

Those in attendance – KHH, DPa, SWo, CCE, ELe, JEv, BHop, EMi, ACL, RCa, CWa

Staff member – Bev Bailey

School council minutes and feedback 22.05.26

Revisited the questions from 16.10.25

1, What have you learned about character education?

Discussion had regarding the virtues and why character education is important.

PWa – not everyone has the skill to forgive, and this is important if we are to work together.

JEv – I must show patience day to day, but I can see that some pupils in my class try to adhere to the virtues naturally whereas others must work towards them. We are given opportunities in some lessons to do this such as service.

2, Have you noticed any change in how people behave or treat each other?

PWa – I had a disagreement with GHa during football last week, he said sorry and I forgave him; if we are practising the virtues, it makes it easier.

CCE – I am becoming more resilient as the pupils in my class have been dysregulated. Before, I would say something to them but now I focus on me and let the staff manage them.

I got the trophy this week for resilience! Showed pride

BHop – pupils in my class are pretty much the same but staff do remind about school virtues.

ACL – I am kinder.

3, Can you give an example of a time this term when you used one of the character strengths we've been learning about this term?

PWa – when I forgave GHa,

Sophie – I do not know if it is a virtue, but I have become more confident in asking for help; JEv said this shows courage.

4, Which character strength have you improved the most since September?

This is an improvement from the 16.10.25 minutes as ambassadors could not identify so readily.

RCa – confidence

KHH – resilience

ACL – Kindness

EMi – Honesty

JEv – Service

DPa – forgiveness

BHo – patience

SWo – courage

CCE – self-determination

CWa – I am unsure

ELe – I am unsure

How can teachers and the school help you build character even more?

They are helping and we are given opportunities to achieve our values in lessons; staff make it explicit.

Today's agenda

I informed ambassadors that I had carried out spot checks in the corridors as pupil voice is important and this took place 20.01.26. This allows me to know what is happening around school without waiting for school council to meet.

Checking understanding of what is safeguarding with 9a and 9b (this was following a PowerPoint which was sent out to all staff.

PWa – services such as reflections come in to school to support us if needed. Bev can refer to them. I feel safe in school because the doors have a fob.

HGu – People come in to school to see which helps me. Teachers also help me.

EPa – My teacher showed me the powerpoint but I already know that I can go to child line.

9a – all had a copy of the services on their desk.

Character Education 8a

What virtue is your strongest?

HLo – I think kindness

TG – Resilience

ZPa – Self-determination

TWe – unsure but ZP was able to help, I think yours is resilience which TW then agreed.

I then asked them to check their batteries and a conversation followed – which of your batteries are full?

TG said he likes the batteries as it is visual and you can see which requires work.

I then asked which virtue is the most difficult to achieve.

HL – forgiveness, I struggle to forgive my sister let alone anyone else.

TG – I like the idea of working towards a virtue.

(I signed service off for them all as they gave me their time to feedback)

8a – What is safeguarding

HLo – services such as child line, in class support

TW – In school therapy

TG – teachers in school, you Bev, I then pointed out the safeguarding poster which brought about further discussions.

8b – KWe – staff support us and so do police

KBa – Matrix and child line

LDM – Bev, Leon, carers

What is your strongest virtue?

KWi – Resilience

EM – identified back in January that honesty was her hardest but today at council meeting she has listed this as her most improved.

HG – Honesty

KB – politeness, I find speaking to people with respect difficult.

(thanked them for their service and signed the battery)

Teacher and teacher new appointments

Thanked council for their support with interviews.

Form tutor feedback questions

This came about due to a pupil mentioning pupil requests and wondered if there were areas in which we could improve. They had noted emotion coaching was more consistent across the setting but wanted to understand voice across whole school; I put 2 questions out whole school.

When you are dysregulated, how best can staff support you? See themes

Walk & Talk,

Speak to trusted staff

Listening to music in the mornings/social times

Getting fresh air outside in quad

Leave room when dysregulated to have some alone time to reset.

Ask me if I want to go outside.

Do not physically support immediately, give them space unless they are physically violent or are hurting self.

Conversations

Take me to the gym

Remind me to leave class and change face if possible

Is current pupil request effective in managing dysregulation?

Yes, when used and supported appropriately.

Designated list of PR choices.

Phone call to parents/carers if appropriate helps me

Utilising pupil voice with familiar staff

Yes, very well

I prefer to stay in class as this prevents me having to transition back.

I don't remember when I last used my pupil request.

AOB

GCSE art

EL – can we have more time to complete our artwork as there is not enough time 2 afternoon per week?

Can we have more time after school?

EMi – TLA says there is not enough time to complete artwork

Action – Bev to speak to SLT to clarify

Response by Mr Cross

In response to GCSE Art (12.45 – 14.15 including Group Discussion). This is 1.5hrs p/w within a group setting of 10 pupils and 3 staff. This is in line with the qualifications Guided Learning Hours. Mainstream provisions across the trust (if they have GCSE Art) is only an additional 30mins p/w – but the groups sizes are significantly larger and with fewer staff to respond and interact with staff.

In addition, for the set task – this examination is released to school January 2027 and then staff and pupils work on preparing for the 2 x 5hrs controlled assessment in May 2027 (Year 11 pupils only). There is an expectation for anyone choosing GCSE Art to complete work outside of school or during enrichment on a Friday (13.00 – 14.15), this is an additional 1.25hrs p/w.

I believe that the curriculum time is sufficient for this qualification pathway.

(BB will feed back to council at the next meeting.)

ACI – can we have a cross over of lessons such as; if we make something in DT, can we then build on it during art such as paper Masha ?

JEv remembered theme and how this would run across lessons

Music – Dylan asked if music can be on the curriculum? Ambassadors spoke fondly of their introduction to music; JEv stated someone had told him that it would be introduced into curriculum.

EL finds that having a radio on in the background helps her.

Mrs Francis to clarify

Visuals in class to support pupil requests and behaviour.

PW – I believe this would help pupils in my class as the red and yellow cards helped me.

Leesha and Stacey to discuss with their class.

Work Experience

DPa – Can we do work experience?

Bev explained that pupils can sort out a work experience placement themselves with support of their families. Mr Cross can look at this, and an agreement can be put in place to agree the time off to complete it once they are in year 11.

Returning during modified timetable.

JEv asked if he can return on a Friday to support in school? He did not feel being absent would be helpful for him. **Bev explained the need to revise but did state that any support in school would have to be arranged and agreed by Mrs Francis.**

A lovely meeting.