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youth social action



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Improving life chances



Case Study from the All Saints Catholic College

Youth Social Action Project Focus areas

- 1. Emotional & well-being**
- 2. Environment**
- 3. Local Community**
- 4. Equality and Diversity groups**

Academic Year 2022 - 2023

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All Saints Catholic College

Total Number of Pupils	128
Year Groups	7 -11
Pupil Premium Pupils	34%

Expected Outcomes

- To enhance and develop the application of the school virtues of respect, courage, faith, service and love
- To make a positive difference to wider school life and re-establish links within the community.
- By making a positive difference to their school community and the community at large
- To develop the oracy skills and understanding of working with others from outside agencies
- To enable disadvantaged students and those with SEND in fuller school life and work together to make a positive impact on their school
- Support our mission to put Christ at the centre of our community. In loving and serving God and one another, we encourage everyone to flourish through learning

Applying the 5 Step Ormiston Process	
Inspire	<p>To inspire the young people, the project and the ambassador programme were launched through a number of assemblies.</p> <p>The launch was focused on four areas:</p> <ul style="list-style-type: none"> Group 1. Emotional & well-being Group 2. Environment Group 3. Local Community Group 4. Equality and Diversity groups
Explore	<p>To explore aspects of the project, a conference day was held, which allowed opportunities for debate, working with professionals in each field, and gaining knowledge from the local authority.</p>

<p>Plan</p>	<p>From the four focus areas, the students created subprojects to work on each area:</p> <p>Group 1. Emotional & well-being</p> <ul style="list-style-type: none"> a. Men’s mental health b. Supporting and understanding refugees c. Dealing with anxiety in schools d. Coping with challenging situations <p>Group 2. Environment</p> <ul style="list-style-type: none"> a. Local environment b. Fly-tipping c. School environment d. How to cut waste <p>Group 3. Community</p> <ul style="list-style-type: none"> a. Transition to Secondary b. Sport for health c. Charities d. How faith can support students <p>Group 4. Equality and Diversity</p> <ul style="list-style-type: none"> a. LGBTQ+ issues and how, as a catholic school, we can support students b. Cultural Diversity and how we can celebrate the diversity of our school.
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<p>Act</p>	<p>Group 1 - The Emotional & Well-being group invited the British Red Cross into school to work with two different groups of students.</p> <p>Coping with a challenge – aimed at Year 7 and Year 8 students who had dealt with very challenging situations.</p> <p>They shared their stories, discussed resilience and self-esteem, and worked on a programme to be offered to students across the school as a student-led initiative. The students delivered assemblies to different year groups and set up a “safe” place for students during social times.</p> <p>This group also worked on understanding and supporting refugees in this country. They were involved in a live link to a refugee camp in Turkey and were able to listen to 2 young people who had been affected by displacement. They listened to their stories about resilience and their aspirations. The group fundraised for the camp through a series of events and raised awareness through assemblies and newsletters to the community (this work is ongoing)</p>
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<p>Act</p>	<p>Group 2 - The Environment group focused on the use of plastic in school. Working with the local authority, they were able to investigate how they could cut down the use of plastic in school, which would also result in improvements in littering in the social areas. They have reduced plastic use by half and asked every student in the school for feedback.</p> <p>Group 3 - Community Group – focussed on transition and improvements in the transition programme. The transition day was extended to a transition week, and students could engage with students from the primary school they had come from. They created a buddying system and ensured all key activities in the week were well-resourced and planned, and they supported students in lessons, helping them to understand the work and supporting their emotional needs. They delivered information to 26 schools and their headteachers.</p> <p>Group 4 - The Equality & Diversity group created an action plan around supporting students in the LGBTQ+ community in school. They invited key speakers into the school to understand issues regularly faced by this group. Information from the Diocese was sought, and sessions were planned for drop-down sessions across every year group in school.</p>
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<p>Reflect & Next steps</p>	<p>Reflect and Next Steps</p> <p>Group 1 - The coping with challenge project allowed different students to meet together and understand the support available in school or locally. They will continue to develop the group and a "safe" place to go. The next stages will be to develop this further after school and invite further key speakers into the school to support individuals.</p> <p>Further fundraising activities are planned, and targeted support is provided for those students joining our school who have been displaced.</p> <p>Group 2 - The environment group has ensured wooden utensils are used instead of plastic, and they have encouraged the use of reusable plastic bottles and food no longer wrapped in plastic. Extra bins have been provided to support cleanliness.</p> <p>Group 3 - The transition process will develop even further next year with students going into primaries and working across different subjects at Y4 & Y5, attending parents' evenings at primary school to promote and deliver key messages to parents</p>
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<p>Reflect & Next steps</p>	<p>Group 4 - Students in the LGBTQ+ community feel safer in school. Several students have felt more confident in being themselves and showing their true identity. Students feel supported by key leaders in the community and attend youth clubs to support their identity and community. This group will also launch a cultural diversity week in the autumn term to celebrate the 24 languages spoken in the school and celebrate all communities through art, dance, music and food.</p>
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Impact of Youth Social Action

- Over 90% of Headteachers say YSA is beneficial or extremely beneficial for pupils, school staff, families, and the wider community. This is validated by their positive responses about YSA's benefits in qualitative research. They also overwhelmingly agree that YSA benefits disadvantaged pupils, such as those eligible for FSM/ PP and those with SEND.
- Coping with challenges – Over 30 students have been supported through this initiative, and they will now lead the next stage of the work, creating a safe place for students
- LGBTQ+ community –Young people feel more welcomed, safer and able to be themselves in a faith school. They have used support in the community after the sessions in school.
- A reduction in plastics and a cleaner, healthier environment
- A reduction in derogatory comments about students from the LGBTQ+ community, development of tolerance
- After the transition project, the Y6 students had the best experience moving into secondary school. Parents feel reassured and confident in the school they have chosen for their child.
- 75 Ambassadors were successful in their work, and this has encouraged them to be involved in a range of projects suggested by them. This number has allowed a greater number to be interested in the projects.
- Thirty-three students are involved in the Community group – they have worked with 26 primary schools and supported 183 Y6 students.
- 25 students are involved in the environmental group
- 31 students are involved in the Emotional and Wellbeing group – they have worked with 30 Y7 and Y8 students. And delivered assemblies to 3-year groups (over 500 students targeted)
- 23 students are involved in the equality & diversity group – they have supported around 20 students directly. Planning has already started for the cultural diversity project, and they are targeting over 250 people to be involved in the celebration evening.

Challenges

- The most challenging aspect was getting everyone equally involved; to avoid this, the creation of subprojects enabled more pupils to take on active roles.
- Due to unforeseen circumstances, the amount of time available had to be reduced. However, the students and staff worked tirelessly to make all areas successful. A creative approach was taken with the timetabling and staffing. All staff and students had clear roles with a timeline.

Community Links

- The Brunswick Centre
- The British Red Cross
- Kirklees Authority and Catering Staff
- Local primary schools

Feedback on the Ormiston Toolkit Resources

"All the resources were helpful, particularly with the launch of the ambassador's programme, as it allowed students to see the different roles they could use. The curriculum guides from each focus area were given to students to take home to read and share with their families."

Next Steps

- Group 1. Emotional & well-being
- Group 2. Environment
- Group 3. Local Community
- Group 4. Equality and Diversity groups

All four areas are embedded within the school with ambassadors and leaders; all projects will move forward with clear targets.

There will be a follow-up conference to review progress and discuss next steps.

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