



STOKE PARK
— SCHOOL —

Dear Parents and Carers,

I hope you and your family have had a restful summer. It was a pleasure welcoming students back to school yesterday and it has been a very positive start to the academic year. I wanted to share an important development in our ongoing journey at Stoke Park.

Our vision is simple: *Every child receives an ambitious, inclusive education which not only transforms life chances but develops the whole child in readiness for the wider world.*

Over recent months, staff, students and families have talked to us about the importance of consistency. Young people do best when expectations are clear, classrooms are calm, relationships are positive and communication between school and home is strong.

With this in mind, we are introducing **The Stoke Park Standard**, a shared approach designed to help every student experience the same high expectations, encouragement and support across the school.

Why this matters:

This is not about making school feel stricter. It is about making school feel calmer, fairer and more predictable for every child. Our aim is to create the conditions where:

- ✓ Students feel safe, known and valued (and rewarded as necessary)
- ✓ Teachers can teach and students can learn without unnecessary disruption;
- ✓ Expectations are understood and applied consistently;
- ✓ Families and school work together in the best interests of young people.

At Stoke Park, we believe that one of the greatest acts of inclusion is ensuring that every child can learn successfully in every classroom, every day.

What this means for students and families

The Stoke Park Standard will focus on simple, positive routines: arriving on time, being ready to learn, listening carefully, taking part positively and giving best effort. A summary of the expectations and the behaviour system is included in **Annex A** for anyone who would like the full detail. **Reward and celebration remain the priority to highlight student success as often as we can - this will also be shared with Parents/Carers as our main driver to support belonging in the school.**

Improving communication with families

We also want communication with families to be clearer and timelier. Where patterns emerge or concerns develop, staff may contact home directly so that we can talk things through early and work together. This reflects our belief that students do best when school and home are working in partnership.

Supporting students with additional needs

Our commitment to inclusion remains central to this work. We know that some students will need reasonable adjustments, additional support or a more personalised approach, and we will continue to work closely with families to make sure young people are supported to succeed.

We are ambitious for every child at Stoke Park and want every student to feel proud to belong, confident to succeed and ready to achieve their very best. Thank you, as always, for your support and for working with us as we continue to strengthen the school community together.

Yours faithfully,
Samuel Mohamed
Head of School

Annex A: The Stoke Park Standard and Behaviour System

Student expectations

- Arrive on time (a same-day detention is issued when students are late)
- Follow reasonable adult instructions.
- Come prepared with the correct equipment and uniform.
- Listen attentively.
- Participate positively in learning.
- Avoid disrupting the learning of others.
- Always give their best effort.

Behaviour stages

- **C1 - Connect and Correct:** A reminder of the Stoke Park Standard and an opportunity to improve behaviour.
- **C2 - Final Connect and Correct:** A final warning which clearly explains what needs to change. This will be logged on Class Charts.
- **C3 - Consequence Detention:** A same-day detention is issued when behaviour continues after reminders and warnings. This will be logged on Class Charts and shared with parents/carers.
- **C4 - Removal from Lesson:** A student is supported in an alternative classroom so that learning can continue for all students. This will be logged on Class Charts and shared with parents/carers.
- **C5 - Refusal, disruption in the hosting classroom or serious non-compliance:** Pastoral and senior leaders will respond, and parents/carers will be contacted as students will be in our Reflection Room for an agreed period of time (typically the whole day)

Detentions are typically 30 minutes but can be upscaled to 60-90 minutes if students do not attend.

Class Charts is a system we are introducing to communicate with Parents/Carers – information of how Parents/Carers can log on will be shared this week. Students will be able to see rewards and, where necessary, sanctions.

Implementation timeline

During the first week, staff will begin using the new language and processes. This initial period will be used to educate, support and prepare students for full implementation. The revised behaviour system (including same day detentions) will formally go live from **Monday 14th September**.