



## Children's Safeguarding Survey

**Please choose one answer for each question: Yes / No / I'm not sure**

**I feel safe and happy when I am at school.**

Yes **95%**                      No **1%**                      I'm not sure **4%**

**There is always a grown-up in school I can talk to if something is worrying me.**

Yes **99%**                      No **0**                      I'm not sure **1%**

**Adults in school listen to me when I want to talk.**

Yes **99%**                      No **0**                      I'm not sure **1%**

**I know what to do if I don't feel safe.**

Yes **97%**                      No **0**                      I'm not sure **3%**

**Adults help me feel calm and supported when I'm upset.**

Yes **99%**                      No **1%**                      I'm not sure **0%**

**I understand why we have rules in school**

Yes **96%**                      No **1%**                      I'm not sure **3%**

**Children in my class are mostly kind to each other.**

Yes **89%**                      No **0%**                      I'm not sure **11%**

**I know who the "safe adults" are in school (the people who help keep us safe).**

Yes **92%**                      No **1%**                      I'm not sure **7%**

**I know how to stay safe when I'm using the internet.**

Yes **95%**                      No **0**                      I'm not sure **5%**

**I feel confident asking for help if something doesn't feel right.**

Yes **89%**                      No **5%**                      I'm not sure **6%**



# Ormskirk West End Primary School

## Three Targeted Actions

### 1. Strengthen “Ask for Help” Confidence

Even though most feel supported, **11% are not confident or unsure.**

#### Action:

- Run regular **role-play or scenario-based sessions** (e.g. “What would you do if...”)
- Use simple scripts like: “*I don’t feel okay—can you help me?*”
- Reinforce that **all concerns are valid**, not just “big problems”

**Why:** This turns passive awareness into **active safeguarding behaviour.**

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### 2. Make “Safe Adults” More Visible and Memorable

With **7% unsure**, some children don’t clearly know who to approach.

#### Action:

- Display **photos of safe adults** in classrooms and corridors
- Use consistent language (e.g. “trusted adults” across the school)
- Revisit this in assemblies and PSHE regularly

**Why:** In a real situation, hesitation can come from **uncertainty about who is safe to approach.**

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### 3. Improve Peer Kindness & Inclusion Culture

This is the weakest area (**89% Yes, 11% unsure**)—not negative, but less secure.

#### Action:

- Introduce or reinforce **structured kindness initiatives:**
  - Peer mentoring / buddy systems



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- Circle time discussions on inclusion
- Recognition of kind behaviour (not just achievement)

**Why:** Safeguarding isn't just adult support—**peer environment strongly affects children's sense of safety.**