

# A short & practical guide to **The Lundy Model & The Student Voice**

contextual safeguarding tool



RAG  
Rating

Live  
Hotspot Data

Anonymous &  
Confidential  
Reporting

# The Background

The purpose of this short guide is to introduce The Student Voice and how it can be implemented using The Lundy Model.

The Student Voice was created by a team that believe in creative approaches to contextual safeguarding, thinking beyond traditional outlooks:

- 1** Seeking to overcome barriers to reporting so that all young voices can be heard.
- 2** Empowering young people to be courageous and responsible by giving them the tools to advocate for their community and participate in keeping their community safe.
- 3** Understanding young people's experiences, so schools can expand their safeguarding culture and prevent future harm in their communities.

**'Brave spaces create supportive environments so that all people may equally participate in challenging dialogue' (NASPA, 2017)**

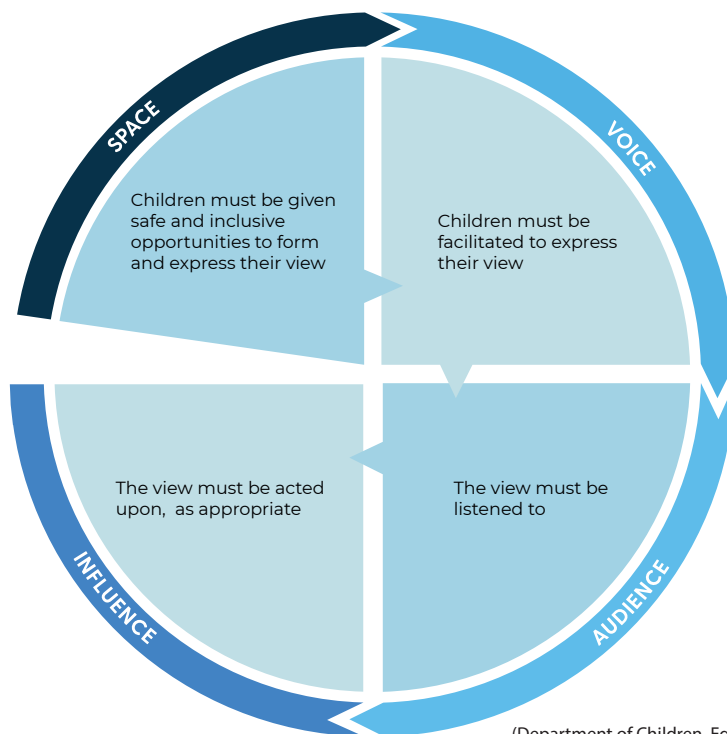
As we have all experienced at some point in our lives, it is extremely difficult to come forward and disclose something, even to our trusted friends, and especially face to face, which is, unfortunately, why many people stay silent.

For young people, the social rules that govern their lives (Dr Carlene Firmin, 2017) can make coming forward even harder. We can, however, start the conversation by listening to our young people authentically and providing them with brave spaces. The Lundy Model of Participation was developed by Laura Lundy, a professor of international children's rights, and it was designed to provide a way of conceptualising a child's right to participation – as laid down in the UN Convention on the Rights of the Child which states that every child has the right to express their views on matters that affect them, and for these views to be taken into consideration.

There is immense potential in providing young people with these spaces and we operate with an awareness of their varied life experiences, striving to respect and understand their social rules.

# The Lundy Model

In this guide we will explore how The Student Voice supports Lundy's Model in enabling meaningful student participation



(Department of Children, Equality, Disability, Integration and Youth, Hub na nÓg and Professor Laura Lundy of Queens University, Belfast, 2017)

## Testimonial

*"We have continually strived to cultivate a culture that stays current with the way our young people communicate. We want to ensure that every voice within our school is heard, and every student is given the best opportunity to thrive."*

Kait Weston, Deputy Head (Pastoral), Millfield School



**MILLFIELD**

We seek to overcome barriers to reporting so  
that all young voices can be heard.

1

### **Including students in the process:**

Ensuring that your young people are involved and supported to feel safe and comfortable expressing themselves.

Include students in the development of your maps, at the outset and involve them in reviewing of your hotspots.

Involve your student leadership by allowing them to receive student council submissions and talk through suggestions from the student body in student council meetings.

### **Effectively promoting it to students:**

Most schools successfully promote the system through assemblies, tutor sessions, adding to their student portals and via email. Posters with QR code access will be provided. Some schools place these posters in discreet areas, such as on the back of toilet doors so students can access without being seen by their peers. Also, our schools usually inform parents through letters and presentations at parents evening.

Materials we provide:

Templated letters and emails for staff and parents.  
Leaflets, QR code posters and stickers for students to easily access your system.



SPACE

Children must be given safe, inclusive opportunities to form and express their view

# 2

We empower young people to be courageous and responsible by giving them the tools to advocate for their community and participate in keeping their community safe.

## Student advocacy

Guide students to use the system responsibly, supporting them in giving their own views, whilst including age-appropriate and accessible information.

Provide responses that praise effective use of the system, and commend students for being advocates, as and when it happens.

Signpost students to the confidential reporting document, which provides important knowledge on anonymous and confidential reporting, your referral process, and a list of safeguarding contacts they can approach face-to-face in school.

## Utilising the system to collect data:

For some schools this could be asking students targeted questions or questions of the week that they can answer through The Student Voice page.

### Examples:

★ *Asking students to rank their perceived safe and unsafe areas in school throughout the school year.*

★ *Asking certain year groups to feed back on specific locations to get more targeted information about specific age groups.*

★ *Getting students to RAG rate areas at the beginning and end of the year so you can monitor the success of your interventions.*

VOICE

Children must be facilitated to express their view

The view must be  
listened to

AUDIENCE

3

We seek to understand young people's experiences, so schools can expand their safeguarding culture and prevent future harm in their communities.

### **Listening to students**

Using contextual information to understand their social rules.

Putting students in control by asking how they wish to discuss their concern after they make a submission.

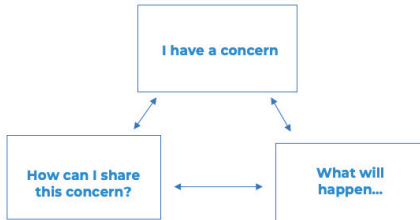
Using the local authority ranking to prioritise cases and avoid working in isolation.

Some schools use the system to manage contextual & cultural issues whilst uploading individual cases to the student's child protection file (CPOMS/My Concern).

### **Understanding the data**

Review the contextual data that you have gathered to develop responses that will seek to change the context of where harm has taken place so you can place interventions that will help prevent future harm.

Use the Contextual Safeguarding model to frame your understanding and responses. These are: Target, Legislation, Partnership (Extra-Familial), Outcome.



The view must be acted upon, as appropriate

INFLUENCE

## Regular feedback

Regular feedback is really important to let them know they are being listened to. Give age-appropriate and accessible feedback at key points.

Managing the student council's involvement and discussions of how to feed back will encourage student ownership.

### Top Tip

Generally, the more regular the feedback, the increased higher level reports that have come through, as trust in the system is built.



## You Said, We Did

We understand each school is different in the way they feed back to students, so we have provided a digital bulletin board on the system that your safeguarding team can use to regularly feed back to students.

Alternatives that our schools like to use are physical notice boards, weekly emails and assemblies to provide general feedback.

## Excerpt from a video testimonial

*“What has been really successful is how students are able to engage, make suggestions and feel included as part of our school.*

*It's been very supportive from a safeguarding perspective and reassures me that I have an ear out for the students, where they can input and make their voice heard rather than relying on a student plucking up the courage to go and see a member of staff.*

*It ticks the contextual safeguarding box, whether it's issues inside or outside of school, and allows us to quickly intervene with situations, whether it's something that has occurred online or on our buses and allows me to signpost students to safeguarding contacts and other organisations and then deal with anything that is of a significant nature as a DSL. Trust in the system is increasing as we respond more and more to what they are telling us.*

*Students are starting to share things we wouldn't have heard of, or what we would only have felt the impact of, through their behaviour in the school. Now they feel like they have a place where they can vent their frustrations....it allows us to react faster and more effectively to our responsibilities around addressing peer-on-peer issues.”*

**Michael Few, Assistant Head and DSL, Kineton High School**



This tool empowers young voices and gives students a platform to raise concerns in any context:

- ✓ At school
- ✓ At home
- ✓ In the local community



Your  
**Contextual  
Safeguarding  
Tool**

The Student  
**Voice**

For more resources go to:  
[thestudentvoice.co.uk/resources-for-schools](https://thestudentvoice.co.uk/resources-for-schools)  
password: **studentvoice**

Email [admin@thestudentvoice.co.uk](mailto:admin@thestudentvoice.co.uk)  
Tweet [@student\\_voice](https://twitter.com/student_voice)