


 KEEPING KIDS CONNECTED




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 BELONGING

- Feeling you belong, you are accepted and you matter is one of the strongest factors for wellbeing
- Resilience research
- Behaviour research
- Prevention of violence research

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 SCHOOL BELONGING...

- Goes beyond wearing a uniform or cheering on the school team.
- It is how people feel about being there – welcomed, valued, given opportunities to participate

 EXCLUSIVE BELONGING


- **EXCLUSIVE**
- bonding social capital (Superglue – David Puttnam)
- Only those like me
- May be intolerant of difference
- Can promote racism, homophobia etc
- An 'I-it' orientation

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 TEEN KILLERS DON'T COME FROM SCHOOLS THAT FOSTER A SENSE OF BELONGING


- Wike and Fraser 2009 (2009). School shootings: Making sense of the senseless. *Aggression and Violent Behavior*, 14(3), 162-169.
- Schools that promote a sense of belonging for everyone – not just those who are the stars – everyone matters, everyone can participate, everyone is valued for who they are
- That address bullying issues not just by cracking down on unacceptable behaviour by focusing on friendship and inclusion
- That promote understanding and value

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 INCLUSIVE BELONGING

- **INCLUSIVE**
- Bridging social capital (WD40 David Puttnam)
- Open to all
- Accepting of difference
- Promotes equality
- An 'I-you' orientation
- Shared humanity


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THE ASPIRE PRINCIPLES

- AGENCY – having a say in what concerns you, self-determination
- SAFETY – both physical and psychological
- POSITIVITY – a strengths and solutions focus – actively promoting positive feelings
- INCLUSION – feeling that your presence is valued
- RESPECT – being listened to, not pre-judged
- EQUALITY – seeking commonalities and treating others as you wish to be treated.


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INCLUSION IS DEMONSTRATED BY...

- Giving everyone the opportunity to participate
- Regularly mixing people up so they interact outside of their usual social circles
- Activities that enhance a sense of belonging
- Responding to challenges by giving choices and emphasizing that the person matters and is wanted

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PUSH / PULL ANALYSIS

HTTPS://THECONVERSATION.COM/PUSHED-OUT-OR-PULLED-OUT-WHY-KIDS-DONT-WANT-TO-GO-TO-SCHOOL-23401

<ul style="list-style-type: none"> ○ PUSH: ○ Feeling you cannot achieve ○ Being bullied ○ Not feeling you matter ○ Conflicted relationships with teachers ○ Getting into trouble ○ Things being strange ○ Suspension / Exclusion 	<ul style="list-style-type: none"> ○ PULL: ○ Family issues <ul style="list-style-type: none"> - loss - violence - mental and physical health ○ Mobility / familiarity ○ Peer group ○ Other activities are more meaningful / rewarding
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RETURNER'S PROGRAM

<ul style="list-style-type: none"> ○ A positive welcome ○ Information ○ Pastoral support ○ Peer support ○ Curricular support ○ A safe space ○ Family liaison ○ Monitoring and review 	<ul style="list-style-type: none"> ○ Happy to receive feedback on how effective this is and any changes recommended ○ Sue@sueroffey.com
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MORE INFORMATION

- www.sueroffey.com
- www.circlesolutionsnetwork.com
- www.growinggreatschools.co.uk

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