

Pupil Questionnaire v11 Annotated CHRONOLOGICALLY

Q. no	Question	Q're Section	Source/adapted from	Reverse Key
1	Boy or girl	Demographics		n/a
2	Age	Demographics		n/a
3	Street	Demographics		n/a
4	Postcode	Demographics		n/a
5	Where do you live most of time	Family structure	AES	n/a
6	Who looks after you most of time	Family structure	AES	n/a
7	Changes in who looks after you	Family structure	AES	n/a
8	I think I have good ideas	About you in general	Growing Confidence	n
9	I can calm myself down quickly after getting angry	About you in general	Growing Confidence	n
10	I keep my feelings to myself	About you in general	Growing Confidence	y
11	I am sometimes confused about the way I feel	About you in general	Growing Confidence	y
12	I give up trying if I find something hard	About you in general	Growing Confidence	y
13	I can usually work out the way to deal with problems	About you in general	Growing Confidence	n
14	I am easily hurt by what others say about me	About you in general	Growing Confidence	y
15	Once I have a goal, I make a plan to reach it	About you in general		n
16	When I feel upset, I don't know how to talk about it	About you in general	EESC	y
17	I often do not know why I am angry	About you in general	EESC	y
18	I know what I'm good at and what I'm not so good at	About you in general	<i>new</i>	n
19	I try to learn from my mistakes	About you in general	GC	n
20	I avoid things that are dangerous or unhealthy	About you in general	DAP	n
21	I work hard at school	About you in general	SAAS	n
22	I do not like to talk about how I feel	About you in general	EESC	y
23	I would feel bad if I couldn't finish something I'd promised to	About you in general	SAPRS	n
24	I complete my schoolwork regularly	About you in general	SAAS	n
25	I like to help people with their problems	About you in general	RI	n
26	I can say no to activities that I think are wrong	About you in general	YAS	n
27	I can get on with my school work even when I'm feeling sad or	About you in general	<i>new</i>	n
28	I often do not know how I am feeling	About you in general	EESC	y
29	I feel good about myself	About you in general	EESC	n
30	Sometimes I just don't have words to describe how I feel	About you in general	EESC	y
31	When I fall out with friends I worry for days	About you in general	<i>new</i>	y
32	Most things work out okay in the end	About you in general	<i>new</i>	n

Pupil Questionnaire v11 Annotated CHRONOLOGICALLY

33	I am happy with how I look	About you in general	HR2	n
34	I like myself	About you in general	HR2	n
35	I know when my friend is sad even if they don't say so	About you in general	new	n
36	I try to cheer people up	About you in general	new	n
37	It makes me sad to see someone who is lonely	About you in general	Bryant Empathy Index	
38	I try to be nice to other people. I care about their feelings	SDQ	SDQ	see scoring guide
39	I am restless, I cannot stay still for long	SDQ	SDQ	see scoring guide
40	I get a lot of headaches, stomach-aches or sickness	SDQ	SDQ	see scoring guide
41	I usually share with others (food, games, pens etc.)	SDQ	SDQ	see scoring guide
42	I get very angry and often lose my temper	SDQ	SDQ	see scoring guide
43	I am usually on my own. I generally play alone or keep to myself	SDQ	SDQ	see scoring guide
44	I usually do as I am told	SDQ	SDQ	see scoring guide
45	I worry a lot	SDQ	SDQ	see scoring guide
46	I am helpful if someone is hurt, upset or feeling ill	SDQ	SDQ	see scoring guide
47	I am constantly fidgeting or squirming	SDQ	SDQ	see scoring guide
48	I have one good friend or more	SDQ	SDQ	see scoring guide
49	I fight a lot. I can make other people do what I want	SDQ	SDQ	see scoring guide
50	I am often unhappy, down-hearted or tearful	SDQ	SDQ	see scoring guide
51	Other people my age generally like me	SDQ	SDQ	see scoring guide
52	I am easily distracted, I find it difficult to concentrate	SDQ	SDQ	see scoring guide
53	I am nervous in new situations. I easily lose confidence	SDQ	SDQ	see scoring guide
54	I am kind to younger children	SDQ	SDQ	see scoring guide
55	I am often accused of lying or cheating	SDQ	SDQ	see scoring guide
56	Other children or young people pick on me or bully me	SDQ	SDQ	see scoring guide
57	I often volunteer to help others (parents, teachers, children)	SDQ	SDQ	see scoring guide
58	I think before I do things	SDQ	SDQ	see scoring guide
59	I take things that are not mine from home, school or elsewhere	SDQ	SDQ	see scoring guide
60	I get on better with adults than with people my own age	SDQ	SDQ	see scoring guide
61	I have many fears, I am easily scared	SDQ	SDQ	see scoring guide
62	I finish the work I'm doing. My attention is good	SDQ	SDQ	see scoring guide
63	I enjoy being at home with my family	Parents	GCIndex/MSLSS	n
64	My family get along well together	Parents	MSLSS	n
65	I can talk to my parents about most things	Parents	GCIndex	n

Pupil Questionnaire v11 Annotated CHRONOLOGICALLY

66	My parents treat me fairly	Parents	GCIndex/MSLSS	n
67	My parents and I do fun things together	Parents	GCIndex/MSLSS	n
68	My parents listen to me	Parents	GCIndex	n
69	My parents help me as much as I need	Parents	GUS (PBI)	n
70	My parents tell me if I behave well	Parents	GUS (PBI)	n
71	My parents help me with my homework	Parents		n
72	My parents tell me when I do something well	Parents		n
73	Watch T.V or DVDs together	Family activities	West Transitions	n
74	Play games together	Family activities	West Transitions	n
75	Eat a meal together	Family activities	West Transitions	n
76	Go places together	Family activities	West Transitions	n
77	Go for a walk or play sports together	Family activities	West Transitions	n
78	Visit friends or relatives together	Family activities	West Transitions	n
79	I find it difficult making new friends	Friends	AES	y
80	I can talk to my friends about most things	Friends		n
81	I pick on other children	Friends	GUS (PPSS)	y
82	I hurt or hit other children	Friends	GUS (PPSS)	y
83	I enjoy spending time with my friends	Friends	GUS (PPSS)	n
84	Other children hit or hurt you?	Friends	GUS (PPSS)	y
85	Other children pick on you	Friends	GUS (PPSS)	y
86	My friends are nice to me.	Friends	MSLSS	n
87	Do you think it's important to own expensive things?	Materialism	GUS (Opree)	y
88	Does buying expensive things make you happy?	Materialism	GUS (Opree)	y
89	Do you like children who have expensive things more than you	Materialism	GUS (Opree)	y
90	Worried	QALY	CHU9D	
91	Sad	QALY	CHU9D	
92	Pain	QALY	CHU9D	
93	Tired	QALY	CHU9D	
94	Annoyed	QALY	CHU9D	
95	School work/homework	QALY	CHU9D	
96	Sleep	QALY	CHU9D	
97	Daily routine	QALY	CHU9D	
98	Able to join in activities	QALY	CHU9D	

Pupil Questionnaire v11 Annotated CHRONOLOGICALLY

99	At school I am well behaved	School		n
100	I look forward to going to school	School	MSLSS	n
101	I wish I didn't have to go to school	School	MSLSS	y
102	Other children in your class make it hard for you to do your	School		y
103	I enjoy learning at school	School		n
104	It is important to do well at school	School		n
105	I enjoy being at school	School	Growing Confidence	n
106	Children in this school are kind to each other	School	Growing Confidence	n
107	I am encouraged to take part in clubs run by the school	School	Growing Confidence	n
108	In this school we are safe	School		n
109	In this school we care	School		n
110	Teachers in this school treat us fairly	School	new	n
111	Teachers in this school are kind to pupils	School	new	n
112	Free school meal	FSM		n/a
113	Helps me when I need help	Teacher	GUS (PBI)	n
114	Understands my problems and worries	Teacher		n
115	Lets me choose how to do my school work	Teacher		n
116	Makes me feel better when I am upset	Teacher		n
117	Is happy to see me when I come to school	Teacher	HR2	n
118	Notices when I do things well	Teacher	Growing Confidence	n
119	Talks with me about how I can make my work better	Teacher	Growing Confidence	n
120	Free text to write anything else that affects wellbeing at school			

Primary Domain

Secondary domain

Self Esteem
Self Management

Self Awareness
Self Awareness

Responsible Decision Making Self Management
Social Resilience

Social Resilience
Responsible Decision Making

Self Management
Self Awareness

Self Awareness
Responsible Decision Making

Responsible Decision Making
Responsible Decision Making

Responsible Decision Making
Self Management

Responsible Decision Making
Responsible Decision Making

Relationship Skills
Responsible Decision Making

Social Resilience
Self Awareness

Self Esteem
Self Awareness

Social Resilience
Social Resilience

Self-Esteem	
Self-Esteem	
Empathy	
Empathy	
Empathy	
Prosocial Scale	Social Awareness
Hyperactivity Scale	Self Management
Emotional Symptoms Scale	
Prosocial Scale	Relationships Skills
Conduct Problems Scale	Self Management
Peer Problems Scale	Relationships Skills
Conduct Problems Scale	Responsible Decision
Emotional Symptoms Scale	
Prosocial Scale	Relationships Skills
Hyperactivity Scale	Self Management
Peer Problems Scale	Relationships Skills
Conduct Problems Scale	Relationships Skills
Emotional Symptoms Scale	Self Management
Peer Problems Scale	Relationships Skills
Hyperactivity Scale	Self Management
Emotional Symptoms Scale	Self Esteem
Prosocial Scale	Relationships Skills
Conduct Problems Scale	Responsible Decision
Peer Problems Scale	Experience of Peers
Prosocial Scale	Relationships Skills
Hyperactivity Scale	Self Management
Conduct Problems Scale	Responsible Decision
Peer Problems Scale	Experience of Peers
Emotional Symptoms Scale	Self Management
Hyperactivity Scale	Responsible Decision
Family Relationships	
Family Relationships	
Family Relationships	

Family Relationships
Family Relationships
Family Relationships
Family Relationships
Family Relationships
Family Relationships
Family Relationships
Family Time
Family Time
Family Time
Family Time
Family Time
Family Time
Relationship Skills
Relationship Skills
Relationship Skills
Relationship Skills
Relationship Skills
Experience of Peers
Experience of Peers
Experience of Peers
Materialism
Materialism
Materialism

Responsible Decision Making

School Belonging

School Belonging

Experience of Peers

School Liking

School Aspiration

School Belonging

School Climate

School Belonging

School Climate

School Climate

School Climate

School Climate

Teacher Pupil Relationships

Teacher Pupil Relationships

Teacher Pupil Relationships

Teacher Pupil Relationships

Teacher Pupil Relationships

Teacher Pupil Relationships

Teacher Pupil Relationships

Pupil Self Complete Questionnaire Development: Follow-up 1 FINAL (changes from baseline) [NB Question numbers refer to number]

	Changes to existing questions	New questions	Deleted questions
Header			
Footer	Changed from "Baseline" to "Follow up FINAL"		
General formatting			
Pages 1-4			
"About Me" section	Q2 Ages changed from "8, 9, 10" to "10, 11, 12" to reflect that the older cohort are now in P7 Q5 Response option wording changed from "Care home" to "Children's home/unit" Q6 Response option wording changed from "my carer/foster parent" to "my foster carer/residential worker"	Q8-16 New questions on sibling relationships	
"Yourself in general" section			
Strengths and Difficulties Q're			
"Families" section	Qs82-89 Response option wording changed from "Most days" to "Some days" Q83 Changed from 'Play indoor games together' to 'Play games together'	Qs 88 & 89 "Read together" and "Do other activities like music or cooking together"	
"Friends" section	Questions listed in longer list of 9 items as opposed to split into two groups as in previous version	Q98 "I would like to have more friends"	
Materialism questions			
"How are you today" section (QALY)	Changes to emoticons next to Qs 102-106		
"You and school" section	Q124 moved from top of page to increase prominence. Questions condensed into one list from grouped lists in previous version	Qs132 - 137 New questions on transitions	

ers in 2015 version]

Pupil Self Complete Questionnaire Development: Follow-up 2 FINAL (changes from Follow-up 1) [NB Question numbers refer to numbers

Changes relating to free text are in green

	Changes to existing questions	New questions	Deleted questions
Header			
Footer	Changed from "Follow up 1Final" to "FOLLOW UP 2 2016 Final"		
General formatting			
Pages 1-4			
"About Me" section	<p>Q1 changed from "Are you?" to "Do you identify as?". Response options changed from "A Girl/A Boy" to "Female/Male"</p> <p>Q2 Ages changed from "10, 11, 12" to "11 or younger, 12, 13 or older" to reflect that the older cohort are now in S1</p> <p>Keep Q4 but renumber questions from here onward to reflect deleted Q3</p> <p>Q7 [New Q6] changed from "In the last two years, has there been... (that you told us about in Q6)?" to "In the last year, has there been...(that you told us about in Q5)?"</p>		<p>Remove Q3 Do you know what street you live on?</p> <p>Remove sibling relationships questions Q8-16</p>
"Yourself in general" section			
Strengths and Difficulties Q're			

"Families" section			
"Friends" section			
Materialism questions			
"How are you today" section (QALY)			
"You and school" section	<p>Q114 [New Q104] changed "Other children in my class make it..." to "Other children in my classes make it..."</p> <p>For QS 125-131 [New Qs115-121] change the initial question from "My teacher..." to "Is there at least one teacher in your school who...". Change response options from "No, not really/sometimes/often/yes, definitely" to "No₀/Yes₁/Don't know₉" [note also change of coding numbers].</p> <p>Change preamble for these questions from "Thinking about your main teacher at school..." to "Thinking about the teachers at your school..."</p>		

Qs132 - 137 [New Qs122-129] Revise transitions questions:

Q132 changed [New Q122] "As I am about to move into secondary school, I am looking forward to" to "The best thing(s) about moving to secondary school is/are:" [response options stay the same]

Q133 changed [New Q123] "As I am about to move into secondary school, I am NOT looking forward to" to "The hardest thing(s) about moving to secondary school is/are:" [response options stay the same]

Q134 changed [New Q124] "Do you feel confident about starting secondary school?" to "How confident did you feel when you started secondary school?" [change first response option from "No" to "Not at all"]

Q135 changed [New Q125] "Do you feel scared about starting secondary school?" to "How scary was starting secondary school?" [change first response option from "No" to "Not at all"]

Change preamble for transitions questions from "We have just a few more questions about how you are feeling about moving to secondary school" to "These questions are about how you felt about moving to secondary school"

New transitions questions:

Between old Q135 and 136 [New Q126] add: "Do you feel you have settled into your new school?" [response options "No, not yet/Yes, slowly/Yes, quickly/Yes, straight away"]

Between old Q136 and 137 [New Q128] add: "Was starting secondary school what you expected?" [response options "Much better/A little better/Just the same/A little worse/A lot worse"]

And [New Q129]: "Please can you tell us a little about why you answered this way? What was it that was better or worse than you expected?"

[Free text comment - short line only for response]

Remove Q137 "If you wanted to speak with someone about how you were feeling about starting secondary school, who would you speak to?"

<p>Health risk behaviours</p>		<p>Add preamble: "These questions are about smoking and drinking. Remember that your answers are confidential and we will not tell them to your teachers or parents/carers"</p> <p>Add after old Q137 [New Qs130-133]: "Have you ever tried, or do you use, the following?" [response options "never tried/tried/use occasionally/use regularly"]: Alcohol Tobacco (cigarettes) E-cigarettes (vaping) Cannabis (hash, skunk, grass, weed) Add [New Q134]: "In the last year (12 months), about how often have you got drunk?" [response options "never/once or twice/three or four times/about once a month/about once a week"]</p>	
<p>End page</p>	<p>Add to wording of Q138 [New Q135]"Please note that if anything you include in this question makes us concerned for the immediate safety of you or another person we may not be able to keep this confidential. If you would like us to explain what we mean by this in more detail please speak to a member of the survey team."</p>		

in F1 (2015) version]

Pupil Self Complete Questionnaire Development: YC P5 Follow-up 3 FINAL (changes from Follow-up 2)

[NB Question numbers refer to numbers in F2 (2016) version]

(Separate questionnaires for YC and OC for first time)

Changes relating to free text are in green

	Changes to existing questions	New questions	Deleted questions
Header			
Footer	Changed from "SEED PUPIL QUESTIONNAIRE FOLLOW UP 2 2016 Final" to "SEED <u>YC P5</u> Pupil Questionnaire FOLLOW UP 3 2017 Final"		
General formatting	Material codes changed to M81 (name page), M82 (main qre) and M83 (about me page)	Final Material Codes below:- Name Page - M81 Front Page - M82 About Me Page - M83	
Pages 1-4		On the front page please change "Check pupil name" to "Check P5 pupil name" and on the title page (p.3), change "Pupil Questionnaire" to "P5 Pupil Questionnaire" in the grey box (so questionnaires are easier to differentiate at a glance).	
"About Me" section	Q2 Ages changed "8 or younger, 9, 10 or older" to reflect YC being in P5 Change numbering of Q3 "Do you know your postcode?" to Q3b (Qs 1-3b should still fit on first page) Q6 change "In the last year..." to "In the last two years..."	Reinstate (as Q3a) Q3 from Baseline/F1 "Do you know what street you live on?"	
"Yourself in general" section			
Strengths and Difficulties Q're			
"Families" section		Add questions from The Family Affluence Scale (FAS1) after Q79 (Family time Qs): Q1 "Does your family own a car, van or truck?" No ₀ /Yes, one ₁ /Yes, two or more ₂ Q2 "Do you have your own bedroom for yourself?" No ₀ /Yes ₁ Q3 "During the past 12 months, how many times did you travel away on holiday with your family?" Not at all ₀ /Once ₁ /Twice ₂ /More than twice ₃	
"Friends" section			
Materialism questions			
"How are you today" section (QALY)			
"You and school" section	Q104 changed from "Other children in my classes make it..." to "Other children in my class make it..." For QS 125-131 [New Qs115-121] change the initial question from "There is at least one teacher in my school who..." to "My teacher...". Change response options from "No ₀ /Yes ₁ /Don't know ₃ " to "No, not really ₁ /Sometimes ₂ /Often ₃ /Yes, definitely ₄ " [note also change of coding numbers]. Change preamble for these questions from "Thinking about the teachers at your school..." to "Thinking about your main teacher at school, how would you describe your teacher?" [New line] "If you usually have more than one teacher, please think about the teacher you have today"		
Health risk behaviours			Remove Qs 122-129 Remove Qs 130-134
End page	Renumber Q135 to reflect deletion of Qs 122-134		
Back page		On back page add phone number "0141 353 7500" and email address "seed@sphsu.mrc.ac.uk" below postal address	

Pupil Self Complete Questionnaire Development: OC S2 Follow-up 3 FINAL (changes from Follow-up 2)

[NB Question numbers refer to numbers in F2 (2016) version]

(Separate questionnaires for YC and OC for first time)

Changes relating to free text are in green

	Changes to existing questions	New questions	Deleted questions
Header			
Footer	Changed from "SEED PUPIL QUESTIONNAIRE FOLLOW UP 2 2016 Final" to "SEED <u>OC S2</u> Pupil Questionnaire FOLLOW UP 3 2017 Final"		
General formatting	Final Material Codes below:- Name Page - M41 (M61 printed on F3 Q) Front Page - M42 About Me Page - M43		
Pages 1-4	On the front page please change "Check pupil name" to "Check S2 pupil name" and on the title page (p.3), change "Pupil Questionnaire" to "S2 Pupil Questionnaire" in the grey box.		
"About Me" section	Q2 Ages changed "12 or younger, 13, 14 or older" to reflect OC being in S2		
"Yourself in general" section			
Strengths and Difficulties Q're			
"Families" section		Add questions from The Family Affluence Scale (FAS1) after Q79 (Family time Qs): Q1 "Does your family own a car, van or truck?" No ₀ /Yes, one ₁ /Yes, two or more ₂ Q2 "Do you have your own bedroom for yourself?" No ₀ /Yes ₁ Q3 "During the past 12 months, how many times did you travel away on holiday with your family?" Not at all ₀ /Once ₁ /Twice ₂ /More than twice ₃	
"Friends" section			
Materialism questions			
"How are you today" section (QALY)			
"You and school" section	Change Q126 from "Do you feel you have settled into your new school?" to "How long did it take you to feel settled at secondary school?". Change response options (and codes) to "Immediately ₁ /Six months ₂ /A year ₃ /Longer than a year ₄ /Not yet settled ₅		Remove Qs 122-125 and 127-129
Health risk behaviours			
End page	Change wording of Q135 from "Finally, is there anything else..." to "Is there anything else..."	Add final Q: "Finally, do you have anything you would like to tell us about your experience of taking part in the SEED research?"	
Back page		On back page add phone number "0141 353 7500" and email address "seed@sphsu.mrc.ac.uk" below postal address	

Pupil Self Complete Questionnaire Development: OC S2 Follow-up 4 FINAL (changes from Follow-up 3)
[NB Question numbers refer to numbers in F3 (2017) version]

	Changes to existing questions	New questions	Deleted questions
Header			
Footer	Changed from "SEED PUPIL QUESTIONNAIRE FOLLOW UP 3 2017 Final" to "SEED <u>OC S2</u> Pupil Questionnaire FOLLOW UP 4 2019 Final"		
General formatting			
Pages 1-4	On the front page please change "Check S2 pupil name" to "Check S4 pupil name" and on the title page (p.3), change "S2 Pupil Questionnaire" to "S4 Pupil Questionnaire" in the grey box.		
"About Me" section	Change Q1 to Q1a: What best describes your gender: "Female"/"Male"/"Prefer to self-describe _____"/ "Prefer not to say" Q1b: Is your gender identity the same as the sex you were assigned at birth? "No"/"Yes"/"Prefer not to say" Q2 Ages changed "14 or younger, 15, 16 or older" to reflect OC being in S4		
"Yourself in general" section	Q6: Change "In the last year..." to "In the last two years..."		
Strengths and Difficulties Q're			
"Families" section			
"Friends" section			
Materialism questions			
"How are you today" section (QALY)			
"You and school" section			Remove Q125: "How long did it take you to feel settled at secondary school?"
Health risk behaviours		Add Sexual Health Questions: SEE SEPARATE DOCUMENT FOR DETAILS	
End page			
Back page			

Q. no

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48

49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73a
73b
73c
73d
74a
74b
74c
74d
75
76
77
78
79
80
81
82

Question

Male or female

How long qualified

How long worked at this school

Current position

I have a clearly defined role at my school

I feel confident that I have the skills to promote positive behaviour in my school

I believe I make a positive difference to the children I work with

I feel confident when working with professionals from other agencies

I usually take the time to reflect on how I have reacted in situations where children have upset me

I have a clear understanding of how I should carry out my job

I feel part of the team at my school

I get the training I need to help me do my job well

I am confident I am meeting my duties under the new Curriculum for Excellence to promote the health and well-being of children

I believe that teaching social and emotional skills is just as important as any other subject

I have received initial teacher training on personal development in terms of my own social and emotional well-being

I have received in-service training on personal development in terms of my own social and emotional well-being

I feel valued at school

There is a sense of cooperation and trust in my school

There is a positive ethos in my school

My working environment allows me to carry out my job comfortably and safely

The demands made of me are manageable

At my school staff care about each other

My school aims to help pupils with emotional and behavioural difficulties

My school is a safe place for pupils

My school manages bullying and anti-social behaviour effectively

Staff share a common vision about the school

I get on with most staff in my school

The staff room is a positive and encouraging place to be

Most staff in my school consistently model the social, emotional, and behavioural skills that we want to develop in our pupils

My relationships with others at work are good

Staff communicate effectively with each other

Staff respect pupils

Staff respect each other

Staff exhibit friendliness to each other

Staff accomplish their jobs with enthusiasm

I have appropriate support from my line manager

In my school, change is managed effectively

I find it hard to ask for support when I need it

School management ask for staff views

School management act on the views of staff

Support is available to us as employees in ways of dealing with grievances, conflicts or harassment

Support is available to us as employees in terms of counseling and advice

I would know how to access counseling and advice support if needed

All staff are involved in the decision making at my school

I have good opportunities to take part in continuing professional development

Leadership at all levels is effective in this school

I feel confident asking for support

Staff are protected from unreasonable community and parental demands

The school has appropriate involvement from parents
The school has appropriate involvement from the community
Most pupils in my class are well behaved
Most pupils in my class have respect for themselves
Most pupils in my class have respect for school staff
Most pupils in my class are reluctant to try new things
I regularly ask for pupils' views on how their learning experiences could be improved
Most pupils respect each other in my class
Pupils in my class are motivated to learn
Pupils in my class are confident individuals
Pupils in my class have confidence in relation to learning activities
Pupils in my class have a sense of belonging to the school
Pupils have a voice in the class
Pupils are provided with regular feedback on what they need to do to improve
Pupils have a lot of chances to help decide and plan activities
Pupils at my school have developed good peer relationships
Pupils have the opportunity to engage in creative activities at this school (e.g. sports, arts, drama and music)
Pupils in my class engage in anti-social behaviour
The behaviour of pupils in my class gets me down
To the best of your knowledge, what are the key approaches to promoting social and emotional health and w
To the best of your knowledge, what is done to promote the social and emotional health and wellbeing of sta
Who helps pupils with emotional and behavioural difficulties
Who chooses the ways we help pupils with emotional and behavioural difficulties
What is the focus of the ways we help pupils with emotional and behavioural difficulties
Last time you dealt with difficulties what was the issue
Re 65 what did you do
Re 65 what would you like to have done
Re 65 what were the barriers to achieving preferred outcome
Most satisfying time you dealt with difficulties what was the issue
Re 66 what did you do
Re 66 what would you like to have done
Re 66 why was this case so satisfactory
General health
How stressful do you find your job
Do you actively consider how to improve your own wellbeing at work?
If so, what do you do to improve your own wellbeing at work?
How many working days have you been absent
How many of these days were related to work related stress
How stressful do you find life outside of work
Finally, Is there anything else that affects your own wellbeing, or the wellbeing of children in your school that

Q're Section	Source	Primary Domain	Secondary domain
Demographics			
School role			
School role			
School role			
Perceptions of school role		Role definition	
Perceptions of school role	GC	Self-efficacy	
Perceptions of school role	GC	Self-efficacy	
Perceptions of school role	GC	Self-efficacy	
Perceptions of school role	GC	Staff Support	
Perceptions of school role	Staffwise	Role definition	
Perceptions of school role		Valued team member	
Perceptions of school role		Training opportunities	
Perceptions of school role		Self-efficacy	
Perceptions of school role	GC	School support for EWB	
Perceptions of school role		SEWB training	
Perceptions of school role		SEWB training	
Perceptions of school role		Valued team member	
School ethos	GC	School ethos	
School ethos	Staffwise	School ethos	
School ethos	Staffwise	Staff support	
School ethos	Staffwise	Valued team member	
School ethos	Me and my	School ethos	
School ethos		School support for EWB	
School ethos		School ethos	
School ethos		School support for EWB	
School ethos	GC	School ethos	
School ethos	GC	Staff relationships	
School ethos	GC	Staff relationships	
School ethos	GC	School support for EWB	
School ethos	Staffwise	Staff relationships	
School ethos	HMIE	Staff relationships	
School ethos		Staff pupil relationships	
School ethos		Staff relationships	
School ethos		Staff relationships	
School ethos		School ethos	
Management and Support	Staffwise	Staff support	
Management and Support	Staffwise	Perceptions of management	
Management and Support	GC	Staff support	
Management and Support	GC	Perceptions of management	
Management and Support		Perceptions of management	
Management and Support	Staff wellb	Staff support	
Management and Support	Staff wellb	Staff support	
Management and Support		Staff support	
Management and Support	Staff wellb	Perceptions of management	
Management and Support	HMIE	Training opportunities	
Management and Support	HMIE	Perceptions of management	
Management and Support		Staff support	
Management and Support		Perceptions of management	

Management and Support	new (pilot	Community involvement	
Management and Support	new (pilot	Community involvement	
Pupils in the school	HMIE	Pupil behaviour	
Pupils in the school	GC	Pupil relationships	
Pupils in the school	new (Ed Ps	Staff pupil relationships	
Pupils in the school	GC	Pupil confidence	
Pupils in the school	GC	Staff pupil relationships	
Pupils in the school	HMIE	Pupil relationships	
Pupils in the school	GC	Pupil engagement	
Pupils in the school	new (Ed Ps	Pupil confidence	
Pupils in the school	new (Ed Ps	Pupil confidence	
Pupils in the school	HMIE	Pupil engagement	
Pupils in the school		Pupil engagement	
Pupils in the school	HMIE	Staff pupil relationships	
Pupils in the school	Inclusive	Pupil engagement	
Pupils in the school		Pupil relationships	
Pupils in the school		Pupil engagement	
Pupils in the school	new (Ed Ps	Pupil behaviour	
Pupils in the school	new (pilot	Staff Support	Staff resilience
School and SEWB	Healthy schools		n/a
School and SEWB	new	n/a	
School and SEWB	Me and my school		n/a
School and SEWB	Me and my school		n/a
School and SEWB	Me and my school		n/a
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Critical Incident Analysis		n/a	
Health at work		n/a	
Health at work		n/a	
Health at work	new (pilot feedback)		n/a
Health at work	new (pilot feedback)		n/a
Health at work		n/a	
Health at work		n/a	
Health at work		n/a	
Health at work		n/a	

Staff Questionnaire Development: Follow-up 1 FINAL (changes from baseline)

	Changes to existing questions	New questions	Deleted questions
Header Footer General formatting	Changed from "Baseline" to "Follow up 1Final"		
P1-4	Images changed to reflect new SPHSU address	Text added: "Please note the time now and fill in the box at the end of the questionnaire that asks you how many minutes it took."	
"About you" section	Q1 Response option "transgender" added		
"Your role in the school" section	<p>Heading changed from "Here are some questions about your role in this school. If they do not apply please leave them blank" to "This is about your role in this school."</p> <p>For Qs6-19, a "does not apply" response option has been added.</p> <p>Q14 changed from "I am confident I am meeting my duties under Curriculum for Excellence to promote the health and wellbeing of all pupils" to "I am confident I am meeting my responsibilities under Curriculum for Excellence to promote the health and wellbeing of all pupils"</p>	<p>Q16 "My school believes that teaching social and emotional skills is just as important as any other subject"</p> <p>Q17 "I am confident that I can identify pupils who have social and emotional wellbeing problems"</p> <p>Q22 Add comments box and text "Is there anything you'd like to tell us to help us understand your answers above?"</p>	
"Ethos in school" section	New heading changed from "Thinking about the overall ethos in your school, please answer the next few questions" to "Now please think about the overall ethos in your school. If you work in more than one school, please think about this school"	<p>Q34 "There is a strong sense of morale among school staff"</p> <p>Q42 Add comments box and text</p>	
"Management and support in school" section	New heading changed from "This section will ask you some questions that relate to the overall management and support that is in place in this school" to "This section asks about the overall management and support that is in place in this school"	Q56 "This school does enough to look after my wellbeing"	

		<p>Q60 "The school optimises links with other cluster primary schools to improve pupil wellbeing"</p> <p>Q61 "The school optimises links with our associated secondary schools to improve pupil wellbeing"</p> <p>Q62 Add comments box and text</p>	
<p>"Teacher" section</p>	<p>Heading changed from "If you are a teacher, please answer these next questions thinking about the pupils in your class. If you are not a teacher, please answer them thinking about the pupils you know best. If they do not apply leave them blank." to "If you are a teacher, please answer the next questions thinking about the pupils in your class. If you are not a teacher, please answer them thinking about the school as a whole."</p> <p>Q63-79 Response options changed from "No, not really - Sometimes - Often - Yes, definitely" to "No, not really/very few - Sometimes/a few - Often/most - Yes, definitely/nearly all"</p> <p>For Qs63-79 the wording has changed to all lead off "pupils in my class/school"</p>	<p>Q80 Add comments box and text</p> <p>Qs81-85 New questions on transition to secondary school (with header)</p> <p>Q86 Add comments box and text</p> <p>Qs87-95 New questions on school SEWB resources</p>	<p>Delete baseline Qs71 and 72</p> <p>"To the best of your knowledge, what are the key approaches to promoting social and emotional health and wellbeing at your school? These might be policies, programmes or broader visions and values." and "To the best of your knowledge, what is done to promote the social and emotional health and wellbeing of staff at your school?"</p>

Health and work section	Heading changed (before Q108) from "Finally, here are some general questions about your health at work" to "Finally, some general questions about your health at work"	<p>Q96-97 New questions on social networks</p> <p>Qs101-107 New questions on staff social and emotional wellbeing: The short Warwick-Edinburgh Mental Well-being Scale (with header)</p> <p>Q115 "How would you rate your work-life balance?"</p> <p>Q116 Add comments box and text</p> <p>Q118 "Please can you tell us, in minutes, how long it took you to complete this questionnaire?"</p>	
End page	GU logo added and MRC SPHSU address changed		

Staff Questionnaire Development: Follow-up 2 FINAL (changes from Follow up 1)

Changes relating to free text are in green

	Changes to existing questions	New questions	Deleted questions
Header Footer General formatting	Changed from "Follow up 1 Final" to "FOLLOW UP 2 2016 Final"		
P1-4			
"About you" section	Q1 Response option "transgender" removed and wording changed to "Do you identify as female or male?"		
"Your role in the school" section			
"Ethos in school" section			
"Management and support in school" section			

<p>"Teacher" section</p>	<p>Heading changed (before newQ80) from "These questions apply to classroom based staff only" to "Questions 81 to 83 apply to classroom based staff only"</p> <p>Add "for social and emotional wellbeing" to the end of Qs.81 and 84</p> <p>Remove hyphen in "well-being" in Q87</p> <p>Add "Please give names rather than job titles" to social networks Q90</p>		<p>Remove questions 81-86 on pupil transitions</p>
<p>Health and work section</p>			
<p>End page</p>			

Staff Questionnaire Development: Follow-up 2 FINAL (changes from Follow up 1)

Changes relating to free text are in green

	Changes to existing questions	New questions	Deleted questions
Header	On the front page, there is a spelling mistake: it should read "If not known, or if..."		
Footer	Changed from "FOLLOW UP 2 2016 Final" to "FOLLOW UP 3 2017 Final"		
General formatting			
Front Page	On the front page, there is a spelling mistake: it should read "If not known, or if..."		
P1-4		Add new bullet point and wording to "Please check this questionnaire is for you": "If not, please pass to person named on label if known. If not known, or if you need a new questionnaire for you, please contact SEED staff (contact details on back page)	Remove paragraph on front page "Please note the time..."
		Add text re confidentiality of answers in text box: "Your answers are confidential and will only be viewed by research staff. Scores will only ever be grouped for all school staff and anything used in reports or publications will not be traceable back to you."	
P3	On p.3, there is a spelling mistake: it should read "Your answers are confidential and will..."		
P5	On p.5 Q1 should read "Do you identify as?..." rather than "Do you identify as female or male?"		
"About you" section	Q1 Third response option "Other" added		
"Your role in the school" section			
"Ethos in school" section			
"Management and support in school" section	For Q82, 83, 85, 86, 88, 89 and 91 change "Please tick ONE box" to "Please tick ONE box on each line" for clarity		

"Teacher" section	Change wording of Q81 from "Please list up to three..." to "If you have used any, please list up to three of the main classroom programme resources/activities used in your class for social and emotional wellbeing" [note remove the word "programme"]		
	Change wording of Q82 from "How much of the resource..." to "How much of each resource..."		
	Change wording of Q83 from "Did you follow the programme..." to "Did you follow each resource/programme..."		
	Change wording of Q84 from "Please list up to three..." to "If you have used any, please list up to three of the main whole-school resources/initiatives used in your school for social and emotional wellbeing"		
	Change wording of Q85 from "...any..." to "...each..."		
	Change wording of Q86 from "...any..." to "...each..."		
	activity/initiative/resource?" to "...each of these activities/initiatives/resources?"		
	Change wording of Q89 from "...it..." to "...each..."		
	Change wording of Social Networks introduction on p.15 [delete strikethrough and add text in red]: " We would like to explore and understand more about the peer support networks among staff and the importance of such networks in terms of how they relate to you approach pupil social and emotional wellbeing. We realise that you may have concerns about naming colleagues, however we would like to remind you that this will remain confidential and no names will be fed back or used when reporting our findings. Please contact us if you would like to discuss further how we intend to use this data (see back of questionnaire for contact details).		
	Reword text on p.16: "Please detach this completed page from the questionnaire and return it in the smaller FREEPOST envelope provided."		
Health and work section	Change wording of WEMWBS introduction (before Q95) to add "...in life as a whole" at the end of the first sentence.		
	Change wording of Q111 to remove first word " Finally, it there..."		

		Add new Q112: "Finally, do you have any comments or feedback on your or your school's involvement in the SEED research generally?"	
			Cut Q112 how long did it take to complete the questionnaire?
			Remove question and box on p.23 - replaced by new Q112
End page		On back page add phone number "0141 353 7500" and email address "seed@sphsu.mrc.ac.uk" below postal address	

Q. no	Question	New to v9?
1	Is considerate of other people's feelings	n
2	Is restless, overactive, cannot stay still for long	n
3	Often complains of headaches, stomach aches or sickness	n
4	Shares readily with other children (treats, toys, pencils etc.)	n
5	Often has temper tantrums or hot tempers	n
6	Is rather solitary, tends to play alone	n
7	Is generally obedient, usually does what adults request	n
8	Has many worries, often seems worried	n
9	Is helpful if someone is hurt, upset or feeling ill	n
10	Constantly fidgets or squirms	n
11	Has at least one good friend	n
12	Often fights with other children or bullies them	n
13	Is often unhappy, down-hearted or tearful	n
14	Is generally liked by other children	n
15	Is easily distracted, concentration wanders	n
16	Is nervous or clingy in new situations, easily loses confidence	n
17	Is kind to younger children	n
18	Often lies or cheats	n
19	Is picked on or bullied by other children	n
20	Often volunteers to help others (parents, teachers, other children)	n
21	Thinks things out before acting	n
22	Steals from home, school or elsewhere	n
23	Gets on better with adults than with other children	n
24	Has many fears, is easily scared	n
25	Sees tasks through to the end, good attention span	n
26	What Primary is your child currently in?	
27	How many other schools has your child been to since starting school (please write in)?	
28	Safety in school	
29	Happiness of pupils	
30	Standards of teaching	
31	The playground	
32	Behaviour of pupils	
33	Equipment (e.g. books, computers)	
34	Enthusiasm of the teachers	
35	Condition of buildings	
36	Happiness of your child	
37	Overall, how do you rate your child's school?	
38	Has your child settled in well at school?	
39	Is your child's school responsive to parent/carer views and opinions?	
40	Are you satisfied with your child's education at their present school?	
41	Do you believe you can positively influence your child's achievement at school?	
42	Do you respect your child's primary school teacher?	
43	Do you feel comfortable talking to your child's teacher?	
44	Do you think how well your child does in their education will affect how well they do in I	
45	Does your child's school give parents/carers the opportunity to get involved in school ac	
46	Does your child's school respect parent/carer views?	
47	Does your child's school give you clear information on how your child is getting on at sch	
48	Does your child's school care about its pupils?	
49	Does your child say good things about the school?	

- 50 Does your child look forward to going to school?
- 51 Does your child's classroom teacher(s) care about your child? yes
- 52 What do you think could improve the happiness of your child at this school?
- 53 I let my child know when he/she is doing a good job with something
- 54 I compliment my child when he/she has done something well
- 55 I praise my child if he/she behaves well
- 56 I tell my child off when he/she has done something wrong
- 57 I check to make sure my child is doing OK
- 58 I ask my child about his/her day in school
- 59 I am responsive to my child's needs and feelings
- 60 I encourage my child to freely "speak his/her mind", even if he/she disagrees with me
- 61 I help my child with his/her homework
- 62 I remind my child that I am his/her parent
- 63 I can successfully change my child's behaviour for the better
- 64 I know the best way to discipline my child
- 65 I respect my child as their own person
- 66 I am a good role model to my child
- 67 I am warm towards my child
- 68 My child and I trust each other
- 69 When my child is not at school, I know what he/she is doing
- 70 My child can play outside without me being there with him/her
- 71 Do you and your partner disagree over issues relating to bringing up your child (leave blank)
- 72 Is it ever okay to smack children?
- 73 Watch TV or DVDs together
- 74 Play indoor games together
- 75 Eat a meal together
- 76 Go for a walk or play sport together
- 77 Go places together
- 78 Visit friends or relatives together
- 79 Male or female
- 80 Relationship to child
- 81 Has child stayed with same parents/carers since birth
- 82 How religious do you think you are
- 83 Main source of income
- 84 Highest earner job title
- 85 Job description
- 86 Employer type
- 87 Work type
- 88 Number employed
- 89 Thoughts or comments?

Q're Section	Reverse Key	Primary Do Secondary Domain
SDQ	see scoring guide	Prosocial Scale
SDQ	see scoring guide	Hyperactivity Scale
SDQ	see scoring guide	Emotional Symptoms Scale
SDQ	see scoring guide	Prosocial Scale
SDQ	see scoring guide	Conduct Problems Scale
SDQ	see scoring guide	Peer Problems Scale
SDQ	see scoring guide	Conduct Problems Scale
SDQ	see scoring guide	Emotional Symptoms Scale
SDQ	see scoring guide	Prosocial Scale
SDQ	see scoring guide	Hyperactivity Scale
SDQ	see scoring guide	Peer Problems Scale
SDQ	see scoring guide	Conduct Problems Scale
SDQ	see scoring guide	Emotional Symptoms Scale
SDQ	see scoring guide	Peer Problems Scale
SDQ	see scoring guide	Hyperactivity Scale
SDQ	see scoring guide	Emotional Symptoms Scale
SDQ	see scoring guide	Prosocial Scale
SDQ	see scoring guide	Conduct Problems Scale
SDQ	see scoring guide	Peer Problems Scale
SDQ	see scoring guide	Prosocial Scale
SDQ	see scoring guide	Hyperactivity Scale
SDQ	see scoring guide	Conduct Problems Scale
SDQ	see scoring guide	Peer Problems Scale
SDQ	see scoring guide	Emotional Symptoms Scale
SDQ	see scoring guide	Hyperactivity Scale
Your child and school	n/a	
Your child and school	n/a	School Stability
Your child and school	n	Pupil Wellbeing
Your child and school	n	Pupil Wellbeing
Your child and school	n	Satisfaction with teaching
Your child and school	n	Satisfaction with school infrastructure
Your child and school	n	Pupil Wellbeing
Your child and school	n	Satisfaction with school infrastructure
Your child and school	n	Satisfaction with teaching
Your child and school	n	Satisfaction with school infrastructure
Your child and school	n	Pupil Wellbeing
Your child and school	n	
School and teacher	n	Pupil liking of school
School and teacher	n	School-parent engagement
School and teacher	n	Satisfaction with teaching
School and teacher	n	School-parent Educational Aspiration
School and teacher	n	Parent Teacher Relationships
School and teacher	n	Parent Teacher Relationships
School and teacher	n	Educational Aspiration
School and teacher	n	School-parent engagement
School and teacher	n	School-parent engagement
School and teacher	n	School-parent engagement
School and teacher	n	Pupil Wellbeing
School and teacher	n	Pupil liking of school

Source

Short APQ
Short APQ
Short APQ

Short APQ
Short APQ

Parent Questionnaire Development: Follow-up 1 FINAL (changes from baseline)

	Changes to existing questions	New questions	Deleted questions
Header Footer General formatting	Changed from "Baseline" to "Follow up FINAL"		
Ps 1-4	Images changed to reflect changes to questionnaire and new SPHS address	Text added: "We would like to know how long this questionnaire takes you to complete. Please note the time now and fill in the box at the end of the questionnaire that asks you how many minutes it took."	
Strengths and Difficulties Q're			
"Your child and their school" section	Q26 Change from "How many other schools has your child/the child you care for been to since starting school?" to "How many schools has your child/the child you care for ever been to?"	Q37 Add comments box and text "Is there anything you'd like to tell us to help us understand your answers above?"	Baseline Q26 deleted: "What primary school is your child/the child you care for currently in? Please write in below" (before Q26)
"Child's school and teacher question" section	Change heading from "We would like to ask you some more questions about your child's school and their teachers" to "We would like to ask you more about your child's school and his/her teachers" Q39 Change from "Is your child's school responsive to parent/carer views and opinions?" to "Does your child's school ask for your views and opinions about it?"	Q52 "Could your school do more to improve the social and emotional wellbeing of your child?" Q53 Add comments box and text "Is there anything you'd like to tell us to help us understand your answers above?"	

<p>"You and your child" section</p>	<p>Change heading from "Here are some questions about you and your child/the child you care for" to "This is about you and your child/the child you care for"</p>	<p>Q74 Add comments box and text "Is there anything you'd like to tell us to help us understand your answers above?" Qs75-83 New questions on friendships</p> <p>Q84 Add comments box and text "Is there anything you'd like to tell us to help us understand your answers above?"</p>	<p>Baseline Q62 deleted: "I remind my child that I am his/her parent" (before Q64)</p>
<p>"Family" section</p>	<p>Change heading from "The next section will ask questions about you and your family structure" to "The next section asks how often your family does things"</p> <p>Qs85-92 Response option wording changed from "Most days" to "Some days"</p> <p>Q99 Response option changed from "Foster parent" to "Foster carer"</p> <p>Q99 Response option changed from "Carer" to "Residential worker"</p>	<p>Qs 91-92 added: "Read together", "Do other activities like play music or cook together"</p> <p>Qs93-96 New questions on transitions</p> <p>Q97 Add comments box and text "Is there anything you'd like to tell us to help us understand your answers above?"</p> <p>Qs101-109 New questions on sibling relationships</p> <p>Qs111-115 New questions on Health Resource use (for Health Economic evaluation)</p> <p>Q122 Please can you tell us, in minutes, how long it took you to complete this questionnaire?</p>	
<p>End page</p>	<p>GU logo added and MRC SPHSU address changed</p>		

Parent Questionnaire Development: YC P5 Follow-up 3 FINAL (changes from Follow-up 1 - no Questionnaire at F2)

[NB Question numbers refer to numbers in F1 (2015) version]

(Separate questionnaires for YC and OC for first time)

	Changes to existing questions	New questions	Deleted questions
Header			
Footer			
General formatting	Add material code (M62) and barcode to front page of questionnaire (reference for fieldworkers when labelling) Final Material Codes below:- Front Page - M92 Name Page - M91 Parent Cascot - M93 Envelope - M94		
Ps 1-4	On front page, change "Parent/Carer Questionnaire" to "P5 Parent/Carer Questionnaire" in the grey box		
	If we have new material codes for the YC pupil questionnaire, do we not also need them for the YC parent questionnaire? Maybe Kaye can help clarify this...		
	On P3 change "... to ensure that personal information is kept confidential." to "... to ensure that any information that could potentially identify you is separated from the rest of the questionnaire." Underneath the pictures of the removable pages add "Your answers are confidential and will only be viewed by research staff. Scores will only ever be grouped for whole classes or schools and anything used in reports or publications will not be traceable back to you."		
			On P5 cut paragraph starting "We would like to know how long..."
	Change placement of cascot material code from p.18 to p.17 so that it's in the same place on the page as the other material codes (to make labelling easier)		
Strengths and Difficulties Q're			
"Your child and their school" section	Q26 change "How many schools has your child..." to "How many primary schools has your child..."		
"Child's school and teacher question" section	P10 before Q38 change "about your child's school..." to "about your child's current school..."		
	Change "your child's school" to "the school" in Qs39, 45, 46, 47 Change "your school" to "the school" in Q52		
	Q40 change "Are you satisfied with your child's education at their present school?" to "Are you satisfied with your child's education at the school?"		
	Q53 Add question mark at end of sentence		
	Q54 change "this school" to "the school"		
"You and your child" section	Q94 change "...the child" to "...your child/the child you care for"		
	Q95 change "...the child's" to "...your child's"		
"Family" section			Remove Qs 93-97 (transitions)
	Change Q98 from "Are you:" to "Do you identify as" Change response options and codes to "Female ₀ /Male ₁ /Other ₂ /Prefer not to say ₃ "		

	Change Q100 from "Has the child stayed with..." to "Since birth, have there been any changes in who the child's primary carer(s) are? If so, how many changes?" Change response options to: "None ₁ /One change in primary carer(s) ₂ /Two changes in primary carer(s) ₃ /Three changes in primary carer(s) ₄ /Four or more changes in primary carer(s) ₅ "		
			Remove Qs101-109 (siblings)
	In Health Economics section (P19-20) change "since February 2013" to "in the last 12 months" in header at top of P19 and in Qs 113, 114 & 115		
			Remove Q122 "Please can you tell us, in minutes..."
		Add final numbered Q before the "Check and Remove/end of Qre" section: "Finally, if you have any thoughts on your, your child's or your child's primary school's involvement in the SEED research, please feel free to leave comments here". [With text box]	P23 Remove "If you have any thoughts on this questionnaire or feedback for the SEED team that may help us inform future aspects..."
End page	Could the top half of the back page ("End of Questionnaire" to "Thank you very much for taking part and answering the questions") be moved to the bottom of p.19 – I think it will make the instructions for return more visible.		
		On back page add phone number "0141 353 7500" and email address "seed@sphsu.mrc.ac.uk" below postal address	

Parent Questionnaire Development: OC S2 Follow-up 3 FINAL (changes from Follow-up 1 - no Questionnaire at F2)

[NB Question numbers refer to numbers in F1 (2015) version]

(Separate questionnaires for YC and OC for first time)

	Changes to existing questions	New questions	Deleted questions
Header			
Footer			
General formatting	Add material code (M62) and barcode to front page of questionnaire (reference for fieldworkers when labelling) Final material codes below:- Front Page - M62 Name Page - M61 Parent Cascott - M63 (M93 printed on F3 Q) Envelope - M64		
Ps 1-4	On front page, change "Parent/Carer Questionnaire" to "S2 Parent/Carer Questionnaire" in the grey box		
	On P3 change "... to ensure that personal information is kept confidential." to "... to ensure that any information that could potentially identify you is separated from the rest of the questionnaire." Underneath the pictures of the removable pages add "Your answers are confidential and will only be viewed by research staff. Scores will only ever be grouped for whole classes or schools and anything used in reports or publications will not be traceable back to you."		
			On P5 cut paragraph starting "We would like to know how long..."
	Take out the box at the top of p.7 ("This next section asks you about your child and their current school") as we've removed most of these questions for this cohort.		
	Change placement of cascot material code from p.18 to p.17 so that it's in the same place on the page as the other material codes (to make labelling easier)		
Strengths and Difficulties Q're			
"Your child and their school" section	Q26 change "How many schools has your child..." to "Since starting primary school, how many schools has your child..."		
			Remove Qs 27-37
	Remove full stops on Qs27-36		
"Child's school and teacher question" section	Q67: Add 6 th response option "don't know" (9)		Remove Qs 38-54
"You and your child" section	Q71 change "...the child" to "...your child/the child you care for"		
	Q72 change "...the child's" to "...your child's"		
"Family" section	Change Q95 from "How well does your school prepare...?" to "How long did it take your child to feel settled at secondary school?". Change response options (and codes) to "Immediately ₁ /Six months ₂ /A year ₃ /Longer than a year ₄ /Not yet settled ₅		
	Change Q98 from "Are you:" to "Do you identify as" Change response options and codes to "Female ₀ /Male ₁ /Other ₃ /Prefer not to say ₄ "		

	Change Q100 from "Has the child stayed with..." to "Since birth, have there been any changes in who the child's primary carer(s) are? If so, how many changes?" Change response options to: "None ₁ /One change in primary carer(s) ₂ /Two changes in primary carer(s) ₃ /Three changes in primary carer(s) ₄ /Four or more changes in primary carer(s) ₅ "		
			Remove Qs101-109 (siblings)
	In Health Economics section (P19-20) change "since February 2013" to "in the last 12 months" in header at top of P19 and in Qs 113, 114 & 115		
			Remove Q122 "Please can you tell us, in minutes..."
		Add final numbered Q before the "Check and Remove/end of Qre" section: "Finally, if you have any thoughts on your, your child's or your child's old primary school's involvement in the SEED research, please feel free to leave comments here". [With text box] <i>NOTE "old" primary school - different from YC</i>	P23 Remove "If you have any thoughts on this questionnaire or feedback for the SEED team that may help us inform future aspects..."
End page		On back page add phone number "0141 353 7500" and email address "seed@sphsu.mrc.ac.uk" below postal address	