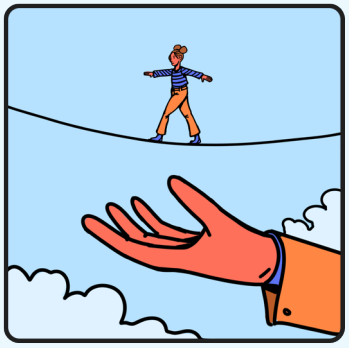
Psychological Safety



Description:
This survey can be used for students aged 10 years old and above and can be administered alongside any other Komodo survey. It provides specific data on degree of belonging and sense of safety within a school. Students that experience psychological safety have greater academic success, positive social relationships and pro-social behaviours. Students are able to take risks without fear, be creative and innovative and feel a sense of belonging. Results will give you “stand-alone” data on school psychological safety. This data is not collated into “overall wellbeing scores.” By regularly measuring psychological safety you can begin to build your school’s own unique strategy for developing and maintaining it.

Purpose:
This is a focussed benchmarking survey. Benchmarking surveys help schools get a more complete picture of data and - when used repeatedly throughout the year - schools can compare data sets and create actionable and targeted goals. Data collected from this survey is for the purpose of the school rather than the student. Data reflects student voice and direct experiences of the school environment. It is not directly measuring student wellbeing or internal characteristics. The questions covering the three core elements of psychological safety are: individual safety, respect and learning environment.

Recommendations:
It is recommended that this survey is repeated more than once in a school year. Repeated measures allow for data comparison across time points and can provide information on initiatives or strategies being implemented. To get the most value from the data, it is recommended that it is completed on a biannual-quarterly basis. Using this survey more frequently than this may result

in survey fatigue and compromise the quality of data collected.

Intervention steps:
The research suggests that psychological safety interventions should be done at a system or environmental level and not individually which is one of the reasons why you cannot see what each student scores. We have followed the research when creating the questions in this survey so the “foundations” of psychological safety are covered in our survey - meaning any intervention should aim to cover and meet the needs of each question in order to have a strong foundation of psychological safety across the student body.

For more support and ideas on how to support psychological safety in your school contact your School Success Lead for an end of term review where you will be additionally supported by one of the Psychology Team.

Quick guide to interpreting Psychological Safety results
The analytics page for psychological safety presents a snapshot of scores and three graphs. The snapshot of scores show.

1. **The latest Psychological Safety score**
   When reading this number we are looking for trends over time and hope that this number is sustained or improved. We are not aiming for 100/100 as this would suggest that students are misreporting - even the most safe school environment will see fluctuations over time as is expected given the changes we see in developmental stages, socio-emotional changes and environmental factors that are out of our control.

2. **The latest Psychological Safety engagement score**
   This number provides context to the first number - how many of your students have completed the survey and thus how representative is the overall score.

3. **Number of scheduled surveys gone live**
   This helps keep track of how many surveys have been completed in the school year.

The three graphs show varying information which can inform intervention and next steps.

1. **Psychological Safety timeline**
   This line graph shows trends over time and allows a quick visual guide of whether the school is struggling, improving or maintaining its level of psychological safety.

2. **Year group comparison**
   This comparative bar graph allows immediate comparison across cohorts to identify any years whose scores significantly differ - if there is a year group significantly lower this would suggest intervention needed or, if a year group was scoring higher we would suggest identifying what is going well to produce such scores and replicate it in other groups. When there is similarity across groups we can interpret as school staff have similar processes and relationships across student relationships and learning environment as students across the school report a similar experience of psychological safety.

3. **Correlation between Psychological Safety and Student Wellbeing**
   This graph combines data from student wellbeing surveys and the most recent psychological safety survey. A cluster of scores in the top right quadrant of that graph as it tells us that there is that positive relationship between the level of psychological safety felt at the school and student wellbeing. A cluster of scores in the lower left quadrant of the graph tells us that there is a relationship between poor wellbeing and poor sense of psychological safety. A scattered graph without a clear line of best fit suggests that wellbeing and psychological safety have a weak relationship and that the psychological safety experience of students is not related to their wellbeing and vice versa.