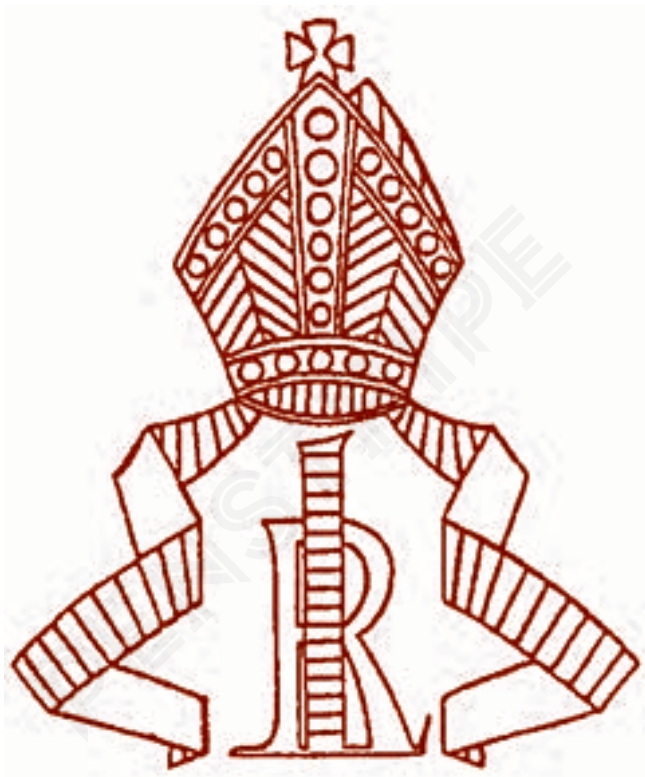


# BISHOP LUFFA SCHOOL

*Always our best because everyone matters*



## STUDENT PLANNER 2025-26

Student Name .....

Tutor Group .....

*I have come that you may have life: Life in all its fullness*

from John 10:10

## **ALWAYS OUR BEST BECAUSE EVERYONE MATTERS**

With the shared involvement of every individual,  
we aspire to be a confident outward-looking Christian community  
in which every member

- enjoys creative, dynamic and reflective learning
- is supported, challenged and equipped for the future
- values and takes responsibility for themselves and others
- relies on and builds support and lasting relationships

Centre No:                      Exam Number

65407

.....

Printer Code:                      .....

***I have come that you may have life: Life in all its fullness***

from John 10:10

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# ABOUT YOUR PLANNER

This planner is more than a homework diary. It is designed to help you to:

**Plan** your work

**Manage** your time

Record **your achievements**

Review and reflect on your **progress and development**

Set Targets **for improvement**

## **All this is up to YOU...**

Your planner will only be of benefit if you **use it** and keep all the sections **up to date**.

Your teachers will help you with some of the details but really **it is up to you** to include information which is important to you.

Remember to record things which you have achieved both in and **out of school**.

When planning work make sure that you fully **understand** what you have to do - if not then ask your teacher.

The information you write down will be essential to completing your **Annual Record of Achievement**. If you do not keep this record or if you lose the planner then it will be difficult to produce a personal statement which does you justice.

Your planner is a means of communication between you, your form tutor, your teachers and your parents/carers.

**Make sure that your parents/carers see your planner and sign it every week.**

**Take pride in this planner – do not doodle on it or deface it in any way**

## STUDENT INFORMATION:

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

Form Tutor: \_\_\_\_\_

Head of House: \_\_\_\_\_

Wet Weather Area: \_\_\_\_\_

Exam Centre Number 65407

Exam number \_\_\_\_\_

## GENERAL INFORMATION:

Head Teacher: Mr A Hindman

School Address: Bishop Luffa School  
Westgate  
Chichester  
West Sussex  
PO19 3HP

Telephone: 01243 787741

Website: [www.bishopluffa.org.uk](http://www.bishopluffa.org.uk)

## TIMES OF THE SCHOOL DAY

08.00	Warning bell for Registration/Assembly
08.05 – 08.25	Registration/Assembly
08.25 – 09.25	Period 1
09.25 – 10.25	Period 2
10.25 – 10.41	Break
10.45 – 11.45	Period 3
11.45 – 12.45	Period 4
12.45 – 13.25	Lunch
13.30 – 14.30	Period 5

### Equipment List : be ready to learn:

#### ***Essential equipment you need to bring with you to every lesson:***

This planner, a pencil case containing black pens, green pens (for proof reading and responding to teachers' comments on your work), pencils, highlighters, a ruler, an eraser, a pencil sharpener, a glue stick, some pencil crayons, pen for use on your whiteboard and a reading book. If you have scissors they are to have curved ends and be no longer than 5cm. Scissors must be kept in your school bag and not on your person.

For Maths you will also need a protractor, a compass and a calculator.

Keep a reading book in your bag.

For staying hydrated - which is essential for effective learning - you need a reusable drinks bottle for water.

A minor offence is recorded if you don't bring the correct equipment to lessons. Teachers responding to requests for pens etc. hold up other pupils' learning and this is not acceptable.

# TERM AND HOLIDAY DATES 2025-26

## AUTUMN TERM:

**Students commence:** Thursday 4 September 2025  
(Years 7 and 12 only -  
Induction Day)  
Remainder of school start on  
Friday 5 September 2025

**Students finish:** Friday 19 December 2025

**Half term:** Monday 27 October to  
Friday 31 October 2025

**INSET DAYS\*:** Wednesday 3 September 2025  
Friday 28 November 2025

## SPRING TERM:

**Students commence:** Monday 5 January 2026

**Students finish:** Friday 27 March 2026

**Half term:** Monday 16 February to  
Friday 20 February 2026

## SUMMER TERM:

**Students commence:** Monday 13 April 2026

**Students finish:** Wednesday 22 July 2026

**Bank Holiday:** Monday 4 May 2026

**Half term:** Monday 25 May to  
Friday 29 May 2026

There are three remaining INSET days, which will be confirmed at a later date.

**\* Inset days may be subject to change**



# OUR SCHOOL VISION

We believe in living a full life based on love and respect

which is why we commit to give

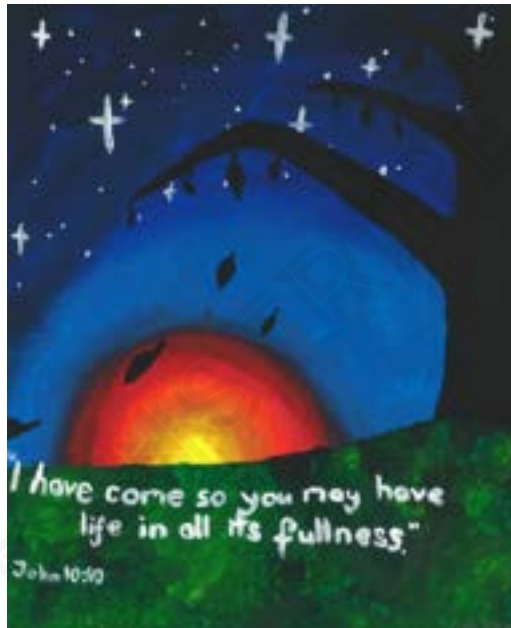
## **ALWAYS OUR BEST BECAUSE EVERYONE MATTERS**

***Jesus said, "I have come in order that you might have life***

***– life in all its fullness." from John 10:10***

Bishop Luffa School seeks to show what

'life in all its fullness' means



*designed by a previous Year 9 student*

### **Our Bishop Luffa Clergy Team who will be working alongside us:**

Reverend Paul Collins / Dan Thompson	Year 7
Mother Jess Reid	Year 8
Reverend Andy Morgan	Year 9
Reverend Jo King	Year 10
Pastor Bruno Kondabeka	Year 11
James Baron	Year 12
Reverend Alison Green /	Year 13
Reverend Tim Ward	

## SOME PRAYERS FOR YOU TO USE

### ***The Lord's Prayer (contemporary version)***

*Our Father in heaven, hallowed be your name,  
your kingdom come, your will be done,  
on earth as in heaven.*

*Give us today our daily bread.*

*Forgive us our sins,*

*as we forgive those who sin against us.*

*Lead us not into temptation, but deliver us from evil.*

*For the kingdom, the power, and the glory are yours now and  
for ever. Amen*



### ***The Grace***

*The Grace of our Lord Jesus Christ, the love of God  
and the fellowship of the Holy Spirit, be with us all evermore.  
Amen*

### ***The Prayer of Saint Richard of Chichester***

*Thanks be to thee, my Lord Jesus Christ, for all the  
benefits thou hast given me,*

*for all the pains and insults thou hast borne for me.*

*O most merciful redeemer, friend and brother,*

*may I know thee more clearly,*

*love thee more dearly, and follow thee*

*more nearly, day by day. Amen*



In Year 7 students are often given a pocket sized New Testament. This has further guidance for readings and prayers.



The Quiet Place is a special place in our school which is used for prayer and reflection and other learning activities.

# **SPIRITUAL DEVELOPMENT**

## **Bishop Luffa School –**

### **A Christian Community in action**

#### **What is spirituality?**

Spirituality is expressed in our relationships with:

Myself – in the past, at the moment and in the future

Others – family and friends, peers, neighbours and community

Society – local, national and global

God – as creator, redeemer and sustainer

#### **What do we do?**

Christian spirituality is lived, not simply studied.

It is found in the focus of relationships

- as we study together and make individual progress
- opportunities arise in worship, fundraising, organised activities and how we encounter opportunities through the school day
- in the different curriculum subjects
- in our day to day relationships and interactions

Particular opportunities to explore spirituality include:

- Tutor Time Connect Daily
- Assemblies
- House activities and working with your House charity
- Year group Eucharists
- Engaging with the work and aims of our whole school charity, Grassroots
- Christian Union and many other clubs/extracurricular activities
- Artwork and displays around school, including the Wall just outside the Bartlett Hall offering ways to reflect, publicise, celebrate and fundraise
- Opportunities to meet and talk with Father Phillip, our chaplain, or your clergy team member in tutor time and lessons

#### **Why do we do it?**

Our Vision means valuing and supporting opportunities for Christian spirituality. This is key to our successful work in school and living life in all its fullness.

## Collective Worship opportunities

Being properly informed enables each person to make the best decisions for himself or herself. Therefore, we do our best to help everyone to have a well-informed position, for them to make their own personal decisions about God, faith and belief:

- Around the school there are Christian **symbols and statements** to inspire thought.
- **Year Assembly.** Year assemblies are quite formal. They include music, a talk about the way faith can be applied to life, and opportunities for reflection and prayer.
- **House Assembly.** Students describe House assemblies as having a 'family nature'. These assemblies focus on the life of the House, and also include input that helps students to appreciate Christian values.
- **Year Eucharists** (a communion service with bread and wine, one per year) are a special time to come together. Students co-plan their year group Eucharist. All students who normally receive bread and wine at their own place of worship can receive at this service. Many other students choose to come forward for a blessing.
- **Virtual Whole School Assemblies**, which take place regularly, usually on Monday week B - these are times for us to communicate, pray and reflect together as a whole school community.



# connect

'The Connect programme' takes place in Tutor time through the week. Tutors and students lead this worship. In line with 'Always our best because everyone matters', students are encouraged to contribute Connect programme ideas and adapt what is provided to develop these worship opportunities.

# **HOMEWORK**

## **NOTES TO STUDENTS**

You must:

- Ask your teacher for help if you are not clear about the homework task before you leave the lesson.
- All homework will be recorded on Arbor but please still include a brief note in your planner as to what the homework is.
- Note when the homework is due in.
- Do each subject's homework on the correct night. Always hand in your homework on time.

Helpful hints:

- Take time and care with your homework and avoid distractions.
- Get into a routine of doing homework at the same time each day and as soon as possible after it has been set so that the learning in the lesson and homework instructions are still fresh in your mind.
- Tell your Form Tutor if you are having any difficulties with managing your homework.

## **NOTES TO PARENTS AND CARERS**

It is important that children get into the habit of completing homework thoroughly from Year 7. As students move up through the school the homework demands will increase. It is helpful if you can take an active interest in your child's homework. It is important that they have a quiet area in which to work. Please check each evening that homework has been completed and sign the planner at the end of each week. Please also download the Arbor App to support you in keeping track of homework set and due dates.

Please contact your child's subject teacher if you are concerned over any aspect of homework in a particular subject, or your child's Head of House if there are more general homework concerns.

## **TIME ALLOCATED TO HOMEWORK - PER SUBJECT**

Year 7 – 20 minutes per subject

Year 8 – 30 minutes per subject

Year 9 – 30 minutes per subject

Year 10 – 40 minutes per subject

Year 11 – 50 to 60 minutes per subject

# **RULES FOR LEARNING IN THE CLASSROOM**

## **Respect yourself by...**

- remembering your equipment and looking after it
- completing homework on time
- participating actively in class
- staying in your seat, except in designated activities
- always trying your best
- listening when others are speaking
- arriving to your lessons on time

## **Respect your environment by...**

- caring for school property and displays
- leaving the classroom as you would like to find it
- not chewing gum
- placing litter in the bins provided

## **RULES FOR MOVEMENT AROUND THE SITE**

- always walk inside the buildings – do not run
- walk on the left in two-way corridors
- follow the one-way systems
- never push / barge other people
- do not eat between lessons
- do not go to lockers between lessons, only at break and lunchtime
- wear a blazer at all times

# CODE OF CONDUCT

At Bishop Luffa our Code of Conduct is based upon the belief that thoughtful behaviour, determination to give our best, courtesy and good manners are what we all want.

Therefore:

Behave in a way which will not cause distress, danger or discomfort to others. Make it **your** responsibility to see that others are treated kindly. See the Anti-Bullying Policy.

Try to use the Restorative Approaches (RA) skills you have learnt in PSHE to resolve any conflict and restore friendships.

Listen carefully to what others have to say. Speak respectfully to each other and consider the feelings and views of others.

Work to the best of your ability **always** and help to create an atmosphere where others can give their best too.

Be truthful and tolerant at all times, even if it is difficult.

Care for our school environment and make it a pleasant place for us all to enjoy. This means disposing of litter thoughtfully, keeping walls and furniture clean and unmarked and taking care of displays of work.

Start and end lessons in a punctual and appropriate way and arrive with all necessary equipment.

Respect and do not interfere with other people's belongings. Don't borrow or take them without first asking permission to do so.

Move quietly around the school. This means never running, barging or shouting, but being ready to help others by opening doors, and standing back to let others pass. In crowded corridors **keep to the left** and follow the one-way systems. Do not loiter in toilets.

Think about how you present yourself both in and out of school. Dress tidily and in full school uniform at all appropriate times.

Queue for buses in a safe and orderly way. Out of school, travelling on buses, walking/ cycling locally or with a school group, always remember that yours and our school's reputation depends on the way you behave. Be thoughtful. We can all play a part in making sure that our school remains respected and valued.

Care for yourself and others. Cigarettes, vapes, matches, illegal drugs, alcohol, fireworks and any item or substance that could be dangerous or injurious to health are NOT allowed on our premises.

Respect our environment

Respect other people

Respect yourself

# REWARDS & SANCTIONS

Our **reward** system is a ladder that you can move up or down, and each stage is linked to other stages in the system.

- In class, the teacher will verbally praise you for good work in, or contributions to, the lesson.
- You can receive formal recognition of good work and effort through being awarded House Points.
- House Points can also be awarded for effort in homework and contribution to community.
- Students in Years 10 and 11 may receive House Colours. These are awarded for excellent effort, behaviour and conduct, as well as outstanding contributions to House, school and extra-curricular activities, and showing leadership and initiative qualities. You also need a history of commended ROAs.
- A very small number of students go on to achieve School Colours, awarded for all of the categories for House Colours and for excellent achievement in school work.
- Students will be awarded certificates for accumulation of House points for both subjects and their overall total. Students will also be awarded certificates for accumulation of House points for community.
- Each term the top students in a Year Group will be rewarded for their individual achievement with House Points.

Our **sanction** system is also a ladder that you can move up or down.

## In class behaviour:

You deserve disruption-free learning every minute of every lesson.

- Your teachers expect the best of you.
- Your behaviour impacts on the learning of yourself and others.
- Your teacher will warn you if your behaviour is a concern.
- You will always have the opportunity to respond to this warning and make better choices.
- If your choices do not improve, you may be asked to move seats.
- If your choices are extremely poor, you may have to be removed from your lesson to prevent further disruption.

## Minor offences:

You will be notified of these on Arbor and they include: chewing gum, lack of equipment, incorrect uniform, incorrect shorts, jewellery, failure to bring equipment. The accumulation of 5 minor offences leads to a lunchtime detention. Accumulation of minor offences is over a 1 month period.



### **Late/punctuality:**

- Being late to lesson will be recorded on Arbor. After three offences you will be set a lunchtime detention.

### **PE kit:**

- On the first instance for not bringing in your kit, or an item of clothing, you will receive a minor offence notification. On the second instance a 15 minute detention during a break time. On the third occasion a 30 minute after school detention will be issued.

### **Sanctions:**

- Failure to attend a 20 minute lunchtime detention will lead to a 40 minute lunchtime detention.
- Failure to attend a 40 minute lunchtime detention will lead to a school detention

### **Homework:**

- If you do not do your homework, you will normally complete a 30 minute detention after school.

### **Next steps:**

- Persistent infringement of these rules, or an accumulation detentions could lead you to be placed 'On Report' by an individual subject teacher or by your Head of House for all lessons. Additionally, you may be taken to Mr Topley, Mr Jackson, Mrs Watson, Mrs Faulkner, Deputy Heads or Head Teacher, to discuss your behaviour.
- Failure to attend an upscaled one hour detention will normally lead to a school detention
- More serious misbehaviour can lead to a period of time in internal exclusion.
- For very serious offences you can be suspended from school for a short period. Thankfully, this only happens to a very small number of students each year.
- Very occasionally, students can be permanently suspended from school for very serious offences, e.g. bringing illegal drugs into school.

### **Bishop Luffa Drugs Policy**

- If a student is found in possession of illegal drugs or unauthorised or intoxicating substances, it will normally result in them losing their place at the school. For the safety of all members of our school, be sure you are clear about our Drugs Policy.

Signed (student) .....Form.....

# As a School We Pledge to Stop Bullying and Discrimination

At Bishop Luffa School we believe that everyone should experience a full life. You can only do that if you feel safe at school and comfortable with the people around you. The next three pages look at some of the things that can go wrong in schools and in society as a whole. They are: sexual harassment, homophobia, racism and bullying. These are all types of discrimination and stop people feeling valued by their community.

## Sexual Harassment

The Citizen's Advice service have tried to make it clear what sexual harassment is. You can find more at [citizensadvice.org.uk](http://citizensadvice.org.uk). Here is their definition:

Sexual harassment is unwanted behaviour of a sexual nature which:

- violates your dignity
- makes you feel intimidated, degraded or humiliated
- creates a hostile or offensive environment

Sexual harassment can include:

- sexual comments or jokes
- physical behaviour, including unwelcome sexual advances, touching and various forms of sexual assault
- displaying pictures, photos or drawings of a sexual nature
- sending emails with a sexual content

At Bishop Luffa School we will not tolerate sexual harassment and are committed to educating our students so that they understand what sexual harassment is and the harm it can cause. If you have experienced sexual harassment, you can report it using the email address:

[TheLockerRoom@bishopluffa.org.uk](mailto:TheLockerRoom@bishopluffa.org.uk). This is run by a group of students who will report all concerns to senior staff.

If we believe that 'everyone matters' at Bishop Luffa School, then we all have to unite against sexual harassment and sexist behaviour.

# **RACISM, HOMOPHOBIA AND BULLYING WILL NOT BE TOLERATED AT BISHOP LUFFA**

## **WE ARE AN ANTI-RACIST SCHOOL**

- We believe that all people should be treated equally. We will not tolerate language or behaviour that singles someone out because of the colour of their skin. We ask all of our students to challenge racism when they see it.

## **HOW DO I CHALLENGE RACISM?**

- Speak to your Head of House immediately. You can also use our designated email address: [reportracism@bishopluffa.org.uk](mailto:reportracism@bishopluffa.org.uk). All reports to this address are reviewed by the Student Council.
- Racist incidents are also reported to the Directors of our School. If 'everyone matters' at Bishop Luffa School, then we must consider how our words and actions will affect other people.

## **WE ARE AN ANTI-HOMOPHOBIC SCHOOL**

- We will not tolerate language or behaviour that single people out.

## **HOW DO I CHALLENGE HOMOPHOBIA?**

- Speak to your Head of House immediately. You can also use our designated email address: [reporthomophobia@bishopluffa.org.uk](mailto:reporthomophobia@bishopluffa.org.uk)

## **ANTI-BULLYING POLICY**

Our aim is to make Bishop Luffa a school free from bullying. In order to achieve this your School Council and teachers have worked hard in order to create our Anti-Bullying Policy in order to deal with ANY incident of bullying.

### **BULLYING IS:**

any deliberate behaviour which causes distress or hurt to another person, whether physically, mentally or emotionally.

### **BULLYING INCLUDES:**

- persistent name calling and use of offensive language
- cyber bullying: use of mobile phones and the Internet to intimidate and scare, for example use of online petitions of hatred, texts and social networking sites, such as Facebook, Twitter, YouTube, Snapchat, Instagram, MSN, Ask.fm, WhatsApp
- any forms of discrimination towards others, for example the use of homophobic language, racism or sexist comments
- persistent staring in an unfriendly way
- victimisation, picking on people and putting people down
- spreading malicious rumours

- making sure someone feels left out
- threatening or unpleasant behaviour
- getting others to threaten for you
- actual physical violence
- persuading and manipulating someone to do something they don't want to do. You may think that getting someone to give up their sweets, crisps or lunch money isn't bullying, but it is.

## **WHAT CAN WE ALL DO ABOUT BULLYING?**

REPORT IT      If you are being bullied

REPORT IT      If you are a witness to bullying

## **WE MUST ALL TAKE RESPONSIBILITY FOR REPORTING WHAT CAN WE ALL DO ABOUT BULLYING?**

- Report it to your Tutor, Head of House or any other person you feel you can trust.
- A friend could report it for you. You choose.
- If it is happening to YOU or you have WITNESSED it happening to someone else, you could write a brief account of the incident that has taken place, give your name and post it in an envelope into the red letterbox outside the library addressing it to the member of staff you want to share it with.
- Email: [reportbullying@bishopluffa.org.uk](mailto:reportbullying@bishopluffa.org.uk)
- Don't be afraid to ask for help. It will NOT get worse if you tell. Action will always be taken.

## **THE BULLY CAN EXPECT ANY OF THE FOLLOWING**

- to be challenged by all staff and a warning from the Head of House and/or Mr Topley / Mr Jackson / Mrs Watson / Mrs Faulkner
- that their parents will be informed
- be placed on Red Report and other school sanctions
- to be counselled about their behaviour
- to meet their 'victim' and engage in a restorative meeting (if the victim agrees to the meeting)
- IN SERIOUS OR CONTINUING CASES, TO BE PERMANENTLY EXCLUDED FROM OUR SCHOOL

## **THE VICTIM CAN EXPECT**

- confidentiality
- immediate action to be taken
- the bullying to stop
- support and understanding with the offer of a mentor
- to be consulted about any action taken
- checks to be made to make sure that the bullying has stop

## **BULLYING WILL NOT BE TOLERATED AT OUR SCHOOL**

## SCHOOL RULES - SUMMARY

- Follow the Code of Conduct.
- Follow the anti-bullying policy.
- Follow Discipline for Learning.
- Mobile phones must be switched off and put away on between 8am and 2.30pm.
- Keep to the left when moving around inside the building.
- Keep to the one-way systems and do not pass 'No Entry' signs.
- Do not run in corridors or classrooms.
- Play ball games only on H-block playground and the field (small balls only, up to a maximum size 3).
- Do not bring dangerous, anti-social, illegal or valuable items to school.
- Do not smoke or vape.
- Arrive at registration, assembly and lessons on time.
- In lessons, take the correct equipment, do not call out or talk when the teacher is talking, and do not eat or chew in class.
- Enter and leave school through the appropriate gates.
- Behave appropriately when travelling to and from school.
- Follow the in and out of bounds rules.
- Eat your food in the approved areas and dispose of all litter thoughtfully.
- Do not loiter at the school gates.
- Wear the correct uniform in and out of school.
- Report to a member of staff any damage to school property.
- Jewellery - other jewellery worn that is not part of the school uniform policy will be confiscated and returned on the Friday of the following week.
- Do not loiter in toilets.

# STUDENT USE OF MOBILE PHONES/ CAMERAS/SMART WATCHES IN SCHOOL

Mobile phones are an important way of you staying in touch with home when travelling to and from school. However, they can be used for the wrong reasons and every school can cite examples where pictures or video footage of students have been used as a bullying tool by being posted on the internet. This has also happened to some staff.

- Students are allowed to bring mobile phones to school. However, mobile phones must be switched off and put away as soon as you arrive on the school premises, until after 2.30pm, to contact parents. School takes absolutely no responsibility for those phones and will not spend time trying to locate lost phones – they remain the responsibility of students and their parents.
- Under no circumstances must phones be switched on between 8am and 2.30pm, nor must they be visible i.e. they must remain in pockets or bags. The only exception to this is when the PE staff collect valuables before PE lessons when they should be handed in or if a member of staff has given you permission to use your phone and you are being supervised. Students involved in after school clubs should lock any valuables in their lockers.
- If a phone is seen or heard in school before 2.30pm on the school premises it will be confiscated by a member of staff and passed to the School reception. The Head of House will insist on seeing any videos or photos on the phone and will ask for those taken in school to be deleted before the phone is returned.
- If a phone is persistently used by a student in School, then the student will be required to hand the phone in to a member of staff at the start of each day.
- When a student has to contact home in an emergency they should go to reception where they will be allowed to turn on their phone to send a message / make a call.
- If a student is found to have pictures or video footage on their phone of students or teachers taken in school then an internal exclusion will normally follow for a first offence. For a second offence a temporary external exclusion will normally follow and the student will not be allowed to bring their phone to school again.
- Cameras are not to be brought into school by students. If a teacher requires a student to have a camera for a lesson e.g. in Media Studies, they must be handed in at 8am to the teacher, used in the lesson and handed back again to the teacher.

- The rules for electronic devices and headphones are as for mobile phones – they should be invisible before 2.30pm. The only exception is on the very rare occasion when a teacher requires students to use them during a lesson.
- If pictures or video footage of teachers or students at school are found on the internet, the person responsible will normally be given a fixed term exclusion from school. Their parents will be asked to attend an interview with the Head to discuss their return to the school and their future conduct.
- Students are reminded that it is essential to report any incidents of bullying to their Form Tutor or Head of House immediately.
- Smart watches should be disabled and unable to receive or send any messages or notifications.

## THE QUIET PLACE

This is an important area of our school designed with help from former students, staff and parents. It is intended to be used for reflection and prayer. It was originally created in memory of some former students who died from illness towards the end of their time at the school. Each of the cobbles that can be seen has a prayer written on the underside by students.



## CYCLE PARKING FORM

Students who wish to cycle to school should complete the Cycle Parking form which will be sent to parents / carers at the start of the school year. All students must wear a suitable cycle helmet to and from school. Cycles can be left in the cycle shed just inside the back school gate, and should be padlocked. The cycle shed is locked at 8.30am until 2.15pm.

# USE OF IT FACILITIES IN SCHOOL

***to be read by parents and students and signed to acknowledge agreement***

Bishop Luffa School provides a range of IT facilities for use by students in school, these include laptops and networked computers. If students are required to regularly use a device in lessons to support their learning they may be provided with access to the school's wireless network.

Students are allocated secure network storage and can, on reasonable request, have this expanded beyond the standard 500MB allowance. Students are also provided with £5 worth of printing per month which allows them to use printers and photocopiers in school, this can also be refreshed on reasonable request, but we reserve the right to charge for excessive usage.

Every student has filtered, monitored, Internet access and is provided with a school email address which is used for registration onto other third party sites. All students are provided with an RM Unify account and a Google account to access Google classroom and Google Drive. RM Unify provides single sign on access to a range of other sites including Kerboodle which is used by many Faculties. All homework is recorded on Arbor and some homework will be set using this facility. Google Classroom is frequently used for completion, assessment and feedback on home learning.

In providing these resources we are enhancing and enriching your child's educational experience at Bishop Luffa and it is important that your child recognises that they have a responsibility to keep themselves and others safe when using these systems. The use of the school network and associated accounts is privilege and not a right and maybe withdrawn in the event of misuse or abuse. As a general rule, students should not access, keep or send anything they would not want their parents or teachers to see. We request that this is made clear to your child every year by reading and signing the attached Acceptable Use Policy, which is also digitally signed every 30 days by students in school.

Should you wish to discuss the use of any of these services and facilities, please contact Mr S White, Deputy Headteacher at the school.



# ACCEPTABLE USE POLICY

Students are expected to use the network systems in a responsible manner. It is not possible to set a complete set of rules about what is, and what is not, acceptable.

The following list is an abbreviated version of the digitally signed version and does provide some examples that must be followed:

- I will not create, send or post any material that is likely to cause offence or needless anxiety to other people or bring the school into disrepute.
- I will use appropriate language - I will remember that I am a representative of the school on a global public system. Illegal activities of any kind are strictly forbidden.
- I will not use language that could stir up hatred against any ethnic, religious or other minority group.
- I understand that the school monitors the files I store and my activity on the school network, including web searches I complete.
- I will not reveal any personal information (e.g. home address, telephone number) about myself or other users over the network.
- I will not share my login details (including passwords) with anyone else. Likewise, I will never use other people's username and password.
- I will ensure that if I think someone has learned my password then I will change it immediately and/or contact the Network Manager.
- I will ensure that I log off after my network session has finished.
- If I find an unattended machine logged on under other users username, I will not continuing using the machine - I will log it off immediately.
- I understand that I am will not be allowed access to unsupervised and/ or unauthorised chat rooms and should not attempt to gain access to them.
- I am aware that e-mail is not guaranteed to be private. Messages supporting of illegal activities will be reported to the authorities. Anonymous/unnamed messages are not permitted.
- I will not use the network in any way that would disrupt use of the network by others.
- I will report any accidental access to other people's information, unsuitable websites or being sent inappropriate materials that make me feel uncomfortable to the Network Manager.
- I will not knowingly introduce "USB drives" or other portable devices into the network which have viruses.
- I understand that I cannot use artificial intelligence (AI) tools during assessments or to produce non examined assessment work. I will not present any AI generated material as my own.

I will not attempt to visit websites that might be considered inappropriate or illegal. I am aware that downloading some material is illegal and the police or other authorities may be called to investigate such use.

I will not download and/or install any unapproved software, system utilities or resources from the Internet.

I realise that students under reasonable suspicion of misuse in terms of time, activity or content may have their usage closely monitored or have their past use investigated.

I will not receive, send or publish material that violates copyright law. This includes materials sent/received using Video Conferencing or Web Broadcasting.

I will not attempt to harm or destroy any equipment, work of another user on the school network, or even another website or network connected to the school system.

**I have read and understood and agree to comply with this policy.**

Signed by student: \_\_\_\_\_ Date: \_\_\_\_\_

**I have read and understand this policy and have discussed it with our child.**

Signed by Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer's name: \_\_\_\_\_ Date \_\_\_\_\_

### How is my username created?

Year of entry      House      Surname Initial      e.g. 24RiSmithJ

### What is my school email address?

Username@bishopluffa.org.uk

### RMUnify

From the school website you can access RMUnify, by entering your school login username and password. You can set up access to your Google account and other accounts that you access in school. This site is useful as it can be set up to save your username and password for other sites you need for your studies to prevent you forgetting them.

Through RMUnify you can also download free copies of the Microsoft Office suite for use at home if you don't have them.

You can access your school e-mail from home at:

<https://mail.bishopluffa.org.uk> or you can visit the main school website, select Parents & Carers, Monitoring Systems & IT Resources, Accessing Emails from home.

### My password does not work, or I have forgotten my username/ password what should I do?

Your teacher may be able to change your password for you. If not, you need to see the Network Manager or Technician in the Network office opposite the library entrance. There is also a machine outside the network office that changes password. Most usernames and passwords are the same as your network username or password so resetting this should also resolve any issues you have logging in.

### A screen comes up saying I am out of disk space. What do I do?

Delete any unwanted files. Ask the Network Technician if you can have some more space.

### Printing

- Please do not print from the Internet. If you wish to use information from the Internet **ALWAYS** copy and paste just the selected information onto Word or Publisher and only print when your document is completed.
- If a document fails to print – **please do not send it again!**
- Do not waste paper and ink – always check your work carefully before printing.
- Always use Print Preview before printing and check how many pages there are.
- Make sure you only print the page(s) you want.

# FIRST AID PROVISION

- First Aid Provision is for injuries or sickness that may occur during school hours.
- School is only able to store and administer prescription medication provided in the original pharmacist's container with a signed authorisation form obtained from school.
- The School Nurse does not hold any other medication, other than personal prescriptions.

## SCHOOL COUNSELLING SERVICE

### What is Counselling?

Counselling offers an opportunity for young people to explore issues which are important to them. A counsellor is trained to enable this process, by using listening and understanding skills, providing a safe and supportive atmosphere. The counsellor encourages the exploration of the student's thoughts and feelings; this promotes a deeper understanding of themselves.

### Meeting the need

We provide a service which "builds a bridge" between existing educational and health support systems, providing a safe opportunity for the students to discuss any issue or concern they may have. This will help them explore and fulfil their potential.

### Sessions

The initial contact between the student and counsellor will be made by the Pastoral team. Parental consent must be obtained before any counselling is started for students in Years 7-11.

The sessions offered will then be arranged between the individual student and the counsellor.

If you think you would benefit from using this service, please contact your Head of House.

# GREEN PENNING



Another reason for Green Penning is to make your response to your teachers' feedback more visible in your books. Your teachers are giving you feedback on WWW (What Went Well) and EBI (Even Better If) all the time, in class and through their written comments in your books. Very often they will instruct you to do something to improve what you have done or they may use their Verbal Feedback Given stamp and ask you to record what they've said in green. We ask you to carry out your teachers' instructions in green pen so that it's easy for them to see, when they next mark your book, that you've understood their feedback and that something has changed as a result for the better! In other words that you are making progress.

To help you to improve the quality of your writing in all subjects - not just in English lessons! We don't ever want the quality of your writing to stop you getting the grades you deserve and, for those of you approaching GCSE and A level exams, it becomes increasingly important that you are able to write well so that you don't lose valuable marks.

Green Penning is designed to help you develop the habit of proof reading your work for correct capitals, punctuation and spellings. It's also for you to check that what you've written makes sense and whether you could add more detail to develop a point or make something clearer. Always look for ways to improve the quality of your writing by making and adding better word choices ([www.lexipedia.com](http://www.lexipedia.com) is an excellent online thesaurus) and include subject specific vocabulary to gain higher grades.

# MARKING CORRECTION CODES

Your teachers will be using these codes when they are marking your work to help you to improve the quality of your literacy. To reduce the number of corrections they need to make, proof read your work to identify any errors yourself – sometimes you will be asked to do this using a green pen. Give time to learning spelling corrections using the Look Cover Write Check method.

**Look...** at the word focusing on: the root word, any words within the word and the part you always misspell.

**Cover...** up the word and visualise it in your head before you.

**Write...** the word. Say each letter as you write and, as part of this learning process, use a different coloured pen to write the part you always misspell.

**Check...** the word, by looking at the one you have been covering.

Repeat this process four times to really embed the word in your memory. Otherwise you will keep making the same spelling mistake.

Also, use a mnemonic – a device that helps you remember something - to help you learn a tricky spelling. Keep it simple, though. The best mnemonics are those connecting a word you do know how to spell with one you don't, in a memorable sentence.

P	Punctuation missing/unclear
SP	Spelling mistake
WW	Wrong word
AP	Misuse of apostrophes
¶	Paragraph needed
^	Word missing
○	Circle to show incorrect use of capital letter, comma or full stop
✓	Good point
✓✓	Excellent point
?	This doesn't make sense/Unclear

# Writing Checklist

## Capital letters

these should be used:

- at the start of sentences
- for the pronoun 'I'
- for names of people or places:  
France
- for company or brand names: Disney
- for the days of the week and months of the year: Monday, July
- for key words in titles
- for religious holidays: Eid, Diwali
- for the names of languages, ethnic, cultural or religious groups:  
Christians, Nigerian
- for significant historical periods:  
Elizabethan

## apostrophes

are used EITHER to show:

- a letter is **missing** -  
e.g. the contraction '**you're**' misses out the letter 'a' in 'are', so needs an apostrophe to show where it was.
- OR:

- to show **possession**  
e.g. the book belongs to Harriet, so it's **Harriet's** book.
- If you want to show possession, but the word already ends with an 's', you put the apostrophe at the end of the word, e.g. **St James' Infirmary**, or **Jess' glasses**

## its / it's

**its** - belongs to 'it'

**it's** - it is

## your / you're

**you're** - a contraction of the words 'you' and 'are'

**your** - a possessive pronoun which usually sits before a noun such as: *your father, your car*

*hint: yours does not have an apostrophe*

## there / their / they're

**there** - refers to a place or location. It usually indicates where something goes or where something is

**their** - shows that something belongs to someone or something

**they're** - is a contraction of 'they' and 'are'

## where / were / we're

**where** - refers to a place or location and can also start a question

**were** - past tense plural of the verb 'be'  
- use it when more than one person has done something: *they were playing at the park*

**we're** - is a contraction of 'we' and 'are'

## was / were

Use **was** if you are talking about one person or thing (singular)

Use **were** if you are talking about more than one person or thing (plural)

However, some pronouns make this a little more tricky:

*everyone in the group was well dressed* -

this is correct because 'everyone' refers to each member of the group individually, whereas the 'all' in *all of us were well dressed*

refers collectively to the entire group.

Also, 'I were' can sometimes be used to express a hypothetical or unrealistic situation: *if I were to win the lottery...*

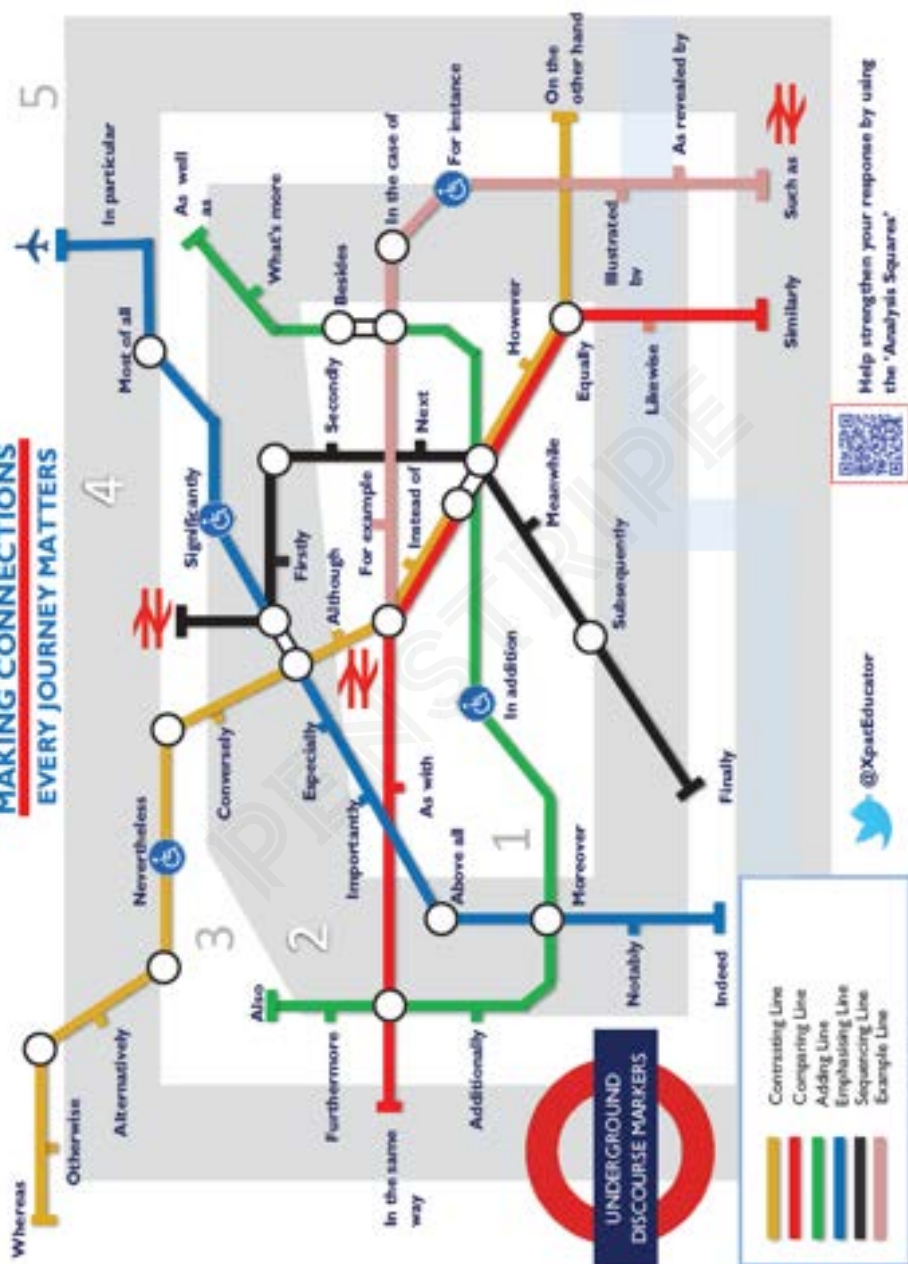
## could / would / should have

The contractions are:

could've / would've / should've, but these are used mainly when **speaking**.

The confusion when writing these comes from how we say 'could've', etc. It sounds like 'could of'

**MAKING CONNECTIONS**  
**EVERY JOURNEY MATTERS**





## HOW TO WRITE A MODEL PARAGRAPH

It is essential to work on your literacy skills because you are judged to a large extent on your ability to express yourself clearly in writing. Paragraphs provide the structure for writing and enable you to show the progression in your argument, description, explanation, report or story.

This is how to construct a model paragraph:

A paragraph presents one idea. It usually contains several sentences (often between 3-5).

Some of the sentences have different functions:

**The topic sentence** states or explains generally what the paragraph is about.

**Developing sentence(s)** expands and clarifies the ideas expressed in the topic sentence.

**Supporting sentence(s)** supports the idea through examples, facts, figures, reasoned argument, anecdotes.

**Concluding sentence** 'wraps up' the idea of the paragraph, and can introduce the idea of the next paragraph.

## HOW TO IDENTIFY AND USE WORD CLASSES

**Literal words**  
These word classes are also called 'open' because we can add new words within them. 'Google', for example, is a new noun and verb that has arrived recently. Literal words carry the main meaning in sentences. The four types are:

1. **Nouns** – words that name people, places, things, concepts (such as wheel, disaster).  
Text: It is a noun! Put a word in the gap: The \_\_\_\_\_.
- Does it make sense? If so, it is probably a noun. (Check: This does not work for proper nouns – names that we capitalise such as 'London' or 'Suzanne'.)
2. **Adjectives** – words describing nouns (such as beautiful, unfortunate).  
Text: Is it an adjective? Put a word in the gap: The \_\_\_\_\_ toffee.
- Does it make sense? If so, it is probably an adjective. It is modifying the noun 'toffee'.
3. **Verbs** – words describing actions or states (such as eat, feel).  
Text: Is it a verb? Put a word in one of these gaps:  
\_\_\_\_\_ing  
I/sha/ve \_\_\_\_\_.
- Does it make sense in one of them? If so, it is probably a verb.
4. **Adverbs** – words modifying the verb (saying how, when and where it happens) and modifying adjectives (such as happily, now, here, perhaps, very).  
Text: Is it an adverb? Put a word in one of these gaps:  
Eat the toffee \_\_\_\_\_.  
That toffee is \_\_\_\_\_ sweet.
- Does it make sense in one of them? If so, it is probably an adverb. It is modifying the verb 'eat' or the adjective 'sweet'.

**Grammatical words**  
Grammatical words are sometimes called function words: they have a vital role in building a sentence, putting it together. They are 'closed' word classes, in that we are unlikely to add any new ones to the language any time soon. The four types are:

1. **Determiners** – these give an idea of the number or value (for example, position) – showing who the thing/belongs to) of nouns (i.e. a cat, the cat, some cats, that cat, my cat, all cats, my cat, many cats).  
Text: Is it a determiner? Put a word in the gap:  
\_\_\_\_\_ tasty treat(s).
- If it makes sense, it is probably a determiner.
2. **Pronouns** – these are words we use in the place of nouns, often to avoid repeating them (for example, I, you, he/she/it, we, they, me, her/him, us, them).  
Text: Is it a pronoun? Put a word in one of these gaps:  
Simon gave the toffee to \_\_\_\_\_.  
\_\_\_\_\_ gave the toffee to him.
- If it makes sense in one of the gaps (and is not a noun), it is probably a pronoun. (Check: Reflexive pronouns – myself, yourself, himself – don't work in this test.)
3. **Prepositions** – these are words that indicate place or relationship of one thing to another in a sentence (for example, in, on, under, below, with, at, from, for, etc.).  
Text: Is it a preposition? Put a word in the gap:  
Throw the soap \_\_\_\_\_ the sink.
4. **Conjunctions** – these are words that join individual words and phrases (such as, and, but, or, because, since, if).  
Text: Is it a conjunction? Put a word in the gap:  
We eat toffee \_\_\_\_\_ we drink tea.

# PERIODIC TABLE

1	2	3	4	5	6	7	0
7 Li lithium 3	8 Be beryllium 4						4 He helium 2
23 Na sodium 11	24 Mg magnesium 12						20 Ne neon 10
39 K potassium 19	40 Ca calcium 20	27 Al aluminum 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
85 Rb rubidium 37	86 Sr strontium 38	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
133 Cs cesium 55	137 Ba barium 56	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
[223] Fr francium 87	[227] Ra radium 88	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86
							[254] Og oganesson 118

59 Co cobalt 27	56 Fe iron 26	55 Mn manganese 25	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30
101 Ru ruthenium 44	100 Os osmium 44	101 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48
181 Ta tantalum 73	180 Hf hafnium 72	181 W tungsten 74	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80
262 No nobelium 102	261 Lr lawrencium 103	262 Db dubnium 105	268 Mt meitnerium 109	272 Rg roentgenium 111	286 Cn copernicium 112

91 Th thorium 90	92 Pa protactinium 91	93 U uranium 92	94 Np neptunium 93	95 Pu plutonium 94	96 Am americium 95	97 Cm curium 96	98 Bk berkelium 97	99 Cf californium 98	100 Fm fermium 99	101 Md mendelevium 100	102 No nobelium 101	103 Lr lawrencium 102
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104 Rf rutherfordium 104	105 Db dubnium 105	106 Sg seaborgium 106	107 Bh bohrium 107	108 Hs hassium 108	109 Mt meitnerium 109	110 Ds dubnium 110	111 Rg roentgenium 111	112 Cn copernicium 112	113 Nh nihonium 113	114 Fl flerovium 114	115 Mc moscovium 115	116 Lv livermorium 116	117 Ts tennessine 117	118 Og oganesson 118
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Key

relative atomic mass  
atomic symbol  
name  
atomic (proton) number

1  
H  
hydrogen  
1

\* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.  
Relative atomic masses for Ca and Cl have not been rounded to the nearest whole number.

# THE MAIN SCHOOL LIBRARY

**Opening times:** 7.15am – 4.00pm Monday to Thursday  
7.15am – 3.30pm Friday

**Breaktimes:** Year 7 only up until October half-term

Need some help finding or using information for homework? Not sure what to read next? Is there a book you'd like to see on our shelves, or do you have an idea for an event?

Come and talk to us, or email: [library@bishopluffa.org.uk](mailto:library@bishopluffa.org.uk)

## Library User Agreement

- I will treat the library and other users with respect
- I will leave the library clean and tidy
- I will look after any IT equipment I use
- I will do my best to return library books on time
- I will take good care of the books I borrow
- If my book is lost or damaged I will talk to library staff straight away

Pupil signature .....

Library staff initials .....

Access the Library Catalogue from home to check what's on your ticket, reserve and renew books:

<https://uk.accessit.online/bsh03>

Sign in with your school username, no password needed!

**Did you know we have e-books and audiobooks too?**

**Your log-in details will be emailed to you, and you can write them in here:**

<https://Portsmouth.eplatform.co>

Username:.....

Password:.....

# SCHOOL UNIFORM

## \*Compulsory items

*Blazer	Maroon, with School Crest on breast pocket.
*Shirt/Blouse	White shirt (which must be worn with the Bishop Luffa School tie) or Gold blouse.
Tie	Maroon and gold. The tie must be worn with the white shirt, with at least six gold stripes showing.
*Skirt/Trousers/Shorts	Skirt: The skirt should be pleated and worn with the band showing and should reach the student's knee. Trousers: Plain, straight-legged, charcoal grey or black (not corduroy, jeans or "skinny" style). Do not buy any other style. Shorts: must be tailored, charcoal grey or black, knee length and not "skinny" style.
*Socks/Tights	Black or grey, plain not patterned. Tights which end at, or above, the ankle are not allowed.
*Shoes	Black, brown or grey, low heels – one colour only, including the sole. No boots, trainers, canvas shoes or sandals.
Jumper	Maroon, with gold stripe in V-neck. They should not be tucked into the skirt or trousers.
Scarf	Plain, dark colour only – not to be worn in the buildings.
Outdoor Coats	Any suitable plain pattern (e.g. coat, raincoat, anorak, duffle coat) of a reasonable length and short enough to fit into a locker. 'Hoodies' are not acceptable outdoor coats.

## OFFICIAL STOCKIST

Game Set and Match, Quarry Lane,

Chichester, PO19 8NY

Telephone 01243 538800

[www.gsam.co.uk](http://www.gsam.co.uk)

# Students' PE Kit and Equipment

## P.E. Kit & Equipment – Compulsory

- Burgundy and gold polo top with school badge.
- Plain black shorts (Nike Pro/cycling shorts or equivalent are not acceptable), burgundy and gold skort or plain black sports leggings.
- One pair trainers (non-marking sole).
- One pair football boots either moulded base or with metal safety studs (no metal tipped or plastic screw in studs)\*.
- One pair burgundy and gold football socks for games\*, white or black sports socks for all other PE activities.
- One pair of shin pads\*.
- Mouthguard\*.
- Suitable bag for above equipment.

## Optional extra items

- Maroon sweatshirt (with school badge).
- Plain black track suit trousers.
- Black or white base layer or 'skin'.
- Reversible rugby shirt - burgundy/gold.

\*PE kit required for winter sports such as football and rugby on the field.

# ALL STUDENTS

## ALL UNIFORM AND PE KIT MUST BE CLEARLY MARKED WITH OWNER'S NAME

The School cannot be held responsible for property lost by students. We shall do our best to find the missing items and it is a great help if all clothing and property is clearly marked with the owner's name.

A blazer must be worn at all times when in School, unless a member of staff has given you permission to take it off.

No jewellery, (including rings and bracelets of any kind) except one plain stud in each ear. No other piercings are allowed on health and safety grounds. Please do not have, for example, a nose, eyebrow or bellybutton piercing as you cannot wear a nose, eyebrow or bellybutton stud to school on health and safety grounds. In addition, you may not be able to take part in PE or Games activities. You will not be allowed to cover a piercing either, whilst it heals. Students are allowed to wear a small cross on a necklace provided it is not visible.

Non-uniform pullovers, sweatshirts or jackets may not be worn or brought to school. Ties must be worn with at least six gold stripes showing. Outdoor coats, anoraks, etc. should not be worn inside the school building. The wearing of make-up, nail polish, false eyelashes or false nails is not permitted, the only exception is that students may choose to wear light foundation. Hair should not be dyed bright or unnatural colours. If you are unsure check with your Head of House before you have it done.

**Full uniform must be worn to and from the school.**

### SUMMER UNIFORM MAY BE WORN WHEN DECIDED BY THE LEADERSHIP TEAM AS FOLLOWS:

Students need not wear blazers or jumpers. If wearing a white shirt, ties must, however, be worn. They must be worn correctly and not tucked into the shirt. PE tops may only be worn for PE or Games. Shirts and blouses must be tucked into skirts and trousers. If tights or socks are worn they may be plain grey or black. Toeless shoes or sandals must not be worn.

# Punctuality and Attendance Matter



## Being Late = Lost Learning

Minutes lost each day	5 minutes	10 minutes	15 minutes	20 minutes	25 minutes
Days per school year lost	3 days	6.5 days	10 days	13 days	19 days

### Punctuality to lessons

2 minutes late to lesson = 10 minutes a day = 50 minutes a week  
Over a year = 33 hours = over 6 days missed

There is a direct link between student outcomes and attendance at school.



Notes

Handwriting practice area with horizontal lines. A large, faint, diagonal watermark reading "PENS STRIPE" is visible across the center of the page.





**Notes**

Lined area for notes with horizontal ruling lines.

PENSTRIPES

Notes

Handwriting practice area with horizontal lines. A large, faint, diagonal watermark reading "PENS STRIPE" is visible across the center of the page.



**Notes**

Lined area for notes, featuring horizontal ruling lines and a diagonal watermark reading "PENS STRIPE".

Notes

Handwriting practice area with horizontal lines. A large diagonal watermark reading "PENS STRIPE" is visible across the center of the page.

A vertical column of 25 empty square boxes, likely for a checklist or grading purposes.

## Notes

Handwriting practice lines for notes.

PENSTRIPE

Notes

Handwriting practice lines with a diagonal watermark reading "PENS STRIPE".



**DIARY  
&  
WEEKLY PLANNER**

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**2025 - 2026**



## Diary & Weekly Planner - August 2025

<b>Monday 25</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 26</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 27</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		





<b>Thursday 28</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 29</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

Parent & Teacher Comments:

Parent Signature: Tutor Signature:



Monday 1	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 2	Remember:		
Subject:			
	Time Taken:		
Wednesday 3	Remember: INSET day		
Subject:			
	Time Taken:		

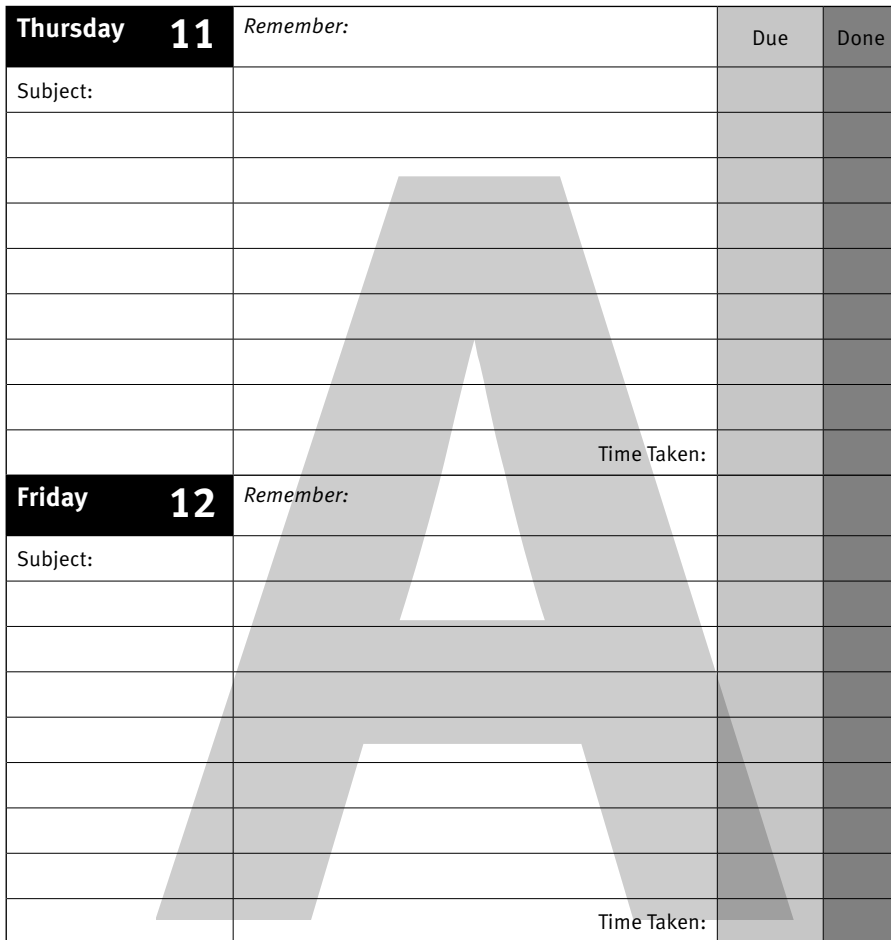


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 15	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 16	Remember:		
Subject:			
	Time Taken:		
Wednesday 17	Remember:		
Subject:			
	Time Taken:		



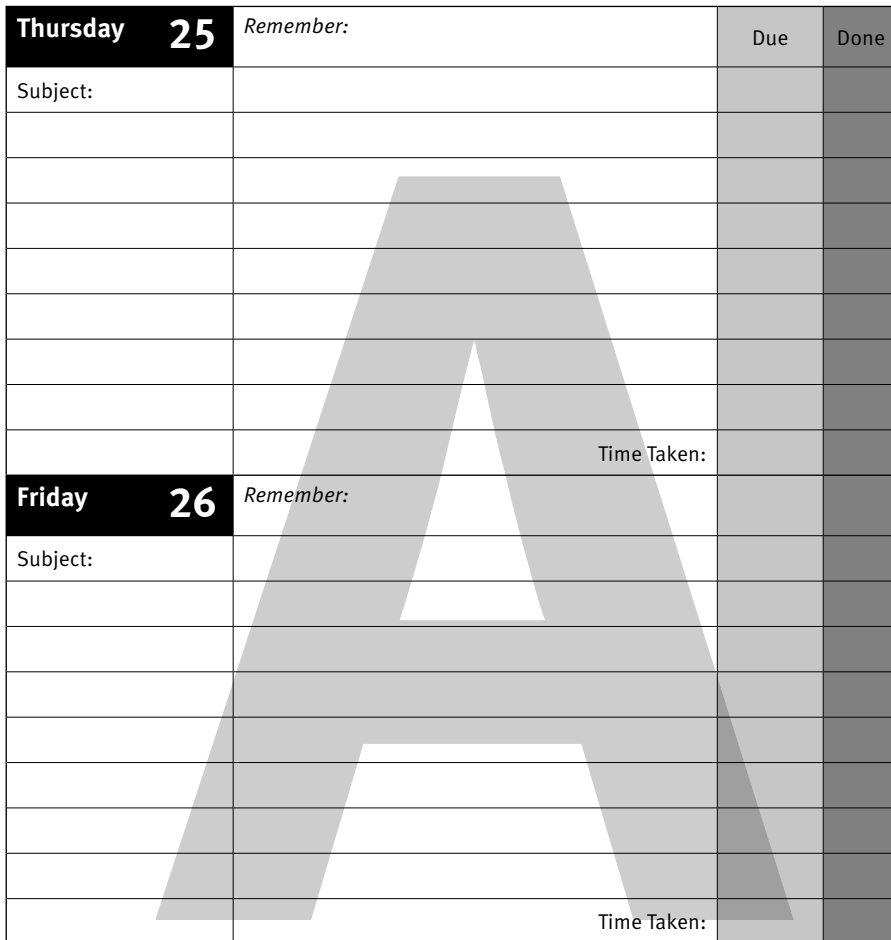
Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



<b>Monday</b>	<b>29</b>	<i>Remember:</i>	Due	Done
<b>Subject:</b>				
		Time Taken:		
<b>Tuesday</b>	<b>30</b>	<i>Remember:</i>		
<b>Subject:</b>				
		Time Taken:		
<b>Wednesday</b>	<b>1</b>	<i>Remember:</i>		
<b>Subject:</b>				
		Time Taken:		

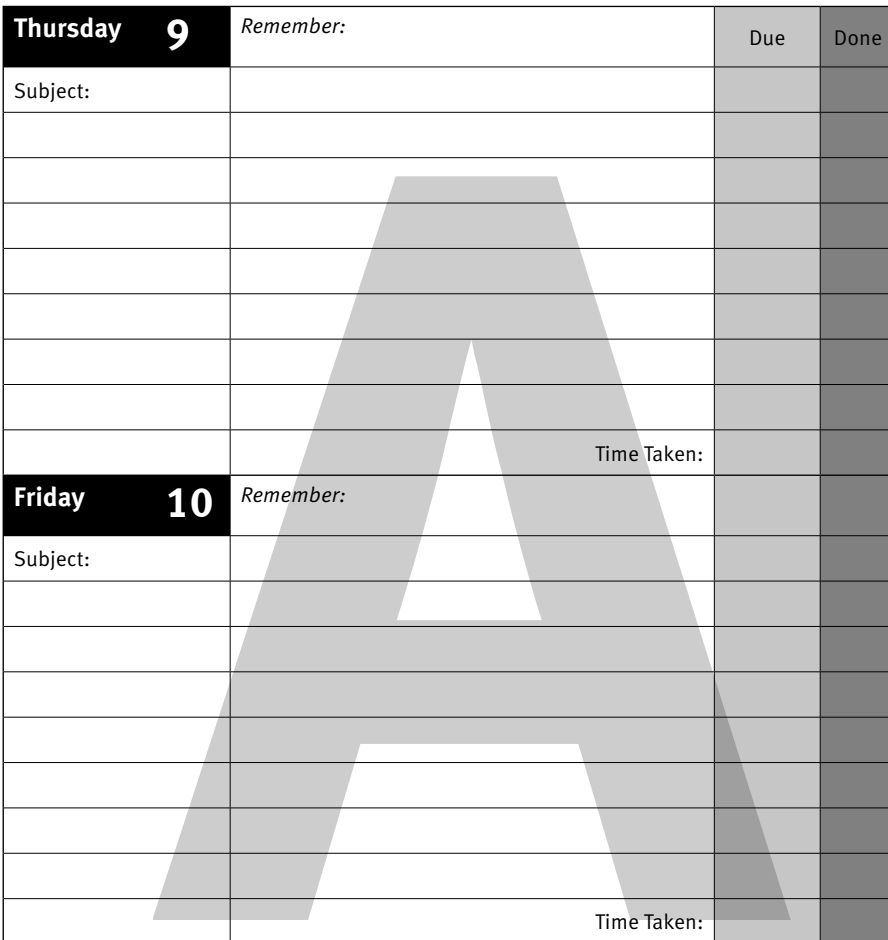


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 13	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 14	Remember:		
Subject:			
	Time Taken:		
Wednesday 15	Remember:		
Subject:			
	Time Taken:		



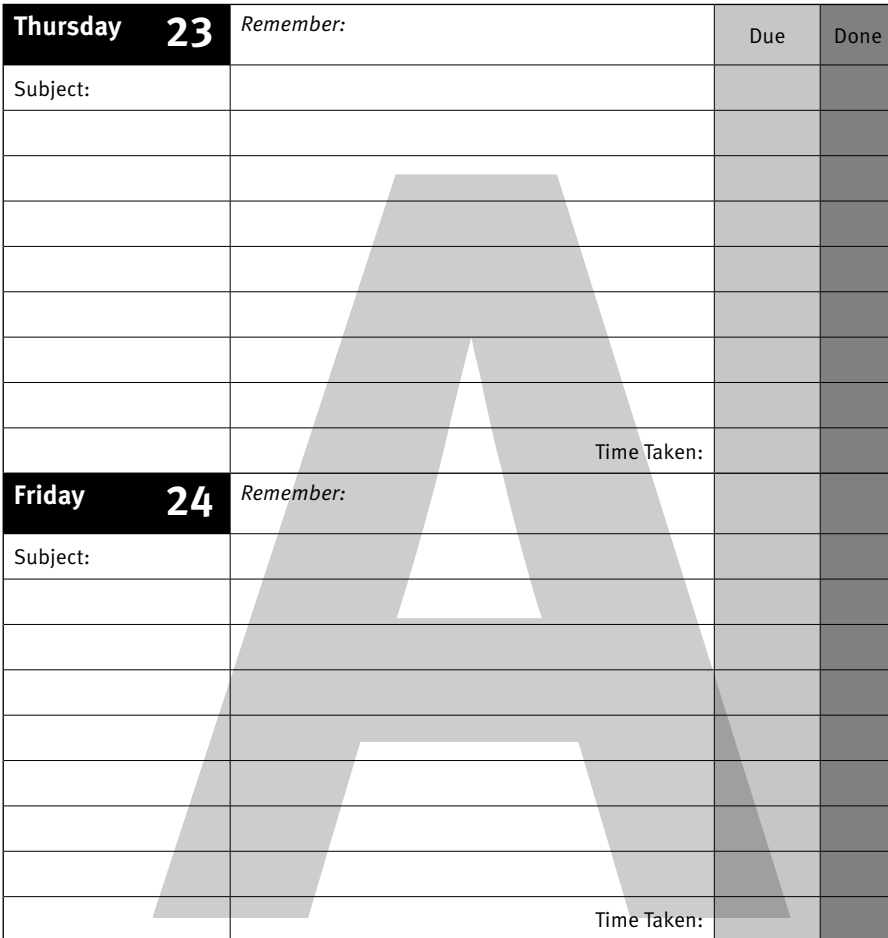
Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



## Diary & Weekly Planner - October 2025

<b>Monday 27</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 28</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 29</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		



<b>Thursday 30</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 31</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

Parent & Teacher Comments:

Parent Signature: \_\_\_\_\_ Tutor Signature: \_\_\_\_\_



Monday 3	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 4	Remember:		
Subject:			
	Time Taken:		
Wednesday 5	Remember:		
Subject:			
	Time Taken:		

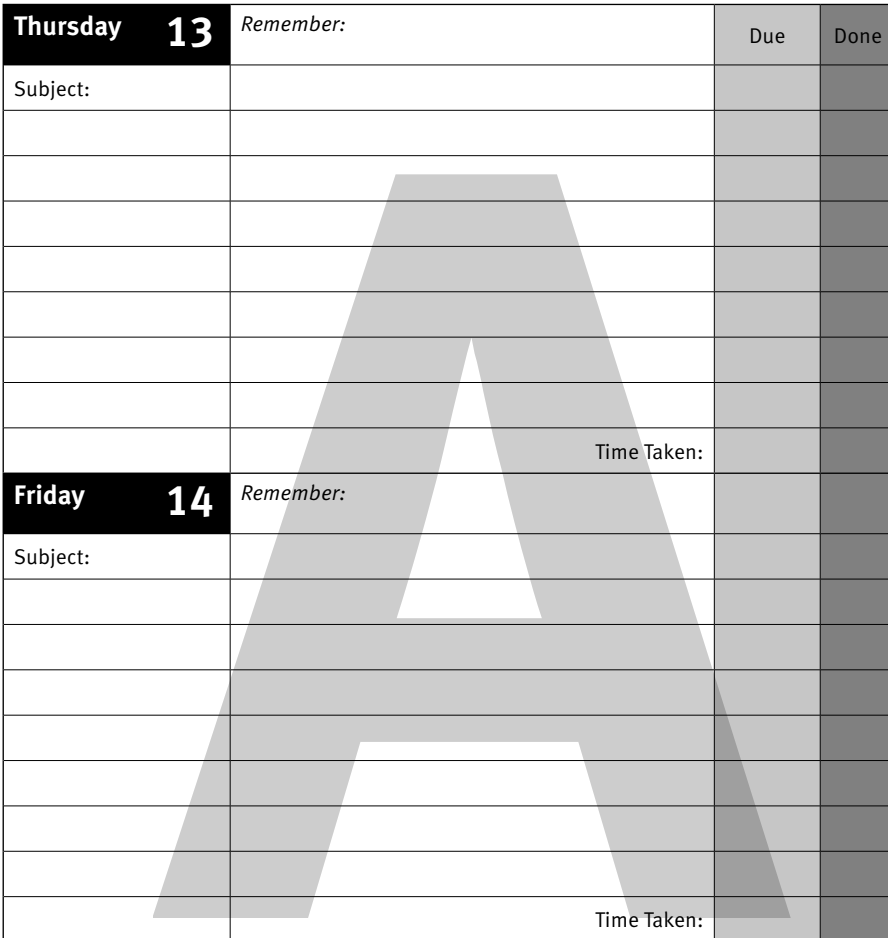


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 17	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 18	Remember:		
Subject:			
	Time Taken:		
Wednesday 19	Remember:		
Subject:			
	Time Taken:		





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]





Monday 1	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 2	Remember:		
Subject:			
	Time Taken:		
Wednesday 3	Remember:		
Subject:			
	Time Taken:		



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 15	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 16	Remember:		
Subject:			
	Time Taken:		
Wednesday 17	Remember:		
Subject:			
	Time Taken:		





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



## Diary & Weekly Planner - December 2025

<b>Monday 22</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 23</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 24</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		



<b>Thursday 25</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 26</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

Parent & Teacher Comments:

Parent Signature: \_\_\_\_\_ Tutor Signature: \_\_\_\_\_



## Diary & Weekly Planner - Dec/Jan 2025/26

<b>Monday 29</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 30</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 31</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

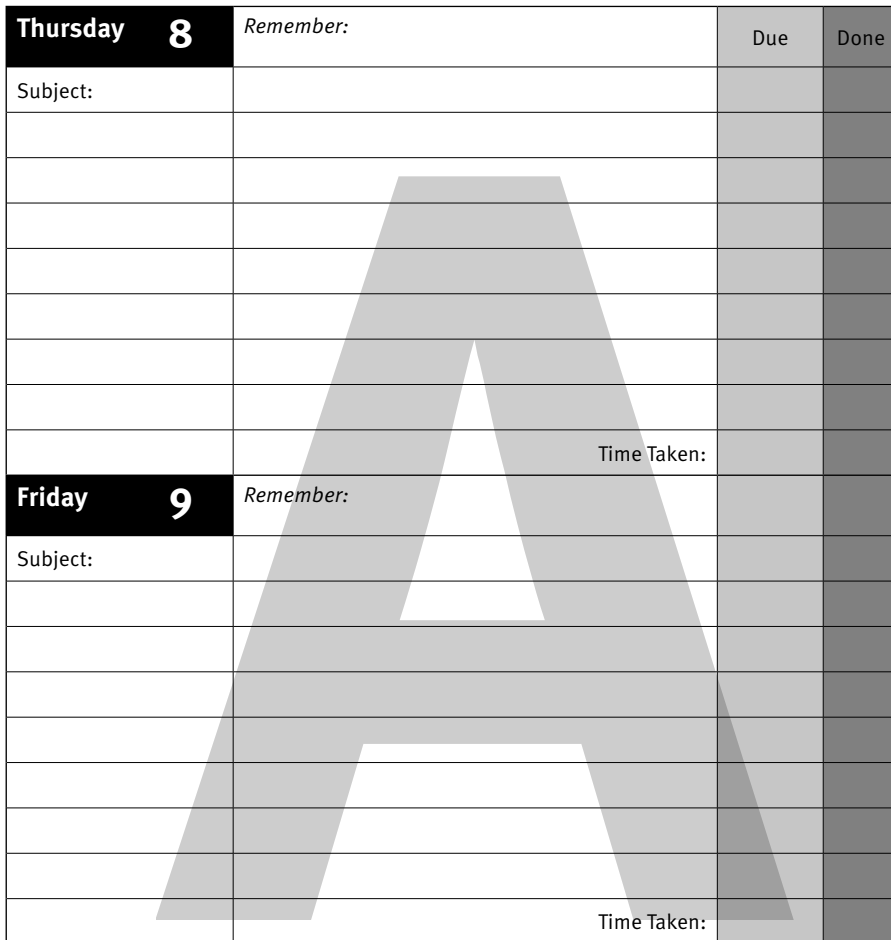


Thursday 1	Remember:	Due	Done
Subject:			
	Time Taken:		
Friday 2	Remember:		
Subject:			
	Time Taken:		

Parent & Teacher Comments:

Parent Signature: Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 12	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 13	Remember:		
Subject:			
	Time Taken:		
Wednesday 14	Remember:		
Subject:			
	Time Taken:		





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]





Monday 26	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 27	Remember:		
Subject:			
	Time Taken:		
Wednesday 28	Remember:		
Subject:			
	Time Taken:		

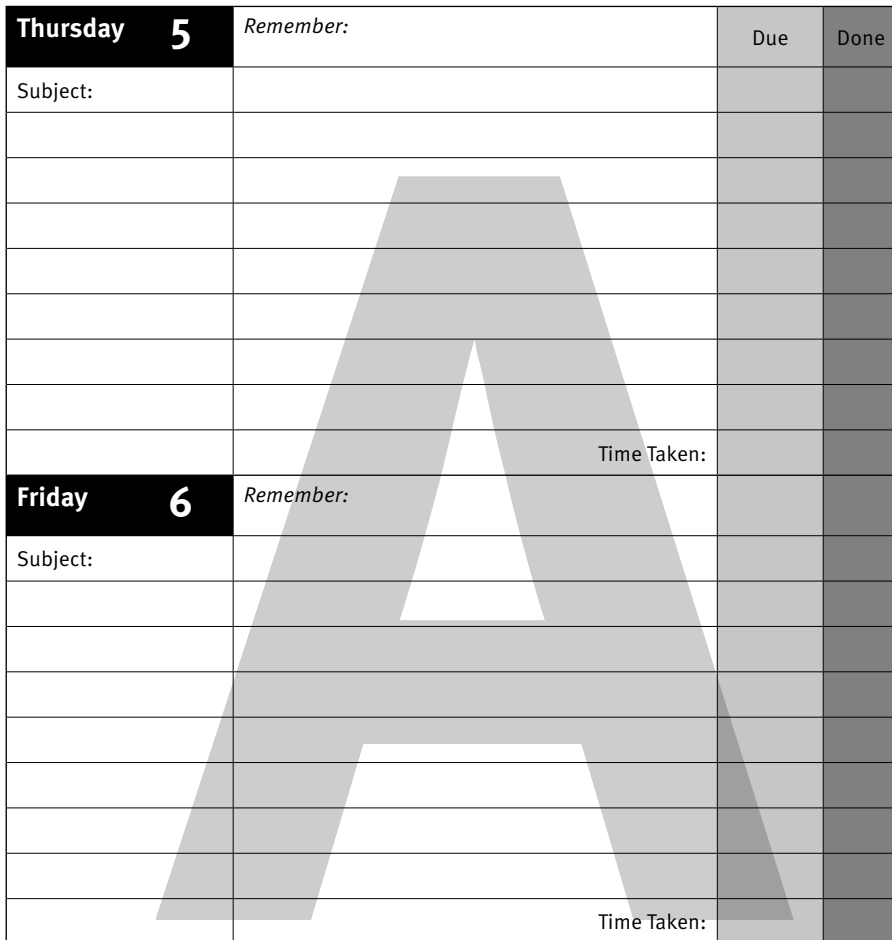


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 9	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 10	Remember:		
Subject:			
	Time Taken:		
Wednesday 11	Remember:		
Subject:			
	Time Taken:		





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



## Diary & Weekly Planner - February 2026

<b>Monday 16</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 17</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 18</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		



<b>Thursday 19</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 20</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

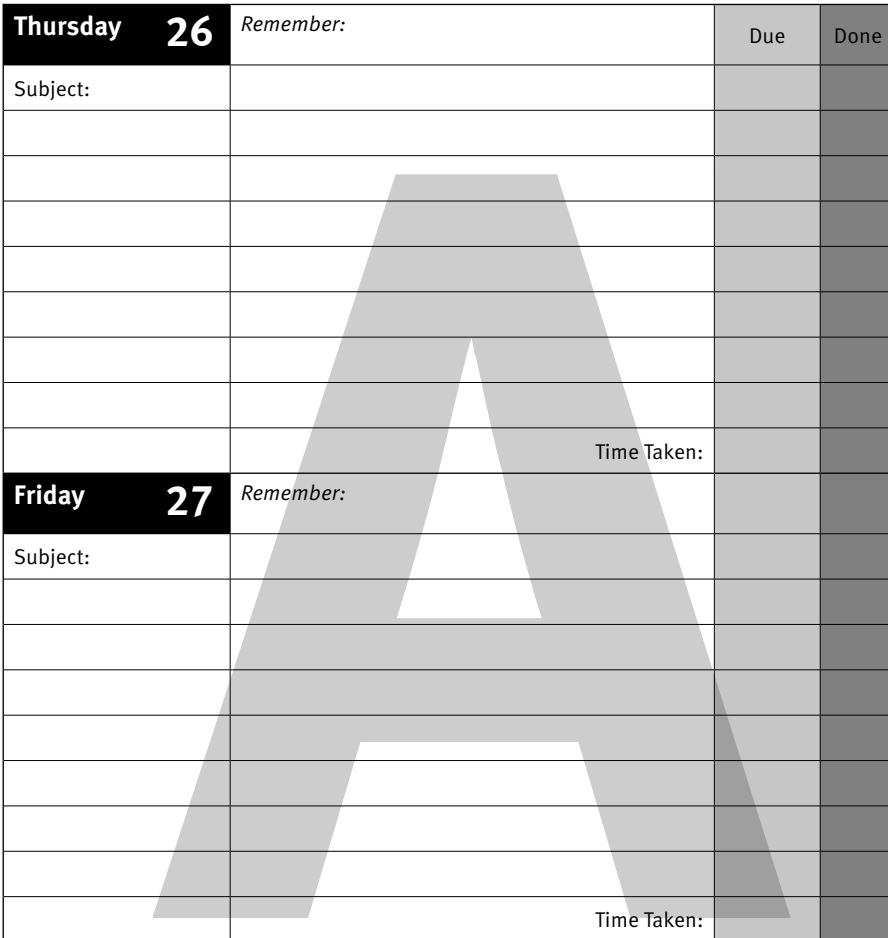
Parent & Teacher Comments:



Parent Signature:

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 2	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 3	Remember:		
Subject:			
	Time Taken:		
Wednesday 4	Remember:		
Subject:			
	Time Taken:		



Parent &amp; Teacher Comments:

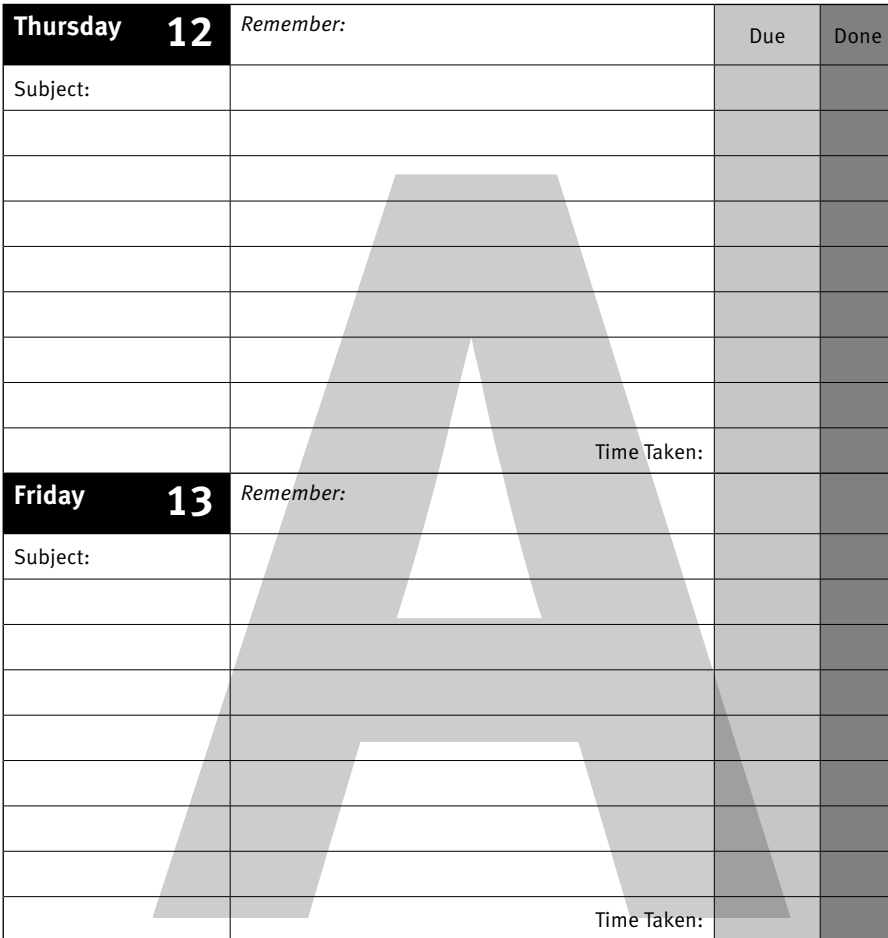
Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday	9	Remember:	Due	Done
Subject:				
		Time Taken:		
Tuesday	10	Remember:		
Subject:				
		Time Taken:		
Wednesday	11	Remember:		
Subject:				
		Time Taken:		





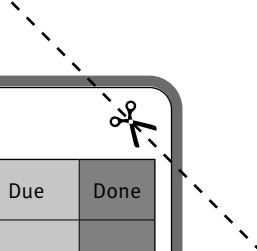
Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 16	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 17	Remember:		
Subject:			
	Time Taken:		
Wednesday 18	Remember:		
Subject:			
	Time Taken:		



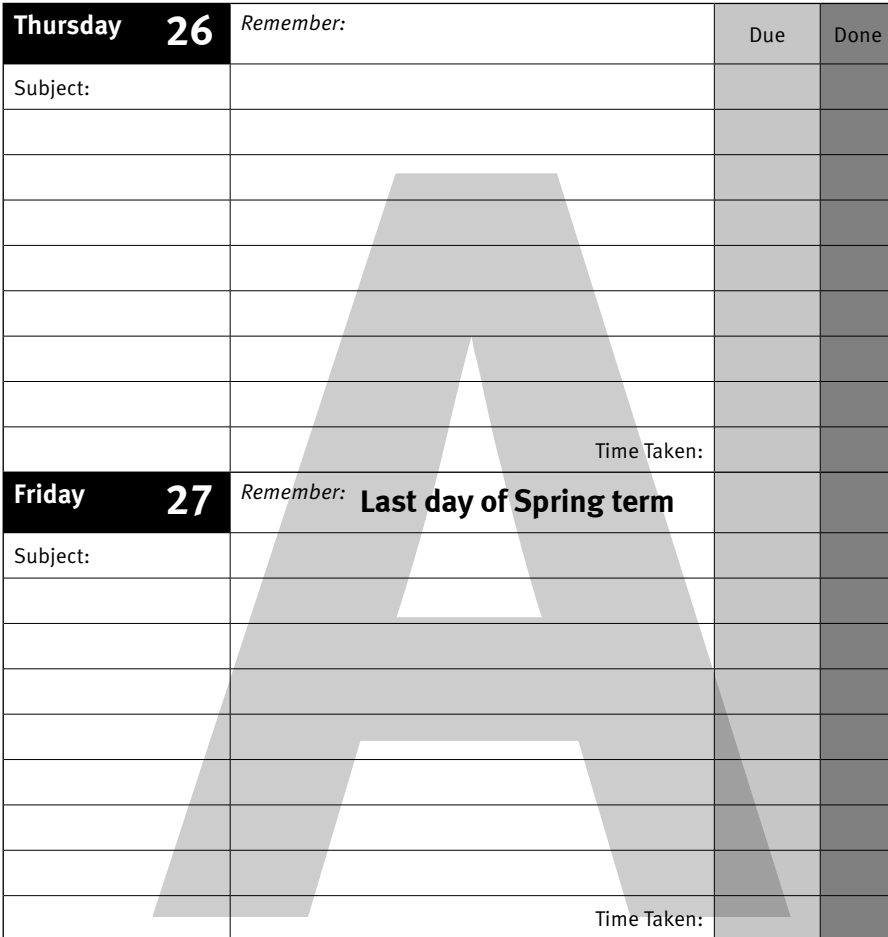
<b>Thursday</b>	<b>19</b>	<i>Remember:</i>	Due	Done
<b>Subject:</b>				
		Time Taken:		
<b>Friday</b>	<b>20</b>	<i>Remember:</i>		
<b>Subject:</b>				
		Time Taken:		

Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



## Diary & Weekly Planner - Mar/Apr 2026

<b>Monday 30</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 31</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 1</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		



<b>Thursday 2</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 3</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

Parent & Teacher Comments:

Parent Signature: Tutor Signature:



## Diary & Weekly Planner - April 2026

<b>Monday 6</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 7</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 8</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		





<b>Thursday 9</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 10</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

Parent & Teacher Comments:

Parent Signature: Tutor Signature:



Monday 13	Remember: First day of Summer term	Due	Done
Subject:			
	Time Taken:		
Tuesday 14	Remember:		
Subject:			
	Time Taken:		
Wednesday 15	Remember:		
Subject:			
	Time Taken:		

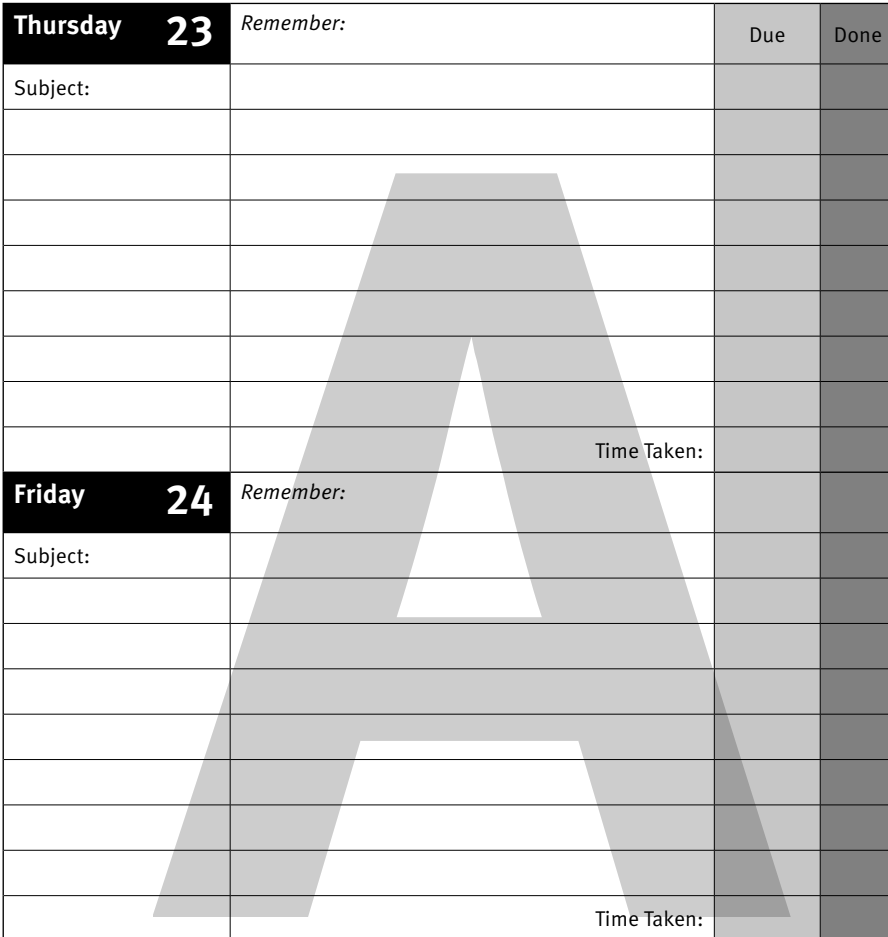


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



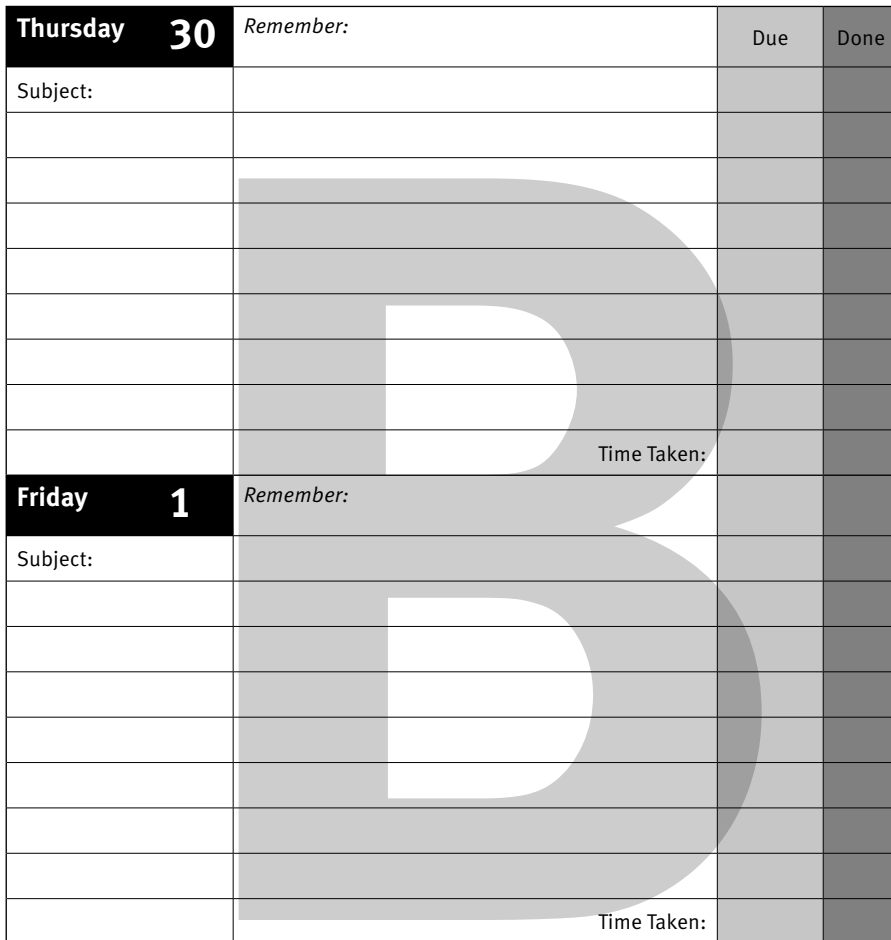
Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 27	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 28	Remember:		
Subject:			
	Time Taken:		
Wednesday 29	Remember:		
Subject:			
	Time Taken:		



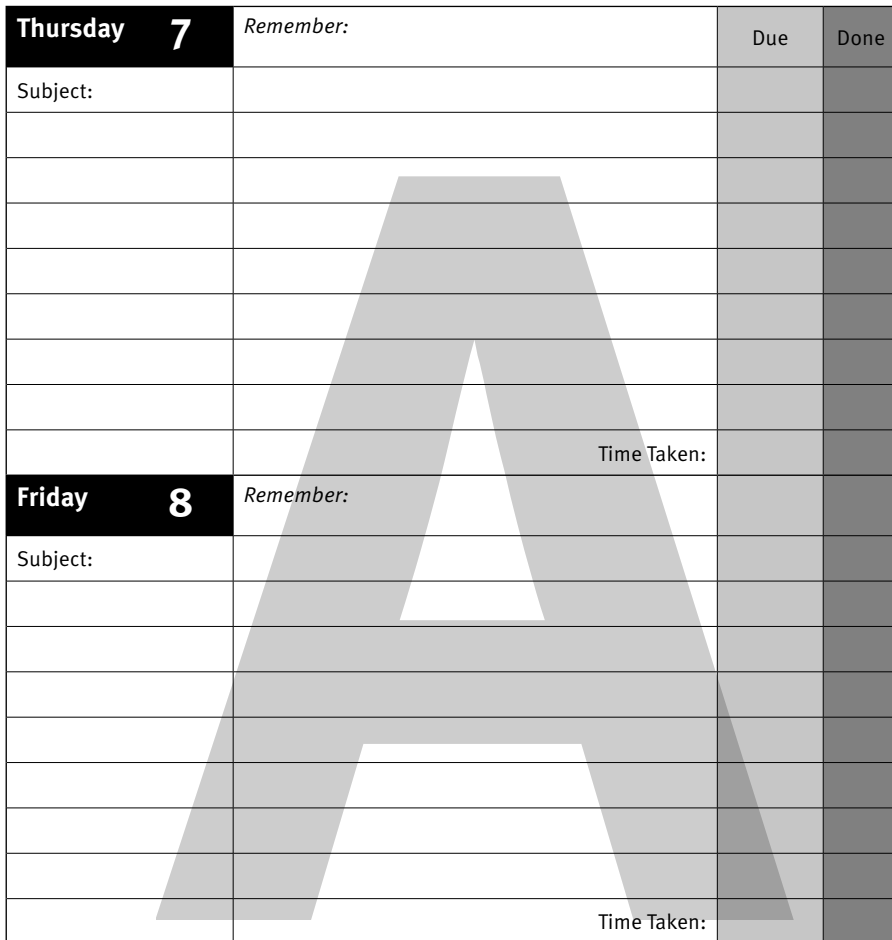
Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]





Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 11	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 12	Remember:		
Subject:			
	Time Taken:		
Wednesday 13	Remember:		
Subject:			
	Time Taken:		

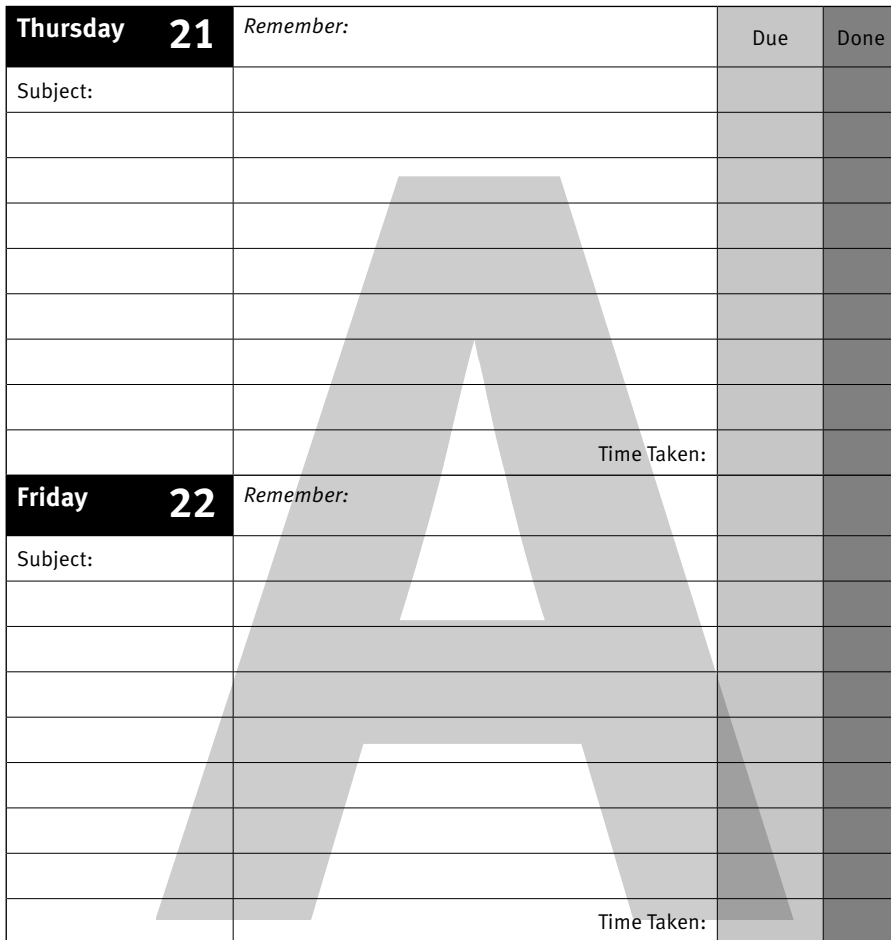


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



## Diary & Weekly Planner - May 2026

<b>Monday 25</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Tuesday 26</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		
<b>Wednesday 27</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		



<b>Thursday 28</b>	<i>Remember:</i>	Due	Done
Subject:			
	Time Taken:		
<b>Friday 29</b>	<i>Remember:</i>		
Subject:			
	Time Taken:		

Parent & Teacher Comments:



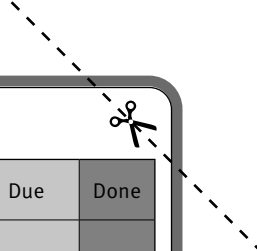
Parent Signature:

Tutor Signature:



Monday 1	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 2	Remember:		
Subject:			
	Time Taken:		
Wednesday 3	Remember:		
Subject:			
	Time Taken:		





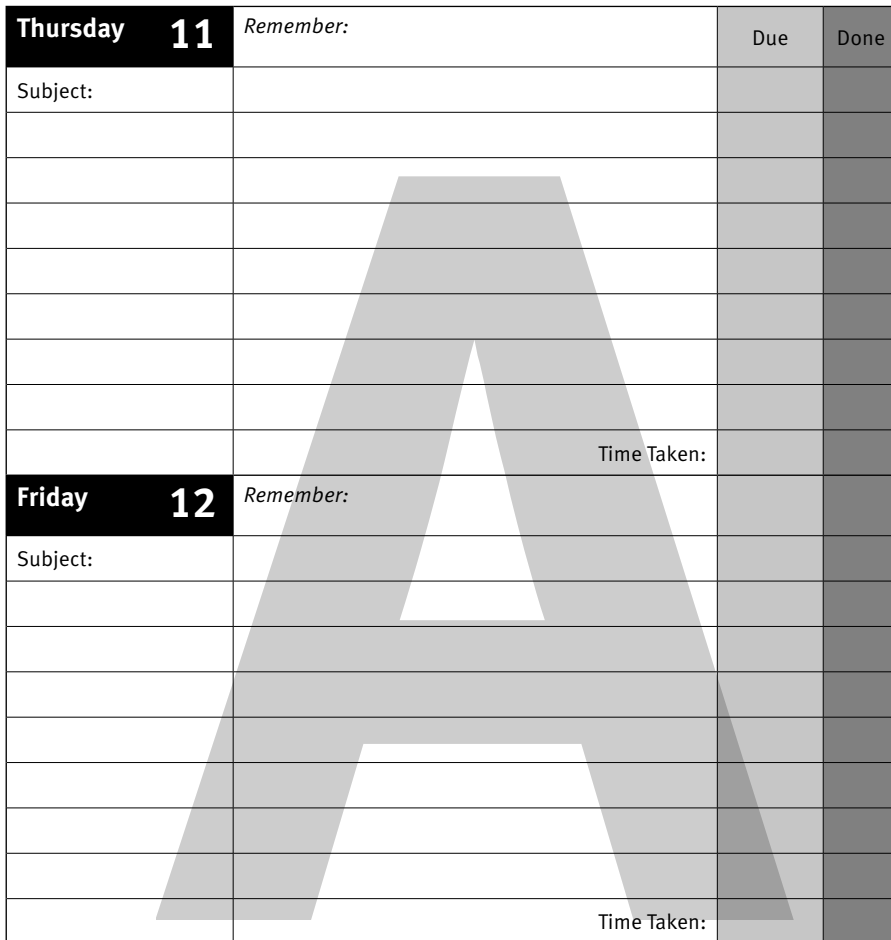
Thursday 4	Remember:	Due	Done
Subject:			
	Time Taken:		
Friday 5	Remember:	Due	Done
Subject:			
	Time Taken:		

Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 15	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 16	Remember:		
Subject:			
	Time Taken:		
Wednesday 17	Remember:		
Subject:			
	Time Taken:		

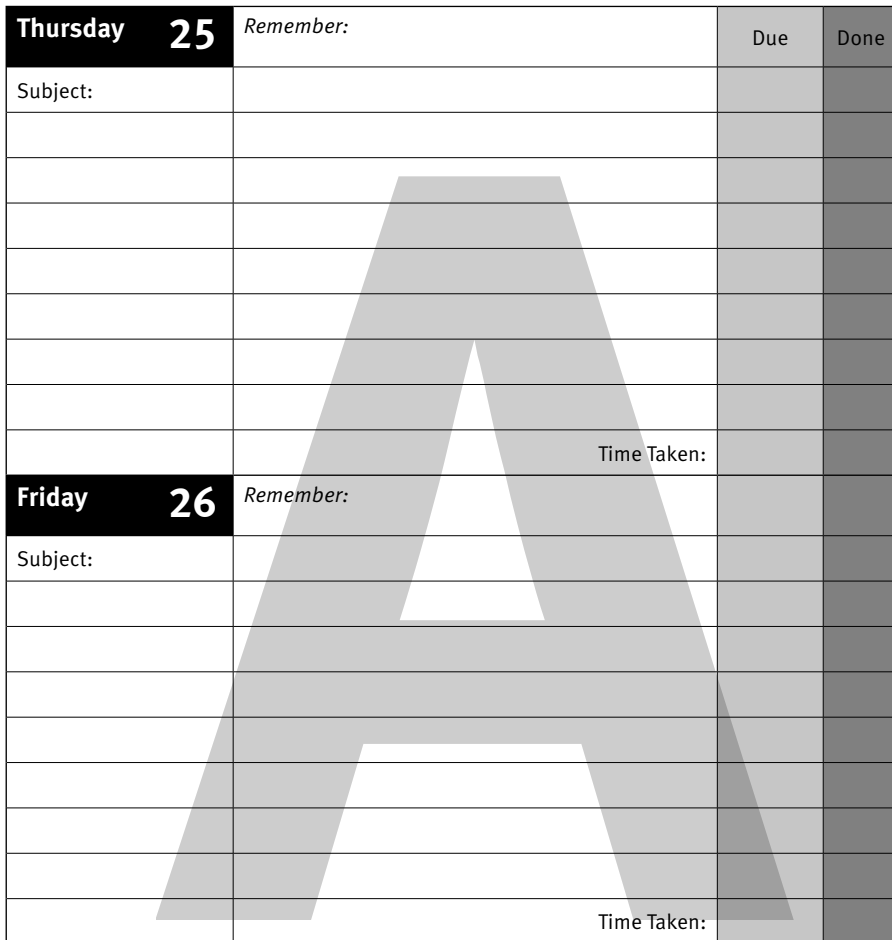


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

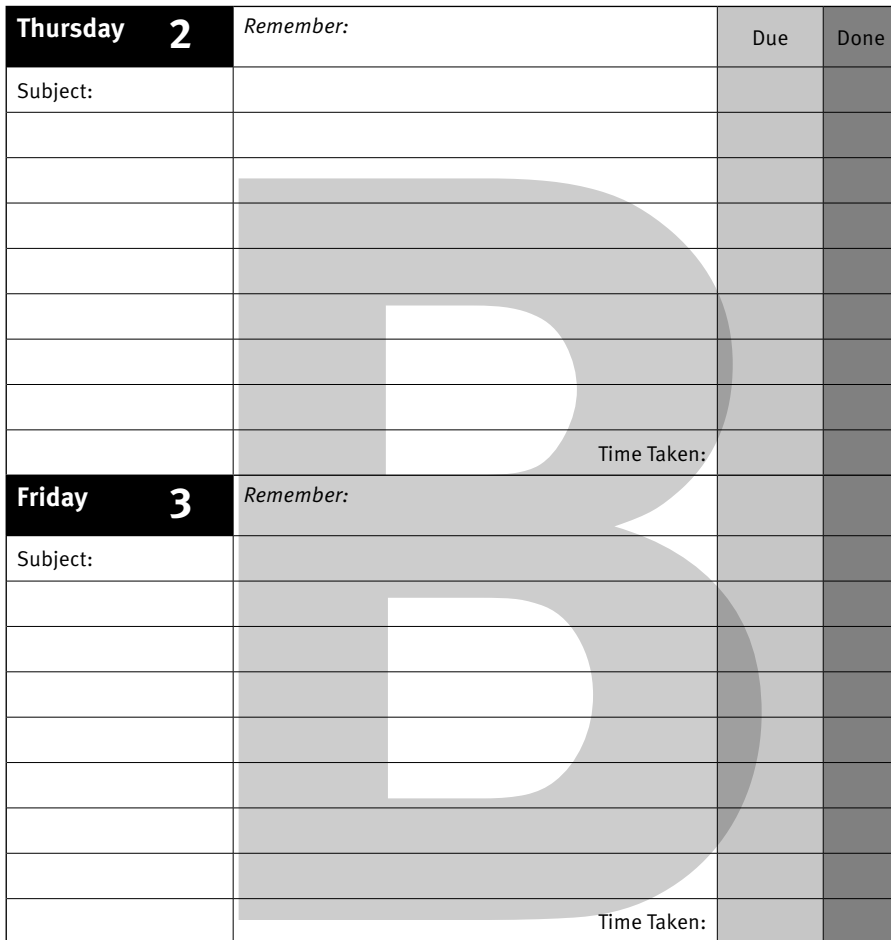
Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 29	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 30	Remember:		
Subject:			
	Time Taken:		
Wednesday 1	Remember:		
Subject:			
	Time Taken:		



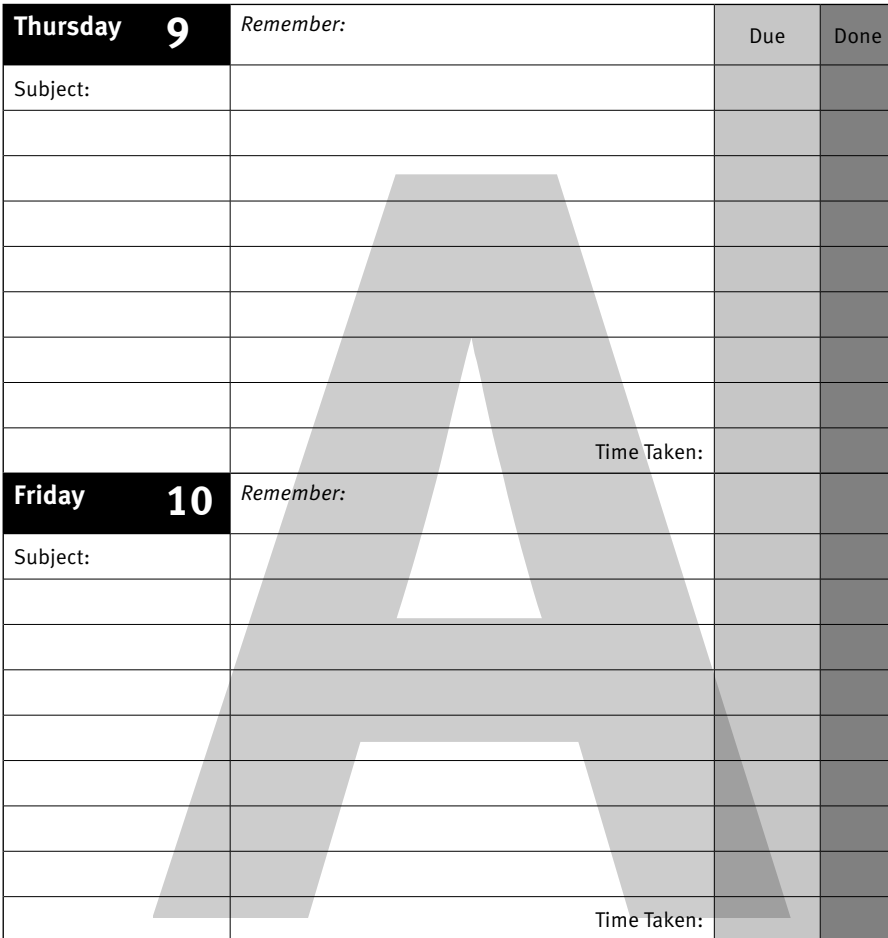


Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:



Monday 13	Remember:	Due	Done
Subject:			
	Time Taken:		
Tuesday 14	Remember:		
Subject:			
	Time Taken:		
Wednesday 15	Remember:		
Subject:			
	Time Taken:		



Parent &amp; Teacher Comments:

Parent Signature: \_\_\_\_\_

Tutor Signature:

[illegible]

# Digital Wellbeing

The term digital wellbeing has lots of different definitions but essentially, it's about understanding the impacts of technology on our physical, emotional and mental health, i.e. our personal wellbeing.

## *Why we have age limits on social media*

Although it might feel like age restrictions on games and social media are annoying and not of significance, they are actually doing a massively important job... they keep our personal information safe. It is so important to keep our personal information off the world wide web (www), that the Children's Online Privacy Protection Act (USA COPPA law) was created to make sure organisations comply.

This law makes it clear that absolutely no personal information from anyone under 13 years old, can be collected from any organisation unless a parent or carer gives their permission. Big organisations, therefore, set 13 years of age (or older) as their age limit to avoid having to seek permission, and therefore guarantee this security for each child.

Everyone over 13 (or above for some sites) still has to give their permission for their personal information to be collected, and to do this, companies always require an agreement to their terms and conditions when signing up. Although these are really long and hard to read, it is important for everyone to read them carefully before signing to make sure they are understood. It's a good idea when we are at the correct age, to get one of our adults to do this with us.



## *Criminals and grooming online*

One of the reasons why these laws are so important is that although the internet is full of lots of amazing information and people, there are also criminals who lurk there. They are waiting to trick us into giving them our information, stealing our money and in some cases wanting to groom children and young people into criminal activity or abuse.

Grooming is often done online through games or social platforms, and it is when an adult, or any other person, approaches someone with what seems like really positive attention and/or lots of respect in order to gain trust so that they can get the young person to do sexual or illegal activity for or with them. They are very clever so it can be hard to recognise it as grooming but if we're worried at all it's really important to tell someone and get help.

# Keeping Our Personal Information Safe

1. Use a nickname when creating a profile.
2. Don't add details such as full name, address, phone number.
3. Set privacy settings on platforms to 'friends only'.
4. Never agree to meet anyone that we meet online without an adult.
5. Check privacy settings on phones.

## *Knowing the warning signs of grooming*

- An older person approaches us with a lot of admiration or respect.
- Someone tries to find out lots about us.
- Someone offers to buy us things or wants to meet up.
- We are approached out of the blue by an older peer or person online.
- Someone says that they can help us to earn lots of money.
- Someone sends us intimate pictures and/or asks us to.
- They threaten us or our family.
- We feel in our gut that something isn't right.
- Someone says not to tell other people about them.

## *How to get support*

- Remember, if something has happened online that feels wrong or that worries us, however bad or embarrassing it feels, it is always the criminal that has done wrong, not us, the victim.
- Always reach out to a trusted adult at home or at school.
- Keep any messages, conversations and pictures as these are very important evidence of what the criminal has said or done.
- Report them — with or without our trusted adult, we can report it directly to the platform and/or to CEOP — Child Exploitation and Online Protection ([www.ceop.police.co.uk](http://www.ceop.police.co.uk)).
  - CEOP is a law enforcement agency that helps children and young people to keep safe from online grooming and abuse.
  - Simply search 'CEOP, should I make a report?', and read how their easy process works. We can also complete this if we are worried about a friend.
  - If we feel we are in immediate danger, we can always call 999.



# Digital Literacy

Digital literacy is a term used to describe the skills needed to find, create, evaluate and organise digital information.

Just like literacy is the ability to read and write so that we can navigate our way through the written world, digital literacy is the ability to navigate our way around the digital world efficiently and safely.

## *Media – can we trust everything we read?*

Media is essentially the way humans share information with each other. This information can be shared in a variety of ways: printed, e.g. magazines and newspapers; broadcasting, e.g. television and radio; and online, e.g. websites, apps and social media.

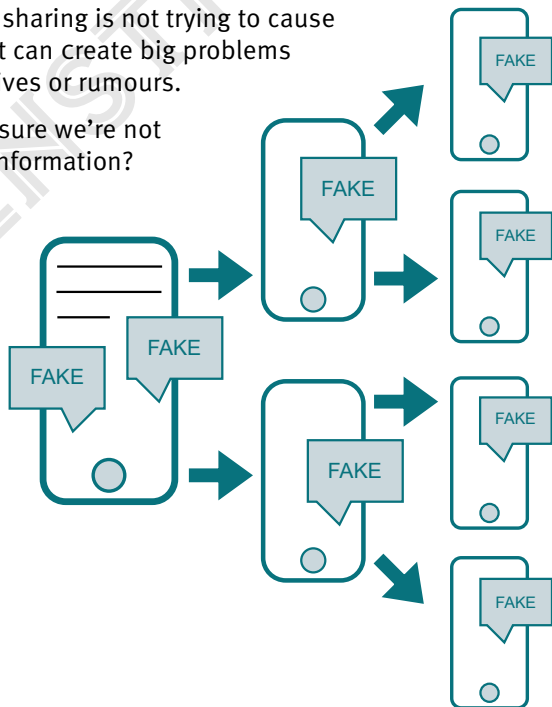
With so many different media platforms available at our fingertips it can be easy to receive incorrect information or ‘fake news’, making it really hard to know what is and what isn’t true. This incorrect content can sometimes be deliberate and sometimes unintentional — either way it can cause huge problems for individuals and society.

## *Misinformation*

This is a term used for false information that is shared accidentally. The person sharing is not trying to cause harm, but nevertheless, it can create big problems by spreading false narratives or rumours.

What can we do to make sure we’re not accidentally sharing misinformation?

- Critically question what we are reading/seeing.
- Fact-check using well known reliable and common sources.
- Check out the original post — is it genuine and trustworthy?



# Digital Literacy

## Disinformation

This is a term used for false information that is shared deliberately. It can be cleverly disguised as genuine, fact-based content however it is always posted to spread incorrect information.

What can we do to make sure we're not accidentally sharing disinformation?

- Look at organisation names and URLs — do they look like news sites?
- Check for spelling, punctuation mistakes and poor-quality logos
- Critically question sensational or unlikely sounding headlines or stories



## Algorithms – do we have freedom of choice online?

We may think we get to choose what we see on social media channels or search engines but actually what we see is decided by algorithms — mathematical programs that analyse what each individual is interested in and present more of the same back to us.

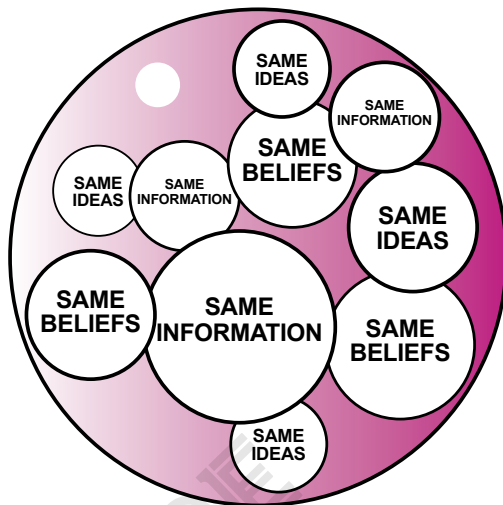
Every single time we search, watch, click or 'like' something this creates data that will then predict new content for us to keep us hooked on. This is happening to everyone constantly, so all of our feeds are different and are totally personalised.

One of the main concerns about algorithms is that there is evidence to show that they can push people further and further into extreme or hateful content, creating severe problems and consequences for both us as individuals and society at large.

# Digital Literacy

## Filter bubbles

We have algorithms pruning what we see online and of course we also choose to follow people who share our views and who we like. Before we know it our view of the world gets very small. With each online visit, a filter bubble is created using our online history, social media and feeds. People can get stuck in their filter bubbles, never seeing what a small, narrow-minded view they are having, and these bubbles have the potential to be very dangerous as they can create a sense of division in society by warping perceptions of the truth.



What can we do to make sure we're not accidentally creating filter bubbles?

- Visit different, trusted websites and apps to get a bigger picture
- Follow people or accounts who have different opinions and views
- Discuss what we see and hear with our family and friends offline

## Digital literacy in action

One form of disinformation that algorithms promote is clickbait. This is where an exaggerated, dramatic or intriguing made-up headline or image is posted with the sole purpose of 'click-baiting' people to click on it to take them to a web page. This is normally to make money through advertisements on these pages.



Look carefully at the examples and list how you might spot these are false. Write your observations below. (You can use the information above to help you.)



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# Digital Literacy & Online Discrimination

Look out for clickbait when you are online. you can use the space below to write down any details of what you see or where you see them — remember to talk to a trusted adult if you are worried about anything online.

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Note: Both mis- and disinformation can be reported on the website you see it on. Ask an adult to help you and follow the 'report post' instructions.

Remember, sharing the post, even if you want to warn people about it, will only make it spread more... think algorithms!

## Online discrimination

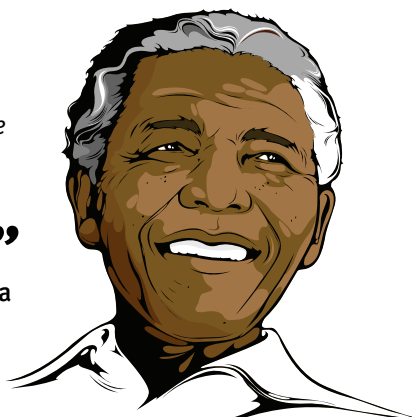
Discrimination is when a group of people or an individual treat people they perceive as different, unkindly or badly compared to others. Due to algorithms and filter bubbles, feelings of separation can be amplified online leading people to become narrow minded and prejudiced.

Discrimination is extremely damaging to individuals, to our communities and ultimately to our whole planet.

1. **Individuals:** It can significantly affect the wellbeing of those who are being discriminated against, including making them feel afraid, isolated and angry.
2. **Where we live:** It can damage our societies by creating misunderstandings and divisions between groups of people.
3. **Our planet:** It can affect everyone with hate, inequalities and wars.

“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela



# Online Discrimination

## *What to do if we see discrimination online*

It's tempting to launch into someone who is bullying, discriminating or being hateful online but it's vital that our approach is calm and safe for ourselves and others.

1. Contact the person who is the victim privately so we're not obviously involved, as this could antagonise the situation and make it worse for them and for us.
2. Remember, it is always OK to step out of a heated situation online, or in real life — this shows strength of character, not weakness.
3. The very best thing to do is not to get involved but to report this to an adult at home or school and/or the platform as quickly as we can.

## *Online bullying*

Online bullying, sometimes called cyber bullying, is when people, either individually or as a group, use online platforms or devices such as the internet, emails or phones, to threaten, embarrass or be abusive to others.

If we are the victim of online abuse or bullying this can be extremely tough, but we don't have to struggle alone. There are things we can do:

- Tell an adult we trust at home or school
- Keep the messages as evidence — we can screenshot these
- Stay calm and don't retaliate as it will make things worse
- Ignore the bullying, log off and/or block the bully
- Report to the online platform we are using

Note: If we are being threatened or feel in danger, we can always call 999 and report it the police

## *Checking our online behaviour*

The internet can often create a space where people feel they can say things that they wouldn't face to face. It can create a distance which can result in many people feeling it is OK to be mean to others and many others feeling attacked, hurt or bullied. And because we cannot see facial expressions or body language online, we can unintentionally bully someone.

Bullying is not a personality type, it is a behaviour, and just like all other behaviours, we can change it. Some people don't realise they are hurting someone online, but we can check ourselves to be sure.

- Self-awareness. Having a laugh and a joke or a strong opinion is great but when it's written online, we can't see how it lands. What we think is funny could be taken completely the wrong way. If we have a sense that someone might not have got the joke — they probably didn't.
- Owning it and getting support. If we realise we have been bullying someone, we can talk to a trusted adult at home or school and ask them to help us to put it right. We all make mistakes, it's what we do with them that counts.



# Being a Good Digital Citizen

The internet can be a negative place but if we keep ourselves safe by taking precautions and staying aware it can also be a place of amazing connection and support.

We can all become good digital citizens by simply thinking about what comments we share and post. If we all do this, the negativity that pervades our online spaces will be outweighed by the positives. And what better way to do that than to spread a little kindness online?

Here are some really simple things we can all do when we're the appropriate age to go on social media: share kind, funny or positive stories, videos or memes; if someone's having a hard time, take a minute to give them a few words of encouragement or support; compliment someone; or, if we see any hurtful comments or posts, report them.

Your task is to think of three positive acts of kindness that you are going to do online. Write them down below:

- 1.
- 2.
- 3.

Return to this page in a few months' time and use the space to write and reflect on this impact, both for yourself and others. Can you keep it up and make it a habit now? Can you spread the word to get more positivity on the internet?

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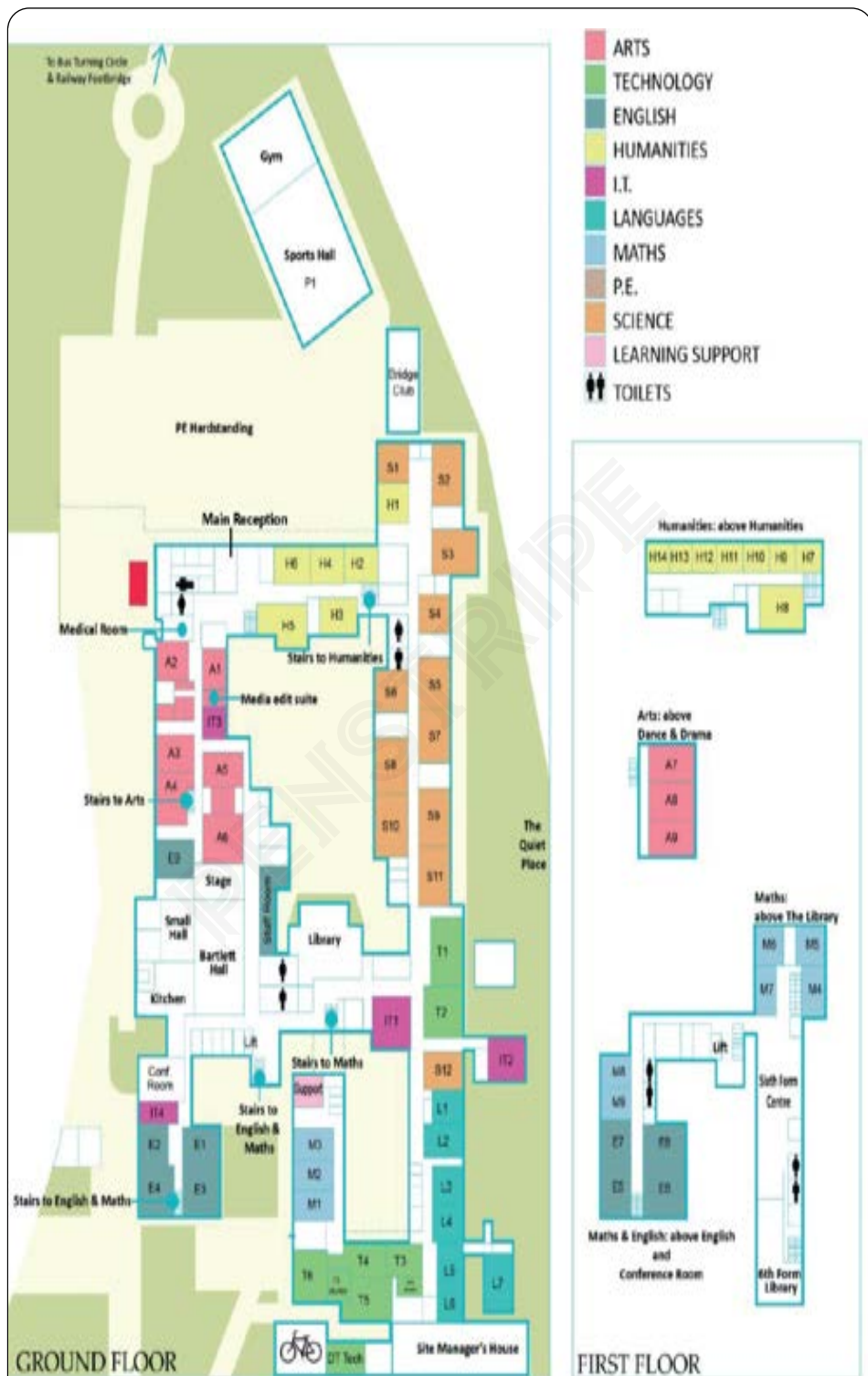
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# HOMWORK TIMETABLE

## WEEK A

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

## WEEK B

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

# TIMETABLE

## WEEK A

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

## WEEK B

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

