



Present				
Class	Councillor	Councillor	Dep	Dep
1	Chloe	Ali	Lottie	Daryan
2	Imogen	Beau	Jess	Charlie S
3	Elsa	Dexter	Penny	Charlie C
4	Esme	Edward	Rose	Matthew
5	Evie	Harry	Evie	Harvey
6	Freya	Faris	Arisha	Oscar
7	Connie	Luca M	Alba	George
8	Sophie L	Josh	Rhoda	Sam
9	Elora	Luca B	Bea	Otto
10	Sophie P	Finley	Rebecca	Niko
11	Nancy	Arlo	Sophia	Eddie
12	Fleur	Gruff	Emilia	Henry
				Action
Matters arising from the last meeting				
<p>Charity ideas</p> <p>We will support Save the Children on Christmas Jumper Day, Friday 13th December. Wear your Christmas jumper and bring a donation – at least £1, more is welcome!</p> <p>Children in Need week is 11-14 November. Children would like to dress up in something spotty and bring a donation in for Children in Need. We don't have time to organize any major events (and it is also Anti-Bullying Week, so on Tuesday 12th November it is Odd Socks Day – no donations needed.)</p> <p>Sport Relief is 9-13 March 2020. Children would like to plan some bigger fundraising activities for that – nearer Christmas we will get a small group together to plan it.</p> <p>Some classes had discussed charities and suggested: St Peter's Hospice Cancer Research World Wildlife Fund Baby Bank Network (collecting used baby clothes and toys, toiletries, cots etc)</p>				
<p>Anti-bullying policy</p> <p>Mr Barber gave councillors a copy of the Say No To Bullying guide that used to be included in each pupil's Planner. As we can't afford to give every child a planner any more, children may not be aware of what to do if they think someone is being bullied.</p> <p>Children liked the simple guide and thought the recommendations made sense. They suggested a couple of changes, which Mr Barber will add.</p> <p>We discussed the Three Steps. Most children know about the Three Steps but don't very often use this themselves to resolve conflicts. However, they do think it is helpful for someone to step in and help them go through the Three Steps. It would be good to remind everyone about the Three Steps, and train some children as Mediators to help settle arguments.</p>				

<p>We discussed where this guidance should go so that all children know about it:</p> <ul style="list-style-type: none"> • In the corridors. • In the classrooms, next to the Bubble Box. • On the classroom doors. • In the lobby. • In your pocket? A small version that you can carry around with you would be good, but we can imagine all sorts of problems, like losing it or getting it scrunched up. <p>Action: Mr Barber will make some changes to the “Say No To Bullying” document and send it round to classes.</p> <p>School Councillors will show the document to their classes and make sure everyone understands it and knows what to do.</p>	<p>Mr Barber</p> <p>All</p>
<p>Behaviour policy</p> <p>Everyone thought that behaviour is generally good. Children who had attended other schools before Henleaze said that behaviour here is better than their previous schools, and there is much less bullying.</p> <p>Some grown ups deal with behaviour more fairly than others – sometimes children feel that problems have not been properly sorted out. Children recognize that when someone gets angry or gets into a fight, there’s usually a reason, or a back story.</p> <p>Mr Barber explained that the Behaviour Policy rewards children for doing the right thing, and there are 5 stages of action if children do the wrong thing.</p> <ul style="list-style-type: none"> • Stage 1: Point out what the child should be doing and explain what may happen if they continue to do the wrong thing. • Stage 2: Deduct some Golden Time. Maybe move the child to somewhere else so they are not tempted to keep doing the wrong thing. • Stage 3: Send the child to work in another room for a while. They may be asked to complete a Behaviour Diary and may lose more Golden Time. • Stage 4: Send the child to see the Headteacher to discuss their behaviour. The Headteacher may decide to inform parents. • Stage 5: Send the child to see the Headteacher, who will definitely contact parents and arrange a meeting to discuss the behaviour. <p>Children had mixed views about whether losing Golden Time works. Some thought that it should be used more often, to stop people running in the corridors or talking too loudly indoors. Others thought that children don’t really mind missing Golden Time if they just get to sit indoors with a book. Perhaps there should be a punishment as well. One suggestion was to write out the Golden Rules and identify which ones had been broken.</p> <p>Mr Barber thanked the Councillors for their ideas, which will be discussed with teachers at a staff meeting next term.</p>	
<p>E-safety</p> <p>Mr Barber would like School Councillors to discuss online safety at the next meeting – between now and then, they might like to have a discussion in their classes:</p> <ol style="list-style-type: none"> 1. Do children enjoy using the internet, playing games or exchanging messages with friends online? 2. Do children know about some of the problems they might find online? 3. Is there anything that children would like more information about to help them use online games and apps safely? 	
<p>Date of next meeting – Monday 25th November 2019</p>	

Say No To Bullying !

- You have a right not to be bullied.
- Do not feel ashamed if you think it is happening to you
- Do not suffer in silence! If you do nothing, you are giving the bully more power.

If you think you are being bullied:

- Try to stay calm and look confident.
- Be firm: look the bully in the eye and tell them to stop.
- If you can, ask them why they are doing it.
- Get away from the situation as quickly as you can.
- Tell an adult what has happened– take a friend if it helps.
- Find a Buddy and ask them to help you with the Three Steps.
- Try to think if there is something you could do differently to avoid the same thing happening again.

Who should you tell?

1. Your teacher
2. Another adult in school
3. A trusted friend
4. The Buddies
5. Your family
6. If it is really serious, and you cannot talk to anyone you know: call Childline – 0800 1111

When you report bullying, be clear about:

- What has happened, when, how often
- Who was involved
- Where did it happen
- Who saw it?
- What have you done about it already?