

Feltonfleet School

Behaviour Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, confident and secure.

In the Feltonfleet community of staff, pupils and boarders, we pride ourselves on respect, honesty and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds. We are committed to providing a safe environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his or her full potential. We expect our pupils to treat members of staff and each other with courtesy and co-operation so that they can learn in a relaxed but orderly, atmosphere.

Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour so that both school and home have consistent expectations and co-operate closely together.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This is supported by Values Education, which is embedded in the Positive Living curriculum, Assemblies, Circle and CaVE time. The aim is to create an environment where the children begin to internalise the values and learn how to make positive choices.

The keystone of behaviour management at our school is a focus on the four core values of happiness, respect, responsibility and honesty and the Feltonfleet Way. This is the code that steers all members of the school community – pupils, teachers and parents.

Feltonfleet Aims and Values

We aim to encourage all members of the community to aspire as follows;

Honesty

- Honest about what they will say and do
- Honest with themselves and in their relationships with each other
- Honest about their learning performance

Responsibility

- Responsible for their own actions and those which affect others
- Responsible for their own learning and the learning environment
- Responsible for looking after their own belongings and those that belong to other people

Respect

- Respect themselves, each other, and the learning environment
- Respect the right of others to hold different or opposing beliefs and views
- Respect, understand, and celebrate that we are all different

Happiness

- Be friendly, caring, and welcoming to everyone
- Develop a self-confidence that appreciates the relationships we create with the people and world around us
- Learn lessons that will help them understand what helps life to be happy and healthy

Feltonfleet Way

The **Feltonfleet Way** believes we should;

1. **Treat** others as you wish to be treated
2. **Forgive** and forget
3. **Share**
4. **Listen** carefully
5. Be **honest** and truthful
6. Be **kind** and helpful
7. Be the **best** you can

The school places a high emphasis on the rewards system as an explicit means of acknowledging and affirming good behaviour. We believe that this will develop an ethos of kindness and cooperation, essential for community life to flourish. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying, including cyber bullying, or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. See Restraint Policy (Section A of this Handbook.)

The role of the teacher

- ensure that the ethos of the School is positive
- set and expect high standards of behaviour from all pupils
- recognise that a broad and stimulating curriculum will have a direct effect on the motivation and behaviour of pupils
- ensure that the academic curriculum will seek to develop each pupil's interest in his or her own learning

- develop study skills in all pupils to help them cope with any type or level of appropriate work so that they may become responsible for their own learning
- reinforce and promote desirable behaviour
- treat each child fairly and with consistency
- take appropriate action when undesirable behaviour is encountered. **Under no circumstances will corporal punishment be used. This includes any sort of striking, pushing, pulling or other forceful contact.**
- record instances of poor behaviour in line with the school's policy
- provide a system of pastoral care and discipline which permits appropriate behaviour to be discussed with the pupils either as a group or as individuals
- make clear to pupils by different means what the School's behaviour policy is and to reinforce it as the need arises
- ensure that they establish a good example to the pupils in all aspects of School life
- ensure that behaviour in all aspects of School life is monitored by the staff so that the pupils' attitudes and conduct become standard both in class and out
- develop good and open relationships with parents to support the School's work.

The role of the pupil

- contribute to the atmosphere of willingness to learn, and not in any way hinder the learning of others
- participate actively and positively in the development of good and desirable behaviour in the School
- learn and exercise self-discipline
- work as hard as possible and to put a much effort as he or she can into any task he or she is given or undertakes
- Senior pupils are to lead positively and act as good role models.

The role of the parent

- the School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school
- we expect parents to support and play an active part in their child's learning, and to cooperate with the school so that academic progress and motivation are maintained
- we try to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- we expect parents to ask staff what particular courses of action may help their child during the evenings or in the holidays.
- if the School has to sanction a child, we expect parents to support the actions of the School.

The role of the Headmaster

It is the responsibility of the Headmaster to implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headmaster keeps records of all reported serious incidents of misbehaviour. He has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headmaster may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors

The governors support the Headmaster in adhering to these guidelines. The Headmaster has the day-to-day authority to implement the School's policy on behaviour and discipline, but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster takes this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headmaster (or the acting head) has the power to exclude a child from school. The Headmaster may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headmaster may exclude a child permanently. It is also possible for the headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmaster excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmaster. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headmaster must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to Matron for safekeeping. Any medication needed by a child while in school must be taken under the supervision of Matron.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse the consequence will be exclusion and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will face the consequence of exclusion.

Statement on Drugs and the Misuse of Substances (from Health and Safety Policy)

Definitions

Drugs include medicines, volatile substances, alcohol, tobacco and illegal drugs.

Authorised drugs refers to medicines and any other drugs sanctioned for legitimate use and covered in School policies, such as the storage and administration of medicines. In all other circumstances, drugs are unauthorised whether they are legal or not.

The School recognises that its first concern in the management of drugs is the health and safety of the whole school community and meeting the pastoral needs of its pupils.

It seeks to achieve this through:

- restrictions on the storage and administration of authorised drugs
- the banning for pupils of all other drugs legal or otherwise
- the banning for staff of all illegal drugs. In addition, Feltonfleet is a No Smoking workplace.
- information provided for its pupils in curricular lessons and in lectures by visiting speakers
- information provided for parents and staff

Sanctions

Any pupil with unauthorised drugs will be dealt with by the Headmaster in the first instance. The search of a pupil's belongings on suspicion will be conducted in the presence of the pupil.

Any member of staff will be dealt with under the School's disciplinary policies. The Headmaster will decide on whether the police are to be involved.

Parental Concerns

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring and Review

The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. More serious incidents inside and outside the classroom are recorded electronically on Engage by individual teachers and reported to the Year Leader and Deputy Head. Year Leaders ensure that incidents are recorded on Engage and the Deputy Head has a hard copy record. The Headmaster records those incidents where a child is sent to him on account of poor behaviour.

There will be a termly meeting of the Headmaster, the Deputy Head and the Assistant Head, Head of Lower School to monitor issues relating to behaviour. At a subsequent Governors' meeting the Headmaster can make a report to governors on any behaviour matters arising. Issues relating to behaviour are also discussed at the weekly Welfare Meeting in an attempt to discern if there are any underlying pastoral issues.

The Headmaster keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is reviewed every year

Deputy Head

August 2011

Related Policies:

Restraint of Pupils

Health and Safety Policy

Anti-Bullying Policy

Cyber-Bullying Policy

Drugs policy

Complaints

Expectations of Behaviour

Appendix I

CALVI HOUSE

Given the young age of our pupils the emphasis in Calvi is on encouraging self-esteem by the promotion of children trying always to be their 'best selves'. As a basic code of conduct we use the Feltonfleet Way which is taught and supported by Assemblies, Positive Living lessons, Circle and Golden Time. This reflects the schools core values of respect, honesty, responsibility and happiness.

We also explain to pupils safety conventions such as the need to walk in corridors. We promote good manners and tidy appearance. Class teachers may also discuss and adopt other conventions within their classrooms such as putting hands up to speak or tidying away toys and equipment.

Our behaviour conventions can be summarized as:

- We maintain a happy, caring, calm and safe environment where children can learn, grow and prepare for the future
- We value each other's work and celebrate each other's achievement whatever that may be
- We are proud of our school and all those who work and learn in it - all adults and children
- We work and play cooperatively together, sharing and taking turns
- We do not accept or tolerate bad or insulting language
- We do not accept or tolerate any kind of bullying - physical or verbal
- We believe it is right to tell an adult if you are anxious
- We do not want to see playfighting here - it can lead to real fights and tears
- We do not believe it is right to hit back - but an adult must be told so that the matter can be dealt with
- We take care of all school property
- We do not accept or tolerate deliberate disobedience or defiance
- We listen to all staff and to each other and consider each others feelings
- We expect all the children in the school to be polite and thoughtful - including saying 'please', 'thank you' and 'excuse me'

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children warmly and specifically highlight the behaviour they are praising.
- Golden Time each week which may have minutes deducted as a sanction
- Each week we nominate a child from each class to be 'worker of the week' for which they receive a certificate in the school assembly.

- We distribute merits and stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We tell parents or carers when a child has displayed particularly good behaviour so that they can share the good news.

We acknowledge all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding children's achievement in and out of school, for example, school certificates but also copies of music or swimming certificates.

Sanctions

We employ a number of sanctions to enforce our rules, and to ensure a safe and positive learning environment. Each sanction is applied appropriately to each situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. (We never send a child out of the room)
- After a warning for inappropriate behaviour the child has the choice whether to continue with this behaviour or stop. If they do not heed the warning they lose minutes of Golden Time and have to sit and watch their peers for the allotted amount of time.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- In cases of repeated or serious misbehaviour, the child is sent to the Assistant Head Lower School.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished as above. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving behaviour.
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Appendix 2

PREP SCHOOL REWARDS & SANCTIONS

Junior Department

In the Junior Department we continue to reward good behaviour in order to help children to remember the Feltonfleet Way and be their best selves. We are keen to promote good behaviour and we focus on the positive rather than the negative.

Rewards

- Good work is rewarded with stars, which are collected on a chart. Once four stars are achieved the child receives a plus for their section, which are stamped in their reading record (Year 3) and pupil planner (Year 4).
- Pluses* are also awarded for good conduct, academic and co-curricular achievement
- HMI's (Headmaster's initials) are given for outstanding pieces of work or effort.
- At our Junior Assembly on a Monday we award certificates for Star of the Week, times tables and handwriting. Certificates for achievement and effort in academic subjects are awarded in end of term assemblies.
- We also make use of Golden Time to encourage good behaviour: children are given 20 minutes of choosing time each week but can lose minutes for inappropriate behaviour.

Support and Sanctions - Years 3&4

The table below details the disciplinary process and the progressive system of academic and behaviour sanctions. The emphasis is on encouraging pupils to be responsible for their own actions and reflect on the nature of the choices they make and the consequences that follow.

JUNIOR SCHOOL
Academic Support & Sanctions

Incomplete work/REACTs or work not up to expected standard

Step 1

- **"Catch up" sessions**
- Pupils complete work on arrival to school in the morning before lessons start

Step 2

- **Form Teacher/Year Leader**
- Form teacher and/or Year Leader speaks to the pupil. Parents may be phoned to keep them informed of significant concerns
- If appropriate, work is sent home to be completed
- Assistant Head, Lower School is informed

Step 3

- **Assistant Head: Lower School**
- Assistant Head arranges a meeting with parents, involving form/subject teacher to discuss concerns and a strategy to move forward
- A review date is agreed

JUNIOR SCHOOL

Behaviour Support & Sanctions

Step 1

- **Low level disruption - failure to listen to instructions, distracting other**
- Pupil is reminded that, in a positive learning environment, such behaviour is unacceptable and that if the behaviour continues the consequence will be a loss of Golden Time
- If behaviour continues Golden Time minutes are deducted
- *Language to change from punishment to consequence to encourage greater responsibility for the personal choices made*

Step 2

- **Low level disruption persists and/or other behaviour that is contrary to school conventions**
- Teacher has a further discussion with pupil (*as above*)
- Incident recorded on Engage (*School information system*)
- Year Leader informed and decision made to inform parents

Step 3

- **Continued infringements and/or serious incident**
- Referral to Assistant Head, Head of Lower School
- Parents informed and invited in for a meeting
- Information recorded on Engage

Step 4

- **Further infringement and/or serious incident**
- Referral to Deputy Head and, if necessary, Headmaster

Senior School (Years 5-8)

Rewards

The following are examples of the rewards used in Y5-8.

- Praise
- Pluses*
- HMIs (Headmaster's initials)
- Sections Championship*
- Points Competition (Boarding)
- Certificates awarded at assemblies for Work, Sport, Dance, Behaviour, Music, Progress
- Praise in newsletters
- Positions of Responsibility

Criteria for Rewards

There is a wide range of criteria for a reward being given to reflect the breadth of opportunities for children. Staff are reminded of the criteria and types of opportunities at the beginning of each half term. We strive to ensure that there is a regular monitoring and review of rewards to ensure there is equity and fairness.

Rewards

Pluses– Prep School (Year 3-8)

The Pluses rewards system is linked to the school's values and philosophy of the 3PLs. Pluses are recognition of a pupil's personal, academic or co-curricular achievement. They are awarded in the areas of *Positive Living* and *Positive Learning*:

Positive Living

Recognising behaviour and conduct in line with the school values, Feltonfleet Way and other emerging values

Positive Learning

Recognising achievement, relative to a pupil's individual ability, based on effort, application or attainment in academic subjects through to the broad range of co-curricular activities

Positive Leading

Recognition of Positive Leading is a continuous process whereby pupils gain recognition for leadership skills and qualities throughout their school career culminating in the senior years.

Prizes

Termly Individual Prizes

At the end of each term pupils who have achieved a certain number of pluses qualify for bronze, silver or gold certificates. In addition the pupil, in each year group, with the highest number of pluses is awarded a Headmaster's prize. Monitoring, by Year Leaders and SLT, takes place to ensure that there is a fair distribution of prizes across the age range and within year groups.

Section Pluses

The Section with the highest number of overall pluses each term gains points towards the Section Championship and receives an on-site end of term reward.

Sections Championship

The Section Championship runs throughout the course of a school year. There are 2-3 Section Competitions per term and points are awarded and count towards the **Sections Championship Cup**. This is awarded at the end of the school year on Prize Day.

Advent Term	Spring Term	Summer Term
Netball	Hockey	Swimming
Football/Rugby	Quiz	Athletics
		Cricket/Rounders

Support and Sanctions - Years 5-8

The charts below detail the supportive and progressive system of academic and behaviour sanctions. The emphasis is on encouraging pupils to be responsible for their own actions and reflect on the nature of the choices they make and the consequences that follow.

Teachers are encouraged to discuss with the pupil why behaviour is unacceptable, emphasise responsibility for one's own actions and suggest alternative positive ways forward. Sanctions are viewed as the consequence of a choice to behave negatively, rather than as a direct punishment.

Cautions

A caution is a written record that a pupil's behaviour has been deemed as unacceptable, that this has been discussed with the pupil and that they have been warned that future actions will have consequences.

Please note: The caution on its own is only a way of alerting others to a pattern of behaviour.

MIDDLE & UPPER SCHOOL Y5-8

Academic Support & Sanctions

Incomplete work/REACTs or work not up to expected standard

Step 1

- **"Catch up" sessions**
- Subject teacher informs Subject Leader who ensures work is caught up at breaktime. (*This takes priority over other activities e.g. music rehearsal*)
- Head of Middle/Upper school is informed and a record kept

Step 2

- **Head of Middle/Upper School Detention**
- When failure to complete work persists subject teacher informs the Form Tutor and Year Leader
- An academic detention is arranged with Head of Middle/Upper School
- Parents informed and detention recorded on ENGAGE (*school information system*)

Step 3

- **Assistant Head -Teaching and Learning**
- If work produced continues to be below expected standard Subject Leader informs Form Tutor and Year Leader
- Further academic detention with Assistant Head, Teaching & Learning
- Parents are invited in for a strategy meeting
- Assistant Head, Teaching & Learning informs Headmaster

MIDDLE & UPPER SCHOOL Behaviour Support & Sanctions

Step 1

- **Low level disruption - failing to listen to instructions, distracting others**
- Concern and record of behaviour is recorded in Pupil Planner
- Pupil is reminded that the behaviour is unacceptable and that failure to respond positively will lead to further consequences (*See below*)
- *Language to change from punishment to consequences. This is to encourage greater responsibility for the personal choices made*

Step 2

- **Low level disruption persists and/or other behaviour that is contrary to school conventions**
- Further discussion with pupil (*as above*)
- Caution issued and recorded on Engage (*School information system*)
- Signed off in the Pupil Planner by Year Leader
- Discussion and restitutorial work overseen by Deputy Head (*Thursday lunchtime - Y5&6 1.05-1.25 Y7&8 1.30-1.50pm*)
- Parents informed by Year Leader

Step 3

- **Continued infringements involving a second caution and/or serious incident**
- Caution issued and recorded on Engage
- Subject Teacher informs Form Tutor and Year
- Referral to Deputy Head
- Parents informed and meeting arranged with Deputy Head
- Friday detention 4-5pm (*2 scheduled per half-term*)

Step 4

- **Further infringements and/or serious incident**
- Referral to Headmaster

Appendix 3: PREP SCHOOL LOCATIONS

Locations

Red Zones: Out of Bounds (unless under the direct supervision of a member of staff)

Outside

- the woods
- the wooded area around the astroturf, unless retrieving a ball
- the area between the DT block, the astroturf and Leighton House
- the grass between the DT block and the Junior Department
- behind the Memorial Hall, and between the Memorial Hall and the swimming pool
- between the swimming pool and the Sports Hall
- the area around the Sports Hall ie. beyond the gallery entrance and between the Sports Hall and the outside wall
- the groundstaff area
- any area of rhododendrons
- the front car park, including pathway by the kitchen door
- the banks from the terrace
- Calvi field
- nets and pavilion area unless permitted by Head of Cricket

Inside

- the kitchens
- staff accommodation
- Science rooms
- DT and ICT rooms
- staff room
- PAC
- daypupils in the boarding house unless they are going to dispensary
- for boys in Years 5 and above, Junior Dept and carpark area above Leighton House, except at dismissal time
- the stage and the area behind it

Green Zones: Access Permitted but with Restrictions

Outside

- grass below terrace, except when wet
- main fields (area beyond a line from Centenary Block to the Art Room) except before assembly and morning break. Pupils must also be changed.
- astroturf

[No black shoes to be worn on grass unless there has been a prolonged period of dry weather.]

Inside

[General Conventions: no running; indoor shoes only to be worn.]

- main school building

- Rowan and Centenary Block, except at breaks when only front two downstairs classrooms are to be used for work
- Sports Hall, with usual footwear restrictions
- the Memorial Hall

Classroom

- be punctual to lessons and arrive with all the correct equipment.
- end of lesson, put chairs away.
- if you have a question, put up your hand and wait to be asked.
- sit properly on chairs
- listen to and follow instructions.
- respect the classroom: leave it as you found it. This applies at all times.
- respect others' work.
- let others focus on their own personal targets in class without distraction
- respect each other
- avoid borrowing others' belongings in lessons
- be prepared for lessons
- respect your own, and school, property
- classrooms not to be used outside lessons
- next class enters the room as soon as is reasonable to avoid congestion in corridors
- be punctual

Clothing

Girls

- sleeves down
- no jewellery apart from studs
- hair tied back if shoulder length
- navy/navy white headband or ribbons only
- grey knee socks or grey or navy tights. Summer: white ankle socks; no trainer socks.
- skirts on or below knee
- shirt and tie: top button done up. No tie: open-necked.
- black shoes

Boys

- black shoes tied properly and clean
- shirts tucked in
- sleeves down except in 'summer dress' order
- midgrey trousers
- top shirt button done up except in summer dress
- blazers to arrive at and leave school, and for away matches. Fleece for outside use only
- hair tidy; no colouring, off collar, No. 3 cut minimum; gel used only sparingly
- midgrey socks; plain

Games Kit

- clean and tucked in

- not to be chewed
- garters
- school issue only
- fleeces with permission in cold weather

General

- no make-up: boys or girls

Other

Assembly

- enter, listen and leave in silence

Break

- leave classrooms. Only Rooms 1 and 4 to be used for catching up on work
- stay outside, unless permission granted from duty staff
- bell means immediate movement
- 5 minutes after bell, lesson should be underway

Lunch

- silence when requested
- pupils to be dismissed by duty staff.

Games

- change after lunch
- make sure you have the right kit