

Is Your School Building Belonging, Resilience and Engagement in Practice?

How to use this checklist

Read each statement and be honest - this is for your eyes only. Tick the statements that are true most of the time in your school. Don't worry if you can't tick everything; the point is to see where your strengths are and where the gaps sit, so you know where to focus first.

Belonging & Inclusion

1. Staff have a shared language and understanding for why pupils behave the way they do, including pupils with SEND, trauma histories, or additional needs.
2. Inclusion shows up in everyday decisions (seating, transitions, communication), not just in policy documents.

Attendance & Family Engagement

3. When attendance conversations with families feel stuck, staff have a different approach to try - not just another letter or meeting.
4. Families who are disengaged feel like the school is on their side, not against them.

Staff Wellbeing, Burnout & Retention

5. Staff have somewhere to raise it if they're feeling overwhelmed, and know what happens next if they do.
6. Leaders model healthy boundaries around workload, rather than just asking staff to "look after themselves."
7. Topics like menopause, burnout and mental health are talked about openly enough that staff don't feel they have to manage alone.

Reflective Practice & Embedding Change

8. After training days, there's a clear way staff put what they've learned into practice - it doesn't just end when the INSET does.
9. Staff working with the most complex pupils or families have regular, protected time to reflect and process what they're carrying.
10. Leaders feel they have support for themselves, not just for their teams.

What your results suggest

Step 1: Count your unticked statements in each section.

Each of the four areas below has either two or three statements. An unticked statement is a possible starting point and where there's room to build.

Belonging & Inclusion (statements 1–2)

If either is unticked, staff may not yet have a shared, practical understanding of how to respond to behaviour and inclusion day to day.

→ A good starting point: Trauma Informed Attachment Training (1 hour)

Attendance & Family Engagement (statements 3–4)

If either is unticked, attendance conversations may be relying on the same approaches that haven't shifted things so far.

→ A good starting point: Motivating Engagement in Education (twilight session)

Staff Wellbeing, Burnout & Retention (statements 5–7)

If one or more is unticked, staff may be carrying more than your school currently has the capacity to support - often where retention problems start.

→ A good starting point: Burnout Awareness or Supporting Wellbeing During Change (twilight session)

Reflective Practice & Embedding Change (statements 8–10)

If one or more is unticked, training may not be translating into lasting practice once the INSET day ends.

→ A good starting point: Reflective Practice Sessions

Step 2: Decide where to focus first.

If one section clearly has more unticked statements than the others, that's usually the most useful place to start, it's where the gap between "what we're trying to do" and "what's actually happening" is widest right now.

If you've got unticked statements spread fairly evenly across two or more sections, that's common too - most schools are managing pressure on several fronts at once. In that case, it's worth thinking about which gap is causing the most day-to-day strain for staff or leaders, since that's often where the quickest, most noticeable improvement comes from.

If you're genuinely unsure, or every section has a mix of ticks and gaps, that's exactly the kind of conversation we're happy to help you think through.

If you would like to discuss your needs, we would love to chat with you. You can book a no-obligation discovery call with us by scanning the QR code.

