



Report of the Primary Parliament 2017

The B&NES Primary Parliament took place at Somerdale Pavilion on Wednesday June 14th 2017. The theme was:

'Go for it! Doing things that make you feel good'.

In all, 24 primary schools attended and 160 delegates. In addition to our workshop facilitators, guests included Ashley Ayre, Chief Executive of B&NES, the Vice-Chair of the Council, Cllr. Karen Walker and the Mayor Cllr. Ian Gilchrist.

Bath Rugby Foundation provided outdoor play activities over the lunch hour and worked with KS1 children to build a mini assault course.

The event was organised by staff and pupils from Roundhill Primary E-team, members of The Youth Forum supported by Off the Record and staff from the Local Authority.

Pupil comment, I enjoyed..
"Talking about what we can do in our schools."

Introductory presentations

After short welcoming comments by members of the Youth Forum, our hosts for the day were Roundhill pupils Poppy and Rylan who introduced the morning presentations.

Roundhill E team talked about how this year they had written their Equalities Charter 'A Safe Place 2 be Me', celebrated and explored diversity and undertaken an

audit of their library books reviewing how well they represented equality and diversity.

Castle Primary School Council talked about how they had chosen to fund raise for a local charity and their links with a school in Swaziland. They also shared their 'Make Mealtimes Marvellous Charter' and how they have initiated a refurb of their toilets! All very important things.

St Johns Keynsham gave the final and most topical presentation for the day, about a recent trip to the Houses of Parliament where they had been taken on a tour, seen where the Queen changes before entering Parliament and taken a vote on a draft Bill on chores. *AYE!*

Workshops

KS1 Workshop

Go for It! Get Creative Alice McColl & Sarah McCluskey B&NES

34 KS1 pupils attended. There were two key objectives that the workshop explored through creative activities and playing games.

What do YOU get out of being creative? E.g. creative doing, making, creative thinking, creative problems solving

How can you share these ideas with your schools and your communities?

To make these objectives accessible to the group the children were asked to think about two questions:

Q1. Things I do to make me feel good/happy on the inside.

On a flipchart we recorded:

- *Seeing my granny and grandpa*
- *Brownies*
- *Pets*
- *Learning a new level in gymnastics*
- *Colouring – I like lots of colours*
- *Family*
- *Thinking time*
- *Being happy*
- *Reading - takes you into a different world*
- *Writing - I'm happy when I finish a story*
- *Being at the skateboard park*
- *Video games*
- *Cricket*
- *Being with my pet cat even though she sleeps with mum and dad not me!*

Q2. Things that make us all feel good/happy in the world outside.

On a flipchart we recorded:

- *Fresh air*
- *Seeing everything growing and changing*
- *Friends*
- *Playing in the woods*
- *Cuddles and kisses*
- *Tae Kwan Do*
- *Seeing animals in the country*
- *Sunshine*
- *Wild places*
- *Camping with my family*
- *People being kind*
- *Listening to people*
- *Helping others to be happy*
- *Hugging*
- *Swimming*

Q1 What they did:

The children choose a little wooden box which they decorated with sequins and stickers. Inside the box they put a special stone they had chosen and some objects e.g. buttons, jigsaw pieces which reminded them of something They also wrote/drew the things that were special to them and put these into their treasure box. These objects represented all the important things that make them feel good on the inside.

Q2 What they did:

The children were each given a cardboard A5 picture frame and asked to draw a self-portrait in the middle. On the reverse of the frame they wrote down the things that make them feel happy when outside. Round the outside of the frame was double sided tape onto which they stuck a selection of items from the natural environment e.g. leaves, flowers, bark, twigs, moss.

The comments and ideas for the feedback were recorded by staff on each table as they were working with the children.

Feedback

1. What do YOU get out of being creative?

*I feel in a happy place
It's relaxing
Art and drawing makes me happy*

*Helps me learn new skills, sticking and colouring
I love colours
I feel like an artist – full of joy
You can encourage people even if they think they can't draw
Gives me ideas*

2. How can you share these ideas with your schools and your communities?

*Tell our school council about what we did today
Tell everyone at assembly
Link with other schools near your school
Have an art day
Show and tell in class about our day
Children could run a 'feel good' club at school
Having more time outside at school
Talk to our friends
Leading an activity at school
Share in a newsletter*

Some staff shared concerns that they felt that there wasn't enough time given in the school timetable for a range of creative activities to be explored, for relaxation and the opportunity to work outside with children. All of which are key to the health and wellbeing of both children and staff.

They all said that they had really enjoyed the 'parallel working' opportunity that the workshop had given them!

Presentation

All the children showed their boxes and frames to the Vice Chair of B&NES and the Mayor. A small group also chose to share their workshops ideas as part of the afternoon presentations while the rest of the group designed a mini assault course with Bath Rugby Foundation. Two pupils from Peasedown St John talked about their boxes and frames and what made them feel good on the inside and the outside. Several of the children also shared some of other ideas discussed in the workshop.

Final Message

- Talk to teachers about the importance of creative activities and the positive benefits that being creative has on wellbeing and how it helps learning.
- Share creative ideas with school councils and through assemblies.

Pupil comment,
(being creative)
**"Makes me calm
and gentle"**

WORKSHOP A Judy Allies B&NES / Mark Harrison - Greenwich Leisure

Go For it! Get Going

Sharing the importance of being active every day - how can we achieve this?

24 pupils attended this workshop. We started by asking the children to think about why they (and everyone) does physical activity. What do you get out of it?

We ended up with a very colourful graffiti wall of post-it notes with these ideas:

What do you get out of exercising?

It makes you happy

Keeps you fit

You like it

You are good at it

Good way to spend your time

Make new friends /spend time with friends and family

Good to take part

Gives you something to look forward to

Helps you wake up

Stops you watching TV/screens

We then asked them to think about where different physical activity occurs in 4 areas: In school as part of the curriculum; in school as extra-curricular activity; outside of school in organised groups and at home. For each place, the children populated a flip chart with the type of activity they do in each of these places. We ended up with a huge list!

We then talked about barriers to physical activity and used some results from the last SHEU (health related behaviour questionnaire) to explain that not all children are as active as others. **The barriers** they identified were:

Too busy

Too expensive

Too tired

Live by a main road/ no space/ hard to get to the park crossing busy roads/no garden

Injury/illness

Weather not suitable

Prefer to play computer games/ watch TV

Too far to go

Afraid of playground/strangers

Homework to do instead

Being grounded

No-one to do it with

Disabilities

Don't like it/ feel self-conscious

Presentation:

Using all the things we had discussed, the children then split into the 4 groups around where daily physical activity happens. Each group then came up with a role play to show what the barriers were and how you can get over them. There were some great suggestions – for example:

Too much homework? – go to homework club before going outside to play and exercise

No kit? – borrow some!

Disabled? - Think about carrying out an activity in a fully accessible venue/space. Adapt the activity so that everyone/ all your friends can join in the game

Too tired? – remember that exercise wakes you up and makes you feel great!

The presentation was finished off using **#exercise!!** To get everyone thinking about it!

Final message:

Everyone thought that getting out to exercise was a good thing and we should all be able to do it every day. Schools are doing a good job of increasing informal ways to be active such as introducing *Move a Mile* and increasing active lessons and playtimes.

Main messages to be communicated:

- Try to break down the barriers to exercising
- Join in with activities wherever you are.
- Do it with friends and family!

WORKSHOP B Kate Murphy B&NES /Roundhill E team

Go For it! Get Involved in Equalities
Setting up and running an E-team

The KS2 children first discussed in groups all the positive things E Teams do, and the shared them with the larger group. Most of the children in the workshop either had an E team in their school or Anti-Bullying Ambassadors and they came up with a long list of things such as :-

- Planning diversity week

- Celebrating different families and doing displays in and outside the school on this
- Supporting other children in and out of lessons
- Making sure everyone in the school felt included
- Delivering special assemblies on Equalities Issues
- Certificates for acts of kindness
- Helping sort our friendship issues / peer mediation
- Having a section on the school website
- Having a lanyard or badge to let people know who the E Team is
- Raising money for those in need
- Presentations about bullying and anti-bullying work
- Worry / friendship box
- Friendship bench / buddy stop
- Challenging stereotypes
- Making sure books show a range of people from different backgrounds
- Being kind and helping people

Barriers

We then discussed barriers to E Teams' work and some of the ones they came up with were:-

- Time (including teacher or support staff time to help make things happen)
- Impatience (if the above didn't happen)
- Negativity and judgment from other pupils
- Adults saying no
- Uncertainty about how to get things done
- Miscommunication – people not understanding the role of an E Team or wanting to do things differently
- People thinking you're showing off
- People not having courage or confidence
- Money (if needed to carry out certain projects)
- People not listening in meetings

Presentation -

Pupils from Roundhill did a nice rap which asserted how important E Teams were and what they stood for.

The other pupils got into pairs / groups and role-played responses to some of the issues above which were then presented with the rap to the whole Parliament. Some of their ideas for solving these issues were:-

- Better communication
- Ground rules / respectful behaviour at the E Team meeting
- Making sure everyone knew the role of E Team members and how important E Teams are

- Talking to the head and teachers about ideas for raising money
- Supporting other E Team members if people were mean to them

Final Message

Everyone thought being in an E Team benefited individuals, the school and wider community and the 2 main messages they wanted communicated were :-

- Everyone has the right to be equal
- Celebrate difference

WORKSHOP C: Lisa Mukherjee Participation Development Worker Off the Record, Jasmin Miller Member of Youth Parliament and Destiny Smith, Monica Arape, Dani Phillips and Alex Beaumont young people from Off the Record's Participation Youth Groups Youth Forum / Senior In Care Council (SICC) /Young Inclusion Advocates:

Go For it! Get involved and make a change.

Aims of the workshop:

- To help increase pupils' confidence so they can make a difference.
- For pupils to think about some ways they have made a difference already and share their knowledge and experience.
- For pupils to think about what they gain personally from making a difference.
- For pupils to think about the challenges faced when running a campaign/project.
- For pupils to present their campaign/project plans to the Primary Parliament pupils and officials.
- For the group to come up with 2 key points/recommendations for Councillors and decision makers to consider based around making a difference in their school/community.

Ice Breaker:

Pupils took turns to say their name, doing a physical action. Then everyone in the circle repeated each person's name and action. All the young people participated. The workshop leaders explained how the confidence needed to make a difference was demonstrated by participating in the ice-breaker activity, and taking it in turns to lead the circle. They also had to be spontaneous and think on their feet which is also something that is useful when planning a campaign or project.

Campaigns/Project Experience

Off the Record's young people gave examples of how they had made a difference in the past (when they were a similar age to the children in the group) e.g. cake sales, bag packing and sponsored events for charity. A Youth Forum member went around the group with a microphone and the pupils gave examples of how they have made a difference. A collage of all the differences the pupils had made was created on the board.

Examples included:

- Cake sales to raise money for Cancer Research/Schools/ Comic Relief / the rain forest.
- Volunteering to redecorate a Rugby Club.
- A sponsored swim.
- Organising a Fair for Children in Need.
- A Poppy Sale for war veterans.
- Raising money for a community café which gives work opportunities to disabled people.
- A charity Bring and Buy sale.
- A charity ice lolly sale to raise money for school.
- A litter pick.
- A sponsored run to raise money for Cancer Research.
- Organising a Fair to raise money for Children in Need.

The examples were put on the board to create a collage. The Youth Forum were impressed with the diverse number of activities the pupils had been involved in and how their passion for making a difference came across.

Post it Activity – Planning required and overcoming challenges.

Making a difference can be challenging therefore the pupils shared their knowledge about how they planned their projects and overcame past challenges. These included:

- Support and encouragement from a variety of people.
- Good planning skills.
- Having willingness, morals and beliefs.
- Donations and PTA support.
- Team Work skills.
- Physical training and determination.
- Sticking at it.
- Putting in the time.
- Being willing to go out of their comfort zone.
- Bouncing ideas off each other.
- Raising awareness of the importance of the cause.
- Being persuasive.
- Offering prizes.
- Gathering sponsors.

Cross the Circle Activity – Skills and Experience gained from making a difference and what pupils felt they gained personally.

The Youth Forum and then the pupils gave examples of what they gained personally from being involved in previous campaigns and projects. Pupils ‘crossed the circle’ if they shared similar experiences. Examples from pupils included:

- Feeling proud.
- Feeling more confident.
- Meeting new people.
- Feeling good about helping others.
- Learning new skills.
- Setting targets they did not previously think they could meet.
- Knowing you have ‘done your good deed for the day’.
- Helping a cause that has personal significance to you as a friend or family member is affected.
- Research skills

Hot Air Balloon Activity – Planning their Campaign to take away to their school or community.

The pupils got into groups of two or three to plan their campaigns. They wrote their ideas on hot air balloons to present to the audience later. The information included:

- What their campaign/project was
- Who was going to run it
- What they would gain personally including skills/personal development from running their campaign/project
- Planning how they are going to run their campaign and make it happen.

The group discussed as a whole what recommendations they would like to make to the Council.

Presentation

A Youth Forum member explained what they did in their session. A Youth Forum member then introduced the presentations and the 2 groups presenting recommendations.

The groups also presented their campaign plans to the audience these included:

- Group A : A cake sale raising money for charity. Promoted in assembly and on Facebook. The pupils planned to knock on doors and put up posters.
- Group B. Raising money for Comic Relief in lots of different ways because it would make them feel proud. They planned a sponsored silence for that week.
- Group C: Raising money for the Dogs Trust. Achieving this would make the group feel proud of themselves.
- Group D: A cake sale for Cancer Research in the summer holidays.
- Group E: A charity raffle. Pupils to make a Powerpoint to present in assembly to promote the raffle.
- Group F: An Ice lolly sale to raise money for homeless people. This group are going to ask their E-Team to help. They felt the project would help them learn teamwork and they would feel a sense of accomplishment by helping others as well as feeling proud, confident and happy.
- Group G: Planned to reduce bullying with the help of the school E-Team
- Group H: Planned to campaign about Global Warming.

The group identified that it is important that pupils are enabled to plan and deliver campaigns and projects. The key benefits from being involved in campaign work identified were gaining skills, confidence and a sense of achievement from helping others as well as making a difference to the lives of those in your school and wider community.

The group felt that the main ways to make a change in your schools was to be involved in E-teams and anti-bullying mentor work. This ground work is key for pupils to feel safe and supported. They also identified needing to feel safe online. It is only when pupils feel safe that they can get involved in campaign work. They also highlighted the importance of young people who have been bullied or who have been bullies being part of delivering campaign work and support.

Final Message

Pupils in Group One (led by Destiny Smith SICC and Youth Forum member) talked about the importance of quality information/support around online safety and cyber bullying to be available for all children, parents and teachers and for this subject to be covered in PSHE. They also asked for specific help for the people who are bullies as well as those who are being bullied.

Group Two asked for all schools to have the following provisions: E-Teams, Anti Bullying Mentors and Play Ground buddies.

Pupil comment, I enjoyed...
"Learning many different ways of making a change."

Pupil comment, I enjoyed...
"I feel more confident now to say what I think."

Afternoon Presentations

The Member of Youth Parliament (MYP) Jasmin Miller addressed the Parliament in the afternoon. She congratulated everyone on how hard they had worked and encouraged the pupils to work closely with their e-teams and school councils. She also talked about how some of the suggestions from last year's Parliament, which was on the theme of Mental Health, had been incorporated into the KS2 Mental Health Resource pack which had been promoted to schools.

The Vice Chair of the Council gave a short speech and Poppy and Rylan gave the final thanks and closing address.

NB. Headteachers and PSHE leads are requested to reflect on the final messages from each of the workshops and consider how they can incorporate some of the ideas in their schools and settings. This could be done by:

- Asking pupils who attended to share their ideas via assemblies.
- Sharing ideas with E-teams and Schools Councils.
- Discussing with school leadership teams
- Newsletter

This report is published on the Participation and Consultation with Young People page of the B&NES website.

<http://www.bathnes.gov.uk/services/your-council-and-democracy/consultations/consulting-children-and-young-people/strategy-part>

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July 2017