

# Welcome to Year 9 Partnership Evening

23<sup>rd</sup> September 2024



# Outline of the evening

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

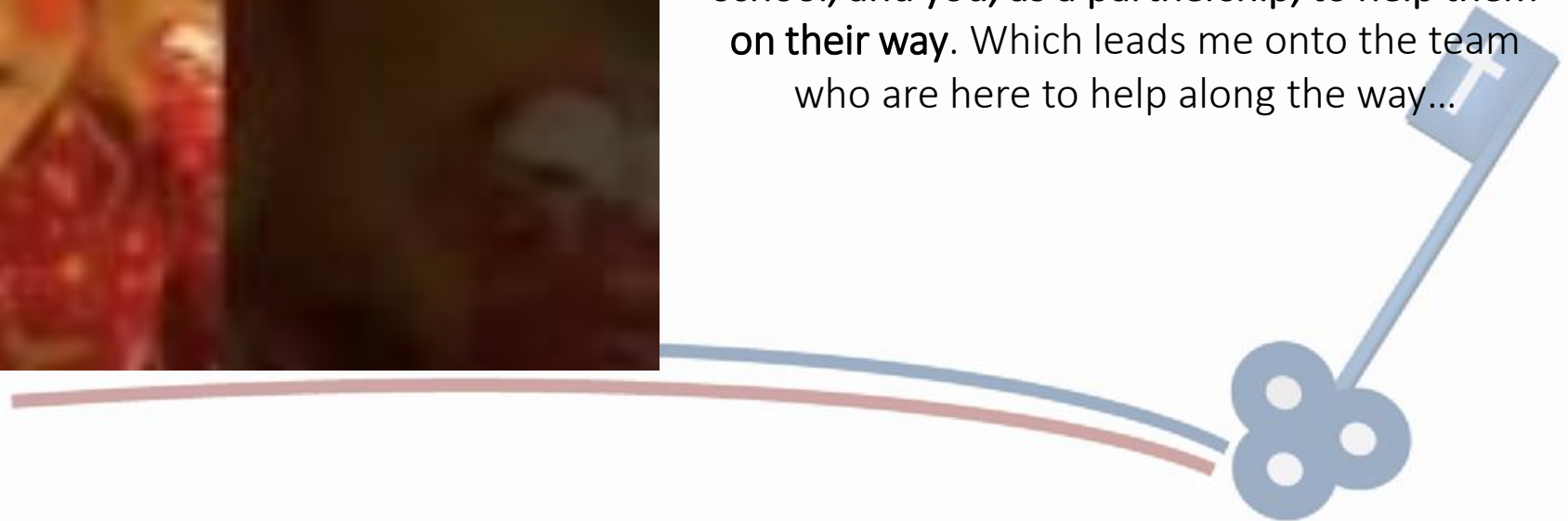


# Year 9 so far... your children:



Your children are now all teenagers, but how many of them at 13 going on 30 ? They think they are older and they want to be older! I'm sure they are asking for more freedom, more trust, and to be treated like an adult... like this child in the following video...

Your children want to be seen as young adults, allowed to spread their wings early, but as history and experience has shown, their maturity, impulsivity and understanding of logical decision-making... they aren't there yet. **They do still need the guidance of both us as a school, and you, as a partnership, to help them on their way.** Which leads me onto the team who are here to help along the way...



# Year 9 tutors



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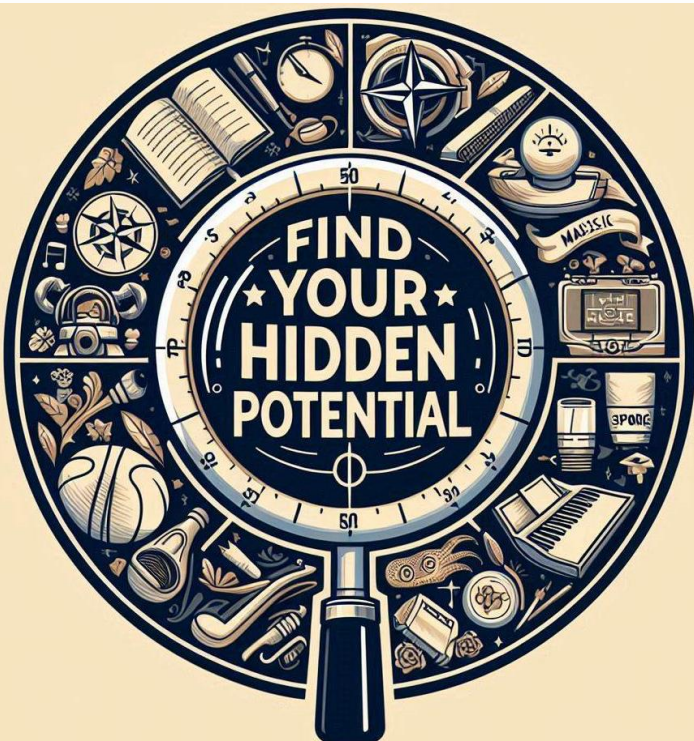


# Vision for this year...

Studies show that there is a distinct difference between your personality and your character. Your **personality** is your *tendencies*: the unique way in which each individual thinks, acts, and feels throughout life, how we perhaps see people from the outside... whereas **character** refers judgments made about a person's morals or ethical behaviours. Your beliefs and values. How you treat people.

*'In a world obsessed with innate talent, we **assume** the people with the most promise are the ones who stand out right away. But high achievers vary dramatically in their initial aptitudes.*

*'If we judge people only by what they can do on day one, their potential remains hidden'*

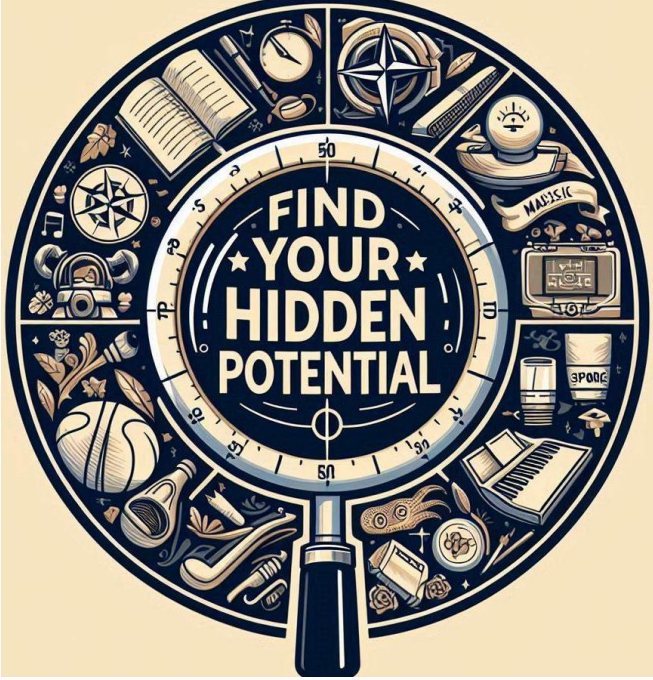


*Character cannot be developed in ease and quiet. Only through experiences of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.*

*If personality is how you respond on a typical day, character is how you show up on a hard day.*



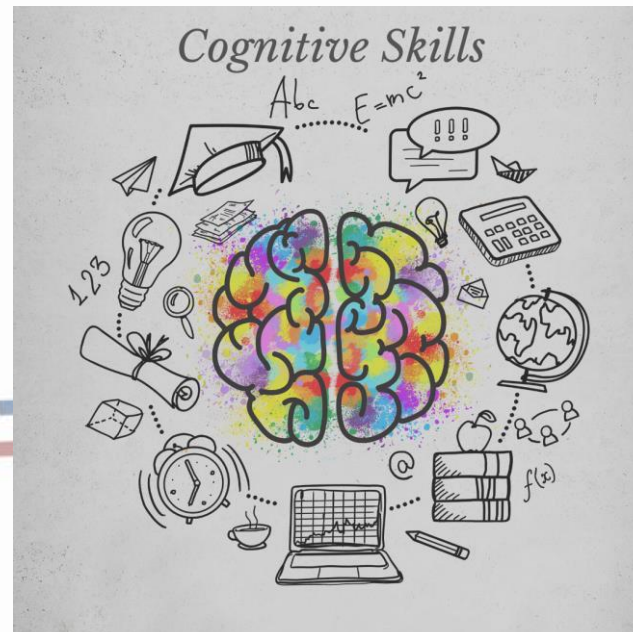
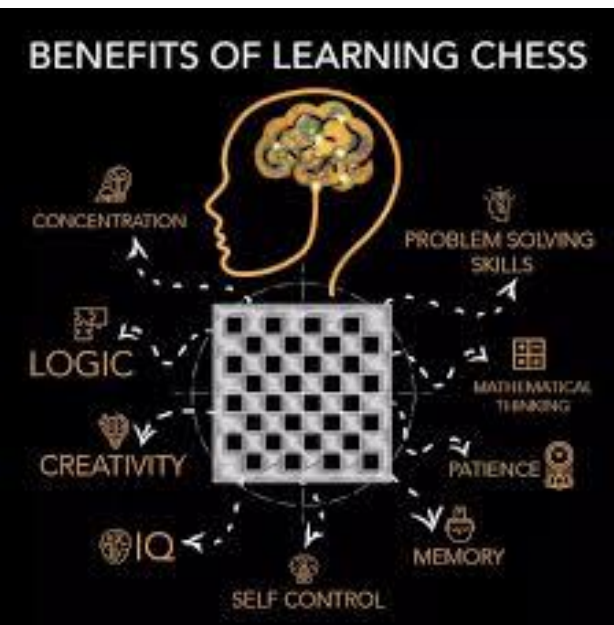




Everyone has hidden potential. You can't tell where people will land from where they begin. With the right opportunity and motivation to learn, anyone can build the skills to achieve greater things. We need to focus less on starting points and more on distance travelled.



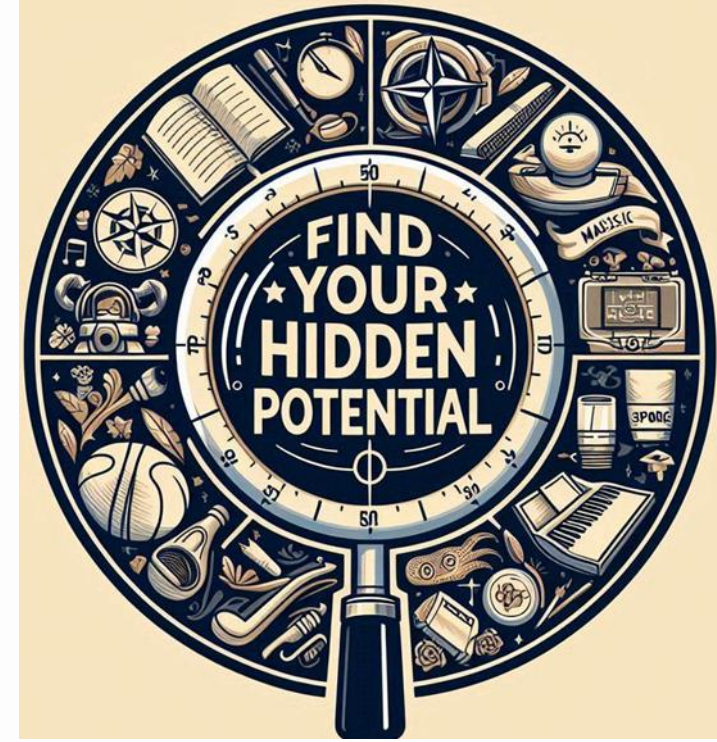
*intelligence becomes nearly irrelevant in predicting the performance of advanced players*





# This year...

1. *Make mistakes...  
deliberately, and learn  
from them!*
2. *Get unstuck!*
3. *High expectations = high  
effort and performance*

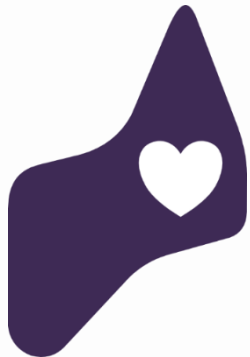


# Christ to All

- 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!



Reflection



Love



Service



Courage



Justice







# Year 9 Pastoral Curriculum Overview



## Autumn 1: Stepping Up

(Will Year 9 change me?)

1. How have I changed?
2. What will I do differently?
3. **Careers** – Choosing your Options
4. How can I help?
5. Role models to others.
6. Trust in Others
7. **Careers** – Making an Informed Choice
8. Leaders

## Autumn 2: Self-Improvement

1. **Careers** – Speed Networking (06/11) & What is Maturity?
2. **Careers** - HE assembly (14/11)
3. School Concerns
4. Bodies do change
5. Positive mindset on body & soul
6. **Careers** – FE assembly (10/12) // Embarrassment acceptance
7. Reflection on term 1

## Spring 1: Planning for Your Future

1. Future Self
2. How did you get your career
3. Money Management
4. **Careers** – Choosing Options (28/01)
5. Courage
6. Past careers of the famous (computer room)

## Spring 2: Self-Image & How You Present Yourself:

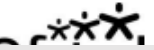
1. Hard work
2. **Careers** – Getting Paid
3. Personal Appearance
4. How do you want to be remembered?
5. **Careers** – Equality & Diversity at Work
6. Follower or Leader?

## Summer 1: Social Life – It Changes.

1. Social Awareness
2. Temptations
3. **Careers** – CV 1 // & 'Acting your age'
4. Friends and "good ideas"
5. **Careers** – CV 2 // & 'Vaping and snuss'
6. Alcohol is 'fun'

## Summer 2: Mentally Ready (Stepping Up for GCSE)

1. Organisational skills
2. Anxious vs. anxiety
3. **Careers** – CV 3 (19/20-06)
4. Building resilience
5. **Test week** (02-07-04-07)
6. **Careers** – Compass Quiz
7. Taking a step back



# The school/parent partnership

## - brilliant basics and expectations

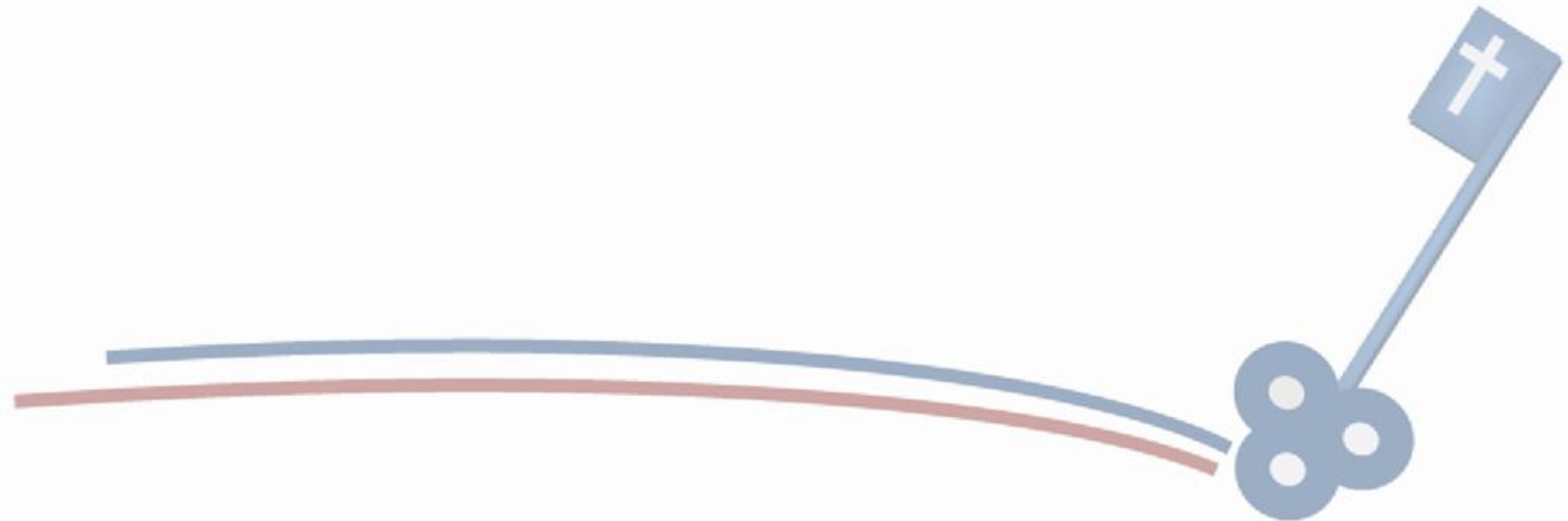
- Organisation - equipment
- Homework (Microsoft Teams)
- Excellent behaviour, the right attitude to, & responsibility for learning
- Uniform
- Punctuality and attendance

## 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.**

# Brilliant basics and expectations – uniform & attendance

- Skirts and shirts: dress for success, look smart, think smart
- Shoes – no trainers (black Nike) unless medical evidence provided
- Attendance, Atmosphere, Attainment
- High attendance leads to increased attainment and contentment at school.

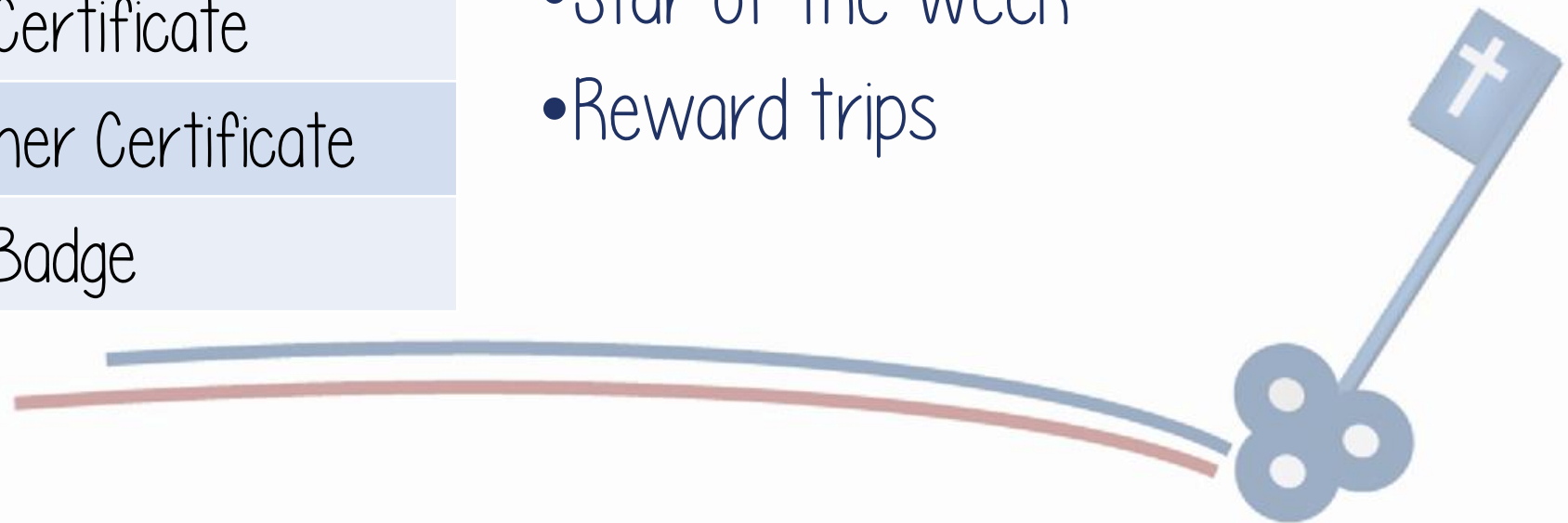




# Brilliant basics and expectations - when going down the right path...

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

- House Points
- 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. AHoy phone call home; possible report
20	Parent meeting with HOY & tutor
24	Isolation

# Pastoral support at St Peter's

Head of Year:  
Mrs Campbell



AHOY

Tutors

ELSA  
Mrs Mastromarco  
Mrs Newton

School  
Counsellor



SENCO: Mrs  
Power &  
Deputy SENCO  
Mrs  
Blackbourn

Community mentors  
& school chaplain:  
Tom Sellars  
Frances Blackett

Pastoral  
Assistants  
Mrs Dillon

HSLW







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



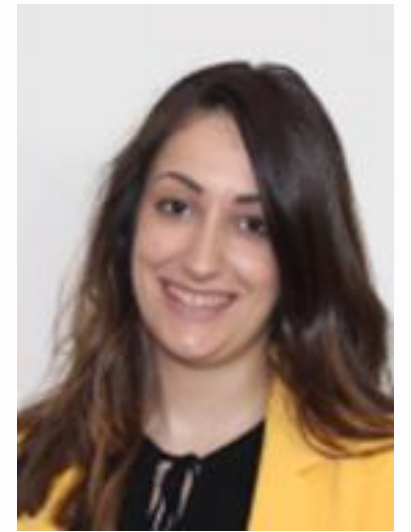
Mr Evans,  
Deputy Headteacher,  
Deputy DSL



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.



Keeping  
Children  
Safe  
Online

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

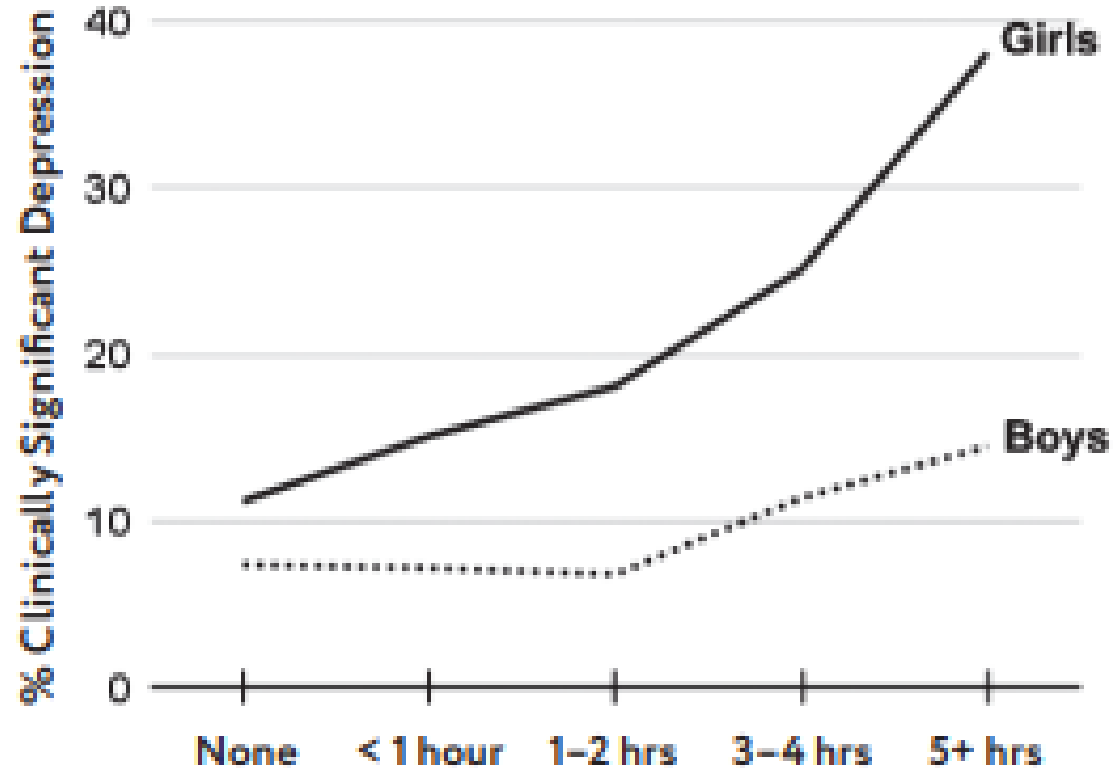
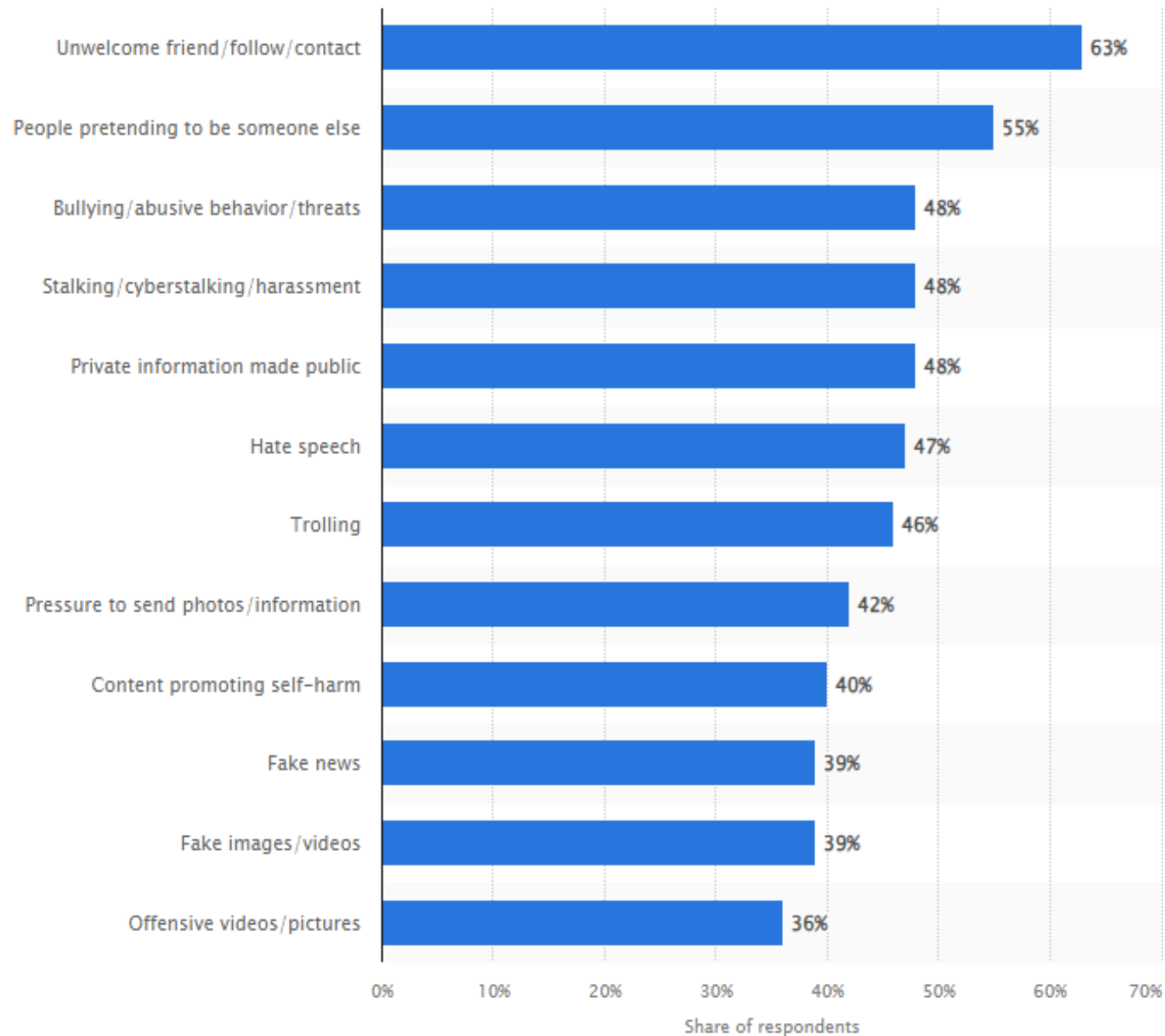


Figure 6.2. Percent of U.K. teens depressed as a function of hours per weekday on social media. Teens who are heavy users of social media are more depressed than light users and nonusers, and this is especially true for girls. (Source: Millennium Cohort Study.)<sup>11</sup>

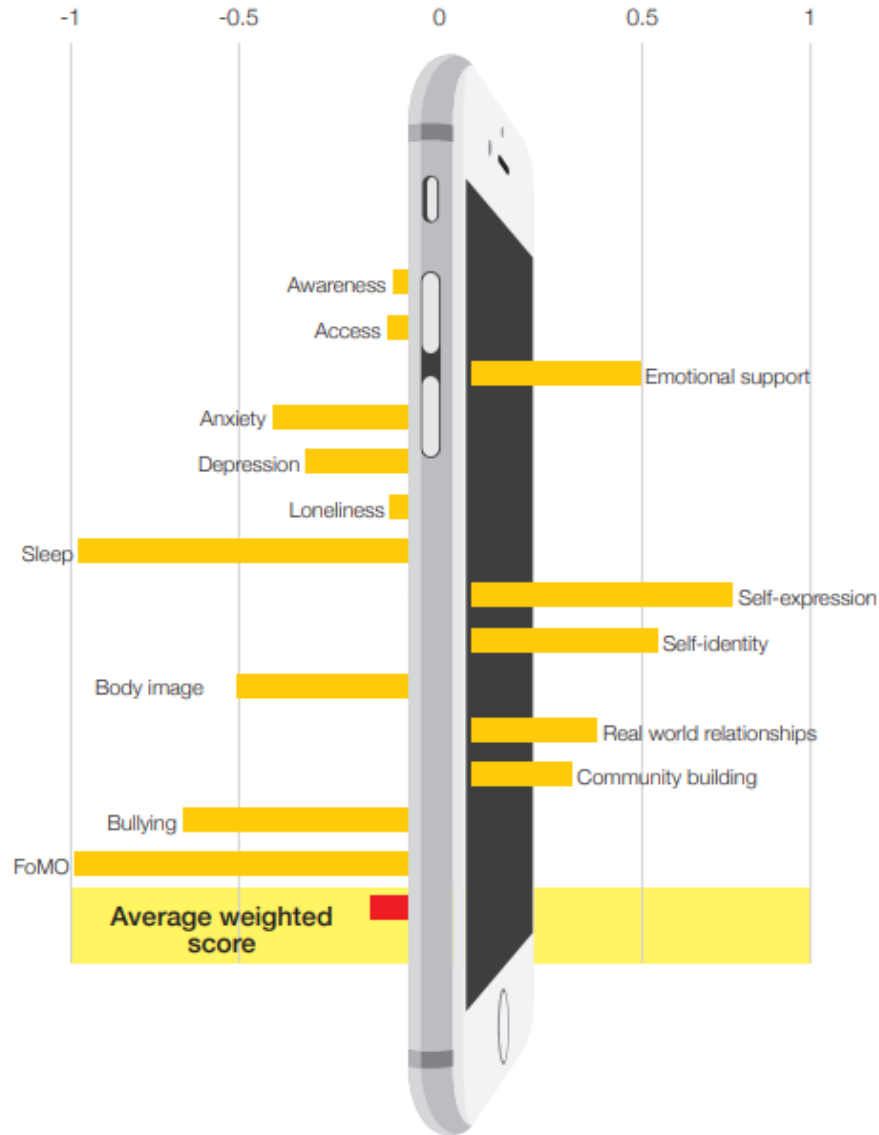
# Keeping Children Safe Online

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

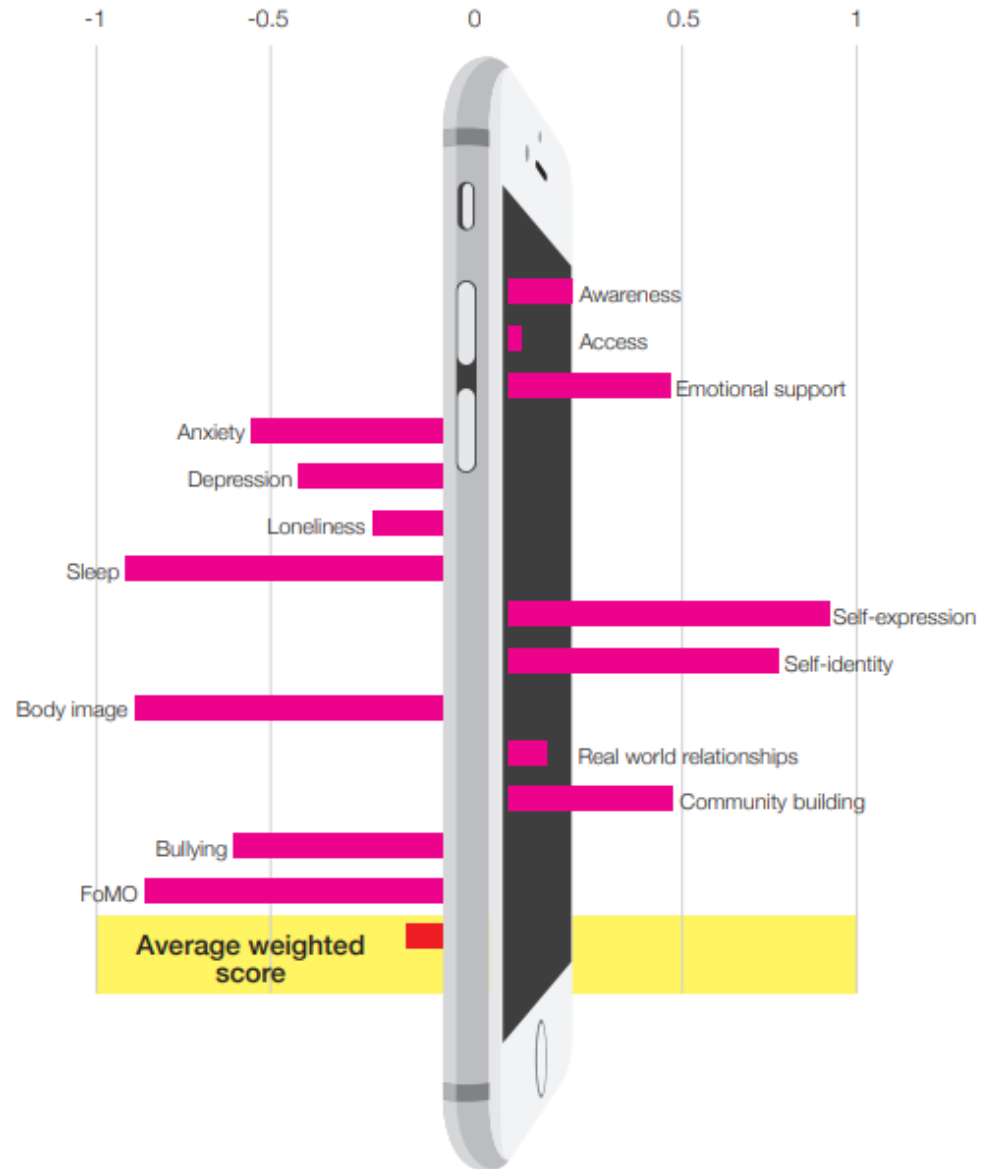




# Snapchat



# Instagram



Royal Society for  
Public Health



**Reminder:** no smartphones are allowed on school site from January 2025. There will no reason for your child to need to access a phone whilst in lessons.



## Become a TEAM

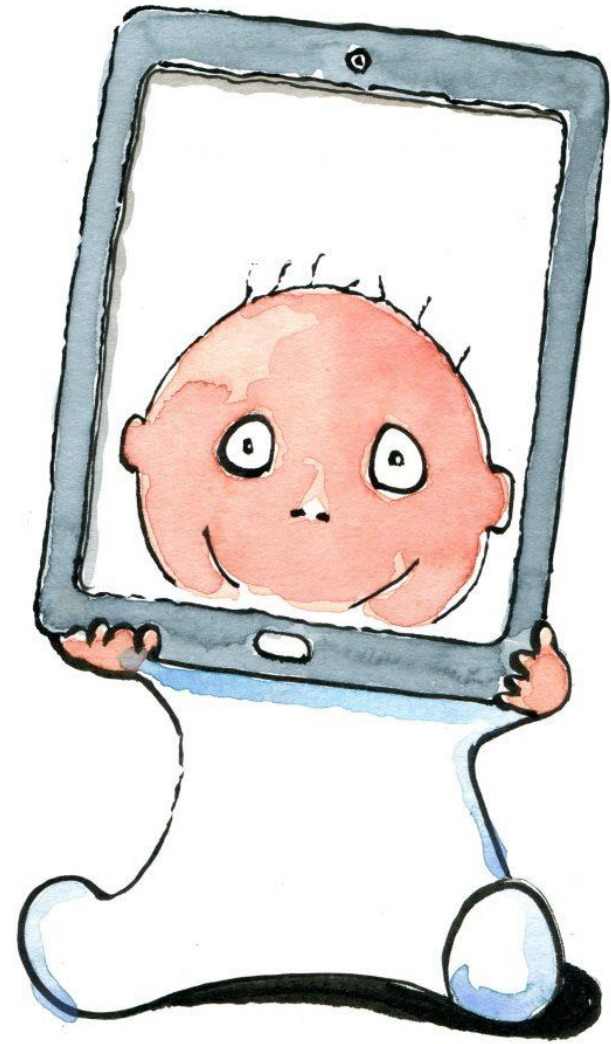
What positive decisions can you make NOW to keep your child safe online?



# 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](http://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.

<p><b>Our agreement:</b></p>	<p>Who is responsible for this?</p>
------------------------------	-------------------------------------

What happens if someone doesn't follow the agreement?

**Date:** **Review date:**

**Signatures:**



For further advice and resources, visit [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)  
Facebook: [childnetinternational](#) Twitter: [childnet](#) YouTube: [childnet international](#)



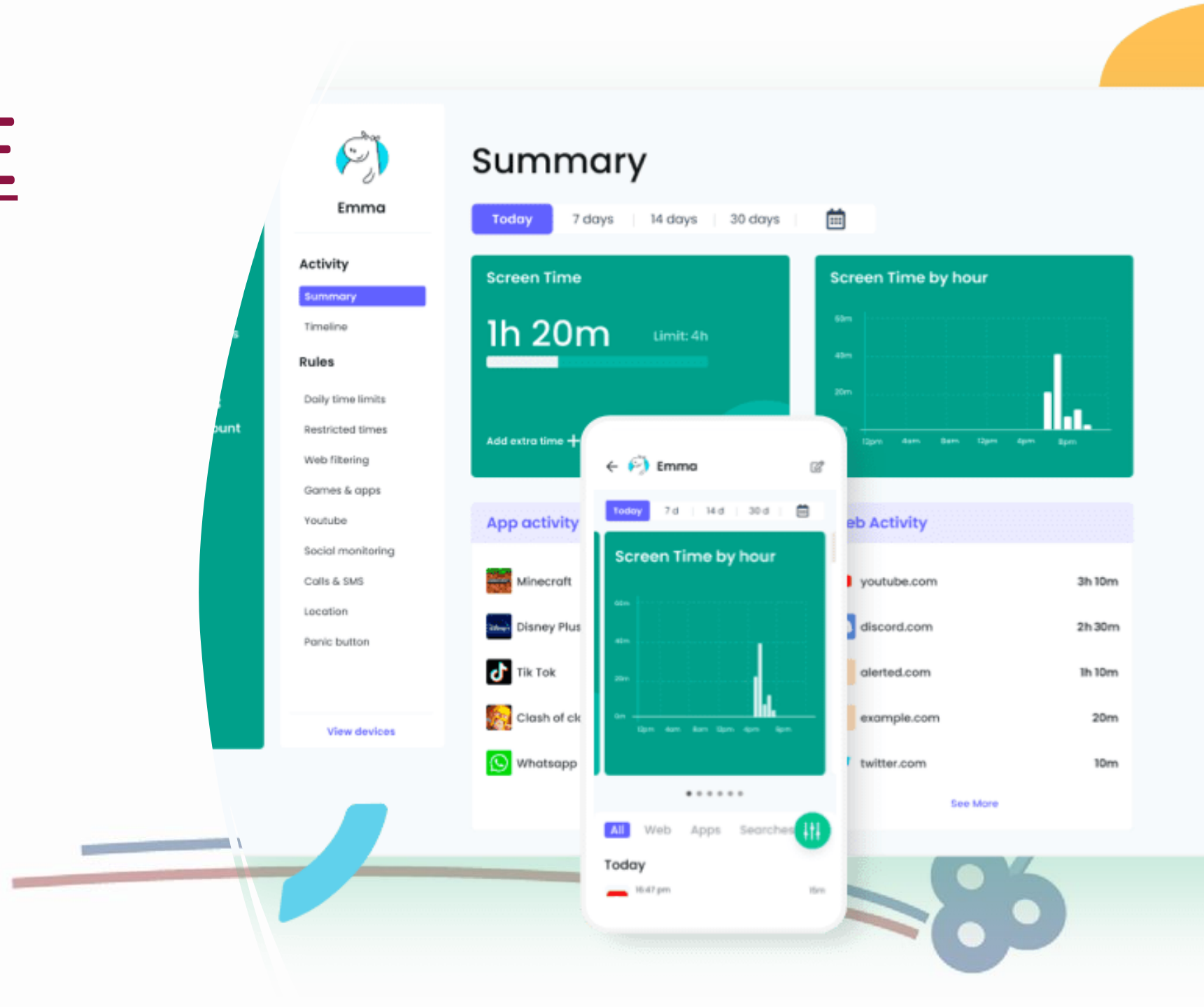
Co-financed by the European Union  
Connecting Europe Facility





# MANAGE

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



**Reminder:** no smartphones are allowed on school site from January 2025. There will no reason for your child to need to access a phone whilst in lessons.

# 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)

TikTok is a free-to-use social media platform that lets people watch and share short videos of up to ten minutes in length. Its memes, trends, and celebrity cameos have made it enormously popular with an estimated 1 billion users worldwide – but its algorithm that surfaces videos based on users' activity can make the app seriously addictive.

**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 were unfortunately being influenced by videos challenging them to perform harmful, criminal, or even deadly acts. One extreme example was the blackout 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 16s (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 £0.50 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 increasing 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 don't tend to be more divisive 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 Qustodio 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-16s 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 offer their 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

**Reminder:** no smartphones are allowed on school site from **January 2025**. There will be no reason for your child to need to access a phone whilst in lessons.

"But everyone else is ....."

## Trips/extra-curricular experiences

### All

- Author talk
- Careers talks
- Careers networking event
- English — Romeo and Juliet performance and workshop
- Feast day walk
- Geography — West Wittering
- Maths — Junior Maths Challenge
- RE — Holocaust Memorial Day talk
- RE — Mosque visit
- Reflection day
- Sports Day

### Opportunity

- Arundel Pilgrimage/ Annual Schools Mass
- Chemistry — Top of the Bench competition
- **European Ski Trip**
- **French — Normandy**
- Maths — Inspiration Talk
- PE — Young leaders
- SATROFest
- **Spanish — Malaga**
- Student leadership action team (SALT)
- Theatre Trip
- Thorpe Park rewards trip
- Worth Abbey/Good Shepherd Celebration
- Young carers trip

## Clubs

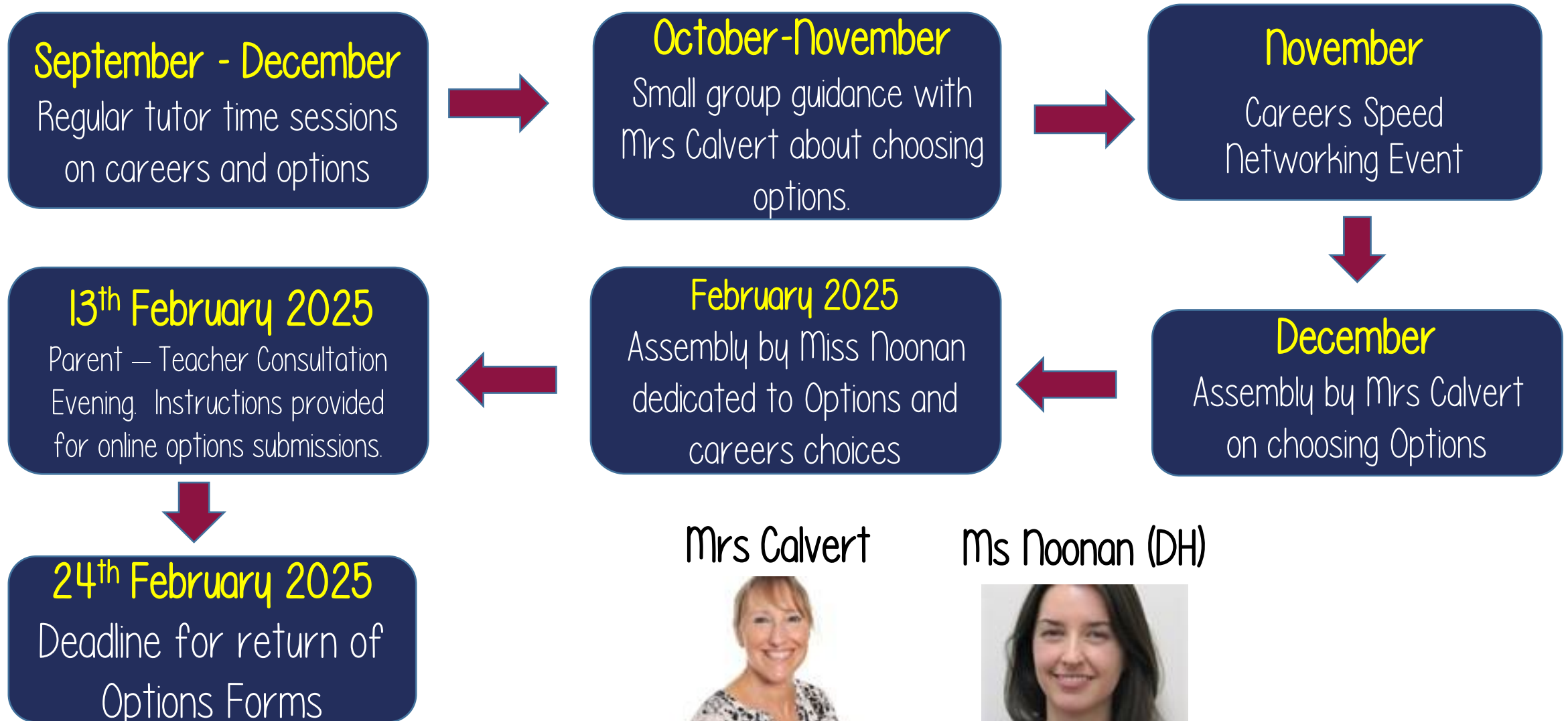
- Build a business
- Chess
- Creative writing
- Drama
- Food
- GCSE Spanish
- History
- Homework
- Lego/Board Games
- Poetry by Heart
- Public speaking
- School Show
- Science club
- Sparx maths
- Textiles
- Warhammer
- Young carers
- Acapella choir
- Boys Choir
- Folk band
- Girls Choir
- Guitars and Ukeleles
- Jazz band
- Marimba
- Musical theatre band
- Musical theatre chorus
- Orchestra
- Strings

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





# The Options Process



Mrs Calvert



Ms Noonan (DH)



# Options process

## Core subjects that everybody studies:

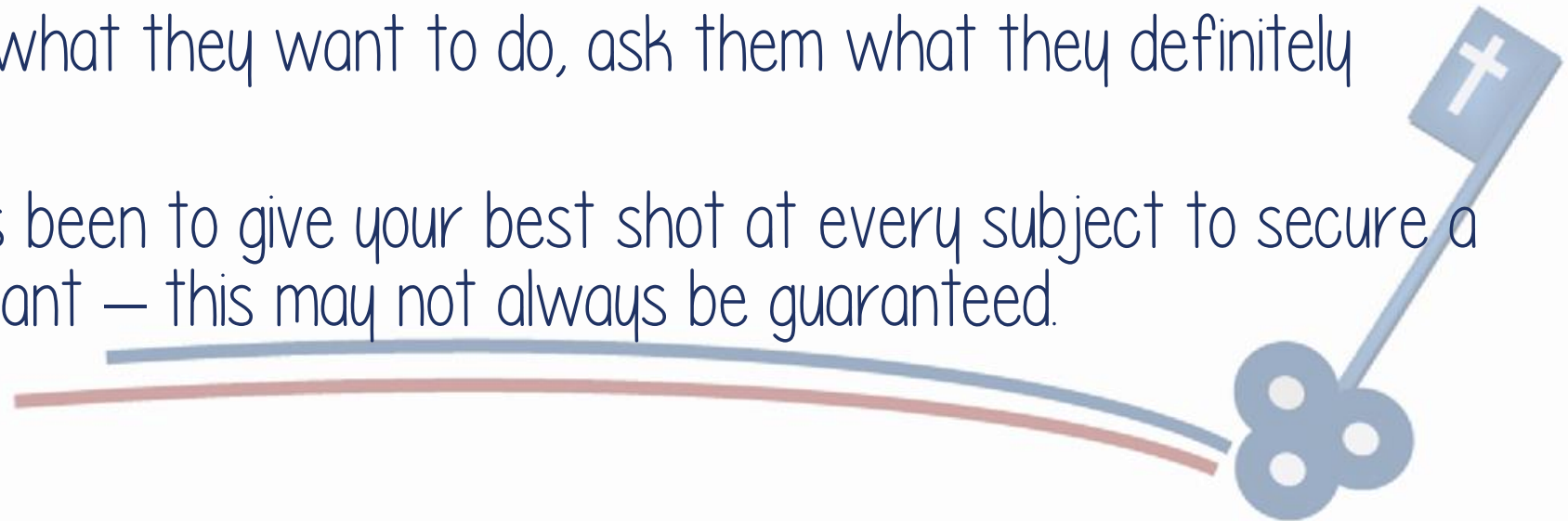
- English Language
- English Literature
- Mathematics
- Combined Science OR Triple Science (based on attainment)
- Religious Education
- Core PE (no qualification)

Students then pick three from this list plus a reserve:

- History
- Geography
- French
- Spanish
- Physical Education
- Design Technology (5 choices)
- Computer Science
- Art
- Drama
- Music
- Business Studies
- Business Enterprise & Marketing
- Health & Social Care

# Options Process – top tips

- Get your family talking about their careers – aunts, uncles and grandparents.
- Tell them about your proudest moments in your career. Pride is infectious.
- Continue to give every subject a go this year – don't allow past experiences of a subject to dictate the decision they make this year. Try and see the big picture!
- Encourage your child, as we will, to speak to the Careers Champions among the staff (there is one per department). They will find out who these people are soon.
- If they really don't know what they want to do, ask them what they definitely DON'T want to do!
- The message from us has been to give your best shot at every subject to secure a place on the GCSEs you want – this may not always be guaranteed.



# Progress reports

- 3x progress reports by the end of the year
- w/c 16/12/24 – progress report 1
- w/c 31/03/25 – progress reports 2
- w/c 14/07/25 – 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.

w/c 30-06-25:

end of year test week  
(exam hall for core  
subjects)





## Term 1 (Autumn)

27-09 Online Safety Day

09-10 Parents Online Safety Evening

17-10 Open Evening

18-10 INSET day

21-10 Population A Geog trip —  
Chichester Harbour

22-10 Population B “ “

w/c 28-10 half-term

06-11 Speed Networking Event  
(Careers)

15-11 INSET day

23-11 Christmas Fayre

27-11 & 28-11 Christmas Concert

02-12 School Closed

20-12 Progress reports 1 &  
Christmas holidays begin.

## Term 2 - Spring

16-01-25 Mental Health Play (Masking)

20-01 INSET day

23-01 Citizenship Day 1

31-01 Whole School Careers Day

05-02 Vaccinations

13-02 Parents Evening — in person

w/c 17-02 half-term

14-03 INSET day

02-04 & 03-04 Spring Concert

04-04 — 12-04 Austria ski trip  
(booked already)

04-04 Progress reports 2  
& Easter holidays begin

## Term 3 - Summer

05-05 Bank Holiday Monday

w/c 26-05 half-term

03-06 Granada trip (Spanish)

13-06 Reflection Day (Population A) /  
Citizenship Day (Population B)

16-06 Reflection Day (Pop B) /  
Citizenship Day (Pop A)

26-06 Sports Day

27-06 Feast Day

02-07 — 04-07 Test Week —core  
subjects in the exam hall.

09-07 & 10-07 musical production

12-07-16-07 Normandy trip (French)

17-07 Battle of the Bands

18-07 Progress reports 3 & summer  
holidays begin.

# Key dates for Year 9

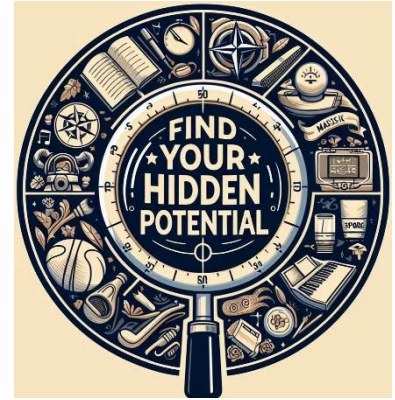
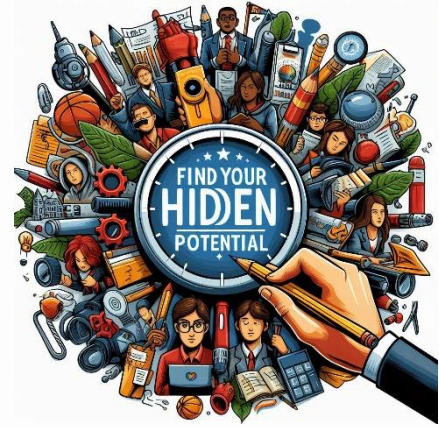
# Key takeaways...

- 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**



Any further questions?

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