PINNER
HIGH SCHOOL

SCHOOL GUIDE
2021-2022

tes schools awards 2020 Shortlisted Secondary school of the year

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School Organisation

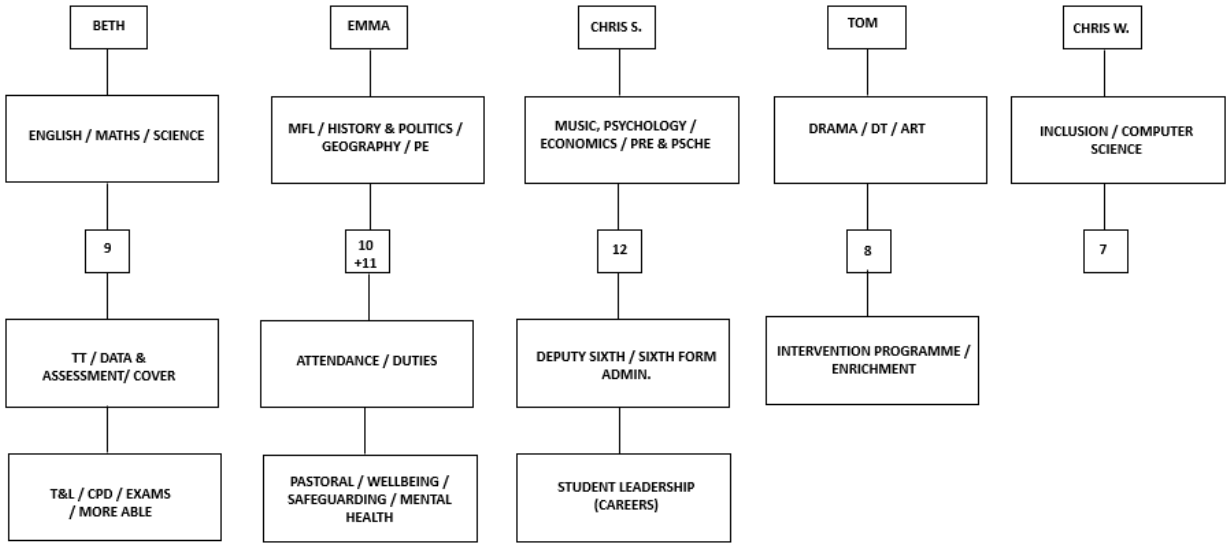
Welcome

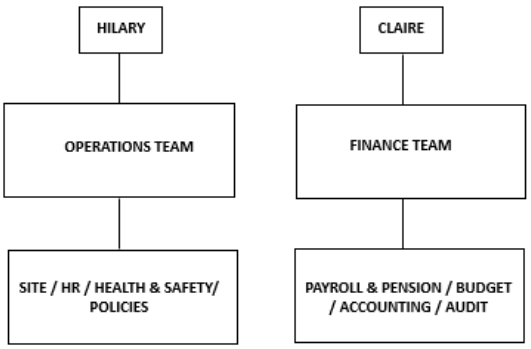
Welcome to the Trailblazing Staff of 2021-22. Pinner High School is a very exciting place: a school as it should be, rather than as it has always been. We are supported by a group of very successful high schools all committed to our success. We have a very supportive local community. We have excellent brand-new facilities. All of this creates a unique formula for success.

Pinner High School is a learning-based community with high aspirations for all. We provide a first rate personal, inclusive education, through a tried and tested curriculum carefully supported by individual pastoral care. Students have the opportunity to excel in and out of the classroom, on the sports field, on the stage, in the community, enjoying a wealth of enrichment opportunities. The school brings life to the motto 'Inspiring Learning'. A great deal of this comes with the exceptional every day experiences students expect with our first-class staff. It also demonstrates the responsibility our young people have as Pinner High School students to make a commitment to inspire others. We will equip our students with an understanding of themselves, an appreciation of the world around them and a desire to innovate and solve problems as active contributors to society.

Senior Leadership Organisation Chat

Below is a brief overview of the SLT Line Management and responsibilities structure.





School Calendar

Our school calendar is found in two main formats.

- It is on Outlook – PHSAllStaff Calendar. You can add this by opening the calendar in Outlook.
- It can also be found on the School Website here.

Meeting Cycles

All teaching staff are directed for 30 minutes meeting time a week. This is on a Monday from 3.45-4.15pm.

- You can find the meeting cycles in the PHS Outlook Calendar and here.
- They are incorporated into our Assessment & Curriculum Calendar which is saved here

Times of the Day

We have no bells during the day nor transition time between lessons. Do allow time for dismissal and set up within your planning.

Time	**Duration**	**Activity**
8.25am - 9.15am	50 minutes	Period 1
9.15am - 10.05am	50 minutes	Period 2
10.05am - 10.25am	20 minutes	Registration
10.25am - 10.45am	20 minutes	Break
10.45am - 11.35am	50 minutes	Period 3
11.35am - 12.25pm	50 minutes	Period 4
12.25-1.05pm	40 minutes	Lunch
1.05pm – 1.55pm	50 minutes	Period 5
1.55pm-2.45pm	50 minutes	Period 6
2.45pm-3.35pm	50 minutes	Period 7

Entrances, Lunch & Social Spaces

Students wear lanyards which correspond to their year group. Below details where they should be during non-lesson times.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Before school	Terrace	Courtyard	Courtyard	Courtyard	Courtyard	Sixth form centre
Entrance	Pinnacle	'Old reception' or PE office	'Old reception' or PE office	'Old reception' or PE office	'Old reception' or PE office	Sixth form entrance
Food	Pinnacle	Pinnacle	Grab and Go/Restaurant	Restaurant	Restaurant	Sixth form centre
Break/ lunch	Terrace Court 2	Terrace Court 2	Court 2 Courtyard Quad	Court 1 Courtyard	Court 1 Courtyard Sail area	Sixth form Yard
Toilets	Hub	Hub	Changing rooms	Changing rooms	Changing rooms	Sixth form centre

Morning All Staff Briefings

We have morning briefings on the following days:

Tuesday	Teaching Tuesday – All Staff Online: https://meet.google.com/hqu-rpks-sjy
Wednesday	Year Team / Department Briefing Alternating
Thursday	Head's Weekly Update – All Staff Online: https://meet.google.com/nwh-khhc-bpu
Friday	Middle Leaders - Restaurant

Mint Class, 4Matrix & SIMs

These are both managed by our data team. If you have any queries please contact data@pinnerhighschool.org.

We use Mint Class to create seating plans. This is a great online tool that stores data and SEN profiles of the students in your class so you can make informed seating plans. https://pinner.mintclass.com/login

- Each class needs a seating plan which is up to date. This will be needed for cover, lesson observations and potential Covid-19 contact tracing.

SIMS is our system we use to track data, and student details. We also use 4Matrix as an analytical tool. There is always more to learn on both and we have regular training sessions on this. Do speak with Data or your line manager should you need support.

Parents' Evenings

We have one Parents Evening a year per group. The booking system we use I https://pinner.schoolcloud.co.uk/Auth/Teacher.

You will receive your log in from data if you are new to Pinner. Any queries email data@pinnerhighschool.org

Tuesday 19th October – Year 11
Wednesday 17th November – Year 10
Thursday 2nd December – Year 7
Tuesday 1st February – Year 12
Monday 21st February – Year 8
Thursday 10th March – Year 9

Academic: Inspiring Learning

Pinner High School prides itself on inspiring lessons that are taught across all areas of the curriculum, enabling student engagement and progress. Out Inspiring Learning ethos is below. This is rooted in the Teaching Standards, Learning Scientists and Rosenshines Principles. The full standards can be found here.

Learning Objectives:

- S4, S2, S5: Teachers take into account the needs and starting points of all students. Teachers will use the following as a basis for learning objectives:
- Mastery (S3, S2)
- Enquiry Questions (S4, S2)
- Skills Progression e.g. Blooms (S3, S2)

Opening of Lessons:

- In the opening of lessons, teachers will:
- Use enquiry questions that promote thinking skills (S2, S4)
- Use engaging activities that develop active learning (S4, S2)
- Establish clear routines (S1, S7)
- Make links to previous learning (S2, S4).

Learning and Progress:

In the main body of the lesson, teachers will:

- Encourage students to actively engage with their learning (S2, S4)
- Employ a range of questioning strategies to ensure ongoing AfL (S6, S5, S2)
- Promote student independence (S2)
- Offer students opportunities to demonstrate their learning (S2)
- Promote peer collaboration (S5, S6)
- Ensure there is a variety of tasks over a series of lessons (S4)
- Model and encourage fluency in oracy, literacy and numeracy (S3, S2, S4)
- Help students link learning to SMSC and wider British and Pinner Values (S4)
- Make use of multi-modal approaches to learning including the use of ICT (S4)

Knowing Your Students:

S1, S5, S6, S7: How have I …

- Used student data?
- Used student profiles?
- Used my seating plan?
- Liaised with my TA?
- Stretched, challenged and supported **all** students?
- Effectively communicated with students?
- Planned for clear instructions?
- Considered the appropriateness of my learning environment?
- Thought about student outcomes match to need?

Endings of Lessons:

S6: In the endings of lessons, teachers will:

- Reflect on learning with students, Assess student progress, Support peers to give feedback, Consider next steps with students

Dialogue:

S1, S2, S3, S6: To promote positive relationships and effective use of feedback, teachers will:

- Actively engage with students during tasks, Encourage dialogue with teachers/peers, Offer opportunities to apply feedback, Address misconceptions as they arise

Part One of the Teaching Standards

1. Set high expectations which inspire, motivate and challenge pupils establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge and have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
4. Plan and teach well-structured lessons and impart knowledge and develop understanding through effective use of lesson time
5. Adapt teaching to respond to the strengths and needs of all pupils and know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
6. Make accurate and productive use of assessment and know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
7. Manage behaviour effectively to ensure a good and safe learning environment have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
8. Fulfil wider professional responsibilities and make a positive contribution to the wider life and ethos of the school

Continuing Professional Development Offer & Website

We have the CPD Website which is easily navigated to sign post different courses and avenues of development. This is found here.

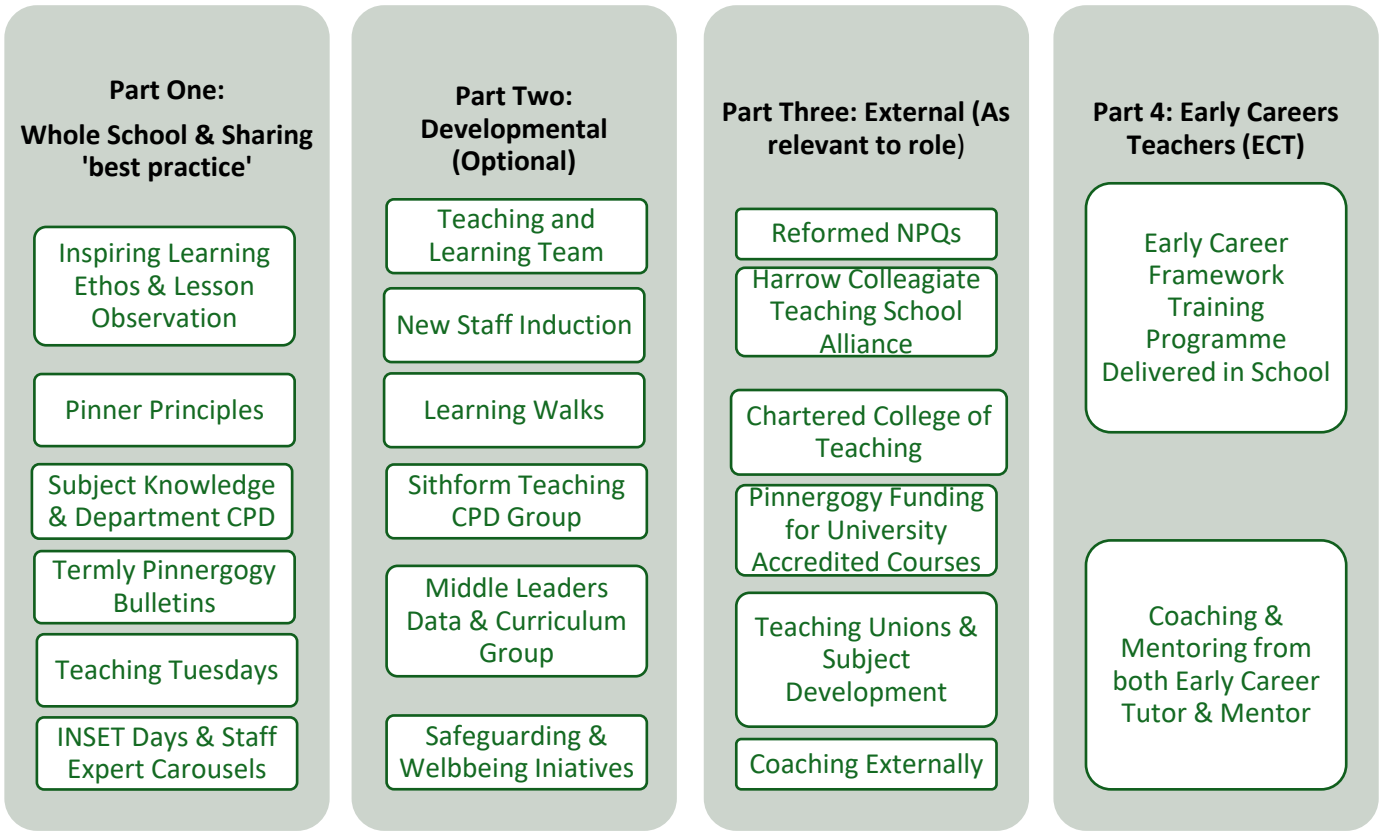
Our CPD Offer hopes to set:

- A focus on improving student outcomes.
- A focus on a set of collective whole school priorities.
- A focus on building and enhancing knowledge and expertise.
- A focus on the 'best bets'; to ensure development is evidence-informed.
- A focus on collaboration with colleagues and peer support.
- A focus on sustained development to embed change.
- A focus on inbuilt reflection time.
- A focus on teacher autonomy and choice within the different strands.

What is our approach to CPD?

- A whole school approach balancing school priorities and placing choice at the core of the offer.
- Establishing systems for long-term continual improvement to improve the quality of teaching.
- A clear focus on departmental and domain-specific CPD including subject knowledge enhancement sessions led by subject leads.
- Programmes driven and delivered by expert teachers.
- Developing internal leaders to aid the quality of teaching and support retention and progression pathways.
- Ensuring access to external organisations.

If you have any questions about any CPD – do speak with your line manager.



Sharing Best Practice: Pinnergogy

We have a Google Classroom where all staff are encouraged to share best practice. The code for this is: kumkfwh

- It also has access to a number of articles, excepts from books, and a library of videos from previous staff training. You can access this here.https://classroom.google.com/c/NjI4MDI2OTYzNDBa?cjc=kumkfwh
- We also have a £10,000 Pinnergogy Fund which is open to all staff to apply for funding towards a professional course. Applicants in the past have used this to support a wide range of things from Masters Study, NPQs and Mental Health Accreditations. This is open in November and June, and applied by a letter to the Head with how it links to our school improvement plan.

Lesson Observations

Teaching staff are observed three times formally a year, once per term and are used in Teachers development and performance management. These use the Inspiring Learning Ethos and Teaching Standards in our proforma which is saved here. These need to arranged where possible without the need for cover for a lesson.

These need to be dropped to Beth's office post box outside her office labelled observation feedback.

Term	**Observer**	**Deadline**
Autumn Term	Line Manager	3rd December 2021
Spring Term	Any colleague	25th March 2022
Summer Term	Line Manager	9th July 2022

Learning Walks & Teaching Tuesdays

We have an open-door policy at Pinner and encourage regular observation of one another's practice informally. This is strengthened through departmental and whole school Learning Walks.

Learning Walks occur weekly and are led by Beth – these take a look at a specific focus and are published in advance of the school term. These are not formalised, and are a tool to share best practice amongst staff. Anyone is able to sign up to a learning walk and these all start from Beth's office at the start of the lesson.

Teaching Tuesdays – these are a ten-minute briefing in the morning each Tuesday. Staff from all areas of school life give a short development presentation, sharing the very best of their area in the aim to upskill all staff. If you would like to lead a Teaching Tuesday email Beth to get yourself a slot.

Assessment & Curriculum Calendar

- We have three assessment points for each year group a year. These follow the codes of 7.1, 7.2, 7.3 for each year group. Year 12 is the exception with Four Data Cycles.
- An excel version which is saved here. You can download this, and edit it with your own departmental deadlines or events.

Data Cycles

We want students that leave Pinner High as happy and successful young adults with the outcomes they need to progress into their next stage of their education and training. Attainment and progress data is one tool we can use to consider the impact of teaching and learning that gets them there. This is at every level;

- All teachers should feel empowered to use this data to equip them to understand the outcomes of their own teaching in lessons. Understanding the purpose behind reporting within both departments and school wide data cycles is an important feature of reflective teaching practice. E.g. what is working? What impact have retrieval methods had on knowledge-based quiz results? What impact have literacy initiatives had on SPAG grades? Etc.
- Heads of Department can use this to consider the impact of department wide foci, on a cohort, class and individual basis. E.g. In previous data cycles are the same pupils continuing to not meet expectations? Have the interventions put in place as a result had an impact? How often are these reviewed? What pedagogical focus needs to be addressed within department briefings and meetings?
- Heads of Year can grasp which students are exceeding or struggling to engage in a number of subjects. Focusing on progress, attainment and ATL data to draw a picture of the barriers facing students in their year groups. E.g. Who are the 10 highest achieving students? Who are the 10 students who have made the greatest progress? What ATL trends

are there across departments? What additional pastoral support needs to be put in place for students not meeting expectations? Are their groups that can access additional funding? PP /LAC?

- Keyworkers and Teaching Assistants e.g. Where is my key student doing well? What can be learnt or transferred to other lessons?

In essence the use of this type of data in schools is to understand how we are currently meeting the needs of our students and how we can continue to work to meet them further. It has its limits, and we use this alongside the mechanisms and processes we have in school e.g. Observation, CPD, Training, Meetings etc. We want to make this data as accurate, reliable and consistent as we can and this is about being as clear as we can about what the data is showing.

Current Grades

- Assessments should be based on the course covered so far. These should in 9-11 follow the format and design of public exams using accurate grade boundaries, grade descriptors and mark schemes.
- This means that the current grade is NOT the grade that a pupil would get if they took the full GCSE right now. It is a grade on their attainment on the content covered so far, however much this is.
- **For Year 11** the current grade that is reported must be the same as the grade achieved on an assessment itself, even if the teacher feels that this grade is not an accurate reflection of where the pupil is. The exception to this is subjects where the grade for a written component may need to be moderated upwards or downwards on the basis of some non-examination assessment. The current grade can be an averaged score of two or more assessments.
- Current grades are reported as fine grades so pupils, parents, teachers and leaders are all aware of where pupils placed within that grade. These are explained below.

Fine Grade	**Grade Guidance**
5.8	**High** grade 5 - approx **top 25%** of grade range
5.4-6	**Mid** grade 5 - approx **middle 50%** of grade range
5.0-5.2	**Low** grade 5 - approx **bottom 25%** of grade range

Projected and Forecast Grades

The projected grade is your professional judgement of the most likely grade a pupil will achieve by the end of the year if they continue as they are with the same attitude and work. We call it a 'projected grade' rather than 'predicted grade' as exam performance, like the weather, is not close to being 100% predictable. Consider the projection of a student's progress. When determining grades, it is important to be as objective as possible. We must resist any temptation to give a higher forecast grade to encourage a less confident pupil or to give a lower grade to stop overconfident pupils from becoming complacent.

You will need to use your professional judgement to answer two questions:

- **What is the most likely grade a pupil will achieve by the end of the year, if they continue as they are?**

Many pupils will be on the borderline between two grades - you will need to make a judgement as to which grade is the more likely on current evidence.

- **How secure is this grade?**

- Indicate how secure this grade is with a 'fine grade' - see above.

Attitude to Learning

We also report on Attitude to Learning – this will be considered to support types of measures taken to support department development. For Heads of Year – this data will be analysed to consider what students are across the board underperforming and achieving.

ATL	**Grade Guidance**
O	**Outstanding -** this is for the very top students who have gone above and beyond.
G	**Good -** this is for students who consistently meet and exceed expectations of behaviour
RI	**Requires Improvement -** a student who has not met expectations over a period of time, sanctions have been put in place and improvement has not been seen. Parental Involvement is expected.

U	**Unsatisfactory –** this is for pupils who have failed to meet expectations. Middle Leader and Senior Leader involvement is expected.

Target Grades - Benchmark Grades
These target grades are a benchmark for student progress. We use FFT5 which places these benchmarks in the top 5th percentile of schools nationally. We take FFT 5, try to remove some of the skew caused by prior attainment, month of birth and gender and then create a direct map from KS2/CATS data to target grades.

- This means that there are anomalies – some students will be wildly above their Benchmark Grade, and others will be below as not every pupil fits a national average. However, it is important for determining progress measures in schools – especially for supporting the tracking of Progress 8 within our school. This is a measure we will be tracking at each data cycle and as middle leaders, it will become a key part of the discussions you have within your departments.

Pinner Principles

To build on the outstanding learning in lessons we need to ensure consistency of expectations around school both in class and in between lessons. This will support outstanding progress and behaviour for all members of staff. We have a set of principles all teachers and staff should demonstrate. This includes:

- Greeting pupils at the door – creating a 'threshold' between the corridor and the classroom.
- Having a 'Do Now' activity students can attempt without teacher input.
- Addressing uniform and corridor behaviour.
- Dismissing classes on time.
- Award a Star of the Lesson every lesson, awarding praise points and reporting and recording behaviour incidents correctly.
- Registers need to be completed in the first ten minutes of every lesson – this is a safeguarding requirement.

Curriculum & Homework

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum is a key way of meeting these objectives. It has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth.

We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework should be set to meet these goals in delivering a challenging curriculum. This should be designed by each department to further deepen and broaden the knowledge and skill set of its students.

All homework should be set on Google Classroom and is regularly checked by the Head of Department.
Heads of Year will take feedback from students and parents at half termly review points and feedback to Heads of Department.

Key Stage	**Core Subjects (English, Maths & Science)**	**Options Subjects**
KS3: Year 7 & 8	One 20 minute activity weekly.	One 30 minute activity every other week.
KS4: Year 9, 10 & 11	**Either** one 40 minute activity **or** two 20 minute activities. For Separate GCSE Science 30 minutes a week per single science For Combined GCSE Science 20 minutes a week per single science	One 30 minute activity every week.

Interventions

We know that some students need some additional curricula to support their learning. This is run in all year groups and is summarised below.

Year Group	**Interventions**

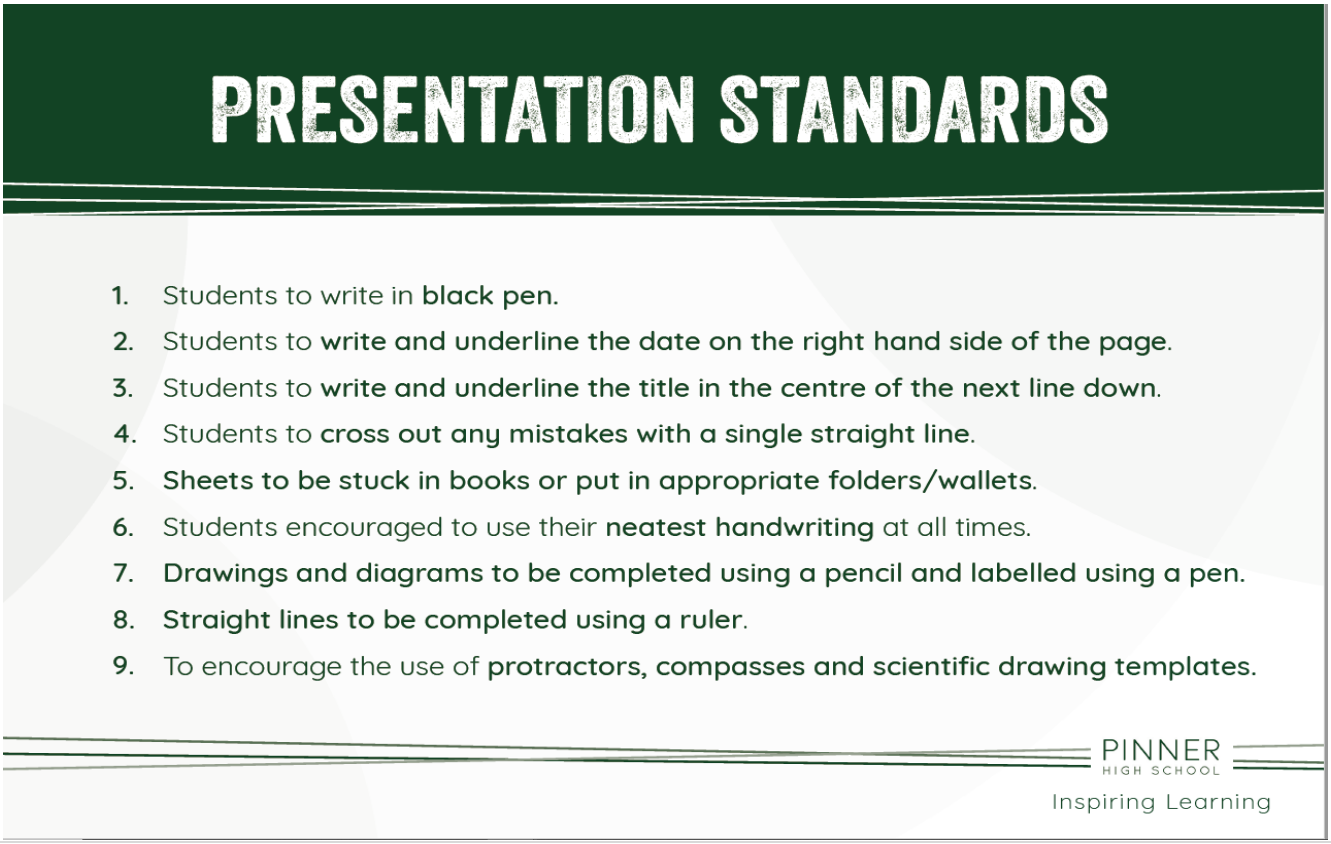
Year 7	Year 7 English Foundation, Year 7 Maths Foundation
Year 8	Year 8 English Foundation, Year 8 Maths Foundation
Year 9	Study Support / ASDAN
Year 10	Study Support / ASDAN
Year 11	Study Support / ASDAN

Student Feedback

We want student feedback to be meaningful and allow students to move forward with their progress. We recognise that departments hold the expertise and skill to do this meaningfully for their departments.

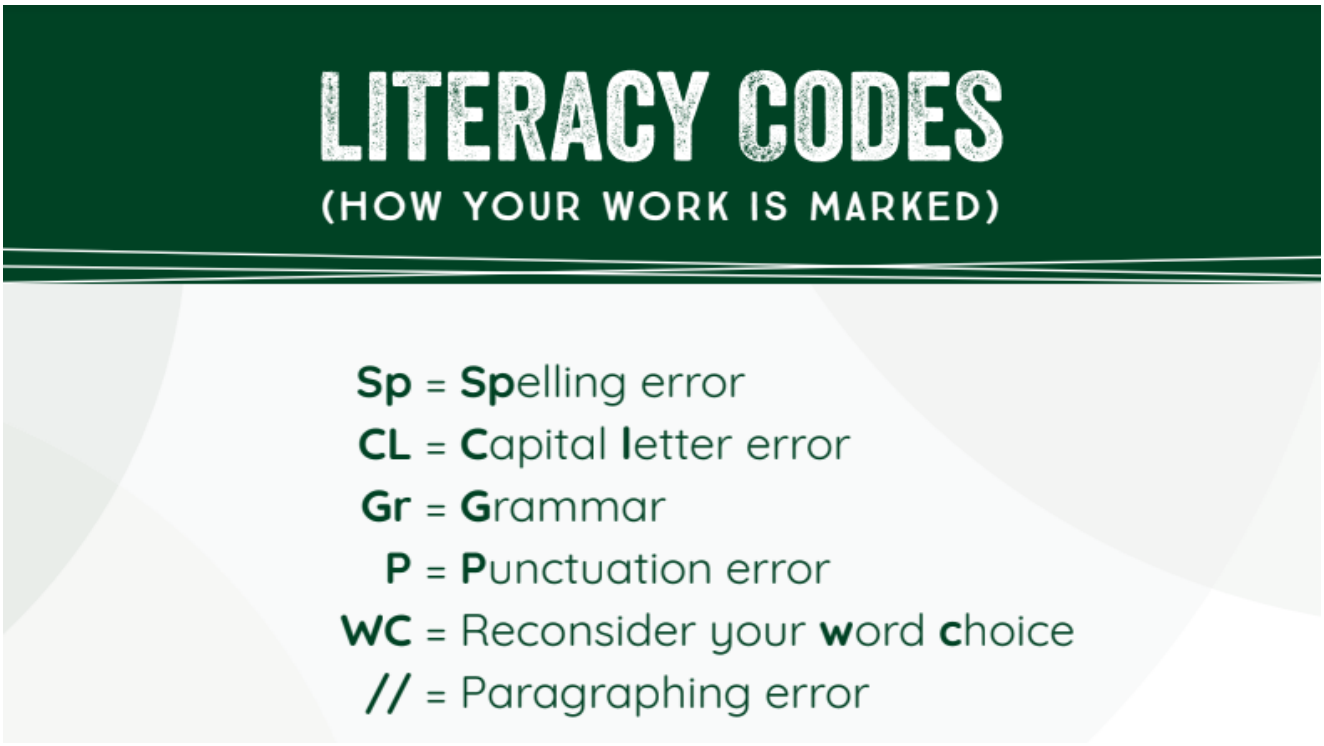
Year Group	Expectation
Year 7-8	This can be whole class, knowledge tests and individual feedback for the below: Two pieces of feedback per half term for English, Maths, Science One piece of feedback per half term for Options subjects, One piece of feedback per term for PRE and Mandarin.
Year 9-10	Two marked pieces of work per half term this can be a use of whole class feedback, knowledge tests, and one should be individualised feedback.
Year 11	Two individually marked exam practice per half term (roughly every three weeks). The Head of Department will maintain records of work for all pupils. This is to prepare our students, help us get to know where to target any interventions. Heads of Department should plan for these opportunities in schemes of work. Data will be able to support in the creation of internal departmental records of this if needed. This is not to disqualify other forms of assessment such as knowledge tests and whole class feedback.

Presentation Standards



Literacy Codes

These need to be used in all subjects when marking work and can be seen displayed in all classrooms.



Work Scrutiny

This is completed throughout department meetings and line management as a core part of every teachers' role. Whole School Work Scrutiny will take place in the allotted times below. This will look at the quality of work produced in lessons, the presentation policy, and literacy codes within notes and any assessment feedback. A cross section of the year group will be asked to deliver all their books to the Head of Year on the Monday of the scrutiny.

Year Group	Work Scrutiny
Year 7	28-Feb Monday Middle Leaders & Year 7 Work Scrutiny
Year 8	20-Jun Monday Middle Leaders & Year 8 Work Scrutiny
Year 9	16-May Monday Middle Leaders & Year 9 Work Scrutiny
Year 10	27-Sep Monday Middle Leaders & Year 10 Work Scrutiny
Year 11	29-Nov Monday Middle Leaders & Year 11 Work Scrutiny

Cover

The success of a cover lessons all rests and falls on the quality of the cover work the teacher sets. Please ensure:

- The cover work set is appropriate and relevant for a supervised and not taught lesson.
- Extension work as well as seating plans must be provided in all cases. These must be provided from MINT class and be up to date.

Planned Absence

Cover work must be set using the school Cover work proforma, either electronically or a hard copy. This should be emailed to the Cover manager at least 48 hours in advance and the HOD cc'd into email. All documents can be found on the shared area and in this folder here.

- Power Points needed for cover lessons must be save in the staff shared area in the Cover Folder with date and name of staff.

- If the absence is planned, let the class know what is expected of them regards to behaviour and quality and quantity of classwork while you are away.
- When possible, leave a "message to the class" from you, that the Cover Supervisor reads out verbatim. This can be added onto the Google Classroom in advance also.
- For known absence, resources must be printed in advance and left visible in classroom or with Lorna in her office. This needs to be on the proforma.

Unplanned Absence Absence/Sickness Reporting:

If you are unwell and unable to come into school please follow the procedure listed below:

- Phone calls should be made to Lorna on 07923 250526 – this will be from 6.30am and must be before 7am. Where possible so that there is enough time to cover lessons. If you know the night before that, you are unlikely to be in please email in advance and then call to confirm on the day.
- If in the event of reporting absence you get through to voicemail please speak clearly leaving your name, time of call, reason for absence and estimated day/time of return.
- A separate call needs to be made for each day of absence.

Sending in Work:

- Please follow up all calls with an email to Lorna, and your line manager outlining the lessons/registrations/duties you have that day and where the cover work can be found.
- If absence is unplanned, Power Points must also be saved in the shared drive. If you are unable to do this, you must provide alternative cover work.
- The cover team cannot print for you – resources need to be either prepared by the department or require no printing.

Heads Challenge

The Head's Challenge is our year long, extra-curricular programme, styled on the Duke of Edinburgh award blending Extra-Curricular Clubs, House Events, Outdoor Adventure and Charity work.

Clubs are a compulsory part of the school day, run by both teaching and support staff. Students can choose two options from four groups; 'Community', 'Sport', 'Arts', and 'Skills'. Examples of clubs include: Enterprise, Current Affairs, Environmental, Golf, Cricket, Tennis, Athletics, Netball, Fashion, Art, Drama production, Guitar, Chinese and Spanish Film, Mindfulness, Creative writing, Science and Coding amongst many others!

Clubs refresh termly so the more different groups of clubs the students participate in, the higher the level of Headteacher's Challenge they will be eligible for at the end of term. The Heads Challenge schedule is below:

Teachers complete two sessions per week. Teaching Assitants complete one session a week (unless additional to working hours).

Any more than the above you can claim for additional payment of £20 per period 7. (Part time colleagues, pro-rata of this in relation with part time hours)

Helen Sims leads our period 7 provision in Years 7-11. Tom Metcalfe leads our intervention provision in Years 7-11. Chris Stump leads the Year 12 Provision.

Year Group / Day	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	House Activity	Head's Challenge Club 1	Heads' Challenge Club 2		
Year 8	House Activity		Head's Challenge Club 1	Heads' Challenge Club 2	
Year 9	House Activity	Head's Challenge Club 1		Head's Challenge Club 2	
Year 10		Head's Challenge 1 (Optional)	Intervention	Intervention	
Year 11	Intervention	Intervention		Head's Challenge Club 1 (Optional)	
Year 12	And Beyond	Super curricular / Extra Curricular	Super curricular / Extra Curricular	Super curricular / Extra Curricular	

Pastoral Support

Safeguarding & Pastoral Team

Pinner High School is fully committed to its responsibilities for safeguarding and child protection. We recognise that all staff have a full and active part to play in protecting our students from harm. We believe that our school should provide a positive, safe and stimulating environment which promotes the social, physical and moral development of the individual student, and one in which students feel secure, are encouraged to talk and are listened to.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding; identifying concerns, sharing information and taking prompt action. Safeguarding encompasses the arrangements that are in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of harm. Pinner High School is committed to safeguarding children and will create a culture of vigilance in the school, ensuring that in all cases we will work in the best interests of the students in our care. All staff have a responsibility to provide a safe environment in which children can learn and our policy applies to all staff, adults, governors and volunteers working in the school. All staff, volunteers and visitors are required, and expected, to wear their staff identification at ALL times.

Designated Safeguarding Lead & Designated Teacher for Children Looked After & Previously Looked After (DSL)	Emma Pacey	Deputy Headteacher
Deputy DSL	Beth Hindmarsh	Deputy Headteacher
Additional Safeguarding Lead	Chris Stump	Assistant Headteacher & Head of Sixth Form
Additional Safeguarding Lead	Tom Metcalfe	Assistant Headteacher
Additional Safeguarding Lead	Kathryn Buchanan	Head of Year 11
Additional Safeguarding Lead	Luke Donelly	Head of Year 10
Additional Safeguarding Lead	Christina Moore	Head of Year 7
Additional Safeguarding Lead	Jason Craig	Head of Year 9
Additional Safeguarding Lead	Amy Wild	Head of Year 8
Additional Safeguarding Lead	Rhian Jenkins	Assistant Head of Year 8
Additional Safeguarding Lead	Rakhee Jotangia	Head of Computer Science and Whole School IT
Additional Safeguarding Lead	Hannah Lowder	SENCO
Additional Safeguarding Lead	Maran Dhannie	ASD Hub Leader
Safeguarding Governor and Trustee	Des Fahy	School Governor

ALL concerns regarding the welfare of children at school MUST be reported to the Safeguarding Team

- Concerns about a child: Refer to DSL (Emma Pacey)
- Concerns about a member of staff: Refer to Headteacher (Chris Woolf)
- Concerns about the Headteacher: Refer to Chair of Governors (Andy Ahmed)
- Concerns about PHS Safeguarding Practice: Refer to Safeguarding Governor (Des Fahy)
- All concerns must be recorded in writing on the School Safeguarding Reporting Form (Blue Paper) which is available in the following places.

Linked Document on the Desktop on your computer. Hard Copies are available in:

- Staff Room
- Heads of Year Office
- Deputy Head and Assistant Headteacher Office

- Welfare Room
- The Hub

Flowcharts highlighting the reporting systems are in all staff areas. Please refer to these when making referrals regarding any concerns that you have.

Punctuality

Ni'san Thomas will record all students (except 6th formers) who are late from 8.25am, and will be in the Student entrance.

Students will be issued with a card and be expected to sit a same day detention, at breaktime in room 103. The detentions will be supervised by Ni'san and a HOY. If a student misses their breaktime, they have an opportunity to complete it the next day instead. A missed detention or more than 2 lates in a week will result in a P7 detention.

Uniform

Our full uniform policy can be found on our school website. This September we will have a focus on the following:

- A reminder that there should be no nose piercing's, false eye lashes, fake nails or dyed hair unless died a natural colour.
- Hoodies/ denim or leather jackets are not permitted.
- Skirts should be a sensible length- just above the knee is fine. Lycra, stretchy skirts are not permitted.

Wellbeing & Mental Health

Learning Mentors

We have Niamh Braiden and Lesley Sawyer who are our learning mentors and who provide structured support to students who may need additional support with their learning. Should you think a child needs some additional mentoring, send an email to Niamh Braiden and the Head of Year.

Counselling

We have seven days of counsellors at Pinner to support our students. A referral form must be completed by the member of staff and handed to Heads of Year. Parents must be contacted before this begins.

Form Tutors 2021-22

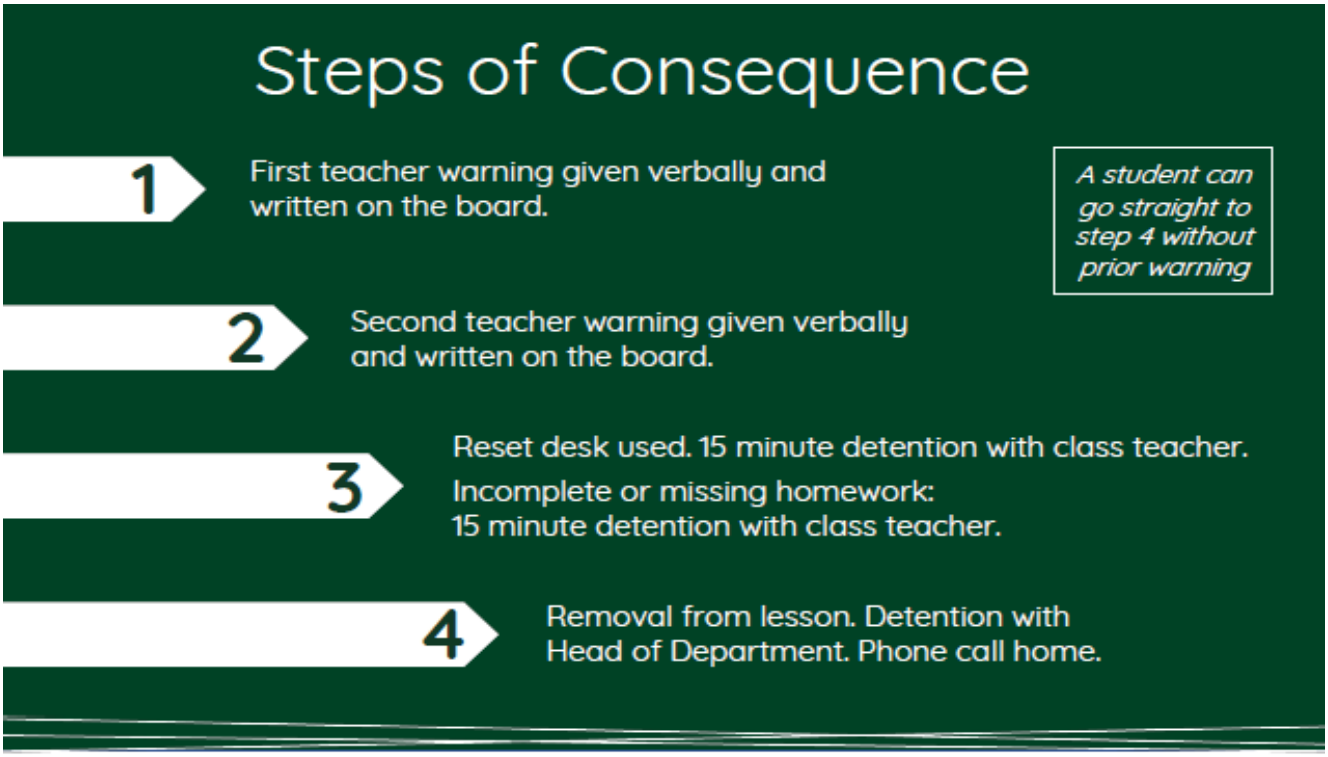
Our form tutors play a vital role in our Pastoral Support of students. This is your first point of call.

HOY 7: Nina Moore					**HOY: 10 Luke Donnelly**			
Year 7	**Tutors**	**Supporting**	**Base**		**Year 10**	**Tutors**	**Supporting**	**Base**
7AX	Betsy Gater ECT		134		**10AT was 9AP**	Marie Woolford		107
7AY	Liz Stephenson (M&T)Sajinthini Yogenthiran (W-F)		133		**10AU was 9AQ**	Luke McCormick		103
7BX	Rebecca Nelson		132		**10BT was 9BP**	Helen Sims & Davina Javia(Th)		111
7BY	Maisie Whiting ECT	Amy Howell	137		**10BU was 9BQ**	Nicola Foster		120
7MX	Humera Dehzad	Mariana Maksymowych-SCITT			**10MT was 9MP**	Laura Copeland		131

7MY	Sukaina Hussein ECT		129		**10MU was 9MQ**	Matthew Knowles	Lewis Henderson -SCITT	109
HOY 8: Amy Wild & AHOY Rhian Jenkins (Tues)					**HOY 11: Kat Buchanan**			
Year 8	**Tutors**	**Supporting**	**Base**		**Year 11**	**Tutors**	**Supporting**	**Base**
8AW was 7AX	Max Vendrig & Tasneem Walji	Hiteeshan Thachanamoorthy- SCITT	104		**11AL was 10AT**	Helen Stern		215
8AV was 7AY	Una Vandra		119		**11AM was 10AU**	Amanda Green		221
8BW was 7BX	Julie Tidd		106		**11BL was 10BT**	Ryan Surridge		101
8BV was 7BY	Zaynah Bhatti		113		**11BM was 10BU**	Vicky Bloss	Rhea Shah-SCITT	102
8MW was 7MX	Caroline Fardoe (W-F)Priscialla Hylton (M&T)		105		**11ML was 10MT**	Yasmin Burham & Maryiam Ali (F)		127
8MV was 7MY	Stefan Spryou		118		**11MM was 10MU**	Jennifer Bondzie		108
HOY 9: Jason Craig					**HOY 12: Chris Stump & AHOY Vixie Bruck**			
Year 9	**Tutors**	**Supporting**	**Base**		**Year 12**	**Tutors**	**Supporting**	**Base**
9AP was 8AW	Lauren Buss	Dorothy Withers (Tu)	205		**12 AX**	Anita Valji		202
9AQ was 8AV	Leena Shah		115		**12 AP**	Rakhee Jotangia (M, W &Th) & Ayesha Munir (Tu & Fr)		219
9BP was 8BW	Sairah Khan		218		**12 BX**	Priyanka Sribaskaran		135
9BQ was 8BV	Katrine Stewart -TBC	Caroline Shaw-Fernandez-ECT	209		**12 BY**	Tim Miall (Tu, W &Fr) & Jasmine Ali (M&Th)		206
9MP was 8MW	Seet Arrowsmith (W&Th) Fatima Naqvi(M,T&F)		212		**12 MX**	Phil Smith		112
9MQ was 8MV	Niamh Braiden		203		**12 MY**	Sonal Patel (Tu, Th & Fr) & Gilliam Munir (M&W)		128

Rewards and Sanctions

Our classroom behaviour system is overleaf. This is to always support students in making the right decision and regulate their own behaviour through positive recognition.



Internal Exclusion

Internal Exclusion will run 3 times a week in an allocated room. Middle leaders are used to support with the supervision of the room. This is Monday, Wednesday and Friday.

Staff Support

Staff Wellbeing

We have a subscription to the Employee Assistance Programme. This is a 24 Hour Confidential Helpline: 0800 030 5182. This has support for a wide range of issues some as listed below:

- Stress & Anxiety
- Work Advice
- Relationship Advice
- Counselling
- Financial Wellbeing
- Legal Information

You can find out more on healthassuredap.com.
Username: Pinner
Password: EAP

We also invest in staff wellbeing through the following initiatives, and always eager to explore more through the Staff Wellbeing Group.

- Staff Gym & New Outdoor Fitness Area
- Staff Wellbeing Group
- Staff Wellbeing Events: Fruit Baskets, Cheese Boards, Bars of Chocolate, Phantom Friend, Euro Sweepstake
- Free Eye Tests
- Anonymous Suggestion Boxes: What would make my life easier?
- Regular Line Management
- Christmas Party & End of Term Gathering

Finance

Finance is led by Claire Tarling, Finance Director and Zarqa Baig, Finance Manager. Payroll cut off is, as a general rule the 7th-9th of every month with salary payments made on the 25th day of each month. Where the 25th falls on a weekend, payments will be made on the preceding working day. Payslips are available online only and EPM, our Payroll Pay provider, will contact you directly with details of how to register. You can access payslips via: www.epm-epayslips.co.uk/Login.aspx

It is important to ensure you keep your bank records up to date and inform us of any change of address, proof will be required. Please contact the HR Officer or email: sgalbraith@pinnerhighschool.org

For finance queries, please contact Harsha hbhudia@pinnerhighschool.org or Ida imabiath@pinnerhighschool.org.

Purchase order requisitions should be placed via the online Resource Web Ordering Portal. Forms can be located on Staff Share: S:\Forms\PHS Purchase Requisition Form for orders not able to be processed via the portal. Authorised members of staff may only place purchase orders. Please speak to the Finance Office if you require access and to arrange training on the portal. Please refer to the PHS Financial Procedures Manual for further information.

Expense claims forms can be located on Staff Share: S:\Forms\PHS Expense Claim Form
Forms should be completed in full, signed by your line manager and submitted to the Finance Office. Please do not compile expenses; aim to complete one expense claim form a month. Payments are made by bank transfer with two payments runs a month (where possible).

We use Parent Pay in the canteen, and you will receive your log in to top up your account during the induction period.

Site

Tony Bryan is our Facilities Manager and he works alongside Jamie Newell and Gregg Gordon. Please add any requests for site through Parago – this is on your desktop.

IT

Our IT Team use Parago also– this can be found on your desktop. Raj Dabasia is our Network manager. He works alongside Neil Maroo and

Admin

Lucy Farhall leads our admin team, and each member of the team has different responsibilities to support the working of the school. If you need any admin support, or would like to know who to be directed to please email lfarhall@pinnerhighschool.org there will be a full outline of where to go for what in the bulletin.

Reprographics

If you require reprographic support, please email your request to: reprographics@pinnerhighschool.org

When sending your request please include the following information:

- Quantity required
- Whether the print is to be black/white or colour
- Whether A5, A4 or A3Single or double sided
- Whether to be stapled/booklet or hole punched
- When the work is required (if it is a large print run please try to allow 1 weeks' notice and 48 hours notice at least for any requests).

Alternatively, there is a tray on the shelves as you enter reprographics where work can be left – please ensure you complete a slip with the above information attached. Once your printing is ready, it will be placed on a shelf. Please try to collect work as soon as possible as storage space is limited.

Work not collected after 1 week will be recycled. This is now located at the end of the maths corridor next to the Pinnacle.