

# Developing a Norfolk Commitment Towards Inclusion



## Consultation Activity Pack: **Secondary**



**Norfolk**  
County Council

# Introduction

These consultation activities are designed to help us all understand what our Norfolk children and young people need from themselves, 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 according to the needs of your class community, and your own teaching preferences.

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<u><a href="#">Tell the Box</a></u> .....	<u><a href="#">8</a></u>
<u><a href="#">Survey</a></u> .....	<u><a href="#">11</a></u>
<u><a href="#">Discussion</a></u> .....	<u><a href="#">14</a></u>
<u><a href="#">Spectrum</a></u> .....	<u><a href="#">17</a></u>
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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 by emailing [ellie.ward@norfolk.gov.uk](mailto:ellie.ward@norfolk.gov.uk)

# Getting Started Guidance

## Using this resource

This resource provides schools with a range of consultation activities that can fit into any approach that is 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 small groups or whole classes. You may choose to deliver this work through your school council, who may be able to lead this activity within their classrooms, with appropriate support.

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

**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!

## 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 confidence and comfortable to participate. It will likely prove beneficial to agree some principles, such as:

- **Everyone has an equal voice, and everyone deserves to be listened to**
- **Taking part is a choice, there is a right to pass!**
- **We will not assume what others think and feel based on what we know about them, but will learn with curiosity to expand our own thinking**
- **We will keep our consultation within our classroom and our responses/ideas will be shared anonymously with NCC. As we cannot guarantee that people will not talk about what we have talked about, we share with care**
- **We can ask questions of ourselves, each other, and our teachers as long as these are not of a personal nature.**
- **If we need help and advice about anything that has been talked about, we will ask for this from our teachers or a trusted source. We will help our friends in the same way if we think they need it.**

If time allows, you can create your class agreement using the Diamond 9 method.

# Activity 1: Graffiti Board



## This activity is best for:

- - Minimal time available
- - Pupil awareness of diverse peer views



## Time estimate:

- Preparation: 10 minutes preparation
- Activity introduction: 15 minutes
- Pupil activity engagement: 5 minutes
- Review and share responses: 10 minutes

Total pupil time: 20 minutes

**Total time: 40 minutes**



## Resources required:

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



## Preparation:

1. Cover a display board or create a 'board' from large sheets of flipchart paper.
2. On one half, add the title 'What could make Norfolk schools more welcoming, safe and inclusive places?', and on the other half add the title 'What could make your school learning more exciting and engaging for everyone?'
3. Divide each half into 3 sections, adding one of the following sub-titles to each section:
  - Pupils need to...
  - Teachers need to...
  - School spaces need to

## Facilitator notes:

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 'inclusive' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'exciting' and 'engaging'.

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

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

## Consultation activity:

Ask pupils to capture their ideas about what pupils, teachers and school spaces can do to make sure everyone feels as welcome, safe, and included as possible on the graffiti board, repeating for what would enable pupils to be excited and better engaged with their learning.

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.

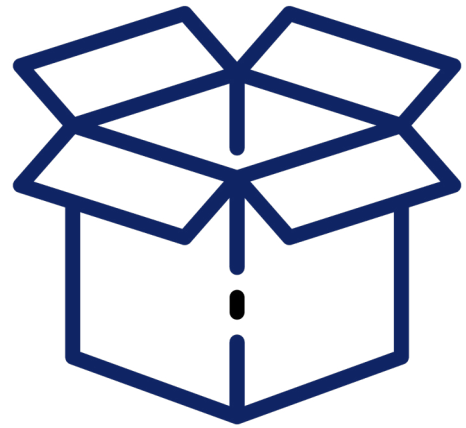




## What to do next

- 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 2: Tell the Box



## This activity is best for:

- Minimal time available
- Anonymity of pupil responses



## Time estimate:

- Preparation: 10 minutes preparation
- Activity introduction: 15 minutes
- Pupil engagement: 5 minutes
- Review and share responses: 10 minutes

Total pupil time: 20 minutes

**Total time: 40 minutes**



## Resources required:

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

## Preparation:

1. Decorate a sealed box that has a letter-box sized posting hole
2. Print slips of paper with the title: What could make Norfolk schools more welcoming, safe and inclusive places? Add the following subheadings to each section:
  - Pupils need to...
  - Teachers need to...
  - School spaces need to
3. Print slips of paper with the title: 'What could make your school learning more exciting and engaging for everyone?' Add the following subheadings to each section:
  - Pupils need to...
  - Teachers need to...
  - School spaces need to...



## 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.

### Begin the activity by...

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

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

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

## Consultation activity:

Ask pupils to capture their ideas about what pupils, teachers and school spaces can do to make sure everyone feels as welcome, safe, and included as possible on the pre-printed slips of paper, repeat for what could make learning more exciting and engaging 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 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 3: Survey



## This activity is best for:

- Minimal time available
- Anonymity of pupil responses



## Time estimate:

- Preparation: 15 minutes preparation
- Activity introduction: 15 minutes
- Pupil engagement: 15 minutes
- Review and share responses: 10 minutes

Total pupil time: 30 minutes

**Total time: 50 minutes**



## Resources required:

- Printed surveys
- Online survey e.g., [slido](#), [survey monkey](#)

## Preparation:

Print onto paper, or create an online survey with the title: What could make Norfolk schools more welcoming, safe and inclusive places? Adding the following sub-titles:

- Pupils need to...
- Teachers need to...
- School spaces need to...

What could make learning at school more exciting and engaging for everyone?

Adding the following sub-titles:

- Pupils need to...
- Teachers need to...
- School spaces need to...

## Facilitator notes:

Surveys can be conducted using a variety of methods, including online, anonymous electronic voting tools, or a simple 'heads down, hands up' style approach to some pre-proposed questions/ideas.

### Begin the activity by...

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

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

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

## Consultation activity:

Ask pupils to capture their ideas about what pupils, teachers and school spaces can do to make sure everyone feels as welcome, safe, and included as possible on the paper/online survey, and repeat for what could make learning more exciting and engaging.

### 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](#).
- Share links to the survey/poll results via email with [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 4: Discussion



## This activity is best for:

- Developing communication skills
- Pupil awareness of diverse peer views
- No preparation time
- Extended consultation time



## Time estimate:

- Preparation: 10 minutes preparation (if using goldfish bowl technique)
- Activity introduction: 15 minutes
- Pupil engagement: 30+ minutes
- Review and share responses 10 minutes

Total pupil time: 45+ minutes

**Total time: 65+ minutes**



## Resources required:

- None



## Preparation:

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.

## 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.

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 'inclusive' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'exciting' and 'engaging'.

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

- How important is it for everyone to feel welcome, safe, and included in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could schools do to make this even better?
- How important is it that learning is exciting and engaging for everyone?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could schools 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 included as possible. Next repeat, asking them what can make learning more exciting and engaging 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

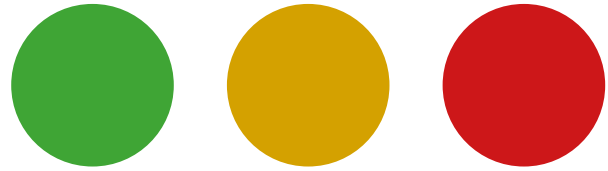


# Activity 5: Spectrum



## This activity is best for:

- Developing communication skills
- Pupil awareness of diverse peer views



## Time estimate:

- Preparation: 5 minutes preparation
- Activity introduction: 15 minutes
- Pupil engagement: 20+ minutes
- Review and share responses: 10 minutes

Total pupil time: 35+ minutes

**Total time: 50+ minutes**



## Resources required:

- Red, Amber, Green dot printed or drawn onto large sheet of paper
- Blu-tac

## Preparation:

Display the coloured dots on a wall in the classroom to make a spectrum e.g, red, amber and green.

## Facilitator notes:

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 'inclusive' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'exciting' and 'engaging'.

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

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

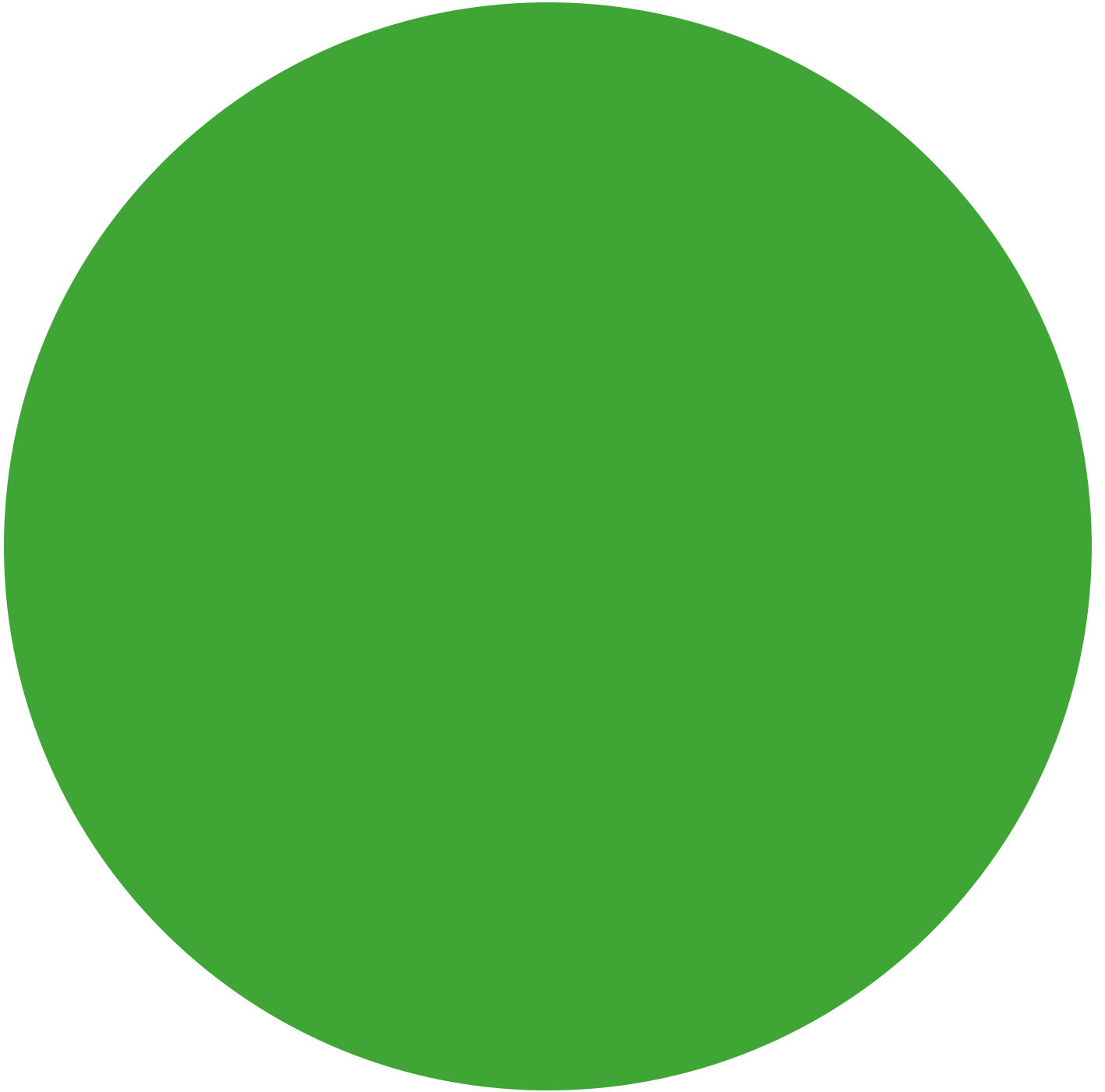
### Finish the activity by...

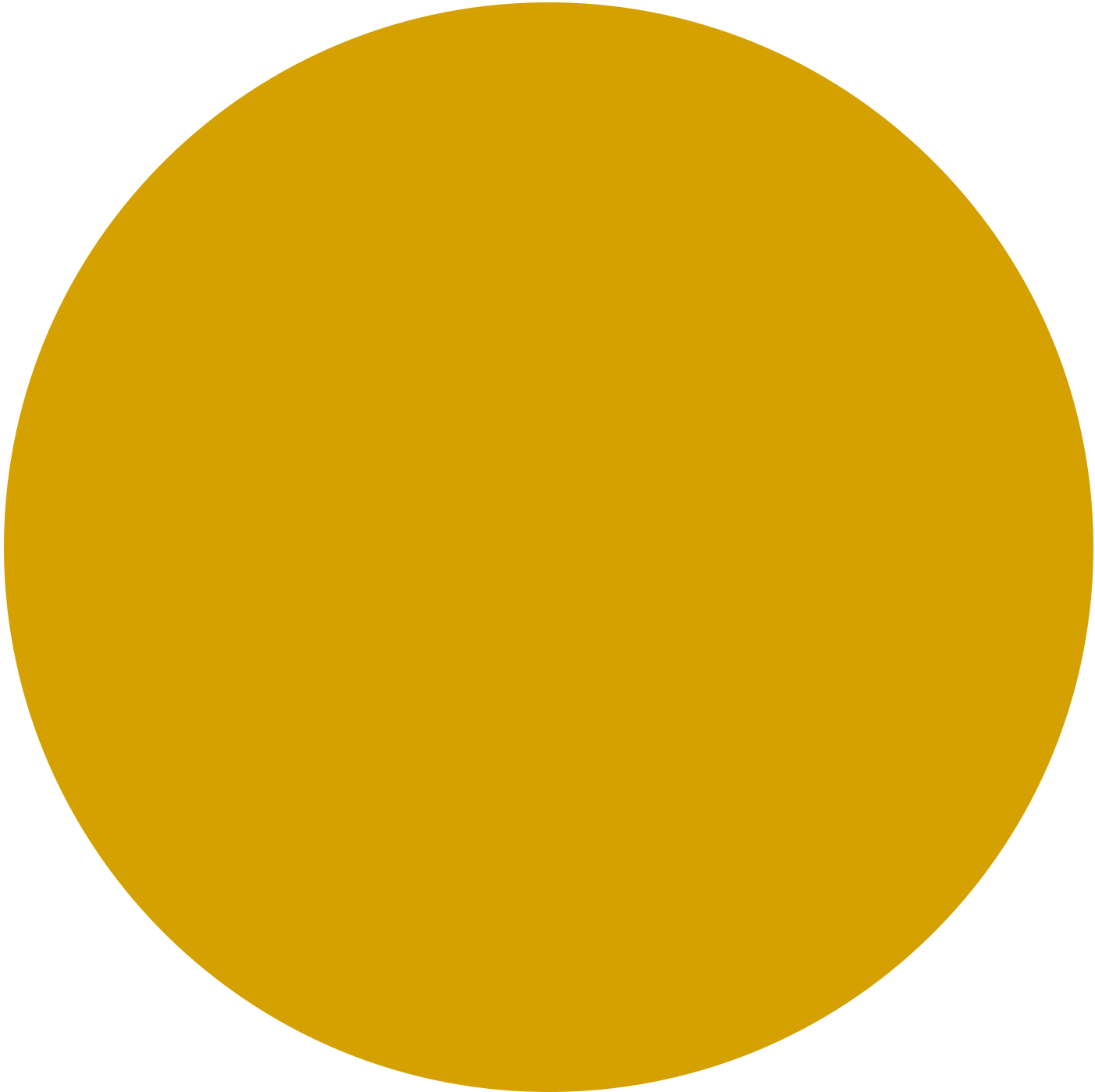
- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can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

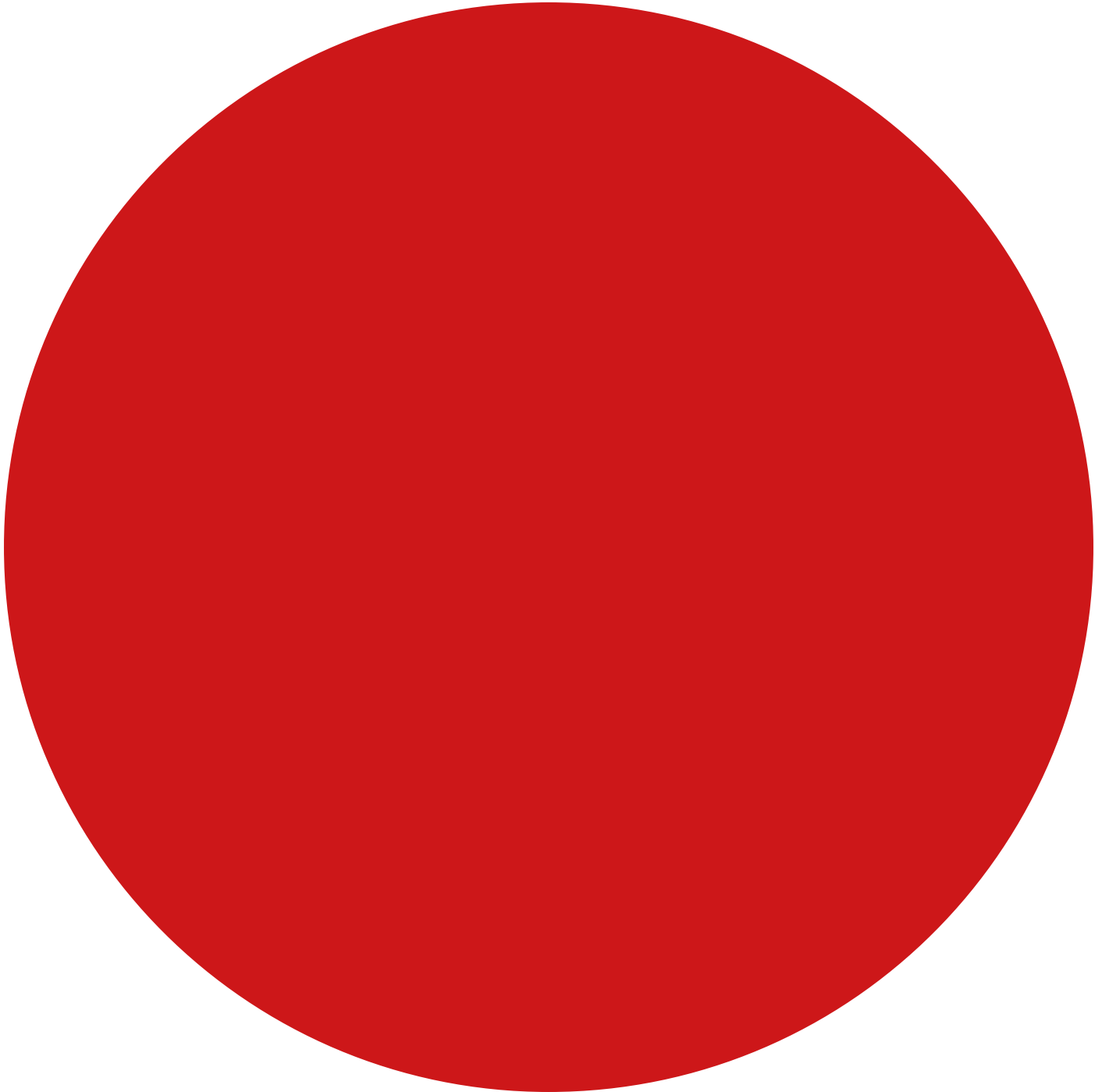
### What to do next

- 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

**Printable dots:**







# Activity 6: What Jars You?



**This activity is best for:**

- Flexibility of individual, small group, or whole-class consultation
- Creative consultation

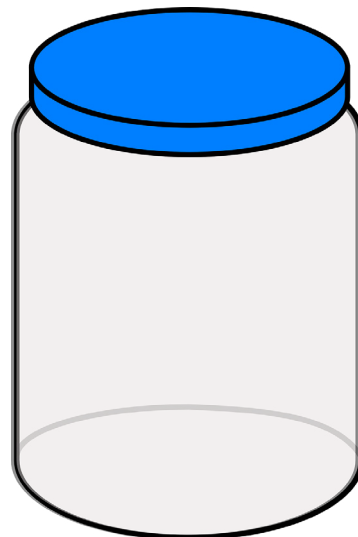


**Time estimate:**

- Activity introduction: 10 minutes
- Pupil engagement: 15 minutes
- Review and share responses 10 minutes

Total pupil time: 25 minutes

**Total time: 40 minutes**



**Resources required:**

- 1 jar per pupil, group or class
- 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 inclusive and some on being excited and engaged to learn.

### Begin the activity by...

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

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

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

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

## Consultation activity:

Ask pupils to discuss the things that they find excludes them/their peers etc at schools and/or what might disengage someone from their learning. You may find it helpful to provide some illustrative examples including physical barriers, attitudinal, policy, practice etc from themselves, their teachers and the school environment. Tell pupils to write these onto the 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, teachers and school spaces can do to make sure everyone feels as welcome, safe, and included as possible, or as excited and engaged to learn 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 7: Diamond 9



**This activity is best for:**

- Small group discussions
- Pupil awareness of diverse peer views

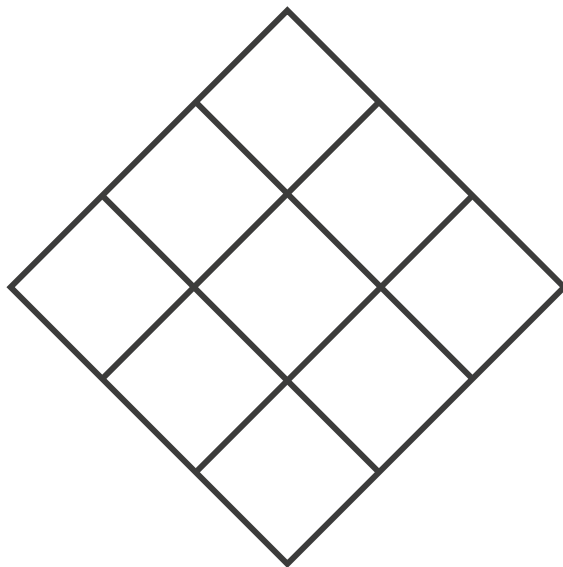


**Time estimate:**

- Activity introduction: 15 minutes
- Pupil engagement: 20 minutes
- Review and share responses 10 minutes

Total pupil time: 35 minutes

**Total time: 45 minutes**



**Resources required:**

- Diamond 9 templates
- Post-it notes
- Pens

## Preparation:

Print out sheets of paper with diamond 9's. Some to have the heading 'What makes school as welcome, safe and inclusive as possible?' and some to have the heading 'What makes learning exciting and engaging for everyone?'

## Facilitator notes:

You may find it beneficial, time depending, to ask some groups to focus on the 'What makes school as welcome, safe and inclusive?' question, and some on the 'What makes learning exciting and engaging for everyone?' question.

### Begin the activity by...

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

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

- How important is it for everyone to feel welcome, safe, and included in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could schools 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. They need to identify 9 different things that would support with what would help ensure everyone can feel welcome, safe and included at school, and/or what would help to ensure learning was as exciting and engaging 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 for the class to ask each top element to be shared so they 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...

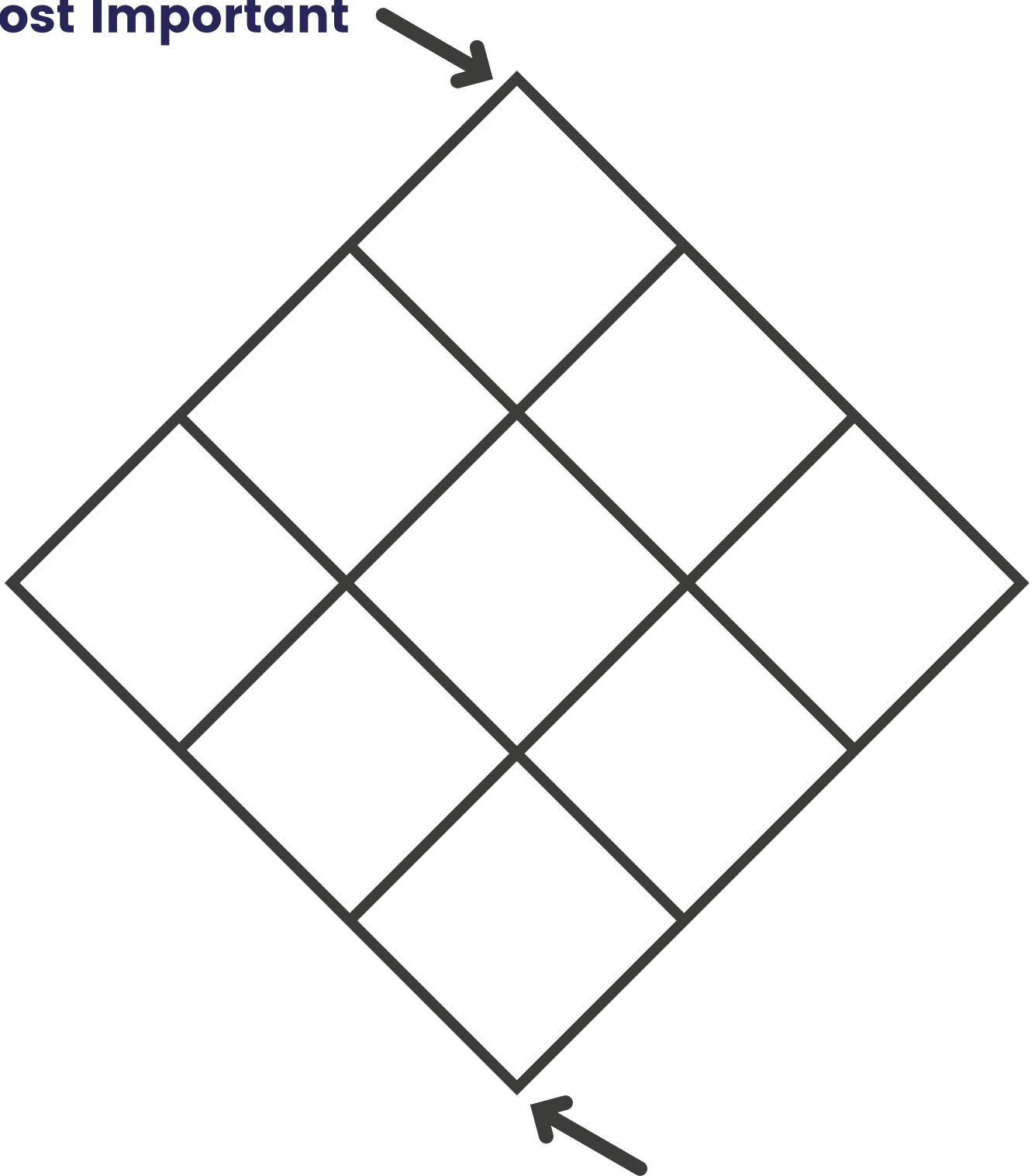
- Thanking pupils for their active and positive engagement
- Letting pupils know how you may share their ideas, including with Norfolk County Council to support the development of a culture of inclusion across Norfolk schools and that this will be fully anonymous
- Signposting pupils to where they can 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
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees

# Diamond 9 template

**Most Important**



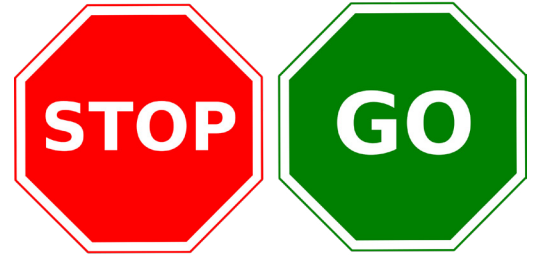
**Least Important**

# Activity 8: Stop/Go Plates



## This activity is best for:

- Flexibility of individual, small group, or whole-class consultation
- Creative consultation



## Time estimate:

- Activity introduction: 15 minutes
- Pupil engagement: 20 minutes
- Review and share responses 10 minutes

Total pupil time: 35 minutes

**Total time: 45 minutes**



## Resources required:

- 1 paper plate per pupil
- Red, green felt tip pens/markers, pens
- String and pegs

## Preparation:

Use the string to create a 'washing line' within the classroom.

## 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 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 'inclusive' mean to them? You could do this by a basic class discussion or by a quick-fire round of one-word. Repeat this for 'exciting' and 'engaging'.

**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' and 'included', and 'exciting' and 'engaging'.

Discuss:

- How important is it for everyone to feel welcome, safe, and included in school?
  - o What does this enable?
  - o What does the school already do to promote this?
  - o What more could schools 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 them/their peers etc at school and/or what might disengage someone from their learning. You may find it helpful to provide some illustrative examples including physical barriers, attitudinal, policy, practice etc from themselves, their teachers and the school environment. 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, teachers and school spaces can do to make sure everyone feels as welcome, safe, and included as possible, or as excited and engaged to learn 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
  - Staff updates/ staff room
  - SLT
  - School governors/ board of trustees