

WHOLE SCHOOL ROUTINES



DARWEN VALE
An Aldridge Community Academy 

DARWEN VALE HIGH SCHOOL

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Lesson transitions:

What are leaders doing – this includes pastoral team:

- On corridors SLT and AHOYs on each corridor – nobody in offices on changeovers
- Talking to students – being cheerful, reminding them to walk on the left and follow the new one way system – The only reason for anyone to use the corridor above reception is if they are in rooms x, y or z
- Asking students what lesson they have next – and reminding them of the best route there
- Addressing all uniform issues – if students are incorrectly dressed then staff should expect students to correct there and then. Do not allow them to correct whilst walking. Any students who need to borrow uniform should be taken to the uniform store by a AHOY
- Directly but cheerfully encouraging students to walk purposefully and quickly
- Retain a positive tone and praise students on a 3 – 1 positive to negative ratio where possible. Praise those who are getting it right.
- Remind students that wasted time is lost learning time
- Smile

What are teachers doing:

- Ensuring that they are at the class room before the lesson begins.
- Greeting students by name with a cheerful but assertive manner
- Squared up in a position at the door to see inside and outside the classroom
- Have DIN task on board or on desks or hand to students and issue simple instructions
- Check student's equipment and uniform on entry
- Have a clear signal to start the lesson
- At the end of the lesson – ensure all students are sat in their seats without coats on in correct uniform
- Dismiss the class in rows

What are the students doing?

- Moving to their next lesson straight away
- Entering the room quietly and sensibly
- Getting their equipment out
- Sitting down in the correct seating plan and starting the “Do it now task”
- Waiting to be dismissed
- Going the way it has been dictated – using the one way system

What will happen if students do not comply

On corridors

- Reprimands by SLT/Pastoral team
- Same day break time detentions/phone call home
- Escalation in line with behaviour policy – isolation – off site – exclusion

In class

- Teacher reprimand – Do it again – have students do the routine again if not perfect
- Cut it short – Know when to stop the Do it again

- Use the C system

What should it not look like?

What would ineffective leaders be doing?

- Sat in their offices
- Not challenging uniform infractions
- Seeing the same students over and over again and not intervening
- Not issuing sanctions
- Not narrating the positive – e.g. “Excellent year 8 moving quickly and purposefully”
- Not enforcing routines

What would ineffective teachers be doing

- Sat at their desks when the students arrive
- Late to their lessons
- Allowing students to enter how they choose
- Not having DIN activities ready
- Not following school rules on sanctions, procedures
- Issuing more sanctions than praise
- Criticising the child not the behaviour

What would the students be doing

- Late
- Rowdy
- Boisterous
- Wasting time
- Engaging in horse play
- Entering the room noisily

Minute by minute plan

Leaders

5 minutes before lesson changeover SLT (who are not teaching) and pastoral team taking up their positions at strategic points:

MJL and LF– top corridor above reception

RC/AV/DH/GH with CG and DA top floor breakout zone

AB and TS– Blue area

DS and DW– Orange area

Using this time to ensure that all students are in lessons (recording any students who are not for follow up later)

On bell SLT and pastoral team should be directing students to next lessons and ensuring that the one-way system is followed. Ask students “what lesson do you have next?” Direct them the shortest

possible route. SLT and pastoral staff should be having positive pep talks with key students “come on I heard you were superb in maths last lesson” All interactions should be really positive leaders and pastoral staff should be smiling. Keep conversations down to a minimum “don’t waste time this is learning time” Do take time to redress uniform problems. Make the child stop and fix the uniform issue there and then if possible. If uniform needs to be organised the pastoral member of staff should take them to the uniform store, fix the uniform issue and then escort them to class.

1 minute after the bell all students should be in lessons. Record the names of students not in lessons after this point and pass to pastoral team for follow up. This should be incremental 1 x late = conversation, 2 x late break time DT, 3 x late phonecall home...

2 minutes after bell any students not in lessons now should have their names recorded as above and be escorted to their lessons by SLT or pastoral lead.

Class teachers

2 minutes before end of lesson teacher switching to next lesson resources and be preparing students to leave and for the arrival of next class.

Student helpers to collect work. Ensure that there is a routine for this; from the left etc

1 minute before bell students instructed to sit quietly. Use this time to cold call students on key learning points from lesson.

On bell dismiss class row by row using an established routine of “stand in silence behind your chairs” dismiss class one row at a time.

With the last row teacher moves to the door with the students to stand in the doorway half in half out squared up to greet the next class and to supervise corridor behaviour.

Ensure that there is a DIN activity either in teacher’s hand to be passed to students as they arrive, on board or on student’s desks. Greet students with a smile, enthusiastically saying clearly “Good morning/afternoon and give simple terse instructions for entry and the DIN task. “Lets try that again – good morning”

Students should enter the room quietly and sit in their allocated seat.

Students get equipment out as explained on DVHS placemat

Teacher checking student uniform as they enter and asking them to fix any problems that can be fixed quickly; “Tuck that shirt in”

Teacher manages the flow into the classroom: Pause every 4-5 students, scan inside the room and positively narrate

Students who do not follow directions

Step 1:

- Lightning quick corrections followed by 2-3 positive corections

Step 2

- Ask students to Do it again

If students are not moving with purpose:

- “Gabby is moving purposefully to her desk”
- “Jordan I know you can do that faster “
- “Hayden you are far more mature than that – go back and do it again”
- “Abi has already started the DIN”
- “Name of student” **now** following direction thank you for your urgency”

Step 3

- If more than 3 students off task, have the class Do it again
 - “Class stop where you are, we can do this much faster and with more urgency. Line up again outside
 - Everyone needs to be lined up outside in 10,9,8.....thank you for your urgency Calluim 5,4,3....
 - Remind them of the expectations
 - Do it again

Step 4

- If one student is excessively disruptive or refuses to fix their behaviour. Patrol should be called for. Student should be removed by Patrol to work in identified buddy room and Head of department should be notified. Head of Department to do the follow up with class teacher.

After all students are seated move to the front of the room and announce:

“You have 5 minutes to complete the DIN – I am going to come round and check for you underlining key words in 1 minute.”

For 30 seconds stand in a corner of the room and scan class for students following directions

1 minute after, lap the room to ensure that all students are engaged and understand the DIN activity.

During DIN activity, narrate the positive:

- “Ellie has her date and heading underlined already”
- “Brandon has started the second question already”

Monitor the work during DIN

- “Use capital letters please”
- “I like the words you have underlined here”
- “Does that sentence make sense?”

For students who do not follow directions:

Step 1:

- Adults use the least invasive form of redirects:
 - Non verbal
 - Use of proximity – stand beside or behind a student

Step 2

- Lightning quick corrections followed by 2-3 positives – “Rebecca pick up your pen and start the activity....Well done, that is a really strong point”

Record the names of any students arriving after this point for sanction

After 5 minutes or when appropriate introduce learning objectives.

The goal

To reduce transitions between lessons to under 1 minute

SLT and Pastoral on corridors

Stage direction – SLT and pastoral team in allocated positions

“What lesson have you got now Lewis? English great (smiling) straight up the main stairs then please”

“Let’s not waste any more time – straight up to English please”

“Tie on please, not got one ok Ms Scott could you take Lewis to the uniform office to get a tie and then up to English please”

If students do not follow uniform instructions – make them stop and do it while you check.

“Deacon I saw you had AAs from English last week, let’s have another great lesson”

Teachers greeting the line

“Good morning/good afternoon (smiling and squared up in classroom doorway) go straight in and start the DIN task” Individualised comments re uniform etc. “Shirt in please”

Expect students to respond with good morning/afternoon

To individuals or small groups

“Great to see you so prompt” “Cavan is equipped and ready for learning well done” “Uniform is looking superb you two – great”

(Teacher scanning all students to ensure compliance – shirts tucked in , ties, skirts at correct length, jumpers/blazers, shoes. Record any latecomers for follow up at a later point)

If student not entering correctly

- ie. Uniform incorrect or unruly teacher says “Rebecca – step to one side – now untick jumper
- Greeting – manners please! OR I will say it again – “good morning” in a strong voice
- Approach – “Promptly please”

Pep talks for students who need setting up for success

“Great lesson yesterday – lets have the same again”

“Superb answers in class last week – I am coming to you first today – remember academic response”

“I have seen how close you are to your bronze pin – well done”

After the appropriate amount of time to complete DIN activity stand still in front of the class and say:

“Well done for a positive and punctual start. Today we are learning about....(Strong voice)

5 minutes before the end begin preparations for dismissal, using student helpers to collect material, instructing students to pack away. With one minute to go all equipment should be away and students should be sat quietly – cold call at this point about learning points.

“Stand behind your chairs in silence” “first row off you go” “What lesson do you have next?, great, remember to use the Yellow stairs”

Move to the doo with last group and square up ready for next class.



Start of the day

What are leaders doing? This includes the pastoral team:

- SLT and AHOYs should be deployed on each corridor – nobody should be in an office between 8:30-8:45am
- As the students arrive talk to them – Smile and say good morning
- Addressing all uniform issues – if students are incorrectly dressed then staff should expect students to correct there and then. Do not allow them to correct whilst walking. It is important that the students are as smartly dressed when they arrive and throughout the whole day.
- Directly but cheerfully encourage students to walk purposefully and quickly on the way to their form/assembly
- Always be in your correct duty position and on time so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who does not use the correct student entrance when arriving to school.
- Praise students for being on time and in correct uniform – with coats off

What are teachers doing?

- Ensuring that their classroom is ready for form time activities and resources are collected for lessons that day.
- Encouraging pupils to be on time and starting form time promptly at 8:45
- Support leaders and pastoral staff by meeting and greeting their pupils around the area where their form room is.
- Directly but cheerfully encourage students to walk purposefully and quickly on the way to form/assembly.
- Smile and say good morning.
- If on duty, always be in your correct duty position so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who does not use the correct student entrance or one way system when arriving to school.

What are students doing?

- Arrive to the school building promptly and cheerfully whilst paying full attention to any instructions given by the staff.
- Promptly and purposefully walking to their form time ready to begin form at 8:45.
- Being in the correct uniform before they enter the school gates and ensuring that they are not wearing their coats until they leave the school building.
- The one way system needs to be followed and respected at all times, which includes at the start of the school day.
- If students are attending before school activities or clubs, then they should promptly go to the location of that club to ensure a swift start.
- All students should enter through the identified student entrance and under **NO** circumstances should they walk across the grass at the front of school on their way into the school premises.
- Student's mobile phones will be switched off and in their bags as soon as they enter the school gates at the front of school and should remain there until they have left the school gates after 3:15.

What will happen if the students do not comply?**On the way into the school building:**

- Reprimands by SLT/Pastoral team/staff who are on duty (all staff!)
- Same day break time detentions/phone call home
- Escalation in line with behaviour policy – isolation – off site – exclusion

In form:

- Teacher reprimands
- Use the behaviour/C system
- Do not allow the students to enter form until they are displaying the correct behaviours

What it should not look like:**What would ineffective leaders be doing?**

- Sat in their offices
- Not ready to boss their areas (in the case of subject leaders if they are not teaching)
- Not challenging uniform infractions
- Not issuing sanctions
- Not narrating the positive – e.g. “Well done on a great day – see you tomorrow”
- Not enforcing routines or upholding the basic expectations attached to arriving to school building e.g. not challenging any students who are loitering in the toilets and not moving to form
- Not being in their duty positions on time

What would ineffective teachers be doing?

- Sat at their desks when the students arrive to form

- Allowing students to enter the school building and their classrooms in a way that they choose
- Not following school rules on sanctions, procedures
- Not supporting those on duty with any students who may not be entering the building in the way that is expected.
- Not being ready to begin form time at the agreed time.
- Not being in their duty positions on time
- Not challenging uniform infractions, inappropriate behaviour, mobile phone use and lateness.

What would students be doing?

- Wearing coats inside the building
- Not wearing their uniforms correctly
- Entering the school building in a rowdy manner
- Being late to school/form
- Hang around classrooms/dining room/toilets waiting for other students
- Disrespect the school rules on the way into the building
- Running on corridors
- Use a mobile phone on the school premises

Minute by minute plan:

Leaders:

At 8:30 SLT/MLL (who are not teaching) take up their positions at strategic points:

All staff need to ensure that they are in/at the correct positions as identified by the duty rota

Use this time to ensure that all students are aware that they are being monitored in the first stages of the school day and to ensure that all staff feel adequately supported in the starting stage of the school day.

As the students move towards their form room/assembly the SLT and the pastoral team should be directing the students to the nearest route to form ensuring that the one-way system is followed. Ensure that positive interactions occur on arrival and try to identify positive events that occurred the previous school day; congratulate the students where possible. With a smile, direct them to the shortest possible route. Make sure that any issues with uniform are addressed and challenged further where appropriate, if it is necessary use the behaviour system.

Any teachers who are on duty at the start of the day but are teaching period 1 need to ensure that their form room is set up prior to their duty start time so that they can leave their duty point with enough time to meet and greet form but also monitor their duty point.

Aside from monitoring and supporting the students as they enter the school building, use this time to identify any gaps in duty positions and support where appropriate.

½ minutes after the bell any students who are still not in form time will be escorted by a school leader or any member of staff who doesn't have a form. Please be aware that this does not just

apply to SLT. If a student refuses to comply then their name needs to be recorded and given to the appropriate pastoral lead/DOP. Sanctions for loitering should be incremental e.g. 1 occurrence should be a conversation via the pastoral lead with the student; 2 occurrences should be a break time detention and 3 occurrences should be a phone call home from the pastoral lead to the student's parents.

Any latecomers (after 8:45) sign themselves into student services which is manned by AHOY at this time. If a student is late then they are issued with a detention slip and told they have a break detention that day, unless they have a valid note with them that day of a medical appointment for example.

Pupils arriving late with no uniform will be supplied with uniform by student services.

Form teachers:

The **last minutes** before the start of the school day should be spent ensuring they are at their rooms ready to meet and greet their forms or at the correct assembly point to meet and greet pupils for assembly.

At the sound of the bell, when the teacher is satisfied that the class are ready to enter the teacher should be stood square, 'squaring up' in the doorway to monitor the students' entrance. All conversations should be positive while this happens. This approach presents a golden opportunity to reward the students with any praise from the previous day.

1-2 minutes after the bell all form tutors should now be in their form rooms or assembly delivering their form time activities. Form tutors should be actively teaching their students and not sat at their desks or arriving late with a hot drink.

Non-form teachers:

Managing their department areas to ensure students are going to form/assembly promptly.

Supporting the DoP/AHOY/FTs of the year they are attached to be being in assembly. Ensuring that students are:

- In the correct uniform
- Lining up in a sensible and calm manner, with the rest of their form
- Entering assembly in silence

Monitoring pupils in assembly by sitting with a form.

The goal to eradicate student lateness and to ensure that calm and order is kept within the school at all times.

This is what we will be doing across the school this year.

Stage directions for staff meeting and greeting students on arrival to school/form/assembly:

- Use a Strong voice – square up and stand still address students formally making eye contact with each one. Once you are satisfied that the students are ready to enter the form room, the criteria for entering the room is as follows:

1. Students are dressed in the correct uniform (no coats, mobiles, ties on, no trainers etc.)
 2. You have greeted every single student with verbal and non-verbal cues
- Positive framing – narrate the positive.
 - “Good morning, Gemma, great job on your contribution to the food bank this week...”
 - “Alex looks like he is moving with purpose”
 - “Matthew is getting started on his reading book right away”
 - “You look very smart today Diane, well done for remembering your tie again”
 - Be seen looking at all pupils around your area not just in your form – scan all learners, make it obvious, crane your neck, crouch down, eye contact, “I’m looking for model Vale students here” “Let me see some Vale pride in the way that you’re going to be starting the school day”

Leaders/teachers in allocated duty positions at the start of the day:

“What’s the topic in form time today Andy? Buddhism great (smiling) straight up the main stairs please”

“Morning boys, you need to be in form in 1 minute, let’s make our way there promptly. Well done for yesterday’s effort in PE Mr Broderick was singing your praises.”

“I know that you’ve got a tie Cathy, put it on please, nice and smart before we enter the school premises”

If students do not follow uniform instructions – make them stop and do it while you check.

“Good morning Nathan - well done on finishing your book in reading time last week – looking very smart too – what are you going to be reading next?”

The end of the day:

What are leaders doing? This includes the pastoral team:

- SLT and AHOYs should be deployed on each corridor – nobody should be in an office at the end of the day.
- As the students leave talk to them – be cheerful, reminding them to walk on the left and follow the new one way system.
- Ensure that there are no students waiting outside of classrooms for their friends. Any student who needs to see a teacher should have a note. If a student can’t produce a note then they will need to move along.
- Addressing all uniform issues – if students are incorrectly dressed then staff should expect students to correct there and then. Do not allow them to correct whilst walking. It is

important that the students are as smartly dressed when they leave at the end of the day, as they are when they enter the school building in the morning. They should not wear their coats until they leave the building.

- Directly but cheerfully encourage students to walk purposefully and quickly on the way out of the building.
- Smile and say goodbye.
- Always be in your correct duty position so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who walks across the grass at the front of the school.

What are teachers doing?

- Ensuring that the lesson does not end before 3:14. The last minute should be spent packing things away and readying the students to leave.
- Instructing and ensuring that all students are stood behind their chairs in silence ready to exit the lesson.
- Support senior leaders and pastoral staff by walking with their students out of school to ensure a slick emptying of the building.
- Directly but cheerfully encourage students to walk purposefully and quickly on the way out of the building
- Smile and say goodbye.
- If on duty, always be in your correct duty position so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who walks across the grass at the front of the school.

What are students doing?

- Promptly and purposefully pack away their things in the last minute of the lesson, which includes placing their chairs onto the desks; ensuring that all classroom and personal equipment is packed away and ensuring that they are not wearing their coats until they leave the school building.
- Leave the school building promptly and cheerfully whilst paying full attention to any instructions given by the staff. The one way system needs to be followed and respected at all times, which includes at the end of the school day.
- If students are attending after school activities or clubs then they should promptly go to the location of that club to ensure a swift start.
- All students should leave through the identified exits and under **NO** circumstances should they walk across the grass at the front of school on their way out of the premises.

What will happen if the students do not comply?

On the way out from the school building:

- Reprimands by SLT/Pastoral team/staff who are on duty (all staff!)
- Same day break time detentions/phone call home

- Escalation in line with behaviour policy – isolation – off site – exclusion

In class:

- Teacher reprimands
- Use the behaviour/C system
- Do not allow the students to leave until they are displaying the correct behaviours for leaving the school building

What it should not look like:**What would ineffective leaders be doing?**

- Sat in their offices
- Not ready to boss their areas (in the case of subject leaders if they are not teaching)
- Not challenging uniform infractions
- Not issuing sanctions
- Not narrating the positive – e.g. “Well done on a great day – see you tomorrow”
- Not enforcing routines or upholding the basic expectations attached to leaving the school building e.g. not challenging any students who walk on the grass at the front of school.
- Not being in their duty positions

What would ineffective teachers be doing?

- Sat at their desks when the students leave the school building
- Allowing students to leave the school building and their classrooms in a way that they choose
- Not following school rules on sanctions, procedures
- Not supporting those on duty with any students who may not be leaving the building in the way that is expected.
- Not being ready for any after school clubs that begin at the agreed time.
- Not being in their duty positions

What would students be doing?

- Not supporting the teacher or the other students in preparing the room for a timely exit
- Wearing coats inside the school building
- Not wearing their uniforms correctly
- Leave the school building in a rowdy manner
- Not leave the building within an appropriate time frame
- Hang around classrooms waiting for other students
- Disrespect the school rules on the way out of the building
- Run on corridors
- Use a mobile phone on the school premises

Minute by minute plan:**Leaders:**

5 minutes before the end of the school day SLT/MLL (who are not teaching) take up their positions at strategic points:

All need to ensure that they are in/at the correct positions as identified by the duty rota. **It is particularly important that those who are on duty at the front of school are in their positions promptly and on time.**

Use this time to ensure that all students are aware that they are being monitored in the final stages of the school day and to ensure that all staff who are still teaching feel adequately supported in the closing stage of the school day.

As the students leave their classrooms, just after the bell, the SLT and the pastoral team should be directing the students to the nearest exit ensuring that the one-way system is followed. Ensure that positive interactions occur on the way out and try to identify positive events that occurred within the school day; congratulate the students where possible. With a smile, direct them to the shortest possible route. Make sure that any issues with uniform are addressed and challenged further where appropriate, if it is necessary use the behaviour system.

Any teachers who are on duty at the end of the day but taught during P5 need to get to their duty points as soon as the students have left their classrooms.

1 minute after the bell all leaders should already be in their duty positions. Aside from monitoring and supporting the students as they leave the school building, use this time to identify any gaps in duty positions and support where appropriate.

2 minutes after bell any students who are still in the school building and who are not attending any after school clubs, sporting events or revision sessions will be escorted out of the building by a school leader. Please be aware that this does not just apply to SLT. If a student refuses to comply then their name needs to be recorded and given to the appropriate pastoral lead/DOP. Sanctions for loitering should be incremental e.g. 1 occurrence should be a conversation via the pastoral lead with the student; 2 occurrences should be a break time detention and 3 occurrences should be a phone call home from the pastoral lead to the student's parents.

Class teachers:

The **last minute** before the end of the school day should be spent readying the students to leave the school building. This time should include reminders about our expectations surrounding uniform, namely, that the correct uniform needs to be worn and worn correctly at all times, which includes when they leave the school building.

At the sound of the bell, when the teacher is satisfied that the class are ready to leave the teacher should be stood square, 'squaring up' in the doorway to monitor the students' departure. All conversations should be positive while this happens. This approach presents a golden opportunity to reward the students with any praise from the lesson.

1-2 minutes after the bell all class teachers should now be out in the immediate vicinity to their classrooms and if appropriate teaching areas. Here, they should support those who are on duty in

ensuring that the students make a swift and prompt exit out of the school building. Any help identifying any students who do not comply with this should also be given.

The goal to eradicate loitering after the school day and to ensure that calm and order is kept within the school at all times.

This is what we will be doing across the school this year.

Stage directions for teachers in classrooms just before and during student dismissal at the end of the day:

- Strong voice – square up and stand still address students formally. Once you are satisfied that the students are ready to leave, move to your doorway – square up again and begin. The criteria for leaving the room is as follows:
 1. Anything that needs to be packed away has been packed away
 2. The students are stood silently behind their chairs
 3. The students have waited for the teacher to be in position at the door to the classroom for dismissal. This means that they are standing squared up (half in/half out of the doorway).
- Positive framing – narrate the positive – assume the best and Do it again. Live in the now – “I need you to stand behind your chair in silence with your shirt tucked in and with your coat off Josh”... not “your shirts hanging out like always.”
- Be seen looking – scan all learners, make it obvious, crane your neck, crouch down, eye contact, “I’m looking for model Vale students here” “Let me see some Vale pride in the way that you’re going to be leaving the building”

Leaders/teachers in allocated duty positions at the end of the day:

“What lesson have you just had Ben? English great (smiling) straight down the main stairs please and we’ll see you tomorrow”

“Thanks girls, you need to be out of the building in 1 minute, let’s make our way out. Well done for today.”

“I know that you’ve got a tie Jake, put it on please, nice and smart as we leave the building”

If students do not follow uniform instructions – make them stop and do it while you check.

“Well done on the rugby performance Tobi – looking very smart too – see you tomorrow for another great day!”

For leaders/teachers in duty positions outside the front of the school:

“Let’s make sure that we don’t walk across the grass – that is superb modelling of how to go home.”

“Well done for your achievements in science today Connor, I’ve heard lots of good things. Let’s move out quickly once we’ve been inside the shop.

“Girls, let’s move away from the front of the shop – thanks for supporting our school’s image.”

“Wow! Look at this group of superb Vale students representing the school so well with their courteous behaviour and polite manners to the public.”

Example timings

3.10 – SLT who are not teaching and pastoral leaders are positioned in their duty points. Subject leaders if they are not teaching are present within their subject areas.

3.15 – Class teachers begin to dismiss their students providing that they have shown and continue to display the necessary behaviours that are required to leave the school building in an appropriate way.

3.17 – Unless they are attending an after school club, revision session or are representing the school in a sporting fixture there should not be any students within the school