

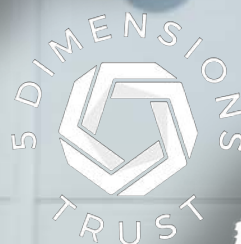
# Year 7

# Shenley Brook End

# School



(A parent's guide)



**Welcome to  
Shenley Brook  
End School!**

This booklet contains  
some advice to help you  
and your family make a  
successful start to a new  
chapter at SBES.

## Student School-Ready Checklist

The school day is about learning. Students must be ready to always learn with a positive attitude and appropriate equipment. Promote independence by encouraging your son/daughter to use this checklist to pack their school bag each night before school:

- Tick here School bag that is large enough to carry everything they need for the day
- Tick here Student Diary
- Tick here Pencil case containing pens, pencils, ruler, etc
- Tick here Colouring pencils
- Tick here Calculator
- Tick here Reading book/Library book
- Tick here PE kit
- Tick here Any other equipment (e.g. Food Preparation and Nutrition ingredients, musical instruments, etc)

**In their school bag each morning before school:**

- Tick here Water/water bottle

## Parent School-Ready Checklist

**You can support us in developing successful learners by considering the following points:**

### **Is your child getting enough sleep each night?**

*Sleep is a basic physiological need. Not getting at least nine hours sleep a night will cause students to be less alert and less successful learners.*

### **Are you getting your child to pack their own school bag?**

*This is an important step in helping students to take responsibility for themselves, improving their ability to become independent and successful learners. Encourage your child to use the Student School-Ready Checklist.*

### **Are you helping your child to take responsibility for their own learning?**

*Taking responsibility for their learning will help students to develop independence and self-esteem, both attributes of successful learners.*

### **Do you praise your child for the effort put into an activity rather than the result?**

*Praising effort will encourage students to put effort into an activity regardless of the result. Praising only the result may encourage students not to try new things for fear of failure, limiting their ability to learn successfully.*

### **Do you verbally interact with your child to help linguistic development, e.g., playing board games, performing jobs together, limiting leisure time spent passively in front of screens?**

*Encouraging conversation, discussion and questions will help increase vocabulary, improve reflection and help understanding of issues/concepts/ideas. Talk, talk, talk!*

**Does your child eat breakfast before school?**

*Not eating breakfast until break-time may cause students to be less alert and less successful learners.*

**Does your child eat a healthy lunch, e.g., low in fat, sugar etc?**

*Eating too much fat, e.g., pizza every day, may cause students to be less alert and less successful learners.*

**Do you encourage your child to read books/eBooks?**

*This will help increase vocabulary, improve spelling, improve punctuation, awaken imagination and help understanding of issues/concepts/ideas.*

**Do you help your child to reflect on situations/experiences?**

*Good reflection skills will help students learn from experience and develop greater understanding of themselves and situations/experiences.*

**Do you help your child to reflect and learn from failure?**

*Attempting something and getting it wrong is okay, in fact it is better than not attempting at all. It is an opportunity to re-evaluate and come back stronger and better. Encouraging students to examine how they process thoughts and feelings (metacognition) encourages them to understand how they learn best, as well as develop self-awareness skills.*

## Technology Tips!

Some tips to help you manage the technology in your child's life.

**1. Establish phone ownership.**

*The phone is not your child's – it is yours. Thus, you always have the right to look at it. By checking your child's phone, you may detect messages or posts that can suggest involvement in bullying or cyberbullying.*

**2. Ban phones from mealtime.**

*Family mealtimes can be a time to connect emotionally. It can also be a time to discuss challenges and difficulties, and to debate solutions and strategies, with input from family. Unfortunately, family mealtimes can be easily interrupted by notifications or messaging from mobile phones. For that reason, a "no devices" rule at the dinner table can help promote family connections that help develop emotional intelligence.*

**3. Limit phone usage during homework.**

*Listening to music can be OK but watching videos and TV shows or playing games shouldn't happen while homework is being completed. Studies that look at multi-tasking agree that it degrades memory, learning and cognitive performance.*

**4. Do not allow use before bedtime.**

*Bright screens just before bed can delay or interrupt sleep patterns. To promote healthy sleep, help your child practice good sleep preparation habits by putting away digital devices an hour before bedtime. If they want to read from their device, use an app that has a UVB filter or dim and "flip" the screen to a black background.*

**5. Instil responsibility.**

*Carrying a mobile phone is not a right – it's a privilege. As a parent, encourage responsible phone use by linking digital privileges with responsibilities. Show children how to budget internet time with apps like 'unglue'. Teach your child that discussing social problems is part of being mature enough to carry a phone. Consider having your child help around the house to "earn" their digital privileges.*

**6. Social media usage.**

*Did you know that the minimum age for most social media is 13? This includes Instagram, Snapchat, and YouTube. Check [www.net-aware.org.uk](http://www.net-aware.org.uk) for more details and support.*

We have noticed an increase in students being added to WhatsApp group chats. There is a way to avoid people outside of the contacts on your child's device being able to add them to a group. Instructions below.

### Change group privacy settings.

1. Tap > **Settings**.
2. Tap **Privacy > Groups**.
3. Select one of the following options:
  - **Everyone**: Everyone, including people outside of your phone's address book contacts, can add you to groups without your approval.
  - **My contacts**: Only contacts in your phone's address book can add you to groups without your approval. If a group admin who's not in your phone's address book tries to add you to a group, they'll get a pop-up that says they can't add you and will be prompted to tap **Invite to group** or press **Continue**, followed by the send button, to send a private group invite through an individual chat. You'll have three days to accept the invite before it expires.
  - **My contacts except...**: Only contacts in your phone's address book, except those you exclude, can add you to groups without your approval. After selecting **My contacts except...** you can search for or select contacts to exclude. If a group admin you exclude tries to add you to a group, they'll get a pop-up that says they can't add you and will be prompted to tap **Invite to group** followed by the send button to send a private group invite through an individual chat. You'll have three days to accept the invite before it expires.
  - If prompted, tap **Done**.

## Our Holistic Curriculum

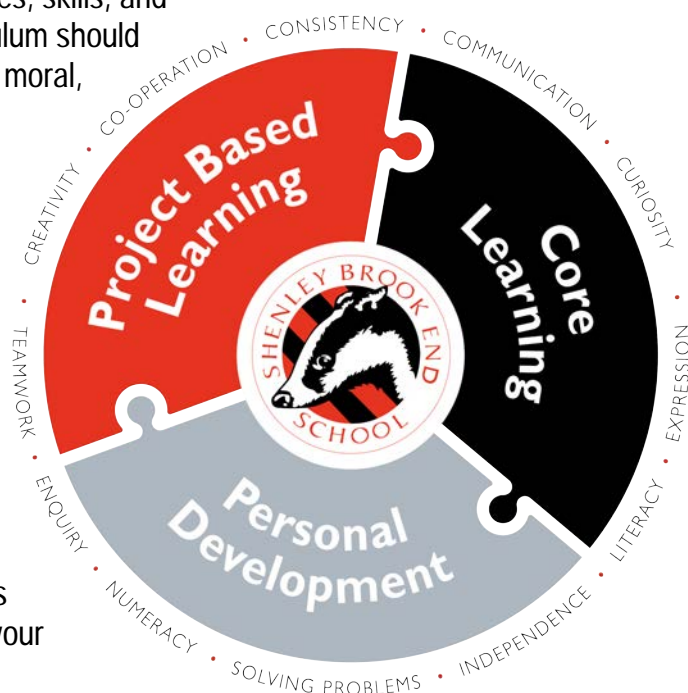
We are a school community in which everyone can flourish. We care deeply about ensuring that all our young people experience a vibrant and fulfilling education which supports them in developing both their individual qualities and academic qualifications. Our curriculum is at the heart of everything we do at Shenley Brook End School.

To achieve this, we launched our 5 Dimensions Trust Baccalaureate which will record and encompass not only your child's academic learning, but also their attitudes, skills, and enrichment opportunities, as we believe a holistic curriculum should develop the whole child including their academic, social, moral, spiritual and cultural journey.

Most of our 5D Shenley Baccalaureate measures fall within the core curriculum and additional on-site opportunities to ensure our baccalaureate is inclusive and accessible to everyone.

Our mission is to develop young people who are kind, work hard, are respectful and are equipped for a world beyond our school.

In September and throughout the school year we will communicate with you and your child about opportunities relating to the KS3 5D Baccalaureate and the progress your child is making in achieving this ambitious award.



## Attitudes, Skills, and Knowledge

Your character is as important as your qualifications' is a phrase that has been used frequently at SBE over time. Character development is the motivation behind a behaviour curriculum. At the heart of our new behaviour curriculum are our values. Our values have always been strong but until recently have never been shared so clearly and succinctly.

Shenley Values: At Shenley Brook End School we believe we should:

**work hard**

**be kind**

**be respectful**

We believe that all members of staff and our students should try every day to understand the importance of these values to grow a vibrant community of exceptional people.

### Work Hard

We want all members of our community to work hard. Students should be able to work hard at school in skilfully planned and taught lessons. We want students to be consistently hard working in all of their lessons and their hard work to be recognised and rewarded frequently. We want students to play an active role in their learning by cooperating with the rest of the class and communicating appropriately.

### Be Kind

When any member of our community looks out for someone else, we value that kindness. We want to encourage kindness in our community through positive affirmation of students that demonstrate these values. As a community we call out bullying like behaviour and we are kind by encouraging others to be kinder.

### Be Respectful

We want all members of our community to understand that everyone deserves to be treated with respect. By reciprocating rude behaviour or holding grudges we encourage each other to behave in a way that is not in the best interests of our community. Respect for the physical environment of our school is important alongside respect for members of our local community outside of school.

We are absolutely committed to modelling these behaviours and teaching students how we expect them to behave at SBE through our behaviour curriculum. It is a priority for us to ensure that the students of SBE leave us ready to play a positive role in society.

Throughout Shenley Brook End School we talk about improving our ASK, our **A**ttitudes, **S**kills, and **K**nowledge. We focus mainly on the attitudes in Year 7 which are working hard, being respectful and being kind.

Progress Reviews will take place throughout the year at which point subject teachers will report an Attitudes rating which will mainly consider how well your son/daughter is working in lessons. They will be graded as follows: Mastering (highest level), Progressing, Developing and Launching.

All ASK tracking grids, which detail what and how students are learning in each of their subjects, can be found on our website:

<https://www.sbeschool.org.uk/page/?title=ASK+Framework&pid=77>



## How will my child be rewarded at Shenley?

Staff at Shenley can add positive points to your Arbor account, and you can check this at any point to see how many positive points you have gained. You can be awarded positive points for demonstrating positive behaviour to support your learning or within the school community. Some examples are:

- Having the correct uniform and equipment for a week.
- Attending extra-curricular clubs.
- Showing positive behaviour throughout the building.

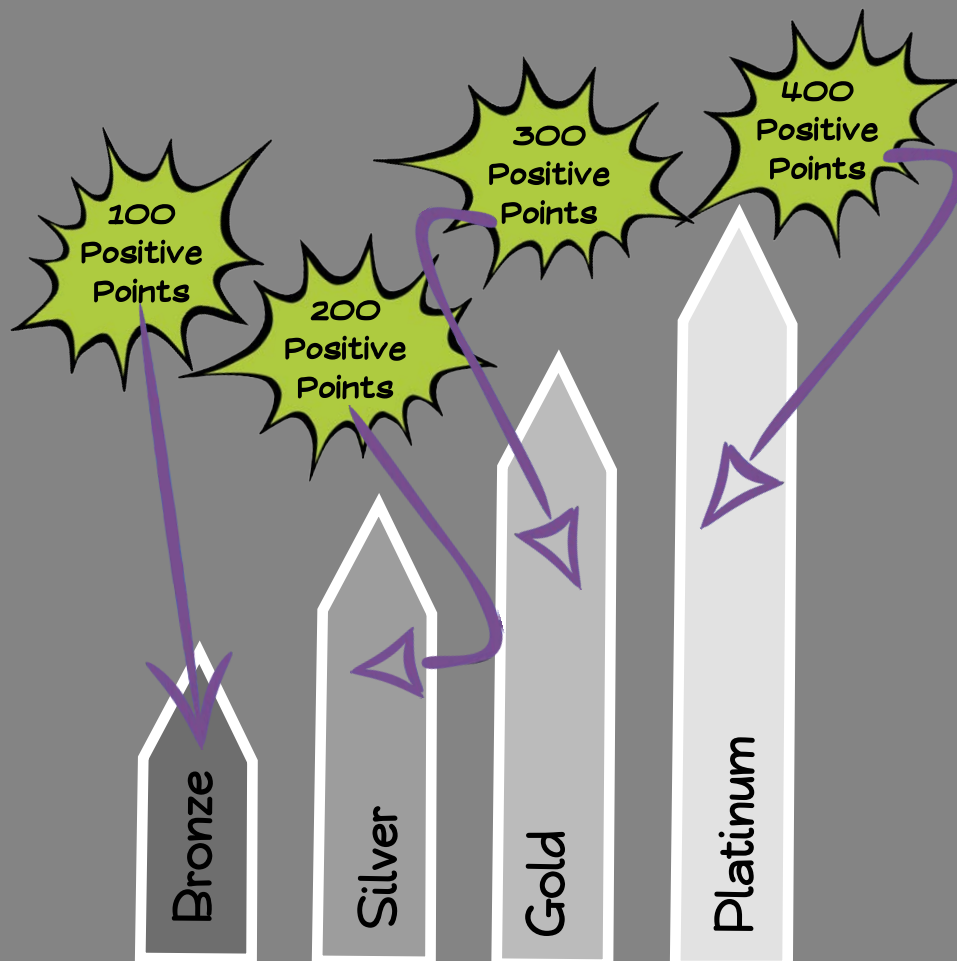
### What rewards can my child achieve?

Positive points contribute towards a range of different rewards at Shenley, with some of these being half termly, termly, and annually.

Half term rewards can include positive phone calls home from your Year Leader, Pastoral Leader, or Form Teacher. You can also be entered into our Amazon voucher giveaways.

All students can gain a place on our end of year rewards trip. Each year group will be set a target of what they need to achieve to be able to attend such events.

There are also other rewards we offer here at Shenley. You can be rewarded via house challenges with the chance of things like skip the queue passes for the half termly winners. At the end of the year, we look to put a rewards day on for the winning house, which can include things like a mini-fun fair at school.



# Shenley Brook End School Uniform

Your child's school uniform should look like this:



|   |   |
|---|---|
| <p><b>Uniform</b></p>                   | <ul style="list-style-type: none"> <li>● Black school blazer with year group and house badge</li> <li>● Ankle length plain black tailored trousers or black skirt (knee length)</li> <li>● Plain white shirt (must be fastened at the neck)</li> <li>● School Tie</li> <li>● Plain black shoes (no canvas, plimsols, trainers, Vans, Converse, Nike, boots etc.)</li> <li>● Optional black v-necked pullover (no cardigans) - must be worn under the blazer and not a replacement to it</li> <li>● Black socks</li> </ul> |
| <p><b>Hair</b></p>                      | <p>No extremes of fashion or unnatural hairstyles or unnatural hair colours</p>   |
| <p><b>Nails</b></p>                     | <p>Nail varnish is allowed however, no acrylics or nail extensions are permitted - these will need to be removed</p>  |
| <p><b>Make-Up</b></p>                   | <p>Students may wear make-up if it is discreet, excessive make-up will need to be removed</p>   |
| <p><b>Jewellery &amp; Piercings</b></p> | <p>Students may wear a wristwatch. Rings or other visible items of jewellery are not allowed</p> <p>Small studs or small hooped earrings are allowed in the ear. Nose piercings are allowed (small stud in the nose only). Large hoops, ear stretchers and other piercings including tongue and facial are not allowed</p>  |

It is your child's responsibility to wear the correct uniform properly and with pride. It allows students a sense of belonging to our community. NB. If your child cannot wear correct uniform, please write a note to their Form Tutor in their Student Diary or send an email to their Form Tutor.

## Whole School Detentions and Classroom Expectations

We operate a whole school, next day detention system which is linked to school values, these are:



It is our school values that we want our students to demonstrate each day, in lessons and during social time. This keeps our community safe and focused on high quality learning.

We operate a simple behaviour management system that all students understand and follow.

|                            |  |
|----------------------------|--|
| <b>N1</b>                  | Low level Warning  |
| <b>N2 / BLB2</b>           | 20-minute after school detention – the next day            |
| <b>N3 / On Call / BLB3</b> | 40-minute after school detention – the next day            |
| <b>X1</b>                  | Extreme behaviour leading to Internal / external exclusion |

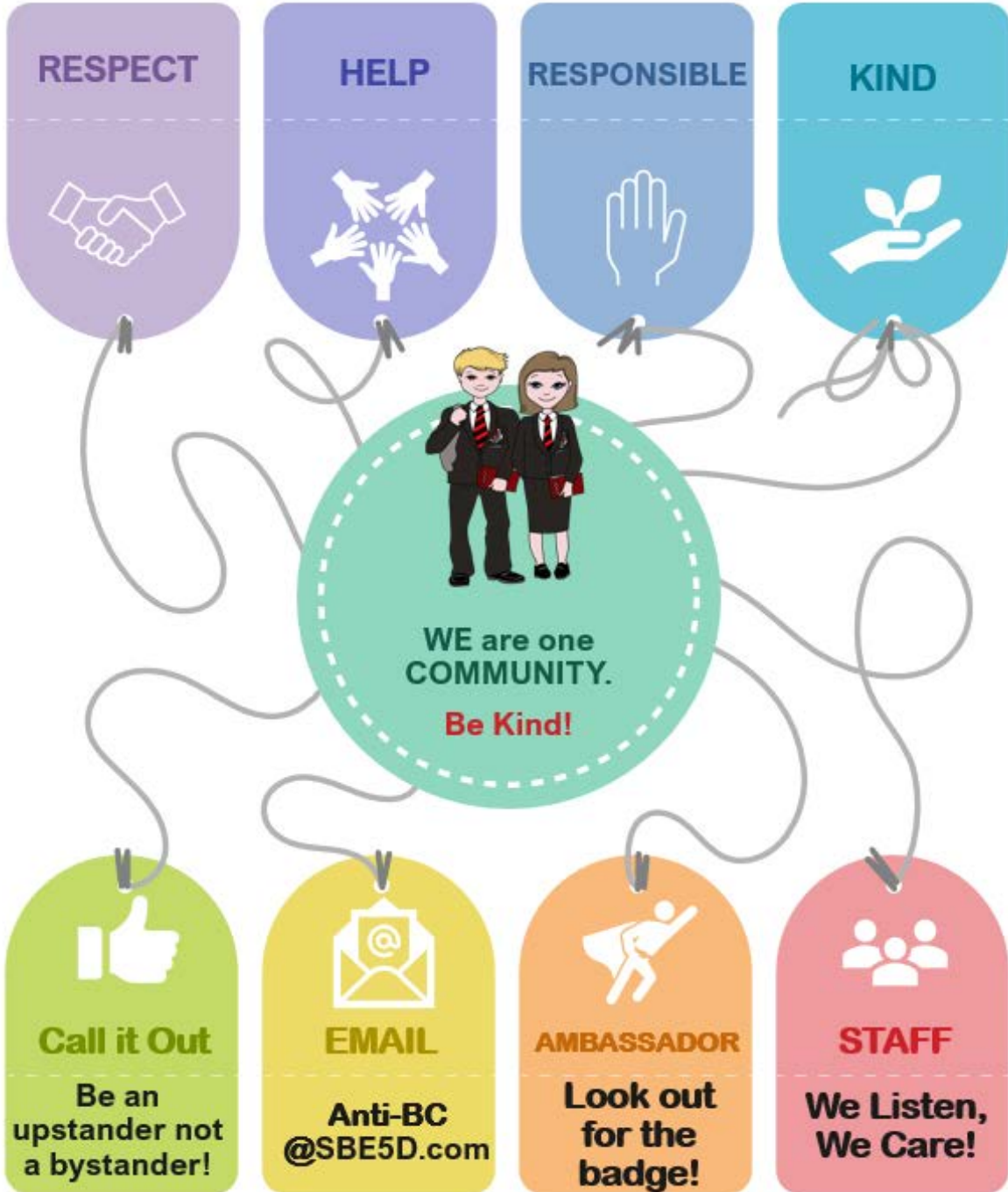
Parents and carers are notified in two ways regarding a detention. The main way is through Arbor where you will receive an alert, with the reason why. Students should also be writing detention down in their student diary.

It is compulsory to attend the detention. Those that do not, will be seen the next morning by a member of leadership. We work in a restorative way at SBE school, but students must take responsibility for their behaviour.





# Anti-Bullying Community



We take bullying seriously at SBE school, and there are several ways to report this. Students can report bullying through our dedicated email address, or text our anti bullying phone, tell an anti-bullying ambassador or any member of staff.

# Restorative Education for Anti-bullying

## Rationale and Implementation

The Anti-Bullying alliance defines bullying as:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Across Milton Keynes Schools we have agreed shared approach to dealing with bullying. The definition above is the same for all MK Secondary schools. In place to help support and raise awareness of anti-bullying we have support systems in place to report bullying such as:

- Reporting to the Pastoral team using a bullying incident form (uploaded to CPOMS)
- Anti-Bullying email- [anti-bc@sbe5d.com](mailto:anti-bc@sbe5d.com) monitored by a staff member. Email forwarded to Pastoral Leader, Year Leader and Form Tutor who will then investigate (uploaded to CPOMS)

## Bullying-like Behaviour

To further support and encourage a culture of teaching students to be kind, as a school we will give teachers guidance on what bullying like behaviours look like, as well as adding extra codes on Arbor that identify bullying like behaviour (BLB). In the first instance a report will be taken from Arbor every two weeks to help if there are students who are persistently gaining BLB codes. The Progress Leader/Year leader will then investigate into this.

Predominantly these codes will be used by staff during lesson time and social times to challenge students on any unkind behaviour or actions students may use towards each other.

**BLB 2-** Phone call home needed, and incident recorded on Arbor and would result in a 20-minute detention. During the detention a student would complete a 'BLB reflection form' that would identify if the student felt as if their actions were correct or not. Lead teacher on detention for that evening would have a conversation based on the response given on the reflection by that student.

**Examples of BLB2-** Unkind comment, verbal comment towards another student, making fun of another student, directed exclusions from a group, comments passed off as banter.

**BLB 3-** Phone call home needed, and incident recorded on Arbor and would result in a 40-minute detention. During the detention a student would complete a 'BLB reflection form' that would identify if the student felt as if their actions were correct or not. Lead teacher on detention for that evening would have a conversation based on the response given on the reflection by that student.

**Examples of BLB3 -** Physical Unkindness (punch to arm, push, throwing of objects) persistent verbal comments towards another student where a BLB 2 has already been issued, use of swearing coupled with comments around appearance, making fun of another student, directed exclusions from a group, further comments passed off as 'banter'.

# The Tier System

**If an incident of bullying is reported and found to have occurred, the following tiered approach education and consequences will be applied.**

**Tier 1** - First Offence/Persistent bullying/multiple BLB 2 or 3 codes

**Tier 2** – Repeat offence. Isolation for student with restorative work embedded. Parents/carers informed through pastoral team of the incident and involvement.

**Tier 3** – Threatening/Extreme Offences. Possible suspension. Progress Leader, Year Leader, or Senior Leader to inform parents of the victim and perpetrator. Would work with all involved to find a resolution.

**Tier 4** – Repeat of Threatening/Extreme Offences. Possible multi day suspension. Progress Leader, Year Leader, or Senior Leader to inform parents of the victim and perpetrator. Would work with all involved to find a resolution. Perpetrator could be considered at risk.

**Tier 5** – Extreme Repeat Offence. Possibly referral to Alternative Provision with multi day suspension after incident. This could also include working with local authorities if deemed appropriate.

## Online Parent Portal

### Arbor Parent Portal/App

Shenley Brook End School uses the Arbor Parent Portal/Arbor App to share information with parents. It has many features and can be accessed via the website or an app. The Arbor App can be downloaded from either the Play store on Android phones or the Apple Store on iPhones.

Once you have set up your account, you will also be able to make payments via credit and debit card, view lunch balances and give your online consent for your child to participate in activities such as school trips.

On Arbor you can see your child/children's:

- Timetable
- Meals and access to top up their account.
- Clubs and trips
- Positive points and reasons for these.
- Negative point totals and information about any incident that occurs.
- You can request corrections to the details we store on your child such as a change of address or phone number.
- Report Cards and Progress – these are currently blank and will be blank until the first report is complete.

A handy reference guide can be found here: (<https://support.arbor-education.com/hc/en-us/articles/360020147458-Log-into-the-Parent-Portal-and-the-Parent-App>)

Arbor also offers access to many training resources which are completely free for you to make the most of! These can all be found here. (<https://support.arbor-education.com/hc/en-us/sections/201716749-Parent-Portal-and-the-Arbor-App-as-a-parent>)

To finish creating your account you just need to set a password. Your username is the email you have provided to us.

Go to <https://login.arbor.sc> or <https://shenleybrook.uk.arbor.sc> and click Forgot your password? to finish setting up your account.

If you have any queries, please contact [arborhelp@sbe5d.com](mailto:arborhelp@sbe5d.com)

## Communicating with us

Our preferred methods of contact are:

**Student Diary** - The Student Diary is the key communication channel with parents. Staff will be rewarding students with a stamp (school values) if they demonstrate meeting our minimum expectations and display excellent learning behaviours in the lesson or behaviours we value around school.

You can write a short note to a subject teacher, the Year Leader or to the form tutor here. Please always sign and date the note. It is your child's responsibility to share with the member of staff.

| Week Commencing: Mon 9 September 2024 |              | Week 2 |  |
|---------------------------------------|--------------|--------|--|
| NOTES                                 |              |        |  |
| 9<br>MONDAY                           |              |        |  |
|                                       | After School |        |  |
| 10<br>TUESDAY                         |              |        |  |
|                                       | After School |        |  |
| 11<br>WEDNESDAY                       |              |        |  |
|                                       | After School |        |  |
| 12<br>THURSDAY                        |              |        |  |
|                                       | After School |        |  |
| 13<br>FRIDAY                          |              |        |  |
|                                       | After School |        |  |

| Consistently meeting our Shenley Values - Work Hard, Be Kind, Be Respectful |        |         |           |          |        |
|---|--------|---------|-----------|----------|--------|
|   | Monday | Tuesday | Wednesday | Thursday | Friday |
| Form Time   |        |         |           |          |        |
| Lesson 1  |        |         |           |          |        |
| Lesson 2  |        |         |           |          |        |
| Lesson 3  |        |         |           |          |        |
| Lesson 4  |        |         |           |          |        |
| Lesson 5  |        |         |           |          |        |
| Extra - Curricular  |        |         |           |          |        |

|   |             |
|---|-------------|
| Parent/Carer & Teacher Comments and Other Notes |             |
|   |             |
| Parent Signature                                | Tutor Stamp |

**Please sign the Student Diary at the end of the week** to show that you have looked through it and have discussed the rewards, homework, and messages/notes that it contains.

**Telephone** - Your first port of call should always be the form tutor. If you have any concerns, please contact the school reception (01908 520264) and request to speak to the tutor. If you feel the issue is urgent or needs to be dealt with immediately, please contact the school reception (01908 520264) and request to speak to the Year Leader (Mrs Sullivan) for pastoral issues and the Pastoral Leader (Mr Tierney) for academic issues. If the form tutor/subject teacher/Year Leader/Pastoral Leader is unable to answer the phone, please leave a voicemail.

When contacting us by telephone please remember that:

- Your child's form tutor is also a teacher and may teach five lessons a day. This means that they will be unable to access a phone from 08.30am-3.10pm so please allow at least 48 hours for your call to be returned. If you feel that it is an emergency, then please contact the Year 7 Year Leader.
- The Year 7 Year Leader will be a non-teaching member of staff, which means that she is more likely to answer your call. This however is not always possible as she may be meeting with students, parents, or teachers, so please leave a voicemail and your call will be returned as soon as possible.

**Absent/Late** - If there is a reason your child will be absent or late, please contact the school via email [attendance@sbe5d.com](mailto:attendance@sbe5d.com) or call the student absence line on 01908 524897 and provide your child's name, tutor group, reason for absence and date of return. If a student has not registered during form time and period 1, and we do not have an absence call from a parent, the school will contact you. We aim to do this by 10am.

**Medical Appointments** - Whilst we recognise it is difficult to get medical appointments, please do attempt to make these outside the school day unless it is an emergency. Where this is not possible, please email copies of appointment notifications to [attendance@sbe5d.com](mailto:attendance@sbe5d.com) to authorise this time out of school. Students who leave during the school day are missing vital learning time. We appreciate your support with this.

## Year 7 Key Dates

| Academic Year 2024-2025 |                     |                      |
|-------------------------|---------------------|----------------------|
| Term                    | Start Date          | Finish Date          |
| Autumn 2024             | Tuesday 3 September | Friday 25 October    |
|                         | Monday 4 November   | Thursday 19 December |
| Spring 2025             | Monday 6 January    | Friday 14 February   |
|                         | Monday 24 February  | Friday 4 April       |
| Summer 2025             | Tuesday 22 April    | Friday 23 May        |
|                         | Monday 2 June       | Wednesday 23 July    |

Years 7 and 12 return to school - Thursday 5 September 2024

All other years return to school - Friday 6 September 2024

### **Bank Holidays/Inset Days (NO STUDENTS IN SCHOOL)**

Inset Day - Tuesday 3 September 2024

Inset Day - Wednesday 4 September 2024

Inset Day - Monday 4 November 2024

Inset Day - Friday 20 December 2024

Inset Day - Friday 14 February 2025

Bank Holiday - Monday 5 May 2025

Year 7 Parents' Information Evening will take place on Tuesday 17 September 2024\*. This will be an opportunity to get an even better understanding of Year 7 at Shenley Brook End School.

\* Please check the date nearer the time in case of any changes.

Year 7 Parents' Tutor Evening will take place on Thursday 28<sup>th</sup> November 2024\*. This will be an opportunity to speak to your son/daughter's form tutor for 10 minutes and see how they are settling in.

\* Please check the date nearer the time in case of any changes.

We look forward to seeing you there!

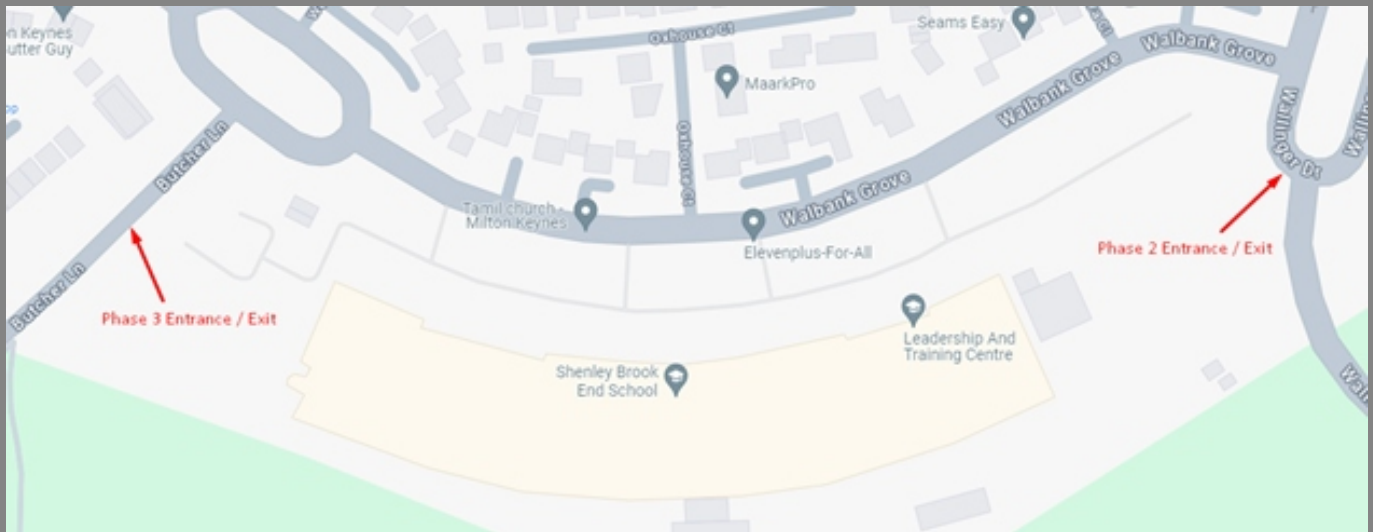
## Timings of the School Day

The school day from September 2025 will be as follows (including movement time between lessons):

| <b>Year 9</b>                      |                    | <b>Year 7</b>                      |                    | <b>Year 8</b>    |                    |
|------------------------------------|--------------------|------------------------------------|--------------------|------------------|--------------------|
| <b>Year 11</b>                     |                    |                                    |                    | <b>Year 10</b>   |                    |
| <b>6F</b>                          |                    |                                    |                    |                  |                    |
| Form Time                          | 8.35-8.55          | Form Time                          | 8.35-8.55          | Form Time        | 8.35-8.55          |
| <b>Movement time – 8.55-9.00</b>   |                    |                                    |                    |                  |                    |
| Lesson 1                           | 9.00-10.00         | Lesson 1                           | 9.00-10.00         | Lesson 1         | 9.00-10.00         |
| <b>Movement time - 10.00-10.05</b> |                    |                                    |                    |                  |                    |
| Lesson 2                           | 10.05-11.05        | Lesson 2                           | 10.05-11.05        | Lesson 2         | 10.05-11:05        |
| <b>Break</b>                       | <b>11.05-11.20</b> | <b>Break</b>                       | <b>11.05-11.20</b> | <b>Break</b>     | <b>11.05-11.20</b> |
| <b>Movement time – 11.20-11.25</b> |                    |                                    |                    |                  |                    |
| Lesson 3                           | 11.25-12.25        | Lesson 3                           | 11.25-12.25        | Lesson 3         | 11.25-12.25        |
| <b>Lunch</b>                       | <b>12.25-12.55</b> | <b>Movement time – 12.25-12.30</b> |                    |                  |                    |
|                                    |                    | Lesson 4                           | 12.30-1.00         | Lesson 4         | 12.30-1.35         |
| Lesson 4                           | 12.55-2.05         | <b>Lunch</b>                       | <b>1.00-1.30</b>   |                  |                    |
|                                    |                    | Lesson 4                           | 1.30-2.05          | <b>Lunch</b>     | <b>1.35-2.05</b>   |
| <b>Movement time – 2.05-2.10</b>   |                    |                                    |                    |                  |                    |
| Lesson 5                           | 2.10-3.10          | Lesson 5                           | 2.10-3.10          | Lesson 5         | 2.10-3.10          |
| <b>Movement time – 3.10-3.15</b>   |                    |                                    |                    |                  |                    |
| Extra-curricular                   | 3:15-4:15          | Extra-curricular                   | 3:15-4:15          | Extra-curricular | 3:15-4:15          |

## Entering and Leaving the School

It is important to know that there are only two entrances/exits from our building at the start and end of the school day. We encourage all our students to walk or ride home independently, but if you are collecting your child from school, please ensure it is clear to them where you will meet. Unless your child is late to school no one should be entering or leaving the building through main reception. The map below shows our two exits in relation to the roads around our school.



## Break and Lunch

Students can bring their own healthy snacks and drinks to school or use the school canteen/food outlets. They must use the cashless catering system to purchase food. Money can be put onto the system by a parent transferring the money to their child's account by using Arbor. If a student does not have money on their account and forgets to bring money to school to top up their account, they must speak to their Year Leader who will ensure they can eat. The money will then automatically be charged to the account once it has been topped up.

## Valuable Items


Whilst we recognise most young people have valuable items such as mobile phones, we do urge students not to bring these to school. If they are brought to school, it is the students' responsibility to keep them safe. The school cannot take any responsibility for these items. If a student does not bring in a mobile phone but needs to contact you, they can do so by informing the Year Leader.

## Extra-curricular Activities

We offer a vast array of extra-curricular clubs that we invite your child to participate in, to meet new friends, develop new skills, for enjoyment and to gain credits towards their KS3 5D Shenley Baccalaureate. Most of our clubs occur after school, as well as some options before school and at lunchtimes. Club lists are released each half term for the proceeding half term and must be pre-booked through Arbor. If your child is successful in gaining a place on the extra-curricular club this will be added to their calendar on Arbor and confirmation sent to you. You will be able to check your child's attendance of the club on Arbor and of course discuss what they have done when they return home! Clubs typically last for a half term, many of them consistently throughout the year.

## Questions?

If you have any questions that are not answered in this guide, please do not hesitate to contact us. We look forward to welcoming your child to Shenley Brook End School for their induction day.

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