



*This week on...*

# The EDI t

WELCOME BACK TO

*The EDI t*

As we begin a new term, we will, I am sure, be reviewing our seating plans and planning our next sequence of lessons. As part of this process, we reflect upon and take into consideration classroom dynamics and relationships to help ensure the best outcomes for our pupils.

It is also worth considering the '**10 dimensions of belonging**' illustrated in this wheel

As you review and make your plans, consider each of the dimensions for each of your students using the prompt questions on the next page and the role you can take in ensuring every student feels they belong in your classroom (and the school).



**Needed**

Are students valued by others in the class?

**Present**

Are students involved in all of the same activities as their peers?



**Invited**

Is their presence and participation actively sought out and encouraged by you?

**Welcomed**

Are all students received by their peers with warmth, friendliness, and authentic delight?

**Known**

Are students treated as unique individuals and recognised for their strengths?

**Accepted**

Are students viewed as equals by their peers?

**Involved**

Are students participating in all activities and discussions?

**Befriended**

Are students developing positive relationships with their peer?

**Heard**

Are the perspectives of students sought out, listened to, and respected by others?

**Supported**

Are they receiving the assistance they need to participate fully in all aspects of your lessons?

## How can I use this?

Consider the '**10 dimensions of belonging**' when:

- Making adjustments to seating plans;
- Planning your questioning in lessons;
- Cold-calling;
- Giving formative feedback in class;
- Marking exercise books/classwork;
- Awarding praise and reward merits
- Being vigilant to interactions with peers and reporting any prejudiced language/behaviour via Arbor

***See you next week!***

