

Why we need to measure student and teacher wellbeing in every secondary school in Britain

Report prepared by The Gregson Family Foundation
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Abstract

1. The UK performs poorly on most benchmarks

Everywhere you look, it is clear that we are letting our nation's children down, with regard to both their wellbeing and their education:

On wellbeing: Mental health issues have steadily risen over the last twenty years; physical activity levels continue to decline leading to higher rates of obesity; and increasing numbers of vulnerable children are being excluded from school. The picture internationally is stark: the UK ranked 37th out of 48 countries for life satisfaction amongst 15 year olds, and our children are amongst the most anxious in the world.

On education: Uniquely amongst OECD countries, today's children in England are no more literate or numerate than their parents' generation. England now has the lowest literacy, and second lowest numeracy, rates of 16-19 year olds in the OECD as other countries have overtaken us. Even the university student cohort has relatively low levels of numeracy and literacy compared to other countries.

2. A Happy Child is a Learning Child...

Increasingly around the world, governments recognise that a Happy Child is a Learning Child. Finland, Estonia, Singapore (in a significant policy shift), Dubai and South Australia all give great weight to ensuring that children are satisfied with their lives.

The Dutch evaluate student wellbeing in every secondary school in the country as a primary policy measure and driver to improve academic standards. New Zealand has introduced a wellbeing budget, the first country to do so, using wellbeing rather than economic measures to allocate capital.

Research shows that a positive social context; more physical activity; good teacher support; and good parental support are all predictors of high child life satisfaction.

3. ...and yet the UK continues to focus on academic attainment alone

Ofsted, which regulates schools, is beginning to recognise the critical importance of student wellbeing. However, in its new framework published earlier in 2019, Ofsted made clear that wellbeing and related issues were not to be measured centrally. Wellbeing and life satisfaction assessment were to remain at the

discretion of the inspectors. The only measure by which Ofsted continues to objectively assess our nation's children progress is through academic attainment. This makes no sense.

4. This is why we have to change...

It is utterly unacceptable for any government to allow their nation's children to be so unhappy and to be educated so poorly. We are falling behind our peers and unless we address the issue, this trend will continue, and we will continue to fall backwards.

We need to think holistically across disciplines – mental health, physical activity, families and the education system itself all play their part. We need to stop looking solely at schools and – even then - only at academic results.

The future prosperity of the UK depends upon the wellbeing and education standards of today's young people. In an increasingly complex world:

- Better education (particularly numeracy and literacy) will ensure that young people get good jobs and become fulfilled citizens
- Better wellbeing, first as children and then as adults, will ensure that our nation will become more productive

Many of our international peers recognise this. It's time that the UK did too.

5. ...and so, let's take the first step

As a first and important step, the Gregson Family Foundation calls for an annual wellbeing survey in every school in the country to enable informed policy decisions to be made on the basis of how our nation's children, and their teachers, are feeling and what they are experiencing. Only by putting the welfare of the nation's children, and their teachers, at the heart of their education will we have any prospect of reversing these distressing trends.

They, and the country, deserve nothing less.

1. Introduction

Guided by the pioneering work on wellbeing of Lords Gus O'Donnell and Richard Layard, informed by our experience of the Dutch education system and as long term supporters of the Sutton Trust for some fifteen years, we have felt for some time that there is an opportunity to look at the effectiveness of education in the UK in a more holistic way.

Five years ago, Lord O'Donnell chaired the Commission of Wellbeing and Policy. There were two striking conclusions relating to our nation's children, the first with regard to the link between wellbeing and academic attainment; and the second with regard to measuring wellbeing more generally:

- (i) "As you would expect, happier children learn better. There is no conflict, as some politicians believe, between improving child wellbeing and academic achievement. They are complementary."
- (ii) "If we want a society with better wellbeing, governments must have the data on wellbeing, and then use it. And so must individuals. The first task for governments at every level is to measure wellbeing – as it is for employers and for schools. This will show them how their population is faring – and the more comparable the data are, the more the scope for benchmarking."

Five years later, progress has been disappointing. The case for considering measurement to evaluate and improve both the wellbeing of the nation's children, and their academic attainment, is – if anything - stronger than before. This case is increasingly emphasised by related trends across the social fabric of the UK. These include the continuing deterioration in child mental health; the continuing reduction in physical activity (with high obesity rates, albeit flattening off); a rise in the number of vulnerable children being excluded from school; the proportion of people entering prison with poor literacy levels; and a squeeze on Government spending on education in the last decade. Some of these trends are summarised in Appendix 1.

Other countries appear to be recognising the importance of wellbeing in shaping policy faster than the UK. The most striking example is New Zealand which announced at the end of May that it would be the first country in the world to design its spending priorities around the wellbeing of its citizens. Government ministers are now tasked with finding collaborative ways to meet five wellbeing goals. The government will then measure progress on these outcomes and use the data to make future spending decisions. (Appendix 12)

Against this backdrop, the views of Ofsted with regard to education appear to be starting to move. The regulator announced in January 2019 a new framework which is consistent with the broader thinking in this note. In particular, an extract from their report reads: "the curriculum and the provider's wider work support learner to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy".

However, it is noticeable that Ofsted specifically excluded the requirement for data to support their inspectors' judgements on these character issues. There is only one Ofsted criterion which is supported by data – and that is academic attainment. It could be argued that the very omission of evidence relating to other criteria reconfirms the sense that only one thing matters in the evaluation of, and therefore delivery of, our education system – and that is exam grades.

Ofsted has also recently recognised the relatively low levels of wellbeing of teachers in the UK, in a report in July 2019. Teachers' life satisfaction is lower than that of the general public (Teacher wellbeing at work in schools and further education providers, Ofsted, July 2019). It is clear that whilst there is much to be proud of in our education system, many improvements are long overdue. The only way to make positive change effectively is on the back of reliable data.

This note sets out the case to take concrete steps to measure child, and teacher, wellbeing systematically across the country. This will have a number of benefits, inter alia: greater weight will be given to its importance in the evaluation of the UK's education system; teacher wellbeing will be given more consideration; and future policy choices across other departments such as Health will be better informed. This additional data would complement, not replace, the current focus on academic attainment in our education system and enable inspectors, policy makers and politicians to make informed decisions. Our nation's children, and teachers, deserve nothing less.

2. Summary

The UK ranks very poorly in international comparative studies on student wellbeing/life satisfaction and educational attainment. At the same time, studies point to a link between student wellbeing and attainment: "a happy child is a learning child". The summary conclusions from this third-party research is as follows:

- (i) The UK ranks poorly on both basic skills (section 3) and life satisfaction (section 4);
- (ii) UK students are much less vigorously active than other countries; this may be a contributor to lower wellbeing (section 5)
- (iii) The UK suffers from relatively high levels of student anxiety (section 6)
- (iv) At the national level, there appears to be little country correlation between subjective wellbeing and student attainment (section 7).
- (v) At the individual level, there appears to be evidence of limited (ie little) causal links between increased student attainment and resultant increased subjective wellbeing (section 8).
- (vi) To the converse, there appears to be some evidence (in a UK longitudinal study undertaken in Avon) of a causal link between increased subjective wellbeing and resultant improved academic attainment; a review of academic literature undertaken in 2016 concludes as such; and the Dutch clearly believe that this causal link exists (section 9).
- (vii) A number of countries focus on student wellbeing in schools (section 10). The picture is more fragmented in the UK with a variety of assessment methodologies available (section 11).

In order to make informed policy decisions in the future, the UK should start measuring student and teacher wellbeing systematically (as well as educational attainment, data for which is already captured). Proposed next steps are set out in the conclusion (section 12).

3. Basic Skills – Literacy and Numeracy

- (i) England had the lowest literacy, and second lowest numeracy, rates of 16-19 year olds in the OECD (Source: OECD Survey of Adult Life Skills (PIAAC, 2012). Over 20% of this age group in England has low literacy levels; and nearly 30% has low numeracy levels. (Appendix 2).
- (ii) Young adults in England perform no better than older ones. So although adults approaching retirement age (55-65 year-olds) in England compare reasonably well with their counterparts in other countries, younger people are lagging badly behind their peers. (Source: Building Skills for All, A Review of England: OECD, 2016).

Other things being equal (including migration) this means that in time the basic skills of the English labour force could fall further behind those of other countries.

4. Life Satisfaction

The UK has relatively low average life satisfaction among 15 year old students. It ranked 37th out of 48 countries; and 24th of 27 Western European countries. (Appendix 3).

The OECD identifies four elements as being predictors of high life satisfaction:

- positive social context;
- more physical activity;
- good teacher support; and
- good parental support.

Factors that the OECD indicate predict poor life satisfaction include:

- anxiety with schoolwork; and
- high internet usage.

More research is required on four of these six elements in a UK context. Some initial conclusions are starting to emerge from the Headstart programme (Appendix 16). However there is considerable research available on two, described below: physical activity (section 5), and student anxiety (section 6).

5. Physical activity and wellbeing in the UK and in an international context

- (i) The OECD (PISA 2015) confirms that there is a clear positive association between physical activity and students' well-being outcomes (Appendix 4.1). This is supported

both by a November 2018 study by Prof Peter Clough (University of Huddersfield, Appendix 4.2) who notes that physical activity and wellbeing are linked; and also by other international studies and, most recently, the Sport England Active Lives Survey published in March 2019 (Appendix 4.3).

- (ii) UK students are considerably less active than those of other countries. The UK ranks 40th out of 54 countries in the OECD PISA 2015 survey. UK students who exercise vigorously number only 60% of the level of Iceland, the most vigorously active country. This may possibly be a contributor to the UK's lower wellbeing (Appendix 4.4).

In line with the OECD research above, it is arguable that the UK's relatively low levels of physical activity are linked to its low levels of life satisfaction.

6. Student Anxiety, life satisfaction and the UK in an international context

On average across OECD countries, students who reported the highest levels of anxiety also reported a level of life satisfaction that is 1.2 points lower (on a scale of 0-10) than students who reported the lowest levels of anxiety. With regard to the UK, the most anxious quartile in the UK is more anxious than all but two other countries globally (Korea and Turkey) (Appendix 5).

With its high level of student anxiety, it is unsurprising therefore that the UK has such relatively low levels of wellbeing.

7. Correlation at the national level between student performance (academic attainment) and life satisfaction (or subjective wellbeing)

There appears to be little correlation at the national level between student performance and subjective wellbeing. Some countries have high student performance and low life satisfaction (or subjective wellbeing) (notably Korea, China and Japan). Others have high subjective wellbeing and low student performance (notably Dominican Republic, Mexico and Costa Rica).

However some countries combine both – the OECD specifically identifies Estonia, Finland, The Netherlands and Switzerland. (Appendix 6).

It must surely be the aim of any government to seek to achieve both for its young people. The research in this paper indicates that the UK is falling behind on both measures.

8. Causality between student performance and life satisfaction

According to the OECD, the causal relationship between student performance and subjective wellbeing is weak. In most countries, top-achieving students (those in the top 10% of the performance distribution) and low-achieving students (those in the bottom 10%) reported similar levels of life satisfaction. This suggests that there is little evidence that better academic performance leads to better life satisfaction (Appendix 7).

It should be noted that - across all countries and economies that participated in PISA 2015 - students with greater overall motivation (extrinsic and intrinsic) to achieve reported higher satisfaction with life, although there are downsides to extrinsic motivation (Appendix 8).

If the wellbeing of the nation's children is to be a key policy objective, but even if not, Ofsted's regulatory regime for schools is inadequate.

9. Causality between life satisfaction (subjective wellbeing) and student performance

- (i) The OECD report does not seek to address the causality between life satisfaction and student performance. It does however note that they are linked.
- (ii) A Research Brief commissioned by the Department of Education and conducted by Gutman and Vorhaus (2012) looking at data from Avon in the ALSPAC survey concluded that children with higher levels of emotional, behavioural, social, and school wellbeing, on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years (Appendix 9).
- (iii) Richard Layard's book, *The Origins of Happiness*, also reviews the ALSPAC data and concludes that student wellbeing and student performance are interlinked. He concludes that child emotional health (wellbeing); behavioural; and academic attainment are all positively impacted by the quality of primary and secondary schools (Appendix 10)
- (iv) A review of academic literature by the University of Twente in the Netherlands in 2016 concluded that, in general, students with higher levels of psychological and emotional wellbeing also show higher levels of academic achievement. (Appendix 11)
- (v) The Netherlands believes there is causality between wellbeing and academic attainment. The Dutch consider that higher student performance is a direct outcome of higher child wellbeing (see below and Appendix 12.1).

There appears to be enough evidence that – at the very least – life satisfaction and academic attainment are linked. As a result, to measure attainment seems necessary...but not sufficient.

10. International examples of different approaches to student wellbeing and educational attainment

There are a number of countries that focus on student wellbeing in schools. Some examples include:

- (i) The Dutch monitor, evaluate and act upon wellbeing self-assessments for all secondary school students. This gives rich data for comparison by school, city, region and nationally. The data is sometimes used to flag particular student issues. An example of the questions posed annually of Dutch students is attached in Appendix 12.1.
- (ii) Dubai now undertakes an annual city-wide survey of student wellbeing (Appendix 12.2)
- (iii) South Australia first identified student wellbeing monitoring as important in 2004. The executive summary of the initial review is set out in Appendix 12.3
- (iv) Singapore has concluded that for the next decade it needs to focus on the wellbeing of students as well as academic attainment. Government policies are moving away from parents

and students' obsession with grades and entry to top schools and want to put more emphasis on the importance of values. (Appendix 12.4)

- (v) In Finland, pupils in pre-primary, primary and lower secondary school as well as students in upper secondary school have the right to pupil and student welfare services (also known as student welfare). Pupil and student welfare is primarily preventive student welfare that supports the school community as a whole. In the school community, this means an institutional culture that includes collaborative activities and cooperation between the school and home as well as measures that promote safety. (Appendix 12.5)
- (vi) New Zealand announced in May 2019 that it will use government spending for the explicit purpose of improving certain social outcomes and intergenerational issues. Government ministers are now tasked with finding collaborative ways to meet five wellbeing goals. They are to support mental health, particularly among young people; reduce child poverty; increase support for Maori and Pacific Islander peoples; transform the economy for a low-carbon future; and boost productivity and digital innovation. The government will then measure progress on these outcomes and use the data to make future spending decisions. (Appendix 12.6)

It is clear that other countries are adopting wellbeing as a core policy objective, linking it in many cases to academic attainment. The UK is falling behind.

11. Wellbeing assessments in the UK

- (i) The Education Endowment Foundation (EEF) has summarized the various strands of wellbeing assessment in schools in Appendix 13.1. There is currently no systematic wellbeing assessment undertaken across the country. ONS relies on the Annual Good Childhood Report published annually by The Children's Society;
- (ii) There are a number of independent software providers offering services to schools to assist with wellbeing assessments. Those that are known are set out in Appendices 13.2-13.4;
- (iii) A summary of the various strands of resilience training currently being undertaken in UK schools is set out in Appendix 14.
- (iv) The Centre for Economic Performance proposed, in June 2017, a questionnaire that could be used in schools in the UK. The analysis and recommendations are attached in Appendix 15.
- (v) This CEP note refers to the questionnaires used by the Headstart programme, funded by the Big Lottery Fund. Three evidence briefings arising from Headstart have been released to date. The results of these, and a brief description of Headstart itself, are summarized in Appendix 16.
- (vi) The Departments for Work and Pensions, and Health and Social Care announced in November 2018 a Framework to support employers to voluntarily report inter alia, wellbeing in the workplace. An extract from the announcement is attached in Appendix 17.
- (vii) In the UK, The Children's Society undertakes sample testing annually of Child Wellbeing, which provides helpful national trend data. However, of necessity due to financial constraints, the sample sizes are relatively small. A summary of the policy recommendations from the 2018 Good Childhood Report is provided in Appendix 18. This advocates, inter alia, a counsellor in every secondary school and FE College; and a self-assessed wellbeing questionnaire rather than a more narrow mental health assessment by a carer.

The UK approach to wellbeing assessment of young people – whether in schools or elsewhere – is piecemeal. There is no holistic overview and the vision that our children’s wellbeing deserves.

12. Conclusion

There is currently no systematic monitoring of subjective child (or teacher) wellbeing in the UK. This is an important gap. The new Ofsted framework does not go far enough and the UK is falling behind many international peers. This is a source of great concern for the future.

It is surely unarguable that there would be benefit to policy makers, local authorities, schools and parents in having access to national, and local, subjective child wellbeing data. Much work has already been done in the UK, from which valuable lessons have already be drawn, and can still be drawn, on how to undertake a systematic wellbeing assessment.

Accordingly, our recommendation is for a full national wellbeing assessment programme of both students and teachers, to be undertaken through schools. Discussions have already started regarding pilot wellbeing projects that could be undertaken in particular cities. Alternatively, or in addition, a pilot with one or more Multi Academy Trusts might also be helpful.

The UK has to get moving on this critical agenda or we will fall even further behind.

The Gregson Family Foundation
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Appendix 1

A summary of some UK trends involving children

- (i) **Child mental health.** There have been three surveys in the last three years indicating growing mental health problems for children, both in the UK and elsewhere in the world. ONS (2015) reported that 12.4% of children aged 10-15 in the UK reported symptoms of ill-health in 2011-12, rising to 13.5% two years later. Mental health issues were closely linked to being bullied; difficult relationship with mother; dissatisfaction with appearance; and excessive time on social media websites. A UNICEF report in 2017 based on The Health Behaviour in School-aged Children survey (HSBC) for children aged 11-15 showed a higher UK figure at just under 20%. This was based on exhibiting two or more psychological issues at least once a week. The UK's figures were relatively stable on a time series; somewhat higher than Germany at 14.7%; and yet much lower than Italy at 36.5%. An NHS Digital Report (2017) evaluated mental health issues in children aged 5-15. The report shows that there has been an increase over the last two decades in the prevalence of mental disorder in this wider age range - from 9.7% in 1999 to 11.2% in 2017. The inclusion of younger children explains the lower mental health incidence rate.
- (ii) **Physical activity.** The proportion of children aged 5-15 who participated in any sport in the previous four weeks declined from 89.9% in 2008/9 to 86.4% in 2016/17 (Statistica). Of these however only 17.5% (1.2 million) meet the health guidelines of more than 60 minutes of activity a day, every day of the week (Sport England Active Lives Survey 2018). Overall, OECD data and research confirms that the proportion of physical activity children are engaging in has, and is, decreasing over time.
- (iii) **Internet usage.** International trends and comparisons involving the UK are not widely available. Within the UK, according to Ofcom in Nov 2016, TV viewing for 5-15 year olds was declining and online usage increasing. At the time of the report, the total weekly time spent watching TV was lower (13 hrs 36 mins) for the first time than being online (15 hours). This represents over 4 hours total TV or internet usage seven days a week. The likelihood of having a social media profile was shown to increase with age; 23% of 8-11s; and 72% of 12-15s then had a profile. 12-15s were as likely to be bullied via social media or group chat or text message services as they were face to face, while for 8-11s face to face bullying was more likely.
- (iv) **Child obesity.** An OECD 2017 Report found that the share of children who are overweight or obese at age 15 ranged from 10% in Denmark to 31% in the United States, with the UK (with wide regional variations) at approx. 15%. Within the UK, 10% of all children in Reception were obese (slightly down on 2006/7), rising to 20% in year 6 (up from 2006/7). An NHS review in 2015 assessed that child obesity rates appeared to be stabilising.
- (v) **Exclusions.** Some 48,000 of the UK's most vulnerable pupils were educated in the Alternative Provision sector, which caters for excluded students (IPPR and The Difference, 2017). The majority of UK prisoners were excluded from school. A longitudinal study of prisoners found that 63 per cent of prisoners reported being temporarily excluded when at school. Forty-two per cent had been permanently excluded, and these excluded prisoners were more likely to be repeat offenders than others (MoJ 2012). The Children's Commissioner, Anne Longfield, in

February 2019 called for a compulsory register of home-schooled children, currently estimated at 80,000.

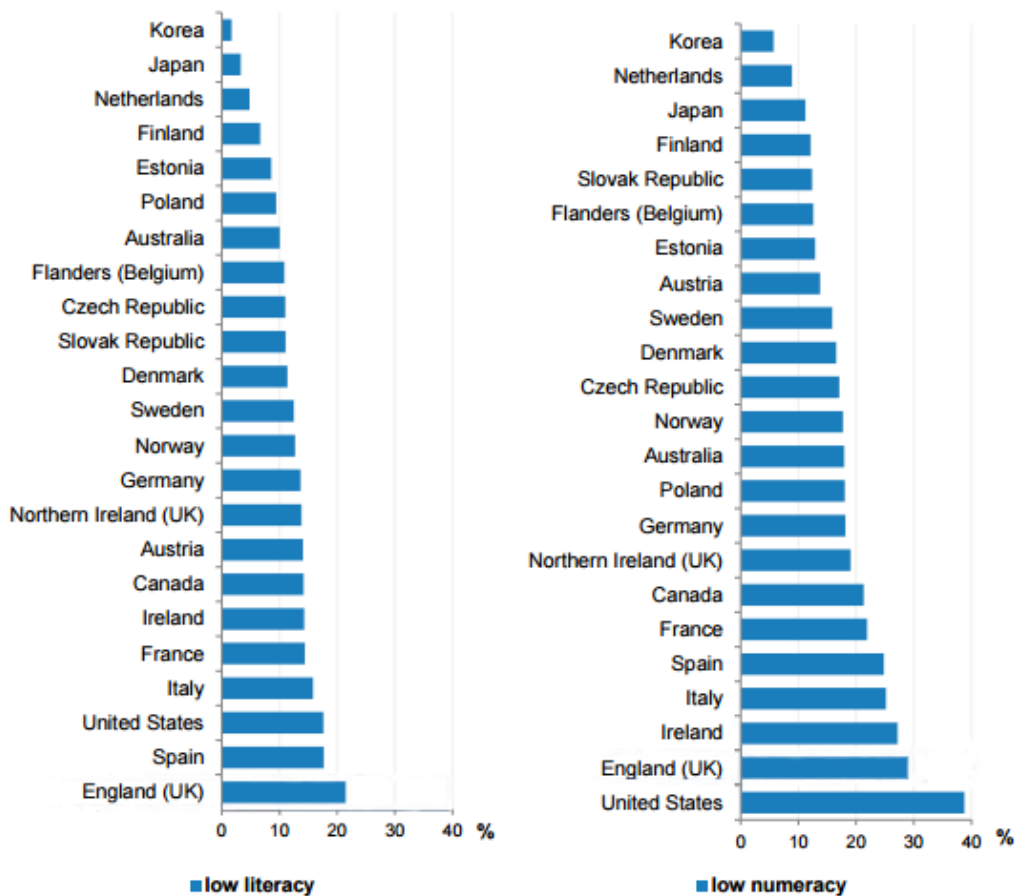
- (vi) **Literacy levels of those entering prison.** More than three in five (62%) of people entering prison were assessed as having a reading age of 11 or lower – over three times that in the general adult population (15%) (Source: Figure 1.1 Department for Business Innovation and Skills (2012) The 2011 Life Skills Survey)
- (vii) **Teenage suicides.** Provisional data for 2018 (ONS) shows the rate among children aged 15 to 19 has climbed while that of nearly all older age groups is declining. The provisional figures reveal that suicides are running at more than five in 100,000 among teenagers in England. In 2010 the rate was just over three in 100,000.
- (viii) **Government spending on education.** The Institute for Fiscal Studies undertakes an annual review of Education spending in England. The most recent, published in September 2018, confirms that Education spending is the second-largest element of public service spending in the UK behind health, representing about £90 billion in 2017–18 in today’s prices or about 4.3% of national income. The level of UK education spending has risen significantly in real terms over time, growing particularly fast from the late 1990s through to the late 2000s, before falling in real terms from 2010 onwards. However there have been big shifts in the allocation of funding:
 - Spending on the 3- and 4-year-old free entitlement to early education has risen from almost nothing in the early 1990s to about £3 billion in 2017–18.
 - Total school spending per pupil has fallen by 8% in real terms between 2009–10 and 2017–18. .
 - Funding per student aged 16–18 has seen the biggest squeeze of all stages of education for young people in recent years. School sixth forms have faced budget cuts of 21% per student since their peak in 2010–11, while further education and sixth-form college funding per student has fallen by about 8% over the same period.
 - Reforms to higher education funding have increased university resources and made little difference to the long-run cost to the public purse. Universities currently receive just over £9,000 per full-time undergraduate student per year to fund their teaching. This is 22% higher than it was in 2011, and nearly 60% more than in 1997.

Appendix 2: Which countries have the best literacy and numeracy rates?

Source: WEF report on PIAAC data of 2012

(Note: This is the most recent international comparison of numeracy and literacy. The PISA 2015 study did not include this analysis)

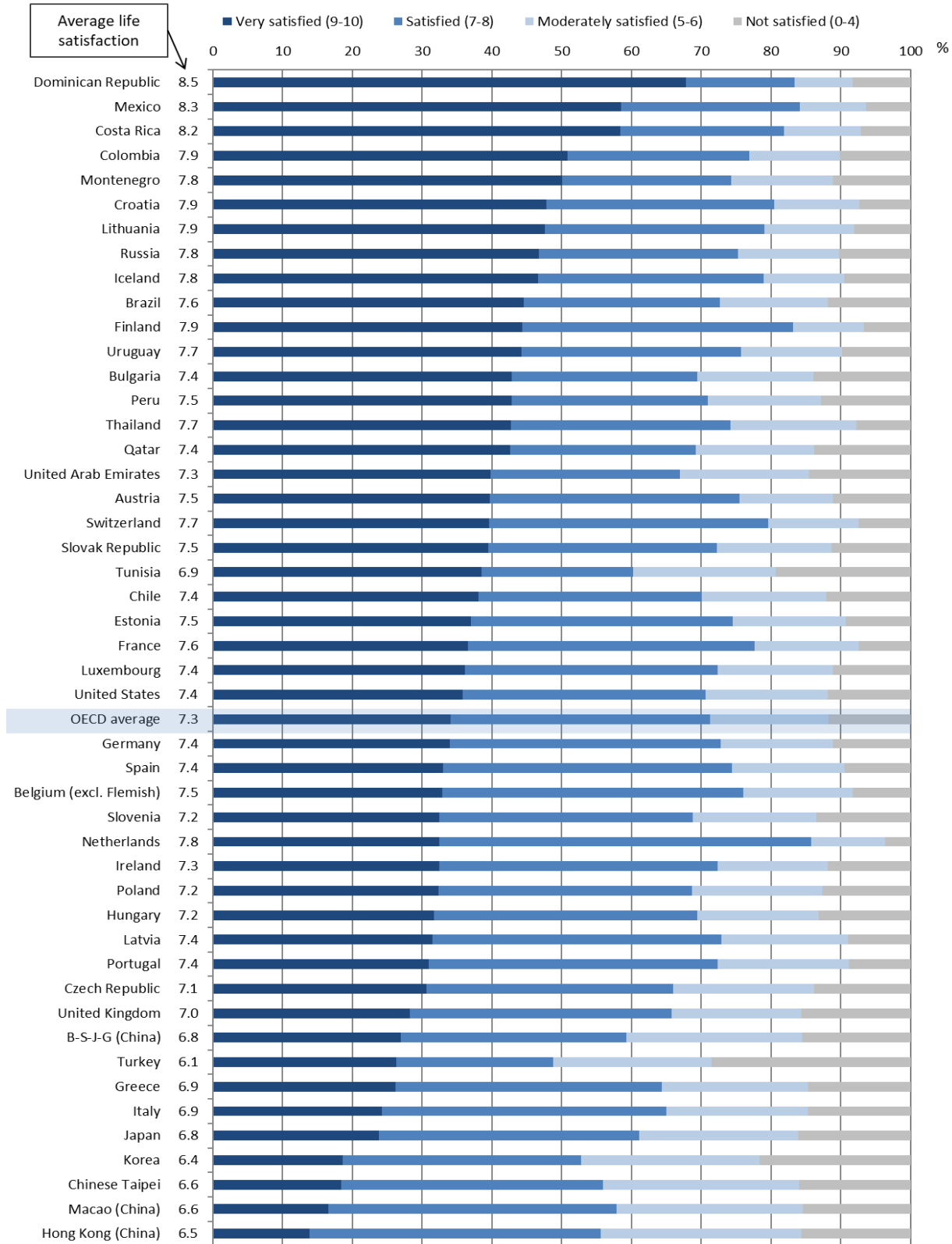
Percentage of 16-19 year-olds with low literacy and numeracy (below level 2)



Note: Adults who obtained their highest qualification outside the host country: those with foreign qualifications and 1st generation migrants, who obtained their highest qualification prior to entering the host country, are excluded.

Source: OECD calculations based on the Survey of Adult Skills (PIAAC) (2012) (database).

Appendix 3: Life Satisfaction among 15 year old students : Percentage of students, by level of life satisfaction



Source: OECD,PISA 2015

Appendix 4: Physical activity and wellbeing

4.1 OECD: How is participation in sports related to students' performance and wellbeing?

Across OECD countries, 52% of students reported that they engage in vigorous physical activities (activities that make them sweat and breathe hard and fast) at least three days a week; and boys engage in such activities one day more per week than girls, on average.

- The amount of vigorous physical activity a student engages in is positively related to the student's well-being.
- Students who engage in moderate physical activity at least one day per week tend to perform better in PISA than students who do not do any physical activity. However, students who engage in vigorous physical activity every single day score lower in science than students who exercise between one and six days per week.

There is a clear positive association between physical activity and students' well-being outcomes. According to PISA, students who participate in moderate physical activity (activity that raises students' heart rate and causes them to sweat for at least 60 minutes per day, such as walking, climbing stairs, riding a bike to school) tend to have better psychosocial well-being outcomes than students who do not participate in sports at all. For example, students who engage in moderate physical activity more often during a week are more likely to value teamwork and cooperation. And in most countries, students who exercise at least three days per week reported greater satisfaction with life than students who do not exercise outside of school.

Students who do not engage in any moderate physical activity rated their satisfaction with life as 6.9 on a scale from 0 (the worst possible life) to 10 (the best possible life) while students who exercise once or twice a week rated their life satisfaction as 7.2, and students who exercise vigorously at least 3 days per week reported a life satisfaction level of 7.5 on the scale.

However, this relationship should be interpreted with caution because students who did not report any physical activity may suffer from physical disabilities that prevent them from engaging in such activities. Students who do not engage in any kind of physical activity outside of school – neither vigorous physical activity, such as running, nor moderate physical activity, such as walking or dancing – tend to fare poorly in several psychological and social outcomes, and are more likely to engage in risky behaviours.

On average across OECD countries, students who reported doing some moderate or vigorous physical activity are three percentage points less likely to feel anxious about schoolwork, seven percentage points less likely to feel like an outsider at school, three percentage points less likely to skip school, and two percentage points less likely to be frequently bullied than students who do not engage in any form of physical activity outside of school.

4.2 The potential benefits and costs of participation in school sport: an extended cross sectional study

Professor Peter Clough, Department of Psychology, University of Huddersfield (Nov 2018)

Summary findings:

- It does appear that an involvement in sport whilst at school is advantageous.
- Sports involvement does not appear to have any negative implications.
- An involvement in sport is linked to greater character development AND psychological wellbeing.
- Many pupils, but not all, felt that sports participation was related to improvements in school work. This may be an overly positive view of what is actually happening, as there is only limited evidence that involvement in sport has a positive impact in academic performance.
- There was a clear link between mental toughness and wellbeing. This suggests, in conjunction with the extant literature, that toughness may be a moderator of the relationship between sport and wellbeing.
- There are groups that are perhaps are particularly vulnerable: The 'Squeezed Middle', Female Students and Poor Performers. An involvement in sport may offer a mechanism to allow these students to reach their full potential.

4.3 Sport England Active Lives and Young People Survey (March 2019)

The survey covers measures of children's activity levels, physical literacy, swimming proficiency, wellbeing, self-efficacy and levels of social trust.

The survey went through two rounds of cognitive testing and a pilot study. It went live in September 2017, with the first set of data published in December 2018.

The report has five key findings:

- (i) Physically literate children and young people are more likely to be active
Physical literacy has five elements – enjoyment, confidence, competence, understanding and knowledge. The more elements present, the more active a child or young person is likely to be.
- (ii) Enjoyment is the biggest driver of activity
While all of the reported attitudes make a difference, enjoying sport and physical activity makes the biggest difference to activity levels.
- (iii) Physically literate children and young people are happier, more resilient and more trusting of other children and young people
The more elements of physical literacy present, the higher the levels of happiness, resilience and social trust.
- (iv) Physical literacy declines with age
As children and young people grow older, they report lower levels of enjoyment, confidence, competence and understanding.
- (v) There are important inequalities that must be tackled

Girls and those from less affluent families are less likely to enjoy being active.

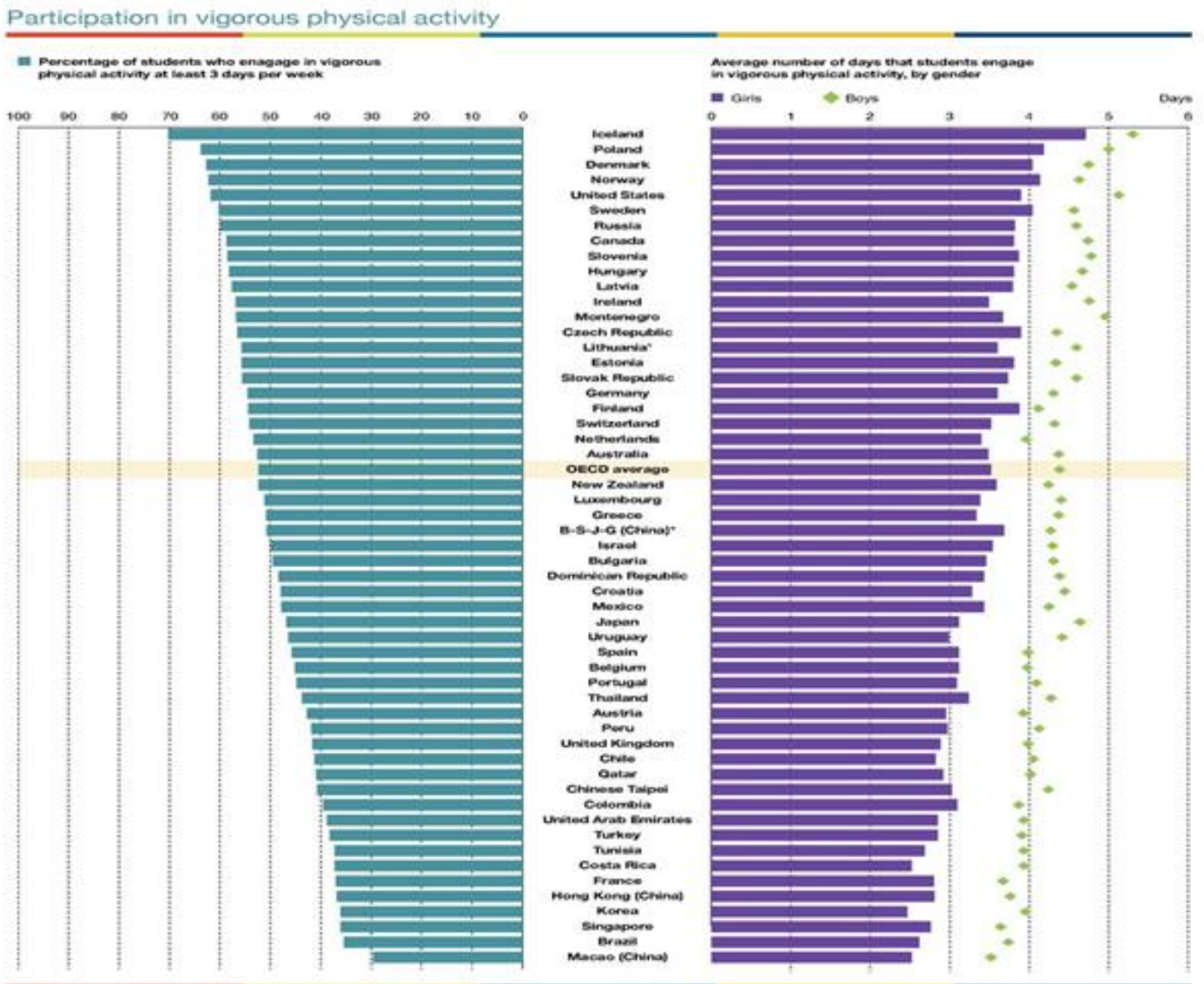
Notes: The achieved sample

Attitudinal responses: 130,194 (pupils in Years 1-11)

Behavioural responses: 109,503 (parents of pupils in Years 1-2 and pupils in Years 3-11).

data have been weighted to Department for Education pupil population estimates from the January 2016 school census for geography and key demographics.

4.4 UK physical activity in an international context



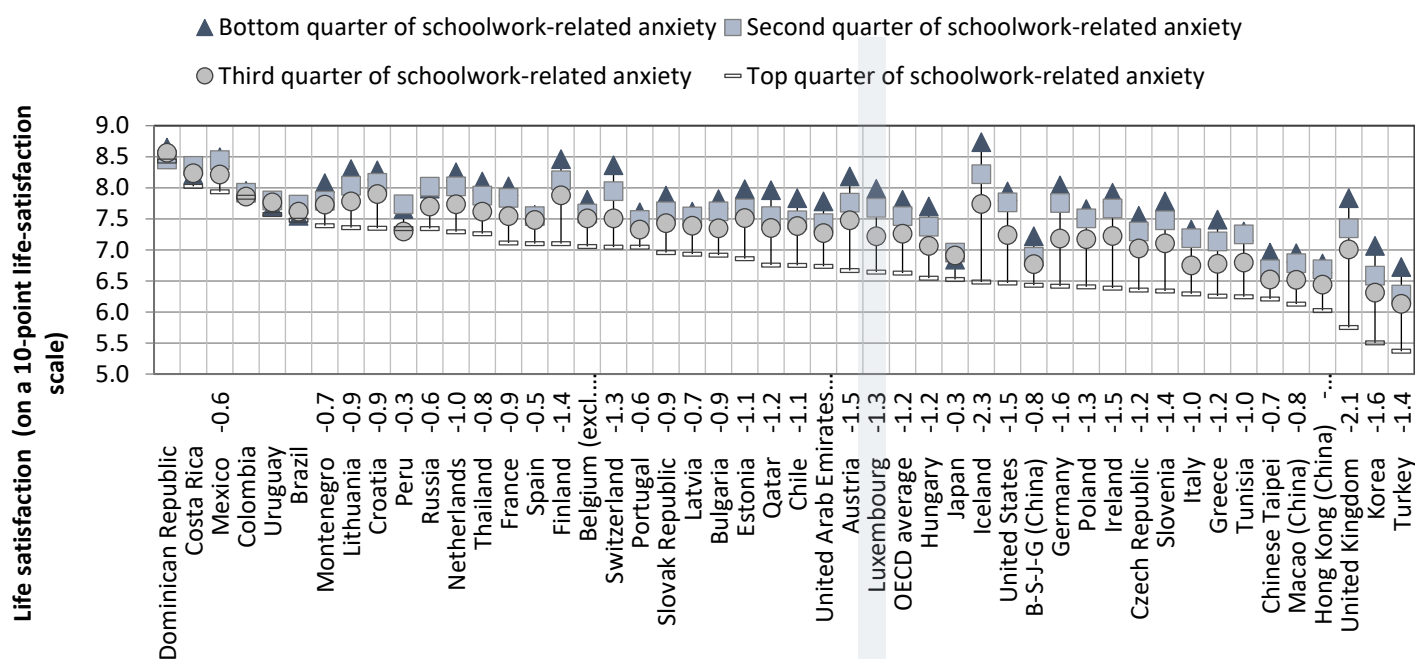
*B-S-J-G (China) refers to the four PISA-participating municipalities/provinces in China: Beijing, Shanghai, Jiangsu and Guangdong.
 *Lithuania acceded to the OECD on 5 July 2018. The OECD average does not include Lithuania.
 Countries and economies are ranked in descending order of the percentage of students who engage in vigorous physical activity at least three days per week.
 Source: OECD, PISA 2015 Database, Tables B.11.9 and B.11.13.

- PHYSICAL ACTIVITY LEVELS IN CHILDREN IN EUROPE – 2018 (WHO statistics)

Appendix 5: Schoolwork-Related Anxiety and Life Satisfaction

Average life satisfaction, by quarter of the index of schoolwork-related anxiety

Figure III 4.3

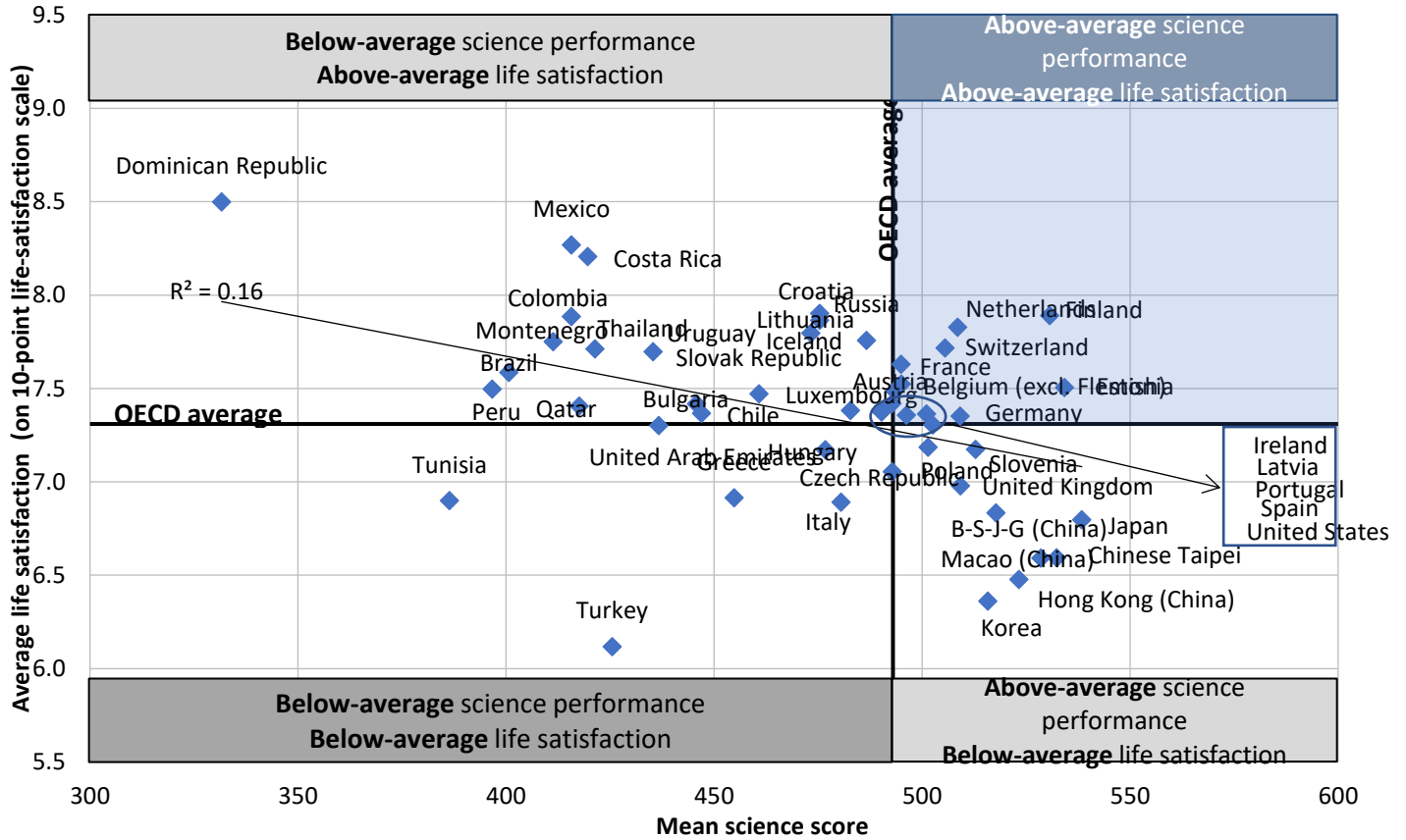


Note: Statistically significant differences between top and bottom quarters on the distribution of schoolwork-related anxiety are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the average life satisfaction among students in the top quarter of the index of schoolwork-related anxiety.

Source: OECD, PISA 2015 Database, Table III.4.9.

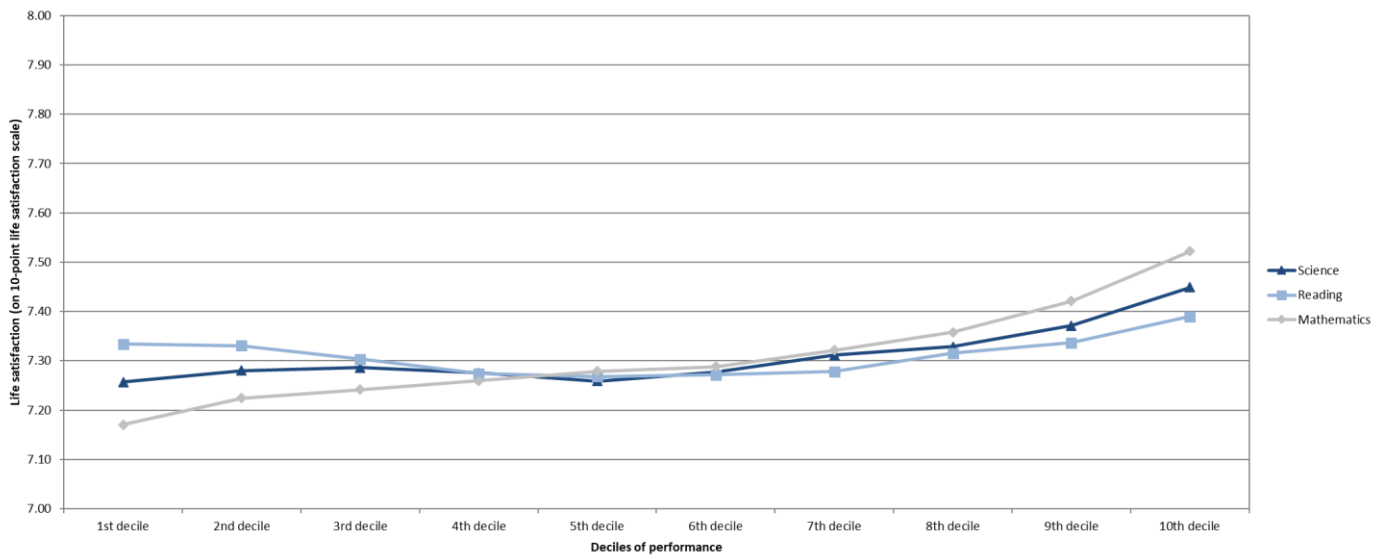
Appendix 6: Life satisfaction and Student Performance across education systems



Source: OECD, PISA 2015 Database, Tables I.2.3 and III.3.2.

Appendix 7: Life Satisfaction and Performance in Core PISA Subjects

OECD Average



Source: OECD, PISA 2015 Database, Tables III .3.3a and III3.3b.

Appendix 8: Extract from OECD paper: Causality between student motivation and life satisfaction

“According to the OECD work, motivated students tend to do better at school. Achievement motivation is related to life satisfaction in a mutually reinforcing way. Students who are highly satisfied with their life tend to have greater resiliency and are more tenacious in the face of academic challenges. A positive view of the world and life circumstances builds their self-efficacy and their motivation to achieve. In turn, a greater motivation to achieve, paired with realised achievements, gives students a sense of purpose in life. It is thus not surprising that, across all countries and economies that participated in PISA 2015, students with greater overall motivation to achieve reported higher satisfaction with life.

But there can also be downsides to achievement motivation, particularly when this motivation is a response to external pressure. PISA results show that countries where students are highly motivated to achieve also tend to be the countries where many students feel anxious about a test, even if they are well prepared for it. Students who want to be able to select among the best opportunities when they graduate, who want to be the best in their class, or who want top grades in all courses are more likely to suffer from anxiety. If a certain amount of tension or concern is essential to motivation and high performance, too much pressure can be counterproductive for a child’s cognitive development and psychological well-being. Both teachers and parents have to find ways to encourage students’ motivation to learn and achieve without generating an excessive fear of failure.”

Footnote: It appears that Singapore believes that its focus on academic league tables is a contributor to increased student extrinsic motivation and therefore anxiety, and this has led it to consider a broader approach to its education programme in the next decade (see Appendix 11.4).

Appendix 9: The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes

Leslie Morrison Gutman and John Vorhaus ¹ Childhood Wellbeing Research Centre ²

A review of previous literature suggests that wellbeing and learning are associated with one another; however, there is less information on how multiple dimensions of wellbeing together predict later changes in educational outcomes for children and teenagers. The simultaneous examination of different dimensions of wellbeing across primary and secondary school will help clarify their relative importance during the key stages of schooling. This project examines how various dimensions of children's wellbeing are associated with their educational comes, including a review of relevant literature and an analysis using data from the Avon Longitudinal Study of Parents and Children (ALSPAC).

The analysis of ALSPAC data investigates the association between dimensions of wellbeing at ages 7 to 13 and concurrent (ie measured at the same age) and later educational outcomes at ages 11 to 16, including academic achievement (ie. National exam scores) and school engagement (ie being stimulated by school). The dimensions of wellbeing are:

- Emotional (including fears, anxiety and mood);
- Behavioural (including attention problems, e.g. finds it hard to sit still; activity problems, e.g. forgets things, makes careless mistakes; troublesome behavior, e.g. plays truant, lies, steals things; and awkward behavior, e.g. blames others for mistakes, is easily annoyed);
- Social (including victimization i.e. being bullied and having positive friendships), and
- School (including enjoyment, i.e. likes school and engagement i.e. stimulated by school).

We also investigate whether the relationship between wellbeing and educational comes varies for different groups of children. There is consistent UK evidence that some groups of children experience more academic difficulties and have lower achievement than others. However, few studies have considered whether children's demographic (age and gender, for example) and other characteristics moderate the association between wellbeing and later educational outcomes.

Key Findings

- Children with **higher levels of emotional, behavioural, social, and school wellbeing**, on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.
- Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.
- Children with **better attention skills** experience greater progress across the four key stages of schooling in England. Those who are engaged in **less troublesome behavior** also make more progress and are more engaged in secondary school.
- Children who are **bullied** are less engaged in primary school, whereas those with **positive friendships** are more engaged in secondary school
- As children move through the school system, **emotional and behavioural wellbeing** come more important in explaining school engagement, while demographic and other characteristics become less important.
- Relationships between **emotional, behavioural, social and school wellbeing** and later educational outcomes are generally similar for children and adolescents, regardless of their gender and parent' educational level.

¹ Institute of Education, University of London

² The Childhood Wellbeing Research Centre is an independent research centre with funding from the Department for Education. It is a partnership between the Thomas Coram Research Unit (TCRU) and other centres at the Institute of Education, the Centre for Child and Family Research (CCFR) at Loughborough University and the Personal Social Services Research Unit (PSSRU) at the University of Kent.

Appendix 10

Summary points relating child wellbeing from: *The Origins of Happiness* by Richard Layard et al

Introduction

People's happiness is evaluated by self-evaluation. In general:

- adults are asked about life satisfaction and not wellbeing: "Overall, how satisfied are you with your life these days?"
- children are not asked about life satisfaction. They are asked batteries of questions about their mood and feelings (Short Mood and Feelings Questionnaires)
- The key inputs into a child (in addition to their genes) are:
 - Family income (child poverty in chapter 10)
 - Parenting (parents working (ch 11)
 - Family break-up (conflict in the family ch 13)
 - Mother's mental health parenting and parents' mental health (ch 12)
 - Schooling (ch 14)
- The key outcomes are:
 - Emotional (measured at 16)
 - Behavioural (measured at 16)
 - Intellectual (measured by highest qualification obtained)

Part II What makes a successful child?

The book analyses the Avon Longitudinal Study of Parents and Children (ALSPAC). The survey attempted to cover all children born in and around Bristol and Bath between April 1991 and December 1992.

10. Family income

Lack of income is not the only source of financial difficulties. But the family's income as such has a limited effect on the emotional wellbeing and behaviour of children, other things being constant. There is however a stronger relationship between the family's income and children's academic achievement.

11. Working Parents

The chapter does not look at quality of parenting, rather whether parents are working or not. The authors state that work is important for identity as well as for income. So loss of work can wreak havoc on a family. And its acquisition, when a mother goes back to work, can bring benefits, and few costs.

12. Parenting and Parents' Mental Health

- A mother's mental health is critical for the happiness and behaviour of her children.

- Aggressive parents produce badly behaved children
- Involved parents can help children significantly, especially with their academic development

13. Family conflict

In a British survey, teenagers and parents were asked whether they agreed with the statement: “Parents getting on well is one of the most important factors in raising happy children.” Seven in ten of the children agreed but only a third of parents did so.

The study in the book supports the teenagers. If they were right about their wellbeing, they would have been even more right if they had added that this is also important for their school work and above all for their behaviour.

14. Schooling

Primary and secondary schools have major effects on the emotional wellbeing of their children. The variation across schools in this regard is as large as the variation in their impact on academic performance. There is also a huge variation in the impact of primary school teachers on the emotional wellbeing and academic performance of their children. The effects of primary schools and teachers persist through the following five years and longer.

At the same time the authors found no impact of the narrow differences in the size of classes across schools.

16. The Origins of Happiness

How Parents and Schools Form the Child. Table 16.4 on p225 shows that:

- **Emotional health** (wellbeing of a child) is a final outcome. The biggest single family determinant is the mental health of the mother. Family conflict is bad for children’s wellbeing. The biggest positive factors, by some distance, however are both the quality of both primary and secondary schools.
- **Behavioural** is an intermediate outcome, but an extremely important one for all the other people that the person deals with, either in childhood or as an adult. As with emotional health and intellectual (academic performance), the biggest positive factors are the quality of both primary and secondary schools, and mother’s mental health. Parental conflict, and parental aggression, are bad for child behaviour.
- **Intellectual** (academic performance) is important mainly as a preparation for adult life. The biggest family factors affecting performance are family income and parents’ education. As with emotional health above, the biggest positive factors are the quality of both primary and secondary schools.

**How children's outcomes at age 16 are affected by family and schooling (ALSPAC) (cross-section)
(standardized coefficients)**

	<i>Emotional health at 16</i>	<i>Behaviour at 16</i>	<i>GCSE score at 16</i>
Family income (log, averaged)	0.07	0.08	0.14
Parents' education (years)	-	0.04	0.17
Father unemployed (% of years)	-	-	-0.03
Mother worked (% of 1 st year)	-	-	-0.02
Mother worked (% of other years)	-	-0.05	0.04
Parents' involvement with child	0.04	0.05	0.02
Parents' aggression to child	-0.03	-0.12	-
Mother's mental health	0.16	0.17	0.03
Father's mental health	0.04	-	-
Conflict between parents	-0.04	-0.14	-0.01
Primary school quality	0.27	0.32	0.21
Secondary school quality	0.28	0.31	0.38

Appendix 11: University of Twente A systematic review of the relationship between wellbeing and academic achievement

Bianca Gräbel, August, 2017

Abstract

Background: Various studies have underlined the beneficial effect of wellbeing on mental health as well as on resilience against stress and psychopathology. Also in the educational sector several studies have indicated that interventions, based on the principles of positive psychology, enhance wellbeing and resilience of students. Less is known about the relationship between wellbeing and academic achievement. To make positive interventions at school more effective and purposive, advanced knowledge of the relationship between wellbeing and academic achievement and their influencing factors is needed.

Method: The systematic literature review was conducted in December, 2016. The databases Scopus and Web of Science were searched for relevant literature by combining the search terms wellbeing, school and academic achievement and several synonyms of these terms. This resulted in a pool of 300 studies. The application of several criteria of exclusion resulted in a final selection of 5 studies.

Results: The selected studies suggest that there is a positive relationship between emotional and psychological wellbeing and academic achievement. The relationship of social wellbeing and academic achievement has not been examined in the included studies. In general students with higher levels of psychological and emotional wellbeing also show higher levels of academic achievement. Engagement, self-esteem, organizational justice, interpersonal relationship with teachers, student's perception of school and motives for attending school may moderate or mediate the relationship between wellbeing and academic achievement.

Discussion/Conclusion: This systematic review is a first attempt to get an overview of existing studies regarding the relationship between academic achievement and wellbeing and provides useful information that can serve as a starting point for further, more specific research in this area. Positive emotions, the fulfillment of basic needs, intrinsic motivation, personal strengths and engagement are supposed to influence in the relationship of wellbeing and academic achievement.

Appendix 12: International examples of different approaches to student wellbeing

12.1: Summary Questions asked annually of all Dutch secondary schoolchildren

1. General

- Reasons why school is possibly not fun
- What are the most important reasons for skipping class?
- Do your parents ever ask you how things go at school?
- Family composition
- Struggling at home to make ends meet
- Some or great difficulty with financial life in the family
- Relationship with parents
- Have enough friends/girlfriends
- Social support from friends

2. Bullying and resilience

- How often were you bullied in the last three months at school?
- How often bullied over the internet in the last three months?
- How often in the last three months have you bullied someone over the internet?

3. Health and Wellbeing

- Feeling healthy
- Experienced happiness (by report grade)
- Degree of happiness

4. Psycho social health (SDQ)

- Have felt very low or gloomy in the last two weeks
- Has had to do with the death of father or mother
- Long-term or serious illness or disability of a family member
- Has to do with divorce from the parents
- Has occasionally had an unwanted sexual experience
- Problems hearing after listening to music
- Used earplugs to protect the hearing in a place with loud music
- To whom do you go for information or help?

5. Food, Movement and Weight

- How often per week do you take breakfast?
- How many days per week do you eat fruit and vegetables?
- Average number of sugary drinks per day
- Average number of energy drinks per day
- Exercise for at least an hour every day
- Exercise for at least an hour 5 days a week

- Am a member of a sports club
- Go by bike (or walk) to school or internship workplace
- Play sport at a club, community or sports school
- Play sport at least once a week
- Exercise outside of club, community or sports school
- How do you find your own weight?

6. Alcohol

- Have you ever drunk alcohol?
- Have drunk (one glass or more) alcohol in the last 4 weeks?
- In the last 4 weeks, 5 or more drinks in one go (binge drinking)
- Ever been drunk or tipsy
- Last 4 weeks drunk or tipsy
- Places where children drink alcohol
- Opinion of parents towards alcohol
- What agreement did your parents / guardians make with you about drinking alcohol?
- How do young people get alcohol (based on all young people) (more answers possible)?

7. Smoking, Cannabis or Other Drugs

- Have you ever smoked?
- How often do you smoke now (a whole cigarette or more)?
- How do children get cigarettes?
- Places where children smoke
- Opinion of parents towards smoking
- Have you ever been offered cannabis or hashish?
- Location where children have been offered cannabis or hashish
- Opinion of parents to cannabis and hashish
- Locations where children can get other drugs

8. Social Media, Gaming and Sexting

- How often are you active on social media?
- Negative effects of social media?
- Difficult to stop use of social media
- How often do others say you should use social media less?
- Would you prefer to use social media rather than spend time with others in real time?
- How often restless when no social media?
- How often do homework around social media?
- How often do you use social media because you feel bad?
- How often do you sleep too little due to social media?
- Risk of problematic use of social media

- How often do you play games?
- Negative aspects of gaming?
- How difficult is it to stop gaming?
- How often do others say that you should spend less time on gaming?
- Prefer gaming to spending time with others in real time
- How often restless when not gaming?
- How much homework do you do around gaming?
- How often do you game when you are feeling low?
- How often do you sleep too short due to gaming?
- Risk of problems from gaming

- Negative effects of sexting
- For whom has something sexual been done via smartphone?

9. Sexuality

- Sexual experiences
- Contraception for the first time
- Contraception from the last time
- Risk of STD at the first time
- Risk of STD from the most recent time

10. Sexual Diversity

- What do you think if two women or two men are in love?
- Social position with regard to homosexuals?
- Openly talk about homosexuality at school?
- What do you think if a boy and a girl kiss each other in public?
- What do you think if two girls kiss in public?
- What do you think if two boys kiss in public?
- Assessment of acceptance of homosexuality amongst classmates
- Assessment of acceptance of homosexuality amongst friends
- Acceptance of homosexuality amongst parents

Appendix 12.2 Dubai 2017 School Wellbeing Assessment

Dubai Student Wellbeing Census marked the first-ever city wide effort to measure student wellbeing & happiness. Conducted by Dubai's Knowledge and Human Development Authority (KHDA), the census revealed that 84% students in Dubai are happy at school.

The findings showed that students who stay in Dubai longer have higher levels of happiness. Additionally, eight out of 10 students (84%) in Dubai's private schools reported high levels of happiness.

65,000 students from Grades 6 to 9 (Years 7 to 10) across 168 schools in Dubai were covered in the census.

The census revealed that relationships are a key driver of student wellbeing and happiness. Students in younger grades reported higher levels of happiness and felt more connected to adults at home and school.

The census revealed that students who feel the happiest are those who:

- Are enrolled in Good or better schools (85%)
- Are enrolled in Indian curriculum schools (87%)
- Feel that they do better than others in their schoolwork (89%)
- Usually get a good night's sleep (91%)

Each school receives its own report, providing them with an in-depth understanding of how students feel about their school life, home life, themselves and their relationships with others. The data provides insight into student attitudes towards their experiences in and out of school.

The census is run by the KHDA in Dubai in partnership with the Government of South Australia.

Appendix 12.3 South Australia

The wellbeing and engagement collection (WEC) is a survey that collects information from students in years 4 to 9 about non-academic factors relevant to learning and participation.

The survey gives schools, the community and government an insight into what needs to occur to ensure students experience success and are provided with resources and opportunities to reach their full potential.

The survey asks young people about how they think and feel about their experiences both inside and outside of school. The survey includes 68 questions related to areas of development linked to wellbeing, health and academic achievement.

- [Social and emotional wellbeing](#)
- [Physical health, lifestyle and after school activities](#)
- [School relationships and engagement](#)

The wellbeing and engagement collection includes items from the Middle Years Development Instrument which was developed by the University of British Columbia and was trialled in Australia in 2013, with more than 6000 students from South Australia and Victoria taking part.

In 2016, over 43,000 students completed the survey from across 500 schools.

It is not compulsory to participate in the survey.

If a school decides to participate in the survey, students complete the survey on a voluntary basis. Parents or caregivers can also withdraw a student if they choose.

Parents who do not want their child taking part in the survey can get their child's name removed from the participant list by speaking to their teacher.

Teachers can explain the survey to parents with poor reading skills to gain consent for participation.

Participating schools should provide parents with a letter containing information about the survey.

The survey is undertaken at participating schools during school hours and takes between 25 and 45 minutes to complete. In the majority of schools, the survey is completed online.

Students complete the survey in the presence of their teacher/survey administrator. Teachers are responsible for identifying any students who may have learning difficulties or not have a sufficient level of English to participate in the survey.

1. Seek approval before allowing students to complete the survey by sending a letter to all parents in advance with the option of opting out.
2. Read instructions on administering the survey to students, emailed to the school's survey administrator by the department before the survey period.
3. Read all resources sent by the department, which contain detailed information on conducting the survey.

Schools, classrooms or students are not compared. Participating schools will receive a report based on student findings, but students are not identified.

Appendix 12.4 Singapore

Article by Dr Lim Lai Cheng, March 2017. Dr Cheng is executive director of SMU Academy, Singapore Management University, former head of the Raffles Institution in Singapore and consultant on the board of Winter's International School Finder.

Singapore is in top place in the international rankings for education. But it wants the next upgrade of its school system to focus on keeping students positive and resilient.

Dr Lim Lai Cheng, former head of the prestigious Raffles Institution school in Singapore and director at the Singapore Management University, explains the push for character as well as qualifications.

It was no accident that Singapore created one of the world's highest performing education systems in five decades. Reminiscent of the examinations for selecting mandarins in old China, the road to success in Singapore has always been focused on academic credentials, based on merit and allowing equal access for all. This centralised system helped Singapore to create social cohesion, a unity of purpose among its schools and an ethos of hard work that many nations envy.

But the purpose of the education system has changed and Singapore in 2017 is no longer the fledgling state it was in 1965. Schools have become highly stratified and competitive. More advantaged families are better able to support their children with extra lessons outside of school, such as enrichment classes in mathematics, English, dance and music. Those who can't afford this have to depend on their children's own motivation and the resources of the school to catch up.

This social divide continues to widen because the policies that had won the system its accolades - based on the principle of meritocracy - no longer support the social mobility they were meant to bring about. So work is in progress to tackle anything in the system that seems to be working against social cohesion.

This time around, it will no longer be enough to develop a highly-skilled workforce to plug into the global economy. The next update of the education system will have to ensure that Singapore can create a more equitable society, build a stronger social compact among its people while at the same time develop capabilities for the new digital economy.

Government policies are moving away from parents and students' unhealthy obsession with grades and entry to top schools and want to put more emphasis on the importance of values. Schools have been encouraged, especially for the early elementary years, to scrap standardised examinations and focus on the development of the whole child. "Character scorecards" and "reflection journals" have become the staple in many primary schools, to allow parents to follow the social and developmental progress of their children.

A number of schools have also adopted an approach centred on well-being, as promulgated by Dr Martin Seligman, director of the Positive Psychology Center at the University of Pennsylvania in the United States. Dr Seligman's model advocates that academic success and well-being form a double helix, and that the best schooling must include educating children on values and character, as well as how to interact well with others, set goals for themselves and work towards achieving those goals.

Positive education, a movement that is gaining momentum across the world, works to create a school culture that supports caring, trusting relationships. It is an approach that focuses on specific skills that assist students to build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

This approach has worked well with schools that are trying to implement the new syllabuses for character and citizenship education, launched in the last three years. An important segment of the new curriculum, at the primary level is family time, and how parents should play an important role in inculcating the right values in their children.

At the secondary and high school levels, "values in action" programmes lie at the core of educating young Singaporeans to be empathetic, socially responsible and active citizens in their community. For example, students work on projects that serve the elderly, reach out to migrant workers and read to latch-key children in day-care centres. There have also been calls for more flexibility over admissions to local top schools and universities to encompass selection based on character traits such as drive, resilience and passion.

To enhance equity, the education ministry has also attempted to spread resources more evenly across schools by rotating experienced principals to schools that need more attention and paying more attention to academically weaker students by strengthening vocational and skills training. All round, government leaders have expounded a wider definition of success beyond academic grades.

The media and elite schools have been discouraged from showcasing top students and their academic achievements. There has also been a nationwide initiative called SkillsFuture which puts, in the first instance 500 Singapore dollars (£290) in the hands of every Singaporean from age 25 onwards, for them to pursue lifelong learning, build personal mastery and pursue their passion.

An online databank with at least 10,000 courses that Singaporeans can sign up for, to broaden or deepen their skills or take on new hobbies, is easily accessible. School-based education and career guidance counsellors are also provided at the primary to tertiary levels, to nurture students' self-awareness, self-directedness and life skills. Drawn from people with industry experience, the counsellors help students to explore education and career options. They should be able to help students with information about the skills needed for the digital economy, so that students can go beyond what they learn for exams.

Appendix 12.5 Finland (from the Finnish Ministry of Education and Culture)

Pupils in pre-primary, primary and lower secondary school as well as students in upper secondary school have the right to pupil and student welfare services (also known as student welfare).

It consists of student welfare and student welfare services as specified in the education provider's curriculum. These include the services of psychologists and school social workers as well as pupil and student healthcare services.

In pre-primary education, the healthcare services are part of pupil welfare as organised under the Health Care Act, provided in the form of age group-specific children's clinic services.

Pupil and student welfare is primarily preventive student welfare that supports the school community as a whole. In the school community, this means an institutional culture that includes

collaborative activities and cooperation between the school and home as well as measures that promote safety.

Students are also entitled to individualised student welfare, which aims to help the student learn, be healthy, experience wellbeing and a sense of inclusion and to prevent problems from arising. The purpose is also to ensure that high-quality student welfare services are available and that students have access to early support.

Student welfare is implemented and managed as one operational entity and as systematic multi-professional cooperation between teaching staff, health and social services, students and their parents and guardians as well as any other actors deemed necessary.

Organising student welfare

Education providers are responsible for ensuring that student welfare is provided as specified in the curriculum. It must be a collaborative effort between different actors in such a way that it forms a functional and systematic entity. The education providers must supply information to the students and their parents and guardians on student welfare and, when necessary, guide students to seek help from student welfare services.

The wishes and opinions of students must be taken into consideration when adopting any measures and decisions involving them, bearing in mind the student's age, level of development and other personal capabilities. Based on the provisions in law, minors may forbid their parents or guardians from taking part in matters involving student welfare, and may also forbid student welfare authorities from supplying confidential information related to them to the student's parents or guardians. Parents and guardians are not entitled to forbid a minor from using student welfare services.

The municipality in which the school is located is responsible for organising the services of a psychologist and school social worker in their area, regardless of the municipality the student resides in. Students who are minors are entitled to receive, free of charge, such student welfare services as are deemed necessary for being able to attend instruction and education.

Guidance and supervision

Decisions on cooperation between the home and school, the key principles for student welfare, and the objectives for student welfare related to education are made within the scope of the national core curriculum (or other provisions in the Basic Education Act or in the Act on General Upper Secondary Education).

The education providers evaluate the implementation and impact of student welfare and carry out in-house supervision of overall student welfare in cooperation with the authorities in municipal education administration and health and social services administration.

The National Institute for Health and Welfare is responsible for the coordination and development of national student welfare services in cooperation with the Finnish National Agency for Education. The Regional State Administrative Agencies oversee that the education providers organise student welfare in accordance with the curriculum.

Appendix 12.6

New Zealand is redesigning the purpose of government spending

By [Eshe Nelson](#); May 30, 2019

New Zealand's prime minister Jacinda Ardern said she wanted to prove that it's possible to govern in a new way, one centered on kindness and [empathy](#). As part of this approach the South Pacific nation has just published the world's first ever "[wellbeing budget](#)."

The [new budget](#), and Ardern's administration's second one, uses government spending for the explicit purpose of improving certain social outcomes and intergenerational issues. But the socially progressive and environmental commitments in the budget aren't the big change: rather, it's the new mindset behind the budgeting process. Government ministers are now tasked with finding collaborative ways to meet five wellbeing goals. They are to support mental health, particularly among young people; reduce child poverty; increase support for Maori and Pacific Islander peoples; transform the economy for a low-carbon future; and boost productivity and digital innovation. The government will then measure progress on these outcomes and use the data to make future spending decisions.

New Zealand is arguing that spending should be about more than just trying to achieve higher levels of GDP. And the country has the ability to cast its focus elsewhere because, by traditional measures, New Zealand is doing very well: Its economy has grown for 32 consecutive quarters measured by GDP, the unemployment rate is around 4%, and the government has a budget surplus that is expected to be maintained for several years.

Grant Robertson, the finance minister who delivered the budget to Parliament today (May 30), [said](#) there are still "significant gaps" in living standards in New Zealand. The Treasury is using 61 indicators to measure social outcomes that cut across environmental capital, social capital, human capital, and financial and physical capital, and include everything from home ownership rates to measures of trust in government and the police. Overall, New Zealand's human capital is good, with high levels of education but Maori and Pacific Islanders fall behind the rest of the population. The government said social connections were mostly strong but loneliness, homelessness, and discrimination still needed to be tackled. Reducing carbon emissions and soil erosion are other priorities, as are increasing research & development spending.

In line with the government's new priorities, it is boosting spending in some areas. New Zealand has notably high levels of domestic violence, with as much as three-quarters of incidents not reported to the police, so in advance of today's budget, the government announced NZD \$320 million (\$208 million) in spending on sexual and domestic violence. Today, the government said it would spend NZD 1.4 billion on various mental health services by 2024, including transitional housing and addiction treatment. Alongside the budget, the government is also publishing a child poverty report to demonstrate its commitment to reducing those numbers. The latest data shows 17% of children are living in low-income households, before housing costs.

To meet these new goals the government is increasing spending, even as the [impact of the US-China trade war](#) and Brexit uncertainty are already [cutting away](#) at New Zealand's traditional growth expectations. As countries around the world grapple with how to balance [the role of the state](#) and business in creating prosperity, many governments will be watching how New Zealand's new priorities fare as the world enters an economic slowdown.

Appendix 13 Wellbeing assessments in the UK

Appendix 13.1 Wellbeing assessments in UK schools (Source: Education Endowment Foundation, March 2019)

Organisation	Report/survey	N	Frequency	Notes
Exeter University and the NHS	‘Mental Health of Children and Young People in England 2017’	9,117 children	1994, 2004 and 2017	This series applied rigorous, detailed and consistent methods to assess for a range of different types of disorder according to International Classification of Disease (ICD-10) diagnostic criteria. All cases were reviewed by clinically-trained raters.
The Children’s Society	The Good Childhood Report	c. 2,000 children each year	Annual	In 2010 The Children’s Society developed The Good Childhood Index, which contains a multi-item measure of overall life satisfaction and 10 single-item measures of happiness with different aspects of life.
Understanding Society	The UK Household Longitudinal Study	40,000 households	Annual	All the households in the Study are visited by an interviewer or complete an online survey once a year. Data is stored at the UK Data Service. There is a self-completed youth questionnaire for those aged 0-15 which includes questions on social media, self-confidence and time spent with family. The study is longitudinal, so follows the same 40,000 families each year.
PISA	Students’ Well-Being 2015	747,593	Every 3 years	Explores a comprehensive set of well-being indicators for adolescents that covers both negative outcomes (e.g. anxiety, low performance) and the positive impulses that promote healthy development (e.g. interest, engagement, motivation to achieve).

Others to look at:

- ONS measuring well-being. They have a list of measures. QualityofLife@ons.gsi.gov.uk ; <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/childrenswellbeingmeasures>
- UNICEF periodically assesses well-being internationally: https://www.unicef-irc.org/publications/pdf/rc11_eng.pdf
- Millennium Cohort Study includes well-being and mental health measures.

The Millennium Cohort Study (MCS), known as ‘Child of the New Century’ to cohort members and their families, is following the lives of around 19,000 young people born across England, Scotland, Wales and Northern Ireland in 2000-01. The study began with an original sample of 18,818 cohort members.

The MCS provides multiple measures of the cohort members’ physical, socio-emotional, cognitive and behavioural development over time, as well as detailed information on their daily life, behaviour

and experiences. Alongside this, rich information on economic circumstances, parenting, relationships and family life is available from both resident parents.

National Pupil Database (NPD) records have also been linked to the MCS data, so far including attainment up to Key Stage 2, and updated linkage, up to GCSE (Key Stage 4) is underway.

What has the study found?

The study has contributed crucial evidence on two major health issues facing this generation; the high rates of both mental-ill health and obesity among this age group, now in their teens.

Appendix 13.2 Software providers

There are a number of software programmes and other independent measurement routes currently being undertaken (to be checked):

GL Assessment	Pupil Attitudes to Self and School (PASS)	Individual schools	n/a	This isn't one large data set – it's a tool for individual schools to use, and so they don't publish a report using the data they collect. No data that I could find on how many schools are using it.
EduKit	EduKit	Individual schools	n/a	As above.
Anna Freud	Self-care survey Wellbeing Measurement for Schools	Individual schools	n/a	As above.

Anna Freud appears to be very influential in this arena, with three specific wellbeing measurement activities:

1. The Child Outcomes Research Centre (CORC) undertakes regular wellbeing assessments in schools as part of a growing service called Wellbeing Measurement for Schools.
2. Within the Evidence Based Practice Unit (EBPU), Anna Freud, in collaboration with UCL, is also undertaking two large-scale national surveys in schools:
 - (i) The first is the evaluation of the HeadStart programme, which is a seven-year programme funded by The National Lottery Community Fund. The programme aims to improve the mental health and wellbeing in 10- to 16-year-olds, and involves an annual survey (The Wellbeing Measurement Framework) of pupils in participating schools across England. Each year more than 30,000 secondary pupils complete the survey. The programme has been following a cohort of pupils each year throughout their secondary school journey, starting when they were in year 7 in 2017 and ultimately visiting them for the last time when they are in year 11 in 2021.

- (ii) The second of the large scale projects is one called Education for Wellbeing, England's largest research trial of school-based mental health interventions, commissioned by the Department for Education. Pupils in participating schools will complete a battery of questionnaires at 3 time points over 2019-2021 as part of the evaluation of the specific interventions in question.

Appendix 13.3

Head teacher Marina Gardiner Legge explains how Heathfield School, Berkshire, has implemented an innovative Australian programme for happiness, wellbeing and sound mental health – March 2018

The survey included in the programme only takes 10 minutes and can be done as part of a pupil's PSHE lesson on their own laptop, slotting in well to the existing curriculum. The delivery of individual results takes place with senior pastoral leads and each feedback session is timetabled to fit in with the individual pupil's own timetable; this can include use of tutor time, PSHE time and boarding time, making Flourishing at Schools well suited to the boarding environment. The results are scrutinised and an individual plan is created for each student, regardless of her 'score'.

The results the pupils receive are taken directly from their own answers, as opposed to the results the senior pastoral leads see. This is done to protect the pupils from comparing themselves against average scores, and shows us where our pupils are already flourishing, while also identifying any areas that need further development or pastoral intervention. Crucially, this is a primary level intervention to make sure our pupils are mentally fit and healthy – and is proactive rather than reactive. It is particularly useful in a boarding school environment where we have such prolonged periods of contact with pupils – including involvement in their sleep and nutrition.

Our Director of Pastoral Care Kathryn de Ferrer and Director of Boarding John Gale, both hugely experienced individuals, take the lead in delivering the programme and individual feedback sessions, which we have been able to integrate seamlessly into our school day. They are supported by the PSHE team and Form Tutors, all of whom are skilled at delivering high quality wellbeing initiatives and have adapted their experience readily to the Flourishing at School programme

Appendix 13.4

STEER AS Tracking

Teachers use early-warning system to spot mental health issues

Modern adolescents are under intense pressure to perform well in exams

[Javier Espinoza](#), EDUCATION EDITOR, DAILY TELEGRAPH

23 APRIL 2016 • 10:49AM

Top private schools – including Harrow and Wellington – are testing pupils' mental health as teen stress levels reach all-time high because of social media bullying.

There are currently 15 schools using an early warning system that helps teachers identify potential self-harm and drug abuse and 30 were already involved in a recent study.

Teachers say they are opting for the tool as a preventive measure in an era where adolescents are facing old-age challenges in a “more pressurised academic environment”, which means some “are finding it harder to cope”.

The schools, which also include some from the state sector as well, are using the tool called Affective Social (AS) Tracking to present teens with a series of scenarios where they display patterns of thinking that may affect their behaviour.

Once teachers have collected the data, they are able to work on improving their well-being. In some cases, for example, pupils have displayed a tendency for low self-esteem and teachers have intervened by putting them in charge of projects and making them feel appreciated.

Social media is partly to blame for a rise in stress among young people

Dr Simon Walker, the cognitive scientist who runs AS, said the tool is designed to measure the part of the brain that controls “how we plan and execute our actions”, known as the hippocampus.

He said: “This is our mental taxi driver and it configures the steering route children take, which is usually the most familiar path. We can tell with 82 per cent accuracy whether they are going to crash. We can identify risks of self-harm, eating disorders and social competency issues, like dominating other children.”

Schools currently using the tool provide the test twice a year in October and May. Dr Walker added: “Normal data asks questions like ‘do you have suicidal thoughts?’ But children are often reluctant to tell teachers how they really feel. Instead, they are evaluated not just on the response but how quickly on different scenarios.”

A ‘toxic mix’ of exam pressures, too much homework and cyberbullying was to blame for a rise in the number of primary school children attempting suicide, according to a survey published earlier this year by the Association of Teachers and Lecturers.

‘Under pressure’

Teachers blame ‘rising’ levels mental health issues on more “pressurised” environments at school, partly fuelled by pushy parents, more pressure to perform well on exams and the constant presence of social media.

Teens are now constantly on social media

Chris Jeffery, headmaster at the Grange School in Cheshire and chair of the HMC well-being group, was an early adopter of the AS.

Mr Jeffery said: “This generation is facing the same challenges that all adolescents have faced for generations but in a much more pressurised academic context that has meant more of them are finding it hard to cope.

“The growing number of manifestations of mental ill-health in schools means that we need an early warning system to spot the issues young people are struggling to cope with and the pressures they are under.

“I don’t think that we can easily say that there is a single cause to this. It’s a combination of enormous cultural, technological and policy factors that have formed the atmosphere that our young people have to cope with.

“The pressure of exams is an obvious reason, so is coming to terms with the growth of social media, which has led partly to a discernible rise in perfectionism and the idea that this can be achieved, because we see it around all the time in the profiles of others.”

Ed Venables, the house master who has led the pilot at Wellington College, said pushy parents, a shift in attention to focus on mental health and a rise in anxiety were partly to blame for the modern struggles of young people.

He said: “Pupils are going through the things I went through but kids get a lot more support now and they are less required to struggle on their own.”

Appendix 14. UK School Resilience Programmes (source: EEF, March 2019)

Some specific programmes include:

- **Promoting Alternative Thinking Strategies (PATHS):** A school-based social and emotional learning (SEL) curriculum that aims to help children in primary school manage their behaviour, understand their emotions, and work well with others. The EEF evaluation showed no impact on attainment, although there were some implementation issues. PATHS is commercially available through Barnardo's, and they have implemented the programme in 200 schools to date.
- **Changing Mindsets:** EEF re-grant in 100 schools – seeks to sought to improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. The original trial was small but found positive impacts on maths and English.
- **FRIENDS:** EEF evaluation in 81 schools found no evidence that the programme improved maths or English outcomes, or reduced anxiety. The programme is widely used in the UK and internationally.
- **Healthy Minds:** Whole-class intervention during the first 4 years of secondary school. Lessons either replaced the one hour-a-week of PSHE timetabled lessons or were built in to the school week at other times and were taught by school staff. The course was made up of 14 modules, based on existing evidence or guidance on health education, covering a range of topics including: social and emotional learning, relationships and healthy living content suitable for students in UK secondary schools. EEF is testing it in 30 schools, and the evaluation report is due shortly. Initial findings suggest positive impact on self-assessed general health after 4 years of the programme.
- **DfE funding for Anna Freud etc:** 370 schools, and has 5 different approaches, including focusing on increasing awareness of mental health in secondary schools through short information sessions for teachers, and lighter-touch approaches in primary and secondary schools such as mindfulness, breathing exercises etc.
- **Independent sector:** hear about isolated examples of 'good practice', eg, Wellington College. But there is little research on this – seems to be based on view that independent sector provides more extra-curricular programmes, eg, Duke of Edinburgh.
- **MTQ48:** 'mental toughness questionnaire' – we've had a number of schools approach us about this, though we think the evidence is limited.
- **How to Thrive / 'Bounce Forward'** – part of the team behind Healthy Minds programme, delivering Penn Resilience Programme.

Appendix 15. Measuring wellbeing in schools (Centre for Economic Performance)

Objective

1. Every parent wants their child to be happy in school, as well as academically successful. We also know that when children become happier their academic performance improves. So a key **objective** of schools should be the wellbeing of their pupils. But, in an age of measurement, all the pressure on schools is to achieve good SATs, GCSEs and A levels. Schools will only give wellbeing the attention it needs, **if it is measured.**
2. Moreover, in choosing schools, parents want to know if the children in a school are happy. **Parents should have access to reliable information on this topic.**
3. **Schools likewise should have reliable information** on how well they are doing in building the characters of their pupils. They should know this in aggregate and they should know as much as possible about which pupils are struggling with abuse or psychological problems.

Issues

Clearly any system of measurement should be piloted by schools wishing to participate in a pilot. And, even if the pilot is hugely successful, it might still be left to individual schools to decide whether to become a school that measures wellbeing. Hopefully most would wish to do so.

The sole purpose of this note is to propose a pilot in a sample of primary and secondary schools. The main issues it considers are

- (i) frequency of the surveys
- (ii) who answers them
- (iii) topics to be covered and questionnaires to be used
- (iv) presentation of results
- (v) confidentiality
- (vi) feasibility.

We give preliminary suggestions on each of these.

Frequency

A school which surveys the wellbeing of its pupils should do it for all pupils every year at a fixed time of year. For a pilot, at least two years should be covered, so that the survey shows how the pupils' wellbeing is changing (and not only its level). Indeed a school would mainly judge its success by how the pupils' wellbeing was changing (since its level depends on even more non-school factors).

Respondents

It is not feasible to question parents on a large scale – only teachers and pupils. There would be one questionnaire for teachers (the Strengths and Difficulties Questionnaire with its 30 questions¹). This would cover children of all ages from 5 upwards. Each teacher would have to complete some 30 questionnaires once a year.

Questionnaires would also go to children of 9 or over, and would involve some 50 questions online. The typical time to complete averages around 15-20 minutes.

Topics

The topics would be as follows, together with the proposed questionnaires to children.

	No of questions
• Happiness: Heubner + WEBWMS	14
• Emotional and behavioural problems: SDQ	30
• School: School Connection Subscale of the Student Resilience Scale	4
• Bullying	5
	53

¹ Including the impact supplement.

Presentation

Each school would survey all its pupils, aggregating their replies into 5 indices (see below). The results for each index would then be aggregated into averages for each age-cohort. For each age-cohort they would show the level and change of the following 5 indices.

Happiness

Emotional problems

(i) Children's replies (ii) Teachers' replies

Behavioural problems

(i) Children's replies (ii) Teachers' replies

School support

Bullying

Alternatively the survey could be confined to some, rather than all, age-cohorts.

Confidentiality

Most schools would wish to look at individual answers, to see whether child protection issues arose and whether mental health support was needed. But this could affect replies and some pilot schools could offer confidentiality, in order to see what effect this has.

Feasibility

At present the Big Lottery is funding a wellbeing project (HeadStart) involving tens of thousands of pupils. All are completing more burdensome questionnaires than we propose, but we draw on many of these same questionnaires which have been found to be acceptable and which form part of a common measurement framework that is becoming widely used. Many schools are enthusiastic to take up this challenge.

Note: Based on conversations with

Dr Jess Deighton	University College London
Gwyther Rees	University of York
Prof Stephen Scott	Kings College London
Sir Anthony Seldon	University of Buckingham
Dr Mark Williamson	Action for Happiness
Prof Miranda Wolpert	University College London

June 2017

Appendix 16 Headstart

16.1 Headstart Programme aims

HeadStart looks at how young people's mental wellbeing is affected by their experiences at school, their ability to access the community services they need, their home life and relationship with family members, and their interaction with digital technology. Working in schools, and with families, charities, community and public services, the HeadStart partnerships are designing, testing and implementing different approaches to:

- build young people's emotional resilience
- respond to the early signs of common mental health problems
- provide additional joined-up support when and where it is needed.

By raising awareness of young people's mental wellbeing, the HeadStart partnerships also support adults to know how to spot the early signs of problems, know what they can do themselves to provide support, and where to go to get more specialised help.

The Big Lottery Fund will share evidence and learning to inform future approaches to designing and funding prevention and early intervention services.

Between 2016 and 2021, the six HeadStart partnerships (Blackpool; Kernow; Hull; Kent; Newham; and Wolverhampton) will design, test and deliver tailored programmes of support which respond to the local context, environment and needs of young people. This includes peer mentoring, mental health first aid training, staying safe online, tackling social media bullying and special resilience lessons.

16.2 Headstart Evidence Briefings

- **Evidence briefing 1 (11 January 2018):** This showed that over 18% of children indicated that they were experiencing emotional problems and that the odds of experiencing mental health problems were significantly and consistently increased for children with special educational needs or who are eligible for free school meals (FSM).
- **Evidence briefing 2 (14 May 2018):** Students described the challenges they are facing, the most prevalent being the issue of fights and arguments with peers.
- **Evidence briefing 3 (5 February 2019):** As the level of mental health issues increased, academic attainment decreased. As mental health difficulties increased, absence from school increased.

Appendix 17 Framework to support employers to voluntarily report inter alia, wellbeing in the workplace.

An extract from the announcement by Departments of Work and Pensions and Health and Social Care, dated 22 November 2018

What is the voluntary reporting framework?

The framework has been developed by the government in partnership with large employers and expert partners (including leading charities) to support organisations to record and voluntarily report information on disability, mental health and wellbeing in the workplace.

Who is the voluntary reporting framework for?

The framework is aimed at large employers with over 250 employees but can also be used to support smaller employers who are keen to drive greater transparency in their organisation or industry.

Why has the voluntary reporting framework been published?

The government believes that transparency and reporting are effective levers in driving the culture change required to build a more inclusive society. The independent [Thriving at Work review](#) conducted by Paul Farmer and Lord Dennis Stevenson, published in October 2017, recommended that employers should report more information about their actions on workplace mental health on a voluntary basis.

In November 2017, the government's [Improving lives](#) command paper committed to working with partners, including employers, to develop a framework for voluntary reporting on disability and mental health.

The framework itself is a short guide to support employers to take a first step on the journey towards greater transparency.

What are the benefits of voluntarily reporting information on disability, mental health and wellbeing in the workplace?

Recording and voluntarily reporting information on disability, mental health and wellbeing may support an employer to:

- improve employee engagement and retention, with consequent gains for performance and productivity – engaged employees are less likely to report workplace stress and take fewer days sickness absence
- better understand the experiences of disabled people and people with mental health conditions in their workforce
- better monitor internal progress in building a more inclusive environment for employees access a wider pool of talent and skills through promoting inclusive and disability-friendly recruitment, retention and progression policies
- set an industry example in driving a cultural shift towards increased transparency better serve and connect with disabled customers and communities, capitalising on spending power
- engage in open and supportive conversations about disabilities and health conditions to help enable employees to remain in work and achieve their potential

Appendix 18

Good Childhood Report 2018, Children's Society

Policy Recommendations

The Good Childhood Report 2018 provides useful insights to help inform the decisions of policymakers looking to improve the lives of children across the UK. The Children's Society works in England and Wales and so in this final section we outline some key changes that could be made in these parts of the UK to improve children's well-being.

Using well-being to assess children in need of support

This year's Good Childhood Report provides evidence to reinforce a crucial message that has always been central to this research programme: we must ask children themselves what they think about their lives instead of relying on the observations and assumptions made by the adults in their lives. That a single question on subjective well-being answered by a child is a stronger predictor of self-harm than 20 questions about emotional and behavioural difficulties answered by their parent (or carer) should give pause for thought. So too should our finding that in some circumstances sensitive questions to children about well-being may be a more appropriate way of identifying children in need of support than a lengthy and negatively phrased questionnaire about a child's experience of depression or anxiety.

Schools

Schools in England and Wales are increasingly assessing the mental health of their pupils, particularly as they enter secondary school at age 11. In both nations, there is an emphasis on whole school approaches to mental health and a new curriculum on relationships, sex and sexuality, as two policy levers that will improve children's mental health. This year's findings remind us of the role well-being, rather than a strict focus on mental health, can play in identifying children in need of support. Schools should consider the efficacy of shorter, unobtrusive well-being surveys in identifying students who may be in need of support, rather than relying on lengthy surveys which may be distressing for young people to respond to without pastoral support.

In England, the Departments for Education and for Health and Social Care are about to pilot a new model for providing mental health support in schools. As they issue guidance on the pilots, they should consider the evidence presented in this report carefully.