

Contextual Safeguarding School Assessments & Context Mapping

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The vast majority of children and young people will have an education experience which is largely positive, where they develop a sense of their own self and emotional resilience as *currency* to compliment the academic success they achieve.

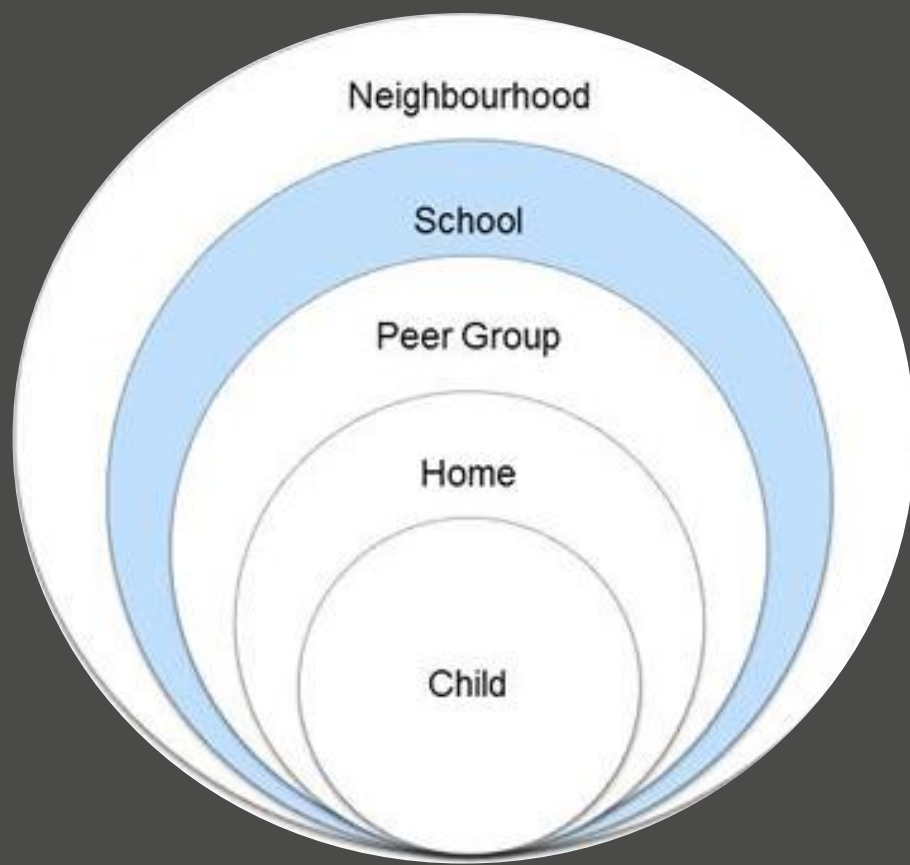
But for some young people, their experiences are not quite so positive, or they may feel unsafe at school.

Girlguiding (2017) found **62%** young women surveyed had encountered sexual harassment in school. The NSPCC note in the same period; over 5000 sexual offences recorded in Schools across the UK.

Contextual approaches to Safeguarding help practitioners to understand and assess risk to children and young people beyond their family or home, and may be useful to address extra familial harm in / around schools. Context mapping a key element to this.



Contextual Safeguarding emphasises the importance of addressing risk & vulnerability in each context of a child / young person's life by focusing on the places and spaces they spend their time; who they are with and what they are doing



Contextual Safeguarding relies on agencies working in partnership to address risk and vulnerability through multi-agency approach.

It helps rebalance relationships between teachers, social workers, youth workers & the police

Many schools will already be working contextually; albeit informally.



Schools are in a unique position to respond contextually, and have an opportunity to work with children & young people in some of the spaces and places that they already exist.

Settings can help provide the missing piece of the jigsaw; context and relevant information that might otherwise get missed.

Why Schools?

Context assessments and participatory mapping can empower practitioners to better understand the lived experience of pupils. Context mapping simply means working with pupils to understand their perception of risk or safety within a defined area, such as the school. It can:

- ✓ Uncover risks and strengths within school contexts associated to young people's experiences of safety and abuse
- ✓ Draw upon aspects of the environment to build a picture of how the school can be safer for young people
- ✓ Allows non-personal disclosure of vulnerability; empowering pupils to identify risky contexts

There are some slight differences in how you would undertake a context mapping exercise in Primary and Secondary schools, but the process is largely similar. The following slides visually depict examples of context mapping. The process is simple and can be undertaken universally in class as part of PSHE lessons, or during targeted sessions with smaller cohorts of pupils.



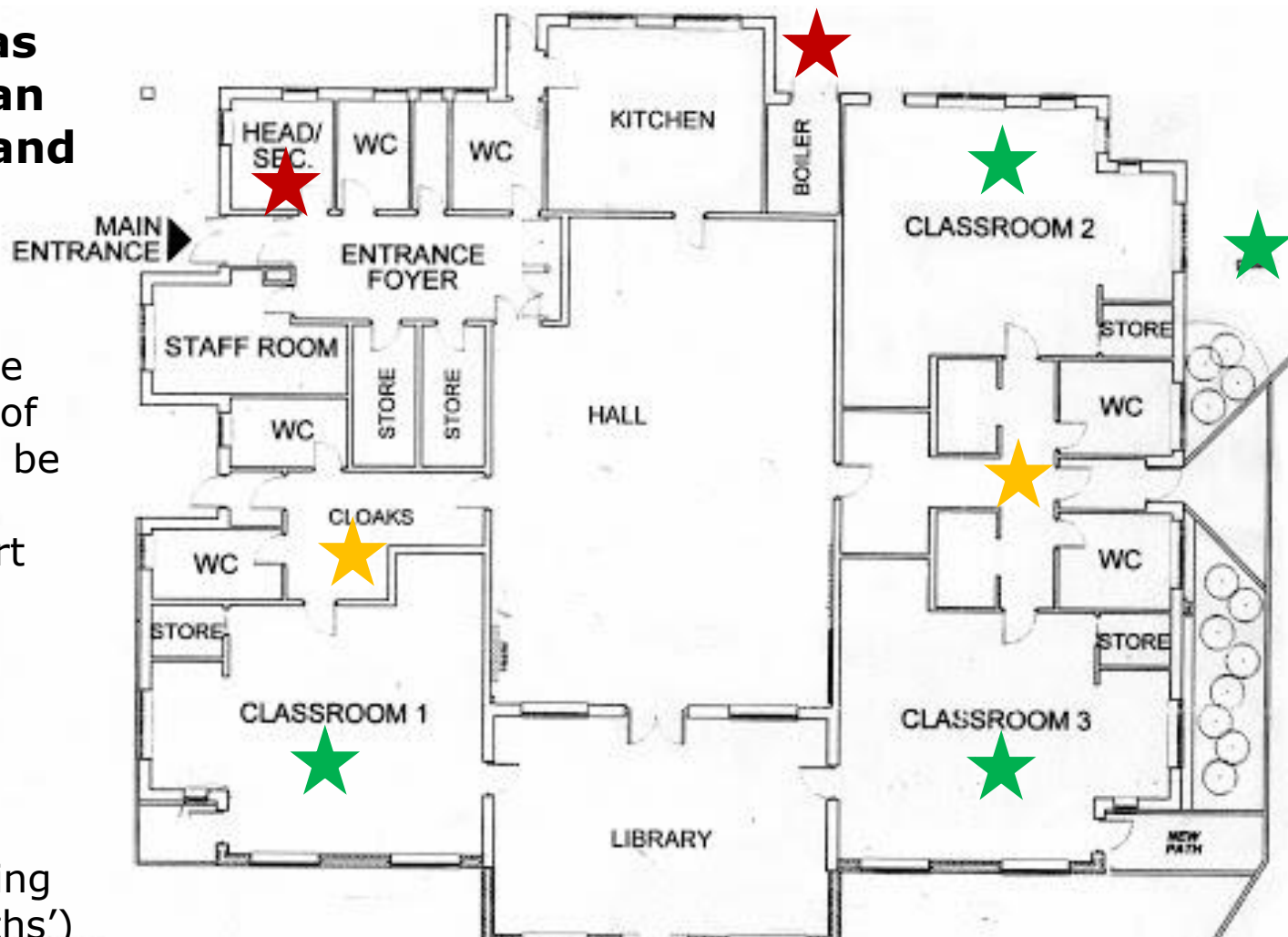
Context Mapping



Context Mapping for Primary Schools

How many areas of the school can you recognise and name?

- A large 'birds eye view' style map of the school could be displayed on a screen to support pupils in this discussion.
- Teachers should avoid over-scaffolding or modelling ('putting words into mouths') but rather use well considered questions to enable pupils to explore their thoughts and feelings.



I do not like being in this part of the school. I feel unsafe or anxious.



I don't mind being in part of the school. It's OK.



I like/enjoy being in this part of the school. I feel safe in this area.

Context Mapping Information Capture



Places I feel safe or
people I feel safe with



Places and people I
don't mind being with

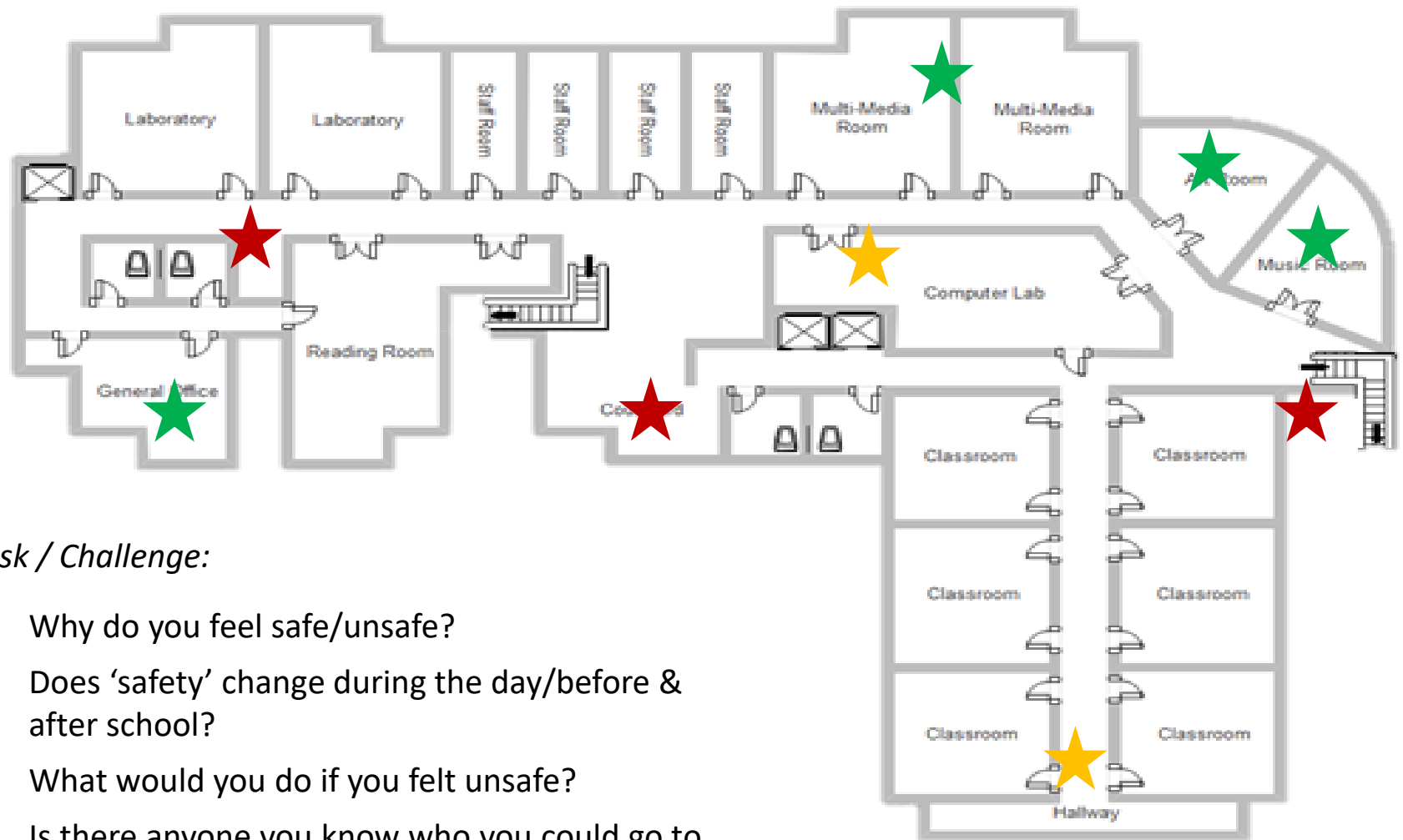


Places I feel unsafe or
people who make me
feel anxious

Questions to facilitate pupil discussion (primary school):

- Which areas do you enjoying being in? Why do you like being in these places? Can you explain?
- Which areas of the school feel less positive? Can you explain your thinking?
- Are there any areas of the school where you feel unsafe, worried or even scared? What made you feel unsafe or scared; was it the place or the people around you?
- What would you do if you felt unsafe, anxious or scared?
- Is there anyone you know who you could go to for help?
- What would you expect that person to do to help keep you safe?
- Do your feelings of ‘safety’ change during the day?
- In terms of your happiness and safety, how do you feel before & after school?
 - Explore the responses and thoughts – make connections between events at home and how, sometimes, they can impact on our feelings and emotions.
 - Make connections with friendships, social contact, modes of transport.
 - Could discuss ‘after-school club’ activities.

Context Mapping for Secondary Schools



Ask / Challenge:

- Why do you feel safe/unsafe?
- Does 'safety' change during the day/before & after school?
- What would you do if you felt unsafe?
- Is there anyone you know who you could go to for help?
- What would you expect that person to do to help keep you safe?



**I do not feel
safe in this
area.**



**I could be
safe in this
area.**



**I feel safe
in this area.**

Example of a hand-drawn context map






I do not feel
safe in this
area.



I could be
safe in this
area.

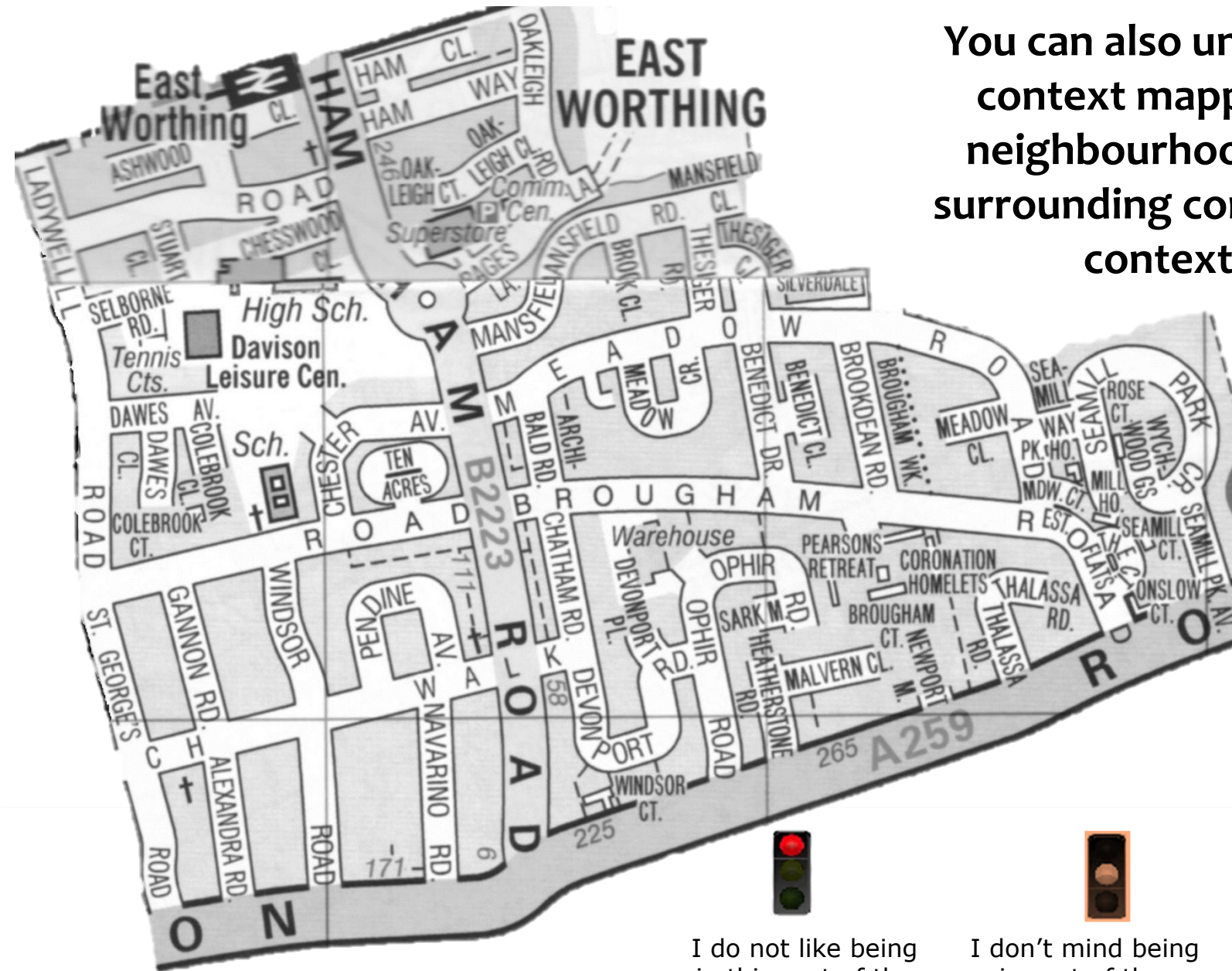


I feel safe
in this area.

Locations, people and further details	
 I feel safe in this area.	Staff rooms, general office, PE department, canteen - lots of people around if I need help, CCTV in canteen
 I could be safe in this area	Outside canteen/courtyard - lots of people around. Teachers nearby but not watching over us all the time
 I do not feel safe in this area	Ramp outside Tech building - unlit/quiet, no teachers, bullying and touching, School field - fighting, bullying
Safety Plan:	Staff patrolling outside areas during breaks, Duty 'on call' member of SLT One-way system around school to stop cyp congregating Hallways closed at break/lunchtime unless for clubs, Tree/wooded area at back of school field prohibited

Context Mapping Intelligence Capture

You can also undertake
context mapping of
neighbourhoods and
surrounding community
contexts



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in this part of the
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unsafe or anxious.



I don't mind being
in part of the
school. It's OK.



I like/enjoy being
in this part of the
school. I feel safe
in this area.

Questions to facilitate pupil discussion (Secondary school):

- Which areas of the school do you most like being in? Why?
- Which areas of the school feel less positive? Can you explain your thinking?
- Are there any areas of the school where you feel unsafe, worried or even scared? What made you feel unsafe or scared; was it the place or the people around you?
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 - Make connections with friendships, social contact, modes of transport.
 - Could discuss 'after-school club' activities.
 - Are there people or places in the community that add to your sense of safety or risk?

Context Mapping Information Capture Templates

When conducting a Context Mapping exercise with pupils, you may wish to use the templates provided or create your own.

The most important parts of Context Mapping are to capture the information provided and act upon it, ensuring pupils know who and where to go if they feel unsafe at school.

Context Mapping Information Capture



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people I feel safe with



Places and people I
don't mind being with



Places I feel unsafe or
people who make me
feel anxious

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Locations, people and further details



I feel safe
in this area.



I could be safe
in this area



I do **not** feel safe
in this area

**Safety
Plan:**

Context Mapping Information Capture

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