



Handbook for Upper School Students & their Parents 2025/2026

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Dear Parents and Carers

The two years that a student spends in the Upper School are clearly very important in terms of academic and personal development. Students begin their GCSE study in Year 10 and follow course through to their conclusion in Year 11. 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 Character and Culture curriculum 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 is a week of work experience undertaken during the Summer term of Year 10.

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 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 resilience and to enable students to develop their integrity, respect, social conscience and scholarship. There are many potential difficulties, both academic and personal and 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

Assistant Headteacher

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

In the Upper School there are two Pastoral Leaders:

Year Group Leader for Year 10
Year Group Leader for Year 11

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 10 and Pastoral Officer for all year groups- 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.

Miss Bailey is responsible for:

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

The Year Group Leader for Year 11 - 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 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 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.

Other Pastoral Support



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.

Behaviour Mentor- Miss Middleton

Miss Middleton has worked in schools and with young people for the past five years. She attended a school in Halifax and after leaving school attended Calderdale College where she studied Health and Social Care. Her work experience with young people includes being a teaching assistant in primary schools and more recently behaviour mentor within a local pupil referral unit (PRU). Miss Middleton has now worked as a behaviour mentor at NHGS since October 2023 and enjoys the daily challenges each day brings as no two days are the same. In her spare time she loves going on holiday and spending time with her family. You can find Miss Middleton around the communal areas and corridors at lunch and break times but also within the main pastoral office.

Special Educational Needs

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

The SENDCo at NHGS is Miss E Bryan. 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 Irlen's 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 2024/25

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.
- Students must go to the Dining Room if arriving at school before 8am and then go to their outdoor designated area from 8am-8:15am. If the weather is poor students will be instructed to go to their form rooms from 8am.
- 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 must go outside immediately without lingering in classrooms, cloakrooms, toilets or corridors. At the start of lunchtime students must go to their designated outdoor area or spend the lunch period in their designated indoor classroom if wet lunch is called. 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 7 and 8.

East Wing Yard - Years 9 and 10.

Quad – Year 11

Students in Years 10-13 may also use 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. Students may choose to eat a snack in the outside area at break if they wish to, but must make sure that any litter is tidied away.

Order of Lunch Service

- Year 11 to enter the Dining Rooms immediately with priority over Year 7.
- Year 7 to queue in the covered area adjacent to the Theatre when called (estimated to be from 12.05pm).
- 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 12.15pm).
- 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	SL2	M13	M14

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							

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 two 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
Main School Entrance	LRC, SSA rooms, Sixth Form Common Room, M17, SL1, M18-M24, E3, ABL, APL, ACL, BL, SL3, PL, AD1, LC1-8, SF1-5, SH1, SH2, Sportshall Changing Rooms, Drama Room, MR1-2, M13-14.
Technology Block Gates	E1, E2, E6-E12, CL, AD2, IT1, IT2, SL2, T1-T8

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 students to attend registration
8:20am	School bell sounds to signal the start of form time with all students being in form
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 and afternoon registration closes
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 studentabsence@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, Headteachers/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. See the NHGS Attendance Policy for more details on the school authorising absence. Further information on term time absence can be found in the school attendance policy.

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.

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	West Yorkshire Metro is the main school bus provider and currently provides nine bus services; NH1, NH2, NH6, NH7, NH10, NH11, NH12, NH13 and NH14. 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. Go to the West Yorkshire Metro website homepage (http://www.wymetro.com) and select 'Schools', 'Your School' and then 'A-Z Finder'. The website also contains information on the code of conduct, bus passes and the appropriate application forms. 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. (All MCard products, including the Under 19 Bus Only ticket, are not valid on these services except for the C26 service).
Travel Xpress	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. You can contact them by telephoning 01274 598833 or email, admin@travelxpress.co.uk.

At NHGS, we take great pride in our school identity and community, and our uniform plays a key role in fostering this shared sense of belonging. Our uniform policy is reviewed annually to ensure it remains relevant, fair, and reflective of both our high standards and evolving societal attitudes toward personal expression. We seek to minimise unnecessary costs to parents/carers while maintaining a core uniform that ensures students are well presented and share a common sense of identity.

Students in Years 7-11 are required to wear the correct school uniform, and we expect it to be worn properly. Our focus when addressing uniform concerns is on compliance with the dress code itself—such as ensuring shirts are tucked in—rather than making subjective comments on personal appearance. This approach not only supports students' self-esteem but also promotes a readiness to learn and engage with the school's values.

Our approach is one that distinguishes between personal choices and uniform expectations. Hair, makeup, and jewellery are considered personal matters, with guidelines only applying where health and safety concerns arise, such as tying back hair for sports. By doing so, we respect individual and family choices while removing potentially discriminatory rules.

Each year, our policy is reviewed in consultation with stakeholders and comparisons are drawn with other schools, both locally and nationally. While we recognise that not everyone may agree with every aspect of the policy, we ask for your support in upholding the school's rules. Ongoing disputes over uniform details can be disruptive and detract from the focus on education. Persistent failure to follow the uniform policy will result in sanctions for defiance.

Our goal is to strike the right balance—maintaining high expectations while preparing students for professional environments, all within a framework that acknowledges some scope for personal expression.

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 jumper 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 box pleated knee length skirt. Black or charcoal trousers and skirts may not be worn. Please note that from 2025/26 we expect that all new skirts must be of a box pleated style and recommend that you use the image below as a guide or check with one of our recommended suppliers if you are unsure what constitutes the correct style. Whilst we do not request that skirts are bought from a specific retailer, skirts must comply with the criteria outlined above.
- Belts should be plain, narrow in black or grey
- 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 must not have Velcro straps and be smart enough to be suitable for a formal occasion. Shoes should be kept clean.
- Head scarves worn for religious reasons must be grey, red or black to fit with school uniform colours.

During warmer periods the school may choose to allow students to deviate from the standards outlined above to help students remain comfortable in school. This information will be communicated clearly through the appropriate channels, but students should not take it upon themselves to alter their uniform due to changes in temperature.

Coats and Outdoor Wear

- Coats and jackets must be removed whilst in lessons.
- Hoods or caps must not be worn at any time. The only exception to heads being covered will be on religious, well-being or medical grounds.

- Hoodies, sports style jackets, denim items, sweatshirts, cardigans and jumpers other than the optional school jumper 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.

Personal Identification

For safeguarding reasons, your full identification must be worn at all times around the neck when in school, except in PE lessons. This consists of a lanyard, card holder and personal identification card. If any part of your personal id is lost, damaged or defaced it will need to be replaced at the first possible opportunity.

Personal Appearance

Our uniform policy allows students to wear make-up, jewellery, and style their hair in a way that suits them other than when there are health and safety concerns e.g. tying back hair for sports. This approach supports their ability to express their individuality while ensuring that staff are not placed in the difficult position of making subjective judgments about what is considered an appropriate appearance.

Maintaining high expectations on student uniform and allowing students the freedom to manage their own appearance are not contradictory ideals. Students must be smartly presented in school uniform in a manner that ensures a sense of collective belonging to the school while also feeling respected to be themselves in their appearance.

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

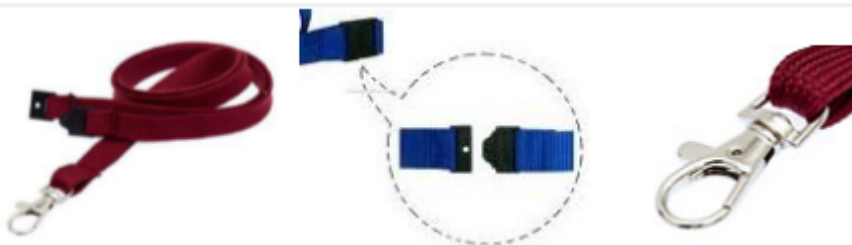
Personal ID Information:

(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 l.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 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

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.

We wish to emphasise high expectations and students working “above and beyond” in all aspects of school life. As such our behaviour system looks to support this with the focus being on students being “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 are sent home and parents can access these via the Edulink app. Half termly certificates for achievement are issued through departments and presented to students. Behaviour and achievement comments hold a high value in school so parents should expect that when they receive an achievement comment it is a sign of exceptional behaviour from their child..

Teachers work hard to focus students on their behaviour and subsequent actions promote opportunities to evaluate with them any poor behaviour 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 a powerful impact on our young people and help support their journey to adulthood.

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:

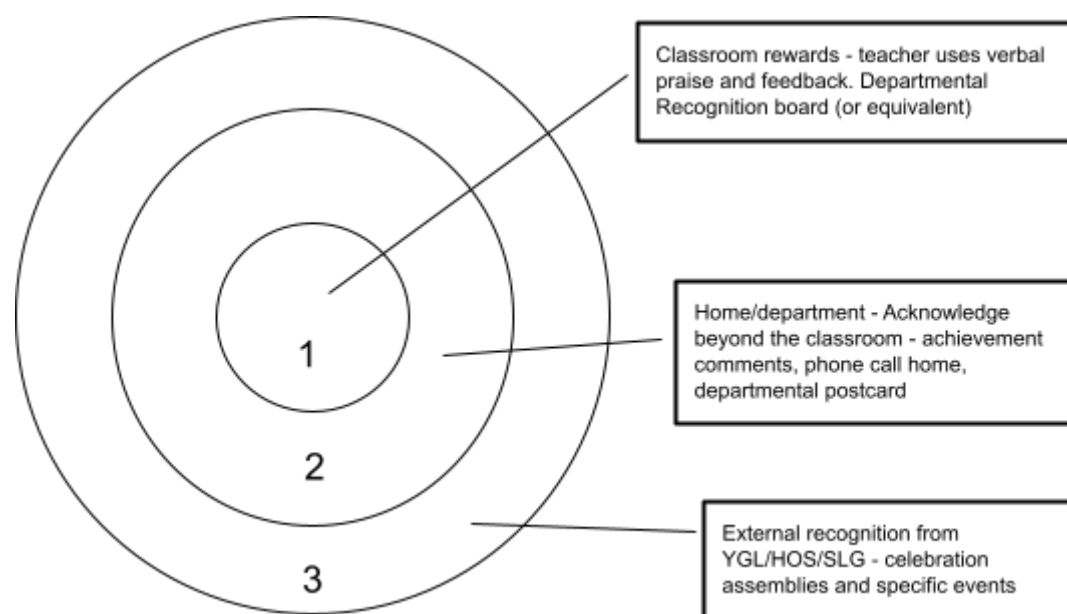
- Listen with understanding and empathy - Devoting mental energy to another person's thoughts and ideas; making an effort to perceive another's point of view and emotions.
- Manage impulsivity – Thinking before acting; remaining calm, thoughtful and deliberative:
Ready-Respectful-Safe
- Apply past knowledge to new situations - Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned
- Remain 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 to develop an individual's intrinsic motivation and self esteem. Rewards are 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

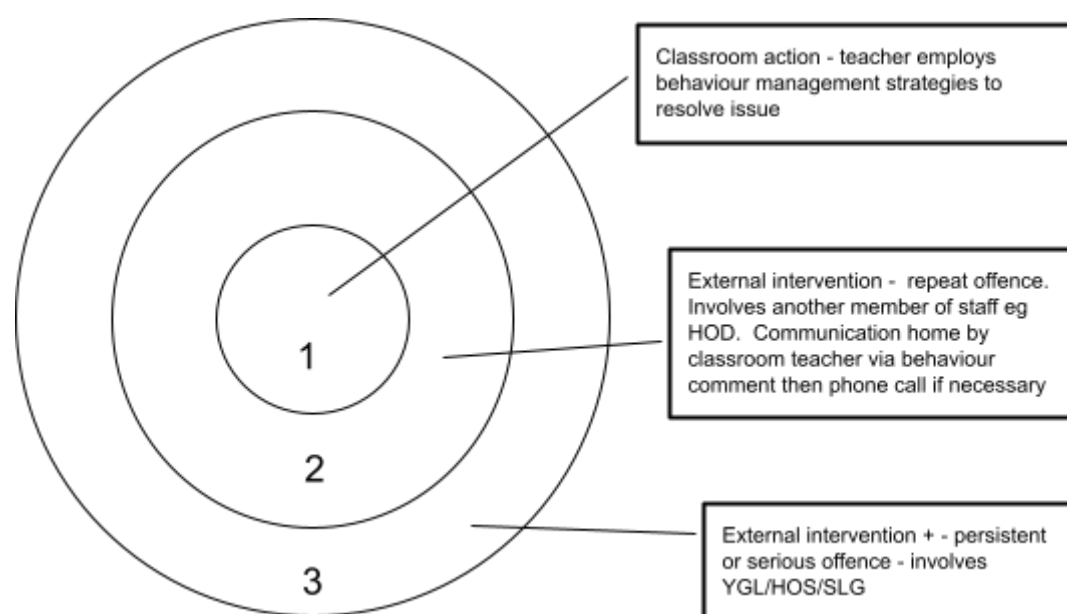
Ready	Respectful	Safe
Always correct equipment	Engaging in student voice opportunities	Helping another student solve a personal issue
Consistently engaged	Helping the teacher with preparing aspects of the lesson	Calling out unacceptable behaviour

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).

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.

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 reserves 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.

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;

- 3 late marks in a term results in a 30 minute pastoral detention on Wednesday lunchtime in ACL.
- 6 late marks in a term results in a one hour school detention in E1 on Thursday.
- 9 late marks in a term results in a two hour Assistant Headteacher detention in E6 on Wednesday.
- 12 late marks + will result in repeated Assistant Headteacher detentions or progression to a Headteacher Detention on Saturday morning 9-11am

Mobile phones

We operate a policy of '**on site, out of sight**' when it comes to mobile phones and headphones at NHGS (the exception are 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 or headphones are seen in use without exceptional reason, they will be confiscated and a behaviour comment recorded on Edulink. Confiscation will be until the end of the day - student to collect from Reception (in the first instance). If this happens for a second time, it will be confiscated for a week and if it occurs a third time, parents will be required to come and collect the device

Vaping

During recent years all schools in the UK have had to learn to deal with an increase in vaping on school premises. The potentially harmful effects of vaping have become apparent to all schools and as a result schools have had to educate students on the dangers of vaping and introduce sanctions against students who vape on the school site and bring vape equipment into school. NHGS has adopted a two stage approach to dealing with vaping which first sees students given the opportunity to educate themselves on the dangers of vaping to address their behaviour if found vaping or possessing vaping equipment on the school site. If students do not learn their lesson when initially found with vape equipment and persistently vape in school they will be issued with a Headteacher's detention (Saturday morning) or suspension school.