



the bbg bulletin

THANK YOU!!!

We are massively proud of the Year 8 Community Champions, who over the last week have raised almost £740 for Beau's fundraising appeal.

You may have heard about Beau. She is five years old, and she lives in the local community. Beau has a condition called Neuroblastoma. Even though she received a heartbreaking diagnosis, Beau is an extremely strong girl, who lights up everyone's day effortlessly. Despite the fact that she is so young, Beau has undergone many treatments for her condition, such as:

- 80 days of rapid chemotherapy
- Extensive surgery
- High dose chemotherapy
- Stem cell transplant
- Immunotherapy.

However, there is no guarantee that the condition will not return. A treatment which is only available in America could save her life, and her family are asking for help to raise the £317,000 needed to pay for the treatment at Sloane Clinic in New York.



The Community Champions wanted to do all that they could to raise money to help Beau. Last Friday they held a raffle, with some fantastic prizes which were donated by the BBG community and raised £239, and this week they held a bake sale and a car wash, and raised more than £500, making a grand total of £740! It was well worth freezing out fingers and toes off on a February day, and the students could not quite believe how much they had raised.



Thank you so much to everyone who has supported the fundraising events. We couldn't have done it without you, and we know that Beau's family are incredibly grateful.



**Appeal to raise £317,000 for
Beau's cancer treatment in
New York by May 2022**

You can give Beau hope

How can you save energy in your house?

Have you ever wondered how you can save energy in your own house? Well, here are a few ways that you can save energy and money:













- Install insulation in your loft as this will prevent heat escaping from your house.
- Shower instead of bathing. Baths tend to use a large amount of water, compared to a shower.
- Open windows instead of relying on a fan – no electricity used.
- Install motion detector lights, as this will turn lights off if they are not needed.
- Turn lights off when you leave the room.
- Avoid using a dryer and hang clothes outside when possible.
- Don't leave your computer on standby, turn it off fully when you are not using it.
- Unplug your phone when it is fully charged.
- Put lids on pots and pans to reduce cooking time.
- Unplug any device that isn't being used.
- Watch less television, read a book instead. It is proven that reading is more relaxing than watching TV and it doesn't use electricity.
- Avoid blocking radiators with furniture.
- Use microwaves to heat up food, as they use less energy.
- Dim your smartphone, it won't use as much energy, so you don't need to charge it as frequently.



Reporter:
Cerys Barson

When you go home, you could save energy in your own house, by trying some of the things below. You could help your parents, help the environment and help the world.

12 Tips To Save Energy At Home

1  Turn off lights when leaving a room	2  Switch to energy efficient appliances	3  Use LED lights
4  Unplug devices when not in use	5  Keep thermostat at low temperature	6  Reduce water consumption
7  Use smart automated devices	8  Switch to double glazing	9  Cook with the lid on
10  Use a smart meter to track usage	11  Wash at a cold temperature	12  Use solar powered devices

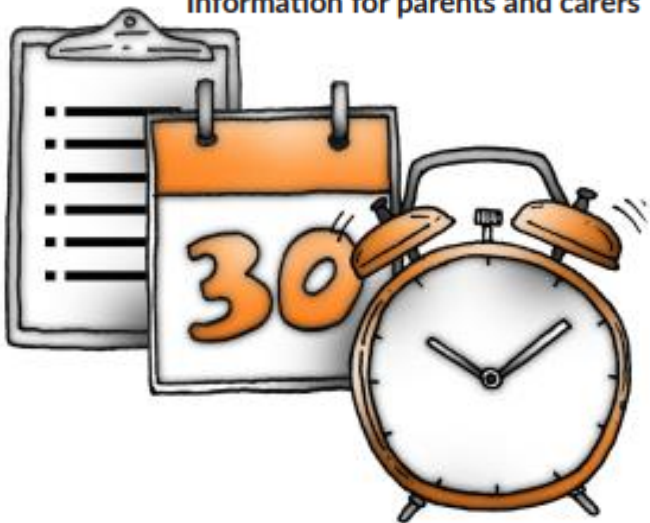




Over the next few weeks we will be highlighting information for parents regarding revision tips to help students manage their revision time before the next set of mocks. It's a good way to remind ourselves of what works, and also give us ideas on how to support our #BBGGalaxy through the depths of winter, when the outcome and impact of all this studying seems so very far away!

The Interleaving Technique

Information for parents and carers



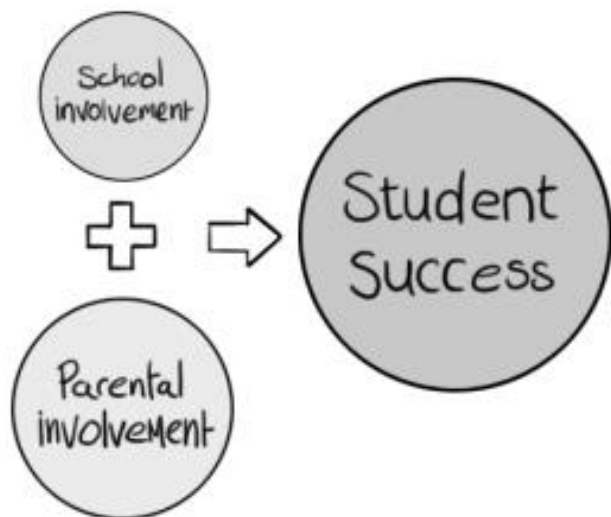
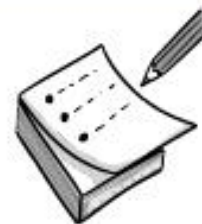
Interleaving is a method used to help students revise and remember more for the exam. It is about what students do with their time when they revise. With the interleaving technique, learning is spread over time, in smaller chunks, rather than dedicating a whole day for one subject or topic.

Research says 'Mixing it up boosts learning' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams. Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away.

Evidence highlights that interleaving strengthens memory recall because by revisiting material from each topic several times, in short bursts, students can increase the amount they remember in exams.



What can you do?



Watch this video with your child to understand more about how interleaving works - <https://youtu.be/WbDpYMP8F6o>

Help your child to decide on the key topics they need to learn for each subject. Work with your child to create a revision timetable which spaces their topics out across a good period of time.

Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!



Some of the most straightforward supports for students as they prepare for exams are also the most fundamental – sleep, food, relaxation. We can help you with FOOD – in our series showing you the Pixl ‘Power to Perform’ recipes that are brain boosting AND delicious!

Power
to Perform



PIXL
Power
to Perform

INSIDE OUT CHEESE & BACON BURGER

INSIDE OUT CHEESE AND BACON BURGER, TOMATO, RED ONION AND CUCUMBER CRASH, TOASTED BUN. MAKES 6 BURGERS.

FOR THE 'CRASH':

1 red onion, peeled and finely diced
1 cucumber or 2-3 pickled gherkins, sliced lengthways, seeds removed and finely chopped
4 ripe tomatoes, roughly chopped
2 tablespoons olive oil
Sea salt and pepper to taste

METHOD:

Mix all the ingredients in a bowl and leave them for an hour or two to get to know each other.

FOR THE BURGERS:

6 of your favourite burger buns, I like the seeded ones
500g good beef mince
1 ½ teaspoon dried garlic powder
1 teaspoon fresh or dried thyme
2 teaspoons sea salt
1 teaspoon ground white pepper
6-8 drops of Tabasco sauce
1 tablespoons Worcestershire sauce
2 ½ tablespoons tomato ketchup
150g of your favourite cheese, grated
1 packet smoked, streaky bacon, grilled until crispy

METHOD:

Place the cheese into a mixing bowl, add the Tabasco, ketchup and Worcestershire sauce. Mix until all the cheese is coated and then lightly roll into golf ball sized balls. Take another mixing bowl, put the garlic powder, thyme, salt and pepper in the bowl and mix well with the beef mince. Shape into 75g to 80g burgers and place in the fridge to chill for 45 minutes. Once chilled, take 2 burgers, place cheese on top of one, leaving a rim around the edge, place another burger on top, pinching all the way around to seal the cheese inside, place back in the fridge until needed. Repeat this with all the remaining burgers until you have 6 'inside out' cheeseburgers.

TO COOK: Heat a frying pan or BBQ and cook the burger until the cheese starts to ooze from the burger, top the toasted bun with lettuce, the burger, a slice of bacon and some crash, maybe a little mayo, then the lid, enjoy!



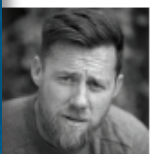
EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:

Provides slow release energy, helps with feeling calm and improves memory.

The best time to eat this dish: As a treat meal after an exam or on a weekend.

Reason: The combination of protein and carbohydrates from the beef, bacon, cheese and a wholemeal bun will all replace your used up energy stores. The kick of thyme increases Omega 3s in the brain and garlic powder will support your immunity. Cucumber will re-hydrate you, tomatoes have awesome amounts of anti-oxidants and onions will improve your memory and focus.

**WATCH
THE
VIDEO!**



This dish has been specially created by celebrity chef, Mark Lloyd.



ART Club

Every Monday

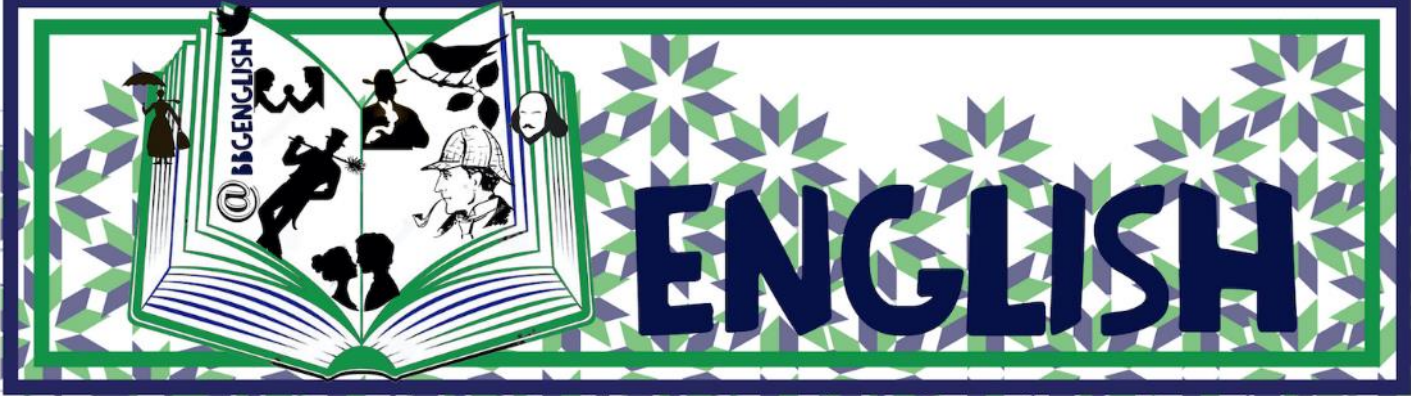
Room: G8

2.30pm-3.20pm

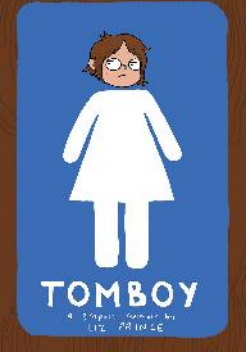


We are super proud of KS3 Textiles Design groups this week. Students have worked really hard and shown tremendous resilience in completing their projects in the last week of their rotation. Vaughn in Year 7 even learnt to use the sewing machine; a skill usually taught in Year 8! Super work everyone, well done!





LGBT+ History Month 2022

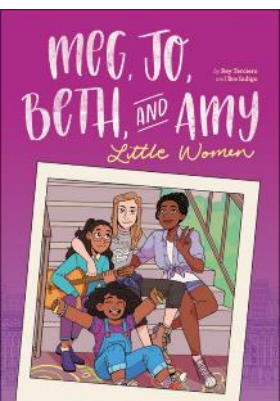


Tomboy: A Graphic Memoir by Liz Prince

Growing up, Liz Prince wasn't interested in dressing in pink tutus or playing pretty princess like the other girls in her neighbourhood. But she wasn't exactly one of the guys, either. She was somewhere in between. But with the forces of middle school, high school, parents, friendship, and romance pulling her this way and that, 'the middle' wasn't exactly an easy place to be. *Tomboy* follows award-winning author and artist Liz Prince through her early years and explores – with humour, honesty, and poignancy – what it means to 'be a girl'.

Heartstopper Volume 1 by Alice Oseman

When Charlie and Nick meet at school, it seems like they couldn't possibly be any different from each other. However, they find themselves increasingly drawn to each other. *Heartstopper* is an LGBTQ+ coming-of-age story in graphic novel form.



Meg, Jo, Beth, and Amy by Bre Indigo and Rey Terceiro

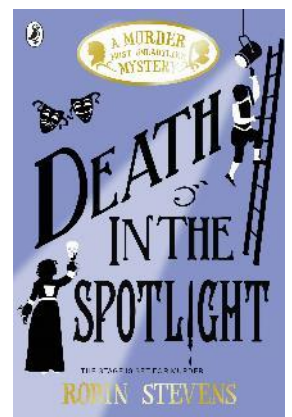
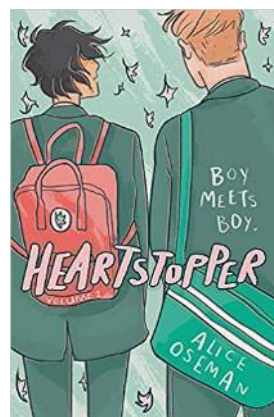
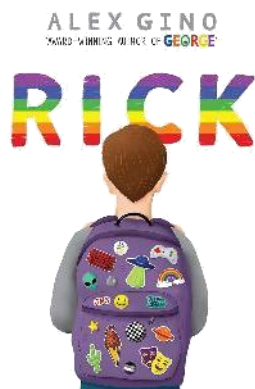
Meg, Jo, Beth and Amy is a modern retelling of *Little Women*, set in New York City. This graphic novel includes a few departures from the original story, including Jo coming out as gay. It also handles issues including being a mixed-race family and dealing with cancer.

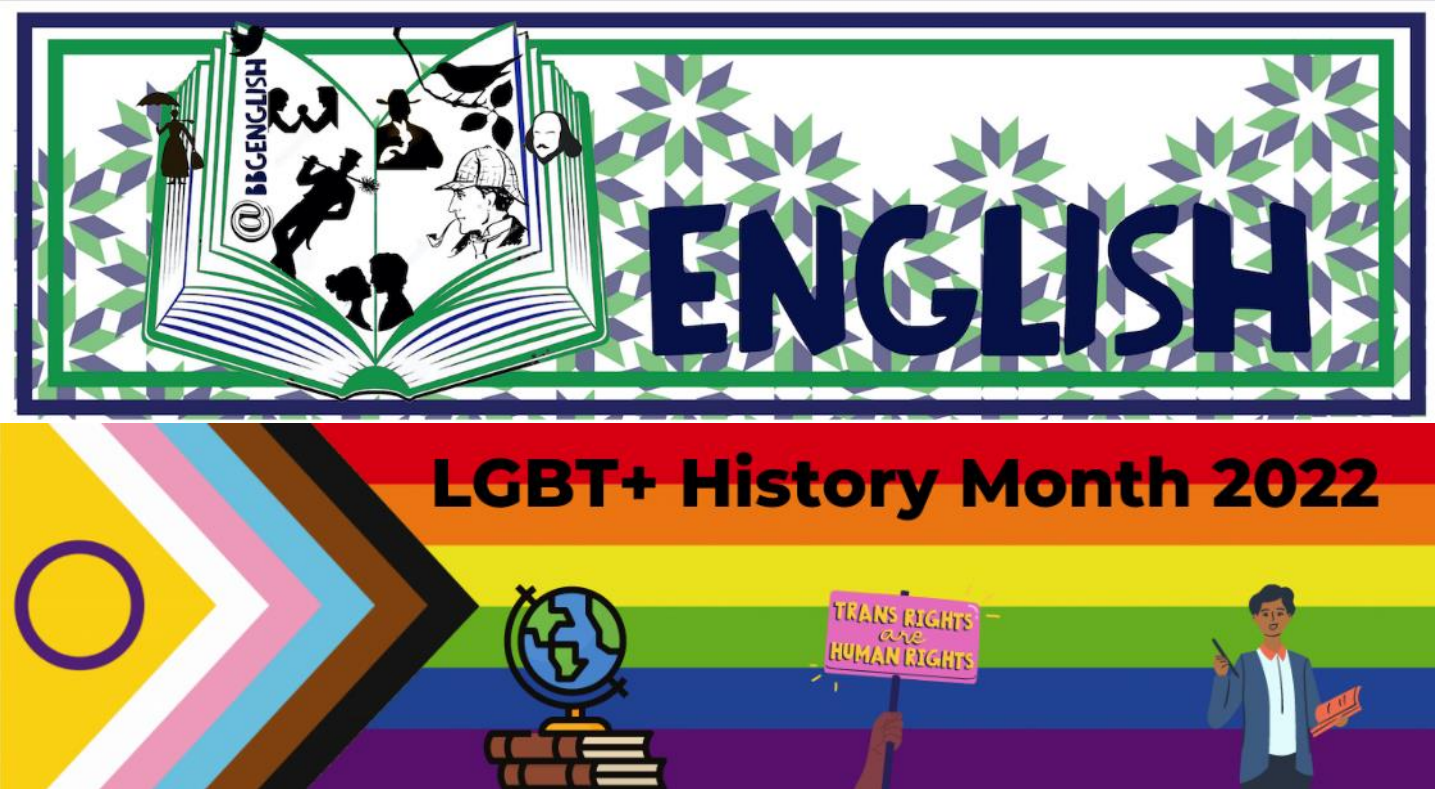
Death in the Spotlight: A 'Murder Most Unladylike' mystery by Robin Stevens

Two schoolgirls continue their adventures as detectives, solving the case of a double murder at the Rue Theatre.

Rick by Alex Gino

We follow Rick as he starts middle school, gets a bit wiser and starts to learn the difference between good friends and bad friends. During this time, he also realises there's a name for people that aren't attracted to people of any gender. With the help of his new friends, he comes to accept his asexuality.





Alex As Well by Alyssa Brugman

Alex is ready for things to change, in a big way. Everyone seems to think she's a boy, but for Alex the whole boy/girl thing isn't as simple as either/or. When she decides girl is closer to the truth, no one knows how to react, least of all her parents. Undeterred, Alex begins to create a new identity for herself: ditching one school, enrolling in another, and throwing out most of her clothes. But the other Alex – the boy Alex – has a lot to say about that. Follow along as Alex explores gender and sexuality, navigating friendships, and finding a place to belong.

Mooncakes by Suzanne Walker and Wendy Xu

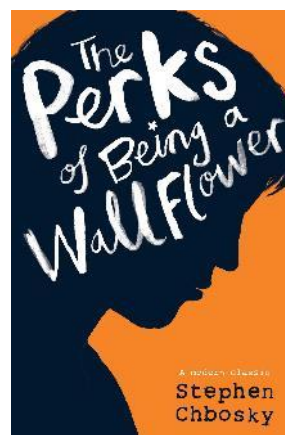
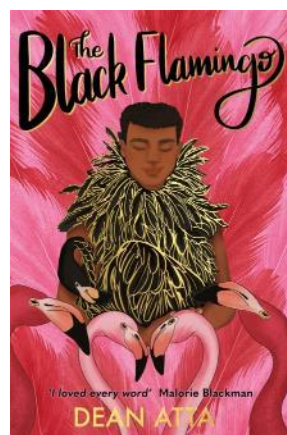
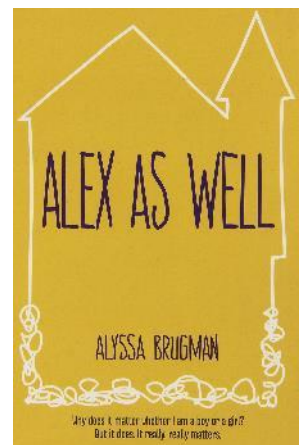
Mooncakes is a truly magical graphic novel which revolves around Nova (a witch who lives with her grandmothers) and Tam (a werewolf). There's a mysterious demon to be battled, but Nova and Tam still find time to fall in love along the way.

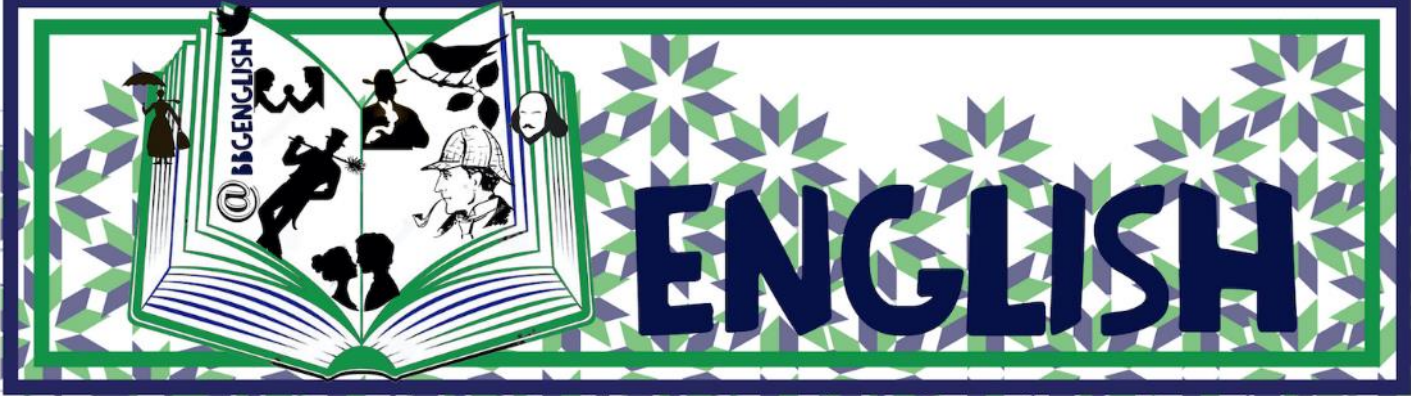
The Black Flamingo by Dean Atta and Anishika Khullar

A beautiful book centring the experience of a young, mixed-race gay man as he grows up. Through Michael's life and story, the reader is encouraged to reflect on feelings of difference and discomfort, and the journey it takes to become comfortable within yourself.

The Perks of Being a Wallflower by Stephen Chbosky

Charlie often writes letters to an unknown recipient, but despite him being a shy 'wallflower', he is befriended by high school seniors Patrick and his stepsister Sam. Follow Charlie's coming-of-age high school journey, which includes his love for Sam; Patrick and closeted footballer Brad's relationship; and Charlie dealing with traumatic experiences from his past.





LGBT+ History Month 2022



Openly Straight by Bill Konigsberg

Rafe is already out and has been for a while, but he's fed up of always being labelled as 'the gay guy'. So, when he transfers to an all-boys' boarding school miles away from home, he decides to reinvent himself and keep his sexuality a secret. Come along with this interesting, emotional, funny (very funny!) story of personal reflection, special friendships and first love.

Love in Revolution by B. R. Collins

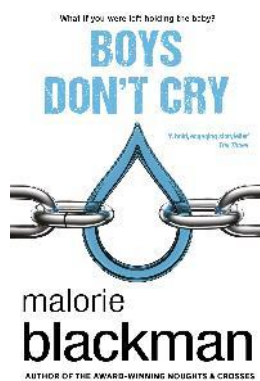
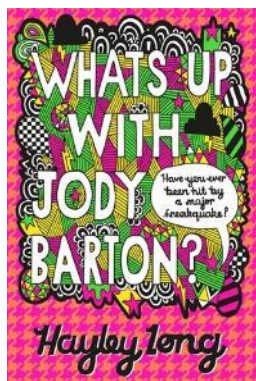
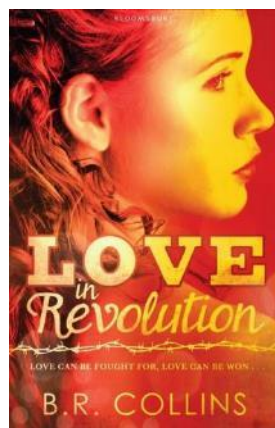
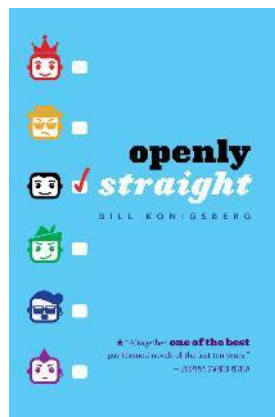
Follow fifteen-year-old Esteya, a doctor's daughter, in an imaginary Basque country on the cusp of a communist revolution. Following a chance encounter at a pello match, she falls in love with Skizi, a girl shunned by society because of her peasant, Zikindi class. When her parents and twin brother are forcibly taken away by the Revolutionary guard in the middle of the night, Esteya is left alone with no choice but to flee the country, not knowing if she will ever see her family or Skizi again.

What's up with Jody Barton? by Hayley Long

16-year-olds Jody and Jolene are identical twin sisters living above their parents' diner in London. When a new boy, Liam, comes to the diner, both Jody and Jolene fall for him. Jody decides not to tell her sister, but instead help her sister move forward with Liam all whilst hiding a big secret. Through this complicated love triangle, Long explores sexuality, cyberbullying and gender.

Boys Don't Cry by Malorie Blackman

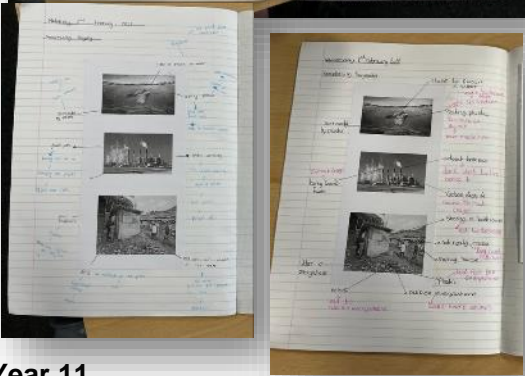
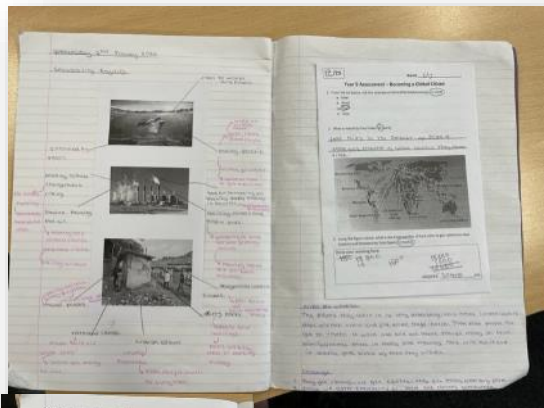
17-year-old Dante eagerly answers the front door awaiting his A-Level results but instead finds his ex-girlfriend, Melanie, holding his 11-month-old daughter, Emma. Shortly thereafter, Melanie abruptly exits, leaving Dante to raise his daughter alone. Dante's dreams of a career in journalism and a university degree are turned upside down by this unexpected parenthood. Explore themes of parenthood, gender, prejudice, and homophobia through the perspectives of Dante and his brother, Adam.





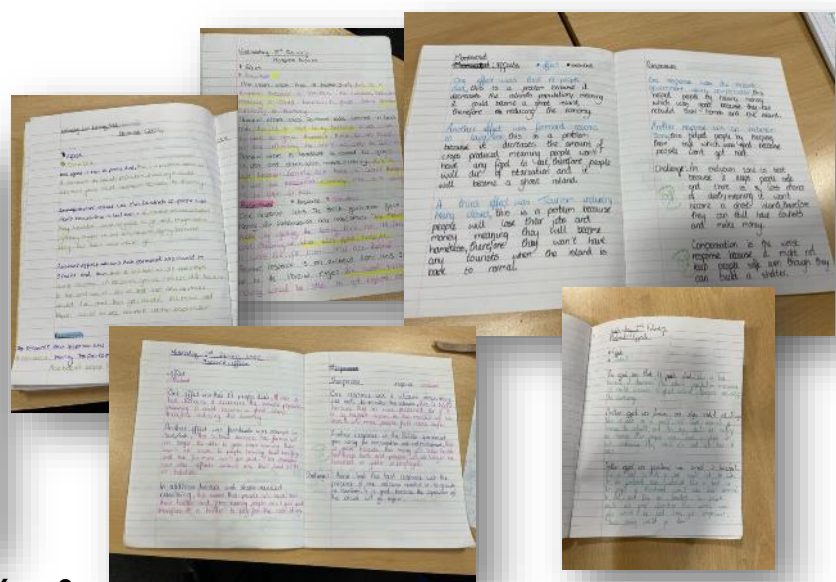
Year 7

This week, Y7s have been purple penning their assessments on who they think is most guilty for killing the krill in Antarctica. Following this, students started to consider what life must be like to work on the continent, including the types of jobs people could get and the risks of working in this extreme environment.



Year 8

Developing their “snowballing” skills, students have been looking into the Montserrat eruption in 1997. They identified some of the effects of the earthquake before looking at the responses. We have been so impressed by their level of development. Great work!

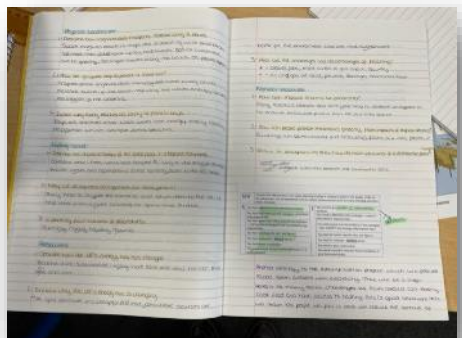
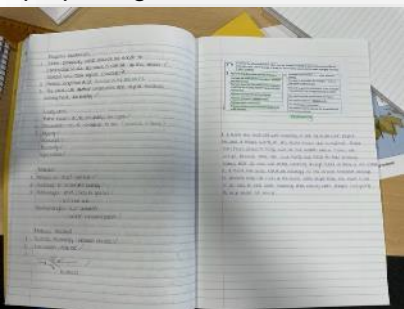
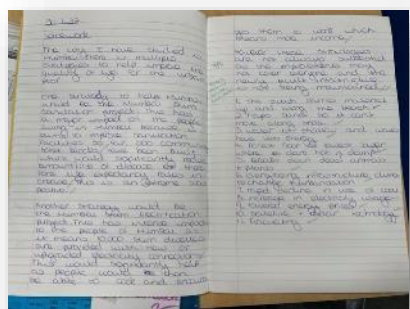


Year 9

Last week, students sat their end of topic assessment based on becoming a global citizen. Y9 have massively impressed us with not only their knowledge, but also their skills on how to develop their points to a high level, shown in the high scores students received for their 9-markers. This week we concentrated on exam technique using a figure, before using this to help us with the purple penning.

Year 11

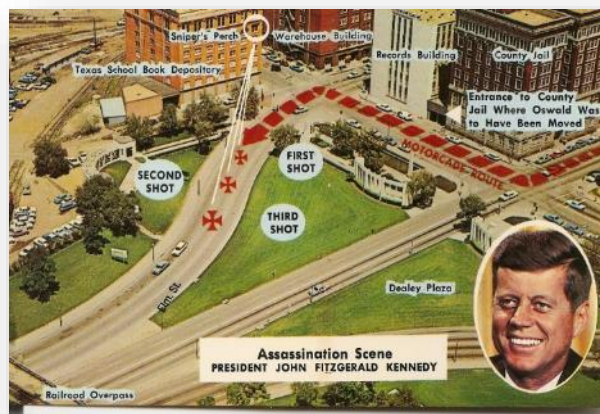
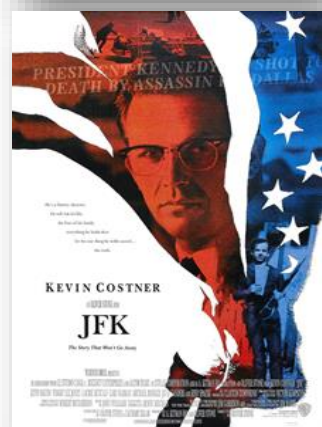
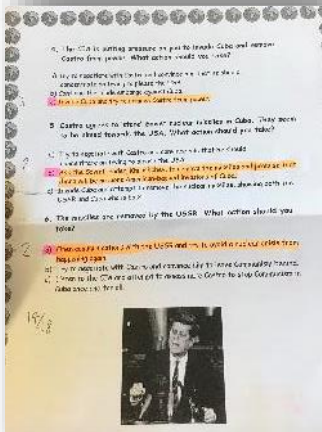
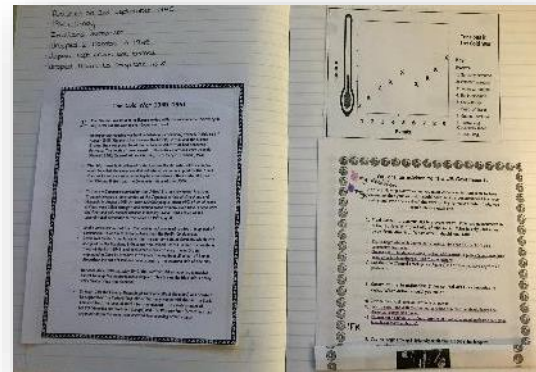
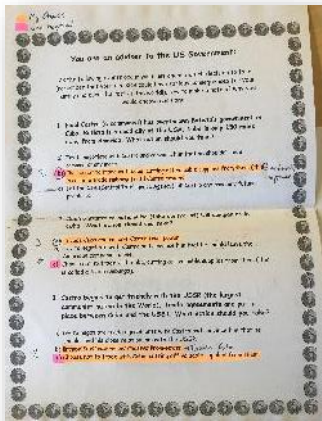
In preparation for their summer exams, students are continuing to revisit topics whilst improving their confidence in their exam technique. As part of their weekly revision homework tasks, last week students were set a 9-mark question based on Mumbai urban planning strategies. The progress students have made in their structuring of answers and evaluation is fantastic. Keep up the great work Y11!

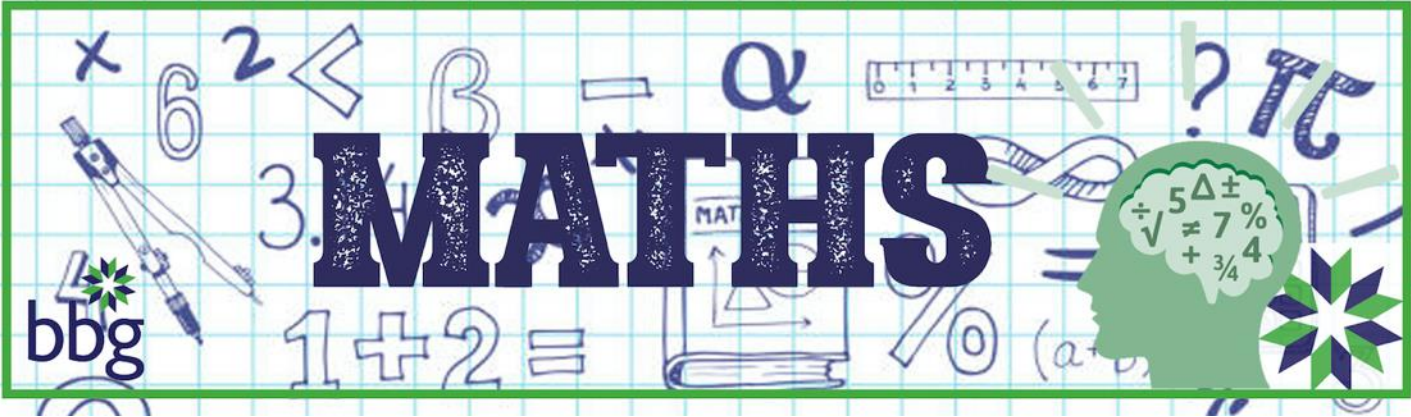






Year 9 History: Did the CIA kill JFK?

Year 9 have produced some excellent work in their current study of conspiracies. This topic was introduced with the Moon Landings and Roswell, which alongside their current enquiry of JFK's assassination, has enabled students to both study the Cold War and develop their investigative skills. Students have created tension graphs that illustrate the increasingly strained relationship between the USA and USSR. They have also acted as advisors to the president in a effort to avoid nuclear war in our re-creation of the Cuban Missile Crisis. Students have examined the events of the assassination, the story from the Warren Commission and, after their analysis of the Zapruder film and the Magic Bullet Theory, have rejected it! So who killed JFK? The History department looks forward to reading their conclusions in their forthcoming assessments.



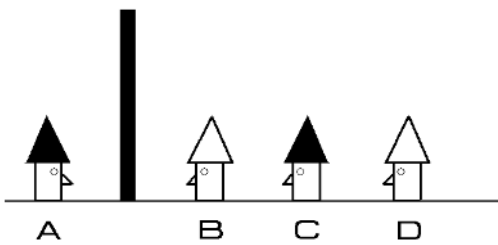


Year 7			Year 8			Year 9		
Sofia	Briggs Gonzalez	441	Dexter	Hughes	283	Rosemary	Warrington	848
Lydia	Palmer-Williams	289	William	Pennington	279	Sebastian	Bartocha	332
Lucas	Manby	238	Pheobe	Mortimer	203	Matilda	Finn	321
Mylie	Harvey	235	Evie	Smales	193	Morgan	Reisis	292
Chloe	Holmes	220	Callum	Hubbard	176	Blake	Hutton	284
Amelia	Birkenshaw	210	Harry	Goulding	174	Leo	Holmes	282
Matthew	Addison	205	Noah	Jackson	161	Ethan	Williams	278
Nicholas	Cass	199	Oliver	Mungovin	147	Oliver	Wright	274
Ajani	Sodeyi	184	Ryan	Parkin	145	Hannah	Dodge	270
Christopher	Taylor	173	Alfie	Shuttleworth	144	Darcey	Arnold	268
Year 10			Year 11			 <p>Hegarty Heroes Here are the students that completed the most tasks correctly in January 2022. Well done & keep up the hard work!</p> 		
Freya	Nolan	426	Zara	Monks	391			
Lauren	Dalton	289	Alex	Horsman	220			
Elissa	Aveyard	231	Megan	Nowak	213			
Oliver	Dorsey	214	Eve	Szwarc	206			
Lauren	Poutney	168	Tyler	Clarke	205			
Archie	Ibbetson	158	Olivia	Clark	192			
Amelia	Lavin	158	Lucy	Ratnik	184			
Hana	Ibnouzaki	157	Amelia	Haley	173			
Jakub	Mordak	150	Louis	Evans	169			
Daniel	Jackson	143	Olivia	Rowley	166			

200th Edition Competition

On the 200th edition competition **Hannah Batley 11.1, Jakub Mordak 10.8 and Leo Holmes 9.7** all got the correct answer.
Well done. Chocolate prizes for them!

Four Men in Hats



Here is the solution.
Please see last week's bulletin if you want to read the question.
C calls out that he is wearing a black hat.
Why is he 100% certain of the colour of his hat?
After a while, C comes to the realisation that he must answer. This is because D can't answer, and neither can A or B. D can see C and B, but can't determine his own hat colour. B can't see anyone and also can't determine his own hat colour. A is in the same situation as B, where he can't see anyone and can't determine his own hat colour.
Since A, B, and D are silent, that leaves C. C knows he is wearing a black hat because if D saw that both B and C were wearing white hats, then he would have answered. But since D is silent, C knows that he must be wearing a black hat as he can see that B is wearing a white hat.

2022



NOUVEL AN CHINOIS
MARDI 1 FÉVRIER 2022

The MFL department gets
international

Nouvel An Chinois 2022 (Chinese
New Year)



According to the Chinese Lunar Calendar, we entered the Year of the Tiger on 1 February 2022.

Traditional customs 传统习俗

1. Spring Cleaning 大扫除 - Before the new year, Chinese people clean their homes well.
2. Hanging "Fu" 贴春联福字 - During the festival, people stick rhyming couplets on red paper on doors. ("Fu" means happiness)
3. New Year's Eve Dinner 年夜饭 - On New Year's Eve, families have a traditional banquet.
4. Sending Red Envelopes 发红包(压岁钱) - Elders give children lucky money in a red envelope.
5. New Year's Day 大年初一拜年 - On New Year's Day, people rise early to congratulate others.

Obscure old customs

1. Worship the Kitchen God 拜灶王爷 - Each home's kitchen god is celebrated at New Year, when he reports to Heaven. A good report will bring blessings to the home, so offerings are presented to his statue.
2. Shou Sui 守岁 - On New Year's Eve, people stay up until past midnight, waiting for the old to pass and the new to come.
3. Sacrifice to the God of Wealth 祭财神 - During the festival the god of wealth is worshipped with different offerings in different places, sometimes with food or fireworks!

•Download the Year of the Tiger Education Pack from the British Council website (with activities to learn more about this important spring festival and explore Chinese language and culture)

https://www.britishcouncil.org/sites/default/files/year_of_the_tiger_education_pack.pdf

Célébrations du nouvel an chinois



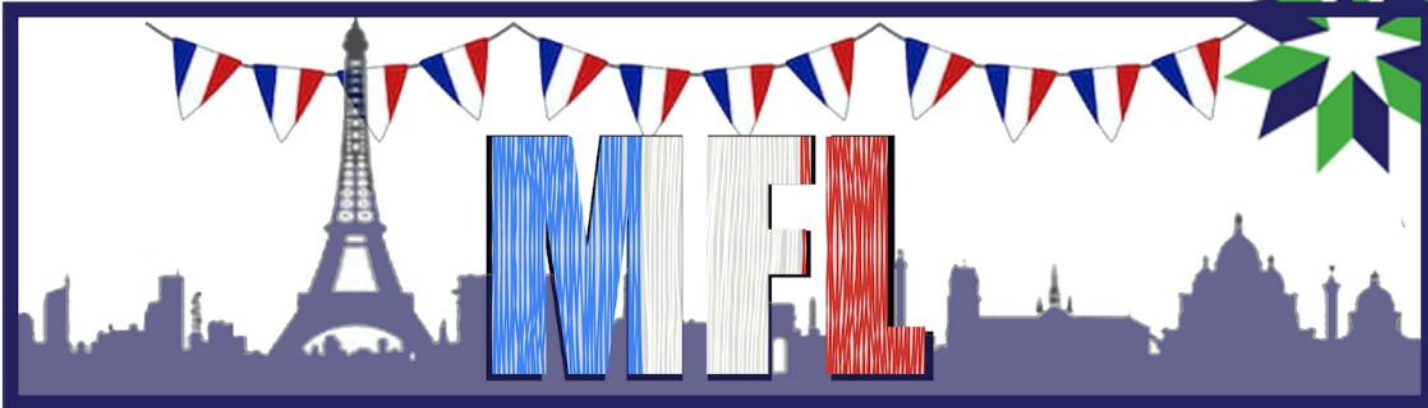


TABLEAU D'HONNEUR

Teacher: Mme Djokovic

Ed Bould (Year 11) - evidence of progress in French

Oran Blakeley (Year 11) - evidence of progress in French

Teacher: Mrs Clough

Daisy Watts (Year 9) and Maja Kacprzak (Year 9) - excellent progress with speaking and writing answers on free time activities

Teacher: Ms Jones

Hakima Alade (Year 11) - It's lovely to see French clicking into place for you and how confident you are now; brilliant!

Janice Ochola (Year 11) - really good work in your P7, and so nice to see you working harder in class 😊

Teacher: Mrs Santry

Lola Thompson (Year 9) - impressive listening skills and much greater involvement

Emily Woodrow (Year 9) - much improved focus and good enthusiasm



Performing Arts

Today marks the national NSPCC Number Day, so we decided to look at music by numbers in the Bulletin this week.



The composer Beethoven (1770-1827) composed a total of **9** symphonies over his lifetime.

By the age of **45** he was completely deaf, but he continued to compose music until he died.



Mozart (1756-1791) composed his first symphony at the age of **8**. He died at the age of **35**, having composed **41** symphonies.

The world record for the longest ever symphony is held by British composer Havergal Brian, whose Gothic symphony lasts for **110** minutes.

Richard Wagner was well known for writing long pieces of music, and he holds the record for the longest ever opera; Die Meistersinger von Nürnberg, which lasts for **5** hours and **15** minutes.

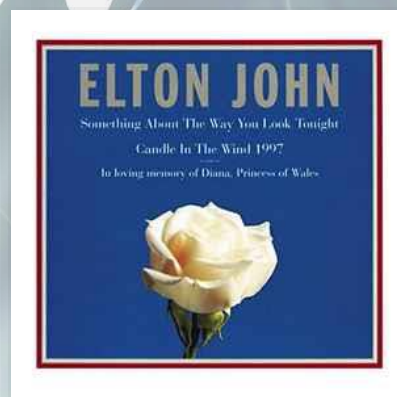
The first ever number **1** single was Here In My Heart by Al Martino in 1952.

The song which spent longest at number 1 in the chart is Everything I Do (I Do It For You) by Bryan

Adams, which spent **16** weeks in the chart in 1991.



The biggest selling record of all time is Candle In The Wind 1997 by Elton John, which sold **4,935,426** copies



The artist who has spent most weeks at Number 1 in the charts throughout their career is Elvis Presley, with **80** weeks, followed by The Beatles with



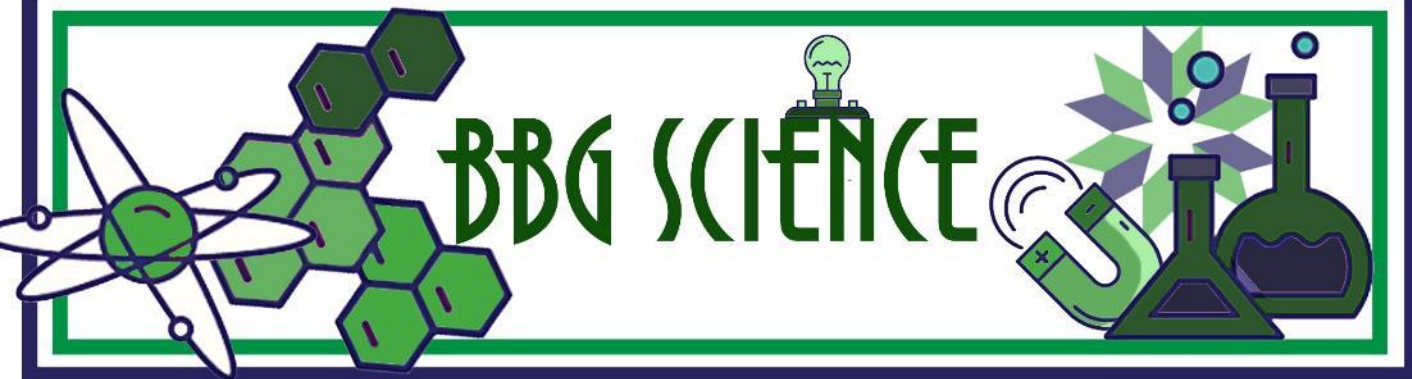
69 weeks and Ed Sheeran with **60** weeks.

The lowest selling number 1 record was No Tomorrow by Orson in 2006,

which only sold **17,694** copies.

The Beatles also hold the record for the most consecutive Number 1 records, with **11** between 1963 and 1966





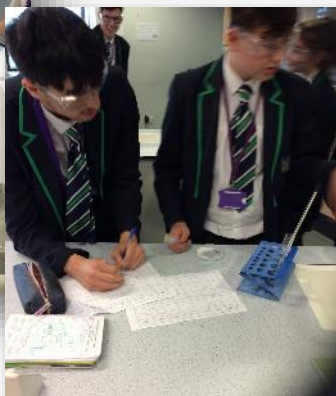
Year 8

Mr Elcock's Year 8 class have been studying the adaptations of plants for photosynthesis this week. In this lesson students crushed spinach leaves and extracted the green colour (produced by chlorophyll) using ethanol. The class then used this to do chromatography of the green pigment to see what colours it was made up of.



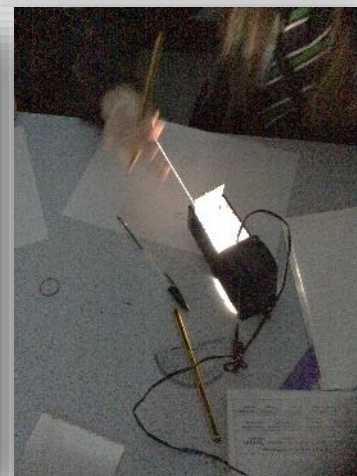
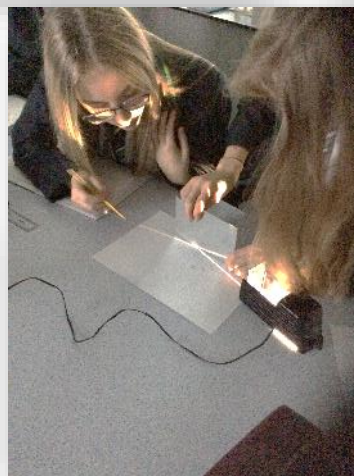
Year 10

Year 10 have been studying energy changes in chemical reaction this week, pictured here completing a range of reactions and using their results to determine whether a reaction was endothermic or exothermic.



Year 11

Mr Elcock's triple science class have been studying the properties of light this week. In this lesson students were completing one of the GCSE required practicals looking at how light is reflected and refracted.



Travel & Tourism

Great focus on finishing the appeal assignment

Great work on trying to understand customer needs



(l-r) Gemma Davis-Carr, Phoebe Strang, Molly Thurston, Daisy May Hallam

Harry Voong

Willing to put in extra time and effort to complete tasks.

Great work on recognising customer needs and how they are met.



(l-r) Abigail Jordan, Evie Gray, Brooke Ashe, Robson Lee



Harrison Birkenshaw

Excellent focus within lesson to complete appeal task.

For finishing their brochure task.



(l-r) Lacey Green, Chloe Dewhirst, Jack Wood



(l-r) Millie Lavin, Leah Blakeley

TWEETS of the WEEK



You Retweeted
BBG Science @BBG_Science · 3h
Year 10 have been completing exothermic and endothermic reactions this afternoon @BBGAcademy



BBG Academy @BBGAcademy · 2h
We are so proud to say that our raffle, bake sale and car wash have raised a tremendous £736.26 for Beau's fundraising appeal. Well done to the Community Champions, and a HUGE thank you to the BBG Community for all your contributions #TeamBBG @getbesutosloan



BBG Academy @BBGAcademy · 19h
We had a great time today in Child Development applying what we have learnt with Wilf. Thank you @mrs_wootton for bringing him to play.



BBG Science @BBG_Science · Feb 1
Our new member of the department is considering a career in Biology. Luckily we have a display to help them out! @BBGAcademy



BBG Academy @BBGAcademy · Feb 1
Great resilience Spencer well done!

Mandy Hartley @MandyHartley5 · Feb 1
@BBGAcademy @BbgYear7 Whilst he couldn't make it in school this morning due to isolating, nothing was going to stop Spencer making his favourite item from the Yr7 cooking rotation list 🍕🍕🍕🍕🍕🍕



You Retweeted
BBGYear7 @BbgYear7 · Feb 1
Art club are doing amazing stuff again! Well done everyone!

Mrs Thompson Gill @MissThompson_DT · Feb 1
Art club bug sculptures. 🐞🐞🐞 @BBGAcademy



BBG Year



STARS OF THE WEEK



POPPY WATTS
Outstanding effort in
learning from home



ISLA WOOD
For fantastic effort in
homework tasks



LELAN LISTER
For being quietly
awesome!



ETHAN BELL
Being a fantastic
student ambassador at
the Rodillian Trust Event

**CONGRATULATIONS
TO YOU
ALL!**



ISABELLE GOULDING
Being a fantastic
student ambassador at
the Rodillian Trust Event



ROBERT LOWE
For excellent progress
in reading



JACOB RIACH
For a resilient attitude



CERTIFICATES AWARDED TO



Malachai Taylor

for always looking out for others in form and helping them and demonstrating good behaviour and organisation skills



Elissa Kilburn

for her work on Holocaust Memorial Day



Gabriel Boselli

for great contributions in thought of the week and RSE Fridays



Alfie Shuttleworth and Alysha Rutherford

for always offering to help during form time



MRS SULLIVAN'S

STAR OF THE WEEK



ALFIE WRIGHT

for always putting 100% into all his subjects



CALEB RHODES

Great leadership skills in Rugby

LEXIE HUDSON

Positive mindset and effort in lessons

BLAKE RENSHAW

for showing great resilience and his fantastic contributions in History



CAITLYN ARMITAGE

Consistent hard work in lessons



COBY DOYLE

Great leadership skills in Rugby



MARTHA POWLES

Being a good friend and helping to support their learning



WILLIAM WILKINSON

Great leadership skills in Rugby



BBG Academy Year 10



Jessica Lee

For always working hard and to the very best of her ability, Jess is an exemplary student.



Eleanor Yeomans

For making the very best of efforts to stay on top of the Year 10 workload and gaining confidence.



Jake Kennedy

A role model student with a great sense of humour, Jake will go far.





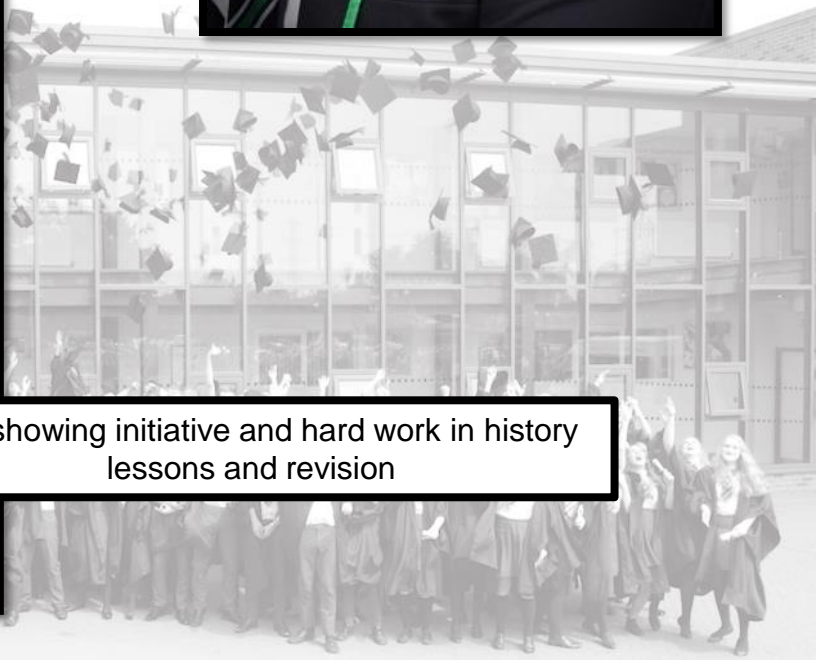
STARS OF THE WEEK

TEAGAN BENNETT AND HARRISON BIRKENSHAW

For a kind and caring personality with a positive attitude to her studies



For showing initiative and hard work in history lessons and revision



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



4 February 2022

THOUGHT OF THE WEEK

#InternationalDayOfHappiness

“
THE GREATEST
HAPPINESS IN
THE WORLD IS TO
MAKE OTHERS
HAPPY.
”

Luther Burbank

EVENTS THIS WEEK

National Storytelling Week
1 February – Dignity Action Day
1 February – Chinese New Year
3 February – Time to Talk

EVENTS HAPPENING THIS MONTH

- LGBTQ+ History Month
- Kindness Month

Discussion points

How much do you agree with the above quote?

Do people have a duty of care to make others happy or should they only think about their own needs?

Postcards of Kindness are an organisation that were set up during the pandemic to encourage people to send postcards to elderly care home residents. They now have a network of contacts across the country hoping to receive postcards of happiness

[Postcards of Kindness | Age UK - YouTube](#)

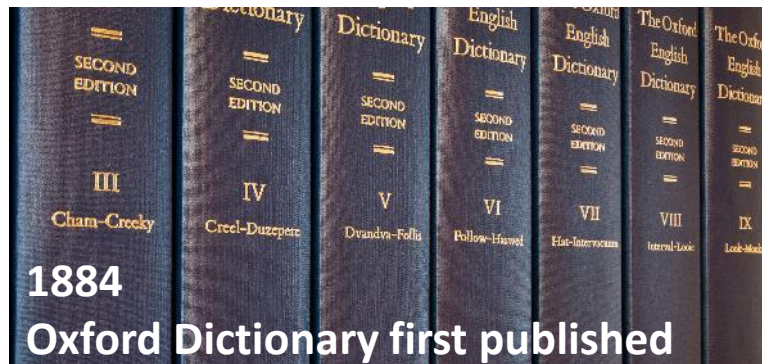
As a school we are going to send a collection of cards to a local care home, to spread a little happiness.

Students are invited to enter a competition to design their postcard image. The winning image will be used on the postcards we send. This is open to students in all years. The theme of the card has to be happiness.

All entries have to be with Mrs Bettney in paper format by Friday 18 February.

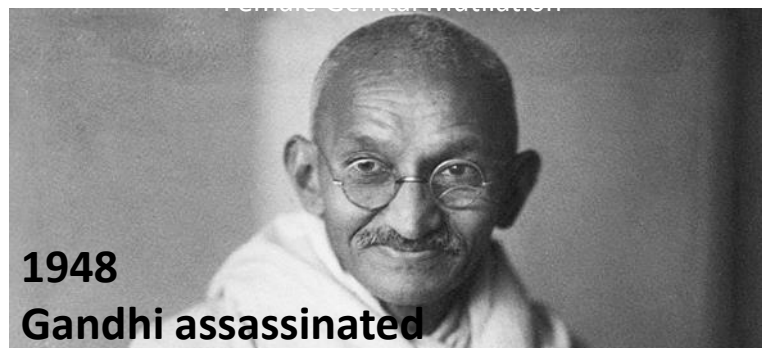


THIS WEEK IN HISTORY



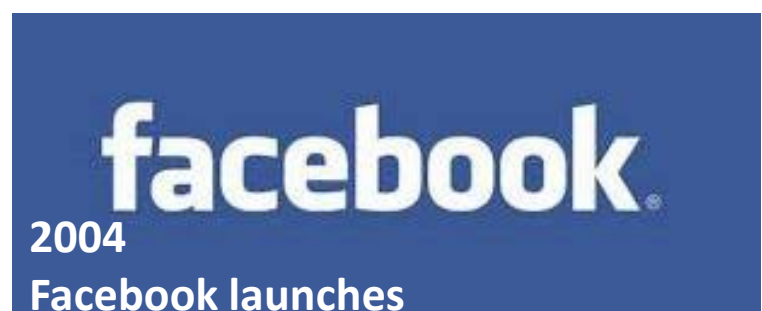
1884

Oxford Dictionary first published



1948

Gandhi assassinated



2004

Facebook launches



for young people and their parents/carers

4.00 - 8.00pm

at The John Smith's Stadium, Stadium Way, Huddersfield, HD1 6PG



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Drop in and:

- + check out apprenticeship vacancies
- + talk to employers and training providers
- + chat to apprentices
- + get careers advice and guidance

For further info email: events@ckcareers.org.uk

MyDirections.co.uk

Sponsoring us





OPEN DAYS



ALL HUDDERSFIELD CENTRES

SATURDAY 6 NOVEMBER 2021

10.30AM - 12.30PM (LAST ENTRY 12PM)

SATURDAY 22 JANUARY 2022

10.30AM - 12.30PM (LAST ENTRY 12PM)

WEDNESDAY 16 MARCH 2022

5.30PM - 7.30PM (LAST ENTRY 7PM)

ALL DEWSBURY CENTRES

WEDNESDAY 10 NOVEMBER 2021

5.30PM - 7.30PM (LAST ENTRY 7PM)

WEDNESDAY 26 JANUARY 2022

5.30PM - 7.30PM (LAST ENTRY 7PM)

SATURDAY 19 MARCH

10.30AM - 12.30PM (LAST ENTRY 12PM)



IT
STARTS
WITH
YOU



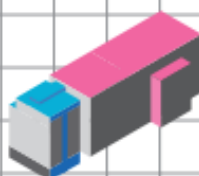
**LEEDS CITY
COLLEGE**

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- School of Creative Arts
- School of Social Science



PARK LANE CAMPUS

- School of Applied Science
- School of Events, Enterprise & Employability
- School of Sports Science & Exercise



PRINTWORKS CAMPUS

- School of Business • School of Digital & IT
- School of Engineering • School of Hair, Beauty & Media Makeup
- School of Land & Animal Sciences • School of Travel, Food & Drink

JOIN US AT AN OPEN EVENT

23 March 2022, 4-7pm | 24 May 2022, 4-7pm

Book now: leedscitycollege.ac.uk

C+K

Chat

Support, advice and guidance
for young people in
Calderdale and Kirklees

01484 213856

chat@ckcareers.org.uk

Facebook messenger



National Apprenticeship Week is taking place from Monday 7th to Sunday 13th February 2022 with the aim of raising awareness of apprenticeships.

This is your chance to explore the varying levels of apprenticeship qualifications and the industries you can work in.

Be curious. Even if you know for sure that college and then full-time university is the path for you, just take a look. **You never know what you may discover.**



Want to know what an apprenticeship actually is? Use this link to find out:

<https://amazingapprenticeships.com/apprenticeships/>

Where do you start researching apprenticeships?

How do you figure out if they could be a good option for you?

The same way you would start researching college courses. Think about subjects that interest you and motivate you and how these link into career ideas and apprenticeships.

Take a look at the '**Think subject area films**' created by Amazing Apprenticeships to see the types of apprenticeships available in each of your favourite subjects

<https://amazingapprenticeships.com/resources/>



Join the **Festival Of Apprenticeships** during National Careers Week 2022 to discover more about the fantastic world of apprenticeships!

This **FREE** event is a one-stop shop for anyone looking to find out more about apprenticeships. From discovering opportunities with organisations first-hand, through to guidance on how to apply for and make the most of an apprenticeship, the festival will cover it all!

<https://festivalofapprenticeships.com/online-careers-fair/>



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MyDirections.co.uk

chat@ckcareers.org.uk

01484 213856





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



Start an online careers platform, designed to connect 11-18 year olds with their future career potential.

Help your child to explore their future

As part of our commitment to prepare students for a rapidly changing world, we are delighted to announce that we are using an innovative online resource called **Start**.

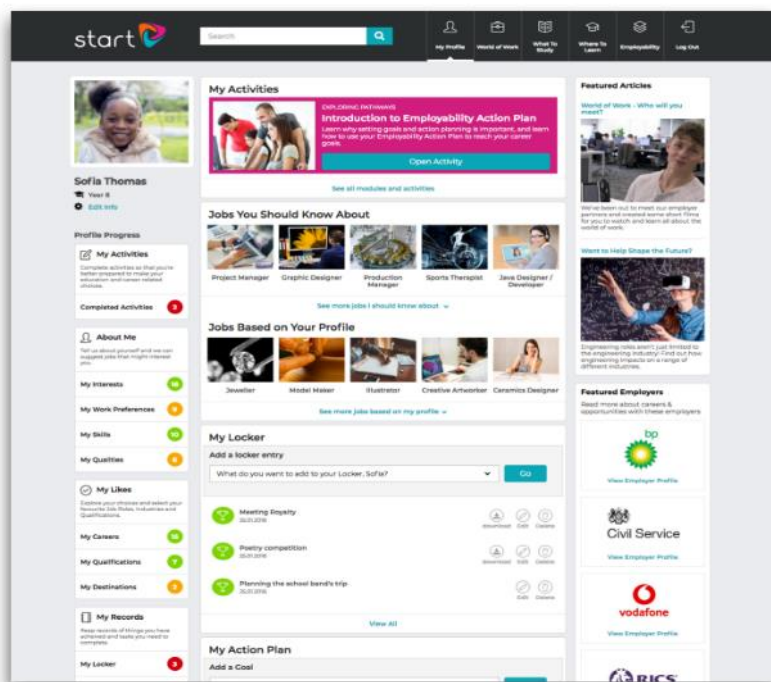
Start will help your child to connect with their future career potential, develop their employability and help them to explore future career and study options at school or at home.

How should my child use it?

We have asked students to log on to their own account for **Start**, but it is accessible anytime on computers and compatible mobile and tablet devices.

Your child will personalise their profile on **Start** with details about their skills, qualities, interests and work preferences. This provides a starting point for them to explore information matched to their personal preferences and interests. As they update their profile, **Start** will personalise this information, helping them to navigate the thousands of jobs, courses, providers and opportunities available. **Start** will help students to understand where they are on their journey and what is important as they make their choices at GCSE, post-16 and post-18.

We encourage you to use **Start** with your child at home. Encourage them to rate jobs, qualifications, colleges or universities so that we can see their preferences in order to support them better.



How to Register: Parent Guide

- Go to www.startprofile.com and click **Register**
- Enter your first name, surname, email address, postcode and gender

Tip: if you forget your username or password we will use the email address you provide to send you a reminder

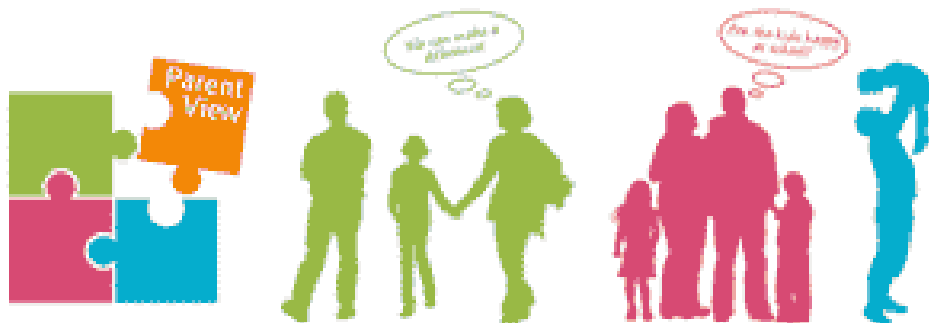
- Choose a memorable username and a secure password and click **Get Started**
- Click **Login** and enter your username and password. Click **Login**

The first time you log in you will be required to complete the following:

- Select **"I am a Parent and would like to use Start with my children."**

What if I want to use Start myself?

Parents can also use **Start** to find out more about jobs, training and study opportunities for yourself. Please do not log in using your child's user details and instead register yourself using the steps outlined above, creating your own username and password.



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)



Free online safety resources and training for parents

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
Myleene Klass



Privacy & Security Online Information
Technology

10 Top Tips for Keeping Children Safe From Cyber Crime



Published 10th February 2021

This week's free online safety guide focuses on 10 top tips for keeping children safe from cyber crime. We all want to continue being informed and inspired by the ever-expanding capabilities of the internet. The guide takes a look at a range of top tips such as backing up your data, how to spot phishing bait and how to recognise warning signs.

VIEW THIS GUIDE

VIEW ALL TRAINING



Mental Health Online Identity
Social Media

7 Top Tips for Supporting Children to Express Themselves Safely Online



Published 3rd February 2021

This week's free online safety guide focuses on supporting children to express themselves safely online. The past year has left many children feeling uncertain and worried. So this year's Children's Mental Health Week has adopted the theme of 'express yourself'. The guide takes a look at a range of tips such as celebrating their identity, supporting their interests and enabling emotional expression.

VIEW THIS GUIDE

VIEW ALL TRAINING



Online Platforms Privacy & Security
Social Media

What Parents Need to Know About WeChat



Published 27th January 2021

This week's free online safety guide focuses on WeChat. WeChat is an all-in-one communications app for free text messaging, voice and video calls, photo sharing and games. The guide takes a look at how to tackle a range of potential risks such as adult content, strangers and drug dealing.

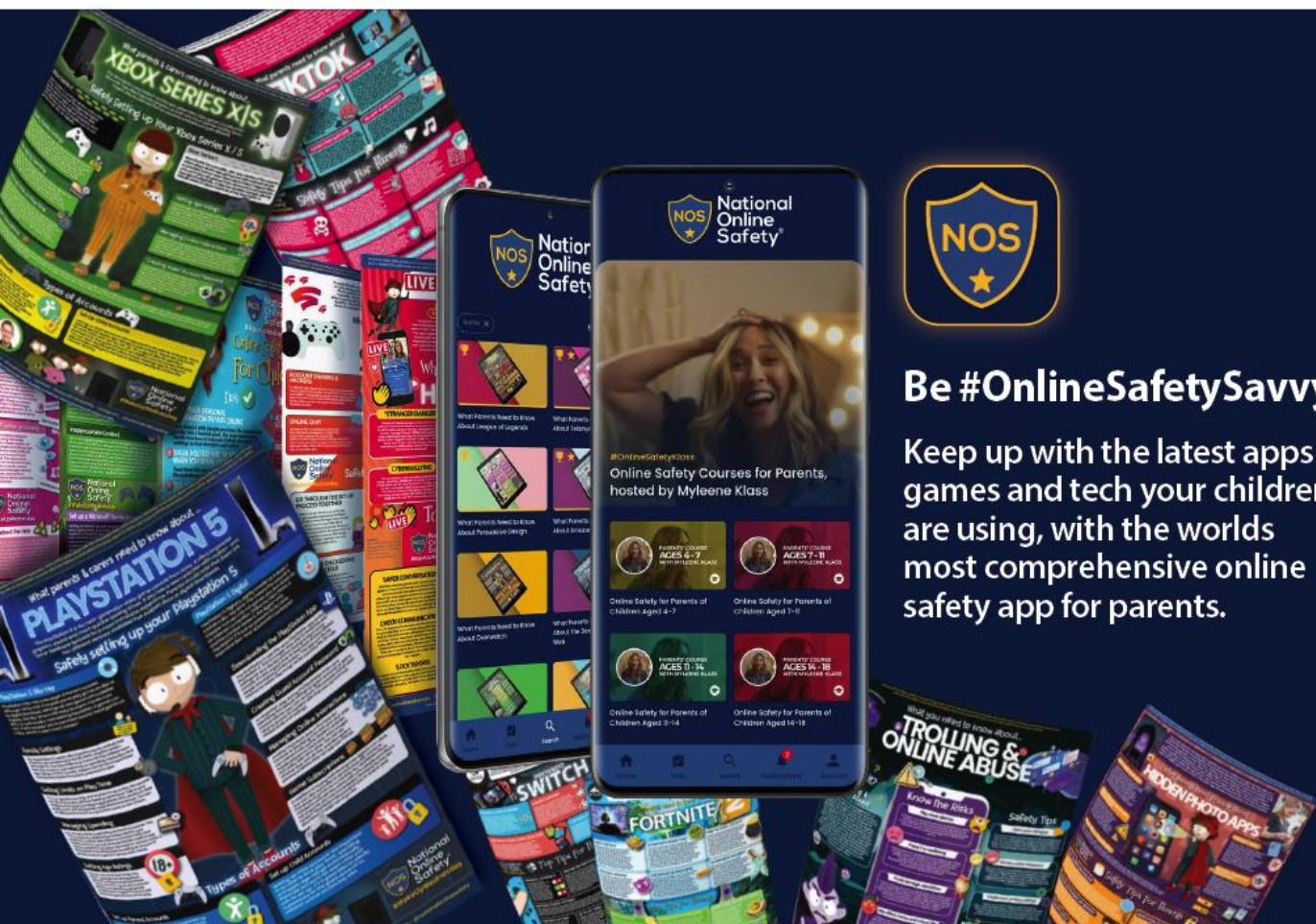
VIEW THIS GUIDE

VIEW ALL TRAINING



National Online Safety®

Download your Free Online Safety App for Parents & Carers



Be #OnlineSafetySavvy

Keep up with the latest apps
games and tech your children
are using, with the worlds
most comprehensive online
safety app for parents.

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 Myleene 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



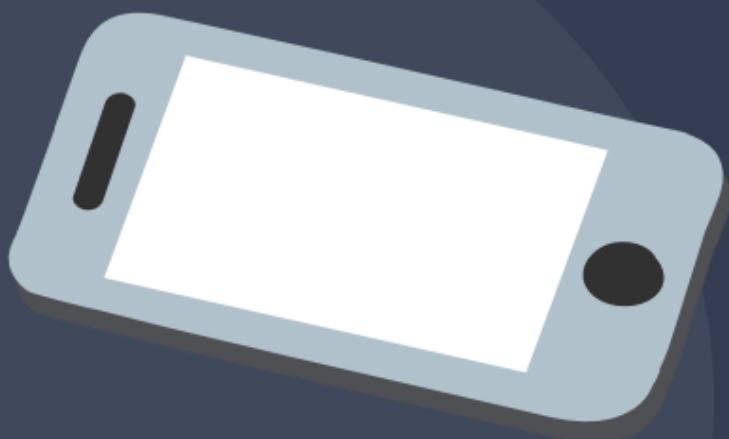


TOO MUCH TECH TIME?

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

JOIN THE CONVERSATION
[TEENSLEEPHUB.ORG.UK](https://teensleephub.org.uk)

#TEENSLEEPMATTERS



POWERED BY



Even before lockdowns inflamed the situation, one in every five 10- to 15-year-olds was experiencing bullying online: abusive messages, having rumours spread about them or being excluded from group chats, for example. Through smartphones and tablets, we're used to being able to communicate from anywhere, at any time – but digital devices became commonplace so quickly that it caused a problem: as a society, we haven't properly adjusted to how different they've made life. Our tips can help you to build positive relationships online and avoid some of the potential issues.

Etiquette is a set of rules to help us interact with others: like a code of respect. People follow this code every day (mostly without even thinking about it) and it can help us decide how to act in certain situations. 'Netiquette' (etiquette on the net – we see what they did there!) is the same, except it's designed to help us interact with others online, which is sometimes a whole different ball game.

Usually when we're online, we can't use the other person's body language or tone of voice to give us clues about what we can say to them, or how to say it. Try to think what the situation might be like for them, how they're feeling and whether we'd say the same thing if they were actually there with us.

Without a person physically there in front of us, it's easy to send something quickly – before we've really thought about whether it's helpful or kind. Just because we can do things quickly doesn't mean we *should*; it's better to pause for a second and think it through, instead of simply reacting.

People have invented loads of different ways to communicate online (emojis, abbreviations like LOL, TBH and so on). Some of these can be triggering to other people (such as USING CAPS SO IT LOOKS LIKE YOU'RE SHOUTING!), so it's important to stay aware of the style of language you're using.

On social networks like Instagram or Facebook, vast numbers of people might see what you've posted. So if that's something negative about a person, it can feel hugely painful for them. If you're ever tempted to post something like that, ask yourself "do I really need to go public with this?"

Always think very carefully before sharing any personal information with someone else or in a group. Once something's been put online, the sender loses any control over where it goes and who might see it. If you've got any uncertainty at all, it's a good idea to talk to a trusted adult about this first.

Negative communication can spread rapidly online, but so can being kind and helpful (this happened quite a lot during lockdowns, for instance). A friendly, positive message can make a big difference to someone as well as helping us feel good about ourselves – so share the love!

When we've sent a message or posted something online, waiting for a reply or for someone to respond can make us anxious. It could be helpful to think whether you really have to message or post right now – or if you could wait until a better time when it will cause you less anxiety.

Most apps, games and sites use sophisticated technology that's designed to keep us coming back for more. It's important to keep this in mind when you feel the need to reach for your phone, tablet or console – once we understand this fact, it becomes easier to control how we use our digital devices.

Sometimes it's tempting to fire back an instant response to a post or message we don't like. *How we respond is important, however* – whether we reply privately to the person or on a platform where lots of people will see it, for example, makes a big difference to how whoever is receiving the message will deal with it.

Even though we try to avoid them, mistakes can – and do – happen online. They can sometimes feel like a bigger deal than they actually are. It's important to remember that we're all only human, and sometimes we mess up. Learn to forgive others and – just as importantly – to forgive yourself.

Dr Carole Francis-Smith is an experienced counselling psychologist who, through her research, specialises in promoting safe and ethical online communications. She consults with businesses and organisations to support positive and effective communication online, often by considering some of the more hidden aspects of the mediums.



Source: <https://www.gov.uk/population-and-community/crime-and-justice/writing-online-butting-England-and-Wales/year-ending-march-2022>
<https://www.criminology.com/blog/criminology.htm> | <https://www.scribbr.com/publication/645443/> The Online Definition Effect



10 Top Tips for Respect Online: INSPIRING CHILDREN TO BUILD A BETTER DIGITAL WORLD

Our ability to communicate with anyone in the world, at any time, via the internet has grown at breakneck speed. For teachers and parents, it can feel impossible to keep up. Worrying about our young people is understandable, and not unjustified: in 2020, for example, one in five 10- to 15-year-olds experienced bullying online. Our tips highlight ways that adults can support young people's positive online behaviours: by adopting and following 'netiquette', we can show them how to avoid getting into difficulty as they learn to negotiate the continually evolving digital landscape.

WHAT IS NETIQUETTE?

Just like etiquette is a set of rules which guides and governs our interactions with others in everyday life, netiquette – etiquette on the net – is the framework which helps inform how we communicate with people online. The rules of engagement often aren't the same as a face-to-face meeting, so it's important that we can accurately 'read' situations in the digital world and know how to act appropriately.

1 ACCEPT DIFFERENT RULES

A lot of our interaction with others is helped by non-verbal signals like body language and facial expressions. Online, of course, many of these clues are missing. Talk to your child about why this makes misunderstandings more likely to occur in the digital world and why keeping in mind that online communication is a very different process can help to prevent difficulties from arising.

2 PRESS 'PAUSE'

It's so easy to do things quickly online that most people (adults included) habitually send or respond to messages without considering the consequences. Pushing 'the pause button' buys a young person some time while they ponder the golden rule: "Would I still say this if the other person was right front of me?" You could practise this with your child on some made-up tricky situations.

3 THE INTERNET IS ADDICTIVE

Apps and sites use sophisticated algorithms and clever marketing to keep us engaged, while notifications to our devices are designed to draw us back in. It's no wonder that people continually return to the digital world, sometimes spending long periods of time there. You and your child could trial turning off notifications on certain apps and instead agree a time to check for updates manually.

4 BEWARE THE DARK SIDE

Getting a hurtful or unhelpful comment on social media or in a group chat can make the recipient feel publicly shamed. That's painful for anyone – but especially for a young person whose status in a group is integral to their sense of identity. Encourage your child to think about the best and safest way to send a message: for example, doing it as a private message rather than a public post.

5 HARMFUL INTERACTIONS

Unfortunately, it's very easy to send a hurtful message or to spread gossip and rumours online. We all know this happens regularly. Not having to deal with actually seeing the other person's distress usually doesn't help people to make a positive decision in the moment. It's important that trusted adults help children to visualise the potential consequences and have empathy for others.

6 APPRECIATE DIFFERENCES

We're all built differently; some people are simply more emotionally sensitive than others. Young people can be particularly affected by negative online communication, such as group shaming. Even a single message (which might seem trivial at face value) can cause deep anguish. Trusted adults should be prepared to be patient and listen to any difficulties their child might have had online.

7 ACCENTUATED ANXIETY

Young people's online lives create a lot of anxiety. Messages go into a 'black hole' until someone responds, there are more reasons to compare ourselves negatively, and social media can make us feel like we're missing out. Encourage activities such as sports and hobbies to balance this out, and remember that merely blocking out thoughts (by gaming, for instance) isn't the same as relaxation.

8 PRO-SOCIAL BEHAVIOUR

A huge positive for the internet is how it helps people to feel connected and makes being kind and helpful easy to spread. When young people get involved in pro-social behaviours online, it creates a positive feedback loop which makes them feel good. Show your child examples of when you've done or said something positive online, and praise and encourage them when they do the same.

9 BE A GOOD ROLE MODEL

One of the best things we can do as trusted adults is to role model positive online behaviour. Just letting your child see that you know when it's time to put your phone away and do something more productive can set a strong example. Some families set aside particular times of the week (such as mealtimes or a family walk) where digital devices aren't allowed and conversation takes precedence.

10 SHOW COMPASSION

Mistakes can feel much bigger online, because they're so public. If a young person does or says something regrettable on the internet, it's important to support them to forgive themselves, learn any lessons and move forward positively. Even as adults, we can often stumble when learning how things work in the fast-moving digital world, so it's important to have compassion for ourselves, too.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who, through her research, specialises in promoting safe and ethical online communications. She consults with businesses and organisations to support positive and effective communication online, often by considering some of the more hidden aspects of the mediums.



**National
Online
Safety®**

#WakeUpWednesday

Source: <https://www.gov.uk/government/news/national-online-safety-for-teachers-and-parents> | <https://www.gov.uk/government/news/national-online-safety-for-teachers-and-parents> | <https://www.gov.uk/government/news/national-online-safety-for-teachers-and-parents>

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
Deputy CEO
The Sleep Charity



SPORTS STAR OF THE WEEK



Jess Moyser
Great effort within
handball and
badminton



**Savana Bailey-
Chamberlain**
Helping others to
succeed



**Lydia Palmer-
Williams**
Helping others to
succeed



Brooke Mercer
Consistent good effort
within PE



SPORTS STAR OF THE WEEK



**James
Humphreys**

Improvements in effort
within GCSE PE and
for a good attitude to
learning.



Louie Sykes

Outstanding piece of
All Black rugby skill in
the rugby match victory
over Rodillian on
Monday night



Daisy Lavin

Consistently working
hard in GCSE PE



Oliver Ward

Great performance in
the rugby victory over
Brighouse



SPORTS STAR OF THE WEEK



**Christopher
Taylor**

Excellent work in football this week when learning about passing and special awareness



Caeran Barlow

Consistently high levels of effort and great attitude towards all sports.



Reeveley Laws

Great effort in developing his attacking skills in Handball this week



Zohaib Imran

Brilliant, in depth answers in Pre-option PE.



Well what a week for rugby! The boys' rugby programme have been enjoying seeing all their hard work and commitment coming to fruition.

The boys celebrated wins across the age groups this week. We have also seen the Year 9 leaders leading the rugby academy sessions; another incredible achievement and testament to their resilience and determination.

Victories this week have included Brighouse, Rodillian and Brayton. A huge congratulations to all the boys, and to Mr Benton for the time he gives up.



STUDENT ACHIEVEMENTS

STAFF SPORTING



In a bid to keep the Bulletin fresh... we are over 200 editions old you know? We decided we would bring you something about our staff body. This may be old reports, guess the baby photo, favourite holiday destinations, but this week it is sporting achievements.

Now PE wasn't like it is today back in the 70s, 80s and 90s. Some of us remember the freezing cold cross county lessons in nothing more than an airtex and giant gym knickers in various colours.

As you would expect Team BBG colleagues have thrown themselves into everything throughout their lives. From Cheer leading to disco dancing and from majorettes to equestrian, we have it all for you.

A big thank you to those colleagues who were prepared to risk reputation by sharing the somewhat grainy scans of photos in the hope their students won't recognise them, crop their photos and create new TikToks!



Mrs Eyes



Miss Sanderson



Miss Dixon



Mr Aindow



~~STUDENT~~ ACHIEVEMENTS

STAFF SPORTING



Mr Cattley



Miss Blackburn

~~STUDENT~~ ACHIEVEMENTS

STAFF SPORTING



Mr Wootton



Mrs Sykes



STUDENT ACHIEVEMENTS

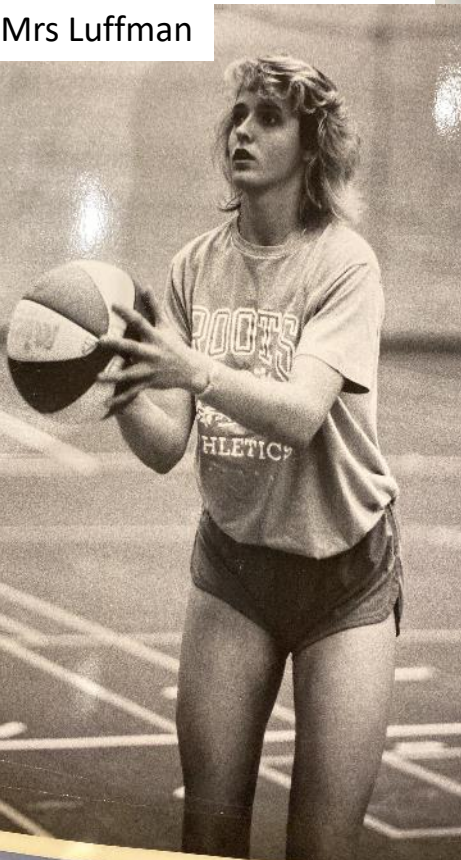
STAFF SPORTING



Mr Benton



Mrs Luffman



STUDENT ACHIEVEMENTS

STAFF SPORTING



Mrs Brack



Mr Suggitt



Mrs Brack



Mr Slack



Miss Binns



STUDENT ACHIEVEMENTS

STAFF SPORTING



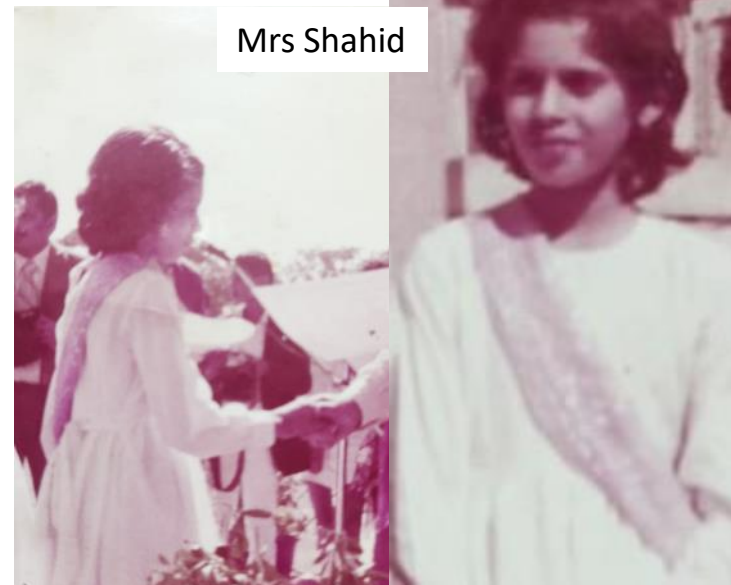
Miss Taylor



Mrs Backhouse/Gale



Mrs Shahid



EXTRA CURRICULAR TIMETABLE**MONDAY**

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Year 8-11	All PE colleagues	Changing room meet
2.30-3.30	Boys Football	Year 10 -11		
2.30-3.30	Cross Country	Year 7-11		
2.30-3.30	KS3 Book Club	Years 7 - 9	Mrs. Fitzsimons	G55 (Twice per half term starting 20 th September)
2.30-3.30	KS3 Performing Arts	Year 7 - 9	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club	Years 7 - 11	Mrs. Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club	Year 7	Mrs. Denwood (Catering Manager)	Main school kitchen
2.30-3.30	Boxing Club	Girls	Training Cave	Gym
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball Strength and Conditioning	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Girls Football	Year 7 - 11		
2.30-3.30	Boys Rugby	Year 7		
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Computer Club	Years 7 - 8	Mr. Suggitt	F13
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Boys Football	Year 8 - 9	All PE colleagues	Changing room meet
2.30-3.30	Boys Rugby	Year 10 - 11		Changing room meet
2.30-3.30	BBG Press	Years 7- 9	Mr. Smith	F13
2.30-3.30	Students for Social Change (SFSC)	Years 10-11	Miss Cracknell	G50
2.30-3.30	Science Club	Years 7 - 8	Science Colleagues	F34
2.30-3.30	French Speaking	Year 10 - 11	Mme Djokovic	G47
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Basketball	Years 7-11	PE colleagues	Changing room meet
2.30-3.30	Boys' Football	Year 7		
2.30-3.30	Netball	Year 7		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15
2.30-3.30	Boxing Club	Girls	Training Cave	Gym

* Please note there are number restrictions in these activities due to risk assessment/facility. Students will be placed on a rota if maximum numbers are exceeded.

* If students wish to attend more than one on the same day, they should inform the teachers and rotate alternate weeks.

* Further activities will be added throughout the term