belonging

LEARNING

SPECIALIST
Demonstrating more specific and complex needs and significant gaps in learning, requiring a bespoke approach to support specific areas and to achieve engagement in their learning.

TARGETED
Following purposeful targeted intervention, a personalised plan is required to address specific learning needs, gaps and progress deficit and re-engage.

MONITORING
Making less than expected progress in one or more areas of the curriculum, and may need enhanced adaptations and intervention to address gaps in their learning and ensure engagement.

UNIVERSAL
Making progress in line with their individual potential across all areas of the curriculum. Where needed, minor adaptations are made as part of quality-first teaching to ensure inclusion and access to high-quality universal provision.

ATTENDANCE

SPECIALIST
Severe and continuous absence requiring regular involvement from key stakeholders. Progress is severely impacted and other characteristics of Belonging Framework may be linked.

TARGETED
Absence is impacting their engagement in learning and the wider school community, with attendance at less than 90% (which equates to 19 days in a school year).

MONITORING
Demonstrating initial attendance concerns and possible patterns emerging, with attendance at risk of being classed persistently absent.

UNIVERSAL
Attending school in line with Trust targets, with minimal absence.

BEHAVIOUR AS COMMUNICATION

SPECIALIST
Displaying distressed behaviours that could pose risk of harm to themselves and others, resulting in risk to inclusion and belonging within our Trust schools.

TARGETED
Frequently demonstrating behaviours that go against our vision for positive behaviour and are causing significant impact to engagement and attitude to learning of themselves and others.

MONITORING
Engaging with our vision for positive behaviour, but beginning to make some choices which are negatively impacting on commitment and attitude to learning.

UNIVERSAL
Consistently engaging with our vision for positive behaviour with helpful impact on their peers and the school community.

MENTAL HEALTH & WELLBEING

SPECIALIST
Mental 'ill' health is preventing achievement of a sense of belonging in all areas of the school and home community. Significant alterations, enhanced care, support and intervention are needed via their key adult team.

TARGETED
Mental 'ill' health is impacting on their sense of belonging in their community. Targeted support is required to re-access learning and re-engage in school life through a 'Team around the Child' approach.

MONITORING
Usually displaying consistent mental health, however, signs are emerging of more regular patterns of concerning incidents/behaviours that might prevent a child from flourishing and achieving a sense of belonging. A 'Team around the Child' is considered.

UNIVERSAL
Displaying positive mental health and able to articulate strategies to support themselves in times of stress or worry, displaying a strong sense of belonging with key adults to support them.

SAFEGUARDING

SPECIALIST
Suffering from, or at risk of, significant harm. Specialist support is needed to reduce the impact of ACEs (adverse childhood experiences) and help support the child to flourish.

TARGETED
At risk of harm and needing targeted support in order to re-engage in their school and/or community.

MONITORING
Starting to show some concerns around key safeguarding areas such as neglect, welfare, emotional harm and/or exploitation. Students/families who may be accessing school-level early help.

UNIVERSAL
Thriving within their school and wider community, with no safeguarding concerns.

3:18 EDUCATION TRUST

Our Belonging framework outlines the five strands and how they might look with increasing need in each area. We've worked with leaders across our schools to link what we believe to be the responsibilities for each stakeholder depending on the severity of need.

3-18education.co.uk/belonging