

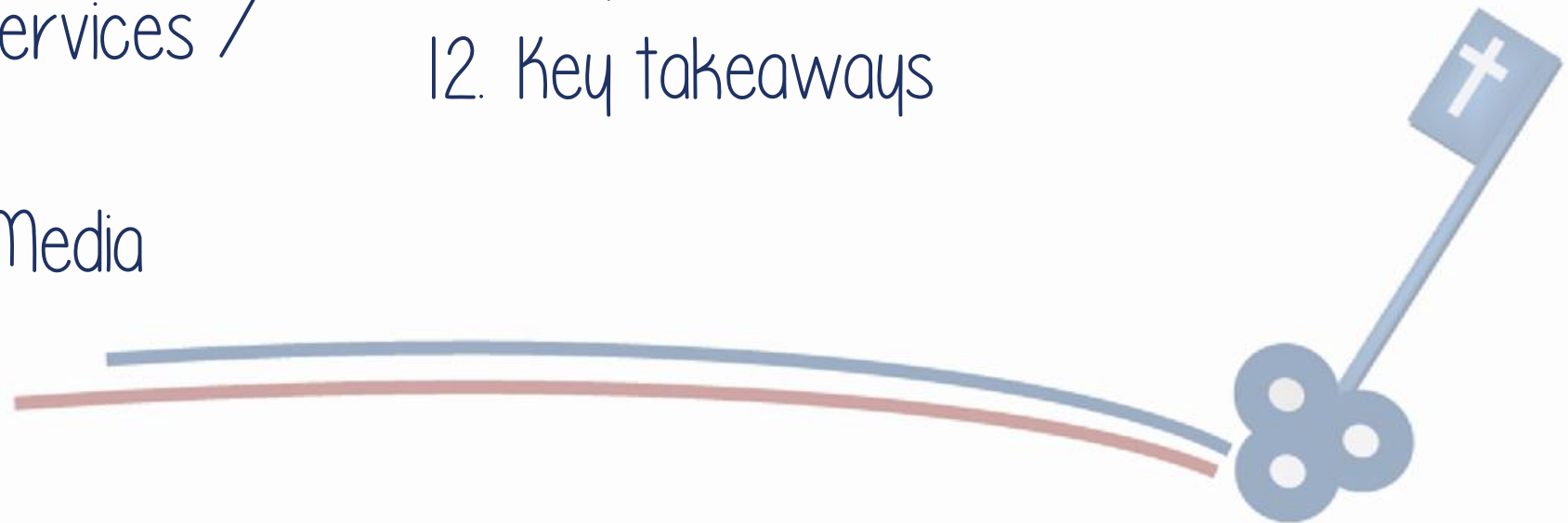
# Welcome to Year 8 Partnership Evening

26<sup>th</sup> September 2023



# Outline of the evening

1. The year team / AHOY role
2. Vision for this year & St. Peter's Rocks
3. The school/parent partnership - brilliant basics and expectations
4. Pastoral Support and services / Safeguarding
5. Online Safety / Social Media
6. EDI
7. Assessments & report system
8. Pastoral Curriculum
9. Extra-curricular
10. Reading
11. Key dates
12. Key takeaways



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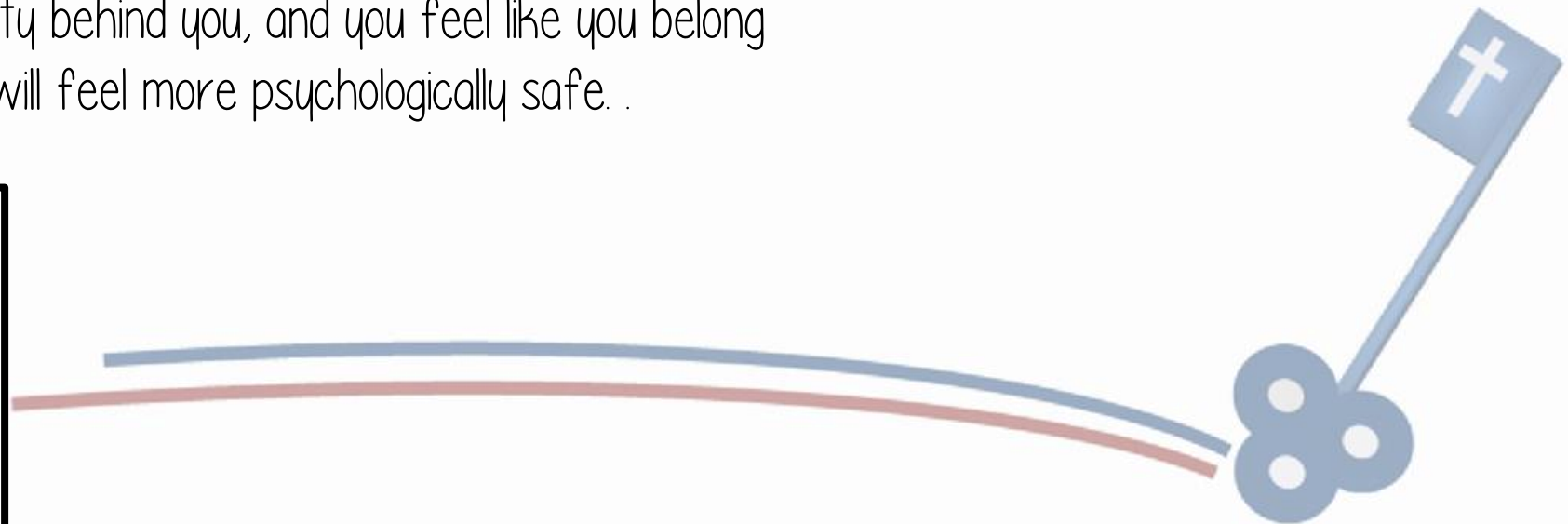


# Vision for this year

- Belonging is the underpinning factor to doing well.
- It's easy to feel like YR8 lacks purpose but I'm determined that this will not be a wasted year for your children.
- Their absolute non-negotiable for the year will be making a difference to their community, serving their community, finding their place in this community, and feeling like they belong to this community.
- They are and continue to be a member of the St Peters community, and they do very much belong here.
- Once you feel like you have a community behind you, and you feel like you belong to something which is important, you will feel more psychologically safe.



Psychological safety is having the ability to recognise that mistakes are okay, having the freedom to fail, to turn mistakes into learning opportunities, with no judgements, but instead compassion and forgiveness, to talk openly, and to challenge each other to reach your potential.



# Belonging — Owen Eastwood

'Amazing'  
DAN CARTER

'A must-read'  
STUART LANCASTER

'Powerful'  
JAMES KERR

Owen Eastwood



Belonging

Unlock Your Potential  
with the Ancient Code  
of Togetherness

THE INTERNATIONAL NO.1 BESTSELLER

- The book you see on the screen, titled 'Belonging', I will come back to this at different points in the year. This book has become known as 'Gareth Southgate's secret weapon', as a copy of this book was given to every England player when they reported for duty at the European Championships. As you may or may not know, this was the tournament where England had successfully made it to the final for the first time since 1966.
- He asks thought-provoking questions of us, such as what is the optimal environment for this group to perform to their best? And it soon becomes apparent that the group will only thrive when they feel a sense of belonging.
- We know that when we experience a sense of belonging, our body produces a soup of what we call the 'happy' hormones, as it that enables oxytocin, serotonin, dopamine and endorphins to work their collective magic and promote positive feelings like happiness and love. Our need to belong is, therefore, not just in the mind, but a physical state. **People perform at their best when they feel a sense of belonging.** They feel safe and secure.
- In contrast, when social relationships feel under threat, when we don't belong, we respond both emotionally and physically as though our survival is threatened. The same area in our brain is engaged as if we were suffering physical pain.



# Disney Pixar's A Bug's Life

The students — your children. They know they need to work together to get the job done.



The adults — parents and staff - we will help them navigate their way around these challenges, but it will feel all the more easier if they feel like they have a community behind them.

Community > Belonging > Psychologically safe > Success.

Obstacles & challenges they will inevitably face this year.



## Christ to All —

what underpins the values that this school is built on.

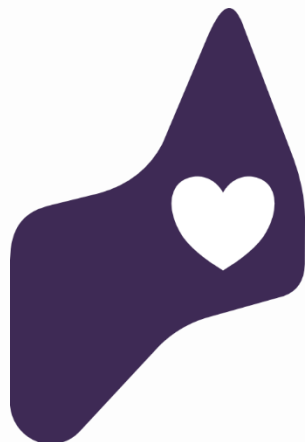
- This means treating everyone in our community with love, respect, kindness.
- It means actively going out of your way to have a positive impact on someone's day.
- It means looking for ways to improve the community and everyone in it — if we all behave like this, we all enjoy an incredible school!



# St Peter's Rocks – faith in action, putting this into practice.



Reflection



Love



Service



Courage



Justice

The foundation of our discipleship.





# The school/parent partnership - brilliant basics and expectations

## What we expect of you:

- Punctuality and attendance
- Organisation - equipment
- Uniform
- Excellent behaviour & the right attitude to learning
- Homework
- Responsibility for learning

## What we do as a school:

- Provide your children with a holistic education, not just academically but pastorally, too.
- Ensure students are consistently aware of our high expectations in terms of appearance, behaviour and learning.
- Support students to achieve their full potential and prepare them for assessments/exams.



# Brilliant basics and expectations - uniform

- Students in KS3 should not be wearing make up
- Jewellery — earrings one stud, religious necklaces only.
- Ties & Top buttons
- Shoes — no trainers unless medical evidence provided.
- Hair
- Skirts and shirts: *Tuck shirts, unroll skirts.*



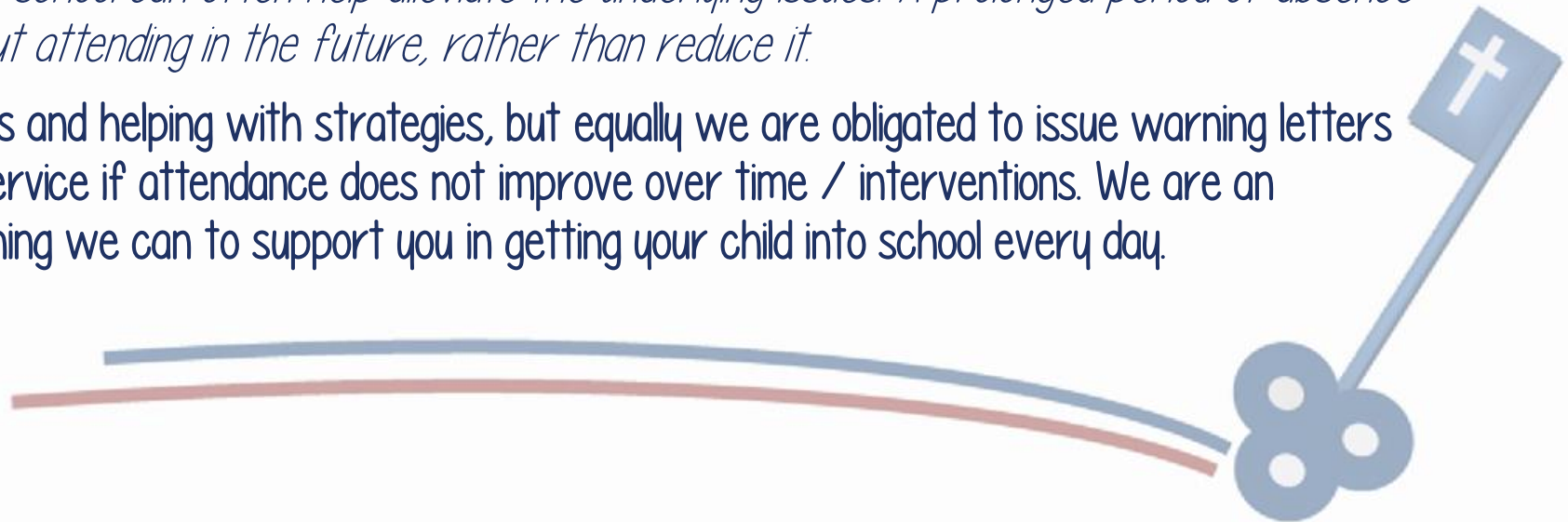
# Brilliant basics and expectations – Attendance

- As a school, we are responsible for ensuring that students attend every day of the school year.
- Research shows that high attendance leads to increased attainment and contentment at school - Last year we had an improved attendance vs the 2019 cohort – the grades were also fantastic last year – this is not a coincidence. Both years saw approx. a half a grade drop per 5% attendance drop
- The Head of Year, the pastoral team, and Surrey's Inclusion Officer will work hard to support children and their families if attendance falls below 95%.



# Brilliant basics and expectations – Attendance

- **Professor Chris Whitty, England's Chief Medical Officer's** letter to school leaders on mild illnesses and school attendance. He said: *We are aware that the COVID-19 pandemic may have caused some parents to feel less confident with assessing whether their child is well enough to be in school. There is wide agreement among health professionals and educational professionals that school attendance is vital to the life chances of children and young people. Being in school improves health, wellbeing and socialisation throughout the life course. The greatest benefits come from children and young people attending school regularly. It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses. This would include general cold symptoms: a minor cough, runny nose or sore throat. In addition to respiratory illnesses, we are aware that more children may be absent from school due to symptoms of anxiety than before the pandemic. Worry and mild or moderate anxiety, whilst sometimes difficult emotions, can be a normal part of growing up for many children and young people. Being in school can often help alleviate the underlying issues. A prolonged period of absence is likely to heighten a child's anxiety about attending in the future, rather than reduce it.*
- We are committed to supporting 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. We are an incredibly inclusive school and do everything we can to support you in getting your child into school every day.





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

HPs	KS3
30	Sticker in planner
50	Tutor postcard
75	HOY postcard
125	AHT Certificate
200	DHT Certificate
300	Headteacher Certificate
400	Badge

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



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

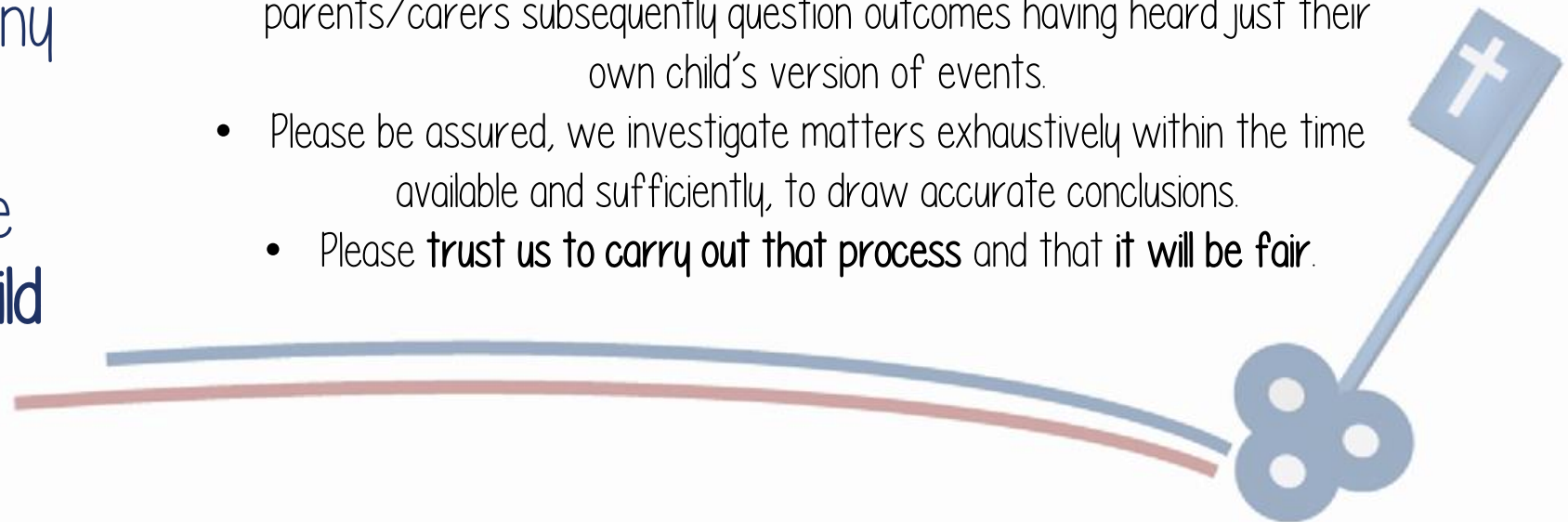
As a consequence of poor choices, students could be sanctioned with:

- 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 occur, through email and Go4schools.*

Cautions	Sanction
4	Lunchtime detention with tutor & 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: AHOY phone call home; possible report
20	Parent meeting with HOY & tutor
24	Isolation

# 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.**
- We have unfortunately seen an increase in students and parents questioning and disagreeing on the occasions when the student has got something wrong and receives a sanction.
  - Our pastoral team spent hundreds of hours last year investigating issues, establishing responsibility and managing sanctions and the subsequent conversations.
  - Being a Catholic school, **we put extra effort into the reconciliation** of situations, allowing our young people to move forward from challenges with dignity and continue to be happy at school.
    - It is all part of the role but is made exponentially harder when parents/carers subsequently question outcomes having heard just their own child's version of events.
  - Please be assured, we investigate matters exhaustively within the time available and sufficiently, to draw accurate conclusions.
    - Please **trust us to carry out that process** and that **it will be fair.**



# Pastoral support at St Peter's

Head of Year:  
Mrs Campbell



AHOY

Tutors

ELSA  
Mrs Mastromarco  
Mrs Newton



School  
Counsellor



SENCO  
Mrs Power



Community mentors  
& school chaplain:  
Tom Sellars  
Frances Blackett



Pastoral  
Assistants  
Mrs Dillon



HSLW







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.



# Online Safety

Our aim is simple: “We must ensure that children are given the same protection online as they are offline” Peter Wanless NSPCC. It is likely that your children will often imitate what they see in their surroundings and on TV/Media. We know this. I spent a huge number of hours carrying out investigations on behaviours or incidents that were TikTok trends last year, or inappropriate conversations or messages that had stemmed from group chats being created on WhatsApp or Snapchat. Students are naturally exposed to a lot more now, and it is up to us to work together to make sure they are not being over exposed to material they should not be seeing.

## 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

Two events for you to add to your diaries include:

- Online Safety Parents Information Evening: 11th October 06:30-07:30pm
- Mental Health Parents Information Evening: 11th January 06:30-07:30pm.

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, like TikTok or Snapchat are 13
- Have boundaries with phone use at home, e.g. time, location. Have devices in a public place, especially devices with webcams. **Don't let them take their phones into their bedrooms when they should be sleeping.**
- 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 – ask your child what they do online
- Model healthy phone / app use ourselves

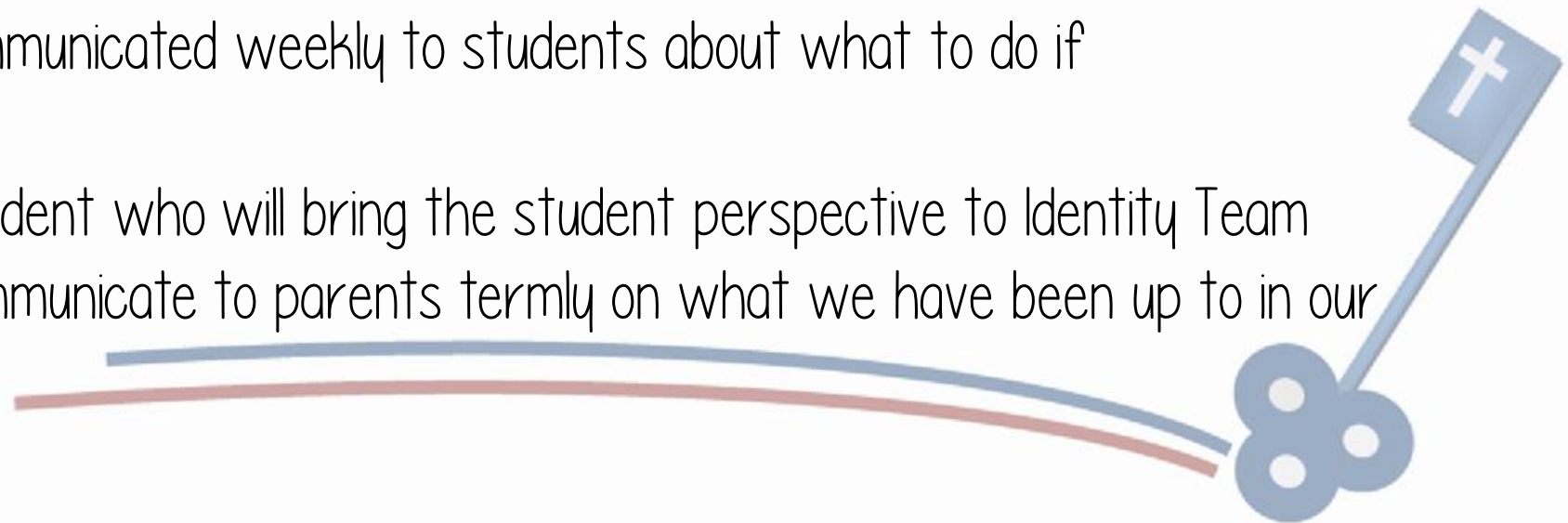


# Equality, Diversity and Inclusion at St Peter's



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.

- Our behaviour policy clearly states what the response will be when a student has experienced discriminatory or prejudicial behaviour.
- Clearer reporting process communicated weekly to students about what to do if they experience the above.
- This year, we have a Head Student who will bring the student perspective to Identity Team meetings. We also hope to communicate to parents termly on what we have been up to in our new school newsletter.





# Progress reports

- 3x progress reports by the end of the year
- 09/11/23 – progress report 1
- 09/02/24 – progress report 2
- 14/06/24 – progress report 3 – includes end of year test week mastery result.
- Please access them on Go4Schools and to ensure you click on 'view report' as the screen you are initially taken to is not the full report. Our expectation is that you discuss your child's Go4Schools reports with them, and they will also be given the opportunity in school to reflect on their progress throughout the year.



# Year 8 Pastoral Curriculum Overview

## Autumn 1: Community Spirit

1. Better than yesterday.
2. Relationships.
3. Body language
4. Effective communication
5. Standing up in times of need.
6. Banter or bullying.
7. Accepting everyone.

## Autumn 2: Inspiration

1. Heroes in society.
2. Role models.
3. What is courage?
4. Diversity in action.
5. Overcoming obstacles.
6. Challenge me.
7. How has term 1 gone?

## Spring 1: Mentally strong

1. How do we define mental health?
2. Building up a strong shell.
3. Dealing with tough days.
4. Picking ourselves up.
5. Knocking down challenges.

## Spring 2: Fighting the norm

1. Peer pressure.
2. Addictive personalities.
3. Vaping, online safety & drinking.
4. Gaming and gambling.
5. What makes me happy.
6. How has term 2 gone?

## Summer 1: Embracing Change

1. Bodies change.
2. Social groups & friendships.
3. Mindset & opinions.
4. Behaviour & habits.
5. Taking chances.
6. Risking it for once.

## Summer 2: Health is Wealth

1. Exercise isn't always the same.
2. What are you eating?
3. How do you relax?
4. Positive body image
5. Spending money & time.
6. Making the most of summer.
7. How has Year 8 gone?

## All

Author visit  
BBC careers talk  
English – Much ado about  
nothing workshop &  
performance  
Feast day walk  
Geography – meteorology talk  
& fieldtrip QECP  
Junior Maths Challenge  
McLaren STEM talk  
NHS careers talk  
Synagogue visit  
Reflection day  
Sports day

## Opportunity

- Arundel Pilgrimage/ Annual  
Schools Mass
- Student leadership action team  
(SALT)
  - SATROFest
  - Theatre Trip – tbc
- Thorpe Park rewards trip
- Worth Abbey/Good Shepherd  
Celebration
  - Young carers trip

# Trips/extra curricular experiences

- Acapella choir
- Boys Choir
- Folk band
- Girls Choir
- Guitars and Ukeleles
- Jazz band
- Marimba
- Musical theatre band
- Musical theatre  
chorus
- Orchestra
- Strings

- Athletics
- Basketball
- Cheerleading
- Cricket
- Football
- Gym/fitness
- Netball
- Rounders
- Rugby
- Volleyball

- Build a business
- Chess
- Creative writing
- Debate
- Drama
- Food
- History
- Homework
- Lunch hub
- Psychology
- Public speaking
- Safe space
- School Show
- Science club
- Sparx maths
- Textiles
- Warhammer
- Young carers

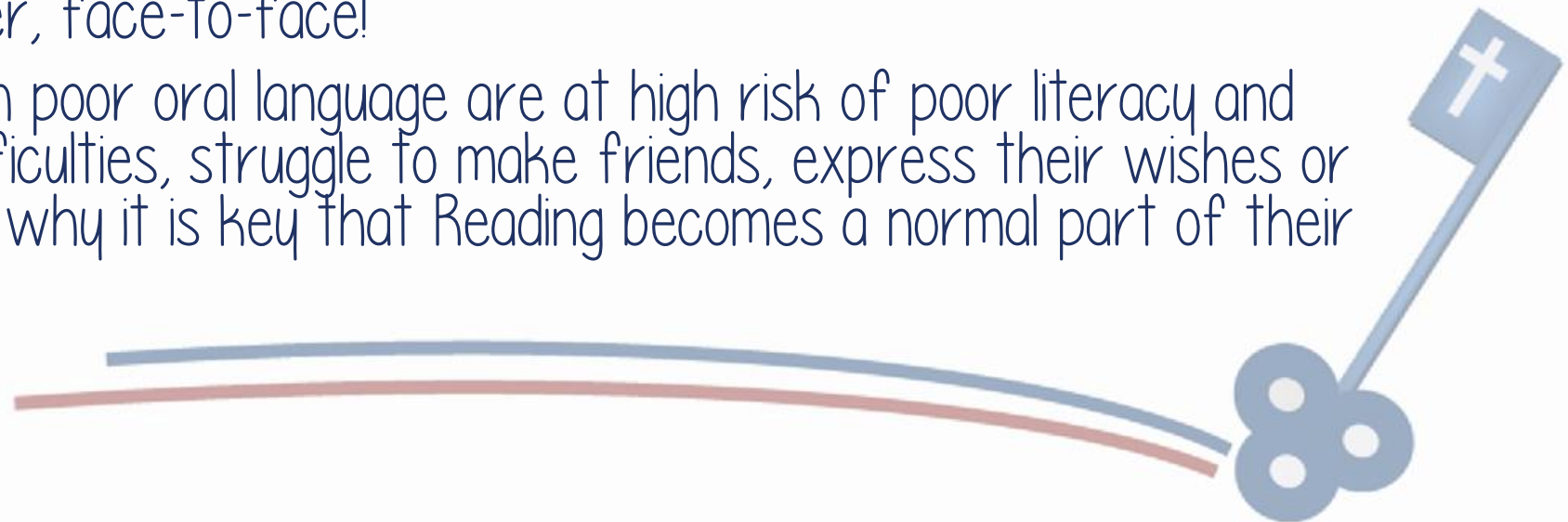


# The Importance of Reading

- 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

- Reading is extremely important for student educational and social development, which links in nicely with our ever ending challenge to get your children to communicate effectively with one another, face-to-face!
- We know that children with poor oral language are at high risk of poor literacy and hence, have educational difficulties, struggle to make friends, express their wishes or join in with activities. This is why it is key that Reading becomes a normal part of their daily routine





# The Importance of Reading – top tips

- Aiming for 30 minutes of reading per day – in my lessons I try and get students to read back to me as often as possible, but if they have focused reading at home every day, this will make it easier for them when in school.
- Encourage a wide variety of reading: books, magazines, newspapers, news articles.
- Model good reading habits
- Ask questions and show an interest in what they are reading
- Check subject reading recommendations
- If you know that having the time is a challenge, encourage listening of podcasts or audiobooks during their journeys to and from school. They're still having that exposure to language and new vocabulary then.



- 27/09 – e-safety day
- 04/10 – Yr8 & 9 English theatre trip
- 11/10 - Online Safety Parents Information Evening
- 12/10 – Welcome Mass (STC)
- 12/10 – Open Evening
- 09/11 – Yr8 NHS Careers talk
- 09/11 – progress reports 1
- 16/11 – Population A parents evening (online)
- 23/11 – Population B parents evening (online)
- 29/11 – Christmas concert
- 14/12 – RE trip - synagogue
- 19/12 – carol service
- 11/01 - Mental Health Parents Information Evening
- 24/01 – Yr 8 & 10 further education fair
- 05/02 – Careers event
- 09/02 – progress reports 2
- 13/03 – Population A reflection day / citizenship day
- 14/03 – Population B reflection day / citizenship day
- 26/03 – spring concert
- 13/05 – Test week 1
- 20/05 – Test week 2
- 12/06 & 13/06 – Geography field trips
- 14/06 – progress reports 3
- 27/06 – Sports Day
- 28/06 – Feast Day

## Key dates for Year 8



# Key takeaways for your children...

- You are part of this group.
- This group is special; we have high standards here.
- I believe you can reach those standards because you belong here.
- Get a kickstart with those good routines you embedded last year — bedtime, screen time and homework time.
- **Trust** in the school and your teachers. **Continue to impress, especially good first impressions with new staff.** We will continue to provide you with all of the tools you need to be successful, it is up to you what effort you put in.

“

**Therefore encourage one another and build each other up, just as in fact you are doing.**

**1 THESSALONIANS 5:11**



# Key takeaways for you...

- Thank you for your **support in embodying our ethos and vision** for year 8 belonging. We know that when people feel like they belong to a community, they become more psychologically safe, and thus it becomes easier to be successful.
- **We will continue to champion and praise each and every single one of them** when they make a conscious effort to take those necessary steps in all that they do whether it be academically, creatively, or simply developing into the well-rounded individual that we want them to be.
- Thank you again for supporting us and your child in making sure they are in school and on time every day, equipped, organised and ready to learn, taking every opportunity that is thrown their way.
- **Please do keep communication strong** — if you have any queries or concerns, don't hesitate to **get in touch with your child's tutor as a first point of contact, or your child's subject teacher** if it is a subject issue.

“

**Therefore encourage one another and build each other up, just as in fact you are doing.**

**1 THESSALONIANS 5:11**

Any further questions?

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