

RRSA PUPIL AND STAFF QUESTIONNAIRE GUIDANCE

April 2025



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WHO IS THIS GUIDANCE FOR?

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

This guidance is aimed at all Rights Respecting Schools and will be most useful for the RRSA coordinator, headteacher and any other staff members responsible for supporting progress through the Award.

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

WHY IS IT IMPORTANT TO DO THE QUESTIONNAIRES?

We see these questionnaires as having a dual purpose – they provide schools with a standard approach to take stock of their RRSA progress with pupils and staff at key points, as well as providing data for our wider evaluation.

We will use this data for our own evaluation purposes to help ensure that we are having a positive impact on the lives of children. We analyse the data **across schools** we work with to identify the difference the RRSA makes for children. 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](#) which explains our vision of change for children and schools.

Our evaluation findings are shared with a range of stakeholders who are interested in RRSA - such as schools, local authorities and current or potential funding partners.

London Schools

From April 2025, it is required that all schools on RRSA in London use these questionnaires, as part of our funding from the Mayors of London's Violence Reduction Unit (VRU) to pay for RRSA in London. This data will be aggregated across schools by UNICEF UK into regular reports, which will be provided to the VRU to monitor and evaluate the impact of RRSA. This supports the wider monitoring and evaluation of activities to support their London Inclusion Charter. It is not being collected to assess individual school performance.

Schools elsewhere in the UK

As of April 2025, we are reviewing our approaches to evaluating RRSA – with a view to communicating our revised evaluation approach for September 2025. In the meantime, the questionnaires are **optional** outside London.

WHAT IS INVOLVED FOR SCHOOLS?

We will ask you to administer the pupil and staff questionnaire at every stage of the RRSA, including before Bronze, Silver, and Gold accreditation, and before any Gold reaccreditation. All questionnaires can be completed online using the links below or hardcopies can be found on our website here: [Pupil Questionnaire \(Primary & All-through\)](#), [Pupil Questionnaire](#)

[\(Secondary\)](#), and [Staff Questionnaire](#).

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.

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 QUESTIONNAIRES?

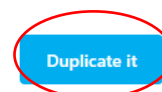
For this testing, all questionnaires can be completed online using the links below or hardcopies can be found on our website here: [Pupil Questionnaire \(Primary & All-through\)](#), [Pupil Questionnaire \(Secondary\)](#), and [Staff Questionnaire](#).

To complete 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

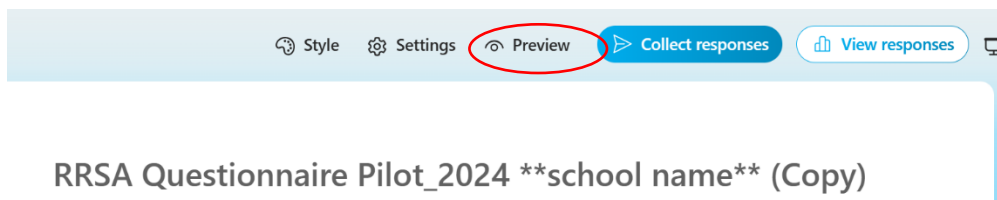
 Duplicate this form to use as your own.



4. Click on this text to amend the title to include your school's name.

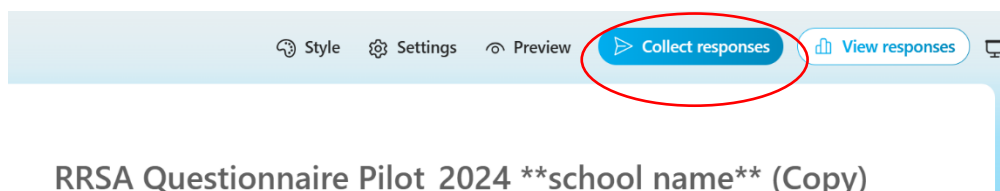
5. Preview the questionnaire. (There may be a pop up of 'Recommended questions', click on the X to delete this.)

Read through the form (please only edit the questions if really 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.

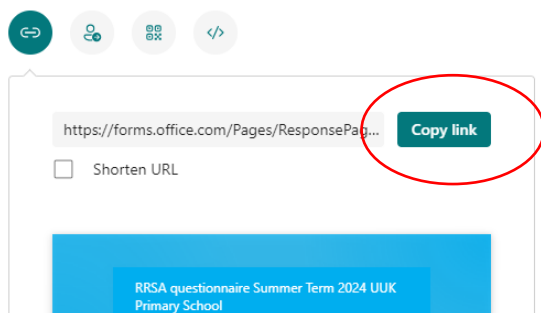


How do I collect responses?

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

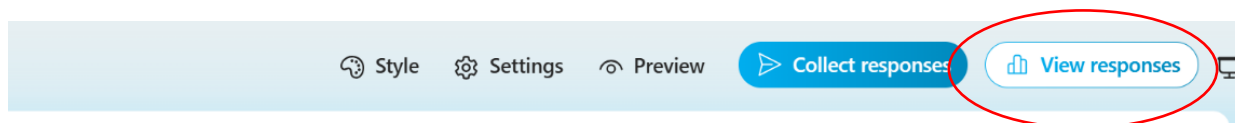


2. You will be prompted to choose who can respond. We recommend '*Anyone can respond*' but please use your professional judgement.
3. Choose how to share the questionnaire. Some schools choose to share a link on the school's social media channels, others prefer to generate a QR code or use the weblink.



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 on the RRSA Questionnaire Findings Form.

4. I enjoy being at school

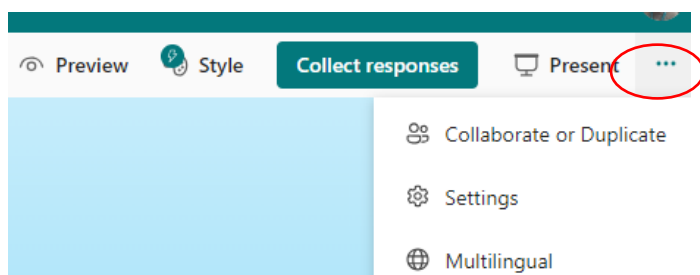
[More Details](#) [Insights](#)

● Yes	1380
● Sometimes	842
● No	151
● Not sure	53



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.



* 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?

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

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

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

We understand that different schools might have a different approach to administering the questionnaires. However, to ensure good research ethics, please discuss the following points with the pupils prior to them completing the questionnaire. ***You may find it helpful to print this section for quick reference during the questionnaire session.***

Ensuring pupil welfare throughout the questionnaire process

Protecting your pupils from distress

Although we don't expect these questions to cause any distress or harm to children, the questionnaire could raise some concerns, for example, about pupil safety or wellbeing in schools. It is important that you **have a clear strategy for supporting your pupils who may raise concerns** whilst completing the questionnaire. It is always 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, you should let your pupils know how they can access support if it raises any concerns for them. We advise that you identify a local organisation within your area and a national organisation such as Childline. Please ensure that any contact data is easy to access and able to provide a speedy/timely response.

Alternatively, 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.

Disclosure

We do not collect any identifiers so children cannot disclose on the form, however the process of answering our questions could lead a child to disclosing a risk of harm, and the school will have an approach to deal with this instance.

Informed consent

It is important that your pupils **understand the purpose of the questionnaire** and **what it involves**. Please give careful 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 of the questionnaire, can support their child and clarify any concerns with school while 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. 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 the time, or nearly all of the time, you can tick Yes.
 - If it is true for you most of the time, you can tick Sometimes.
 - If it is never, or almost never true for you, you can tick No.
 - If you're not sure, you can 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 all the boxes.
- For any reasons, if you no longer want to complete the questionnaire, you can stop without giving any reasons. This decision will not affect you in any way.
- 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.

Privacy, confidentiality, and anonymity

The questionnaires will be 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, or whether or not you completed the questionnaire.
- All the pupil data in the school is grouped up to produce results about groups of pupils, not any 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", we suggest including a specific time as a reference point (e.g., since Easter, since Christmas) to make it easier for children, especially younger ones, to imagine and answer the question.