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 YP  Advocacy 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