



# Handbook for Upper School Students & their Parents

## 2019/2020

Principal Mr A G Fisher

Registered Office: North Halifax Grammar School Moorbottom Road Illingworth Halifax HX2 9SU

North Halifax Grammar School Academy Trust, a charitable company limited by guarantee registered in England and Wales with company number 07628903.



## Contents

<b>1</b>	Welcome from Vice Principal	Page	2
<b>2</b>	Important Dates for Upper School	Page	3
<b>3</b>	The School Year 2019/2020	Page	4
<b>4</b>	Support for Students	Page	5 - 7
<b>5</b>	School Routine	Page	8 - 9
<b>6</b>	School Uniform	Page	10 - 12
<b>7</b>	Standards of Behaviour	Page	13 - 17
<b>8</b>	Behaviour & Achievements	Page	18 - 20
<b>9</b>	Pastoral Organisation	Page	21 - 23
<b>10</b>	Safeguarding	Page	24
<b>11</b>	Home School Communications, Reporting, Monitoring Systems and Parents' Evenings	Page	25 - 28
<b>12</b>	Contacting the School	Page	29 - 30
<b>13</b>	The Parents' Association	Page	31

September 2019

Dear Parents and Carers

The three years that a student spends in the Upper School are clearly very important in terms of academic and personal development. In Year 9 students work towards teacher assessments at the end of Key Stage 3, assessments which, along with prior attainments, will be used to set target grades for GCSE courses. These targets are set using national attainment models. The first stage of specialisation, albeit within a carefully structured options programme, takes place in the spring of Year 9, when students choose their subjects for study at GCSE level. Work in Years 10 and 11 will build upon preparatory work in Year 9, with schemes of work encouraging a coherent approach over the three years.

Students will be formally monitored on two occasions in Year 9 and Year 11 and on three occasions in Year 10, when performance and progress will be scrutinised in relation to the individual targets and intervention taken where necessary.

The Upper School RPSE programme aims to equip students with the skills and understanding to cope with the changes at this stage of adolescence and the academic decisions which need to be made. Personal health, sex education and drugs awareness programmes give appropriate and relevant information and advice, whilst exploring the possible problems which can be encountered. The careers programme is structured to provide information on subject choices at GCSE and 'A' Level, and the implications of these choices for Higher Education and the world of work. There are work related activities and post-16 taster sessions in Year 10 and a week of Work Experience undertaken during the Autumn term of Year 11.

Citizenship education will take place both within the RPSE programme and other subjects, where students will be given the knowledge and understanding to become informed citizens and to develop skills of enquiring, communication, participation and responsible action. Such events as Citizenship Day, Year 9 Camp and Enterprise Day in Year 10 provide opportunities for students to participate in challenging activities that will contribute to their personal development.

There are many opportunities for students in the Upper School to take greater responsibility for their learning and development, both in and out of the classroom. Students can take an increasingly leading role in the organisation of regular and/or one-off events, such as Upper School Council meetings; House competitions; and the many and various extra-curricular areas such as music, drama and sport.

Overall I hope that the time spent in the Upper School will be fulfilling and rewarding. We seek to foster maturity and to enable students to cultivate self-esteem, self-discipline and self-motivation. However, there are many potential difficulties, both academic and personal. The team of Student Progress Tutors, the Year Group Leaders and Mr Kennedy, the Upper School Leader are sensitive to this and will encourage students to discuss their situation at regular intervals. Parents are encouraged to work closely with the school to help in their child's development and to ensure that this will be a successful stage in their education.

Yours sincerely



Mr D R Wood  
The Vice Principal

**Year 9****2020**28<sup>th</sup> January

First Monitoring Report

20<sup>th</sup> January

Year 9 Examination Week

27<sup>th</sup> February

Parents' Consultation / Options Information Evening

13<sup>th</sup> July

Second Monitoring Report

**Year 10****2019**18<sup>th</sup> November

First Monitoring Report

**2020**12<sup>th</sup> March

Parents' Consultation Evening

16<sup>th</sup> March

Second Monitoring Report

11<sup>th</sup> – 22<sup>nd</sup> May

Year 10 Examination Week

13<sup>th</sup> July

Third Monitoring Report

**Year 11****2019**18<sup>th</sup> November

First Monitoring Report

30<sup>th</sup> Sept – 4<sup>th</sup> Oct

Work Experience

12<sup>th</sup> November

Sixth Form Subjects' Open Evening

2<sup>nd</sup> – 4<sup>th</sup> December

Mock Examinations

11<sup>th</sup> – 13<sup>th</sup> December

Mock Examinations

**2020**30<sup>th</sup> January

Parents' Consultation Evening

16<sup>th</sup> March

Second Monitoring Report

11<sup>th</sup> May

External Examinations Begin

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

### The Pastoral System

Mr Wood – The Vice Principal (Behaviour, Safeguarding and Admissions) has oversight of the Pastoral System

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

Lower School	Years 7 and 8
Upper School	Years 9, 10 and 11
Sixth Form	Years 12 and 13

In the Upper School there are three Pastoral Leaders:

Year Group Leader for Year 9

Year Group Leader for Year 10

Upper School Leader and Year Group Leader for Year 11

The Student Progress Tutors will follow through from Year 7 through to Year 11 with their forms.

The Year Group Leaders will follow through from Year 8 to Year 10 with their year cohorts

The Year Group Leaders for Year 7 and Year 11 remain fixed to help with transitions.

In the Sixth Form, there are three Pastoral Leaders:

Year Group Leader for Years 12

Year Group Leader for Year 13

Sixth Form Leader

The Year Group Leaders and Student Progress Tutors will follow through from Year 12 to Year 13 with their year cohorts.

### The Pastoral Leaders



#### The Year Group Leader for Year 9 is Miss Brooke

*Miss Brooke grew up in Leeds and attended Woodkirk Academy for her secondary education. With a huge passion for sport, during school she competed both in and outside of school in a variety of sports. She represented West Yorkshire at hockey, football and cross-country running. Miss Brooke continued at Woodkirk Academy to complete her A-levels taking P.E., Psychology, Geography and Biology. After A-levels Miss Brooke went to The University of Leeds where she graduated with a BSc Honors in Psychology. She then attended Leeds Beckett University to complete her PGCE in Secondary Physical Education. Throughout university, Miss Brooke was a Special Constable for West Yorkshire Police. She then went on to work at a secondary school in Leeds where one of the roles she held was Assistant Head of Year 10. In her spare time Miss Brooke plays hockey for Wakefield Hockey Club and enjoys running to keep fit.*



#### The Year Group Leader for Year 10 is Mr O'Neill

*Mr O'Neill was born in Farnborough, Hampshire in 1973. After studying English at Southampton University, he went on to gain a PGCE at Brunel University in Middlesex. Mr O'Neill moved to Yorkshire in 2009 and came to NHGS in the following year. He has spent his time at the school as a sixth-form tutor and a teacher of English to all year groups. In his spare time, Mr O'Neill is a 'keen' runner and regular cinema-goer who enjoys reading, watching cricket and visiting sites of historical interest with his family.*



### **The Upper School Leader is Mr Kennedy**

*Mr Kennedy was born in Leeds in 1984. He studied Politics and Parliamentary Studies at the University of Leeds and completed his teacher training as part of the Teach First graduate scheme. Mr Kennedy teaches Business Studies and Government and Politics. Since joining NHGS he has also taught Geography and carried out the role of Sixth Form Enrichment Coordinator. Mr Kennedy is a keen sports fan who regularly plays football and golf. In addition to sports he enjoys city breaks in Europe and is always keen to experience new cultures and cuisine. He is an avid reader and particularly enjoys historical fiction and books on economics and politics.*

The Year Group Leaders are responsible for

- the transfer of data/information from Lower School to Upper School staff
- target setting, monitoring and reporting on students' progress
- advice and support in relation to progress
- special educational needs
- attendance issues
- absence from school requests
- Parents' Consultation Evenings
- Student councils
- Oversight of the Behaviour for Learning system
- behaviour issues
- links with external agencies to support students



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](mailto:e-safety@nhgs.co.uk)

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



**Mrs Garnett is the Administrative Assistant for the Upper School**, who provides support for pastoral leaders, tutors, students and parents in the Upper School.

*Mrs Garnett's job is to monitor the registration of all Upper School students and deal with unexplained absences. Other duties related to Upper School Administration include, monitoring and reports, typing letters home, arranging contact lists and letters for trips, taking minutes at Upper School meetings, general letters and typing. She is also Work Experience Co-ordinator and Assistant to the School Organisation Manager.*



#### **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 & 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 wellbeing 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			
<b>To Tutor Rooms</b>	<b>8.20am</b>		
<b>Morning Registration</b>	<b>8.25am</b>		
<b>Assembly</b>	<b>8.30am</b>		
<b>Lesson 1</b>	<b>8.50am</b>	-	<b>9.48am</b>
<b>Lesson 2</b>	<b>9.48am</b>	-	<b>10.46am</b>
Break	10.46am	-	11.01am
<b>Lesson 3</b>	<b>11.01am</b>	-	<b>11.59am</b>
Lunchtime	11.59am	-	12.59pm
<b>Lesson 4 &amp; PM Reg</b>	<b>12.59pm</b>	-	<b>2.00pm</b>
<b>Lesson 5</b>	<b>2.00pm</b>	-	<b>3.00pm</b>

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. Students may come into school on condition that they behave responsibly. After 7.45am, the Principal takes nominal responsibility for students, again, 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 stay in 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 3.00pm 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. Students should only go into the School Diner 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 (only if the student lives close to school and has 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 Year 11 may not leave the premises at lunchtime
- 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 School Diner. 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 which may make them late. Students can drink water at any time during and outside of lessons.

At NHGS we take great pride in our sense of identity and community, and the school uniform is central to this. Students at NHGS are expected to achieve standards of excellence in all aspects of school life, and wearing the correct uniform smartly not only signals a readiness to work and learn, but also a desire to share the values that the school promotes.

We review the school uniform policy every year, a review which includes discussions with appropriate staff, student councils, as well as tracking the rules surrounding uniform in other local and national schools. Over the last few years, there have been several considerable amendments, as we are aware that things change over time. Our aim is to find the right balance between maintaining high standards and preparing students for potential life in the professions, whilst acknowledging the changing attitudes and perceptions to dress codes in the wider community. We understand that, even given these compromises, not everyone will agree, but we would ask that you support us in upholding the school's rules on uniform as published each year in the handbooks. Constant battles over such things as appropriate footwear or jewellery are a waste of everyone's time and ultimately can only have a negative impact on relationships, teaching and learning. Persistent failure to comply with the uniform code will result in sanctions for defiance.

### Winter

- A school blazer in grey with an embroidered badge of the new school logo on the top pocket of the blazer.
- Long-sleeved white, plain school shirt (not a fashion shirt, and no motif).
- A long-sleeved plain mid grey or red pullover with V neck and no motif can be worn under the blazer as an optional item.
- Plain mid to dark grey tailored trousers or a skirt of a reasonable length, plain mid to dark grey skirt with pleats or a straight skirt with a back split of no more than 15cms. They should not be stretch or tightly fitting. Black or charcoal may not be worn
- Belts should be plain, narrow in black or grey
- A school tie in red with grey diagonal stripe, worn sensibly.
- Either short plain grey or black socks, or black or skin coloured tights. Knee length socks may not be worn.
- Plain black leather or leather-effect shoes. No trainers, backless or sling-back shoes, no pumps or suede footwear. Shoes should be kept clean and be polished as necessary.
- Outdoor coats should be in styles and colours compatible with school uniform.

### Summer (from 1st May – to the end of the summer term)

- Students may choose not to wear blazers, ties, short socks or tights.
- A white open-necked (top button only) plain long sleeve school shirt (not a fashion shirt, and no motif) may be worn with sleeves rolled up. Alternatively, a white open-necked (top button only) short sleeved shirt may be worn.
- If a blazer is worn, shirts must be buttoned up fully and a tie must be worn.

Please note: All garments, footwear and personal property must be clearly marked with the student's full name. This includes garments which have the student's initials embroidered on the front. It is very difficult to return lost items of uniform which do not have the student's full name marked clearly.

### Coats and Outdoor Wear

- Coats and jackets must be removed whilst inside the school (these can be left in lockers). Outdoor coats should be in styles and colours compatible with school uniform.
- Hoods or caps must not be worn at any time. The only exception to heads being covered will be on religious, health or medical grounds.
- Hoodies, sports style jackets, denim items, sweatshirts, cardigans and jumpers other than the official school pullover are not allowed and will be confiscated if worn.
- Students who want an additional layer of warmth under their blazer are able to wear the optional school jumper.

## **ID Badge and Lanyard**

For safeguarding reasons, a lanyard containing the correct ID badge must be worn at all times when in school, other than in PE lessons. A badge that is lost, damaged or defaced will need to be replaced at the first possible opportunity.

## **Jewellery and Piercings**

- A wristwatch and one bracelet per wrist may be worn;
- A maximum of one small stud per ear in the lobe of the ear;
- Studs must be removed for all PE and games lessons and, during such lessons, will remain the responsibility of the student;
- No other jewellery may be worn. Any piercings which take place during the school holidays (including upper ear piercings, which are not allowed in school) must be healed by the time students return to school in order that they can be removed;
- Nail varnish may not be worn. Make-up must not be worn by students in Year 7 & 8. In Years 9, 10 and 11, mascara, lip balm, concealer and natural foundation may be applied but subtly. Students will be asked to remove nail varnish and make-up using products supplied by school if they ignore this guidance.

## **Hair**

- Hairstyles must not be extreme and only natural hair colours are permissible. Students must seek advice in advance from their Year Group Leader about the acceptability of any proposed change which might be considered extreme.
- Long hair must be completely removed from the face and securely fastened for all Technology and Science practicals.

# Important guidance

## **Skirts**

**Please note that a number of styles of skirt sold in 'uniform' sections by high street retailers are not considered acceptable under our Uniform Policy. Whilst we do not request that skirts are bought from a specific retailer, the following requirements must be met:**

- **Plain mid to dark grey skirt with pleats or a straight skirt with a back split of no more than 15cms.**
- **Of a reasonable length (ensuring underwear remains unseen at all times).**
- **NO tight fitting or lycra styles are allowed.**
- **Black or charcoal may NOT be worn.**

*Please note that students who do not attend school in an appropriate length of skirt will be loaned one for the day from the school's store room and parents will be contacted.*

## **Choosing the right Footwear**

Parents should be aware that only plain **black shoes** are permitted in the school – there must be no white/coloured labels, logos, markings, buckles or studs. Shoes must be leather or leather look. Please note that suede footwear is not allowed. A general guide is to ask if the shoe would be considered appropriate for a professional office environment and would be worn with a suit. Shoes should be kept clean and be polished as necessary.

Footwear must be sensible. Trainers, pumps, high heels or backless shoes are not allowed; the images below provide some examples. If you are unsure, please contact the school to clarify before making a purchase as mistakes are expensive to rectify. This is not an exhaustive list and is designed to provide a guide.



## Physical Education

All PE kit and inhalers/medication must be named with the student's full name (see Handbook for details)

### Years 7, 8 and 9

- A red and black football/rugby shirt (boys only)
- A school sweatshirt in pillar box red with the school badge (optional for boys)
- A red and black polo shirt
- Plain black football shorts
- Plain black full length tracksuit bottoms.
- A black sports base layer or "skin" – long sleeved. (Optional item)
- Football socks, red leg and black top with NHGS lettering down the side and no motif
- Plain white ankle socks with no motif
- Football boots and shin pads
- Trainers – non-marking (no boot trainers, street shoes or pumps/plimsolls). Trainers must be laced up correctly and efficiently at all times. They should have a sole which will absorb shock and be appropriate for games and PE activities
- Change of underwear and a towel
- During cold weather students must arrive at PE lessons with appropriate layers of clothing

### Years 10 and 11

Kit remains the same as in Key Stage 3 with the following optional extras:

- NHGS PE sports hoody in black.
- Full length completely black high quality sports leggings (no ¾ garments).
- A gum shield is highly recommended for hockey and rugby.

It is dangerous and forbidden to wear any form of body piercing during PE lessons. Any piercing and healing should take place in the summer holidays. If a student has been prescribed an inhaler it is the student's responsibility to bring an inhaler to every lesson and administer as required.

## Authorised School Uniform Outfitters

**Rawcliffes Ltd, 42-44 Darley Street, Bradford BD1 3HN Tel 01274 724698**

**Rawcliffes Ltd at Shaw Hardcastle, 3 The Old Arcade, Halifax, West Yorkshire,  
HX1 1TJ, Tel 01422 353949**

**Uniform can also be ordered online at [www.emblazon.biz](http://www.emblazon.biz)**

*Please note: where a school badge is included on an item of uniform, please ensure it is the new school logo.*

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 2018 –2019.

### 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.

- All students are expected to show proper consideration for other people and for property.\* Students should always be honest, helpful, courteous, respectful and responsible.
- All students must observe the Lesson Code of Conduct and the Circulation Routine at all times.
- Full school uniform is to be worn correctly in school. Sixth Form students must adhere to the Sixth Form Dress Code.
- Students must stay within the school grounds. Only students who have been given prior permission to leave the school premises may do so.
- 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.
- No item which is deemed to be dangerous\*\* must ever be brought to school.
- No item must ever be used as a weapon\*\*\*.
- 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 ensure that your behaviour and attitude supports you and the learning of others:**

- Arrive promptly and properly dressed at the start of each lesson. If you are late, apologise to the teacher and give your reasons.
- Bring everything you need for each lesson, including your Student Planner and rough book. Keep your Planner open throughout the lesson, using the colour coded pages to show your level of understanding.
- Wait outside classrooms in an orderly manner until rooms have been vacated and the teacher has given you permission to enter.
- Stand quietly at your work place until the teacher asks you to sit.
- Ensure that your classwork and homework is completed to the best of your ability and handed in on time.
- Remain silent when the teacher is talking, or when other students are making a contribution to the lesson, and listen carefully.
- Put up your hand before you ask or answer a question; never call out.
- Work responsibly and considerately with your classmates at all times. Do not distract or annoy other students.
- 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.
- Leave the classroom tidy, and exit in an orderly manner.

## CIRCULATION ROUTINE

### Arrival at School

Students may only enter the school grounds by the proper entrances. They must not climb over the wall and walk across the grass nor climb the fences.

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.**

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 is made. Students 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.

**East Wing Yard** - ball games allowed for Years 9 and 10 only.

**Enderby Yard** – Year 11.

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 Lunch:

**Students to enter through the door at the end of the lunch hour which is nearest to the teaching room they are in period 3/4**

**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; 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.**

**Changing Rooms Entrance** – those students with lessons/registration in: Gym; DRA; M13; M14; MR1; MR2

**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. The drive and car park area at the front of the school must not be used during session times. The main entrance into the Upper Foyer may not be used to enter school at the end of break or during lunchtime.

### **Wet Weather Routine**

On wet days, students will be instructed where they need to be.

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 3.00pm**

- 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 4.30pm.
- 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 4.30pm, 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 environs of the school.



## **EVACUATION 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 tutor groups across the middle of the football pitch. They must behave sensibly, remain silent and listen carefully to instructions and must not move until instructed.

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**

Recently school email has been used more 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.

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.

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”.

Use your 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, during the lunch hour outside or after 3.00pm, 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.

# 8

## Behaviour & Achievement Policy

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
<b>E1</b>	Enthusiasm	<b>C1</b>	Creativity	<b>M1</b>	Good Manners
<b>E2</b>	Enquiry	<b>C2</b>	Collaboration	<b>M2</b>	Mindfulness
<b>E3</b>	Engagement	<b>C3</b>	Commitment	<b>M3</b>	Motivation

### Rewards Programme

Each year the School Council will be allocated a budget to run a rewards programme for each year group. A reward opportunity will be run each term for each year group. All students who pass one or more credit certificate thresholds will either be able to participate directly in a reward 'event' or will be entered in a lottery. Details of the precise programme for each year group for each academic year will be announced by the end of October. 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
High Performer (HP) Status	Meeting the subject's HP criteria
Excellence Certificates	Outstanding pieces of work
Good Citizenship Certificates	Service to the community/charity work etc
Leadership Awards (Year 8 only)	Meeting published criteria
Readership Awards (Year 7 & Year 9 only)	Meeting published criteria
Subject Postcards	An excellent term's work that stands out from the class / or their own previous achievements
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, criteria published separately)
-------------------	---

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.

<b>Tier</b>	<b>Examples of behaviour at this tier</b>
<b>1</b>	Uniform issues, lateness, calling out in class, boisterous behaviour out of class etc
<b>2</b>	Repetition of Tier 1 behaviours, rudeness, disruption of class, inappropriate language
<b>3</b>	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
<b>4</b>	Serious incidents, repetition or persistent repetition of lower tier behaviours (1-3) aggravated or repeated bullying etc
<b>5</b>	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:

<b>Tier</b>	<b>Staff with the authority to impose sanctions at this tier</b>
<b>1</b>	All school staff
<b>2</b>	All school staff
<b>3</b>	Teachers, subject leaders and pastoral leaders
<b>4</b>	Members of the Leadership Group, Heads of Section
<b>5</b>	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>B</b>	<b>Behaviour.</b> Inappropriate, unacceptable or disruptive behaviour in class
<b>BP</b>	<b>Behaviour Pastoral.</b> Inappropriate, unacceptable or disruptive behaviour around school
<b>U</b>	<b>Uniform.</b> Uniform has been worn incorrectly
<b>M</b>	<b>Mobile.</b> Phone or other digital device has been used inappropriately.
<b>HD</b>	<b>Homework Deadline.</b> Homework deadline has been missed.
<b>HQ</b>	<b>Homework Quality.</b> Homework is of poor quality relative to student's ability
<b>T</b>	<b>Test.</b> Test or formal assessment result is disappointing relative to student's ability
<b>E</b>	<b>Equipment.</b> Student has not brought required equipment to class
<b>A</b>	<b>Attitude.</b> Student has shown a disappointing attitude to learning in class e.g. lack of engagement or poor collaboration

### 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 daily 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 Sims Intouch. 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 mindset. 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.**

*Produced by and for the students of NHGS*

### Pastoral Organisation

Each year group is divided into forms, each of which is allocated a Student Progress Tutor. The Year 9 Student Progress Tutor will normally continue with the group through Year 10. 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 Form 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 Co-ordinator for Special Needs 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 RPSE 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 Form Tutors will check the Planners every week. We hope that parents will consult the Planner daily to check that homework has been completed. We ask that it is signed every week. To encourage greater responsibility for their own learning, this measurement will be lifted for Year 11 students in January if they have used the system correctly in the first term. Information from the Planner will be helpful in contributing to the student's Progress File and may be incorporated into reports which you will receive from time to time.

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, written comments and some detentions.

### 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 an Upper 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.

### Behaviour

Students are encouraged to develop a positive attitude towards the school and its staff. Constructive and tolerant relationships are promoted among the students. Neither bullying nor discrimination are tolerated. We want

students to identify strongly with the school and its aims. Positive behaviour is explicitly encouraged through a system referred to at school as Behaviour for Learning (BFL). Students' behaviour outside school, on school related activities such as educational visits, away school sports fixtures, or work experience placements is subject to this system. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school. Students' behaviour in the immediate vicinity of the school or on a journey to or from school may be subject to the school's behaviour policy if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

## **Rewards**

Rewards encourage and reinforce a positive attitude to work and behaviour and celebrate achievement. Positive encouragement of good work and attitudes is vital if successful student-teacher relationships are to be built. At NHGS, students who achieve high standards, or who do their best over a period of time, are rewarded. Achievements by a student in or out of school are recognised, recorded and acclaimed at school. It is important that a student knows that the school records positive achievements as well as negative behaviour. A record of any student achievement goes into the student's individual file. Whilst rewards are important, we also want to engender intrinsic motivation in students who want to take pride in doing their best and do not shirk their personal or social responsibilities in the learning process.

- 1 Acknowledgements** - Staff are encouraged to acknowledge good work and behaviour in lessons, around the school, in sectional and school assemblies. Celebrating individual, team or group performance and achievements occurs personally, in teaching groups, in assemblies, in ceremonies and in school publications.
- 2 Stamps** - These are given for good work, improved work and considerable effort. If students are awarded a stamp by a teacher this will be recorded in the student's Planner. This will provide a permanent record of the stamps awarded during the year.
- 3 Positive Comments Home** – These are given by teaching and non-teaching staff to inform parents of positive participation and / achievement by students in lesson and around school.
- 4 Commendation Awards** - Commendations are made annually and there is a formal assembly at which students receive their Commendation Badges to the acclaim of the rest of the school. These commendations are awarded for good and steady work throughout the year. The monitoring reports form the basis of these commendations with students who achieve all 1s and 2s in the monitoring automatically qualifying for a commendation. Other students may be awarded them at the discretion of the Year Group Leader. Students who receive a commendation for the first time, after one year's good and steady work across a range of subjects, are awarded a blue badge; students receiving their second commendation, after a second year's good and steady work, are awarded a green badge, red badges are awarded for a third commendation; and yellow badges are awarded for a fourth commendation. A Commendation Certificate is awarded in Year 11 for inclusion in the Progress File. Badges are presented at special Commendation Assemblies and Certificates at a special GCSE Certificates Presentation in the Autumn Term.
- 5 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.
- 6 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 House Music Competition.

## **7      Publicity**

The Parents' Newsletter provides 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.

## **8      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 they will be punished 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. This also leads to a link to CEOP (the Child Exploitation and Online Protection service – a police organisation with 24-hour live response capability for serious/urgent cases). 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 is the school's Designated Safeguarding Lead and he can be contacted at the school if parents have any worries or difficulties. If Mr Wood is not in school, please contact the Principal or one of the other Vice Principals.

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](mailto:e-safety@nhgs.co.uk)

The school's Protecting and Safeguarding Children Policy can be accessed on the school's website.

## **The Home School Agreement**

I will:

- uphold the values expressed in the school's ethos statement
- work hard and try my best to fulfill my academic potential
- attend school regularly and on time and be ready to learn
- complete homework and independent work on time and to the best of my ability
- bring all the equipment I need every day
- behave well and follow the school rules
- be polite, kind, thoughtful and honest at all times
- show proper respect for all members of the school community and property
- wear the school uniform and represent the school with pride and be smart in appearance
- uphold and follow the rules for ICT Acceptable Use Policy (AUP) (a full copy of the ICT policy is available on the school website)
- take pride in the school and protect the environment, keeping 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 and social media
- co-operate with any arrangements that are made to support my behaviour and learning

## ***The parents/carers***

I/we will:

- check that my child is producing work of a high quality and provide support where necessary
- support my child in implementing the school's homework policy and other opportunities for home-learning
- endeavour to attend parents' consultation meetings and other discussions about my child's progress
- 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 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
- reinforce the school's messages on learning and behaviour and making the most of opportunities for personal development, including all day and residential trips
- agree with the ICT AUP and will ensure that my child upholds and follows the rules (a full copy of the ICT policy is available on the school website)
- support and try to become involved in the opportunities, activities and events at the school.

## ***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 AUP is enforced
- 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.

## 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 whereby parents are informed about their daughter's or son's progress in school.

Monitoring will be carried out at specific times during the academic year and Monitoring Reports will be sent out to parents on the following dates:

Year 9	27 <sup>th</sup> January 2020 13 <sup>th</sup> July 2020
Year 10	20 <sup>th</sup> November 2019 16 <sup>th</sup> March 2020 13 <sup>th</sup> July 2020
Year 11	20 <sup>th</sup> November 2019 16 <sup>th</sup> March 2020

In Year 9, 10 and 11 the Monitoring Report will be completed by all subject teachers assessing Attitude to Learning in class and with independent work. Categories for each subject are completed with a number based on a 1 to 5 scale, with 1 being the best. The number allocated is a professional judgement made about the student's performance since the start of the academic year.

In Year 9, Attainment is measured on a scale of Gold, Silver, Green, Amber and Red. This reflects the student's current attainment taking into account all the evidence collected eg end of topic tests, end of year tests and other work done.

In Year 10 and 11 students are given a Professional Prediction for the end of the GCSE course. This is the grade the student will get if they continue with their present way of working. Sub-divisions of + and -, 6+ or 7- for example, reflect the confidence of the teacher in the grade given.

Whilst a 3 is adequate for Attitude to Learning grades, the expectation is that students should achieve 1s and 2s in all categories. 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.

Student Progress Tutors will discuss the outcomes of the Monitoring Report with any student who is underachieving and the appropriate Year Group Leader will also meet with students and decide on a suitable course of action to improve the situation. The Year Group Leader may contact parents if there are serious concerns following the distribution of the Monitoring Report. A full school report, which includes attendance and achievement, will be issued during the Spring Term for Year 11 and during the Summer Term for Years 9 and 10. The school also reports on students' progress through Parents' Consultation Evenings. There is one such evening per year for each year group in the Upper School, at which Parents have individual interviews with their daughter's or son's Subject Teachers and Student Progress Tutor. 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 the Year Group Leader but may involve the Student Progress Tutor, Subject Teacher, the Upper School Leader and/or members of the Leadership Group. Problems are often resolved by discussion and agreement on an appropriate plan of action. If at any time you wish to speak to the Year Group Leader about any matters concerning your daughter or son then please telephone, write or e-mail the school for an appointment.

Year 9 Parents' Consultation Evening will be held on 4<sup>th</sup> April 2019.

Year 10 Parents Consultation Evening will be held on 14<sup>th</sup> March 2019.

Year 11 Parents Consultation Evening will be held on 31<sup>st</sup> January 2019.

## Improving Communication with Parents and Carers

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

This is what the system means to you as a parent or carer: 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 telephone the school 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](mailto:absence@nhgs.co.uk) or texting 07860095273. 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 achievements, monitoring and reports, and for sending the half-termly 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 provider. 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](mailto:r.smith@nhgs.co.uk) (Miss R Smith, Lower School Administrator)  
Upper School (Years 9, 10 & 11): [c.garnett@nhgs.co.uk](mailto:c.garnett@nhgs.co.uk) (Mrs C Garnett, Upper School Administrator)  
Sixth Form (Years 12 and 13): [l.charles@nhgs.co.uk](mailto:l.charles@nhgs.co.uk) (Mrs L Charles, 6<sup>th</sup> 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](mailto: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>

To sign up to receive updates you do not need a twitter profile. You can register to receive updates via text message. Simply text the words: "follow nhgs" to telephone number 86444. To receive updates via text may incur a charge and you will need to check with your network provider as to the particular tariffs.

This will provide another, more instant, means to communicate with students and parents. The school could use the twitter account to update you, for example, if the decision was 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.

The Twitter account allows the facility for parents/students/staff to receive updates direct to their mobile device via SMS (text message). This will be helpful for those who are not online or who are not online throughout the day.

To sign up to receive updates, you **do not** need a Twitter profile. You can register to receive updates via text message. Simply text the words: "follow nhgs" to telephone number 86444. To receive updates via text may incur a charge and you will need to check with your network provider as to the particular tariffs. Standard rates usually apply, but charges depend on your network provider and the plan you have with your provider e.g. Pay as You Go, Pay Monthly etc. Some networks may not offer this service.

Once you have registered via text, you will receive a text from Twitter, **do not reply to it**. Please wait for an update to see whether the service has worked for you. It is best to set the service up 24 hours before it may be needed.

Any comments or problems with setting it up please contact the E-Learning Manager, Miss Lewis, at the school. ([e.lewis@nhgs.co.uk](mailto:e.lewis@nhgs.co.uk)).

As stated before, this service does not require you to have a profile set up on twitter. In order to maximise personal online security, we suggest you text 'follow nhgs' to 86444 rather than follow us through a personal twitter account that anybody could look at. Any students that have a Twitter account should please remember to protect their tweets and follow the online safety guidance in the Help section of Twitter and the safety guidance provided through the school.

Once you have registered for the text service, you may stop updates coming to your mobile device, by texting the words: 'LEAVE NHGS' to 86444 or replying to the messages with the word 'STOP'.

We hope to use this service for a few months whilst the winter weather continues, this will enable the content on the NHGS website to be delivered straight to the mobile devices of parents and students, who may be away from a computer during the day, or who may not have access to the Internet at home. The text message service is supplied by Twitter and not NHGS.

## **PAYMENTS TO THE SCHOOL**

The school subscribes 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.

Using ParentPay, we can create accounts and unique logins for parents so that payments are specific to each student. **This is the preferred method of payment for all transactions with the school.**

Please support the school by ensuring your daughter or son maximises their attendance at school.

**Mrs Garnett** is the Administrative Assistant responsible for the Upper School and may be contacted about general matters. The appropriate Year Group Leader (Miss Brooke for Year 9, Mr O'Neill for Year 10 and Mr Kennedy for Year 11).

Please follow the guidelines in the table below:

**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 Mrs Garnett if necessary), we will contact you if required. See specific guidance for Swine Flu where if it's suspected, the child should be kept at home
Broken bones (leg etc)	Contact Mrs Garnett who will organise 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 than not at all. Take care that this is not regular. <b>Students should sign in the late folder on arrival at school</b>
Unhappy with friends	Contact Form Tutor or Year Group Leader urgently so that it can be resolved quickly
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 Upper School Leader
Self-esteem (including self-harm, eating disorders)	Contact the Year Group Leader or the Upper School Leader
Illegal Drugs and Substances	Contact the Year Group Leader or the Upper School Leader
Illegal use of alcohol	Contact the Year Group Leader or the Upper School Leader
Theft	Contact the Year Group Leader or the Upper School Leader
Family relations	Contact the Year Group Leader or the Upper School Leader
Family bereavement or serious illness of a family member	Contact the Year Group Leader or the Upper School Leader

## PUNCTUALITY

As is the case with attendance, punctuality is also carefully monitored by tutors and the Year Group 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.

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, 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 6<sup>th</sup> 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 10<sup>th</sup> 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

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

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

<b>Chair</b>	Sue Smith
<b>Vice-Chair</b>	Janet Griffiths
<b>Treasurer</b>	Fiona Addison
<b>Secretary</b>	Sangeeta Duffy

Find us on Facebook



(Search for North Halifax Grammar School Parents' Association)

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

E-mail: [contact@nhgspa.org.uk](mailto:contact@nhgspa.org.uk)

Follow us on Twitter



@NHGSPA

Website: [www.nhgspa.org.uk](http://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