

Connected Belonging in Practice

How Connected Belonging was used: Insight survey – Pilot School

Secondary



Cohort:
Students with Emotionally-Based
Lesson Avoidance, Years 7 to 10

**St Laurence School,
Bradford-on-Avon**

Individual identity

Weekly mental health workshops built students' understanding of their feelings and connected them to others experiencing a similar challenge. Run off-site by a social enterprise, created space for discussion and mindfulness away from the busy school-site.

Place Attachment

A wellbeing/ quiet space was established on site to support a break from lessons and allow students to develop strategies to cope with their feelings. Students access the Reset Room during lessons by showing their teachers their 'reset card'.

Social Identity

A number of the target students were known to be dealing with challenges around gender identity and neurodivergence. There are also students who join the school community from different ethnic and cultural backgrounds. Student led groups, Beyond Borders and Gender Sexuality Alliance, strengthen representation and support of diversity throughout the school.



Connected Belonging Model

Impact

- Survey scores: increased across all domains for whole cohort
- Survey scores: increased by similar levels for PP/FSM and SEND students
- Survey scores: More marked increase in School Identity for PP/FSM students
- Survey scores: More marked increase in target domains for LGBTQIA+ students and neurodivergent students.

Next steps

- We now have support from the Mental Health Support Team (CAMHS) who offer whole school mental health and wellbeing initiatives. We plan to work with the Team to further meet the needs of our community.
- Student led groups continue to grow and their work is show cased in assemblies and via presentations to Senior Leaders to support their whole school social advocacy.