**EBSNA Primary School Pupil Questionnaire**

Adapted from West Sussex EPS EBSA guidance

Instructions

All questionnaires can be adapted to use visual pictures rather than worded questions.

The Physical Environment

Equipment required:

* Map of the school: showing all areas labelled, e.g. include outside space, bike sheds, toilets, corridors, stairs, hall, resourced provision, SEN base, etc.
* Coloured highlighter pens: red, yellow, green.

The Social Environment:

Explain the task carefully to the pupil so that they understand that some social encounters can be positive, but others may cause anxiety. Check they understand the rating scales and how to complete them.

The Learning Environment:

When the pupil has rated their subjects, choose one that has been rated as a 5 and one that has been rated as a 1 or 2. How the pupil describes what makes their experiences different for these two subjects can be used to explore their personal constructs and give some insights into triggers for anxiety.

Example: What makes a good music lesson for you, and worries you about science?

**Mapping the Landscape of Your School**

**The Physical Environment**

* Look carefully at the map of your school.
* Use the highlighter pens to mark how the area on the map make you feel.

Green = I feel calm and relaxed in this space

Yellow = I feel anxious/uncomfortable in this space

Red = I would like to avoid this space as it makes me very anxious

For the areas that you have coloured red, what makes you feel unsafe?

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What might the school do to help you feel safer in your red areas?

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| 1. I avoid this if I can. | 2. I am very anxious about this. | 3. I feel anxious about this. | 4. I feel comfortable about this. | 5. I enjoy this. |



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| The Social EnvironmentDuring the school day, children work with their class and talk to other children and adults. Sometimes this can be fun but sometimes we can feel anxious about being with other people. What things that you do with other people make you happy or feeling anxious? Use the 5-point rating scale to indicate how you feel. Write the number. |
| 1. Coming into school in the morning. |  |
| 2. Hanging up my coat or putting my bag in the cloakroom. |  |
| 3. Going into the classroom when the children are all moving around. |  |
| 4. Finding my job to do when I come in. |  |
| 5. Finding a place where I can sit. |  |
| 6. Carpet times. |  |
| 7. Lining up with my class. |  |
| 8. Choosing times. |  |
| 9. Going out to play. |  |
| 10. Sitting in the dining hall with other children. |  |
| 11. Changing for PE. |  |
| 12. Joining in with games, PE, dance. |  |

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| 1. I avoid this if I can. | 2. I am very anxious about this. | 3. I feel anxious about this. | 4. I feel comfortable about this. | 5. I enjoy this. |



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| The Working EnvironmentClasses involve different ways of working and some we will find more comfortable than others. Use the 5-point rating scale to indicate how you feel about different things that happen in classes. Write the number. |
| 1. Answering questions in class. |  |
| 2. Listening when the teacher explains what we are going to do. |  |
| 3. Following instructions. |  |
| 4. Knowing what to do to start a task. |  |
| 5. Working on my own. |  |
| 6. Working with a learning partner. |  |
| 7. Working in a group. |  |
| 8. Asking a teacher for help when I have not understood something. |  |
| 9. Working in a quiet class. |  |
| 10. Working when other children are messing about. |  |
| 11. Reading aloud in class. |  |
| 12. Written work – handwriting. |  |
| 13. Recording what I have done in pictures, diagrams or graphs. |  |
| 14. Using the computer to record what I have done. |  |
| 15. When the teacher tells off other children. |  |
| 16. When the teacher is marking my work. |  |
| 17. When I go into class and my usual teacher is not there. |  |
| 18. Making sure that I have all the books and equipment I need for the task. |  |
| 19. When I have an LSA / TA supporting me in class. |  |
| 20. When I have to stop what I am doing before I have finished. |  |
| 21. When the teacher uses pictures, diagrams, videos etc. to help explain things. |  |
| 22. Homework |  |
| 23. Sharing equipment in practical lessons e.g. art or DT. |  |
| 24. When other children try to distract me. |  |
| 25. Class tests and assessments. |  |

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| 1. I avoid this subject. | 2. I do not like this subject. | 3. This is fine/okay. | 4. I like this subject. | 5. I really enjoy this subject. |



For example… if you really enjoy music…

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| **List of subjects** | **Ratings** |
| Music | 5 |



If drama makes you really anxious…

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| **List of subjects** | **Ratings** |
| Drama | 2 |

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| Subject PreferencesMany different subjects are taught in school and some we find easier and more interesting than others. Rate the subjects on the list on a scale of 1 to 5. |
| Subject | **Rating** | **Subject** | **Rating** |
| English/literacy -  |  | **Topic -**  |  |
| Reading |  | **Geography** |  |
| Spelling |  | **History** |  |
| Maths |  | **RE** |  |
| Science |  | **Languages -**  |  |
| PE/games |  | **Spanish** |  |
| Dance |  | **French** |  |
| Drama |  | **Other language(s)** |  |
| Music |  | **ICT** |  |
| Art |  | **DT/woodwork** |  |