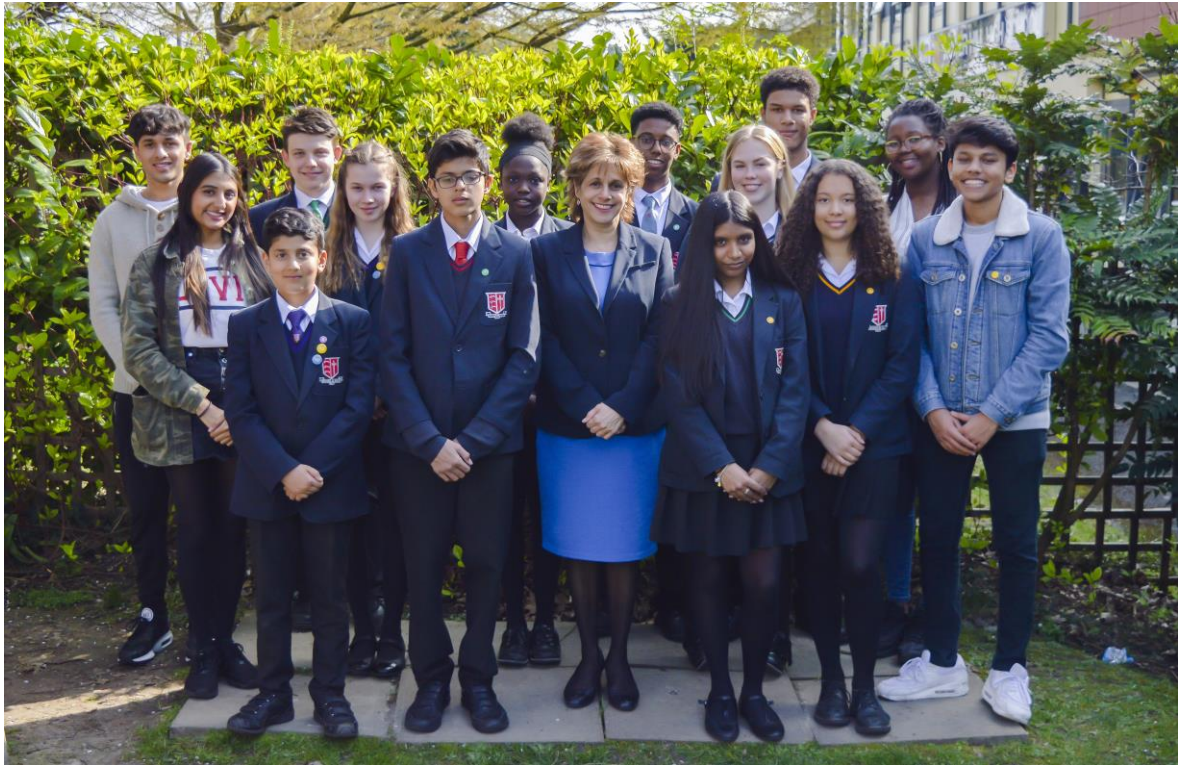




NOWER HILL HIGH SCHOOL



INFORMATION FOR APPLICANTS 2021/22

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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 would love to meet you and explore the prospect of you joining us.

We very much hope that what you read in this booklet inspires you to want to apply for the position, and that the features of our school listed below serve to whet your appetite. We offer:

- A dynamic place to work
- A diverse, ambitious and inspirational student body
- A highly skilled, professional and inspirational staff
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Excellent facilities
- Excellent in-school career advancement opportunities
- Comprehensive Professional Development and training opportunities
- Free fitness suite membership
- Staff well-being service (Education Support Partnership's Employee Assistance Programme) and a dedicated member of the Senior Team for staff well-being
- Medical suite staffed by a qualified nurse
- Free annual flu vaccinations
- Excellent student support systems
- A programme of staff social events
- A very supportive Senior Leadership Team
- Competitive Outer London pay scales
- Excellent holidays
- Generous pension scheme
- Option of a school place for children of staff (after 2 years' service, unless a skills shortage area)
- A very supportive Governing Board
- A thriving extra-curricular activities and trips programme
- On site catering facilities
- Excellent public transport links
- Local shops within walking distance
- An Ofsted rating of 'Outstanding' in all categories (May 2012)
- Well above average progress scores at both GCSE and A Level
- Over 1600 applications each year for a school place in Year 7

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 and fondness 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 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 kindness.

Our 250 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 of tutors, 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:

Zoe, Head of Science and Associate Assistant Headteacher

“I was encouraged to apply for the role at Nower Hill High School by the enthusiasm with which a former colleague discussed the school and its ethos. Even before I took up my role I was given a great and very friendly welcome and the right amount of information to ensure that I could start in September without feeling overwhelmed. It was immediately obvious that the students are at the heart of every decision that is made within the school. Students have a thirst and enthusiasm for learning which is deliberately nurtured by teaching and support staff alike. The pride that students have for their school and achievements shines through in their words and actions.

The department is hard working, enthusiastic and innovative. They have made me feel very welcome and have offered support as I became familiar with the school. This support, along with a comprehensive CPD programme, ensured that I felt that I settled into my new role very quickly. It was not an easy decision to move on from a school where I was very happy but the move and additional responsibility, along with the support I have been given, has allowed me to develop as a teacher and leader.”

David, English Teacher

“Having come from a relatively small school I was concerned about working in a much larger school. However, I quickly realised the benefits of working in a large school. In a department of 17 English teachers there is a wealth of knowledge and experience to access. Working collaboratively and sharing resources with such a big group meant my own work load, in terms of planning and preparing lessons, was significantly reduced. I have also found that the students have an overwhelmingly positive attitude to their learning. Sanctions are rare and have immediate impact. Despite its size; there is a distinct feeling of community at Nower Hill and I feel welcome and supported. “

Lucy, Assistant Headteacher, Inclusion and SENCO

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, Graduate Intern

Returning to Nower Hill High School at the start of this year 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 have been warmly welcomed back as a member of staff and have now seen the school operate from both sides. This upcoming year will be a fantastic opportunity for me to learn from other staff members and support students in different lessons before hopefully embarking on a PGCE qualification in English. The values of Nower Hill High School were always at a high standard and those expectations continue ten 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.

Irfan, Computer Science Teacher

Joining Nower Hill as a newly qualified teacher was a rewarding choice. I felt very supported throughout my induction period and I found the NQT program to be highly developmental. The inviting atmosphere at Nower Hill made it really easy for me to get involved in lots of projects around the school and the regular CPD opportunities and strong emphasis on wellbeing have been especially important to me. They say no two days at a school are the same, but I have found every day at Nower Hill to be rewarding, challenging and exciting. This is mainly due to Nower Hill's fantastic community who are supportive, driven and enthusiastic. The students of Nower Hill are a pleasure to teach and their hard work is regularly reflected in all their successes throughout the year. It is a real honour to work at Nower Hill.

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 hardworking, 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.

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

Best wishes



Louise Voden
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

Honesty
The appreciation of diversity

Articulary

Knowledge
Literacy and numeracy
Creativity

Excellent behaviour

Self-discipline
High self-esteem and self-respect
Integrity

Hard work

A can-do attitude to overcome adversity
Resilience
An enjoyment of learning

Smartness of appearance

Personal pride
A healthy lifestyle

Kindness

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

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 girls were expected to have knitting with them at all times to occupy them during their frequent visits to the air raid shelters! 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 remains to this day.

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 interactive whiteboard and digital projector 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, opening just this September, brand new state of the art sports changing facilities. We are now a school of 2020 students and do not intend to grow any further!

Much has changed in the last 90 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 90 year history, the school has had only 8 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 date)

EXAMINATION RESULTS 2019 (2020 and 2021 results not published due to COVID-19)

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 (2019) at GCSE 80% of students achieved a 9-4 (A* to C equivalent) in English and Mathematics, 65% achieved a strong pass, 9 to 5, in those two subjects. 36% of all grades were 9 to 7 (what was A*/A) and 83% of all grades were 9 to 4 (what was A* to C).

At A-level, 54% of all grades were at A* to B, with 82% at A* to C. 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 2018 was 0.2 which places us in the top 20% of schools and colleges nationally.

OFSTED INSPECTION 2012

- All groups of students make outstanding progress.
- The 6th Form is outstanding.
- Teaching across the school is never less than consistently good and much is outstanding, leading to outstanding achievement.
- Teachers' high quality planning meets students' different academic and personal development needs well.
- Teachers have very high expectations and use their excellent subject knowledge to support students in preparing for external examinations.
- Students' behaviour over time in lessons and around school is excellent.
- Students have very positive attitudes to their learning.
- Students demonstrate high levels of respect for one another and their teachers.
- Students overwhelmingly agree that the school is a safe place to be and that the school is vigilant in ensuring their safety in school as well as outside of the school.
- Parents and carers are rightly overwhelmingly confident that their children are safe at all times.
- The school provides an orderly, welcoming environment, entirely conducive to learning.
- The Headteacher and school leaders are uncompromising and relentless in their pursuit of excellence in all aspects of the school's work.
- The leadership of teaching and learning and of professional development generally are exceptional.
- The vision, drive and clear sense of purpose of the senior team permeate the school.
- The ambitious drive has resulted in a culture of continuous improvement in which boundaries are being continually raised, resulting in a school with a strong track record of continuous improvement.
- Strong accountability and professional support are well balanced with extensive opportunities for staff professional development.
- Governance is excellent.
- The highly effective curriculum ensures that students' needs and interests are met extremely well.
- Enrichment opportunities are extensive.
- Students are very proud of, and committed to, their multi-cultural school community.

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 Year Co-ordinators 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 5 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:

1. 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.
2. Equality of opportunity is about recognising all individual abilities and differences and respecting individuals' rights. It is not about treating everyone the same.
3. All members of the community have a responsibility for promoting respect and support.
4. It is the entitlement of all students to have equal access to the full curriculum provided.
5. 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.
6. 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, ethnic origin, appearance, religion, gender, sexuality, 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 projector, visualiser and an interactive whiteboard. There is a team room in every faculty area with desktop PCs for staff use.

Specialist areas are also modern and high quality. There are class sets of tablets 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 and Media Studies housing modern computers with the latest professional standard software. The school enjoys an all-weather sports field, 6 hard courts and brand new state of the art sports changing facilities.

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

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 roofs, windows and toilet blocks over the last few years. There are further projects in the pipeline, including an expansion to our canteen facilities.



Nower Hill High School, brand new sports changing facilities

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 data projectors and Promethean Interactive Whiteboards or interactive screens. Each teacher has a classroom PC and a personal device. 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. There are also class sets of Chromebooks in every faculty. These are used in lessons as an effective tool to enhance teaching and learning. The Chromebooks give access to the internet and a wide range of educational apps.



All staff have access to SIMS.net and its use is an essential part of the way we work at NHHS. Lesson registration is taken in SIMS.net and we use the facility to track aspects of student behaviour lesson by lesson. All teachers will find their class lists inside Assessment Manager complete with a comprehensive range of prior attainment and baseline data and associated targets to inform their work with the students. All termly tracking and end of year reporting is done electronically in SIMS.net. Our e-mail system is well developed and indispensable to the way we work. Staff have access to SIMS, email and the school network from home. We use the InTouch facility in SIMS to communicate routinely with parents via email and text. We also use the parental app so that parents can see the achievement and behaviour points their child is awarded. We have a very well developed facilitates for anytime, anywhere learning for our students, supporting and enhancing what we do with them face to face in school. Satchel One is used to share detailed instructions for all homework. This can be accessed by students and parents from any web enabled device. Each week around 1,000 homeworks are issued on Satchel One. MINTclass was recently introduced, supporting teachers to develop seating plans based on easily accessible student information. It is also being used to share seating plans and teaching strategies.

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.
 - a) 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 system;
 - 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.
 - b) An informal meeting at the end of the first full week of the autumn term with the Senior Team and further training on procedures for SIMS, G-suite, MintClass, Satchel and use of Interactive Whiteboards within the first month of the new academic year.
 - c) A learning observation 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 obtain QTS after May 1999 have to complete an induction period, which since September 2021 generally lasts two school years, before they are fully qualified.

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

- an intensive initial induction programme in July for which payment will be made;
- regular meetings with a subject mentor focusing on target setting;
- 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 on specific topics to help meet Teaching Standards;
- regular drop-in learning observations and time for detailed, developmental post-observation discussions with both subject mentor and induction tutor;
- regular observations of other teaching staff both within and outside the faculty; and
- opportunities to meet ECTs from other schools as part of the ECF training programme run by Camden Learning.

OPPORTUNITIES PROVIDED IN HOUSE AT NOWER HILL IN 2021/2022 FOR TEACHERS TO DEVELOP THEIR PROFESSIONAL SKILLS

In addition to the training opportunities provided during whole school INSET days and regular faculty and student support meetings, the following are currently available to support the development of all teachers, some of which are provided by Harrow Collegiate Alliance (HCA) and thus open to colleagues from other schools in the Alliance.

- Aspiring to Headship Programme
- Aspiring Deputy Headteacher Programme
- New to Senior Leadership Programme
- Aspiring to Senior Leadership Programme
- Aspiring Pastoral Middle Leadership Programme
- Middle Leadership Training
- Developing Great Teaching Programme
- Effective Teaching and Pedagogy
- First Steps to Curriculum Middle Leadership
- Ready for Curriculum Middle Leadership
- Teaching Assistant Professional Development
- EAL Programme
- SEND in the Classroom Programme
- Literacy Programme
- Women into Leadership Programme
- Timetabling Programme
- NQT Mentors' Support Programmes
- Presentation Skills
- Mindfulness
- Well at Work
- Child and Adolescent Mental Health
- Extend and Enhance your Leadership and Management Skills
- Safeguarding Update Sessions
- Bespoke Coaching and Mentoring
- Developing Yourself and Managing Others Programme
- Senior Support Staff Leadership Programme
- Ensuring Achievement in Linear Examination Programme
- SALT (Speech and Language Therapist Support)
- Elklan (communication training)
- Training for ECF teachers and Mentors
- ICT (SIMS, G-suite, Mintclass, interactive whiteboard training etc.) Training
- Observing other teachers' lessons
- Medical training including First Aid courses
- Subject specific training

STAFFING STRUCTURE – SENIOR LEADERSHIP, MIDDLE LEADERSHIP AND TEACHING

Headteacher

2 Deputy Headteachers

7 Assistant Headteachers

1 Associate Assistant Headteacher

10 Year Co-ordinators (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

KEY STAGE 3 (Years 7 and 8)

- Maths
- English
- Science
- PE
- History
- Geography
- French*
- Spanish*
- German (Y8 only)*
- Latin (Y8 only)*

*Students choose 2 of the 4 languages in Y8

*All students study French in Year 7

- DT (Food Technology, Resistant Materials and Textiles)
- Computer Studies
- Oracy (Y7 only)
- Classics (Y7 only)
- Music
- Art
- Drama
- Citizenship
- Philosophy, Religion and Ethics

KEY STAGE 4 (Years 9, 10 and 11)

- English (4 periods in Y9 and 10, 6 periods in 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)

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

Social & Economic Studies Faculty:

Business Studies
Citizenship
BTEC Child Learning

Sports Studies Faculty:

GCSE PE



Technology Faculty:

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

Computing Faculty

IT/iMedia
Computing

By invitation:

Curriculum Support
Curriculum Enrichment
College Placements
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
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)
PE (Whitmore High School)

EXCELLENT TEACHING AT NOWER HILL

There are many ways in which excellent teaching can be delivered and at Nower Hill we celebrate creativity and diversity in the classroom. All excellent teaching demonstrates some common features which include the following:

- Teachers have a **deep knowledge** of their subject and the curriculum; their **passion** and **enthusiasm** inspire engagement and curiosity.
- Teacher **explanations** and **modelling** are well timed, **clear** and **precise**.
- Teachers have consistent and **high expectations** of every student in both learning and behaviour at all times.
- Teachers promote high standards of literacy, numeracy and **articulacy**.
- Lessons are carefully planned with the **clear purpose** of developing students' mastery of the subject. Lessons are taught in a **flexible** way which responds to the challenges students face, linking clearly to prior and future learning.
- Teachers know their classes well. **Positive relationships** are built with each student; students feel confident taking risks in their learning.
- **Questioning** is used with **skill** and **precision**; students articulate their knowledge, opinions and ideas, so developing the understanding of all in the class.
- A range of assessment methods is used appropriately providing **developmental** information to both the student and teacher.
- Feedback, both verbal and written, directs students to improve. Specific and **genuine praise** is used to highlight the knowledge and skills students develop and demonstrate.
- Resources, including use of emerging technology, make a marked contribution to the quality of learning, as does the **precisely targeted support** provided by teachers and other adults.

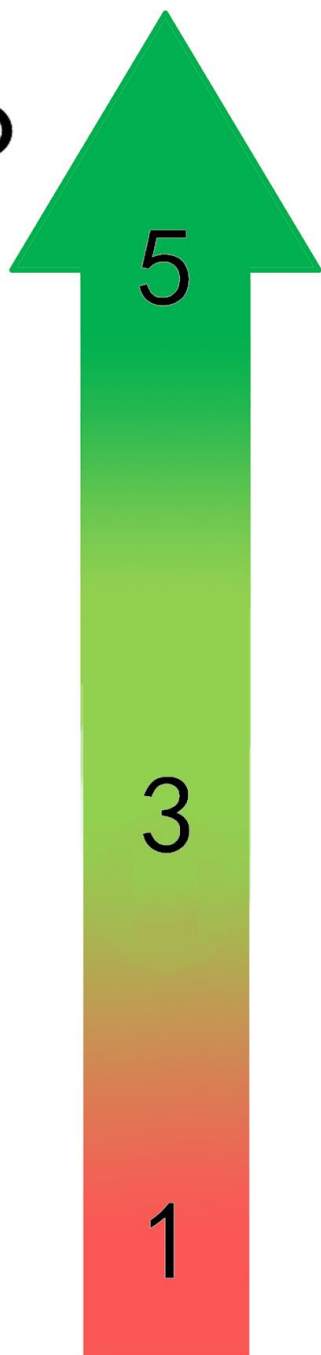
Teachers at Nower Hill take risks in their teaching in order to challenge student thinking and maintain engagement. They understand the value of honest and evaluative reflection and use it to improve practice both individually and collectively with other teachers, so that students make **excellent progress**.



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.

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, Citizenship, Computer Studies, Drama, French, Food, German, Geography, History, Latin, Music, Oracy, 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 (support for learning, curriculum 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.
- 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, with all students encouraged to start on 4 A-levels to maintain breadth.
- 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 Petchy 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 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:	April 2021
Date of Ratification by Governing Body:	20th May 2021
Status:	Statutory
Committee:	Student Committee
Staff Lead:	Deputy Headteacher Student Support
Governor Lead:	Chair of Student Committee
Review Process:	Annual
Location:	Staff Landing Page
Date of Next review:	October 2021

Nower Hill High School Safeguarding Policy

Introduction

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching 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 volunteers 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. 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 2020

Ofsted: Inspecting safeguarding in early years, education and skills settings, August 2016

Serious Crime Act 2015

The Prevent Duty June 2015

LSCB: London Child Protection Procedures 2015

DfE: Use of reasonable force in schools, July 2013

DfE: Working together to safeguard children, July 2018

DfE: Mental Health and Behaviour in Schools, March 2015

Harrow Academies HR Policies

And should be read in conjunction with the following:

[Code of Conduct](#)

[Whistleblowing Policy](#)

Medical Protocols

[E-safety Policy 2019](#)

All in Student Support Guidance:

Anti-bullying Policy

Behaviour Policy

Attendance Policy

[Student Support Guidance](#)

[Health and Safety Policy](#)

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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)	Janine Sabbagh	020 8863 0877	admin@nowerhill.harrow.sch.uk
Deputy DSLs	Caroline Cox/Fiona Ward	020 8863 0877	admin@nowerhill.harrow.sch.uk
Designated Lead Governor for safeguarding	Michelle Weerasekera	020 8863 0877	admin@nowerhill.harrow.sch.uk
Lead for Looked After Children	Janine Sabbagh	as above	as above
Lead for Online Safety	Ben Ford	020 8863 0877	admin@nowerhill.harrow.sch.uk
Headteacher (for concerns/allegations about staff)	Louise Voden	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 Ongoing cases 020 8736 6435
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board	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

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. We recognise that some children may be especially vulnerable to abuse, particularly in the current climate of the pandemic, 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.

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 2020, 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, dependent on when they join. All Designated Teachers will be trained to Level 3 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 2020 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 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, barred list checks and prohibition checks. In addition, the school will ensure that its Single Central Record is meticulously maintained. The Chair of Governors, all members of the Senior Team and a number of middle managers have undertaken Safer Recruitment 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:

<https://nowerhill.s3.amazonaws.com/uploads/document/Harrow-academy-HR-policies-2018-19-.pdf?t=1553093717>

School Procedures

We will comply with DfE guidance on 'Keeping Children Safe in Education' at all times. We have 5 designated members of staff: 4 Assistant Headteachers Student Support (**Caroline Cox, Fiona Ward, Chris Stratton, Lucy Kitchen**) and the Deputy Headteacher, Student Support (**Janine Sabbagh**) who is the Designated Safeguarding Lead for the school. In addition, our Attendance Officers (**Julia Blanshard and Gae Adams**) are trained to Level 2 to enable them to make referrals for children with regard to poor attendance at school or for children who are deemed to be missing in education. All parents are made aware of the school's Safeguarding Policy via the website and new parents are given a presentation on 'Appropriate Discipline' during the new Year 7 Parents and Carers' Evening, in order to ensure that they are clear of our expectations in relation to safeguarding. 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 43 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 planners carry specific information on online safety and there are '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 Google noticeboard are used to remind students of their collective responsibility to share concerns if they believe that a friend is at risk in some way. 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 Body 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 against staff and volunteers.

The Designated Safeguarding Lead's responsibility

The Designated Safeguarding Lead, **Janine Sabbagh**, will take responsibility for all child protection referrals and 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. 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. If the allegation concerns the Headteacher, this will be referred to the Chair of Governors. An allegation against the Chair of Governors should be reported directly to the LADO. The LADO's contact details are:

Janice Miller

020 8736 6435

janice.miller@harrow.gov.uk

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.

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 **Caroline Cox, Fiona Ward or Lucy Kitchen**. Any concerns sent through to the generic school email address are sent through to Janine Sabbagh, the DSL.

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 can 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. 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.

Attendance

Irregular attendance undermines the educational process and can lead to educational and social disadvantage. The school expects notification of any absence from a parent or carer and will follow up in the case of any unauthorised absences. Any child who is absent from school without explanation will be reported to Children's Services as 'missing in education'. We will be particularly vigilant regarding children not returning to school in September from the summer holidays and ensure all staff are made aware of the issues of forced marriage, female genital mutilation (FGM) and risk of radicalisation.

FGM

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 annual 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

The school takes seriously its duty to ensure that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school is aware that as a very culturally diverse community, there is the potential for students to be exposed to the risk of exploitation; as a result, in addition to giving e-safety a very high profile in the school, all staff will be trained in preventing and detecting radicalisation; the Headteacher and Student Support Leadership Team will all participate in WRAP training; we will fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the MASH team. In addition to this, the school will ensure that suitable filtering is in place when accessing the internet to protect children from terrorist and extremist material.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

The school has taken note of recent lessons learned from serious case reviews regarding CSE and CCE. 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.

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. 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'.

In response to such a report our school will act in accordance with Part 5 of KCSIE (2020).

Peer on peer abuse

The school acknowledges that children are capable of abusing their peers and that different gender issues can be prevalent when dealing with peer on peer 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 peer on peer abuse. 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 have a Student Diversity Council, which shares students' experiences and is consulted to ensure that current issues, whether in school or in the media, are being addressed with students. Student Leaders make requests, such as producing assemblies to educate on Feminism, establishing a girls' group in school and further raising the profile of the collective responsibility to report any issues or peer on peer abuse.

Mental Health

One in ten young people aged 5 to 16 have a clinically diagnosed mental health disorder. In order to help students succeed, schools have a role to play in supporting children to be resilient and mentally healthy. The school will promote through its curriculum and pastoral care health, well-being and resilience. Additionally, the School Nurse, Welfare Assistant, Counsellor and Student Support team will be alert to any changes in mental well-being and discuss with parents/carers at the earliest opportunity. The school will make a direct referral to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest or alternatively to one of our local outreach services. Where parental cooperation and capacity is judged to be appropriate, the school will request that the parent/carer request a CAMHS referral through their GP.

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 the risk of exploitation from unknown sources. Parents and carers are actively involved and kept up to date through regular communications sent by the Lead for Online Safety, Ben Ford. Additionally, an annual E-Safety Parents' Evening is held to which all parents are invited, as well as the Safer School's Officer, where possible.

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, particularly since March

2020, when online learning became a more pressing priority. 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.

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.

Photographs and videos

At times, we will use photographs and videos of the students on our website, where their 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 Body to ensure it is up to date with current legislation and best practice.

Policy Author: Janine Sabbagh, Deputy Headteacher, Designated Safeguarding Lead

Date: October 2020

Addendum to Safeguarding Policy and Student Support Guidance from 10th November 2020 until further notice

Due to the Covid-19 pandemic, and the necessity of having to ask students to self-isolate at very short notice, we have made the decision to permit students in Years 9, 10 and 11 to make their own way home with their parents'/carers/permission. Usually, we would insist on collection of a student, but we understand that this is not always possible, and we believe that if a parent has made the decision that their child is capable of making their own way home, then this is acceptable. However, family are welcome to collect a student, and we will undertake supervising them until such a time, as long as it is not an unreasonable length of time. Where a child in KS4 has significant SEN needs, we will conduct a Risk Assessment in school to determine whether the student is safe to proceed home unaccompanied. For all students in Years 7 and 8, we will still require collection from parents or carers.

Janine Sabbagh Deputy Head Student Support/DSL

Appendix 1 – 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 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 his/her 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 and college 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. 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. Children may be abused by an adult or adults or by 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. 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.

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.

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.
 2. The member of staff concerned should **seek out one of the designated teachers** – Janine Sabbagh, Deputy Headteacher Student Support, Lucy Kitchen, Assistant Headteacher Inclusion, Caroline Cox, Assistant Headteacher Student Support, Fiona Ward, Assistant Headteacher Student Support, Chris Stratton, Assistant Headteacher Head of 6th Form immediately, or, if not possible, Louise Voden, 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** when this cannot be guaranteed;
 - the child should be assured of continued support from staff;
 - the child should be reassured that they have done the right thing in reporting the concern.
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 2 – Actions where there are concerns about a child

Actions where there are concerns about a child

