

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Aiming for Happiness and High Standards



Behaviour Policy

Mission Statement

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High standards**.*

We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability.

We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.

This statement of policy was first devised by staff, children and parents in 1997 and fully revised in 2005, 2009, 2014 and 2016. It is now reviewed annually. The basic principles have been used successfully now in four schools and the policy has been warmly praised by OFSTED. As with any policy the content is only as good or useful as those that are using it and at Fairfield we are very proud of the skills of our staff in managing and most importantly preventing potentially difficult or disruptive behaviour.

The policy sets out the rules, rewards and sanctions in operation at Fairfield Community Primary School. Before we re-publish the document we would like to a) remind parents of the content b) ask for any suggestions that we could make to improve the document.

We have a policy because we need to guarantee: -

- i) That your children will be safe while they are in our care
- ii) That effective teaching and learning is taking place within school

As a staff we hope that you will support us. We ask you to discuss the policy with your children and return the slip to school with your suggestions or concerns by 17th October 2014.

Thank you in anticipation of your support.

AIMS OF THE BEHAVIOUR POLICY

Everything we do as a school is aimed at achieving Happiness and High Standards. Neither can be achieved without discipline.

Children are not happy in poorly ordered classrooms and they are certainly not happy if they don't feel safe from the physical fears which can be present in poorly disciplined playgrounds.

High standards of work cannot be achieved if disruption means that children do not have the opportunity to listen to information and instructions. Neither can high standards be achieved if poor behaviour means that children are simply not getting through enough work and disrupting those who want to get on. In our own school OFSTED reports that behaviour is "Good". (See appendix) In September 2014 the Chief Inspector of Schools OFSTED reported that in English schools as a whole an average of one hour of teaching time per day was wasted on dealing with low level disruption. Five hours per week!!!

In setting out the procedures which we hope will lead to high standards of behaviour we have two main aims:

- i) Through the sharing of information and the building of understanding to work with parents in establishing the levels of behaviour necessary for children to work hard in safety.
- ii) Through the establishment of clearly understood rules, rewards and sanctions, to quickly teach young children the behaviour expected of them.

We will then be making progress towards developing the only real form of discipline - **Self-discipline**.

Our aims can be set out as follows:

- 1) To keep children safe by ensuring that they follow instructions quickly and keep rules aimed at promoting safety.
- 2) To prevent bullying both physical and mental. This includes any form of racist or discriminatory behaviour.
- 3) To create the conditions whereby teachers can teach and children can learn. This will lead to higher standards.
- 4) To establish parents as our partners in promoting good behaviour, hard work and respect for other people.
- 5) To develop self discipline so that good behaviour is maintained without resorting to sanctions.

- 6) To promote good relationships and a happy environment. This will prevent the negative atmosphere that can result from constant telling off.
- 7) To provide a structure which will take the emotion out of the maintenance of discipline.
- 8) To provide a structure which makes it clear to all parties that all children are treated equally and that nobody is "picked on" and nobody rewarded as a "favourite". Discipline is not personal. It is a cliché but very important that children understand that is **poor behaviour** being exhibited that we do not like as opposed to it being any child as a person.

ABOUT THE BEHAVIOUR POLICY

The policy has been developed through discussions based on staff experience in different schools and education authorities; at issues raised by children themselves, parents and governors. It is now undergoing its fourth review.

Particular note was taken of research done into the behaviour of school children, most importantly, *The Elton Report - "Discipline in Schools" - 1988*

This report states: -

"The best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction."

Staff experiences backed up the findings of the research which identified five important elements to successful management of behaviour.

- 1) A recognition that "Prevention is better than cure".
- 2) The need for clearly defined rules which are known, accepted and acted upon by children, staff and parents.
- 3) The need for positive aspects of behaviour to be emphasised and communicated.
- 4) The need for consistent and appropriate use of penalties within a system which is seen to be fair.
- 5) The importance of working in partnership with parents.

Each of the above five points is covered by our policy.

PREVENTION OR CURE?

Prevention is achieved by developing self-discipline within the children. Many of our teaching methods are designed to develop this.

Prevention is also achieved by removing the opportunities for misbehaviour. (For example, staff being present on corridors when children are moving through and placing themselves in positions in lines where children are in view. A teacher marching off at the front cannot see what is going on behind)

Appropriate levels of work are vital. Children who are bored because work is too easy or frustrated because it is too hard are likely to misbehave. Often children struggling will misbehave in order to mask the problems. Being told off loses less credit than not being able to answer a question. Good teaching will engage children and lessen the opportunities for poor behaviour.

Good classroom teaching plays a vital role in preventing breakdowns of behaviour. Children require work at the right level, enough of it and they need to know exactly what to do next. Well-established classroom routines also help children feel secure and prevent opportunities for children to capitalise on confusion.

Strong links have been found between the appearance of schools (e.g. tidiness, lack of litter and graffiti) and children's behaviour.

Bullying will be dealt with later within the policy but in terms of prevention, the Elton report advises in many cases both bully and victim are children who may be unpopular with peers. Schools need to identify such pupils at the earliest opportunity.

Finally, in terms of prevention, a child's attitude to school is a very important element of self-discipline. Our school aim is for "Happiness and High Standards". The happier and more secure a child feels with school the more willing he or she will be to conform to our code of conduct. A warm professional bond with the class teacher means that children are anxious to please and therefore work harder and try to avoid disappointing that member of staff.

This conformity is further added to when the child feels some "ownership" of the rules he or she is expected to keep.

REWARDS

A system of rewards known and understood by children, staff and parents is vital in encouraging good behaviour and preventing the poor behaviour for which sanctions would be imposed.

Rewards and the public presentation of them contrived for presenting them also serve the purpose of giving attention to children choosing to do the right things rather than on those choosing poor behaviour. Traditionally the names of "naughty" children would be the most well known within a school. This only re-enforces poor behaviour.

Another very important advantage of the reward system is that it serves as a positive form of communication with home.

In order to work successfully a system of rewards must be:

- a) Known and understood.
- b) Easy to administer
- c) Tangible in order that young children can build a "cause and effect" picture of behaviour

Finally they must work. Rewards which are not encouraging good behaviour should be withdrawn (e.g. We tried raffle tickets at lunchtimes but found it unsuccessful).

Much of our behaviour management is based around a system adapted from the

THE SYSTEM OF REWARDS AT FAIRFIELD

Each class will have its own system of rewards which will have been agreed between the teacher and the children and will help maintain a positive feel to the maintenance of discipline. However, there is also a whole school system of rewards and sanctions which are understood by all children.

The children are organised into prides. This term has a double meaning. It is a reminder that children should be proud of everything that they do and in order to promote a team ethic the children are organised into groups with the names of Big Cats: Lions, Tigers, Panthers and Leopards. The collective term for a group of cats is a pride. Each pride is led by staff members and has a special dance to perform in assemblies. Pride Points are given for special hard work, achievement or any other special achievement. It is essential that the points are only given out if the achievement has been special otherwise they become de-valued. They are then recorded in the child's "Planner".

The points for each week are collected and the winning pride each week performs the dance and the highest earner in each class receives the Top Cat award. This is a certificate and choice of two minor prizes from the prize trolley.

When 50 are achieved the child receives the Bronze award and chooses two minor prizes from the prize trolley.

When 150 are achieved the child chooses a major prize from the trolley

When 300 are achieved the gold is awarded which constitutes a more major prize and certificate.

The prizes are awarded in Family Assembly which is a major event in school and the child's name goes onto the news letter and web site (if permission has been obtained).

House Points

The totals are kept in a league table and the winning pride at the end of each half term receives an award. The reward can differ from half term to half term but usually takes the form of a session on a bouncy castle or a disco. The children themselves choose.

Each pride meets on Friday afternoon for one mixed age session of good fun learning activities. Children who have not worked to their potential or who need to catch up on homework do not attend.

Staying "On Green"

We aim that children who do the right thing and make teaching and learning easier through not disrupting learning get more attention than those who disrupt. Therefore children whose behaviour does not necessitate their name moving from green to yellow on the Going for Green board for an entire half year (ie up to Feb half term) are awarded a green enamel badge to wear permanently on their jumpers. This is a great achievement.

EFFORT AWARD

This is a major achievement. The child chosen to have made the most effort within a week will bring the work to Family Assembly and show it to the school and invited parents. A school pencil and certificate is awarded. This award is not only important for rewarding individuals but also "sells the school" in terms of high standards on display and is a method of monitoring as the Headteacher and others get to see what is in books on a separate occasion to the work sampling schedule.

Book Marks

Reading is our biggest priority. When a child reads a school reading book or with longer KS2 books a chapter of a book, a sticker or cross is recorded on our school book mark. This has twenty spaces and when all spaces have been filled up the book mark is sent to the Headteacher and a reading pencil awarded in Family Assembly

Any collection of three certificates (one of which can be from a home activity e.g dancing or swimming) is rewarded with a school pen.

Family Assembly

The importance of Family Assembly to a positive rewards culture is significant. Therefore staff are asked to be in attendance and excellent hall behaviour insisted upon. As the assembly is used to highlight school achievement, then it is also important the hall environment is tidy and conducive to good behaviour.

RULES

Pupils, parents and staff were all asked for their views and the following list was compiled. We attempted to make the list as short as possible and to phrase the rules in positive tones - do's instead of long lists of don'ts. The question was again put to parents in January 2003 and in 2009 when the policy was revised. We are undertook the same review in 2016 but received no new suggestions.

- ◆ **Keep hands and feet to yourself.**
- ◆ **Do as adults within school tell you.**
- ◆ **Always work to the best of your ability.**
- ◆ **Listen to teachers and other children while they are speaking. (Put your hand up if you want to talk to the teacher or class).**
- ◆ **Move around the school quietly and sensibly. Keep to the left in corridors and do not run.**
- ◆ **Call children by their first names.**
- ◆ **Come to school in uniform and always try to be clean and smart.**

- ◆ No jewellery - studs are allowed but must be removed for P.E, Games and swimming.
- ◆ Only bring toys or belongings into school if your teacher has asked you to. "Swapping" causes arguments and is not allowed in school.
- ◆ Plain crisps, toast and fruit are the only snacks allowed at break.
- ◆ Be proud of your school. Treat each other, visitors and the building with respect.

LUNCHTIMES

This is a particularly difficult time in school as large numbers of children are together and they are not under the immediate supervision of their class teacher.

We try to prevent problems as follows: -

- ◆ Encouraging self-discipline so that children follow rules whoever is in charge.
- ◆ Expecting children to be polite and respectful to all adults.
- ◆ Providing activities for children during lunchtime (e.g. football, large games sets). The dinner ladies receive training in encouraging safe play and encouraging traditional playground pastimes.
- ◆ Providing safe havens for young children e.g. fenced area for Reception, the friendship area in the main playground and clearly marked areas where ball games and boisterous activities cannot occur.
- ◆ Wherever possible having a senior member of staff available in the canteen or playground

Children who cannot or will not behave over the lunchtime period will be subject to a system of sanctions as follows:

- i) Verbal warning
- ii) Name in playground book
- iii) Name in playground book twice in five days or three times in a half term - warning letter
- iv) No improvement or a serious incidence of disobedience or violence - the child is excluded over the lunch period. Please note that a lunchtime exclusion is classified as a half day exclusion. Children on free dinners may collect a packed lunch and then take it home.

In the dining hall we expect children to eat politely and to show good manners, and that they follow the school rules.

We ask children and parents to accept that the welfare supervisors have a difficult job. They are always surrounded by a crowd of clammering children. When approached with a problem and it cannot be heard properly the dinner ladies will reply "Come and tell me in five minutes when it is quieter". The child should persist and if there is still too much fuss surrounding one lady, either go and find another welfare supervisor or the Head Teacher. Welfare Supervisors never say "Go away".

Finally the children are all told to make sure that their class teacher is informed of any major problem they have had over lunchtime.

SANCTIONS

A sanction is a punishment. Our rewards are very important because "the carrot is better than the stick", but it is also vital that the school has a clearly understood system of sanctions which are:

- a) Known and understood by all members of the school community especially children, parents and staff.
- b) Carefully graded in order to ensure that the Sanction applied matches the seriousness of the misbehaviour.
- c) Applied with complete consistency regardless of the child in trouble, the previous record of that child or the teacher applying the sanction.

School discipline is greatly helped if the above conditions are in place. Knowledge of the system and absolute consistency in its application gives us the opportunity for maintaining all important parental support because it takes the emotion out of the application of a sanction. Everybody can remain calm because there are no choices. The child and his/her parent know what to expect and therefore the accusation that a child is being "picked on" cannot be made.

The lack of confrontation then helps to mend fences more quickly and enable us to get back to the more positive relationship necessary for the child to flourish with his/her work.

In order to maximise the potential success of any system of sanctions, it is essential that all of the facts are known. Evidence must be taken using an "Incident Record Sheet" available in the staff room (preferably from children working alone i.e. split up from other witnesses) and where possible this should be written on the school evidence sheet in order that parents can be informed.

The classroom sanction system is part of our Pride behaviour package.

Each class displays a board split into red, yellow and green. All children start everyday with their name on the "green for good" section of the board. The following will then apply.

- For minor disruption e.g. failure to "stop and listen" eye contact will be made by the teacher.
- If this has no effect a warning will be given.
- At the next incident of disruptive behaviour the child's name will be moved to the yellow part of the board.
- If a further incident occurs the name is moved from the yellow section of the board to the red section.

Twice on yellow constitutes moving to red. If a child goes onto the yellow section three times in a week or red twice in a week then Sanction Level One will be imposed.

Sanction level One provides a contact with parents up to that point we deem incidents to be internal school matters. (It is too time consuming to spend time arguing about why a child has gone onto yellow each day.)

Where regular contact is needed the child will either have been sufficiently disruptive to be at Sanction Level One, or there should be other forms of dialogue with home.

Staff are asked to keep a weekly record of movements to yellow and red on a school form. This makes it easier to explain to parents why a sanction has been imposed.

"Stop and Listen"

We are aware of the danger of talking for too long and children losing concentration (Research estimates one minute of pure concentration per year of age). Loss of concentration and ENGAGEMENT will result in poor behaviour. In order to ensure engagement during necessary talk time Fairfield children should be aware of the "Stop and Listen" rule from the very youngest of ages. This means that when an adult is talking and the instruction "stop and Listen" is given. Children:

- Look at the talker
- Put down any objects and stop any activity
- Fold arms to ensure that fiddling isn't taking place.

In order not to waste the effectiveness of "Stop and Listen" teachers are advised to have relax signal so that it is clear when this strict period has ended. (when listening for longer periods some SEN children need to be doing something soothing with their hands).

Failure to "stop and listen" means that not only is the child not listening concentrating on learning, but it is also likely that other children will be prevented from learning too.

Finishing Work

Children can be moved to yellow for not completing sufficient work within timescales. Where this is happening without any other forms of disruption the Headteacher needs to be informed to check that work is at the correct level and that rigorous but achievable targets have been set.

Removing Children from Classrooms

There are occasions when a "time-out" for a child exhibiting disruptive behaviour is necessary for either the child themselves or other learners. In such cases a receiving class should be identified and "BoS" work set. Children with special behavioural needs are sometimes given a yellow file to take to a Key Stage leader and a Red File to take to the Headteacher. Both should be used as a last resort as overuse breeds familiarity and the effect is lost.

Missing Treats

Children should not miss curriculum lessons such as PE or swimming. On very rare occasions a decision to do this will be made as a last resort by the Headteacher. Children who go to Sanction Level 2 will miss swimming the next day as they have proved that they cannot be trusted to behave in public.

SANCTION LEVELS

Sanction Level One - (Persistent disruption in class; persistent lack of effort with school or homework; being sent to Key Stage Leader twice; not having PE kit on a third occasion; name calling; swearing; minor violence) - **Letter home, child misses break for the next __ school days.** (2 days Y1 and Y2; 3 days Y3, 4 days Y4, 5 days Y5, 6 days Y6).

Sanction Level Two - (No improvement in behaviour following Sanction Level One; more serious violence; rudeness to adults; lying to adults) - **As Sanction Level One but the break missed = lunchtime as opposed to morning break; detention for one hour after school (24 hours notice given).**

Sanction Level Three - (Very serious misconduct of the same nature as Sanction Level Two) - **As Sanction Level Two above but a warning of possible exclusion is issued and the child is required to have a daily behaviour report.**

Sanction Level Four - (Very serious misconduct; violence towards adults) - **The child will be excluded from school permanently or for a "fixed" period. Documentation sent to the local authority.**

LUNCHTIMES - First lunchtime sanction level leads to the sanctions above. Second incident leads to a written warning of lunchtime exclusion. Third incident leads to a lunchtime exclusion.

All levels will involve withdrawal of privileges. Fruit will be offered but other snacks will not be allowed for children missing break as a sanction. Children remain on a level until the issue has been discussed with a parent. Incidents occurring on the way to or from school will be subject to school discipline as they impact upon school life.

It is very important that parents are informed when sanction periods have come to an end and if they have been supportive are thanked.

Similarly it is very important that the parents of children who have been wronged are informed what action the school took against the wrong doer. We often forget to make sure that this happens and this is a mistake on our part.

EMERGENCIES

In the extremely rare case where a child is being violent and cannot be controlled the safety of other children has to become paramount. A whistle should be blown and the rest of the class evacuated from the vicinity. **Two sensible** messengers should be sent to get help from the admin corridor whilst the adult in charge remains in the vicinity and observes the perpetrator who will now be isolated. A member of SLT will take over dealing with the situation.

BULLYING

Bullying prevents **happiness** and because schoolwork becomes irrelevant to a distressed child it prevents **high standards**.

It cannot and will not be tolerated. It is for this reason that our rules and sanctions relating to the treatment of others are so clear.

- Keep hands and feet to yourself.

This rule protects children from injury through punching, kicking, slapping or pushing.

Breaking of the rule leads automatically to a Sanction level being imposed. "Toy fighting" ,pretend wrestling or computer games such as "Assassins Creed" is not accepted as an excuse. Indeed a serious bully if caught is likely to say, "I was only toy fighting" and his or her frightened victim will be expected to back the story up.

As much pain and stress is caused through verbal bullying as through punching or kicking. Our rule on this is clear.

- Call other people by their first name.

This rule protects children from being called names relating to their race, appearance or ability. Name-calling also leads to Sanction One. Name calling regarding skin colour or racial origin will not be tolerated at Fairfield and is a criminal offence. Rules in the Racial Harassment Policy come into operation

Any incidents have to be logged with the LA.

Swapping e.g. football cards is not allowed as a bully could put pressure on a child to give something away. As cards encourage reading controlled swapping is allowed by it only taking place at the top of the steps where an adult is present.

WHAT SHOULD CHILDREN AND PARENTS DO ABOUT BULLYING

The answer is simple: "Tell someone". WE ALWAYS DO SOMETHING ABOUT IT!!

Children are advised to tell their teacher and of course their parents. Parents should then contact school and WE WILL ACT AND WE WILL STOP IT. This will usually involve invoking a sanction. This has the advantage of requiring the bully's parents to contact school. Most parents are ashamed to hear that their children are involved in bullying and support us in stopping the problem. By using the sanction system with its four stages, a bully who does not stop will reach Sanction Four and therefore be excluded.

It is of course tempting to say, "If someone hits you, hit 'em back".

Unfortunately for the individual this is not a sensible or workable option. It is not a useful life skill: - where do you draw the line when somebody becomes too big to hit back? It accelerates violence and as the children get older it can lead to very serious incidents e.g. Older children, gangs and weapons becoming involved.

It is also not workable in school. Adults must be in charge of justice and children are safer where this is so. Where children themselves become involved in laying down the law we very quickly get to the situation where the biggest, strongest child becomes the law maker and violence leading to further bullying is the result.

A final argument against a system whereby people are allowed to "hit back" is that bullies do not get caught. Usually their first response is "They hit me first". Under our system they know that this will not work. If they have hit at all they know they are in trouble.

Obviously we do not expect or want children to peacefully accept being hurt. The children can use the MINIMUM force necessary to remove themselves from a dangerous situation and get themselves to safety. They must then inform an adult in school to listen and if no one else can be found the Headteacher will be available AT ANY TIME to hear of a bullying related problem.

Finally it must be stressed that we all need to be very careful about the term "bullying".

Although it would be foolish to say it never happens at our school, bullying is defined in the Chambers Dictionary as "treating with persistent cruelty" and as such is very rare. We would also term it as "bullying" if one child was much bigger or stronger than another within a physical conflict. Far more often we are dealing with one off incidents which although serious and deserving of our immediate attention to stamp them out, do not have the sinister tone of a long-term campaign against one person.

However whether a one off incident or "bullying". TELL SOMEBODY AND SCHOOL WILL DEAL WITH IT!!

I hope that all members of the school community will understand the need for the various procedures which are set out in this policy. We hope that parents will support us, as our goal is for a happy and safe school where people can work and play to the best of their abilities in safety without distraction.

APPENDIX 1 – Children’s Report

INCIDENT		
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NAME

DATE

What has happened?

Who else was there?

What do I expect to happen?

What would I do next time?

Appendix 2 – Sanction letter

FAIRFIELD COMMUNITY PRIMARY SCHOOL

DATE: _____

NAME: _____

Dear Parent

With regret I am informing you that _____ has been placed on Sanction Level _____ of our school disciplinary code.

This follows

Would you please telephone or come into school to make an appointment with me so that we can discuss the matter.

As our disciplinary code is aimed at maintaining safety and/or standards of work, I hope that I can rely on your support in reminding your child that behaviour of the type outlined has no place in school. A full copy of the behaviour policy is available on request.

Yours sincerely

C.J.Ashley
Headteacher

The following is a four level system of sanctions for serious episodes of misbehaviour:

Sanction Level One – (Persistent disruption in class; persistent lack of effort with school or homework; being sent to Key Stage Leader twice; not having PE kit on a third occasion; name calling; swearing; minor violence) – **Letter home, child misses break for the next __ school days.** (2 days Y1 and Y2; 3 days Y3, 4 days Y4, 5 days Y5, 6 days Y6).

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Appendix 3 - Section from OFSTED inspection report - May 14.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are very polite and courteous towards each other and all adults. When one pupil held the door open for another, the exchange of comments was, 'Thank you' with the response of 'You are welcome.' This is typical behaviour seen around the school.
- Pupils play well together in the playground and the younger pupils enjoy the Year 5 play leaders organising games and activities for them. Pupils respond immediately to the end of play whistle and take pride in lining up quickly and quietly for the purposeful walk back to class.
- The school council gives the pupils a strong voice which they use wisely. Pupils have initiated the improvements in the toilet areas, the remarking of the playground, the purchase of basketball hoops and staging in the hall.
- Pupils are aware of all forms of bullying, including cyber-bullying, and say that it, along with intolerant language, is extremely rare. All pupils say they know what to do if there is a problem and confidently report that it would be dealt with quickly and effectively. In their words, 'It would not be tolerated.'
- The school's work to keep pupils safe and secure is good.
- The vast majority of parents agree that their children are safe and well looked after in school.
- Pupils say that behaviour in lessons is good. However, a minority of pupils sit back and let others answer questions or take a lead role in group activities. To try and encourage, particularly these pupils, to have a greater thirst for learning the school includes philosophy on the curriculum.
- Pupils wear their uniforms well and keep their classrooms neat and tidy. There are class monitors for many different tasks, including the emptying of the recycling bins.
- Attendance is above average and punctuality is excellent.