

Strand: Community education and learning: What are the existing opportunities and initiatives within community education and learning? How do these opportunities foster inclusion, lifelong learning, and social cohesion of communities? What community-led education initiatives can (re)connect and empower the increasingly changing nature of community life?

Authors: Jesse Mitchell, St Luke's High School, East Renfrewshire Council mitchellj7@st-lukes.e-renfrew.sch.uk Mark Breslin, University of Glasgow mark.breslin@glasgow.ac.uk

Title: Connecting Communities and collective identities: Promoting belonging, inclusion strengthening relationships and cultivating partnerships through equitable education and physical activity intervention, to support the pupil well-being pupil and engagement in secondary education.

Aim: This study examines the impact of a physical activity intervention on pupil's engagement and attendance in a secondary school setting. The intervention targets students aged 11 to 15 with a history of poor attendance. Through a series of fitness-related exercises and educational stress management techniques, pupils will explore methods to regulate emotions and enhance their overall well-being. The intervention sessions will be conducted over a 10-week period, with approximately 10 participants selected based on their attendance records. The study aims to not only improve educational outcomes but also foster a sense of belonging and strengthen relationships within the school and broader community. By leveraging collaborative efforts between schools, local organisations, and families, the research seeks to promote a more cohesive and supportive environment for student growth and development.

Significance to the wider community:

This research holds significant importance for the wider community as it addresses the critical issue of pupil engagement and attendance within the context of broader community relationships. By investigating the impact of a physical activity intervention on pupils with low attendance rates, the study aims to not only improve educational outcomes but also strengthen the sense of belonging and relationships within schools, homes, and the broader community. Understanding how collaborative efforts between schools, local organisations and families can positively influence pupil engagement has implications for building stronger, more cohesive communities and a connecting identities.

Impact on Practice:

The findings of this study have the potential to change educational practices by highlighting the importance of nurturing relationships and fostering a sense of belonging within communities. If the physical activity intervention proves effective in improving attendance rates and pupil engagement, it could serve as a model for other schools seeking to enhance community partnerships and support structures. Educators may gain valuable insights into the role of collaborative initiatives in promoting pupil well-being and academic success, leading to more inclusive and supportive learning environments. Additionally, the emphasis on community relationships may inspire schools to prioritise holistic approaches to education that recognise the interconnectedness of pupils' lives within their schools, homes, and neighbourhoods.

Methodology:

We will employ a mixed-method approach, combining qualitative and quantitative data collection methods. Our goal is to gather insights into the impact of the physical intervention on pupils' sense of belonging at school, as well as its potential to improve school attendance rates. Additionally, we will explore whether the intervention extends its influence to pupils' home lives and community relationships. Data collection will employ various methods, including one-on-one interviews with pupils facilitated by their class teacher during the intervention. Additionally, the school will track

students' attendance over the weeks to assess any changes in attendance rates. This process will be seamlessly integrated into the school's existing attendance monitoring system, with participation data forwarded accordingly.

Parents will have the opportunity to participate in a one-on-one interview with the teacher, focusing on their child's behaviour at home and their perceptions of the intervention's impact on their child. These discussions will be recorded using electronic devices for documentation and analysis purposes. Focus group discussion will take place with campus police officer, community development representative and researchers where a free following discussion lasting 40 to 50 min to discuss the impact of the intervention on the participants sense of belonging to the community

Key words:

Relationships, Inclusion, attendance, communities, identify, belonging, wellbeing, parental engagement, mental wellbeing, physical activity, connections, belonging, and identity.