



Minutes of Student Council Meeting

In attendance: Stephen London, Joshua Bolton, Jessica Power, Karl McGrath, Hayley Paxton, Alexa McKenzie, Erin McInnes, Caitlin Cressey, Sarah Turnbull, Drew Muir, Hamish Reynolds, Jessica McLaren, Ian Manzoni, Liam Brown, Joana Gaspar, Martha Beattie, Mariah Rong, Lewis Barker, Dior Slater

Apologies: Iona Stewart-Wiliams, Robert Hanski, Connor Laidlaw, Maddie Rosher, Ellie Richardson, Dulcie Rutherford, Jake Rowland, Connie Borthwick Maisie Lindsay, Katie Lowden-King Declan Donaldson, Dylan Inglis, Patrick Beattie, Kyle Ter Morsche, Olivia Jack

Date/Time: March 26th, 21. 9am-945am

Location: Virtual

1. Matters Arising/general updates:
 - **Actioned:** BHS Bullying Policy Action Group: (small working group lead by P.Macklin) to create a bullying policy NAMES: S1—Connor Laidlaw, Stephen London S2—Dulcie Rutherford, Jessica Power S3—Hayley Paxton, Erin McInnes S4—Sarah Turnbull, Declan Donaldson S5— Drew Muir
 - **Actioned:** S6 communications team is putting up a 'Mental Health Board' on the corner of LC and Student Support corridors to support better mental health and show who the 'See me ambassadors are'
2. Agenda Items:

BHS Student Council topic: How good is OUR school themes 1: Relationships

Discussion—

- - Equality
 - Relationships between juniors and seniors
 - Relationships between pupils and staff
- **A REMINDER:** that all reps must post information regarding surveys to be completed by the whole school to get the voices of ALL students. Any issues that are different from those of the council will be discussed and actioned in Council meetings under matters arising (as above)

Comments on Relationships--

POINTS = POSTIVE POINTS MADE

POINTS = NEGATIVE POINTS MADE

HEAD TEAM = DIRECT QUESTION

Equality

- **Singled out/left out of groups in/out of school?** Some people do feel left out, bullied and picked on as they sometimes don't have anywhere to go. **Action: and we need to think about using extracurricular activities to help with giving pupils a safe space**

Relationships between juniors and seniors

(Juniors)

- **Intimidated by seniors?** S5 and S6 seniors aren't intimidating its mostly the S3 and S4's are very intimidating as they are in bigger groups AND big groups hanging out in one area, stops people from going towards those groups and having to walk around them in the playground/avoid those areas. Juniors see seniors generally as nice people but because the juniors don't really know them/don't work with them are feeling like they are unapproachable and people to avoid. **Up the street, some seniors are trying to do their Prefecting roles and some pupils** Some of the students who don't follow the rules aren't intimidated as they don't care about the rules anyway so this makes it difficult for the Prefects to do their job. Sometimes some of the Prefects are intimidating because of how they approach situations (their tone of voice when being 'told off' in an angry voice) **Action: respect/responsibilities need to be looked at in Soc Ed and have a solid structure of how to deal/cope with different situations laid out for Prefects (Senior Prefects are currently doing this)**
- **Action: whole school assemblies to try to remind them to be conscious of their behaviour when in groups**
- **Should we have workshops/group activities between seniors and juniors? YES!** The juniors want to be working more with seniors in classes (eg. Learning for life, subject specific classes as helpers) to try to take away the junior/senior divide and they also want to have more house activities together to get to know/understand each other better. They want to see the seniors as role models. **Action: try to find times during the year that bring seniors/juniors together to try to break down these barriers such as House Activities (post Covid) and extracurricular activities at break/lunch/after school to offer opportunities for everyone to get involved**

(Seniors)

- **Superiority over juniors—is there a sense demanding authority?** Some seniors seem to have a sense of entitlement over the juniors but it seems to be the S4s are thinking that they are on a power trip due to lack of maturity **Action: whole school assemblies to try to remind them to be conscious of their behaviour when in groups**
- **Should we have workshops/group activities between seniors and juniors other suggestions for mixing year groups? YES!**
This would be a great way to take away the intimidation that the lower year groups are feeling...house activities to unite people (and more activities like the paper tower/paper airplane...to try to think of non-sporting challenges so the physical size difference of juniors and seniors isn't such an issue)

- The seniors want to be working more with juniors in classes (e.g. Learning for life, subject specific classes as helpers) to try to take away the junior/senior divide and they also want to have more house activities together to get to know/understand each other better. They want to see the seniors as role models. **Action: try to find times during the year that bring seniors/juniors together to try to break down these barriers such as House Activities (post Covid) and extracurricular activities at break/lunch/after school to offer opportunities for everyone to get involved Mrs Hughes to speak to Mrs Huffman about creating a timetable of where they may be a need for extra support in the junior school and link it to any of the seniors who have subject specialism in one department and would be willing to help out in their free periods...a plan for next year/next term to give the seniors some confidence and the juniors a chance to see the seniors as less intimidating**

Relationship between pupils and staff

- **How do our teachers help students to build up relationships? What difference does this make to how happy you are in school?** Staff don't force us to be friends, they let us to just get on with it which is great as there isn't any pressure but maybe staff could put us in non-friendship groups which is more subtle and better to allow us to work in all different groups rather than just with our pals. Many staff let us go to PSAs or point us in the direction of guidance if we have any issues which is helpful as they don't pressure us if they know we have a problem/issue
- **Do you believe that your relationship with a teacher will affect the subjects which you choose?** YES! Good relationships with teachers is vital to learning and it also effects the subjects we are choosing. Sometimes we are hesitant to pick subjects because of who the teacher is and if it's a subject we need for our future, we are forced to pick it and sometimes you don't do so well in the class because you don't get along with the teacher **Action: some work needs to be done in Soc Ed to help learn about resilience and**
- **How well do we demonstrate our school's values through our relationships and actions?** CRESS—banners all over the place to remind us...respect is represented really well in the school by teachers' expectations
- **Do you believe staff make you feel welcome and safe in the school?** Mostly but there is a lack of consistency with staff about what the rules are
- **Do we feel that staff help us feel included and happy in our school?** Most staff make us feel included and there always feel like there is someone to talk to
- **Does everyone have someone in the school that they can go to for help and advice and for emotional/mental support?** Locked after and accommodated students have a trusted adult to speak to and we should allow this for ALL students to know who is there for them **Action-a program/list of who can help if there are issues who are PSAs or Guidance some people feel that they can't go to guidance/PSA because they are labelled as a grass and it stops people from seeking help—**

*** S6 Head Team have offered support to anyone who wants/needs to speak to anyone about anything emails will be given out on our Student Council Notice Board AND Drew Muir has offered to support any pupils who need it if the S6 are not available (email him at sw16muirdrew@glow.sch.uk)

- **Do staff set high expectations for you in a way that encourages you to push yourself further or does it just make you stressed/pressured?** We have some teachers who

you don't want to disappoint so it pushes us to do better. There need to be a better balance because there is pressure sometimes to work harder, do more and this can cause stress but we also need to be challenged **Action: students would like teachers to know who needs pushed and who is working to the best of their potential**

- **Do you feel that staff have a good relationship with students? If so, what makes you think this? If not, what can you suggest about improving this?** Teachers definitely try to enforce control and support students but it can still feel like a 'student and master' relationship. Not all teachers have the same ability to build relationships and this makes some lessons challenging as
- **Is there anything that staff do that makes you feel unsafe in school?** And how can we address this if so? Nothing mentioned here...

3. AOB: none