

RRSA PUPIL AND STAFF QUESTIONNAIRE GUIDANCE

September 2025



TABLE OF CONTENTS

TABLE OF CONTENTS	1
WHO IS THIS GUIDANCE FOR?	1
USEFUL LINKS	2
WHAT DO I NEED TO KNOW ABOUT THE QUESTIONNAIRES?	2
Pupil questionnaire	2
Staff questionnaire	2
HOW DO I SET UP THE ONLINE QUESTIONNAIRES?	2
How do I collect responses?	3
How do I review the findings?	4
Additional useful tips	5
HOW DO I PROVIDE THE DATA BACK TO UNICEF UK?	5
Bronze Schools	5
Silver or Gold Schools	5
WHAT DO I NEED TO CONSIDER WHEN ADMINISTERING THE PUPIL QUESTIONNAIRE?	7
Ensuring pupil welfare throughout the questionnaire process	7
Informed consent	7
Privacy, confidentiality, and anonymity	8
Explaining specific questions	8

WHO IS THIS GUIDANCE FOR?

At every stage of the RRSA, including before **Bronze, Silver, and Gold** accreditation, and before any Gold reaccreditation, we will ask you to administer the Pupil and Staff questionnaire. The questionnaires are compulsory for London schools as part of our funding from the Mayor of London's Violence Reduction Unit (VRU) and are optional for schools outside London.

This guidance supports schools to administer **the Pupil and Staff questionnaires**, including key ethical

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

USEFUL LINKS

ONLINE QUESTIONNAIRES (recommended): All questionnaires can be set up online using this [link](#). See instructions on how to set it up below.

HARDCOPIES: All hardcopies (Word versions) can be found on our website here: [Pupil Questionnaire \(Primary & All-through\)](#), [Pupil Questionnaire \(Secondary\)](#), and [Staff Questionnaire](#).

FINDINGS TEMPLATE: [Pupil and Staff questionnaire findings template](#)

SEN VERSION and GUIDANCE: To be updated

WHAT DO I NEED TO KNOW ABOUT THE QUESTIONNAIRES?

Pupil questionnaire

The pupil questionnaire is available in two versions: **Primary and All-through version, and Secondary version**. There are 17 questions. Younger pupils may need help to ensure they understand the questions. Suggestions on how schools might do so can be seen on page 7. ***You may find it helpful to print the suggestions for quick reference during the questionnaire session.***

The SEN version of the questionnaire and its guidance are available [here \(to be updated\)](#).

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.

Pupil questionnaire is not required for nursery schools. However, 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.

Staff questionnaire

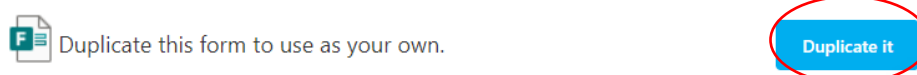
The staff questionnaire has 14 questions and takes approximately 10 minutes. It is intended **for all adults working in your school, particularly those who have regular contact with children**. Please encourage as many staff members as possible to complete the questionnaire. It should be completed by at least 10 staff members wherever possible. We do not ask for names on the questionnaires, but we do ask for job titles.

HOW DO I SET UP THE ONLINE QUESTIONNAIRES?

To set up these questionnaires online, you will need access to **Microsoft Forms**. If your systems do not support Microsoft Forms, please copy and paste the pupil and staff questions to a platform of your choice.

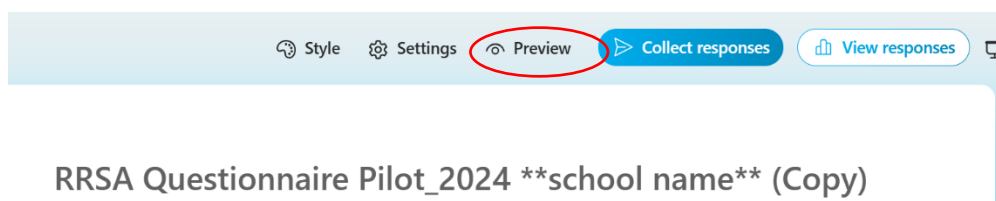
To set up the questionnaires on Microsoft Forms, please follow the following steps:

1. Sign in to your Microsoft account.
2. Open this [link for the questionnaires for Primary, Secondary pupils and Staff](#).
3. Click on 'Duplicate it' at the top of the screen.
- 4.



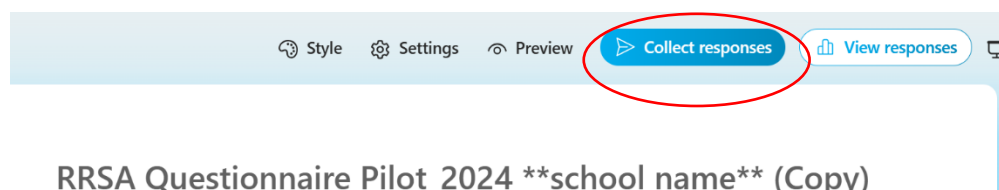
5. Click on this text to amend the title to include your school's name.
6. Preview the questionnaire. (There may be a pop up of 'Recommended questions', click on the X to delete this.)

Read through the form (please only edit the questions if necessary as we need to monitor the responses across all schools.) The respondents' answer to the first question to direct them to the Primary, Secondary or staff questions.

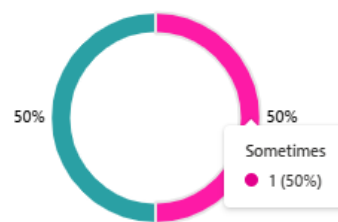
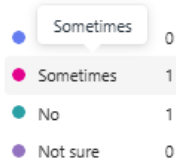


How do I collect responses?

1. When ready to collect responses, click on 'Collect responses' in the top right-hand corner.



2. You will be prompted to choose who can respond. We recommend '*Anyone can respond*' but please use your professional judgement.
3. Choose how to share the questionnaire. Some schools choose to share a link on the school's social media channels, others prefer to generate a QR code or use the weblink.



[↩](#)
[👤](#)
[📄](#)
[</>](#)

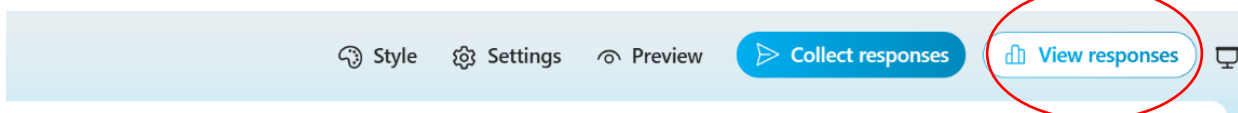
<https://forms.office.com/Pages/ResponsePag...>
[Copy link](#)

☐ Shorten URL

RRSA questionnaire Summer Term 2024 UUK Primary School

How do I review the findings?

- Once your questionnaire has been shared and responses have been submitted, you can view the data on the top left of the screen here:



2. You

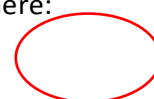
will then see the responses so far.

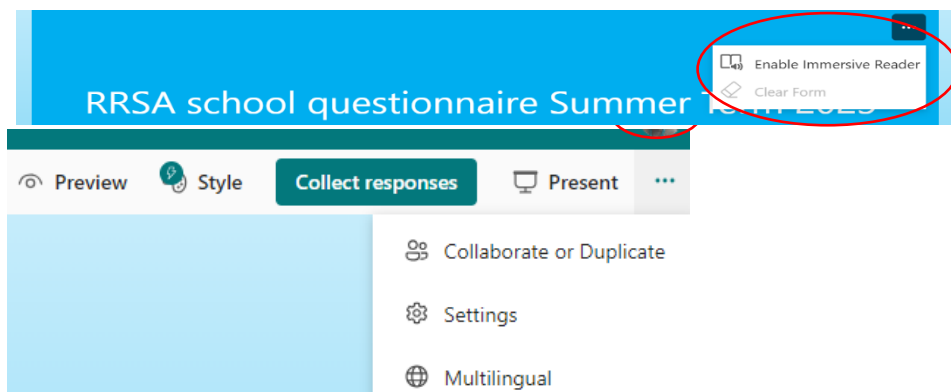
Note that you are also able to export the data to Excel using the prompt near the top of the screen however this will not provide you with the percentages you need to complete the tables below.)

To see your results, hover the mouse over each segment of the pie chart and **record the figure in percentage (%)** on the RRSA Questionnaire Findings Form

Additional Useful Tips

- You can **change the language** and/or **print the form** to make the questionnaire more accessible to your school community. You can explore these options using the three dots here:





Changing the language will only change the automatically generated text, not the questions that have been inputted.



* Obligatoire

Thank you for answering these questions.

They ask what you think. There are no right or wrong answers.

We don't ask for your name and we won't know who says what.

If there is anything you don't understand, please ask.

1. I am... *

☐ A pupil in a primary school

☐ A pupil in a secondary school/college

☒ A member of staff

Cette question est obligatoire.

Suivant

Page 1 sur 4

⚠ Vous devez répondre à 1 question(s) avant d'accéder à la page suivante : Question 1.

2. You can access **the immersive reader function** to read out the questions by clicking on the three dots when in the respondent facing version of the form.

HOW DO I PROVIDE THE DATA BACK TO UNICEF UK?

Bronze Schools

After reviewing your findings, please complete the findings as part of your Bronze application form or the evaluation form completed prior to accreditation

Silver or Gold Schools

After reviewing your findings, please transfer them to the **RRSA Questionnaire Findings template below** and return to your Professional Adviser with your Silver or Gold accreditation paperwork.

- Download the [Pupil and Staff questionnaire findings template](#)

WHAT DO I NEED TO CONSIDER WHEN ADMINISTERING THE PUPIL QUESTIONNAIRE?

(You may find it helpful to print this section for quick reference during the questionnaire session)

We understand that different schools might have different approaches to administering the questionnaires. However, please consider the following points regarding research ethics, pupil welfare, and disclosure prior to administering the questionnaire.

Ensuring pupil welfare throughout the questionnaire process

Protecting pupils from distress

Although we don't expect these questions to cause distress, the questionnaire could raise concerns, it is important that you **have a clear strategy for supporting your pupils who may raise concerns** whilst completing the questionnaire. It is helpful to **liaise with a pastoral/safeguarding lead** in your school during the planning to have a clear plan and to identify ways pupils will be supported. Before and after completing the questionnaire, let your pupils know how they can access this support. We advise that you identify a local and national organisation (e.g. Childline), ensuring they are easy to access and able to provide a timely response. Alternatively, you may give children a chance to talk to you privately after they complete it, in case it brought up something they want to discuss.

Disclosure

We do not collect identifiers so children cannot disclose on the form. If the process of answering our questions leads to a child verbally disclosing a risk of harm, schools should follow their standard procedures.

Informed consent

It is important that pupils **understand the purpose of the questionnaire** and **what it involves**. Please give thought to how your pupils can decide whether to take part on their own behalf. They should be clear on **their right to withdraw** at any point without any consequences.

We also encourage you to inform parents and carers about the questionnaire, offer them the opportunity to see it and to ask any questions. This is to ensure that parents and carers are aware can support their child and clarify any concerns with school whilst keeping the decision whether to take part with the pupil.

To introduce the questionnaire, for example, you can say:

- We are asking you some questions to understand how you feel about the school. It is part of our work to become a Rights Respecting School
- There are no right or wrong answers. It is about how you feel.
- Please answer the questionnaire focusing on your experiences in general, rather than for today or this week. You might have good days and bad days, but we are interested in how you feel most of the time.
- If you don't understand one of the questions, you can ask the teacher to help explain it.
- For most 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 the time, or nearly all of the time, you can tick Yes.
 - If it is true for you most of the time, tick Sometimes.

- If it is never, or almost never true for you, tick No.
- If you're not sure, tick the last box.
- We would like you to answer as many of the questions as possible, but it is optional and if you really don't want to answer one, put a line through the boxes.
- If you no longer want to complete the questionnaire, you can stop without giving a reason. This decision will not affect you in any way.

Privacy, confidentiality, and anonymity

The questionnaires are completed anonymously. **We do not ask pupils to put their names on and don't collect any identifiable information** such as age or gender. It is important that children feel comfortable giving honest answers, so when you collect them in, please try not to look at individual's answers.

The aggregated data will be shared with UNICEF UK for data analysis and reporting purposes so **individual data will not be used**. The reports arising from the data collected will not use any identifiable information.

The aggregated data will be stored securely on UNICEF UK's password protected server, with restricted access to the file limited to the UNICEF UK's researchers. You can view UNICEF UK's privacy policy here -

<https://www.unicef.org.uk/legal/cookies-and-privacy-policy/>.

Please explain this to pupils, for example, you could say:

- The answers you provide are anonymous – they do not include your name or any personal information to show who you are, so no one will be able to tell what you said.
- All the pupil data in the school is grouped up to produce results about groups of pupils, not individual people.
- The data is stored securely by UNICEF UK and the school. We share anonymous results for groups of schools to organisations who help pay for the programme.

Explaining specific questions

Explaining the questions to children, particularly younger ages can help improve the accuracy of their responses and the consistency of data. It can be particularly useful to provide examples. This section suggests examples to help explain questions which feedback suggest pupils may find the most difficult to understand.

- I feel valued for who I am
 - People in school like me for who I am, they respect my differences such as culture, background or religion, I feel included in school, my feelings matter, adults recognise my strengths, teachers recognise or praise my hard work, people recognise what makes me special or what makes me who I am, , I don't have to change who I am; my uniqueness is valued; I am appreciated for being myself; I can be myself
- Adults treat me with respect (Secondary School)/ I like the way adults treat me (Primary School)
 - Adults show me respect by being kind, calm, helpful
 - Adults speak to me kindly, they treat me fairly, they let me express myself, they consider my feelings, they don't make me feel embarrassed
- Adults listen to my views

- Adults listen to my ideas, they take my ideas seriously, they make time for me to express my thoughts and feelings; There are different ways for me to share my ideas
- My individual needs are supported so that I can join in at school
 - This question helps understand if the school is supporting all children to be included. Examples of individual needs might be: language support, emotional support (e.g., calm corners, quiet spaces), zones of regulation, use of fidget toys, wobble cushions, using sign language for all, communication aids, ear defenders, sharing/learning cultural backgrounds of different families in school, disability access; buddy benches in the playground if children feel lonely/left out; a range of diverse books (different languages, cultures, family dynamics etc); additional support staff (one to one); emotion support groups; counselling services; LGBTQ groups; gender neutral toilets;
 - I get help when I need it, I have everything I need to help me learn, I am able to join in with all activities
- I have talked about children's rights with another person outside school in the last three months
 - When explaining "the last three months", include a specific time as a reference point (e.g., since half- term holiday, since Christmas).