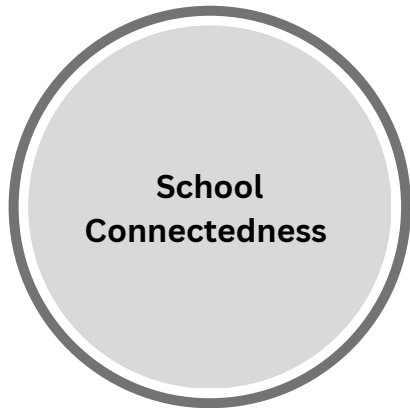
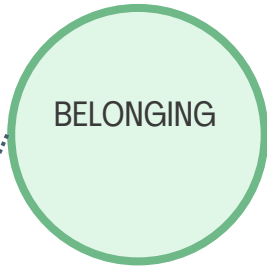


Guidance: Use this sheet to reflect and record on. The questions on the page below will help to identify areas of strength and areas you might want to work on. The leadership team might like to involve staff and students with this.

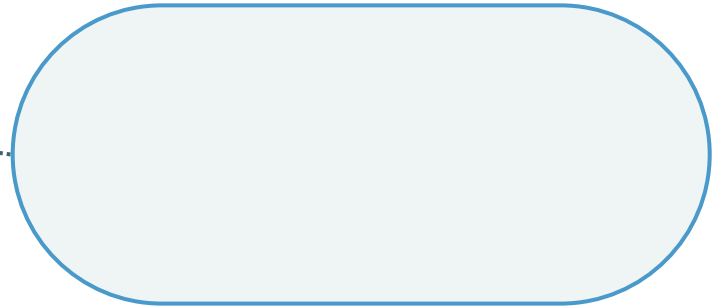


School connectedness is the extent to which students feel they are:
“personally accepted, respected, included and supported by others especially teachers and other adults in the school environment”
(Goodenow and Grady; 1993).

Components of School Connectedness
(see definitions on page 2)



Current Provision ↓



Reflection Sheet

Key Questions

IMPORTANT NOTE: These questions serve as a starting point to generate reflection/ thinking. You might want to do this as year groups and collate your findings to see if any patterns emerge or senior leaders with an overview of the whole school might prefer to reflect.

You may have follow up questions or may need to investigate further.

It's ok if you feel you are not doing well at an area. Schools have a lot to balance! Perhaps start small and work consistently.

BELONGING

“is the subjective feeling of deep connection with social groups, physical places, and individual and collective experiences.”
(Allen et al; 2022)

- In what ways and where do we see, hear, know that children ‘belong’ in our school? (specific areas of school, practices, classes, initiatives, experiences...)
- Where do we plan for belonging? Are there any; practices, rituals, designated spaces/times, parts of the curriculum (all- not just PSHE e.g meaningful content to our student’s experience), that promote ‘belonging’?
- Where do we see intentional inclusion beyond SEND team’s efforts? Are there any groups that may need more support?
- How well does our extra curricular program reflect the interests of students that might need more support in feeling that they ‘belong’?
- In what ways do students contribute their ideas to policy and practices that involve them?
- Where do students see themselves and identities reflected and accepted in the school day?
- What might be some barriers to ‘belonging’ in our school? What might we need to overcome?
- What are we doing well? Where/when do we celebrate our wins? What next to improve our practices?

MEANINGFUL RELATIONSHIPS

are relationships where people feel connected due to feeling seen, heard, respected, included and accepted

- How well do we really know our students? Likes dislikes, home life, strengths, challenges?
- What tells us that teachers have meaningful relationships with our students?
- In what different ways do we make time to intentionally recognise and acknowledge students?
- If there was a fly on the wall (no teachers around) listening to students talk about what makes meaningful relationships with staff and what doesn’t, what do you think they would say? *You could follow up with an anonymous survey to students asking what helps to build meaningful relationships and what doesn’t.*
- Are there any; practices, rituals, designated spaces/times, parts of the curriculum, policies that help cultivate meaningful relationships with staff beyond the first couple of weeks of term? And other students?
- Are there any individual or groups we are concerned about with regard to meaningful relationships with staff?
- What might staff need to be able to form meaningful relationships with students?
- What might be some barriers to meaningful relationships developing at school? How might we overcome them?
- What are we doing well? When/where do we celebrate our wins? What next to improve our practices? Who is a natural at this and might be happy to share their tools/techniques?

BEING MYSELF

means students being comfortable with who they are, that they don't have to 'pretend' or 'fake it' to fit in and safe to express their thoughts and ideas

- What do we do that demonstrates it's safe for students to be their authentic selves?
- How do we know when a student feels comfortable to be themselves?
- What choices are students allowed to make about ways they express themselves/their learning?
- Where in our curriculum is the representation and recognition of diverse groups that may exist within a school? In resources, policies, curriculum, inclusive classroom practice?
- How comfortable are teachers in being themselves, perhaps sometimes sharing vulnerabilities (within reason- such as their learning journey, ways they self-regulate, activities they enjoy/dislike, feelings and anecdotes etc..) as role models?
- How do we ensure that policies, rules and regulations respect and accept difference? For example, a student with heightened sensory challenges is allowed to wear leggings instead of tights (usual uniform) to prevent distress or different swimming caps allowed to ensure students with all hair types have access to a comfortable swimming lesson. Note: these points also overlap with a sense of 'belonging'.
- What are we doing well? Is there anything we can do to ensure that students and staff feel safe to be themselves?

PROUD OF AND ENJOYING SCHOOL

is the extent to which students enjoys aspects of their school life and are proud of its practices/achievements

Enjoyment

In what ways do we see students enjoying school? How do we know when they do? Are there any particular practices, ways of engaging or ways of facilitating learning that seem to bring out the most joy? Are they in any particular area of the school? Is there room for these ways to be shared to all staff? Are there any particular subjects that students seem to enjoy the most? Why? What extra provisions do we offer that promote enjoyment?

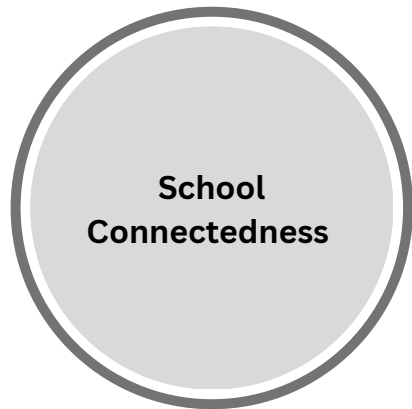
Pride

What opportunities do we create for students to feel proud of our school? If someone asked, what is the best thing about your school and what are you most proud of, what do you think students would say?

In both areas what are we doing well? How could we find out more from students about what is going well/suggestions? Is there anything we can put in place to improve these areas?

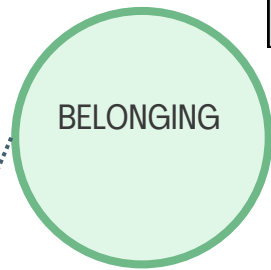
You could follow up with an anonymous survey asking what they enjoy/ are proud of and ask for some reasonable suggestions to make school even better.

After acknowledging your existing provision. Which area do you think is most in need of attention. Rate from 1 to 4 in the grey boxes provided). 1 being the area that needs the most attention. Think about what might be a helpful next step. Check out our **School Connectedness Toolkit** for some ideas and resources.



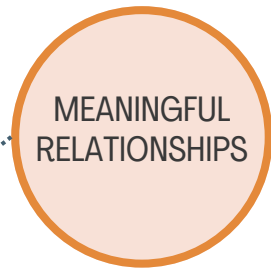
The extent to which students feel they are: “personally accepted, respected, included and supported by others especially teachers and other adults in the school environment” (Goodenow and Grady; 1993).

Components of School Connectedness



Rate

Next Steps: ↓



Next Steps Sheet