

Welcome to Year 10 Partnership Evening

Tuesday 12th September 2023

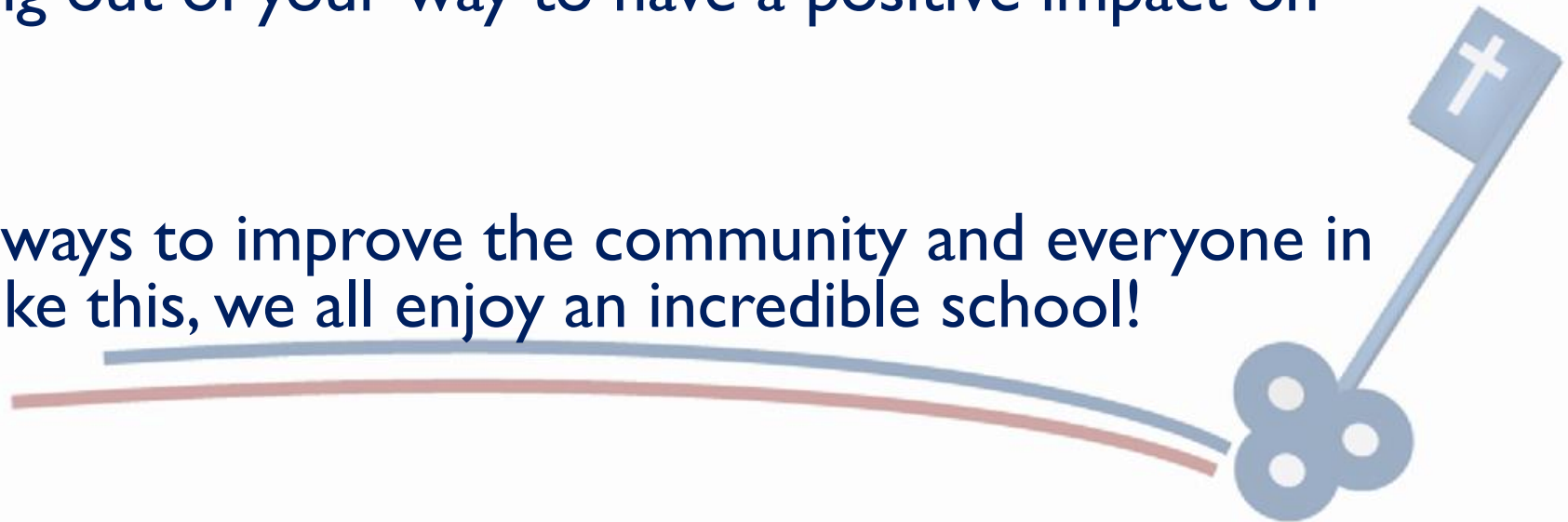


Agenda

- Welcome
- School Values and Aims
- Safeguarding
- Year 10 Vision
- Year 10 Pastoral Curriculum
- Brilliant Basics:
 - Uniform
 - Attendance and Punctuality
 - Behaviour: Rewards and Sanctions
- Academic progress
- Homework
- Reading
- Key Dates
- Extra Curricular opportunities

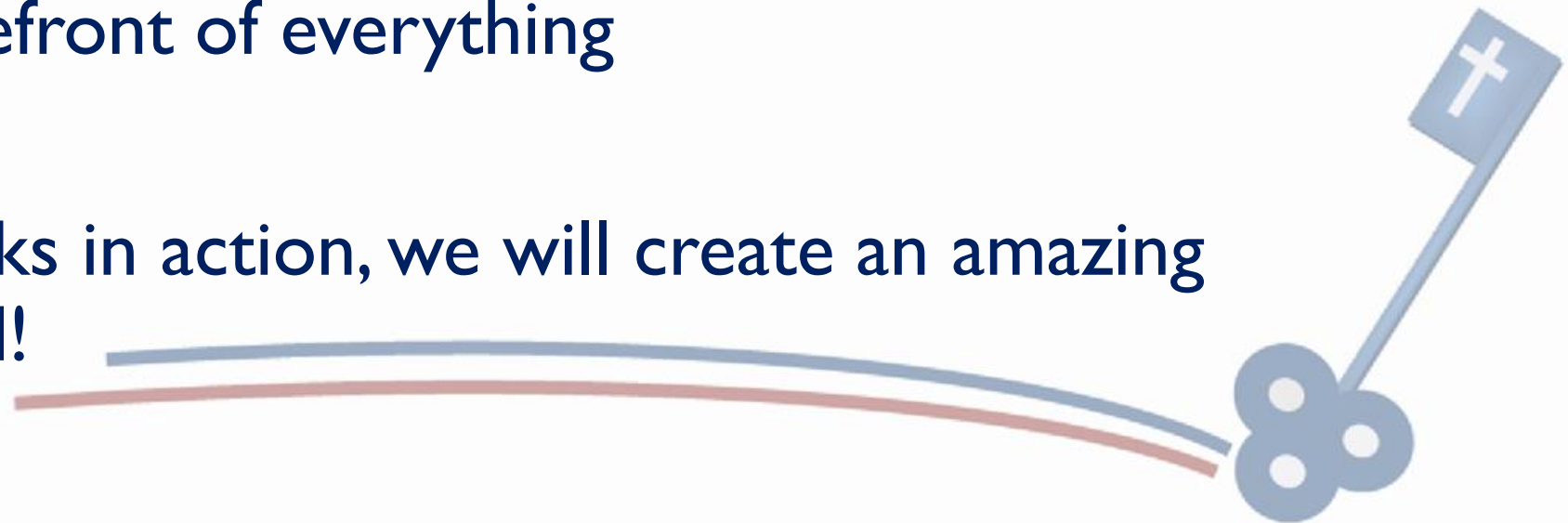
Christ to All

- This is our core motto for St Peter's – but what does it mean!?
- Being Christ to All means treating everyone in our community with love, respect, kindness. Treating others as you want to be treated
- It means actively going out of your way to have a positive impact on someone's day
- It means looking for ways to improve the community and everyone in it – if we all behave like this, we all enjoy an incredible school!



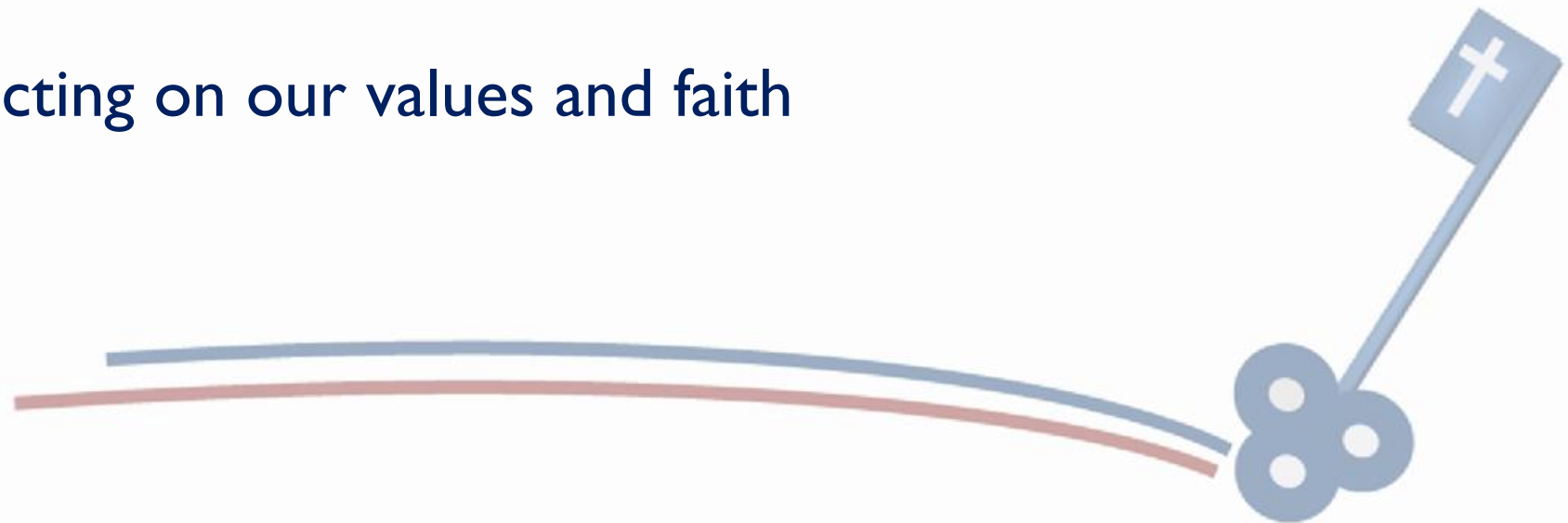
St Peter's Rocks: Faith in Action

- Our school rocks are 5 core values that we aspire to every day
- Each guides us to think about our community and Jesus Christ at the forefront of everything
- If we live the rocks in action, we will create an amazing school and world!



Our aims as a school this year

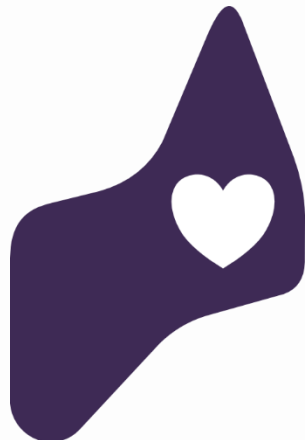
- That we are able to build a brilliant community atmosphere, within and across year groups
- Every student can learn, disruption-free, everyday
- Everyone gets the chance to experience new things and opportunities
- Everyone works their hardest to help everyone else achieve their potential
- We spend time reflecting on our values and faith



St Peter's Rocks



Reflection



Love



Service



Courage



Justice

The foundation of our discipleship.



When you have witnessed or experienced an incident, you should:

Take note of who is around you at the time.

Report it as soon as possible to a staff member, ideally your Head of Year or the closest staff member.

Your Head of Year or a member of SLT will then investigate this. They may have questions for you and others who were near you.

At the end of the investigation, sanctions are applied using the behaviour policy and incidents are recorded on school systems.

Someone will follow up with you after this to check how you are feeling and so that you understand the investigation is over. If you'd like further support, your HOY can organise this.



No one in our community deserves to feel unsafe at school. We all have a duty to report incidents in which this is not the case.

#nobystanders everyone is a part of this community and responsible for keeping it safe and inclusive.

#nobystanders

Call out behaviour and language that is:

- Homophobic, biphobic or transphobic
 - Racist
 - Sexist
 - Personally insulting
- Discriminating based on health (physical and mental)



Equality, Diversity and Inclusion at St Peter's

At St Peter's we are committed to all students feeling equally included and loved within our community. We are opposed to all forms of discrimination based on any protected characteristics outlined in the Equality Act of 2010.

We are committed to upholding and teaching these values to all students at St Peter's.

Examples of opportunities available:

- Termly EDI assemblies that are topical and relevant
- Surveys around how included and safe students feel at St Peter's
- Weekly bulletin resources looking at celebrating diversity in the world
- LGBTQ+ safe space
- Identity Team badges worn by staff who can be approached about identity-based issues
- Tutor time activities that celebrate and promote EDI



A message from the Identity Team

If you see a member of staff wearing a badge with this logo on their lanyard, you are able to approach them to discuss:

- Any identity-based questions you have
- Any concerns you have about identity based incidents or language
- If you'd like to know what local resources and charities are available to support students questioning their identity or wanting to explore their identity further.



When students need support, they (or you) just need to ask

- Tutor, AHOY, HOY
- Pastoral Support Team: ELSA, Chaplain, Counsellors, Community Mentors, Kim and Abi
- Everyone has different needs and we will do all we can to support you, from small questions to long-term provision.
- We are all here to serve you!





Mr Ebenezer, Assistant Headteacher, Designated Safeguarding Lead (DSL)



Mr Crome, Deputy Headteacher, Deputy DSL



Mrs Donnithorne, Deputy DSL



Mrs McMillan, Deputy DSL



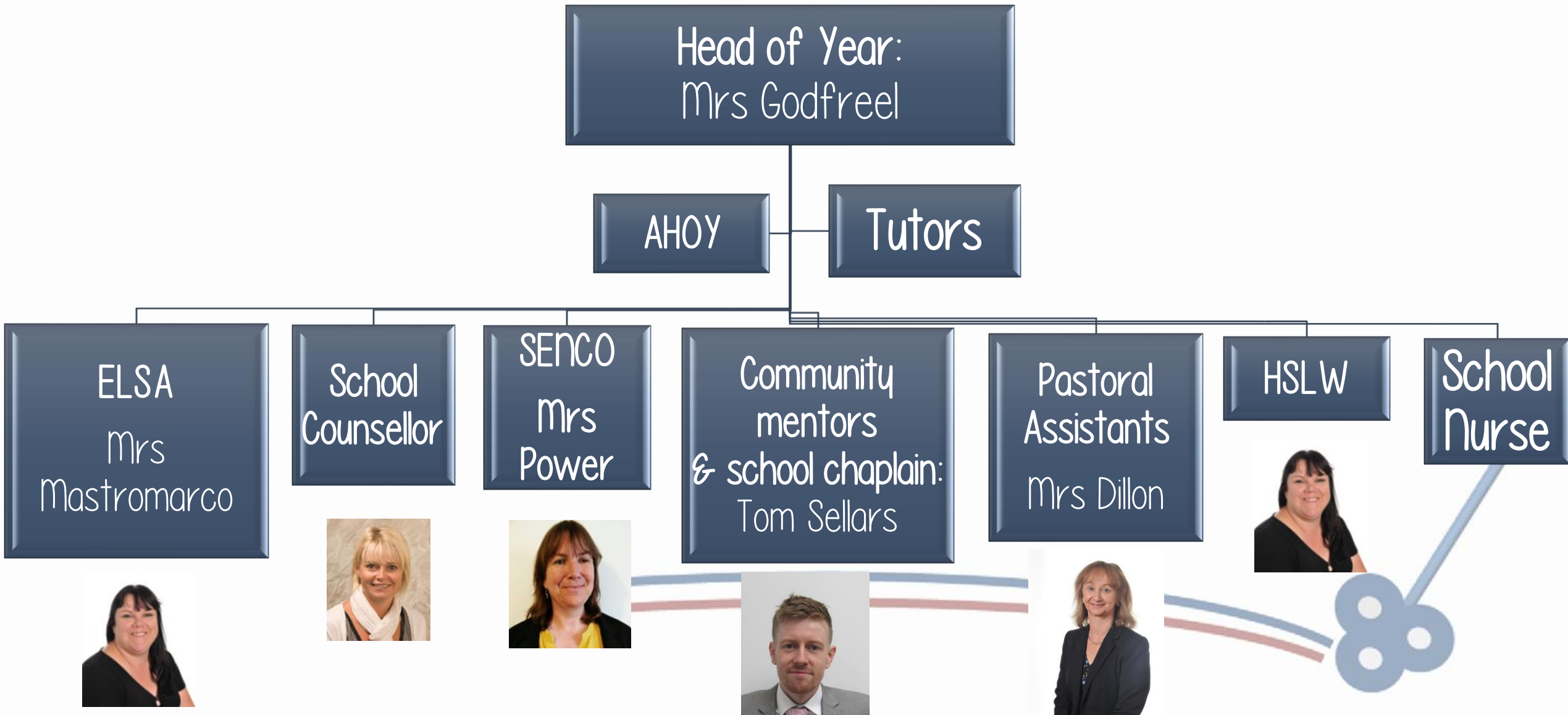
Mrs Rana-Brown Assistant Headteacher, Head of Sixth Form, Deputy DSL

Safeguarding

If you have safeguarding concerns about a child, please contact our safeguarding team.



5. Pastoral support at St Peter's



How we investigate incidents to make St Peter's a safe, fair place

- Gather evidence and listen
- Try to understand context
- Apply behaviour policy (if necessary) in a consistent way
- Offer support to any victims and any perpetrators
- Contact parents and log any sanctions on Go4schools
- Follow up with restorative conversations – **every child gets a clean slate.**



Online Safety

Our aim is simple: “We must ensure that children are given the same protection online as they are offline” Peter Wanless NSPCC

Some of the issues we face as parents and educators:

- Students being exposed to inappropriate or illegal content online, ranging from sexual content, to extremism, to localised ads about buying drugs.
- Students being abusive towards others online, or receiving abuse
- Students becoming addicted to their phones / unhealthy habits

Online Safety

A few measures we can put in place:

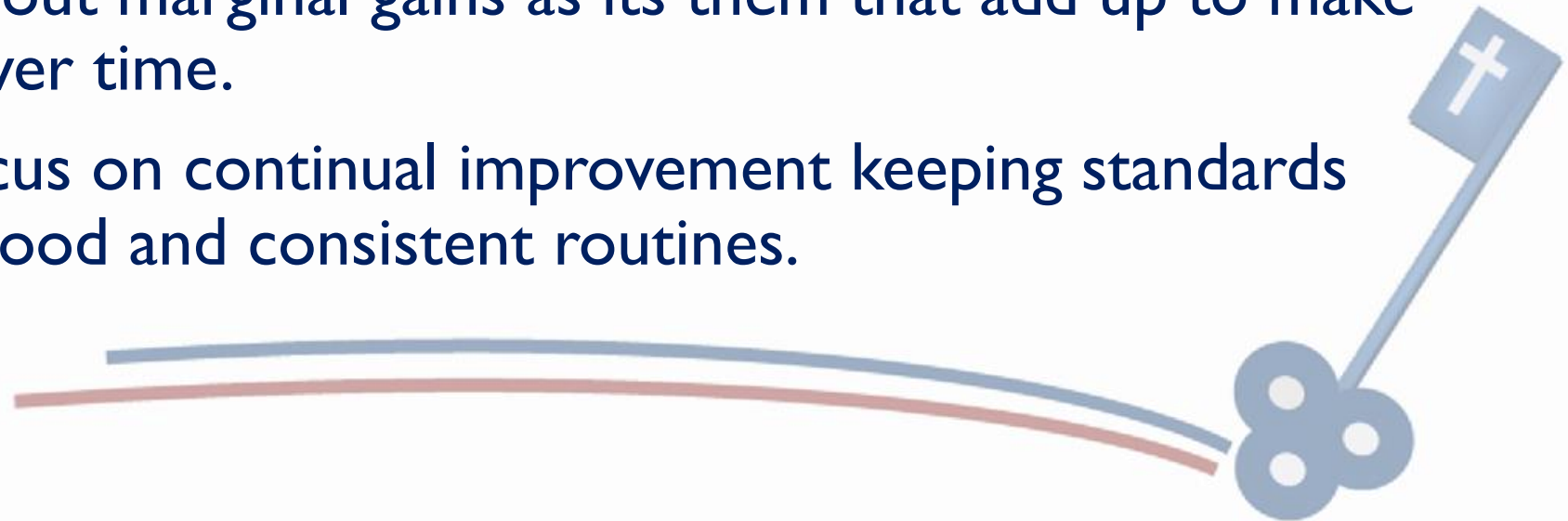
- The school's no phone policy is vital and we ask you to support us when we confiscate phones
- Adhere to age ratings for websites / apps – e.g. Whatsapp is 16, most others are 13
- Have boundaries with phone use at home, e.g. time, location
- School and home can and will educate children about the law, risks, and consequences of certain online behaviours
- Keep up a dialogue with them so we help them in partnership
- Model healthy phone / app use ourselves

Please come to our Parents Online Safety Forum on Tuesday 11th October at 6pm

Vision for Year 10

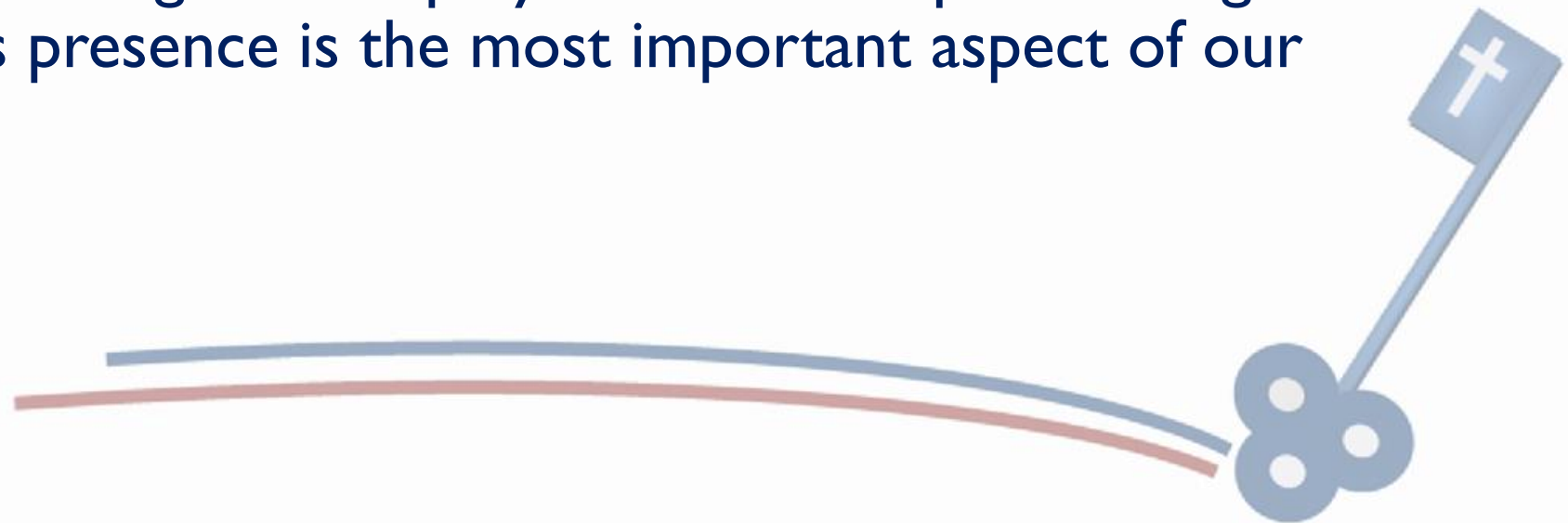
- Effort is everything
- Marginal gains
- This year we are about marginal gains as its them that add up to make a huge difference over time.
- We are going to focus on continual improvement keeping standards up with relentless good and consistent routines.

Always be better than
YESTERDAY



Form time and pastoral curriculum

- Last year we worked hard to develop a form-time programme that exposes the students to more, celebrates a diverse range of subjects and cultures, explores role models and ways that we can be the best versions of ourselves, and looks at wellbeing.
- We will also spend time together in prayer and worship – starting our day together in God's presence is the most important aspect of our community



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Year 10 Pastoral Curriculum Overview

Autumn 1:

Getting Organised

1. Motivation
2. Organisation
3. Mental Fitness
4. Team building
5. Revision Skills
6. Reflection — how am I better than yesterday?

Autumn 2:

Working together

1. Relationships
2. Successful teams
3. CV writing
4. CV Writing
5. CV writing
6. Reflection — how am I better than yesterday?

Spring 1:

Service to world around you

1. Incredible people
2. Creating a just world — case studies
3. Creating a just world — case studies
4. Disabilities in society
5. Reflection — how am I better than yesterday?

Spring 2: Good Habits

1. Affirmations
2. Identity questionnaire
3. Building positive habits
4. What impact can you have at school?
5. What impact can you have on world?
6. Reflection — how am I better than yesterday?

Year 10 Pastoral Curriculum Overview

Summer 1: Looking After ourselves at busy periods in life

1. Relationships
2. Resilience
3. More resilience
4. Revision: reducing exam worries
5. Keeping motivated and positive
6. Reflection — how am I better than yesterday?

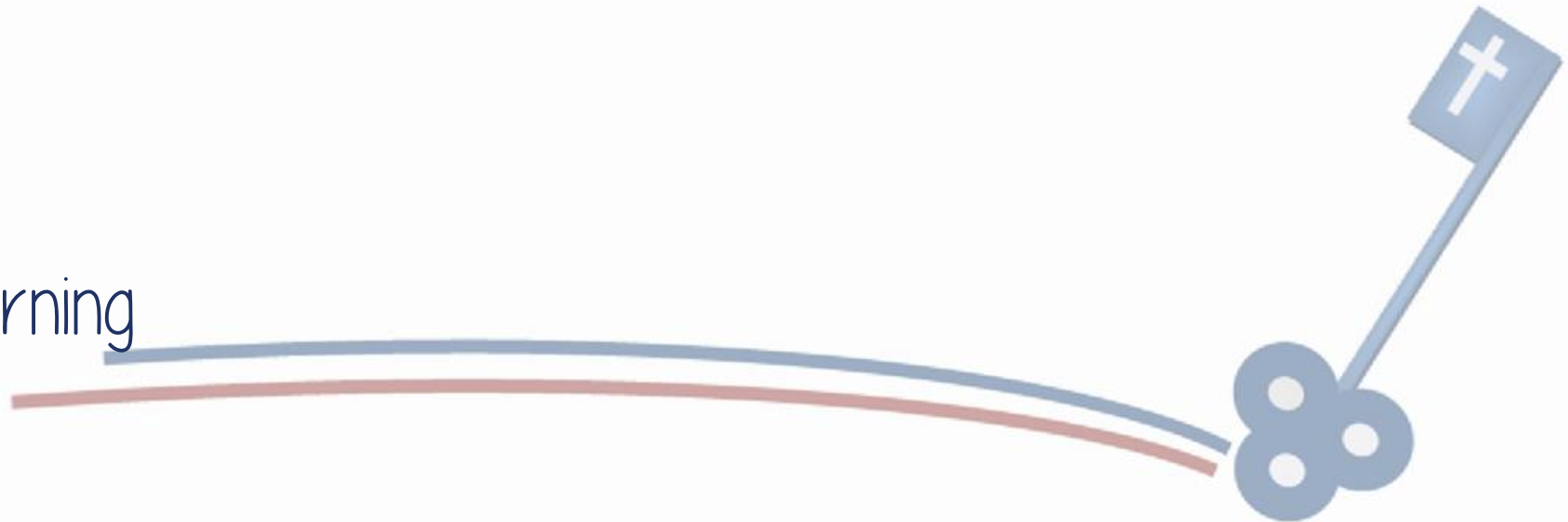
Summer 2: Service to world around you

1. Aiming high — revision skills
2. Aiming high — revision skills
3. Mental fitness — staying positive
4. Sports Day/Feast Day
5. Test Week
6. Reflection — how have I developed in Year 10?
7. Reflection — how am I better than yesterday?



Brilliant basics

- Uniform
- Punctuality and attendance
- Organisation
- Excellent behaviour
- Attitude to learning
- Homework
- Responsibility for learning




Brilliant basics and expectations - uniform

- Students in KS4 should only wear discreet make up (so you can't tell they're wearing any)
- Jewellery
- Ties & Top buttons:
- Shoes:
- Hair
- Skirts and shirts: **'Tuck shirts, unroll skirts.'**



Uniform – what we do if it's not right

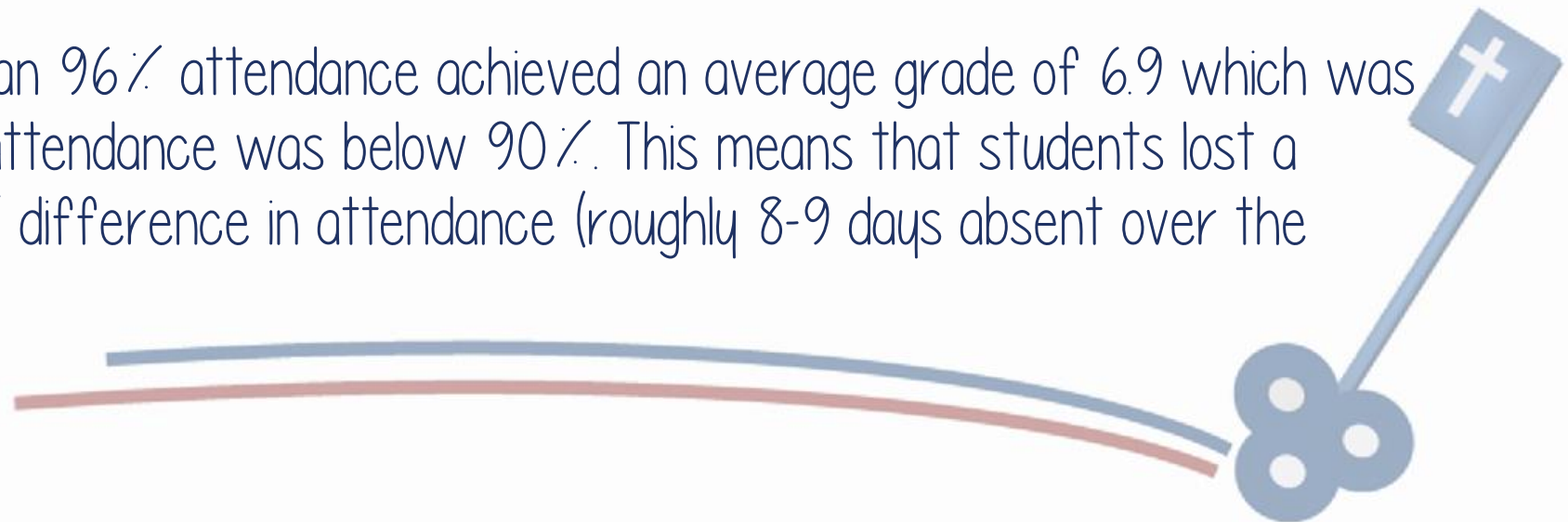
- Shirts tucked in
 - Ties done up neatly and top button done up.
Black socks
 - Skirts not to be rolled; length to the knee. Socks to be below the knee.
 - No trainers: shoes must be formal shoes, in black.
 - No rings, bracelets, anklets; one earring stud in each ear is permitted (no hoops)
 - Hair must be a natural colour
 - Hair must not be extreme, e.g. extreme differences in length. Blend / fade hair cuts gradually or you will be sanctioned.
- Jewellery will be confiscated till Friday
 - You may be loaned socks or shoes to wear if you do not wear the correct uniform
 - Inappropriate hair cuts will lead to detention on first offence, 90 minutes on second, and isolation on third
- 

Attendance

Excellent attendance this year is more important than ever as it has a direct correlation on GCSE results.

We have analysed data from last year and 2019 and there is a direct correlation between attendance and exam performance.

Students who had more than 96% attendance achieved an average grade of 6.9 which was an average of 5.9 if their attendance was below 90%. This means that students lost a grade on average from 6% difference in attendance (roughly 8-9 days absent over the year)



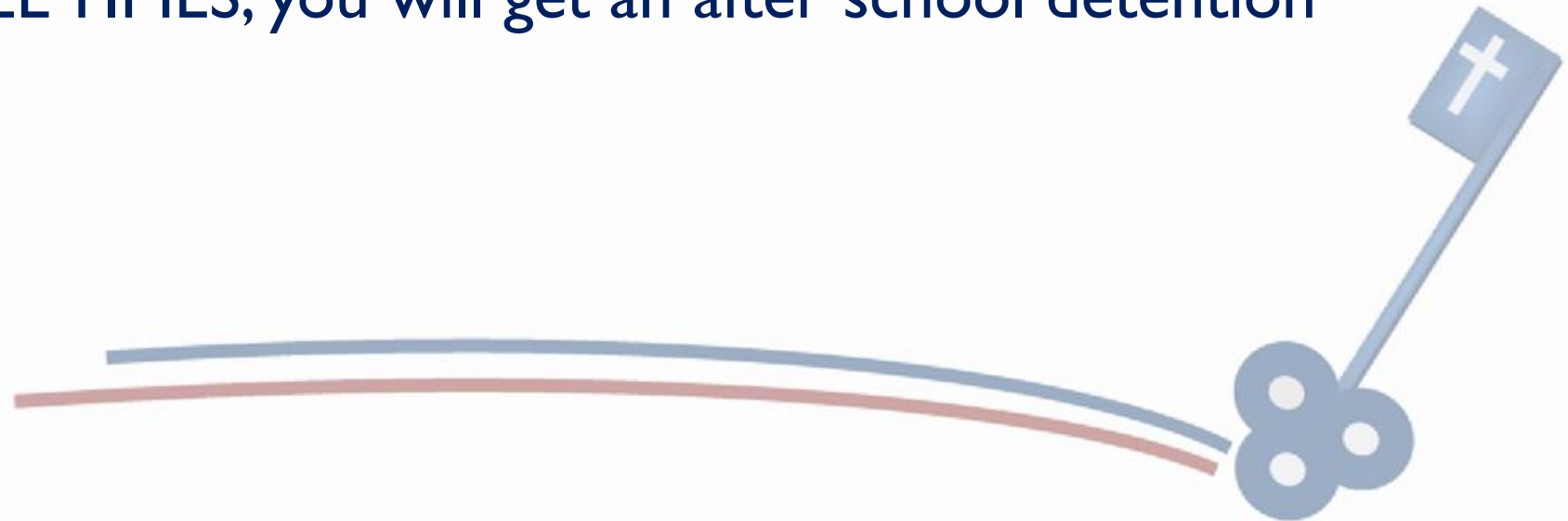
Attendance Processes that we follow

- At St Peter's, our Attendance Officer logs attendance – please report absence to the absence line / email. The HOY and AHOY analyse attendance patterns to ensure students are in school as much as possible
- We meet with Surrey Inclusion Service every two weeks to discuss individual students and their attendance.
- We are committed to support families and helping with strategies, but equally we are obligated to issue warning letters and possibly referrals to the inclusion service if attendance does not improve over time / interventions



Lates – shared with students

- Arrive punctually to school every day
- If the school bus is late, we understand that is out of your control
- If your lift into school is late, you have to work with your parents/carers to put that right. We will hold YOU responsible
- If you are late into school TWICE, expect a warning
- If you are late THREE TIMES, you will get an after school detention



Haircuts – here's a guide we share



The collage features several images of men's haircuts. Three images are marked with red 'no' symbols (a red circle with a diagonal slash), indicating disapproved styles: a crew cut with a sharp fade, a very short buzz cut, and a crew cut with a very short fade. Three images are marked with green checkmarks, indicating approved styles: a crew cut with a smooth fade, a crew cut with a textured top, and a crew cut with a smooth fade. A diagram at the bottom right shows a top-down view of a crew cut with curved lines representing different lengths: 3.5 (green checkmark), 2.5 (green checkmark), 1.5 (green checkmark), 0.5 (red 'no' symbol), and 0 (red 'no' symbol). The diagram also includes a yellow 'X' and a blue 'X' on the sides.

Haircuts:

- No drastic differences in length.
- If hair is faded, needs to start on a 1.5 fade.
- Should be natural colours and not dyed.



Behaviour policy and sanctions

- The behaviour policy is on the school's website. It exists to provide clear guidance about how we respond to incidents of poor behaviour, AND tries to promote good, moral behaviour from all
- We still have the same behaviour system of Warning, Caution, Exit (1.5 hr detention) in lesson.
- This system exists to help every student and teacher enjoy their lessons without interruption, to condemn and deter unkind or unwise behaviour, and so that everyone can be treated fairly.



Brilliant basics and expectations - when going down the right path...

- House Points
- Stickers in journals
- Postcards & letters to parents
- Awards Assemblies
- Celebration Breakfast
- Star of the Week

HPs	KS4
50	Sticker from tutor
75	HOY postcard
125	AHT Certificate
200	DHT Certificate
300	Headteacher Certificate
400	Badge

Brilliant basics and expectations – and if they take the odd wrong turn...

As a consequence of poor choices, students could be sanctioned with:

- Negatives/Cautions (for not doing homework, lacking equipment, disrupting learning etc.)
- Subject or behaviour reports for a week
- Detentions (at lunchtimes or after school)
- *You will be informed by the school should a negative event occurs through email and Go4schools.*

Cautions	Sanction
4	Tutor to speak with student & report
8	After school detention, set by tutor, & report.
12	After school detention set by tutor, tutor phone call home; targeted report.
16	After school detention set by tutor. Inform HOY: HOY phone call home; possible report
20	Parent meeting with HOY
24	Isolation

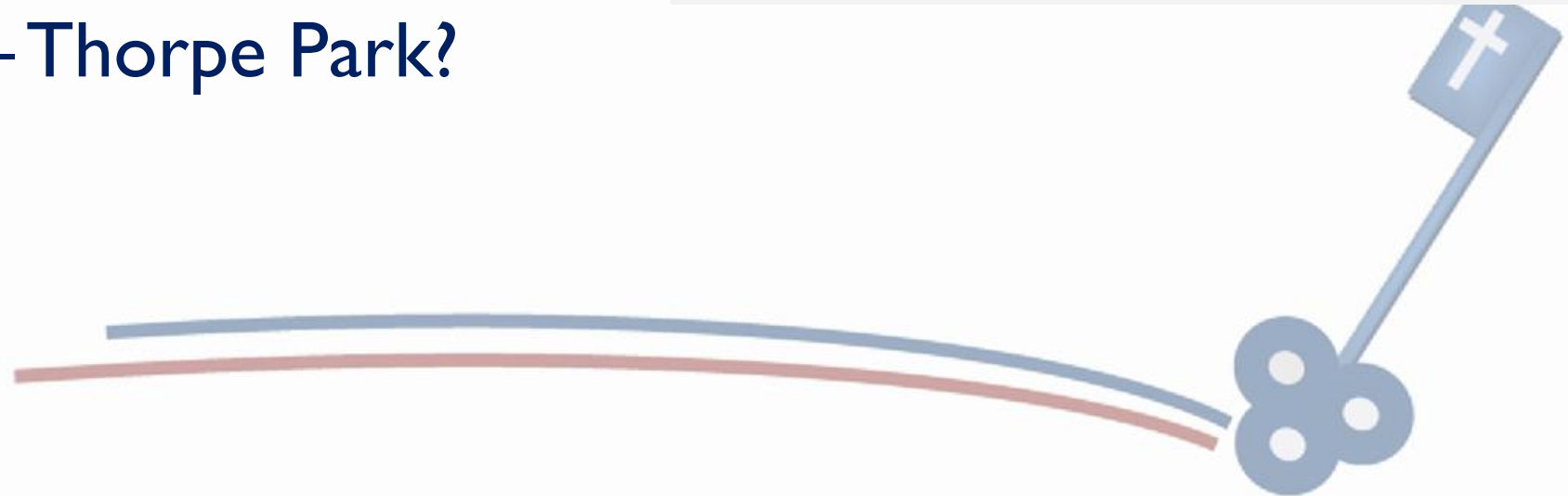
Year 10 Careers Programme

- Business Day in Guildford in July
- Meet former students
- Attend an FE/ Apprenticeship fair at school
- Regular careers tutor time sessions
- Build their CV

Our year group reward scheme

- House points!
- Star of the Week!
- Zero Caution Treat
- Breaktime celebrations
- End of year trip – Thorpe Park?

Always be better than
YESTERDAY



Academic Progress:

We got amazing GCSE results this year and we want the same for your children

- And other schools ask us how we manage it
- There's no magic formula, except, we think it is because we are consistent about behaviour and uniform and we keep up the high standards, however boring and repetitive that is
- So you have a school where everyone can focus on the learning rather than the drama and the distractions
- And we try very hard to have really good relationships between staff and students so everyone feels valued. If you work with us, staff will always go that extra mile for you



Academic Progress

- Year 9 Test Week results were sent home via Go 4 Schools in July and reviewed with students last week in form time
- Have you had chance to discuss with your son/daughter?
- Several students are very pleasingly already working at or above their targets across all their subjects
- Of course you can provide support by taking a regular interest in homework, grade progression, setting firm boundaries around routines, excessive use of technology
- It's usual for students to be a grade or so below their TAGs (target aspirational grade) at this point but of course we want them to make progress and close this gap
- Parents' evening will be on 7th March – online.
- Test weeks will be w/c June 17th



Homework Expectations

We don't have a fixed homework timetable for Year 10, but expectations are that homework will work out at:

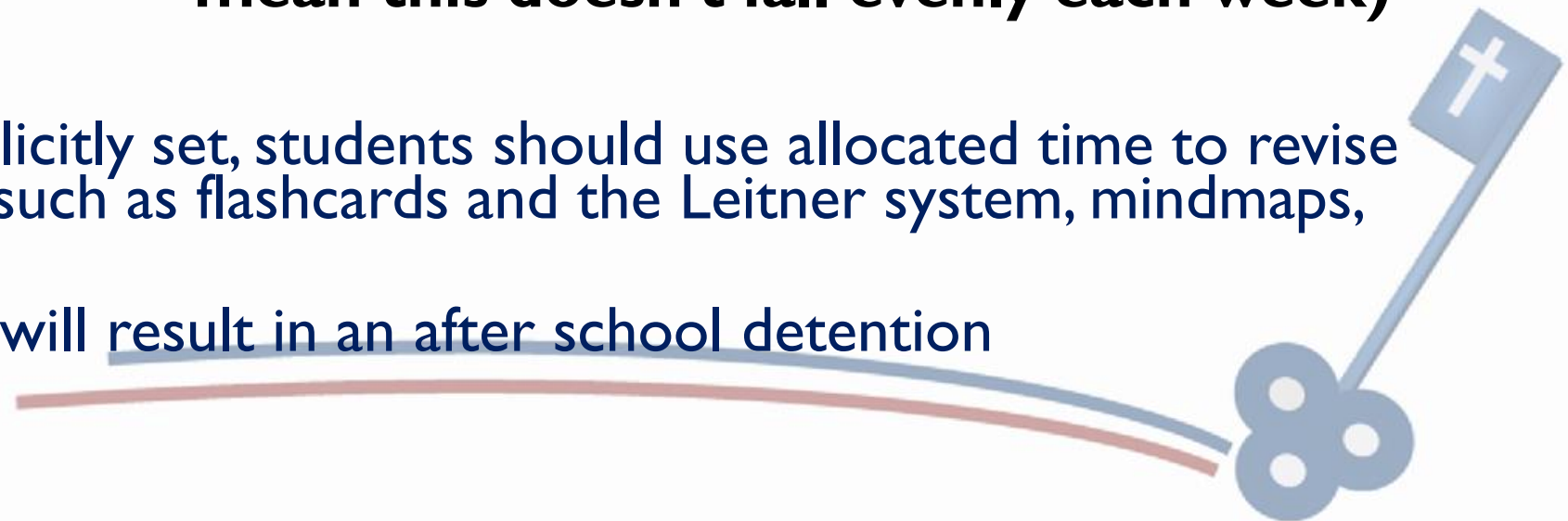
Core subjects: 2 x 1 hour per subject per week

RE: 1 x 1 hour per week

**Options: 2 hours per fortnight (2 week timetable
might mean this doesn't fall evenly each week)**

If homework is not explicitly set, students should use allocated time to revise using study techniques such as flashcards and the Leitner system, mindmaps, etc

Incomplete homework will result in an after school detention



Importance of Reading

- Children who read for 1 minute a day encounter 8000 words a year.
- Children who read for 20 minutes a day encounter 2,000,000 words a year.

"The limits of my language means the limits of my world." Wittgenstein

Why Reading is so Important

Reading makes you smarter

A study conducted by the University of Edinburgh and King's College London concluded that there is a direct link between reading ability and IQ.

Reading brings existing neural pathways to life and keeps your brain elastic and active.

Reading makes you happier

Studies have shown that reading a book can be up to 600% more efficient in relieving stress than playing a video game and 300% more efficient than going for a walk.

A Study by the University of Liverpool concluded that readers are happier, less stressed, cope better with challenges, and have more close friends than non-readers.

Reading Suggestions

- Aim for 30 minutes of reading per day
- Encourage a wide variety of reading, e.g. Books (fiction and non-fiction), magazines, newspapers
- Ask questions and show an interest in what they are reading
- Model good reading habits
- Help them choose age-appropriate texts
- Check subject reading recommendations
- Emphasise the importance of reading
- Let them read on-screen as well as books or magazines

Key dates for Year 10 – Autumn Term

- 25th September Dr Jekyll and Mr Hyde – School
- 4th October Art trip Wisley
- 11th October Year group Mass
- 11th October Parents Online Safety Evening
- 13th October INSET day
- 19th October Music Concert
- 10th November INSET day
- 15th November Citizenship Day
- 22nd -24th November A Midsummer Nights Dream – school
- 23rd November History Trip
- 1st December Christmas concert
- 9th December Christmas Fayre
- 18th December BTEC Christmas Market
- 19th December Carol Service
- 21st December Progress reports sent to parents
- 21st December End of Term



Key Dates for Year 10 – Spring Term

- 8th Jan First day of term
- 11th Jan Mental Health Information Evening
- 22nd Jan INSET day
- 24th Jan Further Education Fair
- 3rd Feb Bronze DofE training day
- 8th Feb Music concert
- 9th Feb – 19th Feb Half term
- 9th Feb – 17th Feb Boston Ski Trip
- 12th Feb – 16th Feb Rome Trip
- 1st March Progress Reports sent to parents
- 7th March Online Parents Evening
- 8th March Citizenship Day
- 15th March INSET day
- 26th – 27th March Spring Concert
- 28th March End of Term



Key Dates for Year 10 – Summer Term

- 17th May/18th May Bronze DofE Practice Expedition
- 3rd June Geography Field Trip
- 19th June – 26th June Test Week
- 27th June Sports Day
- 28th June Feast Day
- 3rd July Citizenship Day
- 7th July/8th July Bronze DofE Assessed Expedition
- 8th July Art Exam
- 16th July Careers Alumni event
- 17th July Careers – Business Day – Guildford
- 19th July Progress Reports sent to parents
- 19th July End of Term



Year 10

Trips/extra-curricular experiences

All

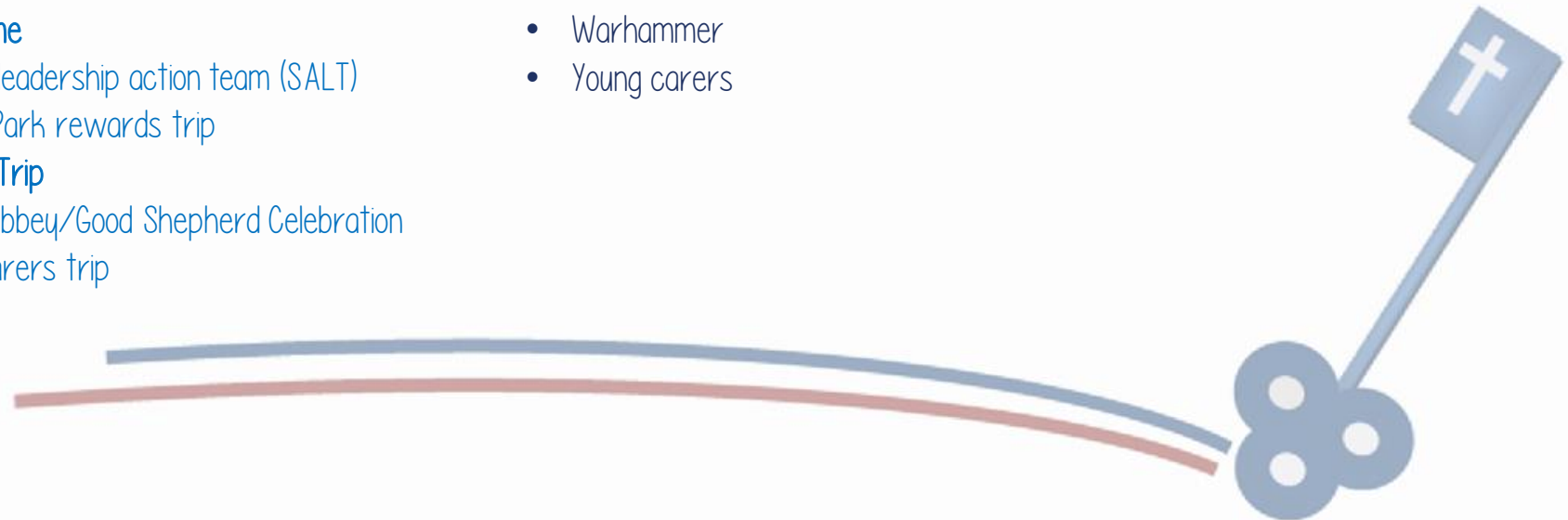
- Art – Wisley
- BBC careers talk
- Business day visits
- Careers talks
- Drama – Theatre visit - tbc
- English – Dr Jekyll & Mr Hyde performance and workshop
- Feast Day walk
- Geography – Stratford
- Health – care home visit
- History – Tower of London
- McLaren STEM talk
- Maths – Intermediate Maths Challenge
- Sports Day

Opportunity

- Arundel Pilgrimage/ Annual Schools Mass
- Bronze DofE
- Business – Dragon's Den
- Chemistry – Top of the Bench competition
- Discipleship group
- European Ski Trip
- Food – pasty workshop
- French - Paris
- Lourdes Pilgrimage
- Music Tour
- RE - Rome
- Student leadership action team (SALT)
- Thorpe Park rewards trip
- USA Ski Trip
- Worth Abbey/Good Shepherd Celebration
- Young carers trip

Clubs

- Art
- Chess
- Creative writing
- Debate
- Drama
- Homework
- Media club
- Photography
- Public speaking
- Safe space
- School Show
- Warhammer
- Young carers
- Acapella choir
- Boys Choir
- Folk band
- Girls Choir
- Guitars and Ukeleles
- Jazz band
- Marimba
- Musical theatre band
- Musical theatre chorus
- Orchestra
- Senior choir
- Athletics
- Basketball
- Cheerleading
- Cricket
- Football
- Gym/fitness
- Netball
- Rounders
- Rugby
- Volleyball



And finally,

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