

The Safety Map

Suitable for:	Upper primary and secondary
Time:	20–30 minutes
Format:	Mapping / discussion / action planning
Evergreen:	Yes

The idea

Bullying and intimidation are often connected to particular places, times or spaces.

Some pupils may feel safe in one part of school and unsafe in another. The same can be true online.

This activity asks:

Where do people feel safe, less safe or unsure, and what could change that?

1. Create the map

Give each group a simple outline of the school or ask them to sketch one.

Include places such as:

- classrooms
- corridors
- toilets
- playgrounds
- lunch areas
- changing rooms
- entrances and exits
- buses or journeys to school

Then add online spaces such as:

- group chats
- social media
- gaming spaces
- shared platforms used by pupils

2. Mark the spaces

Use three categories:

Feels safer

Feels less safe

Not sure / depends

Pupils can mark areas without naming individuals or describing personal incidents.

The aim is to notice patterns, not to investigate specific cases.

3. Ask why

Choose a few areas and discuss:

What can make this place feel safer?

What can make it feel less safe?

Possible factors might include:

- whether adults are nearby
- crowding
- poor visibility
- particular times of day
- group dynamics
- whether pupils know where to go for help
- online anonymity
- whether reporting feels safe

4. Change the map

Ask groups to choose one less-safe or uncertain space and answer:

What could realistically make this safer?

Ideas might include:

- better supervision
- a trusted adult being available
- changing routines
- peer-support presence
- clearer reporting routes
- better lighting or visibility
- changes to online group rules
- creating a quieter or safer meeting space
- making sure pupils know where they can go

5. Who needs to know?

Ask:

Which changes could pupils make?

Which changes need staff or school leaders?

Which might need families, transport providers or others?

This helps separate what young people can influence from what adults or organisations remain responsible for.

6. Look again later

The Safety Map can be repeated after a few weeks or months.

Ask:

Has anything changed?

Have safer spaces become less safe?

Have any problem areas improved?

Has the issue moved somewhere else?

Final reflection

Complete:

“A place feels safer when...”

and:

“One thing that could make our environment safer is...”

Key message

Safety is not only about telling people how to behave. It is also about looking at the places, systems and relationships around them.