

# Stockland Green School

## Relationships and Behaviour Policy



## Document Control

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Document Reference:	SGS Behaviour Policy	
Version	01	
Status	Pending approval	
Updated	NA	
Related Policies	Anti Bullying Policy Safeguarding and Child Protection Policy	
Relevant Legislation/Guidance	DfE: Behaviour in schools July 2022	
Review Date/Frequency	Biennial or upon legislative change. October 2025	
Approved/Ratified By		

# Stockland Green School Behaviour Policy

Aspire Believe Achieve

## Introduction

The Arthur Terry Learning Partnership (“the Trust”) is committed to promoting the physical, mental and emotional welfare of every child. Our aim is that all our children and their families experience equity, understanding, belonging and love. Children are at the heart of everything we do. We seek to intentionally focus on listening to children and their families and understanding their concerns so that we can address them and remove any barriers to learning, attendance and good behaviour. The Trust’s behaviour strategy is relational and focuses on securing positive relationships with and between children to create an inclusive culture with calm, safe and supportive environments conducive to learning across its schools, and conducive to our children becoming effective and responsible citizens. The Trust believes that:

- every child should be given the opportunity to develop a sense of personal responsibility for their own actions, as all children are capable of growth, change and development and
- every child has the right to learn in a calm environment conducive to learning.

The Trust believes in the value that every member of the school community contributes, and as a result we insist on a constructive partnership between staff and children in which both can expect courtesy, respect and high behavioural standards. This policy has been developed in reference to the DfE Behaviour in schools guidance September 2022. It also takes account of Suspension and permanent exclusion guidance September 2023 , Searching, Screening and Confiscation and Use of reasonable force in schools .

## Relational practice

Relational practice is used as an umbrella term for the approaches used across all schools. Within this practice we seek to be trauma informed, attachment aware and promote restorative practice. We understand that behaviour is a form of communication, and knowing our children well allows staff to respond in the most appropriate way to create a culture of high expectations of behaviour. Through positive relationships, being explicit in our teaching about the way we expect all members of our community to behave and role modelling positive behaviour we will establish inclusive, calm, safe, and supportive environments conducive to learning across all schools. Children should be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working in a relational way is a whole-trust approach that places the building, maintaining and repairing of relationships at the centre of how the organisation works. It involves providing a culture of inclusivity and belonging throughout the organisation. Relational practice ensures that every voice in school is heard. It encourages children to treat others with respect and to understand why relationships are important.

Our relational approach helps children:

- form positive relationships
- understand how their actions can affect others
- develop positive characteristics they can use in and out of school
- understand themselves and each other better
- learn why it’s important to see another person’s point of view
- see that we all learn through making mistakes as well as through being successful
- repair relationships with other children and staff following an incidence of poor behaviour, conflict or relationship breakdown

## Principles and Aims of Stockland Green Relationships and Behaviour Policy

By promoting a relational approach to behaviour, and through setting high standards of expected behaviour Stockland Green School aim to

- share and employ effective practices and strategies which create a positive behaviour culture in which students are encouraged to reflect the PRIDE values of the school so that everyone feels valued and respected.
- ensure rules, routines and sanctions are applied consistently and calmly across the school.
- effectively manage students' behaviour to prevent disruption to the teaching and learning of other students, providing an environment where all students can reach their full potential
- to support Stockland Green School's firm belief in safeguarding that:
  - all children have the right to be protected from harm.
  - children need to feel safe and to be safe in our schools.
  - we can contribute to the prevention of abuse including child on child, physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views, and risk-taking behaviour.

We expect children and parents and carers to work with us as 'partners in learning' to maintain an orderly climate for learning. The Home School Agreement is in place to support all parties to understand roles and responsibilities follow the school rules and school code of conduct to help us achieve these aims - Appendix E.

### Expectations

At Stockland Green School our behaviour policy is based on the principles of our PRIDE values.

The Stockland Green School PRIDE values define the expected behaviours in school, rather than only a list of prohibited behaviours.

It is centred on what successful behaviour looks like and defines it clearly for all parties. The Stockland Green PRIDE Values are not exhaustive, but represent the key habits and routines required in the school.

Students were asked about their experience of behaviour and provided feedback on the school's behaviour culture. This helped create the Stockland Green PRIDE values expected behaviour in the improvement and implementation of this behaviour policy.

Students are expected to demonstrate respect for themselves and their learning with the PRIDE values being modelled to them by staff. They should show respect for other students and their right to learn, along with adults, the school environment and the wider community.

## PRIDE Values

### Positivity

- be motivated and have high expectations
- be curious and ready to learn new things
- be a positive role model and representative of the school

### Responsibility

- be fully prepared for all activities
- have excellent attendance and punctuality
- be well presented and smartly dressed
- be safe and look after each other
- reflect on all that you do and learn from your mistakes
- take care of the building, equipment and the environment
- ensure that no banned items are brought into school

### Integrity

- be polite, considerate and kind to everyone
- show maturity when dealing with sensitive issues
- be fair in your treatment of others
- behave well, even when no-one is watching

### Determination

- show full effort when faced with challenges
- complete work on time and to a high standard

### Empathy

- recognise that we are all equal individuals
- have regard for each others' personal space, privacy and property
- actively listen to others
- appreciate others' beliefs, opinions & cultures
- take an active role in reporting bullying offline and online

We believe consistency is key to nurturing a positive learning environment, this is supported by our behaviour curriculum to help students understand what good behaviour looks like, which is delivered through line ups, assemblies, tutor time and 'resets' with our SGS Way approach (see appendix A).

The SGS Way promotes simple routines for everyone to understand and follow. Adjustments can be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations.

The school has a behaviour curriculum which teaches students to do what is expected of them, including to:

- behave in a safe and respectful way.
- show respect to members of staff and each other.
- make it possible for all students to learn, support and promote a disruption free environment in class.
- move quietly, and calmly around the school as directed.
- care for the school buildings and school property.
- wear the correct uniform at all times
- accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

## Contextual Safeguarding

We recognise the importance of considering the context of our school and that changes in behaviour may be an indicator that a student is in need of help or protection. The Head of School will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Positive Behaviour

Positive behaviour should be recognised at all times encouraging good conduct throughout the school by celebrating and rewarding good behaviour.

All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure that there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs and disability. To celebrate success and good behaviour our school hosts special events such as celebration assemblies, awards evenings, whole group and individual rewards for consistent good behaviour.

## Rewards and Awards

The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. All staff will praise students, including contacting parents, as a matter of routine; we call these Feel Good Friday Calls. Such day to day praise is a key factor in motivating students and establishing a positive climate for learning. We have PRIDE Passes for exception behaviour that students can collect and use against a menu of rewards. Wow Wednesdays take place on a Wednesday lunchtime where students can come present exceptional work to the recognised and celebrated.

Through celebration evenings and assemblies students can attain, house colours for sport, academic and creative determination and successes, faculty badges, progress awards in attendance and behaviour, participation awards and recognition of Head Students / Student Leaders.

## Provision and Intervention

All staff adhere to the warning system before issuing a sanction to provide the opportunity for students to correct behaviour. Students are instructed clearly to follow instructions, if this is not done it is to be made clear to them with an understanding that "This is your warning" This will be the only warning opportunity provided to students and followed by a consequence if the behaviour has not improved.

Due consideration will be given to the child's age, any special educational needs or disability and any religious requirements to ensure that actions taken and/or consequences are reasonable and proportionate to the circumstances of the incident and child involved. Consequences should never make a child feel shame. Through accepting the child and dismissing shame, we build secure relationships with the child, and so increase and develop children's ability to stay regulated. A wide range of consequences are available to staff to support children taking responsibility for their actions, repairing any harm caused or repairing relationships. The consequence of particular incidents will depend on the severity and regularity of the behaviour and will be proportionate in the individual circumstances.

All student's pastoral data is tracked and monitored in order to signpost early intervention using Appendix C. The House Pastoral system provides support to students internally and externally this includes PRIDE Support, The Resource Base and the House Pastoral team.

Behaviour data is analysed when students are in Year 6 and individual meetings arranged with primary school teachers to discuss best practice to ensure the appropriate behaviour of individual students. This information is then shared with the relevant Stockland Green staff. In addition, students at risk of not meeting the Stockland Green PRIDE values can be assigned mentors from the beginning of Year 7 as well as individual behaviour targets, which are monitored by pastoral staff on a daily basis.

Students have access to a wide range of behavioural, social and emotional interventions delivered by our House, Inclusion and PRIDE Support teams. In addition, a range of external providers are also utilised to support, guide and nurture students. This extensive programme is outlined in the Intervention Menu Appendix B

The House Pastoral team track and monitors students' positives and negatives daily. Personal provision and intervention to support behaviour for learning is provided via a 5 stage approach, see appendix C.

#### How we discourage and manage poor behaviour through sanctions and support

Staff hold the statutory power to impose sanctions and are responsible for managing the behaviour in their own classroom. Sanctions are applied consistently and fairly. In extreme cases assistance may be summoned from 'classroom support' after which the teacher will contact home to inform parents. Teachers should also use the support mechanisms within their faculty area. This will include time out rooms, faculty report, being referred to Head of Faculty in addition to making contact with parents. It is important that Form Tutors, Pastoral Leaders and House Leaders are kept informed of poor and unacceptable behaviour within subject areas to help action support to manage poor behaviour as shown in Appendix C. It is expected that students move down the stages of Provision and Intervention in Appendix C as support is applied with them being re-inducted on to their next stage.

Students transitioning to Stockland Green School have an induction about the schools expectations, rule and routines to support them through taster days, induction evenings and 1 to 1 meetings can be arranged.

#### PRIDE Support

PRIDE Support is a facility which supports students in a range of ways, including behavioural/social/emotional interventions. The full range of support offered is outlined in the Intervention Menu. As a matter of course, all students involved in an internal/external suspension will receive support before reintegration and all incoming Offsite Direction students will be inducted into the school through PRIDE Support, as well as students referred by House Pastoral teams as needing professional intervention.

#### Staff development and support

All staff receive regular support which identifies the behaviour traits of particular students and strategies to use to try to ensure good behaviour and compliance during Pastoral Briefings and CPDs on Mondays after school. In addition, less experienced members of staff have weekly meeting with mentors throughout the school year, when behaviour management techniques are discussed. When staff join Stockland Green School they have an induction day how the Stockland Green PRIDE values and systems are applied to ensure consistency.

Some examples of how to deal with incidents:

- Provide a clear warning to students to provide them with an opportunity to adapt their behaviour.
- "Talk out loud" about expected behaviour to model what is wanted from students.
- Make clear you are dealing with the behaviour rather than stigmatising the student.
- Avoid using severe sanctions for minor infringements.
- Avoid whole group sanctions.
- Use sanctions that help students to learn from their mistakes and show how they can improve their behaviour.
- Use sanctions in a calm, controlled manner.
- Use the "invisible ladder of consequences" to sanction effectively.
- Sanctions should only be mentioned if there is an intention or the facility to carry them out.
- Avoid sanctions becoming cumulative and automatic. Sanctions should take account of individual circumstances and needs.
- Use sanctions that are a logical consequence of the student's inappropriate behaviour.

It is important that all staff are aware that poor behaviour may be masking unidentified learning difficulties or other Special Educational Needs and should act accordingly. All adults in the school are required to take account of students' individual needs and circumstances when applying the school's behaviour policy. Such students are primarily those with SEN or disabilities but other students at risk of disaffection or exclusion may also need to have their needs and circumstances taken into account – e.g. students from minority ethnic and faith groups; students learning English as an additional language, children in care, sick children, troubled children, young carers, children from families under stress, pregnant girls and teenage mothers, travellers, asylum seekers and refugees. Staff are required to attend the regular Pastoral Briefings to ensure an up to date knowledge of their students' needs as well as strategies to support their learning. Information is shared by student passports for identified students.

#### Taking account of SEN, disability and the circumstances of other vulnerable students

The school makes reasonable adjustments in the application of the behaviour policy to disabled students. Special provisions are made for students with behaviour related learning difficulties through the work of the Inclusion Faculty, local authority advisory services and other professional. The school regularly monitors the impact of its behaviour policy on vulnerable students as well as identifying students who are at risk. Staff are informed of any measures taken to support students on a need-to-know basis and a key person is identified to co-ordinate the school's response. It is the responsibility of staff to ensure that they follow the school's referral procedures.

When considering a behavioural sanction for a student with SEND, school staff will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?

#### Taking account of race, religion and culture

We avoid discriminating against racial groups by monitoring policies and practices. It is the responsibility of staff to ensure that they are well informed about cultural differences and that these are considered when applying school rules. Staff should ensure that they are fully aware of equal opportunities legislation as it relates to behaviour policies. It is the responsibility of staff to challenge any form of discrimination.

#### Child on Child Abuse

Students have a bi-weekly Personal Development programme and over the five years will cover various aspects of child-on-child abuse. Staff are training to develop their 'professional curiosity' recognising that it happens everywhere. Any concerns are to be shared with the DSL and recorded on My Concern.

#### Bullying

As a school, we take bullying exceptionally seriously. All bullying incidents are tracked on our internal data systems and offenders are sanctioned in line with our Anti-Bullying Policy, which is available on the school website. Interventions are also put in place to support students accused of bullying to make the right choices in the future and avoid repeating the same behaviour.



## Reports/ Trackers

### **Form Tutor Report Trigger Stage 1**

Tutors issue reports to monitor students who receive three or more negative behaviour logs in a week. This will be logged on G4S as a neutral event and the parents will be informed in a meeting or by phone. Each day the student will report to their Form Tutor during p1 to monitor performance against the targets set. All reports should be checked at home so you will be able to monitor positives and negatives to check progress, this ensures you are informed of your child's conduct. If the report is failed the student is placed on Pastoral Leader/ House Leader report.

### **House/Pastoral Leader Report Trigger Stage 2**

Unsatisfactory completion of a Form Tutor report results in a student being placed on a Pastoral Leader/ House Leader report. This will be logged on G4S and parents will be informed in a meeting or by phone.

### **Leadership Report Trigger Stage 3**

Unsatisfactory completion of a House Leader report results in a student being placed on Leadership Group report. A parent meeting will be arranged. This will be logged on G4S with additional support put in place.

## Consequences (Detentions)

### Issuing of Consequence

If a consequence is issued, it should be logged as a negative event on G4S. The G4S log will add the student to the consequence list the following day. The office will ensure that parents are notified. It is the student's responsibility to go to the Main Hall at the end of the following day for their consequence, period 6 teachers may escort them. Staff can access the consequence list via the school calendar.

During a consequence, conversations are had with all students by the member of staff on duty or that set the consequence to understand how to meet the expectations of the school. This includes explaining what they did, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate. These restorative conversations between staff and students will begin the process of them seeing the connection between their behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour.

While parental consent is not required for consequence it is our policy to notify parents by text or phone call that students will be detained after school. If the consequence is at lunchtime, staff should allow reasonable time for the student to eat, drink and use the toilet.

When ensuring that a consequence outside school hours is reasonable, staff issuing the consequence should consider the following points:

- Whether the consequence is likely to put the student at risk or compromise their safety
- Whether the student has known caring responsibilities or religious requirements which mean that the consequence is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

### Failure to Attend Consequence

Staff will clearly inform students when they are issued with a consequence. Staff should find an appropriate time to explain to the student the reasons behind the issuing of a consequence and work with them to prevent future misbehaviour. If students do not attend consequences, then the sanction should escalate. If a 30 minute consequence is missed, an 1 hour consequence will be reset.

Students missing a 1 hour consequence could be issued an additional sanction, this could include a lunch time consequence, RR time, tutor report and/or parental meeting. If a student refuses to attend or insists on leaving a consequence early, consequences of these actions should be made clear to the student. A further and higher level of sanction will be used.

### Punctuality

Students should be in their House Line Up for 8:50, therefore if they arrive at the school gate at 8:48 or later they will be recognised as late. Students who are late to school will be marked late and be issued with a 30 minute consequence.

Those who arrive persistently late should be challenged and sanctioned accordingly. A five stage attendance and punctuality process clearly identifies intervention, parental contact and actions at each stage.

### Removal and Refocus Room (RR)

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. A decision to put a student in the RR will be taken by the Leadership Group. Students can be removed from the school community for the duration of the day, including break and lunch time. The collection of food and drink will be arranged by the member of staff on duty in the RR. Whilst removed, students are required to complete a reflection activity linked to their sanction and will then go onto complete allocated work from subject areas in silence. Staff on duty in the RR will be able to provide interventions with students and provide strategies and feedback to support students and staff when they are reintegrated.

Parents will be informed on the same day if their child has been removed from the classroom.

The RR room can also be used for more serious breaches of the school behaviour policy, either for serious one-off incidents or persistent disruption/defiance, where a suspension could be warranted. Students can have different starting/leaving times to the rest of the school population if appropriate and will be expected to work in silent removal and will have more opportunities for intervention work with RR, Pastoral Leaders and PRIDE Support staff. Upon completion of time in the removal room information will be shared to support the student to prevent further indiscretions.

The length of time for removal will be tailored to the needs of the child, proportionate to the reason they were removed. Considerations will be made for a planned successful reintegration, back into the classroom. Staff will consider assessment of underlying factors of disruptive behaviour.

## Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff on their own. Further investigations or initial investigations of more serious violations may be carried out by two staff together. Students who have witnessed the behaviour will be asked to provide written and dated statements. Any questions raised by staff will be open and non-leading, and appropriate to the age and understanding of the child. If the police wish to question the child, the school will ensure that a responsible adult is present at all times and will inform the child's parents of what has happened as soon as possible. We may use Close Circuit Television ("CCTV") within our premises. One reason why we use CCTV is to provide a safe and secure environment for children, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's privacy notices and Health and Safety Policy for more information. When more than one child is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the investigating staff members will use their professional judgement to come to a conclusion on the balance of probabilities. In exceptional circumstances, children may receive a suspension pending an investigation if there is a possibility that the welfare of other children may be compromised by that child remaining in the school. Further details are available in the Trust's Safeguarding and Child Protection Policy.

## Suspension

Suspensions can be issued for persistent unacceptable behaviour or one off serious incidents but only by the Head of School / Headteacher. On return to school the student and parents are invited to a post suspension meeting with a relevant member of the House Pastoral team. Students will receive appropriate support and intervention to prevent reoccurrence.

- Suspensions should be sequential wherever possible. Previous incidents and length of exclusions should be taken into account when making a decision on the period of exclusion.
- Parents should be informed about the decision regarding the exclusion as soon as possible after the investigation has finished, by telephone and then formally by letter.

## Permanent Exclusion

Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and the local school rules, and where allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.

The following behaviour is not acceptable and will be taken seriously. All incidents will be addressed on with appropriate consequences. A restorative approach will be taken when it is appropriate to do so and would not cause further harm to the child who has been harmed.

The Head of School / Headteacher may decide that a permanent exclusion is necessary because of (regardless of where the student is on the consequence ladder):

- bringing, supplying or consuming illegal or inappropriate items on the school site including offensive weapons, pornography, illegal drugs and alcohol and other substances including "legal highs", or prescription drugs or non-prescription drugs without a lawful reason;
- verbal abuse to staff, children or other individuals;
- physical or assault or threat of violence to/attack on staff, children or other individuals;
- sexual assault or sexual harassment;
- any form of bullying, including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- indecent behaviour;

- damage to property;
- gambling on school property;
- recording or taking images of children or staff without their express consent;
- theft;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour;
- malicious allegations against staff;
- carrying (or involvement) an offensive weapon or object that can be used to cause harm.

This list is not exhaustive and in reaching the decision the Head of School / Headteacher will also take into account the previous disciplinary record.

## **Preventing Permanent Exclusions**

### **Provision and Intervention: Behaviour for Learning (Appendix C)**

Students who behave in an unacceptable way will be supported with by reference to the Provision and Intervention stages. The Provision and Intervention stages progress in clear steps which could lead to a permanent exclusion. The Provision and Intervention stages are to last throughout a student's school life. Steps can be repeated if the student has shown improvement in behaviour over a suitable period of time. Please note for serious/repeat incidents the consequence ladder steps can be increased (please refer to the extreme clause section).

There are a number of stages and interventions that are taken before Students are placed on the next stage consequence ladder and at each step of the consequence ladder which are demonstrated in Appendix C.

However for Students who behave in a way which is not acceptable (despite the support in Appendix C) there needs to be a step by step process as highlighted by the Provision and Intervention stages model.

### **Behaviour Support Plans (BSP)**

BSPs are an intervention put in place to support students who persistently fail to meet the Stockland Green School PRIDE Values. They are triggered when a student has failed Stage 3 interventions (see Appendix C- Provision and Intervention Stages: Behaviour for Learning). A BSP includes a personalised set of interventions and targets and is agreed in conjunction with the student and their family. A BSP lead is assigned, who will review their progress over time (see Appendix D – BSP Process).

### **Leadership Group Panel and Risk of Exclusion Plan**

If a student, has been unsuccessful in meeting the targets of their BSP following an emergency review a Leadership Group Panel can be called to create a Risk of Exclusion Plan. The BSP assigned staff lead presents the student's behaviour record to members of the LG in the presence of the student and parent(s)/carer(s). This will include types of behaviour, specific serious incidents and the layers of support that have been used so far. The parents and student have an opportunity to share any information they wish the panel to hear. The panel can ask questions of all parties. The panel will be able to see if any interventions have been missed and ensure that the student gets further support to try and improve their behaviour.

### **School Advocate Panel**

If there is no improvement in behaviour a student's file may be presented to a panel representing the school's Advocate Body. Processes mirror those of the Leadership Group Panel, but students must recognise the increased level of seriousness in an Advocate Review.

## Off-site Direction

Appendix C makes reference to an Off-site Direction which is a time-framed placement of a student in a different school for the purposes of improving that child's behaviour. There may be secondary objectives such as improving attendance, improving academic progress or improving punctuality.

Most secondary schools are a member of a local sharing panel. This is a group of schools in a local area that voluntarily work together, mainly to co-ordinate "off site directions" and "managed moves" of students between the schools within the local sharing panel.

Access to the services provided by the local sharing panel is through your child's school, parents are not able to access the local sharing panel directly.

The Department for Education states that *"managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities."* It also recommends that they are used to improve behaviour to help prevent a suspension or permanent exclusion.

An off-site direction is where a school requires a student to attend an alternative provision or another school for a fixed period of time in order to improve their behaviour. The student will remain on the school roll of their original school but attend the alternative provision or other school, and there will be regular review meetings. At the end of the fixed period of time the student will usually return to their original school. However, the off-site direction may be cancelled early if necessary – if this happens the student will need to return to their original school early.

In some circumstances, at the end of the fixed period of time the student will not return to their original school and will permanently go on roll at the new school. This is called a managed move.

A managed move is a process that results in a permanent move to a new school. Managed moves usually only occur at the end of a successful off-site direction placement, and only if parents and both schools agree to it. The Department for Education says that *"managed moves should be voluntary and agreed with all parties involved. Managed moves should only occur when it is in the student's best interests."*

## Alternative Provision

Any use of alternative provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used for time-limited periods as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Off-site direction to an alternative provision should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

- placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that student is benefiting from it;
- the alternative provision is of good quality and is well resourced to meet the needs of the student academically and socially;
- the provision is registered with the DfE, unless there is no such provision that meets the student's needs;
- students must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling;
- the student will be made to feel that they remain part of the school community, for example through regular visits by a trusted member of staff and through being invited as appropriate to take part in school activities.

## The Power to Screen, Search and Confiscate Items

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Schools (July 2022).

### Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and students using a metal detector and searching bags to ensure students are safe and there are no prohibited items.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose Students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

### Confiscation

Where circumstances arise that endanger the safety of a student or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes and e-cigarattes
- fireworks
- pornographic images
- air propelling items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and knives, illegal drugs and extreme or child pornography must always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item. When confiscating an item staff should avoid any physical contact. If a student refuses to hand over an item, staff should avoid confrontation but be very clear about the consequences of failing to follow instructions. Wherever possible confiscated items should be labelled and put away securely. Staff must conduct any searches with the support of another colleague.

## Harmful Sexual Behaviour (HSB)

Stockland Green School takes a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

It is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children that normalises abuse leading to children accepting it as normal and not coming forward to report it. (for the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school).

In the event of an incident of HSB, we will investigate, taking the advice of external agencies where appropriate, and sanction in line with the Provision and Intervention: Behaviour for Learning (Appendix C).

## Mobile Phones

Mobile phones must not be used in the building or on school premises without permission. They cause a distraction from learning, allow for the photographing or filming of other students and are not safe to be used while moving around the building on stairs and in narrow corridors. If they are seen in school they can be confiscated by a member of staff. The phone will then be signed in at Reception, where it will be locked away for the remainder of the school day. The mobile phone will be returned to the student by a member of staff at the end of their 30 minute consequence. In the case of repeat instances parents will be asked to collect the mobile phones from Reception and the student issued a 60 minute consequence.

Checking the time or replying to parents are not acceptable reasons for having a mobile phone out.

Parents are encouraged to contact students about emergencies or safe journeys home via the school office.

## Behaviour Outside of School

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

Even though online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

This regulation also includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events as well as and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

It also includes behaviour on the way to and from school and behaviour when wearing school uniform or in some other way identifiable as a student at the school in a public place.

If a student is found to have behaved that could have repercussions for the orderly running of the school, pose a threat to another student or that could adversely affect the reputation of the school bring will sanctioned following this policy.

## Police

Stockland Green School has a close working partnership with the Police and any criminal offence will be reported to them. School staff will not interfere with any police action taken. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

We are part of the School Police Panel, as part of our co-operation with them:

- we will provide them with information when requested. This is on condition that a badge number and name is provided and the understanding that we may need to inform parents/carers
- they will come in to see students if we request them to do so
- support with informative assemblies and workshops
- they will keep Stockland Green School informed, about investigations involving our students
- in extremely rare cases the school may need to deal with incidents relating to the carrying of weapons or possession of/dealing in drugs or serious incidents outside of school
- it is good practice to contact the Police for all weapon/drugs related incidents that lead to permanent exclusions.

## Use of positive handling and/or reasonable force

The ATLP believes that it is important to establish a safe, secure and stable environment to enable children to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions may be required. This is a last resort and rare but may be needed on occasion. All members of staff are lawfully permitted to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used shall be the minimum needed. All incidents when staff use reasonable force to safeguard children will be recorded on MyConcern, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents/carers will be informed. An open dialogue between the school and parents/carers will be maintained in order for school strategies to be introduced to encourage more positive behavioural choices and to avoid a repeat of the behaviour that led to positive handling being required. Whenever possible and appropriate, the views of the student will be sought and recorded at an appropriate time. This may be once the student has had time to calm down and reflect on the actions that led to reasonable force being used.

## Student Advocacy

The school strongly believe that the right person at the right time is needed to support students. Students may request for a member of staff to be a student advocate at any stage on Appendix C to share their voice and empowers them to find solutions or share problems that others might not be aware of.

## Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of student support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, students and other stakeholders on their perceptions and experiences of the behaviour culture.



## Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head of School in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the DfE Suspensions & Exclusions guidance will be followed.

## Digital Technology

The Trust believes in the importance of technology to support equality of opportunity for children, and that our schools have a responsibility to prepare our children for the rapidly evolving technological landscape to ensure they have the tools required for life in the future. However, technology also brings with it inherent threats, including those associated with social media.

The ATLP provides all children with an iPad to enhance their learning opportunities. Children are expected to take reasonable care so that the device is not at undue risk of damage or theft, any damage or lost device should be reported immediately. ATLP-provided iPads do not facilitate social media access.

The Trust recognises that iPads are not the only devices that children have access to and does not accept responsibility for mobile phones brought into school. Many online behaviour incidents amongst children take place outside the school day and off the school premises, however these incidents will affect the school community. Where online incidents are identified and it is established that harm has been caused by a member of the ATLP community, the incident will be addressed under the terms of this policy.

## iPad Expectations

Please see below expectations for students with respect to the use of iPads. Please note that this is not an exhaustive list and the school's Relationship and Behaviour Policy will be applied as appropriate.

Students are strongly encouraged to read the students' Acceptable Use Policy to familiarise themselves with acceptable use of school IT equipment; please see <https://atlp.org.uk/files/2022/11/Acceptable-use-Students.pdf#acceptable-use-policy-students/>.

### **Exemplary use of iPads**

- All students demonstrate the Stockland Green School PRIDE values.
- iPads are brought to school every day and are fully charged at home ready to be used; please note that school does not have chargers or electrical sockets for students to charge their devices in school
- iPads are placed on the desk, where appropriate, at the start of every lesson and only used when asked to do so by the member of staff
- iPads are only used for schoolwork and are used appropriately at all times
- iPads are always kept in their protective case and students take care of their respective device to avoid damage or loss
- iPads are stored in bags when not in use and take care of the bag and the contents to avoid damage to the iPad
- iPads are not used at breaktime or at lunchtime unless students are given permission to do so by a member of staff
- If for any reason a student does not have a working iPad, they will be expected to work with a pen and paper; it is very unlikely that students will be provided with a replacement device
- If the iPad is accidentally damaged or there are technical issues related to the iPad, the student's parent or carer will email [enquires@stockgrn.bham.sch.uk](mailto:enquires@stockgrn.bham.sch.uk) to seek advice and support.
- Communication with staff and students is done using official school systems only. Any such communication will be polite and courteous in tone and manner. Please note that staff aim to respond within 48 hours (school days only)
- Taking of photos, sound recordings and/or videos are for schoolwork purposes only. Please note that any photos, sound recordings and/or videos must be stored on the iPad and not air-dropped or distributed without permission from a member of staff
- Students will only attempt to use an iPad off the school site during the specified times of the day when it is permitted
- Students will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted
- Students will return the issued iPad, stylus and case when they leave school in good condition.



**Positivity** - use the iPad as a learning tool, it should be put away during break and lunch so you can socialise with friends.

**Responsibility** - protect your iPad from damage in a bag and have it charged for learning.

**Integrity** - Smoothwall is always watching, only access appropriate content and use positive language

**Determination** - maximise your learning minutes, only open apps in class that your teacher directs you to use.

**Empathy** - teachers are learning with you on how to use iPads in lessons too. We will all need to support each other and have patience.


### **Unacceptable misuse of iPads that does not meet PRIDE Values**

- Using the iPad when the member of staff has asked students not to
- Not using the correct App as instructed by the member of staff
- Attempting to restart iPad when locked / restricted by Apple Classroom; please note that this does not work, and students will still be restricted by Apple Classroom/locking
- Not locking an iPad which may allow others to access the device
- Communicating with others in an impolite or inappropriate way
- Attempting to contact another student for example via the Messages app, FaceTime, an email, Teams, or any other app/ internet based platform in a lesson without permission from a member of staff
- Attempting to contact anyone outside of school eg home, friends etc when in lessons
- Using an iPad to make a noise or project light (e.g. using the torch function) in a way that is likely to disrupt learning
- Searching in a browser for something inappropriate. Please note that all devices are monitored by Smoothwall and alerts are sent to school with screenshots with the inappropriate material
- Using another student's device without permission from a member of staff, that may lead a disruption in learning, a loss of work or access to inappropriate material
- Giving access to an iPad to another student/person
- Using social networking sites
- Attempting to download unauthorised apps.


### **Serious inappropriate misuse of iPads**

- Refusing to follow instructions from a member of staff
- Refusing to hand over an iPad to a member of staff when asked to do so; please note that the iPad is school property and not the property of the student
- Connecting an iPad to a projector without permission from a member of staff
- Removing any wiring or IT equipment such as cables, Apple TV box etc as this could disrupt learning or attempting to disable systems or equipment
- Using an iPad for any harmful sexual behaviour e.g. sending an abusive or indecent message of a sexual nature, use of sexualised language towards a student or member of staff or creating/sending sexualised, indecent or pornographic material
- Using an iPad for any racist, homophobic, transphobic, misogynistic or discriminatory behaviours
- Sending abusive, intimidating or threatening messages
- Taking photos, making sound recordings or filming a member of staff without permission
- Attempting to access prohibited areas of the school network, other students' work or members of staff's files without permission from a member of staff
- Deliberately installing malicious software or altering device or school network settings that may disrupt learning
- Deliberately damaging an iPad
- Giving the iPad to someone else to keep or use outside. Please also note that the device can be remotely deactivated rendering the device useless to anyone else outside of the organisation
- Using an iPad for any potentially illegal behaviours.

Appendix A – SGS Way, examples shared with students to understand why we do what we do as we believe consistency is key to nurturing a positive learning environment



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Positivity – be kind to staff, they only ask you to go that correct way to make sure everyone is safe.

Responsibility – we must look after one another, help direct friends to take the correct routes.


Integrity – if one person is allowed to go the wrong way then it is not fair.

Determination – using the routes travel as quickly as you can to maximise your learning minutes.

Empathy – recognise that some people have additional needs to you so will on occasions go the wrong way. You do not need to follow.



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Positivity – give Do It Nows your best attempt, you might not know the answer but have an educated guess. You wouldn't leave a question blank in your GCSE exam.

Responsibility – Do It Nows start that process of you learning how to work independently.


Integrity – by going straight to your designated seat without being asked it save time and stops a negative interaction with your teacher asking you to go the correct way.

Determination – follow the routines when you have a cover teacher, you'll never get that time back.

Empathy – by being silent is creates a work environment that everyone can be successful in.



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Positivity – You can avoid a negative interaction with staff by turning up on time.

Responsibility – You can try to avoid being late by having a go at using the toilet earlier in social time.


Integrity – don't just stand there waiting for a friend to make the first move. They will not think anything less of you if you want to be successful. A true friend would not want you to fail.

Determination – take control of your punctuality, pack your bag the night before and set two, three, four or five alarms in the morning.

Empathy – recognise that you disturb everyone else's learning when you come in late. Be kind.



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Positivity – accept decisions and move on, if you feel something is unfair as the right person at the right time.

Responsibility – help your friends make the right choices to support our community.


Integrity – follow the rules and avoid negative interactions even if you want to try and get away with something.


Determination – if you receive a warning use it as an opportunity to make sure that you adapt to be successful.

Empathy – recognise that rules are they to help the whole Stockland Green School family.

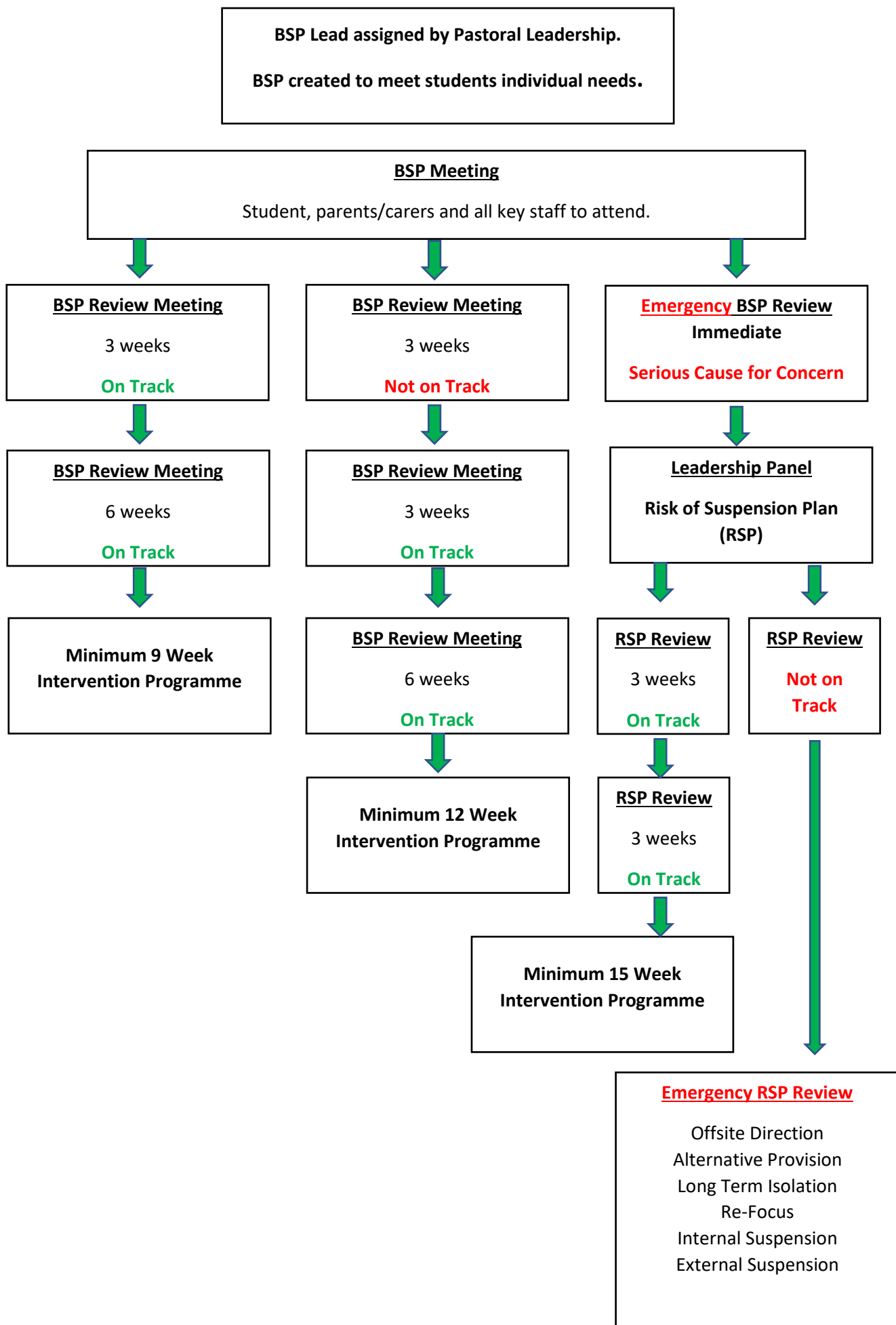
# Intervention Menu

*Right Person, Right Time*

PRIDE Support	Pastoral House Support	Inclusion Support	External Support	Curriculum
Bereavement and Loss	Exam Stress Management	SEND Assessment	Community Police	Period 7 for KS4
Online Safety	Radicalisation in Popular Culture (G)	Literacy and Numeracy	Aim Higher – Aspirations / Careers Support	Targeted Lunch Revision
 Peer Pastoral Mentoring	 Attendance and Late Stages Intervention	Social Skills and Confidence – bespoke	Aston Villa Foundation - Attendance & SEMH	English and Maths Online Tuition
Anger Management	Behaviour Stages Intervention	Access Arrangements	Malachi – Family Therapy Support	Period 1 Reading
 Drawing and Talking - Therapeutic	Goal Setting to change behaviour and relationships (G)	PSS Referral	School Nurse	Extra-Curricular Clubs
 SEMH Support	 Welcome Window – Organisation and Communication	Speech and Language	Urban Devotion - Risk of criminal activity	Peer Academic Mentoring
Girls – Better Together (G)	Student Advocacy – Sharpening Student Voice	CAT Support	 Forward Thinking – SEMH	Student Leadership Groups
	Challenging of discriminatory words (G)	EP Referral	Sporting Elite - SEND	Careers Mentoring
	Attitudes towards a lack of money (G)	NDP Pathway Referral	 Erdington Locality Hub – Early Help	
	 Exploring questions of sexuality and identity (G)	VI / HI Support		
Three Houses – Student Voice				
 Transition Support				
Wellbeing/Daily Check Ins				
Parental Coffee Mornings/Workshops				
Friendships and Relationships (G)				
 Self Regulation and Resilience (G)				
 Self Confidence and Self Esteem (G)				

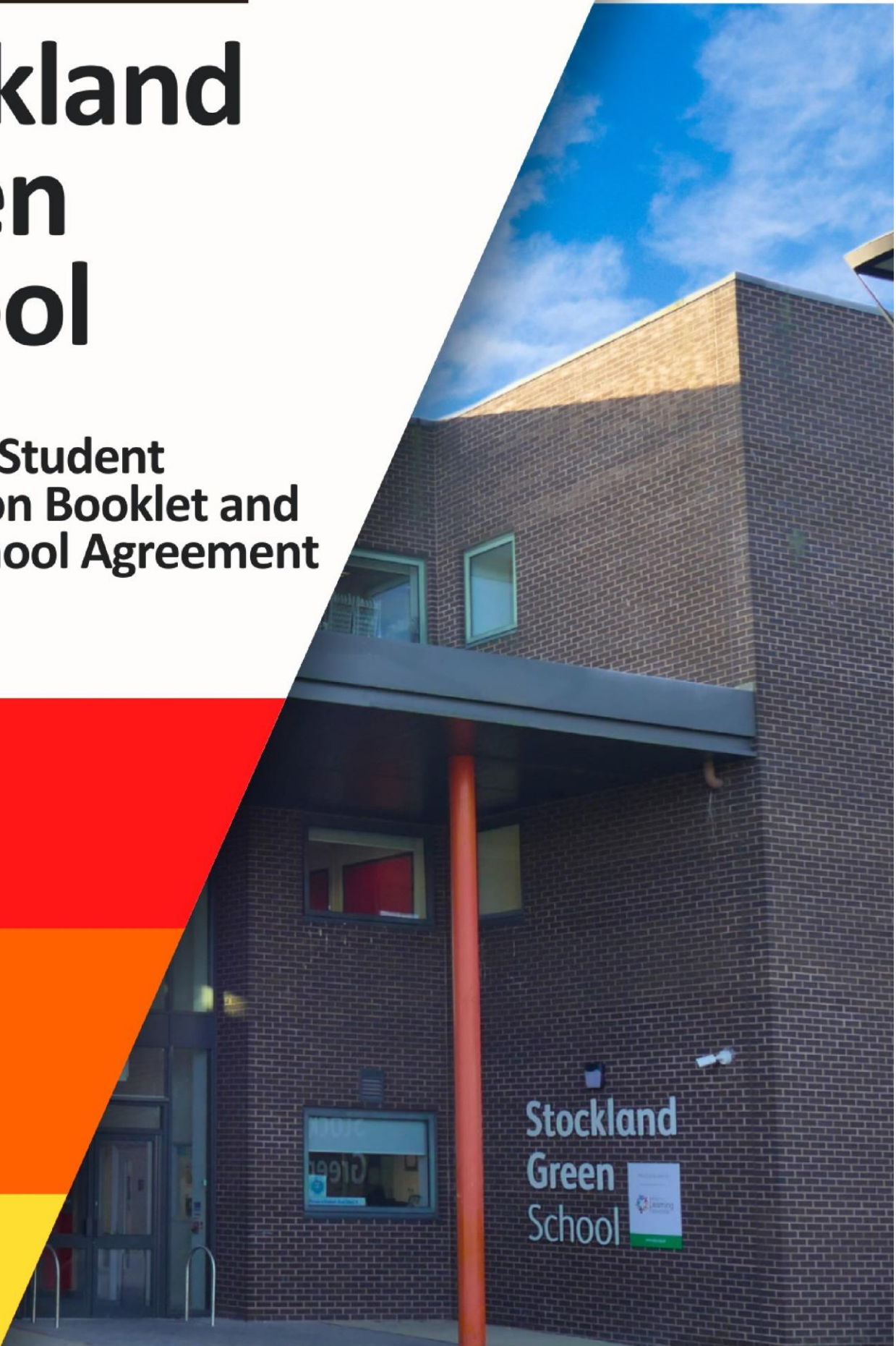
 Intervention that are done over a period of weeks to be measured using Motional  
 (G) Can be offered as a group activity

Transition Point Year 6-Year 7		Data and Information : Monitoring and Tracking (all year groups)			
Stage	Triggers	Intervention	Issued	Monitored	Time
<b>Stage 1</b> Recorded on G4S Stage 1 by House Pastoral Team	Year 7 transition Information Behaviour for Learning concern	Emotional Coaching Model- TIAAS approach Parent/ Carer Partnership- Home School Agreement Tutor and Faculty Behaviour Take Away/ G4S Trusted adults and wellbeing opportunities		FT House Pastoral	Autumn Term 1
	Three or more negative logs in a week	Phone call home from form tutor Form Tutor 'Green' or Faculty Tracker	House Pastoral	FT	2 Week Review
	One off serious incident	Parental phone call from House Pastoral Team- sanction and intervention assigned Form Tutor 'Green' or Faculty Tracker	House Pastoral HoF	FT	2 Week Review
A student should be moved to <b>Stage 2</b> if they have unsuccessfully engaged with <b>Stage 1</b> intervention. Maximum 4 Week Intervention cycle. Successful Intervention removal from BfL stages.					
<b>Stage 2</b> Recorded on G4S Stage 2 by House Pastoral Team	<b>Unsuccessful Stage 1</b>	Student Profile created and shared with key staff Parent/ Carer Partnership- Meeting Tutor and Faculty Behaviour Take Away/ G4S	HoF / House Pastoral	FT/ PL/ HL	2 Week Review
	Six or more negative logs in a week	Parental contact from House Pastoral Team Pastoral/ House Leader 'Amber' or Faculty Tracker <b>Intervention Menu referral if appropriate</b>	HoF/ House Pastoral	HoF/PL/ HL	2 Week Review
	One off serious incident	Parental meeting from House Pastoral Team Pastoral/ House Leader 'Amber' tracker <b>Intervention Menu referral if appropriate</b>	PL/ HL B2A	HoF/PL/ HL	2 Week Review
A student should be moved to <b>Stage 3</b> if they have unsuccessfully engaged with <b>Stage 2</b> intervention. Maximum 4 Week Intervention cycle. Successful Intervention return to <b>Stage 1</b>					
<b>Stage 3</b> Recorded on G4S Stage 3 by Pastoral Leader	<b>Unsuccessful Stage 2</b>	Student Conference Student Profile created and shared with all staff SEND observation and assessment Intervention Menu referral Parent Partnership- regular communication Respite Re-focus Offer	House Pastoral	PL/ HL	2 Week Review
		Bespoke Behaviour for Learning focused intervention package- Fresh Start	PL/ HL	PL/ HL B2A	2 Week Review
		Potentially an early intervention referral to external agencies- could include sports intervention, police, Erdington Locality Hub	PL/ HL Family Support	PL/ HL	6 Week Review
A student should be moved to <b>Stage 4</b> if they have unsuccessfully engaged with <b>Stage 3</b> intervention. Maximum 6 Week Intervention cycle. Successful Intervention return to <b>Stage 2</b>					
<b>Stage 4</b> Recorded on G4S Stage 4 by Pastoral Leader	<b>Unsuccessful Stage 3</b>	Assigned Behaviour Support Plan (BSP) Lead	House Pastoral/ LG		
	Persistent negative logs, unsuccessful engagement with support and intervention through BfL stages	<b>Behaviour Support Plan (BSP)</b> Parental meeting arranged with feedback from class teachers and students' books, SENCo contribution, possible Ed Psych <b>BSP Tracker</b> Intervention Menu referral- internal or external Respite Re-focus Offer	Identified BSP Lead LG	BSP Lead <b>See BSP Flow Chart</b>	BSP Review 3 weeks 6 weeks 9 weeks
	Unsuccessful BSP targets, persistent or 'one off' incident	<b>Emergency BSP Review</b> Escalated to Stage 5	BSP Lead LG	BSP Lead	3 Weeks
A student should be moved to <b>Stage 5</b> if they have unsuccessfully engaged with <b>Stage 4</b> intervention. Maximum 12 Week Intervention cycle: See BSP Flow Chart. Successful Intervention return to <b>Stage 3</b>					
<b>Stage 5</b> Recorded on G4S Stage 5 by Pastoral Leader	<b>Unsuccessful Stage 4</b>	Leadership Panel including SENCo <b>Risk of Suspension Plan (RSP)</b>	BSP Lead /LG	LG	3 Weeks
		<b>Emergency RSP Review: Not on Track</b> Managed Move, Offsite Direction, Alternative Provision, long term isolation and/or suspension	LG	Pastoral LG	
	Maximum 6 Week Intervention cycle: See BSP Flow Chart Successful Intervention return to <b>Stage 4</b>				



# Stockland Green School

Guardian/Student  
Information Booklet and  
Home/School Agreement





# Head of School's Welcome

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Welcome to Stockland Green School – a vibrant 11-16 mixed academy in Erdington, Birmingham, a school at the heart of the community it serves.

We are a forward-thinking school, who are always seeking improvement in the quality of education and care we offer our children and families. By combining new innovation and practices with our traditional P.R.I.D.E values, we continually strive to support all learners to aspire, believe and achieve. I am honoured to have been part of our school's journey for the last 15 years, as a collaborative team of students, staff, parents/carers, and external professionals we work hard to ensure children are always at the heart of all that we do. We are a 'family'.

Students' emotional health and wellbeing is a priority, ensuring children can flourish and thrive, be confident and are equipped to make positive, safe choices. Stockland Green is a safeguarding first school.

We ensure all students have enriching opportunities and life experiences, developing a thirst for knowledge and learning. This rounded experience equips them to successfully transition into their next steps and adult lives, being able to navigate and positively contribute to our modern-day society and the wider world.

Whilst we expect the very best from all our students, we also recognise every one of them as the individuals that they are, therefore our curriculum is broad, ambitious and knowledge rich, inclusive of all. Our ambition is to offer stretch and challenge, setting high standards and expectations.

Stockland Green School is a wonderful place full of remarkable people. I am extremely proud to be the Head of School of this unique community, where students feel safe, respected and supported as they discover their strengths, ignite new passions and follow their dreams. Relationships form the foundation of our work, where we embrace each other's uniqueness, celebrating our diverse, multi-cultural identity.

Stockland Green School is a member of The Arthur Terry Learning Partnership (ATLP), all our schools are connected by a strong moral commitment to provide accessible, outstanding education. We benefit from the ambitious learning community and network of dedicated professionals.

**Mrs Goode**

**Head of School**

# House Pastoral Team



**Rebecca Goode**  
Head of School



**Katerina Lee** - Assistant Headteacher  
for personal development



**Martin Cross** - Assistant Headteacher  
for behaviour, culture and ethos



**Steve Beeston**  
Designated Safeguarding Lead

**Claire Barrington**  
Rea House Leader



**Ella Spencer**  
Deputy Rea House Leader

**Justin Sargent**  
Cole House Leader



**Emily Hamilton**  
Deputy Cole House Leader

**Hannah Carr**  
Tame House Leader



**Darren Campbell**  
Deputy Tame House Leader

# Home School Agreement

The Stockland Green PRIDE values define the expected behaviours in school. It is centred on what successful behaviour looks like and defines it clearly for all parties. The Stockland Green PRIDE Values are not exhaustive, but represent the key habits and routines required in the school so that all students can aspire, believe and achieve.

## Positivity

- be motivated and have high expectations
- be curious and ready to learn new things
- be a positive role model and representative of the school

## Responsibility

- be fully prepared for all activities
- have excellent attendance and punctuality
- be well presented and smartly dressed
- be safe and look after each other
- reflect on all that you do and learn from your mistakes
- take care of the building, equipment and the environment
- ensure that no banned items are brought into school **Integrity**
- be polite, considerate and kind to everyone
- show maturity when dealing with sensitive issues
- be fair in your treatment of others
- behave well, even when no-one is watching

## Determination

- show full effort when faced with challenges
- complete work on time and to a high standard

## Empathy

- recognise that we are all equal individuals
- have regard for each others' personal space and privacy
- actively listen to others
- appreciate others' beliefs, opinions & cultures
- take an active role in reporting bullying offline and online



## As part of the Stockland Green School Family we:

Have the right to be listened to and taken seriously as individuals and as groups

Have the responsibility to respond to the views of others courteously and to treat each other with respect and tolerance regardless of race, gender, ethnicity and sexuality

**By being part of the Stockland Green School Family I agree to the responsibilities that continue overshoot and will do my best to fulfil them**

Signed: \_\_\_\_\_ Student

Signed: \_\_\_\_\_ Parent

Signed: **Mrs R Goode** Head of School

# Parents and Carers

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As the parent/carer I will:

- Support and contribute towards the school's culture and ethos ensuring my child aspires, believes, achieves in line with our PRIDE values.
- Support our policy on behaviour that upholds the right of every child to learn in a calm, orderly, safe and positive environment.
- Support and encourage a passion for reading as part of my child's every day life at home. If my child is below my chronological reading age, I will work collaboratively with the school to address this.
- Ensure my child attends school every day, on time and with the correct uniform, essential equipment and ready to learn.
- Not plan to take family holidays in term time which affects the continuity of my child's education.
- Inform the school as soon as possible by telephone of my child's absence and the reason and whenever necessary follow this up with a written note of explanation.
- Exercise my responsibility for my child outside school hours, ensuring that he/she travels to and from school in a safe manner and conducts themselves appropriately in the local community.
- Support the school's policies.
- Provide encouragement to my child to continue the patterns of work and behaviour established in school whilst at home and in the local community.
- Inform the school of any information which might affect my child's academic progress or behaviour.
- Encourage my child to have pride in the school and to care for both the school environment and the community including students and staff.
- Attend all parents' evening throughout my child's school career.
- Aid effective communication by returning reply slips promptly.
- Explain relevant policies to my child and ensure that the significance of such documents such as the home-school agreement and Student Code of Conduct is understood.
- Ensure that if my child comes to school with a mobile phone that it is switched off during the day and stays in my child's bag. If I need to contact my child, I will do this by contacting reception and not my child directly. If a mobile phone is used by a student, meaning it is not turned off and in their bag, this will be confiscated and I understand that I will be asked to collect this at the end of the day or at my earliest convenience the next day.
- Recognise the psychological impact of a mobile phone on my child's ability to concentrate and feel positive about themselves and the need for them to develop skills in effective face to face communication.
- Ensure that my child does not come to school with any items or substances not permitted for them to carry by law.
-

# Our Curriculum Offer

Stockland Green School will ensure each child receives a high quality education by:

- Upholding the PRIDE values in the Stockland Green Standard
- Building positive culture and characteristics that maximises learning
- Creating a safe environment where all our students are valued and treated equally and in which effort, success and achievement is rewarded
- Valuing each child as an individual and raise students' self-esteem, encouraging them to fulfil their true potential
- Providing an ambitious curriculum which caters for the needs of each student
- Providing the highest quality of learning and teaching opportunities to build knowledge into the long term memory
- Informing parents at an early stage of any concerns
- Assessing work regularly through formative assessment in class and summative assessment weeks and setting targets to move students to the next level
- Reporting on academic, attendance and any other achievements
- Modelling and expecting high standards at all times
- Using sanctions in line with the school Behaviour Policy as necessary
- Rewarding achievement and celebrating success in line with school policy

## Learn with Pride

Positivity	Responsibility	Integrity	Determination	Empathy
I am motivated for every lesson even if I find it challenging	I have responsibility to arrive on time to lessons and have all equipment	Be polite and kind to everyone in the classroom and when working with a team	I show determination by completing all challenge tasks and striving to complete more in lesson time	I show empathy by actively listening to the person in the room talking-peer or teacher (tracking)
I am positive when looking at my strengths and weakness in a subject	I show responsibility by acting on the feedback teachers give me in lessons and complete to a high standard	I show integrity by avoiding distractions and doing the right thing when no one is watching	I show determination to keep the presentation in my book neat and well presented	I appreciate and realise I can learn from others opinions in the classroom
I am keen and curious to learn new ideas and knowledge in the classroom	I am responsible with my time and complete all ILT and classwork set	I apply knowledge and skills from one lesson to others in the curriculum	I show determination by putting my hand up for questions	I can work well with others for paired work or as a team



# Attendance and Punctuality

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The school day starts at 8:50. We expect all students to be onsite by 8:40 to ensure a prompt start to their learning.

The attendance register is taken at the start of the first lesson of each school day. This gives students their AM (morning) mark. Registers are then taken for all other lessons during the school day, with period 4 providing the PM (afternoon) mark for the day.

Students are marked as late (L code) from 8:50-9.30 when registers then close. A student must sign in on arrival, they will be spoken to and a consequence may be issued.

Students are late after registration closes (U code) from 9.31am and this means the late mark is recorded as an absence. A student marked as a U code will affect their attendance figure.

Our attendance team will record whether every student is: a) Present b) Attending an approved educational activity c) Absent d) Unable to attend due to exceptional circumstances.

The school will follow up on any absences to: a) Ascertain the reason b) Ensure the proper safeguarding action is taken c) Identify whether the absence is approved or not; and d) Identify the correct code to be recorded on our electronic register.

Absences are either authorised or unauthorised.

Authorised absence is where the school has either given approval in advance for a student to be out of school or has accepted an explanation offered afterwards as satisfactory justification for absence.

An absence is classified as unauthorised when a student is absent from school without their permission. Therefore, the absence is unauthorised if a student is away from school without good reason, even with the support of a parent.

The Pastoral Team will also make additional contact to parents/carers of absent students to support their return to school.

We will carry out a home visit where absence is prolonged or unexplained.

School staff are legally in loco parentis and therefore must know where the students are during the school day. Students are not allowed to leave the premises without prior permission from the school and consent of their parent/carer.

Whenever possible, parents/carers should try and arrange medical and other appointments outside of the school day.

Parents/carers are requested to confirm, by letter, email or telephone call, the reason for any planned absence, the time of leaving, the expected return time.

Students must be signed out on leaving the school site and be signed back in on their return at reception.

Where a student is being collected from the school, parents/carers are to report to the school reception before the student can leave the site. If a student leaves the school site without permission and we are aware of it, their parents/carers will be contacted.

With effect from September 2013 the government abolished the right of Headteachers to authorise absence specifically for holidays of up to 10 days per year if special circumstances existed.

# School Uniform

Students are required to wear their full school uniform at all times. This will be checked by their form tutors and house leaders every morning. Parents/ guardians will be contacted by phone for any missing items that need to be brought into school. Incorrect uniform that can not be authorised will incur a sanction.

**Stockland Green School Uniform**

Plain white shirt or blouse with top button

Blazer with school badge

Smart black shoes

House tie and jumper

Plain, black full-length trousers; loose fitting, knee length skirt or Shalwar Kameez, no longer than knee length

## Skirts

Loose fitting skirt worn to the knee (or slightly above — no more than 3cm)

Made from school uniform material (polyester, viscose and 2% elastane)

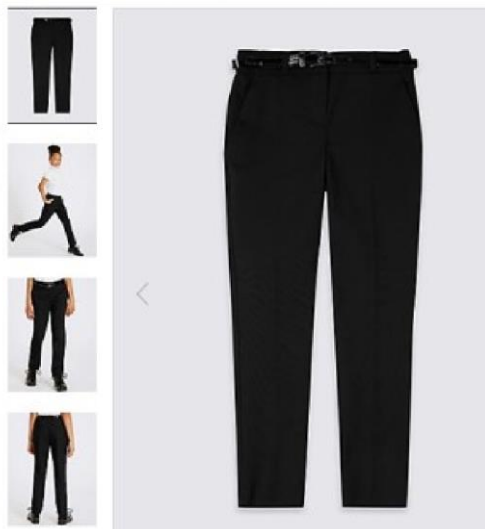


No jersey or lycra

## Trousers

Loose fitting trousers

Made from school uniform material (polyester, viscose and 2% elastane)



# Blazers and Coats

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During the winter please ensure that your son/daughter is wearing a suitable outdoor coat.

- This coat should be large enough to be worn **OVER** the school blazer.
- A hoodie is not a coat and they are not allowed in school.
- Zipped hoodies are also not considered to be a coat.
- Hooded jumpers are not part of the school uniform and are not suitable outdoor wear. Students wearing these will be challenged and may have them confiscated.

# Hairstyles and Hair

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Tramlines and other patterns in shaved hair are not permitted.

Only plain head bands, which are serving a purpose, are permitted. Flower head bands and bandanas are not to be worn in school.



Headscarves must be plain black with no decoration or pattern.





# PE Kit

- PE kit is only to be worn on days with a timetabled PE lesson.
- All year groups to wear a t-shirt that has the Stockland Green School logo on it.
- Years 7, 8 and 9 to wear a 1/4 zip top which has the Stockland Green School logo on it. Years 10 and 11 are able to wear their school jumper if they do not have a 1/4 zip top.
- Shorts or jogging bottoms which have the Stockland Green School logo on them.
- Plain black sports leggings are able to be worn in years 10 and 11.
- Students should also wear appropriate Astro-trainers to all lessons.



# Uniform Stockists

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Please enforce expectations at home around looking after uniform, ensuring your child does all they can to keep their uniform in good condition so that they are smart, organised and ready to learn.

Uniform can be purchased from the following stockists:

**Crested Schoolwear**

71 High Street  
Erdington  
Birmingham  
B23 6SA

**Clive Marks Schoolwear**

11-12 Boldmere Road  
Boldmere B73  
5UY

**Gogna Schoolwear**

67 Rookery Road  
Handsworth Birmingham  
B21 9QU

# Equipment Expectations

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In order to be ready to learn it is important for all students to have the following:

- A school bag large enough to contain your Ipad, books, equipment and PE kit
- Black pens (at least two)
- Green pens (at least two)
- Pencils (at least 2)
- 30 cm ruler
- Rubber and pencil sharpener
- Glue stick
- Highlighters
- Protractor and compass
- Pencil case
- Scientific calculator
- Hand sanitiser and tissues for personal use

An equipment check will take place by the form tutor every morning. Contact will be made with parents/ guardians for missing items to be brought into school so that students are ready to learn.

# Student ICT Contract

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## Responsibility

- I will be responsible for my own area and information on it.
- I will not dismantle any of the computer equipment.
- I will report any problems I encounter with computer equipment to my teacher.
- I will play my part in trying to reduce paper waste.
- I will use ICT to help with work in my other subjects.
- I will not attempt to play games or use the internet without permission.
- I will only use appropriate sites to support my learning.

## Respect

- I will leave my computer as I would expect to find it.
- I will keep food and drink away from the computers.
- I will use the computers sensibly and with sensitivity to others.
- I will only use the software I have been given.
- I will not attempt to install or run any software not installed on the system.
- I will report any inappropriate content to the class teacher.

## Privacy

- I will not share my password with anyone.
- I will not use or try to find out anyone else's password.

I understand that if I do not follow this contract, I may have my access rights removed and further action may be taken if necessary. By accepting my place at Stockland Green School, I agree to abide by the above rules.

# iPad Expectations

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All students will be issued with an iPad during their time with us. This is to support their learning in school and their independent study outside of school. Their iPads are an essential tool to support learning only and all students must adhere by the expectations below. As parents/ guardians, we ask that you strongly support the fulfilment of these.

1. iPads must be charged over night so that they are able to be used all day in school. Students will not be able to charge them in school as we logistically can not make this happen.
2. iPads must be kept safe from breakages and spillages. They must be stored safely at home when charging and remain in students' school bags whilst moving around the building and at social times.
3. Students must not have their iPads on show when walking to and from school. They must remain out of sight and in their school bag.
4. iPads are not to be used by other family members whilst at home.
5. iPads will be monitored at all times both in and out of the building. Any inappropriate usage will be flagged by our Smoothwall system and contact will be made home and with students regarding this. Appropriate action will be taken with outside services or the police should this be needed.

# Mobile Phones

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Students are **not permitted** to **use mobile phones** on school premises. Mobile phones are a distraction and we have serious concerns about the impact of their inappropriate use.

Their use is **reducing students abilities to connect** with one another socially on a day-to-day basis. We also believe that **removing the distraction** of mobile phones at school will impact favourably on our students' approaches to their studies and ultimately outcomes for all.

Any student using a mobile phone without permission will have the **device confiscated**.

## Students are allowed to bring mobile phones into school.

If they choose to do so it is on the understanding that they agree with the following:

- Mobile phones must be **switched off** and kept **out of sight at all times**.
- This includes lesson time, before school, break, lunchtimes, and after school until you have left the school site.
- No student may take a mobile phone into a room or other area where examinations are being held.

**“We see it, we hear it, you lose it.”**



# Airpods/Earphones

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## Students are allowed to bring airpods into school.

If they choose to do so it is on the understanding that they agree with the following:

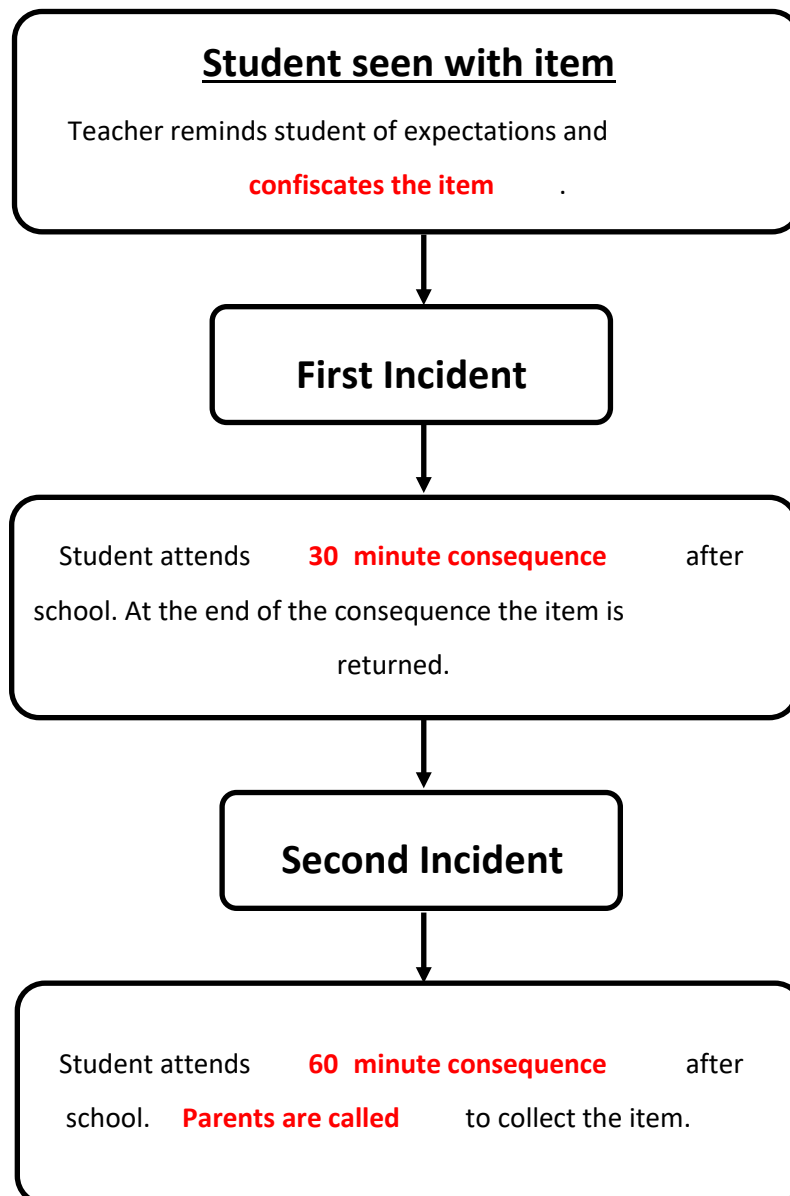
- Airpods must be **switched off** and kept **out of sight at all times**.
- This includes lesson time, before school, break, lunchtimes, and after school until you have left the school site.
- No student may take an airpod into a room or other area where examinations are being held.
- If you are asked to hand in your airpods to a member of staff you must do so **immediately**.

**“We see it, we hear it, you lose it.”**



# Mobile Phone and AirPods/ Earphone Confiscation Procedure

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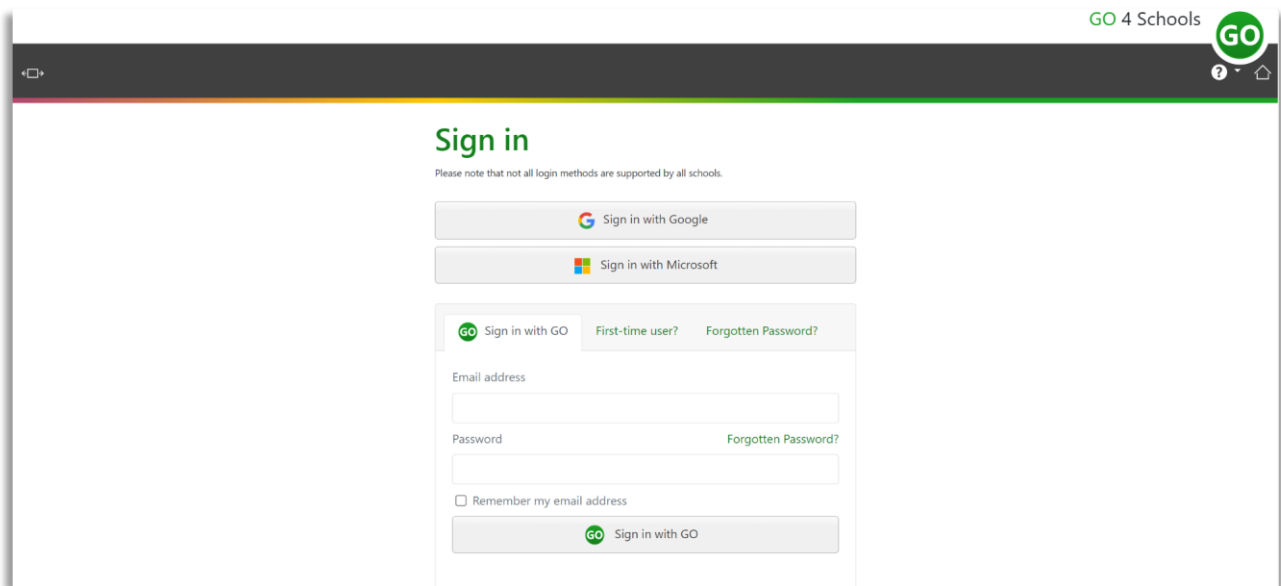


**Failure to hand in** the item immediately  
will result in **additional consequences**.



# Paperless Correspondence

Stockland Green School uses Go4Schools, an online database which will allow you to view your child's academic record, including progress data and school reports.



GO 4 Schools

## Sign in

Please note that not all login methods are supported by all schools.

Sign in with Google

Sign in with Microsoft

GO Sign in with GO First-time user? Forgotten Password?

Email address

Password Forgotten Password?

Remember my email address

GO Sign in with GO

As we are working towards reducing our impact on the environment, we send all correspondence to parents via email. We have found that this is the quickest and most convenient way to pass important correspondence to parents.

To enable you to log into Go4Schools and for school to send correspondence, you will need to provide an email address so please ensure you include this in the appropriate section of the Student Personal Information Booklet.

# Use of Video/Photography

At Stockland Green School we are very proud of the achievements of all of our Students and we want to be able to celebrate these achievements both within the school, trust and with others. We may also want to report on significant events which involve our Students, such as visits from dignitaries. This will involve providing information about involvement in certain activities such as sports.



You may change your mind in relation to any of the consents that you have provided at any time. This includes withdrawing your consent to anything that you have agreed to here.

To withdraw your consent to any of the above, or otherwise amend your position, please email us at:

**[enquiry@stockgrn.bham.sch.uk](mailto:enquiry@stockgrn.bham.sch.uk)**

This consent will otherwise continue until your child leaves Stockland Green School or your child reaches the age of 12 years old (Year 9) at which point the school will seek consent directly from your child in relation to the above matters.

Stockland Green School is required to reaffirm consent at appropriate points, including when a child reaches a point at which they are considered to be able to consent on their own behalf.

# Educational Visits Parental Consent

As your son / daughter commences education at Stockland Green School, many opportunities will arise for them to have enriching curriculum experiences, such as school trips and activities outside school and events in school which will support what they are learning.

By accepting the place at Stockland Green School, you are giving consent for your child to take part in activities and events throughout the year. Some of these will take place outside of normal school hours and we will write to you to advise when trips or activities are taking place so you are aware of what your child is doing. If, for any reason, you do not wish your child to take part in any activity, we will ask you to advise the visit leader when we write to you about the event. Consent will cover the following activities:

Helping with Open Days and Evening, Parents' Evenings and special events in school, outside of normal school hours.



Visits within and outside the boundary of Birmingham with accompanying staff, including curriculum visits, sporting activities and representing the school at conferences or competitions. Some of the places our students have had the opportunity to visit include:

- \* The Tower of London
- \* The Big Bang Fair at the NEC
- \* Various Theatre Productions
- \* Various sporting fixtures, such as Netball Super League matches and England Under 23's matches
- \* Ballet productions
- \* The National Space Centre
- \* West Midlands Police Museum
- \* Bletchley Park \* Whitemoor Lakes Outdoor Education Centre.

# Educational Visits Parental Consent

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You will also be agreeing to your son / daughter's involvement in extracurricular school based activities both during and outside the normal school day.

Learning outside the classroom is widely recognised as a valuable and effective means of extending student knowledge, enriching student understanding and promoting personal and social development. Ofsted also acknowledge the importance of quality learning experiences outside the classroom for raising student attainment.

Consequently, we promote and encourage the organisation of educational visits for all our Students and hope that parents will recognise the value and importance of these visits and give their full support.

In guidance written by the Department for Education 'Charging for school activities' (May 2018) it sets out that a school cannot 'charge' parents for any element of the National Curriculum, this includes materials for learning or educational activities. However, schools can ask parents for 'voluntary contributions for the benefit of the school or any school activities'. In essence, this means that any costly activities can be subsidised by reasonable contributions by parents to enhance the experience of learners at the school.

Stockland Green School believes wholeheartedly in the value of these experiences and tries to ensure that these opportunities are accessible and affordable to all. However, school does not have the financial resources to pay the full costs and, consequently, a voluntary contribution has to be requested from parents/carers to make up the shortfall. This contribution is genuinely voluntary and neither you nor your child will be excluded if you choose not to contribute. The school cannot demand payment as, of course; a voluntary contribution is by definition voluntary. However, please note that without all such voluntary contributions, trips and activities may have to be cancelled, due to a lack of funds.

We will write to you about any event that your child is invited to take part in and will advise if any contribution is requested.

You may change your mind in relation to any of the consents that you have provided at any time. This includes withdrawing your consent to anything that you have agreed to here.

To withdraw your consent, or otherwise amend your position, please email us at:

[enquiry@stockgrn.bham.sch.uk](mailto:enquiry@stockgrn.bham.sch.uk).

# Food Allergies

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## **Anaphylaxis, Food Allergies & Medical Needs in School**

Every school is likely to have at least one student who has severe food allergies, and many schools, including Stockland Green are no exception to this.

Whilst we appreciate that it is very difficult to enforce a whole school ban on nuts and other allergens, we would still like to minimise the risk; therefore, following advice from our clinical lead from The Birmingham School Health Advisory Service (in conjunction with the Anaphylaxis campaign), we would like all parents to consider very carefully what food they send in with their child. Raising awareness will help make life safer for children with allergies in and around school.

We would recommend no child brings nuts into school, or products that contain nuts or other food allergens.

A good guide for all parents and carers to read is set out by the Anaphylaxis campaign below:

[www.anaphylaxis.org.uk/wp-content/uploads/2018/01/Frequently-Asked-Questions-in-Schools-Factsheet-Jan-2018.pdf](http://www.anaphylaxis.org.uk/wp-content/uploads/2018/01/Frequently-Asked-Questions-in-Schools-Factsheet-Jan-2018.pdf)

# Is your child eligible for a free school meal?

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Now it is quick and easy to find out. No form to fill in, no need to supply school with copies of your paperwork, no waiting time.

We would encourage all parents to apply online to check your eligibility. The new online checking service will instantly advise you if your child is eligible to receive free school meals. Your details are also updated automatically so there is no need for a formal review process; everything is kept up to date after your initial application.

Both parents & school are advised if you become eligible in the future so the free school meal allowance can be applied straightaway to your child's dinner account.

The benefits to you and your child are numerous and all it takes is a quick, easy, confidential, one-time application. In addition, for every child on free school meals, Stockland Green School will receive additional funding (Student Premium) from the Government which we use to support teaching & learning. It is therefore a wider benefit for everyone.

Simply apply online at [www.link2ict.org/fsm](http://www.link2ict.org/fsm)

You will need your national insurance number or national asylum support service reference number & your child's date of birth.

If you do not have access to the internet, an application can be made by school. If you would like school to apply on your behalf or if you need any further support or assistance in completing your application, please contact [enquiry@stockgrn.bham.sch.uk](mailto:enquiry@stockgrn.bham.sch.uk) or speak to the office on 0121 566 430

