



Kingsland CE Primary School



Pupil Voice – Safeguarding and Mental Health & Wellbeing

What are we trying to find out?	How can we improve the safety, support, and inclusivity of the school environment to ensure all pupils feel safe?
How does this link to the School Improvement Plan?	C2 – Mental health and wellbeing of pupils and staff D2 – Safeguarding

Questions	Pupil Responses
1) What makes you feel safe in school?	Many pupils shared that having secure gates, teachers, lunch supervisors and first aid-trained staff helps them feel safe, knowing that adults are around to look out for them. Pupils also mentioned that regular checks on playground equipment help them feel safe when playing outside. This feedback tells us that visible safety measures and adults who are there to help create a comfortable, protected environment, which is important to everyone’s sense of security.
2) If you ever feel worried or unsafe, what would you like the school to do to help you?	Pupils shared that they would like adults to keep an eye on them when they feel worried or unwell, and that calm spaces like the “Friend Bench,” the tent, and the library help them feel better. Some pupils mentioned that an additional Friend Bench would be helpful since it’s often used for games and hiding spots. Knowing how much these calm spaces mean to pupils shows us that expanding them could support more pupils and help everyone feel safer and more comfortable.
3) Who do you feel comfortable talking to at school when you need help, and why do you trust them?	Many pupils shared that they feel comfortable talking to teachers and friends when they need help, as teachers support them with work and personal issues, while friends offer comfort and encouragement on tough days. This shows us that having trusted adults and friends at school helps pupils feel that they have people who care and that they’re part of a supportive community, which is important to everyone’s well-being.
4) What do you think could be changed or improved at school to make it a safer and happier place?	Pupils generally feel that our school is a safe and positive environment, but suggested a few improvements. They mentioned that more private spaces with screens or sensory areas like the “Rainbow Room” would be helpful, especially for those needing a quiet place to focus or calm down. Many pupils also thought a school-wide suggestion box would allow them to share ideas or concerns privately, and that notebooks for each class could help gather suggestions. These ideas show that pupils value safe, quiet ways to share thoughts and access spaces that help them feel comfortable at school.
5) How do you feel about talking about your feelings at school?	Most pupils said they feel comfortable talking about their feelings with teachers or friends, describing them as “nice” and “approachable”. Some pupils also mentioned that they would

	prefer writing down their thoughts if they didn't feel like talking. Pupils shared about Class 3's worry monster and said that they think there should be one in every classroom. This generally positive response shows us that pupils feel encouraged to express themselves, though having more options like writing could help those who prefer different ways of sharing.
6) Can you describe a time when you felt really supported by someone at school?	Pupils shared moments when they felt supported, like friends cheering them on during Sports' Day, teachers helping in class, or friends showing kindness when they were sad. Teachers using humour to make them smile and friends standing by them during tough times made a big difference. These supportive moments are a huge part of the school's positive atmosphere, showing us how much a caring community means to pupils and how it helps them feel valued and happy here.
7) What does being treated with respect mean to you?	For pupils, respect means listening, being kind, and valuing everyone's voice, creating a fair and friendly environment for all. Knowing that pupils value respect demonstrates that a culture of kindness and fairness is important to our school's positive atmosphere and helps everyone feel included and valued
8) If you could change one rule or add a new one to make school a better place, what would it be?	Some pupils suggested small rule changes, like making PE uniforms more comfortable or adding a rule about "being helpful" to go along with "being ready." These suggestions show that pupils care about the rules and think about how they affect everyone's experience, which helps us understand what matters most to them in their daily school life.
9) What makes you proud to be part of Kingsland school?	Pupils shared that they feel proud to be in a school where everyone is included, no matter their background. Friendships, supportive teachers, and fair opportunities in sports and extracurricular activities make them happy to be here. Knowing that pupils feel proud of our inclusive practices and fairness shows us how important it is to continue these practices to make everyone feel they belong.

What have we learnt?	From this pupil voice, we've learned that pupils feel safe and supported at school but would appreciate more private, calm spaces for focus and relaxation. They value having trusted adults and friends to talk to and see a suggestion box as a helpful way to share ideas quietly. Pupils are proud of the school's positive, inclusive environment and want even more ways to feel comfortable and heard.
What is the impact of this area of school life on the children?	This area of school life helps pupils feel secure, valued, and supported, fostering a sense of belonging and well-being. The presence of trusted adults and calm spaces empowers pupils to express their needs and manage their emotions. Overall, these positive supports

	<p>contribute to a more inclusive, comfortable environment, helping pupils engage more fully in their learning and friendships.</p>
<p>Areas to celebrate (share good practice)</p>	<ul style="list-style-type: none"> • Pupils feel safe with the gates, supervision, and first aid and they appreciate having trusted people to talk to. • The support pupils get from friends and teachers helps create a caring school community. • A culture of respect, kindness, and fair opportunities is important to pupils and helps make our school a positive place.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Private or Calm Spaces: More spaces for privacy, focused work, or sensory needs could help everyone feel more comfortable. • Suggestion Box: A school-wide suggestion box would give everyone a quiet way to share ideas and thoughts. • More Ways to Express Feelings: Options like writing or a “Worry Monster” could help those who prefer to communicate in other ways.