Belonging in Education – A Plan – draft 1 (Rachael’s thoughts)

One cannot expect positive results from an educational or political action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural invasion, good intentions notwithstanding.”

* Feel safe
* participate
* achieve

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| Why?  | What does it look and feel like?  | What is the framework for delivery?  | What will it Achieve?  |
| Moral and ethical framework United Nations Convention of the Rights of the Child (1991)Right to have their say Right to Education Right to be consulted on decisions that affect them - Voice of the YPAdvocacy for Children Promote Good Mental and Physical Safety and Wellbeing Promote inclusion Develop Participation Need to * Reduce Exclusions from Bristol Schools
* Develop effective strategies to encourage good attendance (Bristols% attendance in Mainstream and specialist provision)
* lower Persistent Absence (insert Bristol Figures here)
* Listen to the voice of the child and their families
* Commitment to getting children a suitable school place within 20 days
 |  | 1. Voice of the Child, YP and Family
2. Leadership and Management – school leaders engagement
3. Graduated response from support and intervention
 | Outcomes = Improve attendance Improve outcomes for the most vulnerable Voice of the child – the CYP and their families will report they have a sense of belonging Reduce CME/PME (data – how we measure in here  |

Supporting Documents

* Telford & Wekin document
* UNCRC –
* Leading Edge Document

Resources

* SET, ALP HUB, HOPE VS, Education Welfare – how we reorganise these ?
* EP service – Restorative justice training
* EP – Emotion coaching – Acceptance & Commitment training
* KCA – Kate Cairns Associates - funding?
* Babcock’s
* EEF?
* Health – Emotional wellbeing
* Links to SEN team
* Conference – Launch event – Time lines – See Graham’s document

Need to develop & resource a comprehensive training and support package for schools – Links to HT standards and teacher standards.

 Gaps

* We don’t have a behaviour support team – Resource for leading edge?
* Staff emotional health and wellbeing – do we need to start with the grown ups?

What is belonging? Need a clear, consistent and concise definition