

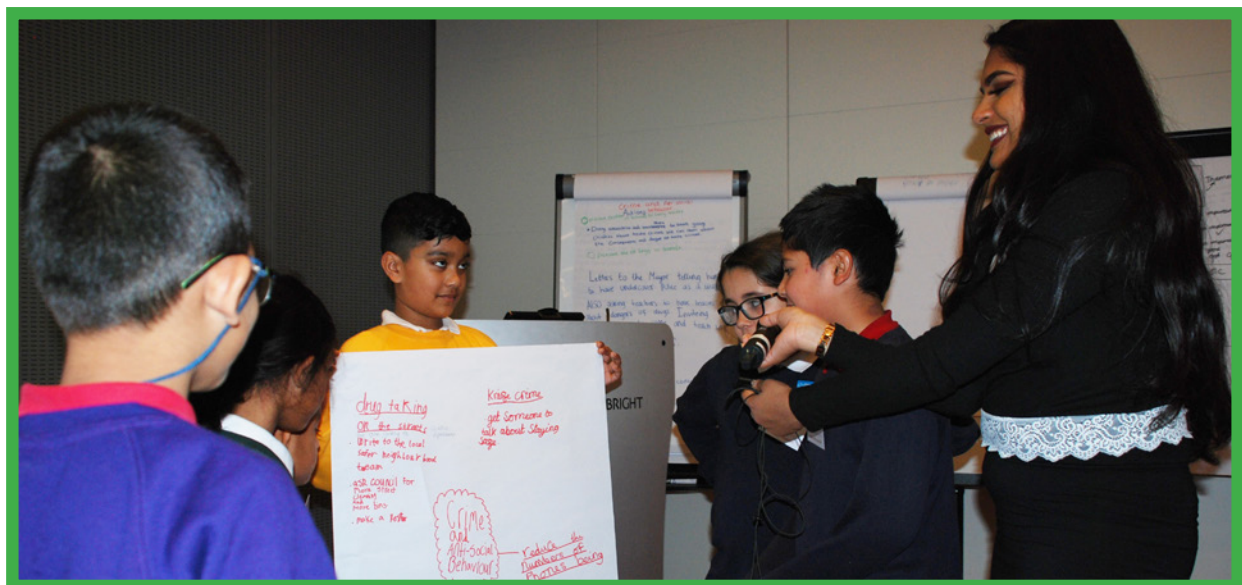
THE EAST 1 SCHOOLS' PUPIL PARLIAMENT 2018

 **NORTON ROSE FULBRIGHT**



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HISTORY OF THE PUPIL PARLIAMENT

Swanlea School held their first Pupil Parliament, in 2005. This event was sponsored by Norton Rose Fulbright and was run in partnership with two local primary schools from Tower Hamlets. This event was a huge success and has resulted in Norton Rose Fulbright continuing to sponsor Pupil Parliament which is now an annual event.

In 2009, the parliament was renamed the East 1 Schools' Pupil Parliament and was attended by all of the schools who have come together to form a collaborative called the East 1 Schools' Partnership.

Pupil Parliament is a progression from individual school councils and offers young people and children the opportunity to discuss issues that are important to them with their peers from other local schools within Tower Hamlets.

During this event the parliamentarians ask questions to a panel of experts, from the local community, businesses and organisations. The questions are based on three topics which are decided in advance by the school councils of each school attending. The panel provide the pupils with advice on how they, as school councilors, can help to alleviate the problems raised in each question.

After the question and answer phase, the pupils work in mixed school groups to discuss the panel's advice and develop an action plan for the rest of the academic year.

Pupil Parliament is a pupil led event. The topics are chosen by the pupils. Pupils that attend the event develop their own questions and, based on the answers they receive, the pupils develop their own action plans in partnership with pupils from other schools.

The main aim of Pupil Parliament is to develop pupil voice and leadership skills across the partnership. The East 1 Schools' Partnership aims to develop pupil's oracy, leadership and decision making skills from an early age and for this reason, a Mini Parliament was introduced in 2009. Mini Parliament is a smaller version of the main Parliament and is for the younger pupils in Years 3 and 4.

During the last Pupil Parliament, the Mini Parliamentarians observed the older pupils during the question and answer phase. Following this, they then had the opportunity to work with pupils their own age to discuss concerns relevant to their age group. During the Mini Parliament, they had their own question and answer session with a smaller panel, which provided them with an arena to develop their pupil voice. Because of the success of last year's Mini Parliament, this year it was extended to allow younger pupils to develop their decision making skills.



EAST 1 SCHOOL'S PARTNERSHIP

The East 1 Schools' Partnership was formed in September 2008 and is a collaborative of eight schools from Tower Hamlets. The partnership consists of one secondary school (Swanlea School) and seven primary schools (Canon Barnett, Hague, Kobi Nazrul, Osmani, Stewart Headlam, Thomas Buxton, William Davis). The core aim of the partnership is to work together to raise the achievements and aspirations of their pupils as well as those of their parents.

The East 1 Schools' Partnership runs a number of partnership events and projects to work towards achieving this aim. These include projects for gifted and talented pupils, family learning activities, annual parents' events, accredited courses for parents and a parent volunteering programme. In addition to this, English, Maths and Science Coordinators from across the partnership meet regularly to share best practice and develop independent learning skills across the partnership and have worked collaboratively to plan a number of transition projects for year 6 and 7 pupils.

One of the main objectives of the East 1 Schools' Partnership is to develop pupil voice and leadership skills across the partnership. Pupil Parliament helps to effectively meet this objective by allowing pupils to discuss issues that they have identified as being important to them as young people. The direction of pupil parliament is steered by the young people in attendance who are representing pupils from their schools.



PUPIL PARLIAMENT 2018

On the 23rd November 2018, the East 1 Schools' Partnership held its tenth Pupil Parliament event. The parliament was held in the Norton Rose Fulbright offices in Southwark where 60 school councillors from Tower Hamlets schools joined together to discuss issues that they feel affect them as young people.

The parliamentarians were made up of school councillors from years 3 to 12. Before Pupil Parliament, the individual school councils met to decide what topics they would like to discuss at the Parliament. Once the topics had been agreed the individual school councils then met to discuss and develop questions based on the theme headings.

The topics that the school councillors chose to discuss this year were:-

- Crime and Anti-Social Behaviour
- Equality and Human Rights
- Sustainable Development

Pupil Parliament is split into 3 phases:

Phase 1 – Questions to the Panel

The parliamentarians asked the panel members their pre-prepared questions as well as other questions which arose as a response to the panel members' advice. The Panel were made up of key local figures and government officials.

Phase 2 - Developing Ideas

The pupils split into cross phase groups to consider the advice from the panel and decide the main priorities for the East 1 Schools' Partnership.

Phase 3 - Parliamentary Proposals

Each group shared their ideas and developed an action plan for the partnership. After having an opportunity to watch the older students during the Questions to the Panel phase, the year 3 and 4 pupils held their own Mini Parliament, which followed the same structure as the main Parliament but on a smaller scale.

This report documents Pupil Parliament 2018 and provides information on the school councillors' key priorities for this academic year and also contains parliamentary proposals, which the pupils would like the government to take into consideration.

PANEL OF EXPERTS



JILL GAUNTLETT - PARTNER, NORTON ROSE FULBRIGHT

Jill Gauntlett is a corporate partner at Norton Rose Fulbright specialising in cross border M&A and all forms of corporate transaction. Jill is currently based in the London office having spent a number of years in Singapore where she headed up the South East Asia corporate team. She is also a relationship partner for a number of key clients of Norton Rose Fulbright. Jill served for six years as an elected member of the Partnership Committee of Norton Rose Fulbright LLP and the Supervisory Board of Norton Rose Fulbright.



JOHN McLAVERTY - YOUTH & SCHOOL COORDINATOR OXFAM GB

John works with young people, teachers and youth in London and the South East to involve under 18s in Oxfam's campaigns. In practical terms he helps young people develop the opportunities, knowledge and skills to make their voices heard on global issues, whether with decision makers, such as government ministers and MPs, or within their communities. John is a member of Oxfam's Health and Education for All working group and represents Oxfam on the Global Campaign for Education (GCE).



DANNY HASSELL - CABINET MEMBER FOR CHILDREN, SCHOOLS AND YOUNG PEOPLE

Danny is a cabinet member for the London Borough of Tower Hamlets with responsibility for children's social care, education, early years and youth services. He has been a councillor since 2014, having been re-elected earlier this year. Previously a primary school teacher, (including for a short period at Canon Barnett) Danny has also served as a school governor of a special needs school in Tower Hamlets and as trustee for Whitechapel Gallery. He has lived in Tower Hamlets for the last decade and currently works at the London School of Economics and Political Science.

PANEL OF EXPERTS



ALYSA ALLAN - SAFER SCHOOLS SERGEANT

Alysa Milton joined the Metropolitan Police in 2004 as a 19-year-old recruit straight out of college. For the first 7 years she worked as a Response Team officer on Hackney Borough, answering 999 calls etc. Alysa then came to Tower Hamlets Borough, where she now works as a Safer Schools Supervisor, working in schools and with Youth Engagement Projects. It allows Alysa to help build a great relationship between the police and the youth of Tower Hamlets.



SAMIUR RAHMAN- HEAD BOY OF SWANLEA SCHOOL COUNCIL

Samiur is in Year 12 and currently study Biology, Chemistry and Sociology. He would like to continue his educational career by attending a research intensive university such as Kings College, Imperial, UCL or Queen Mary to study Dentistry, as he has always been interested in oral health. Samiur's other areas of interest are in the fields of Medicine and Biochemistry.



MOHONA QADER- HEAD GIRL OF SWANLEA SCHOOL COUNCIL

Mohona is in Year 12 and currently studying sociology, psychology and geography. She has an interest in criminology and law and is hoping to study it at university.

THE PANEL'S ADVICE

During this phase, the parliamentarians asked the panel members their pre-prepared questions as well as other questions which arose as a response to the panel.

The answers contained in this section are not recorded verbatim but are compiled from notes taken by both adults and school councilors who attended the parliament.

Crime and Anti-Social Behaviour

1. I am in Year 6 and will soon be moving to Secondary School. The thing I am most worried about is knife crime and how I might be affected when I am at my new school. What can be done to stop young people carrying knives and how can we make our schools and streets safe for young people?

Alysa: Educate young people in the first instance about what can happen if you are injured or if you carry a knife. If people in schools are found with weapons then they will be arrested. We need to discourage people from carrying knives. Knife crime presentations show that most people are stabbed with their own knives, which we hope will prevent children from carrying knives in schools. Have procedures in place in schools to identify any students carrying them, such as security.

Danny: Again, it's about providing support to schools and communities to ensure that children remain in schools and don't join gangs.

Jill: It's not just about the person who is injured or the offender, it's family, friends, doctors etc. It's important to try and understand why this has happened and come up with an alternative.

2. What can we do as young people to keep ourselves safe on the streets, especially when walking home from school?

Alysa: There are different elements to crime and anti-social behaviour. As young people you should be respectful of your area, having respect for people and neighbours around you. Things in school you can do to prevent crime. Student panels – discuss topics to focus on e.g. crime, personal safety, and things you can do to educate yourself and peers as to how to keep yourself safe. From 11 you can join police cadets, help with leafleting, and educate other children to keep them safe. It's a very brave thing for a child to want to do.

John: We have been doing projects for young people internationally, for instance, Brazil to educate about gangs etc. Zambia – improving school safety as gangs could just walk into schools. Working in the community to protect young people. Challenging anti-social behaviour is a global problem. You tackle this simply by going to school every day.

Jill: Young people need to look after each other.

3. What will you do about drug taking and dealing on the street?

Alysa: Obviously a long term problem. We have local safer neighbourhood teams responsible for local areas. In areas with schools, local neighbourhood teams will patrol and identify potential dealers to report to police so that they can be arrested. Special drug teams with extra officers and extra operations that can go undercover and catch people by identifying them. Mostly, it's about preventing it in the first place. In schools we like to educate people about drugs and their effects to discourage young people from taking drugs.

THE PANEL'S ADVICE

4. How can you stop knife crime in our community?

Alysa: What we are doing as police officers is that we are coming into schools to educate about the effects of knife crime and to explain what happens to both offenders and victims so that people understand the full effects. We strongly encourage young people to report other young people who are carrying knives in order to stop it.

Danny: Our aim is to encourage a community environment in areas. It's important to create an area where people belong. This creates respect for neighbours and people they talk to. Less likely to create crimes. The sorts of questions we ask are; are we creating opportunities for young people, do young people feel like they have the opportunity to access jobs so they don't have to turn to gangs etc.?

Sustainable Development

1. We have tried to tell our parents about the problem of air pollution around our school and to encourage them not to drive but they don't listen. What else can be done in Tower Hamlets to encourage pupils and parents to walk or take public transport to school?

The air pollution in Tower Hamlets is one of the worst in the country and in some areas, over the legal limit.

Danny: Air pollution levels in Tower Hamlets are currently the fifth worst in London and exceed UK and European UK air quality levels. Research has shown that air pollution has reduced the lung function of eight and nine year olds in Tower Hamlets by up to 10% and 40% of residents live in areas where pollution levels exceed EU guidance.

In Tower Hamlets we are trying to encourage people to use public transport or walk rather than using cars with a 'Car Free Day' where we encourage residents to ditch their cars and either walk, cycle or take public transport to work.

Also giving grants to schools to start projects and come up with ways to improve air quality in Tower Hamlets. Your school can apply for grants to do this.

John: Air pollution is an international issue, Britain is making improvements on carbon emissions by reducing big factories etc. Britain is not doing well in areas of transport or farming emissions. We need to reduce the numbers of cars on the roads, and also tackle emissions caused by farming. Long term we need to look at ending carbon based fuel and switching to things like electric.

Jill: In London it's a lot quicker to walk or cycle rather than use your car. You can encourage each other as a family, or as a community to walk rather than drive.

2. Should driving cars during the weekend be banned to improve air quality in London?

Danny: Maybe not all cars, because people do need them. But in some areas of London near schools, roads should be blocked off so cars can't access these areas during peak school times in the morning and at 3.30 pm. We also have a "Car Free Day" to encourage people not to use cars.

THE PANEL'S ADVICE

3. Do you think it was right that the Iceland advert and the story of the orangutan were banned?

Jill: Iceland released a Christmas advert with a cartoon orangutan highlighting that their products don't use palm oil. Palm oil is not a sustainable product and is destroying the natural habitat of orangutans. There are strict laws for advertising about saying something political rather than advertising a product, so that's why the advert was banned.

John: Palm oil is a controversial product. It is in everything, I think it's good to focus on the rights of animals. You have to look at both sides; Iceland is just focusing on the animals and not how it also affects people for instance the creation of palm oil plantations destroying farm land.

4. How can we ensure all kids have access to primary education?

John: Last year, a quarter of a million school children stood up for the rights of children to go to school, and children from the UK went to parliament to talk to government about it. It's not just Britain's job – it's the job of every single country to make sure all children get an education. The target is now that every child gets a good quality education, and not simply that they have access to school. I went to India to a school where children were sitting on the floor unable to understand what the teacher was saying to them – it was not a good quality education.

5. Effects of plastic on the environment – how can we encourage people to use less plastic?

John: Plastic is useful, easy to make, cheap and durable. However, the plastic you are referring to is 'single use plastic', such as coffee cups that go into the bin and cannot be recycled creating a lot of waste and pollution. Positive change has happened e.g. when you go to the supermarket now, you have to pay for plastics bags, so companies are encouraging us to cut down on single use plastic.

Don't knock all plastic though, as that computer we take for granted, wouldn't be there if we didn't use plastic. You can do your part by not buying the food wrapped in plastic from your local supermarket. Have you tried asking your local supermarket to change its policy on this? The other thing you can do is go to your local market to buy your groceries instead, where food items are not wrapped in plastic.

Jill: We shouldn't be so fussy about eating fruit and veg that is slightly bruised; it's still perfectly edible.

Danny: Hopefully all of your schools have water fountains instead of plastic water bottles. And it's really important that you use your purple recycling bin to recycle plastic.

Equality and Human Rights

1. Men get paid more than women in some jobs. Why is this still the case, and what can women do about it?

John: Really great that a boy asked that question. In the UK it is illegal for a man to be paid more than a woman to do the same job. Recently the government has asked all employers to publish information about their gender pay so anyone in the public can go online and see the differences. There is a movement to make this transparent, but yes, more work needs to be done.

THE PANEL'S ADVICE

Alysa: I am a woman, and I work in an industry that is still dominated by men, and we're doing lots to change it. In my job, everyone is paid the same because it's based on rank, not gender. What you can do, when you grow up, is you can offer to take some of the child care responsibilities so that women have the opportunity to focus on their careers still. This is just one way of improving it.

Danny: In our local council we have lots of women in senior positions; there are lots of women directors. Half of our cabinet are women too – and that's quite rare.

Jill: I've worked for Norton Rose Fulbright for 32 years – things have changed and improved a lot – in the beginning it was rare to find women lawyers, and now 25% of our partners are women. We still have a lot to do to ensure women are represented at that senior level though.

2. If everyone has a right to a shelter, why are there still homeless people, and we are there homes that aren't being used?

Danny: There are lots of issues – why are there homeless people in the first place? Lots of people come back from fighting in a war and face a lot of trauma so we have to help them.

Do we prioritise those in need the most? I don't think this government prioritises this because there are too many benefit cuts.

John: There are so many buildings in London that are empty, and at the same time, when I go into my office, there are homeless people sleeping rough outside those buildings.

The impact of inequality on our society is one of the biggest challenges we have to face.

3. Why do people in some parts of the world seem to have more human rights than other people?

John: One group which does not have equal rights, are children and young people, who make up 43% of the world's population. They are not included in politics for instance. But there are some positives e.g. 16 year olds in Scotland were able to vote in the Scottish Referendum to leave the UK.

4. Some people think Muslims are terrorists. What are you doing to stop it?

John: I think all of you who are Muslim are role models to the rest of the world. It's an important thing to challenge anyone who tries to stereotype you. It's important to hold the media to account if you see examples of stereotyping Muslims.

It's a hard question and it's unfair that it puts the onus on Muslim people to challenge these hate crimes.

Jill: People are afraid of difference when they don't understand it. It's about creating an alternative story – let's have the courage to challenge that ignorance.

It's a responsibility of yours to stand up to people who say mean things – it can be hard, and you need to put your safety first of course, but when you don't have a voice, people will carry on doing it.

PARTNERSHIP ACTION PLAN

During the final phase, the parliamentarians discussed the advice given by the panel and agreed the main priorities for the East 1 Schools' Partnership. They agreed a partnership action plan and identified 16 key priorities that they will work towards throughout the rest of the 2018-19 academic year.

Equality and Human Rights

KEY PRIORITIES	POSSIBLE ACTIONS	RESPONSIBILITIES
1) Write letter to MP about fair pay for different genders.	1) Children to be taught about life outside school and how pay differs for men and women carrying out the same job e.g. BBC presenters. Children to have a debate which can lead to a persuasive letter to the Prime Minister/MP.	<ul style="list-style-type: none"> • Parents/Carers • Teachers/support staff • Students
2) Write to the Government about refugee laws- for refugees to be placed in safe environments and reunited with their families.	2) Carry out some research about refugees. Refer to the UN convention of children's rights. How can we ensure that refugees, particularly children feel safe and that Britain are doing enough? Write to the Government to find out what the current laws state about refugees. What laws would you like to see enforced?	<ul style="list-style-type: none"> • Parents/Carers • Teachers/support staff • Students
3) Send my friend to school campaign.	3) https://www.sendmyfriend.org/ Take part in the project so that children across the globe can have access to an education in order for them to be successful and get a good job.	<ul style="list-style-type: none"> • Parents/Carers • Teachers/support staff • Students
4) Raise awareness about homelessness.		<ul style="list-style-type: none"> • Parents/Carers • Teachers/support staff • Students

PARTNERSHIP ACTION PLAN

Sustainable Development

KEY PRIORITIES	POSSIBLE ACTIONS	RESPONSIBILITIES
1) Plastic! Education about the negative impact plastic is having on our environment and in particular our oceans. Campaign against the use of plastics.	<p>1a) Write letters and create petitions to supermarkets about reducing their use of plastic wrappers and packaging on their products.</p> <p>1b) Water bottle campaign- ban single use plastic on school trips and instead use re-useable plastic.</p> <p>1c) create a structure or mural with plastic that would otherwise be thrown.</p>	<ul style="list-style-type: none"> • Students • Teachers • Tower Hamlets council • Parents
2) Greater awareness of global environmental issues i.e. deforestation, greenhouse effect etc. Carbon emissions in the atmosphere.	<p>2a) Walk/cycle to school day.</p> <p>2b) Monitor/measure air quality and write a letter to MP.</p> <p>2c) Create posters to encourage reducing driving and more cycling- reduce price of electric cars</p> <p>2d) Plant more trees and plants</p>	<ul style="list-style-type: none"> • Students • Teachers • Tower Hamlets council • Parents



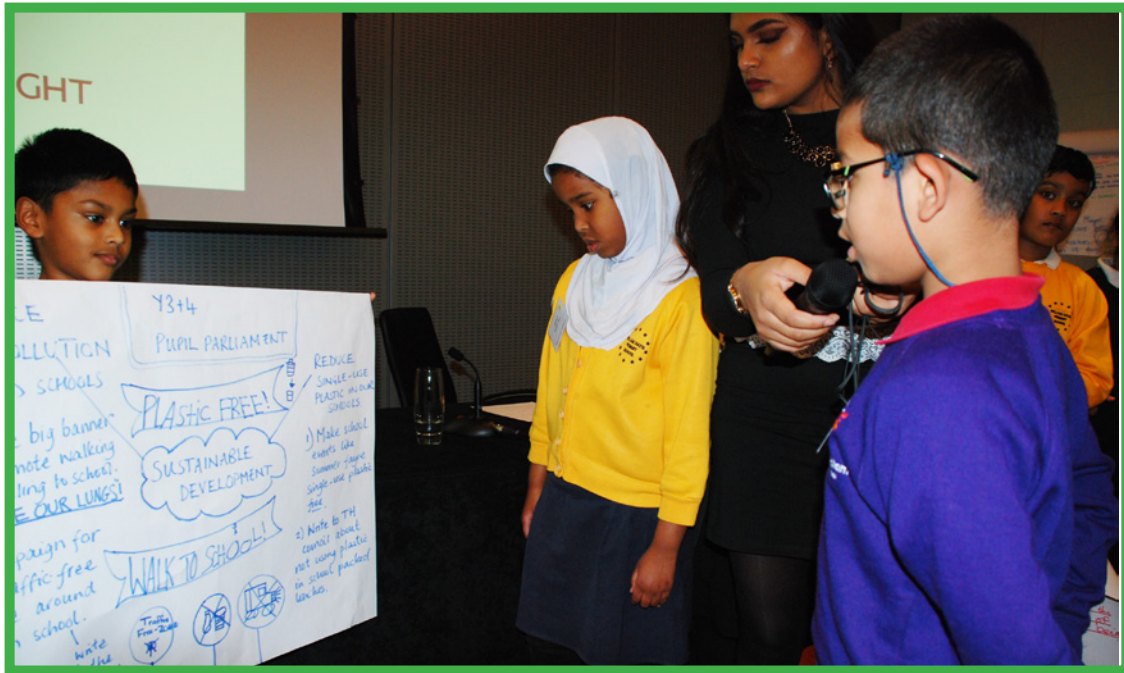
Crime and Anti-Social Behaviour

KEY PRIORITIES	POSSIBLE ACTIONS	RESPONSIBILITIES
1) Safety awareness for students on how to keep themselves safe in and outside of school.	<p>1a) Drug and knife crime awareness lessons awareness of knife crime.</p> <p>1b) Invite youth club leaders to talk about youth clubs- promotion of youth clubs and parent workshops for how to keep children entertained</p>	<ul style="list-style-type: none"> • Students • Teachers • Parents • School safety officers • Youth club leaders • Drug and knife crime speakers- druggeduk@drug-education.co.uk



NEXT STEPS

Each school that participated in the East 1 Schools' Pupil Parliament will receive a copy of this report. Using the partnership action plan, each school council will identify the main priorities for their school which will help them to contribute towards achieving the partnership action plan contained in this report. The impact will be recorded and shared with each East 1 school at the end of the academic year.





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