@lawnswoodschool

LAWNSWOOD SCHOOL

INFORMATION



LAWNSWOOD SCHOOL

www.lawnswoodschool.co.uk

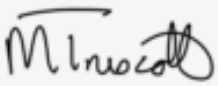
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Welcome

This student e-handbook is designed to give you information that supports your time at Lawnswood. It not only includes practical information on how our school runs but it also supports your mental health and wellbeing with sections on how to look after yourself. There will be a paper copy of this handbook available in the library and in your form room.

I hope that you find this a useful resource.



Mr Truscott

Deputy Headteacher

Our School Day

Start and finish times

Key Stage	Arrive at School	Leave School	Tutor Period
3 & 5	8.20am	2.50pm	8.30am-8.50am
4	8.20am	2.55pm	8.30am-8.50am

Lesson timings

Period 1	Break	Break	Period 3	Period 4	Lunch	Period 5
8.50am–9.50am	9.50am–10.50am	10.50am–11.10am	11.10am–12.10pm	12.10pm – 1.10pm	1.10pm - 1.50pm	1.50pm – 2.50pm *Yr 10 & Yr 11 at 2.55

Assembly Days

Assemblies take place in the Main Hall and start at 8.30am. You will line up at the back of school and then be taken through to the Main Hall sitting with your form.

Monday	Tuesday	Wednesday	Thursday	Friday
Year 9	Year 7	Year 11	Year 8	Year 10

School Terms and Holidays

Holiday	School Closes	School Opens
Summer break		Thursday 3 September 2026
Autumn mid-term	Friday 23 October 2026	Monday 2 November 2026
Christmas break	Friday 18 December 2026	Monday 4 January 2027
Spring mid-term	Friday 12 February 2027	Monday 22 February 2027
Easter Bank Holidays	Thursday 25 March 2027	Tuesday 30 March 2027
Easter break	Friday 2 April 2027	Monday 19 April 2027
May Bank Holiday	Friday 30 April 2027	Tuesday 4 May 2027
Summer mid-term	Friday 28 May 2027	Monday 7 June 2027
Summer break	Wednesday 21 July 2027	

- Tuesday 1 September
- Wednesday 2 September
- Monday 5 October
- Friday 27 November
- Thursday 22 July

Friday 26 March is Good Friday, Monday 29 March is Easter Monday and Monday 3 May 2027 is a public bank holiday and school will be closed.

Absence and Punctuality

Part of being '**Ready**' for school is arriving on time each and every day.

You need to arrive at school by 8.20am each day and be ready to line up at the back of school. If it is raining staff on duty will tell you where to go, this maybe to a diner or straight to your form room

If you arrive late to school, you will need to sign in at Student Reception and go straight to your lesson. We will seek to understand why you are late and support you after school if you need this.

At Lawnswood, we aim for 0% absence, or 100% attendance – a future employer would not expect anything less! If you are absent from school for whatever reason your parent/carer must contact us on the morning of your absence and every day that follows.

At Lawnswood, we recognise good attendance, so it is important that you know your attendance and what your current streak of attendance is.

Why is it important to know your absence rate?

It is important that you know your absence rate as poor attendance to school impacts on your learning. You can see from the table below that even ½ days off soon add up.

Percentage Absence	Absence per week/fortnight	Absence per year	Absence over 5 years
5%	½ day per fortnight	2 weeks	¼ year
10%	½ day per week	4 weeks	½ year
20%	1 day a week	5 ½ weeks	1 year
50%	2 ½ days per week	20 weeks	2 ½ years

Can I take a holiday in term time?

No. If you take a holiday in term your parents/carers risk being fined.

How do I get support with my attendance?

We recognise there are many reasons why students may be absent but being absent from school impacts on your achievement. Speak to your tutor if you need support.

Prepared for Learning

We expect all students to be responsible learners and to bring the following items to every lesson:

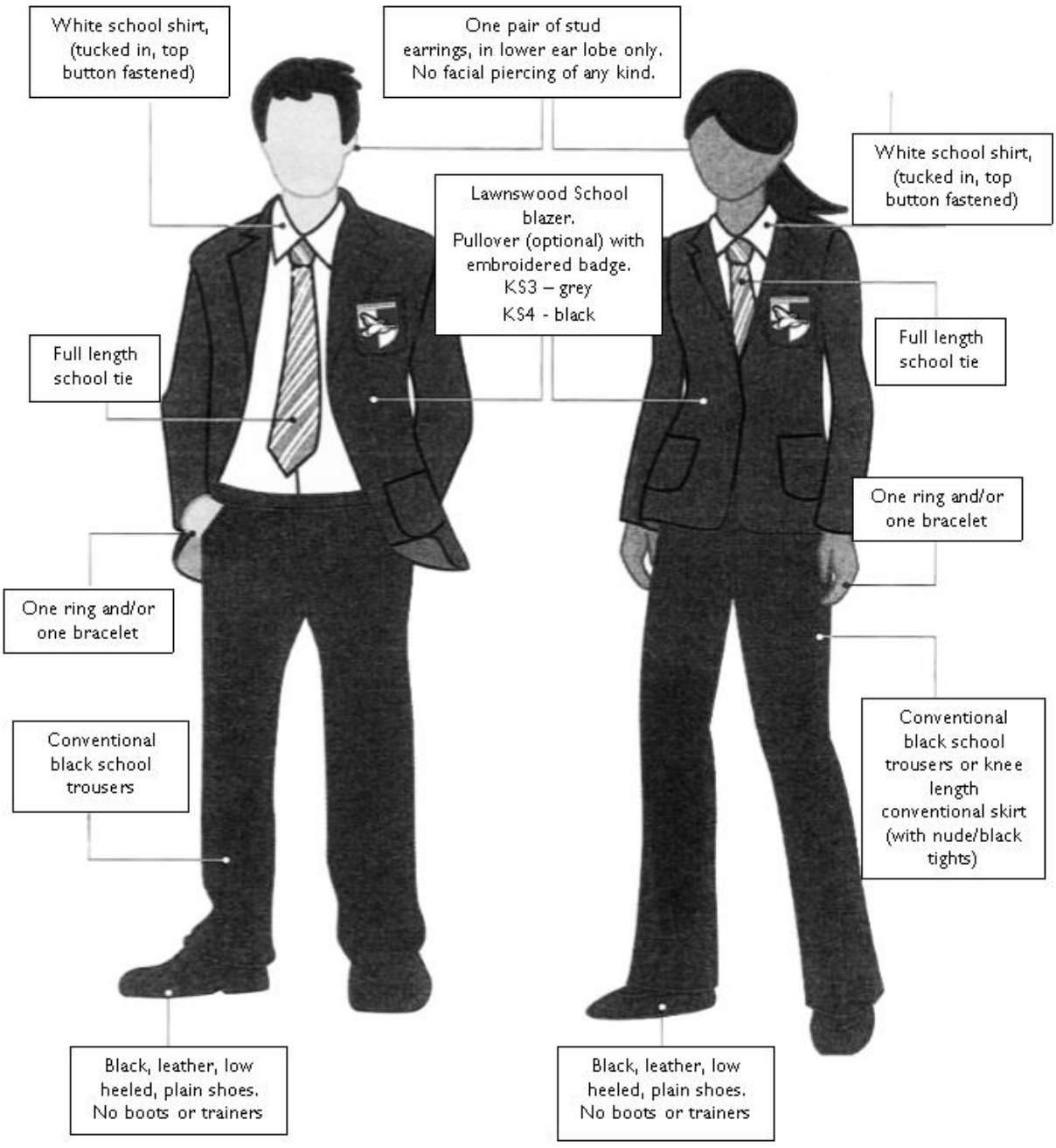
- An A3 size, strong, waterproof bag, big enough to carry several books
- Your student planner
- A pencil case containing at least three black pens, a green pen, a purple pen, three pencils, a pencil sharpener and an eraser
- A 30cm ruler
- A scientific calculator – CASIO fx85-GT plus
- A reading book

Note: We don't allow Tipp-Ex or similar correction products in school

Top tips:

- Stay organised by checking Classcharts for home learning
- Pack your school bag the night before
- Use your timetable to help you

School Uniform



No extremes in hairstyle, hair colour, make up and nails.
Acceptable hairstyles are at the discretion of the Headteacher.

School Uniform (cont.)

Correct uniform is at the discretion of the school.

You can buy school uniform from two providers:

Rawcliffe's
617 Roundhay Road
Leeds
LS8 4AR
0113 2494025
Email: customer.service@rawcliffesleeds.co.uk
Website: www.rawcliffesleeds.co.uk

Whittakers Schoolwear
3/5 Town Street
Leeds
LS28 5EN
0113 2566020
Website: www.whittakersschoolwear.co.uk

At Lawnswood we also offer a Sustainability Shop where we sell good-quality, freshly washed uniforms. We operate a 'pay what you feel' scheme. This means that your family only have to pay what they can afford.

PE Kit and Expectations

You must bring your full PE kit for every lesson. If for any reason you cannot take part in the practical element of the lesson, you must still bring your kit. This is to ensure that you can adopt the role of umpire, official or coach in order to remain fully involved in the lesson.

All Students	
Red Lawnswood PE top	
Black tracksuit bottoms, sports leggings or shorts	
Red and black shoes	
Trainers suitable for indoor sport (no Converse or similar)	
Boots or Astroturf trainers for outdoor lessons	
Optional	
Lawnswood reversible rugby shirt	Lawnswood PE sweatshirt

Medication

- If you bring any medicine into school, you must hand it in to Student Reception.
- Every medicine must be in the original packaging (whether bought from a pharmacy or prescribed by a medical professional) and have your name on it.
- We need your parent/carer to sign a medical form. The form is available from Student Reception or on our website.

It is important that your parent/carer tells school if you are diagnosed with any medical condition or allergy.

Ready Respect Safe

At Lawnswood there are not too many rules to follow, but if you remember "Ready Respect Safe" you will not go far wrong.

- Are you ready to learn?
- Are you being respectful to the environment, your peers and adults?
- Are you acting in a safe manner?

Ready
• Be ready to learn by arriving on time to school, tutor time, assemblies & lessons • Be ready to learn by having the equipment required for each lesson, including toolkit, out on the desk
Respect
• Always use respectful behaviour and language • Respect the views of others • Respect the right of others to learn • 15 minutes of silent work in every lesson • Show respect to your community by wearing your full uniform • Show respect to all members of the community • Show respect to our environment
Safe
• Be safe from distraction by putting away all mobile devices once in school • Stay safe by moving quietly and directly around the corridors







Speak Up

If you hear something that concerns you or worries you, speak up! Speak to a member of staff or your family.

Bullying (verbal or physical) will not be tolerated in any form whatsoever. Examples of bullying are abuse, intimidation, spreading malicious stories, cyber bullying, etc.

If you are a victim of bullying or if you observe incidents involving others, you must inform a member of staff.

Students can also report issues via an online reporting tool. It can be found on our website under Key Information – Safeguarding & E-Safety

Lawnswood School - Safeguarding & e-safety

Please note that this reporting tool is not monitored 24 hours a day, if you are at risk of harm you should speak to your family or contact the police.

What to do if…

I arrive at school late?	You must sign in at student reception. You will need to give a reason for your lateness. Whilst we accept that things happen on a morning, we do not tolerate persistent laziness.
I have lost something?	Go to lost property in Reprographics (room G05). Make sure all your property is marked with your name.
I don't understand a home learning task?	Tell your subject teacher or form tutor or go to the Library, where additional support is available from 2.45pm until 4.00pm on Monday to Thursday and until 3.00pm on Fridays.
I have valuable items with me?	Avoid bringing valuable items to school as we cannot take responsibility if they are lost or stolen. Always hand in valuables during PE.
I have a problem in a lesson?	Don't let it worry you. Tell an adult – your subject teacher, Year Manager or your Head of Year.
I have a problem with fellow pupils?	Don't let it worry you. Tell an adult at school (your teacher or tutor) or an adult at home (your parent or carer or friend). You can report it online via our reporting tool. See below for details.
I get something confiscated?	The member of staff will take the item to student reception. At the end of the day please speak to a member of staff at student reception who will help you.
I have a dental or medical appointment?	Avoid appointments during the day if possible. Bring an appointment letter or explanatory letter from home for a member of staff to see and sign, then sign out of school and back in again at student reception.

Rewards

Rewards at Lawnswood are designed to recognise all aspects of school life, from your work to your contribution to the life of Lawnswood.

You will receive commendations; these are turned into points and each week during tutor time you will be told how many points you have received. You will also have access to a Classcharts app where you can see the commendations that you have received. Your parents/carers will also be able to see how well you are doing on a parent version of the same app.

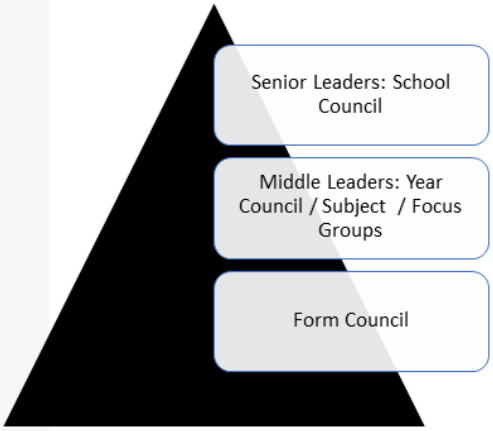
Your success is acknowledged in a range of ways including:

- Commendations
- Notes in your planner
- Phone calls home
- Postcards
- Certificates
- Lapel pins
- ½ termly reward events
- Celebration assemblies
- Diner queue jump passes
- 'Hot chocolate Friday'
- Afternoon tea event
- Annual Prize-giving Event
- Reward Trips

Points Stages

	Points	Certificate and Lapel Pin
Bronze	125	X
Silver	250	X
Gold	375	X
Platinum	500	X

Student Leadership at Lawnswood



Type	Makeup	Link to a member of staff
Form Council	2 elected representatives; Chairperson, vice-chairperson	Form Tutor
Year Groups	Chairperson from each form represented at Year Council	HoY
Sixth Form Council		ZUI / VSH
School Council	Sixth Form Head Boys/Girls 1 member from each year group in the main school (5)	JRH

Student Welfare and Support

In school we have a range of support on offer that can help you depending on your needs. The first thing to know is that it is okay to not be okay, and we know that asking for help can be difficult. Start by speaking to or emailing any adult in school that you feel okay talking with and they can direct you to the support that you need or speak to a parent or carer who can contact school.

The table below shows some of the ways that we help people in school. There are different levels of support and we will try to tailor the support to your needs.

Support Available	How can you access the support?
Links to self-led support strategies within PHSCE	Information via Assemblies, Student Bulletins. PHSCE Lessons.
Year Manager / Pastoral Support Worker Check-in	Student discussion with a member of staff and subsequent discussion with Year Team
Pastoral Support Worker	Discussion with the Year Team
Online Support such as Kooth.com, apps such 'For Me'	You can access this yourself by visiting the website or downloading the app.
Mrs Walker 1:1 Support	This requires a referral form to be completed. Your Year Team will refer you after speaking with you.
Silver Cloud online Anxiety Support	This requires a referral form to be completed. Your Year Team will refer you after speaking with you.
Interventions	Our pastoral support worker team offer group and 1:1 sessions to support with a range of needs. Including; Anxiety, Emotional Regulation, Self-esteem, Social Skills Speak to your Year Team who can refer you.
Child and Family Practitioner	This requires a referral form to be completed. Your Year Team will refer you after speaking with you.
Educational Psychologist	This requires a referral form to be completed. Your Year Team will refer you after speaking with you.
School Counsellors	We have access to 3 counsellors. This requires a referral form to be completed. Your Year Team will refer you after speaking with you.

Zones of Regulation

Depending on the time of day, or even day of the week, we all feel different at times. We need to be able to recognise where we are with our body and mind to regulate our feelings and behaviours.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



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Lawnswood Ladder



Local and National Support

The Mix

What kind of support?

Essential support for under 25s

How to find them?

www.themix.org.uk

1-2-1 Online chat – 4pm-11pm Sun to Fri

Crisis Messenger – Text THEMIX to 85258

Freephone 0808 808 4994 (4pm-11pm daily)

Beat Eating Disorders

What kind of support?

Support dealing with eating disorders

How to find them?

www.beateatingdisorders.org.uk/

Helpline 0808 808 0711 (3pm-11pm daily)

What kind of support?

General support on children and adolescents' mental health.

How to find them?

www.youngminds.org.uk

Crisis Messenger - Text YM to 85258

Samaritans

What kind of support?

General Support on Mental Health and Wellbeing

How to find them?

www.samaritans.org

Helpline 1161 123 (24/7)

Local and National Support (cont.)

Childline

What kind of support?

General support for under-19-year-olds

How to find them?

www.childline.org.uk

Sign up online for 1-2-1 online chat with a counsellor

Helpline 080000 11 11 (24/7)

Mind

What kind of support?

General support for mental health

How to find them?

www.mind.org.uk/information-support/

- Urgent help tool
- Online chat (9am-6pm Mon-Fri, except bank holidays)

Papyrus UK

What kind of support?

Hopeline for those dealing with suicidal thoughts

How to find them?

Call 0800 068 41 41, Text 07786209697

www.papyrus-uk.org

Email pat@papyrus-uk.org

Availability: 10am-10pm weekdays, 2pm-10pm weekends and bank holidays

Night Owls

What kind of support?

Support for young people and families in crisis

How to find them?

https://www.lslcs.org.uk/services/night-owls-helpline

Helpline 0800 1488 244
Text: 07984 376950

Local and National Support (cont.)

Moodzone by NHS

What kind of support?

General support for mental health and wellbeing

How to find them?

www.nhs.uk/Conditions/stress-anxiety-depression/

Kooth.com

What kind of support?

Online wellbeing support hub, includes access to online counselling

How to find them?

www.kooth.com

UK Safer Internet Centre

What kind of support?

Advice on how to get the most out of the internet whilst staying safe online

How to find them?

www.saferinternet.org.uk/advice-centre/young-people

Child Bereavement UK

What kind of support?

Support for young people, families and professionals to support those who have lossed someone.

How to find them?

www.childbereavementuk.org/listing/category/support-for-young-people

Sleeping

Sleeping is the way our body rests, so it is really important that we get good quality sleep. As a teenager, you should aim to sleep around 8 to 9 hours on school or work nights. If you are experiencing problems sleeping properly or if you want to improve your sleeping quality, this section might help you!

1. Decrease the use of social technology before bed

It is very common to be on social media on our phones or tablets before bedtime, even if it is just for a last quick check. However, studies have shown that using social technology before bed decreases our quality of sleep and is also associated with daytime sleepiness and lack of motivation.

What can you do?

Try to stop using social technology 1 to 2 hours before bedtime. A tip to successfully do this is to start small and work your way up. Start by putting it away 15-20 minutes before bedtime and then increase this time at a pace that is best for you.

2. Cut caffeine

Caffeine is a stimulant and can prevent us from falling asleep! It is not only present in coffee, but also in other drinks, for example, Coca-Cola, Irn-Bru, energy drinks such as Red Bull or Monster Energy, some teas such as green tea or English breakfast and others.

What can you do?

Try to cut caffeine at least 4 hours before going to bed. You can replace it with other drinks, for example, **decaf coffee** or **tea**, **infusions** (e.g. chamomile, peppermint or fruit teas) or **flavoured water**. (See the Healthy Eating section for different ways to naturally flavour your water!)

3. Exercise

You will find throughout this booklet that regular exercise is a strategy that works wonders in improving our mental health and wellbeing. Even though it can be daunting, exercise here does not mean you need to be lifting crazy amounts of weight or going to the gym every day (if you do, however, that's amazing, well done!). It's all about moving! The longer you move, the better!

Exercise during the day has been shown to decrease the severity of insomnias and improve our sleep quality.

What can you do?

Include exercise in your routine. Start by increasing the amount of exercise you do during the day, even if it is not long. Examples of this include going on a fast-paced walk or run, doing a quick home workout or going to a fitness class or the gym. All you need is to move your body! Check the Exercise section for more examples and ideas to make exercise fun!

Sleeping (cont.)

4. Stretch before bed

Stretching before bed has been shown to increase our quality of sleep!

What can you do?

Before going to bed, try to do some stretch exercises, this can take 5 or 10 minutes only. Stretching is supposed to relieve pain or discomfort, so if you feel a big pain whilst stretching, please stop the exercise. Do all movements as far as they are comfortable for you. An example of a stretch routine to do just before bed is in the following link:

www.healthline.com/health/stretching-before-bed

5. Create a sleeping routine

Having a regular bedtime and wake-up time is associated with a higher quality of sleep and reduced daytime tiredness.

What can you do?

Set a time for bed and to wake up, independent of your schedule during the day. Then, try to stick to it during the week and don't change it too much during the weekends!

Don't worry if it doesn't work perfectly straight away; our body requires time to get used to new routines. If you sleep in or go to bed later on some occasions, don't see it as a failure. What is most important is to keep the routine constant over time.

Stress & Anxiety Management

Everyone feels stressed and/or anxious at some point in their lives, therefore it is always good to know some strategies that can help us feel calmer and in control. If you feel stressed or anxious for any reason, try to use some of these tips. If you don't feel able to handle it on your own, seek support – there is no shame in asking for help, only braveness!

1. Breathing techniques

If you are feeling stressed or anxious you might notice that your breathing is accelerated or even out of control. Certain breathing techniques can help you slow down and feel more in control. You can use these even if it is only to help you focus on the tasks you are completing.

What can you do?

There is a vast collection of breathing exercises, but this booklet focuses on two different techniques: the 5-0-5 and the 5-7-8. They are explained in the diagrams below. You should do them for 3 to 5 minutes.

If you feel like some more support would help, there are some apps that can help you with this. The two apps here suggested are both free!





2. Speak out

Reaching out to a friend, a family member, a teacher or anyone you can trust is always a good strategy to reduce our stress and anxiety. It allows you to think out loud, to put the things that worry you into perspective and gives you the chance to receive some advice from people that want the best from you.

Don't be afraid about what people are going to think, rest assured that everyone has felt stressed or anxious at some point in their lives. By doing it, you might feel much better. If you feel like you don't have anyone to turn to, please look at the Contacts for Support section and contact one that you think will be able to help you with your needs!

Stress & Anxiety Management (cont.)

3. Colouring in

Colouring is an activity that is not mentally demanding and has been shown to have a positive effect on reducing anxiety. Luckily, it is something that we can all do, all you need is a pen and colouring sheet!

What can you do?

Grab a pen or a pencil (or both) and colour it; there are no guidelines, you can do it any way you want!

You can find more of these on:

www.worldofmandalas.com

You can also colour them in online on this website.

4. Organise & Break Down

For some people, having so much to do that you don't know where to start and how to prioritise can be one of the main sources of stress. To try to overcome this, you can break down the problems and tasks you need to take care of into smaller goals and set them within realistic timings. Organising your days and allowing time for all the things you need to do may help reduce the stress and worry.

What can you do?

Set a day of the week to make a general week plan. Every night try to take 10 to 15 minutes to organise the following day in more detail, setting up your goals and allowing time for breaks. Keep these plans somewhere handy so that you can check them throughout the day.

In the Notes section, you can find weekly and daily planner templates that you can use. Don't worry if these don't work for you, there are a lot of other ways you can organise your day. Either come up with one that suits you better or look online for other types of templates.

5. Exercise

Exercising does wonders not only for our bodies but also for our minds, particularly, in reducing distress.

What can you do?

Try doing some exercise if you are stressed or feeling anxious. It can be just a walk in the park or a trip to the gym, as long as it gets your body moving. Don't forget to take control of your breathing as this can also help. See the Exercise section for more information and ideas to get moving!

Self-esteem & Body Positivity

We should always strive to be our best version. That includes challenging the negative thoughts you may have about yourself and looking at the amazing side you have and the incredible things your body can do. This section includes tips to increase your self-esteem and to be positive about your body and grateful for what it is able to do!

1. Keep a diary of the positives

Remind yourself of the good things that have happened in your life, your accomplishments and positive thoughts about yourself, no matter how small they are. If you write them down, you will have a way of reminding yourself of how much amazingness is inside you!

What can you do?

Use a notebook (or the templates provided at the end of this booklet) and try to write at least 5 positive things every day. These can be accomplishments, things you are grateful for, things you are proud of having done, moments you have cherished during the day – anything positive you can think of that has made your day brighter counts.

2. Unfollow

As much as social media seems to show people's real lives, this is not true for the majority of it. Everyone chooses which part of themselves they want to share and no one's life is perfect, even if they portray it to be so.

What can you do?

Unfollow accounts that make you feel less good about yourself. Instead, find people who share positive thoughts, who embrace their flaws and are real about their bodies!

3. Challenge yourself

Challenge yourself by doing things you would like to do but think you can't. There is no better way to show yourself that you are able to do something than actually doing it. Start by setting yourself small goals and work your way up to bigger challenges. These can be joining a fitness class, going to a social occasion, trying out a new hobby – enjoying it is all that matters. Achieving your goals can help increase your self-esteem.

What can you do?

Set goals, keep a diary of what you have been up to and when you doubt yourself, look at your progress! No matter how small the step is, always feel proud of it.

Self-esteem & Body Positivity (cont.)

4. Appreciate your body

It is so easy to focus on our bodies' flaws and forget how much they do to keep us alive and well. This, however, can be changed by changing your mindset. As you have been able to see, it is all about empowering the positive thoughts and putting the negative ones away from our focus. By focusing on the positive characteristics you have and the great things you can do, you might also feel a change in your self-esteem.

What can you do?

Every day, look in the mirror until you can find something you like about your body. If you want, make a note of it so that on not-so-good days you can read those and remind yourself that your body is great and you should feel nothing but gratitude and love towards it.

5. Connect with people

More specifically, connect with people that bring you positive vibes! We can fall into the habit of listening to our negative thoughts too much and that has a big impact on how we perceive ourselves.

What can you do?

To change this, surround yourself with positive people who make you happy and bring yourself to be more positive and love yourself. If you feel that you don't have someone in your life that can do that, don't worry, just meet new people! In the Socialising section, you will find some places and ideas to join new social occasions and meet new people!

Socialising

Social interactions are crucial for our development. Although some of us can find these stress-free, some people can feel high levels of anxiety just by thinking about having to interact with others. If you are not totally comfortable with social occasions this section has some tips to help you feel more relaxed around people!

1. Shift your focus

When in uncomfortable social situations, you might find yourself overthinking about what other people are thinking of you or what you are going to say next. This might increase your anxiety and even thinking about it can put you off going to meet other people.

What can you do?

Try to have conversations with other people without a self-judgement mindset. Remember that your uncomfortableness may not be as obvious to other people as you think. Focus on what other people are saying rather than what your mind is trying to tell you.

2. Don't run away

If you are at a social event and are feeling some sort of anxiety, the tendency is to run away or hide. Doing this, however, might make you feel even worse later on.

What can you do?

Try to remain in a situation until your anxiety reduces by at least half. Use other strategies to calm down (check breathing exercises in the Stress and Anxiety section). If you give yourself time, your anxiety can decrease. This can work as a confidence boost for future occasions.

3. Don't set expectations

Expectations always have a big impact on our social anxiety. Setting negative expectations can make us even more anxious and afraid of going to certain events or being in certain situations. By doing this, these expectations can lower the success of the event.

What can you do?

When you find yourself predicting what will happen and what could go wrong, stop and remind yourself of how unhelpful these thought patterns can be for your state of mind during social occasions. Keep your mind positive and remind yourself of your strengths!

Socialising (cont.)

4. Challenge unhelpful thoughts

It is crucial to understand that unhelpful thoughts are not necessarily facts but are often based on wrong assumptions about yourself and the situations you might be put in.

What can you do?

If you are having negative thoughts about a situation coming up in your life, question these and ask yourself: "Is there any concrete evidence for this?" You will mostly find that these are untrue and are just distracting you from what is important, which is enjoying the occasion and learning from it.

Healthy Lifestyle

A healthy lifestyle incorporates exercise and balanced eating. Eating is about nourishing our bodies and providing them with good energy. Exercising can be daunting as it is often portrayed as demanding and not suitable for everyone. This is, however, far from the truth. Everyone must find the forms of exercise that make them the happiest. In this section, you can find tips that might help you change your lifestyle into a healthier one!

1. Always eat breakfast

Breakfast is the most important meal of the day and therefore should be packed with good food! It can have positive effects on your performance and increases your concentration throughout the morning.

What can you do?

Always have something to eat in the morning. Some wholewheat cereals topped with some fruit and milk or scrambled eggs on toast are two of the many quick and healthy breakfasts you can have. More recipe ideas can be found on:

https://www.nhs.uk/healthier-families/recipes/breakfast/

2. Stay hydrated

Water is central to the good functioning of our bodies. Low water consumption is associated with some health issues, such as strong headaches and constipation.

What can you do?

It is recommended that adolescents drink between 6 to 8 glasses of water and/or semi-skimmed, skimmed or 1% fat milk per day. If you have difficulty drinking this amount, try swapping other drinks you have (e.g. juices or fizzy drinks) with flavoured water. There is a big variety of options of flavouring your water, it's all a matter of taste, you can add as little or as much flavours as you want!

Examples of flavoured water are:

- Lemon and ginger
- Strawberry and lime
- Watermelon and mint
- Blueberries and apple

All you need to do is add the ingredients to a bottle or jar of water.

Healthy Lifestyle (cont.)

3. Understand food labels

Part of leading a healthy lifestyle is understanding the types of food we eat and why and how they are good for our body. In the diagram below, nutrition labels are explained.



These labels provide information on the fat, saturated fat, sugars and salt in a portion of the food. These are usually colour coded:

- **Red** = high content
- **Amber** = medium content
- **Green** = low content

You should aim to eat foods that show mostly green labels, as this means they are a healthier choice!

4. Increase movement

In your everyday life, there are always ways of increasing the amount of exercise you do.

Healthy Lifestyle (cont.)

What can you do?

Examples of things you can do to increase movement are:

- Instead of taking the bus, walk or cycle to school. If your school is too far away, get off two stops before your regular stop so you can walk a little bit more.
- If you are going up some floors, take the stairs instead of the lift.
- If you are mostly sitting down during the day, take breaks and stand up or go for a short walk.

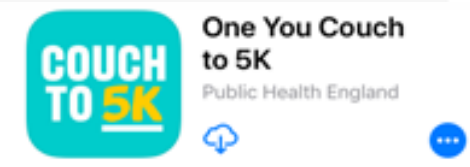
5. Sneak exercise into your routine

As you have been shown in other topics of this booklet, exercising is not only great for our bodies but also for our mind! You should always aim to do some exercise every day.

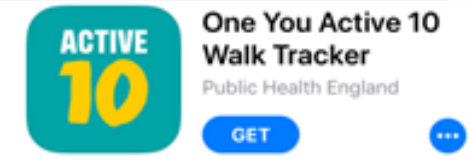
What can you do?

Try to add exercise into your routine. Start small and work your way up to more intense exercise of a longer duration.

The following apps can help you be more active. The Active 10 app guides you in having 10 minutes of fast-paced walking everyday and the Couch to 5K app aims to guide and support you in starting to run!



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Healthy Lifestyle (cont.)

You also don't need a gym membership to work out – you can work out at home! There are several YouTube channels that provided free workouts of all sorts. A few examples of these channels are:

- Fitness Blender
- Joanna Soh Official
- POPSUGAR Fitness
- The Body Coach TV
- MadFit
- HASfit

6. Exercise with a friend

There is no better motivation to exercising than knowing that you are going to do it with your friends. Find a partner or a group of friends to exercise with so you can motivate each other to do more and to not forget how important it is to do it as well as how much fun it can be.

Online Safety

Nowadays, where the online world plays a big part in all our lives, it is important to understand that even though it has great advantages, it also comes with its risks. You must know how to keep yourself safe. This section will mention a few points that you should keep in mind when you are online.

1. Protect yourself

Seeing offensive or disturbing images or comments can cause serious harm to our mental health. You should never allow yourself to be exposed to abusive or violent language online.

What can you do?

Firstly, it's important to know what kinds of websites and pages you follow and to avoid any negativity online. Even if others tell you so, you do NOT need to engage in these types of behaviour and, ultimately, most social platforms allow you to report or block users who are being inappropriate or harassing you.

2. Think before you post

Everything you post online can last forever and can also usually be seen by anyone. You should always protect your reputation online and remember that you must not treat anyone in a way that you wouldn't like to be treated.

3. Resist pressure

If you have not felt it yet, you probably have seen that there is a lot of pressure to do things online, for example sharing more personal details of our lives. However, you must not forget that when you press the send button, there is usually no going back.

What can you do?

You should never do or send anything that makes you uncomfortable or that you feel may put you in a distressing situation. If you are sharing something personal, make sure you know exactly who is on the other side of the screen.

Online Safety (cont.)

4. Report suspicious behaviour

If you read or find anything suspicious online, always report it. You should preferably speak to an older adult such as a family member, a teacher or a support worker.

5. Don't believe everything

You would be surprised at the number of things that are said online or shown to be facts that, in reality, are not true. So don't believe everything you read and everything you are told. Always find a way of double-checking the accuracy of the information you have seen, and if you believe that someone has been lying, report it.

Home Learning

Homework or home learning completed on a regular basis throughout secondary school can be equivalent to an additional year of study. Home learning tasks will be logged on Classcharts for you to complete.

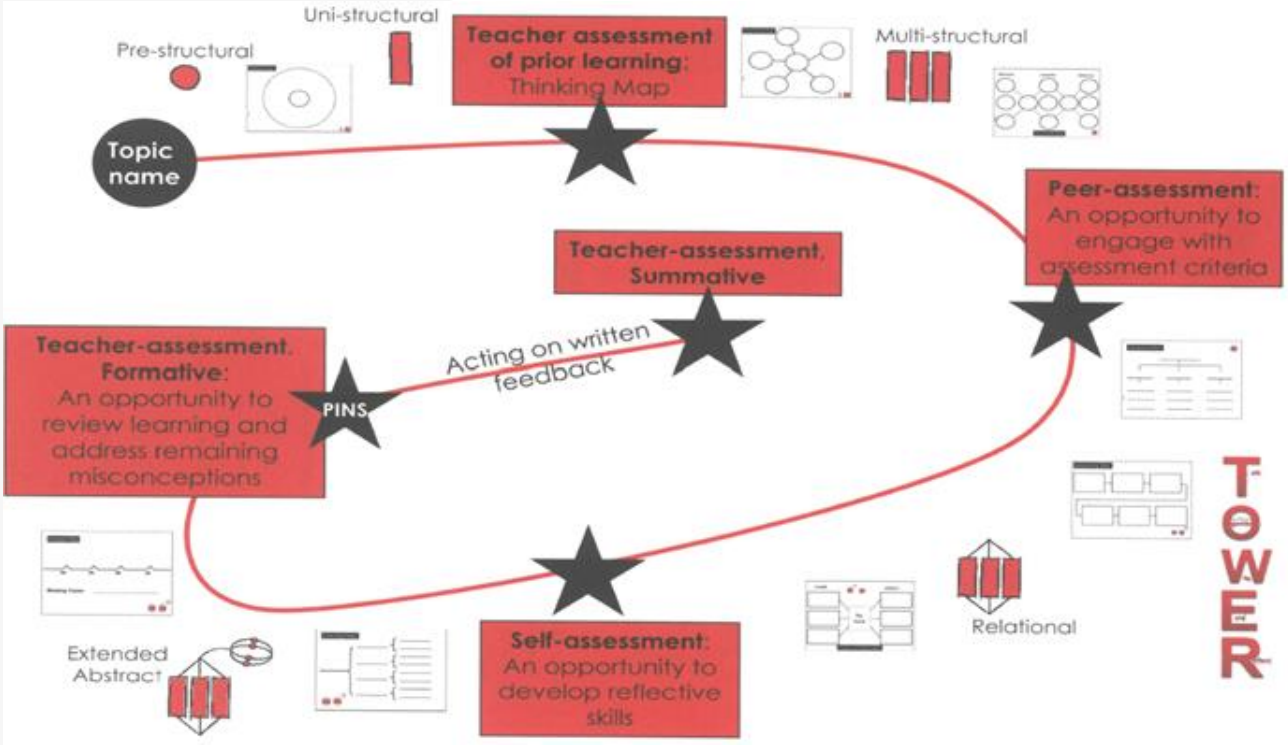
We will do our best to:

- Set home learning tasks on a regular basis according to your home learning timetable. Your subject teachers will tell you the day(s) it will be set
- Set tasks which are suitable and engaging and enable you to progress
- Relate home learning tasks to work done in class, practise skills or prepare you for future lessons
- Provide support for you at school e.g. library facilities with adult support.

We expect you to:

- Complete your home learning to the best of your ability.
- Hand in your home learning on time.
- Ask if you need support with your home learning

The Learning Journey: A Common Narrative for Schemes of Learning



The Learning Journey

Why is the learning journey a 'swirl'?

This helps to show that learning is not always linear; we usually go back to prior learning to help to develop new ideas and understanding.

Checkpoints along the learning journey

Teacher-assessment of prior learning

- This is an initial assessment of your existing knowledge about a new topic
- Your teacher will use this to plan appropriate activities for you

Peer-assessment: an opportunity to engage with assessment criteria

- You will use agreed success criteria to assess somebody else's work
- Research has shown that peer-assessment will help to achieve deeper learning
- Is completed in purple pen
- This will help your learning by allowing you to:
    1. help to build the success criteria and become familiar with how they work
    2. learn from the successes of others
    3. learn from others' mistakes

Self-assessment: an opportunity to develop reflective skills

- You will use agreed success criteria to assess your own work
- Research has shown that self-assessment will help you to identify what a piece of good (or poor!) work looks like
- Is completed in green pen
- This will help your learning by allowing you to:
    - 1. help to build the success criteria and become familiar with how they work
    - 2. identify your own strengths and areas that need improvement

The Learning Journey (cont.)

Teacher-assessment, Formative: an opportunity to review learning and address remaining misconceptions

- This is an opportunity to address any final misconceptions before sitting an assessment
- This piece of work will receive PINS teacher feedback
- Research shows that responding to the feedback will improve your attainment

Teacher-assessment, Summative:

- The final assessment for this scheme of learning

REMEMBER: failure is an important part of learning

Study Skills: Revision Strategies



Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Behaviour Curriculum

Ready				Respect				Safe				Confidence		Ambition
No learning time lost	Have the equip ment required for each lesson	Engage with learning for life	Improve your progress by engaging fully in all learning tasks	Show respect to your community by wearing your full uniform	Show respect to your teacher and classmates by listening in class and focusing on your learning	Show respect to all members of the community	Show respect to our environment	Be a to self-regulated learner	Stay safe by moving quietly and directly around the corridors	Be safe from distractions by putting away all mobile devices, airpods etc once on site	Be safe by always following instructions from staff	Be confident and resilient by engaging fully in confidence-building activities	Be an active citizen	Be ambitious about your next steps
Proactively seek help when you need it to ensure that you make maximum progress	Ensure specialist equipment, such as calculators & copies of the set text are bought to appropriate lessons	Habitually & independently use the learning toolkit strategies	Self-check all work to ensure it is well-presented & shows development, or improvements, over time	Represent our school with pride in our uniform when out in the wider community (trips, visits, bus, etc)	Extend your learning through additional research tasks & be prepared to collaborate	Act as a school ambassador at interviews, open evenings, etc	Take the lead on campaigns to improve our environment	Independently apply self-regulation techniques	Actively support staff in managing circulation of students when required	Can articulate the reasons for the 'bans' & relate this to the workplace & the impact on grades	Be a role model to others, supporting them with following instructions and reminding them of our expectations	Develop self-reflection skills to and a strong sense of perspective	Lead other students across the school in fundraising activities; act as a school councillor	Use information, advice & target-setting at all transition points, to achieve realistic goals
Put in 100% effort to all tasks	Get equipment out each lesson without prompting, so that no time is wasted	Choose the most impactful learning toolkit strategies to suit different tasks	Self-check own work without prompts; independently respond to feedback & make own corrections	Be a role model in school by always wearing your uniform correctly – no exceptions!	Get fully involved in all aspects of learning (independent, pair, group)	Offer to help others without prompting	Make positive suggestions to improve our environment	Independently recognise the need for support	Support regulati on of the behaviour of others on the corridor through your own behaviours	Practise self-regulation of use of mobile phone when completing home learning & assessment preparation	Support others by reminding them of what the staff instructions are	Understand that mistakes & setbacks are inevitable, and learn from these	Lead your Form Group or Year Group in fundraising activities; stand as a student councillor	Act on SMART targets to ensure progress both academically & pastorally
Follow all instructions to maximise learning	Replace worn out / lost equipment without prompting	Practise the use of learning toolkit strategies for assessment preparation	Edit own work independently before handing in for feedback	Donate good quality uniform to our sustainability shop; know how to access our sustainability shop	Manage own learning & ask relevant questions to get help or check understanding	Respond respectfully to all requests	Proactively care for our environment e.g. report incidents / litter pick	Develop routines and strategies to be able to cope with emotions. e.g. morning routines to school	Be aware of others around you so that the flow of people is not disrupted.	Be trusted to use yo ur mobile phone appropriately in class to support l earning	Queue calmly du ring break and lu nchtimes for the diners	Synthesise a range of learning toolkit strategie s to improve pro gress	Support a Form group or Year Group fundraising initiative; talk to your student councillor	Set personal SMART targets 3X per year in Feeling Good; Being Me sessions
Walk straight to lessons by the most efficient route so that you are on time	Get equipment out each morning for form tutors to check	Make use of suggested strategies in the learning toolkit	Begin to self-check own work, focusing on use of vocabulary & presentation	Uniform is correct and no reminders are required	Respond to questions asked & complete work without needing prompts	Habitually use kind words and actions to self and others	Take individual responsibility for care for our environment e.g. use the litter bins	Accept support i n handling emotio ns and feelings	Give way to others on the staircase should they become busy	Mobile phone / airpods put away on arrival at school – no reminder needed	Seek clarification of instructions if you are unsure	Know where to seek help when you get stuck during silent time	Be prepared to speak up about issues that are important to your year group & listen to student voice feedback	Proactively search for information & take advice to support decision-making
Enter the classroom punctually and leave the classroom quietly, calmly – behind desks in silence at end until dismissed	Have an A3 school bag with equipment in it that works	Have your learning toolkit out for each lesson and record all home learning	All written work follows presentation rules & completed to your best standard	Wear the correct uniform and respond quickly to teacher reminders	Show you are listening by facing the teacher & following all instructions	Thank others, hold open the door, respond politely to greetings, such as good morning	Respond without question to reminders about litter, etc	Recognise my different moods and feelings by using the Lawnswood Ladder	Walk calmly, using corridor voices when on the corridor; respond immediately & sensibly when asked to take an alternative route	Mobile phone / airpods put away on arrival at school – respond politely & quickly to reminder	Pay attention, listen carefully and follow staff instructions	Sit silently for 15 minutes each lesson, working on a task. Complete confidence tasks during 2X confidence weeks each year	Contribute to dis cussion around fundraising; raise an issue for school council; actively engage with student voice	Know where to find information about transitions (e.g. KS3 – 4; Post-16; Post-18)

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