



ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

Parent Planner 2021 - 2022



Opportunity . Achievement . Success

Pastoral Guide for Parents and Carers



Parent Partnership

This document attempts to outline and clarify the key roles of the Academy and our expectations of parents and carers in helping All Saints' Academy support your child in making the maximum academic and personal progress possible.

What the school expects from our parents / carers -:

- Ensure your child attends school regularly to ensure they have the best chance to progress academically (good attendance is classed as 97% +).
- Take an interest in your child's studies and try to support work done in school where possible.
- Send your child to school in uniform that complies with school policy and expectations.
- Check your child's organiser and ensure that they are completing homework to the best of their ability.
- Show a supportive attitude to the value of education and academic success. Parental opinion and support is one of the most important influences over exam success.
- Be aware and supportive of the school mobile phone policy. We do not allow mobile phones in classrooms as they are a barrier and distraction to learning (See Behaviour for Learning Policies Page).
- Read the school policy on communication and be aware that any abuse of staff either in person or through social media may result in police action. All staff try to act in the best interests of students.
- Be proactive in contacting school if there are external factors affecting the wellbeing of your child.
- Attend Parents' Evenings and read student reports. Keep aware of support provided by the school for students and parents through the school website and the Insight system.
- Ensure the school has your correct contact details and that you are signed into the Insight system.
- Understand that the school will tackle defiant behaviour, verbal and physical abuse and anti-social behaviour in accordance with our school policies.
- Understand that the Academy will endeavour to give 24 hour notice of any after school detentions. No student is exempt from sitting after school detentions. The Behaviour for Learning policy applies to all students.

What you can expect from the Academy-:

- Develop each child through a focus on Christian values reflected by staff and students.
- We will always endeavour to provide a warm welcome for all and a safe environment where all of our students can thrive.
- The best possible provision in the classroom will be provided to support your child's academic performance.
- Clear feedback given to students and parents on how each child can improve their academic performance.
- An appropriate and challenging curriculum to meet the individual needs of all students.
- We will provide opportunities for all students to develop socially, emotionally and academically.
- We will be proactive in communicating with home when there are issues affecting your child within school.
- We will respond within 48 hours to communication from home in a positive, purposeful and appropriate manner.
- Poor behaviour, when it occurs, will be challenged swiftly and accordingly to the Behaviour for Learning Policy to ensure student safety and learning capacity is not compromised.
- We will reward student success and create a culture of pride in achievement.



Communication Policy

Successful schools depend on effective, timely communication between all stakeholders. We at All Saints' Catholic Academy have the best interests of all of our staff and students at the centre of everything we do and we are committed to ensuring the maximum social and academic potential for our young people. One of the key factors that influence the success of students and schools in general is the quality of support and communication from parents and guardians.

Communication channels

The main communication channels between school and home are as follows -:

- School website – Outlines key school policies, upcoming events and dates.
- School Facebook Page - <https://www.facebook.com/AllSaintsSchool/>
- MyEd/Go4Schools – E-mail based system which allows parents to keep track of student behaviour, rewards, progress reports and attendance.
- Letter – The academy will communicate some key information such as information on rewards and behaviour sanctions by post and parents can write into relevant staff in school with queries through letter or e-mail (key e-mail addresses are found on the school website).
- Visit the academy in person – Parents are of course welcome to come into school to raise an issue with a particular member of staff but it is essential to ring in and make an appointment because staff are not usually available to immediately see parents because they are either teaching or conducting their job roles.
- Phone call – Parents can ring reception with any questions or queries. The academy has a 48 hour call back policy so an appropriate member of staff will call you back as soon as possible, however this cannot always be on the same school day due to teaching and other relevant commitments.

Who to contact?

- For queries on issues such as uniform, behaviour, attendance, the school organiser and homework or rewards, the form tutor of your child should be your first port of call.
- If there is a pastoral issue of a serious nature (e.g. an issue that would affect your child's safety or well-being) and you have already contacted your child's form tutor, you should contact to the Year Progress Leader for your child. In the unlikely event that a YPL cannot resolve the issue, your next contact would be Mrs N Kilday (Assistant Head Teacher – Behaviour and Attitudes).
- If you have a query about academic issues such as issues with academic reports, homework or content in a particular subject then contact either your child's class teacher or the Curriculum Leader for that subject.
- If you have queries about school buses or bus passes please contact reception
- Questions and issues (pastoral and academic) related to Sixth Form students should be directed to Miss R Davie, (Assistant Head Teacher - Sixth Form)
- For safeguarding issues please ask for a member of the safeguarding team. Our reception staff can direct you to the correct member of staff and the school website also has details on the safeguarding team.
- If all other avenues have been taken and your issue is still not resolved, to contact the Head Teacher you will need to write a letter to the Head's PA Mrs L Scott FAO Mr C Cuomo.



Communication Policy

Our expectations over communication

- The Academy will under no circumstances tolerate verbal or physical abuse of our staff. We are human and unfortunately despite our best intentions, mistakes are made but all parents should rest assured that the prime concern of all of our staff is the safety, wellbeing and happiness of our students. We do recognise that the vast majority of our parents are very supportive and this has underpinned the success the school has enjoyed in recent years.
- We expect our staff to speak professionally and courteously towards parents and carers at all times. If you feel this does not reflect your experience, you can make a complaint through the channels outlined at the bottom of the page.
- Any abuse towards staff either in person or through social media will be taken seriously and we will involve the police where necessary.
- Abusive or inappropriate comments that are defamatory towards the school or member(s) of staff, made by students or parents and uploaded on social media platforms, will be reported immediately to the police.
- Students who use mobile phones to take photographs of staff or to make inappropriate comments will face serious sanctions which can include fixed-term and permanent exclusion.
- Parents who have been abusive towards staff may be asked to meet the Head Teacher and may face a ban from the school site
- If any parents receive abuse from other parents or students outside of school, we would advise that you contact police and report the perpetrators immediately. The school cannot intervene in comments that are made out of a school context as they would be a police matter.

Complaints

- Whilst everyone at the Academy does their best to ensure that all students achieve their very best socially, spiritually and academically, we do concede that sometimes issues arise and mistakes can be made.
- If you wish to complain about a pastoral issue (behaviour related) then please contact either your child's YPL or Mrs N Kilday (Assistant Head Teacher – Behaviour and Attitudes)
- If the issue is an academic one, it would be wise to contact either the Curriculum Leader for the subject in question or Mr C Hutchinson (Deputy Head)
- Any issues relating to your child's timetable and curriculum should be directed to Mr C Hutchinson (Deputy Head)
- To contact the Head Teacher please write to Mrs L Scott (Head's PA) FAO Mr C Cuomo.
- To contact the Chair of school governors please write to Mrs L Scott (Head's PA) FAO Mrs Alison Fawley (Chair of School Governors)



The Principles of the All Saints' Way

ALWAYS!

LEARN!

In lessons and from every opportunity that comes your way.



LEAD!

Others and show respect for all.



SERVE!

The community, fundraise and make a valuable contribution.



ASPIRE!

To be successful both academically and socially.



INSPIRE!

Your friends to do their very best and work as a team.



NEVER GIVE UP!

Ask for help, be resilient, work on EBIs.



THINK!

About your words, actions and decisions.



SHOW PRIDE

In your uniform, work and attendance.





The All Saints' Way

These are the principles we expect all students to follow and they link into the school reward system.

The principles are embedded throughout activities during the school year including tutor time activities and PSHE.

We encourage parents to be aware of these principles, they provide a sound basis for the academic and personal development of students.

How to follow the All Saints' Way in class?

- Arrive to lessons punctually
- Do my best in all learning activities
- Act on instructions promptly
- Show respect for the learning of other students
- Bring the correct equipment to lessons
- Take pride in my work
- Treating my exercise books with respect as they reflect my attitude to learning
- Completing written work in a blue or black pen and any drawings, graphs and diagrams in pencil, unless told otherwise
- Ensuring I check my spelling, punctuation and grammar in all subjects and making corrections in green pen
- Responding to feedback from my teachers in green pen to support my progress
- Make positive contributions to the lesson
- Being proactive and asking for support when I am struggling
- Respect the classroom environment and leave it tidy

ALWAYS!

LEARN!

In lessons and from every opportunity that comes your way.



LEAD!

Others and show respect for all.



SERVE!

The community, fundraise and make a valuable contribution.



ASPIRE!

To be successful both academically and socially.



INSPIRE!

Your friends to do their very best and work as a team.



NEVER GIVE UP!

Ask for help, be resilient, work on EBIs.



THINK!

About your words, actions and decisions.



SHOW PRIDE

In your uniform, work and attendance.



How can I follow the All Saints' Way around school?

In addition, for unstructured time or when students are moving around the school, we expect students to adhere to the following expectations.

- Move sensibly around school and not put others in danger.
- Wear uniform correctly and give a positive image of myself.
- Talk to others appropriately and in a respectful manner.
- Look after the school environment and keep it clean and tidy.
- Show respect to others and give help to those in need.



How can students follow the All Saints' Way

Please read our basic expectations on how students can follow the All Saints' Way ;

Do's:

- Respect all people associated with our school including staff, students and visitors
- Open doors for staff and visitors.
- Attend school every day to achieve full potential.
- Participate fully in all lessons.
- Arrive to school on time.
- Be prepared for lessons with full equipment.
- Use your organizer fully every day.
- Encourage others to work and help them to succeed
- Listen to staff who give instructions
- Move calmly between lessons
- Look smart at all times, follow the dress code.
- Report any dangerous behaviour to a member of staff
- Report any form of verbal or physical abuse to a member of staff
- Show respect to school property and put litter in the bins provided
- Observe the fire regulations for safety
- Hand in mobile phones to reception at the start of the day
- Behave responsibly and courteously on the journey to and from school

Don't:

- Answer back to members of staff
- Use bad language
- Discuss racist or extremist views
- Bully or intimidate physically, verbally or on social websites
- Fight or assault others
- Steal property of others including school equipment
- Run between lessons
- Distract students from their learning
- Wear uniform that does not follow the dress code
- Chew gum
- Arrive late
- Leave the premises without permission.
- Wander unsupervised or without permission
- Wear jewellery or make-up that does not follow the dress code
- Have facial piercings
- Loiter around the alley way and shops around the school site
- Bring unnecessary items in to school such as electrical equipment (iPads, iPod etc.)
- Bring fizzy drinks including energy drinks into school as they will be confiscated



Rewards Policy

His master said to him, 'Well done, good and faithful servant. You have been faithful over a little; I will set you over much. Enter into the joy of your master.' **Matthew 25:21**

At All Saints' Catholic Academy, there are many opportunities to receive rewards, recognising both academic and pastoral achievements. They are based around the All Saints' Way principles, which are key characteristics we aim to develop in every student.

Giving praise and recognising and rewarding students' positive behaviour are the most effective way of ensuring all students feel valued and enjoy their learning. All Academy staff will use encouragement regularly and we believe in celebrating and rewarding success. If young people are rewarded consistently for meeting expectations and achieving their best, others will be encouraged to act similarly.

Achievement points

The Academy rewards achievement points to students in lessons based on a percentage system. To keep it fair for students, a 10% rule for each class is applied, which is always rounded up. E.g.

8 students in a class = 1 achievement point awarded (0.8).

20 students = 2 achievement points awarded (2.0)

32 students = 4 achievement points awarded (3.2)



A '1 point' achievement point is awarded for:

An excellent piece of work, great effort, good progress, a positive contribution to the lesson, courtesy and consideration of others, interform participation

A '3 point' achievement point is awarded for:

Contribution to the wider community, consistently following the All Saints' Way, winning an interform competition

A '5 point' achievement point is awarded for:

E-card sent home each half term, Tutor praise postcard, Senior Leadership Team superstar postcard

A '10 point' positive achievement point is awarded for:

Termly Commendation winners

Parents can use the Insight system to look at the points achieved by their child. Achievement points are balanced against any negative behaviour points and this gives students their 'conduct points'. This allows students to access reward opportunities throughout the year.



Rewards Policy

Ongoing rewards

Praise Postcards are sent home or given to for students who have performed particularly well in lessons.

Senior Leadership Team Superstar Postcards are given to students who have done something exceptional that deserves to be recognised by the Senior Leadership Team.

Weekly awards (certificates, trophies, treats) are presented to students during Acts of Worship, Assemblies or Tutor Time each week. These include;



- The top 10 Students with the highest conduct points
- Top 2 students (boy and girl) with the highest conduct points
- The form group with the overall highest conduct points
- Head Teacher award for a student in each year who has shown outstanding work inside or outside of the classroom and is getting involved in the school community.
- E-Cards sent home via Insight by classroom teachers for 3 students per class at the end of each half term.
- Tutor praise postcard. Handed out to 3 students per tutor group at the end of each half term.

Commendations

- Each term there is a Commendation ceremony where certificates are awarded for a variety of achievements including;
- Curriculum awards for a girl and boy who deserve acknowledgment of academic excellence and one award for the most improved student in each subject.
- The boy and girl with the highest conduct points at the end of the term.
- The form with the highest conduct points
- A Year Progress Leader and a Senior Leadership Team award given to a student in each year who has done something exemplary during the term.
- The 'Our Lady of Lourdes' award for a student who has demonstrated outstanding Catholic characteristics.
- 100% attendance awards will be presented in addition to pastoral awards.
- An award for the most improved behaviour award to recognise students who have made a concerted effort to change.



Rewards Policy

Reward Days

Students who show excellent attendance and attitude and always follow the All Saints' Way. These include;

Chat and Christmas/Easter treat in Tutor Time (100% attendance and consistently following the All Saints' Way over a term)

A Cultural Capital and Aspirations Reward Day (Years 7-10) at February Half Term. Eligible for students nominated by curriculum areas and form tutors and students who have participated in extracurricular and represented the school. There will be a range of activities in and out of school linked to subjects, careers and developing cultural capital.

End of Year Reward Day (Years 7-10) for students who have received enough conduct points (see below) across the academic year will be given the opportunity to get involved in trips. Options could include; Drayton manor Park, Space Centre, Bowling, cinema visits and activities around school.

Depending on how many conduct points a student has will determine which activities they will be able to access, with the higher profile trips e.g. Drayton manor requiring a certain amount of conduct points by the end of the Year.

The school cannot guarantee that all students achieving gold and platinum awards will go on an end of year trip but we will try to ensure as best we can that all students get the reward that they want.



MyEd

Please sign in to the school MyEd system to see where your child is picking up reward points and praise. Please be aware that the reward points system is based on net points so negative points are taken away from positive. This is to ensure that it is students who behave consistently in the right way who are more likely to get the best rewards.

* The school reserves the right to adapt the rewards and the criteria for rewards if deemed necessary to ensure that students are adequately rewarded for their efforts.



Rewards Policy

Conduct points	
200 Platinum	Access to gold trip at the end of the year Platinum certificate and pin badge Entry in the prize drawer for a £100 voucher of your choice at the end of the year
150 Gold	Access to gold trip at the end of the year Gold certificate Entry in the prize drawer for a £50 voucher of your choice at the end of the year
100 Silver	Access to silver trip at the end of the year Silver certificate Entry in the prize drawer for a £25 voucher of your choice at the end of the year
50 Bronze	Access to bronze trip at the end of the year Bronze post card

Rewards throughout the academic year

October half term:

E-cards (curriculum and pastoral). Years 7-11.

Year 7 shining star awards. This is an award specifically aimed at year 7 students who have no behaviour points, 100% attendance and have made a positive start at All Saints'.

Christmas:

Commendations Years 7-11.

Chat and Christmas treat in tutor time (100% term 1 and consistently following All Saints' Way). Years 7-11.

February half term:

E-cards (curriculum and pastoral). Years 7-11.

Rewards Day (Years 7-10) – linked to Cultural Capital and Aspirations. Staff nominate students to participate.

Easter:

Commendations Years 7-11.

Chat and Easter treat (100% term 2 and consistently following All Saints' Way). Years 7-11.

May half term

E-cards (curriculum and pastoral) Years 7-10.

Summer:

Commendations Years 7-10.

Sports Day Years 7-10.

Rewards Day Years 7-10. Based on conduct points achieved over the academic year.

Year 11 Leavers' Package

In addition to the aforementioned rewards, we also offer a Year 11 Leavers' Package to celebrate achievement and mark the end of our year 11 cohort's five-year journey together at All Saints'.

The Leavers' Package is not an automatic entitlement to all students, but is dependent on each child fulfilling a certain and very specific list of criteria which includes: demonstrating exemplary behaviour and punctuality, high levels of attendance and attendance at revision support sessions.

The Leavers' Package includes access to the Year 11 Leavers' assembly, Leavers' Mass and end of year prom event. The school reserves the right to withdraw access if students have not met the required standards during the academic year.

Every child's personal circumstances are considered on merit to ensure that a holistic approach is taken when applying the policy.



Sanctions

If students do not adhere to the expectations outlined by the All Saints' Way they will be sanctioned in accordance with the school behaviour policy. The sanctions include community service e.g. litter picking, detentions, time in the referral room and fixed-term exclusions for serious offences. The school behaviour policy clearly states:

Break/Lunch Detentions: These can be given by staff for students who have reached LEVEL 2 on the Behaviour for Learning Ladder or have behaved in such a way that is deemed not in the spirit of our Catholic community and or not supporting the individual departmental policy to which the student is being taught. These detentions can be recorded in organisers so that parents and tutors can monitor the situation and also shown on Insight.

End of Day Detentions: If students reach LEVEL 3 on the Behaviour for Learning Ladder they will be sanctioned with an after school Middle Leader detention until 4.30pm on the next Tuesday or Thursday following the incident. Failure to attend the Middle Leader detention will result in a Senior Leadership detention until 5.00pm on Monday.

The school reserves the right to sanction no-notice detentions in line with legal expectations from the DfE

When issued with an end of day detention, the school will always try to give parents 24 hours notice of the sanction to allow for any necessary transport arrangements to be made. If students do not attend end of day detentions the sanction will be increased and persistent refusal to adhere to school sanctions will be treated as defiance and could result in a fixed-term exclusion

Uniform – If a student is wearing incorrect uniform they may be given a warning to correct the uniform if this is their first infringement. After this, any further infringements will result firstly in a break detention with tutors and lunch detentions with the allocated member of staff for a maximum of a week. Parents and Carers will be informed and asked to rectify the issue as soon as possible. If the following week the issue still has not been resolved, the student will be isolated in the referral room and the Year Progress Leader will contact Parents and Carers to discuss the situation and how to move forward. We do have a good stock of school uniform in school for students to borrow whilst waiting for new uniform to be purchased etc. This can then alleviate the need for isolation. The reason All Saints' sets these standards is because we see students as ambassadors for our school and presenting themselves well shows they are proud to be our community. Most of our students are smartly turned out and we want this to continue.

Punctuality – Similar to the graduated response outlined for uniform above, if a student is late to lesson they will face a break time detention for the first offence, followed by a lunchtime detention and after school detention for a second and third offence over a week. A Friday SLT detention after school will follow for further offences over a week.

Littering / Chewing / Defacing school property – If a student commits any of these infringements, a community service period will follow where the student is sanctioned through one of the following -:

- Litter picking
- Cleaning up chewing gum
- Cleaning up the area of school where property has been defaced



Behaviour Ladder

LEVEL 0
Good Behaviour

LEVEL 1– Verbal warning

Learning disrupted on first occasion. No sanction.
Give verbal warning. Sanction to be run by class teacher if delivered by any other staff in the classroom. Sanction to be run by the Teacher.

LEVEL 2 - Spoken to outside lesson (5 mins max)/ Break or lunch detention

Learning disrupted for second time

Student may be removed from the lesson to be spoken to about their behaviour and then returned to class (student remains on Level 2). The student may also receive a break or lunch detention issued by the class teacher and this will be recorded on SIMS and in the student organiser.

LEVEL 3 - After school detention (departmental or pastoral)/ Referral room
Learning disrupted for third time

For incidents of repeated low level disruption (e.g. talking over teacher, calling out, tapping pens) student should be sent to the relevant member of staff on the Departmental Referral Timetable and after school detention should be arranged for the next Middle Leader detention. A record should be made on SIMS and a detention letter issued. For more serious disruption (e.g. dangerous, violent or abusive behaviour) student should be sent directly to the Referral Room, with a red card.

An after school detention should be arranged for the next Middle Leader Detention.

A record should be made on SIMS and a detention letter issued.

There must be a reconciliation meeting (student to complete a reconciliation form) and the member of staff involved will need to meet the student to discuss how their behaviour will be addressed before they return to class.

LEVEL 4 - Extended referral period

Unacceptable behaviour in the Referral Room (e.g. late arrival at the Referral Room, refusing the reconciliation meeting, poor work in the Referral Room or disruptive behaviour in the Referral Room), to result in extended period in the Referral Room. Student also to be issued with a Senior Leadership Team detention on a Monday evening or pre-exclusion, depending on the severity of their behaviour. A record should be made on SIMS and a detention letter issued.

LEVEL 5 - Pre - Exclusion

Student to work in isolation in the Pre-Exclusion Room. Student isolated for breaks and lunches. Minimum 1 day and maximum 5 days. Student also to be issued with a Senior Leadership Team after school detention on a Monday evening or pre-exclusion, depending on the severity of their behaviour.

A record should be made on SIMS and a detention letter issued.

Parent meeting could be arranged with Senior Leadership Team. Poor behaviour in the Pre Exclusion Room is likely to result in a fixed-term exclusion.

LEVEL 6 - School Exclusion

Minimum 1-day exclusion to a maximum of permanent exclusion. This is for persistent disruptive behaviour or a serious incident. A record should be made on SIMS and an exclusion letter issued. Parent meeting will be arranged with Senior Leadership Team following any exclusion.

LEVEL 7 - Governor Discipline Panel

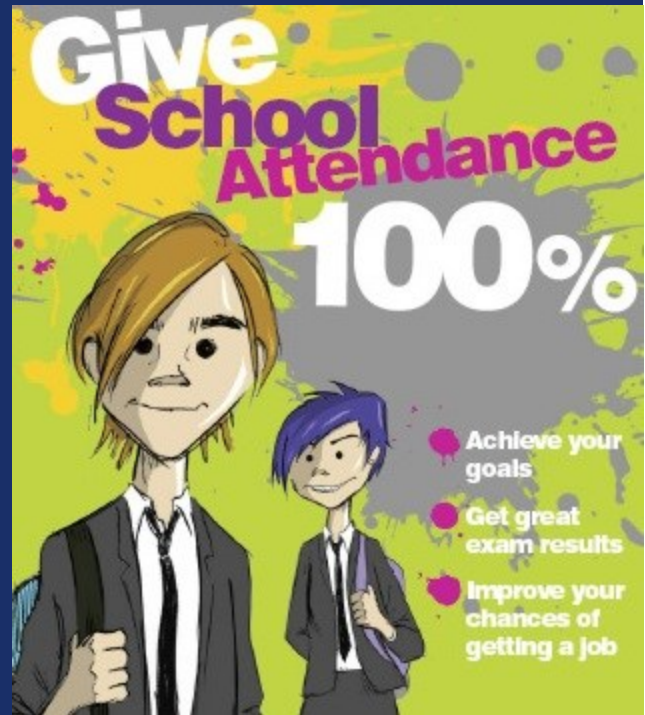
A student's behaviour does not improve or there are repeated exclusions. Student and parent/carer are invited to attend a meeting with the Governor Discipline Panel to discuss actions and next steps.



Attendance

Attending school on a regular basis is the key to your child doing well at school and will set him / her up with good routines for later life and the working world, it also gives your child the opportunity to:

- Make lots of friends and feel included
- Learn new things and develop many skills
- Increase confidence and self esteem
- Improve social skills
- Achieve his / her full potential and fulfil aspirations



Attendance directly impacts on achievement

Student Performance	2019/20 Attendance
Top 20	96.62%
Top 50	95.52%
Bottom 20	88.12%
Bottom 50	91.61%

When your child is absent

By law, schools must record absences and the reasons given. Only the Headteacher can officially authorise an absence, but unless there is a concern, the staff will usually do this on the Headteacher's behalf. Parents/carers should provide reasons for absences and the school must decide whether or not they justify authorisation according to government guidelines.

Whenever a child is absent the parent should:

- Contact the school Attendance Officer, Mrs Nother, on the first day of absence. If no notification is received, the school will contact the parents/carers to ascertain the reason.
- Let the school know in advance of any planned appointments
- Where possible make medical appointments out of school hours

All Saints' Attendance Target is 97%

Authorised Absences

- Genuine illness of the student
- Hospital/dental appointment for the student
- Death of a near relative
- Religious observations (faith of the parents)

Unauthorised Absences

- A shopping trip
- A birthday treat
- Oversleeping due to a late night
- Looking after other children
- Letting the gas man in, etc.
- Sibling graduation/passing out





Term Time Leave

The DFE says that parents/carers do not have an automatic right to take their child out of school for holidays in term time. However, schools can give permission for parents/carers to take term time leave providing there are **special** circumstances for the request and an application is made in advance by the parent/carer with whom the child normally resides. Only in **exceptional** circumstances will leave of absence be granted in a school year.

If your child takes a holiday without the school's permission or if your child fails to return by the agreed date, this will be recorded as unauthorised absence and noted in your child's records. If your child has not returned within 10 days of the expected date of return, then the school may take further action which could include taking your child off the school roll.

All Saints' has a policy on granting term time leave. When deciding whether to allow time off, the school will consider:

- If there are special circumstances for the request
- The time of year when you want the leave
- How long the leave will be and how much it will disrupt your child's education
- Previous similar requests
- Your child's attendance and behaviour record

Term time leave for the following reasons are not considered to be special circumstances:

- Availability of cheap holidays
- Availability of desired accommodation
- Poor weather experienced in school holiday periods
- Overlapping with the beginning or end of term

What parents/carers can do

You should request any term time leave for your child as early as possible, but at least four weeks before the leave. Please do not expect the school to grant your request unless there are special circumstances.

It is important to carefully consider the implications of taking your child out of school during term time. There are 190 statutory school days a year; so there are 175 other days (weekend and school holidays) available for holidays which would not have a negative effect on your child's education. By taking your child out of school you may be giving them an unspoken message that school doesn't matter. Some children may find it difficult to renew friendships with other pupils when they return to school. If the school grants term time leave, please discuss with the Head of House how you will help your child to catch up with the missing hours (50 hours for a full 10 days holiday)



You should never take your child out of school:

- Close to or during exams or tests (including mock exams)
- During Years 9,10 and 11 when your child has controlled assessments
- During the first year at a new school
- At the beginning of a new school term
- If your child is already having difficulties at school
- If your child has already missed school for other reasons



Attendance & Punctuality

Every Day Counts.....

All Saints' is committed to providing all children with the best start in life and works hard to ensure that all children attend school regularly. Reducing absence from school is a key priority at All Saints' and the majority of parents/carers of our students ensure their children attend school regularly.

Tackling absence aims to:

- Increases children and young people's opportunities
- Increases attainment and achievement
- Makes children safer Reduces anti-social behaviour
- Reduces the risk of a child becoming involved in crime
- Reduces the risk of children getting involved in alcohol and substance misuse

Further Information:

Mrs A Nother, All Saints' Attendance Officer offers support and advice about your child's attendance. Please contact her at school on: 01623 474700



Arriving late at school

When a child arrives late to school it can be very disruptive to them, the teacher and other students. If your child arrives late to school he/she will be marked as late on the register. If he/she arrive very late, the child will be marked as an "Unauthorised Late" - This is the same

as an Unauthorised Absence and will affect their percentage attendance figure. You must get in the habit of being punctual to the start of the day and to lessons. You need to be organised the night before, set your alarms and not rush.

Be prepared or prepare to fail. Late gates are in operations across the year and sanctions will be given to students who are late including after school detentions





Uniform and Dress Code

Our Dress Code: All our students are expected to wear smart and clean uniform for school:

UNIFORM LIST

Black Blazer with the All Saints' school badge, which must be worn at all times. (Permission may be given to remove the blazer in hot weather)

Plain white shirt, all buttons to be fastened- short sleeved or long sleeved. No polo shirts. Shirts must be tucked in.

School tie, which must be clip on.

Plain **black** formal school trousers (no leggings, denim, canvas or lycra). Trousers must be tailored and not skin tight, tapered or tight around the ankle.

Plain black or dark socks (ankle length only)

Plain black formal low-heeled shoes (no trainers/sports brands, canvas, high heels, boots of any type or sling backs)

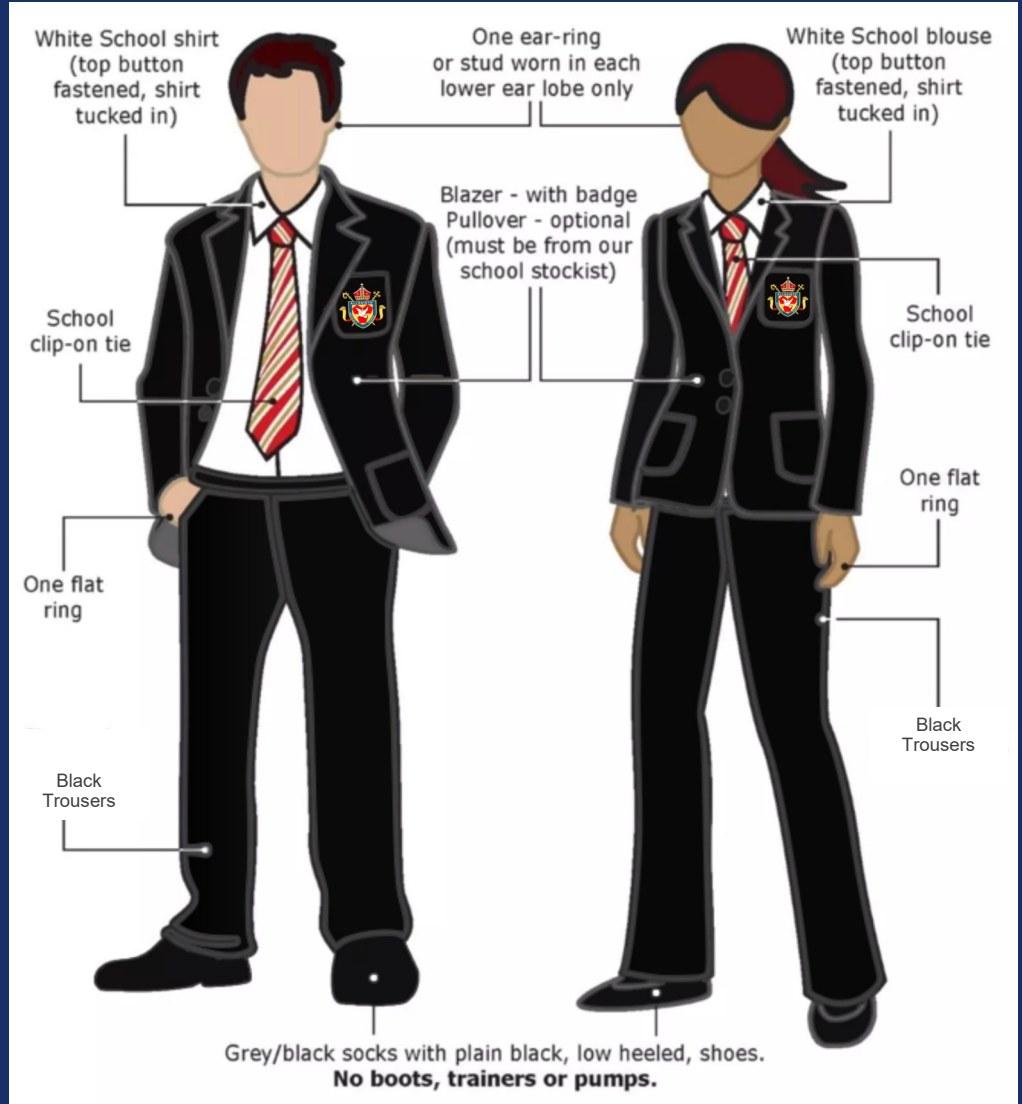
Outer wear: Students must wear a dark coloured practical coat (leather and denim coats, sweatshirts, hooded tops and sports branded jackets are not permitted). These are not to be worn in classrooms.

Baseball caps are not permitted to be worn in school.

Students must have a practical school bag, which must be big enough to carry a number of A4 size books

Optional items:
Grey plain knitted v-neck jumper. Sweatshirts / cardigans are not allowed.

Please note: Skirts are **not** allowed.



Jewellery

Allowed:

- One small stud per ear
- One flat ring
- An inexpensive wristwatch
- Religious necklaces worn discreetly

Not allowed:

- Facial piercings / extra ear piercings / tongue piercings
- Clear plastic retainers / covering plasters to hide piercings
- Smart watches / fit bit style watches which can carry data and allow communication are not permitted under any circumstance to fall in line with our policy on electronic devices
- Bracelets

Hair, Make-up and Nail Polish

- Hair styles should be formal and sensible. No extreme hairstyles are allowed. This is defined as a style that draws unnecessary attention e.g. unnatural colours, closely shaven, patterns (this list is not exhaustive)
- Hair accessories should be plain (no bandanas, large head bands, coloured accessories allowed)
- Where appropriate students are permitted to wear a plain coloured hijab
- No make-up allowed for Year 7 to 9 students.
- Make-up should be discreet in Year 10 and 11
- No nail polish, false/acrylic nails, false eyelashes or heavy brows
- No fake tan



Physical Education

Core PE Kit

KS3 and Core PE: Polo shirt (Blue with embroidered school badge)

GCSE / BTEC only: Polo shirt (Black with embroidered school badge)

Plain black joggers or leggings (no different colours or patterns permitted)

Plain black knee length shorts (no branded sportswear, no patterns, no hotpants)

Hoodie / Zip top (Black and MUST be embroidered with the school badge) Other hoodies will be confiscated.

Trainers must be supportive with a good sole (for health and safety reasons fashion trainers, such as AF1, converse/boots or plimsolls are not permitted)

No Jewellery and long hair must be tied up.

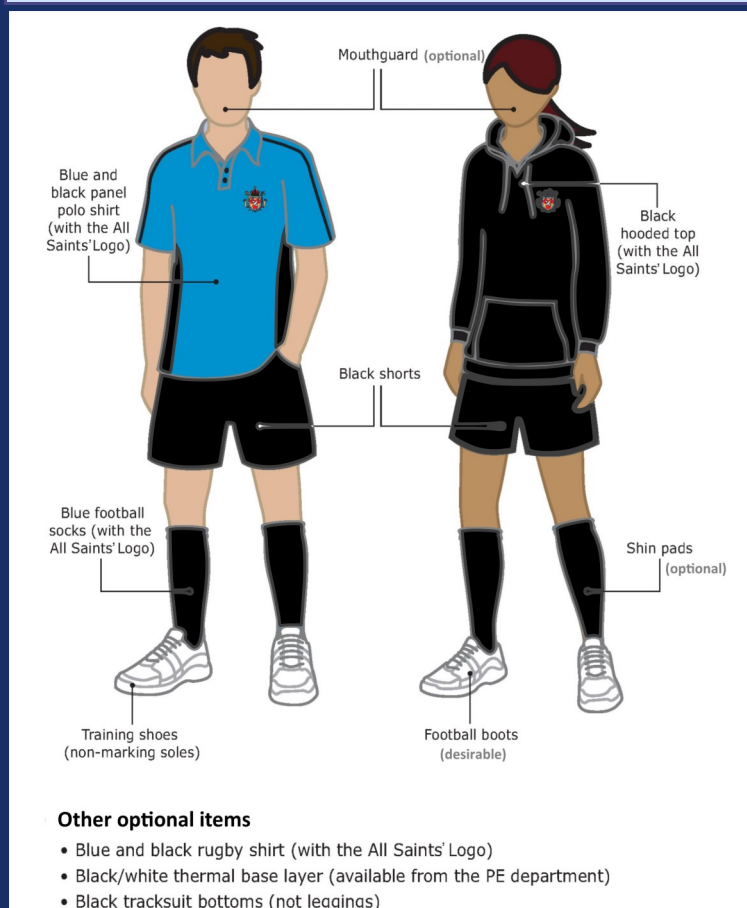
Optional items:

Gum shield, studded boots, shin pads, Black rain jacket (this MUST have the school logo on) & Games long socks (blue)

Valuables procedure

- Pupils MUST hand in any items which they consider to be of value.
- Staff will request valuables and put into a sealable plastic wallet.
- Items in the wallet must have some means of identification with them.
- Reclaim valuables at the end of a lesson.
- Any wallets not collected will be retained by the Department until collected.
- The school is not responsible for any item that is not handed in.

Pupils who are not able to participate in PE lessons are required to produce a note from a parent/carer with, if appropriate, the reason for the request. Pupils, however, should still have their kit as there will be some way in which they can contribute to the lesson, such as leading and organising a warm up activity.



Kit checks

These will be rigorously applied and sanctions issued to pupils who are not conforming to requirements.

Our policy will be as follows:

1st no or incorrect kit = warning.

2nd no or incorrect kit = lunch time school detention for 20 minutes.

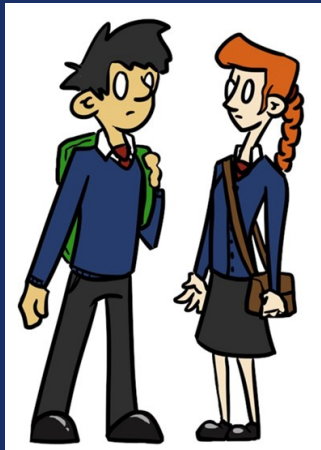
3rd no or incorrect kit = after school detention for one hour and a phone call/letter home.

4th no or incorrect kit = meeting with parents/guardians and Miss Humphreys.



ALL SAINTS'

Personal Development at All Saints'



Year 7

The vision statement of All Saints' Catholic Voluntary Academy is to provide the best education and care we can for all members of our Living Faith community.



Year 11/13

RE is intrinsic to each child's curriculum.



Daily Prayer

Mass

Collective Worship



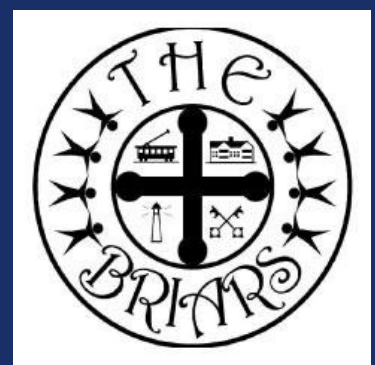
Chaplaincy Opportunities



Charity Fundraising



6th Form Lourdes Pilgrimage



The Briars Retreat Residential



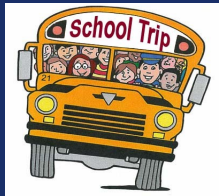


Student Leadership

In addition to the 'Chaplaincy Team' there are a number of leadership opportunities available to the students:



Student Council - With sub committees on the Catholic Life, classroom experience and the school environment. Students can also apply to be a Year captain and support their year group.



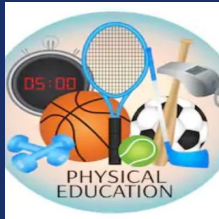
Trips

A range of trips are available for all year groups, including Lockerbrook, The Briars, foreign trips and theatre trips.



Eco Warriors

Trying to make All Saints' completely eco friendly.



Sports Captains

An opportunity to work with the PE department, lead extra curricular activities, competitions and Primary Sports Festivals.



Anti bullying officers – who receive training and work to prevent bullying incidents at All Saints'.



No to Hate Ambassadors – who receive training and work to prevent any incidents of racism and prejudice at All Saints'.



Musical Groups –

Brass Band
School Choir
All Saints' Band



Performing Arts –

4th Wall - rehearsals every lunch time Take part in the summer show, Christmas Pantomime and performances an our primary feeder schools.

All students should aim to be involved in at least one of these leadership opportunities

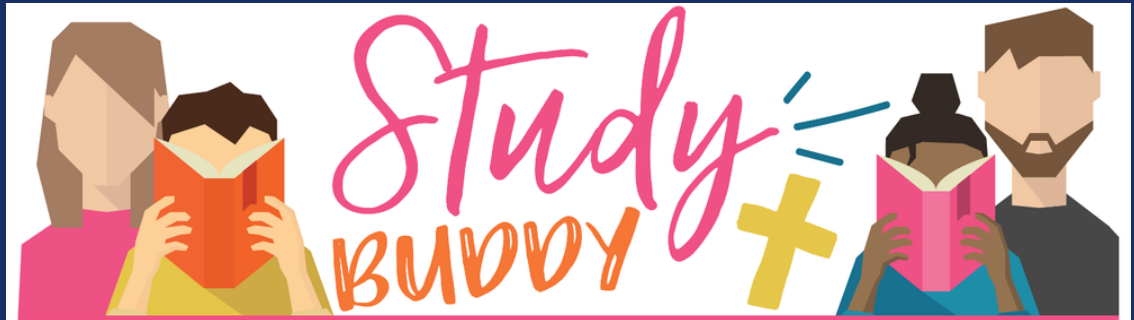


How you can help us support your child

Be a study buddy

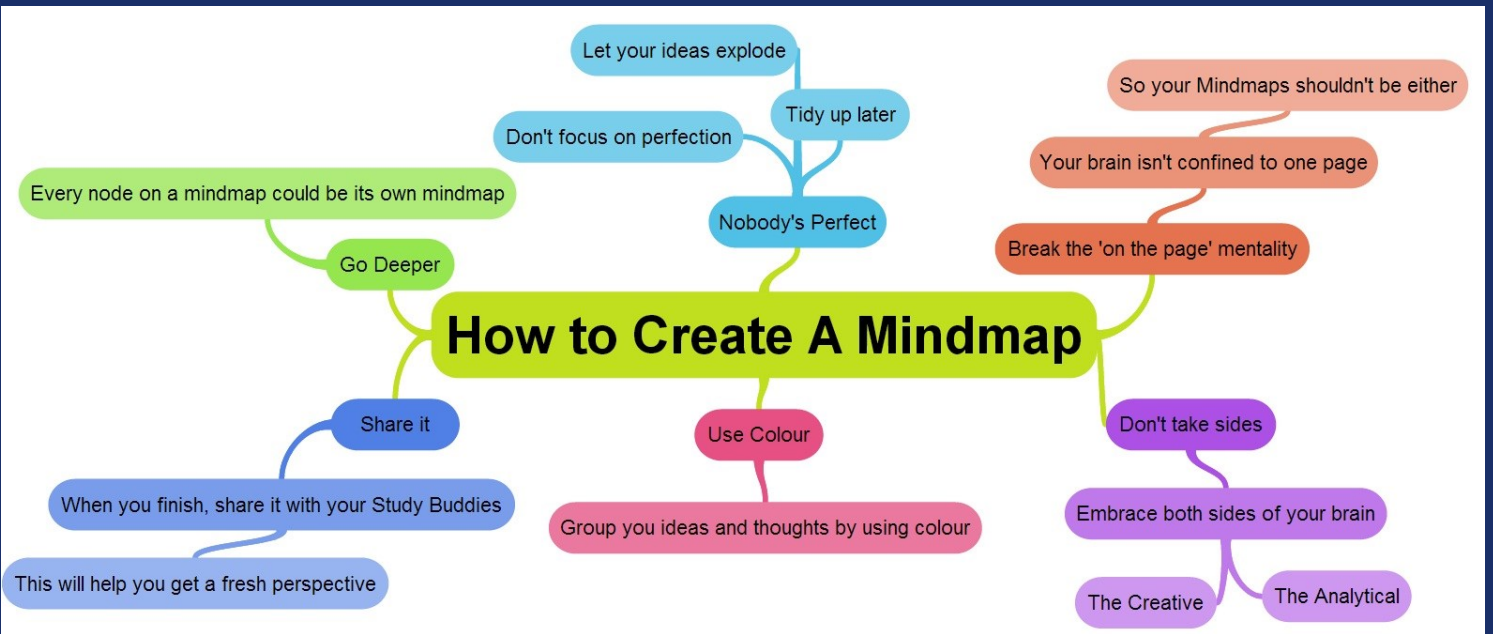
Try to support your child's revision in any way you can. Some recommended ways include buying recommended revision guides for each subject (your child can find the names of these from the VLE or from their class teacher), helping your child produce revision notes such as mind maps and flash cards and by testing your child on the revision notes they have produced.

Also by monitoring your child's revision timetable and ensuring that they are having the right balance between work and rest you are



having a positive influence on your child's preparation for exams.

Finally, encourage your child to make use of the various after-school homework and revision clubs that are provided. The days when these sessions are run can be found on the school website or alternatively ask your child's class teacher when these sessions take place.



Help organise and monitor revision

Revision for exams should be started as soon as possible as there will be many subjects to revise all at once by the time your child reaches the end of Year 11. By helping your child create a revision timetable, which allocates time for revision for each subject they study on a weekly basis, you are giving them the best chance to learn the skills and content they need to be successful in their exams. This timetable should be created at least 2 months before the exam period and preferably earlier. It is important that your child sticks to the timetable set but also that they have enough time to enjoy any outside interests as a work-life balance is essential for students in such a stressful period.



How you can help us support your child

Support your child with homework

Your child should have homework set by every subject each week and this should always be recorded in their organiser.

To help your child stay on top of homework it is useful to check their organiser on a nightly basis to ensure that they are doing the homework that has been set.

Also it is helpful if you check over your child's work to ensure that an adequate amount of time and effort has gone into it. Often students rush through homework to spend more time on other pursuits so parents can play an important role in ensuring that independent work at home is done properly. If there appears to be little homework recorded in your child's organiser it may be that they are not writing their work down. It may be useful to contact school if you feel your child is not spending enough time on homework.



Be aware of what your child has to do in examinations

A range of key information can be found through the school website to help you understand the type of exams your child will be sitting, the dates of the exams and the information they will have to revise. This can be found in the following places:

- Examination dates – school website
- Past exam papers and mark schemes – school VLE (password needed) in individual subject areas
- Exam specification and syllabus – school VLE in individual subject areas

It is recommended that you familiarise yourself with the dates of each exam your child has and the way they will be assessed to help your child in the creation of a revision timetable.

The following link can help you create an exam timetable with your child <https://getrevising.co.uk/planner>

On Exam Day

You can do a lot to help your child prepare for exam days:

- Make sure the alarm is set so they're not rushing and have time to eat breakfast.
- Encourage them to take five minutes to check they have everything they need, like extra pens and pencils, calculators and maths equipment. If they have a mobile phone, remind them not to take it with them into exam room.
- Say: "Don't panic, don't worry - just do your best." Tell them to say it to themselves during an exam.



Self-Quizzing: The What Why and How

What is Self-Quizzing?

Self-quizzing is a way to testing your knowledge independently. Using items such as your All Saints' Absolutes, a whiteboard/ piece of paper and a pen, you are able to revise key content and find out how much you are actually retaining and also find out what areas you need to work on.

Why do we Self-Quiz?

Self-quizzing is a hugely important part of your learning. Your Absolutes provide you with key content that you need to know to enable you to be successful, both now and in the future. Self-quizzing can take many forms and it will all you to practise using knowledge and will help make it stick.

Most importantly, self-quizzing is a low stakes way to discover what knowledge is secure and, more importantly, any knowledge that needs re-visiting.

Excellent self-quizzers look back at previous questions to check they still know the answers. They also write down the things they get wrong in class quizzes and test themselves again.

How do we Self-Quiz?

You will be taught how self-quiz as part of your Independent Study sessions. The techniques we will work on are Look, Say, Cover, Write, Check, Brain Dumps, and Flash Cards

Below are instructions for an additional approach that can be used in conjunction with the three being taught this year.

Below are instructions for an additional approach that can be used in conjunction with the three being taught this year.

3 minute



Read and re-read a section of your Absolute- around 10 pieces of information.

10 minutes



Write 10 questions and answers about this information. Then fold the page in half to cover your answers.

5 minutes



Read each question and answer the question- this could be on the folded paper or using your whiteboard.

2 minutes



Check and correct your answers.

1 minute



Make a note of incorrect answers and return to these at another point.



How you can help us support your child

Attend Parents' Evening

This is a very important evening where you can discuss your child's progress with each of their teachers and you may find some useful information about the performance and attitude to learning of your child within school. Your child's teachers will have some useful ideas on how you can help your child raise their achievement in each subject.



Provide an appropriate learning environment

Students are able to concentrate on their work better in quiet and well-lit places away from distractions such as TV and social media. Try to support your child's independent learning by ensuring they have, where possible, a table and desk



with a supply of stationery and ICT access if at all possible as this is often required for research. If appropriate, check-in times may be a useful way to see how your child is progressing with their studies and you may wish to read through their homework to check on quality. Folders and shelves to help your child organise their books and notes are also important to purchase as neatly stored books and resources are less likely to get lost and can be found easily when revising.

Ask Questions

Parents should ask their child about their learning whenever possible. This will help you get a picture of your child's interests but also may give you clues about their study habits and areas where they feel less confident and need support. If you can establish any problems your child is having with school or particular subjects you can then provide support by working through tasks together, buying study aids such as revision guides or by contacting your child's teacher for advice.



ALWAYS ASK QUESTIONS



Supporting your child at school

Show a positive attitude to education

A positive attitude to education shown in the home can have a valuable impact on your child. If a student understands the value of education and the opportunities it can bring then they are more likely to strive for success. Talk to your child about their ambitions and potential careers and start to research with them the academic qualifications they may need and any outside experiences that could help them work towards their goal. Positive role models amongst friends and family may also be a method to raise your child's motivation for learning by seeing examples of where people have become successful through their application to education.



Give your child the chance to be independent

Encourage your child to be responsible for organising themselves for school by making them sort out their equipment and school bag in the evening. It may be useful to make a list of what needs to be packed each day by looking at your child's timetable so they can see the books they need. Also giving chores around the home or a part-time job such as a paper round can help build up your child's sense of independence and belief that they can take responsibility for things. This can then have a positive impact with students showing a more responsible academic attitude in relation to completing independent learning activities.

Read in front of your child

Students need positive role models when it comes to reading. Try and nurture an interest in reading within your child by reading in front of them and buying books (often books linked to film, sport and TV appeal to boys initially) for your child. The same applies for expanding your child's interest in current affairs by watching the news together or buying newspapers and discussing their contents with your child. There is a clear link between children's literacy skills and the amount of independent reading they do so if you can support this in any way that would be beneficial. Boys in particular value male role models with regards to reading.



Encourage your child to take up outside interests

Outside hobbies can have a positive impact on a child's self-esteem and in turn a positive knock-on effect on their studies. Hobbies such as sports, music, art, drama or languages can help your child be creative, inquisitive and develop their independent thinking skills. The confidence that children get from participating in an outside interest can make them a more resilient learner and effective problem solver, which will help them with the demands placed on them in different subjects.



John Paul Support Centre (JPC)

The in – school base for supporting students with any emotional, physical, social or behavioural needs that may be acting as a barrier to learning. The role of the JPC is to work with the student to resolve any issues and encourage a quick and smooth transition back into the classroom to support learning and progress. The JPC works with a number of external agencies to ensure that students well-being is supported. They can also signpost both parents and students to Relevant Agencies. For any further info contact the JPC manager at All Saints (warriner.c@allsaints.notts.sch.uk)

Student Well-being co-ordinator, also based in JPC

The student well-being coordinator, who is also based in the John Paul Centre, offers a wide range of courses. The sessions involve delivering relevant resources and strategies to support small groups, to increase confidence, knowledge and encourage a vision to move forward, making positive choices. By learning innovative ways of dealing with difficult situations or emotions, can change the way a person

The following sessions are delivered:

- Understanding my behaviour
- Anxiety
- Aspirations
- Exam Skills
- Self Esteem
- Bereavement support



There are also 1-1 mentoring sessions available. To make a referral contact Mrs Warriner, John Paul Centre manager. There is also a drop in during lunch on Tuesday and Thursdays, in the John Paul Centre. This gives students the opportunity to come along, have a chat and ask questions about any of the above subjects.

Counselling

Counselling is available for students but an appointment is needed via the JPC manager. However, drop in sessions are also held during lunchtimes on a first come basis in the JPC. There is also an online counselling service called KOOOTH. www.kooth.com Students can log onto this site to speak to a counsellor via the internet in confidence.

Healthy Family Team

The School Nurses are available for Drop in sessions every fortnight in JPC at lunchtime. They can offer advice on many things and can also be contacted via a text service for 11-19 year olds on 07507329952. Parents and students can also call on the Telephone Advice number to discuss any concerns on 01623 435522

Police School Liaison Officer

The Police have assigned an Officer who will attend the JPC in school to discuss any concerns you may have and work alongside some students. To contact them please speak to the JPC Manager.



Signposting of School / External Provision

Early Help Unit

Specific elements of this service include:

- More focused support for specific needs
- Signposting for parenting programmes and interventions

Referrals can be made direct through to the unit to access further support around attendance, behaviour and young carers. They also act as a central point of contact for information, advice and guidance relating to Early Help services.

Tel: 0115 8041248 or contact the John Paul Centre Manager for further information.

Organisation name	Website Support offered	Support offered
Young Mind	YoungMinds - children and young people's mental health charity	General guidance and information regarding mental health
Harmless	Harmless	Offer online support for young people and families experiencing self-harm concerns.
Calm Harm	Home - Calm Harm App	Online App which provides tasks to help resist or manage the urge to self-harm.
Kooth	Home - Kooth	Information and support for mental health and wellbeing. Online counselling available
CASY Counselling	Homepage - CASY	A registered charity offering support and counselling for young people.
NSPCC	Keeping children safe NSPCC	Support and tips to help you keep children safe. From advice on children's mental health to staying safe online, support for parents and what to do if you're worried about a child.
Childline	Childline Childline	Charity run organisation which offers information & support for children's wellbeing
Children's Society	The Children's Society UK children's charity (childrenssociety.org.uk)	Information and guidance regarding mental health and wellbeing
Samaritans	Samaritans Every life lost to suicide is a tragedy Here to listen	Offer confidential emotional support at any time calling 116 123 or emailing jo@samaritans.org
Time to Change (led by Mind and Rethink Mental Illness)	Tips for talking about mental health Time To Change (time-to-change.org.uk)	Mental Health support, Information & resources for young people, parents and carers
PAPYRUS	Help & Advice Papyrus UK Suicide Prevention Charity (papyrus-uk.org)	The national charity dedicated to the prevention of young suicide providing information & resources for young people, parents and carers.
SEXions	Sherwood Forest Hospitals (sfh-tr.nhs.uk)	Confidential sexual health service for young people aged 13-19, and up to 24 for young people with disabilities.
ChatHealth	The ChatHealth text service is an easy way for young people to confidentially ask for help about a range of issues. (nottinghamshirehealthcare.nhs.uk)	Text service for young people to confidentially ask for help about a range of health issues.
Childhood Bereavement Network	Childhood Bereavement Network	Guidance and support to enable young people to manage the impact of death on their lives.
CEOP (Child Exploitation and Online Protection)	https://www.ceop.police.uk/safety-centre	Reporting tool if you are worried about online sexual abuse or the way someone has been communicating with you online
Beat	Supporting Someone (beateatingdisorders.org.uk)	Website offering support for young people and their families experiencing an eating disorder.
Mermaids	Homepage - Mermaids (mermaidsuk.org.uk)	Support for gender diverse young people and their families



What to do if you suspect your child is being bullied?

- If your child informs you that they are being bullied gather information by writing down notes of the incident and any names of individuals mentioned.
- Contact your Year Progress Leader (YPL) to pass on the relevant information. The YPL will then investigate the matter and contact you with the outcome.
- It is important that you do not try to resolve the situation yourself but reassure your child that the situation will be resolved.

School action in the event of a bullying issue.

In the event of a bullying issue both the aggressor and the victim will be given support. If bullying in any form is proven through investigation, the aggressor will be sanctioned in accordance with the school behaviour policy. The aggressor will be given support to correct their behaviour in the form of the 'Anti-bullying workbook' or the 'All Saints' anti-bullying short course'. The target will be given a mentor to support them at school. This support is delivered by an assistant tutor or older student who are specifically trained to deal with bullying issues.

In addition, depending on the nature of the incident, a variety of support can be implemented and is available for both the aggressor and target. This includes;

- Referral to the school chaplain for mentoring.
- Anti-bullying and Cyber bullying course.
- Self-esteem support through Faith in Families.
- A change in seating plan or classes.
- Referral to the PREVENT team for incidents involving discrimination of a racist nature.
- Support from the tutor, assistant tutor or older student.
- 'John Paul Centre' support courses ranging from social skills mentoring, anger management and conflict resolution, depending on the incident.

In the event of a repeat offence involving the same pupils, the situation is logged as an official bullying incident. Both sets of parents are invited into school to discuss the issue with the relevant YPL. At this stage sanctions are escalated and can range from time in the referral room to a fixed-term exclusion. Bullying offences are taken very seriously at All Saints' and we endeavour to model appropriate behaviour that allows all students to be happy within our school. A follow up meeting with pupils involved in bullying issues is held within a month of the original incident to ensure all issues have been resolved and support has been effective.

The Anti-Bullying Team work incredibly hard to promote the Anti-Bullying message at All Saints'. Our ambassadors in 2019/20 attended a training day provided by the Diana Award, who are a leading Anti-Bullying organisation that work closely with schools and young people across the country. The training day equipped our ambassadors with the skills and knowledge required to support students and lead whole school initiatives. Following the training day, in addition to supporting students, our team have led a number of successful whole school campaigns focused on improving the wellbeing of our students. As a result of their commitment and dedication to Anti-Bullying work, the Diana Award has awarded All Saints' with the Wellbeing Badge in recognition of success this year.





E-Safety and Cyber Bullying

ICT is an everyday part of peoples lives and schools are making increasing use of new technology. At All Saints we have systems in place to protect your children. We recognise that we encourage students to go online for work out of school where there is less supervision and they have more freedom.

Golden rules to safe Internet Browsing

- Children should only add people they know and trust in real life as friends on social media sites.
- Some predatory paedophiles can convincingly pose as another teenager and may spend months or years 'grooming' the victim until they meet face to face.
- Children must always be accompanied by an adult if meeting an online friend in person.
- Don't ban children from these sites; they will just use them at friend's houses or on their phone or another device.
- Take an interest and suggest they add you as a friend so you can keep an eye on them when they first join.
- Have the main computer in a communal area of the home where there is passive supervision and be reasonable about time online. Talk if you feel it's getting out of hand (but remember how many hours you spent watching TV when you were their age) – the internet is at least active not passive and they can learn a lot from it.
- If they have a wireless laptop and you want to stop them going online after a quota of hours is up, unplug the 'router' where the phone line comes into the house.

What to look for on a website

- The CEOP report button is the online equivalent of dialling 999.
- We need to train young people, just like we do with 999, to recognise it and know how to use it if they need to.
- Look out for good websites that have the button built in.
- Some websites refuse to add the button, so visit direct: www.ceop.police.uk

Online bullying/ Cyber Bullying

- Cyber bullying is the use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner.
- Children can be unkind to each other online. Bullying is not new but the technology has changed making it is easier to track and prove who is responsible.
- If you suspect your child is having a problem, the evidence will be on your computer. If you can print off copies of messages and screen shots of web postings (ctrl + print scrn) or screen shot images from a mobile phone or tablet then we can investigate.

Want to find out more about understanding and stopping Cyber bullying?

- Visit the CEOP channel on YouTube.
- Put this website in your favourites: www.thinkuknow.co.uk and make sure every member of the family spends time familiarising themselves with the area aimed at them.
- For parents that's www.thinkuknow.co.uk/parents
- For teachers that's www.thinkuknow.co.uk/teachers
- For your child that's www.thinkyounow.co.uk/11_16 which they won't have been shown at primary school.
- <http://kidshealth.org/parent/positive/talk/cyberbullying.html>
- <http://www.childline.org.uk/explore/bullying/pages/cyberbullying.aspx>
- <http://www.cyberbullying.org/>



Key Dates for Parents



September 2021 to July 2022

September 2021						
M	T	W	T	F	S	S
	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2021						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2021						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2021						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2022						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2022						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2022						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2022						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



School Holidays



Public Holidays



Administration Day



Notes

A large, empty rectangular area enclosed by a dark blue border, intended for writing notes.



ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

Broomhill Lane
Mansfield
Nottinghamshire
NG19 6BW
Tel: 01623 474700
Email: admin@allsaints.notts.sch.uk
Website: www.allsaints.notts.sch.uk

Through Catholic values and principles,
everyone will achieve their full potential
spiritually, academically, socially, morally
and physically.



July 2021

The Information contained in this booklet is correct at the time of publication