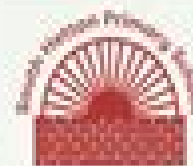





# Pupil Parliament



*To be a good member of our Pupil Parliament you must be a good listener, be fair and approachable.*



*Our Pupil Parliament is made up of children from Year 2 – Year 6*



*Pupil Parliament elections are held leading up to Parliament Week*



*Campaigns are held leading up to elections and everyone has the right to vote for their choice of Parliament members.*

*Once elected, committees are formed and meet regularly to discuss school priorities and share information.*



*During these sessions, decisions are made about projects and Parliament members feedback to classes.*



*Parliament members try to help our community and discuss ideas to make our school the best place it can be.*

*Our past achievements include raising money for charities and to buy a playground equipment, supporting food banks, period poverty etc .*

*We volunteer to do litter picks around our village and have met with the Parish Council to discuss how we can be part of the wider community.*



# Pupil Parliament

**Gert Biesta, Maria De Bie, Danny  
Wildemeersch**



## **Pupil Parliament:**

**Understanding British Values in Primary Schools** Joy Carroll, Colin Howard, Bridget Knight, 2018-05-08 Schools must actively promote the fundamental British values of democracy the rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs The Teachers Standards make it clear that teachers themselves must do nothing to undermine these fundamental British Values So how do schools and teachers provide educational experiences for primary aged children that explore and promote these values This text provides trainees teachers and schools with practice based advice informed by current practitioners relating to the delivery of British Values The content covers many topical themes and provides a unique insight into delivering British Values in schools It supports educational professionals to understand their duties around the PREVENT agenda and goes further to explore why this is important It helps trainees and teachers to see how these values fit within the wider context of education and what we value as educators

**Relationship-based Learning** Janet Packer, Nia MacQueen, Patricia Day, 2023-06-01 Relationship based Learning provides a helpful range of accessible strategies approaches practical ideas and guidance on how to implement Behaviour for Learning for children with social emotional and mental health issues as well as those at risk of exclusion from school This essential resource explores the conceptual framework of Ellis and Tod s highly effective Behaviour for Learning conceptual framework with each chapter featuring practical strategies and foundations that can be used at an organisational or whole school level as well as in the classroom It includes tried and tested structures and strategies which have been proven to improve the learning and behaviour of children The implementation of the Behaviour for Learning framework has been evidenced to have a significant impact on the quality of teaching and learning with outstanding and in some cases exceptional outcomes for all learners The strategies and approaches explored in this book are relevant for teaching children in any school or alternative provision especially those with social emotional and mental health needs Relationship based Learning is a must read for practitioners senior leaders teachers and support staff outreach services and multi agency staff who are committed to improving outcomes for children with social emotional and mental health needs

**Engaging Pupil Voice to Ensure that Every Child Matters** Rita Cheminais, 2013-01-11 Pupil voice is at the heart of Every Child Matters and is the driving force in acknowledging the rights voice and choice of children and young people today This very practical up to the minute book is an invaluable and essential resource for all those working directly with pupils in schools and other educational settings who wish to strengthen the engagement of pupil voice in their every day practice This book covers the origin concept and principles of pupil voice the rights of children and young people in society today how the latest pupil voice national surveys and reports inform ECM practice at whole school classroom and community levels effective practical approaches for gathering pupils views and enhancing their participation to inform and influence ECM decision making evaluating the impact and outcomes of pupil voice on effecting change in line with OFSTED and other national standards requirements Featuring

helpful checklists models of good practice templates and photocopiable resources that can be used in pupil voice developmental work this accessible user friendly guide is packed with useful information and advice as well as offering suggestions for further reading websites and resources Those who will find this book useful are leaders and managers of Every Child Matters trainee and experienced teachers teaching assistants learning mentors leading teachers and co ordinators for Personalised Learning PSHE and Citizenship local authority Children s Services professionals working directly with schools and lecturers in higher education If every child and young people s views really matter then every educational setting will value using this book

*International Conference On Learning To Live Together* D.B. Rao,2005 Contents International Conference on Education for all for Learning to Live Together Contents and Learning Strategies Problems and Solutions Document to Assist the Discussions during the Workshops of the International Conference of Education General Overview of the Forty sixth Session of the International Conference on Education Conclusions and Proposals for Action Arising from the Fortysixth Session of the International Conference on Education ICE Proceedings of the Conference Introduction Responding to Educational Needs Towards a Shared Vision of Education for Living Together Contents and Strategies for Learning to Live Together Some External Conditions for Teaching Learning to Live Together Agreement on the Guidelines for on Learning to Live Together Postface Learning to Live Together Have we Filed

**School Management and Pupil Behaviour** Neville Jones,1989 The book provides a variety of analyses and a range of advice on the wider issue of the effectiveness of education It is felt that the most significant ways in which to improve pupil behaviour may well be through a fresh approach to styles of teaching and learning

**Gender Equality and Stereotyping in Secondary Schools** Maria Tsouroufli,Dorottya Rédei,2021-08-23 This book explores gender stereotyping and gender inequalities in secondary education in England Hungary and Italy The authors highlight the importance of addressing student and teacher attitudes if long term changes in mindset are desired as well as the underlying stereotypes that persist and linger in these educational contexts Promoting a whole school culture change approach this book explores views of gender stereotypes from teachers and students concerning subject and career choices as well as collaborative work with teachers experts and NGOs in implementing and evaluating gender equality charters Drawing on extensive research this book employs an intersectional and cross country approach while the authors acknowledge the challenges and opportunities of researching gender equality frameworks across different countries ultimately these link to the UN Sustainable Development goal of gender equality

**The School Mental Health Toolkit** Andrew Cowley,2025-03-13 The School Mental Health Toolkit is the essential practical guide to supporting the mental health of our young people in schools providing a holistic approach to school culture learning habits and impactful interventions The School Mental Health Toolkit lays out a practical and supportive approach to tackling the mental health crisis in schools through promoting a positive and supportive school culture This book supports you to identify needs make referrals offer universal provision and empower young people to understand their own mental

health build resilience challenge stigma and prejudice foster compassion talk about their own needs and ask for help From experienced school leader and mental health trainer Andrew Cowley this book tackles the crisis and challenges that have been exacerbated by the Covid 19 pandemic Andrew includes specific support for the Designated Mental Health Lead as well as for leaders promoting buy in for a positive mental health culture across the whole school This book demonstrates how creating positive school culture as well as effective safeguarding practices and curriculum design works to robustly support healthy learning habits positive mental health and wellbeing for pupils throughout their education **Making a Difference with Children and Families** Alison Prowle,Angela Hodgkins,2020-06-02 This textbook explores the changing children young people and families CYPF landscape and the varied roles within that landscape It considers the question of what are the essential skills and qualities for working with children and families today It provides practitioners and students with opportunities to reflect upon what it means to be an effective practitioner through the exploration of theoretical material and practice case studies from a range of professional disciplines **Giving Children a Voice** Sam Frankel,2018-01-18 This book promotes the potential for children to advocate for themselves Providing five simple steps it demonstrates how to create an environment in which the authentic voice and opinions of the child are heard and to build platforms to help amplify that voice **You Can Change the World!** Margaret Rooke,2019-06-21 Joint Gold Winner of the Moonbeam Multicultural Non Fiction Award 2019 This inspirational book tells the stories of more than 50 of today s teenagers who ve dared to change the world they live in It s been written to show other teens they can do the same Bestselling author Margaret Rooke asks teens about their experiences of being volunteers social entrepreneurs and campaigners online and beyond They explain how they have survived in a world often obsessed by celebrity social media and appearance by refusing to conform to other s expectations If you want to achieve against the odds and create genuine impact this book may be the encouragement you need The interviews cover race sexuality violence grief neurodiversity bullying and other issues central to life today Read about teens from around the world including Trisha 18 who has invented a way of preventing bullying online Dillon 18 who takes damaged and donated clothing and upcycles it for the homeless Guro 13 who persuaded a pop band to portray women differently in its video Happy D 19 who learned to read at 14 and found ways to build his confidence Heraa 19 who fights Islamophobia online Ruben 18 bullied because of Down s Syndrome now a successful actor Lucy who at 14 walked into Tesco head office and persuaded them not to sell eggs from caged hens Cameron 17 who has cerebral palsy and was side lined by soccer teams who set up his own team Adversity United Alex 18 who broke his back on his 15th birthday and says his injury has taught him to care for others Amika 18 who fights Period Poverty Jesse 15 who s seven feet tall and embraces his stature Billy 18 who wore full make up every day at high school **Education for Democratic Citizenship** Karen O'Shea,Council of Europe. Council for Cultural Co-operation,2002-01-01 The International Seminar on Education for Democratic Citizenship EDC Policies and Regulatory Frameworks which took place in Strasbourg December 6th and 7th 2002 revolved around three

main objectives to review policies and practices in the EDC field in Europe to facilitate European co operation for EDC policy making and implementation between countries national and international organisations and practitioners and to draw up proposals for the future development of education for democratic citizenship In this report Karen OShea summarises the keynote addresses of the seminar and the results of the working groups She also presents her own synthesis and analyses of discussions and conclusions

Pupil's Self-instruction Series San Francisco State College,1914 **Bulletin** Massachusetts. Department of Education,1917

*Civic Learning, Democratic Citizenship and the Public Sphere* Gert Biesta,Maria De Bie,Danny Wildemeersch,2013-10-07 This books explores the relationships between learning democratic citizenship and the public sphere from thee interconnected angles theory methodology and research The main message of the book is that civic learning necessarily has a public character as it is learning that emerges from engagement in democratic processes and practices that occur both at the centre and the margins of society Through a combination of theoretical development methodological reflection and empirical case study the chapters in the book provide new insights in the complexities of learning in the context of the ongoing struggle for democracy

**Active Citizenship Education for a Better Tomorrow** Oliver Holz,Katrijn D?Herdt,Dorien Sampermans,2025 This publication offers a reflection on citizenship education in Europe By bringing together experts from various countries it illustrates how historical events national contexts and European policies shape the way citizenship is taught in schools Global events such as the migration crisis and the increasing ongoing environmental issues have demanded and continue to demand international responses These changes and crises influence identities provoke us to ask what citizenship means in our societies and lead us to question how citizenship education is perceived today Countries can no longer solely focus on national values rather they now emphasize international democratic values and encourage citizens to develop the knowledge skills and attitudes necessary to become active and critical members of society Bringing together an overview of citizenship education opportunities and challenges this book provides substantial food for thought and helps us to better understand the international perspective on citizenship education Each chapter of the book provides a synthesis of how citizenship education is organized within specific national contexts Furthermore the results of a comparative study on citizenship in Flanders Belgium Czech Republic Greece The Netherlands Spain and Turkey is illustrated in this publication

*How to Stop Homophobic and Biphobic Bullying* Jonathan Charlesworth,2020-08-21 This vital teachers guide to challenging homophobic and biphobic bullying offers unique insights to address the issue at its core With a renewed focus on a whole school approach it builds capacity in those who work with young people and inspires an inclusive approach in every setting Laying out clear advice on how to recognise stop and prevent homophobic and biphobic bullying readers are given strategies to work with its perpetrators bystanders and targets The author explains how to handle disclosures regarding sexual orientation and provides advice on effective Anti Bullying Policy referencing homophobic and biphobic bullying Based upon the work of the UK s leading and award winning LGBT anti bullying charity Educational Action

Challenging Homophobia EACH this book additionally explores why young people are too often reluctant to report these forms of bullying the increasing role of the online environment and the profound impacts bullying can have well into adulthood Written by an expert in this field this essential guide is for teachers youth workers the care sector and anyone with a duty of care towards young people **ASPIRE to Wellbeing and Learning for All in Secondary Settings** Sue Roffey,2024-08-01 This truly accessible resource shows secondary school practitioners how to help make every child and young person feel like they really matter when they are in school so they can develop confidence resilience love of learning a positive sense of self and healthy relationships Sue Roffey shows how to create a learning environment where all pupils can thrive and make progress in learning and where wellbeing for everyone is at the heart of every school By using the unique evidence based ASPIRE principles of Agency Safety Positivity Inclusion Respect and Equity in practice this insightful book shows teachers how to redress the balance in ways that maximise a love for learning build a positive sense of self construct healthy relationships foster resilience and help young people make good choices This resource features a chapter for each principle which explores what this means why it matters and how it can be applied across secondary schools Although visionary the book is based on both substantial evidence and good practice with each chapter supported by case studies across the world The book demonstrates the positive difference each principle makes to children in secondary school settings as well as teachers parents and the overall community It is a must read for secondary school teachers tutors school leaders psychologists parents and anyone who wants an education system that is inclusive holistic and effective for all students

*ACE Bulletin* ,1987 So What Now? Time for learning in your school to face the future John West Burnham,Malcolm Groves,2022-07-19 It is not the role of schools to solve the climate crisis or any of the other multiple crises now facing humankind But it is powerfully their role if they so choose to equip young people as well as possible to deal with the consequences of the serious problems they will be inheriting from their elders not betters Could it be our collective failure to respond effectively to the threat of the climate emergency or the challenges of the pandemic has been shaped to a small but significant degree by the nature of the learning that happens in our schools and a failure to enable young people to learn appropriately there That question lies at the heart of this thought provoking new book as it unpicks the concept of deep learning for future sustainability This combines deep understanding with action and links both to moral purpose It is not enough just to be concerned about climate change awareness must lead to action The book draws on an eclectic range of sources case studies of actual practice critical perspectives and opportunities for reflection The authors argue that first and foremost it is for educators and leaders to get on as best they can in their own school context to do what is both necessary and right to secure learning fit for a just and sustainable future irrespective of governmental lead in these matters In doing so the authors set out some clear evidence informed principles for school development and leadership that are central to the success of that mission Zest for Learning Bill Lucas,Ellen Spencer,2020-03-23 In Zest for Learning Developing curious

learners who relish real world challenges Bill Lucas and Ellen Spencer explore the ways in which teachers can help their pupils to find their passions develop independence and challenge themselves to become more expansive learners Young people need more than subject knowledge in order to thrive they need capabilities The Pedagogy for a Changing World series details which capabilities matter and how schools can develop them A key capability is zest the curiosity and desire to experience new things Zest for Learning offers a powerful new synthesis of thinking about what it takes for young people to flourish both in education and in the wider world especially at a time when preparing them for life beyond school often calls for brave leadership This could be encouraged through for example greater engagement with sports and the arts by collaborating with external bodies such as the Scouts and Guides or the Duke of Edinburgh s Award scheme or by working with libraries museums faith groups and environmental associations In this book Bill and Ellen offer a framework for zest a practical guide for teachers underpinned by theory They draw on a number of areas of knowledge and practice that each have something to contribute to the concept of zest for learning bringing together ideas in concrete and actionable ways Zest for Learning connects the co curriculum with the formal curriculum building both theoretical and practical confidence in the kinds of pedagogies which work well Bill and Ellen have infused the book with a wide range of ideas for getting pupils to love learning so much that they will be able to learn whatever they want to throughout their lives The authors also go further by presenting case studies that illustrate the successful integration of the co curriculum with the formal curriculum at various educational institutions and by providing an A to Z of practical ideas and activities for developing zest in young learners Suitable for all teachers and leaders in both primary and secondary settings



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