



## Student Council Meeting

4<sup>th</sup> December 2019

### **Agenda;**

- Personal Development at Headlands
- Canteen/Catering Feedback & Questionnaire
- Recycling at Headlands

### **Attendees;**

- Student Leaders Years 8, 9 & 10
- MDO & AED

### **Year 10**

#### **Ofsted School Inspection Handbook: Personal Development**

##### **What is going well?**

216. *“The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.”*

**Examples/Comments:** PSHE lessons, all lessons, assemblies and tutor time

217. *“At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school’s work on the lives of individual pupils”*

**Examples/Comments:** PSHE lessons, support and guidance from Heads of Year/staff/tutors

*“Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.”*

**Examples/Comments:** PHSE lessons teach us about fundamental British values however, we require more detailed content e.g. rule of law.

*“Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.”*

**Examples/Comments:** PHSE & Ms Renard expose people to a variety of different viewpoints.

218. “[...] enabling pupils to recognise online and offline risk to their well-being [...]”

**Examples/Comments:** County lines assemblies/talks by police, drugs information/assemblies by reformed addicts, Prison Me No Way

“[...] unbiased careers advice’

**Examples/Comments:** mock interview day, Y10 work experience

220. “Provision for the spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, knowledge of, and respect for, different people’s faiths, feelings and values, [...], others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences.”

**Examples/Comments:** PSHE lessons, assemblies & nearly every lesson.

221. “Provision for the moral development of pupils [...]”

**Examples/Comments:** Drama, RS, PSHE, effective behaviour system and The Hub

222. “Provision for the social development of pupils [...]”

**Examples/Comments:** Students visiting Headlands from other countries (France, Germany, South Africa), Student Leaders and Student Council, election held in the canteen & LRC, PSHE

223. “Provision for the cultural development of pupils [...]”

**Examples/Comments:** JRE assemblies, RS, History lessons (Scarborough castle), sports trips, PSHE, school choir, PGL trip

224. “From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.”

**Examples/Comments:** Y10 sex education during PSHE time

226. “Inspectors will use a range of evidence to evaluate personal development, including: the range, quality and take-up of extra-curricular activities offered by the school.”

**Examples/Comments:** Science club, netball club, rugby, trampolining, debating, cycling, skateboarding, debating and more!

### What do we need to improve?

218. “This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. [...]. Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults”

**Comment/Solution:** Students who “break the rules” should be given less chances before a stricter approach is taken.

“Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.”

**Comment/Solution:** Unfortunately, despite our good PHSE lessons it doesn't stop people making slurs against people who are different.

*“Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.”*

**Comment/Solution:** Some students have learnt behaviours traits which are not acceptable in society. They have learned them from home.

220. “Sense of enjoyment and fascination in learning about themselves, others and the world around them”.

**Comment/Solution:** Incorporate more into PSHE lessons

223. *“Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.”*

**Comment/Solution:** We should have more information in relation to socio-economic variance and what this means.

*“Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.”*

**Comment/Solution:** Include more in assemblies & PSHE lessons

224. “[...] sex education and health education curriculum [...]”

**Comment/Solution:** could year 7 & 8 have the same content in terms of sex education lessons as year 10?

*“Spiritual, moral, social and cultural development”*

**Comment/Solution:** could we have a curriculum assembly on PSHE and how the course is spaced out across the year and the year(s)?

## Year 9

### What is going well?

220. “knowledge of, and respect for, different people’s faiths, feelings and values.”

**Examples/Comments:** JRE assemblies, opportunities to work with students from our partner schools in Germany, France, South Africa and China

221. “ability to recognise right and wrong [...]”

**Examples/Comments:** Teachers & Student Leaders model morally acceptable behaviour.

222. *“use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.”*

**Examples/Comments:** Student exchange programmes, collecting food for the Hinge Centre.

222. *“willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.”*

**Examples/Comments:** Debating concepts in lessons, Big Climate Fightback event, meetings with Heads of Year, transition presentations in Primary schools during the summer term.

223. “ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.”

**Examples/Comments:** RS lessons, PSHE, collaborative tasks in core and option subjects

### What do we need to improve?

216. *[...] provide personal development for all pupils, and the quality with which the school implements this work”*

**Comment/Solution:** Provide more opportunities for independent work in all PSHE lessons to build students’ confidence.

217. *“[...] either directly or by drawing on high-quality agencies and providers [...]”*

**Comment/Solution:** Start doing the Duke of Edinburgh Award Scheme and Cadet Forces.

220. *“Sense of enjoyment and fascination about themselves, others and the world around them.”*

**Comment/Solution:** Include even more practical work in lessons to help show this.

220. *“Willingness to reflect on their experiences.”*

**Comment/Solution:** Have more dedicated time during tutor to express experiences, feelings and thoughts.

221. *“ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.”*

**Comment/Solution:** Have more lessons in PSHE that show us how to apply the understanding of right and wrong in our everyday lives.

221. *“interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.”*

**Comment/Solution:** Even more PSHE lessons to have a clearer view of moral and ethical issues.

222. *“acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty [...]”*

**Comment/Solution:** There should be bigger posters around school showing the British Values.

**NB:** MDO & AED pointed out the British values poster in MDO classroom and encouraged students to take notice of displays in all departments.

222. *“acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.”*

**Comment/Solution:** More assemblies and PSHE lessons about politics.

223. *“ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities”*

**Comment/Solution:** Focus more on similarities rather than differences between social groups in RS & PSHE.

226. *“how well leaders promote British values [...]”*

**Comment/Solution:** Mention even more about British Values in assemblies.

## Year 8

### What is going well?

216. *“Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils [...]”*

**Examples/Comments:** Effective reward system (stamps), PD and attendance certificates, diverse extra-curricular activities, opportunities to choose academic, artistic and practical subjects at KS4.

217. *“At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment [...]”*

**Examples/Comments:** strong links with parents/carers (postcards, phone calls, letters, parent’s evenings, option evenings, open days etc.)

217. *“[...] plentiful opportunities [...]”*

**Examples/Comments:** work experience, mock interview day, Prison Me No Way, Student Leader programme

218. *“[...] sex or sexual orientation”*

**Examples/Comments:** PSHE

228. *“The school prepares pupils for modern Britain, developing their understanding of the fundamental British values of democracy [...]”*

**Examples/Comments:** Headlands General Election

228. *“[...] no forms of discrimination are tolerated”*

**Examples/Comments:** Isolation, negative comments & exclusion

### What do we need to improve?

216. *“[...] extend beyond the academic, technical or vocational.”*

**Comment/Solution:** It would be good to know about what real world work experiences staff have had.

217. *“[...] for example the Duke of Edinburgh award scheme [...]”*

**Comment/Solution:** The school should offer the opportunity to earn the Duke of Edinburgh award.

217. *“Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.”*

**Comment/Solution:** Great opportunities for Student Leaders - how could this be extended to the rest of the students?

218. *“promoting equality of opportunity [...]”*

**Comment/Solution:** Standardisation of experiences between X & Y halves of the year especially in Years 7 & 8. Can Leaders check the school should provide the same sports in PE for both girls and boys to help promote gender equality?

218. *“developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.”*

**Comment/Solution:** The Student Council should meet at least every two weeks during Tutor. We should have a student stress rehabilitation room, with beanbags and a school dog!

218. *“contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.”*

**Comment/Solution:** We want to know even more about our career choices. Teachers should have a ‘bring your partner to work day’ to learn about their jobs.

218. *“Developing responsible, respectful and active citizens who are able to play their part [...]”*

**Comment/Solution:** The school could provide additional opportunities for students that are like actual jobs, for example Student Leaders.

220. *“sense of enjoyment and fascination in learning about themselves, others and world around them.”*

**Comment/Solution:** No concerns.

221. *“understanding of the consequences of their behaviour and actions”*

**Comment/Solution:** We could do more activities involving the justice system

221. *“[...] recognise legal boundaries [...] respect the civil and criminal law of England.”*

**Comment/Solution:** More experiences such as ‘Prison Me No Way!’

221. *“interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.”*

**Comment/Solution:** Students know how to discuss & debate issues, but we could have even more in-class debates.

222. *“acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.”*

**Comment/Solution:** No comment

223. *“understanding and appreciation of the range of different cultures in the school and further afield.”*

**Comment/Solution:** No comment.

### **Canteen/Catering Feedback**

#### **Year 10**

- Could the canteens should have their locations swapped?
- The canteen staff are lovely and love to chat
- Queues can sometimes be long when the weather isn't nice
- Not too much food variety
- Prices are reasonable
- The school canteen is clean
- An average meal is £2.50, that's £525 a year (not including ketchup) - too much!

#### **Year 9**

- The canteen can be good
- The food is nice, but we need more meat-free options
- The prices need to be lower
- Make enough food so it doesn't go to waste

#### **Year 8**

- Stop charging for spoons!
- Even more healthier choices
- Lower prices/meal deals should be available
- We want meat free Monday!
- Cutlery should be wooden, and the canteen should be plastic free (i.e. tubs, wrappers, bottles etc.)
- Two biscuits are 50p? I can buy 20 biscuits at Co-op for 45p!
- More bins in the canteen i.e. one bin between two tables
- There should be a restriction on how much food you can get. i.e. one main, one drink & one pudding/piece of fruit maximum
- Only use local produce

### **Recycling at Headlands**

MDO asked for volunteers to form a recycling focus group to oversee the installation of blue recycling bins in every classroom. This group will be part of a weekly rota to collect the paper and place in the larger blue bins around school. Recycling collectors will earn 50 stamps per week as a reward.

Headlands Recycling Team: Beth Haws, Bethany Lee, Connie Melles, Daisy Gilbert, Lily Hodgson, Lily Sellick, Maddie Cockerill, Michael Hart, Milly Johnston, Ruby Hall, Ruby Smith and Toby Gee.