

# Tackling Early School Leaving



## School Support Guide



Adapted and developed by Somerset Works, Somerset Council and the University of Bath, funded by the Careers and Enterprise Company. Originally developed through the Orienta4YEL research project. Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action (604501-EPP-1-2018-1-ES-EPPKA3-IPI-SOC-IN)



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## INTRODUCTION: WHAT IS THIS SCHOOL GUIDE FOR?

Schools will already have strategies to support students at elevated risk of early school leaving (ESL). This guide provides schools with additional, research-informed guidance to maximise the effectiveness of their interventions and an explanation of the supporting resources.

After accessing students' Risk of NEET Indicator (RONI) scores, this guide helps schools to:

- Identify suitable and effective interventions.
- Use their knowledge of their students to enhance the RONI predictions.
- Better identify which individuals and groups to target.
- Gain insight into students' perceptions and feelings that impact their risk of ESL.
- Take preventative action guided by a validated theory of change.

Certain groups are at higher risk<sup>1</sup> of failing to make a successful onward transition from school to work, training or further learning. This is not simply an issue of poor onward transition, but the result of a cumulative process of disengagement across a young person's time in education. This process may lead to a weak sense of school belonging, recurrent or persistent absence, emotionally-based-school avoidance (EBSA), early school leaving (ESL) and, ultimately, in young people finding themselves not in employment, education or training (NEET). These approaches and supporting resources are therefore relevant for educators supporting students of any age in any setting.

## HOW TO USE THIS SUPPORT GUIDE

After accessing the Risk of NEET Indicator (RONI) scores for your student(s):

1. Get an at-a-glance overview of the whole intervention process using the [Route Map](#).
2. Decide where in the process you need to start.
3. Access the supporting resources and explanations of their use via hyperlinks and the Transform Family View platform.

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<sup>1</sup> Groups in Somerset facing increased risk of ESL/NEET include; Young carers (2.5 x more likely); SEND/Health need (4 x more likely); Engagement with Young Offending Team (7.5 x more likely); In-care (5.5 x more likely); Care-leavers (13 x more likely); Teenage Parents (25 x more likely).

# Route Map: Tackling Early School Leaving

Start at the step most suitable for your situation. Linked resources support work at each step.

## Step 1

Understand risks

Identify gaps.

Students at **high risk** of ESL need **individualised** support as each faces unique challenges. Use the [Individual Risk Review Tool](#) to gain a holistic grasp of their challenge and identify support gaps to target interventions.

Students at **medium risk** of ESL can access **small group** support targeting shared areas of risk. Identify shared challenges and gaps in existing support using the [Small Group Risk Review Tool](#).

Also available: [instructions on using the risk review tools](#) and a short [6-minute video](#) to update your knowledge of risks to ESL/NEET.

The RONI dataset doesn't account for 'hidden' factors impacting students' progression. Use [Student Questionnaire](#) supports consideration of these powerful internal drivers.

## Step 2

Know where to start.

Start where students are.

Effective interventions share certain processes or step. Students at different steps of the pathway need different types or intensity of support. This **theory of change** helps you **identify where learners sit on the pathway** to understand what interventions will be beneficial using the [Pathway to Change](#).

Watch this [5-minute video](#) to understand the Pathway to Change.

Ensuring at-risk students feel supported and heard at school is key. Reliance on factors in externally measured datasets offers only a partial picture. Use [Student Self-Assessment](#): to get students' perspectives on their challenges and what will make a tangible difference to them.

## Step 3

Plan interventions.

Target gaps.

Students at **high risk** of ESL need 1:1 support to understand, unpick and address their complex and interconnected challenges. Use the [Individual Action Planning Tool](#).

Students at **medium risk** of ESL can access **small group** support targeting shared areas of risk. Use the [Small Group Action Planning Tool](#)

Tried-and-tested intervention strategies are organised into handbooks targeting the different risk levels reported on by the RONI. Select and tailor intervention strategies to suit your context, cohort and resources:

- [Handbook 1](#): for 'Red' high risk students.
- [Handbook 2](#): for 'Amber' medium risk students.
- [Handbook 3](#): Universal Strategies to maximise engagement.

## Step 4

Evaluate.

Review Progress.

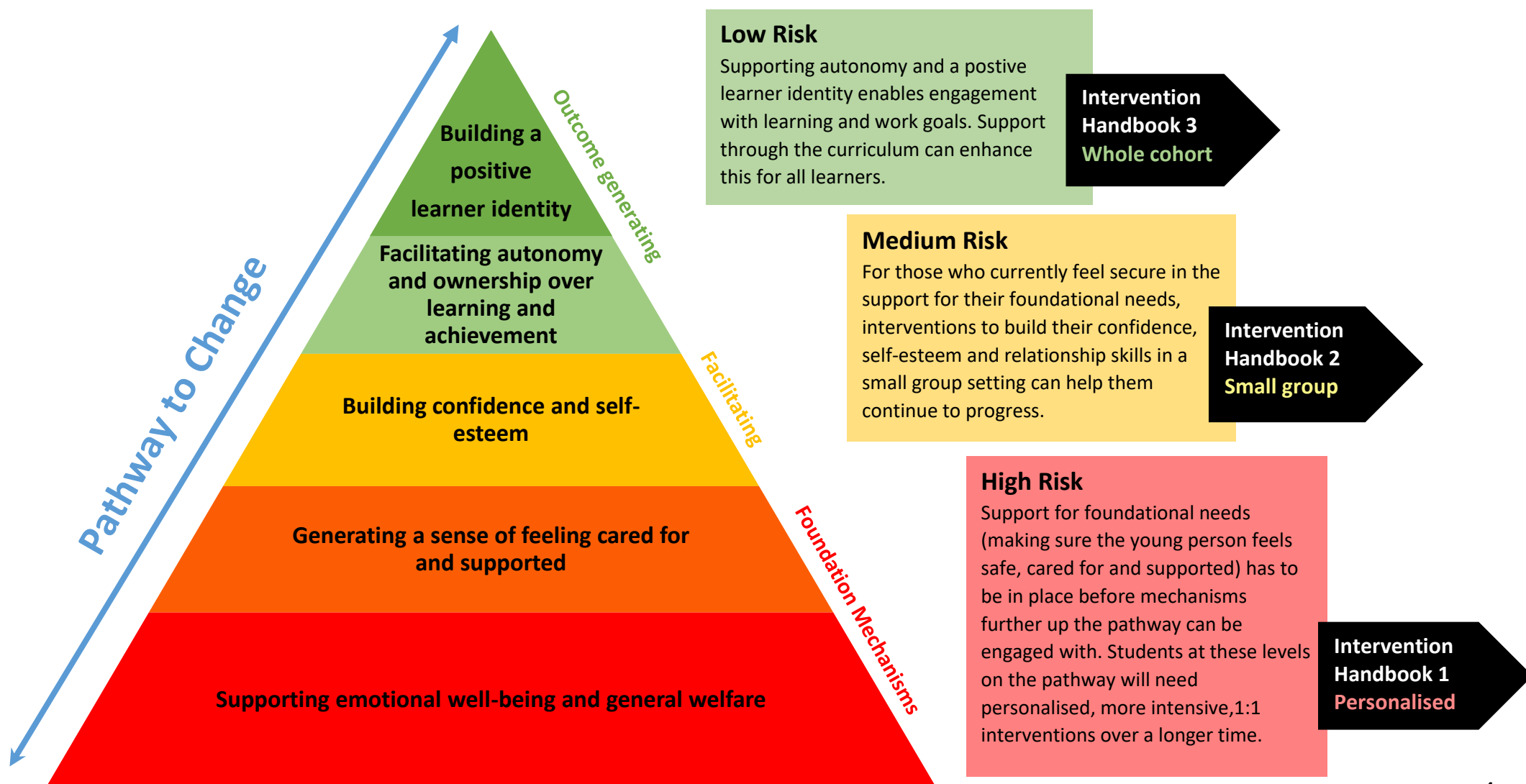
Revisit the [Pathway to Change](#) to evaluate progress

Revisit the [Student Self-Assessment](#): to support students to reflect on progress and decide when to introduce new strategies or targets.

Repeat the [Student Questionnaire](#) to compare with previous results to evaluate attitudinal or progress at an emotional or perceptual level.

## Pathway to Change: 5 Mechanisms of Effectively Tackling for Early School Leaving

Supporting young people along the pathway from disengagement to (re)engagement involves five key mechanisms. Knowing where students are on the pathway allows you to tailor the content, nature and duration of intervention appropriately. This diagram shows how the intervention handbooks relate to the different steps on the pathway.



## Intervention Handbook 1: Strategies for Students at High Risk of ESL

These strategies detailed in this handbook are suitable for 1:1 approaches, to provide the highly personalised and individualised support young people with highly elevated risk to ESL require. Students at high risk still benefit from the strategies outlined in Handbook 2 but they would need to be either approached through 1:1 work rather than in small group settings, or for the small group work to take place alongside the necessary personal support.

Intervention Strategy	Description of strategy	Staff who might deliver the intervention
<b>Personalised plans</b>	Encourage young people to steer their own educational pathway by developing a personalised support plan.	Careers staff; SENDCos for Annual Review
<b>Blended media mentoring</b>	Use a range of communication tools and platforms to provide 1:1 mentor support.	Mentors; Attendance support Staff i/c of YPs educated off-site
<b>Personal development activities</b>	Improve young people's self-concept, help them to see themselves as a valued learner and to feel a sense of belonging through activities which motivate them and break down barriers.	Form Tutor; PSHE Lead; Teaching Assistant; Mentors; MHSTs
<b>Support with transitions</b>	Giving personalised support to manage the risks and difficulties of moving between placements	Transition Co-ordinators; Careers Staff Mentors; Teaching Assistants; SENDCo Pastoral Leads
<b>Peer-to-peer mentoring</b>	Facilitate support and social interaction with a role model peer from a similar cohort	SENDCos; Wellbeing leads
<b>Responsive crisis resolution</b>	Services that respond to the causes and consequences of YP's disruptive behaviours through individual therapeutic support for children's emotional wellbeing.	Behaviour Leads; Pastoral Leads; Leadership Team; MHST staff

## Intervention Handbook 2: Strategies for Students at Medium Risk of ESL

The strategies detailed in this handbook are suitable for young people with elevated, medium levels of risk to ESL. These young people would be attending school regularly and comfortable functioning in a small group setting. These intervention strategies therefore target the development of confidence, skills, relationships, connectedness and self-esteem through group work. It is possible to draw on aspects of strategies from Handbook 1 alongside these and adapt them to small group delivery.

Intervention Strategy	Description of strategy	Staff who might deliver the intervention
<b>Family support and engagement</b>	Promote family engagement and community participation to build a sense of belonging and a network of support.	PFSAs/Family Support Workers; Attendance Officers; Pastoral Leads
<b>Support for learning outside the formal curriculum</b>	Provide support for learning outside of the formal academic curriculum within or outside school.	Teaching Assistants; Mentors; Extra-curricular leads
<b>Learning pathway and careers advice</b>	Supporting motivated, informed career-choices and flexible education routes that enable young people to adapt their learning pathway into the labour market to their interests and abilities.	Careers Staff
<b>Support in building/navigating healthy relationships</b>	To support young people in building and maintaining positive and healthy relationships, including friendships, learning and co-working relationships and romantic relationships.	Wellbeing Leads; PSHE staff; School counsellor; MHST

## Intervention Handbook 3: Whole Cohort Intervention Strategies to Reduce ESL

The strategies detailed in this handbook focus on whole school pedagogical approaches which are effective in reducing ESL and improving engagement across the student body. Supporting connectedness, inclusion and active participation and belonging for all students and improving their experiences of school are key strategies for reducing ESL.

Intervention Strategy	Intervention Overview	Who: school staff who might lead this intervention
<b>Multimodal and participatory pedagogy</b>	Training staff in pedagogic strategies, resources, and assessment practices to promote active learning and educational success for diverse learners.	Teaching Staff Subject and Curriculum Leads Raising Achievement Leads
<b>Promoting inclusive learning environments</b>	Promoting an inclusive learning environment in which students can learn and progress.	SENDco Teaching Staff Subject and Curriculum Leads Raising Achievement Leads
<b>Strengthening Community Collaboration</b>	Improving relations between the school to focus on Young people's social and educational development.	Pastoral Lead; PSHE/Wellbeing Leads



## Using the Risk Review Tools

These tools are based on the most comprehensive model of risks to early school leaving (ESL) currently available<sup>2</sup> (Figure 1. This model organises the multiple risks into five categories, supporting schools to consider them more manageably. The table below gives examples of risks in to each category. A [six-minute explanatory video](#) is available online<sup>3</sup>.

Young people at high risk of ESL need individualised support to target their specific challenges. Understanding and unpicking these risks takes time. Building trust, connection and understanding will be necessary before being able to tackle those challenges together, so the risk review and action planning process for high risk students is a 1:1 process.

This level of personalisation is not manageable for larger cohorts. The risk review and action planning process for students at medium risk of NEET takes a small group approach. By identifying small groups of students who share challenges in particular categories, targeted support can be offered in a more time and cost-efficient way.

To complete the risk reviews for individuals and groups, schools can use Transform Family View (for more information please contact [Transform@somerset.gov.uk](mailto:Transform@somerset.gov.uk)), their knowledge of students, conversations with the student(s) about issues they face, as well as information from Annual Reviews, Multi-Disciplinary Team meetings, IEPs, EHCPs, CIN reviews.

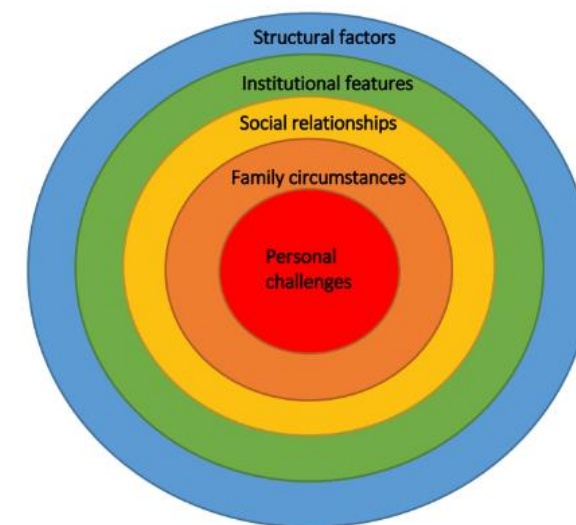


Figure 1: Five Categories of Risks to Early School Leaving/ NEET

Category of Risk	Examples of risks in this category
<b>Personal Challenges</b>	Risks relating to health and abilities (SEND, Autism, mental health challenges); emotions or self-concept (low self-esteem, low aspiration, motivation or expectation, fear of failure, anxiety); significant experiences (irregular transitions, abuse, neglect, trauma, isolation) behavioural (absenteeism, communication difficulties, difficulties trusting others, disengagement, exclusion, youth offending) and identity-related issues (Gender-identity, experiences of discrimination)
<b>Family Circumstances</b>	Material circumstances (low income, caring responsibilities); cultural factors (family aspirations or value of education); social circumstances (family relationships, parenting challenges); physical, mental and emotional needs and availability of family members. Highly mobile or turbulent lives.
<b>Social Relationships</b>	Difficult relationships with school staff, friendship difficulties, experiences of bullying, isolation, social skill development need
<b>Institutional Features</b>	School environment (e.g. large class sizes, non-inclusive classroom layouts, lack of safe spaces); School policies (e.g. poor-quality behaviour management and wellbeing systems, exclusion and attendance policies); social regulatory expectations (e.g. institutional rigidity, relegated to work in corridors); level of support available (e.g. limited teacher time, lack of career guidance)
<b>Structural Factors</b>	External influences on the young person operating outside their daily experiences e.g. Economic challenges like cuts to services, LAs, regional infrastructure and transport services. Impact of national policies around education and work e.g. raising participation age, changes to grading systems, requirement for Post16 Literacy and Maths, resourcing for tracking mechanisms. Exam pressure, performance targets, funding approaches for FE.

<sup>2</sup> Brown et al (2021) <https://www.tandfonline.com/doi/full/10.1080/13639080.2021.2003007>

<sup>3</sup> Conceptual framework for understanding early school leaving <https://vimeo.com/431748528>



## Example: Individual Risk Review Tool

Risk Review Tool for Jenny Smith

Year: 11

Notes: NEET Risk Score High

Risk Category	Risk Factors	Interaction with risks in other categories	Support in place to meet needs (identify gaps)	Actions and Provisions to address needs
<b>Structural Factors</b>	Very limited transport links from J's village	Lack of transport impacts ability to maintain friendships/ feel part of a social group. No easy access to college or work		Support to investigate and understand travel options- travel training?
<b>Institutional features</b>	No post-16 offer at current school which J can access. Entry requirement higher than expected GCSE grades. Reluctant to move to new college		Careers presentations and slots to book (J not taken this up) Assemblies and tutor sessions on options post16	
<b>Social relationships</b>	Very few friends. Struggles to make friends. Very anxious about new people	Reliance on one friend shaping her decisions. Highly vulnerable to dropping out if friend's plans change or friendship not sustained	Social skills work in PSHÉ/Tutor session. Small group sessions with KD on friendship skills. Invited to Weds club (J declined)	
<b>Family Circumstances</b>	Parents unable to transport to college/ work. Family break up, moving between houses and struggles to keep track of belongings etc	Family feel unsupported and mistrust school/education because of challenges getting diagnosis and frequent letters home regarding missed homework/attendance etc		Positive contacts home/relationship building
<b>Personal Challenges</b>	Struggles with anxiety. Suspected ASD but no diagnosis. PP		ELSA intervention; access to school counsellor. Teaching staff aware of strategies to support in lessons.	Supported visits to college/ personalised transition preparation. Signposting contact for pursuing ASD diagnosis at onward setting

## Example: Individual Action Planning Tool

Jennie Smith

10PY

Where Learner Currently Sits on Pathway?	Action 1	Action 2	Action 3
<p>Pathway to Change 1 <input type="checkbox"/></p> <p><b>Supporting wellbeing and general welfare</b></p>	<p>Weekly 1:1 with KD to develop plan</p> <p>Use LRB space during Period 5 Wednesday</p>	<p>Use 1:1 sessions to also</p> <ul style="list-style-type: none"> <li>• Research college options</li> <li>• Possibly plan for college visits to familiarise</li> </ul>	<p>.....</p>
<p>Pathway to Change 2 <input checked="" type="checkbox"/></p> <p><b>Feeling supported and cared for</b></p>	<ul style="list-style-type: none"> <li>• Explore future interests and plans</li> <li>• Build on interests (cooking??)</li> <li>• Explore transport links online</li> <li>• Plan and practice journeys</li> <li>• Social skills sessions</li> <li>• Organisation strategies</li> </ul>	<p>Warm Handover to Careers advisor -J reluctant and anxious to attend. Organise and attend with J for more indepth support</p>	
<p>Pathway to Change 3 <input type="checkbox"/></p> <p><b>Building confidence and self-esteem</b></p>		<ul style="list-style-type: none"> <li>• Explore transport links online</li> <li>• Possible travel training supporter?</li> </ul> <p>Organise interview practice and support</p>	
<p>Pathway to Change 4 <input type="checkbox"/></p> <p><b>Facilitating autonomy &amp; ownership over learning</b></p>			
<p>Pathway to Change 5 <input type="checkbox"/></p> <p><b>Building valued learner identity</b></p>			

## Example: Small Group Risk Review Tool

Use knowledge of individual students' barriers to inform student groupings when considering small group intervention. A carefully constructed group will help target activities and support. Briefly note your assessment of the key risk categories for each student. You could use multiple ticks to reflect the significance of that domain.

Student Name	Personal Challenges	Family Circumstances	Social Relationships	Institutional Features (school)	Structural Factors (national)	Support already in place to address target categories of need for this cohort : Family circumstances/Social Relationships	Identified gaps in provision for cohorts' needs
Jennie Smith		✓	✓✓		✓	<p>N.B wide range of risks but all share need for <u>social relationships</u> input. Selected 11 students</p> <p>-bullying experiences (JS, PP, FLJ) -limited social opportunities (KG, KL) -difficult interactions with staff (AS, NP)</p> <ul style="list-style-type: none"> <li>• PSHE relationships curriculum</li> <li>• Tutor Sessions on consent, wellbeing and connecting with others.</li> <li>• Some access SEAL support</li> </ul> <p><u>Family Circumstances</u> relevant for many in group</p> <ul style="list-style-type: none"> <li>• Parents evenings</li> <li>• Year 10 options drop-ins (but not all parents could attend)</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to work on social skills needed to interact with new staff/make new friends/ repair relationships after conflict</li> <li>• Relationships education to support healthy relationships</li> <li>• Limited school contact with parents – unclear around capacity for support at home</li> <li>• Few opportunities to celebrate their achievements</li> </ul>
John Black	✓		✓				
Sherry Finland	✓	✓	✓✓				
Bob Buckland			✓	✓			
Alice West	✓✓				✓		
Florence Farrelly		✓	✓✓				
Jed Dunn	✓	✓✓	✓				
Harry Cooper			✓✓	✓✓			
Bev Bland	✓		✓				
Sharleen West		✓	✓				
Janie Jones			✓	✓			
Alonso Sanchez	✓		✓✓		✓		
Daniel Smart	✓	✓					
David Dredge	✓✓				✓		
Ellen Cooper-Brown		✓	✓	✓			
Jack Straw							
Daisy Flint-Hillman	✓	✓✓	✓		✓		
Pete Price	✓						
Stan Wellman	✓	✓					
Buck Brown	✓		✓✓				
Dan French	✓		✓				
Sandeep Khara	✓✓	✓	✓				

# Example: Small Group Action Planning Tool

Group: 11ESL2

10 x 1 hour contact

Autumn 2 KD

Target Risk Categories for group Intervention	Personal Challenges <input type="checkbox"/>	Family Circumstances <input checked="" type="checkbox"/>	Social Relationships <input checked="" type="checkbox"/>	Institutional Factors (School) <input type="checkbox"/>	Structural Factors (National) <input type="checkbox"/>
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Pathway To Change Levels To Target	Action 1	Action 2	Action 3
	Supporting healthy relationships	Family Support and Engagement	.....
<b>Pathway to Change 1 (1:1)</b> <b>Supporting wellbeing and general welfare</b> <input type="checkbox"/>	Social confidence -build skills in <ul style="list-style-type: none"> <li>- Approaching new people</li> <li>- Dealing with relationship challenges</li> <li>- Setting boundaries and protecting self in relationships</li> <li>- Recognising healthy relationships</li> </ul>	Invite parents to support evening/online drop-in – inform about support sessions and seek suggestions / input (parents and students feel supported and cared for)  Personal weekly text updates – positives, info on focus areas that week (boost self-esteem)  Build relationships with home and understand capacity/barriers to support school work and revision  Family conflict- dealing with arguments, repairing relationships after conflict (feel cared for/ supported – chance to discuss challenges and open up)	
<b>Pathway to Change 2</b> <b>Feeling supported and cared for</b> <input checked="" type="checkbox"/>			
<b>Pathway to Change 3</b> <b>Building confidence and self-esteem</b> <input checked="" type="checkbox"/>			
<b>Pathway to Change 4</b> <b>Facilitating autonomy and ownership over learning</b> <input type="checkbox"/>			
<b>Pathway to Change 5</b> <b>Building valued learner identity</b> <input type="checkbox"/>			
	Small group time to build relationships as a group. Team building activities. Time to feel noticed and appreciated.  Build trust with KD and take up to K9 to introduce to LRB as source of support going forwards.  Invite to lunchtime support club in K9		

## Student Self-Assessment: Pathway to Change

**Where do you feel you sit on the pathway?** Think about how you feel about school and your future. Use the headings in the pyramid and the example statements on the left to decide what feels like the best fit?

I feel confident and excited about my future plans when I move on from school

I am a confident learner in school and want to build my skills for learning in other places and with other people

I believe a positive future is possible for me

I would like to feel more in control of my learning and future direction

People at school care about me and support me

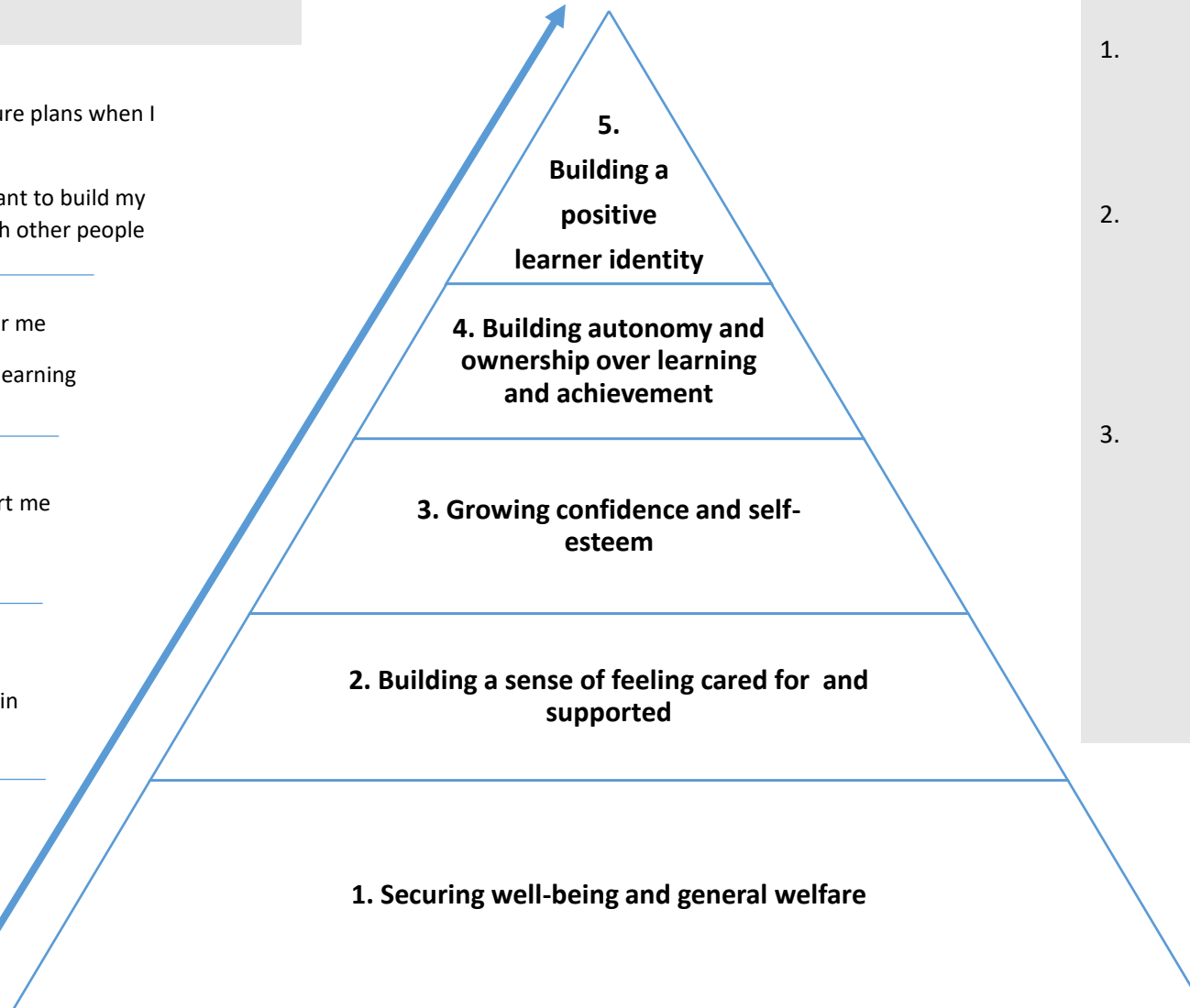
I need to believe in myself more

I regularly attend school

I want to feel more supported and included in school

I struggle with my mental health which makes being in school difficult

There are issues in my life outside school which makes it hard for me to attend and concentrate in school



What would help you move on to the next steps on the pathway?

1.

2.

3.

# Student Questionnaire

## What is the value of the questionnaire?

Certain attitudinal, emotional and relational factors are closely linked to ESL and NEET outcomes. These can only be measured by communicating directly with students themselves. Understanding students' perspective by building relationships and creating opportunities that mean they are prepared to honestly share these, is key to unpicking and targeting the complex factors which lead to ESL and NEET outcomes.

Because it draws on externally measured factors in publicly available datasets the RONI can only offer a partial picture. There are 5 areas of risk impacting ESL: Structural, Institutional, Family Circumstances, Social Relationships, Personal Factors (see explanation of risk review). This questionnaire helps schools to consider key perceptual and attitudinal factors impacting ESL within the institutional, social relationship and personal factor categories; complementing the external factors drawn on in the RONI.

Students point to social relationship and institutional factors as being those which have the most significant impact on ESL<sup>4</sup>. Adults tend to point to structural and personal factors. This questionnaire helps schools better understand

## How does the questionnaire work?

The questionnaire:

- is a **Microsoft Forms template**
- can be downloaded from Transform Family View and here: [https://forms.office.com/Pages/ShareFormPage.aspx?id=Ij1-N6FOLUKwrY\\_MiUBrnloiuw7yj8pFq7sKlTt3c3FUQlFNQkpLT09JNDNQVZPSEhYRVVaWFNHQy4u&sharetoken=LorJUMODZc0wxRtj8ymE](https://forms.office.com/Pages/ShareFormPage.aspx?id=Ij1-N6FOLUKwrY_MiUBrnloiuw7yj8pFq7sKlTt3c3FUQlFNQkpLT09JNDNQVZPSEhYRVVaWFNHQy4u&sharetoken=LorJUMODZc0wxRtj8ymE)
- contains 15 questions.
- takes no more than 15 minutes.
- asks students to type in their name and select Strongly Agree, Agree, Neither agree nor disagree, Disagree or Strongly Disagree for each statement.

The results are obtained via an **Excel Spreadsheet** which:

- contains functions to calculate each student's scores.
- is available to download from the resources on the Transform Family View platform.
- converts students' responses to a numerical score between 1 and 5 (e.g. Strongly Agree=1, Strongly Disagree=5) and calculates totals and averages. The higher a students' total score, the more negative their experiences and perceptions, so the greater their risk. The lower the score, the more positive their experiences and the lower their risk.
- Downloading the responses from Microsoft forms to excel is done with the click of a button. Importing the data into the excel spreadsheet provided which analyses the scores should take between 5 and 15 minutes.

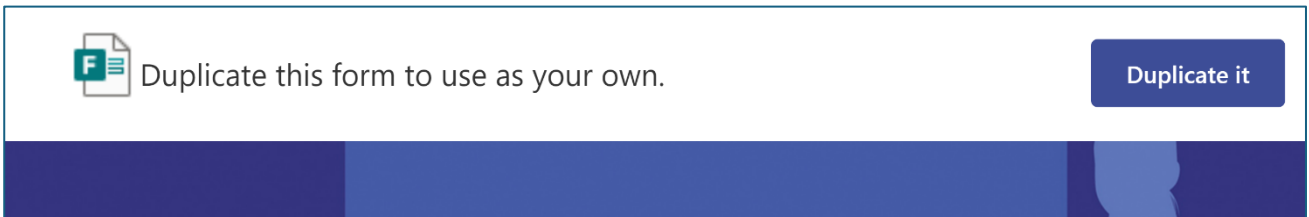
Instructions for [downloading and using the student survey](#), [analysis](#), and [interpretation](#) of the results take you step by step through the process.

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<sup>4</sup> Brown, C., Douthwaite, A., Costas Batlle, I., & Savvides, N. (2024). A multi-stakeholder analysis of the risks to early school leaving: comparing young peoples' and educators' perspectives on five categories of risk. *Journal of Youth Studies*, 27(3), 414–438. <https://doi.org/10.1080/13676261.2022.2132139>

# Instructions for Downloading and Using the Student Survey

1. In the **Transform Data View** platform click on the link to the student survey template. It is also available here: [https://forms.office.com/Pages/ShareFormPage.aspx?id=lj1-N6FOLUKwrY\\_MiUBrnloiuw7yj8pFq7sKltt3c3FUQIFNQkplT09JNDNQVZPSEhYRVVaWFNHQy4u&sharetoken=LoRJUMODZc0wxRtj8ymE](https://forms.office.com/Pages/ShareFormPage.aspx?id=lj1-N6FOLUKwrY_MiUBrnloiuw7yj8pFq7sKltt3c3FUQIFNQkplT09JNDNQVZPSEhYRVVaWFNHQy4u&sharetoken=LoRJUMODZc0wxRtj8ymE)
2. The form will open in **Microsoft forms**. It is a template not a document so you need to duplicate it to use it as your own questionnaire. Click the blue button saying 'Duplicate it' (top right).

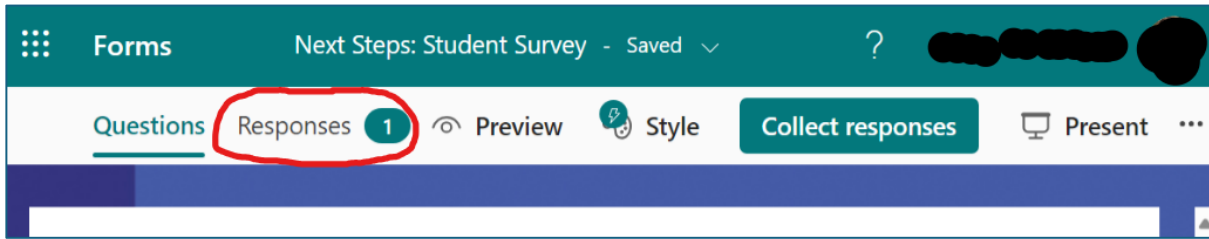


3. This form will now be saved in your Microsoft Forms area as '**Next Steps: Student Survey (Copy)**'
4. To prepare to run the survey, re-open it in Microsoft Forms, click the green button 'Collect Responses' to choose how you want to distribute the link to the survey to students.
5. Choose 'Anyone can respond' (this is not essential, just the simplest approach to explain).
6. You now have various ways to share the survey with your students. You can:
  - copy and distribute a link by clicking 'Copy Link.'
  - click on the second circle icon and invite individuals by inserting their email addresses
  - click on the third circle icon and generate a QR code for students to scan
  - click on the fourth circle icon and embed the link in a webpage or Sway.
7. It will take student just a few minutes to respond to the survey. Once all groups have entered their responses, use the '[Instructions for Student Questionnaire Analysis](#)' to export and analyse your data.

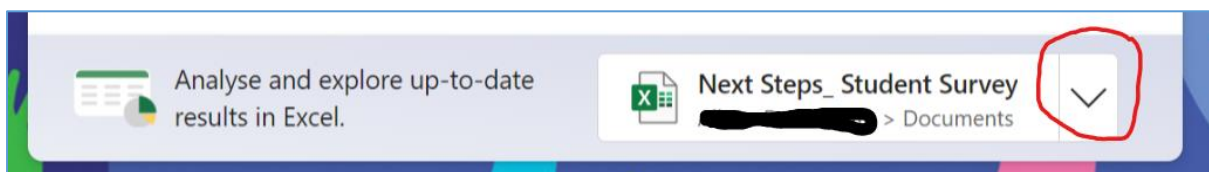


# Instructions for Student Questionnaire Analysis

1. In Microsoft Forms open the student survey then go to the 'Responses' tab



2. Click on the drop down arrow next to the Excel Icon saying 'Next Steps\_ Student Survey'



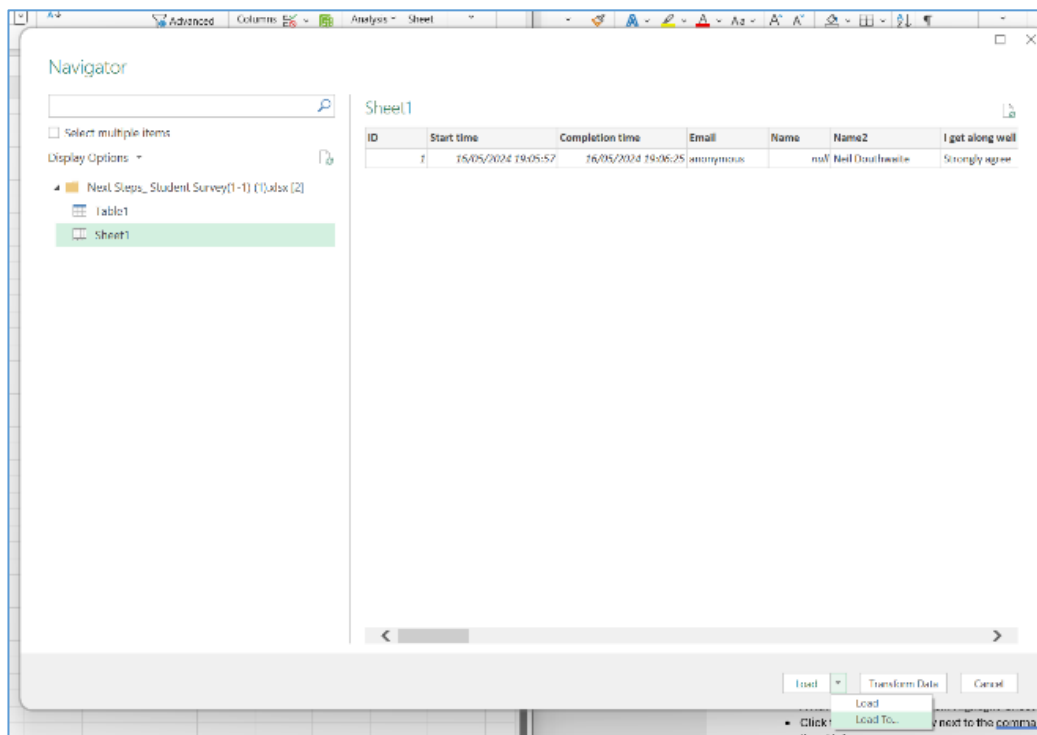
3. Select 'Download a copy.' This creates a file in your 'Downloads' folder called 'Next Steps\_ Student Survey.'
4. Go to the Transform Data View platform.
5. Download and open the Excel Spreadsheet provided in the toolkit called 'Student Survey Analysis'  
In this excel spreadsheet, go to the 'Responses' sheet (bottom left tab)

The screenshot shows an Excel spreadsheet with the following structure:

1	Student name	Social Relationships				Institutional				Personal Factors				Total	Overall Average					
2		Q1	Q2	Q3	Q4	Average	Q5	Q6	Q7	Q8	Q9	Average	Q11	Q12	Q13	Q14	Q15	Average		
3		Peer relationships	Friendships	Staff	Community/adult	Community Belonging	Support	Safety	Fairness	School Belonging	Being Myself		Hopefulness	Self Esteem	Wellbeing	Autonomy_ Choice				
4	AN Student	1	2	3	4	2.00	5	4	3	5	4.00	4	5	4	3	2	3.60	#REF!	#REF!	
5		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
6		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
7		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
8		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
9		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
10		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
11		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
12		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
13		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
14		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
15		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
16		0	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
17																				
18																				

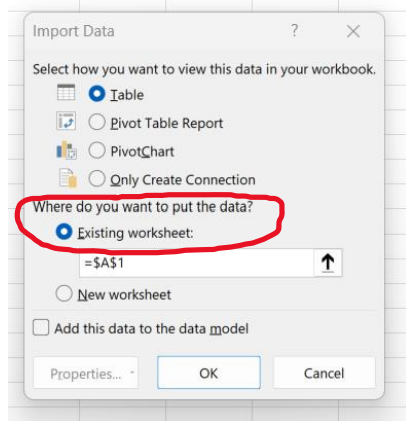
6. Go to the 'Data' menu (top menu bar) and select 'Get Data' then 'From File' then 'From Excel Workbook'
7. Browse to your 'Downloads' folder.
8. Select the excel file 'Next Steps\_ Student Survey (Copy)' that you downloaded previously and click 'Import' (Instructions continue on next page)

9. A Navigator screen will open. Highlight 'Sheet 1'



10. Click the drop down arrow next to the command 'Load' and select 'Load to'

11. In the dialogue box that opens, check the button 'Existing worksheet' and click 'OK'



12. This will import all your students' response data into the sheet named 'Responses'

13. In the same spreadsheet go to the 'Data Analysis' sheet (bottom tab) to see your analysed data.

## Interpreting The Questionnaire Results

Results will be automatically generated in the 'Data Analysis' tab of the excel spreadsheet 'Student Survey Analysis' once you have followed the steps above:

Student name	Social Relationships					Institutional					Personal Factors					Total	Overall Average			
	Q1	Q2	Q3	Q4	Q5	Average	Q6	Q7	Q8	Q9	Average	Q10	Q11	Q12	Q13	Q14	Q15	Average		
A N Student	1	2	3	4	4	2.00	5	4	3	5	4.00	4	5	4	3	2	3.60	#REF!	#REF!	
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!
0	##	##	##	##	##	#N/A	##	##	##	##	#N/A	##	##	##	##	##	##	#N/A	#REF!	#REF!

### Total Scores

- Students can score a maximum of 5 for each of the 15 statements.
- The higher the score, the more negative the individual's experiences/perception, so the higher the risk.
- The maximum possible total score for all 15 questions is 85. The minimum score possible is 16.

Scores	Indicative judgement	Explanation
65+	High	A student responding 'disagree to 12 questions with three more ambivalent or positive responses would score within this range. These responses suggest mostly negative experiences and perceptions and therefore a relatively high risk of ESL
40 -64	Medium	A students respond 'neither agree nor disagree' to 12 questions with three more positive or negative responses would score within this range. These responses suggest a high degree of ambivalence and therefore an elevated risk of ESL
Below 39	Low	A student responding 'agree' to 12 questions with three more ambivalent or negative responses would score within this range. This suggests largely positive experiences and perceptions and therefore a comparatively low risk of ESL.

For a more nuanced profile, also consider the average scores for each area. Total score offers a quick gauge of overall risk level but can mask comparatively stronger or weaker experiences and perceptions in the three different areas surveyed.

## Sub-section Average Scores

Each coloured area on the spreadsheet represents a sub-set of questions targeting a particular category of risk. Look for discrepancies between the scores across the three sections which indicate areas of particular weakness/strength. The section averages will highlight whether students have more negative experiences and perceptions in certain areas. This can inform decisions about areas to target during individual or small group interventions, or in whole school improvement work.

### **Social relationships**

- Peer relationships, friendships, relationships with staff, a trusting relationship with an adult out of school and a sense of belonging within their community are key factors impacting ESL.
- High scores here indicate that interventions supporting their social skills, social cohesion across the cohort, and relational approaches may be a priority. It is important to consider that social relationship challenges do not necessarily indicate a need for more social skill development, but may also reflect discrimination from others, attachment problems stemming from adverse experiences/trauma or even be symptomatic of busy, pressured environment in which students don't have time to form supportive and trusting connections.

### **Institutional factors**

- Students' feelings of being supported at school, their sense of safety at school, their perception of fair treatment at school, sense of school belonging and perceptions of being able to be themselves are key factors impacting ESL.
- High scores here indicate a weak sense of connection and trust in the school. Actions to build relationships with the young person, to understand what underpins these perceptions and addressing those factors will be important, as will student voice and collaborative working to ensure the school environment is responsive to young people's needs.

### **Personal Factors**

- An individual's feelings of hope, self-esteem, wellbeing, sense of having a choice and of autonomy over their future are key factors impacting ESL.
- High scores here draw attention to the emotional impact students' experiences have on them. While externally measured factors such as special educational needs, disability, care-experience, socioeconomic disadvantage or refugee status may be seen as the 'risk factor,' for students themselves the impact of the additional work they have to do to fit in; cope with challenges not experienced by their peers; or discrimination/teasing because of these characteristics/