



Highlands School News



25 September 2020



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MESSAGE FROM THE HEADTEACHER

This week, the third week of term, has been a really positive one. Our new staff and students are settling in well and we have been in a position to start to reward the students who are meeting our expectations in the classroom and around the school (more on this below). Our whole school attendance is around 95% which, although lower than we would normally like, is significantly above the average for Enfield schools. Thank you to all parents, carers and students for helping to allow our school to reopen so successfully in these challenging times.

REMOTE LEARNING IN THE EVENT OF COVID-19 CASES AND STUDENTS WORKING FROM HOME

In the event of groups of students or whole year groups working from home due to a confirmed case of COVID-19 the school will set lessons each day that align to the lessons on students' timetables. The lessons will be set on Google Classroom. We are making sure that all new students have logins for Google Classroom. The lessons will be narrated powerpoints that will last for about 20-30 minutes. Each lesson will then have a 20-30 minute task that can be completed once the narrated powerpoint has ended. In the event of students being required to work from home, we will write to parents and carers with specific details of remote learning arrangements for those students.

UPDATE ON BEHAVIOUR

As all members of the school community will be aware our new behaviour policy was launched at the start of this term. We had been working on the development of the policy since the autumn term of 2019. We visited other schools, read and researched about behaviour systems and then spent a long time writing the policy and then training staff. We shared the policy with all members of the school community in the summer and we inducted students into the policy at the start of this term. I would like to share with the school community the following points, as we now reach the end of week three of the new policy:

- We had a decision to make this September about whether to delay the implementation of the policy or whether to proceed with the original plan to launch it this term. The changes we have had to make to school because of COVID-19 left us in no doubt that the policy needed to be launched this September. We have made significant changes to our routines, students are asked to follow very clear guidelines around where they can and cannot go, about wearing masks and sanitising, about maintaining social distance. Our students now have to wear lanyards, which allows us to make sure year group bubbles are observed at all times. Our old behaviour policy did not provide the kind of clarity of expectations that are paramount if students are to follow the new and very specific rules that we have had to introduce because of COVID-19.
- The behaviour policy is working. Statistical analysis tells us that most students are meeting our very high expectations. Now that we hold centralised detentions each day we know exactly how many students are receiving sanctions each day. I am pleased to share that the five day rolling average of students in after school detention is falling and, over the past five days, we have had an average of 45 students out of approximately 1550 in after school detention for disruptive behaviour and for other non uniform related behaviour incidents. This amounts to 2.9% of the school population. Teaching staff and our site team (caretakers and canteen staff) have reported that our lessons and lunchtimes are more calm and orderly than at any time in recent years. The first group of people I thank for this are the students. They have taken on board our very high expectations and the vast majority of them are meeting them at all times. I also thank staff and parents and carers for making sure the behaviour message is consistent in lessons and at home.
- Our behaviour policy is about rewards as much as sanctions. Each lesson staff record positive or negative behaviour codes for all students. The vast majority of the codes are positive. This week we rewarded the students with the most positive behaviour points with vouchers of up to £30. You can see photos of the successful students in this week's newsletter. Soon we will be sending parents and carers login details to Bromcom, our new management information system, and this will give access to all behaviour events. Bromcom is replacing Insight, which has been disabled.

STUDENTS AT SAINSBURY'S AND IN THE LOCAL COMMUNITY BEFORE AND AFTER SCHOOL

We ask that parents and carers remind students that when they are visiting local shops before and after school they follow the advice and guidance provided by those establishments around COVID-19 health and safety expectations. Students should line up where asked and wear masks where they are expected to. I would like to remind students that they are representing Highlands School when in these establishments and that, whether or not they are in school uniform, they are subject to the school's behaviour policy. We are in contact with the management of local shops and we will support them in following up incidents of poor behaviour.

Vincent McNerney, headteacher

CORONAVIRUS RELATED ABSENCES- QUICK REFERENCE GUIDE

What to do if...	Action needed	Code	Return to school when...
... my child has coronavirus symptoms	<ul style="list-style-type: none"> Do not come to school. Contact school daily. Self-isolate. Get a COVID-19 test. Inform school immediately about test result. 	Code X	...the test comes back negative
... my child tests positive for coronavirus	<ul style="list-style-type: none"> Do not come to school. Contact the school daily. Self- isolate for at least 10 days. <u>Inform school immediately about test result.</u> Inform MPH and LEX. 	Code I	... they feel better. They can return to school after 10 days even if they have a cough or loss of smell/ taste. These symptoms can last for several weeks once the infection has gone.
... somebody in my household has coronavirus symptoms	<ul style="list-style-type: none"> Do not come to school. Contact the school daily. Self-isolate. Household member to get a test. Inform school immediately about test result. 	Code X	... the household member test is negative
... somebody in my household tests positive for coronavirus	<ul style="list-style-type: none"> Do not come to school. Contact the school daily. Self-isolate for 14 days. 	Code X	... the child has completed self-isolation for 14 days.
NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus	<ul style="list-style-type: none"> Do not come to school. Contact the school daily. Self-isolate for 14 days. 	Code X	... the child has completed self-isolation for 14 days.
We/my child has travelled and has to self-isolate as part of a period of quarantine	<ul style="list-style-type: none"> Do not take unauthorised leave in term time Consider quarantine requirements and FCO advice when booking travel Provide information to school as per attendance policy. <p><u>Returning from a destination where quarantine is needed:</u></p> <ul style="list-style-type: none"> Do not come to school. Contact the school daily. Self-isolate for 14 days. 	Code X	... the quarantine period of 14 days has been completed.
... we have received medical advice that my child must resume shielding	<ul style="list-style-type: none"> Do not come to school Parent must provide medical evidence/doctors letter. Contact the school as required by the pastoral team. Shield until you are informed that restrictions are lifted and shielding is paused again. 	Code X	... school to inform you that restrictions have been lifted and your child can return to school again.
...A member of the household is shielding so my child cannot come to school	<ul style="list-style-type: none"> Inform parent that the school is deemed safe for students to attend even if family member is shielding. Treat as below 	Code O	.. the student should return to school immediately.
... we are concerned about our child catching coronavirus.	<ul style="list-style-type: none"> Safety measures are in place to ensure the school is as safe as possible. Pupils are expected to attend school from Septemebr 2020 and absence will not be authorised. Attendance Officer to refer the matter to HOY and inform LEX/ MPH. 	Code O	... the student should return to school immediately.

REWARD

POSITIVE BEHAVIOUR POINTS

We would like to celebrate the students who have gained the most positive behaviour points over the past few weeks. We are proud to see how they have embraced positive behaviour and continue to impress us with their attitude at school, well done.

YEAR 7

Irmak Gozek, 7BNI
Matilda Gant, 7ONK
Danny Kruja, 7BNI



YEAR 8

Aryan Vojdani, 8OSD
Raafay Siddiqi, 8BNK
Marcia Luvibidila, 8BNK
Elisabeth Castells, 8RKM
Nicolette Charalambous, 8BNK
Elena Giudice, 8BNK



YEAR 9

Alexander Ekkeshis, 9RNC
Holly Miller, 9RNC
Lorena Kransniqi, 9RNC
Elise Hussey, 9RGA
Hannah Themistocleous, 9OPR
Selin Turkcorur, 9RGA



REWARD

YEAR 10

Bianca D'Agostino, 10BJT
Rosina D'Agostino, 10BSB
Zoeb Valiji, 10BSB



YEAR 11

Isabella O'Donovan, 11BJB
Natasha Nicholas, 11WAJ
Naomi Rawding, 11BCS
Alara Yarkan, 11BCS

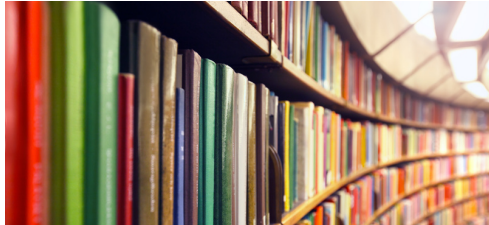


SIXTH FORM

Laila Mehmet-Ali, 12OMA
Izel Djafer, 12WSL
Eliza Teke, 12BBE



NOTICES



SCHOOL LIBRARY

Please can students return their library books to the library and put them into the return box.

Emma Mehmet, LRC Assistant

STAY SAFE

We are always here to support our students whenever they need it. If students feel like they need any kind of support, please speak to a member of staff on the school premises so we can help.

Alternatively, when off school premises or if you would like to speak to someone anonymously, you can also call or chat online with trained professionals at Childline.

www.childline.org.uk



LAMDA speech and drama examinations have been offered to Highlands students as an optional part of the drama department's extended curriculum since January this year. During lockdown, lessons moved online and students were able to take their acting (solo) examination in July. We are delighted to announce that every student has been awarded a pass with distinction, including one student taking grade 6 who has now earned valuable UCAS points.

This would have been an outstanding achievement at the best of times but under the extraordinary conditions of lockdown it is all the more impressive. We want to congratulate all the LAMDA students for their hard work and outstanding achievement.

Face to face lessons resume on Wednesday 16th September from 3:30pm to 5:30pm with social distancing and Covid safety measures in place. In addition to acting, students can now take exams in speaking verse & prose or public speaking.

If any parent would like their child to enrol, please contact the drama department for more details.

SCHOOL PHOTOGRAPH REMINDER

You should have received your child's school photograph order form. Please return this by Thursday 1st October as no orders can be accepted after this date.





Year 11 careers interview

One to one career interviews have started this week to discuss post 16 options. All year 11 students will be offered impartial information, advice and guidance on their post 16 options and will have an action plan produced. I recommend you take a look at this so you can support your child in making the best decisions. Students will be emailed an appointment time and an information guide on how to prepare for their interview. Appointment times are also displayed on the notice board outside the year 11 head of year's office.



Please note that each student must stay in some form of education or training until the academic year they turn 18 so making good informed decisions is more important than ever. Whilst the majority of students continue their education at Highland's sixth form, some students choose other pathways such as college or apprenticeships.

Virtual open days for all local colleges and sixth forms start anytime from October onwards and applications are made online to providers through the institution's own websites.





CAREER OF THE WEEK

Royal College of
Occupational
Therapists



For answers on key questions click [HERE](#)

Occupational therapy

Occupational therapy is an exciting and varied career. You will work with patients every day to help improve their care and their lives. You will work with people who have difficulties carrying out these activities because of disability, illness, trauma, ageing, and a range of long-term conditions. A degree is essential for this career path.

Roles also exist as Occupational therapy support workers. More info from Healthcare website [HERE](#).

MOOC (Massive open online course) of the week

What do we know and what are we discovering about the form and function of the human brain? This course is aimed at anyone with an interest in finding out the fundamentals of how the human brain works. You might be considering a neuroscience-related degree; a computer-scientist interested in neural networks; or in business and wondering how the workings of employees' brains influences the culture of a business. To join this free online course, go to the Future Learn website [HERE](#).

Meet the Russell Group fair

Meet the Russell Group is designed to support years 13, 12 and 11 students. Taking place just before the October 2020 deadline for Oxford and Cambridge, medicine, dentistry and veterinary science courses, it will provide vital application support to year 13s. The event will also support year 12s seeking inspiration and information for their university applications next year. Year 11 students are welcome to join if they are interested in exploring their future options too.

Join the virtual fair on Wednesday 7th October from 12:00pm to 6:00pm for Meet the Russell Group. This online and interactive experience will allow you to explore all 24 Russell Group universities and chat directly to their representatives and ambassadors. You will be able to view information and videos about each university, download prospectuses and take part in 12 live webinars in the virtual auditorium. Register [HERE](#).

Competition time

Opinions needed on the current real-world questions being asked of lawyers and business professionals today. Choose one of the two questions (How fair is the Criminal Justice System? or How do Businesses adapt to change effectively?) and write an essay that argues the differing views across the industry. Be inquisitive, research to expand your knowledge in the area and develop key skills that will help you achieve your ambitions. £1000 cash prize to be won!



Open to all students in years 10 to 13. See the entry page for more details and to submit your essay. Don't miss out, the closing date is 13 October 2020. More info on their website [HERE](#).



EMPLOYMENT

HELPING YOUR CHILD THINK ABOUT CAREERS AND EMPLOYABILITY IN 2020/21

For those students who will be leaving school at the end of the academic year and for you as parents and carers, you may be thinking about your child's next steps and how to help them to prepare for a different kind of economy and world of work in their future.

Here are some top tips for how you can best support your child with their transition and use this year to prepare.

Research early

Help your child to explore the different options available to them early in the year. They may already have an idea of what they want to do, but this could change and so having an awareness early will help them to adapt and plan for different scenarios. Be sure to link in with the school's careers support.



OPTIONS



Help them to stay up to date

At the beginning of the year, encourage them to sign up to different newsletters and follow social media accounts that could be of use. This could be employers, universities or careers advice services like the National Careers Service. Being connected will help them to stay aware of opportunities and the latest information.

Encourage them to keep an employability log

Regardless of the pathway that your child chooses, one day they are likely to complete an application for a job or for a university course and will need to demonstrate their skill set. Help them to set up an employability log where they jot down details of ways in which they have improved their employability skills. For example, through webinars, online courses they have participated in or virtual work experience they have attended.

- ☒ SKILLS
- ☒ EDUCATION
- ☒ EXPERIENCE
- ☒ EMPLOYMENT



Explore their passions and strengths

If your child has a particular hobby that they love, try to have a discussion around the skills they are learning and demonstrating through this. Use opportunities to help them to identify and celebrate their strengths, which they may not always feel confident to recognise themselves.

Encourage participation

Where opportunities to engage in extra-curricular activities or hobbies may be limited this year, try to encourage your child to participate in other activities, such as joining virtual careers fairs to explore university and employer opportunities, or taking part in an online course. These will all help to show their pro-activity and passion to employers.

