

Creating Connection and Belonging in Schools



In Presence:

Gather pupils, staff and parent/carer voice to support in developing improvements in school culture and ethos

Differentiation and inclusive educational practices are promoted.

Opportunities are provided for pupil leadership and decision-making.

Allow pupils to contact home (via school phone) if they are worried about a friend or family member.

Be flexible and understanding around homework - pupils home situations may make it difficult to complete homework. Offer support for completion of work.

Provide opportunities for a break - some home situations may make pupils feel tired and/or drained during school. Note, some pupils require noise to re-charge, whilst others require silence.

Create buddy supports/programmes (pupil-pupil, friendship bench, partner matching cards rather than choosing partners)

Create safe spaces for pupils to go when feeling overwhelmed and ensure this is available to all pupils (quiet or distraction room/areas).

In Absence:

Allow the pupil to visit the school in a safer way.

Maintain regular key adult contact with the pupil via home visits or phone/video calls.

Share school tasks with the pupil and provide teaching/learning support.

Be understanding and compassionate, taking a pupil led, graded exposure approach

Remember that every interaction is an intervention.