

**The SBTandC Parent Questionnaire**

|  |  |
| --- | --- |
| Name: | |
| School/College: | |
| Date of Birth: | Form / Year Group |
| Completed by: | |
| Date: | |
| This questionnaire is to be completed by the parent(s) or carer(s) of the pupil. It is for you together to rate the number of factors in terms of their influence on your child’s actions and behaviours. It is important to document the parent’s voice within this schedule. | |
| Once this has been completed, it should be added to the analysis tool along with the results from the pupil questionnaire and the staff questionnaire (if completed). The results of these three pieces of information can then be used to create a bespoke intervention package as part of the child’s individual behaviour plan or as part of the APDR cycles taking place. | |

**The completion of this document could be supported by a member of your school’s pastoral team or by a Family Liaison Officer from HBSS**

**The higher the score on each factor the more important the factor is in exclusion risk**

|  |  |
| --- | --- |
| **Totals** | |
| Wellbeing | /27 |
| Learning | /21 |
| Social Skills & Performance | /21 |
| General Behaviour Patterns | /21 |
| General Attitude / Coping | /24 |
| Family/Parenting | /15 |
| **TOTAL** | **/130** |

Please circle or highlight an answer for each question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Well-being factors** | | **Considerable influence** | **Important influence** | **Slight influence** | **Not an issue** |
| My child… | |  |  |  |  |
| 1 | Often seems to be tired | 3 | 2 | 1 | 0 |
| 2 | Has low self esteem | 3 | 2 | 1 | 0 |
| 3 | Seems somewhat depressed | 3 | 2 | 1 | 0 |
| 4 | Seems somewhat anxious | 3 | 2 | 1 | 0 |
| 5 | Has very few friends | 3 | 2 | 1 | 0 |
| 6 | Is or has been bullied | 3 | 2 | 1 | 0 |
| 7 | Is in the midst of significant physical development (e.g. puberty) | 3 | 2 | 1 | 0 |
| 8 | Keeps feelings very much to self | 3 | 2 | 1 | 0 |
| 9 | Has a pessimistic outlook and resignation that problems are not going to go away. | 3 | 2 | 1 | 0 |
| Comments: | | | | **TOTAL** | **/27** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning** | | **Considerable influence** | **Important influence** | **Slight influence** | **Not an issue** |
| My child… | |  |  |  |  |
| 1 | Finds reading and writing difficult | 3 | 2 | 1 | 0 |
| 2 | Has some speech and language issues | 3 | 2 | 1 | 0 |
| 3 | Struggles to complete schoolwork due to learning difficulties | 3 | 2 | 1 | 0 |
| 4 | Has weak number skills | 3 | 2 | 1 | 0 |
| 5 | Can be disorganised and forgetful | 3 | 2 | 1 | 0 |
| 6 | Finds keeping up in many lessons is a problem | 3 | 2 | 1 | 0 |
| 7 | Has difficulty paying attention | 3 | 2 | 1 | 0 |
| Comments: | | | | **TOTAL** | **/21** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Social skills and performance** | | **Considerable influence** | **Important influence** | **Slight influence** | **Not an issue** |
| My child… | |  |  |  |  |
| 1 | Does not get on well with other children | 3 | 2 | 1 | 0 |
| 2 | Is likely to follow more popular children | 3 | 2 | 1 | 0 |
| 3 | Is likely to go along with others even if this means joining in with bad behaviours | 3 | 2 | 1 | 0 |
| 4 | Has many problems outside of lessons at play times and lunchtimes. | 3 | 2 | 1 | 0 |
| 5 | Finds it hard to communicate and socially interact with others | 3 | 2 | 1 | 0 |
| 6 | Doesn’t do many things outside of school such as attend any sports clubs or Scouts etc | 3 | 2 | 1 | 0 |
| 7 | Has been in trouble with the police | 3 | 2 | 1 | 0 |
| Comments: | | | | **TOTAL** | **/21** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **General behaviour pattern** | **Considerable influence** | **Important influence** | **Slight influence** | **Not an issue** |
| My child… | |  |  |  |  |
| 1 | Has an impulsive nature | 3 | 2 | 1 | 0 |
| 2 | Can be somewhat aggressive | 3 | 2 | 1 | 0 |
| 3 | Has an established reputation from earlier years | 3 | 2 | 1 | 0 |
| 4 | Finds completing homework a problem | 3 | 2 | 1 | 0 |
| 5 | Has some history of truancy | 3 | 2 | 1 | 0 |
| 6 | Tends to react aggressively when criticised or told no | 3 | 2 | 1 | 0 |
| 7 | Has problems with a few particular teachers | 3 | 2 | 1 | 0 |
| Comments: | | | | **TOTAL** | **/21** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **General attitude / coping** | | **Considerable influence** | **Important influence** | **Slight influence** | **Not an issue** |
| My child… | |  |  |  |  |
| 1 | Tends to blame others for his/her actions | 3 | 2 | 1 | 0 |
| 2 | Doesn’t like being told what to do | 3 | 2 | 1 | 0 |
| 3 | Finds it hard to accept praise | 3 | 2 | 1 | 0 |
| 4 | Is poorly motivated | 3 | 2 | 1 | 0 |
| 5 | Does not readily accept help | 3 | 2 | 1 | 0 |
| 6 | Handles criticism badly | 3 | 2 | 1 | 0 |
| 7 | Praise has little positive impact on behaviour | 3 | 2 | 1 | 0 |
| 8 | Rarely take responsibility for their actions | 3 | 2 | 1 | 0 |
| Comments: | | | | **TOTAL** | **/24** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Family/ parenting** | | **Considerable influence** | **Important influence** | **Slight influence** | **Not an issue** |
| 1 | We find it difficult to control our child’s behaviour | 3 | 2 | 1 | 0 |
| 2 | There is a lot of stress in the family | 3 | 2 | 1 | 0 |
| 3 | Relationship with the school is not good | 3 | 2 | 1 | 0 |
| 4 | Family finances are tight | 3 | 2 | 1 | 0 |
| 5 | We live in a re-constructed family (single parent/ step parent ) | 3 | 2 | 1 | 0 |
| Comments: | | | | **TOTAL** | **/15** |