

Connected Belonging in Practice

Secondary



Cohort:
Year 9 to 11

Woodmansterne
School and Sixth Form

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

School Identity & Citizenship Identity

To strengthen student voice and sense of ownership of the schools' culture, the school council was enhanced to include nominated reps across all forms.

School council meetings within our secondary phase explored what was working and what could be better within school, while wider engagement enabled civic engagement. The council discussed students' experiences of Stop and Search with the Police and Town Hall; presented to Governors on their understanding of the school values and shared their thoughts on diversity and inclusion; and spoke to the Parent Forum regarding the school pledge and enrichment opportunities.

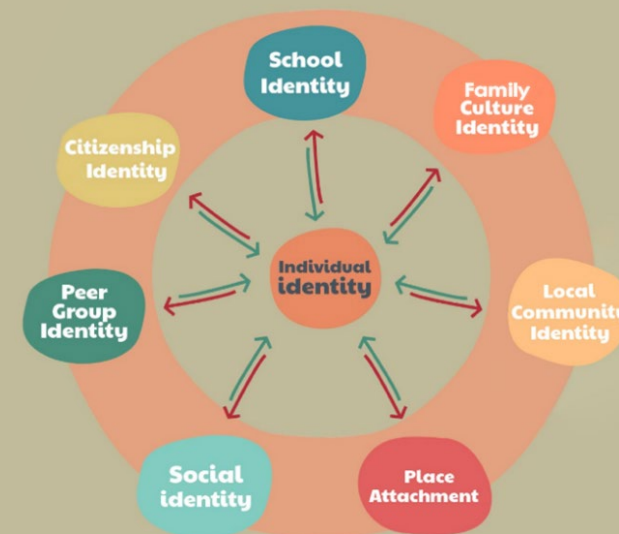
A regular review of the school was factored into each school council meeting so that students could consider strengths and areas of development, with their wishlist being shared and addressed by SLT.

Pupils discussing what they were proud of about Woodmansterne, helped to build belonging with pupils appreciating: 'community', 'the amount of clubs', 'options', 'opportunities' 'the facilities we have'. Others added 'the school makes us safe', 'the staff are very supporting and kind' and one sharing about staff that 'they care and make sure we all understand'.

Impact

Social Identity

- Insight: that the school council body included pupils with autism who had important views to share to feed into school improvement. Connected Belonging helped connect 'pupil voice' and consideration of different groups feeling part of school. Autism awareness activities were developed as a result and assemblies about Autism contributed to an increased school-wide understanding and celebration of neurodiverse peers and staff.
- Insight: during hotter weather, the uniform left some girls feeling a little uneasy in their uniform on hot days when they didn't want to wear a jumper. This led to a change of uniform in summer with a welcome switch to PE kits during this season.
- Strategic: Supported leadership to think through lenses of particular groups. Consideration of how refugee learners initially with little English, new to the school community may come to feel belonging led to explicit encouragement of all to apply for the prefect team. Further access arrangements were put in place such as getting an Arabic speaker to interview EAL refugees, so that language was not a barrier in seeking out opportunities to aspire.
- Survey Scores: Modest increases in target domains: School identity, Social Identity, Citizenship Identity



Connected Belonging Model

Next steps

- Strengthen school-wide communication around the role and impact of council to tackle some perceptions of it being an way to get out of lessons
- Strengthen impact by ensuring it is a regular item with SLT