

Welcome to Year 11 Partnership Evening



Sixth Form Open Evening

Thursday 25th September 7pm



St Peter's

SIXTH FORM

Discover your potential

All Year 11s are invited to attend our Sixth Form Open Evening.

The evening begins with a talk from Mrs Rana-Brown, Head of Sixth Form. We recommend arriving from 6.40pm to secure a seat.

There is then a chance to attend a subject fair, meet current students and tour some of our sixth form facilities. Our sixth form café will also be providing sample food and drink all evening.

Mrs Rana-Brown will send a letter with more information soon.



Layout for the evening:

The Team

Our Mission & Expectations

Goodbye Go4Schools

Being here

Year 11 Basics

New and Improved Behaviour Policy

GCSEs & Y 11

Working Together





Head of Year II: Mr Campbell

KO: Miss Palmer
dpalmer@st-peters.surrey.sch.uk

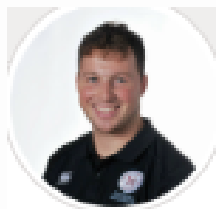
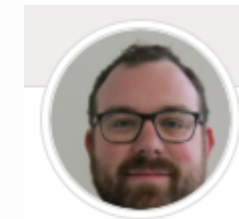


Tutors:



BA: Miss Hardy
ehardy@st-peters.surrey.sch.uk

RO: Mr Batt
jbatt@st-peters.surrey.sch.uk



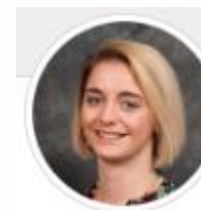
FR: Mr Price
mprice@st-peters.surrey.sch.uk

ST: Mrs Holland
hholland@st-peters.surrey.sch.uk



JPII: Miss Pollard (AHOY)
fpollard@st-peters.surrey.sch.uk

TE: Mrs Meoli
cmeoli@st-peters.surrey.sch.uk



St Peter's mission

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!

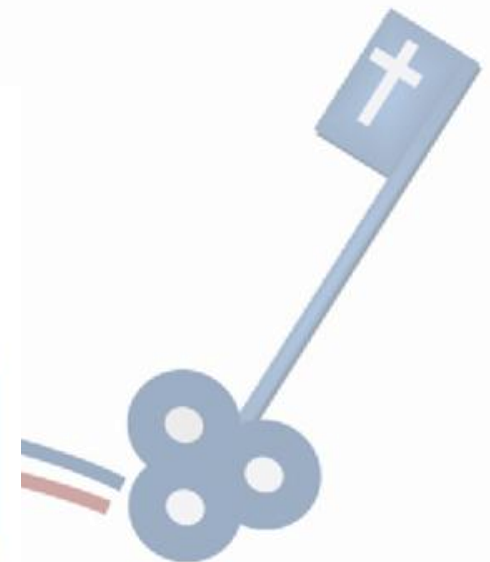


St Peter's Rocks: Faith in Action

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 community!



Our aims as a school

What our community shows and deserves:

Every student can learn, disruption-free, everyday

Everyone gets the chance to experience new things and opportunities

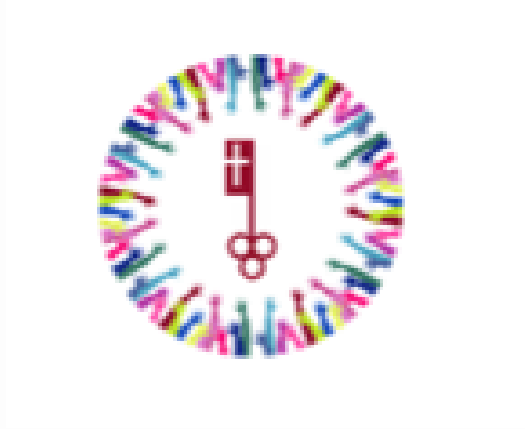
Everyone works their hardest to help everyone achieve their potential

We spend time reflecting on our values and faith

We strive to achieve academic excellence



Educating the whole child



Pastoral Curriculum:

Autumn 1: Preparing for Y11

Autumn 2: Team & Wellbeing

Spring 1: Stop The World From Skewing Your View

Spring 2: Tolerance



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



Arbor

Parent Portal Login

Attendance

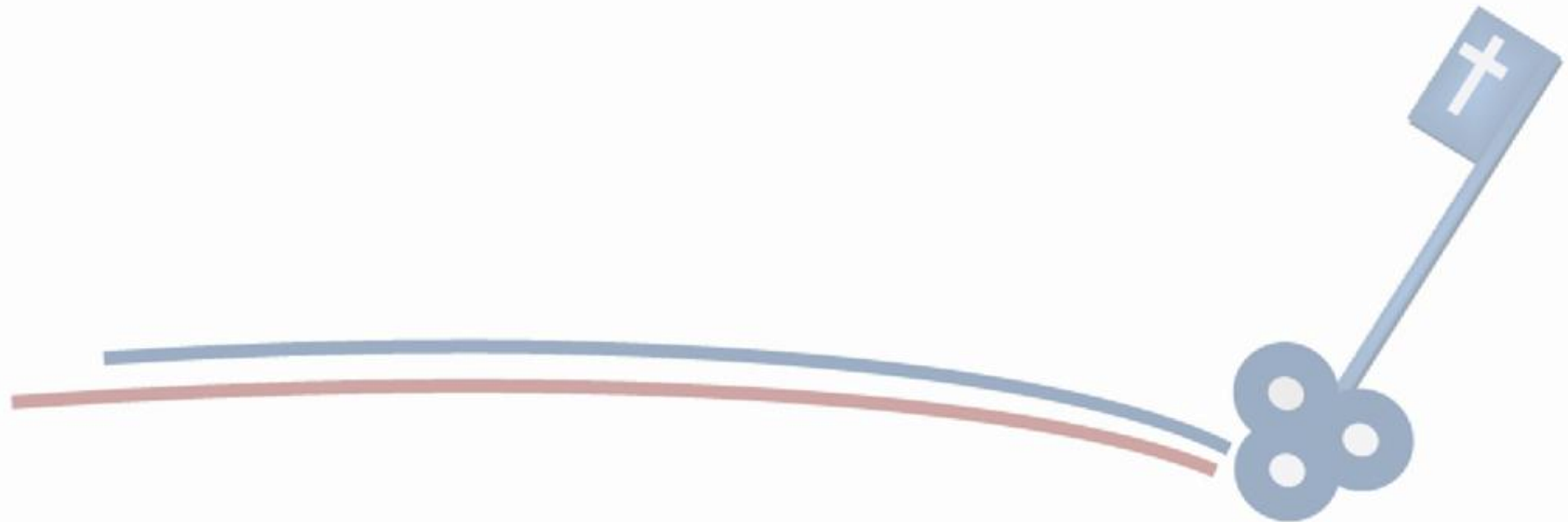
Behaviour: Positive & Negatives

Reports

Absences

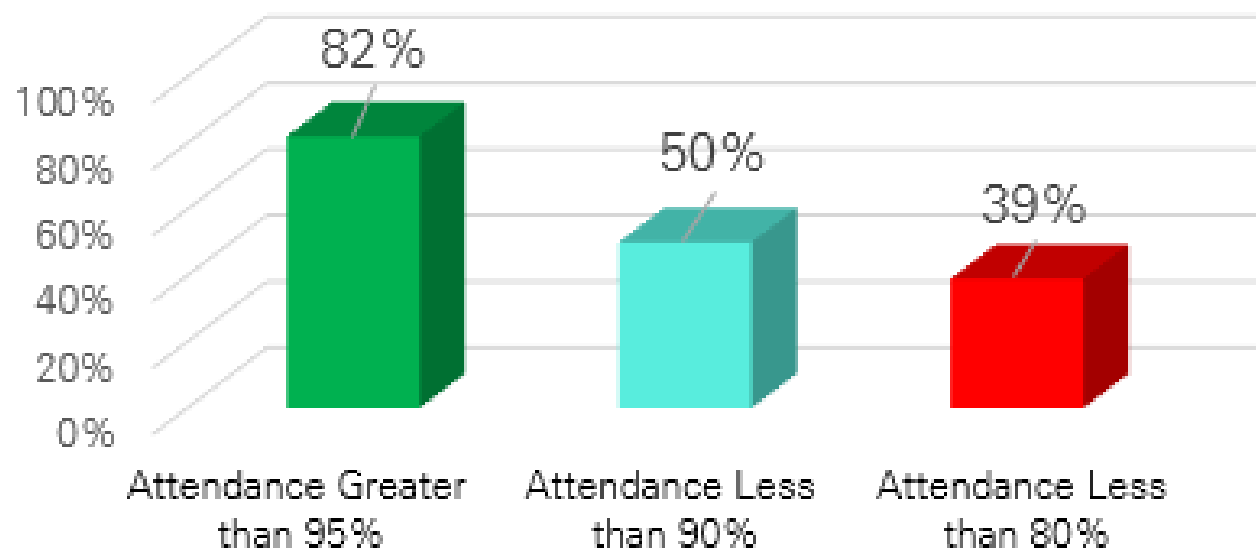


Arbor



The importance of attendance

Percentage of students who achieved 5 GCSE's including Maths and English



Bottom 10% Attendance		Top 10% Attendance	
Attendance (%)	Pass Grades during test week	Attendance (%)	Pass Grades during test week
54.22	1	100	9
57.88	0	100	4
58.58	0	100	5
65.76	3	100	9
79.35	4	100	10
81.87	4	100	8
82.31	1	100	10
82.34	3	100	8
82.34	0	100	9
83.01	7	99.73	9
83.33	1	99.73	10
84.11	8	99.73	10
85.56	0	99.73	8
86.41	6	99.73	8
86.85	7	99.73	9
87.74	9	99.73	9
88.32	2	99.46	10
88.59	6	99.46	9
88.67	6	99.46	9
88.86	4	99.46	10
88.86	4	99.46	9
89.13	2	99.46	10

Getting the basics right

Uniform

Punctuality and attendance

Organisation

Excellent behaviour

Attitude to learning

Responsibility for learning

Uniform

Make Up & Jewellery

Ties & Top buttons done up

Blazers on

Shoes (No trainers)

Hair

Tuck shirts, unrolled skirts (which reach the knee)



You have to sweat the small stuff,
because sometimes it turns out the
small stuff is actually the big stuff.

Changes to the behaviour policy at St Peter's



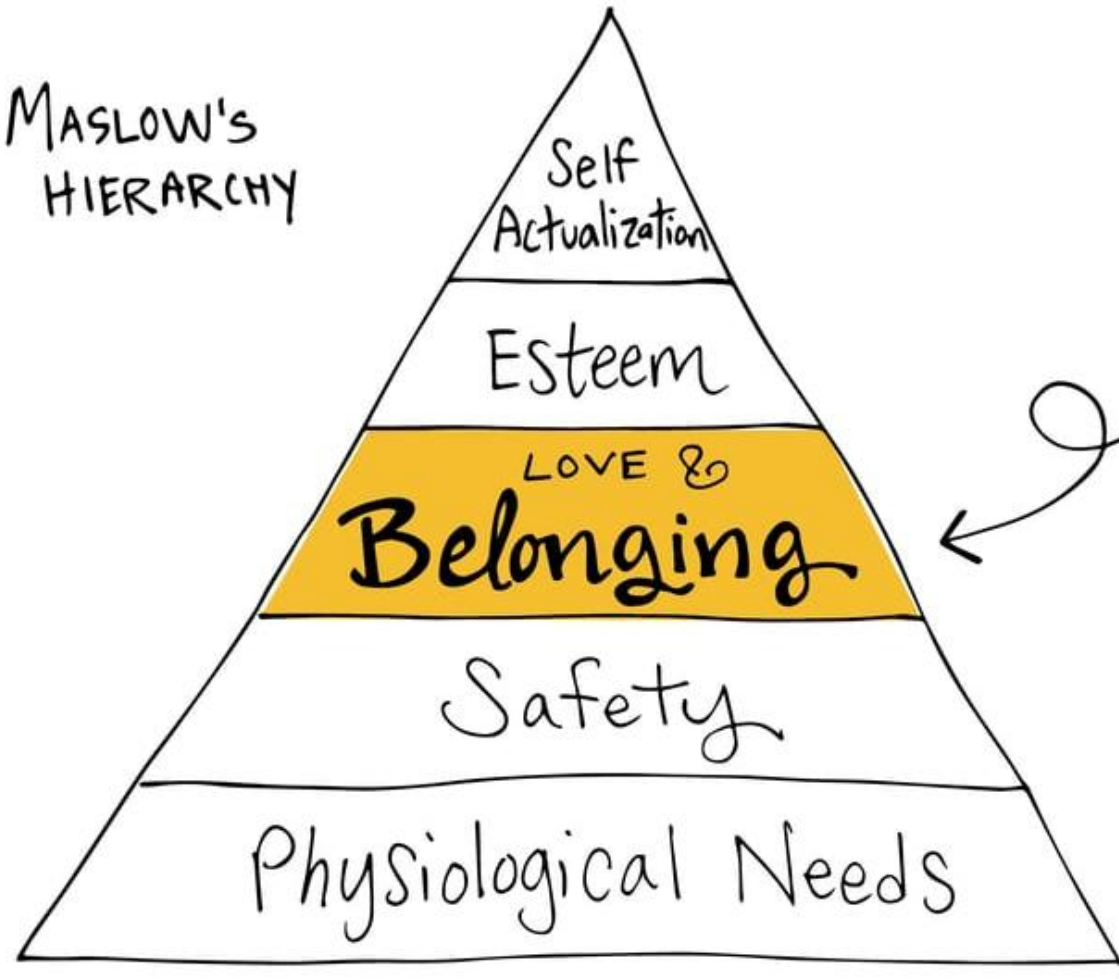
Why change?

Our vision for behaviour at St Peter's

To have disruption free learning and provide students with the opportunity to live out the the Rocks of St Peter's, building a deeper sense of belonging.



MASLOW'S
HIERARCHY



Making St Peter's a safe & welcoming place for all

We will always:

Try to understand context

Apply behaviour policy (if necessary) in a consistent way

Offer support to all who need it

Contact parents and log any sanctions on Arbor

Follow up with restorative conversations — **every child gets a clean slate.**



How?



Our mission statement is to be Christ to all...

Our school is built upon high expectations, great relationships and the Rocks of St Peter's



Love



Justice



Reflection



Courage



Service



House Points:

All staff to praise the students as much as possible

Positive Behaviour	Number of house points awarded	Comments	Awarded by
Putting in the maximum effort	1-2	Examples could include contributing a good answer or question in a lesson, producing exemplary homework	All
Having a positive impact in and around the school community	3-4	Examples could include supporting another student in a task or offering to help a member of staff with a small task, improving the school environment, picking up litter unprompted	All
Outstanding Recognition award a St Peter's Rocks Nomination Nomination Categories: Love Justice Service Courage Reflection	5	Please award a minimum of 2 students per day with a St Peter's Rocks nomination for a Rock of your choice. Each nomination is worth the equivalent of 5 house points	All








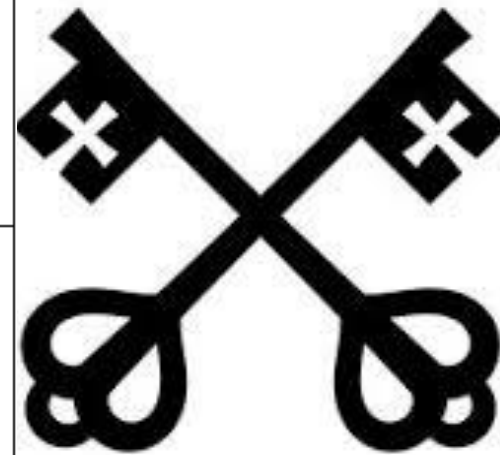
St Peter's Rocks

Nominations:

Top 10 nominated students per category to receive a St Peter's Rock badge each half term.

Collect all 5 over the year to achieve a St Peter's Keys badge.

St Peter's Rock	Some examples of how students could display this value
Love 	<ul style="list-style-type: none">• Show kindness to others.• Have a positive attitude and respect yourself.• Show compassion to those in need.
Service 	<ul style="list-style-type: none">• Support others to achieve.• Warmly welcoming visitors to St Peter's by being polite and courteous.• Picking up litter unprompted.
Justice 	<ul style="list-style-type: none">• Promoting fairness in group tasks.• By being respectful to other people's beliefs and views.• Not being a bystander in challenging situations.
Reflection 	<ul style="list-style-type: none">• Learn from your mistakes• Contribute positively to our mission statement to be "Christ to all".• Be curious and seek ways to improve.
Courage 	<ul style="list-style-type: none">• Go above and beyond in lessons.• Volunteer for roles or responsibilities.• Think for yourself and be independent.



Points mean prizes...

Total number of house points over the academic year	Recognition	Prize draw entries for Mr Miller's whole school assembly termly prize draw
25 house points	Praise postcard given out in tutor time	1
50 house points	Certificate sent home from HOY	2
100 house points	Certificate sent home from AHT	4
200 house points	Certificate sent home from DHT	6
300 house points	Certificate awarded by the Headteacher	8
Every additional 25 house points		1



Cautions

Cautions will be split into 3 categories:

Cautions accumulate over the course of the week and reset every Monday.

The more cautions accrued = a longer length of time in an afterschool detention on a Monday. (Between 45m to 1h30m)

-6 = 45

-7 = 1h

-8 = 1h 15

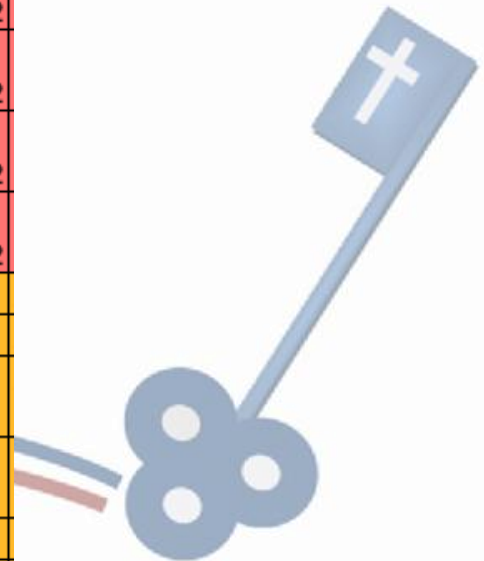
-9+ = 1h 30

Detentions are only Monday & Wednesday

SLT detentions will run after school for 2 hours every Wednesday.

Further information can be found published in the behaviour policy on our website

Reason to issue a caution:	Points
Removal from a lesson	-3
Homework still incomplete or missing (2nd chance)	-3
Missed or incomplete homework	-3
Use of inappropriate language	-2
Not following basic instructions	-2
Low level disruption	-2
Poor attitude	-2
Poor behaviour outside of lessons	-2
Poor effort	-2
Unkind to another student	-2
Poor Manners	-2
Lack of equipment	-1
Being late	-1
Wearing make up (KS3) or excessive make up (KS4)	-1
Incorrect uniform	-1
Littering	-1
Eating/chewing in corridors or classrooms	-1



Mental Health

16–18-year-olds who used their phones a lot were **twice as likely to experience anxiety** and **almost three times as likely to experience depression** (KCL, 2024)

Adolescents who spent more than 3 hours/day on screens were at a **60% higher risk of experiencing depression and suicidal ideation.** (JAMA Pediatrics)

We make body image issues worse for one in three teen girls....Teens blame Instagram for increases in the rate of anxiety and depression. This reaction was unprompted and consistent across all groups. (Internal Presentation by Instagram, 2019)



14 August 2025

A woman has called on fellow parents to be on the alert after her teenage son was targeted by a sextortion scam.

Jo - not her real name - said her son thought his "life was over" after he was targeted by criminals in 2023, aged 15.

An online profile threatened to spread fake explicit images to his friends and family if he did not immediately send them money.

The National Crime Agency (NCA) said cases like Jo's were becoming increasingly common, particularly among boys aged between 15 and 17.

Jo, from Coventry, said she first knew of the scam when her son "came down the stairs screaming" that a social media account had created fake images of him.

"He threw the phone at me and just said make it stop," she said.

"He just said my life is over - they want me to pay money mum.

"They seem to know a little bit about him and the next thing you know his face had been imposed on some explicit images and they were blackmailing him with it."



Majority of boys aged 11-14 'exposed to online content that promotes misogyny'

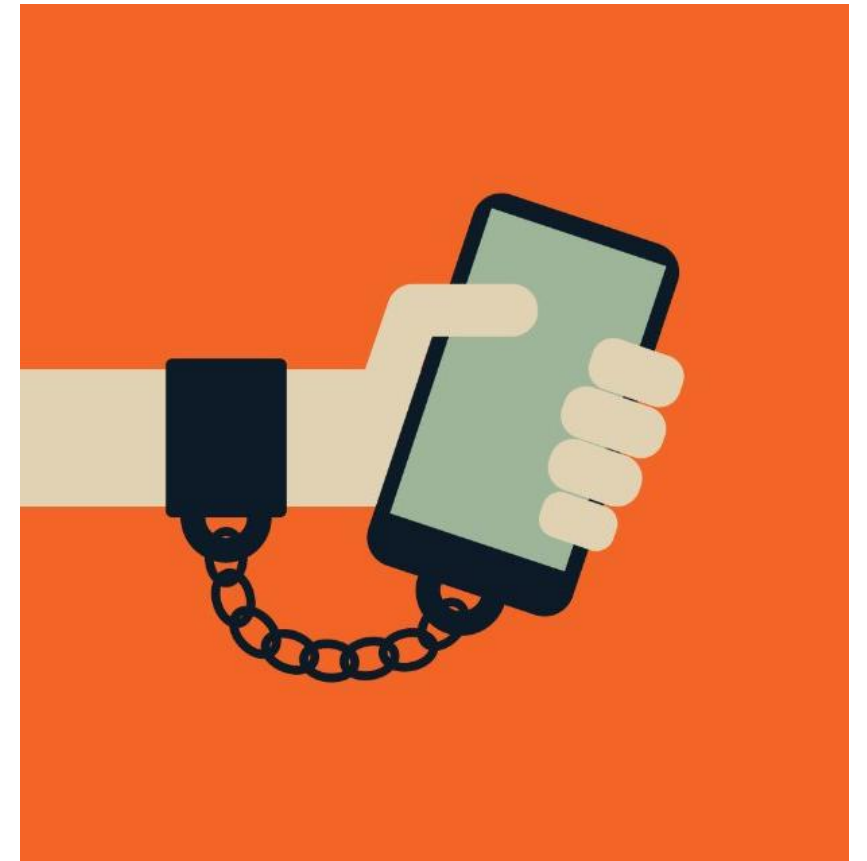
Two studies released to mark Safer Internet Day warn of the impact such content is having on teenagers, particularly young boys.

Martyn Landi • Tuesday 06 February 2024 00:01 GMT



Addiction

- **Preoccupation.** You find yourself checking your phone while doing mundane tasks or if there are a few moments of waiting for something.
- **Unable to quit.** You cannot put the phone down for extended periods of time. You feel compelled to check your phone during things such as watching a film or meals.
- **Withdrawal.** You experience withdrawal when you cannot use your phone. You are frustrated if there is no service or your phone is not readily accessible.
- **Shame.** You feel the need to hide your phone use. You turn your back on others when using your phone or walk off to be alone while checking it.
- **Loss of control.** You go to your phone at the first sign of boredom or depression. You are looking to your phone to provide the same relief that people seek in overeating, drinking or drugs.



Healthy Screen Time

- Set Boundaries
- Have Screen Zones
- Turn off Notifications
- Parental Controls
- Check Ins
- Model Healthy Habits!



Sleep – Top Tips

- Wi-fi off at 10pm
- Consoles/plugs out of bedrooms
- Devices out of bedrooms, charging in a communal area
- Use wellbeing settings e.g. Time limits on phones
- Discuss research on sleep

Which age group gets the least amount of sleep?

Teenagers

97%

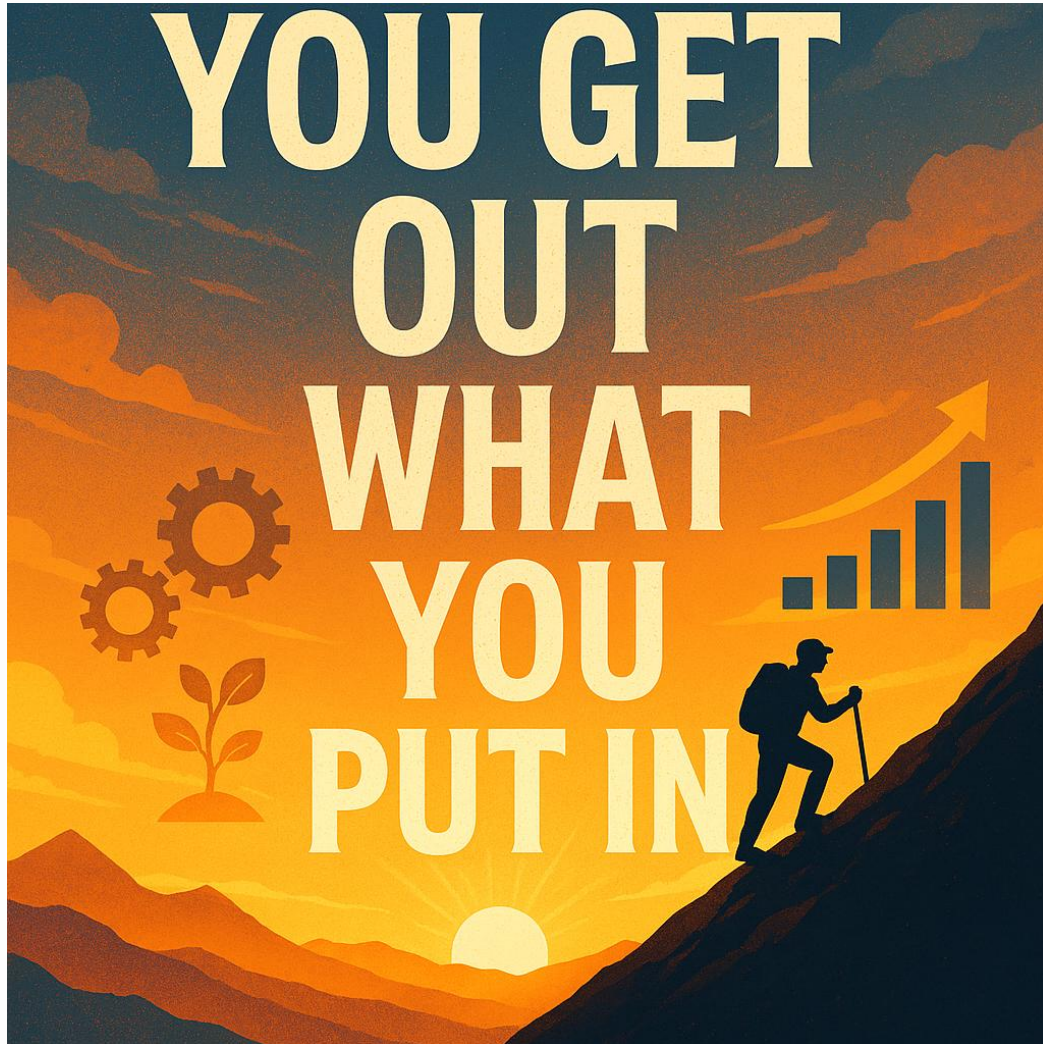
get less than the recommended amount each night

3%

get the recommended amount each night

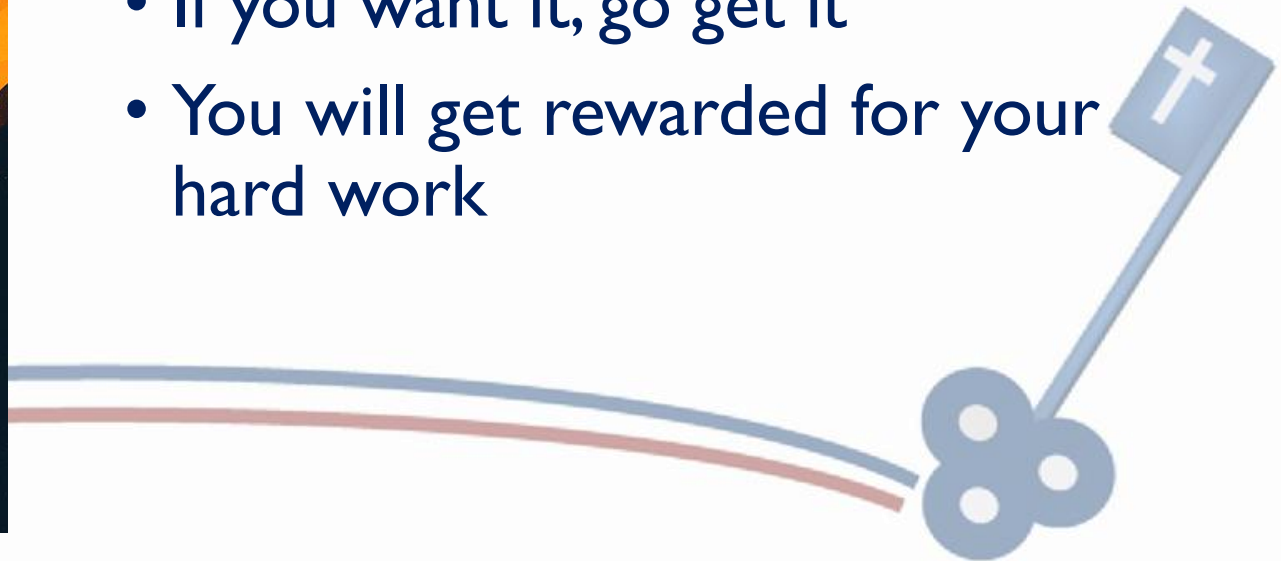
Source: National Library of Medicine

Our Year Group Vision



What do I mean?

- Push themselves
- Don't allow comfort to take over
- If you want it, go get it
- You will get rewarded for your hard work



Pastoral Supports & Safeguarding

- **Tutor & HOY:** Your child's first point of contact for wellbeing concerns.

- **Mental Health First Aiders:**

- **ELSA (Emotional Literacy Support Assistant):**

Weekly or fortnightly 30-minute sessions

- **HSLW (Home School Link Worker):**

Supports students and families in school or at home

Helps access external services

Offers non-judgmental, counselling-style conversations

Especially helpful during family changes or crises

- **School Counsellors:**

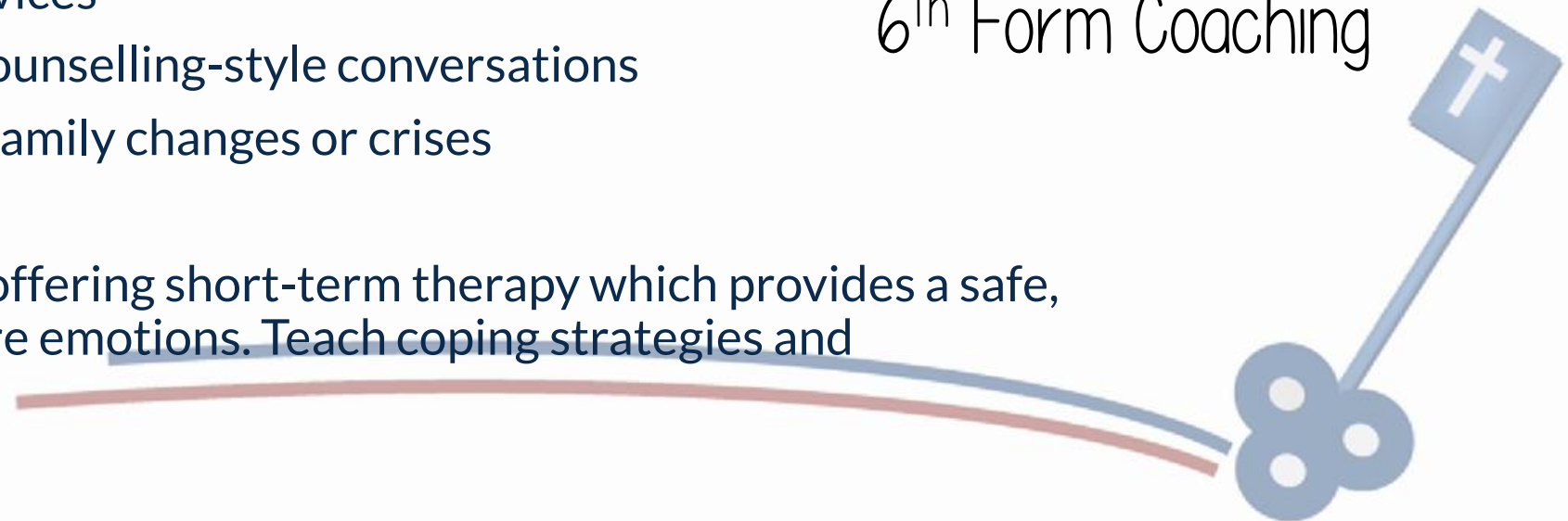
Two part-time counsellors offering short-term therapy which provides a safe, confidential space to explore emotions. Teach coping strategies and psychoeducation

BEAT

Matrix

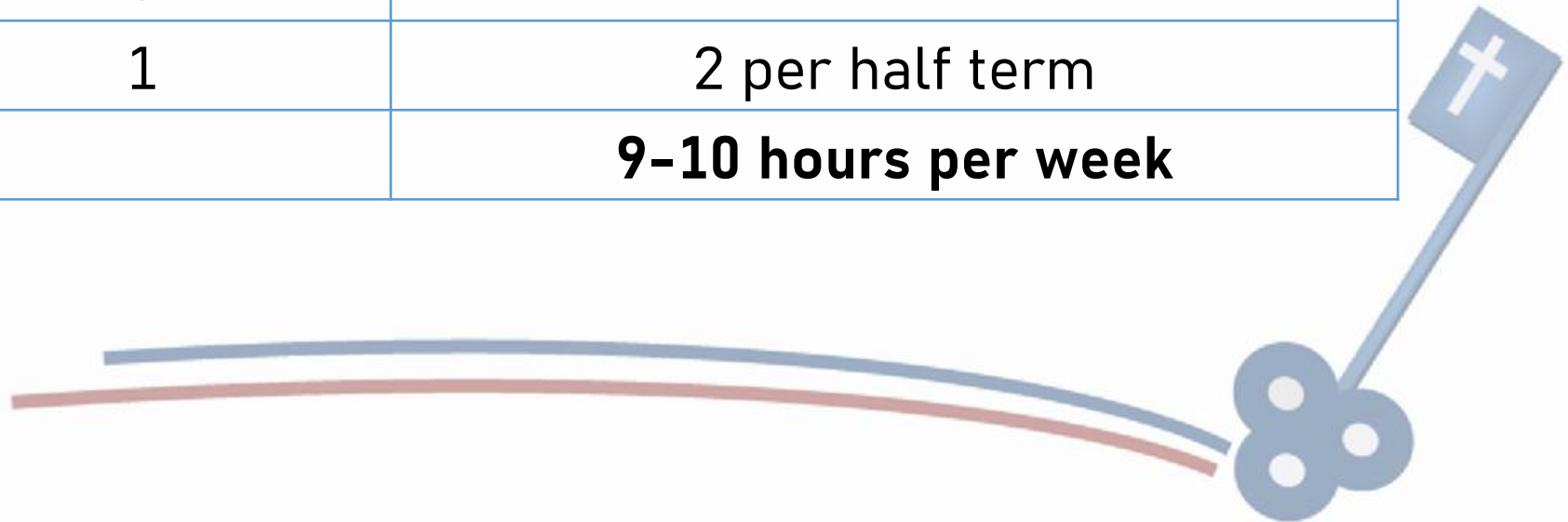
Lifestyle 1st

6th Form Coaching



Homework

Subjects	Number of lessons per fortnight	KS4 – number of homework's per fortnight, 45 mins each
English & Maths	8	4
RE	5	2
Science	9	3 (one per subject)
Options	5	2
Citizenship	1	2 per half term
		9-10 hours per week



The home environment for learning

The best place to work for them:

- Well lit
- A space with items that don't distract
- Somewhere away from technology

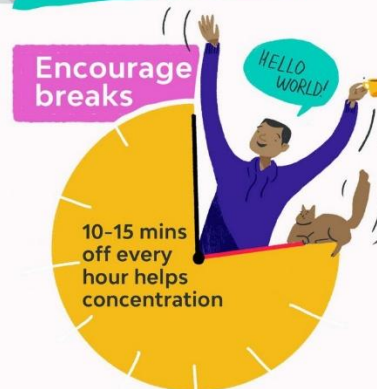
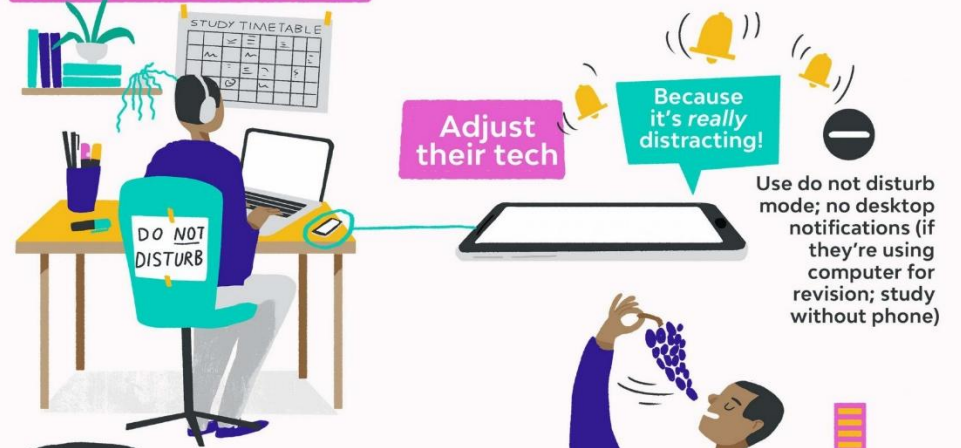
To be a successful study session, they need to have:

- Slept well
- Eaten well (Vital)
- Keep busy



How to make your home a revision-friendly environment

Their own study space



Teen & parents - so teen can voice their feelings & worries about anything & you, the parent, can help & comfort them

Final Words

