








School Stress Survey

| | | | | | |
|---|---|---|--|---|--|
|  | I very often or always feel stress at this. I can't cope with it. |  | I sometimes feel stress. I don't like it but I can cope. |  | I feel OK about this. I can cope with it easily. |
|---|---|---|--|---|--|

1. Getting Up & Ready




 -  - 




2. Journey To & From




 -  - 




3. Assembly




 -  - 




4. Corridors




 -  - 




5. Written Work




 -  - 




6. Break Times



 -  - 

7. Teacher Q&A




 -  - 




8. Team / Group Work




 -  - 




9. Lunch Times




 -  - 




10. 1 to 1 with Adults




 -  - 




11. Tests



 -  - 

12. Homework



 -  - 

School Stress Survey – Recording Sheet

| Item | Score ☹️=1 ☺️=2 😊=4 | Indicative Words / Phrases |
|------------------------|------------------------|----------------------------|
| 1. Getting Up & Ready | | |
| 2. Journey To & From | | |
| 3. Assembly | | |
| 4. Corridors | | |
| 5. Written Work | | |
| 6. Break Times | | |
| 7. Teacher Q&A | | |
| 8. Team / Group Work | | |
| 9. Lunch Times | | |
| 10. 1 to 1 with Adults | | |
| 11. Tests | | |
| 12. Homework | | |
| Total Score: | | |

| | |
|-------------------------|--|
| Timetable Issues | |
| Other Issues | |

School Stress Survey – Instructions

Administration

1. Ask the student to meet with a teacher, mentor or teaching assistant they are familiar with.
2. The member of staff goes through each item in sequence and asks the student to rate themselves, by highlighting or putting a cross through the *best fit* answer.
3. With each item, the member of staff also asks the student to identify reasons. The student is unlikely to find this easy – questions such as “*What happens during this part of the day?*”, “*What do you see?*”, “*What do you hear?*” are more likely to elicit a response rather than “*Why did you put this?*” Make a note of any indicative words / phrases such as ‘teacher shouting’, ‘swearing’, ‘queuing up’, ‘too busy’ etc. on the recording sheet.

If the student identifies another student as causing stress, write their name as initials to maintain confidentiality.

4. At the end of the items, it may also be useful to ask students to undertake a similar rating activity with their timetable to identify any subjects / peer groups they may find stressful. These can also be noted on the recording sheet.
5. Finally, ask the students if there is anything else that they find particularly easy and enjoyable or particularly ‘annoying’, ‘difficult’ etc. about school. These can also be noted on the recording sheet.

Scoring

The scoring below is not an exact science – it is based on averages / a ‘rule of thumb’ rather than standardisation.

| 12 → 18 | 19 → 36 | 37 → 48 |
|---|--|---|
| High and regular stress levels. Student will require additional support in managing their day-to-day stress levels. | Specific points of stress that may need further attention. Possibility that the student is ‘masking’ high stress levels. | Based on the answers given, student appears to generally have low day-to-day stress levels in school. |