



Handbook for Upper School
Students & their Parents
2023/2024

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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 complete the Key Stage 3 curriculum and in some subjects begin to tackle some GCSE topics. 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. GCSE target grades are set for students based on prior attainment and are used as a benchmark to encourage students to give of their best.

Students will be formally monitored on regular occasions throughout their time in the Upper School. During this process, performance and progress will be scrutinised in relation to the curriculum and student targets, with interventions being staged 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 with 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 (assuming external circumstances allow).

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 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 and Year Group Leaders are sensitive to this and will encourage students to discuss their situation at regular intervals. Support is available from the Engagement and Well-being Officer, Pastoral Officer and Welfare Officer, should students need to speak to a member of the wider pastoral team for support. 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 Kennedy

Director of Main School

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, celebrates 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.

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.



Mrs Quigley, is the Senior Assistant Headteacher. She is also the school's Designated Safeguarding Lead and she can be contacted at the school if parents or carers 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 Mrs Quigley. The Headteacher and other Deputy Headteachers 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.

The Pastoral System

Mr Kennedy – Assistant Headteacher (Director of Main School) has oversight of the Pastoral System for years 7-11. 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
Year Group Leader for Year 11
Director of Main School

The Student Progress Tutors will follow through from Year 7 through to Year 11 with their forms whenever possible. The Year Group Leaders will follow through from Year 8 to Year 11 with their year cohorts. The Year Group Leader for Year 7 remains fixed to help with transition.

The Pastoral Officer works to support all pastoral leaders in school and to support student progress and promote positive behaviour throughout all year groups.

Upper School Pastoral Team

THE PASTORAL LEADERS

Assistant Headteacher - 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. 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 Leader for Year 9 - Mr Hore



Mr Hore attended Nicholas Breakspeare RC Secondary School in St. Albans before graduating from St Mary's College, Strawberry Hill, Twickenham with an Honours degree in History and Movement Studies. He began his career in London, before moving to Calderdale to further his career. He has taught in a variety of schools and held a number of different roles, both pastoral and curriculum related. He has also been part of the Calderdale Safeguarding Board and completed his NPQH in 2001. He is a keen sports fan, especially football and rugby union and also enjoys reading, especially autobiographies. His overarching ethos is that school should offer the opportunities for all students to be safe, happy and achieve to the very best of their ability and always endeavours to make sure that all three are in place within the year group.

The Year Group Leader for Year 10 - Mr O'Grady



Mr O'Grady grew up in Halifax and attended NHGS as a student, leaving in 1998, which seems an eternity ago. He left University with a degree in Psychology before returning to complete a PGCE in mathematics, which he loves teaching. He has worked as an Advanced Skills Teacher, a Head of Mathematics and a Pastoral Leader in previous schools. Mr O'Grady is looking forward to working closely with a fantastic team of year group tutors to support Year 9 academically and pastorally. Away from school, Mr O'Grady can be found playing football and the harmonica (both of which he is fairly terrible at) and entertaining his two small children (which he hopes he is not terrible at).

The Year Group Leader for Year 11 - Mrs Heaton.



Mrs Heaton grew up in Halifax and attended Halifax Catholic High School for her GCSEs and went on to study A-levels in Economics, History and English Literature at North Halifax Grammar School. With a huge passion for sport she went on to study a Bachelor of Education in Physical Education and History at Leeds Metropolitan University in order to become a PE teacher and inspire students to love being active too. Mrs Heaton came to work at North Halifax Grammar School in 2018 after previously working at Beckfoot Oakbank for eighteen years and has been a pastoral leader since 2020.

Mrs Heaton believes that students need to enjoy their time at school if they are going to excel and succeed. In her spare time, Mrs Heaton plays and coaches lots of netball as well as taking her son and daughter to various clubs.

The Year Group Leaders are responsible for

- Target setting, monitoring and reporting on students' progress.
- Advice and support in relation to progress and personal development.
- Attendance issues.
- Absence from school requests.
- Parents' Consultation Evenings.
- Oversight of the Behaviour for Learning system.
- Behaviour issues.
- Links with external agencies to support students.



Pastoral Officer- Miss Bailey

Miss Bailey was born in Halifax in 1984 and grew up in Heptonstall where she was a keen horse rider. In her spare time Miss Bailey likes to read and go mountain biking with her family. Having worked in secondary schools for the past 19 years she has worked in a variety of roles, supporting and engaging students to reach their full potential, both academically and in their personal lives by using a range of support such as emotional wellbeing, 1-1 sessions and group sessions. Having been a DSL for the last 5 years. Miss Bailey is also used to dealing with sensitive issues that young people may be facing.

Pastoral Assistant & Attendance Officer - Miss Maguire

Miss Maguire was born in London and grew up in Essex (so may be identified around school by her southern accent and mis-pronunciation of certain words!). She went to school in Billericay before moving onto the University of Portsmouth to study for a Ba Hons degree in Media Studies. After graduating, she moved to Halifax and took up a role within the West Yorkshire Police and stayed with the organisation in various roles for almost 10 years. She made the move across to the education sector in 2018, working in both behaviour support and attendance. She has 3 children, two of whom are now of high school age, so she has a wealth of personal experience as well as professional experience when it comes to working with young adults and teenagers. She is looking forward to making a difference, no matter how big or small.

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 Well-being 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 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 the Student Support team as well.

We also support students who present a wide range of needs for example: visual / hearing impaired, processing problems, hypermobility, ASD, Dyslexia, Dyspraxia, Dysgraphia and Irlens Syndrome. Some students are supported in their classes on an individual, group or whole class basis. 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.

School Routines and Timetable 2023/24**Arrival at School**

When arriving at school the safety of our students is paramount. We ask that you please observe the following:

- 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 or climb the fences.
- Students 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 to avoid congestion at the entrance.
- Cars transporting students to and from school must not be driven into the School Car Park unless the school has issued a permit for welfare reasons.

Students will enter by the **main entrance only** on arrival and proceed to their designated outdoor area or to their form room if the weather conditions are poor.

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 or shouting anywhere in school. Students should not make physical contact with others without good reason or their express consent (this applies at all other times too). Students wishing to enter rooms should wait until all the previous occupants have left before doing 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.

Break and Lunchtime Routines

At the start of break time students should go out immediately without lingering in classrooms, cloakrooms, toilets or corridors. At the start of lunchtime students may choose whether to go to their designated outdoor area or spend the lunch period in their designated indoor classroom. If students choose to spend the time in their designated indoor classroom they should behave in an appropriate manner and leave any classroom in a fit condition for lessons to begin at the start of period 4. Students should use break and lunchtime to fill water bottles and use the toilet and not use lessons for these purposes. All students must follow the whole school 'on site, out of sight' policy for mobile phones during break and lunchtime.

Use of Yards

MUGA and area around the Language Centre – Years 8 and 9. Year 9 to play ball games on the MUGA 12:00-12:25 pm and Year 8 to play ball games on the MUGA 12:25-12:50pm

East Wing Yard - Years 10 and 11. Year 10 to play ball games on the East Wing Yard 12:00-12:25 pm and Year 11 to play ball games on the East Wing Yard 12:25-12:50pm

Enderby Yard – Year 7

Students in Years 10-13 may also use the grass banks and the adjacent fields 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 and can only be eaten in the designated dining areas.

Order of Lunch Service

- Year 11 to enter the Dining Rooms immediately with priority over Year 7.
- Year 7 to enter the Dining Rooms immediately as capacity allows. Year 7 to queue down the Staff Room Corridor when waiting for entry into the Dining Rooms.
- Year 8 to queue in the covered area adjacent to the Theatre and enter the building to queue down the Staff Room Corridor when capacity allows (estimated to be from 12.10pm).
- Year 10 to queue in the covered area adjacent to the Theatre and enter the building to queue down the Staff Room Corridor when capacity allows (estimated to be from 12.25pm).

- Year 9 to queue in the covered area adjacent to the Theatre and enter the building to queue down the Staff Room Corridor when capacity allows (estimated to be from 12.35pm).

Indoor Break/Lunch Routines

Students will be notified over the tannoy if an indoor break or lunch is called due to inclement weather. Students must go to a designated room for wet break and lunch and stay in their year group area.

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

During a wet break or lunchtime students must go to the rooms indicated below. Year groups are grouped together during wet break and lunchtime to help manage student behaviour.

7.1	7.2	7.3	7.4	7.5	7.6	8.1	8.2	8.3	8.4	8.5	8.6
E7	E8	E9	E10	E11	E12	E1	E2	E6	M13	M14	LC8

9.1	9.2	9.3	9.4	9.5	9.6	Year 10 may use any of the following rooms					
M18	M23	M20	M21	M22	M24	LC1	LC2	LC3	LC4	LC5	LC6

Year 11 may use any of the following rooms											
SF1	SF2	SF3	SF4	SF5	M17						

Worship Room

A Worship Room is provided for all students to use during lunchtime and should be used in accordance with the guidelines that are shared with students via email. SH1 will serve as the Worship Room for male students and SH2 will serve as the Worship Room for female students.

At the end of Break and Lunch

At the sound of the bell at 10:57 students should proceed to their period 3 lesson and enter through the door which is nearest to the teaching room they are in during period 3. At the sound of the bell at 12:55, students should immediately proceed to collect their bag and then proceed to their period 4 lesson.

Dismissal from School

Students will be dismissed from period 5 at 3:00pm with the end of the lesson signalled by the school bell.

There will be three exits which must be used by students to leave the school premises based on their location during P5. The exit students should use to leave the site are as follows, based on their location for P5;

Exit	P5 Location
Language Centre Gates	LC1-8, SF1-5, SH1, SH2, Sportshall Changing Rooms, Drama Room, MR1-2, M13-14.
Main School Entrance	LRG, SSA rooms, Sixth Form Common Room, M17, SL1, M18-M24, E3, ABL, APL, ACL, BL, SL3, PL, AD1.

Technology Block Gates	E1, E2, E6-E12, CL, AD2, IT1, IT2, SL2, T1-T8
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School Timetable

The timetable for the school day is outlined below. Students should be dismissed from lessons/registration at the sound of the bell. When dismissed from lesson/registration students should move promptly to their next lesson and not visit the toilet or water fountains when lessons follow straight on from one another. Teaching staff will determine whether a student is late to a lesson with the decision based on the circumstances relating to each student's lateness and with the decision of the member of staff being final.

Time	Action
8:17am	School bell sounds to instruct student to attend registration
8:22am	Morning register closed
8:45am	Dismissal from registration
9:45am	Dismissal from period 1
10:45am	Dismissal from period 2 for break
10:57am	Bell signalling the end of break
11:00am	Period 3 begins
12:00pm	Dismissal from period 3 for lunch
12:55pm	Bell signalling lunch is ending
1:00pm	Period 4 begins
2:00pm	Dismissal from period 4
3:00pm	Dismissal of students from 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, in silence, 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 silence 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.

Reporting Absence

The school uses email and text messages as its main method of communication. In addition, parents may use the Edulink One app for further information on student progress and school administration.

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 using the Edulink One app, by emailing absence@nhgs.co.uk or by calling the main school telephone number on 01422 244 625. 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.

Medical Appointments

Dental appointments and visits to a doctor should be made outside school hours. If this cannot be arranged, please notify school using the routes outlined above in advance of the appointment. A copy of the appointment card/letter/email should be attached to your absence request. 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.

Payments to 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.

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. 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.

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.

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.

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.

Please note that our Twitter account is not generally interactive. We use it to broadcast information. If you want to ask us a question or to discuss something, please contact us by phone or email!

West Yorkshire Metro is the main school bus provider and more information is listed in the Bus Company table below.
For areas not covered by West Yorkshire Metro, see below.

There is also a public bus from Halifax Town Centre (number 521) which stops on Occupation Lane and School Lane.

If you think you may be entitled to free school transport, you should contact your Local Authority.

Bus Company	Information & Contact Details
West Yorkshire Metro	<p>West Yorkshire Metro is the main school bus provider and currently provides nine bus services; NH1, NH2, NH3, NH4, NH5, NH6 and NH9. The West Yorkshire Metro website is http://www.wymetro.com which provides lots of information about these services, including routes and timetables . West Yorkshire Metro can also be contacted directly on 0113 348 1122.</p> <p>Go to the West Yorkshire Metro website homepage (http://www.wymetro.com) and select 'Schools', 'Your School' and then 'A-Z Finder'.</p> <p>The website also contains information on the code of conduct, bus passes and the appropriate application forms.</p> <p>Important ticket/pass information: for the 'NH' Bus services - A daily or weekly ticket can be purchased from the bus driver. Your child will also need a Priority Photocard for an 'NH' bus service - The application window (via West Yorkshire Metro's website) for this is usually open towards the end of April.</p> <p>(All MCard products, including the Under 19 Bus Only ticket, are not valid on these services except for the C25 and C26 services).</p>
Travel Xpress	<p>Travel Xpress runs two bus services: The M23/M24 that covers Denholme, Cullingworth, Oakworth, Haworth and Oxenhope areas and the M25 which covers Frizinghall, Shipley, Saltaire, Cottingley, Bingley, Harden, Wilsden, Sandy Lane, Allerton, Fairweather Green and Clayton.</p> <p>You can contact them by telephoning 01274 598833 or email, admin@travelxpress.co.uk.</p>
City Travel	<p>Operates the NH23/24 service which covers; Denholme, Cullingworth, Oakworth, Haworth and Oxenhope areas.</p> <p>Tel 01535 275522 email: citytravel_yorkshireltd@hotmail.com</p>

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.

Uniform Code

- A school blazer in grey with an embroidered badge of the school logo on the top pocket of the blazer;
- A white, plain school shirt (not a fashion shirt, and no motif) which is tucked in with the collar buttoned up;
- 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 plain mid to dark grey straight or pleated knee-length skirt;
- A school tie in red with grey diagonal stripe, worn sensibly and done up to the collar;
- Either short plain grey or black socks, or black or skin coloured tights;
- Plain black leather or leather-effect shoes. No trainers, ankle boots, backless or sling-back shoes, no pumps or suede footwear. Shoes should be kept clean.

Coats and Outdoor Wear

- Coats and jackets must be removed whilst in lessons;
- Hoods or caps must not be worn at any time;
- 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.

Personal Identification

- Your full identification must be worn at all times around the neck when in school, except in PE lessons. It is not sufficient for it to be in a pocket.

Jewellery and Piercings

- Bracelets are not allowed as part of school uniform, except where this may be for religious reasons;
- Only small studs may be worn as piercings in the ears or nose and 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;
- Nail varnish; including false nails and acrylics may not be worn. Students in all year groups may subtly apply mascara, lip balm, concealer and natural foundation. Students will be asked to remove nail varnish, false eye lashes and make-up using products supplied by the school if they ignore this guidance.

Hair

- Long hair must be completely removed from the face and securely fastened for PE and Technology and Science.

School Uniform Outfitters

Our preferred suppliers are:

Rawcliffes Ltd, 42-44 Darley Street, Bradford BD1 3HN Tel 01274 730846

Email: rawcliffesbradford@gmail.com

Uniform can also be ordered online with them at www.rawcliffes.biz or

Shaw Hardcastle 20-22 Commercial Street, Halifax HX1 1TA Tel 01422 353949

There are also a number of Halifax uniform outfitters:

The Uniform Shop and Ziggy's School Wear

If you have any good second hand uniform that you wish to donate to school, we would welcome any donations, which can be left at Reception. Parents, carers and students can also join the Facebook group to share or find second hand uniform by searching 'NHGS second hand uniform' in the Facebook search bar

School Equipment

Please ensure that students have a 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
- Personal ID badge
- Locker Key
- Planner
- Drinks bottle to refill at water stations
- 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

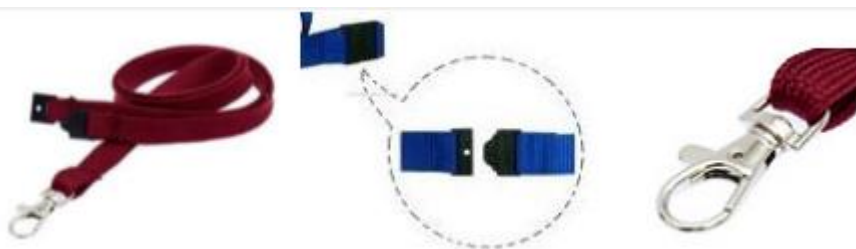
Personal ID Information:

(All Year 7 and new Sixth Form students [1] will receive a free personal identification badge when they start at NHGS)

YOUR **PERSONAL ID** HAS THREE PARTS

1. **LANYARD** - with breakaway & clip
2. **HOLDER**
3. **CARD**

1. This is your Lanyard - - - -with breakaway & clip (£3)



2. This is your holder (£3)



3. This is your ID card (£5/£10/£20)



Note: - First replacement card £5; Second £10, Third & more £20. You can collect an O ring from Repro on the pastoral corridor if you need one.

Personal Identification – School Handbook - Rules

For safeguarding reasons, your full identification **must** be worn at all times when in school, except in PE lessons. This consists of a lanyard, cardholder and personal identification card.

If you lose, damage or deface your ID you will need to purchase a new one. Payment can be made via Parent Pay, click on the payment box and change cost for required parts, an email to I.stott@nhgs.co.uk with a request for a new card is required before any new cards are printed.

Please do not keep your ID card with your mobile phone, it can cause the chip inside the card to deactivate on some of the systems.

Please speak to Mrs Stott in the Reprographics room if you have any issues with your card, including printing, door security around school and the entry system log in.

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.

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.

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 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.

Student Communication

Use of email to contact staff

School email has become the most frequently used 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.
- You should not expect or demand an instant reply.

Misuse of ICT

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, TikTok 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 details and passwords secret.

We also strongly advise students to 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.

If a student receives hurtful or indecent messages through a social media platform which routinely deletes messages as part of the platform's service we would recommend that screenshots of the message or image are taken so that NHGS or external agencies can apply the appropriate sanction at a later date.

Relational Behaviour approach September 2023

At NHGS we have strong student-teacher relationships; we wish to harness these relationships and use them to support great behaviour in and out of the classroom. The idea of “Relational Practice” focuses on the key role of the relationship between teacher and student in the development of positive behaviour and conduct. Young people need teachers who make them feel safe, who treat them with consistency and respect and who strive to build trust over time.

Post covid we wish to re-emphasise high expectations and students working “above and beyond” in all aspects of school life. As such, next academic year we will be introducing a new behaviour system that looks to support this. Our current system of “SHARP” will be replaced by “Ready, Respectful, Safe”.

Ready, Respect, Safe

*Ready to learn and take on the opportunities of the day, being **respectful**, and feeling **safe**.*



Achievement and Behaviour comments will still be sent home and parents can access these via the Edulink app. Half termly certificates for achievement will also be issued through departments and presented to students. Behaviour and Achievement comments will hold a higher value next year and so parents should expect to receive fewer than in recent times.

Teachers will be working hard to focus students on their behaviours and subsequent actions and promote opportunities to evaluate with them any poor behaviours before involving parents. If a Behaviour comment is logged, we encourage parents to speak to their child about the incident and unpick what went wrong and how to respond in the future. These types of conversation both in school and at home will have powerful impact on our young people and help support their journey to adulthood.

Charlotte Tomlin (Vice Principal)

Student code of conduct

Parents/ Carers and students agree to meet the high expectations set out by the school regarding behaviour. This forms the home school agreement that is agreed to by all. Students are expected to:

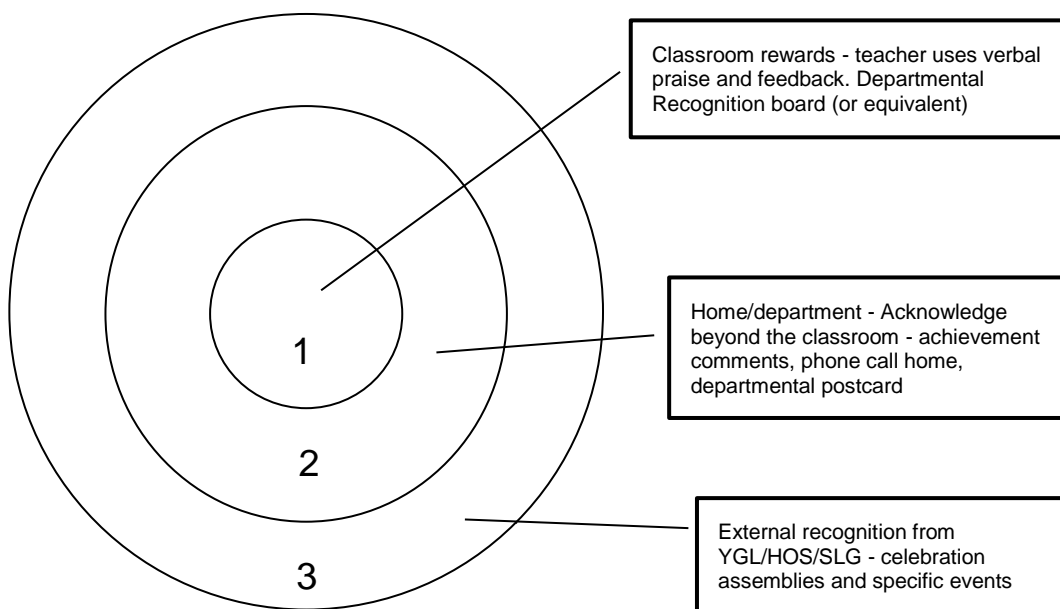
- Listen with understanding and empathy - Devoting mental energy to another person's thoughts and ideas; making an effort to perceive another's point of view and emotions.
- Managing impulsivity – Thinking before acting; remaining calm, thoughtful and deliberative: Ready-Respectful-Safe
- Apply past knowledge to new situations - Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned
- Remaining committed to continuous learning – Understanding you have so much more to learn! Having humility and pride when admitting you don't know; resisting complacency

Good behaviour is achieved through encouraging respect and the combined use of Rewards and Consequences.

Rewarding Students

Rewards are a crucial part of the NHGS behaviour system. However, the emphasis on praise is in developing an individual's intrinsic motivation and self esteem. Rewards should be used to celebrate student mastery and support of others.

Ripple effect Achievement diagram



Examples of possible Zone 1 rewards (Classroom Rewards). Not an exhaustive list

Ready	Respectful	Safe
All correct equipment	Waiting for others to finish before contributing	Distributing resources sensibly
Engaged	Raising a hand to make a contribution	Identifying any issues in the classroom directly to the teacher
Active learner	Co-operating in group work	Asking for help
Punctual	Uniform correct	
	Supportive peer	
	Listens attentively and mindfully	

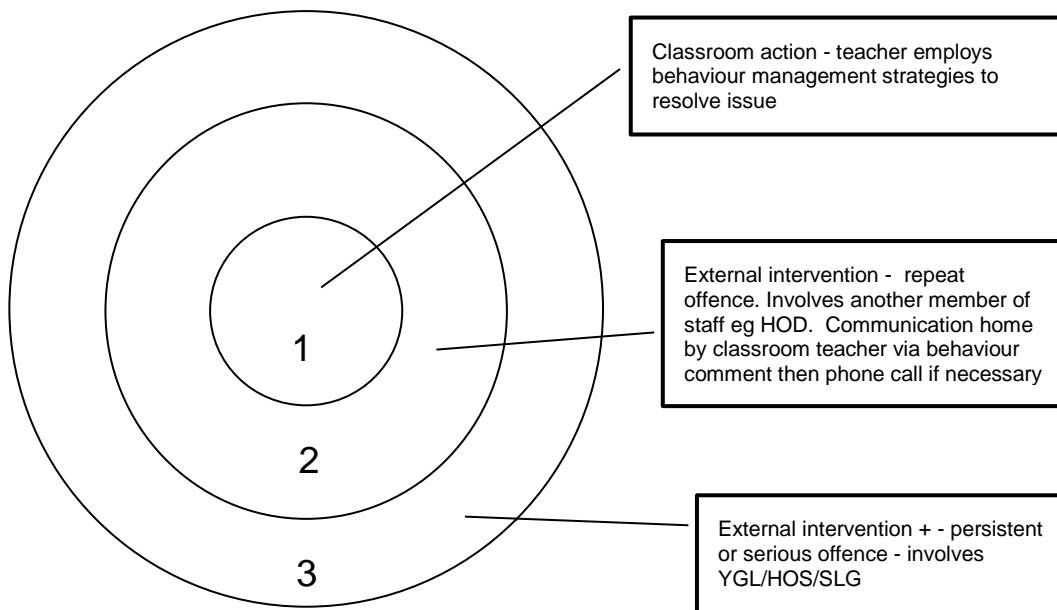
Examples of possible Zone 2 rewards (Department Rewards). Not an exhaustive list

Ready	Respectful	Safe
Always correct equipment	Engaging in student voice opportunities	Helping another student solve a personal issue
Consistently engaged	Helping the teacher with preparing aspects of the lesson	Calling out unacceptable behaviour
Consistently an active learner	Regular acts of courtesy	Passing on information to ensure the safety of a classmate
High quality homework	Uniform always correct	
Committed to enrichment opportunities	Supportive peer - goes above and beyond to support a classmate	
	Consistently listens; attentively and mindfully	

Examples of possible Zone 3 rewards (External Rewards). Not an exhaustive list

Ready	Respectful	Safe
Role model to other students in the community	Working successfully with a range of peers on a significant project	Working with the school to solve a health and safety issue
Leading and driving enrichment opportunities for themselves and others	Working successfully with stakeholders eg Trustees, parents, local community	Engaging in student voice around safeguarding
Consistently supporting others to remain engaged; driving own and others' learning	Consistently exemplary uniform	
Representing the school in regional/national events/competitions	Involvement in NHGS Open Evening events	
Supporting younger students in the school		
Top academic performers		

Ripple effect behaviour diagram



Examples of possible Zone 1 behaviours (Classroom Action). Not an exhaustive list

Ready	Respectful	Safe
Missing equipment	Talking over teacher or others	Rocking on chair
Off task	Shouting out	Walking around the classroom without permission
Uniform incorrect	Using inappropriate language in conversation	Throwing things around the classroom
Lack of participation	Passing notes	Not using time out/toilet pass correctly
Lateness		Interfering with others or others' equipment
Low effort		
Low quality of written work/pride in work		

Examples of possible Zone 2 behaviours (External Intervention). Not an exhaustive list

Ready	Respectful	Safe
Persistent failure to bring books/equipment	Cheating in test	Aggressive behaviour
Failure to attend detention	Copying in test	Not arriving at lesson
Persistent low effort/poor attitude	Persistently disruptive behaviour	Walking out of lesson without permission
Failure to look after exercise books	Refusal to follow instructions/defiance	Persistent disruption of other student's learning
Persistent lateness	Persistently answering back	
	Persistently swearing at another student	

Examples of possible Zone 3 behaviours (External intervention). Not an exhaustive list

Ready	Respectful	Safe
Failure to attend multiple detentions	Swearing at teacher	Assault of another student/fighting
Poor conduct in detention	Vandalism/graffiti	Truancy - leaving site without permission
Misuse and risky use of social media	Serious exam misconduct	Threatening behaviour
	Repeated breaches of the school rules	Bringing dangerous objects or indecent images into school
		Racist, sexist, homophobic or discriminatory behaviour

Detentions are set by the class teacher and communicated to parents via the school planner and/or EduLink, e-mail or a phone call home (Classroom teacher decides the best course of action).

Zone 2 and above consequences should be guided and accompanied by a restorative conversation held between the teacher and student before the next lesson if possible to ensure relationships are strong and students able to refine their behaviours for the future.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. If any teaching colleague believes a student in their teaching group may be a victim of bullying they should discuss their concerns with that student's SPT or YGL.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Whilst this behaviour policy refers mainly to the behaviours of students within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when students are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a student from our school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a student. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Reasonable Adjustment

The School will make reasonable adjustments for managing behaviour which is related to a student's Special Educational Need or disability. Staff will seek advice if they are unsure about how to manage a student's behaviour where this is related to a Special Educational Need or disability.

Punctuality

It is important that all students arrive on time to lessons in order that they receive all communications and maximise their opportunities for learning. As such, persistent lateness will result in students receiving sanctions, which will escalate according to our tiered behaviour system. The following gives guidance on the sanctions students should expect to receive if they are persistently late;

- 5 late marks= pastoral detention
- 10 late marks= school detention
- 15+ late marks= YGL to contact parents and further sanctions to be put in place

Mobile phones

We operate a policy of '**on site, out of sight**' when it comes to mobile phones and headphones at NHGS (exception re ear defenders for neurodiverse students). Students are permitted to bring mobile phones and headphones onto site but should have them switched off and out of sight at all times during the school day, unless a member of staff gives them permission to use it in a lesson. We recognise the journey that students make travelling to and from school. Students do however bring these items in at their own risk. If mobile phones are used outside of these times, these are out proposed sanctions.

1st Offence – Phone confiscated (behaviour comment recorded on Edulink) and returned at 3pm – collected at lower foyer.

2nd Offence – Phone confiscated for 2 school days (including 1 evening) – parental email will also go home.

3rd Offence – Phone confiscated for 5 school days (including evenings, returned at weekend) – a parental email will go home asking parent or guardian to collect after 5 days have elapsed.

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.