you have

7. How often do you get pocket money? (Please tick box)

| | |
|---|--|
| I don't get pocket money | |
| I get pocket money, but not regularly | |
| I get pocket money every week (approximately, how much do you get every week £_____) | |
| I get pocket money every month (approximately, how much do you get every month £_____) | |
| Don't know | |

| 8. Which of the following things do you or don't you have? | No | Yes | Don't know |
|---|----|-----|------------|
| Clothes in good condition to go to school in | | | |
| Access to computer at home | | | |
| Access to Internet | | | |
| Mobile phone | | | |
| Your own room | | | |
| Books to read for fun | | | |
| A family car for transportation | | | |
| Your own stuff to listen to music | | | |
| A television at home that you can use | | | |

| | | | | | | | | | | | | |
|--|---------------------------------|---|---|---|---|---|---|---|---|---|----|----------------|
| 9. How satisfied are you with all the things that you have? | 0 = not satisfied at all | | | | | | | | | | | Totally |
| | 10 = | | | | | | | | | | | 10 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

10. How often do you worry about how much money your family has?

| | | | | |
|--------------|------------------|--------------|---------------|-------------------|
| Never | Sometimes | Often | Always | Don't know |
| | | | | |

11. How many adults that you live with have a paid job?

| | | | | |
|-------------|------------|------------|--------------------|-------------------|
| None | One | Two | More than 2 | Don't know |
| | | | | |

Your friends and other people

| 12. How much do you agree with each of these sentences? | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree | Don't know |
|--|----------------|--------------------|----------------|-------------|---------------|------------|
| My friends are usually nice to me | | | | | | |
| I have enough friends | | | | | | |

| 13. How satisfied are you with each of the following things in your life? | 0 = not satisfied at all Totally | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your friends? | | | | | | | | | | | |
| The people who live in your area? | | | | | | | | | | | |
| Your relationship with people in general? | | | | | | | | | | | |

| 14. How often in the past week have you spent time doing the following things with your friends apart from at school? | Not at all | Once or twice | Most days | Every day | Don't know |
|--|------------|---------------|-----------|-----------|------------|
| Talking together | | | | | |
| Having fun together | | | | | |
| Meeting to study (apart from at school) | | | | | |

The area that you live in

| 15. How much do you agree with each of these sentences? | I do not agree | Agree a little bit | Agree some what | Agree a lot | Totally agree | Don't know |
|--|----------------|--------------------|-----------------|-------------|---------------|------------|
| The town council asks children and young people their opinions about things that are important to them | | | | | | |
| In my area there are enough places to play or to have a good time | | | | | | |
| I feel safe when I walk around in the area I live in | | | | | | |

| 16. How satisfied are you with each of the following things in your life? | 0 = not satisfied at all 10 = Totally satisfied | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|----|
| The local police in your area? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How you are dealt with when you go to the doctors? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The outdoor areas children can use in your area? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The area where you live, in general? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

School

| 17. How much do you agree with each of these sentences? | I do not agree | Agree a little bit | Agree somewhat | Agree a lot | Totally agree | Don't know |
|--|----------------|--------------------|----------------|-------------|---------------|------------|
| My teachers listen to me and take what I say into account | | | | | | |
| I like going to school | | | | | | |
| My teachers treat me fairly | | | | | | |
| I feel safe at school | | | | | | |

| 18. How often in the past month have you been | Not at all | Once or twice | Most days | Every day | Don't know |
|--|------------|---------------|-----------|-----------|------------|
| Hit by other children in your school? | | | | | |
| Left out by other children in your class? | | | | | |

| 19. How satisfied are you with each of the following things in your life? | 0 = 10 = | | | | | | | | | | |
|---|----------------------|---|---|---|---|---|---|---|---|---|---------|
| | not satisfied at all | | | | | | | | | | Totally |
| Other young people in your class? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your school marks? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your school experience? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your life as a student? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Things you have learned? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your relationships with teachers? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

How you use your time

| 20. How often do you usually spend time doing the following activities when you are not in school? | Rarely or never | Less than once a week | Once or twice a week | Every day or almost every day | Don't know |
|--|-----------------|-----------------------|----------------------|-------------------------------|------------|
| Taking classes outside school time on matters different than at school (like music, sports, dancing, languages etc.) | | | | | |
| Participate in organized leisure time activities (like youth clubs, scouts, cadets etc.) | | | | | |
| Reading for fun (not homework) | | | | | |
| Helping up around the house | | | | | |
| Doing homework | | | | | |
| Watching TV or listening to music | | | | | |
| Playing sports or doing exercise | | | | | |
| Using a computer | | | | | |
| Spending time just being by myself | | | | | |
| Taking care of brothers or sisters or other family members | | | | | |

More about you

| 21. How satisfied are you with each of the following things in your life? | 0 = 10 = not satisfied at all Totally satisfied | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|----|
| How you use your time? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The freedom you have? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The amount of opportunities you have in life? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your health? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The way that you look? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your own body? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| What you do in your free time? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How you are listened to by adults in general? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your self-confidence? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your life as a whole? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 22. In the past year | No | Yes |
|--|----|-----|
| Have you moved house? | | |
| Have you changed local area? | | |
| Have you changed schools? | | |
| Have you lived in another country for over a month? | | |
| | | |

| 23. Are you living with the same parents or carers that you lived with a year ago? | No | Yes |
|---|----|-----|
| | | |

How you feel about yourself

| 24. How satisfied are you with each of the following things in your life? | 0 = 10 = not satisfied at all Totally satisfied | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|----|
| About how safe you feel? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| With the things you want to be good at? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| About doing things away from your home? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| About what may happen to you later in your life? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| With your preparation for the future? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 25. Overall, how happy have you been feeling during the last two weeks? | 0 = 10 = not happy at all Totally happy | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Your life and your future

26. Here are five sentences about how you feel about your life as a whole. Please tick a box to say how much you agree with each statement

| | 0 = 10 = not agree at all Totally agree | | | | | | | | | | |
|-------------------------------------|--|---|---|---|---|---|---|---|---|---|----|
| My life is going well | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| My life is just right | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I have a good life | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I have what I want in life | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The things in my life are excellent | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 27. Please answer the following questions about children's rights | No | Not sure | Yes |
|--|----|----------|-----|
| I know what rights children have | | | |
| I know about the children's rights convention | | | |
| I think my country, adults in general respect children's rights | | | |

28. Imagine you are already an adult: at this age, how much do you think you would like other people to appreciate the following qualities

| | 0 = 10 = not at all Very much | | | | | | | | | | |
|-------------------------------------|--|---|---|---|---|---|---|---|---|---|----|
| Your friendliness | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your relationships with people | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your money | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your power | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your family | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your personality | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your kindness | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Your image | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The things in my life are excellent | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

29. Below is a list of words that describe different feelings and emotions. Please read each word and then tick a box to say how much you have felt this way during the last two weeks

| | | | | | | | | | | | |
|----------------|--|---|---|---|---|---|---|---|---|---|----|
| | 0 = 10 = not at all Extremely | | | | | | | | | | |
| Satisfied | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Happy | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Relaxed | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Active | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Calm | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Full of energy | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 30. Please say how much you agree with each of these sentences | 0 = 10 = not at all agree Totally agree | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|----|
| I like being the way I am | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I am good at managing my daily responsibilities | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| People are generally pretty friendly to me | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I have enough choice about how I spend my time | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I feel that I am learning a lot at the moment | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I feel that I know where my life is going | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I feel lonely | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I feel positive about my future | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

31. Please think for a while which has been the BEST period in your whole life – do not write anything, just think about it. Next, please, think for a while which has been the WORST period in your whole life – do not write anything, just think about.

Keeping these two moments in your mind, please answer from minus 5 to plus 5, where you find yourself IN THE PRESENT PERIOD (in the last two weeks).

| | | | | | | | | | | |
|--|----|----|----|----|---|---|---|---|---|---|
| <p>-5 +5 I feel bad as the I feel as good as WORST period in my life the BEST period in my life</p> | | | | | | | | | | |
| -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 |

Thank you for completing the questionnaire

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