

Theme 4: Wellbeing and belonging

Work with NEU members in your school/college to establish which are the priorities for your school/college.

		On Track	Focus Here	Medium Term
1	Does the school/college recognise that supporting emotional needs and development of pupils is vital for both wellbeing and learning outcomes?			
2	What is the pattern within exclusions and off-rolling? The rates of exclusion of Black pupils, especially Gypsy, Roma and Traveller pupils, and looked after pupils needs explicit discussion and evaluation.			
3	Does the SLT monitor exclusions by ethnicity and analyse trends with governors?			
4	Are there ways the voices of pupils who are excluded/suspended to be heard to contribute to improvements in policy and practice?			
5	How is the school/college supporting children and young people to explore the issues around racism that they experience, and to understand their rights?			
6	What is being done to enable pupils to feel safe to express their cultural identities? Do pupils feel like insiders or outsiders? How would you know?			
7	Do pupils feel safe, aspirational and accepted for who they are?			
8	Would staff and pupils report a sense of place and belonging in your school/college? How could you find out more? (Please see the box on page 17)			

		On Track	Focus Here	Medium Term
9	Is your behaviour policy flexible and focused on supporting young people to take responsibility by understanding their individual context? Do staff feel supported and know how to access support for individual pupils who are struggling?			
10	Do you feel that information about pupils' individual vulnerabilities is shared appropriately so that teachers' judgements are informed by relevant information about that child/family?			

NEU Research on Place and Belonging

A sense of place and belonging: a transformative whole school/college approach

- Is this school/college a place where everybody feels like they belong? If not, what are we going to do about it?
- What approaches on wellbeing and belonging could help you look at the challenges pupils face in their local context and identify new possibilities?
- Using the powerful concept of 'agency' – think about and identify what agency means for teachers and young people.
- Develop a model of evaluation that puts belonging at the heart of school/college life.
- Find case studies and research about how to build a sense of agency, place and belonging at www.theartofpossibilities.org.uk.