Please return these figures to your Professional Adviser with your Bronze, Silver, or Gold accreditation paperwork.

**Pupil questionnaire findings**

School Name:

Number of pupils completing questionnaire:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **% of pupils** | | | |
|  | Yes | Sometimes | No | I’m not sure |
| 1. I know about my rights as a child |  |  |  |  |
| At school, | | | | |
| 1. I feel safe |  |  |  |  |
| 1. I feel like I belong |  |  |  |  |
| 1. I feel valued for who I am |  |  |  |  |
| 1. Adults treat me with respect (Secondary School)/ I like the way adults treat me (Primary & All-through School) |  |  |  |  |
| 1. Other pupils treat me with respect (Secondary School)/ Other pupils are kind and helpful (Primary & All-through School) |  |  |  |  |
| 1. Adults listen to my views |  |  |  |  |
| 1. If I have a concern, I could tell an adult (Secondary School)/ If I have a worry, I could tell an adult (Primary & All-through school) |  |  |  |  |
| 1. My school makes changes based on children’s views |  |  |  |  |
| 1. My school celebrates different backgrounds and cultures |  |  |  |  |
| 1. My individual needs are supported so I can join in at school |  |  |  |  |
| 1. I enjoy being at school |  |  |  |  |
| 1. I feel positive about my learning |  |  |  |  |
| 1. I can make a difference to the rights of others in my local community |  |  |  |  |
| 1. I can make a difference to the rights of others in the wider world |  |  |  |  |
| 1. I have talked about children’s rights with another person outside school in the last three months |  |  |  |  |
| 1. I think everyone should learn about rights |  |  |  |  |

**Staff questionnaire findings**

School Name:

Number of staff completing questionnaire:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **% of staff** | | | | |
|  | Strongly Agree | Agree | Disagree | Strongly Disagree | I’m not sure |
| 1. Child rights inform the approach I take to my job |  |  |  |  |  |
| 1. I feel comfortable talking to pupils about their rights |  |  |  |  |  |
| 1. I understand my role as a duty bearer in school |  |  |  |  |  |
| 1. Children’s rights make a positive contribution to the ethos and culture of our school |  |  |  |  |  |
| 1. In general, I have respectful relationships with pupils in the school |  |  |  |  |  |
| 1. I feel confident to recognise and respond to concerns raised by individual pupils including safeguarding issues |  |  |  |  |  |
| 1. Children’s rights contribute positively to the way we celebrate and promote diversity and inclusion |  |  |  |  |  |
| 1. Our school makes changes when needed to ensure that pupils with different needs can participate |  |  |  |  |  |
| 1. Pupils are actively engaged in their learning |  |  |  |  |  |
| 1. In general, pupils are actively engaged in the life of the school |  |  |  |  |  |
| 1. The actions and decisions of adults at school are influenced by pupils’ views |  |  |  |  |  |
| 1. Adults in the school encourage and support pupils to advocate for children’s rights locally and globally |  |  |  |  |  |
| 1. In general, I am treated with respect by other adults in the school |  |  |  |  |  |
| 1. I enjoy working at this school |  |  |  |  |  |