



**Hannah More**  
**Primary School**  
 School Council meeting  
 Wednesday 12<sup>th</sup> October

**Enormous Crocodile:**  
Sofia

**Kingfisher:**  
Amira

**Swallow:**  
Muhudin

**Dove:**  
Hamza

**Eagle:**  
Jamel

**BFG:**  
Wesley

**Woodpecker:**  
Abdullahi

**Swift:**  
Sumaya

**Owl:**  
Shania

**Kestrel:**  
Mohamed

Agenda item	Discussion	Action
<b>Lunch menu</b> (Y5 Dove)	<ul style="list-style-type: none"> <li>The letter to Caterlink asking for help in making 'A Day in the Life of the School Kitchen' has been sent: now we await a reply.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Classroom toys</b> (Y4 Swallow)	<ul style="list-style-type: none"> <li>Audits were collected from six classes.</li> <li>Year 6 do indeed have plenty of games to play at wet break and golden time.</li> <li>Year 5 have some, but not so many.</li> <li>Swift class have a few, but would like fun things for their balcony.</li> <li>BFG class made an excellent list as well as a wishlist for some more exciting toys.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mr Wells:</b> find out if there is a budget to buy more equipment where requested.</li> </ul>
<b>Football in the cage</b> (Y5 Owl)	<ul style="list-style-type: none"> <li>A net would cost between £350 and £400.</li> <li>The school grounds budget is the money that we can spend on the outside areas of the school. This money has to cover everything; for example, the pond also needs maintenance.</li> <li>We talked about whether the net or the pond would be the best use of funds.</li> <li>School Councillors and parent visitors both felt that the net was the better plan, mainly because it is something that we don't have already.</li> <li>Before we decide, we need to know whether there is enough money in the school grounds budget to pay for our plans.</li> <li>If there isn't, we could think about how to raise funds.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mr Wells:</b> ask Ms Ramsay for more information on whether the grounds budget can afford a football cage net.</li> </ul>
<b>Bigger slide</b> (Y5 Dove)	<ul style="list-style-type: none"> <li>We talked about adding swings to the adventure zone.</li> <li>Do school playgrounds often have swings?</li> <li>School playgrounds do not often have the same things as public playgrounds.</li> <li>To get an idea of how our playground equipment compares to other schools, we plan to ask another School Council to give us a tour of theirs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 4 councillors:</b> work with Mr Wells next Wednesday to write a letter to local schools asking if we can visit.</li> </ul>
<b>Playpod equipment</b> (Y5 Owl)	<ul style="list-style-type: none"> <li>We want to make a poster reminding everyone of the right way to use playpod equipment safely and happily.</li> <li>We don't have the draft poster yet, but we will have it soon.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 5 councillors:</b> please let Mr Wells have the draft poster, by Friday 14<sup>th</sup> October.</li> </ul>

<p><b>Behaviour chart</b> (Y4 Swallow)</p>	<ul style="list-style-type: none"> <li>We discussed whether there is a need for another colour above gold on our behaviour charts.</li> <li>Most classes don't have one – if you get to gold, that's a big deal!</li> <li>If we added another colour above gold, wouldn't that make gold less special?</li> <li>After a while, people might ask for another colour above that. Where would it end?</li> <li>What other ways are there to make gold a big deal?</li> <li>Could we improve the way that parents are told, so that they can always make it a big deal too?</li> </ul>	<ul style="list-style-type: none"> <li><b>All councillors:</b> in your next Class Council meeting, please talk about what we could do to make gold feel more special (especially for parents).</li> </ul>				
<p><b>Water fountain</b> (Y6 Kestrel)</p>	<ul style="list-style-type: none"> <li>Water bottles would cost roughly £1 per child.</li> <li>Many children already bring bottles from home. Would a reminder work? It would be free!</li> <li>Some children are told that they can't take bottles out of lunch boxes at lunchtime. Is this always true? Do we know why this is?</li> <li>If we could manage water bottles well, the issues around the water fountain might disappear.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mr Wells:</b> ask Fatoumata about rules for drinks bottles at lunchtime.</li> </ul>				
<p><b>Football from home</b> (Y5 Dove)</p>	<ul style="list-style-type: none"> <li>Dove class have lost their class ball, so want to bring their own from home.</li> <li>What might be the positive and negative consequences if we were allowed to bring balls from home?</li> </ul> <table border="1" data-bbox="343 1254 1029 1892"> <thead> <tr> <th data-bbox="343 1254 683 1294">+ Benefits</th> <th data-bbox="683 1254 1029 1294">- Drawbacks</th> </tr> </thead> <tbody> <tr> <td data-bbox="343 1294 683 1892"> <ul style="list-style-type: none"> <li>Spare ball would be available if one were to get lost.</li> <li>It would solve no-ball behaviour problems.</li> </ul> </td> <td data-bbox="683 1294 1029 1892"> <ul style="list-style-type: none"> <li>If your own ball got lost or burst, you'd be really upset.</li> <li>It might cause "it's my ball!" problems.</li> <li>Small balls, like tennis balls, are more easily lost.</li> <li>If everyone brought a ball, where would we keep them?</li> <li>If everyone played with their own ball, playtime could be very unsafe.</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Dove class's football is a Dove class issue – at the moment, it doesn't affect the rest of the school.</li> </ul>	+ Benefits	- Drawbacks	<ul style="list-style-type: none"> <li>Spare ball would be available if one were to get lost.</li> <li>It would solve no-ball behaviour problems.</li> </ul>	<ul style="list-style-type: none"> <li>If your own ball got lost or burst, you'd be really upset.</li> <li>It might cause "it's my ball!" problems.</li> <li>Small balls, like tennis balls, are more easily lost.</li> <li>If everyone brought a ball, where would we keep them?</li> <li>If everyone played with their own ball, playtime could be very unsafe.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dove councillors:</b> speak to your teacher about replacing the class ball.</li> </ul>
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<p><b>Rules for the monkey bars</b> (Y5 Owl)</p>	<ul style="list-style-type: none"> <li>• Owl class would like some reminders of the rules for using the monkey bars safely and fairly.</li> <li>• What are the rules for the monkey bars?</li> <li>• Does everyone know what they are, and do we all follow them?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All councillors:</b> find out what your class knows about rules for the monkey bars. Then we can agree and share the agreed rules.</li> </ul>
<p><b>Supervising the football cage</b> (Y6 Kestrel)</p>	<ul style="list-style-type: none"> <li>• Somebody got hurt playing football at lunchtime. While the injured child was receiving first aid, the member of staff took the ball away and stopped the game.</li> <li>• Do we know why? (Probably because the game would be unsupervised)</li> <li>• Why don't we get more staff to supervise?</li> <li>• Could staff at lunchtime have walkie-talkies to call for replacement if they need cover?</li> <li>• Are there 'spare' adults for this? (Adults are expensive!)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mr Wells:</b> ask Fatoumata about communication between lunchtime staff.</li> </ul>
<p><b>Benches</b> (Y6 Eagle)</p>	<ul style="list-style-type: none"> <li>• Eagle class suggested adding more benches near the shaded bench, by the first aid room.</li> <li>• Is the one that's already there not enough? How many people use it regularly?</li> <li>• If we want to ask for more of something, we need to be able to prove that what we have already isn't enough.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 2/4/6 councillors:</b> for one week, record how many people use the bench by the first aid room. Bring this information to the next meeting.</li> </ul>

Meeting finished at 10:00 a.m.

The next meeting will be on **Wednesday 2<sup>nd</sup> November**.