



Hannah More
Primary School
 School Council meeting
 Wednesday 12th 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
Lunch menu (Y5 Dove)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none">
Classroom toys (Y4 Swallow)	<ul style="list-style-type: none"> Audits were collected from six classes. Year 6 do indeed have plenty of games to play at wet break and golden time. Year 5 have some, but not so many. Swift class have a few, but would like fun things for their balcony. BFG class made an excellent list as well as a wishlist for some more exciting toys. 	<ul style="list-style-type: none"> Mr Wells: find out if there is a budget to buy more equipment where requested.
Football in the cage (Y5 Owl)	<ul style="list-style-type: none"> A net would cost between £350 and £400. 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. We talked about whether the net or the pond would be the best use of funds. 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. Before we decide, we need to know whether there is enough money in the school grounds budget to pay for our plans. If there isn't, we could think about how to raise funds. 	<ul style="list-style-type: none"> Mr Wells: ask Ms Ramsay for more information on whether the grounds budget can afford a football cage net.
Bigger slide (Y5 Dove)	<ul style="list-style-type: none"> We talked about adding swings to the adventure zone. Do school playgrounds often have swings? School playgrounds do not often have the same things as public playgrounds. 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. 	<ul style="list-style-type: none"> Year 4 councillors: work with Mr Wells next Wednesday to write a letter to local schools asking if we can visit.
Playpod equipment (Y5 Owl)	<ul style="list-style-type: none"> We want to make a poster reminding everyone of the right way to use playpod equipment safely and happily. We don't have the draft poster yet, but we will have it soon. 	<ul style="list-style-type: none"> Year 5 councillors: please let Mr Wells have the draft poster, by Friday 14th October.

<p>Behaviour chart (Y4 Swallow)</p>	<ul style="list-style-type: none"> We discussed whether there is a need for another colour above gold on our behaviour charts. Most classes don't have one – if you get to gold, that's a big deal! If we added another colour above gold, wouldn't that make gold less special? After a while, people might ask for another colour above that. Where would it end? What other ways are there to make gold a big deal? Could we improve the way that parents are told, so that they can always make it a big deal too? 	<ul style="list-style-type: none"> All councillors: in your next Class Council meeting, please talk about what we could do to make gold feel more special (especially for parents). 				
<p>Water fountain (Y6 Kestrel)</p>	<ul style="list-style-type: none"> Water bottles would cost roughly £1 per child. Many children already bring bottles from home. Would a reminder work? It would be free! 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? If we could manage water bottles well, the issues around the water fountain might disappear. 	<ul style="list-style-type: none"> Mr Wells: ask Fatoumata about rules for drinks bottles at lunchtime. 				
<p>Football from home (Y5 Dove)</p>	<ul style="list-style-type: none"> Dove class have lost their class ball, so want to bring their own from home. What might be the positive and negative consequences if we were allowed to bring balls from home? <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"> Spare ball would be available if one were to get lost. It would solve no-ball behaviour problems. </td> <td data-bbox="683 1294 1029 1892"> <ul style="list-style-type: none"> If your own ball got lost or burst, you'd be really upset. It might cause "it's my ball!" problems. Small balls, like tennis balls, are more easily lost. If everyone brought a ball, where would we keep them? If everyone played with their own ball, playtime could be very unsafe. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Dove class's football is a Dove class issue – at the moment, it doesn't affect the rest of the school. 	+ Benefits	- Drawbacks	<ul style="list-style-type: none"> Spare ball would be available if one were to get lost. It would solve no-ball behaviour problems. 	<ul style="list-style-type: none"> If your own ball got lost or burst, you'd be really upset. It might cause "it's my ball!" problems. Small balls, like tennis balls, are more easily lost. If everyone brought a ball, where would we keep them? If everyone played with their own ball, playtime could be very unsafe. 	<ul style="list-style-type: none"> Dove councillors: speak to your teacher about replacing the class ball.
+ Benefits	- Drawbacks					
<ul style="list-style-type: none"> Spare ball would be available if one were to get lost. It would solve no-ball behaviour problems. 	<ul style="list-style-type: none"> If your own ball got lost or burst, you'd be really upset. It might cause "it's my ball!" problems. Small balls, like tennis balls, are more easily lost. If everyone brought a ball, where would we keep them? If everyone played with their own ball, playtime could be very unsafe. 					

<p>Rules for the monkey bars (Y5 Owl)</p>	<ul style="list-style-type: none"> • Owl class would like some reminders of the rules for using the monkey bars safely and fairly. • What are the rules for the monkey bars? • Does everyone know what they are, and do we all follow them? 	<ul style="list-style-type: none"> • All councillors: find out what your class knows about rules for the monkey bars. Then we can agree and share the agreed rules.
<p>Supervising the football cage (Y6 Kestrel)</p>	<ul style="list-style-type: none"> • 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. • Do we know why? (Probably because the game would be unsupervised) • Why don't we get more staff to supervise? • Could staff at lunchtime have walkie-talkies to call for replacement if they need cover? • Are there 'spare' adults for this? (Adults are expensive!) 	<ul style="list-style-type: none"> • Mr Wells: ask Fatoumata about communication between lunchtime staff.
<p>Benches (Y6 Eagle)</p>	<ul style="list-style-type: none"> • Eagle class suggested adding more benches near the shaded bench, by the first aid room. • Is the one that's already there not enough? How many people use it regularly? • If we want to ask for more of something, we need to be able to prove that what we have already isn't enough. 	<ul style="list-style-type: none"> • Year 2/4/6 councillors: for one week, record how many people use the bench by the first aid room. Bring this information to the next meeting.

Meeting finished at 10:00 a.m.

The next meeting will be on **Wednesday 2nd November**.