



Curriculum Intent: what we are trying to achieve

At Acre Rigg Infant School, our intention is that our curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment, enables children to live happy, healthy and productive lives and inspires our children to 'be the best they can be.'

Our curriculum focusses on the development of children's knowledge and skills across all EYFS Areas of Learning and National Curriculum subjects with the aim of ensuring pupils are ready for the next stage of their learning.

We have a rigorous approach the teaching and learning of basic skills. Spoken language, vocabulary development, reading, writing and arithmetic are taught and practised daily to enable our children to acquire the skills to access the wider curriculum and learn independently.

We also value the opportunity for children to follow their own interests, learn independently and develop their own creativity and talents. To enable them to do this, continuous provision in classroom areas continues from Early Years into Key Stage 1.

Across school, we have embedded Dr Tom Robson's 'Gem Learning' project. By following the programme, children develop the positive behaviours of independence, resilience and collaboration to help them to become effective learners. Reinforced by our sequential teaching of basic skills, knowledge and values, we are ambitious for our children's success.

As a school, we promote British Values to ensure children understand the importance of democracy, the rule of law, rights and responsibilities and respect and tolerance. We have a school council who lead on school issues by leading during 'family group' sessions (small groups of mixed aged pupils). Working in this way enables all children to have a voice and contribute to the projects undertaken by the school council.

We teach Personal, Social, Health and Relationships Education to ensure children know how to keep themselves safe, including how to take calculated risks, how to keep themselves emotionally and physically healthy and how to respect others.

We believe that Spiritual, Moral, Social and Cultural education plays a significant part in a child's development. We provide children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of their own social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We are also a Rights Respecting School where adults and children work together to ensure children's rights are recognised and realised.

Overall, with the above dimensions embedded across all areas of school life, we aim to support and guide children to develop as confident and caring individuals who value and contribute to the community in which they live and society as a whole in the wider world.



Curriculum Implementation: how our curriculum is delivered

At Acre Rigg Infant School, we use the following resources to support the teaching of the curriculum:

- The Early Years Foundation Stage for two-year old, nursery and reception aged children
- The National Curriculum and Durham RE Agreed Syllabus for Year 1 and Year 2 children

Additionally, our curriculum is enhanced with opportunities to learn from:

- Outdoor learning experiences in the school grounds and local area,
- Events with schools across our partnership network,
- Events with the School Sports Partnership
- Events in the community,
- A comprehensive programme of after school clubs,
- Visitors in school and
- Organised educational visits.

Planning

Nursery

Long term plans for continuous provision are used for all areas in nursery.

Topic plans are produced each half term.

Short term planning for phonics groups, maths groups and areas within nursery are completed.

Planning through interests also runs alongside topic based activities.

Reception

Long term plans for all areas of continuous provision are produced for each class.

Overarching topic plans are produced on a half termly basis.

Half termly overviews are produced for differentiated phonics groups and whole class maths teaching.

Weekly planning for differentiated phonics and whole class maths is documented in the form of flipcharts produced to teach lessons.

Planning through interests, covering many specific aspects of the curriculum, is documented weekly and runs alongside topic based activities.



Curriculum Implementation: how our curriculum is delivered

Year 1 and Year 2

Subject leaders devise schemes of work and teachers use these documents to create:

- a long term plan, which details the topics and curriculum coverage for the year,
- medium term plans, which detail what will be covered in each subject area across a term or half term and
- knowledge organisers, which detail what we want each child to learn and remember when they move on from our school to the next stage in their education.

Long and medium term planning is regularly reviewed for relevance and interest and subject leaders ensure skills are progressive and coverage is consistent.

Delivery

Nursery

Nursery operate a key worker system. Children have daily phonics and maths sessions in their key groups. The nursery is set up to allow the children to learn through continuous provision. Enhancements and adult led activities run alongside throughout the session.

Reception

Phonics and maths are taught as separate lessons with small group follow up to allow for consolidation of skills. Classrooms are set up to allow children to learn through interests and the environment whilst accessing continuous provision. Enhancements and adult led activities run alongside throughout the day.

Year 1 and Year 2

The subjects of English, Mathematics, Computing, PE, Music and RE are taught as separate lessons and we use a topic approach to teach the subjects of Science, History, Geography, Art and Design Technology.



Curriculum Implementation: how our curriculum is delivered

Special Educational Needs

The curriculum at our school is designed to provide quality first teaching and learning opportunities for all children. If a child has a special need identified, we comply with the requirements of the SEN Code of Practice to meet specific individual needs. In most instances, the teacher is able to provide the resources and educational opportunities to meet the child's needs within the normal classroom organisation. This may include support in lessons or intervention work from the teacher or teaching assistant. Additionally, a child's need may be met with targeted support from professionals from outside agencies.

The Learning Environment

Nursery

Nursery is set up using continuous provision. Children are able to access areas and equipment independently, and staff support learning through play. Children have access to the outdoor space on a daily basis. Adult led activities and enhancements are used throughout the setting. Areas include practical spaces such as building and painting, and more quiet spaces for story telling or adult led games and activities.

Reception

Classrooms are set up with areas of continuous provision, including practical areas such as role play, building, creating and modelling as well as quieter areas such as small world, reading and writing. All classrooms also have access to a shared outdoor space, to enable children to follow their interests and extend their learning in an outdoor environment.

Year 1 and Year 2

Classroom areas are set up to enable children to follow their own interests and learn independently. When children are not engaged in directed teaching, they access the areas to develop curiosity, creativity and independent thinking and problem solving skills. It is also a time which supports the development of children's social skills. Teachers resource and enhance the areas to ensure learning is appropriate and purposeful and they monitor the use of the areas to ensure each child is accessing a range of activities across the curriculum.



Curriculum Implementation: how our curriculum is delivered

Gem Learning

Dr Tom Robson's 'Gem Powers' are used across school to foster positive behaviours for learning. Children work as a class to earn gems to 'boost' their learning powers. Each gem represents specific 'skills:'

- Diamond Power to develop independence, problem solving and thinking skills. Teaching children to "be responsible" for their own learning.
- Ruby Power to develop collaborative skills. Teaching children to "learn with and support others."
- Emerald Power to develop resilience. Teaching children to "persevere with challenges" and "learn from mistakes."
- Sapphire Power to develop the ability to "maintain focus on learning, stay on task and avoid monster distractions."
- Amethyst Power is 'boosted' when children work with a partner and Topaz Power is 'boosted' when children work and learn as part of a group.

Parents/Carers

We value parents/carers as partners in their child's education. Regular curriculum meetings and workshops are held to share curriculum expectations and half termly topic plans, knowledge organisers, vocabulary lists and newsletters are supplied to enable parents/carers to support their child's learning at home. Individual meetings are also held termly to discuss progress and share learning targets. Parents/carers can come in to school throughout the school year to see lessons in action and they are regularly invited into school to work with their children and attend events which celebrate learning.

Subject Leaders

All subjects at Acre Rigg Infant School are led and monitored by subject leaders who attend relevant training and termly network meetings to update their own knowledge and skills. High quality teaching and learning is a priority and subject leaders work with staff to ensure that effective teaching and learning takes place across school. Subject leaders are also responsible for monitoring attainment across their subject.



Curriculum Impact: how we measure our curriculum

At Acre Rigg Infant School, we measure the impact of our curriculum against four main intentions:

Children's attainment across the curriculum should be in line with or exceed age related expectations.

We measure this intention by using established assessment systems which are embedded across school. Termly data is input and meetings are held with the Head Teacher to discuss children's progress and plan additional learning opportunities or interventions as necessary.

Impact: Data shows that all children make expected or better progress from entry into nursery to the end of Key Stage 1.

Children should have a positive attitude to their learning, be motivated to succeed and be willing to persevere with challenges.

We measure this intention in the behaviours we see in lessons and the work children produce.

Impact: Staff have high expectations for pupil engagement in lessons and the work children produce. With the implementation of 'Gem Learning,' the rewards offered in class (gems, 'chance tickets, Marvellous Me messages) and the encouraging and supportive relationships between teachers and pupils, children respond positively to these expectations. Parents, governors and other visitors who come in to school to observe children working in lessons comment on how children are on task and how they can talk enthusiastically about their learning. Our School Leadership Advisor and colleagues at network moderation meetings speak positively about the pride and productivity which is evident in children books.

Children should understand the complex values of friendship, trust and equality to prepare them for living in a community which demonstrates kindness, respect and tolerance.

We measure this intention in the behaviours we see in and around school, on the playground and out in the local community.

Impact: Respectful relationships between adults and children are evident across school and children readily demonstrate that they know how to help and support one another. Visitors who come into school and the people we work with in the community commend our children's conduct and behaviour.

Children should have a strong personal sense of morality; to be able to decide what is right and what is wrong and be resilient to the influence of others. They should be able to make decisions for the right reasons and in the best interests of their community.

We measure this intention in the behaviours we see in school; in how children behave and interact with others throughout the school day.

Impact: Children understand the importance of 'making the right choices' and 'being kind to other people.' (These being two of our three school rules.) They know that following these rules ensures we are all part of a 'happy' school. Furthermore, children understand that being part of a 'happy' school helps us to learn and 'be the best we can be.'

Our school's mantra of 'being the best we can be' is the driver behind achieving the intentions which underpin our curriculum.



Values

“Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated- pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school”.

Reporting Absences

If your child is absent, what should you do?

Contact the school on the first day of absence. Ensure you keep the school informed on a regular basis if your child is absent for a longer period of time.

Types of absences:

Authorised absence

We understand that sometimes absence is unavoidable. For example:

- Illness
- Medical appointments
- Religious observance
- Family bereavement

Unauthorised absence

An absence is unauthorised unless satisfactory explanation has been received by telephone or letter authorising the absence.

Reasons for absence given below are not acceptable and will cause disruption to your child's progress:

- Shopping
- Birthdays
- Visiting relations etc.

In school support

If we are unable to get in touch with you we will try the contacts that you have listed with school. If we still don't get in touch with you, we will carry out a home visit.

The school day

At 8.45a.m. the bell will ring to indicate the start of the school day. Teachers will be in place in their classrooms.

Classes 1 and 2 will enter school through the porch doors, nearest to their classrooms.

Classes 3 and 4 will enter school through their own classroom doors.

Classes 5 and 6 will enter school through the porch doors, nearest to their classrooms.

Class 7 will enter school through their own class door, situated near the quiet area of the playground.

Class 8 and Class 9 will enter school through the main entrance.

If a child arrives after 9a.m. he/she should enter school through the main entrance, via the office. They will be taken to their classroom by a member of staff.

The end of the school day

At 3.15p.m. a bell will signal the end of the school day. All children are collected from their own classroom. Class 8 and 9 are brought to the main entrance.

Holidays in school time

When children are away from school, their education can be interrupted. If at all possible, we suggest that you do not take your child on holiday during term time. Government regulations mean that Head Teachers can no longer authorise family holidays. Fixed Penalty Notices (fine) can be issued if your child has 10 sessions (5 days) unauthorised absence over a set period.

Good attendance awards

Good levels of attendance are encouraged and promoted within school. Children receive 100% attendance stickers. The class with the best attendance receives a trophy in assembly each week.

How can you help?

To help your child and our school achieve high attendance levels, we would appreciate your support to:

- Help your child attend school regularly
- Help them to get to school on time
- Take holidays during school holiday time
- Arrange health appointments after school if you can (although we understand this is not always possible, if this is not possible please provide appointment letters/appointment slips).



Parents in school

Children are in school for a short period of time and it is important we work together to support your child. Parents are welcome to come into school and work alongside the teacher. Tasks could include reading with children, supporting children in the areas in the classroom. A DBS check would be completed prior to parents working in the classroom.

Parents are kept informed of school activities via a monthly newsletter. Throughout the year there are various activities taking place in school to which parents are invited e.g. concerts, sports days, class visits etc. a yearly programme of events is provided in September. Parents are formally invited into school to discuss children's work once a term.

A written report is given to parents at the end of the summer term. If parents have any comments or queries, they are welcome to come into school to see the Head Teacher.

We use parent apps and marvellous me to communicate with parents. All newsletters and information about the school is available on our school website:

www.acrerigg-inf.durham.sch.uk

Mid Morning Snack

Children are given a piece of fruit and milk or water at break time.

School Uniform

The school uniform is a red jumper or cardigan, a white polo shirt and grey or black bottoms. A PE kit and one cardigan or jumper will be provided for each child starting school in September.

Breakfast Club

We run a breakfast club every school day from 8.15a.m. to 8.45a.m. all children wishing to attend need to be in school for 8.30a.m.

There is no charge for this service.

Policies

A range of school policies are available on our website.

Acre Rigg Infant School
Behaviour and learning policy

“Be the best you can be”

January 2024

Aims of the policy

Our approach towards behaviour and learning based on four main principles:

1. Three class rules
2. Teacher lead
3. Participation
4. Motivation and reward

Children at Acre Rigg Infant School respond to positive relationships and adults who care. Visitors comment on the behaviour of the children in our school.

Leadership and management

The ultimate responsibility for promoting positive behaviour and the upholding of the policy lies with the headteacher, supported by the governing body and SLT. Class teachers manage the behaviour of their class. However, good behaviour is everyone's responsibility.

As a whole staff we will

- Uphold the policy consistently and fairly.
- Promote and implement consistently the systems and routines that help manage behaviour.
- Be good role models, supporting each other, treating colleagues and pupils with courtesy, consideration and respect.
- Have high standards of expectation in all aspects of school life.
- Plan engaging learning opportunities based on pupil need, with a strong emphasis on basic skills and broadening experiences.
- Track pupil progress, set challenging, achievable targets and support children in achieving them.
- Make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs.
- Give support and guidance to each individual child consistently and fairly implement reward and sanctions.
- Record behaviour concerns on CPOMs and seek advice and support from colleagues and other professionals when necessary.
- Encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Designated/ Specific Roles and Responsibilities

The Headteacher

Overall responsibility for the promotion of positive behaviour in school
Supporting teachers/staff with behaviour management within their cohort, including coaching and mentoring
Communicate to Governors
Oversee the behaviour of children within school.

Deputy Headteacher and Senior Leaders

Supporting teachers/staff with behaviour management within their cohort, including coaching and mentoring
Support the Headteacher to oversee behaviour within school.

Cohort Leaders

Supporting teachers/staff with behaviour management within their phase
Communicate whole school messages on behaviour management to staff within their year group

Class Teachers

Promote positive behaviour at a classroom level
Communicate effectively with parents both verbally and through termly and yearly reports.
Oversee behaviour at playtimes when on duty

Teaching Assistants

Promote positive behaviour at a classroom level
Oversee behaviour at playtimes when on duty
Provide one to one support, when needed

Parent Support Advisor

Liaise with parents on aspects of behaviour in conjunctions with staff.

Lunchtime Supervisory Assistants

Oversee behaviour at lunchtimes, upholding the policy consistently and fairly.
Support the teachers with children who may need additional support over lunchtime
Report any concerns.

Our school rules

The three class rules are chanted with actions throughout the day

1. Follow instructions quickly (hands together and wiggle forward)
2. Make the right choices (thumbs up and move hands up and down when chanting the rule)
3. Be kind to other people (hands move from heart to spread in front of body)

The rules are referred to if they are broken at any point during the day – the class chant the rule which has been broken to themselves or to the group or child who has broken it.

Listening skills

Children will be taught listening skills. This will start in our two-year-old provision and will be revisited every year at regular intervals throughout the school year.

Signs and symbols will be used and will be on display in the classroom. This will be referred to on a daily basis and used in and around school, including in assembly.

Listening to learn – Actions to promote good listening (focussed learning and calm behaviour)

- Good sitting – thumbs up, hands on top of each other
- Good looking – thumb up, point to eye and the object/person you want them to look at
- Good waiting – thumb up, clench fists together
- Good listening – thumb up, point to ear
- Good thinking – thumb up, point to head

Strategies

- To gain the attention of the class: “Class Yes!” The teacher calls “class” in different voices and different amounts of times and the class mirror the call using the word “yes.”
- To gain the attention of the class when they are working / playing: “Hands, hands, hands and eyes!”

The children repeat the chant, clasp their hands and look directly at the teacher.

- To settle the children on the carpet, “Basket” and children put their hands in their lap and repeat, “Basket, basket, basket!”
- To focus the children’s attention on something or someone: “All eyes on the board, book ... on” The class repeat the chant and look at the object or person.
- To reinforce or engage in learning: “Mirror, mirror!” The class mirror the teacher’s gestures and words.
- To answer as a class: “Blow release!” Children blow the answer into their hands and then call it out together when the teacher calls “release.”
- To begin Talking Partners: Teacher claps a rhythm and says “talk” and the children copy the clapping rhythm and say “ok!”

Lining up

Teacher calls the children to line up and they chant “go” as they do it.

Calls could include – “yellow group, girls, everyone etc”

Children will:

1. Walk to the end of the line.
2. Look at the teacher
3. Keep their hands and feet to themselves.
4. Keep quiet and still
5. Listen to instructions

Walking Around School

When pupils walk around school they will be encouraged to:

1. Walk on the left-hand side
2. Use the handrail walking on the stairs
3. Walk quietly and sensibly
4. Hold doors open for friends and adults

Movement in and around School

Staff should see that all children are suitably supervised when moving around the school. Children observed behaving appropriately should be praised. Children not following school rules should be encouraged to do so. They should be reminded of what is expected and encouraged to complete the activity again. Example: If observed running, a child should be sent back to a stated point and be encouraged to walk correctly. Staff are to support when needed.

Movement around School - Procedures for Large Groups

Give out any instructions and set expectations.

Use the Line Up guidance.

Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.

Encourage a child to hold the door for others to pass through (thank them for this)

Walk to the left-hand side of the corridor/stairs.

Think about your own position to allow maximum supervision of your group.

Complete a headcount before and during the activity.

Playground procedures

Teachers are responsible for overseeing their children at times of transition including playtimes, at the beginning and the end of the day. All children should be walked to the playground by a member of staff, ensuring they are supervised until the member of staff on duty arrives.

Any inappropriate behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

The Headteacher is to be informed of any concerning behaviour.

Any child needing medical attention at playtime will be dealt with by the designated member of staff on duty (duty rota).

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices)

For some children, a risk assessment may need to be completed to allow them to successfully access a larger space. This will usually involve additional adult support.

Supporting pupils

All adults share responsibility for the behaviour of all children across the school day. Many incidents of inappropriate behaviour can be pre-empted with forward thinking and planning.

Use clear instructions and reward the positive behaviour.

Know the potentially difficult points for individual and groups of children.

Put in place supervision arrangements for an individual child during less structured time (playtime, PE, etc.)

Strategically place a child next to an adult. Refer to support plans where appropriate.

Adopt a non-confrontational approach to children who may be finding situations challenging. Use phrases like I can see...This will often result in the child being able to discuss what the problem is. Use de-escalation techniques to distract.

A no shouting policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to be heard on the playground etc. or when there is a safety issue.

BEHAVIOUR GUIDELINES

Use of praise and rewards

It is very important that meaningful praise and reward should have great emphasis. Children will achieve more, be better motivated, and behave better, when staff commend and reward their successes. We use the phrase "catch them being good". Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups.

Whole School Reward System

There is a green face in every classroom with each child's name on it. This can be used as a visual reminder to promote positive behaviour.

Chance tickets

Stickers

Certificates

Dip in the box

Marvellous me- messages home about events in school and positive behaviour messages.

Weekly assembly

Visit to the Headteacher

Gems (primarily for learning behaviours but can also be incorporated into behaviour management)

Phone call home or positive message to parents on collection

School reports – written reports should comment favourably on good work, behaviour, involvement in and general attitude to school life

Rewards

- Rewarding others: Finger woo. Teacher and children give varying number finger woos – wiggling their fingers towards others in celebration.
- Rewarding yourself: “Ah yeah!” celebrations. Children chant different types of “Ah yeahs!” with actions –
 - Normal: say “Ah yeah” whilst punch the air
 - Whispering: say “Ah yeah” in a whispering voice whilst punching the air
 - Silent: mouth “Ah yeah” silently whilst punching the air
 - Rolling: say “Ah yeah” whilst stretching arms to the side and doing a rolling motion
 - Disco: say “Ah yeah” whilst punching the air and then sing, “That’s the way, ah ha, ah ha, I like it, ah ha, ah ha” whilst doing the disco point
 - Dancing: say “Ah yeah” whilst punching the air and then sing, “That’s the way, ah ha, ah ha, I like it, ah ha, ah ha” whilst clicking fingers and shaking hips and shoulders
 - Secret – reader, singer, worker, learner, walker etc. Teacher secretly chooses a child and if they model correct ‘behaviour’ they are rewarded with a chance ticket. Teacher says: “Secret reader ... earn yourself a chance ticket.”

USE OF SANCTIONS

Before sanctions are used staff should use their knowledge of the child and their relationship to de-escalate a situation.

Young children do not understand cause and effect so sanctions may need to follow a different pattern for these children and should be discussed with the Headteacher and SENCO. Children at an age appropriate level of development understand the concept of “making the right choice”. In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

When any sanction is given we recognise this may momentarily affect the adult/child relationship. It is the responsibility of the adult to seek to repair this relationship so the child can move on, understand and feel happy to return to the situation. This should happen as soon after the sanction has been completed.

A discussion should take place to include why the behaviour was unacceptable and the feelings and impact it had. It is important language is kept simple and age appropriate. The child should have the opportunity to reflect and talk about the situation. Staff members are to use their professional judgement as to when this is appropriate. This will give both adult and child an improved understanding and make repetition of the behaviour less likely. Apologising to anyone affected by the behaviour should be encouraged. Staff are to support with this and model correct language.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Bring it back to keeping each other safe.

Sanctions Procedures

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule the following procedures should be followed

If unacceptable behaviour occurs:

Step 1 – A warning

Warnings are a chance to change and have no longer term consequences attached to them if they are successful in allowing the children to adapt their behaviour. Warnings should be given in a low voice and emphasis kept to a minimum. Up to 3 warnings are given on the third warning the teacher should say “This is your third and final warning. Do you understand?” Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 2- Thinking time

Still a time to reflect and change the behaviour

The child is sent to a designated area of the classroom for up to 5 minutes, sitting alone in order to reflect, calm down etc without causing disturbance. Within the early years, the use of a hoop to indicate the area may be more appropriate.

Support given by an adult to talk about the changes needed and come back into the main classroom setting.

Within the same session if a child repeats the same behaviours they should go onto the next stage of the behaviour system. Alternatively, the sanction system should start again.

For a child who is receiving regular thinking time, please discuss this with a SLT.

Step 3 Time out (removal from a classroom)

Time Out should be considered as a serious sanction and will be used to allow the continued effective learning of other pupils in the class to be restored and to allow the continued education of the child who has been disruptive after a period of re-regulation.

The child is taken to a designated colleague (cohort lead) or SLT.
This should be for a minimal amount of time.
If behaviour improves return to class; if not or if child refuses, move to next stage.

For a child who regularly gets to the Time Out stage

Discussion with SENCO and Headteacher
Begin monitoring to identify areas of concern / possible causes / appropriate targets
Parents informed that behaviour is a cause for concern. This will be done by the Headteacher or a member of the SLT.
Parents discuss concerns and agree targets/support
Monitored by class teacher and reviewed.

Step 4- Intervention from the Deputy Headteacher/ Headteacher.

The Headteacher can be called for if all stages have been followed or if there is a significant behaviour incident.
Parents/carers will be informed.
Details recorded on CPOMS

Use of reasonable force

Use of force must only be used as a last resort and then only when safety is an issue. Procedures are in place at our school to create a safe, calm, orderly and positive learning environment. Effective relationships are developed between staff and pupils. Therefore, the use of reasonable force should only be used very rarely and to keep a child or member of staff safe.

The Role of Parents

Parents/Carers provide a crucial role in supporting the school with maintaining behaviour and positive relationships. Parents should have access to and know the school's behaviour policy, systems and routines. Where parents have a concern regarding behaviour they should report these to a member of staff. Parents should attend meetings if requested and work with school to support their child to make the right behaviour choices.

Children with SEND

Acre Rigg Infant School is committed to inclusivity and has a wide range of pupils including those with special educational needs and disability. All children's behaviour needs managing effectively, whatever the needs of the child, to ensure they, and their peers can learn effectively. Where it is decided that the SEND need contributed to the behaviour or it is felt that the pupil was unable to act in any other way staff must decide on an alternative course of action than the usual sanction (liaison with SLT/SENCo).

In all cases where children with SEND struggle with behaviour the Headteacher and SENCo will have input as to how best to meet the needs of the individual and will advise both teachers and parents on potential triggers and the nature of the support.

Specific risk assessments are in place for some children.

Staff Induction, development and support

All staff are given the behaviour policy as part of their scheduled induction

Behaviour management training is part of INSET at the beginning of each school year. This is done by the head or deputy headteacher. This may include targeted training for specific groups of staff to address a particular training need. Training may also be delivered throughout the year in staff/ year group meetings depending on need.

Staff have the responsibility to seek advice and support from SLT in managing behaviour effectively. SLT have the responsibility to ensure staff feel supported and able to manage the behaviour of the pupils in their class and that their mental wellbeing is not affected by challenging behaviour.













Pupil Transition

Times of transition can be challenging and can affect pupil behaviour. Disruption due to pupil transition aims to be minimised through:

Transition days at the end of the year prior to the new school year, increased sessions for children identified by staff members.

Planned hand over meetings held between members of staff regarding the children they are passing on/receiving. Scheduled staff meeting time is allocated to this.

Some children will be identified as needing enhanced transition and this is communicated to the relevant Junior schools.

<p>Diamond Power</p> 	<p>'Diamond Dan'</p> 	<p>Identifies own problem (target) and solves own problem (achieves a target).</p> <p>Uses a learning 'toolkit' (e.g. caterpillar, must/could/should writing targets, writing editing checklist, smiley target etc).</p> <p>Uses learning aids (sound and spelling mats, classroom displays).</p> <p>Helps others with their learning.</p>
<p>Ruby Power</p> 	<p>'Ruby Rose'</p> 	<p>Helps others when they have a problem.</p> <p>Praises or is pleased for others when they do something well (smiles at them, gives a 'woo', says 'well done).</p>
<p>Emerald Power</p> 	<p>'Emerald Ed'</p> 	<p>Will 'have a go' at a challenging task.</p> <p>Understands that mistakes help us to learn.</p> <p>Perseveres with challenging tasks; 'bounces back' from mistakes.</p>
<p>Sapphire Power</p> 	<p>'Sapphire Sue'</p> 	<p>Focus on learning:</p> <p>Stays on task, not giving in to the 'monster distraction'.</p> <p>Listens to others, not giving in to the 'monster distraction'.</p>
<p>Amethyst Power</p> 	<p>'Amethyst Al'</p> 	<p>Talking partners, taking turns to speak and listen.</p> <p>Complete tasks with a partner, cooperation.</p>
<p>Topaz Power</p> 	<p>'Topaz Tia'</p> 	<p>Completes tasks as group or class, cooperation.</p> <p>Takes turns to speak (share ideas, ask and answer questions) and participate (operate the board, interact with resources). Understands that it is ok not to get a turn.</p> <p>Attends to others – looks at them and listens to them.</p>



Photographic and Video Policy 2024

NAME OF SCHOOL	Acre Rigg Infant School
POLICY WRITTEN BY:	Name: Kate Longstaff Role: Head Teacher
APPROVED BY GOVERNING BODY ON:	Date: June 2023
DATE TO BE REVIEWED:	July 2025
USEFUL SCHOOL CONTACTS:	
SCHOOL DATA CONTROLLER:	Mrs. Sara Rafferty
SCHOOL DESIGNATED CHILD PROTECTION COORDINATOR:	Mrs. Kate Longstaff
SCHOOL E-SAFETY COORDINATOR:	Mrs. Kate Longstaff
GOVERNOR WITH LEAD RESPONSIBILITY:	Elaine Jones

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Background

- This policy covers the recording, use, storage and deletion of still and video images at the school. It should be read in conjunction with the school's data protection, online safety, CCTV and acceptable use policies. Any examples used in this policy are not exhaustive and the school is able to make decisions on a case by case basis.
- Legally this area is covered by the following:
 - Data Protection Act 2018: The image of a child is personal data covered by the act unless taken by parents/carers for purely personal use. This means that a school must comply with the Data Protection Act 2018 (GDPR). Schools are permitted to take, use and store and display images when this forms part of the public task of educating children, disposing of them after the child has left. Schools will need to seek consent for other uses of images such as websites social media or newspapers.
 - Education Act 2002: Obligations to safeguard the welfare of pupils. This may have an impact on children whose location cannot be revealed for safeguarding reasons.
 - Article 8 European Convention on Human Rights: Privacy issues/breach of the child's right to respect for private life. For example, a parent/carer may object to their child's image being taken or shared.
 - Article 10 European Convention on Human Rights: The parent/carer's right to freedom of expression. For example, a parent/carer may wish to record the Nativity play.

Safeguarding

- Safeguarding of young people should always take precedence when considering when photographs and videos are appropriate. In particular, schools need to consider if they have young people who:
 - are looked after, particularly if the parents of the YP are not allowed access
 - are adopted
 - are in protected accommodation
 - have a parent or family member who is not permitted access.

Consent

- Consent is not required when the use of images is purely for educational purposes, for instance for assessment of learning. This is covered as part of the "Public Task" of the school.

- Consent will be required when images are used beyond the school, for instance on the school website. It is good practice to ensure that the record of consent is approved as accurate and up to date by the parent/carer on a regular basis.
- A record of all consent details will be kept securely on file. Should permission be withdrawn by parents/carers at any time, then all relevant images will be removed and disposed of and the record will be updated accordingly.
- Images will not be taken of any child or young person against their wishes. A child or young person's right not to be photographed is to be respected.
- School visitors may only take photographs with the specific permission of a member of the Senior Management Team when consent has been correctly obtained.

Taking, Storing and Retention of Images and Videos

- As images and videos are personal data, this should be processed in accordance with the school's data protection policy.
- Only official school owned equipment (e.g. work provided digital or video cameras) will be used by staff to capture images of children for official purposes. Use of personal cameras or phones by staff is prohibited at all times.
- Staff will receive information regarding the safe and appropriate use of images as part of their safeguarding training and responsibilities.
- Images will be stored securely, for example, by using password protection, restricting the number of people who have access to the files, and ensuring adequate firewall and anti-virus software are in place. If possible, this will be encrypted (e.g. iPad with passcode).
- Images will be securely deleted from non-encrypted devices on a regular basis (e.g. transferred from a digital camera to the network on a weekly basis).
- Images will not be kept for longer than is to be considered necessary and, in any event, not exceeding a maximum of three years after the child has left the school. A designated member of staff (Data Protection Officer) will ensure that systems exist so that all photographs are permanently wiped when no longer needed.

- The school's management team reserve the right to view any images taken. Members of staff (including volunteers) will ensure that all images are available for scrutiny and will be able to justify any images in their possession.

Use of Images/Videos by Children

- The school will discuss and agree age appropriate acceptable use rules with children regarding the appropriate use of cameras, such as places children cannot take the camera (e.g. unsupervised areas, toilets etc.).
- All staff will be made aware of the acceptable use rules regarding children's use of cameras and will ensure that children are appropriately supervised when taking images for official or curriculum use.
- Members of staff will act as role models of positive behaviour to the children by encouraging them to ask permission before they take any photos.
- Photos taken by children for official use will only be taken with parental/carer consent and will be processed in accordance with the Data Protection Act 2018.
- Parents/carers will be made aware that children will be taking photos/videos of other children and will be informed how these images will be processed.

School Trips

- Volunteers helping on school trips must be made aware of any rules restricting the use of personal devices to take photographs.
- The school will decide if children are allowed to use their own cameras, phones, tablets and other connected devices, during a school trip on an individual event basis.

Appropriate Events and Locations

- There are some risks involved when taking photographs of some sporting occasions when children are not fully dressed. These apply to both the child, whose image may be misused, as well as the adult who could be accused of taking inappropriate images. The general advice is that children should not be photographed unless appropriately dressed.
- It is not permissible to record images when children are changing.

- In general it is advisable not to record images of children in swimming costumes, but under specific circumstances the school may decide it is appropriate, for instance:
 - moderation for PE or Swimming Teacher Assessment
 - celebration of a child showing significant progress with swimming.
- The Amateur Swimming Association (ASA) guidance on photography states that all photographs must observe generally accepted standards of decency, in particular:
 - action shots should be a celebration of the sporting activity and not a sexualised image in a sporting context
 - action shots should not be taken or retained where the photograph reveals a torn or displaced swimming costume
 - poolside shots of children should normally be above the waist only in a swimming costume, though full length tracksuit shots are approved
 - photographs should not be taken from behind swimming blocks at the start of a race or exhibit young swimmers climbing out of the swimming pool.

Use of Webcams/Skype etc.

- Parental/carer consent will be obtained before webcams or video conferencing will be used for curriculum or educational purposes.
- Recordings will only be made with the consent of all parties taking part.

School Website/School Managed Social Media

- Permission will be obtained from parents/carers before a child's image is uploaded to the school website or social media platform.
- Children's full names will not be used on the website or social media in association with photographs.
- The school will not include any personal addresses, emails, telephone numbers, on videos, on the website, in a prospectus or in other printed publications.
- Children's work will only be published with their permission or their parent's/carer's consent.

Parental/Carer Photography

- Many parents/carers will want to record some of the special moments in their child's school life and the law does not prohibit this. However, it is possible that they will also capture images of children other than their own, with a possible impact on their privacy.
- This is a problematic area with contributory factors:
 - Freedom – some parents/carers will want to take pictures of their child at an event, and some will not
 - Privacy – it is possible that any image captured may have other children in it
 - Safeguarding – there is a potential that images may be misused. (There can be particular concern regarding looked after children.)
- The school will decide if parental/carers photography and video is appropriate on an individual event basis depending on the nature of the activity and any risks posed to children and staff taking part.
- The school will ensure that parents/carers are aware of any restrictions on photography and will publicise this prior to the event and bring it to the attention of parents/carers at the start of the event.
- Parents/carers have the right to ask for their child not to be photographed. On some occasions that may result in the child being unable to take full part in an activity.
- Parents/carers will be made aware that photography is allowed at the event and that if a parent/carers objects they must contact the school.

Social Media

- Uploading pictures to social media may cause further complications. A parent/carers publically sharing images of other people's children with no controls on privacy may be a breach of data protection rules. However, sharing images of their own children is not a breach of data protection rules.
- Parents/carers will be reminded that the school does not allow any images or videos to be shared on social media, as it considers it to be a risk to individual pupils and parent's/carers' privacy

Press Photography

- Where a press photographer is to be invited to celebrate an event, every effort will be made to ensure that the newspaper's (or other relevant media) requirements can be met. A written agreement will be sought between parents/carers and the press which will request that a pre-agreed and accepted amount of personal information (e.g. first names only) can be published along with images and videos.
- The identity of any press representative will be verified and access will only be permitted where the event is planned, and where press are to be specifically invited to attend. No authorisation will be given to unscheduled visits by the press under any circumstances.
- The photographer will be issued with visitor identification, which must be worn at all times.
- Every effort will be made to ensure the press abide by any specific guidelines should they be requested. No responsibility or liability, however, can be claimed for situations beyond reasonable control, and where the school is to be considered to have acted in good faith.

(See Press Consent form)

School Photographs

- Professional photographers who are engaged to record any events will be prepared to work according to the terms of the school's e-Safety policy.
- Photographers will be issued with visitor identification, which must be worn at all times.
- Photographers will sign an agreement which ensures compliance with the Data Protection Act and that those images will only be used for a specific purpose, subject to parental/carer consent.
- Photographers will not have unsupervised access to children and young people.

Photographs by Members of the Public

- When children are taken out of the school grounds, for instance, on a visit it is possible that they could be photographed by members of the public. If the

child's privacy is of paramount importance, the risk of this should be discussed with parents/carers and appropriate steps taken (see Looked After Children section below).

Looked After Children

- Photographs of looked after children should usually only be taken with the agreement of the person who holds parental responsibility. However, in some circumstances, consent could be obtained from the child's social worker, foster carer or a relative. Please see the school/relevant teacher who is part of the child's care team if you are unsure about who can give consent.
- The school/relevant teacher will be part of a looked after child's care team and attend meetings and looked after reviews; they should know any potential risks regarding any adults or if the placement is protected.
- Looked after children should expect to have as normal an experience as they can and they should not be singled out because they are in care.
- If a child's identity or privacy needs to be protected, this should be discussed with the parent/carers and appropriate steps could be agreed. This could include:
 - o restricting parental photography for all at events
 - o subtly removing the child before photographs are taken
 - o sitting the child with the teacher to allow the teacher to take active steps to reduce the possibility of the child being photographed
 - o sensitive withdrawal of the child from the event with an explanation to the child.



Privacy notice for Parents/ Carers

This privacy notice explains how we collect, store and use personal data about pupils. We, Acre Rigg Infant School, are the 'data controller' for the purposes of data protection law.

Enquiries should be addressed to "The Data Protection Officer" at Acre Rigg Infant School.

Who we are and what we do

We are Acre Rigg Infant School, Acre Rigg Road, Peterlee, County Durham. SR8 2DU. We are a maintained nursery and infant school for children ages 2 – 7 years old. Our local authority is Durham County Council.

The personal data we collect and hold

We hold personal data about pupils, their parents or carers to support teaching and learning, to provide pastoral care and to assess how the school is performing. We may also receive data about pupils from other organisations including, but not limited to, other schools, local authorities, health care providers and the Department for Education.

Personal data that we may collect, use, store and share (when appropriate) about parents and pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents, National Insurance number.
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

Why we use this data

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services (including monitoring staff performance)
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing
- Identify pupil eligibility for Free School Meals and Pupil Premium funding

Our legal basis for using this data

We collect and use personal data on the basis of performing a public task (educating children).

On some occasions we may ask for consent to process data when its use is optional. On those occasions consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Collecting this information

We collect / obtain data from pupils, parents, carers, teachers and other professionals where relevant (e.g. G.P, hospital, social workers etc.)

How we store this data

We keep personal information about pupils, and their parents/guardians while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We will only retain the data we collect for as long as is necessary. This would be to satisfy the purpose for which it has been collected in accordance with our data retention policy. Please contact us if you would like further details on this policy.

The security of data and information is important to us. This is why we follow a range of security policies and procedures to control and safeguard access to and use of your personal information. This includes both physical and technical security and integrity of all data.

Data sharing

We will share information, for instance with health services and local government. Additionally we may share information with other organisations when we have a legitimate interest to do so. We are required to provide pupil data to central government through the Department for Education and the Education Funding

Agency. Where it is necessary to protect a child, the school will also share data with the Local Authority Children's Social Services, medical professional and/or the Police.

We will share information with the local authority to check eligibility for free school meals. We do not transfer personal data to countries outside the European Economic Area.

Parents and pupils' rights regarding personal data

Individuals have a right to make a '**subject access request**' to gain access to personal information that the school holds about them. This includes access to their child's educational record. This request should be made to the school.

Parents/Carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 13), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, we will:

- Give you a copy of the information in an intelligible form
- Give you a description of the data we hold
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

Other rights

Individuals have rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer:

The Data Protection Officer

Acre Rigg Infant School

Acre Rigg Road

Peterlee

County Durham

SR8 2DU

0191 5864437

Sharing with the DfE and the Government

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

The National Pupil Database (NPD)

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD). The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies. To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

Sharing by the Department of Education

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools
- local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website: <https://www.gov.uk/government/publications/dfe-external-data-shares>

To contact DfE: <https://www.gov.uk/contact-dfe>



Acre Rigg Road
Peterlee
Co. Durham SR8 2DU
Tel (0191) 586 4437

Email: acrerigginfants@durhamlearning.net
www.acrerigg-inf.durham.sch.uk

Head Teacher:
Mrs Kate Longstaff

Dear Parent / Carer,

Re: Operation Encompass

The safety and well-being of young people is our greatest priority. Our school is one of many in County Durham that will be taking part in a new project aimed at providing extra support to young people who are affected by or witness domestic abuse in their home lives.

Witnessing domestic abuse is really distressing for a young person. They can often see the abuse, hear it from another room, see a parent's injuries and distress afterwards, or be physically hurt themselves.

A project, called Operation Encompass, aims to support children affected in any way by domestic abuse. The project is a joint initiative involving Durham County Council, Durham Police and schools across the country.

A major part of the project is the training of school staff, known as 'key adults' in each school to liaise with police and work with the young people affected.

From January 2017, following any serious domestic abuse incident being reported into Durham police, specialist staff will identify which school that child attends, make contact with the school and communicate relevant and necessary information. This will ensure that the school is made aware at the earliest opportunity and they subsequently provide support in a way that means the child feels safe and supported.

I believe our schools involvement in this project demonstrates our commitment to providing the best possible care and support for our pupils.

In the meantime, if you would like to speak to someone about the project or require further information, please do not hesitate to contact myself on (0191) 586 4437. You can also find out more information at www.operationencompass.org.

Yours sincerely,

Mrs K Longstaff
Head Teacher

Staff List 2024 - 2025



Role

Head Teacher	Mrs K Longstaff	
Deputy Head Teacher	Mrs S Rafferty	
Teachers	Mrs A Airey Mrs N Armstrong Miss L Arnold Mrs G Barrass Mrs N Darby Mrs S Lindsay	Miss R Miley Mrs S Rafferty Mrs J Ramshaw Mrs S Taylor Mrs L Yews
Teaching Assistants	Miss C Beston Mrs R Brown Mrs S Brown Mrs D Clark Mrs M Darby Miss V Dunn Miss E Greathead	Mrs L Huntingdon Mrs A M Kilby Miss V Lee Mrs N McCourt Mrs S Osborn Miss G Savage Mrs T Tinkler
HLTAs	Miss D Barrass Miss T Davison	Miss M Hardwick Miss N Hubery
Parent Support Advisor	Mrs K Harrison	
School Counsellor	Mrs C Gash	
Office Manager	Miss A Garrod	
Administration Assistant	Mrs T Simcox	
Supervisory Assistants	Mrs K Ashcroft Miss T Bailey Miss M Donkin Mrs D Halliday	Mrs J Harrison Mrs N Sefton Miss K Turnbull Mrs T Wintrip
Caretaker	Mr J Tomlinson	
Cleaners	Mrs N Sefton Miss K Turnbull	Mrs S Wilson
Cook	Mrs V Barrass-Cairnes	
Assistant Cook	Mrs K McGlen	
Kitchen Assistants	Miss G Deakin Mrs A Ellwood	

School Governors 2024 - 2025

Head Teacher



Mrs K Longstaff

Staff



Mrs D Clark

Local Authority



Rev. Elaine Jones (Chair)

Co-opted



Mrs S Simpson

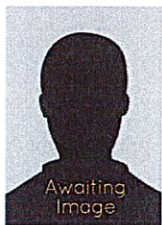


Mr S Burton



Mrs J Ramshaw

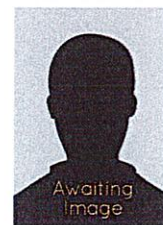
Parent



Miss M Doyle



Mr G Evans



Vacancy



School Holidays 2024/2025

Holiday	Closing date	Date re-opens
Summer 2024	Tuesday 23 July 2024	Wednesday 4 September 2024
Autumn half-term 2024	Friday 25 October 2024	Monday 4 November 2024
Christmas 2024	Friday 20 December 2024	Monday 6 January 2025
Spring half-term 2025	Friday 21 February 2025	Monday 3 March 2025
Easter 2025	Friday 11 April 2025	Monday 28 April 2025
May Day 2025	Friday 2 May 2025	Tuesday 6 May 2025
Summer half-term 2025	Friday 23 May 2025	Monday 2 June 2025
Summer 2025	Friday 18 July 2025	Tuesday 2 September 2025

Inset days are:-

Wednesday 4th September 2024 and Monday 6th January 2025.



Acre Rigg Infant School HOLIDAYS 2024 - 2025

SEPTEMBER						
M	T	W	T	F	S	S
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30						

OCTOBER						
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28	29	30	31			

NOVEMBER						
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DECEMBER						
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30	31					

JANUARY						
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27	28	29	30	31		

FEBRUARY						
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24	25	26	27	28		

MARCH						
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24	25	26	27	28	29	30
31						

APRIL						
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28	29	30				

MAY						
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JUNE						
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30						

JULY						
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28	29	30	31			

AUGUST						
M	T	W	T	F	S	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

-  Holidays
-  Bank Holidays
-  Holidays (Staff Inset Days)

