



Chelmsford Schools
Partnership

Pupil Forum

2022 – 2023

Safe and Well



Introduction

In 2022 the CTSA Chelmsford Schools Partnership
Pupil Forum
was launched.

8 schools joined the forum and investigated topics within the overall
theme of
Safe and Well.

Each school appointed
2 Pupil Forum Ambassadors,
who led the exploration within their school, involving staff, peers, parents
and outside agencies in their work.

The schools were given the choice of the following topics:

Being active
Feeling safe in the community
Healthy body, healthy mind
Positive mental health
Eating well
A safe planet.

In July, the Ambassadors came together to present their findings to their
peers, who asked questions and gave feedback after each school
spoke.

This booklet contains the summary of those presentations and the hard
and inspiring work undertaken by the participating pupils.

We hope you enjoy reading them, and feel inspired to join the CTSA
Pupil Forum this year!

More information is available from:
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Westlands Primary School

Pupil Forum Ambassadors: Poppy and Aarav

We focused on **Healthy body, healthy mind** as our topic. We chose this after discussing what we REALLY need to improve most, and we ended up on this one. Furthermore, we felt we had a lot of ideas about this and it would be a waste if we chose a topic about which we didn't know much.

We made a survey for all of the pupils to find out their understanding of our topic (healthy body, healthy mind). Moreover, we made a tally chart grid for pupils to fill in as they drank water, ate their 5 a day and meditated. This helped us find out how much children tend to do these things. It became quite competitive and as a result more people started to do these. We also made a leaflet to hand out to explain the topic, made a presentation in an assembly so the pupils could get more knowledge on being active, healthy body, healthy mind.

We also made a leaflet to give information to teachers about the pupils' wishes for the topic and met with the kitchen team to improve the menu.

As a result, pupils in our school are improving their awareness of the topic and their lifestyle and more and more people are making healthy choices. Also, the school itself has become healthier with more times to be active and active in lessons. For example, the school has added more play equipment for lunchtimes. Changes have also been made to the menus from the pupil voice ideas.

We are most proud of pupils becoming more aware of how to have a healthy body and healthy mind. We hope that our school will carry on being active, trying to have healthy bodies, and trying to have healthy minds!



Boreham Primary School

Pupil Forum Ambassadors: Casper and Isabel

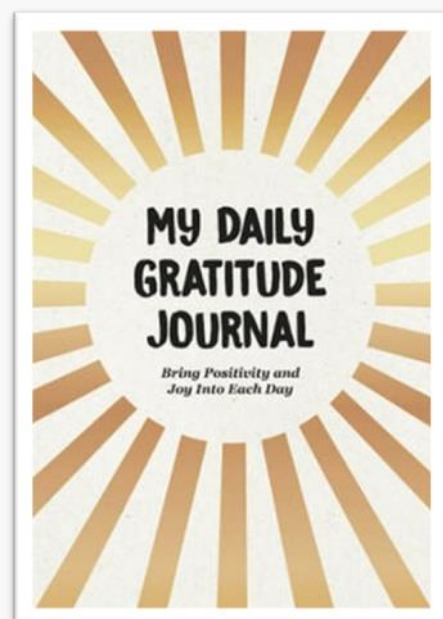
We chose **Positive Mental Health** as our focus after the School Council narrowed the options down and then the whole school voted on the final area.

We started with some research and carried out a pupil mental health survey. This was followed by lots of discussion and ideas sharing in School Council meetings including feedback from pupils across the school who gave their own ideas about how to improve mental health in our school.

We have put in place several things since the project started, and the gratitude journals, wellbeing day and therapy dog have been particularly successful.

From the results of our pupil survey we have identified our next steps:

- From September, weekly newsletters will have a positive mental health 'Top Tip' section to give parents ideas about how they can support their child's mental health
- Mindfulness posters will be displayed in classrooms and shared areas
- There will be opportunities for mindfulness e.g. colouring during lunchtimes
- There will be more opportunities to promote positive mental health within the curriculum; for example, baking and yoga
- More time outside in 'Susan the Dragon' and 'Smithy's Snug'.
- Promoting the use of Top Buddies to support positive mental health so children have someone to talk to when they are feeling down
- Using the therapy dog to support children with low self-esteem and confidence



The Cathedral School

Pupil Forum Ambassadors: Aliza and Lucy

We decided on **Feeling Safe in the Community** because our school is in the middle of the city. There are quite a lot of busy areas and it gets dark early in the winter when we leave school.

We:

- asked all children in the school their opinion on which project we should do, and shared ideas with the School Council .
- made posters to display
- led an assembly about the project.
- made a suggestion box and put it in a central place for ideas to improve the area. This is because we wanted to know the opinions of the school community to get everyone's thoughts and not just ours.
- made a survey for staff, parents and children, then analysed the results.

We got about 130 replies with ideas about what should be improved around the community. These are some of the results:

More streetlights: approximately 30 Votes
More cycle lanes: approximately 16 Votes
More Traffic lights: approximately 18 Votes
More zebra crossings: approximately 22 Votes
Smoother pavements: approximately 8 Votes

We have now used these results to write a letter that can be sent to external people for support, like local councillors and the local police.

At the presentation meeting we also spoke a lot with the local councillor who was there and will be writing to her to be involved in improving that area outside our school.



Chipping Ongar Primary School

Pupil Forum Ambassadors: Jude and Sophie

We decided to focus on the theme of **Feeling safe in our community**. We asked for suggestions from pupils in a whole class assembly that we held. After that we had school council meetings and a whole school survey. We wanted to make the survey accessible so we decided that creating our own QR code and using ipads would be a great way to collect the data easily and quickly. We wanted to make sure all pupils participated in the survey as we believed it was important to gain the views from all pupils so that the survey was reflective of our community. We had 197 responses!

We analysed the results in graphs and charts, and collected comments from the children:

'cars go past so fast'

'the cars do not see you'

'because there is no zebra crossing'

'there are no paths'

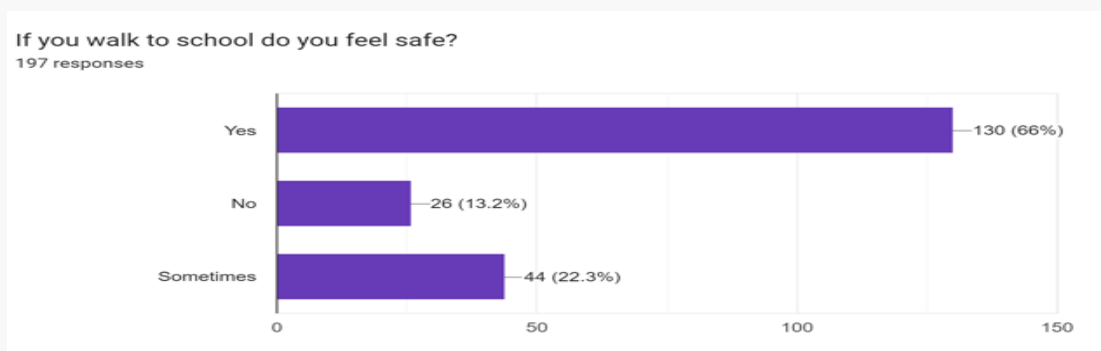
'I don't walk because of the dangerous road'

'cars go really fast on the bend'

We held an assembly, had class suggestion boxes, many meetings and conducted a traffic survey outside of our school. We also went out at key times to take pictures of the cars parked dangerously surrounding our school. We witnessed firsthand the danger of the driving and parking on the bend. Members of the community also communicated with school staff about safety concerns of drivers and parking. – After our traffic survey we asked pupils in the school to create letters to send to our local MP and councillors.

This led us to our focus of implementing a crossing outside of our school. Most of pupils agreed having a crossing on Greensted Road would be a brilliant idea and more children said they would walk to school if there was a crossing. Children also liked the idea of having a lollipop person to help with the crossing of the road.

We are most proud of our resilience during this project as we haven't given up even if we didn't yet get the result we wanted. We have collected lots of evidence that has been submitted to our local MP and we are waiting for a response.



Danbury Park Primary School

Pupil forum Ambassadors

We began by holding a whole school assembly to explain what we were doing and how the school could help. Each class then left to cast their vote on which topic we should choose. They decided we should study the topic **a safe planet**. Each class then chose a subject to study and decided how they would promote their area.

Each class set to work to discover how their chosen topic was causing problems and how they could reduce the impact on our Earth.

Class Jay began by measuring how many boxes of paper they used in a week. They then talked about ways of reducing the amount used.

So far they have:

- Reduced the size of paper used, agreed to write on both sides of the paper,
- recorded on the playground using water and paintbrushes and chalk.
- They have used tissues carefully, only taking what they need.

Class Hummingbird looked at deforestation: about our trees and why we need them. They found out that our trees are very important to all animals so we need to take care of them.

Class Goldfinch looked at bees and butterflies. They found out that we need them to pollinate our plants. They have created a flower garden and are growing different coloured plants that are attractive to bees and butterflies. They also nurtured 5 caterpillars which have become butterflies. The butterflies love their flower garden! Each week groups of children help to weed and water the plants.

Class Flamingo looked at food. First they asked themselves the question, where does food come from? Then they looked at four different vegetables and looked at their journey from the field to our plate. Finally, they used their artistic skills to draw and paint a variety of vegetables they like to eat!

Class Eider studied the impact of farming in the rainforest. They discovered that one problem is the farming of palm oil. The children used their persuasive writing skills to encourage the makers of chocolate to find an alternative to palm oil. They are awaiting a reply.

Class Dove looked at what was meant by our carbon footprint. They were horrified to discover the amount of carbon produced when travelling. Since then they have asked the parents how they travel to school and what would encourage them to walk rather than travel by car. They have written to Essex Highways asking for their help.

Class Cuckoo have been encouraging us to reduce our use of plastic. They began by writing to the kitchen staff asking them to stop using plastic when serving our food. The manager replied to their letter agreeing to stop using plastic trays when serving portions of fresh fruit. Bins have been placed around the school to enable us to recycle



plastic wrappers and crisp packets. They have also studied the impact of plastic on the world's sea life.

Class Budgerigar studied the impact of deforestation on our wild life. The children have used less paper and recycled. They have studied deforestation and the impact on Earth.

Class Avocet studied the carbon cycle.

To share their learning, the members of Key Stage 2 invited their families and friends to join them in school to hear about their learning. This was shared through stories, poems and songs. This opportunity enabled the children to share their concerns about the Earth to over 150 people.

Before they left, their parents and friends were asked to think about how they will change. Were they ready to make a difference?



Perryfields Junior School

Pupil Forum Ambassadors: Mikaela and Isabella

We put on an assembly to the whole school and used the CTSA Safe and Well powerpoint to tell the pupils about each area that we could focus on. We then asked the class teachers to conduct a survey in class to find out which was the most popular focus. The area that received the most votes was **Positive Mental Health**.

We then did some of our own research to find out a bit more about what could be done in schools to promote positive mental health and identified what we do already. We then provided an assembly to share this information and introduced the ideas box. The ideas box was left out for around 4 weeks and then we collected the ideas and analysed the contributions. There were many good ideas such as a mindfulness club, more outdoor learning and listening to music. We wanted to think of an idea that could work in school but also make a difference in the community. We then did some more research and found out that music is really good for your mental health.

As a result, we decided to play music in school during our golden mile at breaktimes. The children really love it and it makes them feel happier. We are also in the process of arranging for our choir to visit a care home in Chelmsford to perform to a section of our community. We hope it will really entertain them and boost their mental health.

We hope to send our choir out to the community annually and continue to play music during our Golden Mile. As the pupils enjoy the music during the Golden Mile so much, we will consider increasing the frequency of this to three days per week.

We will even possibly introduce a Friendship Bench in our school playground.

And, if this is successful, we may also introduce a mindfulness club.



Advice for future Pupil Forum Ambassadors

“You should accept ideas and be open to more ideas for improving your environment. As well as this, it might be hard work and time consuming but it will be worth it in the end to see a better school.”

“Work together to plan out the project. Don’t be afraid to ask for help from others. There will always be things to overcome but play to your strengths and adapt where necessary. Always be positive!”

“Spend time finding a focus that is meaningful to pupils in your school so that all pupils want to be involved and think it is a good idea. Also do not give up!”

“Work hard and try to keep on track with things. Keep updating the school council / children in the school so they stay as enthusiastic as us! Be brave and use a big voice.”

“You should definitely put your name forward to be a CTSA Ambassador. You will have to take it seriously and be dedicated to it but you will have lots of fun while completing the project. Be prepared to sacrifice your own time as it takes a lot of work to do a good job!”



With thanks to the schools who have contributed to this publication:

Boreham Primary School



The Cathedral Primary School

Chipping Ongar Primary School



Danbury Park Primary School

Perryfields Junior School



Westlands Primary School



Interested in signing your school up for 2023 – 2024 ? Read below for more details on how the forum works and how your ambassadors and school can get involved – we would love to welcome you aboard!

STRUCTURE

Each participant school will be asked to appoint 2 Forum Ambassadors using their own internal process – this may well be linked to the existing School Council and the process for electing/selecting its members. Pupils should be from Year 2,4, 6 or 8.

A generic application form will be provided.

HOW WILL IT WORK?

On an annual basis a relevant and topical focus will be selected by the Steering group, in consultation with headteachers of participating schools.

The theme for 2023-24 will once again be '**Safe and Well**' as this proved to be a rich and varied topic that provides lots of scope and sub themes for investigation. At an online event in autumn 2, Forum Ambassadors will be provided with an activity pack to support them in identifying a specific focus within the theme, in discussion with their peers and/or the School Council. This may be, for example e-safety, safe journeys to school, addressing anxiety and 'mental' safety, community safety, playing safely etc. They will also be given a 'timetable' for following this through across the spring and summer terms, including half termly milestones and dates for termly CTSA Forum Ambassador meetings (March, July). It is hoped that the final meeting will be face to face and will involve persons whose role or portfolio is linked to the issue. e.g, an MP, Councillor, Chief of Police, Senior environmental officer, Green Spaces manager, Health Trust etc.

FUNDING

It is hoped that the use of CTSA administration and the good will of schools, costs can be kept to a minimum. However, we may need to ask for a participation fee of about £30 per school, which will largely be used to cover the cost of the July meeting.

