

Academy Council Oct 2024

Year 5

1. Can you tell us how the Reflection Room has improved your learning environment?

A - good to help carry on learning - sometimes people get sent there when it isn't their fault.

C - my friends have stopped talking in class because of it. People have noticed an improvement in behaviour after someone is sent - 17/22 noticed it.

O - it can disturb learning - thinking about the person sent. People think it could be a good idea but some do like it. Alternative ideas are: start off with smaller consequences with a shorter time to reflect.

R - one person said that if they extend the time for 2 hours they could get rid of after school detentions. Someone said to get rid of it.

N - scary and nobody wants to go - it makes them want to do the right thing. People can enjoy their learning more when people are sent away.

S - it helps them to reflect on what they've done wrong. Sometimes pupils say they haven't had a warning when they have.

It might be a little bit traumatising.

2. In a recent assembly, we discussed the protected characteristics and how we can all be responsible for supporting each other. Is there anything else we can do to help pupils be kind to each other?

Positive conduct card - when someone is kind you can sign their card - applauding card?

People could go to other classes to eat snacks with friends. Monitors/buddies to play with people. A place to go if they are lonely at break or lunch.

Outdoor classroom could be used for the buddy place.

If you were the one who might be being mean, you could think about the consequences. If you were being bullied you could go to the bench to talk/calm down - teachers would be aware.

Posters - don't swear, just smile, manners, be kind.

Outside have monitors - one teacher who was committed to talking to pupils if they are sad.

Reminders about being respectful to whoever is talking. Be more interactive with people.

Have buddies again.

Bring back the play boxes - indoor and outdoor.

3. How do the marking stickers motivate you to improve your work?

C - 12 people liked them, 7 people didn't like them. "I got a red once and I felt stupid", everyone compares them and it's not nice, difficult to read. Scrap them altogether and just write comments?

O - makes them feel like they need to do more work - good motivation. Some people feel like it puts them off. Some people don't like to know what the colour of their sticker is - they just want the comments.

A - some people think that the colours are unfair - most people don't understand the colours - can we make it clearer? Maybe not having colours on the stickers so pupils have to read it.

Half of the class is happy and half concerned that they have more work to do.

R - I think that it's good as it shows you what you need to improve. Keep the comments of the stickers but not the colour.

S - could we use the merit colours for stickers to show the effort?

N - we like the spelling aspect.

We all agreed that we like the bigger stickers as they are easier to read and clearer.

AOB

Grass by the bars - people are slipping over on it - could it be sectioned off when it's wet.

Or could we have a path to the play equipment? Could we have more play equipment?

Uniform - some people think it's not fair to have to ask to take your jumper off. Could we add skorts to the uniform?

Conduct cards should be 2 signatures.

Year 6

Present

A – Orphelia and Toby

C – Georgia and Quin

O – Edith and Maisie

R – Rhianna and Charlie

N – Jasper and Astrid

S – Bea and Cas

1 – RRoom

Person, who is distracting, is gone from the lesson so we can focus on the work.

Pupils don't want to go so behave.

We are able to concentrate on our work after only having a short period of distraction.

No worries about distractions from other pupils as they get sent to the reflection room.

May be difficult for some pupils as they may need more warnings if they have a SEND issue.

ASD is rather harsh – could it be LTD for first offence and maybe an ASD after that?

Some teachers send pupils for very minor reasons – like when a pupil was sent for talking but they were just explaining the task to a friend. They are then given as ASD.

A child used it as an excuse to play outside on the way to the RR and arrange to meet their friends there. Could someone walk the children sent to RR over to stop them messing about on the way.

It's a big jump to go from hotspot for ten minutes last year to RR and ASD this year.

Sometimes when a pupil is sent to RR, and they refuse to go there is more distractions while they argue about it in the lesson.

2 – Protected characteristics.

Too many pupils are using offensive language. They should be given a warning and then a consequence. It is hard when teachers don't hear the language though.

Take more of the lessons during Enrichment on a Thursday to teach specifically about protected characteristics. Have scenarios and explain the consequences of what happens if you cause offence in this way.

Have a weekly slot in the mornings, like the Monday routines sessions where you go over a protected characteristic and talk about it. A different one each week.

Greater punishments if you offend someone by making comments etc about them.

More assemblies to explain what terms like LGBTQ+ mean so that they know using words such as 'that's gay' is a bad thing and offensive.

If someone is being offensive their parents should be made aware, and they have a severe consequence.

3 – Marking stickers

The more stickers that you have the more proud you are of your work.

Green stickers are what we want to achieve. They make you want to work better to try and get or work towards a green sticker.

They are helpful as they give you examples of where you've gone wrong and what you could do to improve your work.

People may feel bad if they have got a green sticker and their friend has a red one. Some people may get embarrassed and upset because of this.

It gives you motivation if you're having a bad day and can look back at your stickers and see what you have achieved.

Makes you want to improve from a red to yellow to hopefully a green sticker.

It's like the teacher is speaking to you individually about what you've done well and what you need to improve upon.

English stickers need to be bigger to be able to write more on them.

AOB

1. Please can we have our council rep badges – We haven't received ours in Year 6
2. Can we have the play equipment back that we used to have at lunchtime from the box?
3. We are doing too much English and maths in enrichment sessions, can we do something else instead?
4. Can we have more practical activities in science, especially when we are in the lab?
5. Can we use chrome books more in lessons to help with our learning?

Year 7

Present - Amelie Leakey, Ella Seewooruttun, Alicia Thatcher, Dasy McCormick, Juliet Bartlett, Leo Cox, Jayden Brown, Patrick Hanna, Harvey Smith, Ella Ecob, Tyler Amphlett, Poppy Selway

1. Can you tell us how the Reflection Room has improved your learning environment?

- A - No one likes the reflection room. Someone said it makes you live in fear.
Suggestions - you should only get an afterschool after multiple times.
- It should be less about punishing kids and more about meeting parents and discussing ways forward
 - Don't like bag searches for privacy
- C - Reflection Room is too strict
- People might try to get sent out to see friends that are already in there
 - Don't like that phones get taken away, even though they get them back
 - People said they get no work done in the reflection room
 - Change afterschool to a lunchtime detention
 - People said the positives was it allows people to work as people are better behaved
- O - Useful as those left in class aren't distracted
- Felt it should be multiple times for an afterschool
- R - Most of tutor group said it was improving learning as generally quieter so

- could listen to teacher
- Better than hotspots
- Someone said they like being sent to the RR as don't have any teachers moaning at you
- Teacher gets stricter after one pupil already sent
- N - People said they liked it as the class wasn't disturbed
- Thought hotspots was good as got 2nd chance
- Concerns about missing work for the pupils being sent out
- Teachers have become harsher after sending one pupil to RR
- S - Don't think people like it - don't see the point in doing afterschool detentions.
- First time in RR they should do a lunch detention, 2nd time in the same day - afterschool

General feeling - most felt that lessons feel calmer but others feel that teachers become even stricter. Some teachers can also get stressed after sending someone.

They all seemed to think that lessons were better when pupils sent to the RR but was dependent on the teacher

One pupil thought that FLG should be brought back for pupils who have needs. Felt that the change for pupils previously in FLG is quite difficult. ES commented on how she thinks that it maybe beneficial as people's needs wouldn't be so obvious to others.

It was thought that some people who may have gone on hotspots last year now have changed behaviour due to not wanting to go to the RR.

Some people might dislike particular staff and so may want to be sent to the RR from their lessons.

Some pupils feel really anxious about the fear of being sent to the RR.

Pupils being collected from P5 to go to afterschool so can't just leave as they just keep missing detentions. Although others felt this maybe too embarrassing

Don't feel threat of RR should be used for things like uniform etc

CC - after one signature - break, 2nd signature - lunch, 3rd signature - afterschool

Feel that there should be 2 teachers in the RR

After 5 referrals in the same term should be an IS

2. In a recent assembly, we discussed the protected characteristics and how we can all be responsible for supporting each other. Is there anything else we can do to help pupils be kind to each other?

- A -If people get into a fight give them time to reflect before being made to apologise
 - Try to get to the root of the problem before it gets too serious
- C - Someone said more RJ
 - Teachers involved more in arguments and checking in which is good
- O - No comment
- R - RJ really helped - really beneficial
 - Lunchtime supervisors need to get involved more if a fight etc
- N - Taking away people who are being unkind social time has been positive.
 - Getting people who are not getting along together - RJ
 - If someone is not coping a teacher goes to see them.
 - If there is bullying teachers are there to keep an eye out for bullying. Closely monitoring what goes on.

General suggestions- There was a fight outside of school yesterday - should be staff outside of school monitoring. Mrs Wells got involved to help. Pupils videoed it.
Cover in classes at breaktime.

3.How do the marking stickers motivate you to improve your work?

- A - Gives pupils something to work on, someone said would like more detail, someone said they don't help
- C - Said teachers handwriting needs to be clearer, sometimes marking is too harsh lots of red stickers. Some pupils say it, motivates you, some pupils don't really care, helps to tell what you have done well and not so well
- O - Good because you get a nice comment, it gives you something to work towards. If subject liked will take advice
- R - Motivate you but some pupil said it shuts you done if you get a red sticker
- N - Don't like the new stickers. Thought that normal stickers or stamps were better, Marking stickers should have AP linked to them. Once you get Green you think you don't need to work so hard
- S - Not very useful, when get a lower grade feels like you have done badly and feels negative. DT nearly all red and no green stickers.

Prefer Large red/yellow/green stickers and not so much the English ones

4. AOB

Girls toilets - wet tissue on ceiling. People eat lunch on toilets on phones

Boys toilets - 2 toilets are locked. 4 sinks blocked with tissues

Girls changing rooms - toilet seat and lock needed.

Miss 10 mins of lunch from Maths as can't go through crush hall to lunch?

Canteen - people don't like pasta - soggy and broccoli tastes like air

Overpriced cafeteria - bacon bap £2.20?

Year 8

1. Can you tell us how the Reflection Room has improved your learning environment?

Pupils go to the reflection room and it hasn't made any difference to them (repeat offenders) but when someone is sent the classroom gets better.

It has improved the classroom environment once they've left.

Language has to be very clear about warnings, maybe teachers could put pupil names on the board.

Pupil's think it has helped with most people's low level behaviour.

2. In a recent assembly, we discussed the protected characteristics and how we can all be responsible for supporting each other. Is there anything else we can do to help pupils be kind to each other?

More pupil on pupil support in lessons- teachers use pupils to support learning.

Pupil's worried about crowd mentality

A few pupils don't listen to staff and especially lunch supervisors. Also knowing the reflection room is not for use at break times maybe makes some people's behaviour worse.

Perhaps a Lunch reflection room with a supervisor.- possibly SEND hub?

Call outs for LTS

Have a bench/area where poor behaviour pupils go.

If pupils don't respond LTD or ASD or internal suspension (exclusions are a reward).

Equivalent of shout outs for behaviour points.

Worried about recording of behaviour incidents in PE - feel like there is a lot of silliness which goes unpunished.

3. How do the marking stickers motivate you to improve your work?

Good that they show you WWW as well as telling you what needs to improve. Quite liked, yellow helps you to improve next time.

Please do not stick on top of our work.

Some feel like the stickers are replacing achievement points.

Keep stickers but add achievement points.

Please , please can we improve the toilets!!!! Doors that can't be looked over. Please can we have a long mirror. Sanitary products are out of use. Notice about where to go for sanitary products. New soap dispenser. Floor getting wet. Broken toilet seats. Autoflush? Lovely big sink?