

# BELONGING BRIEF

11 MAY 2026

## BUILDING A SCHOOL WHERE EVERY CHILD BELONGS

Our attendance strategy is built around the simple belief that students attend, engage, and achieve when they feel they belong.

Belonging means feeling safe, understood, valued, and known by the adults around you. When students feel connected, attendance improves naturally. Throughout the year, we focus on different themes to strengthen belonging for both students and staff.

So far this year, we have focused on:

- Warm Welcomes – ensuring every student starts the day feeling valued
- Respectful Interactions – modelling how we speak and listen to one another.
- Calm is Contagious – creating emotionally safe classrooms.

This Term's Focus: Visible Belief “**I believe in you.**”

### What this looks like:

- Encourage students - praise efforts, celebrate small wins, show you notice their progress.
- Back your students - believe they can succeed, remind them of their strengths and potential.



**MAIDEN ERLEGH**  
CHILTERN EDGE





- Notice effort, not just results - highlight the process, resilience and persistence, not only outcomes
- Model positive self-talk - avoid putting down students (or yourself!) and use constructive language

## Why is matters:

When students feel believed in, they try more. When they try more, they succeed more. And when school feels positive, students want to be here, especially our Year 11s as they approach their final weeks. Positive mindset and encouragement are key to keeping them engaged and attending.

## Quick tips for Visible Belief:

- “You’ve got this.”
- “That was better than last time.”
- “Keep going.”



# Safeguarding Spotlight

## Tackling Misogyny & online Influences



Misogyny is an important safeguarding and educational theme that is addressed through our curriculum. Students are taught about healthy relationships, respect, equality, and how to recognise and challenge harmful stereotypes.

This term, students have been learning about healthy relationships and respectful behaviour as part of their Personal Development curriculum. This includes understanding that some online spaces can promote unhealthy attitudes, including misogynistic content and material linked to the so-called “**manosphere**” — online communities that may present distorted views about gender roles and relationships.

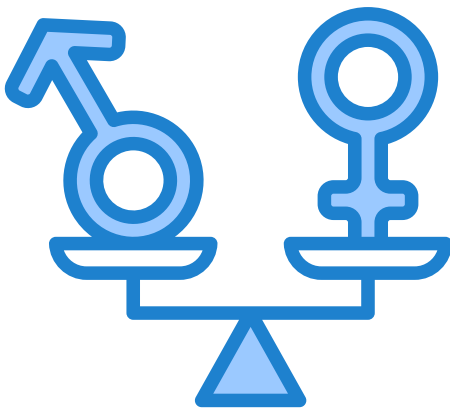
While this is not a standalone whole-school focus, it is an important part of our ongoing curriculum and safeguarding work, helping students to develop respectful attitudes and critical thinking about what they see online.

We also want to support parents and carers in continuing these conversations at home:

- <https://parents.actionforchildren.org.uk/feelings-behaviour/talking-about-feelings/talk-to-your-child-gender-equality/>

## How you can support your child:

- Talk openly about what they may see online
- Encourage critical thinking about online influencers and content
- Reinforce respectful relationships and equality at home
- Reassure them they can speak to a trusted adult if something worries them
- The strongest protective factor for young people is consistent, supportive conversations between home and school.

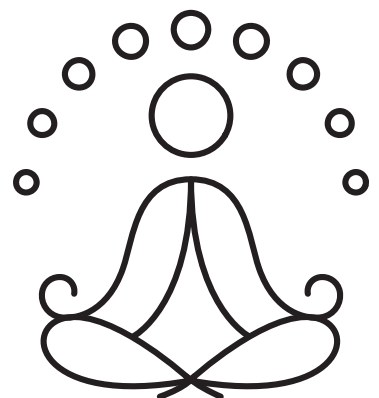


## Personal Development – This Term

This term in Personal Development:

**Years 7–10:** Relationships – focusing on healthy relationships, respect, consent, wellbeing, and personal safety

**Year 11:** Being Me in the World – focusing on identity, responsibility, and preparing for life beyond school



# Attendance

## Every Day Builds Belonging

- Attendance is about belonging, wellbeing and social development, as well as academic success.

Last Term's Attendance Figures:

- **Year 7: 93.5%**
- **Year 8: 87.1%**
- **Year 9: 91.5%**
- **Year 10: 85.5%**
- **Year 11: 85.5%**
- **Overall: 89.7%**



**Attendance  
Matters**

*Every student. Every day.*

There is a clear link between attendance and attainment. Research shows that students with lower attendance are significantly less likely to achieve strong academic outcomes, as missed learning time quickly builds up and becomes difficult to recover.

Whilst 90% may sound acceptable, at this point in the academic year it represents substantial lost learning.

## **Strengthening our attendance approach:**

We are pleased to welcome our new Attendance Officer, Mrs Edney, who is very excited to begin building positive relationships with students, staff and families.

Whilst being highly skilled in attendance data systems, Mrs Edney is a strong believer in our Belonging Strategy and is working closely with Miss Cheeseman to ensure attendance is driven by ensuring the school is a place children want to be - removing barriers, strengthening relationships and supporting families wherever needed.



# We Want To Hear From You...



We actively seek and listen to the views and experiences of pupils, staff, and parents/carers. Share your thoughts, feedback, or suggestions here:

[Parent Feedback Form - Fill in Form](#)

## Useful Links:

BNSPCC Online Safety: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>

NSPCC Parent Leaflets: <https://learning.nspcc.org.uk/research-resources/leaflets/parent-leaflets>



Aim High



Be Inclusive



Work Together

