NORBURY HIGH SCHOOL for GIRLS

Behaviour Policy

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Norbury High School for Girls
Behaviour Policy
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By attending Norbury High School for Girls students and their Parents/Carers agree to abide by the expectations set out and will agree/ support any sanctions that are decided upon by the school.

Statement of principle

At Norbury High school for Girls we believe that every child has the right to feel safe, thrive and learn. We are committed to the highest standards of behaviour so no child's progress is impacted negatively by the behaviour of others.

Our students are supported in their learning and demonstrating our ethos of empowerment, equality, empathy and excellence (4E's).

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Need and Disabilities (SEND) and reasonable adjustments are always considered where appropriate. The overarching aim of our behaviour policy is to ensure that every student feels part of a safe and inclusive learning community in a calm and focused environment. Within this school environment, students are empowered to feel a sense of responsibility for themselves, each other and the school community.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the School community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice

3. Equalities statement

This school acknowledges our duties under the Equality Act 2010.

Norbury High for Girls School is committed to promoting equality and respect for difference and diversity through the school's vision, ethos and values. We believe everybody should be treated with kindness and respect and expect all our stakeholders to share in this view. We are a diverse school made up of many races, cultures, religions, abilities, sexuality and socio-economic backgrounds. We want every individual in our school community to have the opportunity to succeed and realise their own potential. We acknowledge and celebrate our differences and are committed to tackling prejudice through promoting tolerance and understanding. We expect all of our community to work collaboratively to eliminate discrimination, harassment and victimisation. Any such behaviours should be reported and dealt with. We expect every individual to be treated with respect and given the opportunity to overcome any barriers they may face.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Rudeness including kissing teeth and rolling of eyes at staff and prefects
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour, comments or language

- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Electronic cigarettes/Vapes
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article which a staff member responsible suspects has been, or is likely to be, used to commit an offence, damage school property or to cause personal injury, or damage to, the property of any person (including the pupil).

5. Anti-bullying and Child on Child abuse

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based/ culture ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based ● Related to appearance ● Related to home circumstance including looked after children and young carers	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, colourism)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	using computers, mobile phones or devices to insult, intimidate, threaten or distress, including content generated by artificial intelligence (AI)

Our intention is to make it clear to students, parents/carers and staff that bullying is totally unacceptable. Any bullying which occurs outside of school, but is brought into school, involves the school's online learning platform or relates to school in any way, will be dealt with as if it had occurred on the school premises.

Our aim is for all students to experience a happy and calm learning environment so they will be able to obtain the greatest benefit from their education. Every student has the right to be safe and happy in school.

5.1 Staff responsibilities

It is important for all staff to be alert, to notice bullying and to always take action promptly. If a student reports bullying it should always be taken seriously and investigated. Incidents should be recorded on Arbor (under the bullying behaviour descriptor) with both the Form Tutor and Head of Year informed and consulted regarding action. Minor incidents may be dealt with in class, but must be reported so that patterns can be identified.

For more serious incidents action will include informing parents/careers and involving them in dealing with the matter. The school will discuss bullying within the pastoral programme including PSHE. In the wider curriculum students will be encouraged to work in different groups. Guidance on safe internet use is provided during ICT lessons and reinforced through the wider curriculum. Support for parents in ICT use outside of the school is available through the school website.

5.2 Students

We strive to maintain a climate in school by promoting positive relationships that encourage students to speak up to staff if they experience bullying.

5.3 Bystanders

Students should understand that staying silent when they witness or are aware of bullying only protects the bully. Students should discuss any incidents with staff. Failing to inform staff can result in sanctions.

5.4 Victims

Students should report any incident of bullying to a member of staff. They should be aware that by not speaking about their experiences they are protecting the bully who may be bullying others as well. Victims will be offered support during and after the reporting of any incidence of bullying

5.5 Reporting

Students can report to any member of staff in school or by asking their parents/careers to inform the school. We also have an anonymous bullying reporting box for anonymous reporting available to students in the English block.

5.6 Parents/carers

Parents/Carers are encouraged to contact the School if they believe their child is being bullied or involved in bullying. The School will deal with reports sensibly but firmly. Parents are encouraged to contact their child's Form Tutor or Head of Year in the first instance.

5.7 Procedures

Our approach to bullying is led by the Head of Year. They are the main point of contact for parents involved in the process and can liaise with the Senior Leadership Team (SLT) where appropriate.

Upon the report of bullying the following steps will be followed

1) The Head of Year (HOY) is informed and a record started on Arbor and CPOMs.
2) The HOY will get statements from the students involved and any other students identified, as students are identified the HOY may require more statements.
3) At this point the HOY may decide to undertake a Restorative Justice Approach*, - this will be based on the severity and is a judgement made by the HOY.
4) Parents of all students concerned will be contacted regarding the incident and their support requested.
5) The HOY may then decide to impose sanctions for the incident concerned. If particularly severe this may be escalated to SLT
6) Support will be put in place for all students to avoid this behaviour reoccurring
7) Should the bullying continue then further disciplinary measures will be taken which can include suspension.

*****a process through which parties with a stake in a specific incident collectively discuss the impact and how to deal with the aftermath of the incident and its implications for the future

5.8 Child on Child abuse

We aim for our school to be a safe place for all students, but we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child on child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but the school’s child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns (Appendix)

6. Roles and responsibilities

6.1 The Governing Board

The Schools Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the Headteacher to account for its implementation

6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations

The Senior & Extended Leadership Team (SLT& ELT) will support staff in responding to behaviour incidents.

6.4 Parents & Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in year admission.

7. The 4E's - Norbury High School for Girls Behaviour Principles

Responsibilities and expectations of Norbury students

Positive behaviour at Norbury is driven through our 4E's, Norbury High School for Girls provides students with the support, knowledge and opportunities they deserve, to become **Empowered** and **Empathetic** individuals, who value **Equality** and strive for **Excellence**.

It is the responsibility of every member of staff at Norbury to consistently reinforce the behaviour expectations of all students. As part of this, students are expected to take responsibility for their own behaviour and abide by the school rules. Students are expected to wear the correct uniform and adhere to the Norbury High School for Girls Uniform Policy. Students also have the responsibility to ensure that incidents of disruption, violence, unsafe behaviour, including bullying and any form of harassment are reported. They have a responsibility to contribute to the democratic processes of the school by using their student executive team and student council to

voice concerns surrounding the behaviour policy and its application. They have the responsibility to resolve incidents and speak using non-discriminatory language.

We provide opportunities to explicitly teach behaviour to our students through our tutor time and assembly programme, as well as within our PSHE and wider curriculum.

School culture - Staff behaviour (Leading by example)

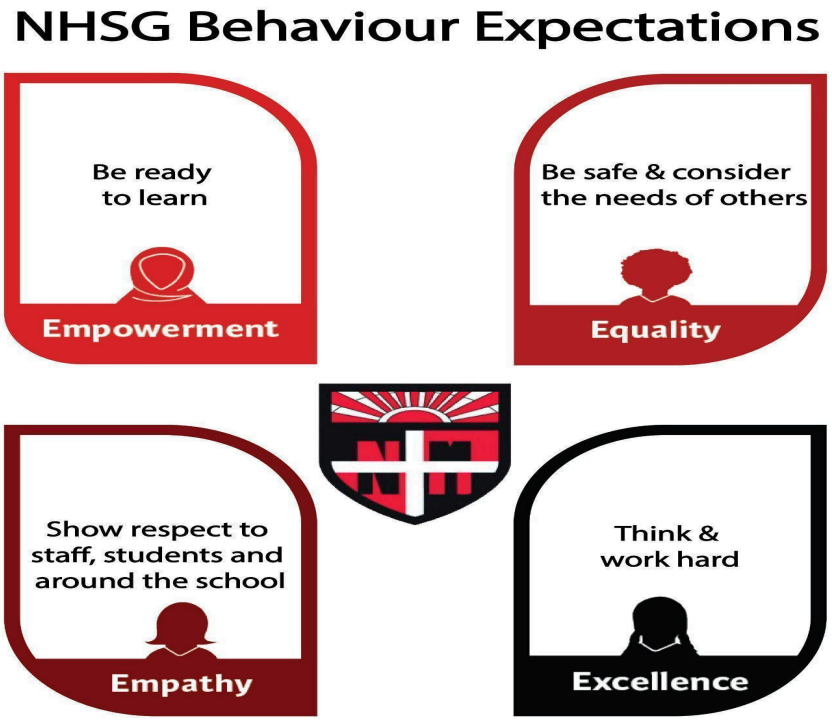
At NHSG staff are committed to:

1. **First attention to best practice** - *Staff are committed to giving their attention to students who are getting it right, noticing excellence first in all lessons.*

2. **Role model the behaviours we expect to see** - *Classrooms should be safe environment which promote learning, staff are committed to not shouting and the use of calm & respectful language*

3. **Restorative conversations** - *Staff are committed to allowing students the opportunity to **reset** after incidents, restore relationships and **move forward**.*

Behaviour expected of students of all Norbury students: The 4E's Poster



Positive behaviours we expect of all students:

Empowerment	**Equality**
Be ready to learn… *'We are empowered when we learn'*	***Be safe and consider the needs of others…*** *'We understand that everyone should have the same rights & opportunities to reach their full potential'*
- By being on time to school and lessons - Arrive fully equipped for every lesson (including PE kit) - Mobile phones are handed in each morning. - Wearing the correct NHSG uniform everyday - Follow instructions from staff first time.	- Never disrupting the learning of others - Being calm & respectful when moving around the school - Being considerate of other students & staff - Showing respect for the school environment & the belongings of others - Only eating in designated areas of the

- We own our behaviour - We accept actions have consequences	school - Never littering & reducing waste by recycling. - Always reporting to a member of staff if we think someone is at risk, including ourselves.
 ***Show respect to staff, students and around the school…*** *'We are kind to others & embrace diversity'*	 ***Persevere with learning…*** *'We think & work hard'*
- By speaking out against bullying/ never bullying others even as a bystander - Recognising that mistakes are an opportunity to improve. - Listening to others ideas/opinions respectfully. - Being respectful of everyone & never discriminating against others. - We embrace our school's wider community. - Our uniform symbolises the reputation we emulate.	- Having an positive attitude to learning in all lessons - Active participation in all lessons. - Working in silence when asked to - Acting on feedback from teachers - Ensuring all work is completed to the best of our ability (including homework) - Pushing beyond our comfort zone in our learning - Always trying even when finding things hard.

Additional student expectations:

In the event that a teacher does not arrive to the classroom, the form captain (or a substitute) should report to the front office. If you are allowed into the classroom, begin work or read a book.

If you are late to a lesson, you should enter the room and wait near the door until a suitable moment to apologise to the member of staff and, after doing this, sit down quietly. If you are delayed by a teacher and this causes you to be late for another lesson, then you must get a note from the teacher who has kept you, and show it to the teacher you are going to.

7.1 Mobile phones and other electronic devices

Students in years 7-11 may bring a mobile phone and other electronic devices to school however they must be-

- Turned off and out of sight upon entering the school grounds (before passing through the main gate).
- Given to their form tutor each morning who will put all phones in a labelled, lockable phone box.
- Not turned on, used or shown in public until the student has left the school grounds at the end of each day.

Students will be given their phones back at the end of the school day during PM registration.

The rules on mobiles phones are very clear and are in place to safeguard & protect the wellbeing of staff and students. They are **non-negotiable.**

Failure to comply with the above expectations will result in a suspension for defiance. Where possible, the school will try and de-escalate this situation by confiscating the mobile device for 5 days and issuing a centralised detention. This is at the discretion of the Headteacher.

If students need to make urgent contact with home, they will need to speak with their HOY or reception staff who will facilitate this as appropriate.

Outside of this process the following sanction process will occur-

1. The MP3/4 player, camera, iPod,smart watch etc. (this list is not exhaustive) which is found on any student will be confiscated for 5 days.
2. It will then be available for pick up by a parent/carer.
3. The student will have a one hour centralised detention which must be served prior to the phone or other device being returned to the parent/ carer.
4. If the student was deliberately using the phone or other device, 2 one hour centralised detentions will be issued.

Where an electronic device is found, the school may examine any data or files on the device if there appears to be a good reason to do so. Following an examination, the School may erase any data or files, again if there seems to be a good reason to do so. A good reason would be that the data or file in question has been, or could be, used to cause harm, to disrupt teaching or break the School rules. Where necessary the school will refer to the school's safer neighbourhood police team.

Where the use of a mobile phone has resulted in serious misbehaviour and or a safeguarding concern, the school has the right to confiscate the phone until the police deem it appropriate to return it.

Smart watches/ kindles or other electronic reading devices are not allowed.

7.2 Sixth form students - mobile phones & devices

Sixth form students are allowed to keep their phones, however they must be switched off in lessons and may only be used in the sixth form common room for school work/revision/accessing google classroom.

7.3 Uniform

The required uniform is described both in the student planner and in Appendix 4. Uniform requirements apply both onsite, whilst travelling to and from school and whilst on school trips/visits unless otherwise informed.

Students should be aware

- Bags should be sufficient to hold A4 size books
- Hoodies are not school uniforms and if worn will be confiscated until the end of term.
- Jewellery should be two clear diamante, gold or silver stud ear piercings. A wrist watch (not smart device) may be worn - all other jewellery is prohibited
- Nose/ belly button piercings are not allowed, including clear retainer studs
- Nail varnish & nail extensions are not permitted
- Make up, including eyelash extensions and tooth gems are not permitted
- If worn the School blazer is to be worn with the appropriate jumper underneath not instead of the jumper
- Coats must be plain school coats
- Hair colour is only permitted if it is a 'natural' shade (Black/Brown/Blonde/Ginger).

- Hair – ombre is allowed/ balayage a maximum of two natural colours can be worn
- Brightly coloured hair is forbidden
- Shoulder length/long hair should be tied back for practical lessons
- Hair accessories should be red, black or white.
- Headscarves worn for religious reasons should be black (or white in the summer only)
- Henna must only be worn for major festivals if permission has been given in advance at least two weeks prior to the festival.
- Bandanas, silk bonnets or silk headscarves are not permitted to be worn a headbands
- Lanyards and student ID must be worn at all times around the neck and visible.

7.4 Uniform detentions

Students who breach Uniform rules are subject to the behaviour policy. This can include centralised detentions and suspensions in extreme cases.

If a student comes into school in the incorrect uniform the school reserves the right to loan the correct uniform for the day or if they are in KS4 send the student home to change.

Should a student lose their lanyard and student ID card then a charge of £5 will be levied as well as any other sanction deemed necessary by the tutor/HOY. Loss of a lanyard **or** photocard will be charged at £3.

7.5 Conduct around school

Moving between lessons

- You should move quickly and quietly to your destination.
- You must keep left in corridors / on staircases and follow one way systems as required.
- Classrooms are not to be used as shortcuts; this includes the Main Hall when a lesson is in session.
- There should be no eating and drinking on route.
- You should not return to lockers between lessons.
- Courtesy is encouraged at all times, for example – holding doors open.
- Do not shout in the corridors*.*

Breaktime

You should be in the dining hall, main hall or playground. You may eat in the main hall, dining halls or covered outside eating area. You must not hang around staircases, corridors, stairwells or lobbies, or be in classrooms unsupervised.

Lunchtime

Bags and coats are not permitted in the canteen area and must be stored in lockers before entering. You may be in the dining halls, the playground or in your allocated supervised classrooms (Oct-Mar only). Queuing must be in an orderly fashion. After using dining tables you must clear up your table, including any spills.

Food may be eaten in the Dining Hall only. You must not eat on staircases, corridors, stairwells or lobbies.

Students found to be jumping the queue or barging will be sent to the back or the queue and may be banned from the canteen. The school will make alternative arrangements for students who have access to Free School Meals.

Students who defy staff instruction or break school expectations outside the classroom will incur an appropriate sanction.

The removal of breaks/ lunchtimes as a preventative measure may be used for students who persistently do not meet expectations during this time

Dining Hall
You can exit from dining halls through the Hall, via the West Wing corridor or out the far side and round to the PE corridor. No-one may go via the front drive.

Classrooms
At lunchtime October-March, and in inclement weather, you may use spaces as allocated. These spaces are allocated for a year group, and will be staffed. Students are not permitted to use designated spaces without adult supervision.

During lunchtime you are allowed to work quietly or sit and talk in the spaces/s allocated for your year group. No equipment, electrical or otherwise can be used without an adult giving permission.

These spaces are provided on the understanding that no mess or litter is left in the space at the end of lunchtime. If this is not the case, or if other misbehaviour has occurred, the **whole year group** will be locked out of their space for a specified period of a few days. If your year group has been banned from your allocated space/s because of litter / bad behaviour, you should all be in the dining hall or playground.

The Field

The field may be used at lunchtime in the summer term only.

7.6 Travelling to and from School

- It is important that you remember that you are representing the School in the local community. You must wear the correct uniform.
- You are expected to behave in a civilised and considerate manner as you walk along pavements, queue for buses and get on/off public transport.
- You must not use the front reception door of the School, unless you are late to school.
- You must use the fenced off pathway beside the drive and not cut across the grass areas.
- The pedestrian crossing must be used and parents/carers must not drive into school grounds or park on the yellow lines outside the School.
- The railway footbridge must not be used; you must use the Manor Farm Bridge instead.
- You must not talk to, or accept lifts from strangers. Any suspicious or unpleasant incidents must be reported to the police.
- You must ensure they can get home safely in all circumstances e.g. if staying late or if we have extremely bad weather conditions

7.7 Enterprise

If students wish to sell anything onsite then permission must be sought from the headteacher and the designation of the money raised is to be declared. The school reserves the right to deny any such requests.

7.8 Students' responsibility for health and safety at School

You are expected:

- To exercise personal responsibility for the safety of yourselves and other students
- To observe standards of dress consistent with safety and hygiene. Do not wear unsuitable footwear and do not bring anything dangerous on to the School site; you will be required to keep special safety rules in practical lessons
- To wear any headscarf worn for religious reasons securely tied when participating in physical activities.
- To observe all the safety rules of the School and, in particular, instructions of the teaching staff given in an emergency
- Not to wilfully misuse, neglect or interfere with things provided for your safety
- You must not touch electrical equipment unsupervised or without specific authorisation
- Behaving in an unsafe way of specifically causing harm to others in any way impacts on our health and safety expectations and is likely to result in significant sanctions. Where appropriate the police may be contacted.

8 Guidelines for staff regarding managing behaviour

8.1 Recognition of good work and behaviour

Verbal praise and Acknowledgement

It is proven that rewards are more effective than punishments in managing behaviour. Instant feedback in the form of a smile, 'thank you', and 'well done' provide the most effective form of reward and are therefore integral to the teaching approach employed in and out of the classroom. Immediate recognition of this type is most often the outcome of good work or behaviour in the classroom or contributions to the school community.

- Use of praise and encouragement — verbal and non-verbal; written comments on work
- Display of students' work in the classroom or around the School building
- Use Achievements on Arbor – awarded at teacher's discretion in line with departmental policy
- Celebrating achievement at assembly
- Letter to parent/carer congratulating student
- Departmental certificates
- Inclusion in newsletter
- Presentation of certificates and highlighting of achievement at assemblies at the end of each term and certificate afternoons annually
- Reward trips
- Departmental postcards sent home
- Star of the Week Certificate
- Good news emails

NB: Public recognition of achievement by individual students should only take place with the student's consent. On occasion, rewards need sensitive handling.

Achievements points

Achievement points will be awarded via the School's management information system (Arbor) by:

- Teaching staff in recognition of excellence within subject area(s)
- Teaching and non teaching staff in recognition of positive behaviours outside of the classroom.
- Form tutors in recognition of positive contributions to their tutor group
- School Leaders of extra-curricular and enrichment activities in recognition of their involvement in school led extra curricular activities on a termly basis.

Achievements are available to be seen on Arbor parent portal, the parents' portal, so parents are kept informed

Achievement will be rewarded as follows:

Number of Ach. Points	**Actions to reward**	**Action by**
20	Letter home	Form Tutor
30	Postcard home	Form Tutor
50	Bronze certificate presented in year assembly	Head of Year
70	Silver certificate presented in year assembly	Head of Year
100	Gold certificate presented in School assembly	Head of Year to relevant SLT
250	Platinum certificate presented in School assembly	Head of Year to relevant SLT

- N.B. All actions to occur by the end of each half term of the student achieving each milestone

Student of the Term

One per form is to be nominated by the Form Tutor. At the final assembly of each term, the Form Tutor explains why that student has been nominated and the student is presented with a certificate and small gift. One student is nominated by the Head of Year for student of term and will receive a £10 voucher.

Responding to behaviour

PREVENTATIVE ACTION

8.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the 4E's and Norbury high 5 behaviour expectations
- Develop a positive professional relationship with pupils
- Role model the positive behaviours they expect from students

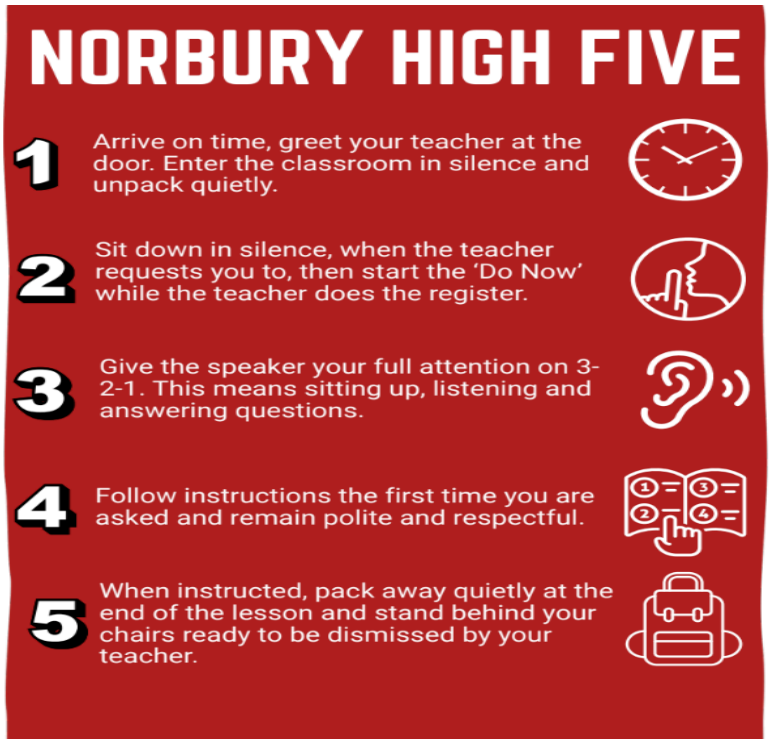
8.3 Consistent classroom routines

Consistent systems and routines help to support positive relationships between staff and students and are vital to ensure there is a calm and orderly environment throughout the school so that all students can focus on learning in all lessons.

At all times, in our implementation of these systems/ routines, we must ensure that reasonable adjustment is provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.

It is the responsibility of every teacher at Norbury to consistently meet the following expectations for lessons that take place on the school site:

Norbury High 5: Student behaviour expectations for the start, during and end of all lessons



Staff will

- Greet students at the door and address any issues (such as uniform or unsettled behaviour before they enter)
- Have a 'Do now' task on the board as students enter
- Take the register in silence in the first 5 minutes
- Set clear & consistent boundaries
- Establish consistent classroom routines
- Highlight & promote good behaviour
- Use positive reinforcement

Above all, both positive professional relationships, lively, interesting, relevant and accessible teaching will engage the class and minimise disruption.

8.4 Sanctions

Sanctions should be the least necessary to bring about the required change in behaviour. No teacher or student is expected to tolerate disruptive, rude or unacceptable behaviour. Classroom behaviour is initially the responsibility of the classroom teacher.

Lines of referral if required are in order (please refer to your teacher planner for further guidance):

Class Teacher → Head of Department → Head of Faculty → SLT (walkabout)

Form Tutor→ Head of Year → ELT/SLT attached to Year group

All behaviour should be reported on Arbor

However, if a really serious incident occurs e.g. a fight, threatening or racist behaviour or blatant defiance, **phone reception on 201/372 who will alert walkabout. Form Tutors will be alerted via Arbor.**

Concerns about homework, lack of books and or equipment should be recorded on Arbor and dealt with by the classroom teacher supported by the Head of Department if necessary, using the sanctions listed below.

Sanctions available to every teacher include:

- Corrective conversation by teacher
- 1-1 conversations during or at the end of lesson/break/lunchtime
- compulsory seating plans
- sending out of room briefly
- send to safe timetable* with work for student to complete
- Centralised detention
- Support within the department (departmental reports etc)

*Safe timetable- a different classroom for the student to work in that is not their allocated class and teacher. This occurs for the lesson that the student needs to be removed. When this occurs the classroom teacher that removed the child should call home to inform the parents/ carers. The student is expected to have a reflective conversation, prior to returning to the lesson. If this discussion does not occur to a satisfactory level the student will remain on safe timetable until it does.

8.5 Classroom management - Striving for Excellence

The system for managing escalating classroom behaviour is:
Each class room will have a striving for excellence chart on the teacher desk. All students start every lesson in the excellence zone which means they are ready to learn, meet high expectations and engage in their learning.

Striving for Excellence chart

Excellence Zone - All students start in this zone every lesson ***Achievement points should be given for excellence in lessons***	**First Opportunity** Student initials written in the first box ***Expectations reinforced by teacher***	**Second Opportunity** Student initials moved to second box ***Student given clear instructions for improvement by teacher***	**Safe timetable** Students' initials moved to the bronze zone. **Placed on safe timetable within faculty**

Examples of behaviour which would warrant students receiving a warning are:

- deliberate interruption of the teacher
- continuing to talk after being told not to
- eating or drinking in class (other than water)
- grooming themselves or others
- failing to observe departmental or safety rules
- inappropriate behaviour
- inappropriate language
- unpleasant remarks to/about another student
- unacceptable attitude to teacher/adult

This list is not exhaustive, but indicates the general standards to be applied.

	Teacher Card	**Reporting**	**Acted on by**	**Action to be taken**
First Opportunity	Initials (FO zone) on card	None – warning only	Subject teacher	Teacher to discuss with student at time of teacher's choosing, reinforce expectations & contact parents/carers if necessary
Second Opportunity	Initials (SO zone) on card	Record behaviour on Arbor	Subject teacher	Teacher to discuss with student at time of teacher's choosing, again reinforcing expectations and contact parents/carers *(centralised detention maybe issued if appropriate)*
Safe timetable	Initials (ST zone) on card	Liaise with teacher on safe timetable	Subject teacher sends student to safe timetable (within faculty).	40 minute centralised detention to follow & parents/carers notified about sanction
Academic detentions for persistent issues	N/A	Record behaviour on Arbor	Subject teachers refers to HOD or HOF	1 hour academic detention for persistent behavioural issues, parents/carers notified of detention.

Homework not done, (without good reason)	N/A	Record behaviour on Arbor	Subject Teacher Referral to departmental homework club	Teacher to discuss non completion with student and support as required. Parents/carers notified and students referred to attend homework club.
Misbehaviour outside of lessons	N/A	Record behaviour on Arbor	Member of staff that has witnessed this	HOY to monitor and act depending upon previous history
Incorrect uniform No books / equipment	N/A	Record behaviour on Arbor	Form Tutor in first instance. Member of staff that has witnessed this	3 instances in a half term - Form tutor to make contact home
Three or more times late to lessons in a week (not School)	N/A	Record behaviour on Arbor	Pastoral team	SLT detention (1 hour and 30 minutes)

Our striving for excellence system allows students to recognise their behaviour, reflect and improve upon it.

8.6 Monitoring behaviour

Form Tutors / Head of Department / Head of Year to monitor behaviour reports in their form / department / year, deal with students and contact parents/carers as appropriate

Specific trigger points for action are:

Number of Behaviour Points in Academic Year	**Action**
10	Form Tutor phone/send letter home
20	On report to Form Tutor
30	Form Tutor refer to Head of Year for Head of Year report
40	Extended Leadership Team (ELT) Report & Parental meeting with HOY/ELT
50	Students to receive Governors letter & Headteachers panel
60	Head of Year refer to SLT and further strategies/sanctions/support from HT panel agreed
70	On academic support plan to SLT
80	Referral to Governors
90- 100	Governors panel (next steps discussion)

8.7 On-report procedure

Sometimes it is desirable to place a student on a special report. These are:

- **Weekly report (green)** initiated by Form Tutor, completed by teachers and shown to tutor and parents/carers daily + year leader weekly
- **Head of Year report (yellow)** – taken to named person (Head of Year) daily

- **ELT report (orange)** – taken to named person (ELT) daily
- **SLT report (pink)** – taken to named person (SLT) daily
- **Academic Support Plan (white)-** taken to named person (SLT) daily
- Other motivational reports e.g. (positivity report) are used occasionally to support students

No student should be taken off report until a good week has been achieved. Failure to get a report completed, or persistent poor reports should be referred up for further action.

8.8 Role of Head of Department (HOD)/ Head of Faculty (HOF)

Teachers should refer students to their HOD/HOF when following the striving for excellence system. HOD/HOF should ensure that there is a safe timetable available for staff within their department. This might involve working within the wider faculty to ensure appropriate classes are used.

HOD/HOF should monitor issues regarding equipment and books across their departments and carry out checks that students are keeping books to the required presentation standard.

If a student's behaviour becomes unmanageable by the strategies used by the classroom teacher, or persistent in spite of action taken, then the first line of referral will normally be to the Head of Department (HOD). Strategies the HOD may use include:

- Discussion with student resulting in verbal/written apology
- Student's work to be regularly checked by HOD
- Student put on Department Report, checked by HOD
- HOD to speak to/detain group
- Telephone home and letter sent to parent/carer from Head of Department – inform Tutor and year leader. The student works out of their own class for a period of time (safe timetable).
- Put student in academic detention – these are run and supervised by HOF's staff on rotation
- Meeting arranged with parents to discuss issues and put support plan in place

8.9 Role of Head of Year (HOY)

HOY will monitor behaviour logs on a daily basis. They will add students to the report system to ensure more detailed monitoring where appropriate and by following the monitoring chart above.

HOYs will carry out investigations for serious behaviour issues and deal with behaviour issues in a non-classroom environment.

Wherever there are serious concerns about a student's behaviour, or a serious incident has taken place, the pastoral team should be contacted/ kept informed. In liaison with the HOD, the appropriate member of the pastoral team may:

- see the student to discuss the behaviour,
- contact parents/carers by phone, letter or invite in for interview
- place student on daily or weekly report to year leader
- place students in centralised, academic or SLT detention as appropriate.
- communicate with parents /carers when a shift in behaviour is noticed
- communicate with parents carers when incidents are occurring in quick succession
- inform parents/ carers about possible outcomes if behaviours continue/ do not settle including the possibility of being brought before a headteachers/governors panel/ seeking an alternative provision or managed move
- Refer the student to SLT for further action.

8.10 Role of Senior Leadership Team (SLT)

SLT members will monitor the behaviour through the line management system and pastoral meetings. SLT will monitor their year group behaviour via behaviour logs on a fortnightly basis. SLT will support HOYs in following the system and will deal with referrals from HOYs when required.

A member of SLT will always be involved where there are serious or persistent behaviour concerns.

Action may include any of the sanctions listed above and the following

- Placing student on report to a member of SLT,
- Requiring parents/carers to attend for a meeting to discuss concerns
- Referral to outside agencies,
- Arranging respite provision off site etc.
- Liaise with governors as necessary with regard to students who are making their way to the top of the behaviour policy

Suspensions can only be authorised by the Headteacher or the Deputy Headteacher on site at the time if the Headteacher is off site. Students may be suspended for one or more days depending on the seriousness of the offence, or excluded permanently. For further information on Suspensions & Exclusions please refer to the Suspensions & Exclusions Handbook.

8.11 Role of Parents/ Carers

It is our expectation that by accepting a school place at NHSG, parents and carers will support their daughter & the school in keeping the school happy and safe including supporting us in any sanction required to allow students to reflect and improve on any unwanted behaviours.

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the class teacher or Form Tutor
- Behave appropriately when dealing with conflict
- Ensure you keep abreast of how your child is doing at school
- Communicate with the school with regard to anything that might affect your child's behaviour in school
- Ensure we have up-to-date contact details for home and emergency contacts
- Communicate courteously when attending school events and meetings and understand that any recording of school events and meetings is prohibited unless prior agreement has been granted.
- Help the school in upholding behaviour expectations of students and where necessary supporting us in upholding any sanction required.
- It is expected that parents/ carers support the school by ensuring your child does not behave in an adverse manner towards children and staff inside or outside of school

8.12 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

8.13 Serious Incidents

- If there is a serious incident, the classroom teacher should seek help and support immediately. It is vital that any serious disciplinary incident is recorded fully and a copy passed to both HOD and the pastoral team
- It is impossible to pursue more serious disciplinary sanctions, such as suspensions, without adequate written evidence. Any such report must be signed and dated, including the year.
- Immediate help can be summoned by calling walkabout/ on call via reception, or if this is not an option, by phoning any appropriate member of the pastoral team.
    - feedback regarding the reasons and situation that led up to urgent support being called for should be written up and passed onto the HOF and SLT in charge of behaviour within a week of the incident so that action can be taken to reduce the need for such a situation in the future

8.14 Allegations against staff

Any allegation against a member of staff should be referred to a member of SLT immediately, unless it is a Child Protection issue. (see Safeguarding Policy for guidance.) A thorough investigation will take place, including the member of staff being asked for his/her version of events.

Where a malicious allegation has been made, appropriate sanctions will follow, taking into account the age, level of understanding and any SEND of the child, and also the nature and context of the allegation. Such sanctions may include fixed term suspensions or permanent exclusion.

8.15 Sanctions

Detentions

These are a non-negotiable part of the behaviour policy

During the school day

- Detentions can be issued by any member of staff and can be held during break-time and lunchtime, before or after school as decided by the member of staff running the detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet. 10 minutes at break time and 20 minutes at lunchtime.

- Detentions during the school day will primarily be for poor punctuality and minor instances of misbehaviour.
- All other infringements will be managed via the centralised detention protocols
- Any detention must be held in a classroom, and continuously supervised by the teacher who gives the detention, unless other arrangements have been agreed for supervision.
- No one may be put in detention in the staff corridor or any unsupervised place.
- All students should be in full school uniform and not wearing coats or scarves.
- Phones are banned in detentions just as they are for lessons.

Centralised detention protocols:

After the school day

- Centralised and Academic detentions will be held on the same day as they are issued. Parents will be notified of the detention by the end of the school day via email.
- Detentions for no more than 1 hour may be held at the end of a school day without 24 hours notice.
- All students will be dismissed 1 hour after the end of the school day unless 24 hours notice has been given of a longer detention.
- This will be communicated with parents via the Arbor app, the student planner or through a phone call/email home.
- Students will be notified of their detentions by the teacher issuing the detention. They will also receive notification of the sanction in their afternoon registration and be escorted to their detention by their form tutor.

Centralised detention (40 minutes 3:25 pm - 4:05pm)

- Centralised detention is supervised on a rota basis, and takes place in a specified room on Mondays through to Fridays from 3:25 pm - 4:05pm (40 minutes)
- This is for any behaviour ranking 2 on the behaviour sanctions lists.
- Any behaviour logged during the school day will result in a detention being served on the same day.
- Parents/carers will be notified of the detention and reason it was issued by the issuing teacher.
- Parents/carers will receive an email confirming that their child is being kept for detention and the updated dismissal time from school.
- Staff that place students in centralised detention must attend at some point to have a restorative conversation.
- Notification of a detention is for information purposes and not a time for Parents/ Carers to raise queries.
- Failure to attend centralised detention may result in a referral to academic detention

Academic detention (1 hour 3:25 pm -4:25 pm)

- Head of faculty detentions will be hosted daily and staffed by Heads of faculty on a rotating basis Students may be placed in HOF detention for the following
    - Serious misbehaviour with a faculty
    - persistent/on-going issues of misconduct/misbehaviour in lessons (within a faculty)
- Failure to attend the HOF detention may result in a referral to SLT detention
- Staff who place students in HOF detention must attend at some point to have a restorative conversation.
- Parents will be notified via email of the detention.

SLT detention (1 hour & 30 minutes every Monday)

- Will be held on a Monday for 1 hour and 30 minutes.
- Students may be placed in SLT detention for the following
    - have missed an academic detention
    - have demonstrated a significant behaviour
    - Persistent lateness to lessons (without good reason)
    - Failure to attend SLT detention will result in be referred to the Behaviour Support Room

Students on 90 or more behaviour points or 10 or more days of suspension will automatically be referred to Governor's Panel (the school reserves the right to make exceptions to this)

Online Learning Sanctions

Use of the online learning platform is treated as the same as being on the school site. The above rules relating to bullying apply in the online environment as they would on school site.

The following is the process for sanctions during live lessons

1) Students will receive a warning for minor incidents from the teacher.
2) Continued incidents or more serious behaviour will result in the student being removed from the lesson
3) If the behaviour is viewed as serious then the teacher can block the student from subsequent lessons.
4) If a student is removed from a lesson or blocked from future lessons then parents/carers will be contacted.
5) Staff will log the behaviour using the online system
6) HOYs will decide on possible further sanctions depending on the frequency/seriousness of the behaviour once the student is back on school site.

Vandalism/Criminal Damage

Should a student engage in vandalism/criminal damage including graffiti then any costs incurred will be passed on to the student/parent. This includes the hourly rate of staff needed to repair/remove the damage. This is in addition to any other sanction.

Sixth form policy

The Sixth Form operates a slightly different rewards and sanctions policy. All students sign a Code of Conduct (see appendix) on entry into the sixth form which stipulates the rules and regulations which all students will abide by. Achievement and behaviour are recorded on Arbor as for years 7-11.

Searching students and confiscation

The following is based on the current law and on DFE guidance issued 2022.

Uniform searches must be carried out with a witness and by a person who is the same sex as the person being searched. Where possible, the witness should also be the same sex as the student being searched. Where a student's possessions are being searched, this should be done in the presence of the student, unless the need is urgent and serious harm may result from delay. The person conducting any search can require a student to remove coats, scarves, gloves or footwear, or a jumper if worn over a blouse /shirt, but no other clothing. Bag searches can be carried out by persons of any gender.

SLT/ ELT/ Heads of Year can search a student for any item if the student agrees. If the staff member suspects that the student has a banned item, they can instruct the student to turn out their pockets and can look in their bag and locker. If the student refuses, this should be treated as defiance and sanctions according to the school behaviour policy will be applied. This is likely to be an SLT detention or suspension depending on the full circumstances. In instances where there is reasonable cause to suspect items being looked for might cause harm, if the student refuses to be searched Parents/ Carers will need to come and pick up their child, this will be an unauthorised absence.

School staff can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon.

The Headteacher, SLT and Heads of Year can search students or their possessions without consent, where they have reasonable grounds for suspecting that the student may have any of the following:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images.
- mobile phones
- banned items
- Also any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, or damage to the property of, any person (including the student).
- Items identified in Appendix 5- Prohibited items

SLT, or other school staff instructed by them and in their presence, can use such force as is reasonable given the circumstances when conducting a search for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items banned under the school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such an item can be confiscated, retained or disposed of by the School as a disciplinary penalty where reasonable to do so. Where any item is thought to be a weapon, or if controlled drugs are found, this must be passed to the police.

Parents will be notified any time their child is involved in a search at school.

Online Behaviour

Students must adhere to and should refer to the schools **ICT & Internet Acceptable Use** policy which is signed during their enrolment process each year.

Sustainable behaviour
You are expected to have a sustainable approach to school life. This includes reducing energy and waste by recycling and reusing resources wherever possible, turning off electrical and water supplies when not in use and avoiding littering and vandalism within School grounds and the wider community. By doing this, you will make Norbury High School a greener, cleaner, happier and healthier place to be.

Special Measures
Students, staff and parents/carers should be aware that due to unforeseen circumstances additional behaviour measures may be required. These will be added to the behaviour policy in the form of Appendices which will outline the circumstance of the additional measures, sanctions and their place in relation to the above.

9. Monitoring and evaluating the policy

This policy will be monitored and evaluated by:

1. Displaying the Behaviour Contract in form rooms and including it within the planner.
2. Review and discussion within the PSHE programme.
3. Including Contract points in the Bulletin as behaviour targets.
4. Effectiveness of policy to be reviewed — on the agenda at pastoral, department, year leaders and SLT meetings regularly.
5. Parents, students and Governors to be asked to review the effectiveness of the policy.
6. SLT to maintain overview of implementation of the policy.
7. Should special measures be required these will be added as an appendix to the main policy and presented to the Governors.

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation

Updated 2026

Appendix One: STRIVING FOR EXCELLENCE BEHAVIOUR CONTRACT 4E's

Name _____Form _____

Show respect to staff students and around the school (Empathy)

1. I will respect all members of the School community and will use good manners towards everyone.
2. I will respect those who are different from myself and will not behave in a racist or prejudiced manner.
3. I will accept the authority of teachers, other School staff and prefects.
4. I will not be involved in any form of physical violence or bullying.
5. I will not use verbal abuse or intimidate others.
6. I will respect other people's property and will not steal.

Be safe and consider the needs of others (Equality)

7. I will observe all the safety rules of the School, and in particular, instructions of the staff given in an emergency.
8. I will take care of the School building, its contents, equipment and grounds, and will have a sustainable approach to School life, recycling and reusing items where possible, and turning off water and electricity supplies when not in use. I will not litter or vandalise in or around School. This will make School greener and cleaner for all.
9. I will not bring into school items forbidden on the grounds of safety and security. These include illegal substances, vapes, cigarettes, matches or lighters, glass bottles or containers, aerosol containers, solvents, and chewing gum. I understand that banned items may be searched for, will be confiscated and I may be punished. If I bring a mobile phone, personal music player, computer tablet, camera or other electronic device into School, I will ensure it is given to my form tutor to place in the form lock box for the whole of the School day and will not use it on School premises.
10. I will stay on the School premises during the whole School day, which includes lunchtime, unless I have written permission to leave.

Be ready to learn (Empowerment)

11. I will attend School as required and be in School on time.
12. I will wear the full School uniform, as detailed on the uniform list, and only the jewellery allowed by School rules.
13. I will carry and use my planner at all times and make sure it is signed by my parent/carer each week.
14. I will do my homework as set.
15. I will make sure I have all the necessary books and equipment for each lesson, including PE kit.

I agree that I have read and understood this Striving for Excellence Behaviour Contract. I understand that this contract applies to my behaviour at school, travelling to and from school, and on school journeys and visits. I will keep the school rules listed above. I understand that, if I break any of these rules, I must accept the consequences of my actions. These include detention for up to 40 minutes at the end of the school day without notice, or longer with notification. Punishment may include the BSR or suspension from school. By attending NHSG I agree to this contract.

SIGNED:

Student_____Parent/Carer_____

Date_____



Appendix Two: Striving for Excellence Home/School AGREEMENT

The School will:

- Aim to provide a broad, balanced and appropriately differentiated curriculum
- Stand against any incidence of racism, discrimination or bullying
- Help students to learn, develop and succeed in all aspects of School life
- Provide a disciplined and supportive environment to enable learning to take place
- Contact parents/carers if there are any serious concerns regarding a student's School work or behaviour
- Provide parents/carers and students with regular information on progress made via reports and parents evenings
- Encourage students to take part in extracurricular activities provided

The parents/carers will:

- See that their daughters attend School regularly and do not take holidays in term time
- Contact the School on the first day of absence and send a note on the day their daughter returns to School.
- Ensure their daughter is on time for School
- Ensure that the correct School uniform as outlined on the uniform list is worn
- Assist their daughters in following the School's Behaviour Contract
- Make the School aware of any concerns or problems that might affect their daughter's work or progress
- Attend Parents' Evenings and discussions about their daughter's progress
- Support the School's policies and sanctions including after School detentions and mobile phone policy.
- Check, sign and use the planner as an important communication link
- Make sure there is a quiet place and provide materials (pens/pencils, etc.) for the student to do any homework set
- Communicate courteously when attending school events and meetings and understand that any recording of school events and meetings is prohibited unless prior agreement has been sought

The student will:

- Follow the rules outlined and agreed to in the School's Behaviour Contract as stated overleaf
- Attend School as required and be on time
- Wear the correct uniform as outlined on the uniform list
- Monitor homework set on her google classroom, and complete and submit it on time

I understand that this Striving for Excellence home/school agreement is for the duration of my daughter's time at the School and that failure to accept the School's sanctions may result in forfeiting a place at the School.

Signed _____Parent/carer Date _____



Appendix Three: Sixth Form Student Striving for Excellence Code of Conduct

The sixth form staff wish all students to complete their programmes of study successfully and believe that all students will act appropriately to achieve this end. All students are required to observe and adhere to the code of conduct shown below. **Failure to do so could lead to disciplinary action through the Arbor system**.

You are expected to:

Be ready to learn (Empowerment) - Take responsibility for your learning and approach your studies to gain maximum benefit and achievement by:

- Completing all class and homework set by teaching staff, submitting work to deadlines, and by catching up on any work through absence
- Arriving for registration on time, which begins promptly at 8.20am (8.50 Tues/Thurs)
- Attending classes promptly and regularly
- Informing your tutor of any absence and by providing evidence of illness etc as required
- Informing your tutor and subject teachers if you experience any difficulties, or if there are reasons why you may not be able to complete work, and, if necessary, seeking help from them
- Completing classwork and homework satisfactorily
- Accepting that you could be asked to leave the sixth form at any time if your attendance falls below 90%
- Accepting that entry at A2 level is conditional of having achieved at least a D at AS level
- Accepting that entry at A2 level is conditional of having an attendance record of at least 90%

Show respect to staff students and around the school (Empathy) by:

- Conducting yourself in accordance with our Equality, Race Equality and Cultural Diversity Policy
- Not physically or verbally abusing anyone in the sixth form or School
- Not hindering the work of any other member of the sixth form or School
- Not bringing or encouraging strangers onsite
- Switching your mobile phone off except when within the confines of the sixth form common room

Be safe and consider the needs of others (Equality) by:

- Following safety rules and fire drill procedures
- Not bringing or using alcohol or illegal substances on site, or coming on site under the influence of alcohol or illegal substances
- Not bringing anything on site which could be used as an offensive weapon
- Not smoking anywhere on site
- If in year 12 the student will remain onsite during the whole timetabled day, only coming off site at lunch if desired; in year 13 the student can only remain off site if a home-study agreement has been signed
- Return consent forms for trips with parental/carer signatures and emergency contact numbers before the day of the trip and behave appropriately on all educational visits and on public transport to and from Norbury High School, and always use the zebra crossing outside of School

Respect the building and premises by:

- Treating all School property with respect by not defacing or vandalising any of the buildings or decoration
- Dressing appropriately for School, recognising that jackets, coats, hats and gloves are not to be worn indoors and never in lessons; bare midriffs and T-shirts with straps or inappropriate logos are unacceptable for a professional working environment
- Wearing a dress code of black and white for formal occasions

The following acts will lead to immediate exclusion and possible permanent exclusions:

- Bringing or inviting strangers on-site
- Illegal acts including violence, vandalism, use of illegal substances, possession of offensive weapons; harassment of any kind.

Student's name:_____ Signature:_____ Form:_____

Signature of parent/carer:_____ Date of contract:_____



Appendix 4 Uniform List 2026-27

<table>
<tr><th colspan="4">NHSG Uniform List</th></tr>
<tr><td>1.</td><td>Skirt
Black pleated style at or just below knee length (not skin-tight)</td><td>OR</td><td>Trousers
Black formal, classic full length
(not skin-tight)</td></tr>
<tr><td>2.</td><td colspan="3">Blouse
Plain, white, revere-neck style. short or long sleeved
(A plain white short or long sleeved t-shirt may be worn under blouse)</td></tr>
<tr><td>3.</td><td>Jumper (Years 7/8/9)
(new) Red V-neck with NHSG logo
(not sweatshirt)</td><td>OR</td><td>Cardigan (Years 7/8/9)
(new) Red V-neck with NHSG logo</td></tr>
<tr><td>4.</td><td>Jumper (Years 10/11)
Black V-neck with NHSG logo
(not sweatshirt)</td><td>OR</td><td>Cardigan (Years 10/11)
Black V-neck with NHSG logo</td></tr>
<tr><td>5.</td><td colspan="3">Outdoor Coat
Plain school coat. No decoration except reflective strips for road safety. No suede, leather, fur, denim or sweatshirt/hoodie or knitted (non school uniform) cardigan’s permitted
Blazers are non compulsory - if worn must be worn with a jumper/cardigan Years 7 to 11</td></tr>
<tr><td>6.</td><td>Socks
Plain white or black, ankle or knee length.
Only black socks may be worn with tights.
(sports socks not permitted)</td><td>OR</td><td>Tights
Plain neutral colour or plain
black NOT leggings or footless tights.</td></tr>
<tr><td>7.</td><td>Shoes
Plain(flat-heeled and polishable) black and sensible style. NOT high heels, platform soles, stilettos, backless or open-toed, trainers. Heels to be no higher than 4cms measured at the back of the shoe. No converse, Uggs or similar.</td><td>OR</td><td>Boots
Must be smart, polishable and flat-heeled and may be worn under trousers ONLY.
No converse, Uggs or similar.</td></tr>
<tr><td>8.</td><td colspan="3">Lanyards and ID badges
Must be worn at all times
Issued by the school in the first instance, (replacements will be chargeable)</td></tr>
<tr><th colspan="4">P.E Uniform</th></tr>
<tr><td>1</td><td>Official School black t-shirt with NHSG logo</td><td>2.</td><td>Official school tracksuit top with NHSG logo</td></tr>
<tr><td>3.</td><td colspan="3">Official School tracksuit trousers with NHSG logo or Plain black tracksuit bottoms
Official School shorts with NHSG logo or Plain black shorts (not cycling shorts)</td></tr>
<tr><td>4.</td><td>Any colour lace-up trainers that are appropriate for sport. No Plimsolls, vans, converse or air forces</td><td>5.</td><td>Socks black or white</td></tr>
<tr><td colspan="4">PLEASE NOTE THAT THE SCHOOL ACCEPTS NO RESPONSIBILITY FOR MONEY OR PERSONAL PROPERTY</td></tr>
</table>

Appendix 5 – Prohibited items

Statutory Items

- weapons, eg knives- this includes any grooming products with a blade or with a sharp point
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes,
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be or could be used to cause injury or commit an offence

School Prohibited Items

- Chewing gum
- Fizzy drinks including high energy drinks
- Non-uniform clothing if worn on school site eg Hoodies, cardigans
- Glass bottles including perfume bottles
- Items with a flame- eg Lighters/matches
- Grooming products in particular anything with a sharp point or blade eg nail scissors, eyebrow razors These items will be treated in the same light as bringing any other dangerous item on site
- All jewellery except for a watch and one pair of plain gold or silver stud earrings worn in the earlobes
- Aerosol cans including deodorants
- Correction fluid, permanent marker pens or other solvents
- Electronic items except under the mobile phone policy rules
- E-cigarettes, vapes, shisha pens or liquids for these
- Any items which are inappropriate for the age of the child or the school environment
- Any article which could cause harm and is not required as part of school equipment.

Appendix 6 - Zero-tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Discussing the behaviour with the student and ensuring they understand why the behaviour is unacceptable
- Detention
- Suspension

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
    - The Head of Year (HOY) is informed and a record starts on Arbor.
    - The HOY will get statements from the students involved and any other students identified, as students are identified the HOY may require more statements.
    - At this point the HOY may decide to undertake a Restorative Justice Approach*- this will be based on the severity and is a judgement made by the HOY.
    - Parents of all students concerned will be contacted regarding the incident and their support requested.
    - The HOY may then decide to impose sanctions for the incident concerned. If particularly severe this maybe escalated to SLT
    - Support will be put in place for all students to avoid this behaviour reoccurring
    - Should the sexual harassment or violence continue then further disciplinary measures will be taken which can include permeant exclusion.

- Restorative Justice Approach - a process through which parties with a stake in a specific incident collectively discuss the impact and how to deal with the aftermath of the incident and its implications for the future

- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help

- Refer to children's social care
- Report to the police school's team

Please refer to our child protection and safeguarding policy for more information.

Cyberbullying

We remind parents/carers that students are not permitted to use mobile phones on site, as such any activity carried out online beyond school is the responsibility of the parents/ carers to monitor and intervene as appropriate. Please refer to the e-safety section of our website for more information and guidance to support you with this. Where online behaviour impacts on the wellbeing or our students or staff or where the school is brought into disrepute the school reserves the right to engage and sanction as necessary/ refer to the necessary authorities. Where appropriate, parents/carers, Internet Service Providers and the Police will be involved. Internet access in School will be suspended.

Monitoring and evaluation

It is the responsibility of the Senior Leadership Team to ensure that this policy is being followed. Bullying will be an agenda item on Year Team meetings and within pastoral line management meetings to enable evaluation. The number of bullying incidents on Arbor will be monitored regularly to target any intervention both at an individual student and group level.