

Undertaking an effective pupil wellbeing audit

Introduction

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A pupil wellbeing audit can be an incredibly helpful and insightful exercise, and can form the basis of a whole-school approach to mental and emotional health strategy. Wellbeing audits are crucial tools for gathering information about the issues facing pupils, and often produce surprising or unexpected data. Once armed with the evidence, schools are better placed to develop interventions and engage more meaningfully with parents.

A pupil wellbeing audit involves harnessing the views of the entire pupil cohort. It's important to make this a school-wide piece of work rather than have a sample cohort, as this is the only way to get a full understanding of the school's position in terms of pupil wellbeing. As a school, you may want to use an existing tool, adapt an existing school's audit process or create your own. The following examples can be a good starting point:

- [Child Outcomes Research Consortium](#)
- [Public Health England](#)

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Discuss it with the pupils

Be clear about what you're doing, why you're doing it and the importance of each pupil completing the audit as honestly as possible – every voice matters.

Develop and evaluate the tool you want to use

Having a pilot group of pupils involved with this can be an advantage. Ensure the language used is relevant and accessible, and determine whether the questions asked will result in the information you need – it's better to ask five clear, useful questions than 30 ambiguous or vague ones. Start by deciding what it is you want to know, and work backwards from there.

Communicate with parents at all stages

Parents may want to see the questions in advance, and it can be incredibly helpful for results to be shared in full – a whole-school approach needs to involve parents and carers as well.

Analyse the results, and draw up a list of key themes

Prioritise key themes as appropriate – you can't tackle every issue at once – as it's more effective to have a clear focus.

Share the results with the pupils

It will be helpful for pupils to know they are not alone, especially if they used the audit to disclose something difficult. If the audit has been kept anonymous, the results are likely to be an honest reflection of the state of wellbeing in the school.

Use the results

Don't do an audit just so you can say you've done an audit – use the results to generate change and develop a whole-school approach that can be rolled out over the coming years. Use the audit to ask the pupils what they would like to see happen. Consider how you can address some of the issues in assemblies, in PSHE lessons, or via mentoring. Ask yourself: what gaps in training are there? Is there scope for a peer support programme?

Extend the audit

Roll out the same or adapted questionnaires to both staff and parents. It is of the utmost importance that the wellbeing of the staff is given as much priority as that of the pupils.

Share the experience and results with other schools in the area

Communicate with other schools to suggest what similarities you have and consider what good practice you can share. If you have a good idea for an intervention, don't keep it a secret; work collaboratively.

Repeat the process

Results can be affected by a number of factors, such as the time of year (i.e. the first week of January or a few days before exams start may yield different data to the beginning of October or end of July), so take timing into account when you execute the audit, and then make it an integral part of every school year.