LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

Positive Relationships and Behaviour Policy

Adopted by (body): CELT Trustees

REWARDS EMOTIONAL WELL BEING CARING
ROUTINES MOTIVATION SUPPORTIVE
SAFEGUARDING
CELEBRATION SAFE
THRIVE INCLUSIVE RESPECTFUL
VALUES READY
POSITIVE RELATIONSHIPS

Collaborate	Ability to work effectively as a team
Empower	Ability to take initiative and problem solve in order to improve performance
Lead	To lead by example and achieve shared goals
Transformation	Ability to recognise a need for change and adapt accordingly

CELT Vision

Our vision is for our trust to be a learning organisation in the truest sense.

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

CELT Mission

"Learning together to help every child achieve more."

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

COLLABORATE
EMPOWER
LEAD
TRANSFORM

Should you require further information, please contact
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Contents

"Safeguarding is everyone's responsibility"

At Cornwall Education Learning Trust (CELT) we are committed to safeguarding and promoting the welfare of children and we expect all Trustees, Governors, staff and volunteers to share this commitment. This policy is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Introduction

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.' (Behaviour in schools, DFE 2022)

Cornwall Education Learning Trust (CELT) is an inclusive academy. Its primary behaviour policy is aimed at creating and providing an environment in which effective teaching and learning can take place. We have high expectations for our pupils in both their learning and their behaviour. We work to create a positive learning environment within the school, ensuring our approach to behaviour management is consistent and understood by all the staff, pupils and parents.

CELT base the policy on an overwhelmingly positive approach towards managing behaviour, underpinned by values that are built on protecting rights in a caring environment (PRICE). These values: dignity, inclusivity, respect, educative, compassion and thinking, guide how staff make decisions, inform how we behave, keep us focused on what is important and what we want to achieve whilst preparing pupils to engage in their learning, promoting their emotional wellbeing, and preparing them for life beyond school.

The community has the right to be treated in a courteous and considerate way. Bullying, harassment and any other forms of unkind and upsetting behaviour will not be tolerated. Every member of staff has the authority to discipline pupils for actions that they consider to be anti-social, dangerous and disruptive. Staff, pupils and parents / carers need to be aware of our standards and expectations:
• Every pupil has the right to learn
• Every teacher has the right to teach without interruption
• Every parent / carer has the right to information about their child's behaviour

CELT recognises that sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. All staff in school need to address behaviours in a consistent manner. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

This policy should be read in conjunction with the Trust's safeguarding suite of policies, anti-bullying, suspension and exclusion policies, positive handling policy and SEND policy.

Policy Aims

By setting high standards of expected behaviour, CELT aims to:
• create a safe environment in which all pupils can learn
• foster a partnership between all members of the school community to promote high expectations of behaviour
• provide a consistent approach to behaviour management
• outline how pupils are expected to behave, what we consider to be unacceptable behaviour, including bullying, and our system of rewards and consequences

At CELT our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. Rewards are aimed to motivate and help pupils make the right choices. In partnership with parents and carers we aim to create a happy, friendly, safe and caring environment where pupils grow to respect:
• one another
• themselves
• all staff and other adults working in school, e.g. volunteer helpers
• parents and carers
• school property
• visitors to and neighbours of the school
• the rules and ethos of the school

The   Port Isaac   Way

The policy is based on pupil centred incentives and promoting a standard of positive behaviour:

'The Port Isaac   Way'
clearly defines the high standard of behaviour that we expect in school. It is referred to frequently and should encourage the pupils to be positive in all they do and should help to create a happy environment for pupils to work in. It is the responsibility of pupils to make good choices at all times with the adults and pupils in school.

The Port Isaac Way

Ready

Be prepared and try your best in every lesson.
Wear your uniform with pride.
Work well with everyone.

Respectful

Look after our academy and everything in it.
Treat everyone kindly and respect their ideas and beliefs.
Show empathy- think about how others feel.

Safe

Say kind words.
Do kind things.
Be responsible for what you do and how it affects others.

will be displayed in all classrooms and communal areas. Pupils are expected to behave in line with these rules at all times, including out of school hours including the journey to/from school. We reserve the right to take action where the behaviour of a pupil out of school hours may have a negative impact on the reputation of the academy.

We promote this through our school values of:

Aspiration- Community- Resilience- Respect - Joy

Our school values help give our school and our pupils a strong sense of identity. Our school values echo our beliefs in the importance of doing the right thing, working hard together and being resilient in everything we do. Our pupils are given a strong moral compass. They value the differences in themselves and in others. They understand the importance of community cohesion and making a positive contribution to the community in which we live and to our wider global community. Our whole staff team, parents and pupils are involved in promoting our values and recognising where others are 'living the values'.

Roles and responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

Pupils
Pupils are expected to:
• Behave in an orderly and self-controlled way
• Show respect to members of staff and each other
• In class, make it possible for all pupils to learn
• Move quietly around the school
• Treat the school buildings and school property with respect
• Always wear the correct uniform
• Accept sanctions when given
• Refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents
Parents are expected to:
• Support their child in adhering to the behaviour policy and support the school's decision when applying rewards and consequences
• Inform the school of any changes in circumstances that may affect their child's behaviour
• Discuss any behavioural concerns with the class teacher promptly. If there are further concerns, raise with a member of the senior leadership team.

Staff
Staff are responsible for:
• Developing positive relationships with pupils
• Modelling positive, consistent, professional behaviour at all times
• Implementing the behaviour policy consistently
• Consistently seeking opportunities to reward positive behavioural choices
• Recognising managing behaviour as a teaching opportunity and not simply a sanction
• Providing a personalised approach to the specific behavioural needs of particular pupils
• Recording behaviour incidents
• Investing in 'time in' with a pupil to explain why certain behaviours do not meet our school expectations
• Attending training on positive behaviour management including in induction

The Senior Leadership Team

The Senior Leadership Team are responsible for:

- Supporting staff in implementing the policy
- Meeting with parents when required
- Making decisions on the most severe sanctions when needed
- Monitoring effectiveness of the policy through consultation and regular self-evaluation
- Taking action to address any areas for development

Local Governing Body/Rapid Improvement Group

The governing board is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Routines

A consistent and orderly school day provides a supportive environment in which all pupils can learn to manage their feelings, emotions and behaviour. It fosters opportunities for pupils to learn and removes many barriers to learning. We believe all members of staff have a duty of care to strive to provide:

- A tidy, supportive, stimulating and celebratory environment
- An organised classroom which meets pupil's basic needs and enables independence in self-support, e.g. a readily available range of resources
- Consistent, timetabled routines for the day which reduce lost learning time and are clearly understood by the pupils. Punctual break times and lunches which are well managed by adults who are on duty. When changes to class routines are needed, the pupils are given notice of this in advance, whenever possible.
- Transitions (movement) around the building that are conducted in an orderly and calm manner.
- Assemblies provided as a time for reflection, learning, celebration and exploration where adults model expected behaviour and manage that of the pupils in a calm and consistent manner.

Transitions

The most effective educators manage transitions well. Some basic examples of transitions are:
- Moving from carpet to table activities
- Moving between one learning experience to another
- Moving between classrooms / hall / learning spaces
- Going out to and coming in from an event such as play time
- Entering / exiting the classroom / learning space etc.

Transitions and changes of activity can make people feel uneasy. Therefore, all transitions between key learning experiences must be well planned and show an awareness of each pupil's individual needs. Learners will benefit from being given a clear warning or countdown to change ahead of time. Other strategies could include the use of familiar music cues, visual timetables and /or timers.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools to support a successful transition.

Rewards

CELT Schools strive to create a motivational environment that fosters a positive learning culture based on praise and reward, leading to consistently high standards. We have many exemplary pupils that deserve recognition and praise. We believe in celebrating success and reward pupils who demonstrate our values.

In promoting positive behaviour, CELT schools shall emphasise and reinforce good behaviour through a variety of rewards. We recognise that positive encouragement promotes good behaviour in pupils and encourages them to see that their good behaviour is recognised and valued.

Rewards could include, but not be limited to:
- Verbal recognition and praise (including RWInc Praise Phrases)
- Stickers, badges, marbles and marble jar treats, etc.
- Pupils being sent to another adult/HOY/SLT for praise
- A letter/postcard/phone call to parents about good behaviour
- Named in "Celebration Assembly"

Please refer to Appendix A to see the schools reward system.

Consequences

It is important that all behaviour is recognised as communication, yet, when necessary, a developmentally appropriate consequence may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

Pupils need to be able to trust that when agreements are broken, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. There are processes in place to repair harm, ensure that those harmed feel safe and able to learn, and support those who have broken agreements to ensure there are not ongoing difficulties.

Behaviour protocols

Staff will follow a progressive procedure for dealing with misbehaviour and serious behaviour. Examples of types of behaviour at each level of consequence can be found in the table below. These descriptors indicate the levels on which a particular type of behaviour may begin. Recurrent behaviour would be attributed at the next level.

Level	Behaviour	Agreed Response	Action
1	Disrupting learning (e.g. talking over the teacher, calling out, refusing to work) Disrupting play (provoking others, arguing, playfighting)	Follow stepped procedure: 1. Verbal reminder 2. Warning 3. Move to another space in the classroom/playground 4. Time in another classroom/sent inside from play	If pupil must leave the classroom or is sent inside from playtime, inform parents and record on CPOMS – Behaviour Level 1 Disruption (Classroom) Level 1 Disruption (Playground)
2	Swearing	Loss of 5 minutes of playtime Aggressive swearing –loss of playtime	Inform parents CPOMS – Behaviour – Level 2 Swearing
	Continued disrupting learning	Loss of playtime and reflecting on behaviours	Inform parents CPOMS – Behaviour – Level 2 Disruption
	Personal Insults		Inform parents CPOMS – Behaviour – Level 2 Insults
	Misuse of Property		Inform parents record on CPOMS Behaviour – Level 2 Misuse of Property
	Answering back		Inform parents CPOMS – Behaviour – Level 2 Answering back
3	Fighting	Loss of 1 x playtime and 1 x lunchtime reflecting on behaviours and repairing relationship.	Parent phone call/ meeting with class teacher CPOMS – Behaviour – Level 3 Fighting
	Stealing		Parent phone call/ meeting with class teacher CPOMS – Behaviour – Level 3 Stealing
	Persistent defiance including leaving the classroom without permission		Parent phone call/ meeting with class teacher CPOMS – Behaviour – Level 3 Persistent Defiance
	Vandalism		Parent phone call/ meeting with class teacher CPOMS – Behaviour – Level 3 Verbal abuse
4	Continued persistent defiance	Depending on the severity of the incident consequences could be in line with the Suspension and Exclusion policy.	Parent meeting with senior leader CPOMS – Behaviour – Level 4 Persistent Defiance
	Abusive comments about a protected characteristic		Parent meeting with senior leader CPOMS – Behaviour – Level 4 Protected Characteristic
	Threatening behaviour		Parent meeting with senior leader CPOMS – Behaviour – Level 4 Threatening behaviour
	Physical assault to a pupil (including spitting at a person)		Parent meeting with senior leader CPOMS – Behaviour – Level 4 Physical assault – pupil
	Physical assault to an adult (including spitting at a person)		Parent meeting with senior leader CPOMS – Behaviour – Level 4 Physical assault – adult
	Leaving the school building without permission		Parent meeting with senior leader CPOMS – Behaviour – Level 4 Leaving school
	Possession of prohibited items		Parent meeting with senior leader CPOMS – Behaviour – Level 4 Prohibited items

For incidents of Bullying, please see the Child-on-Child Abuse including antibullying Policy.

Every time a pupil receives a consequence, the restorative questions for reflection (appendix B) must be used to scaffold a purposeful reflection with the intention of helping the pupil avoid making the same undesirable choice in future.

Escalation in behaviour

The system below is not rigid and will vary depending on the context and circumstance of the pupil. However, the guide below should be worked through in most cases. This will be discussed with the parent at an early stage.

1. Inappropriate behaviour displayed/poor behaviour shown. Depending on the severity of the poor behaviour, the teacher will manage the incidents as above.

2. Should poor behaviour form into a pattern, e.g. 3 or 4 times in a 2-week period, then the pupil will be discussed with a member of the senior leadership team. A sticker chart will be agreed with parents and put in place immediately.
    a. Sticker charts (appendix C) must have no more than two clear targets that are manageable for the pupil to achieve.
    b. Considerations to help support the pupil in achieving their sticker chart target, such as change of seat in the classroom, may also be considered and discussed with the pupil and parent/s.
    c. Sticker charts are intended to be a short-term solution, with weekly communication with parents, and should last no longer than six weeks.
    d. If a sticker chart is not leading to an improvement each week, this should be discussed with the senior leader in the first instance and reviews made to the support in place as necessary.

3. In discussion with a senior leader and parent, it may be decided that a co-regulation plan, to support the pupil in order to make good choices, will be produced and discussed with the SENDCO.
    a. During parent/s discussions it is crucial that we continue to ask the pupil, 'Is there anything that we can help you with?' or 'Is there anything worrying you at the moment that we can support you with?'
    b. A co regulation plan (appendix D) will be written by the class teacher. The SENDCO will sign off the plan after reviewing with the senior leader before sharing and agreeing with parents. It is important that there is input included in the detail of how all stakeholders can best work together to support the pupil.
    c. It is crucial that there is daily contact with the parent/s to celebrate success and inform of any issues. This plan will be reviewed within school on a weekly basis. The pupil to come off plan once agreed with SENDCO.
    d. Consideration of outside services and agencies to support pupil whether this is in school and/or in the home environment.

Significant and Unsafe Behaviours

For severe or repeated behaviours, the school will risk assess if the pupil is safe to attend trips or visits and in some circumstances pupils may not be permitted to represent the school or attend non-educational essential trips. Any such decision will be regularly reviewed by the school.

Pupils that demonstrate significant and challenging behaviours will immediately be referred to the Headteacher. These behaviours can occur in or out of lessons.

Where approaches towards behaviour management have been exhausted or pupils demonstrate significant or unsafe behaviour, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and staff are safe as well as protected from disruption and can learn in safe, calm, and supportive environments.

Suspensions are issued at the discretion of the Headteacher or other member of staff with this responsibility delegated to them.

For further information, please refer to the CELT Suspension and Exclusion Policy.

Off-site Behaviours

CELT will also apply sanctions within this policy for behaviour that takes place outside of CELT's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:
• whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour and/or
• the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

Use of Reasonable Force

CELT strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be reasonable, proportionate and necessary given the situation.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils to regulate such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged. Where pupils are dysregulated frequently a co-regulation plan will be written up. If their behaviour responses continue to escalate, an RPI plan will be added by a PRICE trainer in consultation with the staff working with the pupil.

All incidents where pupils need to be held to help them regulate will be recorded, any pupil support plans reviewed and parents/carers will be informed as a matter of course.

For further information, please refer to our restrictive physical intervention policy.

SEND

CELT is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers.

CELT will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

A student support plan will be used for pupils with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read the schools special educational needs (SEND) policy for more information.

Mobile Phones and other Devices

Where pupils bring mobile phones or devices (e.g. smart watches) to school they are expected to have them switched off and in the appropriate secure storage during the school day and when they are on the school site. This includes trips and visits unless at the direction of a member of staff, giving them permission to use their device. Where pupils do not adhere to this by either using their device or it being heard or seen, they will receive a consequence. Repeated instances of this behaviour across a school year, or using a device to record other pupils or adults without permission will result in escalated consequences. Such instances will also result in the device being confiscated by a member of staff as set out in the school search and confiscation policy.

Banned & Illegal Items

CELT does not permit any items on the school premises that could cause harm, be deemed as harmful to others, or are illegal for pupils to carry. An example of this is any form of weapon or item that could be perceived as a weapon.

If these items are found, then appropriate consequences will be given in line with the policy.

For further information, please refer to our Search & confiscation policy

Malicious allegations

At CELT allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the pupil and the person who is the subject of the allegation will be supported. All allegations will be treated confidentially, and every effort will be maintained to prevent any public disclosure while the allegation is investigated. Suspension would not be an automatic response to an allegation. Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of individuals involved.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) abuse and cyber-bullying. The Trust wants to make sure that all pupils feel safe and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Further details of how the school will prevent, identify and respond to bullying can be found in the school anti-bullying policy and child-on-child abuse policy.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to all pupils involved. The outcome of the investigation may lead to consequences being imposed in accordance with the terms of this policy.

Further details will be found in the child-on-child abuse policy.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
• Behaviour and discipline in schools
• Searching, screening and confiscation at school
• The Equality Act 2010
• Use of reasonable force in schools
• Supporting pupils with medical conditions at school
• Special educational needs and disability (SEND) code of practice
• 'When the Adults change, Everything Changes' – Paul Dix.

In addition, this policy is based on:
• Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
• Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
• Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
• DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

APPENDIX A

List of school rewards

House Points- there are 4 house teams, Tregardock, Port Gaverne, Port Quinn and Trebarwith

Class Wave Chart- Individual and whole class reward system for following the Port Isaac Way and upholding the school values.

Spark our Attendance Dragon- the class that wins Spark each week is awarded an extra breaktime.

Weekly Celebration Assembly- Star of the Week for upholding the school values, English Star, Maths Star.

Individual subject rewards for effort in reading- Bookmarks and Number Facts- TTRS and Numbots.

APPENDIX B

KS1
1. What happened?
2. How did that make you feel?
3. How do you think that made other people feel?
4. What will you do differently next time?

KS2
1. What happened?
2. What were you thinking at the time?
3. What have you thought since? / What should we do to put things right?
4. Who has been affected?
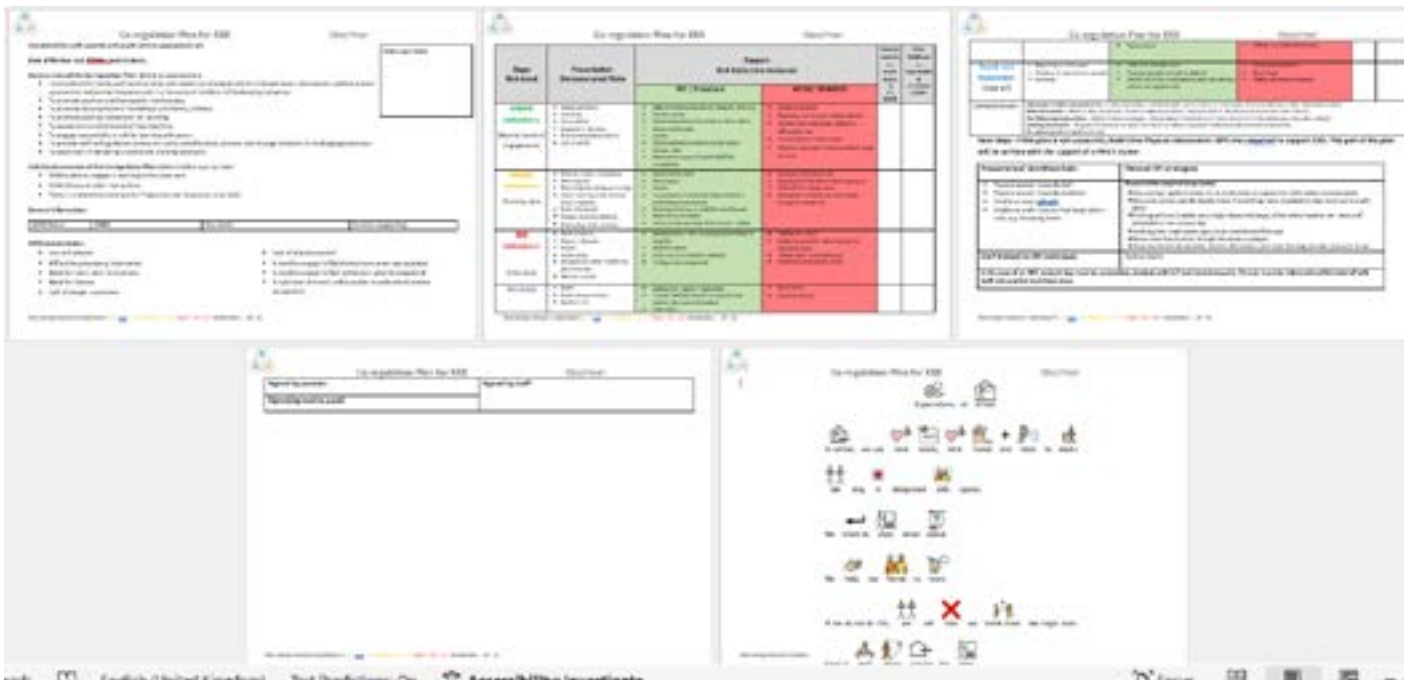5. How will you do things differently in the future

Blue	Listen to adults instructions. Listen to adults teaching. Stay in seat other than directed movement breaks. Complete work. A few gentle prompts or reminders to stay on task.	Reward: Nurture group in the afternoon. If pupil has a good week, he will play football with dad on Friday.
Green	Listen to adults instructions. Listen to adults teaching. Stay in seat other than directed movement breaks. Complete work. Adults have had to give no more than 2 clear reminders.	Reward: Nurture group in the afternoon. If pupil has had a good day, then he will get some time in the park on the way home.
Yellow	Adults have had to give 3 clear, firm reminders to stay on task. Agreed work is completed.	Sanction: 2 or more yellows- no nurture, work caught up at break time. No switch at home.
Red	More than 3 clear reminders have been given. Agreed work is not completed.	Sanction: 1 or more reds- no nurture, work caught up at break time. No switch at home.

I will listen to adults.

I will try my best.

I will do my work.

	8.30- 8.45	8.45 – 9.00	9.00 – 10.00	10.00-10.10	10.10 – 11.10	11.10 – 11.20	11.20-12.20	12.20-1.05	1.05-2.00	2.00-3.00
				Break		Break		Lunch		
Mon										
Tues										
Weds										
Thurs										
Fri										

History of Changes

Version	Date	Page	Change	Origin of Change
1.0	20.08.2024		Original Draft	