

Maidenhill School

Knowledge Organiser

Year 10 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Timetable



Week 1	1 9.05-10.01am	2 10.05-11.01am	BREAK	3 11.25-12.21pm	4 12.25-1.21pm	LUNCH	5 2.00-3.00pm	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Week 2	1 9.05-10.01am	2 10.05-11.01am			3 11.25-12.21pm		4 12.25-1.21pm	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Add * for when homework should be set

Self-certification / Out of lessons



Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Student signature

Insert medical exemption here (Head of Year)
Review/end date:

Student out of lesson record

Date and time	Reason	Staff signature

Have a problem?
Worried about someone or something?
Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns



Planner - Term 1



Week 1	Notes
Monday 3 rd September	INSET DAY
Tuesday 4 th September	
Wednesday 5 th September	
Thursday 6 th September	
Friday 7 th September	
Week 2	Notes
Monday 9 th September	
Tuesday 10 th September	
Wednesday 11 th September	
Thursday 12 th September	
Friday 13 th September	

Week 1	Notes
Monday 16 th September	
Tuesday 17 th September	
Wednesday 18 th September	
Thursday 19 th September	
Friday 20 th September	
Week 2	Notes
Monday 23 rd September	
Tuesday 24 th September	
Wednesday 25 th September	
Thursday 26 th September	
Friday 27 th September	INSET DAY

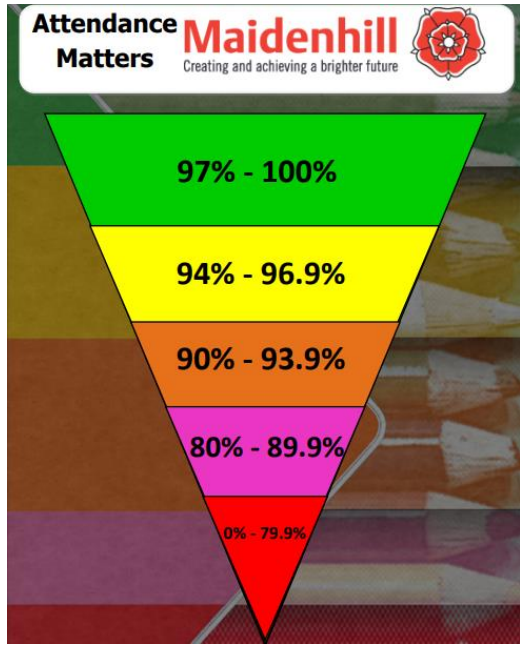
Planner – Term 1



Week 1	Notes
Monday 30 th September	
Tuesday 1 st October	
Wednesday 2 nd October	
Thursday 3 rd October	
Friday 4 th October	
Week 2	Notes
Monday 7 th October	
Tuesday 8 th October	
Wednesday 9 th October	
Thursday 10 th October	
Friday 11 th October	

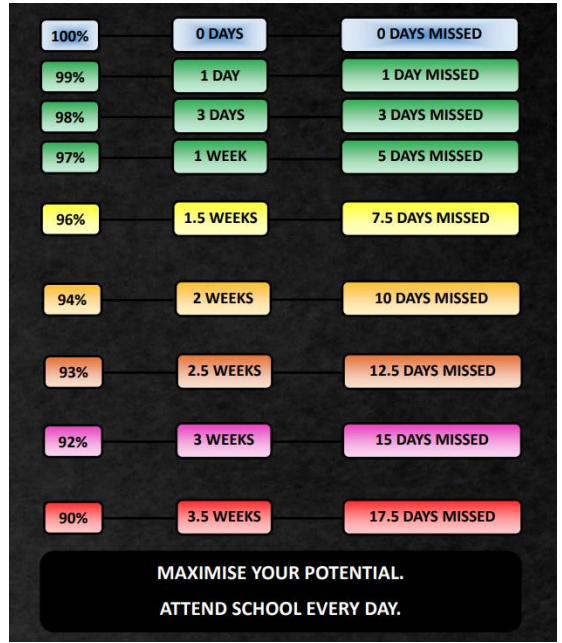
Week 1	Notes
Monday 14 th October	
Tuesday 15 th October	
Wednesday 16 th October	
Thursday 17 th October	
Friday 18 th October	
Week 2	Notes
Monday 21 st October	
Tuesday 22 nd October	
Wednesday 23 rd October	
Thursday 24 th October	
Friday 25 th October	

Attendance



Attendance Groups

Green	Expected Attendance
Yellow	Risk of Underachievement
Amber	Serious Risk of Underachievement
Pink	Severe Risk of Underachievement (PA)
Red	Extreme Risk (PA)



Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								
8								

Home School Agreement and uniform expectations



As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that, I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the “Maidenhill Expectations” for all students regarding their Behaviour for Learning and uphold the school’s expectations to ‘Be kind, Aspire, Persevere and Achieve’
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students’ learning and progress.
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents’/carers’ on the day they are issued
- Interact positively with any school social media platforms.

Student Signature

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in at all times**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
 - Maidenhill skirt
 - Maidenhill shorts
 - Simple black belt
 - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects



Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with no logos
 - Black tracksuit bottoms with no logos
 - Maidenhill leggings
 - Maidenhill Skort
 - Plain black leggings with no logos

- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



Borrowed uniform items

Date	Item	Number	Returned

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities



Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check your timetable first. Here is a useful checklist.

Essential requirements

- At least 2 black pens
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil Sharpener
- Scientific calculator
- Colouring pencils and/or colouring pens
- Headphones for music
- PE kit to be worn on days with PE or dance

Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

Network rules

Never share your password with anyone – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

Never share your user area with anyone – email files to a friend or home as an attachment, or use Office 365 “One Drive”

Always log off before leaving a computer

Never tamper with ICT equipment, if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

Never give a stranger any information about you or your home

Always communicate with strangers politely – ask a teacher to check before sending

Don't suffer bullying – report and give a printout of any email or other material that offends you to a teacher

Avoid the spreading of computer viruses – from the internet or home. Keep your home virus checking software up to date

Do not attempt to download or install software – use only the software provided

Always give credit for information obtained from the internet

Do not eat or drink close to electronic equipment or in any computer room

Use your printing credits with care – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

The use of the internet at school must be in support of learning. The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on rmunify.com. School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website ‘[thinkyouknow](http://thinkyouknow.co.uk)’ for essential and excellent advice on using the internet safely outside of school.





Behaviour for Learning

At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and many more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

C3r – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

If a student receives a C5 they will be excluded from school for a fixed period of time.

Incidents for which a students may be excluded include:

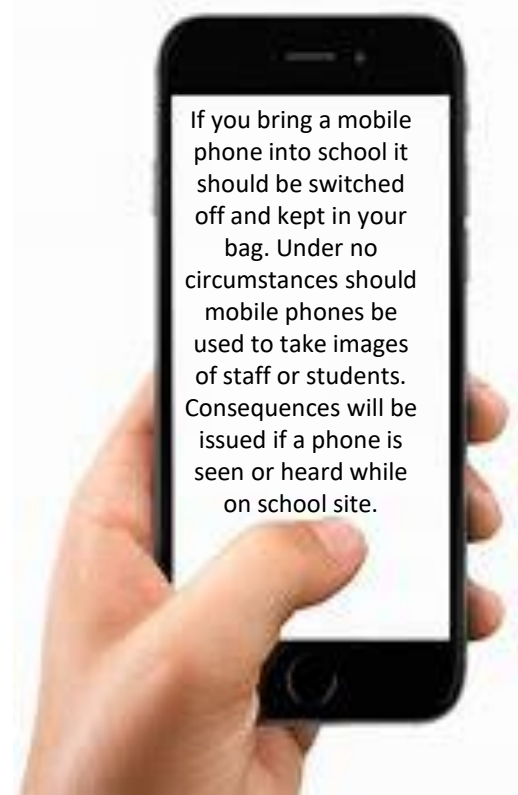
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

The following items are not allowed in school:

- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, match and lighters
- Tippex or other correcting fluids
- Aerosols
- Illegal substances

Smoking is not permitted in school or on the way to and from school. Students found to be smoking or in possession of smoking equipment will receive a significant sanction.



What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

RANDOM acts of



kindness

Give a compliment	Make someone laugh	Clear up a mess you didn't make	Hug someone	Tell someone you love them
Smile at everyone you see today	Hold the door open for someone	Read to someone else	Include someone new in your games	Let someone in front in the queue
Leave a friendly note for someone	Introduce yourself to someone new	Give some loose change to charity	Sort out some old clothes to donate	Get someone else a drink
Pick up some litter that isn't yours	Tell someone reasons why you like them	Share something with someone	Say thank you to someone	Offer help to someone
Tidy up without being asked	Encourage Someone	Thank an adult for something they do for you	Make someone a card	Help cook dinner





Choose one section per week, think and share with the group

Week 1



What might prevent people from being themselves online?
Do you think some groups of people face more challenges in being themselves online than others?
Do you think those groups of people face similar challenges offline too?

Week 2

How can the internet help people understand different views and beliefs? How isn't it helpful?
Why do you think most young people think the internet makes it easy for people to be mean? What makes it 'easy'?



Is hate more common online?



Talk it **over**

Week 3

HATE CRIME

No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

7/10
young people
"I know how to recognise online hate"

What do you think 'online hate' means?



Online hate is any online communication or content which harasses or targets someone based on their identity.

How would you recognise online hate?

What do you think is the difference between jokes and online hate?

What do you think is the difference between free speech and hate speech?

Freedom of speech or hate speech?

Week 4

Of those who had seen online hate, the **majority** (68%) had seen it on social media.

Other common answers...

Videos & video comment threads
Instant messaging services
Chat functions in games
Comment threads on news sites

Why do you think a large percentage of young people have seen groups targeted with online hate on social media?

Why do you think online hate is more common on social media?

Is hate more common online?



Choose one section per week, think and share with the group

Week 5


92% agree no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity.



but

80% have seen something hateful online aimed at a particular group in the last year...

Do you know what is meant by a 'protected characteristic'?

 It is against the law to discriminate against someone because of any 'protected characteristic' described by the Equality Act (2010). Whilst the law is not directly applicable to online hate and is not fully applicable in Scotland and Northern Ireland, it does provide a useful framework to help learners conceptualise groups more likely to be targeted. The statistic above lists the most relevant protected characteristics.

[For more information about the law and online hate, see the Guidance for Educators](#)

Why is it important that nobody is targeted because of their gender, race, religion, sexuality, disability or transgender identity?

Does the percentage of young people who have seen online hate in the last year surprise you?

Do you think online hate is a big issue?



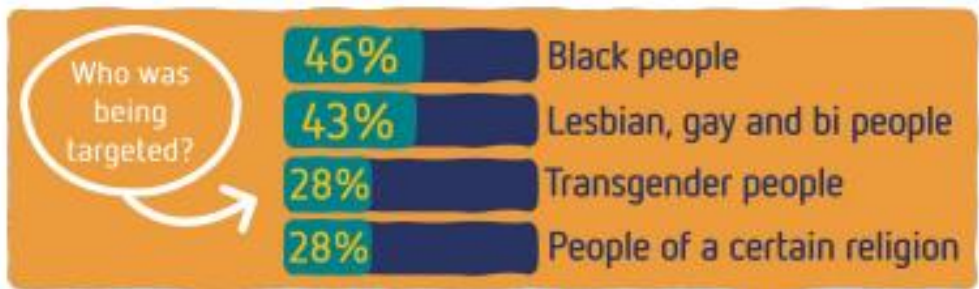
Week 6



Choose one section per week, think and share with the group

Do these statistics surprise you? Why/ why not?

Are there any groups not listed here which you think are also frequently targeted with online hate?



What about these statistics? How does this make you feel about our society?

- Asian people 18%,
- People from other ethnic minorities 23%
- Travellers/Roma Gypsies 10%
- Disabled people 19%
- Girls/Women 23%

Week 7

Can you think of any reasons why hate might be more common online?



Review Point 1



	Attitude to Learning	Attitude to homework	Organisation
Outstanding because student...	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof read IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>... always meets deadlines and is well prepared for tests, assessments and exams</p>
Good because student...	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>	<p>...often demonstrates determination and motivation</p> <p>...proof reads IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>	<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>
Not yet good because student...	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>	<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
Urgent improvement required because student...	<p>...rarely engages with learning activities but not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>	<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>	<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
X	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.

