Hollybrook Infant and Junior Schools

Anti-Bullying Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

Date Policy Written/Reviewed:	October 2025
Reviewed by:	Marcella Dobson
Review Frequency:	Annually
Next Review:	October 2026

Approved by: _____(Headteacher)_ Date:_____

Policy for Anti-Bullying (includes cyber-bullying)

Statement of Intent

The Hollybrook Schools believe that all pupils are entitled to learn in a safe and supportive environment. We believe that everyone has the right to be valued, cared for and feel safe within our schools and wider community. We ensure that everyone is aware of how to keep themselves and others safe and is aware of the behaviour that is expected and acceptable (UNICEF Article 3). Children are encouraged to behave well at all times, respecting others and observing the school rules as set out in the Behaviour Policy. Pupils are made aware of how to recognise when pressure from others (including people they know) threatens their personal safety and well-being, and know how to use and develop effective ways of resisting pressure and know where to get help. This policy outlines how instances of bullying are dealt with, including the procedures used, to try and reduce the occurrences of bullying.

All staff, parents/carers and pupils work together to reduce any instances of bullying in school.

Our aim is to create and provide a happy, secure and **safe** environment for all. Our staff are aware that bullying can and does take place in all schools.

This policy will be implemented in conjunction with the following policies:

- Behaviour Policy
- Acceptable Use Policies
- E-Safety Policy
- Mobile Phone Policy
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- The Hollybrook Schools Anti-Bullying Pack

The Aims and Objectives of this Policy

This policy aims to produce a consistent school response to any bullying incident that may occur. We aim to teach those values, attitudes and skills which foster mutual respect and caring in children. We hope to create an open, but secure environment where incidents can be reported confidentially. We ensure that any pupil who may experience bullying is made to feel safe and secure and knows they will be heard and taken seriously (UNICEF, Article 13). This includes specific support that may be needed for vulnerable groups or individuals. As a staff we aim to protect all parties while the issues are resolved. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities in trying to reduce the occurrences of bullying.

All staff are responsible for:

- Ensuring that pupils know they can confide in their teacher or a grown-up they trust.
- Showing pupils that bullying is taken seriously.
- Making pupils who are bullied feel safe in school.
- Dealing immediately and sensitively with incidents of bullying.
- Teaching pupils through RSHE and circle times to respect others' feelings
- Providing all children involved in the incident with the opportunity to reflect on what happened and their feelings through restorative practice.

The Head teacher, Deputy Head teacher or Year Leader (with support of RSHE lead if needed) will:

- Inform parents and give them the opportunity to express their views about the situation.
- Work with parents and staff to resolve the problem in a positive manner.
- Advise parents on supporting their child.

The Head teacher, Class teacher and Other Adults will:
- Support all parties involved while the problem is being resolved.
- Encourage the pupil who bullies to modify their behaviour until it becomes acceptable.
- Provide follow-up support for both parties and oversee modified behaviour.
- Inform key members of the school team in order to support / monitor behaviour of the child who is being bullied and the child who is bullying.

Any adult in the school community who feels that they have become a victim of bullying should consult the Headteacher or the Chair of Governors.

What is bullying?
We define bullying, in accordance with National and the Anti-bullying Alliance as:

National:
"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Anti-bullying Alliance:
"Usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups. The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying is behaviour which can be defined as the repeated attack, physical, psychological, social or verbal on those who are powerless to resist, with the intention of causing distress for gain, gratification or impact. (UNICEF, Article 24).

The four key elements of bullying are:
- Hurtful
- Repetition
- A Power imbalance
- Intentional

Bullying behaviour can be repeated incidents of the following:

Type of Bullying	Behaviour
Physical	A child can be repeatedly punched, kicked, hit, spat at or pinched.
Psychological	Reduction of a person's self-esteem or confidence through repeated threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Extortion/ Emotional	Damage to property or theft – pupils may have their property repeatedly damaged or stolen
Social	A child can be bullied by being repeatedly excluded from discussions/activities, which can cause emotional distress.
Verbal	This can take the form of repeated use of language in a derogatory or offensive manner, such as name-calling, taunting, mocking, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve repeated passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.
Racist	Repeated insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
Repeated physical threats	May be used by the bully in order that the pupil hand over property or money to them.
Sexual	Repeated sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact, abusive comments.
Online/Cyber	The use of information communications technologies, particularly mobile phones, social communication sites and the internet, deliberately used to upset someone else. **Repeated text message bullying** involves sending unwelcome texts that are threatening or cause discomfort. **Repeated picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks. **Phone call bullying via mobile phone** uses repeated silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified. **Email bullying** repeatedly uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them. **Chat room bullying** involves repeatedly sending menacing or upsetting responses to children or young people when they are in a web-based chat room. **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are repeatedly sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, etc.). **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying. http://www.kidscape.org.uk/cyberbullying/
Other	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or particularly talented.

Bullying is not:
It is important to understand that bullying is not the odd occasional falling out with friends, name calling, arguments or when the occasional "joke" is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the occasional name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair relationships.

Two or more children or young people of a similar age and size involved in verbal or physical contact, including name-calling and fighting where there is **no imbalance of power and 'One-off Events.'** Such instances **can escalate to bullying** and need to be addressed through the school's behaviour code. **Bullying is targeted and repeated.**

What Can Children Do If They Are Being Bullied?
Each term, or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon
- Tell yourself that you do not need to be bullied and that it is wrong
- Be proud of who you are. It is good to be individual
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear
- Stay with a group of friends/people, there is safety in numbers
- Be assertive – shout 'Please don't do that/say that, I don't like it!', walk confidently away and then go straight to a teacher or a member of staff
- Fighting back may make things worse
- It is best to tell an adult straight away, you will get immediate support
- Any adult will take you seriously and will deal with the bullies – they will need to know:
  Who is bullying you?
  How are they bullying you?
  How long have they been bullying you?
  Has anyone seen this happen?
- You must **SPEAK OUT STRAIGHTAWAY**
- Remember to use Bubble Time to discuss with your class teacher if you are worried about any aspect of bullying.

Whole School Strategies to Reduce Bullying

- As a staff, we will use our own adult behaviour as a model of what we expect of our children
- To minimize bullying we aim to build on our school behaviour policy
- We will raise awareness of bullying through our RSHE curriculum, encompassing circle time, co-operative games and assemblies
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment – VIP is a good vehicle to demonstrate this
- We will provide a safe and stimulating environment in which our children can work and play
- Every classroom will display a copy of the Hollybrook Behaviours for Learning which have been produced and agreed by teachers and children.
- The school tries to work in a proactive manner and will invite the local community police officer to speak with children and theatre groups to explore sensitive matters such as bullying
- Children will be taught about internet safety and how to react to bullies
- Peer support is strongly emphasised: ELSA Ambassador training includes how to effectively support a bullied child and how to resist 'joining in' with bullying

Cyber Bullying

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS – Parents Over Shoulder, TUL – Tell you Later) make it difficult for adults to recognise potential threats.

At The Hollybrook Schools pupils are taught to:

SPEAK OUT STRAIGHTAWAY

- Understand how to use these technologies safely and know about the risks and consequences of misusing them.
- Know what to do if they or someone they know are being cyber bullied.
- Report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

The Hollybrook Schools have:
1. An Acceptable Use Policy (AUP) that includes clear statements about e-communications.
2. Information for parents on: E-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum – please see the school website for information regarding online safety.
3. Support for parents and pupils if cyber bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence.

Information For Pupils:

If you're being bullied by phone or the Internet

SPEAK OUT STRAIGHTAWAY

- Remember, bullying is **never** your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- There is online advice on how to react to cyber bullying. For example, www.kidscape.org and www.wiredsafety.org have some useful tips.

Text/video messaging

SPEAK OUT STRAIGHTAWAY

- You can easily stop receiving text messages for a while by turning off incoming messages for a few days. This might stop the person texting you by making them believe you've changed your phone number.
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.
- Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

Phone calls

SPEAK OUT STRAIGHTAWAY

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off.
- Once they realise they can't get you rattled, callers usually get bored and stop bothering you.
- Always tell someone else: a teacher, youth worker, parent, or carer. Get them to support you and monitor what's going on.
- Don't give out personal details such as your phone number to just anyone. Never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not. You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering.
- Don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again. Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number. If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

Emails

SPEAK OUT STRAIGHTAWAY

- Never reply to unpleasant or unwanted emails ('flames') – the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence and tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse @ and then the host, e.g. abuse@hotmail.com.
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'.
- Replying simply confirms your email address as a real one.

Web bullying

SPEAK OUT STRAIGHTAWAY

- If the bullying is on a website (e.g. Bebo) tell a teacher or parent, just as you would if the bullying were face-to-face – even if you don't actually know the bully's identity.
- Serious bullying should be reported to the police – for example threats of a physical or sexual nature. Your parent or teacher will help you do this.

Chat rooms and instant messaging

SPEAK OUT STRAIGHTAWAY

- Never give out your name, address, phone number, school name or password online.
- It is a good idea to use a nickname and don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.
- Don't ever give out passwords to your mobile or email account.

Three steps to stay out of harm's way

1. Respect other people – online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords
2. If someone insults you online or by phone, stay calm - and ignore them
3. 'Do as you would be done by'. Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Staff should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school when usually you would walk or they would walk on their own
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Guidance for Staff

- Staff must be aware of the policy on bullying
- All staff must challenge any bullying behaviour
- All staff must be diligent in reporting incidents-even apparent 'one offs'
- Incidents must be dealt with and seen to be dealt with following the Anti-bullying pack flow chart
- When investigating an incident of apparent bullying, staff must be aware that this may not be the underlying cause of the incident – any mention of bullying must be investigated and the pack followed with the forms completed and passed on to SLT
- Separately, pupils must each be given the opportunity to present their version of events
- Teachers need to be aware of whether the bullying is by an individual or a group of pupils
- Staff must not walk past any incident and leave it unchallenged
- Cases of bullying are reported to the Governing Body. The Governing Body monitors the quantity and type of bullying that is reported. It must ensure that the school is taking robust steps to deal with and prevent cases of bullying.

Procedure if any of the following happen:

- A child says they feel like they are being bullied
- The office email or call to say a parent has said that a child is being bullied
- SLT ask you to investigate a bullying incident
- A child says that they think ... is bullying …

Even if you don't think the child is being bullied, if they have said they think they are or the parent has said they think they are you must follow the procedures below as a record that it has been taken seriously and been investigated thoroughly.

Procedure – Follow the Anti-Bullying Pack:

If an incident of bullying is witnessed or reported it is important to report the concerns to the class teacher, deputy or Headteacher.

1. If a child has been injured, take them to first aid to ensure it is recorded in the accident book.
2. Ask the children involved what happened in the incident/s and get them to write their account of what happened using incident form B or you write what they say using incident form A if they are too young or too slow to write themselves.
3. Ensure that nobody speaks to anybody else whilst recording the events.
4. Read what has been written and speak to any children necessary to clarify what they have said and find out more detail if needed.
5. Ensure you are non-confrontational and do not attach any blame to any one person or group of children at this point.
6. Ensure that all the children are told that they must not talk about the incident with anyone else.
7. Ensure all safeguarding policies and procedures are followed at all times.
8. Once you have collected all of the statements and have a good understanding of what has happened, take them to a member of SLT and share them.
9. SLT will then investigate further and liaise with you to share the outcome and what to do next.

10. Make sure you put anything needed in place, following all guidance given by SLT and that everything is recorded.
11. Speak to any parents/carers necessary to make them aware of the situation and explain what you are doing about it, following SLT guidance and advice.
12. If there are any further incidents, record them on CPOMS and let SLT know.
13. Ensure you continue to check in with the children daily for the next 3 weeks minimum and record this using the Follow up form at the end of the policy and pass a copy to the HT.

Bullying outside School

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Head Teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate pupils conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

The Head Teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

What you can do as a parent

- Don't wait for something to happen before you act. Make sure your child understands how to use technologies safely and knows about the risks and consequences of misusing them.
- Make sure they know what to do if they or someone they know are being cyberbullied.
- Encourage your child to talk to you if they have any problems with cyberbullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are.
- It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

Some suggestions for parents to stay involved are:

- Keep the computer in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file.

Appendix 1

Parental Guidance

BULLYING – POSSIBLE SIGNS

Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried. Your child's behaviour may change which may indicate that he or she is being bullied. if you are concerned and become aware of any of the following, you may wish to contact the school.

Your child may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Beg you to drive them to school
- Change their route to school
- Present a poorer standard in their school work
- Come home early or regularly with clothes or books destroyed
- Become stressed, stop eating
- Have unexplained bruises, scratches, and cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)
- Continually lose their pocket money
- Refuse to say what's wrong

Talking with teachers about Bullying:

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places, and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve or if problems continue.

No child deserves to be bullied. As well as dealing with the victims of bullying we also have a responsibility to help the bullies – we do bullies no favours by ignoring their behaviour. Our aim is to change the attitudes which allow bullying and to actively seek ways of stopping bullying.

How Parents Can Help

- If your child is experiencing bullying then reassure her/him explain to your child that should any further incidents occur s/he should report them to a teacher immediately.
- If you are worried that your child is being bullied ask her/him directly.
- Take bullying seriously and find out the facts when told about an incident of bullying
- Don't agree to keep the bullying a secret.
- Give your child a chance to vent her/his feelings about being bullied
- Check that your child is not inviting the bullying by saying things which may upset others.
- Keep a written diary of all events.
- Talk with a teacher, the Deputy Head, or Head Teacher if it is school bullying.

If you are not satisfied

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Make an appointment to discuss the matter with the Deputy Headteacher and keep a record of the meetings.
- If this does not help, meet with or write to the Head teacher explaining your concerns.

IF YOUR CHILD IS A BULLY

First of all, discourage your child from using bullying behaviour at home of elsewhere. Show them how to resolve difficult situations without using violence or aggression.

Sometimes children bully others because:

- They do not know it is wrong.
- They are copying older brothers or sisters or other people in the family whom they admire.
- They have not learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out their aggressive feelings.
- To stop your child from bullying others: Talk with your child; explain

Appendix 2

The Hollybrook Schools

ANTI – BULLYING PROMISE

The Hollybrook Schools know that no school is completely free of bullying so we will try to create an environment that is happy and supportive for all our pupils and staff.

In order to have the full reassurance of every member of our school for our anti bullying policy we will ask everyone to sign this promise. This will help to make sure that bullying is kept to a minimum or does not happen.

Pupils Promise To:
Support the aims of the school by telling an adult about all incidents of bullying whether aimed at you or another person/someone else.

Parents / Carers Undertake To:
Support the aims of school by watching for signs of bullying and telling a member of staff if anything is noticed.

Staff Undertake To:
Investigate all signs of bullying or incidents of bullying and take action following the guidance in the school's Anti-bullying policy and pack.

Pupil's Signature:_____

Parent/Carer's Signature:_____

Class Teacher Signature:_____

Head Teacher Signature:

Appendix 3

Hollybrook Schools Staff Statement

Name of Staff Member:		**Date:**	
Date of Incident:		**Where the Incident Took Place:**	
Other people involved:		**Time of Incident:**	
What Happened?			
Staff Signature:		**Date:**	

Hollybrook Schools Student Incident Log

Name of Child:		**Class:**	
Date of Incident:		**Where the Incident Took Place:**	
Other people involved:			
Witnesses:		**Time:**	
What Happened?			

Student Signature:	Date:

3 Week Follow up Form

Name of child:_____

Teacher:_____

Date:		Week 1 - Notes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Date:		Week 2 - Notes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Date:		Week 3 - Notes
Monday		
Tuesday		
Wednesday		

Thursday	
Friday	