

Name: _____

Form: _____



The way we do things at WOA 2025-26



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A day in the life of WOA...



Time/Lesson	The way we do things...
Before school	- We arrive to school by 8.40am. Smart Start begins at 8.45am. We need a couple of minutes to make our way to our form room. - We do not wait around outside school in the drop off zone or outside reception. We walk through the main gates and onto the school site. - As we travel to school we are in our WOA uniform. We are representing WOA. We dress smartly and behave as we would in school with staff present.
8.00 – 8.40am	- Breakfast Club is open in the Tech Hub. - We play ball games on the playgrounds, or in the MUGA, well away from buildings. - If we enter buildings we follow the one-way system on corridors and stairs. - We move around speaking in normal conversation voice because other people will be working, getting ready for the school day. - If we need to go to the toilet or fill our water bottles at the water fountain, we do this before 8.40am. - We are careful not to spill water on the floor at the fountain because this can be a hazard. - We leave toilets clean and tidy as we would wish to find them.
8.40am	- We move promptly to Smart Start as soon as the first bell sounds. We walk with purpose following the one-way systems on corridors and stairs and do not stop to have conversations. - We move around speaking in normal conversation voice to demonstrate respect. We never push or put our hands on others. - On arrival we follow 'the ready to learn' routine.
8.45 – 9.05am Smart Start	At the end of Smart Start we listen to our Form Tutor's instructions and follow the 'ready to leave' routine.
9.05 – 10.05am Lesson 1	- When we are dismissed we leave Smart Start in an orderly fashion. - We move promptly to Lesson 1 as soon as we are dismissed. We do not wait for others.

	• We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations. • We move around speaking in normal conversation voice to demonstrate respect. • We do not go to use toilets and water fountains. We know that we are given time at break and lunch times to do this. • We never push or put our hands on other people. • We do not eat, wait around, lean on or touch walls and displays. • On arrival we follow the 'ready to learn' routine.
10.95 – 11.05am Lesson 2	• When we are dismissed we leave Lesson 1 in an orderly fashion. • We move promptly to Lesson 2 as soon as we are dismissed and arrive within 3 minutes. We do not wait for others. • We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations. • We move around speaking in normal conversation voice to demonstrate respect. • We do not go to use toilets and water fountains. We know that we are given time at break and lunch times to do this. • We never push or put our hands on other people. • We do not eat, wait around, lean on or touch walls and displays. • On arrival we follow the 'ready to learn' routine.
11.05 – 11.25am Breaktime	• When we are dismissed we leave Lesson 2 in an orderly fashion. • We leave faculty areas and corridors to move to outside spaces, the Canteen or Snack Shack. • We move around speaking in normal conversation voice to demonstrate respect. • This is the time of day when we visit the toilet and fill our bottles at water fountains. • We are careful not to spill water on the floor at the fountain because this can be a hazard. • We leave toilets clean and tidy as we would wish to find them. • We play ball games on the playgrounds, or in the MUGA, well away from buildings. We walk in busy spaces close to buildings so that people do not get hurt. • If we enter buildings we follow the one-way system on corridors and stairs. • In the Canteen we line up in single file speaking in normal conversation voice. • We wait patiently until served and thank staff. • If we use seating areas we clear our tables and put any rubbish in the bin. • We exit food service areas calmly and ensure any rubbish is put in a bin.
11.25 – 12.25pm Lesson 3	• When the first bell goes at 11.20am we begin to move to lesson 3 in an orderly fashion. • We move promptly to Lesson 3 to arrive by 11.25am. We do not wait for others. • We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations.

	• We move around speaking in normal conversation voice to demonstrate respect. • We do not go to use toilets and water fountains. We know that we are given time at break and lunch times to do this. • We never push or put our hands on other people. • We do not eat, wait around, lean on or touch walls and displays. • On arrival we follow the 'ready to learn' routine.
12.25 – 1.25pm Lesson 4	• When we are dismissed we leave Lesson 3 in an orderly fashion. • We move promptly to Lesson 4 as soon as we are dismissed and aim to arrive within 3 minutes. We do not wait for others. • We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations. • We move around speaking in normal conversation voice to demonstrate respect. • We do not go to use toilets and water fountains. We know that we are given time at break and lunch times to do this. • We never push or put our hands on other people. • We do not eat, wait around, lean on or touch walls and displays. • On arrival we follow the 'ready to learn' routine.
1.25 – 2.05pm Lunchtime	• When we are dismissed we leave Lesson 4 in an orderly fashion. • We leave faculty areas and corridors to move to outside spaces, the Canteen or Snack Shack. • We move around speaking in normal conversation voice to demonstrate respect. • This is the time of day when we visit the toilet and fill our bottles at water fountains. • We are careful not to spill water on the floor at the fountain because this can be a hazard. • We leave toilets clean and tidy as we would wish to find them. • We play ball games on the playgrounds, or in the MUGA, well away from buildings. We walk in busy spaces close to buildings so that people do not get hurt. • If we enter buildings we follow the one-way system on corridors and stairs. • In the Canteen we line up in single file speaking in normal conversation voice. • We wait patiently until served and thank staff. • If we use seating areas we clear our tables and put any rubbish in the bin. • We exit food service areas calmly and ensure any further rubbish is put in a bin.
2.05 – 3.05pm Lesson 5	• When the first bell goes at 2.00pm we begin to move to lesson 5 in an orderly fashion. • We move promptly to Lesson 5 to arrive by 2.05pm. We do not wait for others. • We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations. • We move around speaking in normal conversation voice to demonstrate respect.

	• We do not go to use toilets and water fountains. We know that we are given time at break and lunch times to do this. • We never push or put our hands on other people. • We do not eat, wait around, lean on or touch walls and displays. • On arrival we follow the 'ready to learn' routine.
3.05-3.15 Tutor Check-in	• We move promptly to Tutor Check-in and are registered immediately. • Tutor Check-in gives you a chance to hand back equipment and for any issues during the day to be addressed i.e. detention or important notices. • There will be a HOY briefing on a Monday (online). • Tuesday to Friday there will be a Principal's briefing and on Friday the Wheel of Wonder.
(3.15 – 4.00pm Session 6 – Year 11)	• As with all other lessons, we move promptly to session 6. • We know that this is particularly important because Year 11 is such an important year and staff are giving up their time after the normal end of the school day to help us prepare for our qualifications.
Leaving the site	• When we are dismissed we leave Lesson 5 in an orderly fashion. • We only remain on site if we have session 6 (Year 11), enrichment, a club, sports fixture, or detention with a member of staff. • We exit the building following the one-way system. • We move across site speaking in normal conversation voice because we know that Year 11 will be working in session 6 and other activities will be taking place in school. • We leave school by the quickest route and do not hang about on site or at the front of school. • We do not get mobile phones or other devices out until we leave the school site. • Once we are out of school we only use the bus stops directly outside and opposite our school where staff are on duty.



A day in the life of WOA...

Before School

Purpose: To allow a calm and purposeful start to our school day ensuring expectations and standards are high.

- We arrive to school by 8.40am. Smart Start begins at 8.45am. We need a couple of minutes to make our way to our form room.
- As we travel to school we are in our WOA uniform. We are representing WOA. We dress smartly and behave as we would in school with staff present.
- We wait sensibly and patiently outside the front of school until the gate opens.
- We understand that ball games in this area are dangerous, so wait to play on the playgrounds or the MUGA.
- When the gates are opened we do not wait around outside school in the drop off zone or outside reception. We walk through the gates and onto the school site.
- We are calm and do not run.
- We speak in normal conversation voice.
- We politely greet the members of staff on duty and say 'good morning'.

Give Respect, Get Respect

Purpose: To look after our school community and make all feel welcome and respected.

- We hold doors open for those behind us.
- We say please and thank you to others
- We queue up sensibly at break and lunch times and don't push in.
- We keep swearing and 'street' language out of school.
- We respect other students' space by avoiding physical contact.
- We look after our environment and place all litter in the nearest bin.



Uniform and PE Kit Expectations

Purpose: To ensure we are dressed smartly, present a positive impression of our school in the local community and arrive to school in a mindset to be and do our best.

- We wear our full uniform with pride.
- Compulsory items are: WOA blazer, WOA tie, plain white shirt tucked in at all times, black school trousers, or black school skirt and black tights, black school shoes that can be polished (not trainers – see images below for clarification).
- In cold weather we can wear a WOA school jumper under our blazer, we cannot wear a jumper instead of a blazer.
- As we travel to school we are in our WOA uniform. We are representing WOA.
- When we come off the field, playground or MUGA we replace any items we have removed while playing sport and tuck in our shirts neatly.
- We arrive to school in our full WOA PE kit on PE days (see below)



Shoes (allowed)	Trainers (not allowed)
   	   



PAUSE Routine Expectations

Purpose: To ensure we are set up for an excellent day of learning.

1. **P**unctuality
2. **A**ttendance
3. **U**niform
4. **S**trong Relationships
5. **E**quipment

- We are in school and at our form room ready for Smart Start by 8.45am. On time, every time.
- We follow the '*getting to lesson routine*' and are at our next class within 3 minutes of the changeover bell.
- We attend to achieve – in school every day. We talk to our form tutor or the Attendance Hub if we need to take time off.
- We wear our full WOA uniform with pride.
- We treat our fellow students and staff with respect. We take part in discussions sensibly. We share our ideas and opinions.
- We are prepared for learning by having a pen, pencil and ruler with us. If we have forgotten something we speak to our form tutor.
- You should have your attendance band card with you at all times.



ATTENDANCE Expectations

Purpose: Good attendance and punctuality is vital in securing good levels of progress and achievement. If we are in school, we are safe and we are learning all that we need to ensure a successful future.

- We are in school and at our form room ready for Smart Start by 8.45am. On time, every time.
- We follow the '*getting to lesson routine*' and are at our next class within 3 minutes of the changeover bell.
- We attend to achieve – in school, on time, every day.
- We talk to our form tutor or the Attendance Hub if we have time off.
- We make sure we keep our Attendance Bands card to hand (even on PE days).



- Band 1 - > 90%
- Band 2 - 85% to 89%
- Band 3 - 80% to 84%
- Band 4 - 75% to 79%
- Band 5 - 70% to 74%
- Band 6 - 65% to 69%
- Band 7 - 60% to 64%
- Band 8 - 55% to 59%
- Band 9 - 50% to 54%
- Band 10 - <50%

Average Earnings by Absence Band

Table 8: Average Earnings by Absence Band

Absence Band	Number of Pupils (n)	Average earnings at age 28 (2024 prices)
0-1%	33,530	£32,200
0-9.9%	366,139	£29,800
10-100%	145,088	£19,500
Persistently absent		
50-100%	5389	£10,100
Severely absent		

As table 8 shows, persistently absent pupils earned more than £10,000 less on average (2024 prices) than those who were absent less than 10% of possible sessions. This rises to almost £20,000 less for those who are severely absent. These figures do not control for any socio-economic characteristics which may affect earnings.

Mobile Phones

Purpose: We do not use mobile phones in school. Mobile phones cause distraction in lessons and prevent learning. At breaks and lunch times they can be a safeguarding risk. The Government are very clear that they should never be seen in any schools. WOA will be phone free during this academic year.

- We ensure that our mobile phones are never seen on the school site at any time of day.
- They must be switched off and, in our bag, from the moment we walk on site to the moment we walk out the gate at the end of the day.
- They cannot be used on site from 3.15pm.
- If we need to make an urgent call, or send a text, we must speak to a member of the Pastoral Team. They will find a space where we can do this.
- If we need to contact our parents to add money to our dinner balance at lunchtime, we will speak to a member of the Pastoral Team. They will contact home to arrange this.
- We understand that mobile phones seen in school will be confiscated. We can collect them from Reception at 3.15pm.
- If our mobile phone has been confiscated three or more times, our parents will be asked to come to collect it.
- Refusing to hand over a mobile phone is defiance. Students will be placed in Internal Suspension. This behaviour is now undermining the safe running of the school and is no longer about the mobile phone.



Assembly Expectations

Purpose: To receive important messages and information from students and staff in our school community and from outside speakers, as well as celebrating individual and collective achievements together as a Year Group.

- We are in school and at our form room for registration by 8.45am. On time, every time.
- Once the register is taken, our Form Tutor will escort us to the assembly.
- We line up in register order.
- We wear our full WOA uniform with pride.
- We walk through the south corridor in silence, with our coat off and our bag in our hand to make it quick and easy to move to our seat.
- We treat our fellow students, staff and outside speakers with respect. We are quality audience members and follow the STAR routine.
- We take part in discussions sensibly and share our ideas and opinions.
- At the end of assembly, we wait in silence to be dismissed. We do not leave until our Head of Year tells our row to stand and exit.
- We walk out in silence and walk with purpose to Lesson 1 following one-way systems on corridors and stairs.
- We follow the 'getting to lesson routine' and arrive at our next class within 3 minutes of the changeover bell.



Getting to Lessons

Purpose: To make the most of our valuable learning time.

- We check where we are going next lesson and have a copy of our timetable in our blazer pocket.
- We leave our lesson when directed to by our teacher and head directly to our next lesson.
- We do not wait for friends, arrange to meet up, or gather in groups.
- We arrive in our new lesson within 3 minutes of the bell.
- We follow the 'ready to learn' routine.



Using the toilet

Purpose: To make the most of our valuable learning time, and to ensure those that need the toilet during lessons are safe.

- We do not go to use toilets during Smart Start Lesson1, Lesson2, Lesson3, Lesson 4 or lesson 5. We use the toilet before school, breaktime, lunch time, or after school.
- If we have been issued a toilet pass for a medical need, we use it only when we need to during lesson. We ask the teacher for permission to leave the toilet.
- We wear the teacher's yellow lanyard, or have a written note dated and signed, to show to the staff member on toilet duty.
- We only use the allocated toilets during lesson time. In Vernon and South we go to the downstairs South Toilets by the Snack Shack. In Lockley and North we use the toilets upstairs in North. We follow the One-Way system to get there.
- We check in with the member of staff on duty. We show them our Toilet pass and the teacher's pass to show we are out of lesson with permission.
- We give the teacher on duty our name and which class we are from so that we can be logged on the system.
- We empty our pockets and leave all items, including our phone, with the staff member on duty so that they know we are being safe in the toilet.
- We ensure the toilet is clean and wash our hands after use.
- We collect our belongings and passes from the duty staff member and say thank you.
- We return directly to our class, following the one-way system.

Corridor and Stairwell Expectations

Purpose: To ensure that our corridors and stairwells are clean, safe, calm and pleasant for all students and staff.

- We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations.
- We move around speaking in normal conversation voice to demonstrate respect.
- We never push or put our hands on others.
- We do not go to use toilets and water fountains between Smart Start and Lesson 2, Lesson 1 and Lesson 2, or Lesson 3 and Lesson 4. We know that we are given time at break and lunch times to do this.
- We keep our hands and feet to ourselves. We never push or put our hands on other people.
- We do not eat, wait around, lean on or touch walls and displays.
- We wear full school uniform when moving around the school.
- On arrival we follow the 'ready to learn' routine.



MUGA and Playground Expectations

Purpose: To ensure that our MUGA and playgrounds are used safely and kept in perfect condition for all students and staff.

- We do not eat on the MUGA or playgrounds.
- We stop all ball games when asked to. The ball will be in someone's hands and quickly put away in a bag.
- We do not bounce balls or kick them about as we walk around school. This is noisy, disruptive and slows safe, orderly movement.
- We make sure we are dressed in full school uniform before we leave the MUGA or playground.
- Any year group that falls short of our expectations will lose privilege of play the following day.
- Repeated poor conduct will result in a student being banned from using play spaces for an extended period.



Field Expectations

Purpose: To ensure that our field is used safely and kept in perfect condition for all students and staff.

- We may eat on the field if we take our rubbish with us at the end of break or lunchtime and put it in the bin.
- We stop all ball games when asked to. The ball will be in someone's hands and quickly put away in a bag.
- We appreciate that it will take several minutes to move from the far end of the field, so we follow staff instructions immediately when asked to move to lesson 3 or Lesson 5.
- We walk with purpose and do not wait for friends who might be changing footwear back to school shoes.
- We make sure we are dressed in full school uniform before we leave the field.
- We do not bounce balls or kick them about as we walk around school. This is noisy, disruptive and slows safe, orderly movement.
- Any year group that falls short of our expectations will lose privilege of play the following day.
- Repeated poor conduct will result in a student being banned from using play spaces for an extended period.

Outdoor Spaces Around School Expectations

Purpose: To ensure our school site is a clean, safe, pleasant place for all students and staff at all times.

- We do not run anywhere in school apart from the on the MUGA, playgrounds, field and PE areas.
- We speak in normal conversation voice.

- We put all rubbish in the bin and never drop it on the floor.
- We pick up litter when we see it.
- We keep our hands and feet to ourselves. We never push or put our hands on other people.



Canteen and Snack Shack Expectations

Purpose: To ensure the Canteen and Snack Shack are clean and pleasant places for all students and staff to purchase food and eat.

- We line up in the designated areas in single file.
- We speak in normal conversation voice at all times.
- We never push or put our hands on other people.
- We wait patiently until served and thank staff.
- If we use seating areas we clear our tables and put any rubbish in the bin.
- We exit food service areas calmly and ensure any further rubbish is put in a bin.



Wet Weather Expectations

Purpose: To ensure that our school is calm, purposeful learning environment in adverse weather conditions.

Break time

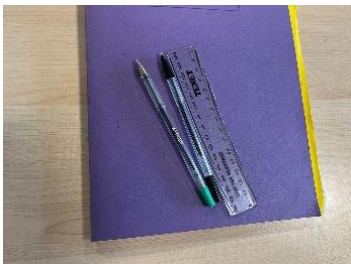
- Our teacher will tell us if a wet break has been called.
- We remain in our Lesson 2 classroom.
- We speak to each other in normal conversation voice.
- We remain seated during break time.
- We may use the toilet or visit the water fountain.
- We are careful not to spill water on the floor at the fountain because this can be a hazard.

- We leave toilets clean and tidy as we would wish to find them.
- We may visit the Canteen at break time to purchase food.
- When the bell goes at 11.30am we move quickly to Lesson 3 following the 'getting to lessons' routine and corridor and stairwell expectations.

Lunchtime

- Our teacher will tell us if a wet lunch has been called.
- We move directly to our wet lunch zones:
 - Year 7 – Canteen
 - Year 8 – Arena
 - Year 9 – Vernon
 - Year 10 – Sports Hall
 - Year 11 – Lockley
 - WOA6 – WOA6
- We remain in our wet lunch zones.
- We speak to each other in normal conversation voice.
- We remain seated during lunchtime.
- We may use the toilet or visit the water fountain.
- We are careful not to spill water on the floor at the fountain because this can be a hazard.
- We leave toilets clean and tidy as we would wish to find them.
- We may visit the Canteen or Snack Shack at lunchtime for food.
- When the bell goes at 2.10pm we move quickly to Lesson 5 following the 'getting to lessons' routine and corridor and stairwell expectations.

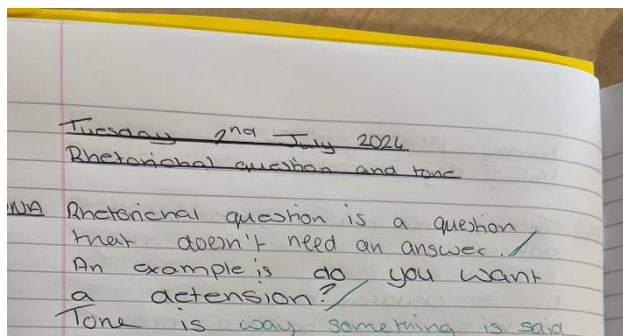
Classroom Learning Routines

Ready to Learn	
Purpose: To make the most of our valuable learning time.	
• We arrive promptly to our lessons. • We will be welcomed into the classroom by the teacher at the door who will insist that we have our coats off and will check our uniform. • We go straight to our allocated seat on the seating plan and place all non-uniform items on the back of our chair. • We put our equipment out in front of us: - Exercise book - Pens, pencil, ruler... • We write the title and date and underline them. • We prepare to complete the DNA questions.	 

Do Now Activity - DNA

Purpose: To revisit powerful knowledge and ensure that it is transferred into our long-term memory.

- We write 'DNA' in the left margin and underline it.
- We complete all four questions in full sentences in the allocated 5 minutes.
- We try our best on the SHINE question. It is designed to make us think a little harder, or link some of our powerful knowledge together.



STAR

Purpose: To give 100% attention to the introduction of new information, or task instructions, to be successful in our learning.

- When our teacher needs to talk to us they will follow the STAR routine.
- Our teacher will raise their hand as a signal and call out '3, 2, 1, pens down, and STAR'.
- They will wait for everyone to react and will insist that everyone is listening before they move on.
- We must respond to the signal by following STAR:
 - S**it up/ stand up tall
 - T**rack the speaker
 - A**sk and answer questions
 - R**espect those around you



Answering Questions

Purpose: To enable teachers to check our understanding of new knowledge, or that we know how to go about completing the next learning task.

- We listen carefully to the question being asked and make sure we understand.
- We use our 10 second thinking time to prepare an answer. We can look back over our work for help if we are stuck.
- When we have an answer ready we wait for the teacher to ask for our contribution. We do not put up our hand or shout out.
- Our teacher will not accept 'I do not know' as a response, so we try our best to have something ready.
- Our teacher may have follow up questions, so we stay prepared to answer.



Write, Pair Share

Purpose: To think harder about questions we have been asked and develop our thinking with a partner to demonstrate our full knowledge and understanding.

- We wait for the teacher to signal we can start by saying 'Pens poised. Go.'
- During our 30 second thinking time we write a full sentence answer as our response to the question. One-word answers will not be accepted.
- We plan to use subject specific vocabulary in our answers. The key words and sentence starters the teacher provides will help you develop better answers.
- We take turns, as instructed by the teacher, to listen to our partner and to tell them our possible answer.
- We follow the STAR routine when the teacher uses the signal and needs our attention.
- We do not put up our hand or shout out.
- We share our answers and knowledge with passion and pride to engage our listeners.



Ready to Leave

Purpose: To ensure we have calm, sensible movement from lessons and leave classrooms ready for others to begin learning promptly, with resources to hand when they arrive.

- We check we know what our homework is and collect any sheets or resources we need.
- We pack away our equipment and return anything we have borrowed to where it belongs.
- We listen carefully to our teacher's instructions about where books, folders or any equipment/resources we have used in the lesson need to go.
- We tuck our chair under our desk and stand behind our chair to show our teacher we are ready to leave.
- We check we have our blazer and tie on, and that our shirt is tucked in.
- We wait in silence so that our teacher can give out any further instructions.
- Our teacher will dismiss us a row or a table at a time. We wait until our teacher asks us to leave before exiting the room.



- We walk sensibly and quickly to our next classroom. Our teacher will be waiting at the door to greet us and we follow the 'ready to learn' routine.

Emergencies, End of Day and Expectations Out of School

Fire Evacuation Expectations

Purpose: To ensure that we safely and quickly exit the building in the event of a fire or other hazard.

- When we hear the fire alarm, we immediately stop what we are doing.
- We stand behind our chairs in silence.
- Our chairs must be safely tucked under tables so that everyone can leave the room quickly.
- We can pick up our coats if we need them in bad weather, but all other belongings must be left behind.
- We walk in silence led by our teacher. We follow the quickest route out of the building. Fire evacuation routes are sign posted. We can break the one-way system if it helps us evacuate more quickly.
- We do not walk under shutters, or the North building bridge beneath the Languages classrooms.
- We walk with purpose and do not wait for friends. We follow the quickest route to our fire assembly point.
- We line up in silence in our form group, in single file and alphabetical order, so that our Tutor can complete our register quickly. This is essential to ensure everyone is quickly accounted for.
- Once everyone has been registered and we have checked the building is safe, we will be able to return to lessons once our teachers have been told it is safe to do so.
- Staff will be dismissed first so that they can supervise our re-entry to school buildings.
- We wait in silence with our Head of Year and Pastoral Manager.
- They will dismiss us one Form Group at a time to control a safe and orderly flow back to lessons.
- We walk with purpose following one-way systems on corridors and stairs and do not stop to have conversations.
- We move around speaking in normal conversation voice to demonstrate respect.
- We never push or put our hands on others.
- We do not go to use toilets and water fountains.
- On arrival back to lesson we follow the 'ready to learn' routine.



Ready to Learn

Straight to your allocated seat

Equipment out on the desk

Date and Title in book and underlined

Date: Monday 10th September
Title: What are we learning today?

Ready to complete your **Do Now Activity**

START
1 Minute

1:00
Click the green area to start the timer

Classroom Expectations

get respect
get respect

Emergency Evacuation Assembly Points



Lockdown Expectations

Purpose: To ensure that we safely and quickly transition into the arrangements to keep the school community safe in the event of a hard lockdown.

- We will be warned of a lockdown by our teacher, or staff on duty at break or lunchtime.
- All outdoor activities e.g. PE will stop immediately. We will return indoors with staff to the nearest building and become part of that building's full lockdown procedures.
- If it is break or lunch time we must go to our nearest building in a calm and orderly manner. Staff within the buildings who have key roles in the lockdown for that block will guide us into classrooms where teachers will begin to lock them down.
- During lessons we will remain indoors in our classroom with our teacher.
- Blinds and windows closed, doors locked or wedged.
- We will hide in the safest place possible in that room.
- We will remain in absolute silence until we are told otherwise.
- We will remain calm and wait until we are notified that the lockdown is over (when all possible danger has been checked and we have confirmation school is safe).

End of Day Expectations

Purpose: To ensure a calm, safe end to the school day. We are courteous and respectful of those still working in school and our local community.

- We only remain on site if we have session 6 (Year 11), enrichment, a club, sports fixture, or detention with a member of staff.
- If we are not in an activity supervised by a staff member we must leave site.
- We exit the building following the one-way system.
- We move across site speaking in normal conversation voice because we know that Year 11 will be working in session 6 and other activities will be taking place in school.
- We leave school by the quickest route and do not hang about on site, or at the front of school.
- We do not get mobile phones or other devices out until we have left the school site.
- Once we are out of school we only use the bus stops directly outside and opposite our school where staff are on duty.
- As we travel home we are in our WOA uniform. We are representing WOA. We dress smartly and behave as we would in school with staff present.

Bus Stop Expectations

Purpose: To ensure a calm, safe end to the school day. We are courteous and respectful of our local community.

- Once we are out of school we only use the bus stops directly outside and opposite our school where staff are on duty.

How we wait for the bus

- We line up in single file or in pairs if talking to a friend.
- We speak in a normal conversation voice at all times.
- We never push or put our hands on other people.
- We wait patiently until the bus arrives.
- When the bus arrives, we ensure we have our ticket or travel pass ready to show to the driver so we do not cause delay.
- We get on the bus calmly, being mindful of other members of the public.
- We are polite, courteous and we allow people with young children, the elderly and those with a disability or mobility issue on to the bus first.

How we cross the road

- We cross the Hydes Road away from the entry and exit routes to school so drivers can see us clearly.
- We do not cross roads with earphones in, or hoods up, because these will prevent us seeing or hearing approaching vehicles.
- We wait until there is no traffic in both directions.
- We walk quickly and sensibly across the road and keep watching and listening for approaching traffic.

Bus and Coach Travel and Minibus Expectations

Purpose: To ensure our school minibus is clean, safe, pleasant and ready for students and staff to use when needed. We are courteous and respectful of our local community and those who help us.

- We say good morning or good afternoon to the bus, coach, or minibus driver.
- On a coach or minibus we wear our seatbelt so staff can check quickly and we can make a prompt departure.
- We do not drop litter on the floor. We make sure it goes in the bags provided
- We chat to friends in normal conversation voice to allow the driver to safely concentrate on the road.
- We remain in our seats until we are told to stand up by a member of staff.
- We say thank you to the driver as we get off the bus, coach, or minibus to show our respect and appreciation.

Educational Visit Expectations

Purpose: To ensure students are able to take part in calm, safe and well-organised off-site learning and enrichment opportunities. We are courteous and respectful to the communities we visit.

Before the visit

- When we are told about visits we are given important letters that we pass onto our parents or carers.
- We listen carefully to the instructions that we are given so that we can share details at home.
- We ensure our parents or carers sign the permission letter and bring it back to the correct person in school as soon as possible.
- We make sure we have fully understood anything we need to do in advance of the visit, anything that we need to bring with us and how we should dress on the day.

On the day

- We arrive in school in plenty of time because we understand that transport cannot wait for us without spoiling the day for others.
- If we travel on a coach or minibus we follow the 'bus and coach travel and minibus expectations'.
- We listen carefully to all the instructions given to us by adults so that we get the most out of the experience and keep everyone safe.
- We are courteous and respectful to the communities we visit.
- When we leave we thank any adults that have worked with us on the day.