

Materials

For each fieldworker:

- DBS certificate (please bring with you if you have one)
- Set of 30 questionnaires in brown envelopes (with individual pupil codes stuck on the questionnaire and a post it with pupils name on each envelope)
- Set of 30ish information sheets
- Set of 30ish consent forms
- Data Collection Record (with pupil names included)
- Teacher Briefing Document
- Word search for students who do not participate or finish early
- Fieldwork SOP

Field manager:

- Taxi number
- Safeguarding policy
- Queries, concerns and complaints SOP
- Sheets with each class number printed
- Survey packets for students who are absent each containing:
 - Student information sheet, 1 consent form, 1 paper questionnaire specific to student (see below) in a stamped, addressed envelope.

Data Collection Procedure

Meeting at the school

1. Fieldwork team meets in reception at the secondary school 20 minutes before fieldwork is DUE to commence. Complete school's visitor paperwork.
2. *Field manager:* Mark students that have opted out on the relevant data collection sheet and check what alternative arrangements have been made for students who have opted out.
3. Fieldworkers will be shown to their respective classrooms.

In the Classroom

4. Check the classroom is set up in a way that ensures as much privacy as possible. It will not be possible to move furniture but you may want to consider how students are spaced around the room and ask them to move seat if they are very close to another student.
5. Place a **Student Information Sheet and Consent Form** in each pupil space as soon as you get into the classroom. You may want to ask one or two students to help you with this if you get into the room after student have entered.
6. Fill in the information you can in the top section of the **Data Collection Record**
7. Give class teacher the **Teacher Briefing Document**. Remind them of their role for the survey:
 - a) Ask them to remain at the front of the classroom to help manage behaviour and ensure students do not look at each other's responses.
 - b) Any 1:1 support should come from the researcher not the teacher.
8. Confirm no students who have been marked on your list as having opted out already, been opted out by their parents or are down as ineligible remain in your group. If they do, discretely speak to the teacher and check if the student should now go to where the other pupils not taking part are or stay in the classroom. If they are to stay in the classroom, hand them a **word search activity** to do during the session (they may also read or do their homework quietly).
9. As students enter the classroom (or as the information is handed out if they are in the classroom already) ask them to begin reading the information on their desks and get a pen out.
10. Once all students have been seated introduce the research.

Introduction

Good morning everyone. My name is [Fieldworker name] and I am a researcher from the London School of Hygiene and Tropical Medicine. We are working with your school to evaluate relationships and sex education in secondary schools in England. As part of our research, today we are asking all year-8 students at your school to fill in a questionnaire. The data we collect will contribute to improving relationships and sex education for young people like you.

The questionnaire will take about 45 minutes to complete. It includes questions about your experiences of school; your views on sex education; your knowledge and attitudes about sexual health; your experiences of sexual harassment at school; your experiences of sharing sexual imagery; your general sense of health and wellbeing; communicating with parents about personal issues; and whether you have ever had sexual intercourse.

Your responses to the survey are completely private and anonymous, so we ask that you answer the questions as fully and honestly as possible. Your name is not on the questionnaire. Each questionnaire has an individual student code on it. We will keep a list of student names and codes, but this list will be stored securely on a computer completely separately to student questionnaire responses. No single researcher will have access to both sets of data, so no one will be able to link the answers you give to your name.

When we analyse the answers to the questionnaire and write reports based on the data we will look at the results from lots of participants together - 1500 students across London - not individual answers so no one will be able to identify your personal responses.

Although we intend to treat all the information you provide as private and anonymous, if you report that you have had sex before the age of 13 years or if you write on the questionnaire that you have experienced any form of abuse, we will need to take action. In such instances, a member of the research team would request access to the file containing student names and codes so they can match your questionnaire to your name. A member of the research team would then pass this information on to the school's safeguarding lead so that you can be protected.

You can decide whether to complete the questionnaire or not – it is entirely up to you. If you do decide to take part, you can change your mind and stop taking part at any time by raising your hand letting one of the fieldworkers know that you would like to stop, or choose not to answer any particular questions with no negative consequences.

If you decide to complete the questionnaire and anything contained in it causes you to feel confused or concerned in any way you should speak to a trusted adult such as a parent/carer or member of staff at your school. The information sheet you received recently included a list of people and organisations you can contact both inside and outside school if you would like to speak to someone about relationships, sex or any other issue you or someone you know are going through. Another copy has been given to you today to take away. You may also ask to speak privately to the researcher present today if you need to.

*When completing the questionnaire, we ask that you keep your eyes on your own piece of paper and do not look at anyone else's answers, and that everyone remain quiet until the end of the session. If you have any queries about the questions please raise your hand and one of the researchers will come to you. Please remember that this is not a test and there are **no** right or wrong answers; we are interested in your own experiences and views.*

11. Answer any questions in front of the class.

On your desk you will find an information sheet and a consent form. I am just going to give you two minutes to read though the information, if you haven't already, and decide if you would like to take part. If you have any questions, please raise your hand.

12. Answer any questions raised by pupils at their desks.

If you are happy to take part in the survey, please write today's date [tell students' today's date] on your consent form and print first name and surname and sign the form.

13. Then hand out the surveys to pupils according to the names written on the post it notes on the front of the brown envelopes. Ask the teacher or another pupil to help you with handing the questionnaires out, as they will be familiar with student names.

14. If any pupils are absent from the class, place their questionnaire with the post it note still attached to the brown envelope to one side. You will need to pass these back to the fieldwork manager after the class.

15. Instruct students to:

- a) *Rip the sticky note off the front of the brown envelope they have been given and stick it to the table next to them.*

- b) Remove the questionnaire from the brown envelope.
- c) Read the instructions on the front of the questionnaire and the instructions for completing each question carefully.
- d) Complete the questions by putting a tick in the boxes provided and if they make a mistake to put an x through the box and answer again (put a tick in another box).
- e) When they have finished place the questionnaire back in the brown envelope on their desk.
- f) Raise their hand and one of the researchers will come and collect their questionnaire.

During the survey

- a) Walk along the aisles of your class tables, take in the consent forms and post in notes. Check that consent forms include both a first and second name, date and some kind of signature. If not, ask the pupil to include the missing first name/surname/date/signature.

For any student who is opting out at this stage, remove their envelope and consent form from their desk and put an N in the 'Outcome' column of the **Data Collection Record** and give them a **word search activity**, **suggest they do some quiet reading or work on a piece of homework.**

Students may also have said they do not want to take part when the questionnaires were being handed out so you will need to check that the ones that are returned to you by the teacher or pupil helping are all absent or if some are dissenting students.

- b) Answer any questions that arise
 - c) If any students show signs of distress, ask them discretely if they are ok. Follow the safeguarding procedures in the Reference section below, contact the field manager to speak with the student privately in the corridor if needed.
 - d) Keep vigilant in making sure students remain quiet and do not look at each other's answers.
 - e) Mark the register on the **Data Collection Record** using the post it notes removed from the top of the surveys and the returned surveys for absent pupils. Mark each consent form received in the "Consent received" column of the **Data Collection Record** and update the "Outcome" column for each student using the codes at the bottom of the page
 - f) On page 2 of the **Data Collection Record**, jot down your observations and questions students ask
 - g) Make a written or mental note of how many surveys you need to take back in.
1. If pupils finish early take their questionnaire in and pass them out a word search.
 2. 7 minutes before the session ends, tell students: *We have 5 minutes before the end of the session. If you haven't finished yet, that's fine. Please finish the page you are on and place your questionnaire back in the brown envelope.*
 3. 5 minutes before the session ends:
 - a) Ask all pupils to make sure their questionnaires are in the envelopes.
 - b) Collect any remaining envelopes and bring them to the front of the classroom.
 - c) Cross check the number of brown envelopes you have taken in with the number of consent forms and the register.
 - d) Place your register consent forms and completed surveys together, and wrap with an elastic band around the bundle ready to be packed away.
 4. Thanks the pupils for their participation and dismiss them. Reiterate: *that if any students are confused or concerned about something in the questionnaire they should speak to a trusted adult or a member of the research team or if they would like support in dealing with any issues they or someone they know are facing, we can link them with someone who can help, or they can call the numbers on the information sheet they received. Remind them that a list of services is provided on the information sheet and they should take this away with them.* If any students request to be linked to someone who can help, follow the safeguarding procedures in the "Reference" section below.

Before leaving the school:

5. Finish completing the **Data Collection Record**.
6. Give to the field manager any envelopes with post it notes with names of absent students attached.

7. Leave all completed questionnaires and consent forms with the field manager.
8. *Field manager:* Add information sheet, consent form and surveys for absent students to stamped addressed envelopes. Add post it note with absent student name to outside of the envelope. Give study liaison **absent students briefing sheet** and 1 **survey packet** for each student who was absent

Field manager returns to LSHTM. Fieldworkers make their way to their next destination. Back at LSHTM:

9. *Field manager:*
 - a. Check total number of surveys received from each class and that all consent forms have been collected and accurately completed. Check any discrepancies with fieldworkers immediately.

For reference

Student withdraws consent during the survey

If a student consents to participate, then decides to withdraw from the study after beginning the survey, take the following steps:

1. Take away their survey and provide them with a word search as an alternative activity (if they prefer to read quietly or do their homework that's fine too)
2. On the **Data Collection Record**, change the "Y" to an "N" in the student's "Consent received?" column. The student will be counted with any other students who have opted themselves out on the day of the survey; there is no need to single them out as one withdrawing consent midway.
3. Tear up the student's questionnaire and consent form and discard it with papers to be shredded (if available at the school) or pack the questionnaire away to be brought back to LSHTM for secure disposal. If you do the latter, please write 'withdrawn' on the front of the student's envelope before packing it away with the other surveys.

Students unable to participate or who need special accommodations

- Students with severe cognitive limitations that would prevent them from being able to consent to or understand should not have been asked to take part in the survey on this day. If you feel a student in your classroom has severe cognitive limitations but has still been invited to take part, contact the field manager, who will assess the situation and determine whether we can include them in the study. If any students in your classroom are excluded from the study for this reason, write "Y" in the "Ineligible?" column on the **Data Collection Record**.
- TAs who are normally in the classroom to work with a student are welcome to stay in the classroom during the survey, but to protect student confidentiality, they should not work with the student to complete the survey. The school has been warned of this in advance.

Safeguarding procedures

The survey may prompt some students to feel upset about something they have experienced or to disclose abuse. Please be aware of:

1. Any students who become distressed while responding to the survey
2. Any students who ask for support with an issue they or someone they know is going through. This could be anything that is harmful or potentially harmful; e.g. coerced sex, dating and relationship violence, abuse or neglect, mental health issues, or eating disorders

All safeguarding concerns should be directed to the field manager in the first instance who will defer to the school safeguarding lead, unless the student prefers to speak with a member of school staff. All pupils should have the option of speaking with the field manager if they prefer.

Queries, concerns and complaints (QCCs)

A query is deemed to be a substantial question or enquiry about an element of the Positive Choices study aims, design, or process where further information is being sought. A concern is deemed to be where a young person, parent or carer, or member of school staff expresses a worry about an element of the Positive Choices study aims, design, or process, without necessarily seeking further information, but which is not formalized as a complaint. A complaint is deemed to be a concern about any part of the study design, conduct, or research team that a young person, parent or carer, or member of school staff wishes to formalize as a complaint. In all cases we should aim to respond to these in a polite, informative and timely way.

You may respond to a QCC when one is raised; however, you are not required to do so and QCCs should typically be referred to the field manager to follow up.

If you do choose to respond to a QCC, responses to frequently asked questions are provided for your reference below. For each query, concern or complaint presented to you, please take the following steps:

1. Acknowledge the QCC
2. Where necessary clarify the details of the query, concern or complaint with the person making it
3. Make a note of the QCC and name and contact details of person making the QCC in the QCC table at the end of the **Data Collection Record**

4. If you choose to, respond to the QCC directly, referring to information in the “Responses to frequently asked questions” table below. Otherwise, tell the person making the QCC that you will pass their query, concern or complaint on to the field manager, who will follow up.
5. Whatever the outcome (whether you have responded to the QCC and it is resolved; you have responded but the QCC requires further follow-up from the field manager; or you have not responded to the QCC and are passing it on the field manager to follow up), finish completing the row of the QCC table at the end of the **Data Collection Record**.

Responses to frequently asked questions (reference for responding to QCCs)

Query or concern	Examples of potential questions	Response
<p>1 Study Purpose Benefits of study</p>	<p>Why are you doing this study?</p>	<p>Study aims</p> <ul style="list-style-type: none"> • We will use the information collected as part of this study to assess how well a new sex and relationship programme called Positive Choices and our methods of evaluating it work in secondary schools. • This research won't tell us whether the programme is effective. But it will tell us whether the programme is possible to deliver in secondary schools, and whether students and staff like it. This pilot study will also tell us whether it would be feasible and worthwhile doing a larger study which could tell us whether the programme prevents unintended teenage pregnancy and improves sexual health. • Overall, the study aims to contribute to improving relationships and sex education (RSE) in secondary schools. <p>How does the school benefit:</p> <ul style="list-style-type: none"> • The school gets to be involved in supporting important Government funded research that aims to improve RSE for children and young people in England. • Six schools will be randomised after the survey data is collected. If selected to receive the intervention as part of the pilot schools will receive free quality assured training in RSE delivered by the national Sex Education Forum (SEF) and support to implement the programme locally. Being involved in the programme would put participating schools in a great position for the implementation statutory RSE in 2019 and support their broader duty to promote pupil social and emotional wellbeing. Schools will receive detailed information on student RSE needs, which can be used to inform Positive Choices and other initiatives the school are planning. Involvement would also contribute to meeting Ofsted's requirement to communicate well with parents under the leadership and management judgement and to safeguarding requirements. • If selected to be in the control group schools will receive £500 for participation.

