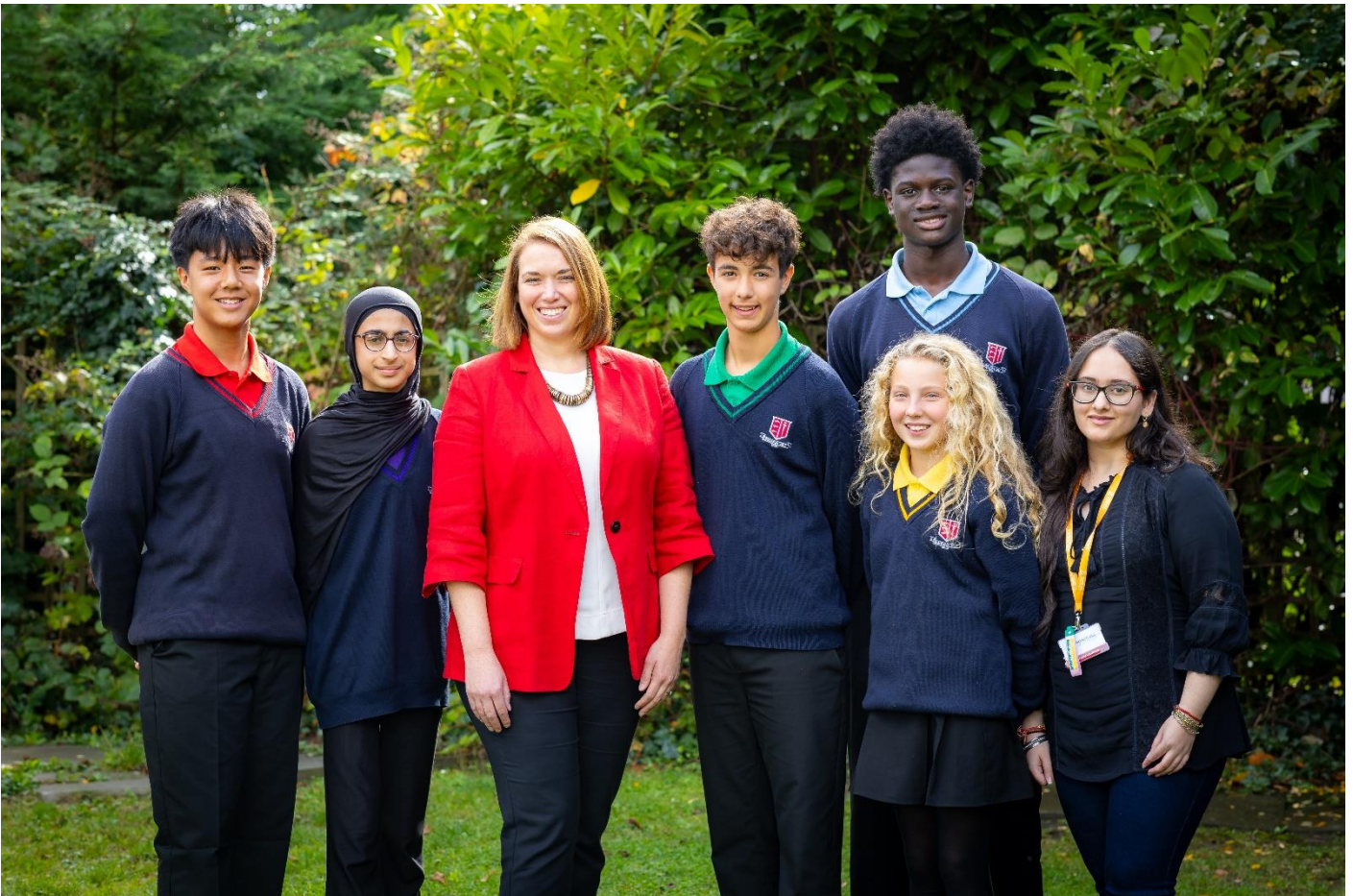




NOWER HILL HIGH SCHOOL

INFORMATION FOR APPLICANTS 2025/26



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INTRODUCTION

Dear Colleague,

Thank you very much for showing an interest in starting or furthering your career at Nower Hill High School. We very much hope that what you read in this booklet inspires you to want to apply for the position, and that it helps you to begin to get a flavour of our brilliant school. We would love to meet you and explore the prospect of you joining us.

We are based in North West London between North Harrow underground station and Pinner underground station (both on the Metropolitan line). Please use the journey planner link below to see how to get to our school. Our postcode is HA5 5RP.

<https://tfl.gov.uk/plan-a-journey/>

There are many benefits to working at Nower Hill High School. We offer:

- A dynamic place to work
- A supportive environment encouraging your creativity, personal development and leadership skills.
- A diverse, ambitious and inspirational student body
- A highly skilled, professional and inspirational staff
- A programme of staff social events
- Friendly and sociable staff.
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Substantial support staff structure enabling teachers to teach and students to learn
- Excellent in-school career advancement opportunities
- Comprehensive Professional Development and training opportunities
- Free fitness suite membership
- Staff well-being service (Employee Assistance Programme for both you and your immediate family) and a dedicated member of the Senior Team for staff well-being
- Medical suite staffed by a qualified nursing sister and welfare assistant
- Free annual flu vaccinations
- Excellent student support systems which promote excellent behaviour
- A supportive Senior Leadership Team
- Competitive Outer London pay scales
- Excellent holidays
- Longer October half term break with an additional 2 days holiday
- 3 extra days without students at key points during the year to support staff to complete the academic year
- Long service award (£400 tax free payment)
- Bike to work scheme
- Generous leave of absence policy
- Generous pension scheme
- Priority admission for children of staff (after 2 years' service, unless a skills shortage area)
- A supportive Governing Board
- A thriving extra-curricular activities and trips programme
- On site catering facilities
- Excellent public transport links (National Rail, London Underground and TfL bus routes)
- Local shops within walking distance
- An Ofsted rating of 'Outstanding' in all categories (Nov 2023)
- Well above average progress scores at both GCSE and A Level
- The opportunity to teach across all Key Stages (3 to 5)
- Over 1600 applications each year for a school place in Year 7
- A financially secure, well-resourced school

- Summer Induction days for all teaching staff before starting work
- High potential for career progression

Nower Hill is a very happy yet hardworking school. We are here to ensure that every student achieves and experiences as much as possible during their journey with us; we want our students to enjoy their education so that they value learning and can look back in later years with warmth on their time at Nower Hill. We strive to ensure our students are as well prepared as possible for the next stage in their life; articulate, ambitious young people with the strength of character and the confidence to compete in a highly competitive world.

We are a school with a growth mindset and we welcome colleagues who share our view that *every* child has the potential to get the very top grades; we reject the concept of fixed intelligence. We demand and achieve high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff. The school is held in high esteem by the local community and, as a consequence, is very popular and heavily oversubscribed. Alongside academic excellence, we place a strong emphasis on impeccable manners, articulacy, excellent behaviour, smartness of appearance, hard work and most importantly, kindness.

Our 240 teaching and support staff are a pleasure to work with. They are highly skilled, professional and inspirational. Candidates visiting the school invariably comment on how welcoming and friendly they find the school during their day with us and new members of staff are well supported by their colleagues, making transition to their new environment that much easier. Team spirit is high, whether that be faculty teams, Year teams, Education Support Staff teams, the Senior Leadership Team or the whole staff team.

Here is what some of our recently appointed staff have to say about working at Nower Hill:

Anthony, Deputy Headteacher, Achievement and Evaluation

“Nower Hill is a fantastic place to work. Despite the school’s size, there is a strong sense of community amongst staff and students and these supportive relationships helped me to settle into a new role and a new school surprisingly quickly. The school’s systems and clear communication ensure that there is a calm and consistent approach to all aspects of the school day and this really helps you to use your time effectively. It has been a privilege to join such a high performing, supportive and passionate Senior Leadership Team. As a result of their leadership, there is a real culture of developing staff, and this is clear from the wealth of high quality CPD available each week and the frequent opportunities for staff to take on additional responsibilities. Staff views are also genuinely valued; from the regular staff questionnaires to the opportunities to feed back to your subject area or Year team, and this is reflective of the school’s commitment to self-evaluation and improvement that permeates all that it does.”

Lucy, Assistant Headteacher, Inclusion and SENDCO

When I found out, as a PGCE student, that my second school placement was Nower Hill High School, after diligently studying the school website, I was beyond excited to get started! In my first few days of being at Nower Hill, I quickly realised what a truly fantastic environment it was to work in. The staff and students alike took tremendous pride in their school and I was in awe of how collaboratively Nower Hill worked with families; there really was a true community feel. Needless to say, when a job opportunity arose I jumped at the chance and have never looked back. I have had numerous roles here at Nower Hill and being promoted to the Senior Leadership Team recently was a real privilege. I feel proud to work in a truly inclusive school which is always striving for the best for its students. The personalised support and extensive CPD offered have assisted me to progress throughout my time at Nower Hill and I would, without hesitation recommend Nower Hill as a wonderful place to work.

Sarub, Teacher of [English](#)

Returning to Nower Hill High School as a fully qualified English teacher was an easy decision. I was previously here as a student between 2011 and 2017 and instantly wanted to come back upon graduating. I thoroughly enjoyed being in the school environment; during my student years I was a Senior Prefect, Head Prefect and Head of House. I am now an English teacher and returned in September 2023. However, I previously came back to the school in 2021 and gained experience for a year as a Graduate Intern, showing that I was desperate to return! The values of Nower Hill High School were always at a high standard and those expectations continue twelve years later. I am extremely proud to represent this school, previously as a student and now as a member of staff, aiming to have a positive impact on the current cohort of students.

Sapna, Teacher of [Science](#)

Growing up in the borough and being aware of Nower Hill's reputation, I jumped at the opportunity to apply to teach in this fantastic school when a vacancy arose. During the interview I felt my experiences were valued and together with the warm welcome I received, I was assured that Nower Hill would be a great place to work. I joined Nower Hill as an Early Career Teacher (ECT), and throughout my first year I received support from various staff members which instilled in me the confidence to create a positive learning environment that aligned with the school's and my own values. At Nower Hill, numerous opportunities for continuous development are available. The students at Nower Hill are at the heart of all that we do and are inquisitive, enthusiastic and motivated, which makes teaching them an absolute delight.

Ceri, Administrative Assistant

I heard about the vacancy within the support staff at Nower Hill through two good friends who work here. From the start I found it a well organised, professional, lively and very positive place to work. Staff are really hard working, committed and kind, and I felt welcome and supported from my first day. They are also passionate, and genuinely care about their role in helping to develop both the academics as well as the characters of every individual student. It's a daily pleasure to play a part in that. Standards are maintained at a very high level and everyone is proud to attend a school with ambition and vision for the future. My role is active and varied, it has been fascinating to see how a school works from the inside.

Lewis, KS4 & 5 French Lead (Linguistic and Cultural Studies)

Nower Hill was the first school I applied to when I qualified as an ECT in 2022. The school is an incredibly welcoming and inclusive environment. I have found the support and mentoring highly valuable at this early stage of my teaching career. Moreover, working in a school with such a diverse tapestry of both staff and students is a true privilege. Being heavily involved with the LGBTQ+ working group has offered an additional insight into the diversity of the staff and student body. Furthermore we are committed to our work in developing the student pride club, embedding diversity and inclusivity across all curricula, and the delivery of continuous professional development on issues of diversity and inclusion. It is a pleasure and a privilege to be a part of the diverse community that is Nower Hill High School.

Amber-Simone, Teacher of [Design & Technology](#) (Textiles)

Nower Hill High School was one of the first schools I applied to during my teacher training year as I felt that the school's ethos really resonated with me. Before starting my role I was given a thorough introduction to the school which allowed me to start in September feeling settled and well equipped with all of the information I needed. From day one, the staff both in and outside of my department have been friendly and supportive, always having a moment to spare for any queries I had. This made me feel very welcomed as an ECT as I knew that the staff at NHHS wanted to help me to develop my teaching practice further, constantly helping me in becoming the best version of myself.

Amira, Graduate Intern – Teaching Assistant (Inclusion)

Working in the Inclusion team at Nower Hill High School so far has been an invaluable experience. From building relationships with students to opportunities for further career development, such as weekly professional development, this role has already encouraged progress in many areas for me. The perspective from the back of the classroom is a necessary one, as you are able to see the students in a different light, and help in a candid, personable way. Watching the students grow and thrive is the most rewarding aspect of this job, alongside working

with the incredible Inclusion team. Everybody feels welcome and heard, and this team feels more like a real community for me every single day.

There are many opportunities for continuous development at NHHS, with the Wednesday professional learning sessions each week providing specific, targeted and practical advice which can be used in many elements of my teaching practice. The pupils at NHHS love to learn and are full of character, enthusiasm and motivation which further makes it an amazing place to work.

I hope that you like what you read about Nower Hill and if you, like us, have a deep commitment to inclusive, comprehensive education and endless ambition for children, then I do hope we will be hearing from you.

Best wishes

A handwritten signature in black ink, appearing to read 'Jo Skelhorne', followed by a period.

Jo Skelhorne
Headteacher



VISION

Nower Hill High School exists to enhance the future life chances and opportunities of **all** our students, whatever their starting point, by providing a centre of educational excellence at the heart of our community in which all our students can fulfil their potential. We aspire to be a world class school developing world class students.

AIM

Our **aim** is to realise our vision by a relentless focus on the development of highly literate, articulate, numerate, resilient and confident students who are equipped with the ambition, qualities and qualifications necessary to compete in the 21st century global economy.

VALUES

We will develop all our students better if we **value** and emphasise the importance of:

Impeccable manners	Articulacy	Excellent behaviour
Honesty	Knowledge	Self-discipline
The appreciation of diversity	Literacy and numeracy	High self-esteem and self-respect
	Creativity	Integrity
Hard work	Smartness of appearance	Kindness
A can-do attitude to overcome adversity	Personal pride	Empathy
Resilience	A healthy lifestyle	Respect
An enjoyment of learning		Teamwork

OBJECTIVES

We will meet the challenges ahead and achieve our mission by having very high expectations and standards and working hard to deliver the following **objectives**:

A school wide emphasis on articulacy	Targeted under-achieving groups	Excellent facilities
Engaging and challenging lessons	A well-disciplined and safe school	Future financial sustainability
High levels of numeracy and literacy	High quality Student Support	Strong partnerships with home, the community and other schools
High quality and very hard-working staff	Celebration of achievement and success	Thriving outside hours activities
A curriculum of breadth, depth and opportunity	Strong and collaborative leadership	An exemplary reputation
Access to cutting edge technology	Systematic monitoring , review and evaluation	The school of choice for our community
Support for the well-being of students and staff	A supportive and challenging Governing Body	
	High quality professional development	

Our DNA

We know where we are going – we are very clear about our future direction of travel

We work on this together

We have a 'Can Do' approach

We embrace change positively - we innovate to meet the needs of our staff and students

We have the highest expectations of every member of staff, every student and every parent

We are a big school but we make sure individuals are cared for and valued

We are inclusive; we want everyone to belong and we value diversity

We place a strong emphasis on impeccable manners, articulacy, excellent behaviour, smartness of appearance, hard work and kindness

We understand that our students must compete and we aim to equip them for that

We are characterised by pace, purpose, passion, support and challenge

We enjoy school, and are proud of being a part of Nower Hill High School

We consider staff development an essential ingredient for the success of the school

We celebrate our successes and achievements

We are a 21st Century school with our feet firmly rooted in the timeless qualities of outstanding schools

We have a commitment to improve on our previous best

We are determined to provide a centre of all round educational excellence for the community.

A BRIEF HISTORY OF THE SCHOOL

The school, then known as Headstone Council School, started life on April 8th 1929 under the headship of Mr C.J Boyden and 6 teachers. At the cost of £15,000 the red brick building in Pinner Road had been newly built to educate 292 five to fourteen year olds (average class size of 50). The school soon expanded to meet the ever growing number of children resident in the rapidly expanding North Harrow and Pinner (Pinner grew from a population of 9,462 in 1921 to 24,500 in 1931), with class sizes reaching the sixties and never less than the fifties. The Second World War interrupted the education of many young people. Many of the male teachers were called up for military service and the playing field was dug up for trenches and air raid shelters. The children attended on only every 3rd day and lessons were constantly disrupted by air raid sirens (1227 alerts in total). The threat was very real. Among many bombs landing in the vicinity, in 1944 a V2 rocket landed in the cemetery behind the school. School uniform was first introduced in 1946 and the Navy blue blazer remained until September 2022, when we embraced the 21st Century by abandoning both ties and blazers!

In the late 1950s a new school building was planned which opened in the early 1960s. Another block was added in 1972 and further buildings were taken into use in 1978. Nower Hill High School came into existence on 1st September 1974. 1993/94 saw the start of a £2.75 million development programme, which included a new 13-classroom block and the Gristwood Centre housing Music, Dance and Drama studios, a fitness suite and the sports hall. Every teaching room has an electronic whiteboard and sets of tablet computers are now available to every faculty for use in classrooms.

The school first admitted 6th Form students in September 2006 and in September 2009, we moved into our £4 million 6th Form extension, housing first class facilities for our large and growing 6th Form. Our facilities were further enhanced in September 2010, by the addition of a block of 5 Science laboratories (giving us a total of 16) and a 13 classroom English teaching block as we welcomed Year 7 into the school for the first time since it had become Nower Hill High School. More recently, the school has benefitted from a redesigned front of school along George V Avenue, new toilets, rooves, lighting, windows and doors and state of the art sports changing facilities, a new canteen and the refurbishment of all of the original Science labs. We are now a school of 2030 students and do not intend to grow any further!

Much has changed in the last 94 years but the sentiment expressed in the words written by the very first headteacher in his school log, dated May 24th 1929, remain true to this day. Mr Boyden wrote, "I would like to place on record the excellent work of the staff and the exceedingly successful results of their efforts". We are a forward looking and innovative school rooted in the timeless qualities and traditions of excellent schools.

Throughout its 95-year history, the school has had only nine Headteachers:

Mr C.J. Boyden	(1929-43)
Mr A.W. Manson	(1943-63)
Mr E.J.R. Dey	(1963-69)
Mr F.R.H. Gristwood	(1969-83)
Mr S.P. Hensby	(1983-99)
Mr H. Freed	(2000-2013)
Mr C.J. Livesey	(2013-2019)
Ms L Voden	(2019 to 2024)
Ms J Skelhorne	(2024 to date)

EXAMINATION RESULTS 2025

Nower Hill is well known for its high academic standards; this is a priority for us and our track record is one of success and improvement.

This summer (2025) at GCSE, 81% of students achieved a 9-4 in English and Mathematics; 68% achieved a strong pass, 9 to 5, in those two subjects. 37% of all grades were 9 to 7. The average Attainment 8 was 58.2

At A Level, 33% of all grades were at A* or A, with 61% at A* to B. These results gave us an ALPS score of 2, putting us in the top 10% of schools nationally. Our DfE Progress score for A Level in 2024 was 0.22 which places us above the national average.

There are no P8 score for 2025 results, our P8 score for 2024 was +0.62.

OFSTED INSPECTION, NOVEMBER 2023

Our last inspection was in November 2023, which found the school to be Outstanding in all categories, as it had been when last inspected in May 2012 . The 2023 inspection highlighted the following:

- Students are ambitious and confident.
- Students display extremely positive behaviour throughout the school; they are polite and respectful to one another and to their teachers.
- Students are very keen to learn in lessons.
- Students value and celebrate diversity.
- There are warm and friendly working relationships between teachers and students.
- Behaviour in lessons is exemplary, making a very strong contribution to students' high achievements.
- Staff feel respected, listened to and developed. Leaders also regularly seek the views of parents and carers and take them into consideration.
- The school has high academic expectations for what all students can achieve, including those with SEND, who achieve well.
- The curriculum is highly effective for all students. Much thought has gone into the overall curriculum design. The high-level curriculum thinking and sequences permeates across the subjects, including in the 6th Form.
- Teachers have expert knowledge of the subjects they teach. They are passionate and bring learning to life in the classroom.
- Teachers check students' understanding with precision and address misconceptions quickly.
- Teachers have created a positive learning environment where students are very well supported.
- Staff ensure that students develop high levels of oracy skills.
- Students quickly gain the knowledge and skills they need to become confident and fluent readers due to systematic support for students who need extra help to read.
- Staff in the 6th Form teach very skillfully, and prepare students very well for their next steps.
- The pastoral support given to students is extensive and highly effective; it helps students to develop their character and resilience.
- Staff teach students expectations around positive behaviour relentlessly and expertly.
- Promoting mental well-being is a core aspect of the school's work, and is exceptionally well supported by leaders.
- Students across the school receive a strong and coherent careers education, with extra careers support for students with SEND.
- Students have a strong understanding of fundamental British values.
- There are an exceptionally wide range of extra-curricular activities available.
- All students, including students with SEND, benefit from educational visits.

STUDENT SUPPORT - ORGANISATION

The school is divided into Year Groups of 324 students in Years 7 to 11. Each Year Group has twelve Tutor Groups of 27 students each. Two Heads of Year work together in every Year Group, each leading and managing half of the Year Group and 6 Form Tutors. Our 6th Form has approximately 400 students in 18 Tutor Groups. Student Support is led and managed by the Deputy Headteacher, Student Support, assisted by 4 Assistant Headteachers.

The Student Support Team works closely with parents/carers, Curriculum Leaders / Heads of Department, the Headteacher and various external agencies. We aim to promote all round student achievement and help students feel that they are individuals who matter in a large school.

Our House system is well embedded in the school with regular House assemblies, House competitions and House leadership provided by student Heads of House. The six houses are Bannister, Franklin, Gandhi, King, Nightingale and Shabazz.

EQUAL OPPORTUNITIES POLICY

At Nower Hill we have the following guiding principles:

- Equality of opportunity pervades all aspects of school life: it should be fundamental to and reflected in all decisions and actions taken within the school community.
- Equality of opportunity is about recognising all individual abilities and differences and respecting individuals' rights. It is not about treating everyone the same.
- All members of the community have a responsibility for promoting respect and support.
- It is the entitlement of all students to have equal access to the full curriculum provided.
- The curriculum offered should encourage sensitivity to the needs and feelings of others and raise students' awareness of the diversity and inequalities of the society in which they live.
- While staff should encourage students to think for themselves by critically analysing and evaluating evidence and information, students should help themselves and others make informed judgements and challenge prejudice.

Any behaviour which undervalues a person for reasons such as culture, colour, nationality, ethnic or national origin, appearance, religion or belief, , disability, gender, marital or civil partner status, pregnancy or maternity, sex or sexual orientation, age or ability is unacceptable in our school community.

SCHOOL FACILITIES

We believe that it is essential to provide an up to date, high quality learning and working environment at Nower Hill. To that end we make it a priority to commit considerable investment to our facilities and environment.

Each faculty is suited, including teachers having their own classroom for their teaching. Every teacher is provided with a personal device and all classrooms have a PC, digital whiteboards and visualiser. There is a team room in every faculty area with desktop PCs for staff use.

Specialist areas are modern and high quality. There are class sets of Chromebooks for every faculty which are available for all teachers to use and there are over 600 computers on our network. We have a superb Drama, Dance, Music and PE complex and a first class suite of Art rooms. There are specialised ICT rooms for Art, Music, Media Studies and Technology housing modern computers with the latest professional standard software. The school enjoys an all-weather sports field, 6 hard courts and new state of the art sports changing facilities, as well as a newly refurbished and extended canteen and newly refurbished Science labs.

We have a modern, well equipped Library and Learning Resources Centre complete with 30 PCs and a large school hall with excellent lighting and sound facilities.

The more recent additions to our site are a superb 6th Form Centre, a first class English teaching block (13 classrooms), an additional block of 5 modern Science labs (making a total of 16 Science labs) and an excellent Fitness Suite which is free for students and staff to use. The school site and buildings are well looked after with £4m being spent on new rooves, windows, heating, air conditioning and toilet blocks over the last few years.

USING ICT TO ENHANCE TEACHING AND LEARNING

At NHHS we consider ourselves to be an e-confident school. Information and Communication Technology plays an important role in the way we teach, learn, administer and manage as a key tool to make all of the above more effective and efficient. All our classrooms are equipped with either data projectors or large screens and visualisers. Each teacher has a classroom PC and a Chromebook. The entire network consists of over 600 computers and is both wired and wireless, using the very latest wireless infrastructure technology. ICT is widely and effectively used in teaching and learning, with class sets of Chromebooks in every curriculum area. As a Google school, our Staff G-Suite and Student G-Suite are not only used in lessons as an effective tool to enhance teaching and learning but also to facilitate collaboration between all colleagues. The Chromebooks not only give access to the internet but a wide range of educational apps including subject specific platforms in Science and Technology.



All staff have access to Bromcom MIS, which is a crucial tool for our work at NHHS. Lesson registration is conducted through Bromcom, and we use it to monitor student behaviour on a lesson-by-lesson basis. Teachers can find their class lists in Marksheets, which include a full range of prior attainment, baseline data, and related targets to guide their work with students. All termly tracking and end-of-year reporting are completed electronically in Bromcom.

Seating plans are also managed within Bromcom, providing access to essential information for lesson planning, such as SEND details and recommended strategies. Our email system is well-established and integral to our daily operations, with staff able to access Bromcom, email, and the school network from home.

Additionally, the My Child at School app and Bromcom Student Portal app are key platforms used to share detailed homework instructions, conduct points, and attendance records. Both parents and students can access these platforms from any web-enabled device, with around 1,000 homework assignments issued through Bromcom each week.

SUPPORT FOR NEW COLLEAGUES

At Nower Hill we are committed to helping new colleagues feel welcome in the school, we give as much bespoke support from their faculty/department and Year team as is needed to help new colleagues settle in. Over and above this, we have two separate induction programmes for new teachers.

1. **Induction Day for Teaching Staff new to Nower Hill High School**

An Induction Day for all new teaching staff in July, prior to the start of the new academic year, which includes:

- guidance on our culture for learning 'The Nower Hill Way';
- our Teachers' Handbook;
- guidance on our Student Support systems;
- guidance on our Inclusion provision;
- time to meet other new teachers and colleagues within the faculty;
- individual timetables for the new academic year; and
- handover time with previous Form Tutor where relevant.

In addition there is further training on procedures for Bromcom and G-suite within the first month of the new academic year. During this time there is also an after school informal social event between all new staff and the Senior Team.

All new teachers will be invited to observe an experienced practitioner within the same faculty as the new teacher within the first 3 weeks. In addition, a learning observation will be completed by the end of September by the new colleague's line manager followed by developmental post-observation dialogue.

2. **Induction Programme for ECTs (Early Career Teachers)**

All ECTs who have started teaching since September 2021 have to complete an induction period, which generally lasts two school years, before they are fully qualified. The Early Career Teacher Entitlement (ECTE) is developed and delivered within the school, using National Institute of Teaching resources.

Zoe Watson, Assistant Headteacher and Induction Tutor, leads the programme prepared for this period. The school based programme includes:

- a supportive introductory programme in July for ECTs, including planning and preparation time, for which payment will be made;
- A 10% timetable reduction, as directed within the ECTE;
- timetabled regular meetings with a subject mentor focusing on the Early Career Framework;
- timetabled sessions for completion of self-study materials, developed by the National Institute of Teaching to support induction;
- opportunities to meet ECTs from other schools during the half termly school based ECTE training programme sessions, which are run jointly with another local school;
- half-termly twilight group sessions, organised by the Induction Tutor, during which all Nower Hill ECTs are given the opportunity to meet and work together;
- regular drop-in learning observations and time for detailed, developmental post-observation conversations;
- discussions with both subject mentor and induction tutor;
- regular observations of other teaching staff both within and outside the faculty; and
- a supportive and welcoming environment which values the opportunities afforded to experienced staff who work with ECTs.

Professional Development Opportunities at Nower Hill in 2025-26

Aims: To provide an evidence-informed and comprehensive training programme tailored to the needs of staff at each stage of their career.

School Improvement Priorities: Excellence for All in Learning and Achievement; A Climate Where Everyone Thrives; Innovation and Sustainability.

Wider Aims: Our support provided for Teacher Apprentices, Salaried School Direct, PGCE trainees, the Teach Harrow partnership and a 3-year programme for ECTs is a positive response to national recruitment challenges.

PAD (Progress and Development) Process

The PAD process supports each member of staff's professional growth by providing structured and open discussions with their line manager about their role, progress, and aspirations.

Frequency

Educational Support Staff: twice annual meetings with line manager

Teaching Staff: termly meetings with line manager

INSET (In-Service Training) Days	Professional Learning Wednesday 8.25 - 8.40am
<p>Themes <i>1st/2nd September:</i> A Climate Where Everyone Thrives (focus on students and staff); Excellence for All in Learning and Achievement <i>8th October:</i> A Climate Where Everyone Thrives (focus on staff through the PAD process) <i>27th March:</i> A Climate Where Everyone Thrives (focus on diversity); Excellence for All in Learning and Achievement (focus on EFA programme and role/subject specific training) <i>22nd May:</i> Excellence for All in Learning and Achievement; Innovation and Sustainability (t.b.c. following government guidance)</p>	<p>Themes Supporting Vulnerable and Looked After Students Managing Medical Conditions Adaptive and Inclusive Teaching Supporting Students with EAL (English as Additional Language needs) Literacy and Oracy Faculty focused training Diversity Safeguarding Behaviour for Learning AI Staff Wellbeing Early Career Teacher Entitlement (ECTE)</p>
Virtual Training	
<p><u>Inner Drive CPD Academy</u> Themes Developing Creativity Improving Attention Adaptive Teaching Scaffolding Developing Schema Homework Clear Explanations Oracy for Learning SEND and Cognitive Science</p>	<p><u>National College</u> Themes Subject Specific CPD Achieving Outstanding Governance Maximising the Potential of Teaching Assistants Raising Educational Standards Transforming Student Outcomes Driving School Improvement Reducing Staff and Leader Workload</p>

Asking Effective Questions Becoming Evidence-Informed Cold-Calling and Wait Times Cognitive Load Theory Delivering Feedback Rosenshine's Principles Metacognition Resilience and Motivation Retrieval Practice Growth Mindset Spacing, Interleaving and Dual-Coding Understanding Students' Social and Emotional Needs	Attracting and Retaining the Best Staff Supporting Professional Growth Staying Ahead of Government Changes Iris Connect Themes Responsive Teaching Consolidating Learning Checking for Understanding Behaviour Instruction for Initial Understanding
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Teaching Staff Training Monday 3.30 - 4.30pm	Opportunities for Bespoke Training
Topics Student Support (year teams) Curriculum (faculty-based) EFA (Embedding Formative Assessment) Inclusion	<p>All staff can apply for external training linked to their individual roles and PAD targets using our INSET form.</p> <p>Each Curriculum Leader has responsibility for their own training budget to support individual teachers.</p> <p>Janine Sabbagh has responsibility for the training budget dedicated to meeting the needs of student support.</p> <p>Julie Wilkinson has responsibility for the central training budget which includes dedicated funding for diminishing the gap between disadvantaged and non-disadvantaged students.</p>
Special Interest Groups Tuesday/Wednesday/Thursday 3.30 - 4.30pm	
Topics Anti-racism and Diversity LGBTQ+ Staff Wellbeing AI (Artificial Intelligence) Elklan Speech and Language	

Harrow Collegiate Alliance (HCA) Courses

Our Programmes

	Programme	Host School	Programme Lead	No. of Sessions
1	Curriculum and Pedagogy – Exploring What Works: An Evidence Based Approach	Bentley Wood High School	Francis O’Sullivan	6
2	AI In Education	Bentley Wood High School	Francis O’Sullivan	6
3	EAL Programme	Bentley Wood High School	Aldona Nye	6
4	Literacy and Oracy Across the Curriculum	Nower Hill High School	Julie Wilkinson	6
5	Developing an Adaptive and Ambitious Curriculum for SEND Students	The Jubilee Academy	Nimit Hirani and Aaron Mordant	6
6	Mentoring and Coaching	Hatch End High School and Nower Hill High School	Emma Camplejohn and Zoe Watson	6
7	Enriching, Enhancing and Extending the Curriculum	Harrow School	Adam Cross	6
8	Presentation Skills	Hatch End High School	Claire Kissane	1
9	Compelling communication for Senior Leaders and Educators	Hatch End High School	Oliver Williams	1
10	Providing High Quality in Class Support	Park High School	Gaye Kassir	4
11	Developing Yourself and Managing Others	Park High School	Sam Browne	6
12	The Thrive Approach	Hatch End High School	Thrive	2
13	Deaf Awareness in an Educational setting and Introduction to Basic British Sign Language (BSL)	Hatch End High School	Marios Costi	6
14	Aspiring Pastoral Middle Leadership	Nower Hill High School	Zara Mainwaring and Joel Suthesh	6
15	First Steps to Curriculum Middle Leadership	Bentley Wood High School	Nusrat Azad and Eleanor Robson	6
16	Ready for Curriculum Middle Leadership	Hatch End High School	Becky Cleary	6
17	Extend and Enhance Your Leadership and Management	Hatch End High School	TBC	6
18	Women into Leadership	Bentley Wood High School	Claire Burgess	4
19	Aspiring to Senior Leadership	Hatch End High School	Becky Cleary	8 + Sat
20	New to Senior Leadership	Pinner High School	Beth Hindmarsh	8
21	Aspiring to Deputy Headship	Rooks Heath High School	Miriam Manderson and Dr Janice Howkins OBE	8 +Fri/ Sat Residential
22	Aspiring to Headship	TBC	Dr Janice Howkins OBE	6
23	Headteachers November Conference	TBC	Dr Janice Howkins OBE	Thurs/Fri Residential
24	Headteachers June Conference	TBC	Dr Janice Howkins OBE	Wends-Fri Residential

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STAFFING STRUCTURE – SENIOR LEADERSHIP, MIDDLE LEADERSHIP AND TEACHING

Headteacher

3 Deputy Headteachers

7 Assistant Headteachers

10 Heads of Year (Y7-Y11)

2 Heads of Year (Y12-Y13)

10 Heads of Faculty

SCHOOL DAY

08.45 – 09.10 Registration/Assembly

09.10 – 10.00 Period 1

10.00 – 10.50 Period 2

10.50 – 11.10 Break

11.10 – 12.00 Period 3

12.00 – 12.50 Period 4

12.50 – 13.35 Lunch

13.35 – 14.25 Period 5

14.25 – 15.15 Period 6

2025/2026 CURRICULUM

KEY STAGE 3 (Years 7 and 8)

- Maths
- English
- Science
- PE
- History
- Geography
- French*
- Spanish*

*All students study French or Spanish in Year 7

- DT (Food Technology, Resistant Materials and Textiles)
- Computer Studies
- Latin, Classics and Oracy
- Music
- Art
- Drama
- Citizenship
- Philosophy, Religion and Ethics

KEY STAGE 4 (Years 9, 10 and 11)

- English (4 periods in Y9 and 10, 5 periods Y11)
- Maths (4 periods)
- Science (6 periods – up to 3 science GCSEs)

- PE (2 periods)
- PRE (1 period in Y9 and 10)
- Citizenship/PSHE (1 period in Y9 and 10)
- PSE (1 period in Y11)

Plus 4 options (3 periods each) from:

Arts Faculty:

Drama
Dance (Extra-curricular)
Fine Art
Graphic Design
Media Studies
Music
Music Technology

Humanities Faculty:

Geography
History
Philosophy, Religion & Ethics

Languages Faculty:

French
Spanish
Latin
Classical Civilisation (Extra-curricular)
Ancient History
Ancient Greek (Extra-curricular)

Social & Economic Studies Faculty:

Business Studies
Citizenship
BTEC Child Learning

Sports Studies Faculty:

GCSE PE
OCR PE

Technology Faculty:

Food & Nutrition
Resistant Materials Technology
Textiles Technology
BTEC Hospitality & Catering
Engineering

Computing Faculty

IT/iMedia
Computing

By invitation:

Curriculum Support
Curriculum Enrichment
Astronomy

6TH FORM

A LEVELS AT NOWER HILL:

Art (Fine)
Art & Design (Graphic Communication)
Biology
Business Studies
Chemistry
Citizenship
Classical Civilisation
Computing
Dance
Drama & Theatre Studies
Economics
English Language & Literature
English Literature
French
Further Mathematics
Geography
Government & Politics
History
iMedia
Latin
Law
Mathematics

Media Studies
Music
Music Technology
PE
Philosophy, Religion and Ethics
Photography
Physics
Psychology
Sociology
Spanish
Sports Studies
Extended Project Qualification

A LEVELS TAKEN AS 'AWAY' SUBJECTS WITHIN HARROW COLLEGIATE:

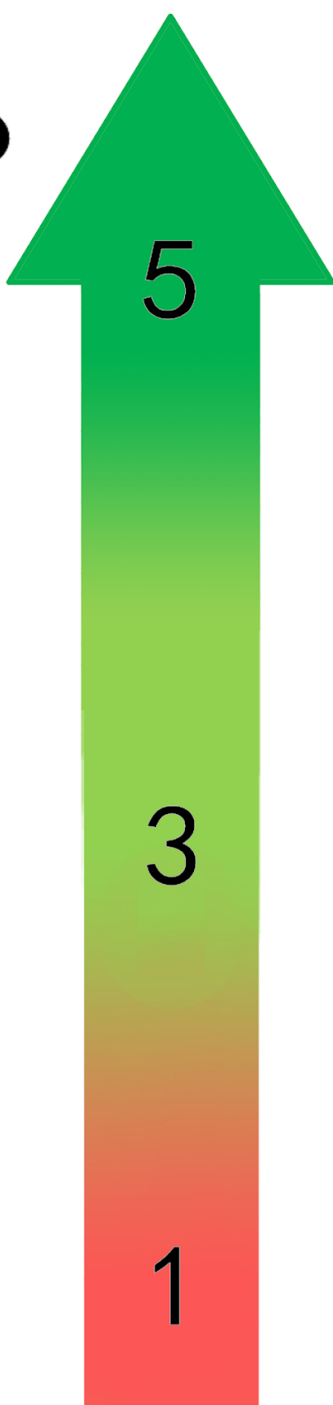
German (Hatch End High School)
Graphic Product Design (Rooks Heath College)



Nower Hill High School

Students at Nower Hill:

Commitment to Learning



Show enthusiasm and curiosity for the subject. Actively seek to extend knowledge and understanding by asking pertinent questions and finding connections between the topics being studied and what has been learned elsewhere.

Have high expectations of themselves. Are prepared to make mistakes and reflect on them, responding to feedback in a positive and meaningful way.

Persevere when challenged using the resources available to them, including the teacher.

Show commitment to learning which meets Nower Hill's expected high standard by willingly participating in all parts of the lesson and completing all tasks to the best of their ability, responding to feedback given.

Are organised and bring all the equipment required to participate successfully in lessons. Concentrate on the work in hand; as a result they are always on task.

Show commitment to learning which is consistently below Nower Hill's high expectations.

CURRICULUM STATEMENT

Purpose

Our deep, broad and balanced curriculum with extensive extracurricular opportunities has been designed to develop **knowledgeable, confident** and **articulate** young people who have the **character** to impress and compete. The curriculum places a high emphasis on **literacy, numeracy** and **creativity** across all areas of study and values **hard work, kindness** and a **commitment** to lifelong learning.

Principles

- Excellent teaching delivered by teachers with a deep knowledge of their subject.
- High expectations at all times and a belief that all students can meet those expectations.
- A strong focus on academic achievement and qualifications.
- Appropriate and bespoke support for students on the SEND and EMA registers.
- An emphasis on the development of Oracy and Articulacy across all areas of the curriculum.
- An opportunity for all to study classical subjects accessing the cultural capital this provides.
- Develop students' key skills of teamwork, leadership, listening, presenting, creativity and problem-solving across the curriculum.
- A large and vibrant extracurricular offer which provides a huge range of opportunities developing the character and personal well-being of students.
- Using the latest technologies as teaching tools to enhance the learning experience for the student both at school and when they are learning at home.
- A flexible curriculum which allows students to follow their talent and interests as well as providing extra support and challenge.

Curriculum Design

- A broad and experiential KS3 curriculum (Science, Maths, English, Art, Classics Latin and Oracy, Citizenship, Computer Studies, Drama, French, Food, Geography, History, Music, Resistant Materials, Physical Education, Philosophy and Religious Education, Spanish, and Textiles) which stimulates students curiosity and allows them to discover their passion and talent.
- A wide range of GCSE and Vocational options delivered over a 3 year KS4, to enable students to develop the deep understanding needed to be successful in GCSE examinations and beyond. As well as allowing the time for truly academically enriching activities, students have the opportunity to choose the subjects for which they have a passion, not limited by predefined subject combinations. Starting in Year 9 enables students a term to review their choices and make changes where appropriate.
- Coordination between subjects so that students have rich opportunities to draw on knowledge and skills from across the curriculum within each subject.
- At KS3 and 4 a wide range of timetabled support lessons (study enrichment, study plus and the stretch curriculum) are used flexibly to support students with particular needs to access the curriculum and challenge the students to achieve their full potential.
- Close relationships built with providers of alternative provision means we can continue to meet the needs of students who require a significantly differentiated curriculum or support to that which we can offer on site. Where the school feels it is in the best interests of the student, the school will implement this provision at KS3 or 4.
- A 6th Form that offers the widest possible range of A-level courses including all the facilitating subjects, so that students can specialise in the areas which interest them.
- A two year curriculum plan at KS5 to allow time for students to develop a deep knowledge of their chosen subjects.
- Baseline data and a personal knowledge of the student used to produce lessons that will stimulate and engage them enabling students across the academic spectrum to be challenged and stretched.
- Assessment strategically planned into schemes of work enabling teachers to give high quality feedback to students and parents and using the student/parent/school partnership to support the development of the student.
- Curriculum time is used in all key stages to deliver Citizenship, PSHE and Philosophy and Religious education to develop students with modern British values which are further developed through every area of the curriculum and in all aspects of school life.

- A huge extracurricular offer including Duke of Edinburgh, Young Enterprise, Peripatetic music lessons, Jack Petchey speak out challenge, UKMT challenge, GCSEs in Ancient Greek, Astronomy and Dance, Orchestra, music groups, sporting clubs and teams, large whole school drama productions and visits within and outside of the school day.
- Students are encouraged to be truly independent learners. They have access to the library, IT rooms, Sport and Arts facilities at the beginning and end of the normal school day as well as learning resources in our highly developed virtual learning environment.
- The curriculum is regularly evaluated in order to ensure that it meets the needs of our learners' development.



NOWER HILL HIGH SCHOOL

Title:	Safeguarding Policy
Date of Review:	September 2025
Date of Ratification by Governing Board:	September 2025
Status:	Statutory
Committee:	Governing Board
Staff Lead:	Deputy Headteacher Student Support
Governor Lead:	Safeguarding Governor
Review Process:	Annual
Location:	Staff Landing Page
Date of Next review:	September 2026

Safeguarding and Child Protection Policy and Procedure for Nower Hill High School

Introduction

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an overarching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff and adults working with children should ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should *always* act in the interests of the child.

This Policy is informed by the following:

DfE: Keeping Children Safe in Education, September 2025

Ofsted: Education Inspection Framework 14 July 2023 (will be applied to the new framework from November 2025)

Serious Crime Act 2015, updated 1st September 2022

The Prevent Duty England and Wales 2023

London Safeguarding Children Procedures and Practice Guidance: Updated 31st March 2025

DfE: Use of reasonable force in schools, July 2013 Updated July 2025

DfE: Working together to safeguard children, 2023

DfE: Mental Health and Behaviour in Schools, 16 June 2014 (updated November 2018)

Harrow Academies HR Policies

And should be read in conjunction with the following:

[Code of Conduct/Whistleblowing Policy \(HR Policies\)](#)

[Medical Protocols](#)

[Online Safety Policy 2025](#)

All in Parent Handbook and Behaviour Policy :

Anti-bullying Policy

Behaviour Policy

Attendance Policy

[Parent Handbook and Behaviour Policy](#)

[Health and Safety Policy](#)

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider at all times, what is in the best interests of the child. (KCSIE 2024) .

The child's best interests will remain our paramount focus and this is best achieved by Nower Hill High School working within the context of the following statutory duties and government guidance which require effective inter-agency co-operation:

Section 175 of the Education Act 2002 places a statutory duty on the Governing Board to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.

Section 11 of the Children Act 2004 (**updated September 2025**) sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community are provided with a clear understanding of our school’s processes and commitment to safeguard and promote the welfare of children and young people in our care.

The Children and Social Work Act 2017 brought about a new partnership arrangement to safeguard children. Harrow Safeguarding Partnership Arrangement oversees a collaborative approach by Harrow Safeguarding Children Board and Harrow Safeguarding Adults Board in order to promote a ‘Think Whole Family’ approach to safeguarding. Nower Hill High School is committed to fulfilling its statutory duty to engage with these arrangements.

All staff which includes the Headteacher, teachers, support staff should read part 1 of statutory guidance Keeping Children Safe in Education (KCSIE), which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in our school. Nower Hill High School’s Governing Board reads the entire KCSIE document annually.

KCSIE incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people, including female genital mutilation and radicalisation.

Our policy and procedure is written in accordance with KCSIE and similarly should be read by all staff, Governors and Trustees. Our policy and procedure also reflects government advice ‘What to do if you’re worried a child is being abused – Advice for practitioners’ March 2015

It is also expected that all staff are made aware of related internal school policies including: the student Behaviour Policy and Staff Code of Conduct.

Child protection is one part of safeguarding and promoting welfare, and refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm, both physical and psychological.

Key Contacts

(i) Safeguarding and Promoting the Welfare of Children at Nower Hill High School

Role	Name	Telephone	Email
Designated Lead Person for Safeguarding (DSL) and Senior Mental Health Lead	Janine Sabbagh	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Safeguarding Officer	Davinder O’Hagan	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Deputy DSLs	Joel Suthesh, Fiona Ward and Sarah Cullum	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Designated Lead Governor for Safeguarding	Michelle Weerasekera	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Filtering and Monitoring Governor Key Lead	Saba Syed	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk

Other members of the Safeguarding Team trained to level 3 in SLT	Joel Suthesh Lucy Kitchen Colin Carter Jo Skelhorne	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Lead for Looked After Children	Janine Sabbagh	as above	safeguarding@nowerhill.harrow.sc.h.uk
Digital Safety Lead	Miriam Ahmed	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Senior Mental Health Lead	Janine Sabbagh	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Prevent Lead	Janine Sabbagh	020 8863 0877	safeguarding@nowerhill.harrow.sc.h.uk
Headteacher (for concerns/allegations about staff)	Jo Skelhorne	020 8863 0877	admin@nowerhill.harrow.sch.uk
Chair of Governors (for allegations about Headteacher)	Michelle Weerasekera	020 8863 0877	chair@nowerhill.harrow.sch.uk

(ii) Key local contacts for safeguarding children

Harrow Children's Social care & Multi-agency Safeguarding Hub (MASH)	'Golden Number': 020 8901 2960 Emergency Duty team: weekends, bank holidays and between 5pm and 9am during the week: 020 8424 0999
Police	101 or for immediate emergency: 999
FGM – Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number above LADO: Lado@harrow.gov.uk
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures, guidance and Training: Harrow Strategic Safeguarding Partnership	www.harrowscb.co.uk
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistle-blowing service via NSPCC Report Line	0800 028 0285
Child & Adolescent Mental Health Service	020 8869 4500
Report Abuse in Education NSPCC Helpline	0800 136 663
Forced Marriage Unit	Tel 020 7008 0151 From overseas: +44 (0)20 7008 0151 Out of hours: 020 7008 1500 (ask for Global response Centre) Email: fmufco.gov.uk
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: 020 7340 7264 Email: counterextremism@education.gsi.gov.uk
Teaching Regulation Authority	Tel: 020 7593 5392 Email: Misconduct.teacher@education.gov.uk
Disclosure and Barring Service	03000 200190 Email: customerservices@db.gov.uk

Safeguarding Mission Statement

All staff at Nower Hill understand that safeguarding children is everyone's responsibility.

We will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Always act in the best interests of the child, taking their wishes and feelings into account.
- Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See Nower Hill's **Safer Recruitment Policy**).
- Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an Early Help assessment. See Appendix 1 and [Harrow's Family Hub Network](#)
- Establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern, knowing that they will be believed. Students are proactively taught about their trusted adults in school and the many ways they are able to disclose any concerns.
- Require any member of staff who has a concern about a child's welfare to follow the referral process set out in this document.
- Recognise that children may not always disclose abuse and that this should not stop staff having a 'professional curiosity' and speaking to the Designated Safeguarding Lead (DSL).
- Where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention.
- Recognise that students with SEND may experience additional barriers in terms of disclosures, learning about their rights and safety, and also in responding to support. At all times, we will ensure adequate adaptations are made for these students.
- Ensure that children who have been abused, neglected or exploited will be supported in line with a Child Protection plan.
- Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies.
- Include opportunities across the curriculum, including PSHE and form time for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

The school commitment

We are committed to safeguarding and promoting the welfare of all our students. We maintain an attitude of **'it could happen here'** at all times where safeguarding is concerned and will always act in the best interests of the child when we are concerned about their welfare. Staff know that we 'see it, hear it, believe it and do something about it'. We recognise that some children may be especially vulnerable to abuse, and that children who are abused may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children who have been abused may harm others. We will always take a considered and sensitive approach in order that we can support all of our students and recognise that each child's welfare is of paramount importance. We reflect our commitment to safeguarding in the school's mission, which states that we aim to enhance the future life chances of all of our students and in our school objectives, which pledge high quality student support.

Why is this important to our school?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to reassess concerns when situations do not improve
- not sharing information or sharing information too slowly and
- a lack of challenge to those who appear not to be taking action

Contextual Safeguarding

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young people's neighbourhoods and/or online communications. Contextual safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. We always take due care of our students' wider environmental contexts to ensure that a holistic understanding of each student's need is secured.

Staff and Governor training

We will ensure that every member of staff and every Governor receives annual safeguarding training at the start of the year in line with Part One of Keeping Children Safe in Education (KCSIE) September 2025, so that all members of the school community are aware of their responsibility towards safeguarding and confident to deal with situations when they arise. Staff who are new to the school will receive training at different points throughout the year, depending on when they join. In addition, staff have regular updates during Wednesday INSET sessions, and there is a weekly item in the Staff Bulletin, to ensure that current and contextual matters are thoroughly addressed. This is revisited through a bi-annual staff quiz. The updates are stored as a record in a booklet for further reference and Governors have access to these. All Designated Teachers will be trained to Level 3, as well as the Safeguarding Officer, and will undergo refresher training at 2 yearly intervals, in addition to which it is expected that they will keep abreast of all safeguarding issues which emerge that are relevant to their roles. All members of staff will be issued with a link to KCSIE 2025 and instructed to read at least Part One of the guidance and to confirm in writing when they have done so.

Safer recruitment and selection

We will ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers, supply teachers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, an overseas criminal record check, right to work in the UK, children's barred list checks and prohibition checks. The school will also carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school may want to explore with an applicant at interview. In addition, the school will ensure that its Single Central Record (SCR) is meticulously maintained. The Chair of Governors, all members of the Senior Team and a number of middle managers have undertaken Safer Recruitment training and at least one member of every panel will have had this training. All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of safeguarding children with each candidate. Full guidance with regard to recruitment can be found in the Harrow Academy [HR Policy Suite](#)

School Procedures

We will comply with DfE guidance on 'Keeping Children Safe in Education' at all times. We have six designated members of staff: four Assistant Headteachers Student Support (**Joel Suthesh, Fiona Ward, Colin Carter, and Lucy Kitchen**), Deputy Head of 6th Form (**Sarah Cullum**) the Safeguarding Officer (**Davinder O'Hagan**) and the Deputy Headteacher, Student Support (**Janine Sabbagh**) who is the Designated Safeguarding Lead (DSL) for the school.

Our Attendance Officers, **Kathryn Barrett** and **Jo Hemmings** are trained to complete referrals for children where we have serious concerns regarding attendance or who may be deemed 'absent from education'.

Our Safeguarding Policy is reviewed annually and all new members of staff given safeguarding training as part of their induction. If any member of staff has a safeguarding concern, they should report it to one of the Designated Teachers **in person or by telephone without delay**. Alternatively, every member of staff is able to make a referral to children's social care themselves, but if they do so, must inform the Designated Safeguarding Lead at the earliest opportunity. **The number for Harrow Children's Services is: 020 8901 2690**

Any member of school staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team. Where a staff member feels unable to raise an issue with the Senior Leadership Team or feels that their genuine concerns are not being addressed, other whistle-blowing channels are available:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Further information on whistle blowing can be found in the school's Whistle Blowing Policy on page 48 of the Harrow Academies HR Policies.

Safeguarding information for students

All students are aware of a number of staff to whom they can talk in the event of any safeguarding concerns arising. The school is committed to ensuring that students are aware of behaviour towards them which is not acceptable and how they can keep themselves safe; this is relayed to students through the Personal Development Programme delivered during Form time, assemblies and Citizenship lessons. Student handbooks carry specific information on online safety as well as a guide to reporting bullying or abuse, and the options they have in order to do so. This guide, which is included in the Student Handbook, was developed alongside the Student Voice Society to ensure it is relevant and applicable to our students' needs. There are also 'Helping Hands' posters around the school and on every Form room board telling students who they can go to if they have a problem; however, students should be reassured that every member of staff in the school is trained in safeguarding, and are therefore encouraged to approach any member of staff with whom they feel comfortable to discuss any concerns.

Regular assemblies and the student G-suite messageboard are used to remind students of their collective responsibility to share concerns if they believe that a friend is at risk in some way. Detailed Child on Child Abuse assemblies are delivered during the academic year and are shared with parents and available on the Parent tab of the school website. All students understand safeguarding procedures and are clear that staff will remind them when they are unable to keep a secret and will have to pass information on. They will be reassured throughout the process, and incidents will continue to be monitored rigorously, to check whether concerns have discontinued or whether further support is required.

The Headteacher's responsibility

The Headteacher will ensure that the Safeguarding Policy adopted by the Governing Board is fully implemented and followed by all staff. In addition, she will ensure that sufficient resources and time are allocated to enable the Designated Teachers to discharge their responsibilities and ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. Such concerns will be addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies. The Headteacher, along with the DSL, also plays a key role in the managing of allegations and low level concerns against staff and volunteers. Please see Appendix 1 for Allegations against staff (including low-level concerns) policy.

The Designated Safeguarding Lead's responsibility

The Designated Safeguarding Lead, **Janine Sabbagh**, will take responsibility for all child protection referrals including safety referrals and monitoring and filtering responsibilities referred by the Safeguarding Officer. She will ensure that adequate information is sought to enable a decision to be made on whether to refer the matter to Children's Services when there is a significant concern. She will be responsible for ensuring all referrals are completed in a timely manner and followed up to ensure the well-being and safety of the child. If after a referral the child's situation does not appear to be improving, she will press for re-consideration to ensure all concerns have been addressed. Our Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with the other agencies in line with Working Together to Safeguard Children (2023). The Deputy Headteacher for Student Support, who at Nower Hill is also the Designated Safeguarding Lead, will take responsibility for investigating and referring where necessary, in agreement with the Headteacher, to the Local Authority Designated Officer (LADO), any allegations against a member of staff. This is to include any concerns raised regarding supply staff as well as concerns which have taken place on site for any Lets. If the allegation concerns the Headteacher, this will be referred to the Governing Board. An allegation against the Chair of Governors should be reported directly to the LADO. Where there are concerns that an adult poses a risk to children, the DSL and Headteacher/Chair of Governors will report the concern to the LADO within one working day. The referral should be made via MASH using the MASH referral form.

NB ALL referrals should be sent in to MASH – e-mail: Duty.Assess@harrow.gov.uk

It is recognised that any matter concerning child protection is confidential, and the Designated Safeguarding Lead will disclose any information on a need to know basis only.

All parents will be made aware of the Designated Safeguarding Lead's responsibility with regard to safeguarding referrals when their child starts at the school and of how to raise a concern regarding safeguarding with the school. The Deputy Designated Safeguarding Leads for Nower Hill are Joel Suthesh, Fiona Ward and Sarah Cullum. The Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead.

Please note whilst the activities of a Designated Safeguarding Lead can be delegated to the Deputy Designated Safeguarding Lead, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead. This responsibility should not be delegated.

For the full Role Description for the Designated Safeguarding Lead see **Appendix 4**.

The Governing Board's Responsibility

It is the responsibility of the Governing Board to scrutinise the school's safeguarding policies, procedures and training in particular in relation to compliance with legislative duties and with regard to government guidance in Keeping Children Safe in Education.

This responsibility includes understanding the local criteria for action and assessment and supplying information as requested by the three safeguarding partners (Local Authority, Police and Integrated Care Board).

Our designated lead governor for child protection and safeguarding, Michelle Weerasekera, oversees the school's policy and practice and champions safeguarding issues, meeting regularly with the DSL. She is also responsible in the event of an allegation of abuse made against the Headteacher.

The Governing Board ensures that policies and procedures are in place, which are compliant with government guidance and local Safeguarding Partnership Arrangements. These are reviewed annually and staff are encouraged to contribute to their development. These are available publicly via the website.

The Governing Board quality assures that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training including online safety, training and management of onsite activities out of school hours. In addition, they are aware of weekly updates in the staff bulletin regarding safeguarding matters.

The Lead Governor for safeguarding liaises closely with the Designated Safeguarding Lead and receives regular reports to monitor procedures and practice and ensure compliance. All members of the Governing Board receive a detailed annual safeguarding report for the school, as well as comprehensive contextual training by the DSL at the start of each academic year.

The Lead Governor for Safeguarding, Michelle Weerasekera, ensures that staff understand the process and principles for sharing information, including the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 2016.

The Governing Board ensures that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training. (See Recruitment Policy in Harrow Academies HR Policies above)

They also:

- ensure that allegations and low level concerns management procedures are in place and embedded across the school.
- ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority.
- ensure that appropriate responses to children who are absent from education, particularly repeat occasions are in place to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them being absent for extended periods.
- ensure that the curriculum supports children in recognising and responding to risks, including online risks.

How can parents/carers raise concerns?

Any parent or carer with a safeguarding concern regarding a child at the school, whether that concern has arisen within or outside of the school, should contact **Janine Sabbagh, 020 8863 0877**, by telephone at the earliest opportunity, or in her absence, Joel Suthesh, Fiona Ward or Sarah Cullum. Any concerns sent through to the generic school admin email address are sent through to Janine Sabbagh, the DSL and Davinder O'Hagan, the Safeguarding Officer.

Data Protection

As a school we will meet our duty to process personal information fairly and lawfully, however in situations where a child is at risk of harm, we will willingly share information with relevant authorities in order to promote the welfare and protect the safety of children.

Health and safety

School Health and Safety procedures reflect the consideration we give to the protection of our children both within the school environment and when away from the school, undertaking school trips and visits. Risk assessments will be completed routinely for any child whom we believe to present a risk to themselves or others in the school community. The school has a separate Health & Safety Policy, which can be viewed on the school website. In addition, the school has a full set of safety alert evacuation procedures, which are reviewed annually. This includes evacuation procedures in the event of a fire, bomb threat or weapon attack as well as clear procedures for locking down or locking out in the event of an emergency. This document may be found on the school website under safeguarding.

Physical Intervention

All staff receive behaviour management training when they start at the school, which teaches them the use of de-escalation techniques. Such training is carried out at regular intervals to refresh and update skills for all staff. The school's Physical Intervention Policy acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to self, another person or damage to property. All acts of physical intervention must be recorded in the school's log and reported by the Designated Teacher to the LADO for cases which are a cause for concern. It is understood that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Recent staff training has taken into account the updates from July 2025.

Supporting Vulnerable Children including Children Looked After (CLA)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that our staff have the skills, knowledge and understanding necessary to keep looked after children safe, including children who were previously looked after. In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with Parental Responsibility. Our staff will obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Our **Designated Teacher for Children Looked After** will obtain details of the child's social worker and the name of the Virtual School Headteacher in the authority that looks after the child.

The Designated Teacher for CLA at Nower Hill is Janine Sabbagh. She will work with the Virtual School Headteacher and relevant Heads of Year to promote the educational achievement and welfare of existing and previously Looked After Children. For further information see [The Role and Responsibilities of the Designated Teacher](#) and [Promoting the Education of Looked After Children](#).

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing board recognises that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children with SEN and disabilities, or health issues can face additional safeguarding challenges, both online and offline.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with

SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

Further information can be found in the DfE's:

- [SEND Code of Practice 0 to 25 years](#),

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Children who are lesbian, gay, bisexual, or gender questioning

The governing board acknowledges that a child or young person being lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff. Staff will work carefully and in close partnership with families of children who are gender questioning, ensuring a measured and collaborative approach.

Thresholds for Intervention

The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to [Thresholds Guidance](#) and see Appendix 3, Actions where there are concerns about a child. If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded on CPOMS by the Safeguarding Team .

N.B. Informing parents does not require seeking their consent to share the information with professionals who need to know.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes;
- An Early Help assessment or;
- A referral for statutory services e.g. the child is or might be in need or suffering or likely to suffer harm.

Early Help

In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

All staff play an important role in safeguarding and promoting the welfare of children and should be prepared to identify children who may benefit from Early Help. This may be done for example, by immediately speaking with the DSL, or their deputies, regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment. Taking these steps may prevent concerns from escalating.

All staff should be alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child.

Children in Need

A child in need is defined under the [Children Act 1989](#) as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. The Local Authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

All students identified as children in need or children at risk will be provided with appropriate levels of pastoral support led by a DSL in conjunction with Heads of Year and Form Tutors.

Attendance and children absent from education

Children absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. Reasons for unexplainable and/or persistent absences from education might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller (GRT) families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

It is important that the school's procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a Child in Need or Child Protection plan, or as a Looked After Child), where absence from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's unauthorised absence procedures and children missing education procedures. Please see Attendance Policy linked [here](#)

This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support includes:

- schools' duties regarding children missing education, including information schools must provide to the LA when removing a child from the school roll at standard and non-standard transition points may be found in the DfE's statutory guidance: [Children missing education: statutory guidance for local authorities and schools](#).
- General information and advice for schools may be found in the Government's [Missing Children and Adults Strategy](#).
- further information for colleges providing education for a child of compulsory school age may be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#)
- Statutory guidance for schools concerning children who are absent from education https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Elective Home Education

https://assets.publishing.service.gov.uk/media/66bf6d2bdcb0757928e5bd47/Elective_home_education_departmental_guidance_for_local_authorities.pdf

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan in place the LA will need to review the plan, working closely with parents and carers.

FGM (Female Genital Mutilation)

Staff should be aware that our students are drawn from a relevant community with regard to FGM and must therefore be alert to the possibility of a girl being at risk of, or already having suffered FGM. There are a range of possible indicators which are shared with all staff through safeguarding training; all staff must be mindful and alert to these potential signs. From October 2015, section 74 of the Serious Crime Act will place a statutory duty on schools to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions and in addition could risk criminal conviction. It will be rare for teachers to see visual evidence and they should **not** be examining students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

Prevention of Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. The school and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). [Protecting children from radicalisation: the Prevent Duty](#) provides guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism. All staff are encouraged to familiarise themselves with the government's website www.educateagainsthate.com. The website is designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

The school has a risk assessment process in place for considering and protecting children at risk of radicalisation and extremism. The risk assessment takes into consideration that the internet and use of social media have become major factors in the radicalisation of young people, and our school's Online Safety Policy and curriculum embeds understanding of these particular risks.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm, guidance may be found here: [Channel duty guidance: protecting people susceptible to radicalisation \(accessible\)](#)

So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and

individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Marriage and Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. However, it is also a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to so-called 'honour based' abuse. The Forced Marriage Unit can be contacted for advice or information on 020 7008 0151 or email: fmf@fco.gov.uk. Our school recognises that it has an important role in safeguarding children from forced marriage by educating students about the law and their rights and in identifying signs of risk. Further information can be found in [Government Guidance on Forced Marriage](#).

Homelessness

Our staff will alert the DSL of families becoming or at risk of becoming homeless, so that the team is able to support the family as much as possible. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under The Homelessness Reduction Act 2017 shift focus to early intervention. For further information refer to [Homeless Reduction Act Factsheets](#).

Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Nower Hill, we will confirm the status of every student's care arrangements on admission (or when a student's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. See links for information on what constitutes [private fostering](#) and details of [The Children's Act 1989: private fostering](#).

Substance Misuse

We recognise the clear role our school has to play in preventing substance misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to [DfE and ACPO Drug Advice for schools](#). (ACPO has changed to the National Police Chiefs' Council).

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines

CSE involves exploitative situations, contexts and relationships where a young person receives something, for example food, drugs or money, in return for performing and/or others performing on them, sexual acts. CCE tends to involve similar contexts and relationships, but without any sexual acts. Both have become increasingly prevalent in recent years and the school will ensure that all students and staff are made aware of the risks of CSE and CCE and how to protect themselves/students from it. Attendance, in particular afternoon attendance will be carefully monitored to identify any patterns in absence which may indicate susceptibility to CSE or CCE. The issue of CSE and CCE will be addressed through Citizenship, Personal Development Programme and assemblies.

County Lines is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor, where the victim may have been trafficked for these purposes. In close working relationship with our local MASH, a referral to the National Referral Mechanism will be considered for any such concerns.

Further advice can be obtained from Home Office guidance [Criminal exploitation of children and vulnerable adults: county lines](#)

Trafficking and Modern Day Slavery

Our school will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who are absent from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).

Child on child sexual violence and sexual harassment

At Nower Hill, we recognise that sexual violence and sexual harassment can occur between children of any age and sex, although we are aware of higher prevalence levels for students who identify as girls. **We recognise that even if we are unaware of any cases, we would not dismiss the possibility of it taking place and simply not being reported.** It may occur online and offline and can be complex. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

We will ensure that all such matters are taken seriously, and that appropriate action is taken to address each issue, including the provision of support for students involved. Sexual violence or sexual harassment will never be passed off as ‘banter’ or just ‘part of growing up’ and we adopt a zero-tolerance approach to such abuse.

We recognise that we need to teach our students how to report such concerns and consequently, have developed a student friendly guide to reporting such concerning behaviours which is available for all students to refer to in their student handbook and on the Google Student Wellbeing Page. In response to such a report our school will act in accordance with Part 5 of KCSIE (2025).

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of activity but not another. Consent can be withdrawn at any time and each time activity occurs. A child under the age of 13 can never give consent to any sexual activity; the age of consent is 16; sexual intercourse without consent is rape. We proactively teach not only about consent, but also about the respectful behaviours that we insist upon in our school to ensure a culture where we are able to celebrate our individuality without any fear of degradation or humiliation.

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a

child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include: sexual comments, sexual jokes or taunting, physical behaviour, displaying pictures or drawings of a sexual nature, upskirting and online sexual harassment.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. The umbrella term is 'harmful sexual behaviour' (HSB) and it can occur online and/or face-to-face. The school will always consider HSB in a child protection context.

In response to such a report our school will act in accordance with Part 5 of KCSIE (2025):

- reassure the victim that they will be taken seriously, and they will be supported;
- not promise confidentiality as it is very likely that the concern will need to be shared further
- respond in line with our safeguarding procedures which have been shared with all staff and students;
- where a concern includes an online element, follow DfE guidance: [Searching, screening and confiscation in schools](#) and UKCCIS advice [Sexting in schools and colleges](#). Adults should not view sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. See [Guidance for Practitioners on Suspected Indecent Imagery Protocol \(Schools version\)](#) Students are proactively taught about risks of sharing consensual and non-consensual nude and semi-nude images.
- if possible, manage any such reports with two members of staff present (preferably the DSL being one of them), and taking into account what the student would be most comfortable with.

Where there has been a report of sexual violence, our DSL will make and record an immediate risk and needs assessment, using the Brook Traffic Light Tool in the first instance, and consulting with Police, taking into consideration the victim's wellbeing and wishes at all times.

Where there has been a report of sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis.

The risk and needs assessment will consider and keep under review:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

Our DSL will engage with children's social care, the police and specialist services as required. Any risk assessments undertaken by the other agencies/services will be used to inform our school's own risk assessment.

Detailed and accurate records will be kept and maintained by the DSL. These will be stored securely on CPOMS at the highest security setting.

Important considerations:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages and developmental stages of the children involved;
- any power imbalance between the children e.g. age differential, disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents

- any ongoing risks to the victim, other children, adult students or staff; and
- other related, contextual issues e.g. in the community/local environment
- if both the alleged perpetrator and victim are still attending the same school, how best to keep them at a reasonable distance apart (including on transport).

Management of sexual violence/harassment cases

Where appropriate, the management of such cases will be agreed in consultation with children’s social care and/or the police or other specialist service. There are four possible routes **all** underpinned by the principle that such behaviour is **never acceptable and will not be tolerated**:

Manage internally - In some case of sexual harassment, e.g. one-off incidents, it might be appropriate to handle the incident internally, through utilising our behaviour policies and by providing pastoral support.

Early Help – Providing Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referrals to children’s social care – Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to children’s social care, who will determine whether any of the children involved are in need of protection or other services. Referring to children’s social care should not delay our school from taking immediate action to protect the victim and other children. However, we will ensure that any such actions do not jeopardise a statutory investigation.

Reporting to the Police – Any report to the police will generally be in parallel with a referral to children’s social care. Where a report of rape, assault by penetration or sexual assault is made, the matter should be passed on to the police. If the alleged perpetrator is under ten (below the age of criminal responsibility), the principle of reporting to the police remains. The police will take a welfare approach, rather than a criminal justice approach. The school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

With all routes outlined above, it is vital that all concerns, decisions and reasons for decisions are recorded (written or electronic).

Bail conditions – The term ‘Released Under Investigation’ (RUI) will apply where circumstances do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity in or in some cases ensuring compliance with an administrative process. In all cases, our school will work with children’s social care and the police to manage any implications and to safeguard children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

The end of the criminal process – if a child is convicted or cautioned for a sexual offence and remains in school, expectations regarding their future behaviour and any restrictions must be made clear.

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children’s social care may be appropriate. The school will also consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

Safeguarding and supporting the victim – victims may not disclose the whole picture immediately. They should be asked if they would find it helpful to have a designated trusted adult to talk to about their needs and have a choice about who this is. In response to any stress they may experience, flexible or alternative arrangements for their

education may need to be considered. We will do everything we reasonably can to protect the victim from further harassment to ensure that they continue to receive a suitable education.

Safeguarding and supporting the alleged perpetrator – Any child will likely experience stress as a result of being the subject of allegations and any associated negative reactions by their peers. We will respond proportionately, recognising that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. These behaviours may be a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice as appropriate from children’s social care, specialist sexual violence services and the police. If the alleged perpetrator moves to another educational provision, our DSL will ensure that relevant staff at the new provision are made aware of any ongoing support needs and any potential risks to other children and the staff.

Child on Child Abuse

The school acknowledges that children are capable of abusing their peers and that different gender issues can be prevalent when dealing with child on child abuse. We will never tolerate this or pass it off as ‘banter’ or ‘part of growing up’. Examples of such behaviour which must be reported include but are not restricted to: girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Upskirting is another example and will be dealt with seriously and in line with policy. ‘Upskirting’ is where someone takes a photograph under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. Relationships, including sexual relationships and the age of consent are addressed as part of the RSE Curriculum, starting in Year 7 and being revisited each year until Year 11. In 6th Form, these matters are revisited through the Form Tutor Programme and assemblies on child on child abuse as well as compulsory RSE lessons. It may be the case that such behaviour will be deemed as bullying and sanctioned in line with the school’s Anti-Bullying Policy.

In order to ensure that students’ voices are being heard and the school is doing everything that is possible to encourage students to report such matters, we regularly consult students, inviting them to share their experiences and thus ensuring that current issues, whether in school or in the media, are being addressed with students.

Students work collaboratively with staff to ensure that any current concerns are addressed and that suitable action is taken. Students have contributed towards a protocol for reporting concerning behaviours, and in collaboratively planning workshops and informing contextually relevant content for Citizenship and PSHE lessons, relevant to the developmental age of each year group.

Mental Health

We recognise a significantly increased need for supporting students’ mental health and in proactively teaching about wellbeing and developing resilience. To this end, we have an extensive team in school, including a Senior Mental Health Lead (who is also the DSL), two school counsellors, an EMHP (Education Mental Health Practitioner), an Engagement Team, comprising four mentors, a school Nurse and a Welfare Assistant. The team works collaboratively to ensure the best provision for all students whilst ensuring the most effective liaison with home as well as external agencies for those students deemed to be most in need, and diagnosed with clinical mental health disorders. Safety plans are also in place for students who may pose a risk to themselves; these are developed collaboratively between school, home and external providers. More information regarding a national response may be found in [Mental Health and Behaviour in Schools Guidance](#).

Parental Mental Health

We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from Early Help from local services and work with them to avoid any adverse impact on their children, particularly if the trio of vulnerabilities is relevant, with parental mental health being a factor alongside parental substance abuse and domestic violence. For further guidance refer to [Parental mental health](#).

Parental Substance Misuse

Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting students and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

Online Safety

The school recognises the risks that students are exposed to through the online world. Every effort is made to educate and to reduce those risks through ensuring that students have sufficient knowledge regarding potential harmful effects they may expose themselves to; these range from use of social media within the context of peer groups through to the risk of exploitation from unknown sources. Parents and carers are actively involved and kept up to date through regular communications sent. Additionally, Online Safety is addressed as a priority at the Year Ahead Evenings for all Year groups and at assemblies and in discussions with students for whom online safety is a concern. Restorative sessions are booked with and led by the Digital Safety Lead for the school.

The school is aware that with an increase of online learning, there is an additional, potential risk for both students and staff. For this reason, safety measures have been put in place and regularly revisited. We believe that our strict school policy of students not being permitted to use their mobile devices at all through the school day supports their online safety; not only are they not distracted by their devices and able to enjoy unstructured time more than they would if online, but there is also a significant reduction in opportunity for online bullying or other high risk online behaviours.

We ensure that we have effective mechanisms to identify, intervene in, and escalate any online safety incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers. Where students are being asked to learn online at home, the school follows government advice to support schools to do so safely.

Staff are made aware of the school approach to online safety, including:

- Creating a safer online environment – including training requirements, filters and monitoring;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line ([Teaching online safety in schools](#));
- Inspiring safe and responsible use and behaviour;
- Acceptable and safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones; and
- What steps to take if you have concerns and where to go for further help.

All staff must agree to the Acceptable use of ICT Policy in conjunction with our Code of Conduct in relation to personal online behaviour.

Filtering and Monitoring

Nower Hill High School ensures that it is a safe place to learn and work online. Filtering and monitoring are both important parts of safeguarding students and staff from potentially harmful and inappropriate online materials. Students and staff are subject to monitoring and filtering to ensure that work devices are used safely and appropriately. This includes the use of Nower Hill High School's IT devices at home as well as at school.

Use of all IT devices used in school on the school network and at home are subject to monitoring and filtering; for these, we utilise AB Tutor, Securus, LGfL Webscreen, LGfL HomeProtect, Sophos Central, and LGfL Safe DNS.

Websites deemed as unsafe or inappropriate will be blocked by our filtering system. This website list will be reviewed and updated regularly. Activity will be monitored and analysed, with designated individuals within the safeguarding team alerted to potential instances of concern. All level 5 concerns are flagged immediately to the Safeguarding Officer who will refer as relevant to the DSL and pastoral teams.

Roles and responsibilities:

Governing Board:

Key governor for filtering and monitoring: Saba Syed

Nower Hill High School's Governing Board has overall strategic responsibility for filtering and monitoring. Our Governing Board will:

- Support the Senior Leadership Team to procure and set up systems which meet required standards of filtering and monitoring;
- Conduct an annual review of the filtering and monitoring systems with the DSL and to ensure the school maintains records of this review for 5 years so that it can inform practice and be made available to those entitled to inspect that information;
- Work closely with the DSL so that urgent incidents are rapidly identified, acted upon and outcomes are recorded; the DSL will inform the key governor should a significant concern arise that would benefit from further discussion/support. Otherwise, these updates will form a part of the regular Safeguarding Governor visits.

Designated Safeguarding Team relating to Filtering and Monitoring:

Janine Sabbagh (DSL / Deputy Headteacher)

Joel Suthesh and Sarah Cullum (Deputy DSLs and Assistant Headteachers)

Davinder O'Hagan (Safeguarding Officer)

Digital Safety Lead: Miriam Ahmed

The Safeguarding Officer, DSL and Digital Safety Lead will:

Ensure an effective system of filtering and monitoring is in place. Oversee and act upon:

- filtering and monitoring reports;
- safeguarding concerns that emerge from reports;
- checks to filtering and monitoring systems.
- A structured educational programme for students and restorative work for students where they request it or have made errors, indicating that they need further support.

The Senior Leadership Team including ICT Network Manager and Online Safety Coordinator

Cathie Serrao (AHT T&L) and Anthony Hogan (ICT Network Manager)

This team will:

- procure and update as required filtering and monitoring systems;
- identify risk;
- carry out reviews and checks;
- document decisions on what is blocked or permitted and why;
- review the effectiveness of our provision;
- oversee reports;

This team is also responsible for ensuring that all staff:

- understand their role;
- are appropriately trained;
- follow policies, processes and procedures;
- act on reports and concerns.

The IT department:

The IT department will:

- maintain filtering and monitoring systems;
- provide filtering and monitoring reports;
- complete actions following concerns or checks to systems

Annual review of filtering and monitoring provision

For filtering and monitoring to be effective it should meet the needs of our students and staff, and reflect our specific use of technology while minimising potential harms.

To understand and evaluate the changing needs and potential risks, Nower Hill High School will annually review our filtering and monitoring provision. This review will be carried out by the Senior Leadership Team, ICT Network Manager and the DSL. The results of the online safety review will be recorded for reference, kept for 5 years and made available to those entitled to inspect that information.

Technical requirements of annual review

The annual review will include:

- the risk profile of students, including their age range, students with special educational needs and disability (SEND), students with English as an additional language (EAL)
- what Nower Hill High School's filtering system currently blocks or allows and why
- any outside safeguarding influences, such as county lines
- any relevant safeguarding reports
- consideration of the digital resilience of students
- teaching requirements, for example, our RSE and PSHE curriculum
- the specific use of our chosen technologies such as 1:1 devices
- what related safeguarding or technology policies Nower Hill High School has in place
- what checks are currently taking place and how resulting actions are handled.

To make our filtering and monitoring provision effective, Nower Hill High School's review will inform: related safeguarding or technology policies and procedures

- roles and responsibilities
- training of staff
- curriculum and learning opportunities
- procurement decisions
- how often content is checked
- monitoring strategies.

The review will be done as a minimum annually, or when:

- a significant safeguarding risk is identified
- there is a change in working practice, like 1:1 devices

- new technology is introduced.

Other related fields and criteria included in the annual review

The checks should include a range of:

- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, students and guests (Nower Hill High School will keep a log of checks to enable them to be reviewed.)

These will include:

when the checks took place
 who conducted the check
 what they tested or checked
 resulting actions.

Nower Hill High School will make sure that:

- all staff know how to report and record concerns
- filtering and monitoring systems work on new devices and services before releasing them to staff and students
- blocklists are reviewed and they can be modified in line with changes to safeguarding risks.

Useful resources to support annual review of filtering and monitoring South West Grid for Learning's (SWGfL) testing tool can be used to check that Nower Hill High School's filtering system is blocking access to:

- illegal child sexual abuse material
- unlawful terrorist content
- adult content.

Children with special educational needs and disabilities

The school recognises that children with special educational needs and disabilities (SEND) may face additional safeguarding challenges and as such, will maintain an awareness of the barriers that can exist when recognising abuse and neglect in this group of children, for example being more prone to peer group isolation than other children; assuming that indicators of possible abuse relate to the child's disability; and communication barriers. The school will ensure that SEND students are provided with additional pastoral support and that advice and guidance with regard to keeping themselves safe is differentiated according to need.

Alternative Provision

Where the school places a student with an alternative provision provider, it continues to be responsible for the safeguarding of that student and should be satisfied that the placement meets the student's needs.

The school recognises that the cohort of students in alternative provision often have complex needs and are/is aware of the additional risk of harm our students may be vulnerable to.

School recognises that we should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The school will have regard to the following statutory guidance:

[Alternative provision – DfE Statutory Guidance](#), and [Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The governing board expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child absent from education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Young carers

With so many adult responsibilities, young carers often miss out on opportunities that other children and young people have to play and learn. We at Nower Hill are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help as carers. We will aim to respond early with our own pastoral support and where appropriate seeking help from local authority support services for young carers.

Photographs and videos

At times, we will use photographs and videos of the students on our website, where consent has been received, and in promotional materials which may be shared with parents, potential parents and the local community. When doing so, we will not use any personal information other than a first name, so that the child cannot be identified.

Policy Review

This policy document will be reviewed on an annual basis by the Governing Board to ensure it is up to date with current legislation and best practice.

Policy Author: Janine Sabbagh, Deputy Headteacher, Designated Safeguarding Lead and Senior Mental Health Lead

Date: September 2025

Appendix 1: Allegations against staff (including low level concerns) policy

Section 1: Allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education. The school will follow the HSCB [Managing allegations against staff and volunteers](#) if a safeguarding concern or allegation is raised against an adult in a position of trust.

At Nower Hill we have a culture in which all safeguarding concerns and allegations about adults (including those that do not meet the harm threshold) are shared responsibly and with the right person, and are recorded and dealt with appropriately. This supports our open and transparent culture; enables us to identify inappropriate, problematic or concerning behaviour early; minimises the risk of abuse; and ensures that adults working in or on behalf of Nower Hill are clear about professional boundaries and act within them, in accordance with the ethos and values of the school.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, or a person using the site to work with children at times outside of the regular school day has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

If we are in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO), whose details are:

Lado@harrow.gov.uk

This will be done as a matter of urgency/a soon as practically possible and within one working day at the latest.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will usually be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense, compassion and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the case manager will seek views from the school's HR Team and the LADO, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. They will be reminded of their staff Faculty Wellbeing Representative, should they wish to utilise them for support, or their Curriculum Leader/Line Manager as well as the contact for the Education Support Partnership (Telephone 08000 856148)
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The Headteacher will discuss with the Governing Board and the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report or an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Concerns that do not meet the harm threshold (Low level concerns)

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education. At Nower Hill, we work hard to ensure a culture of trust and openness, in which colleagues can share any concerns regarding other adults/colleagues, and be assured that they will be received in a sensitive manner.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff

- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks
- Observation of inappropriate behaviour

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low level concerns

The term 'low-level' concern is any concern – no matter how small and even if no more than causing a sense of unease or 'nagging' doubt – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Excessive shouting at a student or humiliating students
- Using inappropriate language or inappropriately laughing or joking about students, even if only staff are present.

Sharing low level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We also encourage staff to self-report in situations where they themselves have realised that they could have done better in approaching a situation in an alternative way.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns, whether about themselves or a colleague
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

As made clear to all staff at Induction, we continually encourage feedback regarding all practices in school, and we welcome open conversations, without ever regarding any issue or query as 'silly' or unimportant. Conversations with the Headteacher, the DSL, and all of the Safeguarding Team are welcomed.

Responding to low-level concerns

If the concern is raised via a third party, the DSL or Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL. We take a collaborative approach to decisions, using our most experienced Safeguarding Team alongside the Headteacher, to ensure that a fair, compassionate and reasonable outcome is ensured.

Record keeping

All low-level concerns will be recorded in writing by the DSL and or Headteacher, with the Headteacher aware of every entry. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the LADO.
- Retained at least until the individual leaves employment at the school and then for 7 years after they have left.

Where a low-level concern relates to a supply teacher, contractor or adult using the site outside of school hours, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to LADO and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 2 – Summary guidance for school staff regarding Child Protection Referrals.

NOWER HILL HIGH SCHOOL

Summary Guidance for School Staff regarding Child Protection Referrals

Identifying children and young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Act 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- **Development** means physical, intellectual, emotional, social or behavioural development;
- **Health** includes physical and mental health;
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Indicators of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging

children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff must be aware of it and the school's policy in dealing with it. The school's procedures for dealing with child-on-child abuse may be found earlier in this policy.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Taking action to ensure that children are safe at school and at home

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with a designated teacher with responsibility for child protection (or the Headteacher in the absence of a designated teacher) prior to any discussion with parents.

A child protection concern may have come from:

- something the child has said or done;
 - an injury that is apparent;
 - the appearance of the child;
 - behaviour that is observed;
 - concerns that have accumulated over time;
 - the attitude or behaviour of parents or carers;
 - comments made by others about the child or parent/carer.
1. **The information should be recorded immediately** by the person directly involved, and also information regarding anyone else who was present or witnessed it. It is important to record the time and date and sign it, unless it is a watching brief, in which case this will happen automatically through an email, which the Safeguarding Team will record on CPOMS.
 2. The member of staff concerned should **seek out one of the Safeguarding Team** – Janine Sabbagh, Deputy Headteacher Student Support, Lucy Kitchen, Assistant Headteacher Inclusion, Joel Suthesh, Assistant Headteacher Student Support, Fiona Ward, Assistant Headteacher Student Support, Colin Carter, Assistant Headteacher Head of 6th Form, Sarah Cullum, Deputy Head of 6th Form or Davinder O'Hagan, Safeguarding Officer, immediately, or, if not possible, Jo Skelhorne, Headteacher. This should be done without delay and to give Children's Services time to take appropriate action, if required, before the end of the school day.
 3. **The designated teacher will make a referral to Children's Services (Referral & Assessment Team (020 8901 2690)** if there are serious concerns about the welfare or safety of a child (the parent/carer does not need to give consent to this referral). Any telephone referral will be followed with a written report. Referrals about stranger abuse will be made to the Police.
 4. The referrer should be prepared to discuss or **provide information about the following:**
 - the evidence basis for the referral; details of the child and family background;
 - accurate information regarding the child's name, language spoken at home, ethnic origin and any disabilities s/he may have;

- information regarding whether contact has been made with the parents/carers.
5. A social worker will then make further enquiries about concerns raised and may come to school to see the child.
 6. Only minimal discussion should take place with the child and this should be to establish sufficient information to be able to make a referral. Bear in mind the following when having this discussion:
 - leading questions should not be asked;
 - consideration as to their age and understanding;
 - consider what additional information the child may offer;
 - the child should be informed of what action is being taken and **should not be assured about confidentiality** or not having to go home on the day when this cannot be guaranteed;
 - the child should be assured of continued support from staff.
 7. If the child protection concerns are supported by further enquiries, there will be a strategy discussion or meeting about what should happen next. The school will be kept informed, as will the child's parents or carer.
 8. Following a referral, further enquiries and an assessment of the child's circumstances and the risk to the child will be made, if necessary, and key decisions may then be made at a child protection case conference about how the child can be protected in future and how, if possible, his/her parents can be supported to look after him/her.
 9. A social worker should ask the school to contribute information for an initial assessment child protection investigation. This information should be given promptly as the timescale for this is very short (i.e. 7 working days from the referral.)

Appendix 3 – Actions where there are concerns about a child

Actions where there are concerns about a child



Appendix 4

Role Description for Designated Safeguarding Lead

Governing boards, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school **leadership team**, to the role of Designated Safeguarding Lead (DSL).

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions, inter-agency meetings, contribute to the assessments of children – and/or to support other staff to do so.

Any deputy should be trained to the same standard as the DSL, but the ultimate lead responsibility for child protection remains with the DSL.

Managing referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required or to support the Safeguarding Officer or member of the Designated Safeguarding Team to do so;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel Programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel Programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.

Working with others

The Designated Safeguarding Lead is expected to:

- act as a point of contact with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group (CCG));
- liaise with the Headteacher to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in school) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for staff, including ensuring that visitors coming onto school premises are adequately checked and delivering content that is age appropriate and developmentally relevant.

Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights

concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and UK Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice.

“be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc.” KCSIE 2025

If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a ‘need to know’ basis and where it is in the child’s best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or students), or promise a child to keep a secret which might compromise the child’s safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the UK GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm test is met.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

The General Data Protection Regulation and the Data Protection Act 2018 states that, the school has the authority to share information with the Local Authority “in the exercise of our official duties without seeking consent”.

The “**public task basis**” as described in the legislation allows authorities to use data when they can demonstrate that the processing is to perform tasks that are set by national law. This means parental consent is not necessary for the obtaining and sharing of information

“Between agencies when that information is for child protection or safeguarding purposes or for an assessment of a child or children’s needs.”

“**Public task:** the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.” GDPR Article 6

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent Awareness Training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via online bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR);
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the *Prevent* duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and used appropriately with regular and appropriate updates;
- ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing board or proprietors regarding this;
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect or exploitation may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Transfer of child protection files

Where children leave the school (including for in-year transfers) the Designated Safeguarding Lead (alongside the Designated Safeguarding Officer) should ensure their child protection file is transferred to the new school or college or as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as

Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the Child Protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

Availability

During term time the DSL or deputy should always be available (during school hours) for staff to discuss any safeguarding concerns either directly or by phone or email. In exceptional circumstances where they are unavailable, a Level 3 Safeguarding trained senior leader will be available.

Use of school premises for non-school activities

The governing board will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The governing board will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the governing board will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement. The guidance on [Keeping children safe in out of school settings](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Appendix 5

Safeguarding Out of Hours guidance for staff

Out of Hours is defined as outside the school days (8.00 - 16.00) as well as all day Saturday, all day Sunday and when the school is not in session during holidays.

If you receive and see an email or message on any platform/device we use, that indicates any child's life is at risk or potentially at risk or at risk of serious harm you MUST call 999 and give them the details that you have. You will need to access Bromcom for student details.

You must then follow up with an email to the Safeguarding Team.

Please do not rely on an email to the Safeguarding Team out of hours in case of a potential life-threatening situation, as they may not be checked for some time if it is overnight, at the weekend or during a holiday period.

Less urgent concerns that do not constitute a risk to students can still be reported to the Safeguarding Team but will be picked up and responded to when the team is next in work.

Out of Office Message

When on holiday/away from work and you are not contactable please use the message below:

The school is now closed for the holidays - staff will not be accessing their emails until (day/date). We hope you have a lovely break but if there are any urgent concerns please see the list of contacts below:

999 if you or anyone else is in danger

101 if you need to report a non-emergency crime.

For mental health:

Childline - call 0800 1111 or <https://www.childline.org.uk/>

Samaritans - call 116 123

Kooth - online messaging counsellors <https://www.kooth.com/>

Shout - 85258 support by text message

For sexual health service:

Caryl Thomas Clinic for Sexual Health - 020 3893 8575 <https://shc.lnwh.nhs.uk/caryl-thomas-clinic/>

Harrow Social Services

9am - 5pm - 020 8901 2690

Brent Social Services

9am - 5pm 020 8937 4300 (option 1)

Before 9am or after 5pm 0208 863 5250

Barnet Social Services

9am - 5pm 020 8359 2000

Before 9am or after 5pm - 020 8539 2000

Ealing Social Services

9am - 5pm - 020 8825 8000

Before 9am or after 5pm - 020 8825 5000