

Table of Contents

STEPS FOR SCHOOLS	1
PUPIL DATA SHARING ARRANGEMENTS	2
For what purposes are the data being shared?	2
Who are the data subjects?	2
What data are involved?	2
What is the legal basis for sharing the data?	2
How are data shared and kept secure?	3
What happens to the results?	4
Who is the data controller?	4
DECLARATIONS	4
Research team signatories	4
School signatory	5
Appendix 1: Data shared in Wellbeing Measurement for Schools	6
Appendix 2: Questions pupils will be asked in the survey	6

Thank you for participating in the Wellbeing Measurement for Schools project. This Agreement is between the school and the research team. The research team are based across the Child Outcomes Research Consortium (CORC Ltd) and the Evidence Based Practice Unit (EBPU). EBPU is a partnership between UCL and the Anna Freud National Centre for Children and Families.

STEPS FOR SCHOOLS

This Agreement should be read in conjunction with the [Steps for Schools webpage](#), which sets out what is expected from participating schools and what schools can expect from the research team.

The Declaration section will need to be completed by the headteacher, deputy headteacher or equivalent, and the Principal Investigator of the research team. If either party is not able to conform to the agreement, project delivery may be at risk.

PUPIL DATA SHARING ARRANGEMENTS

This section of the Agreement sets out the purpose and processes for pupil-level data to be shared between the school and the research team, in compliance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

For what purposes are the data being shared?

Sharing of a specified set of information about participating pupils is necessary for the following:

- To help the school to review and support the wellbeing of their pupils and staff, by providing an anonymised report of survey findings
- To carry out research into the use of wellbeing surveys in schools to support the wellbeing of pupils and staff and to further understand factors influencing variability in wellbeing

Who are the data subjects?

The data subjects are the school pupils whose parents are happy for them to take part. Parents of pupils can choose to opt their child out of the project.

What data are involved?

The project includes two types of data about pupils:

- a) Information that schools already collect about pupils: gender, ethnicity, language group, free school meal eligibility, pupil premium eligibility and special educational needs. For details please see Appendix 1.
- b) Child-reported surveys: This is to understand how children and young people feel about themselves, their friends and their school. For details please see Appendix 2.

Data of type a) is transferred from the school to the research team, along with pupils' first names, surnames and ID numbers. The research team generates a list of unique survey access codes and returns these to the school, allowing the data of type a) to be linked to the child-reported data (type b) when the pupils complete the survey.

What is the legal basis for sharing the data?

The lawful basis for sharing and processing these data, as set out in the GDPR, is:

- Article 6(1)(e) "processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller" and

- Article 9(2)(j) “processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject”

The research team are implementing all the data processing measures and safeguards appropriate to research as specified under GDPR Article 89(1) and expanded upon in university guidance.¹ The key measures are set out below under ‘How are data shared and kept secure’.

How are data shared and kept secure?

Data transfer: All transfers of pupil-level data between the school and research team are made using secure methods (Data Safe Haven Transfer Portal, Data Safe Haven Secure Mail).

Anonymisation: Once surveys are complete, the research team create an anonymised data set for analysis that does not include any pupil names, and includes anonymised ID numbers instead of pupil ID numbers.

Data access: Only authorised individuals in the research team have access to pupil names and pupil ID numbers. The research team may collaborate with selected academic experts or students to analyse the anonymised data set, where such collaborations are determined to be beneficial for the purposes stated above.

Data storage: Pupil first names, surnames and pupil ID numbers are stored in the UCL Data Safe Haven (certified to the ISO27001 information security standard). Anonymised pupil-level data are analysed in the UCL Data Safe Haven, or on a secure server of the Anna Freud National Centre for Children and Families.

Data retention: Pupil first names, surnames and pupil ID numbers are deleted after 1 year. The anonymised data set is kept for 10 years (in line with UCL’s retention policy for research data), after which it is reviewed to determine whether it would be appropriate to delete.

¹ UCL Legal Services Data Protection Office (2018) Guidance for Researchers on Appropriate Safeguards under the General Data Protection Regulation 2016 (GDPR) and the Data Protection Act 2018 (DPA).
https://www.ucl.ac.uk/legal-services/sites/legal-services/files/guidance_for_researchers_on_appropriate_safeguards_under_gdpr_2016_and_dpa_2018.pdf

Wellbeing Measurement *for Schools*

School Agreement

(Including GDPR compliant data sharing arrangements)



What happens to the results?

The school will receive an anonymised report of the survey findings to help them review and support pupil wellbeing.


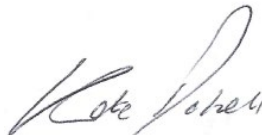
Findings may be presented at conferences or used as part of publications such as booklets, academic articles and reports for school partner organisations (e.g. local authorities, associated charities). No information presented or published will identify any pupils involved.

Who is the data controller?

The controller of the data specified above under 'What data are involved' is UCL (University College London; ICO registration number Z6364106/2019/06/150). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data. UCL's Data Protection Officer is Alex Potts who can be contacted at data-protection@ucl.ac.uk.

DECLARATIONS

Research team signatories

<p>As the Principal Investigator, I will ensure the research team fulfil their responsibilities as set out on the Steps for Schools webpage and this Agreement.</p> <p>Name: Dr Jessica Deighton</p> <p>Role: Director, Evidence Based Practice Unit</p> <p>Signature: </p> <p>Date: 29.07.2021</p>	<p>As Director at CORC Ltd, I will ensure the research team fulfil their responsibilities as set out on the Steps for Schools webpage and this Agreement.</p> <p>Name: Kate Dalzell</p> <p>Role: Director, CORC Ltd</p> <p>Signature: </p> <p>Date: 29.07.2021</p>
--	---

Wellbeing Measurement *for Schools*

School Agreement

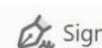
(Including GDPR compliant data sharing arrangements)



School signatory

As the signatory for the school, I confirm that I understand, and will ensure compliance with, the processes specified on the [Steps for Schools webpage](#) and this Agreement.

The Agreement can be signed electronically by downloading it, opening it in Adobe Reader and using the Adobe Reader Sign tool.



Name:

Role (headteacher, deputy headteacher or equivalent):

School:

Signature: _____



Email:

Phone:

Date:

Appendix 1: Data shared in Wellbeing Measurement for Schools

School/college ID (DfE no. or similar)	Ethnicity
Pupil/student ID (UPN or equivalent)	Language group
Forename	Free school meal eligibility
Surname	Pupil premium eligibility
Actual National Curriculum year group	Special educational needs (SEN) provision
Gender	Class name (optional)

Appendix 2: Questions pupils will be asked in the survey (These will be presented in a child friendly format online)

Year 4

We would like to know what thoughts about life you have had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with your overall life. Select the answer next to each statement that indicates the extent to which you agree or disagree with that statement. It is important to know what you REALLY think, so please answer the questions the way you really think, not how you should think. This is NOT a test. There are NO right or wrong answers. My life is going well; my life is just right; I would like to change many things in my life; I wish I had a different kind of life; I have a good life; I have what I want in life; my life is better than most kids. Five possible response options for each question: strongly disagree- strongly agree (Life Satisfaction Scale: Huebner 1991).

Below is a questionnaire which is going to ask you how you feel. There are no right or wrong answers. You should pick the answer which is best for you: I feel lonely; I cry a lot; I am unhappy; Nobody likes me; I worry a lot; I have problems sleeping; I wake up in the night; I am shy; I feel scared; I worry when I am at school;; I get very angry; I lose my temper; I hit out when I am angry; I do things to hurt people; I am calm; I break things on purpose . Response options: Three possible response options for each question: Never- Always. (Me and My Feelings Questionnaire: Deighton et al 2013).

Please read every statement carefully and select the answer that fits you best: At school there is an adult who: really cares about me; tells me when I do a good job, listens to me when I have something to say; believes that I will be a success. Five possible response options to each question: Never-Always (Student Resilience Survey, Sun and Stewart 2007).

Please put the areas below in order of importance to you: How I feel; How well I can deal with my feelings; How I get on with friends; How I get on with family; Working on my own strengths and weaknesses; Being able to get on with daily tasks and activities.

Year 5 to Year 9

Please read every statement carefully and select the answer that fits you best: At home there is an adult who: is interested in my school work; believes that I will be a success; wants me to do my best; listens to me when I have something to say. At school there is an adult who: really cares about me; tells me when I do a good job, listens to me when I have something to say; believes that I will be a success. Away from school there is an adult who: really cares about me; tells me when I do a good job; believes that I will be a success; I trust. Away from school: I am a member of a club, sports team, church group, or other group; I take lessons in music, arts, sports, or have a hobby. Are there students in your school who would: choose you on their team at school; tell you're good at doing things; explain the rules of a game if you didn't understand them; invite you to their home; share things with you; help you if you hurt yourself; miss you if you weren't at school; make you feel better if something was bothering you; pick you for a partner; help you if other students are being mean to you; tell you you're their friend; ask you to join in when you are all alone; tell you secrets. Please read every statement carefully and select the answer that fits you best: I do things at home that make a difference (i.e. make things better); I help my family make decisions; At school, I decide things like class activities or rules; I do things at school that make a difference (i.e. make things better); I can work out my problems; I can do most things if I try; There are many things that I do well; I feel bad when someone gets their feelings hurt; I try to understand what other people feel; When I need help, I find someone to talk to; I know where to go for help when I have a problem; I try to work out problems by talking about them; I have goals and plans for the future; I think I will be successful when I grow up. Five possible response options to each question: Never-Always (Student Resilience Survey, Sun and Stewart 2007).

We would like to know what thoughts about life you have had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with your overall life. Select the answer next to each statement that indicates the extent to which you agree or disagree with that statement. It is important to know what you REALLY think, so please answer the questions the way you really think, not how you should think. This is NOT a test. There are NO right or wrong answers. My life is going well; my life is just right; I would like to change many things in my life; I wish I had a different kind of life; I have a good life; I have what I want in life; my life is better than most kids. Five possible response options for each question: strongly disagree- strongly agree (Life Satisfaction Scale: Huebner 1991).

Below is a questionnaire which is going to ask you how you feel. There are no right or wrong answers. You should pick the answer which is best for you: I feel lonely; I cry a lot; I am unhappy; Nobody likes me; I worry a lot; I have problems sleeping; I wake up in the night; I am shy; I feel scared; I worry when I am at school;; I get very angry; I lose my temper; I hit out when I am angry; I do things to hurt people; I am calm; I break things on purpose. Response options: Three possible response options for each question: Never- Always. (Me and My Feelings Questionnaire: Deighton et al 2013).

Please put the areas below in order of importance to you: How I feel; How well I can deal with my feelings; How I get on with friends; How I get on with family; Working on my own strengths and weaknesses; Being able to get on with daily tasks and activities.

Year 10 to Year 11

Please read every statement carefully and select the answer that fits you best: At home there is an adult who: is interested in my school work; believes that I will be a success; wants me to do my best; listens to me when I have something to say. At school there is an adult who: really cares about me; tells me when I do a good job, listens to me when I have something to say; believes that I will be a success. Away from school there is an adult who: really cares about me; tells me when I do a good job; believes that I will be a success; I trust. Five possible response options to each question: Never-Always (Student Resilience Survey, Sun and Stewart 2007).

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks: I've been feeling optimistic about the future; I've been feeling useful; I've been feeling relaxed; I've been dealing with problems well; I've been thinking clearly; I've been feeling close to other people; I've been able to make up my mind about things. Five possible response options to each question: None of the time; rarely; some of the time; often; all of the time. (Short version Warwick Edinburgh Mental Well-Being Scale, Stewart, Brown et al 2009).

For each question, please check how much you have felt or acted this way in the past two weeks: I felt miserable or unhappy; I didn't enjoy anything at all; I felt so tired I just sat around and did nothing; I was very restless; I felt I was no good any more; I cried a lot; I found it hard to think properly or concentrate; I hated myself; I was a bad person; I felt lonely; I thought nobody really loved me; I thought I could never be as good as other kids; I did everything wrong. Three possible response options to each question: true, sometimes, not true. (Short Mood and Feelings Questionnaire, Angold and Costello 1987).

In the last month: ...how often have you been upset because of something that happened unexpectedly? ...how often have you felt that you were unable to control the important things in your life?... how often have you felt nervous and "stressed"? ...how often have you dealt successfully with day to day problems and annoyances? ...how often have you felt that you were effectively coping with important changes that were occurring in your life? ...how often have you felt confident about your ability to handle your personal problems? ...how often have you felt that things were going your way? ...how often have you found that you could not cope with all the things that you had to do?...how often have you been able to control irritations in your life? how often have you felt that you were on top of things? ...how often have you been angered because of things that happened that were outside of your control? ...how often have you found yourself thinking about things that you have to accomplish? ...how often have you been able to control the way you spend your time? ...how often have you felt difficulties were piling up so high that you could not overcome them? Five possible response options to each question: never, almost never, sometimes, fairly often, very often. (Perceived Stress Scale, Cohen et al. 1983).

Please put the areas below in order of importance to you: How I feel; How well I can deal with my feelings; How I get on with friends; How I get on with family; Working on my own strengths and weaknesses; Being able to get on with daily tasks and activities.