



DEER PARK

newsletter

FRIDAY 12TH SEPTEMBER 2025

ISSUE 1

HEADTEACHER'S HELLO



I hope you all had a wonderful and restful summer break. It has been a truly fantastic start to the new academic year and it has been a particular pleasure to welcome our new Year 7 cohort to the Deer Park family. For the first time since opening, we now have all five year groups together in our school. Seeing nearly 1000 students learning and interacting together has been a highlight of my week.

I have already been so impressed by the incredible work being done in classrooms and around the school. The energy, enthusiasm, and focus from our students has been wonderful, and the positive culture and excellent behaviour have made the start of term a real joy. I'm looking forward to another year of great achievements and shared successes - starting with the Green Power F24 team who are racing their car this weekend at Goodwood. We're all wishing you the best of luck!



MEET MRS ANDREWS

Hello everyone! I am so excited to be joining the Additional Support team at Deer Park and to be teaching Mathematics. I have over 15 years teaching experience. I am currently completing my NPQ SENCo training with UCL and am incredibly passionate about making a difference for our young people. I am originally from Ireland and have 3 young children. When I'm not teaching, I enjoy exploring new places, going for long walks and trips to the cinema. I love to bake and enjoy going to sporting events including the rugby 6 nations and athletics. I look forward to meeting you all!



YEAR 7

I'd like to extend a huge welcome to all our new Year 7 students and their families. It's been such a pleasure getting to know your children over the past few days, and I've been receiving so much positive feedback from their teachers. They have been incredibly impressed with their hard work, politeness, and willingness to get stuck into school life. They are a credit to themselves and to you.

We spoke in assembly about the importance of getting involved. We have released the extra curricular timetable to students this week, and we'd love for every student to join at least one club. Extra curricular activities are a brilliant opportunity to make new friends and pursue interests outside of the classroom.

Our current fortnightly focus is on kindness, and it's been wonderful to see so much of it from the students. We celebrated some of our students who are truly embodying our year group motto of being resilient, ambitious, and kind. A huge well done to this week's winners, who were all celebrated in our assembly today.

We're all so excited for the upcoming trip to Fairthorne Manor. It's a fantastic opportunity for the students to push themselves out of their comfort zones, demonstrate their resilience, and build stronger bonds with their classmates and tutors in a more informal setting. I can't wait to see them thrive and make some brilliant memories.

I'm so proud of how well the new Year 7 students have settled in and look forward to seeing everything they will achieve this term.

Many thanks,
Mr Colley

YEAR 8

Welcome back after a warm and long summer (not too often that we can say that!). The weather has certainly felt very autumnal as we begin September which has ensured that the site is radiating lots of colour. I am also delighted to say that the Year 8s have been radiating lots of positive energy as they have come back with an excellent attitude to their learning. We spoke in our assembly about the importance of embracing change and also the need to maintain excellent habits - uniform, attendance and punctuality being the main three. We also spoke about the excellent 'culture' that we have in Year 8, and indeed the whole school, and how important it is to maintain this. Our new cohort will be looking to the Year 8s as role-models so it is really important that they are continuing to demonstrate all of our positive values. Please can you re-inforce these messages with the students at home.

Best wishes,
Mr Parnell



YEAR 9

My name is Mrs Nelhams and I am delighted to introduce myself as the Co-Interim Head of Year 9 alongside Miss Andrews. I have had a wonderfully warm welcome from the entire school and I recognise what a privilege it is to be working with this fantastic year group.

The first week back at school has been a wonderful success. There have been many new names and new faces but it has been a pleasure to observe our students return with such positive energy and settling back into school routines remarkably well. Walking the corridors and visiting lessons, I have been thoroughly impressed by the maturity and focus students have already demonstrated. They have engaged with their learning, including their new options, with enthusiasm, and it has been wonderful to see them reconnecting with friends and teachers, creating a real buzz of purpose and community around the school.

In our first assembly I spoke to the students about Year 9 marking the start of their GCSE curriculum journey and the importance of planting the seed for success early on. Miss Andrew and I are certainly excited to see them grow!

Mrs Nelhams and Miss Andrews

YEAR 10

A warm welcome back to you all after a sunny summer holiday. I find myself staggered that I am now Head of Year 10 (where has the time gone!) but am pleased to say they have returned with a great attitude to learning, and I have already had multiple staff speak to me about the cohort's drive in these first few days. In our opening assembly, I spoke at length about the importance of Year 10 as a whole, the year group's last full year in school, and placed particular emphasis on how students are revising for assessments. This is the year to trial multiple revision strategies, with the goal of students knowing their preferred revision technique before entering Year 11. I shared the quote 'take the risk, or lose the chance', with reference to this, and encouraged students to get out of their comfort zone when revising. This will be something we will come back to across the year, and I would encourage parents to have this conversation at home, to develop the mindset of active independent learners rather than passive ones.

Well done on a great start Year 10, keep it up!

Thanks,
Mr Gregory

YEAR 11

Welcome back to all of Year 11 after the long Summer break, for what is a really important year for the Year group.

We welcome a new face to the tutor team in the form of Mrs Wilson who takes over Fallow from Mrs Ponting; I'd like to start the year by thanking Mrs Ponting for all her effort with Fallow last year, and wish her luck on her maternity leave.

Unbelievably, I found myself in assembly last week welcoming the cohort back with what will be my final 'Welcome back' to the year group. I really do struggle to think where the past 4 years have gone! During our first assembly, I spoke about how students can give themselves the best possible chance with their GCSEs, and the 2 keys to success that are going to be really important to all Year 11s - attitude and attendance.

Over the next week or so, we have 6 assemblies for Year 11, all delivered by local Post-16 providers. This will give all Year 11s a chance to hear what is being offered by each provider in order to make some informed decisions about their options before the Open Evenings start in the next few weeks.

Year 11, welcome back for your final year. I'm really pleased with the start you have made to the year group, and remain proud of the journey you are all on. Let's go out and boss the rest of this year!

Thanks,
Mr. Smith

EVERY ASSEMBLIES AWARD

Congratulations to the students below for this fortnights assembly awards

Year 7 Rewards!



Year 8 Rewards!



Year 9 Rewards!



Year 10 Rewards!



Year 11 Rewards!





SUBJECT SPOTLIGHT: MATHS

Here at the Mathematics Department at Deer Park we aim to develop each student's confidence and achievement in Mathematics through regular practice and experience of a variety of approaches and methods. Our hope is that Mathematics is an enjoyable activity in which all students can participate and succeed, while at the same time sparking curiosity and an appreciation - if not love! - of the STEM subjects



YEAR 7: CURRENT CURRICULUM

Year 7 students will complete their baseline assessment over the coming weeks. They're already demonstrating fantastic number skills in class and are about to start learning the fundamentals of algebra. Exciting projects are on the horizon, including creating stop-motion videos, investigating time calculations, and competing in the Maths Mini-Olympics.

YEAR 8: CURRENT CURRICULUM

Year 8 students have been diving into the real-world applications of math, recently competing in the World Trade Game. Using their construction skills and raw materials, they worked to make the most money for their respective countries. Next, they will be exploring space through standard form and further developing their skills in data presentation methods. In October, students will get a hands-on look at history and cryptography during a trip to Bletchley Park for a special Cipher Day focusing on the decoding secrets of WWII.

YEAR 9: CURRENT CURRICULUM

Year 9 has gotten off to a fantastic start with their GCSEs, showing great skill in algebra, shape, and angles. This autumn term, they'll tackle more challenging topics like solving complex equations, patterns, and sequences, as well as calculating the area and volume of 2D and 3D shapes.



SUBJECT SPOTLIGHT: MATHS



YEAR 10: CURRENT CURRICULUM

Our Year 10 students are off to a great start, having already recapped their core skills in number, algebra, and construction. Looking ahead, Foundation will explore new topics like scatter graphs and units of scale after the half-term break. Meanwhile, our Higher will delve into more advanced concepts, including surds and calculating the surface area of 3D shapes.

YEAR 11: CURRENT CURRICULUM

Year 11 students have jumped right back into their final year with great enthusiasm, despite the challenges ahead.

What We're Learning:

Foundation kicked things off with Algebra and Sequences. These topics have lots of real-world applications, which makes them both easier and more enjoyable to learn.

Meanwhile, our Higher are diving into the three-dimensional world of Pythagoras' Theorem and Trigonometry—a personal favorite of Mrs. Stratton's!

Looking Ahead:

To prepare for their exams, students will be bringing home practice papers and exam-style questions for self-study. We'll also continue using Spax Maths to help with retrieval and revision.

We're thrilled to announce the fantastic GCSE Statistics results achieved by our Year 10 students this summer! This is a particularly special moment for Deer Park School as it marks the first-ever set of GCSE results in our history.

The entire Maths department is incredibly proud of the hard work and dedication shown by the students, who have set a high bar for future cohorts. Their success is a testament to their commitment and the excellent support from their teachers. Congratulations, Year 10, on this brilliant and historic achievement!





CAREERS INFORMATION



Upcoming Events

2025 - 2026

South Hampshire College Group Open Events

Eastleigh College

22 October 2025 - 17:00 - 19:00
25 November 2025 - 17:00 - 19:00
25 March 2026 - 17:00 - 19:00
13 June 2026 - 11:00 - 14:00

Fareham College

14 October 2025 - 17:00-19:00
13 November 2025 - 17:00 - 19:00
18 March 2026 - 17:00 - 19:00
20 June 2026 - 11:00 - 14:00

Southampton College

21 October 2025 - 17:00 - 19:00
20 November 2025 - 17:00 - 19:00
19 March 2026 - 17:00 - 19:00
27 June 2026 - 11:00 - 14:00

CEMAST & CETC

19 November 2025 - 17:00 - 19:00
24 March 2026 - 17:00 - 19:00





CAREERS INFORMATION



YEAR 10 & YEAR 11 OPEN EVENT

WEDS 24TH &
THURS 25TH SEPT
16:30 - 20:30

BOOKING REQUIRED

ticketsource.co.uk/barton-peveril-college-events

**FOR A FULL LIST OF ALL
OPEN EVENTS**

CLICK HERE



Hampshire
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

Marine Careers Evening

9 October 2025

5pm - 8pm



Join us for an exciting evening at the Lymington Town Sailing Club exploring the diverse career opportunities in the marine industry!

Aimed at Year 9 students upwards, parents and carers, this event is perfect for anyone looking to dive into the world of marine professions.

Attend presentations, explore exhibition stands, connect with industry professionals, discover diverse career paths, and gain valuable insights into the marine industry.

Don't miss this opportunity!

Scan the QR code to register your place.



For more information, please email lisa.fox2@hants.gov.uk

Lymington Town Sailing Club, Bath House, Bath Road, Lymington, SO41 3SE

Beautiful Zanzibar

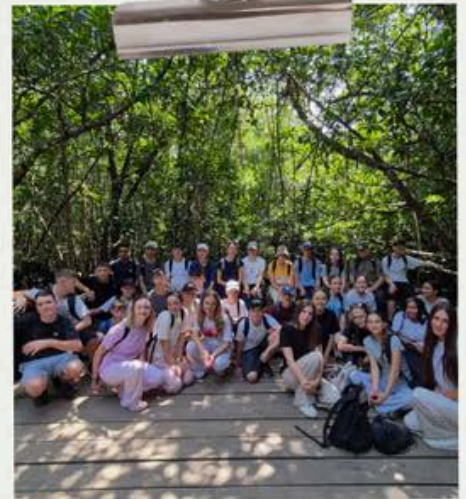
This summer a team of year 10's and 11's embarked on an adventure of a lifetime to Africa... In total the group spent 10 days embracing the culture of Zanzibar and exploring the way of life there.



We were lucky enough to work with Kijito Upele School where we learnt so much from the staff and students there. Our own students had the opportunity to teach in their classrooms, contribute towards ongoing renovation work and teach sports to their students.



Beautiful Zanzibar



They all did us so proud, showcasing so much resilience, gratitude and maturity the entire trip! We feel so grateful as staff that we were able to share such special moments with them. Thank you team Zanzibar 2025!



GARDENING CLUB

Last year, our dedicated gardening club transformed a once-empty space into a beautiful and thriving garden. Now, we're thrilled to announce that the planters are in full bloom, bursting with vibrant colors and life! 🌸🌸🌻 It's a true testament to the hard work and passion of our students. We're especially excited to see that one of our pumpkin plants has taken off and is growing beautifully 🎃



STEM UPDATE

Last year was an exciting year for STEM at Deer Park. There were several trips, including the Year 9 trip to the National Oceanography Centre to learn more about different STEM careers.

We had our first STEM Leaders deliver two successful sessions with students from Botley Primary School and Kings Copse Primary School. One group of STEM Leaders built upon the topic of "Potions" by delivering a session on acids and alkalis. The students were able to make a rainbow of their results. Our other STEM Leaders inspired students to create a device that protects an egg launched from a catapult. Our STEM Leaders were encouraging and motivating, and the students enjoyed the sessions.

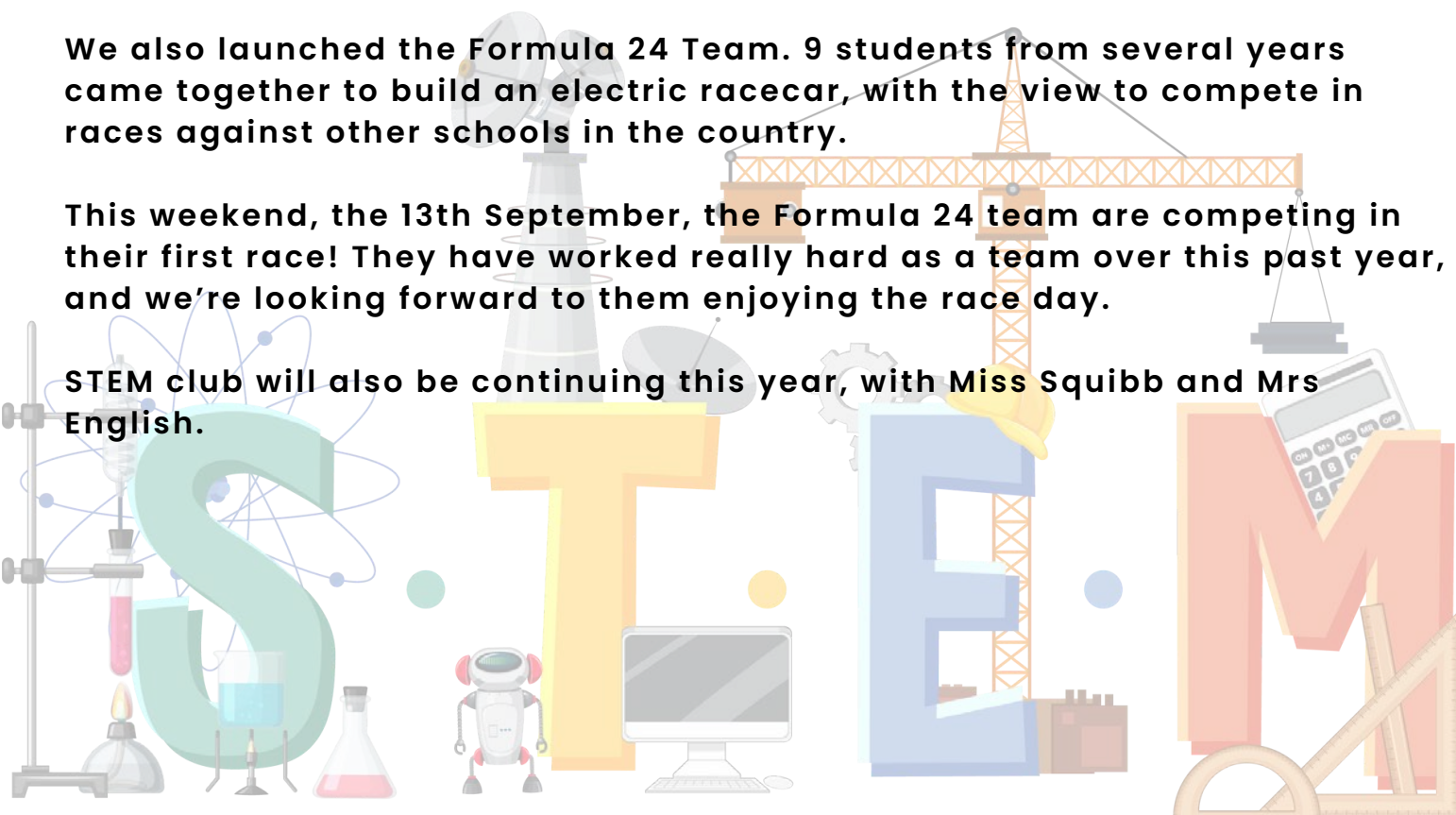
Year 8 took part in the IET Faraday Challenge, hosted at Wildern School. Three teams of 5 worked together to plan, design, build a working prototype and present their solutions to the other teams. We had a winning team last year!

Last year was also the first year we had 8 Year 10 students take part in the Barton Peveril Physics Tournament, competing against other schools in the area. Students worked together to complete a series of challenges in the quickest time. Both teams completed all activities within the time limit, with one of our teams solving all the puzzles the quickest and bringing home the trophy!

We also launched the Formula 24 Team. 9 students from several years came together to build an electric racecar, with the view to compete in races against other schools in the country.

This weekend, the 13th September, the Formula 24 team are competing in their first race! They have worked really hard as a team over this past year, and we're looking forward to them enjoying the race day.

STEM club will also be continuing this year, with Miss Squibb and Mrs English.



STUDENT LEADERSHIP

At Deer Park, we firmly believe in nurturing not just academic excellence, but also the leadership potential within every student – we are incredibly proud of the impactful Student Leadership opportunities available, providing a platform for our young people to shape their school environment and develop invaluable life skills. Our Student Leaders are active change-makers and upstanders, driving initiatives and ensuring that student voices are heard. These roles offer genuine opportunities for students to collaborate, problem-solve, and be passionate about what they believe in.

We have several student-led **Focus Groups** that reflect our school's commitment to nurturing a student who is a Global Citizen.

- **Rights Respecting UNICEF Focus Group (RRC):** As a Silver UNICEF Rights Respecting School, our dedicated students are now leading the journey towards achieving Gold accreditation this year. They champion the principles of the UN Convention on the Rights of the Child – working to ensure that every child's rights are understood and respected throughout our school community. This includes charity work within the school community and beyond.
- **Eco Focus Group:** Passionate about sustainability, this group leads our environmental efforts, from promoting recycling and reducing waste to initiating biodiversity projects that help protect our planet.
- **Diversity Focus Group:** This group aims to celebrate all of the qualities and characteristics that make us individuals. They look to the past to recognise the important cultural historical figures, but the main focus is what we can do to educate and support everyone.
- **Anti-Bullying Ambassadors:** An Anti-bullying Ambassador is a student that has been trained to identify, address and help someone who is being bullied.
- **Deer Park TV Focus Group:** Deer Park TV is a media initiative focused on creating engaging and informative content for the Deer Park school community and beyond. They share school news in a fun way through videos and graphics.

These focus groups, along with other leadership opportunities, empower students to take ownership of their learning journey and contribute meaningfully to our school's development. We encourage all students to explore these opportunities and to join a focus group where possible – students are at the heart of what we do and we encourage them to play a vital part in shaping our community.

By participating, students can develop critical thinking, communication, teamwork, and problem-solving skills – all essential for their future success and personal growth. We look forward to seeing the continued positive impact of their dedication.

Unicef Rights Respecting School Update

As a school, we are proud to hold the UNICEF UK Rights Respecting School Silver Award, which means we have successfully embedded the values and principles of the UN Convention on the Rights of the Child into our school's ethos and policies. Our students and staff have a strong understanding of children's rights, and we have seen a positive impact on our community. Building on this achievement, we are now aiming for Gold Accreditation. This coming year, we will be working to fully embed the principles of the Convention across our curriculum and daily life, ensuring that a rights-based approach is at the very heart of everything we do.



 <p>1</p> <p>DEFINITION OF A CHILD</p>	 <p>2</p> <p>NO DISCRIMINATION</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7</p> <p>NAME AND NATIONALITY</p>
 <p>8</p> <p>IDENTITY</p>	 <p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	 <p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13</p> <p>SHARING THOUGHTS FREELY</p>	 <p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	 <p>16</p> <p>PROTECTION OF PRIVACY</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	 <p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	 <p>19</p> <p>PROTECTION FROM VIOLENCE</p>	 <p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

43-54



HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

Numeracy updates

Numeracy at Home: Making Measures Matter!

Our focus this term for numeracy is on a topic we use every single day: measures.

Helping your child feel confident with measurement is one of the best ways to show them that maths isn't just for the classroom. It's for cooking, planning, shopping, and so much more! Below are some simple, practical ideas to help your child at home.

For Key Stage 3 (Years 7 & 8)

At this stage, the goal is to build confidence and see the connections between maths and real-world tasks.

Kitchen Champions: Let them take the lead with a recipe! Baking a cake or cooking dinner involves measuring ingredients by mass (g and kg or lbs) and capacity (ml and L). Ask questions like, "If we wanted to halve the recipe, how much flour would we need?"

DIY Assistants: Planning to get new furniture or paint a room? Ask them to help measure the space. It's great practice for using a tape measure accurately and calculating length, perimeter, and area.

Travel Timers: When you're heading out, ask them to work out the journey. For example, "The train leaves at 10:15 and it takes 40 minutes. What time will we arrive?" This is a simple but effective way to practice calculations with time.

★ **Family Challenge:** A 500g bag of pasta costs 90p. A 1.2kg bag costs £2.10. Which one is better value for money?

For Key Stage (Years 9, 10 & 11)

As students prepare for their GCSEs, they can apply their knowledge to more complex, multi-step problems.

Become a Savvy Shopper: In the supermarket, challenge them to find the best value. Which is cheaper: a 1-litre bottle for £1.50 or a 750ml bottle for £1.20?

This encourages them to calculate price per unit (rates), a key GCSE skill.

The Science of Sport: If your child enjoys running or cycling, you can explore compound measures together. Ask, "If you ran 5 km in 30 minutes, what was your average speed in km/h?" This connects maths directly to their hobbies.

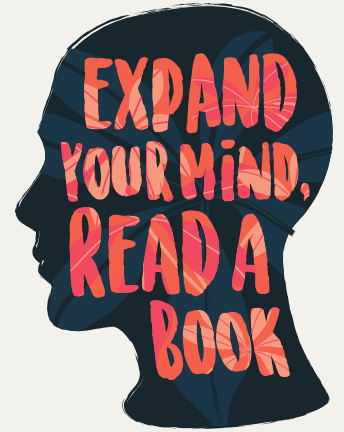
Holiday Planners: Planning a trip? Involve them in the details. They can work with currency exchange rates, calculate fuel costs based on mileage (efficiency), or figure out timezone differences (time).

★ **Family Challenge:** A car travels 150 miles in 2 hours and 30 minutes. What was its average speed in miles per hour (mph)?

We hope these ideas help you bring maths to life at home. Every little bit of practice helps build a positive and confident attitude towards numeracy!

LITERACY UPDATE

At Deer Park, we believe that literacy is the key to unlocking a world of opportunities. Our commitment to promoting reading for pleasure and developing strong literacy skills is at the heart of our exciting new literacy tutor programme. This dynamic programme is designed to engage students, expand their vocabulary, and embed a love for reading throughout our school community.



Each week, tutors and students embark on a linguistic adventure with our "Word of the Week" (WOTW). We move beyond mundane vocabulary and delve into the "Weird and Wonderful Vocabulary" of the English language. This approach encourages students to explore the etymology and use of fascinating, often unusual, words, transforming vocabulary acquisition from a chore into a captivating challenge.

In addition to our WOTW, we've introduced 'Gears of Thought,' our weekly extended reading packs. These packs are carefully curated to embed modelled non-fiction reading into our Tutor Programme and across the curriculum. Each week, tutors and their groups choose from a selection of four diverse and thought-provoking topics. This allows students to delve into subjects that genuinely capture their interest, making the reading process both relevant and engaging.

This week, my tutor group enthusiastically chose to read about the life and legacy of Princess Diana. It was a fantastic opportunity for us to engage with a piece of non-fiction that was both historically significant and emotionally resonant. As we read together, we not only developed our reading comprehension skills but also engaged in a rich discussion about her impact on the world. The 'Gears of Thought' packs have become a powerful tool for sparking curiosity, promoting critical thinking, and, most importantly, fostering a shared love of reading.

Through this exciting new tutor programme, we are not just teaching students to read; we are empowering them to become lifelong learners and critical thinkers, equipped to navigate the world with confidence and a rich vocabulary. We look forward to seeing our students continue to engage with these resources and discover the profound joy of reading.

Throughout the year we will continue to keep you updated on literacy and reading at Deer Park. We encourage you to talk with your children about what they are reading in school and see if they can tell you about the WOTW or the 'Weird and Wonderful' word they have learned this week. They may accuse you of 'whiffling' but remember you once found them 'gigil'.

PHYSICAL EDUCATION & SPORT UPDATE

Welcome back all! Our year 7s will experience their first welcome and introduction to their new secondary PE teacher over the coming weeks. We aim for all children to experience the benefits of physical activity and PE through their lessons and will liaise with parents to cater for all children.

If you have any questions please contact your child's PE teacher.

Year 7 - Fundamental Movement Skills & Rugby

Year 8 - Rugby & Badminton

Fixtures

Year 11 and Senior Girls league football starts with fixtures now being booked in.

Year 11 Boys League fixtures [here](#) Mr Hughes

Senior Girls - Miss Parker

Check out the Southampton Schools FA website for further information:

<https://southamptonsschoolsfa.leaguerepublic.com/index.html>



GCSE PE

Quick fire questions to support your child's learning

Year 9 - Name three bones in the body

Year 10 - Name three factors in preventing injury

Year 11 - Name three factors that impact participation



PE CLUBS

Wednesday 10th the first football club session will be for year 7s (boys) only. Shin pads are required

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Badminton & Girls Football	Basketball (Outlet Basketball- separate booking to be shared)	Boys Football	Netball & Rugby

All other PE clubs will resume fully from Thursday 11th Sep

Childnet Cheat Sheet

Generative AI

Giving parents and carers everything they need to know about online issues, including insights and experiences direct from young people.

What is generative AI?

AI systems are designed to complete tasks and solve problems that in the past would have needed human thinking. Generative AI (genAI) allows us to ask AI to create things for us, such as photos, music, emails, and recipes. GenAI is able to work with and process vast amounts of information to complete the task it is set. GenAI can be found on many different platforms, apps and websites.



Where are young people using genAI for?

- Asking questions
- Studying and revision
- Getting advice
- Planning
- Coding
- Being creative through art or music
- For ideas and inspiration
- Drafting messages and emails
- Analysing data



One of our youth board members loves to use GenAI to answer random questions that pop into their head

What do young people like about genAI?

- Easy to use
- Can be accessed on many platforms
- Explains and breaks down complex information
- Offers them a different way to learn
- Can create a range of things
- Gives freedom to ask questions without judgement from another person

What are young people's concerns about genAI?

- How much they can trust the information it provides
- It can be used to create scams, deepfakes or nude images
- Being falsely accused of using genAI in their school work
- Concern about bias in some information that genAI provides
- Using genAI might limit their own skills and creativity
- Other young people using it to write their homework or essays and taking the credit
- Replacing human connections and interactions

What strategies do young people use to keep themselves safe when using genAI?

Lots of young people we speak to are aware of some of the challenges of using genAI and are already finding ways to keep themselves safe. For example:

- Fact checking information they received from genAI using other sources
- Being aware that content they see online may be created by genAI and how this could impact what they see
- Using clues like unusual language in text, and strange shadows or glitches in pictures and videos
- Actively looking at other people's opinions in the comments to see if it is reliable
- Not clicking on any links in messages they suspect to be sent by genAI
- Looking for genAI labels on content they view

Key term explainer: Deepfakes

A deepfake uses genAI to create images or videos that show something that never happened. For example, a real person saying something that they never said, often very realistically. These can be created to bully and harass people and can include pornographic images. Celebrities are often the victims of deepfake images and videos.





How can you help?

Talk

- Talk to your child about genAI. Ask if they are using it or would like to. Discuss how they may be using it and the positives of using AI but also make them aware of how they can use it safely
- Talk about the difference between talking with GenAI and people. Remind your child that genAI cannot experience emotions, empathise or understand the nuances of a situation, so there's always a place for talking to a person, whether that is a trusted adult or a medical professional
- Remind your child that genAI tools may collect data they enter, so they should think carefully about what they are sharing with it

Research

- Research the age rating for genAI platforms your child wishes to use
- Be aware of any policies your child's school has for genAI and support your child to follow them
- Be aware that genAI technology is developing rapidly and work together to help keep your child up to date with signs that something has been created using genAI

Support

- Remind your child that genAI can be a useful tool to help inspire them or to start a task, but they should also use their own ideas in anything they create
- Young people tell us they may turn to genAI to learn about a topic without judgement, so do remind your child that they can always reach out to you or other trusted adults for support
- Help your child understand that not all the content they see online will be true and how they can check information they see using different sources
- Help your child to report any content that worries or upsets them



"I have experienced many teen girls crying because boyfriends dumped them with AI. At 17/18, young love is important, and it's not right to get dumped in that way. I have really pushed up some of my emails using AI, for emailing CEOs but I would never dump a partner. Social interactions need to be protected." Anna, 17

Talking about GenAI with your family

Top tip - Try to keep the conversation positive but if something concerning does come up please visit our [help page for parents and carers](#).

Explore

Have you heard of generative AI or genAI?
What do you think genAI does?
What do people use genAI for?
Would you like to use genAI?
Have you ever used genAI? If so, which ones?

Discuss

How do you think genAI works?
What do you think about genAI?
Do you trust genAI?
How could we test how trustworthy genAI is?

Examine

What would you use genAI for?
Is there anything you would not use genAI for? Why?
What are people better than genAI at?



UNIFORM:

We believe that being in the correct uniform helps students get into the right mindset for learning. We ask for your support in ensuring that your child meets the school's high standards.

If a student is wearing incorrect uniform, they will be given a mark on their uniform tracker and will be expected to correct it by the next school day. Repeated uniform breaches will be considered persistent defiance and may result in a meeting with the Head of Year to discuss a solution.



Extra Curricular

TIME TABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAK 1	*Get Active (Sports Hall) Year 7 *Poetry (112)	*Get Active (Sports Hall) Year 8 *Young Reporter (103) Years 10/11 *Chess (114) All Year Groups *Art Intervention (203) KS4 *Gardening Club Meet by Bike Sheds	*Get Active (Sports Hall) Year 9 *Dominoes Club (Additional Support) *KS4 Intervention (117) (Maths/Science/English)	*Get Active (Sports Hall) Year 10 *Ukulele Club (008) *Books and Biscuits (007)	*Get Active (Sports Hall) Year 11 *Drama Club (006)
BREAK 2	*Quotation Club (004) Year 11 *Computing Drop in (101) KS4	*Computing Club (102) All Year Groups	*Debate Club (103) All Year Groups	*Computing Drop in (101) KS4	
AFTER SCHOOL	*Self Study Club (LRC) *Girls Football (Astro) All Year Groups *Badminton Club (Sports Hall) All Year Groups *GCSE Dance Club (Dance Studio) Year 11 *Magazine Club (001) All Year Groups *Orchestra (008)	*Self Study Club (LRC) *Outlet Basketball Club External booking (paid sessions) *Percussion Club (008)	*Self Study Club (LRC) *Boys Football (Astro) All Year Groups *Art Club (202) KS3 *Art Intervention (203) KS4 *Mathletes (116) (Year's 8-11) *Dance Live (Dance Studio) *Choir 008 *Dungeons and Dragons club (LRC) *Axiom Maths Circles (118) Year 7 Invite only	*Self Study Club (LRC) *Netball (Courts) All Year Groups *Rugby All Year Groups *History Club (110) *Dance Live (Main Hall) *Shakespeare Drama Club (003) *STEM Club (212) *Magazine Club (001) *Duke of Edinburgh (108)	*Self Study Club (LRC) *F24 Racing (215) Invite only

*LRC is open every break/lunch and after school for students to use and complete self-study should they wish



UPCOMING DATES

Date	Activity	Year Group
13th September 2025	F24 Dunsfold Trip	Deer Park F24 Race Team
12th - 19th September	Year 11 College Assemblies	Year 11
18th September 2025	PSP - How to support your child in Yr 11	Year 11 Parents
18th September 2025	GCSE Drama Workshop	Year 10 GCSE Drama
19th September 2025	Jeans for Jeans Day - NON UNIFORM	Whole School
22nd September 2025	Fairthorn Manor	Year 7 - E1/E2/F1/F2
23rd September 2025	Individual School Photos	Whole School
24th September 2025 2nd October 2025 9th October 2025 3rd October 2025	Open Morning Open Evening Open Morning Late Start	Late start for all year groups: Students will need to be in school for no later than 9.55 where they will arrive at their normal Period 2 lesson for 10am and be registered.
25th September 2025	Fairthorn Manor	Year 7 - R1/R2/S1/S2
26th September 2025	European Day of Languages	Whole School

TERM DATES FOR THIS ACADEMIC YEAR CAN BE FOUND [HERE](#)



Polite reminder: All meal deals are £3.40 and served at break 2. The daily limit to spend is £7.50 unless you have asked us to cap this. Hot food is also available at break 1. If you receive the FSM allowance of £3.40, this does not get reset from break 1 and is to be used across the day. If your child does fall into a negative balance a red slip will be issued at the office and a phone call home will be made to ask to top up the account. We can no longer allow purchases on overdrawn accounts.

Many thanks.

CAR PARK

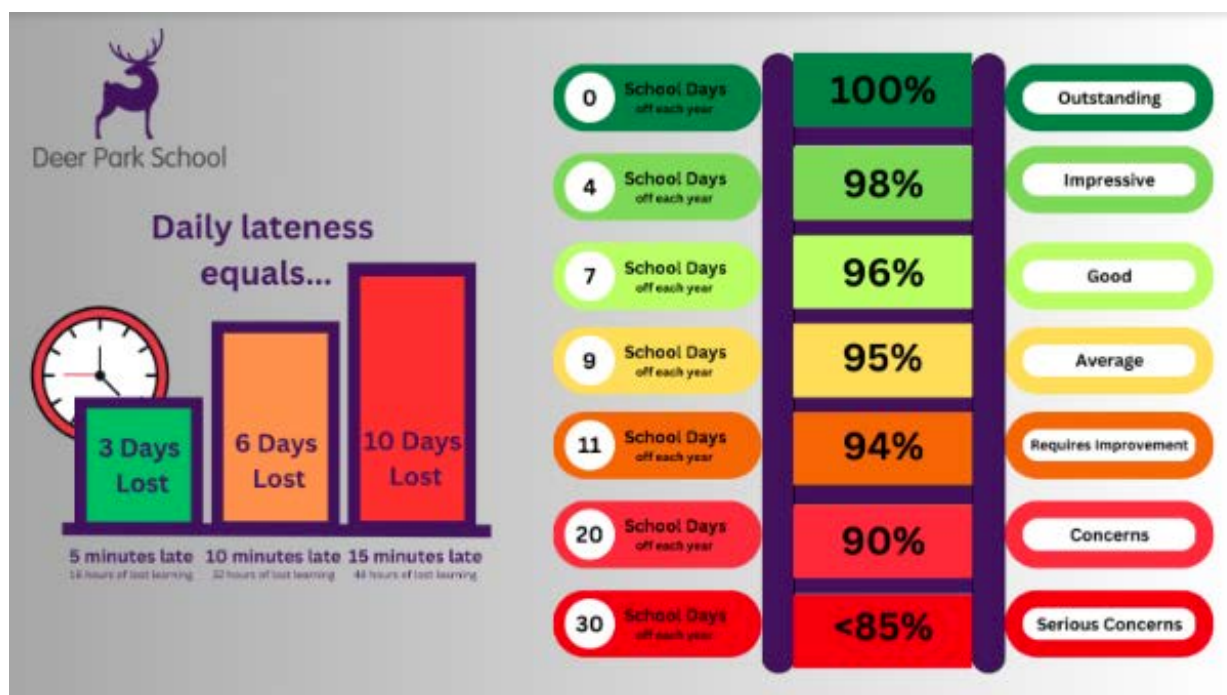
For the safety and security of all students and staff, please be reminded that the school car park is reserved exclusively for those who hold a valid car park pass or a Blue Badge . We kindly request that you do not use the car park for general drop-offs or collections (Unless you are collecting your child during the day for an appointment).

To ensure a smooth and safe drop-off and pick-up process, please utilise the designated drop-off points available on Sika Avenue.

Thank you for your cooperation and understanding in helping us maintain a secure environment for everyone.

ABSENCES

Please, where possible, could you contact us before 8.30am if your child is unable to attend school. Absences can be recorded via Edulink or by e-mailing absence@deeparksecondary.org. Alternatively please call the school on 01489 351100 and select option 1 to report your child absent.



HOLIDAY FORMS

If you need to request an absence from school, for exceptional circumstances such as attending family funerals, etc. Parents will need to complete an online Google form. The link for the form is [here](#).

Lost Property

All lost property is kept in the Library (LRC). If your child(ren) has lost anything, please ask them to collect anything that belongs to them. Items will be kept for 3 weeks and then donated. Please help us to get items back to your child by clearly labeling items.

Thank you.





Open Evening & Open Mornings

We are offering tours at Deer Park School on the following dates:

Thursday 2nd October

5.30pm - 7.30pm

Wednesday 24th September

9.45am - 11am

Thursday 9th October

9.45am - 11am

PLEASE SCAN THE QR CODE TO REGISTER YOUR INTEREST
POLITE REMINDER THAT THERE IS **LIMITED ON-SITE PARKING**



Open Evening



Sika Ave, Botley, Southampton SO30 2HT



deerpark@deerparksecondary.org



01489 351100



Open Morning

OPEN EVENING & OPEN MORNINGS

Students will have a slightly later start to their school day on Friday 3rd October. This is due to our annual Open Evening taking place the previous night; giving staff the opportunity to return their departments to full working order.

Students will need to be in school for no later than 9.55 where they will arrive at their normal Period 2 lesson for 10am and be registered.
We thank you in advance for your cooperation

Parent Support Programme (PSP's)

Throughout the year we run a series of sessions aimed at supporting parents in order to share the work your child/ren will undertake in school and to offer support in helping them deal with events in school and those which will affect their future. Please see the flyer for more information about the PSP's that are on offer this term. For each one a letter and form will be shared with you via edulink so that you can sign up.

HOW TO SUPPORT YOUR CHILD IN SECONDARY SCHOOL

Parents of year 7 students:

Find out how you can support your child in Secondary school with information from Mr Colley. There will also be a short information session on how you can help your child with Maths, English and Science at Secondary school.



11th September 2025

18.00-19.00 MAIN HALL

LOVE LANGUAGES

Parents of ALL students:

Learn how to support your child as they embark on becoming a confident linguist; hands-on sessions to ensure language learning is as easy as un, deux, trois... Join us for vocabulary learning tips, key language websites and apps, and experience how we teach languages at Deer Park. Suitable for parents and students of all year groups, but would be particularly helpful for year 7 parents. No prior language knowledge required!



16th October 2025

18.00-19.00 MAIN HALL

HOW TO SUPPORT YOUR CHILD IN THEIR FINAL YEAR AT DEER PARK

Parents of year 11 students:

Find out how you can support your child in their final year at Deer Park with a session that will focus on key dates, exams, revision and support available throughout the year.



18th September 2025

18.00-19.00 MAIN HALL

YEAR 10 EXPERIENCE OF A WORKPLACE

Parents of year 10 students:

Launch of Experience of a Workplace for parents who would like to know more about the virtues of undertaking this programme and the logistics behind it.



23rd October 2025

18.00-19.00 MAIN HALL

DATA & ASSESSMENT

Parents of ALL students:

Find out how you can support your child in their final year at Deer Park with a session that will focus on key dates, exams, revision and support available throughout the year.



6th November 2025

18.00-19.00 MAIN HALL

WELLBEING

Invited Parents:

An opportunity to explore a variety of wellbeing and support available for your child both in school and outside of school.



27th November 2025

18.00-19.00 MAIN HALL





Deer Park School

Friday 19th September 2025 is a Non-School Uniform day to raise awareness of Jeans for Genes Day.

We are encouraging students and staff on this day to wear denim as part of their Non-School Uniform, and donate £1 towards the Jeans for Genes campaign. This £1 donation can be paid via ParentPay or in person on the day.

PE kits still needed if your child has PE that day.

OUTLET BASKETBALL

Outlet Basketball club is providing an external club for all Deer Park students who can attend weekly on Tuesday after school from 3.15pm - 4.15pm. For more information contact Gareth at outletbbclub@gmail.com. The booking link can be found here:

<https://club.spond.com/landing/signup/outletbasket/form/4C502F4DEE144462813136D9FE84CFDB>



info@outletbasketball.co.uk
www.outletbasketball.co.uk



OUTLET

BASKETBALL CLUB

DEVELOPMENT • SCHOOLS • COMMUNITY

WWW.DEERPARKSECONDARY.ORG



JAMES BEATTIE FOOTBALL ACADEMY

OCTOBER HALF TERM CAMP

**MONDAY 27TH &
TUESDAY 28TH**



Places Leisure Eastleigh

Passfield Ave, Eastleigh SO50 9NL

**9AM -
3PM**

**AGES
6-13
YEARS OLD**

**FULL
CAMP
£45**

**SINGLE
DAY
£25**



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What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss what they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Aziz is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with children to focus on the SEND, mental health and wellbeing. Shazia is a Chartered College of Teaching and the author of *The Mindful Child*, a book which supports children with SEMH needs.



www.bbc.co.uk/news/technology-53246025
www.theguardian.com/technology/2018/sep/12/social-media-rage-intel

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#WakeUpWednesday



ACCESS TO INFORMATION



ACCESS TO INFORMATION

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