Contextual Safeguarding Context Mapping

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west
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THE WEST SUSSEX WAY

www.westsussex.gov.uk

The vast majority of children and young people grow up happy and emotionally resilient. But for some young people, their experience of adolescence is not so positive, or they may feel unsafe in the places and spaces they spend their time.

Contextual approaches to Safeguarding help practitioners to understand and assess risk to children and young people beyond their family or home.

Thinking about, and understanding young people's perception of risk is important to help us create safe spaces for young people. Context mapping can be a useful tool in understanding and assessing this.

Why does Context matter?

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.
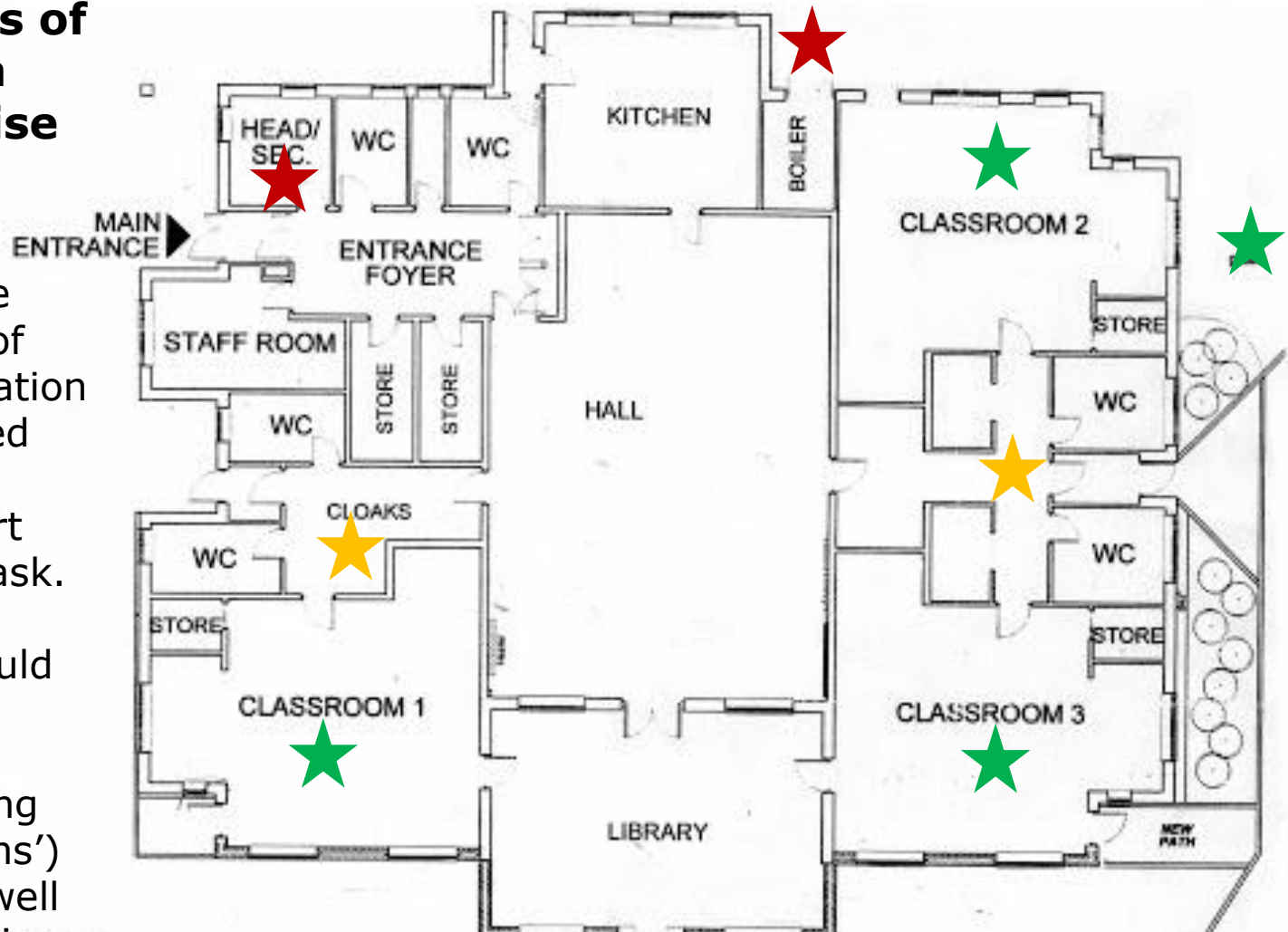
Context Mapping

Context Mapping for Primary-Aged Children

west sussex county council

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

- A large 'birds eye view' style map of the school or location could be displayed on a screen or printed to support children in this task.

- Practitioners should avoid over-scaffolding or modelling ('putting words into mouths') but instead use well considered questions to enable children to explore their thoughts and feelings.

MAIN ENTRANCE

HEAD/SEC. WC WC KITCHEN BOILER

ENTRANCE FOYER

STAFF ROOM

STORE STORE

WC

HALL

CLOAKS

WC

STORE

CLASSROOM 1

LIBRARY

CLASSROOM 2

STORE

WC

WC

STORE

CLASSROOM 3

NEW PATH

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

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

I like/enjoy being in this part of the place. 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

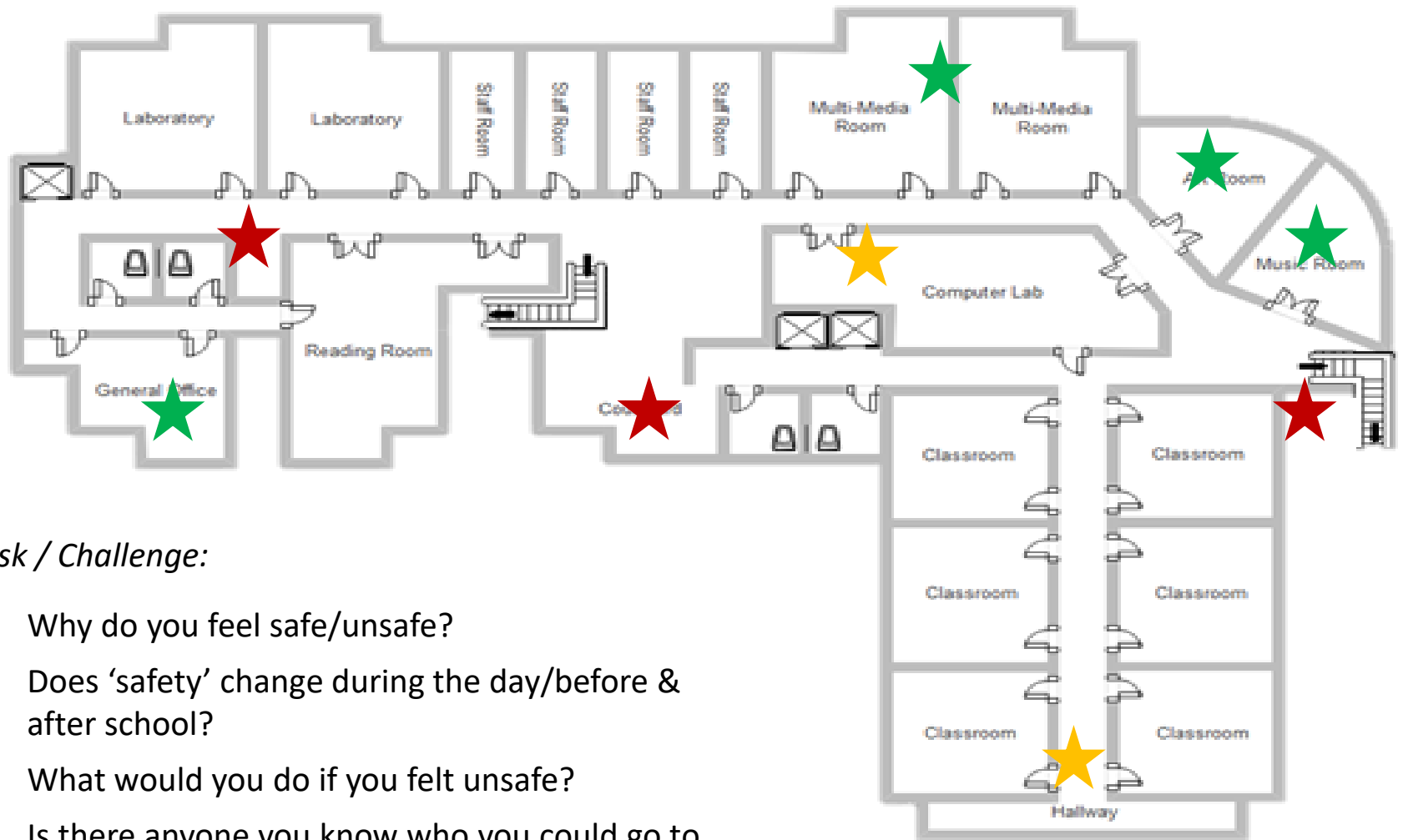**Places I feel unsafe or people who make me feel anxious**

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 place feel less positive? Can you explain your thinking?

- Are there any areas of the place 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.

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?
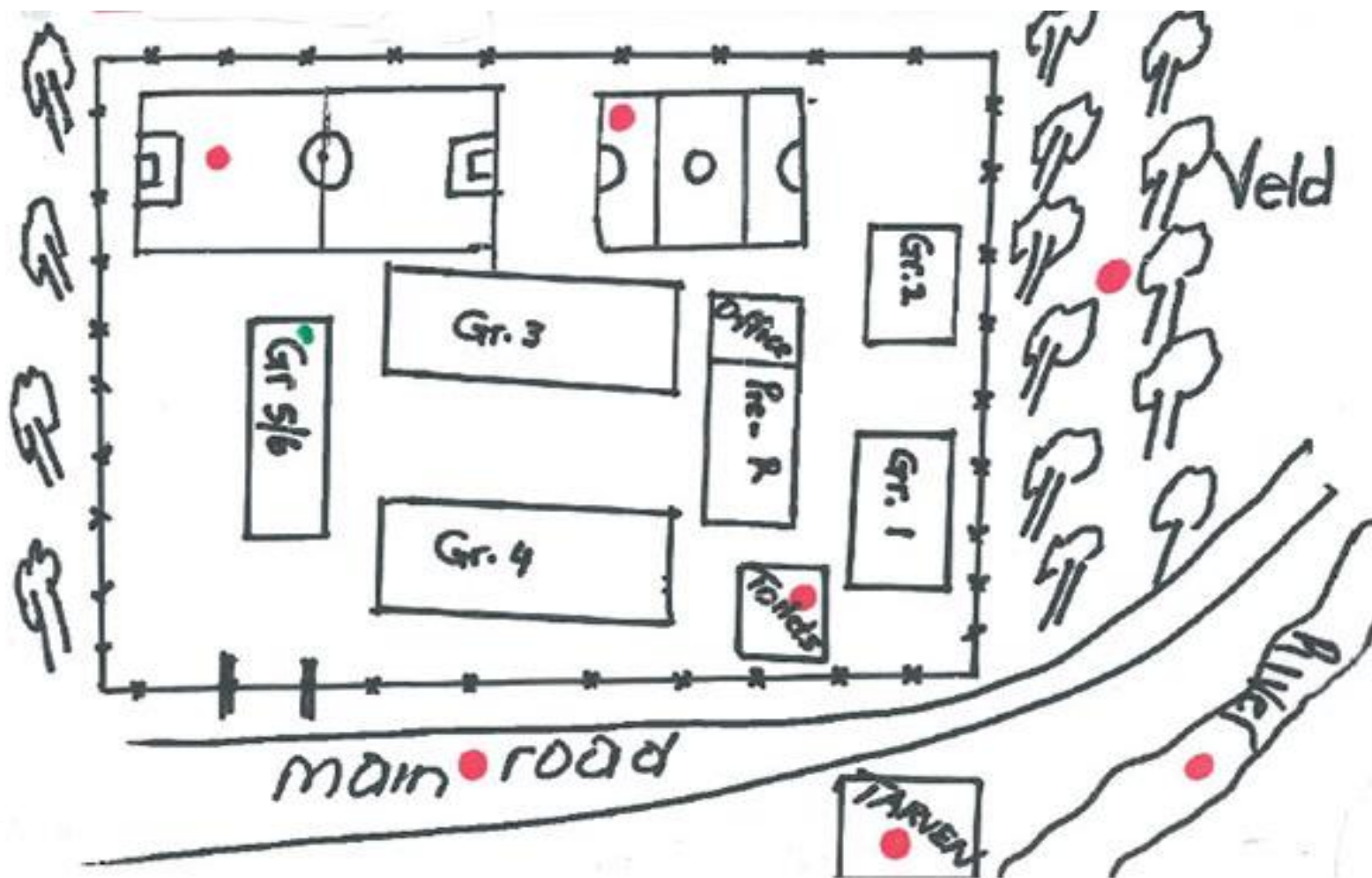
I do not feel safe in this area.

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.

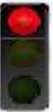I could be safe in this area.

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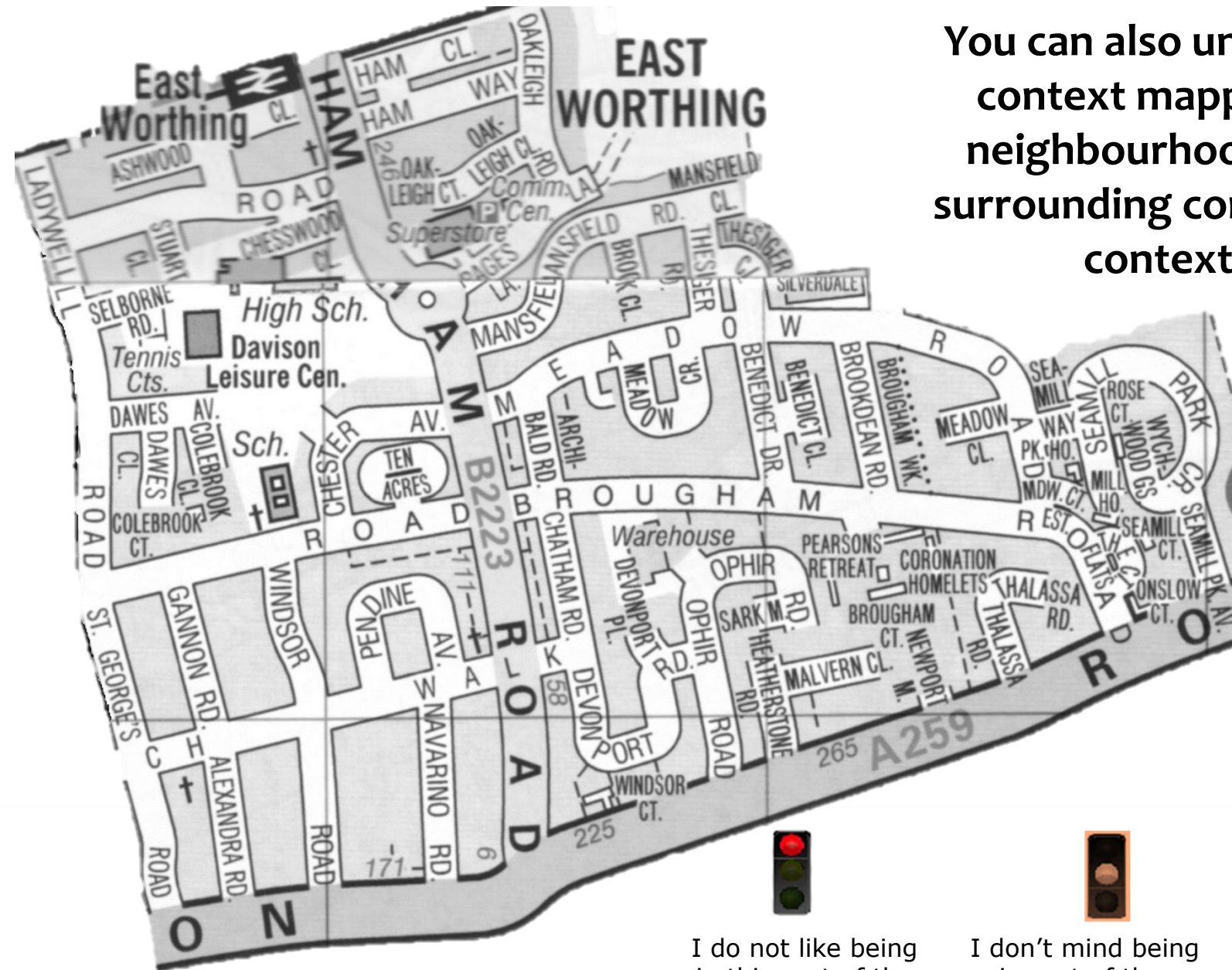
I do not like being in this part of the school. I feel unsafe or anxious.

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.

Questions to facilitate pupil discussion (Secondary school):

• Which areas of the school/place do you most like being in? Why?

• Which areas of the school/place feel less positive? Can you explain your thinking?

• Are there any areas of the school/ place 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.
  ➢ 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

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.

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

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?

- 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.
  - ➢ Are there people or places in the community that add to your sense of safety or risk?