



Welcome to Partnership Evening

24th September 2024

Mr Blackmur



Keeping
Children Safe
Online

Depression by Level of Social Media Use, U.K.

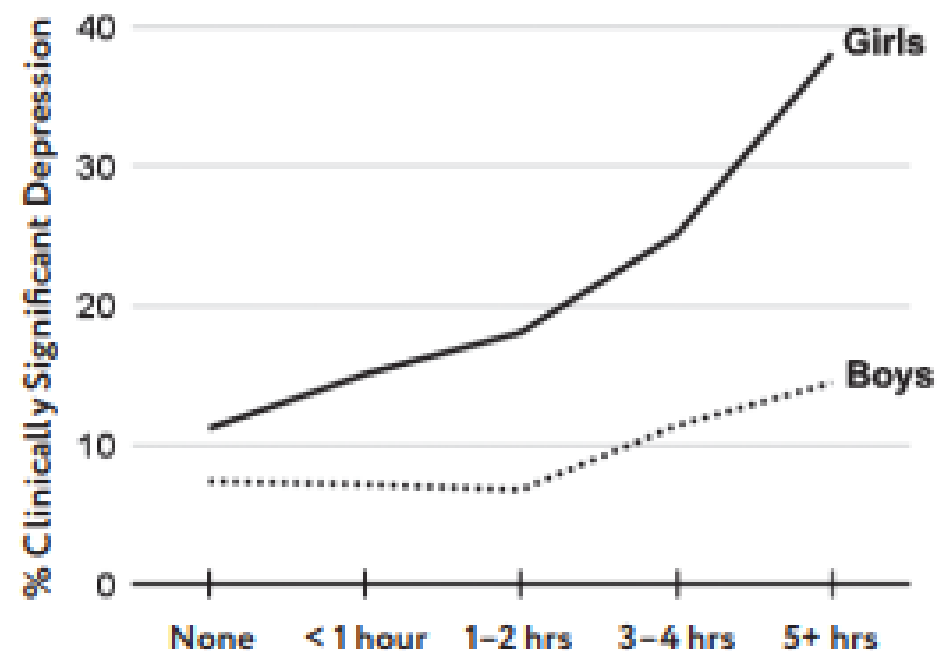
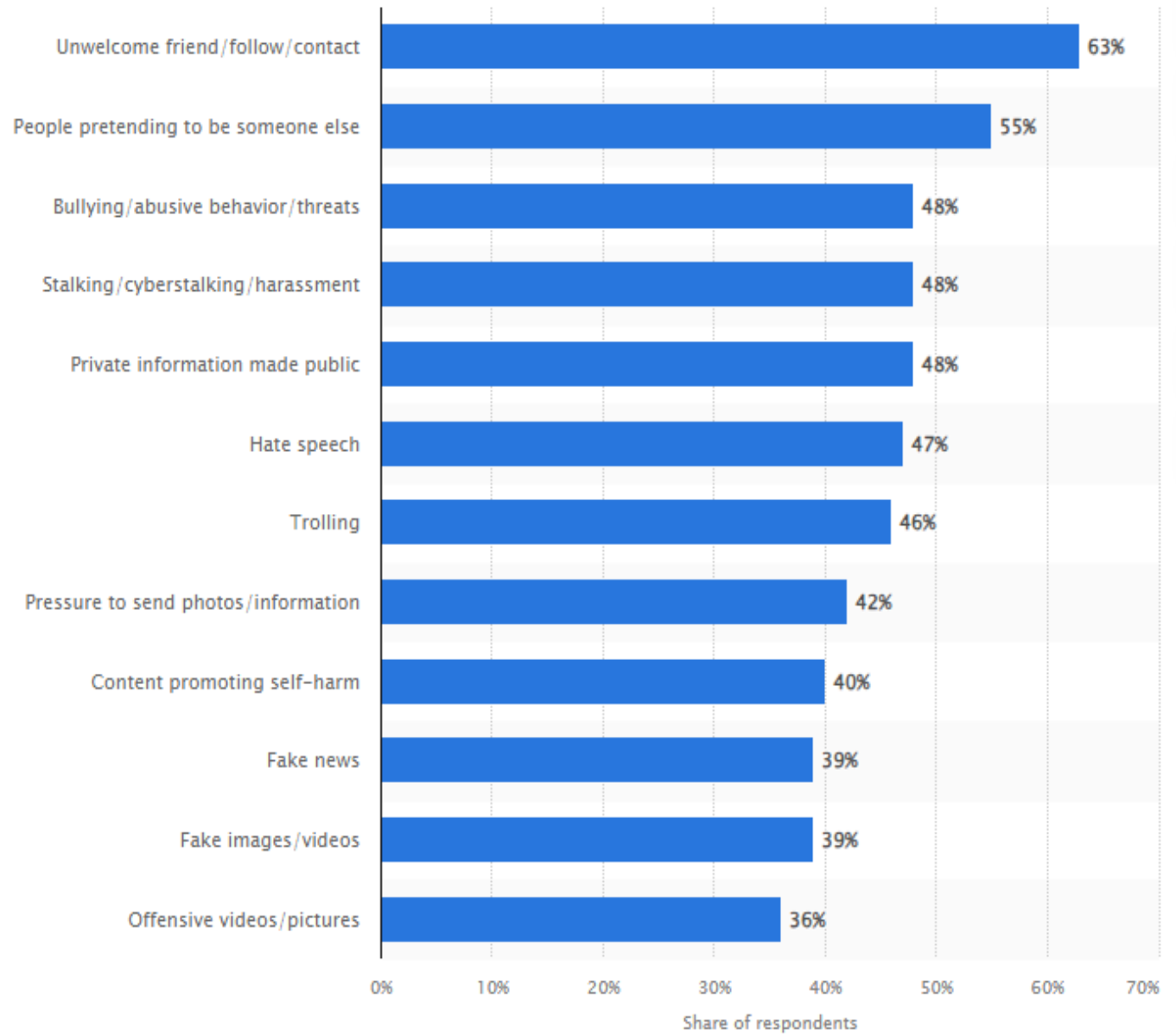


Figure 6.2. Percent of U.K. teens depressed as a function of hours per weekday on social media. Teens who are heavy users of social media are more depressed than light users and nonusers, and this is especially true for girls. (Source: Millennium Cohort Study.)¹¹

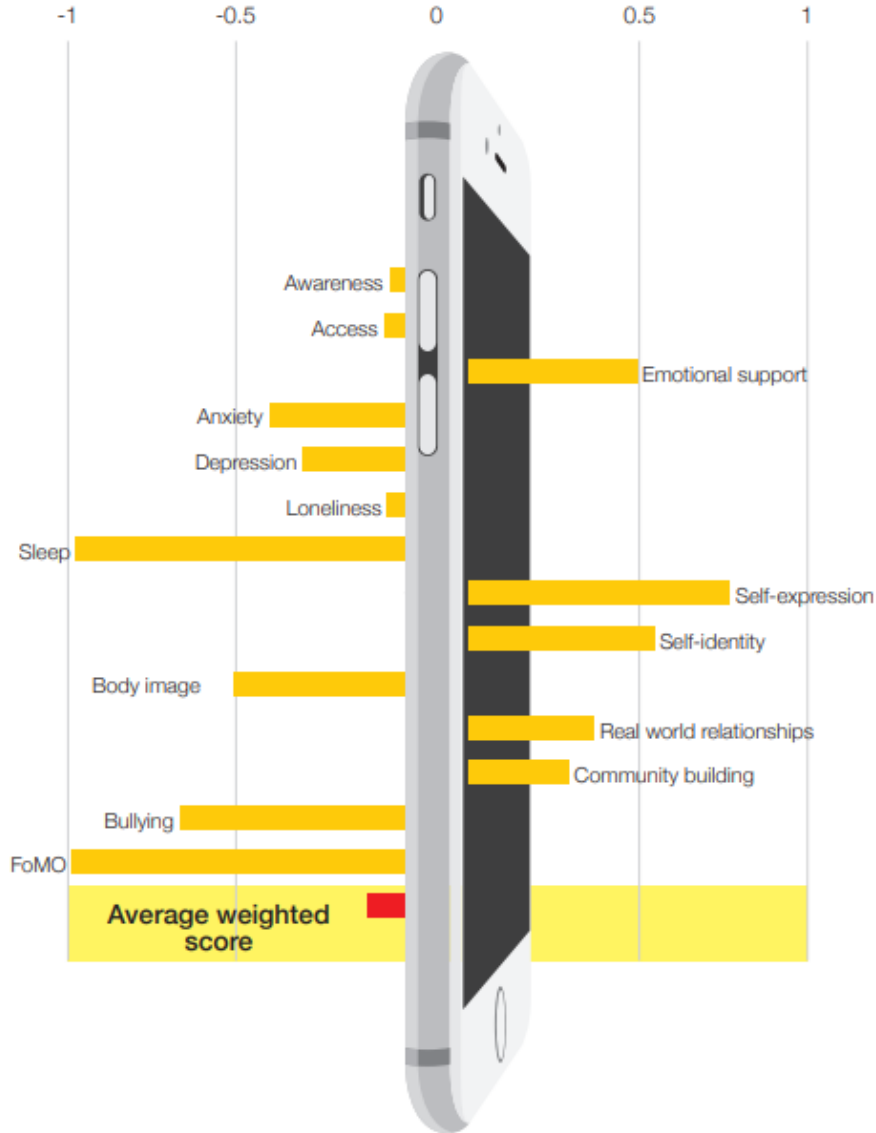


Keeping Children Safe Online

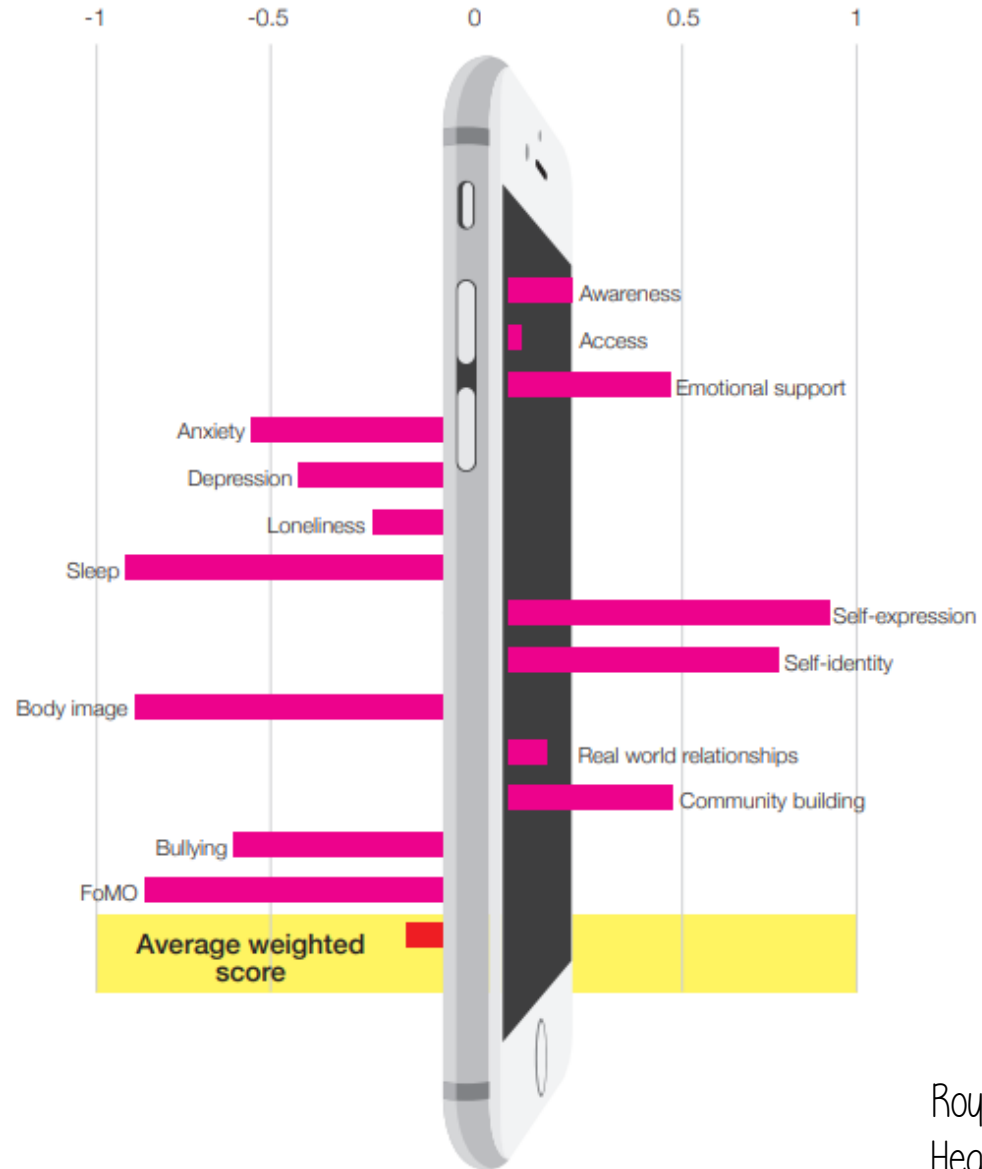
Leading potential harms on social media according to children in the UK, 2023 – Ages 12 -15



Snapchat



Instagram





Become a TEAM

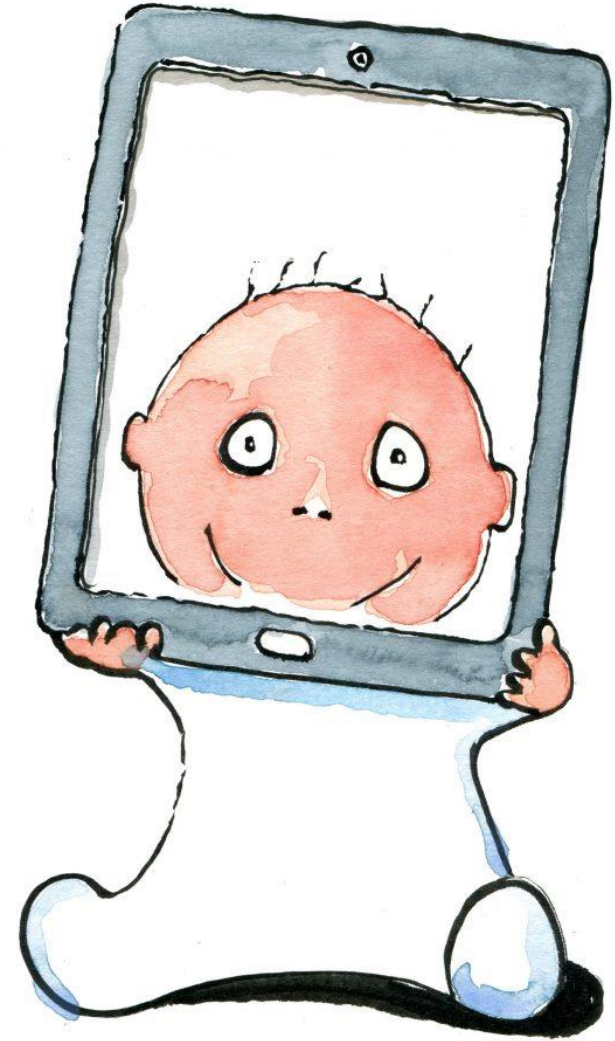
What positive decisions
can you make NOW to
keep your child safe online?



TALK

Become, and stay, a part of their reality.

- Safety
- Trusted Adults
- Reporting



EXPLORE

Become, and stay, a part of their reality.

- Be positive!
- Share with each other
- Play together



AGREE

- Screen time
- Where? When?
- What devices?

4Cs

- Content
- Contact
- Conduct
- Commerce

If things go wrong?



Screen Time Rules

Have you:

- Made your bed?
- Cleaned your room?
- Brushed your teeth
- Gotten dressed?
- Had breakfast?

AND:

- ___ minutes of reading
- ___ minutes of writing
- Played outside for 60 minutes?
- Made/built something creative
- Helped someone in the family or neighborhood

Now you can have your technology

What we have agreed about our online life

internet matters.org

We have decided that *(add your names)*:



1. We agree that we want to use our phones and the internet safely
2. When we eat together phones and online activities will be off
3. I can play my games after school for minutes and at weekends for minutes
4. At night my phone will be charging in another room while I sleep
5. We agree to be kind to other people online and move away from anything that upsets us

Below are our agreements for social media and our devices

We've agreed on some rules about social media. We don't like:

- Messages that are rude, upsetting or make people sad
- Photos or videos that are not OK for children or teenagers because they make us less safe or let other people see things that are private to us.
- It is not OK to send these.

I/We promise to do these things:

- Get help from *[name of parent / carer]* to add friends at first
- I'll only talk to close friends I know now or my family
- I won't share photos that are inappropriate (describe)
- We all understand that social media apps have age limits and rules
- We all understand how important it is to be private and will set up a social media account for
- We agree to be kind to other people on social media and help our friends

6. If I feel upset about anything I see, I can tell
I know how to block or restrict people if they are nasty or I can ask
 to help.

Devices

- Which devices are we allowed to use and when?
- Who will check regularly to see that the privacy and security settings are OK?
- What do we do if we are asked to click on something?
(Like don't click 'accept' before checking with an adult)
- When is it OK to download files, games or apps?
- When is it OK to buy things in games?

We will talk about our agreement *[enter agreed amount of time]* to see how it is working.



Childnet Family Agreement

A great way to start positive family conversations around online safety, and to agree clear expectations and boundaries.



Start by discussing the questions that are most relevant to your family.

Getting started

- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- Do we already have any rules about use of tech we want to include in our family agreement?

Managing time online

- How does it feel when we use tech for too long?
- How do we know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

Sharing

- What should we check before posting images and videos online?
- Do we know how to use privacy settings and what makes a strong password?
- How can we use features like livestreaming and disappearing content safely?

Online content

- How do we decide which websites, apps, games and devices are okay for us to use?
- What can we do if we see something online which seems unreliable or untrustworthy?
- How can we stop ourselves accidentally spending money in a game or app?

Communicating online

- Who can we talk, chat or play games with online? Just family? Friends? Anyone?
- How can we keep ourselves safe if we are communicating with people who we only know online?
- How can we look after our friends when we are online?

If things go wrong

- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, a video call, to meet up or to share personal information?
- Do we know how to find the report and block buttons on the websites, apps and games we use?

To finish...

- How could parental controls help our family?
- What should happen if one of us breaks the family agreement?
- When should we review our family agreement?

Want expert advice?

www.childnet.com/parents-carers-advice

Examples for different ages:

Our agreement: (Under 11s)

I will use my tablet for ___ mins a day.

I will make sure the children's favourite games are bookmarked for them to get to easily.

Our agreement: (Pre-teens)

I will tell mum and dad when I see something that worries me.

I will put parental controls in place but review it as the children grow up.

Our agreement: (Teenagers)

I will make sure all my social networking sites are private.

I won't post photos of our children without their permission.

Childnet Family Agreement

Now it is time to write your agreement.



Our agreement:	Who is responsible for this?
----------------	------------------------------

What happens if someone doesn't follow the agreement?

Date: Review date:

Signatures:



MANAGE

- Monitoring e.g. Qustodio
- Check settings
- Age Restrictions
- Check Ins
- Learn!
- Be a digital role model

Summary

Today | 7 days | 14 days | 30 days

Screen Time
1h 20m | Limit: 4h

Screen Time by hour

App activity

- Minecraft
- Disney Plus
- Tik Tok
- Clash of ck
- Whatsapp

Web Activity

youtube.com	3h 10m
discord.com	2h 30m
alerted.com	1h 10m
example.com	20m
twitter.com	10m

Screen Time by hour (Mobile View)

Hour	Screen Time
12pm	0m
1pm	0m
2pm	0m
3pm	0m
4pm	0m
5pm	0m
6pm	0m
7pm	0m
8pm	0m
9pm	0m
10pm	0m
11pm	0m
12am	0m

MANAGE

1. <https://nationalcollege.com/parents>
2. <https://www.childnet.com/parents-and-carers/>
3. <https://www.internetmatters.org/>
4. <https://saferinternet.org.uk/>

What Parents & Educators Need to Know about TIKTOK

AGE RESTRICTION 13+
(certain features are restricted to over-18s only)

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT
While TikTok's "Following" feed only displays videos from users that someone follows, "For You" is a collection based on their previously watched content. Most videos on a child's "For You" feed will probably be light-hearted and amusing, but it could potentially show something unsuitable. What's worse, if they engage with this content, more will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the volume of uploads means that they aren't manually monitored.

DANGEROUS CHALLENGES
Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal, or even deadly acts. One extreme example was the "Iceberg" trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two families filing lawsuits against TikTok over the tragic deaths of their children.

CONTACT WITH STRANGERS
With over 1.6 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or young people using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

IN-APP SPENDING
TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards to other users for videos they've created, retaining their monetary value. Coin bundles range from £0.99 to an eye-watering £99. TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthday.

ADDICTIVE NATURE
Like all social networking platforms, TikTok can be addictive. Recent figures show that young people are spending increasing amounts of time on it. In 2024, UK children have spent an average of 127 minutes per day on TikTok – twice as much as in 2020 – according to parental controls company Qustodio. This compulsive usage can interfere with children's sleep patterns – leading to irritability.

MISINFORMATION AND RADICALISATION
Although the short-form videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but with Ofcom reporting that nearly a third of children aged 12-15 use TikTok as a news source, you should be wary of extremist material.

Advice for Parents & Educators

ENABLE FAMILY PAIRING
Family Pairing allows parents to link their TikTok accounts with their child's and control their settings remotely. Parents can then turn on restricted mode (reducing the chances of a child seeing inappropriate content), set screen time limits, and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

MAKE ACCOUNTS PRIVATE
Although under-18s will have their TikTok accounts set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers, and they won't be able to exchange messages with people who aren't on their friends list.

LIMIT IN-APP SPENDING
If a child is using an iPhone or Android device to access TikTok, you can often restrict settings to prevent them from making in-app purchases. We'd recommend that you enable this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

DISCUSS THE DANGERS
If a child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure that they understand not to share any identifying personal information, and to talk to a trusted adult if they're exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become more social media savvy.

READ THE SIGNS
If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the possible signs, increased irritability and a lack of concentration are potential red flags, as is failing to complete homework, or skipping meals.

Meet Our Expert
Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The Mirror.

#WakeUpWednesday
The National College



**SMARTPHONE
FREE CHILDHOOD**

THE PARENT PACT

A step-by-step guide to making
a Parent Pact in your school

"But everyone else is"

Outline of the evening



0. Online Safety (CME)

1. Who's Who in Year 8?

2. Celebrating last year!

3. Vision and Ethos for the year

4. The School Mission

5. Brilliant basics and expectations

6. Study Habits and Homework

7. Attendance

8. Rewards, Sanctions and Investigations

9. Pastoral Support at St Peters

10. Safeguarding

11. Pastoral Curriculum

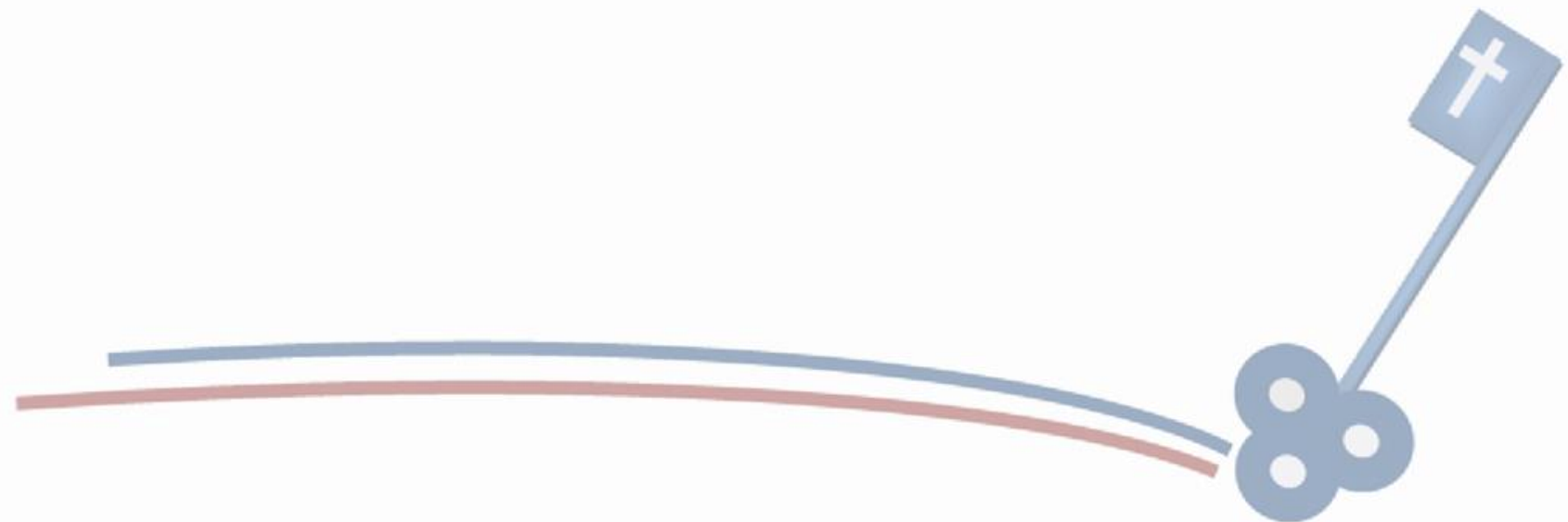
12. Careers Provision this Year

13. EDI

14. Reading

15. Extra-curricular opportunities

16. Key dates



Who's who (Tutors):



BA: Mr Hulland
JHulland@st-
peters.surrey.sch.uk



FR: Mrs Hulland & Mrs
Hanford
JMHulland@st-
peters.surrey.sch.uk



JPII: Miss O'Shea
EOshea@st-
peters.surrey.sch.uk

KO: Miss Chapman
LChapman@st-
peters.surrey.sch.uk



RO: Mr Binyon
JBinyon@st-
peters.surrey.sch.uk



ST: Mrs Osborne
JOsborne@st-
peters.surrey.sch.uk



TE: Mrs Viljoen
MViljoen@st-
peters.surrey.sch.uk



Celebrating Last Year!



Students achievements:

Academically: Students excelled throughout the year, on average, each student increased their total number of expected's in their report from Jan to July.

Extra-Curricular: Sports teams produced in football, athletics, netball and lots of others!

Other amazing things: Musicals, dancing, gymnastics, and so much more. A massive contribution to our Ofsted Outstanding!





Year 8 Ethos & Vision

Enable them to develop their own **Character** in their studies and outside the classroom.

Continue to build a great sense of **Community** and be proud to be part of the St Peter's Community.





Year 8 Ethos & Vision

"There is no power for change greater than a community discovering what it cares about."

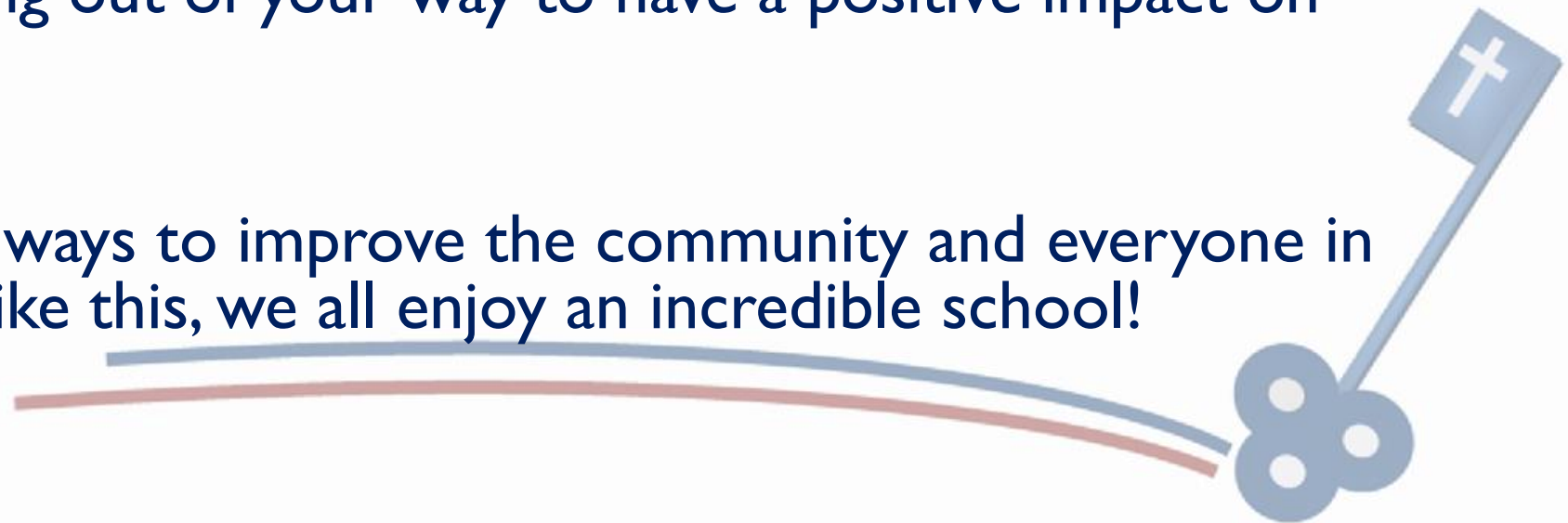
Margaret J. Wheatley



Christ to All



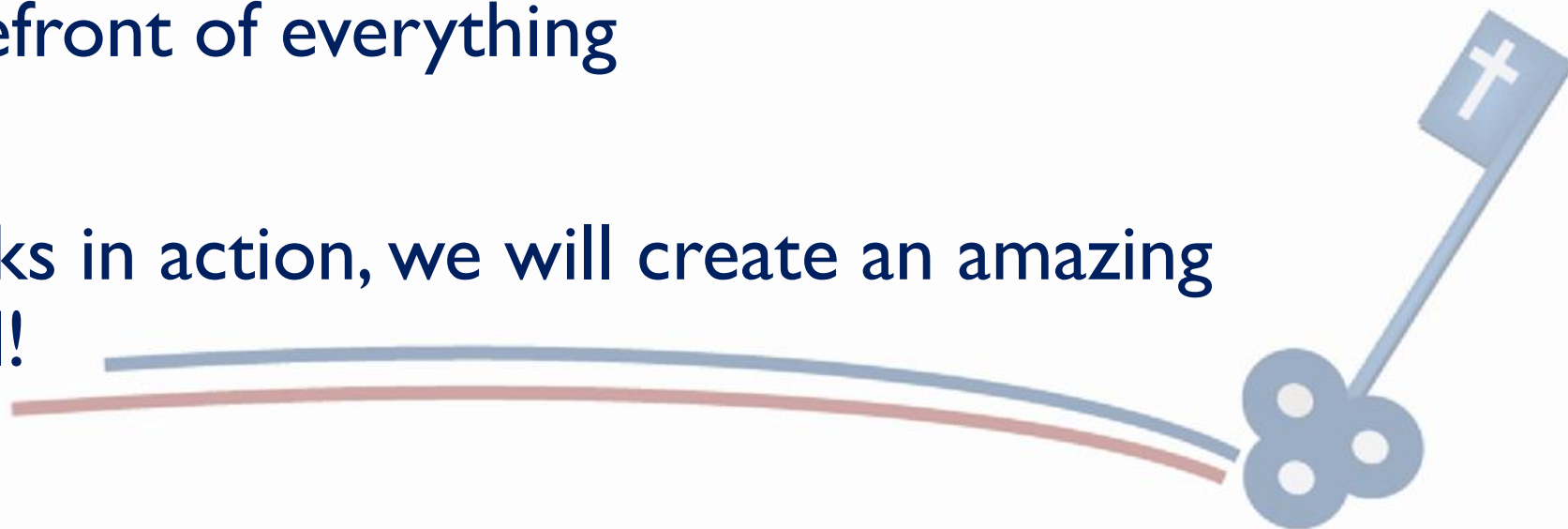
- This is our core motto for St Peter's – but what does it mean!?
- Being Christ to All means treating everyone in our community with love, respect, kindness. Treating others as you want to be treated
- It means actively going out of your way to have a positive impact on someone's day
- It means looking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



St Peter's Rocks



Reflection



Love



Service



Courage



Justice

The foundation of our discipleship.



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





Brilliant basics

These are a few things we need your help with:

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



Brilliant basics and expectations - uniform



- Students in KS3 should not be wearing any make up or fake eyelashes
- Jewellery – Silver or Gold studded earrings or pearls or diamante, only a small religious necklace
- Ties & Top buttons: Ties covering top buttons, Top buttons done up
- Shoes: No Trainers, Smart Shoes
- Hair: No drastic differences in length (no skin fades please)
- Skirts and shirts: **Tucked in shirts, skirts on the knee.**

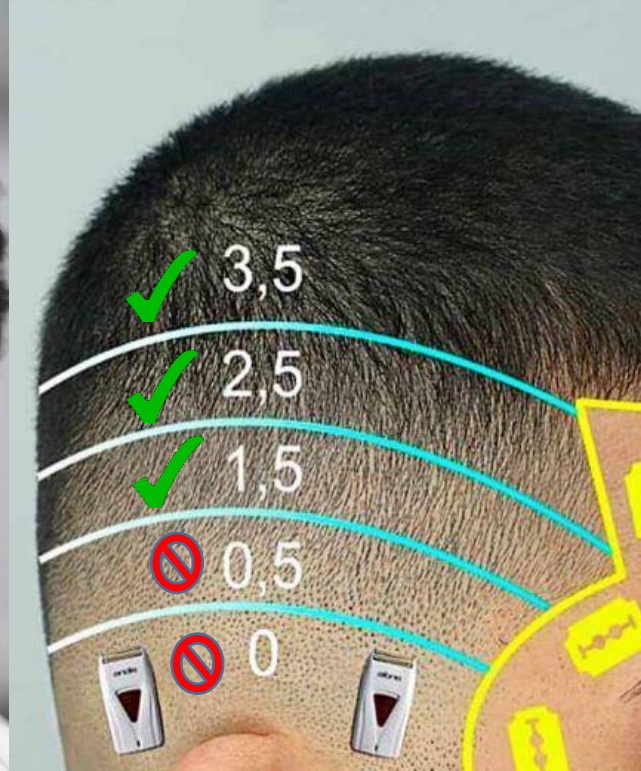




Haircuts:

Boys & Girls

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



© Antti A. shop



Study Habits and Homework

- Homework is proven to add **5 months** of learning time to our students over the course of their time here.
- Please can you support them in organisation on Teams and getting them into really purposeful and sustainable habits each week. This will really help them into KS4 and beyond.



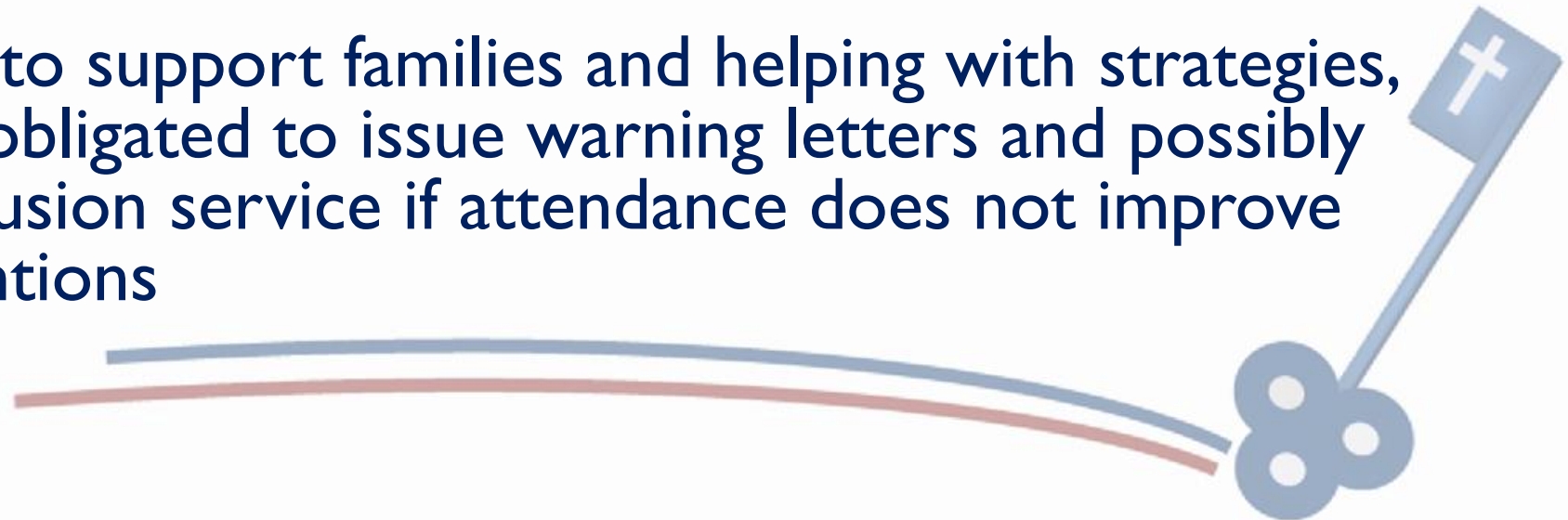
Attendance



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

There is a direct correlation between attendance and exam performance.

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



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
- **Reward trips**

HPs	KS3
30	Email from Tutor
50	Tutor postcard
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:

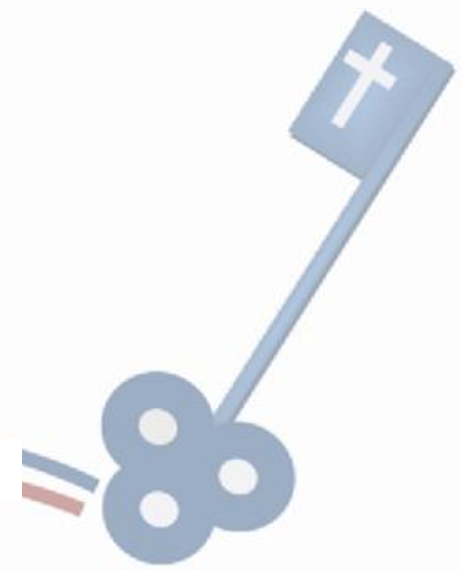
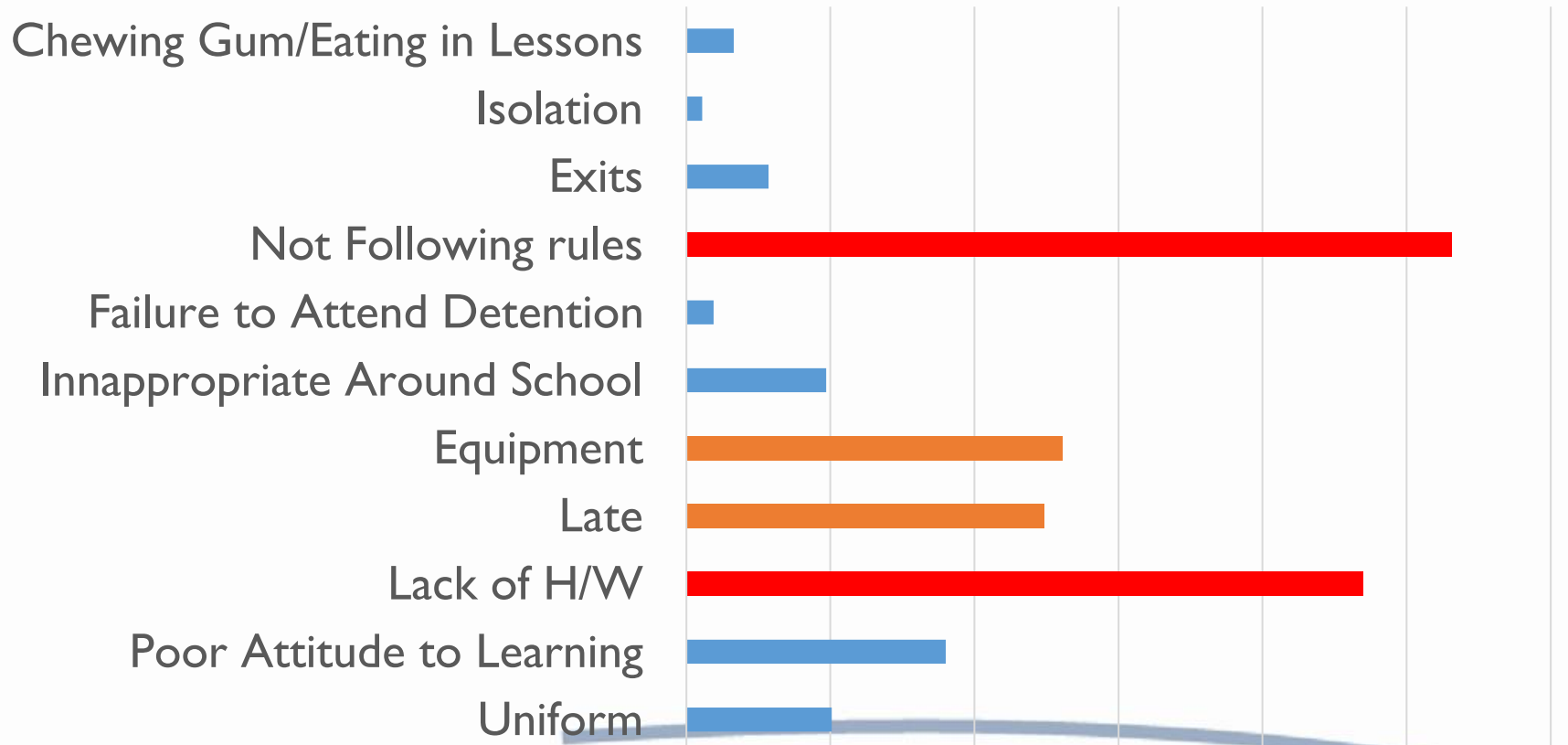
- Negatives (for not doing homework, lacking equipment, disrupting learning etc.)
- Subject or behaviour reports for a week
- Detentions (at lunchtimes or after school)
- *You will be informed by the school should a negative event occur through email and Go4schools.*

Cautions	Sanction
4	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



Some Data from Last Year...

Number of Events





Year 8 Concerns...

- Where to start...
- Sets
- New teachers
- New classes
- More responsibility
- Homework
- ...





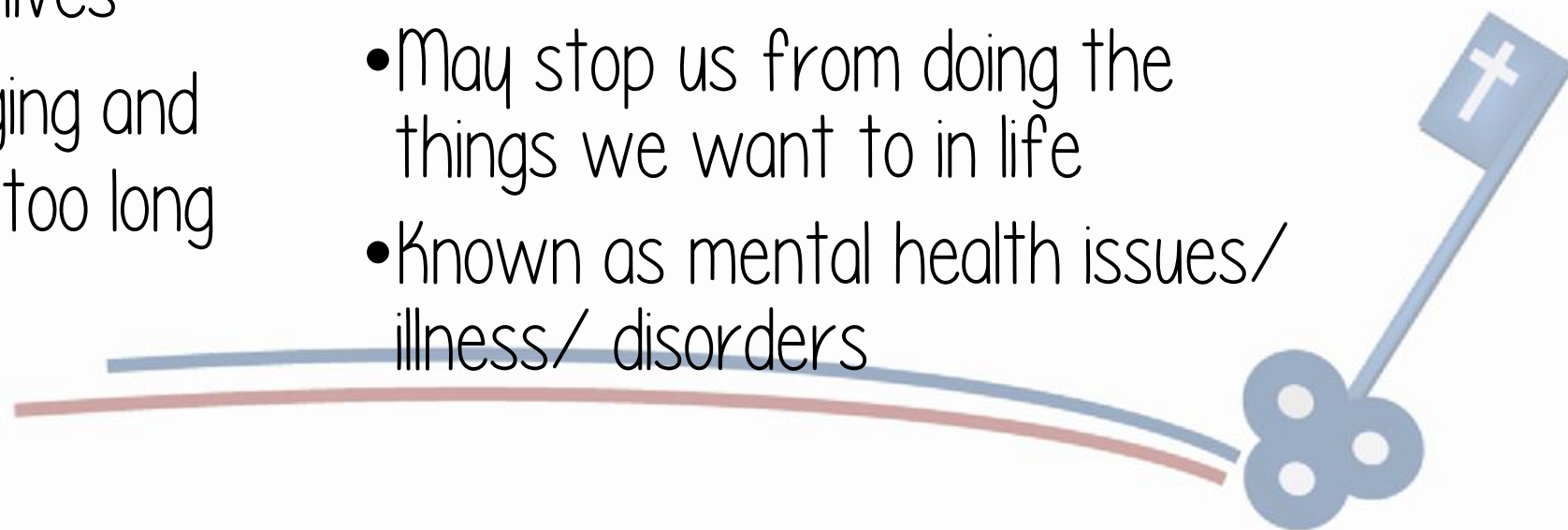
When to ask for support

Everyday Feelings

- Come and go
- They are a normal reaction to what's going on in our lives
- They are always changing and don't hang around for too long

Overwhelming Feelings

- Hang around for a long time
- Change the way we feel and behave
- May stop us from doing the things we want to in life
- Known as mental health issues/ illness/ disorders





Pastoral support at St Peter's



Head of Year:
Mr Blackmur



Assistant Head Of Year
Mrs Viljoen

Tutors

ELSA
Mrs Mastromarco



School Counsellor



SENCO
Mrs Power



Community mentors & school chaplains:
Tom Sellars & Frances Blackett



Pastoral Assistants
Mrs Dillon



Home School Link Worker



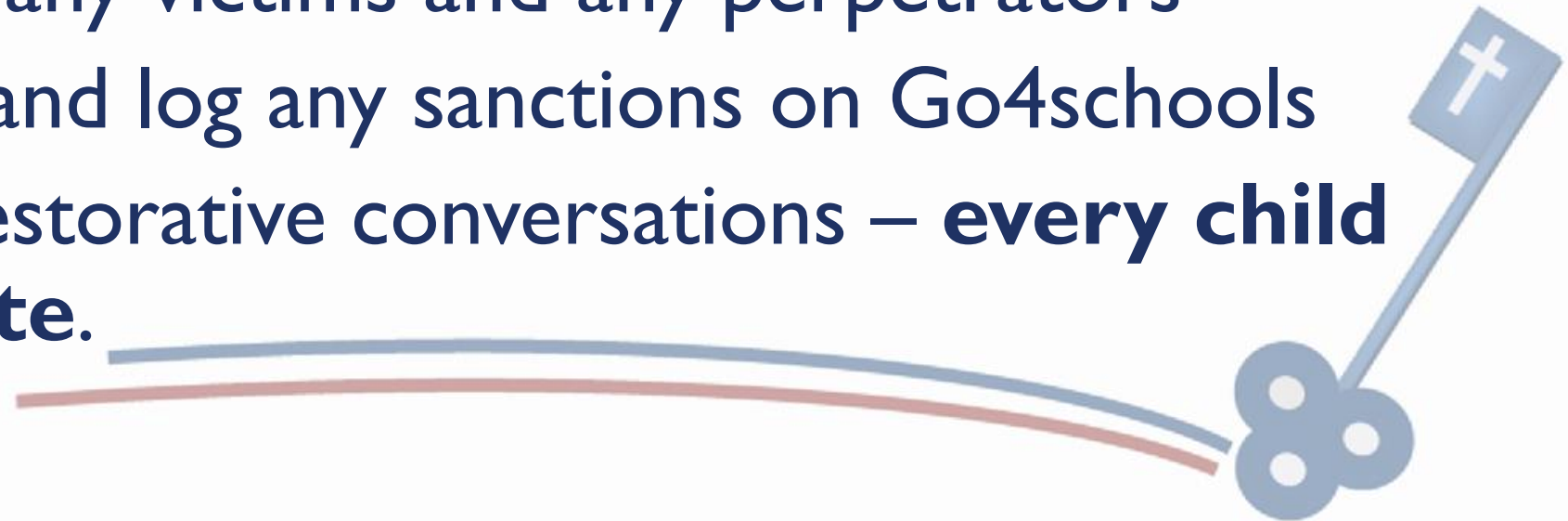
School Nurse



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.**





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



Mr Evans, Deputy Headteacher, Deputy DSL



Mrs Ward, 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.





Year 8 Pastoral Curriculum

- Character and Community

Term 1: Community Spirit and Inspiration

Term 2: Mental Strength and Courage

Term 3: Health and Habits





YEAR 8 PASTORAL CURRICULUM OVERVIEW



AUTUMN 1: COMMUNITY SPIRIT

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

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

SUMMER 1: HEALTH IS WEALTH

1. Exercise isn't always the same
2. What are you eating?
3. Bodies change.
4. Positive body image
5. How do you relax?
6. Spending money & time

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 2: FIGHTING THE NORM

1. Peer pressure
2. Addictive personalities
3. Careers
4. Vaping
5. Gaming & gambling (online safety)
6. How has term 2 gone?

SUMMER 2: EMBRACING CHANGE

1. Social groups & friendships
2. Mindset & opinions
3. Behaviour & habits.
4. Taking chances
5. Risking it for once.
6. Making the most of summer
7. How has Year 8 gone?



Year 8 – Careers Programme

Throughout the year they will have - Regular Tutor Time careers sessions covering the following key themes:

1. Being self-employed
2. How to be an entrepreneur
3. Apprenticeships
4. Exploring jobs
5. Exploring routes to different jobs

scalvert@st-peters.surrey.sch.uk



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





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

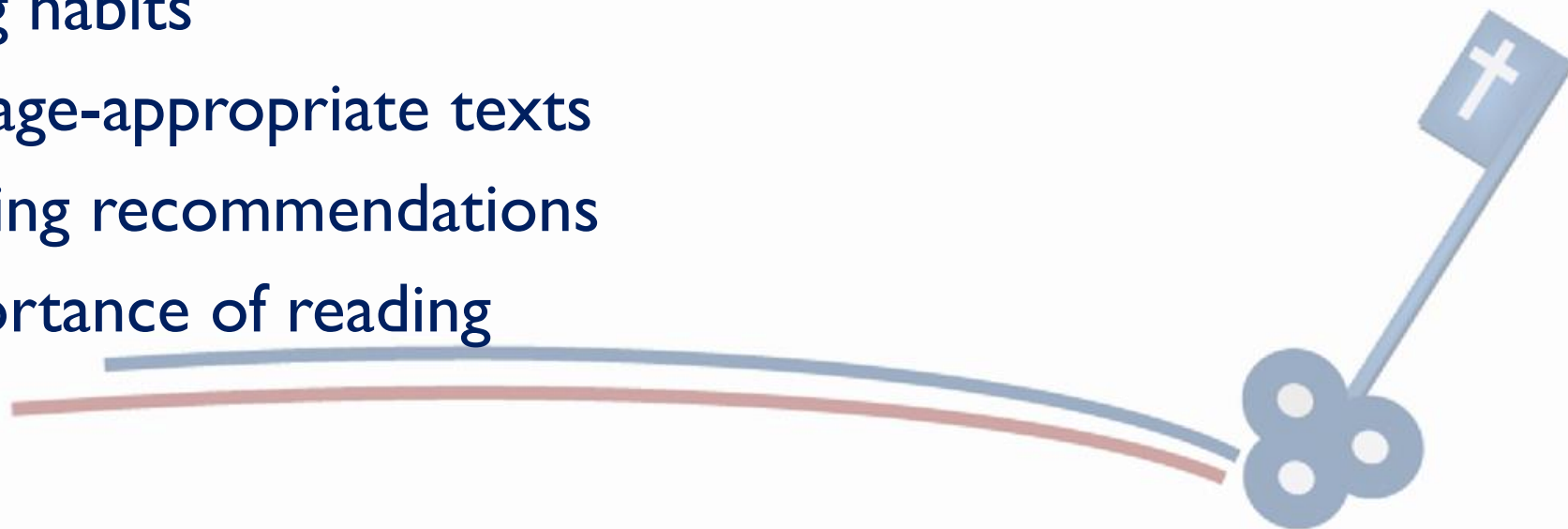
Sparx Reader





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





Trips/extra-curricular experiences

All

- Author visit
- BBC careers talk
- English – Much ado about nothing workshop and performance
- Feast day walk
- Geography fieldtrip QECP
- Maths – Junior Maths Challenge
- Careers talks
- RE – Synagogue visit
- Reflection day
- Sports day

Opportunity

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



Clubs

- Backstage
- Build a business
- Chess
- Creative writing
- Drama
- Food
- History
- Homework
- Lego/Board Games
- Lunch Hub
- Philosophy
- Poetry by Heart
- Public speaking

- School Show
- Spanish
- Sparx maths
- Textiles
- Warhammer
- Young carers
- Acapella choir
- Boys Choir
- Folk band
- Girls Choir
- Guitars and Ukeleles
- Jazz band
- Marimba
- Musical theatre band

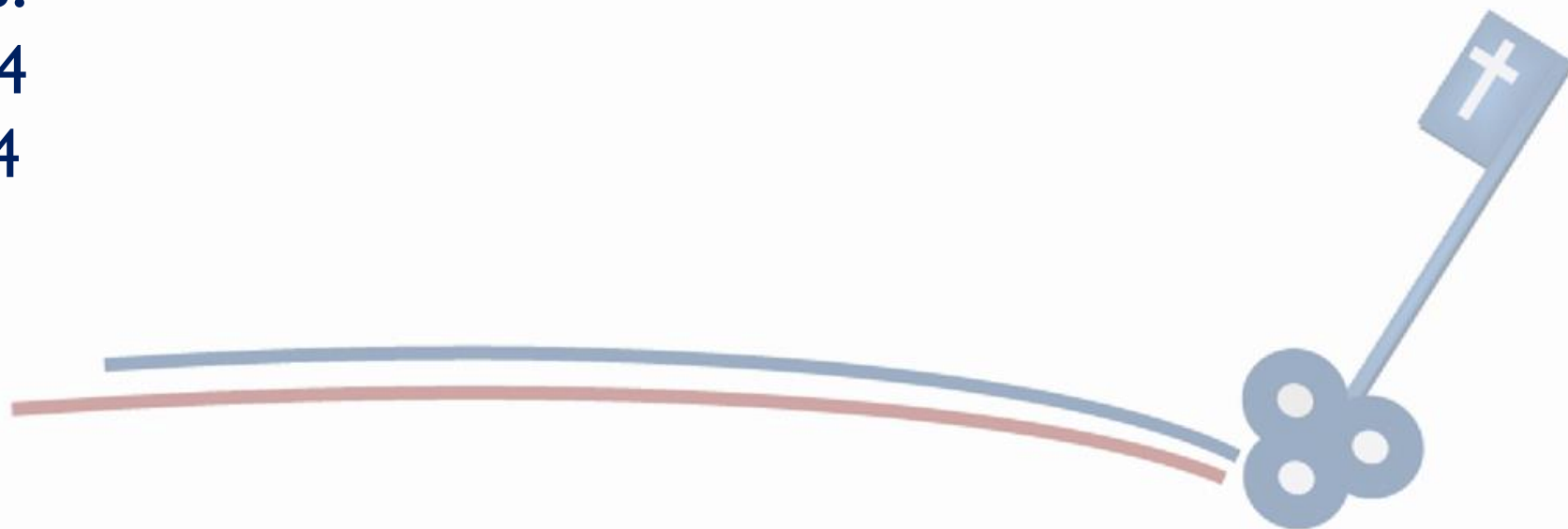
- Athletics
- Basketball
- Cheerleading
- Cricket
- Football
- Gym/fitness
- Netball
- Rounders
- Rugby
- Safe Zone
- Volleyball
- Musical theatre chorus
- Orchestra
- Strings





Key Dates for Year 8

- 09/10/24 - Parent Online Safety Evening at 6pm
- 08/11/24 – Year 8 Progress Reports published
- Parents Evenings:
 - A side - 15/11/24
 - B side - 21/11/24





Key takeaways

- Let's strive to make our community a place we are all proud to be a part of.
- Let's continue to get the brilliant basics right.
- Communicate and work alongside us.

Any further questions?

JBlackmur@st-peters.surrey.sch.uk

