



"Using our God-Given Talents"



Bourne Abbey C of E Primary Academy
Student Council
Minutes of Meeting 8 - held on 27.04.23.

Distribution.

All Classes, Senior Leadership Team (SLT), Mrs Anderson (Co-ordinator), Mrs Bates, Mrs Parsons, Ms Davey (BEPPA), Ms Helliwell (CSW), PTFA

Present.

Mrs Anderson, Councillors (see register) UNICEF ambassadors.

1. Apologies and welcome.

Mrs Anderson opened the meeting and welcomed all.

2. Mr Bellamy`s Feedback

Mr Bellamy fed back from meeting 7:

Clubs – lots of different clubs available to children now! Councillors suggested that the children be asked to make a list of clubs they would like to have available next year, and Ollie is going to ask Mrs Matthews if KS2 can have a gardening club as well next year.

Calm Corners – children are encouraged to use their reflection areas and book corners if they need quiet times. Teachers can request access to the Happy Hub and Sensory Room if specific children require this.

Vegan/Dairy free options at lunch – we can contact Ideal Food to suggest this. Annie is going to ask the children who suggested it to sit with her and draft an email; Mrs A will then liaise with Mrs Bates to send this.

Swimming as a reward – it was discussed how tricky this would be as the pool timetable is quite full; however, should year groups want to try to sort this out then they could have a go!

Toy swap/trading day – No! This would be really difficult to facilitate and could risk children trading toys their grown-ups didn't want them to.

Jewellery – the policy is there for health and safety reasons and there are no plans to update or change the policy.

Litter picking – YES! Council are on it and Mrs A will meet with Mrs Matthews to arrange.

3. Self-Regulation

The planned Collective Worships to explain the 5 steps to self-regulation did not happen. So, there will be an appendix added to these minutes for teachers to explain to classes what they are and the competition will remain open!

- Am
- Calm
- Feel
- Choose
- Solve



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4. New Character Education Question – 'Resilience'

Can you discuss: "How do you think self-regulation is linked to resilience?"

5. Soccer Aid

Ambassadors gave ideas for the obstacle course that their classes had put forward. We decided on a target of £360 to try to raise. They will now design and make posters to advertise the event and encourage people to collect sponsorship. Our Soccer Aid challenge will take place on Friday 12th May.

6. Playground Rules

Councillors gave their classes suggestions for rules and we narrowed them down to the most important ones. Mrs A will create a list and then we will share these in a collective worship and with the midday supervisors.

7. Any Other Business – what's in the boxes this week?

- Keep the lunch/playtime charters outside
- Remind teachers of library slots – classes are keen to use the library
- Can the middays allow children to use the quiet area calm zone (Wishing Well) at lunchtimes please?
- Can KS1 have an outside calm zone, please?
- Could there be a system where children can reward the teachers? Like a teacher dojo class? (Reminded about Geese awards that are available)
- Can playleaders have access to the PE shed to get equipment? (It was discussed that this is what the play shed is for...but there's nothing in it!) Theo to remind Mr Shore to please purchase new play equipment.
- Could we have more outdoor learning and forest school? We don't have a forest but we do have an environmental area that we could use.
- Could we have wake-up/shake up in the mornings – like Just Dance?
- What is happening with the rotting band stand?
- How is the Y3/4 Trim Trail progressing?
- When is the next whole school photo? None of the current children have been in one!
- Litter picking – date to be confirmed; Mrs A will liaise with Mrs M and Mr P!

Meeting closed at 2.30pm. Next meeting Thursday 25th May @ 1.30pm in the library – please be on time!



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Class Meeting Agenda:

Remember, if you are having trouble leading your meeting, ask your teacher to help; they will contact your buddy who will come and help you 😊

1. Discuss the self-regulation task - explain the 5 steps and ask people to create posters to illustrate this.
2. Discuss the first 'resilience' question: **"How do you think self-regulation is linked to resilience?"**
3. Talk through the playground rules and make sure they are understood.
4. Make a list of clubs your class would like to have the opportunity to take part in next year.
5. Remind your class to put any suggestions they have in your suggestion box to bring to the next meeting. Remember to look at these BEFORE the meeting in case any need to be seen by your teacher.



SPOTLIGHT ON....

Esther and Luciana talking about the buddy system we have in Student Council!



Luciana: Esther helped me read the minutes and share them with my class. I like having a buddy because they help us to get to meetings and help with our class meetings.

Esther: It's fun having a buddy and you get to help your buddy get to meetings. It's important to have a buddy system I think, because the younger children have someone to help them and guide their meetings if they get stuck.



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APPENDIX 1 – PLAYGROUND RULES.

Playground Dos and Don'ts

DO:

- Keep it moving on the trim trails
- Split the Astro in half and only have football on one half
- Use the equipment properly
- Show kindness and respect
- Ask permission before playing contact games
- Sit down or stand still whilst you eat your snack
- Put all rubbish into bins – Fruity Friday into separate bin bags
- Listen to the play leaders and join in the games

DON'T:

- Play football on the playground
- Use the monkey bars as a goal
- Play with balls on the tiger mulch area
- Hurt anyone's body or feelings
- Play fight



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APPENDIX 2 – 5 STEPS TO SELF-REGULATION

- I AM - To recognise they have been upset by something.
- I CALM - To stop before they react in a negative manner.
- I FEEL - To identify the feelings they are experiencing and name the emotion.
- I CHOOSE - To choose calming strategies identified in previous questions and learning in order to shift from an upset state to a more positive state.
- I SOLVE - To deal calmly and in an appropriate manner with the upsetting event using strategies taught in PSHE. This may or may not involve a trusted adult to support.

- I Am
- I Calm
- I Feel
- I Choose
- I Solve



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