



student
voice
listen speak act

STUDENT VOICE PROJECT 2018

STUDENT SAFETY REPORT

Results from BCE Activating Student Ideas Unit

Prepared by Censeo Consulting Pty Ltd on behalf of



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Activating Student Ideas Unit 2018

This report provides a summary of the feedback from the Student Voice Project 2018, involving over 500 students from seven participating BCE schools.

Background

Brisbane Catholic Education (BCE) schools are committed to being safe and nurturing communities where students feel safe, valued, respected and included. As part of this, students can expect to be provided with necessary education to foster their ability to advocate for, and participate in, their own and others' safety.

The BCE Activating Student Ideas Unit (ASI) was designed to provide meaningful ways for students to have their say on ways to build and sustain safe school communities.

The ASI Unit 2018 was part of a broader initiative piloted across seven participating BCE schools. Over 500 students participated in the project, from 27 classes in Grades 5 to 9. Based on student feedback, the 2018 Project focused on co-creating safe school communities with students.

A series of six structured lessons were facilitated by teachers. Across them, students were given the opportunity to identify and discuss a number of key content areas on safety and solutions:

Key Content Areas

ASI lessons covered the following areas:

- What being safe and unsafe at school means to students
- Safe and unsafe times and spaces in the school environment, and how these could be made safer
- Safety concerns for students, and ideas on how to respond to these
- Current school safety initiatives, and perceptions of their strengths, weaknesses and how they could be improved
- Ideas on what students and adults in school can do to make their school a safer community for everyone

A mix of qualitative and quantitative data was collected from students through lesson workshops and online survey.

Research specialists, Censeo Consulting Pty Ltd were engaged by BCE to consolidate, analyse and report on the feedback students provided throughout the Activating Student Ideas Unit.

This report provides a summary of the findings.

Participating Schools

- St Francis College, Crestmead
- Emmaus College, Jimboomba
- St Joseph's Catholic Primary School, Bracken Ridge
- Mary MacKillop College, Nundah
- St Augustine's College, Augustine Heights
- St Peter's Primary School, Rochedale
- Queen of Apostles Primary School, Stafford



Safe & Unsafe

Times & Spaces

Safety Concerns

Safety Initiatives

Ideas

How Students Conceptualise Safety

Students provided word and short phrase associations on what they consider safety is and isn't, including:

- what safe/unsafe looks, sounds and smells like
- the people, places, times and things that contribute to students feeling safe/unsafe
- feelings and behaviours associated with feeling safe/unsafe.

The wordclouds below capture students' feedback. Font size is used to reflect how common different associations are across the students who participated, where larger font represents more common associations.

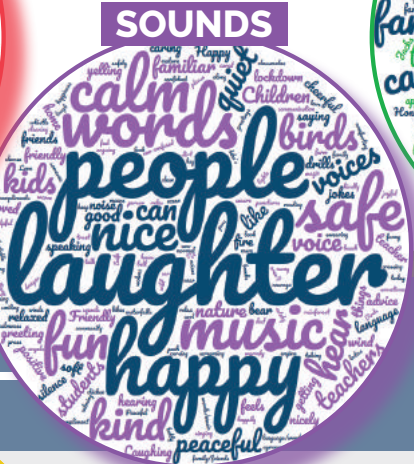
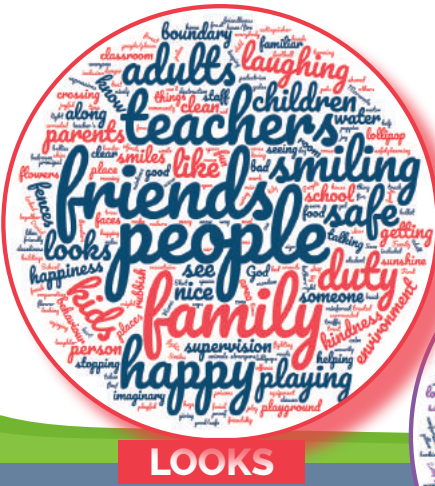
What Safety Is

Top 5 Associations of what **safety IS...**

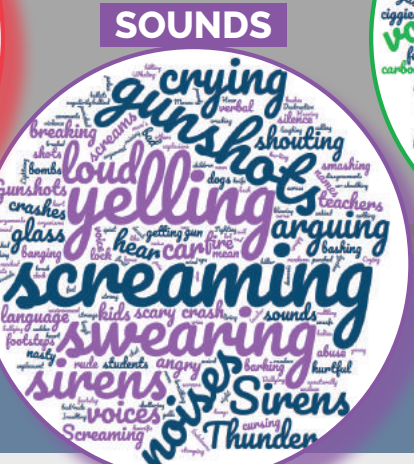
LOOKS	SOUNDS	SMELLS	FEELS	PLACES	TIME/EVENT	BEHAVIOURS
Family Happy Friends Smiling Teachers	Birds Calm Music Happy Laughter	Fresh Clean Flowers Perfume Tuckshop	Warm Loved Secure Protected Happiness	Home Office School Library Playground	Fete School Lesson Playtime Lunchtime	Nice Happy Helping Kindness Laughing

Top 5 Associations of what **safety IS NOT...**

LOOKS	SOUNDS	SMELLS	FEELS	PLACES	TIME/EVENT	BEHAVIOURS
Fire Dark Guns Fighting Bullying	Yelling Crying Swearing Gunshots Screaming	Gas Blood Smoke Alcohol Body odour	Hurt Scared Unhappy Butterflies Uncomfortable	Oval Toilets Carpark Playground After-school	Night Lunch Carnival Lockdown Lunchtime	Yelling Kicking Bullying Swearing Punching



What Safety Is Not



Safe & Unsafe

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SCHOOL TIME OF DAY

When do Students Feel Safest?

Students were asked to indicate how safe they feel on a scale of 1 (very unsafe) to 10 (very safe) at various times during a normal school day, including before and after school.

Averaged across all time periods, students gave a mean safety rating of 7.9 out of 10, indicating a reasonably high sense of safety. During school hours, the mean rating was slightly higher at 8 out of 10.

Students are least likely to feel safe before school starts (mean 7.1), with 13% indicating that they feel unsafe before school, and only 35% feeling very safe. At all other times of the day more than half of students said they feel very safe.

Students feel less safe before school than at other times during the day because there is less supervision at school in the morning and they are less likely to be surrounded by friends and peers.

Both before and after school, many middle school students experience a supervision gap; they are not yet, or no longer under school supervision, but also no longer (or not yet) under parental supervision as they make their way to and from school. This can lead students to feel somewhat unsafe during those times.

Some differences were found between gender and grade groups, though none significant. Girls reported feeling slightly less safe than boys both before and after school. Overall, Year 7 students are least likely to feel safe throughout the day, while Year 9 students are most likely. Some schools also showed more concern before and after school than others. This related to busy roads, strangers and after school care.

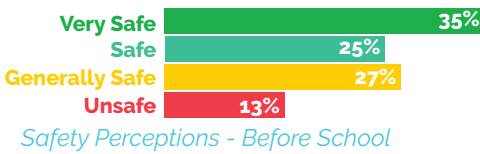
BEFORE SCHOOL

What makes this time feel Safe...

- Lots of staff and teachers at school
- Still with their family
- With friends
- School is a safe environment
- Enjoy going to school

What makes this time feel Unsafe...

- Limited supervision at school before hours
- The journey to school (public transport / walking)
- Not many people around
- Friends aren't there yet
- School gates are open and anyone can enter
- Lots of cars and traffic
- Silly or aggressive behaviour from peers
- Feeling cold / tired



Safety Perceptions - Before School

N=491

AFTER SCHOOL

What makes this time feel Safe...

- At home or with family
- Get picked up by parents
- Lots of people and known adults around
- Still with friends
- School pick-up and bus points supervised by teachers
- Time to relax and do enjoyable activities

What makes this time feel Unsafe...

- Getting home by public transport/walking, especially if they travel by themselves
- More likely to be alone
- Gap in supervision - between teachers & parental supervision
- Lots of unknown adults around
- Not many teachers supervising at school at home time
- Lots of cars

Students typically feel SAFE when:

- Adequately supervised by trusted adults (teachers or parents)
- With friends
- In a familiar, predictable, and contained environment (eg. classroom)

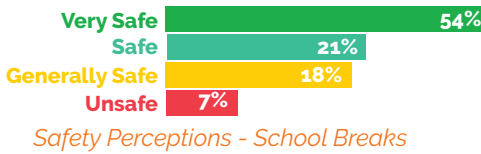
SCHOOL BREAKS

What makes this time feel Safe...

- Get to hang out with friends
- Safety in numbers when surrounded by friends
- Teacher supervision
- Playing and having fun (no work)
- Get to eat and refuel
- Designated grade-specific play areas

What makes this time feel Unsafe...

- Low teacher to student ratio in the yard - they can't be everywhere / see everything
- Can get hurt accidentally (eg. hit by ball, falls)
- More chance of getting hurt / bullied by other students during breaks
- Anti-social behavior by other students (e.g. swearing, fighting)
- Exposed to older students
- School grounds / oval is open - stranger danger
- Potential for friendship drama



Safety Perceptions - School Breaks

N=491

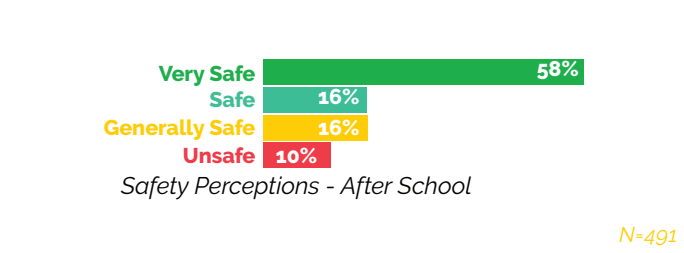
DURING CLASS

What makes this time feel Safe...

- Teacher supervision
- Surrounded by peers/friends
- Supportive / kind teachers
- Familiar environment
- Classroom is a contained environment with small numbers
- Behaviour of students is closely monitored
- Nothing to worry about except schoolwork

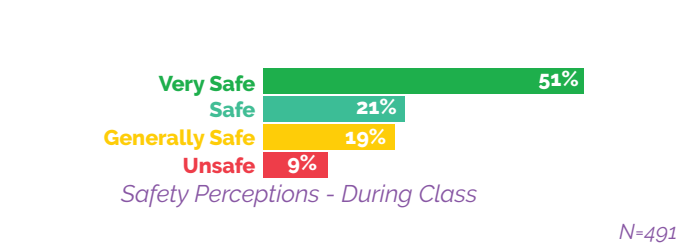
What makes this time feel Unsafe...

- Don't like school or the lesson
- Feeling tired
- Self-conscious or socially anxious
- Nervous about something going wrong
- Only one teacher in classroom and sometimes they need to step out



Safety Perceptions - After School

N=491



Safety Perceptions - During Class

N=491

Students typically feel UNSAFE when:

- Limited supervision (teacher to student ratio)
- Alone or not with friends
- Less structured activities - more chance of getting hurt either accidentally or deliberately
- Exposed to unknown adults or older students (the latter particularly for year 7 students)

STUDENT PERCEPTIONS OF Safe and Unsafe School Spaces

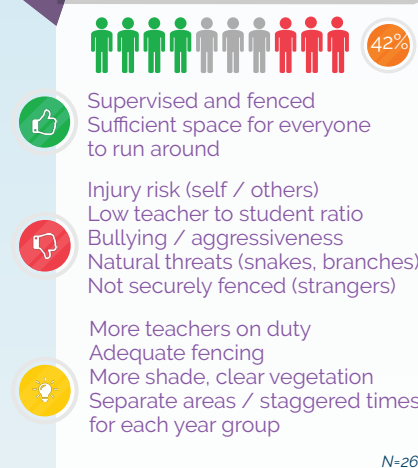
Overall, most students do not tend to think of school as being unsafe. For those areas where students are more likely to consider unsafe, the following suggestions were commonly made for improving sense of safety:

- Increased teacher supervision
- Better behaviour by students
- Ensuring separate spaces (or access times) for each year level
- Improving infrastructure to remove physical hazards / restricting access to areas

Playground



Oval



Science / Kitchen Room



Buildings / Classrooms



School Gardens & Lawns



Toilets



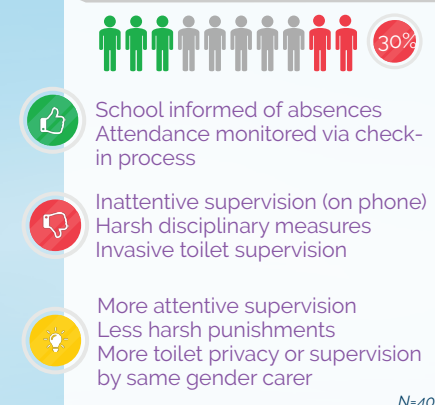
Tuckshop & Eating Areas



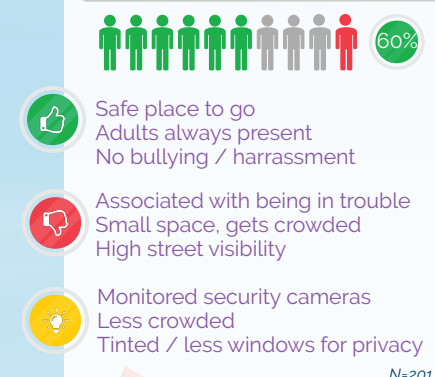
Lockers / Play Area



Before / After School Care



Staff / Admin Offices



Groundsmen sheds



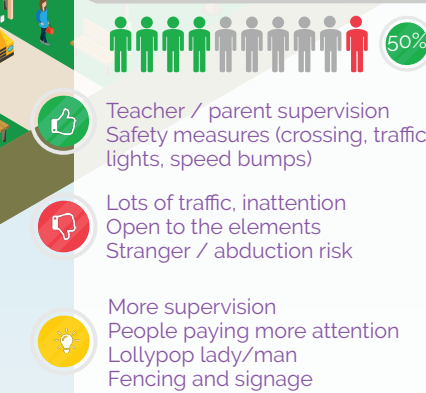
Basketball / Multicourts



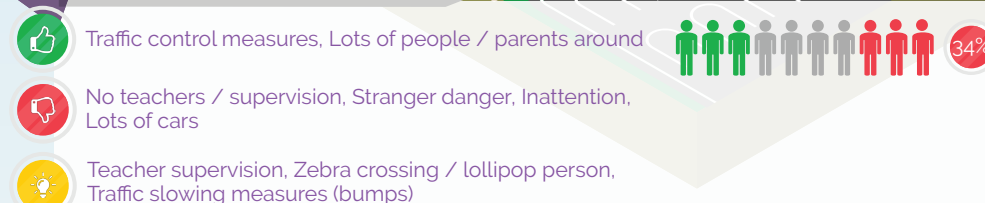
Library



Carpark / Bus Stop



Surrounding Streets (to/from School)



SAFETY CONCERNS

What do Students Worry About?

The most common safety worries for students are:

- Threats from someone outside the school environment
- Bullying and anti-social behaviour

Mental health and wellbeing (including suicide and self-harm) and academic performance emerge as concerns for a minority of older students, and among these students are perceived as likely to occur.

Self & Peers

Middle schoolers frequently expressed worries relating to themselves and their peers. These types of concerns are the most likely to be faced by students, who often indicated a high likelihood of occurrence.

Bullying (physical and verbal) - was the most frequently noted concern and was discussed in some form by students in all participating schools and grades, including some specific mentions of cyber bullying. Concerningly, bullying is considered likely to occur, and reasonably serious when it does. Students feel that this behaviour often goes unresolved for a number of reasons - often the victim is embarrassed, scared, or not willing to talk about it, and peers are scared to report it out of fear of retribution. The school may not be aware of the issue, and if they are, may not impose sufficient consequences on the perpetrators, or follow up to ensure it does not continue. Sometimes it is not treated as serious by peers, teachers, or parents, including parents of perpetrators who may set a bad example or defend their child's actions.

Social and friendship issues include arguments in girl friendship groups, fair play, arguments over games on the school oval and courts, rumours and gossip, exclusion, romantic relationships and peer pressure. The majority of discussion on these topics came from year 5, 7 and 9 students. Students with these social worries (e.g. friendship issues, exclusion, feeling judged), realise that these issues are likely to occur, but do not believe they carry serious consequences.

For a minority of Year 7 students, **mental health issues** and substance use worries also emerge as

an issue. These concerns related to anxiety attacks, self harm and suicide, and substance misuse (drugs, alcohol and smoking). For those concerned, the risks are very likely to occur and potentially severe.

School Infrastructure, Procedures & Staff

Many students have worries relating to school infrastructure, procedures and staff. In aggregate these worries are considered moderately likely to occur, and moderately serious, however some are perceived to be more severe.

The most common of these worries, particularly for students in Years 5, 6 and 7, relates to **personal privacy in toilets**, particularly other students being able to look over and under stall doors. Some students also mentioned taps being turned off under the bubblers or in the bathrooms.

Getting in trouble from staff for minor infractions (e.g. being late, running on concrete, forgetting materials) is also a worry, including **concern about physical actions from staff**.

Some students are concerned about **lockdowns and the stress** they create. Other worries relating to school infrastructure range from minor concerns about accidents and injuries on school grounds (slipping on wet pathways, scratches, broken play equipment), or uncomfortable classroom conditions (no air-conditioning on hot days, too crowded), to more serious risks such as falling tree branches, science lab incidents, and old school structures or buildings collapsing.

External Threats

External threats are student concerns originating from outside of the school environment. These include **threats from other people, and threats from the natural environment**. Many of these threats are considered unlikely to occur. Their severity ranged from moderate to very severe depending on the threat.

External threats discussed by students included strangers entering the school, unsecure or unfenced grounds, school shootings, child abuse, carpark, road safety and social media. These topics were discussed by students in a range of schools and year groups.

In response to **social media**, students feel that kids need time away from technology. They should watch the language that they use, report unacceptable behaviour, and not talk to people online that they don't know personally.

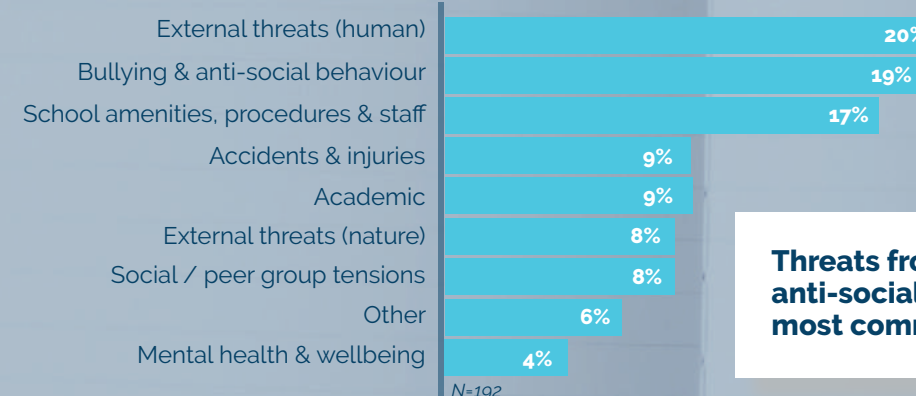
Academic

Academic stress is another concern that emerged for a minority of Year 7 students. These concerns relate to worry about grades, completion of homework assignments, and exams. These students are moderately likely to experience performance concerns, but do not perceive the outcome of this worry to be serious.

Types of threats that worry middle school students:

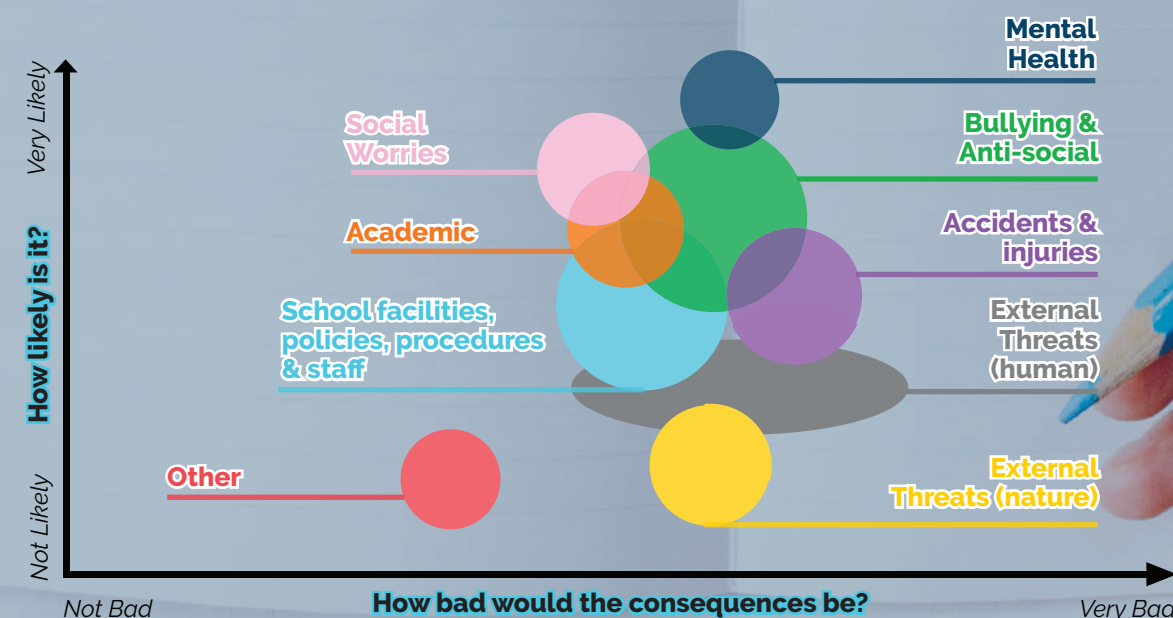
SELF & PEERS	SCHOOL AMENITIES, PROCEDURES & STAFF	EXTERNAL THREATS	ACADEMIC PERFORMANCE
Bullying & anti-social behaviour - Physical & emotional bullying - Peer pressure - Teasing - Fights - Swearing - Gossip Social worries - Friendship issues - Exclusion - Feeling judged Mental health - Suicide & self harm - Substance use - Anxiety attacks	School facilities, policies, procedures & staff - Privacy in toilets - Lockdowns - Minor infractions - Uncomfortable conditions due to weather - Physical contact from teachers - Broken play equipment Accidents & injuries - Minor accidents caused by school infrastructure - Potentially serious accidents (science lab, falling trees / buildings)	Threats caused by / related to humans - Extreme events (school shootings, terrorist attacks, abduction) - Carpark and road safety - Strangers entering school - Child abuse - Cyber safety on social media Natural threats or events - Fire - Flood - Tsunami - Birds / snakes	- Finishing assignments on time - Getting a bad grade - Test / exams

Common Student Worries



Threats from strangers, bullying and anti-social behaviour are students' most common worry

How worries compare in terms of perceived likelihood & severity



STUDENT PERCEPTIONS OF School Safety Initiatives

PROGRAMS

Students commonly associated the following **programs** with safety at school

INITIATIVE 	PURPOSE 	WHAT'S LIKED 	WHAT'S NOT LIKED 	STUDENTS' SUGGESTED IMPROVEMENTS 
 School Assembly	Keep us informed and enable us a voice	- Shared understanding: helps us all to do the right thing - Reminders, notices, recognition (awards)	- Sitting down for too long - Not all students pay attention so information can be missed	- Movement breaks every 15 minutes - All students listening
 Bullying No Way!	Raise awareness of bullying and teach strategies for how to respond if bullied	- Makes us more aware - Stop a lot of bullying - Helps us feel safer - Gives us fast responses to bullying - Involves adults we can go to for help	- Bullies don't listen - Not all students pay attention - Doesn't elaborate enough on how not to be bullied	- Bullies don't listen - Not all students pay attention - Doesn't elaborate enough on how not to be bullied
 Cyber Safety	Teach us about being safe online, especially social media	- Fun and relevant - Applied learning: uses your own social media profiles - Helps to communicate and share ideas	- Can feel unsafe exposing profile to classmates - Excludes those who do not have a social media account - Many people still bully online - Awareness scares us from social media	- More apps to help us with safety - Allow us to keep account on private for sessions - More sessions to teach the hidden dangers of social media - More inclusive of students without an account
 Daniel Morcombe Safety Program	- Teach us about personal safety - Red shirts are worn to honour Daniel Morcombe's death	- Makes us more aware - Teaches us to recognise, react and report - Teaches us to stand up for ourselves - Allows parents to have less stress about their child's safety	- Same, repeated each year - Some people make fun - It's not brought up enough in class when a student gets in trouble	- Change program slightly each year (less repetition) - Make it easier to understand - Reinforce learnings at other times in class
 Emergency Drills	Teach us safe practices on what to do and where to go when there is a fire or lockdown	- Lets us know what to do in a real situation - Helps us understand safe an unsafe practices - Prepares us	- Not frequent enough - Doubt effectiveness in real-life - Not taken seriously - Being away from classroom when the drill occurs	- Practice more often - Make it simpler (e.g. 3 steps to follow in a fire) - Students take it more seriously
 Personal Development Lessons	- Speakers motivate us - Teach us to persevere and how to bounce back from tough situations	- Real life stories - Inspirational - Interactive - Learning through video - Journal writing		- More guest speakers, activities & themed lessons - Stories more closer to age groups - More relevant - Be clearer on what the intended learnings for students should be
 Student Voice Program	- Teach us about safety - Provide students a voice about safety at school	- Enables opportunity to speak up - Builds confidence in speaking up - Learn about safety & resources - Helps improve our school safety		- Role play or games (fun) - Better listening to others - Tailored to year levels - Smaller groups - More support for shy students to speak up
 Pastoral Care Lessons	Teach us life skills, study plans and personal growth	- Learn new things - Build relationship with Pastoral Care staff		- More frequent - Longer lessons

Other programs raised by some students include: Adopt a Cop, sporting program, Wellbeing Week, Rock and Water, and school camp

Safe & Unsafe

Times & Spaces

Safety Concerns

Safety Initiatives

Ideas

STUDENT PERCEPTIONS OF School Safety Initiatives

PEOPLE / ROLES

Students commonly associated the following **roles** with safety at school.

INITIATIVE 	PURPOSE 	WHAT'S LIKED 	WHAT'S NOT LIKED 	STUDENTS' SUGGESTED IMPROVEMENTS 
 Friends	- Be there for us - Help us with worries - Guide us in the right direction	- They are there to help when you need it - They are caring people	- Arguments - Bossiness or blame - Don't listen and give you space - Hurt you physically and emotionally - Can sometimes be hard to find	- Teach us friendship skills - Extra playtime 'Get to know you' sessions with other classes and mix grades - Class debrief after an issue
 Guidance Counsellor	- Listen to our worries or problems with school, home or work - Provide guidance, emotional support and teach us life lessons	- Skilled and caring people - Always there at school - Easy to access (no appointment needed) - Always listen to us, never disrespect us - Feel safe and understood - Opportunity to discuss feelings - Help us with our worries	- Can be embarrassing - Might judge, not believe us, or tell parents - Don't always understand - Talking only doesn't always solve issue - Can be hard to find them if you don't know who they are - Often busy	- More Guidance Counsellors per school - Posters and pictures so we can know who they are - Provide problem-solving strategies - Build more comfort and trust
 Head of House	Listen to and help resolve our worries and small problems	- Help us work things out - Know who they are and where they are located	- Only see them once a day - Unable to help us with everything - Sometimes unavailable	- Doing what they say they will - Act faster on issues - More time with students in the home room to build connection
 Pastoral Leader or Officer	- Teach us about God and faith - Available to talk and listen to our education problems - Organises pastoral activities	- Respectful - Always listen to us - They know us (familiarity) - Inspires us to be a better person	Sometimes unavailable as they have their own classes	- Increase awareness - introduce at assembly - More time to work with us - Lessons with the Pastoral Officer - More active and visible around class and playground
 Principal	- Respected school leader - Eyes and ears of the school - Sets the expectations and rules that we follow - Protect and keep students safe	- Trusted - Can take action and make things happen - Keeps students safe - Improves things that need fixing - They are there for you and your situations	- Not always available to help - Some things don't get actioned - Can feel uncomfortable or nervous to approach - Sometimes people don't think to go straight to the principal	- Have a Secretary to help manage availability - More student contact (e.g. visits to classrooms) - Better responsiveness to student/ teacher requests - More approachable
 Student Protection Contact	- Protect and care for us when we feel unsafe / uncomfortable - Listen to and support us with worries or problems - Teach us about safety	- Trained and skilled - Trusted adults - Able to discuss feelings safely - Feel safe, believed and understood - Helps us with our worries - Know where to locate them	- Not widely known - Don't always understand us - Sometimes busy - Can be nerve-racking / uncomfortable - Might judge, not believe us or tell parents	- Increase awareness of who (e.g. introduce at assembly, posters and pictures so we can know who they are, where to find them, what to do and expect) - Available more often - Strengthen rapport with students so interactions are less awkward / nerve-racking
 Teachers	- Teach us and care for our learning - Supervise and take care of us - Teach us to stay safe and self-aware - Listen to and support us with worries or problems	- Caring and understands us - Familiar person - Always one present - Keep us safe - Keeps order and takes charge – we listen - Supportive when we need help - Try to resolve issues	- Can't be everywhere or see everything - Sometimes things don't get resolved, particularly complex issues - Busy – don't always have time for us - May not always take us seriously - Sometimes help can take too long - Being too bossy / yelling	- Allow teachers more time for us - More presence around the school grounds to enforce safety - Take us seriously - Security cameras - Give focus to everyone's perspectives - More assistance to help us focus and keep on track

Other people / roles raised by some students include: Head of School and Lollipop Person

STUDENT PERCEPTIONS OF School Safety Initiatives

RESOURCES

Students commonly associated the following **resources** with safety at school

INITIATIVE	PURPOSE	WHAT'S LIKED	WHAT'S NOT LIKED	STUDENTS' SUGGESTED IMPROVEMENTS
 Safety Poster	- Educate us on how to keep safe (what to do and who to contact when feeling unsafe) - Visually show us safe and unsafe places at school, and where to evacuate in an emergency - Teach us to 'Recognise, React, Report'	- In places that are easy to see - Visual learning - Useful information - Helps us feel more safe - Encourages us to stand up for ourselves	- Not always in obvious places - can go unnoticed - Not enough - None outdoors - Writing is too small - Can get hidden by other things, vandalised or ripped - People walk past and don't pay attention	- More of them in more places - Put on PCs and outside walls and fences - Bigger, bolder and more colourful - More engaging e.g. more photos, images, cartoon - Easier to read - Remind us about them
 Safety Network Cards	Provide easy access to contact details of trusted people we can contact if we feel unsafe or need support	- Helpful contact numbers - Available in every classroom - Know who to contact when in a bad situation - Pocket size – easy to travel with 24/7 contacts - Makes places feel safer	- Easily lost, forgotten or ruined - Small text, hard to read - Support is not in-person - Not everyone has one - Many students don't use them - Problems with phone number / no internet	- Available in e-version - Bigger - More durable material - A place at school to get cards - Include helpful school contacts
 Emergency Drills and Action Plans	Provide practice and information in case of an emergency	- Instantly recognisable alarm - It's quick and easy. - Warn you and prepare you for what might happen	- Drills could be mistaken for real things - Some actions don't apply to certain things - Plan usually in a folder – unappealing to read	- Different Action Plans for different occasions - More resources to help us stay safe
 School Rules	- Provide rules we have to follow to keep safe - Direct us to do the right thing	- Keep us from getting injured - Influence our actions - Help us do the right thing when we are worried or have done something wrong	- Not easily noticed among other posters - Writing is too small to read - Some people don't read them or obey them	- Bigger posters - Bigger writing, easier to read

Other resources raised by some students include: School diary, laptops & IT agreements, physical boundaries, class behaviour management systems, playgrounds, fire extinguisher, Zone Chart



Safe & Unsafe

Times & Spaces

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STUDENT SUGGESTIONS

Making Schools **Safer** for Students

Below is a summary of findings:

What's Helpful?

Students call for both physical and emotional supports to help them feel safe at school:

- Physical safety features, e.g. fences, zebra crossings, safe play equipment, hygienic and private toilet amenities
- Additional adult supervision outside the classroom to act as deterrent or an authority if anything does happen
- Support when facing adverse situations
- Someone to listen and empathise without judgement
- Reassurance, advice and coping strategies

What's considered not helpful?

Both adults and students can be considered unhelpful at times, when:

- Adults do not listen
- Brushing off student concerns as inconsequential
- Offering inadequate advice such "just ignore it"
- When peer bystanders encourage negative behaviours directly or indirectly (e.g. by watching and/or laughing)
- When victims or witnesses don't report issues to parents or staff

What prevents people from responding well?

- A reluctance to report issues. Despite students often suggesting that reporting issues is the best course of action, student report **fear, embarrassment, and social repercussions** are common barriers
- Lack of adults available to witness issues
- Not knowing how to help** when something is observed (a barrier for both adults and students)

SAFETY CONCERN 	WHAT DO STUDENTS NEED? 	WHAT HELPS? 	WHAT DOESN'T HELP? 	WHAT STOPS OTHERS FROM RESPONDING WELL? 	ADVICE FROM STUDENTS 
 Bullying / Teasing	- Support & encouragement - Advice - To feel safe - Accountability	- Comfort and reassure - Listen and offer advice or strategies - Stand up for your friends and/or help them to tell an adult (peers) - Intervene / talk to perpetrators (adults)	- Watch, laugh, join in, or gossip about it (peers) - Unhelpful advice like "just ignore" or "walk away", or repetition of same advice - School not dealing with the problem sufficiently (e.g. punishing perpetrators)	- Students not telling a teacher due to embarrassment, intimidation, or fear of becoming a target - Teachers don't see it, so don't know it is happening - Not knowing how to help - Downplaying the issue	- Stand up for yourself and your friends (students) - Tell an adult (students) - Listen without judgement, interruption, or forcing victim to talk if they're not ready - Appropriate punishment and follow up (school)
 Social and friendship issues	- Loyal and trustworthy friends - Support and comfort - Maturity - Resilience - Problem-solving skills	- Work it out amongst yourselves - Help to resolve issue (teachers and peers) - Empathise and provide emotional support	- Get involved unnecessarily without allowing students to resolve issue themselves - Spread rumours or join in gossip (peers) - Teachers not taking action when needed - Tell them to find different friends	- Take sides (peers) - Want to be popular (peers) - Emotions	- Be loyal and treat others with respect (students) - Talk to a teacher or ask for help (students) - Encourage students to develop resilience
 Mental Health & Wellbeing	- Support - Love - Someone to listen - Non-judgement	- Talk independently, listen and ask about their problems - Get help from an adult or professional - Be supportive and encouraging	- Bully or make fun of them (peers) - Unwanted attention (staring or filming) - Negativity	- Not knowing about it - Bullying and anti-social behaviour (peers) - Feel unloved or that no one wants to help (sufferer) - Peers crying or freaking out	- Listen to them - Ask how you can help - Help them to calm down if having an anxiety attack (e.g. deep breathing) - Try to limit their exposure to potential triggers
 External Threats	- To feel safe - Reassurance - Protection	- Safety resources (e.g. closed gates, fire equipment, zebra crossings) - Teacher supervision at potential threat points (e.g. school entry/exit, carpark) - Lockdown drills - Staying calm	- Panic - Unclear instructions - Insufficient security provided (e.g. fencing)	- Fear - Staff not maintaining control - Lack of resourcing (e.g. staffing, money for building / fixing fences) - Being distracted / lack of vigilance	- Stay calm and quiet in a threat / lockdown situation - Pay attention to your surroundings (students) - Maintain security features (school) - Drills to ensure everyone knows what to do
 School Infrastructure	- Privacy (bathrooms) - Hygienic and functional bathroom facilities - Protection - Safe play areas	- Teachers monitoring bathrooms/playgrounds - Providing appropriate toilet facilities (working, clean, with toilet paper) - Safer playground equipment (lower bars, softer ground)	- Look over or under toilet doors / walls (peers) - Inappropriate use of toilet facilities (e.g. graffiti, not flushing, flushing foreign objects (peers) - Silly or aggressive behaviour (peers) - Encourage bad behaviour (peers)	- Not wanting to be a 'dobber' (peers) - Not wanting to get in trouble for own involvement (peers) - Staff don't (or can't) enter opposite gender bathrooms to deal with behavioural issues	- Educate students about privacy, hygiene & appropriate behaviour - Increase staff monitoring of these problem points - Extend toilet doors / walls - Report bad behaviour (peers) - Ensure play spaces are safe and unlikely to result in injury
 Family and Academic Pressure	- Understanding - Support - Love - Time management skills	- Show compassion and empathy - Help students with planning and time management	- Not listening (family) - Add additional pressure or get angry with students (family) - Advice that makes it worse - Distract others from studying	- Stress - Different personalities and perspectives within family - Bottle up emotions (students)	- Talk to someone - Ask for help - Offer student support and motivation - Help students develop study plans & time management skills

Safe & Unsafe

Times & Spaces

Safety Concerns

Safety Initiatives

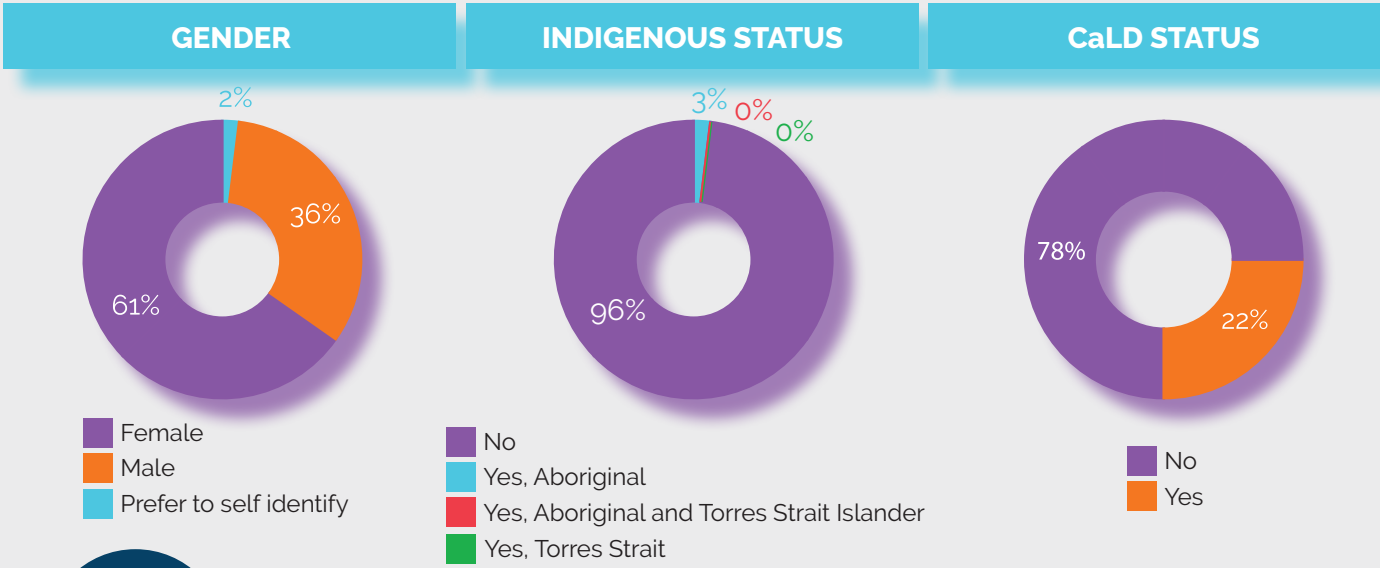
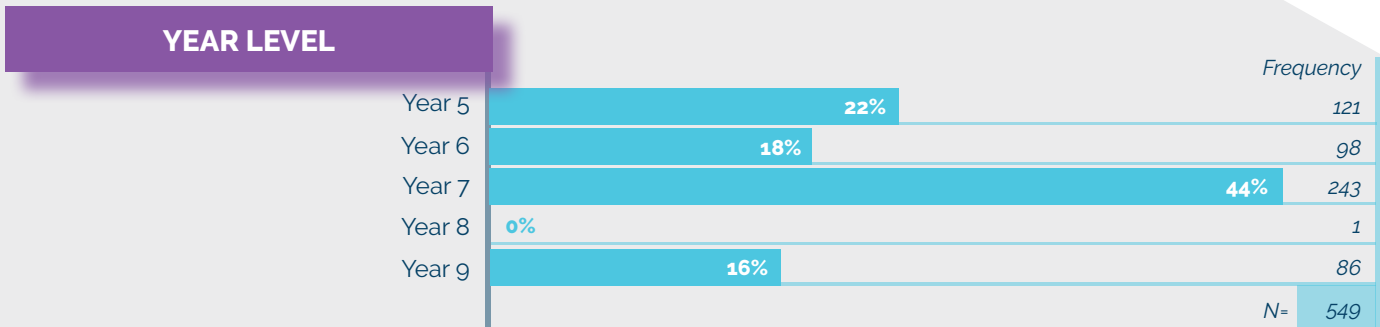
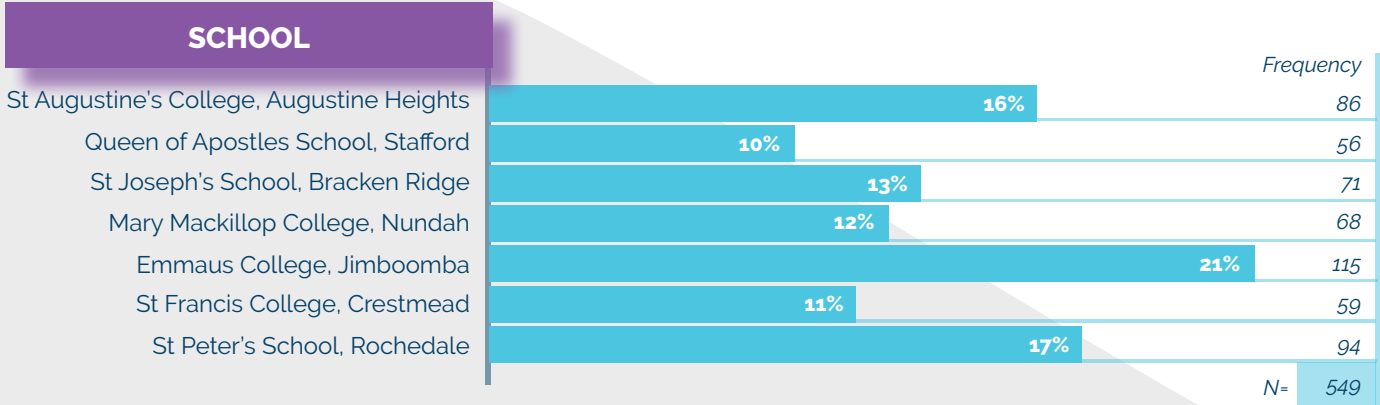
Ideas

COMPREHENSIVE STUDY

Student Profile

PROFILE OF PARTICIPATING STUDENTS

Based on Student Voice Survey participants



TO FIND OUT MORE...

Contact

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