



the bbg bulletin

We love to read stories about resilience and passion at BBG, and were fascinated to hear about Eleanor Worthington. She was a British born artist, who studied at the Istituto Statale d'Arte in Urbino, Italy. Born in York in 1982, Eleanor suffered with a severe form of epilepsy, and also has lifelong learning and behavioural difficulties. She spent her last five years confined to a wheelchair and unable to speak, expressing herself using just her eyes and face. However, beyond her disabilities, she was incredibly intelligent and had a great force of personality. After her death in 2008, Eleanor's family and friends wanted to transform her life story into a collective experience, raising public consciousness of the issue of disability. They instituted the "Eleanor Worthington Prize", run in collaboration with the Liceo Artistico Scuola del Libro, which she had attended in Urbino.

BBG is incredibly proud to be the only UK school invited to take part in the Eleanor Worthington prize, which this year had the theme of Disability and Transformation for an Inclusive Society. A large number of BBG students accepted the challenge, and worked over the last two months on their entries. In true BBG style, they threw everything into the project, and we were so proud to submit so many fantastic entries.

We are delighted to share the incredible news that we have a winner! Happi Ainsworth told the story of British choreographer and dancer, Alice Sheppard, using the medium of collage. Her piece illustrates Alice's journey as a disabled dancer.

Happi (Year 8) was delighted to receive the €300 prize money but also so proud to be a winner in such a prestigious competition.



Eleanor Worthington Prize 2022/23

We had some fantastic entries and are very proud of all of the students who took the time to interpret the theme so creatively. We wanted to recognise two students in particular, as they received many votes for the Audience Prize, which was run via the Eleanor Worthington social media sites.

Connie Voyce, Year 8, demonstrated superb originality in her work using clay and barbed wire to represent the barriers a person with disabilities may face.



Henry Bingham, Year 7, fostered a platform for representation the social inclusion of disabilities in sport. Using a continuous line to show a person with a prosthetic leg playing football, Harrison secured over 300 votes. Both Connie and Henry received an Amazon voucher.



Eleanor Worthington Prize 2022/23

Olivia Payne



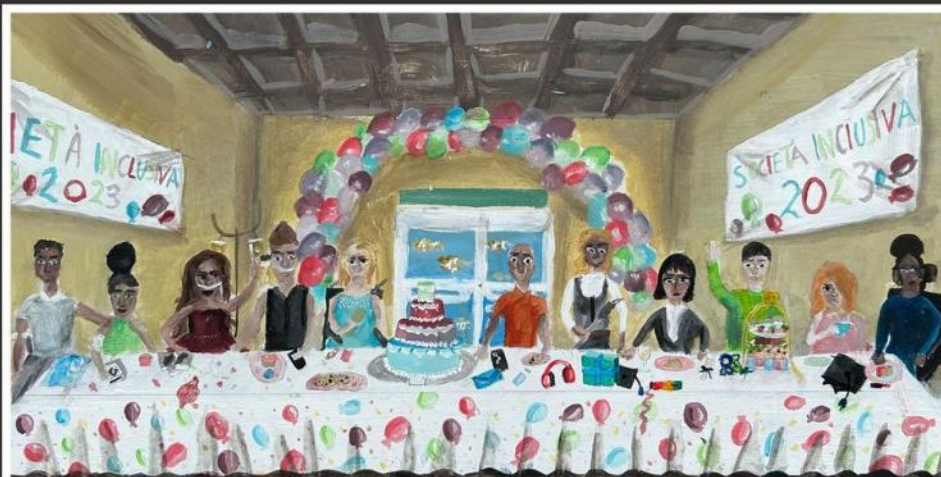
Nathan Bromley



Imogen Barnes



Rosa Hepworth



More to follow
next week

The assassination of Julius Caesar



Countless historical events have shaped the world – be their influences global (like the industrial revolution) or on a smaller scale (like one country's fight for independence), they're all worth knowing about.

The one, today, of which I speak is the assassination of Julius Caesar, whose death on the Ides of March (15th of March), 44 BCE, caused several civil wars and eventually turned the Roman republic (a government ruling over one nation) into the Roman empire (a government ruling over several nations). The Roman empire, as we know, was one of the largest empires in the world, alongside the Mughal empire and the Ottoman empire.



Reporter:
Dexter
Hughes

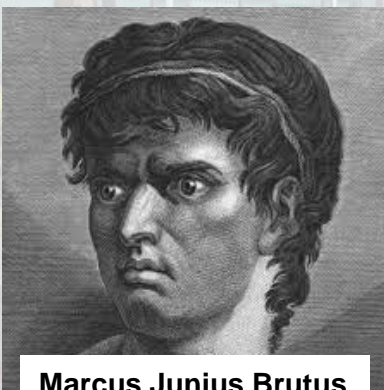
What happened?

On the year of his death, Julius Caesar, the Roman emperor, soon to be crowned as king (though he initially refused the crown), was observed to be rapidly gaining power, wealth and influence over his nation, and was seen by many as a tyrant – the above things mentioned were largely why Caesar was, to put it lightly, a divisive leader. So much so that between 60 and 70 members of the senate began to devise a plan, believing his power to be a threat to Rome and the good of the people, to assassinate him.

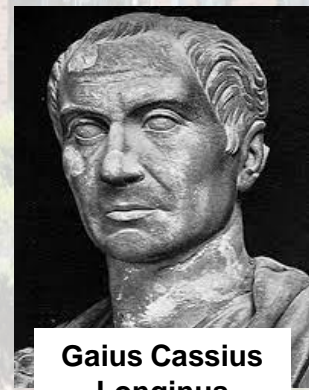
On the 15th of March, as I said earlier, the senators carried out this plan. The most well-known of this group was Marcus Junius Brutus, whose ancestors were known to have overthrown Lucius Tarquinius Superbus, the final king of Rome, and who, reluctant though he was, agreed to join the conspirators, who had potentially confronted him due to his popularity and skills in oration. He is believed to have been like a son to Caesar, but many works suggest that he went along with the plan not because he felt obliged but because he “loved Rome more [than Caesar]”, as Shakespeare suggests, and that he could see the future of Rome under Caesar's rule.

Much of the public, unfortunately for the conspirators, disagreed with the group's decision to kill Caesar and, after the latter's death, riots ensued all around Rome, the crowds being prone to violence and having murderous intent.

Julius Caesar's assassins were hunted down after his death and most were executed, though some chose to commit suicide to avoid being killed, including Gaius Cassius Longinus and Brutus, as I before mentioned. Octavian, Caesar's “grand-nephew and adopted son”, emerged victorious in the civil wars that followed, and soon became Rome's leader, renaming himself Augustus Caesar and beginning the Roman empire.



Marcus Junius Brutus



Gaius Cassius
Longinus

The assassination of Julius Caesar (continued)

The Play

Shakespeare's depiction of Julius Caesar's assassination has been read and performed for centuries, due to its relevance, complexity of character and linguistic splendor, all of which are qualities that will invariably be found in any one of Shakespeare's plays, though *Julius Caesar* is thought to be one of his best histories.

The play is sympathetic towards Brutus, presenting him as a conflicted man whose love for his country forces him to do something otherwise terrible, if not for the benefit he thought it would give Rome, and its necessity – the same can be said of all the characters, in that they receive some sort of sympathy from Shakespeare. Mark Antony, though one would think him to be the villain, appears to love Caesar just as much as, if not more than, Brutus did, and this “engrafted love” means he must avenge him, one way or another. Caesar is never shown to be *evil*, by any stretch of the imagination, in the play, but yet, as viewers or readers, we still feel sympathy for both sides: both the conspirators and Caesar himself.



Reporter:
Dexter
Hughes



The play is on in theatres until the 24th of June, and, having watched it, I would highly recommend it.

The quality of the production, setting aside Shakespeare for now (sorry), is brilliant and, though it's experimental, being a modern take on the classic play, it never strays too far from Shakespeare's intentions, though its occasional jokes (which I imagine were *not* intended by Shakespeare) made me slightly cross. Brutus has had a gender-swap, and is now a woman, without any sort of negative consequence, and many other characters' genders have been changed.

Conclusion

I hope you learnt something from this article and, if not, that you enjoyed it, nonetheless. Also, if I haven't made this clear enough, I would heartily recommend reading the play and watching the production, as both those things have been brilliant experiences for me.

Plastic Pollution



Reporter:
Cerys Barson

Plastic pollution is one of the most concerning issues in the world. Not only does plastic pollution ruin the landscape, but it also kills millions of animals every year, damages the environment and even gets into our own food. It is estimated that 75-199 million tons of plastic waste is in our oceans, with 33 billion pounds of plastic added to the marine environment every year. At the moment, there are more than 5.25 trillion pieces of plastic in our oceans; this is equal to 46,000 pieces in every square mile of the ocean. The world produces over 400 million metric tons of plastic per year, with 10 million tons ending up in the ocean. On average, only 18% of plastic is recycled. Although India produces 21.6 million metric tons of plastic a year, they have the highest rate of recycling at 60%. In the United Kingdom alone, 13 million plastic bottles are used every year, with 5.5 million of them ending up in the ocean or landfill.

Animals are severely affected by plastic pollution. Every year, plastic kills 1 million seabirds and over a million sea mammals, turtles and fish. 100,000 sea creatures die just from getting tangled in plastic. Pollution is devastating to wildlife as the plastic takes hundreds of years to break down, meaning the amount of plastic in the ocean will keep rising, causing the number of animals killed to rise too. By 2050, scientists say the ocean will contain more plastics than fish. Plastic is cheap, easy to access and is used all around the world. The world's population is nearing 10 billion, meaning even more plastic will be produced if nothing is done to stop it.



The United Nations has recently said that by 2040, 80% of plastic pollution could be cut. The UN has discussed different things we can do to reduce plastic pollution. You don't need to be a leader to do this. Here are a few ways you can reduce your own plastic consumption:

- Use metal straws that can be reused instead of single-use plastic straws.
- If you go shopping, take a cloth bag instead of buying a plastic one. Even reusing a plastic bag a few times can reduce your plastic consumption. Reusable bags can be cloth, string or wicker.
- Pay attention and recycle your plastic waste correctly.
- Reuse plastic items or buy alternatives that don't contain plastic.
- Avoid using cosmetics that have micro-plastics. This is better for you and the environment.
- Switch your shampoo bottles for bars as this way you aren't throwing away empty plastic bottles regularly.
- Buy a reusable water bottle instead of buying a plastic one every time you are thirsty. This not only saves money, but massively reduces the impact on the world.
- Educate others around you.

Plastic pollution is one of the biggest threats to the planet. If enough people changed small things in their house, they'd make an enormous difference in the world. If nothing is done then in the future, all the animals in the sea will eventually die and plastic will slowly start to ruin all the natural beauties in the world. The future is in our hands.



They're here! They've arrived! The GCSEs are finally upon us...

Time is a funny old thing. What seems like it will take forever to finally get here – finally gets here – and it doesn't seem as if much time has passed at all.

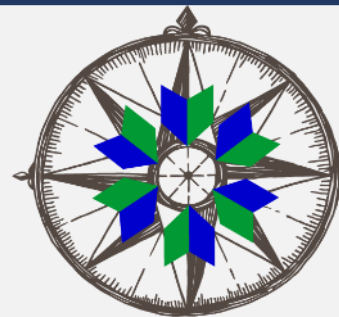
Or has it?

In the final assembly I reminded the year 11s of all the things they've done to get to this point. From Prep to Revision Conferences, to P7s, 8s, and 9s, Easter and holiday (and Saturday!) revision, Late Nights and everything else – it's been a lot!

The most important thing to remember, however, is that no matter how much (or how little) you've done to get to this point – each day still comes with a chance to make a difference. Each day dawns anew with a chance to shine. All you have to do, is do it!



BBG PATHFANDERS



#LEADTHEWAY

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!



PiXL
Power
to Perform

STICKY SALMON AND GINGER STIR FRY

**STICKY SALMON AND GINGER STIR FRY WITH PAK CHOY, RICE NOODLES.
SERVES 4.**

4 skin on salmon fillets, about 140g each
100ml hoisin sauce
1 tablespoon dark soy sauce
1 teaspoon sesame oil

METHOD:

Mix all the wet ingredients in a mixing bowl, to make a marinade. Place the salmon fillets in the marinade, turning them until completely coated. Set aside for at least 4 hours, ideally overnight.

Heat a large frying pan, skillet or even BBQ and sear the outside of the fillets, while you make the stir fry.

FOR THE NOODLES:

250g glass noodles, pre-soaked as per the packet
1 tablespoon vegetable oil
1 red chilli, deseeded and sliced
1 clove of garlic, peeled and crushed

Your own selection of peppers, carrots, onions, scallions, beansprouts, broccoli, green beans, bok choy, pak choy, baby corn, whatever veggies you love, just make sure they are all cut the same size so that they cook evenly.

METHOD:

Stir fry all the vegetables to your own taste, I usually go 6 to 7 minutes, starting with the harder vegetables first, adding a little splash of water, to get some steam going, before adding the softer ones, finally adding the soaked noodles and tossing over.

TO SERVE: Place the stir-fry in the bottom of a bowl with the salmon on top, simple!



WATCH
THE
VIDEO!



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

EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:

Gives a healthy energy boost, reduces stress levels and promotes brain function.

The best time to eat this dish: For lunch before an exam or a period of revision.

Reason: Salmon is an excellent source of protein which is rich in Omega 3s and B vitamins which work together to develop your brain function and lower your blood pressure. Pack your stir-fry full of vegetables which are high in vitamins and minerals as they will remove toxins in your blood stream, enhance your brain activity and are great stress busters.

STUDENT ACHIEVEMENTS



Grace Auty and her pony Diesel, took part in the first riding show of the year at South Bradford show ground on Sunday 7th May. The show attracts lots of equestrian enthusiasts from the local area and is a chance to display their horses and ponies in the show ring. This was their first outing as a team and the first time taking part showing 'in hand'.

In hand showing is an alternative to ridden showing and involves handling your horse on the ground to display their condition, fitness and movement. Each handler will stand the horse in front of the judge for an appraisal, before walking away and trotting back in a straight line, then showing off the paces in a longer trot along the ring. The judge then places the top 5 pairs and each place is awarded with a Rosette from 1st place down to 5th place.

Grace and Diesel placed 1st place in the Beginners Showing class which automatically put them into the Championship at the end of the show along with 10 other pairs. Grace and Diesel were then awarded the 'Beginners Rising Star' award. Grace was over the moon and Diesel behaved impeccably throughout. Roll on the next show!

This week BBG colleagues have been completing the pool safety and rescue course in preparation for our trip to France... if only we had known that Daisy Margetts was already an expert, she could have helped us pass our course!

Daisy has been swimming for the KAL academy for the last five years, and has now progressed to life-saving. She has just completed her Bronze Level 2 and 3 awards, and is already heading for her silver award



Daisy Todd, also of Year 7 has had a successful time this week too. She competed in the High Green Gymnastics Competition in Sheffield, and gained first place in vault, first place in floor routine, and first overall in her age category. I think we can tell from her picture how proud she is of herself!

Well done to all three year 7 girls- so proud of you all!

Artists OF THE WEEK



Maya Bull
Year 9



Rosa Hepworth
Year 9



Amber Ramm
Year 9

Designers OF THE WEEK



Ellie Holdroyd
Year 7



Wyatt McMillan
Year 7



Archie Firth
Year 7

Photographers OF THE WEEK

A photograph of Bailey Drewett, a Year 9 student, sitting at a desk with two computer monitors. He is wearing glasses and a school uniform. The left monitor shows a social media feed, and the right monitor shows a drawing application. He is looking towards the camera with a smile.

Bailey Drewett
Year 9

A photograph of Amber Ramm, a Year 9 student, sitting at a desk with two computer monitors. She is wearing a school uniform and is looking at the right monitor, which displays a 3D model of a plant. The left monitor shows a social media feed. She is using a mouse with her right hand.

Amber Ramm
Year 9

Star Bakers OF THE WEEK

A photograph of Fraser Burmo, a Year 7 student, in a school kitchen. He is wearing a white shirt and a dark blue apron, and is cooking with a spoon in a pan on a stove.

Fraser Burmo
Year 7

A photograph of Lexie Pennington Hunter, a Year 7 student, in a school kitchen. She is wearing a white shirt and a dark blue apron, and is cooking with a spoon in a pan on a stove.

Lexie Pennington Hunter
Year 7

A photograph of Scarlett Coubrough, a Year 10 student, in a school kitchen. She is wearing a white shirt and a green apron, and is holding a large bowl of food. In the background, a sign on the wall reads "No more what you... that... ability and tur...".

Scarlett Coubrough
Year 10

Contextual Curriculum

Year 8

In Media, students are exploring the reasons why similar migration stories are covered differently within Britain's press. To do this they are comparing the news stories covering Ukrainian refugees from 12 months ago to the news stories covering the evacuation of Sudan from this month. They will explore topics such as; "Why do we hear lots about one story but almost nothing of another?", "What sells news stories?" and "How has the political landscape changed over the past 12 months?". In doing so we are hoping that students will gain a better understanding of how the media can manipulate the information or the stories in which we hear/know off.



In History lessons students are exploring "Which migrants have come to Britain and how they have been treated", students will be examining Jewish Migration with an aim to understand the story of British Jews. Students will also study the British Mandate of Palestine in order to understand how migration and empire has led to conflict today.

1930 to 1960, Irish emigration flowed primarily to Great Britain. Mrs Sullivan's parents came to England and settled in Leeds. Her dad came to work on the roads when he was 16 and then through hard work built up his own successful civil engineering company. Her Mum, after going to Scotland age 15 to work on a farm, went to America age 18 to work as a maid before getting married in Ireland and moving to Leeds to become a housewife. However when Mrs Sullivan's Dad first came to Leeds he faced the following signs in some bed and breakfast places. However, one landlady was very welcoming and provided a place for him until he could afford to buy a house in Gildersome. Mrs Sullivan herself faced unkind comments and ignorance from people at school often referring to her family as being IRA terrorists just because they were Irish and Catholic.



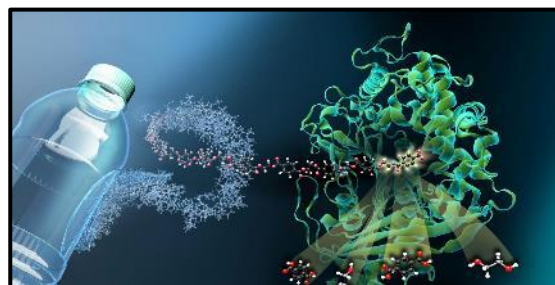
Geography



YEAR 9

This week our Year 9 students have been investigating the impact of global waste pollution, focusing specifically on plastic waste within our oceans. Students were shocked to discover that many seabirds have been found to have over 250 pieces of plastic in their stomachs, this was compared to us having the equivalent of 12 pizzas worth of plastic in our own stomachs.

Students then looked into four potential ways to deal with our growing waste problem: throwing waste into volcanoes, using worms to digest the plastic using new machines/robots and also burning the waste to create energy. We evaluated the advantages and disadvantages of the four strategies before finding out students thought burning the waste to create energy was the best idea moving forward.



YEAR 10

As part of our rivers topic we have been learning about the different strategies that can be used to help reduce the impacts of flooding along rivers. We have taken into account both hard management (expensive and man-made) options such as controlling water through dams and reservoirs and soft management (cheaper and more natural) strategies such as afforestation to soak up the water. Students were able to evaluate the different strategies, considering other advantages that the strategies offer alongside reducing flood risk. Following this, we are starting to consider flood management strategies in York and how they are helping to reduce the risk there.

YEAR 11

Our focus this week has been on Paper 1 preparation ready for our first exam on Monday. We are so proud of our Year 11 cohort and the hard work they are putting in, we know this will pay off for them!

Paper 1:

1. Natural Hazards (Earthquakes, Climate Change, Tropical Storms, Extreme Weather)
2. Living World (Hot Deserts + Tropical Rainforests)
3. Physical Landscapes (Coasts + Rivers)



YEAR 10: THE NHS

Year 10 have now completed their study of "Health and the People" with what is perhaps its most significant topic. Year 10 students have studied the creation and development of the National Health Service by investigating the role of individuals such as William Beveridge, the role of WWII and the role of government when the newly elected Labour Party delivered on their election promises. This story was concluded with consideration of the current challenges to the NHS.



1) Shortages of food during WWII led to LSCs (Local Education Authorities) extending free school meals and milk.

2) The Emergency Medical Service was set up to cope with the casualties of bombings especially in the Blitz. Hospitals with free treatment were placed under the Ministry of Health.

3) Children from inner cities were evacuated to rural areas. Many of the people who they stayed with were shocked by their deprivation and may have influenced attitudes towards the poor.

4) In 1941 the government asked the economist William Beveridge, to suggest ways to help the sick, unemployed, low-paid workers and retired people.

5) The 1942 Beveridge Report recommended that the government should provide a welfare state, taking charge of social security from the cradle to the grave. It should free people of the five great social evils: poverty, ignorance, squalor, disease and idleness.

6) The Beveridge Report became a best seller and sold over 100,000 copies in the first month. Over 400,000 were sold in the first year.

7) It became a banner for many people to access good medical care during the economic depression of the 1930s. There were up to a million people unemployed and government restrictions on health insurance contributions led to many failing to keep up payments.

8) Members of all political parties welcomed the Beveridge report with the exception of the Prime Minister, Winston Churchill.

9

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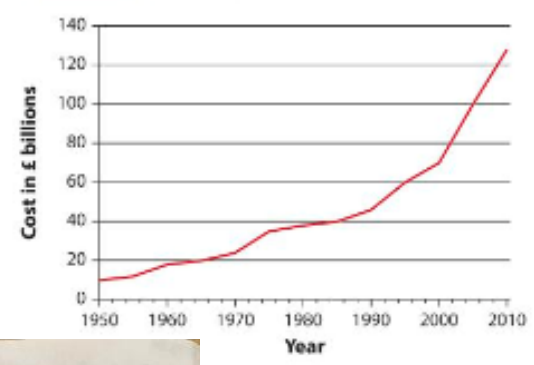
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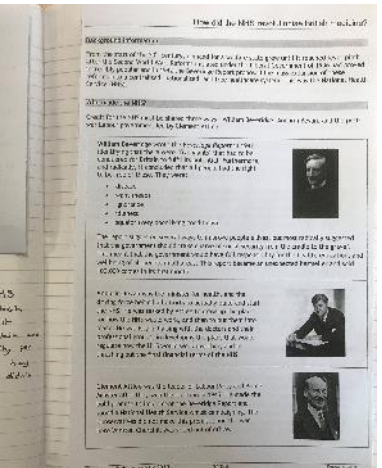
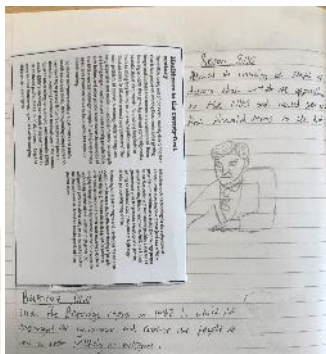
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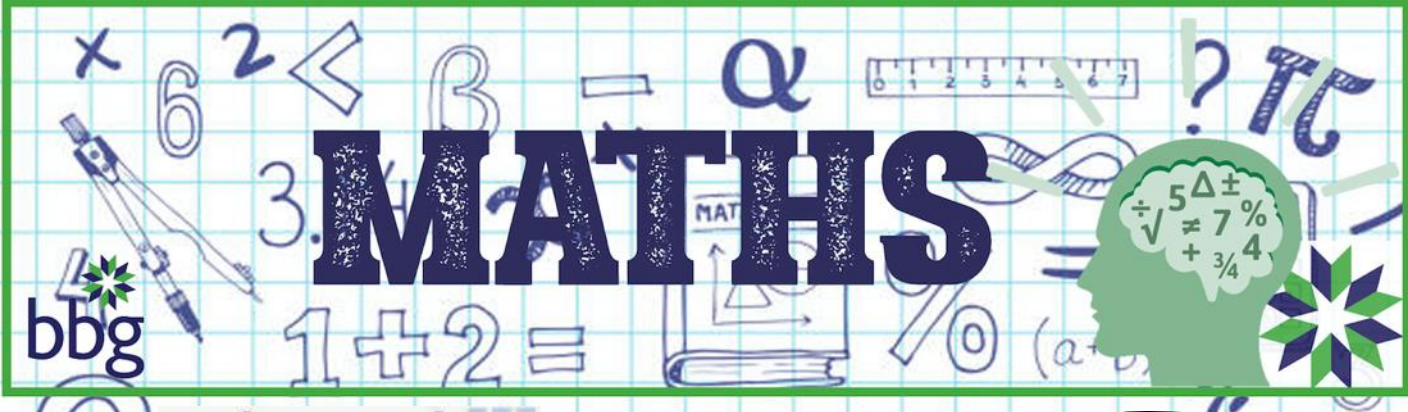


▼ SOURCE F The cost of the NHS, 1950–2010



Factor	Explain HOW this factor had improved British health	Note the effectiveness of this factor in improving the health of the British people (1= Very effective, 5= Ineffective). Make sure you explain your answer.
The World Wars	The poor state of adults and children both in and out of war was deplorable, this caused people to demand the government back their people better.	2, Although it was what eventually led to the NHS being created, at the time the government didn't do anything about these complaints.
The Beveridge Report	After William Beveridge published his report a lot more people started to take notice and prompted the new Labour government to introduce the NHS.	3, This report led to the founding of the NHS, but it didn't directly help people.
The Welfare State	The Labour Government set up the NHS, offering free health care to everyone, rapidly increasing life expectancy and decreasing the death rate.	5, When the NHS was first built it was completely free for everyone and made a big difference.
The NHS	Aspirin Borden was hired as the one to introduce the NHS, people now had free healthcare, however since then people have now had to pay for the NHS.	4, Great Service that provides free care healthcare, however due to the rapidly increasing





Year 11 Revision Websites

There are so many resources available on the internet.
Here are some of our favourites.

We use Edexcel exam board. If your teacher is Mrs Hammond, Mr McAulay, Mrs Norrrington or Mrs Brazier you will be taking the Higher paper. All other classes are taking the Foundation paper.



onmaths

<https://www.onmaths.com/>

This website has practice papers that you can complete online.



ExamQ

<https://www.examq.co.uk/>

This is a website where you can search for certain topics and then find exam questions on that topic.

The first exam is finished!

Calculator all the way now.

Paper 2 7th June

Paper 3 14th June



Mathsgenie

<https://www.mathsgenie.co.uk/>

This website has many practice papers that you can download. Also it has a section that is graded so that you can find work and answers on specific topics.



Corbettmaths

CorbettMaths

<https://corbettmaths.com/>

This website has all sorts of resources and great videos.



The GCSE Maths Tutor ✓

@TheGCSEMathsTutor

166K subscribers

The GCSE Maths Tutor

<https://www.youtube.com/c/TheGCSEMathsTutor/videos?app=desktop>

This a great YouTube channel that has many exam paper 'walk through' videos.

You've revised and are ready...



just smile and wave boys, smile and wave



In addition, there are Sparx and Hegarty (whichever your teacher uses) which have many videos and practice questions.



Proud to be a

Sparx Maths School

This week these students have moved up an XP level on Sparx.
Well done & keep up the hard work.

Sparx Superstars

Student Name	XP Level
Harry Goulding	2
William Pennington	2
Layla Formoy	1
Musa Mayet	1
Oliver Huntington	1
Phoebe Rogerson	1
Subhaan Ali	1
Charlotte Robertshaw	1
Ethan Emmott	1
Yannick Wolf	1
Joe Lingard	1
Aimée Richards	1
Ella Johnson	1
Sienna Dhillon	1
Kara Healy	1
Oliver Wallhead	1
Jack Barber	1
Daisy Margetts	1
Michelle Tella	1
Lacie Smith	1
Emily Wright	1
Josh Gall	1
Harry Jones	1

Student Name	XP Level
Elle-Mai Clough	1
Lucy Dodsworth	1
Chloe Lambton	1
Tom Goodyear	1
Will Makin	1
Alfie Watson	1
William Crossley	1
Jaymes Frost	1

Symmetry in nature



BBG Year



STARS OF THE WEEK



SOPHIE TAYLOR
For gaining confidence
and improving
organisation



MARIIA SEMYRYKOVA
For being inquisitive, kind
and polite



CHARLOTTE NORRINGTON
For improved social
confidence



ISLA RUSH
For empathy and
emotional intelligence

**CONGRATULATIONS
TO YOU ALL!**



PHOEBE ROGERSON
For quiet confidence and
hard work



GRACE KENNEDY
For trying hard and
facing her difficulties



ARRAN TOBIN
A fantastic all-rounder!



CERTIFICATES AWARDED TO



Happi Ainsworth

Outstanding achievement winning the art award. Aside from that Happi is making great progress in all areas of school. Well done Happi.



Rebecca Docherty

Rebecca has had a fantastic few weeks at school. I have noticed an improvement in her attitude, work ethic and behaviour. She is making some brilliant progress in her lessons.



Ruby Skukowski

Ruby is a polite, well mannered and mature student. She has an outstanding work ethic and this means she is making good progress in her learning. Well done Ruby.

YEAR 9



STARS OF THE WEEK



FREYA WRIGHT

Is an absolute delight to have in the form. She is involved with small group discussions around our form time curriculum and is an incredibly polite member of the form.



CHARLIE WALMSLEY

Always one of the first in class. Polite and gets involved in form time discussions. A credit to 9.2. Well done!



SADIE CARNEY

Working hard in all lessons and being helpful in form. Excellent attitude to learning.



NATHAN BROMLEY

Producing a great piece of art for the Italian Art Competition





STARS OF THE WEEK

EMILY ENGLISH, ELLIS PEARSON AND THOMAS KEATING



Has been working consistently hard since the last set of mocks to improve and has shown maturity in her approach to revision.

Has shown a conscientious attitude in regards to revision by actively seeking support from members of staff to help himself improve.



Tom's engagement in class has been fantastic recently! He has clearly been revising and tries his best to assist others while we work through revision tasks.



College Open Event

Sat 20 May 2023
10AM - 1PM

Leeds
College of
Building

C+K



An invitation to our
Get Inspired Events 2023

Thursday 5 October

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

Wednesday 11 October

Dewsbury Town Hall Wakefield Old Road, Dewsbury, WF12 8DG

4.30 -

7.30pm

TWEETS of the WEEK



BBG Academy @BBGAcademy · 1h

BBG colleagues have joined others from across the @RodillianMAT over the last few weeks to train in water safety and rescue in preparation for our France trips. Mr Nodder from @braytonacademy1 was our casualty for bandage practice this morning!



Jo @dinkydoo_ · May 14

All the hard work paid off for Daisy today at High Green gymnastics competition in Sheffield. 1st on vault, 1st on floor routine and 1st overall in her age category 🏆🏆 She's a very happy girl 😊 @BbgYear7 @BBGAcademyPE



Vicky Hathaway @hathaway_v45352 · May 14

@BBGAcademy Ruby Ward and her pony Albert competing in the kings garden at Royal Windsor horse show on Thursday! Words cannot describe how proud we are of both of them!!



Mr Laycock @LaycockArt · May 16

Year 9 doing an amazing job on their microscopic insect paintings. @BBGAcademy



BBG Academy @BBGAcademy · May 15

Well done Mr Slack 🏆🏆

Miss C Sutcliffe @MissCSutcliffe · May 15

Not a Netball tweet 😊 Well done @MrASlackPE in your Cup Final 🏆 #ProudWife 💙💙💙

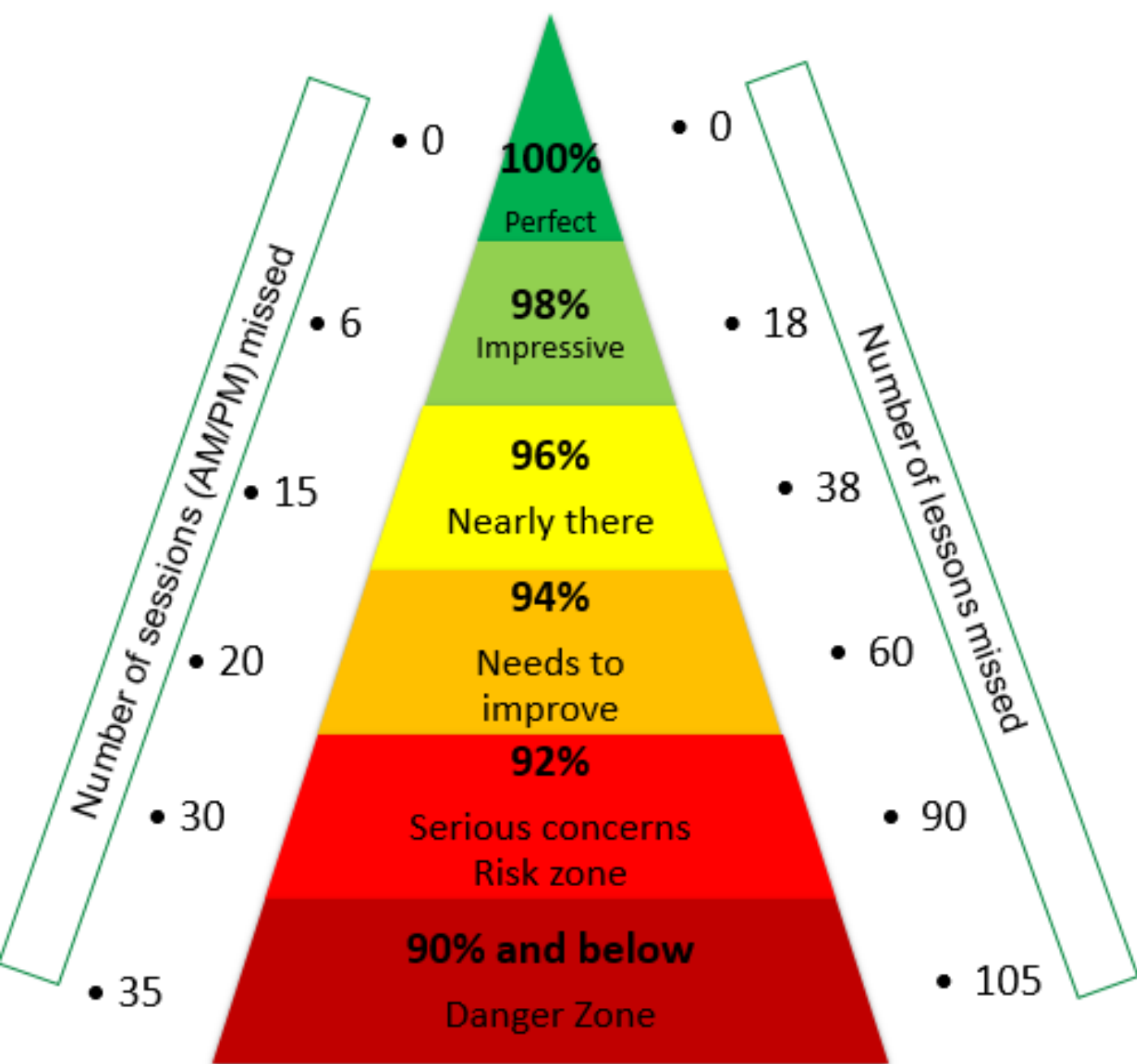


BBG Academy @BBGAcademy · 19h

Year 7 are learning the importance of road safety through a performance from @theriotactuk #KeepYourselfSafe #TeamBBG 💙💚💙



Attendance Matters



Maximise your potential – attend everyday

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

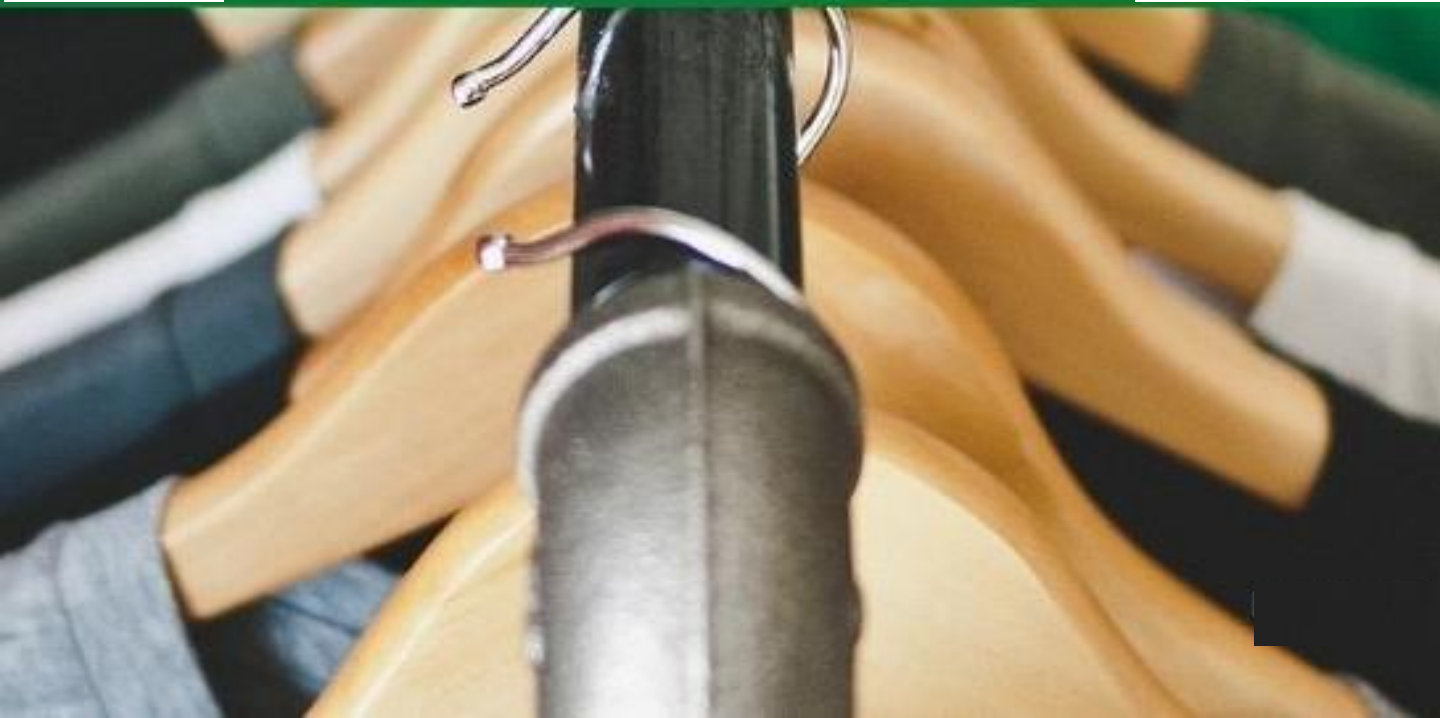
Significantly above national average progress
Above national average progress
National average progress
Below national average progress
Significantly below national average progress
Very significantly below national average progress

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**





My mates
have fallen out with
me.



I'm stressed
about exams.



Things are
tough.

We are here to listen.

Whatever your worry, tell someone if you want to talk.
We have trained staff who are here to listen. Email
them directly at:

Tellsomeone@bbgacademy.com

#TEAMBGG





**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 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



www.nationalonlinesafety.com
Twitter: @nationalonlinesafety

Call: 0800 368 8061
Facebook: /nationalonlinesafety

Email: hello@nationalonlinesafety.com
Instagram: @nationalonlinesafety



**TOO MUCH
TECH TIME?**

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

**JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK**

#TEENSLEPMATTERS



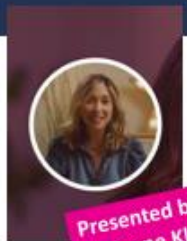
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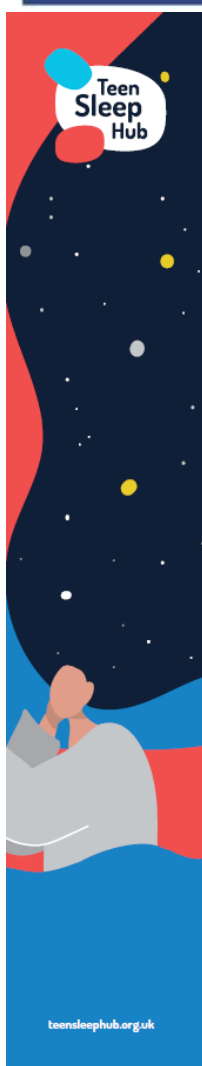
**National
Online
Safety**

**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
Mylene Klass**



**Teen
Sleep
Hub**

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 particular 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 normally 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

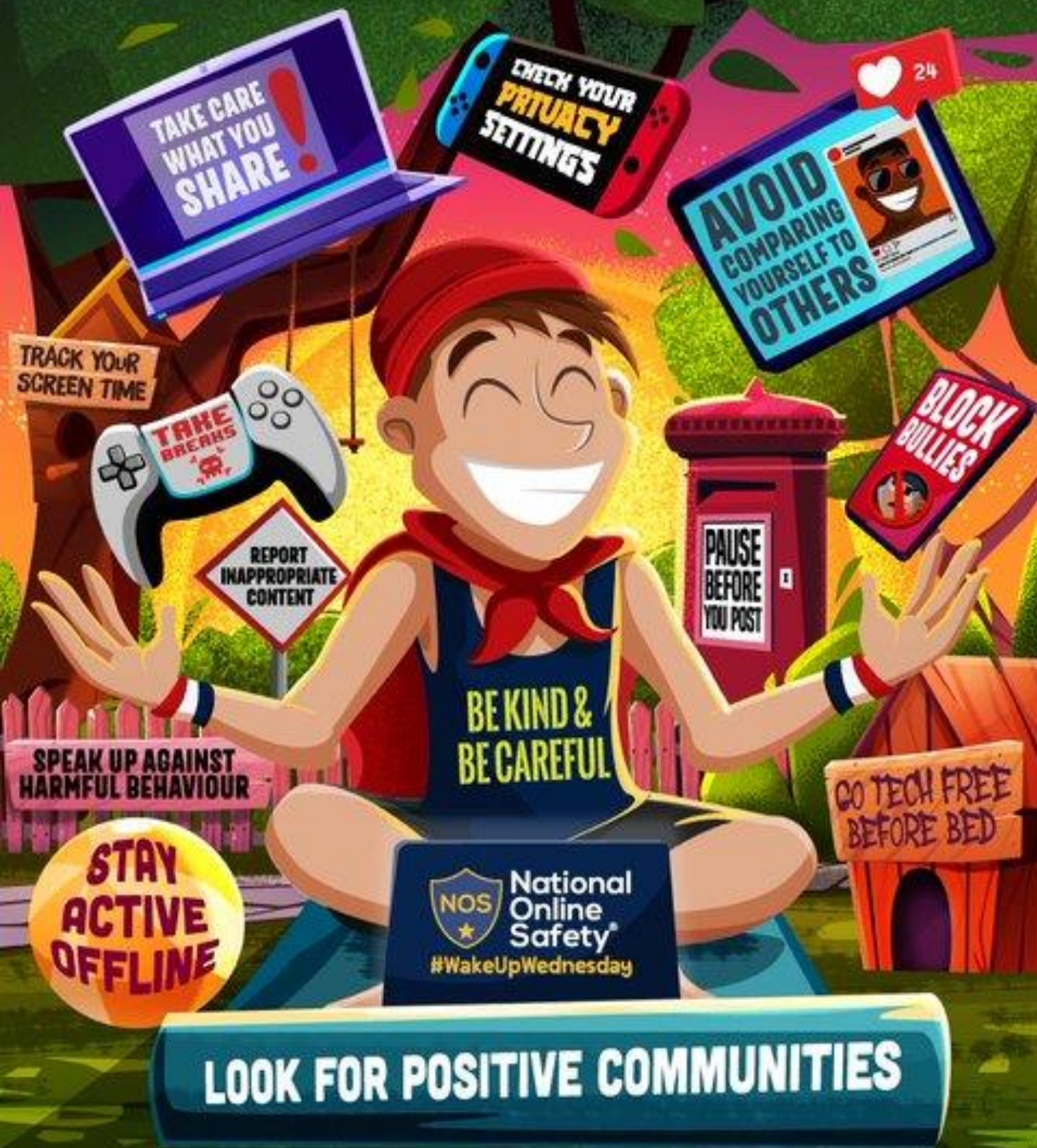
**Lisa Artis
Deputy CEO
The Sleep Charity**

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info@thesleepcharity.org.uk | thesleepcharity.org.uk | +44 (0) 1302 751 405
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Looking After Your **WELLBEING ONLINE**

We all know that taking care of our minds and bodies is essential to keep us feeling happy and healthy. The thing is, we spend so much of our time online these days that it's also important that we remember to look after ourselves in the digital world, too. Our poster has got some simple but useful tips for supporting your wellbeing while you're gaming, on social media or just using the Internet.





SPORTS STAR OF THE WEEK



Robert Lowe

Robert had an outstanding cricket lesson this week, he impressed with the bat, and in the field. Well done Robert, great work.



Alexander Rushworth

Alexander impressed this week with his ability in Cricket. His knowledge and game understanding were excellent and he became a leader within the lesson.



Arabella Coubrough

Fantastic encouragement of others in rounders.



Roisin Sugden

Fantastic encouragement of others in rounders.



SPORTS STAR OF THE WEEK



Gaby Rowan

Fantastic
encouragement of
others in rounders.



Tiana McCue

Great effort levels in
GCSE PE P0s



**Logenn Brown-
Hache**

Great effort in PE and
applied resilience in
recent weeks.



Isaac Prouse

Great effort and progress
in PE in recent weeks



SPORTS STAR OF THE WEEK



Jude Cain

Great effort in PE,
always shows good
sportsmanship



Oscar Hills

Showing great
determination and
resilience in all activities



Maja Kacprazak

Great effort in Rounders



Daisy Watts

Demonstrated great
batting skills in Rounders

EXTRA CURRICULAR TIMETABLE SPRING TERM 2023

MONDAY

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Years 7-11	All PE colleagues	Changing room meet
2.30-3.30	Basketball	Years 7 - 8		
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 (Catering Manager)	Booked students only
2.30 - 3.30	Library	Years 7 - 11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

2.30-3.30	Rugby	Year 8		
2.30-3.30	Table Tennis	Years 7 - 11		
2.30-3.30	Cricket	Years 7-10		
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 (Invite Only)	Mr. Suggitt	F13
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 9 - 11		
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	'Step Up to Post 16' theoretical approaches to Literature.	Year 11	Mrs Voyce	G46
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	Rounders	Year 7-9	PE colleagues	Changing room meet
2.30-3.30	Athletics	Years 7 - 11		
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