



School Environment Questionnaire (SEQ)

What is the SEQ?

The SEQ asks about the policies and practices that are in place in a school that relate to health and wellbeing; it is offered on the same 2 yearly cycle as the Student Health and Wellbeing Survey. We ask that it is completed by a relevant member of the Senior Leadership Team, on behalf of the school. In 2022 the survey will be open between **24th January to 28th February 2022**. It is electronic as in 2019, guidance documents will be provided and support will be available if needed from the School Health Research Network (shrn@cardiff.ac.uk) and local Healthy School teams.

Student Health and Wellbeing in Wales: Report of the 2019/20 School Health Research Network Student Health and Wellbeing Survey



The questions cover a range of emotional and physical health topics and reflect the Whole School Approach to Health and Wellbeing. This is based on the World Health Organization's Health Promoting Schools Model and looks at: organisations and leadership, ethos and environment, curriculum learning and family and community. This is the basis for Healthy Schools in Wales and is referred to in the guidance in the Health and Wellbeing Area of Learning and Experience and The Framework on Embedding a Whole-School Approach to Emotional and Mental Wellbeing.



Every year in the SEQ, there is a supplement of questions on a topical theme. In 2020 this was on the curriculum reform in Wales. In 2022 questions on curriculum reform have been kept, but the supplement is COVID-19 experiences and recovery planning. This has been co-designed with our partners, Welsh Government and Public Health Wales.

What is the value of the SEQ?

For your school

Completing the SEQ in a school can act as an internal audit regarding policies and practices around health. This year for the first time it will be possible for responses to be saved to aid its' use within the school self-evaluation process.

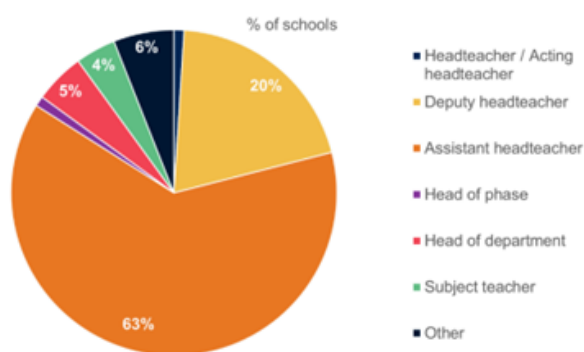
Mark Campion from Estyn gave a presentation at our summer events which explored the value of the School Environment Questionnaire to school health. He made links across from the findings in the Estyn publication ['Healthy and happy – school impact on pupils' health and](#)

His closing words highlight the value of schools undertaking both SHRN surveys: the SEQ to allow an opportunity to consider health and wellbeing practices in school and the student survey as a means of capturing the voice of the learners:

'In summary, the route to improvement for pupils' health and wellbeing starts by carefully analysing what's happening in the school and what pupils themselves are telling us. We can then work with pupils, their parents, staff and other partner agencies to address the areas for improvement.....'

Mark Campion Estyn HMI

Fig. 2 Role of health and wellbeing lead in schools with a single strategic lead



Q3 If you have either a single or multiple leads for school health and wellbeing, what is the professional role of the person or persons who lead?

Base: All school respondents that have a single strategic lead for school health and wellbeing, excluding 'Don't know' or not stated responses (80).

You can watch his presentation in its entirety here:

<https://www.shrn.org.uk/events/summer-events-2021/>

For health and wellbeing research

The data collected previously in 2020 from secondary schools in Wales has been published on our [website](#). It allows

research into the impact of school policies and practices on young people's health and wellbeing and their educational outcomes. The learning is then shared with schools and those that support them through easy to digest [research briefs](#) and [webinars](#) both stored on our website.

Dr Nicholas Page from our team shared some of the data from 2020 in a presentation at [our latest webinar](#) held on 1st December 2021.

For the health and wellbeing of young people in Wales

At the same webinar we had a presentation from Dr Julie Bishop, Director of Health Improvement for Public Health Wales. She considered the value of the SEQ data within the Whole School Approach and highlighted the role it has nationally in:

- Understanding change over time
- Understanding the need for support and guidance
- Understanding what school environment changes have the greatest impact on learner outcomes
- Evaluation of national and local strategies and policies
- 'A deep dive' to inform the need for new policies and programmes

Any further information required? Please contact the SHRN team: shrn@cardiff.ac.uk or visit: www.shrn.org.uk