

Trust Student Council Conference hosted by Landulph Primary School on 18th May 2022

Session	Notes
<p>1. Welcome, ice- breaker game and school tour.</p>	<p>Immy, Mylee, Connie and Fleur welcomed the delegates to the conference. They invited the delegates to vote on which ice breaker game to play: Hangman or ‘witch and lion’. Hangman won the vote and all delegates engaged in the game. The first word was COUNCILLORS! As Bluebell guessed the last letter, Bluebell then took to the board... The word was ENVIRONMENT!</p> <p>The delegates were split into two groups and given a tour of the school by the Landulph councillors.</p>
<p>2. Sharing ideas schools have already implemented to support the environment.</p>	<p>Liskeard advised that they had created an ‘Eco Council’ this was quite new and is still in its infancy. There is also an animal care course and the school is planning on keeping animals on site as part of this course as well as planting new vegetation. There is also a large pond which will be tidied up.</p> <p>Dobwalls reported that an ‘Eco Council’ was formed in December by Mr Jones. They do a regular litter pick at school and in the village. Year 4 students have a ‘litter pick’ rota. A Governor from the Local Governing Committee (LGC) is also regularly visiting the school to attend to the school’s garden. The school are also planning an assembly on how to use alternatives to plastic food wrappers for food brought into the school.</p> <p>Looe explained that they are now using an LED lighting system and computers have been programmed to automatically shut down at 6.00 p.m. Native trees have also been planted at the end of the school field and the school uses ‘zero to landfill’ for their waste policy.</p> <p>Saltash advised that they have water stations instead of single use plastic bottles, they also use more eco-friendly cutlery in the canteen. Saltash also offer an animal care course like Liskeard.</p> <p>Trewidland reported that they have recently started an after-school gardening club to start plant vegetables and plants around the school.</p> <p>Landulph explained that they have sent off 20 eco-bricks. An eco-brick is a building block made entirely from unrecyclable plastic. It’s created by filling a plastic bottle with clean, dry plastic until it is full and can be used as a building block. These are then sent to a company who use them to create useful items for people in developing countries.</p> <p>Mr Buckley asked if there are any ideas the delegates have heard that should be implemented across all schools? He advised that all schools in the Trust use ‘zero to landfill’ for their waste.</p>

	<p>The delegates voted for:</p> <ol style="list-style-type: none"> 1. Setting computers to shut down at a certain time each day. 2. Investigating the eco-brick project. 3. Refillable water stations around the school. <p>Fleur asked the delegates to design a poster and write down all the changes they have made in their own school to make it more eco-friendly. Fleur shared Landulph's poster as an example.</p> <p><i>The delegates worked in their own school groups.</i></p> <p>Future ideas discussed:</p> <p>Trewidland will be planting vegetables and plants as well as helping nature flourish in their Wild Tribe lessons. They would also like to make an art feature out of crisp packets.</p> <p>Looe reiterated their zero to landfill policy, they also have a vegetable garden, water stations and in future, would like to sort out the school pond and have more bins in busy areas.</p> <p>Saltash would like to implement a used battery scheme so there are recycling points around the school.</p> <p>Landulph reported that as well as their eco-brick project, they have a compost bin, a vegetable garden, and have used wrappers to create art projects. In the future they would like to make more eco-bricks and will discuss more ideas in their school council meetings.</p> <p>Dobwalls would like to consider having more bins around the site but would also like to reduce the need for more bins by reducing waste in school. They will suggest a new idea of implementing regular 'no plastic' days at school.</p> <p>Liskeard would like to implement motion sensor lighting across the school site, including LED lighting. They would also like to renovate the school pond and investigate ways they can reduce/ equal their carbon footprint. Including, what is preventing them reaching this goal and how they can tackle those problems.</p>
Break	<i>The delegates help themselves to refreshments.</i>
3. Speakers from the Tamar Valley community.	<p>Fleur introduced the guest speakers: Amanda Pugh and Amy Hurn from the Landulph Parish Climate Action Group. Clarissa Newell from the Environment Agency.</p> <p>Amanda and Amy introduced themselves and explained the purpose of the Climate Action Group. They are looking for ways to improve the environment around the Tamar Valley area.</p> <p>Amanda and Amy presented slides on biodiverse planting, for example, wildflowers and how they can help pollination, which in turn helps produce food. Amanda also explained that there are many species of bee in the UK and provided some examples.</p>

She informed the delegates that the butterfly population had been significantly reduced, as well as wild bees. Dandelions are a particularly good food source for bees as they are one of the earliest flowers!

They explained that the following wildlife can be found around the Tamar Valley area:

- Badgers who are under pressure from climate change and human activities.
- Kingfisher who are incredibly rare to see (they nest in tunnels along the riverbank).
- Fish – mullet, bass and salmon can all be found locally.
- Hedgehogs – Amanda and Amy explained there is hedgehog activity outside the school, identified by their droppings!
- Seals – the delegates had seen lots of them in their local area.
- They shared that there are some fascinating things to learn about even some of the more common species such as Crows, who are a member of the Corvid family (they also include rooks, choughs and magpies etc). They are very intelligent and use 'tools' to get their food.

Two special birds to look out for:

1. Curlew – The UK has 25% of the worldwide breeding population. They can mainly be found on mudflats looking for food. Curlews are on the Red list, meaning urgent action is needed.
2. Swift – Similar to a swallow, they arrive for the summer arriving from Africa and are ancient birds, whose ancestors (flew) when dinosaurs were alive. Swifts live on the wing, meaning they rarely touch the ground. A pair of swifts can eat up to 20,000 insects a day. They are also on the red list and nest in houses and old barns, returning to the same nest each year. Nests can be found nearby in Cargreen in the Reading Room.

What can we do?

- Protect habitats - trees, rivers and wildflowers. The Action Group are trying to:
- Plant trees and plants.
- Reduce plastic pollution.
- Encourage people to get involved in litter picks.

Practical tips:

In the garden –

- Plant for insects - they like flat, open flowers.
- Contact your local Council representative to ask if there are any unused spaces which can be planted on.
- Add in bug hotels – can be built out of wood with holes drilled for insects to sleep in.
- Add a log pile – this will encourage beetles to the rotting wood and in turn hedgehogs.

Water –

- A small pond or even a bird bath encourages more wildlife: dragonflies, bats, toads etc.

The size of the space doesn't matter, is there a corner at school you could try this out?

Amanda shares a slideshow of the insects and animals (including hedgehogs) in her garden.

	<p>Fleur introduces Clarissa. Clarissa introduced herself and asked what the delegates think the Environment Agency (EA) does and how they protect the environment? The group answered individually by putting their hands up. Clarissa also explained that one of their main roles is to regulate the environment.</p> <p>The EA's mantra is to create a better place and their three aims are:</p> <ol style="list-style-type: none"> 1. Healthy air, land and water. 2. Sustainability and combat climate change. 3. Sustainable housing (human growth v protecting biodiversity). <p>The EA regulates all inputs into our rivers. <i>Clarissa presents a number of slides to the group asking them what they think the water has been polluted with. Examples include milk, oil, China Clay.</i></p> <p>Clarissa also explains that farming is one of the biggest polluters (not just spillages into rivers) and the EA is working with landowners to look for modern farming methods.</p> <p><i>Clarissa shares a video on sewage and how phosphates impact on our rivers, demonstrating items that are flushed down the toilet or sinks. For example, wet wipes, nappies, fat. All of these can form 'fatbergs. A rock like mass of waste matter in a sewer system.</i></p> <p>The video explained that everyone should help reduce them forming by remembering that only the three Ps should go down the toilet:</p> <ol style="list-style-type: none"> 1. Pee 2. Poo 3. Paper <p>Clarissa advised that the work of the EA is evolving, and her colleagues are now looking at the science of our rivers rather than advising landowners as before.</p> <p>Clarissa ended by explaining that as the world's population is growing, it is changing what is in our rivers. It is important to remember that everything we use/consume goes into the environment.</p>
Lunch	<i>The delegates ate lunch and played outside or in the classroom.</i>
4. Plan and share new commitment.	<p>Connie invited each school to commit to making a change in the next 6 months. The schools work in their groups to discuss their commitment.</p> <p>Trewidland committed to discussing the renovation of their school pond with their Headteacher, Mr Lovell and try to link up with the speakers in the earlier session to help them do this. They would also like to create bug hotels and 'Bee & Bees' for the school site to accompany their planting of flowers and vegetables. Finally, they would like to lead an assembly on how to help the environment.</p> <p>Looe committed to using less paper in the school.</p> <p>Dobwalls committed to trying to reduce plastic waste by 50% in next 6 months, including plastic free days and eco themed assemblies.</p>

	<p>Liskeard committed to raising awareness in the school community on the topic of recycling and raising awareness. Encouraging more students to sign up to the eco council to understand importance of environment protection.</p> <p>Saltash committed to investigating the eco-brick project and designing murals for the school site, using the theme of how to help the environment.</p> <p>Landulph committed to creating a hedgehog hotel to attract beetles and hedgehogs, litter picking around the school, implement an eco-council and hold a climate action day.</p>
<p>5. Evaluation of the conference.</p>	<p>Evaluation Fleur invites the delegates to complete an evaluation survey.</p>
<p>6. School Council questions.</p>	<p>Mr Buckley thanked Landulph for the excellent job they have done organising the conference. He invited the delegates to send any questions they would like to ask the students from across the Trust to Mrs Yelland via their teacher.</p> <p>Topic for questions – Vocabulary. Recent research has found that pupils who learn less than 2000 meanings of words a year are at risk of less success at school, lower paid work out of school and even lower life expectancy!!!</p> <p>This means a 5-year-old needs to know about 10,000 and by the time you join sixth form or leave school you should know at least 32,000 words. Pupils who do well tend to have about twice this! They learn about 15 a day!</p> <p>A double meaning does count as two words, but it is still a lot of words.</p> <p>Q1 – What works now? Who challenges you to use new words most?</p> <p>Delegates reported the following:</p> <ul style="list-style-type: none"> • Teachers • Parents • Friends • Someone else • As well as in school, different vocabulary can be learnt from books, film and TV; bringing a diversity to vocabulary. • TAs help students with all aspects of learning. • Whole class reading in tutor time. <p>Q2 – How could we do better? How could we help all pupils practice and learn new words better? What should we do? If you were in control of this what would you do?</p> <p>Delegates suggested the following:</p> <ul style="list-style-type: none"> • Practising with parents. Teachers can then look in books and select words that the student may not know. Similar to a vocabulary list. • If the student doesn't understand, ask to help expand their vocabulary. Mr Buckley asked if that meant more responsibility on you as the individual. The delegates agreed with this. • Adding words around the school e.g. on boards.

	<ul style="list-style-type: none"> • Having 5 new words a day as a school and a quiz at the end of the week. • Add it on to the end of a lesson/make part of a lesson. Minimum of one word in each lesson. <p>Mr Buckley advised that the speakers were very impressed by the whole conference and he will be thanking them on behalf of the delegates and asked if anything from the day had inspired them to think again?</p> <p>Answers included:</p> <ul style="list-style-type: none"> • Eco-bricks • Pollution and its many forms – including milk! • Improving the individual school with ideas such as bug houses. <p>Immy, Mylee, Connie and Fleur thanked everyone for attending and handed out ‘sprout pencils’! Once you have used them, they can be planted and grow into herbs, flowers, vegetables and even spruce trees.</p> <p>Mr Buckley reiterated what a fantastic job they had done in organising an excellent conference.</p> <p>Next conference will take place on 13th July at Liskeard on the theme of belonging.</p>
1.30 p.m.	<i>Conference closed and return to school.</i>