

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me'

Philippians 4:13

Behaviour and Relationships Policy

Ratified: June 2025

Review Date: September 2026

A Rights Respecting School



(UN Convention on the Rights of the Child)

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



All Saints Partnership

Excellence and Enjoyment for All

An Introduction to All Saints Partnership

All Saints' Partnership Statement of Intent

The All Saints' Partnership, comprising St Mary Magdalene & St Stephen's in Westminster, St John's Highbury Vale in Islington, St Paul's in Hammersmith & Fulham and St Andrew's (Barnsbury) is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

Through our Partnership vision of 'Excellence and Enjoyment for All', we aim to provide a holistic education that fosters spiritual growth, academic excellence, and personal development. Each school is dedicated to being anti-racist institutions by promoting equity & equality, challenging discrimination and celebrating diversity in all its forms. We believe that Collaboration is the heart of educational excellence. Combining our strengths and resources to provide innovative opportunities and an overall better quality of education for all our pupils. Together, we are stronger!

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1 Aims and expectations

It is a primary aim of All Saint's Partnership that we treat all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support, which we will provide without diluting our expectations.

Policy Aims

- 1.1 To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- 1.2 To help children develop a sense of worth, identity and achievement
- 1.3 To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- 1.4 To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- 1.5 We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.
- 1.6 The Partnership's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, through our commitment to being a Rights Respecting School.
- 1.7 The Partnership supports behaviour through our Rights and Promises. This is reflected through a series of charters: the School Charter (playground, lunchtime and general) and Class Charters (written annually by each class) (See appendix A). These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

We also use a very clear system called 'Going for Gold' which highlights both rewards and sanctions for appropriate and inappropriate behaviour. Each classroom has the dual coded behaviour chart on display. All children start each day on green behaviour, or higher. Children aim to move up to bronze, silver and gold. If a child shows blue, yellow or red behaviour, their name will be discreetly removed from the chart. They will return to green once they have reflected. (See Appendix B)

2 Silent Signals

Silent signals are an important part of effective classroom management and help create a calm, focused learning environment. They are non-verbal cues used to communicate expectations and transitions without raising voices or adding unnecessary noise.

2.1 Benefits of Silent Signals:

- Promote Calm and Focus
- Silent signals reduce noise levels and help maintain a peaceful classroom atmosphere. This supports pupils to stay regulated and ready to learn, particularly during transitions which can otherwise be noisy or chaotic.
- Increase Pupil Independence
- By using clear and consistent signals, children learn to respond without needing constant verbal instructions. This encourages responsibility, routine, and self-regulation.
- Reduce Teacher Talk
- Silent cues save time and reduce the need for repeated verbal instructions. This allows teachers to conserve energy and maintain a calm, authoritative presence.
- Support Children with SEND
- Children with sensory sensitivities, speech and language difficulties, or attention differences often find verbal instructions overwhelming or difficult to process. Silent signals provide clarity, predictability, and visual support that helps them feel secure.
- Reinforce Consistency and Routines
- When used across classrooms and year groups, silent signals create consistent expectations and transitions that all pupils can understand and follow—regardless of who is leading the sessions.

2.2 Silent Signal Strategies:

Raised Hand: Teacher raises their hand to signal that it's time to stop, look, and listen. Pupils copy the action.

Countdown with Fingers: Holding up 5 fingers and counting down silently to 0 to indicate a transition is about to happen.

Transitioning from tables to line: 1 finger = stand up, 2 fingers = behind the chair, 3 fingers = line up



3 Rewards and Sanctions

3.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Class based awards (stickers, dojo points, prizes from the prize box or whole class prizes such as a dress up day).
- In the lunch hall, children receive stickers for eating their healthy lunch. They also receive team points for showing respectful behaviour and table manners.
- All members of staff can give children house points. Each partnership school has four house teams, which the children join on entry. The team that wins the most points each week will be served first at lunch and have extra time on the pitch. At the end of each half term, the total points are added up to identify the overall winner. The winning team will have a VIP Day on the first week back on which children wear their own clothes and have extra playtime.
- Each week we nominate two children from each class to receive a Star Award 'pupil of the week'. Each 'pupil of the week' receives a certificate which wins the individual 20 house points. They are celebrated in assembly and the school newsletter.
- Each week the classes with the best attendance and punctuality are celebrated in assembly and in the school newsletter. Classes with the best attendance receive extra playtime as a reward.
- Children who move onto bronze, silver and gold will receive a certificate and be celebrated in assembly and the school newsletter. Once per half term, children who have been moved to bronze are invited to a special dress up day, such as pyjama day. Once per term, children who have been moved to silver will be invited to a tea party. At the end of the year, children who have been moved to gold will be invited to an exciting out-of-school activity.
- Class teachers will make reasonable adjustments for children with additional needs so that they can successfully move through the going for gold system. E.g. Clear, Visual Expectations; Individualised Targets; Positive Reinforcement; Flexible Timing; Safe Break Spaces; working with parents.

3.2 The partnership employs a number of sanctions to enforce the school charters, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (See appendix B for the Behaviour Management Flow Chart)

- We expect the children to listen to instructions and not to distract others from their learning. If they do not, children will receive warnings before being moved away from others. Continual disruption may lead to reflection time in a partner class until they are ready to return to the activity.
- We expect children to try their best in all activities. If they do not, we may ask them to redo a task.
- If a child shows blue behaviour, they will have five minutes of reflection time. If a child shows yellow behaviour, they will have ten minutes of reflection time. If a child shows red behaviour, they will spend their lunchtime reflecting with a member of SLT.

- School staff will record incidents on CPOMS (the secure online recording system). If the behaviours are repeated a teacher will speak to the child's parents.
- In the case of persistent poor behaviour or serious behaviours (such as extreme defiance, violence, bullying or racism) children will be sent to the Head of School or a member of the Senior Leadership Team. Depending on the outcome a child may be put on a Home-School Communication Book so parents/carers can be fully involved.
- Rewards and sanctions can be adjusted to suit the needs of pupils with SEND or additional needs.

3.3 Class charters are discussed in Worship and in the classroom. This way, every child in the school knows the standard of behaviour that is expected. If there are incidents of antisocial behaviour, the class teacher discusses these with the whole class during PSHE sessions/circle time.

3.4 All schools in the partnerships do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to work to stop any further occurrences of such behaviour.

3.5 All members of staff are aware of the regulations regarding the use of force and restraint as outlined in the school's policy (Policy for the use of Force to Control or Restrain Pupils). This has been written in consideration of the most recent government guidelines from the Department for Education 'Use of Reasonable Force' July 2013.

4 Bullying

4.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.2 For specific guidance on how the school deals with and prevents incidents of bullying, as well as guidance for parents, please refer to the 'Anti-Bullying Policy'.

5 The role of the class teacher

5.1 It is the responsibility of class teachers to ensure that the school charters are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time.

5.2 All class teachers in our partnership schools have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

5.3 The class teacher treats each child fairly, and enforces the school charters consistently. The teachers treat all children in their classes with respect and understanding.

5.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Phase Leader or a senior member of staff. If a Home-School Communications Book is started teachers need to keep it updated and reviewed and checked by SLT weekly.

5.5 The class teacher liaises with external agencies through the Inclusion Lead, as necessary, to support and guide the progress of each child.

5.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5.7 The class teacher will ensure that a clear 'Going for Gold' chart is visible and up to date at all times in their classrooms.

6 The role of Teaching Assistants (TAs) and other support staff

6.1 It is the responsibility of support staff to ensure that the school charters are understood and enforced.

6.2 Support staff must take responsibility for blue behaviour incidents when working with a class, a group or an individual and share responsibility for major incidents with the class teacher. This includes working with children during break and lunchtimes. Support staff are to record such incidents on CPOMS.

7 The role of the Head of School/Executive Head

7.1 It is the responsibility of the Executive Headteacher and Head of School to implement the school's behaviour policy consistently throughout their school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher and Head of School to ensure the health, safety and welfare of all children in the school.

7.2 The Executive Headteacher and Head of School supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

7.3 The Executive Headteacher and Head of School keeps records of all reported serious incidents of misbehaviour on CPOMS.

7.4 The Executive Headteacher and Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

8 The role of Parents

- 8.1 The partnership schools collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 8.2 We explain the school charters and the Going for Gold system in the school prospectus and we expect parents to read and support them.
- 8.3 We expect parents to support their child's learning, and to cooperate with the partnership school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If any of the partnership schools has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Phase Leader. If the issue is still not resolved then parents should organise a meeting with the Head of School and then the Executive Headteacher. If this does not resolve the situation they can speak to the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9 The role of Governors

- 9.1 The Governing Board of each school has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- 9.2 The Executive Headteacher and Head of School has the day-to-day authority to implement the partnership's policy on behaviour and discipline, but governors may give advice to the Executive Headteacher and Head of School about particular disciplinary issues. The Executive Headteacher and Head of School must take this into account when making decisions about matters of behaviour.

10 Suspensions and Permanent Exclusions

- 10.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Schools can suspend a child if they have seriously broken school rules or allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. The school ensures that it follows the guidelines in the [Department for Education Document – Exclusion from maintained schools, Academies and pupil referral units in England \(August 2024\)](#).
- 10.2 Only the Executive Headteacher (or the Head of School in their absence) has the power to exclude a child from the partnership schools. The Executive Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Executive Headteacher may exclude a child permanently. It is also

possible for the Executive Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

10.3 If the Executive Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

10.4 The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

10.5 The Governing Board itself cannot either exclude a child or extend the suspension period made by the Executive Headteacher.

10.6 The Governing Board has a Pupil Disciplinary Panel. This committee considers any suspension/exclusion appeals on behalf of the governors.

10.7 When an appeals panel meets to consider a suspension/exclusion, they consider the circumstances in which the child was suspended/excluded, consider any representation by parents and the LA or LDBS, and consider whether the child should be reinstated.

10.8 If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher must comply with this ruling.

11 Monitoring and Review

11.1 The Head of School monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 All partnership schools use the secure online recording system CPOMS which enables ease of monitoring.

11.3 Each Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality (Equality Act 2010) to ensure that all children are treated fairly.

12 Mobile Phones

12.1 Only children who travel to or from school independently (in years 5 or 6) are allowed to bring a non-smart phone into school. Their device must be switched off and handed in to the office each morning, it will be locked away during the day and it will be returned to the child at the end of the school day.

13 Reasonable Force

13.1 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offense

13.2 Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

See Positive Handling Policy

14 Searches and Confiscation of Property

14.1 Searches will only be carried out when we believe a child or another member of the school community is at risk or when we have reason to believe that a child has stolen an item or is in possession of an item on the prohibited list (see the prohibited list below).

14.2 Head of Schools and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the partnership schools identify as an item which may be searched for.

14.4 Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

14.5 Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Prohibited List – Knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes, vapes, e-cigarettes, cigarette papers, fireworks, pornographic images.

The Partnership Schools ensure they follow the guideline set out in the Department of Education Document - [Searching, Screening and Confiscation advice for schools \(July 2022\)](#)

15 Behaviour of Pupils with SEND

15.1 We recognise that children with special educational needs and/or disabilities may, at times, require a tailored and inclusive approach to the management of their behaviour. While our school maintains high expectations for the behaviour of all pupils, we understand that some children may need additional support to meet these expectations. To ensure fairness and equity, a range of personalised strategies and reasonable adjustments may be implemented to support the individual needs of pupils with SEND.

Reasonable adjustments will be made within the learning setting to enable a child to engage and integrate with the learning/activities taking place (although these adjustments will not be detrimental to others and will be discussed with the child and their parents).

- Where appropriate, individualised Behaviour Support Plans or Positive Handling Plans will be developed in collaboration with parents, staff, and relevant professionals to ensure a consistent and supportive approach.
- Visual timetables, first-then boards, and other communication aids (e.g., PECS, Makaton) may be used to support understanding of routines, transitions, and behavioural expectations.
- As part of each school's equality duty, we will, on occasion, talk to the child's cohort about inclusive practice to support that child and about adapted expectations for their behaviour.
- Resources to support a child's needs (for example; sensory toys) may be deployed within a classroom to maximise engagement and provide opportunities for them to access the curriculum
- Staff will be trained in trauma-informed and inclusive behaviour management strategies, including de-escalation techniques and recognising triggers that may impact pupils with SEND.
- The school will work proactively with external agencies, such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists, where appropriate, to develop strategies that support the child's emotional and behavioural needs.

- Where necessary, alternative spaces (such as calm rooms or sensory areas) will be used to help pupils regulate their emotions safely and return to learning when they are ready.
- Restorative approaches will be used where possible, supporting pupils with SEND to repair relationships and reflect on their actions in a developmentally appropriate way.
- The curriculum will include planned opportunities to teach all children about neurodiversity, empathy, and inclusive behaviour.

16 Trauma-Informed Practice

At St John's Highbury Vale, we recognise that some pupils may have experienced trauma or adverse childhood experiences, which can impact their behaviour, relationships, and ability to self-regulate. We are committed to adopting a trauma-informed approach across our behaviour policy.

16.1 We recognise that some pupils may have experienced trauma or adverse childhood experiences, which can affect their emotional regulation, behaviour, and ability to engage with learning.

16.2 In line with *Behaviour in Schools (DfE, 2022)* and Keeping Children Safe in Education 2025, we take a trauma-informed approach to behaviour, ensuring all pupils feel safe, understood, and supported.

16.3 Staff build strong, trusting relationships with pupils and respond to behaviour with empathy, consistency, and curiosity. Behaviour is viewed as a form of communication, and responses are developmentally appropriate.

16.4 Where appropriate, staff use emotion coaching, de-escalation strategies, and restorative conversations to support children in regulating and reflecting. Public reprimands and shame-based approaches are avoided.

16.5 All staff receive training in trauma-informed strategies. For pupils with known emotional needs or trauma histories, we work with families and external agencies to co-produce tailored support plans.

16.6 This approach sits alongside our inclusive and SEND provision and ensures that our behaviour policy promotes fairness, dignity, and equity for all.

17 Appendices

Appendix A - Charters

The School Charter

Rights	Promises
We have a right to learn	We promise to try our best
We have a right to be heard	We promise to respect others
We have a right to make our own choices	We promise to be responsible
We have a right to be safe	We promise to look after each other
We have a right to have fun	We promise to be kind

The Playground Charter

Rights	Promises
We have a right to a fair playtime, and a clean and safe space to spend it in (article 24)	We promise to treat all the space, equipment and each other with care
We have a right to spend playtime with anybody we choose (article 15)	We promise to include everybody who wants to be included
We have a right to enjoy playtime (article 31)	We promise to take turns and to share space and equipment
We have a right to be supervised by a responsible adult (article 3)	We promise to explain what we need to each other and adults

The Lunchtime Charter

Rights	Promises
We have the right to be safe.	• We promise to move calmly. • We promise to sit at the next available seat when filling a table. • We promise to help clear up any spills or tell an adult if we see a problem. • We promise to wait to be told before taking our plates, cutlery and cups up to the trolley and bins in one go. • We promise to leave by walking out calmly.
We have the right to a healthy lunch.	• We promise to tell staff if there is a food we cannot eat. We • promise to try healthy foods. • We promise to sit and chew our food while eating. • We promise to wait to be told before taking our plates, cutlery and cups up to the trolley and bins in one go. • We promise to leave by walking out next to the windows.
We have the right to have fun.	• We promise to talk sensibly so everyone can hear. We • promise to be kind.

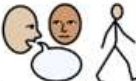
Appendix B - Going for Gold and Reflection Sheet

Going For Gold

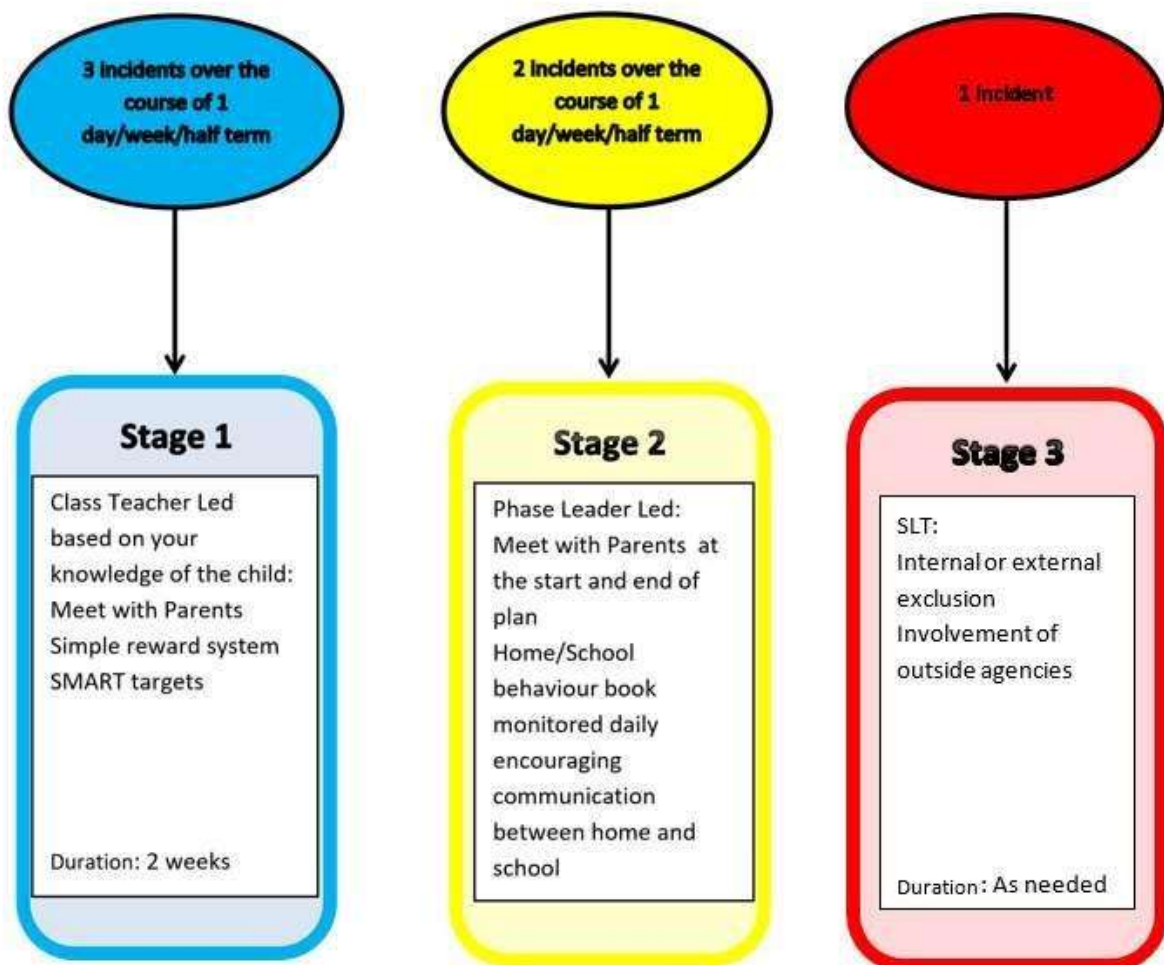
GOLD	SILVER	BRONZE	GREEN
 Having an excellent attitude in all areas of school life at all times.	 Thinking of others before yourself.	 Taking pride in my work and learning.	 Walking around the school safely and sensibly.
 Demonstrating significant effort in all areas of learning.	 Being self-motivated.	 Including others in the class and playground.	 Trying my best in lessons.
 Consistently giving up a significant amount of your own time to support another child or adult.	 Showing resilience and perseverance.	 Supporting and celebrating other children's achievements.	 Being an active learner.
 Being an exemplary St John's Ambassador.	 Demonstrating initiative.	 Asking thoughtful and interesting questions.	 Being kind and showing respect to each other.
	 Encouraging others to do the right thing.	 Being polite at all times to children and adults.	 Looking after others.

Reasonable adjustment: to the best of the child's ability.

BLUE	YELLOW	RED
 Talking during teaching time.	 Repeated blue behaviour.	 Persistent yellow behaviour.
 Not following instructions.	 Damaging school or other people's property.	 Refusal to work.
 Disturbing others.	 Throwing things.	 Being racist or homophobic.
 Calling someone names (in person or online).	 Being rude or answering back.	 Bullying.

 Arguing with other children.	 Deliberately hurting someone's feelings (in person or online).	 Swearing or lying.
 Talking while walking around the school.		 Stealing.
 Inappropriate lining up.		 Hurting somebody on purpose.

Behaviour Policy Application





Pupil Reflection Sheet

Name

Class

Date

 What  did  I  do?	 What  was I  thinking  and  feeling  at  the time?
 Who  has been  affected  by  my  behaviour?	 What  am I  going to  do  to  fix  things?
 Which  of our  Christian  values  has been  broken?	

Appendix C - Behaviour Plan

All Saints Partnership - Behaviour Plan

Date: 17/09/2024

Class Teacher:

Behaviour Plan Level: **Stage 1 (Class Teacher Level)** **Stage 2 (Phase leader)** **Stage 3 (SLT)**

Targets
1.
2.
3.

Children can either tick or draw a smiley/straight/sad face to show how well they have met their targets in that session. Include a comment from the teacher to add detail.

	Morning	Break time	Middle Session	Lunch time	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					