

*Slough and Eton Church of England  
Business and Enterprise College*



## Behaviour Policy

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Ratified by Governing Body:	Signed by Roy Evans, Chair.
Date Ratified:	10 <sup>th</sup> February 2011
Date Policy to be reviewed:	February 2013



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## **Purpose**

To encourage high standards of courtesy, conduct and self-discipline amongst pupils so that they can reach their full potential, without disruption, within a healthy, safe and caring environment.

## **Rights**

Pupils have the right to work, play and learn in a friendly, safe and helpful school.

All Staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the whole community.

Parents have the right to feel welcome and to know that the pupils work, play and learn in a friendly, safe and helpful school.

The following principles underpin all of our strategies in relation to achieving the above and managing behaviour:

- Rewards and the celebration of good behaviour, effort, success and achievement.
- 5 Outcomes of Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve, Make a positive contribution, Economic well-being.
- Prevention of poor behaviour.
- Consistent implementation of appropriate sanctions where necessary.

## **General Guidelines**

All classroom teachers and their support staff, whatever their status, have a responsibility for the organisation and management of pupils they are teaching/supporting and the environment in which this interaction occurs. All staff should challenge examples of poor behaviour and deal with it in the appropriate manner

## **School Responsibilities towards Behaviour**

Slough and Eton School has the responsibility to insist on high levels of good behaviour from all of its pupils regardless of age, ethnic background or religion. The school has the responsibility to implement the behaviour policies and routines outlined in this policy fairly and consistently. The school will keep records of incidents of poor behaviour and the associated sanction.

The school has the responsibility to provide staff training with respect to promoting good and positive behaviour from pupils and to make the procedures for dealing with incidents of poor behaviour well known.



## **Pupil Responsibilities towards Behaviour**

All pupils at Slough and Eton are expected to:

- be caring and considerate to all individuals, regardless of gender, sexual identity, ability, race, religion or culture
- speak and behave in a courteous manner
- be reliable, trustworthy and honest
- listen carefully to all adults and co-operate with instructions given
- work hard
- work co-operatively with each other, and respect other pupils' opinions, work and property
- be careful with books and equipment, and not damage or deface them
- be punctual, work to deadlines and to be properly equipped for lessons
- keep commitments
- move around the school in a sensible manner between lessons and at break time and lunch time, taking care of the school environment
- wear full school uniform and comply with presentation regulations
- complete all sanctions and understand why they were given
- not leave the School unless given permission
- comply with all School rules

These responsibilities also apply when journeying to and from school, on all school visits and whenever representing the school.

## **Staff Responsibilities towards Behaviour**

Consistent use of the following will ensure firm but fair guidelines for all pupils and will encourage consistently good behaviour from them and whenever representing the School.

Staff should:

- ensure lessons are well prepared and delivered and that work/tasks are differentiated to meet the needs and ability of individual pupils
- expect and insist that pupils maintain high standards of behaviour, both in and out of the classroom
- be proactive when dealing with pupils to stop incidents of poor behaviour happening or escalating.
- treat all pupils with equal value, and give each pupil a fair quota of teacher time without favouritism or cynicism
- speak and write about pupils in a professional manner
- set an example to pupils by being courteous, punctual, well prepared, well organised and well dressed and presented
- be scrupulously fair when handling problems and disputes
- give pupils opportunities to express their views and discuss and review their work and behaviour
- consistently praise and reward good behaviour and hard work whenever possible, using the school's system and personal methods of encouragement



- ensure that the planner is used, time allowed to enter details and that work is marked regularly and constructively. Form tutors should regularly check the pupil planner and make sure that it is being used correctly
- ensure they are fully aware of their pupils' current level of attainment, and individual and special needs
- use sanctions consistently and appropriately
- follow guidelines in strategies and procedures

### **Parent/Carers Responsibilities towards Behaviour**

Parents/Carers play a vital role in encouraging good behaviour and hard work in college. It is paramount that parents/carers and the staff work closely together and share the same ideals. If the school and the parents/Carers cannot work together for whatever reason, this will be detrimental to the pupils' progress. Every effort must be made on both sides to iron out any differences and to come to some mutually acceptable plan of action to solve a difficulty if this should arise.

We ask parents/guardians to:

- encourage and support their children at school by showing an interest in their work and life at school
- praise their efforts
- try to provide a quiet time and space for them to do homework and to study
- support the uniform and presentation code of the school
- ensure that their child attends school and arrives on time suitably clothed and presented in school uniform and with the right equipment
- ensure that their child takes school work seriously, regularly check and sign the homework diary and contact the school if concerned about any aspect of school life
- ensure that the child has breakfast and has enough food or money to buy food for the day
- attend meetings organised by the school at which their child's progress, attitude or behaviour will be discussed
- support their child by attending concerts, matches, etc., in which their child is participating
- listen to both the school and their child, when a problem occurs, before making any assumptions and assist the school in its efforts to find solutions
- alert the school of any change of circumstances, e.g. change of address, family bereavement, illness, etc.
- redress any damage to property by their child
- support school sanctions

### **Rewards and Praise**

Pupils should be praised for good behaviour verbally either privately or publicly to serve as a good example and reinforce good practice to other pupils. On rare occasions good behaviour, especially where a pupil has gone out of their way to be particularly helpful towards staff or others, can be rewarded with merits in line with the reward policy. Incidents of good behaviour can be recorded using the lesson monitor system on SIMS.



## **Dealing with Incidents of Poor Behaviour**

All incidents of poor behaviour should be dealt with by the member of staff witnessing the incident. If the incident is of a serious nature it is the responsibility of the member of staff witnessing the incident to record the incident using a red, "Incident Slip" and passing it on to the relevant member of staff. Incidents of a very serious nature, especially where other pupils may be in danger, should be reported immediately to a senior member of staff. The incident however, should still be written up by the witnessing member of staff.

### **Use of the Red Incident Slip**

Incidents are reported and recorded using the red "Incident Slip" (Appendix 2). The incident slip contains all relevant information that should be recorded when an incident happens. This includes, pupil name, form, member of staff dealing with the incident, time, date and location. A tick box is provided to highlight particularly unacceptable incidents namely incidents involving racism, bullying, violence and disability discrimination.

A detailed and professional outline of the incident should be provided with all the salient facts mentioned. Staff should refrain from using terms from the vernacular and including spurious information.

The lower half of the incident slip should be completed by members of staff in the relevant space next to their position in relation to the incident. If the sanction applied is not completed, the red slip should be passed on to the next member of staff e.g. Head of Year or Head of Department. When an incident warrants the slip may be passed to a Head of Year or Senior Member of Staff immediately. When the incident has been dealt with to a satisfactory conclusion the Action Completed box should be ticked and the incident slip passed on to the Head of Year for information and filing. Red incident slips should not be photocopied (to avoid repetition) and the person in possession of the slip should be the one dealing with the incident. Slips can be returned back down the chain if necessary. All information contained on red incident slips is logged onto SIMs and the slip placed in the pupil's central file.

### **In classroom incidents**

The class teacher is responsible for the behaviour of the pupils in their classroom and should do as much as possible to minimise incidents of poor behaviour by forward planning. A seating plan is essential and should be regularly revised to meet the changing needs of the class. Procedures such as giving out books, practical work, moving activities should be carefully planned so as to minimise any chance for poor behaviour. The majority of in class incidents should be dealt with by the class teacher using the most suitable method and sanction. The incident should be recorded onto a red incident slip. If the problem is ongoing or the pupil does not carry out the required sanction this should be noted on the red slip and passed to the Head of Department. The Head of Department should deal with the incident as required and if unsuccessful pass it on to the Head of Year.



## **Out of classroom incidents**

If a member of staff witnesses an incident of poor behaviour outside of the classroom, they should deal with it using an appropriate sanction and record this on a red incident slip including the sanction. If the pupil does not carry out the required sanction the red incident slip should be passed on to the form tutor for action.

## **Possible Sanctions**

There follows a list of possible sanctions with which to address pupil poor behaviour. In general the severity of the sanction should warrant the crime however the definite consequence of an incident is more important than the severity. The list is by no means exhaustive however, it is important to bear in mind that sanctions should never demean or humiliate a pupil and should serve as a means to reinforce good behaviour.

- Student counselled by staff,
- Notes in planner,
- Break, lunch or after school detentions. (It is no longer a requirement for the school to give parents twenty four hour notice of an after school detention but we will endeavour to do this wherever possible and a parent will always be contacted.)
- Form tutor green report,
- Letters of apology,
- Extra work,
- Duties around the school,
- Head of Year yellow report,
- Parent interview,
- Loss of privileges,
- Letter home,
- Focus Room

## **Pupils on Report**

Pupils may be placed on a monitoring report (Appendix 3) by their form tutor (green), the head of year (yellow) or a senior member of staff (red). Specific targets are given related to the reason the pupil is on report. The report is to be carried with them at all times and given to subject teachers at the beginning of each lesson. A comment and grade will be given by the classroom teacher. Clear guidelines are given on the reverse of the report (Appendix 4).

## **Long Term Strategies**

Pupils continually presenting poor behaviour issues or those that commit a particularly serious incident may require longer term strategies if the short term ones are not making an impact. These could involve:

- Educational Therapist
- SLT Department or Year Report



- Parent Interviews with SLT
- Behaviour Contract
- Individual Education Plan (IEP)
- Counsellor
- Home Visits by Attendance Manager
- Part-time timetable/Shortened Day
- Family Link Worker
- Inclusion Mentor
- Multi-Agency Meeting
- Electronic Common Assessment Framework (e-CAF)
- Connexions
- PAYP
- Behaviour Support Teacher
- Youth Offending Team (YOT/YISP)
- Attendance Officer
- Parenting Contract
- Attendance Panel
- Herschel Pupil Training Centre
- Connexions Intensive Key worker
- Pastoral Support Plan (PSP)
- Personalised Learning Unit
- PEAR Referral
- Careers Interviews
- EBP Work Experience
- Education Psychologist (EP)
- CAMHS referral
- Rapid Response Referral
- Governor's Intervention
- Extended Study Leave
- Managed Transfer
- Attendance at Alternative Establishment

### **The Personalised Skills Unit**

The Personalised Skills Unit (PSU) is a referral system used when pupils are repeatedly displaying poor and unacceptable behaviour. Pupils are placed in the PSU after a meeting with parents and remain in there until their behaviour has improved. When in the PSU pupils are supervised at all times including break and lunch. Depending on the pupil a personalised timetable is followed to ensure maximum success, pupils are escorted to and collect from lessons. The PSU is overseen by the PSU manager.



## Serious Incidents

### Drugs and Other Illegal Substances

Possession, use, peddling and passing on of illegal substances is strictly forbidden. Pupils caught violating this rule on school property, to and from school, or when representing the school will face serious consequences and sanctions. These could include although this list is not exhaustive:

- Police being notified
- Undergoing a drugs test
- Fixed term exclusion
- Permanent exclusion

### Fighting, Violence, Assault and Offensive Weapons

Physical abuse and assault towards any member of the school will not be tolerated. Pupils committing such acts may be placed in the Focus Room, excluded for a fixed term or if the incident is serious enough permanently excluded. Pupils caught fighting may be placed in the Focus Room, excluded for a fixed term or if the fight is serious and for repeat offenders permanently excluded. Pupils caught carry offensive weapons including items of sporting equipment for no good reason may be placed in the Focus Room, excluded for a fixed term or if the offensive weapon is serious enough and for repeat offenders permanently excluded.

### Bullying

Bullying is the repeated and wilful intent to harm or injure another person either physically, mentally or both. Bullying can take many different forms however and form of bullying will not be tolerated. As bullying can often be an emotive subject in preference and to simplify matters all pupils have the right to be happy, safe and comfortable, consequently no pupils has the right to make anyone else feel unhappy, unsafe or uncomfortable. Pupils doing so by whatever means including verbal, written, electronic, omission and exclusion will be dealt with using the normal methods as outlined in this policy. If necessary the police may be informed of very serious cases. The red incident slip has a tick box to alert staff to cases of bullying.

### Racism

Racism is the discrimination of another person because of their race, perceived race, or colour of skin. Racism will not be tolerated. Pupils caught being racist to other pupils or members of staff will be dealt with using the normal methods as outlined in this policy. If necessary the police may be informed of very serious cases. The red incident slip has a tick box to alert staff to cases of racism.

### Smoking

Slough and Eton is a non smoking site. Pupils caught smoking on the grounds will be placed in the Focus Room and their parents contacted. Pupils caught with smokers or with smoking paraphernalia on them will also receive the same sanction. Recidivists may be excluded for a fixed term.



### **Verbal Abuse and Swearing**

Verbal abuse directed at a member of staff or a member of the public will not be tolerated, incidents will be dealt with using the normal sanctions outlined in this policy. Pupils swearing will be dealt with depending on the severity of the swear word and the usage. Pupils swearing at a member of staff will normally be placed in the Focus Room however there are occasions when fixed term exclusions will result.

### **Malicious Allegations**

Pupils that are found to have made malicious allegations will have the appropriate sanctions applied which could include temporary or permanent exclusion (as well as reference to the police if there are grounds for believing a criminal offence may have been committed).

### **Disruption to Lessons**

All pupils have a right to receive an education which is not disrupted by others. Teachers are required to provide this education and expect good order and obedience in relation to school and classroom rules. Where violations occur appropriate sanctions will be applied and persistent and non co-operation in this will result in pupils being placed in the Focus Room or if the incidents are serious enough a fixed term exclusion.

### **Behaviour on Trips and Visits**

Pupils should display good and mature behaviour at all times however never is this true more so than off site trips and visits. Pupil's parents and carers will sign a document that they understand that:

- Pupils will be on their best behaviour at all times maintaining high standards of appearance.
- Pupils will follow all instructions given to them by members of staff.
- Pupils must do nothing to endanger their own or anyone else's safety.
- Pupils are to report to a member of staff any accidents or breaches of safety they notice.
- Pupils are to be aware of all arrangements particularly meeting time and places.
- Pupils must represent the school in a positive manner at all times.
- The Trip Leader's decisions are final.

### **The Focus Room**

The Focus room is the most serious sanction the school can give before exclusion. The Focus Room is equipped with desks and resources that allow pupils to work in silence under the direction of a member of staff.

### **Entry into the Focus Room**

Entry into the Focus Room is via the incident slip procedure. The Focus Room is used as a result of a serious breach of the school code of conduct e.g. swearing at a member of staff. When an incident happens, an incident slip should be filled out and dealt with in the usual way. If the sanctions prove unsuccessful, the slip is passed onto the next level eventually reaching Assistant Headteacher (Learning) who may decide that the Focus Room is the next appropriate step.



On occasions an incident may be so serious that the Assistant Headteacher (Learning), or another member of SLT, may receive the incident slip directly. A decision will be made whether the Focus Room is suitable or another sanction necessary.

### **Expectations of the Focus Room**

Pupils are to remain silent in the Focus Room. Communication between pupils is strictly forbidden. They should remain seated unless the member of staff on duty allows them to stand up to collect something. Pupils are not allowed outside of the Focus except at their break and lunch and then they should be supervised at all times. Pupils should spend their time completing the work set. At the end of each lesson the Focus Room Record sheet (Appendix 5) should be completed making a careful note of any breach of the rules.

### **Break/Lunchtime in the Focus Room**

The pupils are supervised during normal school break and lunch and the high expectations of the Focus Room must be kept to. The pupils have their break and lunch during lessons 2 and 4 respectively when they are taken to the dining facility 10/15 minutes before the end of the lesson. During this time they should collect something to eat and visit the toilet but should be back in the Focus Room before the bell rings for the whole school break/lunch.

### **Procedures and Work in the Focus Room**

Pupils will be collected from their form rooms during morning registration.

On entry into the Focus Room the pupils should be directed to a seat and instructed to copy out the Focus Room rules. They should then complete a work collection sheet and this given to the receptionist to collect work. Some subjects cannot set work, owing to the practical nature of the lessons or the equipment being used (e.g. PE, Technology, ICT etc). For these subjects there are appropriate sheets in the Focus Room and pupils should complete these. There are also reflective sheets in the Focus Room for pupils to complete to consider the rule they have breached and they should complete these when no work has been set. There is also a pack of general sheets for pupils to do as well as a selection of reading books. At no time should pupils be idle. Each member of staff should check each booth for graffiti at the beginning and end of each session

### **Registration, Periods 1 and 6 in the Focus Room**

During registration and/or period 1 the member of staff should instruct the pupils on the procedures of the Focus Room and write their name on the Focus Room Record sheet.

At the end of period 6 the pupils should clear up all equipment used, return any books and work packs to the proper place and take all their own work with them. Each desk should be left neat and tidy.

### **Exclusions and Reintegration Meetings**

The school complies with the statutory requirements as stated in the DFEE document 10/99, Social Inclusion/Pupil Support, and subsequent amendments.



### **Fixed Term Exclusion**

The decision to exclude a pupil for a fixed amount of time rests with the Headteacher or in his absence the deputy Headteacher in charge. This will be used dependent upon the nature of a specific incident as outlined in this policy and the number of days dependent on the severity of the incident. All pupils returning from fixed term exclusion will have a reintegration meeting with the Headteacher or other member of senior staff and their parents or carers. Pupils returning from exclusion will be placed on red report for 3 days unless the red reports comments do not meet high standards. Pupils not meeting the high standards may be placed in the Focus Room or re excluded.

### **Governor's Intervention Committee**

When a pupil has received several fixed term exclusions and improvements are not being made despite the schools interventions the pupil may face a governor's intervention committee. The committee will be made up of 1 or more governors and the Headteacher. The pupil and their parents or carers will be informed of the issues the pupil is preventing, the interventions and sanctions already tried and the possible outcome, probably permanent exclusion, if no improvements are made.

### **Permanent Exclusion**

The decision to permanently exclude a pupil rests with the Headteacher alone. This will occur if:

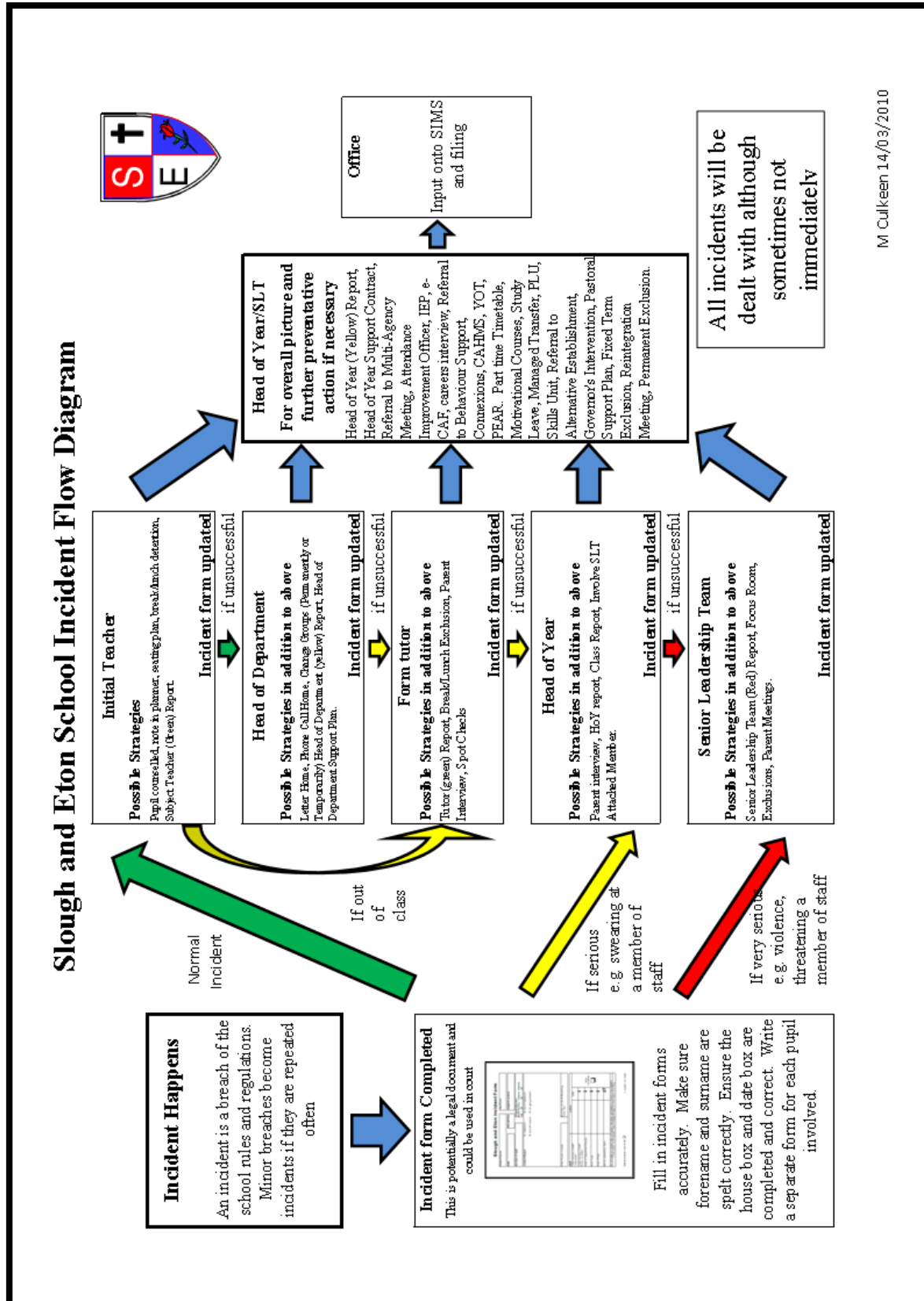
- A pupil has incurred a number of fixed term exclusions and is clearly persistently and deliberately refusing to accept or comply with school rules and staff authority, especially that of the Headteacher.
- A pupil seriously and deliberately injures another person or endangers life or seriously harms school staff or property e.g. theft, arson, major vandalism.
- A pupil commits a criminal act.

Before a pupil is permanently excluded, as many possible interventions and sanctions will have been tried. However, the most important thing for the school is the non interrupted education and safety of the pupil and staff body and consequently there will be times when permanent exclusion is the only solution.

When a pupil is permanently excluded the school will follow the statutory requirements as stated in the DFEE document 10/99, Social Inclusion/Pupil Support, and subsequent amendments.

In implementing this policy, staff will have regard to the school's safeguarding policy and procedures, the school's Child Protection policy and the school's e-Safety policy and the over-riding principle at all times will be the safety, security, enjoyment and achievement of the pupils.

## Appendix 1 Flow diagram





## Appendix 2 Red Incident Slip

# Slough and Eton Incident Form

<b>Student Name</b>	<b>Year/Form</b>
---------------------	------------------

<b>Date</b>	<b>Period/Time</b>	<b>Subject/Location</b>
-------------	--------------------	-------------------------

<b>Member of Staff</b>	<b>If applicable tick:</b> <b>Racist Bullying Violence Disability</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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<b>Incident Report</b>	<input type="checkbox"/> Classroom <input type="checkbox"/> Out of Classroom <input type="checkbox"/> One off incident <input type="checkbox"/> On going problem
------------------------	---

Other Pupils Involved:	Summary for SIMS Recording (Codes on Back)
------------------------	---

Staff	Action	Date	
Initial Member of Staff Initial Action			Action Completed <input type="checkbox"/>
Initial Member of Staff Follow up Action		↓	
Head of Department/Faculty		↓	
Form Tutor		↓	
Head of Year		↓	
Senior Leadership Team		↓↑	

Do not pass on incident slip until action has been completed or proved unsuccessful  
When action is completed pass to **Head of Year** for information and filing

Details entered onto SIMS

M. Culkeen 14/03/2010



### Appendix 3 Reports

#### Slough and Eton School Report

Name	Form	Date
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On report to:	<input type="checkbox"/> To wear correct school uniform <input type="checkbox"/> To complete homework <input type="checkbox"/> To attend every lesson <input type="checkbox"/> To arrive to lessons on time <input type="checkbox"/> To bring the correct equipment <input type="checkbox"/> To put up hand and not call out <input type="checkbox"/> To work without disrupting others <input type="checkbox"/> To attempt all work set	<input type="checkbox"/> To complete all work set <input type="checkbox"/> To ask for extension work <input type="checkbox"/> To speak politely to all members of staff <input type="checkbox"/> To speak politely to all members of the school <input type="checkbox"/> To behave in a mature manner <input type="checkbox"/> To remain seated <input type="checkbox"/> To follow instructions first time <input type="checkbox"/> To write down homework
	<b>Specific Target:</b>	

Lesson	Subject	1-4	Comment	Staff
Reg AM		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
1		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
2		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
3		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
4		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
Reg PM		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
5		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		
6		1 Outstanding 2 Good 3 Satisfactory 4 Inadequate		

School Comment

Signed

Home Comment

Signed

M Culkeen 01/10/2008



## Appendix 4 Report – Reverse

### You are on Report!

There may be many reasons why you are on report however it is important you are behaving in each of your lessons to the best of your ability.

When on report you should be achieving a grade 1 or 2, a grade 3 is not good enough; you should be making a special effort and meeting all your targets.

Read the descriptions below to see what you must do.

<b>Grade</b>	<b>Description (all points may not be applicable)</b>
<b>1</b>	An outstanding lesson. You have surpassed your targets. You have arrived to the lesson on time or even early and you have all the required equipment. You have completed all of the work to a very high standard and started or even completed some extension work. The teacher has had occasion to talk to you often regarding your excellent behaviour and attitude to work. You have taken part in the lesson well.
<b>2</b>	A good lesson. You have met your targets well. You have arrived to the lesson on time and you have more than the minimum amount of equipment. You have completed all of the work to a good standard and the teacher has not had occasion to talk to you regarding your behaviour other than positive comments. You have taken part in the lesson very well.
<b>3</b>	A satisfactory lesson. You have just met your targets but nothing more. You may have arrived at the same time as the majority of the class and the minimum amount of equipment. You may have completed most of the work to a satisfactory standard and the teacher has not had occasion to talk to you regarding your behaviour. You have tried to take part in the lesson but there is still room for improvement.
<b>4</b>	An inadequate lesson. You have not met your targets. You may have arrived late and may not be not fully equipped to learn and take part in the lesson. You may not have completed the work and it is to a unsatisfactory standard. The teacher may have had occasion to talk to you regarding your behaviour. You have not tried to take part in the lesson and there is a lot of room for improvement. Unacceptable.

M Culkeen 01/10/2008



# Focus Room Report

Date

Pupils	Form	Pupils	Form
1		5	
2		6	
3		7	
4		8	

Lesson	Comments on behaviour and conduct if necessary				Staff		
1	1			5			
	2			6			
	3			7			
	4			8			
2	1			5			
	2			6			
	3			7			
	4			8			
Break	1			5			
	2			6			
	3			7			
	4			8			
3	1			5			
	2			6			
	3			7			
	4			8			
4	1			5			
	2			6			
	3			7			
	4			8			
Lunch	First Half		Staff	Second Half		Staff	
	1			1			
	2			2			
	3			3			
	4			4			
	5			5			
	6			6			
	8			8			
5	1			5			
	2			6			
	3			7			
	4			8			
6	1			5			
	2			6			
	3			7			
	4			8			