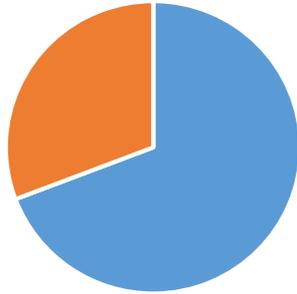
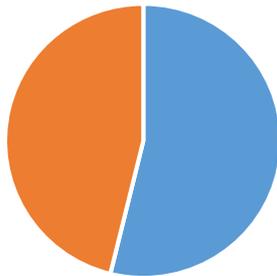


1-In general, I am treated with respect by other adults in the school



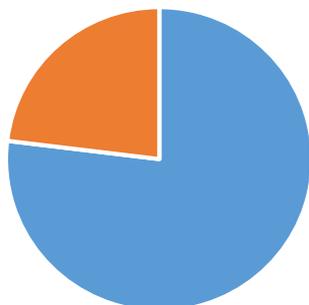
■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ I'm not sure

2-In general, I am treated with respect by pupils in the school



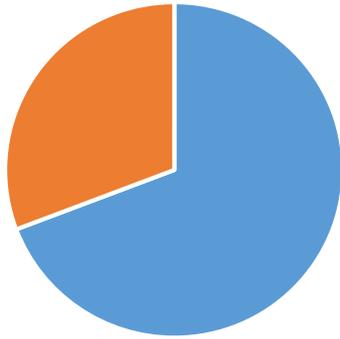
■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ I'm not sure

3-I feel comfortable talking to pupils about their rights



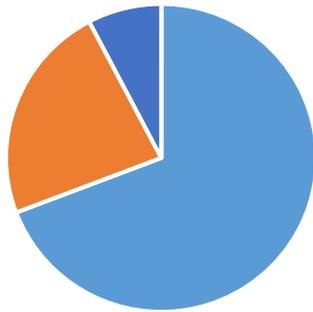
■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ I'm not sure

#### 4-I enjoy working at the school



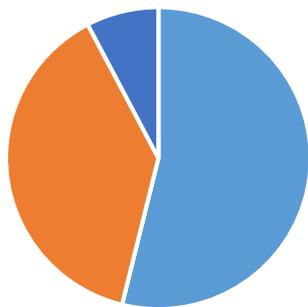
■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ I'm not sure

#### 5-In general, pupils are actively engaged in the life of the school



■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ I'm not sure

#### 6-Pupils can influence decisions made in the school



■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ I'm not sure

## Analyse of Data

The data shows that:

- The team enjoy working at the school and agree they are treated with respect by other adults and children in the school.
- The team are becoming confident in talking to children about their rights.
- The team agree that children are actively involved in their own learning and school life and children's voices influence decision making in the school.

## Further Actions

Ongoing training would be beneficial to ensure that every member of the team fully understands:

- the cycle of observation, planning, monitoring and assessment.
- how we identify children's interests to plan next steps and how children's voices are recorded through their observations (questions 5 and 6).