

## Pupil Safeguarding Survey October 2021

### 1. Year Group

[More Details](#)

<span style="color: blue;">●</span> EYFS	42
<span style="color: orange;">●</span> Year 1	41
<span style="color: green;">●</span> Year 2	40



### 2. I enjoy school.

[More Details](#)

<span style="color: blue;">●</span> Yes	120
<span style="color: orange;">●</span> No	3



### 3. Teachers listen to what I have to say.

[More Details](#)

<span style="color: blue;">●</span> Yes	112
<span style="color: orange;">●</span> No	11



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4. I feel safe when I am at school.

[More Details](#)

● Yes	120
● No	3



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5. There is an adult at school I can talk to if something is worrying me.

[More Details](#)

● Yes	121
● No	2



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6. The behaviour in my class is good.

[More Details](#)

● Yes	115
● No	8



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7. The behaviour at playtimes is good.

[More Details](#)

● Yes	110
● No	13



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8. My teacher helps to solve behaviour problems quickly.

[More Details](#)

● Yes	116
● No	7



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9. I understand what bullying is

[More Details](#)

● Yes	78
● No	45



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10. I have seen bullying at school

[More Details](#)

● Yes	17
● No	106



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11. Jigsaw helps me to understand how I feel.

[More Details](#)

● Yes	116
● No	7



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12. My learning helps me to look after my body and stay safe.

[More Details](#)

● Yes	116
● No	7



## **Strengths**

- The vast majority of children enjoy school, feel safe at school and know who they can talk to if they are worried about anything.
- The majority of children feel that behaviour in class and at playtimes is good and that the adults help to solve problems quickly.

## **Developments Actions**

- Specific children spoken to regarding their concerns that arose from the survey.
- Develop children's understanding of bullying through direct teaching in Jigsaw and friendship week (anti-bullying week) promoted in November
- Continue to embed Jigsaw, as it was mainly Early years children, who did not recognise how it can help understand feelings or how to look after our bodies
- NSPCC Stay Safe, Pantasaurus and Jigsaw Assemblies
- Meetings with Midday supervisors to continue to train about restorative practices and promoting positive play.
- Pastoral Support outside, supporting playtimes and lunchtimes
- Reinforce and articulate clearly with the children the behaviour expectations systems in school, including that some children learn differently and may react differently.