



# Handbook for Lower School Students & their Parents 2021/2022

Principal Mr A G Fisher

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

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



## **CONTENTS**

<b>Section 1</b>	Welcome from the Year 7 Group Leader
<b>Section 2</b>	Welcome from the Year 8 Group Leader
<b>Section 3</b>	Safeguarding
<b>Section 4</b>	Support for Students
<b>Section 5</b>	School Routine and Timetable
<b>Section 6</b>	Communicating with School
<b>Section 7</b>	NHGS School Bus Services
<b>Section 8</b>	School Uniform and Equipment
<b>Section 9</b>	Student Communication and ICT Policy
<b>Section 10</b>	Behaviour Policy
<b>Section 11</b>	Student Pledge and Home/School Agreement

## Welcome from the Year 7 Group Leader

Dear Parents and Carers

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

Our transition page on the North Halifax Grammar School website should help to answer some of these questions and put students' minds at rest. Your child will have access to a secure VLE (virtual learning environment) prior to starting at North Halifax Grammar School. They will receive login details and once they have accessed the site they will then be able to use this platform to access videos and information which will provide them with much of the information that they would have received at Transition Evening or Transition Day. They will have access to a secure chat room exclusively for the students they will be put in a Form with and a number of Year 7 students who will act as VLE buddies to reassure and answer any questions your child may have.

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

The school is served by a number of dedicated bus routes, information about this can found within the transition section of the school website: <https://www.nhgs.co.uk/year-7-transition/travelling-nhgs#bus-service> We encourage all parents and carers to make use of these buses for reasons of convenience, personal safety and the positive impact it has on the environment and reducing congestion. Students are not formally supervised on bus journeys, but they are expected to behave well. School rules apply and there is a Code of Conduct to which students should adhere. If a student needs to stay behind at school for any reason, there are regular local buses to the bus station in Halifax town centre.

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

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

At points in the year subject teachers will assess students' attitude to work in class, attitude to homework and independent work and students' attainment. These assessments will be communicated to you via Monitoring Reports. Following these Monitoring Reports, as Year Group Leader, I will review progress and reward students accordingly, as well as interview students who are struggling and help to support them with appropriate intervention strategies. There will also be a Year 7 Parents and Carers Consultation Evening.

The Lower School assessment window, in which students' progress over the course of the year is assessed within their subject lessons in a series of tests and assessments, will take place towards the end of the school year. This will be communicated to both parents and carers and students.

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

As a school we look forward to getting to know your children - which we hope will be both stimulating and enjoyable as they make this important transition from primary to secondary school.

**Miss Brooke – Lower School Leader and Year Group Leader for Year 7**

Dear Parents and Carers

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

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

At points in the year subject teachers will assess students' attitude to work in class, attitude to homework and independent work and students' attainment. These assessments will be communicated to you via Monitoring Reports. Following these Monitoring Reports, as Year Group Leader, I will review progress and reward students accordingly, as well as interview students who are struggling and help to support them with appropriate intervention strategies. There will also be a Year 8 Parents and Carers Consultation Evening which will provide parents and carers with the opportunity to discuss their child's progress with subject and pastoral staff.

The Lower School assessment window, in which students' progress over the course of the year is assessed within their subject lessons in a series of tests and assessments, will take place towards the end of the school year. This will be communicated to both parents and students.

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

In Year 8, there are lots of reward opportunities to celebrate student success which will be outlined to students at the start of the academic year. The Year 8 residential visit to St Omer (France) at the end of the academic year provides the whole year group with the opportunity to combine academic and leisure activities. The Chateau at which we stay is the perfect setting for students to experience a different culture and to enhance their self-reliance and social skills.

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

**Mr O'Grady – Year Group Leader for Year 8**

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. Online reports go initially to the school's E-Safety team who then pass them to the most appropriate members of staff to deal with individual issues.

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

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



Mrs Quigley, is the Acting Vice Principal, Head of Sixth Form. 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 Principal and other Vice Principals can also be contacted.

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

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

### The Pastoral Support Team

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

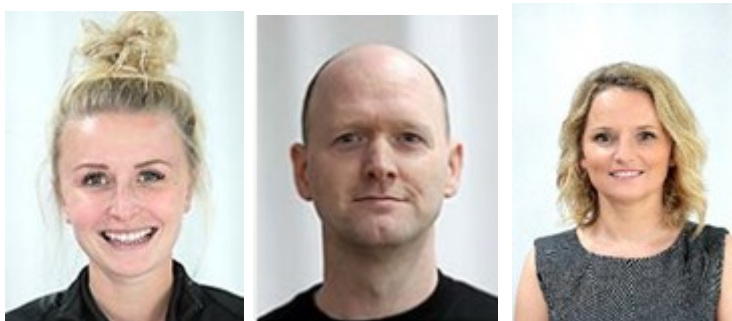
Lower School	Years 7 and 8	Lower School Leader: Miss Brooke
Upper School	Years 9, 10 and 11	Upper School Leader: Mr Kennedy
Sixth Form	Years 12 and 13	Sixth Form Leader: Mrs Quigley

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

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

### The Pastoral Team

**Miss Brooke, Mr O'Grady and Miss Smith**



### THE PASTORAL LEADERS



#### The Lower School Leader and Year Group Leader for Year 7 is Miss Brooke

Miss Brooke attended Woodkirk Academy completing both her GCSEs as well as her A-levels here. She completed A-levels in PE, Psychology and Geography. Throughout school Miss Brooke was very much into her sport, competing at club and county level in football, hockey and cross country running. Miss Brooke also played for Leeds United for ten years. Following sixth form, Miss Brooke attended the University of Leeds to study a Bachelor of Science in Psychology. Whilst at University Miss Brooke worked for West Yorkshire Police as a Special Constable where she gained valuable communication and life skills working in the community alongside regular Police Officers. On completion of her degree Miss Brooke attended Leeds Beckett University to complete her PGCE in secondary Physical Education to pursue a career in PE teaching. Miss Brooke has been at NHGS since September 2017 and alongside PE teaching, has always had a keen desire to follow pastoral roles as she values their importance within schools. As a result, Miss Brooke has been a Year Group Leader at NHGS and has taken on the role of Lower School Leader from September 2020. Miss Brooke finds pastoral roles very rewarding and she hopes she will enable the students in her year to make the most of their time at NHGS and to reach their full potential in all areas, academically, personally and socially. Out of school Miss Brooke continues to love her sport and enjoys playing hockey for her club and going on long walks with friends and family.

**As Lower School Leader Miss Brooke is responsible for:**

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

**As Year Group Leader Miss Brooke is responsible for:**

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

**The Year Group Leader for Year 8 is 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 8 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).

Mr O'Grady is responsible for:

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

**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.

**Lower School Administrator – Miss Smith**

Miss Smith grew up in Halifax and went to Ryburn Valley High School where she did her GCSEs before moving to Brighouse Sixth Form Centre to complete her A-Levels. Miss Smith then went on to work for Johnston Press Publishing for 14 years before joining North Halifax Grammar School in 2012. She is the Admissions Secretary and Administrator to the Lower School. She is the first point of contact for all Year 7 and 8 Parents and Carers and her job is to monitor the registration of all Lower School students. Other duties related to Lower School are; monitoring and reports, typing letters home, arranging contact lists and letters for trips, taking meeting minutes, general letters and typing, covering reception and administering student lockers and helping with school uniform and bus enquiries. In her spare time, Miss Smith likes working on her allotment, travelling, cooking, running, walking and cycling.



## **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 Irlen's Syndrome. Some students are supported in their classes on an individual, group or whole class basis. They also have access to the Student Support Area at unstructured times such as before school, break and lunchtimes. After school we provide a homework club (Monday to Friday) to which all are welcome\*. One Page Profiles outline to all the teachers an individual's needs, strengths and guidance to overcome these difficulties to ensure all students maximise their potential.

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

## School Routines and Timetable 2021/22

### 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.

### SPT Classrooms

Form rooms are clustered in year groups around the school building to help manage communication and organisation during registration and during indoor break and lunchtimes. Year groups will be located in the following areas for form time and should use these rooms for access during wet break and lunchtimes;

- Year 7- M18-M24
- Year 8- E1, E2, E6, M13, M14, M17
- Year 9- E7-E12,
- Year 10- SF1-SF5 and SH1-SH2
- Year 11- LC1- LC6
- Year 12- Science labs, Tech Block, IT rooms, Art rooms
- Year 13- Science labs, Tech Block, IT rooms, Art rooms

### 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

Students should go outside at break and lunchtime unless a wet weather announcement is made. 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 should immediately go to their form room and place their bag at their desk and proceed to their designated lunchtime area. Students should use break and lunchtime to fill water bottles and use the toilet and not use the start of lessons for these purposes.

### Use of Yards

**MUGA and area around the Language Centre** – Years 8 and 9. Year 9 to play ball games on the MUGA 12:00-12:30pm and Year 8 to play ball games on the MUGA 12:30-12:55pm

**East Wing Yard** - Years 10 and 11. Year 10 to play ball games on the East Wing Yard 12:00-12:30pm and Year 11 to play ball games on the East Wing Yard 12:30-12:55pm

**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 Hall 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 Hall 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 Hall 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 their form 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.

### **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 their form room to collect their bag and then proceed to their period 4 lesson.

### **Dismissal from School**

Students will be dismissed in a staggered manner at the end of the day according to the designated colour of their classroom. An announcement will be made over the tannoy system at 2:57pm to dismiss the first set of rooms, followed by an announcement every subsequent minute to dismiss the remaining three sets of rooms.

There will be four 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;

<b>Exit</b>	<b>P5 Location</b>
<b>Language Centre Gates</b>	LC1-8, SF1-5, SH1, SH2, Sportshall Changing Rooms, Drama Room, MR1-2, M13-14.
<b>Main School Entrance</b>	LRC, SSA rooms, Sixth Form Common Room, M17, SL1, M18-M24, E3, ABL, APL, ACL, BL, SL3, PL, AD1.
<b>Technology Block Fire Exit</b>	T1-T8
<b>Technology Block Gates</b>	E1, E2, E6-E12, CL, AD2, IT1, IT2, SL2

### **School Timetable**

The timetable for the school day is outlined below. Students should be dismissed from lessons at the sound of the bell. At the end of period 1 and period 4 students will be dismissed when the first bell rings and must be at their next lesson when the bell rings for the start of the next period. Time is built into the school day for students to move between lessons and students must use this to make sure they arrive at their next lesson on time.

Time	Action
8:20am	Students arrive at form rooms
8:25am	Morning register closed
8:40am	Students dismissed from registration
8:45am	Period 1 begins
9:42am	Period 1 concludes
9:45am	Period 2 begins
10:45am	Students dismissed for break
10:57am	First bell signalling break is ending
11:00am	Period 3 begins
12:00pm	Students dismissed for lunch break
12:55pm	First bell signalling lunch is ending
1:00pm	Period 4 begins
1:57pm	Period 4 concludes
2:00pm	Period 5 begins
2:57pm	Dismissal of students begins
3:00pm	Dismissal of students concludes

## 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](mailto: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. 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.

### For general enquiries:

The email addresses for the administration team are as follows:

Lower School (Years 7 & 8): [r.smith@nhgs.co.uk](mailto:r.smith@nhgs.co.uk) (Miss R Smith, Lower School Administrator)  
Upper School (Years 9, 10 & 11): [c.beal@nhgs.co.uk](mailto:c.beal@nhgs.co.uk) (Mrs C Beal, Upper School Administrator)  
Sixth Form (Years 12 and 13): [l.charles@nhgs.co.uk](mailto:l.charles@nhgs.co.uk) (Mrs L Charles, Sixth Form Administrator)

### 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 they can be contacted on 0113 348 1122. The West Yorkshire Metro website is <a href="https://www.wymetro.com/schools/">https://www.wymetro.com/schools/</a> and this website provides lots of information for parents and students about the services that operate to our school, including routes and timetables.</p> <p>Click on this <a href="#">link</a> to the West Yorkshire Metro <u>website</u> '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 information: for the NH routes, a weekly ticket can be purchased either directly from the bus driver by cash or contactless payment or on the First Bus app and is valid only on NH routes. All MCard products, including the Under 19 Bus Only ticket, are not valid on these services except for the C25 and C26 services.</p>
Yelloway Bus Company	<p>Yelloway Bus Company covers school travel from Littleborough, Walsden, Todmorden, Hebden Bridge and Mytholmroyd to NHGS. For further information, see their website <a href="https://www.yelloway.co.uk/schools-status/">https://www.yelloway.co.uk/schools-status/</a> or contact them directly on 0161 287 2233.</p>
The West Yorkshire Travel Company	<p>The West Yorkshire Travel Company bus service covers; Norwood Green, Wyke, Bailiff Bridge, Lightcliffe, Hipperholme and Claremount Road. Please contact them directly on 01535 608332 or email them at <a href="mailto:westyorkshiretravel@hotmail.co.uk">westyorkshiretravel@hotmail.co.uk</a> about this service.</p>
Travel Xpress	<p>Travel Xpress runs a bus that covers Denholme, Cullingworth, Oakworth, Haworth and Oxenhope areas. You can contact them by telephoning 01274 598833 or email, <a href="mailto:admin@travelxpress.co.uk">admin@travelxpress.co.uk</a>.</p> <p><b>***NEW PROPOSED ROUTE***</b> travelling to Cottingley, Bingley, Harden, Wilsden, Sandy Lane, Allerton and Thornton. Please register your interest by emailing your name, contact number and postcode to <a href="mailto:admin@travelxpress.co.uk">admin@travelxpress.co.uk</a></p>
A Class Coach Hire/Fourways	<p>A Class Coach Hire/Fourways covers: Denholme, Cullingworth, Oakworth, Haworth and Oxenhope.            Email: <a href="mailto:a.freeman@aclasscorporatetravel.com">a.freeman@aclasscorporatetravel.com</a>            Mobile Tel : 07875 487 870            Office Telephone: 01869 369244            Areas covered: Denholme, Cullingworth, Oakworth, Haworth, Oxenhope</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.

We review the school uniform policy every year, a review which includes discussions with appropriate staff, student councils, as well as tracking the rules surrounding uniform in other local and national schools. Over the last few years, there have been several considerable amendments, as we are aware that things change over time. Our aim is to find the right balance between affordability, maintaining high standards and preparing students for potential life in the professions, whilst acknowledging the changing attitudes and perceptions to dress codes in the wider community.

We understand that, even given these compromises, not everyone will agree, but we would ask that you support us in upholding the school's rules on uniform as published each year in the handbooks. Constant battles over such things as appropriate footwear or jewellery are a waste of everyone's time and ultimately can only have a negative impact on relationships, teaching and learning. Persistent failure to comply with the uniform code will result in sanctions for defiance.

### **Winter**

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

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

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

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

### **Coats and Outdoor Wear**

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

### **Personal Identification**

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



## Jewellery and Piercings

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

## Hair

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

## Important guidance ...

### Skirts

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

**Plain mid to dark grey skirt with pleats or a straight skirt with a back split of no more than 15 cms;**

**Of a reasonable length (ensuring underwear remains unseen at all times). NO tight fitting or lycra styles are allowed;**

**Black or charcoal may NOT be worn.**

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

### Choosing the right footwear

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

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



## Physical Education

Embroidered initials on PE kits are optional but if not embroidered, all PE kits must be clearly labelled with the student's full name. If a student has been prescribed an inhaler it is the student's responsibility to bring an inhaler to every lesson and administer as required.

### PE Kit List

- Red and black sports polo shirt with NHGS logo
- Red sports sweatshirt with NHGS logo (optional)
- Plain black sports base layer/skin upper body (optional)
- Plain black skort OR plain black shorts OR plain black tracksuit bottoms OR plain black full length sports leggings\*
- NHGS red/black sports socks OR white/black ankle socks
- Appropriate sports trainers
- Plastic moulded or metal studded boots \*\*

### PE Kit additional compulsory items for the following activities:

- Hockey - Shin pads and gum shield
- Rugby - Gum shield
- Football - Shin pads

### Finally

It is dangerous and therefore forbidden to wear any form of body piercing during PE lessons. Any piercing and healing should take place in the summer holidays.

\*These must not be thin fashion style leggings.

\*\* Boys will require these from September 2021 - Girls will not need these from September 2021 but will be given notice as to when they will be required during the school year.

## School Uniform Outfitters

**Our preferred supplier is:**

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

**Email: [rawcliffesbradford@gmail.com](mailto:rawcliffesbradford@gmail.com)**

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

**There are also a number of Halifax uniform outfitters: Shaw  
Hardcastle, The Uniform Shop and Ziggy's School Wear**

## 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:

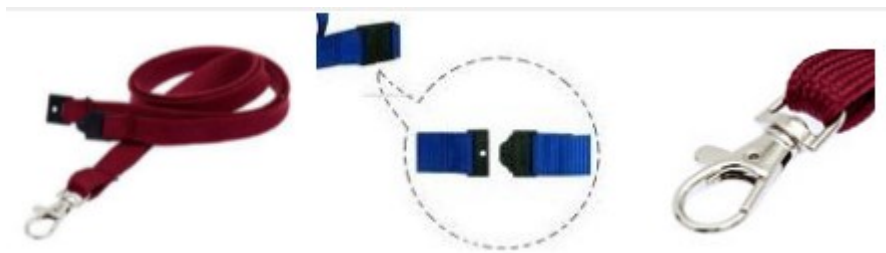
- Exercise books/folders and text books as appropriate for the day
- Homework that is due in
- ID badge
- Locker Key
- Planner
- Drinks bottle to refill at water stations
- PE kit as appropriate
- Musical instrument and music as appropriate
- Ingredients for cooking as appropriate
- Other items as requested 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

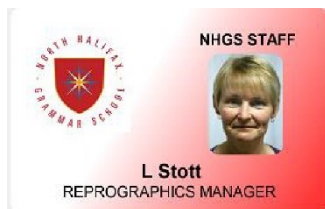
1. **LANYARD** - with breakaway & clip
2. **HOLDER**
3. **CARD**



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. When you receive your Personal ID at the beginning of term, a ring will be attached for your locker key.

### Care of your Id

- Using the breakaway on your lanyard as a means to remove your ID  
This is a safety feature, the constant opening and closing will strain the catch and will cause it to break.
- Chewing your card  
This causes the connection between the chip in the card and the strip around it to break. Your card will cease working and you will need to purchase another.
- Defacing the front of your card  
You will need to replace it.
- Lost or damaged ID  
Please purchase a new one on ParentPay, lost cards are not usable once a new one is printed but can be reactivated on request.

**Payment can be made via Parent Pay, click on the payments box and change cost for required parts.**  
**An email to [l.stott@nhgs.co.uk](mailto:l.stott@nhgs.co.uk) with a request for a new card is required before any new cards are printed.**

### Extra ID Information

The ID card has an internal chip with four systems connected to it: -

**Papercut** – printing /copying

You can log into the machines with your card to access your printing and to photocopy.

**Parentpay** – canteen/machines.

You can load money onto your parent pay account so that you may buy food and drink from the canteen or any of the vending machines in school.

**Net2access** – door system.

This allows you to move around school when the doors are locked during lesson time.

**Entrysign** – main entry.

Each morning when in sixth form & Year 11 (when exams take place) you must log in via the screen or the small box on the wall in reception.

### 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 your personal id is lost, damaged or defaced it will need to be replaced at the first possible opportunity.

**Please speak to Mrs Stott in the Reprographics room if you have any issues with your card, including printing, door security 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. This allows students to use them should they wish before school, at lunchtime and after school. Devices should not be used in the Dining Room or in corridors. If devices are used inappropriately within lesson time a negative comment will be given and the device may be confiscated.

## **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.

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

## Misuse of ICT

Mobile phones, tablets, headphones and other devices may only be used before 8.20am, during the lunch hour outside or after 3.00pm, unless a teacher specifically gives students permission to use devices in a lesson to assist with learning (BYOD). Note that devices cannot be used during registration, in the corridors whilst queuing for dinner or in the dining room.

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

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

Managing behaviour effectively is a prerequisite for creating a successful school. Without good discipline in a school, teachers cannot teach and students cannot learn as well as they should. Our behaviour policy is central to the delivery of key parts of our vision and key strategic objectives. It is vital to our mission.

Only a school with outstanding behaviour can be, “the school that everyone wishes they went to; where...excellence is standard; where everyone strives to achieve their goals and is mindful of the right ways to do so.” (NHGS Vision Statement) and “...a school where our behaviours create excellence” (NHGS Mission Statement). Furthermore, a school has to have outstanding behaviour to be, “...a school where everyone is safe, is valued, and enjoys the highest possible level of personal well-being,” and “...a school where all students make excellent progress... as a result of world-class teaching, learning and assessment” (NHGS Key Strategic Objectives).

Outstanding behaviour underpins everything we believe in and strive for as a school. Our Ethos Statement identifies nine qualities and their associated behaviours that create excellence at NHGS. The purpose of our behaviour policy is to encourage our students to adopt these qualities and behaviours in order to succeed in both their academic and personal development. NHGS develops students to be; Co operative, Creative, Confident, Mannerly, Motivated, Mindful, Enquiring, Enthusiastic and Engaged. Central to all of this is the ability to work co-operatively with other members of our community for the benefit of all.

All communities (especially institutions such as schools) need rules. Our school rules are designed to be as simple and clear as possible.

### **NHGS School Rules**

Safety, security, and the school's reputation depend upon students' behaviour and appearance. The school rules apply to students when they are at school, travelling to and from school, representing the school in sports and other activities, and when they are taking part in school visits and trips. The relevant rules also apply when students are communicating online (see the ICT Acceptable Use Policy for details).

1. All reasonable requests or instructions from members of staff must be complied with.
2. All students are expected to show proper consideration for other people and for property.\* Students should always be polite, kind and honest.
3. School uniform must be worn correctly. Sixth Form students must adhere to the Sixth Form Dress Code. All students must wear their lanyards at all times except during P.E.
4. Students must stay within the school grounds. Only students who have been given prior permission to leave the school premises may do so.
5. Cigarettes, vapes, alcohol, and any illegal and / or dangerous substances are forbidden to all students, both on the school premises and on the journey to and from school.
6. No item which is deemed to be dangerous\*\* must ever be brought to school. §
7. No item must ever be used as a weapon\*\*\* §.
8. Chewing gum is not allowed in school.
9. The ICT Acceptable Use Policy must always be followed.

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

\*\* The following is an illustrative list of items which are deemed to be dangerous. This list does not constitute a comprehensive list and is to be regarded as guidance only: firearms, air weapons, knives of any sort, fireworks, lighters, matches, laser pens.

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

§ If the school has reasonable grounds to believe that a student may be in possession of banned substances or a weapon in school, the school has the right to search the student's person and belongings. Such searches will always be carried out in accordance with the government's guidelines which can be viewed via the school website or the DFE's website. Parents will be notified by the school if such searches are made.

The way we enforce these rules and develop the positive behaviours that help us to create excellence is described below.

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

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

### Basic Rewards System

Teachers will award achievement comments via the SIMS (School Information Management System)/Edulink system

Achievement comments will be rewarded by certificates as follows (exact numbers may vary year on year, this is a general guide):

#### Achievement comments Level Validated by

100 Bronze Student Progress Tutor

200 Silver Year Group Leader (in assembly)

300 Gold Head of section

400 Outstanding Principal/Vice Principal

Students will collect certificates from their SPT who will present it in form time and their achievement will be recorded in SIMS. Students should then get their certificates validated by asking the relevant member of staff to sign it (see table above). Passing Achievement comment thresholds will also allow students to access a rewards programme.

Achievement comments fall under the following categories linked to the school's ethos statement:

Comment Code	To be awarded for	Comment Code	To be awarded for	Comment Code	To be awarded for
<b>E1</b>	Enthusiasm	<b>C1</b>	Creativity	<b>M1</b>	Good Manners
<b>E2</b>	Enquiry	<b>C2</b>	Cooperation	<b>M2</b>	Mindfulness
<b>E3</b>	Engagement	<b>C3</b>	Confidence	<b>M3</b>	Motivation



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

Recognition	Awarded for
Excellence Certificates	Outstanding pieces of work
Leadership Awards (Year 8)	Meeting published criteria
Subject Postcards	An excellent term's work that stands out from the class / or their own previous achievements
Commendation	Consistently good and outstanding work and effort across the year
Principal's Award	Outstanding scholarship and all round contribution to school life (by application and portfolio, criteria published separately)

In addition to the rewards outlined above Year Group Leaders will recognise positive behaviour each half term by students and form groups. This system will monitor the number of positive comments students receive each half term and reward a number of deserving students with a privilege. This reward will typically take the shape of an additional non-uniform day or an early lunch pass for the students recognised and will be distributed at the discretion of the Year Group Leader.

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

## Sanctions

Children, adolescents and young adults sometimes make poor decisions and/or mistakes which need to be addressed. Poor, unacceptable or unsafe behaviours will lead to sanctions/consequences. Behaviours which hinder the individual student's academic progress or that of other students will also lead to sanctions.

Staff will use their professional judgement to deal with issues within the following guidelines.

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

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

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

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

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

The school may impose a range of sanctions which include:

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

(This list is provided for illustrative purposes and is not exhaustive)

If sanctions at Tier 4 are imminent or if Tier 5 is imposed, the school will provide formal communication, in writing, explaining the steps currently being taken and likely future consequences if poor behaviour persists.

#### Examples of Negative Comment Codes used at Tier 2

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

## Recording / Reporting

No record will be made of Tier 1 issues.

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

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

## SHARP

**A lesson protocol produced by and for the students of NHGS is followed in all lessons.**

- S** Remain **silent** when the teacher is talking or anyone is contributing. Never shout out.
- H** Bring all necessary equipment and **homework** to the lesson to maximise learning.
- A** Arrive to every lesson with an enthusiastic **attitude** to learning and a growth mindset; only your best is good enough!
- R** Always behave **respectfully** towards staff and fellow classmates.
- P** **Phones** must be kept in bags in lessons and only used if specifically instructed by the teacher.

The immediate consequences of not being SHARP are:

**1<sup>st</sup> Infringement:** student warned, name put on board – no further sanction.

**2<sup>nd</sup> Infringement:** (in same lesson): tick by name on board (a behaviour comment will be logged on SIMS/Edulink One). Restorative conversation at a convenient time to the teacher before next lesson (potentially straight after the current lesson if possible).

**3<sup>rd</sup> Infringement:** (in same lesson): student removed by LG member and works in isolation or SSA (for SEND students), contact home to parents from the teacher involved in the episode. Departmental detention issued by teacher involved in incident. Teacher to have restorative conversation during detention or before next lesson.

**NOTE:** the following behaviours sit outside the 3 infringements outlined above:

- If phone used without permission - p1-3 phone taken until 12.45pm (handed in at reception for student to collect) - behaviour comment logged on SIMS/Edulink One. P4-5 phone taken until end of lesson then returned, behaviour comment logged on SIMS/Edulink One.
- No homework without good reason - negative comment logged on SIMS/Edulink One and student completes homework by the next lesson.

***For persistent poor behaviours (e.g. regularly missing homework or disruption of learning across several lessons) teacher/HOD may escalate straight to a Departmental detention.***

Departments will designate a weekly lunchtime or after school slot when departmental detentions can take place. HODs and YGLs will receive weekly behaviour reports regarding their subject or year group.

## Guidance on Effective Behaviour Management

There are a number of principles that underpin effective behaviour management, to which all staff should have regard:

- Staff should try to predict when and where any poor behaviour might arise. They should then take steps to prevent it from arising and to minimise its impact (predict, Prevent; Minimise). When intervening to stop or prevent any poor behaviour, staff should ensure their response is proportionate. Staff should model the courtesy and respect they would expect to see from students;
- Behaviour is generally modified more effectively through the use of praise and rewards than through the imposition of sanctions;

- When staff are dealing with incidents of poor behaviour they should only criticise the poor behaviour, not the person responsible for it;
- While students should expect there to be consequences for poor behaviour, the key is for behaviour intervention to have impact and bring about improvement for the future. It is important that communication with students and/or parents makes it clear why any poor behaviour is unacceptable and what standards and expectations need to be met in future; · When issuing sanctions, staff should always talk incidents through with students and coach the student on how they should behave differently / make different decisions in future to avoid further disciplinary action.

## **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.