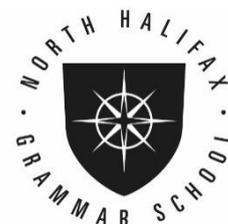


North Halifax Grammar School

Living to Learn | Learning to Live

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Handbook for Lower School Students & their Parents 2019/2020

Principal Mr A G Fisher

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1 Welcome to Parents of New Year 7 Students

Dear Parents and Carers

I look forward to working with you as your child joins North Halifax Grammar School. The next year will be a challenging and exciting year for them as they make the transition from primary to secondary school and it is natural that they should feel a little apprehensive. "Will I be able to find my way around?", "Will I make new friends easily?", "What will the teachers be like?", are all questions which are, understandably, on their minds. This is natural and students must try not to worry too much.

Transition Day on Friday 5th July should help to answer some of these questions and put students' minds at rest. The aim of this day is to allow new students to experience 'a day in the life of a student at NHGS'. On their arrival at NHGS, prefects will greet the new students in the Upper Foyer and show them to the gym where they will be put into form groups and will be registered. During the day students will meet some of their teachers, be shown around the school, take part in five lessons, learn about our lunchtime routines and, of course, get to meet one another. They will need to bring with them writing equipment and trainers to wear in PE, and should be dressed in their primary uniform. School operates a cashless catering system and if students wish to sample the delights of the canteen at dinner time, please use Parent Pay to add £2.50 to your child's account. Students can, if you prefer, bring a packed lunch. Students will finish just before the end of the school day so that they have time to get to the buses if they are travelling by bus, prior to older students.

The school is served by a number of dedicated bus routes. You should have received information about these bus routes from Metro. We encourage all parents to make use of these buses for reasons of convenience, personal safety and the positive impact it has on the environment and reducing congestion. Students are not formally supervised on bus journeys, but they are expected to behave well. School rules apply and there is a Code of Conduct to which students should adhere. If a student needs to stay behind at school for any reason, there are regular local buses to the bus station in Halifax town centre.

In September, new students will spend the first morning with their form tutors. During this first morning, there will be an opportunity for class members to meet one another, attend a Year 7 assembly and learn about the lunchtime routine again. They will be given their timetables of lessons and homework, which they will write up in their Student Planners. Parents are asked to check their child's Planner each day and to sign it each week. Parents also have the opportunity to write any comments in the Planner for the attention of their child's tutor or teachers. Parents are encouraged to work closely with the school and the pastoral staff to ensure a successful year, both socially and academically, for their daughters and sons.

Year 7 is a very important 'settling in' year for both personal development and academic progress. It is important that students feel integrated as soon as possible. In order to aid this process each form will go away on a one day/night residential to Haworth commencing Monday 23rd September. The aim of this induction trip is to allow students to bond with their form and form tutors by taking part in a series of team building and problem solving activities, which will take place over the course of the trip.

The change from primary to secondary school is a big step. Most students take a few weeks to settle into their new surroundings. It is quite natural for new students to feel tired during the first half term until they grow accustomed to their new routines. If a student is unhappy, then he or she should talk to someone. Each form has assigned to it sixth form prefects who will help the students to settle in and, in the first week, will help them to navigate around the school. Form tutors are sensitive to students' needs and if possible, your child should discuss any concerns with them. If your child is still unhappy after talking to tutors or prefects, or if you would prefer to speak directly to a member of staff about transition, please contact myself.

The 'Behaviour for Learning' system encourages students to produce good work and behave well through a range of rewards. Commendations are awarded at the end of each school year for good and steady work throughout the year. The Principal's Award is available to all students who meet the published criteria. We have high expectations of student conduct and sanctions are applied if students fall short of those expectations. This applies not only to behaviour in school, but also on the buses and anywhere students are representing NHGS and wearing our uniform. We will also intervene where behaviour outside of school, for example, over the internet is having an impact on students in school and have a Report-it system where students can report their concerns online. Incidences of bullying are rare and bullying of any sort will not be tolerated.

In January and June subject teachers will assess students' attitude to work in class, attitude to homework and independent work and students' attainment. These assessments will be communicated to you via Monitoring Reports. Following these Monitoring Reports, as Year Group Leader, I will review progress and reward students accordingly, as well as interview students who are struggling and help to support them with appropriate intervention strategies. Year 7 Parents and Carers consultation evening will be on Thursday 13th February 2020.

The Lower School assessment window, in which students' progress over the course of the year is assessed within their subject lessons in a series of tests and assessments, will take place between the 1st and 12th June 2020.

At NHGS we expect our students to work hard and realise the need for independence and organisation. We also encourage them to enjoy the many extra-curricular activities which are offered, including the school band, the orchestra, the choirs, sports teams, and clubs, which will help to enhance and extend the skills, talents and interests shown in primary school. Students in Year 7 are also encouraged to take part in school trips and activities suitable to their age group, to help to develop social and other skills. The cost of all school activities is kept as low as possible, but if there are financial concerns, these can be discussed with myself, in confidence.

We have enjoyed meeting your children as we have visited primary schools and look forward to getting to know them better over the next year - which we hope will be both stimulating and enjoyable as they make this important transition from primary to secondary school.

Mrs Beresford – Lower School Leader and Year Group Leader for Year 7

2 Welcome from the Year Group Leader – Year 8

Dear Parents and Carers

In my role as Year Group Leader, I aim to ensure that each and every student makes the most of their time in Year 8. This means that I aim to ensure students work to their full potential at all times so that they are able to gain an excellent grounding in all subjects.

In Year 8, all students will start to learn Spanish, to complement French. Students will have the opportunity to continue to study their second language, alongside French, into Year 9.

The pastoral programme develops students' ability to express their opinions, understand the opinions of others and to gain an understanding of a wide range of issues such as friendships and eating disorders. The pastoral programme is delivered in timetabled RPSE sessions. Citizenship is a statutory part of the National Curriculum which will take place in RPSE. Citizenship aims to give students the knowledge and understanding to become informed citizens and to develop skills of enquiring, communication, participation and responsible action.

In January and June subject teachers will assess students' attitude to work in class, attitude to homework and independent work and will communicate this to parents via monitoring reports. In January and June monitorings, subject teachers will also assess students' attainment. There is a parents' and carers' consultation evening on Thursday 13th February 2020 which will provide parents and carers with the opportunity to discuss their child's progress with subject and pastoral staff.

The Lower School assessment window, in which students' progress over the course of the year is assessed within their subject lessons in a series of tests and assessments, will take place between the 1st and 12th June 2020.

Alongside academic development, I also aim to encourage students to develop physically and socially by becoming involved in the many extra-curricular opportunities offered by the school. Year 8 offers students a secure and stable environment after a year of many changes during which students made the transition from primary school to secondary school and in Year 8 students are in a position to develop their confidence and independence further still. Students are encouraged to take up new challenges by becoming more involved in extra-curricular activities such as playing a musical instrument, taking part in performing arts or taking up a new sport. Students also have the opportunity to become further involved in the life of the school by representing Year 8 forms in the School Council. A leadership programme is designed to reward students who show excellence in becoming independent leaders across a range of subjects.

In Year 8, students have a reward opportunity every half term that ranges from a celebration brunch with senior staff and school governors for two students from each form, to a disco at Atik just before Christmas. Every student is eligible to attend the end of term activities and the opportunities are used as incentives for those students who are underperforming.

The Year 8 residential visit to St Omer (France) at the end of the academic year provides the whole year group with the opportunity to combine academic and leisure activities. The Chateau at which we stay is the perfect setting for students to experience a different culture and to enhance their self-reliance and social skills.

Year 8 is a very enjoyable and rewarding year and parents and carers are encouraged to work closely with the school and the pastoral staff to ensure a successful year both academically and socially. Please contact the school at any time to discuss any concerns that you may have about your son or daughter.

Miss Proctor – Year Group Leader for Year 8

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Important Dates for Lower School

Year 7

Haworth Induction Days	Monday 23rd September 2019 to Wednesday 2nd October 2019
Year 7 First Monitoring Report	January 2020
Carol Services	Tuesday 17th December 2019
Year 7 Second Monitoring Report	June 2020
Year 7 Parents' Evening	Thursday 13th February 2020
Year 7 Lower School Assessment	1st June – 12th June 2020

Year 8

Year 8 First Monitoring	January 2020
Carol Services	Tuesday 17th December 2019
Year 8 Second Monitoring	June 2020
Year 8 Parents' Evening	Thursday 2nd April 2020
Year 8 Lower School Assessment	1st June – 12th June 2020
St Omer (France) Residential	Sunday 28th June – Friday 3rd July 2020

Parents' Association Events

New Parents' Welcome Evening	Thursday 10th October 2019
Christmas Fayre	Saturday 7th December 2019

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The School Year

Autumn Term		
School Closed	Monday 2nd September 2019	Staff Training Day
School Opens	Tuesday 3rd September 2019 (Year 7 & 12 only)	
School Opens	Wednesday 4th September 2019 (all Year Groups)	
School Closed	Friday 4th October 2019	Staff Training Day
School Closes	Thursday 24th October 2019	Half Term
School Closed	Friday 25th October 2019	Staff Training Day
School Closed	Monday 4th November 2019	Staff Training Day
School Opens	Tuesday 5th November 2019	
School Closes	Friday 20th December 2019 (12 noon closure)	Christmas Holidays
Spring Term 2020		
School Opens	Monday 6th January 2020	
School Closes	Friday 14th February 2020	Half Term
School Opens	Monday 24th February 2020	
School Closes	Friday 3rd April 2020 (12 noon closure)	Easter Holidays
Summer Term 2020		
School Opens	Monday 20th April 2020	
School Closed	Friday 8th May 2020	May Day
School Closes	Friday 22nd May 2020	Half Term
School Opens	Monday 1st June 2020	
School Closes	Friday 26th June 2020	Staff Training Day
School Closes	Friday 17th July 2020 (12 noon closure)	Summer Holidays

The Pastoral Support Team

For the purpose of student welfare and support, school is divided into three sections:

Lower School	Years 7 and 8	Lower School Leader: Mrs Beresford
Upper School	Years 9, 10 and 11	Upper School Leader: Mr Kennedy
Sixth Form	Years 12 and 13	Sixth Form Leader: Mrs Quigley

As students enter the school in Year 7 they will be carefully allocated into 1 of 6 form groups (7.1, 7.2, 7.3, 7.4, 7.5 or 7.6). Each form group is overseen by a Student Progress Tutor (SPT) who meets with the students each morning and has the role of 'the school parent', checking on students' wellbeing and academic progress. The SPT should be the first point of contact for students and parents if they have any concerns or need advice or support, unless it is subject specific when the subject teacher or Head of Department may be more appropriate. Students will remain in the same form group as they move up the school, accompanied by the SPT, until they reach Sixth Form where new form groups are created.

Each Year Group has a Year Group Leader who is responsible for target setting, monitoring and reporting on students' progress, attendance, absence requests, Parents' Consultation Evenings, behaviour issues and links with external agencies to support students. The Year Group Leader for Year 7 will be the Lower School Leader, Mrs Beresford. For Year 8, Year 9 and Year 10, students will have another Year Group Leader who will move up the school with them. In Year 11 the Upper School Leader, Mr Kennedy will become the Year Group Leader.

The Pastoral Team Miss Proctor, Mrs Beresford, Ms Smith



THE PASTORAL LEADERS



The Lower School Leader and Year Group Leader for Year 7 is Mrs Beresford

Mrs Beresford grew up in a small village on the outskirts of Cambridge where she attended the village primary school. At 11 she moved up to the secondary comprehensive school in the local town where she completed GCSEs and the Bronze and Silver Duke of Edinburgh Awards. She then went on to Hills Road Sixth Form College in Cambridge to complete A levels. Mrs Beresford took A levels in Biology, Chemistry, Physics and General Studies. During this time she also completed her Gold Duke of Edinburgh Award. Whilst at school Mrs Beresford took part in many different sports such as horse riding, swimming, hockey, tennis and table tennis. She also played the violin and sang. After college Mrs Beresford went to The University of Sheffield to read Ecology and also trained at evenings and weekends as an Officer Cadet in the OTC. On completion of her degree Mrs Beresford remained at The University of Sheffield to complete her PGCE in secondary Science. Mrs Beresford has been at

NHGS for 13 years teaching Biology and Science. As a result of being a Lower School Form Tutor in her first years at NHGS, she began to see how important the pastoral system is in schools and took up the position of a Year Group Leader for the Lower School in 2009 and Lower School Leader in 2015.

Mrs Beresford finds her role very rewarding and hopes she will enable the students in her year to make the most of their time at NHGS and to reach their full potential in all areas, academically, personally and socially. Out of school Mrs Beresford enjoys spending time with her husband and daughter and walking her dog.

As Lower School Leader Mrs Beresford is responsible for:

- Organising visits to primary schools.
- Induction Evening for new students and their parents.
- Year 7 Transition Day.
- Transfer of data and information from the primary school.
- Induction Experience at Haworth.
- Organising assemblies and Lower School projects.
- Overseeing the Year Group Leaders for Years 7 and 8 in all aspects of pastoral management.

As Year Group Leader Mrs Beresford is responsible for:

- Target setting, monitoring and reporting on students' progress.
- All attendance issues.
- Absence from school requests.
- Parents' Consultation Evenings.
- Behaviour issues including concerns about friendships, bullying, harassment etc.
- Links with external agencies to support students.

The Year Group Leader for Year 8 is Miss Proctor



Miss Proctor grew up in Keighley and attended Oakbank School for her secondary education. With a huge passion for literature and reading she went on to study a combined degree of English Literature and History at The University of Huddersfield in order to become an English teacher and inspire students to love English too. Miss Proctor came to work at North Halifax Grammar School in 2018 after previously working at Beckfoot Oakbank for four years and is taking up the position of Head of Year 8 in September 2019. Miss Proctor is excited at the prospect of leading a year group through their school career and values professional working relationships with her students and well-being; believing that students need to enjoy their time at school if they are going to excel and succeed. In her spare time, Miss Proctor likes to go to the theatre and the cinema, enjoying the process of story-telling and becoming immersed in other worlds.

Miss Proctor is responsible for:

- Target setting, monitoring and reporting on students' progress.
- All attendance issues.
- Absence from school requests.
- Parents' Consultation Evenings.
- Behaviour issues including concerns about friendships, bullying, harassment etc.
- Links with external agencies to support students.



Lower School Administrator – Ms Smith

Ms Smith has worked at North Halifax Grammar School since 2012. She is the Admissions Secretary and Administrator to the Lower School. She says "My job is very varied and there is never a dull moment". Ms Smith is involved with organising events such as Incoming Parents' Evening, Transition Day and the School Carol Service. Her job is to monitor the registration of all Lower School students and if anyone is marked absent then she has to chase up their whereabouts. Other duties related to Lower School Administration are, monitoring and reports, typing letters home, arranging contact lists and letters for trips, taking minutes at Lower School meetings, general letters and typing, covering reception and administering lockers and school uniform. Ms Smith enjoys working at NHGS and especially enjoys working with students.

Other Pastoral Support

Mrs Lamb and Mrs Booth work across the whole school, including the Lower School.



School Welfare Officer – Mrs Lamb

The School Welfare Officer works closely with the pastoral team and is part of the Wellbeing team to provide support and advice for students with regard to physical and mental well-being. Mrs Lamb is available for 'drop in' support for a wide range of issues including difficulties with peers; behavioural difficulties and emotional issues which may impact on their lives in or out of school. Mrs Lamb also provides basic First Aid to staff, students and visitors and monitors students with medical plans.



Well-being and Engagement Officer – Mrs Booth

Mrs Booth is the school's professional counsellor and a member of the BACP who offers support and help to students with a range of well-being issues such as anxiety and stress, low mood, low self-esteem, OCD symptoms, anger, relationship issues and so on. She joined the NHGS team in 2014 after managing the local Noah's Ark Counselling Service for several years. However, alongside her work as a counsellor, she was an English teacher for 25 years and a Year Group Leader in that time, working in a number of secondary schools. With this background she also offers engagement work with students who are struggling with exam stress, revision techniques, organisational issues, friendship breakdown, problems relating to their transition into the school, behaviour issues and anything which supports the work of the Year Group Leaders and wider pastoral team. The aim of this engagement work is to enable students to settle happily into the school community; to build their resilience; to access the curriculum with confidence; to focus well in lessons; and to make the most of their revision opportunities.

Special Educational Needs

The school's SEND team are available in school to discuss any relevant interventions that might be required.

The SENDCo at the NHGS is Mrs Alexander. She is responsible for all aspects of SEND particularly assessment / referrals, support in class, student progress and written documentation. She is closely supported by Mrs Willis (Deputy SENDCo) and Mrs McMillan (Senior Student Support Assistant). Mrs Willis's role is to ensure that all students who have dyslexia and / or dyspraxia make good progress on a day by day basis. Mrs McMillan, on the other hand, is based in the Student Support Area and is responsible for the running of this area and the daily oversight of the Student Support Assistants (in class support).

We also support students who present a wide range of needs for example: visual / hearing impaired, processing problems, hypermobility, ASD, Dyslexia, Dyspraxia, Dysgraphia and Irlen's Syndrome. Some students are supported in their classes on an individual, group or whole class basis. They also have access to the Student Support Area at unstructured times such as before school, break and lunchtimes. After school we provide a homework club (Monday to Friday) to which all are welcome. One Page Profiles outline to all the teachers an individual's needs, strengths and guidance to overcome these difficulties to ensure all students maximise their potential.

There is close communication between the SEND staff, the Pastoral team and the Well-being team to ensure that no student's needs get overlooked.

The School Day

Punctuality is very important, at the beginning of the day and at the start of lessons, so that all the day's activities may progress in an orderly manner. Students must be in the correct room ready for registration by 8.25am and 12.59pm.

SCHOOL TIMES	
To Tutor Rooms	8.20am
Morning Registration	8.25am
Form time/assembly	8.30am
Lesson 1	8.50am - 9.48am
Lesson 2	9.48am - 10.46am
Break	10.46am - 11.01am
Lesson 3	11.01am - 11.59am
Lunchtime	11.59am - 12.59pm
Lesson 4	12.59pm - 2.02pm
Lesson 5	2.02pm - 3.00pm

The Learning Resource Centre (LRC) is open between 8.00am and 4.00pm Monday to Thursday and until 3.30pm on Friday.

Supervision before School

Students may arrive at school after 7.45am. After 7.45am, the Principal takes nominal responsibility for students, but there is no direct supervision, and students are expected to behave responsibly. Supervision proper begins at 8.05am. Students who arrive at school before 8.05am should go to the Dining Room until 8.05am.

Leaving the Premises

Permission to leave school may be given by a member of the Leadership Group and Pastoral Leaders. Any student who has permission to leave school between 8.25am and 3pm must sign out in the file provided in the upper foyer and sign in again on his or her return.

Catering Arrangements

Our catering service is provided directly by the school. We aim to provide a comprehensive service for all students and staff. The school has two catering outlets: one for the main school in the Dining Room and one that serves the Sixth Form. All our dining rooms operate on a cashless catering basis.

Early Breakfast Service

The School Diner will be open from 7.45am to 8.15am for light breakfast, cereals, toast and hot drinks. Students must leave the School Diner in time to be at registration for 8.25am.

Late Breakfast Service

Years 7 - 11, on a rota basis, can use this service from 10.46am to 10.56am. Students should go the Dining Room promptly and line up in an orderly manner at the serving hatch. Students arriving too late to buy, and with insufficient time left to eat the food, will not be served. The food and drink purchased must be consumed in the Dining Room. Students should clear the tables and leave the chairs neatly before leaving the Dining Room. Students should only go into the Dining Room if they are going to buy food or drink.

Lunchtime Service

Students may:

- buy a school lunch or
- bring a packed lunch or
- go home for lunch (but only if they live close to school and have parental and school permission).

The arrangements made for lunchtime have been very carefully considered and the organisation which exists is designed to ensure students' welfare and well-being. Eating is organised into sittings, with each year group being allocated a specific time. Students are encouraged to eat with their friends.

Please note:

- students in Year 7 to 11 may not leave the premises at lunchtime without express permission. Everyone should eat a substantial healthy meal - this aids effective work
- the catering arrangements will allow students to purchase individual items from three separate serveries, which provide a variety of alternatives
- any change in lunch arrangements must be notified in writing, giving three weeks' notice, as food is ordered and cooked according to the numbers expected
- food items are priced individually but £2.50 will buy a standard lunch or equivalent.
- food or drink purchased in the Dining Room must be consumed there and not taken elsewhere in the school or grounds

Water Dispensers

Water is available in the Dining Room and in the Enderby Wing. Students can use this facility to fill water bottles. The 'sports' type drinking bottle with a locking cap at the top is recommended. Students can re-fill bottles before 8.20am, at break and at lunchtime. They must not re-fill bottles between lessons as it may make them late. Students can drink water at any time during and outside of lessons.

Valuables

Students are advised not to bring expensive items into school. Such items may include large amounts of money, jewellery, tablets or personal music devices. Please note such items are not covered by the school's insurance policies and school is not liable for the loss, damage or theft of such items. Students should be mindful not to leave their possessions unattended. All Year 7 students will be offered a locker in which they should leave any possessions they do not need with them all of the time.

Should students choose to bring electronic devices such as mobiles, tablets and personal music devices into school, they must be switched off during session times, unless teachers have expressly allowed their use. This allows students to use them should they wish before school, at lunch time and after school. Devices should not be used in the Dining Room, Drama Room or in corridors. If devices are used inappropriately within lesson time a negative comment will be given and the device may be confiscated.

Equipment

Students should pack their bag each evening for the following day ensuing they have the following;

Pencil case complete with:

- Blue/black pens
- Green pen
- Pencils
- Sharpener
- Rubber
- Ruler
- Glue stick
- Scissors
- Calculator
- Compass
- Protractor
- Whiteboard pen (dry wipe) and a Whiteboard rubber (small)

Other required items:

- Exercise books/folders and text books as appropriate for the day
- Homework that is due in
- ID badge
- Locker Key
- Planner
- PE kit as appropriate
- Musical instrument and music as appropriate
- Ingredients for cooking as appropriate
- Other items as requested from time to time by staff

All staff at NHGS are concerned that high standards are maintained. An orderly and efficient environment contributes to the well-being of everyone in the school and requires the co-operation of all. Care of oneself and concern for others underpin the organisation of the school. Below, you will find the NHGS Rules, Lesson Code of Conduct and Circulation Routine. The School Rules and the Lesson Code of Conduct are also printed in the Student Planner for 2019 –2020.

SCHOOL RULES

Safety, security, and the school's reputation depend upon your behaviour and appearance. The school rules apply to students when they are at school, travelling to and from school, representing the school in sports and other activities, and when they are taking part in school visits and trips.

1. All students are expected to show proper consideration for other people and for property.* Students should always be honest, helpful, courteous, respectful and responsible.
2. All students must observe the Lesson Code of Conduct and the Circulation Routine at all times.
3. Full school uniform is to be worn correctly in school. Sixth Form students must adhere to the Sixth Form Dress Code.
4. Students must stay within the school grounds. Only students who have been given prior permission to leave the school premises may do so.
5. Cigarettes, alcohol, and any illegal and / or dangerous substances are forbidden to all students, both on the school premises and on the journey to and from school.
6. No item which is deemed to be dangerous** must ever be brought to school.
7. No item must ever be used as a weapon***.
8. Chewing gum is not allowed in school.

* This rule refers to the Governors' Charging Policy, which enables the Principal to charge any students for damage which is caused deliberately or carelessly.

** The following is a list of items which are deemed to be dangerous. This list does not constitute a comprehensive list and is to be regarded as guidance only.

Firearms, Air weapons, Knives of any sort, Fireworks, Lighters, Matches

***A weapon for these purposes is any item which can be used, or can be adapted to be used, to threaten or cause actual or perceived injury to any person.

LESSON CODE OF CONDUCT

In order to achieve the aims of the school, students must conduct themselves sensibly during lessons.

You are required to:

1. Arrive promptly and properly dressed at the start of each lesson. If you are late, apologise to the teacher and give your reasons.
2. Bring everything you need for each lesson, including your Student Planner and rough book. Keep your Planner open throughout the lesson.
3. Wait outside classrooms in an orderly manner until rooms have been vacated and the teacher has given you permission to enter.
4. Ensure that your classwork and homework is completed to the best of your ability and handed in on time.
5. Remain silent when the teacher is talking, or when other students are making a contribution to the lesson, and listen carefully.
6. Be prepared for your teacher to ask you to answer a question; never call out.
7. Work responsibly and considerately with your classmates at all times. Do not distract or annoy other students.
8. Pack away your books and materials only when instructed to do so by the teacher. The bell is a signal to the teacher, and not to you.
9. Leave the classroom tidy, and exit in an orderly manner.

CIRCULATION ROUTINE

Arrival at School

Students must enter the school from the bus bays or the main steps. Students must not climb over the wall from the main road, walk across the grass nor climb the fences. They must not walk through the staff car park.

Buses will be disembarked in the lower bus bay and students will then make their way via the path into school by an official entrance. Students arriving by car should be dropped off away from the main gate so as not to clog the entrance, particularly after 8.00am. **Cars transporting students must not be driven into the school grounds in order to allow them to alight unless the school has issued a permit for welfare reasons.**

Students may enter school from 7.45am onwards. They should go to their form rooms, or the Dining Room and must behave in a sensible and responsible manner.

Only Sixth Form students may use the Darwin Sixth Form Learning Centre (DSFLC) except those students who have a timetabled lesson in the Centre and then students must use the link on the first floor. All facilities, the toilets and the Finches Diner in the DSFLC are specifically for the use of Sixth Form students and staff only.

Breaks and Lunchtimes

Students should go outside at break and lunchtime unless a wet weather announcement has been made. They should go out immediately without lingering in classrooms, cloakrooms, toilets or corridors.

Use of Yards

MUGA – ball games allowed for Years 7 to 8 on a rota basis when PE practices allow.

Yard outside the MUGA – Years 7 and 8

Quad - Year 11 and East Wing Yard - Years 9 and 10 - ball games allowed for Years 9 and 10.

Students in Years 10-13 may also use the grass banks and the adjacent field when permitted. Students must not go beyond the fence boundary. Students will be informed when this is allowed. In all areas, students are expected to show consideration for others and not to leave litter. Food must not be taken outside but eaten in the designated dining areas.

At the end of break and the lunch hour:

Students to enter through the door at the end of the break or lunch hour which is nearest to their lesson for period 3 or 4. Students should ensure that they arrive at their period 4 room for registration to start at 12.59pm:

Technology Block Rear Entrance – those students with lessons/registration in: T1; T2; TG1; TG2; TT; TF; TRM

East Wing – those students with lessons/registration in: E4; E5; E6; E7; E8; E9; E10; E11; E12; SL2, CL; AD2

Lower Foyer Entrance – those students in Years 7 to 11 with lessons/registration in: ACL; APL; SL3; BL; ABL; E1; E2; E3; SL1, PL; M15; M17; M18; M20; M21; M22; M23; M24; SF1; SF2; SF3; SF4; SF5, Gym, DRA, M13, M14, MR1, MR2, Sixth Form students may use the DSFLC.

The Graham Maslen Languages Centre – LC1, LC2, LC3, LC4, LC5, LC6, LC7, LC8

Only those students using the MUGA should use this entrance if they have lessons/registration.

All other students should enter the school using the entrance in the Lower Foyer.

Hartley ICT Suite

Those students with lessons in ICT1 and ICT2 should NOT go through the Technology Block or the Enderby Wing.

Students must wait outside the entrance doors and not try to enter until the duty staff member is present. Prefects will be on duty in the East Wing Yard or Middle Yard by the doors. Students should wait at the bottom of the steps, outside the entrance to the Lower Foyer, until they are invited to enter. Students should enter in an orderly manner into the building. Outside coats must be removed on entering the building. Students who have a form room in the Technology Block, or a lesson during period 4 in the Technology Block, may move to this area at the end of break or lunchtime via the Upper foyer.

Wet Weather Routine

On wet days, students should use the following rooms:

At break

- The room in which students will attend period 3.
- Students who have lessons in the laboratories or ICT rooms during period 3, should go to their form rooms at lunchtime
- Forms should occupy their own form rooms.
- Forms which cannot occupy their own rooms may use other form rooms occupied by the same year group.
- If available, the Hall may also be used.

Students should not loiter in corridors, toilets, or cloakrooms during indoor breaks and lunchtimes.

A tannoy announcement at the start of break or lunchtime will indicate that students must stay indoors. Students must be on their best behaviour during indoor breaks and lunchtimes, and must show care and consideration for the room they occupy, and for the other people using the room.

Movement around the school

- Students should walk quietly around the school, in single file where appropriate, and on the left hand side of corridors or stairways. There should be no running anywhere in school.
- Students wishing to enter rooms should wait until all the previous occupants have left before attempting to do so.
- Students waiting outside rooms should do so quietly and in an orderly queue.
- Students accessing rooms in the Technology Block should be mindful that this is a narrow corridor and should avoid congestion.
- At lunchtime, Year 7 should line up from the Dining Room doors along the main corridor outside the Staff Room. Year 8, 9 and 10 students should enter at their appointed times through the door into the Lower Foyer. The queue should extend from the bottom of the steps along the side of the Hall.
- The gates beyond the Technology Block must not be opened at any time during the school day, except in cases of emergency.

Leaving School at 3pm

- At the first bell Year 7 and 8 will be dismissed. Years 9,10,11 12 and 13 will be dismissed at the second bell.
- Students leaving school at 3.00pm to catch M1 to M9 will go directly to the bus bays at the front of the school.
- The lower bay (the one nearest the Technology Block) will be for M2, M3, M7 and M8.
- The upper bay will be for M1, M4, M5, M6 and M9.
- The M22 and Twin Valley buses will wait on Moorbottom Road to the left of our main steps. Students for these services should board immediately after the end of school.
- Students for the yellow bus services using the bus bays can board immediately in an orderly manner.
- Late bus M25 will stop on Moorbottom Road to the left of our main steps. This service is to Town and runs at 16.20 and 16.50.
- Students who need to wait in school after 3.00pm should go to the Dining Room or LRC until 4.00pm then go to reception.
- Students who are being collected by car at 3.00pm should arrange a pick-up point in a road not adjacent to the school.
- Students who need to stay in school beyond 4.00pm, who are not involved in an organised activity, should come to the Upper Foyer and inform the office staff of their name and their planned collection/leaving time. They will then be directed about supervision. Students are expected to behave responsibly. Students must not access other areas of the school without permission.
- Students who use the 525 to Town should wait at the bottom of the ramp until the yellow buses have left.

Crossing Patrol

Students accessing the service buses, meeting parents, or who are walking home, will leave by the main steps and cross Moorbottom Road, if required, at the Crossing Patrol. Students must obey the instructions of the Crossing Patrol Person. Parents are asked not to come into the school yard at 3.00pm or park at the main entrance. Parents must arrange to meet the students away from the immediate grounds of the school.

EMERGENCY PROCEDURES

A clear and concise procedure is published and displayed in all areas. In the event of fire or other emergency, students are told to alert the nearest member of staff to raise the alarm. The nearest fire alarm should be activated. When the fire alarm sounds (a continuous ringing of the fire bell), students should leave the building by the nearest exit or alternative if that is blocked and make their way to the assembly point on the school field. They must not stop to collect anything. Fire exit routes are displayed in all rooms. They must line up in an orderly manner in alphabetical tutor group order across the middle of the football pitch. They must behave sensibly, remain silent and listen carefully to instructions and must not move until instructed. In the event of the Lockdown alarm sounding, students should stay where they are or go to the nearest place of safety and await further instruction.

Please note:

- Evacuation procedures are practised regularly – they are taken seriously.
- Any interference with fire safety equipment will be considered very serious and will be dealt with very severely.

STUDENT COMMUNICATION

Use of email to contact staff

The school email is used frequently as a means of contact between students and staff. This can be very useful and students are expected to check their school email daily. However, to avoid staff receiving many unnecessary emails, students should think carefully about whether an email is the most appropriate way to contact a teacher. If they do email a member of staff, students should only use their school email account and should write the email appropriately, in a formal way, addressing the teacher politely. Lower School Student Progress Tutors will discuss this with students and provide examples of good practice.

Some staff may encourage students to email them with issues whilst others may prefer other forms of communication and students should listen carefully to individual instructions from staff. Some staff choose to read and reply to emails outside of school hours, however staff are not expected to do this and therefore students should not expect or demand a response from staff on an evening, weekend or during holiday periods.

Emailing teachers

When emailing teachers, students should follow the guidelines below:

Think carefully about whether the email is necessary

Leave enough time for the teachers to reply (this can take up to 24 hours or more)

Address them formally using their title and surname as you would if you were speaking to them face to face

Write in formal standard English – it should not be written as if it were a text message to a friend

Use appropriate politeness markers such as “please” and “thank-you”

Put their full name and form

Should not expect or demand an instant reply

Some departments are beginning to use department Twitter accounts as a further means of communicating with students. This has proven to be very useful in encouraging independent learning and directing students to further reading and resources. Students do not have to have a Twitter account to access this information and subject staff will share the details of this with students.

Misuse of ICT

Mobile phones, tablets, MP3s etc. may only be used before 8.20am outside, at break time outside, during the lunch hour outside or after 3pm outside, unless a teacher specifically gives students permission to use devices in a lesson to assist with learning (BYOD). Note that devices cannot be used during registration, in the corridors whilst queuing for dinner or in the dining room.

At any point during the school day or their journey to or from school, students should not;

- use devices to take a photograph or video of themselves, a fellow student or member of school staff, unless it is as part of a school work assignment
- send or share a photograph or video of themselves, a fellow student or a member of school staff by text, email or in any other way
- upload a photograph or video of themselves, a fellow student or a member of school staff to the internet, for example to Facebook, Instagram, Snapchat, YouTube etc.
- comment on or tag a photograph or video uploaded to the internet of themselves, a fellow student or a member of school staff
- post any kind of comment on the internet about a fellow student or a member of school staff that may cause upset to anyone (if it isn't something a student would say to the person in front of a parent or teacher it should not be posted on the internet)
- mobiles or other devices should not be lent to anyone and students should keep all log in addresses and passwords secret.

We also strongly advise students follow these rules out of school hours.

If a student is involved with misuse of ICT leading to bullying or upset of another student, school sanctions will apply in line with the school behaviour policy. This may include misuse of ICT outside of school hours if the incident involves other students from NHGS, or brings the school into disrepute in any way.

The purpose of the Behaviour for Learning (BfL) Policy is to encourage students to display the behaviours listed in the school's ethos statement. The BfL policy also provides guidance on how the school's staff will use their professional judgement and expertise to respond to any poor, unacceptable or unsafe behaviours in school.

The BfL Policy provides staff with a variety of means to encourage and reward excellent learning behaviours and good citizenship.

Basic Rewards System

Teachers will award stamps which will be recorded in the relevant pages in the back of students' planners. 5 stamps add up to one credit.

Credits will be rewarded by certificates as follows:

Credits	Level	Validated by
50	Bronze	Form Tutor
100	Silver	Form Tutor
150	Gold	Form Tutor
200	Platinum	Year Group Leader
250	Diamond	Head of Section
300	Distinction	Vice Principal
350	Outstanding	Principal
400	Exemplary	Principal

Students will collect certificates from the reprographics room and their achievement will be recorded in SIMS (the School Information Management System). Students should then get their certificates validated by asking the relevant member of staff to sign it (see table above). Passing credit thresholds will also allow students to access a rewards programme. In addition to stamps (credits) teachers can also reward students for notable contributions with positive comments. The comments to be used will be as follows:

Comment Code	To be awarded for	Comment Code	To be awarded for	Comment Code	To be awarded for
E1	Enthusiasm	C1	Creativity	M1	Good Manners
E2	Enquiry	C2	Collaboration	M2	Mindfulness
E3	Engagement	C3	Commitment	M3	Motivation

Rewards Programme

All students who pass one or more credit certificate thresholds may have the opportunity to participate directly in a reward 'event' or be entered in a lottery. Details of the precise programme for each year group for each academic year will be announced by the Head of Year. The rewards programmes might contain opportunities such as social events, non-uniform days, trips and prize draws.

The following additional rewards are available to recognise different sorts of achievements:

Recognition	Awarded for
Stamps	Contributions in lessons
Comments sent home electronically	Supporting the ethos and values of the school
Excellence Certificates	Outstanding pieces of work
Good Citizenship Certificates	Service to the community/charity work etc.
Readership Award	Year 7: Bronze, silver and gold awards are available – please see website for more details
Performing Arts Award	Outstanding contribution to theatrical productions including First Bow and the annual school production
Music Awards	Outstanding contribution to the Music Department or Choral Group
Leadership Awards	Meeting published criteria, please see the website for more information
Commendation	Consistently good and outstanding work and effort across the year
Principal's Award	Outstanding scholarship and all round contribution to school life (by application and portfolio)

Notable achievements will be celebrated publicly, for example, in assemblies, in newsletters and the annual Prize Day event, as appropriate.

Sanctions

Children, adolescents and young adults sometimes make poor decisions and/or mistakes which need to be addressed. Poor, unacceptable or unsafe behaviours will lead to sanctions/consequences. Staff will use their professional judgement to deal with issues as they see fit within the following guidelines.

The school will recognise 5 tiers of behavioural issues, each of which will be dealt with in an appropriate manner to stop the poor behaviour and secure positive change in future.

Tier	Examples of behaviour at this tier
1	Uniform issues, lateness, calling out in class, boisterous behaviour out of class etc.
2	Repetition of Tier 1 behaviours, rudeness, disruption of class, inappropriate language
3	Persistent repetition of Tier 1 behaviours, repetition of Tier 2 behaviours, serious disruption, swearing, fighting, low level bullying outright defiance of a member of staff, etc.
4	Serious incidents, repetition or persistent repetition of lower tier behaviours (1-3) aggravated or repeated bullying etc.
5	Very serious incidents or repetition / persistent repetition of lower tier behaviours (1-4) Behaviours leading to fixed term or permanent exclusion (see Exclusions Policy)

When dealing with behavioural issues, staff will use their professional judgement to determine the tier they consider best matches the matter(s) being dealt with. The tier may change as new information comes to light or if students respond poorly, or as a result of consultation with other staff.

The behaviour tier will determine who makes the final decision on appropriate sanctions:

Tier	Staff with the authority to impose sanctions at this tier
1	All school staff
2	All school staff
3	Teachers, subject leaders and pastoral leaders
4	Members of the Leadership Group, Heads of Section
5	The Principal

The school may impose a range of sanctions which include:

- Verbal warning / reprimand (Tier 1)
- Negative comment (Tier 2)
- Intervention by teachers or support staff (Tier 2 +)
- Detention (from 5 minutes to 2 hours at either break, lunch or after school) (Tier 2 +)
- Loss of privileges (Tier 3 +)
- Removal from trips / visits / activities or teams (Tier 3 +)
- Community Service (e.g. litter picking) (Tier 3 +)
- Relocation / Isolation (Tier 3 +)
- Report (Tier 3 +)
- Senior Staff Supervision (Tier 4 +)
- Exclusion (Fixed Term or Permanent) (Tier 5)

Negative Comment Codes used at Tier 2

Code	Meaning
B	Behaviour. Inappropriate, unacceptable or disruptive behaviour in class
BP	Behaviour Pastoral. Inappropriate, unacceptable or disruptive behaviour around school
U	Uniform. Uniform has been worn incorrectly
M	Mobile. Phone or other digital device has been used inappropriately.
HD	Homework Deadline. Homework deadline has been missed.
HQ	Homework Quality. Homework is of poor quality relative to student's ability
T	Test. Test or formal assessment result is disappointing relative to student's ability
E	Equipment. Student has not brought required equipment to class
A	Attitude. Student has shown a disappointing attitude to learning in class e.g. lack of engagement or poor collaboration

Most students receive very few negative behaviour comments. If your child is getting comments regularly we very likely get in touch to discuss the situation. Persistent poor conduct stops students learning and is not acceptable at all.

Recording / Reporting

No record will be made of Tier 1 issues.

Tier 2 issues will be recorded by a comment code through SIMS. Comments will be reported weekly to parents, form tutors and Year Group Leaders / Heads of Section via email. Summaries of comments over the year will also be reported at monitoring points. Reports will be produced daily if a student is on report.

Tier 3 issues and above will be recorded in writing in the school's behaviour logs and in student files. They will generally be reported directly to parents/carers by phone, email, letter or text message. Due to confidentiality restrictions, you will need to notify the Principal in writing if you wish to be supplied with a copy of your child's behaviour logs. The school will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Be SHARP in lessons at NHGS:

S - Remain **silent** when the teacher is talking or anyone is contributing. Never shout out.

H - Bring all necessary equipment and **homework** to the lesson to maximise learning.

A - Arrive to every lesson with a good **attitude** to learning and a growth mind-set. 100% effort is required.

R - Always behave **respectfully** towards your teachers and fellow classmates - do not distract or annoy others.

P - **Phones** must only be used for school work in lessons and only with permission from the teacher.

The immediate consequences of not being SHARP are:

1st infringement: student warned, name put on board - no further sanction.

However, if phone - taken until end of lesson – comment logged on SIMs.

No homework without good reason – comment logged on SIMs.

2nd infringement (in same lesson): tick by name on board (a behaviour comment will be logged on SIMs) 10-minute DT, run by teacher.

3rd infringement (in same lesson): student sent to another classroom to work; a subject DT will be issued (30 minutes, logged on SIMs and run by HOD), contact home to parents from the teacher involved in the episode.

Persistent disruption of lessons over time or more serious incidents will be dealt with more severely through the application of the BFL system.

Pastoral Organisation

Each year group is divided into forms, each of which is allocated a Student Progress Tutor. The role of the Student Progress Tutor is a vital one. The Student Progress Tutor should be the first person to whom a student turns for help or advice. Equally, by observing patterns of behaviour, an alert Student Progress Tutor will spot problems and will take appropriate action. It may be necessary to refer such matters to the Year Group Leader in the first instance. The Year Group Leader may then decide to involve the Lower School Leader, the Special Educational Needs Coordinator or Designated Teacher for Child Protection and Safeguarding, someone in the Leadership Group, the Education Welfare Officer, or other outside agencies. Parents may, of course, be contacted at any stage.

Pastoral Aims

The aims for the school are translated in practice, in the context of pastoral care, in the following ways:

- the fostering of a relaxed, purposeful ethos within a stable, orderly and secure environment;
- the promotion of self-discipline and self-respect through honesty, helpfulness, courtesy, respect for people and property, punctuality, dress, adherence to rules and pride in the school;
- the celebration of achievement through the operation of a scheme of incentives and rewards;
- the provision of a fair and effective discipline framework which promotes high standards;
- the nurturing of learning skills and the development of a positive attitude to academic study through careful target-setting and monitoring of progress;
- the active support and help of children experiencing problems, difficulties or distress, both through the school's own resources and outside agencies;
- the provision of appropriate support, counselling and guidance to enable students to develop and fulfil their potential and achieve personal goals;
- the maintenance of an efficient system of recording and reporting which includes significant events relating to both pastoral and academic matters;
- effective communication and liaison with parents, feeder schools, establishments of further and higher education and other external agencies.

These are addressed by means of the PSCHEE programme, the pastoral support and guidance provided, the careers education programme and a range of extra-curricular activities, opportunities and experiences.

Student Planner

Each student is issued with a Student Planner to record activities both in and out of school, and to help as a personal organiser. Students use the Planner every day to record details of homework etc., and Student Progress Tutors will check the Planners every week. We hope that parents will consult the Planner daily to check that homework has been completed, and the record of rewards and sanctions as they are the main record to support Behaviour for Learning. We ask that it is signed every week.

The Planners will also be used to provide parents with some academic information and indications of progress. During the course of the year, subject teachers will use the Planner to indicate levels of achievement against target levels. In addition, subject specific targets will be set for students to work towards by the end of the year. Planners are used to record stamps, credits and behaviour certificates.

Homework

Staff are encouraged to use Google classroom to record homework and offer further resources and support materials. Homework should be explicitly mentioned in the lesson however, and recorded in the Student Planner. Students should log onto Google classroom on a regular basis.

Recommended time to be spent on homeworks - Lower school 20-30 minutes per piece with up to 3 homeworks per evening. Upper school 30-60 minutes per piece with up to 3 homeworks per evening.

Accepting Responsibility

Students at NHGS are encouraged to take responsibility for themselves and for other students. They are expected to work to the best of their abilities, in school and in completing homework. We hope that students will develop into autonomous, skilled and confident learners over time. There is a School Council, at which matters of interest or concern are raised with the appropriate Pastoral Leader, and, where appropriate, resolutions sought by the students themselves. There are also opportunities for students to lead sports teams, music ensembles and quiz teams, for example.

Rewards

Subject Prizes, Special Awards and Prizes - These are nominated by staff and are awarded annually at the school's Annual Presentation of Prizes and Certificates. These awards are for high academic achievement and for exceptional achievement in non-academic aspects of school and community life. There are subject prizes for each year group and a range of special prizes.

Prizes, Trophies, School Colours and other Awards -These are used to recognise achievement and effort in many aspects of school life. These may be awarded for sporting or musical achievement, and are presented to students in assemblies or at the school's Annual Presentation of Prizes and Certificates. School colours are awarded for commitment and performance in PE, music and drama. There are a range of other prizes and trophies awarded annually. Sports Boys and Girls of the Year are nominated based on all-round contributions and achievements to PE and games. Prizes are also awarded in the annual Music Competition.

Publicity

The Newsletter and the school's social media accounts and website provide a regular opportunity to share students' achievements with all parents. When appropriate, publicity will also be sought from newspapers and other agencies to acknowledge and celebrate achievements.

Sanctions

Not all students work to the best of their ability, or are perfectly well behaved at all times during their school lives and we expect to have to deal with minor problems from time to time. However, it is assumed that students who do not meet requirements, or who deliberately break the rules, also have expectations and know that there will be consequences when they have misbehaved. On the greater number of occasions, misbehaviour will probably be dealt with without having recourse to formal sanctions or punishment. Sanctions are applied to establish and maintain appropriate and firm parameters for work and behaviour. All staff are required to implement the BFL system consistently and fairly. The punishment of whole groups because of the actions of individuals is not well received and will be avoided in all but exceptional circumstances. Punishments, which are humiliating or degrading, are not allowed. Physical contact with a student is only permissible where the members of staff are:

- defending themselves against attack, provided that a disproportionate degree of force is not used
- intervening in an emergency if a student is at immediate risk of injury or on the point of inflicting injury on someone
- using reasonable force in order to control or restrain students.

NHGS is committed to providing a secure and supportive environment in which children can develop and grow into mature and responsible people. Safeguarding children is a central part of our whole school approach to ensure that:

- Children are protected from abuse and neglect.
- Every child reaches their full potential.

We aim to do this by:

- Creating an environment whereby high standards of work, effort and behaviour are expected and rewarded with praise and encouragement.
- Providing a curriculum which will help all children develop their potential.
- Providing appropriate teaching and learning opportunities to sustain the personal development of all students
- Developing a school community whereby everyone feels valued and secure, shows understanding for others, respects diversity and provides equality of opportunity and encourages a sense of pride in our school.
- Working in partnership with parents by offering support, information and advice about their child's learning and development.
- Fulfilling our pastoral duties to our students and working in collaboration with other agencies as set out in the Children's Act 1989 and subsequent legislation and guidance.

Child protection is fully considered in all of our recruitment processes and all staff, governors or adults who come into regular contact with our students are fully checked in line with the most stringent guidance. All school staff are trained in child protection issues annually and all new staff receive training as part of their induction programme.

The school has an online reporting facility which can be used by all members of the school community to report anything that they are unhappy about or believe to be wrong. The facility can be accessed by clicking on the 'Report It' icon on the school website. The 'Report It' facility is additional to other methods of reporting concerns such as letters, phone calls and talking face to face with staff. Online reports go initially to the school's E-Safety team who then pass them to the most appropriate members of staff to deal with individual issues.

The school is committed to dealing with bullying firmly and fairly. If anyone is being bullied or sees someone else being bullied, they should report it immediately. We deal with everything that we know about.

Parents and students should all be aware that if a serious disclosure is made which involves actual or possible harm or abuse to a child, no member of staff can give any promise of confidentiality. The school has a legal duty to pass such information to relevant authorities/agencies.



Mr Wood, Vice Principal Pastoral, is the school's Designated Safeguarding Lead and he can be contacted at the school if parents have any worries or difficulties. All Heads of Section have also been fully trained as designated safeguarding officers and should be contacted in the absence of Mr Wood. The Principal and Vice Principals can also be contacted.

For more information on e-safety, there is a link to the Think U Know website (<http://www.thinkuknow.co.uk>) provided by CEOP (Child Exploitation and Online Protection – part of UK Policing) on the bottom right of the front page of the NHGS website. For more information on e-safety or how to talk to your children about it, please e-mail: e-safety@nhgs.co.uk

The school's Child Protection Policy and Child Protection Procedures can be accessed on the school's website.

Home School Communication Reporting, Monitoring Systems and Parents' Evenings

The school firmly believes that to ensure students reach their full potential and the aims of the school are achieved staff, governors and the LA need to work closely together with parents. Effective and regular home-school communications about students' progress, difficulties, achievements and welfare are essential.

The Home School Agreement

A Home-School agreement is distributed at the start of the Autumn Term in Year 7. The Agreement was developed following consultation with staff, students and parents. The home-school agreement explains the aims and values of the school. It spells out the responsibilities of the school and parents and what the school expects from students. Parents are not obliged to sign the agreement and nothing can happen to them or their son/daughter as a result of not signing. The Home-School Agreement is set out below and it is assumed that all students and parents will continue to uphold these responsibilities.

Student

I will:

- uphold the values expressed in the school's ethos statement
- behave well and follow the school rules
- be polite, kind and honest at all times
- show proper respect for people and property
- attend school regularly and on time
- bring all the equipment I need every day
- wear the school uniform and be smart in appearance
- work hard and try my best to fulfil my academic potential
- uphold and follow the rules for ICT Acceptable Use Policy (a full copy of the ICT policy is available on the school website)
- keep the school free from litter and graffiti
- make the most of the opportunities available
- try to be a credit to the school at all times, including when travelling to and from school and whilst using the internet

Signature: _____ Date: _____

The parents/carers

I/we will:

- see that my child attends school for the required session times and days each year
- ensure that my child arrives punctually and properly equipped
- inform the school if my child is absent through illness on the first day of absence and every subsequent day, giving a reason for the absence
- make every effort to arrange medical/dental appointments out of school time, and provide the school with evidence of appointments if this is not possible
- make every effort to avoid taking holidays with your child during term time
- inform the school promptly of any changes in circumstances (address/telephone number)
- make the school aware of any concerns or problems that might affect my child's work or behaviour
- support the school's policies and guidelines for behaviour
- support my child in implementing the school's homework policy and other opportunities for home-learning
- agree with the ICT Acceptable Use Policy and will ensure that my child upholds and follows the rules (a full copy of the ICT policy is available on the school website)
- endeavour to attend parents' consultation meetings and other discussions about my child's progress
- support and try to become involved in the opportunities, activities and events at the school.

Signature (s): _____ Date: _____

The school

The school will:

- care for your child's safety, happiness and wellbeing
- provide a balanced, challenging and accessible curriculum which meets the individual needs of your child
- encourage your child to achieve their full potential intellectually and physically as a valued member of the school community
- provide opportunities to develop particular talents and abilities
- stimulate and develop your child personally, socially, morally, spiritually and culturally

- promote high standards of work, examination performance and behaviour through building good relationships and developing a sense of responsibility
- ensure that the ICT Acceptable Use Policy is enforced
- assess progress regularly including investigating potential barriers to learning (including SEND)
- keep you informed about your child's progress and general school matters
- be open and welcoming at all times and offer opportunities for you to become involved in the life of the school.

Principal..........Date: June 2019

Communication with Parents about Student Progress

The school has set up a programme of meetings, reports and other contacts to facilitate effective liaison and co-operation between home and school. Parents are encouraged to contact the school immediately if they have any concerns, or if problems arise. The school will contact parents if necessary. The school acknowledges the importance of parental involvement in students' educational development. If a student is to flourish, school and parents must work together. The school has a formal monitoring and reporting system where by parents are informed about their daughter's or son's progress in school.

We will distribute two Monitoring Reports (MR) in Year 7 and 8. Student Progress Tutors will discuss the outcomes of the monitoring with students and the Year Group Leader will interview the students who are considered to be under achieving and a suitable course of action to try to improve the situation will be discussed and, if appropriate, agreed with the parent later. In all years, students will be judged on their attitude to learning in class and also in independent work and homework. This is done on a 4-point scale.

At Key Stage 3 students are also judged on their attainment on a 5-point scale of Gold, Silver, Green, Amber, Red. The descriptors for these grades are also shown overleaf.

The expectation is that students should achieve 1s and 2s in terms of their Attitude to Learning. A 4 in a category indicates that there is a problem or some underperformance but that actions taken by the school in conjunction with the co-operation of the student should remedy the situation. A 5 in a category indicates a more serious or persistent problem that may require the active involvement of parents. The Year Group Leader will inform parents if that is the situation following the distribution of the MR. In the summer term, students will produce a written review of their year to include comments on academic progress and achievement, emotional and physical wellbeing and involvement in cultural and extra-curricular activities.

The school also reports on students' progress through Parents' Consultation Evenings. There is one such evening per year for each year group in the school, at which parents have individual interviews with their son's or daughter's Student Progress Tutor and subject teachers. However, if there are problems with work or with any other area of school life during the school year, parents will be contacted and a meeting arranged. The meeting will often be with one of the Pastoral Leaders, but may involve the Student Progress Tutor, a subject teacher, or a senior member of staff. Problems are often resolved by discussion and agreement on an appropriate plan of action. If at any time you wish to speak to one of the Pastoral Leaders, or the Lower School Leader about any matter concerning your son or daughter, please telephone, write or email for an appointment.

Other Communications with Parents or Carers

The school uses SIMs InTouch as its main method of communication.

If your child is absent and you have forgotten to notify us, we will send a text message to the mobile telephone number registered with Emergency Contact Priority 1. A copy of the message will also be sent via email. If you do not have a mobile number, your landline will be used. If you receive a text and your child is absent, please reply to the text message or email as soon as possible and leave a message for the Admin Team, who will register the absence immediately. For safeguarding purposes if no response is received following a school alert message, we may contact your other family members. Failure to respond may result in us contacting the police.

If your child is ill first thing in the morning, or is going to be absent for any other reason, you should notify school by emailing absence@nhgs.co.uk or texting 07860 095273. Any subsequent days of absence should be reported to school on a daily basis. **We cannot accept notification from a student reporting their own absence.**

You can, of course, still telephone Reception and leave a message, but parents and carers often want to ring before office hours and we would encourage use of the above facilities, if at all possible.

We now use emails for sending home letters, behaviour and achievement comments, monitoring and reports, and for sending the newsletter. This has had a massive cost saving benefit for the school in terms of postage. If letters

are given to students and it is considered to be important, we will send a text message or an email to alert you to the fact that your son or daughter has correspondence for you. Please remember to ask them for it.

Finally, and most importantly, we need to know whenever you change your mobile phone number or your email address. Keeping records up to date will ensure that the system is as effective as it can be.

The email addresses for the admin team are as follows:

Lower School (Years 7 & 8): r.smith@nhgs.co.uk (Ms R Smith, Lower School Administrator)

Upper School (Years 9, 10 & 11): c.garnett@nhgs.co.uk (Mrs C Garnett, Upper School Administrator)

Sixth Form (Years 12 and 13): l.charles@nhgs.co.uk (Mrs L Charles, 6th Form Administrator)

Any one of these ladies can be contacted about Sims InTouch, or indeed about any other matter relating to your child. mail@nhgs.co.uk is a general mail box, which is monitored daily, but using the above mail boxes will ensure a much quicker response time.

Twitter

We have an NHGS twitter account which is available via <http://www.twitter.com/nhgs> or by following @nhgs. You do not need to do this to view our tweets as our tweets also appear on the front page of the NHGS website, <http://www.nhgs.co.uk>

The school will use the twitter account to update you, for example, if the decision is made to close because of snow. The twitter account is also linked to the front page of the NHGS website, <http://www.nhgs.co.uk>, so any updates on the website will also appear on the NHGS twitter page.

PAYMENTS TO THE SCHOOL

The school has subscribed to ParentPay, which is a secure online payment service for schools, which allows the school to list items for payment by parents, including all school meals. Our aim is eventually to create a 'cashless school' with benefits for all:

- convenience for parents
- reduced security risk for the students
- significant administration savings for the school.

Using ParentPay, we can create accounts and unique logins for parents so that payments are specific to each student. Instead of sending cash or cheques into school with students, parents can simply go online to a secure website and pay money into their child's account using their debit or credit card. This significantly reduces our administration time and makes money collection safer and more convenient. **This is the preferred method of payment for all transactions with the school.**

Letters regarding school trips, school events, etc. will continue to be emailed home.

Contacting the School

Please support the school by ensuring your daughter or son maximises their attendance at school. Mrs Beresford is responsible for the transition from primary school to secondary school and she is also the Year Group Leader for Year 7. She can be contacted about all matters relating to Year 7 transition and she should be contacted regarding all matters connected with attendance, welfare and progress. The Year 8 Leader is Miss Proctor and she can be contacted about all concerns for Year 8.

Below is a table which sets out suggestions for contact with the school about different issues.

What to do if:

No PE kit or bag	Parent should contact School Office and student should speak to the PE teacher.
Couldn't do homework	Parent to write in Student Planner and student should speak to subject teacher.
Unsure if well enough to attend	Send to school, with contact number (phone Year Group Leader if necessary), we will contact you if required. See specific guidance for infectious conditions where, if it's suspected or diagnosed, the child should be kept at home.
Broken bones (leg etc.)	Contact the Year Group Leader for work, student should attend and arrangements will be made to enable her or him to access lessons or learning as appropriate.
Late	We would prefer children to arrive late rather than not at all. Take care that this is not regular. Students should sign in the late folder on arrival at school.
Unhappy with friends	Contact Form Tutor or Year Group Leader urgently to nip the problem in the bud.
Alleged bullying (including cyber bullying)	Contact the Year Group Leader or use the "report it" button on the school website.
Not getting on with teacher	Contact the Year Group Leader.
Cannot do the work	Contact the Year Group Leader.
Sex and Relationships Guidance	Contact the Year Group Leader or the Lower School Leader.
Self-esteem (including self-harm, eating disorders)	Contact the Year Group Leader or the Lower School Leader.
Illegal Drugs and Substances	Contact the Year Group Leader or the Lower School Leader.
Illegal use of alcohol	Contact the Year Group Leader or the Lower School Leader.
Theft	Contact the Year Group Leader or the Lower School Leader.
Family relations	Contact the Year Group Leader or the Lower School Leader.
Family bereavement or serious illness of a family member	Contact the Year Group Leader or the Lower School Leader.

PUNCTUALITY

As is the case with attendance, punctuality is also carefully monitored by tutors and the Year 7 and 8 Leader. If a student arrives at school late, please send a (dated) note of explanation the following day.

UNAUTHORISED ABSENCE

It is extremely rare for students to truant at NHGS. Sanctions and procedures are firmly applied if a student does truant.

ILLNESS AND ACCIDENTS IN SCHOOL

In spite of all sensible precautions, accidents do occur, and sudden illness does strike. In cases of emergency, we need a telephone number at which parents may be quickly contacted, and the details of your family doctor. These are requested

at the start of each academic year. **If any changes occur during the year contact the school as soon as possible.** If your child should require hospital treatment, we will contact you immediately. If a student feels unwell, he or she should tell a member of staff, who will take appropriate action. We will not send students home unless there is an adult there to receive them, and because resources are limited, parents should not send students to school if they are clearly unwell in the morning. If parents are contacted to come to school to collect their child who is unwell, they must report to reception on arrival and they will then be directed. Students must not arrange to go home ill by contacting their parents directly themselves – they must report to Mrs Lamb (The School Welfare Officer) in the first instance.

Please note:

- If your child takes regular medication, we need to know; please contact the Year Group Leader.
- If your child is receiving any short-term treatment which may affect school progress, we need to know; please send a note to the Tutor/Year Group Leader.
- We are not allowed to dispense aspirin, paracetamol, etc. to students, although we do offer immediate first aid.

MEDICAL VISITS

Dental appointments and visits to a doctor should be made outside school hours. If this cannot be arranged, please send a dated note to the student's tutor, in advance of the appointment. Your child should return to school as soon as possible after such an appointment and should be prepared to make work up if necessary.

HOLIDAYS

In September 2013 The Department for Education issued an amendment to The Education (Pupil Registration) (England) Regulations 2006 with regard to pupils' attendance at school. In order to ensure that pupils make the necessary progress during the school year, and achieve their academic targets, Head teachers/Principals may not grant leave of absence during term time. Parents should take their family holidays outside term time as Ofsted evidence shows absence during term time seriously affects pupil progress.

There are a couple of exceptions to this ruling. For example if a parent has to take a specified holiday period due to their place of work having an annual shutdown period for all employees and can supply a letter to this effect from their employer, or if a request for a holiday absence is made due to extremely serious parental or child illness, then consideration will be given to these requests. In all other cases, requests for holidays in term time cannot be authorised. Obviously, parents may still decide to take a child out of school to go on a holiday but the period of absence will be noted as unauthorised on the child's school record.

The Parents' Association's (PA) role is to help raise much needed funds to enrich your child's experience while at NHGS. This year we have funded prizes in the 'Junior Masterchef' and "Rocketry" competitions, purchased tents for year 9 camp, sports equipment and a camera and also donated £12,000 towards the refurbishment of the 6th Form Centre. We are now working towards a target of £10,000 to go towards the refurbishment of the tech corridor. That is a lot of fundraising!

The Parents' Association is holding a New Parents' Welcome Evening on Thursday 10th October 2019 at 7.00pm. All parents are most welcome to this social when you can get to meet other parents and find out more about your child's school life.

Events are arranged throughout the year, giving a varied programme of social, educational and fund-raising activities. In the last year the Parents' Association has worked extremely hard to organise the Christmas Fayre, Christmas Hamper Raffle and a Fashion Show. In the past we have arranged social events and, in conjunction with the staff, a Grand Raffle. Further fund-raising activities have included a Prize Draw, Bags2School and Cash for Coins. In addition to organising events, the Parents' Association provides refreshments at Parents' Consultation Evenings throughout the school year and at many of the school's drama and musical events.

The PA usually meets on the first Tuesday of each month at 7.30pm in school. Let us know if you fancy coming along and we can look out for you. If meetings aren't your thing, then please just follow what we are doing and see how else you can support us. We'd love to hear your ideas on ways to raise money, so please get in touch.

The Parents' Association welcomes you as new members.

Dates to remember for 2019/2020

New Parents' Welcome Evening	7.00pm Thursday 10th October 2019
Christmas Fayre	11.00am – 2.00pm Saturday 7th December 2019

The PA and its committee members can be contacted using any of the details below.

Chair	Sue Smith
Vice-Chair	Janet Griffiths
Treasurer	Fiona Addison
Secretary	Sangeeta Duffy

Find us on Facebook

School  (Search for North Halifax Grammar Parents' Association)

<http://www.facebook.com/groups/1414873465412640>

E-mail: contact@nhgspa.org.uk

Follow us on Twitter

 @NHGSPA

Website: www.nhgspa.org.uk

And finally ...

Thank you for reading this far. We hope that this booklet answers many of the questions you have for us already, and will have for us during the year. We hope your children have a happy and productive time at NHGS.



Mr A Fisher
Principal