



the bbg bulletin



One of the very best parts of being in a Trust is the ability to develop the curriculum and share good practice. This year we have introduced the Aspire curriculum into Year 7. This curriculum builds on the Quaglia Institute's aspiration research. This research encourages students to become dreamers and doers and works under three principles:

- Self-worth
- Engagement
- Purpose

This term we have been working on self-worth and as part of that we have been learning about our community in order to foster a sense of belonging at both BBG and within the local area.

We have enjoyed our heritage walks around Birkenshaw this week, where all of Year 7 have learnt about the history of Birkenshaw and some of the influential people that helped Birkenshaw become the place it is today. We have studied transport, housing and education, and have enjoyed many old photographs shared very kindly by the local community, some of which can be seen below.!

This photograph was taken between 1905 and 1910.

In 1905 the first tramlines came to Birkenshaw. The first tramline came from Bradford and terminated outside the Halfway House pub. Another tramline started at the other side of Whitehall Road and went all the way down to Gomersal and then Heckmondwike. There were two separate tram lines because Bradford and Huddersfield trams used different size (gauge) of tram wheels and Bradford trams could not run on Huddersfield tramlines. On the left hand side of this picture you can see public toilets which were installed for weary travellers who needed a comfort break!



TRAM TERMINUS - HALF WAY HOUSE - PRE 1910



We loved hearing about Mr Henry W Smith who set up a national school in 1834. At this time, Birkenhead was a really poor village. The ironworks had closed and lots of people were struggling to find work. Henry W Smith wanted to provide a school for 250 boys and 250 girls between the ages of 7 and 13. He asked the government for £500 - £60 for the land, £425 for the buildings and £25 for the fittings inside the building. He had already raised about £140 worth of stone and slate to build the school. The government gave him £110. He bought the land in front of the church and built two rooms. He taught 25 boys, and a lady school mistress taught 25 girls. He also taught 200 more children for Sunday School. The Sunday School girls were taught in the church, while the boys were taught in a barn! He asked the government for some more money so that he could build one school room for 150 pupils.

We heard all about Henry Smith's struggles with the government and his personal generosity; the school building was finally opened in 1842. Children were supposed to pay 4 pence per week for writing and 6 pence per week for arithmetic, but not many could afford this. Henry wrote to the government again for some more money because he had been paying the teachers out of his very own money, and could no longer support his wife and family. He told the government that he would have no choice but to close the school. This seemed to work, and alongside donations from the Ackroyd and Emmet families, ensured that the school stayed open.



Henry W Smith was a true example of resilience. It took 18 years for his school dream to be fully realised, and his determination to provide opportunities for the young people of Birkenhead paved the way for many who came after him. In one of his letters to the school board he even said that he would rather go to prison than accept a visit from the school inspector!!

It seemed only fitting that we should lay some flowers on his grave in Birkenhead churchyard- a thank you from the students of BBG for his grit and resilience and for recognising that education was important for all, regardless of background.



Mrs Annie Pratt and two teachers Annie Tolson and Elsie Foster, about 1900. Birkenhead National School.



Frankenstein Review

Frankenstein Review

You've probably heard of Frankenstein. Its influence on pop culture, since the release of the famous novel in 1818, has been, to say the least, huge. The book has several film adaptations and abridged (Typically truncated with less intimidating vocabulary, suitable for young children) versions, but only a minority of the people who've heard of the merciless, cold-blooded, hulking monster have *actually* had the pleasure of reading the original text.

I, and I'm happy for it, have read the 1818 novel - I finished reading it last Sunday. I vividly remember, in fact, my arduous trip to Cleckheaton library, and the car ride back home in which I read the first chapter (which consisted of a sailor's letters to his family concerning a strange man who they (the man and his fellow sailors) had taken aboard their ship.).

Like I said in the brackets above, the story starts with a series of letters – it introduces the characters of the sailors and, of course, Frankenstein, an emotionally disturbed scientist of whom we know nothing at this point in the story – it sets the scene incredibly well, before the perspective changes to that of Frankenstein himself as he recounts his experiences of before he was taken aboard the ship.

As you might already know, Frankenstein creates a deformed abomination known only as 'Frankenstein's monster' or, in the novel, 'the demon', who he comes to regret bringing to life.

I won't spoil anything beyond that point, but just know that it gets rather dark, especially in the latter half.

Frankenstein is the epitome of a horror novel. It has the atmosphere, the characters you'll come to know and love, the ambitious vocabulary, the old-fashioned yet endearing (for me, at least) writing style – all these things, following the release of Frankenstein, became ubiquitous in horror novels, and even more prevalent after Bram Stoker's iconic novel, Dracula, which is different to Frankenstein, but borrows many of its ideas, was released.

For me, Frankenstein was, past a few wordy sections and tricky to understand vocabulary, an accessible read. I never felt the need to re-read sections, to double-check things online, or anything of the sort. I think that Frankenstein would, for someone unacquainted with 19th century writing, be a great place to start – the abridged versions *are* easier and are relatively easy to find, but it's better that you face challenges like Frankenstein head on, rather than find an alternative (and possibly less enjoyable) way (like the abridged versions).

There's not much more I can say about Frankenstein that wouldn't spoil it, apart from how the author, Mary Shelley, came up with the idea to write the book.

It was a tempestuous day in Geneva, Switzerland in the summer of 1816 when Mary Shelley, her husband Percy and their friend Lord Byron were stuck inside their house with nothing to do. Suddenly, one of them had an idea for a ghost story writing competition, in which Frankenstein was born.

To think that horror wouldn't be the same as it was today, to think that Frankenstein would never have existed, if not for one particularly miserable day is hard to imagine.

Well, now that you know how brilliant Frankenstein is, what are you doing? In the school library, we have a copy of Frankenstein and, if I haven't already taken it for a re-read, it will likely be in your local library.

Thanks for reading, and bye!



**Dexter
Hughes**

How ethical are Christmas jumpers?

Fast fashion is bespoke, fashionable garments that are often only worn once, as they go out of fashion quickly. So, what does this have to do with Christmas jumpers?

Fast fashion is one of the world's biggest contributions to climate change, and it is our habits that have resulted in huge textile waste dumps. Christmas jumpers are one of the worst examples of fast fashion, with almost half of festive jumpers only worn once. Every year, 80 billion new pieces of fast fashion are consumed by the world, and 1.2 trillion dollars is made by the fashion industry. Over 12 million Christmas jumpers were bought last year in the UK alone, with 65 million of those only worn once, and hundreds of thousands are thrown away, ending up in landfill. An environmental charity has found that there are 108 jumpers available this year, from 11 different high street shops, and 95% of these jumpers are made of plastic materials.



**Cerys
Barson**

Fast fashion also means that clothes are produced on a mass basis for a very low cost. This means that companies use low-cost labour in poorer countries to make a huge number of products whilst paying the least they can for the labour, which is mostly carried out by women and girls. A 2019 report from Oxfam called 'Made in Poverty – The True price of Fashion' interviewed 472 garment workers in Vietnam and Bangladesh. The report revealed:

- Nine out of 10 workers could not afford to buy food for themselves and their families, forcing them to regularly skip meals
- 72% of workers could not afford medical treatment when they get sick or injured. These countries do not access to a healthcare system like the NHS
- 76% of workers in Bangladesh factories do not have running water in their homes and 40% of Vietnamese workers worry about having to rely on well or rainwater
- In Bangladesh, 1 in three workers are separated from their children, due to lack of income and having to work in factories away from their homes

Does the low price of a Christmas jumper justify these extremely poor working conditions that mainly effect women around the world?

The material that jumpers are made from are also a concern for health and the environment around the world. Festive jumpers are made from plastic and acrylic; these are not natural materials and therefore contribute to landfill as the fibres do not break down naturally. 44% of jumpers are made entirely from acrylic. Scientists have found that acrylic was responsible for releasing nearly 730,000 microfibrils per wash. This is five times more than polyester-cotton blend fabrics. These fibres are released into our water system and eventually into drinking water and back to rivers and seas, where they impact animal health.

I don't want to ruin anybody's festive fun; however, it is really useful to think about your fashion impact on the world. Maybe instead of buying a new Christmas jumper this year you could:

- ✓ pick one up in a charity shop
- ✓ Swap with a friend
- ✓ Decorate an old jumper with festive trimmings
- ✓ Organise a jumper swap in your local area

Remember... a festive jumper is for life... not just for Christmas!



DON'T PANIC

1 NEW YORK TIMES BESTSELLER


Tiny Changes,
Remarkable Results


Atomic Habits

An Easy & Proven Way to
Build Good Habits
& Break Bad Ones

James Clear

OVER 5 MILLION COPIES SOLD

 BESD PRIMARY		Monday	Tuesday	Wednesday	Thursday	Friday
		5th Dec 2022	6th Dec 2022	7th Dec 2022	8th Dec 2022	9th Dec 2022
P1	2.30	English Language 1h 45m	English Literature Paper 1 1h 30m START IN REG	Science 1h 15m / 1h 45m Biology	Options (Computer Science, Business, Food) 1h 15m / 1h 45m	French Writing / Travel & Tourism Fr: 1h /1h 15m T&T: 1h 15m
P2						
P3			English Literature Paper 2 45m			
P4	1.40					
P5		Options (GCSE PE, Soc, Psych) 1h 45m	Maths Paper 1 1h 30m	Humanities (1) 1h 30m / 1h	Science 1h 15m /1h 45m Chemistry	Humanities (2) 1h 30m / 1h
P6						
P7	1.40					

 BESD PRIMARY		Monday	Tuesday	Wednesday	Thursday	Friday
		12th Dec 2022	13th Dec 2022	14th Dec 2022	15th Dec 2022	16th Dec 2022
P1	2.30	French Listening/Reading List: 35m / 45m Read: 45m / 1h	Maths Paper 2 1h 30m	Options (Computer Science, GCSE PE) CS: 45m GCSE PE: 1h		
P2						
P3						
P4	1.40					
P5		Science 1h 15m /1h 45m Physics	Geography (3) 45 m	Maths Paper 3 1h 30m		
P6						
P7	1.40					



STUDENT ACHIEVEMENTS



Year 11 student, Georgia Baldwin, has been baking at home for years and years, but over the Covid lockdown she really started to take her baking seriously, making family birthday cakes and gifts for friends. In the last few months, Georgina has worked really hard to achieve her Food Hygiene certificate and a 5* Rating in her inspection from the local authority. All this was in preparation for launching her own business, and this week saw Georgina take part in her first Christmas fair.

Georgina's first event was the Birkenshaw Brownies Christmas Fair, which took place at the Methodist Church on Monday evening. The fair was a fundraiser for the Brownie pack, and each stall-holder donated 10% of their profits to the cause. Georgina had a very successful evening, selling cupcakes, brownies and rocky road, all of which went down a storm!

Georgina was so busy on the evening that she roped in her friend, Megan Bracewell, to help her out. Now she is already getting ready for her next Christmas sale, which will be this Saturday at the Wheatsheaf pub in Gomersal. If, like us, your mouth is watering at the thought of all these yummy cakes, why not go along between 12noon and 5pm and treat yourself?!



CHRISTMAS JUMPER DAY



**Save the
Children**

IS COMING, PEOPLE! AND

IT'S GOING TO BE EPIC!



Where:

BBG Academy

When:

Thursday 8th December

Other details:

Please pay your £2 via Parent Pay
Your school uniform must be worn



Registered with
**FUNDRAISING
REGULATOR**

Save the Children Fund is a charity registered in England & Wales
(213890), Scotland (SC039570) and Isle of Man (199).

Year 7

Artist



OF THE WEEK



Leah-Mae Mitchell

02/12/2022

**For excellent attention to
detail when completing her
Andy Warhol painting.**

Year 7

Resilience Artist OF THE WEEK



Alexander Rushworth
02/12/2022

**For working incredibly hard
on his Andy Warhol artist
research.**




bbg ACADEMY

Artist OF THE YEAR 2022/23





Artist OF THE YEAR 2022/23

Do you have what it takes to become the first
BBG Academy Artist of the Year?

**You could win a fully equipped art set and lots
of other prizes along the way.**

**There will be 3 rounds with the entry round
theme being...**

‘What you love about BBG’

Apply with your Artwork to

jlaycock@bbgacademy.com

Open to all years.

DEADLINE: Monday 2nd January 2023



**COMING
SOON**
STAY TUNED!

Coming in 2023...
BBG library!



In the Year 8 contextual curriculum, students have been busy this week exploring their subjects and considering what all this means to them.

In Geography, Year 8 have been continuing to look at the global superpowers, at the start of this week they have started with the American Dream and whether America can still be classed as a superpower. Towards the end of the week students will be investigating Russia, how the climate is limiting its power whilst considering what does make Russia a superpower (e.g., economy, oil resources, military, politics). We then have linked that to the current climate of the War in Ukraine and the impacts of this on Russia's global power.



In history students have previously examined Russia's history of autocratic rule and this week they compared this to Russia today. They have discovered a great deal of continuity which has developed their understanding of Russia's actions in the world today. We have also continued our investigation of 'Who are the baddies?' and found that it is not 'always Russia' when exploring current Western tensions with North Korea.



Year 8 Religious Studies lessons are continuing to look at human rights, identifying which right they feel is the most important to them and starting to analyse if people around the world also have that right



Year 8 Media are continuing to create a presentation, this week, exploring the dilemma surrounding the negatives and benefits of social media. Over the half-term students have been collecting research in preparation for this project with the winners being announced next week. Good luck Year 8!



Congratulations to the members of BBG Creative Writing club for their competition success!

Every entry to the Young Writers “Power of Poetry” competition have been selected for publication January 2023 into an anthology of poems that cover the issues that are relevant to our world now!

BBG students’ work covered a wide breadth of topics that need to be brought to the attention of the public to bring about change! Subjects covered by our stellar writers included:

Pollution, Lockdown, Climate Change and the environment.

It is our pleasure to congratulate:



Aimée Richards



Beth Garside



Dexter Hughes



Evelyn Brack



Josselin Adams

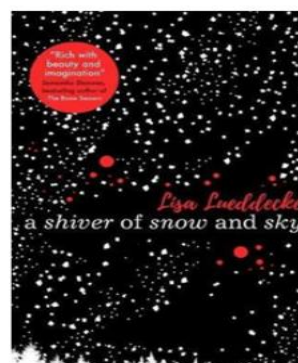
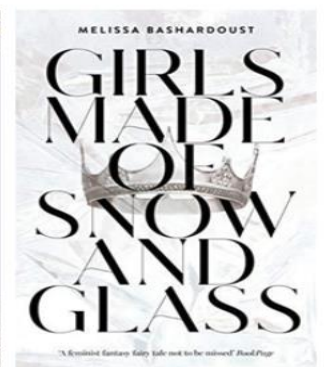
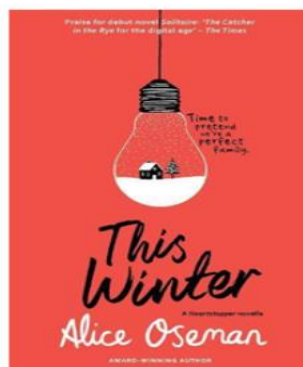
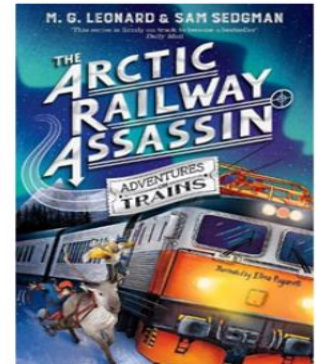
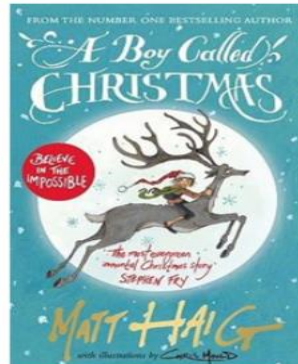
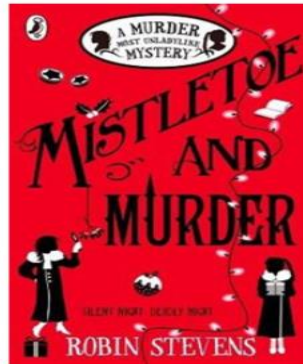
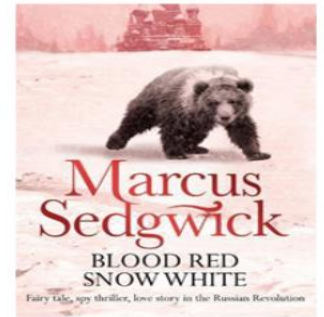
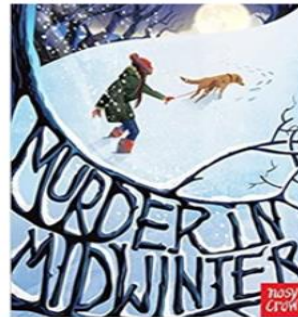
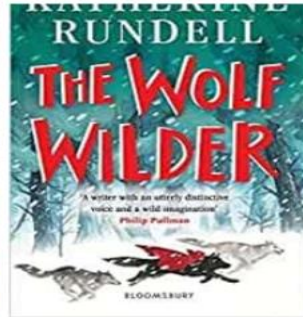
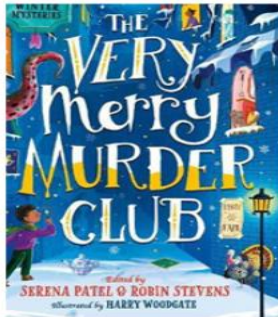


Lily Rush



The 12 Days of Christmas... with the English department

LOOK OUT FOR THE BBG ENGLISH BOOK ADVENT CALENDAR ON TWITTER.
EACH DAY WE WILL BE UPLOADING A DIFFERENT BOOK THAT WOULD
MAKE A GREAT CHRISTMAS READ!





ENGLISH

The BBG Bookcase recommendations for children to read and make progress when reading. Statistically students that read independently do better at school. Please encourage your children of all ages to continue reading daily – 10 minutes before bedtime as a minimum will make all the difference.

NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

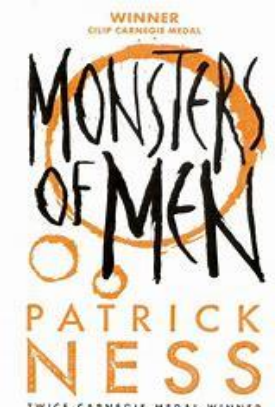
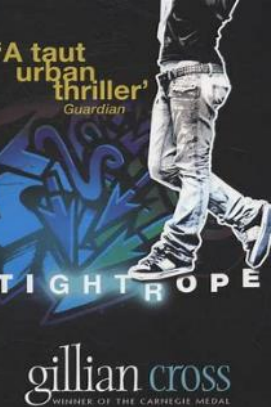
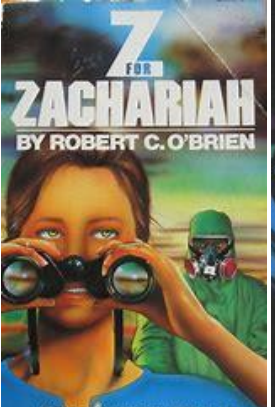
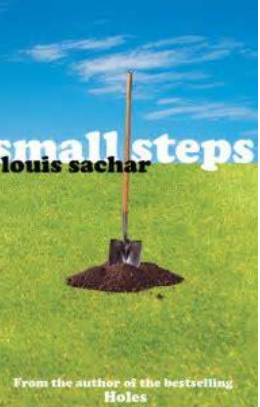
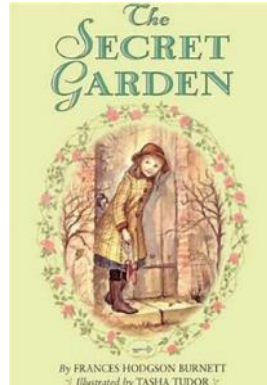
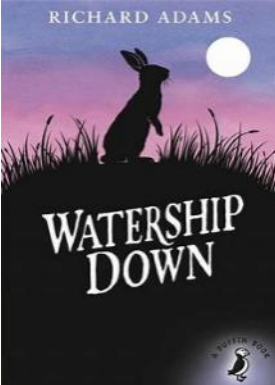
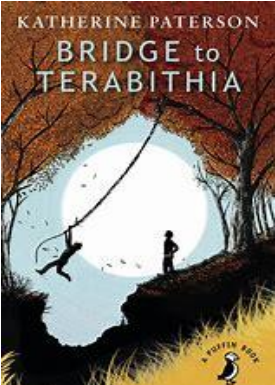
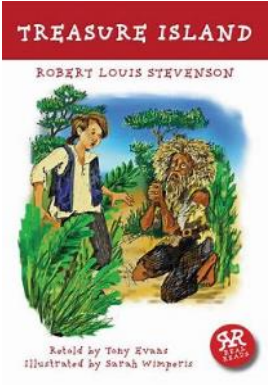
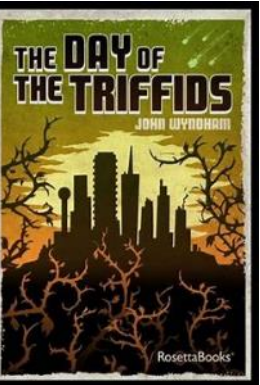
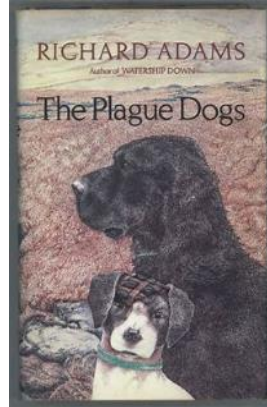
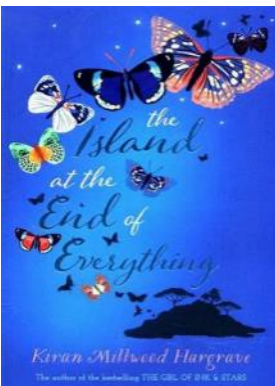
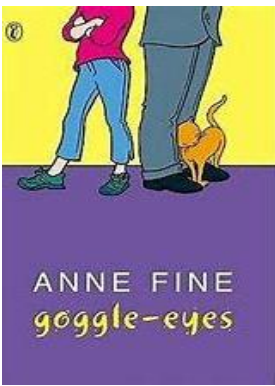
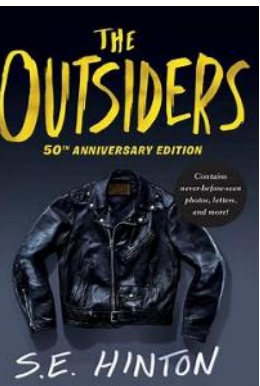
Year 7





ENGLISH

Year 8



BBG BOOKCASE

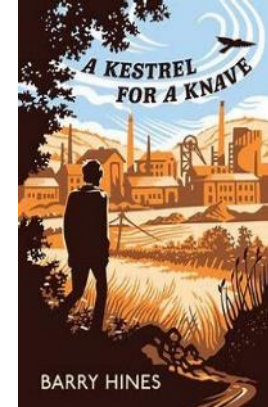
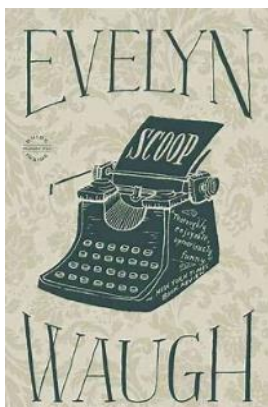
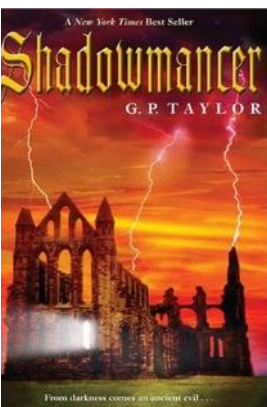
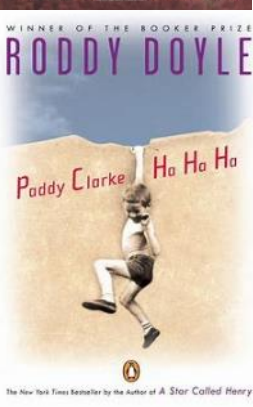
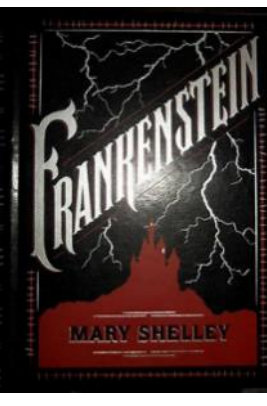
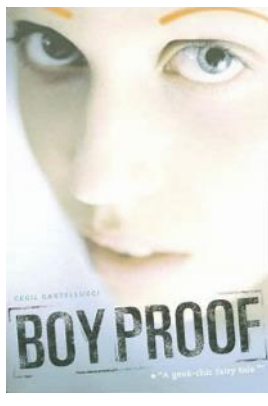
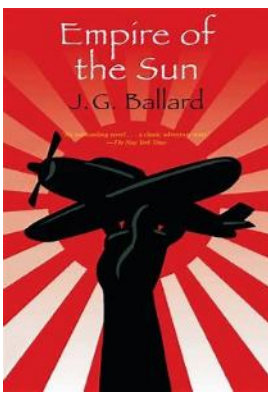
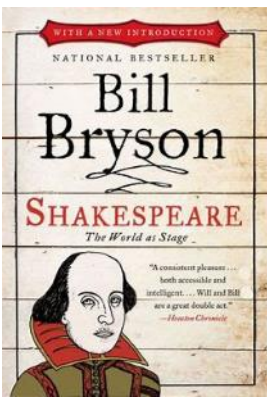
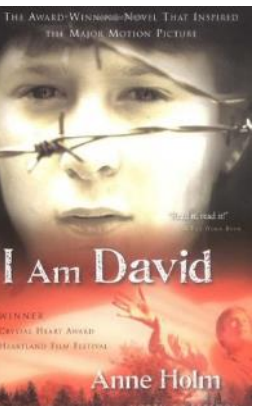
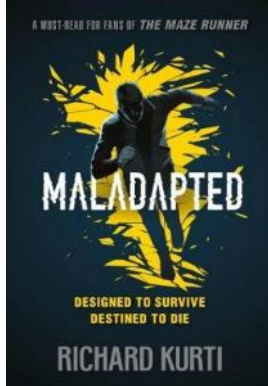
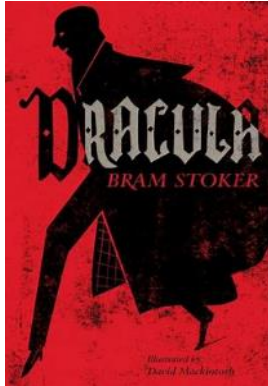
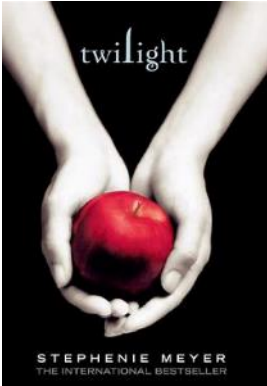
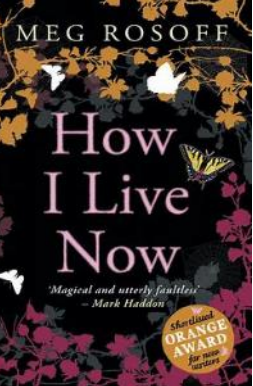


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ENGLISH

Year 9

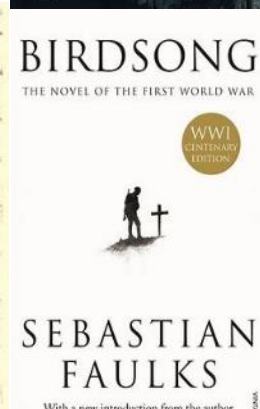
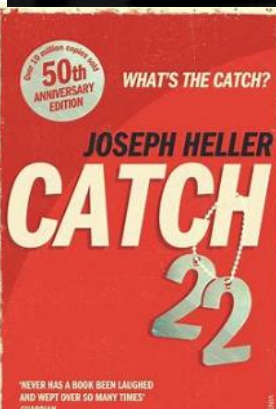
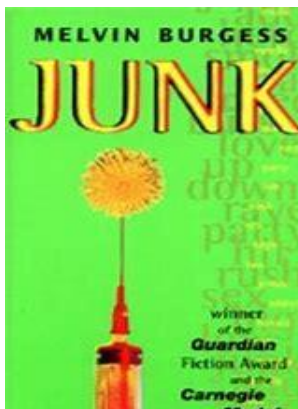
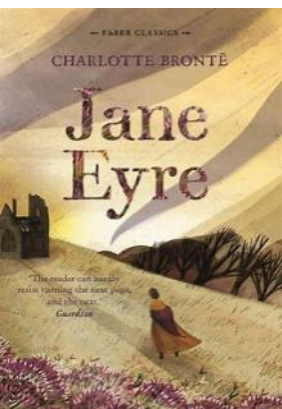
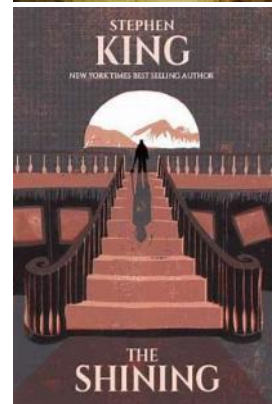
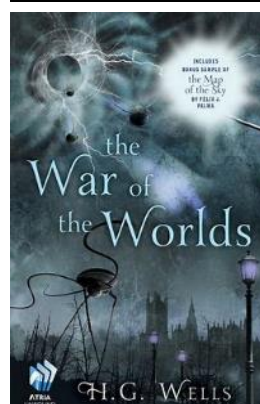
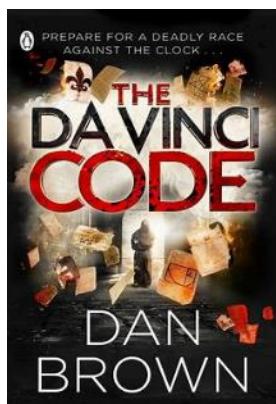
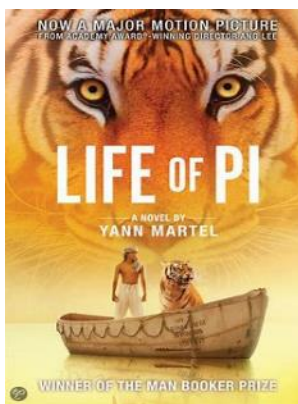
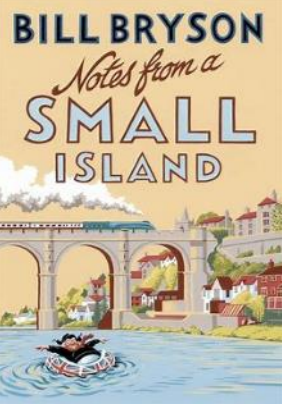
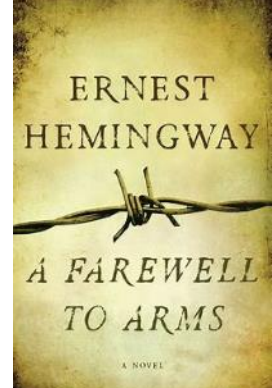
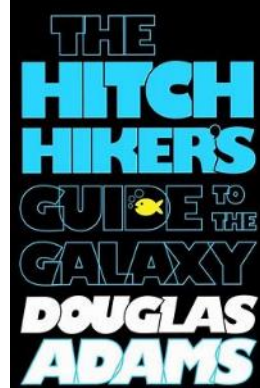
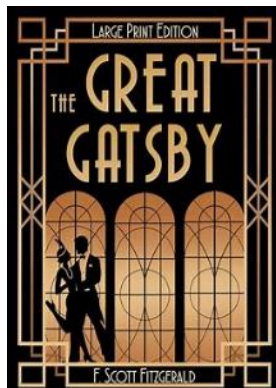
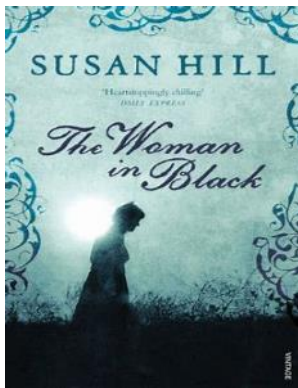


BBG BOOKCASE



NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

Year 11



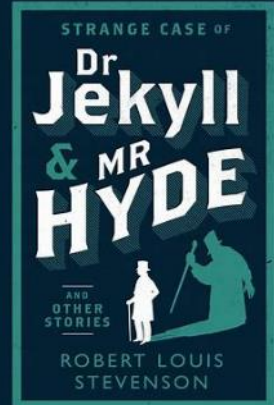
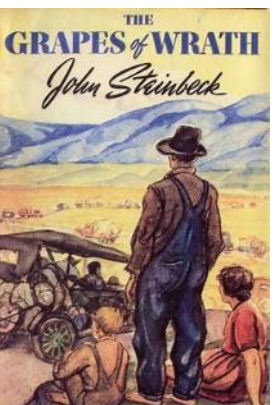
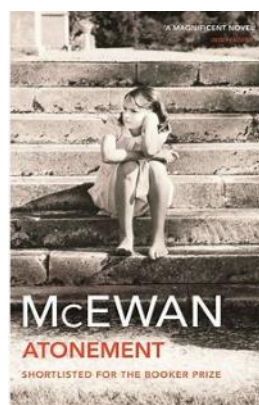
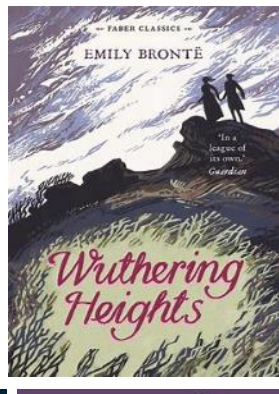
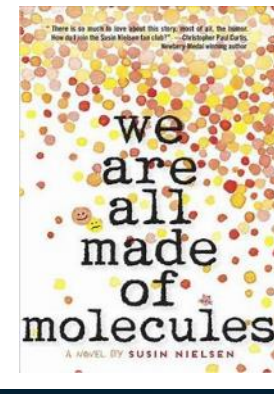
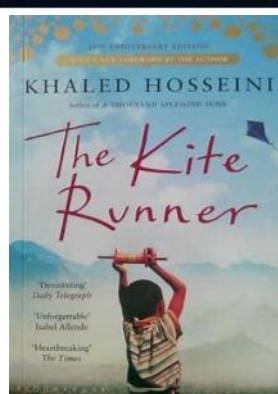
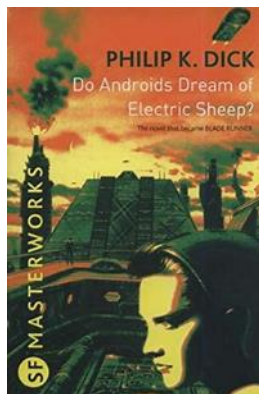
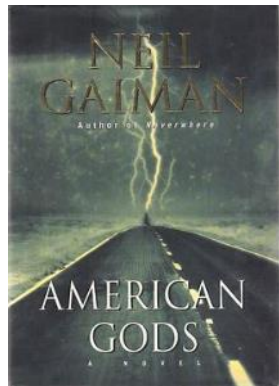
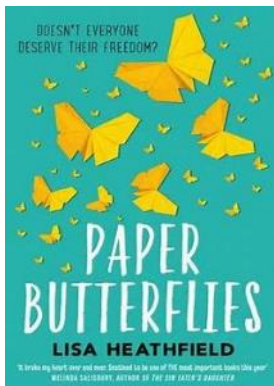
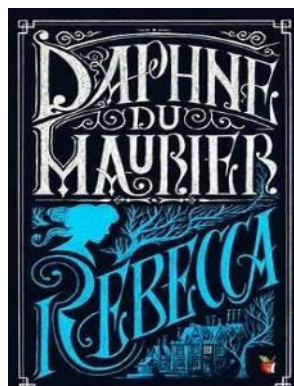
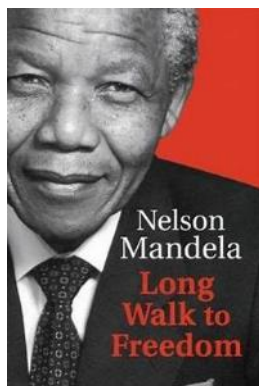
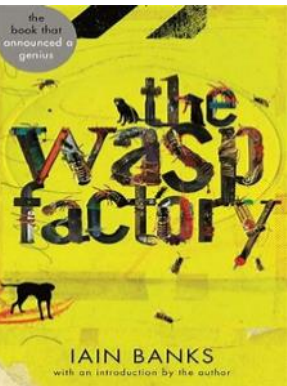
BBG BOOKCASE



NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

A decorative banner for an English class. On the left, an open book is shown with various literary figures and symbols emerging from its pages, including a knight, a person with a quill, a detective in a hat, and a person with a camera. The word 'ENGLISH' is written vertically on the book's spine. To the right of the book, the word 'ENGLISH' is written in large, bold, blue capital letters. The entire banner is framed by a green border with a repeating geometric pattern.

Year 10



BBG BOOKCASE



NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

Geography



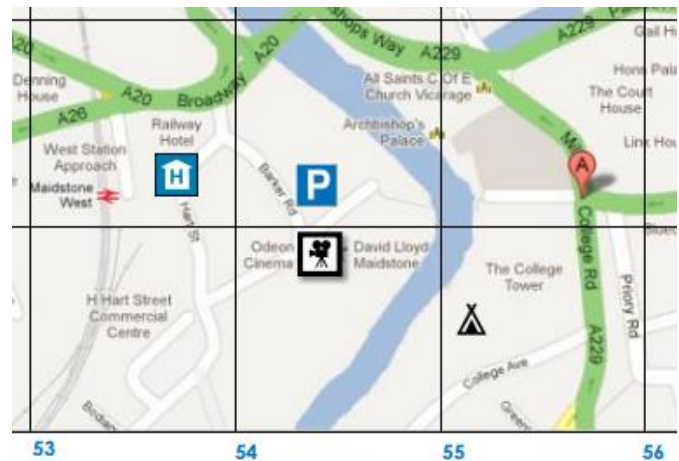
The title 'Geography' is written in a large, black, serif font. The letter 'o' is replaced by a small globe. To the left of the title, a pair of hands holds a map with a red location pin and the letters 'BBG'. A magnifying glass is positioned over the map. To the right of the title, a pencil is drawn horizontally. The background features a repeating pattern of stylized globes and star-like shapes.



This week, Year 9 students have been looking at tourism and different types of holidays and destinations. Thinking about why places have such a high number of visitors each year and then the activities associated with those countries and places. Students' contributions have been excellent, with very focused conversations displaying opinions and issues that come with travelling to certain places.



Year 7 students have been working on their map reading skills getting very precise and accurate with six-figure grid references. This quest to survive in the zombie apocalypse is ongoing and students are pinpointing locations on maps as a place of refuge and get supplies.



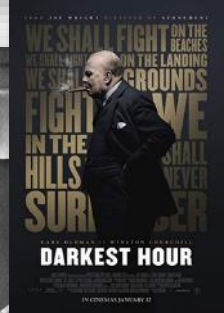
Year 10s have completed their resources test and are now moving on to urban issues and challenges. We will be going as far as India, looking at the vast differences of wealth, hygiene and standard of living. Then a bit closer to home we're studying London and how rapidly it has developed.

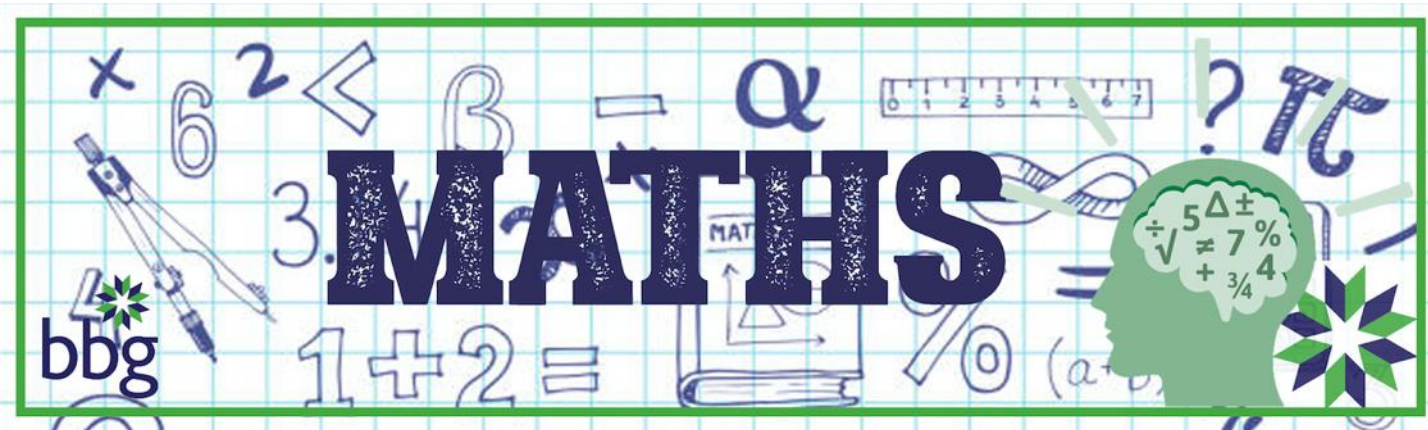


Year 9 students have demonstrated some excellent source analysis when investigating the question of “Were the World Wars fought in the same way?”. Students have examined WWI trench warfare, the Battle of the Somme, the Fall of France in WWII, events at Dunkirk and the Battle of Britain. This has also enabled students to explore the wartime leadership of Winston Churchill. Our next lessons will continue to explore how the world wars became more deadly and dangerous with the dropping of the atomic bomb before completing their forthcoming assessment.



A movie poster for the film "Dunkirk". The top half features a close-up profile of Tom Holland as a young soldier, looking off-camera with a determined expression. He has dark, curly hair and is wearing a military uniform. The background behind him shows a beach at night or dusk, with smoke rising from the water and distant explosions. The title "DUNKIRK" is written in large, bold, white capital letters across the middle. Below the title, there is a quote from Entertainment Weekly: "WHEN 400,000 MEN COULDN'T GET HOME, HOME CAME FOR THEM". At the bottom, it says "JUNE 21 ON DVD & BLU-RAY™". There are also some small logos and credits at the very bottom.





In the Puzzle Club with Miss Headley, it was Origami week.
Here is a picture of Leo Bradley, Oliver Simpson, Patrick Smith, Thomas Letham and Isaac Letham.
They made origami butterflies.

The puzzle club runs every Wednesday 2.30pm to 3.30pm and is open to all year 7 & 8.



Flag Competition

Thank you to those who entered the flag competition.

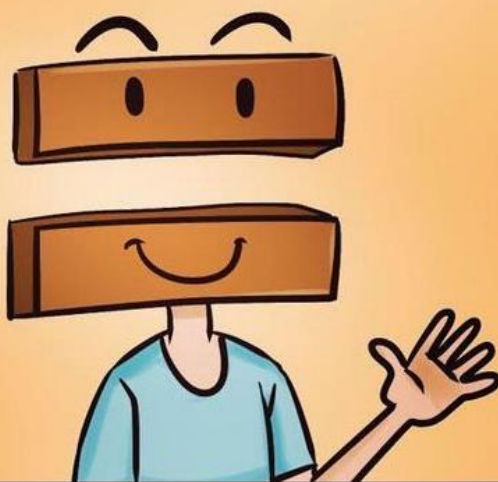
The entries will be marked and results and prizes will be given out next week.

Summer 2023 Exam News

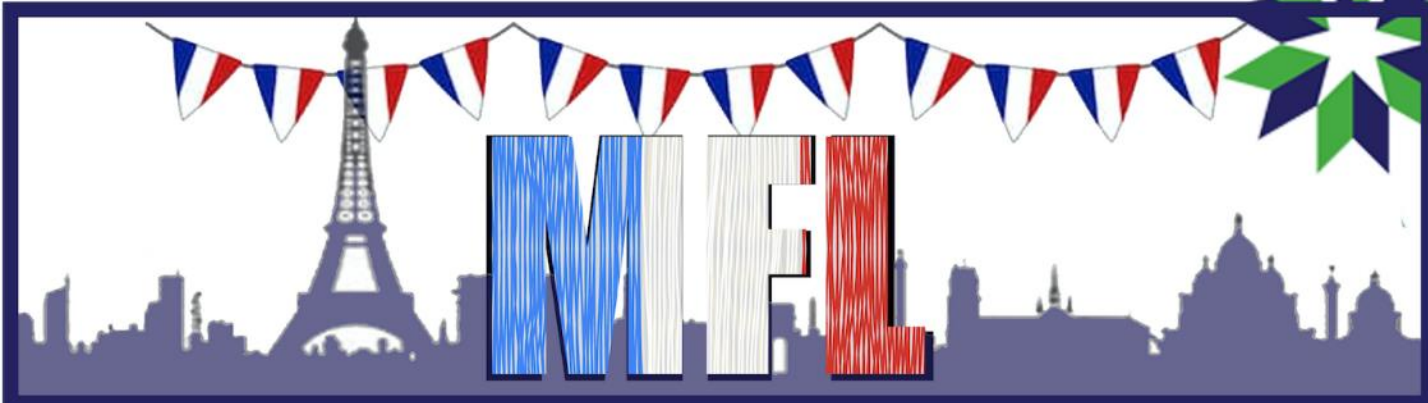
It has been confirmed that the students taking the exam in the summer of 2023 will be given a formula sheet in the exam. As soon as Edexcel publish the formula sheet, we will share this with the year 11 students.

[Proposed changes to the assessment of mathematics, physics and combined science GCSEs in 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/proposed-changes-to-the-assessment-of-mathematics-physics-and-combined-science-gcse-in-2023)

Why was the equal sign so humble?



He knew he wasn't $>$ or $<$ anyone else.



This year, again, Mrs Bettney, the Head of RS at BBG, has launched her Batley Food Bank appeal. Last week we listened to her during the morning assemblies explaining the importance of the initiative to the BBG students. In France there is a very well-known association which feeds struggling people.

The initiative

The **Restaurants du Cœur** (literally, *Restaurants of the Heart*, but meaning *Restaurants of Love*), commonly known as the **Restos du Cœur**, is a French charity whose main activity is to distribute food packages and hot meals to those in need. The association targets the homeless and those with a low or a very low income (single parent families, old people with a low pension, young adults...). The association also helps people to find housing and supports other projects. This not-for-profit association has the "reconnu d'utilité publique" (recognised as being of public interest) status which exempts it from specific taxes. The association, highly respected in France, is known for its huge number of volunteers (66,000 in 2015) and its original fund-raising method...

History

The comedian and actor Coluche launched the idea of the Restos du Cœur on **26 September 1985**. "I have a little idea, a bit like this... If there are people who would be interested in sponsoring a free soup kitchen, we'd start first in Paris and then spread to France's big cities." (*«J'ai une petite idée comme ça (...) un resto qui aurait comme ambition, au départ, de distribuer deux ou trois mille couverts par jour»*) The first Resto du Cœur opened on 21 December and soon multiplied all over the country. The goal of the founders was to give away 2,000 to 3,000 meals per day; 8.5 million meals were distributed in the first winter alone. In 2018, 130 million meals were served. The initiative was supported by a song written by the songwriter and singer Jean-Jacques Goldman called *les Restos du cœur*, which included some of the lyrics being sung or read out by other celebrities. A televised show allowed the organisation to collect several million francs.

Coluche pleaded for the Restos' cause at the European Parliament in February 1986 after learning that surplus products cost more to store than to distribute free to the poor; his plea was heard and in 1987 the surplus was made available to four organisations.

Artists

Coluche knew that the best way he could help the Restos was to present his own image and those of his friends. In one winter, he created the Enfoirés around this idea.

On 26 January 1986, Coluche presented a show on national television that lasted all afternoon. An exceptional group of people gathered together: politicians of all stripes, presenters from all the TV channels and radio stations, and all kinds of artists and sports stars.

Since then, every year an Enfoirés concert has been held to encourage people to donate to the Restos du Cœur. It has become a very popular event. Each year, the media explain the goals of the organisation and remind people of where they can donate or volunteer. The Enfoirés themselves support the Restos by giving up the profits from the concerts and albums of these concerts.

[Les Restos du Cœur \(restosducoeur.org\)](http://restosducoeur.org)



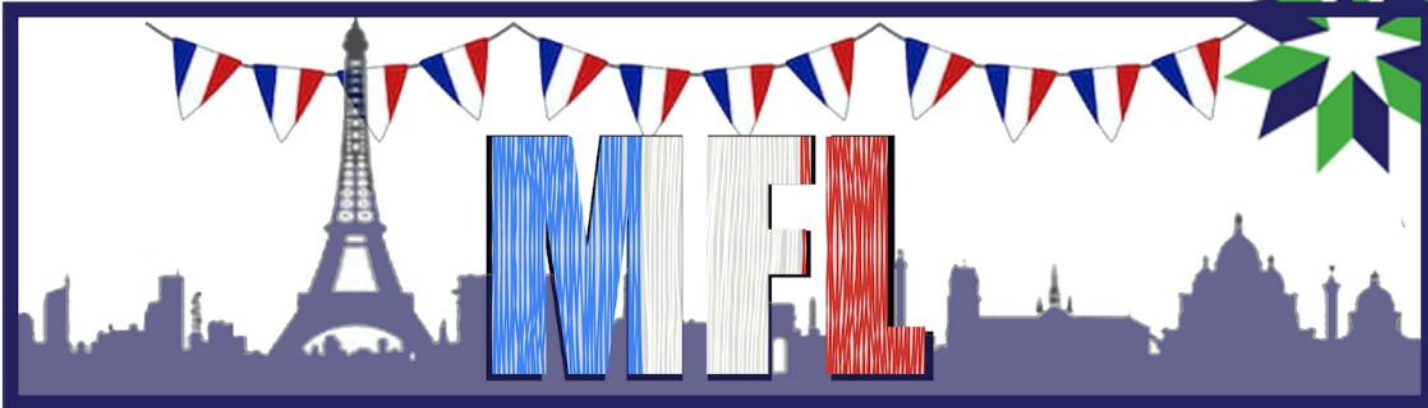


TABLEAU D'HONNEUR

Teacher: Mme Djokovic

Amelia Lavin (Year 11) and Evie Coulson (Year 11) – for working hard in class and doing well in French so far!

Teacher: Mrs Clough

Ellis Dixon (Year 10) – for showing great promise ahead of his first mocks after Christmas
Evie Burrows (Year 11) – for showing greater commitment to the subject ahead of the December mocks

Teacher: Mrs Harburn

Lewis Holroyd (Year 8) and Harrison Taylor-Mell (Year 8) – for doing extremely well so far!

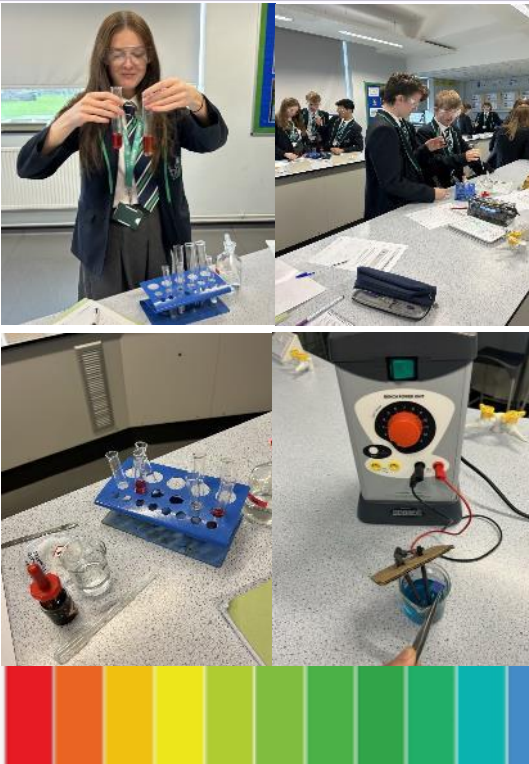
Teacher: Mrs Santry

William Smith (Year 9) – good vocabulary recall and improving French accent
Alara Yalcin (Year 9) – desire to do well and great focus in class.





This week in science Year 10 have been working through the chemical changes topic. After explaining why some acids are strong and others weak, the students investigated the properties of a strong and weak acid by conducting a series of test tube reactions. The students looked at a variety of properties, these included: using a pH probe, testing with universal indicator, observing the reaction of magnesium and observing the reaction of sodium carbonate. After this the students went on to learn about how metals are extracted from their ores using electrolysis. The 'electro' part of the word is linked to electricity and lysis means to split. After learning the theory for electrolysis of molten compounds and aqueous solutions the students wrote a hypothesis to test. Then they carried out an investigation to observe the products of electrolysis for several different compounds.



increasing reactivity

↑

potassium
sodium
calcium
magnesium
aluminium
carbon
zinc
iron
tin
lead
hydrogen
copper
silver
gold
platinum

KS3 students have been looking at forces and motion in their lessons this week. After learning about the forces on a skydiver the students identified a variable to investigate for a parachute. The students could choose from the mass of the parachuter, the size of the parachute or the length of the strings. Once the students had identified their variable, they planned, carried out and evaluated their results. This gave the students the opportunity to get their teeth stuck into the ideas behind 'how science works' and recognise that most practical investigations will have some flaws. After this the students went on to investigate which bubble bath had the greatest viscosity by calculating average speed of a ball bearing as it fell through the different bubble baths. The results showed if viscosity is the only factor being considered it isn't always worth splashing out on the branded item.



Travel & Tourism



Kale Diaz Whittaker

For focus in class, and effort
in his Blooket revision for
upcoming exams



Josh Parker

For focus in class, and effort
in his Blooket revision for
upcoming exams



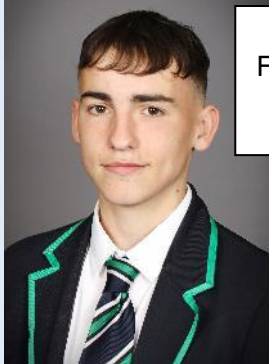
Holly Kershaw

For focus in class, and effort
in her Blooket revision for
upcoming exams



Ella McMahon

For focus in class, and effort
in her Blooket revision for
upcoming exams



Dalton Healy

For focus in class, and effort
in his Blooket revision for
upcoming exams



Tom Butterfield

For focus in class, and effort
in his Blooket revision for
upcoming exams



Perdy Midgley

For her resilience with exam
style questions



Niamh Threlfall

For her resilience with exam
style questions



Praise goes to.....

Lillie Rose Finneran	Oliver Grantino	Paige McMurray	Hannah Peace	Casey-Leigh Robinson-Wilson
Isobel Smith	Iyran Walker	Jude Walker	Sophie Bairstow	Olivia Baker
Lily-Mae Cox	Paige Davis	Alfie Davison	Ashton Haley	Elianna Harper
Kara Healy	Rosie Hirst	Leo Holmes	Jess Shanahan	Ella Johnson
Taegan Lister	Amber North	Martha Powles	Olivia Powles	Evan Schofiled
Rosemary Warrington	Daisy Watts	Maya Wood	Jessica Wright	William Dehs
Savana Bailey Chamberlain	Sophia Creasey	Freddie Davis	Anju Dey	Cody Earnshaw
Dexter Fish	Harley Glover	Harry Goulding	Rosa Hepworth	Bella Kerr
Elissa Kilburn	Leo Margison	Ella Burton	Charlotte Harding	Lewis Holroyd
Maisie Kemp	Logan Thorpe	Thomas Anders	Andrew Bird	Layla Button
Oliver Crowther	Beth Garside	Annie-Lea Green	Charlie Hicks-Fletcher	Thomas Letham
William Mason	Nicholas Mungovin	Rayna Patel	Henry Tate	

Principal

3000 stamps

else goes to.....

Kara Blakeley	Alyssa Brierley	Warren Jack Cox	Megan Gallacher	Freddy Reynolds
Arthur Thompson	Connor Britton	Seb Burnett	Ashton Firth	Joshua Harper
Mylie Harvey	Evie Jackson	Lennon Morris	Freddie Paver	Erin Pugh
Niamh Reilly	Poppy Watts	Paddy Austin	Maddison Ayres	Cerys Barson
Kaydence Carroll	Bailey Drewett	Noah Jackson	Alex Kavanagh	Henry Miles
Olivia Payne	Jaiden Robinson	Kaydee Wakerley	Alicja Wypych	Olivia Hawkshaw
Hollie Jones	Maja Kacprzak	Marissa Tokarczyk Cliffe	Ethan Williams	Aidan Wood
Ruby Woodcock	Georgina Baldwin	Illia Boiko	Gemma Davies-Carr	Oliver Dorsey
Ellie Hardcastle	Libby Kershaw	Millie Lavin	Charlie Patrick	Elliot Sereika
Kiera Voyce				

BBG Year



STARS OF THE WEEK



MIKEY GARFORTH
For being a good friend
to others



OLIVER SYKES
For excellent
contributions to class
discussions



ARCHIE FIRTH
For facing his worries
with a big smile



WILLIAM MASON
For keeping going when
things are tough

**CONGRATULATIONS
TO YOU ALL!**



ISAAC MIAH
For awesome
performances on the
rugby pitch



MIA FORTUNE
For supporting others



NOAH SMITH
For being interested and
contributing to
discussions



CERTIFICATES AWARDED TO



Ethan Harris

Ethan continues to make fantastic progress around the Academy; in particular he has made a great impression in Design where he has produced an excellent piece of work.



Phoebe Johnson

Phoebe continues to impress around school; in particular she has been brilliant helping other students improve their skills at after school football. She has helped students in other year groups make progress.



Erin Pugh

Erin showed excellent resilience at climbing and made fantastic progress as a result. She has worked hard and that is paying off. She has also helped others within the group.

YEAR 9



STARS OF THE WEEK



**ANNABELLE
RUSSELL**

A model student.



**BENJAMIN
MURROCK**

Comes in every day and consistently does the right thing. Reliable.



DEXTER HUGHES

For insightful, intelligent and thoughtful contributions in form time sessions



GABRIEL BOSELLI

Good contributions in form time curriculum and TOTF sessions last week



CERYS BARSON

For highlighting controversy of human rights in Qatar



MRS SULLIVAN'S

STAR OF THE WEEK



LEAH DIXON

Working hard, 100% effort.



LEWIE FIRTH

Excellent contributions in History.



CHARLIE HOARE

Working well in lessons.

BRADLEY NORTH



Helping at Parents' Evening



ISLA HEDDON

Excellent attitude to learning.



AIDAN WOOD

Improved work ethic.



KEANI HUGHES

Positive work ethic and mindset.



GEORGIA WATTS

Positive work ethic



STARS OF THE WEEK

QABID ALADE, GEORGINA BALDWIN AND AMELIA LAVIN
NOMINATED BY MR SMITH



I'm so proud of Qabid's work ethic, determination and resilience. He has a great approach to life, to studies and a great sense of humour.



I'm impressed by Georgina's attention to detail, positive attitude and get up and go mentality. She is always smiling, stands up for those without a voice and asks questions. Really proud of the progress she's making.



Amelia has come on leaps and bounds this year, I'm proud of the way she has set herself targets (like homework) and met these, step by step. Keep going Amelia... you'll get there and I'll be with you!

Event Opens
9:30am

Event Closes
2:30pm

UK UNIVERSITY & APPRENTICESHIP SEARCH FAIR

LEEDS SPRING

Thursday 9th March

Leeds, Elland Road Stadium, LS11 0ES

Special focus – UCAS Applications – Applying for Apprenticeships



Kirklees area schools and colleges

Kirklees 'Get Inspired' careers events

Thursday 13 October 2022, 4.00 - 7.30pm at Dewsbury Town Hall

Thursday 20 October 2022, 4.00 - 7.30pm at The John Smith's Stadium

For more information, look at <https://ck.mydirections.co.uk/events>

School/college	Open events	Closing date for applications
Batley Girls' Sixth Form College (BG6)	17 November 2022, 4.30 - 6.30pm	9 February 2023
The Creative & Media Studio School	2 November 2022, 4.30 - 7.30pm 24 November 2022, 4.30 - 7.30pm 14 January 2023, 10.00am - 12.30pm	Applications taken throughout the year
Greenhead College	1 October 2022, 9.30am - 12.30pm 18 October 2022, 5.30 - 8.30pm 10 November 2022, 5.30 - 8.30pm	2 December 2022
Heckmondwike Grammar School Academy Trust	20 October 2022, 6.00 - 9.00pm	15 December 2022
Huddersfield New College	19 October 2022, 5.30 - 8.30pm 12 November 2022, 10.00am - 1.00pm 1 December 2022, 5.30 - 8.30pm 24 January 2023 (bookable subject workshops and campus tours)	10 February 2023
Kirklees College	Huddersfield 19 November 2022, 10.30am - 1.00pm 21 January 2023, 10.30am - 1.00pm 18 March 2023, 10.30am - 1.00pm Dewsbury 23 November 2022, 5.30 - 7.30pm 25 January 2023, 5.30 - 7.30pm 29 March 2023, 5.30 - 7.30pm	Please see the college website for further information
Mirfield College	24 November 2022, 4.30 - 7.00pm	10 February 2023 Late applications may be accepted
St John Fisher Catholic Voluntary Academy	23 November 2022, 6.00 - 8.00pm	16 January 2023 Late applications may be accepted
Shelley College	17 November 2022, 5.30 - 8.00pm	17 February 2023



Dates and times can change and some events may be virtual, so please check before you go

Surrounding areas

School/college	Contact information	Open events
Askham Bryan College	T: 01904 772277 www.askham-bryan.ac.uk	12 November 2022, 10.30am - 12.30pm 28 January 2023, 10.30am - 12.30pm Book your slot on the website
Bacup and Rawtenstall Grammar School Sixth Form	T: 01706 233400 www.brgs.org.uk	9 November 2022, 6.00 - 8.00pm
Barnsley Sixth Form College	T: 01226 216123 https://barnsleysixthformcollege.co.uk	19 October 2022, 4.00 - 7.00pm 24 November 2022, 4.00 - 7.00pm 14 January 2023, 10.00am - 2.00pm
Bradford College	T: 01274 088088 www.bradfordcollege.ac.uk	A level open events: 20 October 2022, 5.00 - 7.00pm 10 November 2022, 5.00 - 7.00pm 26 January 2023, 5.00pm - 7.00pm General open events: 12 November 2022, 10.00am - 3.00pm 11 March 2023, 10.00am - 2.00pm 4 May 2023, 5.00pm - 7.00pm
Burnley College Sixth Form Centre	T: 01282 733333 www.burnley.ac.uk	21 September 2022, 5.30 - 8.30pm 4 October 2022, 5.30 - 8.30pm 13 October 2022, 5.30 - 8.30pm 3 November 2022, 5.30 - 8.30pm 12 January 2023, 5.30 - 8.30pm 14 March 2023, 5.30 - 8.30pm
Elliott Hudson College, Leeds	T: 0113 323 9777 www.elliotthudsoncollege.ac.uk	11 October 2022, 5.00 - 7.30pm 26 November 2022, 10.00am - 12.30pm
Hopwood Hall College	T: 0161 643 7560 www.hopwood.ac.uk	8 October 2022, 10.00am - 2.00pm 20 October 2022, 4.30 - 7.00pm 17 November 2022, 4.30 - 7.00pm (virtual) 5 January 2023, 4.30 - 7.00pm (virtual)
Leeds Arts University	T: 0113 202 8000 www.leeds-art.ac.uk	Extended diploma: 5 October 2022 19 November 2022 25 January 2023 18 March 2023 For times, full details and to book a place, see the website - go to 'Apply'



Dates and times can change and some events may be virtual, so please check before you go

Surrounding areas

School/college	Contact information	Open events
Leeds City College	T: 0113 386 1997 www.leedscitycollege.ac.uk	Open events start in October and run throughout the year, register on the website
Leeds College of Building	T: 0113 222 6000 www.lcb.ac.uk	North Street Campus 20 October 2022, 5.00 - 7.00pm 16 February 2023, 5.00 - 7.00pm South Bank Campus 19 November 2022, 10.00am - 1.00pm 20 May 2023, 10.00am - 1.00pm
Leeds UTC	T: 0113 353 0140 www.utcleeds.com	19 October 2022, 4.00 - 7.00pm 25 January 2023 Check website for further details and to register for an open event
New College Bradford	T: 01274 089189 https://ncbradford.ac.uk	15 October 2022 15 November 2022 6 February 2023 Check website for further details
Northern School of Contemporary Dance, Leeds	T: 0113 219 3000 www.nscd.ac.uk	22 October 2022 Check website for further details
Notre Dame Catholic Sixth Form College, Leeds	T: 0113 294 6644 www.notredamecoll.ac.uk	6 October 2022, 4.30 - 7.00pm 15 October 2022, 9.30am - 1.00pm Register for an open event on the website
Ossett Accord Sixth Form College	T: 01924 232860 www.accordsixth.co.uk	18th October 2022 Check website for further details
Rochdale Sixth Form College	T: 01706 769800 www.rochdalesfc.ac.uk	15 October 2022, 9.00am - 12.00pm 17 November 2022, 4.00 - 7.00pm Check website for more details
Shipley College	T: 01274 327222 www.shipley.ac.uk	2 November 2022, 5.00 - 7.00pm 19 January 2023, 5.00 - 7.00pm
Wakefield College	T: 01924 789111 www.wakefield.ac.uk	19 October 2022, 5.00 - 7.00pm 19 November 2022, 10.00am - 12.00pm 22 February 2023, 5.00 - 7.00pm 17 June 2023, 10.00am - 12.00pm



Dates and times can change and some events may be virtual, so please check before you go

STREATERIES

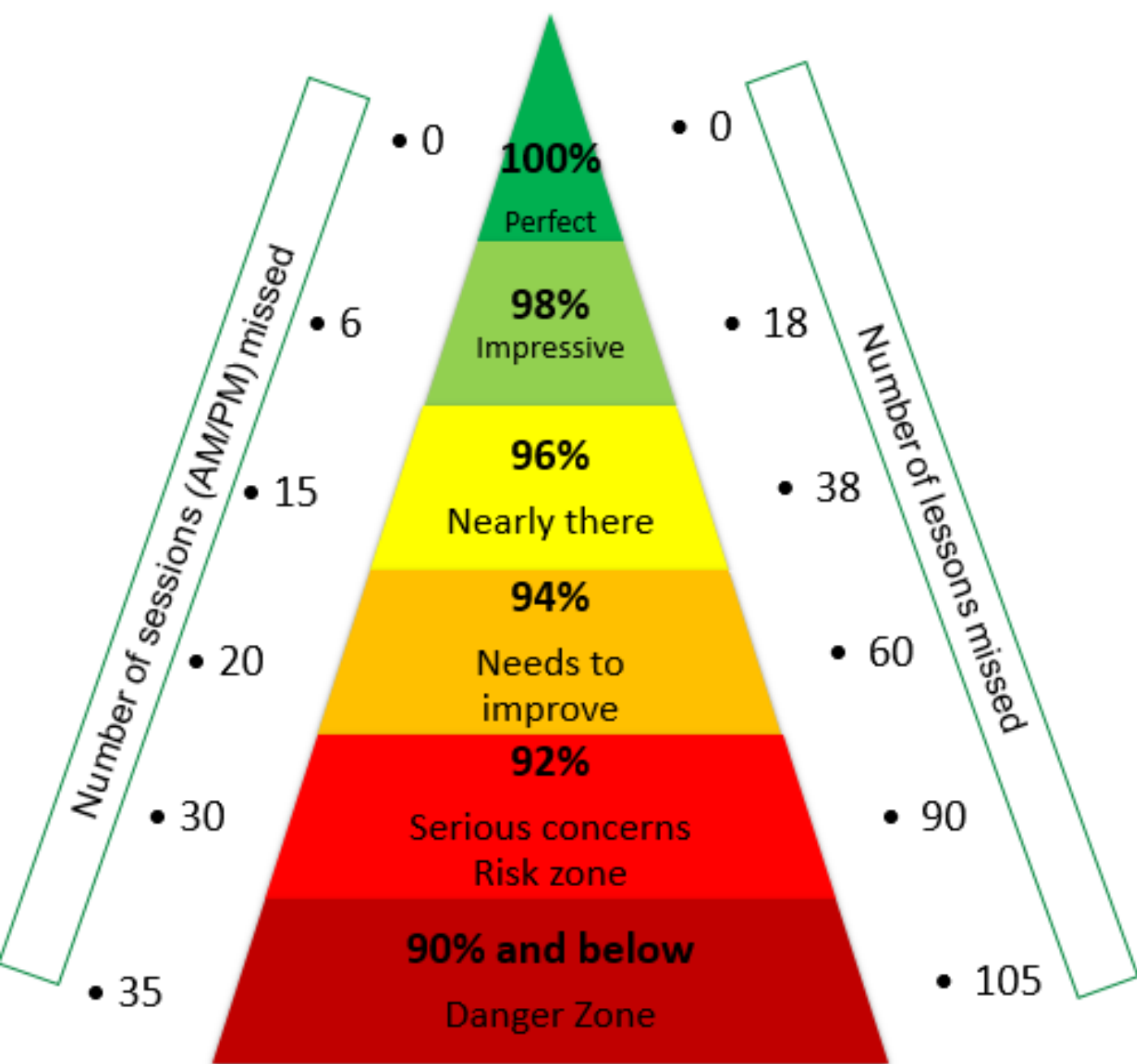
Week commencing 5 December



Chicken Tikka Masala	Sweet Potato Burrito Bowls	Roast Chicken & Stuffing Bap with Gravynaise	BBQ Mandarin Pork	Hand Battered Fish
Butternut & Chickpea Passanda	Veg Chilli Nachos Homemade Salsa	Quorn Roast & Stuffing Bap with Gravynaise	Korean Spicy Rice Bowl with Fried Egg	Veggie Finger & Cheese Wrap
Wholegrain Rice Gajar Matar (Indian Spiced Carrots & Peas)	Garlic & Herb Wedges Rainbow Slaw	Smokey Roasties Fresh Vegetables	Beggar's Noodles Sweet Chilli Slaw	Chips Peas



Attendance Matters



Maximise your potential – attend everyday

Students across the Rodillian Multi Academy Trust at this level of attendance have historically achieved

Significantly above national average progress
Above national average progress
National average progress
Below national average progress
Significantly below national average progress
Very significantly below national average progress

Batley

Food Bank



The BBG annual reverse advent calendar began on Monday 21 November.

During this time, instead of receiving presents or treats, we ask pupils if they could donate an item of food or toiletries.

We collect items on behalf of Batley Foodbank, in recent years we have donated over 2000 items to help others in our local community.

Between 1 April 2021 and 31 March 2022, over 2.1 million emergency food parcels were handed out to people in crisis across the UK. This is an increase of 14% compared to the same period in 2019/20. 832,000 of these parcels went to children.

Items the foodbank has a shortage of:

- Tinned soups
- Tinned beans and pasta
- Packets and sachets of instant noodles
- Tinned meats
- Tinned vegetarian meals
- Tinned tuna
- Packets of biscuits and cereals
- Shampoo
- Shower gel
- Soap
- Toothpaste
- Sanitary towels and tampons

Items the foodbank have a surplus of:

- Bags of dried pasta
- Tinned or dried chickpeas
- Kidney beans or lentils

Donations can be placed in tutor room collection boxes and are delivered to the foodbank every week

Foodbank Collection





19th-23rd
December
11AM-3PM

ALL CHILDREN WELCOME!
FREE CAMP
FREE SCHOOL MEALS ELIGIBLE



WINTER SPORTS CAMP



AGES
12+

Multisports, games, lifeskills, fitness,
arts and crafts.

@ East Bierley Playing Fields BD4 6PU



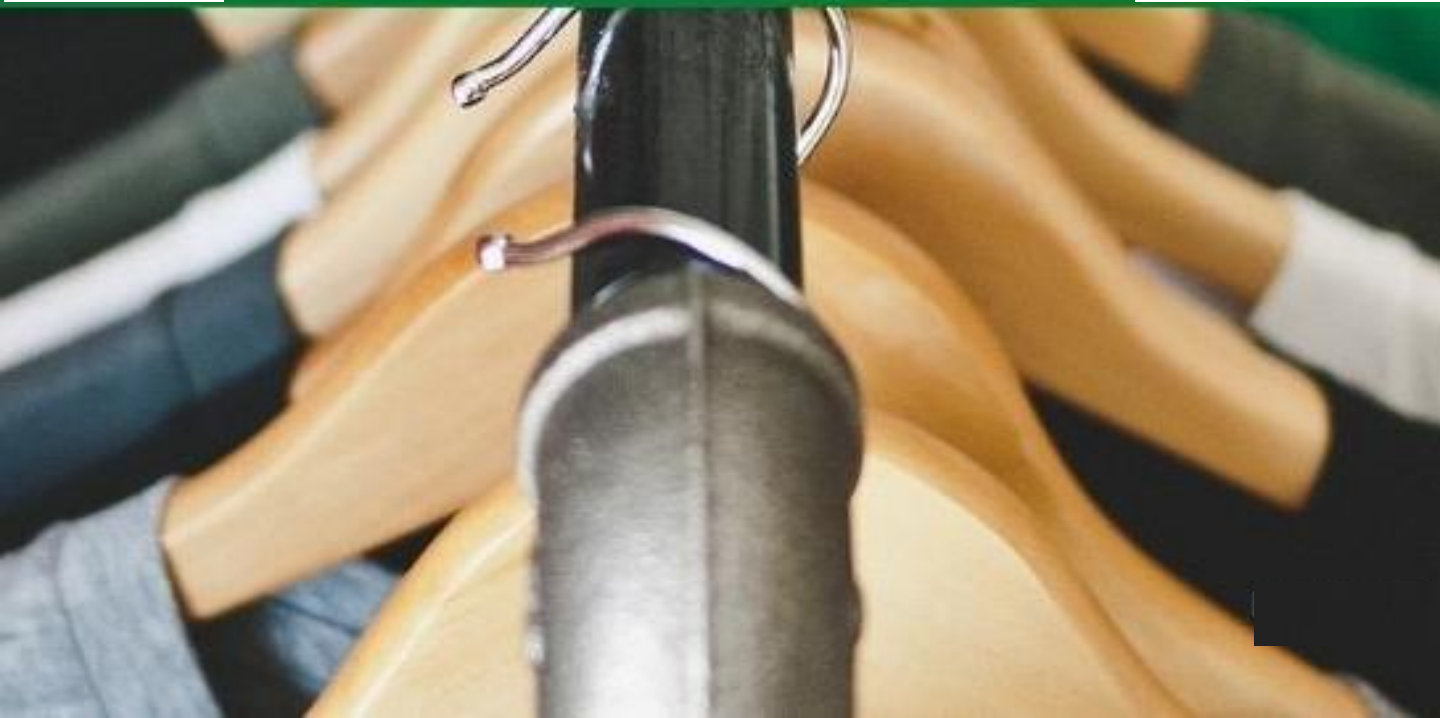
To book call us on 07939382758
Or email @ bolu@fagborun.com

BBG ACADEMY PRELOVED UNIFORM SHOP

**Available to all students
Fully washed and ironed
Please contact reception**



**Options:
Get new (used) items
Swap for a larger/smaller size Donate old
uniform
Please email: uniform@bbgacademy.com**



BBG SUPPORT

We want you to feel there is always someone to talk to.

We will always listen to you.



New email alert

Tellsomeone@bbgacademy.com

TWEETS of the WEEK

BBG Academy @BBGAcademy · Nov 30
It is beginning to look a lot like Christmas. Great effort from our very own #TeamBBG elves 🌟🌟🌟🌟🌟



BBG Academy @BBGAcademy · 2h
Another afternoon of hard graft for the Year 9 Community Champions today. Such a great work ethic!



You Retweeted
Miss P Shannon @Miss_P_Shannon · 23h
Some lovely copper sulfate crystals from year 10 today @BBG_Science @BBGAcademy



Mrs Thompson Gill @MissThompson_DT · Nov 29
Design club are getting into the Christmas spirit 🎅🌟🌟🌟
@BBGAcademy



Mr Laycock @LaycockArt · Nov 30
Another brilliant lesson making stir fry with year 7, they looked and smelt delicious! @BbgYear7 @BBGAcademy 🌟🌟🌟

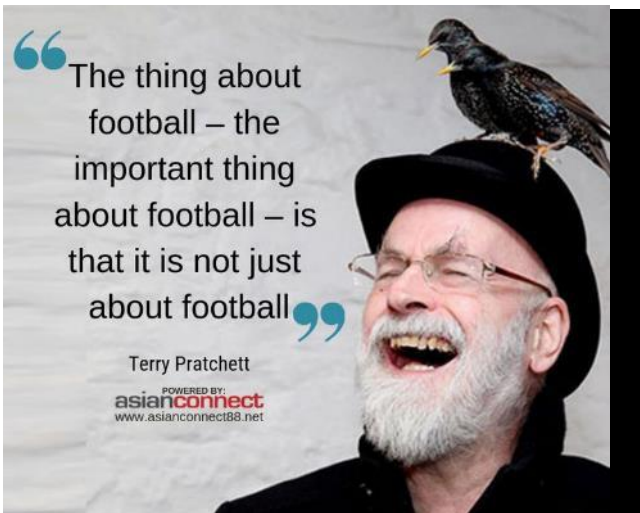


BBG Academy @BBGAcademy · 21h
What a fantastic morning learning about Birkenshaw in our new Aspire lessons. Students and colleagues were fascinated by Miss Sandersons research and stories. We left flowers on the grave of Henry W Smith who set up the first National School -read more in this week's BBG Bulletin



THOUGHT OF THE FORTNIGHT

Beginning 21 November 2022



WEEKLY EVENTS

Carers' Rights Day
International Day for the Eradication of Violence against Women
16 days of action against domestic violence
St Andrew's Day

EVENTS HAPPENING THIS MONTH

- Lung Cancer Awareness Month
 - Movember
 - Veg Pledge

Discussion points

During the opening ceremony of the World Cup, themes of multiculturalism, religious harmony and cohesion were spoken about

[Morgan Freeman Kicks Off FIFA World Cup 2022](#)

Are football or sporting events such as the World Cup places that can bring together people from other nations and people who have other beliefs?

FIFA caused a lot of controversy when Russia and Qatar were selected to host World Cup tournaments based on the countries cultural and religious beliefs, resulting in people boycotting the events.

Watch this video

[How Qatar got to host the World Cup](#)

Do you think that there should be a universal set of responsibilities countries should follow in order to host international events?

[Qatar bans alcohol at World Cup](#)

A lot of fans make a link between football and alcohol. Is it right that it has been banned so it aligns with the country's beliefs?

**EVEN THOUGH WE ARE
THE SAME, WE ARE
ALL DIFFERENT**

THIS WEEK IN HISTORY



1955
Rosa Parks's refusal to relinquish her bus seat



1990
The Chunnel makes a breakthrough



1874
Winston Churchill was born



***Get the right mental health support and advice
for our children and young people***

#ChooseWellForMentalHealth

With **all of us** in mind.

Support for your mental health and wellbeing

This week we're sharing information on local mental health and wellbeing support for young people and their parents and carers:

- Thriving Kirklees ChatHealth is a text messaging service for young people aged 11–19 years old. Text 07520 618866 (Monday to Friday, 8am to 8pm). There's also support for parents and carers who can contact Thriving Kirklees nurses by text on 07520 618867
- Kooth is a free, anonymous online counselling and support service for young people aged up to 25 in Kirklees: www.kooth.com
- Night OWLS is a confidential support line for children, young people, their parents and carers, who live in West Yorkshire. They are here to listen from 8pm–8am every day: Call them for free on 0800 148 8244, text them on 07984 392700 or talk to them online at www.wynightowls.org.uk
- Young Minds have a helpline for parents and carers. Call for free on 0808 802 5544 (9:30am - 4pm, Monday to Friday). They also provide a webchat and email service too. Find out more: <https://tinyurl.com/YM-Parents-Help>



don't let hate win

A confidential 24-hour support service for
young people under 18 experiencing or
witnessing a Hate Crime

Call: 0808 801 0576

Text: 07717 989025

For other ways to contact us visit:
callhateout.org



Are you aged 16-24?

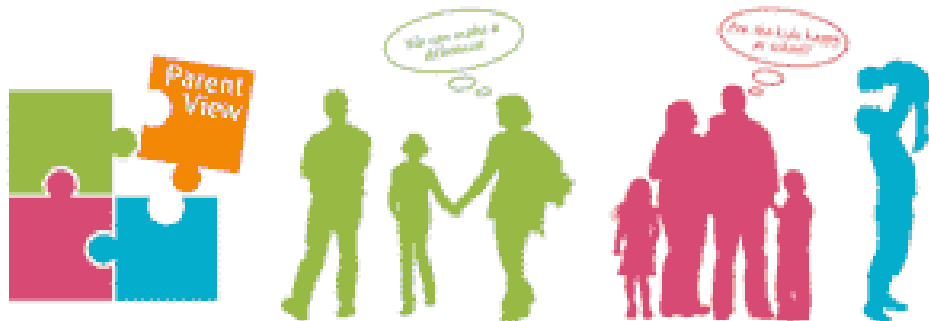
Your voice matters

**Explore our survey to be in with a chance
to win a £25 voucher of your choice!**

Help Neighbourhood
Watch with your
ideas to improve your
local community



surveymonkey.co.uk/r/X757SFP



Introduction

Ofsted Parent View is an online survey that allows parents to give their views about their child's school. Parents can complete the survey at any time. By 'parents', we mean any person with parental responsibility for a child at the school.

Ofsted Parent View is also the main mechanism for parents to give their views to inspectors at the time of a school inspection.

You can access the survey directly from the [Ofsted Parent View site](https://parentview.ofsted.gov.uk/) or from the homepage of [Ofsted website](https://www.ofsted.gov.uk/).

Schools can encourage parents to use Ofsted Parent View to give the views on a school either during an inspection or at any other time of the year.

<https://parentview.ofsted.gov.uk/>

Ofsted Parent View questions

My child is happy at this school	My child feels safe at this school
The school makes sure its students are well behaved	My child has been bullied and the school dealt with the bullying quickly and effectively
The school makes me aware of what my child will learn during the year	When I have raised concerns with the school they have been dealt with properly
Does your child have special educational needs and/or disabilities (SEND)?	The school has high expectations for my child
My child does well at this school	The school lets me know how my child is doing
There is a good range of subjects available to my child at this school	My child can take part in clubs and activities at this school
The school supports my child's wider personal development	I would recommend this school to another parent (yes or no)



On the National Online Safety app you'll find:

- ✔ Hundreds of online safety guides on the topics you need to know about – from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✔ An online safety training course for parents – developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✔ A user-friendly interface with increased functionality – find exactly what you need, when you need it;
- ✔ The option to get notifications to your phone as soon as new content becomes available – so you can stay up-to-date with the latest online crazes (and risks);
- ✔ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✔ The facility to personalise your content by favouriting key resources.

Download the free app today



Scan to download on
Apple App Store



Scan to download on
Google Play Store

or search for 'National Online Safety' in the store



GET IT ON
Google Play

www.nationalonlinesafety.com
Twitter: @natonlinesafety

Call: 0800 368 805
book.nationalonline

Email: hello@nationalonlinesafety.com
Instagram: [@nationalonlinesafety](https://www.instagram.com/nationalonlinesafety)



TOO MUCH TECH TIME?

GUESS WHAT...
IT'S IMPACTING
YOUR SLEEP. WANT
TO KNOW WHY?

JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK

#TEENSLEEPMATTERS



POWERED BY



Create an account to sign up online resources, weekly guides and free training at <http://nationalonlinesafety.com/enrol/bbg-academy> and complete your details. Once you're set up you'll be able to set 'parent/carer' as your user type.



Presented by
Styrene Klass



WELCOME

HOW TO IMPROVE THE SLEEP OF YOUR STUDENTS

In Autumn last year, we launched our new Teen Sleep Hub, as part of our Teen Sleep Matters campaign, and it has been an amazing success so far with so many of you getting involved in sharing the information we supplied. We have also had lots of support from the Mental Health Foundation and Royal Society for Public Health.

Covid-19 continues to impact on the health and wellbeing of young people, in particularly around their sleep and mental health. Even with the return to school, we are still living in uncertain times and young people are still suffering with isolation, learning at home with bubble closures, out-of-school activities suspended and routines being altered dramatically, it has been, and remains, extremely challenging.

Since we last made contact we have been working hard to continue to push this campaign and we have now launched a Live Chat service on our [Teen Sleep Hub](#). This facility is available on Tuesday and Thursdays from 6-8pm so young people can chat about any issues they are having with their sleep with one of our trained sleep practitioners. Please do direct your students to this and even inform parents of this service.

In this second pack you will find

- A selection of NEW posters promoting the Live Chat that can be emailed out to students and parents and, when normality resumes, can be printed and put up in classrooms, toilet facilities and other communal areas
- Social media graphics that you can use on your social channels and website to direct students and parents to the Teen Sleep Hub

As a reminder, the Teen Sleep Hub is a hive of information around sleep aimed at teens (not their parents) and includes a downloadable eBook and a series of top tips videos. We were supported on this project by our amazing Youth Advisory Panel, made up of young people aged between 13 and 19, across the country. It has been a great success so far with over **17,000 downloads of the eBook**, proving that young people want the knowledge to help them improve their sleep.

Thank you for your support. Please do get in touch if you have any questions or would like to know more.

Lisa Artis

Lisa Artis
Deputy CEO
The Sleep Charity

Kale Lodge, Woodfield Park, Tickhill Road, Balby, Doncaster DN4 8QN
info@thesleepcharity.org.uk | thesleepcharity.org.uk | +44 (0) 1302 751 416
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The Skene Charitable Incorporated Organisation registered with the Charity Commission under registration number 1154985

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



NOS National Online Safety®
#WakeUpWednesday

Source: <https://www.bbc.com/news/technology-52424695>
<https://sproutsocial.com/insights/social-media-algorithms/>



SPORTS STAR OF THE WEEK



Remi Trott

Brilliant support to other pupils in trampolining



Maisie Doyle

Brilliant contributions to rugby



Hudson Rowan

Fantastic effort in GCSE PE



Will Pennington

Fantastic answers in pre-option PE



SPORTS STAR OF THE WEEK



Nel Enright

For stepping up and supporting Year 10 netballers



Annie Bancroft

For stepping up and supporting Year 10 netballers



Oscar Hills

Great work in defence showing huge improvements



Lucas Manby

Great effort in football showing good leadership skills amongst other students



SPORTS STAR OF THE WEEK



Isaac Graham

Great Player of the Match performance against Ilkley Grammar, scoring a hat-trick of tries and kicking two conversions



Maddie Goldthorpe

Great engagement in GCSE PE theory and showing resilience and effort in practical when trampolining



Ruby Barrowcliffe

Great engagement and motivation in fitness



Harry Swain

Excellent progress in trampolining

EXTRA-CURRICULAR HIGHLIGHTS



Year 10 Netballers won the mini Spen Valley netball tournament this week, which was hosted at Heckmondwike Grammar School.

Massive shout out to Annie Bancroft and Nel Enright, who also played for the year 10 team after a few members of the squad were unavailable due to illness.

The results from the tournament were as follows:

BBG Vs Heckmondwike Grammar 2 (Won 6-2)

BBG Vs Spen (Won 7-0)

BBG Vs Batley (Won 9-0)

BBG Vs Heckmondwike Grammar 1 (Won 4-1)



The year 9 Rugby Academy travelled to Ilkley on Tuesday evening and were victorious with a 48-5 win. Tries for Ryan Parkin (3), Isaac Graham (3), James Hirst, Jack Milner. Player of the Match voted by his teammates was Isaac Graham for his hat-trick and two conversions.



The year 8 Rugby Academy played against Woodhouse Grove on Monday evening and blew them away with an impressive 60-0 win. Tries came from Oliver Ellis (2), Arran Quinn (2), Oliver Ward (2), Caelan Cadamarteri (2), Sam Haley, Spencer Hartley, Sonny Ibbetson and Harrison Taylor-Mell.

#TEAMBBG

EXTRA-CURRICULAR HIGHLIGHTS



The Year 9 Football team had their 7aside tournament last week. The tournament was split into 3 mini groups, with all 1st places progressing to compete for the Cup, all 2nd places competing for the Trophy and all 3rd places competing for the Vase. BBG finished in second in their mini group and then went on to win the Trophy competition, eventually beating Upper Batley on penalties. Daniel Baniak saved 3 penalties and Dexter Fish calmly slotted the winning penalty.



The year 7 rugby team hosted our nearby friends from Whitcliffe Mount on Wednesday. A great competitive game was had and the score ended even at 10-10. It was great to have our first home game which gave 26 of our year 7s a chance to get some game time. Well done to all involved.



This Wednesday saw the turn of year 8 to go to the Spen Valley 7aside tournament. In the group stage they beat Thornhill 2-1 (Zac Caesar 2) and drew 0-0 with Batley Grammar. This saw them finish top of the group and faced Spen Valley in the semi-final. The game ended 0-0 and went to sudden death penalties. Spen Valley went first and hit the post, then Noah McGlone stepped up and tucked his penalty into the corner. They then faced Thornhill again in the final. This game also finished 0-0 and went to sudden death penalties. Thornhill scored the first and Noah scored his again. Then Thornhill hit the crossbar and captain Harrison Taylor-Mell stepped up and smashed his penalty straight down the middle through the goalkeeper's legs and BBG were crowned winners for the second year in a row!



#TEAMBBG



FIXTURES AND RESULTS



Year 7 Tournament @ MFG
Wednesday 7th December

Basketball

U13 & U15 v UBHS
Thursday 8th December



Year 7 v Ilkley Grammar
Thursday 1st December
Year 8 v Ilkley Grammar
Thursday 1st December



Monday 5th December
Year 10 Vs Parkside (H)

Thursday 8th December
Year 9 & 10 Vs Beckfoot (H)



Basketball
U13 v Westborough (A)

Year 8 Football Tournament
Winners
Year 9 football Tournament
4th Place



Year 9 v Ilkley Grammar
Won 48-5
Year 8 v Woodhouse Grove
Won 60-0
Year 7 v Whitcliffe Mount
10-10



Year 10 Netball – Won the Spen
Valley Netball Tournament

Year 9 Bradford Tournament
4th Place



BIRKENSHAW BLUEDOGS U12'S

FOR FURTHER INFORMATION PLEASE CONTACT
TEAM MANAGER MALCOLM 07710 085901

**NOW
RECRUITING
FOR 2023 SEASON**

THE U11'S NOW MAKE THE MOVE UP TO U12'S FOR THE 2023 SEASON
AND THIS WILL BE THEIR FIRST COMPETITIVE SEASON WITHIN A LEAGUE SYSTEM
THEY ARE NOW LOOKING FOR ADDITIONAL PLAYERS TO COMPLIMENT OUR ALREADY EXISTING TEAM
IF YOUR LOOKING FOR A NEW TEAM OR WANTING TO GET BACK PLAYING THE GAME OR EVEN TRYING
RUGBY LEAGUE FOR THE FIRST TIME AND WANT TO MAKE SOME FRIENDS FOR LIFE

WHY NOT JOIN

BIRKENSHAW BLUEDOGS ARLFC U12'S

TRAINING

TUE AND THU EVENINGS 1800-1900 PM FEB-OCT

WINTER TRAINING TBC



SPORTS IN THE COMMUNITY

RECRUITING NOW



Year 3 to Seniors
birkenshawbells@outlook.com



Under 12s to Under 18s
www.gcfc.co.uk/contact



Under 7s to Under 18s
www.cleckheatonruffc.com/contact



**WE'RE
RECRUITING**



JOIN US

Batley Girls are currently recruiting players
U11's (year 5&6) U18's (year 7&8)

Old and New players welcome, no experience needed. If interested and want to give us a try and want to know more please contact us on Facebook, Instagram or 07971854960

 Batley Girls
AMLC
  Batley
girls
 

EXTRA CURRICULAR TIMETABLE AUTUMN TERM 2022

MONDAY

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Years 8-11	All PE colleagues	Changing room meet
2.30-3.30	Running Club	Years 7 -11		
2.30-3.30	Rugby	Year 9 Boys		
2.30-3.30	KS3 Performing Arts	Years 7 - 9	Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club (Drawing)	Years 7 - 9	Mr Laycock	F6
2.30 - 3.30	Design Club	Years 7-19	Mrs Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 4.30	Year 10 Study Group	Year 10	Mrs Sullivan	F9
2.30 - 3.30	Books into Film	Years 7-11	Mrs Fitzsimons	F55 (starts 19.09.22)
2.30-3.30	Library	Years 7-11	Mr Smith	LRC
2.30-3.30	Prep	Years 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club *	Year 7	Mrs. Denwood	Booked students only
2.30 - 3.30	Library	Years 7 - 11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball S & C	Years 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Rugby	Year 8		
2.30-3.30	Girls Football	Years 7 - 11		
2.30-3.30	Badminton	Years 8-11		
2.30-3.30	Football	Years 9 -11		
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 3.30	Maths Puzzles	Years 7 - 8	Miss Headley	G14
2.30 - 3.30	Creative Writing	Years 7-10	Mr Young/Mr Alam	G45
2.30 - 3.30	Film Club (Hist/Geog)	Years 7-9	Mr Moulds/Mr Myerson	F16
2.30-3.30	E-Sports	Year 10	Mr. Suggitt	F13
2.30 - 3.30	'Step Up to Post 16' theoretical approaches to Literature.	Year 11	Mrs Voyce	G46
2.30 - 3.30	Library	Years 7-11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Girls Rugby	Years 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Rugby	Years 7		
2.30-3.30	Basketball	Years 7 - 11		
2.30 - 3.30	Trampolining	GCSE PE Only	Miss Blackburn/Mrs Barker	Gym
2.30-3.30	BBG Press	Years 7- 9	Mr. Smith	LRC
2.30 - 3.30	Library	Years 7-11	Mr Smith	LRC
2.30 - 3.30	KS4 French Speaking Club	Year 10,11	Mrs Clough	G49
2.30-3.30	Science Club *	Years 7 - 8	Science Colleagues	F34
2.30 - 3.30	Art Club (3D)	Years 7-9	Mr Laycock	Workshop
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 3.30	Fashion and Textiles	Years 7-9	Miss Dixon	G7
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Netball	Year 7	PE colleagues	Changing room meet
2.30-3.30	Football	Years 7- 8		
2.30-3.30	Rugby	Year 10		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson	Drama Room G29
2.30-3.30	Board Games	Years 7-9	Mrs Shahid	G19
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30-3.30	Library	Years 7-11	Mrs Luffman	LRC
2.30-3.30	Prep	Year 11	Rotation	F15