

Connected Belonging in Practice

Secondary



Abbeyfield
School

Abbeyfield School
and Sixth Form

Cohort:
Year 7

How Connected Belonging was used: **Insight survey – Pilot School**

Individual identity

To better celebrate the successes of all students, an interactive, digital passport to follow each child's journey from Year 7 through to leaving, was adopted. Being able to document their own journey aimed to support each young person's ownership of their unique journey and strengths beyond purely academic achievements.

Transformation of the Tutor and PSHE programme embedded a stronger focus on individual wellbeing and self-awareness. Students wrote a letter to their future selves for inclusion in their passport.

School Identity

Parallel work focused on enrichment and seeking wider cultural experiences for children, with a view to supporting whole child development.

The online passport will give every child a footprint of their journey with the school, while the transformation of the Tutor and PSHE programme aims to strengthen relationships to build a sense of connectedness and belonging for all pupils.



Connected Belonging Model

Impact

- Survey scores: individual identity scores remained stable suggesting a potentially protective effect of the intervention.
- Survey scores: lower mean scores for some groups highlighted cohorts who may benefit from further work in this area.

Next steps

- Inviting local employers to lead interview and CV writing workshops and mentoring, building on skills, aptitudes and interests identified through the passport
- Roll out passport to further Year 7 groups