



NOWER HILL HIGH SCHOOL



INFORMATION FOR APPLICANTS 2022/23

CONTENTS

	<u>Page</u>
Introduction	3 - 6
School Vision	7
School DNA	8
A Brief History of the School	9
Examination Results 2022	10
Ofsted Inspection 2012	11
Student Support - Organisation	11
Equal Opportunities Policy	12
School Facilities	12
Using ICT to Enhance Teaching and Learning	13
Support for New Colleagues	14
Opportunities for Development	15
Staffing Structures	16
School Day	16
2022/2023 Curriculum	17
Teaching and Learning Policy	18 - 19
Curriculum Statement	20
Safeguarding Policy	21 - 47

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 the features of our school listed below serve to whet your appetite. We would love to meet you and explore the prospect of you joining us.

We offer:

- A dynamic place to work
- A diverse, ambitious and inspirational student body
- A highly skilled, professional and inspirational staff
- Supportive, friendly and sociable staff.
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Substantial supportive staff structure allowing teachers to teach
- 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 which promote excellent behaviour
- 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 (National Rail, London Underground and TfL bus routes)
- 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 (top 3% nationally for progress and top 6% for attainment - DfE 2022)
- 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

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 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 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:

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 Pulse 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.”

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 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.

Yusra, ECT Science Teacher

I began my journey at Nower Hill High School as a PGCE student looking for opportunities to spark interest and passion into students in the field of physics and develop myself professionally as a teacher of science which was evident I would at Nower Hill. Choosing to be a part of the Nower Hill High School community is a decision I am most pleased with as I continue to receive ongoing support, subject expert advice and a range of CPDs to develop myself further as a teacher. At Nower Hill our top priority is the well-being of our students so that they can reach their full potential academically and have a memorable experience to look back on as they progress in life which I find incredibly rewarding and proud to be actively involved in.

Nathan, ECT Media Studies Teacher

NHHS is such an organically warm, supportive and great working environment for all teaching and support staff; but most importantly, it nurtures (scholastically and pastorally) a community of students who are eager to learn, kind, respectful and diligent, plus who are a *pleasure* to teach. As an ECT (Early Career Teacher) and being a new member of staff at the school, the school provides a carefully considered and informative induction programme which aids ECT teachers to develop their teaching practice through reflective tasks, adopt additional pedagogy practices and learn further disciplines in regards to supporting the students pastorally.

The passionate and outstanding teaching at NHHS is what I have mostly been in awe of, and it is simply infectious. Even though it is a large school, the teaching is very much child centred, as the overall

objective is to help *all* students succeed and be the best that they can be. I feel very proud to be a member of the teaching staff at NHHS, as it is a wonderful centre of teaching and learning to work within.

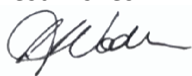
Amber-Simone, ECT D&T (Textiles) Teacher

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 has made me feel very welcomed as an ECT as I know that the staff at NHHS want to help me to develop my teaching practice further, constantly helping me in becoming the best version of myself.

There are many opportunities for continuous development at NHHS, with the Wednesday CPD 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 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	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
High quality and very hard-working staff	Celebration of achievement and success	and other schools
A curriculum of breadth, depth and opportunity	Strong and collaborative leadership	Thriving outside hours activities
Access to cutting edge technology	Systematic monitoring , review and evaluation	An exemplary reputation
Support for the well-being of students and staff	A supportive and challenging Governing Body	The school of choice for our community
	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 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 2022

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 (2022) at GCSE 88% of students achieved a 9-4 (A* to C equivalent) in English and Mathematics, 75% achieved a strong pass, 9 to 5, in those two subjects. 46% of all grades were 9 to 7 (what was A*/A) and 91% of all grades were 9 to 4 (what was A* to C). These results put us in the top 3% of schools nationally for progress and top 6% for attainment.

At A-level, 45% of all grades were at A* or A, with 70% 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 2019 was 0.22 which places us above the national average.

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 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:

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 and visualiser. 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 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 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 and a large expansion to our canteen facilities is currently underway.



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 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. There are 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. Induction Day for Teaching Staff new to Nower Hill High School

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. 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) An observation of an experienced teacher within the same faculty as the new teacher within the first 3 weeks.

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, 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 BY NOWER HILL HIGH SCHOOL 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 Early Career Framework (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

3 Deputy Headteachers

7 Assistant Headteachers

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

2022/2023 CURRICULUM

KEY STAGE 3 (Years 7 and 8)		
<ul style="list-style-type: none"> • Maths • English • Science • PE • History • Geography • French* • Spanish* • German (Y8 only)* • Latin (Y8 only)* <p>*Students choose 2 of the 4 languages in Y8 *All students study French or Spanish in Year 7</p>	<ul style="list-style-type: none"> • 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)		
<ul style="list-style-type: none"> • English (4 periods in Y9 and 10, 5 periods in Y11) • Maths (4 periods) • Science (6 periods – up to 3 science GCSEs) 	<ul style="list-style-type: none"> • 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:		
<p>Arts Faculty:</p> <ul style="list-style-type: none"> Drama Dance (Extra-curricular) Fine Art Graphic Design Media Studies Music Music Technology <p>Humanities Faculty:</p> <ul style="list-style-type: none"> Geography History Philosophy, Religion & Ethics 	<p>Languages Faculty:</p> <ul style="list-style-type: none"> French German Spanish Latin Classical Civilisation (Extra-curricular) Ancient History Ancient Greek (Extra-curricular) <p>Social & Economic Studies Faculty:</p> <ul style="list-style-type: none"> Business Studies Citizenship BTEC Child Learning <p>Sports Studies Faculty:</p> <ul style="list-style-type: none"> GCSE PE 	<p>Technology Faculty:</p> <ul style="list-style-type: none"> Cooking & Nutrition Resistant Materials Technology Textiles Technology BTEC Hospitality & Catering Engineering <p>Computing Faculty</p> <ul style="list-style-type: none"> IT/iMedia Computing <p>By invitation:</p> <ul style="list-style-type: none"> Curriculum Support Curriculum Enrichment College Placements Astronomy
6 TH FORM		
<p>A LEVELS AT NOWER HILL:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Media Studies Music Music Technology Philosophy, Religion and Ethics Photography Physics Psychology Sociology Spanish Sports Studies Extended Project Qualification <p>A LEVELS TAKEN AS 'AWAY' SUBJECTS WITHIN HARROW COLLEGIATE</p> <ul style="list-style-type: none"> 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.

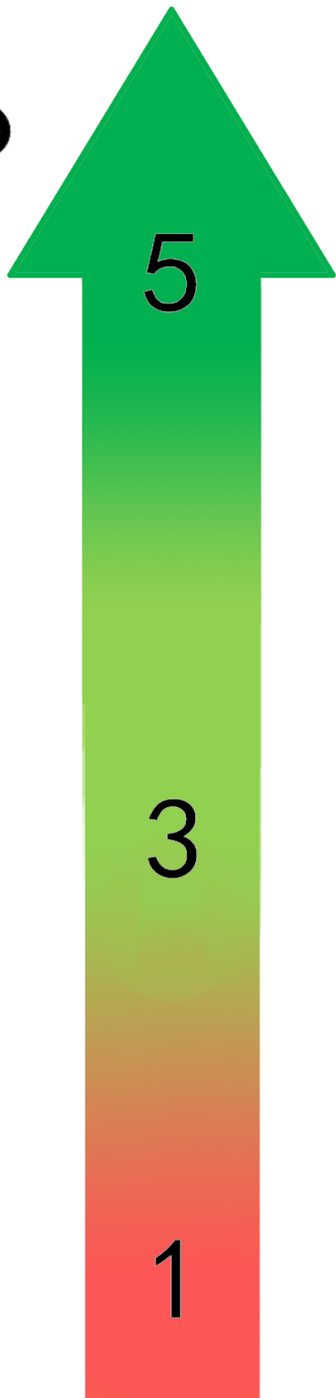
Teachers at Nower Hill take risks in their teaching in order to challenge student thinking and maintain engagement. They understand the value of honest and evaluative reflection and use it to improve practice both individually and collectively with other teachers, so that students make **excellent progress**.



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.



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, 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:	September 2022
Date of Ratification by Governing Board:	12 th October 2022
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:	September 2023

Safeguarding and Child Protection Policy and Procedure for Nower Hill High School (This document has been adapted from the HSCB model policy and procedure)

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 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 2022

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

Serious Crime Act 2015, updated 1st September 2022

The Prevent Duty June 2015, updated 1st April 2021

LSCB: London Child Protection Procedures 31st March 2022

DfE: Use of reasonable force in schools, July 2013

DfE: Working together to safeguard children, July 2018

DfE: Mental Health and Behaviour in Schools, November 2018

Harrow Academies HR Policies

And should be read in conjunction with the following:

[Code of Conduct](#)

[Whistleblowing Policy](#)

Medical Protocols

[Online Safety Policy 2021](#)

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

‘Children’ includes everyone under the age of 18. We always take a child centred and co-ordinated approach to safeguarding

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 Children Act 2004 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 and the Governing Board 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.

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. 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 code of conduct 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)	Janine Sabbagh	020 8863 0877	admin@nowerhill.harrow.sch.uk
Deputy DSL	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
Other members of the Safeguarding Team trained to level 3 in SLT	Caroline Cox Lucy Kitchen Colin Carter Louise Voden	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 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 800 5000
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: fm@fco.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 @dbs.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 Early Support Offer](#).
- 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.
- 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.
- Ensure that children who have been abused or neglected 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 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 2022, 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. 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 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 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 2022 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. 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 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](#)

School Procedures

We will comply with DfE guidance on 'Keeping Children Safe in Education' at all times. We have five designated members of staff: four Assistant Headteachers Student Support (**Caroline Cox, Fiona Ward, Colin Carter, Lucy Kitchen**) and the Deputy Headteacher, Student Support (**Janine Sabbagh**) who is the Designated Safeguarding Lead for the school.

Our Attendance Officers, **Krina Dassani** and **Nilaxi Patel** are trained to complete referrals for children where we have serious concerns regarding attendance or who may be deemed '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 46 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 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 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. Detailed Child on Child Abuse assemblies are delivered at the start of each 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 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. 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 (2018). 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:

Rosalind South

020 8736 6435 (Mon-Fri)/ 07871 987254

rosalind.south@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. The Deputy Designated Safeguarding Lead for Nower Hill is Fiona Ward. The Deputy Designated Safeguarding Lead is 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 1**.

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 Clinical Commissioning Group).

Our designated lead governor for child protection and safeguarding, Michelle Weerasekera, oversees the school's policy and practice and champions safeguarding issues. 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 assure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training including online safety. 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 also receive a detailed annual safeguarding report for the school.

The Lead Governor for Safeguarding, Michelle Weerasekera, also 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 also 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 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 go missing 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 their going missing in future.
- 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, **Fiona Ward**. 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 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.

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 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](#).

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 [Harrow Thresholds Guidance](#). 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 in writing.

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

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. Early help means providing support as soon as a problem emerges at any point in a child's life. 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 etc. Taking these steps may prevent concerns from escalating.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

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 Year Co-ordinators and Form Tutors.

Attendance and children missing from education

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.

The school will fulfil its statutory duty in notifying the local authority when removing a student's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a student's name at a non-standard transition point.

When one of our students goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the [Grab Pack for a Missing Children](#). For further guidance see [Children missing education](#)

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 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.

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families and partner agencies to promote understanding and safeguard students who may be at risk of this practice.

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: Click here for further guidance [Channel Duty Guidance](#)

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.

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. 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: fmufco.gov.uk. Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils 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 DSL can refer to housing services at the earliest opportunity. 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 pupil's care arrangements on admission (or when a pupil'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 drug 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

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.

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 go missing 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. 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'.

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 (2022).

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.

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 (2022):

- 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 outlined in section 5 of this document which have been shared with all staff and students;
- where a concern includes an online element, follow DfE guidance: [Searching, screening and confiscation at school](#) 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 on Suspected Indecent Imagery for Staff](#).

- if possible, manage any such reports with two members of staff present (preferably the DSL being one of them).

Where there has been a report of sexual violence, our DSL will make and record an immediate risk and needs assessment.

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.

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, perhaps 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 should also consider whether any disciplinary action is appropriate against the individual who made it as per their 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 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 bullying and 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. 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 Voice Society (SVC), which shares students’ experiences and is consulted to ensure 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

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.

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. 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 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, Online Safety is addressed as a priority at the Year Ahead Evenings for all Year groups, 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. 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.

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 July, 2019](#));
- 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.

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.

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

Date: September 2022

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 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. 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 Safeguarding Team** – Janine Sabbagh, Deputy Headteacher Student Support, Lucy Kitchen, Assistant Headteacher Inclusion, Caroline Cox, Assistant Headteacher Student Support, Fiona Ward, Assistant Headteacher Student Support, Colin Carter, 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.

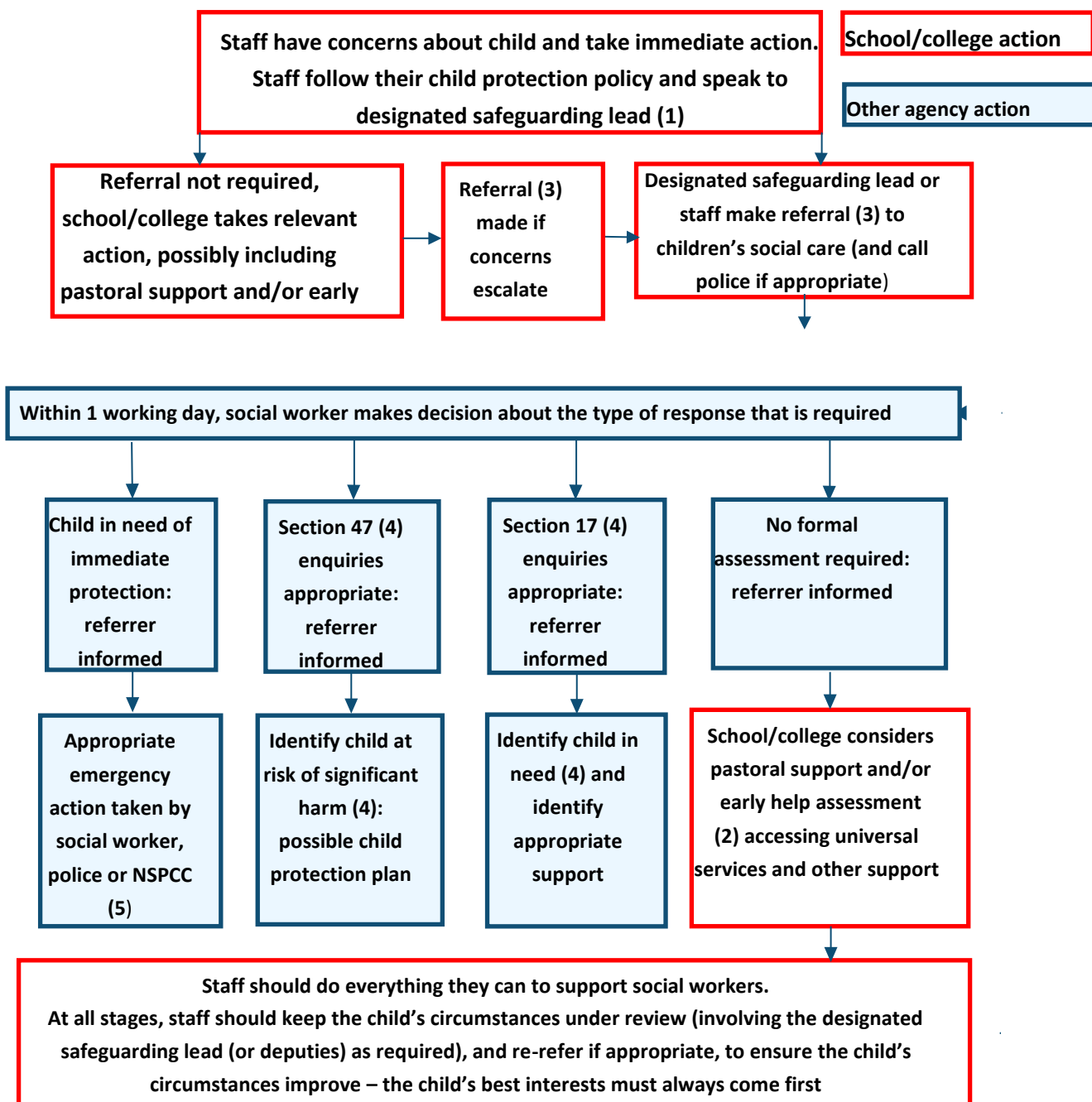
7. If the child protection concerns are supported by further enquiries, there will be a strategy discussion or meeting about what should happen next. The school will be kept informed, as will the child's parents or carer.

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



Appendix 3

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;
- 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 a college) 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.

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 e-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 or college'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 practitioner's;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college 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 or college;
- 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 or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 or neglect may be made and the role of the school or college 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 and college leadership staff. Their role could include ensuring that the school or college, 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 or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be 101 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

[Guidance on the transfer of a Child Protection file to another educational setting.](#)

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.