

School Starter Pack

Wellbeing Strategy Implementation Framework

"This is how we are using BounceTogether across our schools at the Leigh Trust. It's been transformational, as we have been able to understand the impact of provision schools and trusts to consistently measure, monitor, and act on wellbeing using the BounceTogether."

Anna Bateman - Senior Education Consultant



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1. Aim of the Guidance

Pupil wellbeing is central to every school's mission. This Implementation Framework and Starter Pack offers a clear approach for schools and trusts to consistently measure, monitor, and act on wellbeing using the BounceTogether platform. Through structured data gathering, real-time alerts, and strategic reporting, leaders can ensure no pupil voice is missed, and that wellbeing data drives early, effective intervention across all settings.

2. Pupil Survey

Using BounceTogether consistently will help schools and trusts understand all pupils' wellbeing so that they can:

- Understand how to support all pupils' wellbeing and meet needs where possible
- Act on pupil wellbeing data using a range of school-based and external support where available
- Measure the impact of targeted 1:1 and group interventions

Pupils should be encouraged to complete the survey honestly. When following up with pupils based on their responses, staff should do so with curiosity and care.

The data collected will be used to inform:

- How pupils are supported before crises occur
- An overall view of wellbeing across classes, year groups, and the whole school
- The development of curriculum planning, targeted interventions, and strategic pastoral support
- How vulnerable pupils are supported, using wellbeing data alongside other information sources

3. When will data be collected for pupils?

Data should be gathered twice an academic year, at points agreed by the Senior Mental Health Lead or wellbeing lead within the school or trust: typically once in the autumn term (October) and once in the spring term (March).

Regular data collection ensures that wellbeing trends are monitored effectively and interventions can be planned proactively.

4. Which surveys are we using?

Surveys have been carefully selected to reflect the age and stage of pupils. They are positively worded, widely used, and validated measures of wellbeing.

In collaboration with Senior Mental Health Leads, Early Years specialists, and pastoral teams, the following surveys are recommended for use (see Appendix 1 for survey details):



4.1 Leuven Scale – EYFS



The Leuven Scale is an observational framework developed by Professor Ferre Laevers at the University of Leuven to measure children's wellbeing and involvement in the classroom. Observations are completed by adults. Each dimension is rated on a five-point scale, allowing staff to quickly assess whether a child is thriving or may need additional support. By tracking wellbeing and involvement, practitioners can tailor interventions, improve engagement, and create supportive learning environments where children feel valued, confident, and eager to learn.

Scan Me



4.2 Adapted ELSA Survey (Years 1–3)

The ELSA (Emotional Literacy Support Assistant) Survey is a child-friendly, school-based measure designed for children in Years 1–3 to express their feelings about happiness, school enjoyment, safety, worry, and whether they have trusted adults to talk to. By capturing early signs of distress, the survey promotes a preventative approach, enabling schools to address issues promptly and reinforce a caring, inclusive environment.

Scan Me



4.3 Stirling Scale (Years 4–6)

The Stirling Scale is a short, validated measure that gauges emotional and psychological wellbeing among older primary pupils in Years 4–6. It explores positive thinking, outlook, and how children perceive themselves and their relationships with others. Pupils respond to statements about optimism, resilience, and daily enjoyment, indicating how often they feel or think a certain way. Schools can use these results to detect shifts in wellbeing, address potential concerns early, and tailor interventions. Specific responses trigger immediate follow-up, ensuring that pupils with very low scores receive targeted care. Ultimately, the scale supports proactive, whole-school approaches to promoting emotional health and resilience.

Scan Me



5. Survey Completion



The window for pupil survey completion is four weeks.

This ensures schools have time to manage staff capacity, administer the surveys, have appropriate follow-up conversations with pupils, and comply with statutory duties under Keeping Children Safe in Education.

It is recommended to stagger the completion of surveys across classes or year groups to avoid overwhelming staff and pastoral teams.

5.1 Immediate Follow-Up (ELSA)

The following actions should take place on the same day the survey is completed if a pupil's responses indicate concern:

Question 1 – I feel happy: Answer – No, never

Question 2 – I enjoy coming to school: Answer – No, never

Question 3 – I like my home: Answer – No, never

Question 4 – I feel worried: Answer – Yes, a lot

Question 5 – I feel safe at school: Answer – No, never

Question 6 – I feel safe at home: Answer – No, never

Question 7 – I have an adult I can talk to at school: Answer – No, never

Question 8 – I have an adult I can talk to at home: Answer – No, never

Question 11 – The pupils at school are kind to each other: Answer – No, never

Immediate follow-up conversations should be supportive, recorded where appropriate, and escalated if safeguarding concerns are identified.

5.2 Immediate Follow-Up (Stirling Scale)

Pupils must also be spoken to on the day of completion if they provide the following responses:

Question 1 – I think good things will happen in my life: Never

Question 6 – I think lots of people care about me: Never

Question 11 – I enjoy what each new day brings: Never

Question 12 – I've been getting on well with people: Never

Question 14 – I've been feeling cheerful about things: Never



These responses may indicate low emotional wellbeing and should be taken seriously, with appropriate pastoral or safeguarding follow-up.



5.3 Alerts

The best way to manage urgent survey responses on the BounceTogether platform is by setting up email alerts.

Alerts should be configured for the following roles:

- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Lead (DDSL)
- Senior Mental Health Lead

BounceTogether offers seamless integration with CPOMS, giving schools the ability to automatically add unfiltered pupil voice directly into safeguarding chronologies for the first time.

Pupils' answers flagged through alerts should be followed up within pastoral care systems over the subsequent two weeks and used to inform ongoing support strategies.

If assistance is needed in setting up alerts or CPOMS integration, please contact the BounceTogether support team.

6. Recording Safeguarding Follow-Ups on CPOMS

When recording on CPOMS, staff should ensure the correct boxes are ticked to categorise the concern accurately. When logging an entry (e.g., following an alert from BounceTogether), include key details. Clearly document any actions taken, such as a discussion with the DSL, and note any follow-up actions with dates (e.g., teacher-led support in class). This creates a clear timeline of actions.

7. Whole-School Survey - Best Practice

To ensure the reliability of data and consistency across the school or trust, it is best practice to complete surveys using the following approach:

7.1 Leuven Scale (EYFS)

1. **Identify the Focus:** Choose the child or group of children to observe. Ensure you understand the two key dimensions: Wellbeing and Involvement.
2. **Observe Without Interruption:** Watch the child during normal classroom activities without interacting unless necessary.
3. **Use the Five-Point Scale:**
 - Wellbeing Indicators: Relaxation, openness, and confidence
 - Involvement Indicators: Focus, motivation, and persistence





4. **Record Notes:** Briefly document observations—body language, expressions, engagement—to support your rating.
5. **Reflect and Review:** After multiple observations, analyse patterns and discuss potential support strategies.
6. **Take Action:** Plan targeted interventions to enhance both wellbeing (e.g., emotional support) and involvement (e.g., more engaging activities).

7.2 ELSA (Years 1-3)

Running the ELSA survey with younger children (Years 1–3) works well in small groups, but it's important to preserve each child's independence in responding:

1. **Group Size:** Keep groups small enough so pupils can hear and see questions clearly, and feel comfortable.
2. **Introduction:** Explain in age-appropriate language that you will be asking questions about how they feel. Emphasise honesty and reassure them there are no right or wrong answers.
3. **Neutrality:** Read each question calmly, avoiding any suggestion of a particular answer.
4. **Environment:** Choose a quiet, familiar setting where pupils feel safe. Allow time for questions.
5. **Confidentiality:** Remind pupils that their answers help staff to support them better. If a concerning response is given, talk privately with the child.
6. **Follow-Up:** Check for any immediate alerts triggered by low wellbeing answers and follow your agreed safeguarding protocol to offer timely support.

7.3 Stirling (Years 4-6)

Running the Stirling Scale survey for pupils in Years 4–6:

1. **Explain the Purpose:** Emphasise that the survey helps staff understand how pupils feel. It's not a test, and honest answers are important.
2. **Complete in Smaller Groups:** Where possible, read each question one at a time to clarify wording.
3. **Maintain Neutrality:** Use a calm, consistent tone without rephrasing or giving examples.
4. **Create a Comfortable Environment:** Encourage honesty and, where possible, provide a quiet space.
5. **Follow-Up Procedures:** Monitor for any immediate safeguarding alerts. Follow your school's established safeguarding and pastoral protocols to provide timely support.



7.4 Pupil Absence



If pupils are absent at the time of survey completion, ensure they complete the survey within the four-week window wherever possible.

Completing surveys after absence helps maintain consistency in the data set and ensures that every pupil's voice is captured.

7.5 Special Educational Needs or Disabilities (SEND)

While it is important to avoid influencing pupils' responses, reasonable adjustments can be made to support understanding. This may include offering 1:1 adult support to explain questions if needed.

If a pupil's cognitive understanding is significantly below the level required for a survey, an alternative wellbeing assessment may be more appropriate (e.g., Leuven observations or the ELSA survey).

The BounceTogether platform also includes an Immersive Reader option on every survey. Pupils can use this tool to:

- Have the survey read aloud
- Adjust font size, background colour, or language to suit their needs

Where a pupil accesses a different survey from their assigned age group, this should be recorded separately (e.g., on a completion tracking spreadsheet) to support accurate analysis.

8. Individual Guidelines for Interventions

When completing a pre- and post-survey (Tier 3 interventions):

1. Set Clear Objectives:

- Explain that the initial (pre) survey captures a baseline of pupil wellbeing.
- The second (post) survey will evaluate progress and measure change.

2. Maintain Consistency:

- Use the same survey tool and instructions for both the pre- and post-assessment.
- Administer surveys under similar conditions wherever possible.

3. Remain Neutral:

- Present questions without leading pupils towards any answers.
- Create a calm, confidential environment to encourage honest responses.

4. Reflect and Review:

- After the post-survey, compare outcomes with the baseline.
- Identify which interventions have been effective and adjust support where necessary.
- Use the findings to inform future intervention strategies, curriculum planning, or wider pastoral work.



This section assumes that the Senior Mental Health Lead or designated wellbeing lead in school has received training on the BounceTogether platform.

- Initially, share the purpose and structure of the BounceTogether platform with middle leaders, who can then cascade best practices to class teachers.
- A brief 10–15 minute staff meeting can be used to explain how to administer the surveys and why they are important. During this session, highlight safeguarding and pastoral support measures so that staff understand they may be asked to respond to any concerns identified through the data.
- The safeguarding team should also check in with any pupils on the same day where immediate follow-up is required.
- Once surveys are complete, organise a meeting to review and interpret results, discuss trends, and identify pupils needing additional support.
- After the initial analysis, it is good practice to dedicate time in a follow-up staff meeting to examine whole-class or year-group wellbeing patterns.

By structuring these steps—initial training, data analysis, and thorough follow-up—middle leaders and senior teams can keep wellbeing at the forefront, encourage proactive intervention, and maintain a supportive, consistent approach across the school or trust.

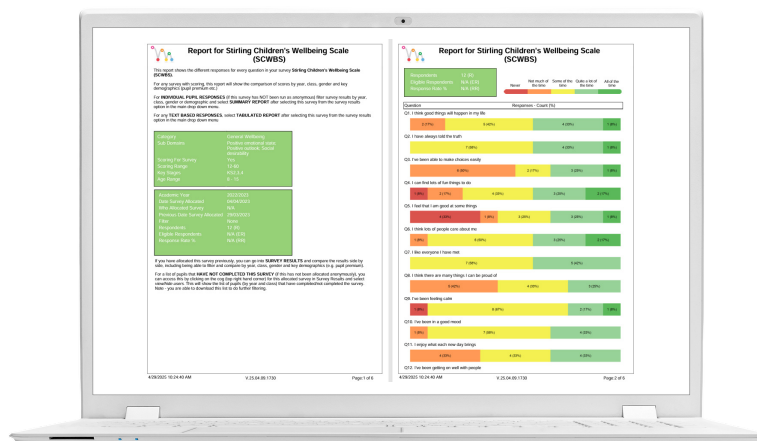
10. How to pull off pupil reports

How to pull off reports and use them on BounceTogether:

1. Go to Surveys → Survey Results → View Survey → View Results
2. Apply relevant filters → then select Summary Report

For additional support, click the small red '?' icon on the BounceTogether platform to watch a short video guide on generating reports and applying filters.

When you create a Summary Report, use the arrows at the top of the screen to scroll through different filtered results—helping you quickly access key insights across pupils, classes, or year groups.



11. How to analyse the data



Each survey scale reports data slightly differently. Understanding the typical scoring patterns is key to interpreting pupil wellbeing accurately:

Leuven Scale: No national average.

A score of 1 indicates extremely low wellbeing or involvement; a score of 5 indicates a high level.

Adapted ELSA Survey:

Internal trust or school benchmarks should be developed over time. (For reference, one MAT's average score is around 49, with a range from 42–60.)

Stirling Scale:

National average score is 44, with scores ranging from 12 to 60.

The Stirling Scale is divided into three sub-elements:

- **PO** – Positive Outlook
- **PES** – Positive Emotional State
- **SD** – Social Desirability

When reviewing reports, pay particular attention to any areas where a pupil scores significantly lower than peers.

Interventions can then be aligned to address specific wellbeing aspects. For example, a pupil scoring low in Positive Emotional State may benefit from:

- Breathing and mindfulness techniques
- Visual emotional regulation tools (e.g., feelings cards)
- Check-ins with a trusted adult
- Targeted small group emotional literacy sessions

Data should always be used to inform practical, supportive action.

12. How to produce an impact report

Impact reports can only be produced once you have at least two sets of wellbeing data to compare (e.g., before and after an intervention, or over two terms).

For a practical walkthrough on creating an impact report, you can view this video guide:

<https://vimeo.com/manage/videos/1041693518/f1a7ae4f83>

Impact reporting is a key tool for evidencing outcomes to staff, governors, and external stakeholders such as Ofsted.



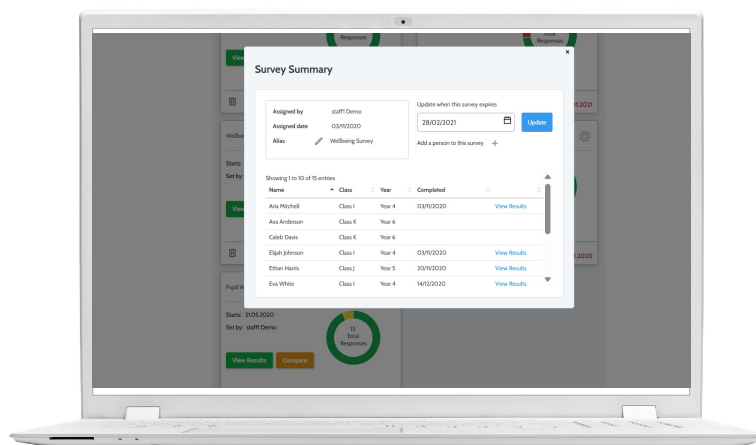
13. Which children haven't completed the survey?



To identify pupils who have not completed the survey:

- Click 'survey results'
- Choose survey and click on the little cog on that survey to see who is missing (filter).
- Download an Excel file.

This allows staff to follow up with individual pupils and ensure a high completion rate across the school or trust.



14. Bounce data alongside other data

Using BounceTogether wellbeing data alongside other internal information can provide a much more comprehensive view of pupil needs, supporting better-informed interventions.

Consider triangulating Bounce data with:

- **Safeguarding and Pastoral Records (e.g., CPOMS):** Behaviour patterns, disclosures, or referrals can contextualise survey responses.
- **Attendance and Punctuality:** Persistent absence or lateness may reflect underlying wellbeing issues.
- **Behaviour Logs and Exclusions:** Spot trends in behaviour incidents or exclusion data.
- **Academic Performance and Engagement:** Cross-reference attainment, progress, and engagement records.
- **Pupil Voice and Feedback:** Gather insights through informal conversations, group discussions, or school council feedback.
- **Wellbeing and Mental Health Interventions:** Track pupils already accessing ELSA, counselling, mentoring, or similar support services.

Blending wellbeing data with broader information builds a richer picture of each pupil's experience and allows for a more targeted, strategic approach to support.



15. Parental Consent

In most cases, explicit parental consent is not required for schools to administer wellbeing surveys like BounceTogether, as these activities fall under a school's duty to monitor and promote pupil wellbeing.

However, schools must ensure they follow best practice regarding data protection and transparency.

Schools can process pupil wellbeing data under the legal basis of "public task", as they have a statutory duty to promote wellbeing (under Keeping Children Safe in Education and the Education Act 2002).

This means that while consent is typically not needed, it is essential to:

- Conduct surveys appropriately
- Be transparent with parents about the purpose of the surveys
- Include relevant information in the school's privacy notices or communications if required

Following these principles will help build trust with parents and protect the integrity of wellbeing initiatives.

16. Staff Wellbeing *Details Coming Soon*

17. Staff Wellbeing *Details Coming Soon*

18. Next Steps - Bringing Pupil Voice to Life

Achieve all of this – from real-time wellbeing data, safeguarding integration, early intervention, and whole-school strategic insight – from as little as £149 per year for full-school access.

BounceTogether is designed to be accessible, impactful, and scalable for schools and trusts of all sizes.

Contact us today to discuss your school or trust's specific needs, and start building a measurable, meaningful wellbeing strategy.



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