SCHOOL QUESTIONNAIRES: GUIDANCE
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About This Document

Unicef UK needs to evaluate its work to help ensure that we are having a positive impact on the lives of children. This guide explains to schools how we are evaluating the impact of the Rights Respecting Schools Award and what support we need from schools to do this.

This guidance document will be most useful for the RRSA lead, headteacher and any other identified co-ordinator within the school who is responsible for supporting progress through the Awards.

We have also created a brief overview of our approach to measuring impact in a PowerPoint Presentation, Measuring Our Impact: Introduction for Schools.

All the documents you need can be found on our website here:

- Measuring Our Impact: Introduction for Schools
- RRSA pupil questionnaire (nursery and primary)
- RRSA pupil questionnaire (secondary)
- RRSA staff and governor questionnaire
- School questionnaire summary spreadsheet
- School context data form

Please contact your Professional Adviser with any queries, or email rrsa@unicef.org.uk.

You can see how we use the information by looking at our Impact Reports which are also available on the website. You may also find it useful to read Rights Respecting Schools: the evidence for impact which is available on our website.
MEASURING THE IMPACT OF RIGHTS RESPECTING SCHOOLS

Schools are awarded Rights Respecting status on the basis of assessors’ observations and the school’s own evidence. In addition, we believe it is important to show how the lives of children are impacted as a result of this work. While this does not form part of the accreditation visit, it does help us to show the value of this work to others.

To help us show the impact, we ask participating schools to support us in gathering some information. We ask you to do this when you embark on the Rights Respecting journey and again before each accreditation. This information is analysed by Unicef UK’s evaluation team to allow us to report on the overall impact of our work. There is a range of data we draw on to show impact:

- Data routinely collected by the school and publicly available data, e.g. exclusions, attendance, attainment
- Questionnaires with pupils
- Questionnaires with teachers, governors and other adults in the school
- Headteacher observations about impact in the school
- Specific observations gathered during the assessment process

We describe what is involved in each of these in the sections below.

What the evaluation is (and isn’t)

The evaluation is to find out what difference the RRSA makes to children and schools. We look at this difference across all the schools we work with. This allows us to talk about the effect of the RRSA overall, to help Unicef UK to support schools better and to show what works for others.

The evaluation is not intended to make judgements about the work going on in your school. We know that all schools are different, with different challenges and opportunities. We do not expect the RRSA to have exactly the same impact in all schools. We also know that the RRSA is not the only thing going on in your school to improve the lives of children.

You might find the responses to the questionnaires helpful within your school to think about the action plan, and to talk about what you’ve achieved. You are welcome to use the responses to do this.

We strongly encourage you to use the data you collect for your own purposes within the school to guide your work and to showcase what you have achieved.

What is involved for schools?

We are asking you to gather some data within your school. We have kept this as simple and brief as possible. The diagram below shows the process for schools as they move through the RRSA stages. The points where we ask you to gather data are highlighted in blue.

Please make sure that one person in your school takes the lead on gathering data and sending it to your Professional Adviser. The Professional Adviser must have this data before you can book an accreditation visit.
School registers with the RRSA

School context data submitted → Pupil and staff questionnaires completed → Red/Ash/Green rating for outputs → Action plan → Bronze: Rights Committed achieved

Ready for Silver award accreditation visit

Headteacher impact and evaluation form → Pupil and staff questionnaires recompleted → Silver award accreditation visit → Silver: Rights Aware achieved

Ready for Gold award accreditation visit

Headteacher impact and evaluation form → Pupil and staff questionnaires recompleted → Gold award accreditation visit → Gold: Rights Respecting achieved
About the questionnaires

The best way to find out what has changed for the people in your school community is to ask them. We have developed three pupil questionnaires; one for nursery and primary school pupils, one for secondary school pupils; and one for special schools. The questionnaires have slightly different wording and appearance to make them as easy as possible for each age group. Please use the relevant version for your school.

The pupil questionnaires are between 14 and 19 questions long and we would expect it to take no more than 15 minutes to complete in most cases. Younger pupils may need help to ensure they understand the questions.

There is also a questionnaire for the staff and governors working in the school. The staff and governor questionnaire is 7 questions long and we would expect it to take no more than 5 minutes to complete.

The questionnaires can be completed using a paper version or online using SurveyMonkey (see below).

Please note, the questionnaire for pupils with communication difficulties is not available online. Please contact rsa@unicef.org.uk directly to request this version.

Who should complete the questionnaires?

- **The pupil questionnaire should be completed by approximately 2-3 classes, depending on the size of your school.** A help sheet is provided below to help you explain the questionnaires to pupils.

- **The staff and governor questionnaire is for all adults working in the school, particularly those who have regular contact with children.** Please encourage as many adults as possible to complete the questionnaire. It should be completed by at least 10 adults wherever possible.

- **We do not ask for names on the questionnaires, but we do ask for job titles from the adults and the pupil year groups included.** This helps us to see how widely the questionnaire has been used.

Using SurveyMonkey to collect the information

We recommend that staff and governors complete their questionnaires via SurveyMonkey. This will allow us to download the results directly and means that no further work is required by the school co-ordinator.

You need to contact us to set you up on SurveyMonkey. This allows us to limit the number of schools listed on the survey at any time. Please email rsa@unicef.org.uk, clearly stating the name of your school. Please do not request a link until you are ready to use it.

Once you have completed all the data collection, you need to let RRSA and your Professional Adviser know. We will then remove your school from the survey and send you a summary of
the pupil results. If no data has been collected by your school one month after the survey has been set up for you, we will remove your school’s name and you will need to contact us again to set it up when you are ready.

We understand that, especially in small schools, you may have only a small number of staff completing the survey. In order to ensure that staff feel comfortable giving honest answers, we will not share a full summary of the staff and governor results with the school, but will give some top line figures only.

Using paper versions of the questionnaire

PDF versions of the questionnaires are available on our website. You can print and distribute these to your pupils and staff.

You will need to transfer the findings on to the School Questionnaire Summary Spreadsheet available on the website. If you have any difficulties completing the Excel file, please contact the RRSA team for help at rrsa@unicef.org.uk.

You will find a separate tab for pupils and for staff and governors. You may find the tally sheet below helpful when doing this. You should put the number of people completing the survey at the top in the box provided. This will then automatically calculate the percentages.

Please send the completed Excel file to your Professional Adviser with your paperwork prior to booking an assessment visit. Find your Professional Adviser’s contact details on our website here.

What if issues arise?

The questionnaires could raise concerns, for example about pupil safety in the school. If any issues are raised in the questionnaires, by either pupils or staff, these should be handled by the school, as the RRSA team will not have any personal details.
### TALLY SHEET FOR PUPIL QUESTIONNAIRES

You may find this sheet useful to tally up the numbers of responses for each question. These can then be typed directly into the Excel file.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learn about my rights at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I enjoy being at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I feel safe at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Adults treat me with respect / I like the way adults in the school treat me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other pupils in my class are kind and helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. If I felt unsafe, I could tell an adult at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. My teachers listen to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I can influence decisions about my school / My school listens to my ideas for how to do things better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I know what I need to do to make progress in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. In general, I like the way I am</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. I can do things to help locally</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. I can do things to help globally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Talked about children’s rights in the last three months with…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your wider family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other adults outside the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other children outside the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Have you shared or posted a story about children’s rights on social media in the last three months? (Secondary only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you said yes, how many times, roughly? (all responses added together)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HELP SHEET FOR PUPIL QUESTIONNAIRE

You will know what works best for your class, but below are some suggestions for how to describe this questionnaire to your pupils.

- We are asking every child in your class to answer some questions about how you feel about the school
- These questions are to help us see what you think the school is like. It is part of our work to become a rights respecting school

We want children to answer as many of the questions as possible and have tried to keep it short and simple. However, some children might feel a bit uncomfortable with some questions and they can choose not to answer them.

Although we don’t expect these questions to raise any issues for children that you would not already be aware of, you may want to give children a chance to talk to you privately after they complete this in case it has brought up something they want to discuss.

- There are no right or wrong answers. It is all about how you feel.

- If you don’t understand one of the questions, you can ask the teacher to help explain it.

- For most of the questions, you are asked to say whether the sentence is true for you – for example ‘I enjoy being at school’.

  If it is true for you all of the time, or nearly all of the time, you can tick Yes.
  If it is true for you some of the time, you can tick Sometimes.
  If it is never, or almost never true for you (e.g. you almost never enjoy school), you can tick No.
  If you’re really not sure, you can tick the last box.

- We would like you to answer as many of the questions as possible, but if you really don’t want to answer one, put a line through all the boxes.

- If anyone is not sure about the questions or wants to talk to me about them, I’m available after this class...

It is important that children feel comfortable telling the truth on the questionnaire. We do not ask them to put their names on.

- When you’ve finished, turn it upside down on the table and the teacher will collect them all in at the end.

Thank you for helping collect this data. It will help us to see the impact of the Rights Respecting Schools Award which your school is undertaking. Please return the completed questionnaires to the co-ordinator in your school.
SCHOOL CONTEXT DATA – WHEN GOING FOR BRONZE AWARD

We ask that when you sign up for the award you provide us with some data about the school context and outcomes. The data collected across the four nations of the UK differ slightly so not all questions will be appropriate for your school.

Please provide as much of this data as possible and leave any you cannot complete blank.

The data we ask you to provide should normally be available to your school already. It includes data on pupil attainment, proportion of pupils with SEN statements, proportion receiving Pupil Premium, PEF or free school meals, and data on attendance and bullying.

In each case, the data should be given for the last full academic year (i.e. if data is being submitted in March 2018, it should relate to the academic year September 2016 to August 2017).

The School Context Data form is available on our [website](#) for you to enter the relevant data. Please return this to your Professional Adviser with your other paperwork. If you have any difficulties completing the form, please contact the RRSA team as soon as possible.

HEADTEACHER IMPACT & EVALUATION FORM – WHEN GOING FOR SILVER OR GOLD AWARD

Before the school is assessed at Bronze and Silver levels, we ask the headteacher to complete a short questionnaire about the impact they see in their school. This has 8 questions, each one asking for a brief comment or description. These observations help us to put the questionnaires and other data into a more rounded context. We encourage Headteachers to give specific examples or evidence to support their answers wherever possible. These should be sent to your Professional Adviser with your other paperwork prior to assessment.

ACCREDITATION VISIT OBSERVATIONS

The observations carried out by assessors when they visit the school provide valuable information about the activities in the school and the direct impacts on the school community. Some of these observations will be drawn on to show evidence of the impact of the RRSA as well as being part of the report submitted to the school.