

# Developing a Norfolk Commitment Towards Inclusion



Consultation Activity Pack:  
**Primary**



**Norfolk**  
County Council

# Introduction

These consultation activities are designed to help us all understand what our Norfolk children need from each other, school staff and the school environment to feel as welcome, safe and included in our Norfolk schools as possible, and to enjoy learning that enables them to flourish and achieve the most positive outcomes possible. The Getting Started Guidance will enable you to successfully maximise engagement with your pupils, ensuring everyone feels confident to share their views.

Please select your preferred consultation activity from any of the below. All the activities can be adapted, or you can use your own alternative methods to meet the age and stage needs of your class community, and your own teaching preferences.

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At the end of the consultation activity, you will be asked to capture the main themes arising on this short online form [here](#)

We would be delighted to receive any visuals such as photos or videos of the finished activities. If you have pictures, you are willing to share, please contact us directly via email - [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)

# Getting Started Guidance

## Using this resource

This resource provides schools and settings with a range of consultation activities that are realistically achievable within existing school constraints. The activities can be conducted as presented, or adapted according to your preferred approaches, or used to consult on a broader range of topics, for example linked to transition.

The activities can be facilitated by any member of staff who has been identified as appropriate to lead individual pupils, small groups, or whole classes. You may choose to deliver to targeted cohorts or as focused pupil voice work through your school council. With appropriate support, your school council may be able to successfully facilitate the activities with their peers within their classrooms.

Each activity has accompanying resource lists and guidance to help you identify the best consultation activity for your class. The activities can be differentiated to meet your pupil needs. If you would like any support to do this, please email [inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk).

The consultation activities aim to empower pupils to consider, challenge and critique their views and those of their peers, developing their own values and transferrable interpersonal skills.

**Effective consultation** is dependent on factors including:

**Accessibility:** All pupils need to be able to engage fully, irrespective of academic abilities, preferred learning styles, lived experiences, values and special educational needs. It is therefore important to avoid an over-dependence on literacy-based tasks, incorporating a range of strategies that are appropriately paced to ensure pupils can absorb and process information and foster a range of values and interpersonal skills. Distancing strategies may need to be considered to secure a sense of safety for some pupils to engage, for example by imagining someone is joining the school, is in the year group above and then asking what this fictional pupil may, think, feel etc.

**Small group sizes:** Pupils are more likely to engage if they can work in smaller groups. This may be replicable by dividing classes into smaller table groups or approaching through pair, square and share methods.

**Non-judgemental:** Effective consultation does not impose values, beliefs and opinions, but provides a safe space for everyone to share, explore and develop their own views, whilst understanding those of their peers and respecting that these may differ from their own.

**Positive approaches:** It is important to encourage pupils to foster a climate that recognises challenges can be addressed through solution focused thinking. Make sure they know that their contributions will be considered and help to make a very real difference to the experience of everyone in Norfolk schools!

You may find it beneficial to establish a class agreement in advance of starting any consultation activities.

## Creating a class agreement

Establishing a class agreement is fundamentally important to secure positive pupil engagement. Once established, it will provide pupils with a clear understanding of what behaviours are acceptable for the purposes of the activity to support a safe, democratic, and empowering consultation space to fully engage without any concerns. The terminology of ‘class agreement’ as opposed to ‘class contract’ or ‘rules’ is empowering, reflecting the genuine ownership of pupils over their engagement in the consultation activities.

Start by explaining to pupils that before consultation commences, it is important that everyone feels confident and comfortable to participate. It will likely prove beneficial to agree some principles, such as:

- **Openness:** We will be open and honest without directly talking about ourselves or each other. We could say ‘I know someone who’ or ‘person x’.
- **Right to pass:** We will try to join in, but if we feel uncomfortable, we can pass at any time.
- **Listening:** We will listen fully to what others have to say, before we decide what to say in response.
- **Different ideas:** We will not agree with each other all the time, but we can disagree with kindness.
- **Questions:** We can be curious and ask questions of ourselves, each other, and our teacher, but we will try not to ask each other personal questions, and we don’t need to answer personal questions if we are asked.
- **Ask for help:** If we need help and advice about anything, we will speak to our teacher or another adult we trust. We will help our friends to get help if we think they need it.

If time allows, you can create your class agreement using the [Diamond 9 method](#).

# Activity 1: Feeling Faces



## This activity is best for:

- KS1/ No/limited literacy demands/ SEN
- Easily differentiated for individual/ small group/ whole-class
- Creating a classroom display



## Resources required:

- Feeling faces, printed
- Speech bubbles, printed

## Facilitator notes:

When teaching about feelings, it is important to reassure pupils that no feelings are 'wrong', 'bad' or 'naughty'. You may find it helpful to explain this as some feelings are more comfortable than other feelings, but all feelings are natural to experience.

The feeling faces and speech bubbles can be used to create a classroom display, providing everyone with a long-lasting visual reminder of what helps them to feel happy and learn well at school.

### Begin the activity by...

Explaining that we will be learning about different feelings to help us think about how school can make us feel as happy as possible and to be able to find learning fun.

- Tell pupils that we all have feelings. No feelings are wrong, bad or naughty. Some feelings are comfortable to experience. Some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as if we feel hungry, tired in pain or unwell. Our feelings can also be affected because of things happening outside of our bodies such as if someone is kind or unkind to us, or if something happens either nice or not so nice.
- Remind pupils that we are all different and it is OK to have different ideas. Reassure pupils that this is great as it will give us even more ideas than if we all think the same!

## Consultation activity:

Share the feeling faces with the class and ask pupils to decide if the face represents a comfortable (happy, excited) or uncomfortable (sad, scared, bored) feeling.

Once the class have divided the faces into the two groups, comfortable and uncomfortable, take each of the uncomfortable faces and ask pupils what things they think can happen in school to someone to make them feel this way. Then ask pupils if they have any ideas about how the school can help to make sure this does not happen.

Repeat the above for the comfortable faces. This time ask them to identify the things that the school does to help make them feel the comfortable feelings. Ask them to consider things that help themselves, their friendships and to learn. Write their ideas into the speech bubbles, and position next to the faces.

### Finish the activity by...

- Providing pupils with an opportunity to ask questions.
- Ask pupils to share some of the feelings that they have learned about. Reassure pupils that we all experience lots of different feelings every day and at school everyone is encouraged to share their feelings with each other and the adults in the school. Remind pupils that whilst all feelings are natural, it is never OK for someone to be unkind because of how they are feeling.
- Remind pupil about some of the great things they recognised the school does to help them experience comfortable feelings and reflect on some of their good ideas to make things even better.
- Signpost pupils to who they can talk to in school if they have any worried or questions after the activity, or any other great ideas to make things even better!



### What to do next

- Review the responses and summarise on our short feedback form here.
- Take a photograph of the faces and speech bubble display and email it to us - [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees

# Feeling Faces resources

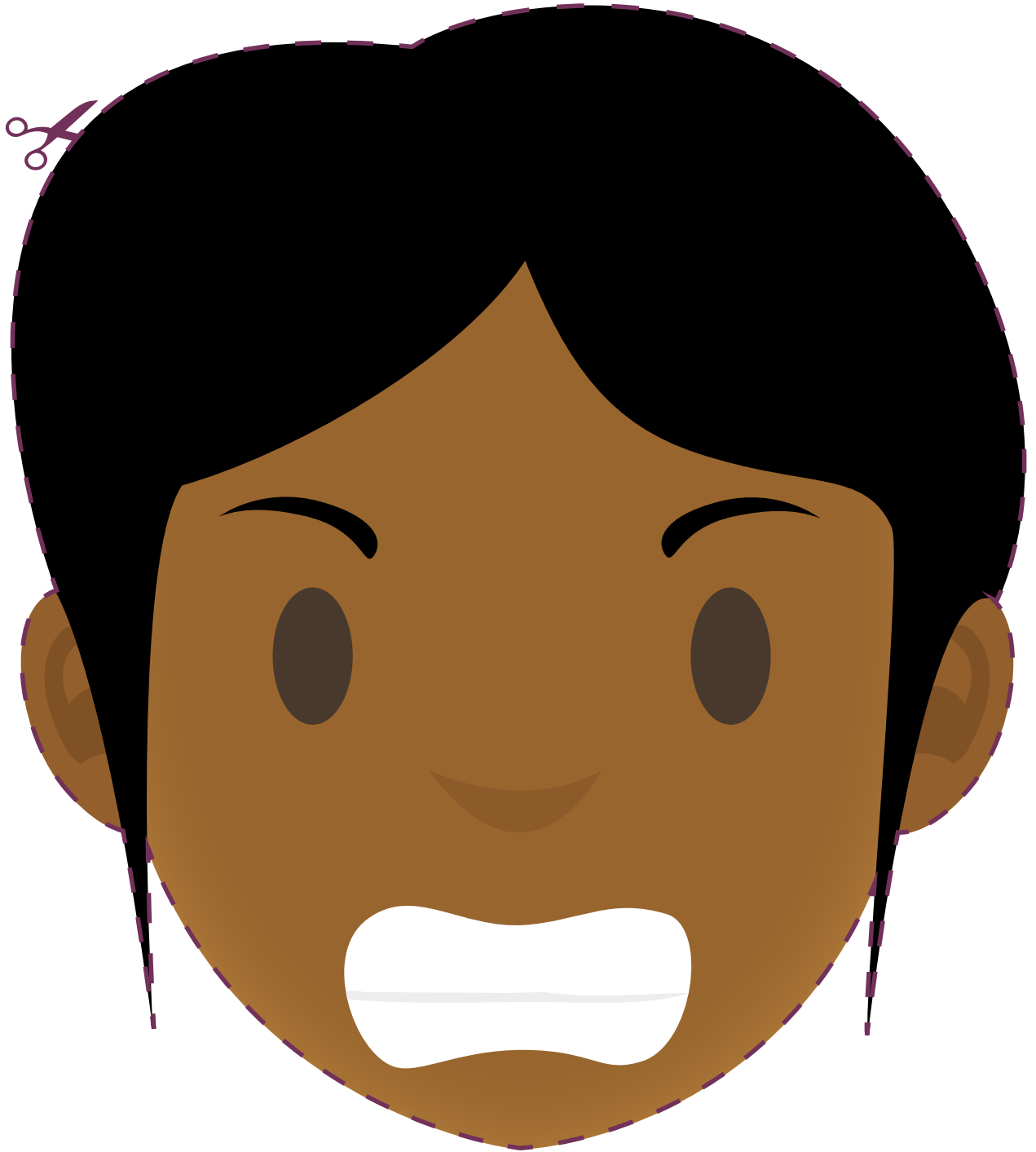






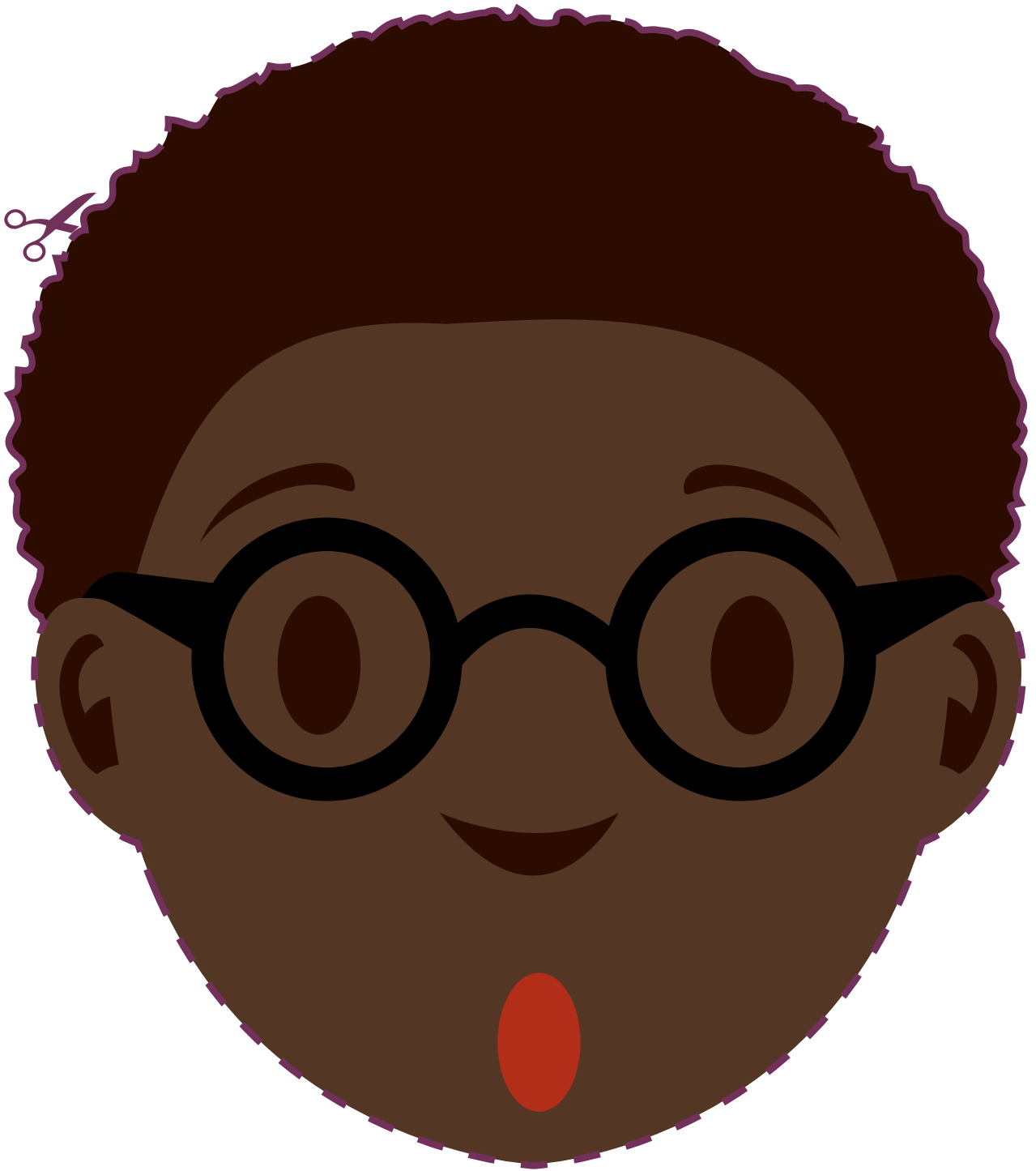




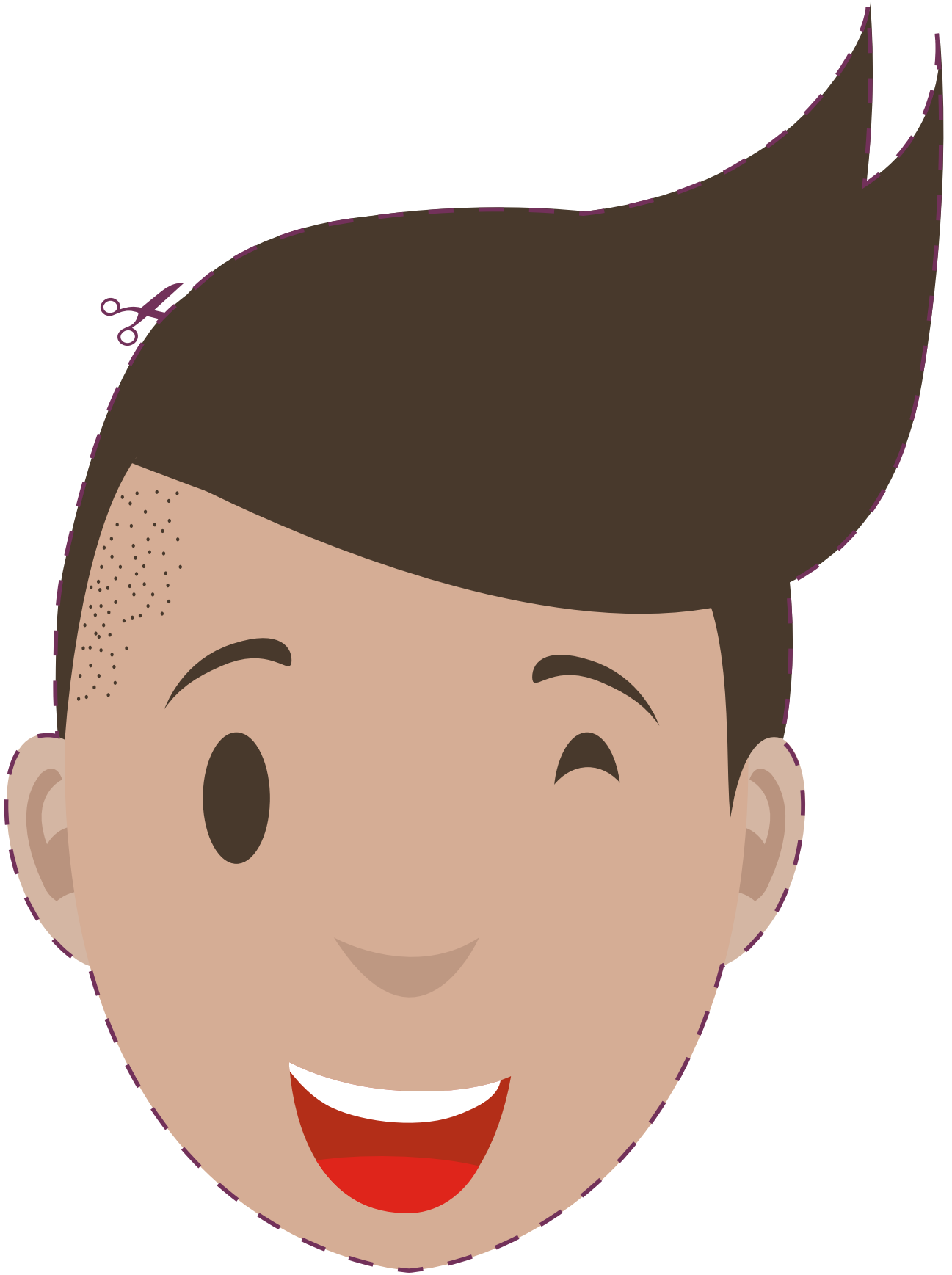




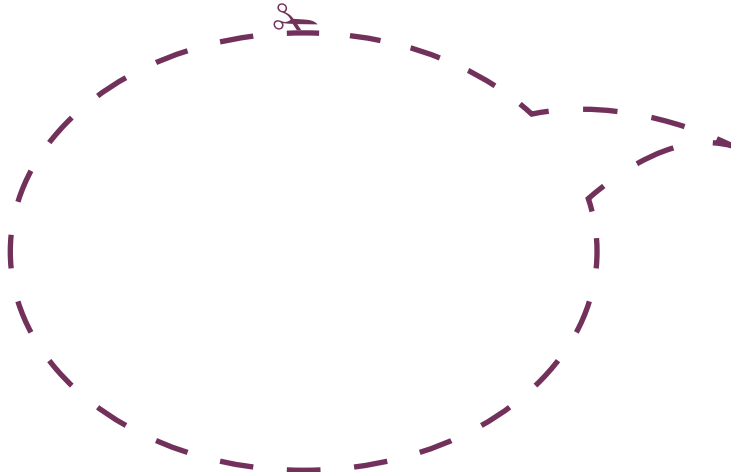
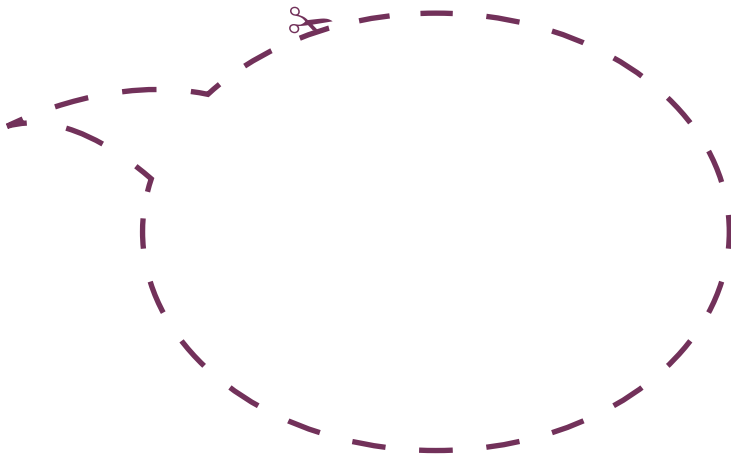
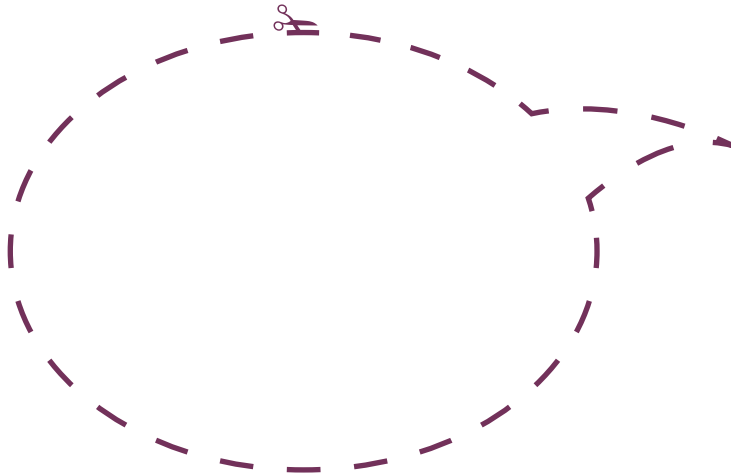
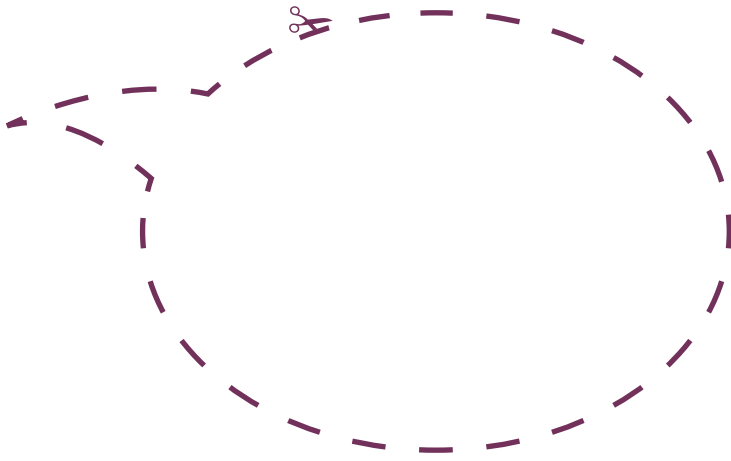












# Activity 2: Helping Hands



## This activity is best for:

- Upper KS1/ lower KS2
- Small groups
- Creating a classroom display



## Resources required:

- Paper
- Pens

## Facilitator notes:

The hands can be used to create a classroom display, providing everyone with a long-lasting visual reminder of what helps them to feel happy and learn well at school.

### Begin the activity by...

Dividing the class into six groups.

Explain that we are going to be thinking about the things that make us feel happy when we are at school, and the things that make us want to learn. We will be thinking about the things we can do:

- For ourselves
- That our teacher can do for us
- For each other

Remind pupils that we are all different and it is OK to have different ideas. Reassure pupils that this is great as it will give us even more ideas than if we all think the same!

## Consultation activity:

Give each group a piece of paper and pens. Divide each of the following across the groups so each group is focusing on a different question:

- What can someone do to help themselves be happy in school?
- What can someone do to help themselves learn in school?
- What can we do to help each other be happy in school?
- What can we do to help each other learn in school?
- What can our teachers and the school building do to help us be happy in school?
- What can our teachers and the school building do to help us learn in school?

Once the questions have been allocated, ask each group to draw around a hand and write, or write for them as needed, their allocated question before discussing and identify 5 things (one for each finger) that would help.

### Finish the activity by...

- Providing pupils with an opportunity to ask questions.
- Ask pupils to share some of their ideas and discuss as a class if time allows.
- Reflect back to pupils some of the great things they have identified as important in making sure school helps everyone to feel happy and learn well.
- Signpost pupils to who they can talk to in school if they have any worried or questions after the activity, or any other great ideas to make things even better!



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the hands/wall display and email it to [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees

# Activity 3: Learning Leaves



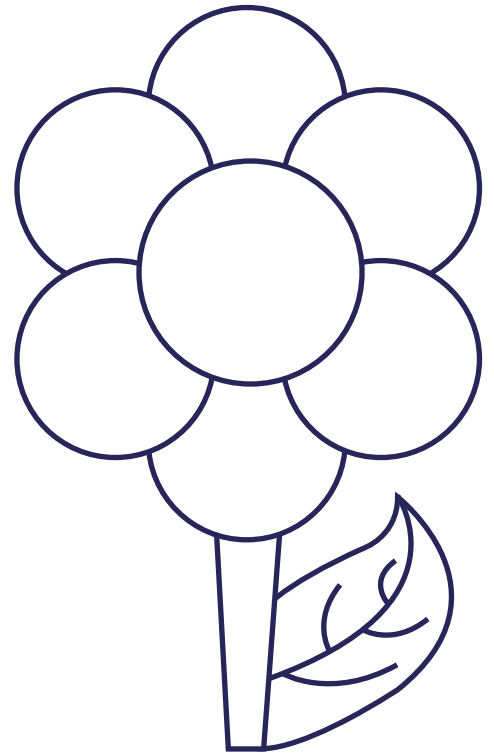
## This activity is best for:

- Upper KS1/ lower KS2
- Individuals/ small groups
- Creating a classroom display



## Resources required:

- Flower Template
- Pens



## Facilitator notes:

This activity can be delivered in small groups or completed individually.

The hands can be used to create a classroom display, providing everyone with a long-lasting visual reminder of what helps them to feel happy and learn well at school.

### Begin the activity by...

Explain that we are going to be thinking about the things that make us feel happy when we are at school, and the things that make us want to learn. We will be thinking about the things we can do:

- For ourselves
- That our teacher can do for us
- For each other

Discuss as a class the things that they and the school already do to support everyone to feel happy and learn well.

Divide the class into six groups.

Remind pupils that we are all different and it is OK to have different ideas. Reassure pupils that this is great as it will give us even more ideas than if we all think the same!

## Consultation activity:

Give each group a flower printout and pens. Divide each of the following across the groups so each group is focusing on a different question:

- What can someone do to help themselves be happy in school?
- What can someone do to help themselves learn in school?
- What can we do to help each other be happy in school?
- What can we do to help each other learn in school?
- What can our teachers and the school building do to help us be happy in school?
- What can our teachers and the school building do to help us learn in school?

Once the questions have been allocated, ask each group to write in the centre of the flower, or write for them as needed, their allocated question before discussing and identifying six things (one for each petal) that would help. Alternatively, if delivering individually, you can ask each pupil to put a response to each question in each petal.

If time allows, they can decorate the flowers.

### Finish the activity by...

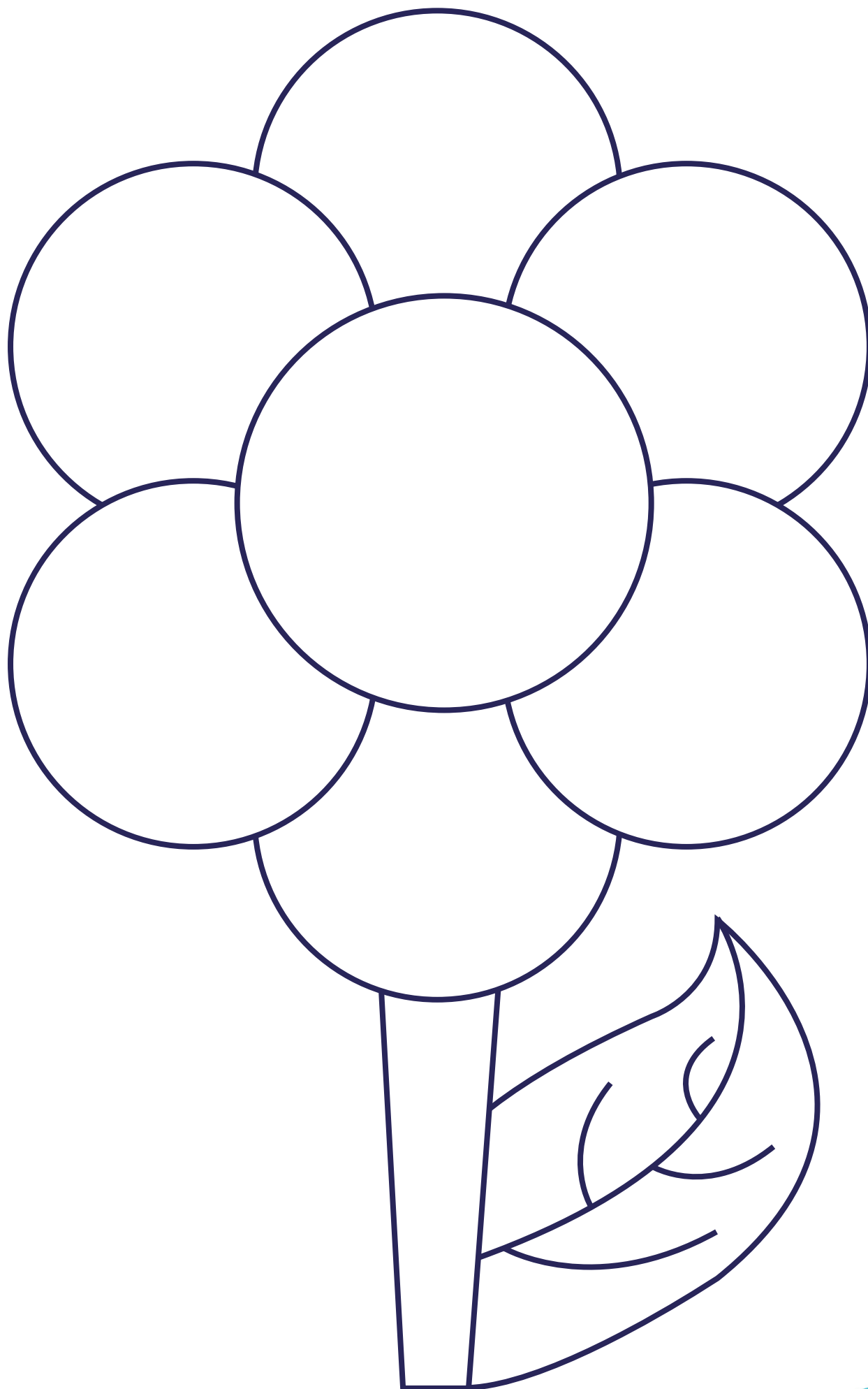
- Providing pupils with an opportunity to ask questions.
- Ask pupils to share some of their ideas and discuss as a class if time allows.
- Reflect back to pupils some of the great things they have identified as important in making sure school helps everyone to feel happy and learn well.
- Signpost pupils to who they can talk to in school if they have any worried or questions after the activity, or any other great ideas to make things even better!



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the flowers/ wall display and email it to [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
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  - School governors/ board of trustees

# Resource - Flower Template

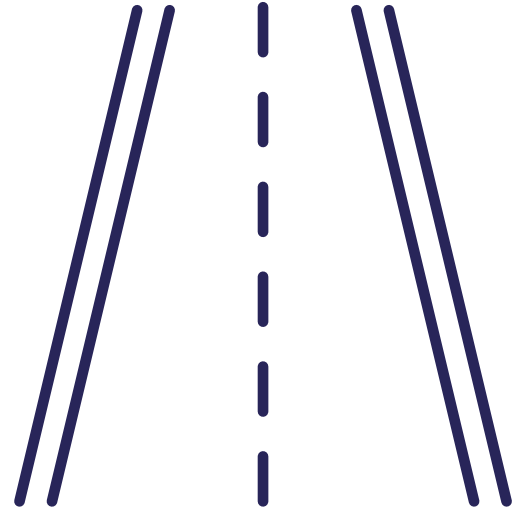


# Activity 4: Ask it alley



## This activity is best for:

- KS1/ KS2
- Whole class
- School council
- No/limited literacy demands



## Facilitator notes:

When facilitating this activity, you may want to have some paper ready to capture the ideas your pupils share.

### Begin the activity by...

Explain that we are going to be thinking about the things that make us feel happy when we are at school, and the things that make us want to learn. We will be thinking about the things we can do:

- For ourselves
- That our teacher can do for us
- For each other

Discuss as a class the things that they and the school already do to support everyone to feel happy and learn well.

Divide the class into six groups.

Remind pupils that we are all different and it is OK to have different ideas. Reassure pupils that this is great as it will give us even more ideas than if we all think the same!

## Consultation activity:

Divide the class into two parallel lines, facing each other.

Explain that you are going to walk down the 'alley' between them, which you will do very slowly so can hear their responses to some questions you are going to ask.

Ask each of the following questions before walking down the 'alley'. At the end of the 'alley' feedback what you have heard and allow the class to discuss as helpful, before moving onto the next question. Repeat until all the questions have been asked.

- What can someone do to help themselves be happy in school?
- What can someone do to help themselves learn in school?
- What can we do to help each other be happy in school?
- What can we do to help each other learn in school?
- What can our teachers and the school building do to help us be happy in school?
- What can our teachers and the school building do to help us learn in school?

### Finish the activity by...

- Providing pupils with an opportunity to ask questions.
- Ask pupils to share some of their ideas and discuss as a class if time allows.
- Reflect back to pupils some of the great things they have identified as important in making sure school helps everyone to feel happy and learn well.
- Signpost pupils to who they can talk to in school if they have any worried or questions after the activity, or any other great ideas to make things even better!



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
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  - SLT
  - School governors/ board of trustees



# Activity 5: Going for Goals



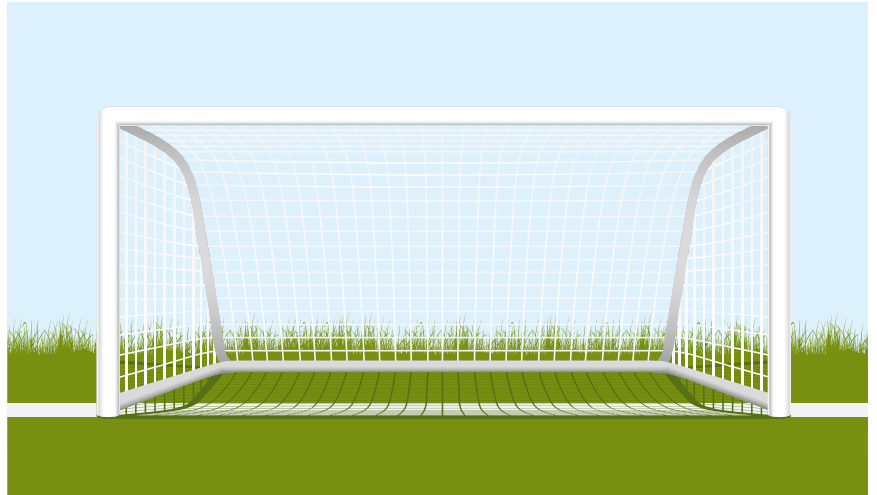
## This activity is best for:

- Upper KS1/ KS2
- Individuals/ small groups



## Resources required:

- Goal Worksheet
- Scissors
- Pens



## Facilitator notes:

When facilitating this activity, it may be helpful to encourage pupils to think as ambitiously as possible to generate some exciting and innovative ideas!!

Pupils can work individually, in pairs or as small groups.

### Begin the activity by...

Explain that we are going to be thinking about the things that make us feel happy when we are at school, and the things that make us want to learn. We will be thinking about the things we can do:

- For ourselves
- That our teacher can do for us
- For each other

Remind pupils that there are things that we are all doing towards this already and provide some examples including asking pupils to share any of their ideas. Next tell pupils that we want to be ambitious and make things even better!

## Consultation activity:

Ask pupils to put up their hands if they like to play football. Ask them to leave their hands up if they have ever scored a goal. Now ask some of these pupils to describe how scoring a goal made them feel.

Next ask pupils if anyone else can describe a time when they have won at something or succeeded at something. Discuss with them how this made them feel, and is that feeling stronger if they have had to work harder than usual to achieve it?

Explain to pupils that we have a goal to build on the things discussed previously, making ourselves and our school even more happy and fun to learn in.

Provide each pupil or group, depending on your preferred approach, with a copy of the goals worksheet. Ask pupils to identify something they:

- Could do themselves to be happier and/or learn better in school.
- Would like their friends and/or other pupils within the school to do so everyone can be happier and/or learn better.
- Would like their teachers to do and/or their school facilities to provide.

Tell pupils to write each of their goals onto the footballs, before sticking them in the goal. Invite pupils to share their ideas through an end of activity class discussion.

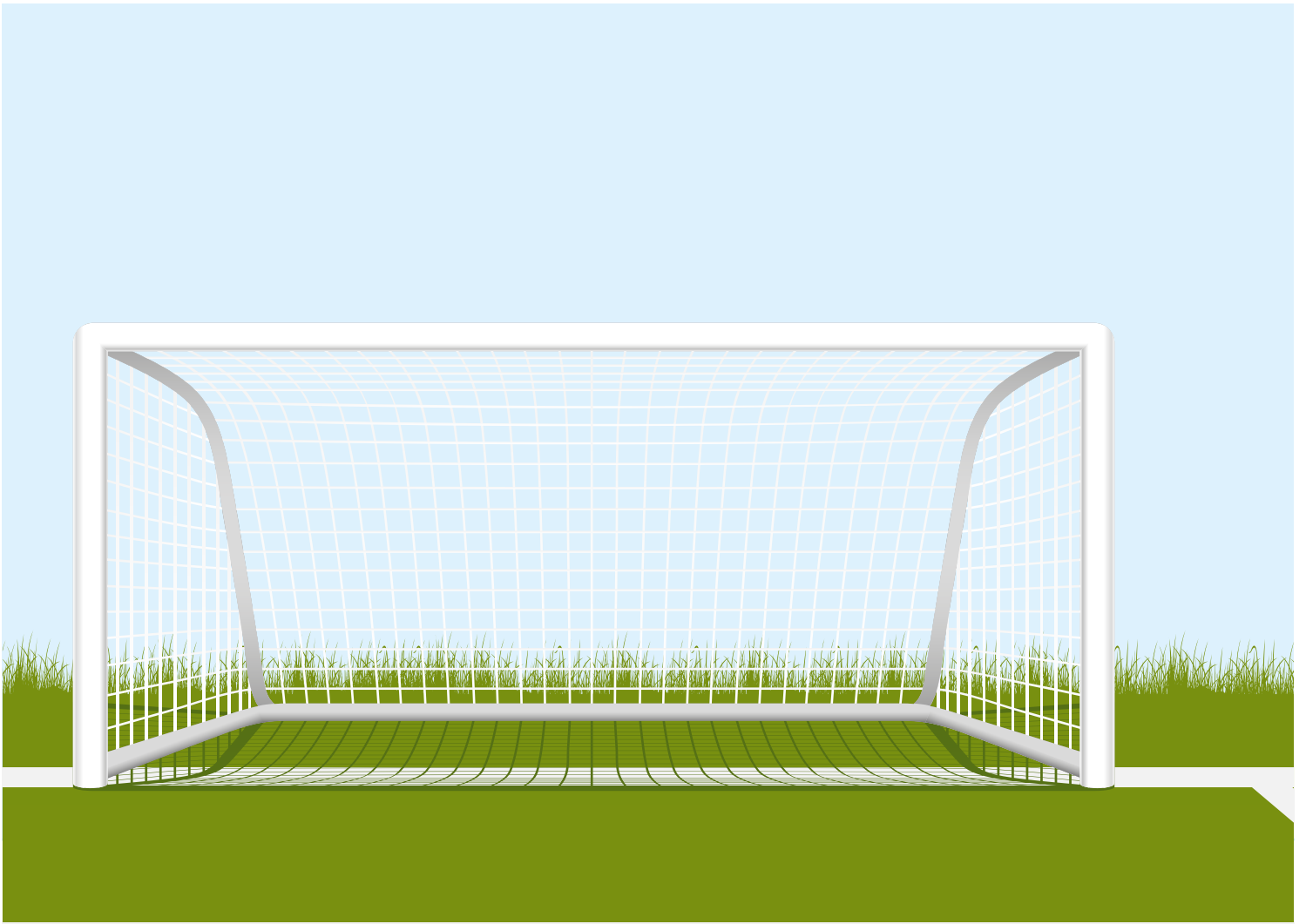


### Finish the activity by...

- Providing pupils with an opportunity to ask questions.
- Reflect back to pupils some of the great things they have identified as important in making sure school helps everyone to feel happy and learn well.
- Signpost pupils to who they can talk to in school if they have any worried or questions after the activity, or any other great ideas to make things even better!

### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the worksheets and email it to [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees



# Activity 6: Graffiti Board



## This activity is best for:

- KS2
- Whole class
- School Council



## Resources required:

- Display board/ large sheets of paper
- Pens
- Post-it notes

## Facilitator notes:

1. Cover a display board or create a 'board' from large sheets of flipchart paper.
2. On one half, add the title 'What could help everyone in our school feel as welcome, safe and happy as possible?', and on the other half add the title 'What could our school a fun place to learn?'
3. Divide each half into 2 sections, adding one of the following sub-titles to each section:
  - Pupils could...
  - Teachers could...

If any inappropriate content is added to the board, simply remove the post-it note to cover-up with black marker pen.

## Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

One word: Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note/ the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

## Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could the school do to make this even better?
- How important is it that learning is fun for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could school do to make this even better?

## Consultation activity:

Ask pupils to capture their ideas about what pupils and teachers could do to make sure everyone feels as welcome, safe, and happy in school as possible on the graffiti board, repeating for what would enable everyone to find their learning fun.

You may want to give a time limit to this activity and/or leave the board in situ for pupils to continue adding ideas for an agreed period of time.

### Finish the activity by...

- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.

### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the graffiti board and email it to [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:



- Wider school community via assembly/central display
- School council
- Staff updates/ staff room
- SLT
- School governors/ board of trustees

# Activity 7: Tell the Box



## This activity is best for:

- Upper KS1/ KS2
- Individuals
- Anonymous responses



## Resources required:

- Post-it notes/ postcards/ slips of paper
- Box
- Pens



## Facilitator notes:

1. Decorate a sealed box that has a letter-box sized posting hole
2. Print slips of paper with the title: 'What could make our school more welcoming, safe and fun?'  
Add the following subheadings to each section:
  - Pupils could...
  - Teachers could...
3. Print slips of paper with the title: 'What could make learning at school more fun?'  
Add the following subheadings to each section:
  - Pupils could...
  - Teachers could...

Remind pupils that responses must be positive and respectful to everyone. This is a valuable opportunity to have a voice in making things even better.

### Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

**One word:** Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note/ the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could the school do to make this even better?
- How important is it that learning is fun for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could school do to make this even better?

## Consultation activity:

Ask pupils to capture their ideas about what pupils and teachers can do to make sure everyone feels as welcome, safe, and happy as possible on the pre-printed slips of paper, repeat for what could make learning as fun as possible for everyone.

You may want to give a time limit to this activity and/or leave the box in situ for pupils to continue adding ideas for an agreed period of time.

### Finish the activity by...

- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the the box and/or any responses and email it to [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees

# Activity 8: Discussion



**This activity is best for:**

- KS1/ KS2
- No/limited literacy demands
- Whole class
- School Council



## Facilitator notes:

The insightfulness of informal, ad-hoc discussions should not be underestimated. Structured discussions can also be beneficial. This can be done as a general class discussion, pair, square and share, or through the goldfish bowl technique.

If doing the goldfish bowl technique, you will need to arrange chairs or create sufficient space for all pupils to stand in the required layout.

The goldfish bowl technique promotes engagement and can help facilitate a discussion. In this technique, 4 pupils sit in a smaller centre-facing inner circle of 5 chairs (this leaves an empty chair), whilst the remaining pupils stand or sit in a larger centre facing outer circle. Only the pupils seated on the inner chairs can discuss the topic or statement you have provided. Should a pupil in the outer circle wish to join the discussion, they sit on the vacant central chair, at which point a centre circle pupil voluntarily re-joins the outer circle. This ensures a controlled discussion within a less intimidating format, promoting more active listening than with a whole-class discussion.

### Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

**One word:** Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note/ the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

### Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could the school do to make this even better?



- How important is it that learning is fun for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could school do to make this even better?

## Consultation activity:

Ask pupils to discuss their ideas about what pupils, teachers and school spaces can do to make sure everyone feels as welcome, safe, and happy as possible. Next repeat, asking them what can make learning as fun as possible for everyone?

If time allows, you could capture the ideas and ask them to vote on the elements most important to them, so you gain a better understanding of the most popular concepts.

### Finish the activity by...

- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees

# Activity 9: Spectrum



## This activity is best for:

- Upper KS1/ KS2
- No/limited literacy demands
- Whole class
- School Council



## Resources required:

- Red, Amber, Green thumb spectrum signs
- Blu-Tac



## Facilitator notes:

Display the thumbs on a wall in the classroom to make a spectrum e.g, red, amber and green. Encourage pupils to vote with their feet, not their friends! They can position themselves on the dot, or between to represent their views. They can also move their position on the spectrum as they consider the views of their peers, if this changes their own opinions.

### Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

**One word:** Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note/ the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

### Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could the school do to make this even better?
- How important is it that learning is fun for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could school do to make this even better?

## Consultation activity:

Ask pupils to discuss their ideas about what pupils, teachers and school spaces can do to make sure everyone feels as welcome, safe, and happy as possible. Pupils can move up and down the spectrum to represent how important they think this concept is, sharing their views on why and demonstrating their agreement/ disagreement. Repeat asking them what could make learning as fun as possible for everyone.

### Finish the activity by...

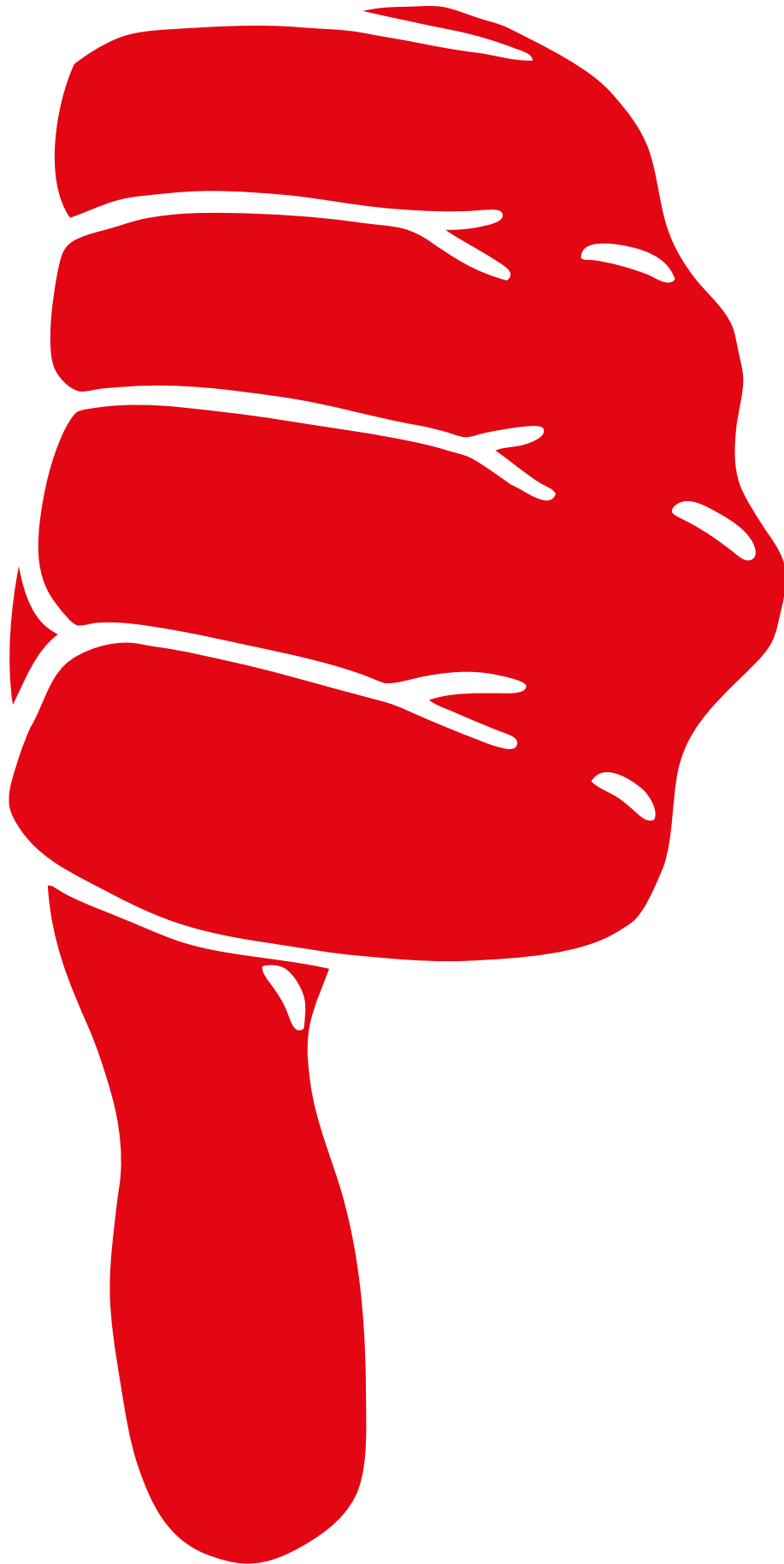
- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees

# Spectrum resources







# Activity 10: What Jars You?



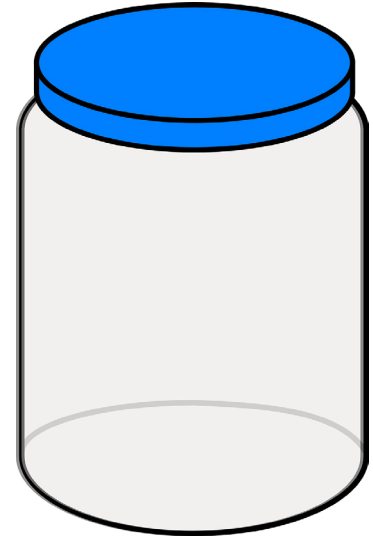
**This activity is best for:**

- Upper KS1/ KS2
- Individual/ small group/ whole-class
- School council



**Resources required:**

- 1 jar per pupil, group or class
- Post it notes/ slips of paper
- Pens



## Facilitator notes:

Remind pupils that responses must be positive and respectful to everyone. This is a valuable opportunity to have a voice in making things even better. You may find it beneficial to split the class, so some jars focus on being welcome, safe and happy and some on being fun to learn.

### Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

**One word:** Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note/ the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

### Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could the school do to make this even better?
- How important is it that learning is fun for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could school do to make this even better?

## Consultation activity:

Ask pupils to discuss the things that they find excludes and or upsets them/their friends at schools and/or what might make it hard for someone to enjoy their learning. You may find it helpful to provide some illustrative examples. Tell pupils to write their thoughts onto the post-it notes/ slips of paper and insert into the jars before screwing the lids on.

Next tell pupils it is time to get solution focused! Ask them to discuss and write their ideas about what pupils and teachers can do to make sure everyone feels as welcome, safe, and happy as possible, and/or to find learning as fun as possible onto the lid of the jar/s to 'keep a lid' on the issues.

### Finish the activity by...

- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.



### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the jar/s and email it to us - [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees



# Activity 11: Diamond 9



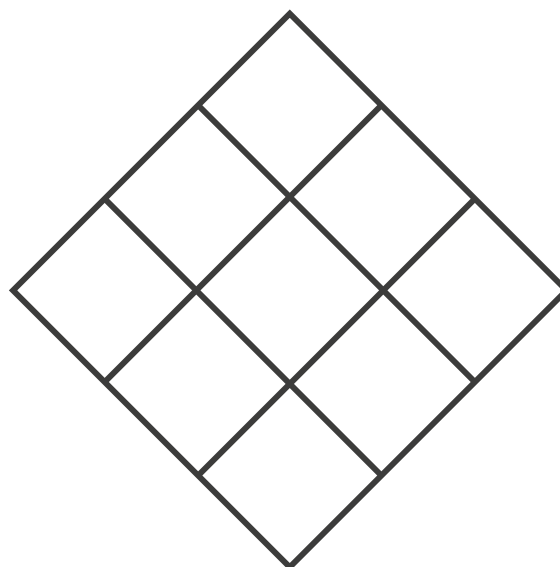
**This activity is best for:**

- KS2
- Individual/ small group/ whole-class
- School council



**Resources required:**

- Diamond 9 template
- Post it notes
- Pens



## Facilitator notes:

### Preparation:

Print out sheets of paper with diamond 9s. Some to have the heading 'What makes school as welcome, safe and fun as possible?' and some to have the heading 'What makes learning fun for everyone?' You may find it beneficial, time depending, to ask some groups to focus on the 'What makes school as welcome, safe and happy?' question, and some on the 'What makes learning fun for everyone?' question.

### Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

**One word:** Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note/ the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

### Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could the school do to make this even better?
- How important is it that learning is fun for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could school do to make this even better?

## Consultation activity:

Ask pupils to work individually, in small groups or as a whole class to discuss the concepts introduced. Next, they need to identify nine different things that would support with what would help ensure everyone can feel welcome, safe and happy at school, and/or what would help to ensure learning is as fun as possible for everyone. Once they have identified the elements, they then need to work together to rank them in order of importance, with the most important element at the top and the least at the bottom.

It might be interesting if delivered as a whole-class activity to ask each group to share their top three ideas from their diamond, so pupils can learn from each other and hold further discussion and debate. It may also be interesting to identify if there are common elements.

### Finish the activity by...

- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.

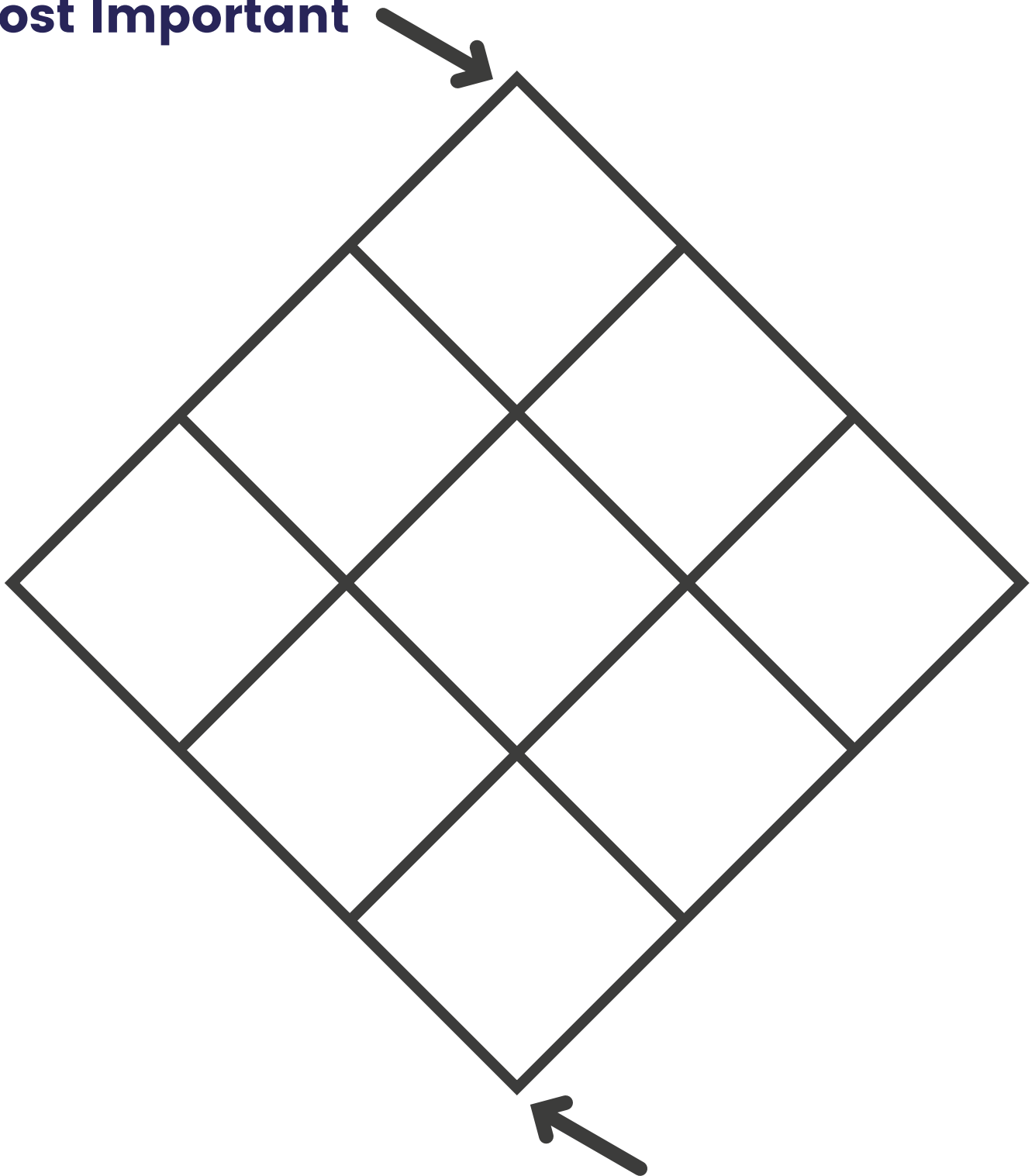


### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the diamond 9s and email it to us - [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
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  - School governors/ board of trustees

# Diamond 9 template

**Most Important**



**Least Important**

# Activity 12: Stop/Go Plates



**This activity is best for:**

- Upper KS1/KS2
- Whole-class
- School council



**Resources required:**

- 1 paper plate per pupil
- Red, green felt tip pens/markers
- Pens
- String
- Pegs/hole punch

## Facilitator notes:

Use the string and pegs (or hole punch the plates to thread the string through) to create a 'washing line' within the classroom.

Remind pupils that responses must be positive and respectful to everyone. This is a valuable opportunity to have a voice in making things even better. You may find it beneficial to split the class, so some plates focus on being welcome, safe, and inclusive and some on being excited and engaged to learn.

### Begin the activity by...

Asking pupils what they think the terms 'welcome', 'safe' and 'happy' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'fun'.

**One word:** Tell pupils you are going to say a word, and immediately after you say it you would like them to write on a post-it note the first thing that comes into their thoughts. It is helpful to ask the class to share their thoughts (if they are comfortable to), or alternatively you can gather in and read out some of the post-it if your class would prefer anonymity.

Secure understanding of the terms, 'welcome', 'safe', 'happy' and 'fun'.

### Discuss:

- How important is it for everyone to feel welcome, safe, and happy in school?
  - What does this enable?
  - What does the school already do to promote this?
  - What more could the school do to make this even better?
- How important is it that learning is fun for everyone?
  - What does this enable?
  - What does the school already do to promote this?
  - What more could school do to make this even better?

## Consultation activity:

Ask each pupil to take a paper plate and draw a red border on one side and a green border on the other side.

Ask pupils to discuss the things that they find excludes and or upsets them/their friends at schools and/or what might make it hard for someone to enjoy their learning. You may find it helpful to provide some illustrative examples. Tell pupils to write these onto the red side of the plate.

Next tell pupils it is time to get solution focused! Ask them to discuss and write their ideas about what pupils and teachers can do to make sure everyone feels as welcome, safe, and happy as possible, or to make learning as fun as possible on the green side of the plates.

Once completed, ask pupils to hang their plates on the washing line before inviting pupils to walk around and see what ideas everyone has shared. If time allows you could discuss these further with the class, including most common factors etc.



### Finish the activity by...

- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can access help and support if they are upset by anything that has been discussed throughout the activity.

### What to do next

- Review the responses and summarise on our short feedback form [here](#).
- Take a photograph of the stop/go plates/ washing line and email it to [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)
- You may also want to share any findings from the activity to maximise impact and support positive action within your own school. It may be helpful to consider sharing with:
  - Wider school community via assembly/central display
  - School council
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  - School governors/ board of trustees