



Year 7 Helping Parents Help their Sons

14 September 2026



Programme

Introduction and Welcome: **Miss Fairfax, Deputy Head**

Good study habits and supporting your son at home: **Miss Negus, Year 7 Progress Leader**

- Using the timetable, packing bags and keeping on top of books and materials
- Organising the use of time and keeping on top of homework
- Positive environments for study
- How to help you sons every day and especially when things become difficult
- Reporting, subject support and pastoral support

Revision for Learning: **Dr Shepherd, Associate Assistant Head**

Expectations and Working Together: **Mr Baggs, Director of Lower School**

Managing technology: **Mr Baggs**

Careers provision: **Miss Fairfax**

Closing Remarks: **Miss Fairfax**



Questions at the end of the evening

Note: this presentation
will be available on the
School website.



Good study habits and supporting your son at home

Positive environments for study

- Quiet and ordered space
- Well lit
- Uninterrupted and free from distractions
- Free from technology
- NOT IN FRONT OF A TV
- Firm chair and desk for written work



Good study habits and supporting your son at home

Using the timetable

- 2-week timetable – keep on top of whether it is an A week or a B week
- Keep copies by the desk and in a place where you can see it
- Keep a copy of homework timetables

Packing bags

- Bags should be labelled in a way that allows the School to identify the owner, but not displaying personal details (eg AB, 7C WHSB)
- Bags should be packed as soon as homework is finished – never leave it until morning
- A double-check of the planner should be made to ensure that there is no outstanding homework due, and all homework is properly noted
- The contents of each folder should be checked before they are packed into bags
- All materials should be named



Good study habits and supporting your son at home

Keeping on top of books and materials

- Exercise or textbooks issued should all be named in the appropriate place
- Keep plastic folders for all books and materials for each subject
- Keep all homework in the folder, this protects work and decreases likelihood of forgetting
- Every day pupils should be equipped with
 - A pencil case containing at least 2 pens, at least 2 pencils, a ruler, a sharpener, a rubber and a green pen
 - They should also have calculators for maths and science, and a geometry set for maths



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

YEAR 7 – each evening's homework on a particular subject should take 25min

Monday	Tuesday	Wednesday	Thursday	Friday
English	Geography	History	English	Computer Science
MFL 1	MFL2	Mathematics	Science	Religious Studies
Mathematics	Science	Technology	Music (A)	MFL2 (A)
			MFL1 (B)	Art (B)

Spanish is MFL1. German is MFL2. French takes the other slot.
(A) means that this homework is only set in A-week.

This timetable shows the evening the homework is to be completed, not the day it is set. Homework should be recorded in the planner on the evening it is due to be completed.



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

- There is no harm in getting 'ahead of the game' and completing it earlier (but never later) especially if there is an evening commitment which may interfere with your son's ability to complete work
- Complete homework early in the evening, preferably as soon as your son gets home, when it is still light and before the pupil becomes overly tired
- Split the homework into two chunks with a reasonable break, such as an evening meal, between (i.e. 2 pieces before dinner and one after)



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

- Try to get work complete with enough time for your son to properly relax afterwards
- Tick off work in the planner as it is completed and place completed work in the appropriate folder
- If no homework is set, or if it takes less than the time allocated, use that time instead to revise that subject area.



Good study habits and supporting your son at home

How parents can help their sons every day

- Review homework with your son before and after for a couple of minutes
- **SIGN PLANNERS WEEKLY** and make sure that homework is being recorded
- Discuss what has been learned and ask your son to explain it – the process of explanation will help him to remember and consolidate his understanding
- Help your son initially to get into the habit of packing bags, checking timetables, cross checking planners etc.
- Show and encourage good presentation and organisation



Good study habits and supporting your son at home

How parents can help their sons when things become difficult

- Regular dialogue with your son so you can understand what is going on at School
- Encouragement – lots of boys find things difficult for the first time coming to a Grammar School
- Failure is not an end – it's a learning opportunity. Teach your sons to deal with failure and disappointment by trying a different way
- Model how you would answer a question or complete a piece of work and ask your son to try that
- Review notes and marked work with your son
- Help him complete questions from his book, including retrying questions he found difficult
- Avoid his temptation to 'hope it will all go away' – it must be addressed head on as difficulties arise



Who to Contact

Contacting the School by letter or telephone

(letters may be attached to an email to: lsपो@whsb.essex.sch.uk).

- Form Tutor
 - Absences (by letter)
 - Report queries
 - Minor concerns
- Lower School Pastoral Office
 - Administrative concerns
 - General questions
 - Serious concerns
- To report an absence:
 - Call the school on **every day** of the absence.
 - Option 1 – Report an absence
 - Option 1 – Years 7-9
 - We need to know: Full Name, Form and reason for absence (unwell is not sufficient)
 - On return to School a written note must be handed to the Form Tutor.



Good study habits and supporting your son at home

Reporting

3 reports a year

- Initial 16 October 2026
- Full Written 19 March 2027
- Data only 16 July 2027

1 Parents' Evening (online)

- 16 November 2027

WHSB GRADE

EP

7a

7b

7c

6a

6b

6c

5a

5b

5c

4a

4b

4c

GCSE THRESHOLD

GCSE

YEAR 9 THRESHOLD

YEAR 8 THRESHOLD

9

8

7



Conduct Cards

Your son has been issued a Conduct Card, which he must carry with him at all times.

- The Conduct Card gives four opportunities to make minor mistakes without being sanctioned. A signature should be seen as a warning not a sanction.
- Parents should check the conduct card regularly. It will be helpful to see if there are any problems, such as organisation, which can be addressed at home.
- House Points are awarded each half term for unsigned lines.
- If it is lost or destroyed, he must see Mrs Radford or Mrs Diana in the Lower School Pastoral Office. It is the pupil's responsibility to keep the card safe and must remove it prior to washing.
- A full (or lost/destroyed) conduct card carries the sanction of a Lower School Detention.



Planners

Your son has been issued a planner, which he must carry with him at all times.

- If it is lost, he must purchase a replacement from Reception.
- Parents should check the planner regularly. This is useful for monitoring homework and checking that work is being completed.
- There are other pages in the planner:
 - Lunchtime Detentions
 - Attendance at extra-curricular activities
 - Requests to leave the classroom
- These pages will help you monitor your son's progress.



Pastoral and Subject Support

Subject Support Cards

Issued by Head of Department following recommendation by classroom teacher.

Lasts for 12 lessons.

Signed at the end of each lesson by subject teacher and weekly by parent.

Parent informed by letter when monitoring commences and if it is to continue for a further 12-lesson cycle.

Operates independently of Pastoral Support/Monitoring.

Pastoral and Subject Support

Interim Monitoring

1 week long snapshot.

Pupil should hand to the teacher at the start of the lesson and collect at the end.

Parents should sign it daily.



WESTCLIFF HIGH SCHOOL FOR BOYS

INTERIM MONITORING

DATE _____
 FORM _____

NAME _____

FORM _____

OBJECTIVES: The purpose of this card is to assess a pupil's progress, behaviour and attitude in their lessons. Please give an overall rating of the lesson and provide a comment detailing any areas of behavioural concern, e.g. 'too chatty', 'distracting others', 'lacked focus'.

It is the pupil's responsibility to ensure that this booklet is given to subject teachers at the start of every lesson and also to ensure that it is signed every evening by parents. The card must be returned to your Head of Year after one week.

GRADING: Each lesson should be graded using the following system.
 A: Excellent B: Good C: Unsatisfactory D: Poor

MONDAY				
Period	Subject	Grading	Comment	Initials
1				
2				
3				
4				
5				
6				
Parent's signature/comment:				

TUESDAY				
Period	Subject	Grading	Comment	Initials
1				
2				
3				
4				
5				
6				
Parent's signature/comment:				

Comment	Initials

Comment	Initials

Comment	Initials

6				
Parent's signature/comment:				
Progress leader comment:				



Pastoral and Subject Support

WESTCLIFF HIGH SCHOOL FOR BOYS

MIDDLE SCHOOL

PASTORAL SUPPORT



NAME: _____ FORM: _____

DATE OF ISSUE: _____

ISSUED BY: _____

SPECIFIC TARGETS FOR IMPROVEMENT:

1	
2	
3	

OBJECTIVES:

This Level 2 Support booklet has been issued following the completion of the Interim Monitoring Card.

The purpose of this Level 2 Pastoral Support booklet is firstly to monitor pupil progress, achievement and attainment in circumstances where concerns have been raised and, secondly, to monitor behaviour, attitudes and conduct (if applicable).

Level 2 Support booklets are only issued by Heads of School/Progress Leaders.

It is the pupil's responsibility to ensure that this booklet is given to subject teachers at the start of every lesson and collected at the end. Pupils must also ensure that this booklet is signed by Form Tutors every day and also to that it is signed every evening by parents.

School sanctions will be issued if this matter is not attended to with the necessary care and attention.

GRADING:

Each individual target is to be graded using the following system:

A: Target Exceeded

B: Target Met

C: Target Not Met

MONDAY

Teachers should grade the three target columns with reference to the targets shown on the front of this booklet. The grading system is explained on the inside front cover. An entry in the comment column is optional.

Period	Subject	Target 1	Target 2	Target 3	Comment (in relation to targets)	Staff Initials
1						
2						
3						
4						
5						
6						

Form Tutor:	Head of School/Progress Leader:	Parent's Signature/Comment:



Pastoral and Subject Support

Pastoral Support

4 weeks long in Lower School

Bespoke targets.

Pupil should hand to the teacher at the start of the lesson and collect at the end.

3 Grades ONLY:

Target Not Met

Target Met

Target Exceeded

Parents informed of period of support by letter.

WESTCLIFF HIGH SCHOOL FOR BOYS

MIDDLE SCHOOL

PASTORAL SUPPORT



NAME: _____ FOR

DATE OF ISSUE: _____

ISSUED BY: _____

SPECIFIC TARGETS FOR IMPROVEMENT:

1	
2	
3	

MONDAY

Teachers should grade the three target columns with reference to the targets shown on the front of this booklet. The grading system is explained on the inside front cover. An entry in the comment column is optional.

Period	Subject	Target 1	Target 2	Target 3	Comment (in relation to targets)	Start/End
1						
2						
3						
4						
5						
6						

Form Tutor:	Head of School/Progress Leader:	Parent's Signature/Comment:



Dr M Shepherd



Monday 14 September 2026

How do we learn? How does your son learn?

1. Learning means your memory has changed.

'I couldn't play the piano, but now I can.'

'When I was in Year 6 I didn't understand ecosystems, but now I do.'

'In Year 5 I was unable to draw a circle with compasses. In Year 7 I can.'

Learning = a change in long-term memory
'if nothing has changed nothing has been learned'

2. Your brain tries to forget to avoid overload.



THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

1. Learning means your memory has changed.

'I couldn't play the piano, but now I can.'

'When I was in Year 6 I didn't understand ecosystems, but now I do.'

'In Year 5 I was unable to draw a circle with compasses. In Year 7 I can.'

Learning = a change in long-term memory
'if nothing has changed nothing has been learned'

2. Your brain tries to forget to avoid overload.



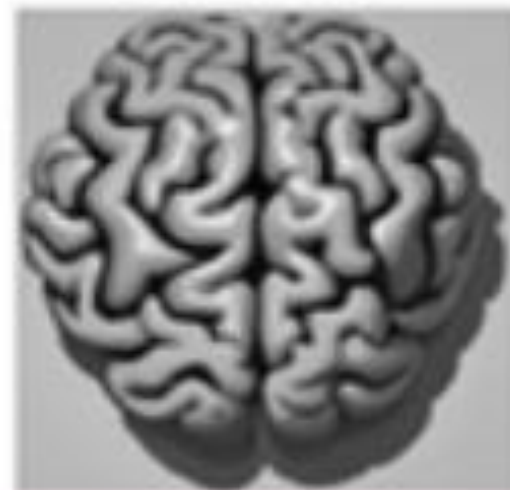
THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

Peterson & Peterson (1959)

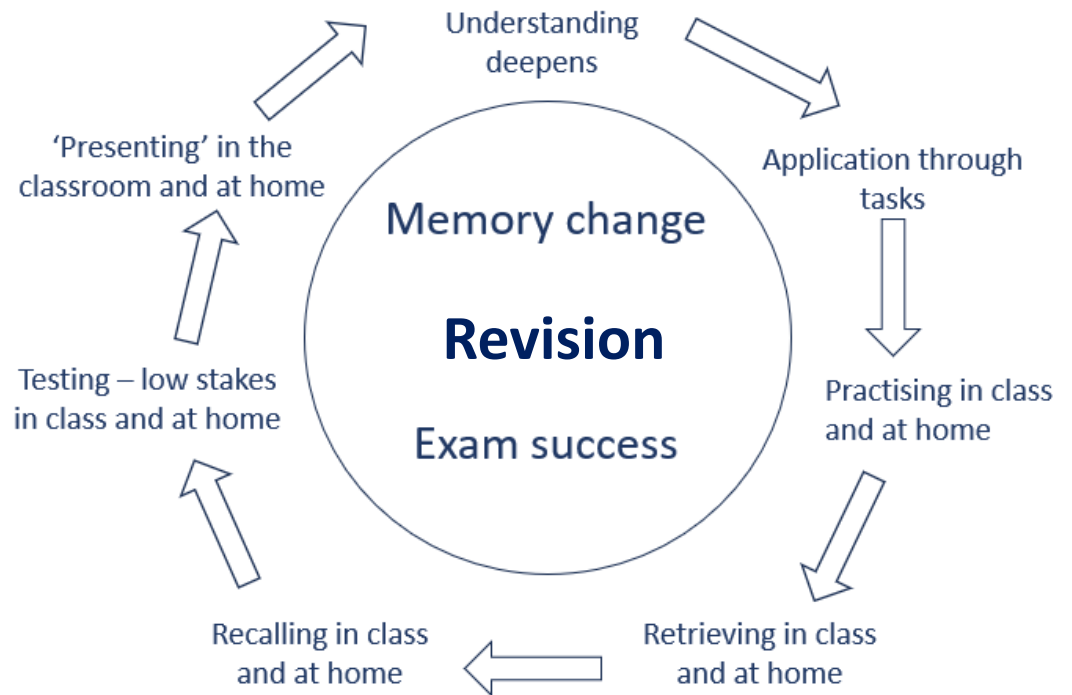
→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

3. Revision tells your brain NOT to forget. It is an important part of learning.

REVISION



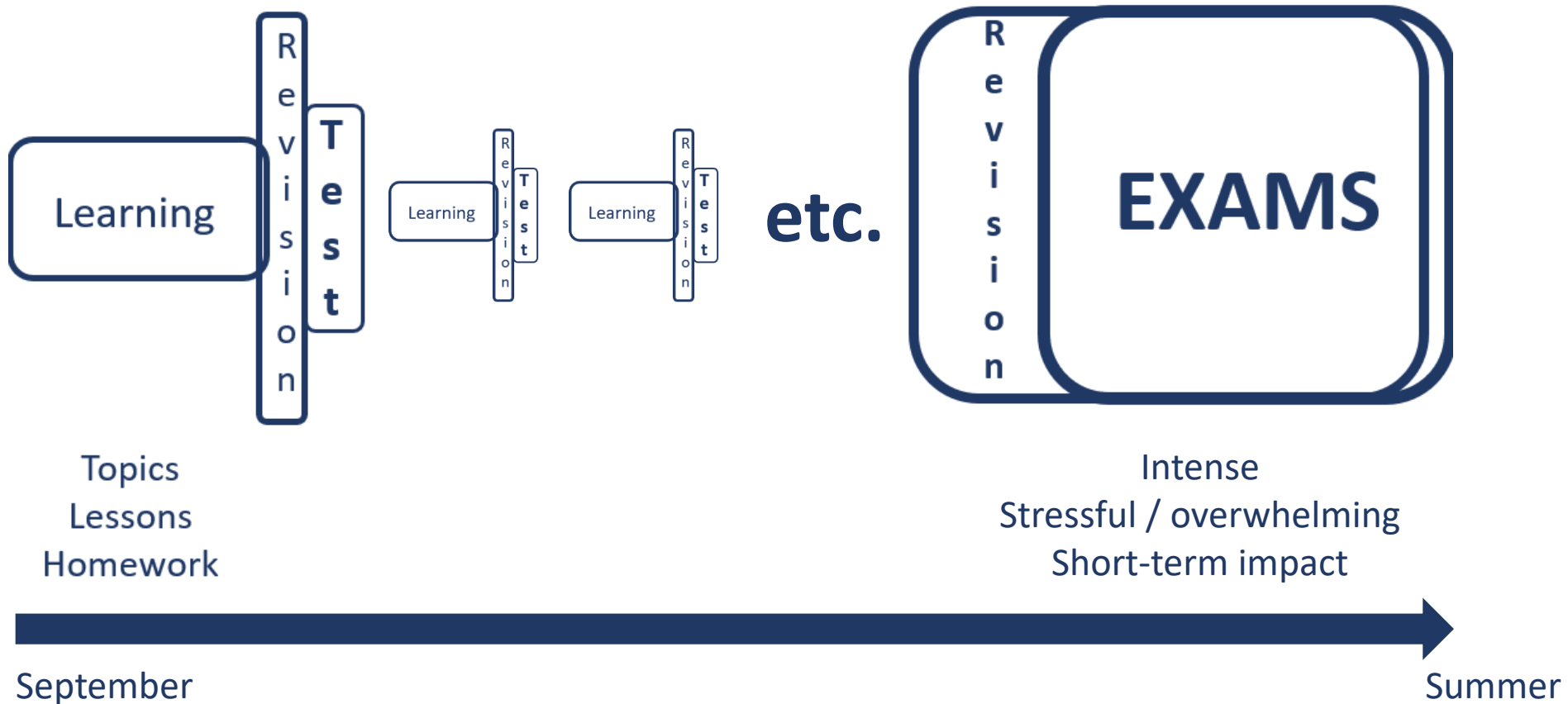
**How do we
learn? How
does your son
learn?**



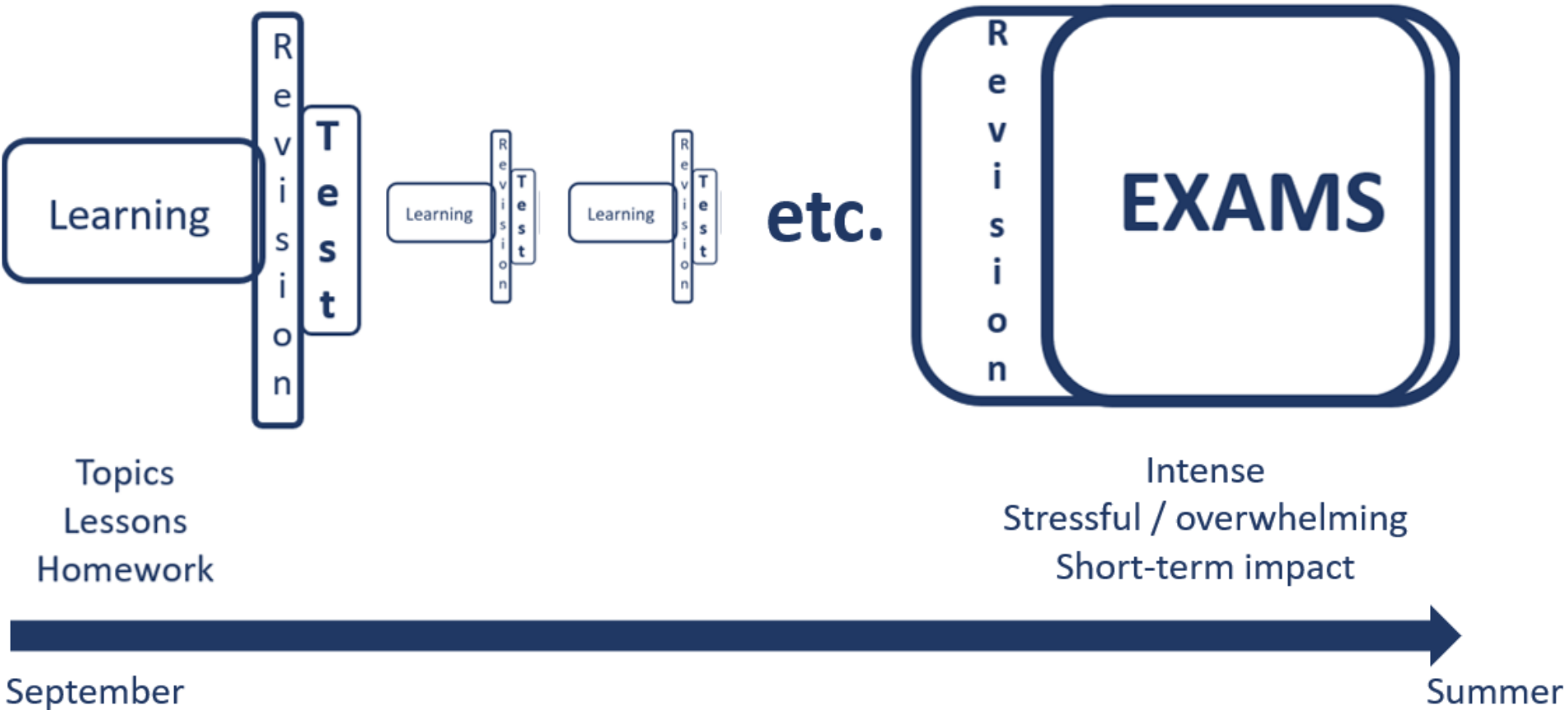
The traditional linear 'event' approach



The traditional linear 'event' approach

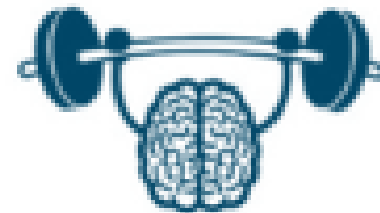


The traditional linear 'event' approach



4. To learn best, treat the brain like a muscle that needs exercise. *RfL* builds your 'learning muscle' over time.

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



5. Not all revision methods work well.

Simply re-reading is a poor method as it can lead to the **“Illusion of Knowing”**: you feel confident you know the material as it looks familiar, but then may not be able to recall the information when tested. ‘Cramming’ for exams leads to temporary and shallow learning.



6. Some revision methods produce better learning.



Revision works best when:

- it happens over a long time period (spaced practice)
- it is very **active**, mostly involves **writing** and gets you to **draw on your memory** (retrieval practice)



This is where you can really help your son to learn better and attain more highly ... by using *Revision for Learning*



Revision for Learning

RfL aims to enhance the learning of all WHSB pupils by promoting **continuous effective revision** from **September of Year 7** as an **essential tool for learning in class and at home.**

In *RfL*, 'learning' and 'revision' go hand-in-hand.

Revision for Learning (RfL)

- *RfL* is WHSB's strategy for **evolving the existing 'message' about revision and learning: revision is an on-going process integral to effective learning.**
- *RfL* promotes techniques (such as retrieval practice and spaced practice) as essential strategies for learning in both the classroom and at home in private independent study. These have been proven to improve learning by extensive research.
- *RfL* enhances the learning of all pupils and students in the School by equipping them (and parents) with knowledge (and understanding) about learning and how learning happens (metacognition).



Mind maps

These can be good for condensing notes.

Brain dump

Give yourself 15 minutes to write down everything you know about a topic. Go back to your book, fill in gaps and try again another day.

Revision clocks

Divide an A3 sheet into 12 segments; fill in each segment with one aspect of the topic.



Condensing

Summarise notes into shorter lists. Then try to repeat the list from memory.

List It!

Write down all the terminology you know for a topic. Add definitions. Go back to your book and fill in gaps or make corrections.

Knowledge visualiser

Choose a study topic and make an A4 poster with the key facts and figures.

Practice questions: retrieved and corrected

Answer exam questions using your memory (retrieval) before using other sources to make corrections / fill in gaps.

Go with the flow

Take a written explanation from your notes and re-write it as a flow diagram.

Link It!

After List It, make links between terminology in your list or between terms used in different topics.

Flashcards

Write a question on one side using your notes and the answer on the back – keep testing yourself until learnt.

Testing

The only way to check you know a topic is to test yourself. BBC Bitesize has lots of quickfire quizzes.

on one hand...



on the other hand...



'Retrieval' revision strategies that will help you to learn with a friend...

On the one hand, on the other

Summarise points in favour of an argument on one hand and counter-views on the other.

Cops and robbers

You both do a topic 'brain dump' – and then you 'steal' each other's notes.

Elaborative interrogation

Quiz each other. One of you has the notes, asks knowledge questions and then adds 'how?' and 'why?' questions.

Tell the story

Explain a concept or a topic to a friend who can check you are correct.



Revision for Learning: successful study habits

Good learning is strengthened by good revision. You learn more if you:

- make reviewing your learning part of your routine. Revise all year round – do not leave revision until you know there is a test.
- are active in your revision. Write, draw, speak and practise, practise, practise. You will remember it better. Just re-reading notes does not work.
- do written revision on paper - it gives you more flexibility, you engage your brain more and you remember it better.
- limit distractions - get in the learning zone. Minimise time on devices.

'Retrieval' strategies such as the ones below will help you to learn best (and there are subject-specific examples in the 'Study Manuals' you have been given). On your own, you can ...

List It!

Write down all the terminology you know for a topic. Add definitions. Go back to your book and fill in gaps or make corrections.

Brain dump

Give yourself 15 minutes to write down everything you know about a topic. Go back to your book, fill in gaps and try again another day.

Flashcards

Write a question on one side using your notes and the answer on the back – keep testing yourself until learnt.

Link It!

After List It, make links between terminology in your list or between terms used in different topics.

Testing

The only way to check you know a topic is to test yourself. BBC Bitesize has lots of quickfire quizzes.

24

Mind Maps

These can be good for condensing notes.

Revision clocks

Divide an A3 sheet into 12 segments; fill in each segment with one aspect of the topic.

Knowledge visualiser

Choose a study topic and make an A4 poster with the key facts and figures.

Go with the flow

Take a written explanation from your notes and re-write it as a flow diagram.

Condensing

Summarise notes into shorter lists. Then try to repeat the list from memory.

Practice questions: retrieved and corrected

Answer exam questions using your memory (retrieval) before using other sources to make corrections / fill in gaps.

on one hand...

on the other hand...

On the one hand, on the other

Summarise points in favour of an argument on the one hand and counter-views on the other.

Revision strategies that will help you to learn with a friend ...

Cops and robbers

You both do a topic 'brain dump' – and then you 'steal' each other's notes.

Elaborative interrogation

Quiz each other. One of you has the notes, asks knowledge questions and then adds 'how?' and 'why?' questions.

Tell the story

Explain a concept or a topic to a friend who can check you are correct.

25

7. Retrieval practice and spaced practice are very effective revision strategies

RETRIEVAL PRACTICE IS PULLING INFORMATION OUT



8. Use *Revision for Learning* to improve learning and achieve exam success.



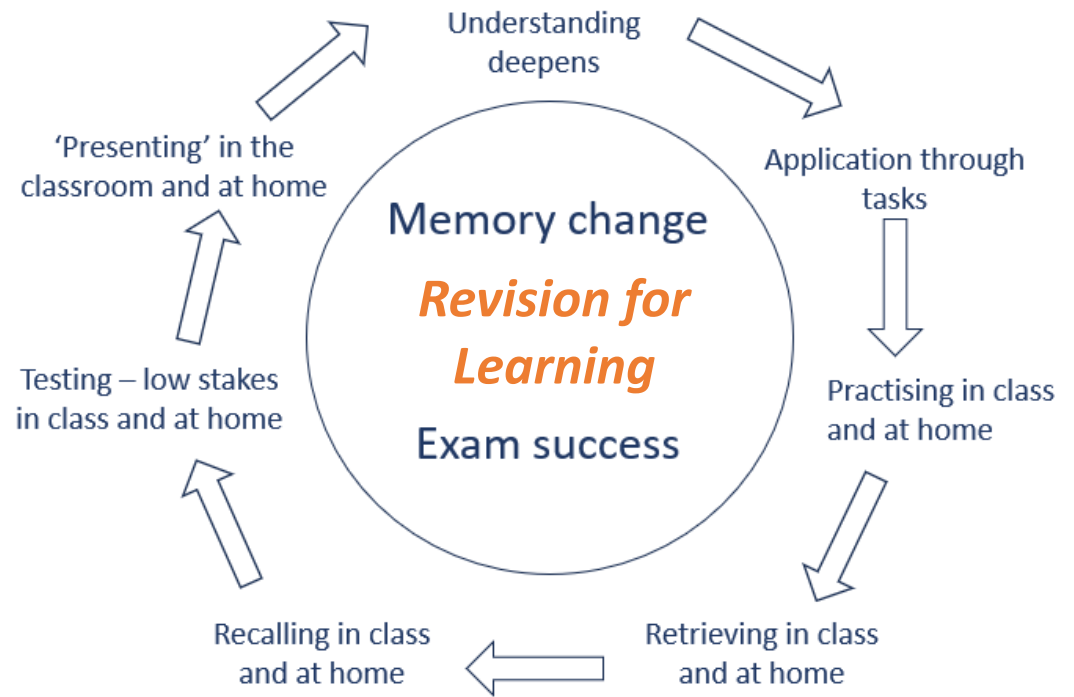
'Revision for Learning'



A gym workout builds fitness and muscle. Revision is a gym workout for learning.

'Revision for Learning' builds brain fitness and learning muscle.

How do we
learn? How
does your son
learn?





WESTCLIFF HIGH SCHOOL FOR BOYS

Expectations and Working Together

Mr Baggs

Our Mission

The WHSB Learner Profile encompasses our mission for your son at the School. The attributes of the Learner Profile are:

- Personal Integrity
- Open to Opportunities
- Lifelong Learner
- Intellectually Curious
- Collaborative and Supportive
- Effective Communicator
- Globally Aware





Expectations

At WHSB we have both high personal and academic expectations and standards:

- High standards in all areas of school life
- Every pupil expected to be ready, respectful and responsible
- Pride in uniform, work and conduct
- Independence and organisation developed from Day 1
- Staff apply expectations consistently across the School



Attendance

The minimum expectation of attendance at WHSB is 97%, but 100% is preferred. Term dates and INSET Days are published on the School Website.

- In terms of days this means:
- School days per year = 190
- 97% attendance = 6 days missed
- 95% attendance = 10 days missed
- 90% attendance = 19 days missed
- Strong link between attendance and attainment
- Grammar School pace means missing lessons quickly compounds issues
- Holidays in term time:
 - Disrupt learning
 - Undermine routines
 - Send the wrong message to boys at a critical age
 - Will not be authorised



Punctuality

Pupils are expected to arrive both at school and to lessons on time and stay to the end of the day at 3.35pm. Appointments should be made outside of school hours where possible.

- Registration begins at 8.40am – pupils should be ready to start by then, not be arriving.
- Pupils should move quickly to and from lessons. Dawdling results in disruption and lost learning.
- If pupils are late 3 times in fortnight, without extenuating circumstances, they will be issued a detention.



Behaviour and Sanctions

WHSB has a tiered sanction system. Some sanctions are allocated behaviour points as detailed below:

Sanction	Behaviour Points	Consequence
Conduct Card Signature	Zero	Not immediate, but is cumulative
Lunchtime Detention	Zero	Conduct Card Signature
After-school detention	One	Up to 40 minutes on a day of staff members choosing
Lower School or Head of Department Detention	Two	LS – 1 hour on a Wednesday HoD – 1 hour on day of HoD choice
School Detention	Four	1 hour 20 mins on Tuesday
Headmaster's Detention	Eight	2-3 hours on a Saturday morning
Internal/External Exclusion	Sixteen	Combination of days in isolation booth and/or at home



Behaviour and Sanctions

All staff members may issue the following sanctions:

- Conduct Card signature – an opportunity to make small mistakes, before being issued a recordable sanction.
 - Dropping litter
 - Uniform infringements
 - Not bringing the correct equipment to a lesson
- Lunchtime detention – recorded on the Conduct Card
- After School Detention (1 BP) – up to 40 minutes on a day of the issuing staff's choice
 - Repeated disruption in lessons
 - Failure to complete homework
 - Other reasons at member of staff's discretion



Behaviour and Sanctions

More severe infringements may result in the following more serious sanctions:

- Head of Department Detention (2BP) – 1 hour after school a day of the HoD's choosing
 - Failure to attend after school detention
 - Repeated or serious failure to meet departmental expectations
- Lower School Detention (2BP) – 1 hour after school on a Wednesday, supervised by a senior member of staff
 - Filled Conduct Card
 - 3 late marks to registration within a fortnight (morning or afternoon)
 - Phone sounding whilst in School
 - Pastoral issues



Behaviour and Sanctions

Repeated/more severe infringements may result in the following more serious sanctions:

- School Detention (4BP) – 80 minutes after school on a Tuesday, supervised by a senior member of staff
 - A second filled Conduct Card in the same half term
 - Escalation in place of a second Lower School Detention or HoD Detention in the same half term
 - Using a phone within school hours
 - Serious pastoral issue including, but not limited to:
 - Racism (including casual),
 - Sexism and misogyny
 - Unwanted physical contact
 - Theft
 - Green Card removal from lesson where the teacher believes they can no longer reasonably continue with the lesson with specific pupil(s) in the room.



Behaviour and Sanctions

The most significant sanctions imposed are very rarely used and are done so only with Senior Team/Headmaster involvement.

- Headmaster's Detention (8BP) – 2-3 hours on a Saturday morning, determined by the Headmaster.
- Internal Exclusion (16BP) – one or more days in an isolation booth, spent away from other pupils. Work will be set for completion in isolation.
- External Exclusion (16BP) – one or more days where the pupils is suspended and not permitted to attend school. Work will be set for completion at home.
- Internal and External Exclusions can be used together e.g. 1 day external and 2 days internal.



Behaviour and Sanctions

The most significant sanctions imposed are very rarely used and are done so only with Senior Team/Headmaster involvement

- Please note that sanctions are only issued after a thorough investigation has taken place. Relevant details of this investigation will be shared with you in a letter, which is also placed on file at the School.
- Sometimes the School will use its discretion to either lower the sanction level or escalate.
- The School's decision on sanctions is final, and we would appreciate parental support with our policies.
- Sanctions are designed to educate rather than be purely punitive.
- The School does not negotiate sanctions.



Behaviour and Sanctions

Please note the following statistics for the cohort joining in 2023

- Most pupils do not receive any recordable sanctions and significantly fewer exceed 5 Behaviour Points
 - 6 in Year 7 with over 5 BP
 - 24 in Year 8 with over 5 BP
- The average number of behaviour points for a recent cohort:
 - In Year 7 was 0.77 with 152/184 receiving zero
 - In Year 8 was 2.16 with 105/184 receiving zero
 - In Year 9 was 3 with 102/185 receiving zero



Attainment

WHSB regularly assess pupils progress across all subjects

- This is done through a range of methods:
 - End of unit tests/assessments
 - Assessed homework
 - Longer projects
- What to expect
 - Results may fluctuate at first as pupils settle into Grammar School life
 - Progress over time is more important than individual scores
 - Your son may not be top of the class in every subject, like he may have been at Primary School
 - Our expectations are high. If they are struggling, they need to ask for help, but may be reluctant to



Participation

WHSB has over 70 clubs and societies which run at lunchtime and after school

- Participation matters
 - Builds confidence, friendships and belonging
 - Pupils reportedly are happier, more resilient and more engaged in lessons
- What to expect in Year 7
 - Pupils are encouraged to try new things
 - No long-term commitment required
 - It is normal for interests to change across the year
- How parents can help
 - Encourage you son to get involved in clubs from the start
 - Support effort and enjoyment, not prestige or performance
 - Avoid over scheduling – a balanced week matters
- Clubs are a core part of life at WHSB
 - Confidence gained outside the classroom translates into academic success



Home-School Relationship

We communicate continuously through a variety of methods:

- Conduct Card – this tells you of any low-level issues which may have arisen
- Planner – weekly checks from home and school to ensure homework is recorded and completed
- Pastoral and Subject monitoring – used short-term if there appears to be a larger concern
- Reports – three times per year
- Letters – either relating to Year Group, Key Stage or whole School issues
- Westcliff Diary – termly newsletter highlighting school developments and upcoming events



Home-School Relationship

No news is good news

- If you do not hear from us, it is because we currently do not have any concerns regarding your son.
- If we do not hear from you, we will assume your son is coping well at WHSB.
- Please contact the LSPO if you have any concerns, giving as much detail as possible to enable us to deal with it in a timely fashion.



Using Technology Safely Managing your son's Digital World



2025 Ofcom data

10-12



82% have their own mobile phone

100% use any device to go online.

To go online: **81%** use a mobile phone, **68%** use a tablet, and **48%** use a laptop

94% use messaging sites/apps

99% use video sharing platforms

73% use live streaming sites/apps

81% use social media and **86%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**90%**), WhatsApp (**71%**) and TikTok (**63%**)

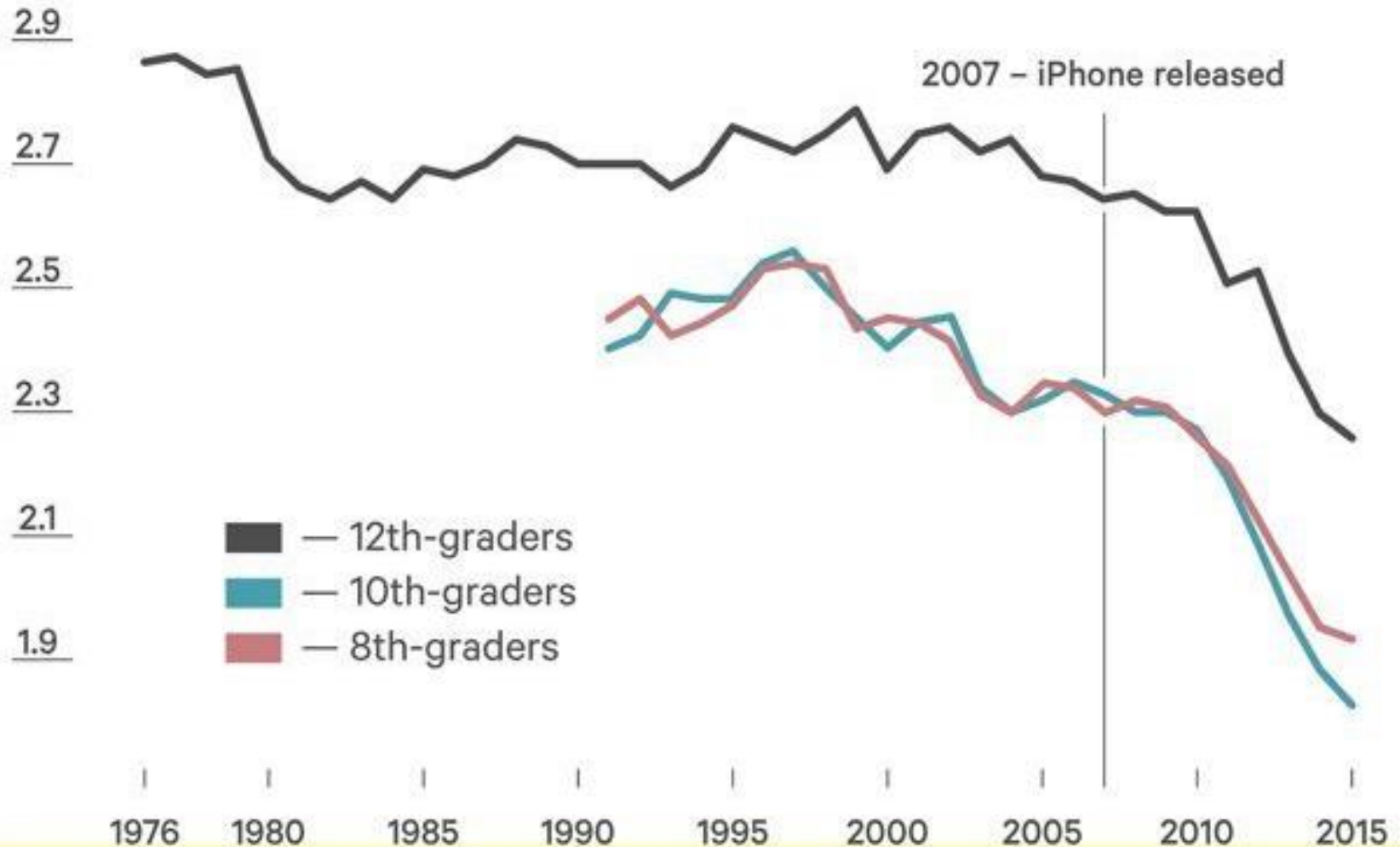
77% play games online

79% watch TV or films on any type of device other than a TV set (**87%** on a TV set)

41% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

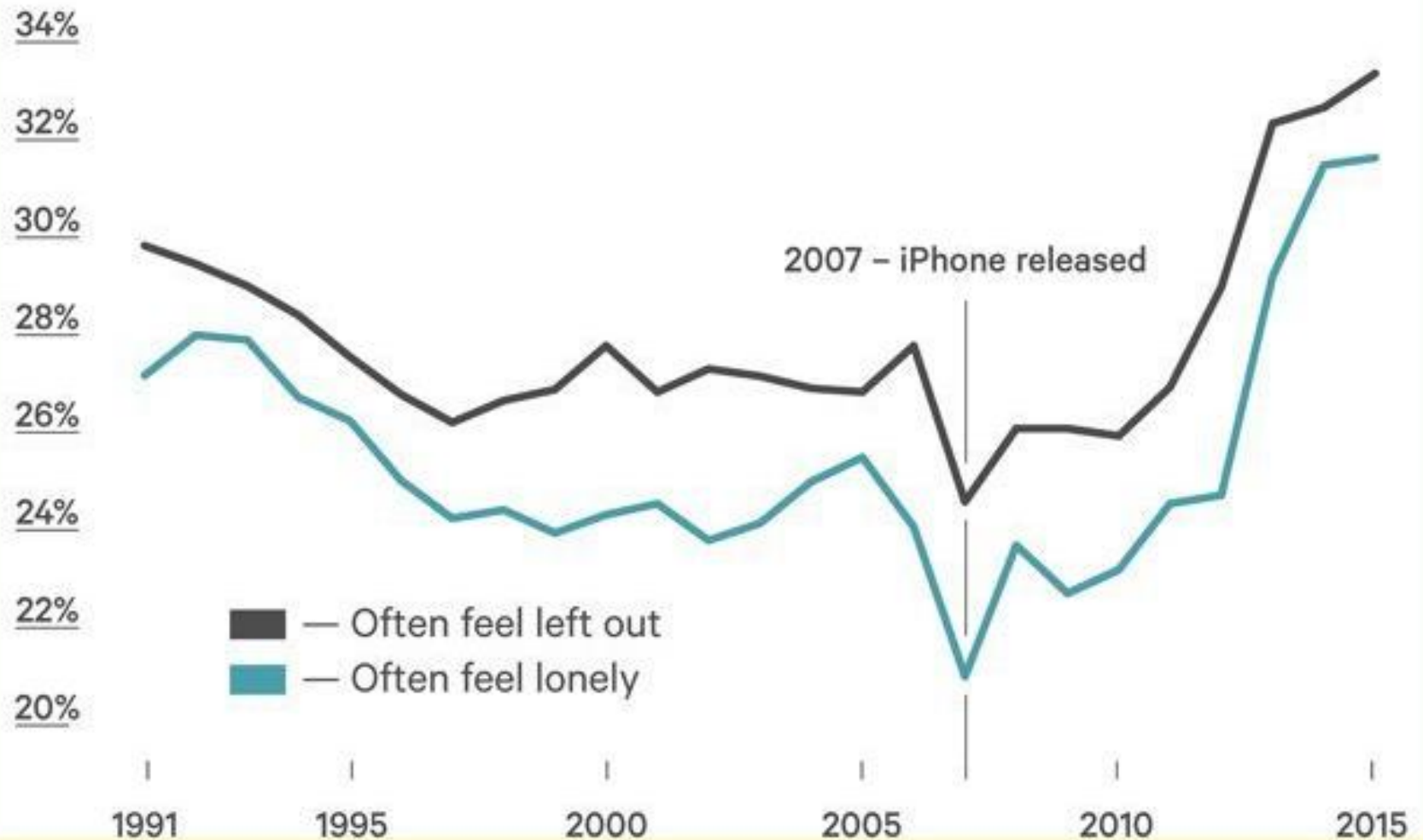
Not Hanging Out With Friends

Times per week teenagers go out without their parents



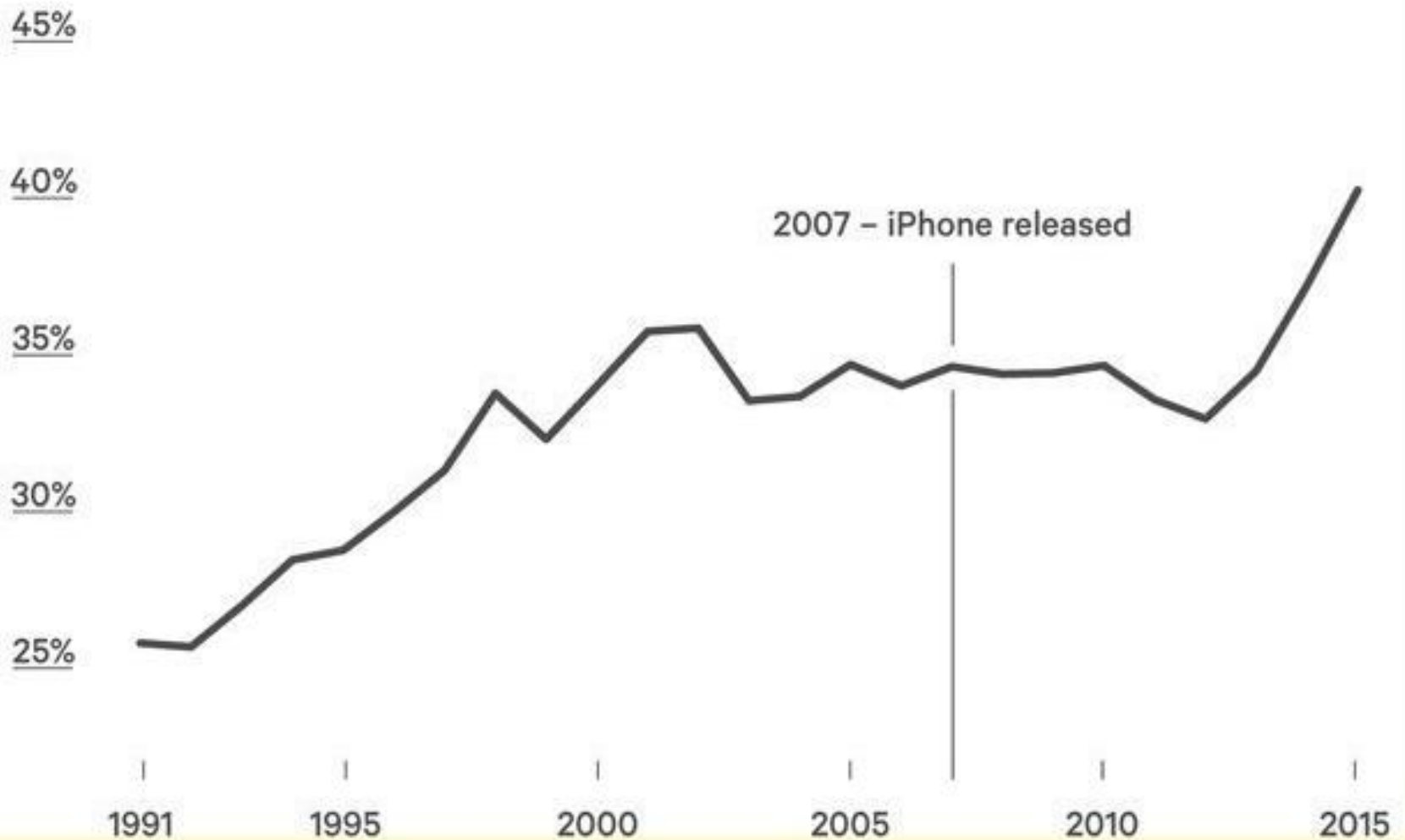
More Likely to Feel Lonely

Percentage of 8th-, 10th-, and 12th-graders who agree or mostly agree with the statement "I often feel left out of things" or "A lot of times I feel lonely"



Less Likely to Get Enough Sleep

Percentage of 8th-, 10th-, and 12th-graders who get less than seven hours of sleep most nights





Mental Health

A survey found that people who use the internet more can also have more mental health problems. The findings were presented at the 29th European College of Neuropsychopharmacology (ECNP) conference in Vienna.

“Individuals with internet addiction ... had significantly higher amounts of depression and anxiety symptoms, problems with planning and time management, greater levels of attentional impulsivity as well as ADHD symptoms”



Mental Health

Internet addiction lacks many of the physical symptoms linked to drug or alcohol addiction, adolescents can still develop a psychological dependence on online activities. When their access to the Internet is cut off for any reason, they can experience a form of withdrawal as well as being unable to function normally without regular online contact. Researchers have also linked compulsive Internet use to a range of mental health concerns including low self-esteem, loneliness, depression, social phobia, and even suicidal thoughts.



Unwanted contact and grooming

Unwanted contact and grooming

Definition of grooming:

A process by which a person prepares a child, significant others and the environment for the abuse of this child

Specific goals include gaining access to the child, gaining the child's compliance and maintaining the child's secrecy to avoid disclosure

(Craven, Brrown and Gilchrist, 2006)



Online grooming techniques

- Bribery and gifts
- Flattery
- Sexualised games
- Threats
- Blackmail
- Desensitisation – pornography, child abuse images, video and web cams may be used



Things to watch out for

Here are some common signs of grooming that you should be aware of. It doesn't mean that your child is being groomed, but signs to look out for if you're worried:

- Excessive use of the computer
- Aggressive behaviour regarding internet usage
- Secretive behaviour
- Change in use of sexual language



Online Gaming

- When asked how many hours a week they spent on MMORPGs, 13% spent 7-10 h, 25% spent 11-20 h, 34% spent 21-40 h, and 11% spent 40+ h playing a week Eighty- two percent played during the hours of 6 to 11 p.m. (https://www.researchgate.net/figure/HOURS-PER-WEEK-SPENT-ON-GAMING-BY-MMORPG-PLAYERS-AND-NON-MMORPG-PLAYERS-IN-PERCENTAGE_tbl1_7802995#:~:text=When%20asked%20how%20many%20hours,%2C%20as%20expected.%20...)
- Highly addictive – many real people from all over the world play the same game, working in syndicates on missions which usually last 3-4 hours at a time.
- It has been linked to truancy, exhaustion and poor academic outcomes. Players often play into the early hours of the morning.



Mobile Technology

Social networking, particularly via mobile phones, offer services which allows people to tell their friends exactly where they are.

Photographs can be used to geolocate individuals unless geotagging is disabled.



The context...

March 2023 Crime Survey for England and Wales

Just over a third (35.0%) of children accepted a friend request online from someone they did not know and 8.5% had shared their location publicly, in the last year.

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/bullyingandonlineexperiencesamongchildreninenglandandwales/yearendingmarch2023>



WhatsApp



Age restriction is 13 (was 16)

People post without thinking

Messages are taken out of context

They can become echo-chambers, often of perceptions that are not true

Messages are sent from numbers that anyone in a group can see. These can be copied and pasted and added to any other group without consent.



WHSB Advice to Parents

Avoid Smart-Phones until at least the Sixth Form

Limit recreational Technology use to no more than one hour per day

Know what your children are doing online

Ask them to teach you to use any applications

Keep the computer in a family room - this means you can keep more control of what they do (i.e. Webcams)



WHSB Advice to Parents

- Help your children to understand that they should never give out personal details to online friends - personal information includes:
 - their messenger id
 - email address
 - mobile number and any pictures of themselves,
- If your child receives spam / junk email & texts, remind them never to believe them, reply to them or use them.
- Use built-in parental controls to know how your son is using their phone.
- Keep an open dialogue with your sons.



WESTCLIFF HIGH SCHOOL FOR BOYS

Careers at WHSB
Miss Fairfax



Why focus on Careers in Year 7?

- ▶ No harm in having a goal, even if it means dismissing that goal as not feasible later on.
- ▶ Good preparation for Year 9 GCSE Options.
- ▶ Increases knowledge and understanding of a sector.
- ▶ Maximises the chance of finding employment.
- ▶ Knowledge is power!



What do we learn about Careers in Year 7?

- ▶ The Pupils answer the question, Who am I?
- ▶ They Investigate what a career is.
- ▶ They consider how careers are connected to their future self.
- ▶ They are given an introduction to Unifrog.
- ▶ The importance of Soft Skills: Teamwork and Communication (Enrichment Day visit to Thriftwood on Friday 18 September 2026 and Take Your Child to Work Day Thursday 17 June 2027)

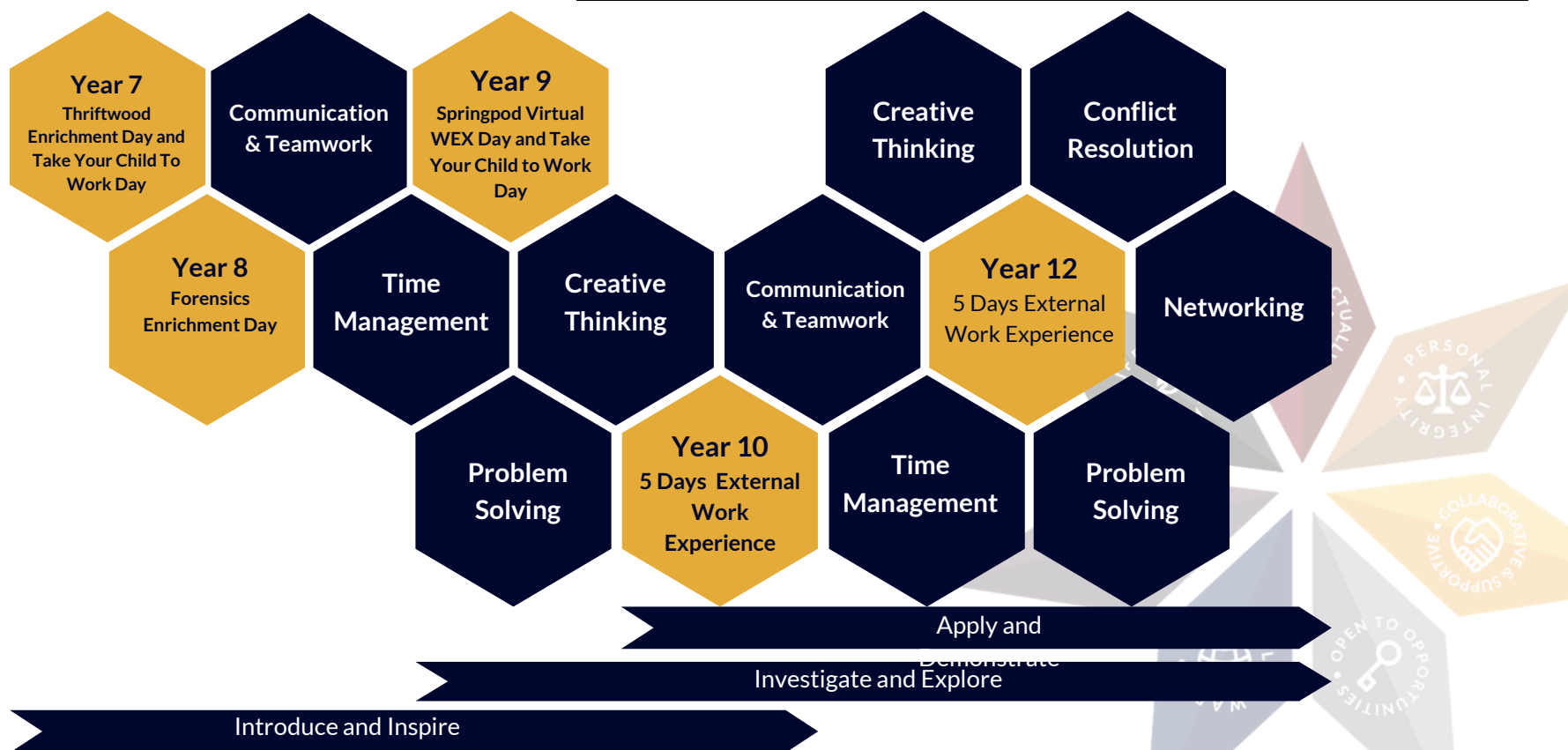


Westcliff High School for Boys

UNLOCK YOUR POTENTIAL

WHSB CAREERS

Developing Soft Skills for the Workplace





Unifrog is for Pupils and Parents

- ▶ Every Pupil will be sent an activation email to their School email address.
- ▶ After receiving this email pupils, are to create an account and use the quizzes to build a profile.
- ▶ Unifrog is incorporated into PSHEE Careers lessons.
- ▶ Unifrog contains plenty of information regarding the labour market and Universities, as well as Industry Webinars.



Future Skills Questionnaire....

- ▶ During his PSHEE Careers lessons your son will receive an email to his school email address containing a Future Skills Questionnaire.
- ▶ This questionnaire will not take long to complete, and it is unique to them.
- ▶ When they answer the questions, it will provide a starting point to enable WHSB to monitor how their career choices may have changed or developed when they complete further questionnaires as they progress through the School.



Careers help in Y7 at WHSB

- ▶ Dedicated Year 7 Careers Teams Page
- ▶ PSHEE
- ▶ Unifrog
- ▶ Curriculum Lessons
- ▶ Forms Periods / Assemblies
- ▶ Industry experts



How to assist with your son's Careers education

- ▶ Encourage your son to complete the Future Skills Questionnaire
- ▶ Support Careers Events, Careers Evenings, Take your Child to Work Days (Years 7 and 9) and assist with Work Experience placements (Years 10 and 12).
- ▶ WHSB welcomes parental assistance with their Careers provision. Please contact Mr Atkinson for further details.