



Kingsland CE Primary School  
Safeguarding and Mental Health Pupil Voice



Friday 10<sup>th</sup> October 2025

<b>What are we trying to find out?</b>	To understand pupils' views on how safe they feel in school and what supports their well-being and mental health.
<b>How does this link to the School Improvement Plan?</b>	Safeguarding responsibilities and pupils 'letting their light shine' through feeling safe, supported and cared for.

Questions	Pupil Responses
<b>1) Who would you talk to if you were worried about something at school or at home?</b>	Pupils were confident about who they could talk to if they had a worry. They mentioned their class teachers, Sophie the school counsellor, and the Mental Health Champions in Class 5 as trusted people they could go to for help. Some children said they would talk to God, and others explained that they use the Worry Monsters in Classes 3 and 5 to share concerns safely. Pupils felt that there were plenty of adults who would listen and help them if they ever felt worried.
<b>2) Do you feel safe in school? What makes you feel that way?</b>	Pupils said they feel really safe in school. They talked about there always being lots of teachers and adults around who they can go to for help. They also said the locked gates make them feel protected and that they know what to do if there was ever a fire because of the regular fire alarm drills. Overall, pupils said Kingsland feels like a safe and caring environment where adults look after them.
<b>3) What helps you look after your mental health or feel calm and happy when you're having a bad day?</b>	Pupils identified a range of things in school that support their mental health and help them to feel calm. Many said they like to spend time in quiet areas such as the library to read or think. Talking to a friend or trusted adult also helps when they are feeling upset. Some pupils mentioned bringing a teddy to school for comfort, while others use the friendship bench to find someone to talk to. Spending time outside, especially near the pond or in the meadow, helps them to relax and connect with nature. Pupils said that lessons about mental health and P4C also help them to understand and express their feelings more confidently.

<p><b>4) How do teachers and staff show that they care about pupils' wellbeing?</b></p>	<p>Pupils agreed that teachers and staff show they care in many ways. They help with work and with emotions, listen when pupils need to talk, and check in to make sure everyone is okay. Pupils said that adults in school are kind and supportive, and that they enjoy having lessons that focus on mental health and wellbeing. They felt that teachers genuinely want them to be happy and do their best.</p>
<p><b>5) What could the school do better to support pupils' mental health and safety?</b></p>	<p>When asked how the school could improve, pupils suggested that all classes should have regular lessons about mental health so that everyone learns about feelings and wellbeing. They would also like to have a film day every half term where each class watches an educational film linked to their learning. On the playground, pupils said they feel safe but would like to make sure there is always a first aid box available at breaktime as well as lunchtime. They suggested having one set person responsible for first aid during each break. A few pupils mentioned that sometimes holes are dug on the playground, which could cause someone to trip or fall, so they felt this should be checked regularly.</p>
<p><b>6) What do you understand about bullying?</b></p>	<p>Pupils demonstrated a clear understanding of bullying. They described it as being mean repeatedly, both physically and mentally, over a long period of time. They said that bullying is not acceptable and can happen for reasons such as jealousy or copying behaviour they have seen at home. Pupils explained that they have learned about bullying through stories, such as <i>Ratburger</i> by David Walliams, which helped them understand that some children who bully others may be struggling themselves. They agreed that it is important to be kind to everyone, even to those who are unkind, because "you don't always know what they're going through."</p>
<p><b>7) Do you feel safe on the playground?</b></p>	<p>Most pupils said they feel safe on the playground because there are enough adults around to help if needed. However, they noted a few small areas for improvement. Sometimes the first aid box isn't out at snack times like it is at lunchtime, so they suggested making sure one is always available. Pupils also mentioned that holes are sometimes dug during play, which could cause someone to fall, so they thought this should be monitored more closely.</p>

<p><b>What have we learnt?</b></p>	<p>From this pupil voice activity, we have learnt that pupils at Kingsland feel safe, cared for and know who to talk to if they have a worry. They value the trusted adults, quiet spaces, and outdoor areas</p>
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	that help support their wellbeing and mental health. Pupils recognise that teachers genuinely care about their feelings as well as their learning.
<b>What is the impact of this area of school life on the children?</b>	The focus on safeguarding and mental health has a strong positive impact on pupils at Kingsland. Children feel secure, valued and confident to share their worries with trusted adults. They are developing healthy ways to manage their emotions and recognise the importance of kindness and empathy towards others. This supportive environment helps pupils to be happier, more resilient, and ready to learn- allowing them to truly let their light shine.
<b>Areas to celebrate (share good practice)</b>	Good practice can be seen in our strong safeguarding culture, where pupils know who to talk to and feel safe around trusted adults. Wellbeing is promoted by Mental Health Champions, Worry Monsters, and regular opportunities for pupils to talk about their emotions. Staff build positive, caring relationships that help children feel valued and supported. Calm spaces like the library, meadow, and pond further support mental health, while lessons such as P4C help pupils explore feelings and develop empathy.
<b>Next steps</b>	Our next steps are to make sure all classes continue to have regular opportunities to learn about mental health and wellbeing, so this good practice is consistent across the school. We will review first aid arrangements at breaktimes to check that support is always available when needed. We would also like to keep developing our outdoor and calm spaces, giving pupils more chances to relax and reflect. Finally, we will keep gathering pupil voice feedback to celebrate what's working well and find ways to keep improving together.