



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Year 8 Information Evening

## Achieving Excellence



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# Let's reflect

**Father, we pray  
for knowledge and understanding  
for teachers, pupils and parents.**

**We pray that you will be  
with our teachers and pupils  
as they start a new school year.**

**We pray that you will give pupils  
tenacity as they seek for understanding  
and new revelations in their studies.**

**Father we also pray for parents,  
that they will support pupils by building  
a closer working relationship with teachers and staff.**

**This we ask in Jesus Name.**

**PRAY RAY**



"Excellence for the sake of the Gospel"



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# Our Mission

What we stand for

**With God's love and inspiration, we aspire to achieve excellence.**



This is a promise and a prayer to help your children be the best version of themselves.



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# Our Vision

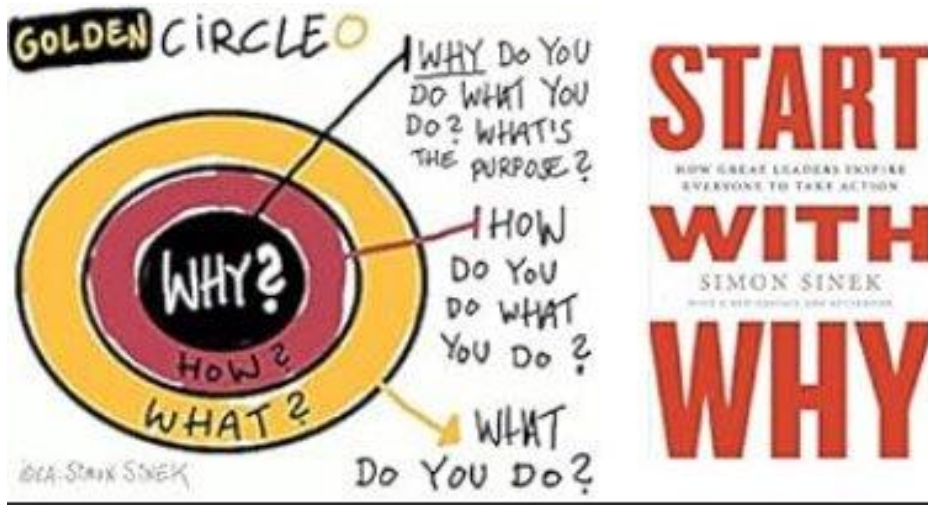
## What is our ambition?

1. St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts.**
2. In a safe, trusting, and respectful environment, everyone can thrive.
3. The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results.
4. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.



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# Our School's DNA



## **Why = The Purpose**

Our Mission – aspiration to achieve excellence.

## **How = The Process**

Our practice and pedagogical approach is from the best educational research.

SEND and Vulnerable pupils are placed at the centre of the School.

CST is central to all we do and who we are.

Pupils are supported by the SJCS family.

## **What = The Result**

A love for learning

A sense of belonging to St Joseph's

Ready to make a difference in the world

Excellent GCSE results.



# Leadership at SJCS

It is not just myself but all staff

1. Care at the centre of our leadership
2. Compassion through:  
Listening and learning  
Showing gratitude  
Encouragement  
Values displayed and lived through actions and words
3. Family alignment – Always aiming for togetherness
4. Communicating with clarity so you know 'the why' for the journey we are on
5. Ambitious – Always aiming for us to have the highest standards
6. Always aspiring for excellence and supporting everyone to find their Excellence.



# Our Improvement

## Changes that have been made

1. GCSE Results have increased with 15% increase in 9-4 grades.
2. New Pastoral Framework
3. New Assessment and Feedback system
4. Higher level of Teaching and Learning implemented
5. New Heads of Department and Year established
6. New roles within the School – Literacy, Numeracy, Beacon Teachers, Eco
7. New subjects being offered – Business, DT, Textiles, Health & Social, Digital IT, Enrichment
8. Greater extra curricular opportunities outside of the classroom
9. Increased focus on School Trips
10. Increased frequency of Rewards trips
11. Site Development – Heating system, IT labs, Painting, Doors, Pods, Snack Shack
12. Still striving to build a Sportshall



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# Working with everyone

Excellence cannot happen alone

1. Continue working with Governors
2. Strengthening our relationship with the Diocese and Parish
3. Continue to use from the Local Authority
4. Collaborating with the best educational practices and professionals available
5. Working with other schools
6. Engaging with the wider community
7. Forging links with businesses (big and small)
8. Triaging and developing with Parents





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# Our Mission

What we stand for

**With God's love and inspiration, we aspire to achieve excellence.**



This is a promise and a prayer – we are ambitious **AND WILL** become the highest performing School in Salisbury for progress at any level.



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# School Day Design

AM REG	9.00 - 9.20
PERIOD 1	9.20 - 10.20
PERIOD 2	10.20 - 11.20
BREAK	11.20 - 11.40
PERIOD 3	11.40 - 12.40
PERIOD 4	12.40 - 1.40
LUNCH	1.40 - 2.20
PM REG	2.20 - 2.30
PERIOD 5	2.30 - 3.30

## Before School Routine

0800 – Dining Room available  
0820 – School Gate opens  
0830 – Breakfast available  
0900 – Bell for the start of the day



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# The St Joseph's Way

- Our approach to learning
  - Our roles & responsibilities
  - Assembly time
- 
- Helping pupils understand why we, as teachers, do the things we do!

**We do things the**  
**St Joseph's Way!**

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As a pupil at St Joseph's, I am member of a **unique community**. I understand that I have a right to a first-class education, and have a responsibility to ensure that my classmates also receive a first-class education.

The **St Joseph's Way** is what sets us aside as a school. It helps me to understand why we do the things we do, and to ensure we can all thrive in a first-class learning environment.

**S** **Start lessons well:** Line up, full uniform, stand behind desks, equipment out, respect reflection.

**T** **Take my seat:** title, date, starter & retrieval immediately.

**J** **Join in the learning:** I will respond to questions when cold-called, volunteer answers when I can, and vote when requested.

**O** **One voice:** There's only one voice speaking at one time. This way, we all learn.

**S** **Silent work is good for me:** It's a chance to show what I have learnt and helps everyone to focus.

**E** **Extend my learning:** I will always push myself to extend my learning and access the challenge tasks when I can.

**P** **Plenaries** help me recall my learning and help my teacher to plan for the next lessons.

**H** **Homework is good for me:** It's my chance to show what I have learnt and to practise my skills.

**S** **Sharing ideas** helps me to learn from my peers. I'll use a partner voice if in pairs and a group voice in larger groups.

**W** **Work** is completed to MY best ability.

**A** **Assessments and feedback** are essential for helping my progress; my teacher feeds back to me what I need to do to improve and I act on it with my MRIs.

**Y** **YOLO – You Only Learn Once:** This is a myth! I know reviewing and revisiting my learning helps it stick in my long-term memory.



# Our Curriculum (RRO)

## Key Stage 3 (Yr8)

- Varied curriculum with 16 different subjects being studied
- **Core:** Maths (8), English (8), Science (6), RE (5)
- **Humanities & Arts:** Spanish / French (3), Geography (2), History (2)
- **Creative:** Music (2), Art (2), Computer Science (2), Drama (1)
- **Creative Carousel:** Food Tech, Business Studies, Design, Textiles – 9-week block of all 4 subjects
- **Physical Education & Enrichment** (6) - Yr8 Weds P5 is Enrichment

## Pathways choices at the end of Year 8:

Pathway A – Food Tech and Textiles

Pathway B – Business Studies and Design



# Visibility of Curriculum

- Learning Journeys
- Key terms
- Learning Checklists

Ideal for HW!

Component 1: Foundational Catholic Theology. Chapter 1: Origins & Meanings. Key Terms.		
<i>Self Evaluation At the end of the unit evaluate how well you can use each of the terms</i> <i>Green: I can use this term confidently and can apply it to exam questions</i> <i>Yellow: I think I know the term or could use it if I had to</i> <i>Red: I think I need help to understand this term and how to use it.</i>		
Key term	Definition	Traffic light
creation ex nihilo	Creation out of nothing. Before God created the universe, nothing existed. Only God can create out of nothing.	
imago Dei	In the image of God – the belief that we are made to reflect God's characteristics and qualities (not His appearance)	
evolution	The process of mutation and natural selection which leads to changes in species over a period of time	
inspiration	God breathed – the belief that the Spirit of God guides individuals	
omnipotence	<b>The belief that God is all powerful!</b>	
revelation	A word used to describe the ways in which God makes himself known	
stewardship	<b>The duty to care for creation responsibly as stewards and to protect it for future generations</b>	
transcendence	Existing outside of space and time. God exists in a way that makes him nothing like anything on earth. Above & beyond creation.	
causation	<b>The idea that everything has a cause and God is the cause of the universe</b>	
Atheist	<b>A person who does not believe in God</b>	
Humanist	<b>A non-religious person who follows the principles of humanism</b>	
Speciesism	The idea that human life is more important than other life	
Immanent	God is close to his creation and involved with the world so that he can make himself known	
Dominion	Having power or control over nature and the environment	
Sustainable	Using natural resources responsibly so that they don't run out	
Metaphorical	To read the words of the bible as stories or myths that contain truths	
Literal	To read words of the bible as factually true	

Component 1: Foundational Catholic Theology. Chapter 1: Origins & Meanings. Learning Plan.	
<i>Self Evaluation At the end of the unit evaluate how well you can use each of the terms</i> <i>Green: I can use this term confidently and can apply it to exam questions</i> <i>Yellow: I think I know the term or could use it if I had to</i> <i>Red: I think I need help to understand this term and how to use it.</i>	
Concept	RAG
I can explain Catholic beliefs and teachings about the origin of the universe and the concept of creation ex nihilo as expressed in the writing of St Augustine	
I can explain relationship between Catholic views, other Christian views and non-religious views about creation	
I can compare Scientific views (Big Bang & Evolution) with Catholic views and explain compatibilism	
I can explain Catholic beliefs and teachings about the origin and sanctity of human life and the concept of imago Dei as expressed in the writings of St Catherine of Siena	
I can explain the relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion	
I can explain humanist critiques of Catholic views about the value of human life and abortion (with reference to Peter Stringer's view on speciesism)	
I can compare Genesis 1 & 2 creation stories and what they teach about humans, God and creation. I can also explain different interpretations of the bible stories.	
I can compare Catholic & Humanist beliefs on care for the planet and environment	
I can explain the meaning of Michelangelo's Creation of Adam and the extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings	
I can explain the use of symbolism in and imagery in Christian art (Tree of Life Apse mosaic and the meanings of the symbols contained within it eg: the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists)	
I can explain the symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic	
I can explain the influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation	
I can explain how a Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation	
I can explain how the Catholic Church works with other faiths to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain	





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# Homework

## How do we approach homework?

- In the way we wish our own teachers had when we were at school!
- Set when it adds value
- Homework forms a valuable part of our curriculum / assessment process
- But we also appreciate the need for students to unwind / relax, pursue outside of school clubs / hobbies and spend time with family

## How will be set?



Designed to be easy and simple for students and parents:

- *Single-sign in*
- *Set Wed-Tue*
- *Work on all devices*
- *Instant feedback*







# Assessment for Learning (KS3 & 4)

- A whole-school focus on Formative Assessment
  - “Every day, every lesson, every interaction”
  - *Is it going? Is it staying in? Can they retrieve it when they need it?!*
- Providing students with regular “feedback that moved forwards”
  - *Feedback that helps guide students to improve and allows opportunities for them to act upon it*
- Empowering students to take ownership of their own learning
- Regular end of unit / term summative assessments
- End of Year Exams

3

## Elicit Evidence of Learning

Make use of practised methods to elicit evidence of student learning which you can use to inform your teaching and learning process **in real time**. Techniques to consider...



An effective all-student response technique



A routine for structured discussion



Generating improved verbal responses



Selecting students to answer; inviting everyone to think



Key question: what have you understood?

See also: low-stakes quizzes, exit tickets, traffic light cards / thumbs up or down / hinge-questions (add others)

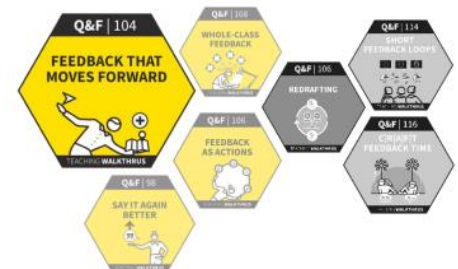


**Active Observation:** Teachers intentionally monitor students' behaviours, interactions and engagement. Looking for patterns in participation and understanding. Identifying students who may need support or extension, allowing for timely intervention. Teachers build stronger relationships, foster inclusive learning and adapt instructions to meet diverse needs – creating a dynamic and responsive classroom where all students can thrive.

4a

## Feedback (Students)

Provide students with regular feedback that allows them to move forwards in their learning, identify where misconceptions have occurred and allowing opportunities to act upon this feedback.





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# Y8 - Reports and Communication (OFO)

- Year 8 Parents evening (Thu 20/11/25)
- Mid-year (Feb) and end of year reports (July) including:
  - Attitude to learning (AtL)
  - Academic progress
  - Pastoral data (attendance, conduct etc.)

**New for 25/26:** Re-designed Reporting structure designed to give parents clarity over how their child is progressing, both within a year group context but also with an eye on potential future attainment (likely GCSE outcomes).

## Regular Updates:







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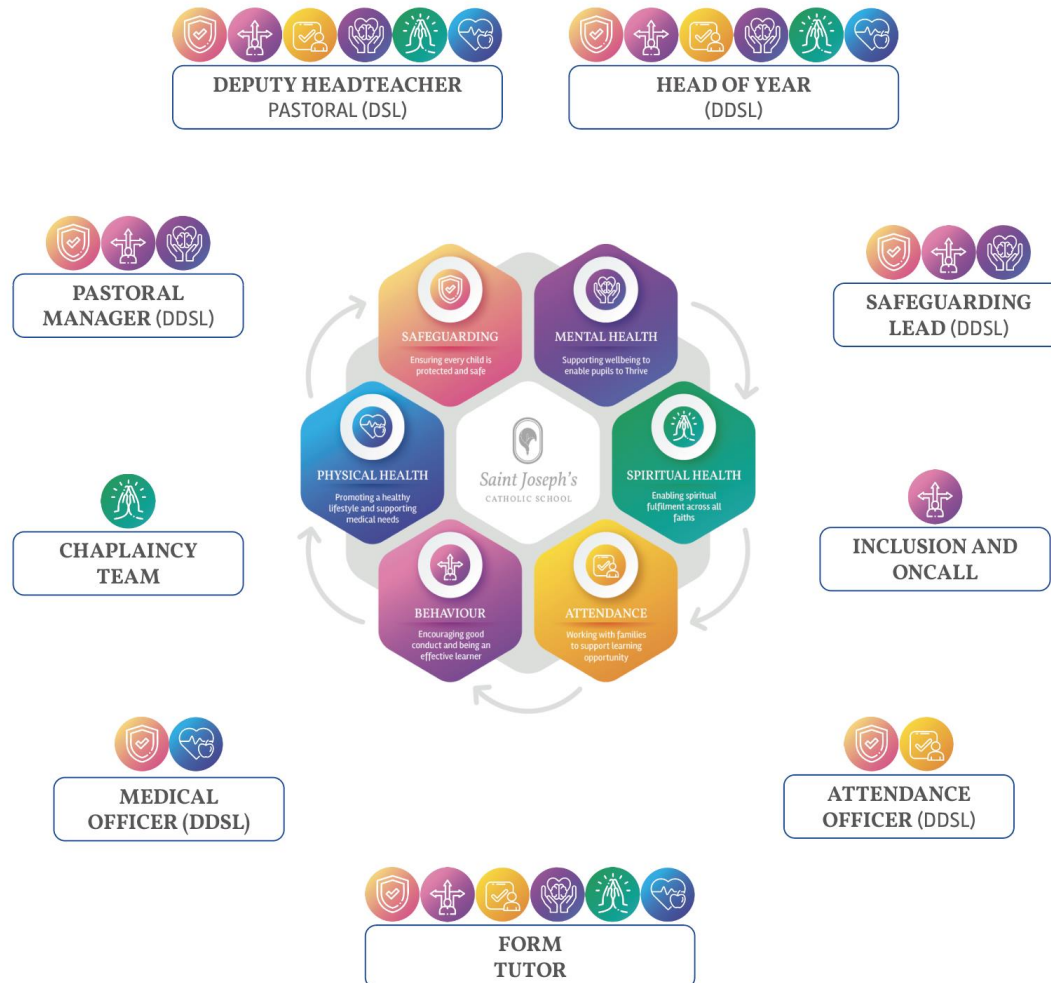
# Pastoral Support





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# Pastoral Support



# Careers & Futures!- Website

The screenshot shows the 'CAREERS PORTAL' for St. Joseph's Catholic School. It includes a welcome message, a 'CONTENTS' section with links to 'Latest opportunities and resources', 'Our Careers programme', and 'Share your feedback'. It also features a 'CAREER MARK' logo and a 'CAREER MARK REVALIDATION REPORT' for September 2022. Below this is the 'CAREERS EDUCATION' section, which describes the school's curriculum and provides links to 'Learner Entitlement' and 'KS3/KS4 Careers Education'. At the bottom, there are three boxes for 'careercomp@nion', 'careercompa@nion', and 'eCLIPS', each with login details and a 'Go to' button. The footer includes 'MORE USEFUL LINKS AND RESOURCES' with links to 'National Careers Service' and 'Apprenticeships', and a 'Careerpivot Super User 2022-23' badge.

**CAREERS PORTAL**

Welcome to the Careers Portal at St. Joseph's Catholic School.

This resource is for pupils, parents, carers, teachers, employers, training providers and anyone who has a keen interest in preparing our pupils for their future.

We are very proud of the careers provision at St. Joseph's Catholic School. We have been awarded the national Quality in Careers Standard using the Career Mark approach, which recognises excellence in careers, employability and enterprise.

Currently, the pace of change is more rapid than at any time in history. Changes in society and work are having a profound effect on traditional patterns of employment. If young people know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs.

This page will link you to sources of information and advice, and where to get help. Please use the links on the right for further information.

**CONTENTS**

Want to quickly find what you're looking for? Click a link below to jump ahead to a relevant section.

- Latest opportunities and resources
- Our Careers programme
- Share your feedback

**CAREER MARK**

Recognising Excellence in Careers, Employability and Enterprise

We have been awarded the national Quality in Careers Standard using the Career Mark approach provided by Complete Careers.

**CAREER MARK REVALIDATION REPORT**  
September 2022

**CAREERS EDUCATION**

All learners experience a relevant and appropriate careers curriculum which promotes equal opportunities, challenges stereotypes, raises aspirations and encourages learners to reach their full potential. Learners are taught to take responsibility for their futures and encouraged to make full use of the learning opportunities, resources and events made available to them. Our offer is always developing and new events and activities are delivered every year.

- Learner Entitlement (updated June 2022)
- KS3/KS4 Careers Education (updated June 2022)

**careercomp@nion**

Careercompa@nion provides students and parents/carers with the most up-to-date, independent, and impartial careers information about education, apprenticeships, labour market information, special educational needs, job hunting, qualifications, and more.

Username: **stjosephsstudent**  
Password: **stjosephsstudent**

**Go to CAREER COMPANION**

**eCLIPS**

eCLIPS helps young people to make informed study and career decisions. It has accurate information on over 1400 jobs including live labour market information and lots of advice on education and employment choices.

Login: **koosca50**

**Go to ECLIPS**

**Go to CAREERPILOT**

**Careerpivot**

Careerpivot is a free one-stop website helping 13-19 year olds in the South of England to find out about all of their options. Careerpivot also has a Parents Information Zone to help parents/carers support young people in making the right decision about study and work.

**MORE USEFUL LINKS AND RESOURCES**

**National Careers Service** - Provides information, advice and guidance to help make decisions on learning, training and work.

**Apprenticeships** - Government portal containing information and advice about apprenticeship opportunities together with a search facility.

**Careerpivot Super User 2022-23**

## Careers as part of PSHE

- Getting to know yourself, your interests and strengths – get involved in extra-curricular clubs and trips

## As parents:

- Have a look at the weekly Careers Newsletter; and our school Careers Portal, with links to Career Pilot, e-clips and further information.
- Ask your child questions to help them reflect and get to know themselves:

- "what was the best lesson today?"
- "what did you learn about in science today?" . . . "did you enjoy it?"
- "what sport did you do in PE today?" . . . "did you enjoy playing Badminton?" . . . "did you find it easy working as part of a team?" "did you lead the warm up?"

If you can do this in the car on the way home or a quick chat over dinner - it helps them to reflect on their learning and understand what they like/ don't like, what they have strengths in and what isn't really their thing.

This will help them when making key decisions in Years 9 and beyond!



# Head of Year – Mr Brown... and the tutor team

- My Role:
  - To help pupils in SJCS life.
  - To work with the tutors to make sure we have a holistic approach
  - To monitor and track behaviour and attendance to ensure we do the best for year 8 pupils
  - To be a pastoral link to all the support we have in school and out.
  - To provide enrichment opportunities and begin to think of the journey ahead.
- Your Form Tutor is your go to person in school.
- 8F – Dr Evans and Mr Blaho
- 8M – Mrs Ingham
- 8T – Miss Harris and Mr Reynolds
- 8V – Mr Kellie



# Rewards & Sanctions

## Rewards

- Merit Points
- Weekly Recognition
  - Weekly Raffle
  - Happiest Minute of the Week
- Accumulative Rewards – Reward store and trips!

## Sanctions

- The Strike System
- Demerit Points
- Centralised Detentions
- Further Interventions



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# Merit Points

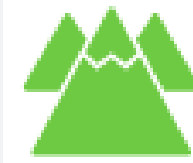
Merit Points have been made simpler with just three categories. Teachers will add a comment giving details why pupils received them.



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Merit -  
Success



Merit - Effort



Merit - Values



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# Rewards Shop

Items will appear in the Rewards Shop at the end of the week.

So far, there will be stationery, Canteen Queue Skip Passes and Amazon Voucher Raffle Tickets.

**Parents must be signed up to ClassCharts for pupils to be able to buy items.**





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# Uniform



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## Compulsory Uniform

- Straight black trousers, or a black skirt (a-line, knee length)\*
- Plain white shirt
- Black or white socks or tights
- Black shoes with a low heel (no trainers)
- Tie (available from school)
- Blazer\*



## Games and PE

- Polo shirt in House colour\*
- Reversible sports shirt in House colour\*
- Black tracksuit bottoms
- Black shorts or skort







# How can parents help.....

- Encourage your children to check their homework and any messages on Satchel One, Class charts (sign up if needed!), etc.
- Check emails/school comms for latest news and updates.
- Check in for understanding of lessons, topics – particularly around EOY test time – and encourage independent learning. Use PLCs and Learning Journey on website.
- Encourage your children to report any issues AS SOON as they can – duty staff, teachers, tutors, HOY.... as soon as we know, we act!
- Encourage pupils to **attend** unless absolutely necessary...



# Attendance



- Research suggests that 17 days missed from school equates to dropping a FULL GCSE GRADE across all subjects.
- The link between attendance & attainment:

Attendance %	% Students gaining 5 A* – C Grades
94% +	74.3%
93% – 94%	60.4%
92% - 93%	53.1%
88% and below	26.7%

Attendance	Effect on Results (per GCSE or equivalent)
96 – 100%	+1.4
92 – 95.9%	-0.7
90 – 91.9%	-1.5
85 – 89.9%	-1.9
80 – 84.9%	-2.7
0 – 79.9%	-3.3



# NHS guide – too ill to go to school



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## How do I report my child's absence from school?

It is a parent/carer's responsibility to notify school if their child is absent. It is required that contact is made with school **every day** that a child is absent unless otherwise arranged with the Attendance Officer. We ask please that contact is made with the school before 9:00am, and a clear and sufficient reason must be provided.

- **Option 1 (preferred):** E-mail explaining student absence to [attendance@sjcs.org.uk](mailto:attendance@sjcs.org.uk)
- **Option 2:** Phone call to school reception on 01722 335380

**Please do not reply to text messages sent via the SchoolComms system, as these responses are not monitored.**

## Is my child is too ill to come to school?

Use the NHS "[Is my child too ill for school?](#)" page to help with decisions over whether your child should be in school or not. Most common ailments are not a reason to be off school, just like they would not be a reason to be off work.

Non-attendance will not be authorised for the following reasons listed below, unless they are being investigated by your doctor:

► Reasons non-attendance will not be authorised

**Taking medicine:** Over the counter medicines can be given before school. After a form has been signed by a parent, we can keep Paracetamol on school premises for your child for all non-urgent illnesses. Please contact Reception for more details.

**Still not sure?** Remember, if your child comes to school and their condition worsens, they can seek the help of first aid at reception and if needed we will contact you so you can come and collect



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# Important Dates for the Year

- Reports
  - February
  - July (end of Year Exam Results)
- Parents Evening
  - Thursday 20th November 1630-1900
- Yr8 End of Year Exams
  - 2 weeks beginning 1st June
- Awards Evening:
  - Week beginning 13th July
- Year 8 enrichment trip/trips:
  - Pending....





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Increased  
opportunities

Non sports  
clubs

Increased  
enjoyment in  
school.

# Enrichment – Website

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAK					<b>Inclusivity Alliance</b> All years, Room 5
LUNCH	<b>Just Dance</b> All years, Hall  <b>Duolingo</b> All years, Room 26  <b>GCSE PE Revision</b> KS4, Room 21	<b>Chaplaincy Council</b> All years, Room 25  <b>Culture Club</b> All years, Room 9  <b>GCSE Dance</b> KS4, Hall  <b>RE Arts &amp; Crafts</b> All years, Room 22  <b>KS4 Solidworks</b> KS4, Room 28	<b>Netball</b> All years, Courts  <b>3v3 Basketball Tournament</b> All years, Hall  <b>GCSE PE Revision</b> KS4, Room 21  <b>GCSE Open Studio</b> KS4, Room 3	<b>Y7 Football</b> Year 7, Field  <b>Rugby</b> All years, Field  <b>Vocal Ensemble</b> All years, Room 2	<b>House Comp</b> All years  <b>Art Workshop</b> KS3, Room 3 (25 places only)
PM REG	<b>Pupil Parliament</b> Elected students, Room 1	<b>Anti-Bullying Ambassadors</b> All years, Room 1		<b>Prefect Meeting</b> All prefects, Room 1	
AFTER SCHOOL		<b>Dance Live!</b> Cast and crew, Hall  <b>Y8 &amp; 10 Football</b> Years 8 & 10, Field	<b>KS3 Basketball</b> KS3, Hall  <b>Y9 Football</b> Year 9, Field	<b>Warhammer, Painting &amp; Modelling</b> All years, Room 2  <b>Y11 Football</b> Year 11, Field	<b>GCSE PE Intervention</b> KS4, Room 28



# SAFEGUARDING

## Are you worried about someone in school?

If you see, hear, or experience anything that doesn't look or feel right, tell your Go To Person (your form tutor) or any member of staff you trust.



You can also email the safeguarding team at [safeguarding@sjcs.org.uk](mailto:safeguarding@sjcs.org.uk)



Want to talk to someone, even if you're not at school?  
**Call ChildLine on 0800 1111**

Please call **999** if you or someone else is in immediate danger.

## WE ARE HERE TO HELP

Our safeguarding team are here to listen and help with any issues involving your safety and wellbeing:



**Mr Bartel**

Senior Leader /  
Designated  
Safeguarding  
Lead (DSL)



**Mrs Oakley**

Attendance  
Officer /  
Deputy DSL



**Mr Ford**

Senior Leader /  
Deputy DSL



**Mrs Rose**

Wellbeing &  
Safeguarding  
Officer /  
Deputy DSL



**Miss Brignall**

Pastoral Manager  
/ Deputy DSL



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We have a **zero-tolerance approach** to any form of bullying, race, gender or hate crime, social media, sexual violence or sexual harassment.

We use restorative approaches to support students to understand how actions and words can make others feel, and when things go wrong, how changing behaviours will help with understanding relationships and how to make them better.

Bullying at St Joseph's is defined as **Several Times On Purpose (STOP)** and where there is a clear imbalance of power.



*Friends falling out, one-off incidents or disagreements are not bullying.* The malicious, repeated targeting of a pupil is bullying.

All bullying allegations are investigated and classed as bullying or not. If they are recorded as bullying, they will be monitored in line with school policy, and will not be tolerated.



**Mr Bartel**

Senior Leader /  
Designated  
Safeguarding  
Lead (DSL)



**Mrs Oakley**

Attendance  
Officer /  
Deputy DSL



**Mr Ford**

Senior Leader /  
Deputy DSL



**Mrs Rose**

Wellbeing &  
Safeguarding  
Officer /  
Deputy DSL



**Miss Brignall**

Pastoral Manager  
/ Deputy DSL



Saint Joseph's  
CATHOLIC SCHOOL

# ANTI-BULLYING



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# Pupil Wellbeing & Mental Health

- Form Tutor
- Head of Year
- Anti Bullying Ambassadors
- Inclusivity Alliance
- Pupil Parliament
- Pupil Voice
- Pupil Leadership
- Miss Brignall & Mrs Rose
- Pastoral support
- Links to external agencies and projects
- Signposting available
- School nurse every Wednesday









What do you like?





**What worries you?**

**Swearing**

**Spamming**

**Grooming**

**Abuse**

**Isolation**

**Focus**

**Mental Health**

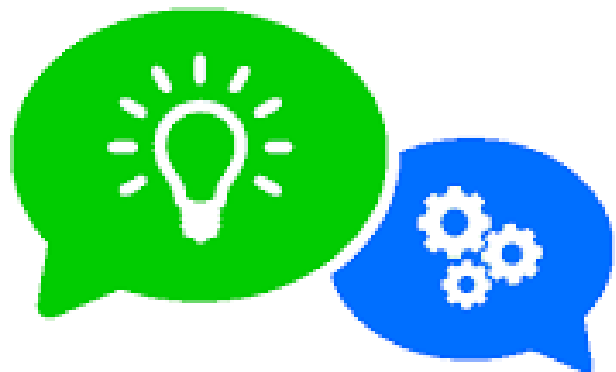
**Addiction**

**Peer Pressure**

**Radicalization**

**Bullying**

**Sextortion**



# internet matters

Because children deserve **a safe digital world**

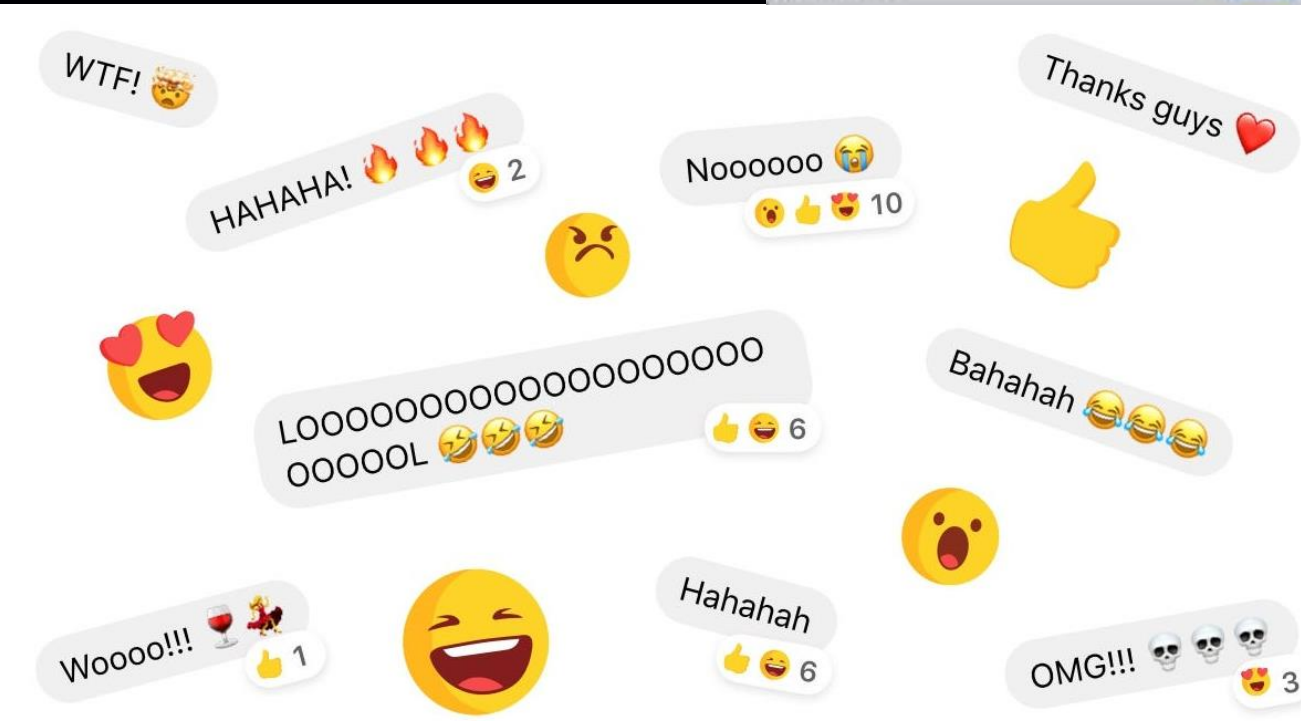
## Be Challenge Aware

Viral online trends attract many children and teens. Most are harmless, but some challenges can be dangerous. Visit our hub to help keep children safe.

[FIND ADVICE AND SUPPORT](#)







at least 13 years old



at least 13 years old



at least 13 years old



at least 13 years old





We all  
make  
mistakes!







**A VICTIM OF AGE!**



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# Any Questions?

