



RRSA SCHOOL QUESTIONNAIRE GUIDANCE

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ABOUT THIS DOCUMENT

This document is aimed at all Rights Respecting Schools.

The UK Committee for UNICEF (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 coordinator, headteacher and any other identified coordinator within the school who is responsible for supporting progress through the Award.

All the documents you need can be found on our website [here](#):

- RRSA pupil questionnaire (primary)
- RRSA pupil questionnaire (secondary)
- RRSA staff questionnaire
- School questionnaire summary spreadsheet (Excel)
- School Evaluation: Silver
- School Evaluation: Gold
- Sustaining Gold: Reaccreditation Submission Form

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

You can see how we use this information by looking at our [impact reports](#). You may also find it useful to read [The RRSA Theory of Change](#).

MEASURING THE IMPACT OF RIGHTS RESPECTING SCHOOLS

Schools are awarded Rights Respecting status based on our assessors' observations at an accreditation visit and the school's own evidence.

We believe it is important to show how the lives of children are impacted as a result of a schools' Rights Respecting work. Whilst this does not form part of the accreditation judgement, it does help us to show the value of this work to others.

To help us demonstrate our impact, we ask participating schools to support us in gathering information. We ask you to do this when you embark on the Rights Respecting journey at Bronze, again before Silver and Gold accreditation visits, and again before any Gold reaccreditation visit.

This information is then 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 staff in the school

- Headteacher and senior leader observations about impact in the school
- Specific observations gathered during the accreditation process
- Recent school inspection data

What the impact data is (and isn't)

The data is used 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, which helps UNICEF UK support schools better and share good practice.

The evaluation is *not* used to make judgements about the work going on in your school. We know that all schools are different, with different opportunities and challenges. We do not expect the Rights Respecting Schools Award 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. **Therefore, the evaluation does not count towards the outcome of your RRSA accreditation visit.**

However, you will find the responses to the questionnaires helpful within your school to think about the action plan and to talk about what you've achieved.

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

WHAT IS INVOLVED FOR SCHOOLS?

When you are applying for any stage of the RRSA, we will ask you to gather data within your school. We have kept this as simple and brief as possible. The diagram on the next page shows the process for schools at each stage. The points where we ask you to gather data are highlighted in blue. We have also included the documentation you need to submit to your regional Professional Adviser before each stage

Please make sure that one person in your school takes the lead on gathering data and sending it to your regional Professional Adviser. UNICEF UK will require the information to be submitted before you apply for Bronze or your accreditation visit taking place.

PROCESS FOR SCHOOLS: WHAT TO DO AND WHEN



SCHOOL EVALUATION FORM AT SILVER AND GOLD

Before your school is accredited at Silver and Gold, we ask that the Silver or Gold School Evaluation form is completed by your headteacher, with input from RRSA Coordinator and RRSA Steering Group. This should record the main evidence you have against each of the nine RRSA outcomes. You may briefly mention actions taken but emphasis should be on the impact that becoming Rights Respecting is having on children and young people. You should refer to evidence that can be seen and talked about more fully during your accreditation visit.

There are also seven summary judgements requested about the degree of impact the RRSA has had. It is important that the headteacher confirms these judgements. **These impact responses are not part of the accreditation process and do not count towards your accreditation outcome.** We aggregate this data from all our schools to help show overall impact. Therefore, please be honest; responses such as little or no impact are fine.

This form should be sent to your Professional Adviser with your other Silver and Gold paperwork (Questionnaire Summary Spreadsheet and programme for the visit) prior to your accreditation visit.

SUSTAINING GOLD: REACCREDITATION SUBMISSION FORM

Before your school is reaccredited at Gold, we ask that the RRSA Coordinator, RRSA Steering Group and headteacher complete the Sustaining Gold: Reaccreditation Submission Form. This is a document for you to record your progress and key achievements against each RRSA Strand to demonstrate how you are sustaining your Gold Rights Respecting work in school. Emphasis should be on the impact that sustaining your Rights Respecting practice is having on children and young people. You should refer to evidence that can be seen and talked about more fully during your reaccreditation visit.

There are also seven summary judgements requested about the degree of impact the RRSA has had. It is important that the headteacher confirms these judgements. **These impact responses are not part of the reaccreditation process and do not count towards your reaccreditation outcome.** We aggregate this data from all our schools to help show overall impact. Therefore, please be honest; responses such as little or no impact are fine.

This form should be sent to your Professional Adviser with your other Reaccreditation at Gold paperwork (Questionnaire Summary Spreadsheet and programme for the visit) prior to your reaccreditation visit.

QUESTIONNAIRES WITH PUPILS AND STAFF IN SCHOOL

The best way to find out what has changed for the people in your school is to ask them.

We have developed three pupil questionnaires; one for primary school pupils, one for secondary school pupils, and one for pupils with communication difficulties (please note, the questionnaire for pupils with communication difficulties is not available online. Please contact rrsa@unicef.org.uk directly to request this version). 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 to take no more than 15 minutes to complete in most cases. Younger pupils may need help to ensure they understand the questionnaire.

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

The questionnaires can be completed by using a paper version or online.

Who should complete the questionnaires?

Pupils

- **The pupil questionnaire should be completed by a cross section of the pupil population.** Choose either a small number of classes in different age groups or a few children from most classes. Please aim for a sample size of 15-20% of the children. A help sheet is provided below to help you explain the questionnaires to pupils.
- **We do not expect children under the age of 5 to complete the pupil questionnaires.** Therefore, pupil questionnaire data is not required for nursery schools. However, it is important to listen to feedback from young children too. We recommend that you look at ways to ask children in nurseries what they know about their rights and how they feel about the way they are looked after. You can include a summary of what they say in your Headteacher's Evaluation, and use it internally to review your practices
- **The pupil questionnaire can be completed in paper form or online.** If you would like to use the online version of the pupil questionnaire, please contact the RRSA central team at rrsa@unicef.org.uk for a link.

Staff at your school

- **The staff questionnaire is for all adults working in your school, particularly those who have regular contact with children.** Please encourage as many staff members as possible to complete the questionnaire. It should be completed by at least 10 staff members wherever possible.
- **We do not ask for names on the questionnaires, but we do ask for job titles (from staff).**

Using our online questionnaires to collect the data

You can ask pupils and staff to complete their questionnaires online. You need to contact us on rrsa@unicef.org.uk to set you up online by 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, please let the RRSA know by emailing rrsa@unicef.org.uk. We will then send you a summary of the results and remove your school from the survey.

The benefit of using our online questionnaires to collect the data is that we can download the results and send them to you already collated in the Questionnaire Summary Spreadsheet, which you can then send directly to your Professional Advisor once you are ready to submit all of your documents. Find your Professional Advisers' details on our website [here](#).

Please note that if any data has been collected through paper forms this also needs to be entered on the spreadsheet before submitting. Please also read the "Instructions" tab found at the beginning of the spreadsheet for a detailed explanation of the results.

Using paper versions of the questionnaire

PDF versions of the questionnaire are available on our [website](#). You can print and distribute these to your pupils and staff.

Once you have completed your surveys in paper form, you will then need to transfer the findings from the pupil and staff questionnaires onto the School Questionnaire Summary Spreadsheet available on our [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 staff data. To input the data, you may find the tally below helpful. You should put the number of people completing the survey at the top in the box provided. This will then automatically calculate the percentage.

Please send the completed Excel file to your Professional Adviser with your paperwork prior to booking an accreditation visit. Find your Professional Advisers' details on our website [here](#).

What if issues arise?

The questionnaires could raise concerns, for example about pupil safety or wellbeing in schools. If any issues are raised in the questionnaires, by either pupils or staff, these should be handled by the school, as the RRSA team does not have personal details or knowledge of the context.

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.

| Primary and secondary questionnaire | Yes | Sometimes | No | Not sure |
|--|-----|-----------|----|----------|
| 1. I learn about my rights at school | | | | |
| 2. I enjoy being at school | | | | |
| 3. I feel safe at school | | | | |
| 4. I like the way adults in the school treat me / Adults treat me with respect | | | | |
| 5. Other pupils in my class are kind and helpful | | | | |
| 6. If I felt unsafe, I could tell an adult at school | | | | |
| 7. My teachers listen to me | | | | |
| 8. My school listens to my ideas for how to do things better / I can influence decisions about my school | | | | |
| 9. I know what I need to do to make progress in class | | | | |
| 10. In general, I like the way I am | | | | |
| 11. I do things to support child rights in my local community/I have a useful role to play in my local community | | | | |
| 12. I do things to support child rights in other parts of the world / I have a useful role to play in the global community | | | | |

| 13. I talked about children's rights in the last three months with... | Yes | No | Not sure |
|---|-----|----|----------|
| My parents/carers | | | |
| My wider family | | | |
| Other adults outside the school | | | |
| Other children outside the school | | | |
| 14. Secondary schools: Have you shared or posted a story about children's rights on social media in the last three months? | | | |
| If you said yes, how many times, roughly? (all responses added together) | | | |

HELP SHEET TO ADMINISTER THE 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 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.

It is important that children feel comfortable telling the truth on the questionnaire, so when you collect them in, please try not to look at individual pupils' answers. We do not ask them to put their names on.

- **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**
- **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'**
 - o If it is true for you all the time, or nearly all of the time, you can tick the first box or Yes.
 - o If it is true for you most of the time, you can tick the second box or sometimes.
 - o If it is never, or almost never true for you (e.g. you almost never enjoy school), you can tick the fourth box or No.
 - o If you're not really 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...**
- **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.