

# Belonging and Attending Audit

This audit is designed to help schools and settings reflect on how they are supporting pupils' sense of belonging, a key driver for attendance (and achievement). The framework is structured to reflect the factors that influence a sense of school belonging as identified in [National Children's Bureau 2024 literature review](#).

## Attendance Matters

Padlet | [Attendance Matters](#)



We want your child to feel a sense of belonging in their school - **Attend Today, Achieve Tomorrow, Attendance Matters**

If a child is not in school, then where are they, and are they safe? Everyone has a part to play in improving school attendance and keeping children safe in education.

### 1. Awareness and understanding of risk and resilience factors impacting attendance

	RAG Rating			Notes
We are aware of the <a href="#">Northumberland Attendance Strategy</a> and overall correlation between attendance and achievement.				
School Attendance Lead accesses support, advice, and best practice at Attendance Network Meetings ( <a href="#">page 10</a> ).				
All staff are aware of risk and resilience factors that can increase the probability of a child/young person developing emotional/behavioural difficulties and/or mental health difficulties, thus potentially impacting attendance. <ul style="list-style-type: none"> <li>• <a href="#">Child factors</a></li> <li>• <a href="#">Peer factors</a></li> <li>• <a href="#">School factors</a></li> <li>• <a href="#">Parent/carers and family factors</a></li> <li>• <a href="#">Social and community factors</a></li> <li>• <a href="#">Case study example</a></li> </ul>				
All staff aware of attendance 'pushes and pulls'.				
Consideration has been given to different approaches to attendance using a <a href="#">reflection and planning tool</a> .				



	RAG Rating			Notes
Staff have attended whole-school EBSNA (Emotionally Based School Non-Attendance) training offered by the Education Welfare team or the Virtual School. For more information contact: <a href="mailto:educationwelfare@northumberland.gov.uk">educationwelfare@northumberland.gov.uk</a>				

## 2. Knowledge of sources of support

Ky staff are aware of available support relating to belonging and attendance eg. NCC/Be You, Early Help. <ul style="list-style-type: none"> <li>• <a href="#">Northumberland Education</a></li> <li>• <a href="#">Be You</a></li> <li>• <a href="#">Northumberland's Early Help</a></li> </ul>				
Staff are aware of and implementing <a href="#">Northumberland's Ordinarily Available Provision</a> / <a href="#">Early Years Ordinarily Available Provision</a> .				
Key staff are aware of <a href="#">Northumberland SEND local offer</a> and how to access support				

## 3. Safeguarding

All staff are up to date on all statutory safeguarding training and aware of most recent safeguarding updates				
All staff are aware of child exploitation and safeguarding procedures. <ul style="list-style-type: none"> <li>• <a href="#">Child exploitation: key definitions   Catch22</a></li> <li>• <a href="#">Child Exploitation Padlet</a></li> </ul>				
All staff aware <a href="#">Operation Endeavour</a> and <a href="#">Operation Encompass</a> .				



A positive school climate that attends to psychological safety, sensory and physical needs helps pupils feel secure, valued, and emotionally comfortable. Fair policies and supportive teacher interactions foster trust and understanding, while calm, predictable environments and sensory-friendly spaces promote emotional regulation and connection. Accessible, supervised safe spaces further encourage social interaction and regular attendance, reinforcing pupils' sense of belonging and engagement with school.

### 1. Physical environment (Supporting pupils to navigate the environment; 'safe' spaces'; physical accessibility)

	RAG Rating			Notes
Our school environment promotes a sense of safety, belonging and inclusivity (e.g. appropriately decorated corridors/communal spaces, consideration of accessibility for pupils, e.g. ramps etc.).				
Key staff have access to training to support pupils with <a href="#">mobility difficulties in the classroom</a> .				
All staff have access of training to promote <a href="#">inclusivity in the classroom</a> .				
Key staff conduct <a href="#">learning walks</a> around school considering what makes the school/setting a welcoming and supportive place to be for both staff and pupils.				
All staff access <a href="#">training</a> to understand the importance of play, leisure and social opportunities within school. This includes creating appropriate spaces and enough time for these. To show awareness of how students may play or socialise differently based on their cultural background or if they have additional needs.				
Staff working within Early Years are aware of the <a href="#">Early Years Ordinarily Available Provision guidance</a> - Enabling Environment pg. 35.				

### 2. The Sensory Environment

<a href="#">Sensory processing resources</a> are shared with all staff.				
---	--	--	--	--

	RAG Rating			Notes
Staff have access to <a href="#">Sensory Awareness Training and Sensory Audit</a> and workshops on <a href="#">sensory processing issues</a> .				
Staff working within Early Years are aware of the <a href="#">Early Years OAP guidance on Enabling Environment pg. 35</a> .				
Staff are aware of how <a href="#">classroom environments</a> can impact pupils with sensory processing difficulties and understand strategies for adapting the setting to reduce anxiety and improve tolerance of sensory experiences.				

### 3. Communication supportive environment

Our school is a communication supportive environment ( <a href="#">resource library for educators</a> ) that ensures that children's speech, language and communication skills are planned for and supported throughout the day. <ul style="list-style-type: none"> <li>• <a href="#">Early years</a></li> <li>• <a href="#">Primary Schools</a></li> <li>• <a href="#">Checklist</a></li> </ul>				
Staff are informed about <a href="#">communication friendly classrooms</a> .				
A <a href="#">communication champion</a> role has been assigned to a member of staff.				
<a href="#">The ShREC approach</a> for high quality interactions is used within our schools Early Years provision.				



Quality and consistency in teacher-pupil interactions are essential for building a lasting sense of connection. Friendliness and fairness from teachers are highly valued by pupils and significantly influence their sense of belonging. Supportive and individualised attention from teachers, where pupils feel seen and heard, plays a crucial role in fostering this connection.

### 1. Relational policy / Staff-pupil relationships

	RAG Rating			Notes
Relational/behaviour policies have been <b>developed and implemented</b> to support and promote belonging and inclusion. These policies are reviewed for effectiveness.				
School staff have accessed Northumberland's Trauma Informed and Attachment Awareness training and/or <b>'behaviour is communication' workshop</b> - contact <a href="mailto:beyou@northumberland.gov.uk">beyou@northumberland.gov.uk</a> for more information.				
All staff focus on developing positive staff-pupil relationships and interactions.				
All staff understand and promote relational values by using approaches such as: <ul style="list-style-type: none"> <li>• <b>PACE</b></li> <li>• <b>Emotion Coaching Training</b> - This is a costed training package (£200) for school staff and parents. The package includes two staff training sessions, and one parent workshops.</li> <li>• <b>Restorative conversations</b></li> </ul>				

### 2. Positive Noticing

All staff regularly use <b>positive noticing</b> and rewards systems, these can also be shared with or accessed by parents.				
---	--	--	--	--

### 3. Staff Wellbeing and Support

	RAG Rating			
Staff have access to wellbeing training - contact <a href="mailto:beyou@northumberland.gov.uk">beyou@northumberland.gov.uk</a> (Trailblazer only).				
Key staff regularly <a href="#">measure and monitor staff wellbeing</a> .				
Use of <a href="#">action planning resources</a> to focus on staff wellbeing.				
All staff members have opportunities for regular supervision.				
Opportunities are available for peer supervision / peer support groups.				
A staff <a href="#">Wellbeing Policy</a> has been developed.				
Wellbeing resources are regularly shared with staff: <ul style="list-style-type: none"> <li>• <a href="#">Be You resources</a></li> <li>• <a href="#">Online resources</a></li> <li>• <a href="#">Posters</a></li> <li>• <a href="#">Handouts</a></li> <li>• <a href="#">Qwell</a></li> </ul>				

### 4. Staff understanding of individual experiences

All staff have accessed Northumberland's Trauma Informed and Attachment Awareness training and/or ' <a href="#">behaviour is communication</a> ' workshop – contact <a href="mailto:beyou@northumberland.gov.uk">beyou@northumberland.gov.uk</a> for more information.				
All staff have access of <a href="#">training and information</a> to support staff in developing their understanding of ACEs, Trauma, Safeguarding, Trauma and Attachment.				

	RAG Rating			
Staff understand and implement relational values using approaches such as: <ul style="list-style-type: none"> <li>• <a href="#">PACE</a></li> <li>• <a href="#">Emotion Coaching Training</a></li> <li>• <a href="#">Restorative Conversation Script</a></li> <li>• <a href="#">Restorative Conversations (WARM Framework)</a></li> </ul>				
Early Years staff use <a href="#">Early Years school readiness passport</a> .				
All staff consider what a pupil is <a href="#">communicating by their behaviour</a> and <a href="#">reframing behaviour</a> .				

## Peer relationships and support

Padlet | [Peer Relationships and Support](#)



Positive peer relationships play a key role in strengthening a student's sense of belonging at school. When students have friends and feel socially connected, they are more likely to feel safe, accepted, and valued within the school community. These relationships provide emotional support, reduce feelings of isolation, and increase engagement in school life. As a result, school can be a place where children and young people experience connection and enjoyment. Hence, strong peer relationships foster a welcoming environment that promotes a sense of belonging and engagement in learning.

### 1. Bullying

Policies are in place to tackle bullying which are reviewed for effectiveness. <ul style="list-style-type: none"> <li>• <a href="#">Design an effective anti-bullying policy.</a></li> <li>• <a href="#">Example of anti-bullying policy statement (NSPCC)</a></li> </ul>				
Use of ' <a href="#">Bullying Prevention Tool</a> ' to consider a whole school approach to bullying and develop a bullying prevention strategy.				
Resources for pupils are provided. <ul style="list-style-type: none"> <li>• <a href="#">Primary Poster</a></li> <li>• <a href="#">Top tips</a></li> </ul>				
<a href="#">Workshops/lessons for pupils</a> are accessed looking at online bullying.				
Bullying UK helpline ( <b>0808 800 2222</b> ) is available to pupils.				



## 2. Supporting social opportunities and friendships

	RAG Rating			Notes
Pupils can access an inclusive and broad extra-curricular offer which encourages friendships and social opportunities (break and lunchtime opportunities).				
Pupils attend assemblies focusing on friendships/positive peer relationships: <ul style="list-style-type: none"> <li>• <a href="#">Primary assembly</a></li> <li>• <a href="#">Secondary assembly</a></li> </ul>				
<a href="#">Class activities</a> are provided to support social opportunities and friendships.				

## Partnership with Families

Padlet | [Partnership with Families](#)



Family support, including strong home-school relationships, significantly enhances a student's sense of belonging and school attendance. When families are emotionally supportive and engaged with the school, children feel more secure, valued, and connected to their learning environment. This emotional foundation fosters a positive identity and encourages regular attendance. Collaborative relationships between home and school also help identify and address barriers to attendance early, such as health or social concerns. Ultimately, a strong sense of belonging motivates students to attend consistently, and regular attendance further strengthens their connection to the school community.

## 1. Effective and Accessible Home School Communication

Easy, accessible and well understood communication methods between home and school are established.				
Regular updates are shared via different communication channels to highlight pupil/school achievements (eg. Newsletters, social media, class charts).				
<a href="#">Be You parent newsletters</a> are circulated to provide additional information and support to parents.				

	RAG Rating		
Provision offers regular opportunities for parents to come into school and network with other parents e.g. <ul style="list-style-type: none"> <li>• Parent workshops (Be You)</li> <li>• Coffee mornings</li> </ul>			
A variety of methods of collecting parent views/feedback (e.g. Surveys, post it notes) are used.			

## 2. Support for parents/carers

There is a 'no blame' culture around attendance.			
All staff have an awareness and sensitivity of cultural differences within the local context.			
Staff and parents are aware that they can access mental health support via <a href="#">Qwell</a> .			
Access to <a href="#">Be You Family Zone</a> and <a href="#">Be You Whole School Approach Menu of Support</a> offering workshops and leaflet resources for parents in relation to: <ul style="list-style-type: none"> <li>• Worry</li> <li>• Low mood</li> <li>• Mindfulness</li> <li>• Emotional regulation</li> <li>• Resilience</li> <li>• Self-esteem</li> <li>• Exam stress</li> <li>• Transition</li> <li>• Friendships</li> <li>• Self-harm</li> <li>• <a href="#">Looking after you own emotional wellbeing workshop</a></li> <li>• <a href="#">Looking after your child's emotional wellbeing workshop</a></li> </ul> Contact <a href="mailto:beyou@northumberland.gov.uk">beyou@northumberland.gov.uk</a> for more information.			

	RAG Rating			Notes
Family Hub resources and information are shared with parents: <ul style="list-style-type: none"> <li>• <a href="#">Family Hub - guide to services</a></li> <li>• <a href="#">Central Northumberland Family Hubs 'What's On' Padlet</a></li> <li>• <a href="#">West Northumberland Family Hubs Padlet List</a></li> <li>• <a href="#">North Northumberland Family Hubs 'What's On' Padlet</a></li> <li>• <a href="#">Strengthening Relationships Padlet</a></li> </ul>				

## Individual Traits

## Padlet | [Individual Traits](#)



### Recognition and celebration of diversity

Children and young people can offer unique perspectives on what it is like to be a pupil at their school; involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion. Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance. (Anna Freud, Mentally Healthy Schools)

### 1. Pupil Choice

Pupils are given choices where possible and appropriate.				
--	--	--	--	--

### 2. Pupil Voice

<b>Guidance</b> for capturing pupil views and opportunities are provided for pupils to express their views. (e.g. school council, post boxes for concerns).				
<b>Sense of Belonging Pupil Questionnaire</b> is shared with pupils (secondary).				
A 'You said, we did' board is used to promote pupil voice.				
We have a Student Council that is fully representative of the pupil population.				
Regular tutor group meetings are offered (Secondary).				

	RAG Rating			Notes
Use of suggestion boxes that are checked regularly.				
Pupils are encouraged to be autonomous (knowing where to get support/staff to seek out/confidence to do this).				

### 3. Inclusive policies and practice

Our school policies promote anti-discrimination and inclusivity.				
<a href="#">National Awareness Days</a> are scheduled in the school calendar and celebrated where appropriate and possible.				
An anti-bullying policy is in place and reflected in school culture.				
<a href="#">Relational Policy Guidance</a> has been considered/implemented.				
Use of whole school <a href="#">resources</a> to promote anti racist education.				
Use of whole school <a href="#">resources</a> to inform a graduated response to gender equality and positive peer cultures.				
Use of <a href="#">resources</a> to promote inclusive language when working with children and young people.				

### 4. Reasonable Adjustments

Staff are aware of and receive training to support sensory needs (e.g. sensory methods of gaining control without the need to shout).				
Staff have awareness of <a href="#">Equality Act 2010: Disability Rights and Education</a>				
Training packages available via <a href="#">Occupational Therapy - Be You</a> to support staffs understanding of reasonable adjustments are accessed.				



Pupil health and wellbeing are closely linked to both a sense of belonging and school attendance. When children feel physically and emotionally well, they are more likely to engage positively with their peers, teachers, and the wider school environment. Good mental health supports confidence, resilience, and social interaction, all of which contribute to feeling connected and valued at school. Supporting pupil wellbeing through inclusive practices, mental health support, and positive relationships are key to strengthening belonging and improve attendance.

### 1. Physical Health

	RAG Rating			Notes
Opportunities are offered to be physically active throughout the day (e.g. breaks, lunchtimes, within lessons as appropriate/whole class activities).				
Consideration is given to appropriate accessibility arrangements for pupils.				
Staff training offered, where appropriate, regarding <a href="#">sensory impairments via LINT</a> .				
Access to staff training and assemblies focusing on substance misuse provided by SORTED. See <a href="#">SORTED leaflet</a> for more information.				
Consideration of <a href="#">Be You</a> Occupational Therapy school staff training.				

### 2. Mental Health and Wellbeing

A whole school wellbeing policy has been developed/implemented.				
A Mental Health and Wellbeing audit has been carried out - <a href="#">Emotional Wellbeing &amp; Behaviour Support</a> .				

	RAG Rating			Notes
<p>We have developed a whole school understanding of trauma-informed practice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Emotion Coaching Training</a></li> <li>• <a href="#">Restorative conversations</a></li> <li>• Access to Northumberland’s Trauma Informed and Attachment Awareness training and/or '<a href="#">behaviour is communication</a>' workshop – contact <a href="mailto:beyou@northumberland.gov.uk">beyou@northumberland.gov.uk</a> for more information.</li> <li>• See <a href="#">Northumberland Schools C.A.R.E. Information, Training and Support Available</a> for more information on support available</li> <li>• See <a href="#">Relationships Matters Padlet</a></li> </ul>				
<p>Use of <a href="#">Whole School Approaches to Promoting Emotional Health and Wellbeing A Good Practice Guide</a></p>				
<p>Key staff know to contact <a href="mailto:beyou@northumberland.gov.uk">beyou@northumberland.gov.uk</a> for more information about policy reviews and how to use Be You resources.</p>				
<p><a href="#">Be You Whole School Approach Menu of Support</a> – Assemblies and staff training are accessed:</p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Worry</li> <li>• Transition</li> <li>• Exam Stress</li> <li>• Friendship</li> <li>• Self-harm</li> <li>• Mindfulness</li> <li>• Emotional Regulation</li> <li>• Resilience</li> <li>• Sleep Hygiene</li> <li>• Low mood</li> <li>• Self-esteem</li> </ul>				

	RAG Rating			Notes
Key stakeholders have an understanding of <a href="#">burnout</a> .				
Mental health and wellbeing resources are regularly shared with pupils, e.g. <ul style="list-style-type: none"> <li>• <a href="#">Self-Care Resources For Young People   Anna Freud</a></li> <li>• <a href="#">Mental Health Resources For Children and Young People   YoungMinds</a></li> <li>• <a href="#">Home - Kooth</a></li> <li>• <a href="#">Toby Henderson Trust</a></li> </ul>				

### 3. Developing self-efficacy, resilience and self-esteem

Support and opportunities are provided to practice the skills needed for self-awareness, self-management, social awareness and fostering and maintaining positive relationships. <ul style="list-style-type: none"> <li>• <a href="#">MeLSA approach</a> - for more details please email: <a href="mailto:MeLSA@Northumberland.gov.uk">MeLSA@Northumberland.gov.uk</a></li> <li>• Whole class <a href="#">FRIENDS Resilience</a>.</li> <li>• <a href="#">ELSA</a> - for more details please email: <a href="mailto:ELSA@Northumberland.gov.uk">ELSA@Northumberland.gov.uk</a></li> </ul>				
Resilience and self-esteem resources are regularly shared with pupils, e.g. <ul style="list-style-type: none"> <li>• <a href="#">Confidence and self-esteem tips - for 11-18 year olds   Mind</a></li> </ul>				
Use of Be You assemblies, whole class sessions, workshops, training and resources: <ul style="list-style-type: none"> <li>• <a href="#">Resilience</a></li> <li>• <a href="#">Self-esteem</a></li> </ul>				



Academic achievement can significantly influence a student's sense of belonging and impact school attendance. When students experience success in their learning, they often feel more confident, competent, and valued within the school environment. This sense of accomplishment can strengthen their connection to school, making them feel like they belong and are capable of contributing meaningfully. In turn, this positive self-perception encourages regular attendance, as students are more motivated to engage with their learning and maintain their progress.

### 1. School understanding learning needs

	RAG Rating			Notes
Staff plan/subject leads plan appropriate curriculum and differentiation to ensure lessons are accessible: <ul style="list-style-type: none"> <li>• <a href="#">Ordinarily available provision guidance</a></li> <li>• <a href="#">Quality first teaching</a></li> </ul>				
Awareness and use of training packages (available to schools in trailblazer areas) offered through <a href="#">Occupational Therapy - Be You</a> to support the implementation of reasonable adjustments including: <ul style="list-style-type: none"> <li>• Inclusivity in the classroom</li> <li>• Supporting mobility in the classroom</li> <li>• Behaviour is communication</li> <li>• Executive Function Skills</li> <li>• Handwriting in the Classroom</li> <li>• Supporting Play in School</li> <li>• Visual Perception</li> </ul>				
Use of <a href="#">whole school request for support</a> to develop inclusive practices through: <ul style="list-style-type: none"> <li>• School development work</li> <li>• Staff training</li> <li>• Coaching and mentoring</li> </ul>				

### 2. Learning Skills

Staff promote a growth mindset by helping pupil's to see what can be achieved by effort and perseverance (e.g. whole-school <a href="#">MeLSA approach</a> ). For more details please email: <a href="mailto:MeLSA@Northumberland.gov.uk">MeLSA@Northumberland.gov.uk</a>				
---	--	--	--	--

	RAG Rating			Notes
Use of QAA Scotland <a href="#">resources</a> and group activities for Higher Education students to develop: <ul style="list-style-type: none"> <li>• Academic resilience</li> <li>• Critical self-reflection</li> <li>• Mindset</li> <li>• Self-belief (self-efficacy)</li> <li>• Self-management of expectations</li> <li>• Time management for independent learning</li> </ul>				

## Pupil Aspirations

Padlet | [Pupil Aspirations](#)



Students with clear goals and ambitions often feel more connected to their school environment because they see it as a pathway to achieving their goals. They are therefore more likely to engage with peers and teachers, fostering a stronger sense of community and belonging. Aspirations can also promote positive identity development, which reinforces feelings of inclusion and acceptance.

### 1. Aspirations

We have considered support from NCC Early Careers Team (Talent and Experience) who can offer support to your school/setting regarding careers advice, interactive workshops, assemblies, work experience, mock interviews, parents evening stands and career fairs. Please contact <a href="mailto:apprenticeshipenquiries@northumberland.gov.uk">apprenticeshipenquiries@northumberland.gov.uk</a>				
Our school culture promotes informed career decision making and a wide variety of career opportunities accessible for all.				
We advertise open evenings.				
Career trips are offered to inspire pupils.				
Offer of work experience opportunities within Northumberland County Council – contact: <a href="mailto:workexperienceenquiries@northumberland.gov.uk">workexperienceenquiries@northumberland.gov.uk</a>				



Participation in extracurricular activities is a key factor in enhancing school belonging. Pupils report positive feelings linked to engaging in activities that contribute to their school community, reinforcing positive mental health outcomes. Even moderate participation in extracurricular activities can yield benefits, with involvement in too many activities not necessarily increasing the sense of belonging further.  
[Understanding and enhancing school belonging: Launching our literature review](#)

1. Enrichment				
	RAG Rating			Notes
Pupils are offered access to a wide range of enrichment opportunities such as clubs, lunchtime activities and wrap around care.				
We provide opportunities for wider achievements beyond the curriculum e.g. assemblies, performances and celebration days.				
Pupils are offered opportunities to attend school trips.				
Stay and play sessions offered to Early Years parents/carers.				
Families are signposted to wider community groups such as <a href="#">Family Hubs</a> and Library Services.				



When transitions are well-supported, students feel welcomed, prepared, and emotionally safe, which helps them build trust in the new environment. This sense of security encourages them to form relationships with peers and staff, fostering a feeling of connection and inclusion. As students begin to feel they belong, they are more likely to engage with school life and attend regularly. The best transition should be thought of in much wider terms. Building resilience, motivation and a sense of school belonging long-term are key to learners feeling settled.

[Transitions in Education: Guidance for Northumberland Schools and Settings](#)

### 1. Starting Primary School

	RAG Rating			Notes
Advice, such as <a href="#">Toolkit of advice</a> , is shared with parents.				
Key staff update and share <a href="#">Early Years school readiness</a> with new provision and staff.				
Early Years staff attend Early Years Transition events (as advertised on Early Years update/ <a href="#">Northumberland Education</a> ).				
<a href="#">Transition Top Tips</a> (Early Years) are shared.				

### 2. Transition from one setting to another (including - mainstream to specialist provision; transition to and from alternative provision)

We have good communication links between feeder schools and receiving schools.				
Key staff are aware of <a href="#">Northumberland</a> transition guidance.				
Key staff are aware of assemblies and class sessions that can be delivered to trailblazer schools by <a href="#">Be You</a> .				
They are also aware of 'Smooth Moves' workshops available from Educational Welfare Team. Contact <a href="mailto:educationwelfare@northumberland.gov.uk">educationwelfare@northumberland.gov.uk</a> for more information.				

	RAG Rating			Notes
Use of QAA Scotland <a href="#">resources</a> and group activities for Higher Education students to develop: <ul style="list-style-type: none"> <li>• Academic resilience</li> <li>• Critical self-reflection</li> <li>• Mindset</li> <li>• Self-belief (self-efficacy)</li> <li>• Self-management of expectations</li> <li>• Time management for independent learning</li> </ul>				

### 3. Transition within school

Staff have an awareness that some children may struggle with times of change and may need additional support.				
Transitions are well managed (e.g. clear routes and pathways around classrooms, corridors, form groupings).				

**We want this to be a living framework that evolves with your input.**

If you have any tools, resources, or examples of good practice that you feel would benefit others, we warmly invite you to share them with us. Please email your contributions to [psychservices@northumberland.gov.uk](mailto:psychservices@northumberland.gov.uk). Your insights are invaluable in helping us shape a framework that truly supports our schools.

**With thanks to:**

Sarah Wintringham, Principal Education Welfare Officer

Gill Finch, NCC Equality, Diversity and Inclusion Lead

Beth Clarke, NCC Early Help

NCC Early Years Team

NCC Virtual School Educational Psychologists

Craig Newbiggin, NCC Social Care – Early Help (SORTED)

Leigh Graham, NCC Risk Outside the Home (ROTH), Team Manager for Safeguarding

Julie McIntosh and Catherine Baird, NCC Early Careers Team

Andrew Elliot, NCC Youth Justice Service – Team Manager

Stuart Cannon, NCC Preparation For Adulthood Lead

Stacey Herberson, NHS Peer Education Worker

Amanda Sayers, CYGNUS Support

NCC Inclusion Team

NCC Educational Psychology Team EPs

NCC HINT

Be You Mental Health Support Team

Primary Mental Health Team