

RRSA PUPIL AND STAFF QUESTIONNAIRE GUIDANCE



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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. 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 versions of the questionnaire can be **set up online using:**

- This [link for](#) the **questionnaires for Primary, Secondary pupils and Staff**.
- This [link for](#) the pupil questionnaire: **Accessible and Adult Observations versions**.

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 \(Secondary\)](#)
- [Pupil Questionnaire \(Accessible Version\)](#)
- [Pupil Questionnaire using Adult Observations](#)
- [Staff Questionnaire](#)

FINDINGS TEMPLATE:

- [Pupil and Staff questionnaire findings template](#)
- [Pupil questionnaire \(Accessible Version\) findings template](#)

[GUIDANCE FOR MAKING THE RRSA PUPIL QUESTIONNAIRE ACCESSIBLE:](#) This guidance provides specific support for schools to administer the Pupil questionnaire to pupils with additional needs. Please read in conjunction to this guidance which will cover the questionnaire more generally, including how to set it up, data submission and key ethical considerations.

WHAT DO I NEED TO KNOW ABOUT THE QUESTIONNAIRES?

Pupil questionnaire

The pupil questionnaire is available in four versions:

- **Primary and All-through version:** This version is aimed at pupils at primary and all-through schools.
- **Secondary version:** This version is aimed at pupils at secondary schools.
- **Accessible version:** This version uses simplified language designed for pupils with additional needs. It also allows schools to adapt the questionnaire to suit pupils' needs. You may find it helpful to use this alongside the **Guidance for Making the Pupil Questionnaire Accessible**.
- **Adults Observations version:** This version is designed to be completed by a trusted adult at school on behalf of pupil(s) with more significant needs.

In total, 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 9 – you **may find it helpful to print this page for quick reference during the questionnaire session.**

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.

The 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.

PUPIL QUESTIONNAIRE AND RRSA STRANDS AND OUTCOMES

All questions in the Pupil Questionnaire are strongly connected to our [Theory of Change](#) and reflect how the programme aims to create change and impact in schools. These questions contribute to different streams of evidence for the programme, helping us build a comprehensive understanding of pupil experience and provide valuable insights that support the overall impact of RRSA. This table is a brief summary of how each question in the Pupil Questionnaire is aligned with the RRSA Strands and Outcomes.

| Pupil Questionnaire | Strand | Main Outcome |
|--------------------------------------|---|---|
| 1. I know about my rights as a child | Strand A: Teaching And Learning About Rights | Outcome 1 - Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. |
| At school, | | |
| 2. I feel safe | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 4 - Children and young people are safe and protected and know what to do if they need support. |
| 3. I feel like I belong | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 6 - Children and young people are included and are valued as individuals. |
| 4. I feel valued for who I am | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 6 - Children and young people are included and are valued as individuals. |
| 5. Adults are kind and helpful | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 3 - Relationships are positive and founded on dignity and a mutual respect for rights Outcome 4 - Children and young people are safe and protected and know what to do if they need support. |
| 6. Other pupils are kind and helpful | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 3 - Relationships are positive and founded on dignity and a mutual respect for rights |

| | | |
|---|--|--|
| | | Outcome 4 - Children and young people are safe and protected and know what to do if they need support. |
| 7. Adults listen to my views | Strand B: Teaching And Learning Through Rights – Ethos And Relationships Strand C: Teaching And Learning For Rights – Participation, Empowerment And Action | Outcome 6 - Children and young people are included and are valued as individuals. Outcome 7 - Children and young people value education and are involved in making decisions about their education. Outcome 8 - Children and young people know that their views are taken seriously |
| 8. If I have a worry, I could tell an adult | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 4 - Children and young people are safe and protected and know what to do if they need support. Outcome 5 - Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. |
| 9. My school changes things when children express their views | Strand B: Teaching And Learning Through Rights – Ethos And Relationships Strand C: Teaching And Learning For Rights – Participation, Empowerment And Action | Outcome 7 - Children and young people value education and are involved in making decisions about their education. Outcome 8 - Children and young people know that their views are taken seriously Outcome 9 - All children and young people have taken action to uphold their rights and the rights of others, locally and globally |
| 10. My school celebrates different backgrounds and cultures | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 6 - Children and young people are included and are valued as individuals. |
| 11. My individual needs are supported so that I can join in at school | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 2 - In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. Outcome 6 - Children and young people are included and are valued as individuals. |
| 12. I enjoy being at school | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Across all |
| 13. I feel good about my learning | Strand B: Teaching And Learning Through Rights – Ethos And Relationships | Outcome 7 - Children and young people value education and are involved in making decisions about their education. |
| 14. I can make a difference to the rights of others in my local community | Strand C: Teaching And Learning For Rights – Participation, Empowerment And Action | Outcome 9 - All children and young people have taken action to uphold their rights and the rights of others, locally and globally |
| 15. I can make a difference to the rights of others in the wider world | Strand C: Teaching And Learning For Rights – Participation, Empowerment | Outcome 9 - All children and young people have taken action to uphold their rights and the rights of others, locally and globally |

| | | |
|---|---|---|
| | And Action | |
| 16. I have communicated about children’s rights with another person outside school in the last three months | Strand A: Teaching And Learning About Rights | Outcome 1 - Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. |
| 17. I think everyone should learn about rights | Strand A: Teaching And Learning About Rights | Outcome 1 - Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. |

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.

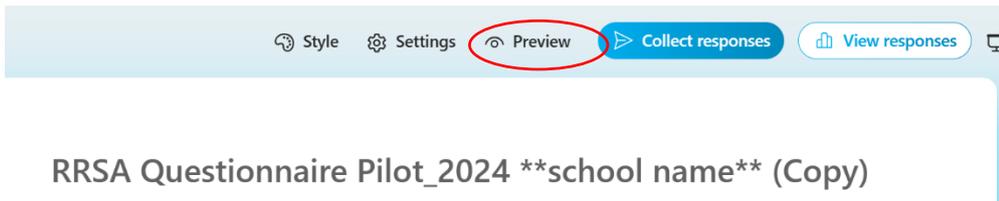
To set up the questionnaires on Microsoft Forms, please follow the following steps:

1. Sign in to your Microsoft account.
2. Open:
 - This [link for the questionnaires for Primary, Secondary pupils and Staff](#).
 - This [link for the Accessible versions](#) of the questionnaire
3. Click on ‘Duplicate it’ at the top of the screen.



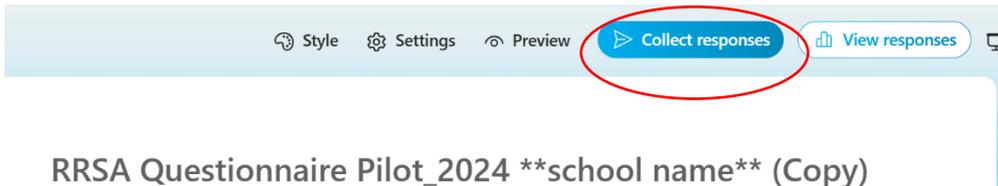
4. Click on this text to amend the title to include your school’s name.
5. Preview the questionnaire. (There may be a pop up of ‘Recommended questions’, click on the X to delete this.)

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.

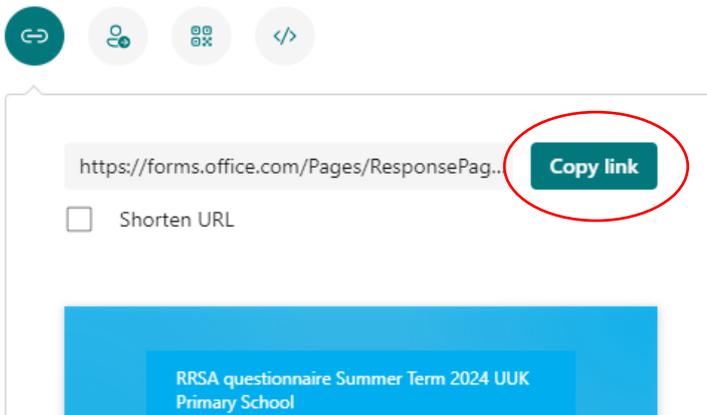


How do I collect responses?

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

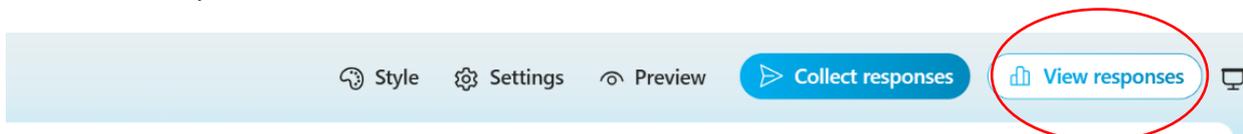


2. You will be prompted to choose who can respond. We recommend 'Anyone can respond' but please use your professional judgement.
3. Choose how to share the questionnaire. Some schools choose to share a link on the school's social media channels, others prefer to generate a QR code or use the weblink.



How do I review the findings?

1. 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.

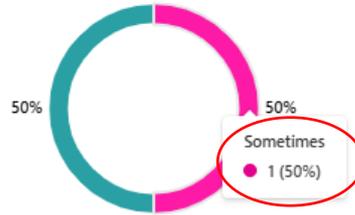
To see your results, hover the mouse over each segment of the pie chart and **record the figure**

in percentage (%) on the RRSA Questionnaire Findings Form

20. I feel safe at school

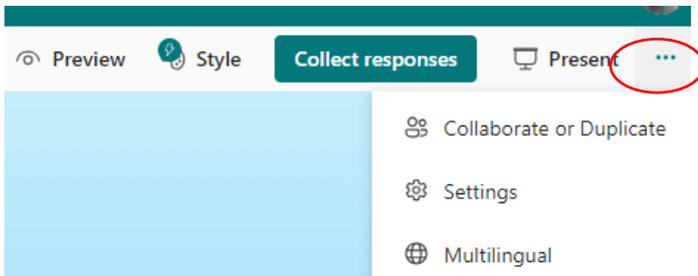
[More details](#)

| | | |
|----------------------------------|-----------|---|
| <input type="radio"/> | Sometimes | 0 |
| <input checked="" type="radio"/> | Sometimes | 1 |
| <input type="radio"/> | No | 1 |
| <input type="radio"/> | Not sure | 0 |

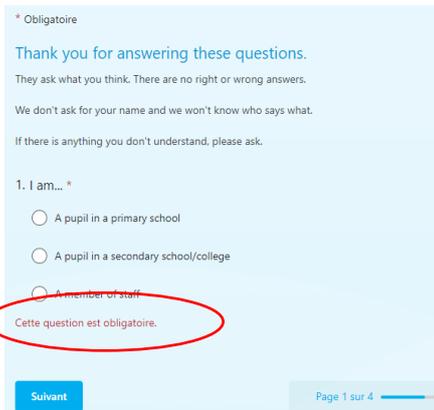


Additional Useful Tips

1. 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.



⚠ 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.

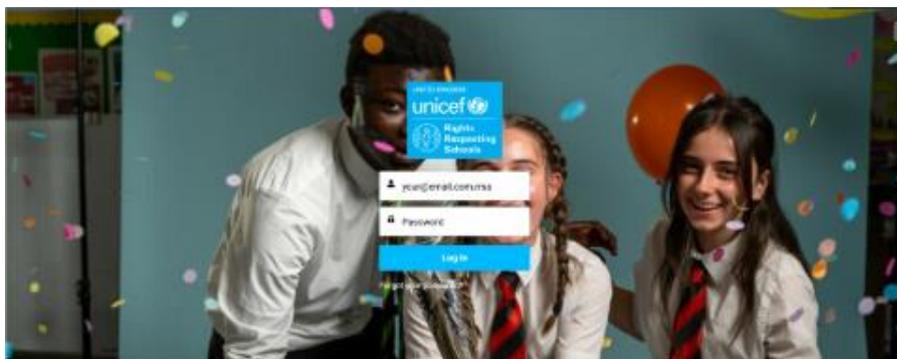


HOW DO I PROVIDE THE DATA BACK TO UNICEF UK

All data will be submitted to UNICEF UK via the RRSA Portal. **Bronze Schools** can request access to the RRSA portal by contacting your RRSA Professional Adviser ([contact details available here](#)). **Silver and Gold schools** will automatically receive an invitation to access the portal once they have booked an accreditation visit.

Navigating the RRSA Portal

1. A welcome email with details on how to access the RRSA Portal will be sent to you approximately 6 weeks prior to your Silver and Gold accreditation visit or can be requested when you apply for Bronze. Follow the instructions on the setup page and create a password.
2. Log in to the Portal using your username and password.



3. Follow the on-screen instructions to submit your findings. We suggest you have a copy of the School Evaluation Form to hand when completing the Impact Statements, and the Pupil and Staff Questionnaire Findings Template when completing the questionnaires tabs.

For Primary, Secondary, and All-through schools that have chosen to administer both the standard and Accessible versions of the questionnaire, the RRSA portal can only accept one dataset from each school. Please ensure that you upload the dataset with the largest overall sample size to the Portal.

If this means that you have not uploaded your accessible data, we kindly ask that you **share the completed findings templates of the Accessible version directly with us**. Please email these to huongl@unicef.org.uk. This supports our programme-level analysis of the experiences and outcomes of pupils with additional educational needs in mainstream education settings.

We strongly encourage schools to take time to reflect on the findings from **both the standard and Accessible versions of the questionnaire**. In particular, please consider any similarities or emerging differences between the two sets of results, and what these may show about your school's learning, progress, and the impact of the programme on different groups of pupils. This reflective comparison can provide valuable insights into how pupils experience the programme in different ways and can support a deeper understanding of inclusion and equity within your school. Such learning may also help to inform and strengthen the support provided to pupils with a range of additional educational needs.

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).