

My Health, My School Survey 2026-27

School/Academy/College Manager Guidance 2026-27

Registering for the MHMS survey ○ Before a setting can access the survey a nominated member of staff (School/Academy/College Manager) needs to register online to access the survey. This can be done by clicking on the blue tab on the right-hand side of the 'Home' page or you can use the following link <https://www.myhealthmyschoolsurvey.org.uk/schools/new>

- Once your setting has registered, an email will be sent to the School/Academy/College Manager confirming your registration.
- Your registration for the My Health, My School Survey will then be verified **within 10 working days** and you will receive an email containing your staff username, and a pupil/student username which has been allocated to each year group that you have registered to complete.

Staff Log in details ○ There will be a link underneath your staff username, which allows you to set your own staff password.

- Staff log in details can be shared with other members of staff for the purpose of accessing supporting documents, facilitating a session where pupils/students complete the survey and accessing results.

Pupil Log in details ○ Please note all pupils/students will use the same log in details allocated to their relevant year group and therefore cannot save responses to return to at a later date. Whilst the username slightly differs for each year group the password is the same for pupil/students.

Parental Consent ○ To ensure full compliance with GDPR (2018) and Information Sharing Agreement (ISA) guidance, schools must now obtain explicit parental consent for all pupils **under age 13**, including those in **Year 7**, before they take part in the survey.

- **All Schools** must complete the registration e-mailed out to all Survey Managers and Headteachers. A copy of this can be found in the Pre Survey Resources.

Troubleshooting

Unrecognised username or password ○ If a **School/Academy/College Manager** or other staff member (e.g. username: smithj@hwsprimary.org) cannot gain access to the website they can either email schoolwellbeing@leeds.gov.uk or click on the forgotten password link on the 'Home' log in page <https://www.myhealthmyschoolsurvey.org.uk/login>

- If a **pupil/student** (e.g. Username: hws18-y6-a) cannot gain access to the website they should contact a member of staff for the correct **pupil username and password**, who in turn may need to contact the School/Academy/College Manager for these details. Otherwise please email schoolwellbeing@leeds.gov.uk who may be able to assist.

Changing the Staff/Admin Password

A **School/Academy Manager** (e.g. username: smithj@hwsprimary.org) can choose to change the Staff or Pupil password, however please note that continually changing these may cause problems if numerous staff are involved with the survey.

To change a password, log into the website as a staff member and click on the 'My Account' tab on the top right hand side of the page. Type in a new password, password confirmation and then press 'Update School'.

Change the Pupil/Student Password

To change a password for pupils/students, log into the website as a staff member and click on the 'Surveys' tab. You can then change the password for each individual year group by clicking on the change password button at the side of each username. Repeat the process for each year group password you would like to change.

Preparation for completing the survey – checklist

Before completing the survey with your pupils/students, there are a number of things you should do:

- Use your staff details to log into the website, to familiarise yourself with the 'Resource' section which includes all supporting documents/resources, which are referenced throughout this document
- Plan a date for pupils/students to complete the survey, ensuring you leave **at least one week prior** to enable you to complete the pre-survey lesson/discussion. Please note the My Health, My School survey is only accessible on weekdays during 8am – 4pm. If you are a survey manager, please log in to the manager site and use the 'Test questionnaire' button to test this survey. For any other queries please email schoolwellbeing@leeds.gov.uk
- Pupil Diary - There is also a pupil diary which can be used to support pupils/students to answer particular questions on physical activity and healthy eating (see the 'Resource' section for a copy of the pupil diary). To print the diary in the correct format go to 'Print' scroll down to 'Settings' and click 'Print on both sides, flip sheets on short edge'. Then scroll up to 'Printer Properties' and select 'Two sided printing, Binding Location Short Edge (Left)'.
- Book an ICT room so that the survey can be completed online – each pupil will need a web enabled machine. The survey can only be completed Monday-Friday between the hours of 8am and 4pm.
- Check the pupil/student log-in details to ensure pupils/students can access the survey via the following link <https://www.myhealthmyschoolsurvey.org.uk/login>

- Make sure you read the '**Safeguarding Protocol**' (see page 4 & 5) and fully understand the actions you should take and the support that is available to help you address any risks.
- You may wish to notify parents/carers and obtain their consent before pupils/students participate in the survey. Please check your settings policy and procedures to see if you are required to obtain parental permission. (See the 'Resource' section for a copy of the template letter which you can adapt to suit your settings needs.)

Implementing the Pre-survey Lesson/Discussion

We advise you complete the pre lesson/discussion **at least one week prior** to pupils/students completing the survey. This lesson/discussion helps children and young people to understand why they are participating, helps to manage emotions and signposts to relevant support services. As there are a number of potentially sensitive questions you may wish to have a discussion with pupils about some of these questions/topics. (The survey questions for your specific year group can be found in the resource section of the website).

Please refer to '**Session 1: Introduction to the MHMS survey - Primary/Secondary**' for a sample session plan on how to conduct the pre-survey lesson. Primary schools have the option of implementing the pre-survey lesson with or without the quality circle time approach.

Completing the Survey

- **Staff** delivering the survey should refer to '**Session 2: Completing the MHMS survey - Staff Support Sheet 2025-26**' document which provides useful information for completing the survey – you may want to print this out.
- **Pupils** accessing the survey should refer to '**Session 2: Completing the MHMS survey – Pupil/Student Support Sheet 2025-26**' document which provides useful information for completing the survey – you may want to print this out.

Pupils/students may have experienced strong feelings when completing the survey. This should be acknowledged and the opportunity provided for individuals to seek support in private. You should inform children and young people that they should speak to a trusted adult in the school if they need help or advice after completing the survey. In the event of disclosure, the school's child protection procedures should be followed.

Not all children and young people will want to turn to an adult for help or advice so you should make them aware of the contact details/websites in **Table 1** (see page 6). These will also be displayed on screen, once the children/young people have completed the survey.

Accessing your Data (Analysis)

Once all of your pupils/students complete the survey you can get instant access to your survey results by logging into the staff section of the website and clicking on the 'Analysis' tab at the top of the page. Please refer to the '**Accessing/Analysing the Results**' document for more information.

Implementing the Post-survey Lesson/Discussion

This lesson gives pupils/students the opportunity to reflect on their experiences of completing the MHMS survey and allows them to explore how they may use their collective results to influence positive change within their setting. It is also a good opportunity to reiterate to pupils/students the importance of seeking support for issues that may be affecting them and signpost them to relevant services.

Please refer to '**Session 3: Evaluating and giving feedback on the MHMS survey - Primary/Secondary**' for a sample session plan on how to conduct the post-survey lesson.

Safeguarding Protocol 2025-26

Leeds City Council has developed the following safeguarding protocol in order to minimise any risks associated with completing the My Health, My School Survey. The aim of this document is to outline the procedures and support in place, which will help to ensure that any safeguarding issues associated with completing the survey are identified by settings and that appropriate action is taken where necessary.

This protocol considers the need for settings to access their own results and where safeguarding or risky behaviour issues arise, to act on them accordingly. Although it does not seek to address all of the safety concerns of the way that children and young people may respond to all of the questions, it does consider the possible emotional impact of some questions.

Keeping Children Safe in Education 2025

What school and college staff should know and do A child centred and co-ordinated approach to safeguarding 1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

2. Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The role of school and college staff

4. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. 5. All staff have a responsibility to provide a safe environment in which children can learn.

6. All staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

7. Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.

8. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

9. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

10. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

11. All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing

12. All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 140 of KCSIE for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

13. All staff should be aware of their local early help process and understand their role in it.

14. All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments. 4 under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
15. All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
16. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
17. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

For more information please see - [One Minute Guide - Working Together to Safeguard Children.pdf](#) ([leeds.gov.uk](https://www.leeds.gov.uk))

Working Together to Safeguard Children, HM Government 2018 (updated July 2022)

This guidance highlights that safeguarding is the responsibility of everyone who comes into contact with children and families.

It defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

The My Health, My School Survey is an online anonymous pupil survey. All responses are of a confidential/closed nature and there is a minimal chance of child protection concerns identifiable to a particular child arising from its completion.

Nevertheless, the following potential issues are identified when completing the survey:

- General concerns about safety may be identified through responses to certain questions.
- The possible emotional impact on children and young people as a result of answering some of the questions.
- Significant behavioral/emotional change on the part of individual children and young people following the completion of the survey that raises safeguarding concerns about them.

Where safeguarding concerns emerge about identifiable children and young people, staff should follow the Leeds City Council Child Protection Procedures.

General concerns about safety are likely to be identified by a high number of responses to certain questions or individual responses to a number of questions around health and wellbeing of children and young people. Where such concerns emerge, the setting has a responsibility to undertake activity with the cohort of children and young people involved addressing such issues in a universal manner. To help ensure that any responses which indicate harm or risky behaviour are addressed, Leeds City Council has the following school support in place:

Pre-survey

- Training will be available to all schools/colleges participating in the survey, please visit www.schoolwellbeing.org.uk for further details. The training will highlight the importance of accessing and checking the results **within 24 hours** for potential safeguarding issues and identifying any risky behaviour. The registered My Health, My School Survey School/Academy/College Manager will be reminded to report any concerns about safety as per the settings child protection policy. The training will also illustrate the need to identify when results may indicate risky behavior and advise settings to take appropriate action in line with their settings policy.
- In order to help staff manage children and young people's emotional needs, Leeds City Council has provided support materials which should be used before and after the survey is completed. The support materials include instructions for staff to help children and young people understand who they can talk to about any worries or concerns they may have, for example a trusted adult within school/college or an organisation such as ChildLine. The learning resource materials include different activities which cover emotional issues and enable children and young people to discuss feelings and emotions in a group setting. Staff are also reminded of their responsibility to report any concerns as per their settings child protection policy.

Support during the survey ○ Children and young people should be reminded that the survey is anonymous and they will not be asked for any personal details such as name or address.

- Prior to completing the survey children and young people should be reminded that they can stop completing the survey at any time, should they find any of the questions uncomfortable to answer. They should also be reminded of potential sources of support such as a trusted adult within their setting or other services who may be able to help them. This is also included in the staff and pupil support documents.
- Not all children and young people may want to turn to an adult for help or advice and settings are advised to make them aware of the following support services which will be displayed on their screens following completion of the survey. See Table 1. on the following page.

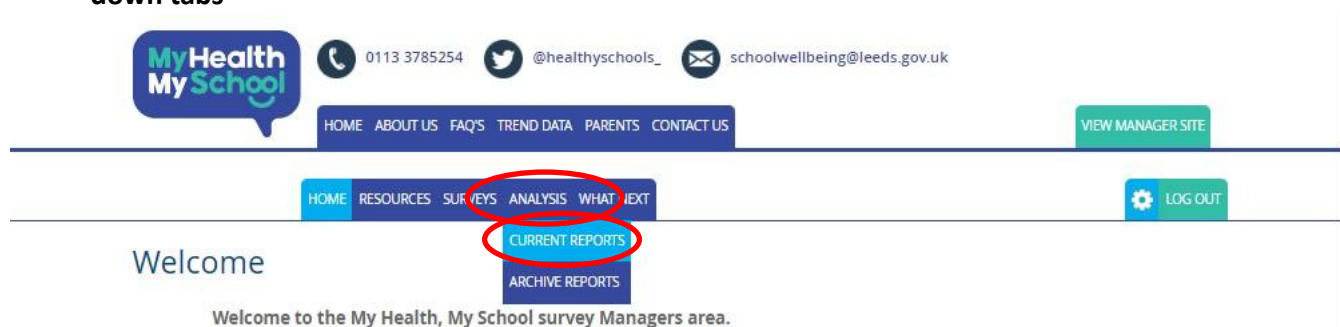
Table 1. Website Support Services

Topic	Primary	Secondary/Post 16
Healthy Eating	www.nhs.uk/Change4Life	
Physical Activity & Sport	www.bbc.co.uk/supermovers	https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/
Drugs, Alcohol & Tobacco	www.talktofrank.com Phone:	

Sexual Health	0300 1236600 www.brook.org.uk
Social, Emotional & Mental Health	www.youngminds.org.uk
Online Safety	www.ceopeducation.co.uk
Anti-bullying	www.anti-bullyingalliance.org.uk
Karma Nirvana (Honour Based Violence & Abuse)	https://karmanirvana.org.uk/
General Educate Against Hate Act Early NSPCC	www.childline.org.uk Phone: 0800 1111 https://educateagainsthate.com/ https://actearly.uk/ https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicatedhelplines/protecting-children-from-radicalisation

Post survey support ○ School/Academy/College staff must ensure that they access results within 24 hours to check responses for any safeguarding issues or to identify risky behavior, especially for the questions (but not exclusive) highlighted in Table 2. (See page 7.) Any issues should be dealt with as per the settings child protection policy. The results for safeguarding questions can be accessed by downloading the safeguarding report, see steps below of how to do this:

- Step 1: Go to the analysis reports section of the website and selecting current reports from the drop down tabs



- Step 2: Select your school from the drop down box, enter dates of when the survey was completed and in the questions drop down box select 'Safeguarding'. Scroll to the bottom of the table and then click the filter button. Your results for safeguarding questions will begin to download. (Remember results will only show if there has been more than 8 responses to a question or response, to ensure anonymity).

My Health My School Survey

Your report downloads

Summary Report

Year so far summary report - updated at 21 Sep 02:02

[Download PDF report](#)

Create a custom report



School

Health and Wellbeing S

Date Filter

Start date

2022-09-01

End date

2023-07-31

Questions

All

All

Safeguarding

Questionnaire

Uncheck all

Filter

- **Step 3: Once the results appear below they can be saved by scrolling back to the top of the page and clicking on the print icon  button and saving your results as a pdf.**
- **If you identify a high response rate to any of the safeguarding questions which may require further investigation then the results can be further filtered using the filters on the report to look at year groups, gender, ethnicity, living arrangement or Free School Meals status. There is also a set of focus group question for each phase within the [post survey resources](#) which can be used for small group work to gather information to identify support and intervention that may need to be put in place to support pupils/students. If you are unsure whether the data is showing a high response you may want to compare your data against your schools data from the previous year or with the Leeds/National data from the previous academic year.**

Summary

School/Academy/College staff should ensure that they:

- Access support materials and undertake the pre and post survey activities with children and young people to help manage any emotional needs and signpost to relevant internal/external services.
- Remind pupils/students that the My Health, My School Survey is an anonymous survey due to the sensitivity of the questions asked. It should be highlighted that if the survey was not anonymous, it is likely that children and young people would be apprehensive about answering some of the questions. They should be made aware that no names are stored with user responses and no attempt will be made to identify individuals from their responses or profile information.
- Compare school/academy/college results with citywide averages in order to identify areas which may require further investigation.

If any further information is required please contact: schoolwellbeing@leeds.gov.uk

Table 2. Safeguarding Questions

Please note that this table includes an overview of questions which may highlight safeguarding concerns, however is not limited to all concerns. Schools/Academies/Colleges are therefore advised to check all results thoroughly.

Section	Survey	Question
Healthy Eating	All	In a normal school/college week, how many days do you have breakfast?
Healthy Eating	All	In a normal school/college week, how often do you have the following (this means not just a snack or a drink)?
Healthy Eating	All	How often do you brush your teeth?
Healthy Eating	SEND/SEN D +	Do you brush your teeth every day?
Healthy Eating	All	How often do you visit the dentist?
Healthy Eating	SEND/SEN D +	Do you go to the dentist?
SEMH	All	How often do you feel the following?
SEMH	All	How well do you think you cope with feeling the following?
SEMH	All	How much do you agree or disagree with the following statement....'I enjoy my life'
SEMH	All	In the last 12 months, how often (if at all) have you been bullied in or around school?
SEMH	SEND/SEN D +	Have you ever been bullied in your school/college?
SEMH	All	If you have been bullied in or around school in the last 12 months, do you think it was because of any of the following?
SEMH	7,9,11, P16, SEND +	Have you ever hurt yourself on purpose? (often referred to as 'self-harm')
SEMH	7, 9,11, P16	If you have ever hurt yourself on purpose, which of the following statements best describes you?
SEMH	7,9,11, P16	If you needed it, were you supported by school/college to help you deal with your self-harming?
SEMH	7,9,11, P16	Have you ever had an eating disorder?
SEMH	7,9,11,P16	If you needed it, were you supported by school/college to help deal with your eating disorder?

SEMH	7, 9,11, P16, SEND+	Have you ever thought of ending your own life (this is known as having suicidal thoughts)?
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SEMH	7, 9,11, P16, SEND +	Have you ever tried to end your life?
SEMH	7, 9,11, P16	If you needed it, were you supported by school/college to help you deal with your suicidal thoughts or when you tried to end your own life?
SEMH	7, 9,11, P16	If you needed it, were you supported by school/college to help you deal with your suicidal thoughts?
SEMH	All	How safe do you feel at home?
SEMH	All	Why do you feel unsafe at home?
SEMH	All	Do you help to look after somebody in your family because they...?
SEMH	All	Within the last 12 months, has anyone close to you died?
SEMH	SEND/SEN D +	Has anyone you care about died?
SEMH	All	If you needed it, were you supported by school/college to help you deal with this death?
SEMH	All	Over the last 12 months have you worried about any of the following?
SEMH	SEND/SEN D +	Have you ever worried about any of the following?
Gambling	7, 9,11, P16	In the last 12 months, have you ever taken part in any of the following activities (gambled), either online or at a venue?
Gambling	SEND/SEN D +	Have you ever gambled?
Gambling	7, 9, 11, P16	If you have (gambled) in the last 12 months were your parent(s)/carer(s) aware of this?
DAT	All	Have you ever smoked a cigarette?
DAT	All (Excluding SEND/SEN D +)	How many cigarettes do you smoke on your own or share?

DAT	All (Excluding SEND/SEN D +)	Where do you usually get your cigarettes from?
DAT	All	Have you ever vaped (used an electronic cigarette)?
DAT	All (Excluding SEND/SEN D +)	Where do you usually get your vapes/vape liquid (electronic cigarettes) from?
DAT	All	Have you ever had an alcoholic drink – a whole drink, not just a sip?

	(Excluding SEND/SEN D +)	
DAT	All (Excluding SEND/SEN D +)	Which of these describes you?
DAT	7,9,11, P16	Where do/did you usually get your alcohol from?
DAT	All	Have you ever been OFFERED illegal drugs or glues, gases and solvents as drugs?
DAT	7,9,11, P16	Have you ever USED or taken illegal drugs or glues, gases and solvents (even if only once)?
DAT	7,9,11, P16	How often do you usually take each of the following drugs?
DAT	7,9,11, P16	Where do you usually get most of your drugs from?
DAT	7,9,11, P16	Have you ever used substances known as ‘Novel Psychoactive Substances’? (these used to be known as legal highs, but are now illegal)
DAT	7,9,11, P16	How often have you used each of the following Novel Psychoactive Substances? (These used to be known as legal highs, but are now illegal)
DAT	7,9,11, P16	Where do you usually get most of your Novel Psychoactive Substances from?
Sexual Health	9, 11, P16, SEND+	Do you understand what is meant by consent in relation to sexual activity?
Sexual Health	9, 11, P16, SEND+	Have you ever sent nude pictures or videos?
Sexual Health	9,11, P16, SEND+	Have you ever felt pressured into having....?

Sexual Health	9,11, P16	If you have felt pressured into sex, who or what pressured you?
Sexual Health	9, 11, P16, SEND+	Have you ever had sex with someone involving penetration?
Sexual Health	9,11, P16	Which year group were you in when you first had sex?
Sexual Health	9,11, P16	The last time you had sex, did you or your partner...
Sexual Health	9,11, P16	Why did you or your partner NOT use a condom or any other form of contraception/protection?
My School	All SEND/SEND +	In the last 12 months, how safe have you felt in the following places? Do you feel safe at school ...?
My School	All	Have you ever been away from school/college without telling anyone?
	(Excluding SEND/SEND +)	
My School	All (Excluding SEND/SEND +)	How good do you think your school/college are at dealing with the following ...?