



Mental Health Awareness Week was between 9th -15th May, the theme this year was **Loneliness**. Students had assemblies on the importance on Making Connections prepared by the Education Mental Health Practitioner, Ruth Elborn. There were also House activities during tutor time too. Staff were also encouraged to make connections throughout the week.

Alone...

- Is a state of being.
- Isn't a problem! It can be really important for mental health- having space and time to connect to yourself.
- Can help you recharge and restore- ready for the world.
- Can help you put yourself first and look after your own needs.

Loneliness...

- Is a an emotional response. You can feel lonely and be surrounded by people!
- Is totally normal and everyone feels it sometimes. It helps us know we need others.
- Too much loneliness can affect your well-being and can stop us being kind to ourselves.



Connecting with yourself

- Journaling
- Mediating
- Dancing
- Painting or Drawing
- Doing something new
- Do you something you enjoy (you do not have to be good at it and it does not have)

Connecting with others

- Call or text a friend or family member
- Play a game with someone
- Go for a walk with someone
- Check out local youth clubs or sports clubs
- Find a group or club for activities you enjoy

Connecting with the world around you

- Notice things you appreciate about the area you live in
- Visit local green spaces and get out in nature
- Find some volunteering locally
- Show interest in the world around you- read and engage in things beyond your community and culture

Assemblies

Assemblies in Term 5

There have been some amazing assemblies this term, especially the ones that were led by our students. We are keen for students to build their public speaking skills as well as share information about topics that are important to them. Here are the topics covered:

- Ramadan & Eid (student led assembly)
- The Rule of Law with a focus on Peer on Peer abuse (House assembly)
- Mental Health Awareness Week (input from OTR & our Ruth – our Primary Mental Health Practitioner)
- Sikhism (student led assembly)
- and as always ending the term with our CELEBRATION ASSEMBLY.



During Ramadan, some staff members joined our Muslim students in fasting for a day. The picture above shows some of them breaking their fast at the end of the day (called Iftar) and sharing a meal together.

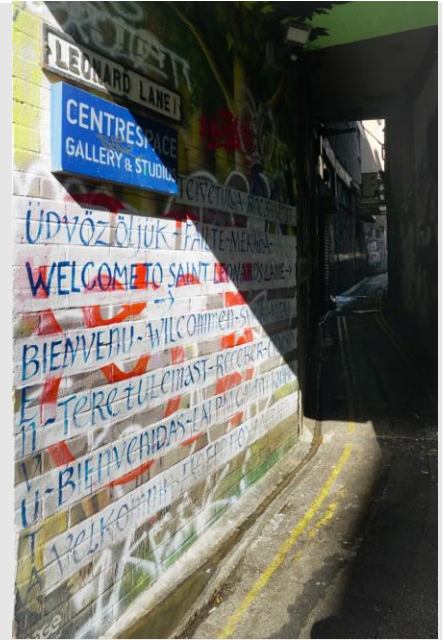
We hope our Muslim students celebrated a wonderful Eid together.



Successes

MFL Photography Competition - UPDATE

The Modern Foreign Languages department ran a languages photography competition put on by the University of Exeter. Students had to take a picture of something that resembles languages in Bristol, to celebrate culture and diversity in our city. We received a fabulous entry by Emilia (Year 8), who photographed Leonard Street in Bristol. Emilia even translated all the languages on the wall. The University of Exeter awarded Emilia with 2nd place out of around 900 applicants and £100 Amazon Voucher! Fantastic work!



A massive congratulations to Rhys in Year 9 after winning lots of medals in the South West Regional Swimming Championships in Plymouth. He competed in the age above his actual age group and won Silver in the 200m Breaststroke and Gold in the 100m & 50m Breaststroke to become Regional Champion. Next steps is the National Competition this Summer. One to watch for the future!



Excellence demonstrated by Zoe (Year 9) for winning a gold medal in her gymnastics competition last weekend against other clubs.

MAY is - Mental Health Awareness month



Congratulations to our TOP SCORING

Year 7s this year

Jacob C-M passed 68 quizzes

Muhammad A passed 62 quizzes

Hamza R passed 54 quizzes



Year 8s

Kabir S passed 80 quizzes

Madinah H passed 52 quizzes

Tyrese P passed 40 quizzes



WORD MILLIONAIRES! We now have 31! Check the Library display for the latest word count.

A big thank you to the Y9 students who helped to create this display for World Religions.



Hunger Games

W S I P D W K D F S F H W N E X W J S L R Y H L
O G K Z O O A X E X O C U W F A R E N A A T Z W
N S Z B G O U I H G J J G P A M S N Z W Z A O Y
Y Z O H G B R Z N F T V K E V D B K T B F S K F
X K T P L R S A C V N M Q Q O C J S Z W Y A C U
Z N A N E C D M K G P Q J L X W P Q S O Y I N F
Z S K B W R E Q L O N E U G I D V C C J B Y A T
I O R T H D S N N E Y A K P S T E T D H N X K G
W S T A N T H E M D B T S N O I T C E S L R U E
X Y V R J H U N T I N G X W M D T X L A E L W W
R W L U P H U R M N U F B Y Z P I H Z C X Y S B
E W X G A L E L Y X S G F Z O U S H U G M I M
C Q F Z R W C T J C A N N O N H K H T O O H Y I
R L W A Q Y R P Q T S I G V S H D J R R G C M A
U A V W C R S T H D D E X B U I U J W G W Y I G S Y
P T Y Q N B B P C D F P C M X A Y N W K X C C D
C I P E T A R I J P W R Y W Q A V U Q M A B T S
I P Z M O C K I N G B I R D D X R R W I V H U O
D A O D D R E G N U H M K L M O C K I N G J A Y
I C K C X L S V M Q W W G L L V P T W X D N Q P
X Z Q P Q H D G J X O Z O O C Z O J E E D M H T
Q T A C Y L D O N N U F K A T N I S X Z Y A D
W O S X K I X H S C E U Q A I Z Q U R J O N X J
A S N S Y U S U D W P T N J N G N M B P X W V H

Rue	Prim	Mocking Jay	Anthem
Cannon	Berries	Kato	Gale
Peta	Hunting	Hunger	Avoxis
Sections	Arena	District	Snow
Bow	Katniss	Mocking Bird	Capital



The Library is now open at break/lunchtime

check the timetable on the library door

...and after school for homework/ quiet study

Also try these great sites for some online reading and audio books:

<https://manybooks.net/>

<https://openlibrary.org/>

<https://www.worldbookday.com/world-of-stories/>

Reading

When I was at school my favourite book was...

Lou Roscoe

My favourite childhood book (aged when I was around 14) was **The Handmaid's Tale** by Margaret Atwood.

My introduction to dystopian literature started with the Handmaid's tale. It is a simple story of totalitarian oppression, terror and a loss of identity, but simultaneously a story of resistance and rebellion. It was an awakening for me to imagine a familiar world turned completely hostile in one quick & brutal move of governance. It made me appreciate how fragile our present state of existence is.

A Book Review by (first name) Eva Tutor 9DBU

Your star rating for the book:



Title: It Author: Stephen King

Characters: Who were the main characters? Did you like them? Why? Why not?

The main characters are Bill, Richie, Eddie, Stanley, Ben, Beverly and Mike. They form the Loser's Club. Bill, Richie, Eddie and Stanley were already friends. On the way they meet Ben, Beverly and Mike whilst trying to defeat Pennywise the Dancing Clown. The 4 main bullies are Henry Bowers, Patrick Hockstetter, Belch Huggins + Victor Criss.

The book is set in a fictional town of Derry, Maine.

Plot: What happens? Can you give a basic outline? What is the main difficulty / challenge the characters had to overcome?

The book is split into 2 different sections, 1968 where they are kids, and 1985, when they are adults. 1987, Bill's brother George is killed by Pennywise the dancing clown. Months later, the Loser's Club find out about Pennywise and defeat it as kids. However, Pennywise lives, and 27 years later, in 1985 as adults, they defeat Pennywise for the final time.

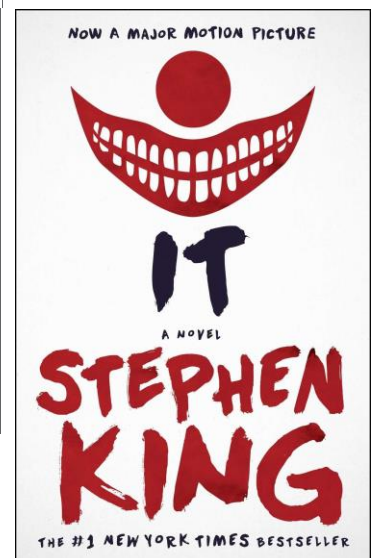
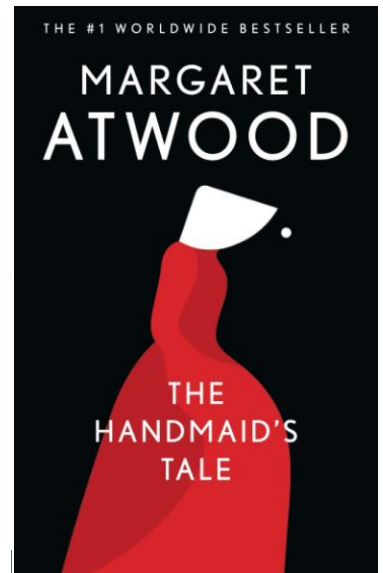
Your Opinion: What did you like about the book? What was the best bit? Was it scary? Funny? Sad? What did the book make you think about?

My favourite bit is how the losers bond with one another. They form an endless friendship with one another. The saddest bits are Stanley's suicide because he doesn't want to face Pennywise again, and Eddie's death, as he dies in front of Richie, who has had a crush on him for the entirety of the book/films.

Recommend...

Who might like to read this book?

I recommend this book to people who like horror and are able to cope with large amounts of blood.



House News

**Well done
Patch for
Term 5**

Position	House
1st	Patch
2nd	Blackwell
3rd	Kielburger
4th	Stephenson

Fantastic result for Patch House for Term 5.

There were lots of activities that contributed to their win including attendance, number of 1s, bottle top collection competition for World Oceans Day and the DT competition.

Term 6 rewards will include inflatables! All to play for running into Sports Day in Term 6.



Remember our new House names and charities..



Kielburger becomes

**RASHFORD
HOUSE**



Patch becomes

**AMIKA
HOUSE**

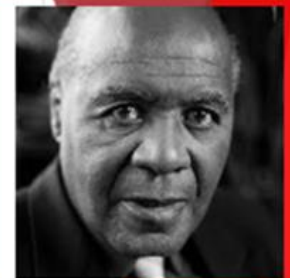
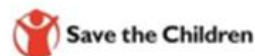


"We all make exceptional things happen everyday"



Blackwell becomes

**MALALA
HOUSE**



Stephenson remains

**STEPHENSON
HOUSE**



TAND GAINST
ACISM & NEQUALITY



Key Info

Attendance the Brunel Way

At BBA we want our students to achieve 96% attendance

More time in school = More time learning!



Good school attendance is **ESSENTIAL**

It means better **grades, stronger friendships, improved social and communications skills.** It can also mean better job prospects and opportunities in the future

Be on time

Be Ready to Learn

Plan Ahead

Students should arrive at 8:20 to be ready for morning registration

Students are expected to have correct uniform and equipment

Students should book any appointments outside of school hours

Need support?

Contact naomi.iapino@clf.uk

Support



Community Children's
Health Partnership

NHS

Come & have a confidential chat with your **school nurse**



**Relationships • Bullying • HPV • Friendship Issues
Staying Safe • Divorce • Exercise
Puberty • Sleep • Anger • Contraceptive
Advice • Smoking • C-Card and Condoms
Healthy Weight And Eating**

Your School Nurse is **Victoria**

Room 1 (Behind Reception)

Tuesday Lunchtime 12:20 - 1:40pm

Service available for BBA Students

Sirona care & health

Assembly

Reading

House News

Puzzles

Support

Careers

Enrichment

Student Work

SEND & Support

SEND Review:

Right support
Right place
Right time



On Monday 9 May, the government published accessible versions of the green paper. You can access accessible versions of the green paper by [CLICKING HERE](#).

Key Highlights include proposals for:

- A single national SEND and alternative provision system
- Excellent provision from early years to adulthood – Increased funding
- A reformed and integrated role for alternative provision
- A reformed and integrated role for alternative provision
- Delivering change for children and families

This consultation closes at 11:45pm on 22 July 2022.



Learning Support Parent Evening is planned for next term on Wednesday 14th July afterschool. Please look out for the email invitation.

This is an important opportunity for parents with students on the Learning Support Register to come and speak with their child's key worker. We value working collaboratively with parents and welcome your voice in reviewing provision and support.

The **Safer Schools App** is easily downloaded and is a one stop shop for all safeguarding issues. In particular, the App supports online safety and can advise parents/carers how to keep their children safe online.

We actively encourage you to download this App,

ensure you select **Bristol Safer Schools**. [Click here for more information](#)



SEND & Support

Andrew Powell delivers family training courses for Bristol Autism Team (BAT) for pupils aged 9 to 18. Here are the courses for the next few months:

Teenage Life six session evening programme

This is the six session evening online Teenage Life course for parents of 9-18 year olds, who are autistic. It covers what is autism, self-esteem, behaviour, education, local services and benefits, relationships, puberty and sexuality

Mondays 6th, 13th 20th 27th June and 4th and 11th July 2022

6.15-8.30pm each day

Managing anxiety

This is a five session online Zoom course that discusses ways to help your autistic child (aged 8-18 years) if they suffer from anxiety.

Wednesdays 8th, 15th, 22nd, 29th June and 6th July 2022 - venue TBC/online

10am – 1pm each day

Teenage Life six session programme

This is the six session online Teenage Life course for parents of 9-18 year olds who are autistic. It covers what is autism, self-esteem, behaviour, education, local services and benefits, relationships, puberty and sexuality

Thursdays 9th, 16th, 23rd, 30th June and 7th, 14th July 2022

10am – 1pm each day



Teenage Life six session evening programme

This is the six session online evening Teenage Life course for parents of 9-18 year olds who are autistic. It covers what is autism, self-esteem, behaviour, education, local services and benefits, relationships, puberty and sexuality

Mondays 5th, 12th, 19th, 26th September and 3rd, 10th October 2022

6.15am – 8.30pm each day

You can book by emailing teenagelife@bristol.gov.uk



To access our help and support and to speak to one of our trained advisors, please call our helpline on 0117 9897725 or email us at support@sendandyou.org.uk
We can help you with paperwork for meetings, reading or responding to letters and reports, statutory assessments, written contributions, reviews and planning.

We run free SEND courses and workshops for young people, parents and carers and also offer support groups and 'surgeries' in local areas. We provide training for SENCO's, school governors, educational psychologists and others.

[CLICK HERE](#) for the Local Offer for the Families in Focus Parenting Team:

- The Incredible Years: for parents and carers of children aged 3 to 10 years with challenging behaviour
- Parents Plus Adolescents Programme: for parents and carers of children and teenagers aged 10 to 17 years
- Timid to Tiger: for parents and carers of children aged 3 to 12 years with anxiety
- Non-Violent Resistance or **NVR**: for parents or carers of children aged 8 to 17 years with violent, controlling or self-destructive behaviours
- Parents Plus Parenting When Separated Programme: for parents who're preparing for, going through, or have gone through a separation or divorce

Spot Light on a Specific Course: **NVR** stands for Non Violent Resistance

What is it? Non-Violent Resistance, or **NVR**, is an approach to address aggressive, controlling and self-destructive behaviours from children and adolescents.

NVR uses methods within the family which have been tried and tested as effective means to overcoming aggression, oppression and control in the most difficult of scenarios.

In Non-Violent Resistance, parents or carers learn to acquire a position of strength, not giving in to unreasonable or harmful demands by the child, protecting themselves from aggression and violence, whilst avoiding the unnecessary, unhelpful and painful battles of the past.

There is more information about this approach here <https://nonviolentresistance.org.uk/>



Bristol Autism Team also run courses to support parent:

NAS Early Bird Programme: 3 month course for Parents and Carers of children with a diagnosis of autism under 5 years

Barnardo's Cygnet Course: 7 sessions for Parents and Carers of children with a diagnosis of Autism aged 5-8 years

The Teenage Life Autism Course: Parent information and Advice Course for Parents of Children ages 8-18 years

For more details on any of the Autism Family Courses

– [CLICK HERE](#) or contact: Menai Gore, on 07827 896 700



SEND & Support

FLORA

(Families, Local Offer, Resources and Advice)



Unsure where to get support?


FLORA (Families, Local Offer, Resources and Advice) provides information, advice and signposting to support for families who are in the early stages of identifying that their child may have additional needs. The FLORA team can help families navigate the services and support that is available to them, their family and child.

If you have any questions, contact the team

Call: 0117 352 6020

Email: FLORA@bristol.gov.uk

Local Offer: <https://www.bristol.gov.uk/web/bristol-local-offer/advice-and-support-for-parents-and-carers>

 **Bristol's SEND
Local Offer**



Enrichment

Art for Wellbeing Club for Years 7,8,9

Wednesdays 3pm- 4pm

CLUB FOCUS

We now have a regular group of students who attend art club each week.

There is always a creative activity offered working with different materials. There is also the freedom for students to carry on with self directed artwork that they are already working on in their own time.

How does art improve wellbeing?

Research shows that creative activities can [help to improve mood and lower stress](#) – the effort, multi-sensory engagement, repetitive actions and [anticipation of satisfaction](#) involved in making something are related to release of neurotransmitters (chemical messengers in the body) that promote joy and well-being, while also [reducing stress hormones](#).

Creative activities also help to keep us in the present moment – which benefits our mental health by activating parts of the brain involved with [regulating emotions, helping to maintain positive feelings and minimise fear and negative emotions.](#)

Why do you like/come to art club?

- *I joined art club because it is always nice to meet people who have similar interests as you. If you go to a club that you're interested in the people there will have chosen it too, so it's loads easier to make good friends*
- *I wanted to join art club because it seemed fun*
- *I like art club because it's quiet and I get time with my friends from other year groups and people in my year group*

STUDENT
VOICE



Enrichment

Fake or Fortune

Last term, the Y7 and 8 students of S.T.E.A.M (science, technology, engineering, arts and maths) club have had the chance to experience what it is like to be art forensic scientists. The students have worked hard throughout terms 3 and 4 to prove/disprove the authenticity of a mystery abstract painting bearing the signature 'Jackson Pollock'. Working with Mr Campbell, Ms Forcina and Mrs Burt, over the course of six weeks the students have combined scientific analysis, art history, reading, problem solving and oracy to build a portfolio of evidence.

On Friday 1st April, two teams of students presented and debated their evidence in front of the staff panel comprised of Miss Cusack, Mr Rogers and Mrs McCready, who had the final verdict over the authenticity of this artwork.

Miss Cusack said: "I had the absolute pleasure of sitting in the STEAM club Pollock presentations last term. I thoroughly enjoyed listening to the investigation process and the justification for their findings. I am looking forward to being involved in the next STEAM investigation."

Despite some absences on each team both groups presented their evidence professionally and persuasively. This sparked probing questions from the staff panel which students dealt with expertly.

Mrs McCready said: 'I loved it! The students presented their evidence passionately and eloquently. I came away with a better understanding and appreciation of Jackson Pollock's painting techniques. I felt like I was in the presence of Pollock experts.'

Due to the persuasiveness of the students the outcome for authenticity was inconclusive and further scientific analysis will be needed to confirm or deny the fate of this divisive painting. We hope to have an answer by September 2022.

CONTINUED ON THE NEXT PAGE →



Enrichment

The students really enjoyed being part of such a varied extra-curricular project and came away with lots of transferrable skills. Here are some thoughts from the Year 8 team:

“The Jackson Pollock project was very interesting since it allowed us to learn about forensic science and even give some of it a try as well” – Verity

“Doing the Pollock painting investigation was great fun! We enhanced our researching skills!” – Isaac

“I learnt the importance of working systematically and collaborating with others” – Anna

“I’ve learned the importance of how tiny details can make a big impact” – Davine

“The Pollock Project helped me work on my problem solving and analysis skills. It also helped my public speaking and was really fun!” - John

STUDENT
VOICE



Enrichment

Term 6 Enrichment Timetable

Days	Enrichment	Years	Time	Where	Who
Monday	Cricket	All years	3:00-4:15	PE	PE & D.Busby
	Badminton	All years	3:00-4:15	PE	PE
	Code Club	10	Lunchtime	SC2	N. Atkinson
	Astronomy	9	3:15-4:15	Science	M. Smerdon
	Poetry, creative writing & art	7,8,9	3:00-4:00	English Room - TBC	C. Holmes, M. Siddiqui
	Psychology Club	9 – application process	3:15-4:15	S7	L. Roscoe, D. Bunnell, C. Weaving
	Arabic Club	7,8,9	2:30-4:00	S9	H. Tazaoui
	Language Club	7,8,9	3:15-4:15	S2B	L. Miles, S. Walsh, K. Teucher
	Engaging with Faith	All years	Lunchtime 1 & 2	F5	L. De Roemer
	Chess Club	All years	3:10-4:00	S12A	D. Bunker, J. Fraser
	Ultimate Frisbee	All Years	3:00-4:00	PE	A. Howard
	Crafting Club	All years	3:00-4:00	FS6	E. Baker
Tuesday	Homework club	8	3:00-4:00	FC1	J. Cicero
	Rounders	All years	3:00-4:15	PE	PE
	Hair club	All years	3:00-4:00 (x15 Sign up sheet - S1)	PLC2	R. Hayman, L. Moody
	Duke of Edinburgh	9, 10, 11 – application process	3:00-4:00	SC3/SC2	B. Jackson
	Backgammon	7,8	3:00-4:00	S1	M. Wignall, E. Williams
	Lego Club	7	3:00-4:00	S15	D, Lynett, J. Chapman, E. Fuorvito
Wednesday	Eco Club	All – Application process	Tutor Time	FS1	I. Grimes, R. Woods
	Circus Skills	All years	3:00-4:00	Main Hall	D. Baron
	Arts for Wellbeing	7, 8, 9	3:00-4:00	SA1 (x15 sign up on door)	C. Scholefield
Thursday	Arabic Club	10,11	3:00-4:00	S2A	H. Tazaoui
	English Club	10	3:00-4:00	S11	B. Rogerson
	After School Club	9	3:00-4:00	GC1	V. Shaw
	Athletics	7, 8, 9	3:00-4:15	PE	PE
	Hair club	All years	3:00-4:00 (x15 sign up sheet S1)	PLC2	R. Hayman, L. Moody
	Art Club	All years	3:00-4:00	SA2	K. Heath
	Choir	All years, Staff	3:00-4:00	Music	D. Salida
	Dungeons & Dragons – Support Students	All years	3:00-4:00	GT2	H. Greensmith
	Fix Up Look Sharp – Textile repairs	All years	Lunchtimes 1 & 2	GT7	S. Glover
Friday	Y10 Social Time	10	3:00-3:30	FC1	I. Jones
	Steam Club – Science, Tech, Engineering, Art & Maths	7, 8	3:00-4:00	FS9	G. Campbell, V. Forcina
	Cheerleading	All years	3:00-4:15	PE	PE
	Table Tennis	All years	3:00-4:15	PE	L. Day, R. Singh, H. Solari, J. Ferguson



Enrichment

The **CLF Big Trip** stood up to its name. There were big challenges and big amounts of learning done. All pupils that were involved represented BBA in the best way as they took on challenges head on. Some becoming team leaders and encouraging others when on an overnight camp and then hiking for 6 hours. Others were problem solvers when creating a raft that kept us afloat on Aberdovey estuary. The pupils have said that their favourite day was canoeing down the estuary, getting a ride on the speed boat and jumping off it and then ice cream to celebrate the day. Well done to all and we are very excited for next year's trip.



Parent Information Evenings

If you missed any Parent Information Evenings, they can be accessed using this link:

[CLICK HERE to access them.](#)



Breakfast Club

Breakfast club continues to run to support all students. Students are able to come into school between 7:55am and 8:15am to get a hot breakfast and a drink for FREE.

Students must line up in their year groups after this.

Enrichment

BBA Eco Club



BBA's eco club received a donation of solid shampoo bars from Lush. They are looking at ways to try and reduce their single use plastic waste so have been testing them out over the last few months. A Y11 student then put together this review to summarise their findings.

LUSH SOAP REVIEW

WHAT IS IT

The lush soap is a shampoo bar. The one that we sampled was an orange flavoured shampoo bar. It was an attempt to see if a shampoo bar was the right way to reduce plastic waste.

WHY A SHAMPOO BAR

Because shampoo bars don't have plastic packaging, this prevents us having to use shampoo bottles. Not only this, but also the shampoo bars last longer than the bottles.



On average, a shampoo bottle will last you 30 washes. Therefore meaning you will buy a new shampoo bottle once a month or once every two months depending on how frequently you wash your hair. This would have a massive impact plastic waste in the environment.



On average, a 80g shampoo bar lasts 60-70 washes depending on the bar. This means that it could last you for a minimum of two months. This means that because there is no plastic packaging you would dramatically decrease your plastic waste. Therefore they would have a positive impact on the environment.



LUSH SOAP REVIEWS

'The Lush Shampoo is of high quality and is extremely good at keeping my hair healthy and clean. It is very easy to use, and lasts for an extremely long time. I would highly recommend this product to others.'

'Extremely high quality, smelt very nice and made my hair very fluffy.'

'It made my hair very soft and smooth. It lasted a very long time. Better than the ones at Tesco.'

ABOUT THE LUSH SOAP

The lush shampoo we sampled was called the montalbano shampoo bar. It was 55g and costs £4.00 on the lush website.

MONTALBANO
SHAMPOO BAR

When life gives you lemons...

★★★★★ 4.3 (127)

From £9.00 55g



HOW TO USE

To use the lush shampoo bar you simply get the shampoo bar and lather it up with water and then put it on your head.

HOW TO STORE

It's no hassle to store, you simply store it in a cool dry place ready to be used again. It will last you 60-80 washes so this would be a minimum of 2 and a half months.

INGREDIENTS

The soap contains:

- Sodium Lauryl Sulfate
- Green olives
- Sulphur lemon oil
- Fresh lemon juice
- Fresh lemon peel
- Popping candy
- Lemon peel
- Lemon slice
- Rosemary absolute
- Lemon myrtle oil
- Citral
- Geraniol
- Camphor
- Potassium
- Gardenia extract



The soap contains natural ingredients and some synthetics. It's also hasn't been animal tested and helps stop animal testing as Lush uses their products to stop animal testing.

'It was high quality, good for all hair types. It made my hair feel extremely soft and gave my hair a beautiful, natural shine. I would recommend.'

'It was very nice and smelt very good.'

'No hassle of opening bottles. Better for thick hair. It was more efficient than plastic bottles and saves plastic.'

Wall of Wow!

Year 7 Lego Club

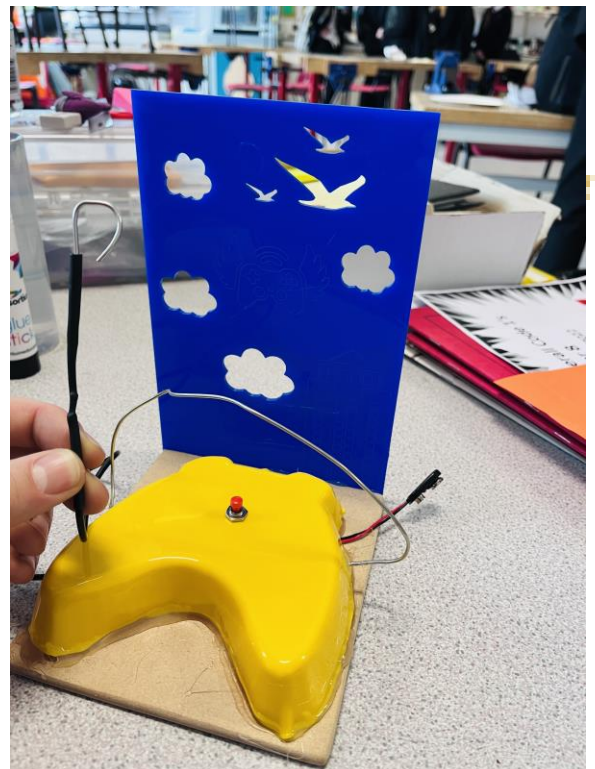
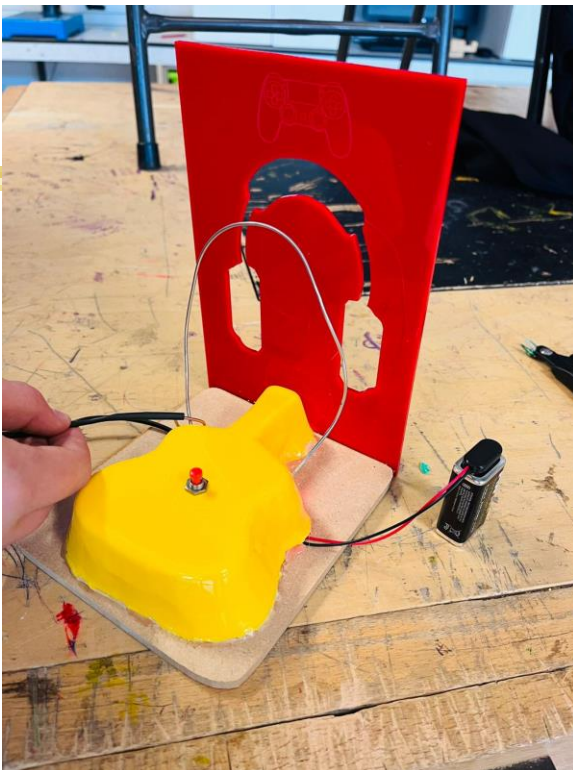
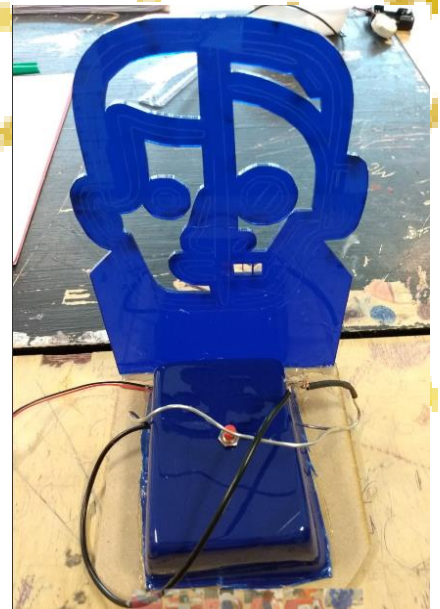
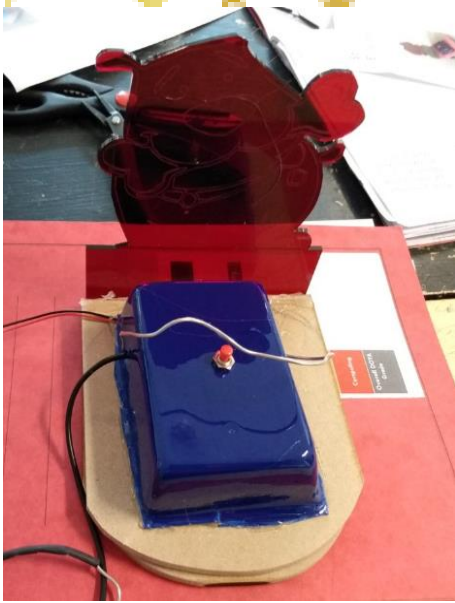
Lego club continues every Tuesday after school for Year 7 students with Miss Fuorvito & Dr Chapman.



We make exceptional things happen every day

Wall of Wow!

Year 9 Steady Hand Games



We make exceptional things happen every day