

Pupils' Anti-bullying Week/Safeguarding Survey Results Summer 2025

As part of our commitment to fostering a safe and supportive environment, our school completes a second survey in the summer term of each academic year to gather the voices of our Key Stage 2 pupils. Their feedback provides invaluable guidance in evaluating our strategies to promote kindness, respect, and a sense of belonging for every child. We're excited to share the positive results of this year's survey and celebrate the progress we've made together as a community.

Survey Findings

The positive outcomes from the autumn term's anti-bullying survey highlighted many strengths at St. John the Baptist Catholic Primary School. The majority of our children report enjoying their time at school, feeling safe, and building strong, positive relationships with their teachers. A clear sense of belonging is felt by many, and instances of bullying, such as being physically hurt, called mean names, or excluded from activities, are reported as infrequent. Most children also express a strong sense of wellbeing, describing themselves as calm, kind, happy, and liked at school. These results reflect the supportive and nurturing environment we strive to create, where every child feels valued and cared for.

While the survey results highlighted many strengths, there are a few areas where we can continue to grow. A small number of children have mentioned experiences of name-calling, which reminded us of the importance of maintaining our proactive efforts to promote kindness and inclusivity. Some children also shared feelings of loneliness, which we can address by continuing to build stronger peer relationships and fostering a sense of belonging through our curriculum and activities.

On completion of the summer term survey, we were pleased to note improvements across all questions indicating a positive impact of this year's strategies to improve behaviour and wellbeing.

Key: ↑ indicates a notable improvement since Autumn 24 ↓ indicates a notable decline since Autumn 24

Focus areas for 24/25 – noted in red

Sense of Belonging				
	Always	A lot	A little	Never
I like going to school ↑	26%	49%	24%	2%
I feel safe at school ↑	66%	27%	6%	2%
I get on well with my teachers. ↑	40%	49%	11%	0%
I feel like I belong at school. ↑	51%	29%	18%	2%
Behaviour				
	Always	A lot	A little	Never
I am hit, pushed or kicked by other children. ↑	0%	2%	18%	80%
I am called mean names by other children. ↑	0%	4%	31%	66%
Other children stop me joining in with them. ↑	2%	0%	46%	51%
Other children say bad things about me when I'm not there. ↑	2%	4%	35%	60%
Other children are mean or rude to me online. ↑	0%	0%	18%	82%
I push, hit or kick other children. ↑	0%	0%	7%	93%
I call other children rude names ↑	0%	0%	7%	85%
I stop other children joining in with my games. ↑	0%	0%	18%	82%

I say bad things about other children when they aren't here. ↑	0%	0%	16%	84%
Wellbeing				
	Always	A lot	A little	Never
I am calm. ↑	24%	51%	22%	4%
I sleep well. ↑	35%	46%	18%	2%
I feel lonely. ↑	2%	16%	38%	44%
I worry a lot. ↑	9%	13%	49%	29%
I wake up in the night. ↑	4%	9%	53%	35%
I hit other people or things when I am angry. ↑	0%	0%	15%	86%
I break things on purpose. ↑	0%	0%	9%	91%
I am kind. ↑	56%	42%	2%	0%

The surveys also captured a range of positive comments from the children, reflecting their enjoyment of school life, strong relationships with staff and peers, and the sense of safety and belonging they feel at St. John the Baptist Catholic Primary School.:

- I like going to school because my teachers are really nice and my friends are supportive.
- My school works hard to stop bad things from happening. That's what a good school is.
- Thank you St John the Baptist for taking care of me like I am your own.
- I like going to school so much.
- School is like home to me.
- I like seeing my friends and teachers and I like learning.
- I feel safe with the adults.
- All the children are safe and kind to me.
- School is the best.
- I feel like everybody accepts me for who I am.
- School is fun
- Everyone is kind to me and you should love your neighbour.
- I love school.
- I always get welcomed and that makes me feel comfortable.
- We do fun things.
- We are safe because there's always teacher watching.
- My friends make me feel liked at school and I make other people feel liked.
- I like going to school because it helps build me up to getting a job and to build a great life.
- I feel like everyone has a place here.
- I love school because it's helping me learn.
- School is the most amazing place ever.
- The teachers are the best thing on the planet.
- School makes me feel safe and secure.

- Stay kind and you'll always be happy.
- I like being at school because people let me join in and take part.

Some children shared comments alongside lower responses, providing valuable insights into areas where we can focus our efforts to ensure every child feels supported, included, and happy at school:

- I feel sad when I fall out with my friends.
- I feel scared when I think my friends won't be friends with me anymore.
- My friends don't always play with me.
- I overthink that's why I worry.
- They don't let me play when they think there are too many people already in the game.
- I sometimes have nightmares that wake me up.
- Sometimes bad thoughts are in my head and I get a headache.
- When children don't let me join their game, I feel lonely
- When I played Roblox someone called me fat.

Action Points

Kindness and name-calling:

There is a clear need to continue to strengthen our focus on the use of kind and respectful language during curriculum time through our Relationships, Health, and Social Education (RHSE) lessons. To address this, we plan to introduce whole-school kindness initiatives, such as creating kindness boards and encouraging random acts of kindness, to promote a culture of positivity. Additionally, we will explore language workshops to help children understand the power of their words and the importance of choosing respectful language. As role models, staff will continue to demonstrate kind interactions, and we will work with children to develop classroom agreements that emphasize kindness and respectful communication. These steps will ensure a consistent and meaningful focus on language across the school.

Building stronger peer relationships:

There is a clear need to strengthen our focus on building peer relationships and supporting children in navigating friendships effectively. Friendship groups are already in place and will continue to provide targeted support for children who need help developing social skills or resolving conflicts. However, we recognize the need to expand the role of playground friends, giving them greater responsibility in fostering inclusivity and helping children feel supported during unstructured times. Additionally, real-life scenarios will be explored during class discussions to help children develop practical strategies for handling friendship challenges. These steps aim to further enhance social confidence and strengthen peer relationships across the school.