



Behaviour Policy

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Realising potential, nurturing leaders of the future

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.

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 pupils 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

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Philosophy

We believe students are moulding themselves into the adults they will be. Here at Norbury High School for Girls we understand children will make mistakes and are keen for students to develop the skills necessary to ensure they become empathetic, empowered individuals who strive for excellence. We will support students by treating them equally through equity. We expect our school environment to be built on a foundation of mutual respect and understanding with a view to supporting each other. We expect kindness and compassion from and for our students. We aim to give them a safe environment that allows them to explore and grow as they become young adults.

When a student makes a mistake, we want them to reflect and correct their behaviour. We will support them to do this by helping them identify the issue, giving them the opportunity to rethink the behaviour and its impact and improve. We will take opportunities to provide learning moments

whenever they present themselves. We expect growth and maturity from all students, particularly after an incident and especially as they get older.

Students who do not subscribe to making improvements will face stronger sanctions. Students must be open to hearing the information given to them with a view to acknowledging mistakes and moving forwards. Where appropriate we will also strive to support our young people by giving them opportunities to demonstrate that they have learned with a view that improvements can always be made.

This school is opposed to all forms of bullying and harassment and takes all such incidents extremely seriously. This includes discrimination against anyone on grounds of their gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy/maternity or social background.

It is very important to work in partnership with parents/carers to achieve high standards of behaviour and academic success. Staff are aware of their role in maintaining good standards of behaviour and seek to teach by example including modelling the management of strong feelings and difficult social situations.

This policy has been agreed by governors, parents, students and all staff within the school.

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 must 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.

Related policies/ statements

This policy needs to be read in conjunction with:

- The Safeguarding Policy
- The Attendance Policy
- Reasonable Force and Restraint Policy
- The Exclusion Policy
- Equalities Statement

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

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article which could cause harm and is not required as part of school equipment.

Anti-bullying and Child on Child abuse

Statement

- Our definition of bullying is repeated behaviour, often over a period of time, by an individual or group of people which makes others feel hurt, threatened, frightened or intimidated.

Bullying may be:

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: <ul style="list-style-type: none">● 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
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	using computers or mobile phones to insult, intimidate, threaten or distress

Our intention is to make clear to students, parents/careers and staff that bullying is totally unacceptable. Bullying which occurs off the School site, but which is brought into School, started in 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 be able to work and live in a happy and calm 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.

Staff

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.

Students

We strive to maintain a climate in school that encourages students to tell staff if they experience bullying.

Bystanders- Students should understand that keeping silent when aware of bullying only protects the bully. Students should discuss any incidents with staff. Failing to inform staff can result in sanctions.

Victims- Students should report any incident of bullying to a member of staff. They should be aware that staying silent protects the bully who may be bullying others as well. Victims will be supported during and after the reporting of any incidence of bullying

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

Parents/carers

Parents/Careers 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.

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 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 any other required system.
- 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 exclusion.

*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

Proactive strategies used to prevent bullying

All students in year 7 follow a curriculum via Philosophy for Children where the following topics are considered and discussed.

1. Friendships
2. What makes a good friend?
3. Unkindness
4. Bullying

Students also follow an age-appropriate curriculum throughout their school which considers antibullying and what this would look like via our PSHE program.

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
- Behaviour Support Room (BSR)
- Exclusion

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 started 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 may be 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 permanent 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.

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).

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 of 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.

Guidelines for staff regarding managing behaviour

Recognition of good work and behaviour

It is proven that rewards are more effective than punishments in managing behaviour. These are some of the methods successfully used.

- 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
- Showing work to Form Tutor, Head Of Department (HOD) , Head of Year (HOY) and SLT either by sending students or inviting the member of staff
- Use Achievements on Arbor – awarded at teacher's discretion in line with departmental policy
- Celebrating achievement at assembly
- Letter to parent/carers 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 – very popular with KS4
- Star of the Week Certificate
- Well done breaks
- 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 procedure

- Achievements are awarded by noting an Achievement on Arbor
- Achievements are awarded for:
 - a) good work, (not necessarily best in the group) including good test or examination results;
 - b) good progress;
 - c) any other valuable contribution to any area of school life;
 - d) effort;
 - e) service which is regular or outstanding.
- 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.

Procedures when dealing with unacceptable behaviour

PREVENTATIVE ACTION

All staff should use seating plans at the start of the school year to aid discipline. Students should only be allowed to choose their own seats once the class is fully settled in, and then only as a privilege which can be withdrawn at any time. Most classes should continue to sit where directed by the teacher throughout the school year.

- Be in the room before the class arrive (where possible)
- Greet students at the door and address any issues (such as uniform or unsettled behaviour before they enter)
- Consistent predictable classroom routines
- Orderly start and finish
- Consistent setting of standards
- Clear and consistent boundaries
- Have KS3/4 students stand behind their chairs quietly before dismissing

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

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. Staff will be provided with structural programmes via the staff planner.

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

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

Form Tutor → Head of Year → SLT

All behaviours 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 or lack of books / equipment should be recorded and dealt with by the classroom teacher, supported by Head of Department if necessary, using the sanctions listed immediately below.

Sanctions available to every teacher include:

- reprimand by teacher
- 'speaking to' at end of lesson/break/lunchtime
- compulsory seating arrangement
- sending out of room briefly
- note in planner
- send to safe timetable* with work – this is published each year, showing staff willing to receive one miscreant into their lesson
- Centralised detention
- Support within the department
- Community service is another method of sanction which can be used to support reflection

*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 lesson. If this discussion does not occur to a satisfactory level the student will remain on safe timetable until it does.

Classroom management - Strike system

The rule for unacceptable classroom behaviour is:

THREE STRIKES AND YOU ARE OUT

Please note: blatant rudeness, defiance, direct disobedience and other serious misbehaviour should result in more serious sanctions such as detention, safe timetable, etc., **immediately** and in these circumstances the strike system for minor misdemeanours will not apply.

Examples of behaviour which would warrant a strike 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. Once a strike has been issued, it cannot be cancelled out by subsequent good behaviour. We remind students that after each strike there is an opportunity to reflect and rectify their behaviour. All students will be held to account for their behaviours

	On board	Reporting	Acted on by	Action to be taken
First Strike	√ +name on board	None – warning only	Subject teacher	Teacher to discuss with student at time of teacher's choosing
Second Strike	√ √	Record behaviour on Arbor	Subject teacher	Teacher to discuss with student at time of teacher's choosing
Third Strike	OUT		Subject teacher send to safe timetable (within faculty).	1 hour centralised detention to follow

Homework not done, Inadequate completed	N/A	Record behaviour on Arbor	Subject Teacher Pastoral team to run Study support	1 hour Study Support at the end of the day. Persistence in this behaviour will lead to being placed in Centralised Detention
Bad behaviour outside of lesson	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 = 1 hour centralised detention.
Three on more time late to lessons in a week (not School)	N/A	Record behaviour on Arbor	Pastoral team	SLT detention (1 hour and 30 minutes)

Should a student be removed from a lesson for failing to meet expectations (safe timetable) the classroom teacher is expected to call home. Students must also take part in a restorative conversation with the member of staff before readmittance to the lesson. Failure to do so will result in the student remaining on safe timetable.

Our strike system allows children to recognise their behaviour, reflect and improve upon it.

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
20	Form Tutor phone home or send letter home
30	On report to Form Tutor
40	Form Tutor refer to Head of Year to put on Head of Year report
50	Head of Year to bring parents/carers in, students to be discussed at governor's panel

60	Head of Year refer to ELT and further strategies/sanctions/support agreed, students to be discussed at governor's panel
70	ELT report
80	SLT report
90	Academic Support Plans
100	Headteacher's report

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
- **Headteacher's report (blue)** – taken to Headteacher daily
- Other motivational reports 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.

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

Teachers should refer students to their HOD/HOF when following the three strike system.

HOD/HOF should ensure that there is a safe timetable available for their staff. 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 to work out of their own class for a period of time (safe timetable).
- Put student in centralised detention – these are run and supervised by staff with any position of responsibility on rotation

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 student in the Behaviour Support Room (BSR) within school for a period of time
- place student in centralised detention.
- 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 governors panel/ seeking an alternative provision or managed move
- Refer the student to SLT for further action.

Role of 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

Exclusion can only be authorised by the Headteacher or the senior Deputy Headteacher on site at the time if the Headteacher is off site. Students may be excluded for one or more days depending on the seriousness of the offence and previous record, or permanently. For further information on Exclusions please refer to the Exclusion Policy.

Role of Parents/ Carers

It is our expectation that by accepting a school place here, your daughter and you will support us 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 with the class teacher 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

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 the BSR or exclusion, without adequate written evidence. Any such report must be signed and dated, including the year.
- Immediate help can be summoned by calling walkabout 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 the pushing of the emergency button to 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

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 Special Needs of the child, and also the nature and context of the allegation. Such sanctions may include fixed term or permanent exclusion.

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.
- 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.

After the school day

- Detentions for no more than 1 hour and 30 minutes may be held at the end of a school day without 24 hours notice.
- All students will be dismissed 1 hour and 30 minutes after the end of the school day unless a longer detention has been discussed with home.
- This will be communicated with parents via the arbor app, the student planner or through a phone call/email home.

Study support

- Students will be referred to Study Support for incidents of not completing homework, lack of organisation, missed work or lack of work in lessons.
- Persistent issues relating to these will result in centralised detention.

Centralised detention

- Centralised detention is supervised on a rota basis, and takes place in a specified room on Mondays through to Fridays.
- This is for any behaviour ranking 2 on the behaviour sanctions lists.
- Any behaviour logged on by 13:15 each day will lead to a detention being served on the same day.
- At 13:15 each day, parents will receive a text in the first half term of Autumn 2023. After this time the school will move to a notification system using the Arbor app. It is advised parents leave notifications on for the app.
- Any behaviours requiring a detention after 13:15 will be placed into centralised detention on the next available day.
- 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.
- Centralised detention is not for incomplete work, instead instances where this needs to be addressed students should be sent to Study Support which will be run by the Pastoral Team.
- Failure to attend centralised detention will result in being referred to SLT detention

SLT detention

- Will be held on a Friday for 1 hour and 30 minutes.
- Students may be placed in SLT detention for the following
 - who are late to 3 or more lessons within a week will also be referred to this detention.
 - have missed a centralised detention
 - have demonstrated a significant behaviour
 - Failure to attend SLT detention will result in be referred to the Behaviour Support Room

The BSR (Behaviour Support Room)

HOY/SLT can place students in the BSR as part of a sanction but also if appropriate whilst carrying out an investigation.

Examples of some behaviours that would lead to the BSR (this is not an exhaustive list)

- Swearing in class
- Extreme rudeness
- Walking away from staff members
- Serious disruption of learning

If the BSR is used as a sanction the following should be followed

- Students will be placed in the BSR on the day of any given incident and the following day for a full day including detention after school until 16:15. This will count as one day in the BSR.
- The BSR is for a fixed and continuous period of time not exceeding 5 days
- Students directed to the BSR might also have a follow up meeting with the ELSA (Emotional Literacy Support Assistant) to consider their response to the given situation with an aim to identify the root cause of the behaviour and hopefully avoid a repeat occurrence. This conversation might be conducted by another member of staff.
- Parents will be notified that their child has been placed in the BSR
- Any student who is placed in the BSR for a second time in any one term will automatically be referred for mentoring.
- A student can be placed in the BSR only twice in any one term. On a third occasion in any one term students will be excluded
- When placed in the BSR students will have a discussion with SLT/HOY/ Behaviour Support Officer with regard to the reason they are in there and how to avoid such a situation moving forwards
- Students in the BSR will be given an opportunity to complete a reflection journal which is designed to help them identify the events and triggers that led to their time in the BSR and how to reduce the opportunity for this to happen again. This will be discussed with the Behaviour Support Officer.

After that, behaviour serious enough to otherwise warrant the BSR, will result in a fixed term exclusion.

1. This is due to the fact that by this point the student will have received warnings, explanations and intervention, and she has not changed her behaviour.
2. In this case, a meeting of Form Tutor, mentor, SEN representation and if felt advisable parent and / or other agencies must be convened by the pastoral team to discuss the student and ways forward.
3. In the case of a student exclusion a MARF (Multi-Agency Referral Form) will also be considered.

Students on 80 or more behaviour points or up to 4 days of exclusion 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.

Special Measures

Should exceptional circumstances occur then sanctions for breaching special behaviour expectations will follow the above sanction system. Any such expectations and sanctions will be added as an appendix to the behaviour policy.

Mobile phones and other electronic devices

Students in years 7-11 may bring a mobile phone and other electronic devices to School

They must be-

- turned off on entering the School grounds (before passing through the main gate) and put out of sight.
- Give the phone to their tutor who will put all tutor phones in a labelled, lockable phone box at the start of the school day.
- Students will get their phones back at the end of the school day during tutor time.
- Not turned on or shown in public until the student has left the school grounds.

The rules on mobiles phones are very clear and are in place to protect the wellbeing of staff and students. They are non-negotiable. Failure to comply with the above expectations will result in an exclusion for defiance. Where possible, the school will try and de-escalate this situation by confiscating the mobile device for 5 days.

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 a week.
2. It will then be available for pick up by a parent/carer. If the confiscated item is not allowed then the student will have the detention sanction doubled.
3. The student will have a one hour centralised detention which must be served prior to the phone etc. 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.

Sixth form students may have their phone on them, but it must be switched off in lessons and may only be used in the sixth form common room.

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 police team.

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

Searching students and confiscation

The following is based on the current law and on DFE guidance issued 2012.

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 and Pastoral Leaders 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 the BSR or exclusion 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.

Guidelines for students

Behaviour expected of students in classrooms – lessons, registration and tutor time.

1. Arrive on time.
2. Line up outside the classroom quietly and in single file if required to do so.
3. Enter the classroom and sit down in the seat indicated by the teacher in a quiet and orderly fashion.
4. Take out books, materials and equipment, including homework planner and put bags under tables.
5. Be silent during the register and seated.
6. Treat everyone and everything in the room with respect.
7. Listen carefully to instructions and advice given by your teacher, and follow promptly.
8. Follow the particular rules and requirements for each different subject, especially with regard to safety procedures. The buzzer is there for the teacher, not the student.
9. Write down homework in your homework planner.
10. Books and belongings may be put away only when a member of staff gives permission.
11. Return chairs to their correct places. You may not leave until the room is tidy.
12. When dismissed, leave quietly and sensibly.
13. Students are not allowed to go to the toilet, unless they have a pink medical slip or the matter is obviously urgent and impeding learning. The time must be noted in your planner on the correct date and signed; you must take this with you to show staff if challenged.
14. Grooming (doing hair, putting on cream, applying lip salve, etc.) is not appropriate behaviour in a lesson.
15. You may have water to drink in most lessons, except where it is banned on health and safety grounds, but it must be in a clear bottle with a sports cap.
16. Online behaviour which brings the school into disrepute will draw the same sanction as it would if it occurred in the school environment,
17. Online bullying will not be condoned and such behaviour will be subject to the anti-bullying policy.

If the teacher does not come 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.

Behaviour for Learning

The key to success is effective learning in the classroom. It is important for both your learning but also the learning of others. In the classroom we expect the following behaviours

Sit up straight

Listen

Answer Questions

Never Interrupt

Track the Teacher

If students do not follow these rules then they will subject themselves to sanctions.

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 uniform and if worn will be confiscated
- Jewellery should be two small plain gold or silver stud ear piercings. A wrist watch may be worn - all other jewellery is prohibited
- Nose/ belly button piercings are not allowed
- Nail extensions are banned as is nail varnish
- Make up is not permitted
- The School blazer is to be worn with the appropriate jumper underneath not instead of the jumper
- Coats must be black/red or white
- 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 at all times
- Hair accessories should be red/black or white.
- Headscarves worn for religious reasons should be black (or white in the summer only)
- Stockings are not to be worn as headbands
- Henna must only be worn for major festivals if permission has been given in advance at least two weeks prior to the festival.
- Bandanas are not permitted
- Lanyards and student ID must be worn at all times around the neck and visible.

Uniform detentions

Students who breach Uniform rules are subject to the behaviour policy. This can include centralised detentions, the BSR and exclusion 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.

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 short cuts; this includes the 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 expected at all times, for example – holding doors open.
- Do not shout in the corridors.

Breaktime

You should be in the dining halls or playground. KS4 only may be in the hall. You may eat in the Hall and dining halls. You must not hang around staircases, corridors, stairwells or lobbies, or be in classrooms.

Lunchtime

You may be in the dining halls, the playground or in your allocated classrooms (Oct-Mar only). KS4 only may be in the hall. No bags or coats may be taken into the dining halls; however bags must not be left on the floor blocking doorways or stairways. 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/ Mary Turner Hall only. You must not hang around staircases, corridors, stairwells or lobbies.

Students found to be jumping the queue or barging will 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 expectation outside the classroom will be referred to the Behaviour Support Room or more incur an alternative 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 rooms as allocated. These rooms are allocated for a year group, and it is unfair if only the students in one form may use the room.

During lunchtime you are allowed to work quietly or sit and talk in the rooms allocated for your year group. This arrangement is subject to the form captains having signed an agreement about the use of the rooms. No equipment, electrical or otherwise can be used without an adult being present to supervise.

Permission to use these rooms is given on the understanding that no mess or litter is left in the room 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 rooms for a specified period of a few days. If your year group has been banned from your allocated rooms because of litter / bad behaviour, you should all be in the dining hall or playground. The hall is not an alternative in this situation

The Field

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

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 door of the 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

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

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 and to remove it for physical activities in the gymnasium
- 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

Online Behaviour

Students should also refer to the school **ICT & Internet Acceptable Use** policy which is signed during their enrolment process and states:

- I will not create, send or post any material that is likely to cause offence or needless anxiety to other people or bring the School into disrepute.

- I will use appropriate language – I will remember that I am a representative of the School on a global public system. Illegal activities of any kind are strictly forbidden.
- I will not use language that could stir up hatred against any minority group. This includes creating, transmitting, displaying or publishing any material (text, images or sounds) that is likely to harass, cause offence, inconvenience or needless anxiety to any other person or group.
- I am aware that I am responsible for my actions should I be found to be involved in Cyber-Bullying incidents both inside and outside of School hours. I will not undertake any activity that violates the privacy or dignity of myself or other users.
- I am aware that I am morally and legally responsible for all that I write, publish and comment about on the internet (including Twitter, Facebook etc)
- I realise that files held on the School network will be regularly checked by the Network Manager or other members of staff.
- I will take responsibility for behaving safely and for all of my actions whilst using the internet. I will not attempt to visit websites that might be considered inappropriate or illegal. I am aware that downloading some material is illegal and the police or other authorities may be called to investigate such use. I will not reveal any personal information (e.g. home address, telephone number) about myself or other users over the network and beyond.
- I will report any accidental access to other people's information, unsuitable websites or being sent inappropriate materials that make me feel uncomfortable to the Network Manager.
- I understand that I am not allowed access to unsupervised and/or unauthorised chat rooms/social media sites and should not attempt to gain access to them.
- I will not trespass into other users' files or folders. I will not share my login details (including passwords) with anyone else. Likewise, I will never use other people's username and password. I will ensure that if I think someone has learned my password then I will change it immediately and/or contact the Network Manager.
- I will ensure that I log off after my network session has finished. If I find an unattended machine logged on under other usernames I will not continue using the machine – I will log it off immediately.
- I am aware that e-mail is not guaranteed to be private and any messages that fall short of the requirements of this policy will be followed up and dealt with appropriately.
- I will not use the network in any way that would disrupt use of the network by others.
- I will not download and/or install any unapproved software, system utilities or resources from the Internet.
- I realise that students under **reasonable suspicion** of misuse in terms of time, activity or content **will** have their usage closely monitored or have their past use investigated.

- I will not send or publish material that violates copyright law.
- I will not attempt to harm or destroy any equipment, work of another user on the School network, or even another website or network connected to the School system.
- I will not copy from the internet, other student's user area or shared areas and pass off subsequent work as my own. I understand that is plagiarism and is not acceptable to either the School nor to the exam boards in the case of coursework or controlled assessments.

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.

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 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 2023.

Appendix One: BEHAVIOUR CONTRACT

Name _____ Form _____

Living with others

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.

Health and safety

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, 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 locked in my locker 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.

Personal organisation

11. I will attend School as required and be in School on time.
12. I will wear 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 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 30 minutes at the end of the school day without notice, or longer with 24 hours notification in my planner. Punishment may include the BSR or exclusion from school. By attending NHSG I agree to this contract.

SIGNED:

Student _____ Parent/Carer _____

Date _____

Appendix Two: 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
- Record homework in her planner, and complete and submit it on time

I understand that this 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/carers** **Date** _____

Appendix Three: Sixth Form Student 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:

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%

Respect other people 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 responsible for the health and safety of yourself and others 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/carers 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			
1.	Skirt Black classic style at or just below knee length (not skin-tight)	OR	Trousers Black formal, classic full length (not skin-tight)
2.	Blouse Plain, white, revere-neck style. A plain white short sleeved t-shirt may be worn under blouse		
3.	Jumper (Years 7/8/9) Scarlet V-neck with NHSG logo (not sweatshirt)	OR	Cardigan (Years 7/8/9) Scarlet V-neck with NHSG logo
4.	Jumper (Years 10/11) Black V-neck with NHSG logo (not sweatshirt)	OR	Cardigan (Years 10/11) Black V-neck with NHSG logo
5.	Outdoor Coat Plain black or plain red or plain white. No decoration except reflective strips for road safety. No suede, leather, fur, denim or sweatshirt/hoodie. Blazers are to be worn by Years 7 to 11		
6.	Socks Plain white or black, ankle or knee length. Socks may not be worn with tights.	OR	Tights Plain neutral colour or plain black NOT leggings or footless tights.
7.	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.	OR	Boots Must be smart, polishable and flat-heeled and may be worn under trousers ONLY . No converse, Uggs or similar.
8.	Lanyards and ID badges Issued by the school in the first instance, (replacements will be chargeable)		
P.E Uniform			
1	Official School black t-shirt with NHSG logo	2.	Official school tracksuit top with NHSG logo
3.	Official School tracksuit trousers with NHSG logo Official School shorts with NHSG logo		
4.	Any colour lace-up trainers that are appropriate for sport. No Plimsolls, vans, converse or air forces	5.	Socks black or white
PLEASE NOTE THAT THE SCHOOL ACCEPTS NO RESPONSIBILITY FOR MONEY OR PERSONAL PROPERTY			

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
- Glass bottles including perfume bottles
- Items with a flame- eg Lighters/matches
- Grooming products in particular anything with a sharp point or blade. 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, 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.