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?	**D2**: Continue to increase awareness of **cyber security** **D3**: Continue to enhance provision for Personal Development including: reapply for **International School Award** and continue to develop international learning; continue the development of **restorative practice** principles and achievement of ARC Gold Award / **national ARC Learning Hub**

Questions	Pupil Responses
What helps you to feel safe in school?	Children reported that routines are vital in helping them to feel safe and secure in school – knowing what is coming and what to expect, and the consistent approach that the school takes is greatly appreciated. They like having a set seating place and a secure classroom environment, stating they like 'something that's mine so that I belong.' Children reported that teachers are extremely approachable, making them feel comfortable, and knowing that they can talk to an adult and an adult will help them – 'there is always an adult we can talk to'. Children also appreciate their friends who are a good support to them, as well as saying that calming music in the background helps them to regulate and stay focussed.
If you ever feel worried or unsafe in school, what would you do?	Children were confident in stating that they would 'tell an adult' if they were unsafe or unhappy, in the knowledge that the adults will always help them. They know that they can ask for a quiet conversation and appreciate the quiet spaces in school where this can happen e.g. library, Rainbow room. They also have trusted friends who they can talk to because 'they help us to feel better'. This reflects the emphasis the school places on relational practice and the development of secure support networks.
What do you think could be changed or improved at school to make it a safer place?	Interestingly, the children found this question quite tricky. They stated that 'school is already safe, so it's hard to make it better.' One child said, 'I love this school!' Children reflected and stated that having designated Y6 children to help (e.g. buddy, set up games etc.) might be an opportunity to further develop the school's provision.

What do we mean when we talk about mental health?	Children could clearly state that mental health involves 'thinking good things about ourselves'. They articulately described growth and positive mindsets, reflecting the school's recent focus on these areas; in particular, the ARC work.
How does the school help with managing your emotions?	Children described in detail numerous support mechanisms in school which help them to manage their emotions, including: calm spaces such as the Rainbow room, the Wildlife Wonder Zone and the library; adults to talk with them and help them to co-regulate, such as the school counsellor, school nurse and all the adults in school; how the school promotes positive and supportive friendships who are able to offer trusted advice and support; the focus on emotions / regulation / relational practice within classrooms, such as journaling, emotions displays, emotion check-ins, feelings charts, emotion balls.
Can you describe a time when you felt really supported by someone at school?	Children found this question quite tricky, again, because they were surprised at the possibility of this not happening. Children reported that 'everyone is used to helping and being kind' and that 'adults set a great example and it's just normal to help, so trying to think of specific examples is tricky.' They stated that people offer to help when they think it is needed, giving some examples such as 'when my dog died, everyone checked in with me' and 'when I broke my arm, adaptations were made so that I could join in.'
What could the school do to make you even happier at school?	Children stated that 'it's a very happy place and welcoming, so we're not sure what more could be done.' They appreciate the calm spaces and would encourage the school to continue to aim to provide these calm spaces – they think that classrooms, carpet spaces etc. are calm places and appreciate the spaces that are used for small group work. On reflection, children like the welcoming feel to Class 4 in particular, with the fairy lights, the plants, the book area and the welcoming layout, and stated that more fairy lights around the school would be good and calming music being played as they work would help them to feel even more calm and focussed.

What have we learnt?	We have learnt that children feel extremely safe and secure at our school, allowing them to let their lights shine fully. They feel very well supported by the adults in school who are always willing to listen and talk through any issues or problems. They appreciate that school's consistency of approach, focus on relational practice and strong routines, all of which help them to feel safe, confident and willing to take risks with their learning, knowing that adults are always there to support them. Children also have a good understanding of a positive growth mindset, knowing that mistakes will help them with their long-term learning.

What is the impact of this area of school life on the children?	The impact on the children is immeasurable in terms of ensuring children are in the best possible place to engage with their learning. They report that the school is a very happy and supportive environment, where they feel that they don't just BELONG but they all really MATTER.
Areas to celebrate (share good practice)	• The clear impact of the focus on relational practice • The supportive, safe environment that the children feel is tangible and clearly impacts on their readiness to engage with the learning, and let their lights shine • The children's appreciation of the support they receive from all adults in school • The positive impact of the school's focus on developing the children's understanding of managing their emotions
Next steps	• Continue to develop the learning environment to ensure a calming, secure environment, perhaps through considered lighting and music
Number of children / year groups involved in this monitoring activity	The School Council, 10 children from Y2 – Y6.
What were the Next Steps from the previous monitoring activity?	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.
Progress towards achieving the previous Next Steps …	First aid procedures and policy – first aid box / bags out at playtime and lunchtime. Cold pack bag also taken out. Each class has an emotions display / interactive display e.g. faces in Class 2 / reflection morning book in Class 4.
Date	13th November 2026