



# Getting the most from your **OxWell Student Survey 2023 data**

Guide and resource pack for schools and colleges

This toolkit has been produced in partnership with



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# Introduction

If your school or college took part in the 2023 [OxWell Student Survey](#), this guide and resource pack are designed to help you get the most out of your results.

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The sections below lead you through accessing, understanding and sharing your data to the most important stage – deciding how to respond to what your students have reported about their mental health and wellbeing.

**The pack recommends ways in which you can use the survey results to identify the areas you may want to work on and how to drive positive change.**

All the methods suggested here can be implemented alongside your existing improvement process, such as a School Development Plan, strategic plans and/or any audits/assessments you may have undertaken. The guide and resources can also be used to contribute to introducing or further developing your whole school or college approach to promoting good mental health and wellbeing based on the eight key principles listed in this [Public Health England document](#).

**If you have any questions, please contact the OxWell team at [oxwell@psych.ox.ac.uk](mailto:oxwell@psych.ox.ac.uk)**



# How to use this guide and resource pack

This guide has five main sections. Each section includes tips and links to free resources we have created.

These are all hosted on the [OxWell website](#) as separate, downloadable documents. Guidance and additional useful resources available from other organisations are listed at the end of this document.



- ▶ **1 Accessing and understanding your survey results**
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## ▶ 1 Accessing and understanding your survey results

You have already received an 'Extended Summary Report', sent in June 2023<sup>1</sup>, which provides an overview of some of the survey's key findings for your school or college.

You have also been given a username and password to access **LodeSeeker**, our online data portal where all your school or college data can be found. To help you access your data in detail and get the most out of LodeSeeker, we have produced a [detailed guide](#) you can find by following the link.

It might be worth identifying a data specialist(s) within your education setting who can act as your 'data ally' and help with further analysis of your findings using LodeSeeker. This could be a member of staff or a school governor.

<sup>1</sup> If you have not received or cannot find your report or LodeSeeker access, please contact the OxWell team at [oxwell@psych.ox.ac.uk](mailto:oxwell@psych.ox.ac.uk) with your name, position and the name of your school/setting.

### TIPS

- Look beyond your summary report and carry out a more detailed analysis of all your results in LodeSeeker, with the help of a 'data ally' if needed
- Check to see how your education setting compares to other similar settings in your area and within the whole OxWell sample
- On LodeSeeker, use profiles to find collections of themed questions — e.g. mental health or bullying - and create reports quickly and easily. Use the advanced filters to segment by demographics — e.g. by year group — and some behavioural questions to understand your results more clearly and target any interventions appropriately
- Use reports to generate quick, themed summaries of responses in your school compared to the OxWell average for your phase (primary/secondary)

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## ▶ 1 Accessing and understanding your survey results

### Resources

Your 'Extended Summary Report'

[User Guide for LodeSeeker](#) 2023, available to download here

[National Webinar](#) – Early Findings from OxWell 2023 recording

[National findings factsheet](#): Top 10 Findings for Years 5 & 6 (downloadable to print at any size)

[National findings factsheet](#): Top 10 Findings for Years 7 to 13 (downloadable to print at any size)

[Short video](#) on early findings to share with students who took part in the 2023 survey, available here

### TIPS

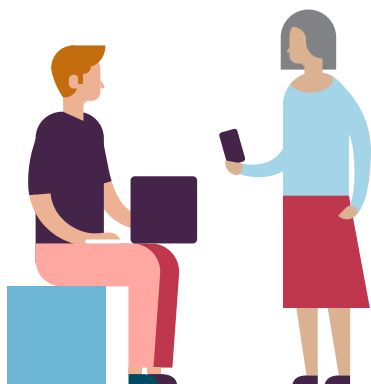
- Use the LodeSeeker data to provide more detailed analysis of issues that may or may not already be covered in your school/college development plan
- Where appropriate, develop targeted interventions (e.g. year groups/gender) that will be more cost effective and easier to implement than a whole school approach
- Watch our recorded [Early Findings Webinar](#) to learn about key national insights
- Look at the national trends outlined on our Top 10 Findings factsheets and consider whether your school/college trends are similar
- Create some headlines and identify key findings in response to the following questions:
  - 1 **What are your areas of relative strength?**
  - 2 **What are your areas of concern?**
  - 3 **Which areas are less pressing but still important?**

## ▶ 2 Reflecting on your data and learning with others

Discussing your OxWell findings openly with staff and providing a safe space for more in-depth reflection can encourage staff contributions in exploring issues around student mental health and wellbeing.

By reviewing the survey results together, colleagues can contribute to considering the context, thinking about the WHY behind the data and identifying solutions.

It may be useful to look at your stakeholder map (see section 3) when deciding who to include in this process, beyond just your staff and those who work within your school or college for partner organisations.



### **You may want to reflect collectively on:**

- Which areas represent significant strengths for your students (and how might you be able to build on them)?
- Which areas are of concern (and how might you be able to improve them)?
- Which areas do you need to explore in more depth so you can understand them better?
- What do you know about the factors that might be contributing to your students' experiences (e.g. within the school/college, home, peer, community or wider environment)?
- Are these factors common in your local area? Is this something you can work with other local schools to understand?
- Are there any immediate triggers or specific factors to consider (e.g. recent changes or events, students' developmental stage)? If so, are these ongoing?
- Are any issues affecting particular groups or cohorts of students in your education setting (e.g. issues experienced by one gender)?
- Do any of your results surprise you? If so, why?

## ▶ 2 Reflecting on your data and learning with others

### Resources

[Stakeholder map](#) template

### TIPS

- Hold a multiagency reflection session to review your headline results and promote a shared understanding of the need to be able to plan areas of focus together
- Run a session with all staff and governors so they understand the needs of their students
- Run a session about the data with students – this will help provide perspectives you may not have considered, as well as relevant feedback and a personal development opportunity for the young people who take part



## ▶ 3 Sharing your findings

You will no doubt want to share the insights from your survey results with a range of internal and external stakeholders. A number of these might also be key to helping you respond to the data.

We have put together a resource to help you map your stakeholders and think about three types of engagement with them – informing, consulting and collaborating.

Once you have completed your stakeholder map, you can decide with whom you plan to share insights, how and for what purpose. Initially, you may just want to share some broad information focusing on some of the main headlines you have identified. Remember to ensure your communications about the findings celebrate your school or college's strengths as well as reporting any areas of concern.

### TIPS

- Use our Slide Pack template for presentations to members of your senior leadership team
- Work with parent governors to decide how best to share insights with parents/carers – you can also use the text from the OxWell website to help with some basic messaging about OxWell
- Before sharing key insights more widely with students, ask your school or college's Youth Council (or any other Youth Voice groups or Wellbeing Ambassadors or equivalent) to help produce a youth-friendly summary in an engaging format (please also refer to our resources page on the OxWell website for links to the video for students and early findings summaries)

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## ▶ 3 Sharing your findings

### Resources

[Stakeholder Map](#) template

[Slide Pack](#) template for senior leadership team presentation

Your '**Extended Summary Report**'

### TIPS

- Create a whole school/college approach to sharing your data headlines by integrating the development of communications about the findings into the curriculum (for example, ask IT/design students to produce a poster to display in hallways, or use an English lesson to get students to write a press release)
- Share your 'Extended Summary Report' with external stakeholders who offer specialised support within your school or college (e.g. Mental Health Support Team, School Nurse, Educational Psychologist, Youth Counsellor, Youth Workers)

## ▶ 4 Planning for improvement and monitoring impact

Once you have shared and reflected on your survey results, you will be ready to start using the findings to drive positive change for your students.

Embedding the OxWell data in your planning and strategic processes will prepare you to take action on your areas of focus.

It is worth initially focusing your efforts on one or two areas for improvement instead of trying to create impact in several areas at once. Consider: which areas of concern flagged by the data resonate the most with your school or college community? Which areas are you most able to influence? Which ones best align with your existing planning?

There is no single, gold-standard type of mental health and wellbeing intervention; rather, interventions should be selected based on local need and context and on the strength of their evidence base.

### Resources

[Anna Freud evidence-based toolkit](#), created in partnership with the Early Intervention Foundation (EIF), will help secondary school staff take steps to improve students' mental health and wellbeing through everyday practices.

### TIPS

- Work with partners (e.g. Educational Psychologists, CAMHS) to plan a coordinated, multiagency response to your data
- Adopt a critical approach – always ask to what extent there is rigorous evidence to support a given intervention
- When planning interventions, it can be helpful to address the following key questions:
  - 1 **What is the intervention/action you plan to take?**
  - 2 **Who do you expect to benefit?**
  - 3 **What change do you expect to see?**
  - 4 **What tool will you use to monitor impact?**

## ▶ 5 Give your feedback

### How are you using the OxWell findings?

Please let us know how you have used your OxWell data so we can share ideas with other schools and build our understanding of how education settings can make the best use of what they learn from our survey.

We need your help:

**Please complete our 5-minute survey, available [here](#).**

Thank you!



## Guidance – a whole school approach

**Please find below guidance to help support a whole school/college approach to promoting young people's mental health and wellbeing.**

We recommend that you use your OxWell survey data and this guide and resource pack alongside a whole school (or college) approach to promoting young people's mental health and wellbeing. Given that truly whole school approaches are complex to put into practice, it is advisable to plan for a staged implementation process and consider targeted intervention based on the evidence from your OxWell data.

**One of the first stages in the creation of a whole school approach is the scoping stage.**

This involves using a range of sources to assess your education setting's particular needs and strengths, including feedback from the young people themselves (student voice). The OxWell survey results can act as a starting point for this by providing an assessment of students' emotional and mental health needs via direct reporting from them. The data can highlight your school or college's gaps in provision as well as its strengths.



## Guidance – a whole school approach

There will be local resources that you are no doubt aware of. Here are some other free resources to help you develop a whole school approach to students' mental health and wellbeing.

### Public Health England and the Department for Education

Guidance on [Promoting children and young people's mental health and wellbeing](#).  
Updated 2021.

Guidance on the eight principles of a whole school or college approach to promoting mental health and wellbeing.



Young Minds offer a number of [guides and practical support tools](#) to help you design a whole school approach to wellbeing.

You can also sign up for the ['360° Schools'](#) community and receive e-newsletters with the latest free teaching resources, videos and tips.



### Anna Freud

Anna Freud have developed ['5 Steps to Mental Health and Wellbeing'](#), a free, evidence-based framework to help you develop a whole school approach to mental health.

The framework aligns with the eight principles outlined in the Department for Education and Public Health England's whole school approach guidance.

# Resources

To help you think about how you respond to your OxWell data, we have compiled a list of extra resources, starting with some general useful resources that cover mental health approaches in schools.

The other resources listed here are grouped into themes reflecting areas of focus identified by our early national findings (body image, bullying, loneliness, racism, self-harm, sleep, social media and vaping).



**TITLE** The Institute for Effective Education

**TYPE** Database of educational interventions

**FOR** Education staff and practitioners working in education settings

**DESCRIPTION** A database of educational interventions available in the UK, including details on their effectiveness and cost, produced by The Institute for Effective Education.

**LINK** The Institute for Effective Education  
[evidence4impact.org.uk](https://evidence4impact.org.uk)



**TITLE** Adolescent mental health: A systematic review on the effectiveness of school-based interventions

**TYPE** Report

**FOR** Education staff and practitioners working in education settings

**DESCRIPTION** This major report, published in July 2021, reviews the latest evidence on school-based mental health interventions. It provides a comprehensive, up-to-date picture of what works, for whom and under what circumstances in relation to interventions that enhance mental health and prevent mental health and behavioural difficulties.

**LINK** [eif.org.uk](https://eif.org.uk)

# Resources



**TYPE** Teaching resources/guidance

**FOR** Education staff and practitioners working in education settings

**DESCRIPTION** Provides a range of planning and teaching resources and guidance on mental health.

**LINK** The Institute for Effective Education  
[pshe-association.org.uk](https://pshe-association.org.uk)



**TITLE** Public Health England: Every Mind Matters

**TYPE** Teaching resources/guidance

**FOR** Education staff and practitioners working in education settings

**DESCRIPTION** Resources to help you teach PSHE, RHE and RSHE to upper KS2, KS3 and KS4 students with flexible, ready-to-use content co-created with teachers and young people.

**LINK** Public Health England: Every Mind Matters  
[campaignresources.phe.gov.uk](https://campaignresources.phe.gov.uk)



# Resources



TITLE	Teacher & Education Professionals Hub – Association for Child and Adolescent Mental Health (ACAMHS)
TYPE	Hub
FOR	Teachers and education professionals
DESCRIPTION	This hub brings together the most useful and relevant ACAMHS resources and lists details of upcoming webinars.
LINK	<a href="https://www.acamh.org">Acamh.org</a>

# Resources by theme

## Body image



**TITLE** 'Body Image: How we think and feel about our bodies – School Pack' by Mental Health Foundation

**TYPE** Resources pack (lesson and assembly plans, guides and other resources)

**FOR** Pupils, parents/carers and school staff

**DESCRIPTION** Part of the Mental Health Foundation's Peer Education Project, this free school pack has been created with input from secondary school staff and pupils to help older pupils deliver mental health lessons about body image to younger pupils. The pack is designed to be used in secondary schools, but it also has lots of useful information for primary schools.

**LINK** [Mentalhealth.org.uk](https://www.mentalhealth.org.uk)



**TYPE** Dove Self-Esteem Project

**TYPE** Activity/workshop resources

**FOR** Parents, mentors, teachers and youth leaders

**DESCRIPTION** Resources to support conversations, activities or workshops aimed at building positive body confidence and self-esteem, including 'Confident Me', a set of evidence-based resources for teachers and schools aimed at 11–14-year-olds.

**LINK** [Dove.com](https://www.dove.com)

## Resources by theme

# Body image



**Hampshire Child and Adolescent  
Mental Health Service**

TITLE	Body Image and Self-Esteem by NHS Hampshire Child and Adolescent Mental Health Service
TYPE	Guides, videos and links
FOR	All
DESCRIPTION	Useful downloadable guides and videos on how to support a young person who is struggling with body image and self-esteem issues.
LINK	<a href="https://hampshirecamhs.nhs.uk">Hampshirecamhs.nhs.uk</a>

## Resources by theme

# Bullying



TYPE	Online training
FOR	Anyone who works with children and young people
DESCRIPTION	Free CPD-certified anti-bullying online training – 15 short courses (approx. 30-45mins) on different topics related to bullying.
LINK	<a href="https://www.anti-bullyingalliance.org.uk">Anti-bullyingAlliance.org.uk</a>



TYPE	Online training, live and interactive webinars
FOR	School staff, educators or youth facilitators
DESCRIPTION	This free anti-bullying webinar series for educators is funded by the Department for Education and includes guidance on a wide variety of topics related to anti-bullying work in schools.
LINK	<a href="https://www.diana-award.org.uk">Diana-award.org.uk</a>

## Resources by theme

# Bullying



TITLE	Anti-Bullying Alliance in partnership with University of London (Goldsmiths). What works to tackle bullying both online and offline
TYPE	Report
FOR	School staff, educators or youth facilitators
DESCRIPTION	Published in September 2019, this report reviews the evidence base for a range of proactive and reactive anti-bullying strategies and interventions designed to reduce cyber bullying.
LINK	<a href="https://www.anti-bullyingalliance.org.uk">Anti-bullyingAlliance.org.uk</a>



TYPE	Guidance
FOR	Education staff and anyone working in education settings, including school bus drivers
DESCRIPTION	A range of guidance documents produced by an award-winning anti-bullying charity, including a 12-step guide to updating your school's anti-bullying policy.
LINK	<a href="https://www.kidscape.org.uk">Kidscape.org.uk</a>

## Resources by theme

# Loneliness



National Youth  
Partnership

TITLE	Youth Loneliness One Day Training Programme
TYPE	Training programme template
FOR	Anyone who wants to run a staff training day on youth loneliness
DESCRIPTION	A detailed template for a one-day staff training session for those who work with young people to help explore, understand and then begin to tackle youth loneliness and isolation. Includes a resources list.
LINK	<a href="https://tacklingyouthloneliness.org.uk">tacklingyouthloneliness.org.uk</a>



TITLE	Loneliness and wellbeing among adolescents and young adults
TYPE	Report – evidence review
FOR	Anyone working with/supporting young people
DESCRIPTION	This evidence summary, published in April 2023, collates key findings from the Loneliness and Wellbeing in Young People project and details recommended actions for those working with young people.
LINK	<a href="https://whatworkswellbeing.org">whatworkswellbeing.org</a>

## Resources by theme

# Loneliness



Foundation

### LONELY NOT ALONE

TYPE Campaign

FOR All

DESCRIPTION A campaign co-designed with young people to tackle the stigma of youth loneliness and improve mental wellbeing.

LINK [coopfoundation.org.uk](https://coopfoundation.org.uk)

## Resources by theme

# Racism



**Anna Freud**

TYPE	Guide to reviewing school policies through an anti-racist lens
FOR	School leaders
DESCRIPTION	A guide to reviewing all your existing school policies through an anti-racist lens, including examples of policies or practices that could be causing racial discrimination and inequity and a list of resources.
LINK	<a href="http://annafreud.org">annafreud.org</a>



TYPE	Guidance and activities
FOR	Teachers or practitioners delivering sessions in schools; some guidance for parents/carers
DESCRIPTION	This resource helps educators to create a safe space for children and young people to ask questions and discuss race and racism. There are separate documents for learners at primary (ages 3–11) and secondary (ages 11–18) levels.
LINK	<a href="http://redcross.org.uk">redcross.org.uk</a>



## Resources by theme

# Racism



The Association  
 for Child and Adolescent  
 Mental Health

**TITLE** 'Colouring the Mind: Racism and Mental Health – The Concept' by the Association for Child and Adolescent Mental Health (ACAMH)

**TYPE** Podcast (Oct 2023)

**FOR** All

**DESCRIPTION** 'Colouring the Mind: Racism and Mental Health' is a new In Conversation mini-series that will explore how racism affects mental health, with a particular focus on racism in the mental health system and racism in the mental health concept.

**LINK** [acamh.org](http://acamh.org)



Anna Freud

**TITLE** Anti-racism and mental health in schools – Anna Freud

**TYPE** Podcasts and E-Learning

**FOR** Schools and colleges

**DESCRIPTION** A range of podcasts, e-learning and resources about racism, its impact on young people's mental health, and what schools can do to address it

**LINK** [annafreud.org](http://annafreud.org)

## Resources by theme

# Racism



TITLE	Race and mental health
TYPE	Toolkit
FOR	All
DESCRIPTION	This toolkit has been created to support young people, parents and carers, and places of education with mental health issues that occur in relation to race. Resources include a range of advice on how to deal with these situations and signpost services that can help.
LINK	<a href="https://transformationpartners.nhs.uk">transformationpartners.nhs.uk</a>

## Resources by theme

### Self-harm



**TITLE** Self-harm and Risky Behaviour

**TYPE** Training

**FOR** Anyone working with young people

**DESCRIPTION** E-learning session (40 minutes) that provides the background to self-harm, common associated conditions and the optimal approach to managing it in the community.

**LINK** [minded.org.uk](https://minded.org.uk)



**TITLE** University of Oxford in partnership with The Charlie Waller Memorial Trust 'Young people who self-harm – A Guide for School Staff'

**TYPE** Guide

**FOR** School staff

**DESCRIPTION** Resource developed by researchers and clinicians at the University of Oxford for school staff who may come into contact with students who have self-harmed or are at risk of self-harm. Includes information about self-harm and its impact, and details some practical ways in which staff can help and support young people.

**LINK** [rcpsych.ac.uk](https://rcpsych.ac.uk)

## Resources by theme

### Sleep



**TITLE** Finding our confidence with sleep – School Pack

**TYPE** Resource pack with lesson plans

**FOR** School staff

**DESCRIPTION** This school pack provides the materials and resources needed to support pupils to understand what good sleep means, why it is important for our mental health and wellbeing, and how to maintain good sleep health. The pack is designed to be used in secondary schools, but it also has lots of useful information for primary schools.

**LINK** [mentalhealth.org.uk](https://www.mentalhealth.org.uk)



**TITLE** Sleep issues in teenagers

**TYPE** Training (e-learning)

**FOR** Anyone working with/supporting young people

**DESCRIPTION** This 30-minute e-learning session outlines what sleep is and why it is particularly beneficial for young people. The session begins with the sleep process, then describes how sleep changes from childhood through adolescence. The short and long-term consequences of not getting enough good quality sleep are discussed and, finally, the session looks at how sleep health can be assessed and maximised for good health and wellbeing.

**LINK** [minded.org.uk](https://www.minded.org.uk)

## Resources by theme

# Sleep



TITLE	BrainWaves with the University of Oxford Sleep and teenagers
TYPE	Lesson plan
FOR	Schools
DESCRIPTION	Explore how sleep patterns and hormones change during adolescence and how teenagers can get more sleep.
LINK	<a href="https://education.brainwaveshub.org">education.brainwaveshub.org</a> <a href="#">Watch the accompanying webinar here</a>

## Resources by theme

### Social media



**TITLE** Department for Science, Innovation and Technology and Department for Digital, Culture, Media & Sport 'A guide to the Online Safety Bill'

**TYPE** Guide

**FOR** All

**DESCRIPTION** Government guide to the Online Safety Bill, which is currently going through parliament. The bill encompasses a new set of laws to protect children and adults online and will make social media companies more responsible for their users' safety on their platforms.

**LINK** [gov.uk/guidance](https://www.gov.uk/guidance)



**TITLE** MindEd with XenZone Digital risk and resilience resources

**TYPE** Training (e-learning)

**FOR** Anyone working with young people

**DESCRIPTION** Co-produced by XenZone and young people from their online support service, Kooth, these e-learning sessions on 'Digital Risk and Resilience', 'Digital Media and Young People' and 'Children and Young People's Digital Lives' provide tools to begin to explore digital resilience with young people.

**LINK** [e-lfh.org.uk](https://www.e-lfh.org.uk)

## Resources by theme

# Social media



**TITLE** 'Putting a stop of the endless scroll – How the Online Safety Bill can protect young people's mental health', January 2023

**TYPE** Report

**FOR** All

**DESCRIPTION** Based on in-depth research carried out by YoungMinds to ask young people how they experience the online world and what impact it has on their mental health, this report sets out the findings and provides recommendations for policy makers.

**LINK** [youngminds.org.uk](https://youngminds.org.uk)



**TYPE** Guides and resources

**FOR** Teachers and school staff

**DESCRIPTION** A range of resources, including lesson plans, to help embed online safety across the curriculum or the work of the school through a framework of effective policies and routes for reporting concerns such as cyberbullying.

**LINK** [saferinternet.org.uk](https://saferinternet.org.uk)

## Resources by theme

# Vaping



Public Health  
England

TITLE	Vaping – KS3 form-time activities
TYPE	Lesson plan and guidance (KS3)
FOR	School staff and staff working with education settings
DESCRIPTION	A set of three flexible, NHS-approved sessions in which students learn about the social pressures around vaping, its impact and the effects of nicotine on the adolescent brain.
LINK	<a href="#">Vaping – KS3 form time activities</a> PHE School Zone



TITLE	ASH resources on youth vaping
TYPE	Resources
FOR	School staff and staff working with education settings
DESCRIPTION	Toolkit with a range of resources including a link to Smokefree Sheffield, who, with support from ASH and local authorities across Yorkshire and Humber, produced a comprehensive set of resources for schools to use.
LINK	<a href="#">Ash.org.uk</a>



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