Welcome to this Practice Week session

Please be considerate to others - we want this to be a safe, open and reflective space to learn and share thoughts and ideas. We have protected time at the end for you to ask questions.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

Please be aware that some of these sessions are being recorded. Your presenter will let you know at the start of the session. If you do not wish to appear on the recording, just keep your camera off.

Thank you!



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Footsteps to Norfolk

Creating Safe and Secure Communities Through Belonging, Pupil Voice and Whole-School Practice

Alice Ndiaye, Sarah Claflin- St Michael's Junior School

Why This Work Mattered: School Context

- Community uncertainty and tensions
- Exposure to misinformation
- Difficult conversations affecting families
- Risks to cohesion and inclusion





What helps children feel safe when adults around them are feeling uncertain or divided?

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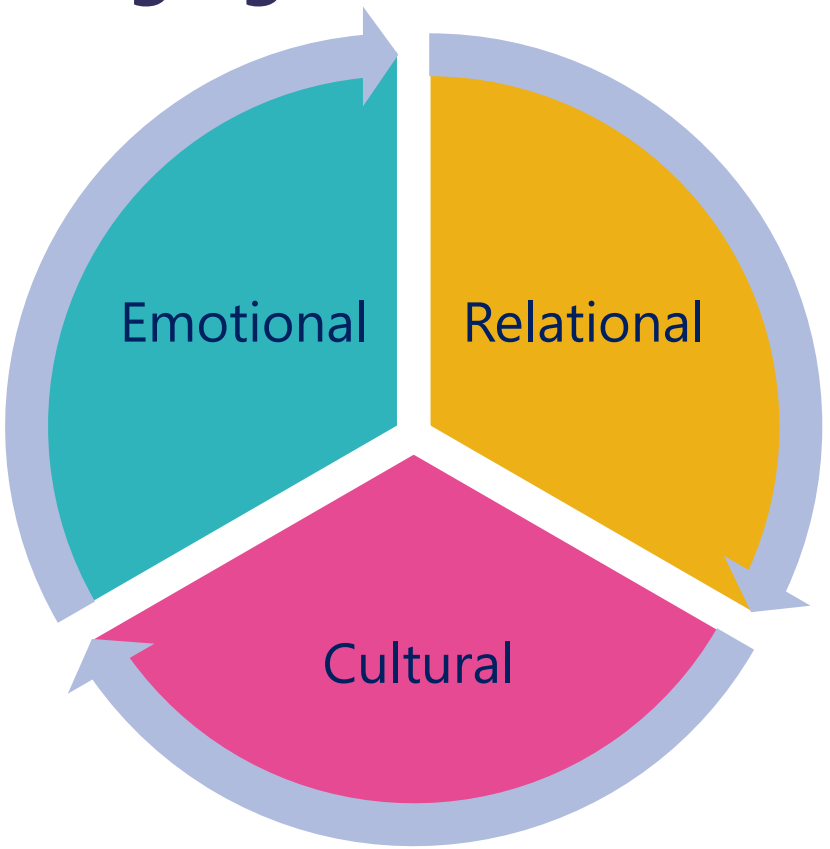
Safe and Secure Starts with Belonging

What Helps Children Feel Safe?

Safe and secure children feel:

- Connected
- Known
- Respected
- Heard
- Represented
- Valued



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Reflection Activity

Question
"When have you experienced a genuine sense of belonging?“

Consider:
- What made that possible?
- Who contributed to it?
- How did it affect your wellbeing?



Building Belonging Beyond Food, Flags and Festivals

Building Genuine Belonging
Celebrating diversity matters.
Belonging goes further.

Belonging Means:

- Being welcomed
- Being known
- Being represented
- Being valued
- Being able to contribute

Shift in Practice

From: Learning about difference

To: Building connection and shared community

Footsteps to Norfolk: Overview

Footsteps to Norfolk

Learning Resource

THE CHURCH OF ENGLAND
Diocese of Norwich

This resource has been created through a collaboration between the Diocese of Norwich, Norfolk County Council, and partner organisations across Norfolk to support schools and communities to explore the theme **Community: Living Well Together**.

The project shares the stories of people who live together in community: those whose families have lived in Norfolk for generations and those whose journeys have brought them here from other parts of the world. By listening to and learning from these different experiences, pupils are invited to reflect on how communities are shaped over time and how many different stories contribute to the life of a place.

Through storytelling, discussion, and creative response, this work encourages children and young people to develop a deeper understanding of belonging, migration, and community. Pupils will have opportunities to hear directly from members of their community and from international students studying in Norfolk, helping them to see how both long-standing roots and new journeys are part of the shared story of modern Norfolk.

This resource is intended as a starting point for learning and reflection. Teachers may wish to enrich the activities further through discussion, images, interviews, and creative responses that support pupils to think about identity, place, and community in thoughtful and meaningful ways.

We would like to thank the schools, educators, pupils, international students, and community partners who have contributed their time, stories, and expertise to the development of this resource. Their collaboration reflects a shared commitment to helping schools and communities flourish together.

To strengthen belonging, understanding and connection through participation, creativity and shared experiences.

"Wow — what a productive and inspiring day! What really struck me was the energy and passion in the room — the honesty and courage from those who shared their experiences of racial injustice was profoundly moving, and the creativity that flowed when we came together across disciplines was inspiring."

Rev. Tim Yau 邱提摩太

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Footsteps to Norfolk: Overview

St Michael's V.A. Junior School
All Angels' Primary Federation

HOPTON C.E. PRIMARY ACADEMY

Old Catton 1874 C of E Junior School

Cringleford CE VA Primary School

St Nicholas Priory CE VA Primary School

Avenue Junior School

To strengthen belonging, understanding and connection through participation, creativity and shared experiences.

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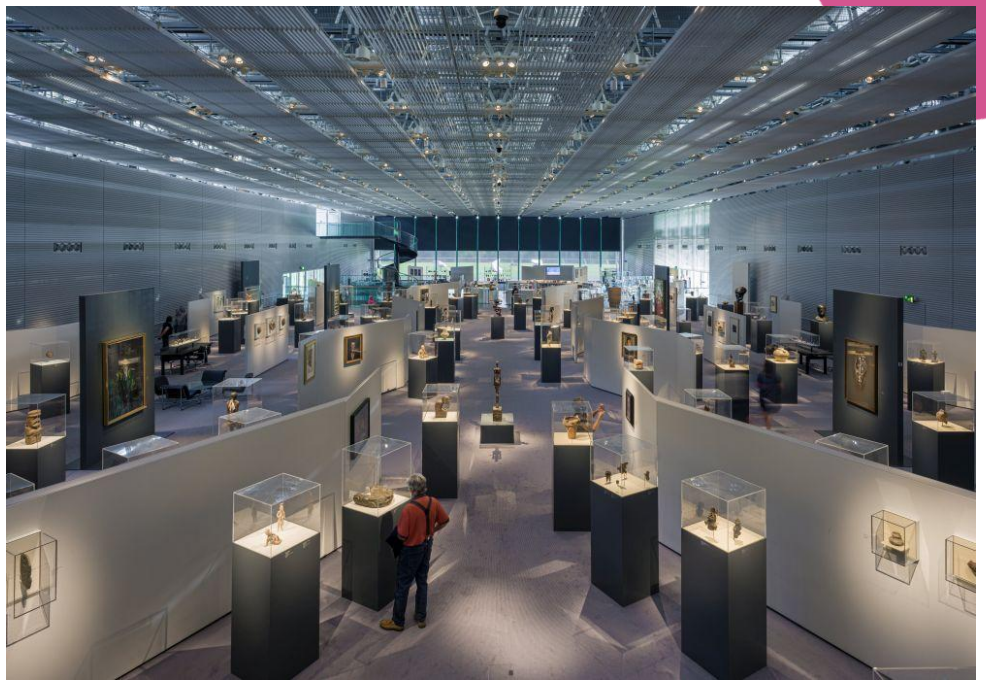
Creative Learning at Norwich Arts Centre









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Creative spaces can help children safely explore identity, belonging and connection.

Partnership with UEA Business School





Learning through shared experiences and meaningful contact helps children understand experiences beyond their own.

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Partnership with UEA Business School



Learning through shared experiences and meaningful contact helps children understand experiences beyond their own.

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Partnership with UEA Business School





Learning through shared experiences and meaningful contact helps children understand experiences beyond their own.

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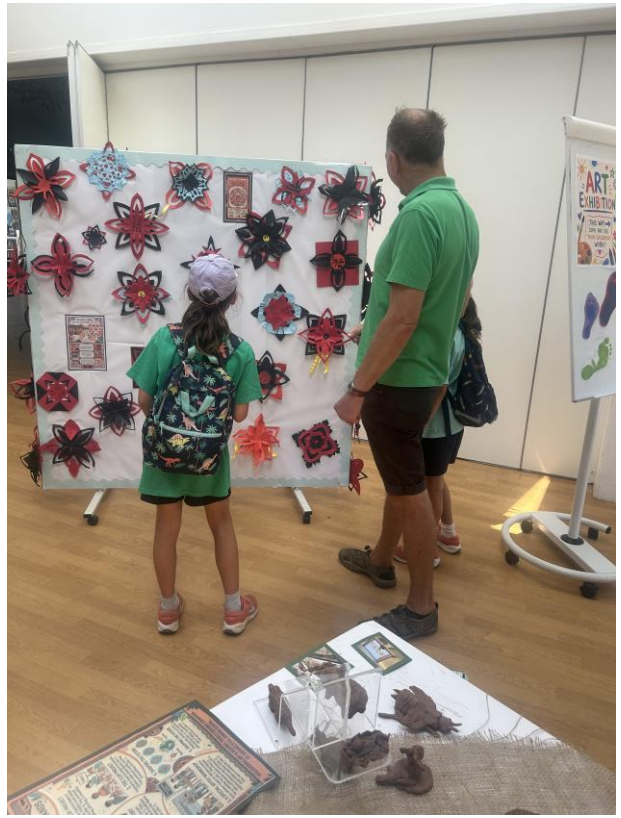
Exhibition and Community Conversation







Belonging grows when communities come together around shared stories.



Soundscapes available at:

[Footsteps to Norfolk Soundscapes - Diocese of Norwich | Listen to the Podcast on Spotify]

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Resources and Curriculum Legacy

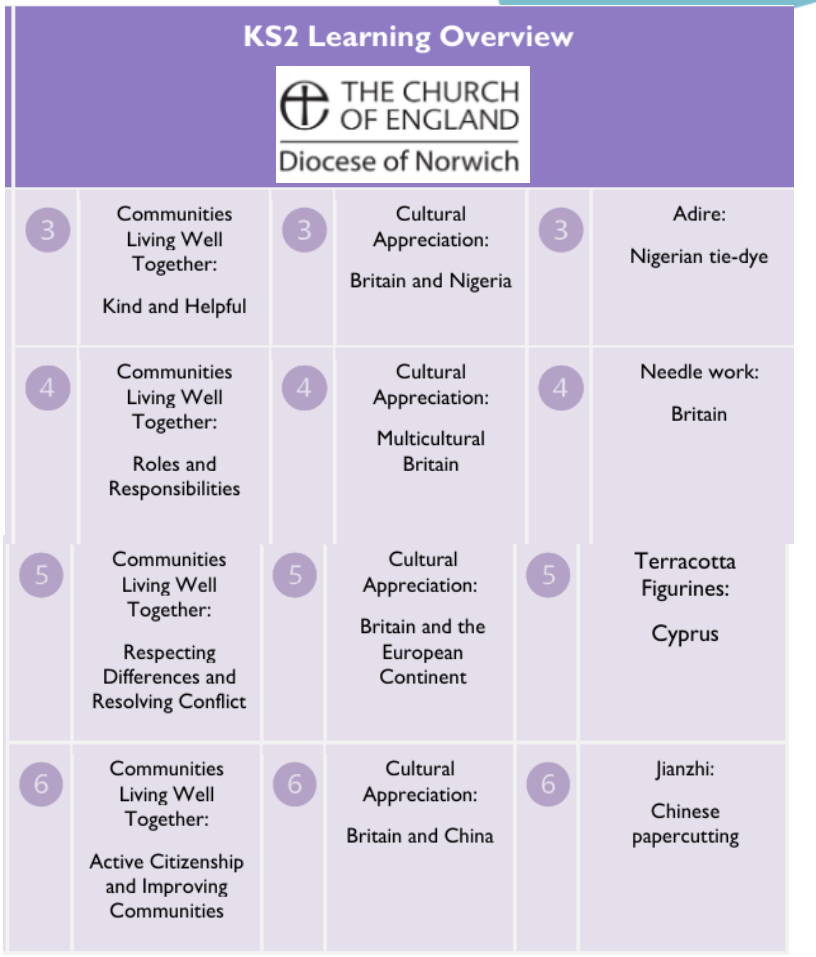
Belonging becomes most powerful when embedded in everyday learning.

Contents

- Belonging Framework
- Norfolk's Migration Story
- Curriculum and Biblical links
- Lessons on :
    - Communities Living Well
    - Cultural Appreciation
    - Art Activities

Available at:

[Racial Justice in Schools - Diocese of Norwich]



KS2 Learning Overview

THE CHURCH OF ENGLAND
Diocese of Norwich

3	Communities Living Well Together: Kind and Helpful	3	Cultural Appreciation: Britain and Nigeria	3	Adire: Nigerian tie-dye
4	Communities Living Well Together: Roles and Responsibilities	4	Cultural Appreciation: Multicultural Britain	4	Needle work: Britain
5	Communities Living Well Together: Respecting Differences and Resolving Conflict	5	Cultural Appreciation: Britain and the European Continent	5	Terracotta Figurines: Cyprus
6	Communities Living Well Together: Active Citizenship and Improving Communities	6	Cultural Appreciation: Britain and China	6	Jianzhi: Chinese papercutting

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Resources and Curriculum Legacy

THE CHURCH OF ENGLAND Diocese of Norwich **Racial Justice Champions**

Available at: [Racial Justice in Schools - Diocese of Norwich]

Brave and Caring
CONVERSATIONS GUIDE

Listen to Understand, Not to Respond
- Give space for lived experiences to be heard without interruption or debate.
- Acknowledge that personal stories are gifts, not topics for debate.
- Consider the words we choose to use and the body language we are demonstrating.

Speak from Your Own Experience
- Avoid generalisations (e.g. "In my experience..." instead of "Everyone knows...").
- Respect that others' experiences may be different from your own.

Impact Over Intent
- Be open to feedback and reflection if someone shares discomfort.
- If harm is caused, acknowledge it and seek to learn, rather than defending intent.

Confidentiality and Care
- What is shared here, stays here (unless agreed otherwise).
- Stories belong to the people who share them; do not retell them without consent.

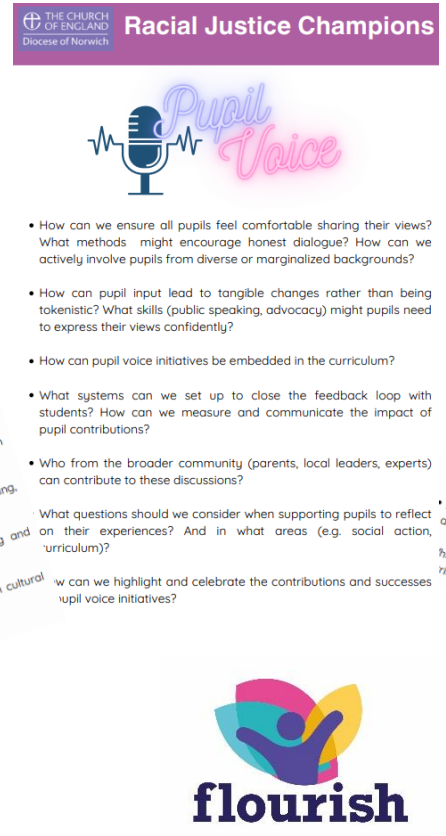
Embrace Discomfort as Part of Growth
- Be prepared to be challenged and recognise it is ok not to have the answers.
- Some topics may feel challenging—lean into that with curiosity rather than defensiveness.
- Take responsibility for your learning without placing the burden on others.

Respect Different Levels of Engagement
- Not everyone processes information the same way; silence is also participation.
- Allow people to step in and out of discussions as needed.

Use Inclusive and Respectful Language
- Avoid stereotypes and generalisations.
- If unsure about terminology, ask or seek guidance.

Take Care of Yourself and Each Other
- Take breaks, including leaving the room, as and when you need them.
- Support one another in the learning journey with kindness and patience.







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Wider Community Impact: NCCSF & Casio



EDI Game Changers
with Norwich City Community Sports Foundation

Black History Month Poetry Competition
Lemn Sissay



Casio
doing different with out A.I. Moflins

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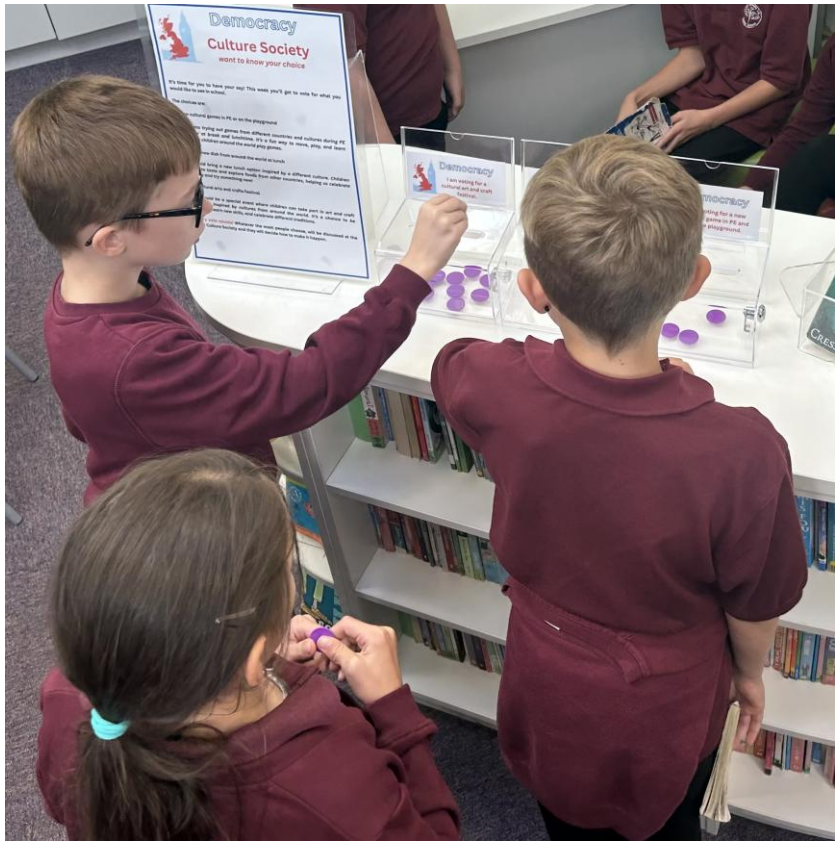
Belonging can create ripple effects across communities.

Pupil Voice: Culture Society







Children often identify opportunities and solutions that adults.

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Impact and Practice Takeaways



Five Practical Takeaways

- Start with relationships.
- Create authentic pupil voice.
- Build belonging into everyday practice.
- Work across agencies and communities.
- Promote safety through connection, not simply risk management.

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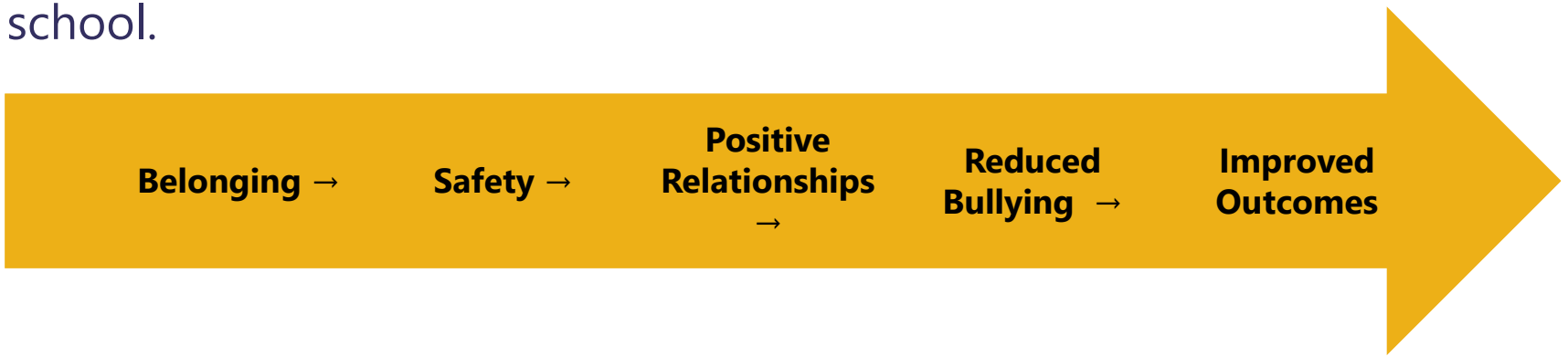
Belonging, Safety and Bullying Prevention

The Anti-Bullying Alliance reports that pupils who experience bullying, and pupils who bully others, are significantly more likely to say that:

- They don't feel they belong at school
- They don't get on with their teachers
- They don't feel safe at school
- They don't like coming to school.

What Does This Tell Us?
Improving:
✓ Belonging
✓ Relationships
✓ Feelings of safety
✓ School connectedness
can reduce the likelihood of both bullying and being bullied.



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Final Reflection

Safe and Secure Children Are Children Who Feel They Belong

Final Reflection
What is one thing you could do differently tomorrow to help a child feel that they belong?

The Footsteps to Norfolk project shows that when schools, communities, families and services work together, belonging becomes a powerful driver of:

- Safety
- Inclusion
- Community cohesion

Which could improve community and personal safety

- Bullying prevention
- Anti-prejudice
- Allyship

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Audience Questions



Please provide some feedback - it only takes a minute!

