

Connected Belonging in Practice

How Connected Belonging was used: **Insight survey – Early Adopter School**

Primary



Bathampton
Primary School

Cohort:
Years 1 to 6

Local Community Identity

Survey responses indicated that students who joined the school later, lived beyond the immediate local area, or had recently moved further afield experienced Local Community Identity differently. These insights highlighted opportunities to strengthen connections to both the school and the wider community.

In response, regular village walks were introduced to increase familiarity with the local area and help all students develop a stronger sense of place and belonging.

A new buddying system was designed to connect new families with established local families, supporting smoother transitions into both the school and village community.

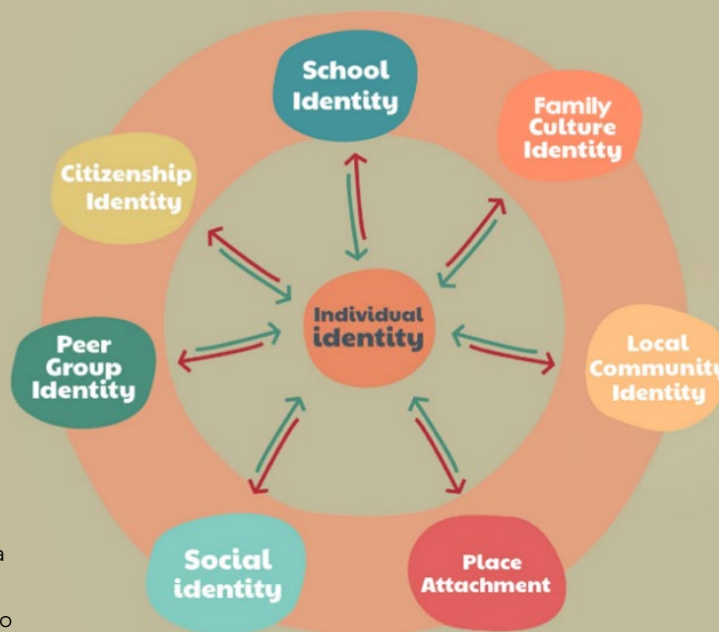
Additional social events were added to the calendar to create more opportunities for families to build relationships and feel connected. A 'We Belong' event is planned for the autumn term, inviting families to share something that represents their identity, experiences or culture through stories, food or creative contributions. The event aims to celebrate both individuality and community, reinforcing the message that everyone belongs.

Social Identity

Survey findings also identified opportunities to further strengthen Peer Identity for some students. In response, the school developed a whole-school focus on kindness, one of its core values.

Kindness Ambassadors and a Kindness Pupil Lead were established to model positive relationships and encourage a culture of friendliness, inclusion and respect. This work was further reinforced through involvement in the 52 Lives Project and Anti-Bullying Week activities.

Within classrooms, peer recognition was embedded throughout the year. Pupils were encouraged to write positive messages recognising classmates who demonstrated important values and made meaningful contributions to the class community. Teachers monitored participation to ensure that all children felt seen and recognised by their peers.



Connected Belonging Model

Impact

- The Connected Belonging framework has provided valuable evidence to help shape provision and target support where it can have the greatest impact on students' sense of belonging.
- Findings have informed safeguarding, wellbeing and PSHE priorities and are now a key strand within the school's 2026–27 Inclusion Strategy.
- The project has strengthened the school's focus on delivering provision that is intentionally aligned with its values, priorities and desired outcomes.
- It has provided a shared language and evidence base for understanding and promoting belonging across the school community.
- The survey will be re-administered to evaluate the impact of initiatives and identify future priorities.

Next steps

- Repeat the survey to evaluate the impact of targeted activities and provision.
- Use the findings to further refine approaches that promote belonging across different groups of students.
- Explore how the Connected Belonging framework could support transition from Year 6 to Year 7, helping students establish strong connections from the outset of their secondary education.