



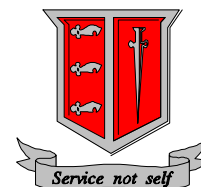
NOWER HILL HIGH SCHOOL



GENERAL INFORMATION FOR APPLICANTS

CONTENTS

	<u>Page</u>
Introduction	2 - 4
School Mission Statement	6
School DNA	7
A Brief History of the School	8
Ofsted Inspection 2012	9
Student Support - Organisation	9
Equal Opportunities Policy	10
School Facilities	10
Using ICT to Enhance Teaching and Learning	11
Support for New Colleagues	12
Opportunities for Development	13
Staffing Structures	13
School Day	13
2016/2017 Curriculum	14
Teaching and Learning Policy	15 - 17
Curriculum Statement	18
Safeguarding Policy	19 - 22
Summary Guidance for School Staff Regarding Child Protection Referrals	23 - 25



INTRODUCTION

Dear Colleague,

Thank you very much for showing an interest in starting or furthering your career at Nower Hill High School. We'd love to meet you and explore the prospect of you joining us.

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

- A dynamic place to work
- A diverse, ambitious and inspirational student body
- A highly skilled, professional and inspirational staff
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Excellent facilities
- Excellent in-school career advancement opportunities
- Comprehensive Professional Development and training opportunities
- Free fitness suite membership
- Staff well-being service (ESP's Employee Assistance Programme)
- On site qualified nurse and counsellor. Free annual flu vaccinations
- Excellent student support systems
- A programme of staff social events
- A very supportive Senior Leadership Team
- Competitive London pay scales
- Excellent holidays
- Generous pension scheme
- The option of a school place for children of staff
- A very supportive Governing Body
- A thriving extra-curricular activities and trips programme
- On site catering facilities and outlets
- Excellent public transport links
- Local shops within walking distance
- An Ofsted rating of 'Outstanding' in all 5 categories

Nower Hill is a happy, 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 and are as well prepared as possible for the next stage in their life; articulate, ambitious young people with the strength of character and the confidence to compete in a highly competitive world.

We demand and achieve high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff. The school is held in high esteem by the local community and, as a consequence, is very popular and heavily oversubscribed. Alongside academic excellence we place a strong emphasis on impeccable manners, articulacy, excellent behaviour, smartness of appearance, hard work and kindness.

Our 250 teaching and Educational 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.

Hear what some of our recently appointed staff have to say about working here:

Halima, Science Newly Qualified Teacher

"I was welcomed at NHHS as a trainee teacher and was amazed at the level of support I received on my journey to becoming a qualified teacher. When it came to finding a job as an NQT, NHHS was my obvious first choice. The staff are very supportive and always willing to help and the regular CPD opportunities that the school provides have ensured my ongoing development as a teacher. Good practice and teaching ideas are always shared and collaboration between faculties is encouraged and this all helps with developing further as a teacher. The school also provides many opportunities to get involved with extracurricular activities and all aspects of school life. The students are very hard-working, enthusiastic and keen to learn which creates a very positive learning environment and makes them a pleasure to teach."

Cathie, Assistant Headteacher

"The decision to apply to Nower Hill High School two years ago was not a difficult one. I was immediately impressed with the structure and organisation of the school before I came for interview and then when I was shown around the school by the most delightful year 11s, I knew I wanted the job. The students were incredibly proud of their diverse community and were very respectful of each other and staff. Since then I have enjoyed the challenge of leading a large department where collaboration is at the heart of everything we do and have recently been promoted to Assistant Headteacher on the Senior Leadership Team. I have no hesitation in stating that the range, quality and quantity of CPD offered is unrivalled and the focus on leadership training at all levels is impressive. Nower Hill is an outstanding place to develop as a professional."

Miles, Faculty Teaching & Learning Assistant (FTLA)

"Having worked at Nower Hill for two years as an FTLA, I can honestly say that I have always felt supported and valued in all my endeavours. The department I was assigned to have always been incredibly helpful and friendly, allowing me to observe them when free to enhance my own skills and gain new ideas for my prospective teaching career, as well as providing me with useful feedback on my own teaching. The students are all incredibly intelligent, well-mannered and really just a pleasure to teach. Without a doubt, I can honestly say that Nower Hill cemented and increased my desire to pursue my dream of becoming a Drama teacher and I cannot thank the staff whom I have worked with enough for all the support, advice and good times over the last two years."

Dmitry, Humanities Teacher

"As much as Nower Hill may seem like an intimidating place to walk into for the first time due to its large size, those feelings certainly do not last long as you see how great a school it really is. The environment created by the friendly, polite and courteous student population as well as the warm welcomes I received by staff upon my initial arrival made it such an easy place to feel as an important part of a community based on academic excellence. I still find myself impressed when I realise how many students and staff there actually are at the school because of the tight-knit sense of community that has been created here. Teaching at Nower Hill has been an absolute pleasure as the staff have been more than willing to share and plan helpful and innovative resources together, while the students are keen and eager to learn in lessons."

Zoe, Head of Science

"I was encouraged to apply for the role at Nower Hill High School by the enthusiasm with which a former colleague discussed the school and its ethos. Even before I took up my role I was given a great and very friendly welcome and the right amount of information to ensure that I could start in

September without feeling overwhelmed. It was immediately obvious that the students are at the heart of every decision that is made within the school. Students have a thirst and enthusiasm for learning which is deliberately nurtured by teaching and support staff alike. The pride that students have for their school and achievements shines through in their words and actions.

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

Reema, Teaching Assistant

"I was encouraged to apply for the role at NHHS by a colleague soon after completing my MSc due to its ethos and outstanding rating by OFSTED. Coming from a background with experience of only working with primary school children, the decision of moving onto a secondary school was a very difficult one to make. However, it's one that I haven't looked back on as working at NHHS has been a very positive experience. The Inclusion faculty strives towards equal classroom opportunities and adopts a "no excuses" approach. The Inclusion team has very welcoming, friendly and professional staff that all support each other to ensure that together we provide the students with the best support possible. My experience at NHHS has given me great confidence and developed my understanding of working with SEN students of different needs and backgrounds. As an aspiring Educational Psychologist, the CPD and training delivered at Nower Hill is really helping me achieve my goal."

Aisling, Art Newly Qualified Teacher

"Joining Nower Hill School as an NQT I was made very welcome by my department. The teachers are very enthusiastic and always work as a team, offering me support and guidance. What I noticed most about Nower Hill pupils was how proud they were of the school. I saw how much they genuinely enjoyed their lessons, they are wonderful pupils to teach."

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. "

Sonia, UQT

As a recent graduate, I was looking for experience within the education sector. Working as a Teaching Assistant gave me the opportunity to use the skills that I had gained through education and apply it to my work. With the numerous opportunities provided by Nower Hill, I was able to progress from being a Teaching Assistant to a Specialist Teaching Assistant working within the alternative curriculum. Through the use of CPD and experience, I was then able to get a job as a UQT. I am confident that with the new skills that I have gained in the past three years, I would be able to successfully secure a place on a teaching programme.

Amna, Science teacher and STEM Co-ordinator

"Since starting in September, I have been made to feel incredibly welcome at Nower Hill High School. The induction programme, which was well structured and supportive, facilitated my transition into the school greatly. I was overwhelmed with how helpful and supportive the staff are; with my questions being answered before I was able to voice them. The department always made me feel comfortable to ask questions, offered their own time to guide me through the school systems, and ensured I was aware that a support system was in place. This was the first job change I had made since my PGCE training, and I had heard such transitions can be stressful. I am incredibly lucky to have experienced the move to Nower Hill, as staff ensured that this was an exciting period rather than a stressful one! Nower Hill is a lovely place to work, where staff work hard to build an environment conducive to

learning. Students at Nower Hill are appreciative of these efforts, as is obvious by their positive attitude to learning. It is honestly my complete honour to be a part of the Nower Hill community.”

Sajid, teacher of Philosophy, Religion and Ethics

“Joining the Nower Hill community has been a very positive experience for my career in teaching. The school has an excellent induction programme for new teachers and you will find a very supportive environment with welcoming friendly staff, willing to care for your development. CPD at Nower Hill is personalised to allow teachers to develop their own teaching interests which will benefit both you and your department and faculty. Our students are joyful to teach. I have found that they are polite, well-mannered and in lessons enthusiastic, focussed and motivated towards success. “

Nagela, Teaching Assistant

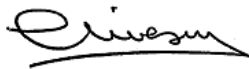
“Being a Teaching Assistant at Nower Hill has been a great experience. My goal is to become a counsellor for young adults and so after I graduated in Psychology and Sociology I thought that becoming a TA would give me more one-on-one experiences with the children before I begin to helping children with their personal difficulties. Since having this job, I have been given the opportunity to work with children and teachers in different subjects and year groups. I have also been doing 1:1 teaching sessions with a student which has helped me gain more insight on one particular student and her needs. You also get the opportunity to have CPD sessions with all the teaching and support staff which I personally found very useful. The school is constantly encouraging you to learn new skills, and to refresh and build on the skills you already have.”

Chris, Assistant Headteacher

“Immediately upon joining the school I noticed how much the staff here enjoy their jobs and want to challenge themselves to be the best. The desire to deliver a world-class education is the single most important motivating factor amongst the staff and their professionalism and dedication make the school outstanding. The importance placed on staff wellbeing at meetings of the Senior Leadership Team has really impressed me: just one example is that there is no period 6 on the day of a Parents’ Evening and a late start the next morning. The school is quick to embrace new ideas and new technologies (for example, all members of staff are issued with a tablet computer and students are issued with Learnpads) and paid honoraria give staff the chance to research and experiment with the latest pedagogy. Clear systems and support structures inspire confidence and make it easy to concentrate on the business of teaching and learning whilst the friendly, caring atmosphere makes it a very rewarding and enjoyable place to work. “

I hope that you find this booklet helpful.

I look forward to hearing from you.



CHRIS LIVESEY
Headteacher

NOWER HILL HIGH SCHOOL



MISSION

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

VALUES

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

Impeccable manners

Honesty
The appreciation of diversity

Articulacy

Knowledge
Literacy and numeracy
Creativity

Excellent behaviour

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

Hard work

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

Smartness of appearance

Personal pride
A healthy lifestyle

Kindness

Empathy
Respect
Teamwork

OBJECTIVES (a commitment to the achievement of specific, measurable, observable or demonstrable results)

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**:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Engaging and challenging lessons.• High levels of literacy and articulacy• High levels of numeracy• High quality and very hard-working staff• A relevant and meaningful curriculum• Access to cutting edge technology• The explicit development of student resilience | <ul style="list-style-type: none">• Targetted under-achieving groups. No 'gaps'• A well-disciplined and safe school• High quality Student Support• Celebration of achievement and success• Strong and collaborative leadership• Systematic monitoring , review and evaluation• A supportive and challenging Governing Body• High quality professional development | <ul style="list-style-type: none">• Excellent facilities• Future financial sustainability• Strong partnerships with home, the community and other schools• Thriving outside hours activities• An exemplary reputation• The school of choice for our community |
|---|--|--|

Our DNA

- We know where we are going – we are very clear about our future direction of travel
- We work on this together
- We have a 'Can Do' approach
- We embrace change positively - we innovate to meet the needs of our staff and students
- We have the highest expectations of every member of staff, every student and every parent
- We are a big school but we make sure individuals are cared for and valued
- We are inclusive; we want everyone to belong and we value diversity
- We place a strong emphasis on impeccable manners, articulacy, excellent behaviour, smartness of appearance, hard work and kindness
- We understand that our students must compete and we aim to equip them for that
- We are characterised by pace, purpose, passion, support and challenge
- We enjoy school, and are proud of being a part of Nower Hill High School
- We consider staff development an essential ingredient for the success of the school
- We celebrate our successes and achievements
- We are a 21st Century school with our feet firmly rooted in the timeless qualities of outstanding schools
- We have a commitment to improve on our previous best
- We are determined to provide a centre of all round educational excellence for the community.

A BRIEF HISTORY OF THE SCHOOL

The school, then known as Headstone Council School, started life on April 8th 1929 under the headship of Mr C.J Boyden and 6 teachers. At the cost of £15,000 the red brick building in Pinner Road had been newly built to educate 292 five to fourteen year olds (average class size of 50). The school soon expanded to meet the ever growing number of children resident in the rapidly expanding North Harrow and Pinner (Pinner grew from a population of 9,462 in 1921 to 24,500 in 1931), 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 for the boys remains to this day (although the silver tassel on the girls' navy blue berets has gone!).

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. More recently all Science laboratories have been refurbished; a brand new suite of arts rooms has been developed, ICT provision has been extended to every faculty (22 rooms in total) and every teaching room has an interactive whiteboard and digital projector. Sets of tablet computers are now available to faculties 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 newly designed front of school along George V Avenue. We are now a school of nearly 1900 students.

Much has changed in the last 85 years but I am pleased to say that 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 85 year history, the school has had only 7 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 to date)

- 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 300 students from Years 7 to 11. Each Year Group has twelve tutor groups of 25 students each. Either two Year Co-ordinators work together in every Year Group, each leading and managing half of the Year Group (150 students) and 6 Form Tutors or one Year Co-ordinator leads and manages the 12 tutor groups with the support of a full time non-teaching Assistant Year Co-ordinator. Our 6th Form has 390 students in 18 Tutor Groups. Student Support is led and managed by the Deputy Headteacher, Student Support, assisted by 5 Assistant Headteachers.

The Student Support Team works closely with parents/carers, Heads of Faculty/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.

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.

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 tablet computer and all classrooms have a digital projector and an interactive whiteboard. There is a team room in every faculty area with desktop PCs for staff use.

Specialist areas are also modern and high quality. We have 17 ICT rooms, students in Y8, Y9, Y10 and 6th Form have their own tablet computer 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 both Art and Music, both housing modern computers with the latest professional standard software. A climbing wall has been built in the sports hall to further expand opportunities in PE.

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 recent additions to our site are a superb 6th Form Centre, a first class English teaching block (13 classrooms), an additional block of 5 state of the art Science labs (making a total of 16 Science labs) and an excellent Fitness Suite which is free for students and staff to use. We have recently laid a brand new all-weather field.



***Nower Hill
High School,
6th Form
building***

USING ICT TO ENHANCE TEACHING AND LEARNING

At NHHS we consider ourselves to be an e-confident school. Information and Communication Technology plays an important role in the way we teach, learn, administer and manage, as a key tool to make all of the above more effective and efficient. All our classrooms are equipped with data projectors and Promethean Interactive Whiteboards. There are over 600 student PCs in school in 17 separate ICT facilities across all faculties and the school's Learning Resources Centre, while each teacher has a classroom PC and a personal tablet. The entire network consists of over 900 computers and is both wired and wireless, using the very latest wireless infrastructure technology. ICT is widely and effectively used in teaching and learning. We have recently begun to invest in hand held technologies for use in the classroom. Every student in Y8, Y9, Y10 and the 6th Form has an 8" android tablet which they can use in school and at home. These are used in lessons as an effective tool to enhance teaching and learning. The tablets give access to the internet and a wide range of educational apps. This will have been rolled out to all year groups within two years.



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 have a very well developed and well established Managed Learning Environment. Since the launch of the Fronter MLE in September 2007, Nower Hill has become the leading exponent of the use of Fronter among London schools. Fronter facilitates anytime, anywhere learning for our students, supporting and enhancing what we do with them face to face in school. There were over 1 million student visits to Fronter online classrooms last year. Show My Homework was introduced in 2015 and 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 Show My Homework.

SUPPORT FOR NEW COLLEAGUES

At Nower Hill we are committed to helping new colleagues feel welcome in the school. We give as much support as is needed to help new colleagues settle in.

Every colleague receives support from their faculty/department and year team. Over and above this we have two separate induction programmes for new teachers.

- I a) An Induction Programme for all new teaching staff in July, prior to the start of the new academic year, which includes:
 - our Culture for Learning 'The Nower Hill Way'
 - how we provide support for all
 - our Assessment, Recording and Reporting systems
 - our MLE system
 - our student support system and ladder of consequence
 - meeting colleagues within the faculty
 - day to day running of the school
 - protocol surrounding emergency evacuations.
- b) An informal meeting at the end of the first full week back with the Senior Team and training on SIMS, Fronter and use of Interactive Whiteboard within the first month of the new academic year.

II Induction Programme for NQTs

All NQTs who obtain QTS after May 1999 have to complete an induction period, which generally lasts three school terms, before they are fully qualified.

Julie Wilkinson, 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 NQTs are given the opportunity to meet and work together on specific topics to help meet Teaching Standards;
- regular half termly learning observations and time for detailed post-observation discussion with both subject mentor and induction tutor;
- regular observations of other teaching staff both within and outside the faculty;
- inclusion in our bespoke teaching and learning programme 'Extend and Enhance your Teaching and Learning Skills'.

OPPORTUNITIES PROVIDED IN HOUSE AT NOWER HILL IN 2016/2017 FOR TEACHERS TO DEVELOP THEIR PROFESSIONAL SKILLS

In addition to 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 Teaching School Alliance (HCTSA) and thus open to colleagues from other schools in the Alliance.

- Aspiring to Headship Programme
- Aspiring Deputy Headteachers' Programme
- New to Senior Leadership Programme
- Aspiring Senior Leadership Programme
- Aspiring Pastoral Middle Leadership Programme
- National Award for Middle Leaders
- Post NQT pre Leadership Programme
- Year 2 Teachers' Development Programme
- Developing Great Teaching
- Developing Expertise
- Teaching Linear Qualifications
- First Steps to Curriculum Middle Leadership
- Ready for Curriculum Middle Leadership
- Developing Memory and Mastery
- Training to Raise the Attainment of Disadvantaged Groups
- Timetabling Programme
- Extend and Enhance your Teaching and Learning Skills
- Extend and Enhance your Leadership and Management Skills
- Aspiring Student Support Leadership Programme
- Fronter Development Training
- ICT (SIMS, interactive whiteboard training etc.) Training
- Observing other teachers' lessons
- External Training

STAFFING STRUCTURE – SENIOR LEADERSHIP, MIDDLE LEADERSHIP AND TEACHING

Headteacher

2 Deputy Headteachers

7 Assistant Headteachers

8 Year Co-ordinators (Y7-Y11)

3 Assistant Year Co-ordinators (full time, non-teaching)

2 Heads of Year (Y12-Y13)

10 Heads of Faculty

SCHOOL DAY

08.45 – 09.10 Registration/Assembly

09.10 – 10.00 Period 1

10.00 – 10.50 Period 2

10.50 – 11.10 Break



11.10 – 12.00 Period 3

12.00 – 12.50 Period 4

12.50 – 13.35 Lunch

13.35 – 14.25 Period 5

14.25 – 15.15 Period 6

KEY STAGE 3			
National Curriculum (French only) plus:			
<ul style="list-style-type: none">MathsEnglishSciencePEHistoryGeographyFrench*Spanish*German (Y8 only)*Latin (Y8 only)*		<ul style="list-style-type: none">DT (Food Technology, Resistant Materials and Textiles)Computer StudiesOracy (Y7 only)Classics (Y7 only)MusicArtDramaCitizenshipPhilosophy, Religion and Ethics	
*Students choose 2 or the 4 languages in Y8			
KEY STAGE 4			
<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)Citizenship/PSHE (1 period in Y9 and 10)	
Plus 4 options (3 periods each) from:			
			
Arts Faculty: Drama Dance (Extra-curricular) Fine Art Graphic Design Media Studies Music Music Technology	Faculty of Linguistic & Cultural Studies: French German Spanish Latin Classical Civilisation Ancient History Ancient Greek (Extra-curricular) Mandarin (Extra-curricular)	Design & Technology Department: Cooking & Nutrition BTEC Hospitality & Catering (GCSE until 2018) Resistant Materials Technology Textiles Technology	Computing & ICT Department: ICT Computing
Humanities Faculty: Geography History Philosophy, Religion & Ethics	Social & Economic Studies Faculty: Business Studies Citizenship BTEC Child Learning (from 2019)	By invitation: Curriculum Support Curriculum Enrichment College Placements Astronomy	
	Sports Studies Faculty: GCSE PE		
6 TH FORM			
A LEVELS AT NOWER HILL: Art (Fine) Art & Design (Graphic Communication) Biology Business Studies Chemistry Citizenship Classical Civilisation Computing Dance Drama & Theatre Studies Economics English Language & Literature English Literature French Further Mathematics Geography Government & Politics History ICT Latin Law Mathematics		Media Studies Music Music Technology Philosophy, Religion and Ethics Photography Physics Psychology Sociology Spanish Extended Project Qualification	
		A LEVELS TAKEN AS ‘AWAY’ SUBJECTS WITHIN HARROW COLLEGIATE: Accounts (Stanmore) Creative Writing (Harrow High School) Dance (Stanmore) English Language (Hatch End High School) German (Hatch End High School) Graphic Product Design (Rooks Heath College) Health & Social Care (Bentley Wood) Philosophy (Bentley Wood)	

NOWER HILL HIGH SCHOOL

TEACHING AND LEARNING POLICY

September 2013

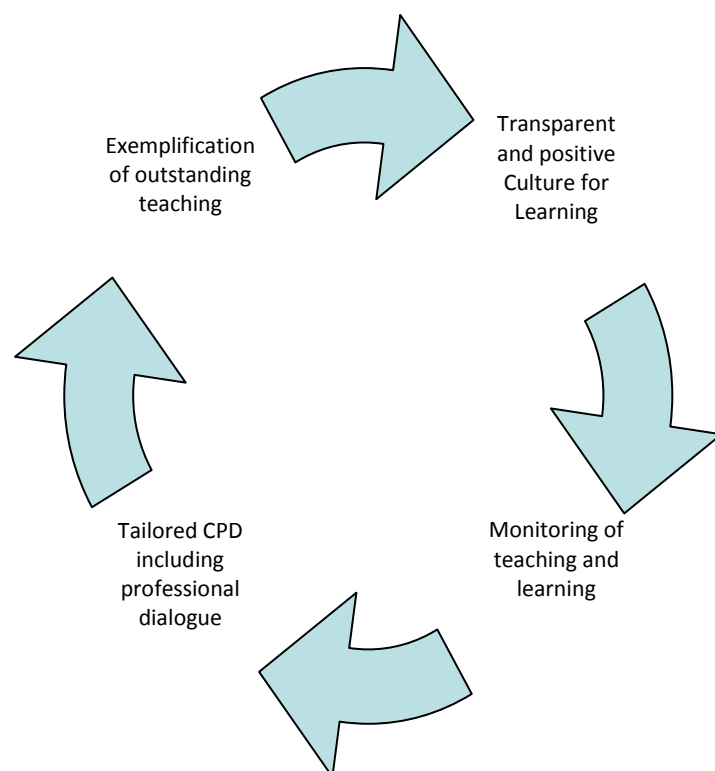


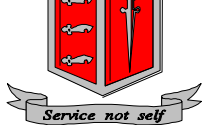
At Nower Hill High School we continually strive to provide our students with the highest quality learning experiences by:

- providing a broad and balanced **curriculum** that effectively challenges all students to reach their potential
- securing and maintaining consistently high standards of **teaching** in all curriculum areas
- promoting a highly aspirational culture for **learning** that facilitates the development of transferable life skills, resilience, creativity and independence
- using **assessment** informatively to set challenging targets and monitor learning, leading to outstanding progress and achievement for all.

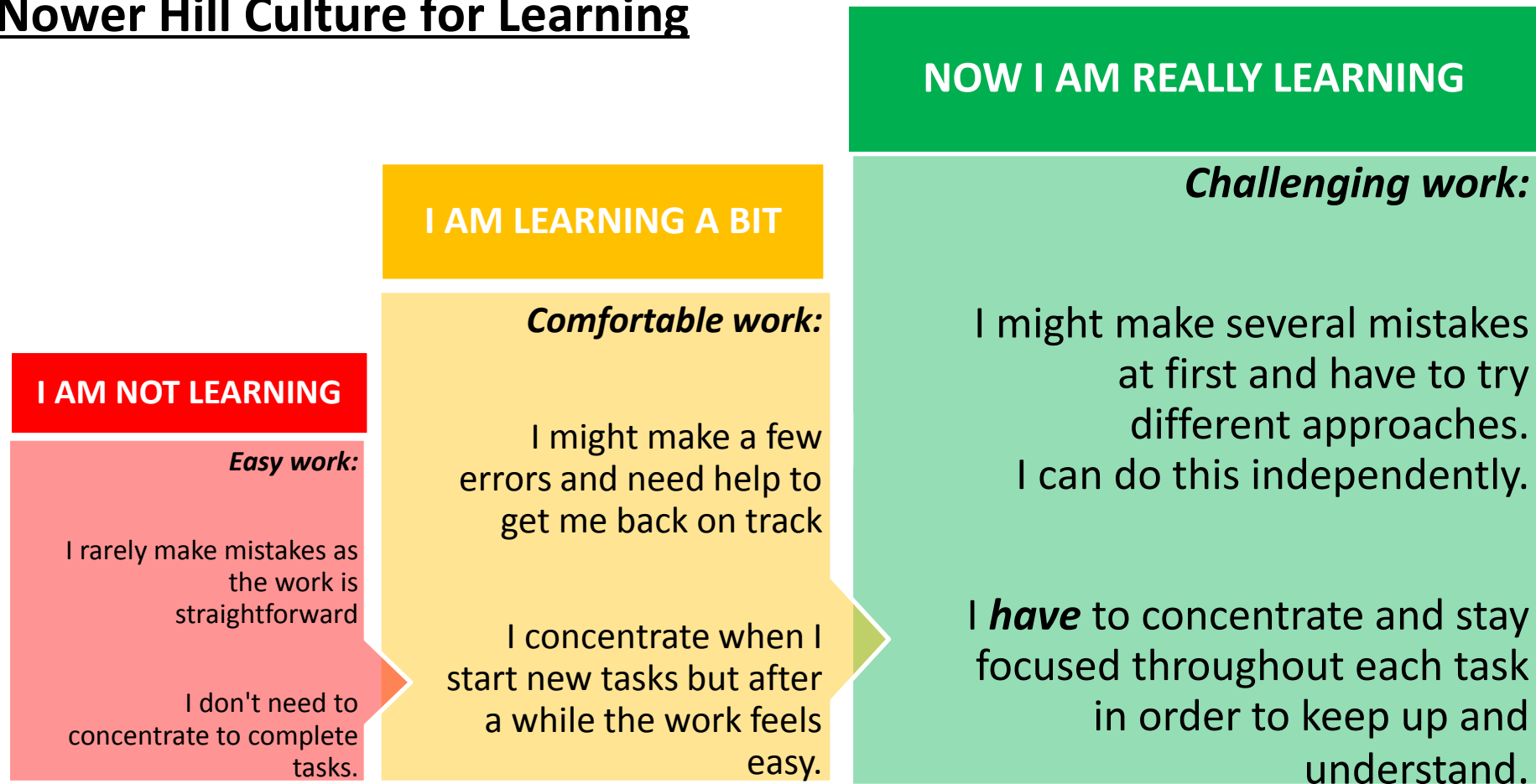
Practices to support Outstanding Teaching and Learning:

- A positive culture for learning permeates the school and is reinforced visually for both students and teachers.
- Standards of teaching are monitored rigorously through an annual teacher effectiveness process which informs specific training requirements.
- Staff development is supported through an extensive and continuously evolving CPD programme.
- Staff are supported in their understanding of outstanding teaching via detailed exemplification statements used in learning observations. These are annotated and used to inform professional dialogue following observation.



TEACHER		STUDENT
<ul style="list-style-type: none"> • Reflect on learning during the lesson. • Be clear about how students can progress in both oral and written feedback. Feedback needs to be regular. • Encourage ownership of learning – self assessment. 	A ssessment	<ul style="list-style-type: none"> • Set yourself meaningful targets to improve. • Reflect on your work regularly- have you done your best? • Compare answers/ideas with a friend.
<ul style="list-style-type: none"> • Differentiate tasks, questions, instructions, resources. • Increase the level of challenge constantly. • Don't be afraid to change the direction of the lesson when good, deep learning is taking place - be creative. 	C hallenge for all	<ul style="list-style-type: none"> • NEVER settle for the easiest option – try harder tasks; use more complex language. • Don't be afraid to make mistakes – move out of your comfort zone to stretch yourself.
<ul style="list-style-type: none"> • Pitch the lesson high. • Communicate and reinforce high expectations to students. • Contextualise learning in relation to assessment outcomes. 	H igh expectations	<ul style="list-style-type: none"> • Check you understand what you are learning. • When you have a choice of tasks – try the hardest task you can.
<ul style="list-style-type: none"> • Encourage different approaches to solving problems or answering a question. • Encourage investigation, discovery and research. • Make good use of homework to develop independence. 	I ndependence	<ul style="list-style-type: none"> • Don't ask for help until you have tried by yourself. • Try different approaches to problem solving, use a range of different sources in research. • Look for ways to extend your own learning (including homework).
<ul style="list-style-type: none"> • Establish and maintain a positive learning environment which is not interrupted by poor behaviour. • Create an environment where students enjoy being challenged and are keen to discuss their learning. 	E nvironment	<ul style="list-style-type: none"> • Contribute to a positive learning environment with EXCELLENT behaviour, enthusiasm and good habits. • Be on time and arrive to lessons well prepared so you do not delay learning for yourself or others.
<ul style="list-style-type: none"> • Check understanding; <i>'why? How do you know? Show me an alternative...'</i>, <i>Describe the method....'</i> • Encourage class discussion to draw out ideas and strengthen understanding. • Encourage checking and proof reading. 	V erify and discuss	<ul style="list-style-type: none"> • Check your own work when you can – if you find errors, have another go or redraft it. • Ask questions when you are curious to know more. • Describe what you have learnt. • Answer the teacher's questions to help your understanding.
<ul style="list-style-type: none"> • Help students learn from mistakes and move forward – why did this not work out? How could you try it differently? • Encourage risk taking in learning – <i>'..try a different approach and see what happens....'</i> 	E rrors are welcome!	<ul style="list-style-type: none"> • There are often lots of different routes to a correct answer or different interpretations of the best answer – some attempts along the way may not work out – this is fine! • If you never make mistakes, you are not learning – identify your mistakes and try something different but DON'T give up!

Nower Hill Culture for Learning



NOWER HILL HIGH SCHOOL

CURRICULUM STATEMENT



It is our aim that our students will become:

Successful learners who enjoy learning, make progress and achieve

Confident, articulate individuals who are able to live safe, healthy and fulfilling lives and who are ambitious and equipped to compete

Responsible, well-mannered and considerate citizens who make a positive contribution to society

We will do this by:

- Having very high expectations at all times
- Having a very strong focus on academic achievement and qualifications
- Providing a personalised curriculum that meets the needs of all students
- Ensuring that all students are supported by personalised teaching that will enable students across the academic spectrum to be challenged and stretched
- Providing appropriate support for those students on the SEN and EMA registers
- Using baseline data and a personal knowledge of the student to produce lessons that will stimulate and engage them
- Using the latest technologies as teaching tools to enhance the learning experience for the student
- Producing meaningful and appropriate content on the school's Managed Learning Environment that will excite the students and engage them in the 'virtual classroom'
- Monitoring the progress of students at regular intervals and using the information gained in future planning and target setting
- Communicating assessments and targets with parents and using the student/parent/school partnership to support the development of the student
- Encouraging students to be resilient and to show initiative, individuality, independence, commitment, creativity and enquiry
- Providing a wide range of extracurricular activities that develop the personal well-being of students
- Making their school experience one where they enjoy learning and come to see it as a lifelong process



NOWER HILL HIGH SCHOOL SAFEGUARDING POLICY

Introduction

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. 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 2016
Serious Crime Act 2015
The Prevent Duty June 2015
LSCB: London Child Protection Procedures 2015
DfE: Use of reasonable force in schools, July 2013
DfE: Working together to safeguard children, March 2015
DfE: Mental Health and Behaviour in Schools, March 2015
Harrow Academies HR Policies

And should be read in conjunction with the following:

Staff Code of Conduct
Medical Protocols
E-safety procedure
Anti-bullying Policy
Behaviour Policy
Attendance Policy
Health and Safety Policy
Whistle Blowing Policy

Safeguarding and promoting the welfare of children is defined as:

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

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

The school commitment

We are committed to safeguarding and promoting the welfare of all our students. We maintain an attitude of '**it could happen here**' at all times where safeguarding is concerned and will always act in the best interests of the child when we are concerned about their welfare. We recognise that some children may be especially vulnerable to abuse 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.

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 2016, so that all members of the school community are aware of their responsibility towards safeguarding and confident to deal with situations when they arise. Staff who are new to the school will receive training at different points throughout the year, dependent on when they join. All Designated Teachers will be trained to Level 3 and will

undergo refresher training at 2 yearly intervals. All members of staff will be issued with a link to KCSIE 2016 and instructed to read at least Part One of the guidance.

Safer recruitment and selection

We will ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks. In addition, the school will ensure that its Single Central Record is meticulously maintained. The Chair of Governors, all members of the Senior Team and a number of middle managers have undertaken Safer Recruitment training. All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of safeguarding children with each candidate.

School Procedures

We will comply with DfE guidance on 'Keeping Children Safe in Education' at all times. We have 5 designated members of staff: 4 Assistant Headteachers Student Support (**Sarah Fenlon, Ben Pittaway, Chris Stratton, Bruce Wooding**) and the Deputy Headteacher, Student Support (**Louise Voden**) who is the Designated Safeguarding Lead for the school. In addition, our Attendance Officer (**Julia Blanshard**) is trained to Level 2 to enable her to make referrals for children with regard to poor attendance at school or for children who are deemed to be missing in education. All parents are made aware of the school's Safeguarding Policy via the website and new parents are given a presentation on 'Appropriate Discipline' during the new Year 7 Parents and Carers' evening, in order to ensure 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/>

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 e-safety.

The Headteacher's responsibility

The Headteacher will ensure that the Safeguarding Policy adopted by the Governing Body is fully implemented and followed by all staff. In addition, he 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 Designated Safeguarding Lead's responsibility

The Designated Safeguarding Lead, **Louise Voden**, 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 the CAF is completed in a timely manner and followed up to ensure the well-being and safety of the child. If after a referral the child's situation does not appear to be improving, she will press for re-consideration to ensure all concerns have been addressed. The Designated Safeguarding Lead will also take responsibility for investigating and referring where necessary to the Local Authority Designated Officer (LADO), any allegations against a member of 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 for Harrow is:

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

All parents will be made aware of the Designated Safeguarding Lead's responsibility with regard to safeguarding referrals when their child starts at the school and of how to raise a concern regarding safeguarding with the school.

How can parents/carers raise concerns?

Any parent or carer with a safeguarding concern regarding a child at the school, whether that concern has arisen within or outside of the school, should contact **Louise Voden, 020 8863 0877**, by telephone at the earliest opportunity.

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.

Physical Intervention

The school's Physical Intervention Policy acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to self, another person or damage to property. All acts of physical intervention must be recorded in the school's log and reported by the Designated Teacher to the LADO. It is understood that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Attendance

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

FGM

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

Prevention of Radicalisation

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

Child Sexual Exploitation (CSE)

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

Peer on peer abuse

The school acknowledges that children are capable of abusing their peers and that different gender issues can be prevalent when dealing with peer on peer abuse. We will never tolerate this or pass it off as 'banter' or 'part of growing up'. Examples of such behaviour which must be reported include, but are not restricted to: girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

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, Counsellor and Student Support team will be alert to any changes in mental well-being and discuss with parents/carers at the earliest opportunity. Although the school cannot make a direct referral to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest, the school will request that the parent/carer request a CAMHS referral through their GP. In some cases, if it is felt that the parent/carer is not engaging with the school and other agencies to address a mental health issue in a child, a safeguarding referral may be made by the school to Children's Services.

Policy Review

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

Policy Author: Louise Voden, Deputy Headteacher, Designated Safeguarding Lead

Date: 5th September 2016

NOWER HILL HIGH SCHOOL
Summary Guidance for School Staff regarding Child Protection Referrals

Identifying children and young people who may be suffering significant harm

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

Definitions

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

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

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse 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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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, though it may occur alone.

Neglect is 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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

Child protection concern may have come from:

- something the child has said or done;
 - an injury that is apparent;
 - the appearance of the child;
 - behaviour that is observed;
 - concerns that have accumulated over time;
 - the attitude or behaviour of parents or carers;
 - comments made by others about the child or parent/carer.
1. **The information should be recorded immediately** by the person directly involved, and also information regarding anyone else who was present or witnessed it. It is important to record the time and date and sign it.
 2. The member of staff concerned should **seek out one of the designated teachers** - Louise Voden, Deputy Headteacher Student Support, Bruce Wooding, Assistant Headteacher Inclusion, Sarah MacLeod, Assistant Headteacher Student Support, Ben Pittaway, Assistant Headteacher Student Support, Marianne Jeanes, Assistant Headteacher Head of 6th Form immediately, or, if not possible, Chris Livesey, 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 your concerns and will probably come to school to see the child.
 6. Only minimum 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 evidenced 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 will probably 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).

Actions where there are concerns about a child

